



Az Európai Unió
Erasmus+ programjának
társfinanszírozásával



IO 5: Train-The-Trainer Training

VI-TRAIN-Crafts – Virtuall TRAINing for traditional Crafts
(Virtuális képzés hagyományos kézműves szakmákban)

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Végső Eredmények

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Bécs, 2023. november



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1. **MIRŐL SZÓL A VI-TRAIN-CRAFTS PROJEKT?**

A kulturális örökség (CH) az Európai Unió fókuszában, mint a foglalkoztatás, a gazdasági hajtóerő és a fejlődés motorja. Az európai örökség hosszú élettartamának és használhatóságának garantálása érdekében elkerülhetetlen, hogy lépést tartsunk a társadalom olyan követelményeivel, mint az új technológia és a digitalizáció.

A Covid19 válság sürgőssé tette a kérdést, mivel a képzési szervezeteket erősen megszenvedték a korlátozások és az új szabályok, amelyek veszélyeztették a hagyományos oktatási és képzési tevékenységeket. Különösen a gyakorlati képzés tekintetében, ahol az oktatóknak nagyon közel kell kerülniük a tanulókhöz, hogy gyakorlati ismereteket taníthassanak.

A VI-TRAIN Crafts konzorciuma vállalta azt a kihívást, hogy innovatív képzést fejlesszen ki a hagyományos/veszélyeztetett mesterségek és az épületkárok kezelésére, ami fellendíti az (épített) kulturális örökség képzésének digitalizálását. Nagy hangsúlyt kapnak azok a kézműves mesterségek, amelyeket szinte sehol sem képeznek többé. Sok ilyen mesterséghez sok tapasztalatra és tapasztalt kézművesek útmutatására van szükség. Ezt a képzést elsősorban a különféle digitalizálási támogatások erősítik majd.

A VI-TRAIN Crafts várható céljai a következők voltak:

- a távoktatás megfelelő eszközeinek meghatározása a kézművesek képzéséhez (kézi munka),
- az online együttműködés megfelelő eszközeinek meghatározása a képzésben a funkcionalitás, a GDPR és az adatbiztonság tekintetében
- sikerkritériumok levezetése a magasan elfogadott digitális megoldásokhoz
- virtuális/3D-s kézműves képzési rendszer fejlesztése és tesztelése érzékelők és VR/AR segítségével
- virtuális/3D-s épület sérülésazonosító tréningrendszer fejlesztése és tesztelése
- a korlátozások leküzdésének lehetőségeinek vizsgálata és tesztelése, pl. mozgási betegség,
- Képző-képző rendszer kidolgozása a kiválasztott eszközök alkalmazására a hagyományos mesterségek oktatásában

A VI-TRAIN Crafts-ban kidolgozott tanfolyamok résztvevői az ECQA által biztosított minősítési eljáráson keresztül szerezhetnek európai tanúsítványt, amely egy nemzetközileg aktív, a készségek és kompetenciák tanúsítására szakosodott szervezet.

A VI-TRAIN Crafts gazdagítja az Európai Örökség Akadémia (EHA) kínálatát, amely a projekt befejezése után a VI-TRAIN Crafts képzések lebonyolításáért lesz felelős. Az EHA a Charterhouse Mauerbachban található, a jövőbeni EU Építészeti Konzerválási Kompetencia és Közösségi Központban, amelyet az INCREAS, a kulturális és kreatív iparágak, a pénzügyek, a tanulás, az innováció és a szabadalmaztatás a kulturális és kreatív iparágak kísérleti projektje (FLIP for CCIs) során hoznak létre. 2).



2. A VÁLASZTOTT MEGKÖZELÍTÉS LEÍRÁSA

2.1. Alkalmazás

A tanulmányok (O1 és O2) és a partnerszervezetek és munkatársaik meghatározott igényei alapján kerül kidolgozásra az e-learning platform tartalmi struktúrája, valamint a virtuális kézművességgel, illetve a történelmi épületek és CH helyszínek virtuális épületkárosodás-azonosításával foglalkozó oktatóknak szóló virtuális tanfolyam tartalma. A végeredmény egy képzési tantervet fog tartalmazni, beleértve az oktatói koncepciót és a virtuális képzés szerkezetének, ütemezésének és tevékenységeinek részletes leírását, amely a MODI-FY-ban kifejlesztett és a PRO-Heritage-ben adaptált, meglévő személyes oktatói tanfolyamon alapul.

Training material for "VI-TRAIN - Virtual Train-The-Trainer" course will be developed and tested:

1. A helyszíni/személyes képzést online képzéssé alakították át
 - a) Nem volt szükség a képzési anyagok megváltoztatására
 - b) A feladatokat virtuális táblával támogatták
 - c) Készült egy kézikönyv a virtuális TTT használatához
 - d) A képzési anyagokat lefordították az angol nyelvről a partnerek nyelvére
2. A "VI-TRAIN-Crafts - Virtual Train-The-Trainer" tanfolyam (virtuális, beleértve a helyszínt, a tananyagot, a tanulási eredményeket és a képzési anyagot) képzési anyagát tesztelték.

2.2. Legfrissebb tapasztalatok

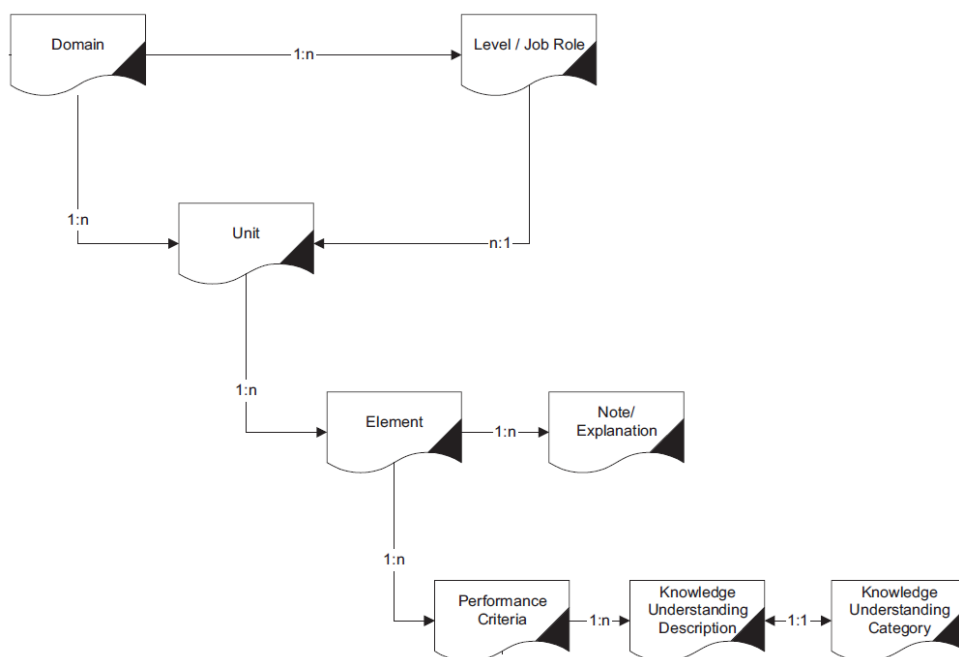
A Train-The-Trainer tanfolyammal kapcsolatos legutóbbi tapasztalatok megerősítették, hogy ez a tanfolyam alapvető fontosságú az Európai Örökség Akadémia jövője szempontjából, amely a VI-TRAIN konzorcium partnerei által a kulturális örökséggel kapcsolatban kidolgozott valamennyi képzést lebonyolítja. A konzorcium egyik legfontosabb felismerése az volt, hogy a potenciális oktatók fizikai jelenléte a tanfolyamon és az oktatójelöltek "valós" értékelése a legjobb és néha az egyetlen lehetőség arra, hogy a képzés minősége az ECQA és a VI-TRAIN konzorcium minőségi szintjén maradjon. Ezért a konzorcium kidolgozza a képzés online változatát. Azonban még a projekt ideje alatt is terveznek egy f2f képzést Budapesten 2023 szeptemberében.



3. AZ ECQA KÉSZSÉGGKÁRTYA FEJLESZTÉSE

3.1. A készségek kártyáinak általános felépítése

Az ECQA készségkészletek az Egyesült Királyság Kereskedelmi és Ipari Minisztériuma által a nemzeti szakmai képesítési szabványokhoz javasolt készségek meghatározásán alapulnak. A készségek meghatározása a következő elemeket tartalmazza (lásd a következő ábrát):



Ábra 1: Az ECQA képességkártya felépítése

A következő elemekből áll:

- Tanulási egység (azonosító, név és leírás)
- Tanulási elem (azonosító, név és leírás)
- Teljesítménykritérium (azonosító, név és leírás)
- Teljesítménykritérium – tudás megértése (leírás) The Performance Criterion description is containing the Learning Outcomes.



3.2. A VI-TRAIN-Crafts Virtuális Kézműves Képzési Szakértői Képességkártyák felépítése

A VI-TRAIN-Crafts Virtuális Kézműves Képzési Szakértői (Épített) Kulturális Örökség Szakértői kártya az ECQA alapstruktúráját követi, de a tanulási egységeket és a tanulási elemeket egy részben állítja össze, amelyet a konzorcium tantervnek nevez. Ehhez a tantervhez a konzorcium a következő elemeket teljesítette:

- Tanterv
- Tanulási eredmények
- Képzési anyagok

3.2.1. Tanterv

A jelenlegi tanterv a következőket tartalmazza:

- Bevezetés a kulturális örökségkezelésbe
- Eszközök a kézi kézműves munka virtuális betanításához
- A képzési virtualizáció típusai
- Kézi kézműves munka virtuális oktatása
- A kézműves munka virtuális képzésének ökológiai lábnyoma
- Virtuális képzés megvalósítása kézi kézműves munkához

A tanterv a választott EKKR-szinthez is kapcsolódik.

Curricula	Unit	Learning element	EQF Level
TMM			
	U1	Introduction	
TMM	U1.E1	Heritage Asset Management - Overview	4
	U2	Train-the-Trainer	
TMM	U2.E1	Adult learning	5
TMM	U2.E2	Navigator for Training development	5
TMM	U2.E3	Aids for attractiveness	5
TMM	U2.E4	Plan to teach a module & Storyboard	5
TMM	U2.E5	Manage a group - Handle difficult situation	5

Asztal 1: "Az (épített) kulturális örökség kezelésének oktatója" tanterv

3.2.2. Tanulási eredmények

A VI-TRAIN-Crafts a tanulási eredményeket használja fel a virtuális épületkár- vizsgálatához szükséges képzési anyagok felépítéséhez. A tanulási eredmények (LO) meghatározása a következőket jelenti:



„... először gondolja át, hogy a kurzus vagy program elvégzése után mi az, amit a hallgatók tudnak vagy képesek megtenni – mit kell tudniuk a hallgatóknak, és mit tudnának hathatósan hasznosítani életük javítása és a társadalomhoz való hatékonyabb hozzájárulás érdekében. Meggyőződésünk, hogy ez a gondolkodás arra készíti az oktatókat, hogy a képességek széles szintézisére összpontosítsanak, amelyek a tudást, a készségeket és az értékeket olyan egésszé ötvözik, amely tükrözi, hogyan használják az emberek a tudást valójában.”¹

¹ Battersby, Mark: “So, What’s a Learning Outcome Anyway?”, p.1
IO5_Train-The-Trainer-Results_20240110_V03_HU

Learning Unit (LU)	Learning Element (LE)			Learning Outcomes (LO)
TCH-U1	Cultural Heritage Introduction			
	TCH-U1.E.1	Cultural Heritage Management-Energy Expert / Overview	ECH-U1.E.1.LO1	-
	TCH-U1.E.2	Technical Instruction	ECH-U1.E.2.LO1	-
TCH-U2	Train-the-Trainer			
	TCH-U2.E.1	Adult learning	ECH-U2.E.1.LO1	Knowledge Recognise the European contextual relationship of professional working
			ECH-U2.E.1.LO2	Knowledge Identify the key principles for training adults
			ECH-U2.E.1.LO3	Knowledge Recognise the rhythm of learning
			ECH-U2.E.1.LO4	Knowledge Recognise that you have to adapt your training style to the adult learning style
			ECH-U2.E.1.LO5	Skills / Application Be able to apply the basic concepts concerning learning intake styles
			ECH-U2.E.1.LO6	Skills / Application Be able to develop an adult training following their rhythm of learning
			ECH-U2.E.1.LO7	Skills / Application Be able to prepare your training with regard the adult learning learning styles
			ECH-U2.E.1.LO8	Attitude Take a genuine interest in applying adult learning principles
	TCH-U2.E.2	Navigator for Training development	ECH-U2.E.2.LO1	Knowledge List and describe the basic elements of the Navigator
			ECH-U2.E.2.LO2	Skills / Application Be able to use the Navigator
			ECH-U2.E.2.LO3	Attitude Appreciate the benefits to apply a training development tool
	TCH-U2.E.3	Aids for attractiveness	ECH-U2.E.3.LO1	Knowledge List and describe tools and techniques for the opener, information, exercise, and closure phase of a training
			ECH-U2.E.3.LO2	Skills / Application Be able to create and to apply training methods that are adjusted to the phases of a training
			ECH-U2.E.3.LO3	Attitude Appreciate the flow of a training
	TCH-U2.E.4	Plan to teach a module & Storyboard	ECH-U2.E.4.LO1	Knowledge Identify the three communication channels
			ECH-U2.E.4.LO2	Skills / Application Recognise the importance of sending congruent messages
			ECH-U2.E.4.LO3	Skills / Application Recognise the impact of body language
			ECH-U2.E.4.LO4	Skills / Application Be able to positively manage body language and voice control while presenting
			ECH-U2.E.4.LO5	Skills / Application Be able to use the three communication channels
			ECH-U2.E.4.LO6	Attitude Valueate trainer and topic-related competences for being an adult trainer
	TCH-U2.E.5	Manage a group - Handle difficult situation	ECH-U2.E.5.LO1	Knowledge Be aware of behaviours of a facilitative trainer
			ECH-U2.E.5.LO2	Knowledge List and describe types and levels of questions to challenge and involve the participants
			ECH-U2.E.5.LO3	Skills / Application Be able to involve adults in trainings (motivational strategies)
			ECH-U2.E.5.LO4	Skills / Application Be able to solve difficult situation with intervention
			ECH-U2.E.5.LO5	Skills / Application Be able to avoid difficult situation with prevention
			ECH-U2.E.5.LO6	Skills / Application Be able to show facilitative behaviour
			ECH-U2.E.5.LO7	Skills / Application Be able use prevention and intervention techniques
			ECH-U2.E.5.LO8	Attitude Appreciate that you are able to facilitate group dynamics
			ECH-U2.E.5.LO9	Attitude Appreciate that you are able to balance difficult situations

Asztal 2: Tanulási eredmények "Az oktató képzése"

3.2.3. Képzési anyagok

A Train-The-Trainer tanfolyamok képzési anyagai már elérhetők az alábbi nyelveken: EN, DE, ES, HU, PT és SK. Az előadások itt érhetők el:

<https://learn.european-heritage-academy.eu/>

3.2.4. Az oktatói tanfolyam online képzésként

A Train-the-Training kurzus (TTT kurzus) f2f-ről online kurzusra történő átvitele nem igényel sok változtatást. Az előadások ugyanazok maradnak. A képzés beállítása is megmarad, az oktató mostantól online videokonferencia-eszközökön, például a GoToMeeting vagy a ZOOM segítségével adja át a tartalmat (miután szerződést kötött a szolgáltatóval!). A tréner képzési stílusának másnak kell lennie.

Minden gyakorlat átkerül a Milanote-ra, egy virtuális táblára, és a jövőbeni online TTT-tanfolyamokon is rendelkezésre áll. A konzorcium tapasztalatai alapján azonban a f2f tanfolyamot mindig előnyben részesítik.

4. ELŐKÉSZÜLÉS TANULÓI ESEMÉNY

4.1. Logisztikai képzés

A képzési logisztika magában foglalja a képzés előkészítésével, lebonyolításával és utófeldolgozásával kapcsolatos minden szervezési feladatot. Ez azt jelenti: Logisztikai képzés

- Képzési helyszín beszerzése
 - Alkalmazza a „Helyválasztás” ellenőrzőlistát
 - A képzés helyszínének meghatározása/tárgyalása
- Készítsen képzést
 - Határozzon meg egy edzéstervet
 - Résztevők bejelentése/meghívása
 - Tájékoztassa a résztvevőket az utazási és szállítási lehetőségekről
 - Terepmunka létesítmények szervezése (ha a képzés helyszínén nem elérhető)
 - Ellenőrizze a felkészültségét (pl. képzési anyagok, szóróanyagok, tapintási gyakorlatokhoz szükséges tesztanyagok elérhetősége)
- Készítse elő az edzés helyszínét 1-2 órával az edzés megkezdése előtt
 - Ellenőrizze felkészültségét (pl. képzési anyagok, flipchart, flipchart-tollak, táblák vagy hasonlók elérhetősége)
 - Az oktatóterekben a környezet megszervezése
 - Ellenőrizze az infrastruktúrát (pl. fénysugárzó/TV, lámpák, árnyékolók, vendéglátás, frissítő helyiségek)
 - Győződjön meg arról, hogy elérhetőek a kapcsolattartók

Ellenőrző lista „Helyválasztás”

Mire van szükség a képzéshez (pl. terepmunkahelyiségek, csoportos munkához kiszakító helyiségek, szükséges felszerelések, étkezéshez és – főként – italhoz szükséges étkeztetés, kapcsolattartó)?

Ellenőrzőlista „Készülj fel egy közelgő tréningre”

Mire kell felkészülnie a szervezőnek a képzés előtt (pl. italok, felszerelések, pl. flipchart, beamer és flipchart toll)?

Ellenőrzőlista „Tréningterem előkészítése a képzéshez”

Mit kell tennie az oktatónak az edzés megkezdése előtt az első edzésnapon? Mit kell tenni a következő napokban (pl. a terembeállítás ellenőrzése és a legtöbb esetben módosítása, a létesítmények ellenőrzése, a napirend elkészítése, a csoportmunka és a csoportmunka előkészítése, a workshopok ellenőrzése, a képzési anyagok ellenőrzése, a tanulási portál internetkapcsolatának ellenőrzése)?

4.2. Képzési helyszínek és felkészülés

A konzorcium úgy döntött, hogy ezt a képzést Budapesten tartja. Ez a HelloWoodban történt. A képzés időpontja 2023. szeptember 18-22. volt. A meghívót 2023. június végéig minden partner részére elküldték.

4.3. Školiace materiály

**ECQA Certified Training Programme
„Cultural Heritage Management“**



TTT (1) Adult Learning



ECQA Certified Training Material

Authors: VI-TRAIN Project team

www.ecqa.org

Version: 2023



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ECQA Certified Training Material
Version: 2023
Authors: VI-TRAIN Project team

www.ecqa.org

TTT (1) Folie 2

Key messages and objectives



- Key message:
 - Learning is a change in behaviour that leads to new skills, knowledge and attitudes.
 - Trainers need to understand how adults learn in order to apply appropriate training methods.

- Module objectives:
 - Know the key principles for training adults.
 - Learn about the basic concepts concerning learning intake styles.
 - Learn about the rhythm of learning.

 - Recognise that you have to adapt your training style to the adult learning style.
 - Be able to prepare your training with regard to the 1/3 to 2/3 relation between information phases and exercises.

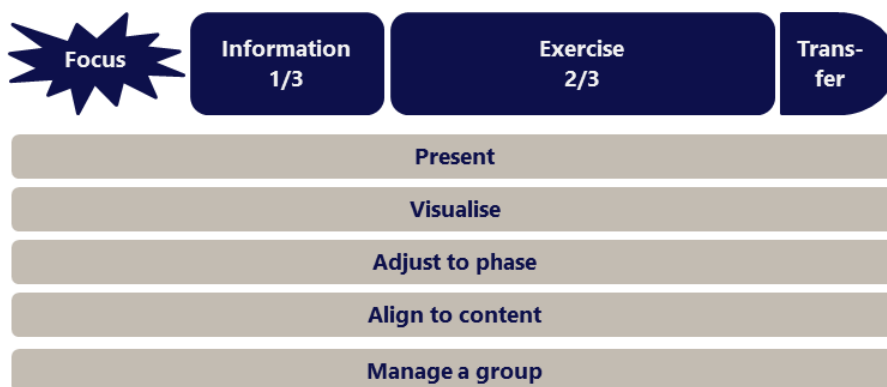


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TTT (1) Folie 3

Adult learning model



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TTT (1) Folie 4

Contents



1. Key principles of adult learning
2. Learning intake styles
3. Rhythm of learning



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TTT (1) Folie 5

Key principles of adult learning



- Adults learn best when...
 - there is a positive learning environment.
 - the topics are related to their own experience.
 - they recognise need and see the benefit.
 - they are actively involved in the learning process.
 - they see a measurable progress.
 - they repeat what they learn.



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www.ecqa.org

TTT (1) Folie 6

Adults learn best when... (1/6)



- there is a positive learning environment.
 - Create an atmosphere of trust.
 - Create a positive learning environment:
 - Having fun when learning
 - Good atmosphere
 - Engage multi-sensory learning.
 - Show passion and excitement for the topic.
 - Be credible.
 - Prepare logistics well.
 - Take biological constraints into account like breaks, meals etc.



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TTT (1) Folie 7

Adults learn best when... (2/6)



- the topics are related to their own experience.
 - Ask for audiences experience.
 - Use practical exercises.
 - Reflect about how new information offers new ways to act.
 - Use inspiring real life stories.
 - Engage participants in experiential learning opportunities.
 - Start with example, then theory.
 - Increase knowledge transfer into daily business.
 - Give relevant tailor-made examples.



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TTT (1) Folie 8

Adults learn best when ... 3/6)

- they recognise need and see the benefit.
 - Focus the contents on aspects that are useful to the participants.
 - See and show personal benefits.
 - Help participants answer the question: What is in it for me?
 - Ask learners to set objectives and prioritise individually.
 - Ask for expectations and return to the expectations during and at the end of a training.
 - Give participants some minutes to silently reflect on the training day.
 - Ask participants for key learning.



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TTT (1) Folie 9

Adults learn best when...(4/6)

- they are actively involved in the learning process.
 - Establish a learning atmosphere by involving participants.
 - Connect theory and practice.
 - Encourage participation.
 - Remind the participants being responsible for their own learning process.
 - Use group dynamic effects:
 - Work in small groups.
 - Report out after exercises.
 - Use teach backs.

Supply the autonomous and self-directed qualities of the participants



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TTT (1) Folie 10

Adults learn best when ... (5/6)



- they see a measurable progress.
 - Define goals for your learning process.
 - Follow up on your goals.
 - Compare knowledge level before and after the training.
 - Have participants test knowledge and skill retention.
 - Evaluate learning outcomes.



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TTT (1) Folie 11

Adults learn best when ... (6/6)



- they repeat what they learn
 - Tell them what you tell them. Tell them. Tell them what you told them.
 - Offer your learners possibilities to repeat.
 - Combine the recaps with benefits and transfer to the future.
 - Use recap games.



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TTT (1) Folie 12

Contents



1. Key principles of adult learning
2. Learning intake styles
3. Rhythm of learning



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TTT (1) Folie 13

Learning intake styles



- People prefer to learn in three primary ways:

Auditory	Kinaesthetic	Visual
		
15%	25%	60%



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TTT (1) Folie 14

Auditory intake style



- Auditory learners take in information best by talking and listening:
 - Dialogue
 - Conversation
 - Lecture
 - Discussion
 - Questions and answers
- Techniques to optimise the auditory learning process:
 - Use catching stories and topic relevant examples
 - Avoid distractive noises
 - Manage voice
 - Encourage group discussions



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TTT (1) Folie 15

Kinaesthetic intake style



- Kinaesthetic learners learn effectively through touch and movement, and learn skills by imitation and practice:
 - Interactive training
 - Case studies
 - Hands-on-practice
- Techniques to optimise the kinaesthetic learning process:
 - Enable project work
 - Use learning game
 - Organise site visits
 - Offer role play
 - Change arrangement of seats often



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TTT (1) Folie 16

Visual intake style

- Visual learners learn best by seeing or representing things in a pictorial format:
 - Graphs/diagrams/models
 - Well structured pages
 - Colours to highlight keywords
 - Illustrated training material
 - Pictures/movies/icons
- Techniques to optimise the visual learning process:
 - Illustrate the spoken words on flip charts and pin boards
 - Place visuals on walls in training room
 - Use picturesque language (metaphors, analogies)



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TTT (1) Folie 17

Contents

1. Key principles
2. Learning intake styles
3. Rhythm of learning

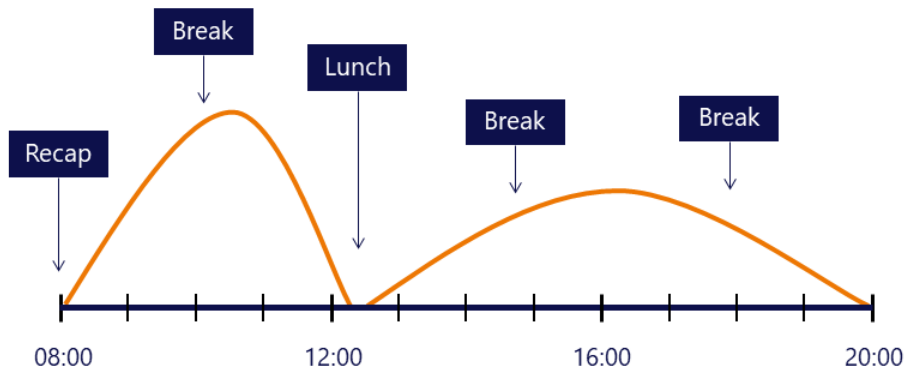


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TTT (1) Folie 18

Rhythm of learning over a day



In the morning people are awake and open to learn new things.
During the afternoon move the new learning to long term memory through review, practise and application.



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TTT (1) Folie 19

Rhythm of learning

- Learning unit



Alternate information and exercise phases within the training.
The information phases should make up 1/3 and the exercise phases 2/3 of the total time

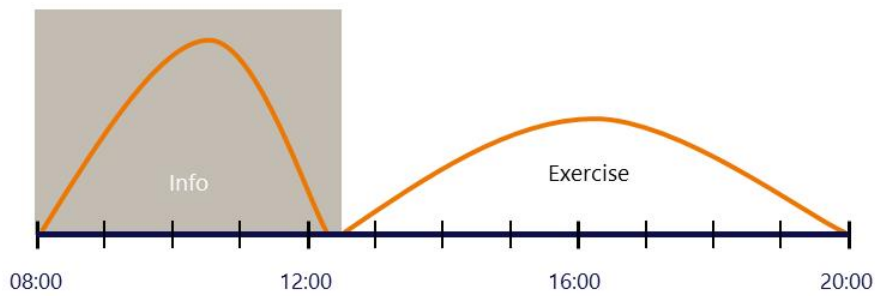


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TTT (1) Folie 20

Morning session



The morning phase is a good time for offering new information to the participants.

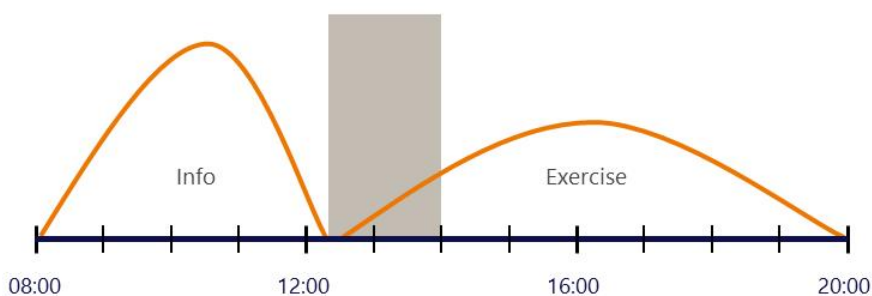


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TTT (1) Folie 21

After-lunch session



After lunch the energy is very low, use energising activities.

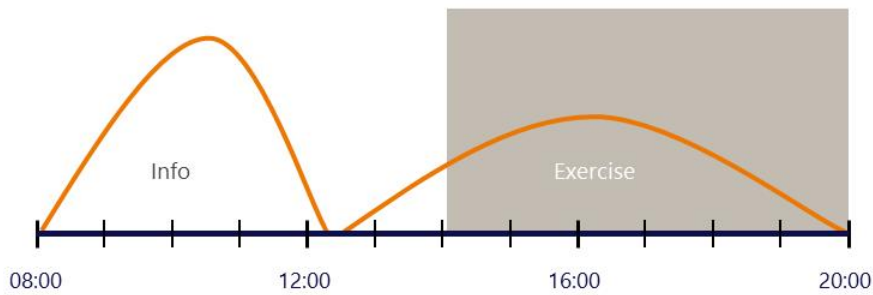


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TTT (1) Folie 22

Afternoon session



The afternoon is especially appropriate to do exercises.



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TTT (1) Folie 23

Adult learning model



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TTT (1) Folie 24

Exercise - VAK dominance test (1/3)



- Objective:
 - Find out your personal preference for auditory, visual or kinaesthetic
 - Instructions:
 - Do this test quickly, choosing the first answer that comes to mind, or the one that occurs most often.
 - After the test, evaluate your personal preference:
 - For 1 4 7 10 13 16 19: (a)=V, (b)=A, (c)=K
 - For 2 5 8 11 14 17 20: (a)=A, (b)=K, (c)=V
 - For 3 6 9 12 15 18: (a)=K, (b)=V, (c)=A
 - Count up the number of each category to see to what extent each dominates your learning style.

Time:
20 min



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TTT (1) Folie 25

Exercise - VAK dominance test (2/3)



- | | |
|---|--|
| <p>1. When relaxing I prefer to:</p> <ul style="list-style-type: none"> a. read or watch television b. listen to radio or music c. play sport | <p>6. If I had to wait an hour for a bus I would most likely:</p> <ul style="list-style-type: none"> a. fidget, walk around b. watch people or the scenery c. talk to myself or talk to others |
| <p>2. When trying to remember people I tend to:</p> <ul style="list-style-type: none"> a. remember names but forget faces b. remember what I did with them c. remember faces but forget names | <p>7. To show sympathy I would most likely:</p> <ul style="list-style-type: none"> a. write a card to the person b. telephone the person c. visit the person |
| <p>3. When I am concentrating I get most distracted by:</p> <ul style="list-style-type: none"> a. people or things moving around b. untidiness c. Noise | <p>8. I try to spell a new or difficult word by:</p> <ul style="list-style-type: none"> a. sounding it out b. writing it to see how it feels c. writing it to see how it looks |
| <p>4. I learned most about traffic rules from:</p> <ul style="list-style-type: none"> a. the road code book b. what the driving instructor said c. the driving experience | <p>9. Of the arts I prefer to go to:</p> <ul style="list-style-type: none"> a. theatre – plays, opera, and dance b. art exhibitions c. music concerts |
| <p>5. I solve problems most easily by:</p> <ul style="list-style-type: none"> a. talking through possible solutions b. hands on experience c. writing and drawing out possible solutions | <p>10. When I get angry I tend to:</p> <ul style="list-style-type: none"> a. go quite and fume silently b. shout and yell c. Storm off, bang things |



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TTT (1) Folie 26

Exercise: VAK dominance test (2/3)

11. In class I prefer :

- a. lectures and discussions
- b. experiments and activities
- c. diagrams and pictures

12. In a video shop I am more likely to choose from:

- a. action, adventure
- b. drama
- c. Music

13. To know what sort of mood someone is in I tend to :

- a. look at their face
- b. listen to their voice
- c. notice their gestures

14. I prefer the humour:

- a. comedian who talk
- b. slapstick action
- c. comics and cartoons

15. At a party I tend to spend most time:

- a. circulating round or dancing
- b. watching what is happening
- c. talking and listening to others

16. I prefer something explained by:

- a. diagrams, pictures, maps, and graphs
- b. talk, lecture
- c. demonstration

17. In class I like it best when we are:

- a. listening to the teacher talking
- b. moving round, doing things
- c. writing or doing worksheets

18. I learn skills best in sport when the coach:

- a. demonstrates the skill
- b. explains the skill using the whiteboard
- c. talks about the skill

19. In the evening, at camp or on a trip, I would prefer to:

- a. play cards
- b. tell jokes and listen to them
- c. play hacky sack (kick a ball around)

20. I would prefer my partner, or closest friend to like:

- a. the same music as me
- b. the same sports or activities as me
- c. the same movies or TV shows as me.



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TTT (1) Folie 27

Author

- Mag. Anna Langheiter / design.train.mastery /  Mind in Motion GmbH
- Master degree in Business Administration
- Anna is a training designer and trainer and offers training design and train-the-trainer classes.
- She trains soft skills (change management, project coaching, facilitation) as well as hard skills (process management, Lean Six Sigma).
- She offers team building and facilitation of meetings.
- Furthermore, Anna is a Certified Experiential Learning-Trainer, Certified Senior Process Manager (SPcM). She is accredited by Change first to deliver Change Management training, holder of the Belbin Team Role and a Kirkpatrick Bronze accreditation. Anna is certified in Mediation and Conflict Management and she is a certified GE Green Belt.



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TTT (1) Folie 28

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This Training Material has been certified according to the rules of ECQA – European Certification and Qualification Association.

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TTT (1) Folie 29

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TTT (2) Adjust to Phase



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TTT (1) Folie 2

Key messages and objectives

- Key messages:
 - Successful training methods are adjusted to the phases of a training.
- Module objectives:
 - » Know tools and techniques for the opener, information, exercise, and closure phase of a training.
 - » Appreciate the flow of a training.
 - » Be able to create and to apply training methods that are adjusted to the phases of a training.



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TTT (1) Folie 3

Overview

- Training phases



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TTT (1) Folie 4

Contents

1. Opener
2. Info
3. Exercise
 - Briefing
 - Exercise
 - Debriefing
4. Closure



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TTT (1) Folie 5

Open a training (1/3)



- Welcome the group.
- Give safety instructions.
- Support participants to get to know each other (e.g. name game)
- Establish an environment of trust.
- Present the agenda of the whole training.
- Ask about participants' expectations and experience.
- Establish ground rules.
- Give business context of training / opening speech of CEO
- Address company / personal issues and concerns, if relevant



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TTT (1) Folie 6

Open a training (2/3)



- Establish an environment of trust.
 - Trust can only grow in an environment of goodwill, respect, and willingness to work on the relationship with others.
 - Trusting others sets the basis for them trusting you.
 - Trust has to be constantly earned.
- The four elements of trustworthiness:
 - Be open
 - Be congruent
 - Be supportive
 - Be reliable



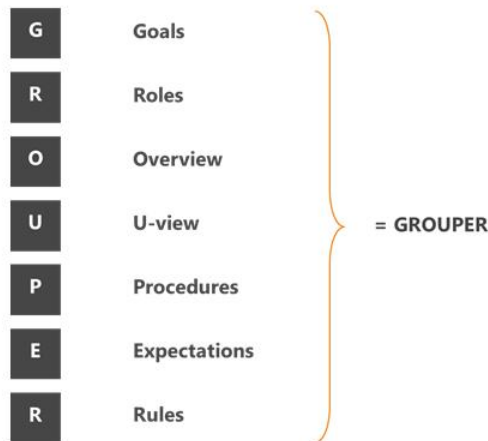
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TTT (1) Folie 7

Open a training (3/3)

- Use the Grouper model for starting the training:



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TTT (1) Folie 8

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TTT (3) Manage a Group



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TTT (1) Folie 2

Key messages and objectives

- Key messages:
 - A facilitative trainer enables participants to succeed in learning.
- Module objectives:
 - Know behaviours of a facilitative trainer.
 - Know types and levels of questions to challenge and involve the participants.
 - Know about motivational strategies.
 - Learn about intervention and prevention within difficult situations.
- Appreciate that you are able to facilitate group dynamics.
- Recognise that you are able to balance difficult situations.
- Be able to show facilitative behaviour.
- Be able use prevention and intervention techniques.

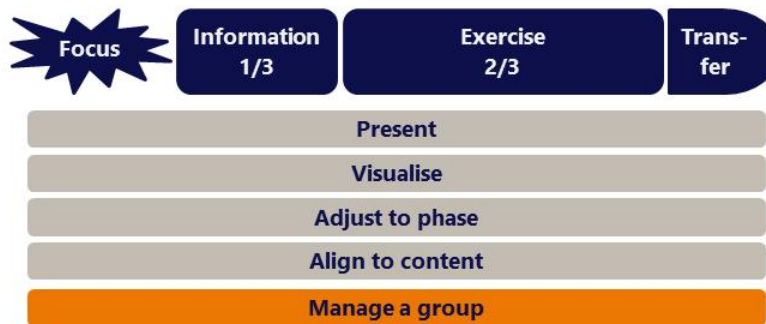


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TTT (1) Folie 3

Adult learning model



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TTT (1) Folie 4

Contents

1. Facilitate a training
 - **Facilitative training**
 - Effective questioning
 - Motivational strategies
2. Handle difficult situations
 - Prevention and intervention
 - Escalation ladder
 - Handle disruptive behaviour



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TTT (1) Folie 5

Role of facilitative trainer



- Facilitative training is used to ensure training sessions run well and achieve good learning results:
 - within the time available
 - involving all participants
 - drawing on the experience and the energy of the group.
- It focuses on creating a learning environment in which the participants can acquire knowledge by working together.
- It is a more supportive than a directive training style.



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TTT (1) Folie 6

Role of a facilitative trainer



- A facilitative trainer is neutral.
- Establish a learning environment.
- Enables participants to learn.
 - Helps the participants to focus energy on the process of learning.
 - Draws out experience of the group.
 - Encourages whole group to participate.
 - Adds value by using the appropriate tools and techniques at the appropriate time.
 - Makes sure that everyone has the chance to participate.
 - Ensures a periodical check on common understanding.
 - Ensures that time is managed effectively.

A facilitative trainer creates readiness for learning.



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TTT (1) Folie 7

Facilitating a training (1/4)



- Tools and techniques
 - Have structure, and keep it flexible.
 - Take care that your interactions are authentic and respectful, and that you place participants' interests first.
 - Control without dominating.
 - Trust the group.
 - Encourage communication and interaction.
 - Handle disruptive situations/behaviours first.
 - Use energizers and breaks.
 - Go with the flow.
 - Actively manage discussion to provoke debate, manage conflict and promote consensus.



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TTT (1) Folie 8

Facilitating a training (2/4)



- Trainers toolkit
 - Break into small groups
 - Be aware of group size
 - Know in advance, how to split the group
 - Facilitative tools
 - Ask questions
 - Use Boomerang
 - Brainstorming
 - Brainwalking
 - Anti-solution
 - Teach back



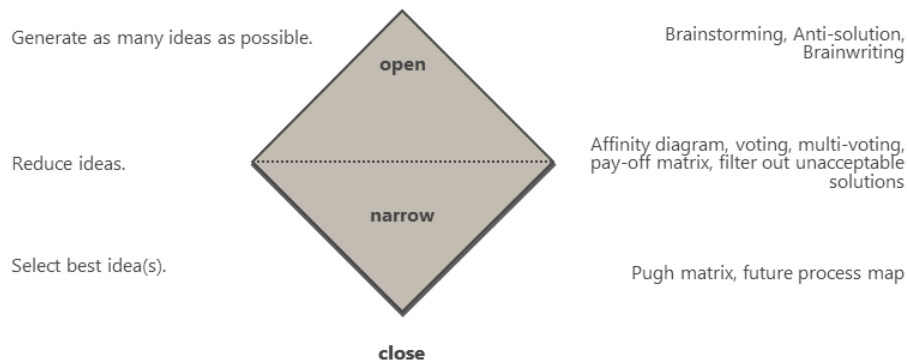
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TTT (1) Folie 9

Facilitating a training (3/4)

- Brainstorming process



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TTT (1) Folie 10

Facilitating a training (4/4)

- Brainstorming rules
- Ground rules for brainstorming:
 1. Collect as many ideas as possible.
 2. Do not discuss or evaluate the ideas.
 3. Allow enough time for the thinking process.
 4. Record ideas.
- Things to consider:
 - Number of people
 - Skill mix
 - Personality mix
 - Time
- Types of brainstorming:
 - Open versus silent
 - Structured versus unstructured



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TTT (1) Folie 11

Contents



1. Facilitate a training

- Facilitative training
- **Effective questioning**
- Motivational strategies

2. Handle difficult situations

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TTT (1) Folie 12

Asking questions (1/4)



- Functions
 - Cause attention
 - Give information
 - Start participants thinking (focuses discussion, stimulates reflection, encourages sharing of knowledge)
 - Bring to a conclusion
 - Get information
 - Get feedback
 - Involve people
- Process
 - Ask your question.
 - Pause to give participants time to think.
 - Listen to the answer.
 - Respond or ask other participants to comment on the answer.



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TTT (1) Folie 13

Asking questions (2/2)



- Tips and Tricks
 - Explain why you are asking certain questions. Participants need to understand the context of your question.
 - Do not risk embarrassing participants.
 - Pause after a question to give the participants time to think. If you do not get any response:
 - Wait some seconds
 - Try rephrasing your question
 - Ask more specifically
 - Consider language barriers
 - Consider directing the question at a particular participant



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TTT (1) Folie 14

Open and closed questions



- Open questions:
 - Often start with words like “what”, “why”, or “how”.
 - Expand conversation because participants can answer in a variety of ways.
 - Develop a conversation.
- Closed questions:
 - Require a binary answer such as “yes” or “no”.
 - Often start with words like “who”, “where”, “did”, or “do”.
 - Focus or narrow conversation because they can be answered with either a single word or a short phrase.
 - Are quick and easy to answer.



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TTT (1) Folie 15

Thought provoking questions

- Use questions to challenge your participants:
 - All? Always? Never?
 - Forces participants to stop overgeneralising.
 - Example: “Always? Is there ever a time when that isn’t the case?”
 - What specifically?
 - Forces participants to be more specific about the “what”
 - Example: “What specifically are you referring to?”
 - How specifically?
 - Forces participants to be more specific about the “how”
 - Example: “How specifically would you go about doing that?”
 - What would happen “if”?
 - Forces participants out of their assumptions and challenges them to look at other opinions for thinking and performing.
 - Example: “What would happen if we did this anyway?”



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TTT (1) Folie 16

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TTT (1) Folie 17

Motivational strategies (1/5)

- A facilitative trainer uses different motivational strategies:
 - Get in contact.
 - Manage expectations.
 - Use the power of the group.
 - Use energisers.
 - Reward contributions and celebrate success.



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TTT (1) Folie 18

Motivational strategies (2/5)

- **Get in contact:**
 - Call participants directly.
 - Ask open questions and give them lots of time to answer.
 - Use the power of active listening.
 - Show people that you care and support.
 - Tell stories.
 - Use quotes and motivational statements.

Manage expectations:

- What's in it for me?



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TTT (1) Folie 19

Motivational strategies (3/5)

- Use the power of the group:
 - Change the working mode (e.g. work in small groups).
 - The less you dominate the more participants will participate.
 - Sit down to take the attention away from yourself.
 - Ask participants to have a brief discussion with a neighbour to formulate questions or think of examples.



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TTT (1) Folie 20

Motivational strategies (4/5)

- Use energiser
 - Energiser have the power to engage the mind, stir up emotions, evoke responses, and captivate attention so that training objectives can be more effectively achieved.
- Energisers:
 - Activate participants.
 - Increase the energy in the group.
 - Are fun!
 - Do them together with the group whenever possible.
 - May be related to the topic of the next module.



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TTT (1) Folie 21

Motivational strategies (5/5)

- Reward and recognise contributions and celebrate success:
 - Recognise the participants as individuals and learn their names.
 - Appreciate contributions through using participants' actual words on flip charts.
 - Ask for participant's advice.
 - Recognise and reward every participation.
 - Help groups to see the positive results of what they have been doing.
 - Thank participants while and after the training session for their participation.



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TTT (1) Folie 22

Contents

1. Facilitate a training
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TTT (1) Folie 23

Prevention and intervention

- „An ounce of prevention is worth a pound of intervention.“



Prevention

This is performed before or during a training to prevent the training from getting off track.

Intervention

This is carried out during a training to help people get back on track.



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TTT (1) Folie 24

Contents

1. Facilitate a training
 - Facilitative training
 - Effective questioning
 - Motivational strategies
2. Handle difficult situations
 - Prevention and intervention
 - **Escalation ladder**
 - Handle disruptive behaviour



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Escalation phases



1. Awareness:
 - What exactly is the unproductive behaviour?
2. Interpretation :
 - What is the reason for it?
3. Planning:
 - What is the most appropriate action?
4. Intervention (use escalation ladder):
 - How and when should it start?

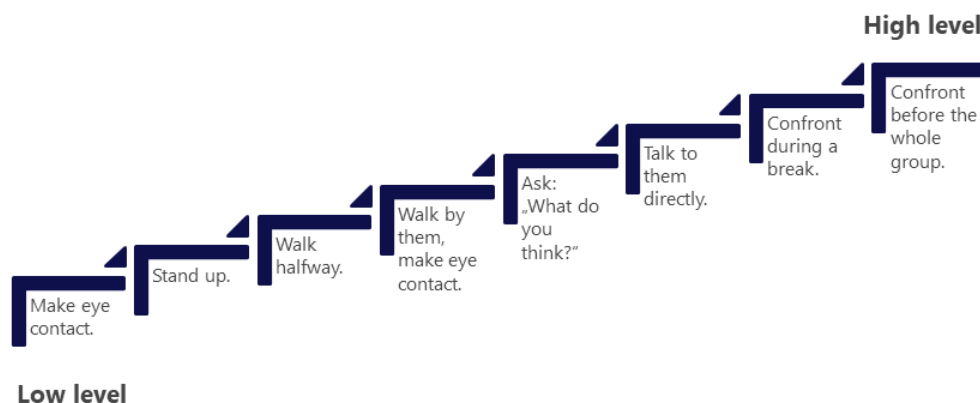


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TTT (1) Folie 26

Intervention: Escalation ladder



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TTT (1) Folie 27

Contents



1. Facilitate a training

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- Escalation ladder
- **Handle disruptive behaviour**



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TTT (1) Folie 28

Interventions to handle difficult situations (1/4)



	Description	Intervention
I. The silent group	<p>Passive and silent.</p> <p>Poor articulation or half answers.</p> <p>Agreeing all the time</p> <p>Low level of energy.</p>	<p>Call on people; address them directly.</p> <p>Break the team into smaller groups.</p> <p>Go around the table to get ideas.</p> <p>Use facilitation techniques (brain writing, dot voting).</p> <p>Make participants work.</p>
II. The silent participant	<p>Might be insecure, shy, nervous, bored, indifferent or tired.</p>	<p>Address directly and carefully, using open questions.</p> <p>Use facilitation techniques (brain writing, dot voting).</p> <p>Acknowledge contributions.</p>



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TTT (1) Folie 29

Interventions to handle difficult situations (2/4)

	Description	Intervention
III. The saving participant	Thinks to know what is best for the group. Acquires the responsibility for the group.	Acknowledge contributions. Collect ideas on flipchart. Identify related ideas. Resist premature decision-making.
IV. The dominating participant	Very active and dominant Tries to decide about processes.	Restate and focus on the goal. Follow the intervention model (escalation ladder). Acknowledge contributions. Ask others for reaction.
V. The interrupting Participant	Interferes with processes. Distracting Causes trouble and disturbance	Talk about how it makes the group feel. Refer to the agenda. Offer a productive task or activity. Follow the intervention model.



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TTT (1) Folie 30

Interventions to handle difficult situations (3/4)

	Description	Intervention
VI. The enraged participant	Angry Disaffected	Address root cause of anger. Emphasise common goals. Use humour to lighten the mood. Use conflict management tools. Take a break.
VII. The enforcing participant	Tries absolutely to impose own ideas on the group.	Remind team members of the ground rules (e.g., listening to one another, respect for individual views). Ask other team members how they feel about the point of contention. Put the issue into a "parking lot". Call a five-minute break and continue the discussion off-line.



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TTT (1) Folie 31

Interventions to handle difficult situations (4/4)

	Description	Intervention
VIII. The talkative participant	Talks a lot. Has a lot to contribute.	Try moving towards them, slowly, while continuing what you are saying. Split the group into sub-groups, with each talker in a separate group. Call on a team member next to the talkers. Call on one of the talkers with a question.
IX. The rambling participant	Does not come to the point. Very detailed statements Complicating explanations	Provide structure. Interrupt. Summarise comments concisely and move on.



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TTT (1) Folie 32

Manage difficult situations

- Tips and Tricks
 - Step between two participants
 - Stand behind participant and continue talking
 - Use humour
 - Ask for reasons
 - Ignore behaviour... but check group's perception
 - Mix groups up
 - Move people around
 - Build alliance with dominant person
 - Laptops/Mobiles
 - Have slots for emails, phone calls (longer breaks)
 - Read email / screen
 - Remove network cables
 - Room setup: make use of laptops impossible



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TTT (1) Folie 33

Key learning



- Know behaviours of a facilitative trainer.
 - Know types and levels of questions to challenge and involve the participants.
 - Know about motivational strategies.
 - Learn about intervention and prevention within difficult situations.
- Appreciate that you are able to facilitate group dynamics.
 - Recognise that you are able to balance difficult situations.
- Be able to show facilitative behaviour.
 - Be able use prevention and intervention techniques.



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TTT (1) Folie 34

Author



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- She offers team building and facilitation of meetings.
- Furthermore, Anna is a Certified Experiential Learning-Trainer, Certified Senior Process Manager (SPcM). She is accredited by Change first to deliver Change Management training, holder of the Belbin Team Role and a Kirkpatrick Bronze accreditation. Anna is certified in Mediation and Conflict Management and she is a certified GE Green Belt.



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TTT (1) Folie 36

Open a day



- Welcome participants.
- Get participants mentally in the room.
- Give an overview about the agenda and the contents of the day.
- Announce special events, e.g. guests.
- Review and recap learnings from the day before
- Give participants the chance to clarify and ask questions about the material already covered.
- Link content of the day to the overall training.



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TTT (1) Folie 9

Open a day



- Recaps are a critical element in effective learning
 - long-term retention is improved
 - It is obvious if material is / in not understood.
- Recaps can take many forms and is not limited to the day of learning.
- Examples:
 - Ask recap questions.
 - Roulette – different versions
 - Quiz
 - Without vowels
 - Letter salad
 - Chopped flipcharts



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TTT (1) Folie 10

Open a module



- Link to prior training sessions and bridge into the new module.
- Present key messages and objectives.
- Explain “what” is the new topic and “why” it is important. (“what” and “why” bridges)
- Give an overview.
- Ask for existing knowledge.
- Introduce topic creatively to get the group’s attention.






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TTT (1) Folie 11

Open a module



- Key messages
 - are the main messages to be communicated during the training
- Objectives of the training modules:
 -  • Head → Cognition / Knowledge:
What participants should understand and learn
 -  • Heart → Mental attitude / Passion:
What participants should change in their beliefs, mindset and habits
 -  • Hand → Skills / Capability:
What participants should be able to apply



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TTT (1) Folie 12

Open a module



- Opener
- Introduce topic creatively to get the group's attention:
 - Question/teaser
 - Quotation
 - Game
 - (Personal) Story
 - Music
 - Video clip/picture
 - Observation
 - Joke
 - Exercise
 - Controversial statement



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TTT (1) Folie 13

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TTT (1) Folie 14

Transfer information



Lecture	<ul style="list-style-type: none"> ▪ Present contents in a unidirectional way without encouraging active participation. ▪ Limit the time of your lecture to 10 to 15 minutes.
Interactive lecture	<ul style="list-style-type: none"> ▪ Present contents in a dialogical way which encourages learners to participate. ▪ Use the flip chart or the pin board. ▪ Interactive lectures prolong participants' attention span.
Visual aid	<ul style="list-style-type: none"> ▪ Show pictures, a movie or animation sequence.
Demonstration	<ul style="list-style-type: none"> ▪ Explain how to use or apply specific materials, tools or programmes by live demonstration.
Project presentations	<ul style="list-style-type: none"> ▪ A participant proactively relates the training contents to his/her own project. ▪ Provides participants the possibility to connect new contents with previous experience.
Example	<ul style="list-style-type: none"> ▪ Hold the attention by using examples.
Case study	<ul style="list-style-type: none"> ▪ Provide stories, authentic case examples, which serve to illustrate a specific content. ▪ It provides learners with opportunities to connect new knowledge with real-world impressions and memories.



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TTT (1) Folie 15

Transfer information



Teach back	<ul style="list-style-type: none"> Ask participants to repeat in their own words what they have been learning. Check participants understanding.
Questions	<ul style="list-style-type: none"> Ask the group questions to keep them alert and thinking.
Site visit	<ul style="list-style-type: none"> Organise site visits. Participants report out what they have seen and relate insights to their own business situation.
Simulation or role play	<ul style="list-style-type: none"> Allow to recreate an aspect of real-life settings and accordingly increase the authenticity of a learning experience. The participants take part in an activity which simulates an aspect of a real-world setting and which is characterised by given rules and participant roles.
Discussion	<ul style="list-style-type: none"> Engage the participants in a discussion. Include an interchange of arguments. Discussions can be an effective learning form for contents where different viewpoints can be taken.



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TTT (1) Folie 16

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TTT (1) Folie 17

Tools and techniques for the briefing phase



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TTT (1) Folie 18

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TTT (1) Folie 19

Tools and techniques for the exercise phase

Check status, give assistance and be available.

Manage group dynamics.

Keep an eye on the time.

Prepare for debrief



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TTT (1) Folie 20

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TTT (1) Folie 21

Tools and techniques for the briefing phase



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TTT (1) Folie 22

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1. Opener
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TTT (1) Folie 23

Close a module



- Give participants the chance to clarify and ask questions about the material covered.
- Review and capture key learnings.
- Summarise and repeat.
- Revisit objectives.
- Link to the next module.



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TTT (1) Folie 24

Close a day



- Summarise day or training.
- Reiterate key points.
- Highlight conclusions from group.
- Ask if there are any questions.
- Do Plus/Delta for the day.



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TTT (1) Folie 25

Close a training



- Go back to the participants’ expectations.
- Revisit objectives.
- Review the “Parking Lot”.
- Announce, explain and document next steps, dates and actions.
- Use the feedback sheet to collect feedback from the participants.
- Distribute contact list.
- Thank participants for their contribution.



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TTT (1) Folie 26

Close a training or a day



- Plus and delta

+	Δ
What went well	What can be improved

Plus/Delta

- is a simple technique enabling everyone to consider
 - the pluses - what went well
 - the deltas -what you would like to see improved.

Smiley scale

- Three face symbols for happy – neutral – unhappy
- Allow the participants to give immediate, non-verbal feedback on their competency and understanding level after a training session by putting dots in the appropriate column.






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TTT (1) Folie 27

Key learning



-  • Know tools and techniques for the opener, information, exercise and closure phase of a training.
-  • Appreciate the flow of a training.
-  • Be able to create and to apply training methods that are adjusted to the phases of a training.



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TTT (1) Folie 28

Author



- Mag. Anna Langheiter / design.train.mastery /  Mind in Motion GmbH
- Master degree in Business Administration
- Anna is a training designer and trainer and offers training design and train-the-trainer classes.
- She trains soft skills (change management, project coaching, facilitation) as well as hard skills (process management, Lean Six Sigma).
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TTT (1) Folie 30

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**TTT (4)
Present**



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TTT (1) Folie 2

Key messages and objectives



- Key messages:
 - In order to ensure the success of a presentation it is important to be aware to the three communication channels words, voice and body language.
- Module objectives:
 -  • Know about the three communication channels.
 -  • Recognise the importance of sending congruent messages.
 -  • Be able to positively manage body language and voice control while presenting.



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TTT (1) Folie 3

Adult learning model



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TTT (1) Folie 4

Presentation techniques



- Communication channels
 - There are three communication channels and they differ in their importance:
 - Words
 - Voice
 - Body language
 - Words account only for a very small amount of impact, whereas body language has a large contribution to the communication.

Make sure that the message you are sending via these three communication channels is always congruent to avoid confusing participants



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TTT (1) Folie 5

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TTT (1) Folie 6

Words

- Be concise.
- Use correct grammar.
- Adapt styles of speech to audience.
- Use pauses.
- Expand your vocabulary.
- Avoid distracting words.
- Use language everybody understands.
- Be aware of cultural differences.



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TTT (1) Folie 7

Wording

- Dos:
 - „There is a chance to learn something helpful/useful...“
 - „There will be no wrong answers...“
- Don'ts:
 - „This will be difficult ...“
 - „You may find it boring...“
 - „I am new to this material...“
 - „I don't think this will work...“

It is your mind that creates reality (Buddha)



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TTT (1) Folie 8

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TTT (1) Folie 9

Voice control



- Modulate your voice.
- Control the volume of your voice.
- Be aware of speed and rhythm.
- Use silence.

The sound of your voice can help you convey your message to your audience



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TTT (1) Folie 10

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TTT (1) Folie 11

Body language



- Body language decides to a large extent on the quality of our communication.
- Interpreting body language depends on the situation, the culture, the relationship we have with the person.
- Various body language signs can complement each other to make a particular meaning very clear or strengthen the meaning of what we communicate.



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TTT (1) Folie 12

Elements of body language (1/3)

- Eye contact and facial expressions
- Eye contact:
 - Helps to regulate the flow of communication.
 - Signals interest in others and increases the speaker's credibility.
 - Opens the flow of communication and convey interest, concern, and credibility.
 - Make eye contact with everyone, do not concentrate on one person.
- Facial expressions:
 - Use expressive face to emphasise.
 - Smiling is a powerful cue that transmits happiness, friendliness, and warmth.
 - If you smile frequently you will be perceived as more likeable and approachable.



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TTT (1) Folie 13

Elements of body language (2/3)

- Gestures and movement
- Gestures:
 - Use physical gestures to support statements.
 - Keep gestures simple and natural.
 - Use your hands to support your message.
 - Avoid putting in your hands into your pockets.
 - Don't cross your arms.
- Movement:
 - Movement helps the presenter to maintain contact with the audience.
 - Keep body movement quiet and natural.
 - Don't shift your weight from foot to foot.
 - Avoid nervous mannerisms.



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TTT (1) Folie 14

Elements of body language (3/3)

- Posture and body orientation
- Posture and body orientation:
 - You communicate numerous messages by the way you talk, move and stand.
 - Standing in a relaxed way and leaning forward communicates that you are approachable and receptive.
 - Do not speak with your back turned to the audience.
 - Looking at the floor communicates disinterest.

Your body points where your mind wants to go



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TTT (1) Folie 15

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TTT (1) Folie 16

Confidence



- Know the first 3 sentences by heart.
- Know your stuff.
- Rehearse several times.
- Use oak tree approach (imagine you are an oak tree with deep roots)
- Stand upright/ tension.
- Know your audience / have a friend in the audience.
- Look at people, use eye contact, smile, nod.
- Be there early.
- Get in touch with people.
- Involve participants.
- Use comfort blanket.
- Reassure yourself: “I am glad that I am here. I am glad that you are here. I know what I am talking about!”



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TTT (1) Folie 17

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TTT (1) Folie 18

Audience management



- Know your audience.
- Check initial understanding of audience.
- Involve everyone.
- Manage difficult behaviours.
- Use right speed for content and audience.
- Use energisers and breaks.
- Ask questions to activate.



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TTT (1) Folie 19

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TTT (1) Folie 20

Material



- Prepare the room set up.
- Use prompts.
- Use pin board, flip chart, etc.
- Use half prepared media.
- Structure the modules in terms of time.



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TTT (1) Folie 21

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TTT (1) Folie 22

Tips and tricks (1/2)



- Touch, turn, talk
 - Touch and write on flip chart.
 - Turn around to the audience.
 - Talk and look at the audience.
- Use flip chart to capture key learnings after each exercise.
- If you want to improve a presentation technique, put a post-it or dot somewhere to remind you to do it.
- Use pens that write (and bin the others).
- Use boomerang and give time to answer.
- Put headers on flips.
- Use moderation cards to prepare: Front side with text for participants, back side for info for trainers and for your preparation.
- Tear post-its from the side.
- First explain concept, then name it.



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Tips and tricks (2/2)



- Use the power and the wisdom of the group: delegate wherever you can.
- Go slow to go fast: take time at the beginning, it will pay off later.
- Put prepared cards on table/chair behind pin board.
- Label your prepared flips to find them easily.
- Put masking tape on flip before tearing it down and lift sheet high to tear it down.
- Use pin to perforate paper.
- Take pictures of the training in correct order during the day.
- Trainers
 - Are the contact to the hotel: be nice to them and they will be nice to you.
 - are no babysitters (food, room, car park, transfer, timing): give responsibility back to participants.
 - Trainers take care of themselves
 - A break is a break. Do not have participants ask topic related questions.
 - They do not have to join a group after training.






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Key learning



-  • Know about the three communication channels.
-  • Recognise the importance of sending congruent messages.
-  • Be able to positively manage body language and voice control while presenting.




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Author



- Mag. Anna Langheiter / design.train.mastery /  Mind in Motion GmbH
- Master degree in Business Administration
- Anna is a training designer and trainer and offers training design and train-the-trainer classes.
- She trains soft skills (change management, project coaching, facilitation) as well as hard skills (process management, Lean Six Sigma).
- She offers team building and facilitation of meetings.
- Furthermore, Anna is a Certified Experiential Learning-Trainer, Certified Senior Process Manager (SPcM). She is accredited by Change first to deliver Change Management training, holder of the Belbin Team Role and a Kirkpatrick Bronze accreditation. Anna is certified in Mediation and Conflict Management and she is a certified GE Green Belt.



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This Training Material has been certified according to the rules of ECQA – European Certification and Qualification Association.

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5. A KIVÁLASZTOTT MEGKÖZELÍTÉS ÉRTÉKELÉSE

5.1. Az oktatók kiválasztása

- A partnerszervezeteknél a szervezeten belül nagy volt az oktatók lefedettsége.
- A jövőbeni projektek esetében a konzorciumnak ki kell terjesztenie az oktatók csoportját a partnerszervezeteken kívülre.
- Tanúsítványok: 16 tanúsítványt állítottak ki.

5.2. A képzési tapasztalattal rendelkező szakértők hiánya

- A legtöbb tapasztalt és képzett kézműves általában nem hajlandó és/vagy nem érzi magát eléggé biztonságban ahhoz, hogy másokat is kiképezzen.
- A tapasztalt oktatók nem rendelkeznek a technikai és kézműves háttérrel kapcsolatos alapvető ismeretekkel, ezért nem alkalmasak mások oktatására.
- Egy másik tényező a hagyományos kézművesség általános helyzete. Minél több kézműves mesterség kerül veszélybe vagy hal meg, annál nehezebb tapasztalt kézművest találni a képzések megtartásához.

6. KÖVETKEZTETÉSEK

6.1. Az elért eredmények összefoglalása

A konzorcium Train-the-Trainer (TTT) tanfolyamot tartott, mivel a képzések fejlesztése a képzők képzése nélkül nem fenntartható. A projekt során a konzorcium 16 ECQA bizonyítványt adott ki. A konzorciumon belüli oktatói forrás azonban korlátozott, miután három uniós képzési fejlesztési projektet követően a konzorcium nem rendelkezik elegendő oktatóval.

A résztvevők a TTT-tanfolyamból a képzési helyzeteken kívüli helyzetekben is hasznot húztak. A VI-TRAIN-Crafts ezért biztosította, hogy az Európai Örökség Akadémia alapot kapjon a kifejlesztett képzések rendszeres lefolytatására. A teljes európai lefedettség azonban még mindig nem valósítható meg a meglévő oktatókkal. A konzorcium fokozni fogja a további oktatók felkutatására és képzésére irányuló tevékenységét.

6.2. Kapcsolat a koordinátor adatvédelmi tisztviselőjével

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