Train-the-Trainer seminar

Work Package 4.2

Content

1. Introduction

With 98,1 % of all companies, small and medium-sized Enterprises (SMEs) are the backbone of the European economy and represent sectors with huge potential for innovation, growth and increased employment.

With this in mind, business intermediaries, universities and SME owner-managers across the Baltic Sea Region are cooperated to develop new counselling tools. The toolbox supports owner-managed companies in unleashing their full potential with a more personalised and trust-oriented approach.

The overall aim of this training course is to enable staff and business coaches at intermediaries to consult their companies and boost their innovation potential.

This training programme plans three days of training, but can be concentrated also to 1 ½ of training, since many employees at business intermediaries can not afford to attend a three day training.

Innovations are more than pure product developments and new technologies. Especially in SMEs innovations do ask for a comprehensive understanding of the unique possibilities and potentials of the companies.

- **Product innovations** need to be based on customer needs, and SMEs need support in polishing their product innovations for market introduction.
- **Process innovations** refer to a new or significantly improved production process, distribution method, marketing or support activity for goods or services.
- **Social and organisational innovations** refer to the way the staff works together in a company, the internal work climate, or innovative thinking and leading of the managers.

In particular **non-technological innovations**, like social and organisational innovations, are of high priority for SMEs, yet the funding programmes focus on the promotion of product innovations only. Support in the area of **non-technological innovations** forms an essential basis for all subsequent changes and therefore must be treated with at least equal attention as technical innovation support measures.

These Non-technology innovations (NTI) refer mainly to the marketing and organizational activities which are new for the organization (according to the OSLO Manual, 2005). Oslo Manual names some of the actions, which may be included in the non-technological innovations, which are very often divided into MARKETING INNOVATIONS and ORGANISATIONAL INNOVATIONS.

"A marketing innovation is the implementation of a new marketing method involving significant changes in product design or packaging, product placement, product promotion or pricing" (Oslo Manual, 2005). In other words, it is the use for the first time in the firm of any marketing methods (product design, packaging, pricing, promotion, placement). The specific activities considered as marketing innovation are:

- Implementation of new design in product (as long as the function and characteristic remains the same) or packaging (e.g. bottle for shampoo, etc.)
- Product licensing, new method of selling (direct or exclusive),
- New concept of product presentation
- New organization of the information on the web site
- New way of price management (varying according to demand for the product)
- New loyalty actions
- Use of trademarks
- New brand symbol

"An organisational innovation is the implementation of a new organisational method in the firm's business practices, workplace organisation or external relations". (Oslo Manual, 2005):

- Change in business organization;
- Changes in business practices (e.g. new database for best practices, integrated monitoring system, new management system for production or supply – reengineering, lean management, quality management, training programmes);
- Changes in workplace organization (e.g. introduction of job responsibility for workers, formulate work teams);
- New management strategy which is connected with new organizational method;
- External relations (e.g. outsourcing, collaboration).

There are no methodological standards for statistical surveys of non-technological innovations (even not in the Oslo Manual). They are rather soft, and result of ingenuity, creativity, a new perception of the world. What is more, some of the innovations are not easy to impute to one type of innovation. Looking at the list of examples, one can say, that 14

Many companies, even small ones, implement the non-technological innovations without considering them as innovations- they rather consider them as CHANGES.

2. Training Programme

It is essential to train intermediaries and their organisations directly in how to start-up and how to practise the tutorial and thematic elements in the new counselling tools with the goal to create successful support to owner-managers. Likewise it is essential to maintain competences and motivation in form of continued training, and to adapt the training programme dynamically in accordance with adjustments of the counselling toolbox. In a longer perspective integration of the new tool elements in the HEI and the VET sectors' formal and informal portfolio is necessary for influencing on future intermediaries and owner-managers in the advantages in using the new counselling and supporting toolboxes.

Basic understanding of coaching:

Coaching focuses on a goal-oriented and result-oriented process that helps clients find their own solutions and ways. Coaching can therefore be understood as a method that enables those facing special (often professional) challenges or problems to manage them (largely) independently and on their own responsibility. Because of this self-understanding it is also understandable that a coach is basically not a consultant who answers the questions of a person seeking advice. The coach gets the client, through his questions as a coach, to persuade the client to ask questions that are "right" for him and to answer them as a client himself.

Basic understanding of consultation:

If someone needs a council (advice) to a specific problem, they can get advice from an expert for example. With it the difference becomes clear to the Coaching already in the main features. A counsellor usually gives a suitable answer to a question. Then the person seeking advice (council-seeking-person) need not continue to deal further with the question he has asked. The solution for the problem has been given by another.

Common characteristics of Coaching and Consultation:

In spite of the indicated differences in the understanding of consultation and coaching, some common characteristics which are briefly shown here also exist in the view represented here: Despite the differences shown in the understanding of counselling and coaching, there are some common characteristics in the view expressed here, which are briefly presented:

- Profound expertise and professionalism: usually acquired through study, training and with extensive professional experience
- Reflexivity: Here understood as a systematic and well-founded thinking over own action and of activities as well as the structures and processes with which one pursues a goal.
- Value orientation and positive image of man: understood here as an appreciation and recognition of the diversity of personality and its dynamics and changeability
- Working in and with networks: as a necessary condition for pursuing goals and increasing professionalism.

As part of the Snowman project it can be assumed that there will be no clearly defined border between coaching support or counselling support. Both can be appropriate and necessary on a case-by-case basis. Both can be important and necessary from case to case.
It is therefore also necessary for a training of the employees of the intermediaries and their organisations to address their own role and their self-image as a companion of owner-managers.

Target group:

The target group of the train the trainer program will be intermediaries in the business support system which professional occupation is counselling of SME owner-managers in areas related to non-technological innovation. The end-users are the owner-managers who benefit from the counselling services. The ambition is to increase the counselling quality and capacity in the target sector of intermediaries, and hereafter as end-result to create a more trustful and cooperative environment that stimulates the owner-managers more efficiently in responding to challenges listed in the spider-web tool.
All SME owner-managers connected to the business support partners will be carefully kept informed about the aims and advantages of the new preferred counselling and supporting tools, including the intermediaries' development of competences as a result of the training operations.

Target group conditions:

Note: The following conditions do not all have to be fulfilled by one person, but are to be understood as a package or bundle that the consultants and coaches should have in total with the intermediaries. Of course the conditions can be distributed over several people.

- (multiannual) experiences in the general consultation, support or coaching of SMEs
- The participants must have pedagogical skills and experience that will be refreshed and supplemented by the training on pedagogical issues of entrepreneurship education;
- Knowledge of the needs and economic developments of SMEs and the current and future needs of the business economy in general and companies in the region
- Knowledge of different counselling and support organizations for SMEs, e.g., to the clarification of individual questions
- Knowledge and experience in the conflict management

Learning Objective

The main learning objective of Train-the-Trainer Seminar is to give the target group the skills they need to become permanent qualified coaches to encourage non-technological innovations in owner-managed SMEs, which means that:

- The participating consultants (coaches) should be able to support SMEs owner-managers in the new counselling tools as well as in realization of non technical innovation through consulting and qualifying support.
- The participants should be prepared in the training for their possibly very different roles as "a consultant" and/or as an „expert for a branch“ and/or as "a coach" and/or as "networker" or be sensitised for it. Nevertheless, the transitions and borders between these roles are fluent and not always sharply defined.
- It is basically sufficient that, as a SMEs consultant, you know your own competences and possibilities of supporting. In addition, one should also recognize what one is no longer able to afford. Therefore, the discussion with own role as a consultant and the increase of the sensitivity for his role is also another aim of the training.

Organisation and process instructions to the training:

It can not be anticipated at this point to what extent the participants of the training are familiar with each other and have already performed comparable training. Therefore, the trainers should - as needed - pay attention to the following points:

- The participants may not know each other or only a little, which is why a structured presentation or some creative ice-breaking exercises of all participants should be placed at the beginning of the training.
- Participants may have different information on the new supporting tool and the concrete task of the (own) organization and their own task in the consulting. Therefore, a comparability of the information stands among all participants should be also reached at the beginning. For this the expectations and images of the participants could be questioned, for example, in the round of introduction.
- It is often helpful on the diversity of the participants if in training also the structure of (own) network is initiated. It may be possible to design (create) such a network online. The expectations and images of the participants which functions such an online network for them could take over should be held on and be considered.
- In total a productive, motivating climate free of sanction should be offered to the participants during the training which also admits wishes, suggestions and criticism.
- After the training it should be cleared how the exchange of the participants and each other and with the local project leaders will be discussed.

3. Structure of the Train the Trainer Programm

The programme will be designed for 10-12 attendants and consists of two parts:

a) three-day intensive training and
b) with an interval of 4 - 6 weeks a one and a half day follow-up. Here the group of intermediary attendants share experiences from their individual real-life counselling of owner-managers, they discuss and recommend adjustments in relation to the quality and process indicators in the counselling toolbox.

Pilot Seminar „three-day intensive training“

Target groups / participants	10 – 12 consultants from intermediaries
Duration	3 days, 27 lessons (each 45’ minutes), total of 1215 minutes
Language	National language or English
Teaching methods	Lectures, teaching talks, working in small groups, case studies/ examples
Teaching materials	Information material (booklet "6 Steps for Innovation”, basics & backgrounds, thematic introductions), ppt-presentation, questionnaires, question guides, checklists, analysis results, good practice examples
Course Contents	1. Basics/overview of essential tasks and contents of consulting SMEs and owner-managers 2. What are Non-technological Innovation? How can they be promoted? 3. What is and how to apply the new counselling tools? Overview of the contents of the counselling toolbox, including spider-web tool and guidelines 4. What is and how to apply the KAIN-method? (Knowledge Acquisition according to Individual Needs) 5. Instruments for analyses and interventions – How to • moderate internal working groups and responsibility circles, • facilitate dialogues to develop goals and measures, • support implementation processes

	• evaluation of results and process progress 6. Attitudes and behaviour in consulting processes

Curricula

Contents, Methods used and possible time schedule for the Pilot Seminar „three-day intensive training“

	Method	Time expenditure (in minutes)
Introduction of participants (the seminar is also targeting an ongoing exchange between intermediaries when counselling owner-managed SMEs, thus the participants should really get to know each other and build a good level of trust)	Short round table presentation of each participants, followed by creative exercise (i.e. teams of two interview each other for 15 mins and then present each other to the group based on specific questions proposed by trainer “Work experience”; “Hobbies”)	60’
Basics/overview of essential tasks and contents of consulting SMEs and owner-managers with a focus on the potential of non-technological innovations	bring in one's own experiences (what do you know already / want to learn) lecture (ppt) and teaching talk	60’ 90’
What is and how to apply with the KAIN-method (Knowledge Acquisition according to Individual Needs)	lecture (ppt) and teaching talk working out the application of the method with a case study in small groups	90’ 120’

Presentation and overview of the new SNOWMAN tools - website, - the six steps - the spider web tool Consulting process with the new counselling tools Evaluation and recommendations in relation to the quality and process of the counselling toolbox	Lecture and discussion Case studies in small groups and/or bilateral role-playing games joint evaluation of experiences	120\`  150\` 120\`  90\`
Instruments for analyses … Questionnaires, checklists, good practice examples … and interventions – How to • moderate internal working groups and responsibility circles, • facilitate dialogues to develop goals and measures → e.g. prioritisation of the most important fields of action according to the need and the internal possibilities for action • support implementation processes	lecture (ppt) and teaching talk facilitating of dialogues: testing the formulation of objectives and planning of measures along a case example	165’
Attitudes and behaviour in consulting processes	Exploring own experiences and prejudices lecture (ppt) and teaching talk	120’
Final debate and course evaluation		30’
Sum		1215’

4. Guidelines for the six-step counselling process

The counselling guidelines and this summary have been prepared by the Gdańsk University of Technology, Faculty of Management and Economic. The full guidelines can be downloaded from https://snowman.dev-2.hassel-it.dk/guidelines .

They have been created to look closely at the specifics of each step of the 6-step process and to recommend possible advice and tools that could facilitate it.

The basic steps of the process include:

1. Introduction
2. Visions
3. Identification of challenges and needs
4. Strategy and action plan
5. Operationalization
6. Measuring and evaluating outputs

Each individual process may vary, depending on companies' different lifecycles and different backgrounds. During interviews, the intermediary is able to move freely between the phases in reaction to the natural flow of the conversation. However, the process has a logical sequence to help to keep the focus during the discussion and build a relationship based on clearly defined outcomes.

Step one

The first step – Introduction - is aimed at establishing a respectful and trustful relation with owner managers. The intermediary acquires preliminary information about the company and arranges a meeting with the manager. The guidelines enclose the necessary qualifications of the intermediary, the scope of preliminary information needed as well as advice on conducting the first meeting.

During the first meeting the owner-manager is presented with a clear statement of purpose of the process and receives a direct message about the benefits connected to the offer of the institution. A presentation tool is proposed in the guidelines in a form of slides presentation and/or video. The guidelines also indicate that a track record in a form of case library could be helpful, in terms of showing how many times the institution guided the process with success, also with overview of the involved intermediaries and their competencies. During the first meeting the degree of openness from the owner-manager is established. Also, the meaning of the phrases used in the process has to be explained, as well as how long and how expensive (depending on the type of the non-technological innovation) the implementation process may be.

Step two

According to the guidelines, this first step of the process could be combined with the second step – uncovering visions of the company, its core values and the situation in the company in terms of needs towards non-technological innovation counselling process. A list of necessary abilities and tasks for the intermediary is proposed. Advice on a positive manner of talking and a natural flow of conversation is also included in the guidelines, supporting the intermediary with sample questions and methods of building a relationship with the owner-manager. The last element in this step should be an agreement to maintain contact and go on with the consultation process – at least defining the form and time after which contact is repeated. The process must be designed as attractive as it could be, but the intermediary has to be prepared that a company can withdraw at any step.

Step three

The third step in the process is dedicated to identifying challenges and needs of the company in relation to non- technological innovations. The scope of tasks includes observation and collection of data, analysis with the identification of areas requiring innovation and synthesis of diagnosis of prioritized challenges. The results of the analysis should translate into the implementation of changes strengthening the competitive advantage or levelling the distance to competitors. The guidelines concentrate in this step on high quality dialogue with the owner-manager and preparation towards a meaningful in-depth interview in the company. A scenario for the interview is proposed, to provide support for an intermediary, as well as flow of the possible workshops and meetings and a list of innovation audit tools that might be helpful during this step.

After completing all the mid-steps in identification of challenges, the intermediary prepares a comprehensive diagnosis of prioritized challenges. The diagnosis:

identifies the most characteristic features of the company,

describes main goals for company’s performance enhancement,

recognizes the most important barriers hindering the given company from implementing innovations.

Step four

The diagnosis is then becoming a base for recommendation on strategy and action plan, which is step four in the process. The guidelines include advice on evaluating what support would be the most beneficial for the owner-manager. It allows to look at the company's problems from different points of view and find the optimal solution using broader experience. It is emphasized that implementing non- technological innovation is not a goal in itself. In this context, successful implementation should be understood as a step leading to

results in sustainable revenue and increased profits. All aspects of I
innovation management must be therefore subordinated to the main goal of sustainable development and growth of the company.

In regard to the goals - as a result of implemented recommendations - companies should be able to enhance their performance in one or more indicated main areas of interest:

increase in revenues and / or employment;

new structure or organization;

new markets;

Subsidiary goals could relate to additional areas of interest:

stronger relationship with clients;

improvement in the quality of client service;

cost reductions;

improved employee satisfaction and/or reduced rates of employee turnover.

The goal of the process should be clear and, when possible, defined with the help of stakeholders. The Double-SMART model is proposed in the guidelines. This model is a framework for analysis and review of recommendations to make them more effective.

The guidelines point out, that when creating an action plan, the intermediary should pay attention to several important issues, e.g. to be sure that owner-manager understands the basic concept of the non-technological innovation service, to show the owner-manager the link between the recommendation and their needs, as well as developing and maintaining strong relationship with owner-manager, providing a context for the design and implementation of recommendations. The guidelines also propose a range of actions and tools that can be applied in drawing up an action plan for implementing non-technological innovations e.g. marketing, organizational, financial, business modelling or service design tools. It is advised to use those tools, which can be used with minimum cost and effort but with maximum effect. Examples could include:

Subtraction - is particularly useful to simplify processes and eliminate costs. It’s an opportunity to offer something different by simplification. This ideation technique is suitable to re-design something that already exist and need to be refreshed.

Reverse Innovation - this action requires participants to think the worst experience they could offer to their customers which seems to be contradictory to the principle of innovation. However, it offers interesting insights to make things really different and contextually integrated.

Conceptualization of ideas - this tool can help companies find relationships between ideas, group them and create concept solutions. It is probably the most challenging task of the

process where ideas get integrated into desirable working models.
Concept solution must be seductive and unique.

Open innovation - identifying potential partners /stakeholders for cooperation e.g. through industry clusters.

In the guidelines, it is noted, that it's not necessary to create a completely new services portfolio for the needs of recommendations to be implemented. It is enough to start from considering how to join the services already available, to obtain the anticipated effect. A set of available services should be constructed in such a way that, on the one hand, it is universal, and on the other hand, it corresponds to the needs of a given owner-manager. Therefore, once designed, it can be applied for the needs of servicing owner-managers, representing various industries and different scope of needs. In turn, the intermediary can choose from various types of services which will be most appropriate for the owner-manager. Creating non-technological innovation services portfolio requires from the intermediary to open to the cooperation with external experts. This will influence the whole innovation ecosystem through the generation of cooperation links between the entities which create it. A far-reaching effect of such an approach could be the specialization of intermediaries leading to a further professionalization of the whole system.

The guidelines provide strategy and action plan template, which purpose is to provide a standard form and support the intermediary in describing the company's needs and recommendations, indicating potential solutions for implementation.

Step five

The fifth step – Operationalization - is aimed at ensuring that the strategy and action plans are implemented in the company. As a result of the previous steps the owner-manager would be provided with a document, containing a summary of the data acquired and actions recommended to be taken. According to the guidelines, recommendations should contain not only information on what should be done (as to merits), but also who can support the owner-manager in a given action, if the external assistance were needed. The owner-manager can implement recommended actions on their own or with the help of the intermediary. Some tasks could be carried out directly by the intermediary, but also by external experts, when its justified. The length of the implementation period should be carried out in accordance to the action plan, but flexibility is needed. Whenever possible, the implementation should be cumulative, but at the same time, if necessary, appropriately extended in time. Tools to be used to visualize the process flow and following stages are proposed in the guidelines as well as periodical contacts with the company to monitor the current state of implementation or occurrence of new needs. Sustaining relationship shows mutual belief about its benefits, mutual trust and willingness to cooperate. Due to the limited time available to owner managers, activities aimed at maintaining contact must be properly balanced and planned. Examples of activities that maintain customer contact are proposed in the guidelines. It is important for each subsequent stage of innovation support process to end with an owner-manager's decision as to whether they intend to continue the implementation process, taking into consideration the right of the owner-manager to withdraw at any stage.

Step six

The aim of the sixth step of the process is to measure and evaluate the degree and effect of implementation of new non- technological innovation. The guidelines propose an evaluation tool to measure the effect of support - an assessment and evaluation questionnaire. It could be used after a certain period to evaluate: the process of support and performance of intermediaries, as well as the scope and degree of implementation of recommended actions, and most importantly the changes in owner-manager's performance due implementation of actions.

The guidelines propose, that the changes in owner-manager's performance could be measured by owner-managers self-assessment of observed/predicted impact of recommended actions leading to innovation. The self-assessment method is recommended when the measures may be affected by the difficulty of isolating factors determining the owner-manager's implementation of recommendations, a longer period needed to observe the effects of activities as well as diversified initial level of innovative capacity of enterprises. Also, the innovation outcome can strongly depend on the length of the product's life cycle, and thus can take on very different values in particular industries. Innovation studies indicate the need to consider the indirect effects of innovation processes, because they can influence the achievement of innovative success long time before the tangible, financial effects appear.

The last advice in the guidelines is connected to follow up meeting that should be organized to gather information and material for a success story from owner-manager. Those stories might be very helpful in conducting the process with other companies as they are informative and inspirational.

5. First and significant step: Introduction and Trust-Building

The first step of the counselling process will no doubt decide about the success of the counselling process. If a solid trust-basis between consultant and company is not established, the company will not open up during the following steps. Thus an effective relationship between the trainer and the owner-manager is essential for a successful execution of the training activities. Without a trustful relationship the trainer will not be able to conduct the training satisfactorily with the owner-manager. The trainer needs to ensure, when establishing contact with the owner-manager, that all his actions need to contribute to building up trust. Trust is a feeling that is mutual and defined as *"believing that the person who is trusted will do what is expected."* The owner-managers motivation of participating in the trainings is to improve his business, therefore the trainers goal should be to demonstrate that his presence is beneficial to the owner-manager's business. The trainer should keep in mind that a person's dispositional tendency to trust others is a personality trait, so with some owner-managers it will be easier to build up trust than with others. Furthermore, it takes time to build up trust. There can pass days, weeks or even months before one person really trusts another person. In the following key behaviours for trainers, which facilitate building up trust with owner-managers of SMEs, are presented, with the purpose of making the training process as smooth as possible for both sides.

Commitment

The trainer should always keep his commitment, this means that the trainer needs to do what he said he will do. The owner-manager must feel that he/she can rely on the trainer, and the trainer needs to hold himself to very high standards. Integrity and confidentiality are clearly important. During the training the owner-manager will acquaint the trainer with deep insights of the company he/she build up for many years and which is his/her lifetime achievement. These insights come with a responsibility and require the trainer to be discrete.

- Be honest, even when the outcome will not be in your favour, tell the truth. This shows you have good character, which builds trust.
- Be predictable and don’t let your emotions get the best of you. Be the person who is steady in the room.
- Show that you stand for something that others can articulate by your actions.

Communication

A very important precondition for building up trust is good communication. This includes being clear on the objectives of the conversation, so at the very beginning of the training the trainer must give the owner-manager a clear outline of the project, its components and its objectives. An important aspect of clear communication is listening. The trainer must listen carefully and actively to what the owner-manager has to say and should not interrupt his counterpart. This results in a better understanding of the owner-manager’s needs, but also is giving the owner-manager the feeling that he/she was understood. Active listening doesn’t mean agreeing, it means understanding. Also, the trainer should definitely refrain from starting his sentences with “You….”, and watch the use of words like ”should”, “must” and “need”, as this vocabulary provokes defensiveness and hinders the training from being effective.

- Never say “never” or “always”, as categorical statements are provocative and unlikely to be true.
- Stay calm or postpone the conversation, when people get angry or too emotional.
- Avoid sarcasm, monologues or mind reading and don’t try to manipulate the situation to your advantage.

Transparency

A vital technique for trainers to build up trust is to be transparent. The situation of the owner-manager before the training starts is that he/she is in control of everything that is happening around him in his company. With the involvement of the trainer in the company this changes.

In order to create acceptance for the involvement, the trainer should clarify the components and functionalities of each tool he/she is using in the counselling process. The use of information and the procedure of the decision-making process resulting in counselling advice must be clear to the owner-manager.

- Be excellent at what you do, as competence is often a good proxy for your believability.
- When you make a mistake, admit it to show that you are able to take responsibility for your actions without blaming others.
- Apologize, if you have done something wrong and ask what you can do to make it right.

Empathy

Empathy is defined as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Emotional empathy refers to the sensations and feelings someone gets in response to others' emotions. Cognitive empathy, which is sometimes called "perspective taking", refers to the ability to identify and understand other people's emotions. Compassionate empathy is about feeling concern for someone, but with an additional move towards action to mitigate the problem.

- Try to understand and feel other people's emotions to strengthen your emotional empathy.
- Try to put yourself into the owner-managers place, and try to understand their perspective of the situation to strengthen your cognitive empathy.
- Find the right balance between emotional and cognitive empathy. You can feel another person's pain, as if it was happening to you, and therefore express the appropriate amount of sympathy. But, at the same time, also remain in control of your own emotions, and apply reason to the situation.

Further information:

- Trusting as a 'Leap of Faith': Trust-Building Practices in Client-Consultant Relationships

https://opus.lib.uts.edu.au/bitstream/10453/33428/1/Nikolova%20et%20al%202015%20Trusting%20as%20a%20leap%20of%20faith%20Accepted%20Manuscript%20version.pdf

- 25 Simple Trust Building Behaviours

https://www.psychologytoday.com/us/blog/trust-the-new-workplace-currency/201508/25-simple-trust-building-behaviors

- 6 ways effective consultants build trust with new clients

https://www.talmix.com/resources/blog/6-ways-effective-consultants-build-trust-with-new-clients

6. Guidelines for the spider-web tool

The guideline and this summary have been created by the Vilnius Gediminas Technical University, Faculty of Business Management. The full guideline can be downloaded from https://snowman.dev-2.hassel-it.dk/guidelines.

The Spider web is a part of a 6 step counselling process. A spider plot is playing the role of a radar and visualization tool that allows multiple factors to be compared simultaneously.

Guidelines consist of the following:

- Instruction How to use spider-web
- Description of a Spider web;
- Glossary and main terms
- Description of questions of the Spider web divided into 8 challenges;
- Ranking of the evaluation;
- Instruction of the process.
-

Instruction How to Use Spider-Web

Spider-web tool – organizational tool to evaluate owners' performance in the non-technological areas of innovation.

Highlights:

- Available on snowman webpage – open for all internet users.
- 8 challenges: *(1) Owner-Manager Vision & Skills, 2) Market Understanding; 3) Company; 4) Staff and resources assessment; 5) Cooperation with other actors; 6) Non-Technological Innovation management; 7) Non-Technological innovations; 8) Business sustainability and culture*) are to be evaluated by 4-6 questions each.

Value ranks for indicators used in spider plot evaluation [1-5]: 5 – strongly agree; 4 – Somewhat agree; 3 – Somewhat disagree; 2 – Strongly disagree; 1 – do not know / I am not sure.

Evaluation results of all 8 indicators (challenges) should be pointed as performance measures on spider graphical view which should be provided by spider-web tool.

The owner-manager is supposed to evaluate the *current* and *expected* situation in the future making two steps:

1) Answer the questions of Spider-web evaluating a current situation in the company;
2) Answer the questions related to the expected situation in the company in 6 months or 2-3 years (optional to decide).

The visualization shows two graphs: one graph shows challenges in a current situation and the second one – in an expected planned situation in 6 months or 2-3 years (or in any other period of time decided). The axis with the biggest mismatch is supposed to be the priority for further development and improvement for the company need for non-technological innovation. The owner manager and an intermediary during the counselling process decide which challenges are out of priority challenges.

Spider-web tool will indicate strong areas of the company and weak indicators to improve, so intermediaries will provide direct consulting to reinforce weak indicators. Look at the shape of the resulting spider "web" – is it symmetric? How does symmetric spider compare to the companies?

The weaker aspects of the system being assessed are those that have scored closest to the centre. The nearer the indicator is placed to the centre of the wheel, the more it becomes a target for improvement.

Glossary of Spider Web

Accumulation of knowledge is the process of acknowledging the market competitors, by collecting and analysing the resources publicly available in the market through which a pattern of the market competition can be deduced. This information can be further utilised to forecast the market dynamics as well as the way market is getting effected by your presence. This aids in enhancement of the business decision making ability.

Business capacity - includes the knowledge, competencies and resources that a firm accumulates over time and draws upon in the pursuit of its objectives. The skills and abilities of a firm's workforce are a particularly critical part of innovation-relevant business capabilities.

Capability gap - If current capabilities (competences, financial, human, etc.) are insufficient to meet the business need, business owner must identify the capabilities that need to be added. The company should develop the models and other descriptive information about the future vision and describe the future state of the organization. A comparison of the current and desired future states will identify gaps in organizational capabilities that need to be filled to support the business vision, strategy, goals and objectives.

Market Segmentation is the process of dividing a market of potential customers into groups, or segments, based on different characteristics. The segments created are composed of consumers who will respond similarly to marketing strategies and who share traits such as similar interests, needs, or locations. Market segmentation makes it easier for marketers to personalize their marketing campaigns. By arranging their company's target market into segmented groups, rather than targeting each potential customer individually, marketers can be more efficient with their time, money, and other resources than if they were targeting consumers on an individual level.

Non-technological innovation – OECD has broadened the innovation concept to cover the non-technological innovation which can be separated into two categories: organizational innovation and marketing innovation which complement the standard concepts of product and process innovations. Organizational innovation refers to the implementation of new or significantly changed organisational methods in the business practice, workplace organization or external relations of the institutional unit not used in the firm before. While a marketing innovation is the implementation of new marketing methods of promoting products. The non-technological innovation broadens the understanding of innovations in firms which are not just about developing and applying new technologies but also about adoption and re-organization of business routines, internal organization, external relations and marketing. This approach includes these non-technological dimensions of innovation: solutions, brands, networks, presence (where), supply chain, organizational, value capture, customer experience and customers (who).

Non-technological innovation changes – is the implementation of a new or improved business process or marketing strategy for one or more business functions that differs significantly from the firm's previous business processes and that has been brought into use by the firm. The characteristics of an improved business function include greater efficacy, resource efficiency, reliability and resilience, affordability, and convenience and usability for those involved in the business process, either external or internal to the firm.

Non-technological innovation trends – these are the examples of current non-technological innovations that companies tend to implement: improved knowledge management systems to better use or exchange information, knowledge and skills within your enterprise; a major change to the organisation of work such as changes in the management structure or integrating different departments or activities; new or significant changes in your relations with other firms or public institutions, such as through alliances, partnerships, outsourcing or subcontracting; significant changes to the design or packaging of a good or service; new or significantly changed sales or distribution methods, such as internet sales, franchising, direct sales or distribution licenses.

Value creation and proposition – is a positioning statement that explains what benefit you provide for who and how you do it uniquely well. It describes your target buyer, the problem you solve, and why you're distinctly better than the alternatives. Value is an implicit goal of innovation, but cannot be guaranteed on an ex ante basis. The realisation of the value of an innovation is uncertain and can only be fully assessed sometime after its implementation. The value of an innovation can also evolve over time and provide different types of benefits to different stakeholders.

Indicators of Spider Web Tools

Challenge 1. Owner-Manager Vision & Strategy

To evaluate this indicator follow next steps:

1.1. Company vision and strategy. OM has a clear vision and a strategy with clear objectives for the next 2-3 years. Has the company developed a well-defined and tested strategy? How is the strategy translated into clear objectives and how will these be achieved? Would you describe them as systematic? Do you regularly review your plans? Do all employees know and understand their role in achieving these objectives? Are there KPIs to drive the strategy towards achieving the objectives?

1.2. Future Market Focus. OM analyses new technology and non-technology trends and incorporates into strategy. Unless companies are looking at the horizon (future trends) of their markets, they fail to see emerging trends and how they will change the whole market focus. Occasionally all markets suffer significant disruptive change due to technology or business model changes. These are difficult to predict, unless regularly assessed.

1.3. Innovation strategy. OM uses strategic tools of analysis to start non-technological innovative changes. Research shows that 50% of companies that do not innovate over a 10 ten years period, cease trading. Do you know how innovation will support your strategy? Does the company's structures support this? Do you use strategic tools in innovation (SWOT, PESTLE, technology watch and roadmaps, etc.) to plan strategic direction in innovation?

1.4. Business Model. OM has a clear business model that shows the impact of non-technological innovation. Business model defines a basic logic how you create value and earn money. Business Modelling is an important tool to design, innovate and transform the business. How does your business create a value? Companies can distinguish their business model in relation to product, technology, finance, service, logistics etc.

1.5. Ambition to grow. OM has a clear ambition to grow his/her business. Your business is either growing or dying, so if you are only trying to maintain your market share, then it is the latter. Your growth ambitions must by their nature be high and wide in their scope.

Challenge 2. Market Understanding

To evaluate this indicator follow next steps:

2.1. Understanding the Customer. The company has systems in place that ensure the use of inputs from market research, sales people, customers complaints and feedback regarding non-technological innovation (e.g. to improve or design new services, improve processes, identify new business models, etc.). How does your organisation understand the customer? Are informal means such as employee feedback and customer complaints exploited? What formal mechanisms are there such as market research, customer surveys and focus groups to identify current and future expectations? How is this data used to improve existing services and design new services?

The company uses market segmentation to increase value proposition for different geographic regions, industrial sectors or customer groups. Do you identify different market segments? Do you differentiate your offering and relationships based on geographical, culture or industrial sectors etc.? Some companies approach segmentation in a different way to the competition by looking at it from a different perspective.

2.3. Understanding your competition. The company accumulates knowledge about the future challenges in the market, including data regarding competitors. How well do you know your main competitors? Where do you get the information such as financial, sales, pricing, and product function/performance and customer base?

2.4. Analysing Competitive Advantage. The company has a clear understanding of his or her competitive advantages. How do you identify your competitive advantage? Do you use the data gathered on customers and competitors to build a strategic plan? Do you use your technical and commercial capabilities to identify competitive advantage? Do you cover areas such as products, processes, services, markets, technologies, other resources etc.?

2.5 Value creation and proposal. The company has a clear value proposition which is based on analysis and is proven by calculations. a positioning statement that explains what benefit you provide for who and how you do it uniquely well. It describes your target buyer, the problem you solve, and why you're distinctly better than the alternatives. Value is an implicit goal of innovation, but cannot be guaranteed on an ex ante basis. The realisation of the value of an innovation is uncertain and can only be fully assessed sometime after its implementation. The value of an innovation can also evolve over time and provide different types of benefits to different stakeholders.

Challenge 3. Company

To evaluate this indicator follow next steps:

3.1. Ownership/ empowerment/ responsibility. The company supports and empowers the employees to increase the use of non-technological innovation. The use of fully devolved activity, process or project ownership can greatly enhance employee commitment to idea generation and development. Employee empowerment can enhance the quantity and quality of projects undertaken.

3.2. Structure of organisation. The company has a well-designed organization structure which clearly defines staff roles and responsibilities. Good companies have a well laid out organisation structure with defined staff roles along with good systems and processes. This allows for good planning and optimal usage of resources which can aid success for the business. Company structure and organization fits the strategy.

3.3. Knowledge management. The company accumulates and uses corporate knowledge such as skills, know-how and customer information. Use of knowledge capture practices will greatly enhance company planning, performance, future product planning, investment planning and recovery planning. Systems are in place to retain existing corporate knowledge such as skills, know how, I.P. and commercial information.

3.4. Cross-Functional teams. The company supports internal cooperation using cross functional teams. In an enterprise, cross functional teams are needed to implement more company-wide changes. In small firms this can be done in an informal way. A properly functioning and resourced teams within the company should use all the key skills necessary to plan and implement those changes.

3.5. Workplace communication. The company uses internal communication to support non-technological innovation. For improved results it is essential that key information is communicated to all relevant staff so that their relevant aspects can be optimised. Extensive research has shown that the use of knowledge and business communication tools can significantly improve outcomes.

Challenge 4. Staff and Resources

To evaluate this indicator follow next steps:

4.1. Staff skills. The company has a staff with a mixture of skills, experience and knowledge that supports non-technological innovation. Do you have necessary skills for your envisioned initiatives, projects or transformation? They can be learned, nurtured and should be updated regularly, or acquired. Staff have a mixture of skills, experience and knowledge that can be harnessed in a team environment to best effect.

4.2. Managing capability gaps. The company knows current and predict future capability gaps and has a plan for managing those gaps. For sustainable development, a company should know what competences and skills to acquire now and develop in the future. Do you know your current & future capability gaps? What are your current and future core competences? Do you have plans for that?

4.3. Firefighting. The company turns problems and critical situations into improvements. To what degree does fire-fighting impact on your company's resources? A high level of fire fighting in the company is indicative of systemic issues that need to be tackled. Good practice would analyse these issues, identify solutions or ways to turn the problem to the company's advantage.

4.4. Recognition and reward. The company uses rewards systems to boost staff initiatives regarding non-technological innovation. While the level and type of rewards may vary from company to company, people expect a certain level of appreciation and recognition. Without it, staff will become less motivated over time. By having a clear rewards system in place, people have a clear expectation of the system used.

4.5. Financial support. We allocate a necessary budget and free cash for non-technological innovation. How well are we in term of financial stability? Wat is free cash that we can allocate to non-technological improvements in the company?

Challenge 5. Cooperation and Networking with other Actors

To evaluate this indicator follow next steps:

5.1. Cooperation projects with company partners. OM and staff cooperate with external market actors (suppliers, customers, distributors, competitors, etc.). More effective problem solving happens when enterprise combine resources in talent, experience, finances and infrastructure. Sharing and leveraging those resources means that company's reach to new markets increases and re-energizes the connection enterprise has with established customers. Collaborating propels enterprise to become a learning organization, collaborating isn't necessarily easy but it might get organisation to a much more interesting position to innovate.

5.2. Cooperation with research partners. OM and staff cooperate with research institutions and intermediaries. Interactions between company and science institution are among the most prominent institutional interfaces for knowledge diffusion, which is a prerequisite for long-term increases in production and wealth. Technological cooperation is crucial in achieving a higher degree of novelty in product development. Organisational setting should allow knowledge to move freely across institutional borders in order to reach a maximum value.

5.3. Building on external ideas. The company sources non-technological innovation ideas from externals: intermediaries, research organisations, etc. Innovation is a creative process. The ideas for new innovations may come from: inside the business and outside the business, e.g. suppliers, customers, media reports, market research or universities and other sources of new technologies. Success comes from filtering those ideas, identifying those that the business will focus on and applying resources to exploit them. Introducing innovation can help enterprise to improve productivity, reduce costs, be more competitive and etc.

5.4. Capacity to manage cooperation. The company benefits from cooperation in the area of non-technological innovation. In order to succeed in cooperation project, enterprise should have sufficient resources to manage ongoing processes. A lot of different capabilities should be employed, communication is one of the biggest part of a business relationship. Ongoing dialogue is so important because it helps to reduce the risk and encourages partners to stay focused on their shared vision. Also, partners should complement each other with their competences, only in such case the added value could be expected.

5.5. Capacity to source needed competences from partners. The company has the capacity to source the needed competences from our partners: intermediaries, suppliers, customers, other companies, research organizations. Companies should be focused on their core competences that distinguish a company from its competitors because they are hard for competitors to copy or procure. Those competences deliver the biggest value to customers. However, company may lack of other essential competences which could be efficiently sourced from business or research partners. Therefore, OM should be aware of competence gaps and decide whether competences must be employed or it could be acquired from outside.

Challenge 6. Non-Technological Innovation Management

To evaluate this indicator follow next steps:

6.1. Alignment of company and non-technological innovation strategy. The non-technological innovation strategy is aligned with the strategy of the company. By aligning innovation to the overall enterprise strategic goals, innovation tend to bring higher impact on the value created by the company. Documentation, clear communication and enough resources are key drivers for results. Funds should be spent to directly impact a company's overall performance, thereby increasing profitability and reducing unnecessary expenses.

6.2. Non-technological innovation life cycle process. The company has and uses a defined process for non-technological innovation - to go from initial idea and approval to full implementation. Clear mandates for experimentation and innovation creation in the enterprise are important. Enterprise should have a developed path with clear responsibilities and procedures to make sure innovation doesn't die because of bureaucracy from the initial idea and its approval to full implementation and commercialisation.

6.3. A long term approach to non-technological innovation. The company plans long term non-technological innovation projects with clear and defined targets and resources. Long-term projects take months or even years to finish. Typically, companies require more documentation and infrastructure for longer-term efforts. Effective project managers start by assessing the project need and determining how much time is needed to meet the desired outcomes. Is the enterprise committed to using project management strategically? Even if a project came in on time and on budget, it is high probability of fail, because they're not aligned with organizational strategy. By aligning projects and greater strategic goals, project managers help ensure that resources are well spent and clearly affect company welfare.

6.4. Non-technological innovation project performance measurement. The company has the needed capacity within project management to perform long term and short term non-technological innovation projects. Value Measurement System to measure project management performance will help organizations achieve one or more of the following goals: to identify the business impact of implementing project management improvement initiatives, to compare costs to benefits of project management improvement initiatives, to determine if a project management improvement initiative is accomplishing its objectives. That value is determined by showing improvement in some measure over time. Choosing those measures is key to the success of the project management. Project owner is a project's key stakeholder. Typically, but not always, PO is the head of the business unit receiving the product, and bears business responsibility for successful project implementation. The project owner may often act as a "champion" to the project.

6.5. Learning from past non-technological innovation projects. A project review and lessons learnt are used systematically as a part of the project management process. Learning from past projects and their problems will help avoid similar problems in the future. A project review process is required as part of the innovation process. How are the learning outcomes captured? How is learning disseminated and shared for maximum impact?

Challenge 7. Non-Technological Innovations

More about non technological innovations in the glossary.

To evaluate this indicator follow next steps:

7.1. Customers innovations. Innovation within marketing and customer care and service is used to gain new customers and revenue streams

a) Customers. To innovate along this dimension, the company can discover new customer segments or uncover unmet (and sometimes unarticulated) needs.

b) Customer experience. This dimension considers everything a customer sees, hears, feels and otherwise experiences while interacting with a company at all moments. To innovate here, the company needs to rethink the interface between the organization and its customers

c) Value capture. Value Capture refers to the mechanism that a company uses to recapture the value it creates. To innovate along this dimension, the company can discover untapped revenue streams, develop novel pricing systems and otherwise expand its ability to capture value from interactions with customers and partners.

7.2. Organizational innovation. The company uses organizational innovations (relocating or decoupling a process, changing employee roles and responsibilities, changes in balance between in-house human resources and outsource, introducing networks, etc.)

a) Processes. Processes are the configurations of business activities used to conduct internal operations. To innovate along this dimension, a company can redesign its processes for greater efficiency, higher quality or faster cycle time. Such changes might involve relocating a process or decoupling its front-end from its backend.

b) Organization. Organization is the way in which a company structures itself, its partnerships and its employee roles and responsibilities. Organizational innovation often involves rethinking the scope of the firm’s activities as well as redefining the roles, responsibilities and incentives of different business units and individuals.

c) Supply chain. A supply chain is the sequence of activities and agents that moves goods, services and information from source to delivery of products and services. To innovate in this dimension, a company can streamline the flow of information through the supply chain, change its structure or enhance the collaboration of its participants.

7.3. Product/ service innovations. The company uses products/ service innovations (new/refreshed design, new integrated combination of products/services, etc.) to improve customer value

a) Offerings. Offerings are a firm’s products and services. It may include new/refreshed design of products or services)

b) Platform. A platform is a set of common components, assembly methods or technologies that serve as building blocks for a portfolio of products or services. Platform innovation involves exploiting the “power of commonality” — using modularity to create a diverse set of derivative offerings more quickly and cheaply than if they were stand-alone items.

c) Solutions. A solution is a customized, integrated combination of products, services and information that solves a customer problem. Solution innovation creates value for customers through the breadth of assortment and the depth of integration of the different elements.

7.4. Distribution innovations. The company optimizes its distributions through innovation

a) Presence. Points of presence are the channels of distribution that a company employs to take offerings to market and the places where its offerings can be bought or used by customers. Innovation in this dimension involves creating new points of presence or using existing ones in creative ways.

b) Networking. A company and its products and services are connected to customers through a network that can sometimes become part of the firm's competitive advantage. Innovations in this dimension consist of enhancements to the network that increase the value of the company's offerings.

Challenge 8. Business Sustainability and Culture

To evaluate this indicator follow next steps:

8.1. Leadership. OM has strong competencies to lead and manage non-technological innovation. Do the leaders know where the business is going? How good are they at articulating the vision and bringing their people with them? Leaders need not necessarily be management.

8.2. Management style. The company culture supports sharing of knowledge and staff influence on management decisions management decisions. A company's management style should encourage the sharing of knowledge through teamwork along with openness so that there could be a questioning of issues without feeling threatened. There is strong interaction by staff into management decisions.

8.3. Attitude towards risk. Risk analysis is conducted on new initiatives. How is risk viewed in the company? Low risk gives low returns. High risk can give high returns but the level of success can be low. Getting the balance right is very important. Change needs to be managed and issues discussed openly and fully.

8.4. Sustainable development. The strategy of the company supports sustainability, social responsibility and diversity. What is your perception on sustainable business development? Sustainable development creates opportunities for suppliers of 'green consumers', developers of environmentally safer materials and processes, firms that invest in eco-efficiency, and those that engage themselves in social well-being. These enterprises will generally have a competitive advantage.

8.5. Business succession. OM has a clear plan for business transfer (succession, business sale, merging, etc.). For business owners that are at or near retirement, the issue of succession cannot be ignored. Family business succession planning should be a priority for every company that wants to pass on its business to the next generation. Establishing a sound business succession plan is beneficial for most business owners and can be absolutely necessary. Many factors determine whether a succession plan is necessary, and sometimes the logical and easy choice will be to simply sell the business.

8.6. Attitude toward non-technological innovation.

The company is open to adapting creative solutions and experiments in the area of non-technological innovation. How is novelty viewed in the company? High novelty brings new possibilities and can bring high returns. But it takes time and is of a high uncertainty and the level of success can be low. Discussions and experimentation, openness to fail, ability to learn from experiences and make decisions out of findings – are key elements for innovation based organisation culture.

The Process of Step by Step Interviewing

EVALUATE TODAY'S SITUATION

1. Explain the goal of interviewing.
2. During discussion and interview mark each of the question in the scale from 1 to 5.
3. Tool calculates the results and draws the visualisation in the form of Spider web.
4. Identify challenges (Key Indicators to companies) that are on extreme values (very low or very high).
5. Discuss the challenges and expected consequences deciding whether it is acceptable to the company. Using the Spider-web as a tool for evaluation of organization non-technological innovation actions level and assess the weaknesses and strengths, focusing on specific challenges/key areas.

EVALUATE THE EXPECTED SITUATION AFTER IMPLEMENTATION OF INNOVATION

6. Repeat 2-5 steps to evaluate situation in the company related to the expected situation in the company after the implementation of the innovation in a certain period (e.g. in 6 months or 2-3 years, etc. (optional for to decide)).
7. Owner should make priorities for non-technological innovation in the company based on the both spider webs indicating different periods of time. For instance, if an evaluation of a current situation is low and the expected situation after implementation of innovation actions is planned to be higher, this area should be a priority for changes and improvement. However, if the evaluation results of current and expected situation after merging are around the same level, it is considered as no need for changes.
8. Company make a plan to implement estimated changes and non-technological innovation.

The spider-web tool can be used at any stage of the company, which will then form the basis for subsequent assessments and comparisons in the field of non-technological innovation. Assessment can be repeated at certain intervals (optional to decide) to determine the progress made and strengthening is needed.

7. Train the trainer – effective teaching and training techniques

Principles of effective teaching

The first part of the pedagogy deals with effective teaching. Pedagogical approaches, presentation skills, attitude awareness, motivation and engagement (i.e. involvement of participants) and evaluation issues. There are several links to different kind of document, reports and videos about how to improve the training sessions.

Learning involves acquiring new knowledge, skills and attitudes that result in change in participants' ability to do something, i.e. in this Train the Trainer programme the ability to consult SMEs. The components in learning process include knowledge acquisition, thinking for understanding and doing in practice.

What makes the training programme successful?

When is the training successful? To achieve the success criteria the training should have a clear agenda of the topic to be covered, well defined target group, have enough time to the planning, have well defined programme specific learning outcomes, have teachers, instructors or presenters who are familiar with the topic, involve participants, have organisational support systems for the very first steps of the training, use quality measurement system (based on evaluations, feed-back analysis), etc. The list is really long and demanding and organizing training programme may be a real challenge.

Training session should respond to the participants learning styles. In general there are three types of leaners:

- Visual: These learners receive information best through seeing or reading it. This type of learners benefit from written instructions, diagrams, handouts, overheads, videos, and other visual information.
- Oral: Oral learners receive information best when they hear it. They respond best to speakers, audio conferences, discussion groups, etc.
- Kinaesthetic: These learners learn by touch and feel. They respond well to demonstrations and in having the chance to practice themselves.

Trainees are individuals. Sometimes trainers may encounter themselves in a demanding position with difficult participants. Table 1. gives some strategies to cope with difficult participants.

Table 1. Ways to survive with difficult participants (Swan and Morgan 1993, sited in Assistive Technology Trainer's handbook, http://www.natenetwork.org/manuals-forms/at-trainers-handbook, p. 86-87)

Behavior	Possible reasons	Strategies for presenters
The aggressor		
Confrontational, challenging and unpredictable. May include direct confrontation or constant "supportive" criticism of present ideas.	Need to win. Desire to be the leader. Need to control the group or the outcome of the training.	Remain calm – do not engage in the confrontation. Ask for explanation and clarification of concerns. Seek feedback from other participants. Redirect the conversation back to content. Model ways to permit differences of opinion to stand. Use humor. Be friendly and relaxed. As a last resort, discuss the behavior in private during a break.
The isolate		
Does not participate or frequently leaves the session for other activities such as phone calls.	Anxious about speaking. Unsure of own knowledge. Unwilling to commit to the work. Insecure about working with others. May not want to be in the workshop. May have pressing needs than the content of the training.	Ask questions that require yes, no or very short answers to get things started. Offer activities for pairs or very small groups. Assign each person in the workshop specific task to be reviewed by the presenter or other participants. Ask questions that are about the isolate's areas of expertise or strengths. Work with the person one-to-one or ask about the reasons for non-participation.
The negative		
Responds negatively to any new idea or task.	Poor self-concept.	Stay positive.

Refuses to try new ideas or to consider them.	Lack of faith in ability to do the work. Has been required to attend the training.	State your perceptions of the situation in positive ways. Do not argue. Do not problem solve for the person. Brainstorm with the large group about ways to address the negative aspects that person identifies. "What would it take…" Ask the group to reserve judgement until the end. Ask what part of the topic could be adopted.
The monopolize		
Talks for long periods. Interrupts others. Repeats concerns frequently. Tries to speak first. Does not listen.	Insecure about participation. Insecure about own knowledge base. Need for attention. Need for approval from the presenter or the group. May be naturally talkative. May desire to be in charge of the outcome.	Odder activities that require turn taking and multiple speakers. Offer activities that require each person to respond or pass. Encourage participants to offer feedback to each other rather than in the large group. Provide a time limit for comments and questions that everyone in the group must abide by.
The expert		
Says that s/he already knows the content. Talks a lot. Volunteers to help the presenter. May offer incorrect facts.	Seeking respect and acknowledgement from other participants. Seeking approval or connection with the presenter.	Ensure opportunities with others. Spend a break or part of a lunch with the person.

Further information:

- Guide for Training in SMEs is available in several languages http://ec.europa.eu/social/main.jsp?catId=782&langId=en&pubId=416&type=2&furtherPubs=yes

Presentation skills

When planning a training session, trainers should pay attention to what trainees remember from it. Estimated learning takes place:

- 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

Trainers should engaged participants in thinking, questioning and experiencing themselves. Thus, trainers should not speak all the time alone, because effectiveness of learning decreases very soon, if participants are not integrated in the training.

Icebreakers

In the beginning of the session it is important to get participants involved and engaged in an activity that requires them to talk and cooperate with the others. Icebreakers are the simple activities used at the beginning of a session to help participants learn each other's names and/or backgrounds, share their experiences, or introduce the topic of the lecture. The right icebreaker can help to get a positive and enjoyable learning experience for both the trainer and the participants. During the icebreakers participants should connect with at least one other person. Icebreakers should be topic related and at low risk so that participants would feel comfortable and easy. Time used for icebreakers should not be too long compared to the length of the session.

Further information:

- The Assistive Technology Trainer's Handbook is a toolkit for assistive technology training and it offers wide range of information related to the training sessions, for example icebreakers, presentations, brainstorming etc. http://www.natenetwork.org/manuals-forms/at-trainers-handbook
- Creative Icebreakers, Introductions, and Hellos for Teachers, Trainers, and Facilitators –manual has 15 ideas for icebreaking in the beginning of trainer's session.

http://www.businesstrainingworks.com/training-resources/free-icebreakers

- Re-thinking Progress: The Circular Economy https://www.youtube.com/watch?v=zCRKvDyyHmI

Presentations

The presentation (e.g. PowerPoint™ or Prezi (Prezi.com)) is used to support the content of the training and thus it should be clear and easy to read. The presentation is designed to be a visual support for both the trainer and the participants.

- Assistive Technology Trainer's Handbook http://www.natenetwork.org/manuals-forms/at-trainers-handbook
- Presentation Skills Training Resources and Articles

http://www.businesstrainingworks.com/training-resources/presentation-skills-articles

Figures, Tables and Videos

In order to improve the attractiveness of the lecture and the presentation it would be advisable to include figures or tables or videos into the presentation/ the lecture. Figures and tables illustrate the situations well and thus make it easier for the participants to assimilate the gained information. Presentations of success stories and case studies can be also included to this section. Internet and Youtube offer good opportunity for researching suitable videos.

Further information:

- Training of Trainers manual information and guidelines for making training sessions, they have also good information on figures and tables.

http://hcfp.gov.in/downloads/manuals/Training_of_Trainers_Manual.pdf

1.3 Attitude awareness, motivation and engagement

According to the Fogg Behavior Model, people take action when their motivation and ability to complete a task are both high and there is a triggering element (Figure 1). Behavioral changes will be expected during training if all three elements are present at the same time.

The model highlights three principal elements and their subcomponents:

- Core Motivators (Motivation): pleasure/pain, hope/fair, social acceptance/rejection; sensation, anticipation, belonging
- Simplicity Factors (Ability): time, money, physical effort, brain cycles, social deviance, non-routine
- Triggers: facilitator, spark, signal

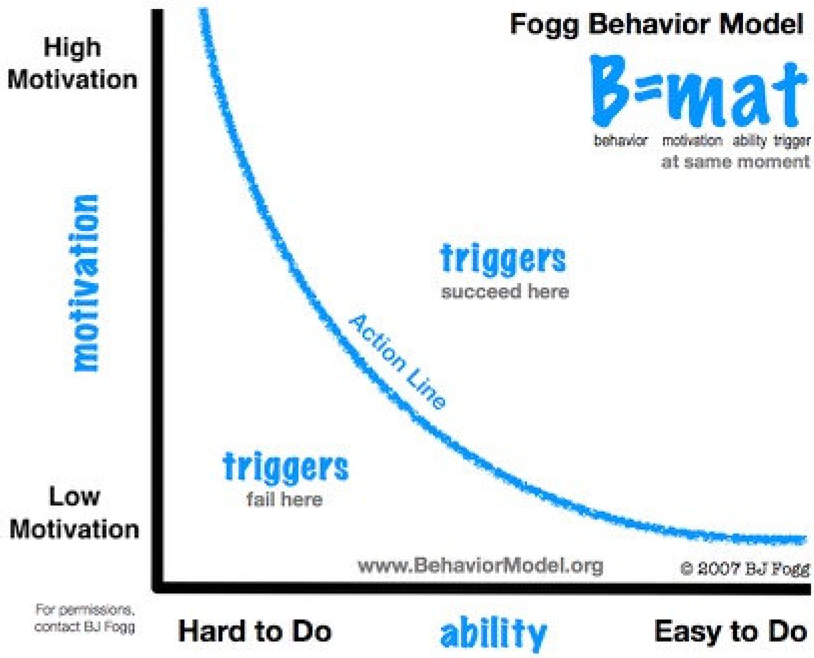

Figure 1. Motivation, ability and trigger
(Fogg, B.J., 2015, http://www.behaviormodel.org/)

In the planning and implementing training sessions trainers have to create and keep the high motivation level, give skills to do things easier, and give something that calls to action. Training should give a positive learning experience and a feeling of a victory.

Attitude can be dealt in different ways during the training. Depending on what type of attitude question we have the solution of influencing into the attitude is somewhat different. Is there a need for attitudinal change, future oriented attitude, more positive attitude or an attitude that can see the comparative advantages? The training course objective should be created in a way that it emphasizes the nature of attitude change. With the SNOWMAN concept the change should be seen both in participants' own attitude and in the attitude in SMEs to gain comparative advantages. Also the importance of the concept in a global scale should be emphasized.

Effective training and learning relay on motivation. Trainers face challenges in making the lectures more interesting and motivating. Unfortunately, there is no single answer how to motivate participants. Trainers are advised to accommodate different learning styles, like visual, oral or kinesthetic, during their training sessions.

When implementing the Train the Trainer programme trainers should consider how they can translate theory into practice. Experimental learning is very powerful when trainers can combine participants' own experiences with the training programme contents.

There are a range of exercises the trainer can effectively use in order to involve in the participants as much as possible to the learning process. The best way for adults to learn is when the new course material is based on their experiences, but when there is also left space for the debate among the participants. Many participants are experienced personnel who have valuable information to contribute. There are varieties of training methods and together they can give the possibility for a multifaceted understanding of the course material.

One way to activate trainees is to include storytelling in the training sessions. Stories may make communication easier and insert personal touches in the sessions. Stories can be used as examples of right and wrong ways to perform tasks or skills. They could be used to activate participants to find different views on the topic. Trainers should also give floor to the participants' own stories.

There are several ways trainers can use to engage your audience throughout the training sessions:

- 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,

Further information:

- The Trainer's Survival Guide has 25 different activities that make lecture-based programmers more active. They can be used during the training session and they have tips for the trainer to get participants involved. http://www.leotrainer.com/tactiveteach.pdf
- 10 Best Practices for Using Storytelling in Training http://ec.europa.eu/small-business/index_en.htm
- Why Is Story Telling So Powerful In Learning, And How Can You Learn The Skills http://ec.europa.eu/small-business/index_en.htm

Evaluation

Evaluation of the effectiveness of the training is important task. After the theory session trainers or organizers can collect feedback with questionnaires which participants can fill in onsite. Allow enough time for completing the forms, and allow also time to discuss what participants have learnt and how they are going to use that knowledge. The subject of the evaluation is

1) the course itself with all the topics an gained knowledge
2) 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.

1. Effective Training Techniques

The second part of the pedagogy deals with mentoring and coaching, spreading best practices, learning from the worst cases, effective questioning and appreciative inquiry, and creativity and innovations. There are several links to different kind of document, reports and videos about how to improve the training sessions.

Learning involves acquiring new knowledge, skills and attitudes that result in change in participants' ability to do something, i.e. in this Train the Trainer programme the ability to apply the SNOWMAN toolbox. The components in learning process include knowledge acquisition, thinking for understanding and doing in practice.

Group work and brainstorming

Group works can be applied in learning if the trainer wants participants to deal about the issue by debating and discussing. Group work in small groups gives all participants the opportunity to participate in the exercises and thus express their ideas. In order to get the best out of the group works would be good to get them goal-oriented. The participants should understand the task of the group work at hand, the time-frame and the way of presenting the results.
In brainstorming the trainer asks an open-ended question and the participants come up with as many solutions as possible. The idea of brainstorming is to get participants involved and engaged in the training. Brainstorming should be based on few rules in order to get the best results. Example of the rule could be that there are no stupid or bad ideas.
Further information:

- Trainer's Handbook, Assistive Technology Trainer's handbook
http://www.natenetwork.org/manuals-forms/at-trainers-handbook
- Trainer's Handbook
http://hcfp.gov.in/downloads/manuals/Training_of_Trainers_Manual.pdf
- MindTool Brainstorming http://www.mindtools.com/brainstm.html

Mentoring and coaching

The Business Dictionary gives the following definition to mentoring and coaching:

- 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". (http://www.businessdictionary.com/definition/mentoring.html)
- 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". (http://www.businessdictionary.com/definition/coaching.html)

Mentoring can be described as partnership between two people working in a same field or sharing same experiences. A mentor is a person helping the mentee to develop solutions to career related issues. Mentors should be helpful and get the mentee to believe in him/her while boosting his/her confidence. A good mentor also challenges and questions mentee, but

in the meantime provides guidance and encouragement. The most important meanings of mentoring are to enable others become more self aware, to make them take responsible for their life and to direct their life in the direction they decide.
Coaching focuses on the individual needs of a person and is generally less formal than other kinds of training. A manager, supervisor, or other employees serve usually as the coach. The coach works with the employee being coached when time allows and works with this employee to answer questions, make suggestions, leads to right track, and gives support and feedback. The differences between coaching and mentoring are shown in Table 2.
Table 2. Differences between coaching and mentoring (http://www.management-mentors.com/resources/coaching-and-mentoring/)

Coaching	**Mentoring**
Task oriented	Relationship oriented
Short term	Long Term
Performance driven	Development driven
Can be done as needed; no design necessary	Program design needed to create effective program
Manager directly involved	Manager involved only indirectly
More easily evaluated and measured for ROI	Less easy to measure for ROI
Reliance on performance management systems, e.g. reviews, 360's etc.	Not dependent upon performance management systems
Feedback by coach to manager about progress in development	No feedback by mentor to manager
Coach paid for services	Mentor receives no compensation
Coach operates independently	Mentors operate with assistance from the Mentoring Program Manager
No training of coaches needed	Mentors and mentees trained
Focus is more on business issues than personal	Focus is on personal and professional development
Lower initial investment cost	Higher initial investment cost (lower over time)
Lends itself to online software	Management of the mentoring program lends itself to software but not the relationship itself
Coaches leave organization when done	Mentors and mentees remain in the organization and can provide ongoing mentoring to others
Done by inside or outside content expert	Mentors are normally within the company
Can be done for remedial purposes	Never remedial

Internal politics not usually affected	Internal politics a consideration in program design
Cultural change may/may not occur	Mentoring is transformational and affects the culture
Diversity may or may not be included	Diversity is a component of mentoring
Coaching done 1-on-1	Mentoring most often is done 1-on-1 but other models may be used as well
Content expertise more important in coaching	Interpersonal skills more important in mentoring
Manager can be coach of own employee	Mentor is outside mentee's direct supervisory line
Coaching is one-directional	Mentoring is bi-directional
Coaching is focused on the business person	Mentoring involves the whole person
Behavioral transformation	Personal transformation

Further information:

- Information on business mentoring, successful mentorship and the benefits of mentoring can be found from the Website

http://www.micromentor.org/resources/resource-center

- Best practices for mentoring http://www.micromentor.org/learn-more/mentoring-best-practices
- The Differences Between Coaching & Mentoring http://www.management-mentors.com/resources/coaching-mentoring-differences/
- Videos: http://mentoring-works.com/resources/videos/

2.2 Effective questioning and appreciative inquiry

Learning can be promoted by effective questions. By questions trainers can motivate participants, keep their interest on the key issues, and engage them in the learning process. Questions can also be seen as means of fostering knowledge sharing and creation among participants. Should you be worried if participants do not have questions? Yes, you should. In the beginning of the sessions trainer should encourage participants to ask questions. There are no silly questions. If there are no questions from the audience, pose them a question. If you do not know the answer, ask help from the participants. Someone from the audience might know the answer. Of course you can always give links to Internet sites with further information.

In the SMEs problems can be solved by using the 4D-model or 5D-model. The four common phases are:

- Define: you have to know the current situation and it's positive aspects
- Discovery: analyze what works well currently

- Dream: dream vision of what is the bright future, brainstorm creative and innovative ideas
- Design: build the dream, plan systems, processes, and strategies

The fifth phase in the 5D-model is (Figure 2.):
- Deliver, which is the implementation towards the dream.

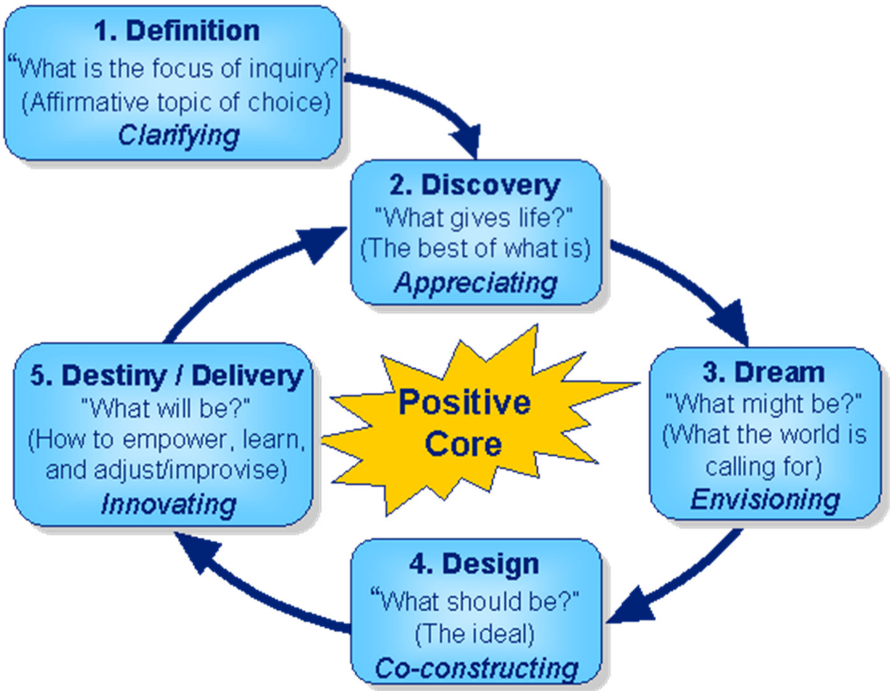

Figure 2. The 5-D Cycle of Appreciative Inquiry (http://www.metavolution.com/rsrc/articles/whatis_ai.htm)

Further information:
- MindTools Appreciative inquiry http://www.mindtools.com/pages/article/newTMC_85.htm
- Center for Appreciative Inquiry http://www.centerforappreciativeinquiry.net/

Best practices and worst cases in knowledge creation and sharing

Best practices can be defined as "practices that consistently show results superior to those achieved with other means". (European Commission report on best practices p.17) Best practice examples can be used as a support and example during the training session. A collection of case stories to illustrate non-technological innovations in the respective region would be helpful.

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 and most companies are not willing to share these. However, maybe the trainer or some of the participants can share from their experience.

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 change to be invented.

Further information:

- European small business portal has gathered together all the information provided by the EU for SMEs, ranging from practical advice to policy issues.

http://ec.europa.eu/small-business/index_en.htm

- European Commission, Innovations http://ec.europa.eu/growth/industry/innovation/index_en.htm
- European Commission, Innovation Union http://ec.europa.eu/research/innovation-union/index_en.cfm
- European Commission, Entrepreneurship and Small and medium-sized enterprises (SMEs) http://ec.europa.eu/growth/smes/index_en.htm
- MindTools Creativity tools http://www.mindtools.com/pages/main/newMN_CT.htm

8. Knowledge Acquisition according to Individual Needs – KAIN

The successfully tested and implemented methodological framework (training method) KAIN

- creates a common knowledge base for participants with different backgrounds in training and consulting processes,
- takes particular account of the individual experience of participants,
- shows possibilities to change/improve the situation of the participants on site for the pursuit of project goals and change measures,
- sharpens the knowledge of possible needs for change, and
- enables those involved participants to design the right measures and implement them correctly.

KAIN describes the tasks of trainers/consultants to accompany (e.g. organizational, structural) workplace innovations and to enable people from companies to carry out change processes as independently as possible under the supervision of external consultants.

The consulting process is composed of three phases:
1. classroom teaching
2. self-study with external support
3. report and reflection.

The overall aim of the training is to ensure that all participants have sufficient information and knowledge on how the basic training idea can be implemented and pursued under the individual (quite different) framework conditions on site. Hopefully they will gain confidence in the feasibility of change processes.

Tasks of the trainers/consultants: Knowledge transfer and enabling persons on
- management of participative change processes,
- exploring the need for change,
- assessment of the need (importance) and the possibilities for action (possibility, feasibility, practicability),
- formulation of change targets and conception of change measures.

Part 1: Classroom Teaching

(duration approx. 1.5 – 2.5 days)

Goals and tasks:
- knowledge transfer about the KAIN-method, embedded in the contents of HR-policy and workplace innovation
- creation of a common basis among the project participants by teaching essential knowledge for the management of change processes and employee participation
- exchange of experience about successful projects for work design and exploration of beneficial and hindering influencing factors
- first/preliminary orientation on topics for a change process in the own company.

The core of this training module consists of a 1.5 to 2-days workshop in which the participants get to know (usually science-based) models and instruments from project-related research for structuring and solving problems and learn to apply them (mentally). This is intended to create a common conceptual basis for the further procedure in the training.
The models and instruments presented (as design recommendations for practical use) ideally form a common framework in which, in particular, the existing experiences of the participants are to be integrated in order to pursue the training objectives. The experiences of the participants should serve to supplement or modify the proposals for structuring and solving problems given by the research.
Thus, at an early stage of the training, a necessary (mental) adaptation of the proposed models and instruments to the individual needs and characteristics of the participants on site (usually with different framework conditions) should take place.

Tasks of the trainers/consultants:

This consideration of the individual needs and particularities of the participants on site in a face-to face training requires a high degree of knowledge and experience with the use of interactive and participant-centred didactic methods on the part of the trainers.

A further focus of the first part of the training is to introduce the participants with the planning, implementation and also (critical) evaluation of their own project, which is to be dealt with in the second part of the training. Thus, another central goal of this part of the training is to give the participants important impulses for the implementation of the presented models and instruments in their own project. The application and implementation of the presented models and instruments by the participants "at home" is, so to speak, the focus of the second part of the training concept.

Part 2: Self-study in own company/organization with the support of trainers

(duration approx. 4 – 6 weeks)

Goals and tasks:

- Accompaniment and support of change processes in enterprises, from the formulation of objectives, description of measures, conception of implementation to impact analysis by training and process-oriented, if necessary also technical consulting
- application and transfer of knowledge into the individual practice of the participants on site

In the second part, the participants have the task of applying the knowledge acquired in the first part and the knowledge of how to shape their own practice in the sense of the training idea in their companies/organizations. For a sustainable (learning) effect it is necessary that they plan, implement, evaluate, critically reflect and document their own project or activities to improve a situation on site under their individual framework conditions in the "here and now".

This phase with the duration of approx. 12 – 18-weeks is accompanied and supported by professional advice and support from the trainers/consultants. In principle, the participants should apply and implement the knowledge they have acquired in Part 1 themselves. As a rule, however, advice and support are often required in order to apply the process of adapting the knowledge acquired in Part 1 of the training appropriately under the real conditions on site and to lead one's own project to success.

Tasks of the trainers/consultants:

The support of the trainers can range from a rather simple general consultation in the sense of passing on relevant information to an intensive accompaniment in the sense of coaching. In individual cases, it is usually necessary to consider what kind of support is needed to enable the individual participant to pursue his or her individual project goals.

In this phase it is quite possible and not uncommon that when applying the models and instruments presented in phase 1 in practice, the individual project proceeds differently than initially thought and planned by the participant. Even in such situations, the trainers of the project team can provide valuable support in pursuing the "actual" project goals.

This second part of the training enables in particular the very welcome didactic aspect of working on concrete improvements in one's own company / at one's own workplace, which is associated with a high motivation to learn. In this learning process, the company management and other employees are usually intensively involved in what is actually done at the workplace, thus achieving joint learning and strong multiplication effects in the training.
Further advantages are that what has been learnt is directly implemented in everyday business life, that the innovations associated with project work are in the interest of company's management, quickly become visible and motivate managers to promote further training for the workforce and to use it as a strategic instrument of company management. It also responds to the particular needs of small and medium-sized enterprises, which are constantly suffering from a lack of time as the biggest obstacle to training. The KAIN Training Method generally almost completely eliminates absenteeism.

Part 3: Individual project presentation and reflection

(duration approx. ½ - 1 day)

Goals and tasks:

- reflection (evaluation) about the success in the dimensions of individual, operational and structural changes and change processes
- identify supportive and obstructive conditions of change processes and
- derivation of "lessons learned" for further change processes

In the third part of the training, the experiences gained, and the insights gained will be presented and exchanged at a joint event, with the participants presenting and discussing their individual projects. Both the participants and the trainers have the particular task of reviewing the projects and reflecting on whether or respectively what contribution they make to the sustainable pursuit of the overarching training idea to strengthen the capacity and ability for HR-policy and workplace innovation. The exchange between the participants can provide them with very valuable impulses on how to make their own project even more successful. In this context, an important goal can also be to show which major obstacles are responsible for "not-yet-success" in order to work on this in the future.

Tasks of the trainers/consultants:

- enable constructive exchange between the participants,
- focus on the common basis for the pursuit of (general) training objectives, and

- moderate an instructional discussion on the identification of supportive and obstructive conditions of change processes and present contributions for a possible reduction of resistance in the tracking of individual projects.

Instructions for trainers/consultants on planning and using KAIN

The selection of companies/persons for the training and consultations depends on the interests of the companies. In an active approach, a pre-selection can be made on the basis of individual criteria, e.g. sector, company size, state of technology use, quality of personnel policy, innovation orientation, ..., i.e./with other words the maturity level of the organization.

The size of the group should not exceed more than eight and not be less than three or four companies. Enterprises may be allowed to send more than one person (project group). The total group should not exceed more than twelve persons.

The persons from the companies should have the right to make decisions or have a say in their organizations in order to be able to decisively advance the pursuit of their individual projects.

The participants should decide at the end of part 1 to carry on with parts 2 and 3. Otherwise resources will be wasted. If there is a fear that problems will arise in part 2, it will be better to do a small project for testing rather than too many or too large projects. And: Even from failed projects something can be learned.

The companies can exchange their ideas and experiences during the development phase, e.g. develop measures together.

Requirements for trainers/consultants

At various points in the brief description of the training method it became clear that the trainers have a special role to play in the use of this method, which is underlined here again.

In general the trainers/consultants should have experience in presenting content and using interactive methods to design training.

Against the background of an overview knowledge covering all relevant subject areas the trainers are not only representatives for a variety of project topics and contents, but also – from a didactic-methodical point of view – moderators, learning (process) facilitators, coaches, sometimes co-managers, consultants, and even learners.

In individual cases, they must also decide in what form the involvement of experts and specialists on a (detailed) topic is necessary for highly specialized topics. This requires a good network.

A special challenge for the trainers is when they are in the role of a coach, who may also have to provide individual support for the learning processes of individual participants in the pursuit of a project on site.

9. Evaluation concept for Train the Trainer Training

Methods and goals of evaluation

Numerous evaluation methods and standards have been established on an international level. The comparison of applied methods shows that concerning the validity evaluation criteria play a significant role (cf. among others Widmer, Th., Evaluation: A systematic manual, Wiesbaden, 2009). Depending on which criteria certain priority is assigned to, the evaluation results turn out correspondingly.

The same significance has the pragmatic direction. Therefore, the question is: which goals have to be reached with the evaluation?

Goals

As a rule, the evaluation has the following goals:

1. It has to provide objectified knowledge about the progress (quantity and quality) of processes.
2. It serves the control of such processes and helps capturing the strong and the weak points. Therefore, it is an instrument of quality assurance.
3. It serves the legitimization. In other words, a successful evaluation is an evidence of competence of the person responsible for the process being evaluated.
4. Transparency, in order to make a dialogue possible.

In order to achieve these goals, the evaluation was performed in a process-related and summative manner: process-related (also formative, development-related) in order to evaluate the quality of the project progress and if necessary to make changes. The summative evaluation or evaluation of results serves the evaluation of the specified objectives within the framework of the project, final evaluation of impact and efficiency of the project lecturers management, of cooperation and transfer.

Methods

As a rule, it is reasonable to use a combination of qualitative and quantitative instruments for evaluations: “If one wants to ensure the availability of statements concerning relevant program conditions and impacts through the framework of mutually reinforcing evidences so the multiple methodic access providers, in general, a more comprehensive and informative picture than a monomethodic approach” (Brandtstädter, Jochen (1990): Development during the course of life. Approaches and problems of lifespan development psychology. In: Mayer, Karl Ulrich (Hg.): Life courses and social transformation (special issue of the Cologne magazine for sociology and social psychology. Opladen: Westdeutscher Verlag.).

Whereas for the analysis of process-related data (program control, execution etc.) first of all qualitative survey methods are suitable, for the verification of achievement of the goals, of impact and causal assessment quantitative survey and evaluation methods have to be implemented (Stockmann, Reinhard: Was ist eine gute Evaluation. Saarbrücken: Centrum für Evaluation, 2002. (CEval-Arbeitspapiere; 9).

Within the framework of evaluations, the most frequently used methods are:
- Secondary analysis of available materials
- Guided interviews
- Standardized surveys or partly standardized surveys
- Case studies

Which methods are selected and implemented in particular depends on the central questions of evaluation discussed herein, therefore which goals and tasks are set, who performs the evaluation and which research paradigm must be the basis for this.

Within the framework of the present evaluation the mixed model – consolidation model – is implemented. According to the general description it means that first of all a quantitative survey/research is performed. The obtained data material is subsequently evaluated quantitatively, then it is followed by qualitative research method which is aimed at the consolidation of achieved results. So, it provides material for the interpretation of expected and unexpected effects and illustrates the results of quantitative studies on the basis of case examples.

Therefore, for the evaluation of the Train the Trainer Course standardized as well as partly standardized surveys were used in the form of written questionnaires. Complementary results were achieved by accompanying observations of the trainings.

Data sources

The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of the training, show the limitations of the training model and indicate the direction for further activities.

The scope of the evaluation included the following research questions:

- assessment of compliance of training with the expectations of participants,
- assessment of the level of satisfaction of trainees,
- assessment of the possibilities of implementation of training in different countries trainees,
- determine the impact of training on the growth of professional qualifications and job situation and personal development training participants,
- responds to the question of how the skills acquired during the training can be useful to participants in their daily work.

Written questionnaires are used, to be filled out by participants and observers. These studies rely on written interview, in which the important role played by a written questionnaire. From what quality will be given a questionnaire will determine the quality of the data obtained through him. The questionnaire on the nature of the impersonal, standard questions, the order of questions arranged so as to facilitate the development of data and accordingly affected the respondent. Closed-ended questions give answers ready, previously thought by the investigator. The subjects shall only choose from suggested answers. Responses are selected such that the cover generally all the possible solutions that may lead one in relation to the question posed. They facilitate the work of the investigator. The anonymity of the survey is a factor conducive to honest answers than the face-to-face interview. The study does not require large research teams, allow you to quickly examine a fairly large community, and are also relatively inexpensive. Polls often use units involved in the study of public opinion. This type of research is recommended where it is difficult to use other types of tests.

Participants will be asked to fill out questionnaires (see annex 1) in which they will be able to assess the quality of training in its various aspects. The current evaluation is quality control of training and the level of satisfaction of its participants. Satisfaction with the course and program content classes, and thus the efficiency on the "level of response" is a prerequisite for proper motivation to learn and consequently to high efficiency to the next level. The questionnaire is divided into three parts: the first part concerns the evaluation of motivation to participate in the training, the second part concerns the evaluation of the usefulness of training for the participant, the third part concerns the evaluation of the teachers and the organization of training.

All trainers will be asked to fill out questionnaires (see annex 2) in which they will be able to assess the quality of training in its various aspects. The questionnaire is divided into four themes:

- Was time length appropriate for the training?
- How do you evaluate the trainees learning, activity, participation?
- What else would you suggest?
- Other remarks

Annex 3 contains a survey sheet for the accompanying observations by the evaluator.

Annex 1 Feedback from training session

Dear Participant,

Please fill out all the boxes and note any observations you made during the training. Your answers provide valuable information for raising the level and efficiency of the training, and attractiveness of further trainings.

The questionnaire is anonymous. To fill out it takes you only a few minutes.

Please mark with a cross where applicable

Gender	Female		Male	
Age	<50		>50	
Workplace	Education		Business	

Please mark with a cross where applicable – only one answer

II.	**Evaluation of the usefulness of training for the participant**			
		Yes (4-5)	**Partly (3-4)**	**No (1-2)**
1.	Did the training meet your expectations?			
2.	Did the training meet the set goals?			
3.	Were the topics for the training well chosen?			
4.	Did the training improve your didactic competence and skills?			
5.	Did the training improve your knowledge?			
6.	Did you acquire enough abilities to work with students or trainees?			
7.	Will the skills acquired during the training be useful in your daily work?			
8.	Is it possible to implement this training in your country?			
9.	Is it possible to use full program of the training in your country?			

Please mark with a cross where applicable – only one answer possible

III.	Evaluation of the teachers and the organization of the training					
		Excellent (5)	**Good (4)**	**Fair (3)**	**Poor (2)**	**Very poor (1)**
	How do you evaluate…					
1.	… the professional knowledge of teachers?					
2.	… communication of the teachers with the group?					
3.	… proportion of practical examples in the training?					
4.	…theory and practice ratio?					
5.	… work and learning organization?					
6.	…the presented material?					
7.	… working environment (tools, equipment, etc.)?					
8.	… the organization of practical exercises?					
9.	… available time for individual questions?					
10.	… overall atmosphere of the training?					
11.	What would you suggest doing better or change in the training program or organization of the training in the future? ……………………………………………………………………………………………… …………………………………….. ……………………………………………………………………………………………… …………………………………….. ……………………………………………………………………………………………… ……………………………………..					
12.	Any other comments? .... ……………………………………………………………………………………………… …………………………………… ……………………………………………………………………………………………… ……………………………………					

Thank you for fulfilling the evaluation sheet. It will be helpful to improve the training.

Annex 2 Train the training – feedback from trainers

This sheet has to be completed by evaluator from every trainer

1. Training information

Date and location (date and place) ………………………………………………………

Organize by (name of organization) ……………………………………………………..

Name of trainer ………………………………………………………………………………

Was time length appropriate for the training? Yes/no? Can you please give any constructive and helpful comments to make improvements?

………………………………..……………………………………………………………………

………………………………..……………………………………………………………………

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Do you believe the participants feel confident to apply the six steps counselling ?

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Do you believe the participants feel confident to apply the spider-web tool ?

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What else would you suggest?

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………………………………..……………………………………………………………………

Thank you for fulfilling the evaluation sheet. It will be helpful to improve the training.

Annex 3 Train the training observation sheet

This observation sheet has to be filled by evaluator for every session

Date and location (date and place) …………………………………………………

Organize by (name of organization) ……………………………………………………

Training observation

Name of trainer ………………………………………………………………………………

Did the trainer keep the training topics and schedule ?

……………………………………..…………………………………………………………

……………………………………..…………………………………………………………

……………………………………..…………………………………………………………

Were the participants well-informed about the SnowMan tools ?

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The variety of using tools by the trainer? (Power Point/ or other application presentation, work-sheet, videos, small work groups etc.)

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……………………………………..…………………………………………………………

How did the trainer activate the participants?

……………………………………..…………………………………………………………

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