PP 11 (Arbeit und Zukunft e.V.), Alexander Frevel

Hamburg, September 2019

<u>Curriculum Concept</u>

Train the Trainer (ttt) / Train the Consultants (ttc) Program

In order to strengthen the awareness and competences for target-oriented HR-policy and workplace innovations in SMEs, the ttt/ttc training program in WP 2 will be developed by AuZ (PP 11), tested as a pilot with the project partners (chambers, universities and SMEs), and evaluated by SAMK (PP 2).

<u>Tasks in the Work Package</u>

- *Development of a train the trainers/train the consultants (ttt/ttc) program: curriculum und teaching materials (WP 2.3)*
- *Testing the ttt/ttc-program (responsible: AUZ/PP 11) and evaluation (done & reported by SAMK/PP 2, WP 2.4)*
  → 2019-10-16 (09:00 – 18:00) and 2019-10-17 (09:00 – 13:30) in Riga
- *Completion of the curriculum (AZ) until 2019-08-31*
  Completion of the evaluation concept (SAMK) until 2019-08-31
- *Implementation report (AZ) until 2019-11-30*
  Evaluation report (SAMK) until 2019-12-31

Curriculum – Abstract

<u>**Target groups**</u>
<u>**Aims**</u>**/task of the training**

There are **two target groups** for the pilot testing of the Train the Trainer (ttt) concept. Each project partner may send two persons to participate in the Train the Trainer seminar:

- **delegates** (managers, scientific staff, lecturers or similar – in particular partner organisations in the KAforHR-project) from institutions (universities, chambers, institutes) that will carry out the train the trainer/train the consultants program afterwards,
- **consultants** = persons who carry out consulting processes afterwards.

The – overlapping – teaching objectives are:

(1) The trainers – respectively the delegates from institutions that train the trainers/consultants – get an overview of the structure and contents of the train the trainer (ttt) concept, of analysis and intervention methods in process consulting and of three selected consulting topics, as well as an in-depth insight into the structure of consulting processes with the KAIN concept.
The institutions should be able to carry out the ttt seminar independently with the aim of enabling persons to carry out process consulting.

(2) The participating consultants (coaches) should be able to support companies in the development of their HR-policy as well as in workplace innovations through consulting and qualifying support.

The training material contains beside the PowerPoint presentation (Appendix 1) several additional **attachments** which should be read before training measures or consulting processes are carried out!

Rough planning for the **Pilot Seminar**

Target groups / participants	(a) Managers/Lecturers and (b) consultants from (or delegated by) the project partners (chambers, universities, other partners)
Duration	2 days, 16 lessons (each 45' minutes) 16.10.2019: 09:00-18:00 17.10.2019: 09:00-13:30
Language	English
Teaching methods	Lectures, teaching talks, working in small groups, case studies/ examples
Teaching materials	Information material (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 employee-oriented and productivity-enhancing measures in HR-policy und workplace innovation
	2. What is and how to apply with the KAIN-method (Knowledge Acquisition according to Individual Needs)
	3. Overview of the contents of 3 SME-specific training courses:
	  o Employees and Co-entrepreneurs (WP 4.2: GUT)
	  o Digitisation & Human Capital (WP 4.3: SAMK)
	  o Innovation Processes (WP 4.4: CETS)
	4. 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
	5. Attitudes and behaviour in consulting processes
	6. Supporting activities by KAforHR / Centres of Competence

Contents, Methods used and rough time Schedule

	Method	Time expenditure (in minutes)
Basics/overview of essential tasks and contents of employee-oriented and productivity-enhancing measures in HR-policy and workplace innovation – Concept of Work Ability	bring in one's own experiences (what do you know / think about …)	45'
	lecture (ppt) and teaching talk	90'
What is and how to apply with the KAIN-method (Knowledge Acquisition according to Individual Needs)	lecture (ppt) and teaching talk	60'
	working out the application of the method with a case study in small groups	120'
Overview of the contents of 3 SME-specific training courses • Employees and Co-entrepreneurs - Recruiting, retaining and achieving top performance (WP 4.2: GUT) • Digitisation & Human Capital - Cooperation and Communication in New Ways - Promoting Human Capital with Digitisation (WP 4.3: SAMK) • Innovation Processes – Winning with innovations – employees, customers and business partners as innovation drivers (WP 4.4: CETS)	Lecture by … GUT SAMK CETS	Each 30' + 15' questions & discussion (sum: 135')
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	lecture (ppt) and teaching talk facilitating of dialogues: testing the formulation of objectives and planning of measures	150'

measures → e.g. prioritisation of the most important fields of action according to the need and the internal possibilities for action • support implementation processes	along a case example	
Attitudes and behaviour in consulting processes	Exploring own experiences and prejudices lecture (ppt) and teaching talk	60'
Supporting activities by KAforHR / Centres of Competence	lecture	30'
Final debate and course evaluation		30'
Sum		720'

→ Appendices

Appendix 1:   Presentation (PowerPoint presentation)
Appendix 2:   Short Definitions of Human Resource Policy and Workplace Innovations
Appendix 3:   Basics/Overview : Essential tasks and contents of employee-oriented and
              productivity-enhancing measures in HR-Policy and Workplace Innovation
              – Concept of Work Ability
Appendix 4:   Training method "KAIN" -Knowledge Acquisition according to Individual Needs
Appendix 5:   Questionnaires for the Analysis of existing – and desired – HR-Policies for Workplace
              Innovations
Appendix 6:   Suggestions and recommendations
              Guide and checklist for the offer and implementation of seminars "train the trainer /
              train the consultants"
Appendix 7:   Sirpa Sandelin: Train the Trainer (Cradle to Cradle). Effective Teaching and Training
              Techniques. Pori 2015
Appendix 8:   Evaluation of a Change and/or Consulting Process – Questionnaire (example

Appendix 1b Train the Trainer Curriculum

Train the Trainer | Train the Consultant

Enablement of consultants

to achieve ennoblement of companies

by design processes in HR policy and workplace innovations

Riga, 16th/17th of October 2019

Warmly Welcome

Herzlich willkommen

     laipni lūdzam

          witamy serdecznie

              Tervetuloa

                    Tere tulemast

                        sveikas atvykęs

                            Välkommen

                            …

Pilot Seminar – Two Target Groups

- **Delegates** (managers, scientific staff, lecturers or similar – in particular from partner organisations like universities, chambers, institutes in the KAforHR-project) that will carry out the train the trainer/train the consultants program afterwards

- **Consultants** i.e. persons who will carry out consulting processes afterwards

Overlapping Teaching Objectives

(1) The **trainers** – respectively the delegates from institutions that train the trainers/consultants – get an overview
- of the structure and contents of the train the trainer (ttt) concept,
- of analysis and intervention methods in process consulting,
- and of three selected consulting topics,
- as well as an in-depth insight into the structure of consulting processes with the KAIN concept.

The institutions should be able to carry out the ttt seminar independently with the aim of enabling persons to carry out process consulting.

(2) The participating **consultants** (coaches) should be able to support companies in the development of their HR-policy as well as in workplace innovations through consulting and qualifying support.

Aims of the training

The trainers/**consultants**/coaches should be able

… to support companies

… in the development of target-oriented HR-policies

… as well as in workplace innovations

… by strengthening the awareness and competences of managers and employees in SMEs

… through consulting and qualifying support.

Pilot Seminar – ttt/ttc Concept

Target group / participants	Lecturers and consultants from (or delegated by) chambers, universities, other partners
Duration	2 days à 8 lessons, each 45' minutes
Teaching methods	Lectures, teaching talks, working in small groups, case studies/ examples
Teaching materials	Information material (basics & backgrounds, thematic introductions, …), ppt-presentation, questionnaires, question guides, checklists, analysis results, good practice examples …

Agenda and time schedule (1)

1st day (15th of October 2019)	
09:00	Welcome | Schedule | Overview of course materials | Lineup – Introduction round & initial questions about the role of consultants
10:00	Which topics are of interest to companies and should be considered by the consultants? Mind-Map (1): Elements of HR-policy
10:30	Short break
10:45	Mind-Map (2): Elements of Workplace Innovations
11:15	– What does "consider" mean? – What are the priority tasks in consulting? Basics/overview & discussion of essential tasks and contents of employee-oriented and productivity-enhancing measures in HR-policy und Workplace Innovation
12:15 – 13:00	Lunch break
13:00	With what will be advised? • Strengthening the work ability in order to promote good and productive working conditions • Instruments for the analysis and for interventions
14:30	Short break
14:45	Overview of the contents of 3 SME-specific training courses: ▪ Innovation Processes (CETS) ▪ Digitisation & Human Capital (SAMK)
16:15	Short break
16:30	Continuation of contents ▪ Employees and Co-entrepreneurs (GUT)
17:45	Open questions? & Review of the first day

Agenda and time schedule (1)

2nd day (16th of October 2019)	
09:00	What is and how to apply with the KAIN-method (Knowledge Acquisition according to Individual Needs)
10:30	Short break
10:45	How to [consult] … • moderate internal working groups and responsibility circles • facilitate dialogues to develop goals and measures • support implementation processes • evaluate results and progress in (changing) processes • Attitudes and behaviour in consulting processes
12:15	Short break
12:30	Supporting activities by KAforHR / Centre of Competence; Bachelor Study Program
13:00	Clarification of still open questions | Seminar evaluation
13:30	End of seminar
	Lunch

Course Material

Appendix 1: Presentation (PowerPoint charts)

Appendix 2: Short Definitions of Human Resource Policy and Workplace Innovations

Appendix 3: Basics/overview : Essential tasks and contents of employee-oriented and productivity-enhancing measures in HR-Policy and Workplace Innovation – Concept of Work Ability

Appendix 4: Training method "KAIN" -Knowledge Acquisition according to Individual Needs

Appendix 5: Questionnaires for the Analysis of existing – and desired – HR-Policies for Workplace Innovations

Appendix 6: Suggestions and recommendations
Guide and checklist for the offer and implementation of seminars "train the trainer / train the consultants"

Appendix 7: Sirpa Sandelin: Train the Trainer (Cradle to Cradle). Effective Teaching and Training Techniques. Pori 2015

Appendix 8: Evaluation of a Change and/or Consulting Process – Questionnaire (example)

**All attachments should be read before training measures
or consulting processes are carried out!**

Please position yourself in a line

I have   **a lot of**   **…**   **very little**   **experience**

+ ←————————————————————→ **-**

- in vocational training

- with expert advice of companies

- in the support of change processes

Initial Questions

- What are you proud of when you think on your experience as a consulter or as a trainer?

- What was your best success in this regard?

- What failed / went wrong?
  What did you learn from it?

Which topics are of interest to companies and should be considered by the consultants?

What do you think are the essential tasks and contents of employee-oriented and productivity-enhancing activities/ measures in

- HR-policy

- Workplace Innovation

➔ You are asked to create a mind map for each topic.

Mind map – HR-policy
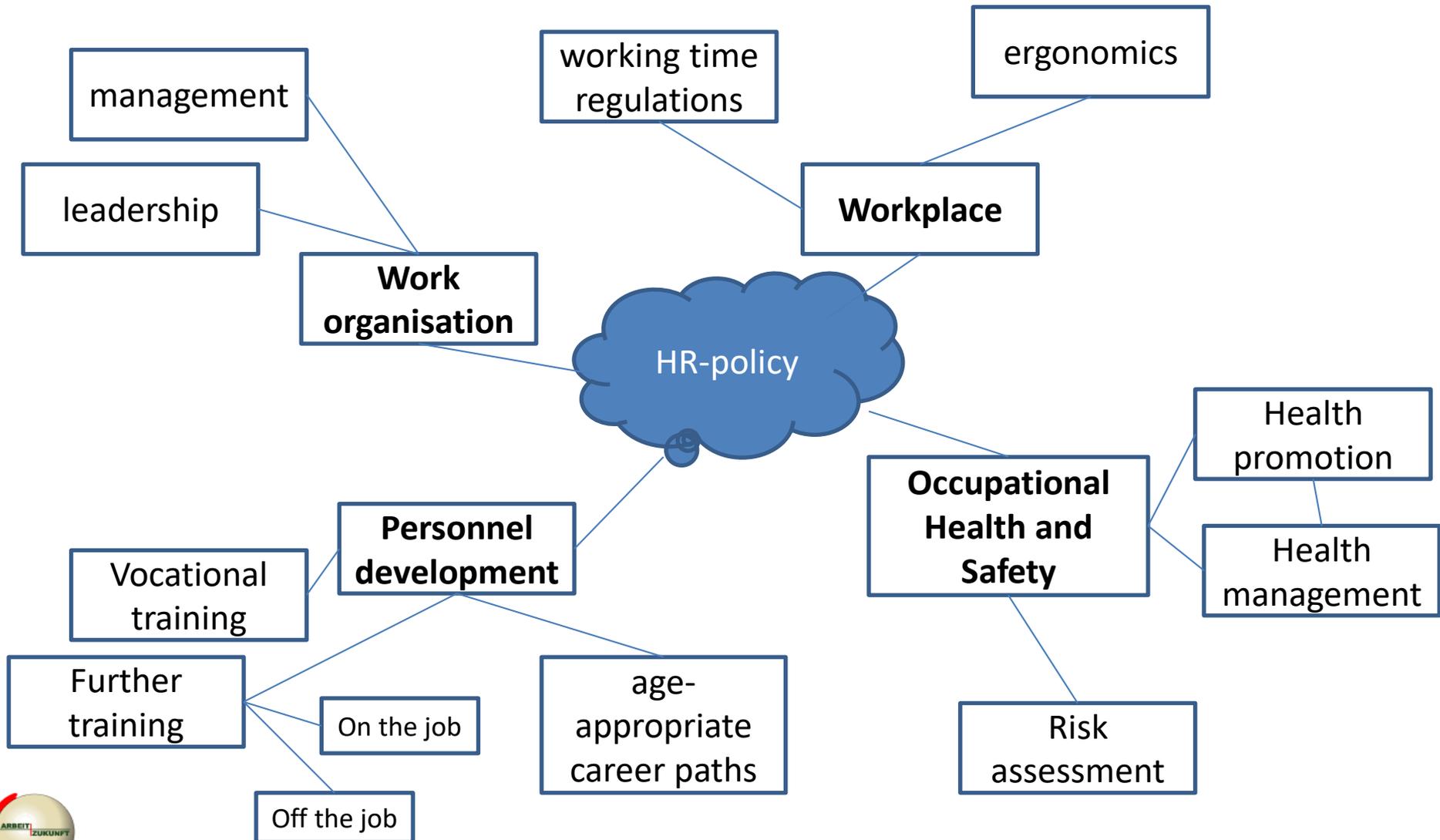
Mind map – Workplace Innovation
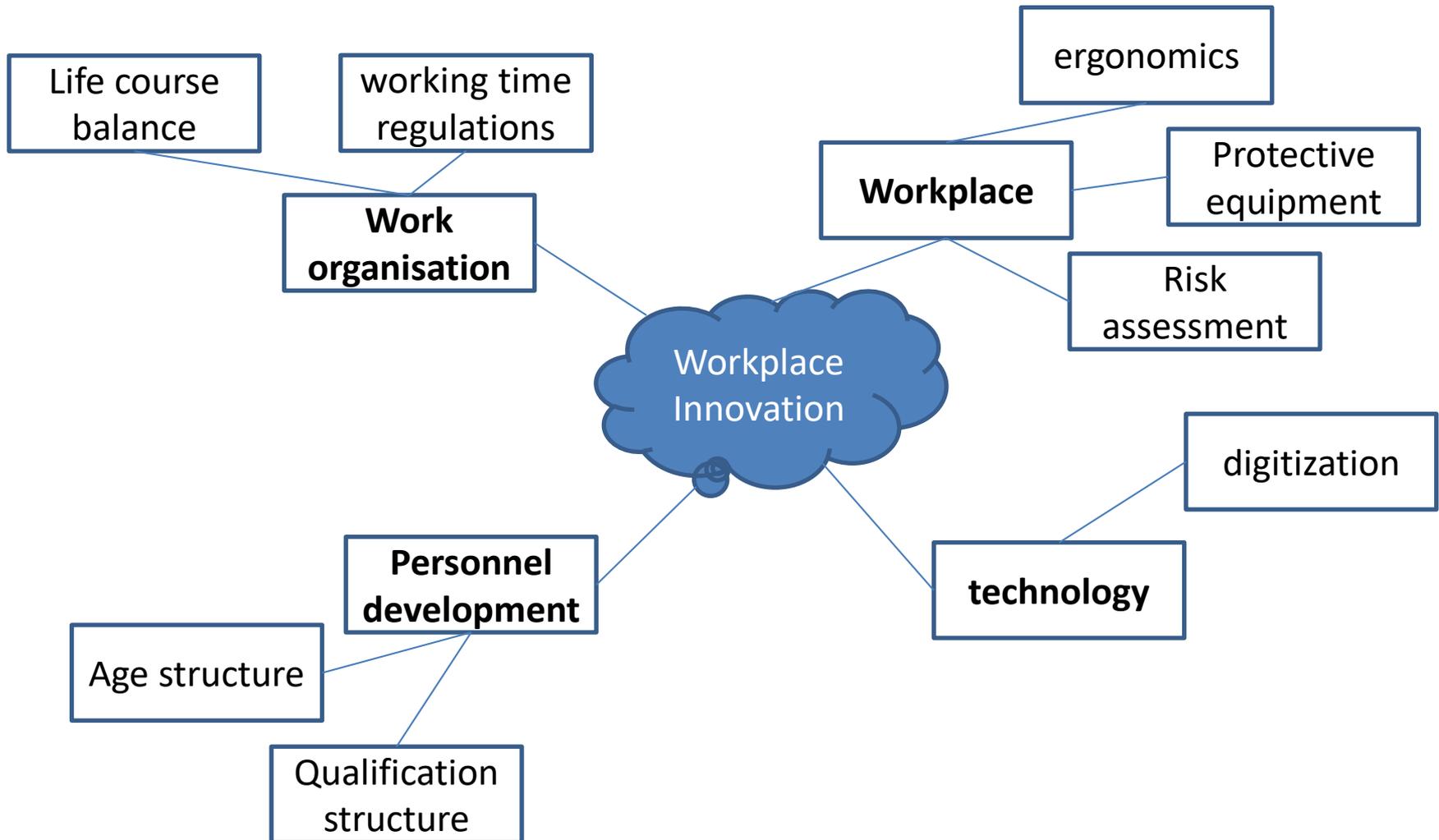
Priority Tasks in Consulting

- Please describe the most important tasks of consultants in process oriented advisory services from your personal point of view. *– 5 minutes*

- In a group of 3 to 4 persons ("murmur group") please agree on about 4 important tasks. *– 15 minutes*

- Presentation of the results and clustering in the plenary session.

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

- to achieve ennoblement of companies by design processes in HR policy and workplace innovations.

What will be advised?

Strengthening the work ability in order to promote good and productive working conditions

(1) Concept of Work Ability
→ see Appendix 3

(2) Instruments for the analysis and for interventions

Work Ability ...

… describes the potential of a person to cope with a work requirement at a given time.

The development of the individual functional capacity must be put in **relation** to the work requirement.

Both sides can change and must, if necessary, be designed to be adequate for age, ageing and health.

(Ilmarinen & Tempel, 2002)
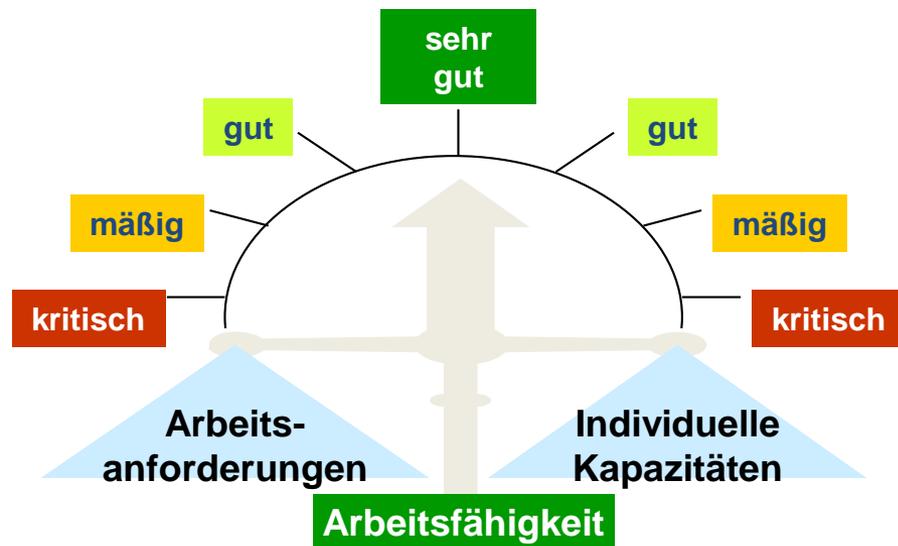
Operational necessities

A dialogue which never ends

good   excellent   good

moderate   moderate

low/critical   low/critical

Work requirements   Individual capacity

WAI

P + Q   L + W

Ergonomic findings   Requests of the employees

Productivity + Quality of working conditions   quality of life and well-being of employees

House of Work Ability

WORK ABILITY HOUSE MODEL
©Juhani Ilmarinen 2016
Graphic design Milja Ahola
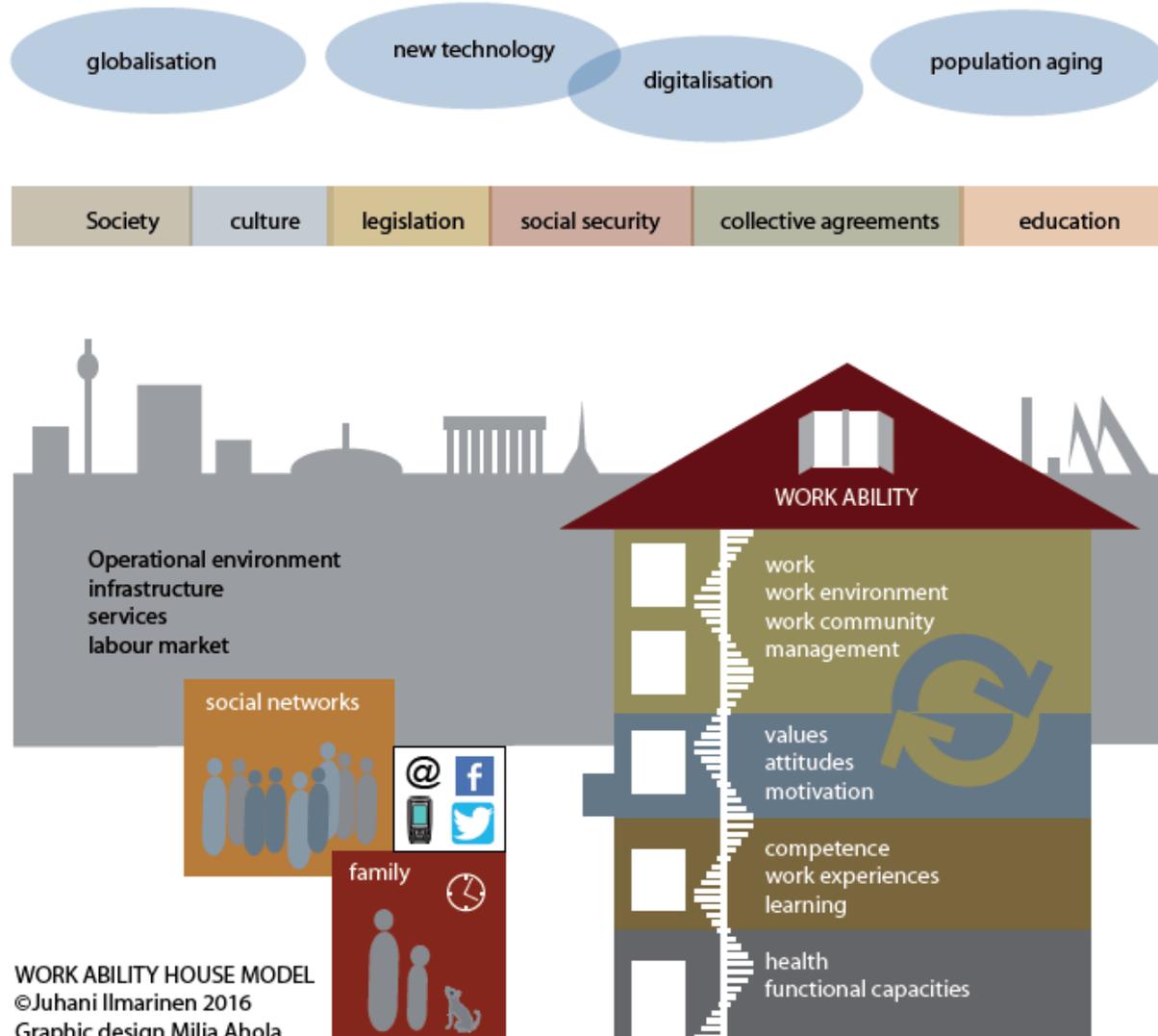
Securing work ability and employability as a task for companies – What are the main challenges?

Globalisation
New Technologies
Digitalisation
Demographic Change / population aging
→ **Changes in work life**

WORK ABILITY HOUSE MODEL
©Juhani Ilmarinen 2016
Graphic design Milja Ahola
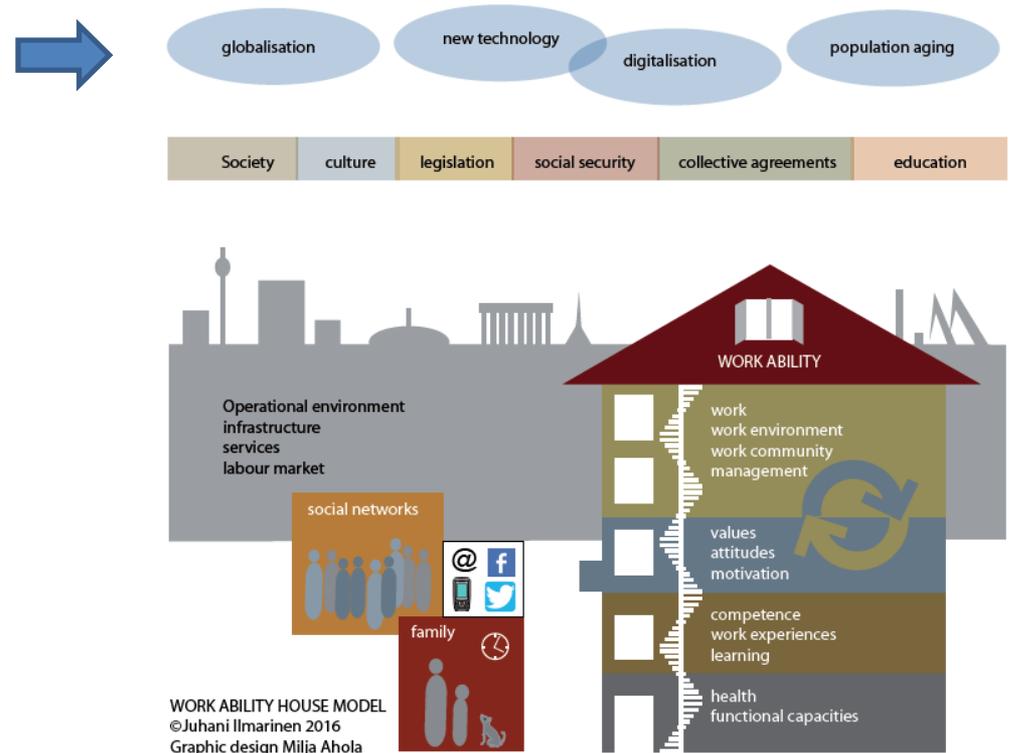
Economic globalisation: Consequences of the global labour market for high-wage countries
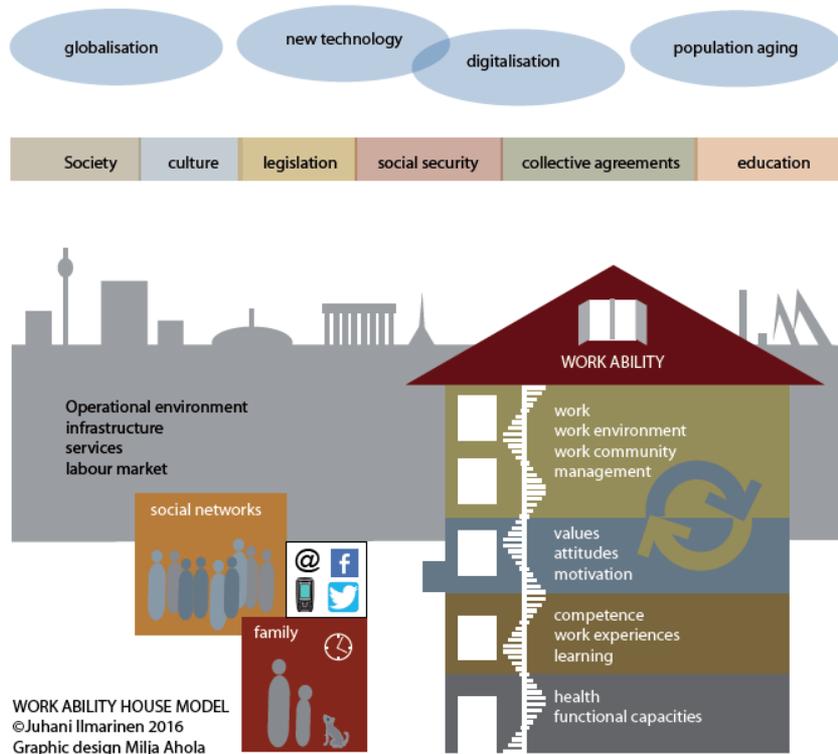
Growing rationalisation pressure:
Downsizing (working intensity)
Merging (job insecurity)
Outsourcing (wage/salary losses)

Dissatisfaction

Pressure by life-long learning

overload, psychosomatic problems, health risks

Work Well-being
# and the importance of the third floor
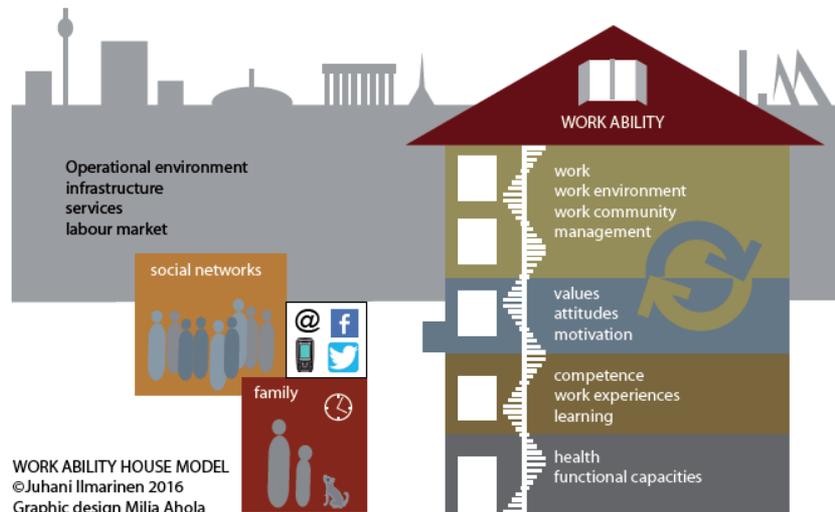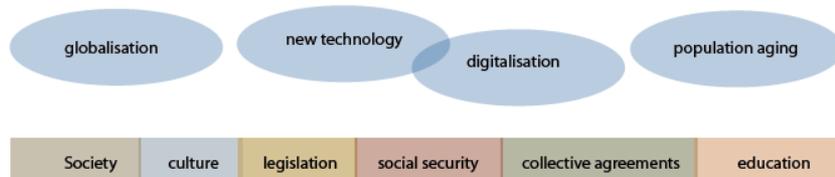
Work Well-being:
▶ Appreciation
▶ Trust (confidence)
▶ Fair treatment
▶ Support
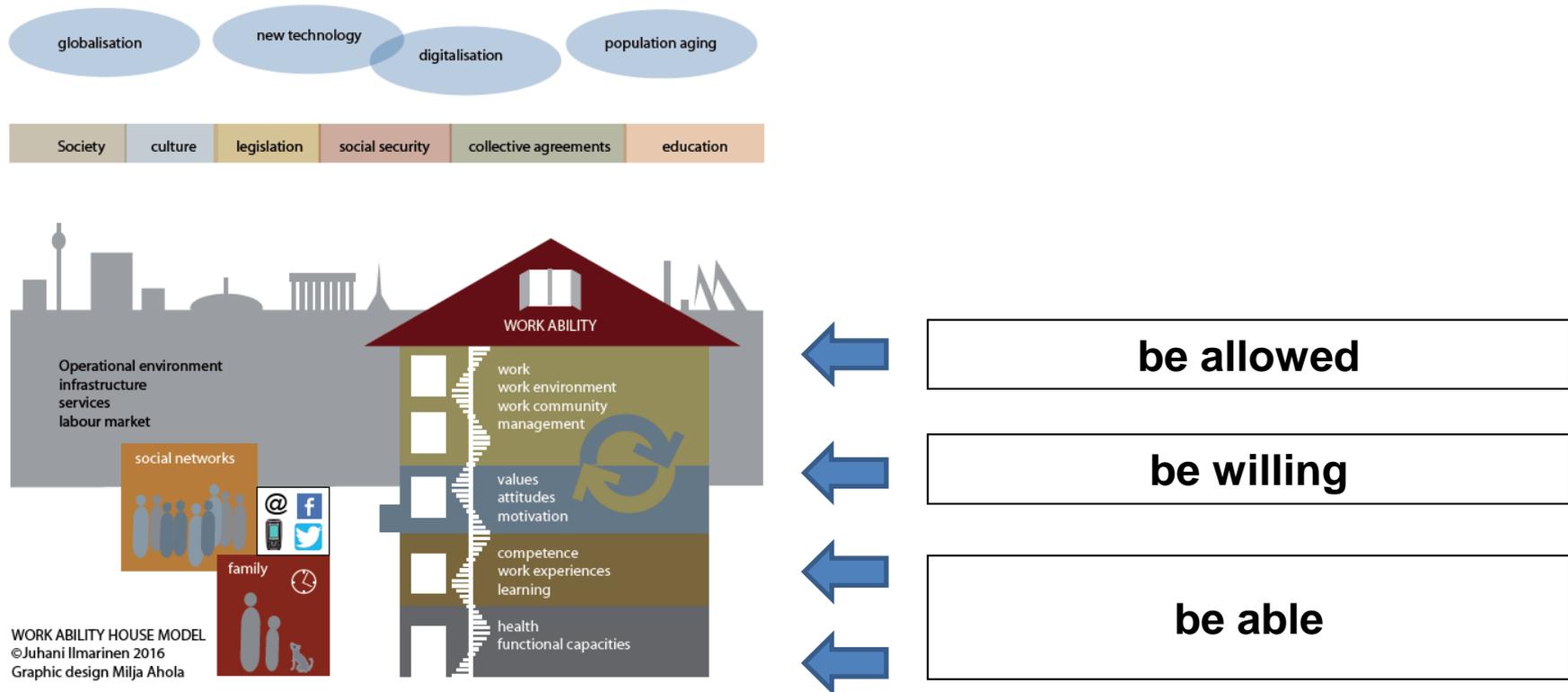
Requirements of the company

Subjective reaction of the employees

Work load / stress

Strain
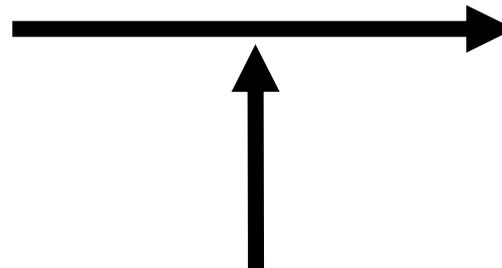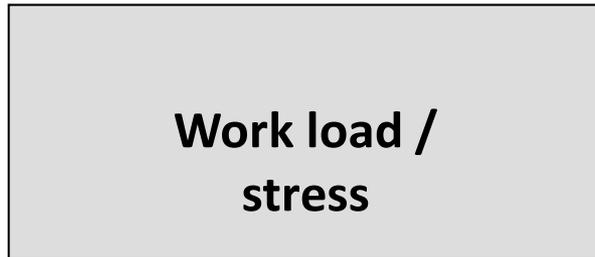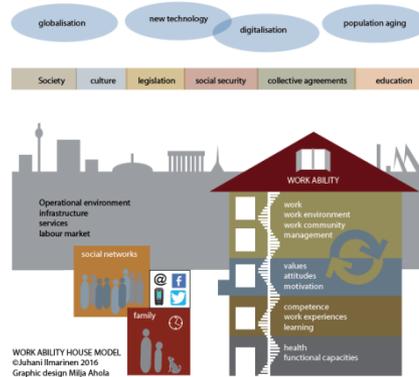
Resources

Health, well-being, and work ability is a balancing act between demands and resources

A biopsychosocial model

Individual Resources

Work

Balance

Company's Resources

INDIVIDUAL RESOURCES: SKILL, EXPERIENCE, GENETIC FACTORS

COGNITIVE ASSESSMENT

ENVIRONMENTAL DEMANDS

HEALTH WELLBEING EFFICIENCY

BODILY REACTIONS

SOCIAL SUPPORT

DEMANDS   RESOURCES

e.g. social support, space for manoeuvre, appreciation ...
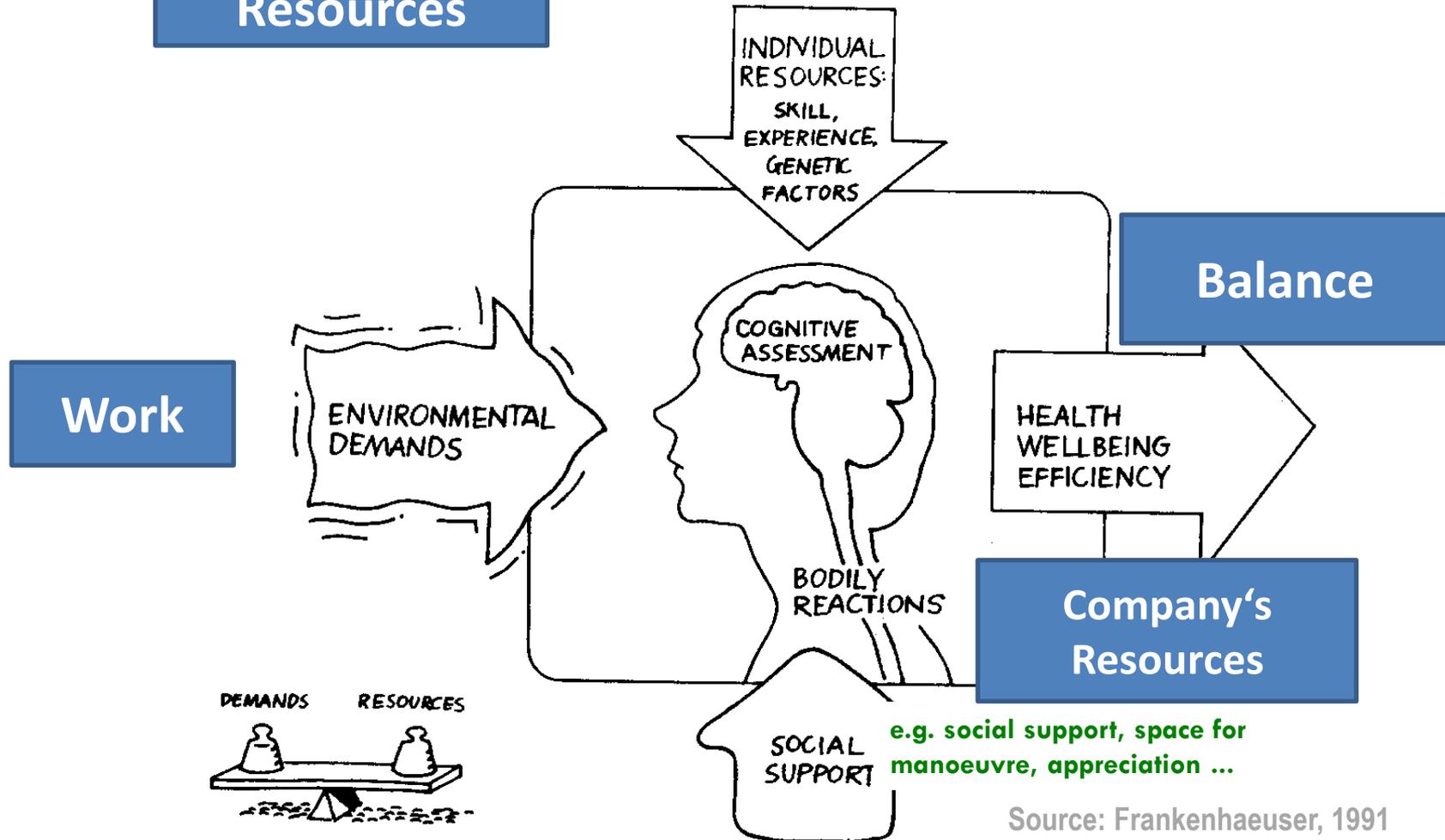
- Health
- Competence / HR-policy
- Values, attitudes, motivation
- Work design and management/leadership
- Family and personal networks

Approach:
Do less, but do what is necessary

- Concrete indications for the most necessary measures by analysis of the current state and the company's goals
- Identifying and prioritising of actions needed and/or wanted

- The actions should be concrete and understandable

- Doing is feasible beside the daily tasks and routines
- Doing is fun instead of stress
- Doing is sustainable
- Doing is effective

Who says which are the most necessary tasks to do?

- Employees
- Managers, superiors, HR-staff
- Works council, trade unions
- Other actors (e.g. preventative professionals)

or

- **We together!**

➢ For this the company needs dialogue instead of discussion
➢ A dialogue between all actors would be optimal

If the company has not yet identified a field of action, it is necessary to conduct an outcomes-open workshop to jointly agree on desired change measures.

The task of the consultant is the target-oriented and structured moderation of this workshop.

The most important challenges for the participants are:

- to agree on a manageable number of measures,
- to prioritise them according to the **need** and the **possibility** for action,
- and to develop concrete descriptions for each measure.

Steps to identify and prioritise actions

1. Development of and agreement on the most important fields of action (if necessary prioritisation)
2. Start with the action/measure of highest priority
3. Personal list (≤ 5) of proposed measures
4. Dialogue about the measures (if necessary working groups)
5. Presentation of the joint list of measures (≤ 5)
6. List of measures → clustering (target <5)
7. Prioritisation of measures according to the criteria of need for action and possibility of action
8. Measures with priority (approx. 1 to 3) are selected for the concrete planning
   Decide on measures that can be implemented quickly, too, so that the employees can feel taken seriously!

Concretisation of the planning of measures (1)

To be described are:

- Concrete and verifiable/measurable objectives of the measure: What is to be achieved? How (measureable) does this contribute to improving the work ability? What are the desired benefits for the company and what are the benefits for the employees/individual groups of employees? ➜ Apply the **SMART principle**: **s**pecific, **m**easurable, **a**ttractive, **r**ealistic, **s**cheduled

- Tasks on the achievement of goals/contents of the implementation project: How/with what can the project achieve the goal? Which individual measures/partial steps must be implemented? What are the planned timeframes? Who will be responsible for managing the implementation process?

Concretisation of the planning of measures (2)

If possible, the implementation can already be described in the approach:

- What are the time, personnel (internal and external) and overall financial resources required to implement the project?

- How (with what) does an evaluation of the implementation/results (summative and formative) take place?

- Who carries out the project? / Which person is in charge (coordinating, project manager)?

- Which other persons (groups) are directly/actively involved?

The future belongs to individual solutions
with good framework conditions
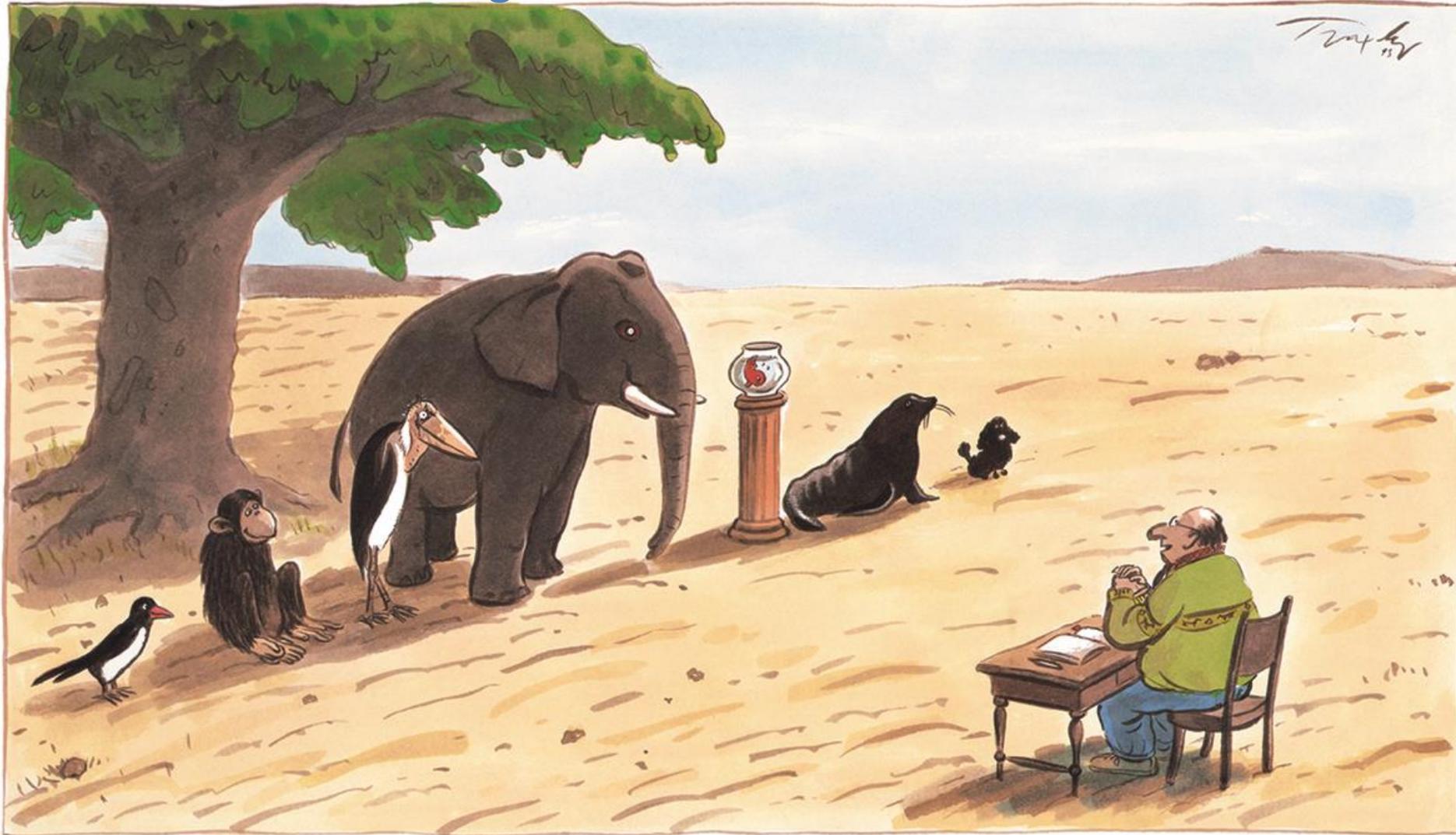
For the purpose of a fair selection, the task of the exam is the same for all: climb up this tree.

H. Traxler, Source: Tempel/Ilmarinen, 2013, p. 98

What will be advised?

Strengthening the work ability in order to promote good and productive working conditions

(1) Concept of Work Ability

(2) Instruments for the analysis and for interventions

Knowing-Doing-Gaps

INFORMATION

KNOWING

Exercise: How to reduce the gaps

GAP A

DOING

GAP C

GAP/B
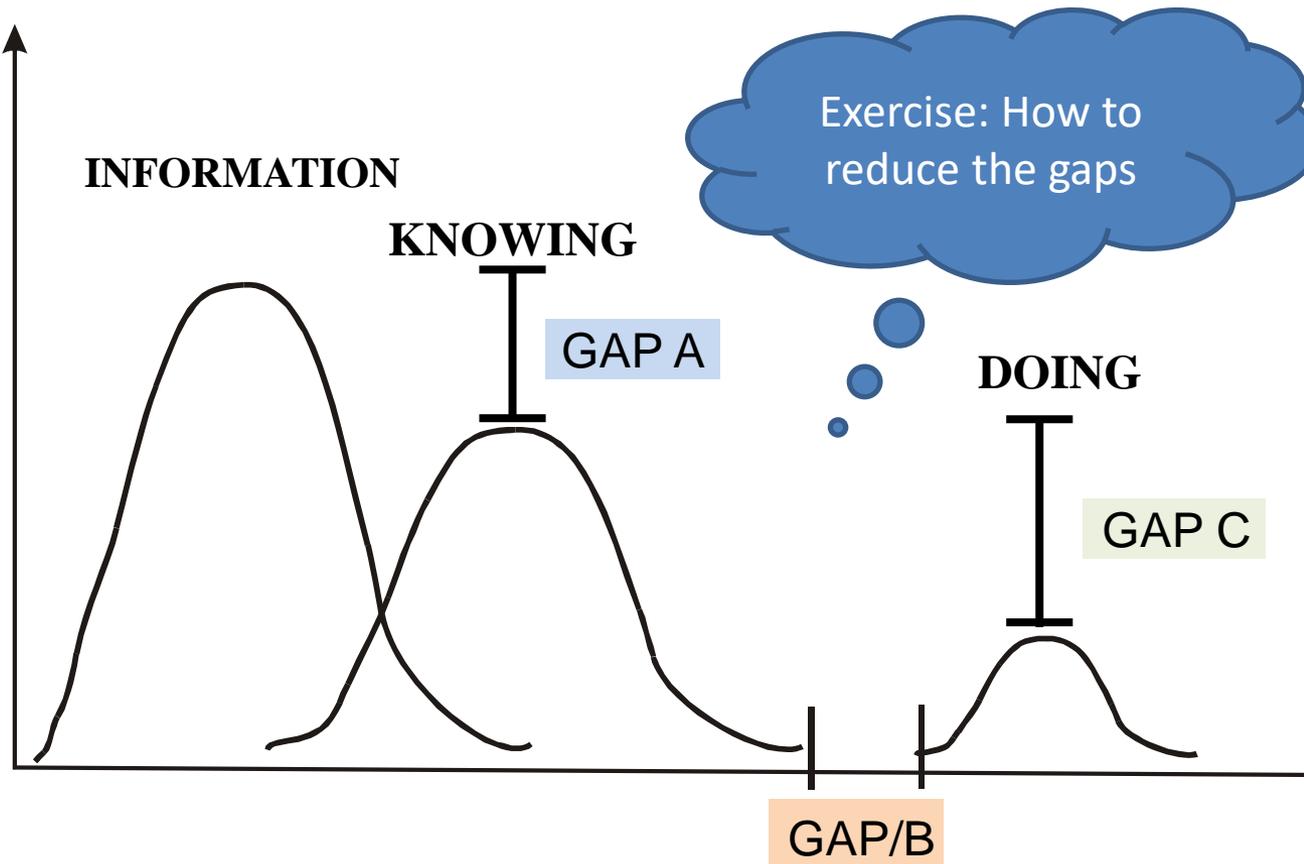
The preparation of a consulting process → order clarification

Key figures of the company	Experiences and results of earlier support measures (last 3 years)
Structural characteristics (work/job design, age-groups, gender) Forecast of the work ability	Personnel surveys
	Promotional measures / Implementation of actions
Health, sick leave, absenteeism, early retirement	What has worked well? What didn't work? - Why?
Competence, occupational training	What has been missing so far?
Fluctuation, length of employment, working careers, recruiting	Evaluation
Productivity, performance	Problems with the implementation?
Risk assessment	Effectiveness and sustainability of the actions?
... Further key figures	

KAforHR
HUMAN RESOURCES AND ORGANIZATIONAL DEVELOPMENT

ARBEIT ZUKUNFT

Initial Questions to companies

- What are you proud of when you think on your HR-policy and workplace innovation?

- What was your best success in this regard?

- What failed / went wrong?
  What did you learn from it?

Questionnaires for the Analysis of existing – and desired – HR-Policies for Workplace Innovations

Analysis of existing – and desired – HR-Policies for Workplace Innovations

Questionnaire for **companies**

Name and address of the organisation	…………………………………………………………………
	…………………………………………………………………
	…………………………………………………………………
Web-address:	…………………………………………………………………
Name of the person filling in the form	…………………………………………………………………
Mail-address and/or Phone-No	…………………………………………………………………

1. **Structural Data** (Please fill in or mark)

Country	
City	
Branch	
Predominantly active … (proportion in %)	
local	%
regional	%
national	%
international	%

Key activities/Client structure (proportion in %)	
Private clients (single households)	
Commercial clients	
tertiary sector, services	
Public contracting authorities	

→ Appendix 5: Questionnaires for the Analysis of existing – and desired – HR-Policies for Workplace Innovations

Topics	0 – the topic does not touch us / … is irrelevant	1 – We`ve never thought about 2 – We haven`t really thought about	3 – We are just thinking about 4 – We are dealing with	5 – We are going to plan 6 – We have a concept	7 – We started with it 8 – That is partially implemented	9 – That is fully implemented 10 – … & evaluated
Personnel recruitment and development						
We know the relevant structural data of the employees in our organisation according to age, gender and qualification.	0	1 2	3 4	5 6	7 8	9 10
We take age and gender composition into account when making personnel policy decisions.	0	1 2	3 4	5 6	7 8	9 10
We take into account the specific strengths of different sexes and age groups in our recruitment and personnel development policy.	0	1 2	3 4	5 6	7 8	9 10
We promote the compatibility of work and private life and have concepts that respect special needs in different phases of life.	0	1 2	3 4	5 6	7 8	9 10

SME specific Training Courses

- Employees and Co-entrepreneurs (GUT)

- Digitisation & Human Capital (SAMK)

- Innovation Processes (CETS)

Topics for consulting offers

- Three topic areas have been selected for the concrete consultations, which correspond to the current development needs in the enterprises.

→ The offers will be available to all project partners.

- The Centre for European and Transition Studies, Latvia (CETS) present the non-topic orientation for the **implementation of innovation processes** in general.

- The current topic "**Digitisation**" are presented by Satakunta University, Finland (SAMK).

- The essential aspects of **personnel policy "Employees and Co-entrepreneurs"** are explained by Polytechnical University Gdansk, Poland (GUT).

Tasks in the teaching of topics

- What knowledge about the topic should be conveyed, if possible enriched with business examples: How could it look like? What knowledge is needed to conceive operational change measures in this field?

- What does a sequence look like in which the participating companies (can) find out where they stand on this topic and what they need to be able to act? And how should the companies be accompanied and evaluated in the subsequent workshops?

What is and how to apply with the method **"Knowledge Acquisition according to Individual Needs – KAIN"**

$\rightarrow$ see Appendix 4

Why is KAIN a successful approach?

The 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 and 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.

1. classroom teaching   1,5 - 2 days

2. self-study with external support   12 - 18 weeks

3. report and reflection   1,5 - 2 days

KAIN – first (initial) phase: Classroom Teaching

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

KAIN – second phase: Self-study

Goals and tasks:

- Accompaniment and support of the company's internal communication process and decision on a specific topic in the area of HR and/or WPI,

- including formulation of objectives, description of measures, conception of implementation

- regarding the necessity of further analysis,

- examine whether technical consulting is necessary.

- Support application and transfer of knowledge into individual's practice of the participants on site

Goals and tasks:

- reflection (evaluation) about the success in the dimensions of individual, operational and structural changes and change processes

- identifying supportive and obstructive conditions of change processes and

- derivation of "lessons learned" for further change processes

How to consult?!

- How to moderate internal working groups and responsibility circles
- How to facilitate dialogues to develop goals and measures
- How to support implementation processes
- How to evaluate results and progress in (changing) processes
- Attitudes and behaviour in consulting processes

Consulting

Consulting is (has to be) focused on the needs of the companies and people involved. - Each consulting process is unique.

The requested support from the consultants large (polarized)

- 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 and in general the company's project goals.

The Role of a Consulter

- A consulter **accompanies, supports and promotes** change processes, here: in companies, organisations and/or administrations.

- Consulters can perceive conflicts and the unpredictable with intuition and attentive composure. They can think out of the (future) potential and point out orientations.

- They need a sure-footedness walk on unexplored terrain towards the future. Consulters open up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion. Knowledge, worries and visions that were hidden become visible, audible and perceptible.

- This creates sustainable clarity. The expanded view brought to light by facilitating enables the comprehensive design of future solution and service quality.

How to consult?!

- **How to moderate internal working groups and responsibility circles**
- How to facilitate dialogues to develop goals and measures
- How to support implementation processes
- How to evaluate results and progress in (changing) processes
- Attitudes and behaviour in consulting processes

Didactics in training (and consulting)

- The moderation of workshops for the development of design measures is part of the daily business of trainers and consultants. It cannot be dealt with in depth in this seminar.

- Reading the elaboration of Sirpa Sandelin (Appendix 6) will be referred to.

- The reading of the paper of Sirpa Sandelin on effective teaching and training techniques is highly recommended, even if the subject (cradle to cradle) is different from HR-policy and Workplace Innovation.

  → see Appendix 7: Sirpa Sandelin: Train the Trainer (Cradle to Cradle). Effective Teaching an Training Techniques. Pori 2015

How to consult?!

- How to moderate internal working groups and responsibility circles
- **How to facilitate dialogues to develop goals and measures**
- How to support implementation processes
- How to evaluate results and progress in (changing) processes
- Attitudes and behaviour in consulting processes

„… means **equal** participation in a process of reflection and of becoming familiar with each other in respect to issues and functions to be addressed."
(Aarnio und Enquvist, 2001)

Dialogue (Bohm, Isaacs)
- Free flow of meaning → consolidation
- Permission of mistakes and considered as gain → win-win
- Perceiving other points of view
- Reflection on one's own presumptions
→ Learning (together)

Characteristics of the Dialogue

- A dialogue is the open exchange of thoughts and ideas.
- It is important that everyone participates.
- All participants in the dialogue have equal rights; hierarchical authority has no priority.
- The dialogue lives from the free flow of opinions between the people involved (bringing them together).
- In the dialogue a "big picture" is created by an emerging question, to which everyone can contribute a part of the picture (even if it is incomplete or may seem insignificant). In a successful dialogue a common understanding develops.
- In dialogue, the conversation continues even in difficult situations.
- The goal is conscious agreement and joint action.

Dialogue   *Discussion*

Dialogue	Discussion
• Free flow of meaning (Bohm) **→ Consolidation**	• *(Latin) Root: cut into pieces, dismember, break apart* **→ Disassembly**
• Win – Win	• *Win – Lose*
• Win if one has made a "mistake"	• *Who makes mistakes, has lost*
• Perceiving other points of view	• *Defending one's point of view*
• Reflection and suspension of one's own assumptions	• *Representing one's own assumptions*
• **Learning (together)**	• ***Win (alone)***

Dialogue-"Rules"

- Being curious = being open to exploring the interpretation/perception of others
- Allow "mistakes" and regard them as profit → win-win
- Listening = appreciate with head and heart the perceptions and statements of others with respect. Be ready to understand the understanding of others.
- Suspending = reflecting on one's own (pre-)assumptions and "consciences" / questioning one's own reaction, exploring one's own reaction, being modest, being "empty" for dialogue → learning together.
- Articulate = say without fear what one really thinks

How to consult?!

- How to moderate internal working groups and responsibility circles
- How to facilitate dialogues to develop goals and measures
- **How to support implementation processes**
- How to evaluate results and progress in (changing) processes
- Attitudes and behaviour in consulting processes

As **process consultants** you are supporters and facilitators of change processes. For this you need a broad general knowledge

- of change processes,

- of the moderation of decision-making processes - which are certainly prone to conflict -,

- of all possible topics (areas of design) of operational developments (see House of Work Ability).

- For special advisory tasks it would be helpful to have a network of institutions and persons for all areas of operational design which can be recommended to companies.

- You should only provide specific/technical counselling by yourself in those fields of action that you master excellently (e.g. digitisation, ergonomics, health-promoting leadership).

How to consult?!

- How to moderate internal working groups and responsibility circles
- How to facilitate dialogues to develop goals and measures
- How to support implementation processes
- **How to evaluate results and progress in (changing) processes**
- Attitudes and behaviour in consulting processes

The evaluation of change and consulting processes serves the following purposes:

- on the one hand the comparison of the results of the implementation of measures with the formulated (as concrete as possible measurable) objectives = **summative evaluation**

- and on the other hand the review of the change process (manner of communication and cooperation; were there frictional losses?, …) = **formative evaluation**

As an example of possible aspects see

→ Appendix 8: Evaluation of the Change and/or Consulting Process – Questionnaire

How to consult?!

- How to moderate internal working groups and responsibility circles
- How to facilitate dialogues to develop goals and measures
- How to support implementation processes
- How to evaluate results and progress in (changing) processes
- **Attitudes and behaviour in consulting processes**

Attitudes

- Listen attentively – do not impose,
  because the employees are the most important in-house consultants when it has to do with their work, their working conditions (and to cope well with the work-execution), and their work ability and well-being in general listening

- inquire critically

- push processes of thinking and doing forward,

- but avoid co-management

- Lead participants from „No, because ...“- to „Yes, if ...“-culture

- Clarify (your own and company's) tasks: goals, tasks, roles
  – Role clarity: Process or technical consulting
  – Coaching or Mentoring

Attitudes and behaviour of consultants (1)

- The employees are the important internal experts - for themselves (their health, their interests and needs, their competence, their motivation, etc.) as well as for their perception of the company and the working conditions.

- The approach is as follows: I encounter the people in the company with the consulting attitude that they and the company as a whole have more scope for action through the process than before.

- The own (technical) expertise does not play a superficial role, i.e. the consultants do not give any guidelines for solutions, they do not ask suggestive questions, they do not advise on anything, but support the participants by asking interested questions to support them for expressing their reality/perception and formulating proposals for solutions.

Attitudes and behaviour of consultants (2)

- A process oriented consultant accompanies, supports and promotes change processes.

- He or she can perceive conflicts and the unpredictable with intuition and attentive composure. The consultant can think out of the (future) potential and point out orientations.

- Consultants need a sure-footedness walk on unexplored terrain towards the future. Facilitators open up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion. Knowledge, worries and visions that were hidden become visible, audible and perceptible.

- This creates sustainable clarity. The expanded view brought to light by facilitating the development enables the comprehensive design of future solution and service quality.

Supporting activities by KAforHR / Centre of Competence; Bachelor Study Program

Dr. Jürgen Hogeforster

Clarification of still open questions

Seminar evaluation

AuZ – PP 11 – Alexander Frevel

<u>Appendix 2</u>

HR-Policy as a critical success factor.

Globalisation, technological (especially Digitisation), and demographic change presents new challenges, influences and developments for HR-policy. These include daily cooperation between generations, different cultures and value systems, and a higher need for education, training and adaptation to which companies and organisations respond with continuous change.

It is an issue which challenges, and sometime overwhelms, both managers and employees. The aspects of personnel management are becoming the decisive competitive factor in the knowledge-based economy.

Companies are forced to find tailored solutions to increasingly universal questions: How do I find and keep the right employees? How do I mobilise my workforce? How do I design a lifecycle-oriented personnel policy and a flexible, productive work environment?

Short Definitions of Human Resource Policy and Workplace Innovations

1.   Understanding of Human Resource (HR) Policy

Vision / Aims

Human Resource Policy means

- to have the "right" people (employees) with the right skills and competences at the right work-place at the right time
- to realise micro-economic success, producing products or delivering services which are bought in (local, national, or international) markets
- and being able for continuous adaption to changes in demands in dynamic economies and labour markets (demographic change, …)

Mission

HR-Policy has to answer the questions (effectivity) → to support successability

- do we have the right people? → competences, qualifications
- are our products/services right

Tasks

Organise

- internal (in-house) structures, to build a functional system of coordinated processes (Organisational Development – OD)
- Recruit and develop employees (internal education & socialisation) (Personnel Development –PD)
- occupational, vocational training (- need for qualified training supervisors)
- safe & healthy working conditions (reduce/avoid risks) (OSH-Management)

2.   Workplace Innovations *as defined by the European Workplace Innovation Network (EUWIN)*

"Workplace innovations designate **new and combined interventions in work organisation, human resource management, labour relations and supportive technologies**. It is important to recognise both **process and outcomes**. The term workplace innovation describes the participatory and inclusive nature of innovations that embed workplace practices grounded in continuing reflection, learning and improvements **in the way in which organisations manage their employees, organise work and deploy technologies**. It champions workplace cultures and processes in which productive reflection is a part of everyday working life. It builds bridges between the strategic knowledge of the leadership, the professional and tacit knowledge of frontline employees and the organisational design knowledge of experts. It seeks to **engage all stakeholders** in dialogue in which the force of the better argument prevails. It works towards "win-win" outcomes in which a creative convergence (rather than a trade-off) is forged between **enhanced organizational performance and enhanced quality of working life**".

AuZ – PP 11 – Alexander Frevel

Appendix 3

Basics/overview of

Essential tasks and contents of employee-oriented and productivity-enhancing measures in HR-Policy and Workplace Innovation – Concept of Work Ability

1. General Orientation

After many years of experience, operational change processes are particularly successful when

- the company can maintain or even expand its market position,
- productivity is maintained or increased,
- existing employees want to remain in the company as a result of a stable work ability,
- and the recruitment of new employees is possible due to attractive working conditions.

Such a win-win situation can only be achieved when the employees are actively involved in the change processes with their interests and needs. This requires a functioning dialogue between employees and employers. The communicative development is based on a common understanding of the initial situation, the goals and the content of changes. In the next step are measures agreed for the achievement of objectives.

The consultants (coaches) are facilitators of this process. They should be able to support companies in the development of their HR-policy as well as in workplace innovations through consulting and qualifying support.

2. Starting the Consulting Process – Needed Data

A short analysis of the status
(a) of operational indicators,
(b) assessments of the status of HR-Policy and Workplace Design and
(c) of previous experience with change processes
is a good starting point for the consulting process.

➔ The Questionnaires for the **Analysis of existing – and desired – HR-Policies for Workplace Innovations** are suitable instruments for a first overview (see extract in fig. 1; full version in Appendix 5).

Fig. 1: Questionnaires for Analysis

These data and assessments can (should) be supplemented by some additional structural data and estimations (see fig. 2).

*Fig. 2: Key figures of the company and Experiences of change processes*

The concept of promoting work ability has proven to be an orienting model for change processes in all relevant areas of design and organisational as well as personnel development in company's practice. It will therefore be briefly explained as follows.

3. Basic Model: House of Work Ability

The concept of Work Ability and the epidemiological method Work Ability Index (WAI) was developed by the Finnish Institute of Occupational Health (FIOH) in 1980s. Based on the Longitudinal Study with WAI (1981-1985-1992-1997-2009) the promotion concept was improved in early 1990s and tested in work oganisations and companies. The WAI was proofed to be a valid instrument in evaluating and predicting the individual work ability.

Based on the international co-operation with WAI also a work ability coaching instrument (Arbeitsbewältigungs-Coaching – ab-c®) was created in Germany and Austria. In the beginning of 2000 and based on a comprehensive national survey the House of Work Ablity (see figure 3) was constructed in Finland (FIOH). Since, the house-model is widely used as a basic, evidence-based model to promote work ability in work organizations and companies[1] worldwide. The house-model describes in a comprehensive, systematic and validated way how to conceptualize the dimensions influencing the work ability and work well-being at work.

Fig. 3: House of Work Ability

---
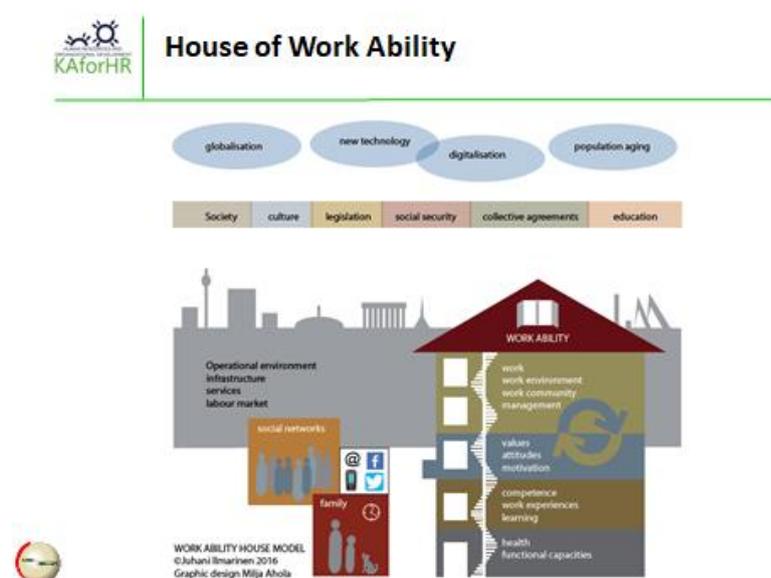
[1] *The term company is used here to illustrate all types of organisations both in privat and public sector.

Between the four floors of the work ability house exist active and important interactions. The most frequent interactions happen between the floor „**Work and Leadership**" and the third floor of „**Values, Attitude and Motivation**". The positive and negative experiences of own work penetrate into 3rd floor and effect the values, attitudes and motivation of the personnel. The 3rd floor is like a mirrow reflecting the organisational culture, co-operation between the foremen and employees and respectful communication. Therefore the 3rd floor is also important for Work Well-being. **Without a positive 3rd floor a sustainable Work Well-being is not possible**.

To influence the Work Well-being goes often indirectly through the development of the 4rd floor (better management and leadership, better work organisation etc.).

The crucial question is: Is it possible to develop an organisational culture which is based on dialogue between the employees and supervisors leading to consensus how to improve the fitting between work and human resources so that people **can and will** work until retirement?

Based on several projects of experiences we are convinced that it is possible to promote sustainable work ability and to enhance the balance between work and human resources.

The basic questions in studies of work ability are the following:
How well are you doing in your work?
What is your subjective feeling about your work?
How is your stress and strain at work?

The employees´ perception of the reality inside and outside of the house will indicate both negative and positive features which should be noticed in identification and prioritisation of the measures needed during the change process.

3.1   Foundation for House-building

Work ability and Work Well-being can be adjusted short- term and long-term by a good fitting of the work demands and subjective resources. The stress-strain – model (see figure 4) creates the scientific fundament for the house-building.

The ageing and the increasing of the mean age of the work force in the company will change their reaction (strain) to the work demands. Therefore it is important to consider also the age-related aspects to improve the fitting between work and individual resources.

- the differences in individual resources increase through ageing: the reactions (strain) at the similar level of work demands show an increasing variance

- As a consequense: both for the companies and for their personnel a good combination of collective agreements and individual adjustments at work become more important.

Individual differences have to be respected!

Fig. 4: Stress-Strain Model
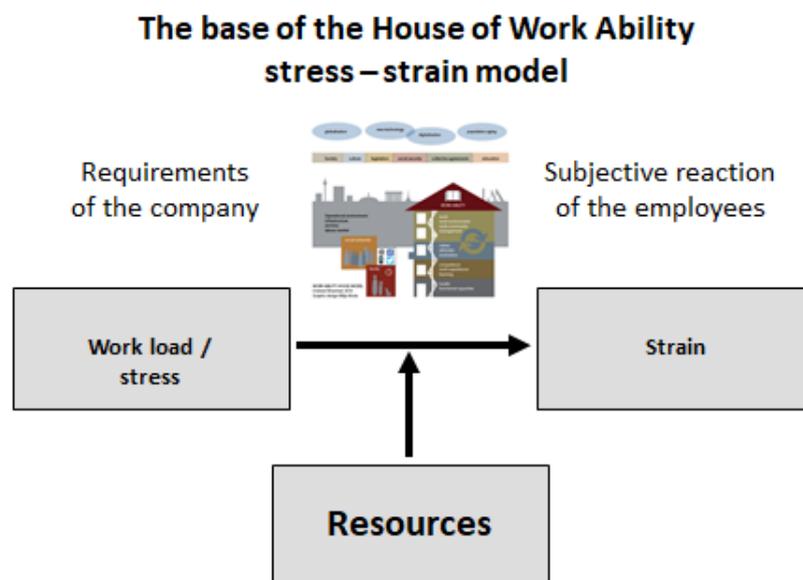
3.2 Richness of design areas

Each floor of the House contents several sub-themes which have to be considered for the processing (from exploration over action planning to implementation of measures) of change processes.
The following examples are a selection without any claim to completeness.

- Sub-themes in the floor „**(Occupational) Health and Safety**"
  - Age and gender sensitive risk assessment
  - Health-critical work – increasing with ageing and/or duration of work load
  - Assessment of physical, psychological, mental, and social impacts (work requirements) as well as the individual and organisational demands and resources (coping possibilities) of the work.
  - Health promotion activities/measures
  - Occupational health management system.

- People with restricted capacity are offered an adapted layout of activities and work requirements as far as possible

- Sub-themes in the floor **"Competence"** (Occupational Training, Professional Development, Personnel Recruitment and Development)
  - Existing and required qualifications/competences in relation to expected technical, organisational and market developments
  - Appropriate occupational training in regard to strengths and weaknesses of the employees
  - Ageing oriented career perspectives for all employees.

- Sub-themes in the floor "Values" (Organisational Culture)
  - Valuation of diversity (older and younger, women and men, different nationalities, …) and appreciation of individuality
  - Fairly treatment by superiors
  - Culture of open minded cooperation and participating collaboration
  - Employees are seen as the best internal experts for work and innovation.
  - Conduction of regular development dialogues with the employees

- Sub-themes in the floor „**Work and Management/Leadership**"
  - Strategy/ main orientation
  - Payment and salary, work contract
  - Work task
    - responsibility,
    - autonomy / room for manoeuvre,
    - flexibility,
    - alternation,
    - versatility
  - Work organization, workflow;
  - clear regulation, commitment
  - interfaces between working groups
  - Information and communication
  - Work quantity
    - number of personnel
    - time pressure
  - Quality of work
    - professional standards
  - Working tools
    - Hazards,
    - working aids
  - Work environment

- working rooms
- physical hazards (noise, heat, cold etc.)
- ergonomics
- Worktime; Shiftwork-/shiftshedules
  - Working time recording system
  - Breaks
- Superviser-employee relationship
  - feedback
  - support of supervisor
- Team
  - collegiality, support of the colleagues,
  - replacement,
  - (interdisciplinary) cooperation

- Sub-themes in the floor „**Family …**"
  - flexible working hours (part-time, working time accounts) to respect needs in different life phases and situations

The answers in open questions can complite and explain very well the survey results.

4. Role and Behaviour of Consultants

A process oriented consultant accompanys, supports and promotes change processes.

He/she should always be aware that the employees are the important internal experts – for themselves (their health, their interests and needs, their competence, their motivation, etc.) as well as for their perception of the company and the working conditions.

The approach is as follows: I encounter the people in the company with the consulting attitude that they and the company as a whole have more scope for action through the process than before.

The own (technical) expertise of the consulting person does not play a superficial role, i.e. they do not give any guidelines for solutions, they do not ask suggestive questions, they do not advise on anything, but support the participants by asking interested questions to support them for expressing their reality/perception and formulating proposals for solutions.

He or she can perceive conflicts and the unpredictable with intuition and attentive composure. The consultant can think out of the (future) potential and point out orientations.

Consultants need a sure-footedness walk on unexplored terrain towards the future. Facilitators open up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion. Knowledge, worries and visions that were hidden become visible, audible and perceptible.

This creates sustainable clarity. The expanded view brought to light by facilitating the development enables the comprehensive design of future solution and service quality.

AuZ – PP 11 – Alexander Frevel

<u>Appendix 4</u>

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.

<u>Tasks of the trainers/consultants</u>: 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 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-centered 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. 12 – 18 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. 1.5 – 2 days)

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.

<u>Appendix 5</u>

Analysis of existing – and desired – HR-Policies for Workplace Innovations
Questionnaire for **companies**

Name and address of the organisation   ………………………………………………………………….

………………………………………………………………….

………………………………………………………………….

Web-address: ………………………………………………………………

Name of the person filling in the form   ………………………………………………………………

Mail-address and/or Phone-No   ………………………………………………………………….

1. **Structural Data** (Please fill in or mark)

Country	
City	
Branch	
Predominantly active … (proportion in %)	
local	%
regional	%
national	%
international	%
Key activities/Client structure (proportion in %)	
Private clients (single households)	%
Commercial clients	%
tertiary sector, services	%
Public contracting authorities	%
Others, namely:	%
Turnover per year	
< 200,000 Euro	☐
< 500,000 Euro	☐
< 1,000,000 Euro	☐
≥ 1,000,000 Euro	☐
Total number of employees (last fiscal year)	
Among them: Skilled workers	
Semiskilled workers	
Engineers, technicians	
Administrative and office employees	
Superiors/Managers	
Research & Development	
Others (designated profession) Additional remarks	

Do you have a Human Resource department	
• Personnel management	Yes ☐
• Personnel development	Yes ☐
• Organisational development	Yes ☐
Do you have a workers' council or another form of employees' representative	Yes ☐
If Yes, which kind of representation do you have?	

2. What do you see as being the **five** most important **key challenges for HR-policy** in your **company**? *Please prioritize the topics according to their importance with numbers from 1 (most important) to 5.*

	range
Recruitment in general	
Recruitment and vocational training of apprentices	
Training on the job / building routines	
Onboarding, mentoring and organisational socialization of newcomers	
Career development / further training for professional development	
Retain (qualified) existing employees	
(Systematic) Knowledge Management	
Personnel deployment appropriate to age/aging	
Job design and work arrangements appropriate to age/aging	
Life-course oriented employment and work assignment	
Measures for supporting life-course balance (fitting of work and private life)	
Competent and attentive superiors and managers	
Transition to retirement	
Health and safety management	
Employee benefits, rewarding models	
Generational conflicts	
Annual performance/development discussions; appreciative dialogues between executives and employees	
Employer branding	
Others, namely:	

2.   Do you have a systematic approach for … | … and who is responsible for …?

	Yes	Owner	CEO	HR Manage-ment	Qualified specialist (please name the function)	Nobody / don't know	We do not need that
Personnel recruitment							
Vocational training							
Higher Education							
Further training							
Personnel development							
Professional development							
Maintain employees							
Transition from work to retirement							
Compatibility (balance) of work and private life							
Physical Risk Assessment							
Psychological Risk Assessment							

In-depth analysis of companies / Quick-Check

An increasing number of organisations are becoming aware of the challenges and concrete effects of the demographic change, especially regarding the need for creating innovations in age- and gender adjusted workplaces and in life-course oriented human resource development.

This questionnaire contains a **Quick-Check** which allows an initial self-assessment of human resource policy in your company, looking at essential structural characteristics such as age, gender, competence, health, corporate culture etc.

The analysis will be used to carry out a study about the current status and needs of SME's regarding HR-policy.

Please answer the following statements regarding the most important organisational structure and processes in order to help shape the HR policy in your organisation.

There may be a need for action in those aspects you have answered in low value ranges (<5). In order to determine what you can do concretely, it may be necessary to look more closely at the issues involved, for example by carrying out an in-depth analysis of the age and qualification structure, or a comprehensive risk assessment.

Individual solutions for single persons are helpful for the person concerned, but often do not help to install collective solutions. It makes sense to develop a pro-active strategy for coping with the consequences of demographic change, changes in the labour market, dynamic market developments and technological innovations. That requires clearance in goals and actions, for example for ageing-appropriate working life and for promoting work ability of the employees. The measures should be coordinated with each other. Regular monitoring of successes help to optimize in continuous improvement processes.

Quick-Check

Topics	0 – the topic does not touch us / … is irrelevant	1 – We`ve never thought about 2 – We haven`t really thought about	3 – We are just thinking about 4 – We are dealing with	5 – We are going to plan 6 – We have a concept	7 – We started with it 8 – That is partially implemented	9 – That is fully implemented 10 – … & evaluated					
Personnel recruitment and development											
We know the relevant structural data of the employees in our organisation according to age, gender and qualification.	0	1	2	3	4	5	6	7	8	9	10
We take age and gender composition into account when making personnel policy decisions.	0	1	2	3	4	5	6	7	8	9	10
We take into account the specific strengths of different sexes and age groups in our recruitment and personnel development policy.	0	1	2	3	4	5	6	7	8	9	10
We promote the compatibility of work and private life and have concepts that respect special needs in different phases of life.	0	1	2	3	4	5	6	7	8	9	10
We try to bind specialists and managers to our organisation with appropriate incentives.	0	1	2	3	4	5	6	7	8	9	10
We take into account the changes in the physical, mental and social competences of our ageing employees and we have a concept to offer appropriate activities and career paths.	0	1	2	3	4	5	6	7	8	9	10
We have no problems attracting junior staff for occupational training and recruiting experienced specialists for our company.	0	1	2	3	4	5	6	7	8	9	10
We have a good reputation in our region and are known as an attractive employer.	0	1	2	3	4	5	6	7	8	9	10
We have no gender pay gap for the same job.	0	1	2	3	4	5	6	7	8	9	10

Topics	0 – the topic does not touch us / … is irrelevant	1 – We`ve never thought about 2 – We haven`t really thought about	3 – We are just thinking about 4 – We are dealing with	5 – We are going to plan 6 – We have a concept	7 – We started with it 8 – That is partially implemented	9 – That is fully implemented 10 – … & evaluated					
Work organisation and work design											
We deploy our employees according to their skills and health condition.	0	1	2	3	4	5	6	7	8	9	10
Tasks and work processes are designed in such a way that they can be carried out by older employees up to normal retirement age.	0	1	2	3	4	5	6	7	8	9	10
We involve our employees in the design of work places and work processes, e.g. by promoting suggestions for improvements.	0	1	2	3	4	5	6	7	8	9	10
We try to be flexible with our working hours (part-time, working time accounts) and to respect needs in different life phases and situations (child-raising and care periods or similar).	0	1	2	3	4	5	6	7	8	9	10
Occupational training, competence and professional development											
We know the strengths and weaknesses of our employees and we try to keep all of them up to date through appropriate occupational training.	0	1	2	3	4	5	6	7	8	9	10
We offer employees of all age groups career perspectives.	0	1	2	3	4	5	6	7	8	9	10
We offer all employees, regardless of age, gender or status, the opportunity to extend their skills, e. g. through seminars or internal training on the job.	0	1	2	3	4	5	6	7	8	9	10
We support new employees with an organised welcome culture.	0	1	2	3	4	5	6	7	8	9	10

Topics	0 – the topic does not touch us / … is irrelevant	1 – We`ve never thought about  2 – We haven`t really thought about		3 – We are just thinking about 4 – We are dealing with		5 – We are going to plan 6 – We have a concept		7 – We started with it 8 – That is partially implemented		9 – That is fully implemented 10 – … & evaluated	
The return to work after a longer period of absence (illness, family/child care, elderly care) is oriented towards the needs and capabilities of the person.	0	1	2	3	4	5	6	7	8	9	10
We make sure that the content and didactics of further training measures are tailored to the different learning needs and abilities of the employees.	0	1	2	3	4	5	6	7	8	9	10
We make sure that competences are retained when employees leave the company (knowledge management).	0	1	2	3	4	5	6	7	8	9	10
Management, Leadership and Organisational Culture											
We promote a working atmosphere that values the diversity of our employees (older and younger, women and men, …) and appreciates them as individuals.	0	1	2	3	4	5	6	7	8	9	10
All employees in our organisation are treated fairly by their superiors.	0	1	2	3	4	5	6	7	8	9	10
We have a culture of open minded cooperation and participating collaboration.	0	1	2	3	4	5	6	7	8	9	10
Our employees are seen as our best internal experts for work and innovation.	0	1	2	3	4	5	6	7	8	9	10
We conduct regular development dialogues with the employees.	0	1	2	3	4	5	6	7	8	9	10
We have a generation and diversity management concept and make superiors/management aware of this.	0	1	2	3	4	5	6	7	8	9	10

Topics	0 – the topic does not touch us / … is irrelevant	1 – We`ve never thought about 2 – We haven`t really thought about		3 – We are just thinking about 4 – We are dealing with		5 – We are going to plan 6 – We have a concept		7 – We started with it 8 – That is partially implemented		9 – That is fully implemented 10 – … & evaluated	
Our superiors encourage dialogues between different groups like older and younger employees, male, female or diverse sexes, various nationalities etc.	0	1	2	3	4	5	6	7	8	9	10
(Occupational) Health and Safety											
Our company does not have an extraordinary number of health problems or accidents compared with the branch.	0	1	2	3	4	5	6	7	8	9	10
We undertake regular age- and gender sensitive risk assessment. Part of this is also whether task or partial activities are health-critical with increasing age and/or duration of work load.	0	1	2	3	4	5	6	7	8	9	10
We regularly evaluate physical, psychological, mental, and social impacts (work requirements) as well as the individual and organisational demands and resources (coping possibilities) of the work.	0	1	2	3	4	5	6	7	8	9	10
We offer our employees support in maintaining and promoting their health, work ability and well-being (health promoting measures).	0	1	2	3	4	5	6	7	8	9	10
We have a functioning occupational health management system.	0	1	2	3	4	5	6	7	8	9	10
The integration of employees having been ill very often or for a longer period is regulated and people with restricted capacity are offered an adapted layout of activities and work requirements as far as possible.	0	1	2	3	4	5	6	7	8	9	10

AuZ – PP 11 – Alexander Frevel

<u>Appendix 6</u>

Suggestions and recommendations

Guide and checklist for the offer and implementation of seminars "train the trainer / train the consultants"

<u>Objectives of the Training</u>

The consultants (coaches) should be able to support companies in the development of their human resource-policy (HR) as well as in workplace innovations (WPI) through consulting and qualifying support.

The consultancy should enable the advised companies to – in further activities independently –

- plan and implement change processes in the areas of HR and WPI in an appropriate and targeted manner and to evaluate the effects.
- make use of the acquired enhanced professional competence by autonomously adapting to new needs in the relevant areas.

The training of approx. 2 days consists of following parts.

1. Basics/overview of essential tasks and contents of employee-oriented and productivity-enhancing measures in HR-policy (based on the work ability concept) and workplace innovation
2. What is and how to apply with the KAIN-method (Knowledge Acquisition according to Individual Needs) as basic structure of the consulting process
3. Overview of the contents of potentially offered SME-specific training courses:
   - Employees and Co-entrepreneurs
   - Digitisation & Human Capital
   - Innovation Processes
4. 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
5. Attitudes and behaviour in consulting processes

Participants and Target Groups

Participating persons should preferably have

- several years of experience in training and/or consulting in the fields of HR and WPI
- experience in process consulting
- broad knowledge of human-oriented design of working conditions as well as in the fields of health and personnel development
- a pronounced orientation towards participative processes
- pedagogic abilities and teaching experience

Notices and Information for Participants

Emphasizing that this training cours enables the consultants

- to accompany and support companies in their development

- to orient HR-policy towards the future

- and to support change processes in the design of working conditions in such a way that work ability and productivity are promoted

so that they can carry out corresponding consultations themselves or on behalf of chambers, associations and other institutions that promote the development processes of SMEs.

As a rule, participation in the seminar is subject to a fee.

The offering institutions may attach obligations to the paid course, e.g. that a fee is due for the arrangement of consultancy services and/or a written a written report on the results of the consultation processes must be provided.

Recruiting Participants

The qualification seminar must be **advertised** and **promoted** intensively.

- Early and repeated announcement of courses in professional journals, on websites, via newsletters, circulars, etc. are needed.

- Repeated dissemination of information via various media channels – in writing and particularly active in face-to-face meetings, in form of individual consultations, at meetings, trainings, via consultants, etc. should be done.

- Production of posters, hand-outs with invitations to advanced education training courses or related information on counselling events and information placement/introduction in educational establishments, chambers, universities, etc. are additional possibilities.

- Co-operation with local/regional/national institutions, e.g. business and urban development; employers' associations, trade unions, employers' liability insurance/accident insurance, pension insurance, health insurance funds etc. may extend the reach of the acquisition.

- If you have an address pool of trainers and consultants: Sending personal invitation

letters with indication of date, including a reply sheet by mail and/or by e-mail and possibly repeated telephone follow-up activities to addressed potential participants

- Conducting press conferences/discussions and issuing press releases to achieve publications in the daily press.
- Involvement of relevant multipliers who approach potential participants in person
- Use every opportunity for personal contact to pass on information and to advice potential participants about your measures.

Implementation the Training / Organisational Preparation

- Assuring timely and binding reservation of training rooms and securing an adequate equipment.
- Timely recruitment of lecturers and organising a complete teaching timetable for each respective complete advanced training block:
- At least one full-time lecturer shall be active and/or a competent specialist on the respective training topics.
- Timely preparation and provision of documents, materials, etc. for
  - all teachers and staff;
  - all participants.

  Provision in paper form as well as electronically
- The following documents and materials have been designed and are available free of charge:
  - Questionnaire and Checklist "Analysis of existing – and desired – HR-Policies for Workplace Innovations"
  - Curricula and teaching materials for the train the trainer seminar
  - Questionnaire for the evaluation of the training.

→ *Relevant for KAforHR-project partners: every seminar (including all respective activities for acquisition) and every consulting service carried out subsequently must be documented.*

Evaluation of Training Seminars

Any training seminar is subject to evaluation in order to identify and implement further developments and improvements in future training programmes.

For this purpose, written and oral interviews with the participants and lecturers shall be conducted.

The concepts, questionnaires, guides etc. developed are free of charge for all and any future use.

Implementation Report

Within four weeks after finishing a consulting process the consultant shall provide a conclusive execution report on the advised company – taking into account anonymity and business secrets – with some information about

- structural data of the company (e.g. branch, number of employees/participants),
- implemented measures (including a short description of the preparatory phase),
- own experience and assessment of the implementation,
- specific recommendations and information regarding future implementations of consulting processes
- own plans regarding future implementations of consulting processes.

TRAIN THE TRAINER

EFFECTIVE TEACHING AND TRAINING TECHNIQUES

Sirpa Sandelin

Contents

1 PREFACE

This teaching concept was originally developed within the Erasmus+ project "Improvement of skills in the green economy through an advanced training program Cradle to Cradle - C2C in SMEs" (2014 – 2016) by project partner 6 Satakunta University of Applied Sciences (SAMK). The pedagogic content of the concept is perfectly applicable to the "KAforHR" Train the Trainer seminar. Hence, all referals to "Cradle to Cradle" in the text should be either disregarded or considered as referals to the contents of the KAforHR project.

2 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. The further information links and other sources have been accessed 10.4.2015.

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 Cradle to Cradle concept®. The components in learning process include knowledge acquisition, thinking for understanding and doing in practice.

2.1 What makes the training programme successful?

The purpose of this training program is to impart knowledge of a Cradle to Cradle® concept and its application in SMEs. Participants may have worked with something similar (like resource efficiency, material efficiency, resource or material saving, environmentally friendly technology) before, so they have a solid background on which to build. 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 organisatorial 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.
- Kinesthetic: 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	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

	training.	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. Refuses to try new ideas or to consider them.	Poor self-concept. Lack of faith in ability to do the work. Has been required to attend the training.	Stay positive. 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

2.2 Presentation skills

Lectures

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

- Video (15 min.): Environmental Compliance Assistance Programme for SMEs:
  How to become an SME in a circular economy (26/11/2014)
  https://www.youtube.com/watch?v=V1Tszs48xCI&list=UU6K5qD2KWFY8saNG0QpEWtQ
- Video (3 min.): Euronews Business Planet: Upgrade to the circular economy (28/11/2014) http://www.euronews.com/2014/11/28/upgrade-to-the-circular-economy
- Video (37 min. in German) Prof. Dr. Braungart über sein "Cradle to cradle"-Konzept auf der Utopia Konferenz
  https://www.youtube.com/watch?v=ACT7xbEe6Os
- Video (6 min.): Introduction to Cradle to Cradle
  https://www.youtube.com/watch?v=QMsF1P-_vWc

2.3 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
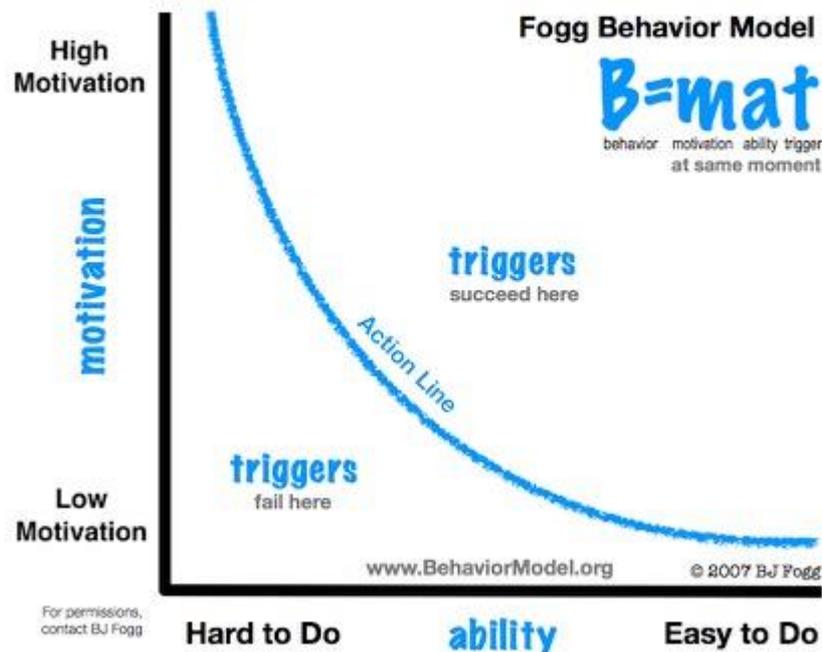
Figure 1. Motivation, ability and trigger
(Fogg, B.J., 2015, http://www.behaviormodel.org/)

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 Cradle to Cradle® 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

2.4 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.

For the Cradle to Cradle® Train the Trainer programme evaluation forms will be created and distributed during the training sessions.

3 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. The further information links and other sources have been accessed 10.4.2015.

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 Cradle to Cradle concept®. The components in learning process include knowledge acquisition, thinking for understanding and doing in practice.

3.1 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 timeframe 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

3.2 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) impar-

tial 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	No feedback by mentor to manager

progress in development	
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/

3.3 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.
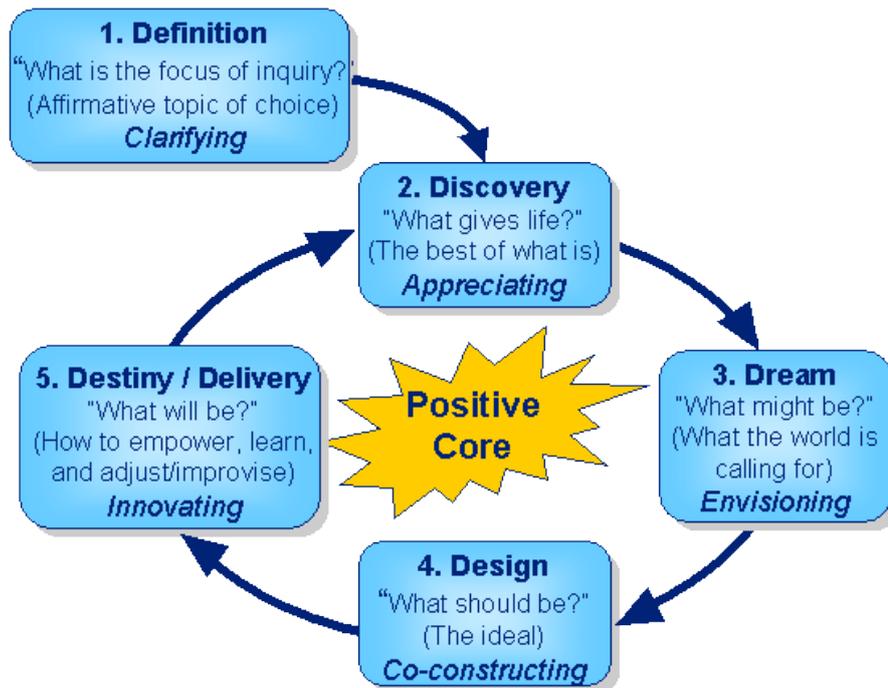
Figure 2. The 5-D Cycle of Appreciative Inquiry

(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/

3.4 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 Cradle to Cradle® applications are shown in EPEAs pages. Good examples can also be asked from participants.

Further information:

- The webpage to European Commission best practices
  http://ec.europa.eu/dgs/secretariat_general/admin_burden/best_practice_report/best_practice_report_en.htm

- Case studies on Cradle to Cradle®
  http://www.epea-hamburg.org/en/case-studies
- European Small Business Portal, Success stories
  http://ec.europa.eu/small-business/success-stories/index_en.htm

Worst cases can be defined as "worst possible environment or outcome out of the several possibilities in planning or simulation" (BusinessDictionary.com). 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.

Experiences from a real working life and companies should be included in the training programmes. Sharing knowledge and experiences with the companies highlights well the current situation with Cradle to Cradle®. During group activities possible solutions for the acute changes could be developed.

Further information:

- Link behind the definition:
  http://www.businessdictionary.com/definition/worst-case-scenario.html

3.5 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

Appendix 8

Evaluation of the Change *and/or* Consulting Process – Questionnaire

➔ *These are **examples** of possible questions - the questionnaire can be extended, shortened or otherwise adapted according to your needs.*

Company: ....

Date: ....

All persons in the company's steering committee (Circle of Responsibility) are asked to give their assessment of the change process in their company. The results are to serve the perception about the status and development in an overall view and, if necessary, to identify improvement potentials.

The survey is anonymous.

The evaluation is carried out by internal/external [institution/person]. The results are presented in a common meeting and jointly evaluated.

The questions are scaled with ranges from 0 = very bad to 10 = very good.

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

1. How well did the dialogue in the company work?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. How well did the development of support measures worked?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

3. How engaged were the responsible persons to the project?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

4. How well has the management supported the change processes?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. [If applicable/existing] How well has the workers council supported the change processes?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6. How well did the superiors support the implementation of the measures?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Has all staff being informed systematically (comprehensively and promptly) about of the actions and results?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

8. How well did the employees support the implementation of the measures?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

9.   How well was the cooperation between the involved responsible persons?

very bad					moderate				very good
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

10.   How well have been the timetables?

very bad					moderate				very good
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

11.   How sufficient were the personnel and time resources?

very bad					moderate				very good
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

12.   How sufficient were the financial resources?

very bad					moderate				very good
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

13. Have the influences of the measures been evaluated?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

14. Have the concrete objectives been achieved?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

15. Are the developments and results recognized and appreciated in the company?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

16. Was the enthusiasm at the change process preserved over the time?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

17. How satisfied are you overall with the change process?

very bad					moderate				very good	
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

18. Further comments on the assessment:
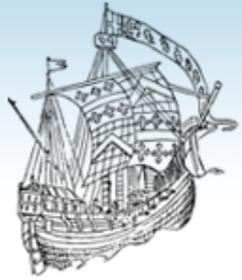
Appendix 9

Bachelor Program and Center of Competence

Dr. Jürgen Hogeforster
Hanse-Parlament

Riga, 16./17. October 2019

Baltic Sea Academy

KA4HR

2 levels of education

3 SME-specific further training courses

Dual bachelor study program

- Why?
- What are the basic structure and main tasks?

Center of Competence

Knowledge Alliance and Center for Competence "HR for SME"

- What are the structure and tasks?
- Which support for trainers?

Baltic Sea Academy

KA4HR

2 levels of education

Dual bachelor study program

- Why?

- What are the basic structure and main tasks?

- What are the tasks of the lecturers?

Challenges

- There is a large shortage of entrepreneurs in all countries, which severely limits the growth of SMEs.
- The number of young workers will fall by up to 25% by 2030.
- High ageing of current business owners.
- It is becoming increasingly difficult to meet the high and growing demand for business successors and start-ups.
- The number of young entrepreneurs must increase by at least 5% per year but it is constantly decreasing.
- Already job losses occurring today.
- Of the very high number of university graduates, only a very limited number of entrepreneurs can be recruited for SMEs.
- Insufficient provision of HR skills in common entrepreneurship training courses.

KA4HR offers solutions in the form of Dual Bachelor Programs:
a) Transfer & Implementation "Business Administration for SMEs"
b) Development "Management 4.0".

We need to find new ways to attract and secure entrepreneurs, business transfers and start-ups.

Dual courses of study optimally combine theory & practice while maintaining top quality.

➢ 50% of the training period: vocational training or work in company

➢ 50% of the training period: study at university

➢ Credit Points for training in the company and at university

= Targeted acquisition of outstandingly qualified entrepreneurs for SMEs
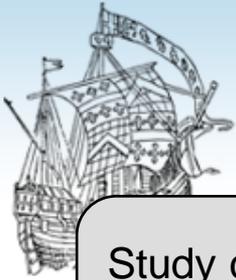
Bachelor & Skilled Worker

Study courses: Technology and Management of Renewable Energies and Energy Efficiency; Business Administration; Civil Engineer; Facility Management etc. (Degree: Bachelor of Arts)

Completion of training journeyman or skilled worker

College or University

Training company

Vocational school

General higher education entrance qualification or advanced technical college entrance qualification

3,5 - 4 years

2 - 2,5 years

Attracting the best as entrepreneurs or managers for SMEs!
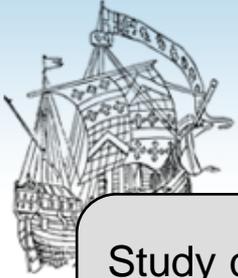
Dual Bachelor

Study courses: Technology and Management of Renewable Energies and Energy Efficiency; Business Administration; Civil Engineer; Facility Management etc. (Degree: Bachelor of Arts)

Other adapted models according to specific national conditions, e.g. Finland:

- Study at university and longer coordinated learning and work placements/internships in companies

- Possibility to acquire CP in university and company

General higher education entrance qualification or advanced technical college entrance qualification

3,5 - 4 years

Attracting the best as entrepreneurs or managers for SMEs!

(Academic) Bachelor's & (Vocational) Master's Degree

Fourth year

Training 50% in the company and 50% in the university

Third year

Training 50% in the company and 50% in the university

Second year

Training 50% in the company and 50% in the university

First year

Training 50% in the company and 50% in the university

Integrated Bachelor's and Master's examination and admission to training

Journeyman or skilled worker examination

Admission to higher education

(Academic) Bachelor's & (Vocational) Master's Degree

Combined or integrated training		2000 – 2200 h	Bachelor of ……. **and** Professional Master
Dual Bachelor's program	Master training		

➤ Concept, curricula, module manuals, teaching materials, examination regulations etc. completed

➤ **hochschule21** in Germany currently testing Civil Engineering BA and Construction Master Craftsman Training with 95 students

➤ **Vilnius Gediminas Technical University** even more innovative: Integrated study course Electrical Engineering & Master Training – Currently accreditation - Testing from September 2020

➤ Currently testing individual modules in Poland by **Wielkopolska Craft Chamber** in Poznan with Uni
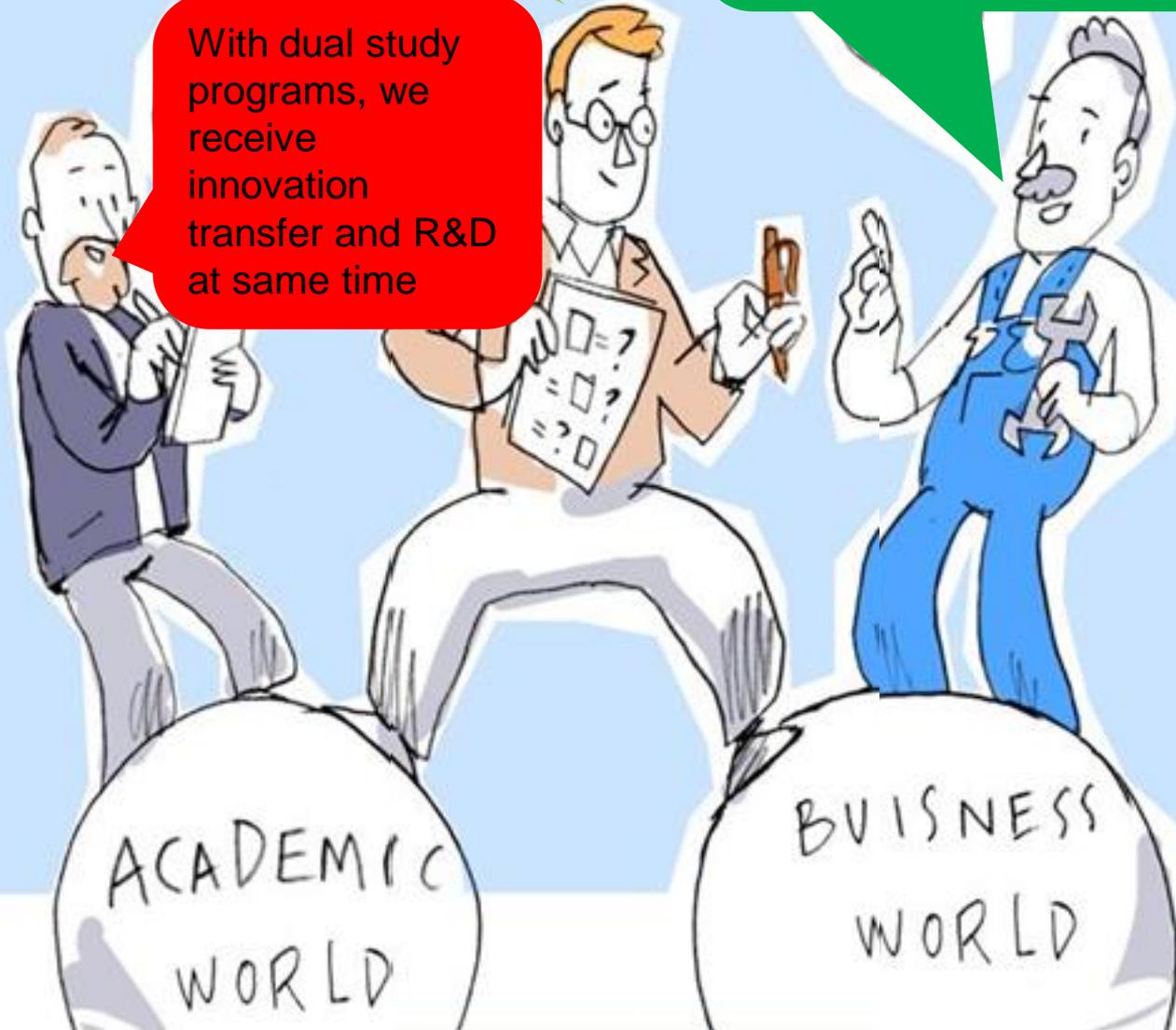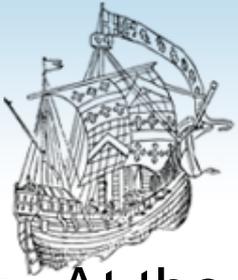
Challenges for Lecturers

- At the university: 60% of knowledge transfer by university lecturers and 40% by practitioners
- This ensures ongoing exchange between the two institutions and management transfer to universities
- Students act as transmitters in the reciprocal transfer of knowledge and innovation
- Lecturers and SMEs as equal partners
- Regular advice and innovation support for SMEs by lecturers
- Realisation of term papers and bachelor theses in SMEs by students accompanied by lecturers
- Universities as lead partner for larger R&D projects of individual SMEs or several SMEs in a sector network
- Comprehensive written and electronic transfer in addition to the personal exchange and transfer through the university

Baltic Sea Academy

KA4HR

Center of Competence

Knowledge Alliance and Center for Competence "HR for SME"

- What are the structure and tasks?

- Which support for trainers?

Baltic Sea Academy

During the course of the project Knowledge Alliance "HR for SME"

will be transferred & continued permanently

Center of Competence „HR for SMEs" (CoC)

During the project period:

- ✓ Development & coordination of concept for CoC
- ✓ Attracting CoC partners
- ✓ Development & coordination of management and business plan of the CoC
- ✓ Establishment & launch of operations of CoC

Operation as virtual CoC with cooperation of
- colleges and universities,
- vocational schools and other training institutions,
- chambers of commerce and other SME promotors

Example CoC „HR for SMEs"
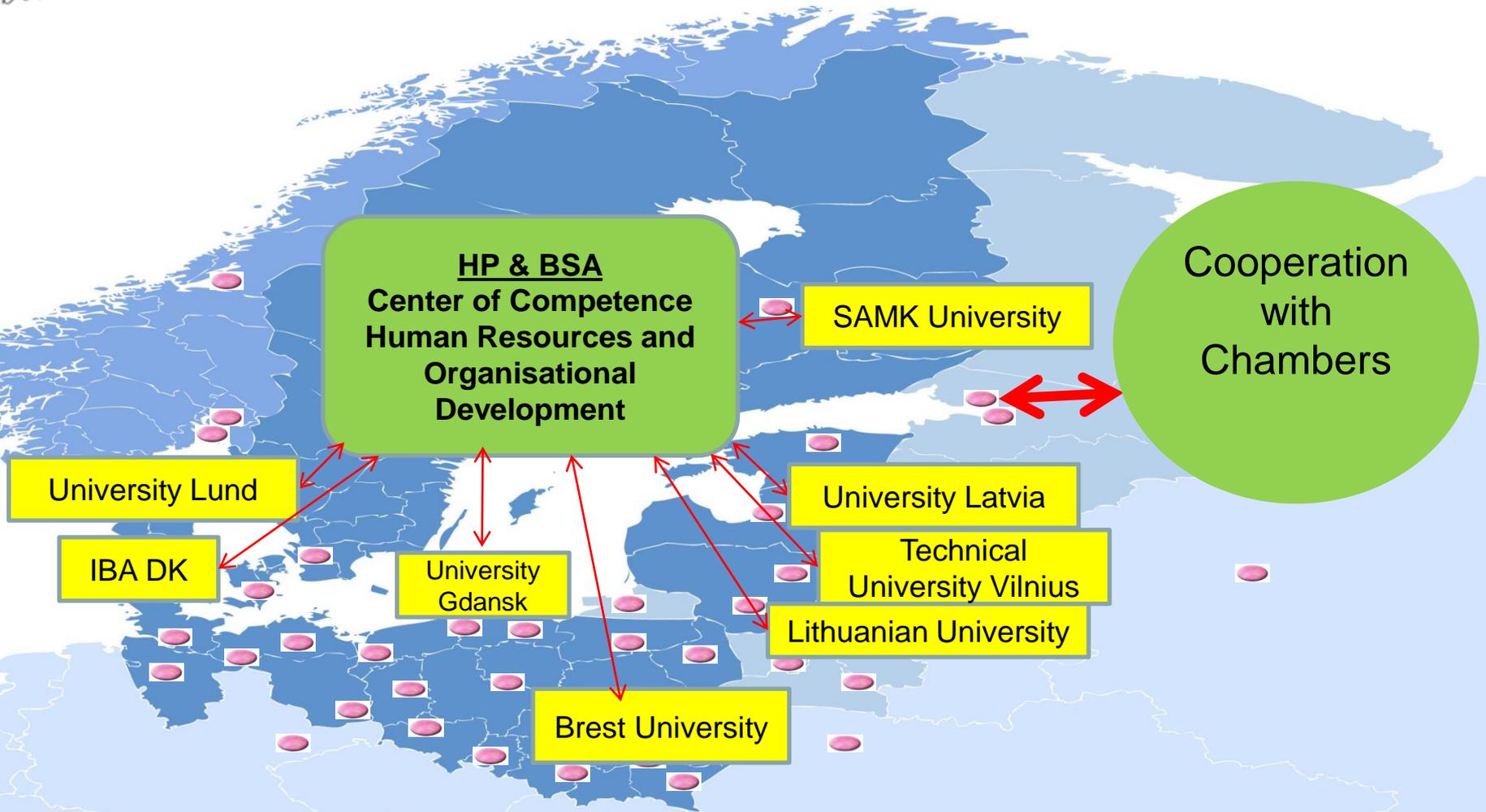
CoC Tasks

- HP & BSA secretariat with central coordination and development functions
- Implementation of tasks with individual/several universities and individual chambers, SME promoters & providers of vocational training
- Ongoing development and implementation of HR promotion and development projects
- Funding from EU and national funds
- Establishment and advisory support of regional HR Centres of Competence, which are operated in cooperation with universities, chambers of commerce and vocational schools of a region
  Currently e.g. establishment and development of regional 3-stage Centre of Competence in Slupsk, Poland

CoC Support for Trainers

- Securing information exchange and international cooperation
- Ongoing consultation of and mediation between cooperation partners
- Attraction of SMEs by economic chambers
- Involvement of the chambers in advisory and educational tasks for SMEs
- Attracting vocational schools as dual education partners
- Implementation of train the trainer trainings
- Development of curricula, teaching materials, etc.
- Development of new innovation support schemes
- Development, application and joint implementation of development and funding projects
- **Establishment and development of regional centres of competence "HR for SMEs"**

Regional CoC Partners and *roles/tasks*
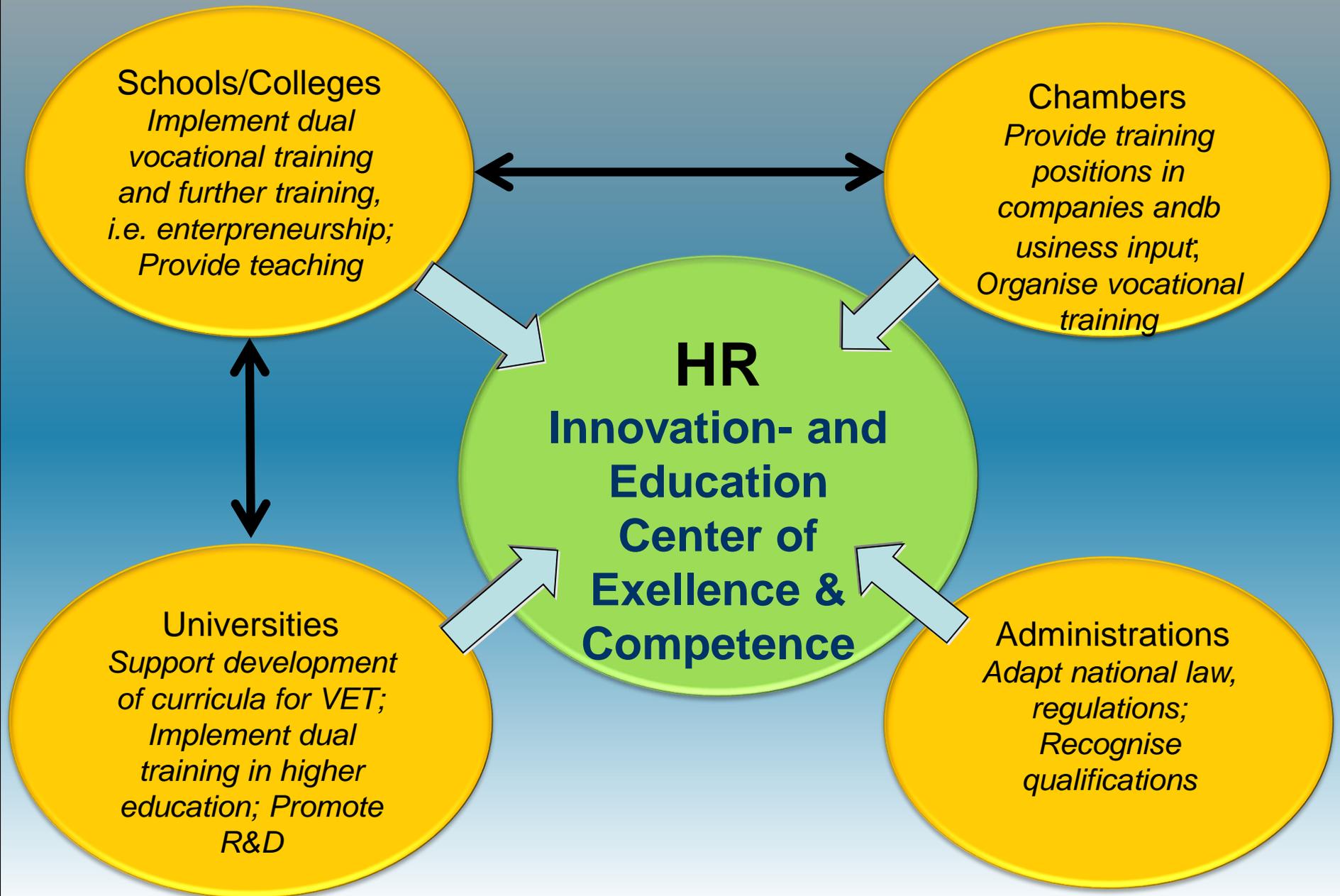
Center of Competence

Vocational Schools

SMEs + Chambers

Joint promotion through cooperation

Regional Center of Competence „HR for SMEs"

Universities + Colleges

Administrations
- Consultations
- Subsidies
- Co-financing

Currently being developed in Slupsk, Vilnius and Riga!

Model of Regional CoC

Tasks

Actors

Innovation Promotion and R&D

Vocational Schools

Dual Study Programs

CoC „HR for SMEs

Dual Vocational Training

SMEs + Chambers

Administrations

Further Vocational Training

Universities + Colleges
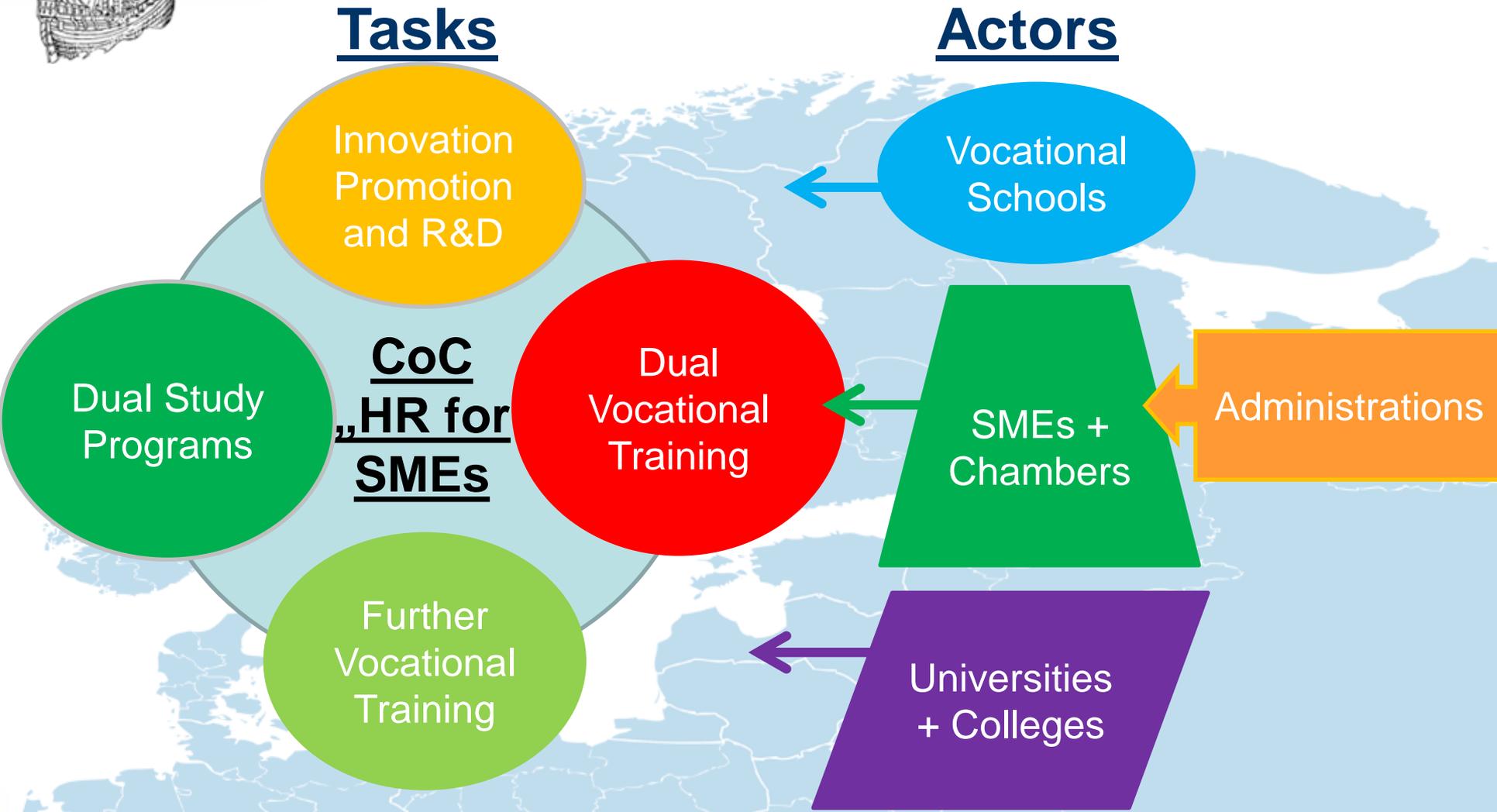
Regional HR Innovation and Education Center of Exellence & Competence

Center of Competence