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Arbeit und Zukunft – Project Partner 11 – Alexander Frevel

## Implementation Report

# Train the Trainer Program

## 1. Tasks

### ➤ **Development of a Train the Trainer program**

The support of SMEs in the targeted development or optimisation of

- a demographically stable,
- age and ageing-appropriate personnel (human resources) policy
- that promotes the work ability of employees

requires support from experienced, external consultants.

In order to qualify this group of people, trainers for consultants should be trained.

### ➤ **Testing and Evaluation of the Train the Trainer Program**

The pilot test should be carried out with participants from the defined target group.

The task of course evaluation was the responsibility of Satakunta University.

## 2. Execution of the development task

Based on the survey of SME organisations and companies (see report "Identification of SME Conditions and Qualification Needs"), the curriculum for the Train the Trainer (ttt) program was developed in consultation and cooperation with the project partners (project workshop June 2019 in Hamburg, coordination with Baltic Institute of Finland in Tampere and Satakunta University in Pori in August 2019, several meetings with the Baltic Sea Academy).

At the request of the project partners, the approach was extended to training for consultants (ttc) in order to include more practical aspects of consulting tasks and thus be able to address a broader target group for the pilot testing.

This defined two target groups:

- 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 curriculum oriented on these both target groups and contained the aims and learning objectives, planned content, time schedule, and methodological notes.

The course materials include the following elements:

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

### **3. Course Execution**

The pilot testing of the training seminar took place on 16th (10 lessons) and 17th (6 lessons) October 2019 at the University of Latvia, Riga.

#### **Reaching the target group**

In total 15 people participated in the course, mainly project partners from Latvia (7), Poland (3), Finland (2), and Germany (3).

The participants corresponded to the intended target group

- Train the Trainer                      predominantly (chambers and universities)
- Train the Consultants                only to a small extent,  
because the majority of people from chambers and universities have no practical experience in business consultancy; the qualification of consultants has not yet been implemented by the participating institutions.

The low level of previous knowledge of the participants with regard to concrete consulting processes in companies has somewhat limited the desired / intended practical relevance of the training.

- Nevertheless the contents seemed to be familiar and comprehensible.
  - But some of the tasks of consultants were at best theoretically known.
  - In some cases a more directive rather than a participatory approach to support development processes seemed to be favoured.
- In this respect, there is a need for a significantly improved basis with regard to knowledge about and skills in consulting processes and their practical testing before consultants are trained. This was not conceptually intended and could not be achieved in the context of this seminar.

### **Time structure**

The course was completed in the planned time.

However, the lecturer conducting the course got the impression that not all contents were understood completely and in the aimed intention (e.g. attitude in consulting processes; questioning development regarding the actual needs and possibilities of the consulting company).

### **Contents**

The ideas for topic-specific consultations

- Employees and Co-entrepreneurs (GUT)
- Digitisation & Human Capital (SAMK)
- Innovation Processes (CETS)

were presented in this pilot test. They were mainly technically orienting, but not action-instructive for further ttt/ttc seminars. The time (about three teaching hours) can be used much better for testing counselling tasks and/or the exchange of professional experience.

The evaluation of the pilot seminar was done by Satakunta University (see the evaluation report).

## **4. Conclusions**

The developed curriculum is suitable in the central subject areas for the training of consultants and for the training of trainers for consultants.

For a successful application it seems necessary

- either to define more precisely the competence requirements of the participants – and the compliance with this rules –

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- or some few days more should be set aside for training, including more extensive case studies and the participation of companies as well as experienced consultants.

Further adjustments in the curriculum a) in the contents and b) methodically/didactically are not necessary, especially since a different time structure must be provided for further applications anyway as soon as subject-specific aspects form the focus.