Interreg

Danube Transnational Programme

EUROPEAN UNION

(e-learning course)

Enhancing professional training in companies

TRAIN THE TRAINERS

Contents

EDU-LAB: CHANCES FOR YOUNG PEOPLE

EDU-LAB: CHANCES FOR YOUNG PEOPLE

Introduction

21st century employees differ from the way they engage in work tasks and the way how they consume knowledge content. Their demands are different. Their **attention spans** are shorter. Even their brains are rewired. Because of these rapid changes, learning and development leaders need a new framework for building successful learning/training programs that meet 21st century challenges.

The e-learning course "Enhancing professional training (train the trainers) in companies" is one of 4 e-learning courses developed by EDU-LAB: New Danubian Governance in Labour market Relevance of Higher Education project partners.

The e-learning course "Train the trainers" will be of use for trainers in industrial and business companies, educators and trainers in public administration. This includes local authorities at local and regional levels, state and local administration in education (Regional Education Directorates, Community Commissions for Education or similar, etc.), and state and local administration responsible for the local and regional labor market (Employment Office Directorates, Regional Employment Agencies, etc.), Higher Education institutions, NGOs operating in Education and/or on/for the labor market needs.

The e-learning course "Train the trainers - Enhancing professional training in companies" is a context independent. This means that the knowledge acquired by the trainers is applicable to each sector of the industry (Transport industry trainers, IT industry trainers, etc.) and society.

The e-learning course is structured into two parts. Part one is named Trainers` competency model. Part two is named Trainers` e-skills and management skills. Each part is sub structured into modules. Each module starts with the objectives, then the content is presented, a test is given at the end along with assignments. To test the acquired knowledge of the course, you have to answer correctly to all 30 questions. To develop competencies, you have to do all 20 assignments.

Happy lifelong learning!

- Read => reflect on the knowledge and how to apply it to your job.
- Test => prove the acquired knowledge
- Develop competencies => Create artifacts and do the assignments
- Apply => **be a change maker** in your training practice

Learning by questioning!

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Part one: Trainers` competency model

Module 01 — Trainers` competencies and competency models

Part one: Trainers` competency model

Module 02 — Training methodology. Knowledge management. Need analyze

Part one: Trainers` competency model

Module 03 — Technologies and web 2.0 for training

Part one: Trainers` competency model

Module 04 — Pedagogy 2.0 and e-portfolio in training. Feedback

Part one: Trainers` competency model

Module 05 — Training delivery, evaluation and efficiency

Part two: Trainers` e-skills & management skills

Module 01 — Trainers` e-Skills

Part two: Trainers` e-skills & management skills

Module 02 — Communication skills

Part two: Trainers` e-skills & management skills

Module 03 — Time management skills

Part II: Trainers` e-skills & management skills

Module 04 — Trainers` management skills

Part two: Trainers` e-skills & management skills

Module 05 — Change management

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Part one: Trainers` competency model

Module 1: Trainers` competencies and competency models

„Most of us learn better when we are actively participating in training."

Objectives: After completing the "Trainers` competencies and competency models" module, you will have an understanding and knowledge of what the competency is, competency models and what is the specifics of the trainers` competency models including digital and soft skills.

Time to read 26 min.

1.1. Who are the 21st century trainers?

Today's successful trainers are highly skilled and motivated professionals who are able to prove their business worth and value. Trainers need a clear business and performance focus, to be able to think creatively and critically. The modern trainer is open to new thinking and focused on continual self-development side by side with the development of the learners they serve.

The modern trainer is multi-skilled, effectively harnessing a multitude of materials and information. The 21st century trainer is an active member of online communities of practice, harnesses social media by blogging, tweeting, networking, contributing or lurking, and constantly makes space for continual and informal learning. To progress as a true 21st century trainer will take time, personal investment in self-development, and an un-wavering commitment to new ideas, experimentation and sharing good practice.

1.2. What does mean the competency? Is there a difference between competency and competence?

A competence is the ability of an individual to do a job properly. A **competency** is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees.
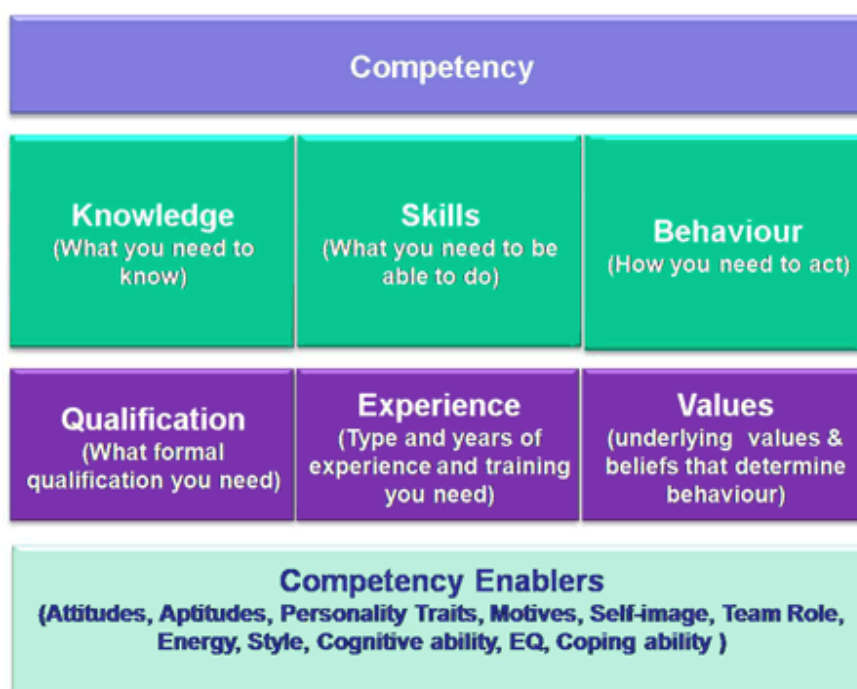
Figure 1 Competency enablers

Among the popular competency dictionaries are:

- European Dictionary of Skills and Competences
- Workitect's Competency Dictionary
- Harvard University Competency Dictionary
- Georgia's Competency Dictionary
- NASA Competency Management

1.3. What does mean competency model?

Competency models identify the knowledge, skills, and abilities necessary to successfully perform critical work functions in an industry or occupation.
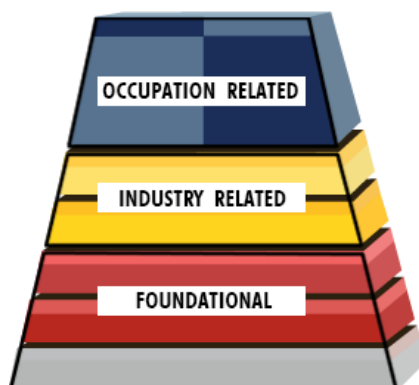
Figure 2 Competency model layers

The competencies have to be appropriate for the industry and the key behaviors to be adequately described with the relevant activities.
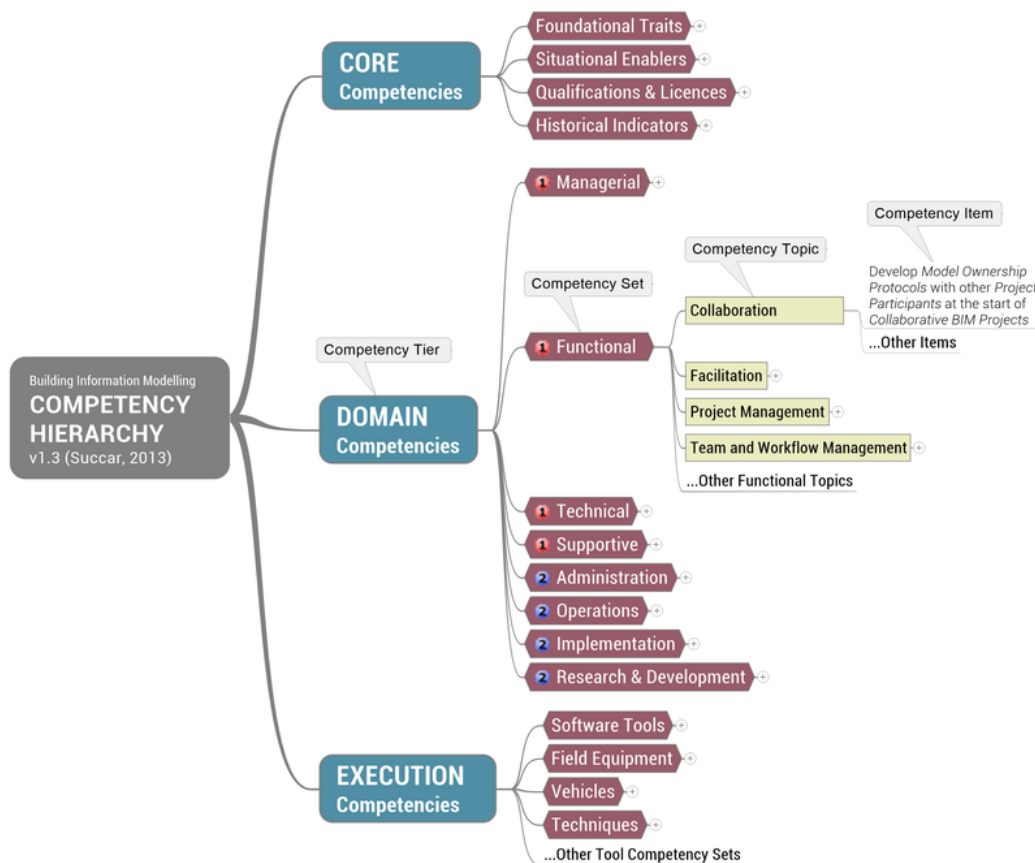
Figure 3 Competency Hierarchy

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Building competency model requires the following steps of activities:

1. select key behaviors listed under each competency to include in your model
2. include all competencies and key behaviors by checking the appropriate box
3. add more key behaviors to existing competencies
4. edit existing key behaviors on some competencies
5. add new competencies and associated key behaviors

1.4. What is Competency-Based HR?

The main task and challenge of Human Resource Management (HRM) is to identify and develop competencies in a way that will enable the most efficient operation of the organization. The competency - based HRM system is a set of coherent and mutually related practices of HRM in all its areas:

- from individuals' entering an organisation (e.g. the processes of recruitment, selection and induction)
- effective functioning (e.g. the processes of performance appraisal and motivation)
- development (e.g. the processes of training and non-training development activities)
- to leaving the organisation by individuals (e.g. the processes of dismissal and outplacement).
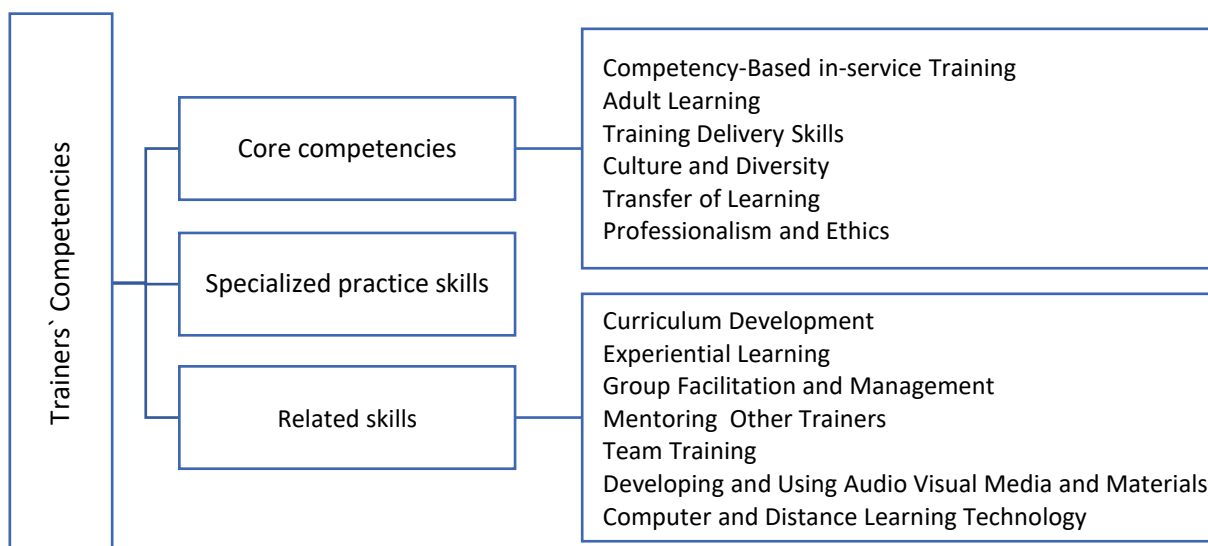
Figure 4 Trainers` Competencies

❖ **Trainer`s tasks**

- Analyze training needs to develop new training programs or modify and improve existing programs.
- Evaluate instructor performance and the effectiveness of training programs, providing recommendations for improvement.
- Plan, develop, and provide training and staff development programs, using knowledge of the effectiveness of methods such as classroom training, demonstrations, on-the-job training, meetings, conferences, and workshops.
- Prepare training budget for department or organization.
- Confer with management and conduct surveys to identify training needs based on projected production processes, changes, and other factors.

❖ **Trainer`s skills**

- Learning Strategies - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Instructing - Teaching others how to do something.
- Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Coordination - Adjusting actions in relation to others' actions.
- Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

❖ **Trainer`s abilities**

- Oral Expression - The ability to communicate information and ideas in speaking so others will understand.
- Deductive Reasoning - The ability to apply general rules to specific problems to produce answers that make sense.
- Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity - The ability to speak clearly so others can understand you.

❖ **Trainer`s activities**

- Training and Teaching Others - Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Communicating with Supervisors, Peers, or Subordinates - Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Establishing and Maintaining Interpersonal Relationships - Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Coaching and Developing Others - Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Getting Information - Observing, receiving, and otherwise obtaining information from all relevant sources.

❖ **Trainer`s detailed work activities**

- Conduct opinion surveys and needs assessments.
- Evaluate training programs, instructors, or materials.
- Evaluate employee performance.
- Evaluate program effectiveness.
- Conduct employees training programs.

❖ **Trainer`s work styles**

- Integrity - Job requires being honest and ethical.
- Leadership - Job requires a willingness to lead, take charge, and offer opinions and direction.
- Initiative - Job requires a willingness to take on responsibilities and challenges.
- Dependability - Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- Adaptability/Flexibility - Job requires being open to change (positive or negative) and to considerable variety in the workplace.

❖ **Trainer`s digital competence**

Digital competence is one of the eight key competences and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life.

1.5. What are the key competences for lifelong learning?

- Communicating in a mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.
- Communicating in a foreign language: as above, but includes mediation skills (i.e. summarising, paraphrasing, interpreting or translating) and intercultural understanding.
- Mathematical, scientific and technological competence: sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).
- Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.
- Learning to learn: ability to effectively manage one's own learning, either individually or in groups.
- Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.
- Sense of initiative and entrepreneurship: ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.
- Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

1.6. Who is the trainer 2.0?

Trainer 2.0 is an innovator to find lots of new ways to engage trainees and explore opportunities for digital and social interaction through new media and technology, and connect trainers emotionally by taking their pleasure in both engaging digital media and training models.

Figure 5 Trainer 2.0 knowledge areas

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1.7. What is the trainers` Key Knowledge?

❖ Learning theory

Learning theories are an organized set of principles explaining how individuals acquire, retain, and recall knowledge. Behaviorism is interested in looking at behavior and observable changes. Therefore, behaviorism in instruction focusses on generating new behavior patterns. Cognitivism is interested in looking at the thought processes behind the behavior. Therefore, cognitivist learning theory stresses acquisition of (including reorganization) of cognitive structures. Constructivism claims that knowledge is constructed through the interplay of existing knowledge and individual (or social) experience. There are several variants, e.g. constructionism, constructivism and situated cognition.

❖ Conduct training

- Needs assessment
- Developing learning objectives
- Evaluating the impact of training initiatives
- Use of learning technologies and tools (Learning Management System)
- Pedagogy

❖ Develop engaging content

- Types of digital content and format
- Process for develop digital content
- Use of social media for collaborative training and share knowledge – Collaboration 2.0

❖ Trainers Key Soft skills

The ability to teach others, exercise leadership, negotiate and work with people from diverse backgrounds are some of the most important skills a Soft Skills Trainer will need to be able to do. In addition, an understanding of conflict resolution and the ability to teach strategies related to it are key. Social perceptiveness is also helpful because it will allow the trainer to understand the motivation or lack of motivation of specific individuals and use the information to encourage the development of interpersonal skills.
- Selecting or creating appropriate learning materials for instructional purposes
- Monitoring the effectiveness of training materials
- Assessing the weaknesses and strengths of individuals and adjusting training as needed
- Performing administrative tasks such as scheduling, coordinating and billing
- Analytical and **decision-making skills**
- Interpersonal skills
- Public speaking skills

1.8. Test your knowledge

Find the right answers on page 65.

🕐 Time to do the test 5 min.

1. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees.
   a) True
   b) False
2. Put the right word on the empty space in the following definition.
   Competency models identify the knowledge, ………………, and abilities necessary to successfully perform critical work functions in an industry or occupation.
   a) Behavior
   b) Attitude
   c) Skills
3. Being confident and critical use of information and communications technology for work, leisure and communication are:
   a) Communication competency
   b) Digital competency

🕐 Time to do the assignments 150 min.

Assignments Module "Trainers` competencies and competency models".

1. Answer each question from Module one with just one sentence.
2. Use the tool Padlet (https://padlet.com/) to share the answers with your workplace community.
3. Create a competency model for your occupation as a trainer and underline the GAP of competencies you have to improve.

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Module 2: Training methodology. Need analyze. Knowledge management

"Be flexible to learn any when and anywhere!"

Objectives: After completing the "Training methodology. Need analyze. Knowledge management" module, you will acquire knowledge about key terminology – training goal, objective and learning activities. You will be able to understand the ADDIE model for designing a training and what is the role of need analyze. The participants will acquire knowledge of knowledge management (KM), as well as the difference between KM 1.0 and KM 2.0.

🕐 *Time to read 45 min.*

Training methodology includes principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Training methodology is related to the curriculum. The standard advice on curriculum development was formulated in Basic Principles of Curriculum and Instruction, a short 1950 book by University of Chicago professor Ralph W. Tyler. With engaging logic, Tyler asked four fundamental questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we assess whether these purposes are being attained? Training methodology

2.1. What does it mean training design?

The training design includes task analysis and develop training goals and objectives. Overall results or capabilities you hope to attain by implementing your *training plan*, e.g., pass supervisor qualification test. Learners/trainee are well performing towards at most two to four goals at a time.

1) Determine the Goals Yourself

2) Set Realistic Expectations

3) Sources of Suggestions Supervisors and Subordinates

4) Integrate Results Expected from the Learner with Goals in the **Performance Plan**.

What you will be able to do as a result of the learning activities in this plan?

- Active vs. Passive Learning
- Develop Learning Activities

What will you do in order to achieve the learning objectives? 1) complete a course in basic supervision, 2) address a major problem that includes making major decisions, 3) delegate to a certain employee for one month.

Learning Design is an application of a pedagogical model for a specific learning objective, target group, and a specific context or knowledge domain. The learning design specifies the teaching and learning process, along with the conditions under which it occurs and the activities performed by the teachers and learners in order to achieve the required learning objectives.

Instructional design is the systematic development of specifications using learning and instructional theory to ensure the quality of training. In job-related training, the aim of instructional design is to improve employee performance and to increase organizational efficiency and effectiveness.
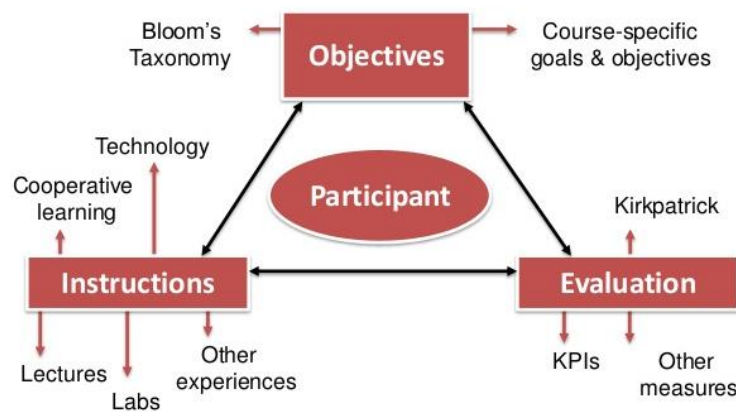
Figure 6 Effective training design (Felder & Brent, 1999)

2.1. Why Bloom`s Taxonomy and learning activities are important?

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.
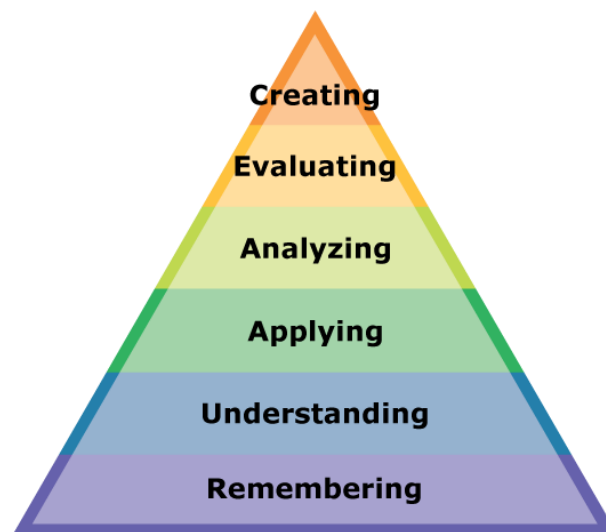
Figure 7 Bloom's Taxonomy

Learning artefacts are evidence produced during your learning activities - these are results that someone can see, hear, read. Assessment and judgment on quality of evidence in order to conclude whether you achieved the learning objectives or not. Curriculum refers to the means and materials with which trainee/students/learners will interact for the purpose of achieving identified educational outcomes.

Training can occur as a result of three settings. Non-formal learning doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and capacities. Informal learning is the unofficial, unscheduled, impromptu way most of us learn to do our jobs. This type of learning is never organized.
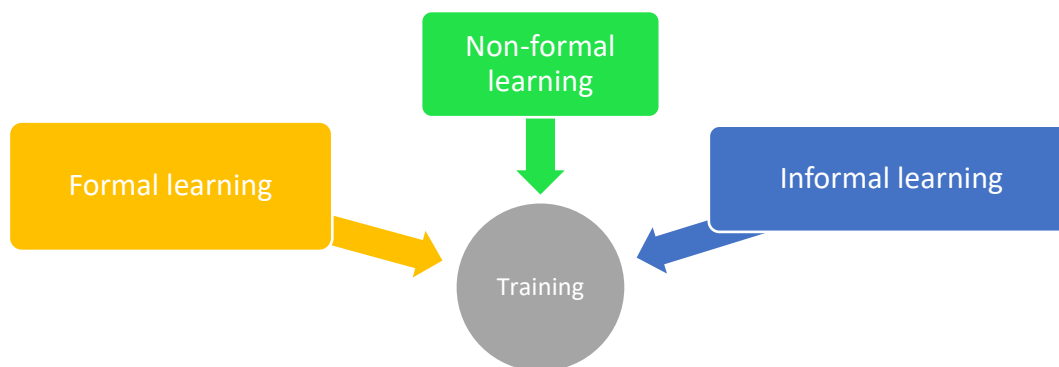
Figure 8 Training settings

2.2. Why marketing-based approach in training is important?

Adopting a marketing-based approach to understand the needs of learners by using analytics and demand-generation strategies allows the training organization to target competency-based content directly to those who need it. This is not about marketing the availability of courseware for the purpose of increasing the consumption of content. It is about using analytical data and intelligence about the learner's needs to better target content directly to the learner who needs it.

ADDIE Model is the systematic approach to the Analysis, Design, Development, Implementation, and Evaluation of learning materials and activities. Instructional design aims for a learner-centered rather than the traditional teacher-centered approach to instruction, so that effective learning can take place. This means that every component of the instruction is governed by the learning outcomes, which have been determined after a thorough analysis of the learners' needs.

- Analysis - The process of defining what is to be learned.

Sample Tasks	Sample Output
Needs assessment Problem identification Task analysis	Learner profile Description of constraints Needs, Problem Statement Task analysis

- Design - The process of specifying how it is to be learned.

Sample Tasks	Sample Output
Write objectives Develop test items Plan instruction Identify resources	Measurable objectives Instructional strategy Prototype specifications

- Development - The process of authoring and producing the materials

Sample Tasks	Sample Output
Work with producers Develop workbook, flowchart, program	Storyboard Script Exercises Computer assisted instruction

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- Implementation - The process of installing the project in the real world context.

Sample Tasks	Sample Output
Teacher training Tryout	Comments, data

- Evaluation - The process of determining the adequacy of the instruction.

Sample Tasks	Sample Output
Record time data Interpret test results Survey graduates Revise activities.	Recommendations Project report Revised prototype.

2.3.   What is Training Needs Analysis?

A Training Needs Analysis (TNA) (or Learning Needs Analysis LNA) consists of a series of activities conducted to identify or solve problems and to determine whether training is an appropriate solution. How to determine training needs? Many needs assessments are available for use in different employment contexts.

Types of Needs Analyses in different employment contexts:

- Organizational Analysis. An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. What is the organization overall trying to accomplish? The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.
- Person Analysis. Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. Do the employees have required skills? Are there changes to policies, procedures, software, or equipment that require or necessitate training?
- Work analysis / Task Analysis. Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.
- Performance Analysis. Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a Performance Gap?
- Content Analysis. Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.
- Training Suitability Analysis. Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.

- Cost-Benefit Analysis. Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

2.4. Why the assessment of the training is necessary?

Any test or procedure used to measure an individual's employment or career-related qualifications and interests can be considered a personnel assessment tool. Organizations use assessment tools and procedures to help them perform the following human resource functions:

- Selection. Organizations want to be able to identify and hire, fairly and efficiently, the best people for the job and the organization. A properly developed and applied assessment tool may provide a way to select successful sales people, concerned customer service representatives, and effective workers in many other occupations.
- Placement. Organizations also want to be able to assign people to the appropriate job level. For example, an organization may have several managerial positions, each having a different level of responsibility. Assessment may provide information that helps organizations achieve the best fit between employees and jobs.
- **Training and development**. Tests are used to find out whether employees have mastered training materials. They can help identify those applicants and employees who might benefit from either remedial or advanced training. Information gained from testing can be used to design or modify training programs. Test results also help individuals identify areas in which self-development activities would be useful.

Needs Assessment techniques:
- Direct observation
- Questionnaires
- Consultation with persons in key positions, and/or with specific knowledge
- Review of relevant literature
- Interviews
- Focus groups
- Assessments/surveys
- Records & report studies
- Work samples
- Others.

2.5. What is the difference among Knowledge, Skills, and Abilities?

Knowledge - Organized sets of principles and facts applying in general domains. Skills - Developed capacities that facilitate learning or the more rapid acquisition of knowledge. Abilities - Enduring attributes of the individual that influence performance.

The technique (Performance Analysis) is used to identify which employees need the training.
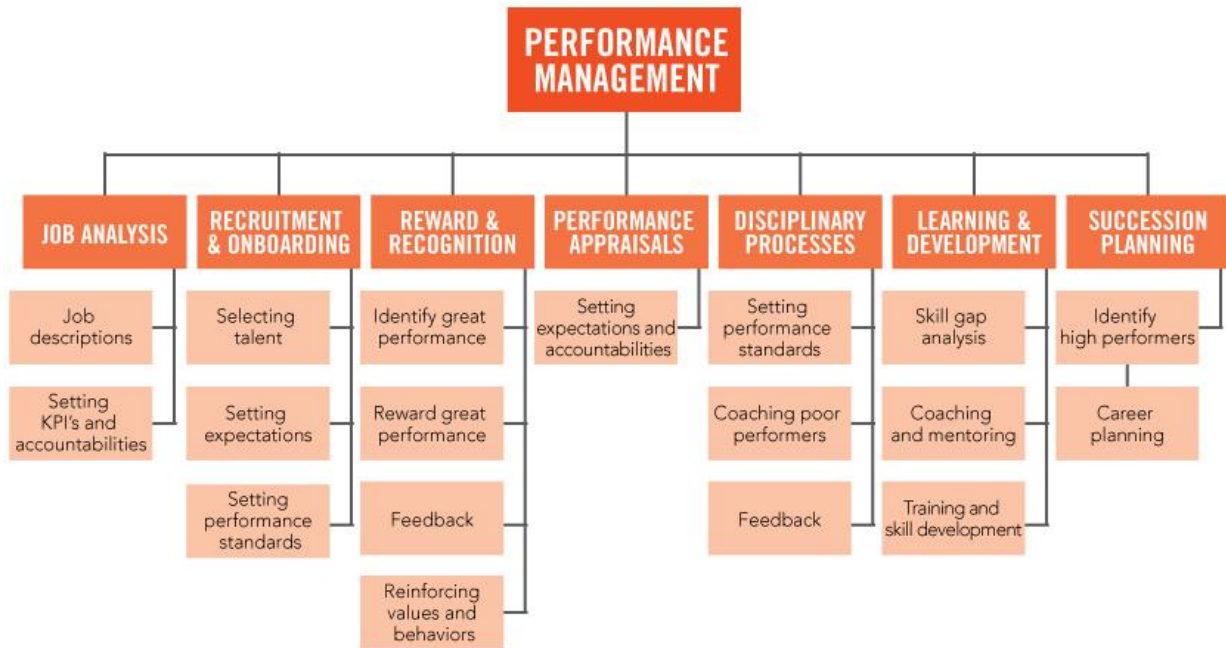
Figure 9 Performance management characteristics

2.6. What does knowledge management mean for the training practices?

Knowledge management (KM) is the systematic management of an organization's knowledge assets for the purpose of creating value and meeting tactical & strategic requirements. It consists of the initiatives, processes, strategies, and systems that sustain and enhance the storage, assessment, sharing, refinement, and creation of knowledge.

KM drivers: Social collaboration and networks, Search indexing, Enterprise Collaboration, Mobile Technology, Visuals and videos, Integrated external processes, User engagement and customer support integration, Linked content creation and knowledge management, Segmentation of spaces, Friendly UI (User Interface), Knowledge Management Software (KMS) and Automation of knowledge discovery, Customization, ease and simplicity of use, and scalability of tools.

KM software is rapidly becoming more accessible and functional. The world's most forward-thinking businesses are already using these software suites on a daily basis. See Captera.

2.7. What is the difference between KM 1.0 and KM 2.0?

Thanks to a number of Web 2.0, technologies knowledge workers are now more keen on sharing what they know with others than ever before. Knowledge Management 2.0 helps people and organizations to capture and spread their knowledge in a social, involving manner and to collaborate.

	Knowledge Management 1.0	Knowledge Management 2.0
Overall focus	Knowledge-oriented	People/practice oriented
Knowledge	Epistemology of possession	Epistemology of practice
People	Individual (expert) intelligence Users of knowledge Channel networks	Collective intelligence Co-creators of knowledge Community networks
Processes	Transferring of "knowledge" Formal processes Top-down approach	Sharing of practices Informal processes Bottom-up approach
Technology	KMS Control Imposed structure	Web 2.0 Empowerment Emergent structure

Collaboration skills are very important for each training practice at workplace. It involves:

- Awareness - become part of a working entity with a shared purpose
- Motivation - drive to gain consensus in problem solving or development
- Self-synchronization - decide as individuals when things need to happen
- Participation - participate in collaboration and we expect others to participate
- Mediation - negotiate and we collaborate together and find a middle point
- Reciprocity - share and we expect sharing in return through reciprocity
- Reflection - think and we consider alternatives
- Engagement - proactively engage rather than wait and see.

Connecting people remains the best way to transfer knowledge. Connected Knowledge encourages discovery. Knowledge management is embedded in everything we do. Accelerated expertise development is crucial as the baby boomers retire (AQPC).

2.8.   Test your knowledge

Find the right answers on page 65.

🕐   Time to do the test 3 min.

4.   An application of a pedagogical model for a specific learning objective, target group, and a specific context or knowledge domain is:
    a)   ADIE model
    b)   Training delivery
    c)   Learning design
5.   The framework elaborated by Bloom and his collaborators consisted of:
    a)   Five major categories
    b)   Six major categories
    c)   Two major categories

🕐   Time to do the assignments 110 min.

Assignments Module "Training methodology. Need analyze. Knowledge management".

4.   Explain what are the differences between the Needs Analyses in different employment contexts. Visualize your thoughts and answers as a Wordcloud. https://www.wordclouds.com/
5.   Create an infographic using https://www.easel.ly/ for Knowledge management practice at your workplace.

Module 3: Technologies and web 2.0 for training

"Experience is Better Than Theory"

Objectives: After completing the "Technologies and web 2.0 for training" module, you will acquire knowledge about LMS, will have an understanding about the use of simulations technologies, web based tools and training 2.0, and social computing tools applicable to learning and training.

🕐 *Time to read 17 min.*

Learning and development (L&D) departments striving to meet business objectives efficiently are constantly looking for ways to maximize their return on training investment. As such, some of the most important training points in tech context are related to:

- Using Blended Learning Techniques
- Outsource Training Instructions
- Training Content
- Investing in e-Learning and Technology. Training ROI

3.1. How does the E-Learning is defined?

E-learning can be defined as the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance. Technology is revolutionizing corporate learning methods and tactics, enabling organizations to engage with their employees in the most effective way. The once among the most efficient are simulations technologies.

Figure 10 Training technologies and approaches

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Simulation-based training aims to reduce errors and cost and address knowledge and skill gaps. Simulator development technologies can generate realistic scenarios that allow employees to react properly to injuries and workplace damage.

A learning management system (LMS) is a software application for administration, documentation, tracking, reporting and delivery of educational courses or training programs. Some LMS Features are as follow:

- Asynchronous Learning
- Blended Learning
- Built-In Course Authoring
- Certification Management
- Gamification
- Gradebook
- Mobile Learning
- Skills Tracking
- Social Learning
- Student Portal
- Synchronous Learning
- Testing / Assessments
- Video Conferencing

3.2. What are the Learning Concepts?

- Microlearning is the concept of delivering content to learners in small, specific bursts over time or just when needed. This has led to short how-to-videos that last less than five minutes and to small text message-based instruction.
- Gamification is a large trend that appears to be growing in both use and acceptance. Using a combination of the science of motivation, distributed learning, and other neuroscience foundations, gamification takes advantage of game elements to engage learners.
- Learning 2.0 is collaborative learning through web-based technologies and especially Web 2.0. It allows acceleration of the learning process in multichannel for knowledge sharing and knowledge creation. Future learning environments capitalize on the potential of Web 2.0 by combining social software tools with connectivist pedagogical models.
- Personalized learning is instruction that adapts and changes based on individual learner inputs and actions.
- Immersive Learning consists of different facets of the same concept that are making learning more immersive. One of the most interesting factors is the emergence of virtual experiences in real-time through the use of such devices as the Oculus Rift and the ingeniously simple Google Cardboard.

3.3. What are the uses by Web 2.0 in training?

The web 2.0 technologies give the learner ability to combine text, audio and video content with online learning spaces, electronic communication, web-based conferencing systems, simulation software, social media and live synchronous tools is delivering flexible learning opportunities. Consequently, Learning 2.0 approaches promote the technological, pedagogical and organisational innovation in formal Education & Training.

Web 2.0 or "social computing" (a term we prefer to use in this report) refers to the range of digital applications that enable interaction, collaboration and sharing between users. Such digital applications

include those for blogging, podcasting, collaborative content (e.g. wikis), social networking (e.g. MySpace, Facebook), multimedia sharing (e.g. Flickr, YouTube), social tagging (e.g. Deli.cio.us) and social gaming (e.g. Second Life).

Web 2.0 applications:

- Social networking services can be broadly defined as internet- or mobile-device-based social spaces designed to facilitate communication, collaboration and content sharing across networks of contacts.
- Syndication is a means of having an update on changing content from a given web source sent directly to you, rather than you having to go and check this site on a regular basis.
- "Weblogs" or "blogs", a term coined by Jorn Barger in 1997, are online public writing environments, which enable a single author or a group of authors to write and publicly display articles, called posts, which are listed in reversed chronological order.
- A wiki is a website that allows users to collaboratively add, remove and otherwise edit and change content, usually text. Unlike blogs, wikis generally have a history function, which allows previous versions to be examined, and a rollback function, which restores previous versions.
- A social bookmarking service allows users to record (bookmark) web pages, and tag those records with significant words (tags) that describe the pages being recorded. Examples include del.icio.us, furl and Bibsonomy. This process of organising information through user-generated tags has become known as 'folksonomy'.
- Media-sharing devices store user-contributed media, and allow users to search for and display content.
- Podcasting is a way in which a listener may conveniently keep up-to-date with recent audio or video content; vodcasts are video versions of podcasts. Podcasting and Vodcasting are powerful tools that allow the communication and distribution of educational content.
- Virtual environments, like Second Life, or similar online 3-D virtual worlds, such as Active Worlds, Entropia Universe, and Dotsoul Cyberpark provide users with an online game like 3D digital environment to which users subscribe.
- Online office applications, also called "Web office", "Web desktop" or "WebTop" (as opposed to "desktop") are software packages, that replicate desktop applications like Microsoft Office or Open Office, usually including a word processor, data sheet, multimedia presentations, etc.

3.4. Is there a difference between Education 1.0 and Education 3.0?

The evolution of the web from Web 1.0 to Web 2.0 and now to Web 3.0 can be used a metaphor of how education should also be evolving, as a movement based on the evolution from Education 1.0 to Education 3.0. Similar to Web 2.0, Education 2.0 includes more interaction between the teacher and student; student to student; and student to content/expert. Some educators have moved into a more connected, creative Education 2.0 through using cooperative learning, global learning projects, shared wikis, blogs and other social networking in the classroom.

Education 3.0 characteristics:

- Meaning is social constructed and contextually reinvented
- **Technology is everywhere (digital universe).**
- Teaching is done teacher-to-student, student-to-student, and people-technology-people (co-constructivism)
- Schools are located everywhere (fully infused in society)
- Parents view schools as a place for them to learn, too

- Teachers are everybody, everywhere
- Hardware and software in schools are available at low cost and are used (strategically)
- Industry views graduates as co-workers or entrepreneurs

3.5. How Web 2.0 tools can be applied for an innovative training?

Web based tools, authoring tools, augmented reality tools and many more are excellent way for design efficient training. Such tools allow the trainers to acquire new knowledge easier because of the format and at the same time to develop the necessary skills.

Some web 2.0 tools are:

- Creative video and presentations:
- Moovly https://www.moovly.com/
- Prezi https://prezi.com/
- Plotagon https://plotagon.com/
- Create concept maps and brainstorming:
- Mindmeister https://www.mindmeister.com/
- Bubbl https://bubbl.us/
- Comix maker
- Pixton https://www.pixton.com/

3.6.   Test your knowledge

Find the right answers on page 65.

🕐   Time to do the test 3 min.

6.   Simulation-based training aims to reduce errors and cost and address knowledge and skill gaps.:
   a)   True
   b)   False
7.   Learning 2.0 approaches promote the technological, ………………………and organizational innovation in formal Education & Training
   a)   Pedagogical
   b)   Methodology
   c)   Collaborative

🕐   Time to do the assignments 300 min.

Assignments Module "Technologies and web 2.0 for training"

6.   Answer each question from the module and develop an interactive presentation using Prezi (https://prezi.com/)
7.   Make your own research on LMS and give a brief explanation to your community.
8.   Design a simple training for your workplace using LMS on your choice. You can find LMS in accordance to your training need in Captera.

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Module 4: Pedagogy 2.0 and e-portfolio in training. Feedback

"The power to contribute to the progressively enhancing young people's learning capacity depends upon the efforts of everyone."

Objectives: After completing the "Pedagogy 2.0 and e-portfolio in training. Feedback." module, you will acquire knowledge about what is the difference between pedagogy 1.0 and pedagogy 2.0. You will have an understanding about what is an electronic portfolio and why it is efficient tool in training. The module explains as well the role of feedback in training.

🕐 *Time to read 30 min.*

Pedagogy is the discipline that deals with the theory and practice of teaching. Pedagogy informs teaching strategies, teacher actions, and teacher judgments and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish.

4.1. What are the principles of pedagogy?

Spanning a broad range of practice, pedagogy aims range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

- ❖ Principle 1: The main actor in the learning process is the learner. The trainer is the facilitator and supporter of the learning process.
- ❖ Principle 2: Study plans, curricula and knowledge content are based on the expertise and development needs that are validated by the working life.
- ❖ Principle 3: The structures enabling study are flexible.

The effective pedagogies mean:

- **give serious consideration to pupil voice**
- depend on behavior (what teachers do), knowledge and understanding (what teachers/trainers know) and belief (why teachers/trainers act as they do)
- involve thinking about longer term learning outcomes as well as short term goals
- build on pupils' prior learning and experience
- involve scaffolding pupil learning
- draw on a range of techniques, including whole class, structured group work, guided learning and individual activities
- focus on developing higher order thinking and meta-cognition, and make good use of dialogue and questioning in order to do so
- embed assessment for learning
- are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account

4.2. What does it mean Pedagogy 2.0?

Pedagogy 2.0 is a framework that aims to focus on desired learning outcomes in order to exploit more fully the affordances and potential for connectivity enabled by Web 2.0 and social software tools. Pedagogy 2.0 also acknowledges that in a **networked society, powered by a range of high-speed technologies**, learners have access to ideas, resources, and communities to support their learning, are driven by personal needs and choice (personalization), and are able to develop self-regulatory skills.
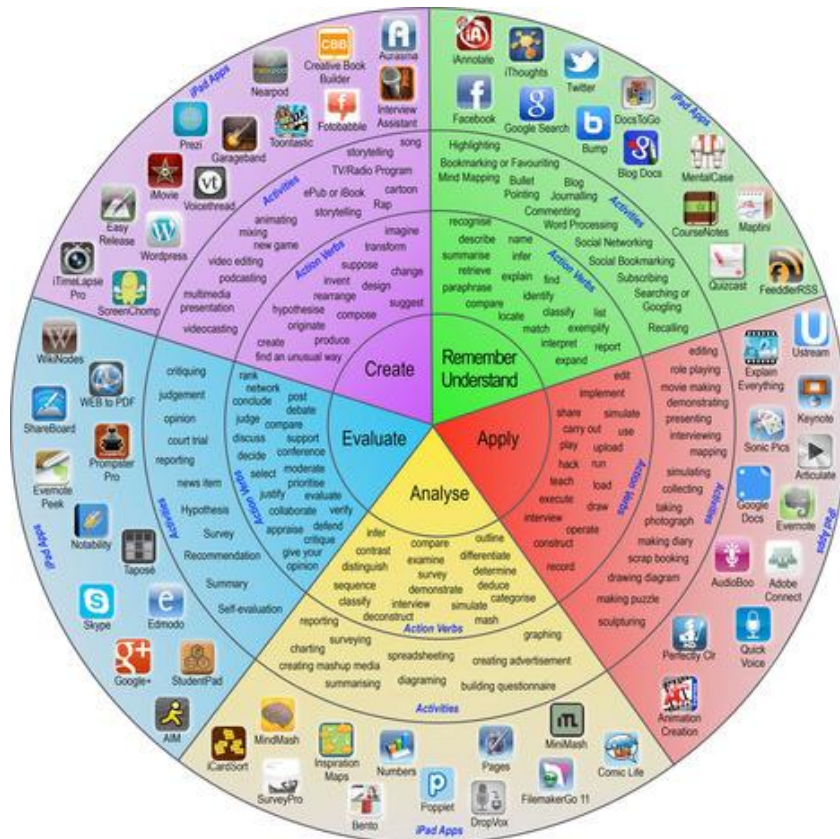
Figure 11 Connectivity enabled by Web 2.0

4.3. Why ePortfolio is a necessary approach for the training?

ePortfolio for learning has the function of knowledge valuation, achievement presentation, and personal developmental. It shows the learners journey over time using digital platform. ePortfolio Concept allows:

- aggregation when create social networks or learning communities
- owners to exploit personal assets (competencies, knowledge, networks)
- planning, reflection, feedback, accreditation of prior learning
- managers to manage their organizational assets (talents, competencies, networks, subcontractors)
- accreditation of prior learning, offer a job, annual review, competency development, managing learning quality

The stages of Electronic Portfolio Development are as follow:

Portfolio Development	Stages of Electronic Portfolio Development	Multimedia Development
Purpose & Audience	1. Defining the Portfolio Context & Goals	Decide, Assess
Collect, Interject	2. The Working Portfolio	Design, Plan
Select, Reflect, Direct	3. The Reflective Portfolio	Develop
Inspect, Perfect, Connect	4. The Connected Portfolio	Implement, Evaluate
Respect (Celebrate)	5. The Presentation Portfolio	Present, Publish

Benefits of ePortfolio:

- Recognizing learning
- Recording learning
- Reflecting on learning
- Validating learning
- Planning new learning
- Assessing learning

ePortfolio helps in the construction of knowledge, and promotes a critical and reflexive process in learning, training and professional development.

ePortfolio pedagogy highlights the compound potential of reflective and social pedagogies to advance integrative learning:

- ❖ **Reflective Pedagogy** - Reflection prompts students to connect and make meaning from diverse learning experiences. Helping students deepen and integrate their learning, reflection is the core of powerful ePortfolio practice.
- ❖ **Social Pedagogy** - Social Pedagogy engages students in communication intensive tasks where the representation of knowledge for an authentic audience is central to the construction of knowledge. Social pedagogy transforms ePortfolio learning from a solitary experience to one in which students engage with a community of learners.
- ❖ **Integrative learning** - the ability of students to connect and apply their learning across disciplines and semesters, linking academic and lived curricula.

ePortfolio is a concept that views the process and product as a purposeful collection by the learner of digital artifacts (such as ideas, reflections, feedback, etc.) articulating aspects of learning.

4.4. What is Feedback?

By obtaining feedback, the one is asking questions to determine something want to know. Feedback may be obtained in a number of ways, some as simple as having a casual conversation or reading articles and editorials in the paper.

Formal feedback - data that you can measure - is usually obtained through one of the following methods: personal interviews, phone surveys and written surveys or questionnaires.

Questions of consideration when obtain Feedback:

1) What do you want to know?
2) Who do you want to ask?
3) How many people would you like to ask?
4) How do you want to ask people?

4.5. What is the difference between open and closed question?

An oral survey (in person, on the phone) is often less formal, and may be easier to initiate and conduct. **However, the body language or tone of the interviewer may affect the respondent's** answers, and of course, anonymity is not an option for spoken interviews. Further, responses from an oral interview are more likely to be vague and rambling, taking up valuable time as well as being difficult to chart.

A written survey may be formal and exact, and thus in the long run more efficient. However, it may be more difficult to convince people to respond to a mailed written survey than to respond orally, despite the real amount of time involved. Just think: if someone called and asked you to answer a few questions, you'd probably say yes, unless you were really pressed for time. However, if you got the

same list of questions in the mail, you might think about answering them, and then forget, or misplace the letter, or just throw it away.) To get around this barrier, consider giving a survey to a "captive audience," such as a group at a meeting or in a class.

❖ Closed questions allow the respondent to answer from a menu of different choices. This menu might be as simple as responding to a yes/no question. It also might take the form of several words (for example, "Which of the following seems to be the biggest health concern in our community?"), or a rating scale ("On a scale of one to five, with five being most important, how would you rate the importance of stopping merchants from selling alcohol to minors?"). A rating scale is often a simple yet very effective way to learn the feelings of the people taking the survey. Five point scales (between one and five) and seven point scales are often the norm when doing a survey in this manner.

❖ Open questions allow the respondent to answer questions in their own words, without prompts from the survey. An example of an open question would be, "What do you think is the most important health concern facing our community, and why do you think so?" The advantage of using open questions is that you are able to get deeper, more thoughtful answers than from closed questions. However, open questions may also lead to vague answers that are hard to interpret and use.

To get the best of both worlds, you might consider using a survey with closed questions that leaves room for additional comments.

4.6. How many are the types of Feedback?

- Constructive feedback - information specific, issue-focused and based on observations
- Praise – positive statements about a person. Most employees will respond to praise with an increase in self-esteem, self-efficacy and/or confidence.
- Criticism – an opinion, judgment or negative statement about the person or their behavior. Criticism is destructive feedback and is generally not effective at increasing performance in the workplace.

There are four types of constructive feedback:

– Negative feedback - corrective comments about past behavior. Focuses on behavior that wasn't successful and shouldn't be repeated.
– Positive feedback - affirming comments about past behavior. Focuses on behavior that was successful and should be continued.
– Negative feedforward - corrective comments about future performance. Focuses on behavior that should be avoided in the future.
– Positive feedforward - affirming comments about future behavior. Focused on behavior that will improve performance in the future.

Feedback during learning - Feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning process.

Feedback after learning - Too often feedback that is provided to students after learning has concluded is not used by the students to improve their work. This often results in teachers making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in which this learning could apply. Generally, while strong students can often do this, struggling students find it more difficult.

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- Evaluative feedback, in the form of grades or brief general comments, (e.g. "well done"), provides some information about learning, but does not convey the information and guidance that students can use to improve.
- Peer feedback - The use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading.
- Self-feedback (reflection/evaluation) - This is the ultimate goal of feedback for learning.

4.7. What is a personality test?

A point of consideration for each trainer is related to the trainees. A personality test is a method of assessing human personality constructs. Most personality assessment instruments are in fact introspective self-report questionnaire measures or reports from life records such as rating scales. A popular personality test is 16personalities (https://www.16personalities.com/).

Pre-Hire Personality and Behavioral Assessments tools:

- EQ-i 2.0 may be the best way to assess a candidate's emotional intelligence.
- Five-factor model of personality and applies it to workplace situations
- Predictive Index (PI) help evaluate and select not only qualified employees, but employees that fit the personality of [his] workspace and job requirements.
- SHL Occupational Personality Questionnaire - helps employers identify behaviors that directly impact job performance – and candidates who are most likely to be dependable workers based on these behaviors.

4.8. Test your knowledge

Find the right answers on page 65.

🕐   Time to do the test 3 min.

8. Pedagogy is the discipline that deals with the theory and practice of teaching. Is the following clam correct?" Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish."
   a) Yes
   b) No
9. Study plans, curricula and knowledge content are not based on the expertise and development needs that are validated by the working life.
   a) True
   b) False
10. Formal feedback - data that you can measure - is usually obtained through one of the following methods: personal interviews, ………………. surveys and written surveys or questionnaires.
   a) Internet
   b) E-mail
   c) Phone
11. It is not true: ePortfolio for learning has the function of knowledge valuation, achievement presentation, and personal developmental.
   a) Yes
   b) No

🕐   Time to do the assignments 250 min.

Assignments Module "Pedagogy 2.0 and e-portfolio in training. Feedback"

9.   Answer each question from this module and develop an interactive dialogue animation using Plotagon.
10. Create feedback questions for your community/workplace/training using the tool Survey Planet.

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Module 5: Training delivery, evaluation and efficiency

"As a trainer it is essential that you get your message across-otherwise your effort to train will be wasted!"

Objectives: After completing the "Training delivery, evaluation and efficiency" module, you will be familiarized with the methods for training delivery, how training to be evaluated and how to enrich training and development.

🕐 *Time to read 43 min.*

Training delivery methods consist of the techniques and materials used by trainers to structure and conduct the learning experiences. Depending on the type of training occurring, one may choose one delivery method over another:

- Instructor-led or classroom training (ILT)
    - On-the-Job Coaching Training Delivery
    - Mentoring and Coaching Training Delivery
    - Lunch Training Delivery
- Web-based training - on-line training
- Blended learning solutions

Instructor-led or classroom training is characterized by a linear curriculum is developed that integrates several content elements and activities into a chronological course or syllabus. The course is scheduled and led by an instructor and/ or facilitator through an online learning platform.

5.1.   What are the steps of On-the-job training (4-step method of instruction)?

Step 1:

- Prepare the worker
- Put the worker at ease
- State the job and find out what the worker already knows about it
- Stimulate the worker's interest in learning the job
- Place the worker in the correct position

Step 2:

- Present the operations
- Tell, show and illustrate one important point at a time
- Stress each key point
- Instruct clearly, completely and patiently, but teach no more than the worker can master

Step 3:

- Try out the worker's performance
- Have the worker do the job, and correct errors
- Have the worker explain each key point to you as he or she does the job again
- Make sure the worker understands, and continue until you are certain of this

Step 4:

- Follow up
- Put the worker on his or her own
- Designate to whom he or she should go for help
- Check frequently
- Encourage questions
- Taper off extra coaching and reduce follow-up

5.2. What does it mean Web-Based Training and Blended learning?

Web-Based Training refers to training done through a web-based or online environment. Web-based training is often referred to as virtual training, or distance learning, and utilizes cloud-based computing tools for access, administration, delivery and analytics. Web-based training can be done live or at a time and place that is most convenient to the learner.

Blended learning is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. It represents a much greater change in basic technique than simply adding computers to classrooms; it represents, in many cases, a fundamental change in the way teachers and students approach the learning experience.

5.3. How many the work-related Learning (WRL) methods are?

❖ **Learning by watching** - The importance of learning by observation is often underestimated and it is a key element of much WRL. Young children are extremely good at it, though they often get 'educated' out of it, to their detriment. Brains are built to learn by observation, and they do not stop doing it when children become teenagers.

❖ **Learning by practicing** - Practicing is a complex set of learnable learning skills. The literature shows how different kinds of practice are optimal for different learning 'jobs'.

❖ **Learning by imitating** - Observation and practice combine most powerfully in imitation: the attempt to emulate an observed performance. The human brain is designed to learn by imitation, and this disposition provides vital social 'glue' that holds groups together, as well as being one of the apprentice's most powerful learning methods.

❖ **Learning through feedback** - Students learn faster if they can 'hear' feedback as a useful guide to improvement, rather than as a negative evaluation of self-worth. This disposition can be cultivated through conversation and modelling.

❖ **Learning by chatting** - Much useful learning happens in informal conversation between peers, and between more and less experienced students. The exchange of peer information and ideas remains a central learning strategy throughout working life in many sectors.

❖ **Learning by teaching and helping.** Apprentices often act as teachers as well as learners. Alison Fuller and Lorna Unwin describe apprentices claiming to learn a good deal from their efforts to help other people, as well as deriving satisfaction and self-esteem

❖ **Learning by real-world problem-solving.** Problem-based learning is commonly used in WRL. Effective simulations and role-plays offer learners the opportunity to develop qualities of mind such as thinking, imagination, resilience and collaboration in the process of tackling genuinely difficult tasks together.

❖ **Learning by listening, transcribing and remembering** - There are many things that an apprentice has to know and remember, and some of these can be efficiently learned through drill and repetition. However, this method becomes overused and counterproductive when learners have to commit knowledge to memory that is necessary only to pass exams, and can thereafter be safely forgotten

❖ **Learning by writing and sketching** - There is a necessary place in WRL for developing the sense of when and how it is useful to think something carefully through on paper; the ability to use drafts, sketches, diagrams and models to clarify and stimulate thinking; the know-how to write necessary reports and accounts

❖ **Learning on the fly** - This is a nice phrase to describe the opportunistic nature of WRL whereby learners make requests for help from whoever is available to answer their questions.

5.4. How many Learning approaches there are?

Self-paced e-learning - Learners are offered e-learning courseware, which can be complemented by supplemental resources and assessments. Learners are free to learn at their own pace and to define personal learning paths based on their individual needs and interests. E-learning is not having to schedule, manage or track learners through a process.

Facilitated e-learning - A linear curriculum is developed that integrates several content elements and activities into a chronological course or syllabus. The course is scheduled and led by an instructor and/or facilitator through an online learning platform.

Methods of training includes: role play, assignment, case study, training games, group exercises, programmed learning, evaluation of training

5.5. What does refer the training evaluation?

Training evaluation refers to the process of collecting the outcomes needed to determine if training is effective. Evaluation acts as a check to ensure that the training is able to fill the competency gaps within the organisation in a cost effective way.

- How well the training program met the learner's needs and objectives?
- What knowledge and skills it has imparted to learners?
- What desirable change it has brought in the learners' performance?
- What organizational benefits it has yielded?
- ROI of training

Financial assessment of a training program is crucial in that it provides useful insights into the Returns on Investment (ROI). This assessment depends on evaluating how well the employees implemented the skills they have learnt in the training program.

- Criteria for measuring training success
- Enrich Training and Development
- Some Basic Requirements of Learners:
- Learners Must Be Willing to Grow, to Experience
- Growth Involves the Entire Learner
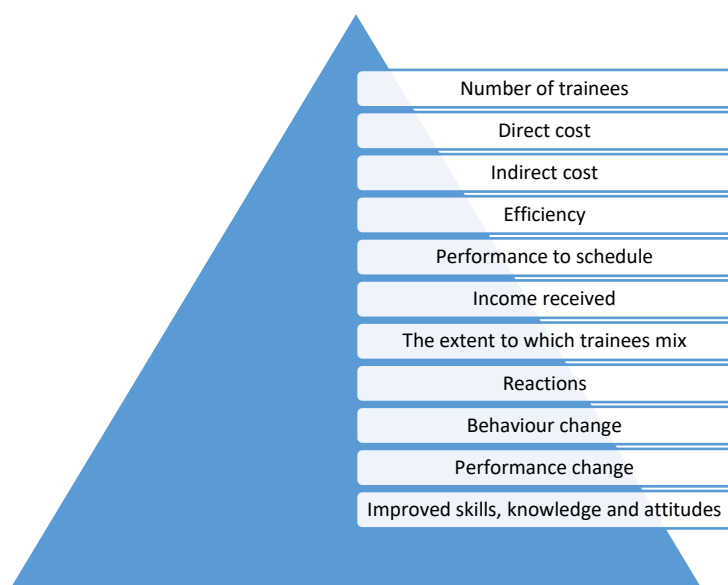- Growth Requires Seeking Ongoing Feedback

Figure 12 Criteria for measuring training success

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5.6. How to enrich the training and development?

Some Basic Requirements of Learners/Trainee:

- Learners Must Be Willing to Grow, to Experience
- Growth Involves the Entire Learner
- Growth Requires Seeking Ongoing Feedback

Some Basic Requirements of Supervisors/Trainers:

- Include Learners in Development of Training and Development Plan
- If Available, Have Human Resources Representative Play Major Role
- Provide Ongoing Feedback and Support
- When Assessing Results of Learning, Maximize Feedback About Performance
- Budget Necessary Funds for Resources Learner Will Need
- Set Aside Regular Times for Supervisor and Learner to Meeting

Developing the Training and Development Plan:

- Document a Training and Development Plan (Goals, Methods and Evaluation)
- Don't Worry About Whether Your Plan is Perfect or Not -- The Plan is Guide, Not Law
- Remember that Development is a Process

Selecting Training and Development Goals:

- Select 2-4 Goals to Get Started
- Determine the Goals Yourself - Don't Adopt Them from Another Program
- Set Realistic Expectations
- Don't Forget the Most Important Sources of Suggestions: Supervisors and Subordinates
- Integrate Results Expected from the Learner with Goals in the Performance Plan

Enrich Training and Development

- Basic Mistakes to Avoid When Selecting Methods:
- Don't Mistake Data and Information for Knowledge and Wisdom
- Don't Mistake Entertainment to Be Enlightenment
- Don't Mistake Analysis to be Learning
- Don't Mistake Education to Occur Only in Classrooms

Basic Considerations to Build More Learning into the Training and Development Plan:

- For Every Method in Your Plan, ask "How Will This Learning Effect the Real World?"
- Go Well Beyond the Safety of Reading and Writing Papers
- Take Advantage of Real-Life Learning Opportunities in the Workplace
- Consider Principles of Unconventional Educators, Such as Paulo Freire and Myles Horton

Considerations to Build More Learning into Lives:

- Write Down Ten Most Important Things You've Learned - How Did You Learn Them?
- Once a Week, Write Down the Key Experiences Over Past Week and What You Learned
- Involve Yourself in Community Service - Great "Classroom" in Life!
- Finally, Take Five Minutes to Stare in the Mirror. Ask "How Do I Feel About Myself?"

5.7. Test your knowledge

Find the right answers on page 65.

🕐 Time to do the test 5 min.

12. Training delivery methods consist of the techniques and materials used by trainers to analyze and improve the learning experiences.
    a) True
    b) False
13. Training evaluation refers to the process of collecting the outcomes needed to determine if training is ………………
    a) effective
    b) innovative
    c) boring
14. Provide Ongoing Feedback and Supported is a basic requirement for:
    a) Learner
    b) Supervisor

🕐 Time to do the assignment 60 min.

Assignments Module "Training delivery, evaluation and efficiency"

11. Chose five criteria for training assessment and assess past training.

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Part two: Trainers` e-skills and management skills

Module 1: Trainers` e-Skills

"Reading means neither learning nor training! It is just one of more than a hundred learning activities!"

Objectives: After completing the "Trainers` e-Skills" module, you will have an understanding and knowledge about trainers e-skills, what is event management and some tools for event management which can increase event management efficiency.

🕐 *Time to read 35 min.*

In a rapidly changing world, e-skills, including digital literacy skills, remain the foundation for Europe's success as an innovative society, in which businesses as much as individuals are able to foster creativity, promote education, increase potential, drive growth and take advantage of career opportunities in all sectors across the region.

E-skills or electronic skills include those needed to make use of Information and Communication Technologies (ICT) as well as those required to apply and develop them.

1.1. What does it mean the term e-skills?

The term "e-Skills" is defined as covering three main Information and Communication Technologies (ICTs) categories:

❖ ICT practitioner skills are the capabilities required for researching, developing, designing, strategic planning, managing, producing, consulting, marketing, selling, integrating, installing, administering, maintaining, supporting and servicing ICT systems.

❖ ICT user skills are the capabilities required for the effective application of ICT systems and devices by the individual. ICT users apply systems as tools in support of their own work. User skills cover the use of common software tools and of specialized tools supporting business functions within industry. At the general level, they cover "digital literacy".

❖ e-Business skills correspond to the capabilities needed to exploit opportunities provided by ICT, notably the internet; to ensure more efficient and effective performance of different types of organizations, to explore possibilities for new ways of conducting business/administrative and organizational processes and/or to establish new businesses.

By means of qualitative research methods, the theory providing lists of required e-skills was confronted with the reality of trainers, establishing the skill-domains:

- digital literacy
- e-communication
- e-team working
- e-entrepreneurial and innovation
- e-reputation and e-lifelong learning skills.

A further analysis encourages the separation of e-skills into two categories: technical (hard) skills and interpersonal (soft).

1.2. Why do active listening skills of the e-trainer important?

E-trainers, the trainer who provide e-training, also need effective soft skills. The e-trainer needs to be a very strong facilitator, with the ability to call on people and get them involved, combined with active listening skills and the use of a variety of questioning techniques.

Sometimes the trainer will inject some humor into the mix to create a more relaxed, yet interactive environment for trainees.

1.3. Why trainers need to be well prepared to organize digital events?

A digital/virtual event involves interacting people sharing a common virtual environment on the web, rather than meeting in a physical location. Virtual events are highly interactive, looking and feeling a lot like their physical counterparts.

Digital Event Services was born from the demands of the meetings industry for innovative and feature rich ways to raise audience engagement at conference presentations and seminars.

Digital events are organized gatherings of people who are not in the same physical location, but rather connected through a common online space. These events are typically used to share knowledge, tips, ideas, etc., with like-minded individuals. They can be a great way to help build your brand's authority within your industry, generate leads and increase brand awareness.

Digital campaigns can also be created around offline events such as tradeshows and local community events, to increase the event's exposure using your online network through social coverage.
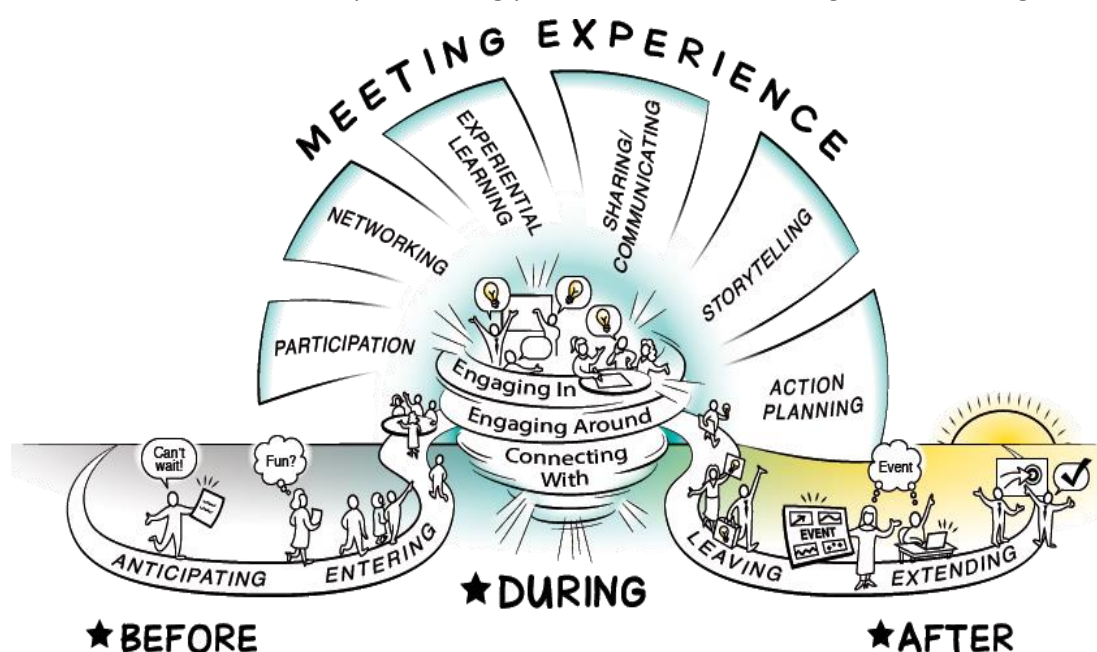
Figure 13 Event management process

1.4. What are the types of digital events?

- Webinars/Webcast
- Podcasts
- Online Conferences
- Seminars
- Social Parties
- Twitter Chats/Parties
- Google+ Hangouts, etc.

Events Management Technologies play a key role for effective training. The efficient usage of digital technology for event management can impact the efficiency of the training.

Events Management Technologies allows:

- Maintaining complete visibility of who is attending, what information they've been sent, and collating post-event feedback can be like herding cats. With automated invite, registration,

confirmation and preference communications, our customizable delegate management system takes the pain out of the process.

‒ Share message with a geographically dispersed audience.
‒ Plan, manage and deliver quality content to your customers and prospects at their own desks.
‒ Looking to maximize the live experience by blending digital with physical experiences.

Events Management Technologies:

❖ Gotomeeting - Video conferencing and collaboration solutions made easy.
❖ Eventbrite - Eventbrite provides cost-effective event management software to help businesses organize and sell tickets to events online-while helping people discover events that fuel their passions.
❖ Eventleaf - Event registration software for all of your online and on-site event management needs.
❖ Weemss - Event Management
❖ Bizzabo - Bizzabo is an all-in-one event software that helps organizers create successful events from start to success. Bizzabo is an all-in-one event software that helps organizers create successful events from start to success.
❖ Eventtia - Eventtia helps event organizers to create better events with a powerful yet simple and intuitive management platform.

Digital events management activities:

• Planning a complete corporate event, including an agenda, budget, goals, venue, audience, food, and whatever else your client needs
• Keep your event on budget!
• Design an advertising and marketing plan that includes a comprehensive use of media, take-aways, and/or swag bags
• Determine whether partners, sponsors, and volunteers can help to make your event unforgettable
• Create an atmosphere of service that delegates will remember
• Select speakers and a master of ceremonies to add impact to your event
• Create a diversity plan
• Evaluate the process once it's all wrapped up

1.5. Test your knowledge

Find the right answers on page 65.

🕐 Time to do the test 5 min.

15. E-skills or electronic skills include those needed to make use of Information and Communication Technologies (ICT) as well as those required to ……………. and develop them.
    a) Create
    b) Apply
    c) No one is correct
16. Online Conferences is:
    a) Digital event
    b) Training innovation
    c) Approach for knowledge delivery

🕐 Time to do the assignment 120 min.

Assignments Module "Trainers` e-Skills"

12. Design and organize a digital event for your trainees. You can use GoToMeetings.

Module 2: Communication skills

"Skills such as critical thinking and problem solving, communication and digital event management, collaboration, and creativity and innovation (the four Cs) will become more important to organizations in the future!"

Objectives: After completing the "Communication skills" module, you will have understanding and knowledge about how to communicate effectively, what is the core of netiquette. You will acquire knowledge about what are the communication technologies and what social media skills are of key importance for effective communication.

🕐 *Time to read 38 min.*

Effective communication, digital event management and internet etiquette (netiquette) enables businesses to communicate effectively and efficiently while fully tap into the unique knowledge sharing, insights, and improve business values.

2.1. Is corporate digital culture a forward-thinking approach?

Developing a **corporate digital culture** that is forward-thinking in its approach, is a key for current business ecosystem towards shorten the labor market – education GAP through modern communications channels and appropriate usage of cloud technologies.

Internet or online behavior describes a broad set of activities companies engage in to create, use and collect information. Knowledge about internet behavior and how to communicate effectively, such as netiquette is of great importance for better business trainings and working. Depends upon the business sector, the companies spend different time online for doing their business.

Some companies and employees spend a lot of time in Internet for everyday tasks. Their excessive Internet use has a different – positive and negative impact on their work performance. Research show that nearly half of the Internet users spend more than 5 hours online daily. People spend time online for different purposes: Communicating, sending e-mails, Chat, Social networking, Entertaining, Sales, Reading, many more.

Business online communities use Internet in most of the time to communicate, while use a diversity of Internet tools - sending instant messages, finding friends, joining online groups, and sharing photos, videos, opinions, articles and Web information, stories, and more.

❖ Among the many communications channels social media is one of the most used among business communities.

There is entirely new way for industry to collaborate and co-create new initiatives with target audiences. Social networking is another popular online activity Worldwide. Statistics trends show that daily time spent on social networks rises to over 2 hours.

2.2. What is Netiquette?

Shorthand for network etiquette, and it is the set of rules that determines how to properly communicate and browse the web. It encompasses the special set of social conventions found in online interactions. While netiquette rules are very similar to good behavior or etiquette in offline encounters, there are subtle differences that can easily make or break a good impression.

Netiquette is linked with Network Etiquette, Internet Etiquette or eEtiquette. Each trainer has to be well prepared on how to communicate via Internet. Internet etiquette rules are:

- Remember the Human - You should never say something to someone online that you would not say to him or her in person.
- Be ethical – follow the law

- Know where you are - What is acceptable in one environment is not acceptable in another.
- Respect other people's time and data limits - When you post anything online, write an email or share a post it will take other people's time to read
- Make yourself look good online - Make sure you set a good impression. Always ensure that what you write and share is understandable and grammatically correct.
- Share expert knowledge - If you ever ask questions to other users, it is good practice to post a summary of the responses.
- Keep disagreement healthy - Keep disagreement healthy
- Respect other people's privacy - You need to ensure you do not breach anyone's wishes by sharing any of the content they have made available to you.
- Don't abuse your power - make sure you do not abuse the privilege of access that your position may give you.
- Be forgiving of other people's mistakes - Everyone has to start somewhere, so try and be forgiving of other's mistakes.

2.3. What is the role of the abbreviations and netiquette?

Sometimes we get e-mail responses back from people that we don't understand. The computer world is full of acronyms and shortcuts. Here are some examples of commonly used shortcuts and what they mean.

- FYI - For Your Information
- BTW - By the way
- AFAIK - As far as I know
- IMO - In my opinion
- IMHO - In my humble opinion
- BRB - Be right back

2.4. What does emoticon mean?

The emoticon is a representation of a facial expression such as a smile or frown, formed by various combinations of keyboard characters and used in electronic communications to convey the writer's feelings or intended tone

- ❖ Smile : –) or :-] or :3 or :> stands for happiness
- ❖ Grin : – D expresses great happiness or a victory
- ❖ Frown : – (or :-c represents sadness or disappointment. The latter can also mean great sadness
- ❖ Wink ; –) or ,-) or *-) indicates a joke or double entendre in what was said
- ❖ Tongue : – P or : – p   or :-b is an emoticon to tease, often used as a joke
- ❖ Open mouth :-O or : – () stands for surprise or shock
- ❖ Blank : – | expresses boredom, but can also stand for no comment

Emoticons are often used in e-mail communication. Trainers need to communicate efficiently using not only emoticons but also to follow e-mail tips.

- Process your e-mail one a day (the less time you spend on e-mail, the more you have to get things done)
- Prioritize important e-mail (what's new may be not important)
- Sort your e-mail into folders
- Use e-mail filters (sort your mail automatically)

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- Create templates for common e-mail
- Use e-mail scheduler tool (control when you send e-mail)
- Unscribe from stuff you do not read
- To get less e-mails, send less e-mails
- Use the 1-minute rule to reply to e-mails (it takes less than a minute to do it, then get to it)

2.5. What are the rules for E-mail netiquette?

❖ Subject line = summary of the message
❖ Don't forget explaining the background
❖ Keep it compact and clear
❖ Reply within 24 hours
❖ Allow time for a reply
❖ Use the BCC field when you send large mails
❖ Don't use ALL CAPITAL LETTERS or over-sized fonts
❖ Don't send email when you are angry
❖ Check your grammar and spelling
❖ Think the layout - organize your message
❖ Keep the thread - distinguish your reply from the message which you received
❖ Don't reply to all unless necessary
❖ Don't forget attachment files --consider the capacity of the recipient
❖ Don't send any chain letters
❖ Remember that email isn't private
❖ Correct priority - Don't use "high priority" in subject line if it's not really high priority
❖ Use "Not Suitable for Work (NSFW)" warning

Email Charter consist of rules on how to communicate effectively. It means:

- **Respect Recipients' Time** - This is the fundamental rule. As the message sender, the onus is on YOU to minimize the time your email will take to process. Even if it means taking more time at your end before sending.
- **Short or Slow is not Rude** - Let's mutually agree to cut each other some slack. Given the email load we're all facing, it's OK if replies take a while coming and if they don't give detailed responses to all your questions. No one wants to come over as brusque, so please don't take it personally. We just want our lives back!
- **Celebrate Clarity** - Start with a subject line that clearly labels the topic, and maybe includes a status category [Info], [Action], [Time Sens] [Low Priority]. Use crisp, muddle-free sentences. If the email has to be longer than five sentences, make sure the first provides the basic reason for writing. Avoid strange fonts and colors.
- **Quash Open-Ended Questions** - It is asking a lot to send someone an email with four long paragraphs of turgid text followed by "Thoughts?". Even well-intended-but-open questions like "How can I help?" may not be that helpful. Email generosity requires simplifying, easy-to-answer questions. "Can I help best by a) calling b) visiting or c) staying right out of it?!"
- **Slash Surplus cc's** - cc's are like mating bunnies. For every recipient you add, you are dramatically multiplying total response time. Not to be done lightly! When there are multiple recipients, please don't default to 'Reply All'. Maybe you only need to cc a couple of people on the original thread. Or none.
- **Tighten the Thread** - Some emails depend for their meaning on context. Which means it's usually right to include the thread being responded to. But it's rare that a thread should extend to more than 3 emails. Before sending, cut what's not relevant. Or consider making a phone call instead.

- **Attack Attachments** - Don't use graphics files as logos or signatures that appear as attachments. Time is wasted trying to see if there's something to open. Even worse is sending text as an attachment when it could have been included in the body of the email.
- **Give these Gifts: EOM NNTR** - If your email message can be expressed in half a dozen words, just put it in the subject line, followed by EOM (= End of Message). This saves the recipient having to actually open the message. Ending a note with "No need to respond" or NNTR, is a wonderful act of generosity. Many acronyms confuse as much as help, but these two are golden and deserve wide adoption.
- **Cut Contentless Responses** - You don't need to reply to every email, especially not those that are themselves clear responses. An email saying "Thanks for your note. I'm in." does not need you to reply "Great." That just cost someone another 30 seconds.
- **Disconnect!** - If we all agreed to spend less time doing email, we'd all get less email! Consider calendaring half-days at work where you can't go online. Or a commitment to email-free weekends. Or an 'auto-response' that references this charter. And don't forget to smell the roses.

2.6. What are the strategies for effective communication?

Listening: Good listening skills and showing a genuine interest are attributes of a successful communicator.

Use Names: When meeting people make sure you hear the person's name and use it right away so you will remember it. If you are not sure what the person said, ask him/her to repeat it.

Get to the Point: Show value for people's time by being as concise as possible when giving information. Do not give lengthy, unnecessary details and don't make excuses for your mistakes. Answer the question and give important information only.

Let Others Talk: Don't be a person who does all the talking. What you are saying may be of interest to you only. Keep the other person in mind, giving him/her a chance to be a part of the conversation. Look for signals that you may be boring your listener and ask questions to involve them in the conversation.

Non-verbal Language: Nine-five percent of our communication is non-verbal, which includes: eye movement, tone of voice, posture, facial expressions and hand gestures. When talking to someone keeping eye contact without staring shows a sense of confidence. Be aware of non-verbal communication and keep it consistent with your message.

Vocal Cues: Do not use an excessive amount of 'filler' words (sayings or words repeated often), sounds such as "uh, um" or use lengthy pauses during conversation. The listener will lose interest in what you are saying and will become bored.

Create an Atmosphere of Openness: To establish a good relationship with customers and create a comfortable atmosphere be attentive to the number of interruptions. Give your customer/acquaintance your undivided attention by not keeping physical barriers (such as desks) between you. Avoid trying to communicate in a busy area and keep your focus on the listener.
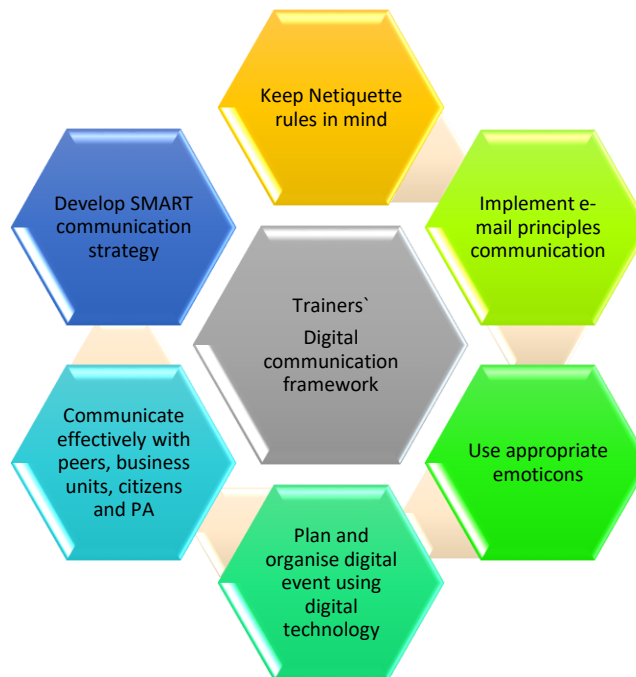
Figure 15 Trainers` Digital communication framework

Social media individual behavior for trainers is based on the knowledge about:

- ❖ User-User Behavior. This type of behavior is observed between two users. For example, befriending and following in social media are examples of such behavior.
- ❖ User-Entity Behavior. This type of behavior is exhibited with respect to entities on social media (for example, user-generated content). For instance, liking a post on Facebook or posting a tweet on Twitter are examples of user-entity behavior.
- ❖ User-Community Behavior. This is the type of behavior that users exhibit with respect to communities. Joining and leaving communities are examples of this type of behavior.

2.7. What does Social media skills include?

- Copywriting - Copywriting is a fundamental skill for social media marketing (and probably all areas of marketing). Writing good copy is required in many areas of a social media manager's role, from filling up your social media profile description to crafting tweets and Facebook posts.
- Design (graphics & videos) - Social media posts with images receive more engagement.
- Public speaking (confidence in front of an audience) - With features and apps like Facebook Live, Instagram Live and Periscope, live videos are becoming important on social platforms.
- Customer engagement - Social media is the top channel people go to for customer care.
- Behavioral Psychology - With data and analytics, you know what type of social media posts do well. Behavioral psychology tells you the why -- for example, why are people attracted to certain posts? Why do people share certain posts?
- Analytics - The term, 'Analytics,' is used quite broadly here, referring to both social media metrics (e.g. likes, comments, etc.) and business metrics (e.g. traffic, leads, conversions, etc.).
- Curiosity - Staying up-to-date with the latest development and experimenting with new social media marketing strategies.
- Adaptability - Adaptability complements curiosity. When you discover something new or spot a trend, being able to quickly adapt to it can keep you ahead of the curve.
- Business Savviness - Being able to generate likes and shares is great; knowing how social media fits in with the entire business strategy is even better.

2.8. Test your knowledge

Find the right answers on page 65.

🕐 Time to do the test 5 min.

17. People spend time online for different purposes. Which of the following is not includes?
    a) Communicating
    b) Sending e-mails
    c) Reading
    d) Analyzing
    e) Chat
    f) Social networking
    g) Entertaining
    h) Sales
18. FYI means:
    a) Future Your Information
    b) For Your Interaction
    c) For Your Information

🕐 Time to do the assignment 170 min.

Assignments Module "Communication skills"

13. Answer each of the questions from Module one and create a test using Classmaker (https://www.classmarker.com/online-test-maker/).
14. Create a digital poster with all important e-mail rules and share it with your community. You can use timeline tool (https://www.tiki-toki.com/).

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"Value your time and other people will do the same!"

Objectives: After completing the "Time management skills" module, you will have understanding and knowledge about how to manage their time more efficiently, what are the key time management skills and how to use them properly to improve our performance and to get better results.

🕐 *Time to read 20 min.*

Time Management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities as per their importance. Time Management refers to making the best use of time as time is always limited.

3.1. What are the benefits of time management?

- Less stress - Get more things done
- Less problems - More opportunities
- More free time - Less rework and mistakes
- Less wasted time - More time where it matters
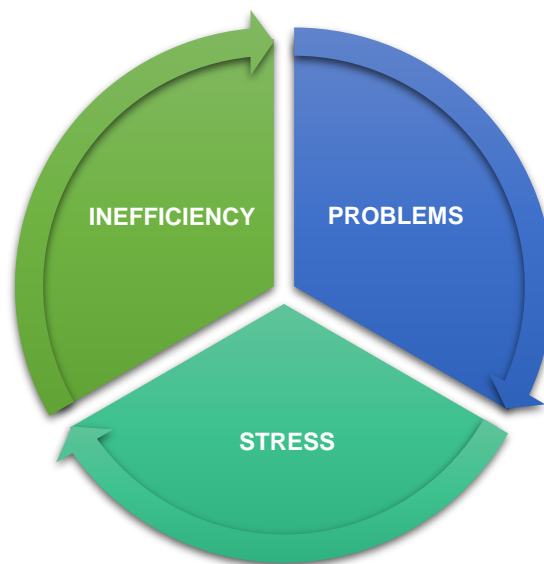

Figure 16 Lack of proper time management outcome

Before you take action, spare your time to make plan on how to manage your task. Do not skip proper prior planning even you have lack of time for the task to be completed. Without a proper plan you will probably have problems occurring because of poor planning. 6P Rule means:

- Prior
- Proper
- Planning
- Prevents
- Poor
- Performance

Action plan			
Have a clear vision of the final point!	What do you need to accomplish your goal?	Consider that there will be obstacles	Avoid procrastination
The deadline should be realistic and results measurable.	Point out the resources you need!	Remember to allocate yourself time for problem solving in advance.	Start your plan now, not later.

3.2. What does time management skills include?

❖ **Make a To-Do list:**
– Make a list of tasks to do every day.
– Prioritize the tasks - write the most urgent on the top of the list.
– Batch related tasks together if they are connected.

❖ **Stay organized:**
– Keep a notebook or use an app to write down an important information.
– Use a calendar.
– Create organizing system.
– Set reminders on your phone or computer.
– Do one thing at a time.

❖ **Learn to prioritize. Prioritize your tasks based on their urgency and importance:**
– High priority - Urgent and important tasks.
– Medium priority - Urgent but not important tasks.
– Low priority - Not urgent and not important tasks.

❖ **Learn to plan:**
– Set clearly defined goals
– Goals must be Realistic, Achievable, Measurable. Set SMART goals (Specific, Measurable, Achievable, Realistic, Time-based)
– Write down tasks to achieve the goal.
– Break tasks into steps
– Avoid procrastination

❖ **Be proactive:**
– Think and act ahead of future events.
– That way you will avoid more work down the road.
– Plan and prevent for potential problems.

❖ **Delegate tasks:**
– Choose the right tasks to delegate.
– Pick the right person who can do your task.
– This will give you the time to focus on more challenging tasks. It would help you achieve more, as you can use this assistance to achieve your goals faster than ever.

❖ **Be more focused:**
– Evaluate different tasks and understand which are most important for your career and life.
– Estimate the right value of each task. This will help you determine which to keep and which to eliminate.
– Work on long-term strategic goals when you have maximum concentration.

❖ **Be diplomatic:**
– Think before you speak. Ask yourself if what you are about to say is true, helpful and kind.

- Say the right thing at the right time. Always know your audience before saying something. This will help to ensure that it is well received and understood.
- Having good manners is key to diplomacy. Wait your turn to speak and never interrupt others.

Strong communication skills will enable you to build supportive relationships with those whom you work with.

3.3. What are the tips for writing e-mails?

- Have a subject line that summarizes briefly and clearly the contents of the message.
- Keep messages clear and brief.
- Be polite.
- Review your email for spelling, grammar and punctuation mistakes

Strong communication skills will enable you to build supportive relationships with those whom you work with.

In meeting:

- Be a good listener
- Never talk over people
- Maintain eye contact
- Ask questions
- Paraphrase
- Don't finish other people's sentences

Identifying and Focus on the important goals. Focus on less to accomplish more. Narrow your focus to a few highly important goals so you can manageably achieve them.

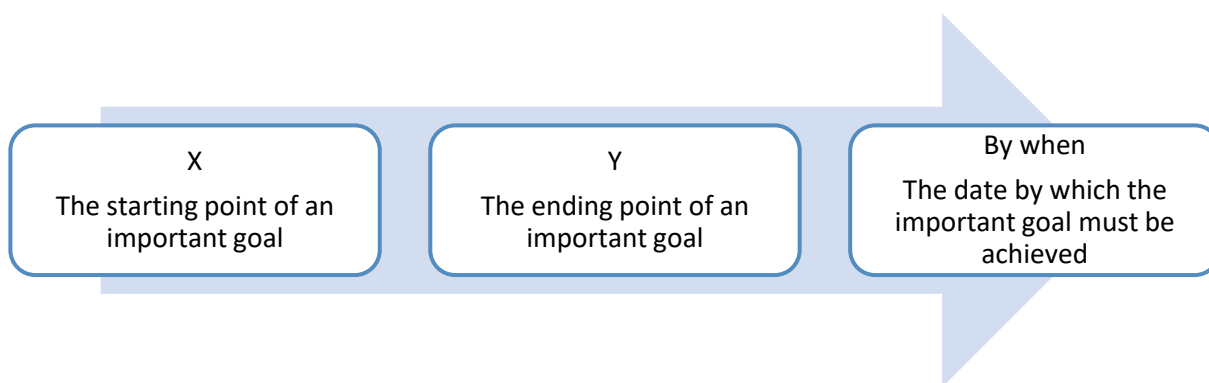| X	Y	By when
The starting point of an important goal	The ending point of an important goal	The date by which the important goal must be achieved

Figure 17 Focus on the important goals

3.4. What are everyday time management tips?

Write down your goals. Clear your desk. Reward yourself after a completed task. Get a comfortable chair. Turn off the phone. Think of productivity.

3.5. Test your knowledge

Find the right answers on page 65.

🕐 Time to do the test 5 min.

19. Lack of proper time management outcome does not lead to:
    a) stress
    b) problem
    c) efficiency
20. Write down tasks to achieve the goal. This skill corresponds to:
    a) Learn to plan
    b) Delegate tasks
    c) Stay organized
    d) Be proactive
    e) Other
21. To be a good listener, never talk over people, maintain eye contact, ask questions, paraphrase, don't finish other people's sentences are:
    a) Weak communication skills
    b) Strong listening skills
    c) Strong communication skills
    d) Weak listening skills

🕐 Time to do the assignment 20 min.

Assignments Module "Time management skills"

15. Write down your SMART goals for a month, 6 months and a year. Share the goals with the trainees and community for feedback.
16. Make a TODO list.

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Module 4: Trainers` management skills

"Some managers inspire, some motivate, and others fail miserably to engage their employees."

Objectives: After completing the "Trainers` management skills" module, you will have understanding and knowledge about what are the key management skills for trainers and how marketing and CRM can be of use for improving the training/learning results.

🕐 *Time to read 30 min.*

Management skills - skills regarding the technique, practice, or science of managing a company, business, training, etc.

To be a great manager, you must have an extensive set of skills – from planning and delegation to communication and motivation. Because the skill set is so wide, it's tempting to build skills in the areas of management that you're already comfortable with. But, for your long-term success, it's wise to analyze your skills in all areas of management – and then to challenge yourself to improve in all of these areas. A corporate trainer is an experienced educator, who possess abilities to convey a message by a deep knowledge of the knowledge area. Organizational skills and a positive attitude are important qualities that corporate trainer has to possess.

4.1. What does it mean Corporate Trainer`s Critical Thinking?

- **Critical Thinking**: Corporate trainers will have to develop or assess materials that will help employees understand the subjects being taught. Trainers will have to understand the needs of the employees and judge what will work.
- **Decision Making**: Corporate trainers will have to decide the best programs to train their employees and meet the needs of the organization.
- **Communication Skills**: Corporate trainers need to speak present to groups of employees, speak interpersonally with individuals, report to management and meet with vendors. They must be friendly, clear, strong speakers.
- **Management**: Trainers might be in charge of training staff, or need to motivate and train large groups of employees.

4.2. Who are the Training Managers?

The training and development of employees is crucial to any organisation's performance. For businesses, the aim is to gain a competitive advantage. For other organisations you'll want to improve how you work or obtain better outcomes. Training is, therefore, a huge responsibility and needs motivated and skillful individuals to handle it. While there are many opinions on the efficacy of some training programs, few doubt the necessity of really good, targeted training.

Self Management
& Time Management

Motivation
Training and Coaching
Employee Involvement

Plan – Organize – Direct - Control
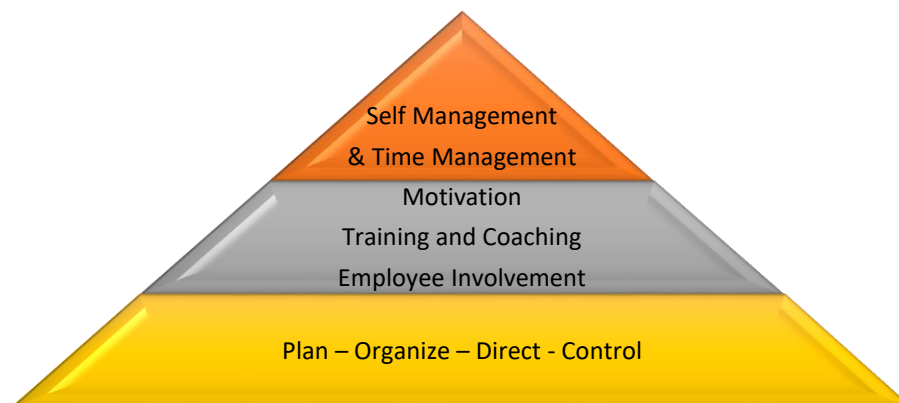
Figure 18 Management Skills Pyramid

Manager that oversees a team of assembly line workers would require an entirely different type of management skills, then a manager that oversees the human resource department. Managers most important skills:

- Project Management Skills
- Time Management Skills
- Conflict Management Skills
- Self-Management Skills
- Team Management Skills
- Stress Management Skills
- People Management Skills
- Office Management Skills
- Change Management Skills

4.3. What does include Training Process Framework?

Training Process Framework is a model that defines the processes associated with managing a training organization.

Figure 19 Training Program Framework Development

In today's corporate training environment, L&D professionals must rethink how the training department is organized, how it operates, and build a complete architecture which helps employees and training managers decide what to use under what business conditions.

Figure 20 Enterprise Learning Framework
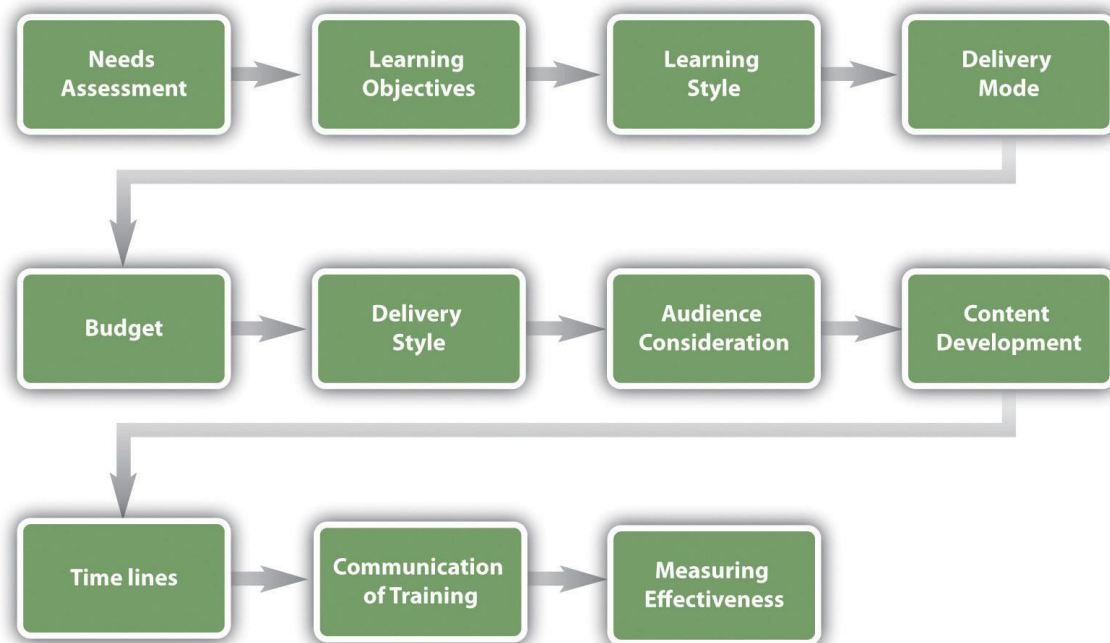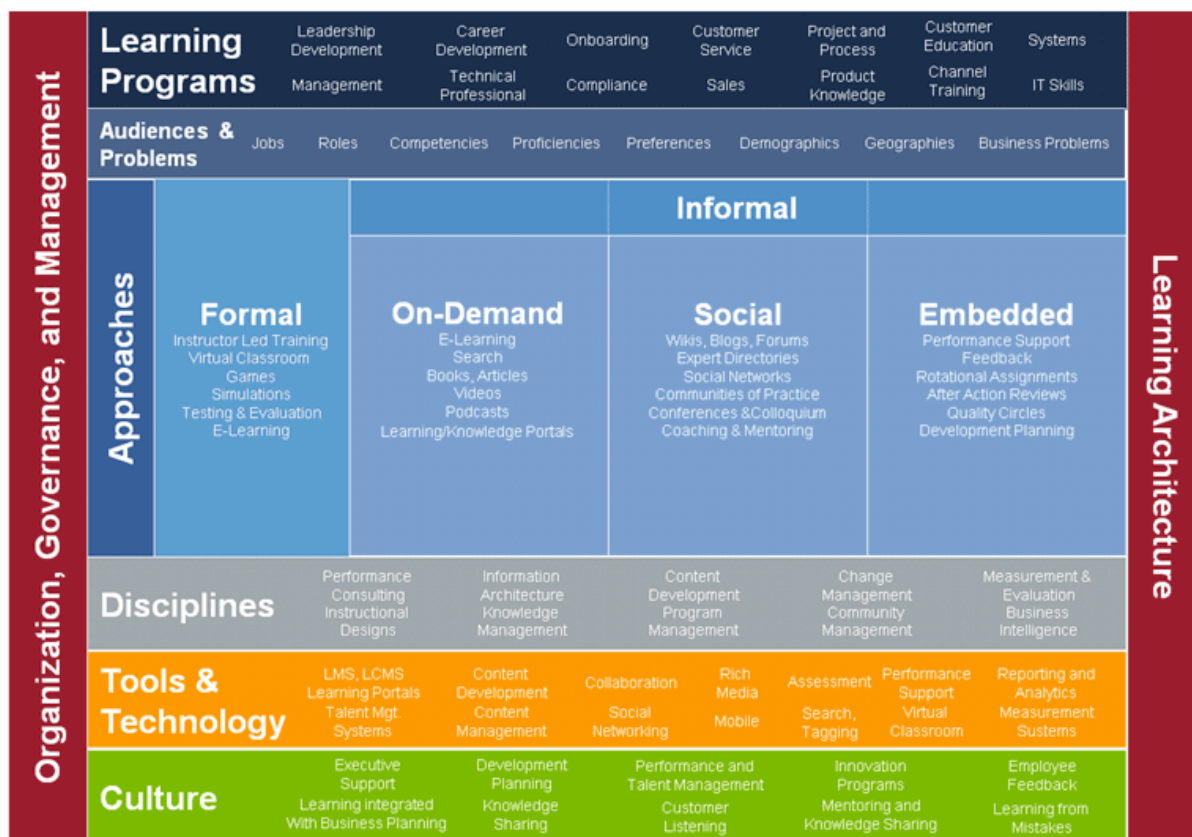
4.4. What is CRM?

Marketing is a crucial function of the trainers today. A trainer should look at the world like a marketplace where organisations from all parts of the world are potential clients, as well as employees.

Some Marketing skills for trainers includes:

- Become a storyteller - A big part of creating a remarkable trainer experience is telling a good story.
- Never stop learning - Trainers have to learn faster than ever!
- Become a trailing technologist using CRM - Commonly used marketing technologies include CRM, marketing automation, email marketing, marketing analytics, and a plethora of emerging, online marketing technologies.

A cloud-based customer relationship management (CRM) possess high potential for improvement of training practices. For the various schools and departments, Salesforce provides an intuitive, easy-to-use tool that can break down operational silos and provide a 360° view of university constituents throughout the tenure of their relationship with the HE institution, in addition to providing powerful process functionality. For the technology team, web-based CRM software-as-a service (SaaS) addresses many frustrations – no need to buy hardware, perform routine maintenance and upgrades, or manage hosting.

4.5. Why social Media skills in Training are important?

An increasing number of organizations are now turning to social media for online training. For example, encouraging employees to network with industry experts in order to upskill. The main benefits are:

- − Improves Online Collaboration.
- − Employees Have Access to Round-The-Clock Support. Keeps Employees Up-To-Date.

— Facilitates Ongoing Online Training Feedback.

— Increases Employee Motivation and Engagement.

Most small businesses are simply not in the position to hire professional trainers who will stand in front of a group of employees and provide a day-long training session, regardless of the topic. And if employers do opt to take this route, seldom do they see their investment translate into increased employee engagement or performance — and, more importantly, profits.

4.6. Who are the Future Trainers?

- Multitasking
- Digital excellence
- Team players
- Lifelong learners
- Curious for innovations
- Provocative learners
- Pedagogy disrupters
- Technology based

4.7. Test your knowledge

Find the right answers on page 65.

🕐 Time to do the test 5 min.

22. Corporate trainers need to speak present to groups of employees is:
    a) Communication skill
    b) Management skill
    c) Critical thinking skill
23. Plan – Organize – Direct - Control is the 1st layer of the trainers' management skills pyramid
    a) True
    b) False
24. Marketing skills for trainers do not include:
    a) Storytelling skills
    b) Skills for use a CRM technology
    c) Trainee behavior analysis skills

🕐 Time to do the assignment 20 min.

Assignments Module "Trainers` management skills"

17. Made a self-assessment of your management most important skills. Develop a plan on how to improve them.
18. Answer each question from the module.

Module 5: Change management

"I don't think the management of change is a science, it's an art, so I don't think there is a formula for it."

Head of English in a secondary school

Objectives: After completing the "Change management" module, you will have knowledge and understanding of a concepts of change management. You will have an understanding about what are the success factors of change management and the most important stages for implementation of change management practice.

🕐 *Time to read 55 min.*

Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state, to fulfill or implement a vision and strategy. It is an organizational process aimed at empowering people involved to accept and embrace changes in their current environment.

Watch the movie! "How to Lead Change Management" by Anne Aguirre, senior partner with Strategy&, who discusses techniques that can help companies transform quickly and effectively:

https://youtu.be/PQ0doKfhecQ

5.1. Is change management a formal process?

Change management is the formal process for organizational change, including a systematic approach and application of knowledge. Change management means defining and adopting corporate strategies, structures, procedures, and technologies to deal with change stemming from internal and external conditions.

Change management is a critical part of any project that leads, manages, and enables people to accept new processes, technologies, systems, structures, and values. It is the set of activities that helps people transition from their present way of working to the desired way of working.

Change management is the continuous process of aligning an organization with its marketplace - and doing so more responsively and effectively than competitors.

Type	Description	Used For	Who Impacted
Systemic	Management of the systemic changes associated with IT applications, architecture or infrastructure	• System Implementations • Software Upgrades • Other IT Changes	• IT Professionals
Project	Management of scope or schedule change for a specific project.	• All Projects	• Project Core Team • Extended Team
Organizational	Planning and implementing the tools, processes, skills and principles for managing the people side of change to achieve the required outcomes of a project or initiative	• All Projects • Many System Implementations • Most Software Upgrades • Many Other IT Changes • Company Restructuring • Mergers & Acquisitions • Introducing New Channels, Brands or Business Models	• Targeted Employees or Departments • Ancillary Employees or Departments • IT Professionals • Stakeholders

Figure 21 Types of change management

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5.2. What is Strategic change management?

Have a short look at the Thoughts on change management in 21st century education from Dr. Rick Van Sant, Ph.D., Blackboard. At: https://www.youtube.com/watch?v=AH7srhttW0E

Strategic change management is the process of managing change in a structured, thoughtful way in order to meet organizational goals, objectives, and missions and to achieve educational outputs in forms of tangible results produced by processes in the education system or in concrete benefits for students, their families and/or local community and society as a whole.

5.3. Examples of change management

Successful organisations are able to manage change in a coherent manner and are able to generate the most benefit from changes and improvements to the way they do business. A different types of change events may include:

- Changes in scale – a new business line there will be a need to change the way the business works due to the increasing size of the organisation (e.g. increases in employees, need for new premises, need for additional vehicles, changes in management structures etc.)
- Changes in personnel – A more common change event that all organisations will face from time to time is the need to adapt to changes in the personnel in key positions within the business. For example, a change in supervisor may change team dynamics whilst a change in accountant could include the risk of losing significant corporate knowledge.
- Changes in technology – Where there have been improvements in technology (e.g. communications, IT or equipment) there will be a need to update their systems and train their employees to effectively manage the change.
- Changes in service offerings – In circumstances it needs to change the business lines that we service then there will be a need to manage a change process through training existing staff, recruiting additional staff, updating the business plan and potentially investing in new equipment and marketing literature.
- Legislative change – Changes in laws and regulations could have a significant impact on how work goes about undertaking its work.

5.4. What do change management stages include?

The change management stages assist the change in the organization in a systematic manner that will help you effectively implement the change.

– **Stage 1: Initiation**

In this stage, one or more people in the organization realize the need for change. There is a nagging feeling that something is not right. This awareness can come from many sources, both inside and outside of the organization. It can also occur at any level in the organization. The people who are most familiar with the work often have the most accurate perceptions about the need for change. Organization members may experience the need to change by viewing other organizations, benchmarking, or bringing in new senior leaders with experience in other organizations. In large organizations, sometimes changes are imposed from outside of the immediate work unit. And, any size company may need to change because of changing customer needs.

– **Stage 2: Investigation**

In this stage, people in the organization begin to investigate options for change. They begin to create a vision or picture of what the organization could look like after the changes. They should also determine, at this stage, the readiness of the organization to change.

– **Stage 3: Intention**

In this stage, the change agents in the organization decide upon the course of change. They create the vision of where the organization should be and could be in the future. Planning and definition of major

strategies occur during this stage of the change process. Recognition that change always requires a change in the organization's culture is important.

    – **Stage 4: Introduction**

In this stage, the organization begins the changes. The organization must have goals for the change and strategies for reaching those goals. This is the stage where personal reactions are more likely to occur.

Leaders must begin the change by changing. Leaders and other change agents must establish clear expectations for changes. Involve as many of the employees in the organization as possible in initiating and implementing the change plan.

    – **Stage 5: Implementation**

In this stage, the change is managed and moves forward. Recognize that all will not go perfectly. Change always takes longer than anticipated. Change activities are ignored as employees tackle their day-to-day responsibilities.

Maintain constancy of purpose. The organizational systems must be redesigned to support the change. Provide recognition and rewards (positive consequences) for people who exhibit the changed behaviors. Fire people who don't participate in and support the changes sooner rather than allowing them to remain and poison your progress.

    – **Stage 6: Integration**

In this stage, the changes become the norm and are fully adopted. This may not happen for 18 months after changes are initiated. A total organization can take 2-8 years. When the changes have been successfully integrated into your organization, a new employee would not realize that the organization had changed.

Follow these stages to implement changes, even organizational transformation, to ensure that the changes you want to implement are successfully integrated into the fabric of your organization.

5.5. What are the Six Critical Factors for Successful Change?

Successful change leadership is not an easy task.

    ❖ **Shared Vision**

When embarking on any change effort, it's the change leader's job to develop and deliver an inspiring view of the future state, and enlist others to move towards it. People assimilate a lot easier, and work with greater commitment, when they are guided by a vision. This is the starting point for transformational change. If this step is missing, any one of the other five factors for successful change will suffer.

    ❖ **You Are Accountable**

Starting at the top and cascading down through the organization, leadership must be held accountable for the change effort. Accountability is all about action. Participation, communication, resource commitment, sharing the vision early and often - each one of these actions demonstrates leadership's commitment to the change. The saying, "What you do speaks so loudly, I can't hear what you are saying," sums it up nicely. People commit to a change with their hearts not their heads. Leadership accountability is a critical factor when it comes to gaining buy-in for the change.

Accountability is all about action.

    ❖ **Stakeholder Involvement**

Change Leaders must not only understand who the stakeholders are, but also the level of support each has for the change effort and the degree to which each can affect it (positively or negatively). This

information is often tracked in a stakeholder management plan. Change leaders often ask, "Is such a comprehensive plan really worth the time and effort?" The answer is absolutely! Understanding, supporting and establishing two-way communication with stakeholders can make or break the success of the change effort.

❖ **Tools and Skills**

Effective communication is another fundamental skill required of a change leader. To be effective communicators, change leaders must understand individual communication styles and conflict modes, as well as be able to recognize resistance and know how to overcome it. Effective communication also means using language appropriate to the audience, and striking the right balance between logic and emotion. A leader's ability to communicate is called upon over and over again while executing the change effort, making it a critical component for success.

A leader's ability to communicate is called upon over and over again while executing the change effort. Tools such as a stakeholder management plan may be used more than once during the course of one change initiative. Although there are too many tools to mention here, suffice it to say that change leaders need to know what tools are available to help them lead and manage change, and they need to become masters of these tools.

❖ **Enabling Behavior**

Change happens at the behavioral level. Modifying the organization's infrastructure to support the change effort is key to sustaining the change. This may take the form of realigning job descriptions, performance management plans and measurement systems. But don't forget that individuals respond differently to change, so change leaders need to provide support, training and coaching to keep the change effort moving forward without alienating stakeholders. Successful change leaders must recognize and reinforce desirable behavior by celebrating small wins, providing constant feedback on the progress of the change, and remembering that each individual moves along the change curve differently.

❖ **Measures and Processes**

The supporting foundation of successful transformational change is how performance is measured within the business. Whether your metrics track process, personnel or financial performance, transformational change requires leadership to examine and realign the current measurement systems to support the change effort in each area. Too often, contradictory metrics exist, driving old behaviors and eroding support for the change.

5.6. Test your knowledge

Find the right answers on page 65.

🕐 Time to do the test 5 min.

25. Change management is not a formal process
    a) True
    b) False
26. A change in ………………………. may change team dynamics
    a) Employee
    b) Manager
    c) Supervisor
27. When one or more people in the organization realize the need for change is …………. stage of change management
    a) First
    b) Third
    c) Second
28. Recognition that change always requires a change in the organization's culture is important.
    a) True
    b) False
29. People commit to a change with their ………………. not their heads.
    a) Activities
    b) Hearts
    c) Mindset
30. To be effective communicators, change leaders must understand individual communication styles and conflict modes, as well as be able to recognize resistance and know how to overcome it.
    a) True
    b) False

🕐 Time to do the assignment depends on you.

Assignments Module "Change management"

19. Describe on your own what you plan to do to implement a change management practice in your organization.
20. Develop a change management strategy.

Conclusion

The course does not pretend to outline and present all the topics regarding the trainers' practice. Instead, it is aimed at point out the attention on the knowledge and competencies regarding some of the most important once, which the 21st Century trainers have to possess.

The course tries to answer the question "How can you become an effective and inspirational trainer?", because millennials workers think and act differently. They approach problems fundamentally differently thus they require an evolved training approach.

Vocabulary

Training is the process each new employee goes through when joining a company to learn how to carry out the <u>day-to-day operations</u>, know how their department works and how job-specific tools operate in order to carry out their responsibilities.

Learning is what we go through when we want to be equipped for non-specific and unexpected situations and the two are not mutually exclusive. While you do learn to do something specific, you are also inadvertently equipped with the knowledge and/or skills to face future challenges.

	Emphasis / Focus	Relationship	Approaches	Outcomes
Training	Development of new skills Short term focus and input Refreshing old skills Technical or 'soft' focus	Highly transactional Short term few days 'Teacher and pupils' scenario Ownership is with trainer to impart skills	Trainer as expert Expert knowledge Trainer led Activities, discussions, role play, exercises Support primarily at time Goals identified as start of session and coaching intervention	Increased skill set Increased confidence in using skills Not always a plan of how to apply skills
Coaching	Develops existing skills Develop confidence Longer term focus and input Considers 'how' to achieve something Developing person not skill	Longer term, more transformational 4-6 sessions for 1-2 hours Ownership of actions is with learner	Learner as expert Learner with expert knowledge Questions and exploration by coach Experience, scenario, options and metaphor based	Increased application of skills Increased awareness of behaviours and impact Increased options of approaches Plan of approach often present Increased confidence
Mentoring	Mentor sharing their experience with learner Longer term development focus	Long term relationship Can be lifetime relationship Transformational Ownership with learner	Mentor as expert Mentor led Questions and exploration by mentor Experience based Evolving agenda over time	Increased clarity on direction, career, role or life Increased awareness Mentee led plan Increased confidence

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Re-readings

1. ADDIE
2. Anatomy of the 21st century trainer, Inside Learning Technologies & Skills November
3. APQC
4. Bloom`s Taxonomy
5. BOOK: UNIT 2: Non-formal open learning curriculum characteristics
6. Change Management Process
7. Change Management Stages
8. Community Tool Box
9. Competency Hierarchy
10. Competency Model Clearinghouse
11. Designing a Training Program
12. Digcomp
13. Effective training design
14. e-mail charter
15. e-Skills association
16. e-Skills Europa
17. European Dictionary of Skills and Competences
18. Event planning process
19. Georgia's Competency Dictionary
20. Harvard University Competency Dictionary
21. IGI Global
22. Institute for Human Services/NARCCW
23. Knowledge Management 2.0
24. Knowledge management tools
25. Learning 2.0: The Impact of Web 2.0 Innovations on Education and Training in Europe
26. Learning theories
27. LMS Software
28. Modernize Corporate Training: The Enterprise Learning Framework
29. Moving from Education 1.0 Through Education 2.0 Towards Education 3.0
30. NASA Competency Management
31. O*NET
32. Online, Synchronous, Asynchronous Learning
33. Open Educational Resources and Practices for e-Leadership Skills
34. Review of Learning 2.0 Practices: Study on the Impact of Web 2.0 Innovations on Education and Training in Europe
35. Six Critical Factors for Successful Change
36. Suggestions to Enrich Any Training and Development Plans
37. Ten Basic Rules of Netiquette or Internet Etiquette
38. Testing and assessment: an employer's guide to good practices
39. The Enterprise Learning Framework: A Modern Approach to Corporate Training
40. The Modern Trainer's Roles And Responsibilities
41. The Three P's of Pedagogy for the Networked Society: Personalization, Participation, and Productivity
42. Training and development
43. Training industry
44. Training the e-trainer
45. Types of feedback
46. What makes great pedagogy and great professional development: final report
47. Workitect's Competency Dictionary

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Answers of the tests

Part one: Trainers` competency model				
Module 1	Module 2	Module 3	Module 4	Module 5
1. a 2. c 3. b	4. c 5. b	6. a 7. a	8. a 9. b 10. c 11. b	12. b 13. a 14. b
Part two: Trainers` e-skills and management skills				
Module 1	Module 2	Module 3	Module 4	Module 5
15. b 16. a	17. d 18. c	19. c 20. a 21. c	22. a 23. a 24. c	25. b 26. c 27. a 28. a 29. b 30. a

- Part one (Module 1- Module 5) is developed by Technical University - Sofia
- Part two (Module 1- Module 4) is developed by Technical University - Sofia
- Part two Module 5 is developed by the Institute for the Study of Societies and Knowledge, Bulgarian Academy of Sciences

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