

RETRAIN

PROJECT N: *LLP-LdV-TOI-13-FI-160-LEO05 2630*

LEONARDO - TOI - 2013 – 2015

MULTILATERAL PROJECTS - DEVELOPMENT OF INNOVATION

Course for Retail Trainers – Model 2

40-50 hours of learning

May 2015

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Introduction

RETRAIN

A stepping-stone in retail vocational training

Education for retail instructors - European collaboration project

RETRAIN is a model which aims to educate experienced retail workers and enhance their skills to training new and retrain current employees in retail shops.

The aim of the model is the following:

- *Train retail workers to provide other employees with on-the-job training*
- *Implement a harmonised and sustainable on-the-job training model in retail shops*

This Model enhances professional skills for the benefit of employees, shop owners and customers, through increasing retail employees' self-confidence and enhance their self-efficiency to pursue further education.

RETRAIN is an curriculum which has been created in collaboration between selected European partners. It is based upon a model which was introduced for educators within non-formal adult education and has been already successfully implemented in other contexts. RETRAIN is customised for retailing.

New competences learnt by the end of the education programme

Each participant who has successfully completed the RETRAIN Model will have obtained the following skills:

- *Clear vision of the role of the on-the-job-trainer*
- *Knowledge on how to prepare training for retail employees and execute the training efficiently*
- *Know-how to gain additional knowledge, skills and competences for themselves and others*

Learning process – designed in a European collaboration

The RETRAIN education model is a result of a two year European collaboration project with partners from Iceland (Centre for Retail Studies, Bifrost University and Education and Training Service Centre), Austria (BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH, a leading vocational training organisation) and Ireland (TESCO, the retail chain). The basic learning model has been used for training educators/trainers within non-formal adult education with success, based as it is in creative methods for adult learning.

The project was funded by Leonardo da Vinci, the European educational programme for Vocational Education. The initial part of the project was a thorough learning needs analysis in the partner countries of staff training in retail shops. Subsequently, the basic learning model was revised and adapted based on the findings of the requirement analysis. The model was then tested in real situations in collaboration with leading retail chains in all partner countries. In Tesco Ireland, Samkaup Iceland and Spar in Austria.

Assumed or Developing Competencies

The prerequisites for entering the RETRAIN education is that the trainee trainer should have a minimum of two years experience in a retail environment and be capable of completing programmes at EQF Level 4. Before the beginning of the programme, the trainees are required to fill in a self-assessment form which allows them to identify their development opportunities for the core personal and interpersonal skills that will be developed directly and indirectly through completion of the programme form. Besides a company specific product and business knowledge, other qualifications like self-confidence, the ability to write texts, basic knowledge in quality management and safety procedures are required. Another basic requirement is to have strong support from the management in the retail shop where the participant is employed to support their learning prior to and after the programme.

Teaching methods

The RETRAIN Model is designed to be delivered partly in a traditional classroom, moderated and conducted by a teacher and partly by solving practical cases in real circumstances in the shop (i.e. on the job training). Before the start of the course, a self-assessment is performed by the trainees, with involvement of the trainee's supervisor in the retail shop, in order to provide the trainee with an

appreciation of the key complimentary skills/knowledge that they will need to develop during and after the course is completed.

Emphasis is placed on the involvement of the trainees' supervisors who will monitor the progress of their employees, support the assignments to be solved in the shop and to provide coaching and feedback to the trainees once the course is completed.

Class room education:

The classroom course consists of three or four teaching components. Each component consists of five or seven hours of classroom learning. The teaching methods are based on methodology for adult education which has been used for the training of adult learning facilitators in several other industrial sectors, other than the retail sector. The methodology has been customised especially to the working situation and environment of retail employees.

Training in the shop:

A further twenty to thirty hours of self directed learning is completed during the programme. In between the class room education arrangements are made for training in the shops where the trainee works. The trainees are expected to solve practical assignments related to the subject that has already been presented in the classroom. An important part of the training is exchanging experiences between the trainees and the teacher through the use of social media. The final assignment is to collect all the knowledge from the course and use it for planning on-the-job-training in the retail shop.

By the end of the course the result is evaluated and compared to the self-assessment which was made before the beginning of the course. Moreover, the participants receive feedback and recommendations for improvement according to the plan they have made for training new employees in the retail shop.

Coverage of the training

Two variations of the education were considered in both terms of length of the course and, as well as level of detail. The shorter version is a course which consists in total of 40 – 50 learning hours, including the classroom hours, as well as the time dedicated to practical applications. This version is the one that was developed and piloted and is presented here.

The other variation is much more detailed and consists in total of 120 hours of learning (classroom learning, on-the-job-training and self-study). The content of this longer variation is basically the same as the former one, but the trainees become better prepared for acting as on-the-job-trainer in the retail shop. They also receive instruction on how to do a Training Needs Analysis for a new programme, the design of a new learning programme and the assessment of learning and the transfer of training on the job

Content

The learning model is divided into eight parts; four parts in the classroom and four training parts in the retail shop. In the training taking place in the retail shop the trainees use methods which are taught in the class room exercises. This is how the class room education and the practical training in the shops are combined. The theoretical part deals among others with communications, self-confidence and creative methods for training employees in the workplace. All the courses are based on creative thinking methods.

Each of the eight learning parts which are described below is minimum five hours. The total learning hours (teaching + on-the-job-training) is estimated to be 40 – 50 hours.

The progress of the education is as follows:

Core personal/inter-personal skills assessment Trainees perform self-assessment in consultation with supervisor in the retail shop	
Class room education	On-the-job-training
<p>Part 1. Communications and expressions Discussing objectives of the on-the-job-trainers, analyse own communication habits and how the trainees can enhance their competences in acting as vocational trainers for other employees in the retail shop.</p>	<p>Part 2. Communications and expression Training in communication with other employees in the shop, analysing ethical and other related matters according to assignment description. Start using social media for communicating and comparing experiences.</p>
<p>Part 3. Effective dissemination Identifying most effective dissemination methods to sharing knowledge to adults' and different needs and preconditions of each individual. Exercising in using qualifications references and quality checklists. Also an exercise in making a planning for training in the retail shop.</p>	<p>Part 4. Effective dissemination An assignment from the class room part 3 will be solved. This consists in using tools, like software and quality checklists. Identification of which tools are the most appropriate to use. Communication between trainees and trainer by using social media.</p>

<p>Part 5. Adaption and assignments Reviewing the experiences from on-the-job-training in part 4. Trainees are trained in using creative solutions and adaption which can be useful in the work of vocational trainer.</p>	<p>Part 6. Adaption and assignments The trainees find cases in the retail shop where they could implement creative solutions, test them and contribute the ideas to other trainees through social media.</p>
<p>Part 7. Summation and planning of on-the-job-training Group training in planning training activity in the retail shop. All previous parts of the education are applied and integrated. Each trainees' experiences are identified.</p>	<p>Part 8. Discussions, assessment and follow-up Implementation of training methods which have been identified in the retail shop. Social media used for communications. Teacher reviews and recommends methods for improvement.</p>
<p>Self-assessment and the trainees' evaluation of the usefulness of the education in 1 - 2 months after completing the course.</p>	

Teachers and learning materials

RETRAIN teachers should hold comprehensive experience and expertise in adult learning methods and the necessary experiences for teaching vocational trainers in the retail sector.

Each RETRAIN educational provider, provides also learning materials. Detailed curriculum can be found on this web site: www.retrain.is

RETRAIN Curriculum



Pre-Course Preparation and Contracting

The trainee should be made aware of the rationale behind their being selected for this role and why the training is necessary. In the preliminary meeting the competency framework (Model 2 Simplified) for the On the Job Trainer should be introduced and explained – this outlines the competencies that a good experienced trainer exhibits in doing their job. The purpose of the discussion should be to get the prospective trainee to explore where, in relation to this competency framework, their current strengths and areas for development exist. The trainee should be asked to identify both and then discuss them with the Manager. The course should provide the trainee with the opportunity to further develop their strengths and also to start developing areas where they currently need development. The Manager and the trainee should then discuss what support will be required both during and after the programme and set up a learning contract that scopes out how the trainee will work with the manager on their return from the course to practice their new skills and receive coaching and feedback from their Manager on their progress

Part 0 – Core Trainer Competencies – assessed and/or recognized before the course starts – 2-5 hours of learning

Course unit and competence level	For the instructor
<p>This column In this column we have short descriptions of the main competences for the recognition of prior learning/prerequisites for the training course: <i>Retail trainers model 2</i>, followed by checklists with more detailed learning outcomes.</p> <p>Self-confidence Demonstrating realistic trust in own abilities: Demonstrates confidence when challenged</p> <p>Writing skills Communicating ideas and information in writing to ensure that information and messages are understood and have the desired impact: Selects and structures information</p> <p>Product Knowledge Understanding the products and services provided. Intermediate: Demonstrates solid knowledge and ability, and can apply the competency, with minimal or no guidance, in the full range of typical situations. Would require guidance to handle novel, more complex situations</p> <p>Industry Knowledge Understanding of how own organization fits into the industry, the industry as a whole and the links to related industries. Basic: Demonstrates basic knowledge and competency in customer service, service management, product presentation/display and product specific knowledge</p> <p>Resource management Manages resources (financial, human, physical and information resources) to achieve planned goals</p>	<p>About the assessment/recognition/validation The purpose is to check if the participant has demonstrated the competences which are considered the prerequisites for mastering the role of the trainer. The checklists only define the minimum competences required for the role.</p> <p>The lists can be used in different ways:</p> <ol style="list-style-type: none"> 1. to choose the participants for the course; 2. as a self-assessment tool for those who want to be OJTs trainers; 3. as a tool for the chosen trainers to be self-directed and assess themselves; 4. to determine what skills, knowledge and competences they have to enhance; 5. as a consulting tool. <p>In assessing competences these questions can be helpful for the manager/consultant:</p> <ul style="list-style-type: none"> • Has the employee /OJT been in situation where he had to use this competence? • How was it used and what was the contribution of the employee / OJT? • What knowledge and skills does the employee / OJT need to be able to perform the competence learning outcomes. <p>Instructions for the employee / OJT performing the self-assessment:</p> <ul style="list-style-type: none"> • Read every learning outcome carefully and answer as accurately as

Course unit and competence level

Concern for safety

Identifies hazardous or potentially hazardous situations and takes appropriate action to maintain a safe environment for self and others

Quality Focus

Follows up procedures, ensures high quality output, takes action to solve quality problems or notify quality issues as appropriate

Time Management/Priority Setting

The process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity

Stress Management

Maintaining effectiveness in the face of stress

See the assessment grid on next pages.

For the instructor

possible about your knowledge and competence in each case.

- If you are in doubt of understanding it correctly, seek help from your manager or consultant.
- Bear in mind all the knowledge, skills and experience you have acquired in your former jobs, projects, courses, and social or private life.
- In the evaluation interview the employee / OJT has to be prepared to demonstrate his/her competences, by solving problems, giving examples of behaviour or effective communication and team work, product knowledge a.m.

The core competencies will also be integrated into the training course when applicable.

The rating system for the assessment

Put X in the cell that best describes your abilities.

See the examples in the assessment grids below.

1. = Little knowledge/skills/competence. Need to learn from the basics and upwards.
2. = Some knowledge/skills/competence. Need some assistance to enhance it.
3. = Good knowledge/skills/competence. Can self work on enhancing it.
4. = Very good knowledge/skills/competence. Can assist others to acquire it.

Assessment grid for recognition of prior learning – Part 0
(will also be integrated into the course when applicable).

Self-confidence - Demonstrating realistic trust in own abilities.

Demonstrates confidence when communicating to an audience –

Competence	1	2	3	4	Not applicable
• I demonstrate confidence in my own abilities, views or decisions when challenged.					
• I express counter-arguments confidently.					
• I solicit and discuss varied views/opinions that differ from my own.					
• I am confident presenting in front of groups					

Examples:

Writing skills - Communicating ideas and information in writing to ensure that information and messages are understood and have the desired impact.

Selects and structures information

	1	2	3	4	Not applicable
• I can write longer, straightforward documents (e.g., summaries of meetings; instructions for trainees) that are logical and comprehensive, yet concise.					
• I combine information from a range of sources to develop new training materials.					
• I use language appropriate to my target audience and the subject matter at hand					

Examples :

Product Knowledge - Understanding the products and services provided.

Demonstrates solid knowledge and ability, and can apply the competency, with minimal or no guidance, in the full range of typical situations. Would require guidance to handle novel or more complex situations –

Competence - <i>Needs further defining according to different situations</i>	1	2	3	4	Not applicable
• I effectively match product knowledge to the implicit needs of the client.					
• I demonstrate understanding of moderately complex products/services.					
• I demonstrate technical knowledge of product/service.					
• I use knowledge of alternative products/services to enable upselling.					
• I can effectively troubleshoots product related problems.					

Examples:

Industry Knowledge - Understanding of how own organization fits into the industry, the industry as a whole and the links to related industries.

Demonstrates knowledge and competency in customer service, service management, product presentation/display and product specific knowledge –

Competence	1	2	3	4	Not applicable
• I read news, articles, social media and other sources related to my sector in order to keep up to date					
• I demonstrate a thorough understanding of own organization's industry.					
• I Identify related industries that may have an impact on own industry.					

Examples:

Resource management Manages resources (financial, human, physical and information resources) to achieve planned goals.

Manages the use of resources –

Competence	1	2	3	4	Not applicable
• I allocate and control resources within my area					Not for all?
• I implements ways of more effective utilizing resources.					
• I implement processes that improve the quality of planning, control and decision-making.					

Examples:

Concern for safety - Identifies hazardous or potentially hazardous situations and takes appropriate action to maintain a safe environment for self and others.

Promotes a safe and healthy environment –

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
• I promote a safety conscious working environment.					
• I notice potentially hazardous situations that are not apparent to others.					
• I consistently enforce safety procedures and demands compliance with health and safety regulations					

Examples:

Quality Focus - Follows up procedures, ensures high quality output, takes action to solve quality problems or notify quality issues as appropriate.

Reviews and coaches others on quality standards –

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
I have a complete knowledge of the organizational policies and procedures for quality assurance.					
• I consistently work at a level that exceeds quality standards set by the organization.					
• I review the work of others to ensure that organizational quality standards are met.					
• I advise management when quality issues and challenges are apparent.					

Examples:

Time Management/Priority Setting - The process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity

Differentiates between important and urgent activities –

Competence	1	2	3	4	Not applicable
• I make quality time for the most important priorities.					
• I look ahead, and don't get stuck in the here and now while attending to a broad range of activities.					
• I allot ample time for the important, and balance it with the urgent.					
• I foresee roadblocks and sense what will help or hinder accomplishing a goal.					
• I plan work and make choices based on an understanding of the importance and urgency of the different assignments and projects.					

Examples:

Stress Management - Maintaining effectiveness in the face of stress.
Adapts to frequent low-level stress –

Competence	1	2	3	4	Not applicable
• I maintain composure and effectiveness despite stressful circumstances.					
• I understand personal stressors and takes steps to limit their impact.					
• I keep issues and situations in perspective and react appropriately (e.g. do not over-react to situations or what others say).					

Examples:

Train the Trainer Programme:

The classroom element of train the trainer programme can be between three and five days in duration, with gaps of between five and not more than ten working days between training days. The exact content is the prerogative of the trainer selected to deliver the programme but they should take cognisance of all of the learning outcomes in Model 2. The following units of learning were covered during the average of 20 hours of classroom learning utilised during the pilots:

Different learning styles adult learning theory/ multiple intelligence/ continuous learning
Communication - Communication styles; Giving feedback; Question technique; Dealing with difficult people
Training technique/ tools
Team working
Coaching
Evaluation/ validation/ assessments
Learning process

In between each training day the trainees should be given tasks to complete related to the current and subsequent sessions. It is suggested that a Community of Learning be fostered between the participants and social media be used to set up a closed communications group for the participants. This can be used to provide an update on tasks being carried out related to the class sessions and also for the trainer to communicate to the participants and post reading materials etc.

Part 1 - Social- and communication skills (at site - 5 hours)

Course unit and competence level

Effective Communication - Listening to others and communicating articulately, fostering open communication.

Adapts communication to widely varied needs

The detailed learning outcomes are in the assessment grid below.

Teamwork – social skills - Working collaboratively with others to achieve organizational goals.

Fosters teamwork

The detailed learning outcomes are in the assessment grid below.

For the instructor

Purpose/Challenge: The OJTs (on the job trainers) have to consider their role as trainers and examine their own communication habits and how they can develop it to better be able to train diverse audiences.

Duration: 1 ½ hour

Tools:

- The OJTs use the method called *sociometric games* to get to know each other - as ice-breakers. They discuss how they can use it as well as a tool in their training job to read cues from listeners.
- *Structured discussions* (Buzz meetings) about the trainers' role and their necessary competences to perform their duties - what to do and what not to do!
- *Learning contracts* as a tool for communication.
- The OJTs discuss how to make the *preferred job descriptions for the employees* and how to translate it into learning outcomes as a clear communication tools in the training as well as *an assessment tool* in the form of checklists (rubrics).
- Presentation of *video clips/models of effective communication* and how to give and receive feedback, followed by discussion, role playing or games and a *hand out/worksheet* for homework.

Purpose/Challenge: The OJTs have to understand what characterizes the adult learner, different learning styles, how to work with it in groups in the training situation and how to customize the training to different individuals.

Duration: 1 hour

Tools:

- The OJTs take a short *learning styles test* to understand the concept. *Presentation* and structured discussions of *several learning styles models*, how to use it as an important tool in the training and to advise and *give feedback*.

Course unit and competence level

Using Information Technology - Using software and information technology to accomplish ones work.

Demonstrates basic knowledge and can apply the competency in common situations

The detailed learning outcomes are in the assessment grid below.

Developing Others - Fostering employee development by providing a supportive learning environment.

Coaches others

The detailed learning outcomes are in the assessment grid below.

Work Ethics and Values - Demonstrating and supporting the organization's ethics and values.

Promotes the organization's ethics and values

The detailed learning outcomes are in the assessment grid below.

Informal assessment of each segment!

For the instructor

- The OJTs play an *adventure game* that fosters team spirit and builds consensus. Discussions about how to use it as a training tool. (Training in effective communication).

Purpose/Challenge: The OJTs must be able to use technology, at least at the same level as the employees, to make the training job easier and more smooth as well as a tool for their own advancement.

Duration: ½ hour

Tools:

1. Common *social platform* is agreed upon and discussed.
2. Presentation of *IT homework project relating to giving and receiving feedback through social platform.*

Purpose/Challenge: The OJTs must have understanding of how to design learning segments and use it to implement and motivate others. The impact feed-back.

Duration: 1 hour

Tools:

Presentation of *a learning design model* as well as *Guiding lights for diverse approach..*
Examples of different *learning outcomes* and how to use it as performance goals in training. Homework, *worksheet*, related to giving feed back.

Purpose/Challenge: The OJTs must have a clear image of own values and duties as a role model. They have to be able to deal with ethical cases that come up in the training situation.

Duration: 1 hour

Tools:

Case study – two different cases and discussions- OJTs make their own cases.
Video clips of different reactions.
Presentation of worksheet (to explore ethical issues in their workplace).

Quick assessment

– after each segment in this part.

Assessment grid for Part 1

Effective Communication - Listening to others and communicating articulately, fostering open communication.

Adapts communication to widely varied needs –

Competence - <i>Needs further defining according to different situations</i>	1	2	3	4	Not applicable
• I adapt my communication style depending on the audience:					
• Questioning techniques – varied use of techniques to suit situation					
• Delivers message with confidence and authority					
• I elicit others ideas and opinions by actively listening and seeking input from others					

Examples:

Teamwork – social skills - Working collaboratively with others to achieve organizational goals.

Fosters teamwork 1

Competence - <i>Needs further defining according to different situations</i>	1	2	3	4	Not applicable
• I give credit and acknowledge contributions and efforts of other team members.					
• I make outstanding efforts to help other team members.					
• I foster team spirit.					
• I ensure that all group members have an opportunity to contribute to group discussions.					

<ul style="list-style-type: none"> I help build consensus among team members and encourage open debate and sharing of ideas. 					
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Using Information Technology - Using software and information technology to accomplish ones work.

Demonstrates basic knowledge and can apply the competency in common situations –

Competences	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I can use common social platform and tools for communication.(Phone app, Facebook) 					
<ul style="list-style-type: none"> I can upload photos and documents to social media 					
<ul style="list-style-type: none"> I choose appropriate and varied media to deliver message 					
<ul style="list-style-type: none"> I use of media to support learning, promote discussion and to achieve goals 					

Developing Others - Fostering employee development by providing a supportive learning environment.

Coaches others –

Competence	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I work with colleagues to set performance goals and expectations. 					
<ul style="list-style-type: none"> I provide honest, timely, clear and specific feedback on performance in ways that maintain others’ self-esteem. 					
<ul style="list-style-type: none"> I encourage others to identify their own learning and training needs 					

Work Ethics and Values - Demonstrating and supporting the organization’s ethics and values.

Promotes the organization’s ethics and values

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I ensure that others understand the organization’s ethics and values. 					

<ul style="list-style-type: none"> I monitor the work environment, identifying and addressing any ethical issues that could negatively affect staff or stakeholders. 					
<ul style="list-style-type: none"> I deal directly and constructively with, as opposed to ignoring, lapses of integrity (e.g., intervene to remind others of the need to respect the dignity of others). 					

Part 2 - "Homework" (at work - 5 hours)

Course unit and competence level
<p>Using Information Technology. Using software and information technology to accomplish ones work.</p> <p>Demonstrates basic knowledge and can apply the competency in common situations</p> <p>Developing Others . Fostering employee development by providing a supportive learning environment.</p> <p>Coaches others</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p>

For the instructor
<p>Purpose/Challenge: The OJTs must be able to practice, in the working environment, some of the learning outcomes from Part 1 and integrate competences, as IT and giving feed-back.</p> <p>Duration: 5 hours</p> <p>Tools: Use of defined <i>social platform</i> according to <i>worksheet</i>. Communication practice according to <i>worksheet (giving and receiving feed back in the workplace)</i>. Collects <i>information</i> of ethical issues according to <i>worksheet</i>.</p>

Assessment grid for Part 2

Using Information Technology - Using software and information technology to accomplish ones work.

Demonstrates basic knowledge and can apply the competency in common situations

Competence	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I can use common social platform and tools for communication.(Phone app, Facebook) 					

Developing Others. Fostering employee development by providing a supportive learning environment.

Coaches others

Competence	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I work withcolleagues to set performance goals and expectations. 					
<ul style="list-style-type: none"> I provide honest, timely, clear and specific feedback on performance in ways that maintain others' self-esteem. 					

Work Ethics and Values – Demonstrating and supporting the organization’s ethics and values.

Promotes the organization’s ethics and values -

Competence	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I monitor the work environment, identifying and addressing any ethical issues that could negatively affect staff or stakeholders. 					

Part 3 - Training skills (at site - 5 hours)

Course unit and competence level	For the instructor
<p>Effective communication and adaptation - Listening to others and communicating articulately, fostering open communication.</p> <p>Adapts communication to widely varied needs</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p> <p>Teamwork - Working collaboratively with others to achieve organizational goals</p> <p>Fosters teamwork</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p> <p>Fostering Learning - Fostering learning by providing a supportive learning environment.</p> <p>Facilitates learning activities</p> <p><i>The detailed learning outcomes are in the</i></p>	<p>Purpose/Challenge: The OJTs have to be able to communicate to different people in different and even difficult situations.</p> <p>Duration: 1 ½ hour</p> <p>Tools: Short repetition of <i>basic approaches</i> in communication. Being aware of <i>means and ways</i> to handle “<i>difficult</i>” individuals. <i>Case studies and videos that show different reactions. Structured discussions.</i></p> <p>Purpose/Challenge: The OJTs have to work according to the work plan that was introduced in part 1.</p> <p>Duration: 1 hour</p> <p>Tools: The OJTs consider the <i>different learning styles</i> and abilities of adult learners and how to use it as a tool for organizing and <i>giving feedback</i> in the workplace training. OJTs work with <i>different checklists</i> (from their workplaces) and examples of how to use it. Emphasis on self- directed learning of employees, using <i>learning contracts/ (checklists from the store!)</i>. Use of <i>games</i> to foster team spirit.</p> <p>Purpose/Challenge: The OJTs have to be able to plan individual approaches and style them to company’s situation using basic instructional methods.</p> <p>Duration: 1 hour</p>

Course unit and competence level

assessment grid below.

Planning and Organizing - Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.

Plans and organizes group activities

The detailed learning outcomes are in the assessment grid below.

Assessment for this segment of the course

For the instructor

Tools: *Customized learning approaches* are introduced as well as several *assessing methods*. *Case studies*.

How to use checklists as a tool to follow progress, evaluate and review methods. Methods in *giving feedback*. The OJTs consider, by discussing *cases*, several important aspects of effective learning and how to *link learning and working*. Elliott Masie and Visible Learning). The *Learning/teaching cycle* and *mind maps* used as tools for preparing learning plans and own evaluations.

Purpose/Challenge: The OJTs need to administer the task in as economical way as possible and have to master simple task-/project management methods using IT.

Duration: 1 hour

Tools: *The design model* reconsidered. *Mind maps* and *planning templates* presented and discussed.

Presentation of *software and/or template* to use.

Assessment/Evaluation of the OJTs in the end of this part, different methods.

Assessment grids for Part 3

Effective Communication and adaptation - Listening to others and communicating articulately, fostering open communication.

Adapts communication to widely varied needs

Competence	1	2	3	4	Not applicable
• I communicate effectively in difficult situations.					
• I keep calm in dealing with difficult individuals.					
• I understand others' complex or underlying needs, motivations, emotions or concerns and communicates effectively despite the sensitivity of the situation.					
• I build rapport and demonstrate empathy					

Teamwork - Working collaboratively with others to achieve organizational goals.

Fosters teamwork

Competence - <i>Needs further defining according to different situations</i>	1	2	3	4	Not applicable
• I ensure that all group members have an opportunity to contribute to group discussions.					
• I help build consensus among team members.					
• I generate a trusting and safe environment for trainees					
• I establish a sense of commitment and accountability amongst learners					

Fostering Learning - Fostering learning by providing a supportive learning environment.

Facilitates learning activities

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I modify learning activities to suit learner needs as part of a broader learning initiative, program or curriculum (e.g., incorporates organizational content into learning activities). 					
<ul style="list-style-type: none"> I work with employees to identify areas for performance improvement. 					
<ul style="list-style-type: none"> I facilitate learning activities. 					
<ul style="list-style-type: none"> I assess and provides feedback and coaching on employee performance in learning activities. 					
<ul style="list-style-type: none"> I coach staff, transferring accumulated knowledge and expertise. 					
<ul style="list-style-type: none"> I conduct "post-mortems" with staff to identify and facilitate the application of lessons learned. 					

Planning and Organizing - Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.

Plans and organizes group activities

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
<ul style="list-style-type: none"> I identify who needs to be involved and when. 					
<ul style="list-style-type: none"> I identify who will do what, when, taking into account group members' skills, needs and, if possible, preferences. 					
<ul style="list-style-type: none"> I set timelines and work steps. 					

Part 4 – “Homework” (at work - 5 hours)

Course unit and competence level

Using Information Technology - Uses IT to accomplish learning outcomes
Conducts common tasks using IT

Planning and Organizing - Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.

Plans and organizes group activities

The detailed learning outcomes are in the assessment grid below.

For the instructor

Purpose/Challenge: The OJTs must be able to use technology, at least at the same level as the employees, make plans, design sessions and communicate them to the employees and the TTs by available IT means.

Duration: 5 hours

Tools:

The educational *design model, mind maps, word processing software, presentation tools- or other similar software.*

Worksheet for designing plan and material.

Assessment grids for Part 4

Using Information Technology - Uses IT to accomplish learning outcomes.

Conducts several common tasks using IT –

Competence	1	2	3	4	Not applicable
• I use social platforms to communicate with learners, employees and others.					
• I use several, common software features (e. g., produces business formatting of documents).					
• I use IT to set up plans and introduce them to the trainees					
• I convert files from one format to another.					
• I import data between common applications.					
• I conduct simple database searches.					

Planning and Organizing - Developing, implementing, evaluating and adjusting plans to reach goals, while ensuring the optimal use of resources.

Plans and organizes group activities

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
• I monitor progress and use of resources (e.g., people, supplies, money).					
• I make needed adjustments to timelines, steps, and resource allocation.					
• I continually plan for effective accomplishment of next steps					

Part 5 - Adaptability and Problem solving (at site - 5 hours)

Course unit and competence level	For the instructor
<p>Repetition and discussions of prior parts of the course. Self-assessment in groups using the learning outcomes grid and evaluation of the outcome.</p> <p>Adaptability - Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups</p> <p>Adapts to widely varied needs</p> <p>Problem Solving - Identifying problems and the solutions to them.</p> <p>Solves basic problems</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p>	<p>Purpose/Challenge: OJTs need to evaluate their progress so far. Discussions in pairs or groups and access to the TTs. OJTs then revise their <i>Learning contracts</i>. Serves also as motivation for further steps. Duration: 1 hour Tools: <i>Learning contracts, assessment grids, group work.</i></p> <p>Purpose/Challenge: Adult trainers/OJTs have to be adaptable and open to changes in the way they work with people and situations and be unbiased. Duration: 2 hours Tools: <i>Models of change management, creative methods, presentation of "Mind locks", structured discussions, cases, "The Art work" (game).</i></p> <p>Purpose/challenge: Giving the OJTs tools to help them solve different complex situations they meet in their job. Duration: 2 hours Tools: <i>Lateral thinking methods, Six thinking hats, lateral thinking puzzles, adventure games, polarity maps, structured discussions.</i></p> <p><i>Real cases</i> from the OJTs workplaces defined and discussed. <i>Worksheet</i> for homework presented.</p>

Assessment grids for Part 5

Adaptability - Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups

Adapts to widely varied needs

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
• I adapt to new ideas and initiatives across a wide variety of issues or situations.					
• I support and adapt to major changes that challenge traditional ways of operating.					
• I adapt interpersonal style to highly diverse individuals and groups in a range of situations.					
• I embrace change and adapt own plans and priorities accordingly and am a positive advocate for change.					

Problem Solving - Identifying problems and the solutions to them

Solves basic problems

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
• When predefined solutions are not applicable, I identify straightforward, practical solutions.					
• I select solutions to basic problems, considering predefined options and using clear criteria/procedures.					
• I verify problems have been solved.					

Part 6 – “Homework” (at work - 5 hours)

Course unit and competence level

Adaptability - Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups

Adapts to widely varied needs -

Problem Solving - Identifying problems and the solutions to them.

Solves basic problems

The detailed learning outcomes are in the assessment grid below.

For the instructor

Purpose/Challenge: To identify problems to solve (six thinking hats) or to manage (polarity management) and use the methods from Part 5 to deal with them, either in a vertical or horizontal (lateral) way.

To use the ideas of adaptability and problem solving in a practical situation at work and thus combine theoretical study and a real work situation.

Duration: 5 hours

Tools: *Worksheet from part 5, the assessment grid and the learning contract.*

Assessment grids for Part 6

Adaptability - Adapting in order to work effectively in ambiguous or changing situations, and with diverse individuals and groups

Adapts to widely varied needs

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
• I adapt to new ideas and initiatives across a wide variety of issues or situations.					
• I support and adapt to major changes that challenge traditional ways of operating.					
• I adapt interpersonal style to highly diverse individuals and groups in a range of situations.					
• I anticipate change and adapt my plans and priorities accordingly.					

Problem Solving - Identifying problems and the solutions to them

Solves basic problems

Competence - Needs further defining according to different situations	1	2	3	4	Not applicable
• When predefined solutions are not applicable, I identify straightforward, practical solutions.					
• I select solutions to basic problems, considering predefined options and using clear criteria/procedures.					
• I verify problems have been solved.					

Part 7 – Organization and Continuous learning (at site - 5 hours)

Course unit and competence level	For the instructor
<p>Organizational Awareness - Understanding and using the workings, structure, climate and culture of the organization to achieve results.</p> <p>Understands and uses organizational culture and climate</p> <p>Continuous Learning - identifying and addressing learning and developmental needs to enhance own performance.</p> <p>Seeks learning opportunities</p> <p><i>The detailed learning outcomes are in the assessment grid below.</i></p> <p>Group project for summary - All key subjects from the course are combined in one project.</p> <p>Sees the whole picture and can combine key features from the course in an effective, practical project</p> <p>Evaluation - informal</p>	<p>Purpose/Challenge: To be able to use the knowledge acquired at the course in the most effective way, the OJTs have to know their organization and conduct their training according to it.</p> <p>Duration: 1 hour</p> <p>Tools: <i>Structured discussions</i> about the homework and the <i>worksheets</i>. Problems, hurdles, hindrances, differences and possibilities in the view of the organizational culture in their workplace? What is possible? <i>Worksheet</i> .</p> <p>Purpose/Challenge: The self directed learner (OJT) takes the responsibility of own advancement and learning.</p> <p>Duration: 1-2 hours</p> <p>Tools: Renewal of the OJTs <i>learning contract</i> with themselves!</p> <p>Purpose/Challenge: Trains the ability to summarize and draw conclusions from the course to the job as trainer. The OJTs work in teams, help each other, to make their own plan which incorporates using the tools from the course: The design tools, the methods and more.</p> <p>To use the project as a summative assessment of the OJTs progress and general understanding.</p> <p>Duration: 2-3 hours</p> <p>Tools: <i>Project's description, worksheet.</i></p> <p>Discussions round!</p>

Assessment grids for Part 7

Organizational Awareness - Understanding and using the workings, structure, climate and culture of the organization to achieve results.

Understands and uses organizational culture and climate -

Competence - <i>Needs further defining according to different situations</i>	1	2	3	4	Not applicable
• I achieve “win/win” solutions based on understanding of issues and culture in own and other organizations.					
• I recognize what is and is not acceptable / possible at certain times given the organizational culture and climate.					
• I anticipate outcomes based on an understanding of organizational culture.					

Continuous Learning - Identifying and addressing learning and developmental needs to enhance own performance.

Seeks learning opportunities

Competence - <i>Needs further defining according to different situations</i>	1	2	3	4	Not applicable
• I request additional feedback to clarify learning needs.					
• I follow-up on issues to maintain knowledge and skills.					
• I seek coaching in areas where techniques are rapidly evolving.					
• I continually acquire and applies new knowledge and learning to improve job performance.					

Part 8 - Follow up in the workplace (Optional) - 2 hours

Course unit and competence level

***Visit and/or consultation through social media.
Final evaluation of the course.***

Post training review between trainee and line manager. This should include a discussion of the changes that have occurred in the trainee's knowledge and skills as a result of the training. Identification of opportunities for the trainee to practice and implement the knowledge and skills. The observation of the trainee in live situations by the manager and supply of appropriate developmental feedback and coaching to the trainee. Ongoing development of the trainee and a Personal Development Plan and securing opportunities for Continuous Professional Development for the trainee.

Community of Practice – it is suggested that a peer support community of practice, using social media or other means, be set up so that the new trainees can converse and discuss situation that they encounter and share examples of What Good Looks Like.

For the instructor

Purpose: To give OJTs opportunity to get consultation after a while on their own as trainers. To have a platform where the OJTs can discuss their concerns with their fellow OJTs from the course and the TTs.
Final evaluation of the course.

Duration: 1-2 months after the course ends.

Tools: *Social platform, Evaluation sheet.*