Project title: Transfer of Qualifications and Learning Standards in the Plastic Sector StandPlast VET

Project number: 2013-1-SK1-LEO05-06359

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Project duration: 1.12.2013 -31.5.2015

PROJECT OUTCOMES

- Guide of Work Positions, Qualifications and Educational Standards in the Plastics Industry (participation in a survey and participation in a workshops in SR)
- Preparation and testing of an educational programme for "Trainers, lecturers and teachers" (possibility to select and send technical trainers from companies, lecturers and teachers who deliver professional training, on-the-job-training and corporate technical education)
- WEB portal "members zone" aimed for informal education articles, analysis, reports of applied research in the field of plastics processing. (possibility to get password to enter the member zone where your employees can broaden their knowledge from the area of applied research of plastics)
- Preparation and testing of Electronic professional 3-lingual dictionary in the area of plastics processing (possibility to participate in testing of the dictionary in the area of plastics processing)

PROJECT PARTNERS









SLOVENSKÁ TECHNICKÁ UNIVERZITA V BRATISLAVE









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1. PREPARATION AND TESTING OF THE EDUCATIONAL PROGRAMME FOR TRAINERS, LECTURERS AND TEACHERS IN THE AREA OF PLASTICS PROCESSING.

OBJECTIVES:

- * to adapt the content, educational methods and methodology for measuring the quality of the educational outcomes through professional training of teachers, lecturers and trainers.
- to coordinate partners during professional training of trainers in the area of plastics processing.

TASKS

- to draft selection criteria for teachers, lecturers and trainers for testing of the "Educational programme for teachers, lecturers and trainers in the area of plastics processing" (hereinafter only as "the Educational Programme)
- * to prepare proposal for search and selection of teachers, lecturers and trainers
- * to prepare curricula and educational material for the "Educational Programme"
- to test the "Educational Programme" by the project partners

TARGET GROUP:

Number of teachers (3), trainers (3) and lecturers (6) = 12

PARTNERS INVOLVED IN DELIVERING THE TASKS

Slovenský plastikársky klaster/Slovak Plastic Cluster – selected 3 "trainers" from companies whose task was to provide on-the-job-training to the new employees in the production/set up of injection moulding machines, or working in the plastics production which uses also other technologies than injection moulding.

ŠIOV- Štátny inštitút odborného vzdelávania/State Institute of Vocational Education - selected 3 teachers or masters of the vocational education, who teach technology (theory as well as practice) of the plastics processing.

Slovenská technická univerzita v Bratislave/Slovak University of Technology in Bratislava (STUBA) – selected 3 teachers and lecturers who teach subjects dealing with theory and practice of plastics processing.

A-OMEGA, s.r.o./A-OMEGA, Ltd. – selected 3 lecturers who teach/or might teach setters and operators of the injection moulding machines. The company selected lecturers who could teach also other technologies than injection moulding of plastics.

Concrete activities of the "Educational Programme"

3-day training of trainers "How to teach" – location: SR, partner A-OMEGA, Ltd, (education in the Slovak language)



- Preparation and implementation of internship for teachers, trainers and lecturers (Case study focused on use of active methods in vocational education), location: LEOBEN, partner University Leoben, Austria (education and presentations in English)
- 3-day training of trainers focused on obtaining new expertise in the area of plastics processing location: SR, partner STU Bratislava (education in Slovak)
- 5-6-day training focused on methods of teaching (e.g. by educational software), on quality of the educational process, on verification of acquired skills, on measuring of learning outputs and their application in practice, on verification of input knowledge. Location: Telford, City of Wolverhampton College, Great Britain (education and training in English)

TIME SCHEDULE

Result/output	EDUCATIONAL PROGRAMME FOR TEACHERS, LECTURERS AND TRAINERS IN THE AREA
	OF PLASTICS PROCESSING (104 hours).

Responsibility	Description of activity	12/13	1/14	2/14	3/14	4/14	5/14	6/14	7/14
SPC, STU, AO, ŠIOV	Determination of basic requirements on lecturers, trainers and teachers	do	do 5.2.2014						
SPC, STU, AO, ŠIOV (3 participants from each organisation, total 12)	Selection of trainers, lecturers and teachers	do 15.3.2014							
AO	3-day training of trainers A-OMEGA - "How to teach"	26-28.3.2014							
UnLeoben	Preparation and implementation of a study tour for teachers - "Linking theory and practice" University Leoben (AT)		23.4.2014						
STU	3-day training of trainers - professional "Polymers processing"		16-18.6.2014						
CoWC	Preparation and implementation of vocational training in CoWC (Great Britain) - 6 days	7-12.7.			7.2014				



2. COMPETENCIES OF LECTURERS, TEACHERS AND TRAINERS.

What are the competencies?

Key competencies represent a full package of knowledge, skills and attitudes that all individuals need for personal development, social inclusion and to be able to get a job or to work in the given field. These competencies should be developed before the end of the compulsory education or training and should create basis for further education within the lifelong learning. Key competencies are visible in the entire educational process or training: primary education, adult education, specific education, etc.

(Freely taken from "Commission Staff Working Paper: Progress towards the common objectives in Education and Training – Indicators and benchmarks", Brussels, 21.1. 2004 SEC (2004) 73)

The main precondition for the work of a lecturer, trainer and teacher is a <u>very good knowledge of the teaching content.</u>

This could be given by:

- university graduation of chemical specialisation
- long-term practice (min. 10-years) in the area of plastics processing (or in a related field)
- combination of completed vocational education and practice, self-study as well as by participation in various courses and training in SR and abroad.

Other professional – technical competencies:

- to know sources of new information and obtain them regularly
- * to be able to structure the knowledge to know to classify knowledge according to e.g. importance, chronology, etc.
- skills to teach and develop others
- skills of an observer
- skills to determine and formulate teaching objectives
- skills to create tests and questionnaires
- to understand adult education
- to have knowledge about training methods
- to have the skills to use the training methods

Interpersonal/social competencies:

- to have skills to work with a group
- to have skills giving and receiving feedback
- to have presentation skills
- to have skills to motivate learners
- * to have skills to persuade, influence, argue, listen
- * to have skills to develop relationships

Intellectual competencies:

- having the ability of self-knowledge
- to be intellectually versatile
- to have a systematic approach



- to have observation skills
- to have an ability of data reduction
- to have skills of information retrieval
- to have skills of model creation

Personality and other competencies:

- * to have adequate up to very good vocabulary
- to be quick-witted, articulated, to have clear way of expression
- to have sense of humour and joke
- to have a positive attitude to work with people
- to be "playful"- not to take oneself too seriously

3. EDUCATIONAL PROGRAMME FOR TEACHERS, LECTURERS AND TRAINERS IN THE AREA OF THE PLASTICS INDUSTRY.

3.1 Determination of the content of the educational programme.

Target group: teachers (secondary vocational schools, universities), trainers, lecturers in the area of plastics processing.

The completed level of education within the National Qualifications Framework -4-8, (according to the target group on which they focus).

Educational programme consists of 2 parts:

- professional knowledge and skills in the area of lecturing, training and teaching (give answer to the question "HOW")
- professional knowledge and skills in the area of plastics processing (give answer to the question "WHAT")

Which key competencies must have a good trainer – lecturer – teacher in the area of teaching the plastics processing in order to pass on their knowledge, experience and skills to the participants of the vocational educational programme so that after completion this programme they will be able to apply the acquired knowledge and skills in practice?

LECTURER - TEACHER - TRAINER MUST BE ABLE:

* to prepare and implement "initial activities – familiarisation and creation of an atmosphere" and carry out the training needs analysis

Note: the group of participants of the vocational education in the area of plastics processing is usually incompatible (participants come from several different companies and have different professional level). Technically oriented employees are less communicative, it is necessary to win their confidence in the educational objectives.

to know oneself, one's own strengths and weaknesses and develop one's personality



Note: in all final evaluation feedbacks in education in the area of plastics, "the Personality" of a lecturer is separately evaluated and despite the fact that the lecturer has some gaps in his/her professional knowledge, if he/she is a personality, he/she is able to create a creative educational atmosphere.

* to communicate (verbally as well as non-verbally), properly present, to be able to listen, ask the questions in a proper way, and provide the feedback

Note: Most of the technically oriented lecturers, teachers and trainers is less communicative (also in the area of plastics processing). The same applies also to the trainees of the vocational education. Therefore it is necessary to develop communication skills for all participants of the vocational education.

* to understand the learning process and the specific sides of the adult education. He/she must be able to prepare the content and didactic side of the training/course (Training design). He/she must have knowledge and skills in setting goals of the training, or be able to choose from a large content what is important and critical. He/she must have a wide knowledge base in the area of plastics processing.

Note: most of the lecturers, teachers and trainers in vocational education concentrate on the content which they pass on to the participants only by passive methods, occasionally they use short exercises. Therefore it is very important that the teachers, trainers and lecturers understand that the learning process is not just a one-way process.

to choose from the various existing methods and forms for mediation of the vocational content of education the most appropriate methodologies. He/she must be able to prepare educational materials for participants of the training/course and must be able to use the modern techniques during education (including simulations on PC)

Note: Only a very small variety of methods is used in vocational education in the area of plastics – input of the lecturer- lecture, exercise and on-the-job-training. This certainly does not correspond to the large variety of active methods which the lecturer, teacher and trainer could use.

* to implement the training and must be able to behave in an assertive way and solve difficult situations during education

Note: the lecturer, teacher, trainer must be able to implement the training or course and must be able to react to the participants' inputs.

to implement regular evaluation (feedback) on the level of reactions and learning, as well as behaviour and results. That means that he/she must find out/evaluate how the educational objectives have been met. He/she must be able to develop a verification system and a system for strengthening the curricula (on the level of knowledge) – e.g. test on the level of skills – practical exam, on application level – solving a case study. He/she must be able to ascertain the effectiveness of education and on the basis of feedback prepare re-design of the training/course.

Note: The lecturer, teacher and trainer is able to repeatedly develop training for participants from the area of plastics processing only then, when he/she is able carry out objective evaluation (of the programme, fulfilment of objectives, outputs and the produced effects).

Based on the seven key competencies, the programme for preparation of teachers, lecturers and trainers in plastics processing was developed.



3.2 How to achieve educational objectives? - "Taxonomy"

In the further vocational education of lecturers, teachers and trainers in the area of plastics processing we want to achieve educational objectives that will be <u>linked with practice</u>, <u>knowledge but namely with the key competencies</u>. These educational objectives are divided into **six levels** marked as follows:

- «K1 to remember »
- «K2 to understand»
- «K3 to apply »
- «K4 to analyse »
- «K5 to evaluate »
- «K6 to create »

«K1 - to remember »

At this level it is sufficient, if the participant acquires knowledge which he/she is able to enumerate or repeat. While answering the evaluation questions, the participant remembers what he/she learned, enumerates or repeats the definition in more or less original wording.

«K2 – to understand»

At this level, the task of the participant is to show that he/she understood a certain situation, conditions, mutual relations or information, i.e. he/she understands a certain thing and be able to explain it. Sometimes it is necessary to describe in words the meaning of a diagram/picture.

«K3 – to apply»

At this level the task of the participant is to show that he/she is able to use what he/she learned in a new, concrete situation. It is assumed that the participant has already trained the things in practice and he/she has to solve the tasks in an already known way and use this methodology in them.

«K4 – to analyse »

At this level, the participants makes difference between the essential and non-essential parts of the presented materials, how the individual elements fit into the structure or they function in this structure. The participant explains, gives arguments, presents opinions, tries to find consistency and creates schemes.

«K5 – to evaluate »

At this level the participant assesses, monitors, checks, investigates e.g. the consistency or contradiction in the process or product, defines if the process or product is internally consistent, and investigates the effectiveness of the process, if the detected data respect the scientific conclusions. He/she determines contradiction between products and outer criteria, investigates if the relevant procedure for the given issue was determined, e.g. which out of the two methods is a more appropriate solution of the given issue.

«K6 – to create »

At this stage, the participant creates hypothesis on the basis of the defined criteria, proposes procedures for implementation of a certain task, e.g. planning of research tasks, development of new products, etc.



3.3 Modules of the educational programme "Preparation of teachers, lecturers and trainers in the area of plastics industry" - 104 hours

- MODULE 1 Initial activities and analysis of educational needs. Personality of a lecturer and its impact on fulfilment of educational objectives
- MODULE 2 Communication skills of a lecturer, teacher and trainer. Facilitation skills.
- MODULE 3 Learning process and development of the training activity
- MODULE 4 Professional and technical preparation of teachers in the area of plastics processing
- MODULE 5 Methods and forms in vocational education. Development of educational materials
- MODULE 6 Implementation of the educational activity
- MODULE 7 Evaluation of fulfilment of the objectives of the educational programme

INPUT INFORMATION - Initial activities and analysis of educational needs. Personality of a lecturer and its impact on fulfilment of educational objectives

MODULE 1
8 hours

In SR as well as abroad, the demand for training in the area of processing and in particular in injection moulding of plastics is high. It is very demanding to prepare a lecturer who is able not only to pass on knowledge from the area of plastics processing, but also to convince participants about their future development and further education, increase their enthusiasm to work in the particular area, but in particular to teach the participants "to think" in this area. The future development of the participants depends also on how the teacher, lecturer or trainers develops the training/educational activity and implements it. Lecturers, trainers, teachers must first of all "experience" the whole programme, in order to understand "what" and "how" they have to pass on knowledge and skills to the participants in the area of plastics processing.

Training objective 1 in module 1	Specific learning objectives – after completion, the participant will be able to:	Training methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare the trainer for identification of training needs of course participants and develop appropriate setting of effective education	1. Mutual introduction of the trainer and the participants 2. To introduce the training objectives and individual modules tion 3. To define expectations of the course	Evaluation of the training	Flipchart + markers Overhead projector Questionnaire of the training needs	Continuous feedback – verbal It is necessary to use during evaluation questions on the level of K3, K4	3.5 hours
Training objective 2 in module 1	Specific learning objectives – after completion, the participant will be able to:	Training methodology	Teaching aids and equipment	Evaluation methods	Duration
To support the trainer to be able of self-awareness and awareness of his/her role	 develop own SWOT analysis define competencies of a lecturer determine opportunities of personal development of a trainer in the area of plastics processing 	Discussion Work in small groups SWOT analysis	Flipchart + markers Overhead projector	Continuous feedback – verbal It is necessary to use during evaluation questions on the level of K3, K4	4.5 hours



MODULE 2

16 hours

INPUT INFORMATION - Communication skills of a lecturer, teacher and trainer. Facilitation skills

"Facilitation skills" – skills of "facilitation" are very essential in linking participants during the workshop. While using various/variant skills, the trainers may require from the participants inputs, strengthen their positive participation in training/course activities and communicate with them effectively. Communication and presentation skills are the most important "tools" of the lecturer, teacher and trainer in passing on knowledge to the learners. It is important to listen and ask the right questions.

Training objective in module 2	Specific learning objectives – after completion, the participant will be able to:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare the trainer to use verbal and non-verbal skills, to use praise and encouragement, to provide feedback, to active listen, To prepare trainer for strengthening of presentation skills and techniques, for use of open and closed questions which facilitate the learning process ("art of questioning")	 describe how the trainers use both types of communication (verbal as well as nonverbal) for empathy show how to work with praise and encouragement show how to provide feedback use both types of question in a due manner – closed and semi-closed questions. prepare and implement a presentation listen actively 	Exercises Discussion Inputs from lecturer Playing roles Development and implementation of own presentation	Flipchart + markers Overhead projector (hand-outs) Video camera Questionnaire –Self- assessment of current skills to do presentation	Continuous feed back - verbal TEST to detect knowledge – verbal and non-verbal communication Playing of video records – presentation = ANALYSIS It is necessary to use during evaluation questions on the level K3, K4	16 hours



MODULE 3

16 hours

INPUT INFORMATION - The learning process and development of educational activity

Knowledge of *principles of adult education* is substantial in each communication of the content of education. This is even more relevant in the vocational education, because it is necessary to pass on a lot of knowledge as well as skills which are transferred into experience. The trainer/teacher and lecturer must communicate the content to the learners so that subsequently increase their performance at work.

Training objectives, visual as well as audio-visual, must always serve the purpose and content of the training course and increase of the education quality. They must be transformed in presentations (content) and they strengthen "facilitation". It is necessary to encourage trainers, teachers and lecturers in setting objectives but also in the process of their transferring into training/educational activities.

The trainers, lecturers and teachers must play an active role in development of the training course (learning activity) so that it is successful. They supervise so that the content is appropriately developed in curricula and in training materials for individual course/educational activity. The trainers, teachers and lecturers must be able to select the key and most important things from the large content and pass them through effective techniques/methods into adult education.

Training objective 1 in module 3	Specific learning objectives – after completion, the participant will be able to:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare participants for identification and use of adult education principles	 identify 3 basic principles of adult education identify characteristic features of adult education and subsequently demonstrate them. demonstrate as well as to apply the theory of adult education in the training process of the vocational education. give examples of important principles used in adult education. describe how to use knowledge concerning acquisition and maintenance of attention in individual parts of the educational programmes describe the developed material – the key concept describe 2 main rules for remembering. To describe how to train memory effectively use the Questionnaire of learning styles for identification of the preferred learning 	Group exercises Individual exercises	Flipchart + markers Overhead projector (hand-outs) Video camera Questionnaire about learning styles	Continuous feedback – verbal CONTROL QUESTIONS – learning styles It is necessary to use during evaluation the questions on the level of K3, K4	8 hours



style of participants.		

Training objective 2 in module 3	Specific learning objectives – after completion, the participant will be able to:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare the participants for creation and use of the training objectives	 define "training objectives" and know how to work with them. discuss advantages and disadvantages, tips for joint visualisation and audiovisualisation of objectives. prepare and creatively visualise objectives and know to properly use this visualisation . 	Input from the lecturer Discussion Group work/group exercises	Flipchart + markers Overhead projector (hand-outs)	Continuous feedback - verbal It is necessary to use during evaluation the questions on the level of K3	4 hours

Training objective 3	Specific learning objectives – after	Methodology	Teaching aids and	Evaluation methods	Duration
in module 3	completion, the participant will be able to:		equipment		
To prepare participants so that they are able to prepare everything that is needed for implementation of a course/training – Planning of the educational activity.	Develop a plan for the training course focused concretely on vocational education.	Group exercises Discussion	Flipchart + markers Overhead projector (hand-outs)	Continuous feedback - verbal It is necessary to use during evaluation the	4 hours
				questions on the level of <i>K2</i>	





INPUT INFORMATION - Professional and technical preparation of teachers in the area of plastics processing

To know the machinery and functioning of principles, processes in the area of plastics processing is a necessary condition for implementation of the vocational education. The trainer, teacher and lecturer must have in the given area knowledge about machines by the help of which the plastics are processed, about forms and their structures and about materials (polymers). He/she must have also knowledge from the area of quality production and occupational safety and health. Due to the fact that most of the knowledge he/she communicates to the participants through on-the-job-training, presentations, case studies as well as through simulations (simulation software), he/she must have in this area also skills from the subject. In this module, he/she can widen and update these skills. The lecturer, teacher and trainer must be able to choose from the large amount of the content the key topics, at the end of each chapter prepare control questions and answers. He/she must be also able to set up machines in the area of plastics processing safely so that the product is produced in the required quality.

· · · · ·	oduct is produced in the required quality.				
Training objective in module 4 - PLASTICS PROCESSING (technology)	Specific educational objectives – the participant will be familiar with/know, have knowledge from:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To provide in-depth knowledge in the area of construction of machines for plastics processing, construction of form, OSH, quality production and optimisation of the production process and technology of polymers processing.	 construction of the closing unit, its operation and set-up including various technologies. construction, operation, set-up and terminology relevant for injection moulding unit of the injection moulding machine parameters and control of the machine set-up what is necessary for effective setting of the injection moulding machine requirements for the occupational safety and health relating the industry of plastics processing. questions of quality related to the injection moulding of plastics and will know how the processes could be optimised and monitored fundamentals of construction and design of forms. He/she will know objectives and functions of individual components. the area of plastics materials/polymers. He/she will know their behaviour in the process e.g. of plastics processing. Technologies of polymers processing (Overview and division of technologies of polymers processing, extrusion and production based on extrusion, construction of the extrusion head, mixing and technologies of mixing, injection moulding, special processes of injection moulding, reactive injection moulding - RIM) 	Input from the lecturer Discussion Group work/group exercises Case study Simulation software	Flipchart + markers Overhead projector (hand- outs) Models — Individual rejects generated during the production of plastics Teaching at machines	Continuous feedback – verbal (continuous control questions) Tests of knowledge from the area Practical exam – assignment for the problem solving It is necessary to use during evaluation the questions on the level of K1, K2, K3	24 hours



Training objective in module 4 - POLYMERS	Specific educational objectives – the participant will familiar with:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To pass over deep knowledge in the area of: Structure of polymers, stability and degradation of polymers, rheology of polymers and from the area of engineering plastics	 Division of polymers according to the technical features and behaviour during deformation Physical conditions and characteristic temperatures of polymers Structure of polymers and method of its assessment Thermo-mechanical curves of behaviour of amorphous and semi-crystallised polymers Deformation and contraction of plastic products Resistance of polymers against atmospheric agents, possibilities to influence it and methods of assessment Resistance of polymers to fire Chemical and biological resistance of polymers Lifetime of products made of polymers, possibilities to increase stability and resistance of polymers by adding additives Testing features of polymers and products made of polymers Basics of rheology of polymers Rheometry – measurement of rheological characteristics of polymer liquids Selection criteria for construction application of plastics Mass-produced, standard plastics and their application in construction Basic construction plastics Special construction plastics – materials of the future Perspective of use of plastics in construction applications 	Input from the lecturer Discussion Group work/group exercises Individual work	Flipchart + markers Overhead projector(hand- outs)	Continuous feedback – verbal (continuous control questions) Tests of knowledge from the area Practical exam – assignment for the problem solving It is necessary to use during evaluation the questions on the level of K1, K2, K	16 hours

MODULE 5
10 hours



Variations of training techniques – the trainer, teacher and lecturer may select from the existing variety of methods for communication of the content of vocational education the best one. However, the point is that he/she must be aware of this variety. The trainer presents to the participants information which techniques are the best suitable to the individual content or learning style of the participants. This part brings to the participants an overview about the relatively favourable and non-favourable methods. The trainer, lecturer and teacher must in communication of the content use beside methods also didactic aids, the, the latest technique, e.g. in the vocational education various simulations, films, etc. The educational texts in form of a textbook or in the form of presentation materials are part of preparatory work of the lecturer, teacher and trainer.

Training objective In module 5	Specific learning objectives – after completion, the participant will be able to:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare the participant for a suitable use of training techniques (methods) and use of didactic equipment	 describe standardly used training methods and their appropriateness to be used in the professional adult education. define at least 5 various training methods and to describe their advantages and disadvantages. describe the educational process in connection with various educational methods implement the method of the "On-the job training". use various didactic aids including simulations on PC for the vocational education. 	Discussion Group exercises Brainstorming Input from the lecturer On-the-job- training	Flipchart + markers Overhead projector (hand-outs) PC – simulation software for teaching of professional themes	Continuous feedback – verbal It is necessary to use during evaluation the questions on the level of <i>K1</i> , <i>K2</i> , <i>K3</i>	10 hours

INPUT INFORMATION – Implementation of an educational activity – "MICRO TRAINING"

MODULE 6
10 hours

Leading of a successful educational programme/educational activity requires a lot of experience in the area of planning including identification of the training needs of the participants, information from the training plan, evaluation of the training methods, use of training objectives. In this part, the participants receive such skills which enable them to implement a "micro training". During the educational activity may arise and usually also arise demanding situations that must be solved. In such cases, the trainer, teacher and lecturer must use assertive techniques. He/she must be aware about his/her weaknesses and weaknesses of the participants and must do the best so that "implementation of the training" is done on a high quality level.



Training objective 1 in module 6	Specific learning objectives – after completion, the participant will be able to:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare participants for implementation of the educational activity plan.	 explain how the needs assessment helps to develop the training activity. regulate needs assessment in case, when the training needs were identified as specific objectives. describe how the intention (training objective) and specific objectives differ in the training process. describe the basic competencies within the training. 	Input from the lecturer Discussion Brainstorming Group exercises	Flipchart + markers Overhead projector (hand-outs)	Continuous feedback – verbal It is necessary to use during evaluation the questions on the level of K4, K5	2 hours
Training objective 2	Specific learning objectives – after	Methodology	Teaching aids and	Evaluation	Duration
in module 6	completion, the participant will be able to:		equipment	methods	
To communicate to the participants the possibility to test the required skills in practice.	 lead/implement a "micro – training" activity based on materials for a complex and complete course. demonstrate how to manage nervous participants (assertiveness). virtually notice the participants and give them feedback from the training activity. To use the feedback for improvement of the training skills. name at least 5 recommendations and warnings for the trainer, lecturer and teacher. 	Demonstration — presentation Discussion Evaluation used in the training form Brainstorming	Flipchart + markers Overhead projector (hand-outs)	Continuous feedback – verbal Feedback - form It is necessary to use during evaluation the questions on the level of K1, K4, K5	8 hours

MODULE 7
4 Hours

INPUT INFORMATION – Evaluation of fulfilment of the objectives of the educational programme

Evaluation of training, similarly to other activities, needs its tools for implementation of the evaluation. Evaluation can provide information for increase of the trainers' output, improvement of logistics of the educational activity, and a very important information is the impact of the training on the participants.

If the training is really a success, the participant must be able to use their new skills and knowledge in order to increase their performance when they return to the

If the training is really a success, the participant must be able to use their new skills and knowledge in order to increase their performance when they return to the workplace after the training. When the participants are able to use the new skills and knowledge obtained during training in practice, we can say that the training was successful and the knowledge was successfully transferred. When the participants are able to implement a training in another suitable environment, they will



strengthen their skills in implementation of an educational activity. They find out, which aspects determine what in the training, they clarify the confusion/chaos and mistakes which happen in application of the new skills and knowledge. Based upon this, they are able to do re-design the educational activity.

Training objective 1 in module 7	Specific learning objectives – after completion, the participant will be able	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare participants for evaluation of the training/educational activity.	 explain the intention/purpose of the training evaluation. describe evaluation methods of the participants of education, evaluation of the design of the educational activity, and evaluation of the training presentation. develop evaluation tools for training (tests, practical exams) 	Input from the lecturer Discussion Work in groups	Flipchart + markers Overhead projector (hand-outs)	Continuous feedback – verbal It is necessary to use during evaluation the questions on the level of <i>K4</i> , <i>K5</i>	2 hours

Training objective 2 in module 7	Specific learning objectives – after completion, the participant will be able to:	Methodology	Teaching aids and equipment	Evaluation methods	Duration
To prepare participants for further procedures that will be set up on the basis of analysis of the level of participation in the training and on the basis of changes to the action plan. To prepare the participant so that he/she is able to measure effectiveness of the implemented educational activity.	 based upon an overview, to prepare the following training activities – action plan for changes. develop tools for training activities following the training – e.g. measurement of the changes skills and knowledge. 	Input from the lecturer Work in groups Brainstorming Exercises	Flipchart + markers Overhead projector (handouts) Tests for effectiveness measurement	Continuous feedback – verbal Measurement of educational effectiveness In evaluation shall be used questions on level of K4, K5	2 hours

ANNEXES

- 1. Training needs assessment
- 2. Questionnaire: Self-assessment of the current capabilities to present
- 3. Questionnaire about the learning styles
- 4. "On the job training" procedure
- 5. Structure of a "Case study"



ANNEX 1

TRAINING NEEDS ASSESSMENT

Basic data

Please, answer all data/items of this questionnaire. The questionnaire, as well as its results help us to plan the course based on relevant needs. This questionnaire is not a test.

1. IDENT	IFICATION DATA		
Name:		Age:	
Work po	sition:		
Date of t	he first position (first employmen	t)	
	perience: tart with your current employme	nt and include all work posit	ion in the last 10 years.)
Date	Work position /name	Basic tasks	Name of organisation

Education:

(Please start with the current one and include also short-term technical or professional trainings)

Date	Name of the organisation	Main thematic area	Form of completion



2. TRAININGS IN THE AREA OF PLASTICS INDUSTRY – EXPERIENCE

2.1. Do you implemen	nt or did you ir	mplement a comprel	hensive education in the plastics industry?
	YES	NO	
If NO , why not?			
If YES , where and wha	at types/them	es from the area of t	the plastics processing?
2.2. Do you train or d	id you train ad	lult participants in th	he area of plastics processing?
	YES	NO	
If NO, why not?			
	was it, describ		(from companies, individual candidates, and d the latest knowledge/information from the
2.3. What is your basi	c approach to	education in the are	ea of plastics production?
Positive			Negative
3. TRAINING EXPERIE	NCE		
3.1. Did you participate	already in train	ning of trainers?	
YE	S	NO	
When:			
Where:			
3.2. Please describe yo and add to the stateme	•	_	mpetencies on the basis of numerical evaluation
1– Nothing at all 2 - Inadequately 3 -Adequately 4 - Good 5 – Excellent			



Knowledge about the adult education

P.c.	Title of the item	1	2	3	4	5
1.	Knowledge about your learning style					
2.	Experience with the training cycle					
3.	Knowledge about the process of problem solving					
4.	Knowledge about formulation of the training objectives					
5.	Understanding the role of trainer the trainers					
6.	Knowledge about work with a group – group dynamic					
7.	Understanding how to use verbal and non-verbal communication in					
7.	order to create an atmosphere during training					
8.	Understanding how to give praise and encouragement during training					
9.	Understanding how to communicate the feedback					
10.	Knowledge about how and when to use open and closed questions					

Training methods

	Title of the item	1	2	3	4	5
1.	Discussion					
2.	Homework/solutions					
3.	On-the-job-training					
4.	Excursion/business trip					
5.	Case study					
6.	Practicum (skills in practical area)					
7.	Discussion in a big group					
8.	Role playing					
9.	Lecture					
10.	Group work					

Training process

	Title of the item	1	2	3	4	5
1.	Needs assessment					
2	Intention/main objective and objectives on the level of					
۷.	behaviour					
3.	Training plan/design					
4.	Implementation of training					
5.	Training evaluation					

Development of curricula:

Title of the item	1	2	3	4	5
Objectives related to behaviour, training objectives					
Content/individual themes					
Daily schedule					
Training methods and training material					
Training evaluation					
Skills in training needs evaluation					
Skills about development of training objectives					
Skills in development and visualisation of the content					
Skills in training evaluation					



ANNEX 2

Questionnaire: Self-assessment of the current capabilities to present

If your presentations shall be effective, it is good to know your present skills. This assessment will help you to find out what shall you concentrate upon in order to increase your competence.

Please, read the following statements and mark the number which best suits your current abilities.

	N	leve	er	,	٩lw	ays
1.	I set up several basic objectives when I am planning the presentation	1	2	3	4	5
2.	I analyse values, needs and limits of my target audience	1	2	3	4	5
3.	In advance, I put down several basic ideas and a basis for construction of the presentation	1	2	3	4	5
4.	At the beginning of my presentation, I report on the most important ideas	1	2	3	4	5
5.	I develop the introduction which attracts the attention of my audience and provides also some necessary information	1	2	3	4	5
6.	My summarisation is related to the introduction and contains also invitation to discussion, if necessary	1	2	3	4	5
7.	The used visual aids are carefully prepared, are simple, easily to read and distinctive	1	2	3	4	5
8.	The number of visual aids will help to increase attention of my audience but will not distract their attention from my presentation	1	2	3	4	5
9.	In my presentation, which should be convincing, I will use logical arguments to support my arguments	1	2	3	4	5
10.	I strive that my stage fright stimulates my presentation and not hampers me	1	2	3	4	5
11.	I assure myself that the communicated information is clear and understandable to my audience	1	2	3	4	5
12.	I shall submit ideas and thoughts with interest	1	2	3	4	5
13.	I practice my presentation in advance so I do not need to look into my notes often what leaves me space to pay maximum attention to my audience	1	2	3	4	5
14.	My notes include "passwords", what helps me to avoid reading the text	1	2	3	4	5
15.	I practice my presentation standing and I use my visual aids	1	2	3	4	5
16.	I prepare answers to questions that I expect and I practice the answers	1	2	3	4	5
17.	I arrange the ordering of the room and I try the audio visual technique before my presentation	1	2	3	4	5
18.	I maintain continuous eye contact with my audience	1	2	3	4	5
19.	My gestures are natural and not muted by the stage fright	1	2	3	4	5
20.	My voice is clear, resonant and not monotonous	1	2	3	4	5



RESULTS OF THE SELF-ASSESSMENT

80 - 100 points: you have very good skills to speak publicly, however, you must practice them

permanently

60 - 80 points: you need to supplement theoretical knowledge and often practice them

30 - 60 points: you have pre-requisites to speak publicly, however you need a systemic theoretic

as well as practical training

Less than 30 points: you need to learn everything related to behaviour, it will be difficult but the result

will be worth it



ANNEX 3

LEARNING STYLES

Activists

The activists are fully and without any prejudices engaged in the new situation. They identify themselves with the immediate situation and let themselves be influenced by the direct experience. They are open-minded, perceptive, and not sceptical and therefore they incline to become enthusiastic with everything new. Their philosophy is: "I will try anything". They throw themselves into anything. They tend not to worry about various concerns. Their days are full of activities. They solve problems with impulsive decisions (brainstorming). Immediately after the end of excitement from one action they try to find another one. They are excellent in reactions to new experience, but they are bored by implementing them into practice and long-term consolidation. They are friendly and sociable people, permanently looking for contacts with other people, but unscrupulous in promoting themselves as centre of attention.

Reflectors

Reflectors rather stay in seclusion in order to be able to consider experience and observe things from various perspectives (viewpoints). They collect data in various ways (not only directly), they thoroughly think them over before they come to conclusions. The most important for them is to collect complete information and thoroughly analyse them, therefore they often postpone the adoption of definite conclusions and decisions. Their philosophy is to be punctilious and thorough. "Look twice before you leap", "Take counsel with your pillow". They are people who before the start of the action analyse the issue from all sides and consider the possible consequences. They like to observe others at action. They carefully listen to others and before they actively enter into discussion, they like to find out its direction. Usually, they are not very active and they create tolerant, peaceful although somewhat impersonal atmosphere around them. All of them act in broader context including the past as well as the present, experience of others as well as their own.

Theoreticians

The theoreticians adapt and integrate experience in complex but logically correct theories. They examine issues step by step in vertical and logically correct way. They adapt the fundamentally heterogeneous facts into coherent theories. They tend to be perfect, they do not like to rest until things are arranged and in line with the rational schemes. They like analysis as well as synthesis.



They like the basic postulates, principles, theories, models and systemic thinking. Their philosophy is rationalism and logics. What is logical is good. Most often, they ask questions: "Does it make any sense"? "How and with what it is related"?, Which are the basic solutions"? They do not have a tendency to be emotional, they are recognised as analytical and they recognise only rational objectivity rather than subjectivity and semantic indefiniteness. They look only logically on issues. This is their scope of thinking, and they persistently refuse anything what is not in line with it. They prefer maximisation of certainty therefore they undervalue the subjective opinions and everything what they consider as not enough thought-out and logically justified.

Pragmatists

Pragmatists like to try ideas, theories and various techniques in comparison with practice. They have a positive attitude to new ideas and they immediately use each opportunity to try them in practice. It is a type of people who return from the management course full of new ideas and inspirations which they like to use in practice. They like to solve situations, they act quickly and skilfully about things they like. They do not like to circumvent the problems, they tend to be inpatient in cases of discussion without adopting a concrete conclusion. In principle, they are practical and realistic people standing with both feet on the ground, they like to make practical decisions and to solve problems. They consider problems and possibilities as challenge. Their philosophy is: "It is always possible to find a better solution" or "It is good only if it works".



QUESTIONNAIRE ABOUT THE LEARNING STYLES

Evaluation:

In the individual columns circle the number of those sentences which characterises your opinion, i.e. mark them with (O). Sentences with which you do not agree, mark (X).

2 7 1 5 4 13 3 9 6 15 8 11 10 16 12 19 17 25 14 21 23 28 18 27 24 29 20 35 32 31 22 37 34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73 79 76 78 80				
6 15 8 11 10 16 12 19 17 25 14 21 23 28 18 27 24 29 20 35 32 31 22 37 34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	2	7	1	5
10 16 12 19 17 25 14 21 23 28 18 27 24 29 20 35 32 31 22 37 34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	4	13	3	9
17 25 14 21 23 28 18 27 24 29 20 35 32 31 22 37 34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	6	15	8	11
23 28 18 27 24 29 20 35 32 31 22 37 34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	10	16	12	19
24 29 20 35 32 31 22 37 34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	17	25	14	21
32 31 22 37 34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	23	28	18	27
34 33 26 44 38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	24	29	20	35
38 36 30 49 40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	32	31	22	37
40 39 42 50 43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	34	33	26	44
43 41 47 53 45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	38	36	30	49
45 46 51 54 48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	40	39	42	50
48 52 57 56 58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	43	41	47	53
58 55 61 59 64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	45	46	51	54
64 60 63 65 71 62 68 69 72 66 75 70 74 67 77 73	48	52	57	56
71 62 68 69 72 66 75 70 74 67 77 73	58	55	61	59
72 66 75 70 74 67 77 73	64	60	63	65
74 67 77 73	71	62	68	69
	72	66	75	70
79 76 78 80	74	67	77	73
	79	76	78	80

S core



Learning style		
Preference		

For each sentence you marked (O) you get 1 point. For sentences you marked (X) you do not receive any points. The obtained score put under the relevant column. According to the number of circled answers in individual columns you can find out which learning style you prefer.



Circle your score in the table A

Activist	Reflector	Theoretician	Pragmatist	
20	20	20	20	
19				
18		19		
			19	
17	10	4.0		
1.0	19	18		
16			40	
			18	
	18			Very strong
	10			
				preference
15	17	17	17	
14	16	16	16	
13		15		Strong preference
12	15	14	15	
	14	13	14	_
11	13	12	13	Moderate
10				preference
9	12	11	12	preference
8	11	10	11	
7	10	9	10	Low preference
6	9	8	9	Low preference
5 4	8 7	7	8 7	
3	,	6	,	
3	6	U	6	
	Ü	5	· ·	
2		J		
_	5		5	
	-	4		
	4		4	
		3		Very low
	3		3	
1				preference
		2		
	2		2	
0	0			
	1		1	
0	0			



Circle your score in table B

Activist	Reflector	Theoretician	Pragmatist	
20	20	20	20	
19				
18		19	19	
17			19	
	19	18		
16				
			18	
15				
		17		Very strong
14				
13	18			preference
		16	17	
12	17	15	16	
	16			
11	15	14	15	Strong preference
10	14	13	14	
9				
	13	12	13	Moderate
8				
7	12	11	12	preference
6	11	10	11	
5	10	9	10	
4	9	8	9	Low preference
3	8	7	8	
	7		7	
		6		
	6		6	
		5		
2				
	5		5	
		4		Very low
	4		4	
		3		preference
	3		3	
1				
		2		
	2		2	
	0	1		
	1		1	
0	0	0	0	



QUESTIONNAIRE ABOUT THE LEARNING STYLES

This questionnaire is designed to find out which ways of learning you prefer. Over a longer period, you probably developed learning habits which help you to obtain significant cognitive effect only from certain specific experience. Because you probably are not aware of it, this questionnaire will help you to get an idea about your learning preferences. This will help you to better choose the learning style that suits your personality.

There is no time limit for completion of the questionnaire. It will take you probably 10-15 minutes. The accuracy of the results depends upon your honesty, there do not exist correct or wrong answers. If you agree more than disagree with the concrete sentence, please mark it with ✓. If you disagree more than agree, please mark it with X.

1.	I have my own opinion what is correct or wrong, what is bad or good.
2.	I often act without considering possible consequences.
3.	I have a tendency to solve problems by successive steps.
4.	I think that official rules and regulations restrict human personality.
5.	I have a reputation of a man who speaks directly and simply what he thinks.
6.	I often find out that actions that are not prepared in advance, done impulsively on the basis of feelings are as good and successful as actions that are carefully prepared and analysed in advance.
7.	I like to do that kind of work that gives me enough time for a thorough preparation and its implementation into practice.
8.	I usually ask the people about their principle opinions.
9.	The most important for me is whether something works well in practice.
10.	I actively search for new experience.
11.	When I hear about a new idea or solution, I immediately start to think about their possibility of practical application.
12.	I like to observe my personal discipline as e.g. my diet, regular exercise, adaptation to a particular routine, etc.
13.	I like to do careful and thorough work.
14.	I best understand people who are thinking logically, less with spontaneous "irrational" people.
15.	In order to avoid premature and hasty conclusions, I try first a careful interpretation of data which I have available.
16.	When I am making decisions, I am carefully thinking about all alternatives.
17.	I am more attract by new and unconventional ideas.
18.	I do not like disorganisation, I prefer arrangement of things in line with proved patterns.
19.	I agree with creation of precise rules and procedures when I think that their use increases effectiveness of the fulfilment of a specific task.
20.	I like to adjust my activity to general principles.
21.	During discussions I like to get to the heart of the thing.
22.	I like to have formal relationship with colleagues at work and sufficient distance from them.



_	
23.	I like to solve new and unconventional problems successfully.
24.	I like spontaneous people who have a sense of humour.
25.	I pay extraordinary attention to details before I make conclusions.
26.	I think it is difficult to invent ideas, thoughts and suggestions without proper preparation.
27.	I think that the best thing is to go directly to the heart of the problem.
28.	I am careful not to make premature conclusions.
29.	I like to use the largest possible number of sources of information – the more information I analyse, the better.
30.	Usually, I get angry with frivolous people who do not take things too seriously.
31.	Before I express my opinion I listen to the opinion of other people.
32.	I have a habit to speak openly about my feelings.
33.	During discussions, I like to watch manoeuvring of other participants of the discussion.
34.	I prefer flexible and spontaneous reactions to to events before planning things in advance.
35.	I like to use (attract me) various techniques as e.g. the network analysis, flow diagrams broad programmes, contingency plans, etc.
36.	It makes me nervous when I have to rush with solution of tasks in order to manage in a short time which I have got for a concrete task.
37.	I usually assess ideas of other people based on their practical value.
38.	Silent people who think too long usually make me nervous.
39.	I get often angry by people who try to solve problems rashly.
40.	It is more important to enjoy the present than to think about the past or the future.
41.	I think that decisions made on the basis of a careful analysis of all information are better and promising than decisions made intuitively.
42.	I have a tendency to be perfect.
43.	Usually, I am involved in discussion with a number of spontaneous ideas.
44.	During meetings, I propose practical and realistic methods and solutions.
45.	It seems to me that most of the rules are to be violated.
46.	In a particular situation, I prefer to keep distance and I consider all possible alternatives
47.	I often notice inconsistencies and weaknesses in arguments of other people.
48.	Overall, I am speaking more than I am listening.
49.	I often see better and more practical ways of possible implementation of things.
50.	I think that written reports shall be concise, efficient and reflect the essence of things.
51.	I believe that rational and logical thinking must win.
52.	Usually, I talk with people about specific concrete issues, I do not like to be involved in polite discussions.
53.	I like realistic people who are standing with both feet on the ground.
54.	During discussions, I am nervous by irrelevance and digress from the heart of the problem.
55.	If I have to write a report, first I write many drafts, and on the basis of them I prepare the final version.
56.	I like to try things in practice.



57.	I reach the correct answers by a logical approach.
58.	I like to be in the centre of attention.
59.	During discussion I often find out that I am realist, I keep talking about the heart of the matter and I eliminate vague and uncertain speculations.
60.	Before making decision, I like to think about many alternatives.
61.	During discussions with people I often find out that I am the most peaceful and objective one.
62.	During discussion I most often listen, I belong to those, who lead them and talk much.
63.	I am happy when I can combine ordinary actions with long-term perspectives.
64.	When things go wrong, I can deal with them without any problems and I take lessons.
65.	I have a tendency to refuse wild, spontaneous ideas as impractical.
66.	The best thing is not to act rashly and to act carefully.
67.	I prefer the role of a listener rather than a speaker.
68.	I have a tendency to be strict with people who have problems with logical approach to things.
69.	I think that in most cases "the end justifies the means".
70.	The actual execution of work is more important for me than the feelings of people. (I do not care if I spoil the mood, the most important thing is that the work is done.).
71.	I consider the formal definition of specific objectives and plans for limitations.
72.	Usually, I am one of the main protagonists of the party.
73.	I do anything that is useful for performance of the work.
74.	I get quickly bored with methodological, detailed work.
75.	I like to examine the basic assumptions, principles and theories and I focus on concrete things and events.
76.	I always try to find out what other people think.
77.	I am happy, when the meetings are lead methodologically with a precisely prepared and written programme, etc.
78.	I avoid subjective and unclear topics.
79.	I quite like the drama arising from crisis situations.
80.	People often consider me as insensitive to their feelings.
•	



ANNEX 4

HOW TO PROCEED DURING ON-THE-JOB TRAINING

1. TO PRESENT

- To realise WHAT we like to achieve and HOW to achieve it
- To define OBJECTIVE that is measurable
- * Think about what type of learning he/she prefers, what he/she likes and what not,
- Make a decomposition of the content, divide the theme into logical units/divide the main activity into individual steps
- Build on his/her existing knowledge, experience or practice
- Involve him/her into the process by asking him/her questions, involve him/her participative learning takes place when the trained person actively participates in the on-the-job training

2. TO SHOW

- Demonstrate the practical instructions demonstration of operation, work process
- Explain the most important parts, associations with the previous and following steps
- Emphasize WHY it is important
- Explain the SENSE of this step, operation in relation to other activities
- Demonstrate the product from its origin to its practical performance
- Show the trained person all needed material, you support his/her remembering and learning, you remember the visual and kinetic type of receiving information

3. TO TRY

- × You enable the trained person to receive immediate experience
- Ask him/her how did he/she achieve it, make room for his/her questions
- If needed, repeat and summarise the most important information



If he/she does not do well, encourage him/her, make sure he/she understood your information so as you formulate them - paraphrase

4. TO PROVIDE FEEDBACK

- Start with what he/she managed, what he/she is doing well, use positive words and do not forget to smile (he/she perceives how is your expression on your face)
- * Remember the objective of feedback and principles of its provision
- Use your empathy and ability to appreciate even partial progress during on-the-jobtraining of a new employee.

ANNEX 5

THE STRUCTURE OF A "CASE STUDY"

This educational method is used in teaching, when the participant must find/create solutions.

In order to bring examples of interesting solutions of the given situation – issue – the method of Best *practice examples* is used. Sometimes, in some learning objectives, the *Worst practice examples* have higher impact on the learners.

Basic structure of a Case Study
DESCRIPTION OF SITUATION:
SPECIFICATION OF THE ISSUE:
ASSIGNMENT OD A CONCRETE TASK TO BE SOLVED:
SOLUTION: