Growing

CAPACITY BUILDING FOR ENTREPRENEURIAL SMES

Preparing SMEs and adult education providers to use GrowINg tools

SME'S GROWTH AND INNOVATION THROUGH LEARNING AT THE WORKPLACE
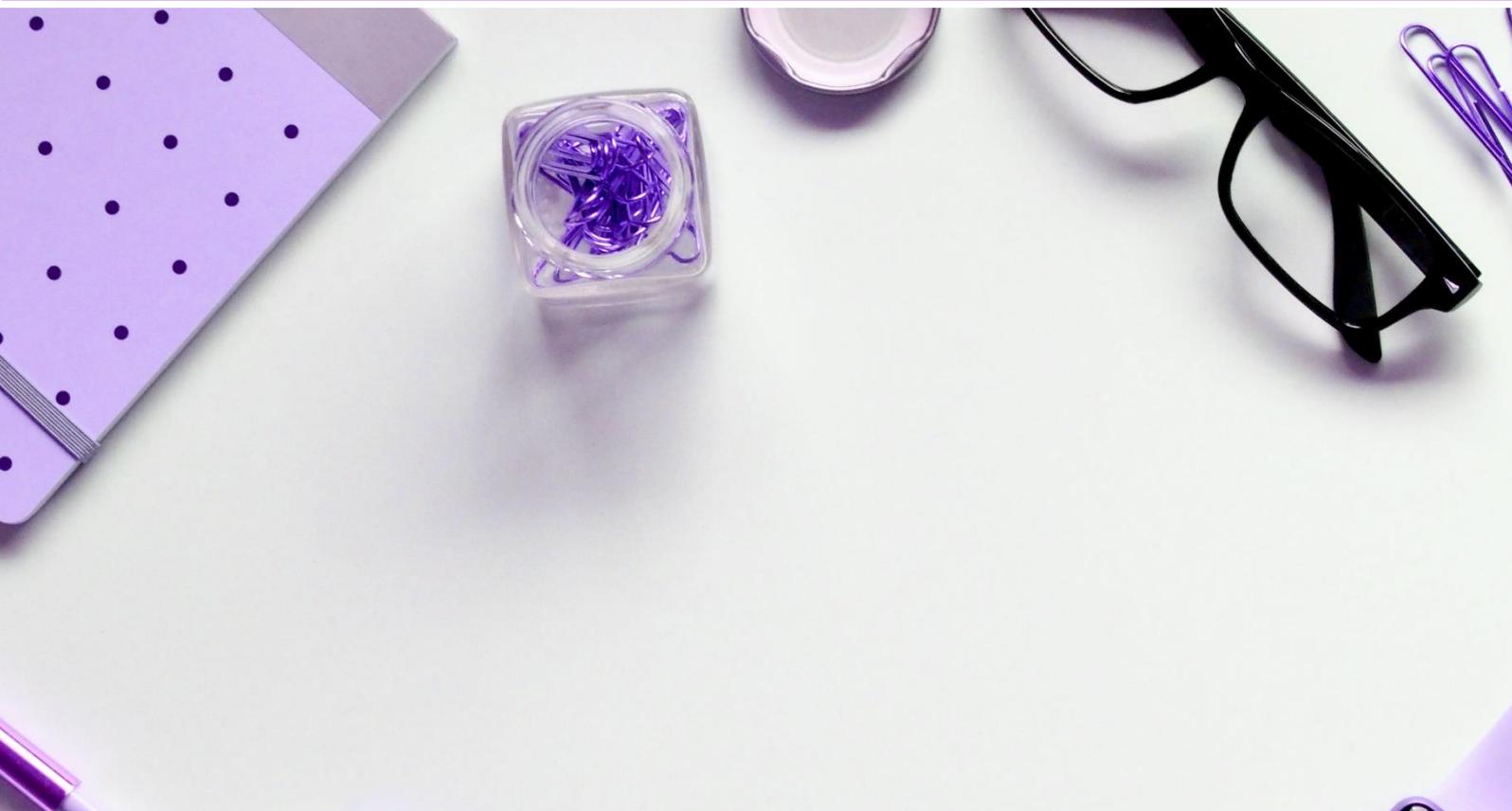
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SUMMARY

__GrowINg — SME Growth and Innovation through Workplace Learning__ aims to develop, test, and promote the integration of innovative solutions for adult lifelong learning in the workplace. The project envisages the development of tools to assess and develop the entrepreneurial skills of employees through a holistic approach to career management in SMEs.

The project is intended to collect and deepen knowledge regarding existing policies, strategies, and practices in SMEs regarding career management and adult education in a work context, and the needs of employees about the development of transversal and entrepreneurial skills; develop and test effective methodologies and tools that are easily adopted by SME human resources, to support career management and ongoing training of employees, in line with the company's current and future needs; and contribute to the formulation of support for education and training, which demonstrate the benefits of promoting and supporting adult education in a work context at various levels, from individual growth to the growth of company competitiveness.

The project comprises 4 phases:

1. Engaging with stakeholders – Know the practices & needs existent in SMEs on career guidance, adult learning & promotion of employees' entrepreneurial skills.
2. Developing products and solutions – Design of tools & resources for SMEs, for the definition of a career guidance strategy, learning opportunities & promotion of workers' entrepreneurial skills.
3. Training professionals – Structure & implementation of training addressed to managers & human resources managers of SMEs.
4. Promoting events – A set of events gathering experts in career guidance, adult education & professionals from SMEs will be promoted.

This document, which focuses on phases 2 and 3 of the general project, aims to guide the trainer and trainees in the activities planned for each module of this course, giving the necessary information and tools to define, structure and implement a career guidance strategy for employees, through adult education practices in the workplace and reinforcement of employees' entrepreneurial skills. Several methodologies will be used in the various modules, such as theoretical presentations, cooperative learning, active learning methodologies, case studies, brainstorming, discussions, working in groups (using breakout rooms if online), evaluation/Self-reflection and pitching.

At the end of each module, trainees will be invited to implement what they have learned in their companies – as the results obtained will then be evaluated.

This will also help the trainees in the final pitch, which accumulates all the experiences they have had. Examples are what the trainee found beneficial to implement, what improved in the company, and which skills improved in the employees, among others.

TRAINING PLAN

This training programme is integrated into the project **"GrowINg – SME's Growth and Innovation through Learning at the Workplace"** which aims to promote the capacity of SMEs for the integration of career management processes and development of entrepreneurial skills of its employees, in the internal policy of human resources management.

The programme is structured in **25 hours**, distributed throughout **5 modules** covering the **three key-themes** approached in the project[1] and it aims at **preparing representatives from SMEs to use and integrate the *GrowINg* resources and tools in their companies**. As such, the main target groups are **managers and human resources managers from SMEs** and **consultants and adult education professionals** providing services, training and support to SMEs. The training plan integrates sessions focused on transmitting information/theory towards the project's resources and tools and sessions focused on simulations and practical activities to be implemented along the training taking place (see Table 1):

Training course	Capacity Building for Entrepreneurial SMEs
Duration	25h
Targets	SMEs' managers & HR managers, consultants and adult education professionals
Training organisation	Blended learning (only with synchronous sessions)
Main goals	Define, structure and implement a career guidance strategy for employees, through adult education practices in the workplace and reinforcement of employees' entrepreneurial skills
Training Plan	The course is structured into five units: • Module 0 - Welcome to entrepreneurial SMEs' training course • Module 1 - Career Guidance in SME • Module 2 - Learning at the workplace • Module 3 - Assessment and strengthening workers' skills • Module 4 - Final project
Assessment	Tools application in a work context; final project presentation (pitch)

Table 1 – Overview of the *GrowINg* Capacity Building Programme for Entrepreneurial SMEs.

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1 The three key topics of the project are: career guidance in SMEs, adult education in the workplace and entrepreneurial SMEs.

Each one of the modules has particular details as presented in Figure 1.:

Module 0	Modules 1, 2 and 3	Module 3	Module 4
• Possible to promote in the same day as Modul1 • Two aims: presentation of the course and get to know trainers and trainees	• Divide in 2 sessions each • An activity to be carried out within SMEs will be proposed and will make it possible to assess the strengths and weaknesses of the tools presented´	• At the end of the module there will be an interregnum of 2 weeks to allow a prototype implementation of the tools available, and the preparation of the presentation of the Final Project (Pitch)	• Each SME will present a pitch (5 to 10 minutes), where it will demonstrate the results obtained after the implementation of the tools seized in this Training Programme.

Figure 1 – Some details of the modules of the *GrowINg* Capacity Building Programme for Entrepreneurial SMEs.

MODULE 0 – WELCOME TO ENTREPRENEURIAL SMEs TRAINING COURSE

Module 0 consists of a short open session of 30 minutes with the objectives:

- introducing the training course to participants
- get to know trainers and trainees

Module 0	Welcome to the Entrepreneurial SMEs training course
Duration	30m
Learning outcomes	At the end of the training, participants will be able to: • Understand the structure, methodologies, aim and objectives of the training plan • Know how to implement GrowINg tools in their companies • Present the implementation of the training plan through a pitch
Contents	• What is and what characterizes this training plan • Identify the key elements of the training plan to consider in a pitch • What is and what characterizes a pitch • How to structure a pitch • Tips for the presentation of a pitch • Tips to make the pitch even more impactful
Training methodologies	• Theoretical presentation by the trainer
Resources	**Documents:** PowerPoint presentation "Module 0 -Training plan" (Annex I)

Table 2 – Structure of Module 0 Welcome to Entrepreneurial SMEs Training Course.

- challenge companies to prepare and present a final pitch at the of the training

This module is structured as follows (Table 2).

This module can be promoted jointly with the 1st session of module 1 and to introduce it, the trainer can use the PowerPoint "Module 0 - Training plan" (see Annex I).

MODULE 1 – CAREER GUIDANCE IN SMES

The first module marks the beginning of this journey and consists of the presentation of the participants and their expectations for the course, the discussion of what career guidance is, and various activities related to the topic, using different methodologies (see Table 3).

Module 1	Career Guidance in SME
Duration	6h30m
Learning outcomes	At the end of the training, participants will be able to: • Understand the concept of career guidance in SMEs • Learn the difference between career guidance and career guidance in SMEs definitions • Comprehend the value that career guidance in SMEs brings to employers, employees and the economy in general • Enhanced their ability to plan and organise career guidance in their workplace
Contents	• Icebreaker: getting to know each other. • SMART: setting SMART goals' • Brainstorming/ Discussion: What career guidance means • Presentation on topics: lifelong learning concept, career guidance in SMEs, the difference between career guidance and career guidance in SMEs, etc. • Case study • Activity: Needs analysis • Summary/Reflection
Training methodologies	• Cooperative learning and active learning methodologies • Lecture/Presentation • Case studies • Brainstorming and discussions • Working in groups (using breakout rooms if online) • Evaluation/Self-reflection
Resources	**Materials:** An online platform (zoom, teams, classroom, etc.) (for online sessions) Whiteboard, flipchart paper, paper sheets, colour makers, sticky tape, post (for face-to-face sessions) **Documents:** Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". Management Review. 70 (11): 35–36. (available here) Framework for Learning at the Workplace (available here) PowerPoint presentation "Module 1 – Career Guidance" (Annex II) Worksheet - Circle of concern and circle of influence by S. cove (Annex III) Worksheet - Career Guidance Strategy (Annex IV)

Table 3 – Structure of the Module 1 Career Guidance in SME.

The module is organised in two sessions, comprising different structures and activities and it foresees the creation of a career guidance strategy for the company (Table 4):

Session 1 – Ice breaking and goal setting	
Welcome and Icebreaker!	Activity 1: Draw me your name
	Activity 2: The interview
Goal setting and self-evaluation	Activity 3: Define my objectives/goals
	Lecture 1: The SMART Method
Session 2 – Introduction to the topic of Career Guidance and planning the implementation	
Lifelong learning and career guidance at work	Activity 4: Discussion: What is Career Guidance?
	Lecture 2: Framework for learning at the workplace
Needs Analysis	Activity 5: Circle of Concern and Circle of Influence
Summary and debriefing	Activity 6: Roll the dice
Implementation at the workplace	
After session 2	Creation of a career guidance strategy
Evaluation of the module	
Conclusion of the module	Answering the Evaluation Questionnaire of the module

Table 4 – Activities, and lectures previewed to be implemented in module 1.

The structure and activities planned for module 1 are presented in the pages below and all supports are provided in the annexes of this document.

Session 1 – Ice breaking and goal setting

Structure	Description
Welcome and Icebreaker!	Activity 1: Draw me your name
	Activity 2: The interview
Goal setting and self-evaluation	Activity 3: Define my objectives/goals
	Lecture 1: The SMART Method

Welcome and Icebreaker!

Activity 1 - Draw your name

Objectives:
- ♦ To know each other

Resources:
- ♦ Paper sheets, colour markers, Flipchart or bigger piece of paper (depending on the number of participants), sticky tape

Description:
Participants will be asked to explain their names by using a drawing. It will help others to memorize it. While participants guess the name, in a circle, the trainer will write all names.

Activity 2 - The interview

Objectives:
- ♦ To know each other
- ♦ To know other organisations, other methods, and projects
- ♦ To improve public speaking skills
- ♦ To strengthen the competences of synthesis
- ♦ To build networking and find connections
- ♦ To improve time management skills

Description:
Participants will work in couples, and they will make each other an interview to know more about the other person: Age, city, and hobbies. They will also explain their organisation structure - their role, their work and personal goals in an organisation, their way of working, projects going on... Also, one of their strengths as an organisation and one thing they want to improve within the organisation. Then, their partner will make a presentation in front of everybody summarizing that meeting in a 2- 3 minutes exposition.

Participants can make mental notes on the ones they would like to discuss further, to know them better, to find collaborations, if they want to learn from their strengths or if they can be of help for their weaknesses.

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Goal setting and self-evaluation

Activity 3 - My Objectives / Goals

Objectives:
- To set goals
- To plan strategically the training
- To be able of assuming responsibility
- To learn how to make things real
- To help and inspire others

Resources:
- Post-its, White board, or Flipchart

Description:
Participants will be asked to think about their objectives related to this training programme.

> What do you want to get from that experience?

They should think of at least 3 goals and write them down on 3 different post-its (1 idea = 1 post).

Lecture 1: The SMART Method

Objectives:
- To be to cover goals in SMART goals
- To plan strategically the training

Resources:
- Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". Management Review. 70 (11): 35–36. (available here)

Description:
Participants will be asked to think about their objectives related to this training programme.
The trainer will make a brief clarification on SMART goals based on the bibliography provided and the, having this theory in mind, participants will review their objectives and try to remake them SMART. Firstly, they will work individually and in pairs to gain ideas and feedback.
After the revision (if needed), they will be asked to share them and stick them on the flipchart paper/wall – where they will be visible throughout the training programme.
At the end of the training programme, they will be able to answer up to what point they have reached their own goals.

Session 2 – Introduction to the topic of Career Guidance and planning the implementation

Structure	Description
Lifelong learning and career guidance at work	Activity 4: Discussion: What is Career Guidance?
	Lecture 2: Framework for learning at the workplace
Needs Analysis	Activity 5: Circle of Concern and Circle of Influence
Summary and debriefing	Activity 6: Roll the dice

Lifelong learning and career guidance at work

Activity 4 - Discussion: What is carrier guidance?

Objectives:
- ♦ To understand the career guidance concept
- ♦ To understand the difference between career guidance and career guidance at work
- ♦ To improve public speaking skills
- ♦ To strengthen synthesis skills

Resources:
- ♦ Mentimeter (or in alternative post-its)

Description:
The trainer will prepare the short survey using menti.com or another similar platform with two questions for participants to answer:

> What is Career Guidance for you?
>
> How you understand Career Guidance at work?

Participants will receive a code and will answer the questions asked. The answer can be a sentence or just a word. The trainer summarizes/ comments on each question – what words were repeated the most, the most surprising answers, etc. The trainer can also ask the clarification if needed. The trainer should also encourage participants to share their experiences, add up to their answers, etc. to create a discussion.

It is great if the answers are displayed using the projector or smart TV, etc. so they are visible to all the participants and the discussion can be facilitated.

Lecture 2: Framework for learning at the workplace

Objectives:
- ♦ To get acquainted with the concept of lifelong learning
- ♦ To get acquainted with the concept of learning in the workplace

Resources:
- ♦ Framework for Learning at the Workplace (available here)
- ♦ PowerPoint presentation "Module 1 – Career Guidance" (Annex II)

Description:

The trainer will introduce lifelong learning and career guidance at work concepts. The trainer can use PowerPoint prepared for the session and use the **Framework for Learning at the Workplace** to organize and promote the session**.** The trainer should also emphasize the value of career guidance in SMEs as well as examples of career guidance strategies.

Needs Analysis

Activity 4 - Circle of Concern and Circle of Influence

Objectives:
- ♦ To analyse needs
- ♦ To understand the difference between concern and influence
- ♦ To create collaborative solutions, enhancing the work team

Resources:
- ♦ Worksheet - Circle of concern and circle of influence by S. cove (see Annex III)

Description:

The trainer will ask participants to think and share the things they are worried or stressed about, things that need to be improved or there is a lack of it in their organisations (e.g., lack of productivity and motivation among employees, bad reviews on social media platforms, high employee turnover etc.). The trainer will write down all the answers on the flipchart/white board/etc.

Then the trainer will explain the 2 circles: The circle of concern and the circle of influence. Based on the explanation, participants will come back to their answers and choose the ones that belong to the circle of influence.

Summary and debriefing

Activity 5 - Roll the dice

Objectives:
- ♦ To evaluate module 1
- ♦ To sum-up the learning acquired

Resources:
- ♦ Worksheet - Circle of concern and circle of influence by S. cove (see Annex III)

Description:

The trainer puts a 6-sided dice at each desk. Each participant rolls and briefly answers aloud a question based on the number rolled:

> 1 - I want to remember …
> 2 - Something I learned today
> 3 - One word to sum up what I learned
> 4 - Something I already knew
> 5 - I'm still confused about …
> 6 - An "aha" moment that I had today

The then trainer concludes the session by answering any questions from the participants.

Implementation at the workplace

At the end of session 2, the trainer will challenge each company to **create a career guidance strategy** to be implemented in their company. Participants must define a career guidance strategy for **two company employees** based on the concepts and examples shown in the training. To present this challenge to participants, trainers can use the PowerPoint "Module 1 - Career guidance" (Annex II). While reflecting on and defining the career guidance strategy for the company, participants must fill in the **worksheet - Career Guidance Strategy** (Annex IV) with information such as identification and function of the employee, what kind of contacts were developed, which subjects and methodologies were chosen and what kind of skills will be achieved.

Evaluation of the module

At the end of the implementation, the trainee must evaluate the module by completing the Evaluation Questionnaire module 1(Annex V).

MODULE 2 – LEARNING AT THE WORKPLACE

This module will provide participants with a more in-depth and practical perspective on promoting learning among their workforce, recognizing the benefits and best methods for developing adequate solutions for the needs of the companies while considering the available resources (see Table 5.).

Module 2	Learning at the workplace
Duration	7h
Learning outcomes	At the end of the training, participants will be able to: • Comprehend the importance of promoting a "learning organisation" in their SMEs, how it works and what skills they need to promote it; • Understand the benefits of learning at the workplace for individuals and companies • Recognise the most popular types of learning methods and opportunities available to SMEs • Design, develop and implement learning solutions for the development of their employees and the growth of their company • Discover the efficiency of the learning intervention they apply using KPIs or outcome-based metrics • Choose a learning strategy in line with the company's mission and the needs of their employees
Contents	• What is "Learning at the workplace?" and why is it important for an SME Manager or an HR Manager? • Types and Methods of Learning at the workplace: Are you familiar with any of these? • Classroom Training – a 6 step process & Tips for Facilitation • On-the-job training: Introduce the "buddy system" • Coaching & Mentoring • Personal Development Plan (PDP): How does it work? • Evaluating Learning Impact • Developing a Learning Strategy and plans for my SME
Training methodologies	• Presentations • Group Discussions • Activities • Lecture/Presentation • Case studies • Brainstorming and discussions
Resources	**Materials**: Online sessions – Platform for the meeting (ZOOM, Teams, Classroom); online tools for activities (Miro, Padlet, jamboard) **Documents:** PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI) Informational sheet – Classroom training (Annex VII) Worksheet – Imagine that you are a trainer… (Annex VIII) Video (available here) Video script (Annex IX) Informational sheet – Coaching & Mentoring (Annex XII) Worksheet – Learning by Designing (Annex XIII) Informational sheet – Templates for PDPs (Annex XIV) Worksheet – Impact of learning (Annex XV) Worksheet – Developing a Learning Strategy (Annex XVI)

Table 5 – Structure of Module 2 Learning at the workplace**.**

The module is organised in two sessions, comprising different structures and activities and it foresees the implementation of the "buddy system" in the company and a review of the career guidance strategy of the company (Table 6):

Session 1 – Introduction to learning at the workplace	
Welcome and Icebreaker!	Activity 1: Exploring expectations and objectives
Learning at the workplace	Lecture 1: What is "Learning at the workplace?" and why is it important for an SME Manager or an HR Manager?
	Activity 2: How to introduce a new training scheme in the company
Types and methods of learning at the workplace	Activity 3: Types and methods of learning at the workplace
	Lecture 2: Types and Methods of Learning at the workplace
Classroom Training	Lecture 3: Classroom Training – a 6 step process & Tips for Facilitation
	Activity 4: Dreaming Method "Imagine that you are a Trainer …"
On-the-job training	Lecture 4: "The first weeks of a new employee in the company"
	Lecture 5: On-the-job training: Introduce the "buddy system"
Closure	Activity 5: Sum up the session
Session 2 – Preparing the company to promote learning at the workplace	
Welcome and Icebreaker!	Activity 1: Exploring expectations
Coaching and Mentoring	Lecture 1. Coaching & Mentoring: What are these famous methods about and how to apply them?
	Activity 2: Scenario of coaching & mentoring
Development Plan	Lecture 2. Personal Development Plan (PDP): How does it work?
	Activity 3: Learning by Designing!
Defining learning strategy	Lecture 3: Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain
	Activity 4: Brainstorming what helps you find out if your learning strategy was efficient and successful?
	Activity 5: Developing a Learning Strategy and plans for my SME
Closure	Activity 6: Sum up the session
Implementation at the workplace	
After session 1	Implementation of the "buddy system"
After session 2	Review the career guidance strategy incorporating the learning strategy prepared in the training
Evaluation of the module	
Conclusion of the module	Answering the Evaluation Questionnaire of the module

Table 6 – Activities, and lectures previewed to be implemented in module 2.

The structure and activities planned for module 2 are presented in the pages below and all supports are provided in the annexes of this document.

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Session 1 – Introduction to learning at the workplace

Structure	Description
Welcome and Icebreaker!	Activity 1: Exploring expectations and objectives
Learning at the workplace	Lecture 1: What is "Learning at the workplace?" and why is it important for an SME Manager or an HR Manager?
	Activity 2: How to introduce a new training scheme in the company
Types and methods of learning at the workplace	Activity 3: Types and methods of learning at the workplace
	Lecture 2: Types and Methods of Learning at the workplace
Classroom Training	Lecture 3: Classroom Training – a 6 step process & Tips for Facilitation
	Activity 4: Dreaming Method "Imagine that you are a Trainer …"
On-the-job training	Lecture 4: "The first weeks of a new employee in the company"
	Lecture 5: On-the-job training: Introduce the "buddy system"
Closure	Activity 5: Sum up the session

Welcome and Icebreaker!

Activity 1 – Exploring expectations and objectives

Objectives:

- ♦ To explore and participant's expectations towards the session
- ♦ To explore participant's expectations towards the session
- ♦ To clarify the objectives of the module and session

Resources:

- ♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:

The trainer will welcome the participants and start introducing the structure of the module using the PowerPoint presentation "Module 2 – Learning at the workplace". After this, the trainer will explore participants' expectations launching key questions:

> What are your expectations of this session?
>
> What do you expect do learn?
>
> What are the challenges that you may face during this session?

The trainer will register the expectations shared, clarifying any deviation that participants may evidence. Following this, the trainer will proceed with the presentation of the aims and objectives of the session.

Lecture 1: What is "Learning at the workplace?" and why is it important for an SME Manager or an HR Manager?

Objectives:

♦ To understand the concept of "Learning at the workplace"
♦ To recognise the importance of promoting a "learning organisation" in SMEs
♦ To know the skills needed to promote a "learning organisation" in SMEs

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:

The trainer will present the topic related to "Learning at the workplace" following the presentation available in the PowerPoint presentation.

Activity 2 – How to introduce a new training scheme in the company

Objectives:

♦ To promote reflection on the challenges and constrains that companies generally face when planning and integrating a new training scheme
♦ To create an opportunity to reflect outside the box when planning and integrating a new training scheme in the company

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:

Present the following scenario to the group:

> *"You want to introduce a new training scheme in your company, but most of your employees are negative and unwilling to follow you. How will you convince them about its usefulness? What arguments are you going to use?"*

After it, challenge participants to come up with some solutions related to the scenario. They will have 2-3 minutes to present their arguments. They can also play some "role plays" in groups of 2-3.
After brainstorming/role play, the trainer will seek some feedback from the participants about this activity:

> "How did this activity make you feel?
>
> Did you learn something new?"

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Activity 3: Brainstorming about the types and methods of learning at the workplace

Objectives:
- To promote reflection on the challenges and constrains that companies generally face when planning and integrating a new training scheme
- To create an opportunity to reflect outside the box when planning and integrating a new training scheme in the company

Resources:
- PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
- Photos representing learning methods[2] to be selected by the trainer

Description:
The trainer will present some photos with learning methods. Participants will need to identify the methods and then share with the rest of the class what methods of learning at the workplace they know and which ones they implemented in their companies.
After the exchange of ideas and experiences, the trainer will ask participants to categorize the methods based one two criteria:
- (1) the easiest to apply
- (2) the most effective

At the end of the activity, the trainer proceeds with a summary of the main learning methods presented[3].

Lecture 2 – Types and Methods of Learning at the workplace

Objectives:
- To deep participants' knowledge and awareness of the different learning types
- To guide companies in selecting the type(s) more suitable to their objectives, team and company

Resources:
- PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:
The trainer will briefly present the three types of learning methods (formal, non-formal/experiential and informal/social learning) as presented in the PowerPoint. After introducing the concepts, participants will be challenged to match the learning methods approached in the previous activity with the types of learning, using the table provided by the trainer (see table 7.).

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[2] Among the learning methods, please consider the following ones: classroom training, on the job training, flipped classroom, coaching, mentoring, eLearning, personal development, job rotation/job shadowing, social learning and blended learning.
3 Each one of these methods will be further explored throughout the sessions.

70 Experience	20 Exposure	10 Training

Table 7 – Matching the learning methods with the types of learning.

The trainer can create a common google sheet or another shared document and ask the participants to fill in the three columns accordingly.

Once participants reflect and answer the question, in a large group they analyse and discuss the relation between types and methods of learning (see Table 8.):

70 Experience	20 Exposure	10 Training
On-the-job training	Coaching	Classroom training
Job Rotation / Job Shadowing	Mentoring	Flipped classroom
Projects and special assignments	Personal Development	eLearning
Internships	Social Learning	Blended learning
	Feedback	Workshops
	Communities of practice	Webinars
	Collaboration platforms	

Table 8 – Match between the learning methods with the types of learning.

Classroom Training

Lecture 3 – Classroom Training – a 6 step process & Tips for Facilitation

Objectives:
- ♦ To know Classroom Training and how it can be characterized

Resources:
- ♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
- ♦ Informational sheet – Classroom training (Annex VII)

Description:
The trainer will proceed with the presentation of the 6-step approach related to the preparation and implementation of the classroom training, following the PowerPoint. The trainer can also share the **informational sheet – Classroom training** with the participants to facilitate the understanding of it. The lecture can be fully theoretical or in the format of exchanging ideas and experiences.

Activity 4:   Dreaming Method "Imagine that you are a Trainer …"

Objectives:
- ♦ Getting to know the Classroom Training and how it can be characterized

Resources:
- ♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
- ♦ Informational sheet – Classroom training (Annex VII)

Description:

The training will start the activity by mentioning something like:

> **To train people on a particular subject a trainer needs to be good at two things: (a) the subject/domain and (b) training people. It is not difficult to prepare non-boring and effective training experiences, but you need to know the basics of teaching methods for classroom training, and you need to know your learners. So, there are various methods for the "art of training", however we have selected a practical one, tailored to SMEs needs and we are going to share it with you!**

The trainer will use the dreaming method to help managers become "Trainers" and organize their in-class training. He/she will question trainees and give some time to their answers. A worksheet (see Annex VIII) will be provided to the participants.

To guide participants during this activity, the trainer will follow the statements available in the PowerPoint.

To close the session the trainer will seek some feedback from the participants about the activity:

> What are your thoughts and feelings about this activity?
>
> After examining the step-by-step process do feel confident to design and deliver a training in your company?

On-the-job training

Lecture 4: "The first week of a new employee in the company"

Objectives:

♦ To raise the awareness of participants to the importance of having a welcome strategy for newcomers

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
♦ Video (available here)
♦ Video script (Annex IX)

Description:

The trainer will demonstrate a video with a new employee who has no guidance or learning during his first weeks in a new job position. Neither his manager nor any other colleague guided nor train him to achieve his smooth induction. A script of the video is available in Annex IX to better support the trainer and participants in its analysis.

The trainer will launch the questions for discussion:

> "What is the impact of this situation to both the new-comer and the organisation as an entire entity?"

In the end, altogether the group will draft some conclusions.

Lecture 5: On-the-job training: Introduce the "buddy system"

Objectives:

♦ To know the on-the-job training and how it can be characterized

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
♦ Worksheet – "Buddy System" (Annex X)

Description:

The trainer will present the main characteristics of the on-the-job training based on the PowerPoint provided. A step-by-step approach for the smooth integration of a new employee is also introduced, known as the "buddy system".

Closure

Activity 5: Sum up the session

Objectives:

♦ To draw the main conclusions of the session

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:

The trainer will ask participants to reflect and share their thoughts on three questions.

What were the main issues addressed in the session?

What are the most important things you retained?

Are you thinking of applying any of the new methods introduced?

Implementing at the workplace

At the end of the session, the trainer will challenge participants to implement the "buddy system" in their company following the process presented below:

| Select an employee ("new") to learn another service/task | Select an employee that usually do that task ("buddy") | Follow the "on the job training" checklist and assign responsibilities to both employees | Explain them the "70-20-10 Rule", so they can understand the difference between learning methods | After 3 days, schedule an evaluation meeting with the employees and fill with them the 70-20-10 grid |

To guide and support participants in this process, the trainer should use the Worksheet – "Buddy System" (Annex X) and provide the guidelines using the PowerPoint "Module 2 – Learning at the workplace" (Annex VI).

Session 2 – Preparing the company to promote learning at the workplace

Structure	Description
Welcome and Icebreaker!	Activity 1: Exploring expectations and objectives
Coaching and Mentoring	Lecture 1. Coaching & Mentoring: What are these famous methods about and how to apply them?
	Activity 2: Scenario of coaching & mentoring
Development Plan	Lecture 2. Personal Development Plan (PDP): How does it work?
	Activity 3: Learning by Designing!
Defining learning strategy	Lecture 3: Evaluating Learning Impact: Kirkpatrick evaluation model & the learning value chain
	Activity 4: Brainstorming what helps you find out if you're learning strategy was efficient and successful?
	Activity 5: Developing a Learning Strategy and plans for my SME
Closure	Activity 6: Sum up the session

Welcome and Icebreaker!

Activity 1 – Exploring expectations and objectives

Objectives:

- ◆ To explore and participant's expectations towards the session
- ◆ To explore participant's expectations towards the session
- ◆ To clarify the objectives of the module and session

Resources:

- ◆ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:
The trainer will welcome the participants and start introducing the structure of the module using the PowerPoint presentation "Module 2 – Learning at the workplace II". After this, the trainer will explore participants' expectations launching key questions:

> What are your expectations of this session?
>
> What do you expect do learn?
>
> What are the challenges that you may face during this session?

The trainer will register the expectations shared, clarifying any deviation that participants may evidence. Following this, the trainer will proceed with the presentation of the aims and objectives of the session.

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Lecture 1: Coaching & Mentoring: What are these famous methods about and how to apply them?

Objectives:

- ♦ To understand the concepts of coaching and mentoring
- ♦ To be able to distinct coaching and mentoring
- ♦ To be able to select the method in accordance with the context and objectives

Resources:
- ♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
- ♦ Informational sheet – Coaching & Mentoring (Annex XI)

Description:

The trainer will present the main characteristics and distinction between coaching and mentoring following the PowerPoint provided. The trainer can also share the **informational sheet – Coaching and Mentoring** with the participants to facilitate the understanding of the content.

Activity 2 – Scenario of coaching & mentoring

Objectives:

- ♦ Understand the concept of

Resources:
- ♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:

Now that participants are aware of what Coaching & Mentoring are and how they can be applied, participants will be challenged to come up with some solutions to reflect on the following question:

> *"How can these two methods be useful and beneficial for the skills development of your employees or the organisational growth?"*

After brainstorming on this question, the trainer will ask participants to reflect on some missing opportunities in the past 2 weeks in which they could have coaching with their workers. Participants will have 2-3 minutes to think about it and the trainer can distribute the **worksheet - coaching & mentoring.** After sharing the results ion this task, the trainer will present participants with some examples of questions suitable to be used in coaching and mentoring, highlighting the differences. The same worksheet can be used as support.

The trainer can also challenge participants to do some "role plays" in groups of 2 people undertaking the role of "coach-coachee" and "mentor-mentee". The rest of the team will try to identify the differences between the two methods and make suggestions for improvements to those playing the roles.

At the end of the activity, the trainer will explore with participants the impact and relevance of the activity, launching some questions:

> "How did this activity make you feel?
> Did you learn something new?"
> Which of the two methods would you apply in your organisation?
> How coaching and mentoring could help to overcome challenges and promote development?

Lecture 2: Personal Development Plan (PDP): How does it work?

Objectives:

♦ To understand what it means personal development plan and does it work
♦ To learn how to prepare a personal development plan

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" ([Annex VI](#))
♦ Worksheet – Learning by Designing ([Annex XIII](#))

Description:
The trainer will proceed with the presentation related to the personal development plan as planned and prepared in the PowerPoint. The lecture can be fully theoretical or in the format of exchanging ideas and experiences.

Activity 3: Learning by Designing!

Objectives:

♦ To understand the role if the manager/employer in the development of a personal development plan
♦ To provide and present templates to support managers in the development of personal development plan

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" ([Annex VI](#))
♦ Informational sheet – Templates for PDPs ([Annex XIV](#))

Description:
Now that participants have seen what a Personal Development Plan (PDP) is and how it works, the trainer will ask them to think about the role and responsibilities of the Manager/Employer and the role of the employee within the PDP creation.

The trainer will present the activity to the participants by distributing a **Worksheet – Learning by Designing**. Then, he/she will guide them to prepare the answers to help them develop their thoughts. Participants have 15-20 minutes to present their arguments.

The Trainer will also distribute some files (templates) to support Managers implement the PDPs within their companies and engaging their employees.

At the end of the activity the trainer will explore the following questions with participants:

How did this activity make you feel?

Did you learn something new?

How is the PDPs helpful for your organisation?

Do you feel confident to apply them?

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Defining learning strategy

Lecture 3: Evaluating Learning Impact: Kirkpatrick Evaluation Model & the Learning Value Chain

Objectives:

♦ To know and understand the Impact: Kirkpatrick evaluation model & the learning value chain

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:

The trainer will introduce the theory related to the Kirkpatrick evaluation model & the learning value chain based on the PowerPoint presentation provided.

Activity 4: Brainstorming what helps you find out if you're learning strategy was efficient and successful?

Objectives:

♦ To learn and understand how to use the Kirkpatrick evaluation model & the learning value chain

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
♦ Worksheet – Impact of learning (Annex XV)

Description:

Now that participants have been presented with what Kirkpatrick Evaluation Model & The Learning Value Chain is, the trainer will share a common file with the participants asking them to select measurements (KPIs/metrics) for the impact of a learning intervention in the business excellence and operation, in the team effectiveness and the employee performance. The trainer will distribute the **Worksheet – the impact of learning** to participants to support this activity.

The trainer will present the activity to the participants. Then, he/she will help participants develop their thoughts They have 10 minutes to present their arguments.

At the end of the activity the trainer will explore the following questions with participants:

♦ "Did you learn something new?"

Activity 5: Developing a Learning Strategy and plans for my SME

Objectives:

♦ To be able to prepare a learning strategy for the SME

Resources:

♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)
♦ Worksheet – Developing a Learning Strategy (Annex XVI)

Description:

Now guide the participants on how to develop their learning strategy based on the **Worksheet – Developing a Learning Strategy**. The Trainer will ask some of the participants to present their Learning Strategy and how it can be integrated into the Career Guidance Strategy of the company. A discussion in a global group will be done after the sharing of ideas.

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Closure

Activity 6: Sum up the session

Objectives:
- ♦ To draw the main conclusions of the session

Resources:
- ♦ PowerPoint presentation "Module 2 – Learning at the workplace" (Annex VI)

Description:

The trainer will ask participants to reflect and share their thoughts on three questions.

> What were the main issues addressed in the session?
>
> What are the most important things you retained?
>
> Are you thinking of applying your learning strategy developed?

Implementation at the workplace

At the end of session 2, the trainer will challenge each company to **review the career guidance strategy** they structured at the end of module 1, integrating the learning strategy prepared in this module. Participants will need to review the **worksheet - Career Guidance Strategy** (Annex IV).

Evaluation of the module

At the end of the implementation, the trainee must evaluate the module by completing the Evaluation Questionnaire module 2 (Annex V).

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MODULE 3 – ASSESSMENT AND STRENGTHENING OF WORKERS' SKILLS

Module 3	Assessment and strengthening of workers' skills
Duration	7h
Learning outcomes	At the end of the training, participants will be able to: • Promote a proper environment and opportunities, fostering employee development and growth • Strength employee's entrepreneurial mindset using the GrowINg entrepreneurial tools • Create opportunities for employees to master the art of self-assessment

Contents	• **GrowINg approach to entrepreneurial skills**
	    o Concept of entrepreneurship
	    o Definition of the 10 entrepreneurial skills
	    o Understanding the entrepreneurial skills
	• **Introduction of the GrowINg entrepreneurial tools**
	    o Entrepreneurial self-assessment tool
	    o Handbook for entrepreneurial skilled employees
	• **Entrepreneurial challenges**

Training methodologies	• Simulation / Role plays • Cooperative Learning
Resources	**Materials**: Sticky notes in 3 different colours **Supports and documents:** PowerPoint presentation "Module 3 – Entrepreneurial tools" (Annex XX) Handbook for entrepreneurial skilled employees (available here) Entrepreneurial self-assessment tool (available here) Video for individual registration in the online self-assessment tool (available here) Video for SME registration in the online self-assessment tool (available here) Booklet "Ideas and Opportunities" (available here) Booklet "Resources" (available here) Booklet "Into Action" (available here) Implementation of the self-assessment tool (Annex XXI) Implementation of the activities of the handbook (Annex XXII) Implementation of the entrepreneurial challenges (Annex XXIII) Evaluation Questionnaire module 3 (**Annex XXIV**)

Table 9 - Structure of the Module 3 Assessment and strengthening pf workers' skills.

The module is organised in two sessions, comprising different structures and activities and it foresees the implementation of the online entrepreneurial self-assessment tool, of activities of the handbook for entrepreneurial skilled employees and the Launch of the entrepreneurial challenges in the company (Table 10):

Session 1 – GrowINg approach to entrepreneurial skills	
Welcome and ice-breaking activity	Activity 1: Understanding entrepreneurial skills
Introduction to the Growing approach to Entrepreneurial skills	Lecture 1: What does mean entrepreneurship?
	Lecture 2: The 10 entrepreneurial skills of the Growing approach
	Lecture 3: Introduction of the GrowINg Entrepreneurial tools
Sum-up of the session	Activity 2: Reflexive workshop
Session 2 – GrowINg Entrepreneurial Tools	
Presentation of the entrepreneurial self-assessment tool	Lecture 4: Understanding the online self-assessment tool
	Activity 3: Simulation of the use of the entrepreneurial self-assessment tool
Handbook for entrepreneurial skilled employees	Lecture 5: Knowing the handbook
	Activity 4: Simulation of activities
Entrepreneurial Challenges	Lecture 6: The Entrepreneurial Challenges
	Activity 5: Role-playing the entrepreneurial challenges
Implementation at the workplace	
After session 2	Implementation of the online entrepreneurial self-assessment tool in the company Implementation of activities of the handbook for entrepreneurial skilled employees in the company Launch of the entrepreneurial challenges in the company
Evaluation of the module	
Conclusion of the module	Answering the Evaluation Questionnaire of the module

Table 10 – Activities, and lectures previewed to be implemented in module 3.

The structure and activities planned for module 3 are presented in the pages below and all supports are provided in the annexes of this document.

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Growing
SME's Growth and Innovation
through Learning at the Workplace

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Session 1 – GrowINg approach to entrepreneurial skills

Structure	Description
Welcome and icebreaker!	Activity 1: Understanding entrepreneurial skills
Introduction to the Growing approach to Entrepreneurial skills	Lecture 1: What does mean entrepreneurship?
	Lecture 2: The 10 entrepreneurial skills of the Growing approach
	Lecture 3: introduction of the Growing entrepreneurial tools
Sum-up of the session	Activity 2: Reflexive workshop

Welcome and Icebreaker!

Activity 1: Understanding entrepreneurial skills

Objectives:
- To reflect on value creation in personal and professional lives in the light of EntreComp
- To get familiar with the EntreComp framework
- To collect ideas coming

Resources:
- PowerPoint presentation "Module 3 – Entrepreneurial tools" (Annex XX)
- Sticky notes in 3 different colours

Description:
The trainer will start the session by presenting the structure of the session as presented in the PowerPoint provided, followed by a brief contextualization towards the competences of the EntreComp. Afterwards, the trainer will challenge participants to answer the three following questions:

> Which EntreComp - related skills and attitudes do you have? How do you use them in your daily life?
>
> Through your work, do you apply these competences in your specific issue/field/sector? How do you do this (or how could you do this)? What is the main type of value created (social, cultural or financial)?
>
> Think and choose one concrete example of an idea/activity and write it on a sticky note referring to social (yellow sticky note), cultural (orange) or financial (green) value.

Each participant will participate individually and try to answer these three questions, registering the answers in the sticky notes. It is important to give them time to reflect on their attitudes and skills.

In the end, the group will analyse the contributes made and will jointly debate the main results and EntreComp.

![Growing - SME's Growth and Innovation through Learning at the Workplace]

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Introduction to the Growing approach to Entrepreneurial skills

Lecture 1: What does mean entrepreneurship?

Objectives:
- ♦ To know the concept of "entrepreneurship" adopted in the GrowINg project

Resources:
- ♦ PowerPoint presentation "Module 3 – Entrepreneurial tools" ([Annex XX](#))
- ♦ Handbook for entrepreneurial skilled employees (available [here](#))

Description:

The trainer will present the concept of entrepreneurship adopted in the project, following the PowerPoint prepared for the session.

The trainer can also use the **handbook for entrepreneurial skilled employees** to prepare and promote the session and in the case, he/she considers it relevant, can provide a (digital or printed) version to participants.

Lecture 2: The 10 entrepreneurial competences of the Growing approach

Objectives:
- ♦ To know the ten competences approached in the GrowINg project
- ♦ To understand the meaning of the competences integrated into the entrepreneurial tools

Resources:
- ♦ PowerPoint presentation "Module 3 – Entrepreneurial tools" ([Annex XX](#))
- ♦ Handbook for entrepreneurial skilled employees (available [here](#))

Description:
The trainer will proceed with the presentation, providing the description of the ten competences integrated into the GrowINg entrepreneurial tools and establishing the connection with the EntreComp framework. Besides the PowerPoint, the trainer can use the handbook to support the lecture.

Lecture 3: Introduction of the Growing entrepreneurial tools

Objectives:
- ♦ To know and understand the tools of the project to support the assessment and reinforcement of workers' entrepreneurial mindset and skills

Resources:
- ♦ PowerPoint presentation "Module 3 – Entrepreneurial tools" ([Annex XX](#))

Description:
The trainer will present briefly the three tools of the GrowINg project, using the PowerPoint provided. Besides the PowerPoint, the trainer can use the handbook to support the lecture and provide it to participants.

Activity 3: Reflection activity

Objectives:

♦ To reflect and evaluate the session

Resources:

♦ PowerPoint presentation "Module 3 – Entrepreneurial tools" ([Annex XX](#))

Description:

At the end of the session, the trainer will do a sum-up of the activities addressed in the session and that need to be retained.

What were the main issues addressed in the session?

What are the most important things you retained

Session 2 - GrowINg Entrepreneurial Tools

Structure	Description
Presentation of the entrepreneurial self-assessment tool	Lecture 4: Understanding the online self-assessment tool
	Activity 3: Simulation of the use of the entrepreneurial self-assessment tool
Handbook for entrepreneurial skilled employees	Lecture 5: Knowing the handbook
	Activity 4: Simulation of activities
Entrepreneurial Challenges	Lecture 6: The Entrepreneurial Challenges
	Activity 5: Role-playing the entrepreneurial challenges

Presentation of the entrepreneurial self-assessment tool

Lecture 4: Understanding the online self-assessment tool

Objectives:
- To understand the background and characteristics of the online self-assessment tool

Resources:
- PowerPoint presentation "Module 3 – Entrepreneurial tools" (Annex XX)
- Handbook for entrepreneurial skilled employees (available here)
- Entrepreneurial self-assessment tool (available here)

Description:
The trainer will present the tool in terms of content, profiles, access and analysis of the results as previewed in the PowerPoint. If necessary, the trainer may recall the 10 competences covered by the tool. Furthermore, the trainer can use the handbook to support the lecture and provide it to participants.

Activity 4: Simulation of the use of the entrepreneurial self-assessment tool

Objectives:
- To understand how to organise a session for the evaluation of employees' entrepreneurial skills
- To simulate the use of the tool using the profile of a company
- To understand how the results can be analysed

Resources:
- PowerPoint presentation "Module 3 – Entrepreneurial tools" (Annex XX)
- Handbook for entrepreneurial skilled employees (available here)
- Entrepreneurial self-assessment tool (available here)
- Video for individual registration in the online self-assessment tool (available here)
- Video for SME registration in the online self-assessment tool (available here)

Description:
Present the activity as described in the PowerPoint:
- Establish groups of 4 elements and define the element that will be the HR manager of the company
- Together visualize the video to proceed with the registration of your company (real or created in the training)
- After the video, create the profile of the company, groups and 4 PIN codes
- Once the group has the PINs, each element will need to fill in the questionnaire (using one of the PINs)
- After all, elements answer the questionnaire and follow the handbook to better understand the results

Lecture 4: Knowing the handbook

Objectives:
- ♦ To know and explore the activities of the handbook for entrepreneurial skilled employees
- ♦ To simulate the implementation of one of the 45 activities of the handbook

Resources:
- ♦ PowerPoint presentation "Module 3 – Entrepreneurial tools" ([Annex XX](#))
- ♦ Handbook for entrepreneurial skilled employees (available [here](#))
- ♦ Booklet "Ideas and Opportunities" (available [here](#))
- ♦ Booklet "Resources" (available [here](#))
- ♦ Booklet "Into Action" (available [here](#))

Description:
The trainer briefly introduces the activities of the handbook for entrepreneurial skilled employees (and correspondent booklets) to participants, explaining the idea behind these activities: following the results of the self-assessment, the company can identify one or more activities to strengthen the entrepreneurial skills in which workers reveal less proficiency.

Activity 5: Simulation of activities

Objectives:
- ♦ To simulate the implementation of one of the 6 activities proposed by the trainer
- ♦ To understand how the activities can be promoted at the workplace

Resources:
- ♦ PowerPoint presentation "Module 3 – Entrepreneurial tools" ([Annex XX](#))
- ♦ Handbook for entrepreneurial skilled employees (available [here](#))
- ♦ Booklet "Ideas and Opportunities" (available [here](#))
- ♦ Booklet "Resources" (available [here](#))
- ♦ Booklet "Into Action" (available [here](#))

Description:
The Mentimeter let the participants choose one of the six pre-defined activities to do a simulation (the trainer can use another strategy for the selection of the activity). The activity identified by a bigger number of participants will be the one to be implemented. Desirably, one or more participants should be the ones responsible for the simulation, nevertheless, the trainer can also implement it.
After implementing the activity, the trainer will provoke a debate related to the activity in terms of objectives, the possibility of being implemented in the company, potential impact and any other question considered relevant.

Lecture 5: Entrepreneurial Challenges

Objectives:

- To know the idea behind the entrepreneurial challenges
- To understand how entrepreneurial challenges should be implemented in companies
- To be able to plan and implement the entrepreneurial challenges in the company

Resources:

- PowerPoint presentation "Module 3 – Entrepreneurial tools" (Annex XX)
- Handbook for entrepreneurial skilled employees (available here)

Description:

The trainer will present the entrepreneurial challenges in terms of objectives, providing the guidelines to support participants to plan and prepare for its implementation in companies. The trainer should use the PowerPoint prepared and the **handbook for entrepreneurial skilled employees**.

Activity 6: short role-play

Objectives:

- To identify a problem or challenge of the company suitable to be overcome
- To be able to plan and implement the entrepreneurial challenges in the company
-

Resources:

- PowerPoint presentation "Module 3 – Entrepreneurial tools" (Annex XX)
- Handbook for entrepreneurial skilled employees (available here)

Description:

Divide the group into small groups and allow them to identify a challenge or possibility of improvement in a company. Each group will have 5 minutes to present the idea and all together participants debate the different ideas, identifying other ones.

Implementation at the workplace

At the end of session 2, the trainer will challenge each company to implement the:

- Entrepreneurial self-assessment tool involving a group of 3 employees
- Activities of the handbook, selecting at least 2 activities and involving the previous 3 employees
- Entrepreneurial challenges involving part of the employees

The activities implemented by the companies need to be reported using the following templates:

- Implementation of the self-assessment tool (Annex XXI)
- Implementation of the activities of the handbook (Annex XXII)
- Implementation of the entrepreneurial challenges (Annex XXIII)

Evaluation of the module

At the end of the implementation, the trainee must evaluate the module by completing the Evaluation Questionnaire module 3 (Annex XXIV).

MODULE 4 – PITCH: THE FINAL PROJECT

Module 4	Pitch: The Final Project
Duration	4h
Learning outcomes	At the end of the training, participants will be able to: • Present the structure, methodologies, and results of the implementation – Final Pitch • Apply tools
Contents	• Identify the key elements of the Training plan to be put in a pitch. • Tips presentation of a pitch • Tips make the pitch even more impactful, through
Training methodologies	• Presentation by participants • Debates
Resources	**Documents:** PowerPoint presentation "Module 4 – Pitch: The Final Project" (Annex XXV)

Table 11 – Structure of the Module 4 Pitch: The final project

The module is organised in one session, comprising two activities and it foresees the preparation and presentation of a final pitch on the implementation (Table 12):

Session 1 – Ice breaking and goal setting	
Preparation phase	Lecture 1: **How to prepare a great pitch?**
Final project	Activity 1: Pitches on the implementation

Table 12 – Activities, and lectures previewed to be implemented in module 4.

Preparation phase

Lecture 1: How to prepare a great pitch?

Objectives:

♦ To provide guidelines to participants related to the preparation of the pitch on implementation

Resources:

♦ PowerPoint presentation "Module 4 – Pitch: The Final Project" (Annex XXV)

Description:

The trainer will present the guidelines to be followed by participants to prepare a pitch on the implementation. The idea is for each participant/company to prepare a 3-5 minutes presentation using the support they wish, to briefly present what was done in their companies in terms of implementation. The trainer should use the PowerPoint prepared. This presentation can be done jointly with module 0 or at the end of the 2nd session of module 3, too.

Final project

Activity 1: Pitches on the implementation

Objectives:

♦ To give voice to participants present the activities implemented in the companies
♦ To share experiences and exchange ideas to help solve the difficulties experienced
♦ To check how GrowINg tools contribute to the training of SMEs

Description:
Each participant or company will do a pitch to introduce what was done in the companies. Each presentation should take 3-5 minutes and presenters should follow the guidelines provided. Whenever possible, the pitches should be recorded and a jury to analyze the pitches and provide feedback can be settled.

ANNEXES

ANNEXES

Annex I – Module 0 – Training plan (available [here](#))

Annex II – Module 1-Career guidance (available [here](#))

Annex III – Worksheet – Circle of concern and circle of influence by S. cove

Annex IV – Career Guidance Strategy

Annex V – Evaluation Questionnaire module 1

Annex VI – Module 2 – Learning at the workplace (available [here](#))

Annex VII – Informational sheet – Classroom training

Annex VIII – Worksheet – Imagine that you are a Trainer…

Annex IX – Video script

Annex X -Worksheet – "Buddy System"

Annex XI – Informational sheet – Coaching & Mentoring

Annex XII - Worksheet – Coaching & mentoring

Annex XIII - Worksheet – Learning by designing

Annex XIV - Informational sheet – Templates for PDPs

Annex XV - Worksheet – Impact of learning

Annex XVI - Worksheet – Developing a Learning Strategy

Annex XVII – Career Guidance Strategy – reviewed version

Annex XIX – Evaluation questionnaire module 2

Annex XX - Module 3 – Entrepreneurial tools (available [here](#))

Annex XXI – Implementation of the self-assessment tool

Annex XXII –Implementation of the activities of the handbook

Annex XXIII – Implementation of the entrepreneurial challenges

Annex XXIV – Evaluation Questionnaire module 3

Annex XXV – Module 4 – Pitch: The Final Project (available [here](#))

Annex III – Worksheet – Circle of concern and circle of influence by S. cove
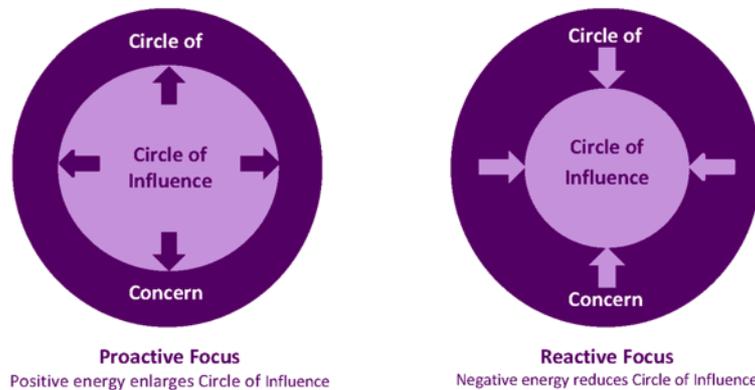

Figure 2. Stephen Covey's "The 7 Habits of Highly Effective People"

This model is based on Stephen Covey's "Circle of Concern, Circle of Influence", which looks at where we focus our time and energy.

The first is the Circle of Concern. It is also known as the circle of "no control". This encompasses the wide range of circumstances/issues/problems we have, but over which we have no control. This includes problems we can do nothing about, such as our past or situational realities. It can be a whole range of things – the state of the economy, the global pandemic, attitudes in society, the things your colleagues do, the way people drive their cars etc. Devoting energy to them may be a waste of time – the equivalent of shouting at the television – and time and energy once spent cannot be reused.

The Circle of Influence is much smaller. It includes the things we can do something about. The extent of this will be related to one's power. The key is to focus the energy on those things that one can influence – this will enable one to make effective changes.

Divided into smaller groups, participants are told that now they are in charge of solving these challenges. Participants should brainstorm how these "challenges" can be diminished or solved using career guidance at work, weather possible. How would it work? What strategies, activities and tools could be used? What resources would be needed?

If there are a lot of challenges, the trainer can divide these challenges per group.

The ideas will be presented by every group to the rest of the participants. The trainer should facilitate the discussion.

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Annex IV – Worksheet – Career Guidance Strategy

Company Name: _____

Employee Name: _____

Position: _____ **Seniority in the company:** _____

Diagnosis:

Competences/skills that are more important for the company

Identified needs of the employee

Employee competences/skills to be developed

Strategy

	Activity description	Type of activity	Internal / External	Competences/skills to be achieved
1				
2				
3				
4				
5				

Date:

Signature:

Annex V – Evaluation Questionnaire module 1 [4]

Training Format: _____

Duration: _____

Trainee Name: _____

Position: _____ **Seniority in the company:** _____

	The module contributed to…			
LEARNING OUTCOMES	**1**	**2**	**3**	**4**
Deeper knowledge of peers and their organisations				
Building networking				
Understand the concept of career guidance in SMEs				
Learn the difference between career guidance and career at work				
Comprehend the value that career guidance in SMEs brings to employers, employees and the economy in general				
Enhanced the ability to plan and organize career guidance in their workplace				
	Level of agreement related to each one of the following statements			
CONTENTS	**1**	**2**	**3**	**4**
The contents are relevant and will make a valuable contribution to the employee and the SME				
The activities are relevant and will make a valuable contribution to the employee and the SME				
The Career Guidance in SME (contents and activities) is easy to apply and implement in my company				
	Level of agreement related to each one of the following statements			
SELF-ASSESSMENT	**1**	**2**	**3**	**4**
I have achieved the objectives foreseen for this action				
Experienced new skills through hands-on activities				
I acquired knowledge/skills				
Actively participated in the proposed activities				

---

[4] For each one of the statements please consider the following scale: 1 – Totally disagree, 2 – Disagree, 3- Agree and 4 – Totally agree.

Names the most positive aspect(s) of Career Guidance in SMEs:

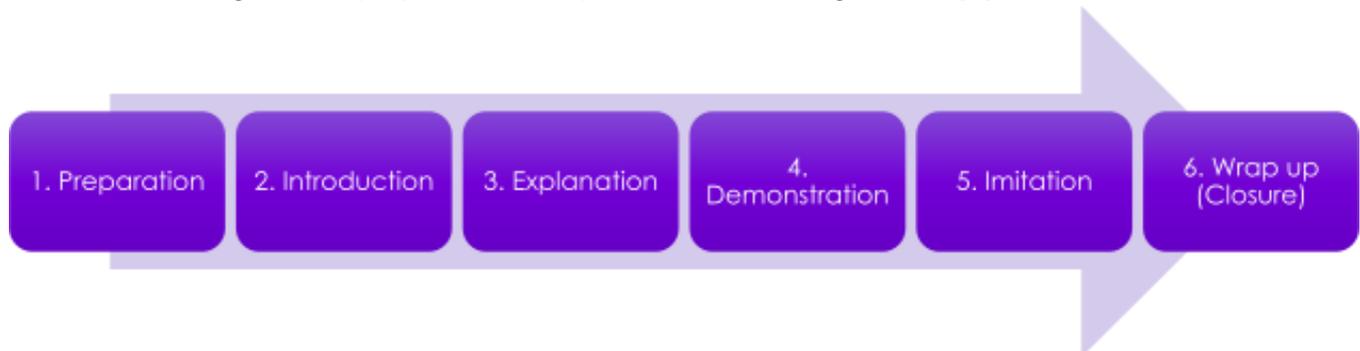Names the least positive aspect(s) of the Career Guidance in SME:

Suggestions:

Date:

Signature:

Annex VII – Informational sheet – Classroom training

Classroom training can be prepared and implemented following a **"6-step process"**:

Step 1. Preparation

In this phase you need to consider:

- Who are you training? Who are your learners? What is their background?
- What are the target audience's performance gaps? Or what is the knowledge problem?
- Why do they need the training? What will they gain? (Motivation)
- Where is the best *place*?
- When is the best *time*?
- What do you want to achieve? What are the *desired outcomes*?
- How do you train them & in what order? (the content of the course and sequence)
- What is the budget for this course?

You have also to consider the administration tasks, materials, equipment, supplies, and environment. Here is your Preparation Checklist:

Classroom Training Preparation Checklist
Learners and Communication:
❑ Invite the participants
❑ Confirm attendees (roster)
❑ Send e-mail to attendees with information on the rational, learning objectives, venue, etc. Tell them what they will learn.
❑ Provide any pre-training instructions and/or materials. Inform them about any task they need to complete before the training.
Training Room:
❑ Book the venue (if applicable) or find a room according to your needs
❑ Arrange furniture to allow all trainees to see you and audio-visual aids
❑ Ensure there is appropriate lightning and the temperature is comfortable
❑ Test any equipment you will use (laptop/computer, projector, flipcharts, slides remote controls, etc.)
Training Materials:
❑ Print all materials and handouts
❑ Ensure you have all the props needed for all the planned learning activities
❑ Prepare papers and pens/pencils for all trainees (stationery).
❑ Arrange for flipchart and flipchart paper and/or whiteboards and markers

Post-training:
- ❑ Prepare feedback forms
- ❑ Send out an email or hand out a feedback form to participants
- ❑ Email any post-training materials

TIPS!
- ♦ Start always with the end in mind! That means that you must know what the aim & objectives of this training are, as well as the learning outcomes (what the participants will be able to do upon the completion of this training).
- ♦ If it takes too long, the learners will get bored! Manage a proper timeline.
- ♦ Be well prepared!
- ♦ Be ready for any discussions to take place.

Step 2. Introduction
In this phase you need to:
- ♦ Introduce yourself and establish credibility. Why should people listen to you?
  - ▪ i.e. I 've been in the ...... field for xx years ...
- ♦ Establish rapport. You should be friendly, smiling and approachable.
- ♦ State the learning objective of this training.
- ♦ State the structure, the timing, the rules and the procedure.
- ♦ Set expectations for the learners. Ask them to share their expectations. What do they hope to learn today?
- ♦ Ask them to share their fears or possible challenges they might face during this training.
- ♦ Ask them if they have any questions before you start.

Here is your Introduction Checklist:

Introduction Checklist

- ❑ Introduce self/Establish credibility
- ❑ Establish rapport
- ❑ State objective
- ❑ State structure, timing, procedure, rules
- ❑ Link to previous knowledge or job needs
- ❑ Expectations
- ❑ Challenges
- ❑ Any questions?

Step 3. Explanation
In this phase, you need to consider the **"7-10/20 rule".** For every 7-10 minutes of content you offer, allow learners to participate in some manner and then review the content for at least 20 minutes. Alternatively, in order not to forget this process, you can bear in mind the **CPR** rule:

    C – Content
    P – Participation
    R – Review

Participation could be in any form, i. e. discussion, brainstorming, or practical exercise.
Mind that learners do need time to process the information and to bring the theory back to their context.

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Step 4. Demonstration

In this phase you need to:

- ♦ Have the materials available and near you
- ♦ Make sure that all participants can see you
- ♦ Explain again while you are demonstrating
- ♦ Repeat the demonstration as many times as needed

In general, the demonstration is preferable for hard or technical skills.

Here is your Explanation & Demonstration Checklist:

Explanation & Demonstration Checklist
❑ 7/10 – 20 rule ❑ Clear Explanation ❑ Clear Demonstration ❑ Materials at hand ❑ Check learners' understanding

Step 5. Imitation

This is an ongoing interactive phase of classroom training. In this phase you need to:

- ♦ Listen to your participants
- ♦ Observe their behaviour
- ♦ Guide them
- ♦ Give them clues on how they are going
- ♦ Provide them with feedback

Here is your Imitation Checklist:

Imitation Checklist
❑ Listening ❑ Observing ❑ Guiding ❑ Encouraging ❑ Feedback ❑ Effective questioning

Step 6. Wrap-up

This is the final phase of classroom training. In this phase you need to:

- ♦ Emphasize the key points of the training
- ♦ State achieved objectives
- ♦ Assess learners' performance
- ♦ Motivate for follow-up actions and activities
- ♦ Check for questions
- ♦ Thank them!

Here is your Wrap-up Checklist:

Wrap-up Checklist
❑ Emphasized key points ❑ Performance assessed ❑ Re-motivate ❑ Objective achieved ❑ Link forward to other actions ❑ Thanked learner ❑ Any questions?

![Growing - SME's Growth and Innovation through Learning at the Workplace]

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Annex VIII – Worksheet – Imagine that you are a Trainer…

♦ Draw yourself here

♦ External Characteristics

♦ Internal Characteristics

♦ Rational of the training / Overall Goal

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♦ Learning Need/Performance Gap

♦ Learning Outcomes (SMART)

♦ Your learners

- ◆ Resources

- ◆ Constraints or Challenges

- ◆ Budget

- ◆ Elements / Equipment

- ◆ Your responsibilities and

- ◆ How will you present the content?

- ◆ Feedback

- ◆ What **evaluation methods** are you going to use?

- ◆ Which would be the most appropriate way to measure the **long-term changes** in learners' behaviours?

Annex IX – Video script

Script for the video
♦ Having worked so hard through the application process to then nailing the interview, it is the best feeling in the world to finally get offered the position you wanted.
♦ Jim is excited to get started! Tomorrow is his first day at his new job in a call center as a customer service agent.
♦ He was told to sit and wait for someone to get him and waited almost 3 hours with no one in sight!
♦ No one introduced themselves until 3 days later.
♦ He was not sure about who his co-workers are and who his manager is.
♦ The company is located in a huge building with too many rooms and places. He got lost looking for the lunchroom.
♦ What are my daily tasks? I was waiting until someone will assign me something to do.
♦ How is my supervisor or mentor?
♦ Jim started by going through the files on his computer, the documentation and the stakeholders.
♦ "It has been 3 weeks since my first day on the job here and people had warmed up to me," Jim thought.
♦ Jim's Feelings after the first month? "alone", "excluded", "overwhelmed", "unwanted", "exhausted"
How do you feel about Jim's induction process? What should be done differently according to your opinion? Share your thoughts and experiences with us!

Annex X -Worksheet - "Buddy System"

Company Name: _____

Employee Name ("new"): _____

Position: _____ **Seniority in the company:** _____

Employee Name ("buddy"): _____

Position: _____ **Seniority in the company:** _____

Check list:

Goal

Period

Resources

On-the-job learning: activities and tasks

"Buddy" role

Schedule of the closure meeting

Evaluation

70 - Experience	70 - Exposure	10 – Training

Results

Date:

Signature:

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Annex XI – Informational sheet – Coaching & Mentoring

Coaching & Mentoring methods are used as professional development tools among small and medium enterprises to transfer skills, especially business acumen. Both coaching and mentoring are based on the fundamental belief that people can change with the assistance of a coach or mentor. It is required for small and medium enterprises (SMEs) to fulfil their role in fueling economic growth and job creation and skills development. No doubt, coaching and mentoring have many similar characteristics. Both coaches and mentors are typically established to assist other people in personal development in life, business, school, career decisions, athletics, and many other areas.

The Definitions of Coaching and Mentoring

- **Coaching: The Definition**

A coach is someone who provides guidance to individuals on their goals and helps them reach their full potential.

"Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential".

- **Mentoring: The Definition**

A mentor is someone who shares his/her knowledge, skills and experience, to help other people to develop and grow.

"Employee training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counsellor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge."

Key differences between mentoring and coaching

Coaching and mentoring use reflective means and tools to enhance insight and learning and both have the transfer of learning as a key outcome. While both these famous methods are aiming to help people to reach their maximum potential, a Coach and a Mentor adopt different counselling approaches to get the learners where they want.

⊃ **Coaching adopts an indirective approach:**

A coach poses the right questions, providing the space, trust and confidence for the individuals being coached to consider:

"How they can achieve more, think through situations, utilizing their thinking, feeling and behaviour to reach their objectives and find capabilities within themselves".

Focus: Coaching is more performance-driven, designed to improve the professional's on-the-job performance.

Timeframe: The relationship is more likely to be short-term (up to 6 months or 1 year) with a specific outcome in mind. However, some coaching relationships can last longer, depending on the goals achieved.

Coaching Meetings: In coaching meetings, the coach provides the learner with the space to reflect and speak the most. In other words, coaching leans more towards indirective communication, since the main intent is to elicit the resourcefulness of the coachee to embrace development opportunities that they are willing and able to execute.

Remember:

- Coaching provides entrepreneurs with the opportunity to think differently about the challenges experienced, rather than simply absorbing advice.
- Coaches use question frameworks and coaching models to help clients to solve specific issues and to uncover their own knowledge and skills.
- In the coaching relationship, the goals and objectives are mutually agreed upon between coach and client.

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➲ Mentoring adopts a directive approach:

A directive approach involves a transfer of wisdom, where the mentor provides advice or direction.

Focus: Mentoring is more development driven, looking not just at the professional's current job function but beyond, taking a more holistic approach to career development.

Timeframe: The relationship tends to be more long-term, lasting a year or two, and even longer.

Mentoring meetings: In mentoring meetings, the mentor is doing more of the talking as mentoring involves the offering of guidance, support and often solutions to problems. The mentor is seen to be an expert, with experience and knowledge particular to the mentee's need for development. Mentoring can involve older and more experienced people engaging in discussions with younger and often less experienced mentees.

Remember:

- Mentors simply act as advisors, directly sharing experience, expertise, advice, and wisdom with mentees.

- In the mentoring relationship, the development goals are determined by the mentees.

The Benefits of Coaching and Mentoring

Both coaching and mentoring can help individuals working in SMEs **to set goals in a personal and professional capacity** and to assess whether these goals are aligned or in conflict. The coach and mentor will contribute to achieving the alignment which will lead to **improved productivity** and a sense of fulfilment.

These two methods can maximize interactions for positive relationships and bottom-line outcomes. That way, individuals working in SMEs will have the chance to learn better through action, participation and reflection. Knowledge is gained through practice so that learners can look back on the procedures and processes followed to solve the problem.

Both mentoring and coaching can increase confidence and the interpersonal skills of the person providing the mentoring or coaching, and the person receiving it.

And finally, both can dramatically improve individual performance.

How to apply these famous methods

Both mentoring and coaching are easy to implement into any organisation or business structure because they are flexible and can fit around the working day.

➲ Industry expertise

Coaches and mentors can be selected to work with professionals based on their industry expertise (banking, health care, manufacturing), position expertise (marketing, finance, human resources), skill set (spokesperson, committee chair, conference presenter) or other valuable expertise that can enhance a professional's life.

➲ Supportive environment

The environment in which the coaching or mentoring takes place and the development objectives play an important role in the approach that the coach or mentor will take. A supportive acumen needs to be created in which participants can examine their own beliefs and practices to eventually posse a certain degree of autonomy in learning behaviour. Learners should engage in task-orientated problem-solving activities to develop multidisciplinary skills and competencies.

⊃ Building a relationship on trust

Building quality relationships will strongly impact the value of both coaching and mentoring. Development and performance improvement can be achieved through dialogue in a trusting, collaborative relationship.

"Only when a relationship of trust has been established between the coach or mentor and the entrepreneur will it become possible to overcome resistance to change".

When to Use a Coach

1. Develop raw talent with a specific new skill. The iterative nature of coaching allows the trial of new behaviours or approaches, followed by review and feedback during follow-up sessions.
2. Enhance the experienced professional with a new or refreshed skill
3. Help individuals who are not meeting expectations or goals
4. Assist leaders in coping with large-scale change through a merger or acquisition, like managing new "blended" work teams and adapting to the merging of company cultures
5. Prepare a professional for improving the organisation
6. Improve behaviour in a short period, like coaching an executive to address the media on a specific topic
7. Work one-on-one with leaders who prefer working with a coach rather than attending "public" training programmes

When to Use a Mentor

1. Motivate talented professionals to focus on their career/life development
2. Inspire individuals to see what is possible in their career/life
3. Enhance the professional's leadership development
4. Transfer knowledge from senior to junior professionals
5. Broaden intercultural or cross-cultural ties within the organisation
6. Use the mentoring process as an entrée to succession planning

Annex XII – Worksheet – Coaching & mentoring

In the Moment – Coaching Opportunities

Think about the past 2 weeks and try to identify any coaching opportunity for your employees you may miss, registering it in the table below:

Employee Name	Day	What did the employee and I talk about?	What questions could I have asked to make this a coaching opportunity?

Look to the potential questions you may ask in the moment coaching opportunities.

FIVE SIMPLE QUESTIONS TO COACH IN THE MOMENT
1. Where did you need to use X skill to get things done?
2. Where did you feel comfortable in your use of X skill?
3. Where did you feel that your X skill was not as strong as it could have been?
4. What key lesson did you learn about your X skill?
5. How will you use X skill differently in the future?

What are some good questions to ask during a mentoring engagement? Whether the Managers themselves decided to act as Mentors, or they assign this responsibility to Senior employees they should be able to ask thoughtful and thought-provoking questions to guide decision-making and problem-solving, to achieve meaningful conversations.

They can use the questions below to help build your mentoring relationship:

Question Type	Follow-up Questions
Where are you now?	• What is the situation, problem, or issue you are working on? • Are there any risks, difficulties, or stress you will be facing in the next few months (deadlines, conflicts, fears, etc.)?
Where do you want to be?	• What is your goal (growth area)? • What would you like to be remembered for over the next few years (personal vision)? • What do you think will be the most challenging or rewarding for you?
How do you plan to get there?	• What steps can you take to achieve that goal? • What is your plan to minimize any upcoming risks, difficulties, or stress? • What are your strengths and how will they help you reach your goal? • What skills or knowledge do you hope to gain from this experience? • What are you most worried about/afraid of?
What happened?	• What action did you take? • How well did you accomplish your goal? • What did you learn? • How can you use this knowledge, skill, or ability in the future? • What was the most challenging or rewarding for you? • How are you different now than you were at the beginning?

Annex XIII – Worksheet – Learning by designing

Manager's role in development planning

As a manager, think about what questions you would ask to build the current understanding of employee development:

- **What questions would you ask your employees concerning their current goals?**

- **What questions would you ask your employees concerning their future roles?**

- **What activities would you offer to your employees to get some development opportunities?**

- **What are the benefits of using PDPs in your organisation?**

- **What are the barriers/challenges to implementing PDPs in your organisation?**

- **What internal/HR processes and procedures will need to be reviewed and/or created to accommodate PDPs? Who is responsible for each process and procedure?**
- **What systems would be required to support PDPs in your organisation (if any)? Which of these do you already have available? Which of these would you consider procuring?**

For long-term goals, think about the following before introducing the PDP process to your employees:
- **At which point do you see the organisation in 2 years?**
- **Are there any new roles the organisation needs to grow more?**
- **Which specific areas need to be developed more in the organisation?**
- **What challenges might face the organisation within a time frame of 2 years?**
- **What skills do your employees need to mitigate these challenges?**

Template 1: "Employee's role in development planning"

What to ask your employee during your meeting to help them draft their PDP:

Questions for Employees
• What are your passions? Could be personal or work-related.
• What gets you excited about coming to work?
• What do you enjoy the most in your current role? The least?
• What motivates you to want to perform better in your job?
• What are your greatest strengths?
• What have you done that you think leverages those strengths?
• How would you like to use those strengths in the future?
• What are the areas that you need to develop?
• What have you done in the past year to improve them?
• What type of work or project would you like to be doing in the next year?
For long-term goals, think about the following before meeting with your manager: • Where do you see yourself in 2 years? • Which role do you want to move to? Why? • What about longer-term goals – do you have an end role in mind? • Are you interested in a management position? • What is your end goal at this organisation? • What role would you see yourself in after this one? Why? • What is standing in the way of your career goals?

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Template 2: "Facilitating Career Planning Discussion"

The purpose of this template is to help you learn and practice the topic by applying it to your context

Before spending resources on building employees' competencies, managers should have a career planning conversation to ensure that efforts are focused appropriately and to demonstrate a commitment to invest in employees' long-term goals.

Instructions
- Review the questions in the following table, and add/change/ delete questions as necessary.
- For each new employee, use the guide during a career development discussion. Repeat the conversation annually. Record employee responses and your notes regarding those responses.

Questions to Ask Employees	Employee Responses	Manager Notes
I. Current Goals		
1. What is your favourite part of your current role?		
2. What would you describe as your biggest strength?		
3. Which is the one skill you would like to develop to improve in your current role?		
II. Future Roles		
1. Where do you see yourself in one to three years?		
2. Where do you see yourself in 10 years?		
3. If there is one task or project type, you'd like to do more frequently in your future roles, what would you select?		
4. If there is one task or project type, you'd like to do less frequently in your future roles, what would you select?		
III. My Role		
1. How can I help you in your current role?		
2. How can I help you achieve your career goals?		
3. Are there other individuals you would like me to enlist to help you achieve your career goals (e.g., a colleague in a role you're interested in pursuing)?		

Template 3: "Personal Development Plan"

You can distribute this template to your employees to help them build their PDP and revisit it frequently to monitor their progress.

Personal Development Plan

Task: Based on your analysis so far, complete the plan below. Print it out and put it somewhere visible. Update it regularly with items that were completed, dependencies you've discovered, resources you can take advantage of.

What do I want/ need to learn and why?	What will I do to achieve this?	What resources and/or support will I need?	How will I know I've achieved this?	Target date for completion

Annex XV – Worksheet – Impact of learning

> Which key performance indicators would you choose to measure the impact of a learning intervention:
> ➲ in the business excellence and operation
> ➲ in the team/unit's effectiveness and
> ➲ in the employee performance

KPIs/ METRICS – BUSSINESS EXCELLENCE AND OPERATION
Which KPIs the operations team should be using to keep tabs on the performance of:

1) **Business excellence and operation in the following company departments:**
   - Finance
     o Sales performance
     o Operational Costs
   - Retail
     o Order Status
     o Sales by Region
     o Lead-to-Opportunity Ratio
     o Lead Conversion Ratio
   - Marketing
     o Cost-per-Click
     o Cost-per-Acquisition
   - Customer's positive feedback
     o customer satisfaction surveys or
     o place conversation ranking widgets to your customer service or
     o sales management tools

2) **Team/ Units Effectiveness**
   JOB COMPETENCE BY DEPARTMENT
   Employees who start performing better in their jobs or have higher customer service satisfaction

   COURSE PARTICIPATION PERCENTAGE
   It stands to reason that the more people who enrol in and complete your training course, the more effective your training course will prove to be.

3) **Employee Performance**
   EMPLOYEE TRAINING SATISFACTION RATES
   Employees can pinpoint what is working and what's not working within the course structure, content, and delivery style.

   TRAINING FULFILLMENT PERCENTAGE
   It's essential to track how many people finish the course.

   AVERAGE AND FINAL COURSE SCORES
   Tracking average and final scores speak directly to the level of efficiency and impact the course has on learners' on-the-job performance.

   JOB SKILL ACQUISITION
   Evaluation of learning effectiveness by looking at the progress and development of acquired skills.

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Choose between metrics that focus on:

- ♦ **Quantity:** This could mean sales, number of products manufactured, number of invoices processed – virtually anything that can be quantified and presented in a report.
- ♦ **Quality:** Number of defective products, performance errors, customer feedback etc.
- ♦ **Speed:** Project completion times compared to estimated times of delivery, everyday tasks completion time, units manufactured per day etc.
- ♦ **Cost:** Payroll costs per employee compared to annual revenues or per project.
- ♦ **Using a combination of those key performance indicators** for employee evaluation will give you more comprehensive insights.

Examples:
1) Profit per employee = Total profit/Number of employees
2) Utilization rate (%) = (Total monthly billable hours/total monthly hours logged) x 100
3) Average task completion rate = Total time to complete a task (within a set time frame)/number of times performed

Overtime rate = Total hours overtime/number of employees

Annex XVI – Worksheet – Developing a Learning Strategy

The learning strategy seeks to support professional development and build capabilities across the company, on time, and in a cost-effective manner. In addition, the learning strategy can enhance the company culture and encourage employees to live the company's values.

Underpinning a successful learning strategy is an organisation's unique learning ecosystem. The learning strategy ties to performance goals and outcomes specific to a role, department or function. It reflects the multifaceted nature of job performance and the gaps that exist.

Developing a Learning Strategy and plans for my SME

> **1st Step – Understand your business & the organisation's strategic objectives**
a) Answer the following questions in the context of your organisation:
  ♦ What is your business strategy?
  ♦ What are your organisation's mission and vision?
  ♦ How do we differentiate ourselves from the competition?
  ♦ Where do we hope to be in two years and how can learning support this?
  ♦ Who are the stakeholders of your organisation? (Partners, allies, fellow travellers, opponents etc.) and how they can affect the learning process.

b) Use a management tool like SWOT Analysis to gain a better insight of the
  ♦ Strengths – Weaknesses- Opportunities- Threats in the context of your organisation
  ♦ Strengths: human capacity and expertise, innovation, resources, climate and cooperation between departments, strong partnerships etc.
  ♦ Weaknesses: skill gaps, miscommunication between staff, limited resources etc.
  ♦ Opportunities: political, economic, technological, environmental etch
  ♦ Threats: legal, political, economic, technological, environmental etc.

> **2nd Step – Goal setting**
  ♦ What are the links between the learning strategy and business needs?
  ♦ What is the business currently trying to achieve? How critical is training to achieving this?
  ♦ What knowledge and skills are needed in your organisation to support the mission and achieve the vision?

> **3rd Step – Define the learning department's current capabilities & training needs**
  ♦ Do you have to develop different training programmes for different roles?
  ♦ What are the different job requirements for each department?
  ♦ Which are the skills gaps per department?
  ♦ Are there any issues in workflows, development and the onboarding process?
  ♦ Which unit managers can support you to better implement the learning strategy?
  ♦ Which unit managers can support you to design and conduct assessments?
  ♦ Which are the key areas where you must place the biggest emphasis?
  ♦ Is eLearning a good option for some sections in your organisation?
  ♦ Which is the best period for each department to attend a training programme?

> **4th Step – Define the organisation's available learning resources**
  ♦ What learning methods are better for your organisation's needs?
  ♦ Do you have enough budget to cover the training costs?
  ♦ Do you have the proper facilities to accommodate the learning programmes?
  ♦ Do you have the teaching and learning materials to make lessons interesting and engaging?
  ♦ What resources do you need to establish metrics of success?

> **5th Step – Determine the visionary organisation learning and development strategy / The learning culture of your organisation (your learning ecosystem)**

Statement: "Developing a structure, defining goals, assessing learning needs and putting the learner at the center of the strategy"

Human Resources Learning Strategy

♦ Addressing the needs of employees by incorporating Formal & Informal Learning per Department.

♦ Have cross-departmental discussions around training, employee development or skill-building on an as needed basis, quarterly or less.

Performance metrics & learning activities

♦ Use a Learning experience platform to better make better business and training decisions, analyze trends, and predict future business outcomes.
  o Learning activity metrics
  o Performance metrics

Business impact: Monitor and evaluation of success

♦ Establishing business metrics for measurement of return on investment (ROI)

Remember:
The best companies see strategy less as a plan and more as a direction and agenda of decisions. There are huge rifts in strategy, execution, and performance and in today's fast-paced world, the 'cone of uncertainty' surrounding the future market and competitive conditions. The emergence of new disruptive technology requires organisational agility to be a high priority.

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Annex XVII – Career Guidance Strategy – reviewed version

Company Name: _____

Employee Name: _____

Position: _____ **Seniority in the company:** _____

How can I improve this strategy?

Strategy reviewed

	Activity description	Type of activity	Internal / External	Competences/skills to be achieved
1				
2				
3				
4				
5				

Date:
Signature:

Annex XIX – Evaluation Questionnaire module 2 [5]

Module 2 – Learning at the workplace
Evaluation Questionnaire M2

Training Format: _____

Duration: _____

Trainee Name: _____

Position: _____ **Seniority in the company:** _____

	No			Yes
	Has the goal been achieved?			
LEARNING OUTCOMES	**1**	**2**	**3**	**4**
Comprehend the importance of promoting a "learning organisation" in my SMEs and knowing the skills needed to promote it				
Understand the benefits of learning at the workplace for individuals and companies				
Recognize the most popular types of learning methods and opportunities available to SMEs				
Design, develop and implement learning solutions for the development of my employees and the growth of my company				
Discover the efficiency of the learning intervention they apply using KPIs or outcome-based metrics				
Choose a learning strategy in line with my company's mission and the needs of my employees				
	Do you agree?			
CONTENTS	**1**	**2**	**3**	**4**
The contents are relevant and will make a valuable contribution to an SME or an HR Manager				
The types and methods available for "Learning at the workplace" are relevant and will make a valuable contribution to the employee and the SME				
The activities of "Learning at the workplace" are easy to apply and implement in my company				
	Do you agree?			
SELF-ASSESSMENT	**1**	**2**	**3**	**4**
I have achieved the objectives foreseen for this action				
Experienced new skills through hands-on activities				
I acquired knowledge/skills / basic understanding of "Learning at the Workplace"				
Actively participated in the proposed activities				

[5] For each one of the statements please consider the following scale: 1 – Totally disagree, 2 – Disagree, 3- Agree and 4 – Totally agree.

Names the most positive aspect(s) of Learning at the Workplace:

Names the least positive aspect(s) of Learning at the Workplace:

Suggestions:

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Date:
Signature:

Annex XXI – Implementation of the self-assessment tool

Entrepreneurial self-assessment tool (COMPANY)

Company Name: _____

Employee Name: _____

Position: _____ **Seniority in the company:** _____

Results:

10 Competences Chart

Comparative Results Chart

Date:

Signature:

Annex XXII –Implementation of the activities of the handbook

Activity to improve entrepreneurial skills

Company Name: _____

Competence to improve: _____

Activity Number and Title: _____

Why do you choose this activity?

Describe the way the activity was implemented at your company

How do you evaluate the results of the activity

Date:
Signature:

Annex XXIII – Implementation of the entrepreneurial challenges

SME	
Topic addressed	☐ Learning at the workplace ☐ Employees' career management ☐ Employees' entrepreneurial skills
Brief presentation of the challenge (goal, relevance and expectations)	
Explanation of the solution proposal selected to overcome the challenge	
Step-by-step implementation	
Resources required	
Time required	
Benefits to the company	
Conditions of implementation	•
Additional comments	

Module 3 – Assessment and strengthening of workers' skills
Evaluation Questionnaire M3

Training Format: _____

Duration: _____

Trainee Name: _____

Position: _____ **Seniority in the company:** _____

	No			Yes
	Has the goal been achieved?			
LEARNING OUTCOMES	**1**	**2**	**3**	**4**
Promote an appropriate environment and opportunities, promoting the development and growth of employees				
Give strength to the entrepreneurial mentality of employees through the use of entrepreneurial tools for Growing				
Create opportunities for employees to master the art of self-assessment				
Reflect on value creation in your personal and professional lives in the light of EntreComp				
	Do you agree?			
CONTENTS	**1**	**2**	**3**	**4**
The contents are relevant and will make a valuable contribution to an SME or an HR Manager				
The Growing approach to entrepreneurial skills is relevant and will make a valuable contribution to the employee and the SME				
Growing's entrepreneurial tools are easy to apply and implement in my company				
The top 10 business skills that entrepreneurial tools are focused on are easy to understand and accepted by my company's employees				
The 45 activities prepared to cover the 10 competences are relevant and will make a valuable contribution to my company's employees				
The entrepreneurial self-assessment tool allows companies and employees to know their level of proficiency related to certain competences as mentioned in this Module 3 - Assessment and strengthening of workers' skills				
	Do you agree?			
SELF-ASSESSMENT	**1**	**2**	**3**	**4**
I have achieved the objectives foreseen for this action				
I have acquired the concept of entrepreneurship				
I have acquired the concept of the 10 main entrepreneurial skills on which the Growing entrepreneurial tools are focused				
Actively participated in the proposed activities				

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[6] For each one of the statements please consider the following scale: 1 – Totally disagree, 2 – Disagree, 3- Agree and 4 – Totally agree.

Names the most positive aspect(s) of Learning at the Workplace:

Names the least positive aspect(s) of Learning at the Workplace:

Suggestions:

Date:
Signature:

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