

## SME network facilitator

### Module 1: Facilitators - why and what for?



Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, part- ners)
<b>Date</b>	<b>to be specified</b>		<b>Duration</b>	<b>at least 8 hours</b>	<b>better: 14 to 16 hours</b>
45 min	Understanding the aims, contents, methods and arrangements of learning of the whole training course	Welcome, presentation of the trainer, general information on the training contents and structure; presentation on the overall training concept and introduction of basic rules.	Plenary session Personal presentation of the trainer/s Presentation and course orientation (if possible based on specific analysis and evaluation of participant questionnaire) Presentation and discussion on possible modifications	Printed training programme, Evaluation of participant questionnaire <i>Message 1: Introduction - The aims, methods and materials of the curriculum</i> <i>Tool 1: Participant questionnaire</i>	Trainer/s  Discussed by all
60-90 min <small>depending on number of participants</small>	Contextualisation of the training: articulating own and getting to know expectations of co-learners	Participants present themselves, their professional background, their expectations, and forward some personal information and feelings.	Plenary session Self-presentation of all participants Main information: name, first name, relevant background, expectations, personal indication) on each participant is noted (poster matrix) and stays on a wall of the plenary room during the whole course	Moderation tools	All participants Trainer
15 min	Break				

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60-90 min	Understanding the functions and roles of facilitators	Facilitators are responsible of successful communication and action.  Functions and roles of facilitators according to varying contexts are collected, structured and commented,	Plenary session  Brainstorming and comments  1 <sup>st</sup> step: mind map on contexts  2 <sup>nd</sup> step: adding functions to mind map  3 <sup>rd</sup> step: the four basic roles: moderator, trainer, coach, process expert	Moderation tools and flip charts and/or laptop, MindManager, projector  For 3 <sup>rd</sup> step: create separate picture of 4 overlapping circles  <i>Message 2:</i> <i>The functions and roles of facilitators</i>  <i>Message 3:</i> <i>The concept of responsibility</i>	All participants  Trainer
15 min	Learning about personal shortcomings or practice which need change or improvement (own judgement)	During the common learning process, participants take note of perceived personal improvement possibilities and decide on which to tackle first.	Plenary session  Contract with myself	<i>Tool 2:</i> <i>Form "Contract with myself"</i>	All participants
30-120 min	Large break (if during the day)	(90-120 min if meal included)			
60-120 min depending on number of participants	Learning from own projects which allow to practice things learned in the SME ACTor training	Participants present possible own projects in their organisations of origin (running or to be initialised) which can constitute a meaningful and useful context for applying things learned.	Plenary session or first small groups and then plenary session  Participants develop (using tool 3) and present projects (one per participant) that are noted in a poster (matrix) which stays on a wall of the plenary room for the time of the training.	<i>Tool 3:</i> <i>To-do form</i>  Moderation tools, flip charts	Participants  Trainer
15 min	Break				

Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, part- ners)
120-360 min <i>depending on learning methods and arrangements used as well as on number of trainers available</i>	The concept of responsibility  Comprehending basic concepts of ... ... SMEs ... organisation and co-operation ... networks and clusters ... management and leadership	Action methodology is based on a number of concepts, all based on a concept of responsibility, including certain views of how people and organisations co-operate. They are to be presented and discussed.	<ul style="list-style-type: none"> <li>• Can be offered by presentations with subsequent debate or accompanied by debate in plenary session.</li> <li>• Can also be organised as a plenary process of collecting and structuring existing knowledge supported by visualisation (mind map recommended) and commented by trainer/s.</li> <li>• Can also be organised in group processes of collecting and structuring existing knowledge supported by visualisation (mind map recommended) with results being presented in a plenary session and comments from all participants and trainer/s.</li> </ul>	PowerPoint presentation (attention: not too long, breaks needed) or moderation material flip charts  <i>Messages 4 to 7 on ... ... SMEs ... organisation and co-operation ... networks and clusters ... management and leadership</i>	Trainer/s  Participants  Groups of participants, each with participants as moderator, time controller and reporter/presenter
30 min	How to reflect on successful learning	Analysing and learning how to analyse learning processes	Plenary session  Satisfaction analysis using a scale of smileys  Critical analysis (and self-evaluation) of all structural aspects of the learning arrangement (context conditions, aims, contents, methods, instruments, materials, roles) and its implementation	Moderation material, flip charts	Trainer/s