

## SME network facilitator

### Module 2: Communication for co-operation



Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
<b>Date</b>	<b>to be specified</b>		<b>Duration</b>	<b>at least 8 hours</b>	<b>better: 14 to 16 hour</b>
120 -180 min depending on number of participants, learning methods and arrangements chosen as well as on number of trainers available	How to define goals and implement goal attainment	<p>Facilitators are responsible of successful communication and action.</p> <p>Training will include strategic context analysis and planning, stakeholder and customer needs analysis.</p> <p>Along with technical training, basic concepts of perception and communication will be discussed and trained.</p>	<p>Depending on the number of participants and the duration of the module:</p> <p>Plenary session or plenary session and work in groups.</p> <p>For work in groups, sufficient time for presenting and discussing results is absolutely necessary.</p> <p>1<sup>st</sup> step: Analysis of needs (brainstorming leading to simple tool structures)</p> <p>2<sup>nd</sup> step: presentation of existing tools</p> <p>3<sup>rd</sup> step: using the tools on real cases, if possible suggested by the participants. (Trainer/s must be able to suggest model cases.)</p> <p>All tools must be fit for quick learning and for use under real working conditions, they must be simple and applicable under all context conditions (e.g. not depend on PC or laptop).</p>	<p>Moderation material and flip charts</p> <p>If work in groups, necessary space or number of rooms must be available.</p> <p>If laptop-based, MindManager and projector should be available</p> <p><i>Message 8: Basic concepts of perception and communication</i></p> <p><i>Tool 3: To-do form</i></p> <p><i>Tool 4: The five satisfactions (stakeholder analysis)</i></p> <p><i>Tool 5: Customer and supplier needs analysis and planning</i></p> <p><i>Tool 6:</i></p>	<p>Trainer/s all participants</p> <p>Groups of participants, each with participants as moderator, time controller and reporter/presenter</p>

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				<i>Case studies</i>	
15 min	Break				
120-180 min <small>depending on number of participants, learning methods and arrangements chosen as well as on number of trainers available</small>	How to define tasks and competence needs and how to organise critical task implementation	Training will cover task-specific context analysis and planning, task analysis and planning, competence analysis and planning.  Along with technical training, basic concepts of competence and learning will be discussed and trained.	See above	Moderation material and flip charts  If work in groups, necessary space or number of rooms must be available.  If laptop-based, MindManager and projector should be available  <i>Message 9:</i> <i>Basic concepts of learning and competence</i>  <i>Tool 5:</i> <i>Customer and supplier needs analysis and planning</i>  <i>Tool 7:</i> <i>Customer and supplier process analysis and planning</i>  <i>Tool 8:</i> <i>Spatial throughput or process analysis and planning</i>  <i>Tool 9:</i> <i>Training needs analysis and planning</i>	Trainer/s  all participants  Groups of participants, each with participants as moderator, time controller and reporter/presenter
30-120 min	Large break (if during the day)	(90-120 min if meal included)			

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120-180 min depending on number of participants, learning methods and arrangements chosen as well as on number of trainers available	How to define and plan processes	Training will cover process definition and planning including basic techniques like drawing up flow charts, GANNTs and PERTs  Along with technical training, basic concepts of communities of practice and self-organisation will be discussed.	See above	Moderation material and flip charts  If work in groups, necessary space or number of rooms must be available.  If laptop-based, MindManager and projector should be available  <i>Message 10:</i> <i>Communities of practice and self-organisation</i>  <i>Tool 10:</i> <i>Drawing up flow charts, GANNTs and PERTs</i>	Trainer/s  all participants  Groups of participants, each with participants as moderator, time controller and reporter/presenter
15 min	Break				
30-45 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.  In this session, they also briefly present first experiences made with different ways of tackling problems or situations.	Plenary session  Contract with myself	<i>Tool 2:</i> <i>Form "Contract with myself"</i>	All participants
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 and discuss progress reports on 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 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.  Presentations are discussed in terms of content and modes of presentation.	PowerPoint presentations  Moderation tools and flip charts  <i>Tool 3:</i> <i>To-do form</i>	Participants  Trainer

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# SME ACTor

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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