

SME network facilitator

Module 3: Moderating, visualising, problem-solving



Time	What for (Learning aims)	What (Learning content)	How (Methods)	How (Instruments, materials)	Who (Actors, partners)
Date	to be specified		Duration	12-16 hours	
60 min	Moderation is a role which can be played by everybody. How to chair meetings and how to moderate group processes	Characteristics of the moderator as a role How to chair meetings and how to moderate group processes	Plenary session Brainstorming and debate Moderation and final comments	Moderation material, flip charts <i>Message 11:</i> <i>Moderation as a role</i> <i>Tool 11:</i> <i>Moderating group processes</i>	All participants Trainer/s
30 min	Why and how visualisation helps to understand and remember	Why and how visualisation helps to understand and remember	Plenary session Presentation by trainer/s Discussion and final comments	Moderation material, flip charts PowerPoint or transparencies, laptop and projector or overhead projector <i>Message 12:</i> <i>Why and how visualisation helps to understand and remember</i>	Trainer/s All participants
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>	Learning how to moderate	Training in various moderation techniques Subject of work: Knowledge management - about data, information and knowledge (What types of "knowledge" do networks gather, distribute, mediate, handle?)	Plenary session: After brief introduction of few moderation techniques Work in groups on: What types of "knowledge" do networks gather, distribute, mediate, handle? Plenary session: presentation of results by group reporters	Moderation material and flip charts For work in groups, necessary space or number of rooms must be available. <i>Message 13:</i> <i>Basic concepts of knowledge and knowledge management</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)			
120-180 min <small>depending on number of participants, learning methods and arrangements chosen as well as on number of</small>	Learning how to moderate	Training in various moderation techniques Subject of work: problem-solving using standard tools like:	Plenary session: After brief introduction of few moderation techniques Work in groups on:	Moderation material and flip charts For work in groups, necessary space or number of rooms must be available.	Trainer/s all participants

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trainers available		<ul style="list-style-type: none"> SWOT analysis applied to cases, solutions, examples contributed by the participants Cause effect diagrams and solution impact diagrams (also called Ishikawa or fishbone diagram) Field of forces analysis (Trainer/s should be prepared to step in with own examples.)	<ul style="list-style-type: none"> SWOT analysis applied to cases, solutions, examples contributed by the participants Cause effect diagrams and solution impact diagrams applied to cases, solutions, examples contributed by the participants Field of forces analysis applied to cases, solutions, examples contributed by the participants Plenary session: presentation of results by group reporters	<i>Tool 12:</i> Problem-solving tools like SWOT analysis, cause effect diagrams, field of forces analysis	Groups of participants, each with participants as moderator, time controller and reporter/presenter
15 min	Break				
120-180 min depending on number of participants, learning methods and arrangements chosen as well as on number of trainers available	Learning how to moderate	Training in various moderation techniques Subject of work: Case studies (context analysis report on participants' regions, clusters, networks)	Plenary session: After brief introduction of few moderation techniques Work in groups on: Development of case study designs for the participants' regions, clusters, networks, etc. Plenary session: presentation of results by group reporters	Moderation material and flip charts For work in groups, necessary space or number of rooms must be available. <i>Tool 13:</i> Case studies	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)				
120-180 min depending on number of participants, learning methods and arrangements chosen as well as on number of trainers available	Learning how to moderate	Training in various moderation techniques Subjects of work: <ul style="list-style-type: none"> Semi-standardised in-depth interviews with relevant representatives of regional network or cluster experts Focus groups 	Plenary session: After brief introduction of few moderation techniques Work in groups on: <ul style="list-style-type: none"> Development of semi-standardised in-depth interview guide with relevant representatives of regional network or cluster experts Development of focus group (or expert panel) approach for specific context suggested by participants 	Moderation material and flip charts For work in groups, necessary space or number of rooms must be available. <i>Tool 14:</i> Semi-standardised in-depth interviews with relevant representatives of regional network or cluster	Trainer/s all participants Groups of participants, each with participants as moderator, time controller and reporter/presenter

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			Plenary session: presentation of results by group reporters	ter experts <i>Tool 15:</i> <i>Focus groups</i>	
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 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
15 min	Break				
60-120 min <small>depending on number of participants</small>	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
30 min	How to reflect on successful learning	Analysing and learning how to analyse learning processes This time: using learner satisfaction questionnaires	Plenary session Learner satisfaction analysis using a basic questionnaire (filling in and evaluation) 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 <i>Tool 16:</i> <i>Learner satisfaction analysis</i>	Trainer/s