

## SME network facilitator

### Module 5: Other creative techniques

# SME ACTor

| Time        | What for<br>(Learning aims)                                      | What<br>(Learning content)                                                                                                                      | How<br>(Methods)                                                                                                                                                                        | How<br>(Instruments, materials)                                                                                                                            | Who<br>(Actors, partners)     |
|-------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Date</b> | <b>to be specified</b>                                           |                                                                                                                                                 | <b>Duration</b>                                                                                                                                                                         | <b>12-16 hours</b>                                                                                                                                         |                               |
| 60 min      | How to use brain writing                                         | Brain writing is a technique of rapid concept or project development for few people (3-12)                                                      | Plenary and work in small groups of 2 or 3 in rapidly changing combinations, on topics suggested by the participants                                                                    | Paper and writing utensils<br><i>Tool 20:<br/>Brain writing and similar techniques</i>                                                                     | Trainer/s<br>All participants |
| 60 min      | How to use World Café                                            | World Café is a brain writing technique for larger groups                                                                                       | Plenary and work in small groups of 3 or 4 in changing combinations (frequency adaptable from completely free to changes in regular intervals), on topics suggested by the participants | Tables of four, paper table-cloth (or flip chart paper as table cloth)<br><i>Tool 21:<br/>World Café</i>                                                   | Trainer/s<br>All participants |
| 15 min      | Break                                                            |                                                                                                                                                 |                                                                                                                                                                                         |                                                                                                                                                            |                               |
| 120-180 min | How to use Open Space                                            | Open Space is a technique of concept or project development for large groups of people (30 up to several hundred)                               | Presentation of the concept by trainer or expert. Can only be trained practically as a modification of World Café due to lack of people.                                                | Moderation tools and flip charts<br><i>Tool 22:<br/>Open Space</i>                                                                                         | Trainer/s<br>All participants |
| 30-120 min  | Large break<br>(if during the day) (90-120 min if meal included) |                                                                                                                                                 |                                                                                                                                                                                         |                                                                                                                                                            |                               |
| 120-180 min | How to use the method of case consultation with colleagues       | Case consultation with colleagues is a role play on real cases with strictly defined roles: case provider, case advisors, moderator, supervisor | Presentation of rules by trainer or expert<br>Can be easily carried through with a group larger than 4 (up to 10).                                                                      | Room large enough for two groups of people to work and listen<br>Moderation tools and flip charts<br><i>Tool 24:<br/>Case consultation with colleagues</i> | Trainer/s<br>All participants |
| 15 min      | Break                                                            |                                                                                                                                                 |                                                                                                                                                                                         |                                                                                                                                                            |                               |

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| Time                                              | What for<br>(Learning aims)                                                                                | What<br>(Learning content)                                                                                                                                                                                                                                                        | How<br>(Methods)                                                                                                                                                                                                                                                                                                               | How<br>(Instruments, materials)                                                                                                | Who<br>(Actors, partners)                                                                                                                       |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 60-120 min                                        | How to use the method of Six thinking hats (by Edward de Bono)                                             | Very helpful rope play technique for clarifying complicated case and conflict situations (groups of max. 12 advised)                                                                                                                                                              | <p>Presentation of rules by trainer or expert</p> <p>Can easily be carried through with a group larger than 4 (up to 12). If group is larger, split into two.</p> <p>Cases should be real cases suggested by participants.</p> <p>Trainer/s should be prepared to suggest model case.</p>                                      | <p>Moderation tools and flip charts</p> <p>or</p> <p>laptop, projector</p> <p><i>Tool 25:</i><br/><i>Six thinking hats</i></p> | <p>Trainer/s</p> <p>All participants or groups of participants, each with participants as moderator, time controller and reporter/presenter</p> |
| 30-45 min                                         | Learning about personal shortcomings or practice which need change or improvement (own judgement)          | <p>During the common learning process, participants take note of perceived personal improvement possibilities and decide on which to tackle first.</p> <p>In this session, they also briefly present experiences made with different ways of tackling problems or situations.</p> | <p>Plenary session</p> <p>Contract with myself</p>                                                                                                                                                                                                                                                                             | <p><i>Tool 2:</i><br/><i>Form "Contract with myself"</i></p>                                                                   | All participants                                                                                                                                |
| 15 min                                            | Break                                                                                                      |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                |                                                                                                                                                 |
| 60-120 min<br>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.                                                               | <p>Plenary session or first small groups and then plenary session</p> <p>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.</p> <p>Presentations are discussed in terms of content and modes of presentation.</p> | <p>PowerPoint presentations</p> <p>Moderation tools and flip charts</p> <p><i>Tool 3:</i><br/><i>To-do form</i></p>            | <p>Participants</p> <p>Trainer</p>                                                                                                              |
| 30 min                                            | How to reflect on successful learning                                                                      | Analysing and learning how to analyse learning processes                                                                                                                                                                                                                          | <p>Plenary session</p> <p>Satisfaction analysis using a scale of smileys</p> <p>Critical analysis (and self-evaluation) of all structural aspects of the learning arrangement (context conditions, aims, contents, methods, instruments, materials, roles) and its implementation</p>                                          | Moderation material, flip charts                                                                                               | Trainer/s                                                                                                                                       |
| Open end                                          | How to organise a swell farewell party for people who have intensely worked together over such a long time | Planning a farewell party using some of the methods and tools learned during the course                                                                                                                                                                                           | No trainer needed                                                                                                                                                                                                                                                                                                              | <p>Moderation material, flip charts</p> <p>Collecting money, individual skills</p>                                             | All participants or groups of participants, each with participants as moderator, time controller and reporter/presenter                         |