



Erasmus+



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for photovoltaic trainers with the use of ECVET system
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MODULE 1. PLANNING, ORGANIZING, CONDUCTING AND EVALUATING OF THE VOCATIONAL TRAINING GUIDELINE FOR THE TRAINEE AND TRAINER

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regard to ECVET requirements (stationary learning)**

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2018-2019

MODULE 1.
PLANNING, ORGANIZING, CONDUCTING
AND EVALUATING OF THE VOCATIONAL TRAINING

GUIDELINE
FOR THE TRAINEE AND TRAINER

Course: Photovoltaics trainer

**Module 1. Planning, organizing, conducting and evaluating
of the vocational training**

Guideline for the trainee and the trainer

2018-2019

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The guide constitutes a didactic development for the module **M1. Planning, organizing, conducting and evaluating of the vocational training**, composed of three modular units:

- M1.U1. Planning and designing vocational training and other forms of improving professional competence of employees,
- M1.U2. Organisation and provision of teaching activities and consultation related to the training offer,
- M1.U3. Promotion and provision of the quality of training services and awarding the qualifications

establishing the didactic development for the modular curriculum for the course **Photovoltaics Trainer**.

2018-2019

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1. INTRODUCTION

While commencing performance of professional tasks assigned to the PV trainer in the modular education system, as a training participant you shall acquire necessary knowledge and professional skills included in two modules:

- M1. Planning, organizing, conducting and evaluating of the vocational training,
- M2. Planning, installation, modernization and maintenance of photovoltaic installations.

Every module is divided into modular units composed of teaching material, checklist, exercises and progress test.

The study contains the prepared materials for the module **M1. Planning, organisation, execution and assessment of professional training** composed of three modular units:

- M1.U1. Planning and designing vocational training and other forms of improving professional competence of employees,
- M1.U2. Organisation and provision of teaching activities and consultation related to the training offer,
- M1.U3. Promotion and provision of the quality of training services and awarding the qualifications.

Prior to the commencement of learning, as a training participant you should get familiar with initial requirements and detailed learning outcomes, i.e. knowledge, skills and attitudes that you shall acquire after the end of learning in a given module.

Teaching material is presented in the form of questions – issues that the trainer may encounter while conducting training.

While developing the teaching material, experience of the project partners within the scope of conducting teaching classes on courses preparing future photovoltaic installation fitters. Teaching material has been supplemented with e-learning training.

Prior to the performance of exercises, check if you are properly prepared. Every subject is ended with a progress test that shall enable you define the scope of acquired knowledge and skills. If your results are positive, you can go to the next subject. If not, you should repeat the content necessary for specific skills.

Passing the test in an e-learning version constitutes the basis for passing the test placed in the e-learning version.

Note: in case of teaching content including references to legal acts, it should be kept in mind that they are valid as at the date of study development and must be updated. The teaching content in the module is compliant with the legal status as at 15 August 2018.

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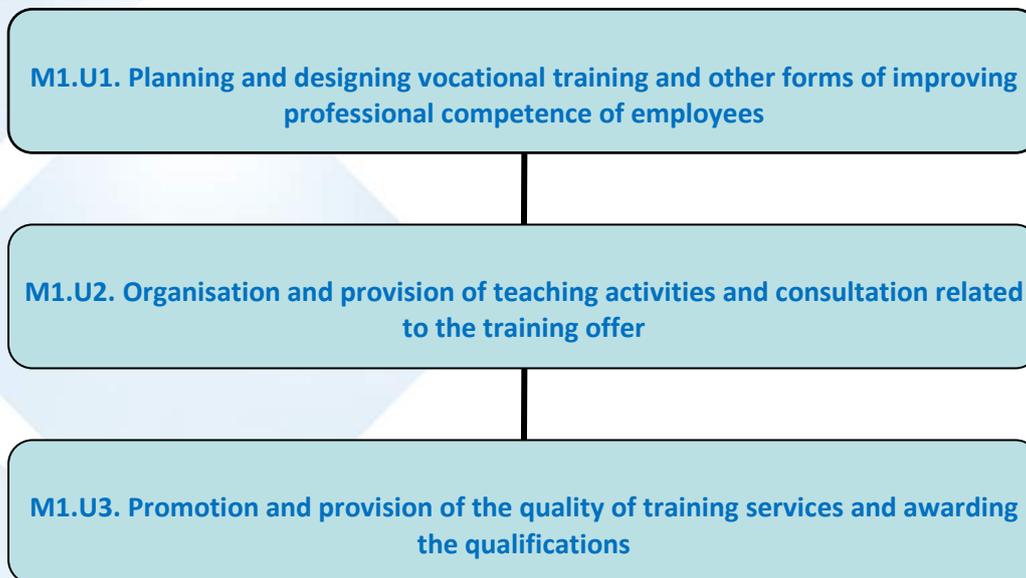


Fig. 1. Scheme of the modular unit system in the module **M1. Planning, organisation, execution and assessment of professional training**

List of modular units and approximate number of teaching hours

| Name of module | Name of modular unit | Approximate number of teaching hours |
|--|---|--------------------------------------|
| M1. Planning, organisation, execution and assessment of professional training | M1.U1. Planning and designing vocational training and other forms of improving professional competence of employees | 18 |
| | M1.U2. Organisation and provision of teaching activities and consultation related to the training offer | 18 |
| | M1.U3. Promotion and provision of the quality of training services and awarding the qualifications | 12 |
| | <i>Total:</i> | 48 |

2. PREREQUISITES

While commencing implementation of the curriculum of the module **M1. Planning, organizing, conducting and evaluating of the vocational training** and modular units included in it, you should be able to:

- use various sources of information,
- determine your own rights and obligations,
- recognise basic legal acts,
- participate in discussion, presentation and defence of your own position,
- feel responsible for your and other's health (life),
- apply basic ethical principles (reliable work, punctuality, keeping one's word, honesty, responsibility for consequences, truthfulness),
- cooperate in a group with consideration of the division of tasks,
- use computer at a basic level.

3. DETAILED LEARNING OUTCOMES

| M1. PLANNING, ORGANIZING, CONDUCTING AND EVALUATING OF THE VOCATIONAL TRAINING | |
|---|---|
| M1.U1. Planning and designing vocational training and other forms of improving professional competence of employees | |
| Knowledge (knows and understands): | Skills (is able to): |
| <ul style="list-style-type: none"> – Directions and trends in the development of professional competences in the industry in which he conducts classes. – Documents describing competency requirements for employees in the industry in which they conduct classes. – Legal basis for the organization and implementation of training in the industry in which it conducts classes. – Fundamentals of andragogy – adult education. – Methods and tools of identifying the training needs of the employees. – Methodical fundamentals of the development of professional training program for the experts in a specific industry. – Principles and tools of diagnosing the competence of training candidates. – Methods and organizational forms of vocational training in a specific industry. – Principles and forms of cooperation with organisers of professional training in a specific industry. – Principles of validation of the vocational training program at the pre-implementation stage. – The rules and regulations of health and safety, fire protection, ergonomics and environmental protection in a specific professional sector and during conducting didactic activities. | <ul style="list-style-type: none"> – Analysing of available reports on researches and projects concerning the development of qualifications and competence required in a specific industry. – Use of open resources concerning the knowledge of occupations, describing the qualification and competence requirements for the employees’ experts in a specific industry. – Adjustment of the curricular offer to the legal requirements. – Identification of training needs of individuals, enterprises, as well as local labour market. – Application of methods and development of tools to identify the training needs of the employees training in a specific industry. – Analysis of results of the educational needs research in the context of developing the curricular offer. – Development, in cooperation with training organiser and employers, of curricular offers for qualifying courses and professional skill courses. – Design of the professional training program with use of learning outcomes (knowledge, skills, competence). – Selection of a method of didactic work and organisational forms of classes relevant for a given training course. – Recognition of interests and expectations of training participants. – Assessment of the quality of a training offer with participation of external experts. – Definition of the principles and prerequisites of participation in training and other classes. – Plan and development of the schedule of training and classes. |

| | |
|--|---|
| | <ul style="list-style-type: none"> – Identification of the resources required for designing and implementing a training program. – Diagnosis of the competence of candidates qualified for professional training. – Care about safe and hygienic conditions of the course of training and classes. |
| Social competences: | |
| <ul style="list-style-type: none"> – Operates independently and cooperates in organised conditions during the training and classes designing. – Accepts responsibility for the quality of designed training and classes programs. – Assesses the impact of prepared educational projects on potential participants and their work environment. – Is able to critically assess its own actions as a designer and organiser of training and classes. | |

| M1.U2. Organisation and provision of teaching activities and consultation related to the training offer | |
|--|--|
| Knowledge (knows and understands): | Skills (is able to): |
| <ul style="list-style-type: none"> – Cognitive and emotional processes in the teaching and learning process. – Group process in the course of classes. – Methodology of teaching adults. – Elements of evaluation of the learning process. – Activating and practical methods, techniques and forms of didactic work. – Principles of communication during classes. – Creative problem solving in the teaching and learning process. – Methods of dealing with a difficult training participant. – Fundamentals of the knowledge of professions. – Fundamentals of mentoring and career counselling. – Principles of providing the class participants with feedback. – Principles of developing substantial and methodical materials, as well as didactic means. – Principles of cooperation of the teaching staff during the training performance. – Basic legal regulations concerning the | <ul style="list-style-type: none"> – Organisation of appropriate house, didactic and material conditions, adequate for the needs and requirements of the training and classes participants. – Selection of activating and practical training methods and techniques adequate for the participants' needs. – Selection of didactic means adequate for a purpose and perceptive capability of participants. – Analysis of the needs of a group of participants in order to adjust a training program. – Development of training materials for participants. – Preparation and performance of presentation within the scope of held general and specialist professional knowledge. – Service of didactic means necessary for conducting lectures and exercises. – Preparation of an exercise stand providing with optimal teaching and learning conditions. – Carry out the exercises with methods tailored to the goal, participants' capabilities and equipment capabilities, complying with |

| | |
|--|--|
| <p>course of exams, issuance of certificates and diplomas.</p> <ul style="list-style-type: none"> – Psychological aspects of didactic assessment. – Principles and methods of didactic measurement. – Principles, procedures, methods and criteria of assessing and examining the professional training participants. – Quantitative and qualitative analysis of the examination results. – Methods of presenting the examination results. – Principles of keeping the training process documentation. – The rules and regulations of health and safety, fire protection, ergonomics and environmental protection in the industry in which it conducts vocational training. | <p>health and safety regulations and fire protection.</p> <ul style="list-style-type: none"> – Provision of an appropriate level of involvement of people participating in classes. – Communication with a group of class participants in accordance with the interpersonal communication rules. – Present information in a clear and understandable way, use language adequate to the participant group's level. – Implement agreed educational purposes in the specific timeframe. – Apply in practice the learning principles as appropriate to age groups of participants (youth or adults). – Assess and examine training participants. – Apply assessment criteria and methods of verifying learning outcomes. – Prepare sets of theoretical and practical exam tasks. – Provide participants with current feedback concerning learning outcomes. – Collect and analyse feedback from training participants concerning the quality and efficiency of classes. – Manage the group process at every stage of development of a training group. – Ensure integration of a participant group to an extent necessary to accomplish didactic purposes. – Respond flexibly to the participants' needs, changing methods of conducting classes. – Solve conflict situations without detriment to the group and the didactic process. – Apply methods of mentoring and career guidance in individual classes. – Establish content-related and methodical cooperation with other lecturers and trainers. – Use open educational resources and distance teaching methods in training for the industry in which it conducts professional training. – Keep the training documentation according to the adopted principles. |
|--|--|

Social competences:

- Takes responsibility for the effects of made decisions and conducted classes.
- Adjusts its behaviour to variable circumstances of work during classes.
- Assesses the impact of its classes on the development of learners’ knowledge and skills.
- Promotes the models of proper behaviour in the learning and working environment.
- Helps plan the career paths and choose appropriate professional activity.

M1.U3. Promotion and provision of the quality of training services and awarding the qualifications

| Knowledge (knows and understands): | Skills (is able to): |
|--|---|
| <ul style="list-style-type: none"> – Basic legal regulations concerning awarding qualifications in the in the industry in which he conducts classes. – Advantages and disadvantages of the model of validation and certification of professional competence based on the ISO/IEC 17024:2012 standard. – Procedures and criteria of quality assurance concerning the training. – Methods of validating the effects of non-formal learning through work experience. – Procedures, methods and criteria of validation and certification of competence. – Methods and tools of internal evaluation of a training process. – Validation principles of the professional training program. – Validation methods of informal learning outcomes through work experience. – Principles of quality assurance of the teaching and learning process. – Promotion and dissemination of professional training in the non-formal education and working environment | <ul style="list-style-type: none"> – Documentation of evidence confirming the training participant’s competence. – Participation in works of boards of examiners, validation boards and qualification awarding boards in the construction sector, chairing the board works if applicable. – Planning and designing the training evaluation. – Organisation of the evaluation process. – Provision of the class evaluation. – Evaluation of one’s own teaching work. – Monitoring of educational progress of the training participants. – Application of the quality assurance rules concerning the training and classes. – Use of evaluation conclusions for the improvement of one’s work and planning of one’s development. – Use of evaluation conclusions to improve quality of the teaching and training programs. – Adjustments of identified irregularities related to the teaching and learning process and training performance. – Promotion and dissemination of professional training in the non-formal education and working environment. – Dissemination of the model of validation and certification of professional competence in the construction sector. – Improvement of one’s own professional competence through the organised forms of non-formal education and self-learning. |

Social competences:

- Independently and in organised conditions assesses educational progress of the training participants in accordance with clear and objective criteria.
- Assesses and examines while keeping its internal belief in justice and objectivity of made decisions.
- Takes responsibility for effects of actions in which it participates, including the choice of forms and program of professional improvement, teaching methods, results of monitoring and evaluation of training and other educational activities.
- Constructively responds to changes in legal regulations, requirements of training participants, commissioners, employers and work environment in the construction sector.
- Voluntarily improves the vocational education and training trainer's skills and tools.



4. TEACHING MATERIAL

Unit 1. Planning and designing vocational training and other forms of improving professional competence of employees

4.1. Teaching material

4.1.1. What competence requirements must be met by the renewable energy source industry trainer?

As agreed in the project, it was assumed that the PV trainer participates in designing, organising, executing and assuring quality of the PV installation fitter's training process quality and awarding them with non-formal education and learning.

The PV trainer participates in the identification of training needs of employees, creating curricula, didactic materials and methodical studies specific for defined professions, as well as performs activities promoting and disseminating a training offer connected with the award of professional qualifications. Its input in the documentation of educational classes should be manifested in particular in the adjustment of educational content to the requirements of jobs in enterprises. It should also ensure that didactic stands meet the requirements of occupational health and safety and development opportunities of employees and adults.

In addition, tasks of the PV trainer include also the verification, provision of teachers, lecturers and instructors with advice and consultation, participation in preparation, opinion provision and provision of teachers and learners with methodical materials and didactic aids, supporting both peer learning and self-learning.

The PV trainer may also conduct individual classes (mentoring, career guidance) or activities being a part of a larger curriculum.

In its didactic activities, the PV trainer applies, according to an age group, the principles related to youth and adult learning. It knows and applied teaching and learning strategies, activating and practical teaching and learning methods, as well as procedures and tools for the pedagogical evaluation. While creating a curricular offer, it uses methods and tools for the training need analysis and descriptions of qualification and competence requirements for professions within the framework of which it conducts classes. It is also an active promoter of professional training combined with the acquisition of new or improvement of acquired competence and qualifications.

The trainer conducts theoretical and practical classes. Classes in the area of non-formal education and informal learning may be aimed at the preparation of a newly hired employee for its work, acquainting the employee with a new technology, materials, tools and methods of work, supplement inconsistencies in the employee's professional competence, solution of individual issues related to the functioning in the work environment.

The PV trainer has theoretical and practical background to conduct classes. Graduation from a qualification course within the scope of pedagogical background (level 5 of the European

Qualifications Framework) and the associated pedagogical practice constitute the minimal requirement within the scope of rights to teach in the formal system. This requirement in the non-formal system is not obligatory, but desired for the benefit of class participants.

Besides, the PV trainer has theoretical knowledge and practical experience in the profession and specialisation in which it conducts educational classes. Its knowledge, skills, social competence and professional experience are adequate to the issues of conducted classes and should be appropriately documented. Minimum education and qualifications are ensured by the diploma and title of the skilled worker, technician or engineer in the profession (levels: 3, 4 and 6 of the European Qualifications Framework).

In Poland, the PV trainer:

- 1) conducting theoretical classes, should have:
 - a) tertiary technical education or completed post-graduate technical studies confirmed with diploma or certificate, issued pursuant to the provisions of the Act on Higher Education dated 27 July 2005 (Journal of Laws of 2012, item 572, as amended⁴), and documented three-year professional experience, or
 - b) secondary technical education validated with diploma confirming professional qualifications, issued pursuant to the provisions of the Act of 7 September 1991 on the Educational System (Journal of Laws of 2004, No. 256, item 2572, as amended⁵), or equivalent document, and documented five-year professional experience;
- 2) conducting practical classes, should:
 - a) meet the qualification requirements specified in item 1 or
 - b) basic vocational education validated with diploma confirming professional qualifications, issued pursuant to the provisions of the Act of 7 September 1991 on the Educational System, or equivalent document, and documented five-year professional experience, if such a person performs only practical activities as an instructor.

In the profession of PV trainer, it is possible to develop competence with orientation towards the didactic activities in organised forms (conducting lectures, exercises, training), both formal and non-formal, conducting classes within an enterprise on workstands, activities supporting students and learners in the form of consultation and career guidance, provision of other trainers, lecturers and teachers with consultation and advice within the scope of conducting classes and content-related issues, planning, programming and evaluation of educational classes, organisation and management of the learning process, educational facility management, educational need research and determination of competence gaps, participation in works of expert teams creating curricula and didactic materials, participation in works of examination boards.

Depending on the adopted legal solutions, the PV trainer may be obliged to periodically renew its professional qualifications: content-related, pedagogical and training, according to the adopted expiry of the trainer's certificate.

Possession of combined content-related trainer and specialist professional qualifications allows to assign the vocational education and training trainer's diploma or certificate to at least the fifth level of the European Qualifications Framework.

The PV qualifications or competence may occur based on the results of proceedings of a board appointed by communities of organisations representing a specific industry, vocational education, and social and economic environment. The validation and certification

process may be based on the solutions adopted in the National Qualifications System or other industrial and environmental solutions, established e.g. based on the standard ISO/IEC 17024:2012 *Conformity assessment – General requirements for bodies operating certification of persons*.

In the project partnership, it was established that the profile of competence requirements against the PV trainer shall be composed of two competences (Fig. 1):

- 1) specialist related to the performance of works of the PV fitter
- 2) and training.

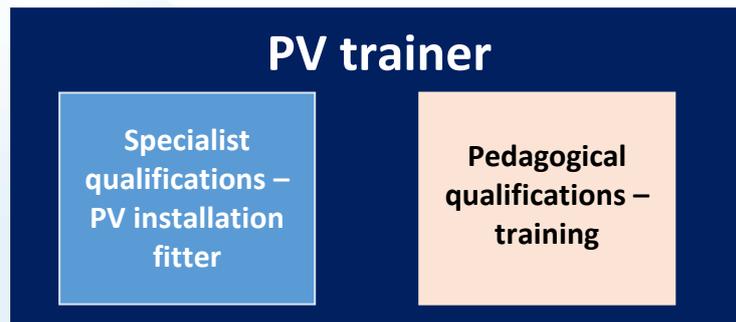


Fig. 1. Structure of qualifications demanded from the PV trainer

In the project, the following professional tasks (modular units) are distinguished within the framework of competence:

Competence 1. Planning, organisation, execution and assessment of professional training

- Planning and organisation of professional training and other forms of improving professional competence of employees,
- Organisation and conducting of educational and advisory classes connected with the professional training offer,
- Promotion and quality assurance of training services and conferring of professional qualifications.

Competence 2. Planning, assembly, modernisation and maintenance of photovoltaic system installations

- Planning of photovoltaic system installation assembly,
- Assembly of photovoltaic system installations,
- Modernisation and maintenance of photovoltaic system installations.

Their acquisition shall allow for full preparation for the PV trainer's role.

Good trainer:

- during workshops uses language understandable for its audience,
- speaks loudly, confidently and clearly,
- uses pauses to provide its statement with dramaturgy,
- differentiates rhythm and volume of its voice, thus changing its speech mood,
- is able to encourage a lively debate in a group,
- asks open questions, intended for group development and provides participants with positive feedback,
- is able to sum up discussion and refers to what has been said during classes,
- provides tools and shows how they can be used to accomplish an assumed purpose,

- provokes to thinking, to drawing conclusions from exercises, instead of providing with ready solutions,
- creates an opportunity for the trainee to develop,
- shares its reflections and feels during training with participants,
- conducts discussion and allows training participants to speak,
- refer with respect to everybody, even if it does not agree with its opinion,
- is insightful, cannot be satisfied with superficial responses, questions and attempts to reach reasons and motives for human behaviour,
- is able to focus the group attention on a topic and limit statements not related to it,
- is resolute,
- is authentic in its all behaviours and its verbal and non-verbal messages are consistent,
- is continuously improving itself¹.

When one becomes a creative and developing trainer?

One becomes it truly when one analyses every joke, riddle, story, interesting event, TV program, etc. with regard to the possibility of its use in its training curriculums. Conversion of such events to exercises, games and training tasks, lacing anecdotes with statements causes that the trainer finds its characteristic, original style and its training is different from others with regard to quality. A creative training approach should be manifested also in the trainer's ability to figure new tasks out, specifically for the purposes of a given training situation, and perform them with courage. The most interesting tasks often come into being on the catwalk.²

Recommended literature – more can be read on the given topic in:

1. Łagan A., Gontarz J.: *Jak efektywnie szkolić pracowników [How To Effectively Train Employees]*. PARP 2009. <https://www.parp.gov.pl/files/74/81/305/6750.pdf> (access: 20 September 2018)
2. Ługuna M., Fortuna P.: *Przygotowanie szkolenia [Training Preparation]*. GWP 2015.
3. Ługuna M., Kozak A.: *Metody prowadzenia szkolenia czyli niezbędnik trenera [Training Methods or the Trainer's Must-Have]*. GWP 2015.
4. Torój M.: *Praca z grupą szkoleniową [Work with the Training Group]*. GWP 2016.
5. Urban M.: *Niekonwencjonalne metody szkolenia [Unconventional Training Methods]*. GWP 2015.
6. Witkowski T., Jarmuż S.: *Podręcznik trenera [Trainer's Handbook]*. Wydawnictwo Moderator 2004.
7. *What features should the professional trainer have.* Access: https://kadry.infor.pl/kadry/hrm/szkolenia_i_rozwoj/315466,Jakie-cechy-powinien-miec-profesjonalny-trener.html (access: 20 September 2018)

¹ Developed with use of the article: What should be features of the professional trainer. Access: https://kadry.infor.pl/kadry/hrm/szkolenia_i_rozwoj/315466,Jakie-cechy-powinien-miec-profesjonalny-trener.html (access: 20 September 2018).

² S. Jarmuż, T. Witkowski: *Podręcznik trenera. Praktyka prowadzenia szkoleń [Trainer's Handbook. Training Practice]*. Moderator 2004, p. 33-34.

4.1.2. How can employees' training needs be identified in enterprises?

Identification of employees' training needs is an important stage of the staff education process.

Employees' training needs are identified to define the present and future demand of a given organisation with regard to broad staff competence, in the context of strategy of its development, foreseen changes that may occur.

Identification of training needs is an action striving for the establishment of the most optimal support within the scope of knowledge, skills and social competences for those employees who need it to act effectively.

It requires a thorough information analysis at the level of needs of:

- **organisation** as whole, covering all departments,
- **employee groups** (tasks),³
- **individual.**

Identification of training needs at the level of an enterprise (organisational and professional perspective)

While conducting the identification at the level of an enterprise, one should refer to its vision and developmental policy, i.e. know purposes and direction of changes.⁴

Thorough forecasting at the level of an enterprise, based on an economic situation and employment structure, is important. It is recommended to conduct a productivity analysis for particular organisational units, allowing for the identification of difficulties and for the identification of training needs of employees of particular departments.

It may be conducted through the analysis of strengths and weaknesses of the company's functioning, in reference to the condition for which we are striving, wanting to develop ourselves (objectives), correlating it with the current state. This difference shall determine the scope of training needs in the context of workforce potential. In addition, it is often connected with reorganising processes, consisting in job changes, transfers and promotions of employees.

In reference to organisation tasks, the competence scope should be then defined: **knowledge, skills and attitudes (social competences)**, which are/will be required in particular jobs, in the context of changes and forecasted development.

Knowledge covers learning, principles of operation in the working environment.

Skills – what the employee can do and what has "market value", including:

- manual skills,
- social skills,
- perceptive skills.⁵

Attitude (social competences) – an employee's proper approach to its professional activity, workplace, readiness to take responsibility for entrusted equipment, decisions made, the

³ A. Szczygieł: *Identyfikacja potrzeb szkoleniowych w organizacji [Identification of Training Needs in the Organisation]*, <https://www.ur.edu.pl/file/21665/21.pdf> (access: 20 September 2018).

⁴ K. Serafin: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. *Problemy Zarządzania*, Wydział Zarządzania UW, vol. 9, no. 4 (34), p. 191–203.

⁵ K. Serafin: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. *Problemy Zarządzania*, Wydział Zarządzania UW, vol. 9, no. 4 (34), p. 251.

behaviour equal to ethicality and reliability within the scope of performed professional tasks.

Identification of training needs at the level of an individual (employee) – individual perspective

In order to identify training needs of employees, according to Robert Dilts five areas should be analysed:

- environment in which an individual is functioning,
- its behaviour,
- capacity, believes,
- sense of identity,
- sense of vocation and individual mission (so-called spiritual dimension).⁶

Fig. 1 presents the set of identification of training needs within an organisation.

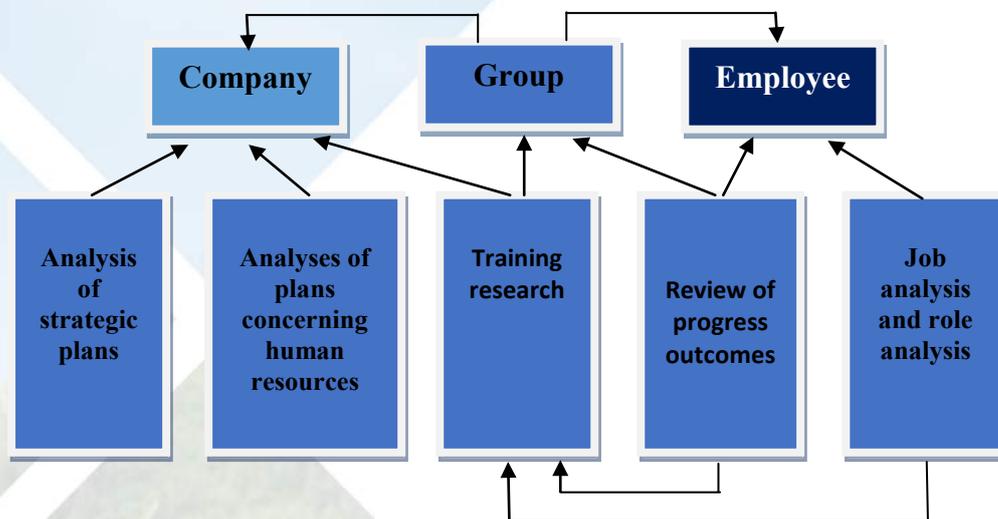


Fig. 1. Identification of training needs within an organisation

Source: A. Szczygieł: *Identyfikacja potrzeb szkoleniowych w organizacji [Identification of Training Needs in the Organisation]*, <https://www.ur.edu.pl/file/21665/21.pdf> Szczygieł p. 251, based on: M. Armstrong: *Zarządzanie zasobami ludzkimi [Management of Human Resources]*. Dom Wydawniczy ABC, Kraków 2001, p. 455 (access: 20 September 2018).

Identification of training needs at the level of the labour market

At the level of the labour market, the identification of training needs means the research on demand for specific services for various professional groups, conducted by specialised training companies and public institutions, for free or commercially.

Methods and tools for the research on training needs of employees

At the **organisational level**, the research on training needs may occur e.g. based on the following methods:

⁶ K. Serafin: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. Problemy Zarządzania, Wydział Zarządzania UW, vol. 9, no. 4 (34), p. 250.

- analysis of the management activities,
- assessment concerning the research on quality of products, services,
- assessment from customers,
- information from interviews concerning the company's objectives and methods of operation,
- analysis of the company's documents with regard to the assessment of its environment, mission and tasks,
- catalogues concerning the company's policy,
- budget reports.⁷

Analyses result in the establishment of competence profiles for all employees of a given organisation, in order to determine the so-called competence gaps, defining needs in the company's development perspective, while correlating them with required competences.⁸

At the **professional/job level**, the following can be applied:

- comprehensive work analysis, covering thorough e.g. job description, methods of task performance, standards of task performance, qualification requirements,
- analysis of key tasks, which is completed by the establishment of a list of training preference significant for a given employee group. It is verified when training concerns employees having a similar scope of duties.
- analysis focused on the issue that has been defined and its solution is significant due to the functioning of the organisation. Knowledge and skills acquired by employees shall be applied to its solution.⁹

Analysis of needs at the **individual level** shall be facilitated e.g. by:

- assessment of the results of work, indicating the employee's strengths and weaknesses,
- work observation,
- interviews and questionnaires,
- case studies,
- assessment centres allowing for this process, which enables to collect information on knowledge, skills and attitudes (in this case) of employees,
- Role playing.¹⁰

At the **labour market level**, the following can be applied:

- social research referring to the unemployed, persons searching for work, employees in various sectors,
- research on employer demand.

⁷ K. Serafin: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. Problemy Zarządzania, Wydział Zarządzania UW, vol. 9, no. 4 (34), p. 199.

⁸ K. Serafin: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. Problemy Zarządzania, Wydział Zarządzania UW, vol. 9, no. 4 (34), p. 199.

⁹ K. Serafin: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. Problemy Zarządzania, Wydział Zarządzania UW, vol. 9, no. 4 (34), p. 200.

¹⁰ K. Serafin: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. Problemy Zarządzania, Wydział Zarządzania UW, vol. 9, no. 4 (34), p. 200.

Before organising training for the company, make sure if it is not:

- 1) a result of distributing among employees the survey including attractive names of training in which they would like to participate;
- 2) adequate for a wide group of employees who represent a different level of knowledge and skills. If the group includes employees of various levels of knowledge and skills, for a one part of the group this training may be too boring, while for the other – too demanding. It translates into the motivation of training participants;
- 3) organised at the end of the year only to spend money from the training budget;
- 4) an alibi for a team-building or recreational trip.

The above-mentioned methods of research on training needs do not translate into the organisation of efficient training improving the company's activity level.

Recommended literature – more can be read on the given topic in:

1. Armstrong M.: *Zarządzanie zasobami ludzkimi [Management of Human Resources]*. Dom Wydawniczy ABC, Kraków 2001.
2. Boydell T., Leary M.: *Identyfikacja potrzeb szkoleniowych [Identification of Training Needs]*. Oficyna Ekonomiczna. Kraków 2001.
3. Serafin K.: *Identyfikacja potrzeb szkoleniowych jako istotny obszar działań w zarządzaniu personelem [Identification of Training Needs as an Important Area of Actions in Personnel Management]*. 9, no. 4 (34): 191-203.
4. Szczygieł A.: *Identyfikacja potrzeb szkoleniowych w organizacji [Identification of Training Needs in the Organisation]*, <https://www.ur.edu.pl/file/21665/21.pdf> (access: 20 September 2018).

4.1.3. How to develop a training offer in cooperation with the training organiser and employers and what should be covered by the training curriculum?

Superiors and representatives of the HR department, who establish competence gaps through the observation of their employee work, should mainly participate in the specification of training topic and objectives. The trainer should cooperate with them in order to determine the training topic and objectives.

The trainer may advise and support them in the diagnostics of training needs of their employees.

While monitoring training needs, one should firstly determine the knowledge and skills, which lack results in the issues in activities of particular teams.

Results of conducted periodic evaluations of employees may constitute the source of data concerning competence gaps. Provided that the company conducts such evaluations.

Competence gaps provided to the trainer may appear a training objective. On their basis, the trainer may develop a proposal of the programme substantial content, scope of knowledge and skills included in it and applied training methods.

The company that orders training may demand the **training part presentation**, so that it does not buy a pig in a poke. Presentation constitutes a significant stage of business contact between the trainer and the ordering party, while its results may determine further cooperation.

Presentation should cover ideas for differentiating oneself from other training providers. Example from one of presentations: *during presentation, the trainer a tasteful box on the*

table in front of the company representatives, which they noticed. While presenting its training, it did not mention the box and its content. When he ended his presentation, one of listeners did not stand it and asked about the box content. The trainer asked him to open it. There was a pearl inside. The listener asked: what is this pearl for? Answer: This is not the pearl. These are your employees who are more valuable than pearls and that is why they should be taken care for, provided with continuous qualifications improvement.¹¹”

The following is recommended during the presentation:

- 1) showing the knowledge of the company's specificity;
- 2) application of various methods, techniques and didactic aids, including the simplest ones (e.g. paper sheets);
- 3) paying more attention to substantial content and involvement of class participants than to the well-selected didactic aids;
- 4) engagement of observers in the training participants' role.

Prior to the preparation of a detailed programme, acquire knowledge of the training group, e.g.:

- 1) number of participants (it affects the selection of training methods),
- 2) gender structure (only men group – terser comments may be allowed, as men use less elegant language),
- 3) age (e.g. younger people prefer a looser class style, while older people – traditional),
- 4) level of education (it translates into the language of communication),
- 5) experience concerning the training topic (it affect the training advancement level).

Below you may find an **exemplary structure of the training curriculum**:

1) Training topic:

.....

2) Training recipients:

.....

3) Duration and method of organisation:

.....

4) Training objectives and results:

After the conducted classes, the training participant shall have the following:

a) knowledge:

–

b) skills:

–

¹¹ S. Jarmuż, T. Witkowski: *Podręcznik trenera [Trainer's Handbook]. Praktyka prowadzenia szkoleń [Trainer's Handbook. Training Practice]*. Biblioteka Moderatora, 2004, p. 68.

5) Teaching plan:

| No. | Class topics | Dimension | Teaching content |
|-----|--------------|-----------|------------------|
| | | | |
| | | | |

6) Method of verifying the training results:

.....

7) Class form:

.....

8) References:

.....

9) Trainer's profile:

.....

10) Confirmation of participation in training:

.....

11) Training date:

.....

12) Schedule:

| 15 April 2018 (Monday) | |
|-------------------------------|---|
| 08:30–09:00 | <i>Registration of training participants – welcome coffee</i> |
| 09:00–10:30 | Training session I |
| 10:30–10:45 | <i>Coffee service</i> |
| 10:45–13:00 | Training session II |
| 13:00–13:45 | <i>Lunch</i> |
| 13:45–16:00 | Training session III |

13) Training place:

.....

Note: A final version of the training curriculum structure may be imposed top-down by a training institution where you work.

Besides, in the training curriculum there should be planned time for unexpected events, e.g. prolonged discussion, resistance of participants while making an exercise, necessity to provide the superior with time to discuss important aspects related to the training topic and affecting the work team effectiveness.

It is recommended to prepare oneself in case there is some time left. To this end, there should be prepared an additional exercise, game, case to be analysed.

Recommended literature – more can be read on the given topic in:

1. Jarmuż S., Witkowski T.: *Podręcznik trenera. Praktyka prowadzenia szkoleń [Trainer's Handbook. Training Practice]. Bibliotek Moderatora, 2004.*
2. Kania I.: *Przygotowanie szkolenia i organizacja szkolenia [Training Preparation and Organisation], 2011.* http://www.guideme.at/polish/PROJEKTOWANIE_SZKOLENIA.pdfSource 1 (access: 20 September 2018).
3. Ługuna M., Fortuna P.: *Przygotowanie szkolenia [Training Preparation]. GWP 2015.*
4. Ługuna M., Kozak A.: *Metody prowadzenia szkolenia czyli niezbędnik trenera [Training Methods or the Trainer's Must-Have]. GWP 2015.*

4.1.4. What organisational forms of classes and methods of the didactic work with adults are recommended to be applied?

Organisational forms of classes

According to the planned topic, group size, the trainer may choose from many different organisational forms of classes:

- 1) **training**, which is usually a cycle of lectures on some subject aimed at the supplementation of knowledge of their recipients¹², with regard to law and specialisation training is the improvement of knowledge and skills that refer to the currently performed work and correlate with an occupied position. Training aims at the employee improvement in the context of next career levels, contributes to the effectiveness of performed duties, which translates into the competitiveness and development of the organisation¹³;
- 2) **course** may be considered more widely, not referred only to the occupied position and employee's needs within this scope, it may concern learning and/or development of more universal skills (e.g. driving license course, foreign language course). In addition, vocational education is organised in this form as specific professional courses¹⁴;
- 3) **seminar** means a meeting of scientists occupying with an area of knowledge and classes for senior students or doctoral candidates, aimed at the improvement of scientific work technique¹⁵;
- 4) **conference** is a meeting of representatives of one or several scientific disciplines, institutions or organisation to discuss specific issues, matters, problems¹⁶;
- 5) **workshops** – they concentrate on the acquisition of practical skills, with prevalence of exercises, as active participation of recipients is important¹⁷;

¹² <https://sjp.pwn.pl> (access: 30 September 2018).

¹³ <https://malaakademia.glogow.pl/szkolenia-kursy-warsztaty-seminaria-doradztwo-czym-sie-roznia/> (access: 30 September 2018).

¹⁴ <https://malaakademia.glogow.pl/szkolenia-kursy-warsztaty-seminaria-doradztwo-czym-sie-roznia/> (access: 30 September 2018).

¹⁵ <https://sjp.pwn.pl> (access: 30 September 2018).

¹⁶ <https://sjp.pwn.pl> (access: 30 September 2018).

¹⁷ Based on: <https://malaakademia.glogow.pl/szkolenia-kursy-warsztaty-seminaria-doradztwo-czym-sie-roznia/> (access: 30 September 2018).

- 6) **coaching** constitutes a specific method of work with the client, consisting in the support of its development through active listening, asking questions and applying other specific tools and tasks. Coach accompanies its client in the detection and naming objectives that are important for it, discovering the potential and resources needed for their accomplishment¹⁸ ;
- 7) **mentoring** – means help and substantial support during the acquisition of competences by an employee, while tracing its career path. Opposite to coaching, it is conducted in a longer time horizon (1-3 years). It consists in the relation of sharing knowledge and experience by the employee with another employee, often with shorter experience. Often it lasts longer than the coaching relation, it may have an informal or strictly specified nature, based on the confirmed programme¹⁹ ;
- 8) **strategic workshop** consists in the determination of long-term objectives, mission and vision of the company, as well as in the analysis of its current market situation, method of functioning and impact of competition. It is planning of the path leading to the goal, showing how one should behave to accomplish it²⁰ ;
- 9) **outdoor training** – training executed in the field, outside the training room, activates participants to look differently at issues and problems, the trainer may propose various activities, usually based on team work;
- 10) **e-learning**, online teaching, a method using computer with Internet access, in order to acquire knowledge and skills, the possibility of learning in every place without time limitations is its advantage;
- 11) **action learning**, means an efficient method of work of persons from particular departments on problem solving or professional challenges, thus developing interpersonal and leading competences. The aim is to solve problems creatively, which is effective when the team is integrating and devoting its energy to perform difficult tasks together²¹ ;
- 12) **blended learning** – a learning form connecting traditional classes (intramural) with e-learning education – conducted remotely with use of computer. Often participants acquire knowledge on online platforms and then they undergo tests, exams in the traditional form²² .

Training method is the method with which the trainer provides its participants with knowledge, improves their skills, and shapes their attitude.

Selection of the most appropriate method is contingent on:

- assumed purpose(s),
- training specificity (e.g. theoretical, practical, professional, forming soft skills),
- expected results,

¹⁸ <https://www.izbacoachingu.com/coaching/czym-jest-coaching/> (access: 30 September 2018).

¹⁹ <https://mfiles.pl/pl/index.php/Mentoring>, based on: Czekaj J.: *Metody organizacji i zarządzania [Methods of Organisation and Management]*. Wydawnictwo Uniwersytetu Ekonomicznego, Kraków 2007, p. 48-53 (access: 20 September 2018).

²⁰ <https://hrstandard.pl/2015/01/27/dlaczego-warto-organizowac-warsztaty-strategiczne-i-jaka-jest-w-nich-rola-dzialu-hr/> (access: 30 September 2018).

²¹ <https://hprgroup.pl/coaching/szkola-team-coachingu/co-to-jest-action-learning/> (access: 30 September 2018).

²² <http://www.edulider.pl/edukacja/co-jest-blended-learning> (access: 30 September 2018).

- group size,
- level of group competence/preparation.

If we want to provide the class participants with **knowledge**, the following methods shall be the most appropriate:

- lecture,
- presentation,
- text analysis,
- film,
- discussion.

If we want to improve **skills** with the class participants, we may apply:

- role plays,
- simulations,
- games,
- case study.

If we want to create **attitudes** in the training participant, the following shall be the best:

- role plays,
- simulations,
- drama,
- discussion,
- debate.²³

Methods can be divided into:

- narrative and instructional,
- activating,
- work oriented towards process start.²⁴

Division of methods with regard to training specificity:

- expository (verbal, knowledge assimilation) – description, storytelling, talk, lecture,
- valorisation (drama, presentation, trainee's paper),
- practical (measurement, laboratory classes),
- problem-focused (didactic games, projects, brainstorm).²⁵

Within the framework of **expository and valorisation methods**, usually we may apply:

1) Lecture, including:

- **information lecture** (conventional) – systematised communication of specific educational content in the form of verbal statement;
- **problem-focused lecture** – the lecturer discusses some problem, presenting the method of its solution, course of research and its results. This type of lecture involves listeners, encourages to one's own analyses, thinking about a given concept;

²³ K. Garski, J. Gontarz (ed.): *Jak efektywnie szkolić pracowników [How To Effectively Train Employees]*. Polska Agencja Rozwoju Przedsiębiorczości, Warszawa 2009.

²⁴ K. Garski, J. Gontarz (ed.): *Jak efektywnie szkolić pracowników [How To Effectively Train Employees]*. Polska Agencja Rozwoju Przedsiębiorczości, Warszawa 2009.

²⁵ L. Tuszyńska: *Expository methods*. http://www.biol.uw.edu.pl/pdb/wp/wp-content/uploads/2013/10/metody_podajace.pdf (access: 30 September 2018).

- **conversational lecture** (seminar) – lecture encouraging listeners to activity in solving theoretical or practical problems. This method opens dialogue, enables listeners to argument and defend its position;
- **monographic lecture** – dedicated to fastidious, exhausting presentation of some issue;
- **course lecture** – aims at the transfer of content of some issue being an introduction to the practical part.²⁶

Activating methods include:

- 1) **Ice breakers** that aim at the acquaintance of participants and creation of a friendly training atmosphere, i.e. breaking "the first ices", usually they appear in the beginning of the meeting, boost energy level, relax and inspire.
- 2) **Training**, during which participants practice the ability to make decisions, soft skills (e.g. assertiveness, coping with stress). Examples may include:
 - **decision-making training**, where the participant learns to make decisions,
 - **interpersonal training**, aimed at the improvement in the area of social functioning,
 - **assertiveness training**, where the participant gets to know methods of dealing with difficult situations and learns to defend its boundaries,
 - **negotiation training**, which aims at the practice of negotiation methods.²⁷
- 3) **Games** – method stimulating sense of initiative and creativity of participants who are invited to participate in various simulated problem situations. Games "include" competition that stimulates strategic thinking, drawing conclusions from made decisions concerning profits and losses. It is important to present rules and final summary. We differentiate e.g.:
 - simulation games,
 - decision-making games,
 - role-playing games.²⁸
- 4) **Discussion** – as an activating method stimulates participants to think and argument one's stance, of course with respect for other person's stance. One of its types includes **brainstorming**, which aims at the spontaneous proposing by participants of various solutions and ideas that are then structured and assessed, with regard to possible application. Examples of discussions:
 - **panel discussion** – a group of scientists, experts from a given area talks about a specific topic, presenting their opinions, under supervision of a moderator who proposes the discussion topic and determines the course of an event,

²⁶ https://www.wpia.uni.lodz.pl/files/articles/95/opisy/9_metody-dydaktyczne.pdf (access: 30 September 2018).

²⁷ https://www.wpia.uni.lodz.pl/files/articles/95/opisy/9_metody-dydaktyczne.pdf (access: 30 September 2018).

²⁸ Based on: B. Dziurzyńska-Pyrasz, M. Korabik, J. Łubocka, W. Sroka, R. Tarka: *Specyfikacja metod prowadzenia zajęć do programu „Trzy żywioły” - innowacyjny, interdyscyplinarny program ekologiczny realizowany metodą projektu edukacyjnego [Specification of Class Methods "Three Elements" - innovative, interdisciplinary ecological programme executed with the method of educational project]*. Uniwersytet Wrocławski Wydział Nauk o Ziemi i Kształtowania Środowiska, Wrocław 2011.

- **Oxford debate** – consists in dividing discussants into two groups, representing opposite stances. Here we also have the moderator and observers who refer to the argumentation of both parties,
- **round table discussion** – based on free exchange of opinions by all participants,
- **outdoor discussion** – is formalised, has a specific course, is supervised by the trainer who gives the floor to particular participants having equal rights,
- **multiple/group discussion** or **discussion in groups (multiple)** – first it occurs in groups, where participants exchange their views, then it is transferred to the forum and has a general form,
- **lecture-related discussion** – consists in asking questions to the lecturer after presenting the theoretical part. It aims at the clarification of participants' doubts.
- **metaplan** – called "silent discussion", when participants create graphic presentation of the polemic. Instead of discussing, they briefly write down their thoughts and attach to a large sheet or pin to the board.²⁹

5) **Staging** consists in participants personating assigned roles and characters. It may also be an independent creative action of students. From the point of view of training effectiveness, staging may refer to the enterprise's everyday practice, difficulties, functioning in the professional environment. This method involves and inspires participants to changes, stimulates reflection about the method of solving difficult situations.³⁰

6) **Case study** consists in offering the participants the analysis of real situations, where problems and methods of their solving would be described.³¹

There should also be mentioned the **reverse class** method, consisting in the exchange of the known process of conducted classes, where the teacher firstly transfers theoretical knowledge and then starts a practical part. In this method, students before each lesson read materials indicated by the teachers (films, source texts, illustrations, maps, etc.) so that they concentrate on their analysis, discussion and exercises during classes.³²

Recommended literature – more can be read on the given topic in:

1. Czekaj J.: *Metody organizacji i zarządzania [Methods of Organisation and Management]*. Wydawnictwo Uniwersytetu Ekonomicznego, Kraków 2007
2. Ługuna M., Kozak A.: *Metody prowadzenia szkolenia czyli niezbędnik trenera [Training Methods or the Trainer's Must-Have]*. GWP 2015.
3. Ługuna M., Fortuna P.: *Przygotowanie szkolenia [Training Preparation]*. GWP 2015.

²⁹ <http://rtarka.ing.uni.wroc.pl/edukacja/Specyfikacja%20metod.pdf> (access: 30 September 2018).

³⁰ <http://rtarka.ing.uni.wroc.pl/edukacja/Specyfikacja%20metod.pdf> (access: 30 September 2018).

³¹ <http://rtarka.ing.uni.wroc.pl/edukacja/Specyfikacja%20metod.pdf> (access: 30 September 2018).

³² <https://www.edunews.pl/nowoczesna-edukacja/ict-w-edukacji/3051-odwrocona-klasa-tak-ale> (access: 30 September 2018).

4.1.5. How interests, expectations and competences of training participants can be identified?

In order to appropriately adjust training to participants' needs, the following should be identified:

- 1) Level of **interests**;
- 2) **Expectations**;
- 3) Level of **competence** (knowledge, skills and social competences).

Interests constitute *the driving force of the performance of actions to get to know a specific area.*³³ They include the motivational and emotional component, stimulating to get to know new areas. They condition focusing on a specific issue or phenomenon, as according to H. Pierson they mean *the compliance between some subjects and inclinations of an interested person and these subjects, which draw its attention thanks to this and give direction to them.*³⁴ The larger interest in a specific area, the better the results achieved by the trainer. Interests constitute one of significant factors positively affecting the learning outcome. A cognitive passion, curiosity correlate with interests.³⁵ Consideration of the level of interests enables to properly select training content, thus allowing for the maximisation of learning outcomes.

Expectations – as defined by E. R. Hilgard they are *anticipations, i.e. forecasts of future events, based on past experiences and present stimuli.*³⁶ Another author defines expectations as human attitudes and pursuits, affecting its action.³⁷

Competences – although they are defined differently, they include three basic components: knowledge, skills and responsibility³⁸ called also social competences.

In order to identify the above training success factors and their level at participants, several methods can be applied:³⁹

³³ http://ciz.ids.czest.pl/ciz/articles.php?article_id=83 (access: 30 September 2018).

³⁴ <http://www.publikacje.edu.pl/publikacje.php?nr=4940> (access: 30 September 2018).

³⁵ <http://www.publikacje.edu.pl/publikacje.php?nr=4940> (access: 30 September 2018).

³⁶ E.R. Hilgard: *Wprowadzenie do psychologii [Introduction to Psychology]*. Państwowe Wydawnictwo Naukowe, Warszawa 1968, p. 981, after: B. Taradejna: *Oczekiwania motywujące nauczycieli do podjęcia pracy pedagogicznej [Expectations Motivating Teachers to Take Up Work in Education]*. yadda.icm.edu.pl/yadda/element/bwmeta1.element.baztech-article.../Taradejna.pdf (access: 30 September 2018).

³⁷ J. Reykowski: *Eksperymentalna psychologia emocji [Experimental Psychology of Emotions]*. Książka i Wiedza, Warszawa 1974, p. 205, after: B. Taradejna: *Oczekiwania motywujące nauczycieli do podjęcia pracy pedagogicznej [Expectations Motivating Teachers to Take Up Work in Education]*. yadda.icm.edu.pl/yadda/element/bwmeta1.element.baztech-article.../Taradejna.pdf (access: 30 September 2018).

³⁸ W. Furmanek: *Kompetencje - próba określenia pojęcia [Competences – An Attempt to Define the Term]*. Edukacja Ogólnotechniczna, no. 7, 1997.

³⁹ These methods have been found in the paper: of E. Kalińska-Grądział: *10 sposobów poznania oczekiwań uczestników szkolenia [10 Methods of Getting to Know the Training Participants' Expectations]*<http://szkolatrenerow.info/10-sposobow-poznania-oczekiwan-uczestnikow-szkolenia/> (access: 30 September 2018).

- 1) **Traditional method:** consists in asking participants about their expectations after presenting the material scope. It has the form of the so-called "round", being an opportunity to talk.
- 2) **Bold method:** consists in asking participants about their expectations before presenting the training or course programme. It may be surprising, sometimes also inspiring for the trainer who, while presenting the training scope, will confront its vision with prompts of particular persons from the group.
- 3) **Controlled method** – consists in writing down key words of the programme's substantial content and asking every participant to indicate the topics that it finds the most interesting. It provides the image of preferences and interests of the group members.
- 4) **Method of questions** – participants write down on sticky notes e.g. 3 questions to which they would like to find an answer. Collected sticky notes are glued on the paper sheet and "accompany" training.
- 5) **Group work method** – participant, while working in subgroups or in pairs, conduct discussion about their expectations about the training, and then they write down agreed proposals on cards.
- 6) **Expectation mountain method** – the trainer draws the mountain on a large sheet and asks participants to write down their expectations or questions on a card, and then to stick it in a specific place on the drawing. The higher the participant sticks its statement, the more it knows about the given topic. This exercise shows the level of knowledge of participants in the given area.
- 7) **Expectation tree method** – the trainer draws the trees on a large sheet and distributes green leaves among participants. They write down their expectations or questions, just like before, the place where they stick them shows their level of knowledge about the given topic.
- 8) **Anonymous method** consists in anonymous writing by participants of answers to the question "why have they come to the training and what do they expect from it?" – after collecting cards, the trainer reads their statements.
- 9) **Creative methods** – before the training, participants write down and read their expectations, and then they throw them to the envelope, box or crate. Cards are closed there during the whole training. By the end, they are opened and everybody checks whether their expectations are met. Not met "cognitive desires" go to the repository. The trainer must comment this situation and introduce additional gratification.
- 10) **Pre-training survey method** – it is important from the point of view of the emerging training, it allows for early modification of curricular content and for their adjustment to the participants' needs, in the context of expectations, level of interests and competences.

Samples of pre-training survey questions:

1) Question about **expectations:**

What do you expect from participation in training? (several answers can be selected)

- a) acquisition of theoretical knowledge
- b) update of knowledge and skills
- c) acquisition of new qualifications
- d) acquisition of practical knowledge and skills
- e) development of interests
- f) improved self-confidence
- g) hard to say
- h) other (please explain what?)

2) Question about **interests:**

What is the level of your interest in the training topic? (Please select correct answer)

- a) High (I really want to develop myself and improve my skills continuously)
- b) Average
- c) Low

3) Question about the level of **competence (knowledge, skills, social competences)**

How do you assess your level of knowledge concerning the training topic?

(Please select assessment on a five-grade scale, where 1 means very low and 5 means very high)

1.....2.....3.....4.....5

Assessment of training usefulness (mark X at the selected answer)

| | definitely yes | rather yes | rather no | definitely no | hard to say |
|---|----------------|------------|-----------|---------------|-------------|
| Will the acquired knowledge and skills be useful for you? | | | | | |

4) Question about **motivations:**

What are your grounds for further education? (several answers can be selected)

- a) Desire to develop and improve personal predispositions
- b) Update of knowledge and skills
- c) Enhancing chances for professional success
- d) Development of interests
- e) Hard to say
- f) Other

Important:

During training, one should refer to expectations written down by participants, as they will have the sense of being treated properly and co-participating in the teaching process.

Recommended literature – more can be read on the given topic in:

1. Oleksyn T.: Zarządzanie kompetencjami: teoria i praktyka [Competence Management: Theory and Practice]. Oficyna Wolters Kluwer business, Warszawa 2010.
2. W. Furmanek, Kompetencje – próba określenia pojęcia [Competences – An Attempt to Define the Term]. Edukacja Ogólnotechniczna, no. 7, 1997.

4.1.6. Who can participate in the assessment of training curriculum and materials prior to the training commencement?

Assessment is an opinion on something or someone, formed as a result of analysis.

So, who can express its opinion on the training curriculum and materials?

- 1) Within the framework of its self-assessment, the **trainer** preparing the training curriculum and developing materials.
- 2) Person **supervising the trainer's work** or a specially appointed team inside the training organisation where the trainer works.
- 3) Expert or external experts specialised in the subject of conducted classes.
- 4) With regard to language – language editor.

What do we follow when we select an assessment method for the training curriculum and materials?

- 1) The need for gaining opinions on it in order to improve developed materials.
- 2) Internal procedures valid in the company where the trainer works.

What can be the subject of an analysis when assessing the curriculum and teaching materials?

In case of training curriculum and teaching materials, each of their components may be assessed, e.g.:

- 1) Training curriculum:
 - training topic,
 - training objectives and results,
 - duration and method of organisation,
 - training plan, including (class topics, number of hours dedicated to them, proposes training content, etc.),
 - method of verifying the training results,
 - proposed training forms,
 - literature supplementing knowledge,
 - training schedule,
 - description of the trainer's profile,
 - and other elements resulting from the specificity of training company's activities.
- 2) Teaching materials (paper and electronic – presentation):
 - content (comprehensiveness),
 - selection of a method to conduct classes and particular exercises,
 - proposed exercises,
 - initial identification of expectations,
 - group integration process,
 - interim and ex-post training evaluation (acquisition of information from training participants),
 - prepared multimedia presentation (amount of included information, attractiveness of preparation, visibility (font size), colours, set-up of elements on a slide, diversity of presentation (graphic additions, films, quotes, etc.), provisions of sources, etc.),
 - and other elements resulting from specific requirements valid in the training company.

What assessment criteria should be applied for the assessment of the training curriculum and teaching materials?

Each of the above components of the training curriculum and teaching materials can be assessed with regard to:

- 1) substantial correctness,
- 2) attractiveness for a group of recipients,
- 3) their impact on the group activation,
- 4) linguistic errors (grammatical errors, style, syntax, etc.).

It is recommended that the assessment is constructive, i.e. composed of proposals to improve particular elements.

In what form should the training curriculum and teaching materials be assessed?

- 1) Memos from an internal meeting of trainers working in the same institution. During the meeting, the trainer presents the training that it developed, while other participants submit suggestions referring to the possibility of improving the developed materials.
- 2) In the case of external experts – formal document "Assessment of the training curriculum and materials", in which the expert describes the subject of assessment and its comments concerning improvement. It is indicated that the summary contains the assessment summing up the entire study.

It should be kept in mind that the substantial assessment of the training curriculum does not guarantee that the training ends successfully, but it shall significantly increase the probability of this success.

Recommended literature – more can be read on the given topic in:

1. Bienias S., Strzęboszewski P., Opałka E.: *Evaluation. Poradnik dla pracowników administracji publicznej [Evaluation. The Guide for the Public Administration Staff]. Ministerstwo Rozwoju Regionalnego Warszawa 2012.*
https://www.ewaluacja.gov.pl/media/11102/poradnik_ewaluacji.pdf (access: 30 September 2018).
2. Kowal E., Gabryelewicz I., Kowal A.: *Jakość i efektywność szkoleń BHP [Quality and Effectiveness of OHS Training].* http://www.ptzp.org.pl/files/konferencje/kzz/artyk_pdf_2014/T2/t2_537.pdf (access: 30 September 2018).

4.1.7. To what dangers may training participants be exposed?

Description of dangers to which training participants may be exposed is presented in the form of a proposal of the occupational health and safety instruction during the training with elements of practical occupational learning. It is the proposal that should be adjusted to the specificity of legislation valid in a given country.

Occupational health and safety instruction during training with elements of practical occupational learning

I. General provisions

1. Compliance with the principles and provisions concerning safety, occupational health, fire safety and ergonomics constitute the basic obligation of the trainer and training participants.
2. Working instructions and user manuals constitute an integral part of these principles of safety, occupational health, fire safety and ergonomics.
3. Provisions concerning safety, occupational health, fire safety and ergonomics apply to the trainer and all training participants.
4. The trainer takes full responsibility for health and safety of participants during classes.
5. The training participant must in particular:
 - know and comply with the occupational health and safety provisions applicable during training and on worksites;
 - listen carefully and apply to instructions and recommendations provided by the trainer;
 - check its workplace prior to the work commencement and immediately report the noticed deficiencies to the trainer;
 - read a manual concerning tools, machines or devices prior to the commencement of work on them;
 - run a machine and device only at the trainer's request;
 - use industrial and protective clothing;
 - comply with all the trainer's instructions within the scope of safety, occupational health, fire safety and ergonomics;
 - call other training participants and third parties' attention to threatening dangers and cooperate to improve the level of occupational health and safety;
 - immediately notify the trainer in case of accident or bodily injury during classes.
6. During the training, the trainee must not:
 - leave its worksite without the trainer's consent;
 - perform works not requested by the trainer;
 - repair machines, tools and devices on its own;
 - use non-functional devices that should be expressly marked and protected against running;
 - touch objects at a voltage;
 - smoke, drink alcohol and do drugs during classes.
7. The trainee is responsible for causing an accident, if it fails to comply with the trainer's recommendations and this instruction.
8. The trainer must in particular:
 - conduct general training within the scope of principles of safety, occupational health, fire safety and ergonomics prior to the commencement of classes with participants;
 - conduct the worksite training prior to the commencement of practical exercises;
 - exercise constant supervision over participants during classes;
 - control the condition of equipment and technical devices on an ongoing basis prior to their operation;
 - control the participants' compliance with the principles and provisions concerning safety, occupational health, fire safety and ergonomics during classes;
 - provide participants with first aid in case of cut or accident.

9. The trainer must not:
 - admit a participant making an impression of being ill or under the influence of drugs to participate in classes;
 - admit a trainee who did not participate in the main and worksite training concerning principles and provisions in the area of safety, occupational health, fire safety and ergonomics;
 - leave participants unattended during classes;
 - entrust participants with damaged tools, machines and devices;
 - end classes before agreed hour.
10. The trainer must report every accident during classes to the appointed OHS expert.

II. Prior to the work commencement, the trainer should:

1. Read in detail the worksite OHS instruction that is located on worksites.
2. Enter the classroom as the first one to check whether the conditions for classes do not pose a risk to its and trainees' safety.
3. Ensure that the room is thoroughly aired, lighting and temperature are adequate.
4. Check the condition of the worksite technical condition, including technical condition of devices.
5. Remove all redundant objects in the workplace.
6. Ensure that all required didactic aids are at hand and are reachable without the necessity to leave the room.
7. Ensure proper quantity of materials needed to perform the planned work.

III. During classes, the trainer should:

1. Focus on activities performed by participants.
2. Prior to the class commencement, describe their course and inform on precautions that should be taken in order not to pose a risk to others.
3. Control the proper attitude of participants during the training. Correct noticed errors, pay attention to tidiness, cleanliness and order during the training and after its completion.
4. After the class completion, open the door to prevent from its rapid opening by participants leaving in a rush (it may cause hitting persons walking down the corridor).

IV. After the completion of classes, the trainer should:

1. Clean the workplace.
2. Arrange used objects in determined places.
3. Make sure that the worksite left and devices do not pose any risk for the environment.

Recommended literature – more can be read on the given topic in:

1. *Międzynarodowe Karty Charakterystyki Zagrożeń Zawodowych [International Occupational Hazard Data Sheets]*, CIOP, Warszawa. Access: https://m.ciop.pl/CIOPPortalWAR/appmanager/ciop/pl?_nfpb=true&_pageLabel=P7200142851340545953779 (access: 20 September 2018).
2. *Karty Zawodów Dla Osób Niepełnosprawnych [Occupational Cards for People with Disabilities]*, CIOP, Warszawa. Access: https://m.ciop.pl/CIOPPortalWAR/appmanager/ciop/pl?_nfpb=true&_pageLabel=P31400269281444034650304 (access: 20 September 2018).

4.2. Exercises

Exercise 1. (to question 1)

Among the features below, indicate those describing "good trainer".

| Proposed features | Features of "good trainer" |
|---|----------------------------|
| <ul style="list-style-type: none"> – during workshops uses highly specialist language – speaks loudly, confidently and clearly – strives to speak a lot, because participants require this – differentiates rhythm and volume of its voice, thus changing its speech mood – is able to encourage a lively debate in a group – asks closed-ended questions to develop a group – is able to sum up discussion and refers to what has been said during classes – encourages participants to listen, sums up and provided conclusions from exercises on its own – often provides with ready solutions – creates an opportunity for the trainee to develop – refer with respect to everybody, even if it does not agree with its opinion – is resolute – is continuously improving itself | |

Exercise 2. (to question 2)

Connect the terms below with their correct definitions:

- Knowledge,
- Skills,
- Attitude/social competences.

| Term | Definition |
|------|--|
| | what the employee is able to do and what has "market value". |
| | covers learning, principles of operation in the working environment. |
| | proper approach to one's professional activity, workplace, readiness to take responsibility for entrusted equipment, decisions made, the behaviour equal to ethicality and reliability within the scope of performed professional tasks. |

Exercise 3. (to question 3)

Among the below-mentioned proposals of the training curriculum structure, indicate those correct.

| | Elements of the training curriculum structure |
|--|---|
| Training recipients | |
| References | |
| Training objectives and results | |
| Schedule | |
| Training place | |
| Teaching plan | |
| Method of verifying the training results | |

Exercise 4. (to question 4)

Connect the listed terms with correct definitions:

- seminar,
- conference,
- blended learning,
- strategic workshop.

| | |
|--|--|
| Meeting of scientists occupying with an area of knowledge and classes for senior students or doctoral candidates, aimed at the improvement of the scientific work performance. | |
| Meeting of representatives of one or several scientific disciplines, institutions or organisation to discuss specific issues, matters, problems. | |
| Learning form connecting traditional classes (intramural) with e-learning education – conducted remotely with use of computer. Often participants acquire knowledge on online platforms and then they undergo tests, exams in the traditional form. | |
| Consists in the determination of long-term objectives, mission and vision of the company, as well as in the analysis of its current market situation, method of functioning and impact of competition. It is planning of the path leading to the goal, showing how one should behave to accomplish it. | |

Exercise 5. (to question 4)

Complete the following sentence:

..... aim at the acquaintance of participants and creation of a friendly training atmosphere, they appear usually in the beginning of the meeting. They boost energy, relax and inspire.

| | | |
|--------------------|---------------|--------------|
| Relaxing questions | Snow-breakers | Ice-breakers |
|--------------------|---------------|--------------|

Exercise 6. (to question 5)

Connect the terms below with their correct definitions.

- Interests,
- Expectations,
- Competences.

| | |
|--|--|
| Constitute the driving force that stimulates to the performance of actions, to get to know a specific area | |
| Human attitudes and pursuits, affecting its action | |
| Include three basic components: knowledge, skills and social competences | |

Exercise 7. (to question 6)

Assess if the statement is true or false. Assessment is an opinion on something or someone, formed as a result of analysis.

- a) False,
- b) True.

Exercise 8. (to question 7)

Assign the activities below to appropriate training stages

| | | |
|--|--|---|
| Arrange used objects in determined places. | Clean the workplace. | Control the proper attitude of participants. Correct noticed errors, pay attention to tidiness, cleanliness and order during the training and after its completion. |
| Focus on activities performed by participants. | Check whether the conditions for classes do not pose a risk to its and trainees' safety. | Read in detail the worksite OHS instruction that is located on worksites. |
| Make sure that the worksite left and devices do not pose any risk for the environment. | Ensure that the room is thoroughly aired, lighting and temperature are adequate. | Inform on precautions that should be taken in order not to pose a risk to others. |

| Prior to the work commencement, the trainer should | During classes, the trainer should | After the completion of classes, the trainer should |
|---|---|--|
| | | |
| | | |
| | | |

4.3. Progress test

| Can you: | Yes | No |
|---|-----|----|
| 1) Indicate what competence requirements should be met by the PV trainer? | | |
| 2) Mention features of "good trainer"? | | |
| 3) Indicate how training needs at the level of an enterprise (organisational and professional perspective) should be identified? | | |
| 4) Indicate how training needs at the level of an employee (individual perspective) should be identified? | | |
| 5) Indicate how training needs at the level of the labour market should be identified? | | |
| 6) Discuss how to develop a training offer in cooperation with the training organiser and employers? | | |
| 7) What should the training curriculum include? | | |
| 8) Described organisational forms of classes? | | |
| 9) Indicate the most appropriate methods to communicate knowledge? | | |
| 10) Indicate the most appropriate methods to improve skills of participants? | | |
| 11) Indicate the most appropriate methods to create participants' attitudes? | | |
| 12) Present lecture types? | | |
| 13) Mention the main activating methods? | | |
| 14) Mention the main discussion types? | | |
| 15) Present specificity of the reverse class method? | | |
| 16) Differentiate the terms: interests, expectations and competences? | | |
| 17) Mention the most important methods to determine the level of interests, expectations and competences before the training? | | |
| 18) Indicate what is the assessment? | | |
| 19) Indicate who may assess the training curriculum and teaching materials? | | |
| 20) What can be the subject of assessment in case of developed training curriculum and teaching materials? | | |
| 21) How can the training curriculum and teaching materials be assessed? | | |
| 22) Mention the basic duties imposed on the trainer within the scope of compliance with the principles and provisions concerning safety, occupational health, fire safety and ergonomics? | | |
| 23) Mention the basic duties imposed on the trainee within the scope of compliance with the principles and provisions concerning safety, occupational health, fire safety and ergonomics? | | |

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).
If necessary, use additional source of information prepared to each topic.

Unit 2. Organisation and provision of teaching activities and consultation related to the training offer

4.1. Teaching material

4.1.1. What is the specificity of conducting training with adults?

Andragogic – is the field of pedagogics, covering the issues of adult education, is the theory of adult education. This field has become more important by correlating with one of determinants of modernity, i.e. the idea of lifelong learning.

Research conducted by scientists occupying with this discipline has proved that adults acquire teaching content differently than children and youth, that is why, when performing this type of activities, a series of aspects should be considered to make this process be effective and satisfactory for a group of trainees.

When designing the training, determining methods, the **adult learning specificity** should be considered:⁴⁰

- 1) **Adults emphasise independence, they have a sense of autonomy.** They want to affect the training course, things in which they participate must respond to their needs, therefore it is important to collect information referring to interests and expectations of participants.
- 2) **Adults** follow internal motivations, desire to cognise and needs related to the accomplishment of life or professional purposes.
- 3) **Adults acquire knowledge on the basis of their experience** and previous cognitive "resources". It is very important to check the level of competences within the scope of knowledge, skills and social competences, as well as the level of interest in the given subject, as in order to maximise the educational process, within the scope of communicated content and applied methods, we should adjust ourselves to the recipients' needs, because if we divert, we will not achieve the intended effects and participants will express their dissatisfaction. Information inconsistent with previous knowledge, as well as with the system of beliefs or values are adopted more slowly, because it requires the transformation of attitudes, which requires more time.
- 4) **Adults want to accomplish specific objectives**, e.g. apply acquired information to professional work, so they should hear them in the beginning of the training.
- 5) **Adults do not want to concentrate on theoretical speculations**, as they want to know how to apply the acquired knowledge practically. It is important to show methods of dealing with specific problems.
- 6) While investing their time and money to **training, adults** must know that it **translates into the capacity of using the acquired knowledge and skills in professional practice.**
- 7) **Adults expect appropriate treatment**, co-deciding on training process and affecting its significant points. They want to be heard and, if possible, they want their expectations to be met.

⁴⁰ developed based on: K. Wawer-Dziedziak: *Jak zorganizować i poprowadzić szkolenie? Program wspierania biznesu II Phare Projekt Sme-Fit [How to Organise and Conduct Training? Business Support Programme II Phare Sme-Fit Project]*. Związek Rzemiosła Polskiego 2004, p. 8.

- 8) **Adults** are often very **demanding**, they expect the **trainer to be expert** in a given area, and additionally to have a gift of knowledge communication.
- 9) **Adults** should work **at a rate that is the most appropriate for them**, it should not be increased, the trainer should consider it in its message and properly plan curricular content. Too much information provided quickly brings a negative effect: the lack of acquisition and irritation of participants.
- 10) **Adults** often **demonstrate conservative attitudes**, they do not want to show that they can make mistakes, especially in front of the group.
- 11) **Adults appreciate:**
 - psychical and physical comfort,
 - comfort of staying in a given room.
- 12) **Adults do not accept:**
 - long narrations,
 - boring exercises,
 - incompetent trainers.

Adults prefer the following methods of knowledge acquisition:

- discussion (based on the principle of equality, respect and subjectivity),
- group work oriented towards solving specific issues,
- discussions with an expert – referring to practical solutions,
- role playing, staging,
- lecture.⁴¹

In order to plan training properly, adult learning features should be considered, taking into account passive and active methods:

- 1) What is the memorability of communicated content after two weeks from the training?⁴²

Passive methods:

Read – 10%,
 Heard – 20%,
 Saw – 30%,
 Saw and heard – 50%.

Active methods:

Said – 70%,
 Said and did – 90%.

Important: As trainers, we have to perceive the significance of practical application of acquired knowledge by adults being training participants, from which the cognitive need and motivation to self-education result.

⁴¹ Developed based on: K. Wawer-Dziedziak: *Jak zorganizować i poprowadzić szkolenie? Program wspierania biznesu II Phare Projekt Sme-Fit [How to Organise and Conduct Training? Business Support Programme II Phare Sme-Fit Project]*. Związek Rzemiosła Polskiego 2004, p. 8.

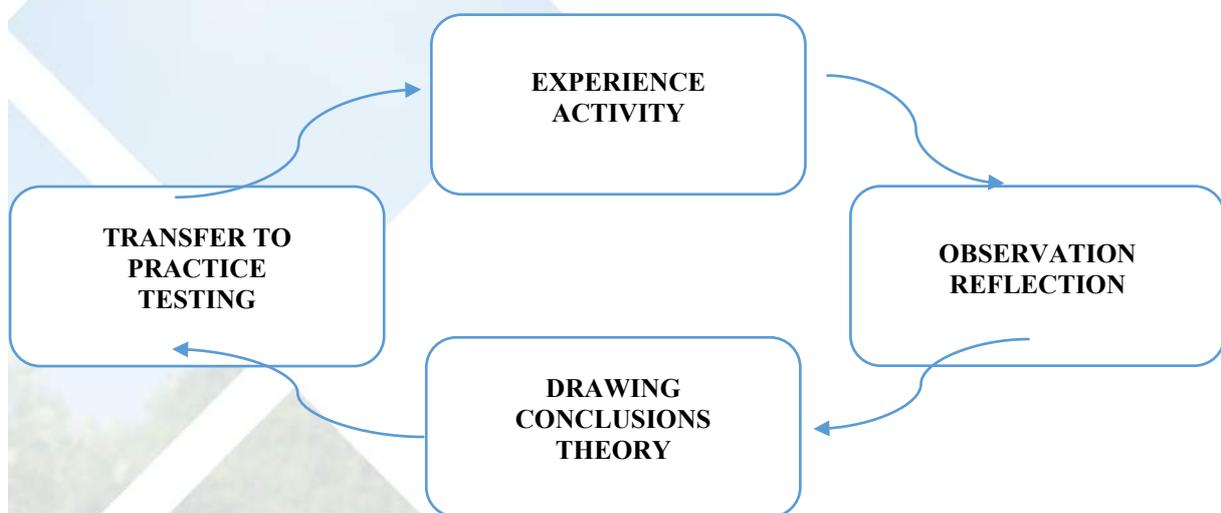
⁴² Developed based on: K. Wawer-Dziedziak: *Jak zorganizować i poprowadzić szkolenie? Program wspierania biznesu II Phare Projekt Sme-Fit [How to Organise and Conduct Training? Business Support Programme II Phare Sme-Fit Project]*. Związek Rzemiosła Polskiego 2004, p. 9.

Kolb's cycle and methods motivating class participants⁴³

In order to get to know the specificity of work with an adult group, we will refer to the concept of David Kolb, inspired by theories of John Dewey, Kurt Lewin, Jean Piaget and the so-called Kolb's cycle, which concentrates on an assumption that learning is based on previous experience.

The author assumed that the learning process constituted a regular sequence of some stages, among which experience is a priority, as cognition modifies everything that is already grounded, building new experience, which, in turn, affect another one. Observation/reflection and transfer/testing also appear in the discussed process. The Kolb's cycle starts usually from the experience phase, but may also be initiated at any moment and process according to its subsequent stages. It should be kept in mind, as it determines the effectiveness of the educational process.

Therefore, in the adult learning process we distinguish:



- 1) **Experience** – means introduction to new content and performance of new tasks and activities.
- 2) **Observation/Reflection** – consists in the analysis of experience, its consideration from various sides.
- 3) **Drawing conclusions/Theory** – means searching for rules, generalisation, allowing for the formation of a common vision.
- 4) **Transfer to practice/Testing** – consists in the verification of acquired knowledge and skills in real situations.

Classes are effective only if their participants' expectations and needs, as well as their **learning style** are cognised. With such a knowledge, training methods can be adjusted to planned content, thus increasing the level of involvement into the knowledge acquisition process.

Below you may find recipient groups representing features of several learning styles, assigning training methods optimal for them⁴⁴ :

⁴³ K. Szewczak: *Cykl Kolba – uczenie się przez doświadczenie [Kolb's Cycle – Learning Through Experience]*, <https://www.grazskoleniowa.pl/cykl-kolba-uczenie-sie-przez-doswiadczenie/> (access: 30 September 2018).

- 1) **Accommodating** – as individuals preferring active works, they will be satisfied when gaining experience based on group work, simulations, games, dynamic, creative exercises, interviews, open tasks, problem solving.⁴⁵
- 2) **Diverging** – approaching classes analytically, collecting data and looking at the issue from various perspectives, they will select observation of other people and drawing conclusions from appearing situations. They prefer listening to the debate, assessment and analysis of films, presentations, evidence study.⁴⁶
- 3) **Converging** – while concentrating on concepts, models, theories, they will analyse well correlations among data and verify them. They prefer closed tasks and ordered tests, idea-based tasks and (theoretical) discussions, explanation of concepts and ideas.⁴⁷
- 4) **Assimilating** – while preferring specifics and examples, verification of the application of presented content in practice, they shall appreciate a real study of an individual case, activities related to the profession, presentations and exercises of practical skills, realistic problem solving consisting in the application of theory in practice.⁴⁸

Recommended literature – more can be read on the given topic in:

1. Aleksander T.: *Andragogika [Andragogics]. [In:] Encyklopedia pedagogiczna XXI wieku. T. 1, A-F, academic supervision: T. Pilch. Warszawa, Wydawnictwo Akademickie „Żak”, 2007.*
2. Aleksander T.: *Andragogika. Podręcznik akademicki [Andragogics. Academic Handbook]. Radom, Kraków, ITeE-PIB, 2009.*
3. Boczukowa B.: *Jak kształcić dorosłych. Refleksje andragoga [How to Educate Adults. Reflections of the Andragog]. Toruń, Adam Marszałek, 2010.*
4. Horyń W., Maciejewski J.: *Andragogika w ujęciu interdyscyplinarnym [Andragogics in the Interdisciplinary Approach]. Wrocław, Wydawnictwo Uniwersytetu Wrocławskiego, 2007.*
5. Kazimierska I., Lachowicz I., Piotrowska L.: *Uczenie się dorosłych – cykl Kolba [Adult Learning – Kolb's Cycle]. Ośrodek Rozwoju Edukacji, Warszawa 2014.*
6. Przybylska E. (ed.): *Andragogiczne wątki, poszukiwania, fascynacje [Andragogical Threads, Searches, Fascinations]. Toruń, Uniwersytet Mikołaja Kopernika, 2001.*

4.1.2. How to prepare a training room and select didactic aids to conduct classes?

Important tasks related to the training organisation include:

- 1) preparation of the training room,
- 2) selection of didactic aids.

The trainer decides on the training room's design. After consideration e.g. of a number of participants, applied methods, the trainer decides on the room design to be selected. The

⁴⁴ K. Szewczak: *Cykl Kolba – uczenie się przez doświadczenie [Kolb's Cycle – Learning Through Experience]*, <https://www.grazskoleniowa.pl/cykl-kolba-uczenie-sie-przez-doswiadczenie/> (access: 30 September 2018).

⁴⁵ I. Kazimierska, I. Lachowicz, L. Piotrowska: *Uczenie się dorosłych – cykl Kolba [Adult Learning – Kolb's Cycle]*. Ośrodek Rozwoju Edukacji, Warszawa 2014, p. 6.

⁴⁶ I. Kazimierska, I. Lachowicz, L. Piotrowska: *Uczenie się dorosłych – cykl Kolba [Adult Learning – Kolb's Cycle]*. Ośrodek Rozwoju Edukacji, Warszawa 2014, p. 6.

⁴⁷ I. Kazimierska, I. Lachowicz, L. Piotrowska: *Uczenie się dorosłych – cykl Kolba [Adult Learning – Kolb's Cycle]*. Ośrodek Rozwoju Edukacji, Warszawa 2014, p. 6.

⁴⁸ I. Kazimierska, I. Lachowicz, L. Piotrowska: *Uczenie się dorosłych – cykl Kolba [Adult Learning – Kolb's Cycle]*. Ośrodek Rozwoju Edukacji, Warszawa 2014, p. 9.

room design should allow for free eye contact in the whole group. The trainer should have an easy access to every class participant. Arrangement of tables and chairs cannot limit the visibility of a screen where presentation is displayed.

The trainer communicates its requirements to an institution responsible for training organisation. However, it does not release the trainer from the control of preparation of the training room prior to the training commencement.

The training room should be designed in the way providing with a sense of space, also creating the atmosphere to work.⁴⁹

Below you may find several the room design proposals and their impact on relations between the trainer and the group.

Conference style

| | | |
|--------------------|---|---|
| Style | Rectangular or elliptical table with sitting places on both sides and ends. | |
| Application | The most often applied in case of conferences, discussions and meetings | |
| | Advantages | Disadvantages |
| | <ul style="list-style-type: none"> – large working space, – closed system of chairs strengthens interactions among participants – only when there is few of them. | <ul style="list-style-type: none"> – it is not a good setting for larger groups, – presentation displays may constitute a problem, as a part of persons may be rear-facing. |



Fig. 1. Sample of room visualisation – conference style

Source: <http://visual3d.pl/portfolio/wizualizacje-wnetrz/wnetrza-uslugowe/biura-i-sale-konferencyjne/sala-konferencyjna-2/> [access: 20 September 2018).

Theatre style

| | | |
|--------------------|--|---|
| Style | Chairs arranged in rows towards the stage with the platform or floor. | |
| Application | Useful when we do not plan activating meeting participants and we want them to concentrate mainly on listening to the presentation. It is also recommended to conduct meetings with a larger number of listeners. | |
| | Advantages | Disadvantages |
| | <ul style="list-style-type: none"> – the most often applied in case of conferences, discussions and meetings, – lectures are well organised there. | <ul style="list-style-type: none"> – lack of tables makes it impossible to write memos and serve snacks, – is unable to work in groups. |

⁴⁹ Witkowski T., Jarmuż S.: *Podręcznik trenera [Trainer's Handbook]*. Wydawnictwo Moderator 2004, p. 79.



Fig. 2. Sample of room visualisation – theatre style
 Source: <https://pl.pinterest.com/pin/471400285976361116> (access: 20 September 2018).

School style

| | | |
|--------------------|--|---|
| Style | Chairs and tables arranged in rows towards the trainer's stand. | |
| Application | Useful when we do not plan activating meeting participants and we want them to concentrate mainly on listening to the presentation. | |
| | Advantages | Disadvantages |
| | <ul style="list-style-type: none"> – thanks to table setting, participants have more working space than in the theatre style, – every participant may organise space in front of it and write memos from the training, – in addition, snacks can be arranged on tables. | <ul style="list-style-type: none"> – hampered communication in the group – some participants sit back to each other. |



Fig. 3. Sample of room visualisation – school style
 Source: <https://pl.pinterest.com/pin/236509417902989756> (access: 20 September 2018).

U-shaped style

| | | |
|--------------------|--|---|
| Style | Connected tables remind the letter "U", chairs are set only on the outside. | |
| Application | Useful for conferences and discussions. A horseshoe works well when the discussion is conducted by the moderator with use of audio-visual materials | |
| | Advantages | Disadvantages |
| | <ul style="list-style-type: none"> – large space falling per participant (just like in case of school desks), – allows for interaction among participants, – good contact of the trainer with all trainees, – ensures good visibility of the presentation. | <ul style="list-style-type: none"> – limited group size (recommended up to 25 persons), – prolonged horseshoe arms translate into reduced control over the group. |

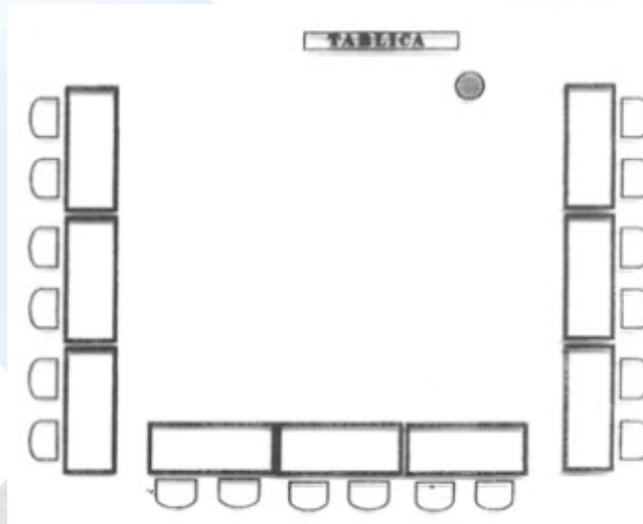


Fig. 4. Example of room visualisation – U-shaped style

Source: <https://slideplayer.pl/slide/87867/release/woothee> (access: 20 September 2018).

Cabaret style

| | | |
|--------------------|--|---|
| Style | The room has round tables with sitting places and the stage that should be visible for all meeting participants. That is why chairs are set in crescents so that nobody sits back to the platform. | |
| Application | For group discussions. | |
| | Advantages | Disadvantages |
| | <ul style="list-style-type: none"> – small tables facilitate joint work, – possibility of serving snacks. | <ul style="list-style-type: none"> – loss of concentration by group participants, – prolonged horseshoe arms translate into reduced control over the group. |

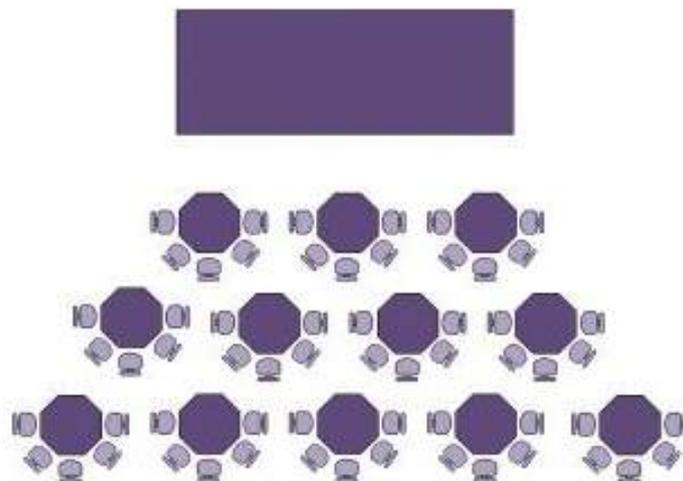


Fig. 5. Sample of room visualisation – cabaret style

Source: <http://www.slubnaalejka.blogspot.com/2011/09/jak-posadzic-gosci-weselnych.html> (access: 20 September 2018).

Banquet style

- variety of the cabaret style,
- there is no platform for the trainer,
- works well in the case of simultaneous work of several groups.

While selecting didactic aids to classes, it should be kept in mind that through their application, we want to:

- a) arouse interest of training participants;
- b) draw attention of participants,
- c) strengthen our message,
- d) simplify through the introduction of illustrations, schemes of fact presentation,
- e) make conducted classes more attractive.

The table below presents advantages and disadvantages of particular the most often applied didactic aids.

Table 1. Advantages and disadvantages of applied didactic aids

| Didactic aid | Advantages | Disadvantages |
|--|--|--|
| Whiteboard or flipchart (sheets of paper) | <ul style="list-style-type: none"> – easy to handle, – suitable for work in small and medium groups, – when writing on paper, one may return to previous information. | <ul style="list-style-type: none"> – above 5 m small letters are not seen, – necessity to use erasable markers, – requires special paper. |
| Presentation with use of multimedia projector | <ul style="list-style-type: none"> – increases credibility, – comfort, – testifies to professionalism. | <ul style="list-style-type: none"> – complete dependence on equipment, – necessary service skill. |

Source: Witkowski T., Jarmuż S.: *Podręcznik trenera [Trainer's Handbook]*. Wydawnictwo Moderator 2004, p. 78-79.

Prior to the training commencement, it is recommended to check the condition of applied didactic aids. It should be kept in mind that the excess of didactic aids may create an impression among participants of "content dominated by the form".

Educational stands to conduct practical exercises should be provided in a special separate room or directly in the place where the PV installation is assembled. Their number should be adjusted to the training group size.

Recommended literature – more can be read on the given topic in:

1. Łagan A., Gontarz J.: *Jak efektywnie szkolić pracowników [How To Effectively Train Employees]*. O.PARP 2009. <https://www.parp.gov.pl/files/74/81/305/6750.pdf> (access: 20 September 2018)
2. Ługuna M., Fortuna P.: *Przygotowanie szkolenia [Training Preparation]*. GWP 2015.
3. Ługuna M., Kozak A.: *Metody prowadzenia szkolenia czyli niezbędnik trenera [Training Methods or the Trainer's Must-Have]*. GWP 2015.
4. Torój M.: *Praca z grupą szkoleniową [Work with the Training Group]*. GWP 2016.
5. Urban M.: *Niekonwencjonalne metody szkolenia [Unconventional Training Methods]*. GWP 2015.
6. Witkowski T., Jarmuż S.: *Podręcznik trenera [Trainer's Handbook]*. Wydawnictwo Moderator 2004.
7. Krueger, R. A. & Casey, M. A.: *Focus Groups: A Practical Guide for Applied Research, 3rd ed.* Thousand Oaks, CA: Sage Publications 2000.
8. Ilyinska L.: *English for Science and Technology: Course design, Text Analysis, Research Writing.* RTU Publishing House 2004.

4.1.3. How to prepare teaching materials for the training participants?

An important element of the training is constituted by the appropriate preparation of training aids and materials that affect:

- efficient course of training,
- positive attitude of participants to the educational process.

Their aim is constituted by better acquisition of communicated content during training and accomplishment of assumed purposes.

They are the training showcase – the participant may return to them and recall content communicated during the training.⁵⁰

Basic functions of training materials:

- support of the educator's work;
- support of the trainees' learning process;
- possible content visualisation in the form of graphic elements, charts;
- ordering and consolidation of knowledge acquired by the training participants;
- support of the trainees' self-education process;
- consolidation of the relation lecturer – training participant.⁵¹

⁵⁰ <https://gromar.eu/jak-wlasciwie-przygotowac-merytoryczne-materialy-szkoleniowe/> (access: 30 September 2018).

⁵¹ <http://www.szkoleniawpolsce.pl/artykuly/materialy-dydaktyczne-na-szkolenia,21.html> (access: 30 September 2018).

How to prepare appropriate training materials?

1. One should answer the question: **what is the training purpose? What do we want to accomplish?**

- *transfer knowledge?*
- *teach new skills?*
- *improve acquired skills?*

Well-planned training purpose conditions the proper way of preparing the training materials.

2. Define precisely the training recipients, that is to know who the recipient is, taking into account several elements:

- **Age** (content and form, language and style should be adjusted to the participants' age structure);
- **Level of education** (terminology should be adjusted so that is approachable for participants);
- **Level of knowledge about issues** (refers to e.g. knowledge of language or computer service);
- **Level of knowledge and skills** within the scope concerned by training.⁵²

3. We may apply the division of training materials.

a) Division with regard to the recipient:

- materials for the trainer,
- materials for trainees,
- self-learning materials.

b) Division with regard to the time of their use:

- pre-training materials, exercises that should be read by trainees before the training,
- intra-training materials, distributed by the trainer during the training,
- post-training materials, useful for further learning.⁵³

Materials can be prepared in the form of:

- **binder** (folder) – distributed in the beginning of the training and successively filled with subsequent fragments of materials;
- **consistent material** (tape bound, stapled, glued) – transferred to participants in a specific moment of training;
- **single pages** – distributed during the training in course of exercises;
- electronic carrier (CD-ROM, pen drive) on which the training material is recorded.⁵⁴

⁵² <http://www.szkolniawpolsce.pl/artykuly/materialy-dydaktyczne-na-szkolenia,21.html> (access: 30 September 2018).

⁵³ <http://www.szkolniawpolsce.pl/artykuly/materialy-dydaktyczne-na-szkolenia,21.html> (access: 30 September 2018).

⁵⁴ Methodology of developing teaching materials, http://www.ckppip.edu.pl/uploads/docs/dla_organizatorow/INTERNET-2016%20materia%C5%82y%20dydaktyczne%20IV%20wersja.pdf (access: 30 September 2018).

Materials for trainees can be divided into:

- academic books,
- exercise instructions,
- training materials,
- observation cards and self-assessment cards,
- tests,
- questionnaires,⁵⁵
- glossaries or library of terms,
- indicative graphics or outlines,
- films or links to them,
- charts.⁵⁶

We create teaching materials based on the following stages:

- 1) *establishment of purposes of training materials that should be compliant with the training purposes,*
- 2) *determination of a function and structure of teaching materials,*
- 3) *development of training materials,*
- 4) *review of materials and their possible correction*
- 5) *final modification of teaching materials*
- 6) *printing, copying, binding of training materials*
- 7) *use of training materials in the training process*
- 8) *evaluation by the author and trainees*
- 9) *drawing conclusions as to further training materials*
- 10) *archiving of teaching materials.*⁵⁷

In order to prepare a training script, the following activities should be performed:

- development of the script outline, with consideration of training premises and purposes,
- collection of materials corresponding with the content of particular sessions,
- development of the work schedule,
- layout establishment,
- preparation of draft materials,
- approval of the final version (after consultations),
- printing of a required number of copies.⁵⁸

Guidelines concerning the preparation of teaching materials:

- 1) Apply understandable language, simple sentences, highlighted the most important content in the text.
- 2) Apply the balance – not too many, not too less materials.
- 3) Materials must be ordered /clear, logical structure/.
- 4) Care about an attractive form.

⁵⁵ A. Andrzejczak: *Projektowanie i realizacja szkoleń [Training Design and Implementation]*. Warszawa 2010, p. 112-114.

⁵⁶ <https://gromar.eu/jak-wlasciwie-przygotowac-merytoryczne-materialy-szkoleniowe/> (access: 30 September 2018).

⁵⁷ <http://www.szkoleniawpolsce.pl/artykuly/materialy-dydaktyczne-na-szkolenia,21.html> (access: 30 September 2018).

⁵⁸ <http://www.szkoleniawpolsce.pl/artykuly/materialy-dydaktyczne-na-szkolenia,21.html> (access: 30 September 2018).

- 5) Select diverse materials.
- 6) Care about quality.⁵⁹

Recommended literature – more can be read on the given topic in:

1. Andrzejczak A.: *Projektowanie i realizacja szkoleń [Training Design and Implementation]*. Warszawa 2010.
2. Fortuna P., Łaguna M.: *Przygotowanie szkolenia [Training Preparation]*, Wydawnictwo: Gdańskie Wydawnictwo Psychologiczne 2014.
3. Sielatycki M.: *Materiały szkoleniowe – jak je tworzyć. Podręcznik dla prowadzących szkolenia [Training Materials – How to Create Them. Handbook for Trainers]*. Centralny Ośrodek Doskonalenia Nauczycieli, Warszawa 2004.

4.1.4. How to prepare presentation for the training purposes?

Several tips can be useful for the presentation development

- 1) **Start planning the presentation from a piece of paper** (allow your computer to rest).
Create the presentation plan on paper, preferably with use of pencil. It is recommended that the presentation plan includes key words of content that we want to transfer during the training. It is not obligatory, but such an approach enables us to save a lot of time.
- 2) **Contact the contracting party and collect information on the presentation location, including:**
 - screen format (standard format is 4:3, but more and more often formats 16:9 and 16:10 can also be seen),
 - room and screen size (to select a font size),
 - amount of light (whether there are shades, selection of the projector, dark room – any colours, light – colours strongly contrasting with prevalence of dark motives),
 - available room equipment (laptop, projector, slide switch, video and audio computer adapter, screen, board/flipchart, etc.).
- 3) **Select the presentation tool**
 - **PowerPoint** (the most popular software);
 - **Google Slides** (for those who like cloud solutions and simplicity, not so many advanced functions as in Power Point, free of charge);
 - **Impress** (included in the free office package LibreOffice, equivalent of PowerPoint. It allows for the development of traditional presentations in the form of slide shows);
 - **Prezi** (slides can be displayed in any sequence, smoothly enlarge and diminish. Texts, photos and films can be added to slides);
 - **Sway** (response of Microsoft to Prezi. Internet, free app allows for the creation of interactive, animated presentations, combining text, photos, video and other multimedia);
 - **Canva** (recommended for trainers appreciating a visual aspect of presentation. It is a tool for creating simple graphics and photo processing, but may also be applied for presentations. It has a rich library of free motives).

⁵⁹

A. Andrzejczak: *Projektowanie i realizacja szkoleń [Training Design and Implementation]*. Warszawa 2010, p. 112-114.

4) Create your own content layout or use the ready one

Exemplary templates for development:

- background photo + title,
- photo 1/2 + title,
- photo 1/3 + title + description,
- quote,
- title + digits + signature,
- title + photo + signature,
- title + description + points,
- contact.

You may use ready templates available e.g. in **PowerPoint** or **Google Slides**. You may also buy a template e.g. on **GraphicRiver**.

5) Start creating slides

Remember that:

- each slide should have a title, number,
- insert constant elements (e.g. presentation of the trainer, brief plan of the entire training, thank-you for speech, trainer's contact, presentation link, if you want to share it with trainees),
- slide text must be legible (it is recommended that it includes from 5 to 6 text lines (max. 10)),
- text should be constituted by key words, not extended paragraphs,
- recipient pays the closest attention to the upper part of a slide,
- each slide that does not bring anything to the presentation should be removed,
- selected colours should be consequently applied,
- proper colour selection is favourable for the recipient's concentration,
- legible font should be applied, without redundant decorations, use 1, max. 2, font type(s) (sans-serif font: Tahoma, Verdena, Arial)
- it should be ensured that text and other elements are legible from a larger distance (font size: text min. 18 points, titles – 36 points, CAPITALS only when necessary),
- to make the message (text) more attractive, use auto shapes (arrows, lines, clouds, etc.), sound, pictures, films, icons, charts, table (moderately),
- slides must be readable, particular elements cannot overlap, graphic elements of good quality,
- sources of quoted materials must be provided (copyrights),
- insert some quote, sentential or slogan in the end,

When you create the presentation, necessarily display it whole, delete errors and enter possible corrections.

6) Forewarned is forearmed

When going to the training, remember to:

- have a set of laptop adapters,
- take the power supply for your laptop and a set of remote batteries,
- save your presentation on a pen drive in 2 formats (original and PDF), possibly save it in the cloud,
- if you use films and non-standard fonts, also save them on the pen drive.

Such solutions protect you in case of:

- theft of or damage to laptop,
- damage to pen drive,
- no Internet connection,
- no power supply,
- issues with PowerPoint compatibility and many others.

Recommended literature – more can be read on the given topic in:

1. *Microsoft Power Point 2007. Intermediate Level.* Training cycle implemented within the framework of the project titled *Implementation of the Training Strategy* of the Operational Programme Human Capital co-funded by the European Union under the European Social Fund (Priority V, Action 5.1, Sub-Action 5.1.1).
2. <https://oscarrak.pl/blog/jak-zrobic-dobra-prezentacje-poradnik/> (access: 30 September 2018).

4.1.5. How can the trainee integration be conducted?

Trainee integration is very important in every training process. Training success and effectiveness of the training process depends to a large extent on the well-conducted integration. It is worth to take care of this part, proposing exercises aimed at getting to know and creating a positive energy of the group.

The beginning of the training is the time of getting to know each other, establishing the first contact of the trainer and participants and of trainees among each other. Such an approach translates into the development of interpersonal relations, yielding during classes.

Team-building exercises activate participants, who are stimulate to say something more about themselves, they are no longer anonymous.

Initial (team-building) activities teach consideration, tolerance and empathy, form the skill of proper cooperation and being with others. Participants improve their interpersonal skills within the scope of communication, assertiveness, mediation, conflict solving. Elements of decision-making games may constitute the opportunity to develop methods of a group decision making. Team-building exercises conducted in an interesting way at the initial stage enable the participants to function better in teams during work and to communicate better.⁶⁰

To sum up – main purposes of integration:

- getting to know each other by participants,
- improvement of interpersonal communication,
- increase in mutual trust,
- increase in group efficiency in making choices,
- strengthening of informal bonds among team members,
- skills of problem solving,
- increase in trust among group members,
- relax.

While conducting group integration, the trainer should:

- care about appropriate, friendly atmosphere,
- provide positive feedback during games.

⁶⁰ Integracja klasy – po co i komu to potrzebne? [*Class Integration – Who Needs It and What For?*]<http://www.ppp.powiat-lubin.pl/publikacje/olesniewicz.pdf> (access: 30 September 2018).

It is also the time for collecting information on participants' needs, their motivations and commitment level. Already at this stage, the trainer shall notice a natural leader, resistant persons and other roles of group members.⁶¹

Samples of team-building games:

1) Remembering names⁶²

We set chairs or sit in the circle, so that everybody sees everybody. The trainer also participates in the exercise. Everybody tells its name sequentially. The trainer begins, it introduces itself and briefly talks about its name (in what form it likes being talked to, whether it likes its name, it mentions diminutives and abbreviations of its name).

Then the trainer asks another training participant to do the same. The trainee talks about its name and asks another.

The trainer pays attention to not omitting anybody.

During responses questions can be asked.

2) The trainer instructs: *get in the row*⁶³

- *from the person with the smallest shoe size to the biggest one,*
- *from the person with the shortest hair to the longest one,*
- *from the person with the smallest nose to the biggest one,*
- *from the person with the most siblings to the one who has the least, etc.*

3) Which group has more persons with the specific feature⁶⁴

- *eyes in a different colour than hazel,*
- *check who has freckles in our group,*
- *check who has pet at home in our group,*
- *check who can play some instrument in our group.*

4) Two circles⁶⁵

Participants stand in two circles, one inside the other. They are facing each other. The trainer asks the question to which persons from two circles facing each other answer each other. After answering the question, the external circle moves by one person to the left and the second question is asked:

- *Why have you come here?*
- *What are you interested in?*
- *What is your biggest advantage?*
- *What have you never done and what would you like to do?*
- *What do you like in people?*
- *Do you have any distinguishing feature?*
- *What is your favourite subject in school?*
- *What places in the world would you like to see?*

⁶¹ A. Andrzejczak: *Projektowanie i realizacja szkoleń [Training Design and Implementation]*, p. 211-212.

⁶² This exercise has been described on the website: <http://www.edukacja.edux.pl/p-11942-zajecia-integracyjne-pierwsze-spotkanie.php> (access: 30 September 2018).

⁶³ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁶⁴ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁶⁵ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

5) Mood description with colour⁶⁶

We sit in the circle. Everybody in turn describes its mood, comparing it to some colour, e.g. "I'm in a pink mood, I'm red with white dots, etc."

We conduct play rapidly, encouraging not to ask about the reason of such a mood, we avoid analysis.

6) Hot chair⁶⁷

We sit in the circle. The group indicates the place – so-called "hot chair". A volunteer sits on the chair while the other participants ask it various questions that allow to get to know it better. Sometimes questions may occur too difficult for a given person, then it may exercise the right to refusal. It is important that answers are honest.

For a quick process of this exercise, we may limit the number of questions to e.g. five for every person.

7) Funny story⁶⁸

Apart from basic information on them, participants are asked for the provision of funny or unusual story from their life.

8) Two truths and a lie⁶⁹

Each participant talks about three things that concern it, e.g. hobby, what it wants to do in five years, number of children. Other participants guess what is true and what is made up. The participant under query may supplement the true statements with an additional comment.

9) What character from fairy tales are you⁷⁰

Characters from fairy tales are written on cards. All participants get one card each. They keep it on their foreheads so that they do not see it. They ask other persons questions to which the answer can only be "yes" or "no". They must guess what characters are they.

10) I have never⁷¹

Participants sit on chairs in the circle. One person without a chair stands in the middle. It says "I have never...", e.g. "I have never shaved". All persons (including the one in the circle) who have done this thing change their places. A person who does not manage to find a new place stands in the circles and also says "I have never..."

11) M&Ms⁷²

A person takes several M&Ms. Questions correspond with every colour. A person answers so many questions from a given group as M&Ms of the given colour it has selected.

⁶⁶ This exercise has been described on the website: <http://www.edukacja.edux.pl/p-11942-zajecia-integracyjne-pierwsze-spotkanie.php> (access: 30 September 2018).

⁶⁷ This exercise has been described on the website: <http://www.edukacja.edux.pl/p-11942-zajecia-integracyjne-pierwsze-spotkanie.php> (access: 30 September 2018).

⁶⁸ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁶⁹ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁷⁰ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁷¹ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁷² This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

Yellow:

- *What do you dream about?*
- *What is your biggest advantage?*
- *What is your biggest disadvantage?*

Black:

- *What was the best day of your life?*
- *What have you never done and what would you like to do?*
- *What was the nicest word you have ever heard about yourself?*

Red:

- *If you could change something in your life, what would it be?*
- *What would you like to do in your life?*
- *What do you like in people?*

Blue:

- *Do you have any distinguishing feature?*
- *What should be your dreamful friend?*
- *What do you do when somebody makes you nervous?*

Green:

- *What adventure would you like to experience?*
- *What does mean "to love" for you?*
- *What would you like to take with yourself to a desert island?*

12) Straw tower⁷³

Two teams get 2-3 packs of straws and a pack of clips. They have 15 minutes to build as high tower as possible from them.

13) Play on Words⁷⁴

One person shows a password on the card. Other persons must guess what is the password, it is important that they do not see the password.

14) Chinese whispers showed⁷⁵

Two teams. The first one gives the password to the second one. The second team lines up in a row one person behind another. The first person receives the password to show it. It must show it to the second person. The second person must guess the password and show it to the third person, etc. The last person in the row must say the password. At this time, the first team observes how the second team is doing. The team that guesses more passwords correctly wins.

15) Chocolate⁷⁶

Accessories (toys): fork, knife, plate, jacket (or sweater) and other clothes, e.g. scarf, cap, gloves, dice, delicious chocolate.

Everybody can participate in this game, also those who would do everything for a piece of chocolate. We put the plate on the chair or (preferably) on the blanket, an unpacked

⁷³ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁷⁴ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁷⁵ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

⁷⁶ This exercise has been described on the website: <https://www.przystan.org.pl/gry-i-zabawy-towarzyskie-i-integracyjne/> (access: 30 September 2018).

chocolate on it and next – cutlery. In a different place, we set clothing parts at our disposal. Every participant throws a dice and when it throws six, it stands up from its place, puts on clothes, e.g. gloves, in which it tries to open up the sweet and cut it into pieces with fork and knife. The lucky person has little time to relish, because another person has just thrown six. It may consume its sweet but must put on the same things worn by the competitor. Other participants try to throw a lucky number with hope in their eyes. Game is on until the entire chocolate bar is eaten.

When the group has already got to know each other, **in the training break** the following exercise can be applied:

16) Write something nice⁷⁷

Participants get cards with names of other participants. We write several nice things about a person whose name we have drawn by lot. The trainer collects cards and hands them out to persons whose name is on the card.

Recommended literature – more can be read on the given topic in:

1. Braun-Gałkowska M.: *W tę samą stronę [In the Same Direction]*. Wydawnictwo Krupski i S-ka, Warszawa 1994.
2. Góralczyk P.: *Examples of games and plays, course for Leisure Time Animators*. https://www.animatorczasuwolnego.pl/nowe_pdf/L8/przyklady_gier/przyklady_gier.pdf?iframe=true&width=1050&height=700 (access: 30 September 2018).
3. *Jak żyć z ludźmi (umiejętności interpersonalne), program profilaktyczny dla młodzieży MEN [How to Live with People (Interpersonal Skills), Preventive Programme for Youth MEN]*.
4. Jakubowska B., Jakubowski J., Łypacewicz A., Rylke H. (ed.): *Ja i inni [Me and Others]*. WSiP, Warszawa 1987.

4.1.6. What roles can be performed by the trainer during the training?

During classes, the trainer may enter different roles, according to the needs of its participants/clients. It is worth to acknowledge them and make them aware of specificity, as well as the possibility of support and help that are behind them.

What connects the trainer, coach, mentor, facilitator, career advisor?

Certainly it is support and help with the accomplishment of purposes poses by the client. They differ in work methods, process execution method. Depending on a type of problem that the client has (lack of knowledge and skills, necessity of making good decision on education and career) – it shall need another support. Often during the classes, the mentioned functions should be performed according to the participants' needs and expectations.

Below you may find the treatment of particular roles:

TRAINER – this is how we call a person who conducts training, its main role is the transfer of knowledge and improvement of appropriate skills and behaviours of the training participant, from typically professional, to "soft" like assertiveness, communication, negotiations. It is an expert in a given area and also it should have a gift of knowledge

⁷⁷

Idem.

communication. It can appropriately plan training, supervise its implementation, support, inspire and motivate to activities in the process of knowledge acquisition or skill improvement. The trainer updates its knowledge and improves training methods continuously to maximise learning outcomes. It applied games, staging, and simulations. It conducts the class evaluation, collecting from participants' feedback concerning their level of satisfaction with classes. It plans and implements:

- training,
- courses,
- practice,
- lectures,
- workshops,
- seminars,
- webinars,
- lectures.⁷⁸

COACH – is responsible for personal development of clients/employees of a given company and motivating them to continuous improvement of professional qualifications. It concentrates on the discovery and release of potential in its client, which is done with the method of posing inspirational questions. The client, answering them, becomes aware of its purposes, desires, further private and professional actions. The coach accompanies its client in the process of changes. It helps the client to take a look at the problem from a different perspective, to make finding a solution easier. After the goal identification, the coach helps with its accomplishment. It is about finding optimal methods and needed solutions. Coaching allows for the definition of the goal, plan of further actions, based on the selection of a strategy striving for its accomplishment. Here motivational support is important, with application of appropriate tools.⁷⁹ The coach may work with an individual client or conduct group coaching.⁸⁰

The trainer aims at the communication of knowledge and teaching some skills, while the coach does not have to have specialist knowledge, as its task is to stimulate and inspire the client to search for its goal and solutions to accomplish it, based on the potential being explored and resources.

MENTOR – this term comes from the name of a character from the Greek mythology, that person occupied with education and watched its mentee's development. Now, the mentor is an individual who has very high competences: thorough knowledge and professional experience and wants to transfer it to another person who enters the profession, thus allowing it for quicker adaptation in a new environment and quicker achievement of results.⁸¹ It is the master, expert who advises in reference to solving specific situations and

⁷⁸ <http://www.11muz.pl/event/zawod-trener/>

⁷⁹ <https://poradnikpracownika.pl/-coach-kim-jest-i-jak-mozna-nim-zostac>

⁸⁰ <https://poradnikpracownika.pl/-coach-kim-jest-i-jak-mozna-nim-zostac>

⁸¹ D. Clutterbuck, Clutterbuck D.: *Każdy potrzebuje mentora [Everybody Needs Mentor]*. Warszawa p. 36, 2002. <https://mfiles.pl/pl/index.php/Mentoring>

problems within the scope of personal development and career path, thanks to which the mentee makes less mistakes and develops itself more quickly.⁸²

In the literature, the following mentoring objectives can be found:

- *identification and analysis of strengths and weaknesses of the mentee*
- *support in challenges being taken up by the participant*
- *discovering and developing the participant's potential and its internal motivation*
- *continuous and relentless feedback building self-consciousness*
- *discovering in the mentee the causation and impact on others*
- *induction of possible career paths and analysis of opportunities and threats*
- *development of personal and social competences.*⁸³

During the training, one may enter the mentor's role, according to the principle of the relation between a master-expert and a person searching for support, thus inspiration, discovery, stimulation and development of the mentee's potential becomes possible, which is very important in the further pursuit of one's career path. The mentor shares its knowledge and experience, advises how to proceed, accompanies in goal accomplishment, generally in the professional development, often becoming a model.⁸⁴

Mentoring may be an informal relation or may be implemented in the form of approved programme⁸⁵ **opposite to coaching, it is a long-term process, which results are delayed.**⁸⁶

FACILITATOR – is a person who watches the process, supports cooperation and skilfully intervenes, if needed. It remains neutral and impartial, does not present its opinions,⁸⁷ and does not contribute any substantial input.

In the literature we may find various definitions of the facilitator: *A person who contributes to the creation of structure and process in interaction, thanks to which groups may function effectively and make valuable decisions. An assistant whose purpose is to support others who have special achievements.*⁸⁸

The facilitator is called the "*catalyst*" in group communication, or the *catalyst of good reactions in the group*,⁸⁹ so its task is to create an effective team, capable of acting within the scope of problem solving, developing preventive strategies.

The facilitator moderates the issue analysis process, helping participants accomplish purposes. Observation and quick response to occurring changes, flexible adjustment of methods to the group needs, so that it remains motivated to further actions, are important.

⁸² <https://mfiles.pl/pl/index.php/Mentoring>

⁸³ S. Karwala: *Model mentoringu we współczesnej szkole wyższej [The Mentoring Model at the Modern University]*. Nowy Sącz p. 29, 2007. <https://mfiles.pl/pl/index.php/Mentoring>

⁸⁴ E. Dębska: *Mentor, coach, facylitator – trzy role doradcy zawodu [Mentor, Coach, Facilitator – Three Roles of the Career Advisor]*. Edukacja Dorosłych 2010, nr 1, p. 78-79

⁸⁵ J. Czekaj J.: *Metody organizacji i zarządzania [Methods of Organisation and Management]*, Wydawnictwo AE w Krakowie, Kraków, 2007, p. 48-53 <https://mfiles.pl/pl/index.php/Mentoring>

⁸⁶ Ewa Dębska, *Mentor, coach, facylitator – trzy role doradcy zawodu [Mentor, Coach, Facilitator – Three Roles of the Career Advisor]*, Edukacja Dorosłych 2010, nr 1, p. 78-79

⁸⁷ <https://www.governica.com/Facylitator>

⁸⁸ I. Bens: *Facilitating With Ease!: A Step-by-Step Guidebook with Customizable Worksheets on CD-ROM*, 2000, <https://www.governica.com/Facylitator>

⁸⁹ <http://facylitacja.com/kim-jest-facylitator/>

It is not about giving ready solutions, but about participants discovering them on their own, thanks to methods proposed by the facilitator.⁹⁰

The facilitator is called the process advisor, it does not offer ready solutions, but advises its client within the scope of methods of reaching the solution of difficulties, based on the capacity of itself and of its environment.⁹¹

Facilitator – is also the mediator, it facilitates the communication process between parties, specifies arguments to allow for the development of a common solution, simultaneously preventing from misunderstandings and conflicts.⁹²

The facilitator is also called the *change agent*, as it supports the organisation in transformations and reorganisations, conducts sessions aimed at the development of optimal solutions within this scope.⁹³

Training facilitators perform tasks within the scope of adult education. As distinct from the trainer's work, who is an expert, has at its disposal thorough knowledge in the given area, the facilitator moderates the teaching process, is a guide and inspirator in this area. It concentrates on the establishment of knowledge of participants, encouraging them to discuss and analyse the learned material.⁹⁴

CAREER ADVISOR – it is a specialist providing with advice and individual information in direct contact with the client and remotely, as well as conducting group classes. *It provides specialist help within the scope of:*

- *getting to know the world of professions,*
- *recognising one's own interests and predispositions,*
- *selection of profession, educational direction,*
- *planning of the educational path,*
- *defining the areas of professional development or requalification, starting or changing work*
- *qualification recognition method,*
- *selection of methods of active movement on the labour market.*

It supports the individual's lifelong learning process and adaptation to constantly changing conditions and environment.

*A very wide group of recipients uses the career advisor's help: children of pre-primary and primary age, school youth, students, parents and guardians, adults on the labour market – unemployed, persons seeking work, professionally inactive and working, as well as persons of post-working age and senior citizens.*⁹⁵

⁹⁰ <http://facylitacja.com/kim-jest-facylitator/>

⁹¹ <http://www.akademiafacylitacji.pl/zawartosc/kim-jest-facylitator>

⁹² <https://www.governica.com/Facylitator>

⁹³ <http://www.akademiafacylitacji.pl/zawartosc/kim-jest-facylitator>

⁹⁴ <https://www.governica.com/Facylitator>

⁹⁵ Job description for Career Advisor, in the project: Development, supplementation and update of information on professions and its dissemination with use of modern communication tools – INFODORADCA+, p. 4.

Apart from conducting individual meetings and group sessions, the advisor e.g. develops the diagnosis of professional potential and training needs of adults, in the context of its trainer's activity.⁹⁶

The advisor's role consists in accompanying the client in educational and professional choices, providing it with required information, agreeing with the client on various possibilities and planning next steps, striving for the accomplishment of assumed purposes.

Recommended literature – more can be read on the given topic in:

1. Bennewicz M.: *Coaching i mentoring w praktyce [Coaching and Mentoring in Practice]*. G+J Gruner + Jahr Polska, Warszawa 2011.
2. Clutterbuck D.: *Każdy potrzebuje mentora [Everybody Needs Mentor]*. Warszawa 2002.
3. Czekaj J.: *Metody organizacji i zarządzania [Methods of Organisation and Management]*. Wydawnictwo AE w Krakowie, Kraków 2007.
4. Gniazdowski P., Pieciul K.: *Coaching kariery [Career Coaching]*. [in:] Smółka P. (ed.): *Coaching. Inspiracje z perspektywy nauki, praktyki i klientów [Coaching. Inspirations from the Perspective of Science, Practice and Clients]*. Wydawnictwo Hellion, Gliwice 2009.
5. Hargrove R.: *Mistrzowski coaching [Master Coaching]*. Transl. I. Podsiadło. Oficyna Ekonomiczna, Kraków 2006.
6. Kargulowa A.: *O teorii i praktyce poradnictwa. Odmiany parodoznawczego dyskursu. Podręcznik akademicki [About the Theory and Practice of Guidance. Variants of the Guidance-Related Discourse. Academic Handbook]*. Wydawnictwo Naukowe PWN, Warszawa 2005.
7. Karwala S.: *Model mentoringu we współczesnej szkole wyższej [The Mentoring Model at the Modern University]*. Nowy Sącz 2007.
8. Kopaliński W.: *Słownik mitów i tradycji kultury [Glossary of Myths and Traditions of Culture]*. Rytm, Warszawa 2000.
9. Luecke R.: *Coaching i mentoring. Jak rozwijać największe talenty i osiągać lepsze wyniki [Coaching and Mentoring. How to Develop the Biggest Talents and Achieve Better Results]*. Transl. K. Dryńska. Wydawnictwo MT Biznes Sp. z o.o., Warszawa 2004.
10. Mann T., Marszewska J.: *Facylitacja – wiedza, umiejętności, sztuka czy magia [Facilitation – Knowledge, Skills, Art or Magic]*. Wydawnictwo: RP 2018.
11. Parsloe E., Wray M.: *Trener i mentor, udział coachingu i mentoringu w doskonaleniu procesu uczenia się [Trainer and Mentor, Participation of Coaching and Mentoring in the Learning Process Improvement]*. ABC Wolters Kluwer business, Warszawa 2011.
12. Parsloe E., Wray M.: *Trener i mentor [Trainer and Mentor]*. Transl. W. Biliński. Oficyna Ekonomiczna, Kraków 2002.
13. Pyżalski J.: *Mentoring jako specyficzna relacja wspierająca rozwój [Mentoring as a Specific Relation Supporting Development]*. [in:] Dubas E., Pyżalski J., Muszyński M., Rapus-Pavel J. (ed.), *Wspieranie rozwoju bezrobotnych 50+. Doświadczenia projektu Adults Mentoring*. Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2008.

4.1.7. What roles can be performed by the trainee in the group?

M. Belbin, who distinguished 9 separate team roles, dividing them into 3 main role groups (Tab. 1), has developed the most popular division into specific team roles performed by participants during training.

⁹⁶ Job description for Career Advisor, in the project: Development, supplementation and update of information on professions and its dissemination with use of modern communication tools – INFODORADCA+, p. 11.

Table 1. Differentiation of roles performed in the team and their assignment to main groups

| No. | Main groups of roles performed in the team | Role performed in the team |
|-----|---|----------------------------|
| 1 | Persons oriented towards the task performance | Locomotive |
| | | Executor |
| | | Perfectionist |
| 2 | Persons oriented towards people | Coordinator |
| | | Liaison |
| | | Team Spirit |
| 3 | Intellectual persons | Specialist |
| | | Thinker |
| | | Value Critic |

Source: own development based on <https://szkolenia.avenhansen.pl/artykuly/role-zespolowe-model-belbina.html>.

Three main groups of roles performed in the team:⁹⁷

- **persons oriented towards the task performance** (locomotive, executor, perfectionist) – usually described with intense activity and motivation to complete a task, they can motivate others and also they care about the quality of performed work;
- **persons oriented towards people** (coordinator, liaison, team spirit) – for them interpersonal contacts are the most important, they are able to divide tasks and duties among the team, they negotiate principles of work, but also maintain good moods during work;
- **intellectual persons** (specialist, thinker, value critic) – persons for whom following logic arguments, specialist knowledge is very important and natural, who are able to criticise and indicate new directions of activities.

The above three groups are divided into 9 separate behaviours, from which team roles result:

1. Thinker

Very creative, constantly searches for new solutions. Usually encourages others with its enthusiasm, eagerly shows its initiative. However, it may have an inclination to dominate others and takes criticism not too well. Sometimes, the thinker's ideas are far from reality. Too many thinkers in one group can be little productive. If we want to improve and inspire the group, preferably we should put the thinker in it.

2. Liaison

A person described with perfect interpersonal skills concerning the intra-group communication and its presentation on the outside. Usually it is an optimist whose strength is the negotiation skill. Its weakness is often constituted by flash in the pan and no healthy criticism.

3. Coordinator

A person who is able to manage and well use human resources. It puts the team goals in order and knows how to prioritise them. The coordinator's strength is the skill of listening to comments and proposals of others. It uses the collected information mainly to motivate others. Unfortunately, sometimes it may be seen as the manipulator.

⁹⁷ <https://szkolenia.avenhansen.pl/artykuly/role-zespolowe-model-belbina.html>

4. Locomotive

It pulls the team to goal accomplishment. It likes obstacles, is not afraid of them, time pressure only stimulates it. The locomotive takes its strength from overcoming difficulties, as well as it likes being where the action is. Usually it has a strong need for the achievement of good results, it is ambitious. Unfortunately, sometimes it is irritating to others, because it is impatient and often acts impulsively.

5. Value Critic (Evaluator)

This is a very insightful, distant team member. It analyses proposals of other team members with large criticism. It is simply cautious, its strength is provision of solutions to be discussed, which often results in finding a new better solution. However, it may seem not committed into the task or group project.

6. Team Spirit

It is a person thanks to whom usually there is a good atmosphere in the team. It is an incredibly needed, buffering team member. Always very kind and loyal to its group. However, often it has problems with making specific decisions and it can be influenced by other group members.

7. Executor (implementer)

Decidedly the organisation specialist. In order to act well and efficiently, it needs other people' guidelines and ideas. However, this is its strength, because nobody executes the idea better than it. It is also very practical and operative. Unfortunately, sometimes it finds difficult adjustment to a new situation and acceptance of changes. The executor rarely changes its views. It is not a type of boss and guide.

8. Perfectionist

Very scrupulous and incredibly punctual team member. It always follows procedures, cares about every task detail and is able to move among the established principles. The perfectionist strives for the achievement of a specific result, but sometimes it has a problem with the division of labour. It bothers about details too much and unnecessarily splits hairs.

9. Specialist

A person who has the largest knowledge in the team and often is a professional in action. It is constantly active at the task performance, does not have a problem with showing initiative, because it is strongly independent. Sometimes it deals with tasks more than other team members, as well as it finds it difficult to look at the issue from wider perspective.

Team roles are the most accurately assessed at the performance of tasks, exercises or projects.

Roles can be identified by filling the questionnaire on the website:

www.qwsi.pl/asp/pliki/aktualnosci/rola_w_zespole-_cwiczenie.doc

Awareness of roles performed by trainees is very helpful in the task performance and during overlapping group work stages.

Recommended literature – more can be read on the given topic in:

1. Belbin M.: *Twoja rola w zespole [Your Role in a Team]*. GWP, Gdańsk 2002.
2. Belbin R.M.: *Management team: why they succeed or fail*. Heimann, London 1981.
3. Kerzner H.: *Zarządzanie projektami, studium przypadków [Project Management, Case Studies]*. Helion, Gliwice 2005.
4. Questionnaire "Roles Performed in a Team": www.qwsi.pl/asp/pliki/aktualnosci/rola_w_zespole-_cwiczenie.doc (access: 20 September 2018).

5. Makowski M.: *Zarządzanie pracownikami. Instrumenty polityki personalnej [Staff Management. Instruments of HR Policy].* Poltex, Warszawa 2001.
6. *Team Roles According to Belbin, i.e. why the specialist needs the liaison and locomotive?* <https://szkolenia.avenhansen.pl/artykuly/role-zespolowe-model-belbina.html> (access: 20 September 2018).

4.1.8. What phases can distinguish in the group process?

The proposal of B.W. Tuckman and M.A.C. Jensen constitutes the most famous division of group life into several phases:

1. Phase of orientation and dependencies (phase of forming, mutual cognition).
2. Phase of conflict and revolt (confrontations and conflicts, differentiation of opinions, views).
3. Phase of cohesion and cooperation (stage of constructive work, order establishment).
4. Phase of deliberate and conscious activity (actions, deepened integration).
5. Phase of adjourning.

Table 1. General description of particular group phases distinguished by B.W. Tuckman and M.A.C. Jensen

| No. | Phase name | What happens in a given phase? | How to work with the group in the given phase? |
|-----|---|---|---|
| 1 | Phase of orientation and dependencies | <ul style="list-style-type: none"> – development of rules and joint definition of goals, – the group accepts the trainer as the leader and falls back on its proposals. | <ul style="list-style-type: none"> – build the sense of safety and community, – passive phase if it is about the activity of participants. |
| 2 | Phase of conflict and revolt | <ul style="list-style-type: none"> – dissatisfaction with an untypical training situation, – frustration or even negative emotions towards the trainer, – new leaders of the training process emerge. | <ul style="list-style-type: none"> – pose clearly defined tasks; – motivate more strongly to work; – not be afraid of new leaders, – use their potential to work in the group. |
| 3 | Phase of cohesion and cooperation | <ul style="list-style-type: none"> – the sense of community is developed, – the group deals with more difficult duties, – the group divides tasks and duties on its own (we know each other), – new leaders are accepted, – the trainer has been accepted. | <ul style="list-style-type: none"> – working out new skills; – acquisition of new knowledge. |
| 4 | Phase of deliberate and conscious activity | <ul style="list-style-type: none"> – high group cohesion and flexibility of functioning, – the group becomes independent. | <ul style="list-style-type: none"> – putting an emphasis on successes and delegating duties, making participants aware of achieved benefits, – helping with the transfer of acquired skills to everyday situations. |

Source: own development.

After creating the above division, Tuckman added one more phase:

- **adjourning**, when a natural death of the group happens, as participants stop working with each other. The correctly processed fourth stage of conscious activity shall yield the implementation of developed ideas in new environments to which trainees will return. Therefore, this is the stage for which the trainer shall strive during classes.

Not always all phases will be present. It depends i.a. on the level of motivation, knowledge of participants or duration of workshops. However, it should be realised that there are several group phases in order to flexibly follow the process and select appropriate teaching methods.

Recommended literature – more can be read on the given topic in:

1. Belbin M.: *Nie tylko zespół [Not Only the Team]*. Oficyna Wolters Kluwer Business, Warszawa 2014.
2. *Team building stages*: https://mfiles.pl/pl/index.php/Etapy_tworzenia_zespo%C5%82u
3. Greenberg J., Baron R.A.: *Behaviour in Organizations*. Pearson Prentice Hall, New Jersey 2008.
4. Kossowska M., Sołtysińska I.: *Szkolenia pracowników a rozwój organizacji [Staff Training and the Organisation Development]*. Wolters Kluwer Polska 2002.
5. Kozak A.: *Proces grupowy. Poradnik dla trenerów, nauczycieli i wykładawców [The Group Process. The Guide for Trainers, Teachers and Lecturers]*. Onepress 2014.

4.1.9. What difficult situations may happen during the training and how to handle them?

Difficulties that may occur during the training can be divided into three groups:

- 1) difficulties resulting from mistakes in preparation;
- 2) difficulties occurring during the training;
- 3) difficulties provoked by participants.

Group 1. Difficulties resulting from mistakes in preparation are related e.g. to:

1. Non-adjustment of the training curriculum to the group's needs and specificity

As the trainer, you may encounter a situation when participants say "this is not going to be useful for us".

How to respond?

Try to ask participants a simple question: *How the content presented now can be useful for you in the future?* You will apply the perspective revision method and maybe participants will find an area that will be attractive and interesting for them.

Of course, it is also worth to modify the class curriculum, according to the participants' suggestions, and change it with use of content responding to the trainees' needs. Obviously if you are able to do this.

2. Complexity – too difficult or too simple tasks and content

This difficulty may result in the lack or loss of the group's interest.

How to respond?

It is recommended to engage participants by introducing practical (activating) exercises. In addition, you may use prizes, develop the trainees' ranking. Maybe it is worth to reformulate training goals at this moment, so you should always have a plan B of your classes.

3. Too extensive content, too many/less tasks

Result: no time for performance of the entire training or early training completion.

How to respond?

It should be kept in mind that the trainer is not able to foresee with 100% certainty how the group will work when implementing the proposed material. First of all, while executing training, one should concentrate on goals. If during the classes it appears that you do not have enough time, think about the content, exercises from which you may resign. Keep what participants should learn according to the purposes. You can determine time for each exercise in 2 versions (minimum and maximum).

Group 2. Difficulties occurring during the training:

1. A group participant who occupies a high rank in the group gives a wrong answer to the trainer's question

How to respond?

Correct the participant's answer in the way allowing for saving its honour. You can repeat the question and direct it to the group, e.g. "Adam said that... What do you think about this idea?". In this situation you remain neutral and avoid direct criticism.

2. The trainer does not understand the trainee's statement

How to respond?

You can ask the trainee for a different formation of its answer. As the trainer, you may paraphrase an incomprehensible part of its response from the "I" position, e.g. "From what you said I understood that ... However, it is unclear for me what you meant exactly when you said that ..." Or else you may search for the group support: "Has everybody understood Eva's statement? I am not sure if I understood well, can somebody help me?"

3. Trainees do not answer the posed question

How to respond?

Maybe the question that you posed is incomprehensible or too difficult for trainees. You can ask then: *What are the reasons that you do not answer my question?* If trainees assess the question as too difficult and they are afraid of humiliation, you may encourage them to answer by saying: "Try, there are no wrong answers, this issue is difficult, we will reach the conclusion together." You can also hand out small cards and allow for written statement. Or else you may reformulate your question. Another reason for the lack of answer may be a sign of different problem (tiredness, fear of disclosing relations in the group, an unwanted person is in the room). Then you can announce a break, introduce an ice-breaker or, as proposed above, reformulate the question, or else allow for the anonymous statements of group participants.

4. The trainer is unable to answer the trainee's question

How to respond?

This problem can usually undermine the trainer's credibility. The simplest solution is to admit to the lack of knowledge and a promise to check and answer on the next classes. You can also skilfully direct the question to the group: *What do you think?* Remember, do not be afraid of admitting to mistakes, usually trainees appreciate persons who make a mistake from time to time, as then they seem similar to themselves.

Part 3. Difficulties provoked by participants

The majority of difficult situations can be divided into several types of persons who cause them. While generating ideas for work with "difficult" participants, always try to understand from where a specific behaviour comes and invest some time in an individual conversation. Do not assess, do not put any labels, and do not draw rash conclusions.

1. Quiet or shy trainee

Such a trainee is mainly an observer. It usually sits in front or hides in the back.

What can you do to activate such a participant?

You can:

- propose work in smaller groups;
- show an interest and support for this participant;
- talk with it during the break;
- accept its silence;

- enable it to acquire knowledge through written statements or project preparation;
- possibly include it into the group work through questions posed to it directly or ask it for its comment.

2. Talkative and dominant trainee

Behaviour of such a participant translates into blocking other people's statements.

What can you do?

You can:

- limit the time of its statement (agree on this with the group);
- order additional tasks during the discussion, e.g. appoint it to write participants' statements down on the board/flipchart;
- divide participant into several groups and assign a talkative, dominant person to a group where there are more such persons;
- apply the "talking tokens" method, i.e. hand out to every participant 2 tokens and limit their statements to 2 tokens per question or in the specific time;
- avoid eye contact.

3. Trainee constantly asking questions

Too many questions from the trainee may result e.g. from its need for knowledge acquisition or for being in the centre of everyone's attention.

What can you do?

You can:

- answer its questions reliably but not get into debates;
- in the case of difficult questions, you can direct the question to the group, especially if you do not know an answer;
- if the group does not know it either, it should be admitted and answer should be searched for the next meeting or during the break;
- never ignore such a participant;
- try to ask it questions;
- organise the "basket of questions" – participants will throw their questions into it, instead of answering at once, but you should get back to them in the further part of classes.

4. Unwilling or bored trainee

Such a person can show its reluctance or boredom through e.g. being late on classes, unwillingness to speak, no involvement in exercises, sitting and making an impression of being bored.

What can you do?

You can:

- increase the group's autonomy (initiate more tasks than lectures);
- differentiate teaching methods;
- assign individual tasks;
- talk in private to find out the needs, expectations and interests of such a participant;
- encourage to talk about topics interesting for this participant.

5. Omniscient trainee

The trainee who knows everything best and necessarily wants to share it with other group members.

What can you do?

You can:

- call into question for the entire group the theories and statements of this person;

- not get into discussion and lead to confrontation (it will light an unnecessary fuse);
- the group will deal well with such a participant, often leading to the situation deescalating;
- ask for an independent presentation of the specific topic;
- involve it in help.

6. Group clown

This is the so-called group star, i.e. a person who draws everybody's attention, often shifting attention away from the topic with its asides, jokes.

What can you do?

You can:

- if this "clowning" does not go beyond the standard, i.e. it does not disturb, you can ignore it or add jokes to the normal class course;
- assign this person to a group with joke-resistant participants, unwilling to play the role of audience;
- talk in private.

7. Trainer's favourite

A person who agrees with everything the trainer says, searches for approval. Often such a participant blocks its own learning process and this process for others, because it causes irritation and sympathy.

What can you do?

You can:

- ignore a given person or encourage it to contact others;
- involve a given person in common tasks;
- talk with this person in private and pay attention to uncomfortable behaviour.

8. Partisan

Such a person does not cause any troubles during the classes, but it expresses comments and critical opinions in breaks. It is difficult to indicate such a participant at once. Its behaviour damages the group's morale and creates bad atmosphere around the classes.

What can you do?

You can:

- talk in breaks and on the classes, ask participants to express their opinions on the method of conducting it, content, pace, didactic aids;
- hand out cards at the end of classes, ask if everything is ok;
- this shall cause establishing a bond with the group and allow for the change in the curriculum.

Recommended literature – more can be read on the given topic in:

1. Fortuna P., Urban M.: *Metafory i analogie w szkoleniach [Metaphors and Analogies in Training]*. GWP 2014.
2. Łagan A., Gontarz J.: *Jak efektywnie szkolić pracowników [How To Effectively Train Employees]*. O.PARP 2009. <https://www.parp.gov.pl/files/74/81/305/6750.pdf> (access: 20 September 2018)
3. Ługuna M., Fortuna P.: *Przygotowanie szkolenia [Training Preparation]*. GWP 2015.
4. Ługuna M., Kozak A.: *Metody prowadzenia szkolenia czyli niezbędnik trenera [Training Methods or the Trainer's Must-Have]*. GWP 2015.
5. Torój M.: *Praca z grupą szkoleniową [Work with the Training Group]*. GWP 2016.
6. Urban M.: *Niekonwencjonalne metody szkolenia [Unconventional Training Methods]*. GWP 2015.

7. Witkowski T., Jarmuż S.: *Podręcznik trenera [Trainer's Handbook]*. Wydawnictwo Moderator 2004.
8. *Collective work: Trenerskie ICT. Podręcznik dla prowadzących szkolenia [Trainer's ICT. Handbook for Trainers of Adult Training]*. "E-process in e-learning" project.
https://ec.europa.eu/epale/sites/epale/files/trenerskie_ict_podrecznik.pdf
9. Krueger, R. A. & Casey, M. A.: *Focus Groups: A Practical Guide for Applied Research*, 3rd ed. Thousand Oaks, CA: Sage Publications 2000.
10. Ilyńska L.: *English for Science and Technology: Course design, Text Analysis, Research Writing*. RTU Publishing House 2004.

4.1.10. How to effectively communicate with trainees?

Communication means communicating between people – the skill that we acquire in the course of socialisation, form it and improve. Communication constitutes the process of creation, transformation and exchange of information between individuals and/or groups.

Communication means:

- information,
- expression of emotions,
- stimulation of imagination,
- influencing (interaction among individuals)
- meeting social requirements.⁹⁸

Percentage of interpersonal communication:⁹⁹

- words – 7%,
- intonation – 28%,
- gestures – 65%.

Communication types

We may apply the simplest division into verbal and non-verbal communication.

1) **Verbal communication** – messages communicated verbally, where the following factors are important:

- accent and voice modulation, proper emphasis of word importance in the spoken order;
- fluency of speech – it affects the message receipt;
- content of statements – it refers to the vocabulary range, proper adjustment to an interlocutor;¹⁰⁰

2) **Non-verbal communication** (through gestures, facial expressions, emotional states, attitudes, external appearance, involvement in conversation, spatial behaviour (proxemics)) shows our emotions, attitudes, approach and should correspond with verbal communication, especially when we perform the trainer's function.

⁹⁸ Brzezińska E.: *Komunikacja społeczna. Skrypt dla studentów [Social Communication. Academic Book]*. Łódź 1997, p. 8-10.

⁹⁹ https://www.bryk.pl/wypracowania/pozostale/pedagogika/15375-komunikacja-interpersonalna.html#utm_source=paste&utm_medium=paste&utm_campaign=other (access: 30 September 2018).

¹⁰⁰ E. Bożek: *Komunikacja interpersonalna [Interpersonal Communication]*, <http://wiecjestem.us.edu.pl/komunikacja-interpersonalna> (access: 30 September 2018).

We have four spatial zones:

- **Intimate** (private) zone – up to 45 cm.
- **Personal** zone – from 45 to 120 cm.
- **Social** zone – from 120 to 350 cm.
- **Public** zone – above 3.5 m.¹⁰¹

While conducting training, we usually "stay" in the social or personal zone.

Functions of gestures and facial expressions:

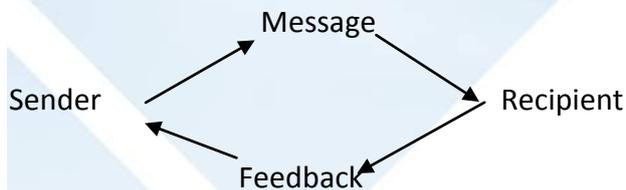
Communication types

1) One-way communication

Sender → Message → Recipient

The process of transferring information only in one way, without feedback, e.g. order, command, instruction.

2) Two-way communication



Communication goes in two directions between the sender and the recipient. Feedback, i.e. response, reaction to the sender's message, is important.

In the case of training, **two-way communication** is the most efficient.

An introductory part, lecture – is based on **one-way communication**.

Basic communication styles

One of known apprehensions within the scope of communication styles is the division into four basic styles of behaviours or models in communication by E. Bonneau:

- 1) analyst,
- 2) advisor,
- 3) friend,
- 4) leader.

Analyst style – characterised with cool and distance approach to trainees, such a person does not want to be the soul of the company, it emphasises logic, is prudent and precise. It limits expression and eye contact.

Advisor style – characterised with openness and readiness to help, support participants. The trainer refers to its examples. It builds good relations with participants and tries to maintain them.

Friend style – it refers to persons who establish new contacts and open up for others. They like cooperation and are flexible, however their excessive amicability may constitute a threat.

Leader style – preferred by self-confident and decisive persons, oriented towards the accomplishment of specific objectives, fond of convincing others to their points, speaking

¹⁰¹ <http://poradniknegocjatora.pl/proksemika/> (access: 30 September 2018).

confidently and freely. Sometimes they can make decisions too quickly and want to implement them.¹⁰²

Active listening

Listening, which is very important in the trainer's work, is also included in the communication process. The following **methods** are applied in **active listening**:¹⁰³

- 1) **Reflection** – means communicating that we understand the trainee, feel its emotions and try to adjust ourselves to it. It occurs through a tone of voice, facial expressions, volume and modulation of one's statement.
I understand that you are upset with this situation...
I conclude from your smile that the conversation went very well...
- 2) **Paraphrase** – repetition of what an interlocutor said but in different words, keeping the sense.
Paraphrase may be started from the following statement: *From what I heard, I may conclude that...*
I understand that it is your final decision on this matter...
- 3) **Pinpointing** – applied to get more detailed information on the given topic.
Please tell me something more...
- 4) **Summary** – means the establishment of the most important threads of conversation.
From what I heard, the problem concerns...
- 5) **Asking questions** – this action aims at the acquisition of additional information that is interesting for use, we want to get to know someone's opinion, establish its position.

Table 1. Speaking: good and wrong behaviour

| Recommended behaviours while speaking | Wrong behaviours |
|---|--|
| Introduce yourself before you start speaking. Look everybody in their eyes. Speak slowly and clearly. Use some comparison. Refer to examples from your life. Speak in your own name. Repeat the most important tasks. Tell a joke. Ask one of trainees about its opinion. Ask people to lift their arms up in some matter. Say "yes" as much as possible. Stand firmly on both legs, leave your hands free to gesture. Smile sometimes. Stand in the position of "fig leaf" (with hands on your fly). Position your hands at your back and stroll. Position your arms on your chest. | Look only at the ceiling. From time to time end sentences with the question "Right?" or "Yes?". Try to threaten your audience. Educate and preach. Read from the card without paying attention to your audience. Speak silently. Make long breaks. |

Source: <https://slideplayer.pl/slide/87867/> (access: 30 September 2018).

¹⁰² E. Bonneau: *Sztuka konwersacji, czyli jak przerwać niezręczną ciszę [The Art of Conversation, or How to Break the Awkward Silence]*. Ministerstwo Rozwoju Regionalnego Warszawa 2009.
<http://portaldlasekretarek.pl/artykuly/jak-komunikowac-sie-z-innymi> (access: 30 September 2018).

¹⁰³ <https://poradnikprzedsiębiorcy.pl/-techniki-aktywnego-sluchania-wskazowki-i-przyklady> (access: 30 September 2018).

How to reduce stress before performance?

- 1) Prepare yourself well.
- 2) Get some distance towards training.
- 3) Important persons in the room – do not think about their presence, do not look at them.
- 4) Fear of making a fool of oneself: "laugh at yourself, so others do not laugh at you".
- 5) If there is no material: plan "buffers" – something you can, but do not have to consider in your performance.
- 6) Listeners do not know your fears, if you do not show them, they will not know them.¹⁰⁴

Recommended literature – more can be read on the given topic in:

1. Adler R.B., Rosenfeld L.B., Proctor R.F.: *Relacje interpersonalne. Proces porozumiewania się [Interpersonal Relations. The Communication Process]*. Wydawnictwo Rebis, Poznań 2006.
2. Augustynek A.: *Psychologia. Jak ślimak piął się pod górę [Psychology. How the Snail Ascended]*. Diffin Warszawa 2008.
3. Bonneau E.: *Sztuka konwersacji, czyli jak przerwać niezręczną ciszę [The Art of Conversation, or How to Break the Awkward Silence]*. Wydawnictwo RM, Warszawa 2009.
4. Harwas-Napierała B.: *Komunikacja interpersonalna w rodzinie [Interpersonal Communication in Family]*. Uniwersytet AM, Poznań 2008.
5. Knapp M.L., Hall J.A.: *Komunikacja niewerbalna w interakcjach międzyludzkich [Non-Verbal Communication in Human Interactions]*. Wrocław, Wydawnictwo Astrum, 2000.
6. Koć-Seniuch G.: *O kompetencji komunikacyjnej nauczyciela [About the Communication Competence of the Teacher]*. „Ruch Pedagogiczny” 1994, issue 1/2.
7. Nęcki Z.: *Komunikacja międzyludzka [Interpersonal Communication]*. Kraków, Wydawnictwo Profesjonalne Szkoły Biznesu 1996.
8. Shannon C., Weaver W.: *A Mathematical theory of communication*. University of Illinois Press 1948.
9. Stewart J.: *Mosty zamiast murów. Podręcznik komunikacji interpersonalnej [Bridges Not Walls. A Book About Interpersonal Communication]*. PWN, Warszawa 2008.
10. Tkaczyk L.: *Komunikacja niewerbalna – postawa, mimika, gest [Non-Verbal Communication – Attitude, Facial Expressions, Gesture]*. Warszawa, Wydawnictwo Astrum 1996.

4.1.11. How to assess and examine training participants?

Assessment is built into education. It constitutes the process allowing for the issuance of opinions on its effectiveness.

According to G. Noizet and P. Caverni, while assessing, we make a judgment, referring to one or several criteria. The essence of this activity is constituted by the reference of the existing situation to the model one (perfect).

Assessment constitutes a cognitive process, requiring making specific decisions and concerning valuation, rating of trainees' learning outcomes. In order to assess correctly, clear criteria should be determined to allow for the comparison of obtained results with assumed purposes.¹⁰⁵

Assessment allows for the comparison of achievements, determination of better and worse results, it is the feedback received by trainees and the trainer.

¹⁰⁴ <https://slideplayer.pl/slide/87867/> (access: 30 September 2018).

¹⁰⁵ T. Nieroda, R. Hańbicki, tarnow.zp.gov.pl/wp-content/plugins/download-attachments/.../download (access: 30 September 2018).

Modern assessment in the context of adult education aims at:

- 1) Diagnosing educational progress within the scope of knowledge and skills.
- 2) Verification of knowledge and skills acquired during education.
- 3) Information of the trainee on a level of its results and progress within this scope.
- 4) Supporting development.
- 5) Arousing motivation and cognitive curiosity.
- 6) Encouragement to regularity.
- 7) Formation of a positive image of oneself.
- 8) Implementation to self-assessment.
- 9) Identification of talents, interests, predispositions.
- 10) Collecting information for final assessment.
- 11) Psychological empowerment of the trainee (indication of strengths, areas for correction).¹⁰⁶
- 12) Feedback for the trainer on the improvement of its work organisation and methods.¹⁰⁶

Due to the complexity of the situation and social considerations in which the assessment process occurs, there may appear subjectivism in this matter. Assessments can be divergent, even at the given individual within a longer time interval.

It may result from stereotypes, our beliefs affected by emotions, current mood, experienced stress. There may occur a group impact.

Assessment belong to the so-called reinforcements, constituting feedback concerning progress made.¹⁰⁷

Traps of assessment

- 1) **Tendency to assess positively nice and friendly persons, so-called "halo" effect or Galatea effect.** We often believe that attractive appearance corresponds with high intelligence level and morality, generally with positive personal features. It is empirically proven that physical attractiveness is combined with the positive first impression. The trainer may also consider in its assessment global involvement, attitude and agreeableness of trainees. We have to do with an opposite effect in case of persons at whom we perceive negative features in physical appearance and behaviour. While paying regard to the so-called first impression, we can automatically assign disadvantages to them, minimising advantages, it is the so-called **"horn" effect** or the **Golem effect**.
- 2) In fear of extreme assessment, there appears the so-called **error of central tendency**, proving the assessor's prudence.
- 3) The trainer may also be subject to the impact of previously issued assessments from other modules or subjects.
- 4) Another assessment error is constituted by the assignment to trainees of features being an opposite or parallel to the assessor's nature.
- 5) Trainers may also have a tendency to pay attention to the sharpness of features of assessed works and persons. Sharpness is often connected with the attractiveness of the message and can affect positively the general assessment. If the beginning is interesting, convincing and intriguing, we have a tendency to assess the whole positively. Initial statements are key in assessment, this is the so-called **serial position effect**.

¹⁰⁶ <http://spgskomielna.witronik.pl/dok/publikacja1.pdf> (access: 30 September 2018).

¹⁰⁷ <http://spgskomielna.witronik.pl/dok/publikacja1.pdf> (access: 30 September 2018).

6) The assessment process may be distorted due to the **phenomenon of self-fulfilling prophecy**, when initial trainee labelling leads in the assessment process to confirmation of made initial assumptions.

In the beginning, the trainer may positively or negatively assess the trainee, and then reinforce with its behaviour these features in it so that the belief is confirmed.¹⁰⁸

IMPORTANT: It is worth to be aware of assessment distortions and remember that positive assessments, much more than penalties, reinforce desired behaviours and motivate participants to learn. Positive information on progress and aroused emotions may affect relations with the trainer/teacher and interest in a given area of knowledge.¹⁰⁹

The most important **functions of assessment** include:

- 1) **instructional function** – while assessing the trainee's progress, the trainer offers it specific activity forms so that it can use its potential better;
- 2) **motivational function** – assessment mobilises to action and orientates towards further search in the given area;
- 3) **affirmative function** – assessment strengthens self-confidence and causation;
- 4) **informational function** – assessment means the information on result in reference to a model, allowing for the formation of self-assessment of one's own competences;
- 5) **diagnostic function** – assessment is a factor supporting the career course, it is a view on progress in which the given person participates, it is used for progress monitoring and determining individual needs.¹¹⁰ It allows for the determination of strengths and weaknesses, as well as for the provision of advice in planning further educational and professional activities;¹¹¹
- 6) **formative function** – provides the trainer with feedback concerning the improvement of its workshop: methods of work, appropriate didactic aids.¹¹²

Important: Assessment must be public, justified and objective, fair, in an opinion of the trainee and the trainer, who should justify it, because it is favourable for a proper approach to one's work and forms motivation.¹¹³

Didactic measurement

This is the method of verifying results of the didactic process characterised with adequate accuracy.¹¹⁴ In order to make it properly, the curriculum should be analysed with regard to objectives and teaching material, as a result of which we establish the teaching content.

¹⁰⁸ Development: T. Nieroda, R. Hańbicki tarnow.zp.gov.pl/wp-content/plugins/download-attachments/.../download (access: 30 September 2018).

¹⁰⁹ Development: T. Nieroda, R. Hańbicki tarnow.zp.gov.pl/wp-content/plugins/download-attachments/.../download (access: 30 September 2018).

¹¹⁰ Development: T. Nieroda, R. Hańbicki tarnow.zp.gov.pl/wp-content/plugins/download-attachments/.../download (access: 30 September 2018).

¹¹¹ <http://spgskomielnawitronik.pl/dok/publikacja1.pdf> (access: 30 September 2018).

¹¹² <http://spgskomielnawitronik.pl/dok/publikacja1.pdf> (access: 30 September 2018).

¹¹³ <http://spgskomielnawitronik.pl/dok/publikacja1.pdf> (access: 30 September 2018).

¹¹⁴ M. Orłowska: Didactic measurement, <https://szkolnictwo.pl/index.php?id=PU6128> (access: 30 September 2018).

It translates later into grades corresponding with trainees' achievements.

The **educational attainment test** is: "(...) set of tasks to be solved during one school class and adjusting to the specific teaching content in the way allowing for the establishment based on their results to what degree this content is developed by the examined individual". In other words, it is the knowledge test.

Typology of written tasks

All test tasks are divided into two types:

- 1) **open** – to which the trainee forms an answer on its own, expressing it in the way provided in the instruction. **Open tasks** have three basic forms:
 - **extended answer** – i.e. statement extended in interrelated tasks, striving for the essay,
 - **short answer** – formulated briefly (from one word to 2-3 sentences),
 - **with a gap** – requires filling in or correcting the entire fragment of omitted or wrongly written text;
- 2) **closed** – where the trainee selected one of the provided answers. Closed tasks may have three forms:
 - **multiple choice** – requires the selection of one (or more) correct answer from among several alternative answers,
 - **match-up** – requires assignment or putting in order some tasks elements according to the provided principle,
 - **truth – false** – requires establishment whether the statement is true or false"¹¹⁵.

Decalogue of assessment:

- 1) Assessment should consider the learning specificity and support it.
- 2) Differences among particular participants should be considered in assessment. Assessment and application of the assessment tool should encourage to present one's creativity and originality.
- 3) The assessment purpose should be clearly defined. The trainer and the trainee must know why the assessment is conducted and know the justification of choosing a given verification form.
- 4) Assessment should be accurate. It means that the selected method should accurately verify what the assessment subject is.
- 5) Assessment should be reliable. If possible, subjectivism should be eliminated and assessment should be made independent on the examiner.
- 6) All assessment forms must provide the trainee with feedback about its learning outcomes and stimulate development, showing it the direction of improvement.
- 7) Assessment should encourage the trainee and the trainer to the reflection about previous work. Therefore, continuous evaluation and improvement of assessment is necessary.
- 8) Assessment is an integral part of the teaching plan. Teaching and learning should be planned together with forms of verification and assessment, so that participants can present their learning outcomes as best they can.

¹¹⁵ M. Orłowska: *Didactic measurement*, <https://szkolnictwo.pl/index.php?id=PU6128> (access: 30 September 2018).

- 9) Assessment requires reasonable weighting. Too many tests in the short time burdens both effective learning and teaching.
- 10) Assessment criteria should be comprehensible, clear and known. Participants must know what is expected from them".¹¹⁶

Recommended literature – more can be read on the given topic in:

1. Ciżkowicz K. Ochenduszek J.: *Pomiar sprawdzający wielostopniowy [Multistage Verifying Measurement]*. WSiP, Warszawa 1998.
2. Dix P.: *Jak oceniać postępy uczniów [How to Assess Students' Progress]*. PWN, Warszawa 2014.
3. Flasz-Gębarowska A.: *Psychologiczne aspekty oceniania [Psychological Aspects of Assessment]*. [in:] Konopka I. (ed.), 2015: *Ocenianie w klasach I-III [Assessment in Classes I-III]*. ORE, Warszawa 2015.
4. Niemierko B.: *Między oceną szkolną a dydaktyczną: bliżej dydaktyki [Between the Scholar and Didactic Assessment: Closer to Didactics]*. WSiP, Warszawa 1999.
5. Niemierko B.: *Pomiar wyników kształcenia [Measurement of Learning Outcomes]*. Warszawa WSiP 1999.
6. Noizet G., Caverni P.: *Psychologiczne aspekty oceniania osiągnięć szkolnych [Psychological Aspects of Assessment of Scholar Achievements]*. PWN, Warszawa 1998.
7. Szaran T.: *Pomiar dydaktyczny [Didactic Measurement]*. Warszawa WSiP 2000.
8. Tyszka T.: *Psychologiczne pułapki oceniania i podejmowanie decyzji [Psychological Traps of Assessment and Decision Making]*. GWP, Gdańsk 1999.

4.1.12. What and how to document during training?

The training documentation scope depends on arrangements with the training ordering party and/or in internal standards functioning in a given training institution.

Basic documentation may include:

- 1) Training curriculum.
- 2) Teaching materials.
- 3) Attendance list of training participants.
- 4) Class book.
- 5) List of recipients of training completion certificates.
- 6) Consent to the processing of personal data for the training purposes (GDPR).
- 7) Trainer work card (optional).

The given study has already mentioned the training curriculum and teaching materials, so we will focus on the remaining documentation.

An attendance list of training participants and a list of recipients of training completion certificates should contain the following information:

- 1) Training title;
- 2) Place and date;
- 3) Table with columns: number, first and last name of a course participant, signature confirming participation in training on a given date, optional – name of an institution, e-mail address;
- 4) First and last name of the trainer;
- 5) Optional – signature of the trainer as the confirmation of classes being conducted.

¹¹⁶ <http://spgskomielna.witronik.pl/dok/publikacja1.pdf> (access: 30 September 2018).

A class book should be introduced in the case of few days' training. Although there are institutions that establish the class book even for one-day training.

Exemplary structure of the class book:

- 1) Title page: subject of training, date of its commencement and completion, logotypes of a training institution;
- 2) List of training participants in the table form, providing first and last names of participants and a column with the possibility of writing one's signature confirming participation on particular training days;
- 3) List of certificate collection in the table form, providing participant data and a place for signature confirming the certificate/diploma collection;
- 4) Class schedule with a list of subjects to be implemented, date of their performance, hours of performance on specific days, indication of a number of completed hours, optional – a number of participants present and absent on particular class subjects, place for the trainer's signature at every subject. Below you may find an example of the table including these data.
- 5) Class report: class subject, data of training institution, number of participant starting and completing classes, signature of the trainer.

Class schedule

| | | | |
|--------------------|-------|------------------------------------|----------|
| Organiser | | | |
| Subject | | | |
| Class place | | Total number of clock hours | 8 |

| Class date | Subject / Topic | Time from...to | Number of hours | Number of present participants | Number of absent participants | Signature of the trainer |
|------------|-----------------|----------------|-----------------|--------------------------------|-------------------------------|--------------------------|
| 2017-10-21 | Subject 1 | 10.00-12.00 | | | | |
| | Topic 1 | | 2 | | | |
| | Break | 12.00-12.15 | | | | |

In the case of training completed with aid measures from the European Union, it is often required that the trainer conducts a work card, where it shows its involvement in all projects. A number of hours of such involvement per month cannot exceed 276.

New requirements for training organisers are imposed by the General Data Protection Regulation (GDPR) – an EU regulation containing provisions of natural person protection in connection with the personal data processing and provisions of free flow of personal data.

According to the GDPR, the company/organisation must demonstrate that e.g. in the case of trainees their consent to processing was granted. The consent must be:

- voluntary,
- particular,
- specific (consent is important if granted for the specific data use),
- conscious (transparency is required),
- its withdrawal should be easy (the user should have a way of signalling its willingness to withdraw the consent).

Minimal requirements for the consent:

- identity of data controller,
- purposes of every processing operation,
- types of data acquired and applied, possibility of consent withdrawal,
- information on decisions possibly made automatically,
- information on possible data sending to third countries.

Recommended literature – more can be read on the given topic in:

1. Ługuna M., Fortuna P.: *Przygotowanie szkolenia [Training Preparation]*. GWP 2015.
2. Ługuna M., Kozak A.: *Metody prowadzenia szkolenia czyli niezbędnik trenera [Training Methods or the Trainer's Must-Have]*. GWP 2015.
3. Torój M.: *Praca z grupą szkoleniową [Work with the Training Group]*. GWP 2016.
4. Witkowski T., Jarmuż S.: *Podręcznik trenera [Trainer's Handbook]*. Wydawnictwo Moderator 2004.

4.2. Exercises

Exercise 1. (to question 1)

The field of pedagogics, covering the issues of adult education, the theory of adult education is:

- a) gerontology.
- b) andragogics.
- c) tyflopädagogie.
- d) oligophrenopädagogie.

Exercise 2. (to question 1)

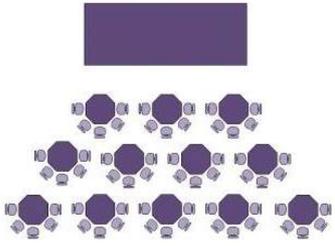
Connect the terms, constituting names of adult learning process phases according to the so-called Kolb's cycle, with correct definition.

- Experience,
- Observation/Reflection,
- Drawing conclusions/Theory,
- Transfer to practice/Testing.

| | |
|---|--|
| Getting to know new content and performance of new tasks and activities. | |
| Analysis of experience, its consideration from various sides. | |
| Searching for rules, generalisation, allowing for the formation of a common vision. | |
| Verification of acquired knowledge and skills in real situations. | |

Exercise 3. (to question 2)

Connect photos of training room styles with their names.

| | | |
|---|--|---|
|  <p>Source: http://www.slubnaalejka.blogspot.com/2011/09/jak-posadzic-gosci-weselnych.html</p> |  <p>Source: https://pl.pinterest.com/pin/236509417902989756</p> |  <p>Source: https://pl.pinterest.com/pin/471400285976361116</p> |
|---|--|---|

| | | |
|---------------------|----------------------|----------------------|
| School style | Theatre style | Cabaret style |
|---------------------|----------------------|----------------------|

Exercise 4. (to question 3)

Put in correct order the below stages of preparation of teaching materials:

| | |
|---|--|
| Establishment of purposes of training materials that should be compliant with the training purposes | |
| Determination of a function and structure of teaching materials | |
| Development of training materials | |
| Review of materials and their possible correction | |
| Final modification of teaching materials | |

Exercise 5. (to question 4)

Indicate good practice related to the preparation of presentations for the training purposes:

| Examples | Good practice that should be followed while preparing presentation |
|--|--|
| It is recommended to prepare the presentation plan on paper, with use of pencil | |
| If the training room is to be sunlit, any colours can be used on the presentation | |
| Each slide should have a title, number | |
| Slide text must be legible, thus it is recommended that it includes from 15 to 16 text lines | |
| Recommended font size is min. 18 points and for titles – 36 points | |
| In order to limit the third party's access to the presentation, it should be saved only on the trainer's laptop, as it is its author | |

Exercise 6. (to question 5)

Complete sentence with word from the frame so that it is true.
Group integration should be conducted....

| | | |
|---------------------|----------------------------------|----------------------------|
| during the training | in the beginning of the training | at the end of the training |
|---------------------|----------------------------------|----------------------------|

Exercise 7. (to question 6)

Connect the following names of trainer's roles with their correct definitions:

- TRAINER,
- COACH,
- MENTOR,
- FACILITATOR,
- CAREER ADVISOR.

| | |
|---|--|
| A person who conducts training, its main role is the transfer of knowledge and improvement of appropriate skills and behaviours of trainees | |
| It concentrates on the discovery and release of potential in its client, which is done with the method of posing inspirational questions. | |
| An individual who has very high competences: thorough knowledge and professional experience and wants to transfer it to another person who enters the profession, thus allowing it for quicker adaptation in a new environment and quicker achievement of results | |
| A person who watches the process, supports cooperation and skilfully intervenes, if needed. It remains neutral and impartial, does not present its opinions, and does not contribute any substantial input. Often it is also a mediator. | |
| A specialist providing with advice and individual information in direct contact with the client and remotely, as well as conducting group classes | |

Exercise 8. (to question 7)

Assign the following roles performed in a team to main groups:

- Team Spirit,
- Coordinator,
- Value Critic,
- Locomotive,
- Liaison,
- Thinker,
- Perfectionist,
- Executor,
- Specialist.

| Main groups of roles performed in the team | Role performed in the team |
|---|----------------------------|
| Persons oriented towards the task performance | |
| | |
| | |
| Persons oriented towards people | |
| | |
| | |
| Intellectual persons | |
| | |
| | |

Exercise 9. (to question 8)

Put in order of appearance the following phases in the group (according to the classification by B.W. Tuckman and M.A.C. Jensen):

- Phase of deliberate and conscious activity,
- Phase of conflict and revolt,
- Phase of orientation and dependencies,
- Phase of adjourning,
- Phase of cohesion and cooperation.

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |

Exercise 10. (to question 9)

Connect difficulties provoked by participants with description of the trainee's behaviour.

| Difficulties provoked by participants | Description of the trainee's behaviour |
|---------------------------------------|---|
| <i>Quiet or shy trainee</i> | It draws everybody's attention, often shifting attention away from the topic with its asides. |
| <i>Unwilling or bored trainee</i> | It usually sits in front or hides in the back. |
| <i>Group clown</i> | Blocks statements of other trainees with its statements. |
| <i>Talkative and dominant trainee</i> | It knows everything the best. |

Correct answer:

| Difficulties provoked by participants | Description of the trainee's behaviour |
|---------------------------------------|---|
| <i>Group clown</i> | It draws everybody's attention, often shifting attention away from the topic with its asides. |
| <i>Quiet or shy trainee</i> | It usually sits in front or hides in the back. |
| <i>Talkative and dominant trainee</i> | Blocks statements of other trainees with its statements. |
| <i>Unwilling or bored trainee</i> | It knows everything the best. |

Exercise 11. (to question 10)

Connect style names with their correct definitions.

- 1) Analyst style,
- 2) Advisor style,
- 3) Friend style,
- 4) Leader style.

| | |
|--|--|
| characterised with cool and distance approach to trainees, such a person does not want to be the soul of the company, it emphasises logic, is prudent and precise. It limits expression and eye contact. | |
| characterised with openness and readiness to help, support participants. The trainer refers to its examples. It builds good relations with participants and tries to maintain them. | |
| it refers to persons who establish new contacts and open up for others. They like cooperation and are flexible, however their excessive amicability may constitute a threat. | |
| preferred by self-confident and decisive persons, oriented towards the accomplishment of specific objectives, fond of convincing others to their points, speaking confidently and freely. Sometimes they can make decisions too quickly and want to implement them | |

Exercise 12. (to question 11)

Connect the following terms being names of assessment traps with their correct definitions:

- 1) so-called central tendency error.
- 2) so-called serial position effect.
- 3) self-fulfilling prophecy phenomenon.

| | |
|--|--|
| If the beginning is interesting, convincing and intriguing, we have a tendency to assess the whole positively. Initial statements are key in assessment. | |
| Initial trainee labelling leads in the assessment process to confirmation of made initial assumptions. | |
| It results from the fear of extreme assessment, proving the assessor's prudence. | |

Exercise 13. (to question 12)

Indicated in the table below, pursuant to the EU General Data Protection Regulation, proper principles according to which the consent to personal data processing should be granted.

| Examples | The consent must be |
|--|---------------------|
| particular | |
| mandatory | |
| specific (consent is important if granted for the specific data use) | |
| conscious (transparency is required) | |
| its withdrawal is impossible | |

4.3. Progress test

| Can you: | Yes | No |
|---|-----|----|
| 1) Define the term <i>andragogics</i> ? | | |
| 2) Present the specificity of adult learning? | | |
| 3) Explain subsequent phases of adult learning in the so-called Kolb's cycle? | | |
| 4) List trainee types representing features of several learning styles, assigning training methods optimal for them? | | |
| 5) Select the table and chair setting for the purposes of the conducted training? | | |
| 6) Select and indicated advantages and disadvantages of didactic aids? | | |
| 7) Select didactic aids as appropriate to the purpose and perceptual capabilities of participants? | | |
| 8) Develop training materials for participants? | | |
| 9) How to prepare presentation for the training purposes? | | |
| 10) Determine purposes of the group integration? | | |
| 11) Select and apply appropriate team-building exercise to the group specificity from the point of view of accomplishment of didactic purposes? | | |
| 12) Determine the specificity of the trainer's work? | | |
| 13) Determine the specificity of the coach's work? | | |
| 14) Determine the specificity of the mentor's work? | | |
| 15) Determine the specificity of the facilitator's work? | | |
| 16) Determine the specificity of the career advisor's work? | | |
| 17) Describe team roles performed by trainees during the training according to the division by M. Belbin? | | |
| 18) Describe phases in the group (according to the classification by B.W. Tuckman and M.A.C. Jensen)? | | |
| 19) Identify and indicate the way of operating at the appearance of difficulties resulting from mistakes in preparation? | | |
| 20) Identify and indicate the way of operating at the appearance of difficulties occurring during the training? | | |
| 21) Identify and indicate the way of operating at the appearance of difficulties provoked by trainees? | | |
| 22) List and describe communication types? | | |
| 23) Determine functions of gestures and facial expressions? | | |
| 24) List and describe communication styles? | | |
| 25) Present active listening methods? | | |
| 26) Determine aspects of the didactic assessment? | | |
| 27) Explain general principles and methods of didactic measurement? | | |
| 28) Apply assessment criteria and methods of verifying learning outcomes? | | |
| 29) Keep the training documentation according to the adopted principles? | | |

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills). If necessary, use additional source of information prepared to each topic.

Unit 3. Promotion and provision of the quality of training services and awarding the qualifications

4.1. Teaching material

4.1.1. What is validation and certification?

What is validation?¹¹⁷

Validation – verification whether a person applying for the awarding of a given qualification, regardless of its learning method, has achieved a separate part of or all learning outcomes required for this qualification. Validation constitutes a multidimensional and multistage process, covering the identification, documentation and verification of learning outcomes of a given individual. Identification and documenting are particularly important for persons who have been learning without the use of organised learning forms. For the validation credibility, it is necessary to indicate clear criteria for verification, adjusted to the nature of learning outcomes.

Positive validation result leads to the awarding of a certificate confirming the acquisition of qualification contained in the Integrated Qualifications System.

Validation methods:

1) *Analysis of evidence and declarations*

It consists in the collection of documents and products of a given person with regard to the level at which they may testify to the achievement of learning outcomes by an applicant. Evidence must be picked with regard to learning outcomes that it is to confirm.

Exemplary evidence:

- work samples (e.g. drawings, photos, project descriptions, reports, audio and video records),
- professional activity records (e.g. memos, e-mails, work cards),
- results of use of other methods (e.g. simulation, observation, tests, interviews, presentations, competence balance – including in an electronic form),
- completed course certificates,
- certificates, diplomas,
- academic degrees and titles.

2) *Study of competences*

It consists in the identification and analysis of the individual's knowledge, skills and social competences, including its talents and motivations, in order to develop a plan of professional development or further learning.

3) *Observation in real conditions*

It consists in the analysis of the applicant's activities in real conditions for the performance of tasks specified in the description of qualifications.

¹¹⁷ Developed with use of materials published on the website: <http://walidacja.ibe.edu.pl/metody/metody-walidacji/analiza-dowodow-i-deklaracji> (access: 30 September 2018).

4) Observation in simulated conditions (simulation)

It consists in the analysis of the applicant's activities in the conditions similar to the real ones, created for the purposes of the validation process.

5) Open interview

It consists in the exchange of questions and answers in the form of unstructured conversation between an interviewer and an individual commencing validation.

6) Presentation

It consists in the preparation, presentation and discussion of a specific subject before the expert panel (e.g. assessors).

7) Structured interview

It consists in asking a series of standardised closed questions and in the analysis of responses.

8) Open debate

It consists in the exchange of arguments for a specific subject. It occurs in the group and participants are given broad discretion, as no specific functions are assigned to them nor the position presentation method is imposed.

9) Structured debate

It consists in the organised and moderated (facilitated) discussion in a group of persons through the exchange of arguments concerning the selected subject. It may go according to the specific scenario.

10) Theoretical test

It consists in asking the applicant questions or performing specific tasks within the scope of knowledge and cognitive skills and in the analysis of results of these actions.

What is certification?¹¹⁸

Certification is the process as a result of which an individual applying for the award of a specific qualification, after obtaining a positive result of validation, receives from the entitled certifying entity a document confirming the award of the specific qualification.

The certification process is executed according to the established procedure.

In the case of some qualifications acquired outside the education and higher education systems, validation and certification constitute tasks of different entities (e.g. in Poland a driving licence exam is conducted by the regional training centre for drivers and certified, i.e. a document is issued, by the governor).

Certifying institution is an entity that has acquired the certification rights, being entitled to award specific qualifications.

Fig. 1 and 2 present the validation and certification of qualifications of the RES installation fitter in Poland in the formal and non-formal education systems.

¹¹⁸ <http://kwalifikacje.edu.pl/baza-wiedzy/slowniczek/> (access: 30 September 2018).

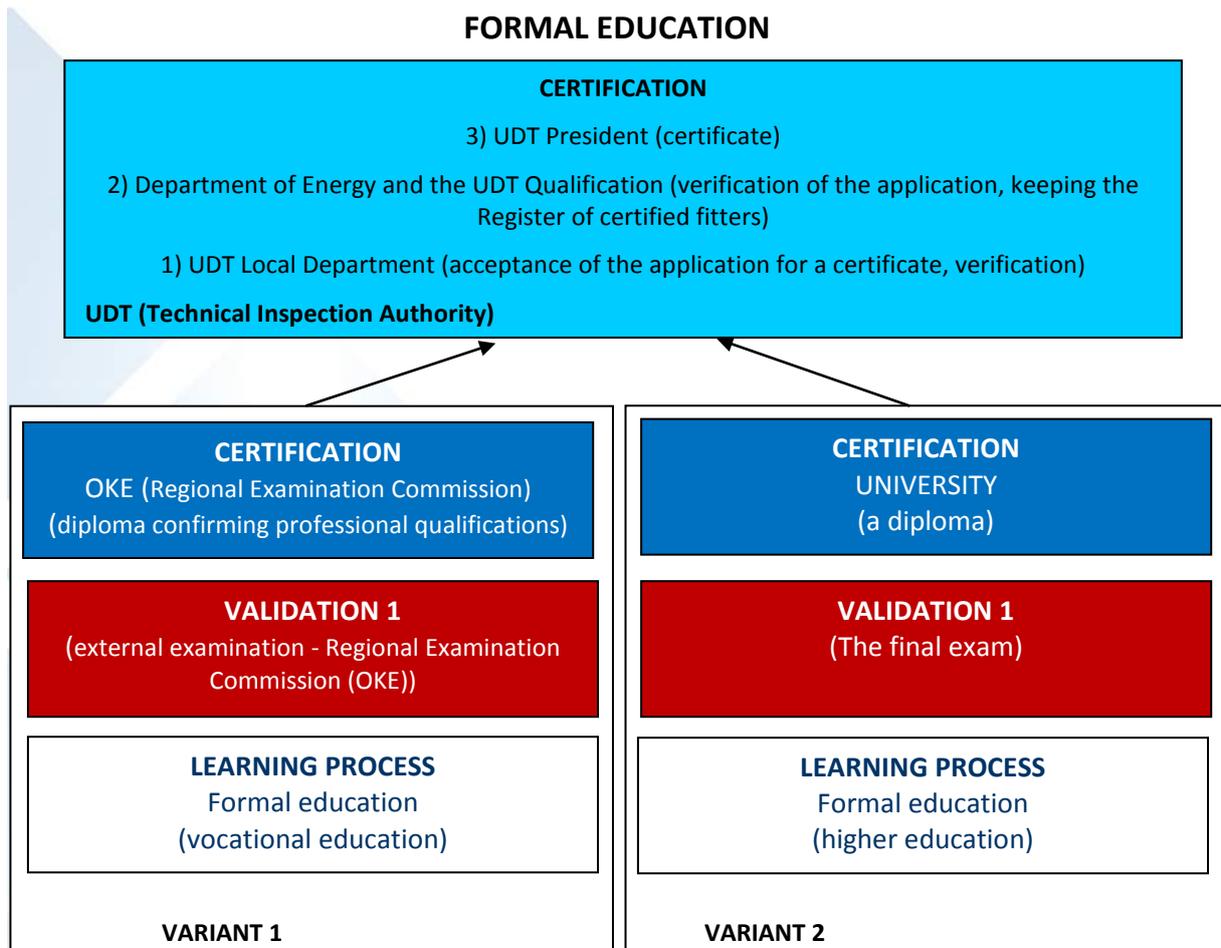


Fig. 1. The validation and certification of qualifications for a of photovoltaic systems installer in the formal education system in Poland

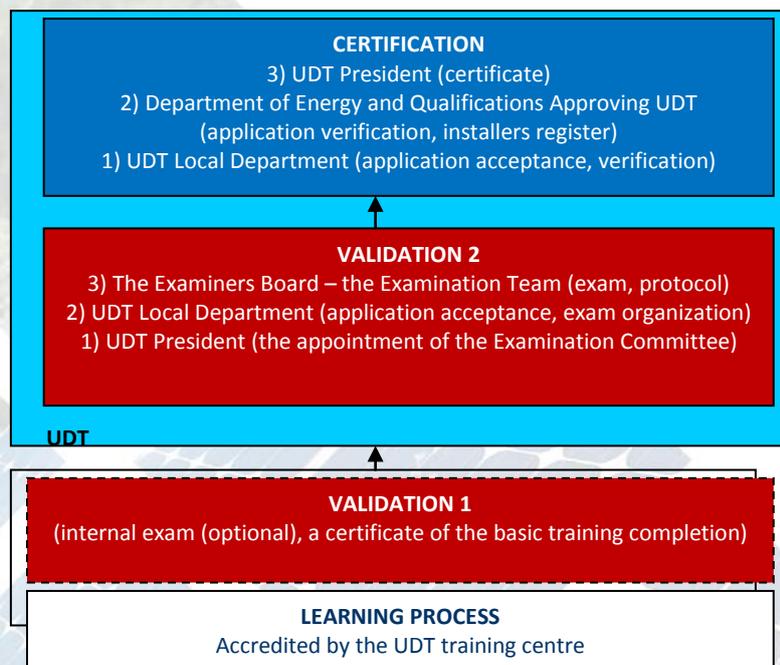


Fig. 2. The validation and certification of qualifications for a photovoltaic system fitter in the formal education system

Recommended literature – more can be read on the given topic in:

1. Bacia E.: *Walidacja efektów uczenia się uzyskanych poza systemem edukacji formalnej jako nowe wyzwanie dla polityki na rzecz uczenia się przez całe życie [Validation of learning outcomes acquired outside the formal education system as a new challenge for politics for the benefit of lifelong learning]*. Warszawa: Instytut Badań Edukacyjnych 2014.
<http://www.kwalifikacje.edu.pl/images/download/Publikacje/Walidacja.pdf> (access: 30.09.2018)
2. Cedefop. *European Inventory on validation of non-formal and informal learning [database]*.
<http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory> (access: 30.09.2018)
3. Duvekot R., Schuur K. (ed.): *Building Personalized Learning. A handbook for creating a common theoretical background on concepts regarding personalized learning*. Vught: EC_VPL 2014.
4. European Commission; Cedefop; ICF International (2014). *European inventory on validation of non-formal and informal learning 2014. Thematic report: validation methods*. Luxembourg: Publications Office. Downloaded from <http://libserver.cedefop.europa.eu/vetlib/2014/87240.pdf>
5. Gmaj I., Grzeszczak J., Leyk A., Pierwieńiecka R., Tauber M., Walicka S.: *Zagraniczne systemy walidacji. Przegląd rozwiązań [Foreign Validation Systems. Review of Solutions]*. Warszawa: Instytut Badań Edukacyjnych 2017.
6. Lynch B., Shaw P.: *Portfolios, power and ethics*. *TESOL Quarterly*, 39(2), 2005, p. 263–297. Downloaded from <http://onlinelibrary.wiley.com/doi/10.2307/3588311/epdf>
7. NVR: *E-tools and Validation – areas of significance and dilemmas*. 2010. Downloaded from http://biblioteka-krk.ibe.edu.pl/opac_css/doc_num.php?explnum_id=413 (access: 30.09.2018)
8. *Europortfolio website*: <http://www.eportfolio.eu/> (access: 30.09.2018)
9. *Reflection for learning*: <https://sites.google.com/site/reflection4learning/Home> (access: 30.09.2018)
10. Strivens J., Waranet Strivens R., Wad R., Guàrdia L., Maina M., Barberà E., Alsina I., Wolf B.: *E-Portfolio competency recognition and accreditation framework [draft], 2014*.
<https://docs.google.com/document/d/1OEIHt9u1H6WtjHDC1gZjOj58h4HsQtm4mRqemsj1cjs/edit> (access: 30.09.2018)
11. *ValidAid: Final version of methods and tools for evaluation of the low-qualified employees who will take part in the validation procedures in sector “Trade”, “IT and Communications” and sector “Finance”*. Work Package, 6, 2010, 23–24.
<http://www.validaid.eu/images/validaidkit/methodstools.pdf> (access: 30.09.2018)

4.1.2. Can the standard ISO/IEC 17024:2012 be applied in the processes of validation and certification of professional competences?

What is the standard ISO/IEC 17024:2012?¹¹⁹

International standard ISO/IEC 17024:2012. Compliance assessment – general requirements concerning entities certifying the personnel are defined in criteria for operation of the Personnel Certification Authority (called also a personnel certification authority). The standard covers the requirements concerning the development and maintenance of a personnel certification system, on which certification is based.

¹¹⁹ https://en.wikipedia.org/wiki/ISO/IEC_17024 (access: 30 September 2018).

The standard includes requirements for the personnel certification authority in the following areas:

1) General requirements for the personnel certification authority:

This section describes general requirements for personnel certification authorities. General requirements include the criteria for a legal status of the personnel certification authority (certifying authority must be a legal person), criteria related to financial resources and responsibility of the personnel certification authority (certifying authority must have sufficient funds to cover its obligations and activities), requirements concerning neutrality and neutral operation of the personnel certification authority, as well as requirements according to which the personnel certification authority takes responsibility for a certification-related decision (decision on awarding a certificate to a given person cannot be outsourced to any other entity).

2) Structural requirements for the personnel certification authority:

This section describes structural requirements for personnel certification authorities. Structural requirement includes the criteria concerning an organisational structure of the personnel certification authority, including its management method. This section contains detailed requirements concerning a structure of the certification authority with respect to training. In particular, if the certification authority offers also training, it must demonstrate how training does not affect the certification neutrality.

3) Requirements concerning resources for the personnel certification authority:

This section describes requirements concerning resources for personnel certification authorities. Requirements concerning resources cover criteria for the personnel and the personnel certification authority staff. Specific requirements for persons (both internal in the organisation and external towards the organisation, such consultants and volunteers) involved in certification activities are included, just like the outsourcing-related criteria. This section includes also the requirements concerning other resources, such as examination equipment required for the performance of certifying activities.

4) Provisions and informational requirements for the personnel certification authority:

This section described provisions and informational requirements for personnel certification authorities. Requirements include criteria concerning admissions of persons interested in certification. Requirements concerning the scope of information that must be made public, as well as information that must be confidential. This part covers the information security criteria (related e.g. to examination documents, etc.).

5) Certification procedure:

This section covers the requirements concerning the development and maintenance of a certification system. The certification system constitutes competences and other requirements concerning the award of certification to a given person and covers the scope of certification, description of process and task, competences required from an applicant, skills (if applicable), prerequisites (if applicable) and code of conduct. Criteria for initial certification and re-certification must be a part of the system and they include a description of assessment methods and criteria for suspension and withdrawal of certification.

6) Requirements of the certification process for the personnel certification authority:

This section includes requirements concerning the certification process, including criteria concerning the process of filing an application for certification, assessment process, process of research and decision on certification. Criteria suspending, withdrawing or limiting the scope of requirements concerning certification and re-certification are

included here. This section contains also requirements concerning the use of certificates, logotypes and characters, as well as requirements related to appeals and complaints.

7) Requirements concerning the management system for the personnel certification authority:

This section requires from the certification authority the establishment, documentation, implementation and maintenance of the management system capable of meeting the standard requirements. An authority that has established and maintained the management system compliant with ISO 9001 and that is able to handle ISO / IEC 17024 meets requirements of the management system ISO / IEC 17024.

Exemplary advantages of the standard:

- 1) The standard ISO / IEC 17024 issued by the International Standardisation Organisation (ISO) in 2003 has been designed to harmonise the personnel certification process all over the world.
- 2) The standard arranges the following issues:
 - it defines what is confirmed (competences),
 - competences constitute a set of knowledge, skills and personal features,
 - conducting an exam must not depend on the training process,
 - competences must be verified during the exam.
- 3) It forces the personnel certification organisation to introduce the procedures of certification, appeal, recertification and other requirements.
- 4) In the certification procedure, continuous improvement of the personnel certification authority staff is important.
- 5) The personnel certification authority must improve its personnel competence certification processes.

Exemplary disadvantages of the standard:

- 1) It requires the documentation development.
- 2) According to the standard requirements, the personnel certification authority must be subject to accreditation by an external unit.
- 3) Accreditation is payable.
- 4) The personnel certification authority must maintain the personnel occupying with the system requirement documentation.
- 5) System bureaucracy.
- 6) Costs of maintenance of accreditation of the personnel certification authority are transferred to persons applying for certification and increase them.
- 7) A certificate is not awarded for an indefinite period. It should be regularly renewed, thus increasing costs.

Recommended literature – more can be read on the given topic in:

1. *Gasiorowski-Denis E: New and improved ISO/IEC 17024 standard for personnel certification programmes, July 24, 2012.*
2. *MacCurtain S. and Woodley, C.: Presentation of the New Standard: ISO/IEC 17024:2012.*
3. *Davies S.: Easy reference for ISO 17024, Personnel Certification and Training, June 2007.*

4.1.3. How training evaluation should be conducted and improved?

Definition of evaluation

Evaluation (evaluation research) – *"process of collecting, analysing and valuing data in order to provide knowledge necessary to make decisions concerning future actions. Evaluation may concern documents, actions, processes, persons, outcomes, etc. Evaluation constitutes a continuous process, while its results serve the correction and improvement of conducted activities"*.¹²⁰

Evaluation (evaluation research) – *"process of collecting, analysing and valuing data in order to provide knowledge necessary to make decisions concerning future actions. Evaluation may concern documents, actions, processes, persons, outcomes, etc. Evaluation constitutes a continuous process, while its results serve the correction and improvement of conducted activities."*

Evaluation stages:

- 1) Planning.
- 2) Research implementation.
- 3) Summary and analysis of data.
- 4) Reporting.
- 5) Dissemination and application of results.¹²¹

Methods of evaluation and class summary

Evaluation can be conducted traditionally with use of a survey or in a more interesting way with use of games, constituting the summary of classes and the material to draw conclusions.

If it wants to introduce active methods of class evaluation, the trainer may use the following proposals:

1. **Emoji** – the trainer draws on the board three emoji: satisfied, neutral and sad, and then asks participants to put their sign at one of them according to their level of satisfaction with classes.
2. **Thermometer** – the trainer draws on the board a thermometer and asks trainees to draw a line in an appropriate place – high temperature means satisfaction.
3. **Coordinate axis** – participants can mark with a digit how they liked the training. Also a card can be glued.
4. **Thumbs** – the trainer asks a question concerning satisfaction with classes and participants show thumbs up or thumbs down.
5. **Cards** – the trainer hands over self-adhesive cards to trainees and asks them to write there what good they take from classes and stuck them on the board. In addition, cards can also be stuck on the board, near the picture of suitcase (what I take with me) and bin (what I do not take with me).
6. **Line on the floor** – the trainer draws the line on the training room floor with a chalk, writing "yes" on the one side and "no" on the other side. Then it slowly reads out the previously prepared statements concerning classes and participants go to the side that is adequate to them.

¹²⁰ https://mfiles.pl/pl/index.php/Badanie_ewaluacyjne (access: 30 September 2018).

¹²¹ <https://etnograficzna.pl/ewaluacja-co-to-jest-i-jak-to-sie-r-obi/> (access: 30 September 2018).

7. **Round** – classical form of statement after classes, when the trainer asks that every participant speaks about the things it liked, what could be performed better or differently.

"Soundless" games do not enable trainees to justify their choice, speak in a comment. Thus, the Round constitutes a very interesting proposal, opens up for communication and opinion expression.

Recommended literature – more can be read on the given topic in:

1. Galloway Ch.: *Psychologia uczenia się i nauczania, t. I-II [Psychology of Learning and Teaching, vol. I-II]*. PWN, Warszawa 1988.
2. Joint Committee on Standards for Educational Evaluation, *Standards for evaluations of educational programs, projects, and materials* (New York: McGraw-Hill 1981).
3. Korporowicz L. (ed.): *Ewaluacja w edukacji [Evaluation in Education]*. Oficyna Naukowa, Warszawa 1997.
4. Mizerek H. (ed.): *Ewaluacja w szkole. Wybór tekstów [Evaluation at School. Selection of Texts]. Program TERM*, Olsztyn 1997.
5. Olejniczak K., Kozak M., Ledzion B. (ed.): *Teoria i praktyka ewaluacji interwencji publicznych [Theory and Practice of Evaluation of Public Interventions]*, Wydawnictwa Akademickie i Profesjonalne. Warszawa 2008.
6. Tołowińska-Królikowska E. (ed.): *Autoewaluacja w szkole [Self-Evaluation at School]*, Ośrodek Rozwoju Edukacji, Warszawa 2010.

4.1.4. How can the trainer conduct promotion and dissemination of professional training in non-formal education and in working environment?

Training promotion and dissemination means marketing activities aimed at the increase of demand for this type of services. Performed activities affect decisions of potential trainees.

So how to efficiently promote training?

- 1) The **idea** of the scope within which we want to train is the most important.
- 2) Then, one's **group of recipients** must be established through the collection of information on them, their educational needs and expectations.
- 3) The next step is to plan training, **establish a goal, educational content, curriculum, results** that it should bring. One should think where and when we shall perform this event, taking into account potential recipients. It is important to select the "carrier" of these pieces of information and the statement style.

Training-related information should include:

- 1) First and last name of the trainer (scope of competences).
- 2) Curriculum.
- 3) Place and date of training.
- 4) Number of places.
- 5) Fees/reservations.
- 6) Prerequisites.

Promotion can be organised traditionally, in the **form of leaflets and posters** so that they are displayed in the place where potential candidates appear. At larger events, broader posting can be organised.

In addition, **short meetings** addressed to a target group, during a different event, can be organised. They may include conferences, seminars where one's offer can be presented, skills that can be learned may be demonstrated.

It is worth to organise successful promotion in the **Internet**, e.g. **establishing a fan page, website, and blog** (there are many free offers). We can certainly create our commercial, fully professional website, including: information on our activities and achievements, training offers. There should be an option of registration, purchase and many other elements.

Website positioning may appear to be important so that it is as high as possible in search results.

While starting the activity, we may **record podcast** or **short film** where the trainer presents itself and communicates the most important information on the given training.

Also an **e-book** can be written and given as a welcome gift at the training admission.

Thus, we get potential clients and extend the mailing list. It is worth to apply price incentives, where our client gains another interested person. It is a great idea to enable one's visitors order the **newsletter** to their e-mail. It should be kept in mind that an offer should be updated, style and language correctness should be cared for.¹²²

It is worth to present information on free websites with ads.

In addition, the so-called word-of-mouth information can be used and a circle of friends and colleagues can be drawn to one's planned undertaking. While placing the information in social media, we may excessively increase the circle of potential clients.¹²³

What else can be done to promote the course in the Internet?

Payment of subscription to the training website, visited by persons interested in training, constitutes an effective solution.

Mailing can be purchased in the educational and training portal that occupies with subjects close to our education. Thus, we will be able to reach many potential recipients.

Another proposal is an **advertisement banner** that directs visitors to a website with our training and **advertisement on local websites**.

One should also remember about **Facebook** that has extensive advertisement capacity.¹²⁴

Recommended literature – more can be read on the given topic in:

1. Cichoń M., Cisek M., Czopek K., Dejnaka A., Dudzic J., Dutko M.: *Biblia e-biznesu (ebook) [e-Business Bible]*. Wydawnictwo: Onepress.
2. Dutko M.: *E-biznes do Kwadratu [E-Business Squared]*. Wydawnictwo: Videopoint.

¹²² <http://www.edulider.pl/biznes/jak-mozna-promowac-kursy-w-internecie> (access: 30 September 2018).

¹²³ A. Królikowska: *Jak promować swoje pierwsze warsztaty i szkolenia, żeby przyciągnąć uczestników? [How to Promote One's First Workshop and Training to Attract Participants?]* <http://aniaorganizuje.pl/jak-promowac-warsztaty-i-szkolenia/> (access: 30 September 2018).

¹²⁴ <http://www.szkolenia24h.pl/artukul/jak-promowac-firme-szkoleniowa-w-internecie/1929/> (access: 30 September 2018).

4.2. Exercises

Exercise 1. (to question 1)

Connect the terms with their correct definitions.

- Validation
- Certification

| | |
|--|--|
| is the process as a result of which an individual applying for the award of a specific qualification, receives from the entitled entity a document confirming the award of the specific qualification. | |
| verification whether a person applying for the awarding of a given qualification, regardless of its learning method, has achieved a separate part of or all learning outcomes required for this qualification. | |

Exercise 2. (to question 1)

Connect the following terms related to validation methods with their correct definitions:

- Analysis of evidence and declarations,
- Study of competences,
- Observation in real conditions,
- Observation in simulated conditions (simulation),
- Open interview,
- Presentation,
- Structured interview,
- Open debate,
- Structured debate,
- Structured debate,
- Theoretical test.

| | |
|---|--|
| It consists in the analysis of the applicant's activities in real conditions for the performance of tasks specified in the description of qualifications. | |
| It consists in the analysis of the applicant's activities in the conditions similar to the real ones, created for the purposes of the validation process. | |
| It consists in the preparation, presentation and discussion of a specific subject before the expert panel (e.g. assessors). | |
| It consists in the exchange of arguments for a specific subject. It occurs in the group and participants are given broad discretion, as no specific functions are assigned to them nor the position presentation method is imposed. | |
| It consists in the exchange of questions and answers in the form of unstructured conversation between an interviewer and an individual commencing validation. | |
| It consists in asking the applicant questions or performing specific tasks within the scope of knowledge and cognitive skills and in the analysis of results of these actions. | |
| It consists in asking a series of standardised closed questions and in the analysis of responses. | |

| | |
|---|--|
| It consists in the collection of documents and products of a given person with regard to the level at which they may testify to the achievement of learning outcomes by an applicant. Evidence must be picked with regard to learning outcomes that it is to confirm. | |
| It consists in the identification and analysis of the individual's knowledge, skills and social competences, including its talents and motivations, in order to develop a plan of professional development or further learning. | |
| It consists in the organised and moderated (facilitated) discussion in a group of persons through the exchange of arguments concerning the selected subject. It may go according to the specific scenario. | |

Exercise 3. (to question 2)

Put in correct order the areas creating the ISO / IEC 17024 standard structure: 2012 Compliance assessment – general requirements concerning personnel certification authorities.

- 1) *General requirements for the personnel certification authority*
- 2) *Certification procedure*
- 3) *Requirements concerning the management system for the personnel certification authority*
- 4) *Requirements concerning resources for the personnel certification authority*
- 5) *Requirements of the certification process for the personnel certification authority*
- 6) *Structural requirements for the personnel certification authority*
- 7) *Provisions and informational requirements for the personnel certification authority*

Exercise 4. (to question 2)

From among the following proposals choose those that constitute advantages of the standard ISO / IEC 17024:2012 Compliance assessment – general requirements concerning the personnel certification authorities.

| | Advantages of the standard ISO / IEC 17024: 2012 |
|---|--|
| A certificate is not awarded for an indefinite period. It should be regularly renewed, thus increasing costs | |
| According to the standard requirements, the personnel certification authority must be subject to accreditation by an external unit | |
| The personnel certification authority must improve its personnel competence certification processes | |
| The standard requires the definition of what is confirmed (competences) by the personnel certification authority | |
| It requires the documentation development | |
| It forces the personnel certification organisation to introduce the procedures of certification, appeal, recertification and other requirements | |

Exercise 5. (to question 3)

Put the evaluation process in order by stages.

- Planning,
- Research implementation,
- Summary and analysis of data,
- Reporting,
- Dissemination and application of results.

| | |
|--|--|
| Planning | |
| Reporting | |
| Research implementation | |
| Dissemination and application of results | |
| Summary and analysis of data | |

Exercise 6. (to question 4)

Complete sentence with word from the frame so that it is true.

The purpose of is to draw friends and colleagues to one's planned undertaking. While placing the information in social media, we may excessively increase the circle of potential clients.

| | |
|---|----------------------------------|
| the so-called word-of-mouth information | the so-called hidden information |
|---|----------------------------------|

4.3. Progress test

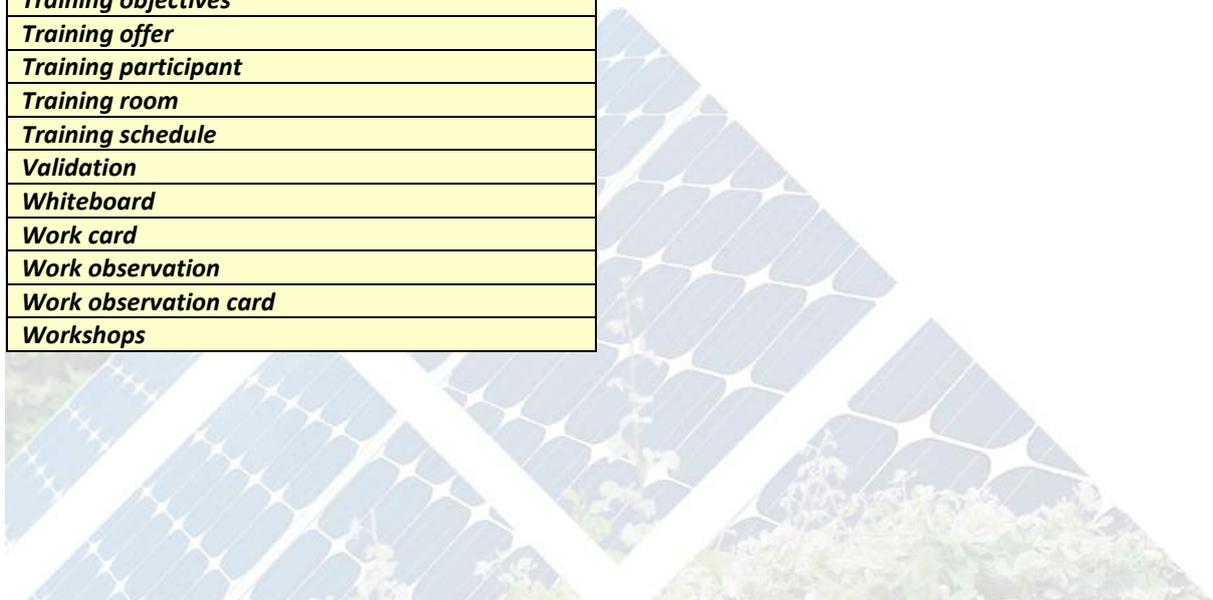
| Can you: | Yes | No |
|---|-----|----|
| 1) Distinguish between the process of validation and certification of qualifications? | | |
| 2) Indicate qualification validation methods? | | |
| 3) Present the procedures of validation and certification of qualifications of the RES installation fitter? | | |
| 4) Indicate what the standard ISO/IEC 17024:2012 concerns? | | |
| 5) List advantages and disadvantages of the validation and certification model for professional qualifications based on e.g. the standard ISO/IEC 17024:2012? | | |
| 6) List methods of class evaluation and summary? | | |
| 7) Plan marketing activities concerning the planned training? | | |
| 8) List and describe training promotion methods? | | |

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills). If necessary, use additional source of information prepared to each topic.

4. GLOSSARY

| <i>English</i> |
|--|
| <i>Academic book</i> |
| <i>Activating methods</i> |
| <i>Adult</i> |
| <i>Andragogics</i> |
| <i>Assessment</i> |
| <i>Assessment of training participants</i> |
| <i>Body language</i> |
| <i>Case study</i> |
| <i>Certification</i> |
| <i>Certifying institution</i> |
| <i>Class topic</i> |
| <i>Closed questions</i> |
| <i>Communication</i> |
| <i>Competences</i> |
| <i>Conference</i> |
| <i>Conflict</i> |
| <i>Debate</i> |
| <i>Didactic measurement</i> |
| <i>Difficult situations</i> |
| <i>Difficult situations</i> |
| <i>Difficult training participant</i> |
| <i>Discussion</i> |
| <i>Effective communication</i> |
| <i>Employer</i> |
| <i>Environmental protection</i> |
| <i>Ergonomics</i> |
| <i>Evaluation</i> |
| <i>Exam</i> |
| <i>Examining</i> |
| <i>Expectations</i> |
| <i>Flipchart</i> |
| <i>Formal education</i> |
| <i>Functions of assessment</i> |
| <i>Group dynamics</i> |
| <i>Group process</i> |
| <i>Guide</i> |
| <i>Identification of training needs</i> |
| <i>Instructional video</i> |
| <i>Integration of class participants</i> |
| <i>Interests</i> |
| <i>Interview</i> |
| <i>Interview questionnaire</i> |
| <i>Knowledge</i> |
| <i>Knowledge test</i> |
| <i>Labour market</i> |
| <i>Learning</i> |
| <i>Learning outcomes</i> |
| <i>Mentoring</i> |
| <i>Modular unit</i> |

| |
|--|
| Module |
| Multimedia presentation |
| Multimedia projector |
| Non-formal education |
| Occupational health and safety provisions |
| Open questions |
| Passive methods |
| Photovoltaics |
| Practical occupational learning |
| Presentation |
| Professional experience |
| Promotion |
| Quality |
| Renewable energy sources |
| Role playing |
| Roles performed by the class participant |
| Screen |
| Self-assessment card |
| Seminar |
| Service quality |
| Skill test |
| Skills |
| Social competences |
| Standard |
| Study of competences |
| Teaching content |
| Teaching methods |
| Teaching plan |
| Test bank |
| Text analysis |
| Trainer |
| Training |
| Training curriculum |
| Training documentation |
| Training institution |
| Training materials |
| Training needs |
| Training objectives |
| Training offer |
| Training participant |
| Training room |
| Training schedule |
| Validation |
| Whiteboard |
| Work card |
| Work observation |
| Work observation card |
| Workshops |



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