



Go Social Cy

**Supporting Employability through Social
Entrepreneurship**

**Sosyal GİRİŞİMCİLİKLE İstİHDAMI
DESTEKLEYİN**



www.akti.org.cy



Famagusta Walled City Associ-

MASDER



This presentation is produced within the project "Go Social" financed by the European Union and implemented by MASDER, AKTI and MAKAMER. Its contents are the sole responsibility of MASDER, AKTI and MAKAMER and do not reflect the views of the European Union.

Bu sunum, Avrupa Birliği tarafından finanse edilen ve MASDER, AKTI ve MAKAMER tarafından yürütülen "Go Social" projesi kapsamında yapılmıştır. Sunumun içeriğinden tamamiyle MASDER, AKTI ve MAKAMER sorumlu olup, Avrupa Birliği'nin görüşlerini yansıtır olarak kabul edilemez.



Section 3: How to be a trainer

Part 1

Dr. Yannis Fessas

Entrepreneur
Chemical Engineer

BSc, MSc, PhD, CEng, MChemE, MAIChE,
IFST(L)



This Section will focus on:

- The attributes of an adult trainer.
- What trainees look for in a trainer.
- The tools and techniques of training.
- The training environment.
- Room arrangement.
- Equipment for training.
- Timing and duration of training sessions.
- Learning how to learn...





The attributes of an adult trainer

- 1) Excellent Communication Skills.
- 2) Ability to Offer Rich Training.
- 3) Possession of Industry Knowledge.
- 4) Passion About Learning.
- 5) High Level of Professionalism.





What trainees look for in a trainer

- Possesses a servant's heart, wants to help people learn
- Is a lifelong learner
- Is self-motivated
- Is a subject matter expert
- Is an effective communicator



The key prerequisite



No learning can take place in the absence of motivation.

Purposeless learning is not learning at all. Motivation can energise, select and direct positive behaviour.



The tools and and techniques of training



Instructor-led classroom training.

Interactive methods.

Hands-on training.

Computer-based and e-learning training.

Video training.

Coaching and mentoring.





Factors that affect the learning process

As you plan and carry out your sessions you should be aware of the factors that affect the learning process. These may be classified into four categories:

- 1) Physiological factors
- 2) Psychological factors
- 3) Environmental factors
- 4) Teaching methodology.





The training environment



A training environment is a workplace or educational setting designed to assist individuals in gaining work-related skills or competencies. When a student or employee is placed in a training environment, they are provided with instruction and guidance toward learning how to perform specific tasks.



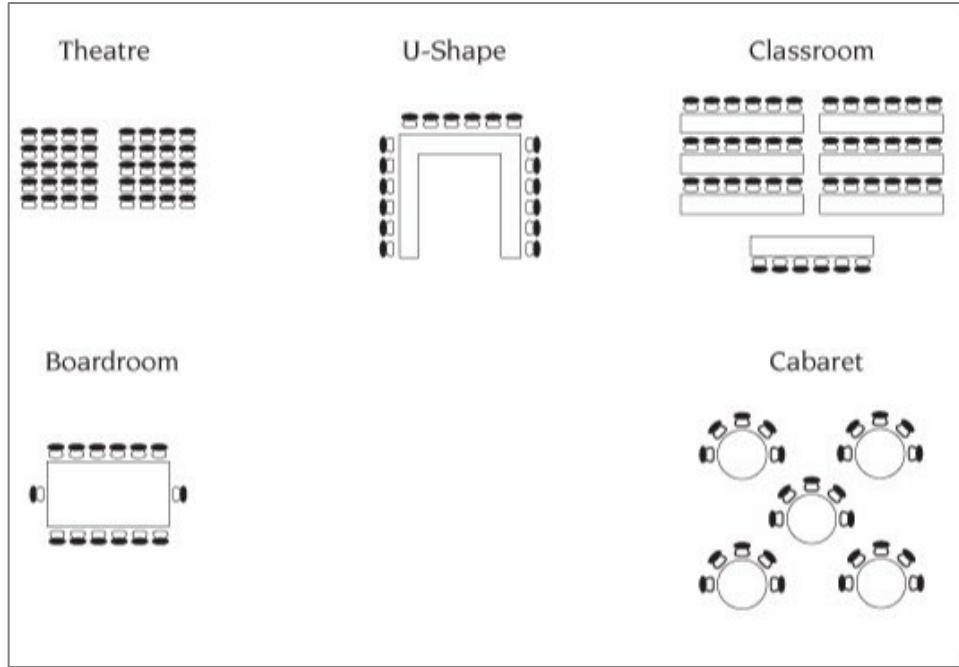


The training environment

- 1) Size
- 2) Training requirements
- 3) Accessible
- 4) Location
- 5) Convenience
- 6) Distractions
- 7) Obstructions
- 8) Seating
- 9) Furniture
- 10) Lighting
- 11) Workable walls
- 12) Climate control
- 13) Microphone



Room Arrangements



- **Theatre** – Chairs in rows facing a white board or projection
- **Classroom** – Rows of tables with chairs on one side looking forward
- **Boardroom** – One large table with chairs all the way around
- **Cabaret** – Circular tables with seats on one half, facing forward
- **U-shape** – Tables in a u-shape with chairs around the outside circumference

Equipment for training



Overhead Projector, pointer
Flip charts, pens
Wi-Fi (secure, fast)
Projector screen
Computer with sound
Microphone and speaker amplifiers





Time Duration of the Training Sessions

Seminars can last from a half day to one-two days. Longer courses, requiring more days must be spread over several weeks and even months in order to allow the trainees to attend their other duties.

Typically, classes last between fifty and ninety minutes.

The average attention span is about ten minutes, particularly when it comes to sitting in a chair and listening to instruction.

The two most commonly employed methods to maintain attention are demonstrations and questions





Learning How to Learn

The term '**learning**' refers to a process resulting in some modification, relatively permanent, of the ways of thinking, feeling, and doing of the learner. It includes both of the concepts 'education' and 'training'.

Training means the act of being prepared for something, of being taught or learning a particular skill and practising it until the required standard is reached.

The word **education** means to gain general theoretical knowledge and this may or may not involve learning how to do any specific practical work, tasks or skills. Usually basic training entrepreneurship is a combination of theoretical, educational and practical learning skills.





Learning How to Learn

Learning is self-active and this principle embodies the idea that a learner learns through their own activities.

Learning is a personal process. Self-active learning includes listening, visualising, recalling, memorising, reasoning, using your judgment and thinking.

In your role as an entrepreneurship educator you will be expected to guide, direct and select different types of learning activities based on what you want your audience to learn from your education session. Hence, you are expected to encourage active engagement of the audience in the learning process.



Steps in childhood learning

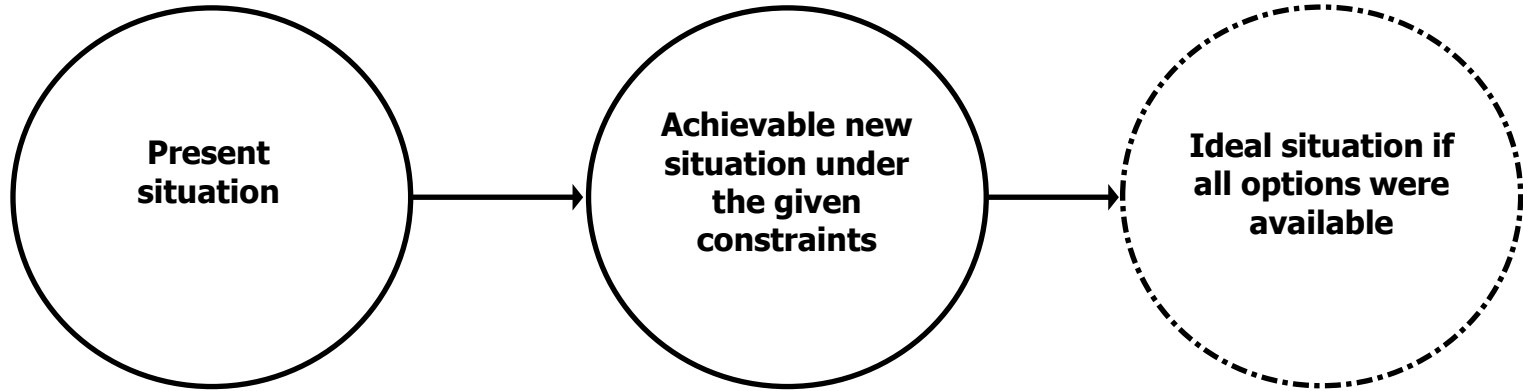


- 1) The first step is observation, (watching) very carefully.
- 2) Next, they also try to use other sensing methods like listening, touching or tasting.
- 3) They will start to ask 'why?' 'how?' when something happens.
- 4) The next step is to imitate or copy the same action saying, 'Let me do it myself'.
- 5) Learning takes place by repeating the action again and again (Figure 6.4).
- 6) Children usually start to ask others to observe them so they can show that they are able to do the activity they have just learnt.
- 7) Perform the action for themselves, having learnt something.



Principles of learning

- **Readiness** implies a degree of willingness and eagerness of an individual to learn something new.
- **Exercise** states that those things most often repeated are best remembered.
- **Effect** implies that learning is strengthened when accompanied by a pleasant or satisfying feeling.
- **Primacy** the things you learn first often create a strong impression which can be very difficult to change.
- **Recency** states that things most recently learned are best remembered.
- **Intensity** implies that a learner will learn more from the real thing than from a substitute.
- **The principle of freedom** states that things freely learned are learned best.



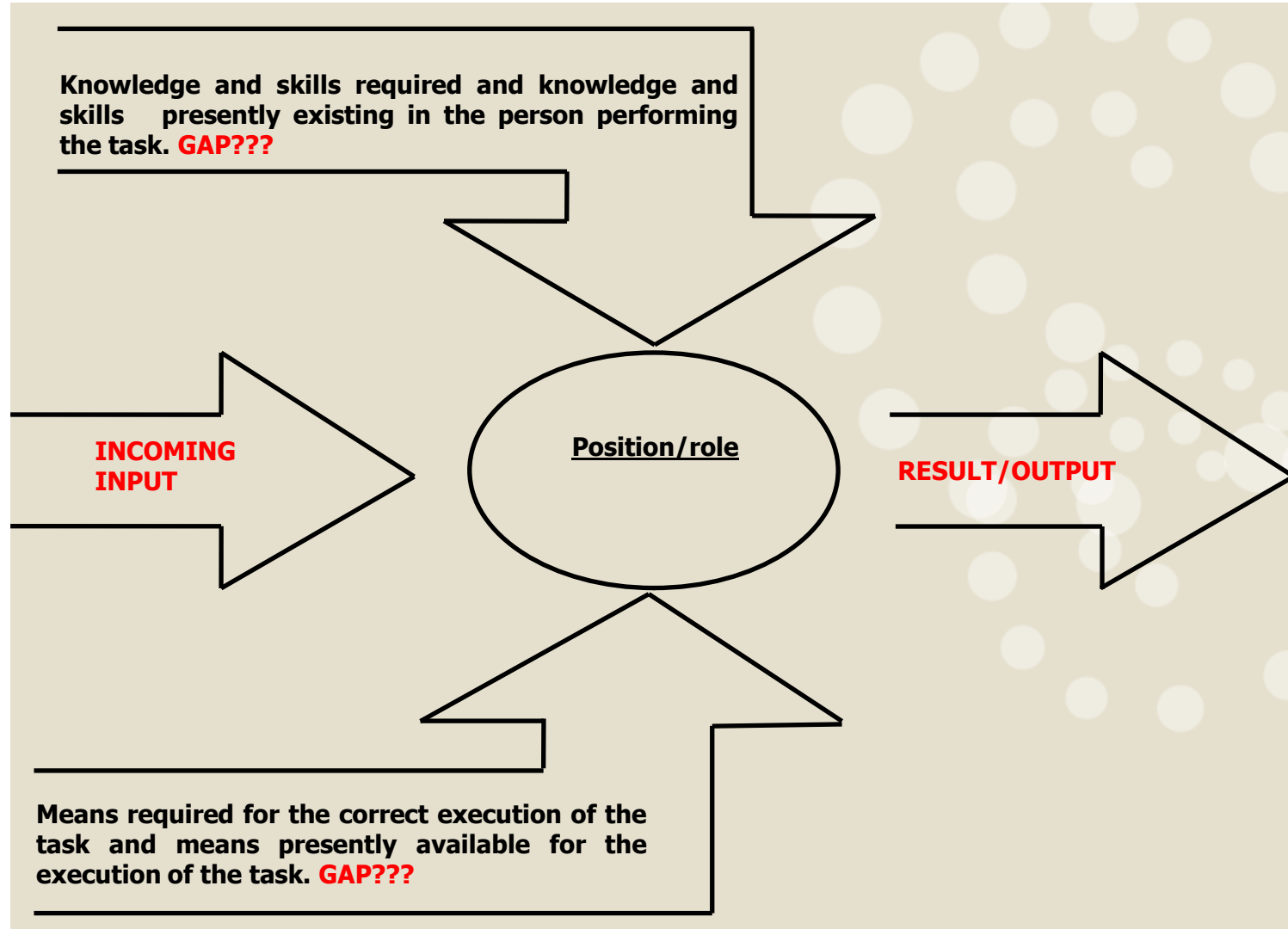
Constraints in Planning

Achieving the ideal is not always possible

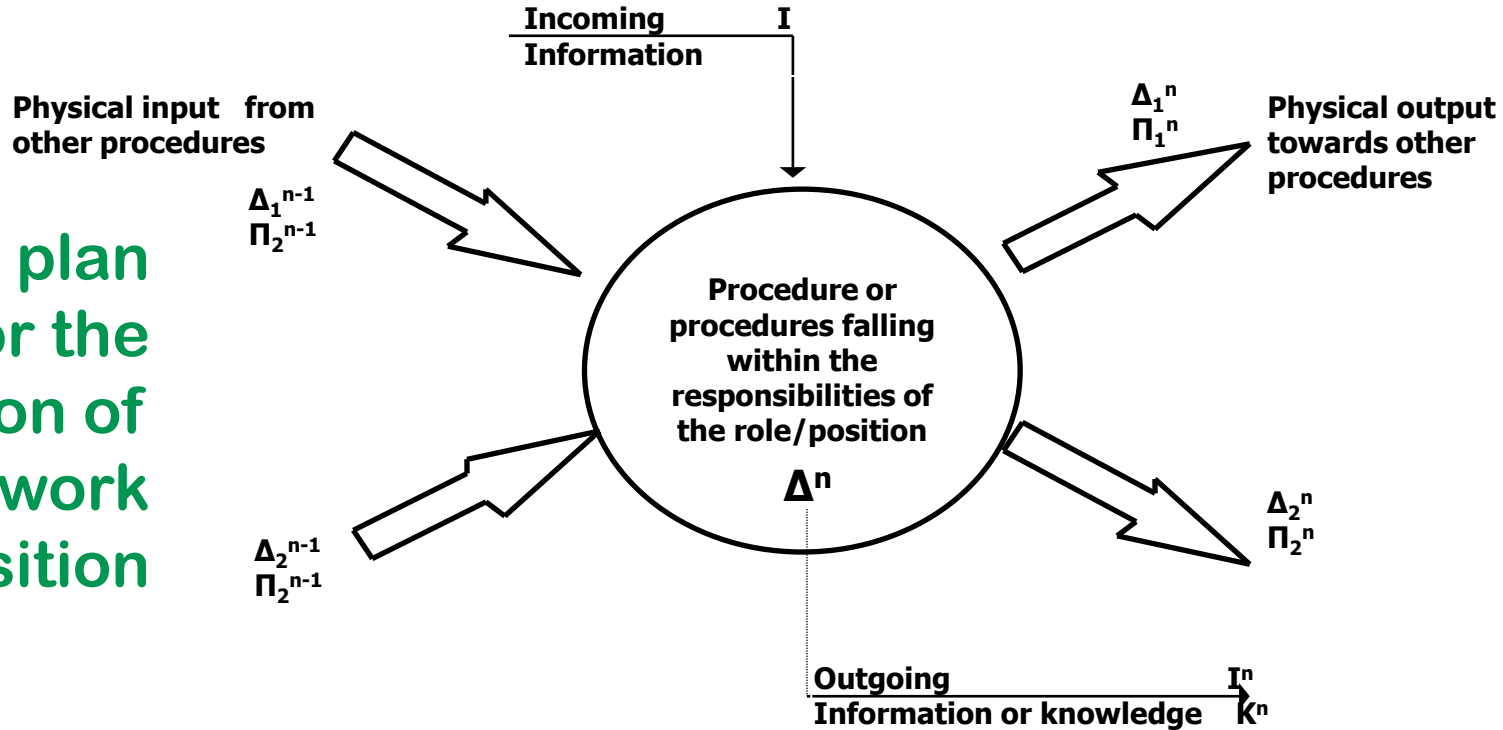




Please mind
the GAP !!!



General plan for the evaluation of a role/work position





General plan for the evaluation of a role/work position

Δ = Procedure or procedures

Δ = Procedural step

$\Sigma\delta$ = Sum of all steps comprising the procedure
– not necessarily the sequence of steps

\sqcap = Technical Specification (criterion of when
a procedure is completed)

\sqcap = Interim specification (criterion of when a
step has been done correctly)

I = Information required before the start of the
procedure

K = Knowledge generated as a result of the
procedure

Quality of decisions = WISDOM





General and Open Discussion

Clarifications

**Matters that
concern you**

Questions

**General
Discussion**





www.akti.org.cy



Famagusta Walled City Associ-

MASDER



Thank you!
Teşekkürler!
Ευχαριστώ!

www.gosocialcy.eu



Go Social Cyprus



GoSocialCyprus



GoSocialCy