



Go Social Cy

**Supporting Employability through Social
Entrepreneurship**

**Sosyal GİRİŞİMCİLİKLE İstİHDAMI
DESTEKLEYİN**



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Famagusta Walled City Associ-

MASDER



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Section 3: How to be a trainer

Part 1

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This Section will focus on:

Subject of training.

What to train in.

Identification of training needs.

Training for change in: attitudes, methods, skills.

Evaluation of the effectiveness of training.

Quality control of training.

Trainee and trainer evaluation.



What to train in

Individuals are trained to fulfil the requirements of the role/position they hold or are destined to take.

Train for:

- Soft skills (behaviour)
- Core skills (how to do the job/s assigned)

For entrepreneurship an individual must be trained in:

- Identifying opportunities
- Evaluating opportunities
- Assessing risks
- Ways of financing
- General management



Identification of training needs



1. Construct the organization chart for your enterprise
2. Define duties and responsibilities for each role/position in the chart including planned overlaps
3. Define the target knowledge and skill level for each role/position
4. Identify the current knowledge and skill level for the individual destined for each role/position
5. Define the gaps in knowledge and skill level for each individual in the organization chart
6. Prepare a training plan for each individual
7. Revise each time there is a personnel change

Training for change in: attitudes

Attitude is defined as “a mental state that predisposes a learner to choose to behave in a certain way.” Some think that attitudes are comprised of affect, behaviour and beliefs.

Attitudinal goals, therefore, are those that ask a learner to choose to do something under certain circumstances. The intent of attitudinal training is to influence or persuade a person to make a decision in the desired direction. It may involve changing attitudes as well as associated feelings, values, motivations and beliefs.





Training for change in: methods and skills.

**Method is a particular
procedure for
accomplishing or
approaching
something, especially
a systematic or
established one.**

**The method can be
learned theoretically.**

**Skill is the ability
to do something
well; expertise.**

**The skill must be
practiced.**

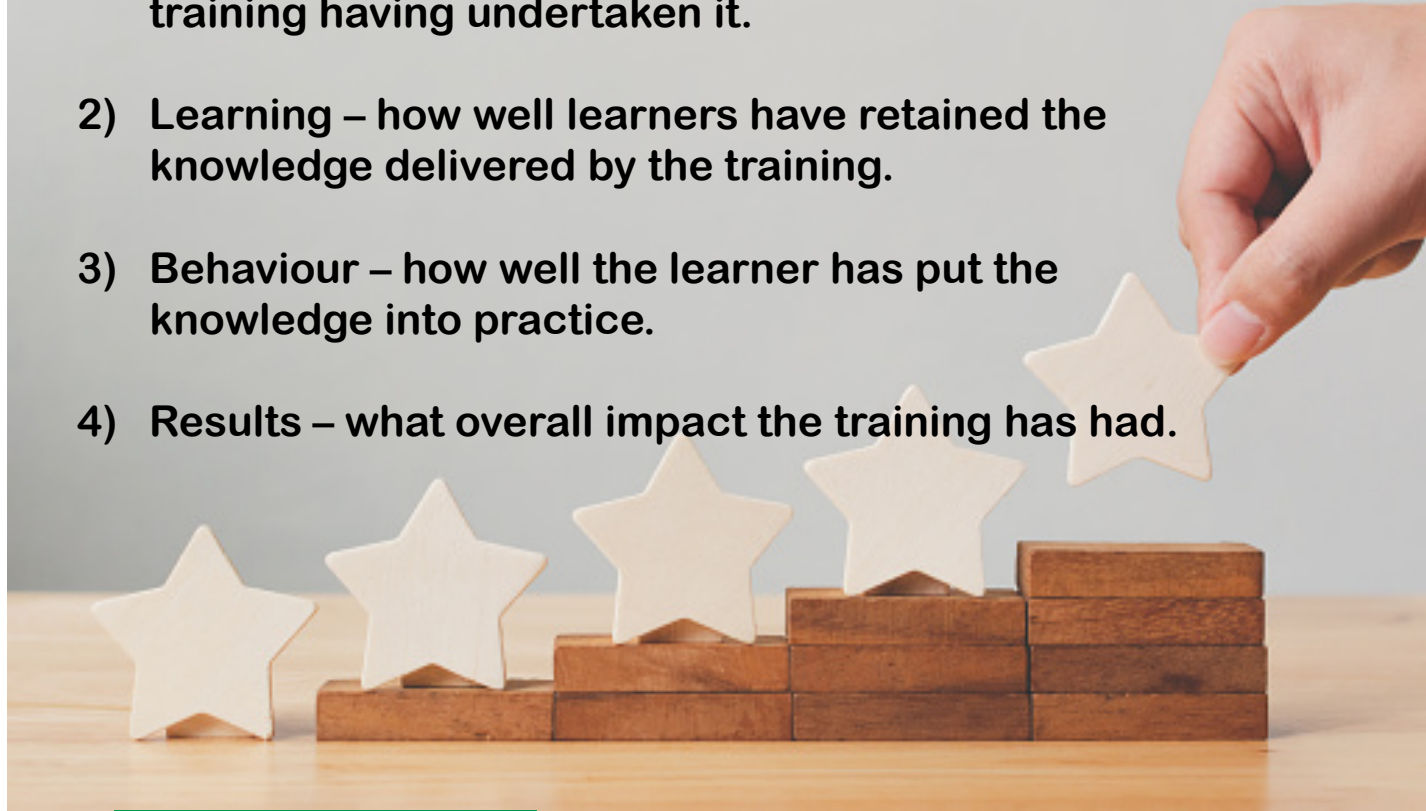
EX: the cook, the barber, the driver, the surgeon





Evaluation of the effectiveness of training

- 1) **Reaction** - what learners think and feel about the training having undertaken it.
- 2) **Learning** – how well learners have retained the knowledge delivered by the training.
- 3) **Behaviour** – how well the learner has put the knowledge into practice.
- 4) **Results** – what overall impact the training has had.





Quality Control of Training

A great deal of effort is required to make sure that skills development systems deliver both the quantity and the quality of training needed.

Factors that are critical to supporting these aims include:

- initial training,
- in-service learning,
- working conditions for trainers,
- availability of institutions to take on apprentices,
- up-to-date training courses, methods, facilities and materials,
- combining classroom and work-based training ,
- involving stakeholders in setting standards and assessing training results.



Trainee Evaluation

- 1) Quality of Work – Accuracy, thoroughness
- 2) Reliability – dependable, punctual, attendance
- 3) Ability to Learn – Grasps and retains new skills
- 4) Works independently
- 5) Works well under supervision
- 6) Team player – ability to work effectively with others
- 7) Quantity of Work – Volume, pace and effort
- 8) Responsible
- 9) Gets along with co-workers
- 10) Attitude – Willingness to accept assignments
- 11) Shows leadership
- 12) Drive/Determination
- 13) Professionalism
- 14) Competence – Applies experience and training
- 15) Follows instructions
- 16) Desire to learn
- 17) Accepts constructive criticism
- 18) Understands significance of training



Trainer Evaluation

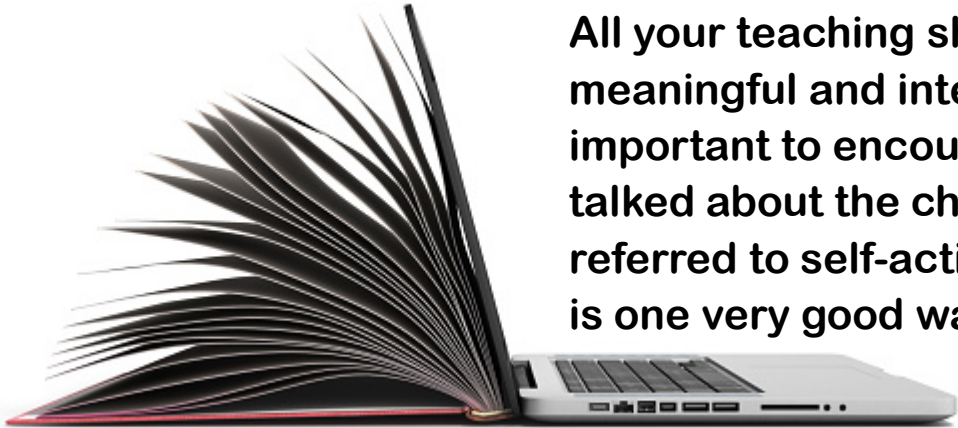
- 1) The Trainer thoroughly covered the material in the course.
- 2) The Trainer was knowledgeable on the course content.
- 3) The Trainer spoke clearly - not too slow, not too fast.
- 4) The content was applicable to my position.
- 5) The session started and ended on time.
- 6) The session was interactive - some lecture, questions were asked of the group, case studies were reviewed, scenarios or real-life stories were discussed.
- 7) The session content that was presented was what I expected based on the course description.
- 8) The Trainer provided opportunities for the participants to ask questions.
- 9) The Trainer provided opportunities for the participants to share experiences.
- 10) I would recommend this course to other persons.
- 11) I would take another course from this Trainer.



Training Materials

Your entrepreneurship teaching materials should be properly planned and organised. They should suit the mental level of the audience.

All your teaching should be presented in a meaningful and interesting manner. It is also important to encourage learning-by-doing. When we talked about the characteristics of learning, we referred to self-active learning — learning-by-doing is one very good way of active learning.

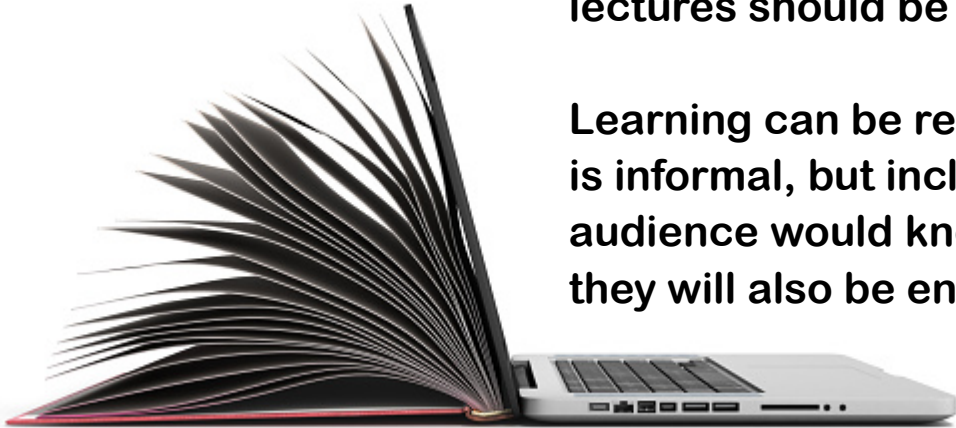




Training Materials

Saying things again and repeating them in a meaningful manner, as well as practice, are important for learning and the audience must be encouraged to learn through activity. The use of lectures should be kept to a minimum.

Learning can be reinforced by simple testing, which is informal, but includes feedback. In this way, the audience would know how well they are doing and they will also be encouraged to learn new skills.





Subject of training

The subject of training emanates from the analysis of the training needs.

The subject is composed of topics and each topic is composed of elements or bits.

The elements must be self contained with clear start and end.





General and Open Discussion

Clarifications

**Matters that
concern you**

Questions

**General
Discussion**





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Thank you!
Teşekkürler!
Ευχαριστώ!

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