



26-27 June, 2014 BGF-PSZK (Budapest) Tamas NEMETH PhD - Peter TASI

Time (planned length of activity)	Exercise/tool/ activity	Instructions Aim of activity	Preparation, tools, responsible trainer	Trainers' evaluation, reflexions (how it was done, possible problems, what to change in future)
<b>Day 1</b>				
08:30 – 09:00	<b>Arrival, preparation of room</b>	Chairs set semi-circled in order to enhance casual interactions and partnership.	Attendance sheet, pens, Post-it, A4 size paper, markers <b>TP + NT</b>	Problem free, casual atmosphere
09:00 – 09:15	<b>Programme starts, introduction</b>	Introducing project and what is behind training idea, 'technical' information on the 1.5-day session, introduction by trainers ('The invisible box' activity i.e. trainer pulls out a 'box' from under his/her chair and when having opened it, the trainer pulls out info on him/her)	<b>TP + NT</b>	It is worth preparing a ppt slide for the introduction and gather 3-5 pieces of information/trainer (as warmers they may act as breakthroughs for participant introductions.
09:15 – 09:45	<b>Introduction, gathering expectations</b>	<b>Individually</b> Depending on number of participants 2-3 min./persons What is in my 'box'? (Who am I? Which company do I work for? What motivations and expectations did I arrive with?)	<b>TP + NT</b>	As a consequence of this creative exercise, participants pull out creativity and trust needed for the programme on one hand, on the other they will have the chance to get acquainted with one another.
09:45 – 11:00	<b>Identifying problems and causes</b> Affinity diagram Part 1	A complex and thorough picture can be obtained on the situation with this very tool. It provides opportunity for each participant to take part in the problem solving process. Identifying problems is not carried out by talking it over but rather selecting and grouping factors.	whiteboard / flipchart + markers / post it <b>TP + NT</b>	When forming groups take extra care of choosing members of different characters, working background and interest. It is crucial to explain questions, problems or situation to be considered during the process.



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<b>11:00 – 11:15</b>	<b>COFFEE BREAK</b>			
11:15 – 12:00	<b>Identifying problems and causes</b> Affinity diagram Part 2	See Part1	whiteboard / flipchart + markers / post it <b>TP + NT</b>	See Part1
<b>12:00 – 13:00</b>	<b>LUNCH</b>			
13:00 – 14:15	<b>Identifying problems and causes</b> Fishbone	<b>Fishbone diagram</b> While in the case of Affinity diagram we based on participants' creativity, the Fishbone method makes participants think over causes and effects of the given area in a structured and logical way. It will help us see problems in their own complexity.	flipchart, pens, post it <b>TP + NT</b>	Try to identify as many partial problems as we can in order to gain a thorough view of the examined area in question.
<b>14:15 – 14:30</b>	<b>COFFEE BREAK</b>			
14:30 – 16:00	<b>Identifying problems and causes</b> Interrelationship diagram	<b>Interrelationship diagram</b> It is high time to use this method when the team has already identified the reasons behind problems, but a so-called root cause is needed to be found together with the bottleneck. (Typical example for that might be late deliveries and continuous customer complaints.)	flipchart , pens, markers, post it <b>TP + NT</b>	The main aim is to identify basic causes, so arrows can only be used in one-way directions. Although most factors are interrelated, but from the point of view of problem-solving, two-way arrows are useless.



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<b>Day 2</b>				
08:30 – 09:00	<b>Arrival, preparation of room</b>	It is advised to start the day seated in a semi-circle, although tables/desks can be placed in the background to be ready for group works.	Attendance sheet, pens, markers <b>TP + NT</b>	
09:00 – 09:10	<b>Tuning orientation</b>	Opening circle of questions, Day2 acclimatisation, swift feedback on Day1	<b>NT</b>	
09:10 – 10:30	<b>Finding solution</b> Force field analysis How? How?	<b>Force field analysis</b> This method can perfectly be used to identify factors promoting and withholding planned corporate organisational changes in the framework of the decision making process. <b>How? How?</b> It is expedient to use this method if the identification of concrete steps of the problem-solving process is in the limelight.	flipchart, markers and A4 size paper <b>NT FFA</b> <b>TP How??</b>	<b>Force field analysis</b> It is significant to gain a realistic view on what factors can be influenced and altered by us. It is absolutely superfluous (and as to problem-solving it is utterly counter-productive) to deal with factors that cannot be changed by us. <b>How? How?</b> The process can easily become boring! To avoid this, reflect on the process time after time.
<b>10:30 – 10:45</b>	<b>COFFEE BREAK</b>			
10:45 – 11:30	<b>Realising solutions</b> Risk assessment scoring	If you want to see existing risks clearly in the implementation process, their relationships, and the impact on certain activities and actions - use this model.	flipchart, markers, A4 size paper <b>TP</b>	List the risk factors during a brainstorming exercise.
11:30 – 12:00	<b>Training evaluation by participants</b>	Filling in questionnaires individually. Goal: to receive measurable feedback		Page3 Item1: the word 'coaching' should be omitted since coaching differs from training, workshop or education.



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## Overall evaluation of the training

### What went well?

*What was the best and why?*

As general it could be laid down that these pilot trainings were not only pilots within the ADAPTYKES projects but also were the really first trainings organised for real business actors within the walls of the BBS run by the teachers of BBS.

Infrastructural challenges and catering issues were solved well.

Tools that were applied during the training: 4.25 (evaluation of participants)

Selection of participants: in the second training mainly all participants were selected not consciously but from the field of healthcare and welfare. This helped to find common understanding and common problems right from the start and made all the participants very open-minded and active during the whole session.

### What could be improved?

*What were the problems?*

General content of the training: 3.75 (evaluation of participants)

From the textual evaluation it can be defined that the grade is fewer than 4 because participants found the length of the training for too short. Also trainers' opinion is that available time for practicing all exercises were taken into the training was too short.

From one hand it was really good also from the point of view of the participants and the trainers as well that in the exercises participants worked on a self-defined case but on other hand it made the process more slowly and the understanding of the relations among the exercises were not clear enough.

Participants said it would be good to get a certificate from the attendance at the end of the training.



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### **What did we learnt?**

*Learning points related to the whole training as own and to single exercises*

HOW? method was the most beloved because of it is simple and easily understandable.

Participants said that it would be great to define a deadline in the training when they will apply the learnt methods in their own company. Related to this they need some follow up or self-cut assistance as well.

### **What could we take into practice?**

*Recommendations to activities related to training participants, other relevant duties for participants*

Trainers need to prepare a shadow case/case study for all exercises just for safety. If the teams cannot decide what kind of self case to define or the outcome of single exercises doesn't fulfil the expectations, those shadow cases could be applied in the training.

Participants were really interested in getting each others contacts (e-mail, cell etc.) and also happy to get the photos were taken during the training. Dropbox folder or a shared folder on google drive could be a useful tool to this.



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Education and Culture DG

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