

# **PERFECT 50+**

## **The Company Coach**

### **Curriculum**

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# 1 Introduction

We live in an ageing society. The demographic change will definitely influence the working life in the near future. Up to the year 2010, the share of people aged above 40 years will rise, after 2010 also the share of people aged above 50. At the same time, the number of graduates from school will further decline. From 2020 on, more than every third employee will be aged above 50. Following this development, enterprises will not be able to easily replace skilled employees with young graduates, as was usual in earlier years. This will force them to keep the 50+ staff members employed as long as possible.

Furthermore the labour market has changed markedly in recent decades. People aged 50+ who lose their jobs usually have difficulties to re-establish themselves in a professional career. Besides that older workers are the most affected by lacks on their professional potential because lacks of employability. Another risk group inside companies could be disabled people or people affected by occupational disease.

The experience and background of these workers are a valuable input for companies and to retain and to maximize the potential of these workers is one of the main objectives for companies.

The project PERFECT 50+ aims at supporting small- to medium-sized enterprises to prepare for the effects of the demographic change through the implementation of an internal concept to preserve the capabilities and professional skills of their ageing work force. This concept we call the "Company Coach".

Vocational training measures help experienced workers to maintain and/or increase their employability and thus supports them to effectively meet job place requirements. Traditionally, training efforts in companies were mainly directed at young people. To find appropriate training strategies for experienced older workers requires new approaches to vocational training, which is why the role of the coach is introduced to companies. The coach is the responsible person to organise all the training and other support measures addressed to 50+ employees with the aim of increasing employability. The training described in this curriculum will enable future coaches to support experienced employees in the improvement of their learning competences to design, implement and support a plan for increasing employability.

Final direct beneficiaries (coachees, employees) are the persons on whom the company decides/accepts to invest through a process of professional development. For this reason they represent the first "element" on which the structure and contents of this curriculum is based. In fact, their age and experience necessarily demand the kind of structured coaching aimed at in this paper.

For example, coaching a young and newly recruited worker will differ from coaching an adult and professionally experienced worker. Even more complex is the coaching of such a 50+ worker, who is usually an expert and holder of a corporate memory which is very valuable for the company itself. Coaching 50+ employees aims at supporting them in the updating of their competences and skills, that have become obsolete, and to adjust them to the quick changes imposed by competitive pressure,

and then to support them in undertaking learning and training pathways that aim to improve knowledge and capacities.

A second group of direct beneficiaries are the people trained in this course (who are assumed to be trainers or Human-Resources Management staff (see point 3: Target group). The course not only aims at giving them a new area of work (which broadens the scope of their activity inside the company) but will also allow them to make use the techniques and competences acquired through the in the normal working duties of their jobs.

## **1.1 Definition of Terms**

The vocational training of employees that is described in this curriculum will be named „course“. Trainers do the teaching in this course, and it is attended by employees, that are qualified to act as “Company Coaches” for 50+-employees in the future. The trainers of this course will be called “trainers” and the employees that are qualified to become coaches will be called “future coaches” or “participants” (because they participate in the course) throughout this paper.

The course enables the future coaches to support 50+-employees in their company in matters of further vocational training. These 50+-employees that will be coached by the future coaches are called “coachees” hereafter.

## **1.2 Scope of the Curriculum**

This curriculum aims at creating courses, which enable their participants to support the planning, organisation, implementation and evaluation of further vocational qualification measures for 50+-employees. The concept behind the curriculum is a decentralised way of dealing with matters of vocational training which should enable SME's to cope with the challenges the demographic change puts to enterprises' HR-policies. Preserving the competences of 50+-employees is a core task in this situation. The SMES are thus enabled to improve their training activities to make them more oriented to fulfil the real needs in an effective and sustainable way.

## **1.3 Basic Assumptions**

Each training is based on certain theoretical approaches, that determine its contents as well as the way it is implemented. This curriculum refers to the following theoretical approaches that form the basis of the trainer's work:

- the systems theory as approach regarding the philosophy of science
- constructivism as anthropological/pedagogical approach
- humanistic pedagogy as guiding principle for activities.

The basic assumptions of the course are derived from these theoretical approaches that can be viewed as underlying values. There are three such assumptions:

*Output-orientation*

The contents and procedures of the training are designed to develop and extend the competences of the future. The focus is set on the acquisition of skills needed to effectively perform the coaching task. This was also done to set the basis for an easy application of the European Qualification Framework to the PERFECT 50+ concept. The output orientation will also allow the future development of a certification framework in which competences of future coaches could be checked without having to take a course.

#### *Activity-orientation*

The future coach can only qualify himself and gain the required competences if he actively solves diverse problems and effectively carries out real work tasks that are part of his future field of work. Because of this assumption all the course's contents are trained and applied practically. Accordingly, the trainer of the course also acts as a coach in order to be a living model for the approach he teaches.

#### *Holistic approach*

The holistic approach is applied to several areas. In the pedagogical context, the focus lies on the use of all human senses in the learning process. In the context of interpersonal relations, the whole personality in its dependence on the individual living conditions is considered as most important. In the entrepreneurial context, workplaces and work activities respectively are viewed taking into account the entrepreneurial goals and economic developments. The holistic view is based on the assumption that all parts of the overall situation depend on and are influenced from all the other parts. So the basic approach is always, to single out the diverse influencing factors and develop solutions that take into account all these factors.

## **2 Aims**

This curriculum aims at empowering the course participants to support and coach 50+ employees in helping them to preserve their employability. Derived from this are the following sub-goals:

- Implement the "Company Coach" concept in SMES and adapt it to the specific needs and structure of the respective company.
- Make the Companies aware of the importance of human resources management and development.
- Provide means to make the vocational training activities of ageing employees in SMES more systematic.
- Help to make the vocational training in SMES more effective.
- Teach the future coaches not only the techniques but also the methodological approach of coaching, so that it can be transferred in the workplace.
- Improve the qualification of the participants and their training competences.
- An implicit goal is to help companies to develop a culture of lifelong learning.

## **3 Target Group**

The curriculum is targeted to SMES of any kind of business sector and is particularly suitable and intended for companies without a structured HR development internal function.

The educational program is created for people who are actively involved in supporting and guiding 50+ employees in their current or future position for example trainers , managers and coordinators. The decision to address mainly the curriculum to people already used to lead and instruct other workers is due to the fact that the contents require a minimum background of experience in managing people and mentality of developing human resources, respectively in order to be really effective within the foreseen length of the programme. Employees in other working positions are accepted if they can prove the typical technical and human characteristics/ capabilities of the above mentioned roles.

Basic communication skills are required. Furthermore, the future coach must support the concept of age conscious HR policy and strive to keep older employees active for the company and the job-market. The older people should be prepared and trained to perform better in their current or future position. That's why the coach should be a person with a clear image about the requirement for each employee as well as the future requirements of the company as a whole.

### **3.1 Requirements / Task Description for Coach for 50+ Employees**

The "Company Coach" will have to deal with experienced employees, which are integrated into the enterprises' structures (hierarchy, personal relations etc.). The focus lies on complementing, enhancing and changing capabilities and competences that are needed to cope with the changing job requirements. Consequently, the future coach supports employees in their systematic development of competences. The resulting development of the personality is used to open up further options of professional development of the employees. The basic idea behind this is the development of the company through the development of its employees.

First of all, the future coach should be able to systematise steps in the occupational development of employees and to support them in a target-oriented and interactive way. In the coaching process, the future coach will guide the coachees in the creation of a personal development and activity plan in which they set their individual aims and develop solutions by themselves.

Another competence needed by the future coach is the ability to support the coachee in finding and contemplating causes and motives of his/her activities and to question them in order to gain a better understanding. This will lead to changes in behaviour, attitudes, values, needs, desires etc. to get a broad range of behaviour alternatives.

In an economical context, occupational and personal development of employees is not an end in itself. The goal is to further develop the whole company. But this requires the development of the company staff. Therefore, the future coach's work is a benefit for both sides, entrepreneur and employees.

### 3.2 Required Competences

The ability to analyse in order to evaluate situations and persons is important. Empathy and an insight into the issues that are of relevance for mature employees as well as the topics in life that they have to deal with are also relevant. Organisational competence, negotiating skills and economic thinking are requirements to be able to select appropriate training courses from external providers. Furthermore, entrepreneurial thinking related to economic aims and strategies is needed to take into account the enterprises interests.

## 4 Basic description of the curriculum

The curriculum is addressed to future company coaches and is designed to provide them the required competences to deal with training of 50+ employees. In the curriculum seven main topics topics/steps have been chosen to extend and strengthen the future coach's competences:

- 1) The role of coach
- 2) Adult education
- 3) Analysing the situation of an employee
- 4) Design of the professional development plan
- 5) Select appropriate training courses
- 6) Implementation and coaching
- 7) Evaluation and securing the transfer of competences.

#### *Topic/Step 1: The role of the Company Coach*

The first step is to clarify participants the terms coach, coachee and coaching. It is important to explain the role of the Company Coach, his/her tasks and responsibilities towards the coachee/worker and the ethics of being a coach. This part also will describe the general procedures and framework of the training.

*Topic/Step 2: Adult education.* The sessions from this step aim to explain participants on the training how differently young people and over-50 people approach learning, training and professional development. The Company Coach must be aware of the different behaviour of aged workers.

How do (ageing) adults learn? What are the differences between adult learning and the learning processes of youths? How do the general topics of life that adults have to deal with influence their motivation to learn?

A specific subtopic which also has to be addressed as part of this step is E-Learning. The future coaches will have to understand what E-Learning is, how it works, to what kind of learning content it is appropriate and what skills does it demand from those who take an E-Learning course. They will also have to clearly understand, that 50+ employees will have a strongly varying degree of IT-competences. Those employees that do not have a sound IT-background will, in contrast to their younger counterparts, will often tend to develop fears and try to avoid any contact with IT-topics. The future coach will have to take this into account when contemplating the use of IT-based trainings for specific employees, regardless whether they are pure E-Learning concepts or they are more of a blended learning type.

If contact with ICT-technologies (E-Learning, but also ICT-contents in a seminar-type of training) can not be avoided, the coach will also have to be able to give (or organise) support for those employees where he expects any kind of reserve towards ICT-technologies.

It is not required but recommended that a PERFECT 50+ course should make use of E-Learning tools to give the future coaches a first-hand experience of what E-Learning demands from trainees. This will also be a good illustration for the whole subtopic. However, this should not consume a substantial part of the course time since the most important issues are those dealing with coaching and communication and those topics cannot be learned solely through the use of ICT-techniques.

*Topic/Step 3: Analysing the situation/Assessment of worker's competences*

In this phase the aim is to transfer participants in the training the importance of conduct some assessment of employee competences and to conduct at the same time an analysis of current and future position in company of coachee. These are prerequisites to focus and define a further professional development project.

*Topic/Step 4: Design of the Personal Development Plan (PDP)*

Participants on the training are shown how a Personal Development Plan (PDP) is designed as a final result of the intersection between worker's expectations, and those of the business management (company requirements) on the other side. Participants will learn the theory referred to what is PDP and how to assess, by means of questions, the real worker's understanding of the demands expressed by the company about the need/opportunity of his/her professional growth, and also to verify his/her level of sharing and acceptance.

*Topic/Step 5: Select appropriate training courses*

Participants in the training are shown how to select the right training measure (other options are also valid). Criteria like place, time, kind of training and level of qualification needed have to be taken into account to compare the offered training measures and to find an appropriate solution.

*Topic/Step 6: Implementation and coaching.*

Participants in the training will learn different techniques for support coachees during the selected training or other alternative measure. All these measures are explained, discussed, demonstrated and trained to actively develop the future coach's competences.

*Topic/Step 7: Evaluation and securing the transfer of competences*

This step is aimed to transfer participants on the training tools for evaluation to gather important feedback on what has been carried out and achieved. The evaluation should be focus on employees, to check the new acquired competences and training outcomes; and companies, to check if the behaviour and competences of the involved employees were positively affected and that the new knowledge and capabilities are actively used at work as benefit for the company.

## **5 Didactical / Methodological approach**

The didactical and methodological concept this curriculum is based on is the concept of activity-based training<sup>1</sup>. This is implemented by using a change of perspective of the future coaches. They get involved in the process of the course: As participants of the course, they learn their future tasks from the perspective of a coachee. He works him-/herself through all steps that an employee should go through in advance of taking part in a training. The trainer takes the role of the coach and thereby trains the future coach. The trainer thus acts as a role model that reflects the future coach how the concept of VET-Coaching works. The following work principles are used as guideline for the course:

#### *Individualisation as guiding principle*

Every participant has different premises in regard of professional as well as personal and soft skills. The trainer thus tunes his support to the individual potential and biases of each participant. Therefore, the trainer also seeks the active participation of the future coaches in the formation of the learning process. Looking to motivation means that every participant is responsible for his or her own competence-acquiring process.

#### *Competence-oriented approach*

The trainer views his/her coach with a holistic approach. Every participant is as an individual a unique set of traits and experiences. The whole individual is solving a problem and doing a work. It is usual to define this ability as a combination of certain competences<sup>2</sup> which are shown in accomplishing a task: professional competence, methodological competence, personal competence and social competence.

The course is based on the competence oriented approach in contrast to the deficit-oriented approach. Therefore, the participant with his capabilities and strengths is focused on to achieve sustainable learning results, which means the application of the acquired competences to the problems in his/her field of activity.

#### *The role of the European Qualification Frame (EQF)*

In some perspectives the curriculum is oriented to the European Qualification Frame. It can be used as manual to single out certain levels of competences (or qualifications). It can also be used as a scale to gauge the starting basis for the cooperation of coach and elderly employee and to gauge the necessary precondition of the coaches also.

The course is focused to qualifications up to Level four. The experience in the cooperation with companies shows that an elderly employee with a working-experience of ten to twenty years in the same (narrow) field of activity can achieve the level four. The criteria delivered in the descriptors (knowledge, skills and competences) of the EQF<sup>3</sup> up to this level are describing this. Therefore it seems to be the best that the level competences of the coach are at level five of the EQF at least. This and the higher levels of the EQF are requiring a theoretical reflection to the work, which is necessary for the trainer and the coaches but not for the employees.

#### *Evaluation aimed at encouragement*

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<sup>1</sup> In Germany, this concept is called „Handlungsorientierte Ausbildung“

<sup>2</sup> The different meanings of the terms „competence“ and „qualification“ are discussed in Hanf/Hippach-Schneider/Mucke: Vorüberlegungen zu einem europäischen „Qualifikationsrahmen“ (EQF) (Preliminary thoughts to an european qualification frame), 2005 [<http://www.bibb.de/dokumente/pdf/EQFBIBB1.pdf>]

<sup>3</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

The task of developing the participants' individual competences is supported through the approach of encouraging evaluation. This allows a permanent exchange between all those participating about the learning process and the achieved results. This dialogue of evaluation allows the future coaches to take responsibility by participating in the structuring the learning process. This enhances the self-confidence and assurance of the individual activities as well as the development of an appropriate system of self-evaluation in dealing with the personal standards and those of other persons.

#### *Coaching as support of informal learning in the process of work*

After the completion of the training, the acquired competences are transferred into practical work. In this phase, each participant works on his/her first own coaching case and is supported by the trainer in a supervision process. This so-called coaching phase is an integral part of the curriculum.

## **6 Implementation of the Course**

#### *Structure of the Course*

The training is generally split at least into two sections: training of technical competences for assessment (requirements, needs, evaluation) and training on coaching. The first section also commonly foresees the explanations of aims and goals of the training and the role of a Coach within the company for workers (especially for 50+ workers). An e-learning module is integrated. The method is usually interactive seminar-style lectures outside the company. The second section usually foresees practice on coaching techniques and direct work within the company of the trained coaches.

#### *Timeframe*

The curriculum is a minimum 40-hours training of technical competences. Maximum duration for the delivery of training is 3 months, according to a schedule of weekly lessons. Main topics should cover 75% of the time (that means, for example, if the total time is 40 hours, the minimum for the main topics is 30 hours). The main topics will specify:

- The role of coach
- Adult learning
- Developing enterprises by developing employees
- Coaching and communication
- Evaluation

The residual time (for example, if the total time is 40 hours, the residual time is 10 hours) should be spent on the remaining subtopic (Selection of training measures) and/or on the a more in depth coverage of one or more of the main topics. The choice is left to the trainer and his individual perception of the needs of a specific group of participants.

The minimum number of hours used for practical training units of communication skills should be 10 hours, which is the basis for being capable to carry out effective coaching.

The training on coaching comprises minimum 3 individual coaching sessions. It's depended on the individual learning curve of the participant.

### *Training group*

The average number of participants is between 4 to a maximum of 12. If the course is given by a team of two trainers (that act simultaneously with the group), a maximum 20 participants could be possible. These numbers enable direct interaction of participants and active teaching methodologies such as role playing and also a very important degree of individualisation during training delivery so as to fulfil participants' specific needs and requirements.

### *Training room*

The training rooms have to enable work in pairs and work in group. It has to include flip chart, video projector and a pin board if necessary.

### *Training/Work materials*

The handbook and tools are widely used throughout the training programme as basis and reference for the coach role, tasks and procedures.

## 7 Detailed Description of Contents

Module	Description of Contents	Training Units	Learning Goals	Methods	Time (min)
<b>Module 1</b> <i>The role of the Company Coach</i>	<ul style="list-style-type: none"> <li>Introduction to the concept of the coach</li> <li>Proposals and hints for the implementation in the company</li> </ul>	Presentation of objectives of the course	<ul style="list-style-type: none"> <li>Understand and know the role of the coach within the enterprise</li> <li>Understand the usage of the coaching assignment and the importance of being acknowledged by the management for the role</li> </ul>	<ul style="list-style-type: none"> <li>Group lesson</li> <li>Open discussion/ interaction</li> </ul>	90
		Assessment of participants' expectations	<ul style="list-style-type: none"> <li>Acquire motivation towards the role of Company coach</li> </ul>		
		Differences between initial vocational training and further vocational training	<ul style="list-style-type: none"> <li>Be aware of the differences between Company Coach and professional consultant Coach</li> </ul>		
<b>Module 2</b> <i>Introduction to the topic of adult learning and lifelong learning</i>	<ul style="list-style-type: none"> <li>Principles of andragogy – coaching 50+ in relation to lifelong learning</li> <li>Differences between the learning process of younger and older people</li> <li>How the differences affect the coaching approach</li> <li>The approach of the Company Coach and elements that facilitate/impede learning</li> </ul>	Lifelong Learning	<ul style="list-style-type: none"> <li>To be aware of the importance of lifelong learning and learning for adults in the continually changing society</li> </ul>	<ul style="list-style-type: none"> <li>Group lesson</li> <li>Open discussion</li> <li>Short instruction</li> <li>Work sheets</li> <li>Individual and group-exercises</li> <li>case studies</li> </ul>	135
		How (older) adults learn	<ul style="list-style-type: none"> <li>Understanding how adults learn</li> <li>Knowledge about the factors that influence learning processes</li> </ul>		
		Differences in the approaches to learning of adults and education in schools	<ul style="list-style-type: none"> <li>Knowing the differences between the learning of adults compared to the learning of young people in school or initial vocational training</li> <li>Integration of the personal experiences as a VET-trainer</li> </ul>		
		Learning efficiency of older people	<ul style="list-style-type: none"> <li>Acquire knowledge about the learning efficiency of older people regarding speed of learning, context of learning and attitude towards learning</li> </ul>		
		E-Learning	<ul style="list-style-type: none"> <li>Understand the conditions of use for E-Learning techniques and possible obstacles for 50+ employees regarding ICT and how to counter them.</li> </ul>		
				<b>Total:</b>	<b>180</b>

Module	Description of Contents	Training Units	Learning Goals	Methods	Time (min)
<b>Module 3</b> <i>Developing enterprises by developing employees</i>	<ul style="list-style-type: none"> <li>Methodologies and supporting tools for the company coach</li> <li>Implementation of the company coach handbook in the daily work</li> <li>Analysis of the working area and competences of the employee/coachee with "Personal Development Plan" and "Personal Activity Plan"</li> <li>Practical exercise: the structured interview within the aim of competence assessment</li> </ul>	Developing the enterprise by supporting the professional and personal development of it's employees	<ul style="list-style-type: none"> <li>Understand how an enterprise develops when it's employees are developed</li> <li>Knowledge about the concepts "Personal Development Plan" and "Personal Activity Plan" as regards definition, goals, contents</li> <li>How to use the information gathered through to two kinds of plans</li> </ul>	<ul style="list-style-type: none"> <li>Group lesson</li> <li>Usage the handbook</li> <li>Work sheets</li> <li>Individual and group-exercises</li> <li>Role play</li> <li>Communication practices</li> <li>Feedback</li> </ul>	90
		The methodology and usage of the handbook tools	<ul style="list-style-type: none"> <li>Able to use operative Tools in each phase of the process with the employee/coachee</li> </ul>		45
		Creating a personal development plan and a personal activity plan	<ul style="list-style-type: none"> <li>process-oriented usage and application of the two personal plans</li> <li>Supporting employee/coachee in creating their personal two plans</li> </ul>		90
		Competence assessment with a structured interview	<ul style="list-style-type: none"> <li>Be able to carry out the competence assessment and analysis of the current role/tasks on an employee, through a structured interview</li> </ul>		135
<b>Total:</b>					<b>360</b>
<b>Module 4</b> <i>Selection of training measures</i>	<ul style="list-style-type: none"> <li>The company requirements</li> <li>Analysing the training needs of companies and employees</li> <li>Identify appropriate training offers</li> <li>Detailed analysis of training quality</li> </ul>	Determining the desired result of the Training measure as regards it's benefit fort he enterprise	<ul style="list-style-type: none"> <li>The ability to derive the training needs from the personal activity plan</li> </ul>	<ul style="list-style-type: none"> <li>Joint work on topics by using a list of questions</li> <li>E-learning</li> <li>Reflecting the e-learning experience (discussion)</li> </ul>	45
		Analysis and comparison of Bids and preparation of decisions	<ul style="list-style-type: none"> <li>The ability to analyse the contents and the methodological approach of training measures.</li> </ul>		135
<b>Total:</b>					<b>180</b>

Module	Description of Contents	Training Units	Learning Goals	Methods	Time (min)
<b>Module 5</b> <b>Coaching</b>	<ul style="list-style-type: none"> <li>The concept of coaching</li> <li>The difference between VET training and coaching</li> <li>Communication as part of the coaching process</li> <li>Conflict management in the coaching process</li> <li>Enhance motivation through coaching</li> </ul>	What is coaching?	<ul style="list-style-type: none"> <li>Understanding the term coaching</li> </ul>	<ul style="list-style-type: none"> <li>Group lesson</li> <li>Open discussion/interaction</li> <li>Individual and group-exercises</li> <li>Role-plays</li> <li>Case studies</li> <li>Communication practices</li> <li>Feedback</li> </ul>	45
		What are the differences between a coach and a VET trainer?	<ul style="list-style-type: none"> <li>Be able to differentiate between the fields of work of coach and teacher</li> </ul>		45
		What are the benefits of both concepts – how do they complement one another?	<ul style="list-style-type: none"> <li>The ability to apply both concepts depending on the situation</li> </ul>		45
		Coaching and communication	<ul style="list-style-type: none"> <li>Knowledge about diverse techniques of communication as well as the ability to constructively use them</li> </ul>		180
		How to recognise and solve conflicts What to do when facing criticism and complaint Opportunities hidden in a situation of criticism and complaint Solutions	<ul style="list-style-type: none"> <li>Ability to actively manage conflicts</li> <li>Change limiting attitude towards criticism and complaint</li> <li>Manage criticism and complaint and make it a profitable chance to improve</li> <li>Manage effectively the coach/coachee relation</li> </ul>		180
		The influence of motivation on the learning process	<ul style="list-style-type: none"> <li>Understanding the effects of motivation and knowledge about how to influence motivation</li> </ul>		180
<b>Total:</b>					<b>675</b>

Module	Description of Contents	Training Units	Learning Goals	Methods	Time (min)
<b>Module 6</b> <i>Evaluation of training measures and securing the transfer of knowledge into work practice</i>	<ul style="list-style-type: none"> <li>The concept of evaluation</li> <li>Objectives of evaluation</li> <li>Implementing an evaluation</li> <li>Securing the transfer of newly acquired knowledge by evaluation</li> <li>Actions to carry out in case evaluation reveals unsatisfactory results</li> </ul>	What is evaluation?	<ul style="list-style-type: none"> <li>Understanding of the term evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Group lesson</li> <li>Work sheets</li> <li>Individual and group-exercises</li> <li>Role play</li> <li>Case studies</li> </ul>	90
		How to evaluate a measure?	<ul style="list-style-type: none"> <li>Ability to evaluate the training measure, the coaching process and the transfer of knowledge</li> </ul>		180
		Assessing the transfer of knowledge into practice by evaluation	<ul style="list-style-type: none"> <li>Using evaluation as an instrument to secure knowledge transfer</li> </ul>		90
				<b>Total:</b>	<b>360</b>