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WP WORK PACKAGE 5

Transnational Training Regulations of the PaintingSkillsAcademy

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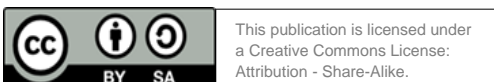




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Introduction

Based on the results of WP3 Multilevel Qualification Portfolio on EQF levels 1 to 6 and WP4 Learning outcome-based, profession-wide, modular curricula for EQF Levels 1-6, concrete educational offers (workshops, courses) are formulated in this work package.

The educational offers represent the dynamic part of the PSA. The educational possibilities of PSA are potentially unlimited.

Basically, we distinguish between educational offers that are offered as workshops and those that are offered as courses.

The form in which an educational offer will be available depends fundamentally on the topic.

Workshops and courses, on the other hand, can also be distinguished, e.g.

- in courses that are carried out in presence or online or ...
- in workshops focused on solving problems or resolving conflicts or ...

Workshops bring together people who want to develop strategies together, solve problems or learn from each other. The more interactions are triggered between the participants and the less is prepared as presentation, the more insights the participants gain by learning from each other.

Examples of possible workshop topics in the painting trade: New products and trends, environmental protection and safety aspects, contract law.

A **course** is a **educational event** whose form and objectives can be of a very different nature. It describes the path from a starting point to a specific learning objective.

In addition to the classic face-to-face course, a course is also understood to mean distance learning or e-learning. Examples of possible course topics in the painting trade: Decorative techniques (e.g. marbling, imitation of wood and stone, stencilling), calculation and price calculation.

Occupational topics can be, for example, current developments in quality standards, occupational safety, health protection, environmental protection, teaching methods and pedagogy.

The **target groups of the PSA educational offers** are as diverse as the possible educational offers and are determined, tailored to the form and topic of the educational offer.

Target group-oriented differentiations are not only made in terms of content. The specific time options or the different and most suitable forms of learning are also taken into account in the formulation or implementation of the workshops and courses.

Examples of target groups: trainers and teachers (train the trainer), trainees, e.g. certified masters of the trade, people without formalised professional qualifications, dropouts and second chance seekers, university graduates (e.g. bachelor) as future managers and entrepreneurs, specialist companies (company owners and employees).

In order to ensure a uniform quality standard within the PSA, conceptual basics and templates are presented or developed, which are enriched with content (extension of the PSA product range).

A common layout and predefined content categories provide a uniform coverage of workshops and courses that are being developed.

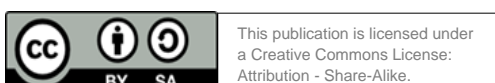
PAINTING SKILLS ACADEMY

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In the following, the conceptual basis, which are conceivable for educational offers in the painting trade, and layout templates are presented. Objective: Avoidance of misunderstandings and a high-quality standard to which PSA is committed.

On this basis, the PSA partners (and in the future also new PSA members or providers of educational offers) can formulate workshops and courses that can be offered.



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R5.1 Workshop concepts

1. Workshop

1.1 Tasks and Objectives

Workshops are events in which smaller groups deal intensively with a topic for a limited period of time. The focus is on working together towards a common goal. Workshops are moderated in the sense of leading a discussion to control communication in working groups. The group should be led cooperatively and collectively to a specific goal or result. The moderation (management) serves, in addition to controlling the communication, to promote the motivated, active cooperation of all participants. The goal is a jointly developed result that is understandable for everyone.

Facilitation is extremely important for achieving the goals of a workshop: While the participating persons are responsible for the content of the contributions, the moderator is responsible for the timing and structure as well as the documentation of the results. By asking specific questions or theses, she/he supports the group in the development of the results and ensures that the common thread is maintained in the exchange of opinions. She summarizes the contents and results of the workshop in a clear and understandable form.

1.2 Areas of application

Working in groups is helpful in various ways, e.g. when collecting data (tasks, processing times, quantities) or when developing concepts. As soon as several people work together or decisions are to be made together in meetings, the technique of moderation should be used.

1.3 Procedure and description

1.3.1 Step 1: Preparation of the workshop and moderation

(1) Set goals

The precise clarification and definition of the goals of the workshop is very important. If the moderation is carried out by an outside person, the topic and the type of result must be clarified with the client and formulated accordingly. The result must also actually be achievable by the moderator (e.g. the order "Optimization of the procurement process" is not an executable moderation task because it is not formulated specifically enough).

(2) Design of the workshop ("workshop dramaturgy")

After clarifying the objective and the task of the moderator, the moderator develops the dramaturgy, in other words the detailed design of the course of the workshops and the moderation. The dramaturgy of a moderation specifically includes the opening question or thesis and all follow-up questions with which the moderator should lead the group to the desired result.

(3) Selection of participants

The participants will be selected based on the workshop goal. If the aim of a workshop is e.g. bringing about a decision, the participating persons must be authorized to make decisions. If for example the goal is a technical discussion or a collection of ideas (brainstorming), professional competence and different perspectives are required. The number of participants should be between 3 and 15, with moderation becoming more important the larger the number of participants. The



participants will receive an invitation in good time with information on the reason, goal, date, duration and Venue of the workshop.

Before the workshop begins, the moderator should find out about the group of participants and consider what expectations, reservations or experiences they might bring to the workshop. These preliminary considerations can prevent unpleasant surprises and possibly make a valuable contribution to the discussion.

(4) Location and tools

- Easily accessible venue
- Friendly, bright and air-conditioned premises with enough space for the corresponding number of participants, for a working atmosphere that is as pleasant and trouble-free as possible, which promotes successful and creative cooperation
- a seating plan that allows those present to have unobstructed eye contact
- Name tags and/or mutual introduction facilitate communication
- Aids for a workshop: pin board, flipchart, moderation paper, pens, moderation cards, drawing pins, PC and beamer, screens and other media - in sufficient quantity.

1.3.2 Step 2: Implementation

An open working atmosphere is characterized by compliance with an orderly and fair way of working. It is therefore advisable to agree on rules of conduct that are known to everyone involved and compliance with which is guaranteed by the moderator. The implementation of the workshop and the moderation consist of three consecutive phases:

(1) Introduction

The introduction is a phase critical to the success of the group work, as this is where the basis for the working atmosphere is created. Possible process:

- Introduction of the moderator,
- Introduction of the participants,
- Explanation of the topic or problem,
- Presentation of the process (possibly joint decision on an agenda including break times), housekeeping arrangements (i.e. location of toilets, emergency exits, evacuation procedure, any drills due to take place) and the tools.

The introductory phase should definitely take sufficient time. Switching to a factual discussion too early can have a negative effect on the atmosphere of the discussion.

(2) Processing of the topic

After the introduction, the moderation follows according to the work steps and questions defined in the dramaturgy. It is advisable to avoid deviations as far as possible, since any additional explanations that may be required will influence the result or confuse the participants. Possible moderation techniques:

- Card query
- Assumption
- Voice query
- Weighting question
- To do list The choice of moderation technique depends on the objective of the workshop.



(3) Summary (final presentation)

After each step, the moderator summarizes and presents the partial results. This ensures that there is consensus in the group. If questions/aspects are open or not clarified, they should be addressed again. The course of the workshop is then reconstructed by the moderator as a whole and all work results are summarized. Finally, the farewell follows.

1.4 Documentation

The documentation of the result or results is one of the tasks of the moderator. First, the results are visualized and documented on the pin board. The results are made known to all those involved with the protocol to ensure accessibility, understandability and consensus. The compressed information can then also be displayed in a presentation for third parties.

1.5 Pros and Cons

- Advantages:
- higher level of acceptance, as those who are affected are included
 - better acceptance of proposed solutions
 - systematic and efficient group work (goal-oriented)
 - detailed preparation leads to comprehensive treatment of the topic (no partial forgotten aspects)
- Disadvantages:
- time consuming
 - Moderation requires additional effort, a lot of experience, quick-wittedness and flexibility
 - Thinking (requirements for the moderator function are very high)

1.6 Notes and Tips

- Basic considerations on the topic must take place before any group work in order to ensure success (poorly prepared workshops are often unsuccessful).
- Moderation should not objectify the group work too much and also leave enough space for interpersonal topics (relaxation of the discussion atmosphere).
- Feedback on the moderation procedure prevents undesirable developments or at least allows them to be corrected at an early stage.
- Avoid digressing into fundamental academic discussions (often with technical topics).
- Moderation must give everyone the opportunity to have their say and should encourage everyone to participate (balance between more extroverted and more introverted people).
- Moderation should under no circumstances put your content-related opinion in the foreground (WARNING if moderation is carried out by a manager).
- Adhere to the planned time frame in order to avoid imminent loss of credibility and authority of the moderator.

2. Workshop concept

2.1 Problem Solving Workshop

Workshops differ fundamentally from consultations in terms of the cooperation, the structured process and the professional moderation. The problem is defined as the actual state that deviates from the desired target state. It should be noted that it is by no means trivial to convert the current state into the target state. In a problem-solving workshop, organizers and participants are looking for creative ways to overcome the hurdles on the way to the goal (target state).





The central part of a creative problem-solving workshop is the search for ideas or solutions.

The classic creativity techniques include methods such as brainstorming or the 653 method. Today, professional teams rely more on the principles of inventive thinking (such as TRIZ or the A-SIT method) - also in combination with processes such as design thinking.

Especially suitable topics are e.g. ...

- technical innovations and problem solving
- Product development and marketing
- Simplification, even before the digitization of processes
- Business models, strategies, smart pricing
- Start-ups and business development
- Ideas and solutions for politics, health, sustainability, administration

A problem solving workshop is part of a process.

The process begins with recognizing and deciding that a new solution is needed. Before the workshop design comes the question, "What are we looking for?", which requires a clear answer. Somewhere between this point and the completed project, one or more problem-solving workshops will take place.

2.1.1 Classic creative techniques (methods)

2.1.1.1 Brainstorming (ideas conference)

Brainstorming is a creative technique intended to lead to new, innovative ideas in a group of people. Certain basic rules must be observed so that the group dynamics can be used positively:

- Quantity before quality (find as many ideas as possible)
- Ideas are not criticized or filtered or evaluated during implementation
- Results are documented immediately and visible to everyone
- Planned time is fully used, the brainstorming is not terminated prematurely

a) Areas of application

Brainstorming is particularly suitable for simply structured problems. If the problem to be solved is more complex, it should be broken down into simply structured sub-problems and several brainstorming sessions should be scheduled. Brainstorming usually takes place in groups, so moderation should ensure that certain basic rules are observed.

b) Procedure and description

Step 1: Preparation

- Management (moderation) formulates the topic or the problem precisely in order to avoid misunderstandings about the content
- Selection of suitable participants: 5-10 people, care in putting together the group (heterogeneous groups such as employees from a specialist department, external team members, employees of the central department), freedom of expression
- Inform participants about the topic in good time
- Estimated time (without evaluation): 10-30 minutes

Step 2: Implementation

- At the beginning and as needed: short, informal round of introductions if possible
- Moderation briefly explains the topic
- Explain the procedure, especially if participants are attending such a session for the first time
- Moderation starts with stimulating the expression of ideas ("ask tempting or stimulating questions")
- All ideas (regardless of whether they make sense or nonsense) are documented directly and visible to everyone, e.g. with the help of a blackboard or a flipchart
- Shortly before the end of the planned time frame, the facilitator repeats all the ideas that have been raised

Step 3: Evaluation

- After brainstorming is complete, the collected ideas are first checked for ambiguities and, if necessary, cleared up.
- The content is then evaluated and critically examined (either in the group or by the management alone)
- Possibility of evaluation: classification of the collected solution approaches into the categories "realizable immediately", "realizable in the medium term" and "unusable".

c) Advantages and disadvantages

Advantages:

- high number of ideas and proposed solutions in a relatively short time
- no high demands on the methodological knowledge of the participants.
- Effort for preparation and implementation is low

Disadvantages:

- time-consuming post-processing due to large and unstructured amount of ideas
- Non-verbal criticism (facial expressions, gestures) during the implementation is difficult to prevent and can affect creativity
- Attempts at self-portrayal by individuals can have a negative impact on others
- Danger of digressing from the topic is very high

d) Hints and tips

- In any case, moderation should be planned.
- Hierarchical dependencies of the group of participants must be taken into account be considered.
- Brainstorming should be conducted in an informal and undisturbed atmosphere.
- Sufficient aids (pens, flipchart, cards, etc.) must be provided.
- The biorhythm of the participants may affect their creativity. Brainstorming sessions should not take place too early in the morning or just after noon.
- Documentation should be done by someone who is not involved in the creative process.

2.1.1.2 Brainwriting (Method 6-5-3, Collective Notebook)

Brainwriting is a modification of the brainstorming method. The ideas are not formulated verbally but in writing. The basic rules to be followed and the areas of application correspond to those of the brainstorming method (see above).

a) Procedure and description

Conducting a brainwriting session is more formalized than brainstorming, the exchange of ideas takes place in previously defined ways. Ideas are not just thrown around like in brainstorming. The written form and the anonymity of



the documentation makes it difficult to assign ideas to individual people and thus promotes freedom of expression. In the following, the methods 6-5-3 and collective notebook are considered as variants.

Step 1: Preparation

- Define and formulate the topic/problem precisely
- Form technically heterogeneous groups
- Inform participants about the topic in good time
- Estimated time: depends on the variant chosen

Method 6-5-3:

- Participants sit around a large table
- Estimated time: allow at least 30 minutes (6 participants and 6 rounds of about 5 minutes each) for the actual collection of ideas (without introduction and evaluation). To support the collection of ideas, it is advisable to prepare a corresponding questionnaire.

Collective Notebook:

The participants collect ideas on their own, so the topic must be formulated in writing and passed on to the participants with a deadline for returning or exchanging the idea sheets with each other.

Step 2: Implementation

Method 6-5-3:

- At the beginning, a short round of introductions by the 6 people and an introduction to the topic as part of the moderation.
- the time per round (6 rounds in total, pass on the ideas written down on prepared sheets 5 times) should be around 5 minutes
- Each person receives a piece of paper on which 3 ideas are noted in the next 5 minutes
- After the 5 minutes have elapsed, everyone passes their paper on to their neighbors in a certain direction
- Neighbors now write 3 more ideas on this piece of paper (these ideas can supplement or vary the previous ideas, but can also be completely different, new ideas)
- the end is reached when all the sheets have been worked on by everyone involved, in this case after six rounds
- Once each piece of paper has been passed around completely, the team has worked out up to 108 ideas and solution approaches in a very short time, which can then be evaluated. It is possible to do the 6-5-3 method with more or less than six people. However, the number of participants should not be less than four.

Collective Notebook:

The participants do not meet to collect ideas together. They receive the problem in writing and now have a specified period of time (several days to weeks, depending on the urgency of the problem) to write down their ideas. It is possible that the collected ideas will be forwarded to other participants for supplementation. The forwarding of ideas by e-mail or an electronic discussion forum is considered advantageous. At the end of the defined period, all those involved send their ideas to the responsible person.



Step 3: Evaluation

- After brainstorming is complete, the collected ideas are first checked for ambiguities and, if necessary, clarified.
- Possibility of evaluation: organise the collected solution approaches into the "realizable immediately", "realizable in the medium term" and "unusable".

c) Advantages and disadvantages

Advantages:

- the implementation is uncomplicated
- The implementation requires little methodical knowledge from the participants
- moderation is not required
- the ideas found are not directly talked down
- a large number of ideas and proposed solutions in a relatively short time
- the effort for preparation and implementation is low
- hierarchical dependencies between the people involved are in contrast to the brain storming insignificant and negligible.
- Even reticent people can express ideas undisturbed, since self-portrayal individual is not possible
- the possible disadvantages of a group discussion (a lot of time, tensions in the team etc.) are avoided

Disadvantages:

- time-consuming post-processing due to large and unstructured amount of ideas - Restricted spontaneity of those involved due to the formalized process - there may be a strong bond with the ideas of the predecessor - the written form encourages logical thinking rather than creativity

d) Hints and tips

- It is important for Method 653 to be quiet in the room (no conversations or questions).
- An easily legible font.
- Basic requirement: strict separation of idea collection and idea evaluation.
- Provide moderation.
- Be sure to take into account the hierarchical dependencies of the group of participants.
- Conduct brainstorming sessions in an informal and undisturbed atmosphere.
- Provide sufficient tools (pens, flipchart, cards, etc.).
- Biorhythms of the participants may affect their creativity. (If possible, do not start brainstorming sessions too early in the morning or just after noon)
- Documentation is done by someone who is not involved in the creative process.

2.1.2 Modern creative techniques (methods)

2.1.2.1 TRIZ method (principle of decomposition)

The Russian inventor and scientist Genrich Altshuller developed this method in collaboration with his friend Rafael Shapiro. The abbreviation TRIZ comes from the Russian term *Theorija Reshenija Izobretatelkih Zadach* and means "Theory of Inventive Problem Solving". The basis is the approach that inventions, innovations and problem solutions can be systematized and can be learned and implemented by everyone. According to this, inventions and innovations are subject to certain principles and patterns that can be repeated and used to solve future problems.

a) Areas of application

The TRIZ method is particularly suitable for the development of new products and innovations. However, the concept can also be used to pursue many other goals, and so the method should be seen as a way of overcoming barriers to thinking. With the TRIZ method

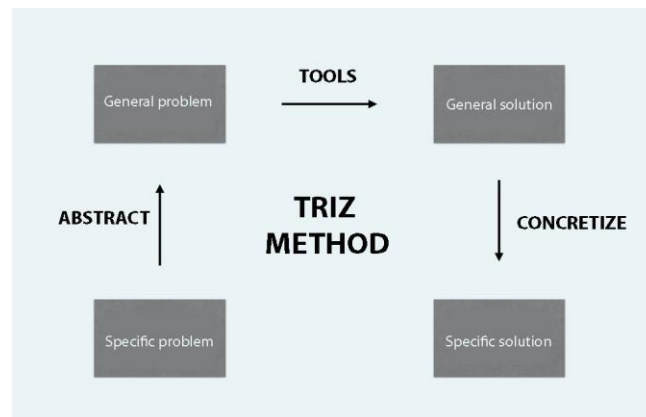
- the topic is questioned, reflected upon and analyzed.
- Existing knowledge is used to find an innovative solution in the next step.
- Processes or properties that were previously regarded as fixed are also questioned again.

So it's not about many alternatives (in contrast to brainstorming), the theory of inventive problem solving focuses on a very precise description of the problem and thus also concrete specifications for the solution. The aim is to present the best possible solution to the problem (quality instead of quantity).

b) Procedure and description

With the various tools and innovative principles, the TRIZ method can quickly appear very complicated, confusing and scientific. Therefore, it is important to focus on the basic workings of the method.

Building blocks of the TRIZ method



Source: <https://karrierebel.de/triz-methode/>

The starting point is the specific problem that is to be solved or for which a suitable idea is to be developed. The problem must be described and defined as precisely as possible. The problem is then abstracted (generalize, reduce to individual aspects). The seemingly unsolvable problem actually contains many small questions that can definitely be answered. This often results in a general or perhaps even standardized problem. With the help of the TRIZ tools, a solution to this abstract problem is now being sought. In the last step, the problem solutions found are adapted to the specific situation and made concrete, and at the end of the theory of inventive problem solving there is a creative approach.

c) Advantages and disadvantages

- Advantages:**
- targeted search for ideas (quality before quantity)
 - promotes creativity and innovation potential
 - Solution ideas for many technical problems
 - Quality assurance and product optimization
 - Improve teamwork - Reduction of "time-to-market"
 - Cost reduction, avoidance of complaints

- Disadvantages:**
- Innovative mindset that is not suitable for everyone
 - Training required
 - Restriction to technical problems



c) Hints and tips

- Recognize the real problem.
- Stay optimistic.
- Taking initiative and taking responsibility (don't blame others).
- Take your time (keep a cool head).

2.1.2.2 ASIT method

This approach makes it possible to comprehensively break down the problems or questions posed in order to achieve an innovative or even revolutionary solution. The aim is to shift the perspective of the problem and thus approach the question from a completely new perspective. The results are elegant solutions with an eureka effect that are hard to find without ASIT thinking.

ASIT, from the English acronym "Advanced Systematic Inventive Thinking" was created by Roni Horowitz from the work of simplifying the scientific method TRIZ. Based on the premise that the simplest solutions are the most effective, this approach follows a structured and concise approach.

The ASIT approach is based on a simple principle: use constraints instead of ignoring or circumventing them. It lists the various difficulties associated with a problem and analyzes them from different angles in order to convert weaknesses into strengths.

a) Areas of application

The ASIT method enables creative solutions and innovations in all areas.

- Solve a blocking problem (products, services, processes...) in an innovative way.
- Find alternative solutions instead of correcting and complicating a historical solution.
- Circumvent a patent with a new solution.
- Anticipate and protect against possible future competitive solutions.
- Develop a differentiating response to a tender.
- Finding creative conceptual solutions and then converting them into market innovations

b) Procedure and description

Step 1: Preparation

This phase is crucial for the success of the process. So it's about:

- State the problem precisely, with a clearly defined end goal (define desired action to solve the problem).
- List objects that make up the problem posed or that are linked to the context or environment (points used to find a solution).

Step 2: Analysis with the 5 tools of the ASIT method

The reflection takes place by formulating sentences that are articulated around the objects that make up the problem posed and the answer that one wishes to bring to the problem, following the following 5 steps in succession:

- Union (one of the objects of the problem will solve the problem)
- Multiplication (integrating a new object of the same type as an existing one, which provides a solution to the identified problem)
- Division (articulate existing objects in all possible and imaginable ways, always with the aim of reacting to the problem at hand)



- Symmetry breaking (removing constants of time, space and groups)
- Delete (remove existing objects to solve the problem)

Step 3: Selection of formulated solutions

If all ideas are available, it is important to keep the most effective one, in other words the one that best responds to the problem posed, while respecting the established limits and rules.

c) Advantages and disadvantages

- Advantages:
- much more effective than brainstorming etc.
 - a systematic creativity method
 - leads to elegant solutions (uses the existing potential and takes into account the existing limitations)
 - an effective, result-oriented method (aim is a creative result)
 - Individuals and teams are guided to innovative results with a simple and effective approach

Disadvantages: - none

2.1.2.3 Design Thinking

It is a systematic approach in which complex problems can be solved with the help of creative processes. The focus is always on the user, in other words the customer for whom the problem is being solved. Design Thinking does not include rigid definitions, but different principles, tools and a special way of thinking. The possible design thinking methods are characterized above all by the fact that they are user-oriented and attach great importance to visualization and simulation.

a) Areas of application

Current developments such as digitization ensure that there are more and more complex issues today. Most scientists are convinced that such problems can only be solved with new and creative approaches. In the design thinking process, the creative working methods of designers (design) are combined with the application of scientific data and facts (thinking). Design thinking can be used to clarify e.g. the following questions can be used:

- What types of photos work best for ads?
- Why aren't painters and decorators using their PPE (Personal Protective Equipment) consistently?
- How can I reorganize my company in the course of digitization?
- How can I develop a new service?

b) Procedure and description

Design Thinking includes different methods, is very flexible and only follows a few rules. There are three characteristics that are considered success factors:

- **Team**
The team members come from different departments and bring different skills with them. As a result, different opinions and experiences collide.
- **Space**
Encourage creativity through a working environment (space) that is as free and flexible as possible. There is movable furniture (e.g. bar tables) and plenty of space for whiteboards and presentation surfaces.
- **Process**
The individual steps are repeated until the team has found a solution that the end user likes. On the one hand, there are phases in which as many different ideas as possible can be found (diver-

gence). On the other hand, there are also phases in design thinking in which ideas and new findings are brought together (convergence). The design thinking process consists of six phases:

Phase 1: Understand

- Develop a common understanding of the problem and bring everyone involved on the same page.

Phase 2: Observe

- Put yourself in the shoes of the customer (user) who placed the order and understand the customer's needs (the customer's wishes are paramount).

Phase 3: Define perspective

- Combine results from the first two design thinking phases: develop a framework that leaves room for possible solutions and defines an ideal customer. An ideal customer is the user who benefits maximally from the team's solution.

Phase 4: Find ideas

- Gathering of ideas in a general brainstorming of the team
- Finally, the ideas are structured and listed by priority (important criteria are e.g. efficiency, feasibility and cost-effectiveness)

Phase 5: Develop prototypes

- the team develops a model (prototype) to illustrate
- The needs of the customer are in the foreground, he must be able to imagine the solution to the problem based on the prototype (simple prototypes)

Phase 6: Testing

- Test prototype (by the team)
- Observe the customer's reaction
- Develop further ideas and improvements based on customer feedback
- Ideas that don't work are discarded
- In the design thinking process there are often several test phases until the customer is satisfied.

c) Advantages and disadvantages

- Advantages:
- Higher customer satisfaction (focus on the user's perspective)
 - Better working atmosphere (people from different disciplines are in a common same creative process)
 - New perspectives and solutions (multidisciplinary teams mean different experiences ideas and opinions)
 - old thought patterns can be broken
 - Dangers such as solo thinking or operational blindness are very low

- Disadvantages:
- High effort (individual design thinking phases, assembling the teams, setting up the Working environment)
 - Danger of overstressing the process (participants cannot stop looking for ways to improve)
 - Too fast (new and creative solutions emerge within a very short time, but they don't always have to be successful)



2.2 Conflict Resolution Workshop

Conflicts occur wherever people meet. Conflict management begins with this insight:

- Conflicts are unpleasant, but absolutely human.
- With the right strategies, conflicts in everyday work and private life can be resolved.

2.2.1 Definitions

Conflict management

is the ability to solve conflict situations between people positively, productively and clearly. Various solution-oriented strategies and techniques from the areas of communication, mediation and coaching are used to resolve conflicts. Knowledge of conflict management can help anyone in the workplace, whether manager or employee. The nature of the conflict determines which models and methods can be used to resolve the conflict.

A conflict

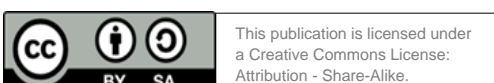
is a dispute between two or more parties. The focus is often on the clash of expectations, personalities, values or even stress. Not every conflict has to escalate or be perceived as negative. However, conflicts are associated with emotions and are therefore made for escalations. Unresolved conflicts in companies can lead to frequent absences, people leaving the company or layoffs.

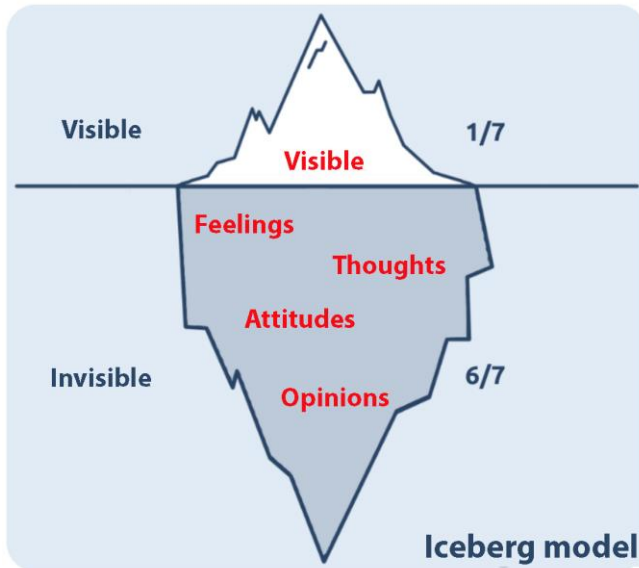
2.2.2 Types of conflict and examples

- Factual conflict, e.g.
different opinions in the team to accomplish a task.
- Relationship conflict, e.g.
an introvert and an extrovert cannot get along with each other.
- Conflicting goals, e.g.
two executives have competing intentions and goals for the quarter.
- Conflict of understanding, e.g.
a misunderstanding over the phone leads to a permanent conflict situation between colleagues due to a lack of discussion.
- Role conflict, e.g.
an employee is promoted to project manager and has to prove himself to his "old" colleagues in his new role as supervisor.
- Judgmental or perceptual conflict, e.g.
two people from different cultures have different attitudes and perspectives on a task.
- Conflicts of power and distribution, e.g.
an employee feels unfairly treated in the distribution of salary increases in the company.

2.2.3 Methods in conflict management

The iceberg model (also "20-80 model"), which is popular in the field of communication, provides helpful insights for conflict management. The method divides communication into two levels: the factual level and the relationship level. As with an iceberg, only about 1/7 of our communication consists of visible behavior (factual level). The other 6/7 of our communication initially takes place invisibly below sea level, where our feelings, thoughts, values and primal fears take place (relationship level). ATTENTION! Relationship conflicts are often behind factual conflicts. If you want to solve a conflict, you have to jump in at the deep end. You have to tackle the conflict and seek dialogue with the other party to the conflict – this is the only way to find out what she and you are really about.





Source: <https://ifm-business.de/aktuelles/business-news/konfliktmanagement-konflikte-im-unternehmen-einfacher-loesen.html>

2.2.3.1 Conflict Discussion

A conflict discussion can take place in the event of a conflict between colleagues, employees and managers or between employees and customers. Method:

- Make an appointment.
- Choose a quiet and neutral place.
- Clarify the goals of the discussion together at the beginning.
- Maintaining a fundamentally positive mood despite conflict.



Source: <https://ifm-business.de/aktuelles/business-news/konfliktmanagement-konflikte-im-unternehmen-einfacher-loesen.html>

2.2.3.2 Nonviolent Communication

When people see empathy and appreciation as the basis for communication and conflict resolution that should be successful, the Nonviolent Communication (NVC) method is a simple but far-reaching method. The central problem in conflicts is usually that both sides argue from their own perspective, ignoring the perspective of the other party and thus hardening the fronts. The task of the NVC is to break up these blockages in communication. The 4 steps of the Nonviolent Communication (NVC) method:



- Step 1: Observations**
Describe a specific action that is perceived as disturbing, without judgement, in order to clearly present the problem.
- Step 2: Feelings**
Always describe and explain feelings/sensitivities without assigning blame.
- Step 3: Needs**
Demonstrating what it takes to feel better.
- Step 4: Ask**
Make a specific request to the other person.

NVC is also often referred to as a way of life or a style of communication. NVC can not only be used to resolve conflicts, but also to prevent difficult situations and is an effective tool for team building. The result is a positive conflict culture in the company.

2.2.3.3 Mediation and Supervision

The "view from the outside", the view of an external, neutral person is particularly effective if the attempts to resolve the conflict have not been successful.

Mediation requires a mediator. Mediators are conflict moderators who clarify and structure the goals and course of a conflict discussion. Mediators ensure that both parties focus on solving the problem objectively.

A supervision is an "overview" of an individual, a team or an entire company. The supervisor observes people in their professional activities and does not provide solutions, but constructive suggestions for reflection and change.

2.2.3.4 Other conflict management methods

The methods named below can also be used, depending on the problem and the objective, but are not considered in detail at this point.

- Harvard method
- Conflict escalation according to Friedrich Glasl
- The KULT model (clarification - causes - solution - transfer)
- Transactional Analysis
- The Inner Team
- Systemic questions (coaching)
- Type indicator models (personality types)

2.2.4 Importance of conflict management in the workplace

Especially in the stressful everyday work, things can crack in the best team. It becomes problematic when unresolved conflicts harm employees and the company. Possible damage can e.g. high sick leave (mental and health impairments), employee fluctuation and loss of image with the customer. Conflicts that are overcome together, on the other hand, strengthen e.g. employee loyalty and trust among one another.

2.2.5 Areas of application

Know-how in conflict management is required in companies, especially in the following areas:

- People management
- Human resource management
- Corporate Health Management
- Complaints management





Conflicts also play a central role in *change management*, i.e. when changes are to be implemented in companies. The more radical the change, the more likely it is that employees will encounter resistance that harbors the potential for conflict.

2.3 Conceptual workshop (conception workshop – from the briefing to the well thought-out concept)

2.3.1 Definition

Good concepts are the prerequisite for successful projects. It is often important to develop coherent concepts in a systematic and methodologically sound manner in the shortest possible time. This can involve a wide variety of concepts, such as E.g.: market research concepts, templates, final reports, briefings, orders, minutes. Conceptual competence on an analytical, content and stylistic level is required. Internal and external concepts must be equally well structured, professionally prepared and presented in a comprehensible manner. Anyone who develops concepts is always at risk of making (thinking) mistakes:

- Strategic decisions are made before the analysis is completed or
- Fixed favorite ideas or measures without foundation or
- Measures strung together in any order without a clear strategy.

The systematic conception cycle *analysis - strategy - implementation* first creates analytical order, then requires strategic decisions and converts them into operational actions so that they can be checked again in the analysis phase.

2.3.2 Areas of application

The aim of the conception workshop is to convey content on a conceptual and content-related as well as linguistic and stylistic level. The imparted know-how can easily be applied to different conceptual tasks, e.g.:

- Concepts
- Templates
- Reports
- Logs
- Briefing
- Training materials

2.3.3 Procedure and description

The development of conception competence means that concepts can be created quickly and safely. The participants should bring examples and documents from their own practice to this workshop, as the content conveyed should be applied as practically as possible.

Step 1: Objective Description

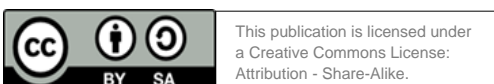
Clearly and unambiguously.

Step 2: Target group

define and specify, e.g.: Employees and managers in marketing, organizational development or project management who develop concepts, decision templates and project plans themselves or participate in the creation.

Step 3: Content (brief description)

- (1) What is a concept? (Areas of application, definition of terms, requirements, conceptual work: function, content structure, procedure, process)





- (2) Concept development as an iterative process
 - Initial situation (actual): analyze and evaluate the situation
 - Target definition (target): Make decisions
 - Show solution
 - Derive means and measures, including analysis of opportunities and threats
 - Discipline of thought: strategy versus tactics
 - System perspective
- (3) Think conceptually
 - Think conceptually: written, structured, creative, in alternatives
 - Conception cycle: analysis, strategy, implementation
 - Methods and tools for practice, e.g. mind mapping, concept mapping, outliner, brain writing - PC as a tool
- (4) Create clarity of purpose
 - Clarify order (briefing)
 - Identify problems
 - Target group and stakeholder analysis
 - Check framework conditions
 - Define concept goals (verifiable).
- (5) Information gathering and situation analysis
 - Techniques of research: Determine information needs, find access, identify sources, organize information
 - "Read correctly"
 - Methods of structuring: hierarchy, selection, different levels of thinking
 - Working with hypotheses: situation assessment, hypothesis formation, selection, verification and feedback
 - Problem solving techniques
 - Tools for structuring (SWOT, portfolio, balance of arguments, influence matrix, etc.)
- (6) Editorial development
 - Presentation and design of concepts
 - Set messages
 - Prepare presentation
 - Summarize results (Executive Summary)
 - Identify open points - "3-minute statement"
 - Revision: feedback and correction loops
 - Copywriting for professionals: 5 phases of text creation, style rules for good concept texts, formulation techniques

2.3.4 Pros and Cons

- Advantages:
- Know all the important steps to create convincing concepts
 - Develop and train your own conceptual thinking
 - Being able to separate strategy and tactics
 - more quality and less stress through the development of standardized workflows
 - be able to create professional and effective concepts - even under time pressure

Disadvantages: - too theoretical, practice is "lost of sight"



2.3.5 Notes and Tips

- Interactive mix of methods to develop technical and methodological skills: Structured dialogue, exchange of experiences, moderation, interactive short lectures, exercises and self-tests, checklists, case studies, mini-interventions to raise awareness and change behavior.
- Participants apply the methods to their own tasks during the workshop and benefit from the trainer's feedback.
- The participants are behind a transfer hotline is available for the workshop. Questions that arise during implementation are answered immediately. Period: xxx.

2.4 Decision workshop (strategy workshop, ideas workshop)

2.4.1 Definition

The decision workshop is an effective tool to make decisions quickly and efficiently. The team quickly names the good and bad sides of the situation based on a specific question. It is determined at which point it is most stuck. The more diverse the members of the team are, the more valuable the answers to the next questions about ideas, solutions and approaches.

The result: At the end of the workshop it is clear what the most urgent challenges are, what solutions there are, what the goal and the waypoints are - and very importantly - who is responsible for implementation.

The workshop is the better alternative to endless meetings without results, in which the skeptics slow everyone down and the inexperienced can't move fast enough. Not only they, but all sides have a right to be heard. But please without a long discussion. Central questions of the workshop are:

- How do we achieve our goals?
- Which way is the right one?
- How do we successfully shape the future?

2.4.2 Areas of application

This workshop is used wherever decisions have to be made, strategies developed or the best ideas found, e.g.

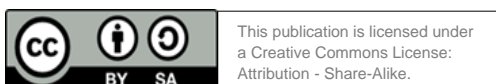
- Career choice
- New Products
- Services
- Business models and fields
- Personnel decisions
- New or changed processes
- Technology decisions
- Project priorities

2.4.3 Procedure and description

This workshop aims to bring clarity and confidence to decision-making. The main goal is to avoid making the wrong decisions, to practice new skills and to have an immediate impact on the work.

Contents

- Analysis of previous decisions
- Determine how a decision should be made
- Different types of decision-making styles



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- Putting decisions into context
- Scenario planning
- A multi-level group decision-making experience (participants learn by making decisions using different decision-making tools and processes)
- Asking the right questions in order to generate important data bases, which are required for an optimal decision-making
- Identifying the key decision objectives against which different alternatives can be evaluated
- Assess the relative strengths of each alternative using a rating system
- Assess the risks associated with each alternative
- Making the best choice that maximizes benefits and minimizes risks These workshops are offered as face-to-face events or as online workshops.

Step 1: Preparation

- Appoint a moderator
- Formulate a goal (What should be achieved? Why this workshop?)
- Choice of method and tools - Defining the target group (Who will take part in the workshop?)
- Duration of the workshop
- Venue of the event

Step 2: Implementation

- State the objective clearly
- Explain the process, with time specifications (e.g.: expert lecture, group work or individual work, discussion in plenary)
- Define measures (to-dos, responsible persons, deadline)
- Follow-up (during the workshop e.g. flipchart, digitize cards)

Step 3: Communication and implementation

- After the workshop, all affected people and departments are informed about the results, to prevent rumour and fear.
- Agreed measures must be implemented
- Regular tracking of the implementation status or a follow-up workshop

2.4.4 Pros and Cons

- Advantages:**
- Effective method to make quick and efficient decisions in a team
 - applicable to all decisions
 - the way from the challenge to the action plan can be reached in a few steps and arbitrarily reproducible
 - the result is the crystal clear decision plus the preparation for possible obstacles plus Milestones – the change becomes tangible and plannable
 - time and financial expenditure are rather low
 - Participants are actively involved (abundance of problem perspectives and expedient solutions songs)

- Disadvantages:**
- The facilitator must be consistent and assertive so that the participants can concentrate on the essentials and not endlessly discuss



2.4.5 Notes and Tips

The decision workshop is the most useful for

- Companies looking for an alternative to fruitless meetings.
- Managers who want to know how their employees think about the current challenges.
- Founding teams looking for a method that facilitates decisions.

3. Target groups

Concrete target groups for workshops must be determined depending on the topic and can in principle come from all areas:

- Teachers and trainers (train the trainer)
- Apprentices
- People with professional qualifications or equivalent skills (Level 3 and 4 EQF)
- Master craftsmen or people with equivalent skills (Level 6 EQR)
- Persons without formal professional qualifications
- Newcomers from other craft businesses, industries or learning paths
- Returners
- University graduates (e.g. Bachelor of Arts, as future managers)
- Companies (specialist trades, industry)
- Professional associations and responsible bodies (Chamber of Crafts, Chamber of Commerce, etc.)
- Social partners (employers and employees representatives)
- Customers

4. Sample workshop (see appendix 1)

Activity (topic):	Job-based intensive workshop
UNIT:	UNIT 4 Marketing, Communication and Sales - UNIT 4-1 Marketing
Type of activity:	two-day intensive workshop
EQR level:	---

Layout for the creation: see Appendix 3.

R5.2 Course Concepts

1. Course Concepts

1.1 Definitions

1.1.1 Course

A course essentially consists of a defined sequence of teaching units. In the process, certain qualifications are learned, with the focus on personal or professional advancement.

1.1.2 Seminary

Seminars at universities

serve the scientific deepening and can be offered on any topic of a subject area. In contrast to the lecture, they are characterized by greater interactivity between the leader and the seminar participants. This should be done in small, manageable groups (about five to thirty participants), with exercises, discussions and presentations by the students (learning through teaching). At the end of a seminar, there is often a seminar paper to be written or an individual exam to be taken. Seminars are usually held by lecturers.

Seminars in adult education

Seminars as part of adult education, in-company training or as events from other educational institutions or youth education are interactive learning events with workshop characteristics. Modern methodology and didactics determine the work in learning groups (social learning). The seminar leader creates a learning climate in which the learners find the best possible conditions for independent learning. This learning is usually experience-oriented (action-oriented teaching with a high level of practical transfer). A seminar therefore includes elements of a course and a workshop. It is primarily about acquiring knowledge and the seminar leader combines moderated parts with interactive elements. The participants work actively in seminars and thus acquire the necessary skills that they can adapt to their professional environment and apply. Here, too, certain qualifications are learned, which enable personal and professional advancement in the treated area.

1.1.3 Training course

A course is a course in which a limited group deals intensively, often also practically, with a topic. In didactics, a course is a planned succession of teaching units within a teaching subject or a comprehensive, relatively self-contained subtask of the teaching subject. Courses can take place within the curriculum at schools or universities or as part of professional training. Courses are limited in time. Sometimes it is only a single meeting of a group. They are often offered as part of larger events such as trade fairs, conferences or festivals, where the participants are able to continue their education in very specific sub-areas.

Continuing Professional Education

As part of professional development, courses are offered by the employer or attended by employees on their own initiative as external further education. Some further training offers that meet defined quality requirements can also be attended with public funding under certain conditions.

1.1.4 Professional training

Training courses, also known as courses, are measures to impart knowledge on specific topics. They represent an opportunity for professional training and further education. Usually a relatively small group deals with a predefined topic. The aim of training and further education is that everyone benefits. The employees expand their knowledge and skills, which can open up new professional perspectives for them, while the company improves its performance and competitiveness with better qualified employees.

1.1.5 Methodology

Source: <https://wb-web.de/wissen/lehren-lernen/methodik-in-der-erwachsenenbildung.html>

"Methodology" means the design of the learning process using suitable methods. The initial situations, which should motivate and invite, are important. But the use of methods must also be carefully selected in the main and concluding parts of an event. And of course methods can also help to defuse critical situations in the teaching-learning process.

On the one hand, the term "methodology" today encompasses all of the methods that are used in the teaching-learning process. On the other hand, the term can be broadened by considering the institutional framework conditions, the participants, the goals and content as well as the teachers when selecting the methods (illustration 1). In summary, "methodology" is the doctrine or theory of the methods available to achieve specific goals in education and instruction. Therefore, didactic planning should precede the choice of method.

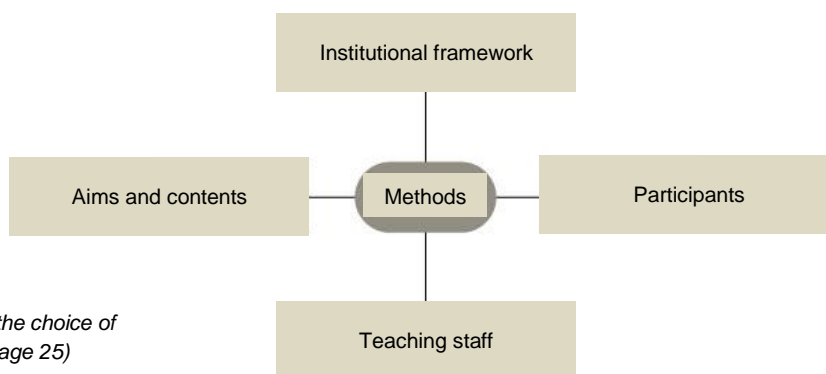


Illustration 1: Criteria for the choice of method (Siebert, 2010, page 25)

1.1.5.1 Features

After the didactic planning, in which, among other things, the learning goals are defined, the choice of method is made.

The methods chosen within an event should be varied. In adult education, there are often heterogeneous learning groups. The diverse methods, which set different priorities, take this fact into account. Methods are chosen in such a way that the different types of learners are taken into account, that they are fun and appeal to all the senses. It makes sense to integrate short sequences in which the participants move, because movement is fundamentally conducive to concentration.

Teachers should choose methods that they know well or have experienced themselves.

1.1.5.2 International perspective

The discussions on the methodology can be followed internationally by reading the annual HORIZON REPORT (<https://library.educause.edu/-/media/files/library/2022/4/2022hrteachinglearning.pdf?la=en&hash=6F6B51DFF485A06DF6BDA8F88A0894EF9938D50B>). Although the report focuses on universities, it can be used as a trend monitor for adult education. The trends for the next few years are:

- Bring Your Own Device (BYOD)
- Flipped classroom
- Makerspaces
- Wearable technology
- adaptive learning technologies
- the Internet of Things

1.1.6 Didactics

Source: <https://www.die-bonn.de/wb/2015-didaktik-01.pdf>

"Didactics" is a foreign word for the science of effective teaching and thus a central concept in adult education. Dealing with didactics in practice means dealing with the process of teaching and learning. The following factors are involved:

- the determination of the target group,
- the learning content,
- the planning,
- the implementation,
- the evaluation and
- the reflection.



Illustration 2: The six questions about didactics (Schlutz, 2006, page 78)

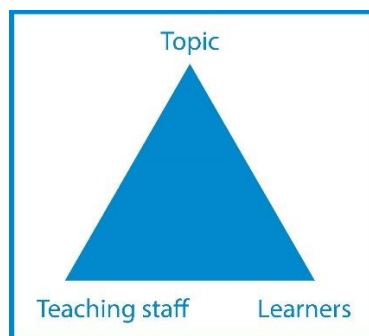
Further concrete questions can be derived from these six key questions:

- Which learning goals should be achieved and why?
- What prerequisites and prior knowledge do the participants bring with them?
- What content do I choose?
- Which methods and media make sense?
- How do I measure learning success?

1.1.6.1 Features

Didactics is based on the assumption that the learning process should be designed. It is not enough to provide specialist knowledge or information and expect the participants to acquire it independently. A common explanatory model is the didactic triangle.

Illustration 3:
The didactic triangle



The didactic triangle incl. frame makes the four dimensions of didactics visible:

1. the learners (the target group and the associated question of who the knowledge should be imparted to),
2. the topic (the content),
3. the teacher (they plan and determine the teaching-learning process) and
4. the environment or framework influences.

1.1.6.2 International perspective

"Didactics" also exists as a technical term in other European countries, but not in the Anglo-American world. We're talking about "*pedagogy*" here. The term "*didactics*" has a demagogic connotation there and evokes associations with an outdated pedagogical system. The Oxford English Dictionary describes "*didactics*" as: "*intend to teach, particularly in having moral instruction as an ulterior motive*". "*Pedagogy*", on the other hand, is the theory of teaching. Accordingly, the Greenwood Dictionary of Education does not list "*didactics*". In the Anglo-Saxon countries, however, people are less concerned with "*pedagogy*". The area comparable to didactics here is "*curriculum studies*", i.e. investigations into the curriculum. In cross-border discussions, the terminology must therefore first be clarified before a substantive exchange can take place.

1.2 Course concept

For teachers, conception means that they systematically prepare their offer professionally and didactically. There are to be observed

- the possibilities of the facility where the course is to take place,
- to have an empirically based idea of the target group and their requirements and interests,
- to structure the content and provide appropriate, activating methods,
- to plan the use of media in terms of content and organization and
- to select or develop supporting learning materials.

Professional preparation includes numerous activities that can be checked using a checklist. The following checklist for teachers is not complete and can be supplemented based on your own teaching experience.

Checklist for teachers (sample)

		To do
Viewing and didactic structuring of the material	Is it up to date? Are the main points included? Can it be processed in the time available? Does it build on the knowledge of the learners?	
Analysis of the target group based on empirical data	Who am I addressing with my course? What do I know about their living situation? Is the available data reliable? What consequences do I have to draw from this for my teaching?	
Definition of the context (region, institutions, goals)	Does my seminar topic play a special role in the offering institution, for the region? Are my teaching goals compatible with the possibilities of the provider and the perspectives of the region? Do the learners have opportunities to implement what they have learned?	
Selection of participants through advertising and information	How do I best reach the target group addressed? How do I motivate them to participate? Are supporting measures necessary and useful? Are the framework conditions (time, place) of the seminar suitable for the target group?	
Compilation of appropriate methods	How do the people you are addressing learn best and prefer? What learning experiences do they have, how can I support their learning? How can I make my teaching methods varied and suitable for the topic and the target group? What other methods do I have to learn myself?	
Gathering/developing appropriate material	Is my material current and specific enough for the seminar and participants? Do I have too much or too little material? Have I considered the inherent dynamics of different materials (texts, films, data, etc.) in the course context?	
Preparation of the evaluation/self-evaluation	Have I considered the ongoing evaluation and control of the teaching-learning process? Are the times and procedures well chosen for this? Are the results and their transparency (for everyone) guaranteed? Have I planned opportunities for reflection for myself?	
Viewing the location and facilities (rooms, equipment, etc.)	Where exactly is the event taking place? How are tables and chairs set up, where does the light come from, are all the materials and techniques available? Where are the escape routes?	
Time and framework planning	How much time do I have in total? Where and how do I organize a time buffer? How are arrivals and departures? Can latecomers and early comers be integrated? Is appropriate catering (e.g. drinks) provided?	

Source: https://wb-web.de/file/download/a0998e07-92b6-1ee8-0e10-ab2b2cd7ec6f/kur_cl_kurskonzeptionundvorbereitung_20151221.pdf



1.3 Course planning

Source: <https://wb-web.de/wissen/lehren-lernen/kursplanung.html>

Planning a course is one of the basic activities for teachers in adult education. As with many other projects, good course planning makes implementation much easier.

1.3.1 Definition

The planning of courses and other adult education events is part of didactics. In adult education, course planning does not only concern the definition of content or the time frame.

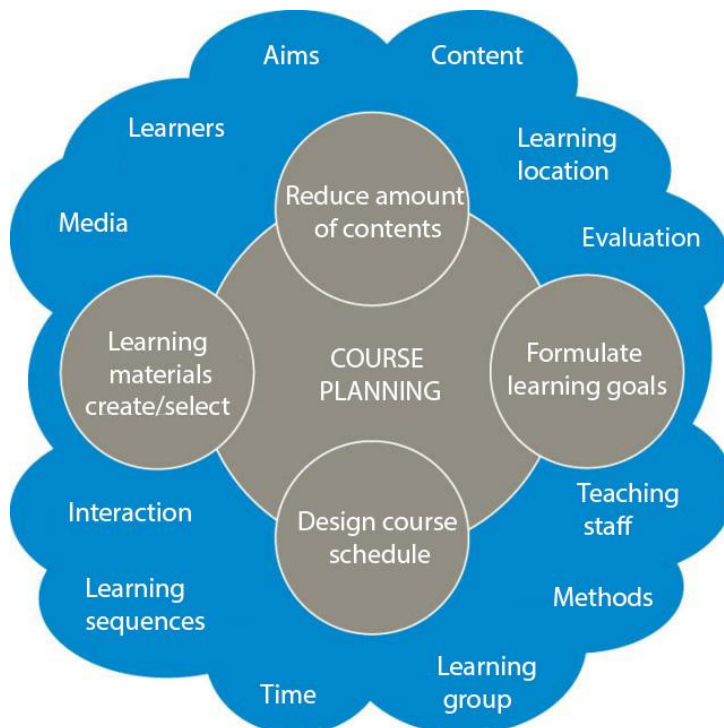
For the course instructor, course planning means taking into account all the circumstances that contribute to the success of the course - from setting the learning goals to the requirements of the room and the selection of the learning materials to the evaluation of the event.

At the institutional level, providers must first develop a concept and plan the program of the respective institution, put together the specific offer and select teachers.

1.3.2 Features

The planning of a course or an event for adult or further education is for all course leaders at the beginning of their work. The concept of the course determines what happens in the course over the entire duration and is crucial for successful implementation.

Illustration 4: The essential elements of course planning according to Nuisl and Siebert (2013, page 87)





1.3.3 Process planning

Pattern for the course planning process with the core elements using the example “Course: MS Word”:

Time	Content	Objectives	Methods/media (work steps)	Evaluation procedure	Function of course instructors
Day 1 8:00 a.m. - 3:00 p.m	Create texts.	Participants can create a text according to specifications in MS Word.	PowerPoint presentation (basics). Templates for a text. Individual work. PC for all participants.	Comparison of the text template with the text created by the participants. text expression.	Lecturers. Advisor on individual work.
Day 2 8:00 a.m. - 3:00 p.m

Goals and content are coordinated, methods are selected accordingly and forms of evaluation are defined.

Step 1: Formulating the learning objectives

The formulation of the learning objectives is at the beginning of every course planning. It is important to ensure that achievable learning goals are set that can also be checked. Learning objectives need to be agreed with the learners, so they should be formulated as clearly as possible. The learning objectives must absolutely match the event.

Step 2: Reducing the amount of teaching material

The amount of material should be reduced (didactic reduction), by

- exemplary selection,
- introductory orientation,
- explicit reference to the experiences of the participants,
- Concentration on application situations and
- professional specialization.

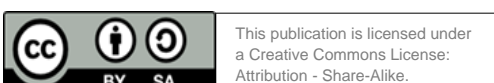
Step 3: Compilation or development of the learning materials and learning environment

There is often set material for courses, e.g. textbooks, texts, slides, presentations that have to be adapted to the event. The material should be suitable for adults, contain no contradictions in terms of statements and context, be suitable for the course in terms of time and participant competences and not overlap. In addition, course instructors decide on the use of methods and media that make sense for achieving the learning objectives.

When designing the course schedule, it makes sense to consider the learning objectives and their achievability in the time available. Course instructors determine which subject matter they want to cover in which time periods. It is also important in which room the course takes place, at what time and which target group the offer has. The course instructors must check whether the existing equipment, the seating arrangement and their effects on the course design are appropriate and target-oriented.

1.3.4 International Perspective

In English-speaking countries, the term "syllabus" is used for the curriculum of an individual course, while "curriculum" refers to the entire course of study or the teaching and learning offer of a school system, a school level, a school type or a subject. "Syllabus" is a course concept with information about the duration, location and conditions



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of participation, but also contains information about learning goals and learning success controls as well as the required literature. When it comes to the design of teaching-learning processes, the term instructional design is used in the USA as "the systematic planning and design of learning environments". The main focus here is on a methodical approach and communication, and less on setting goals. In the case of instructional design, the basis for the decision on the conception of learning opportunities are empirical research results, which are obtained from the evaluation of the learning outcomes and are in turn used to (re)structure the learning opportunities.

1.4 Methods

Source: <https://wb-web.de/dossiers/methodenkorb.html>

Every adult education event is about methods and procedures that should help to implement goals or create a "setting" that makes learning possible. It doesn't matter whether teachers see themselves as learning companions or whether they primarily want to impart knowledge, everyone needs methods.

1.4.1 Definition of terms

Didactics or methodology has not yet succeeded in establishing a consistent classification of methods for delivering courses (lessons). Nevertheless, a rough distinction can be made between general principles or concepts on the one hand and specific techniques on the other. Methods offer a whole range of theories and procedures for courses derived from it.

Principles Teaching principles are general concepts of teaching that can be implemented in different ways.	Teaching methods/teaching forms	Teaching techniques serve to implement the teaching principles in reality, e.g.:	Social forms	Media The choice of medium is also one of the methodological decisions. In particular, the following are common:
<ul style="list-style-type: none"> • Dialogic learning • Differentiation • Discovery learning • Multidimensional learning • Holistic • Orientation for action • Inclusion • Cooperative learning • Learning through teaching (LdL) • Goal orientation • Learning Orientation • Process orientation • Self-determined learning • Self-Organized Learning (SOL) • self-employment 	<ul style="list-style-type: none"> • Programmed lessons • Project-oriented teaching • Project teaching 	<ul style="list-style-type: none"> • Debate • Papers/lecture • Mind map • Role playing game • Method 6-3-5 • business game • Scenario Technique • Training 	<ul style="list-style-type: none"> • Individual work • Partner work • Work in groups • Plenum (great circle) • Frontal teaching (lessons in the classroom) • Moderation of large groups 	<ul style="list-style-type: none"> • Worksheet • Digital presentation • Flipchart • Interactive whiteboard • Pinboard • Blackboard • Reference book • Video



1.4.2 Function of methods

- structure the learning process
- Generate attention and motivation
- Activate participants
- Accuracy (to the topic, to the group, to the learning objective, to the general conditions and to the teacher)

ATTENTION! What fits in the planning can change due to the dynamics of the course events.

Choosing the “right” method requires knowing the methods:

- What can you use them for?
- What goals can be achieved with the procedure?

Methods must be well described, because you can only use them if you understand them. It must be clear what the goal of the method is, because only then can it be used in such a way that it fits. It is also important that teachers feel comfortable with the method. If the method is rejected, too complicated, or requires too much preparation time, the choice of method should be reconsidered.

1.4.3 Collection of methods for competence-oriented teaching (course, training)

Source: Jürgen Gratzke, 2017, http://www.juergen-gratzke.de/sites/default/files/2017-10/Gratzkes_Methodensammlung.pdf

1.4.3.1 Action skills for lifelong learning and working

The chances for a successful professional activity and career are usually very good for employees with vocational training. Reasons:

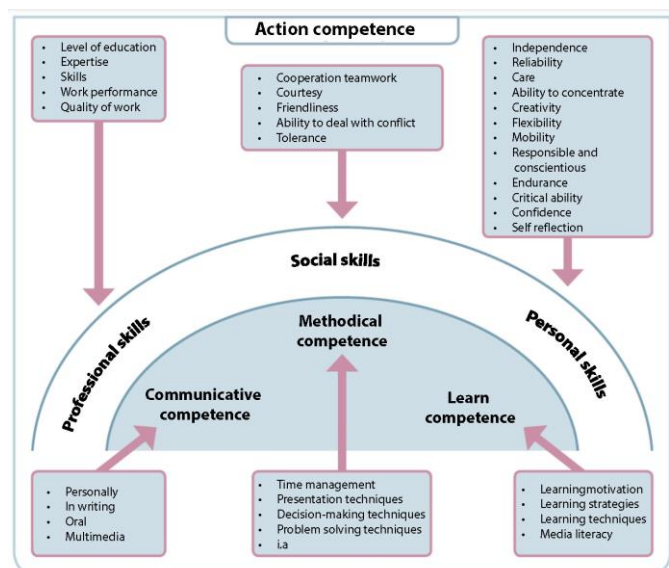
- Demographic development (in the next few years, many specialists and executives will be entering their well-deserved retirement and a replacement will therefore be sought).
- Every year thousands of companies are looking for successors (business takeovers).
- In the next few years, the demand for qualified workers will continue to rise due to technological development, stronger cooperation and networking.

However, learning facts and specialist knowledge is not enough. If you want to be successful in your job, you have to face the demands of the job market. In addition to professional competence, the so-called key qualifications are of central importance.

Action competence

is understood as the willingness and empowerment of individuals to engage in professional, social and private situations appropriate, well thought out and individual and to behave in a socially responsible manner.

Competence to act results from expertise, self-competence and social competence. Methodological competence, communicative competency and learning ability are all components of professional competence, self-competence and social skills.



1.4.3.2 Complete action control loop (IPERKA)

As a method of complete action, six phases are run through to process a problem/task (6-phase method):

I	To gather information	Task to understand, research information or to ask
P	To plan	record the work steps to reach the goal and create an action plan, estimate the time required, determine the tools and teams with the sub-goals, plan action products with deadlines, work out meetings for interim reports and the conclusion, allocate alternatives, estimate costs
E	Decide	whether the plans are to be implemented and for which work and action plan, which alternatives are better, when the results must be available, who is in charge (lead management) takes over.
R	Realize	implement the work and action plan as agreed, if possible.
K	Check	the work carried out before it goes to the client. This is compared with the order and the plans/decisions. In addition to internal monitoring during the realization, the follow-up control should be carried out by external, neutral and competent persons. Persons take part, if possible on the basis of a criteria catalog or check sheet.
A	Evaluate	also means reflecting. Together with the client, once again discuss what went well and where there is potential for improvement, what should definitely not be repeated and what the consequences would be.
= IPERKA		

With a greater consideration of the IPERKA method, a project can be implemented efficiently and purposefully. The individual phases cannot be clearly demarcated, transitions are fluid and certain activities can also be considered earlier, e.g., planning considerations can already be included when searching for information or control considerations can be included during planning.

1.4.3.3 Working and learning strategies

Strategies	Explanations of	(possible) working and learning techniques
Inform Reading strategy	Understanding and grasping situation necessities and appropriate information	Taking notes on lectures (teacher, group spokesperson), reading specialist books, specialist texts, legal texts, etc., targeted marking, (marginal) notes in factual texts, selective reading, excerpting (reading and writing out)
Information procurement strategy	Developing, evaluating and selecting sources of information, using them sensibly and correctly	Searching for specialist books Internet research Library use Expert survey
Resources-strategy	Review of necessary and existing framework conditions, planning work equipment and planning space usage	Scheduling Team planning Work plan Motivational techniques
Problem solving strategy	Process for creative and meaningful solution development	Pros and cons list, process of elimination (check for possible solutions), checklist, comparison with similar problems, Creative methods, communication techniques (active listening, feedback technique, communication models such as the iceberg model, headstand method, etc.), discussion, simulation game, scenario method, future workshop
Elaboration strategy	Activate previous knowledge and insights, classify them in existing knowledge and reproduce them in a different form of presentation or in your own words	Give examples, put experiences in your own words, plus presentation slides, tables, diagrams, mind mapping, lists, checklists, blackboards, flip-charts or similar, forms, leaflets, posters, Use texts, presentations, etc., interviews, role play
Reflection strategy	Question your own work independently and self-critically,	Comparing alternatives or proposed solutions, point queries, mood barometer, spider web, questionnaires, interviews, surveys, results of tests,

	evaluate it constructively, recognize deficits	class tests, evaluating action products and lectures, understanding and following up, using flashlight, feedback, discussion, minutes, learning diary
Regulatory strategy	Draw conclusions, eliminate deficits or further improve skills	Creating solutions, making corrections, finding a common thread, learning strategy and using it for orientation, setting goals, creating learning lists

1.4.3.4 Methods for promoting action competence

Phase	Methods/working techniques	Action products (media)
Inform	Research, excerpt, selective reading, 5-step reading method, unfinished blackboard, abolition discussion, picture salad, brainstorming, meetings, surveys, interview, exploration, line of opinion, ball bearing/carousel talk, thematic fantasy journey, thesis board/paper	e.g. excerpt, thesis paper, notes, sketches, presentation, blackboard, mind map, questionnaire, evaluation/statistics, protocol
To plan	6-3-5 method, work and time planning, meetings, analysis of strengths and weaknesses	6-3-5 sheets, work plan, schedule, project plan, presentation, chart, minutes
Decide	Map/point query, utility analysis, meetings	Decision matrix, presentation, checklists, flow chart, structure chart, protocol
Carry out	Ball bearings, group puzzles, station learning, role play, elaborations, debate, scenario method, thematic note story, reviews, cheat sheet method	Report, lecture, presentation, pictures, graphics, posters, sales stand, pro/con overviews, checklists, proof of voting, presentation, role play, images of the future, protocol, cheat sheet
Check	Open-question method, flashcards, beehive, magic wand, status/procedure request, prioritization, motivational survey, strengths/weaknesses analysis	Open-ended list of questions, checklists, self-assessment sheet, point query, diagram, index cards, learning wiki, presentation, mood barometer
Evaluate	Writing grid/placemat, learning partner summary, fishing net and pond, cheat sheet method	Learning list, notes, placemat, presentation, cheat sheet

1.4.3.5 Social forms

Social forms	Areas of application
Individual work	Topic and knowledge development, tests, task processing, exams
Partner work	Topic and knowledge development, task processing, development of joint action products, as part of project work
Class lessons (frontal teaching)	Teacher lecture, motivation, stimulus, teacher-student discussion, moderation, reflection
Work in groups	up to five people, small group work, like partner work
Project work	temporary, more complex task processing in a team with defined goals
Plenum, Assembly	Opening or kick-off meeting, specialist lectures, presentations of results, discussions, votes, agreements

2. Evaluation of achievements

2.1 Self-Assessment (Self-Assessment)

Source: Jürgen Gratzke, 2017, http://www.juergen-gratzke.de/sites/default/files/2017-10/Gratzkes_Methodensammlung.pdf

Assessment criteria for self-assessment						
Assessment characteristics		Assessment Levels				
		A	B	C	D	E
Knowledge of the field of work	Existing skills and knowledge about the area of responsibility, business administration, accounting and controlling?	Nonexistent	Basic knowledge available, very incomplete	Basic knowledge available, satisfactory status	Basic knowledge available; good results so far	Good previous knowledge, very interested, Practical experience
Willingness to work/initiative	How do I behave towards the everyday tasks that come my way? Am I trying to achieve a good result on my own initiative and contribute to it with my own ideas?	Passive equidistant, uninterested	Could do more on my own; should not wait for kick-off	Interested; rarely needs suggestions, keep working on my own	Active; show initiative	Outstandingly imaginative and proactive; very active
Working methodology	Are the tasks set processed according to the level of training from a logical and economic point of view?	Work with little thought, cumbersome	Altogether considered approach; but a bit cumbersome	Considered and systematic in the context of experience	Work prudently and systematically	Very prudent; think ahead and adapt to changing situations
Speed	How quickly can I complete my tasks? Is the time required, taking into account the level of training, in proportion to the amount of work done?	Slowly; time required very high	A little slow; time expenditure too high	evenly; time commitment satisfactory	Fast and brisk	Very fast and efficient
Work care	To what extent do I work flawlessly and carefully?	Not sufficient; high error rate	Occasionally fleeting and faulty	Conscientious and orderly; low error rate	Carefully; errors rarely occur	Work with the greatest accuracy very reliably and error-free
Apprehension	Depending on my level of training, am I able to grasp a fact, recognize its effects and take them into account when fulfilling the tasks set?	Capture with difficulty and slowly; unsatisfactory	Occasionally cumbersome	Satisfactory view	Rapid recognition; find my way around quickly	an eye for the essentials and for contexts; I'm immediately in the picture
Willingness to learn	Am I interested in my classes and new knowledge and skills?	Hardly willing to learn; no interest; passive	Uneven willingness to learn; little interest	Generally willing to learn; interested in the lesson	Always willing to learn and interested; actively interested in the lesson	Particularly willing and interested to learn; Always actively participate in class
Judgement	Can I independently investigate a fact according to my level of training and justify a judgment objectively and taking into account the essential aspects?	Tendency to misjudgment	Uncertain and dependent in judgment	Consistent judgement in the context of experience	Critical, prudent, clear judgement	Outstandingly critical and objective; accurate judgement
Contact capability	Am I able to quickly establish a favourable atmosphere for work in the event of new contacts with people and tasks?	Barely make contact; appear closed	Reserved; formal	I'm ready to contact; understand how to deal with others	find contact; frank, binding	Find contact quickly, have promotional power

2.2 Assessment by third parties (teachers, trainers)

2.2.1 Evaluation of performance in professional practice

- Learning success controls and examinations
- Standards, guidelines
- Recognized rules of technology
- Acceptability (customer accepts the service and pays the bill)
- National regulations



2.2.2 Assessment of performance in specialist theory

- Learning success controls and examinations
- Evaluation keys of the educational institutions for vocational training, the responsible bodies (Chamber of Crafts, Chamber of Commerce) and professional associations
- National regulations

3. Target groups

Concrete target groups for courses must be determined depending on the topic and can in principle come from all areas:

- Teachers and trainers (train the trainer)
- Apprentices
- People with professional qualifications or equivalent skills (Level 3 and 4 EQF)
- Master craftsmen or people with equivalent skills (Level 6 EQF)
- Persons without formal professional qualifications
- Newcomers from other craft businesses, industries or learning paths
- Returners
- University graduates (e.g. Bachelor of Arts, as future managers)
- Companies (specialist trades, industry)
- Professional associations and responsible bodies (Chamber of Crafts, Chamber of Commerce, etc.)
- Social partners (employers and employees representatives)
- Customers

4. Sample course (see appendix 2)

Activity (topic):	Practical seminar
UNIT:	UNIT 9 specialist practice – UNIT 9-3 painting and design – wood imitation and wood grain
Type of activity:	Face-to-face training course: two-day hands-on seminar
EQF level:	6

Layout for the creation: see Appendix 3.



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Appendix 1 Sample workshop "Marketing"

PaintingSkillsAcademy – TRAINING	
LEARNING/TEACHING/TRAINING ACTIVITIES	
Activity / UNIT	Job-based Intensiv-Workshop UNIT 4 Marketing, communications and sale UNIT 4-1 Marketing
Ident number of the activity / UNIT	L6_U4-1
Activity type	two-day intensive workshop
EQF-Level	---
Field	Problem solving workshop. Learning on the job" in a new form - the perfect combination in which the elaboration Management of your own project (working on your own projects) can be professionalized through new knowledge and accelerated through a concentrated working atmosphere. This workshop makes it possible to build up new knowledge and at the same time to develop your own conception or marketing plan as far as possible. The speaker with practical experience is available as a sparring partner. The direct speaker feedback and an undisturbed working atmosphere enable concentrated work on your project.
Target group	Managers and employees from marketing, sales and service (also across industries)
Entry requirement	Individuals with advanced skills who have mastered their subject and demonstrate innovative ability.
Provider, place of learning	SBG Dresden mbH
Contact details of the provider	SBG Dresden mbH Contact person: René Günthel Gutenbergstr. 6, D-01307 Dresden Telefon +49 351-4445-611 info@sbgdd.de www.sbg.de
Lecturer / Trainer	M. Model Expert for marketing in the (painting) trade
Dates, duration of the activity	Date: July 9th and 10th, 2022. Times: daily 9.00 a.m. - 5.30 p.m. Duration: 2 days face-to-face workshop + 30 minutes telephone coaching Telephone coaching: by appointment (approx. 4 weeks after the end of the workshop)

LEARNING/TEACHING/TRAINING ACTIVITIES – continuation							
Attendance mode	Full time						
Prices per person (participant)	€ 2,360.00 plus 19% VAT. The price per person includes the seminar participation & documents, drinks during breaks & lunch, certificate of attendance.						
Max. Number of participants	max. 6 people per workshop						
Funding opportunities	National framework conditions (e.g. education bonus in germany)						
DESCRIPTION OF THE ACTIVITY							
Ident number of the activity / UNIT	L6_U4-1						
Goals / field of competence	<p>The participants receive a complete overview of the components, influencing factors and phases for creating their own marketing concept and marketing plan. The aim of this tried and tested job-based seminar format:</p> <ul style="list-style-type: none"> - Create implementation of the strategy in a tangible concept. - Systematically and coherently conceptualize the marketing of products and services they are responsible for. - Motivate the partners involved to achieve goals. - Find out how the efficient development of a marketing concept can significantly shorten the "time to market" and which instruments can be sensibly combined and chronologically planned in integrated communication. - Always keep an eye on the budget. 						
Training tasks	Description of detailed goals / content (fine goals). Learning outcomes according to PSA qualification portfolio:						
	<table border="1"> <tr> <td>Knowledge</td> <td> <p>She/he knows the importance of marketing for the company, the content of a marketing concept and the instruments of the marketing mix.</p> <ul style="list-style-type: none"> - Corporate and marketing goals as a basis - Classification of the marketing concept in marketing - Phases of a marketing concept - Content Marketing concept and plan - The Marketing Action Plan </td> </tr> <tr> <td>Skills</td> <td> <p>She/he can create a marketing concept.</p> <ul style="list-style-type: none"> - Implementation of the marketing mix in actions - Marketing controlling and success measurement - Factors of successful enforcement </td> </tr> <tr> <td>Responsibility and autonomy</td> <td> <p>She/he is able to develop and evaluate a marketing concept (marketing goals, marketing strategy) for market launch.</p> </td> </tr> </table>	Knowledge	<p>She/he knows the importance of marketing for the company, the content of a marketing concept and the instruments of the marketing mix.</p> <ul style="list-style-type: none"> - Corporate and marketing goals as a basis - Classification of the marketing concept in marketing - Phases of a marketing concept - Content Marketing concept and plan - The Marketing Action Plan 	Skills	<p>She/he can create a marketing concept.</p> <ul style="list-style-type: none"> - Implementation of the marketing mix in actions - Marketing controlling and success measurement - Factors of successful enforcement 	Responsibility and autonomy	<p>She/he is able to develop and evaluate a marketing concept (marketing goals, marketing strategy) for market launch.</p>
	Knowledge	<p>She/he knows the importance of marketing for the company, the content of a marketing concept and the instruments of the marketing mix.</p> <ul style="list-style-type: none"> - Corporate and marketing goals as a basis - Classification of the marketing concept in marketing - Phases of a marketing concept - Content Marketing concept and plan - The Marketing Action Plan 					
Skills	<p>She/he can create a marketing concept.</p> <ul style="list-style-type: none"> - Implementation of the marketing mix in actions - Marketing controlling and success measurement - Factors of successful enforcement 						
Responsibility and autonomy	<p>She/he is able to develop and evaluate a marketing concept (marketing goals, marketing strategy) for market launch.</p>						



DESCRIPTION OF THE ACTIVITY – <i>continuation</i>	
Further informations	Methodology <ul style="list-style-type: none"> - Keynote speeches - Editing of your own current project - Active exchange of experiences - Practical examples and expert tips - Proven templates & checklists - Trainer as sparring partner - Provide support through telephone coaching after approx. 4 weeks
	Please bring it with you to the workshop! <ul style="list-style-type: none"> - Own templates, own project - Own laptop, notebook, etc.
ASSESSMENT OF THE ACTIVITY	
Assessment board	---
Assessment basis	---
Assessment criteria's	---
PSA certificate	Confirmation of participation in the activity.
RECOMMENDATIONS - <i>if desired</i>	
Advice on personal career planning	Individual recommendations.



BINDING REGISTRATION

for the **Job-based intensive workshop on July 9th and 10th, 2022**

Information about the participants

(1) Name, first name _____
Address _____
Phone _____
Email _____
Trade _____

(2) Name, first name _____
Address _____
Phone _____
Email _____
Trade _____

Hotel and breakfast – *if desired*

Book your overnight stay in Dresden with you!

Overnight stay and breakfast (*Please check where applicable!*)

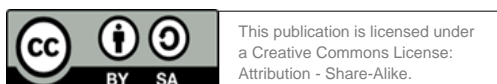
- Single room – € 80.00 per person/night
- Double room – € 65.00 per person/night
- Breakfast – € 14.00 per person/day

E-mail address for invoicing:

By registering, I/we accept the SBG Dresden mbH terms and conditions of participation and business.

place, date

signature



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Appendix 2 Example course "Wood imitation and wood grain"

PaintingSkillsAcademy – TRAINING	
LEARNING/TEACHING/TRAINING ACTIVITIES	
Activity / UNIT	Practical seminar UNIT 9 Professional practice UNIT 9-3 Painting and decorating
Ident number of the activity / UNIT	L6_U9-3
Activity type	Training course in attendance: 2-day practical seminar
EQF-Level	6
Field	Further education Additional qualification
Target group	- Journeymen and master painters - Persons with relevant previous knowledge from qualifications level 4 EQR - Persons with appropriate previous knowledge from professional experience
Entry requirement	min. knowledge, skills and competencies (responsibility and independence) Level 4 EQR
Provider, place of learning	HTL Baden, Malerschule Leesdorf
Contact details of the provider	HTL Baden, Malerschule Leesdorf Contact person: HR. Prof. DI Michael Wagner Leesdorfer Hauptstraße 69 A-2500 Baden +43 2252 80250 (Fax DW 22) office@htl-baden.ac.at www.htl-baden.ac.at/
Lecturer / Trainer	M. Model Master painter, restorer
Dates, duration of the activity	Date: April 22nd and 23rd, 2022 Times: daily 10.00 a.m. - 5.00 p.m
Attendance mode	Full time
Prices per person (participant)	Seminar fee (lessons incl. material): € 395.00 per person
Max. Number of participants	Max. 10 participants per seminar
Funding opportunities	No

DESCRIPTION OF THE ACTIVITY							
Ident number of the activity / UNIT	L6_U9-3						
Goals / field of competence	Imitation of timber and timber grain - Imitate the finest woods in a skillful way. - Replicate typical wood grains (e.g. oak, walnut, mahogany). - Areas of application: new production and restoration.						
Training tasks	Description of detailed goals / content (fine goals). Learning outcomes according to PSA qualification portfolio:						
	<table border="1"> <tr> <td>Knowledge</td> <td> He / she knows all specialist theoretical instruments for the creation of the high-quality painting and design technique "Imitation of timber and timber grain". <ul style="list-style-type: none"> - History of timber painting - Types of timber and their characteristics - Grain pattern types - Substrate construction - Glazes and their composition (water glaze, beer glaze, oil glaze, pigments) - Tools and techniques to achieve different designs </td> </tr> <tr> <td>Skills</td> <td> He / she plans, carries out and controls the high-quality painting and design technique "Imitation of timber and timber grain". <ul style="list-style-type: none"> - Drawing exercises to accurately capture the grain pattern / image - Exercises in imitating different types of wood (e.g. oak, walnut, mahogany, birch, maple, root wood) using a range of glazes </td> </tr> <tr> <td>Responsibility and autonomy</td> <td> He / she is able to apply the high-quality painting and design technique "Imitation of timber and timber grain" masterly. <ul style="list-style-type: none"> - Creating new surfaces and objects - Restoration of surfaces and objects </td> </tr> </table>	Knowledge	He / she knows all specialist theoretical instruments for the creation of the high-quality painting and design technique "Imitation of timber and timber grain". <ul style="list-style-type: none"> - History of timber painting - Types of timber and their characteristics - Grain pattern types - Substrate construction - Glazes and their composition (water glaze, beer glaze, oil glaze, pigments) - Tools and techniques to achieve different designs 	Skills	He / she plans, carries out and controls the high-quality painting and design technique "Imitation of timber and timber grain". <ul style="list-style-type: none"> - Drawing exercises to accurately capture the grain pattern / image - Exercises in imitating different types of wood (e.g. oak, walnut, mahogany, birch, maple, root wood) using a range of glazes 	Responsibility and autonomy	He / she is able to apply the high-quality painting and design technique "Imitation of timber and timber grain" masterly. <ul style="list-style-type: none"> - Creating new surfaces and objects - Restoration of surfaces and objects
	Knowledge	He / she knows all specialist theoretical instruments for the creation of the high-quality painting and design technique "Imitation of timber and timber grain". <ul style="list-style-type: none"> - History of timber painting - Types of timber and their characteristics - Grain pattern types - Substrate construction - Glazes and their composition (water glaze, beer glaze, oil glaze, pigments) - Tools and techniques to achieve different designs 					
Skills	He / she plans, carries out and controls the high-quality painting and design technique "Imitation of timber and timber grain". <ul style="list-style-type: none"> - Drawing exercises to accurately capture the grain pattern / image - Exercises in imitating different types of wood (e.g. oak, walnut, mahogany, birch, maple, root wood) using a range of glazes 						
Responsibility and autonomy	He / she is able to apply the high-quality painting and design technique "Imitation of timber and timber grain" masterly. <ul style="list-style-type: none"> - Creating new surfaces and objects - Restoration of surfaces and objects 						
ASSESSMENT OF THE ACTIVITY							
Assessment board	Seminar leader (expert for "wood imitation and wood grain")						
Assessment basis	Observation and documentation of the work process (videos, photos, etc.). Evaluation of the work (exercises).						
Assessment criteria's	Acceptability						
PSA certificate	Confirmation of Participation in the Activity.						



RECOMMENDATIONS - <i>if desired</i>	
Advice on personal career planning	Individual recommendations, e.g. - Further training to consolidate and/or deepen skills - Establishment of a new business area in the painting business - Career opportunities as a restorer - ...

BINDING REGISTRATION

for the seminar „Imitation of timber and timber grain“ on April 23rd and 24th, 2022

Information about the participants

Name, first name _____

Address _____

Phone _____

Email _____

Trade / Work skills _____

Hotel and breakfast – <i>if desired</i>	
Book your overnight stay in Baden with you!	Overnight stay and breakfast (<i>Please check where applicable!</i>) <input type="checkbox"/> Single room – € 80.00 per person/night <input type="checkbox"/> Double room – € 65.00 per person/night <input type="checkbox"/> Breakfast – € 14.00 per person/day E-mail address for invoicing: _____

By registering, I/we accept the HTL Baden terms and conditions of participation and business.

place, date

signature



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





Appendix 3 Layout template for the description of the products (courses, workshops, ...)

PaintingSkillsAcademy – TRAINING	
LEARNING/TEACHING/TRAINING ACTIVITIES	
Activity / UNIT	<i>Name of the activity/unit</i>
Ident number of the activity / UNIT	
Activity type	<i>Self study</i> <i>Face-to-face training course</i> <i>E-learning course</i> <i>Workshop</i> <i>Workshop laboratory</i> ...
EQF-Level	<i>Level reached at the end of the training / activity</i>
Field	<i>Vocational preparation</i> <i>Vocational training</i> <i>further education</i> <i>Additional qualification</i> ...
Target group	<i>Young people without a school leaving certificate.</i> <i>Young people with a school leaving certificate.</i> <i>Trainees / apprentices.</i> <i>Employees with and without a professional qualification.</i> ...
Entry requirement	<i>Graduation Professional</i> <i>Qualification</i> <i>Work experience</i> ...



LEARNING/TEACHING/TRAINING ACTIVITIES – continuation		
Provider, place of learning	<i>Educational institute</i> <i>Vocational training school</i> <i>Master painter school</i> ...	
Contact details of the provider	<i>Last name, first name</i> <i>Position / area of responsibility</i> <i>Telephone, fax, email</i> <i>Website</i>	
Lecturer / Trainer	<i>Last name, first name</i> <i>Short profile</i>	
Dates, duration of the activity	<i>Date (from ... to ...) and times</i> <i>Hours, days, weeks, months, ...</i>	
Attendance mode	<i>Full time</i> <i>Part-time (extra-occupational) ...</i>	
Prices per person (participant)	<i>(1) Cost of the activity: ... € per activity / UNIT / course / seminar / workshop / etc.</i> <i>(2) Material costs: ... € per activity / UNIT / course / seminar / workshop / etc.</i> <i>(3) Examination fees: ... € per activity / UNIT / course / seminar / workshop / etc.</i>	
Max. Number of participants	<i>max.number of people per activity / UNIT / course / seminar / workshop / etc.</i>	
Funding opportunities	<i>Note:</i> <i>Learning location</i> <i>National framework</i> ...	
DESCRIPTION OF THE ACTIVITY		
Ident number of the activity / UNIT		
Goals / field of competence	<i>Description of the goals (general goals) that can be achieved with this activity.</i>	
Training tasks	<i>Description of detailed goals / content (fine goals). Learning outcomes according to PSA qualification portfolio:</i>	
	<i>Knowledge</i>	
	<i>Skills</i>	
	<i>Responsibility and autonomy</i>	



ASSESSMENT OF THE ACTIVITY	
Assessment board	<p><i>Examination committee (national, European)</i></p> <p><i>Expert committee (national, European) ...</i></p> <p>→ depending on the type and goal of the activity</p>
Assessment basis	<p><i>Description of assessment principles (regulations for assessment), e.g.:</i></p> <p><i>Documentation of the work process (videos, photos, websites, etc.).</i></p> <p><i>Written report with explanation.</i></p> <p><i>Notes on reflection.</i></p> <p>→ depending on the type and goal of the activity</p>
Assessment criteria's	<p><i>Description of criteria / evaluations / priorities, such as e.g:</i></p> <p><i>30% in writing (knowledge)</i></p> <p><i>60% practical (skills)</i></p> <p><i>10% vocal / oral (technical discussion)</i></p> <p>→ depending on the type and goal of the activity</p>
PSA certificate	<p><i>Confirmation of participation in the activity.</i></p> <p><i>Certificate / Diploma: Examination passed or not passed.</i></p> <p><i>Certificate with examination results (grades, points).</i></p> <p>→ depending on the type and goal of the activity</p>
RECOMMENDATIONS - if desired	
Advice on personal career planning	<p><i>Individual recommendations.</i></p> <p><i>Career opportunities.</i></p>



BINDING REGISTRATION

for the seminar ...

Information about the participants

Name, first name _____
Address _____
Phone _____
Email _____
Trade _____

Hotel and breakfast – *if desired*

Book your overnight stay in ... with you!

Overnight stay and breakfast (*Please check where applicable!*)

- Single room – € ... per person/night
 Double room – € ... per person/night
 Breakfast – € ... per person/day

E-mail address for invoicing:

By registering, I/we accept the ... terms and conditions of participation and business.

_____ *place, date*

_____ *signature*