



NAAGRCY

National Authorities for Apprenticeship:
Companies as Sustainable Partners for Apprenticeship in Greece & Cyprus

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National Authorities for Apprenticeship

**Companies as sustainable partners for
Apprenticeship in Greece and Cyprus**

Work Package 4:
Pilot implementation of intra-companies apprenticeship
procedures

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Pilot implementation of intra-companies apprenticeship procedures

„ TRAINING GUIDE FOR IN-COMPANY TRAINERS”

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TRAINING IN-COMPANY TRAINERS



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SECTION I

MY ROLE AS A TRAINER

1.1 What it means to be a trainer

As a trainer of apprentices, you are faced with different requirements, which are new and different from your usual job tasks in the company.

The roles you are asked to fulfil and their characteristics are summarized as follows:

Trainer

- Transmission of professional knowledge
- Offering / creating opportunities to gain work experience

Colleague

- Respect and support apprentices in the context collegiality and cooperation
- Equal / fair treatment
- Conflict avoidance / management
- Facilitating the apprentice's integration in the team of colleagues.

What are my duties as an in-company apprenticeship trainer?

Educator

- Education
- Supervision of behaviour, attitude and compliance with the company rules

Head/Superior

- Assignment of tasks
- Control and evaluation of work performance
- Conflict management
- Keeping the apprentice informed on the company issues and securing his participation in the decision-making process

When there is heavy workload, the apprentice may at a given time and for long be engaged in routine tasks or ancillary work aimed to relieve fellow workers. Possibly, sometimes you may not have enough time to explain something in length to the learner.¹

In any case, the quality of the apprentice's training is your responsibility.

There are not recipes for success for everything

There are no simple rules for all cases. Each one must weigh and decide which behaviour is right for the company and for the apprentices in each case.

As a trainer you must evaluate the conditions and choose the appropriate method of time management in line with the interests of the company and the apprentices in each case.

It is your responsibility to find the support and understanding that is needed, either by your superiors, or by the business management, or by colleagues.

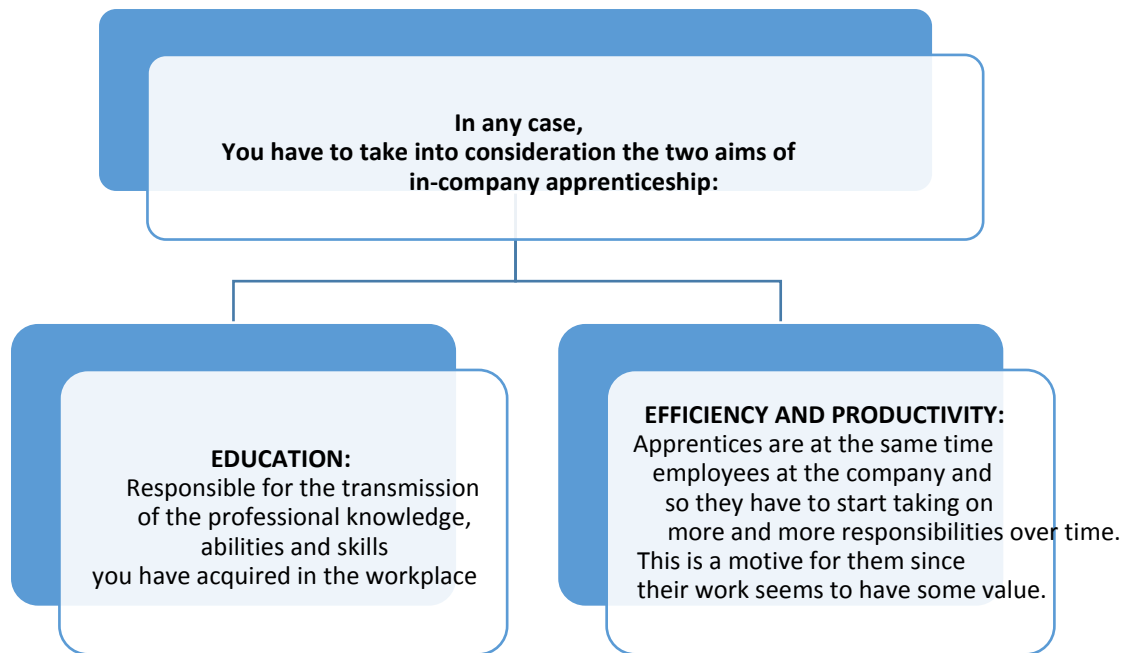
Mainly, you need to decide:

- What relationship or behaviour fits your own personality and the personality of the apprentice
- How to organize and distribute work to avoid overload at certain times, and
- What is the right balance so as not to jeopardize the interests of the firm and secure the best possible training for your apprentice.



- **The different roles you have been assigned and their diverse and partly contradictory requirements may lead to conflicts.**
- **There are limits to your rights and responsibilities**

¹ Combine this section with section 2.2 *Time management in the workplace.*



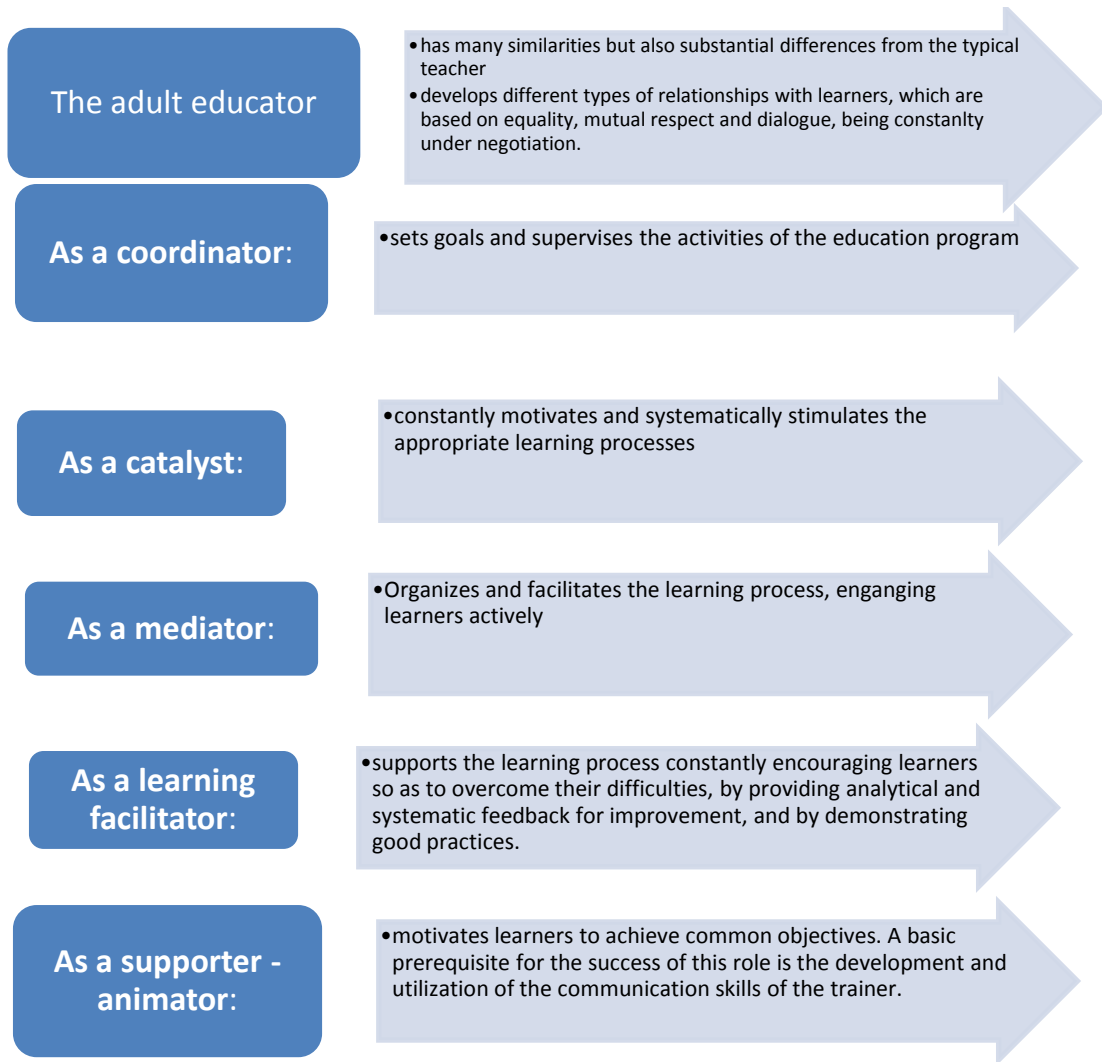
The role of the trainer as an adult educator

In general, **learning** is considered to be an almost permanent change in the action and thinking patterns, as well as in people's feelings.

Training is related to learning, but it is not identical.

«Education is a planned and structured learning, aimed at and targeting to a specific result»

(Rogers A., The Adult Education, Metaixmio, Athens, 1999).



The concept of **adults** varies from society to society, changes through history and relates to specific rights and responsibilities:

Characteristics of adults:

- maturity (completion of development, physical as well as spiritual)
- sense of perspective (meaning plan for integration to social life)
- self-determination (involves voluntary behaviour and ability to make decisions)

The adult learns:

- when he/she understands (memorization is a secondary process)
- when his/her education has direct relevance to his/her daily life (social and professional) as well as an immediate effect on his/her employment or in personal development
- when he/she is actively engaged

- when he/she utilizes the results of his/her success and failure
- when he/she is involved and feels part of a team
- when the knowledge and experiences he/she has acquired are taken into account

Features of the adult trainees / apprentices

- they are in an evolving process of development
- they have already had a structured range of experience and a set of values
- they are involved in the educational process having specific intentions and objectives

The main **problems** are those related to their personality:

- emotional problems (I do not want to learn)
- conceptual - cognitive problems (I cannot learn)

1.2 The meaning and importance of the "learning objective"

<u>Purposes:</u>	describe general and vaguely defined pursuits
<u>Objectives:</u>	arise from the detailed analysis of the purposes and refer to specific behaviours that can be observed or measured
<u>The learning objective:</u>	indicates the behaviour expected by the student at the end of a teaching unit as a result of teaching – learning
<u>A clear objective formulation:</u>	<ul style="list-style-type: none"> • agrees with the broader targets set by the curriculum • contains the main points of the teaching module • meets the skills and experiences of students
<u>Elements of a well formulated objective (Mager, 1975)</u>	<ol style="list-style-type: none"> 1. The subject: should be clear about which person is expected to demonstrate a specific behaviour 2. The action: the answer to the question "what will the subject do to demonstrate the expected behaviour?". Clear verbs should be used, indicating action, not abstract or general² 3. The result: the result of the action 4. The conditions: the conditions under which the behaviour will occur, e.g. place, means, way of working, etc. 5. The degree of achievement: the criterion that will be used to consider the result as satisfactory
<u>The learning objective is something that can be evaluated at the end</u>	
<u>Defining learning objectives:</u>	<ul style="list-style-type: none"> • is essential for effective planning of teaching • precedes all other elements of teaching • plays the role of a guideline <ul style="list-style-type: none"> – for the organization of the material – for the selection of the teaching method – for the development of the evaluation criteria
<u>Benefits of clearly defined objectives:</u>	<ul style="list-style-type: none"> ➤ Definition of teaching objectives is essential for the design and implementation of an effective course ➤ The teaching objectives are a safe and objective criterion for evaluation ➤ Clear wording of teaching goals contributes to student motivation and to the regulation of their efforts to achieve the target.
<u>A clear objective formulation:</u>	<ul style="list-style-type: none"> • announces in the best possible way what we want our apprentices to be able to do • indicates the expected behaviour so clearly that eliminates misinterpretations

² To be combined with the *revised pyramid of teaching objectives according to Bloom, p. 13*

The targets for the **cognitive domain** (based on the new 'revised' taxonomy of teaching objectives according to **Bloom**) are succinctly expressed in the form of verbs (Anderson and Krathwohl, 2001).³



(Anderson and Krathwohl, 2001)

<p>I. MEMORIZE remember mention locate copy/ relay call describe recount recognize choose make a statement write a list/ an inventory with details define</p>	<p>II. UNDERSTAND organize information sort match demonstrate explain a symbolism interpret give examples judge show / re-enact pose reflections / guess foresee explain redefine review translate summarize – make a summary</p>	<p>III. APPLY generalize solve a problem transmit make decisions - choose use - utilize make projections do extensions review recognize explain - interpret codify organize - systemize dramatize - direct personalize outline demonstrate prepare realize</p>
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³ To be used in conjunction with 2.3.1 *Determining specific learning objectives*. Request that the learning objective be properly formulated by choosing the correct field of verbs

<p>V. ANALYZE analyze distinguish categorize sort differentiate identify make comments assume highlight dimensions restructure decode analyze a problem into individual parts review contrast</p>	<p>V. JUDGE -EVALUATE judge prove criticize validate evaluate appreciate count weigh (figuratively) examine create priorities prioritize conclude verify evaluate check errors elect select satisfactorily</p>	<p>VI. CREATE - COMPOSE - PRODUCE create design invent solve discover enter delete re-enact virtually create a vision imagine improve minimize combine compose foresee form develop - manufacture organize criticize create originality/ innovation produce knowledge – idea – completed project</p>
<p>VI. CREATE - COMPOSE - PRODUCE create design invent solve discover enter delete re-enact virtually create a vision imagine improve minimize combine compose foresee form develop - manufacture organize criticize create originality / innovation produce knowledge – idea – completed project</p>		

SECTION II

TEACHING TECHNIQUES IN BUSINESSES

2.1. Analysis of the work object in relation to the teaching objectives

2.1.1 The mind mapping technique

How can we combine the actual work in the company with the teaching goals for the learner?

The mind mapping technique provides us with an easy tool that helps us organize our thoughts in a **graphic representation** so that they are clear and easily memorized.

Mind mapping is a diagram in a tree format. In the centre, there is a basic idea (trunk) that branches off into individual ideas (branches).

In our case, the core idea is: tasks in business

- You have to separate tasks in your real workplace into:
 - Tasks / assignments
 - Specific activities

- Then you should fill in the following information in your chart:
 - Which are the routine tasks?
 - Which are the routine tasks that the apprentice must be able to carry out by himself / herself after the end of the apprenticeship?
 - Which assignments are 'creative tasks'?
 - Which assignments require integrated action? (planning, implementation, control)
 - At which points help can be requested from other learners / colleagues?

This activity is the first step in the design of apprenticeship in business and helps the trainer to have a first picture of the division of tasks within the business, of the learner's teaching needs/ objectives and of the time he has to dedicate to organise the apprenticeship programme in business.

This is some preparatory work performed by the trainer to save time and to improve the results of his teaching.

Example:



Activity 1

Materials: A4 paper and colour markers

Procedure:

Divide students into groups of 3-5 people, depending on their professional expertise.

Ask them to work together to prepare an illustrative map with the tasks in their business. (time 15')

Each team has 5' to present its map to all and 5' to receive and respond to comments / questions.

(total time:25')

Conclusions by the Rapporteur (time 15')

2.2. Time management in the workplace

In order to prepare an **Individual Apprenticeship Programme**, you should start by taking into account the following:

- scheduled test periods, time in the classroom and official holidays and public holidays
- time for educational discussion (at the beginning of the apprenticeship, during goal-setting, for feedback, control and evaluation)
- design and content of modules (the order the modules will be taught, whether and how other apprentices/ colleagues are to be involved, the task assignments the apprentice has to take on and when each one of them can be given to him)
- in cases when there is little time available, which activities should the apprentice get involved in?

**Objective of the unit:
development of an in-company
training programme for
apprentices with steady
progress / attendance**

*Necessary material: analysis of
business tasks in the form of a
mind map, and the trainer's
guide*

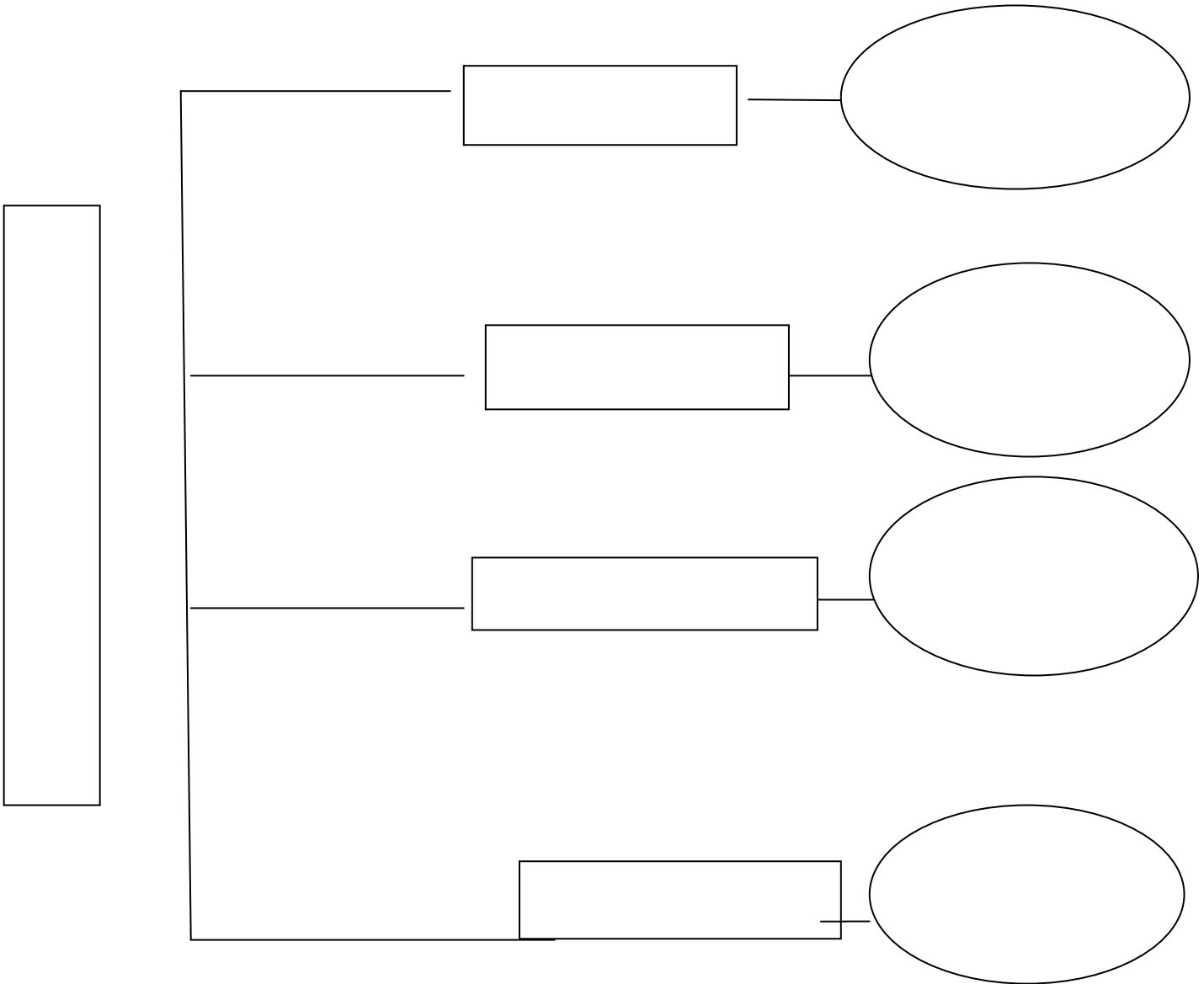
Activity 2:

Materials: photocopies of the "Individual apprenticeship programme"

- ⇒ *After explaining the procedure, the trainees are divided into the groups of the previous activity and complete the following forms (15').*
- ⇒ *Then each group from each profession presents a completed "Individual Apprenticeship programme" and accepts additional ideas and comments from the other groups of the same profession (20').*
- ⇒ *Discussion coordinated by the trainer is following (10').*

SECTOR / ACTIVITY

ASSIGNMENT



IN-COMPANY TRAINING

COMPANY:

APPRENTICESHIP PERIOD:

DEPARTMENT:

TRAINER'S NAME:

APPRENTICE'S NAME:

POSITION:

INDIVIDUAL APPRENTICESHIP PROGRAMME

SKILLS TO BE ACQUIRED DURING THE APPRENTICESHIP

What should the apprentice know and what should he/ she be able to do at the end of the apprenticeship?

GENERAL TEACHING OBJECTIVES

At the end of the apprenticeship, the apprentices should:

DESCRIPTION OF ACTIVITIES

Content and activities for the accomplishment of teaching objectives

ASSESSMENT METHODOLOGY

EQUIPMENT AND MATERIALS NEEDED FOR THE APPRENTICES' TRAINING

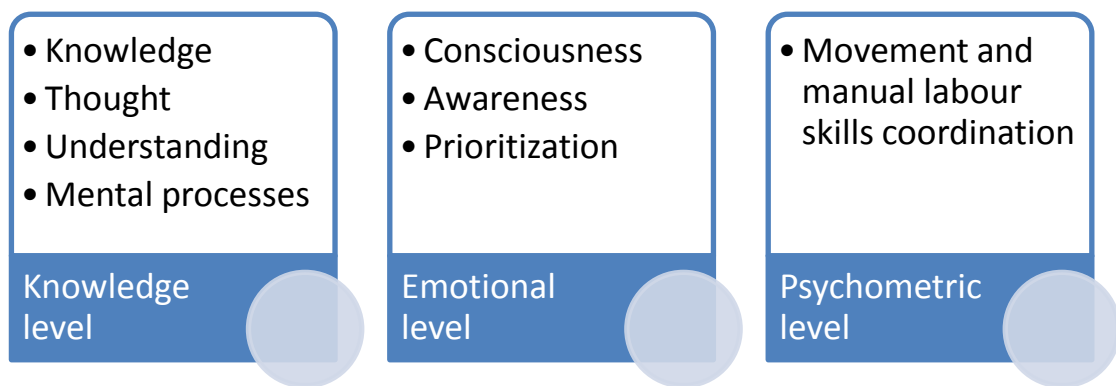
GROUP OF TRAINERS

2.3 Phases of the Learning process

2.3.1. Determining specific learning objectives in the workplace

In order to plan the training modules in business, the trainer should formulate **specific teaching objectives**. The specific learning objective must meet certain criteria and describe a measurable final performance.

Learning is performed through "the mind, heart and hands." These three correspond to:



When the trainer is formulating specific teaching goals, he should know the level they correspond to, and whether any of the three levels is of precedence: this analysis is decisive for the choice of **teaching method** (for example, if a learning objective mostly falls in the area of psychometrics, the most appropriate teaching method is "the 4 steps method", while if the target mainly concerns knowledge, then the method of "educational dialogue" is indicated).

Formulation of learning objectives is also important for motivating the learner's interest: learning objectives that are considered to be achievable can motivate learning. Correspondingly, learning objectives should be adjusted to the each individual learner's potential. Each apprentice should be given the time required to learn and achieve the teaching objective.

When formulating teaching objectives, we should take into account:

Why is the teaching objective useful (e.g. to stimulate interest)?

Which category does the learning objective belong to?

How difficult is the teaching objective (if the teaching objective is too difficult, it should be divided into individual teaching objectives)

Is the learning objective achievable under normal circumstances, depending on prior knowledge of the learner, his / her interest, learning conditions, the type of learner?

Is the range of the learning objective controllable? (this feature is difficult when teaching objectives in the emotional field are concerned)

How will the achievement of learning objectives be estimated? (discussion, observation, test)

Is there a risk of the apprentice to feel overloaded/ exhausted? (degree of personal achievement)

Is there a risk of the apprentice to feel his potential is unexploited? (lack of interest for learning)

How long will it take for the learning objective to be achieved? (minutes, hours, days)

In summary, we could say that a well-formulated learning objective includes the following criteria:

SMART

S for specific

M for measurable

A for achievable, appropriate

R for realistic, relevant

T for time framed, timely

Activity 3:

Materials: Board and markers or chalk

Ask trainees to formulate teaching objectives⁴ in a brainstorming process. Ask them to choose three of them (for each profession attending the seminar) which were the most difficult to achieve in their previous experiences. Discuss the reasons for this difficulty (poor wording of the teaching objective, problems due to the demands of the teaching objective, incorrect assessment of the cognitive background of the learner). Pinpoint the problem and find other ways to deal with it so that the learning objective becomes achievable (time 30').

⁴ The section 1.2 *Learning objectives* can be used here

Activity:

Materials: photocopies of the Table

Hand the table out to the trainees and discuss how they have completed it (time 20')

Put an X to indicate how many of the SMART criteria each of the following teaching objectives⁵ covers.

	S	M	A	R	T
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

SMART

S for specific

M for measurable

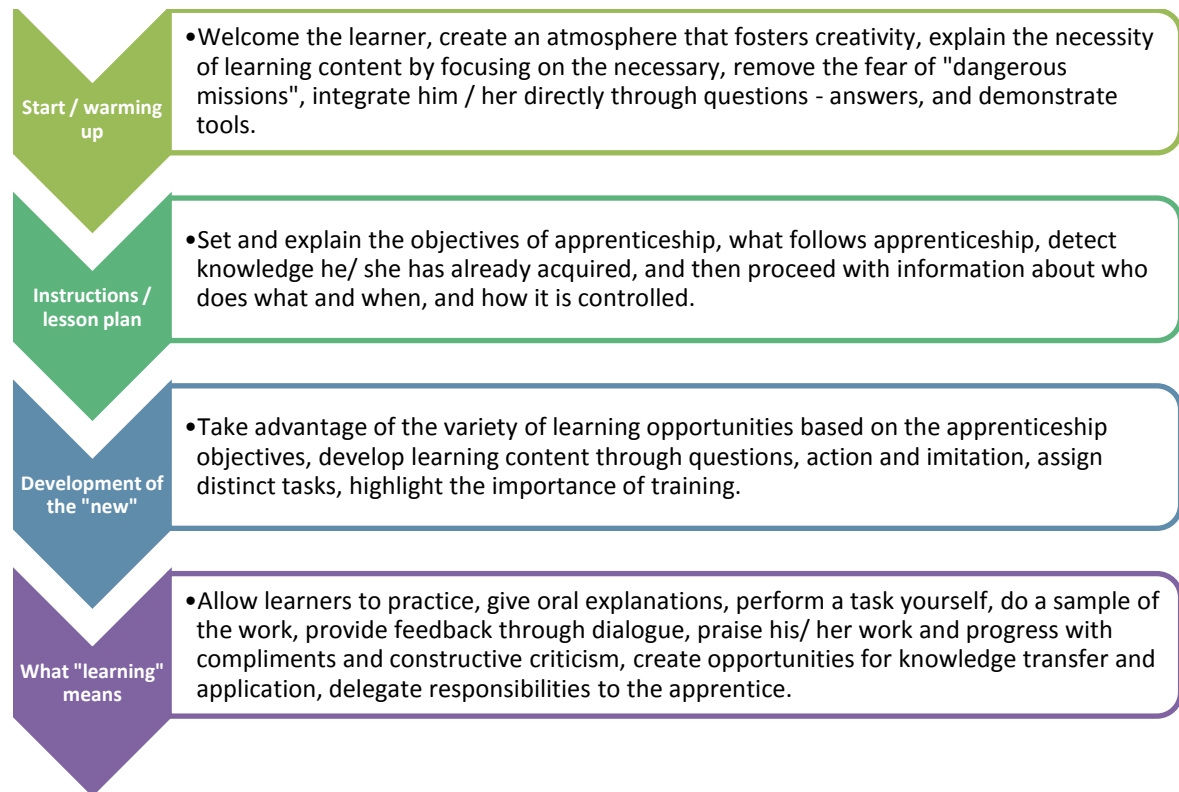
A for achievable, appropriate

R for realistic, relevant

T for time framed, timely

⁵ The Rapporteur should foresight to distribute the copy to participants having completed teaching objectives customized to the professions which correspond to the participants in the training seminar.

2.3.2 Methods of active learning / teaching



For cases where apprentices' familiarization with new objects is required, you can apply different methods, three of which are described below:

- ⇒ the method of the four levels,
- ⇒ the educational dialogue and
- ⇒ the learning contract.

2.3.3 The 4 steps method

First, you should prepare yourself: Make clear which knowledge and skills apprentices already have, and what new they should learn. Structure tasks in steps and think about what you have to explain for each work step. It is advisable for you to try the process without the presence of apprentices.

Level 1: Preparation

Prepare the workplace and apprentices: Prepare all the necessary tools, materials and visual aids and arrange them in the correct position. Treat apprentices openly and friendly. Explain the topic and the goal of the course module. Try to raise the interest and attention of your learners. If you are not sure about the knowledge they already have on the subject, ask them. And finally: Make sure that learners follow the process.

Level 2: Demonstration

First, you need to perform the procedure at a normal pace in the way you usually do, as part of your routine, so that learners can get an idea of what they themselves have to achieve later on.

Then, present everything once again, but slowly, structuring the presentation in steps. At the same time, explain what exactly you are doing, how you are doing it and why you are doing it in this way. Prompt learners to ask questions when they do not understand. Emphasize once again what they should take care of in particular for safety reasons.

If you repeat the process again, they can then try to perform the task themselves according to the knowledge they have already acquired and the degree of their self-confidence.

The apprentice, under your supervision, performs the task you have presented while you concentrate on the work process without commenting. Intervene only if absolutely

Level 3: Imitation

necessary: i.e. if the learner is unable to continue or if you think there is a failure or safety risk. Then give instructions, without criticism or censure. Confirmation and recognition of work properly done acts as an incentive.

Your apprentices follow your example and explain each step of yours: what you do, how you do it and why you do so. In case you think that their comments are not sufficient or that they have forgotten something important, then ask questions: what exactly have you done and why have you done so? Take action in case of a serious error and indicate the correct procedure subsequently.

Then you have the learner repeat the whole procedure for a third time in front of you, in a normal pace and without comments this time. Do not expect that everything will be done without mistakes and with the necessary speed.

Level 4: Practice

Allow learners to practice on their own as you gradually withdraw from the process. In this way, learners gain confidence, they get accustomed and acquire a pace at work. Be available for questions. You can promote the learning process by elevating the degree of difficulty of the work or the pace. You can also alternate with other tasks. In this way you reinforce learning effects and prevent boredom.

It is particularly important that learners can practice correct task performance based on your own corrections in case of error, so that they do not assimilate incorrect practices. Be patient and constructive. Comments like: "I have explained this so many times! Why do you keep doing it wrong?" are in this case completely inappropriate and impede the learning process. Finally, upon completion of a module, you should discuss the results of learning and training with your apprentice: have you taught everything he needs to know? What should you have clearly explained from the beginning? What has the learner learned sufficiently? What is he/ she lacking in terms of accuracy and speed? Allow the learner to express himself/ herself and assess himself, and then express your view.



Indicative Teaching Scenario (Lesson Plan) of the method: '4 Steps'

Teaching Scenario (Lesson Plan)	
1. Learning module	Title:
2. Hours:	
3. Description:	
4. Teaching problem	(example: The teaching problem concerns: a. study of the way the clutch mechanism operates b. mechanism assembly & disassembly c. mechanism repair and maintenance.
5. Educational approach	
4 Steps Method	
Educational approach description	
This method is chosen because this is a module with a new and relatively difficult subject compared to the previous knowledge of learners. In the first two phases, the trainer takes the lead of the teaching procedure while in the next two phases, the learner is at the centre as the trainer assumes the role of supervisor and guide.	
Purpose and Learning Outcomes	
The purpose of this teaching scenario is:	
Learning outcomes:	
Upon completion of the module, students should be able to:	
<ol style="list-style-type: none"> 1. L 1. 2. L 2. 3. L 3 ... 	
6. Participating Roles:	
<u>Apprentice:</u>	
<ul style="list-style-type: none"> ▪ Reviews his/ her existing knowledge and tries to fill his/ her gaps ▪ Participates actively in the training process with questions, answers, comments in response to the trainer's stimuli ▪ Receives feedback and is informed about his/ her progress, supported and evaluated by the trainer ▪ Collaborates with members of his/ her group (if any), developing social skills. 	
<u>Apprentice in the context of a working group:</u>	
<ul style="list-style-type: none"> ▪ Discusses with the group and the trainer on the task undertaken ▪ Makes a dialogue to determine his/ her role within the group and the distribution of the activities they have to perform ▪ Searches for, collects and processes information 	
<u>Trainer:</u>	

- Identifies the topics to be developed
- Describes the actions of apprentices
- Coordinates and directs the activities of apprentices
- Provides explanations and help when requested
- Discusses with learners individually and within groups
- Stimulates and broadens apprentices' interests
- Supports apprentices in their reflection process in all phases of the training procedure
- Evaluates the work and cooperation of apprentices based on the plan.

7. Activities:

Phase 1: Preparation

Detect and connect with previous knowledge (in case of a new learning module, the framework of the module is developed taking into consideration the knowledge required and the content of the module)

1st Activity

Highlight the importance and necessity of the module, using questions and answers.

2nd Activity

Using questions and answers, determine prior knowledge of learners, to specify the content of the module and, to set the work mode and the expected results upon completion of the module.

Phase 2: Demonstration

The new module is presented.

1st Activity

Connection of theory and practice.

2nd Activity

Implementation. The trainer explains the process and performs the operations demonstrating the procedure path step by step.

3rd Activity

Upon completion of the demonstration, the trainer answers questions and gives clarifications where necessary.

Phase 3: Imitation

Apprentices are asked to carry out the tasks of the previous phase, under the guidance of the trainer.

1st Activity

Apprentices perform the tasks under the supervision of the trainer.

2nd Activity

After work is completed, analyse the problems encountered, as well as good practices.

Phase 4: Practice

The entire work or part of it is performed by apprentices without any help from the trainer.

1st Activity

The apprentice performs the work on his/her own.

2nd Activity

Upon completion of the work, discuss and evaluate the results.

8. Means

Educational tools and services

Educational resources

Individual worksheet, necessary materials.

9. Electronic sources

2.3.4 Educational dialogue

The educational dialogue is appropriate when you want to introduce a new subject or topic. The trainer has the opportunity to detect prior knowledge of the apprentices while encouraging them to deal with new items and develop interest in them.

The educational dialogue should look like a natural conversation: both types of communication are characterised by the alternation of questions and answers. In educational dialogue, however, questions are primarily asked by one person, the trainer. Another difference is that in a typical natural conversation, questions whose answer is known in advance are not asked: this is a feature of the educational dialogue and, at the same time, a challenge for the learner.

The trainer can create a climate of natural debate if he/ she encourages the learner to ask freely, without discouraging "silly questions". Note that the educational dialogue is not an examination. It is not conducted for the trainer to determine what the learner knows and what does not, but primarily to intrigue curiosity and interest in the learning subject.

The educational dialogue begins with a stimulus, usually a question or even a statement, which afterwards will cause doubt or reaction. Such a statement is often accompanied by gestures or facial expressions. Sometimes, it is sufficient just to show an object or a process without talking. These stimuli can be more or less obvious, allowing learners larger or smaller space to develop their own ideas and thoughts accordingly, so that the pace of learning taking place can be properly adjusted.

Through educational dialogue, knowledge is consolidated and improved

Three steps are typically followed:

- ⇒ You start with a question or another stimulus.
- ⇒ The apprentice answers.
- ⇒ You respond with affirmation and praise or correction/ supplementing. Then, you ask a new question continuing the process.

Basic rules for the application of the method

Do not stray from the point. In any case, the learning objective must be clearly defined, preparation must be appropriate and concentration must be maintained at a level where there is no deviation from the target of the procedure.

Use questions in the educational dialogue only when learners already know enough to be able to be sufficiently involved.

During preparation for the dialogue, you should take into account the time available as the process is time consuming.

Extra care is necessary as far as the plan you have made on the course of dialogue is concerned. Be flexible and ready to improvise and do not hesitate to terminate the process earlier than you had planned if you find that your expectations had been excessive. In this case, you can tell the learners that you will continue the dialogue at some other time and ask them to prepare themselves with suitable material.

Questions in the context of the teaching dialogue

Ask open-ended questions

- The open-ended questions allow a variety of correct answers. Encourage your apprentice to respond by making assumptions or by making his own conclusions. In any case, a wrong or incomplete answer is better than no answer at all.

Avoid closed question which allow for only one correct answer, especially if they are of the yes / no type

- Such questions can of course be used in some cases, but they generally give the impression to the learner that he/ she is examined, while simultaneously restrict his/ her thinking without requiring the application of knowledge in practice or in the specific context.

The questions asked should aim to achieve the teaching objective

- Questions or answers which diverge from the goal can certainly be accepted, provided that they will benefit the learner. That, however, should be made consciously and should be indicated to the apprentice, and then immediately you should return to your subject.

Ask each question only once

- The repetition of the question in a different way might create confusion instead of promoting understanding. Allow time for the learner to think, at least three seconds or longer if needed.

Ask questions the apprentice can answer

- Questions are designed to enable the learner and not to create embarrassment or awkwardness. Therefore, learners need to possess the information or data required to answer the questions.

Listen carefully and persevere!

- Sometimes you receive answers which seem correct, because you know the correct answer and interpret the learner's response with excessive optimism. It is important for them to express their course of thinking, and not just the final outcome. Ask: "How did you come to this conclusion?", or "Can you give me an example?", or "Can you explain in more detail?". This process enhances the effectiveness of learning and also the self-esteem of learners.

**Questions
asked
by
apprentices**

- Listen carefully and allow the apprentice to complete his/ her question, even if you believe that from the very first word you have understood what he/ she will ask. The expression of a question itself can enhance the interest of the learner, and is an important step in the learning process.
 - When the questions are unclear, repeat the question before answering in order to clarify the issue by saying for example: "If I have understood correctly"
- Do not immediately answer every question, but reverse it by asking, for example: "What do *you* think?", or when you have more than one apprentice, ask another about his/ her opinion.
- If the question is irrelevant to the topic, comment on it and leave it for later (without, however, forgetting it and leaving it unanswered).
- If you cannot answer a question, admit it. Note the question and say that you will give the answer later. This is normal and completely understandable. You could even assign it to apprentices as a project for the next time, saying for example: "try to answer the question yourselves until next time", while giving them relevant instructions and suggesting appropriate sources.

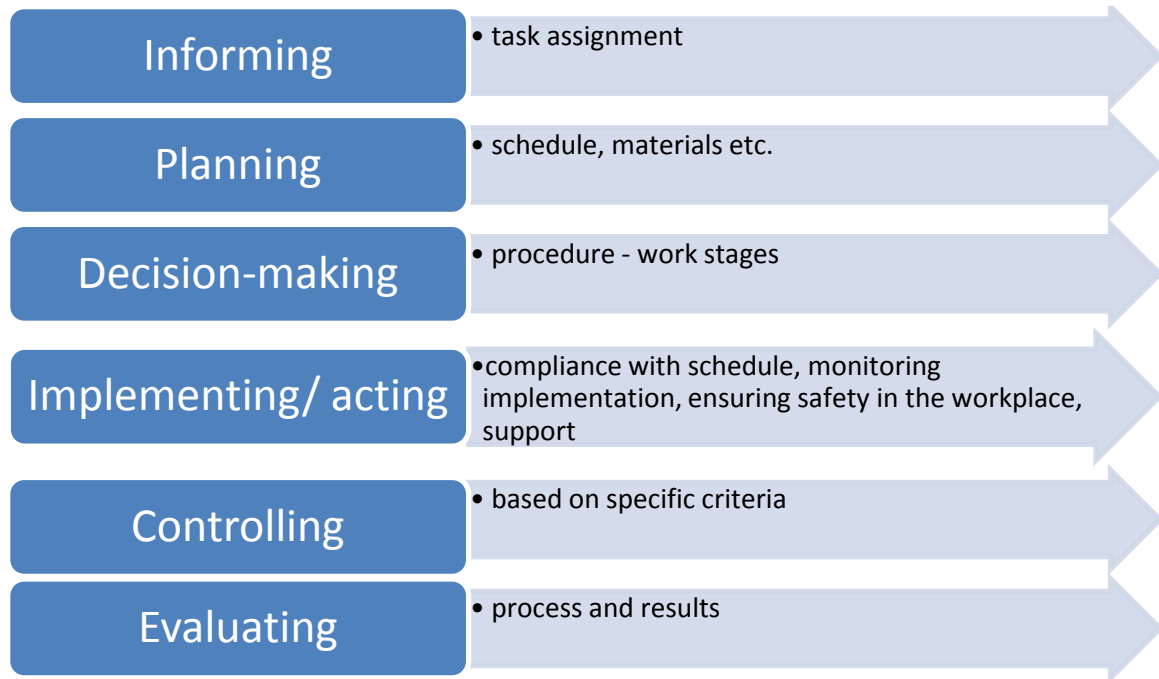
Indicative Educational Scenario (Lesson Plan) of the method:
'Educational Dialogue'

Training Scenario (Lesson Plan)	
1. Learning module	Title:
2. Hours:	
3. Description:	
4. Teaching problem	Example: The teaching problem concerns: the identification of factors affecting the proper functioning of the system ...
5. Educational approach	
Educational Dialogue	
Educational approach description	
This method is selected when you want to introduce a new subject / topic. Learners share ideas and views with each other and with the trainer. Learners develop thinking skills as they engage in depth with the issue in question.	
Purpose and Learning Outcomes	
The purpose of this educational scenario is	
Learning outcomes:	
Upon completion of the module, apprentices will be able to:	
<ol style="list-style-type: none"> 1. L 1. 2. L 2. 3. L 3 ... 	
6. Participating Roles:	
<u>Apprentice:</u>	
<ul style="list-style-type: none"> ▪ Reviews his /her existing knowledge. ▪ Participates actively in the training process with questions and answers, in response to the trainer's stimuli ▪ Collaborates with members of his/ her group, developing social skills. 	
<u>Apprentice in the context of a working group:</u>	
<ul style="list-style-type: none"> ▪ Discusses with the group and the trainer on the subject of the teaching module ▪ Processes information, actively participates in the debate and expresses his/ her views. 	
<u>Trainer:</u>	
<ul style="list-style-type: none"> ▪ Sets the goals of the module ▪ Coordinates and guides the discussion ▪ Provides explanations when requested ▪ Stimulates and broadens apprentices' interests ▪ Supports apprentices in their reflection process ▪ Evaluates the dialogue procedure of the apprentices based on the working plan. 	

7. Activities:
Phase 1: Orientation
Introduction to the subject matter to be discussed.
1st Activity Using the technique of questions and answers, the importance and necessity of the module is highlighted.
2nd Activity Using questions and answers, the content of the module is shaped and the expected results are described.
Phase 2: Exploration
1st Activity Using questions and answers, apprentices put their thoughts in order and express their opinions drawing conclusions.
Phase 3: Closing
1st Activity The trainer helps apprentices to identify the main points that emerged.
2nd Activity The trainer recapitulates on the progress of the discussion.
8. Means Educational tools and services Educational resources Individual worksheet, necessary materials.
9. Electronic sources

2.3.5. Promoting autonomy and creativity: The “Complete Action” Model

Stages



The aim of apprenticeship is to develop the ability of the apprentice to act as a professional. Priority is given to the apprentices’ professional engagement autonomously and responsibly. Therefore, a “learning contract” between the trainer and the trainee is necessary.

The learning contract is suitable for enhancing autonomy and accountability in task performance. To draw up the contract, a number of factors should be taken into account in relation to the work itself and the customers. The contract includes information about all stages of training as mentioned above under the Complete Action model (informing, planning, decision-making, implementing / acting, controlling, evaluating).

A real employment contract or a contract with customers could be used as a model, so that apprentices are exposed to conditions that resemble actual everyday work. In this way, they can effectively contribute to the company's work and enhance their self-esteem, while having the opportunity to become valued partners, thus facilitating your work as trainers.

Process Design

For a better and uninterrupted flow of the separate phases of the process, we suggest the following:

1. The learning contract should be developed in writing form. Indeed, it would be preferable to use a common type of work / customer contract.
2. Apprentices should be provided with supplementary material (e.g. manual, specialised reports and books, dictionaries, quality manuals) to be able to look for additional information themselves.
3. You should assure them that they will have your support and help, when planning, or filling in the control sheet.
4. You should make sure that apprentices have access to tools, machines and goods related to their work.
5. It is important, when you give the learning contract to the apprentices, to clarify its implementation stages. Specifically:

a) In the first two phases of the contract (Informing and Planning), apprentices work alone. Your presence is of course necessary, but always assuming an advisory role, without indicating them how to resolve problems.

What happens when there is no real work / customer contract, which will form the basis of the learning contract?

In this case, there is always the possibility to follow standards of older contracts, adjusting them accordingly so as not to be complicated since the processing of these learning contracts must be done by the apprentices themselves.

b) When apprentices complete their work, you should discuss with them and decide the next steps of the work, together. It would be advisable to indicate any omissions and oversights, as well as their mistakes. You can also suggest a readjustment of their plan, giving them additional useful information.

c) Completion of the work plan mainly engages apprentices in an assessment process so as to evaluate the results of their work and its quality. Important questions that could guide them in the evaluation of their work are, for example “What have you learned?, What problems have you encountered?, Are the results of your work compatible to the standards of the company / business?”

Conditions:

The conditions must have been clearly communicated to the apprentices. They must necessarily have the prior knowledge and skills required to enable themselves to work out the specific issues of this contract so that it can be implemented within the prescribed period and in accordance with the quality features provided for. Consequently, this contract should be supplementary to the individualised curriculum of apprentices in business, so that they can best develop their skills, combining their capacities and broadening their knowledge.

Indicative Educational Scenario (Lesson Plan) of the method: 'Integrated Action'

Training Scenario (Lesson Plan)	
1. Learning module	Title:
2. Hours:	
3. Description:	
4. Teaching problem	Example: The teaching problem concerns: The conclusion of an employment contract under real working conditions.
5. Educational approach Integrated Action	
Educational approach description This method is selected in the phase where the learner is ready to assume a task responsibly and autonomously in accordance with a real work contract. The requisite knowledge and skills of the apprentice are taken into account, so that he / she can meet the educational goals.	
Purpose and Learning Outcomes The purpose of this educational scenario is ... Learning outcomes: Upon completion of the module, students should be able to: <ol style="list-style-type: none"> 1. L 1. 2. L 2. 3. L 3 ... 	
6. Participating Roles: <u>Apprentice:</u> <ul style="list-style-type: none"> ▪ Develops decision-making skills ▪ Takes account of data and information sources ▪ Collaborates with members of his / her group, developing practical and social skills. ▪ Acts autonomously and responsibly <u>Instructor:</u> <ul style="list-style-type: none"> ▪ Specifies the goals of the module ▪ Provides material and data and gives explanations when requested ▪ Supports apprentices in the work process ▪ Evaluates process. 	
7. Activities:	
Phase 1: Informing	
The problem/topic is clearly described.	
1st Activity The trainer presents and explains the goals of the module and analyses the key points of the employment contract.	
2nd Activity A discussion takes place between the trainer and the learners in order to clarify any questions and	

to determine the work steps and expected results.
Phase 2: Planning
1st Activity The learner designs the course of work, provides for the necessary time for each stage and notes down the necessary materials and tools.
Phase 3: Decision-making
1st Activity The learner collects the necessary information, decides how to work and justifies his/ her choices.
Phase 4: Implementing / Acting
1st Activity The learner implements the employment contract in accordance with the plan developed in the previous phases. The trainer supervises but does not participate in solving problems or suggesting tasks.
Phase 5: Controlling
1st Activity When the work is completed, the need for revision or readjustment is discussed.
Phase 6: Evaluating
1st Activity The project results are evaluated in comparison with the objectives and faults or omissions are identified through discussion.
8. Means Educational tools and services ... Educational resources ... Required materials ...
9. Electronic sources

2.3.6 The role play

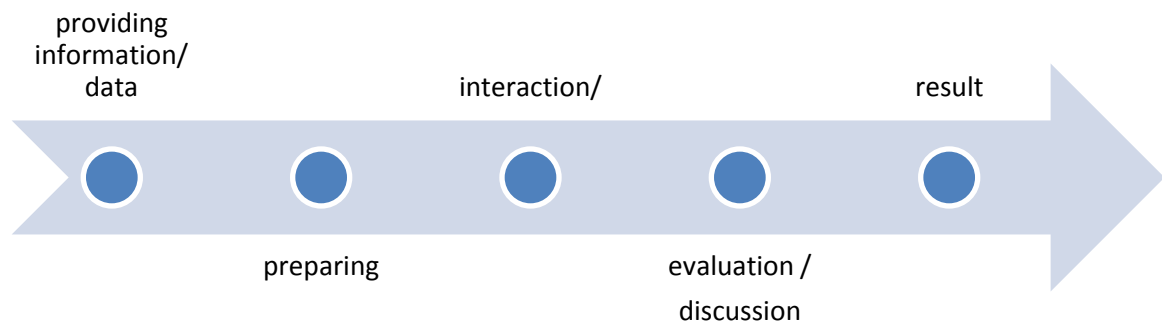
Apprentices perform, with the simulation method, roles in order to be trained and develop decision-making skills similar to those required in real conditions, without the psychological load they would have in a real situation. The practical conditions simulated by learners are realistic, but without themselves being completely responsible for their actions and decisions. After performing the task and decision making learners acquire practical skills. In the simulation process, the trainers bring up a range of issues/ problems for discussion so that apprentices, taking other sources of information into account too, can arrive at an appropriate decision.

The trainer in particular:

- ✓ decides which role he/ she will take over during the role play
- ✓ selects and supervises the process
- ✓ helps by providing necessary information
- ✓ acts as a moderator, if there is a conflict

- ✓ checks the implementation of the work schedule
- ✓ makes corrections when the apprentices follow the wrong path to solutions
- ✓ helps in problem solving
- ✓ motivates the learners.

The method comprises the following steps:



Indicative Educational Scenario (Lesson Plan) of the method:
'Role Play'

Training Scenario (Lesson Plan)	
1. Learning module	Title:
2. Hours:	
3. Description:	
4. Teaching problem	Example: The teaching problem concerns:
5. Educational approach	
Role Play	
Educational approach description	
This method is selected when the learning module is appropriate for carrying out activities in the context of authentic situations through problem solving.	
Purpose and Learning Outcomes	
The purpose of this educational scenario is ...	
Learning outcomes: Upon completion of the module, students will be able to:	
<ol style="list-style-type: none"> 1. L 1. 2. L 2. 3. L 3 ... 	
6. Participating Roles:	
<u>Apprentice:</u>	
<ul style="list-style-type: none"> ▪ Develops decision-making skills ▪ Takes account of the data and information sources ▪ Collaborates with members of his / her group, developing practical and social skills. 	
<u>Trainer:</u>	
<ul style="list-style-type: none"> ▪ Identifies the goals of the module ▪ Assigns roles ▪ Provides material and data and gives explanations when requested ▪ Coordinates work ▪ Supports apprentices in work implementation process ▪ Evaluates process. 	
7. Activities:	
Phase 1: Providing information	
The problem is described with clarity. Roles are explained and the issues involved are discussed.	
1st Activity	
The trainer presents the problem. He / she explains the module objectives and the role playing technique.	
2nd Activity	
The trainer analyses and assigns roles. Questions are clarified and the process is determined.	

Phase 2: Preparation
1st Activity The series of actions is organised. The necessary materials and tools are gathered.
Phase 3: Interaction
1st Activity Implementation of actions.
Phase 4: Evaluation and discussion
1st Activity Upon completion, actions are reviewed through discussion. The main points are identified and the course of problem-solving is assessed.
If it thought necessary, phases 3 and 4 can be repeated with alternative roles or behaviours.
Phase 5: Results
1st Activity The course of problem-solving is correlated with the real situation or experience and the general principles for establishing the individual roles' decisions are examined.
8. Means Educational tools and services Educational resources Individual worksheet, necessary materials and tools....
9. Electronic sources



2.3.7 Integrated model of active participation

The integrated model of active participation promotes autonomy and creativity, planning and control. This is not only a constant requirement of many businesses participating in apprenticeship but also an every day work challenge. For this reason, the integrated learning methods are an excellent basis for developing skills at work.

The six phases of this method actually refer to the routine of work in businesses.

To implement this method, it is not necessary to follow all six phases as some of its key

features are the concepts of autonomy and integrated active participation. In certain phases of the process (3 and 6), cooperation (technical dialogue) with the trainer is provided for; in the other phases, the trainer intervenes only if necessary and if there are no risks (e.g. safety). One of the main goals of the trainer in this method is to encourage learners, so that they trust their potential. This means that learners should theoretically find the solution in a given exercise. In this case, focusing on the problem to be solved, the individual actions are linked together mentally and confirmed on the basis of the results.

When the apprentice has mastered this cycle of actions, the trainer starts the learning transfer process from the specific learning experience just gained to new learning areas.

The ability of problem solving is a skill that is required in most professions. In many ways, a systematic and planned action leads to success.

Problem solving follows the procedure below:

- ⇒ understand, set and describe the problem
- ⇒ develop alternative and diverse solutions
- ⇒ apply the solution and verify
- ⇒ reflect on the solution applied

Indicative Educational Scenario (Lesson Plan) of the method: 'Problem solving'

Training Scenario (Lesson Plan)	
1. Learning module	Title:
2. Hours:	
3. Description:	
4. Teaching problem	The teaching problem concerns: (example: the process of fault diagnosis for the system ...)
5. Educational approach Problem solving	
<u>Educational approach description</u> This method is selected when the objective of the learning process is for learners to develop the ability to understand and investigate an issue or problem in a systematic way.	
<u>Purpose and Learning Outcomes</u> The purpose of this educational scenario is ... Learning outcomes: Upon completion of the module, students will be able to: <ol style="list-style-type: none"> 1. L 1. 2. L 2. 3. L 3 ... 	
6. Participating Roles: <u>Apprentice:</u> <ul style="list-style-type: none"> ▪ Develops decision-making skills ▪ Takes account of data and information sources ▪ Collaborates with members of his / her group, developing practical and social skills. <u>Instructor:</u> <ul style="list-style-type: none"> ▪ Identifies the goals of the module ▪ Assigns roles ▪ Provides material and data and gives explanations when requested ▪ Coordinates work ▪ Supports apprentices in work implementation process ▪ Evaluates process. 	
7. Activities:	
Phase 1: Understand, set and shape the problem	
The problem to be solved is determined.	
1st Activity The trainer presents the problem. He/ she explains the module objectives and identifies the necessary components (data).	
2nd Activity The trainer and learners discuss the problem, clarify questions and decide how to work.	

Phase 2: Develop alternative and diverse solutions
1st Activity Enactment of the problem – description of data.
2nd Activity Solutions are proposed by apprentices and the appropriate strategy for each one is selected.
Phase 3: Apply the solution and verify
1st Activity The alternative solution strategies are tried out and each of them is verified.
Phase 4: Reflect on the solution applied
1st Activity Upon completion, actions are reviewed through discussion. Main points are identified and the course of problem-solving is assessed.
8. Means Educational tools and services ... Educational resources .. Individual worksheet, necessary materials and tools....
9. Electronic sources

2.4. Global apprenticeship program design

This module comprises of an activity which will help consolidation and practical implementation of all previous chapters. A full session should be provided for its implementation. In case that different trainers have undertaken the development of the previous modules, their presence during this activity is thought to be necessary.

Activity 4

Materials: *Photocopies and notes distributed in the previous modules*

A4 Sheets of paper

*Photocopies of the **Individual Apprenticeship Programme***

Procedure:

*The trainees are divided into groups of 3-5 and design, following the steps taught, an **INDIVIDUAL APPRENTICESHIP PROGRAMME**, which they will present afterwards. The trainer/s will provide any necessary assistance and guidance.*

Discussion will follow.



2.5 Providing incentives for learning

As a main feature of the learning process, motivation (incentives for learning) is understood as a choice between different learning techniques which encourage the learner to learn. Incentives help the learner to gather his thoughts and concentrate, while urging him/ her to take action in order to achieve the learning goals.

Incentives are divided into two categories:

a) **extrinsic** motivation incentives (secondary), where learning is a means for the completion of the learning process e.g. to get a better job or to achieve an increase in their salary, and

b) **intrinsic** motivation incentives (primary), which drive the interest in learning itself.

Motivation for learning is also affected by external factors. A good trainer - leader will attempt to apply the means available to improve or maximise the performance of the learner. The needs and motivations of people in relation to work have been the object of scientific study for decades, particularly in the field of psychology.

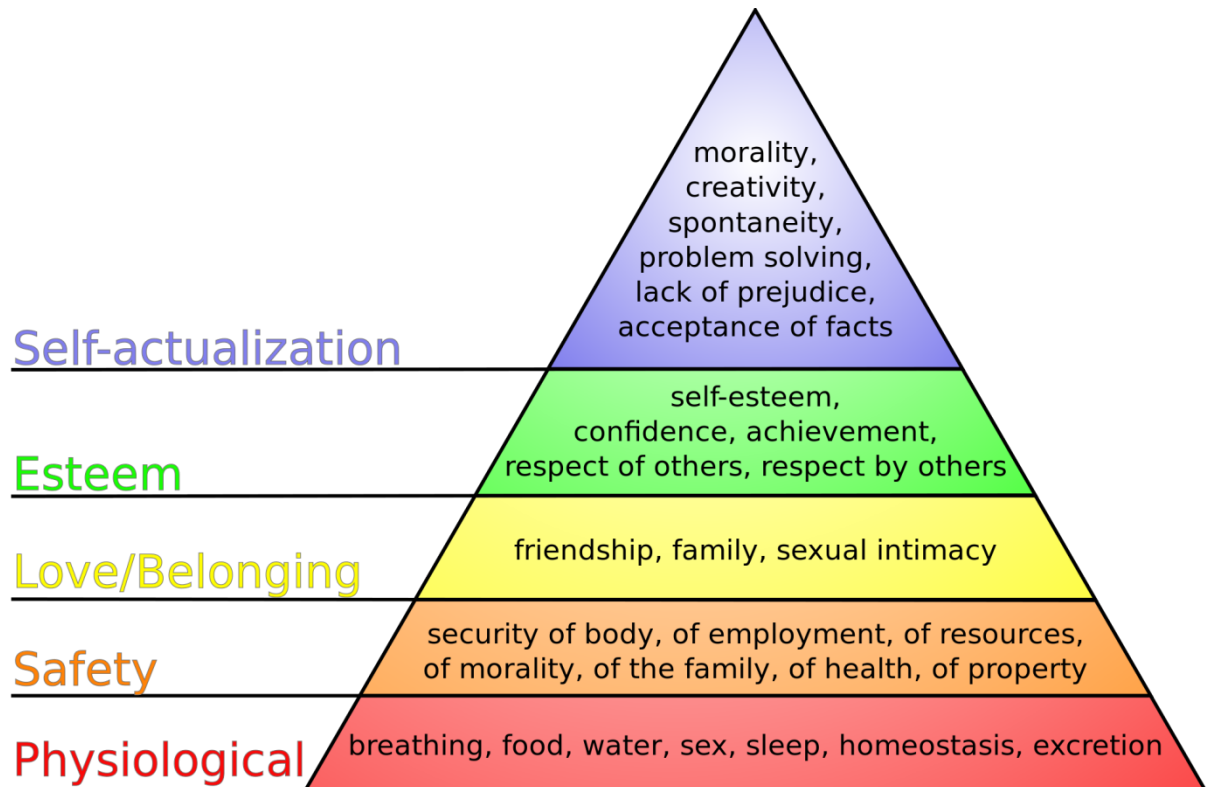
Some known models divide the needs of people in different categories. A model that is widely recognised is the “Hierarchy of Needs” by Maslow.

Maslow's Hierarchy of Needs

The American psychologist Abraham Maslow makes the assumption that the operations of all human beings are motivated by a number of basic needs, which are in a hierarchical arrangement. The needs placed lower in the hierarchy must be satisfied before those in the highest levels of the hierarchy. Consequently, the needs in the higher hierarchy levels can act as incentives only if the lower hierarchically needs have been met.

Tips for incentives:

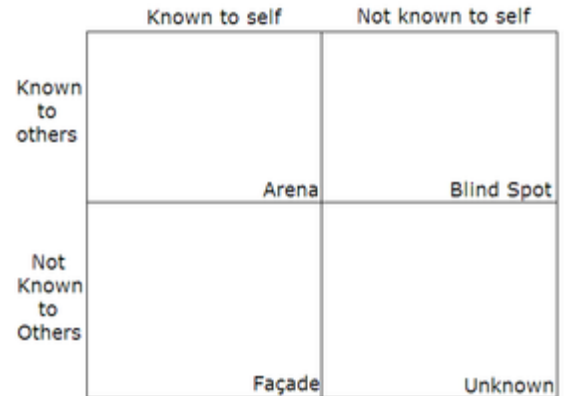
- ✓ Try to understand and digest educational materials as much as possible e.g. by writing summaries of individual chapters, creating mind maps etc.
- ✓ Try to apply theory to practice
- ✓ Discuss the theoretical part with experienced colleagues
- ✓ Review the lesson plan at regular intervals
- ✓ Divide the learning process in



2.5.1 The Johari Window

The "Johari Window" was developed by American psychologists as a tool to understand each person's skills in **interpersonal communication** and **interpersonal relations**. It essentially explains the "blind" spot. The perception we have of ourselves (self-perception) does not always match with the one others have of us. We therefore need feedback from other people regarding this "**blind spot**" created, which helps us gain self-awareness, so as to act more consciously.

Johari Window



Open area - arena

A person reveals everything about himself/ herself, therefore other people know everything about him/ her.

Hidden area - facade

It includes everything the person knows about himself/ herself but consciously or subconsciously conceals from others.

Blind area

It includes everything that is visible to others but which the person himself / herself is not aware of. This area may be accessed through feedback.

Unknown area

It includes everything that is unknown to the person himself/ herself as well as to others (subconscious part).

2.5.2 Signs of demotivation and their treatment

You must always take into account that the involvement and motivation of your learners may gradually subside. It is normal not always to be in the mood and enthusiastic for work. However, a problem may arise when this unwillingness for work becomes more and more intense, affecting our performance.

The possible causes of underperformance in terms of learning vary and symptoms - depending on causes - appear in various forms. It is not easy to see what is behind the apprentice's apparent lack of willingness to work; especially, it is not easy to explain these changes. When you become aware of these changes, do not jump into conclusions; instead react wisely. You should try to explain the causes and motive of such behaviour. It is best to talk directly to the trainee so as not to draw wrong conclusions.

Motives and causes

The motives and causes of demotivation can be:

- Low profile tasks which cause boredom or become a routine
- Excessive demands and insecurity
- Slip in attention because of personal problems or interests
- Reduced interest in the profession (wrong choice of profession)
- Dissatisfaction with the training and working conditions
- Lack of prospects in the profession or enterprise.

Low profile tasks which cause boredom or become a routine

It is not always easy for young people to estimate which activities are actually important for gaining experience during their apprenticeship. They often have the impression that such tasks are not consistent with the objective of their education and feel that they are used as cheap labour.

Speak to them about the importance of the tasks you assign them

Explain clearly the reasons why they should repeat some tasks to understand that, through this repetition, they gain confidence and improve their performance. Please specify also that the work is

It is important to recognise promptly these signs of lack of motivation for work or learning, which can be:

- ⇒ dissatisfaction or sluggishness in response to assignments, explanations or instructions, which are often accompanied with relevant facial expressions or gestures
- ⇒ unwillingness or unreliability in fulfilling commitments. The quality of work gradually declines
- ⇒ unpunctuality: often unreasonably delayed arrival
- ⇒ reluctance to take initiatives when it comes to participation in specific tasks or to the evaluation of work.

not always performed with a good mood but hard effort is needed and sometimes it may be monotonous and tedious (this may be obvious for you and your colleagues, but not for apprentices yet). In any case, it is important for them to realise that they are not alone when they need to perform a task that does not please them. At the same time you should always try not to burden your apprentices with excessive requirements. Sometimes it seems that young learners avoid some tasks and make mistakes because they lack motivation; however, the real reason may be their mental or physical overload.

Excessive demands and insecurity

Sometimes apprentices:

- ✓ have not understood what they should do
- ✓ are not yet familiar with handling a tool or a machine
- ✓ fear making mistakes (so they prefer to do nothing or as little as possible)

Information and support

If you find that your apprentices work without enthusiasm, try to explain the requirements of the job, but do not proceed on charging anybody at the first sign. Let them show you the first results of the work and explain. Pledge to discuss the results which will follow. If you conclude then that your apprentices do not feel capable of this job, think about how you can better customise their tasks according to the level of their knowledge and skills.

Inform the persons in charge

If you continue to notice that your apprentices, despite lowering requirements, are unable to perform a task on time and properly, then you should inform those responsible for the training of the apprentice, outlining clearly the problems about their performance, the quality of work performance and your actions for the adjustment of requirements.

They could possibly advise you on how to improve their performance; extra support for their training may be necessary. Moreover, maybe you should ask yourself if the choice of this profession was appropriate for the learner. However, these decisions do not fall under your own responsibility since you are only responsible for their training within the enterprise.

Slip in attention because of personal problems or interests

Your apprentices may find it difficult to concentrate on their work. Possible causes may be problems in their personal or professional or family relationships, etc. Often the lifestyle of young people and

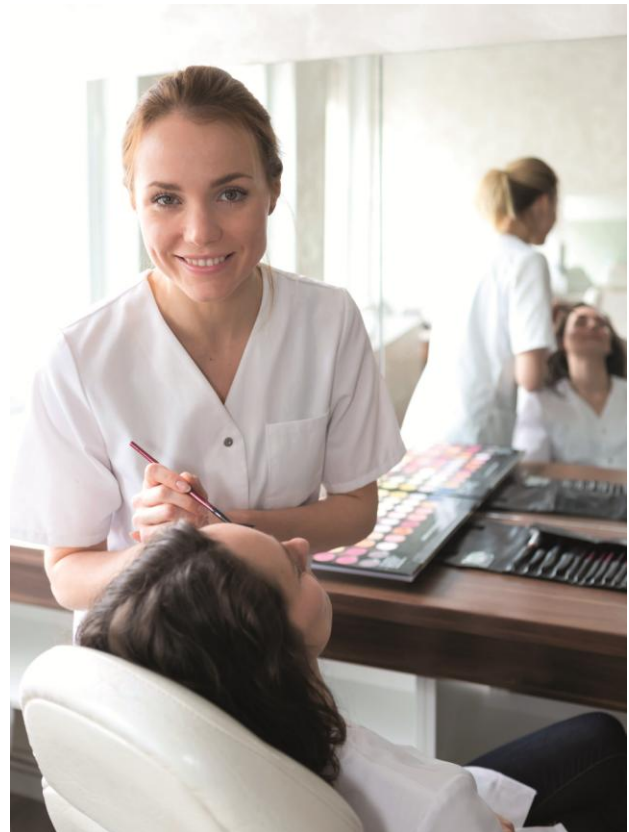
their tendency for new experiences and other interests have a major impact on their performance at work and on the learning process; they may even lead to a challenge of a specific profession choice. However, it is important to understand that through apprenticeship they can come to know new people, but also new areas of their subject.

Objective and dispassionate treatment

The manner and the tone of your comments are of particular importance in case errors and oversights are detected in the apprentice's performance. However, if these problems last longer than a week, they should be discussed with the apprentice in a scheduled meeting, which is anyway required to be held on a regular basis in order *inter alia* to clarify the causes of behaviour and attitude to work.

This discussion should follow a set of rules, such as the following:

- ✓ Determine the aim of the discussion
- ✓ Provide for and ensure sufficient time for the creation of an appropriate atmosphere of trust
- ✓ Clearly describe the behaviour or the problem and search for causes
- ✓ Clearly formulate your expectations - requirements
- ✓ Fix a new appointment.



Reduced interest in the profession

Where reduced interest in the profession is observed, you should contact those responsible for the apprenticeship so that they proceed to alternative solutions, such as profession or business change.

Trainer's limits of competence

Your competence in terms of lack of motivation are limited to working conditions in the enterprise, the working hours, remuneration, work atmosphere and relationship with colleagues or the line manager. It is your job to know such problems and to inform the Head of the business when the apprentice complains about the above, which adversely affect his /her performance.

Lack of operational and professional prospects

It is likely that the learner finds that an placement does not offer possibilities of development (retraining, pay increase, revenue) - especially when it comes to small businesses or specific sectors, which leads to doubts about his/ her professional prospects and the feasibility of his/ her training in general.

The trainer as a "model"

The management team of the company can only demonstrate clear professional and operational perspectives. You, as a trainer, operate specifically as a model. If you get on with your work showing enthusiasm, then your attitude affects the learner, showing that it is worth to engage in this profession or business, thus fulfilling his/ her commitment.

Consequences of the lack of incentives

The consequences of the lack of incentives can be particularly important:

- ✓ Unreliability and limited willingness to perform can easily lead to conflicts with other trainees, colleagues, superiors and - under certain circumstances - even with customers.
- ✓ The declining performance brings a bad evaluation and low rating in the vocational school, and thus a failure in examinations possibly.
- ✓ The lack of incentives would ultimately lead to dropping out of apprenticeship.

Development of incentives

There are several ways to strengthen incentives in young people, even when interest and performance are compromised. Importantly, this effort to develop incentives should start from the beginning of training, not during its course.

Communication

It is of particular importance not only what one says, but also how it is expressed:

- ✓ Mistakes must be indicated without personal attacks! If you feel frustrated because the apprentice made the same mistake once again (although you have explained it a thousand times) stay calm and patient.
- ✓ Praise - as a motive - is preferable to censure. Therefore, even a little praise is important when there is progress in learning. Of course you should not overdo it, because then it is not convincing.
- ✓ What often lies behind low performance of the learner is fear for error. Try to boost the confidence of your apprentice. Encourage him/ her: "we learn through errors", "you will do it!" "I will help you!" Show him/ her that he/ she is important for the business: "we need you!". Discover the

potential of the learner: which his/ her particular skills and talents are, what distinguishes his/ her personality. Use and enhance his/ her personal characteristics.

Communication and participation in dialogue

Think that you operate as a model: therefore, it is particularly important that you and your colleagues communicate with each other showing respect. Listen to each other carefully, taking the view of colleagues seriously. Engage the learner in the process, and give him/ her the opportunity to participate.

- ✓ Accept the learner as a valued member of the team. Assign him/ her responsibility for specific tasks in order to make him/her feel that he/ she is useful and that someone trusts him/ her. Discuss with him/ her the results of his efforts: what went well, what went less well.
- ✓ Make constructive criticism of his/ her training in business: try to find out when he/ she feels overloaded and when he/ she feels challenged, what he/ she has not understood, which training methods he/ she finds good and which less good, where he/ she needs more support or more free space, which tasks he/ she would find more interesting. Jointly look for proposals for improvement and examine the possibility of alternative solutions together.

Even if you consider some of the above as given, try to make an assessment of your behaviour towards your apprentice by asking yourself:

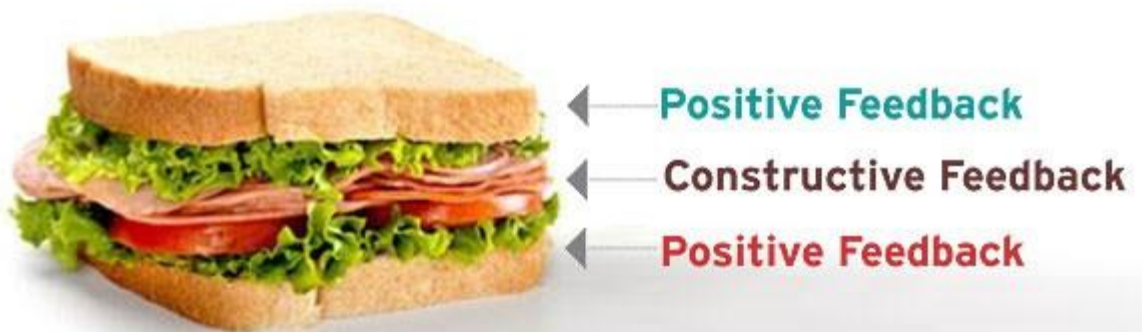
- ✓ Have I tried enough for my apprentice?
- ✓ Have I taught him/ her things, without overloading him/ her?
- ✓ Have I talked enough with him/ her? Have I allowed him/ her to speak and have I taken his/ her view seriously into account?
- ✓ Has my praise and/ or criticism been appropriate/ effective?
- ✓ Have I made clear to him/ her why he/ she has to do certain things and what he/ she should learn from them?
- ✓ Have I not only been limited to his/ her information, but I have encouraged him/ her at the same time?
- ✓ Are apprentices integrated in the team? Is their work valued by their colleagues?

2.5.3 Constructive criticism

How you can make constructive criticism:

- ✓ Criticism must always be objective.⁶ The trainer must neither offend the apprentice nor generalise situations. He always has to speak in first person and not in second. He should avoid challenging expressions such as "I never do ..." or "They will always do ...".
- ✓ Speak directly to the learner.
- ✓ Describe the situation without conclusions, for example "the documents are incomplete".
- ✓ Express your "ideas" clearly. Do not generalise a situation and always give positive feedback (Sandwich Model). The Sandwich Model means that suggestions should always be made in a positive context. Start with a positive remark, continue with criticism and finish positively.
- ✓ When criticism is subjective, it should be demonstrated so. Expressions such as "in my opinion ..." can help.
- ✓ Express your surprise when describing what you feel, e.g. "what bothers me ..."
- ✓ Express clearly what you expect and its consequences.
- ✓ The conversation should begin and end positively.

The Feedback Sandwich



⁶ Combine this module with module 2.5.1 «The Johari Window».

2.5.4 The importance of the dialogue for the relationship between the trainer and the trainee

Subjective perception

- ✓ expectations, goals, visions, desires
- ✓ our perspective
- ✓ context, where our perception is placed
- ✓ knowledge, experience, values, rules.

Activity 5

Procedure

Participants are divided in pairs and perform a task with the help of the worksheet. Then all participants share their experiences:

- Tools: worksheet
- Time required: 45 minutes
- Conditions required: space, calm environment for groups
- Number of participants: maximum 15
- Worksheet: exercise of perception

Task assignment

The difference between our perception (input) and the interpretation of our perception (thinking process), that is the meaning we give to our perception, is important. Our reactions regarding the interpretation of perception can be manifested as emotions, behaviour, or through internal emotional states.

The exercise should be done in pair: A and B are sitting one in front of another.

A only expresses perceptions for about two minutes, e.g. "I have noticed that you look down", but not "I have noticed that you seem sad". B hears silent ... After two minutes the roles are reversed.

A expresses perceptions and interpretations, e.g. "I have noticed that you look down and I guess you are a little shy". After two minutes the roles are reversed.

A, except from perceptions and interpretations, also expresses his / her own reaction, e.g. "I have noticed that you look down and I guess you are a little shy. This causes me some uncertainty". After two minutes the roles are reversed. At the end they experiences are exchanged and a conversation starts: where can I apply this knowledge?

SECTION III

MANAGEMENT OF APPRENTICESHIP IN BUSINESS

3.1 Working with young people

The lifestyle of youth

Young people now entering working life are at least 15 to 16 years old, are on average 19-20 years, and adolescence challenges are already apparent.

Adolescence is a stage of life between childhood and adulthood. At this period, the young person is influenced by his/ her environment, since it is then that the greatest physical, mental and social changes take place: sex maturation, leaving family home, choice of profession, start of professional training and much more. Consequently, changes in behaviour or even an identity crisis is observed.

2,400 years ago, Socrates wrote: "The youth today live in luxury, have bad behaviour, detest power, have no respect for the elderly and chatter when they have to work". For this reason, it is particularly important for the apprenticeship trainers to know and evaluate possible influences on the behaviour and habits of young people.

Their problems are detected on the difficulties they have with themselves or with their environment, since it is often difficult to understand the changes in their behaviour and their emotional swings.

Besides, growth is a process of human personality development and is often manifested in conflicts and reactions until the mental, physical and social development have been completed.

In this development phase, it is important not to burden young people with excessive workload and their workplaces should be ergonomically shaped. Additionally, their trainers have to reward them for their skills and their performance at work. Moreover, in this period young people shape their own system of ideas, values and beliefs, which probably question the framework of values of their parents or teachers. Peers play a key role in later adult life, because each young man or woman wants to be part of a team. So, it is easy to follow the rules which are the basic condition for becoming a group member, such as respect of formalities and behaviours, which can often create conflicts in the family home and in business.

Implications for vocational education

Organising apprenticeship is crucial, as it should take into account both the physical capacity of young people (e.g. for carrying goods) and the ergonomic requirements for the workplace. For this reason, it is appropriate to switch between intensity and relaxation. Also, the trainer should pay close attention to the workplace and arrange for the necessary equipment.

Another point to which attention should be paid concerns the variations of performance of individuals during the day. Research on the biological performance capacity during the day has shown that performance is at its peak until noon, decreases around midday and increases again in the afternoon. Night work is a dangerous activity for the young body. That is why the youth protection law⁷ prohibits their employment from 20:00 to 6:00. For trainers, this means that important tasks requiring high concentration and precision skills must be assigned in the morning hours, until 12:00.

Mentoring youth

Young people are still searching for their place in society, in order to join in as healthy adult members while they are simultaneously developing their professional skills. Trainers therefore, being a model for young learners, have to show understanding and patience, facilitate initiative-taking and expression of emotions, adapt requirements to the needs of learners, and engage in dialogue with them.

Situation / requirements	Management possibilities
Problems in the family home	Listen carefully, be eager for discussion
Problems of relations	Listen carefully, be eager for discussion
Drugs	You should know the limits of your own powers, trainer's advice
Debts / economic problems	You should know the limits of your own powers, trainer's advice
External factors	Be a model, discussion, point out effects, trainer's advice
Social behaviour	Be a model, discussion, point out effects, trainer's advice
Communication	Be a model, discussion, point out effects, trainer's advice
Illness, health problems	Trainer's advice

Aspects of development during adolescence

- ✓ 100 billions brain cells
- ✓ Thousands of millions of synapses in the brain cells create combinations, depending on experience

⁷ This point will possibly need to be adjusted depending on the legislation in force in each country.

- ✓ Completion at the age of 8
- ✓ Great impact of hormones (male and female) during adolescence
- ✓ Maturity is reached at the age of 16 to 18 years old in girls and 20 to 24 in boys.

Young people experience many changes, such as the following:

- ✓ physical changes
- ✓ change in the way of thinking
- ✓ concerns about the principles they have to follow
- ✓ major changes of mood
- ✓ more frequent changes in their social relationships than before
- ✓ they are regarded by their parents as equal to them, they have new expectations and assume roles.

Ages	Age crises	Expressions
6 - 12	6 year-old crisis	I am what I learn
13 - 20	Crisis of adolescence	Who am I? Which is my position in society?
20 - 40	Post-adolescence stage - adulthood	I take active part in life

3.2 Ethics and behaviour in the workplace

Identification with the company, group and profession

It is crucial for apprentices to have a reliable model of professional conduct. Their training will not be valid and effective unless you know the subject very well or you present it in an appropriate manner. Your attitude towards work or your relationships with colleagues are also highly important for the apprentice's adaptation to the company and his/ her satisfaction with the profession. The company management is responsible for creating proper working conditions and good working environment, while you have to create the conditions for a prospective long-term cooperation between the learners and the company.

Incentives

The willingness and eagerness to work does not only depend on your example, but also on a variety of factors and conditions, which have to be facilitated from the very start to attract their interest and strengthen their initiatives and confidence.

Discipline - Behaviour

The trainer is responsible for observing and monitoring compliance with the rules in the workplace, taking into account that what may be given for him is not for apprentices. Special understanding and patience is often needed as well as setting new rules, possibly unknown to the learners. The trainer's task is fulfilled when reference to the rules is no longer necessary while responsible to impose disciplinary action is only the company management.

Compliance with legal provisions - Protection of youth work

You do not have to know all the legislation relating to apprentices or to inform them about it. It is the company's management team that is responsible for compliance with legislation. However, you should be informed about the laws that you have to observe when young people work with you (working time, work duration, activities and responsibilities of young people employed).

Protection / prevention of accidents

Before dealing with apprentices, you ought to be informed about the law relating to the protection of young people at work and accident prevention. In any case, you should supervise learners so as to make sure they comply with the standards and take protective measures, e.g. to wear the working clothes or equipment required.

Environmental protection

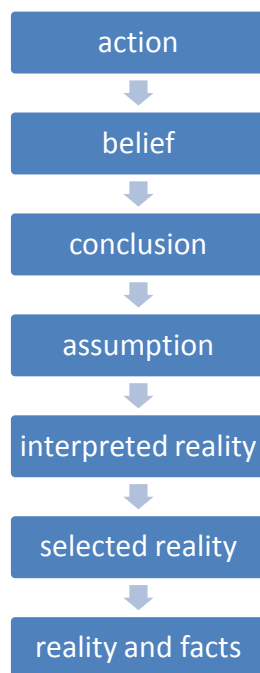
The above hints apply to the environmental protection rules too. Your task is to inform learners about the rules in force which must be respected, and insist on exemplary behaviour.

3.3 Conflict management in the workplace

Crisis:

Crisis is associated with an unforeseen event which significantly threatens the expectations of the parties or may seriously affect the performance of the company and create problems or unwanted effects. Perceptions of stakeholders determine the existence or not of a crisis. Crises are unpredictable, but not unexpected. The methods of crisis management by the company may not meet the expectations of the parties involved.

The scale of misunderstanding/inference

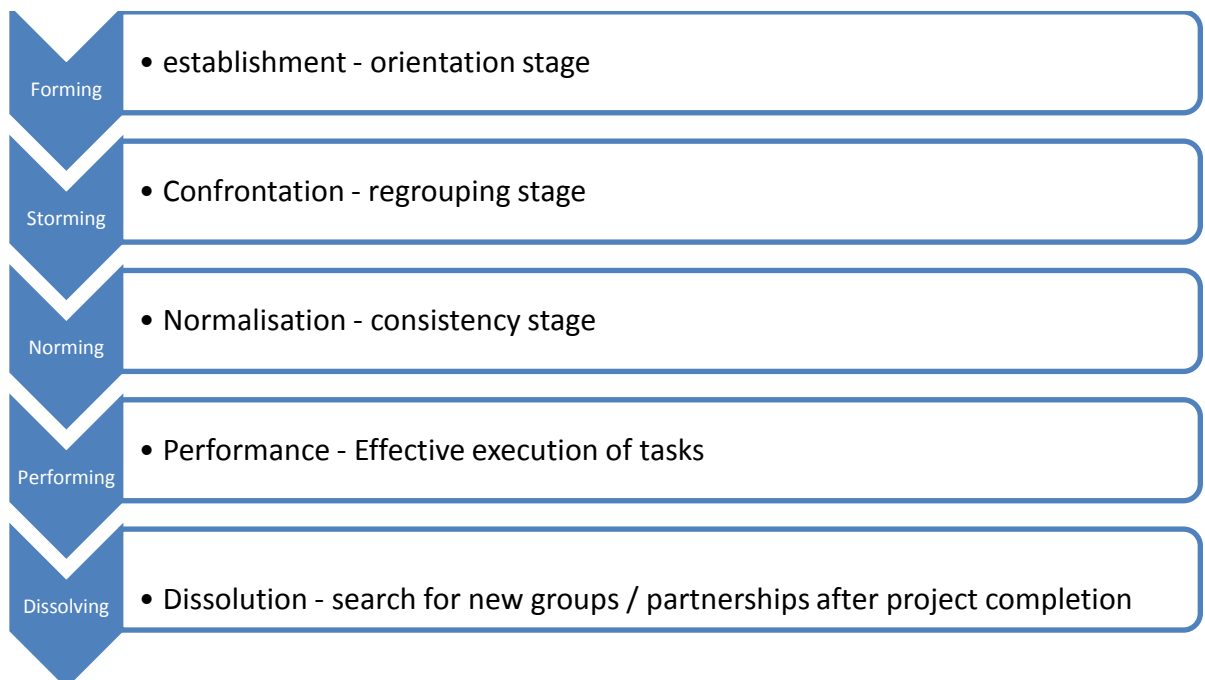


3.4 Group communication

In the workplace, apart from your apprentice, other employees may also be present. All of them form a team.

The group is a small unit in an organisation/ business. The organisational chart of the company determines the specific relationships and hierarchy which group members will join. This type of relationship is determined by the business rules. Apart from the formal links, there is a series of informal links created from personal relationships, desires, expectations and friendships between workers. These informal links are very strong and the relations are very important for the development and operation of the business; they are also related to the informal communication between groups. This means that informal relationships outside the group and among groups can extend beyond / overshadow formal links.

The stages of a group operation are:



FEATURES OF AN EFFECTIVE TEAM

- ✓ common vision, goals, strategy and priorities
- ✓ capacity for consensus
- ✓ structure, roles
- ✓ procedures, rules, functions, decision making
- ✓ leadership
- ✓ mutual trust
- ✓ respect for diversity
- ✓ members' behaviour
- ✓ climate - relationships
- ✓ open communication

The group is a set of people with vision, common purpose and goals, with distinct hierarchy roles, with rules and a common code of communication.

LEADERSHIP

There is hierarchy in a group. The trainer is the apprentice's supervisor, the most skilled and probably the most experienced of the colleagues, the one who distributes responsibilities and tasks, acting thus as a "leader".

TYPES OF LEADERSHIP

- Autocratic (gives orders, directs, supervises, tells what, how and when to do something)
- Laissez-faire (shares decisions, does not coordinate, does not take initiatives, does not prioritize the group's internal cohesion)
- Collaborative-participative-democratic (informs, facilitates sharing of views, reduces chatter, makes repeated interventions and requires reaching a common point, stimulates active listening)

The right leader / trainer should:

- ✓ avoid arrogant attitude, given that:
 - ⇒ no one is perfect
 - ⇒ apprentices experience new conditions and situations
 - ⇒ apprentices need their attention
 - ⇒ should be an example
 - ⇒ apprentices learn new attitudes and have a specific purpose
- ✓ Look for the cause behind behaviour
- ✓ provide help by providing incentives
- ✓ be aware that the first step towards a solution is "encouragement"

- ✓ treat the learner as an adult
- ✓ engage in dialogue
- ✓ make constructive criticism, highlighting positive points and criticizing behaviour rather than the person itself).

THE DECALOGUE OF THE EFFECTIVE LEADER

- engages in constructive criticism
- has empathy
- is honest about his feelings and intentions
- is always present, ready to assume his responsibilities
- gives importance to detail without losing sight of the overall picture
- encourages and makes his colleagues feel special
- is decisive and resolves conflicts effectively
- demonstrates zeal and pursues success, without it becoming a goal in itself
- is self-confident and leaves room for action
- informs, recognises, listens, exploits.

Rules for the group meetings:

Acceptance and negotiation with participants	Put yourself in the place of another and act accordingly
Prepare the meeting / discussion	Plan date, time, set the agenda of the meeting, the place, prepare documents etc.
Ensure the time is sufficient	Highlight the importance of the meeting/ discussion
Avoid interruptions during the discussion/ meeting	Call forwarding, inform colleagues and, if necessary, arrange substitution
Maintain a good relationship	Attention! Not recommended for all meeting situations
Create a pleasant environment	Participants should feel comfortable
Make dialogue. Avoid monologues	"The more you talk, the less you listen"
Ask specific questions	The person who poses questions controls the conversation
Practice good listening skills	Effective assimilation of the speaker's sayings, because the information is important.
Arrange confidential meetings (depending on the subject matter)	Several meetings with participants are confidential. Ensure privacy.
Adjust the tone of your voice	Avoid talking very loudly, monotonously, humbly etc.
Use body language	Open posture for communication. Use gestures and mimicry
Adjust conversation to the personality traits	Observe emotions, without challenging, directly address conflicts

Handle the content of the meeting objectively and direct it to results	Avoid generalisations and exaggerations
Refer to the positive and negative points of the issue	Show understanding, use compliments and reprimands. Make specific recommendations to correct errors and to provide opportunities for improvement
Give participants the opportunity to take a stand	The participant's opinion is, and should be felt as, important.
Collaborate to agree on a future strategy, objectives and further meetings	The agreements should be able to be implemented
Arrange the next meeting	Prepare the minutes of the meeting for participants, superiors, etc. Finalise agreements.

Activity 6

Information flow

Subject: Communication and body language

Objectives

The processes which occur during the information flow should serve as examples → realisation of communicative behaviour.

Procedure

Choose six (6) volunteers who want to participate in the exercise. Five (5) of the volunteers leave the room and then called back in one by one. The sixth volunteer and the rest of the group present a design on a slide, which is divided into four parts; they must memorise the design with as much detail as possible. After a while, the first of the five volunteers is called to enter the room. The sixth volunteer, who saw the design, describes it. No rules have been set for questions or notes. A participant is allowed to ask for these features. One after another the volunteers who had gone out of the room are asked in, while the other participants remain in the room. They listen to the description of the design, as described by the previous participant. Ask the last of the five participants, who came in the room, to design it on a presentation sheet. Then the slide is presented and the designs compared. During the exercise, those participants who are mere spectators take notes, so that they are later able to describe what happened during the information transmission.

Analysis

While transmitting information, one can:

- ✓ omit information (reducing complexity)
- ✓ add new information
- ✓ change information.

Misunderstandings may be avoided if the transmitter and receiver contribute in the following way:

Transmitter	Receiver
Organises information	Listens carefully
Summarises	Takes notes
Avoids pauses	Repeats what he/ she listens using his/ her own words
Avoids procrastination	Raises questions etc.
Focuses on what is absolutely necessary	
Visualizes etc.	

Preparation Guide

1. Which are my goals for the discussion?
2. Which topics do I want to cover? Which is my perspective? Which arguments do I have to display and which events to tell?
3. How will my listener deal with the situation? What arguments do I expect and how shall I handle them?
4. What kind of environment do I wish to create for discussion?
5. How can I carry on a dialogue? How can I start? Which lessons can I learn from the discussion? Which could be a good conclusion?

Steps for problem-solving

1. Which is the problem?
 - ✓ what have I noticed? (description)
 - ✓ which feelings are associated with it?
 - ✓ which part people or hierarchies are involved in? (option: connection of people involved).

2. What can result from this situation?
3. Which are the consequences of this situation?
 - ✓ for me
 - ✓ for other people
 - ✓ for the system
4. Which are the possible solutions?
 - ✓ ideas, pooling of capabilities
5. What is the appropriate solution for me? What can I specifically do?
6. Which are the consequences of the solution?
 - ✓ for me
 - ✓ for other people
 - ✓ for the system

SECTION IV

EVALUATION OF APPRENTICESHIP

4.1 Evaluating learners progress

4.1.1. The necessity of feedback

Feedback consists of two parts: providing and receiving feedback.

Feedback occurs whenever people meet and it can exist in different forms: consciously or unconsciously, spontaneously or upon request, using words or body language. During apprenticeship, it is particularly important to provide and receive feedback at regular intervals. It is the only way to ensure that self-perception does not deviate greatly from the perception of others, helping thus a person to acquire an objective view of himself/ herself.

Feedback is providing information about the behaviour of an individual, the perception others have about this person and, finally, the conclusion of what he/ she can do.

The result of feedback is the correction of inappropriate or problematic behaviour, which may jeopardize the effectiveness of cooperation.

Feedback should be:

- **descriptive and not judgemental:** the other person must acquire an accurate picture of his/ her specific behaviour from the perspective of the person providing feedback, who describes what exactly has been observed, heard or noticed. In any case, judgemental comments on personal characteristics or subjective interpretation should be avoided.
- **suitable:** it does not necessarily aim at changing the receiver, it only provides information about his/ her behaviour. Personal criticism is not appropriate.
- **valid:** the information should refer to the behaviour that can be changed. Based on this information, the receiver may decide to maintain or change his/ her behaviour.

- **acting as an incentive:** feedback must be provided as soon as possible. The greater the time lag from the situation, the less effective feedback is expected to be. An immediate feedback allows the receiver to remember the situation well and to be able to control his/ her own behaviour. This rule is especially true for comments on the learner's task performance.
- **targeted:** feedback should be correctly and clearly worded, and should be able to be verified by others. Any unnecessary details should be avoided, since the receiver can only process a certain amount of information. For this reason, the trainer should reduce the amount of information provided and focus on the most important elements.
- **towards an open receiver:** verify that the receiver is able, at a given time, to listen and assimilate feedback, and ideally, when the receiver asks for it himself/ herself. If this is not the case, express your desire to provide feedback and wait for the receiver's reaction.
- **voluntary:** feedback should be given on a voluntary, not mandatory, basis.
- **constructive:** especially in relation to the tasks to be performed, explanations should always be provided in such a way as to clarify how performance can be improved.

4.1.2 Assessment technique of the progress of learners

How can I make an "objective" assessment?

Assessment aims at controlling the learning process in every module and in relation to every learning objective separately. Therefore, it is essential for the trainer, when defining the training modules and individual training objectives of modules, to set clear criteria on the basis of which assessment will take place. For example, pace of work, quality of work, behaviour ...

For an effective and fair assessment, the following procedure is suggested:

1. Observation

Observe the learner in different work situations, tasks and conditions for a sufficient period of time, basing your comments to pre-established criteria.

2. Description

Keep notes on your observations. Do not make an assessment yet. Describe what you see.

DO NOT write: today the apprentice has had a moderate performance.

Write: the apprentice performed was effective/good at and was ineffective/bad at.....

3. Evaluation

After sufficient observation and according to your written notes, evaluate information based on your predefined criteria. Find the average performance of the learner, leaving aside very high and very low performances and see at what level the apprentice is placed in relation to other learners or based on the objectives of his/ her programme. Assess his/ her development and progress.

4. Discussion

Discuss the assessment with the learner, give feedback and use the dialogue/ discussion rules.

Indicative training scenario for the four steps method

Training Scenario (Lesson Plan)	
10. Learning module	Title: Replacement of clutch kit (disc - plateau - bearing), manual gearbox.
11. Hours:	10
12. Description:	The scenario refers to the "Maintenance - Basic Controls" section and, more specifically, to the drive system control.
13. Teaching problem	The teaching problem concerns: a. study of the way the clutch mechanism operates b. mechanism assembly & disassembly c. mechanism repair and maintenance.
14. Educational approach	4 Steps Method
Educational approach description This method was chosen because this is a module with a new and relatively difficult discipline compared to the previous knowledge of learners. In the first two phases, the trainer is at the centre of teaching process. He/ she directs discussion, identifies key points and highlights points that require special attention. In the next two phases, the learner is at the centre, and the trainer assumes a supervising and guiding role.	
Purpose and Learning Outcomes The purpose of this educational scenario is Learning outcomes: Upon completion of the module, students should be able to:	
<ol style="list-style-type: none"> 4. Describe the purpose of the clutch 5. Recognize components of the mechanism 6. Describe its operation mode 7. Take the necessary security measures 8. Choose the right tools to perform the task 9. Choose the appropriate spare parts to carry out the task 10. Determine the repair process after studying the service manual 11. Perform the repair within the anticipated time. 12. Validate the outcome of their work. 	

15. Participating Roles:

Apprentice:

- Reviews his/ her existing knowledge and tries to fill knowledge gaps
- Participates actively in the educational process with questions, answers, comments in response to the trainer's stimuli
- Receives feedback and is informed about on his / her progress, supported and evaluated by the trainer
- Collaborates with members of his/ her group (if any), developing social skills.

Apprentice in the context of a working group:

- Discusses with the group and the trainer on the subject undertaken
- Makes a dialogue to determine his/ her role within the group and the shared activities he/ she has to perform
- Searches for, collects and processes information

Trainer:

- Identifies the topics to be developed
- Describes the actions of apprentices
- Coordinates and directs the activities of apprentices
- Provides explanations and help when requested
- Discusses with apprentices individually and within groups
- Stimulates and broadens the apprentices' interests
- Supports apprentices with their reflection process in all phases of the educational process
- Evaluates work and cooperation procedure of apprentices based on the work plan.

16. Activities:

Phase 1: Preparation

Identification of and connection with previous knowledge is performed (in case of a new learning module, the framework of the module is defined in context with the knowledge required and the content of the module)

1st Activity

Using questions and answers, the importance and necessity of the module is highlighted.

2nd Activity

Using questions and answers, prior knowledge of learners is determined. Then, the content of the module is specified and, finally, the work mode and the expected results upon completion of the module are set.

Phase 2: Demonstration
The new module is presented.
1st Activity Connection of theory - practice. Discussion on the steps required to perform the task.
2nd Activity Implementation. The trainer explains the process and performs the operations explaining the procedure step by step.
3rd Activity Upon completion of the presentation, the trainer answers questions posed and gives clarifications where necessary.
Phase 3: Imitation
Apprentices are asked to carry out the implementation of the previous phase, under the guidance of the trainer.
1st Activity Apprentices perform the tasks under the supervision of the trainer.
2nd Activity Upon completion of the task, discussion follows analyzing the problems encountered, as well as good practices.
Phase 4: Practice
The entire work or part of it is carried out by apprentices without any help from the trainer.
1st Activity The apprentice performs the task by himself / herself.
2nd Activity Completion of the task is followed by discussion and evaluation of the result.
17. Means <u>Educational Tools and Services</u> Manufacturer's manual, spare parts: disc - plateau - bearing. <u>Educational resources</u> Individual worksheet, required tools.
18. Electronic sources Service manual

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