Capacity Development on Chemical Management Training Programme for Multipliers

FABRIC Pakistan – Didactical Skills workshop (T7)

Promotion of Sustainability in the Textile and Garment Industry in Asia-FABRIC

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

FABRIC Asia

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Training programme for chemical management multipliers

Agenda of Workshop „Didactical & facilitation skills (T7) 05 August 2021, **Time:** 10:00 AM - 13:00 AM

Time	Agenda	Facilitation by
10:00 AM - 10:15 AM	Welcome • Agenda of the day • Purpose • Q&A re T6	Arjmand
10:15 AM – 11:00AM	Reflecting on common challenges in reaching out to factory teams • Self-reflection/Brainstorming • Industry perspective (presentation by industry representatives) • Collection of issues to be addressed	Jürgen
05 Min Break		
11:05 AM - 11:50 AM	Considering good advisory and training practices • Group discussion on “Characteristics of a good consultant /good trainer • How to enhance quality of outreach as an advisors • Putting the industry client into the driver´s seat (Dialogue of Sustainability)	Jürgen/Salman
05 Min Break		
11:55 AM – 12:50 AM	Applying good practices in CM training delivery • Plenum brainstorming – The disaster training” • Distinguishing between teaching students and industry people • Relate to nexus of learning/competence needs, learning objectives, learning experience/delivery, learning impact assessment • How to moderate and conducte e-learning training	Florian Schindler
12:50 AM - 01:00 Am	Next steps	Arjmand

Training programme for chemical management multipliers

Purpose of today`s session

1. To be aware of typical challenges as well as expectation of industry clients
2. To reflect on our roles as consultants as well as good advisory practices (with special focus on Chemical Management)
3. To consider interconnection between competence needs, learning objective, mode learning delivery and learning impact assessment
   - How to formulate good learning objectives
   - How to select learning delivery based on learning objectives
   - How to assess effectiveness of training (based on learning objectives)
4. To apply good practices in moderating and delivery of virtual training

Reflecting on common challenges in reaching out to factory teams

Reflecting on common challenges in reaching out to factory teams

1. What are common challenges in reaching out to factory teams?
2. What are the possible reasons?
3. How did you deal with such situations/challenges?

Miro Board

Reflecting on common challenges in reaching out to factory teams

What challenges do the industry clients face with advisory and training services provided to them?

Industry guest speakers

Reflecting on common challenges in reaching out to factory teams

In two groups:

Group 1: What are the characteristics of a good consultant?

Group 2: What are the characteristics of a good trainer?

Miro Board

Reflecting on common challenges in reaching out to factory teams

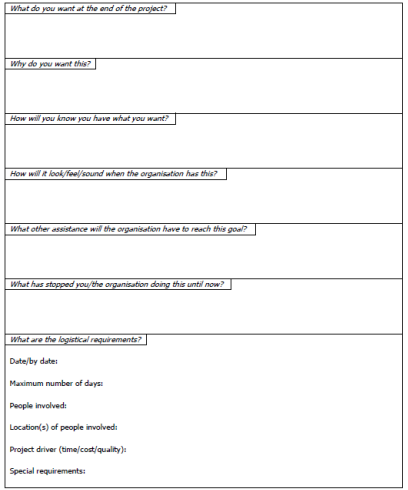
Being aware of our different roles

Non-Directive
Facilitator
Helps clients help themselves
Process helper

Directive
Expert
Helps clients by providing expert answers
Content helper

Observer/ Clarifier	***Process Facilitator***	***Problem Solving Partner***	***Process Resource***	***Educator, Trainer***	***Technical Expert***	***Advocate***	***Regulator, Enforcer***
Observes, gives feedback, raises questions, and helps reframe concerns.	Provides process suggestions to help client(s) find their own best answer.	As equal partner, participates in the problem solving process from beginning to end.	Frames issues, gathers data and suggests new options	Helps client(s) develop new knowledge and skill	Provides expert information and solutions to client(s).	Actively promotes best technical solutions to client(s).	Protects the integrity of the system in the area of content expertise.

Reflecting on common challenges in reaching out to factory teams



What do you want at the end of the project?

Why do you want this?

How will you know you have what you want?

How will it look/feel/sound when the organisation has this?

What other assistance will the organisation have to reach this goal?

What has stopped you/the organisation doing this until now?

What are the logistical requirements?

Date/by date:

Maximum number of days:

People involved:

Location(s) of people involved:

Project driver (time/cost/quality):

Special requirements:

Clarifying client´s needs: Guiding questions

(1) What do you want at the end of the project?

(2) Why do you want this?

(3) How will you know you have what you want?

(4) How will it look/feel/sound when your organisation has this?

(5) What other assistance will/does your organisation have to reach this goal?

(6) What has stopped you/your organisation doing this until now?

Reflecting on common challenges in reaching out to factory teams

Who is your client („Buyer model“)

Typical Client Group	Working Client(s)	Sponsor, Economic, or Financial Client(s)	End User Client(s)	Indirect or Stakeholder Client(s)	Coach Client(s)	Other Clients or Stakeholders
Description	Work directly with you Often on your project team *Represent* the sponsor client	Approve your proposals Release money Give the organizational "go ahead" The "real" client	Will use your recommendations on the job Will live with the results day-to-day	Have to be involved because your project needs their approval from a policy or technical perspective	Help you to succeed in their client system	Various others who have a stake in your proposal, e.g., your profession, professional group or government agencies
Typical Key Concerns (of Client Group)	Will this project succeed? Will I look good as a result of this project?	Are these proposals organizationally sound? Are these proposals financially sound?	Will this really work in the trenches? Do I have to change? Will I lose something? Do I like the change?	Do these changes fit policy? Are these changes technically sound? What problems can we see with these changes?	How can I help you succeed? How can you reciprocate in the future?	Do these changes fit with our definition of success?
Typical Benefits Desired (from Client's' point-of-view)	Clean project guidelines Won't take too much time Career enhancement Project is successful - on time and on budget	Bottom line Cost / Benefit Fits with the organizational strategy Politically easy to sell to more senior management or stakeholders	It works It's easier Makes my job more fun Career enhancement	Fits policy Fits technological strategy	Enjoy working with you Networking Future considerations	Fits our policies and strategies

Reflecting on common challenges in reaching out to factory teams

Key factors influencing the willingness to change in client`s company

- degree of dissatisfaction with current situation (D)
- clear or publicly announced desired state (situation) in the future (F)
- awareness about first practical steps into direction of desired future state (situation) (S)
- the 'costs' of change (both financial and emotional) (C)

Change will take place when

D x F x S > C

Gleicher Formula

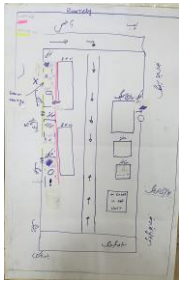
Reflecting on common challenges in reaching out to factory teams

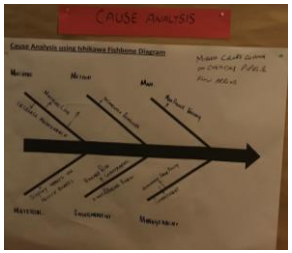
Putting the client into the driver`s seat – Example „Dialogue of Sustainability“

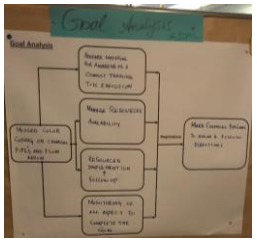
- Step 1: Constitution of factory-level Change Management Teams (CMT)
- Step 2: Development of baseline
- Step 3: Development of action plan using six step methodology

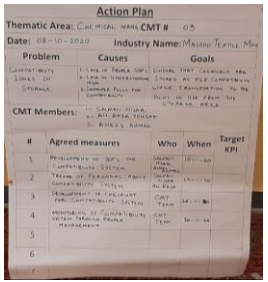
1- Identify Problems	• Statement round, checklists, metaplan method, idea generation from workers
2- Cause Analysis	• Fishbone diagram / Pareto principle
3- Goal Analysis	• Flow chart
4- Find solutions	• Brainstorming • Best practice
5- Agree on solution	• Voting by dots
6- Action Plan	• Creating action plan

- Step 4: Schedule regular meetings of the CMT members, at least twice a month









Applying good practices in CM training delivery

Applying good practices in CM training delivery

“ The disaster training “

Miro Board 1

or

– better: How to avoid a disaster ✓

….., but it would be to easy – so

let us start “vice-versa”:

Exercise: How can we make sure that our training fails = ✗ ?

Applying good practices in CM training delivery

Applying good practices in CM training delivery

- Plenum brainstorming – The disaster training”
- Distinguishing between teaching students and industry people
- Relate to nexus of learning/competence needs, learning objectives, learning experience/delivery, learning impact assessment
- How to moderate and conduct e-learning training

Applying good practices in CM training delivery

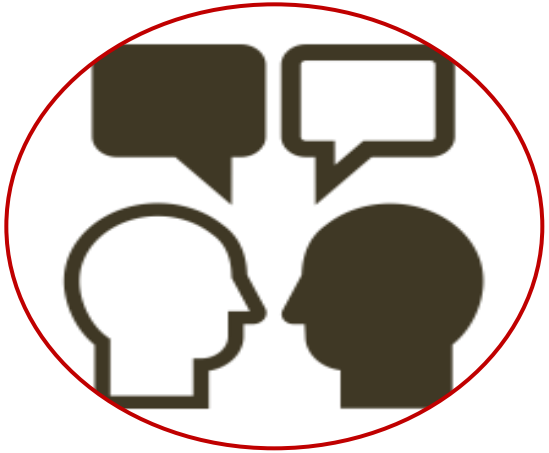
Distinguish between teaching students and industry people

Adult learners from industry	Students
Senior with a lot of working experience	Young, with less or no working experiences
Very short time slots for learning	Abundant time to study and learn
Reflection of the learnt content with the work environment / industry	No or little reflection with the „practice“ /industry
Preference for experiential learning	Preference for comprehensive theoretical learning

Applying good practices in CM training delivery

Distinguish between teaching students and industry people

1. Adult learning principles
2. Using concept of experiential learning



Key Adult Learning Principles

Our basic assumptions on adult learning are:

Experts from industry:

- Want to demonstrate their own willingness to learn,
- Prefer self-directed learning
- Desire to bring their experiences into the learning process,
- Aim to solve the problems of their everyday life based on learnt content

	Pedagogy	Andragogy
The learner	Depending on teacher	Self-directed
Experience	No experience	Lots of different experiences
Readiness to learn	Told to have to	Need to or want to
Orientation	Acquiring prescribed subjects	Organised around life/work situations, task focused
Motivation	External pressure, grades	Usually internal motivation, self-actualisation,
Role of teacher	Designs learning process and decided subjects	Facilitator, enabler

Key Adult Learning Principles

1. Adults learn by doing.

Act as a facilitator.
The ultimate learning experience comes from getting people to throw themselves into the task at hand.

Key Adult Learning Principles

1. **Adults learn by doing**

2. **Use realistic examples**

So use examples that they can relate to. Adults relate their learning to what they already know

Key Adult Learning Principles

1. **Adults learn by doing**

2. **Use realistic examples**

3. **Variety is the spice of life.**

- Use tone and pace during the course of training
- Resort to various delivery modes to get the message across with fun and flair.

Key Adult Learning Principles

1. **Adults learn by doing**

2. **Use realistic examples**

3. **Variety is the spice of life**

4. **Conduct training in informal environment**

- Provide for friendly learning environment.
- Simple social activities or get-together sessions

The Ideal Learning Environment…based on key adult learning principles

- Good audiovisual support
- Appropriate seating pattern
- Comfortable chairs
- Good writing surface (depends)
- Room temperature and ventilation
- Windows if possible
- Good supply of coffee/tea and lunches
- Adequately sound proof room and free of other disturbances (telephone, walk-through)
- Natural daylight, at least 500 lux lighting

Key Adult Learning Principles

1. **Adults learn by doing**
2. **Use realistic examples**
3. **Variety is the spice of life**
4. **Conduct training in informal environment**
5. **Inform learners of learning objectives.**

- Establishing clear objectives = key
- Allow learners to keep track
- Communicate at beginning and reflect at end

Key Adult Learning Principles

1. **Adults learn by doing**
2. **Use realistic examples**
3. **Variety is the spice of life**
4. **Conduct training in informal environment**
5. **Inform learners of learning objectives.**
6. **Guide and prompt; do not tell.**

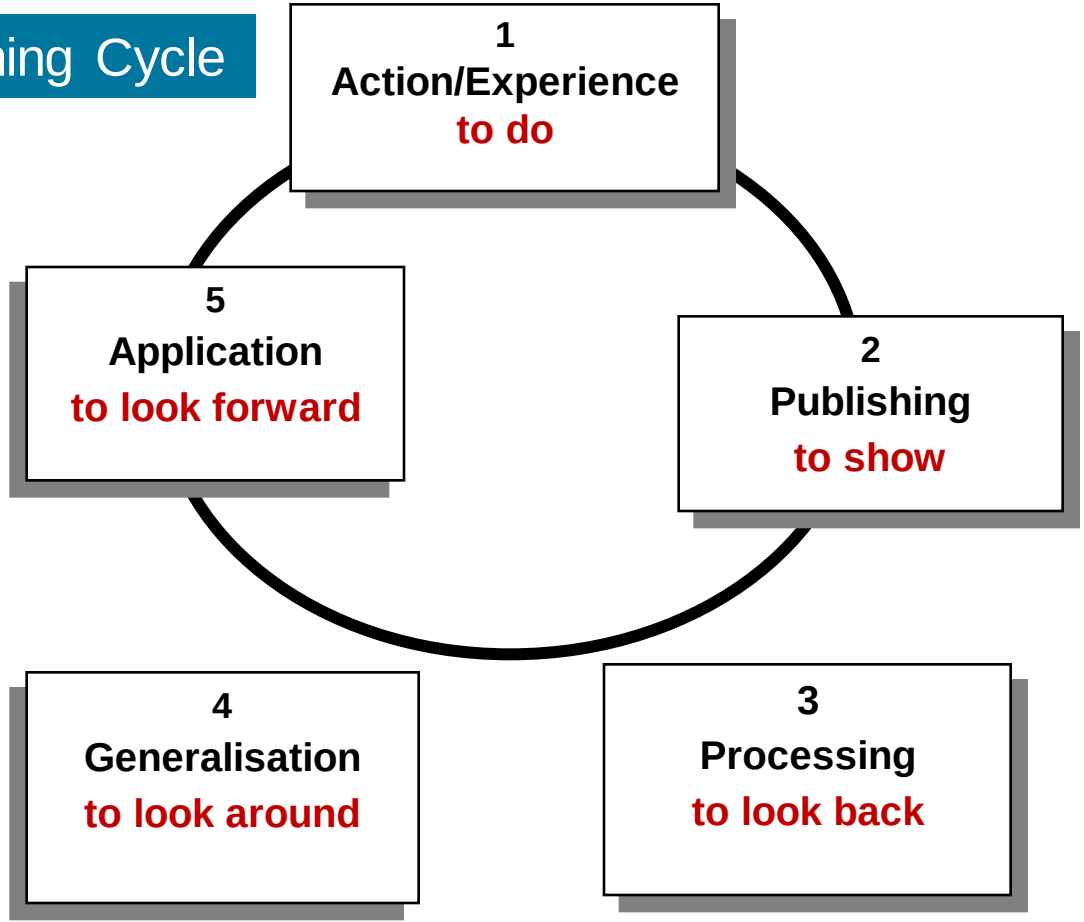
- Provide all the help learners need – Giving examples, demonstrations, using multimodality approach
- Allow participants to think through the lesson on their own and discover the answer
-

The Effectiveness of “Learning through Experience” –

1. Adult - Experiential Learning

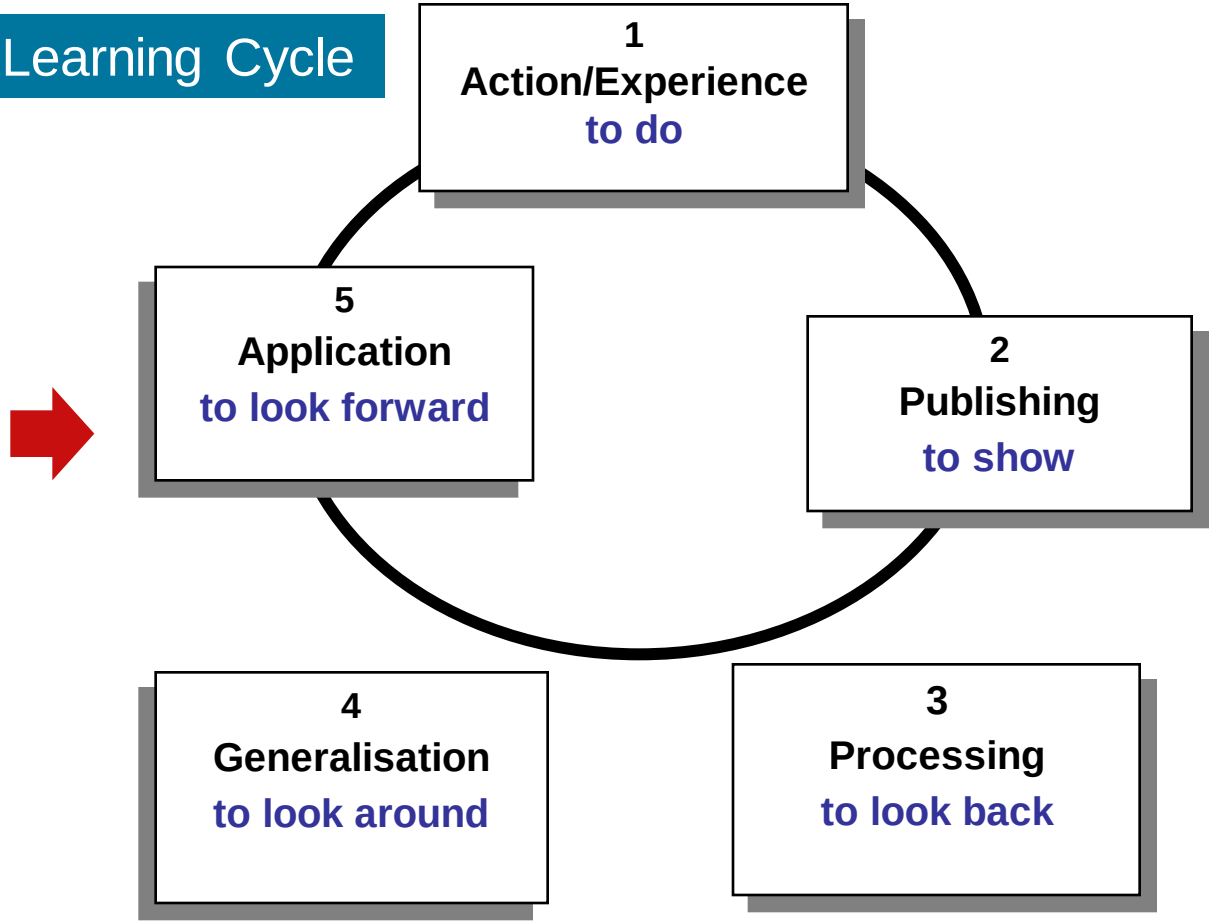
Experiential Learning Cycle

The Experiential Learning Cycle



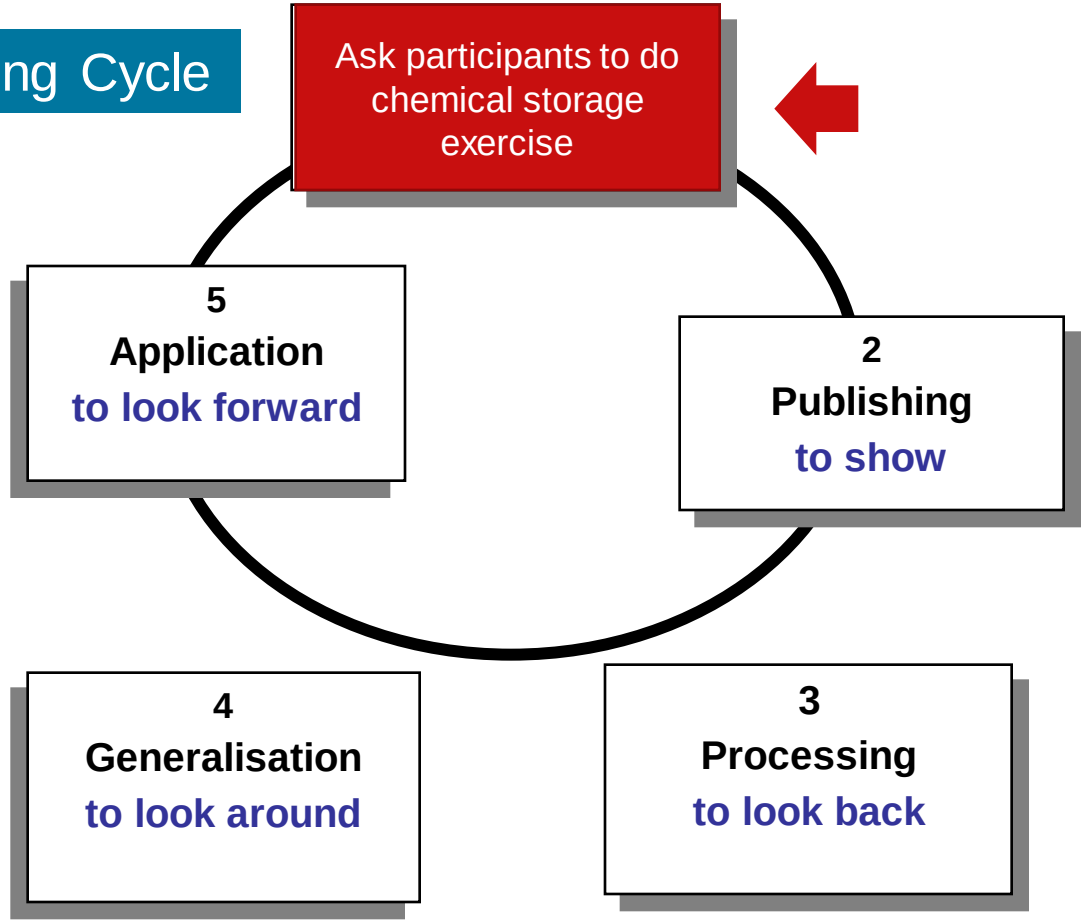
Experiential Learning Cycle

Example - Safe Storage of Chemicals



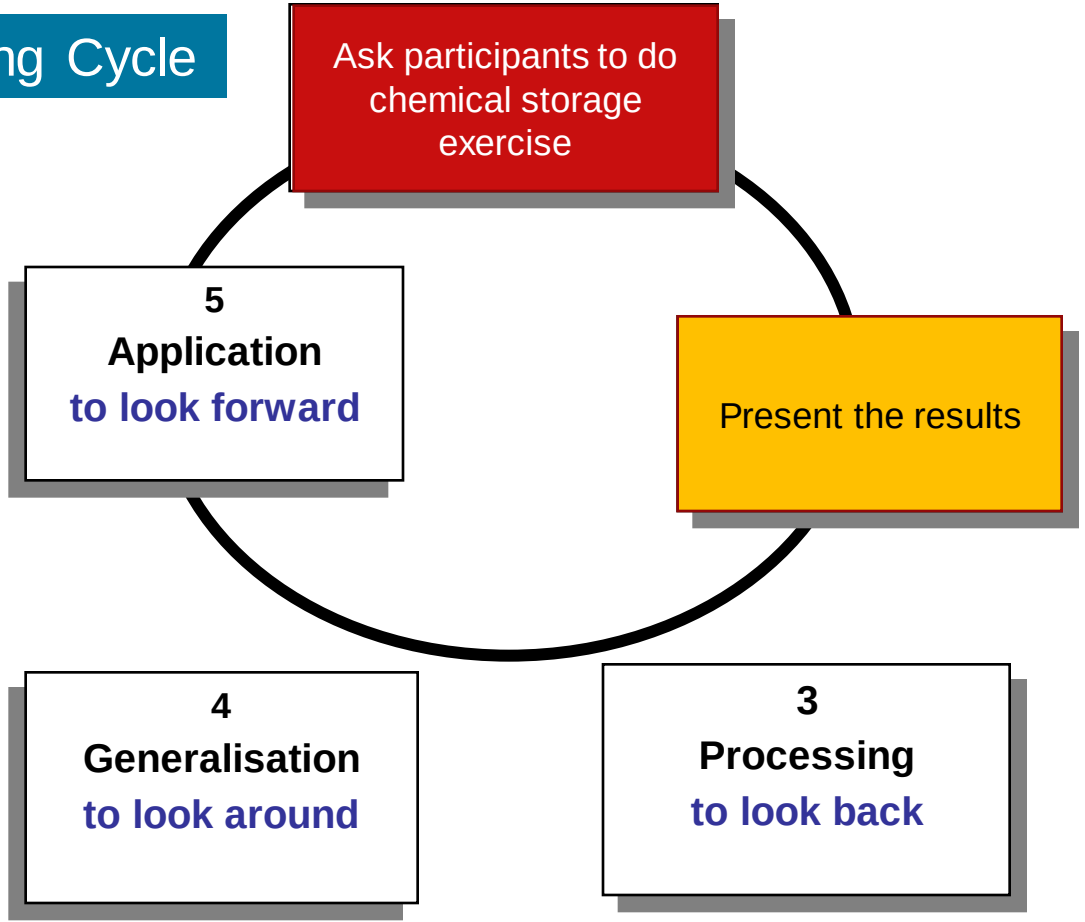
Experiential Learning Cycle

Example - Safe Storage of Chemicals



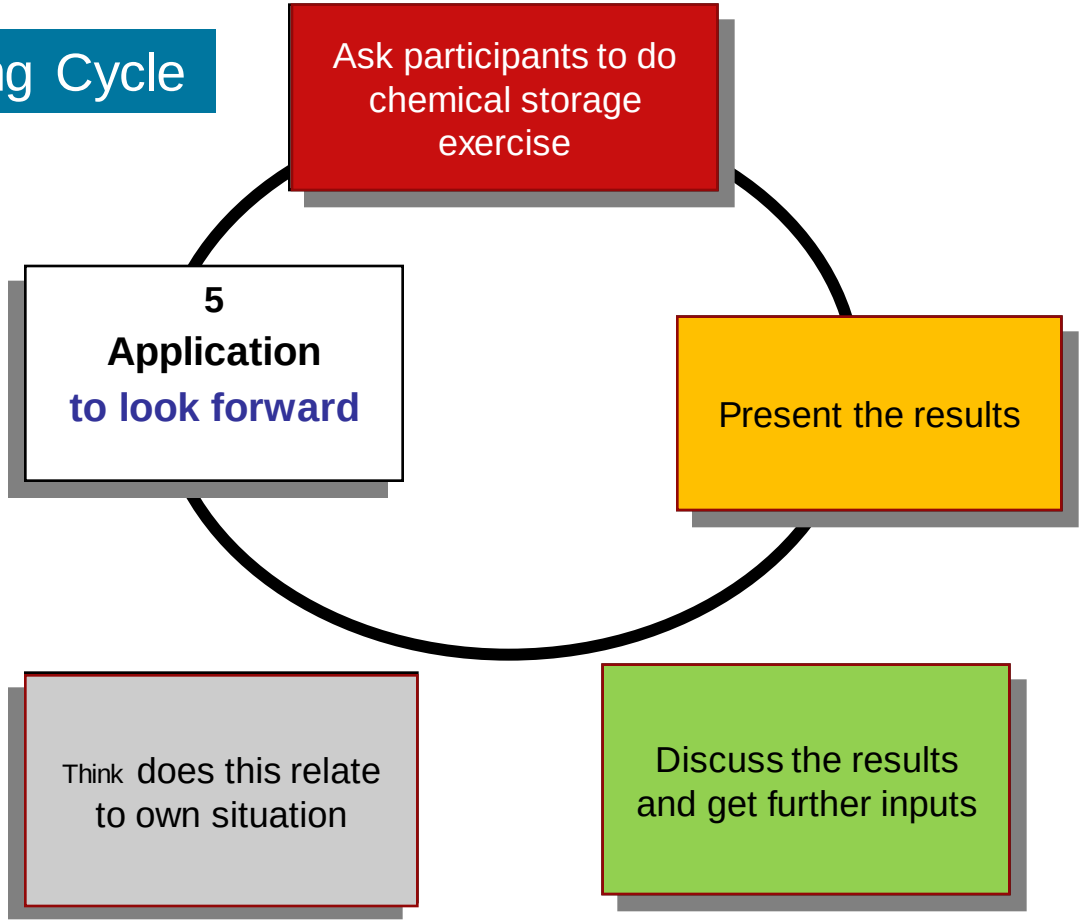
Experiential Learning Cycle

Example - Safe Storage of Chemicals



Experiential Learning Cycle

Example - Safe Storage of Chemicals



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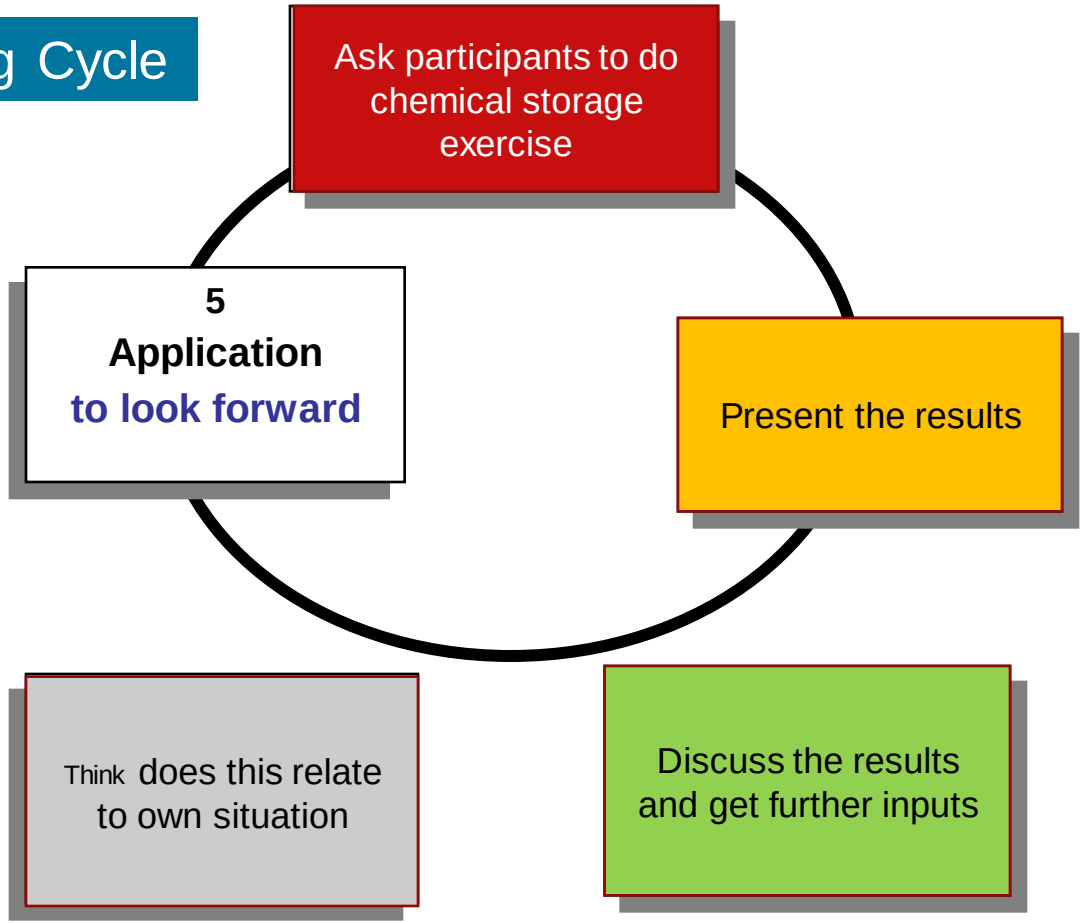

Experiential Learning Cycle

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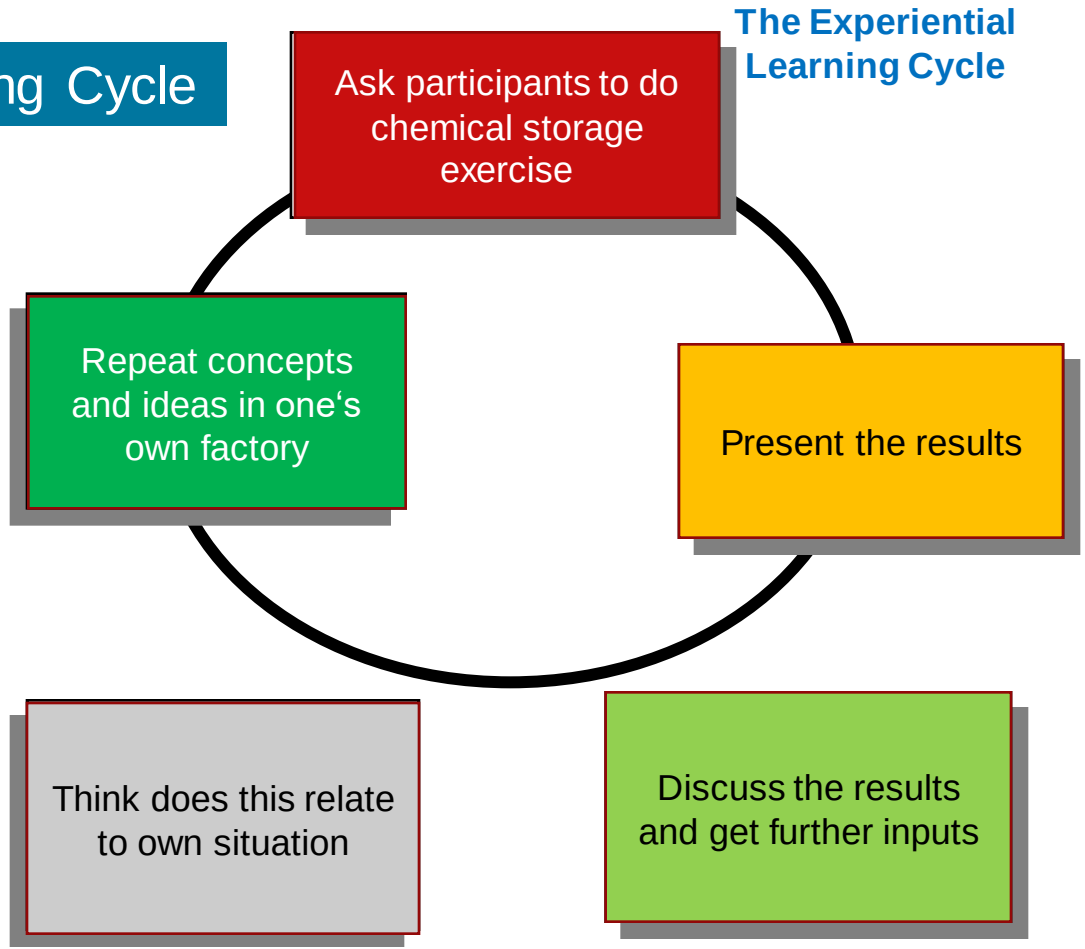
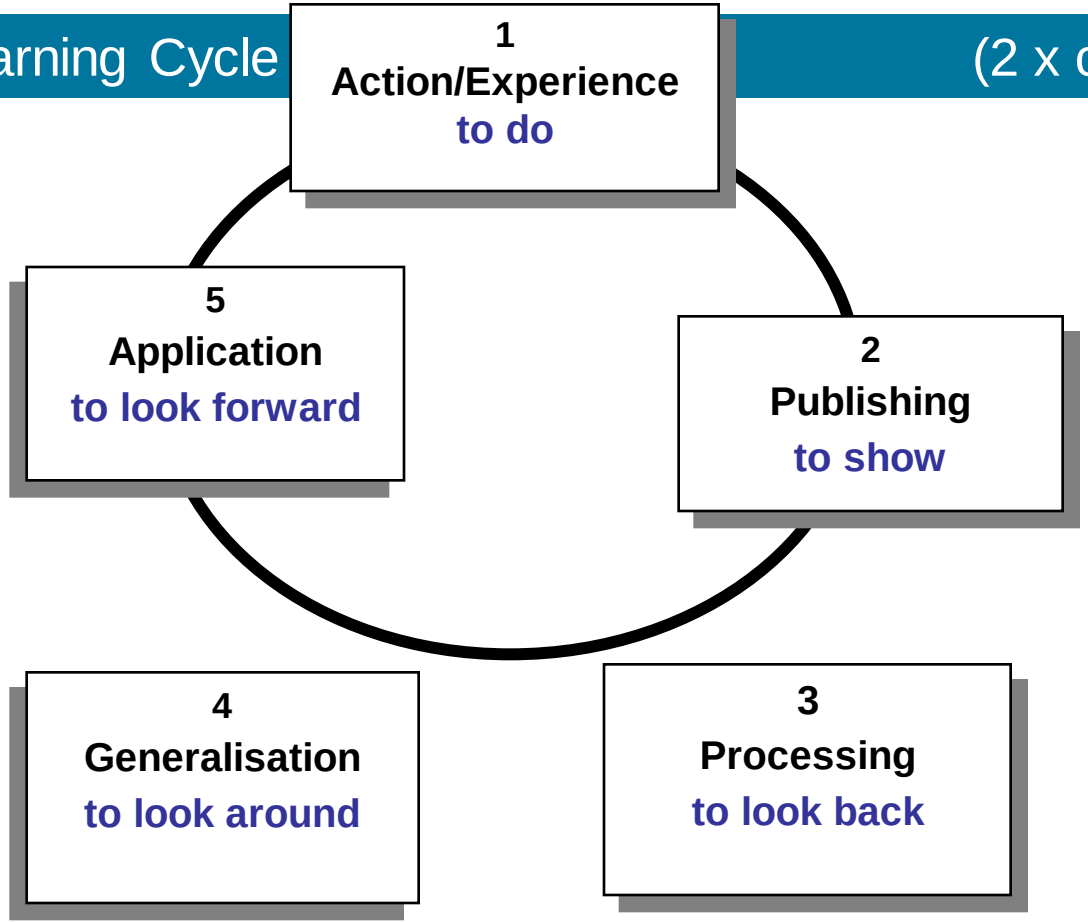


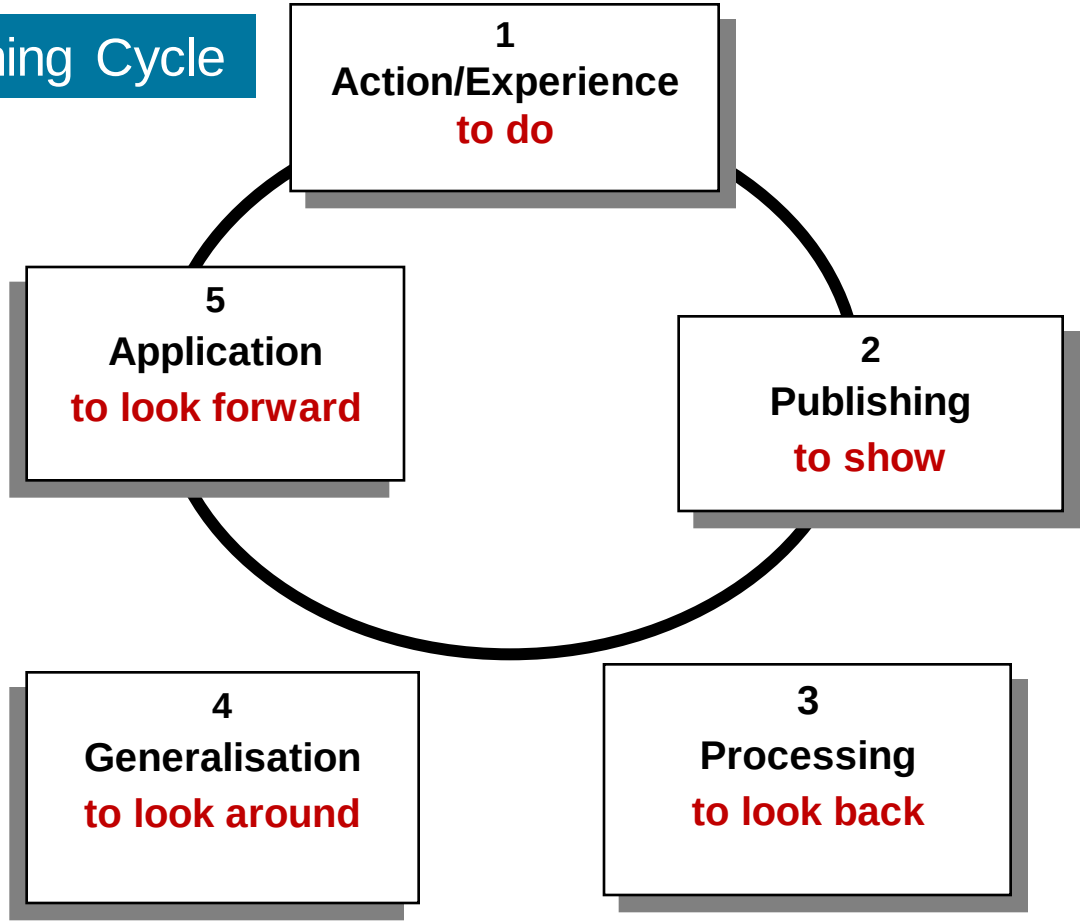
Reflect – Exp. Learning Cycle (2 x click!)

The Experiential Learning Cycle



Experiential Learning Cycle

The Experiential Learning Cycle



Applying good practices in CM training delivery

Relate to the nexus of learning objectives-learning experience-learning impact

Exercise:

How do you think the formulation of learning objectives influences the learning delivery as well as impact and assessment methods?

- **How to formulate good learning objectives**
- **How to select learning delivery based on learning objectives**
- **How to assess effectiveness of training (based on learning objectives)**

Applying good practices in CM training delivery

Formulate strong learning objectives

“At the end of this training/workshop/presentation, the participants will be able to…”

Applying good practices in CM training delivery

Formulate strong learning objectives

"At the end of this training/workshop/presentation, the participants will be able to…

Avoid These Weak Verbs

Conceptualize	Self-actualize	Believe
Memorize	Capacity	Listen
Comprehend	Perceive	Depth
Recognize	Experience	See
Feel	Thank	Hear
Understand	Intelligence	Know

Applying good practices in CM training delivery

Formulate strong learning objectives

"At the end of this training/workshop/presentation, the participants will be able to…

Examples

Application

Apply	Employ	Schedule
Classify	Find	Search
Compute	Operate	Sketch
Demonstrate	Perform	Solve
Determine	Predict	Use
Dramatize	Record	Write

Comprehension

Cite	Locate	Reproduce
Clarify	Paraphrase	Restate
Discuss	Rearrange	Restructure
Explain	Recombine	Retell
Express	Reconstruct	Rewrite
Extrapolate	Regroup	State
Generalize	Rename	Summarize
Give examples	Reorganize	Tell
Illustrate	Reorder	Translate
Interpret	Report	Verbalize

Applying good practices in CM training delivery

Formulate strong learning objectives

"At the end of this training/workshop/presentation, the participants will be able to…

✗ *Understand the different PPEs while dealing with chemical XYZ*

✓
- Identify the required PPE for chemical XYZ by consulting the safety data sheet
- Demonstrated the correct use of the specific respiratory protection
- Explain how to detect end-of-life of as PPE
- Explain the procedure for replacing the respiratory protection

Applying good practices in CM training delivery

Formulate strong learning objectives

"At the end of this training/workshop/presentation, the participants will be able to…

✗ *Understand the different PPEs while dealing with chemical XYZ*

Q1: How will you deliver this training?

Q2: How will you assess the learning impact?

✓ Identify the required PPE for chemical XYZ by consulting the safety data sheet

Demonstrate the correct use of the specific respiratory protection

Explain how to detect end-of-life of as PPE

Explain the procedure for replacing the respiratory protection

Applying good practices in CM training delivery

Exercise

Formulate strong learning objectives

"At the end of this training/workshop/presentation, the participants will be able to…

✗ *Know about safety data sheet and labels as sources of information about chemicals*

Let us improve the wording of this learning objective

? ✓

Miro Board 2

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Applying good practices in CM training delivery

Managing virtual moderation and e-consulting

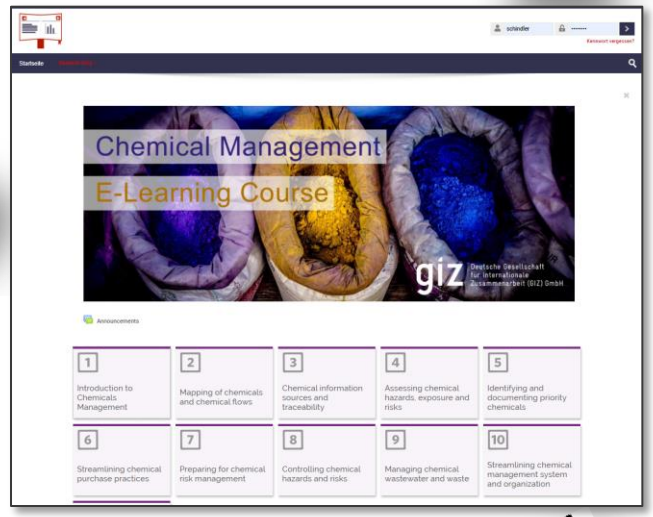
- Challenges
- Good practices

Welcome to the „Digital Age“

Managing virtual moderation and e-consulting

Analogue

Digital



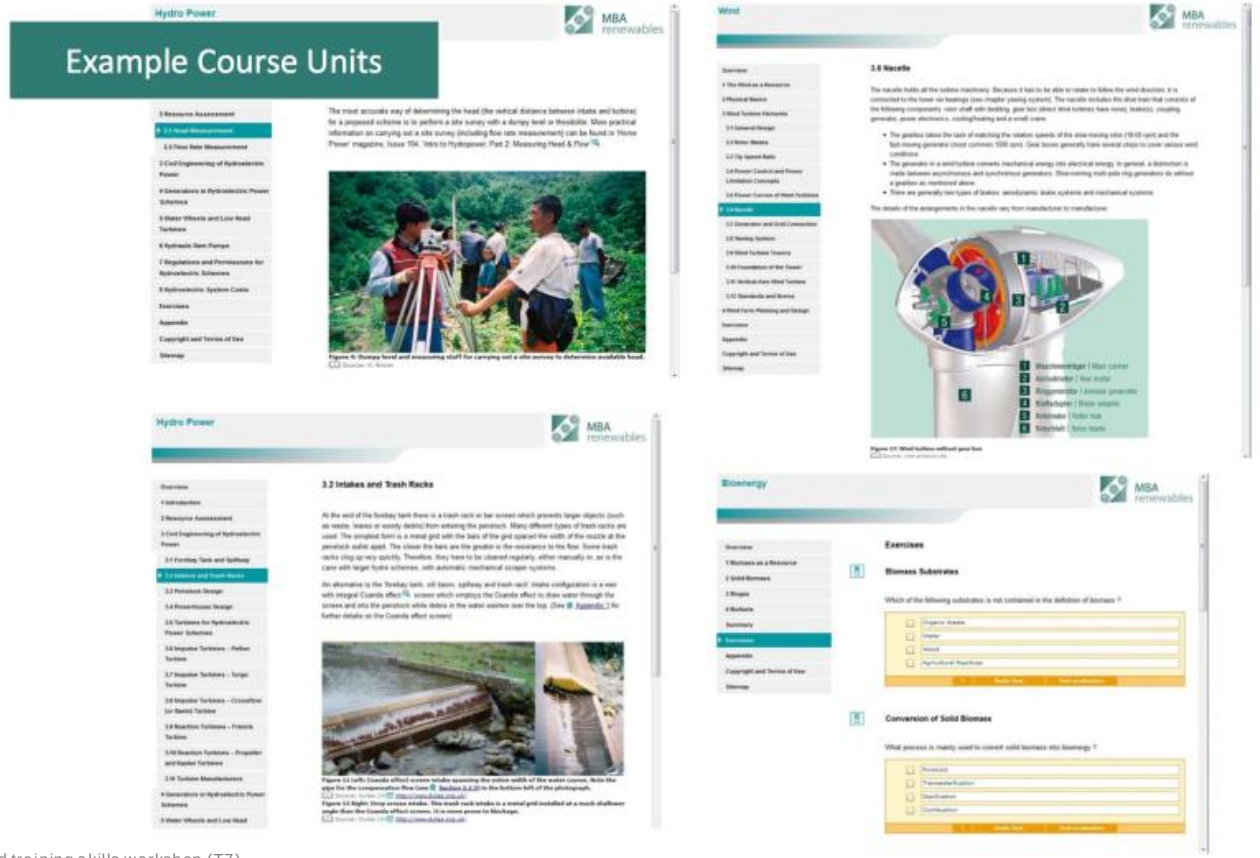
Good practices - Modern Hybrid Didactic Design

Self-Study Materials	Online Lectures	Exercises
News Forum Organizational Forum	Virtual Work Groups	Video Podcasts
Written Assignments	On-Campus-Time	Technical Forums
Final Exams	Chat and Messaging	Central Helpdesk

Good practices - Example Learning Unit

Online – interactive

Quiz question (self- directed)



Good practices - Online Group Presentation

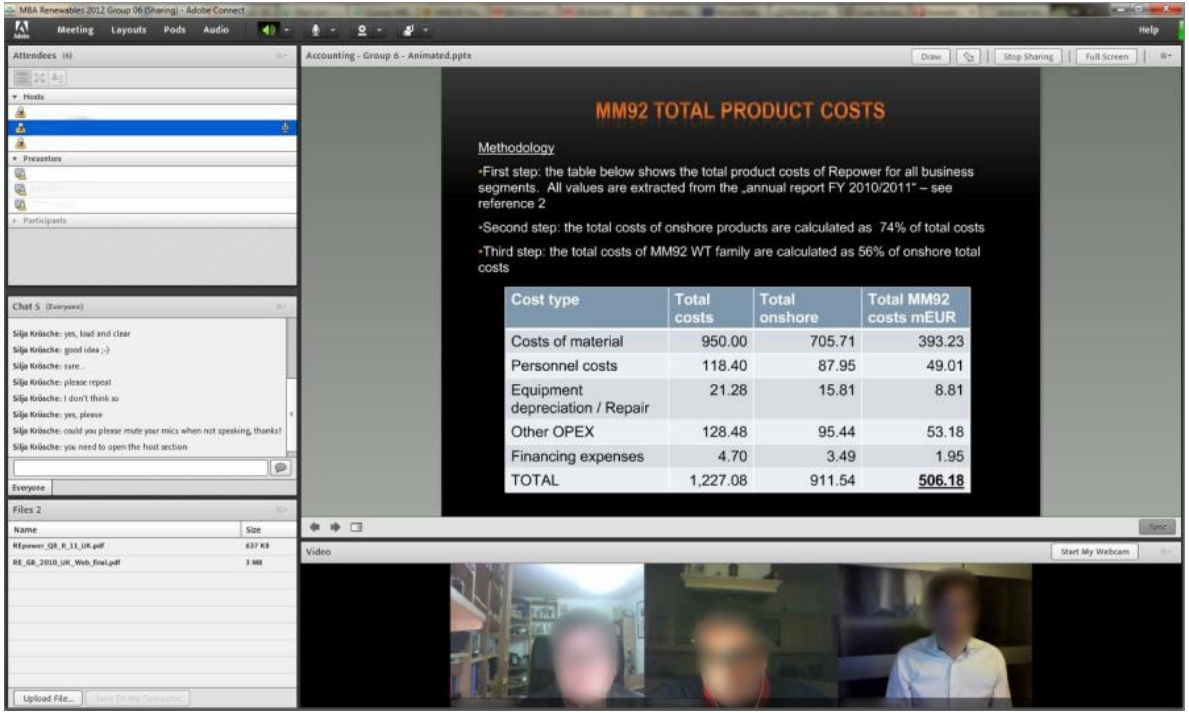
Online Group Work

and

Subsequent

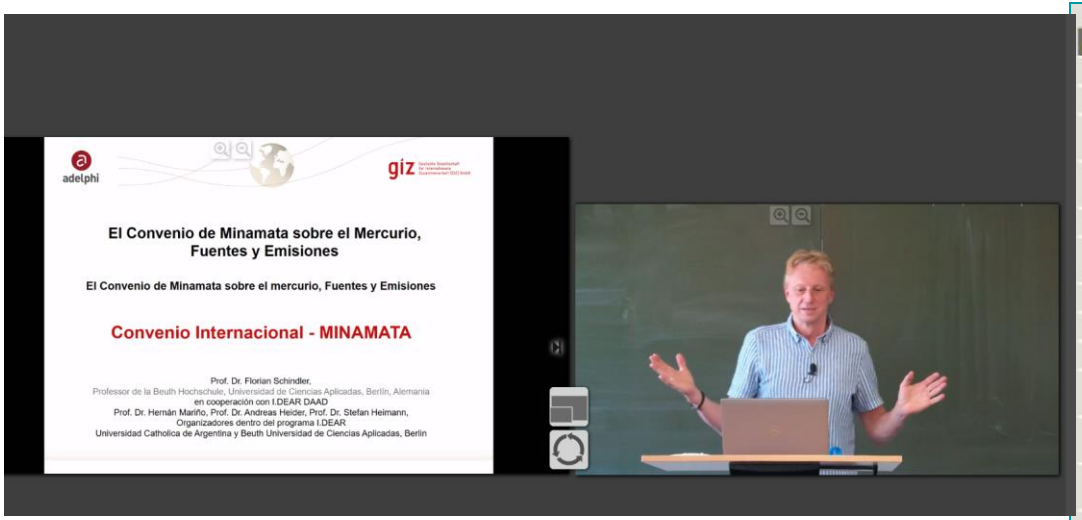
Group Presentation

(online - interactive)

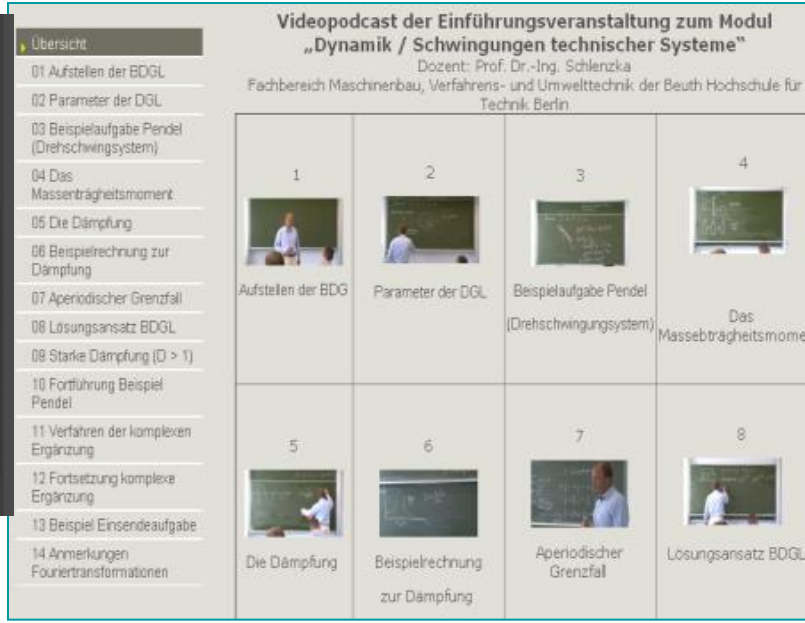


Recording of lectures

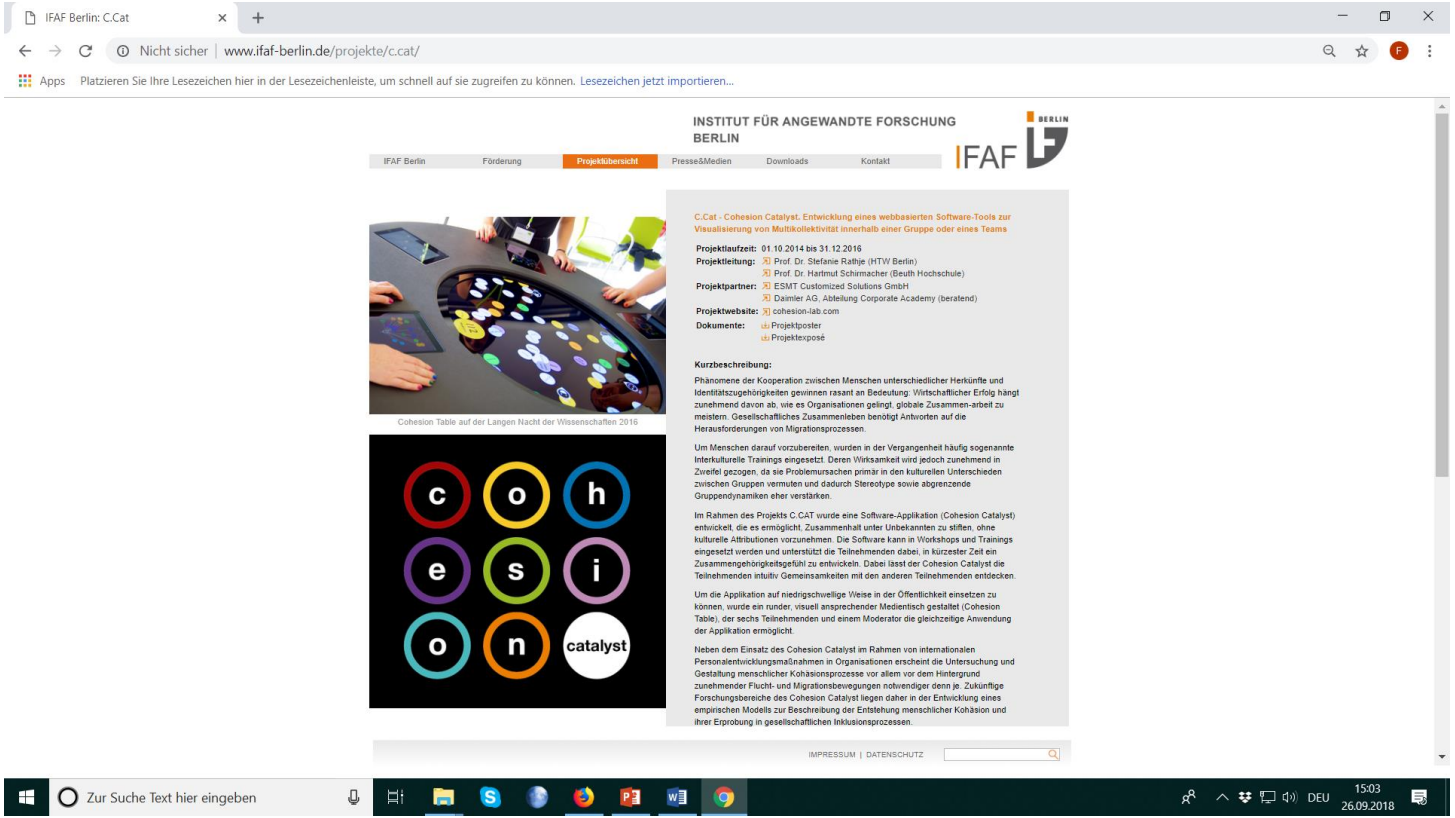
Recording of Lectures (asynchronous / offline possible)



Prof. Schindler (online)



Good practices - Game- based Learning



Challenges - Be innovative – challenge the learners

Burj Khalifa

Technical Data:

Height: 828 m
Highest floor: 638 m
Highest with lift: 584.5 m
Rank (height): 1st place (world)
Lifts: 57
Floors: Usable: 163 **Total:** 189
Floor area: 517,240 m²
Construction materials:
Reinforced concrete, steel
Facade: Aluminium, glass
Construction costs: > 1 billion Euros
180,000 cubic metres of concrete

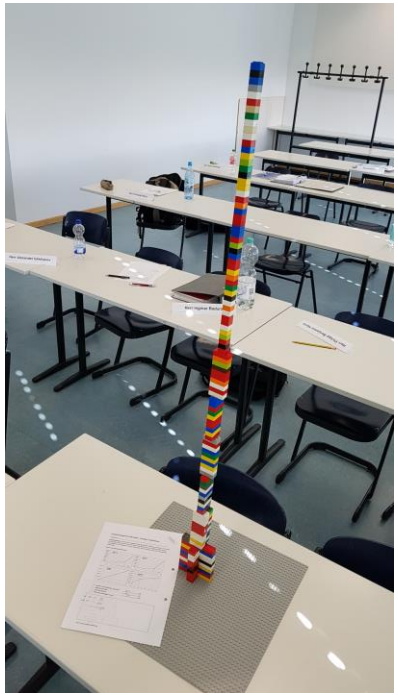
Blended Approach

Online – lecture

Materials send home

Parallel (sychronous) onlnie group work

and joint examination



Evaluation:

Height: 138 cm
Highest floor: 137 cm
Highest with lift: 584.5 m
Rank (height): 1st place (time wise)
Construction planning
Floor area: 517,240 m²
Construction materials:
Reinforced concrete, steel
Facade: Aluminium, glass
Construction costs: > 1 billion Euros
180,000 cubic metres of concrete

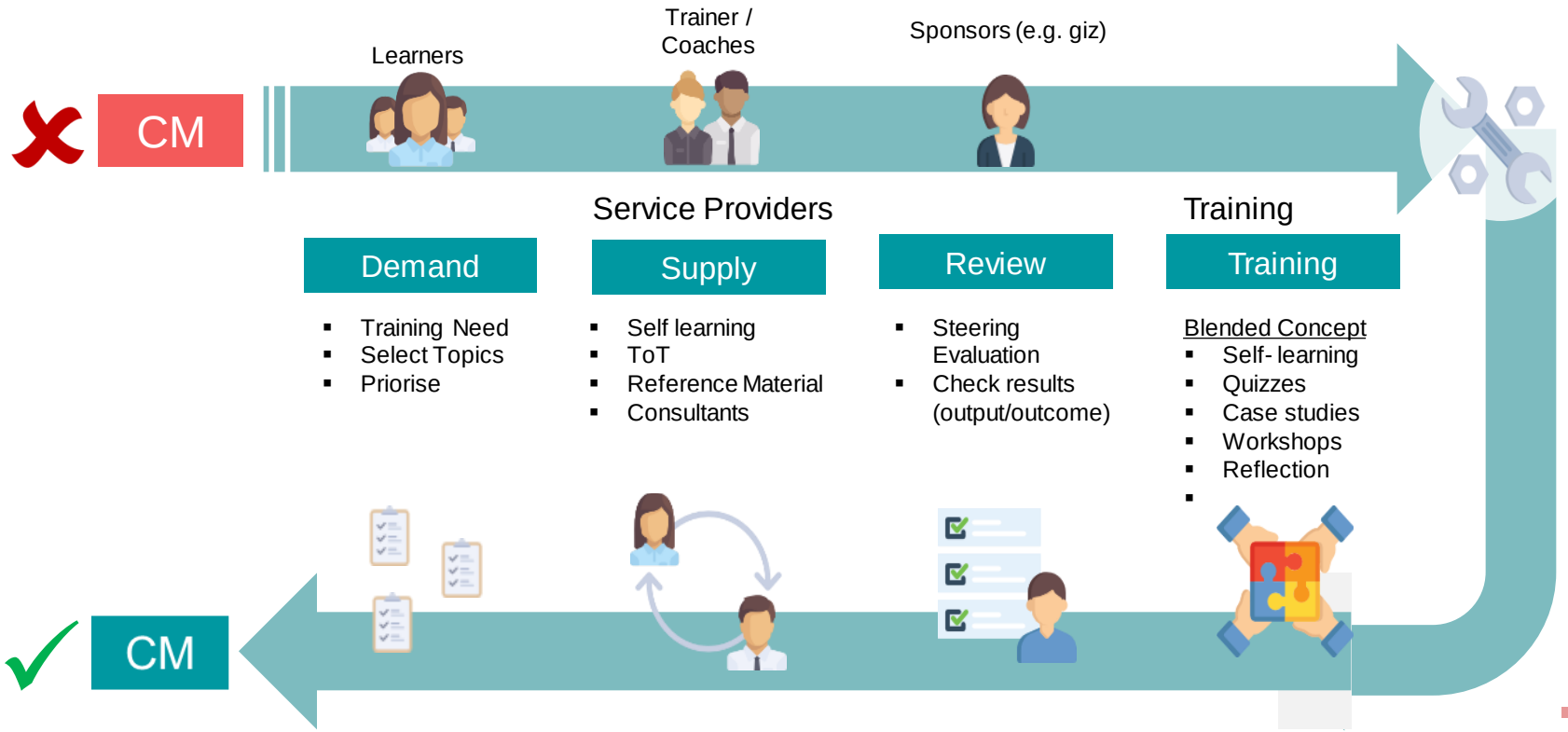
Evaluation - transparent

Joint evaluation –

Group discussion on Lessons Learnt

(all online, interactive)

Applying good practices in CM training delivery



Next steps

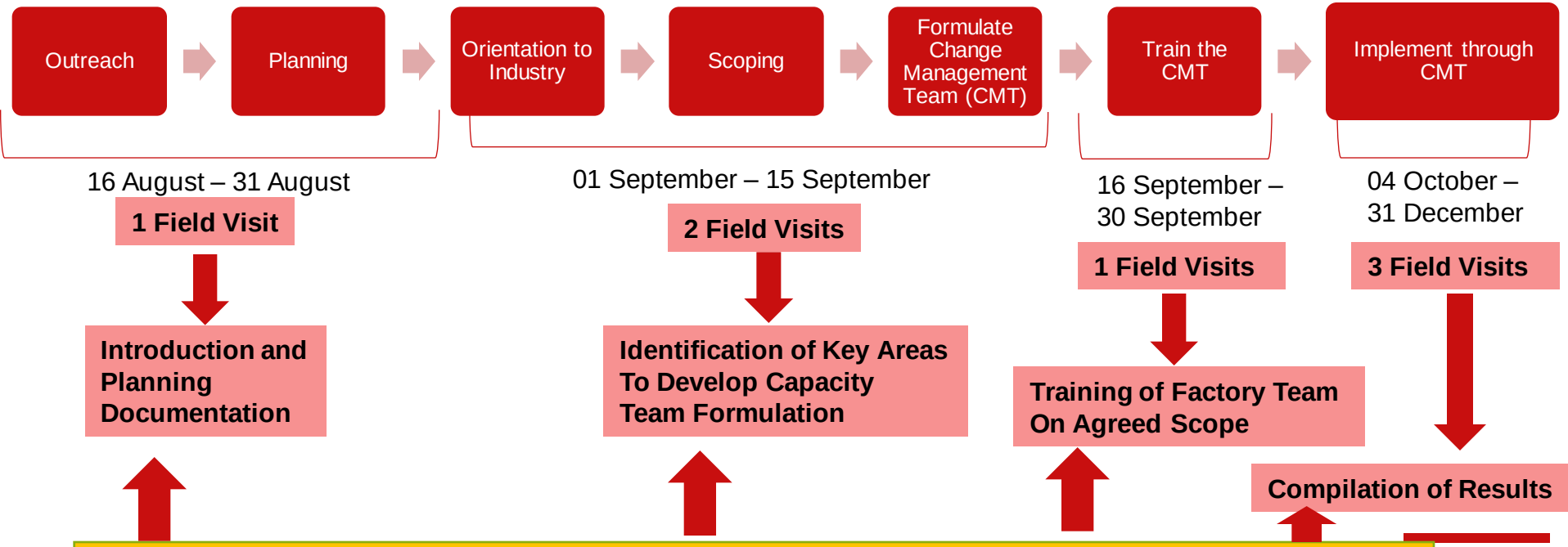
Training programme for chemical management multipliers

Next steps

#	Activity	Deadline
8	Makeup (3 hr) session	Between 09 – 13 August 2021
9	Practical application	16 August 2021 – 31st December 2021

Training programme for chemical management multipliers

Next steps



Training programme for chemical management multipliers

Next steps

- **Project Expectation**
- to which extent the service providers have incorporated such additional tools (e.g. e-REMC/CM self-learning materials into their outreach services
- to which extent service providers have adjusted their approach to the delivery of the factory outreach services, and if at all
- level of factories´ recognition of an enhanced quality of the service providers´outreach
- number of service providers (i) proceeding to becoming ZDHC certified trainers and (ii) feedback of ZDHC partners on improved level of candidates applying for ZDHC certification (e.g. are the candidates better qualified than earlier).

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