

Module 2

SCENARIO

Module 2: Adult-specific training (development of learning outcomes and methods for their validation; effective use of the language of benefits; process of creating exercises, including integration of practical elements into the training; introduction to mentoring).

Duration: 8h (depending on the size of the group and the level of advancement, the duration of the module can be changed flexibly)

Participants: trainers, educators, teachers, career counsellors, mentors

Group size: max. 15

Meeting place: workshops can be conducted remotely or on-site in the classroom with access to a computer, internet and projector

Aim of the training: The aim of the training is to provide participants with comprehensive knowledge and skills in the field of planning, conducting

Course description:

The training is a comprehensive module focusing on the development of the skills necessary to plan, carry out and evaluate training processes. Participants will be introduced to the concept of validation, learning about various methods of its application and techniques for verifying the achieved learning outcomes. Through interactive workshops and practical exercises, participants will have the opportunity to learn about the practical aspects of validation, creating validation scenarios and learning how to effectively use knowledge assessment tools. The next segment of the training will be devoted to the design of training for adults, including the selection of appropriate methods, the development of attractive training offers and practical educational exercises. In addition, participants will gain knowledge about the role of a mentor and mentoring techniques. The summary of the module will enable participants to assess the achieved effects and reflect on the acquired knowledge and skills, preparing them to effectively conduct training for adults.

Learning outcomes:

Upon completion of the training, the participant will be able to:

- Differentiate the training objectives from the learning outcomes, which will allow them to define the expected results more precisely.
- Apply the theory of validation in practice, using various methods of verifying the achieved learning outcomes.
- Match validation methods to specific training objectives, which will contribute to better assessment of participants' progress.
- Develop validation scenarios and actively participate in the processes of verifying achievements.
- Use modern tools to assess learning outcomes, which will enable them to analyse their results more comprehensively.
- Design and implement training tailored to the needs of adults, taking into account a variety of teaching methods and practical exercises.
- To act as a mentor, understanding its meaning and tasks and using mentoring techniques in working with other training participants.
- Reflect on the achieved results and assess whether they are in line with the initial assumptions and expectations.
- Communicate effectively with your learners, using the language of benefits to present your training offer and motivate them to participate.

Methods:

- A mini lecture in the form of a multimedia presentation,
- discussion and exchange of experiences,
- individual and group exercises and tasks.

Forms of workshop work:

- individual,
- group,
- Interactive.

Materials:

- multimedia presentation, 3 podcast, 4 quizzes, 10 worksheets/worksheets, self-assessment test

FRAMEWORK PROGRAM:

Part 1: Introduction (0.5 hours)

- Welcoming participants and introducing the facilitator
- Presentation of training objectives
- Getting to know the expectations of the participants
- Discussion of the agenda and program of the training, ice-breaking activities for participants, including the definition of individual goals by participants, in connection with participation in the module

Part 2: Learning outcomes and methods of their validation (4 hours)

- To present the difference between training objectives and learning outcomes
- Validation Theory and Examples of Validation Methods
- Workshop: Matching validation methods to learning outcomes
- Practical exercise: developing a scenario for the validation of a selected learning outcome
- Role play: Performing validation
- Modern tools for the assessment of learning outcomes related to the acquired knowledge

Part 3: Designing Training for Adults (2 hours)

- Selection of training methods to achieve the planned learning outcomes, including planning practical exercises
- Preparing a training offer – using the language of benefits
- Practical exercise: preparing a training offer for a specific group of adults
- Workshop: Practical educational exercises

Part 4: Mentoring in Adult Education (1 hour)

- Roles and tasks of the mentor
- Mentoring techniques

Part 5: Summary and Feedback (0.5 hours)

- Group discussion and reflection
- Evaluation of the achieved results with the expectations defined at the beginning of the module

COURSE OF CLASSES:

This part of the course is intended to serve as a first encounter with the topic, with the aim of clearly presenting the key concepts and introducing participants to the subject. Its function is not only to explain the relevant terms, but also to present the key theoretical elements through inspiring examples. We want participants to gain a solid foundation and be motivated to engage in further stages of the training. To ensure that the group has a proper understanding of the topic being discussed and is ready for the next modules, we recommend asking lots of questions, encouraging active participation and discussion.

PART 1

Introduction - Based on the points of the FRAMEWORK PROGRAM.

Guidance.

- Welcoming the participants and introducing the facilitator. The educator starts the meeting by greeting the participants and introducing themselves.
- Presentation of the training objectives. The trainer discusses the main objectives of the training.
- An exercise that allows participants to get to know each other and present their expectations for the training. The facilitator proposes an exercise that aims to get to know each other and share expectations towards the training. For example, a short round of self-presentation in which participants present their name, occupation, a brief statement about their experience related to the topic of the training, and one expectation they have of the training.
- Discussion of the agenda and training program. The trainer presents a detailed plan of the training, giving the next sections, their duration and the main issues that will be discussed. It assures participants that they will have the opportunity to ask questions and actively participate in all parts of the training.

- After the introductory part, it is worth asking if the issues and the information so far are understandable. If so far the participants have not had the opportunity to share their experiences in the subject of the training, it is worth asking a few questions and letting the participants talk about themselves. This will allow the group to integrate. Try to interact with the group. You can use the so-called Ice breakers, i.e. interludes in the form of training games, quizzes, or movement tasks not related to the subject of the training.

PART 2: Learning outcomes and methods of their validation

- To present the difference between training objectives and learning outcomes. The facilitator begins with a short introduction, giving a definition of learning objectives and learning outcomes, and then goes on to discuss the differences between them.

Before starting to discuss the topic, the facilitator can engage the participants by asking a few questions that are designed to liven up the atmosphere and encourage active participation. The idea is to arouse the interest and involvement of the group by interacting before the presentation part.

Sample questions are presented below:

1. Can you name the differences between the aim of the training and the learning outcome?
2. What is your understanding of the concepts of "training objective" and "learning outcome"?
3. Why do you think it is important to distinguish between the purpose of the training and the learning outcome?
4. Which of these concepts focus more on future achievements and which on the current state of affairs?
5. What are the benefits of clearly defining the training objectives and learning outcomes before the training process begins?
6. Do you have any experience with situations where the training objectives were not in line with the expected learning outcomes?
7. How can we ensure that the training objectives are well aligned with the learning outcomes?

Training objectives are crucial for any training project, not only because of bureaucratic requirements, but above all for the effectiveness of the educational process. Regardless of your role as a trainer, manager, or trainer, setting clear goals is extremely important. Learning objectives can be divided into two levels: end goals and component goals.

Endpoints outline desired outcomes upon completion of the training, while sub-objectives describe how participants will achieve those goals by acquiring knowledge, skills, and attitudes. The end goals of the training project describe the behaviors that the employee will exhibit after completing the training.

They allow you to control the training process, shorten the duration of training and facilitate the preparation of promotional materials. To set end goals, describe what participants will be able to do and understand why these specific behaviors are relevant to their work. Do not confuse the end goals with feelings, awareness or attitudes, but focus on the specific activity that the participants will do after the training. Training objectives can also be divided into cognitive, behavioural, and emotional objectives. Cognitive goals are about the acquisition of knowledge and information, behavioral goals describe specific tasks or activities that participants will be able to perform, and emotional goals are related to the beliefs and values of the participants. The principles of formulating training objectives include focusing on the participant, describing observable behaviors, defining standards and conditions in which the trainee will perform the described activities.

When defining training objectives, it is important to consider the three elements of learning: skills, knowledge and attitudes. Participants should acquire the necessary knowledge and skills to achieve the end goals and adopt appropriate attitudes towards them. Training objectives are an important tool for controlling the educational process and assessing its effectiveness. Through precise formulation of goals and their consistent implementation, it is possible to effectively achieve the intended effects of the training.

An example "manual" that can help you develop your training objectives:

- 1. Identify needs:** Start by identifying the specific needs to be addressed by the training. For example, if an organization is facing customer service issues, the goal of the training may be to improve customer service skills.
- 2. Determine the desired outcome:** Next, be precise about what result you want to achieve with the training. For example, if the goal is to improve customer service, the result could be the ability to resolve customer complaints in an efficient and professional manner.
- 3. Creating learning objectives:** Break down the desired outcome into specific learning objectives, which are the skills that participants are expected to acquire during the training. For example, educational goals may include empathetic listening, effective communication of company policies, and conflict resolution techniques.
- 4. Use the SMART model:** Make sure that the training objectives are SMART, i.e. specific, measurable, achievable, relevant and time-bound. For example, the goal of the training could be: "By the end of the two-week training, customer service representatives will be able to resolve customer complaints within 5 minutes at least 90% of the time."
- 5. Communicating objectives:** Finally, communicate the objectives of the training to all parties involved, including both participants and supervisors. Clearly communicating your goals helps keep everyone engaged and supported.

Before we move on to the next part of the training, the trainer moves on to completing worksheet number 1. As part of the worksheet, the facilitator divides the participants into teams of 2-3 people.

Tips for Worksheet 1:

- **Topic selection:** Decide on which topic I want to develop training objectives.
- **Development of training objectives:** Work on the formulation of goals in line with the SMART methodology (specific, measurable, achievable, relevant, time-bound).
- **Presentation:** After the work time is over, each group will present their training objectives to the rest of the participants. During the presentation, the groups must argue the choice of their goals and demonstrate their compliance with the SMART methodology.

Learning outcomes, also known as learning outcomes, refer to the achievements and skills that students acquire during the educational process. In the context of the Bologna Process, which began in 1999, the emphasis on learning outcomes has become a key element in the construction of study programmes.

The main objectives of academic education are set out in the Bologna Declaration and include:

- Preparing graduates for the needs of the labor market.
- Preparing to be an active citizen in a democratic society, including Europe.
- Development and maintenance of advanced knowledge.
- Personal development of the learned.

Learning outcomes are key determinants of learning content, their arrangement in learning modules and the order of subjects. They are defined in the area of knowledge, skills and social competences. Knowledge includes facts, principles, theories and experiences related to the knowledge gained. Skills are the ability to use knowledge and acquired skills to perform tasks and solve problems. Social competences include the ability to perform assigned tasks autonomously and responsibly, readiness to constantly learn, the ability to communicate and cooperate with others as both a member and a team leader.

When defining learning outcomes, several key principles should be followed. First of all, each learning outcome should be described with a verb in the active voice, which allows you to focus attention on the student's achievements. Only one verb should be used when formulating one learning outcome, avoiding verbs with too general or unclear meanings.

Learning outcomes should be measurable and evaluative, and therefore must be observable and measurable. Finally, it is important to ensure that learning outcomes are realistic and achievable within the specified time frame and with the available resources.

- The lecturer moves on to discuss the next part of the program, including the theory of validation and examples of its validation methods. He starts by presenting a definition of what validation is, explains the concept of validation to the participants.

Before starting to discuss the topic, the facilitator can engage the participants by asking a few questions that are designed to liven up the atmosphere and encourage active participation. The idea is to arouse the interest and involvement of the group by interacting before the presentation part.

Sample questions are presented below:

1. Have any of you heard of the concept of validation before? If so, please share your observations or experiences.
2. What does the term "learning outcomes" mean to you? What are your experiences with assessing learning outcomes?
3. Why do you think validation is important in the context of education and working life?
4. Do you have ideas on how social skills and competences can be validated? You can share examples or ideas.
5. What are your expectations for today's validation workshop? What would you like to learn or learn?

Validation is the process of validating and evaluating academic or professional achievement.

It consists in checking whether specific skills, knowledge and social competences have been achieved and can be confirmed by an official document.

The purpose of validation is to enable individuals to prove their abilities and competences, regardless of how they are acquired.

In Poland, validation is regulated, m.in, in the Act on the Integrated Qualifications System. The validation process involves an assessment by an authorised institution, which, after obtaining a positive result, issues a document confirming the award of a specific qualification. It is important that validation is accessible and comprehensive, allowing individuals to document their achievements regardless of how they were acquired.

Validation steps:

Stage 1. Recognition

At this stage, the knowledge and skills that the candidate has acquired so far are identified and analyzed, including the time spent on the Chance project. Thanks to this stage, it is also possible to identify possible gaps in competences, which are worth or should be filled. Recognition can be done by the candidate themselves or with the help of a validation advisor.

Stage 2. Document Collection

It consists in gathering evidence confirming the achievement of selected learning outcomes (e.g. certificates, certificates of internships, work samples, description of tasks performed). As with the recognition stage, the collection of documents can be done by the candidate on their own or with the support of a validation advisor.

Stage 3. Rating

It consists in checking, using appropriate methods, whether the candidate has actually achieved specific learning outcomes.

Stage 4. Confirmation

After obtaining a positive result of the assessment, the candidate receives a document confirming the achievement of all or part of the learning outcomes.

When planning the validation process, the description of the required learning outcomes should be based. The validation developed by the beneficiary must take into account the needs of the people who undergo this process and reflect the conditions in which the acquired learning outcomes can be used in everyday and professional life. For example, if the validation concerns digital skills, it should be adapted to real situations in which such skills can be used (e.g. in the workplace, in dealing with official matters via ePUAP).

Preparing a qualification description and validation scenario is an important step in the process of assessing and confirming adult skills and social competences. The purpose of this process is to effectively identify, document and verify knowledge and skills that can be potentially useful in the labour market. Qualifications that are validated are often designed to enable adults to upskill, retrain or formally validate existing skills. Therefore, the preparation of the qualification description and the validation scenario must be flexible and adapted to the diverse needs of the participants.

Examples of validation methods:

- **Exams and tests** - a traditional method of assessment, consisting of conducting written or oral tests to test knowledge and skills.
- **Portfolio** - a collective form of documentation of achievements, including sample works, projects, publications and other evidence of skills and competences.
- **Practical evaluation** - assessment carried out on the basis of actual activities and achievements at work or in professional practice.
- **Certificates and Certificates** - official documents confirming the acquisition of specific qualifications or skills, issued by appropriate institutions.
- **Interviews and interviews** - direct assessment of skills and competencies through an interview with the person seeking validation.

- **Practical tasks** - practical exercises or projects that allow individuals to prove their skills and competence in specific fields.
- **Debate** - A debate is an interactive discussion between a person proceeding with validation and an assessor or group of assessors. It allows for an in-depth analysis of knowledge and skills and argumentation about them.
- **Observation** - During observation, assessors can track the actions and behavior of the person proceeding with validation in a real work environment or simulated situation. It is an effective method of assessing practical skills.
- **Simulation** - Simulation consists in mapping real professional or life situations in which the person seeking validation must demonstrate specific skills and competences.

Workshop: Matching validation methods to learning outcomes. At the beginning, the lecturer begins with a short introduction on how to match validation methods to learning outcomes. Then the facilitator moves on to practical exercises using Worksheets 2 and 3.

Before the workshop begins, the facilitator can engage the participants by asking a few questions that are intended to liven up the atmosphere and encourage active participation. The idea is to arouse the interest and involvement of the group by interacting before the next part.

Sample questions are presented below:

1. Could you give examples of specific learning outcomes that you have encountered in your professional or educational practice?
2. What are the main difficulties or challenges you encounter in identifying and documenting learning outcomes?
3. Are there specific criteria or standards that must be met when validating learning outcomes in your context?
4. Are you familiar with the different types of validation methods, such as tests, interviews, observations, etc.? If so, in what situations would you prefer to use each method?
5. What techniques or tools do you currently use to assess learning outcomes? Do you think they are effective, or is there room for improvement?

Techniques for matching methods to specific learning outcomes are a key element of an effective validation process. They require an understanding of the nature of learning objectives and the practical application of different methods to verify them.

The following is an example of how validation methods can be adapted to learning outcomes:

- a. **Analysis of learning outcomes** - The first step is a thorough analysis of the expected learning outcomes, i.e. the knowledge, skills and competences that participants in the validation process should have. Clarifying these effects allows for a better understanding of which methods will be most adequate to verify them.
- b. **Identify validation methods** - Next, identify the different validation methods available, such as written tests, interviews, practice tasks, presentations, observations, or simulations. Each of these methods has its own advantages and limitations, so it is important to match them appropriately to the specifics of the expected learning outcomes.
- c. **Compliance with validation criteria** - The choice of specific methods must be in accordance with the accepted validation criteria. On the basis of the analysis of learning outcomes and their verification criteria, it is possible to determine which methods best meet the set goals and requirements.
- d. **Flexibility and adaptation** - It is important to be flexible in the selection of methods and adapt them to the diverse needs and capabilities of the participants in the validation process. Some people may do better on written tests, while others prefer practice assignments or interviews.
- e. **Combining different methods** - Often the most effective approach is to combine different methods within a single validation process. For example, written tests can be supplemented with interviews or presentations, which allows for a more comprehensive assessment of your competences.
- f. **Adaptation to the specifics of the target group** - Validation methods should also be adapted to the specifics of the target group. For example, for people with different learning needs, it may be necessary to use different validation methods to ensure that they have equal access to the validation process.

g. Evaluation of effectiveness - After the validation process, it is important to evaluate the effectiveness of the methods used. Did they allow for an adequate assessment of the competences possessed by the participants? Are the results achieved in line with expectations? The analysis of these issues allows for further improvement of the validation process and the selection of more and more effective methods.

Then comes the practical part. Each participant receives a worksheet to be completed individually No. 2. Then the facilitator discusses the exercises, explaining what needs to be done. Worksheet 3 – the facilitator divides participants into teams of 2-3 people. Each worksheet is summarized by the teacher.

Tips for Worksheet 3:

Ask each group to present the results in front of all participants.

- **Practical exercise:** developing a scenario for the validation of a selected learning outcome, Role play: performing validation. The instructor begins this part of the training by dividing the participants into mixed groups of 2-3 people. Then he distributes Worksheets 4, 5 and 6 to the groups. Each worksheet is explained and summarized by the teacher.

Tips for worksheet 4:

- Once the presentation is ready, participants should be given the opportunity to present their validation scenarios to the rest of the group. After each presentation, it is worth having a short discussion during which other participants can ask questions, express opinions and suggestions about the presented scenario.
- At the end of the exercise, it is worth conducting a short assessment, in which participants will have the opportunity to share their reflections on the exercise and receive feedback from the facilitator and other participants. This will allow for a better understanding of the topic and improve skills in matching validation methods to learning outcomes.

Worksheet 6:

Divide the participants into teams of 3. Print out the instructions for each below. In each group there should be a Candidate, an Assessor and an Observer. If the number of participants does not allow for dividing into groups of 3 people, or one of the groups is less numerous, you can skip the Observer and draw conclusions together with the group. Below are instructions for individual groups.

Each participant has 15/20 minutes to prepare.

Candidates:

- You are a candidate applying for validation for a fictitious qualification. (Which qualification will be validated will be given to you by the Assessor.)
- Your task is to prepare for the validation process by demonstrating your skills and competencies related to the chosen qualification.

Assessors:

You are assessors responsible for validating candidates' skills and competencies. (Choose one qualification of your choice, e.g. "IT Systems Maintenance Specialist", with which you will validate the candidate. Give it to the candidate.)

- Your task is to observe and assess the skills of the candidates.
- Prepare your assessment criteria and expectations for candidates before starting the validation process.
- Be prepared to provide constructive feedback to candidates during and after the validation process.

Observers:

- You are the observers responsible for monitoring the validation process and the interaction between the participants.
- Your task is to track the interaction between candidates and assessors and assess the overall effectiveness of the validation process.
- Record your observations and comments during the validation process.
- Focus on identifying the strengths of the validation process and areas for improvement.

Modern tools for assessing learning outcomes related to the acquired knowledge. Before starting this part of the program, the host may ask the participants introductory questions before the start.

Below are sample questions:

1. What tools or platforms do you currently use to assess the learning outcomes in your work or education?
2. What benefits do you see in the use of modern tools for assessing learning outcomes compared to traditional methods?
3. Have you had experience with business simulators or portfolio platforms? What are your observations about them?
4. What do you think are the main challenges of using technology to assess learning outcomes?
5. Do you know what are the latest trends in the field of tools for the assessment of learning outcomes? What technologies or solutions do you think are the most promising?

Modern tools for assessing learning outcomes, especially those related to acquired knowledge, can include a variety of technological solutions that facilitate the assessment process and provide a more comprehensive and interactive analysis of the results.

Here are some such tools:

- a. **E-learning platforms:** E-learning platforms allow you to create interactive online courses that can include a variety of forms of assessment, such as quizzes, multiple-choice tests, open-ended assignments, case studies, etc. Advanced data analytics features allow you to track your participants' progress and evaluate their performance in real time.
- b. **Participant management systems (LMS):** LMSs not only make it easier to access training materials, but also offer features for assessment, progress tracking, report generation, and participant performance management. With the help of LMSs, you can create tests, assign tasks, and monitor the activity of participants.

- c. **Quiz Maker Apps:** There are various apps and online tools for creating interactive quizzes that can be easily shared with the participants through a web platform or mobile app. These tools offer a variety of question formats and personalization options, as well as generate reports with the results.
- d. **Online Exams:** Online exam platforms allow you to create exams with access, time, and resource controls, ensuring the fairness of the assessment process. Exam results are usually automatically graded and available as soon as the exam is completed.
- e. **Digital competence assessment tools:** For digital competence assessment, there are specific tools that allow you to test your skills in areas such as the use of office software, programming, graphic design, data analysis, etc. These tools often offer interactive exercises and simulations that allow you to put the skills you have learned into practice.
- f. **Business Simulators:** Business simulators are advanced tools that allow participants to apply knowledge in a simulated business environment. They can be used to assess decision-making, problem-solving, resource management, and communication skills in the context of real-world business situations.

Part 3: Designing Training for Adults (2 hours)

- Selection of training methods to achieve the planned learning outcomes, including planning practical exercises. The facilitator begins by presenting to the participants that the selection of training methods is extremely important to achieve the planned learning outcomes. The following follows to discuss the three key levels of effectiveness of conducting training. Then he explains to the participants how important the exercises after the presented training material are and how to effectively create such exercises.

Before starting to discuss the topic, the facilitator can engage the participants by asking a few questions that are designed to liven up the atmosphere and encourage active participation. The idea is to arouse the interest and involvement of the group by interacting before the presentation part.

Sample questions are presented below:

1. Do you have experience in planning and conducting training courses or workshops? If so, in what areas?
2. Do you have any favorite training methods or techniques that you would like to share?
3. What are the main challenges you face when choosing training methods for your group or organization?
4. Do you have any ideas for practical exercises that we could include in this workshop to better understand and apply the selected training methods?

Effective training requires three key levels of effectiveness: implementation, improvement and innovation. Here are some tips on how to effectively conduct training at each of these levels:

I. Level of implementation:

- Start by clearly defining the objectives of the training, i.e. what the trainees should know, understand and be able to do after the training.
- Focus on delivery and instructional elements such as lectures, talks, and demonstrations.
- Make sure that participants gain the necessary knowledge and skills through the lecture of the material and practical exercises.
- Use active methods that will engage participants and allow them to put what they have learned into practice.

II. Level of improvement:

- Organize your training in such a way as to stimulate teamwork and motivate them to learn from each other.
- Use activating methods, such as discussions, role-plays, tasks in subgroups, which foster interaction and exchange of experiences.
- Choose a training group in a way that allows effective cooperation and joint problem solving.

III. Level of innovation:

- To inspire cooperation and exchange of experiences, combining skills to achieve a common goal.
- Use process-oriented methods such as good practice sessions, study visits, moderated team work.

- Encourage analysis and reflection on actions and to look for new, innovative solutions.

When conducting training, it is also important to provide an open and supportive atmosphere that fosters the active participation of participants and their motivation to learn. Appropriately adapted methods of working with the group and the appropriate approach to different levels of effectiveness will allow you to make the most of the potential of the training and contribute to the achievement of the intended goals.

Training selection methods can be well tailored to the needs and goals of the organization and the preferences of employees.

Here are some suggested methods you can use:

1. **Lectures and presentations illustrated with slides:** This traditional delivery method allows you to convey knowledge in a clear way, especially if the topic is more theoretical or requires clarification of specific concepts.
2. **Group and subgroup discussions:** Allows for active participation of all participants, exchange of views and joint problem solving.
3. **Preparing the training together with the participants:** Encourages the involvement of participants in the process of planning and conducting the training, which can increase their engagement and motivation.
4. **Demonstrations of skills and standards:** Hands-on demonstrations of how to perform specific tasks or standards can help participants better understand the requirements and expectations.
5. **Metaphorical exercises:** Using metaphors and analogies to show abstract concepts or phenomena can make it easier to understand and assimilate knowledge.
6. **Simulation games and outdoor activities:** Simulating realistic business situations or problems can help participants put their knowledge and skills into practice.
7. **Completion of knowledge tests:** Allows you to assess the initial knowledge of your participants and monitor progress throughout the training.
8. **Study visits to partners, customers or competitors:** Allows you to gain practical experience by observing the activities of other organizations.
9. **Role-plays, elements of drama work:** Simulated situations can help participants in practical application of knowledge and develop interpersonal skills.

10. **Coaching and mentoring:** One-on-one support for skills development, provided by an experienced professional, can contribute to faster and more effective learning.
11. **Group workshops:** Intensive group work sessions, conducted in an atmosphere of cooperation and trust, can be an effective method of learning through practice and interaction.

The choice of appropriate training methods depends on the nature of the topic, the objectives of the training, the preferences of the participants and the available resources. It is important that the training is varied, interactive and engaging for the participants, which will allow them to maximize their potential and achieve the intended goals.

The selection of appropriate training methods to achieve the planned learning outcomes is a key element of the training process. It consists in the conscious selection of various educational techniques and tools that will be most effective in achieving specific training goals.

Here are some key elements of this process:

1. **Training Needs Analysis:** The first step is a thorough analysis of training needs, i.e. identifying areas where skills or knowledge need to be developed. This allows you to determine the main training goals, which will form the basis for the selection of appropriate methods.
2. **Define training objectives:** Based on the needs analysis, you should set specific training goals, i.e. the desired results that participants should achieve after its completion. These goals should be specific, measurable, achievable, relevant and time-bound (the so-called SMART).
3. **Identifying the target audience:** Next, you need to identify the target group of the training, i.e. the people who will participate in the training. It is important to take into account the diversity of the group in terms of experience level, skills, preferences or needs.
4. **Selection of training methods:** Based on the defined objectives and the profile of the target group, you can proceed to select specific training methods. You can choose from a variety of techniques, such as lectures, workshops, simulations, case studies, training games, e-learning or coaching.

- 5. Matching the methods to the goals and the group:** It is crucial to match the selected methods to the specific goals of the training and the profile of the group of participants. Some methods may be more suitable for the beginner group, while others will work better for advanced participants.
- 6. Training planning and implementation:** Once you have chosen the appropriate methods, you should move on to planning and implementing the training process. It is worth paying attention to the schedule of classes, the preparation of necessary training materials and the evaluation and monitoring of the progress of participants.
- Preparation of the training offer – the use of the language of benefits. The facilitator starts by presenting the definition of a good offer, then explains what the characteristics of a good offer are. The trainer then goes on to explain what benefit language is in the training offer and how it should be used.

Before starting to discuss the topic, the facilitator can engage the participants by asking a few questions that are designed to liven up the atmosphere and encourage active participation. The idea is to arouse the interest and involvement of the group by interacting before the presentation part.

Sample questions are presented below:

1. Can you name examples of situations where well-defined benefits can affect the effectiveness of a training offer?
2. What are the main factors that determine the conviction of potential participants to participate in the training?
3. In your experience, what benefits are most convincing for those interested in participating in the training?
4. What are the most common barriers or fears that potential trainees may face, and what benefits can outweigh these fears?
5. What do you think is the impact of clearly presented benefits on the decision of potential participants to sign up for the training?
6. Can you share examples of situations where the language of benefits has been successfully used to persuade people to participate in the training?
7. What is your experience of using the language of benefits in the promotion of training or courses?

8. What do you think are the most important benefits for our potential participants?

Features of a good offer:

- a. developed in a purposeful and precisely oriented way to the identified needs
- b. Flexible and adaptable to specific requirements, industry and business goals
- c. It offers a variety of teaching methods, such as lectures, workshops, case studies, practical exercises, simulations, and interactive educational tools
- d. is clearly formulated, containing precise information on the objectives, content, teaching methods, deadlines, and evaluation criteria
- e. ensure access to qualified training staff
- f. ensure a systematic evaluation of the effectiveness of training, allowing for monitoring the progress of participants and adapting training programs to their needs
- g. offers support and opportunities for further development after the training
- h. is innovative, using modern educational tools and technologies

The visual side of the offer should be attractive to the eye, but not overly flashy. It is good to avoid too bright colors so as not to overwhelm the reader. Instead, it is worth focusing on simplicity and elegance. It is also worth taking care of the photos used in the offer. You can use free online photo banks to add a professional look to your offer. When you write an offer, keep the reader in mind. It is important that the content offered is understandable and accessible to the customer. Don't forget that the offer is primarily to convince the customer to use your services, so focus on the benefits for them. Try to show your authentic face, avoiding hiding behind certificates or formal language. After all, an offer is not a resume – it's about building a relationship with a potential client and showing how you can help them.

Using the language of benefits effectively requires some skill and the ability to balance between a positive message and reliability. It is important that the message is simple and understandable for the recipient, avoiding over-praising or providing false information, which could damage credibility.

It is also crucial to adapt the message to the expectations and preferences of the recipient, which can be achieved by getting to know their needs and interests. When speaking the language of benefits, attention should be paid not only to the content, but also to the way it is presented, including appropriate intonation, pace of speech, and the use of pauses to allow the recipient to absorb the information in a positive way.

Most often, the language of benefits can be found in everyday situations, especially in the context of sales talks, where it is crucial for the effectiveness of sales techniques. Presenting the topic in a positive light helps to interest a potential customer and dispel their doubts, prompting them to make a decision. However, it is important that the message is reliable and based on real benefits, avoiding lies. The ability to use the language of benefits is a valuable ability in both professional and personal life, allowing you to achieve your goals.

The use of the language of benefits in the training offer can bring a number of benefits, both for the training provider and for potential participants.

1. **Effective attention grabbing** – The language of benefits helps you to focus on the positive aspects of the training offered, which can attract the attention of potential participants.
2. **Clearly communicate values** - By clearly presenting the benefits of participating in the training, the offer becomes more attractive and convincing to potential customers.
3. **Building trust** – Communicating the benefits that participants can gain from the training helps to build trust in the program offered and its organizer.
4. **Motivating to action** - Pointing out specific benefits that participants can achieve can motivate them to decide to participate in the training and engage in the learning process.
5. **Better tailoring to needs** - The language of benefits allows you to better tailor your training offer to the needs of potential customers, presenting solutions that can be most useful and valuable to them.

- **Practical exercise:** preparation of a training offer for a specific group of adults, Workshops - Practical educational exercises. The instructor begins this part of the training by dividing the participants into mixed groups of 2-3 people. Then he distributes Worksheets 7 - 10 to the participants. Each worksheet is explained and summarized by the teacher.

Part 4: Mentoring in Adult Education (1 hour)

- Roles and tasks of the mentor. In this part of the workshop, the lecturer moves on to the introduction of the concept of mentor and mentoring, begins by giving a definition and explaining the role of the mentor. Then he goes on to discuss what the main tasks of a mentor are, what qualities he or she should have, and mentions that the mentee should also have the right qualities for the mentoring process to be valuable for both parties. Then the facilitator goes on to discuss mentoring techniques.

Before starting to discuss the topic, the facilitator can engage the participants by asking a few questions that are designed to liven up the atmosphere and encourage active participation. The idea is to arouse the interest and involvement of the group by interacting before the presentation part.

Sample questions are presented below:

1. Have any of you had previous experience with mentoring, as a mentor or mentee?
2. What are your expectations from this workshop on the roles and tasks of a mentor?
3. Do you have any questions about what mentoring is and what are the roles and tasks of a mentor?
4. Can you share your thoughts on what qualities or skills a good mentor should have?
5. What do you think is the most important aspect in the relationship between a mentor and a mentee?
6. What do you think could be the biggest challenges in the role of a mentor?
7. Do you have any experiences or stories you'd like to share related to mentoring or being a mentor?
8. What benefits do you see in participating in a mentoring program, both as a mentor and mentee?

A mentor is a person who helps in the professional development of the mentee by providing support, guidance and sharing experience. Mentoring is a process in which the mentor engages in the mentee's development, analyzes their progress, provides constructive feedback, recommends professional development priorities, and helps set goals and locate resources. The mentor can also present beneficial professional contacts and suggest events that can support the development of the mentee. Its goal is to motivate the mentee to achieve professional and personal success and to help them learn, develop and achieve their goals.

A mentee, also known as a mentee, is a person who actively participates in the mentoring process and receives support from the mentor. This is a person who sets development goals and uses the help of a mentor to achieve them. The mentee must be open to the transfer of information and support from the mentor and engage in the learning and development process. They are responsible for setting goals, sticking to an action plan, and making efforts towards their own development. The mentee should also demonstrate the right attitude and flexibility in the mentoring process to make the most of the potential of this experience.

The mentoring process is based on the relationship of two people: the mentor and the mentee, which is based on mutual respect and trust. The mentor, having knowledge, skills and experience, shares them with the mentee, supporting him in his personal and professional development. Effective mentoring requires the willingness to develop and cooperate on both sides. It is a voluntary relationship, where the mentor and mentee express approval, determination and motivation to act. During the first meeting, the mentor and mentee agree on what the mentoring process is about and what goals are to be achieved, which is often reflected in the form of a contract.

The roles and tasks of the mentor in the mentoring process are crucial for effective support of the mentee's development.

Here are some of the main tasks and roles that a mentor has:

1. **Advisor and guide.** The mentor acts as an advisor, providing guidance, advice, and practical information to help the mentee achieve their goals. He or she is also a guide, guiding the mentee through the various stages of professional or personal development.
2. **Emotional support.** The mentor provides emotional support to the mentee, listening to him, providing support in difficult situations and motivating him to further development. Thanks to this, the mentee feels understood and supported.
3. **Model to follow.** The mentor acts as a role model, presenting positive behaviors, values and professional skills. His own experience and successes are an inspiration for the mentee.
4. **Educator.** The mentor provides the mentee with knowledge, skills and experience that may be useful in his or her professional or personal development. He is willing to share his successes, but also his failures, so that the mentee can learn from the mistakes of others.
5. **Motivator.** A mentor motivates the mentee to achieve the set goals, helps him maintain a high level of commitment and determination in the pursuit of success. It is a support in difficult times and reminds us of goals that are worth achieving.
6. **Building a network of contacts.** The mentor helps the mentee to build a network of professional contacts by introducing them to the professional environment and introducing them to valuable contacts. Thanks to this, the mentee can broaden their professional horizons and gain valuable experience.
7. **Progress assessment.** The mentor analyzes the mentee's progress and achievements, providing constructive feedback. It helps the mentee to identify areas for development and to set goals for the future

Mentoring techniques include a variety of methods and approaches that help the mentor and mentee achieve their development goals.

Here are some mentoring techniques described on the basis of the presented text:

1. **Know-Your-Assets technique.** It consists in reflecting on one's own strengths, skills and activities that are enjoyable or difficult. The mentee analyzes specific events or projects in which they have participated to identify their strengths and areas for development.
2. **The SMART method.** The goal is to set mentoring goals that are specific, measurable, achievable, relevant, and time-bound. This technique helps the mentee to clearly formulate goals and define the criteria for achieving them.
3. **Working on goals together with a mentor.** During the first mentoring sessions, the mentor and mentee work together to define and clarify goals. The mentor uses techniques to help set goals and asks coaching questions that lead to a deeper analysis of the mentee's needs and aspirations.
4. **Analysis of sample goals.** The mentor can present the mentee with sample mentoring goals to inspire them to make their own. Examples of goals can be diverse and tailored to the mentee's individual needs, which helps them better understand what goals can be pursued through mentoring.
5. **Conducting goal-setting exercises.** The mentee can perform exercises that help them define their own development goals. This can be working on tools and techniques on their own before starting mentoring, or joint sessions with a mentor where they set goals and an action plan together.

The most important aspect in the relationship between the mentor and the mentee is mutual trust. Trust is the foundation on which an effective and fruitful mentoring relationship is built.

- **Openness and honesty.** When a mentee fully trusts a mentor, they are more likely to openly share their goals, challenges, and concerns. Honesty in communication allows for a better understanding of the mentee's needs and more effective support from the mentor.
- **Receiving feedback.** Trust allows the mentee to accept feedback from the mentor without fear of criticism or evaluation. The mentee knows that feedback is given for the purpose of their development, not as a judgment of their person.

- **Cooperation and commitment.** When there is mutual trust, both the mentor and the mentee are more involved in the mentoring process. Together, they make efforts to achieve set goals and grow as individuals.
- **Openness to support and help.** The mentee feels free to ask for help and support in difficult situations or in times of need. Trust allows them to openly turn to their mentor for advice or emotional support.
- **Adopt a role model.** When a mentee trusts a mentor, they are more likely to adopt their professional and personal role model as a role model. This trust enables the mentee to learn and grow by observing and adapting the mentor's behaviors.
- **Long-term value of the relationship:** Mutual trust builds a lasting relationship that can last after the formal mentoring program is completed. A mentee can continue to benefit from the support and advice of a mentor as their career progresses.

Part 5: Summary and Conclusion

SUMMARY AND EVALUATION OF THE TRAINING

1. The trainer reminds the objectives and main points of the training.
2. Then he conducts a roundup among the participants – he asks everyone what he learned from today's training, what was most important to him and what information can be used in the future.
3. Each participant writes down on a piece of paper the 3 most important things they remembered from the training.
4. Then the participants will exchange cards and try to come up with examples of how to use the 3 pieces of information in practice in their environment.
5. Presentation of summaries on the forum.
6. Completion of the training and evaluation questionnaire. Finally, it is worth thanking the participants for their active participation in the training and handing out diplomas/certificates.

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