

## WORK BASED LEARNING PROCESSES CHARACTERISTICS

Goal with regard to the <u>content</u>	Goal with regard to the <u>atmosphere</u>
<b>Phase 1: Introducing people and topics</b>	
<ul style="list-style-type: none"> <li>- Define the goal of the (initial) meeting</li> <li>- Introduce people and their roles</li> <li>- Introduce the meeting topic</li> </ul>	<ul style="list-style-type: none"> <li>- Arrival of all participants</li> <li>- Get acquainted with the people and the tasks of today</li> <li>- Articulate expectations and wishes</li> </ul>
<b>Phase 2: Beginning the topic discussion</b>	
<ul style="list-style-type: none"> <li>- Collect and organize subtopics, problems, aspects, perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- Enable variety of opinions and perspectives</li> <li>- Promote insight in and acceptance of different perspectives</li> <li>- Develop awareness of the theme</li> <li>- Draw interest</li> </ul>
<b>Phase 3: Working on the topic</b>	
<ul style="list-style-type: none"> <li>- Work on the topic and subtopics</li> <li>- Set priorities</li> <li>- Include background information and formalities (e.g. official professional curriculum)</li> <li>- Make wishes transparent</li> <li>- Develop ideas/solutions</li> </ul>	<ul style="list-style-type: none"> <li>- Promote creativity and the development of visions</li> <li>- Take objections seriously</li> </ul>
<b>Phase 4: Thinking about outcomes and realization</b>	
<ul style="list-style-type: none"> <li>- Analyze whether ideas/projects can be realized</li> <li>- Think about possible outcomes</li> <li>- Make decisions on the definite project work</li> </ul>	<ul style="list-style-type: none"> <li>- Doubts and difficulties are taken into account</li> <li>- Agree on the project</li> </ul>
<b>Phase 5: Preparing the realization</b>	
<ul style="list-style-type: none"> <li>- Plan the work</li> <li>- Define responsibilities</li> <li>- Reach agreements</li> <li>- Determine follow-up meeting</li> <li>- Secure the ongoing work on unresolved topics</li> </ul>	<ul style="list-style-type: none"> <li>- Secure the project realization</li> <li>- Achieve liability among all participants</li> <li>- Increase awareness of the project and potential difficulties</li> <li>- Achieve a common working base</li> </ul>
<b>Phase 6: Next steps and closure</b>	
<ul style="list-style-type: none"> <li>- Summarize the outcomes of the meeting</li> <li>- Reflect the quality of the achieved outcomes</li> <li>- Find closure</li> </ul>	<ul style="list-style-type: none"> <li>- Make contentedness and/or doubts with the achieved outcomes transparent</li> <li>- Increase enthusiasm with the project</li> </ul>

TEAM WORK

Task set/ project (name) „\_\_\_\_\_“; team leader: \_\_\_\_\_

Description of the project/ task set: \_\_\_\_\_  
(please describe what the team has to do)

Who? Name of responsible person	To do: task and responsibility:	Until when?	Notes

Signatures of the team members: \_\_\_\_\_  
\_\_\_\_\_

## TIME MANAGEMENT: DEFINITIONS AND OVERVIEW

Doing everything at the same time?



### Part I:

- Please describe the cartoon briefly, What is the situation?
- Shortage of time, stress and hectic rushes are very common in these days. When did you last experience such a situation? Did you also try to do several things at the same time?
- What do you think – does it help you to save time and to be more efficient?

### Part 2:

- What are your “time devourers/time thieves/ time consumers”? Please describe them, related situations and behaviour
- Describe the opposite: how would it be according to plan => please describe related situation and behaviour
- How could you eliminate your time thieves?

## TIME MANAGEMENT: PLANNING AND SCHEDULING

### The A-L-P-E-N method:

The A-L-P-E-N method is a method to plan your daily/ weekly tasks. Using this method, complex tasks are split into parts. Intentions become more manageable and controllable when the tasks are classified, the necessary times are arranged and buffer times are kept in mind.

#### A Write down assignments, activities and appointments

- Write down all tasks (To do list)
- Add all the left over tasks from the previous day
- Note down and highlight the important things: what can I finish realistically?
- What is reasonable to do first?

#### L Estimate the Length and duration of activities

- Try to make realistic time estimation for the foreseen activities
- How much time do I have in total? When would I have to be finished with those things?
- Did I also plan breaks and times for relaxation?

#### P Plan buffer times

- Plan buffer times for unplanned and unforeseen events in order to remain stress free
- Rule of thumb: about one third of the time should remain free/ as a buffer zone
- Hint/ tip: make appointments with yourself and use leftover times for example to clean up your room/ desk/ office

#### E Make decisions

- Important things first, the rest in order to their urgency (f.e. by using the Eisenhower method)
- Follow the 30-second-rule: it should not take longer than 30 sec. to decide over the order:  
What will I do first, what will I put into my weekly plan/schedule, what is not necessary (rubbish bin)?

#### N Recheck: control of the checklist

- what remained on the list and has to be done the next day? What was I able to finish in time?
- Important: optimized time planning must not serve to squeeze as much as possible into day's program: there has always be enough times for relaxation, reasonable nutrition, family and friends!

## Planning and scheduling

Date \_\_\_\_\_

List tasks & activities:	Length & Duration	Plan Buffer times	Make decisions
			To do first:
			To do later:
	Estimated length	Total needed	Done by (note who):
In total:		time with buffer times:	
		Available time:	
		Time for breaks:	

**Recheck and post-control:**

- ☐ I could finish everything in time. Planning was realistic
- ☐ There were too many tasks and not enough buffer times. Those tasks have to be postponed and add to the following schedule:

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## TEAM MANAGEMENT: BUILDING UP AND MOTIVATING A TEAM

### Steps for building up a team:

Most problems that teams face can be avoided by working hard on who is in the team, the purpose of the team and having a good and realistic idea of the project work and the problems might face during the project work. Therefore, we advise you to take some time for building up the team. Getting it right at the beginning greatly increase the chances that the project team will not only work well together, but work smooth on the project.

#### >> Create a clear direction and a common sense of purpose = project goal, result

- Which expectations do the members have? > make expectations visible
- Do the single team members support the common goal?
- How well do individual expectations and the common goal fit together?

#### >> Define the role of each team member, define single contributions of each member

- How do we want to work together in this team?
- Who has which role and function in the team?

#### >> Support the team in finding their own solutions, give advice in difficult situations

- How are we going to make decisions?
- How are we going to solve problems?
- Are the decisions we're going to make in this team reliable?
- How do we arrange the team communication and information exchange?

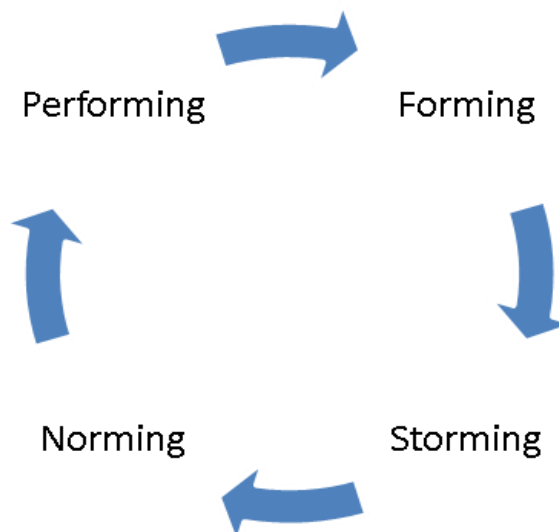
#### >> Create an atmosphere of mutual trust and allow the team to develop a team identity/spirit

#### >> Foster solidarity among the team members

## TEAM MANAGEMENT: BUILDING UP AND MOTIVATING A TEAM



### Phases in a team process:



### Characteristics of good team work:

- clear goals and a common vision
- defined roles and responsibilities
- common goal-orientation of all team members

## TEAM MANAGEMENT: BUILDING UP AND MOTIVATING A TEAM

- clear, accepted and practiced rules of working together
- open and clear communication
  - precise contributions
  - members listen
  - open discussion
  - different perspectives
  - conflict talks
- mutual trust and appreciation
- liability of agreements
- reliability of all team members
- flexibility in handling unpredicted situations



## TEAM MANAGEMENT: PROBLEM AND CONFLICT SOLVING/TEAM COMMUNICATION

### How to motivate your students:

Having team members personally committed to the project gives you and team the greatest chance of achieving the project goal. Therefore, the major task of you as a teacher/trainer and therefore project supervisor is to encourage every team member to be motivated and committed to the success of the project work.



**Motivation is a personal choice** — the only person you can motivate directly is yourself. You can create the opportunity for other people to become motivated, but you can't demand from them to be motivated.

The following factors encourage a person to become and remain motivated to achieve a goal:

### Desirability

The value of achieving the goal

### Feasibility

The likelihood that you can achieve the goal

### Progress

Your accomplishments as you work to reach your goal

### Reward

The payoff when you reach the goal

As a teacher/trainer you should try to address these factors, while working with you students. **Try to find a project and a working method, which meets all of these four areas for each project member *individually*.**



## TEAM MANAGEMENT: PROBLEM AND CONFLICT SOLVING/TEAM COMMUNICATION

### Steps to overcome conflicts:

#### Step 1: Prepare for Resolution

- Acknowledge the conflict – The conflict has to be acknowledged before it can be managed and resolved. The tendency is for people to ignore the first signs of conflict, perhaps as it seems trivial.
- Discuss the impact – As a team, discuss the impact the conflict is having on team dynamics and performance.
- Agree to a cooperative process – Everyone involved must agree to cooperate in to resolve the conflict.
- Agree to communicate – The most important thing throughout the resolution process is for everyone to keep communications open. The people involved need to talk about the issue and discuss their strong feelings. Active listening is essential here, because to move on you need to really understand where the other person is coming from.

#### Step 2: Understand the Situation

Once the team is ready to resolve the conflict, the next stage is to understand the situation, and each team member's point of view. Take time to make sure that each person's position is heard and understood. Remember that strong emotions are at work here so you have to get through the emotion and reveal the true nature of the conflict. Do the following:

- Clarify positions – Whatever the conflict or disagreement, it's important to clarify people's positions. (also minority positions)
  - List facts, assumptions and beliefs underlying each position – What does each person believe? What information is the person using as a basis for these beliefs?
  - Analyze and discuss – analyze and discuss each position, and the associated facts, assumptions and beliefs. Take care to remain open, rather than criticize or judge the positions of the students. Listen to all solutions and ideas presented by the various sides of the conflict. Everyone needs to feel heard and acknowledged if a workable solution is to be reached.
- ➔ Visualize the positions on a flipchart or moderation wall.

#### Step 3: Reach Agreement

- The team must decide what decision or course of action to take. With the facts and assumptions considered, it's easier to see the best of action and reach an agreement.
- ➔ Document agreements.

## TEAM MANAGEMENT: PROBLEM AND CONFLICT SOLVING/TEAM COMMUNICATION

### Supporting charts for problem or conflict solving

#### Topic

Problem: „....“	Reasons
Solution	First steps

#### Suggestion

Chances/Benefits	Risks

#### Topic

What do we want to achieve?	What do we have to do/clarify?
Threads	First steps

#### Conflict Topic

What unites us all?	What pleases us all?

## EVALUATION

### Questions for dialogue-orientated evaluation of the project progress

- ❖ How is the project work going, what results have you achieved?  
What went very good?  
Where did you face difficulties?
- ❖ Which deviations from the original plan did you have to make?  
Why were they necessary?  
Why do you think these deviations lead to the successful finish of the project?
- ❖ Which deviations from the original plan did you have to make?
- ❖ Do you think there are any risks that might occur during the next steps?
- ❖ Which other findings did you make during the project work?
- ❖ Which are the next steps in the project work?
- ❖ What support do you need?
- ❖ How content are you with the project work so far? Do you have suggestions for improvement?