

# Evaluation of Train the Trainer test – all countries

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## 1. Introduction

The Train the Trainer programme was finalized in the spring of 2020. The programme were to be tested in four similar sessions in Poland, Lithuania, Finland and Denmark with 10-12 intermediaries participating in each country. However, the plan for the tests was interrupted by the COVID-19 crisis. The crisis meant that the tests were postponed until the summer because of the restrictions imposed in all four test countries.

In addition to delaying the tests, COVID-19 also meant that the test could only be carried out in person in one of the four partner countries. The rest were completed online. The online tests had the positive outcome that more intermediaries were able to participate. 12 people participated in Poland and Lithuania respectively while 27 participated in the test in Finland. 10 people were able to participate in the Danish test, which took place in person.

When reading this report it is important to consider the different circumstances the test were completed under. The report summarizes the feedback and recommended changes to the Train the Trainer programme and does not differentiate between answers given by an online participant or an in-person one.

## 2. Methodology

The evaluation of the Train the Trainer was conducted in each partner country using written questionnaires. Three types of questionnaires were developed, one for the participants, one for the trainer and one for any observers that might be present for the test.

The questionnaires consisted primarily of multiple choice questions. For some questions it was possible to write out a longer answer. The answers given were anonymous except for the identification of whether the respondent was a participant or a trainer, which was given from the questionnaire chosen.

The questionnaires can be found as annexes to each national evaluation report in the end of this report. The attached questionnaires are filled out with the accumulated answers from each country. The national evaluation reports were written using a shared template to ensure uniformity. The evaluators were asked to focus on making concrete suggestions for changes to the Train the Trainer programme.

## 3. General Observations

A general opinion of the participating intermediaries was that it is very positive to have a tool that is directly targeted to owner managers. Furthermore, the participants reported that the personality and engagement of the trainer made a big difference to their experience of the training programme. While this is not something that can be built into the Train the Trainer

programme, it is worth noting that the trainer can either lift the programme to new heights or bring down the experience, depending on their personal competencies as a trainer.

The participants in the only in-person test, carried out in Denmark, reported that the meeting facilities and accommodation had made the overall experience better. As with the personal competencies of the trainer, facilities and accommodation cannot be directly incorporated in the Train the Trainer programme, but it is a detail worth considering to ensure the best possible experience for the participants.

## **4. What worked well**

The following describes some of the aspects of the Train the Trainer programme that the participants responded positively to.

### **4.1 The social learning environment**

The participants regarded it as very positive that the learning environment was open and trusting. They took great value from being able to ask questions to both the trainers and each other as well as being able to share experiences with the other participants in regards to counselling owner managers. The Polish trainer had their participants pretend to be future participants of future trainings and brainstorm questions about the process that future participants might ask. The questions were then answered in groups. This approach brought great results to the training session.

### **4.2 Using real examples**

The use of real life examples provided the participants with a greater understanding of how to use the tool and of what value it might bring to a consultation process with an owner manager. Some participants were tasked with making a mock strategy for a company of their choice, which helped them fully understand the process and discover any challenges they might have with the programme.

## **5. Challenges**

The following explores the aspects of the training programme that received negative feedback or was mentioned by the participants as being challenging.

### 5.1 The concept of “non-technological innovation”

Non-technological innovation is a new term for many people, especially for owner managers, but also for some intermediaries. Even intermediaries that might have a fair understanding of the concept might have difficulty explaining it to an owner manager in a down to earth language that does not alienate the owner manager. Some participants suggested spending more time on the difference between technological- and non-technological innovations. Furthermore, highlighting how non-technological innovation can benefit an owner managed company and help them achieve growth could be beneficial.

### 5.2 Country-specific system-challenges

Participants were encouraged to present to owner managers with a broad offer of advisory actions. Not only those possible to acquire in their own organizations but also in other intermediaries in the region. While this approach might be natural in some countries, others found it counter-intuitive to lead owner managers in the arms of the competition. The issue of compensation was raised; how should the referring intermediary be compensated for the time he spent before referring the owner manager to another intermediary organization? This is a question that is not easily answered by the Train the Trainer programme and this should perhaps be addressed nationally to ensure a programme that is well suited for the context in which it will be used.

### 5.3 Targeting to owner managers

The participants generally found that it was very positive to have a tool targeted directly towards owner managers. However, some participants questioned if it was targeted enough. Concerns were raised that it was difficult to relay how this tool differs from a consulting tools targeted to SMEs in general. While the Train the Trainer programme could maybe highlight better how to identify and relay how the tool is targeted to owner managers, this is an important issue that should also be addressed in the 6-Step Process. Initiatives have therefore been made to better target the tools to owner managers. These efforts should have a spill-over effect and make the targeting more clear during the Train the Trainer programme as well.

### 5.4 Different learning styles

Some participants found that there was too much repetition during the training while others found it difficult to learn how to use the platform and could have used more time getting to know the tool. Some participants were visual in their learning style and some were aural, some of them understood the activities without problems and some needed much more explanation. This issue was not made any less by the fact that many participants were partaking virtually, limiting what the trainers could do to help those that were falling behind and how much the teaching style could be diversified. It is difficult to consider this challenge in the Train the Trainer programme as

it cannot accommodate every learning style without becoming stylistically “all over the place”. Nonetheless, it is something that the trainers have to consider how to accommodate to make sure all participants feel that they are learning enough to be comfortable in using the concept with the owner managers.

## **6. Suggested changes**

This section contains a summation of the suggested changes to the Train the Trainer programme listed in the national evaluation reports. Recommendations were also provided to the overall concept and to the platform. However, as this is an evaluation of the Train the Trainer programme only, those suggestions have not been included here. They have however been given to the relevant project participants to make sure that all relevant suggestions have been considered and implemented where possible.

### **6.1 Targeting owner managers**

It was suggested to include a section on the characteristics of owner managers. This to help the participants see the benefits of using the tools with the target group and to make sure the participants are fully aware of the unique challenges and benefits this group can face. The programme should underline the flexible, respectful and dynamic relationship with the owner manager rather than a strictly followed procedure. If there are specific challenges or characteristics that are more prevalent in some countries, this should be incorporated so the information the participants receive is as specific to their country as possible.

### **6.2 Cases and examples**

The participants expressed a big need for examples and cases. Examples and cases should cover both the benefits of non-technological innovations, concrete suggestions for how to use them and preferably be as owner manager-specific as possible. Some participants enjoyed working with examples of real companies while others reported that too much time was spent on one participant’s particular case. If real life examples and or cases are used it is important that they are as general and widely applicable as possible. At the same time, examples and cases from real companies have a higher degree of credibility with the participants and should therefore be used where beneficial.

A sub-category of this is success stories. Real life examples of companies that have benefitted from using non-technological innovation (or with time, the 6stepsforinnovation-concept) can serve as a motivating factor for the participants and as inspiration for best practices. Ideally, these success stories should be country specific.

### 6.3 Online or in person?

In one of the national evaluation reports, it was suggested to make two versions of the Train the Trainer; one for online use and one for in-person training. The suggestion comes from Poland, which completed their test online. While this is not a suggestion for the improvement of the current programme per se, it is an interesting idea that is worth considering – especially in the current state of the world where many are intermittently made to work from home due to the COVID-19 virus.

## 7. Conclusions

In spite of a difficult premise for the testing of the Train the Trainer programme, all four tests were carried out and received generally positive feedback. A lot of emphasis was placed on factors not originating in the Train the Trainer programme, such as the personality of the trainer and the meeting facilities. The participants also provided a relatively large amount of feedback for the 6-Step Process and the platform [www.6stepsforinnovation.com](http://www.6stepsforinnovation.com). This suggests that it was hard for the participants to separate what had to do with the Train the Trainer programme specifically and what was more general for the concept.

Nonetheless, some good suggestions for changes were brought to light; a more clear emphasis on the targeting to owner managers, more cases and examples and the possibility to make a Train the Trainer programme specifically meant to be completed as an online course.

## **Train the trainer – National evaluation report: Finland**

### **1. Facts about the test**

Country: Finland

Test date(s): 12.6.2020

Number of participants: 27

Completion: Virtual

### **2. Results from the test, conclusions based on the accumulated data:**

#### **2.1 What worked well**

The timing was Friday and informed well in advance for the participants. This worked well. We also got positive feedback that the schedules were met. There were 27 participants including presenters. 4 participants outside FIEM organization or SNOWMan project, they were intermediaries & consultants. The agenda worked well. It was:

Welcome - Sanna Möller-Aaltonen, Suomen Yrittäjäopisto





























SNOWMan Consultation Process for owner managers and Online Tool: what is the online tool and how to use the process - Minttu Lampinen, HAMK

Company Cases and experience on how to use consultation process + discussion - Tapio Vuorenmaa, Suomen Yrittäjäopisto and Juha Haukka, Hämeen Yrittäjät

The invited target group was a good match with the project objectives. The target group of the train the trainer program was intermediaries, whose professional occupation is counselling of SME owner-managers. Their target group, on the other hand, are the owner-managers who benefit from the counselling services. The ambition is to increase the counselling quality and capacity in the target sector of intermediaries, and hereafter as end-result to create a more trustful and cooperative environment that stimulates the owner-managers more efficiently in responding to challenges listed in the spider-web tool.



▼ Currently in this meeting (27)

 Ulla Haukijärvi	 Mikko Mäntyneva Outside your organization
 Asta Salminen	 PH Pauliina Hirviniemi Outside your organization
 Aulis Loukusa	 PK Pekka Käyhkö
 JA Jaakko A (Vieras) Guest	 Sanna Möller-Aaltonen Organizer
 JK Jari Kortesoja (Vieras) Guest	 Sanna Varis
 Johanna Kokkomäki	 Sari Saarikoski
 JM Johanna Mikkola Outside your organization	 Satu Haveri
 JH Juha Haukka Outside your organization	 Suvi Peltokangas
 Jussi Keskinen	 Taina Rautakoski
 KL Kalevi Lauronen Outside your organization	 TV <b>Tapio Vuorenmaa</b>
 Leena Kylmäkorpi	 Ulla-Mari Leivo
 MP Maija Peuhkurinen	 Vesa Hilden
 Marja Malmstedt	 JH Juha Haukka Outside your organization
 Marja-Leena Oravamäki	
 ML Minttu Lampinen Outside your organization	

## 2.2 Challenges

The concept of non-technological innovation was not so familiar to all of the participants. Maybe some more time could be used to open this idea. For example that innovations can be categorized as technological and non-technological innovations. Technological innovations are related to developing or using new technologies when non-technological innovations mainly consider, for example, new business methods, new organizational concepts or marketing methods. It has been shown that companies have better profit margins when they combine non-technological and technological innovations together. If some more concrete examples are needed, the specific activities considered as innovation could be e.g.:

- Implementation of a new design in product or packaging
- Product licensing, new method of selling (direct or exclusive),
- A new concept of product presentation
- A new organization of the information on the web site
- A new way of price management
- A new loyalty actions

- Use of trademarks
- New brand symbol

### 2.3 Country specific information

Virtual session worked well and the online tools for discussion and chatting were appreciated by the participants. The participants agreed with the overall goals of the project. We have a huge potential for innovation, growth and increased employment in the ecosystems of companies and intermediaries. Despite the potential, actions are partly missing because of a lack of networking or unsuitable tools. How could intermediaries support companies to innovate and grow? Snowman online tool can be a solution to this.

## 3. Conclusions

To summarize, challenges in creating co-operative ecosystems are often lack of time and personnel. Also, the role of non-technological innovations in supporting technical innovations and the growth of the company are unclear. The role of intermediaries is typical to be used when needed, and their counseling is seen as important if it gives good and usable advice. Good counseling is based on expertise, provide clear answers and facts, advice when needed and give new and unexpected views. Marketing innovations, especially possibilities of digitalization were perceived as the most interesting non-technological innovations. There have never been more opportunities to drive sales through marketing than there are today. Digitalization and networking can help expand an organization's customer base exponentially. These are the topics we would focus and discuss during the training, too.

### 3.1 Suggested changes overall

In the training, we could go through some of these examples to educate participants more about non-technological innovations. Non-technological innovations are important, because they support technological innovations and growth of economy and organizations and because they increase corporate success. Technological innovations are seen as important and non-technological innovations as interesting, but often there is not an exact innovation strategy to support especially non-technological innovativeness in order to boost sales. Although non-technological innovation levels have been quite low among the participants, many companies have had plans for increasing non-technological innovativeness in the future. Innovations can be small improvements pushing the company towards better results. Here, the business intermediaries have a significant opportunity to support companies to understand the value of both non-technological innovations and networking.

### 3.2 Suggested adjustments specific to Finland

Trainers found these guidelines useful:

1. When preparing questions, one should be aware of the low knowledge of respondents about terminology regarding non-technological innovation - ask for specific actions rather than using the generic name like "non-technological innovation".
2. We should draw attention to the barriers of the general use of counseling services. If possible, we should check also the real obstacles of using services related to non-technological innovations.
3. We should ask entrepreneurs and business intermediaries what can be done so that they would start using the offered support.
4. We should ask entrepreneurs and business intermediaries what methods they know and what fits them the most.
5. We should ask entrepreneurs how they would like to be consulted.
6. We should ask the entrepreneurs what the importance of consultations is for them

## Annex 1 Train the trainer – feedback from participants

Fill out the tables with the accumulated results of your test, i.e. indicate how many have chosen what option in the multiple-choice sections. Translate all comments to English and insert them in the corresponding fields.

Gender	Female	67%	Male	33%
Age	<50	67%	>50	33%
Workplace	Education	47%	Business	53%

II. Evaluation of the usefulness of training for the participant				
		Yes (4-5)	Partly (3-4)	No (1-2)
1.	Did the training meet your expectations?	x		
2.	Did the training meet the set goals?	x		
5.	Did the training improve your knowledge?	x		
7.	Will the skills acquired during the training be useful in your daily work?	x		
8.	Do you feel well prepared to use what you have learnt in the real word?	x		

III. Evaluation of the teachers and the organization of the training						
		Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)
	<b>How do you evaluate...</b>					
1.	... the professional knowledge of the teachers?	x				
2.	... the communication of the teachers with the group?	x				
3.	... the proportion of practical examples in the training?	x				
4.	...the theory to practice ratio?			x		
5.	... the work and learning organization?		x			
6.	...the presented material?		x			
7.	... the organization of practical exercises?		x			
8.	... the available time for individual questions?	x				
9.	... the overall atmosphere of the training?	x				
10.	What would you suggest doing better or changing in the training program or organization of the training in the future? ..... ..... .....					
11.	Are there any topics you would want covered in more depth, or topics which would be beneficial to include in the training? An inspiring performance and for a longer time it would have been interesting to listen, that is, for one day :) .....					
12.	Any other comments?					

	Yes, I'm going to read the manual you made
	.....
	.....
	.....

## Annex 2 Train the trainer – feedback from trainers

*Fill out the tables with the accumulated results of your test, i.e. translate all comments to English and insert them in the corresponding fields.*

Date and location 12.6. Virtual

Organization HAMK

Name of trainer Minttu Lampinen

Was the time length appropriate for the training? Yes/no? Can you please give any constructive and helpful comments to make improvements?

This was a shortened time due COVID-19. However, it suited well the online environment

Do you believe the participants feel confident to apply the six steps counselling?

We need to go through the online tool in more peace and when it is localised. Now it was in English still.

Do you believe the participants feel confident to apply the spider-web tool?

We need to go through the spider tool in more peace and when it is localised. Now it was in English still.

Do you have any suggestions for improvement?

This was an ok start to give a general overview.

### Annex 3 Train the trainer – feedback from observers

*Fill out the tables with the accumulated results of your test, i.e. translate all comments to English and insert them in the corresponding fields.*

Date and location (date and place) 12.6. Johanna Kokkomäki & Ulla Haukijärvi  
Organize by (name of organization) ...FIEM..

Training observation

Name of trainer Minttu Lampinen, Tapio Vuorenmaa, Juha Haukka

Did the trainer keep the training topics and schedule?

Yes. The trainers stayed well on schedule and on topics given in advance.

Very well kept on topic and schedule

.....

Were the participants well informed about the SNOWMan tools?

Yes. Participants gained an overview of what tools the Snowman project has developed and what they can be used for. Using case examples, the trainers demonstrated how to put it into practice experience companies have had in using them so far.

The variety of tools used by the trainer? (Power Point/or other application presentation, work sheet, videos, small work groups etc.)

Due to the state of emergency, the training was organized as an online meeting. The training used PowerPoint presentations and provided additional material with links to Snowman's pages to support the process. There were links provided to other materials.

How did the trainer activate the participants?

With questions, giving examples of concrete ways to utilize the tools created in the project.

Other observations

The tools could not yet be tested in practice because the online tool was not yet ready at the time of the training. However, it was promised to return to again in the fall. The content was appropriate and there was some time left for questions.



## Train the trainer – National evaluation report: Denmark

### 1. Facts about the test

Country: Denmark

Test date(s) 2<sup>nd</sup> of July 2020

Number of participants: 10

Completion: In person

### 2. Results from the test, conclusions based on the accumulated data:

#### 2.1 What worked well

The meeting facilities and accommodation provided for the trainers and participants, created good conditions during the workshop.

The participants noted that the openness, energy and positive mindsets of the trainers created a friendly environment, urging them to share their thoughts and inputs about the presented tool/process. The participants found it interesting finally having a tool aimed directly towards owner led companies.

#### 2.2 Challenges

The flow was divided into a conceptual review, and a hands-on review of the digital platform, where all participants had been given a password to the system. As educators, we experienced that it was a mistake to do a parallel review. There seemed to be redundancy in the content first giving a conceptual walk through, following up with the same process, just within the WEB-platform. This redundancy led to a sense amongst the consultants of repetition, and lack of pace and substance in the course.

In future courses we would recommend, that the review of the digital platform follows the conceptual review. This will provide the participants with more time, to test the tool during case work. Pls. see Annex 3. and 4. with agendas for the tested course program, and the new adapted program.

The participants were positive about a tool/process focusing on SME owner-managed companies but found that it was unclear how it was specifically aimed at owner-managed companies. They expressed that they found it difficult to comprehend: "what is it that makes it aimed at owner-managed companies, what makes it different from if it were just aimed at SMEs?".

The trainers alike, found it difficult to illustrate the novelty offered by the tool/process in the approach to value creation, in the process of consulting owner-managers.

### 2.3 Country specific information

The Danish consultants are well educated and accustomed working with theoretical frameworks. It affects their objection to the concept, that it is a bit unclear why this is directed towards owner-managed companies. They need more tools focusing upon the specific focus upon owner-led companies in the process.

## 3. Conclusions

We would recommend that 1-3 more "tools" should be identified to make it more visible that these are owner-managed companies. It could be a tool that uncovers the owner-manager's view of "heritage and future" for the company, as it is one of the areas where owner-managed companies differ from other SME companies. Further research must be carried out in order to identify relevant theory/models in relation to owner-led companies.

Pedagogically, the structure must be changed so that the concept of the process is included in the review of the digital platform, pls. see annex 4. for details regarding suggested new program.

### 3.1 Suggested changes overall

The most important change to the program is avoiding redundancy in content, so the process only become explained during the walk-through of the web-interface.

Secondly it is important to reinforce the concept with models aimed directly towards owner-led companies as stated previously. Further research must be conducted in this aspect.

### 3.2 Suggested adjustments specific to Denmark

If no other countries are in demand of more owner-led focus, the new tools could be a part of the Danish platform, and not a part of the overall platform.

## Annex 1 Train the trainer – feedback from participants

Fill out the tables with the accumulated results of your test, i.e. indicate how many have chosen what option in the multiple-choice sections. Translate all comments to English and insert them in the corresponding fields.

Gender	Female	5	Male	5
Age	<50	4	>50	6
Workplace	Education		Business	10

II. Evaluation of the usefulness of training for the participant				
		Yes (4-5)	Partly (3-4)	No (1-2)
1.	Did the training meet your expectations?	2	8	0
2.	Did the training meet the set goals?	7	3	0
5.	Did the training improve your knowledge?	4	5	1
7.	Will the skills acquired during the training be useful in your daily work?	0	10	0
8.	Do you feel well prepared to use what you have learnt in the real word?	3	7	0

III. Evaluation of the teachers and the organization of the training						
		Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)
	<b>How do you evaluate...</b>					
1.	... the professional knowledge of the teachers?	1	7	2	0	0
2.	... the communication of the teachers with the group?	2	5	3	0	0
3.	... the proportion of practical examples in the training?	0	3	6	1	0
4.	...the theory to practice ratio?	0	5	4	1	0

5.	... the work and learning organization?	0	5	4	0	0
6.	...the presented material?	1	3	5	1	0
7.	... the organization of practical exercises?	1	2	6	0	0
8.	... the available time for individual questions?	1	8	0	0	0
9.	... the overall atmosphere of the training?	1	9	0	0	0
10.	<p>What would you suggest doing better or changing in the training program or organization of the training in the future?</p> <p>Overall, the participants expressed that an “owner manager case”, used to empathize the relevance and value creation of the tool and process, should be included in the presentation.</p>					
11.	<p>Are there any topics you would want covered in more depth, or topics which would be beneficial to include in the training?</p> <p>The participants do not find that the presented tool and process, offers significantly novel approaches to how they currently consult owner managers.</p> <p>The participants suggest that a more in depth understanding of the owner manager’s motivation to use the tool and process, should be included in the training.</p>					
12.	<p>Any other comments?</p> <p>No specific input was given by the participants.</p>					

## Annex 2 Train the trainer – feedback from trainers

*Fill out the tables with the accumulated results of your test, i.e. translate all comments to English and insert them in the corresponding fields.*

Date and location

Organization: VIA University College – Design & Business

Name of trainer: Klaus Greve True and René Claus Larsen

Was the time length appropriate for the training? Yes/no? Can you please give any constructive and helpful comments to make improvements?

We assess that the provided time frame for the training was appropriate. The training was conducted as a one-day event in the duration of 6 hours. This included sign-up, introduction to the project, presentations, lunch break and formal conclusion of the training, including introduction to the further development of the project.

Do you believe the participants feel confident to apply the six steps counselling?

The overall purpose of the training was that the consultants should be able to subsequently use the concept, partly the digital part of the concept, but also the actual consulting role at the owner-manager companies.

Conceptually, the consultants understood the underlying idea and we assume that the simplicity of the concept and the provided training, have resulted in obtained knowledge and skills that allow the consultants to further use the tool within their domain.

Do you believe the participants feel confident to apply the spider-web tool?

As a result of their training, we assess that the consultants have obtained an adequate level of knowledge and skills, that allow them to use the spider-web tool with confidence further on.

We note that the consultants emphasize, that the spider-web tool in particular, provide them with a novel tool as an approach on how to consult owner managers.

Do you have any suggestions for improvement?

The level of transparency on how the 6-step process and the spider-web tool, is relevant as a specific approach on how to consult owner managers, has to be improved. Currently, it is unclear to the consultants how the presented tools differ in particular from the methods they are already using.

### **Annex 3 Train the trainer – Agenda for test course**

#### **Agenda**

Kl. 9.00 – 9.20	Introduction to SNOwMan and non-technological innovation
Kl. 9.20 – 12.00	Explanation and exercises in SNOwMan process
Kl. 12.00 – 12.30	Pause
Kl. 12.30 – 14.00	Introduction and exercises in digital platform
Kl. 14.00 – 14.10	Pause
Kl. 14.10 – 14.45	Role of the consultant in non-technological innovation
Kl. 14.45 – 15.00	Evaluation and round-up

#### **Annex 4** Train the trainer – Agenda for future courses

##### Agenda

Kl. 09.00 – 09.20	Introduction to SNOwMan and non-technological innovation
Kl. 09.20 – 10.00	Characteristics of, owner-led companies
Kl. 10.00 – 10.15	Pause
Kl. 10.15 – 12.00	Walk through of SNOwMan process and digital platform
Kl. 12.00 – 12.30	Pause
Kl. 12.30 – 13.30	Exercises in SNOwMan process and platform
Kl. 13.30 – 13.45	Pause
Kl. 13.45 – 14.30	Role of the consultant in non-technological innovation
Kl. 14.30 – 15.00	Evaluation and round-up

## Train the trainer – National evaluation report: Poland

### 1. Facts about the test

Country: *Poland*

Test date(s): 8-10<sup>th</sup> and 16<sup>th</sup> of June 2020

Number of participants: 12

Completion: *Virtual, using Cisco Webex platform and "My GUT" as documents repository.*

### 2. Results from the test, conclusions based on the accumulated data:

#### 2.1 What worked well

- Detailing the 6-step process with examples of actions and real-life situations referring to each step.
- Engaging participants in showcasing their own experience in working with SMEs. Regarding participants from intermediary organizations as experts in their respective fields and encourage cross-learning from one to another. Sending "homework" to training participants: materials to give participants a sense of what's going to happen and to welcome them in advance.
- Participants preparing a mock strategy for a company of their choice (e.g. previous company that they worked with). It allowed to check the understanding of the process, to remember it better, to find any possible challenges, to appreciate the usefulness and simplicity of supporting tools, to create an "ownership" feeling towards the process.
- Participants asked to pretend to be the future participants of future trainings and brainstorm questions about the process- *"What question would a future participant of your training ask?"* and then answer them in groups. Participants taking on the roles of trainers answering tricky questions about the process. It is a well-known teaching technique and it brings great results.
- Participants asked to make a list of the value that the 6-step process is bringing. Brainstorming the value helped the participants to find the elements of the process that are the most important for them and might be the most beneficial after implementing in their day-to day work and therefore increasing the likelihood of successful implementation.
- Atmosphere and icebreakers: we made sure that everyone knew everyone else, they had possibility to introduce themselves talking about professional and personal issues. We made sure that everyone had the chance to talk and ask questions.
- Keeping all sessions on track, feedback for participants, following the agenda.



## 2.2 Challenges

Participants were encouraged to present to owner-managers a broad offer of advisory actions. Not only those possible to acquire in their own organizations but also in other Intermediaries in the region. Participants were not sure how that should be done. It is not typical for this kind of organization to “let go” of a client since they, most of the times, have to finance themselves from the services they provide (and sometimes grants). There was an issue raised – how to compensate the primary organization for all the work done, when the owner-manager changes organization mid-process?

The training involved presentation and then individual exploration of the project website. There were a lot of questions and problems with the website – many participants couldn’t find the tools (e.g. strategy template) or files with data (e.g. filling in the spider web and then trying to find where it has been automatically saved). Many participants were raising an issue of remodeling the website or at least placing a help information – where to find things.

Due to the fact that the training was online it was difficult to use hands-on training. We could not use all the senses to affect learning, to demonstrate and apply teaching points to create greater understanding and knowledge of the project and its tools.

Different learning skills and styles: some of the participants were obviously visual and some of them aural, some of them understood the activities without the problems, some of them needed much more explanations.

Making the session lively by engaging participants in the learning process when they have technical problems and encourage everyone in the training session to speak freely and candidly without eye contact.

Getting feedback and course completion: despite that the evaluation survey has been moved to Google Forms, allowing very easy completion, we had to send a few reminders with the link to this survey to get feedback on the course.

## 2.3 Country specific information

Some participants are used to build their relationships with companies they advise on the basis of authority, knowledge and advantage. For those participants it was harder to acknowledge the need for the 6-step process to be an open, reflexive, dynamic mechanism with a respectful and trusting relationship with OM rather than a set of strictly followed rules and procedures. On the other hand, the flexibility of the process was believed to be a great advantage, making it possible to adjust to the needs of the company and the experiences of the intermediary.

Many SMEs in Poland have experienced an economic downturn, so spending on personnel development and counselling have been usually cut first. Therefore, one of the more difficult tasks in running a training company is to convince business owners that it is worth investing in a non-technological innovations in a long-term policy, because such an approach guarantees business benefits.

Thanks to the training sessions, and in particular, the icebreaking activities, we learned that one of our partners (Pomerania Development Agency Co.) is currently launching the project of centralized consulting services in Pomorskie region, aiming at providing entrepreneurs with more accurate information about intermediaries ready to assist them in specific situations and satisfy their needs at the highest level.

## 3. Conclusions

### 3.1 Suggested changes overall

We have few suggestions of changes looking for improving the TdT process:

- More examples and real-life best practices.
- More time with the tool and with the website (once it is translated).
- Practical exercises set to encourage:
  - cross-learning,
  - using participants own experiences,
  - practicing skills and tools of the 6-step process,
  - understanding value of the process,
  - seamless implementation in day-to day work,
  - ability to share the skills and knowledge with others.
- Underlining the flexible, respectful and dynamic relationship with the owner-manager rather than a strictly followed procedure.
- Changes in the website of the project and/or help material and/or more time spent on explaining where to find necessary files on the website.
- Two version of TdT – online and real.

*The Train the Trainer program could also:*

- include positive examples of the counselling toolbox. These positive examples could present the greatest potential in demonstrating the added value of using the project's tools
- show useful ideas on how to address other stakeholders and intermediaries outside the groups of partners
- include session on the uniqueness of the problems that owner-managers are facing in Poland and can help the intermediaries to provide better tailored solutions to the SMEs.

### 3.2 Suggested adjustments specific to Poland

Country specific examples of success in NTI.

Country specific information on learning and teaching process.

## Annex 1 Train the trainer – feedback from participants

Fill out the tables with the accumulated results of your test, i.e. indicate how many have chosen what option in the multiple-choice sections. Translate all comments to English and insert them in the corresponding fields.

Gender	Female	7	Male	5
Age	<50	9	>50	3
Workplace	Education	0	Business	12 (public institutions)

II. Evaluation of the usefulness of training for the participant				
		Yes (4-5)	Partly (3-4)	No (1-2)
1.	Did the training meet your expectations?	7 (58%)	5 (42%)	0
2.	Did the training meet the set goals?	7 (58%)	5 (42%)	0
5.	Did the training improve your knowledge?	7 (64%)	3 (27%)	1 (9%)
7.	Will the skills acquired during the training be useful in your daily work?	4 (33%)	8 (67%)	0
8.	Do you feel well prepared to use what you have learnt in the real word?	6 (50%)	5 (41%)	1 (9%)

III. Evaluation of the teachers and the organization of the training						
		Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)
	<b>How do you evaluate...</b>					
1.	... the professional knowledge of the teachers?	6 (50%)	5 (41%)	1 (9%)		
2.	... the communication of the teachers with the group?	5 (41%)	6 (50%)	1 (9%)		
3.	... the proportion of practical examples in the training?	2 (17%)	8 (67%)	1 (8%)	1 (8%)	
4.	...the theory to practice ratio?	4 (33%)	4 (33%)	3 (25%)	1 (8%)	
5.	... the work and learning organization?	5 (41%)	3 (25%)	3 (25%)	1 (8%)	
6.	...the presented material?	4 (33%)	6 (50%)	2 (17%)		
7.	... the organization of practical exercises?	4 (33%)	5 (41%)	2 (17%)		1 (8%)
8.	... the available time for individual questions?	5 (41%)	4 (33%)	3 (25%)		
9.	... the overall atmosphere of the training?	6 (50%)	6 (50%)			
10.	What would you suggest doing better or changing in the training program or organization of the training in the future? <ul style="list-style-type: none"> <li>- divide online into more sessions, but shorter ones - maintaining concentration for a few hours and then more creative work was a big effort,</li> <li>- Less time devoted to discussing individual work</li> <li>- Unfortunately, the epidemiological situation imposed a different form of training and in my opinion it had a negative effect on the message. In my case, technical / hardware problems, problems with the Internet connection or organizational and logistic issues significantly reduced my cognitive abilities. I think that training in the standard formula could be much more practical and could also translate into practical skills.</li> <li>- This form of training and the combination of workshop work with lectures seems to be optimal.</li> </ul>					
11.	Are there any topics you would want covered in more depth, or topics which would be beneficial to include in the training?					

	- maybe a little more work with the tool itself
12.	Any other comments? ..... ..... .....

## Annex 2 Train the trainer – feedback from trainers

Fill out the tables with the accumulated results of your test, i.e. translate all comments to English and insert them in the corresponding fields.

Date and location 8-10<sup>th</sup> and 16<sup>th</sup> of June, virtual

Organization Gdansk University of Technology

Name of trainer Magdalena Licznarska and Marita McPhillips

Was the time length appropriate for the training? Yes/no? Can you please give any constructive and helpful comments to make improvements?

*Yes. The length of the training was enough. Participants had time not only to listen to presentations but to engage in exercises, prepare tasks, but most importantly to discuss the lesson learnt and communicate all of the reflexions and comments after each part.*

Do you believe the participants feel confident to apply the six steps counselling?

*Participants seem to be quite confident to apply the 6-step counselling. Most of the participants were experienced advisors and the flexibility of the process was considered to be one of its biggest advantages in implementing. Many practical exercises done during the training helped participants to predict challenges ahead and prepare for them. Participants shared their experiences with others, which helped with cross-learning.*

Do you believe the participants feel confident to apply the spider-web tool?

*Spider web tool was very well received by the participants. It was considered to bring additional benefits to the counselling process. The broad scope of areas for discussion with the owner-manager, the self-reflexion initiating approach, and the self-indication of the desirable future state (depending on the stage of the development of the company) were believed to be the biggest advantages of the tool.*

Do you have any suggestions for improvement?

*Participants had trouble navigating the project website and finding supporting tools. Maybe more time of the training should be spent on explaining how the website works and where to find things.*

*Two versions of the course could be prepared, face to face and online. Each version of the Train the trainer handbook would contain slightly different tips on how to conduct the course, the length of the session and how to conduct group exercises.*

*To the session in which the KAIN method was presented, a short block about the process of learning, cognition and remembering could be added. Learning styles, steps and methods of memorization could be recalled or introduced. For participants with a lack of elementary knowledge of the learning process, it can be difficult to switch from the trainee role to the trainer role.*

## Train the trainer – National evaluation report: Lithuania

### 1. Introduction

The overall aim of this training course is to enable staff and business coaches at intermediaries to consult their companies and boost their innovation potential. This training programme was divided into two parts. First session took one day of training and the second time was concentrated half day of training, since many employees at business intermediaries can not afford to attend a several days of training.

In particular **non-technological innovations**, like social and organisational innovations, are of high priority for SMEs, yet the funding programmes focus on the promotion of product innovations only. Support in the area of **non-technological innovations** forms an essential basis for all subsequent changes and therefore must be treated with at least equal attention as technical innovation support measures. Many companies, even small ones, implement the non-technological innovations without considering them as innovations- they rather consider them as CHANGES.

### 2. Training Programme

It is essential to train intermediaries and their organisations directly in how to start-up and how to practise the tutorial and thematic elements in the new counselling tools with the goal to create successful support to owner-managers. Likewise, it is essential to maintain competences and motivation in form of continued training, and to adapt the training programme dynamically in accordance with adjustments of the counselling toolbox. In a longer perspective integration of the new tool elements in the HEI and the VET sectors' formal and informal portfolio is necessary for influencing on future intermediaries and owner-managers in the advantages in using the new counselling and supporting toolboxes.

#### 3.1 Target group:

The target group of the train the trainer program will be intermediaries in the business support system which professional occupation is counselling of SME owner-managers in areas related to



non-technological innovation. The end-users are the owner-managers who benefit from the counselling services. The ambition is to increase the counselling quality and capacity in the target sector of intermediaries, and hereafter as end-result to create a more trustful and cooperative environment that stimulates the owner-managers more efficiently in responding to challenges listed in the spider-web tool. All SME owner-managers connected to the business support partners will be carefully kept informed about the aims and advantages of the new preferred counselling and supporting tools, including the intermediaries' development of competences as a result of the training operations.

### **3.2 Learning Objective**

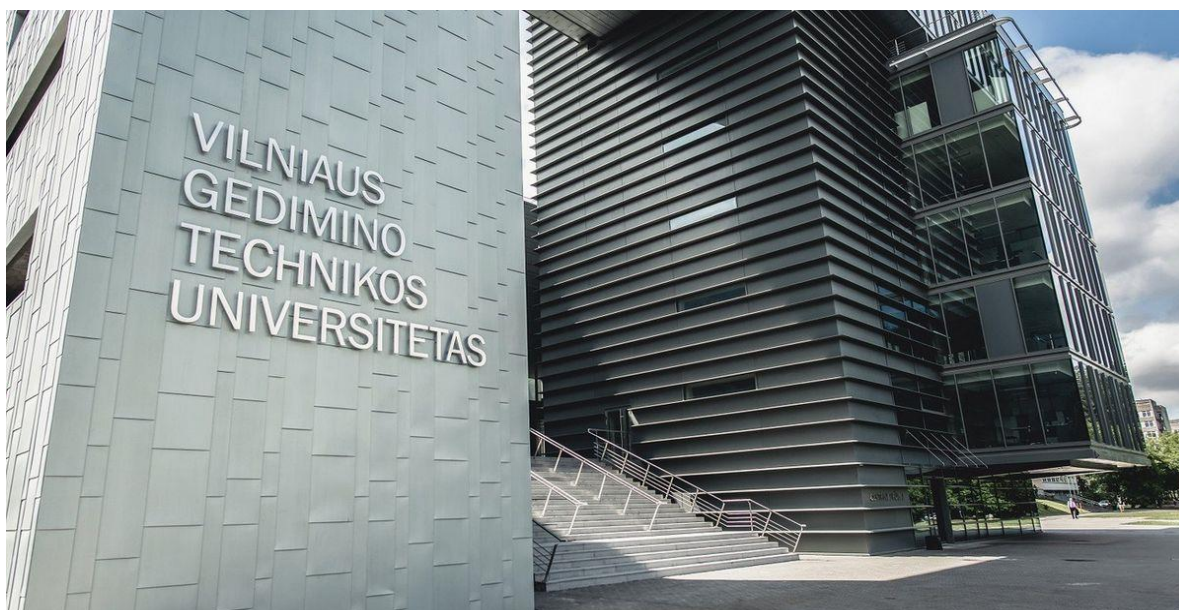
The main learning objective of Train-the-Trainer Seminar is to give the target group the skills they need to become permanent qualified coaches to encourage non-technological innovations in owner-managed SMEs.

## **3. Structure of the Train the Trainer Programme**

The programme was designed for 10-12 attendants and consisted of two parts:

- a) 1 ½ intensive training and
- b) with an interval of 4 - 6 weeks ½ day follow-up. Here the group of intermediary attendants shared experiences from their individual real-life counselling of owner-managers, they discussed and recommend adjustments in relation to the quality and process indicators in the counselling toolbox.

### **3.3 Train the Trainer Programme 05 June, 2020**



June 05, Friday

Address: Online ZOOM platform

09:30-09:45

Introduction

Brief presentation of the SNOWMAN project

*The main goal and project outcomes.*

09:45-10:00

Introduction of Participants

*Short round table presentation of each participant, followed by creative exercise.*

10:00-10:30

Training Programme

Structure of the Train the Trainer Programme

First and significant step: Introduction and Trust-Building

Train the trainer – effective teaching and training techniques

10:30-11:00

Toolbox Portal

11:00-11:30

Guidelines for to the 6-Steps Counselling Tool

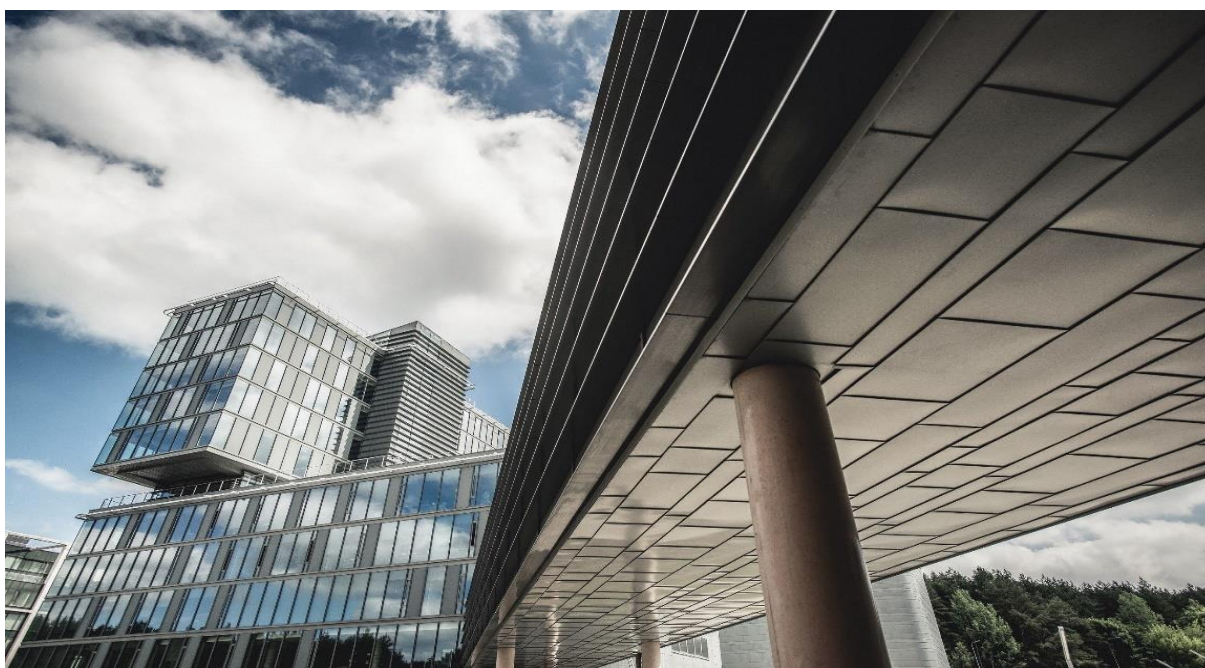
11:30-12:00

Guidelines for to the Spider-Web Tool

12:00-13:00	Lunch break
13:00-13:30	Business Model Guideline
13:30-14:00	Guideline for Networking
14:00-14:30	Supporting toolbox - Book "Six Steps for Innovation"
14:30-16:00	Wrap-up Session. Final debate and course evaluation

### 3.4

### 3.5 Train the Trainer Programme 02 July, 2020



July 02, Thursday

Address: Online ZOOM platform

09:00-10:00	Overview of essential tasks and contents of consulting SMEs and owner-managers with a focus on the non-technological innovations
10:00-11:00	Knowledge Acquisition according to Individual Needs – KAIN (Knowledge Acquisition according to Individual Needs)

	<i>Working out the application of the method with a case study in small groups.</i>
<b>11:00-12:00</b>	<p>Consulting process with the new counselling tools</p> <p>Evaluation concept for Train the Trainer Training</p> <p><i>Case studies in small groups and/or bilateral role-playing games</i></p>
<b>12:00-13:00</b>	<p>Evaluation and recommendations in relation to the quality and process of the counselling toolbox.</p> <p><i>Joint evaluation of experiences.</i></p>
<b>13:00-13:30</b>	Wrap-up Session. Final debate and course evaluation

### 3.6 Evaluation

Evaluation of the effectiveness of the training is important task. After the theory session trainers and organizers collected feedback with questionnaires which participants filled in onsite.

## 4. Evaluation concept for Train the Trainer Training

- Written questionnaires were used, to be filled out by participants and observers. These studies relied on written interview, in which the important role played by a written questionnaire. The questionnaire on the nature of the impersonal, standard questions, the order of questions arranged so as to facilitate the development of data and accordingly affected the respondent.
- Closed-ended questions were given answers ready, previously thought by the investigator.
- The subjects only chose from suggested answers.
- Responses are selected such that the cover generally all the possible solutions that may lead one in relation to the question posed.
- They facilitated the work of the investigator. The anonymity of the survey was a factor conducive to honest answers than the face-to-face interview.
- The study did not require large research teams.

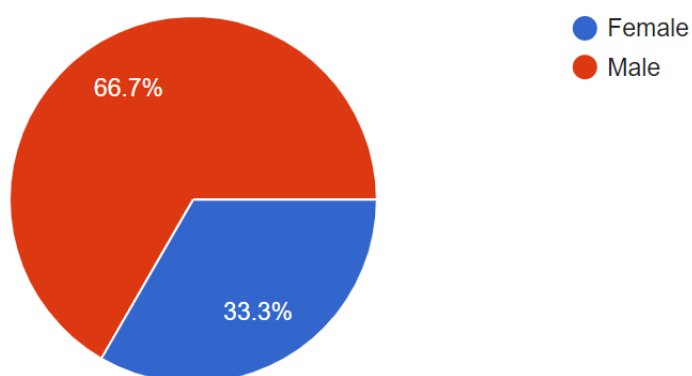
**Participants** were asked to fill out questionnaires (see the answers below) in which they were able to assess the quality of training in its various aspects. The questionnaire was divided into three parts:

1. the first part concerns the evaluation of motivation to participate in the training,
2. the second part concerns the evaluation of the usefulness of training for the participant,
3. the third part concerns the evaluation of the teachers and the organization of training.

## Annex 1 Train the trainer – feedback from participants

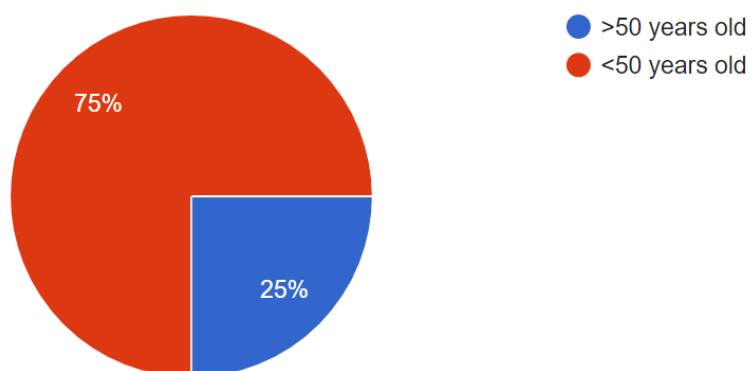
Gender (please mark where applicable)

12 responses



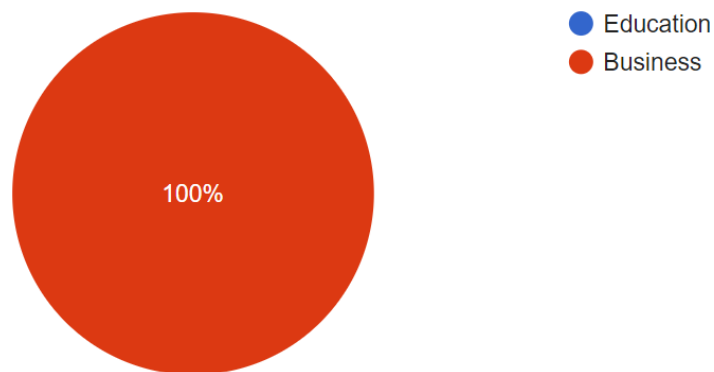
Age (please mark where applicable)

12 responses



Workplace (please mark where applicable)

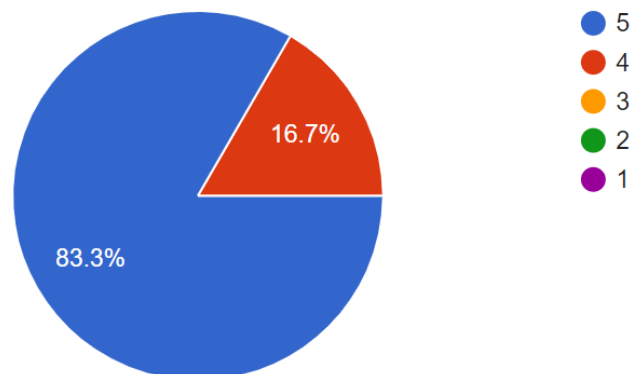
12 responses



### Evaluation of the usefulness of training for the participant

Did the training meet your expectations? Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

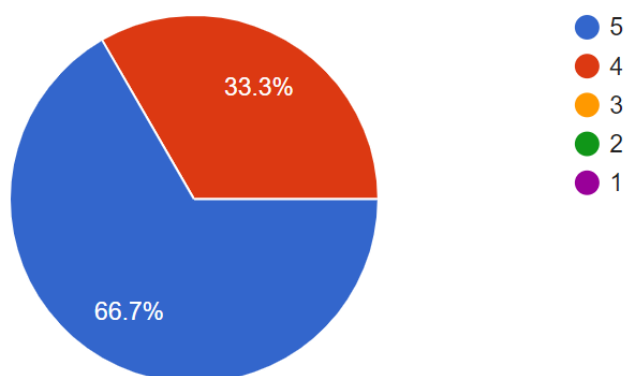
12 responses





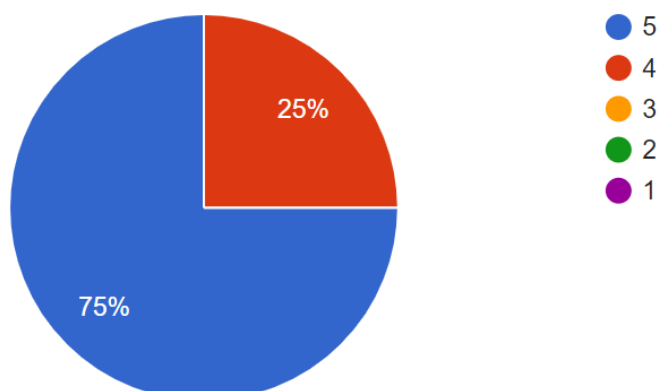
Did the training meet the set goals? Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

12 responses



Were the topics for the training well chosen? Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

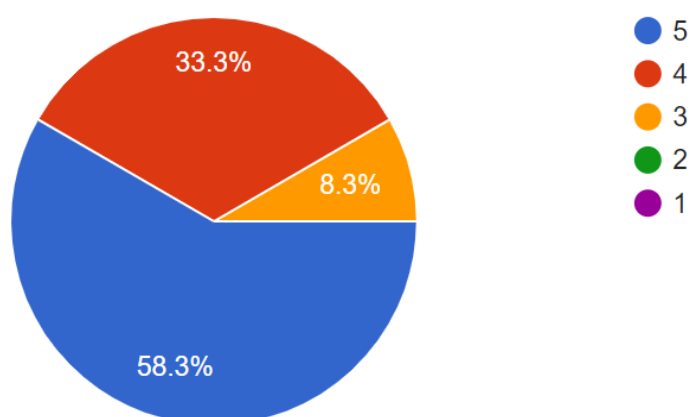
12 responses





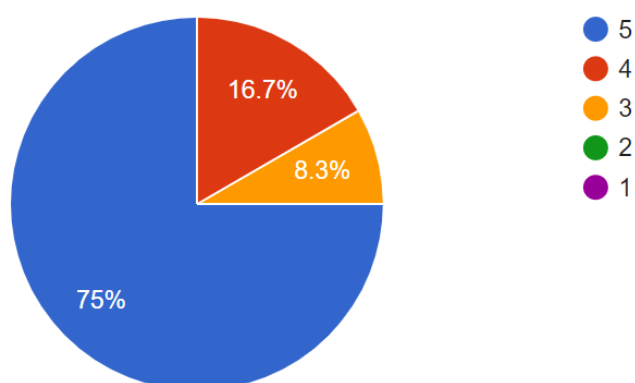
Did the training improve your didactic competence and skills? Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

12 responses



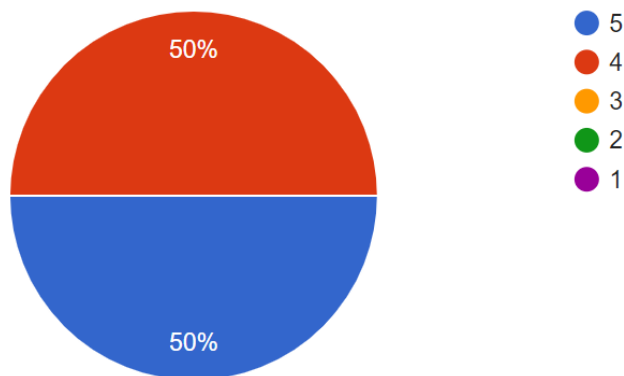
Did the training improve your knowledge? Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

12 responses



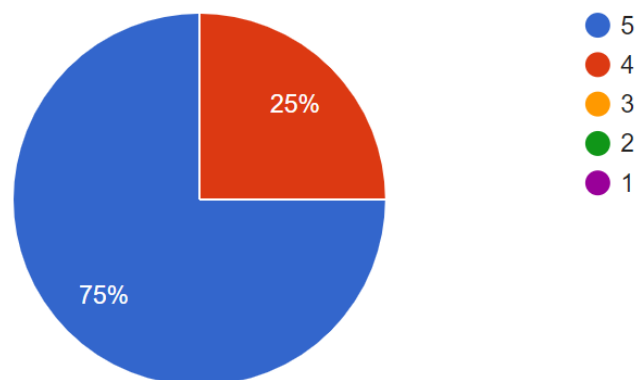
Did you acquire enough abilities to work with students or trainees?  
Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

12 responses



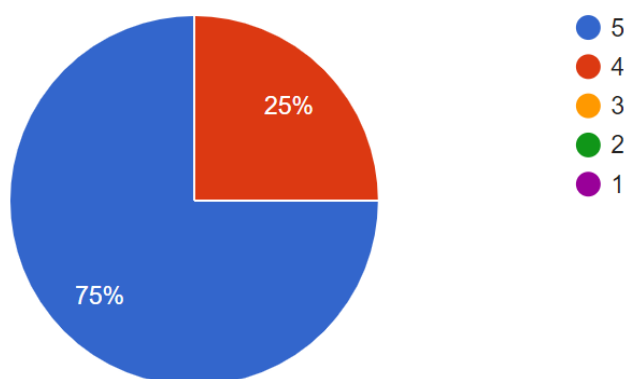
Will the skills acquired during the training be useful in your daily work?  
Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

12 responses



Is it possible to implement this training in your country? Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

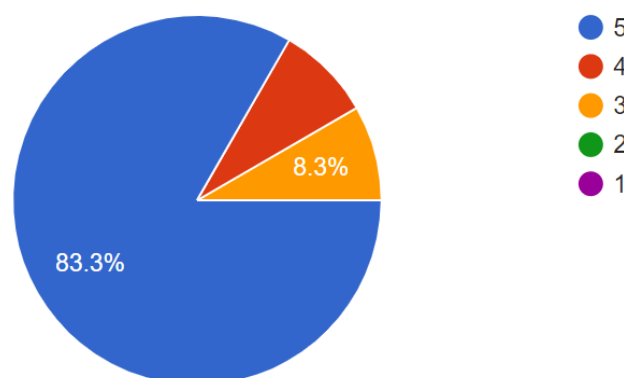
12 responses



### Evaluation of the teachers and the organization of the training

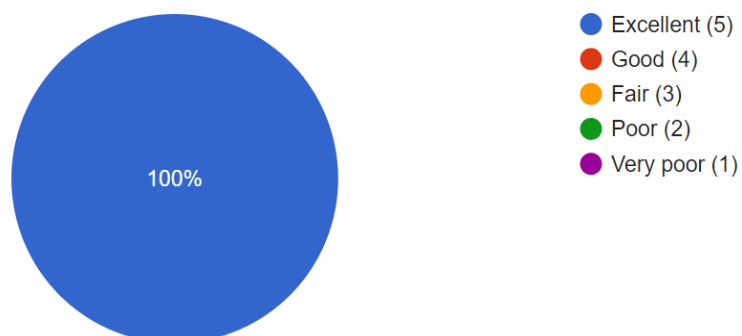
Is it possible to use full program of the training in your country? Evaluate from 1 to 5 (where 1 means - no and 5 means - yes) only one answer is applicable.

12 responses



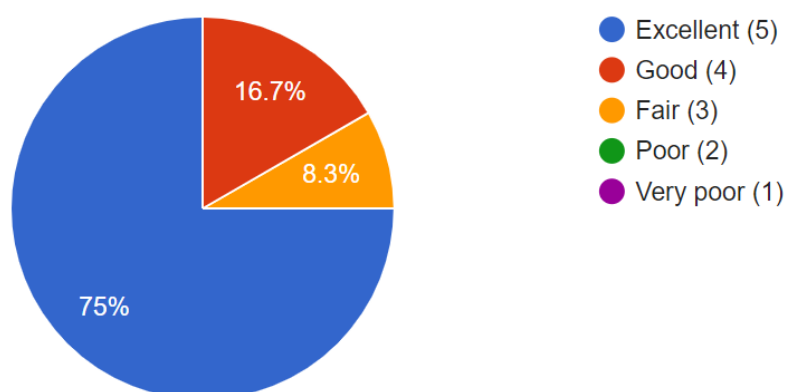
How do you evaluate the professional knowledge of teachers?

12 responses



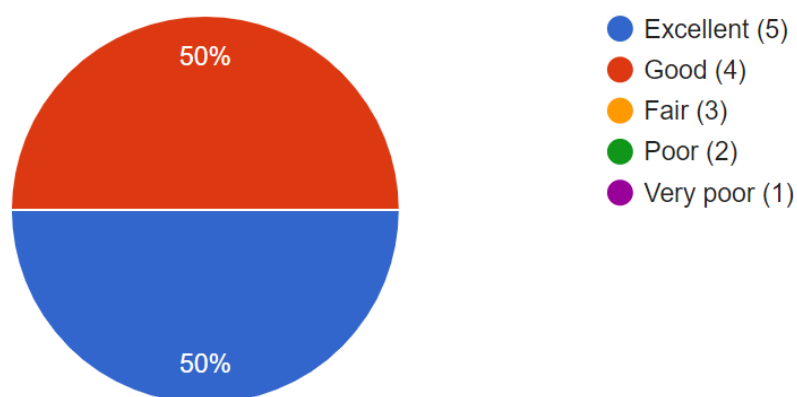
How do you evaluate communication of the teachers with the group?

12 responses



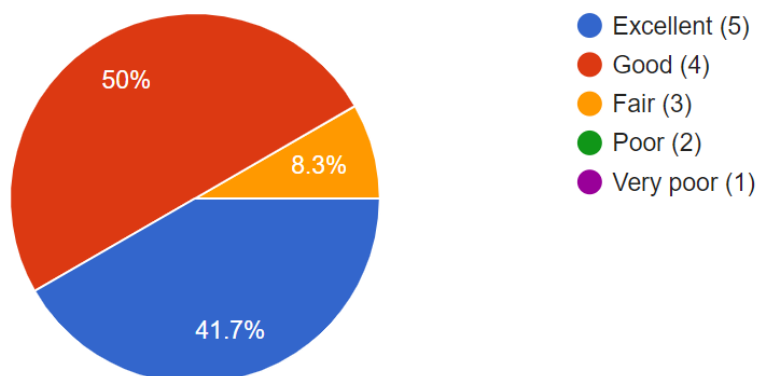
How do you evaluate proportion of practical examples in the training?

12 responses



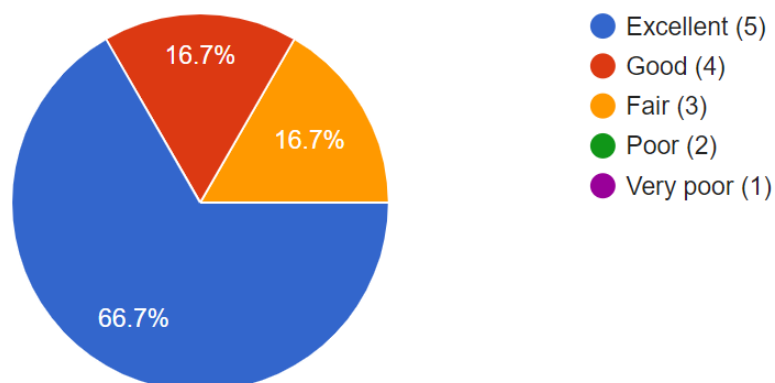
### How do you evaluate theory and practice ratio?

12 responses



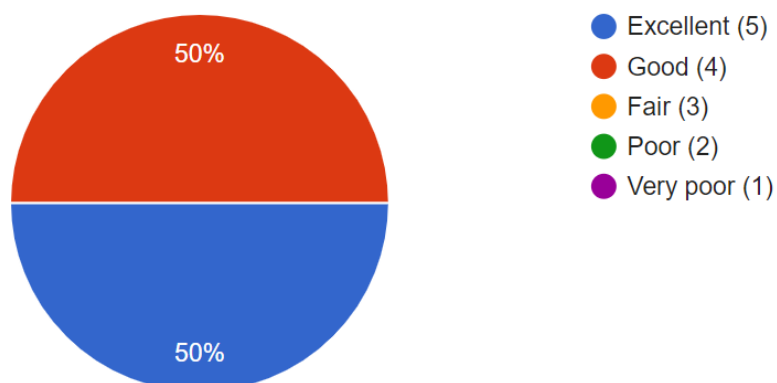
### How do you evaluate work and learning organization?

12 responses



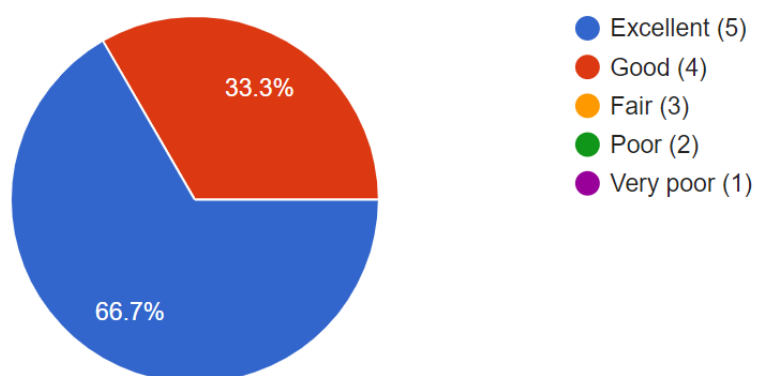
How do you evaluate the presented material?

12 responses



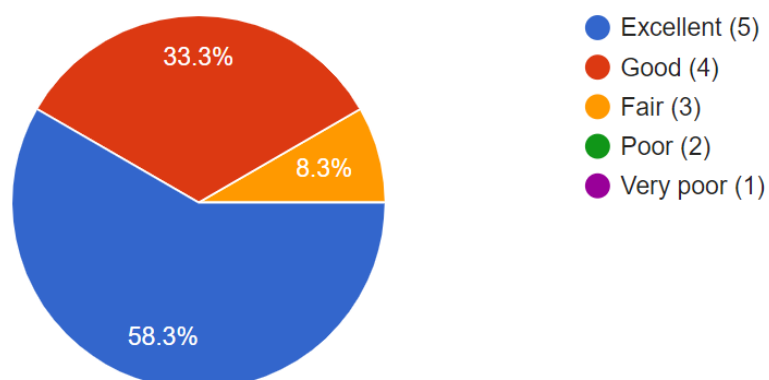
How do you evaluate working environment (tools, equipment, etc.)?

12 responses



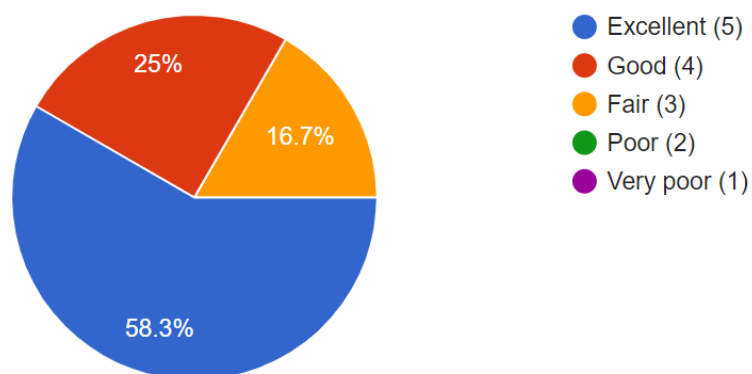
How do you evaluate the organization of practical exercises?

12 responses



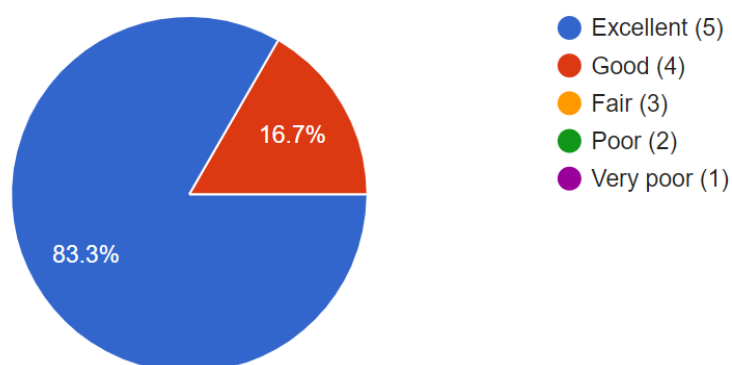
How do you evaluate available time for individual questions?

12 responses



How do you evaluate overall atmosphere of the training?

12 responses



What would you suggest doing better or change in the training program or organization of the training in the future?

4 responses

meet face to face

Maybe training would benefit from some group activities



## Annex 2 Train the trainer – feedback from trainers

**All trainers** were asked to fill out questionnaires (see the answers below) in which they were able to assess the quality of training in its various aspects. The questionnaire was divided into four themes:

- Was time length appropriate for the training?
- How do you evaluate the trainees learning, activity, participation?
- What else would you suggest?
- Other remarks

### **SNOWMAN project Train the training feedback summary from trainers (June 5 and July 2)**

*Organize by (name of organization)?*

- Vilnius Gediminas Technical University (VilniusTech).

*Name of trainers?*

- prof. dr. Jelena Stankevičienė, prof. dr. Daiva Jurevičienė, dr. Agnė Vaiciukevičiūtė, Kristina Kovaitė.

*Was time length appropriate for the training? Yes/no? Can you please give any constructive and helpful comments to make improvements?*

- Unanimously all the trainers agreed that the time length was appropriate for this particular target group.

*Do you believe the participants feel confident to apply the six steps counselling?*

- Unanimously all the trainers agreed that target group is quite experienced, therefore, fully capable to apply six steps counselling.

*Do you believe the participants feel confident to apply the spider-web tool?*

- Unanimously all the trainers agreed that target group is quite experienced, therefore, fully capable to apply the spider-web tool.

### Annex 3 Train the trainer – feedback from observer

The final evaluation form contains a survey sheet for the accompanying observations **by the evaluator**.

#### 3.7

#### The SNOWMAN Project Train the training observation summary sheet (June 5 and July 2)

*Name of trainer?*

- Dr. Lidija Kraujalienė

*Did the trainer keep the training topics and schedule?*

- The trainers kept the topics mentioned in the training programme, followed the scheduled time.

*Were the participants well-informed about the SnowMan tools?*

- All participants were deeply informed about all created tools in the project, presented the material and through the snowman portal, showing the steps of how to use these tools.

*The variety of using tools by the trainer? (Power Point/ or other application presentation, worksheet, videos, small work groups etc.)*

- Power point, life - presentation of snowman portal, tools and workshops.

*How did the trainers activate the participants?*

- Trainers activate the participants online to the workshop, asked questions, discussed the usefulness of the portal, tools, and INTs role and help for SMEs for encouraging non-technological innovations for the growth of SMEs.

#### 3.8

The conclusions of the evaluation research contributed to improve the quality, and especially the effectiveness of the training.

#### 3.9

Vilnius Gediminas Technical University instructors for Train the Trainer program: *prof. dr. Jelena Stankevičienė, prof. dr. Daiva Jurevičienė, dr. Lidija Kraujalienė, dr. Agnė Vaiciukevičiūtė, Kristina Kovaitė.*

Business intermediaries, owner-managers and universities jointly develop and apply innovative tools and methods for business counselling that respond to the specific needs of owner-managers of small and medium sized enterprises (SMEs). Owner-managers of SMEs tend to be driven by

different considerations than SMEs run by employed managers, for example, their own family's well-being, the employees' situations and lack of time for developing their own managerial skills. The SNOwMan project has 13 partners across the Baltic Sea Region in Germany, Poland, Finland, Lithuania and Denmark. It is funded by Interreg Baltic Sea Region and the European Regional Development Fund.



### 3.10