TRAINING METHODOLOGY FOR MANAGERS

1. TALKING ABOUT TEACHING'S METHODOLOGY

There are two general proposals within the partners about what kind of methodology might be used by teachers when training managers:

IGAP from Portugal mainly stands for a **deductive process of learning**. This proposal pleads for a mental deductive process by introducing and explaining concepts and ideas that are expected to be practiced in your own areas of work. The main idea is to give the manager the proper concepts and resources, explain them how must be used and them the manager is going to practice. IGAP explains this process with three main kind of pedagogical techniques:

1. **Expositive** techniques: to work the **theoretical approach** of some subjects (principles, for instance) supported by some handouts, exercises, PPT's, bibliography, where the teachers explains to the managers what they think the main ideas are.
2. Secondly, we can use **interrogative** techniques, like brainstorming and **debates,** during the **discussion** and study.
3. Finally, the above can be completed by **active** techniques, as pre-assessment questionnaires, to promote **self awareness about personal development** areas, to achieve some results that are going to be worked during training (for instance, DiSC); case studies; role-playing; work groups; individual questionnaires about social and personal skills.

There is another proposal of methodology by IAAP in Spain that stands for **the inductive process of learning based on action/reflection/action.** It starts with a self diagnosis about *what I know and what I the manager can do*. It continues with a reflection process together with other managers' ideas (working in groups) and other teachers' ideas (with documents or presentations). And finally, the managers have to prepare a better performance when they come back to their works. A performance that includes what they have learned and that they have to demonstrate that they have change because of the training.

The process has five main procedures:

1. **Reflection on how a particular issue is worked in their organization and how people deal with it.**.. To have a diagnosis at the beginning of the process, this reflection should first be done individually and then in groups, as that it is the first step to starts the learning process.
2. A second pedagogical moment has **to allow the participants to develop their own definition of the key concepts** of the topic: from what they already know as individuals to a new knowledge after working in groups. Finally, they have to **complete** their own knowledge's **with definitions of experts, authors, etc.** It is recommended the inclusion of examples and experiences on how their administrations work. These examples are useful as models.
3. It is necessary to develop **a way of supervision to their projects, especially on how to carry out the subjects in their own individual realities.** It is important to have the opportunity to be supervised by another person from the group (peer revision) and/or by the teacher/tutor.
4. A **final analysis of the key ideas needs to be done and be considered by every** administration: either to make a Decalogue, to write a message to every person on your service telling them what to do or about any other activity that allows the manager to **start designing a change** in their usual practices.

5. **Follow up:** to see the effect of the new procedure on the subject **after three months**: What new mechanisms have been carried out? What have been built? What has been changed? This way, it will be possible to know whether the training has been successful, the managers' performance is better and, therefore, the Administration is improving.

Both proposals have been practiced and can be equally successful. It is up to the organization and/or the teachers what they think is a better option to learn in their places. Nevertheless, it is necessary to be aware that both options imply different ways of teaching and different results.

2. THE TECNIQUES

A teaching technique is a kind of concrete action, planned by the teaching and conducted by the teacher himself and/or his students in order to achieve some specific learning objectives. Thus, to choose the proper techniques to get the goal (teaching knowledge, skills or attitudes) one have to take into account several factors:

- The kind of learning to be tough: it is no the same to teach an idea than an attitude.
- The number of people we have in front of us.
- The subjects we are working with.
- The moment of the learning process.
- The pedagogical resources available.
- The time we have for the activity (even the moment of the day).
- The room/ area of space where we can work.
- If we have means/resources for a non classroom training (e-learning platform, e mails, etc) that we can use as well.
- And the most important one: the kind of persons that we are going to deal with, their role in the organization, their possibilities, the number of people they have in charge of, theirs previous experiences as managers, whether they have or not support from their superiors, etc.

As it is known, the pedagogical techniques are not specially related with any kind of methodology. Both deductive and inductive methodologies can share techniques, but they will choose an special the moment to use them and perhaps the inductive methodology will diversify more.

At any rate, the partners in this project have worked with many techniques that they considers very useful to teach competences to the managers as we have already explain. We have organised them in the tables below, in two ways:

a) Table 1: Classification of pedagogical techniques.
b) Table 2: The proper techniques to be used for each competence that has to be taught to the managers.

However, the general idea is to use blended learning, consisting in merging different elements or techniques to be sure that everyone in the teaching process arrives to the goals.

TABLE 1: KIND OF PEDAGOGYCAL TECHNIQUES

TYPES	AIMS	TECNIQUES
EXPOSITIVES	To convey information about ideas, concepts, experiences, processes, etc...	• Papers • Conferences • Masterful lesson • Presentations
GAMES	It can have multiple aims. You can invent a game for a theoretical concept. It is just a way to facilitate the learning process.	• Behaviour modelling. • Ex: "The deck of the planning". A way to learn the steps of a planning process by playing cards.
REFLECTIVE METHODS	To know what they already know. To start the learning process from their own experiences, so it will be possible to relate the new ideas in their real contexts.	• Self questionnaire • Answer questions in group • Discussion • Debates
CREATIVE	To get new ideas. Provoke the imagination and diversity of ideas. Learning how to contribute. Building projects with contributions from different types of people, etc.	• Brainstorming • Experiential learning: • Pictograms and murals
RESEARCHING	To find out what is new for the manager. To promote an active attitude to find out more information and to know how others do.	• Seminars • Consultation of colleagues • Bench marking • Analyse of documents • Searching in the Web
GROUPAL COOPERATIVE LEARNING	To share ideas and experiences. To work together to the same goal. To learn to built a team.	• Working groups • Focus group • Phillips 6/6
DRAMATIZATION	To be in the positions of the others. To put in practice skills before go to the field. To practice how to apply something in a new situation	• Role playing • Simulation
KNOWING OTHER PRACTICS	To know other experiences and to analyse them.	• Case study • Analysis other experiences • Inviting of other administrations • Benchmarking
PROJECT DESIGN	Learn to elaborate plans, to prevent resources, organization and to avoid problems.	• Action learning • Project work
TRAINING ON THE JOB	To profit the normal tasks at work field to reflect and learn.	• Stages • Visits • Problem based learning • Mentoring (somebody for their own organization)
ASSESSMENT TECHNIQUES	To use the assessment as a part of the learning process.	• Peer review • Participating in real processes as a final test
COACHING	Helping counseled in their personal and professional development and open new possibilities	• Individual coaching • Group coaching
E-LEARNING	Use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching.	• Self-instructional training • Any e-learning courses
COMMON ASSESSMENT FRAMEWORK	To allow the Organization do a rapid diagnosis, from this, develop an action plan in order to achieve excellent public organizations.	Four main purposes: 1. Identify the strengths and weaknesses of the organization 2. An introductory tool to begin a process of

		improvement.
		3. Create a culture of quality and introduce the various models used in quality management (TQM).
		4. Facilitate benchmarking in public organizations.

TABLE 2: THE PROPER TECHNIQUES FOR EACH COMPETENCE THAT HAVE TO BE TAUGHT TO THE MANAGERS

	Ecological governance	Dealing performance problems	Organizational knowledge and managing processes	Quality of work	Encourage a citizens oriented culture	Giving support to development	Management innovation and improvement	Accountability tools	Managing objectives. Getting commitment	Managing diversity	Ability to explain and convince: leadership	Feedback	Transparency in relation to the work	Understand effective methods for citizen participation	Managing the process of change	Ethical approach
EXPOSITIVES			X		X	X					X	X				
GAMES	X												X	X		
REFLECTIVE METHODS		X				X					X		X	X		X
CREATIVE							X		X	X				X		
RESEARCHING	X			X					X						X	X
GROUP COOPERATIVE LEARNING	X	X					X				X	X	X			
SIMULATIONS	X	X			X		X		X	X				X	X	
PRACTICAL	X	X	X	X		X	X	X	X	X					X	
PROJECT DESIGN													X	X	X	
TRAINING ON THE JOB		X			X		X	X							X	
ASSESSMENT TECHNIQUES			X			X					X	X	X		X	
BENCHMARKING					X								X			X
COACHING		X	X				X	X						X		
E-LEARNING									X	X					X	
COMMON ASSESSMENT FRAMEWORK		X											X			

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