



## 6 Instances of Changes from the Romanian case study

### Results from the TTPlus project

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1. Instances of Changes 1 : "fit to the needs"
2. Instances of Changes 2 : "tasks rotation"
3. Instances of Changes 3 : "mediation of the training strategy"
4. Instances of Changes 4 : "re-thinking theory"
5. Instances of Changes 5 : "multicultural peer learning"
6. Instances of Changes 6 : "sense of community of practice"

## 1. Instances of Change 1: "fit to the need"

### 1.1. Metadata

Institution			
Title	A name given to the instances change	"fit to the need"	
Description	An account of the content of situation.	Training is an implicit function of the people responsible for coaching a small team of employees.	
Date	Date Created	20.09.2007	
Creator	A person or entity primarily responsible for providing the content of the resource.	Magda Balica	
Audience	The intended audience for instances.	organizations	
Sources	A reference to the case study	construction company case study	

### 1.2. The policy and practice context in which the "instances of changes" is placed

#### Brief introduction to the context/case

The construction company have a long history as an important materials provider for construction field at the level of Constanta county in Romania. Before '90, the company was a state big enterprise with more than 1000 workers. The products of the company were used at a big scale for the huge construction housing in the communist period. During the period 1990-2007, the company faced many changes in structure, products, production schemes and staff. The main changes occurred in the last period are the following:

- transition from the state status company to a private based company;
- tremendous reduction of the personnel from approximately 1000 employers to 100 employers in 2007;
- introduction of new production technologies;
- new products and raw materials;
- new but instable market for their products.

Although in the last years the company faced many structural changes, there is no training department or training manager in the company. Anyway, the need for training programs appeared based on the following factors:

- new equipments and technologies have been introduced and the employees needed to learn to work with;
- new legislation on construction have been implemented and specific requirements on quality of the products and processes needed to be applied by the employees.

Usually, the company pay for external training programs compulsory for their employees according to the law. This means about 3-4 days per year for each chef of department. Apart of the external training, workplace training is done in a more informal way in each department of the company. Usually, the chef of the department is responsible for

workplace training and also for the assessment of the personal. Most of the training scheme are done by the chef of the department based on its own decisions, usually during the work program at the workplace.

**What problem(s) does the “instances of change” address?**

Training is not seen as a priority for the company. There is no training department or training manager in the company. Usually, the company pay for external training programs compulsory for their employees according to the law, meaning 3-4 days per year which not covering the real training need for the employees.

**How does the problem is resolved?**

The most important training is done informally at the workplace. The chefs of the department are in charge to find themselves schemes, tools or approaches to train their workers.

**Note down the main stakeholder involved. Change the order according to the role in instances of change**

**Stakeholder:**

- informal coach
- workers- trainees
- manager

**Describe the consequences/satisfaction with this change:**

A trustful relation between coach and trainees is developed. Trainees are encouraged to ask for help or questions whenever they need. An experienced coach around means you can have support and learn new things every day.

**1.3. The “instances of change”**

(Enter here the text of instances of change told form the perspective of an external narrator.)

Training is not seen as a priority for the company, although specific training needs could be easily identified. The most important training is done informally at the workplace. The chefs of the department are in charge to find themselves schemes, tools or approaches to train their workers. In this case, we are dealing with informal training positions that is assumed as a function by the chefs of the departments, even they are not defining themselves as trainers, nor having any specific train to train preparation. Most of the informal training activities are done by mentoring, coaching, job rotation, informal individual or group discussions.

Taking into account that training is an implicit additional function of the department's chef, no formal train to train programs are followed by those in charge with company training. They are informally trying to identify the “fit to the need” solutions, based on their experience and sometimes common sense.

**The same narrative told from the perspectives of different actors.**

(Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.)

Informal coach	Workers- trainees	Manager
<p>Young employees wants to understand everything and there are putting a lot of questions that for older workers are just routine!. They wants to know first than to act. Sometimes they propose new strategies and I am happy to take their ideas on board.</p> <p>The fact that this changes are introduced progressively, new machines and equipments are functioning together with very old fashion tools that are in place for decades. We learn that no matter problems we face, the production have to work somehow. My employees learned that sometimes we have to find rapid solutions to make the work done, even not all our tools are entirely appropriate.</p> <p>My strategies are based on informal communication, common sense solutions and “fit to the need” training every time when needed.</p>	<p>When we have been employed in his company we had no former experience in this field, but this was the company that accept us only based on our certificate in the field of construction. We learned almost everything we do from our coach or older colleagues. We learned most from our coach because he has long and relevant experience in the field, he is a good professional, with a power of a model behaviour in the workplace. We also appreciate the desire to create a professional identity of the department. Our coach is always sensitive to any questions and problems raised by the employees. We learned form him more than we learned in school.</p>	<p>We are obliged to send our employees to external training 3-4 days per year. This is a compulsory training for any construction company. Without training certificates we are not allowed to function.</p> <p>We are a small company and we are training to survive in a very competitive market. We didn't think for the moment for a more strategic training structure in our company, first because we have a nucleon of very experiences people in each department and secondly because of the money we have for such investment in training.</p> <p>We are supporting the chefs departments to carry their own personal strategy to improve their performances and quality of work and workers job performances.</p>



#### 1.4. A list of stakeholders

(Enter here the stakeholder involved in the “instances of change” and what each wants. By adding information and comments you can enrich the above described situation.)

##### Main types of stakeholder

Stakeholder	What stakeholders wants
Informal coach	The chef department interviewed would like to see more understanding of their efforts from the side of company management. More support and more opportunities to exchange experiences with other people in the same field would be also an important strategy that he could benefit from. Maybe some formal training on human resources development would also help, <i>only if is based on practical and contextual situations.</i>
Workers- trainees	More opportunities for training.
Manager	Less pressure for compulsory training from the “quality assurance policy” at the sector level.

##### A list of other actors

(Enter here information about any other people or systems which play a role for the “instances of changes”, but have not been interviewed directly.)

	Sectoral committee in construction
	External training providers

##### A list of other influences

(Enter her information about any other influences, like policy issues, systems, regulations which play a role in the “instances of changes” to understand it better.)

	General low interest in training strategies of the companies in Romania. At the national level, only 37% of the companies are providing training for their employees. Sometimes training is seen as a compulsory activity when is required by the law and can not be avoided. Certification of the training is actually the main reason for the company to send their employees to formal training, the learning benefits in itself are not always valued. The instability of the company on the market orient their activities based on surviving strategies, training being the last thing to be seen as a powerful investment.
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## 2. Instances of Change 1: “tasks rotation”

### 2.1. Metadata

	Institution			
	Title	A name given to the instances change	“tasks rotation”	
	Description	An account of the content of situation.	Training by tasks rotation of the fresh employees.	
	Date	Date Created	20.09.2007	
	Creator	A person or entity primarily responsible for providing the content of the resource.	Magda Balica	
	Audience	The intended audience for instances.	organizations	
	Sources	A reference to the case study	construction company case study	

### 2.2. The policy and practice context in which the “instances of changes” is placed

#### Brief introduction to the context/case

The construction company have a long history as an important materials provider for construction field at the level of Constanta county in Romania. Before '90, the company was a state big enterprise with more than 1000 workers. The products of the company were used at a big scale for the huge construction housing in the communist period. During the period 1990-2007, the company faced many changes in structure, products, production schemes and staff. The main changes occurred in the last period are the following:

- transition from the state status company to a private based company;
- tremendous reduction of the personnel from approximately 1000 employers to 100 employers in 2007;
- introduction of new production technologies;
- new products and raw materials;
- new but instable market for their products.

Although in the last years the company faced many structural changes, there is no training department or training manager in the company. Anyway, the need for training programs appeared based on the following factors:

- new equipments and technologies have been introduced and the employees needed to learn to work with;
- new legislation on construction have been implemented and specific requirements on quality of the products and processes needed to be applied by the employees.

Usually, the company pay for external training programs compulsory for their employees according to the law. This means about 3-4 days per year for each chef of department. Apart of the external training, workplace training is done in a more informal way in each department of the company. Usually, the chef of the department is responsible for



workplace training and also for the assessment of the personal. Most of the training scheme are done by the chef of the department based on its own decisions, usually during the work program at the workplace.

### **What problem(s) does the “instances of change” address?**

New employees are usually inexperienced and they need coaching and counselling to perform their tasks. They need to experience different tasks and tools in order to understand the technological process and to chose what fits best for them. There is no formal training organised at the level of company for the new comers.

### **How does the problem is resolved?**

The coach decide as a training strategy for the fresh employees to rotate their tasks at the level of different work places. Each new comer in the department is rotated to different work settings to observe and learn from their mentors (employees with a longer experience in the company). After their rotation they may choose one of the work settings that they would like to develop their skills on.

### **Note down the main stakeholder involved. Change the order according to the role in instances of change**

#### **Stakeholder:**

- informal coach
- workers- trainees
- mentors

### **Describe the consequences/satisfaction with this change:**

Trainees are happy to experience different workplaces and to have the opportunity to chose what they might be interested. The coach has the chance to evaluate the skills of the new fresh employees and to council them regarding the skills they might have to develop in the future.

### **2.3. The “instances of change”**

(Enter here the text of instances of change told form the perspective of an external narrator.)

In the context of a company where the training culture is not important, job rotation and mentoring are in themselves innovations borne from the desire to resolve day to day problems that employees are facing further to progressive changes introduced in the company. The informal training schemes like tasks rotation and mentoring were naturally and implicitly implemented in the daily work program. The professional experience of the coach is the main source of finding ways for training.



**The same narrative told from the perspectives of different actors.**

(Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.)

Informal coach	Workers- trainees	Mentors
<p>When new employees are coming in my department I need to know what they can do best and how they can integrate in the team. I had this idea of “tasks rotation” because of at least two reasons: 1. I can evaluate what is the level of skills and I can figure out what are their training needs for the future; 2. I can make sure that they understand better the entire technological process and avoid mistakes in their work.</p>	<p>When I came to the company I knew nothing about this equipments and tasks I have to perform. It was useful for me to rotate few days or a week to each workplace in the department. I know now what my colleagues are doing and I understand why I have to do my job perfectly, in order do not affect my colleagues work. It was also fun because I had the chance to get to know the older employees, to learn from them and to start new friends.</p>	<p>I like to share my experience with the new comers. Some of them are staying on this machine, some others not. They need to have a very high focusing level in order to observe any changes in the process. If they don't pay attention, can end in a big mess for all the department. I have notice that only the very organized and carefully new employees are deciding to stay on this machine after all. Its not easy and I am proud of my job.</p>



## 2.4. A list of stakeholders

(Enter here the stakeholder involved in the “instances of change” and what each wants. By adding information and comments you can enrich the above described situation.)

### Main types of stakeholder

Stakeholder	What stakeholders wants
Informal coach	To evaluate the skills of the new comers and find their needs for further training at the workplace. He also want to find the “best man for the best workplace”.
Workers- trainees	To understand the entire technological process and find the workplace that fits them best.
Mentors	To share their experiences with the new comers.

### A list of other actors

(Enter here information about any other people or systems which play a role for the “instances of changes”, but have not been interviewed directly.)

	Other departments of the company (employees and coaches)

### A list of other influences

(Enter her information about any other influences, like policy issues, systems, regulations which play a role in the “instances of changes” to understand it better.)

	The role of informal coaching and mentoring end up in a strong identity culture at the level of department. This culture is often against the management policy in terms of requirements, tasks and way to do things. Management team seen this situation as a resistance to changes, while the department team is claming their own rationality of changes. The lack of communication with other departments is also an additional problems for identifying common ways to resolve the problems in the company.
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### 3. Instances of Change 3: “mediation of the training strategy”

#### 3.1. Metadata

	Institution			
	Title	A name given to the instances change	“mediation of the training strategy”	
	Description	An account of the content of situation.	Training strategies at the level of company need to be mediated at the level of specific units of employees.	
	Date	Date Created	15.10.2007	
	Creator	A person or entity primarily responsible for providing the content of the resource.	Mihaela Jigau	
	Audience	The intended audience for instances.	organizations	
	Sources	A reference to the case study	Multinational Insurance company case study	

#### 3.2. The policy and practice context in which the “instances of changes” is placed

##### Brief introduction to the context/case

The multinational insurance company started the business in Romania in ‘90s. In few years, the company covered already more than 50% of the insurance market in Romania, implementing extensive market strategies, products and financial services for clients.

The company is also known by its continuous training strategies. Especially in a country as Romania with a very recent history in insurance field, training was very important to create a rather large pool of insurance consultants. Most of the potential employees are recruited based on their personal skills and market abilities, rather than previous education profile. That is way training in company is so important, being actually the main scheme for preparing the selling force.

The company is organised in regional and local agencies. Each agency is comprising a number of units with 10-15 employees. In the framework of TTplus project we studied the training schemes at the level of an agency and its units in Bucharest.

At the level of company, a training department is in charge to design and implement a training strategy. A pool of internal training staff is responsible to identify the training needs and to provide appropriate training for the employees. The most important training strategy is based on “cascade” as following: the training department provide training programs for agency managers and unit managers; the agency and unit managers are than in charge to train their selling force. This means that apart of managerial tasks, agency and unit managers have a clear training function in the company, even they are not considered trainers as such.



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**What problem(s) does the “instances of change” address?**

The multinational company provide the entire training policy and implements the same training strategies in all the countries they have representatives. Sometimes, the general policy and strategies are not complying with the national economic and social environment.

**How does the problem is resolved?**

The unit managers that are coaching a small number of employees (10-15) plays a role of “training mediator” between the general company training policy and the specific needs of the force sale in the national context.

**Note down the main stakeholder involved. Change the order according to the role in instances of change****Stakeholder:**

- Training mediator
- trainees
- manager of department

**Describe the consequences/satisfaction with this change:**

Trainees makes sense of the general training policy of the company and fulfil their training needs according to the characteristic of the local market.

**3.3. The “instances of change”**

(Enter here the text of instances of change told form the perspective of an external narrator.)

In the context of a multinational company where the training culture is very strong and a lot of non-formal training activities are going on, the innovation aspects consist in “translation” or “mediation” of the general policy and strategies in the day to day work based training practice at the level of small unit of employees. In practical terms, the compact training sessions recommended by the company are replaced in some cases with other informal training activities as: coaching, individual discussions, small group discussions, role plays.



**The same narrative told from the perspectives of different actors.**

(Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.)

Informal coach	Workers- trainees	Training manager
<p>I am a unit manager and is supposed that my job is to recruit, select and coach employees in my team. Training is not my main task but I think I do training almost every day with my people. Sometimes the training policy of the company simply doesn't work. But my people needs a common understanding of what they are doing and what for. Every week I plan individual informal meeting with each member of my team. <i>“Would you like a coffee?”</i> strategy is always working after they come back from a training session at the company level. Team building activities represents an usual practice to learn from each other. At least 2 times per year we organize a trip outside the town.</p> <p>But in order to be able to provide the support for my people I spent a lot of time on the Internet, reading books, studying the law on insurance field, mass-media etc.</p>	<p>I have attended a lot of training events organised by the company. Sometimes I get in contact with new information and strategies that are interesting for my day to day job, but in some cases I have no idea how they might think that we can implement what they say. I told them so many times that we are living in Romania and mentalities are different when comes to important issues like managing you family, business, your money and your life. But is good we have our unit manager that spent a lot of time with us and we have drink so many coffees trying to make sense of the company policy all together. I know I can ask always my unit manager if anything seems to me very “foreigner” .</p>	<p>I support the unit managers to have an open and positive approach to the training policy of the company. We always try to find solutions that work for people, motivate them and create a good atmosphere in our department.</p> <p>The company management thinks that the “cascade” training scheme was a good approach that already created a good pool of unit managers able to provide the appropriate training <i>when and where is needed</i>. That is why the policy is to reduce the importance of the training department, while more and more training activities are moved at the level of agencies and units. They think that this approach will reduce the costs for training activities and also the training will become more effective.</p>



### 3.4. A list of stakeholders

(Enter here the stakeholder involved in the “instances of change” and what each wants. By adding information and comments you can enrich the above described situation.)

#### Main types of stakeholder

Stakeholder	What stakeholders wants
Informal coach	More support and recognition of the training function they have. A network on training topics addressed to unit managers would be a good opportunity for learning.
Workers- trainees	To make sense of the company policy in order to perform their job better.
Training Manager	Formalization of the training job of the unit managers.

#### A list of other actors

(Enter here information about any other people or systems which play a role for the “instances of changes”, but have not been interviewed directly.)

	Head Office representatives
	Formal Trainers

#### A list of other influences

(Enter her information about any other influences, like policy issues, systems, regulations which play a role in the “instances of changes” to understand it better.)

	There are not many opportunities for exchange of experiences between different countries representatives of the “mother” company. The company should invest more in creating networking and practice exchange between different trainers.
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## 4. Instances of Change 4: “re-thinking theory”

### 4.1. Metadata

	Institution			
	Title	A name given to the instances change	“re-thinking theory”	
	Description	An account of the content of situation.	Theory, training supports and methods are getting more practice oriented	
	Date	Date Created	15.10.2007	
	Creator	A person or entity primarily responsible for providing the content of the resource.	Ciprian Fartusnic	
	Audience	The intended audience for instances.	organizations	
	Sources	A reference to the case study	Multinational Insurance company case study	

### 4.2. The policy and practice context in which the “instances of changes” is placed

#### Brief introduction to the context/case

The multinational insurance company started the business in Romania in ‘90s. In few years, the company covered already more than 50% of the insurance market in Romania, implementing extensive market strategies, products and financial services for clients.

The company is also known by its continuous training strategies. Especially in a country as Romania with a very recent history in insurance field, training was very important to create a rather large pool of insurance consultants. Most of the potential employees are recruited based on their personal skills and market abilities, rather than previous education profile. That is way training in company is so important, being actually the main scheme for preparing the selling force.

The company is organised in regional and local agencies. Each agency is comprising a number of units with 10-15 employees. In the framework of TTplus project we studied the training schemes at the level of an agency and its units in Bucharest.

At the level of company, a training department is in charge to design and implement a training strategy. A pool of internal training staff is responsible to identify the training needs and to provide appropriate training for the employees. The most important training strategy is based on “cascade” as following: the training department provide training programs for agency managers and unit managers; the agency and unit managers are than in charge to train their selling force. This means that apart of managerial tasks, agency and unit managers have a clear training function in the company, even they are not considered trainers as such.



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### **What problem(s) does the “instances of change” address?**

The multinational “mother” company provides all the materials, pp., learning support and methodological kits for all national companies all over the world. Sometimes, what is already provided doesn't fit to the real needs of trainees, and the efficiency and impact of training is lower than expected, in comparison with what this training program “might be”.

### **How does the problem is resolved?**

The balance between theory and practice was shifted in favour of practice and the training methods were replaced with more interactive strategies.

### **Note down the main stakeholder involved. Change the order according to the role in instances of change**

#### **Stakeholder:**

- Manager
- Trainer
- Trainees

### **Describe the consequences/satisfaction with this change:**

Shortening the time spent on training by reducing the share of the theory in the design of training sessions.

### **4.3. The “instances of change”**

(Enter here the text of instances of change told from the perspective of an external narrator.)

The basic approach was focussed on **reviewing and rethinking** the theoretical/practical components of the training course. The practical component of the training become the core of the training program while the theoretical dimension was call into the scene only to offer a grater relevance of the practical courses. The challenge was to agree on the expected competences of the trainees and to identify the concrete knowledge, skills and attitudes that could build up such competences.

The training curriculum was therefore revised according to these expectations and the simulations, interactive exercises and case studies become fundamental in the whole life of the course.



### The same narrative told from the perspectives of different actors.

(Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.)

The manager	The trainer	The trainee
<p>Our company puts a special emphasis on the continuous training of all our employees. At the same time, for the new members of our staff we design an individualised short and medium term training plan. The training programs and curricula are basically produced by our „mother” company and they are available for the entire network of companies within the group active in around 150 countries across the globe.</p> <p>After we have conducted the first training course, we have analysed the feed-back offered by the trainers and the data collected during the monitoring of the impact of the courses on the employees and we came to the conclusion that we were not as successful as we have hoped. The main challenges identified during this process were the following:</p> <ul style="list-style-type: none"> <li>- The company environment and characteristics were little taken into account by the training program;</li> <li>- The time necessary to be allocated to attend the training was quite high and was interfering with the company activities.</li> <li>- The case studies and practical examples discussed during the training were not enough developed in comparison with the more theoretical activities.</li> </ul> <p>As a consequence, we have consulted with the trainers</p>	<p>We have observed after only a few training courses organised within the company (based on the plan and content developed outside the company, by the head organisation) that we were not on the right track: the trainees were not achieving the competences as we have foreseen, the time consumed to teach all the courses was high and affected the regular activities within the company. We have warned the company management about that situation and together tried to analyse what are the main causes leading to this. Based on our input and also the trainees, we have decided to re-think the practical component of the training and to revise the entire plan accordingly. The theoretical component was introduced if and only if it was directly relevant for the practical activities. We also review all the case studies, exercises and simulations proposed in the initial version of the training curriculum and adapted them to the specificity of the company.</p> <p>Within the monitoring of the outcomes of the training course we have observed since the beginning a high attendance to our course, a first sign that we started to be on the right track (until then, the workers were off</p>	<p>What I particularly liked during the training program that I attended is the fact that it is really offering new insights and answers to daily problems that I face at my work. We have concentrated most of our courses on discussing (sometimes even very lively!) cases related to our activities and there were given many examples. I also liked the practical exercises that were consolidating what we were learning during that course and also offered us a clear sign that we were doing a good progress.</p> <p>Other strong points found in the course are related to the fact that there is a very good link between what it is expected from me to do at my job and what I need to learn</p>



<p>and draw up a strategy to improve the effectiveness and efficiency of the training and overcome the identified barriers. The basic approach was focussed on <b>reviewing and rethinking</b> the theoretical/practical components of the training course. We came up to the idea that the practical component of the training should be the core of the training program while the theoretical dimension was call into the scene only to offer a grater relevance of the practical courses. The challenge was to agree on the expected competences of the trainees and to identify the concrete knowledge, skills and attitudes that could build up such competences.</p> <p>The training curriculum was therefore revised according to these expectations and the simulations, interactive exercises and case studies become fundamental in the whole life of the course.</p> <p>This development allowed us to: i) reduce the length of the training program, while some theoretical modules were simplified or totally let aside; ii) increase the relevance of the training for both the employees and the company, due to the higher convergence of the training objectives, the competence standards worked on and the work processes. As a wider benefit, we observed also during the final evaluation that the trainee have a better understanding of the role within the company and also a faster adaptation of the new employees.</p>	<p>missing, by their own will or forced by their da activities). Shortening the duration of the course w essential and soon we also observed that the practi skills acquired started to improve. We had however to also some fine tuning since in some cases we observ that the change in the training approach was leading some confusion and mechanical application of what w learned. This was particularly applying to the n employees with a limited working experience and this why we have decided that in some cases we have increase the focus on some theoretical issues. So y managed in the end to assist the trainees in developi also a theoretical, scientific base of knowledge, parallel with the development of practical skills. I a had to revise of course the methods used, highlighti simulation, role play and case analysis.</p> <p>In my opinion we managed to increase significantly the performance of the course and the monitoring activities confirmed that the employees are more successful after graduation to complete their professional tasks and also spend less time in the on the job training programs.</p>	<p>to progress and improve. My workplace is constantly changing, we just received new tools and equipments and I am more confident now that I can develop my competences.</p> <p>Last but not list, I enjoyed a lot the way I have collaborated with my colleagues and I am ready to repeat the experience.</p>
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#### 4.4. A list of stakeholders

(Enter here the stakeholder involved in the “instances of change” and what each wants. By adding information and comments you can enrich the above described situation.)

##### Main types of stakeholder

Stakeholder	What stakeholders wants
Manager	To reduce the length of the training program and increase the relevance of the training for both the employees and the company, but also a faster adaptation of the new employees.
Trainer	To increase the performance of the course and the monitoring activities.
Trainees	Practical exercises, good link between what it is expected to do at job and what I is needed to learn, more collaboration with colleagues.

##### A list of other actors

(Enter here information about any other people or systems which play a role for the “instances of changes”, but have not been interviewed directly.)

	Head Office representatives

##### A list of other influences

(Enter her information about any other influences, like policy issues, systems, regulations which play a role in the “instances of changes” to understand it better.)

	There are not many opportunities for exchange of experiences between different countries representatives of the “mother” company.
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## 5. Instances of Change 5: “multicultural peer learning”

### 5.1. Metadata

	Institution		
	Title	A name given to the instances change	Multicultural peer learning
	Description	An account of the content of situation.	In the framework of European programs trainers from different cultures are working together.
	Date	Date Created	20.10.2007
	Creator	A person or entity primarily responsible for providing the content of the resource.	Magda Balica
	Audience	The intended audience for instances.	organizations
	Sources	A reference to the case study	Training institute in public administration case study

### 5.2. The policy and practice context in which the “instances of changes” is placed

#### Brief introduction to the context/case

The National Institute of Public Administration has a recent history and was established in the framework of European Project confounded by the Romanian Government. The Institute is an implementing institution of the governmental strategy on reforming the public administration sector in Romania. Under this framework, the Institute develops their training activities based on a series of big European projects, implementing various training schemes as: master degrees in public administration in Europe, continuous training of civil servants, training of trainers in public administration etc. The continuous training department of the institute is in charge with: training needs analyses, studies and researches in public administration; training program and methodology design; delivery and administration of training programs.

The training programs respond to a high priority of the Romanian Government in reforming the public administration sector. The Institute is in charge to identify the training needs at the level of the sector and to design and deliver appropriate training for civil servants all over the country. Most of the training activities are developed under European funded projects and one of the main task of the Institute is to identify the best financial resources according to their training needs. All the training activities are project based.

Apart of training management team, the Institute use to hire for determined term contract different experts and trainers to organize, deliver and evaluate the training activities. Usually, the projects are organised in partnership with other foreign institutions and experts, trainers and consultants from abroad are part of the training team during specific training projects. A lot of training programs are in-house training approach, teams of trainers visiting different public administration institution for training delivery.



Most of the trainers engaged in the projects are highly qualified trainers with a good recognition at the level of the sector. Anyway, when the topic of the project is rather new, the projects have usually a *training the trainers* component. Trainers start their work in the project attending specific programs that are usually conducted by foreign experts and trainers from abroad.

#### **What problem(s) does the “instances of change” address?**

Most of the training activities are developed under European funded projects with coordination and design of training programs lead by foreign partners. It is a framework using many different languages and where many cultural biases appear, even if an accurate translation is provided.

#### **How does the problem is resolved?**

The basic idea is to *shadow* the foreign trainer/group of trainers with a Romanian peer trainer and create a partnership focussed on multicultural issues, providing input in all the phases of the training (design, implementation, evaluation).

#### **Note down the main stakeholder involved. Change the order according to the role in instances of change**

##### **Stakeholder:**

- Trainers (foreign trainer and local peer trainer)
- Manager
- Trainees

#### **Describe the consequences/satisfaction with this change:**

Better understanding of key training components for all actors involved, development of new learning experiences.

### **5.3. The “instances of change”**

(Enter here the text of instances of change told from the perspective of an external narrator.)

Taking into account that most of the training is done based on a project concept designed and delivered in a team, all the preparation, implementation and evaluation activities should also be sensitive to the multicultural dimensions when members are coming from a different cultural environment. Moreover, if the course developers are coming from a different cultural environment than the one of the trainees, new challenges and issues arise for a successful outcome.

Understanding also that the interactions between trainers in various teams (in all phases of a training program) represents a key learning experience, **the institution surveyed** proposed that local trainers should be introduced to different training practices in different cultural contexts in Europe while providing inputs on cultural biases for the foreign trainers, within the framework of a classical peer learning exercise. The most important expected learning areas and also the most important areas in the training benefitting from the peer learning exercise are related to the training content, methodological issues (alternative training methods, techniques and tools) and pedagogical approaches.



**The same narrative told from the perspectives of different actors.**

(Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.)

Trainer	Peer Trainer	Manager
<p>The idea of a shadow peer trainer from the country we were supposed to have the training was very appealing from the beginning. I am very happy that I defended this solution when the <i>increasing the costs of the training</i> argument was formulated...Now I can see how we really managed to be more effective in delivering that course and also how efficient, because valuable resources were spent not only for a tailored –made course the way <b>we were thinking</b> (we had an in-depth need analysis made prior to design the course) but also a tailored-made course the way <b>the local beneficiaries were thinking</b>. In the end of the day, I think we have very well succeeded in combining our strengths and avoid the danger of having an excellent course content but none of the trainees satisfied. And we learned why and how to do it, and that is fantastic!</p>	<p>For me it was very easy to see when I received the training format that there are some limitations and misunderstandings and, in general, there is a lack of cultural specific knowledge in that course. I had the opportunity to discuss with the training development team in detail issues related to the training content but also related to the Romanian trainee profile, the context in which the training will take place etc. I also made some suggestions from improvement and we have discussed why and what I thought it must be changed. I observed how the course developers were actually taking into account my suggestions and I think that I learned a lot on how to better adapt your course to a multi-cultural environment. I also found useful some new training development tools for assessment of the course impact and follow-up training activities.</p>	<p>I noticed since the beginning of our peer programs that, on one hand, our trainers were benefiting a lot from the experience of being in contact with foreign (and highly experienced) trainers while the quality of the courses developed increased. For me it is a classical case of a win-win-win situation: we are gaining better trainers as a training organisation; the training programs designed and implemented outside Romania are better adapted to our local conditions and to cultural biases; foreign course designers and trainers are more aware of the need and the process of adapting the training offer to a multicultural environment, in general, and to a specific cultural environment, in particular</p>



#### 5.4. A list of stakeholders

(Enter here the stakeholder involved in the “instances of change” and what each wants. By adding information and comments you can enrich the above described situation.)

##### Main types of stakeholder

Stakeholder	What stakeholders wants
Trainers	To learn form other contextual and cultural experience.
Trainees	To get more sense of the training they attend.

##### A list of other actors

(Enter here information about any other people or systems which play a role for the “instances of changes”, but have not been interviewed directly.)

	Policy makers in public administration field

##### A list of other influences

(Enter her information about any other influences, like policy issues, systems, regulations which play a role in the “instances of changes” to understand it better.)

	European Funds represents the main opportunity for multicultural project based training activities for Romania, especially in the public sector. That is why most probably this type of “peer learning” activities of the trainers will be developed in the future.
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## 6. Instances of Change 6: “sense of community of practice”

### 6.1. Metadata

	Institution		
	Title	A name given to the instances change	Sense of community of practice
	Description	An account of the content of situation.	After the EU project is ending the peer learning is sometimes continued trough joining virtual communities of practice in training
	Date	Date Created	20.10.2007
	Creator	A person or entity primarily responsible for providing the content of the resource.	Magda Balica
	Audience	The intended audience for instances.	organizations
	Sources	A reference to the case study	Training institute in public administration case study

### 6.2. The policy and practice context in which the “instances of changes” is placed

#### Brief introduction to the context/case

The National Institute of Public Administration has a recent history and was established in the framework of European Project confounded by the Romanian Government. The Institute is an implementing institution of the governmental strategy on reforming the public administration sector in Romania. Under this framework, the Institute develops their training activities based on a series of big European projects, implementing various training schemes as: master degrees in public administration in Europe, continuous training of civil servants, training of trainers in public administration etc. The continuous training department of the institute is in charge with:

- Training needs analyses, studies and researches in public administration
- Training Program and Methodology Design
- Delivery and administration of training programs

The training programs respond to a high priority of the Romanian Government in reforming the public administration sector. The Institute is in charge to identify the training needs at the level of the sector and to design and deliver appropriate training for civil servants all over the country. Most of the training activities are developed under European funded projects and one of the main task of the Institute is to identify the best financial resources according to their training needs. All the training activities are project based.

Apart of training management team, the Institute use to hire for determined term contract different experts and trainers to organize, deliver and evaluate the training



activities. Usually, the projects are organised in partnership with other foreign institutions and experts, trainers and consultants from abroad are part of the training team during specific training projects. A lot of training programs are in-house training approach, teams of trainers visiting different public administration institution for training delivery.

#### **What problem(s) does the “instances of change” address?**

The end of EU Funded project, the multicultural peers or groups of trainers stop working together and ;earning form each other.

#### **How does the problem is resolved?**

Signing-up, creating, lurking, participating in virtual communities of practice.

#### **Note down the main stakeholder involved. Change the order according to the role in instances of change**

##### **Stakeholder:**

- Trainer
- Trainees
- Training manager

#### **Describe the consequences/satisfaction with this change:**

Developing the sense of belonging to a wider community of trainers.

### **6.3. The “instances of change”**

(Enter here the text of instances of change told form the perspective of an external narrator.)

The participation of trainers in virtual communities is an informal and personal strategy for their career development. In the mean time represents a way to keep the communication and exchanges with former colleagues they have worked with in projects but also to get in touch with others.

Even there the participation of trainers in virtual communities is not validated and recognised from the institutional side, the management encourages the trainers to be active at the international level, even trough the Internet.



**The same narrative told from the perspectives of different actors.**

(Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.)

Trainer	Trainees	Training Manager
<p>One of the most difficult moments in my career is when a big project is ending. In so many cases our foreign colleagues are living the country and our communications are almost lost. Apart of personal communication we still keep, we found out that there are a lot of virtual spaces where we can meet and exchange experiences. Is not necessarily a regular based communication but I already found 4 communities of practice in training field where I always return when I want to meet my former colleagues or maybe the new ones. I found there a lot of information and resources that are inspiring for my work.</p>	<p>I was amazed to see our trainer cited so many times on Google! I put the her name on Google and I found her in some communities of professionals in training. Even I didn't know her well at the beginning of the course, I knew that is going to be a very interesting trainer.</p>	<p>We encourage our trainers to be active at the international level. These days Internet is also an important arena for communication and exchanges. We are not so active on the Internet for the moment, but I think it's a great potential for us to be keep up dated.</p>



#### 6.4. A list of stakeholders

(Enter here the stakeholder involved in the “instances of change” and what each wants. By adding information and comments you can enrich the above described situation.)

##### Main types of stakeholder

Stakeholder	What stakeholders wants
Trainer	To keep the exchanges of practices with their formal or even new colleagues
Trainees	To get confident in their trainers by seeing her involved in cooperation at the international level.
Training manager	To extend the participation of the Institute in virtual community

##### A list of other actors

(Enter here information about any other people or systems which play a role for the “instances of changes”, but have not been interviewed directly.)

	Former colleagues
	Manager of the Institute

##### A list of other influences

(Enter her information about any other influences, like policy issues, systems, regulations which play a role in the “instances of changes” to understand it better.)

	There is no criteria related to the active participation of trainers in virtual communities on the training field in the trainer profile, trainers job description or in the evaluation procedures. The participation of trainer in virtual communities is just a part of its own learning with less validation and recognition form the institutional side.
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