



Education and Culture

**Leonardo da Vinci**  
Pilot projects

## 6 Instances of Changes from the UK case study

### Results from the TTPlus project

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Bremen, 5. November 2007

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## 1. Instances of Change 1: coaching – training - dualism

### 1.1. Metadata

Institution			
Title	<i>A name given to the instances of change.</i>	Coaching-training-dualism	
Description	<i>An account of the content of the situation.</i>	The training scheme includes training as well as coaching. The two functions are separately done by two different trainers	
Date	<i>Date Created</i>	13.07.2007	
Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Eileen Lübcke	
Audience	<i>The intended audience for this instances.</i>	organisations	
Sources	A reference to the case study	Health charity case study	

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

Brief introduction to the context / case

The HEALTH CHARITY is a very wealthy charity organisation with the aim to improve the quality of the Health sector in the UK. That is the difference to normal charity organisations active in the Health sector: they usually fund research for new pharmacies and new treatments. The current training schemes are quite ambitious: Their aim is to change the whole Health service sector to improve the quality of the service for the patient.

The Health foundation is completely independent. Only controlled by a board with the aim to link in what is going on in the policy for the health care sector.

Training itself is highly valued in the HEALTH CHARITY. Every person employed by the organisation has an individual budget for training.

The researched training scheme is called the “fellow leadership” programme and is aiming to improve the leadership qualities of participants in service for a better patient-health care – relationship. The training scheme runs for 12 years with 6 cohorts, starting every second year in October with 16 participants.

The training will be conducted by a pool of 13 self-employed trainers.



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

The seminars are held every second month. Thus there is a gap of non-training period within.

How does the problem is resolved?

The training scheme additionally concludes coaching session. Each month for 2 hours. The coaching is done by a different trainer than the one responsible for the seminars.

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

Stakeholder :

- **Trainees**
- **Person who organise training**
- **Trainer**

Describe the consequences / satisfaction with this change:

The trainee gets the possibility to step back from the daily work routine and concentrate on the training every month. Additionally the coach is supporting the trainee other problems too e. g. developing a strategy.

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

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

The training scheme is conducted by two trainers. The training role is split into one who is responsible for the action-learning-set (every second month) and one who is responsible for the coaching of the person who takes part within the training scheme. This has the clear advantage that the trainee can get a second opinion on an issue that might have already been raised during the action-learning-set.

The monthly coaching sessions keeps the trainee in contact with the training scheme. The coaching session can be used to discuss further steps with regard to the goals set up by the trainee. This ensures a constant work not only on the individual development but also on the organisational development and change from the trainees side. The aim of the training program to improve the quality of patient service within the health care sector can be better reached.



**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.

Trainee	Person who organise the training	Trainer
<p>The action-learning sets starts with a round what the major things / issues are. Than the trainer decides what issues to be addressed in this setting, the action-learning set will be facilitated by one of the participant. So everybody gets the chance to facilitate the issue from another person and we can apply new learned things quite easily.</p> <p>On the other hand the coaching session is done by a second trainer every month for 2 hours. That is also a huge advantage, because I am able to discuss the same issue from the action-learning sets again with a second person without being embarassed that I have not solved the problem yet.</p> <p>The coaching sessions are great. It forces to step back from daily work. It feels like a luxury to have this.</p> <p>And the support is not limited to the 2 hours: When I have a decision to make, for example I am currently working on a self-care-strategy, my trainer/coach provides me with material, suggests some project format cycle to use and offers additional support via telephone to speak this through.</p>	<p>We are very ambitious with our training scheme and we have a lot of expectations towards our trainees. We want that their participation has a major impact on changes within their organisation.</p> <p>But we know how stressful and consuming the work in the health care sector is.</p> <p>The coaching session helps the participant to keep in contact with the training scheme and we hope that with the support of the coach our participants are able to implement their ideas into reality.</p>	<p>I am happy to coach.</p> <p>I can make help to make sure that what was learned in the action learning set is immediately applied.</p> <p>That is one of the most important aspects that I want from my work:</p> <p>I usually put into the contract that I will work in the work context with my clients, through coaching I can do this.</p>



### 1.4. A list of stakeholders

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

#### Main types of stakeholder

Stakeholder	What the stakeholder wants
Trainees	Support within the next steps
Person who organise training	To be the training scheme successful in terms of impact on organisation
Trainer	To see the knowledge applied in the work context

#### A list of other actors

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

	Trainer who is responsible for action learning set
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#### A list of other influences

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

	Coaching is a process build on confidentiality, but the HEALTH CHARITY wants to know what is going on in the coaching. It has not become a problem but it is a sensible area. The HEALTH CHARITY has made clear that her interest are in themes, time frames but not in detailed problems.
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## 2. Instances of Change 2: Organisational change through learning

### 2.1. Metadata

Institution			
Title	<i>A name given to the instances of change.</i>	Organisational change through learning	
Description	<i>An account of the content of the situation.</i>	How to ensure that the training not only effects the individual but stimulates an organisational change	
Date	<i>Date Created</i>	13.09.07	
Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Eileen Lübcke	
Audience	<i>The intended audience for this instances.</i>	Organisations	
Sources	A reference to the case study	HEALTH CHARITY case description	

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

Brief introduction to the context / case

The HEALTH CHARITY is a very wealthy charity organisation with the aim to improve the quality of the Health sector in the UK. That is the difference to normal charity organisations active in the Health sector: they usually fund research for new pharmacies and new treatments. The current training schemes are quite ambitious: Their aim is to change the whole Health service sector to improve the quality of the service for the patient.

The Health foundation is completely independent. Only controlled by a board with the aim to link in what is going on in the policy for the health care sector.

Training itself is highly valued in the HEALTH CHARITY. Every person employed by the organisation has an individual budget for training.

The researched training scheme is called the “fellow leadership” programme and is aiming to improve the leadership qualities of participants in service for a better patient-health care – relationship. The training scheme runs for 12 years with 6 cohorts, starting every second year in October with 16 participants.

The training will be conducted by a pool of 13 self-employed trainers.



What problem(s) does the "instance of change" address?

How the work context is integrated into the training. During the pilot, it was not clear for the participants that their training is related to institutional change. It was conceptualized as an individual training course with the underlying assumption that this will implicitly improve the quality of service for the patient.

How does the problem is resolved?

A big emphasize is to link the training back to work practice and to stimulate an organisational / cultural change. Now this is made explicit, that every learning has to be done in favour to improve the service for the patient. Thus patients are invited to the workshop. The link back to the work is also stressed by side visits from the HEALTH CHARITY at the beginning of the scheme. Also line managers and executive managers are invited to the first work shop and have to write a report at the end of the training scheme.

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

Stakeholder :

- **Person who organise training**
- **Trainee...**
- **Trainer.....**

Describe the consequences / satisfaction with this change:

For the trainee this concept means that her / his organisation also profits from the training scheme. For the HEALTH CHARITY this concept ensures that her long term goal ( a change in the health care system) comes closer with this training scheme. For the trainer it perfectly meets his professional interest: he is not longer interested in workin with individuals but rather working with teams helping them to learn how to solve problems.



### 2.3. *The “instances of change”*

Enter here the text of the scenario told from the perspective of an external narrator.

A big emphasize is to link the training back to work practice and to stimulate an organisational / cultural change. During the pilot, it was not clear for the participants that their training is related to institutional change. It was conceptualized as an individual training course with the underlying assumption that this will implicitly improve the quality of service for the patient. Now this is made explicit, that every learning has to be done in favour to improve the service for the patient. Thus patients are invited to the workshop. The link back to the work is also stressed by side visits from the HEALTH CHARITY at the beginning of the scheme. Also line managers and executive managers are invited to the first work shop and have to write a report at the end of the training scheme.



**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.

Person who organise the training	Trainee	Trainer
<p>Our long term goal is to improve the quality of the health sector for the patient. Thus we have developed this free training schemes trying to start an organisational / cultural change within the organisation.</p> <p>In our pilot project we missed to make the link to the patient explicit. We trained people in leadership development thinking that this will automatically improve the quality in the service.</p> <p>Now we make absolutly clear where our focus is: Sometimes we bring patients into our seminars. Our trainees have to think how they could improve the quality of the patient with their actions. This is sometimes really difficult for people coming from the organisational level of the health sector. But still they also have to do it.</p> <p>Additionally we make sure that the trainee has absolut support in his / her organisation. The line manager as well as the executive manager have to write support letters. We also do a site visit at the beginning of the training scheme.</p>	<p>For me it is absolutly fantastic that I know that not only I will benefit from the training scheme but also my organisation who has supported me a lot with the application for this scheme. In fact, my line manager has suggested to me to look for a training program to develop myself. I would have never had the courage to do this on my own.</p>	<p>This training scheme fits perfectly with my understanding of training. I do not like the traditional educational way in VET working with individuals any longer. I am much more interested in working with teams because it is more likely that the taught things will be applied by teams. I also put into the contract that I will work in the work context with them, helping them to apply what has been learned afterwards.</p> <p>Here, in this scheme, I am working with individuals, but since the training is so closely tight to the work context, it has the same effect like I would be working with teams.</p> <p>And part of the training scheme is to connect the different people with each other. So during the seminars I am doing a kind of team building as well, but with people who come from different organisational background.</p>



## 2.4. A list of stakeholders

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

### Main types of stakeholder

Stakeholder	What the stakeholder wants
Person who organise training	An organisational / cultural change through the training scheme
Trainee	That the organisation also got benefits from her training
Trainer	That the knowledge is in fact applied

### A list of other actors

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

a)	Line manager who supports trainee in the application
b)	Executive manager who supports trainee in the application

### A list of other influences

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

a)	The training takes place in a situation of (constant) restructures of the health care sector. One of the major changes took place in the last 2 years, where people have to apply for their old job again and a constant threat to their jobs was created. Thus some of the application had to be turned down because the applicants were not able to show the support of their organisation.
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### 3. Instances of Change 3: facilitator

#### 3.1. Metadata

Institution			
Title	<i>A name given to the instances of change.</i>	Facilitator for the exchange between external trainer and client	
Description	<i>An account of the content of the situation.</i>	A position of an facilitator was developed to create an interface for the exchange between external trainer and client.	
Date	<i>Date Created</i>	15.8.2007	
Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Eileen Lübcke	
Audience	<i>The intended audience for this instances.</i>	Organisations buying in training	
Sources	A reference to the case study	HEALTH CHARITY case	

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

Brief introduction to the context / case

The HEALTH CHARITY is a very wealthy charity organisation with the aim to improve the quality of the Health sector in the UK. That is the difference to normal charity organisations active in the Health sector: they usually fund research for new pharmacies and new treatments. The current training schemes are quite ambitious: Their aim is to change the whole Health service sector to improve the quality of the service for the patient.

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The training will be conducted by a pool of 13 self-employed trainers.



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

How to manage the interface between the organisation of the training and the external trainers / consultants. Because the training programme runs for such a long time the organisation felt that they were losing control from the training scheme.

How does the problem is resolved?

An additional position was created: an independent trainer (female) who is now linking the HEALTH CHARITY with the trainers. She was taking part from the beginning during the pilot phase, has helped to sketch the training scheme. She has helped to select the trainers, accompanies and assess the ongoing work. The position has developed out of it. Position is well accepted and used by the trainers. The HEALTH CHARITY uses the position to evaluate the trainers, the trainers make use of the position to communicate with the HEALTH CHARITY as a client.

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

Stakeholder :

- **Program manager**
- **Trainer who works externally**
- **Trainer who works as an facilitator between organisation and trainer**

Describe the consequences / satisfaction with this change:

The trainers have a contact person who is not directly their client. Their work will be evaluated by a professional, they will receive professional feedback on their professional development. In case of problems (e.g. lack of knowledge in a topic related to health care) they can address the issue this trainer instead to their client.

The Health Foundation gets a professional feedback on the work of their trainers. Issues, suggestions new developments can be first brought to the trainer to see whether it is something that should be addressed to all trainers.

### *3.3. The “instances of change”*

Enter here the text of the scenario told from the perspective of an external narrator.



The HEALTH CHARITY has done a pilot project before the training scheme started. One of the problems that occurred was that the organisation felt losing control over the training scheme. Because it is a long-term scheme trainers felt that the scheme was becoming their scheme, HEALTH CHARITY felt that it was their training scheme. So they extended the pool of trainers to 13.

An additional position developed from it: A former trainer who helped creating the training scheme took also part in the selection procedure for the trainers. She now works as a kind of facilitator between the HEALTH CHARITY and the pool of trainers. From the organisation site she evaluates the work of the trainers. She uses a quality insurance framework that looks at various competences of the trainers (respond in a timely way, understands the wider context, understands teambuilding etc.). She conducts interviews with each trainer, observes how trainers work in their action-learning set e.g. All this material feeds into an annual written report about each trainer which are discussed with the woman who organises the training from HEALTH CHARITY side and her assistant director. This will lead to recommendations to the trainer for their professional development (read book X about health issue, diversity issue etc.). Some of the issues will be integrated into the 4 days development workshop of the trainers as well.

The trainers use her as their first contact to approach the organisation.



**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.

Person who organise training	Stakeholder 2	Stakeholder 3
<p>Since the pilot study we decided to work with a pool of 13 trainers. This is in a way a huge number, I am able to hold the contact to one or two trainers, but 13... . And we need high quality trainers for our schemes, but I am not competent enough to assess and evaluate their work. An additional problem occurred during the pilot project: I could not manage to get a good relationship to the 2 trainers who have been mainly running the scheme: I did not know how to communicate the expectations of my organisation towards the trainers, how to explain to them what we expect from the seminars. I got the impression that the trainers somehow thought it was their training scheme and did not like the organisation to interfere.</p> <p>For the real training scheme we decided to work with a pool of trainers to reduce a bit the involvement of each trainer into the whole training programme. Now, only for certain training schemes the trainers are booked, not for the whole programme.</p> <p>And somehow it has developed that an additional position was created. Anne who helped us during the pilot project to set up the training scheme, is acting like a kind of interface between me and the trainers.</p> <p>She has helped me in selecting them, now she evaluates their work annually, I can discuss with her issues in which the trainer might need to do a bit of additional reading, discuss with her which</p>	<p>I must say that to have someone between me and the client can be very helpful. I have not been trained in the health care sector even though I have been working a lot in it, I am no professional in this field. I facilitate, I am enabling team building, but I do not know anything about diabetes treatment or other procedure.</p> <p>And to be honest, I am so busy I cannot keep up with all the restructuring that is going on in the Health sector too. There have been too many reforms to know exactly what is going on.</p> <p>So when I realize that I have some deficits in some area, it is easier for me to talk to Ruth than admit it directly to my client.</p> <p>And she is evaluating my work, that is a second advantage. Of course each client has the right to assess the training he bought in, but in this case it is done professionally. Not with happy sheets, but with an intensive procedure of interviews, observations, side visits etc. Like I would do such kind of evaluation.</p> <p>And the feedback and suggestions I got from it have been really helpful.</p>	<p>I have helped to set up the training scheme, to select the trainers.</p> <p>I am happy to be still part of the training program even though I am not training. I am facilitating between my client organisation and the trainers, my colleagues.</p> <p>I think it is necessary that have someone who can professionally judge which competences a trainer must have or not have. Sometimes, the people from the organisation are expecting the same technical skills / knowledge (in this case about the health sector) from the trainer like they own. But this is absolutely not necessary for a good trainer.</p> <p>O.k. in some cases when I am assessing the work of my colleagues, I see that an additional reading might be helpful. But you do not have to be an expert in the field, because the training scheme is not about the health care sector, but about facilitating the improvement of the quality within the health care sector.</p>



<p>information of new developments my organisation or in the health care sector are relevant for their work etc. It is a relieve to talk to some who is an expert in the field of training but does not deliver the training.</p>				
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### 3.4. A list of stakeholders

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

#### Main types of stakeholder

Stakeholder	What the stakeholder wants
Program director	A training program that runs according to his visions, his needs.
Trainer	Wants to deliver a good job
	Want to judge his/her colleagues correctly and facilitate the communication between the Health Foundation and the trainer
Trainee	Plays no role in this description

#### A list of other actors

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

c)	Facilitator : Want to judge his/her colleagues correctly and facilitate the communication between the Health Foundation and the trainer
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#### A list of other influences

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

b)	The training scheme is not on issues in the health care sector but on leadership development. Thus trainers who provide training in this scheme are not automatically experts in e.g. Diabetis. The HEALTH CHARITY invites the trainers to 4 days of professional development addressing also issues in the health care sector. The position as a facilitator enables the organisation to make these training days more valuable for the trainers.
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## 4. Instances of Change 4: Learning logbook

### 4.1. Metadata

Institution		Community development programme	
Title	<i>A name given to the instances of change.</i>	Learning logbook	
Description	<i>An account of the content of the situation.</i>	How to assess a training	
Date	<i>Date Created</i>	12.09.07	
Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Eileen Lübcke	
Audience	<i>The intended audience for this instances.</i>	Trainer, organisor of training	
Sources	A reference to the case study	Community development case study, UK	

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

Brief introduction to the context / case

The community development programme has rural impoverished community as a target of training. The aim is to empower members of communities in several forms to reduce poverty and to improve community life. There is a small central budget for training as well as a bigger budget administrated by the communities itself.

What problem(s) does the “instance of change” adress?

There is a huge deficiency problem among the trainees with regard to basic skills. Governmental funded training must be assesest according to several principles, but the target group of the training programme is reluctant against tests etc.

How does the problem is resolved?

Through the introduction of a learning log book



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

Stakeholder :

- **Person who is responsible for the training from project site**
- **Learner**
- **Trainer**

Describe the consequences / satisfaction with this change:

The person who organise the training gets a feedback on the quality of training without wasting time on tests.

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

Enter here the text of the instance of change told from the perspective of an external narrator.

F. created an informal “learning logbook” which comprised of a booklet of 30 pages. The pages were identical the front page contained informations about the training event (date, subject, venue) and a little box “What I have learned from this event”. On the back of the page a 3 or 6 month evaluation was done by asking questions about how the outlook has changed.



**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.

Person who organise training	learner	trainer
<p>I need to assess the training that I am buying in for the project. On the one hand to justify my own work and on the other hand to get to know the quality of work of the trainers I have found through advertisement etc.</p> <p>Therefore I have introduced the “learning logbook”. Each participant within the community development programme will receive such logbook. For each course he has 2 pages to reflect on: the front is titled with “What I have learned from the event” and has to be filled in directly after the training. The back of the page contains questions to reflect the effect of training after 3 or 6 month.</p> <p>In this way I am not only testing what they have learned from the course but also how they have been able to adapt the learning in their day-to-day work within the community.</p>	<p>I like the logbook very much.</p> <p>The questions help me to think about what has changed because of the course.</p> <p>And I sometimes realize that when I did not like a course in the beginning it stil had an impact on how I am now organising work within the community.</p>	<p>I think the introduction of the learning logbook is an excellent idea. It stimulates the trainee to reflect on the impact of the training.</p> <p>It assess the effect of the training without taking precious time away from course.</p>



#### 4.4. A list of stakeholders

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

##### Main types of stakeholder

Stakeholder	What the stakeholder wants
Person who organize training	Assess the training to reduce the number of external trainers and to justify his work to the funding organisation
Trainee	Feels uncomfortable with formal tests. But wants to develop himself
Trainer	Wants to assess the learning without giving away from his precious time on course

##### A list of other actors

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

d) mentor	Wants to help the trainee on his “learning route”. The learning logbook helps the trainee to reflect on his development and on how the outlook has changed. This also enables the mentor to better guide the learner in his next steps.
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##### A list of other influences

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

c)	The way of the funding is a problem. More and more, funded training has to be done according to RARPA principles that try to assess the quality of training. A training according to RARPA principles assess the needs in the start, set up goals, and use formative and summative assessment to evaluate the training. But this principle only work for college education, for 12-week-courses and not one day course where there is no time for testing.
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## 5. Instances of Change 5: problem-orientated learning

### 5.1. Metadata

	Institution		
	Title	<i>A name given to the instances of change.</i>	Problem-orientated learning
	Description	<i>An account of the content of the situation.</i>	A shift away from a course structure to a problem-based learning
	Date	<i>Date Created</i>	12.09.07
	Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Eileen Lübcke
	Audience	<i>The intended audience for this instances.</i>	Trainer, stakeholder who organise training
	Sources	A reference to the case study	IT-training case study

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

Brief introduction to the context / case

The case is taking place in the UK. The training is done by external trainers. It is not about IVET, but about IT training that do not lead to accredited training.

There is a decline in training needs for basic IT skills (office applications). People are nowadays starting with a certain knowledge in IT, those people who lack these basic skills will not be trained by their employers because the companies fear to enable their employers to move forward.

Companies also cut down their IT training to save costs.

What problem(s) does the “instance of change” adress?

The decline in basic IT training is a major challenge for trainers in the IT sector.



How does the problem is resolved?

Now the training takes place when an IT problem occurs. A person within a company realize that he / she lacks knowledge to solve a certain problem with a computer application and informs the head of the training department / the person responsible to organize IT training. Colleagues are asked if they encounter a similar problem. Than the IT trainer is brought into the company to solve this problem.

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

Stakeholder :

- **Trainee**
- **Trainer**
- **Stakeholder**

Describe the consequences / satisfaction with this change:

The company is saving money by buying in training in case of immediate need. Trainees are satisfied because they are not sending automatically on a training course which is a kind of implicate deficit assumption and they are trained in an issue that is directly related to their work context. The trainer still delivers training but has to do it on demand. He/she cannot work any longer with his / her preexisting syllabus.

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

Enter here the text of the instance of change told from the perspective of an external narrator.

CONSULT Partners has changed their training practice radically. 3 years ago an economic crisis hit the company, training budget was cut down. Before new people got training whether they needed it or not, now this automatic training does not happen any longer. For two reasons: a) it is not cost effective, b) people get fed up with training. New people will now get a 2 days introduction by going around for a couple of hours in different parts of company. Somebody will then assess training needs (do you know office products, can you check your emails?). So CONSULT Partners will provide training in case training is needed. People have to come to G. saying: I got a problem there, than G. will start looking for other persons with a similar problem and organize a course for them.



**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.

Trainee	Trainer	Person who organise training
<p>I like this a lot because nobody sends me on a training which I actually do not really need. If I have a problem I will work this problem through with a trainer.</p> <p>There is no school-based knowledge I have to learn, the training is completely problem-based. I will develop a solution by myself with the help of the trainer, I do not have to waste a whole day on a course, because what I need is practical training, not to sit here.</p>	<p>The need for basic IT training is declining. 3 years ago I still had some people on training course who did not know anything but now everybody knows a bit (writing a letter, printing, surfing the net, checking emails). Maybe they are doing it a bit complicated but at least they can manage the tool. Also the software has not changed much (or not in a better way, so companies will not upgrade their systems).</p> <p>I am now training really strange stuff, like: EXCEL spreadsheet to handle dangerous chemicals like LSD.</p> <p>This change is o.k, it keeps me in the business. You have to get rid of your syllabus, but if you are a good trainer, you should be always able to teach beside the syllabus.</p>	<p>We are able to cut down our training budget when we only bring in training in case it is needed.</p> <p>And I can be absolutely sure that people are applying the stuff they have been trained on it.</p>



### 5.4. A list of stakeholders

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

#### Main types of stakeholder

Stakeholder	What the stakeholder wants
Trainee	Training that deals with his problems
Trainer	Training opportunities and that people apply the learned knowledge
Person who organize the training	Successful training and cost-reduction

#### A list of other actors

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

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#### A list of other influences

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

d)	<p>The need for basic IT training is declining. 3 years ago there were still people on training course who did not know anything but now everybody knows a bit (writing a letter, printing, surfing the net, checking emails). Also the software has not changed much (or not in a better way, so companies will not upgrade their systems). There are still some companies where people on the shop-floor-level lack basic IT skills. But these companies often refuse an offer for IT training, because they fear the professional progress of their employees. If IT training takes place on the shopfloor-level, it is in no way accredited training. The risk to lose people by qualifying them seems to high for those companies.</p>
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## 6. Instances of Change 6: hotline

### 6.1. Metadata

	Institution		
	Title	<i>A name given to the instances of change.</i>	hotline
	Description	<i>An account of the content of the situation.</i>	To ensure that people on a course are able to apply the knowledge a free telephone hotline is offered
	Date	<i>Date Created</i>	13.09.07
	Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Eileen Lübcke
	Audience	<i>The intended audience for this instances.</i>	Trainers, people who organise training courses
	Sources	A reference to the case study	It training case study

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

Brief introduction to the context / case

The case is taking place in the UK. The training is done by external trainers. It is not about IVET, but about IT training that do not lead to accredited training.

What problem(s) does the “instance of change” adress?

Existing IT training is often very much school-based with no relation to the work. Like the example G. described: A new system was bought, he got an SQL-introduction with 3 other people. He came out and were panicked at the end of the day, did not use the knowledge for 9 month, everything was forgotten. The knowledge taught in the course was pure technical: how to write a report, but no knowledge about: how to start, from which sources which data is available.



How does the problem is resolved?

The company who provides the IT training is offering a free hotline to the trainees. So in case they are stuck at their workplace they can call the hotline and get free advice on the next steps.

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

Stakeholder :

- **Trainee**
- **Trainer**
- **Person who organise the training**

Describe the consequences / satisfaction with this change:

The trainee has the confidence that he still will get support when he is back at his workplace. For the trainer the hotline is a kind of evaluation tool: if there is extensive use of the hotline the course must be adjusted because the content is obviously not directly applicable to the work. The person in charge to organise the training knows that his people still get support and they will apply the knowledge.

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

Enter here the text of the scenario told from the perspective of an external narrator.

Existing training is often very much school-based with no relation to the work. Much effort is put in teaching concepts, underlying assumptions or to teach every aspect in a certain topic. IT TRAINING company will offer a free telephone support hotline, where people can call when they encounter problems in their day-to-day work. This support hotline is also a good instrument for evaluation, if there is frequent use of the hotline, something has to be wrong with 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.

trainee		trainer		Person who organise the training
It is good to know that I am not alone when I am going back to work. I am still in contact with my trainer or someone else knowledgeable who can help me out if I am stucked.		This is a service for our clients. It helps us to separate us from our competitors. And it is also a good evaluation of our training. If the people on the course make frequent use of it, we know we have to change something because they are not able to apply the knowledge.		The hotline is a very good idea. It is an additional service and it costs us nothing. So I can be sure that the training organisation I am working with is interested in doing a good job instead of just delivering some training.



### 6.4. A list of stakeholders

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

#### Main types of stakeholder

Stakeholder	What the stakeholder wants
Trainee	Wants the support and contact with his trainer at his workplace
Trainer	Wants to be sure that the trainee applies the knowledge
Person who organise the training	Wants to be sure that the training was successful

#### A list of other actors

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

e)	
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#### A list of other influences

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

e)	<p>The IT training takes place in a constantly changing environment. There exist no regulation of becoming a trainer; there is a lot of very cheap training offered on the market, sometimes because it is EU funded. Competition with cheaper companies is an issue: every 1 or 2 year, IT TRAINING is losing clients because they lose the tender for the IT training. It then happens very often, that the staff will go directly to the HR department and book a course with IT TRAINING. So in fact the client base is somewhat stable. K. gains his customers through reputation, IT TRAINING never invested into marketing so in fact those cheap competitioners and new start ups do not longer affect the core business.</p>
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