



Implementation of Corporate Social Responsibility in Central Europe

Curriculum of Train the Trainer Training : Leading CSR

Certified Program

VERSION HISTORY

[Provide information on how the development and distribution of the Training Plan will be controlled and tracked. Use the table below to provide the version number, the author implementing the version, the date of the version, the name of the person approving the version, the date that particular version was approved, and a brief description of the reason for creating the revised version.]

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1 INTRODUCTION

1.1 Scope

This Curriculum and training structure for the trainers on CSR presents the structure of the training course for the trainer. The scope of this training is to train the trainers on CSR.

1.2 Name of the Training Course

Train the Trainer Training: Leading CSR

1.3 Qualification Level

European Qualifications Framework (EQF): Level 5

1.4 Background

Skills certification is crucial in the Corporate Social Responsibility and Sustainability sector where green-washing makes it difficult to separate the self-proclaimed experts from the real ones. It demonstrates an individual's professionalism, commitment to the field, and desire to remain on top of current practices. It is also a measure of a professional's competencies against verified standards, which set them apart from others in the industry.

Corporate social responsibility (CSR) refers to companies' responsibility for their impact on society. The European Commission believes that CSR is important for sustainability, competitiveness, and innovation of EU enterprises and the overall EU economy. It brings benefits in terms of risk management, cost saving, access to capital, customer relationship, and human resource management. The expected positive impact is not limited to economic performance but involves employees, partners, customers, the city and region, thanks to a consistent reduction of negative environmental impacts as well as enduring development of human resources, community and society.

More information in the EU strategic documents:

https://ec.europa.eu/growth/industry/corporate-social-responsibility_en

https://ec.europa.eu/info/business-economy-euro/doing-business-eu/corporate-social-responsibility-csr_en

<https://www.csreurope.org/european-commission-0>

<https://www.interregeurope.eu/road-csr/>

<https://lobbyfacts.eu/representative/609ef08d8f98496dbaed9bcd04f5c884/csr-europe-the-business-network-for-corporate-social-responsibility>

This Curriculum provides facilitators and training managers with information on how to develop, deliver and manage training activities, using the instructional design approaches, so that to CSR policy will be understood and implemented with effectiveness.

1.5 Target Groups

The target group of the training process is composed of trainers and education professionals working in the field of human resources, project managers, business school teacher, professor in Economics, Ethics, Social Science, and Finance. The program is aimed at people who are using interactive teaching methods for the development of competences involved in the project activities and active in the process of personal development and training.

The course will benefit in particular:

- Trainers
- Heads of training units
- Human resources managers and other managers involved in training
- Educators and business school teachers,
- Professor in Economics, Ethics, Social Science, and Finance

Necessary prior experience of the participants:

- Trainer's consultation – including in-factory training observation and feedback, additional capacity support, and training resources discussion group
- Management consultation – supporting development of strategy to effectively promote and implement the trainings: this includes worker awareness and activities, scheduling and internal department coordination
- Tracking and evaluation – regular follow-up call and tracking activity to help evaluate training progress and overall program impact

2 INSTRUCTIONAL ANALYSIS

2.1 Needs and Skills Analysis

The following knowledge, skills and attitude are essential to be transferred and practiced in the learning process:

Knowledge	Skills	Attitudes
Theories of the learning process Learning styles Experiential learning Socio- cognitive learning Motivation and self- efficacy Multiple intelligences Methods for reflection and debriefing Learning environment Assessment of learning outcomes Key Competences Roles of the trainer Group processes	Setting learning goals Assessment of learning outcomes Design of training programs Active listening Effective communication Effective teamwork Creating effective learning flow Mentoring and Coaching Implementation of interactive teaching methods Description and documenting of training programs Facilitating and conducting discussions and debriefing Giving instructions Giving and receiving effective feedback Creating an environment for reflection and self-evaluation Assessment of training needs Creating and adapting activities and implementing them in different contexts	To serve as a role model To inspire future achievements To communicate positively and encourage learners To follow a timetable To handle emergencies To resist stress To radiate dedication To seek opportunities for personal development proactively To encourage participation and involvement of learners To show responsibility at work To improvise and be flexible in training delivery To show openness towards innovation and creativity To empathise and understand the individual needs of learners

2.2 Development Approach

The process is based on the logical flow of competency development – attitude, knowledge and skills. It starts with creating needed attitudes, accompanied by ethics of the trainer and perception of self-development. After this, knowledge about methods, practices and processes are elaborated. Finally, practical tasks are given to be performed in CSR (in teams) and analysed and refined afterwards. In order to become competent professional trainers, the learners develop real educational programs - based on the needs and learning objectives of the target group

Key elements of the training are:

- Assessment centre – to identify trainers’ skills and behaviours;
- Performing practical tasks related to training tools such as facilitation, session design etc.
- Refining the performed tasks through analysis and feedback;
- Developing and demonstrating in practice a training session;

- Design of a whole training process - as a final task to the group to demonstrate what they have learned (identification of needs and target groups, preparation and design, conducting sessions, evaluation of results and follow-up).

3 INSTRUCTIONAL METHODS

3.1 Training Methodology

The training course is based on a series of modules, which can be adapted to the requirements of the course participants. The emphasis is put on practice and exercises rather than on presentations:

- Group-work
- Brainstorming
- Questions and answers
- Role play
- Simulation
- Short presentations

3.2 Testing and Evaluation

During the training:

- Assessment centre - to assess trainers' skills and behaviours and identify the starting level of each participant;
- Practical tasks – during the program, the execution of tasks is followed by receiving constructive feedback by the other learners and trainers;
- Reflection groups – daily group reflection for evaluating the learning achieved so far;
- Self-evaluation with the support of various tools and methods.

At the end of the training:

- Informal evaluation – using interactive methods for evaluation;
- Self-evaluation with the support of various tools and methods;
- Formal evaluation – completing a questionnaire by participants.

Follow-up evaluation:

- Reports by the trainers/experts – during the whole process the leading experts who guide the educational process observe and evaluate learners.
- At the end, they provide individual reports for each learner;
- Evaluation of overall achievement – by the analysis of the real, practical tasks during the follow-up process by peer learners and experts, each participant receives feedback on their results.
- Final self-evaluation – at the end of the follow-up period, every learner assesses their achievements for trainers working in CSR;

3.3 Resources and Facilities

Participants will receive:

- Training materials (course slides, participant booklet – hard copies);

- Certificate of attendance for full and active participation;
- Case studies (local and international) and lectures conducted by highly experienced trainers.
- Certificate for the Training of Trainer

4 TRAINING CURRICULUM

4.1 Requirement by the learners:

- To develop some projects,
- To manage HR,
- To organise company activities

4.2 Course overview

Taught in an interactive style, this practical train-the-trainer program covers best practices for keeping delivery methods fresh and reinforcing what's learned in the classroom. The program addresses such challenges as assessing and leveraging existing knowledge, following a proven engagement framework, choosing memorable activities, and establishing an environment of trust and engagement.

Whether you need to prepare inexperienced facilitators or you simply wish to infuse seasoned professionals with some added energy, this training-for-trainers workshop will teach participants to determine the needs of their participants, improve their classroom charisma, handle challenging situations, and more.

4.3 Learning Objectives

At the end of the program, participants should be able to:

- Identify the characteristics of an exceptional trainer.
- Understand and identify different behavioral styles and adapt training as necessary.
- Explain what a well-design training program looks like.
- Describe a needs analysis and why it is a necessary step in any training program.
- Explain multiple methods for making lecture-based programs active.
- Develop strategies for handling environmental challenges and disruptive participants.
- Choose seating arrangements conducive to hands-on learning.
- Present information in a clear, concise, engaging manner.

4.4 Learning Outcomes

After having completed this course successfully, the trainees should be able to:

- Define the trainers' role within the context of their activity and the respective skill profile;
- Prepare, develop and evaluate the training sessions considering the learning process facility through the selection and application of the more adequate pedagogical means and methods and using the training operational effect through the definition of operational goals and through the results control.
- Self-evaluate their performance according to the required skills profile.

4.5 Outcome by the end of the training

The training class: Participants will understand key issues in trainer development.

- Analysing and designing training sessions: Participants will have developed skills to plan effective teacher training sessions.
- Delivering training sessions: Participants will have developed the skills to deliver effective teacher training sessions.
- Observing teachers: Participants will have developed an understanding of good practice in observing teachers.
- Managing feedback: Participants will be able to give supportive feedback to teachers and prioritise key strengths and areas for development.
- Course planning and trainer development: Participants will be able to design courses and an action plan for their further development as a trainer.

4.6 Training Organisation

4.6.1 Composition of the trainees group

The group, composing between 10 to 15 selected trainees, should be as homogeneous as possible to facilitate the transmission of knowledge and the acquirement of new skills in the pedagogical didactic domain.

The trainees should have, at least, the obligatory scholary. The priority should be given to the candidates that already have some professional experience to facilitate the subject matter context. We will give priority to the candidates with the highest level of scholastic skills in a way they could present, in the future, a better performance level as trainers. The selection of the candidates will be done through the curriculum analysis followed by an interview in accordance with the enclosed guidelines.

4.6.2 Modular structure

The programme contents are fitted into modules. The modules should be presented sequentially in order guarantee better logics in the learning process.

4.6.3 Duration of the training

Duration of the training: 14 hours (2 days)

Participant could choose:

- 2 days intensive or
- Semi-intensive training during 1 month including ½ day in presence and blending-learning format i.e. classroom & virtual.
- Blending-learning of three months.

4.7 Program

The modules will be distributed according to the topic, content and duration.

Module	Duration
The trainer and the context in which the training take place	2h30
CSR: Driving CSR throughout the Organization	2h30
Theories, factors and learning processes	0h45
Pedagogical methods and techniques	0h45
Pedagogical relation, group animation and the management of various learning ways	0h45
Training planning	0h45
Definition and structure of the training goals	0h45
Training didactic resources on CSR news	0h45
Learning evaluation	0h45
Training evaluation	0h45
Pedagogical simulation on CSR study cases	3h00

4.7.1 The trainer and the context in which the training take place

This module contains information referring to the characterization of the training systems, namely the training in relation to company strategy/culture and the CSR context. It also talks about the identification of the skills required for the trainer according to the different training and the training modalities.

When completing the module, the trainees should be able to:

- State the skills and abilities required for the trainer's activity in different training.

4.7.2 CSR: Driving CSR throughout the Organization

With this module, we intend to enable the trainees to:

- Reasons for CSR implementation
- How to develop the CSR values in the company
- Discovering the gap between Social and organizational Values
- Methods of integrating the Values
- Shaping frameworks of CSR strategy
- Areas of stakeholders and other analysis, analyzing environment
- Discover obstacles and working towards the implementation of a CSR strategy

After concluding this module successfully, trainees are supposed to able to:

- Understand the obstacles and working towards the implementation of a CSR

4.7.3 Theories, factors and learning processes

The main theories and the learning and teaching models are approached in this module. They are characterized by the main factors and the conditions of their implementation.

After concluding this module successfully, trainees are supposed to be able to:

- Identify concepts, theories and learning and teaching processes models.
- Identify the main factors and conditions which facilitate the learning and teaching process.
- Master the processes and the psychological factors of learning, such as:
 - Modes and steps of learning
 - The learning process
 - Psychological factors of the learning process

4.7.4 Pedagogical methods and techniques

With this module, we intend to enable the trainees to identify the different pedagogical methods and techniques that are used in the training process, as well as the goals, characteristics, and strong and weak points. We also aim to point out the need to compare the adequacy of the training goals in relation to the target public and the training context

After concluding this module successfully, trainees are supposed to be able to:

- Tell the difference between pedagogical methods and techniques to be developed in the training context.
- Typify the conditioning factors of the choice of pedagogical methods and techniques.
- Link the method and technique choices with the contents to be transmitted, respecting the different target public and the learning context.

4.7.5 Pedagogical relation, group animation and the management of various learning ways

The aspects related to the group dynamics in the training context and to the psycho-social contexts associated to the training are analysed in this module.

It will also dwell on the questions related to the specific aspects and to the individual learning rhythm as well as the management of the various learning ways following the pedagogy of the principles of individualization.

At the end of this module, trainees should be able to:

- Identify the interpersonal communication processes;
- Recognize the individual attitudes permitting the communication;
- Identify the main group phenomena;
- Identify the types of behaviours which contribute to the conflict resolution;
- Identify the motivation mechanisms;
- Distinguish and adopt motivation strategies in the training;
- Identify leadership styles and their effects on the pedagogical practice.

4.7.6 Training planning

This module talks about the guidelines and the rules that should be used in the elaboration of training units planning and in learning and teaching sessions planning.

At the end of this module, the trainees should be able to:

- Identify the guidelines in compliance with the elaboration of training units planning;
- Plan teaching and learning sessions;
- Put in order the contents to be presented in each session;
- Define the learning sequences.

4.7.7 Definition and structure of the training goals

This module should concentrate on the characterization of the training goal functions, the different definition levels, their elements and application. In this context, the techniques that permit the possible use and hierarchism of the training goals should also be transmitted to the trainees.

At the end of this module, the trainees are expected to be able to:

- Recognize the importance of the specific and general goals definition;
- Identify the functions implied by the pedagogical goals;
- Define the domains in which the training goals can be formulated;
- Create pedagogical goals in operational terms;
- Order the goals following the knowledge domains.

4.7.8 Training didactic resources on CSR news

The content of this module should be centred on maximizing the use of I.T. as pedagogical auxiliaries, including the use of new information in order to collect information on CSR news. It should also specify the way in which the pedagogical and didactic means are collected, selected, conceived and adapted according to the pedagogical strategy to be used.

At the end of this module, trainees are supposed to be able to:

- Identify, select and use the pedagogical means in an adequate way;
- Select, conceive and adapt the pedagogical and didactic means, in multimedia support following the strategies to be used.

4.7.9 Learning evaluation

This module approaches the different types, moments, goals, techniques and tools of the evaluation of the learning results in relation to the goals previously defined, as well as in function of the subjectivity of the evaluated activity.

At the end of this module, the trainees should be able to:

- Distinguish the different levels of the results evaluation of the training;
- Create and use evaluation tools in accordance with the goals previously defined;
- Verify and control the teaching and learning results and the training efficiency and efficacy;
- Identify the causes of the training subjectivity.

4.7.10 Training evaluation

The evaluation criteria and tools for the training efficiency are the subject of this module, in a systematic and evolutive perspective. The ways of adjustment leading to the training process improvement should also be considered in this module.

After concluding this module successfully, trainees are supposed to be able to:

- Apply the systematic and evolutive method to analyse the training results;
- Propose ways of adjustment leading to the improvement of the training process;
- Reflect upon the goals and aims of the evaluation;
- Approach the different types and criteria of evaluation;
- Reflect upon the subjectivity of the evaluation;
- Develop the evaluation processes and techniques.

4.7.11 Pedagogical simulation on CSR study cases

The pedagogical simulation on CSR study cases is the implementation of the self-evaluation process that permits the practical-training of the skills acquired during the preparation, the animation and evaluation of the training sessions, the development of the critical synthesis and work skills, and the diagnosis of the pedagogical behaviour that needs to be improved.

The final pedagogical simulation should integrate the following:

- 1 - Elaboration of the Session Planning;
- 2 - Application of Evaluation Techniques and Tools;
- 3 - Training Development and should also consider the following methodological aspects:
 - Promotion of group discussion concerning the pedagogical behaviour observed;
 - Identification and choice of the most relevant pedagogical aspects;
 - Reflection upon the skills demonstrated and the areas to be improved.

At the end of this module, the trainees should be able to:

1 - During the initial pedagogical simulation:

- Identify and describe the main abilities, expressed in terms of behaviour during the preparation, development and evaluation of a training session;
- Identify the pedagogical behaviour that should be acquired or improved during a training action;
- Develop the self-evaluation and group-evaluation ability;

2 - During the final pedagogical simulation:

- Prepare, develop and evaluate training sessions;
- Identify the most relevant pedagogical aspects in the teaching-learning process;
- Propose alternative solutions, to present diverse strategic suggestions;
- Practise evaluation and self-evaluation skills related to behaviour observed in the development of a teaching-learning session;
- Compare the pedagogical skills level acquired during the training process, with the performance level at the beginning of the training;