

C³ TRAINER – Training Modules

Theory of Learning

- Adult education
- Processing information
- Steps of learning

Communication and Visualisation in Learning Situations

- Communication
- Aims of visualisation
- Visualisation techniques and media

Methodological Diversity in C³ Training Seminars

- Characteristic features of a good trainer
- Training styles
- Different types of training sessions
- The experience-based learning cycle

Curriculum Design and Seminar Preparation

- Elaboration of individual training sessions/lessons
- Design of seminar programs
- Seminar preparation and organisation

Monitoring Participants Opinion and Performance

- Daily evaluations
- Final evaluation
- Individual performance evaluation

Development of Personal Training and Moderation Skills

- Implementation of different training sessions in group work
- Plenary discussion and individual feed back for participants



C³ TRAINER

TRAINING AND MODERATION
TECHNIQUES



C³ START

BUSINESS START-UP &
PLANNING



C³ GROWTH

CONSULTANCY FOR SUSTAINABLE
ENTERPRISE GROWTH



C³ CREDIT

CREDIT APPRAISAL &
MONITORING



C³ CRISIS

TURN-AROUND MANAGEMENT OF
ENTERPRISES IN CRISIS



C³ COMPLIANCE

MANAGING SOCIAL AND ENVIRON-
MENTAL STANDARDS



C³ ASSOCIATE

STRATEGIC AND FINANCIAL PLANNING
FOR ASSOCIATIONS



C³ LOCAL

MULTI STAKEHOLDER PROCESSES FOR
LOCAL ECONOMIC DEVELOPMENT



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C³ TRAINER

Training and Moderation Techniques

Why C³ TRAINER?

... signifies capacity building for trainers or moderators.

... offers a tailor-made training course, in which every participant is not only exposed to the most up to date theories with respect to learning, communication and curriculum development but also works on the development of his/her own personal competencies as trainer.

... is also a tool for trainers, providing a means with which to monitor participants opinions and performances during seminars.

C³ training means learning through action

The underlying methodological approach used by C³ trainers is "learning by doing" or "learning through action". This concept emphasises the active participation of the trainees. The role of the trainer is to act as a facilitator and not as a traditional teacher. The essence of this concept is to strengthen the ability of the participants to apply concepts, techniques and methods to their teaching situations by using practical and action-oriented exercises.

Additionally, the C³ training approach strongly builds on the exchange of ideas and constructive feedback amongst the trainees. This can only be accomplished in an open, positive atmosphere which is usually achieved quite quickly through targeted sessions.

C³ employs a highly diversified training approach consisting of a balanced mix of different types of exercises such as simulation exercises, group work, role plays, case studies and field work.

Target Group

TRAINER is designed for trainers and moderators, especially those open to participatory training approaches. Depending on the participants' prior experiences, training interventions may not only vary in length but also in the emphasis put on the different subjects.

Learning and communication in training situations

The first part of the course establishes the theoretical elements for the participants with regards to the theories of adult learning as well as communication and visualisation in training situations. It also introduces the participants to individual C³ exercise structures and training program designs.

Developing personal training skills

Having participated in a **TRAINER** course also means to have been challenged by ones own teaching style and training method. At least half the time spent in the seminar is dedicated to the practical application of diverse C³ exercises. Coached by trainers, participants prepare and implement training units using the remaining group as 'participants'. They then receive feedback from both, the group and trainers.



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