

Coaching skills

for professional and personal development

Adult teaching skills

⇒ for educators in companies/ organizations
⇒ for foreign language teachers

**Apply for a Grundtvig (adult education)
In-Service Training grant
and join us on 5-day trainings/courses
in September or December 2012
in Ljubljana, Slovenia at Glotta Nova**



**Grundtvig
GRANT**

Presentation skills

for trainers, lecturers, teachers, instructors ...

Mentoring skills

for all kind of mentors

Training Programmes



- ADEC: Adult Educator in Company
- Coaching Skills for Professional Development
- Effective Memory Techniques for Learning a Foreign Language
- Mentoring Skills for All Kind of Mentors
- Methods of Global Learning and Teaching
- Presentation Skills for Everybody

Is it for you? Yes, it is if you ...

... want to improve your practical teaching/coaching/counselling/
management skills ...

... are a teacher/trainer, (adult) educator, mentor/coach, facilitator,
presenter/lecturer, (knowledge) manager, counsellor/adviser ...

... are working in any part of the adult education sector (formal, non-formal or informal,
including volunteer staff as well as those who work as administrative staff).



Are you eligible to apply for a Grundtvig grant?

⇒ Check at your [National Agency!](#)

See more detailed description of each programme on the next
pages.

“ADEC, Adult Educator in Company”

NLP based training for mentors, trainers, instructors, (knowledge) managers ... working in companies

One of the main messages of this programme is that **people learn in different ways and process it in their own personal way**. Differences in genetic make-up, environment and experiences influence the way we learn.

Another important message is that **people learn ‘holistically’**, i.e. using far more than their cognitive rational mind to store information.

The ADEC – Adult Educator in Company programme builds on these findings to establish practical guidelines on how to teach and support learning. It is a unique training programme aimed at all experts in your organisation involved in passing on their knowledge to others, i.e. mentors, trainers, instructors, (knowledge) managers etc., who want to upgrade their skills, looking for some new ideas or just want to evaluate what they are doing now.

The main objectives of the programme are:

- being able to pass on the knowledge, skills and competences
- getting to know how to adapt the education programme to different types of persons in order to give all learners the opportunity to get the best out of education programme
- getting to know innovative models for getting the optimum results out of the learning processes
- expanding your understanding of communication processes
- getting to know how to plan the education/learning programme
- getting practical advice for executing the education programme



ADEC: Programme of the Training Activities (day by day)

DAY 1

Basic Training Framework

What is NLP or neuro-linguistic programming?

Communication models

The interactive approach

Rapport and the PRL strategy

Hints and tips on how to apply basic training framework aspects to improve transfer of knowledge within a company/ organization.

DAY 3

The Dynamics of the Learning Process

Moderation skills

Synergy

Perceptual Positions

Hints and tips on how to apply these aspects to improve transfer of knowledge within a company/ organization.

DAY 4

Language and Mind

The brain

Learning types

The Bandwidth Of Consciousness

Language patterns

Basic coaching skills

Hints and tips on how to apply these aspects to improve transfer of knowledge within a company/ organization.

DAY 2

Creating a Programme

The Circle of Competences

Typology of training

Training Design

The Dynamics of the Learning Process

Training Flow

Presentation skills

Feedback

Hints and tips on how to apply these aspects to improve transfer of knowledge within a company/ organization.

DAY 5

Trainer's Basket

The use of media

The use of music

The creation of games and their use in trainings

The creation of exercises and their use in trainings

Open space for questions and discussion

Working Outside the Scope of the Plan

Hints and tips on how to apply these aspects to improve transfer of knowledge within a company/ organization.

“Coaching Skills for Professional Development”

Support your co-workers, your team, your students... in achieving the desired outcomes

Coaching is an interactive process that **helps individuals and organisations to develop more rapidly and produce more satisfying results.**

As a result of coaching, clients/organisations **get better goals, take more action, make better decisions,** and more fully **use their natural resources** and strengths.

Coaching is **very goal oriented.** The role of a coach in this goal oriented process is to be an external support for their co-workers, team or students in achieving this goals, solving conflict situations, developing new skills, managing the changes and stress and discovering new and innovative solutions.

Coaching is a special type of professional individual (or team) support which enables the individuals (or team) to achieve complex goals and to identify and overcome the obstacles.

In the process of coaching the coach - colleague encourages the development of individual's (or team's) potential. The aim of coaching is to identify and strengthen the abilities of the individual (or team) and motivate them to focus on actions that will bring the desired results.

The ICF (International Coach Federation) defines professional coaching as "an ongoing relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life".

Acquire coaching skills to help individuals (your co-workers) and (your educational) organisation to develop (professionally) more rapidly and to produce more satisfying results

The main objectives of the programme are:

Participants will ...:

- get to know the basic model of coaching
- learn to think more systemically and develop the important skills they will need as a coach to their colleagues
- learn how to use coaching in the workplace
- recognise/ identify their skills for personal and business development of their colleagues
- learn how to use different tools of coaching
- be able to integrate individual's (their co-workers') goals with organizational goals.



Through theoretical knowledge and practical exercises participants will:

- acquire coaching skills
- develop new skills
- recognize opportunities when and where they can use coaching
- and learn how coaching can increase their effectiveness and efficiency of their co-workers.

Coaching skills
for professional development

At the end of the training participants are able to:

- ask good coaching questions
- understand why listening is more important than talking
- use communication skills for effective coaching
- see, hear, and feel better (sensory acuity)
- positively motivate
- create a team spirit by using simple techniques
- communicate effectively
- look into the future, not in the past

COACHING SKILLS: Programme of the Training Activities (day by day)



DAY 1

What is coaching?

Roots and definitions of coaching

Distinctions (coaching – psychotherapy – consulting – training – counselling ...)

DAY 2

The role of a coach in a professional environment

Reasons for implementation of coaching

Specifics of coaching implementation in the professional development

Using coaching to develop co-workers' autonomy

Coaching and professional development:

reflection of coach's role in the professional development of co-workers and educational organization

DAY 3

Coaching concepts

Powerful Coaching Questions

Designing the Alliance

Building Trust

Setting goals and planning

Forwarding the action

Accountability

Feedback

Bottomline

DAY 4

Coaching diagnostic tools

Professional and personal »Balance wheel«

Coaching “formula”

Communication skills

Rapport

Active listening

DAY 5

Using group and individual coaching

Coaching as a communication and motivational tool

The importance of coaching for an individual (manager), employee (co-worker), (educational) organization

Individual and group coaching

Coaching in practice

“Effective Memory Techniques for Learning a Foreign Language”

NLP based training for mentors, trainers, instructors, (knowledge) managers ... involved in teaching any foreign language

Who does not want to have a brilliant memory and save some time for learning and to be able to recall already learnt knowledge? The fact is: we all forget! Only a small part of the knowledge that we learn stays in our memory for a longer time. But is it possible to overcome these limitations? What is the key for better memorizing?

In “Effective Memory Techniques for Learning a Foreign Language” programme you will get to know **how our brain works and how brain biology can help you and your students to learn faster and easier**. You will personally experience a lot of memorizing techniques which you will be able to transfer to your teaching practice. And **you will exercise your memory** as well.

The main objectives of the programme are:

- To know how our brains work and how brain biology can help you and your students to learn faster and easier
- To practice using memorizing techniques, specially those that are helpful in learning a foreign language
- Get practical tips and tricks how to transfer memorizing techniques to your teaching practise
- To exercise your memory (by using memorizing techniques – remembering numbers, faces etc.)

Effective memory techniques are very helpful specially when learning a foreign language: **how to memorize all new words, how to memorize all grammar rules, how to take notes at foreign language classes to be the most efficient?** And how can you as a foreign language teacher help your students (learners, participants) be able to learn a foreign language faster and easier?

Get practical guidelines on how to help your students learn a foreign language faster and easier.

MEMORY TECHNIQUES: Programme of the Training Activities (day by day)

DAY 1

Biology of brain:

Brain – how they work

Brain and memory

How can brain biology help us to learn faster and easier

Brain: left and right hemispheres and alpha state for accelerated learning

NLP and VAKOG – different learning types



DAY 2

Exercise your brain:

Brain gym for more effective learning

Memory techniques

How to memorize names and faces

How to memorize the numbers - code system

DAY 3 - 4

Memory techniques for learning a foreign language:

Memorizing words with a help of pictures and drawings: visualization and memory

Memorizing grammar rules: how to draw grammar rules

Memorizing irregular verbs, nouns: making clusters and using them in practice

How to use storytelling for easier memorizing

How to prepare, use and sort didactic cards

How to take and make notes in foreign language courses

How to make mindmap that really helps in learning a foreign language

How to prepare and electronically edit texts for audio materials on the basis of suggestopedia

DAY 5

How can your students (adult learners) learn a foreign language faster and easier:

Association and visual memory, network of associations

Organized revising

Using memorizing techniques in your teaching practice



“Mentoring Skills for All Kind of Mentors”

NLP based training for all kind of mentors, coaches, counsellors

The main objectives of the programme are:

The participants are acquainted with the purpose and objectives of mentoring:

They are able to identify roles, tasks and functions of a mentor and mentee in mentoring process.

They recognize behaviour and other personal patterns that form a good mentor.

They are able to make a mentoring plan.

They are able to lead a mentor meeting.

They are able to assess and evaluate mentee's progress and success.

They are able to evaluate the mentoring process, mentor themselves and their work.

They learn how to create rapport with their mentee.



The participants are acquainted with and train the use of:

methods and techniques of teaching and communicating knowledge and other skills,

effective communication strategies,

effective strategies for planning their work and the work of a mentee,

strategies of planning and achievement of objectives.

The participants adopt the following principles of successful cooperation:

Listen more, talk less.

Agree a lot and praise progress.

Ask questions.

Avoid direct advice.

Provide confidence and verbal assistance.

Take into consideration their own and mentee's feelings.

Create relaxed and honest communication and take care of a stimulating environment.

Get practical guidelines on how to plan and lead a mentoring process and effectively communicate with your mentee (student, trainee, co-worker).

MENTORING SKILLS: Programme of the Training Activities (day by day)

DAY 1

1. FOR A GOOD START

- 1.1 Introduction of the trainer and the participants
- 1.2 What do we expect and what do we want to contribute
- 1.3 The programme and the objectives of the training
- 1.4 Methods of work
- 1.5 The barometer of mentoring

2. MENTORING, MENTOR AND MENTÉE

- 2.1 What is mentoring and what are the characteristics of mentoring process
- 2.2 Types of mentoring
- 2.3 Characteristics, competences, functions and tasks of a mentor within mentoring process

DAY 2

- 2.4 The roles of a mentor within mentoring process
- 2.5 What do I/we have from mentoring: mentor, mentée, company in mentoring process

3. MENTORING PROCESS

- 3.1 The aims of mentoring
- 3.2 Phases of mentoring process
- 3.3 Mentoring plan as one of the key documents of mentoring in a company

DAY 3

- 3.4 Me as a mentor: Mentor competence plan
- 3.5 Evaluation of the mentoring process, mentor and mentée
- 3.6 Feedback as a motivational and (self)evaluation tool

DAY 4

4. EFFECTIVE COMMUNICATION IN A MENTORING PROCESS

- 4.1 NLP communication model (Neuro-Linguistic Programming) and fundamental communication principles in mentoring process
- 4.2 Individual's sensory channels/ representational systems
- 4.3 Strategic communication, creating and maintaining rapport
- 4.4 Active listening as one of fundamental skills for effective mentoring

DAY 5

- 4.5 The one who asks is the one who leads: the art of asking questions in mentoring process and various models for raising questions effectively
 - 4.6 Strategies for setting and achievement of objectives
 - 4.7 Coaching formula
 - 4.8 The fundamental pillars of mentoring
- ### 5. ADULTS LEARN DIFFERENTLY
- 5.1 Brains and communication
 - 5.2 Gardner's eight types of intelligence

“Methods of Global Learning and Teaching”

NLP based training for trainers, instructors, lecturers, teachers ... working in the field of adult education

Methods of Global (holistic way of) Teaching and Learning is a programme which helps to upgrade the skills and knowledge of educators of adults, i.e.: educational trainers, teachers, lecturers, pedagogues, trainers of educators, moderators, mentors and instructors in companies and institutions. The aim of the programme is getting to know and acquire the skills that will improve the quality level of your teaching and delivery of topics in the education process - in courses, trainings, seminars, workshops, lectures, etc. Based on the Global Learning® method, the training consists of 40 lessons in the forms of lectures, trainings and exercises. To follow the participants are advised to prepare a seminar paper for the purpose of implementing the acquired knowledge in their own practice.

Acquire skills that will improve the quality level of your teaching and delivery of topics in the education process.



The main objectives of the programme are:

- Getting to know the basic elements of the Global Learning Method®
- Enabling the participants to discover more efficient approach to adult education.
- Considering different roles of the Global Learning Trainer/Teacher.
- Recognising and considering different types of adult learners.
- Building and maintaining rapport within a learning group.
- Managing oneself and the group.
- Motivating and stimulating participants in their active acquisition of knowledge.
- Developing communication skills.

MGLT: Programme of the Training Activities (day by day)

DAY 1

Types of participants and educators - trainers
VAKOG
Trainers' roles and identities
Strategic communication
PRL strategy
Sharpness of the senses
Calibrating
Active listening

DAY 2

How our brain works
Learning and communication adapted to our brain
Teaching and learning strategies
Mind mapping
Mnemonic techniques
Feedback as a way of learning and as a motivational tool

DAY 3

Framing and mindsetting
Preparation of the teaching/learning environment
Basics on the use of relaxation and music in the learning/teaching process
Learning atmosphere
Visual exercises (visualisation, mental training, mind travelling)
The principles of modern suggestopaedia
 Active learning phase
 Passive learning phase
 Integration

DAY 4

Self-management
State management
Self-motivation
Managing the group-dynamics in a learning group
The levels of learning according to Bateson and the learning curve
How to improve participants' motivation and focus
Values and beliefs
Value systems
Limiting and supporting beliefs

DAY 5

Design and evaluation of training
Designing a training session/programme and preparing for the implementation of a seminar/course/workshop
Master plan in six steps
Setting and achieving goals (personal, topical, didactic)
Time frame
Organisation frame
Evaluation of the training and what next
Ways and strategies of implementation
Presentation of own topic in the learning group

“Presentation Skills for Everybody”

NLP based training for trainers, teachers, presenters, moderators, lecturers ...
working in the field of adult education

This programme is designed to upgrade the skills and knowledge of trainers, teachers, lecturers, pedagogues, mentors, instructors etc.:

- that **help others to improve their presentation, public speaking or rhetorical skills,**
- who are looking for some new ideas,
- or just want to validate what they are doing now.

The two main aims of the programme are:

- getting to know and acquire the skills that will improve the quality level in delivering your presentation and public speaking courses (so we will talk about how to design, deliver and evaluate a high quality presentation and public speaking trainings, seminars, workshops, lectures etc.),
- improve and optimize your own presentation and public speaking skills and make you a better presenter.



Get hints and tips on how to design, deliver and evaluate a high quality (public speaking) presentations, seminars, workshops, trainings, lectures, lessons etc.

The main objectives of the programme are:

- to know and understand oneself as a speaker, presenter, trainer
- to discover one’s own potentials as a speaker, presenter, trainer
- to structure a speech, presentation or training effectively
- effective self-management
- to motivate and involve participants or audience
- to plan, deliver and evaluate a speech, presentation or training.

PRESENTATION SKILLS:

Programme of the Training Activities (day by day)

DAY 1

- Qualities of a good speaker, presenter, trainer etc.
- Communication characteristics of delivering a speech, presentation or training

Hints and tips are given on how to apply communication aspects in order to improve your own delivery of speech and your own public speaking skills.

DAY 2

How to structure & organize your presentation, speech, training programme

- The 4MAT System,
- The Dallas model structure,
- Arguments and counter-arguments
- Your training programme
- Lesson plan development (how to address different types of participants)

Hints and tips on how to apply structure and organization aspects in order to improve own delivery of public speaking skills and own public speaking skills (discussion, exchange of experience, exercises etc.)

DAY 3

- How to handle difficult audience?
- How to handle questions and comments?
- What to do when you fail?
- Developing flexibility

Evaluation of speech, presentation or training programme

- Analysis and self-analysis - checklist,
- Feedback,
- 20 ways of giving feedback to participants

Hints and tips on how to apply the mentioned aspects in order to improve your own delivery of public speaking skills and your own public speaking skills (discussion, exchange of experience, exercises etc.)

DAY 4

State management

- Self-management,
- State management of participants
- Stage freight

Basic coaching skills in public speaking and in training public speaking skills

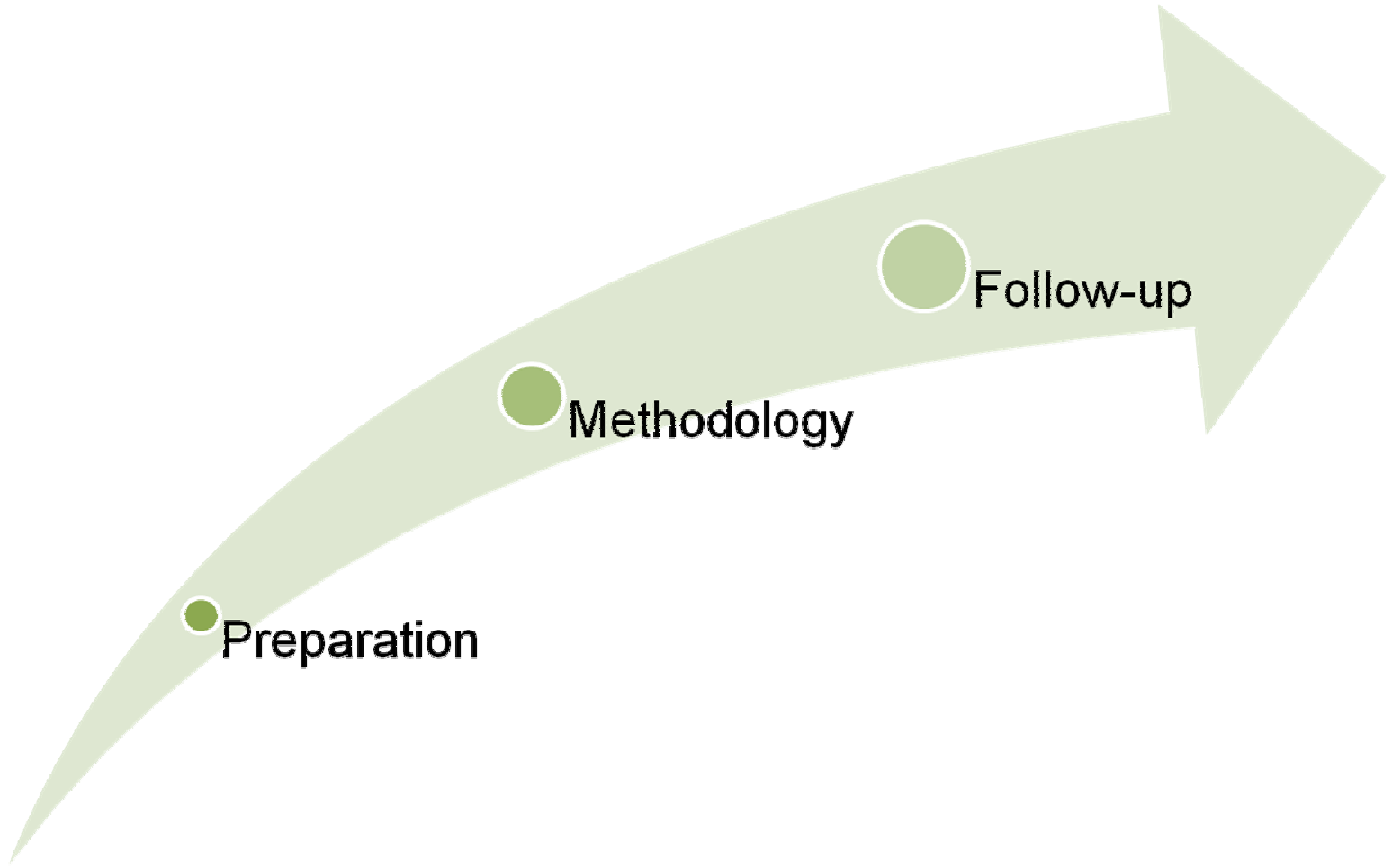
Hints and tips on how to apply state management and coaching aspects in order to improve your own delivery of public speaking skills and your own public speaking skills (discussion, exchange of experience, exercises etc.)

DAY 5

Flow (the state where learners and trainers or audience and presenters are highly engaged in a dialogue or intensely focused on a task)

- The characteristics of flow
 - The key skills of creating flow
- How to create and maintain rapport with audience
- PRLI strategy
 - The key skills of creating rapport

Hints and tips on how to apply flow and rapport aspects in order to improve your own skills of public speaking.



Preparation

Methodology

Follow-up

Preparation: A questionnaire is sent to all the participants prior to the training by the organiser in order to collect their needs, expectations, background etc.

Methodology

The training is designed as a workshop using methods that enable interactivity among participants and learning through experience: presentations, discussions, team work, role playing, individual and pair work, analysis of examples from participant's practice, coaching.

Follow-up

During the training each participant will receive other participants' and trainer's feedback, comments and suggestions for future work.

The course participants are expected to send feedback on how they used the obtained knowledge in their educational institutions.

Entertainment



Sightseeing tour of Ljubljana tourist attractions and/or a visit to Bled

Join us in Ljubljana, Slovenia



In (hopefully) still
sunny and warm –
late summer time:
3rd – 7th
September 2012



Or in (hopefully) snowy and already in
holiday spirit **winter time:** **5th – 9th**
December 2012

About training provider

GLOTTA in ancient Greek, means: voice, word, news, message,..., - hence, COMMUNICATION,...
...and if we then add the word NOVA (means NEW in Slovene), then all is crystal clear ...
- the time has come for **NEW COMMUNICATION!!!**

Glotta Nova is a private international adult education training centre. It was born in the year 1992, out of the enthusiasm of two experts in adult education, Jelica Pegan Stemberger and dr. Tatjana Dragovič.

Today, Glotta Nova comprises **a team of educational trainers, professionals and experts and practitioners**, who have acquired their knowledge both at home and abroad, and are specialized in the following areas:

- ✓ coaching and professional development,
- ✓ neuro-linguistic programming (NLP),
- ✓ leadership, motivation, design and team management,
- ✓ rhetorics, communication, public speaking,
- ✓ time and stress management,
- ✓ trainer education, rapid learning and reading,
- ✓ personal growth /development/,
- ✓ languages,
- ✓ systemic thinking

✓ **and other areas which enable the employees to achieve wide-ranging competences, including personal, business and professional excellence.**



Get Grundtvig grant - how to apply

[Instructions for searching and applying for a training event Comenius and Grundtvig Training Database](#)

Notice: If you are applying for a Grundtvig grant the application deadline is usually 6 - 9 months before course starts:

for **late summer time** trainings (3rd – 7th September 2012)

⇒ deadline for application **30/04/2012**

for **winter time** trainings (3rd – 7th December 2012)

⇒ deadline for application **30/04/2012**

Information about programmes and/or assistance in applying for Grundtvig grant

Glotta Nova d.o.o.

Poljanska 95

SI-1000 Ljubljana

Tel: +386 (0)1 5200 670

Tel: +386 (0)31 222 089

Fax: +386 (0)1 5200 676



bernarda.p@glottanova.si

www.glottanova.si

tomaz@glottanova.si

www.glottanova.si

Direct links to the programmes

- [ADEC: Adult Educator in Company](#)
- [Coaching Skills for Professional Development](#)
- [Effective Memory Techniques for Learning a Foreign Language](#)
- [Mentoring Skills for All Kind of Mentors](#)
- [Methods of Global Learning and Teaching](#)
- [Presentation Skills for Everybody](#)