

reliable, systematic solution-oriented consulting in environmental protection

training program: WP4 F Systematic solution-oriented consulting

draft concept

training objective: the goal of the training is to provide participants in universal consulting competences useful for their professional work involving sales, installation, and servicing of equipment, devices, and technologies that can have a positive impact on environmental protection through implementing pro-environmental solutions. Training participants will learn appropriate attitudes, motivation, as well as practical skills and instruments to provide comprehensive consulting for end clients, consumers, and residents who use these solutions in their private investments.

training participants: training participants include **students** (graduates) of vocational schools with growth potential for growth and working with clients (strong learners) or professional experience (working graduates), i.e. **employees** with professional knowledge in environmental protection and their trade, but lacking the necessary interpersonal (soft) competences for providing comprehensive consulting services for clients in the course of their work.

thematic blocks: depending on the type of groups and participants, the training can be conducted in blocks (3 days per week, duration of training: 3 weeks, **students**) or themes (1 day per week, training duration: 12 weeks, **employees**) in conjunction with practical sessions in the workplace between the activities (dual education system: theory, exercises, practice) and practical end examination.

table1: framework programme (thematic modules, lesson blocks)

training programme for solution-oriented consultants		88
A	Introduction to consulting	24
objective	The objective of the module is to shape motivation and attitudes in participants to provide reliable solution-oriented consulting in environmental protection. Participants brainstorm their roles in implementing environmental solutions in their every-day professions - as significant components of bottom-up environmental policy implementation. Participants learn the steps and principles of reliable, objective consulting focused on environmental solutions instead of temporary benefits resulting from the sale of products or services, using mind maps to experience the significance of these principles in convincing consumers to implement such solutions.	
B	universal consulting competencies	30
objective	The objective of the module is to train universal consulting competencies based on social and interpersonal skills, which are exercise through practice in various scenarios relevant to the project's themes (water, RES, waste water, waste, air) and participants' work environments (work places). Following the theoretical part concerning consulting skills (listening, presenting, convincing), the participants will go through role plays in the assessment center (recording, replaying, and analysing in groups) aimed at refining interpersonal competencies based on feedback and training.	
C	workshop techniques for a solution-oriented consultant	30
objective	The aim of the module is to provide consultants in practical work tools used in subsequent stages of consulting: market research (desk research : finding alternative, reliable solutions), financial analysis (programmes, grants and calculator : determining sources of financing and calculating the financial viability of the solution) and reports (tablet : presenting solutions in real-life environment using smartphones, Internet).	
D	practical examination in working environment	4

Lesson topics: each block of classes or the thematic module consists of 3 class days, with the possibility of practicing the acquired knowledge, skills and attitudes within the block in the working environment within the profession or practice (dual system of education) between classes. The subsequent lessons within each block correspond to the stages of building the participant's attitude and commitment to the consulting role, the logical stages of solution-oriented consulting and the corresponding skills and working tools, which will ensure that the participants' attention and motivation to practise the subsequent skills are constantly maintained. The programme starts with values and attitudes and goes through jointly created knowledge to practicing skills and practical work tools.

table2: detailed programme (training days, lessons)

training programme for solution-oriented consultants		88
A	Introduction to consulting	24
A1	the role and importance of environmental consulting	8
A2	stages of the solution-oriented consulting process	8
A3	principles of reliable consulting	8
B	universal consulting competencies	30
B1	listening and observing: identifying the problem	8
B2	presenting and explaining: looking for solutions	8
B3	persuasion and motivation: exerting influence	8
B4	self-study in the working environment	6
C	workshop techniques for a solution-oriented consultant	30
C1	market research: alternative solutions	8
C2	economic analysis and sources of financing: solution effectiveness	8
C3	report presentation: consulting result	8
C4	self-study in the working environment	8
D	practical examination in the working environment	4
D1	case study: selecting solutions	1
D2	financial analysis: justification of the solution	1
D3	report: final solution	1
D4	implementation: consulting scene with presentation of the solution	1
E	Task performance evaluation grade and consultant's certificate	

exercises: Practical exercise of new skills during classes is a key element of training to provide experience, survival, articulation of new knowledge and skills together with practical attitude building in accordance with the principles of **Improvement of skills in the green economy through an advanced training program Cradle to Cradle - C2C in SMEs (C2C)**. Therefore, the programme will use all recommended forms of active learning, such as **brainstorming, case study and active search for information** at the stage of gaining knowledge, **role-playing, experiencing problem situations and feedback** at the stage of skills training using **multimedia** techniques, as well as the **internalization of values, pro-environmental goals, defining one's own role** at the stage of attitude building. For all these elements detailed instructions for the Coach will be developed, according to the examples below:

table3: guidelines for the practical part of the programme (exercises)

training programme for solution-oriented consultants		88
A	Introduction to consulting	24
A1	role and importance of environmental consulting	
	icebreakers, presentation of work done, defining your own role	
	Brainstorm: what can I do for ecology?	
	<p>Instructions: Participants present their professions, working environments (this will later be used in designing various genre scenes) - the presentation has the importance of breaking the ice, group integration (group exercise: 1 x 45 minutes). Next, the trainer presents the basic pillars of environmental policy, current social problems related to ecology (climate warming, ecological disasters, goals and vision of Europe about the world in this area), participants share their views, examples, current media themes - common conclusions about the role that can be played by every citizen, citizen, end customer, consumer in reducing the negative impact on the environment through their behaviour or purchasing decisions, private investments. (mini lecture, discussion, collection of ideas, common conclusions, brainstorming about pro-ecological behaviour at the base level of the consumer, citizen, end customer: 2 x 45 minutes)</p> <p>Lecture and discussion: Environmental policy challenges, Impact of consumer behaviour on the environment, Environmental protection at the level of Europe, country, region, company and household, Ecological consulting system and its main recipients</p> <p>Exercise A1.1: What can I do for ecology. Participants are divided into 2-3 groups (homogeneous) by occupation or workplace. Then by brainstorming method they generate ideas, examples of how they can influence decisions, behaviour of their clients, consumers (brainstorming areas of influence on the consumer: 1 x 45 minutes). Presentation of group results with comments from other participants, ranking of ideas (results analysis: 1 x 45 minutes)</p> <p>Exercise A1.2: Catalogue of consulting roles Participants are divided into groups according to the identified types of services, consumer relations, problem areas (e.g. according to the project areas: water, RES, waste water, air) or according to consumer activity (kitchen, bathroom, garden, boiler room, car, RES, small retention) to develop a catalogue of possible consulting interventions. Areas of potential implementation of pro-ecological solution (improvements) (development of catalogues in groups: 2 x 45 minutes, presentation of group work results: 1 x 45 minutes)</p> <p>Tools: projector (lecture), boards, sheets of paper, markers, flipchart Materials: Power Point presentation template: Challenges, Consumer Behaviour, Environmental Protection Levels, Consulting System, and its recipients Work sheet: Instruction manuals up to A1.1, A1.2; Model table of consulting roles up to A.1.2</p>	8
info		
A2	stages of the solution-oriented consulting process	8

	<p>implementation of consulting in the working environment: shop, installation, service</p> <p>task-based thinking, case study: I can be helpful - from problem to implementation</p> <p>Instruction: Participants learn about the key stages of solution-oriented consulting, which is to identify the problem, to look for solutions and to implement the solution by exerting influence, convincing the end customer, the consumer (mini-lecture on the logic of the consulting process, its key stages, presentation of popular consulting models: 2 x 45 minutes). These stages can be implemented in different ways depending on the consulting context, the type of meeting with the client (depending on whether the client is in the process of purchasing decision and designing a new solution (perhaps even during the search for pro-environmental solutions), or if he uses the installation service after the purchase in which he did not foresee or needed a pro-environmental solution) or if he only uses the service in a completely different ad hoc need. These three types of consulting situations will be further defined by model: shop, installation, service. The trainer discusses with the group the method of discussion, submission of ideas, examples from his own work, different attitude, the needs of the client in this situation (discussion and summary of client characteristics in three model situations: 1 x 45 minutes). Next, subsequent exercises are carried out in the whole group or in homogeneous groups according to the types of jobs, performed or learned professions.</p> <p>Lecture and discussion: Consulting process - logic of consulting, Implementation consulting - from problem to solution, Stages of consulting tailored to the context or needs of the client.</p> <p>Exercise A2.3: Shopping</p> <p>The Group describes three stages of consulting (identifying the problem, looking for solutions, implementing the solution and convincing the customer) in a shopping situation, in a store. The groups can be divided into different stores: household or bathroom equipment, garden shop, car showroom, plumbing shop, RES installation design office). The result of the exercise is a short description of each stage through an example from practice or possible activities, examples of specific solutions (hot water dishwasher, washbasin or shower aerator, watering timer or rain sensor, etc.). The groups work on a case study: 1 x 45 minutes and then present them to the whole class: 1 x 45 minutes</p> <p>Exercise A2.4: Installation</p> <p>The Group modifies the descriptions of the stages in a situation where the client did not envisage pro-environmental solutions, focusing on how the consulting stages change, the client's attitude, and the possibility of providing consulting in this new situation. Work on a case study and presentation of key differences: 1 x 45 minutes</p> <p>Exercise A2.5: Service</p> <p>The Group modifies the descriptions of the stages in a service situation, when the client reports a different, immediate need without thinking about pro-ecological solutions, focusing on how the consulting stages change, the client's attitude, the possibility of performing consulting in this new situation, with the possibility of removing the defect, improvement through a pro-ecological solution. Work on a case study and presentation of key differences: 1 x 45 minutes</p> <p>Exercise A2.6: Solution catalogue</p> <p>The participants collect ideas for solutions that can be proposed in different consulting situations, in different industries and types of shops. This catalogue will be used in the following modules to practise skills or consulting tools: 1 x 45 minutes</p> <p>tools: projector (lecture), boards, sheets of paper, markers, flipchart</p> <p>Materials: Power Point presentation template: Consulting process, Implementation logic and consulting stages, Context, and client-specific stages</p> <p>Work sheets: Instructions to A2.3, A2.4, A.2.5, A.2.6; Solutions template table to A.2.6</p>	
A3	<p>principles of reliable consulting</p> <p>objectivization, making the consulting process reliable at individual stages</p> <p>Mind map: how to inspire trust?</p> <p>Instruction: Participants learn the key principles of reliable consulting: problem orientation (not product orientation), customer orientation (not supplier orientation) and alternative solutions</p>	8



	<p>(the customer chooses any technology on the basis of financial and environmental arguments, without product marketing). Mini lecture on the psychology of consumer decisions and image building, trust: 2 x 45 minutes). Discussion with participants on professional experience - discussion of examples of client doubts, comparing offers and selection factors: (discussion and summary of conditions, ways to ensure objectivity of consulting in three model situations: 1 x 45 minutes). Next, subsequent exercises are carried out in the whole group or in homogeneous groups according to the types of jobs, professions performed or learned adequately to the three model situations, consulting contexts (shop, installation, service)</p> <p>Lecture and discussion: Confidence building factors, Objectivity conditions; Problem orientation methods, Customer orientation methods, Examples of comparing offers, products</p> <p>Exercise A3.7: Mind map: How to inspire trust?</p> <p>Following the Coach's instructions on this method of work, the participants draw a diagram of factors that build customer trust and reliable, objective consulting. The groups can work on a universal diagram or a diagram specific to the model consulting situation (shop, installation, service), develop a mind map or an Ishikawa diagram according to their preferences 1 x 45 minutes and then present and explain the result of the work to the whole class: 1 x 45 minutes</p> <p>Exercise A3.8: Comparison of offers, solutions</p> <p>Participants use online comparison machines (phones, washing machines, cars, according to their interests) and note down the parameters, comparison criteria: 1 x 45 minutes and then work out in groups according to model consulting situations or industries, project areas, criteria for comparing pro-ecological solutions: 1 x 45 minutes and then present and explain the results of the work on the forum: 1 x 45 minutes</p> <p>tools: projector (lecture), laptops or telephones with Internet access (A3.8), whiteboard, sheets of paper, markers, flipchart</p> <p>materials: Power Point presentation template: Trust, Objectivity, Customer Orientation</p> <p>Work sheet: Instructions to A3.7, A3.8, table template for offer comparison A3.8</p>	
B	universal consulting competencies	30
B1	<p>listening and observing: identifying the problem</p> <p>practicing listening skills at the stage of identifying a need</p> <p>practising listening skills at the stage of identifying a need</p> <p>instruction: Participants will learn the psychological basis of interpersonal skills: listening (attentiveness, asking questions), paraphrase (agreeing on understanding), verbal and non-verbal communication (central and peripheral message) Socratic method (extracting knowledge, attitudes, beliefs, needs). Mini lecture on the psychology of listening and understanding needs articulated and not articulated: 2 x 45 minutes. Discussion with participants about professional experience - discussion of exemplary types of client's communication and ways, styles of communication adapted to the type (at least according to, C2C): 2 x 45 minutes). Movies available on the Internet, scenes with a difficult, undecided client: 1 x 45 minutes</p> <p>Lecture and discussion: Psychological fundamentals, Principles of good listening, Paraphrase, Non-verbal communication, Types of clients and communication styles, listening, searching for needs.</p> <p>Exercise B1.9: Scene: how can I help?</p> <p>Participants are divided into pairs and play the scene according to the instruction based on the model consulting situation (shop, installation, service) 1 x 45 minutes and then selected pairs play the scene on the forum which is recorded: 1 x 45 minutes and then they are played on the screen, monitor with the trainer's commentary, self-assessment of the participants in the scenes, sharing the impressions: 1 x 45 minutes</p> <p>Tools: projector (lecture), camera or camera phones, monitor (B1.9) markers, flipchart</p> <p>Materials: Power Point presentation template: Communication, Customer types, Communication styles</p> <p>Work sheets: Instructions up to B1.9, Scene evaluation card template (B1.9)</p>	8
info		

B2	presenting and explaining: looking for solutions	
info	practice explaining skills at the solution-building stage	8
	playing the scene: how does it work?	
	instruction: further development after acceptance of the standard	
	tools and materials: further development after acceptance of the standard	
B3	persuasion and motivation: exerting influence	
info	practice of persuasive skills at the solution implementation stage	8
	playing the scene: why is it worth doing?	
	instruction: further development after acceptance of the standard	
	tools and materials: further development after acceptance of the standard	
B4	self-study in the working environment	6
C	workshop techniques for a solution-oriented consultant	30
C1	Market research: alternative solutions	
info	methods of market analysis and comparison of solutions	8
	group work: reliable solutions	
	instruction: further development after acceptance of the standard	
	tools and materials: further development after acceptance of the standard	
C2	economic analysis and sources of financing: solution effectiveness	
info	exercise with calculator: costs and benefits of solution implementation	8
	desk research: sources of funding	
	instruction: Participants will learn the basics of economic analysis: cost-benefit account (universal parameters and according to the specificity of project areas), sources of financing (non-refundable grants, co-financing, preferential credits, tax breaks), costs of financing sources, rate of return on private investment (short and long term perspectives), market forecasts (dynamics of media prices, penalty fees, limits) lecture: 3 x 45 minutes. Discussion with participants: examples of economic analyses at work : 1 x 45 minutes.	
	Lecture and discussion: Economic fundamentals of private investment, Types of financing sources, Costs of credits, taxes, penalties, and legal limits related to environmental protection Exercise C2.14: Sources of funding	
	The participants are divided into groups according to the industry, the problem area of the project and search the Internet for information about funding sources: 1 x 45 minutes and then present the results on the forum: 1 x 45 minutes - participants create catalogues of funding sources for the next exercises Exercise C2.15: Calculator	
The participants are divided into groups according to the industry, the problem area of the project and they use the xls form - a template calculator developed for each area of the project with specific parameters of the economic analysis of the investment and universal parameters		

	<p>and additional variables according to the needs of the group: 1 x 45 minutes and present it in the forum: 1 x 45 minutes</p> <p>tools: projector (lecture), xls laptops or telephones with www calculator access (C2.15), whiteboard, sheets of paper, markers, flipchart</p> <p>materials: Power Point presentation template: Trust, Objectivity, Customer Orientation</p> <p>Work sheets: Instructions for C2.14, C2.15, xls templates, www calculators (C2.15) according to the project areas (water, wastewater, RES, waste, air)</p>	
C3	report presentation: consulting result	
info	reporting methods and presentation exercise	8
	exercises with tablet and smartphone: cards on the table	
	instruction: further development after acceptance of the standard	
	tools and materials: further development after acceptance of the standard	
C4	self-study in the working environment	8
D	practical examination in the working environment	4
D1	case study: solution selection	
info	case study: problem	1
	instruction: the examination is carried out in the participant's work environment (in case of an employee) or in a simulated assessment centre work environment (in case of a student). The participant draws a case study with a description of the situation, client's needs, model consulting situation (shop, installation, service) and starts looking for the best solutions according to the knowledge acquired during the training, skills using tools and methods from the training. The selected case will be continued in subsequent stages of the examination.	
	Examination exercise: case1: further development after acceptance of the standard; Case 2: further development after acceptance of the standard; Case 3: further development after acceptance of the standard	
D2	financial analysis: justification of the solution	
info	desk research, spreadsheet: searching	1
	instruction: further development after acceptance of the standard	
D3	report: final solution	
info	presentation, tablet, smartphone: solution	1
	instruction: further development after acceptance of the standard	
D4	implementation: consulting scene with presentation of the solution	
info	consulting scene: a consulting interview	1
	instruction: further development after acceptance of the standard	
E	performance evaluation grade and consultant's certificate	

Training materials: Table 3 shows the materials that will be developed for the programme, so that each trainer will have the necessary materials to carry out the training to ensure a common standard of training regardless of the country, sector (project area) or type of participant (student or employee).

exercise instructions: Table 3 shows sample lesson instructions. In addition to each exercise (A1.1, A1.2 - C.214, C2.15 etc.) there will be instructions for the trainer and the participants with a description of the exercise, guidelines and the rules of the exercise, expected results.

Results and exercises database: effects of participants' work, for example: Catalogue of consulting roles (A1.2). Catalogue of solutions (A1.6), or Sources of funding (C2.14) can be used within the framework of subsequent exercises, creating remote educational resources for the training programme. Similarly, films with consulting scenes (B1.9, B2.10, B3.11) could be used (subject to participants' consent) and analysed by participants of other training courses.

Certificate template: the certificate of a solution-oriented environmental consultant will correspond to the training programme and will confirm the acquirement of competences in the role, stages and principles of solution-oriented consulting (A), universal consulting skills and interpersonal competences (B) and the workshop of an environmental consultant with the use of consulting tools (C). The certificate may present the assessment from the practical examination consulting to 4 examination tasks (C1, C2, C3 and C4) and the opinion (optional) of the trainer (on participation in the training, especially in the field of attitudes and commitment) and the employer's opinion on own practice in the working environment between classes (dual system of education).

Requirements for trainers: Trainers should involve participants in thinking, asking questions and self-experiencing. Therefore, trainers should not talk by themselves all the time, because the learning efficiency decreases very quickly if participants are not included in the training. When planning and implementing training sessions, trainers must create and maintain a high level of motivation, give the ability to do things easier and give something that requires action. The training should give a positive learning experience and a sense of victory. Effective training and learning rely on motivation. Instructors face challenges that make lectures more interesting and motivating. Unfortunately, there is no single answer how to motivate participants. Trainers are recommended to consider different learning styles, such as visual, oral, or kinaesthetic, during training sessions. When implementing the Train the Trainer (C2C) programme, trainers should consider how they can translate theory into practice. Experimental learning is especially useful when trainers can combine participants' experiences with the content of the training programme.

C2C rules: Learning should include visual (including multimedia), verbal and kinaesthetic (experience) elements and techniques. Students can easily assimilate information by viewing or reading it. Such students use written instructions, diagrams, information materials, overheads, films, and other visual information. Students also prefer verbal communication - they are best able to assimilate information when they hear it. They are best responsive to speakers, audio conferences, discussion groups, Other learners learn by touch and experience. They react well to demonstrations and practical exercises. When planning a training session, remember that students remember: 10% of what they read, 20% of what they hear, 30% of what they see, 40 - 50% of what they see and hear, 50% of what they discuss, 70% of what they experience and 90% of what they say. There are several exercises that engage the learner in the learning process. The best way for adults to learn is to base new material on their experiences and on discussion and debate. Many of the participants are experienced employees who have valuable information to share. Therefore, one way of activating participants is to include the story in the training sessions. Stories can facilitate communication and make personal corrections in the sessions. Stories can be used as examples of good and bad ways to perform tasks or skills. They can be used to activate participants to find different views on a topic. Instructors should also speak up for participants' stories. The training should include the following techniques and methods for activating learners: interesting

materials that will also be used after the training; discussions in pairs or groups; case studies and examples from real-life situations; role-playing is excellent, for example in situations related to supervision, mentoring or coaching, and demonstrations, films, material samples, process simulations, etc. During a brainstorming session, the trainer asks an open question and participants come up with as many solutions as possible. The idea of brainstorming is to involve participants and get involved in the training. To get the best results, the brainstorming should be based on several principles. An example of a rule is that there are no stupid or bad ideas.

key definitions:

Reliable: Reliable consulting is one that is solution-oriented in the field of environmental protection (environmental solutions), which inspires the trust of the client through objectivity (alternative solutions from different suppliers and manufacturers) and customer-oriented (consulting avoids the marketing of a product and must not only serve to sell a product or service, but to solve the problems of the client, the consumer or, to a wider extent, the environmental, social problem by implementing an environmental solution). The expected context for reliable consulting is the corporate social responsibility of the company employing the consultant, and the benefits of providing consulting services should be secondary, deferred, or non-financial, related to building the image or trust of the client.

systematic: systematic consulting, to comprehensive consulting from problem to implementation possible in different consulting contexts, in different consulting situations and different awareness of the end customer, the consumer who is looking for a solution at the stage of the purchase decision (shop), made a purchase decision but did not take into account environmental solutions, which can be corrected at the stage of installation (installation), or finally has an ad-hoc problem, but does not look for environmental solutions (service). In terms of the system, the consultancy is carried out from the bottom up, at the lowest level of the end customer (consumer, citizen) as a complement to horizontal, national, European environmental policies. In this perspective, the solution-oriented consultant is the basic instrument of the policy implemented "from scratch" (working at grassroots level), a direct tool to influence decisions, consumer behaviour.

Solution: technology, device, tool, spare part, manufacturing method, environmentally friendly use, which can be proposed by consultant in his work within the framework of typical contacts with the end customer. Solutions from the bathroom, kitchen, to boiler rooms, garden, or roof installations. From a simple aerator in a washbasin, a rainwater container shower, a rain sensor to the way pipes are insulated, a burner in the stove, a more efficient solar panel, the type of insulation of the building, roof, gas or hybrid installation in the car.

in the working environment: counselling carried out "on the occasion" of typical professional tasks in the counsellor's natural working environment. The environmental effect in the social dimension is achieved at minimum cost through additional universal consulting competences of the employee who has contact with the final client. Counsellors' training takes place in the environment by taking into account the professional contexts of the participants, model consulting situations (shop, installation, service), practical exercises and stage completion in the assessment center methodology, own practice between classes and exam passes corresponding to the working conditions.

Solution-oriented consulting: reliable and systematic consultancy whose primary objective is to implement a pro-ecological solution in the conditions and typical situations of an consultant's working environment, considering all the above definitions.