

USING OF MODERATION TECHNIQUES TO DEVELOPE THE ENTREPRENEURIAL SKILLS IN HEALTH EDUCATION

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Entrepreneurship education in health education is relatively young discipline in Hungary. There are some key elements of this such as understanding why entrepreneurs are important to the health care sector; preparing students for carrier success and increasing their capacity for future learning. While international interest in entrepreneurship education has grown with the recognition of practical approach, business schools and other universities have recently launched new programs with new learning methods and experiential techniques in entrepreneurship. One of these teaching tools in classroom is the moderation. Moderation techniques can develop and practice a variety of entrepreneurial skills that may make students aware of their potential as successful entrepreneurs in the health sector. Topics of the moderation may be coverage of most following major areas: business environment, characteristics of successful entrepreneurs and managers among many others, various business situations, business plan and any business problem. The following aspects are essential in the moderation of team work: group dynamics and participants' responsibility, role and tasks of the moderator, techniques of visualisation, standard techniques for routine work in groups, for intensively processing single issues or problems see, auxiliary techniques of problem processing and the typical steps in moderation method. This lecture illustrates some aspects of moderation techniques with a study case the role of the moderation in teaching entrepreneurship issues.

Keywords: higher education, entrepreneurship education, moderation techniques, entrepreneurial skills, learning methods, experiential learning

Entrepreneurship education to the health sector

Entrepreneurship as a field in higher education of health workers is relatively young discipline. While international interest in entrepreneurship education has grown with the recognition of practical approach, business schools and other universities in Hungary have recently launched new programs with new learning methods and experiential techniques in entrepreneurship.

There are some key elements in entrepreneurship education such as understanding why entrepreneurs are important to the health care sector; preparing students for carrier success and increasing their capacity for future learning. Virtually every career in business involves some combination of knowledge and people skills, but few involve the integration and combination of all functional knowledge and skills to the extent that entrepreneurial activity does. There are some key elements of entrepreneurial education:

- (1) Why are entrepreneurs important to the health sector within the economy? The main points of them: create job opportunities, generate wealth and a higher standard of living and perceive unmet needs for goods, services or for new technologies.
- (2) How may studens be prepared for carrier success and increased their capacity for future learning? The possible elements can be e.g. combination of knowledge and people skills, characteristics of successful entrepreneurs and developing of skills with new methods and teaching techniques. Students want to be employed in a well-paid position after graduated from university so some new skills with various useful competencies also are very important for them. Some new professional skills in health sector can be found in Table 1.

Table 1. New professional skills in health sector

Mean Scores	Issues
General Professional Skills	Solve professional problems quickly
	Recognize barriers in health sector
	Competencies for the proper fulfilment of professional tasks
	Identify overseas economic opportunities
	Understand the mechanisms and operation of health care organizations
	Rights and obligations of employees
Specific Professional Skills	Understand and perform global telecommunications and tools
	Protection of personal data in health care
	Individual and team work in health care organizations
	Fluent in a foreign language
	Develop learning strategies
	Building professional carrier and planning
	Special communication strategies
Experience	Completed a graduate degree (BSc, MSc)
	Special economic degree
	Practice in health care organizations
	Voluntary work in social sector
	Work in abroad and migration
	Practice in health care enterprises and entrepreneurial skills

Source: Garaj 2009, p. 29.

Most important general skills for all health care companies are the ability to solve problems quickly, recognize barriers in health sector, competencies for the proper fulfilment of professional tasks identify overseas economic opportunities, understand the mechanisms and operation of health care organizations and rights and obligations of employees. As shown in Table 1. important specific professional skills included understanding and performing global telecommunications and tools, protection of personal data in health care, ability for individual and team work in health care organizations, being fluent in a foreign language, developing learning strategies, building professional carrier and planning, and finally having special communication strategies. Experiences such as having a professional degree (medical or health care) with a special economic-oriented degree (health care manager, health projectmanager, wellness manager), practice in health care organizations (trainee, assistant, junior profession), voluntary work in social sector, work in abroad (migration) and practice in health care enterprises with entrepreneurial skill. Some experiential learning methods can develop and practice a variety of entrepreneurial skills that may make students aware of their potential as successful entrepreneurs in health sector. With these techniques you may get the following results in classroom: meetings and working sessions develop more efficiently, students achieve a higher degree of co-operation, the problem-solving power of working groups is systematically heightened and the participants' motivation, creativity and contentment with their work is increased. According Bunchbinder the most successful health organizations make the best use of their employees' talents and energies (Buchbinder & Shanks, 2007:39). Employees are key to an entrepreneurship's success, how well the entrepreneur interacts and works with a variety of individuals is key to an entrepreneur's success. In Karlovitz (2009) who focus on professional skills will be able to work effectively with others and achieve business goals.

Experiential learning and moderation

New skills also need new learning methods from health education. Researchers have long established the effectiveness of active learning over passive learning. (Baker et al., 2005; Cross, 2000; Garaj, 2009; Hamer, 2000; Kolb, 1984; Lamont, 2001; Pallab & Kausiki, 2004; Shakarian, 1995; Smith & Van Doren, 2004; Yin, 2008; Young, 2002) Kolb defined experiential learning as a „process whereby knowledge is created through the transformation of experience.” (Kolb, 1984:38) Given that, experiential techniques that create knowledge through transformation of experience have been emerging as one the most common approaches to help students engage in active learning. The objective of this chapter has been to describe the innovative ways we have incorporated experiential learning to enable students to become more effective learners. We expected its use to enhance learning by making it more active and effective. We also expected to improve student skills such as critical thinking, creativity, analytical and problem solving. In order to develop such processbased student skills, educators have many techniques and teaching methods to choose from (e.g. lectures, group projects, in-class exercises, instructor-led discussions, student-led discussions, simulations, role-play, case study). Hamer (2000) loosely categorized these techniques by the type of learning they are designed to encourage: passive learning and active learning. In passive learning, students passively listen to and take notes during a lecture (the traditional instructional format) without actively being engaged in the

lecturer material (Smith and Van Voren 2004). As Shakarian (1995) puts it, here the implicit assumption is that lecturing equals learning, students learn by being told what they should know. The perceived advantages of the lecture format are:

- (a) large amounts of information can be conveyed within a limited amount of time;
- (b) instructors have more control over the classroom environment, and
- (c) large class sizes can be handled adequately.

Active learning methods, on the contrary, are characterized by application of theory to real-life situation in a dynamic manner (Mills et al., 2010; Scholz & Tietje, 2002; Weathington & Cunningham & Pittenger, 2010; Whetten & Cameron, 2008). They promote higher level student involvement in many activities. (e.g.: discussing, persuading, writing, critiquing) rather than listening, and emphasize development of student skills, rather information transmission, and higher-order thinking on the part of students. Indeed, having our training programmes endowed with the appropriate kind of educational technology, one that induces active learning, has been proven to be useful in raising students' awareness, knowledge and understanding of the operation of health sector. The active learning, beyond increasing students' understanding and knowledge of a topic area (health care organizations), helps them to improve several types of skill. These include critical thinking, creativity, analytical and problem solving skills. Typical experiential activities include simulations, role-playing, case study, group projects and debates. With using of these activities students can deeply process course materials and creatively apply those materials to the situation. Besides they have a great deal of control over what they learn from the activities and the process through which they learn (Hamer 2000). Students learn when they are actively involved with concrete experiences and learn best when knowledge is linked to their prior experience and to the questions they now have. Experiential learning usually draws upon students' past experiences and emphasizes the connection between concepts discussed in the classroom and its real life application. At Semmelweis University (SU) in Hungary the main experiential techniques are follows: case studies discussion question responses, case write ups, case special roles and in-class exercises (Garaj 2009). One of these last teaching techniques in classroom is the moderation. According Arendale (2010) moderation techniques you not only can use for all kinds of professional group work in the fields of higher education but you can adapt these for production, business, administration and politics.

What is moderation? It is a successful method of group work to make common decisions which can be applied fields in politics, business, production, public administration, education. The moderation consists of a particular style in chairing working groups, discussions and meetings. The moderator gives each participant an opportunity to express his/her views, and directs the whole process of group work to make it run smoothly. He/she works with some special tools which can give the next results: measurable targets and outcome, ongoing meetings and working sessions develop more efficiently. Besides participants achieve a higher degree of co-operation and sufficient time is spared for important problems. According Conoley & Coloney (2009) the problem-solving power of working groups is systematically heightened and the participants' motivation, creativity and contentment with their work is increased. The issue of effective moderation has attracted the attention of other researchers as Jaccard and Jacoby (2009)

recommend to use this method to professionals, social scientists and also medical decision-makers by Kattan and Cowen (2009).

Some aspects of the moderation techniques

Topics of the moderation may be coverage of most following major areas: business environment, characteristics of successful entrepreneurs and managers among many others, various business situations, business plan and any business problem. The following aspects are essential in the moderation of team work: the effectiveness of moderation techniques as a teaching tool, group dynamics and participants' responsibility, role and tasks of the moderator, techniques of visualisation, standard techniques for routine work in groups, for intensively processing single issues or problems see, auxiliary techniques of problem processing. There are a lot of publications about using of moderation methods (Bloxham, 2009; Legewie & Böhm, 1999, Courage & Baxter, 2005; Culley et al., 2001; Edmunds, 2000; Edmüller & Wilhelm, 2007; McLean, 2007; Megginson & Clutterbuck, 2009; Ryu & Parson, 2009).

The effectiveness of moderation techniques

The issue of evaluating effectiveness in practice-oriented educational environment has attracted the attention of many researchers (Bloxham, 2009; Bramorski, 2002; Keszthelyi, 2005). Using computer facilities was shown to be helpful in demonstrating real-world applications by the moderation techniques. The effectiveness of using real-life methodology (issues and problems) is also presented in Bloxham (2009). The evaluation factors depend on the university and some on the moderator. According Bramorski (2002) selected factors that depend on the quality of institutional support include, but are not limited to:

- Quality of the lecture room (sufficient number and comfort of seats, lighting, heating, noise control, etc.)
- Availability and quality of traditional of presentation support (white boards, flip charts, etc.)
- Availability of information technology support in the lecture facility (standard software platforms, power point, etc.)

Selected factors that depend on the moderator include, but are not limited to:

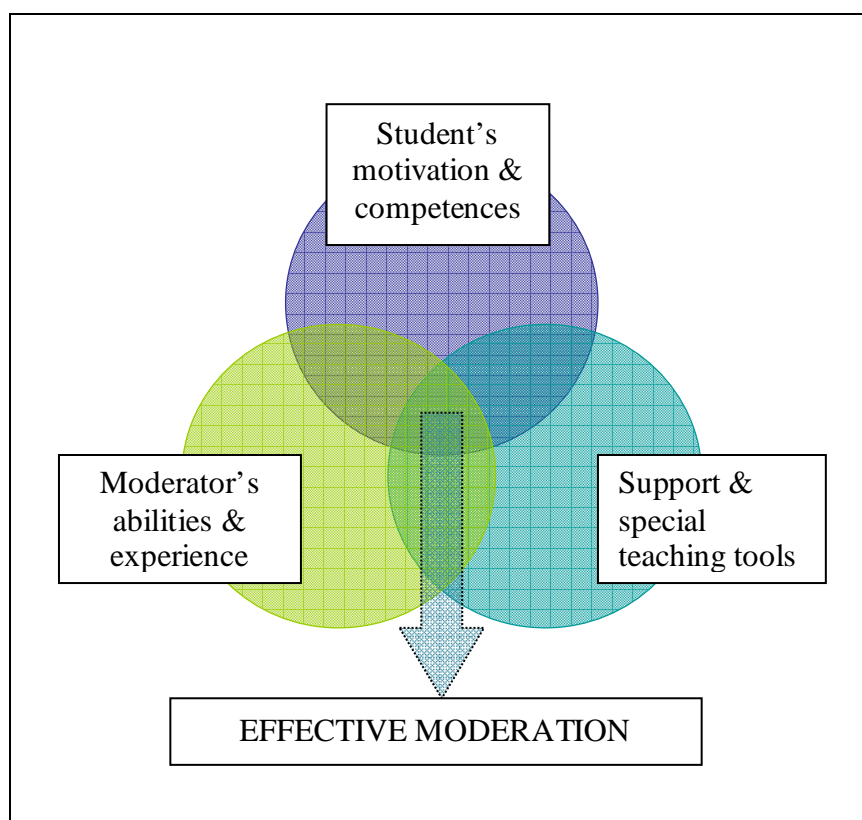
- Moderator knowledge of the subject matter (breadth, depth, currency, etc.)
- Moderator personality (personal contact, friendless, etc.)
- The degree of participant's involvement (time available for questions, class discussion, team presentations, examples, etc.)
- Presentation speed and moderation technique (too fast, hard to understand, sentences too long, etc.)
- Organizational of the moderation (breaks, enough time to discuss, etc.)

Besides there are some other factors that depend on the students. Selected among them, but are not limited to:

- Student's motivation and range of interest (impression, attitude, emotions, etc.)
- Student's knowledge and competences (qualification, collecting experience, skills, ability, thinking, etc.)

Some components of the effective moderation is illustrated in Figure 1. The model has three basic components are follows: student's motivation and competences, moderator's abilities and experience and institutional support with some special teaching tools. These factors shared field is the starting point of the effective moderation.

Figure 1. Some components of the effective moderation



Group dynamics and participants' responsibility

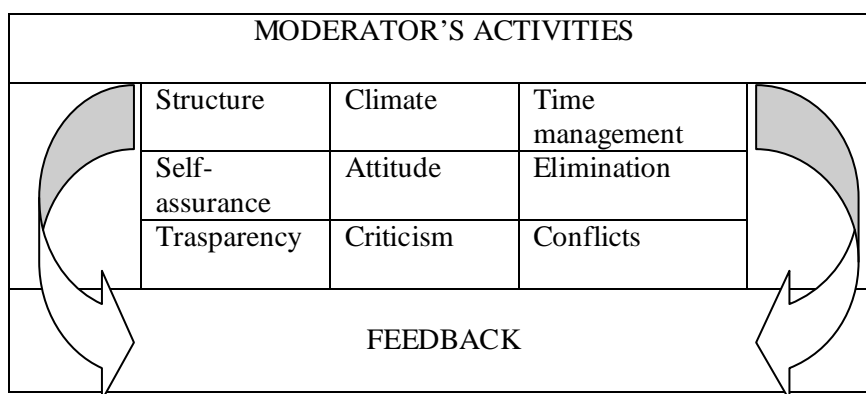
Responsibility for the success of team work lies in the hands of all participants. It would be fatal if the members were to delegate their own responsibility for the climate of the group and success of the work onto a single moderator. Both moderator *and* participants must cooperate. To understand this, it is necessary to highlight certain basic conditions of group dynamics in regard to productive and satisfactory team work. As discussed in Legewie & Böhm (1999) *each participant of a working group must bear responsibility not only for his/her own well-being and his/her own working capacity, but also for the success of the joint work.* According to the concept of the topic-centred interaction, the course of the work in all kinds of working groups depends on the balance of the group, the theme and the frame. The group with participants can develop and work together It has its own rules, needs and potential for conflict, which must all be taken into

consideration. The topic of the group or rather the task which must be solved, is tied to certain respective demands and practical necessities. It is important to make productive use of the various participant interests and competencies in solving the task. The frame of the group work is embedded in space, time, institutional and other minor circumstances, all of which promote or hinder the group process and the work results. It is the responsibility of each participant to contribute to a dynamic balance between his/her personal needs and the group processes. To achieve this balance, the following governing rules of group work have proven their worth. You can interrupt the conversation when you find that you are unable to follow it. You can express yourself in your contributions and start from your own personal experiences. When asking questions, you have to explain why you ask them and refrain from interpreting others; instead, share your reactions to the statements and actions of others.

Role and tasks of the moderator

Moderation consists of a particular style in chairing working groups, discussion rounds and meetings. The moderator keeps a certain distance from the discussions and helps to give each participant an opportunity to express his/her views, and directs the whole process of group work to make it run smoothly. Whereas the participants concentrate on the job, the moderator's task consists in supporting the team. In order to reach this goal, the moderator will put a structure at the disposal of the group. The moderator will introduce the professional methods of team work- for instance the use of visual aids - promoting thereby goal-oriented and efficient work of the group. Some main activities of the moderator's are illustrated in Figure 2.

Figure 2. Moderator's activities



The creation of a friendly climate which is a precondition of successful work. The moderator may contribute to this condition when observing the following points e.g.. external - each member has each of the other members in sight and address the members by their name and internal - listen to every contribution and take it seriously and insist on a feedback round at the end of the session. Questioning attitude and process-oriented behaviour also are important for the moderator. During moderation, keep his/her own interests, opinions and values in the background. The moderator should support professional structuring of the team work and relieve the group from the decision on the proper structure, saving thereby time and energy for the substantive work. Major techniques for the structuring of team work are: the use of visual aids, the planned course of events and the introduction of varying special working methods. A good time management by the agenda is

essential to group work. If on a critical point of discussion time is running away, then let the group decide whether the agenda should be changed. It is the virtue of a good moderator to stimulate punctuality and to finish team meetings in time. Self-assurance also implies that the moderator should not expect any perfectionism either from him/herself or from the group. It is best to develop a moderation style which fits his/her personality. The moderator should eliminate any disturbance and could ask for the help of the participants when this can mitigate his/her burden, e.g. distribution of materials, keeping the minutes, help with the visual aids and others. The use of some techniques can be helped for the transparency e.g. visual aids, including the agenda, using of direction signals, and questions can be also useful: (For example: Does anybody have a suggestion as to why we are not progressing?)

How to deal with criticism? Whenever a participant expresses criticism against the moderation's action, ask the opinions of other participants and elucidate the problems behind the criticism with the help of the group. Request possible suggestions for solution. It is important that every participant has the opportunity to speak and take part in problem-solving of conflicts. That can be achieved by way of the technique of flash light which means that each member, in his/her turn should state briefly, how he/she experiences the situation, and how he/she desires to proceed. Another possibility consists of the breaking-up of the session in order to achieve the solution of outstanding problems in a smaller circle. This method is particularly recommended in the case of permanent controversial group decisions.

The moderator should close the moderation with the request of getting feedback on the process. Each participant could tell in a few short sentences what he/she was satisfied with. Through the feedback both group and moderator become aware of the causes of trouble and can organise future meetings in a more satisfactory manner.

Techniques of visualisation

The moderator will introduce the professional methods of team work- for instance the use of visual aids - promoting thereby goal-oriented and efficient work of the group. With the help of such visual illustrations one can achieve that communications within the group-work are conveyed not only through speech but also through a visual and readable written form or through pictures that are available to everybody. The latter necessitates the usage of charts, moderation cards and wall newspapers that illustrate in short captions the course of the discussions in an easily readable manner. Culley gives some practical motions about the gallery method. He says that during a discussion the writing and sketching is done on a flip chart paper. This poster will be used within the gallery method as an elaborated point when the discussion proceeds. The posters are in the person's field of view so they can refer on them if required (Culley et al., 2001:428). According other authors the gallery method also allows a parallel visualization of several aspects which come become important in case of comparative discussions (Mills et al., 2010; Courage & Baxter, 2005; Edmunds, 2000; Penny, 2009; Rauner & Maclean & Boreham, 2008).

The visual illustrations can have many advantages for group-work so the simultaneous addressing of the auditory and the visual senses enhances the motivation, attention, concentration and perception powers of the participants. When the visual aids concentrate on the pivotal points, that will result in the focusing on the essential subjects. No ones contribution gets lost

and each member has his/her contribution in sight; that results in an equal participation and a stronger identification of the participants with the results. Writing with the felt-pen and dealing with the moderation cards and the wall newspapers promotes the creativity and creates a lively workshop climate. Finally, outcomes of work and targets become visible for all and are documented in a visible team work.

Standard techniques for routine work in groups

In every „moderated” work session - whether in an internal circle or cooperation team – the following standard techniques should be taken into account. Taking the group size and target into account - In smaller teams (2 to 6 participants) it is sufficient to use the charts in the routine work, coupled with cards and the extension to pin-up boards. In larger working groups of 7-20 persons it is recommended to arrange a round-table seating order around the chart and the pin-up board. In very large groups (above 30 persons) special techniques and aids should also be resorted to (e.g. visual aids overhead, cordless room-microphone etc.). Getting the material ready - The visual aids, like a fully equipped moderator's kit: charts, folding pin-up boards can be purchased in shops specialising in organisation. Preparing the posters in advance - the process begins with the agenda, is however useful also in the introduction round, the rules of employing visual aids, as well as the systemisation of small working groups. The posters, already prepared by the moderator, have the role of serving as models for the participants (see Picture). introduction round - First introduce the moderator in his/her role, next ask each participant, one after the other, to introduce himself/herself. Establish the agenda / time span - In the role of moderator you have an important task to put together an agenda, respectively a division of time for the work meetings. The latter must be checked with the participants. Drawing up the agenda can be achieved in two ways: In the simple case you will present a draft agenda of the topics to be processed (chart) which, however, must be open to amendments, additions by the participants. For important points reserve sufficient time. The draft agenda should be presented at the beginning of the work (following the greeting and the introductions). One may also compile the agenda at the beginning, with the participants. First collect the topics to be addressed on a chart by appealing to the members. It is frequently practical to note, who is responsible for a given topic and may provide, e.g. initial information. Next fix jointly the time-span needed for each topic. Finally, define the sequence in which the topics should be addressed. Process short routine points first so as to leave sufficient time for the important points.

Moderation method in practice – case study

In 2009 the Faculty of Health Care at Semmelweis University (SU) developed new curriculums for full-time and correspondes courses with some practice-oriented subjects and experiential teaching methods. Specialist programmes are as follows: nurse, dietician, physiotherapist, ambulance officer, midwife, public health officer, health visitor, diagnostic imaging analyst and optometrist. Students can select among some postgraduated management-oriented programmes as follows: health care project manager and wellness manager. They all can choose other subjects as business skills and join other enterprise-friendly activities and take part of the work of the spin off club. This case study was made basically on the full-time course of

the name of Entrepreneurial skills in health sector in 2010. This last chapter illustrates some aspects of moderation techniques with a study case and some photos the role of the moderation method in teaching entrepreneurship issues. The typical steps in moderation method: (1) opening, (2) collect issues/subjects, (3) select issues/subjects, (4) work on the issue and find a way to solve the problem, (5) plan action/determine the follow-ups and (6) closing.

1. step: Opening: The aim of this part is warming up with participants. This method depends on three basic components student's motivation for the theme of the moderation, moderator's abilities and the institutional support. These factors also share field is the starting point of this effective moderation. The subject matter is becoming a successful entrepreneur in the health sector. We have time for work 3 lessons (3x45 min.), the target is collecting some required skills for entrepreneurship and identifying with some upgradable competences of the participants. The group consist of 12 members specialized in ambulance officer, midwife, public health officer, health visitor and diagnostic imaging analyst. Some of them would like to work in private business sector as an employee or a starter. The moderator is well-qualified in the study of business management and working in business life experienced in the small and medium-size enterprises (SMEs). The institutional support at SU is suitable for moderation techniques, there are availability and quality of traditional of presentation support (white boards, flip charts, wallpapers, pens, etc.). First the moderator agrees on methodology, time-frame and some organisational matters. The time-frame is the next: (1) Opening - 15'; (2) Collect issues/subjects - 15'; (3) Select issues/subjects - 15'; (4) Work on the issue and find a way to solve the problem - 50'; (5) Plan action/determine the follow-ups - 20' and (6) Closing - 10'. (in reserve 10 min.)

After agreement on methodology the participants collect the expectations, discuss and agree on expectations that shall be objectives for the moderation. It is important legibility, resume in keywords and sum up the results.

2. step: Collecting: The second step is collecting where the moderator should phrase the guiding question. Formulate one question for a given topic possibly as a title on a prepared poster or pin-up board, (e.g. How do you evaluate our joint work in the last period?, or How do you think of the future?). The guiding question of this moderation is: „How could you become a successful health care entrepreneur?”

There are some methods for warming up e. g. questions, open sentences, drawing, association game and others. The moderator applies to motivate the group by one of them named „like-sentence”. There are three sentences to finish as „The successful entrepreneurship is like...”; The successful entrepreneur is like...”, „Starting a business in health sector is like...”. The participants should write or draw own opinion. The answers could surely be interesting for a psychiatrist but from the point of view of the moderation the aim is to help the focus on the topic. This step is illustrated in Picture 1.

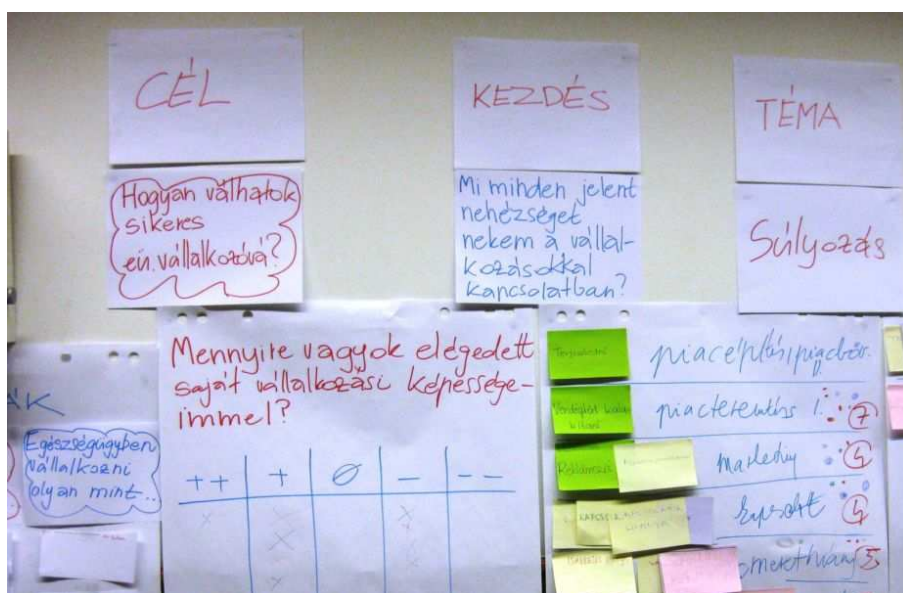
Picture 1.: One of the motivational methods



Subsequently, the cards will be pinned on the said poster. Formulate the adequate question in accordance to the set task. The moderator should be carefully focused manner and visualise it. After main question the moderator collects all answers/ideas of participants and appeals to the participants to state their answers in key-points; a separate card is to be used for each key point. In small work-teams there is no need to limit the number of the filled-in cards. In case of time-pressure and /or a high number of participants request that only 2 or 3 important points should be expressed (it is difficult to deal with more than 20-30 cards). After collecting cards and attaching them to the wallpaper the moderator reads the cards aloud and give the members an opportunity for subsequent questions or explanations. At the end of the card test, the next step follows. E.g. grouping the cards, arranging of cards, debate or work in small teams. To sum up, the main task are in this step first ask the guiding question, secondly collect the answers without discussing them. It is important to visualise answers/ideas as they come and group them into clusters and give a name/title to each cluster.

3. step: Selecting: The next part of the moderation is to select issues/subjects. The agenda will be determined by the number of "votes" per cluster. Every participant gets the same number of "votes" so they are able to represent their individual preferences within the clusters. The result of this part named weighting is order of importance due to prioritised subject/s. One possible way is been through with following method: the participants should hand three times out e.g. little markers of the votes at the same time. Techniques of visualisation in practice can be seen in Picture 2.

Picture 2. Some moderation steps in practice

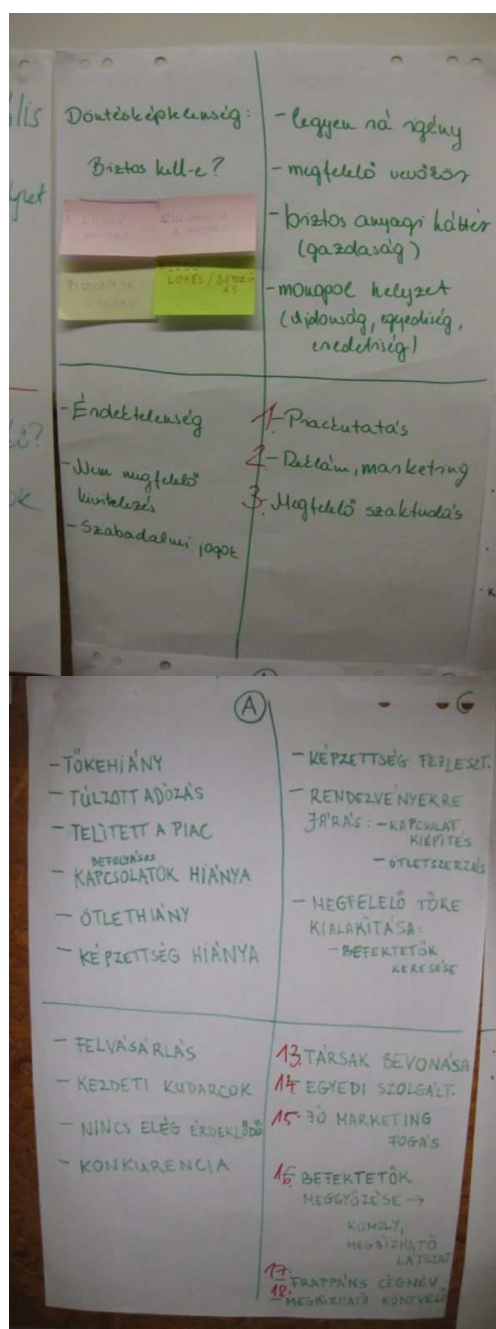


4. step: Problem-solving: Leading a free debate among participants is the moderators' most difficult job. According experiences here are a few suggestions as to how this job can be given a system ensuring results. First, the moderator should formulate the topic and the questions in a clear manner. It is important to designate the target, the intended purpose of the debate (e.g. formation of opinion, elimination of problems, preparation of a decision). At the beginning of the session ask each participant his/her standpoint. Before the subsequent debate, sum up these standpoints, while pointing out the common traits and the differences. Illustrate the interim results by indicating the key points on the chart. See in Picture 3. The main task of this part is to work on the issue to solve the problem so give time for questions and explanations e.g.: Where can one find / imagine similar solutions? Can we work on together? Formulating questions for processing problems e.g.: What respectively is behind this? What exactly leads to ...? What factors cause ... to happen? What causes can behind...? How do we process the problem ...? What information do we have for ...? What characterizes this problem? How can we see this? What can bring us further? What measures lead to...? What could be some initial steps towards a solution? What ideas can help us with this?

The moderator's responsibility is to find a method of how to discuss or "solve" the prioritised subject/s and to manage the making decision of the teams. The moderator should relieve the group from the time-consuming decisions on the most suitable proceedings by offering them a clear structure of the planned course of the work. On the other hand, leave them the decision on all substantive points (What is the subject-matter of the debate? Which targets should be kept in mind? What planning steps should be included?). In case of simple alternatives, the moderator may take the votes per show of hands. In case of controversies first try to establish a consensus in the discussion. If a group decision involves the choice among several alternatives, illustrate these alternatives on the chart and place them into a sequence by giving each item points. The main four problem-solving points of this moderation are the next ones: Problem-identification - What is the problem?; Future - What is the ideal status?; Resistance - What is the main resistance? and Solution - What is the solution? See in Picture 4.

Before difficult decisions, in case of conflicts and de-railed group situations, it is advisable to resort to a so-called lightning survey. The moderator should put a direct question e.g. in de-railed situations: How do we want to continue? and ask the participants to briefly take positions, each in turn. The emphasis is on brevity, therefore is it called lightning. It is no discussion, just everybody telling his/her opinion. The advantage of this method is – in comparison to the free debate - that everybody has an opportunity to voice his point of view, and everybody else will be acquainted with the others' opinions. As a moderator waits to state opinions. First explain his/her own opinion, next may sum up the differing opinions and deduce a proposal therefrom. Then he/she should give time for teamwork and common presentations. At the end of this step, self-evaluation could be done by doing of priorities of the solutions.

Picture 4. Some team-presentation of problem-solving in moderation



5. step: Action-planning: The part of this moderation should visualise the activities. Persons with little practice often find it hard to compress their complicated thoughts in to key-points. The moderator should tell the group that every member may subsequently explain the key-points of the action-plan. The moderator should divide the work steps and sum up the results. The results are summed up on posters. Each new topic, each work step of new context necessitates a separate poster showing all the related key points in a clear manner. The posters are arranged in different ways depending on their respective functions, either as lists for the collection of key words, or as graphic charts, or else as collages with glued-on moderation cards on pin-up boards, or key word tables with corresponding dividing lines and columns. The distribution will follow the reading habits: title top-left, columns from the left to the right, divisions in blocks, sufficient spacing, no overcharge, further instructions because these all help making of the action-plan. This process can be seen in Picture 5.

Picture 5. Action-planning in moderation



Scheme of activities for planning measures - The factual planning of activities provides guidelines and reveals the practicality of the chosen solution(s). The scheme (plan) of activities is a program which enables one to transform individual measures into reality. At the end of a meeting, the outcome of the meeting (session) should be known by each participant. Each participant should also know the next work-steps. A simple scheme looks like this formula: Who does what and till when? Collect the forthcoming activities, for instance on a chart, jointly. Make clear who is responsible for a given activity and the time allocated therefore. Main points could be of the poster of activity planning: activity (What?), responsibility (Whose?), partner (With whom?), time-plan (When?) and deadline (Until when?). According the instructions the participants should write down who will be in charge and by when different tasks need to be done.

6. step: Closing: At final feedback, it is requested that the participants to state briefly what they had been satisfied with and what they wanted to change. The moderator should make it clear that no discussion will take place additional questions are only possible on unclear items. Using the lightning technique, you may ask all participants to provide a feedback, or let the individual persons speak according to necessity. In larger groups the moderator may set up a mood barometer when a poster ready with coordinate axes for the Mood Barometer (MB). You can see the MB of the moderation in Picture 6. The work climate and the result of work can be shown along the axes. Participants will evaluate these factors by gluing or pinning points onto the barometer. In this way it will become visible for everyone, how the group is satisfied with the course of the meetings and with the result. The participants may comment on the points.

Picture 6. Mood Barometer in moderation



Conclusions

The higher education must adapt to environmental challenges. The most important challenge in education nowadays to coach for changes. Students can work successfully in the labour market if they have abilities with successful general and specific professional skills to change. This study examines how moderation techniques can develop and practice a variety of entrepreneurial skills that may make students aware of their potential as successful entrepreneurs in health sector.

With the moderation you may get the following results in classroom and team work: meetings and working sessions develop more efficiently, students achieve a higher degree of co-operation, the problem-solving power of working groups is systematically heightened and the participants' motivation, creativity and contentment with their work is increased. The typical steps in moderation method: (1) opening, (2) collect issues/subjects, (3) select issues/subjects, (4) work on the issue and find a way to solve the problem, (5) plan action/determine the follow-ups and (6) closing.

Based on our experience, we offer the following guidelines. Practice make perfect. Moderation techniques is one of the experiential teaching methods should be part of the pedagogy not a substitute for course content. They have all made learning more active, easy, efficient and effective. Finally, sharing experience with others via journal articles, presentations in conferences and electronic information (research networks) exchange will be helpfull as well.

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