

Formation of components as a mechanism to ensure continuity of training

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Abstract:

The purpose of the change is already defined in the expectations of the trainers or participants. The training must be based on the practices, opinions and knowledge already existing among the participants in order to change, improve or modify them. The objective is therefore to change the attitudes of the participants (their opinions, their perspectives) and/or their behavior (their practices, their approach to a given problem or question). This must result, if these objectives have been achieved, in a real change outside of the training: the participants must be able to apply these new practices outside of the training room in their professional or daily practices and attitudes. The way these participants view their experiences must therefore be indirectly influenced by the training.

Keywords: Formation; components; mechanism; ensure continuity; training.

Introduction

Training the trainers, also known as trainer development, is a crucial process in education and professional development. It focuses on equipping instructors, facilitators, and coaches with the knowledge, skills, and methodologies necessary to effectively teach and guide others. As the role

of educators evolves with technological advancements and changing educational needs, the importance of continuous training for trainers becomes even more significant.

The main objective of trainer training is to ensure that trainers are not only subject-matter experts but also skilled in pedagogy, communication, and learner engagement. A good trainer must understand how to adapt their teaching methods to different learning styles and needs. Therefore, trainer development often includes topics such as instructional design, use of digital tools, classroom management, and evaluation techniques.

In addition to improving teaching skills, trainer training also helps in building confidence and professionalism. Trainers learn how to create inclusive and interactive learning environments, encourage critical thinking, and assess learner progress effectively. This contributes to better learning outcomes for students and participants.

Moreover, with globalization and the rise of online learning, trainers today must be prepared to teach in diverse and digital settings. Modern trainer training programs include modules on e-learning platforms, virtual collaboration, and intercultural communication, making the training process more relevant and future-oriented.

In conclusion, investing in the training of trainers is investing in the quality of education and professional development. Skilled trainers inspire, motivate, and empower learners. Therefore, well-designed and ongoing trainer training programs are essential to creating impactful and sustainable learning experiences.

Trainer training is a key step in improving educational systems and vocational training programs. It aims to equip future trainers with the pedagogical, methodological, and interpersonal skills necessary to effectively transmit knowledge, know-how, and interpersonal skills to their learners.

Being a trainer is not limited to mastering disciplinary content. It also involves knowing how to lead a group, adapting methods to learner profiles, assessing learning, and using digital tools effectively. This is why trainer training generally includes modules on didactics, communication, group management, and training design. (**Doug Johnson 2017**)

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In a constantly changing world, trainers must also be able to update their skills, demonstrate critical thinking, and adapt to diverse contexts: in-person or distance learning, for young or adult audiences, in-company or specialized training centers. The quality of initial and ongoing training for trainers has a direct impact on the quality of the training delivered. A well-trained trainer is better able to motivate their learners, foster their autonomy, and meet their specific needs.

In conclusion, trainer training is a strategic issue for any educational institution or training organization. It ensures the professionalization of the trainer profession and contributes to the continuous improvement of teaching practices.

Trainer Preparation Trainers should become thoroughly familiar with this manual before the day of the training. They should read all the sessions, prepare everything that needs to be prepared, assemble the necessary materials, and familiarize themselves with the session steps and unit content. If the training is longer than one day, trainers should review the materials the evening before the second day. If two or more trainers will be collaborating to implement the training, they should meet before the day of the training to determine the schedule and decide who will lead which session. They should also meet at the end of each day of training to discuss what went well, what did not, and how to proceed the following day. This training does not require elaborate preparation or materials. For many sessions, trainers will only need the Trainer's Manual, copy sheets, boxes of paper pictures, markers, and tape. However, some activities require specific materials that trainers must assemble in advance, and therefore trainers must read the appropriate passages of the manual in advance and prepare the training. **(Boni Hamilton 2018)**

1. UNDERSTAND THE CONTEXT AND DEFINE SUCCESS Before the training, an environmental analysis can assess the following: • Where, when, and how will participants implement what they learned in this training? • How will the project be judged as successful 2 weeks, 4 weeks, and 2 months after the session? • What institutional structures, processes, goals, and norms support or hinder the regular and systematic practice of these new behaviors and skills? • What other leadership supports, resources, or partnerships can help learners apply their learning?

2. ASSESS SKILLS It is essential, before the training, to determine your trainers' level of facilitation and their knowledge of the subject matter expertise so that you can tailor the content to their needs. Once you have identified your audience's skills, focus your training on what each participant needs to improve for their cascade trainings. Discuss with participants or their supervisors, or ask them about:

- Their experience and facilitation style (participatory or lecture-based)
- Their soft skills, such as patience, communication skills, empathy, or flexibility
- Their openness to learning new facilitation methods
- Their knowledge of the training's technical content, institutional objectives, and target audience.

3. PLAN AND COMMUNICATE PROACTIVELY Your trainers likely have multiple responsibilities and busy schedules. To avoid cancellations and confusion:

- Send information about training plans, a summary of the sessions and their main objectives, and a reading list for trainers in advance.
- Specify how the training addresses an immediate need in their roles and organization, and aligns with their career aspirations.

4. CREATE A PARTICIPATORY CURRICULUM

- Prepare activities that allow trainers to showcase and leverage their expertise and practical knowledge.
- People remember 20 percent of what they hear, 40 percent of what they see, and 80 percent of what they do. Use videos, images, and a variety of facilitation methods to encourage skill development and practice.
- Schedule time to teach trainers new facilitation methods.

5. FOSTER EMPATHY AND INCLUSION Training requires leadership skills, empathy, listening skills, and a healthy sense of curiosity.

- Create activities that explore trainers' experience and knowledge of community needs. Encourage them to reflect on their new roles and responsibilities as trainers in this particular cultural context.
- Understand cultural and religious norms in advance and allocate time and space accordingly. For example, inquire about prayer times, organizational protocols, and dietary restrictions.

6. DEVELOP LEARNING REINFORCEMENT TOOLS

- Prepare takeaway content to enhance the implementation of new practices, such as a skills portfolio template to complete, professional support materials, facilitation resources, case studies, best practices, and guidelines.
- Provide training delivery tools, such as presentation materials, trainer manuals, video tutorials for easy reference, a checklist of training materials and content, and a list of steps to follow to organize the training.
- Provide checklists that allow trainers to verify that their facilitation guide contains

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practical and participatory exercises that allow for the implementation, assessment, and correction of learning.

TRAINING MANAGEMENT As mentioned above, it is unlikely that a single person will be responsible for all aspects of the task, and ideally, the trainer should work with a small "planning" group made up of resource people who have a good understanding of the locality and the target group for the training.

An important aspect of their work during planning and development will be managing the training. Most of the management is fairly straightforward, but it is important to ensure that the event runs as smoothly as possible. The following checklist can simply help you ensure that all issues have been covered.

1. Has the trainer been identified, hired, and briefed?
2. Has the training venue been selected?
3. What resources are required, and have they been selected?
4. What employee support is required?
5. What training materials are required, and have they been made available?
6. What equipment is required, and has it been made available?
7. Has the training been announced? Or have participants been informed?
8. Have the participants' supervisors been notified?
9. Have instructions regarding participation been sent?
10. Have catering arrangements been made?
11. Has a welcome plan been arranged for participants?
12. What evaluation methods will be used, and have they been prepared?
13. Have the evaluation materials been gathered?
14. Has a debriefing been held with the trainer?
15. Have payments been made?
16. Have the equipment and materials used been returned?
17. Have the follow-up letters been sent?

This checklist is presented in Supporting Document 2.3. Supporting Document 2.4 provides a comprehensive checklist that can be used by any trainer who wants to effectively plan and deliver a large-scale training event. (John Cleese 2017)

Preparing to Facilitate Training

A training session can last a few hours, a full day, a few days, a week or more, or even be spread over several days over several weeks. Regardless of the duration and content of the training, there are crucial steps to follow

to ensure that participants receive a well-planned and well-facilitated training. These steps are detailed in this Topic in the subsections: Training Development and Training Environment.

It is the trainer's responsibility to ensure that everything runs as smoothly as possible, but even the best plans can sometimes fail. Many things can go wrong during a training session! At the end of this Topic, the section "Dealing with the Unexpected" considers what can go wrong and how trainers can prepare for or cope with them.

The remainder of this Brief will address these aspects from the perspective of a workshop-based training session, but the principles discussed are also applicable to other types of training activities. Regardless of the length of the training, there is a standard structure that trainers can use. The following section outlines the elements that should be included at the beginning, middle, and end of a training session.

THE BEGINNING •

To generate participant interest, it is helpful to find an entry point into the topic. Participants may be there because they want to learn, but it is important to guide them toward the material being taught. This can be done using a variety of approaches, such as a discussion, an interesting introduction, or an icebreaker. (Note: If participants are not motivated by the process and do not want to participate, discuss their reasons and challenges, and encourage them to reflect on the positive aspects of their participation.)

- Agree on the ground rules. Agree on the trainer/participant relationship, how the training will run, and the behavior to be expected during the training.
- Clarify the program. Again, this is a two-way process. The trainer arrives with a program designed around the objectives to be achieved, but the participants must also bring their own expectations and ideas about what should be included in the training. It is essential that both parties agree on how their different perspectives can be reflected in the training. Two strategies can be used to create a shared vision for the workshop.
 - a. Good communication with participants before the training can help identify important issues specific to the local environment and introduce the methodology to participants.
 - b. At the beginning of the program, encourage participants to identify their expectations and compare them to the planned program. The success of this method depends greatly on the nature of the differences found during this comparison between the trainer and the participants. This process is very

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important and can be a good way to exchange information. (**Alan November 2017**)

THE MIDDLE

This is the main part of the program during which the participants, led by the trainer, become actively involved in the process in order to achieve the initially planned learning objectives. It is clear that trainers must use their subject knowledge to structure the material in the best possible way.

Each element of the training program should lead participants one step closer to their learning objectives. This progression should follow the logical structure established by the trainer and the workshop planning group. The time spent on each aspect of the main theme will be determined by the trainer, who must continually check that the training remains clear, relevant, and interesting to the participants. Ask for feedback and criticism throughout the training!

The trainer must ensure that the process encourages participants to use as many of their senses as possible to maximize their potential. Research in educational psychology has shown that we remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear simultaneously
- 80% of what we say
- 90% of what we say while doing it

THE END

The final stage of any training is the closing of the program. This is extremely important and requires as much planning as the beginning or middle of the workshop. There are several elements to remember:

- Consolidate! Always revisit key ideas and topics covered. When training is spread over multiple days/sessions, it is important to consolidate what has been learned.

Training to Become a Trainer

On a purely legal level: currently, in France, anyone can become a trainer because there is no required diploma to practice this profession. However, if you have no experience in facilitating face-to-face training, I strongly encourage you to take a trainer training course of at least 4 to 5 days, during which you will learn pedagogy and how to manage trainees, particularly through role-playing.

Why this type of training? A few arguments: • It will make the difference for an organization or company between two trainers they don't know who work in the same field; • This is increasingly requested by training organizations as part of their certification; • You will meet other trainers (and not necessarily in the same field as yours), which will allow you to exchange and learn a lot, especially with the trainer who is leading the training; • It will reassure you and will be very beneficial! For those who are going to create webinars, training courses on YouTube or directly on their website, train yourself either by reading books in the field, or by attending face-to-face training courses or online training courses. (Alice Keeler 22017)

From Training Objective to Learning Objective: Frameworks

The experimental Afnor X 50-750 standard of April 1992 rightly distinguishes these two concepts:

- **Training objectives**, which state "what trainees must be able to do in work situations (skills). They are initially expressed by the sponsors and/or the trainees. They are the fundamental elements of a training course's specifications."

- **Learning objectives**, which "express what trainees must learn (abilities). They are defined by the trainer based on the training objectives. They are used to construct, conduct, and evaluate training activities." The standard defines:

- **trainee capabilities** as "all observed performances that can be defined by one or more training content frameworks";

- **professional competence** as the "implementation of abilities in a professional situation that enable the proper performance of a function or activity."

The "trainer" may be required to contribute to the definition of training objectives. In all cases, it is up to the student to choose and formulate the appropriate learning objectives. Whether defining one or the other type of objective, the methodology suggested in fact sheets 3 to 8 will be of invaluable assistance.

After reading these six fact sheets, you will better understand what the standard calls: • **job reference framework**: "list of observable actions and performances detailing a set of skills";

- **training reference framework**: "list of observable actions and performances detailing a set of abilities"

. **The reference frameworks describe abilities** (or skills, as the case may be), distinguishing between:

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- **knowledge:** "set of theoretical and practical knowledge";
- **know-how:** "implementation of knowledge and skills for a specific achievement";
- **interpersonal skills:** "inappropriate term referring to a set of behaviors and attitudes expected in a given situation." (**Baron, xavier 1999**)

Skills, Abilities, and Training

What are we talking about? There is now a consensus on the following definition of skill: "Skills are the ability of each individual and the entire company to mobilize personal (knowledge, know-how, behaviors) or collective (databases, procedures, documentation, etc.) resources, in a given context, to master professional situations at the expected level of performance."

This definition reveals that skill is a result that combines three main elements:

- "knowing how to act," which is acquired through initial training, continuing education, and experience;
- "wanting to act," which stems from the motivation of the individual and the community and requires an incentive context;
- "being able to act," which stems from the organization and operating methods of the company. Training is therefore the preferred tool for acquiring the skills that will translate into competencies, provided that the other two elements facilitate this transformation.

We can thus see the necessary link between:

- competency frameworks (or job frameworks), which describe the knowledge/skills/interpersonal skills required to master a given professional situation;
- training frameworks, which focus on the skills that an individual or group of individuals must develop to achieve the competency framework (these training frameworks describe the training objectives defined in the training specifications);
- capability frameworks (or "learning objectives"), which describe, for each training objective, the knowledge, methods, and behaviors that trainees must acquire during their training. The value of this clarification between abilities (or "learning objectives") and skills (or "training objectives") is twofold:

- It allows training to be positioned in its proper context, that of the acquisition of abilities (which can be assessed at the end of the training) but presupposes "other things," relating to:

- the "willingness to act"

- and the "ability to act" (**Belaid, M c 2009**)

if we want to achieve the implementation of skills (which can only be assessed in a professional situation);

- It highlights the need to adopt a more comprehensive approach integrating:

- training;

- action on motivations;

- action on the organization. (**Citeau, Jean-Pierre 2009**)

Monitoring, evaluation...

This is an important issue for all trainers; a question that also concerns them, especially since they are not the only ones "monitoring." But before defining monitoring by its "authors," let's go back to the root of the problem.

Increasingly, training offers companies the means to achieve new levels of performance, allowing participants to increase their professional effectiveness by fostering success through the acquisition of new knowledge. However, being a trainer cannot be improvised: having knowledge does not necessarily mean knowing how to convey it effectively.

The objective of trainer training is therefore to provide you with the techniques that will enable you to convey your knowledge.

Trainer Training: Objectives and Audiences

Trainer training will familiarize you with the role of trainer, the role of leading a training group; it will also allow you to effectively use some of the main tools of educational communication. (**Edwin B, Flippo 1976**)

These training courses are intended for:

- Training professionals: trainers, training managers, teachers, coordinators, training advisors, facilitators, etc., who wish to advance their analysis and practice of this role,

- Any professional or job seeker wishing to acquire the essential skills of a trainer: teaching methods, methods and techniques, basic interpersonal and organizational skills, and knowledge of the socioeconomic, legal, and cultural environment of adult training.

Trainer Training: Overview (**Kattell kaire and all 2006**)

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During a trainer training session, you will cover various topics that will help you better understand the trainer's role:

- Analysis of the different aspects of communication in training situations
- Use of teaching aids: whiteboard, transparencies, video projector
- Raising each participant's awareness of their own operating methods in practical situations, and critical work on the trainer's perceptions and the behaviors they can lead to when facilitating a training course
- Identifying professionally desirable behaviors in training situations
- Working on directiveness...

Trainer Training: Profiles

Taking a trainer-consultant training course is not something you can improvise. In a competitive sector, make sure you have the necessary skills to succeed:

- Qualifications: Do you have qualifications that validate your theoretical knowledge in the sector where you wish to take a trainer-consultant training course?

To become a management trainer, it is preferable to have a master's degree in management or another advanced degree.

- Experience: Organizations or companies are looking for instructors capable of sharing their professional experience.

Before taking a consultant trainer training course, make sure you have professional experience in the sector you are training. To lead sales modules, for example, make sure you have experience in sales, or possibly as a sales manager.

Trainer Training: Pedagogy and Legislation

By attending a consultant trainer training course, you will be able to leverage your theoretical knowledge and experience. You will then be able to best pass them on to your trainees. Trainer training is designed to transform a good technician into a good teacher: the two don't always go hand in hand naturally. (Nadler, L, and Nadler, Z 1990)

conclusion

Trainer training aims to develop the pedagogical skills needed to design, deliver, and evaluate training courses. There is no single required qualification, but programs such as the professional adult trainer diploma, bachelor's or master's degrees in educational sciences, and continuing education programs are available. These programs provide the methods and

tools to effectively impart knowledge, even if you already have expertise in a given field.

The worlds of business and training are moving closer together. Work is evolving and adapting to the acceleration of technological transformations. Workers must train to change with their environments. Their work is gradually integrating skills development processes, and work environments can also become learning-based. Training, for its part, is changing thanks to the contribution of new technologies. New training methods and teaching approaches incorporate the fact that access to knowledge is easier.

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