

Target audience

- Occasional trainers
- Managers and experts wanting to familiarise themselves with an existing training kit

Pre-requisites

- There are no pre-requisites for this course

Objectives

- Be proficient in the use of public speaking and questioning techniques in training sessions
- Create positive group dynamics right from the start, encouraging the group's desire to learn
- Be able to use any presentation technique
- Adapt to participants' different learning styles
- Use training documents and materials

On-the-job benefits

- Be a confident and competent trainer
- Be a proficient public speaker
- Enhance your seminars and workshops
- Prevent and manage difficult situations in training
- Use your training skills in your management role

Benefits for the company

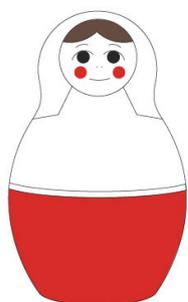
- Deploy training successfully
- Optimise your training costs
- Guarantee a consistent quality of training
- Develop the in-house trainer role

Special features of this course

Learning by doing: the key ingredient in effective training

- > Seasoned trainers, whether they train on an occasional or full-time basis, help their participants understand and retain what they learn by using tried and tested methods based on research into how our brain and memory work
- > They have a thorough command of public speaking, questioning techniques and group management
- > They hold the key to effective, rigorous learning techniques and are skilled educators

“ I do therefore I know



“ I identify practices that are used and understand how they work

“ I take a step back and observe



Ongoing role-plays

You will have the opportunity to practise training throughout your own training course

You will be trying out the keys to learning by doing. The Cegos consultant will be guiding and assisting you as a resource trainer:

- > A succession of role-plays ensures that you are involved in the learning process
- > This intensive, structured experience helps you assimilate the standard practices, which you can then transfer to any type of training situation

Programme



Two 30' e-learning modules +

Two-day classroom course +

Three 30' e-learning modules



Facilitating a training course

- ☐ Finding your training style.
- ☐ Adapting to your participants' learning styles.
- ☐ Adapting to large groups.
- ☐ Identifying and managing stress.



Adult learning mechanisms

- ☐ Defining circumstances conducive to learning.
- ☐ Different learner strategies.
- ☐ The three stages of learning.
- ☐ Understanding learning mechanisms to train better.

1_ Starting the training properly

- Starting the training
- The trainee's five questions
- Participants' presentation techniques

2_ Placing participants in a learning situation

- How do adults learn?
- The four keys to real learning: the 'Cegos Way of Learning®'

3_ Varying your leadership and facilitation techniques

- Fourteen presentation techniques
- Choosing flexible techniques
- Using teaching assistants

4_ Leading a training sequence

- Beginning and ending a session
- Communicating effectively with the group
- Time management for trainers

5_ Leading a blended-learning session

- Fundamental concepts
- Consequences for the trainer

6_ Managing difficult training situations

- Positioning yourself appropriately with the group
- Using the '4S' rule to build positive relationships
- Introducing new sessions when there is resistance to the content
- Responding appropriately to participants' individual behaviours
- Anticipating to prevent difficult situations



Handling tricky training situations

- ☐ Analysing tricky situations and implementing action plans.
- ☐ Dealing appropriately with participants' behaviour.
- ☐ Tips and recommendations from trainers.
- ☐ The Pygmalion effect and its implications for training.



Designing and presenting a slideshow for facilitation

- ☐ Best practices in designing and using the slideshow.
- ☐ Thinking before acting.
- ☐ Designing and organising the content.
- ☐ Creating effective slideshows to reinforce the impact of your messages.
- ☐ Presenting a successful slideshow.



Evaluating what has been learned during training

- ☐ Developing evaluation objectives, methods, criteria and indicators.
- ☐ Assessing what has been learned, using the appropriate tools.
- ☐ Key success factors for assessment.
- ☐ Appraising and analysing learner feedback.

Key points

- > Assessments both before and after the course
- > E-learning modules accessible for 1 year
- > Personalised support throughout your course