



é.f.a.

équipe formatori associati

TRAINING COURSE FOR TRAINERS



Workshop objectives

Help you to be effective,
clear, ready and prepared in
class meetings

Knowing a subject, being an expert in it,
does not guarantee that you will be able to
transmit it effectively to others

Plan

- Presentations
- Semantics and models
- Educational and learning styles
- Setting up the «lesson»
- Test

SEMANTICS OF TRAINING

1. Arrange the following words in a diagram or drawing that expresses the relationship between them:

To train

To educate

To form

To teach

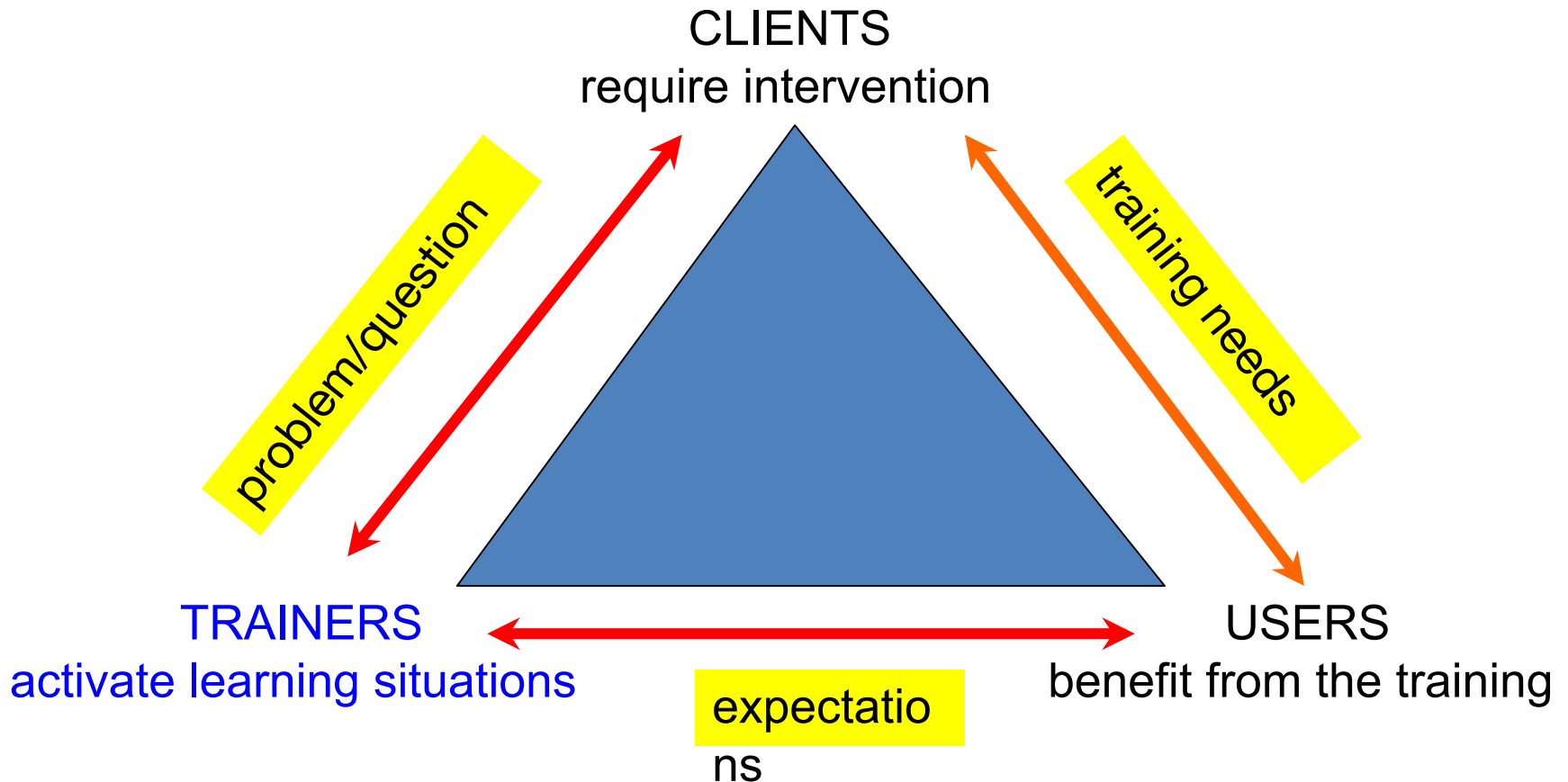
To educate

2. Compare the various drawings and diagrams made by the participants and rate what convinces most of them

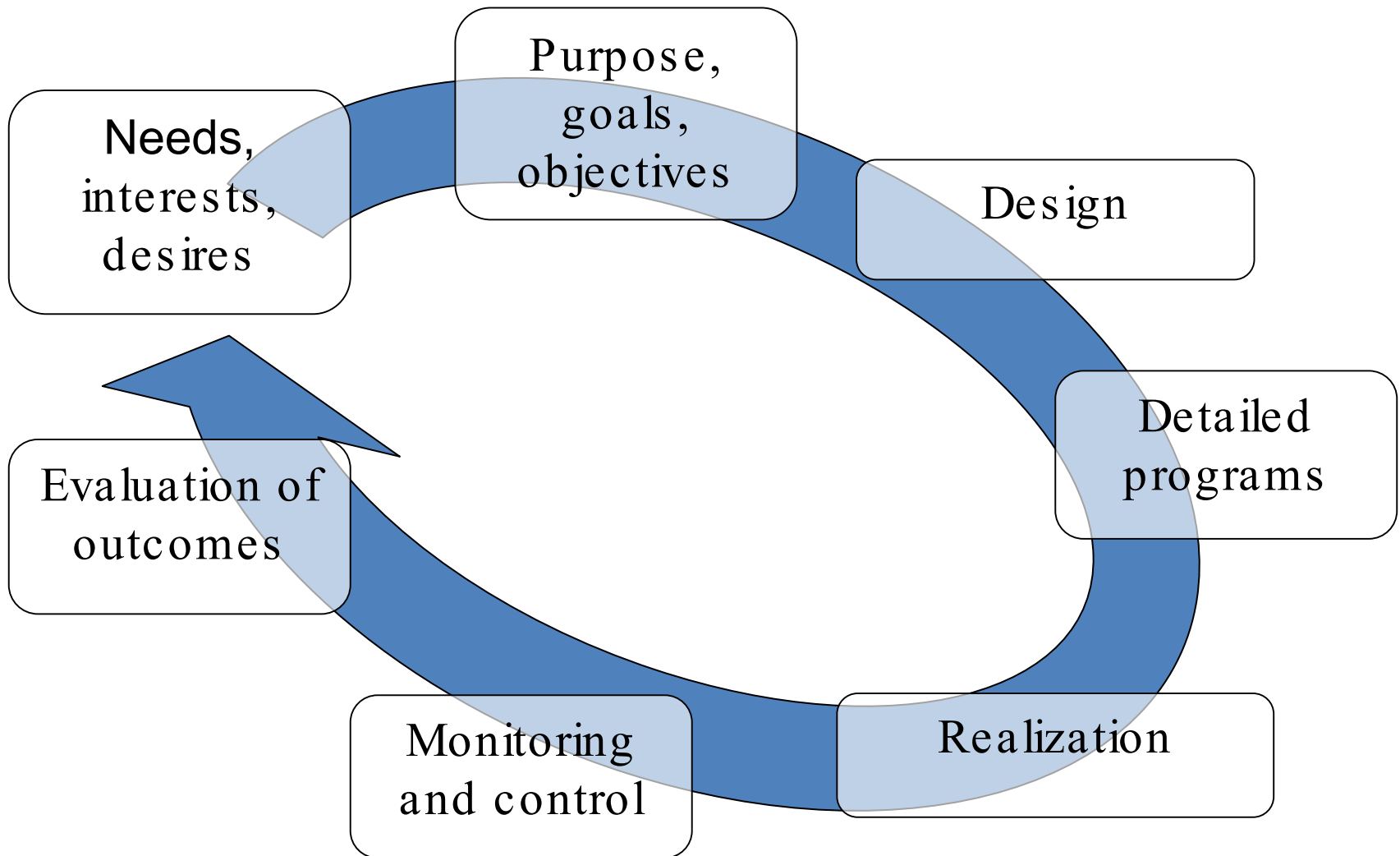
TRAINING

A reference model for trainers

The training triangle



The training cycle



EDUCATIONAL STYLES

Let's look at three cases of teaching:





Educational styles

Tamer model

1. **The educator** he considers himself an education manager, a teaching technician.
2. The educator is substantially indifferent to **educated** from a socio-emotional point of view.
3. **Objective** of the educator-educated relationship is the control of the latter by the former (orders, punishments, directiveness).
4. The **conflicts** among the educated they are denied or repressed (those with the educator then...).
5. The **communication** it is one-sided (talking to... instead of talking with...).
6. The educator avoids the forms of **cooperation** among people (don't copy!).



Educational styles

Therapist model

1. The **educator** considers himself an expert in a service aimed at building the maturity of the educated.
2. The **educated** is seen as an immature, imperfect being with deficiencies to be filled.
3. **Objective** of the relationship is the trust that leads to the educator's acceptance of the educator's guiding function.
4. The **conflicts** are accepted and treated in a way that helps the educated to resolve them.
5. The **communication** it is dialogic where the dialogue is guided by the educator.
6. The ~~cooperation among the educated it is expressly favored (and guided) by~~ the educator.



Educational styles

Complexity model

1. The **educator** is considered as a guarantor of the possibility of expression of the educated person; accepts its diversity.
2. The **educated** is different, his difference from the adult is a right and not a disease, it is an asset for the adult.
3. **Objective** of the relationship is to encourage the development of difference.
4. The **conflicts** are a resource for the educated, towards the acquisition of conflict competence.
5. The **communication** is based on mutual listening, on sympathy (being with) and on empathy (being in place of).
6. Total space for **cooperation** among people, even to the spontaneous one.

The preferential learning style

SOURCE: taken from D.Kolb,
1976

Everyone has their own preferred learning style

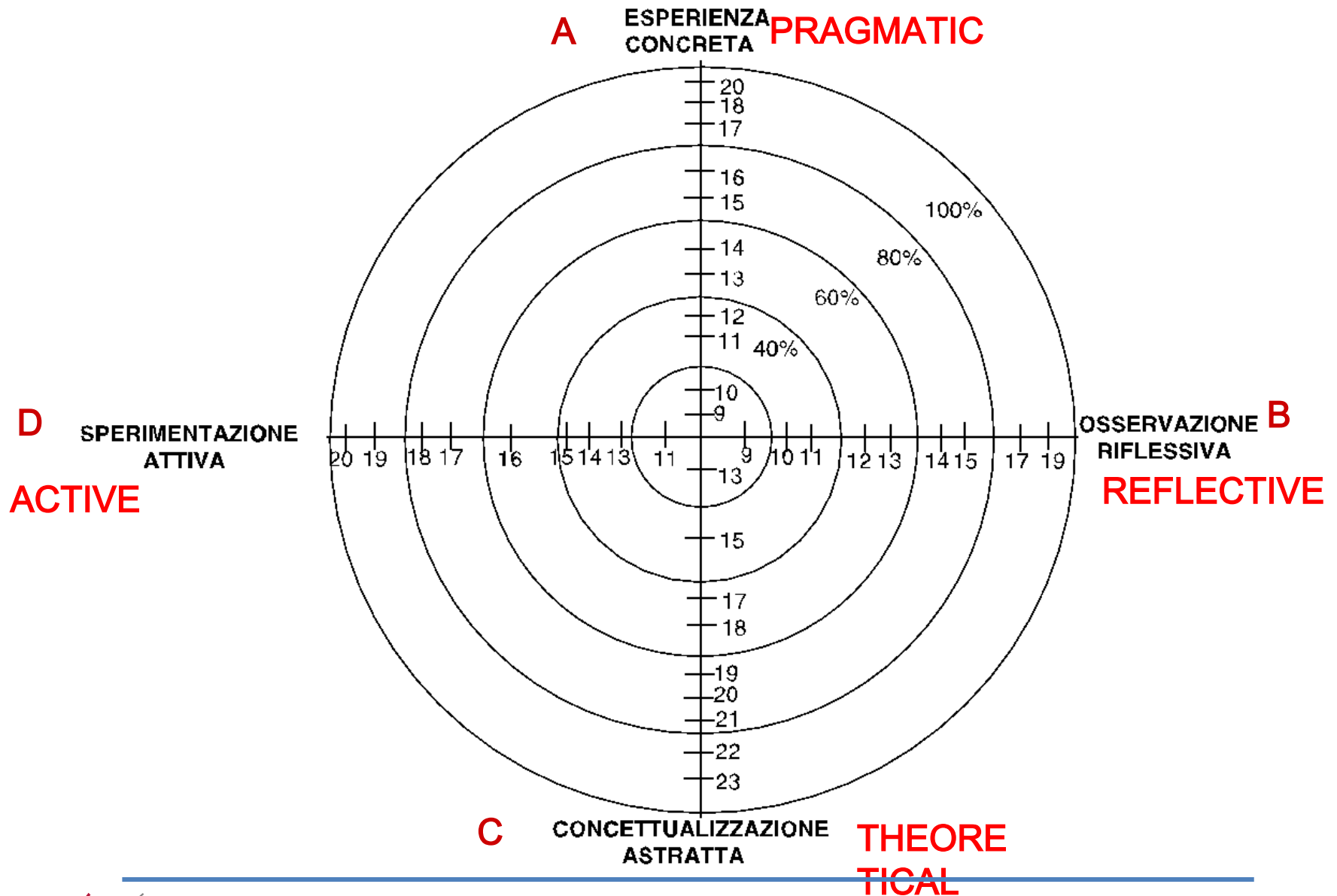
we are looking for our learning style

In the following table we give:

- 4 to the word that **Better** characterizes our way of learning
- 1 to the word that **Less** characterizes our way of learning
- 2 and 3 in the ranking of the intermediate words
- we don't give duplicates

	A	B	C	D
1	DISCRIMINATING	EXPERIMENTAL	INVOLVED	PRACTICAL
2	RECEPTIVE	RELEVANT	ANALYTICAL	IMPARTIAL
3	WITH FEELING	WHO OBSERVES	WHO THINKS	WHAT DOES
4	ACCEPTOR	WHICH RISKS	EVALUATION	AWARE
5	INTUITIVE	PRODUCTIVE	LOGICAL	PROBLEMATIC
6	ABSTRACT	WATCHING	CONCRETE	ACTIVE
7	ORIENTED TO THE PRESENT	REFLECTING	FUTURE-ORIENTED	PRAGMATIC
8	EXPERIENCE	OBSERVATION	CONCEPTUALIZATION	EXPERIMENTATION
9	INTENSE	RESERVED	RATIONAL	RESPONSIBLE
	TOTAL A:	TOTAL B:	TOTAL C:	TOTAL D:

Everyone has their own preferred style of learning



A. PRAGMATIC

Points of strengths

- Ready to try things in practice
- Practical, down to earth, realistic
- Use the cost/benefit analysis
- He gets straight to the point
- Focus on technique

Points of weakness

- Tends to reject anything that doesn't apply right away
- Little interested in theories, models, basic principles
- He tends to jump on the first advantageous solution
- Impatient to get to the results
- More task oriented than people oriented

B. REFLECTIVE

Points of strengths

- Cautious
- Precise and methodical
- Good at listening to others
- He assimilates information, digests it, makes it his own
- He rarely jumps to conclusions

Points of weakness

- Tends to refrain from participating in the group
- Slow to decide to take a stand
- Too cautious, doesn't take enough risks
- Not yes'imposes on others
- It's not about meeting, about easy relationships

C. THEORETICAL

Points of strengths

- Good logical thinker
- It deepens, it goes vertical
- Rational, objective
- Good at asking relevant questions
- Orderly, disciplined approach

Points of weakness

- Limited in transversal thinking
- Low tolerance vs l'uncertainty, disorder, l'ambiguity
- Uncomfortable with the subjective,
- Not very intuitive
- Full of“it should, it would be better, it is necessary ”

D. ACTIVE

Points of strengths

- Flexible, open-minded
- Happy to try
- He loves being in new situations
- Optimistic when faced with anything new
- He hardly resists change

Points of weakness

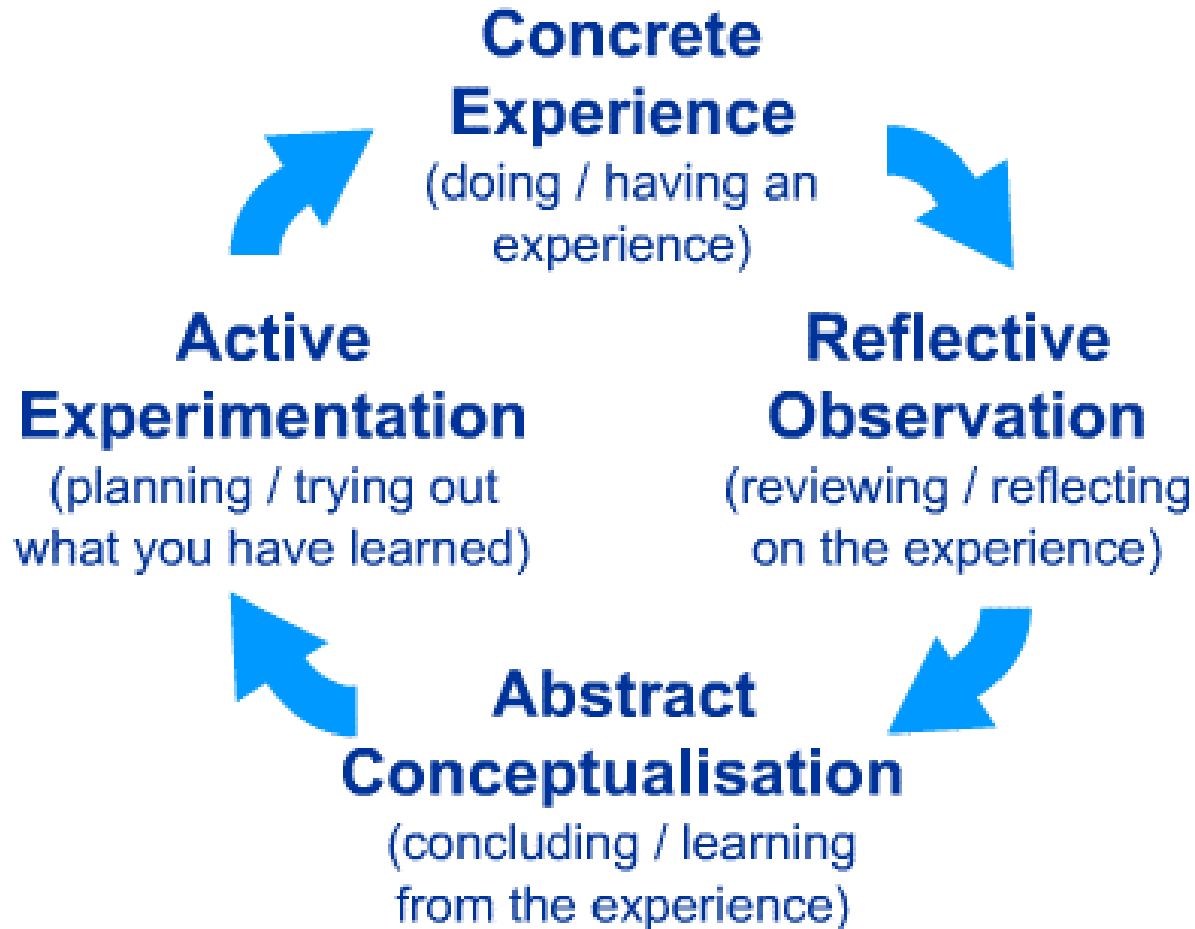
- He tends to act immediately, without thinking
- He often takes unnecessary risks
- He tends to want to do everything himself, to take away space from others
- He hits the ground running without preparing properly
- He gets bored in the creation/consolidation phase

Learning from experience



https://www.youtube.com/watch?v=nJ_htuCMCqM

Continuous learning



FEEDBACK

F = HELP, BRIDGE TO THE OTHER

1. Feedback idea: we prepare the way to communicate it, offering it as a gift to the other
2. We welcome the feedback we receive and thank (even if we don't like it!)
3. Let's capitalize feedback, let's go look for it
4. Let's strengthen even the positive that we see or receive (there is always a positive side!)

“Experience is the kind of teacher
harder.

First he gives you the exam, then he
explains the lesson to you.

Oscar Wilde

THE LESSON

The phases of the lesson

PREPARATION

CLASSROOM

REALIZATION

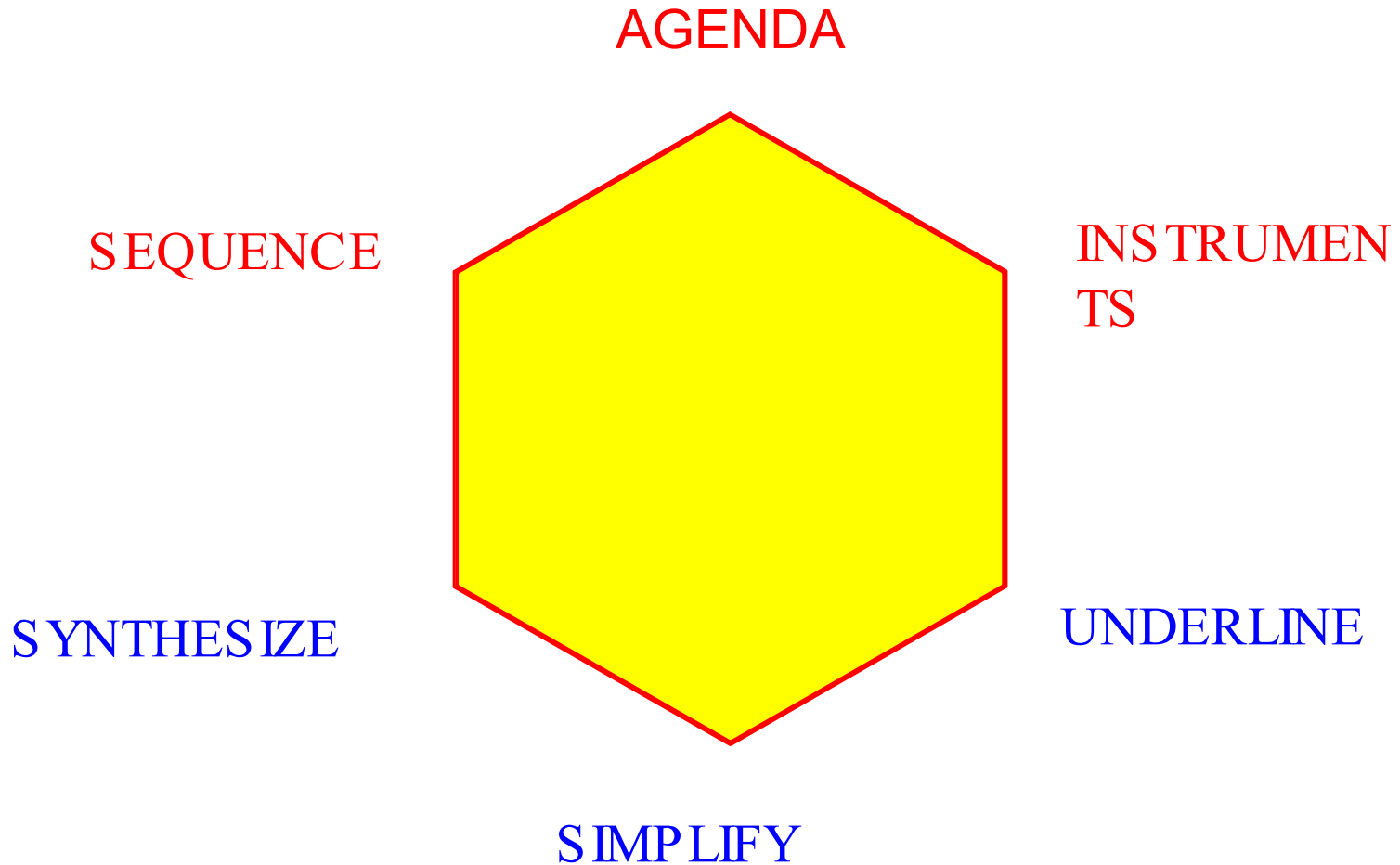
OPENING

PROGRESS

CLOSURE

ASSESSMENT

Prepare the contents



GOALS

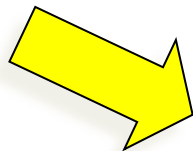
the purpose of the training
the result I want to achieve

CONTENT

what do I want
let know

what do I want
promote or transfer

what do I want the
other to do



IMAGE

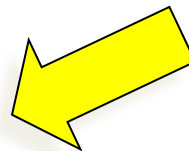
what an impression I want to leave

(competence, seriousness, efficiency, friendliness, reliability, ...)

RELATION

what kind of
relationship

I want to establish
what a
"climate",
"atmosphere"
"



I want to
create

Start from the end

START BY SETTING YOUR GOALS

What do you want your
listeners to:

- THEY KNOW

- THEY

FEEL

- LET'S DO

IT

At the end of your presentation?

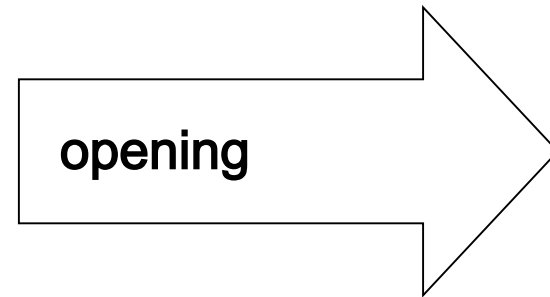
The participants... to choose the contents

TO WONDER

- What do they know
- What information do they need
- Areas of interest
- What do they expect

TO ESTABLISH

- Start point
- Rhythm
- Contents
- Examples
- Language



Build the agenda

We can hold as reference, in order to put the contents,
the two sequences:



EXHIBITION
(deductive):

From general principles

To individual aspects

To the application examples



EXPERIENTIAL
(inductive):

From a fact/problem

A reflection on the causes

To generalization in a principle

Make it memorable!

Use



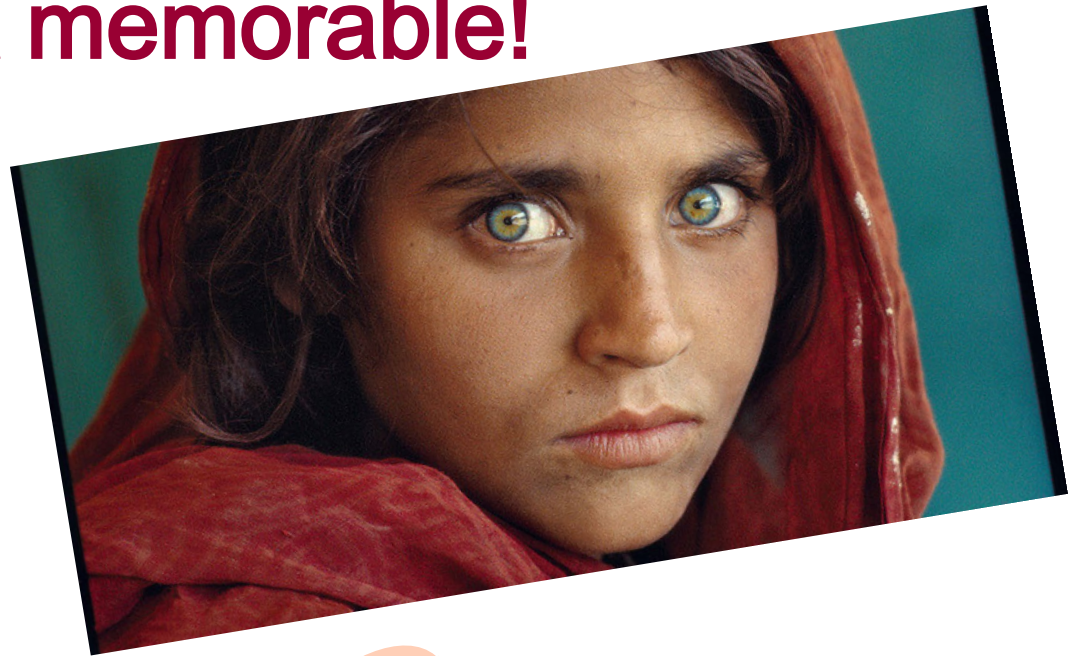
SYMBOLS



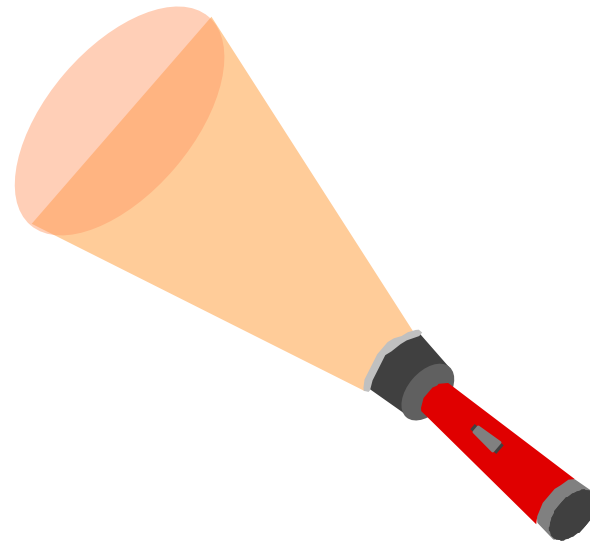
METAPHORS



IMAGES



To “light” the way



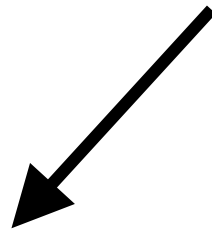
Underline

KEYWORD

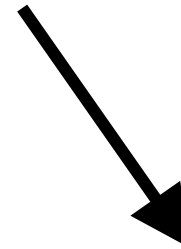
VOICE

GESTUALITY

IMAGES



Cognitive impact



Emotional impact

The tools of **EVOCATIVE LANGUAGE**

- **Anecdotes e "little stories"**

They capture the attention by conveying the core of the message

- **Use of images**

They help "anchor" the message in the mind of interlocutor

- **Similes, examples**

To refer to something familiar to them

- **Proverbs and well-known expressions**

To strengthen the learning

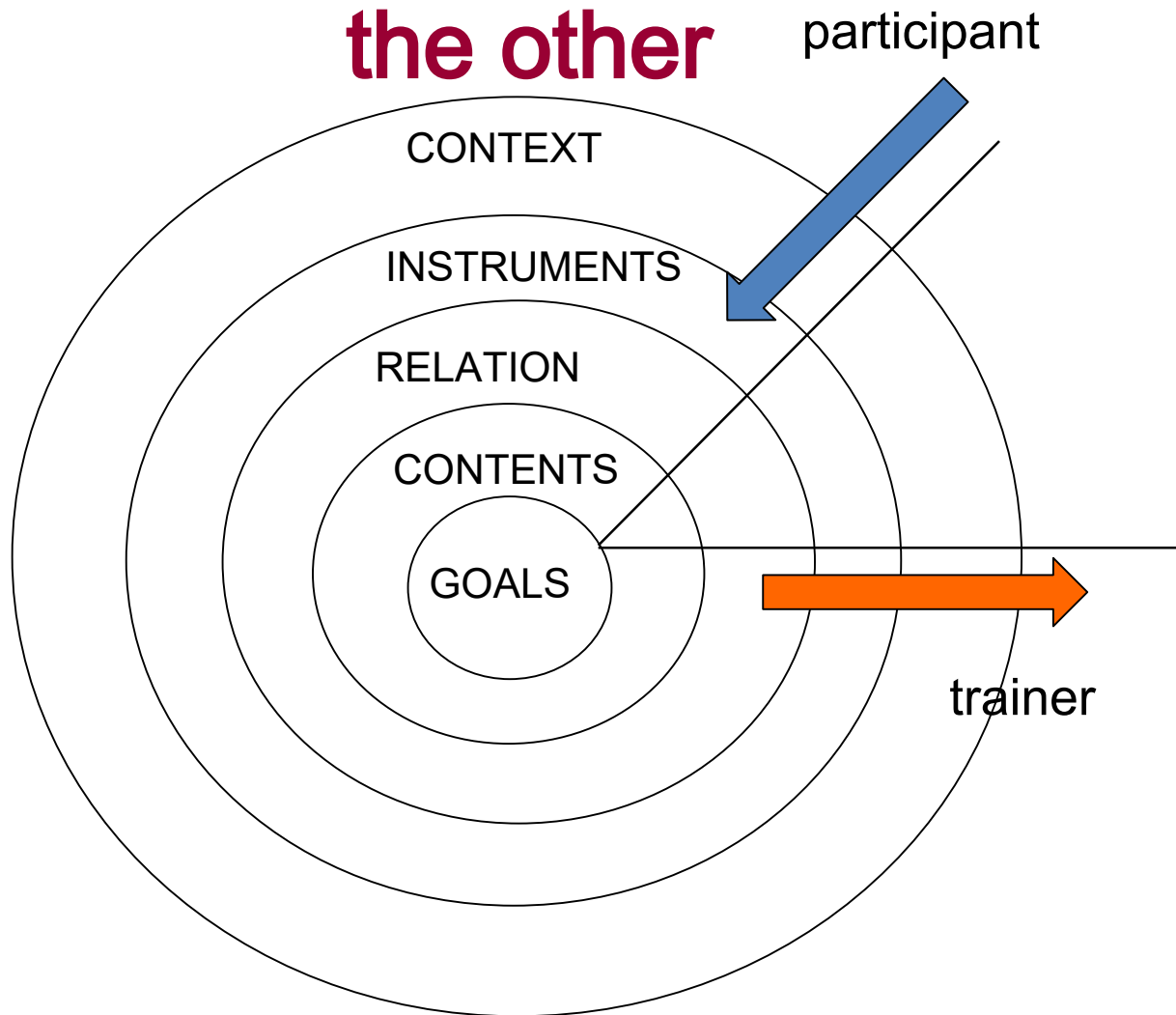
- **Use of keywords**

REPETITA IUVANT!!

Pre-reflection on predictable content

<div style="border: 1px solid black; padding: 5px; display: inline-block;">MACRO TOPICS</div>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">RECOMMENDATIONS</div>	
<input type="checkbox"/> _____		<hr/> <hr/> <hr/>	
AREAS AND QUESTIONS CRITICISM	LINES OF ANSWER	EFFECTIVE EXAMPLES	DATA and USEFUL FIGURES
1)			
2)			
3)			
4)			
5)			
6)			

The course as it appears to the other



The flow of content

OPENING

Hospitality
Attention
Climate

EXAMPLES:

- statement
- problem
- request
- joke

PROGRESS

Advantages
Arguments
Examples
Images
Connections

CLOSURE

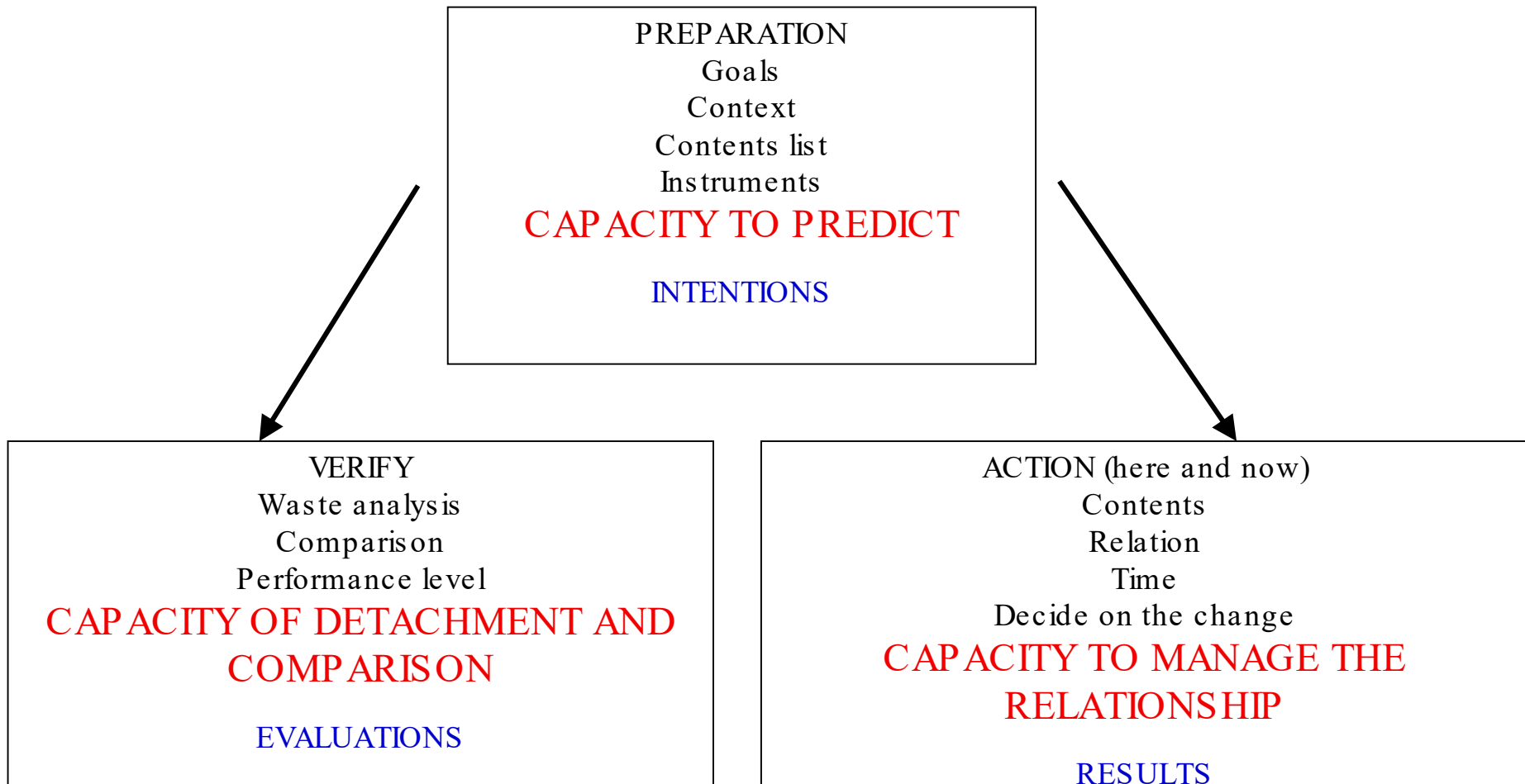
Detachment
Complete meaning
What you remember

EXAMPLES:

- conclusion
- logic
- summary
- prescription
- joke

THE CYCLE OF ONE EFFECTIVE TRAINING

SKILLS REQUIRED OF THE TRAINER



To help yourself, try this!

**Participatory
WORKSHOPS**

By

Robert Chambers

Earthscan

www.earthscan.co.uk

