Programme

Knowledge
self-assessment

Introduction
and the first tools

Classroom training:
ongoing role-play exercises, case studies,
peer coaching, individual action plan, etc

Cement knowledge and practice

Progress self-assessment

| Initial assessment | e-learning | Classroom training | e-learning | Final assessment |

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

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