

# Report on the verification of the correctness of the assumptions of the Trainer Standard

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As part of the verification of the correctness of the assumptions of the Trainer Standard created by our project team, Barbara Matyaszek-Szarek and Ewa Daros created questionnaires addressed to all people who have experience in trainer work. The purpose of this questionnaire was to gather information on the work standards of the trainer.

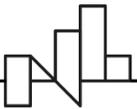
The survey is part of the **EDUCATION PROGRAM**: Quality of Education in Vocational Education and Training (VET) with a grant of EUR 201,000. The amount is 85% co-financed by the EEA Financial Mechanism 2014-2021, i.e. € 170 834.7 and 15% from the state budget, i.e. € 30 147.3.

This program is implemented by Heuresis, a training company operating since 2001 in the field of adult education and providing certified training in cooperation with ACI. The aim of the program is to prepare educational tools supporting the development of a quality culture in vocational education and training institutions.

The questionnaire, prepared in two language versions - Polish and English - consisted of 16 questions, including 13 open-ended questions. The form of "open" questions was used in order not to suggest an answer and thus allowed us to collect reliable data. The study was conducted for 6 weeks. 29 questionnaires were completed in Polish and 23 in English.

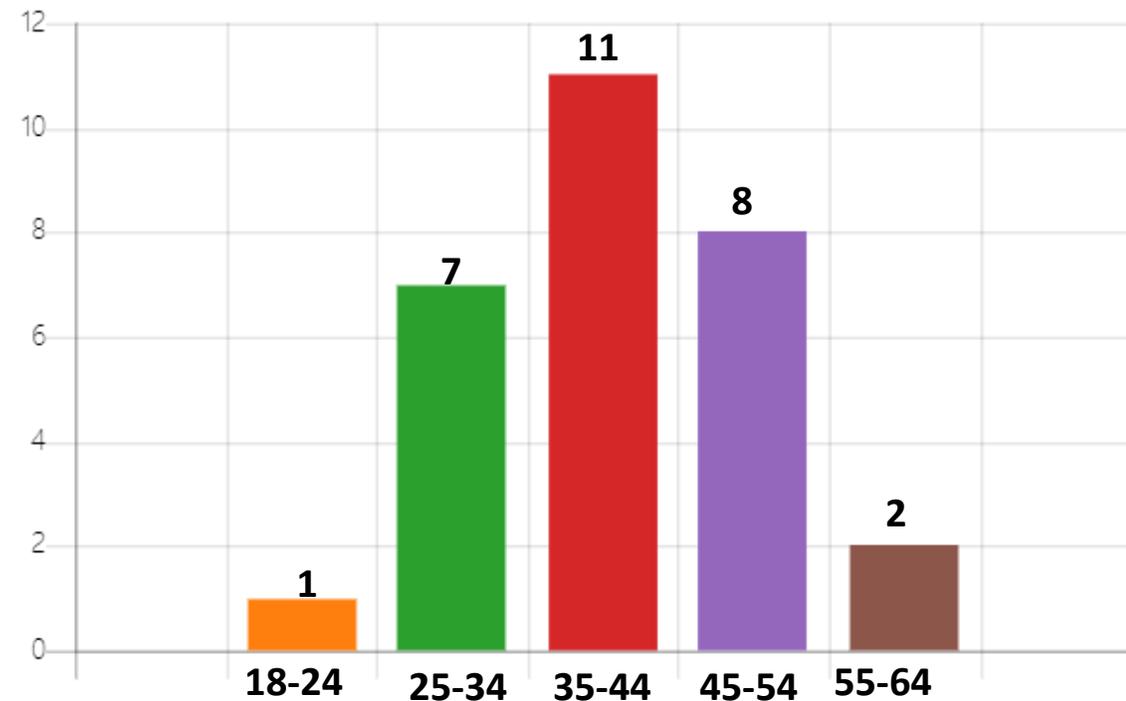
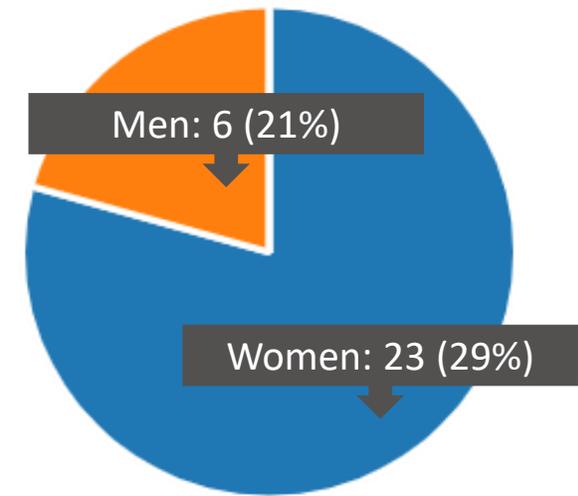
**A detailed discussion of the results and their comparison with the assumptions of the trainer's standard are included in this report.**

# Part I - presentation of the survey results - Polish



# Surveys in Polish

- 29 questionnaires were completed in Polish
- All respondents operate in the territory of Poland
- The age of the respondents is shown in the diagram on the right



# Qualifications and positions of the respondents



Coach (3)



Trainer (8)



Business owner (4)



Teacher, lecturer (2)



Manager, L&D manager, project manager (4)

# Skills most needed in the work of a trainer

## Self management

- Resistance to stress and change
- Planning and organization of work
- Coordination of tasks
- Searching for information online and in books and during interpersonal training
- Assertiveness
- Coping with stress
- Developed emotional intelligence, control over emotions

## Group process management

- Recognition of the participants' needs
- Establishing interaction and arousing the interest of people participating in the classes
- Coaching supervision
- Construction of training in accordance with the Kolb cycle
- Group work and team management,
- Dealing with a Difficult Participant

## Soft Skills

- Communication and negotiation
- Acquiring new customers
- The ability to quickly establish relationships with others
- Oratory skills
- Free remote communication

## Hard Skills

- Creating on-line training

# "Do you think that adherence to training standards is important?"

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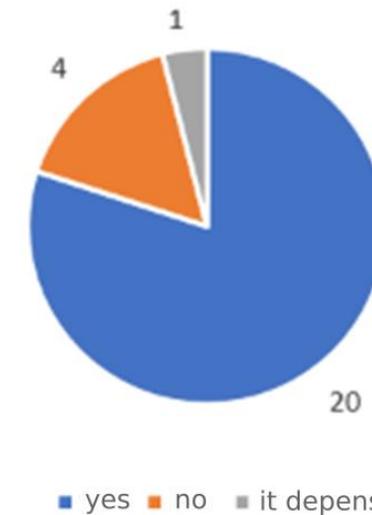
## Why so?

- Standards are the foundation, they give a sense of confidence in well and professionally conducted training.
- So that the client knows what to expect, that the training leads to the acquisition of specific competences. It is a guarantee of quality for participants.
- To maintain the position of the trainer - the group treats the trainer with recognition and respect does not question qualifications standards are the framework for training
- "Yes, but only in terms of the content, not the form."

## Why not?

- "Not always, but it's helpful"
- "Differently, flexibility"
- More explanations for "no" were not given

Respodents answers



# Resources and tools used to conduct training

## REMOTE TRAINING

- Zoom
- Webex
- Teams
- MIRO
- Laptop
- Case
- Discussion
- Audio and video
- Skype
- Exercise
- Metaphor
- Feel free to draw, role play, work in groups, work individually
- Mix of methods: blended training, remote and stationary

## STATIONARY TRAINING

- Table
- Office supplies
- The presentation
- Lecture
- "Icebreakers"
- Laptop
- Case
- Discussion
- Substantive knowledge, knowledge of teaching and group psychology
- Scripts, handout
- Movies
- Research questionnaires,
- Simulation games
- Individual and group exercises
- Questionnaires
- Metaphor
- Coaching tools (cards, training games, flipchart etc.)

# Resources and Tools Used to Conduct Training A few links from the interviewer

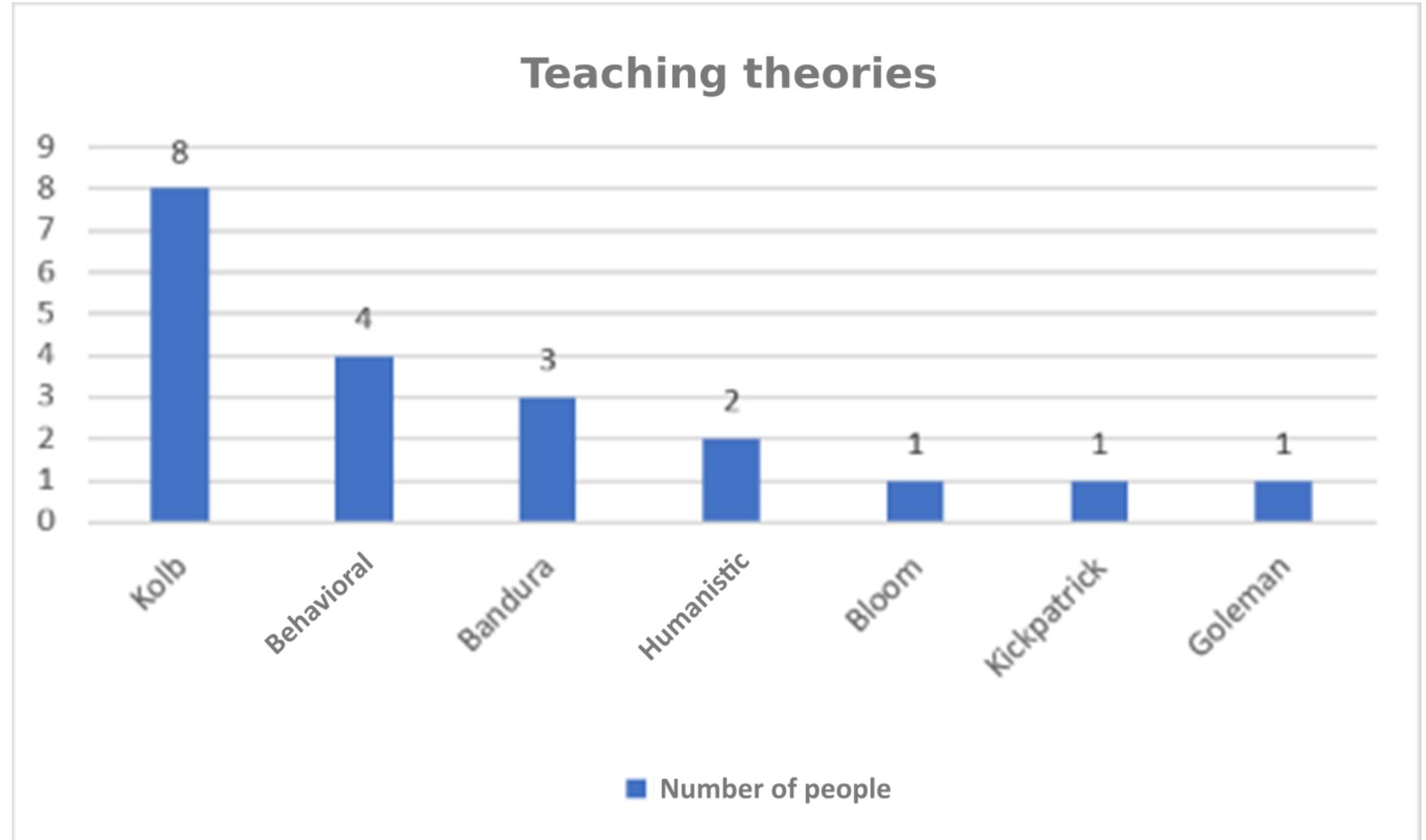
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- <https://www.mindtools.com/> - a collection of various tools
- <https://www.collaborationsuperpowers.com/tools/> - here also great tools for various things, I will find a solution for every idea here
- [https://www.mindtools.com/pages/article/newPPM\\_07.htm?fbclid=IwAR1dN32GfCeq3e8iyh-GhMNSyHWINp6BjRaX6etJULD7dCqOSw7zrdsu5pA](https://www.mindtools.com/pages/article/newPPM_07.htm?fbclid=IwAR1dN32GfCeq3e8iyh-GhMNSyHWINp6BjRaX6etJULD7dCqOSw7zrdsu5pA) - this is a very popular and simple matrix for project management and risk management
- <https://ideascale.com/twelve-free-brainstorming-tools-for-2020/> - of these I recommend MS teams the most - there is a chat, you can organize meetings and share files, because there is also a lot of agile work ' Then I use different boards such as Lucidchart and Ideaboard
- <https://kahoot.it/> - a great platform for testing. Every year I organize a competition for participants at the TransLogistics conference, where I act as a sponsor with the company. Note: if there are more than 200 participants, it "throws" some (I don't know if it's more or less, but there are no problems in smaller groups)
- [https://www.canva.com/pl\\_pl/](https://www.canva.com/pl_pl/) - a fantastic site for various graphic works: announcements, invitations, instructions
- <https://www.shore.com/en/>, <https://booksy.com/pl-pl/>, <https://doodle.com/en/> - making meetings
- <https://www.dropbox.com/> - for sending large files
- <https://www.deepl.com/pl/translator> - the best translator in the world! Translates texts very well.

# The theories of learning on which respondents rely

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- 26 people replied
- 5 could not indicate any theory



# Respondents were asked to list the stages of the training cycle they usually follow

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Mostly the same answer came:

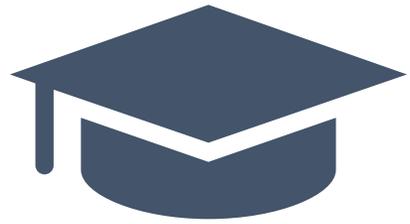
- **The 7 stages of the training cycle: from analysis to action.**

1. Training needs analysis / marketing needs analysis.
2. Selection of training participants.
3. Training design.
4. Preparation of training materials.
5. Conducting the training.
6. Assessment of the training after its completion (questioning).

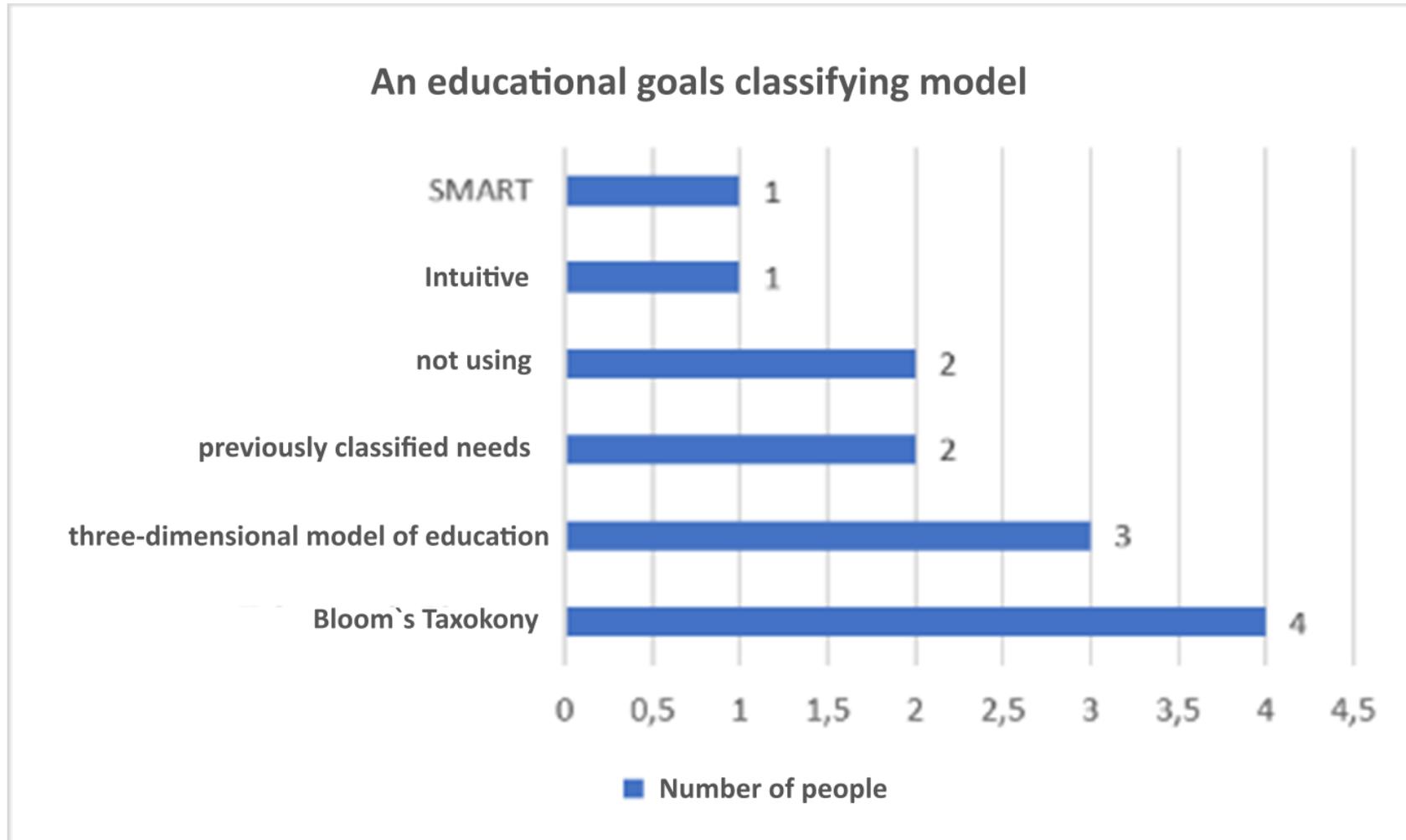
Action.

Additionally it was mentioned several times:

- **Kolb`s Cycle**
- **Experience ➡ observation ➡ creating ➡ application**

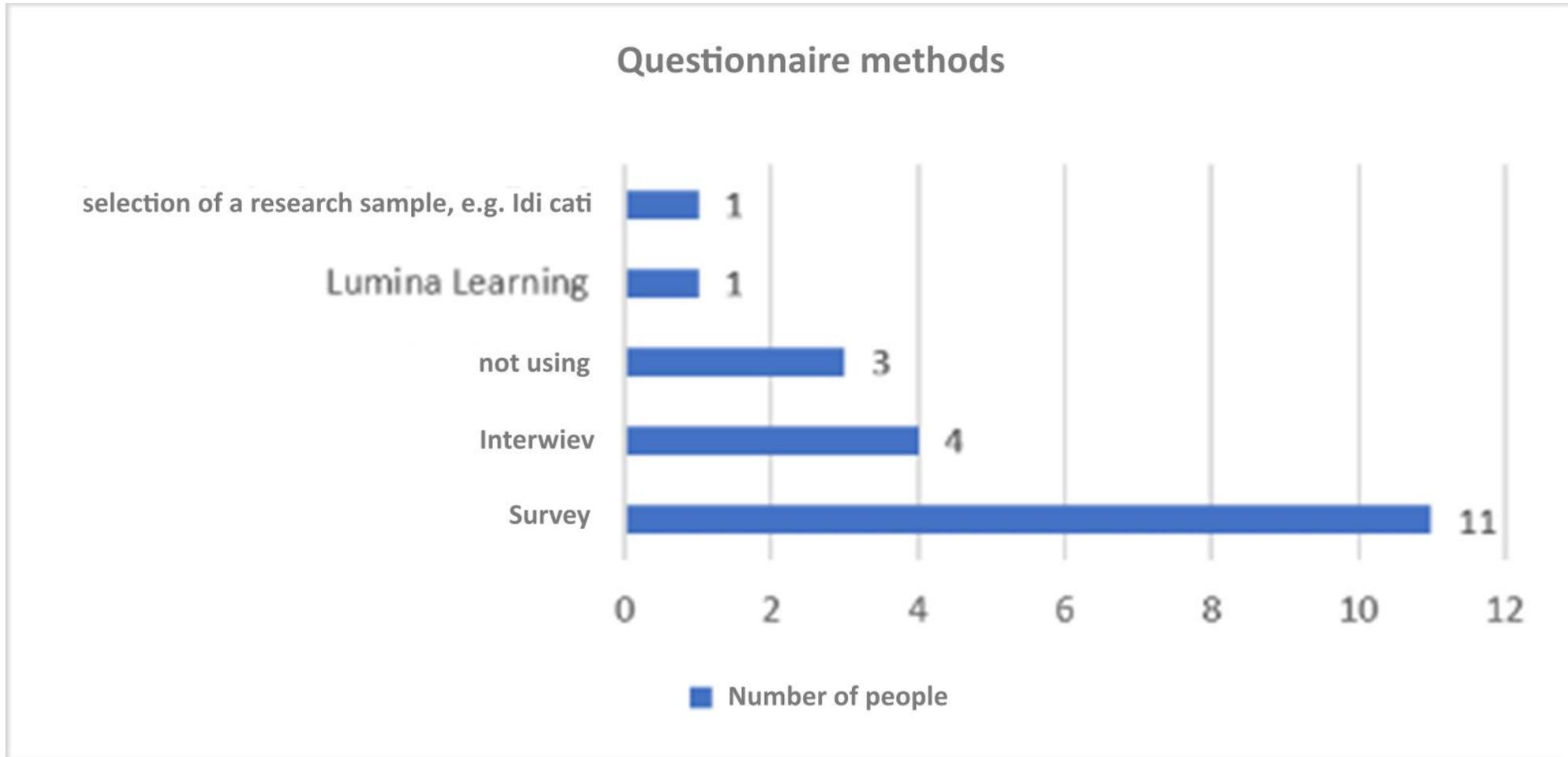


# An educational goals classifying model





# Questionnaire methods used by the respondents

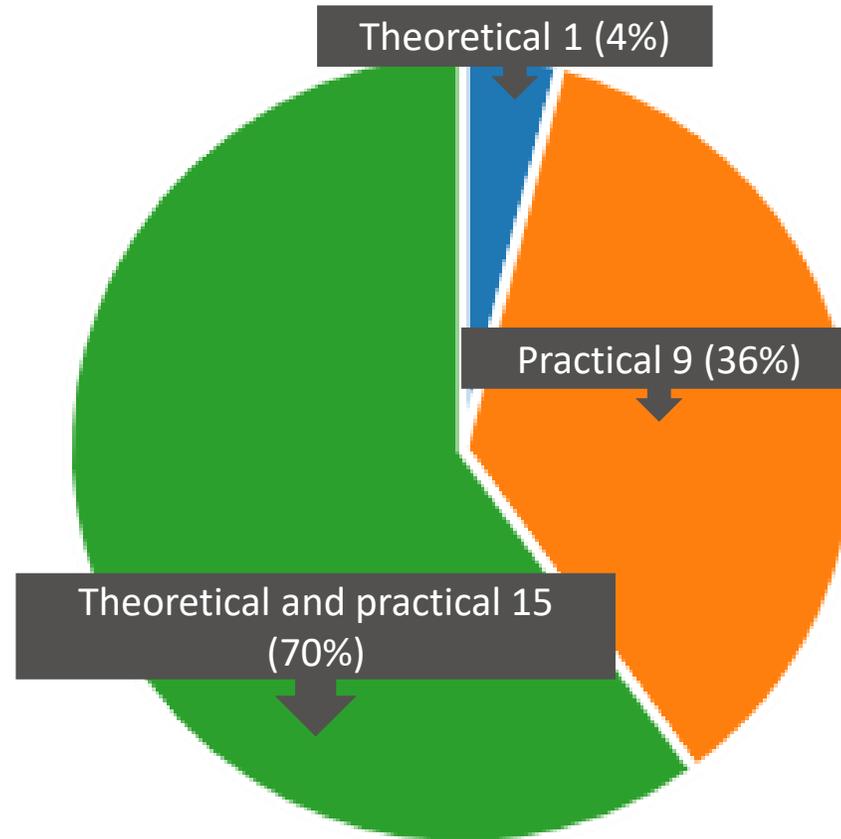


# Feedback from training sessions

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- Most of the respondents collect feedback immediately after the training.
- The vast majority of training evaluation is in the form of a questionnaire
- A smaller proportion of respondents send forms / questionnaires also several months after the end of the training.

"What kind of content do you prefer to include in training?"

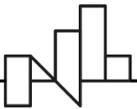


# Assessment of the effectiveness of the training carried out

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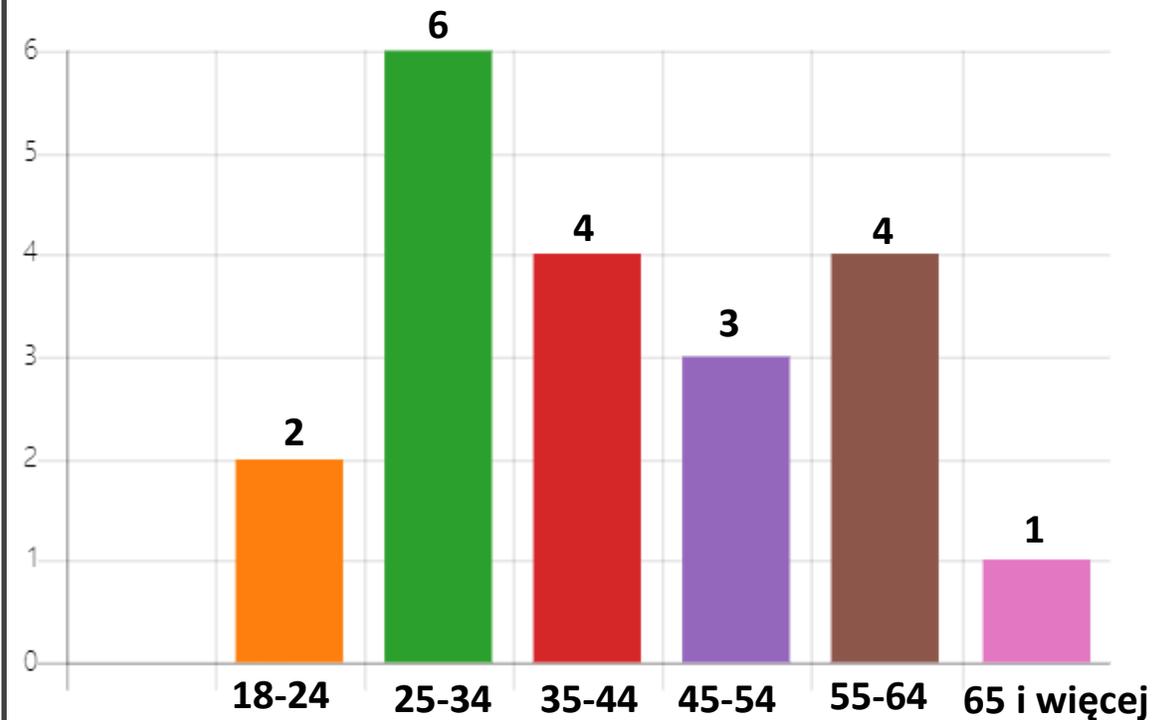
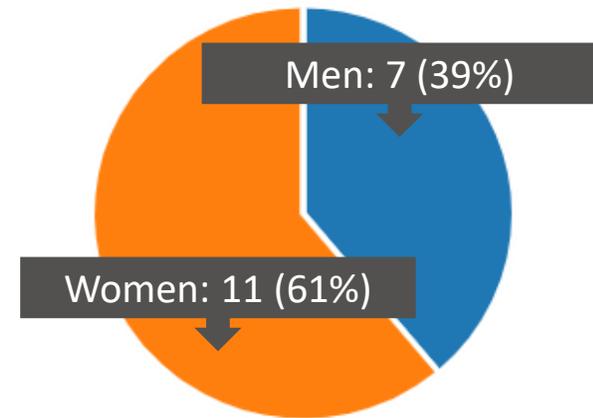
- I. Evaluation survey, feedback from participants' sites
- II. Drawing conclusions from surveys
- III. Kirkaptrick
- IV. Pre and post tests
- V. Observation, direct and indirect questions.

# Part II presentation of the survey results - English



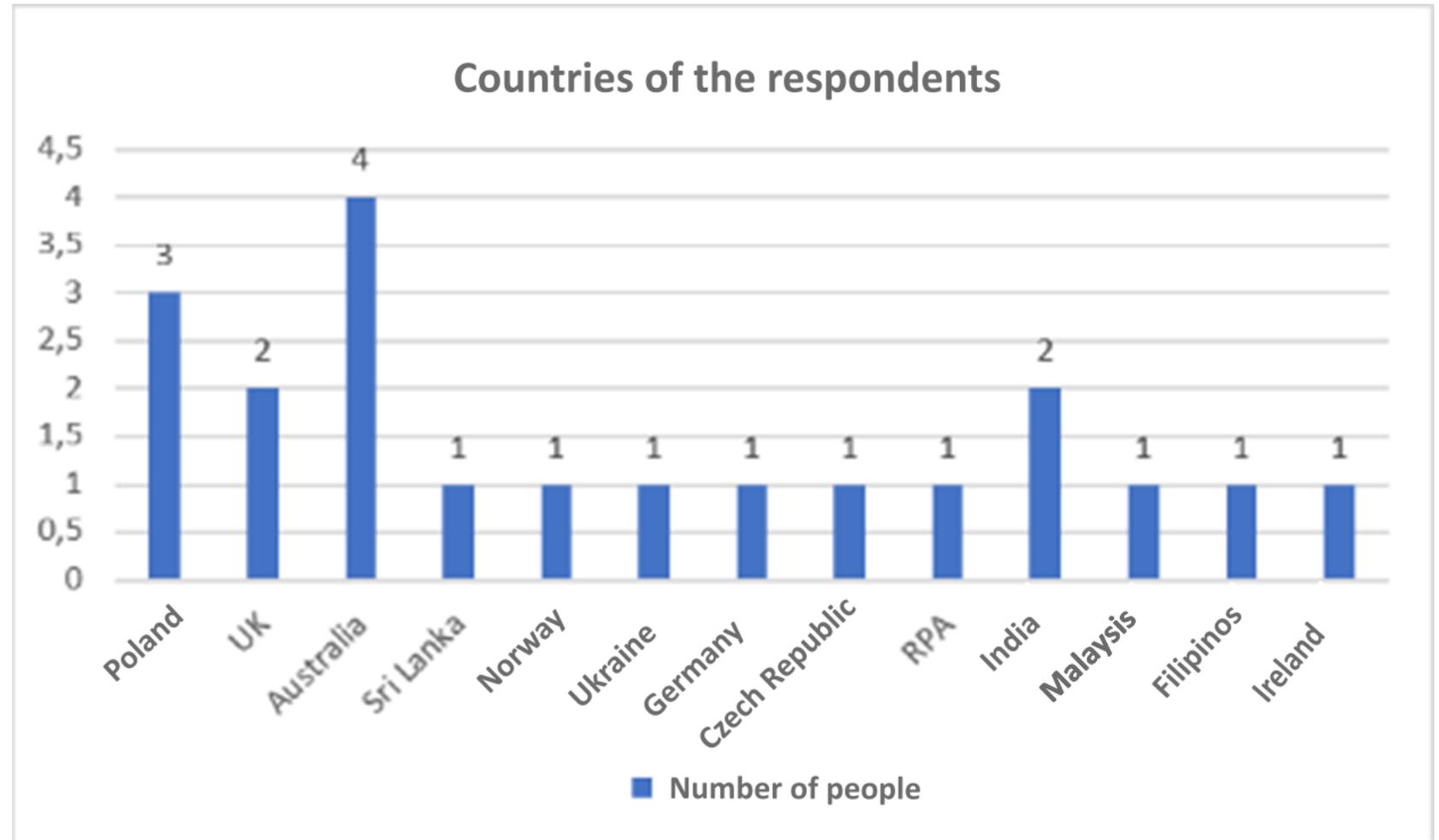
# Surveys in English

- 23 questionnaires were completed in English
- The age of the respondents is shown in the diagram on the right



# Where are the interviewees from?

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# Qualifications and positions of the respondents



Executive HR (1)



Trainer (13)



Teacher (1)



Manager (2)



Facilitator (1)

# Most needed skills in the work of a trainer

## Self management

- Openness to people
- Impartiality
- Coping with difficulties (unplanned events)
- Public speaking
- Patience
- Confidence
- The desire to develop

## Group process management

- The ability to engage students
- Leadership and enthusiasm
- knowledge of the principles of adult learning
- Getting feedback
- group dynamics management

## Soft Skills

- Communication and negotiation
- Ease of making contacts

## Hard Skills

- Confidence in the accuracy of the content
- Creation of programs
- Kundakt training
- Create excise duty
- Doing a presentation
- Reporting, analytics
- Technological skills

# "Do you think adherence to training standards is important?"

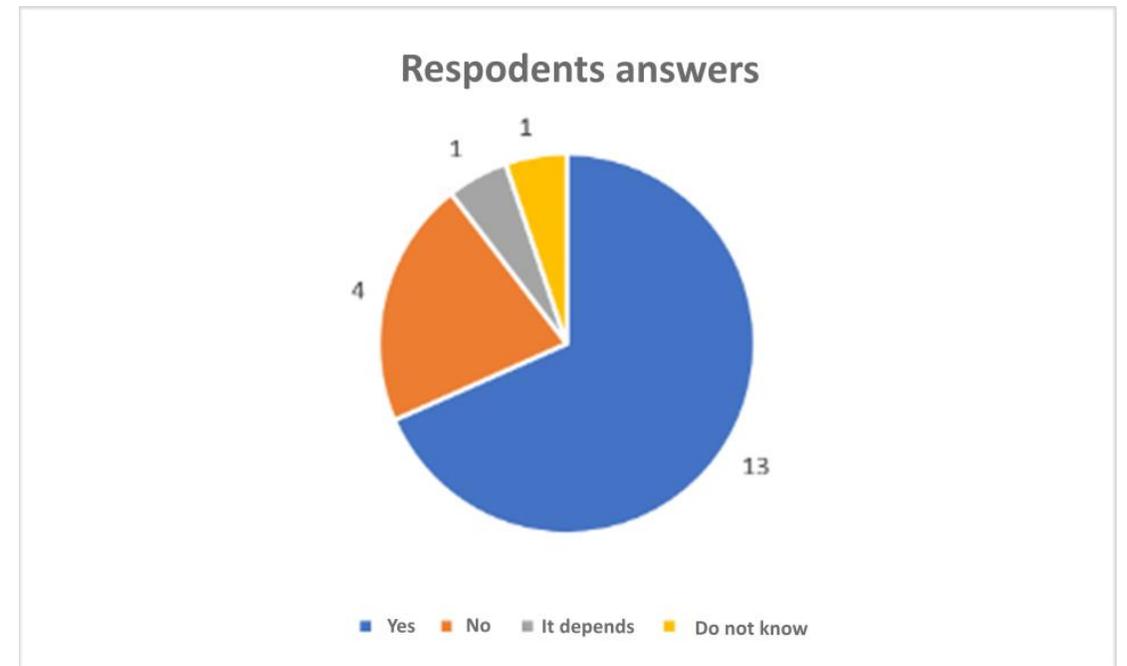
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## Why so?

- enables people to learn and understand things
- we can follow the general concepts
- It improves our potential and strengthens a proactive attitude
- It's important to adhere to set standards so that there is structure and discipline in what is cascaded or communicated.
- standards combine with professionalism and commitment

## Why not?

- It depends on the group - each audience can be different
- Guidelines can sometimes make the task of delivering content and evaluating cumbersome - and it shouldn't be
- Sometimes it's better to be creative



# Resources and tools used to conduct training

## REMOTE TRAINING

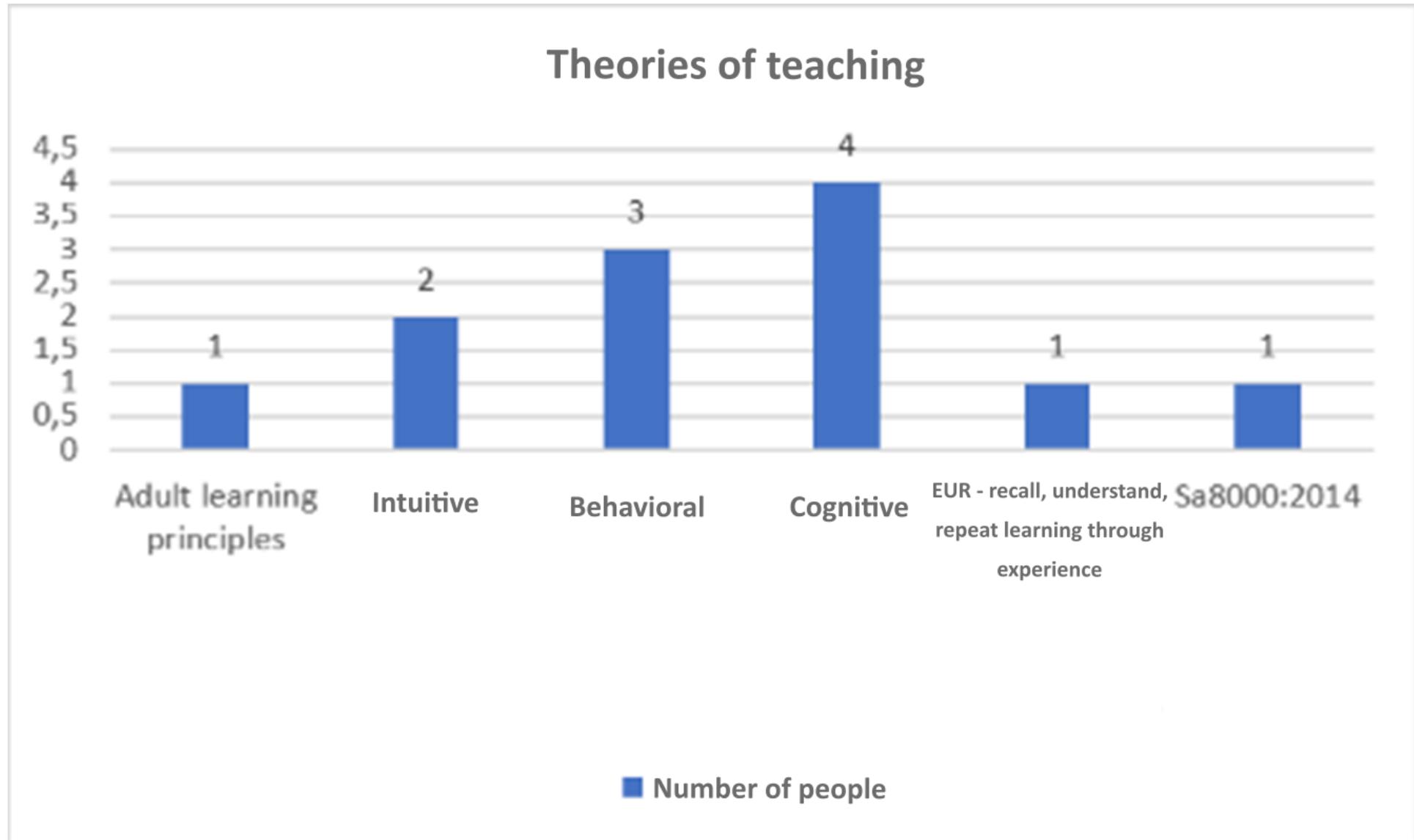
- Zoom
- Skype
- Padlet
- Google cloud
- Prezi
- Canva
- PowerPoint
- Word, worksheets, cards, texts, case studies
- brainstorming
- Web Ex
- Google Meets,
- Microsoft Teams
- IT softwares

## STATIONARY TRAINING

- experimental games
- inspirational games
  - business games
    - Diary
  - whiteboard

- Feedback
- Tests
- homework
- Visualizations
- YouTube
- my own information material
- personal experiences

# The theories of learning on which respondents rely



# Respondents were asked to list the stages of the training cycle they usually follow

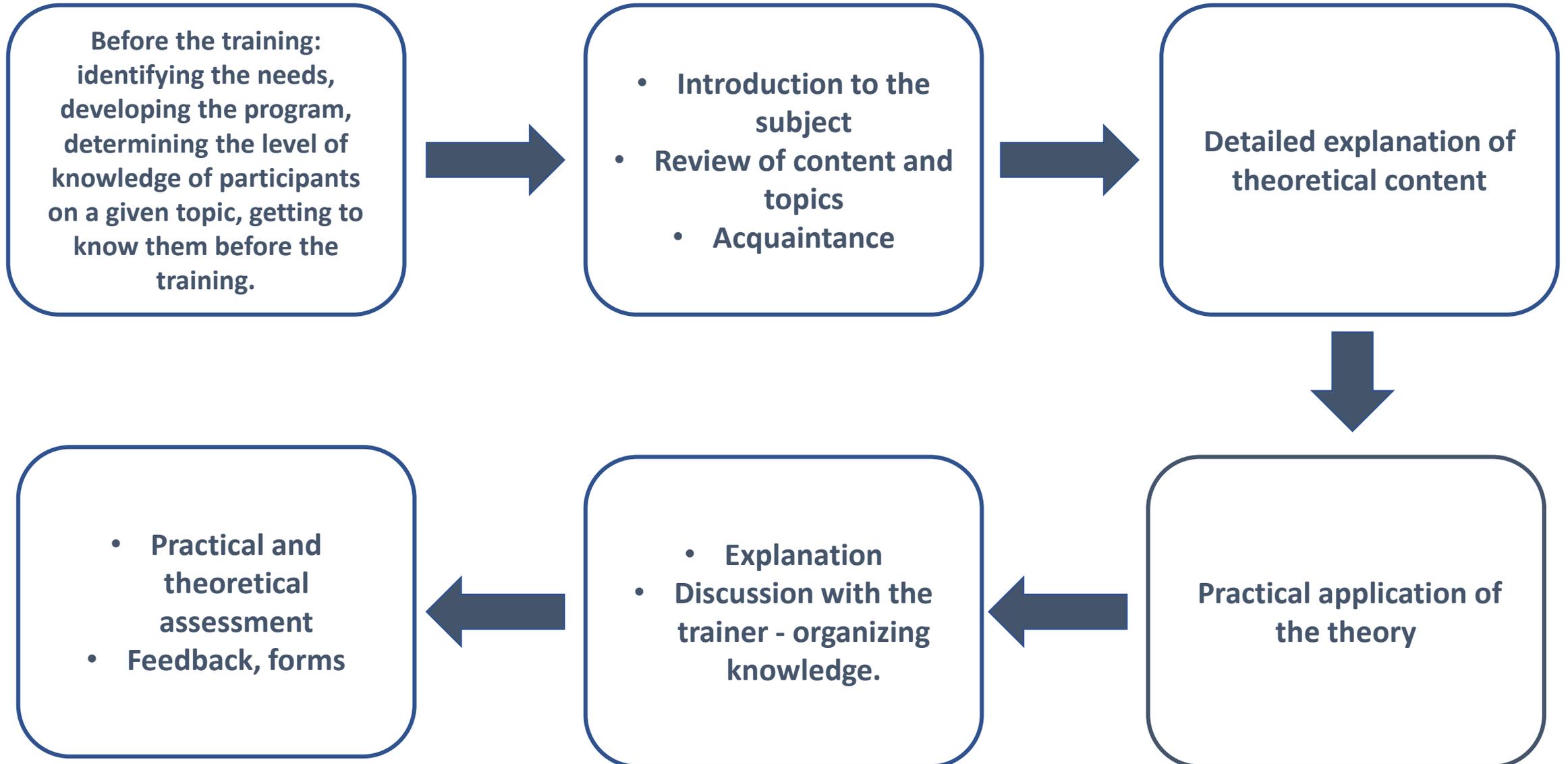
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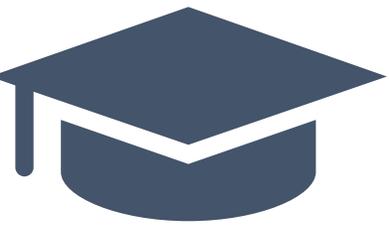
Most of the respondents described the stage in similar 5/6 steps, the diagram is in the next slide

Additionally, it was mentioned:

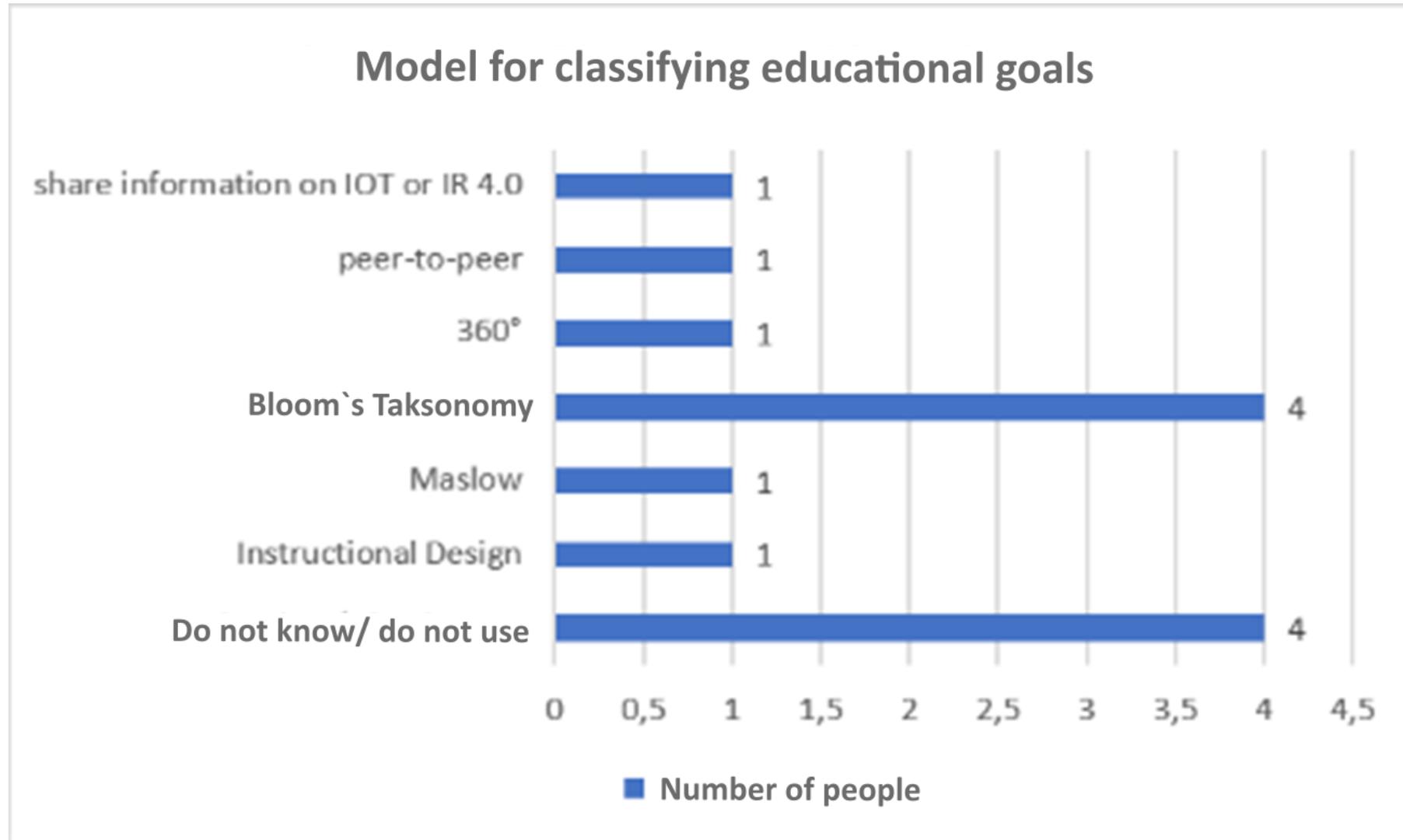
- 2x Flask cycle
- IATN, Designing, Delivery

# Stages of the training cycle





# Models for classifying educational goals used by respondents



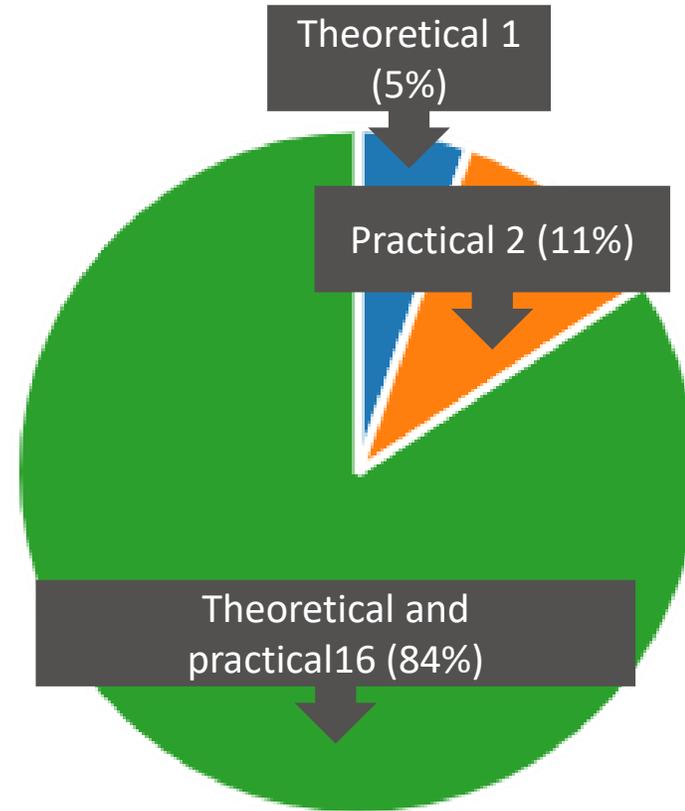


# Questionnaire methods used by the respondents

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- I. Asking questions immediately after training, exercise - to assess knowledge and understanding of the topics covered.
- II. Questionnaires / surveys (open and closed questions).
- III. Professional psychological tests, e.g. determining the level of emotional intelligence.
- IV. The Kolb cycle
- V. Paraphrasing. Thanks to this, I check what the student understands and where there are gaps in knowledge
- VI. The question "Did the training meet your expectations?"

"What kind of content do you prefer to include in training?"



# Assessment of the effectiveness of the training carried out

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- I. Discussion and formal assessments
- II. Averaging PA vs F
- III. Kirkaptrick
- IV. Feedback forms
- V. I found the training effective when the students successfully started working full-time
- VI. Exam

# Part III

## comparing the survey results with the assumptions of the Trainer Standard



Next to it, there is a user profile of educational tools created by Heuresis, on which we base the trainer standard. Areas that coincide with the profiles of the respondents are marked in blue.

## PROFIL

A person with knowledge and skills in the field of training.

Age range: 28-60 years old

A person working or involved in other activities where training is needed.

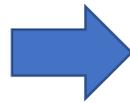
A person who wants to implement simple and typical training in the field of his specialization.



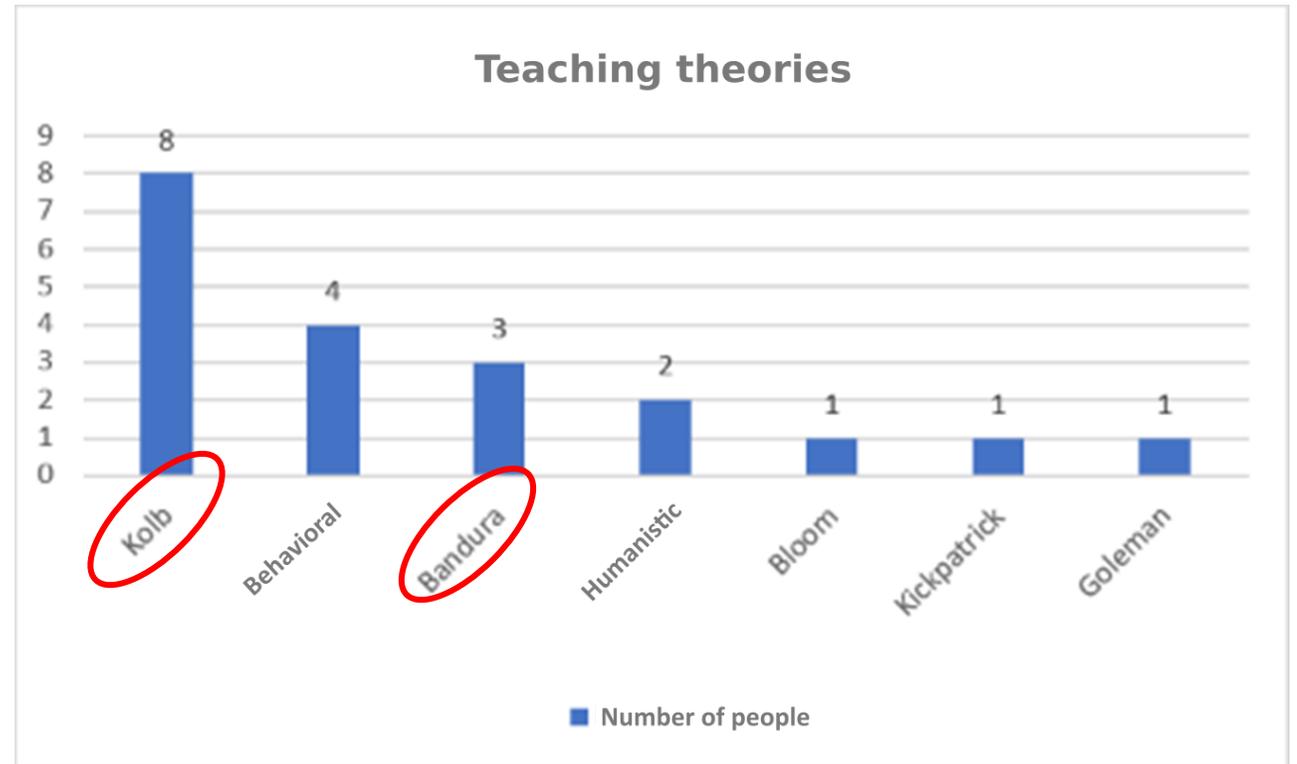
# The first assumption: Trains taking into account the methodology of educating adults

## Standard requirements Verification criteria

- Characterizes selected adult learning concepts
- It builds training based on selected adult education methods.
- Lists and characterizes at least 2 concepts of teaching adults, for example: - David Kolb, - Burrhus Frederic Skinner- Albert Bandura



## Respondents answers

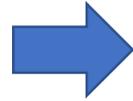




# Second assumption: It implements training based on the training cycle

## Standard requirements Verification criteria

- Characterizes the stages of the training cycle
- It characterizes the stages:
  - role analysis,
  - iaps, - design,
  - leading,
  - validation
  - evaluation



Mostly the same answer came:

### The 7 stages of the training cycle: from analysis to action.

1. Training needs analysis / marketing needs analysis.
2. Selection of training participants.
3. Training design.
4. Preparation of training materials.
5. Conducting the training.
6. Assessment of the training after its completion (questioning).

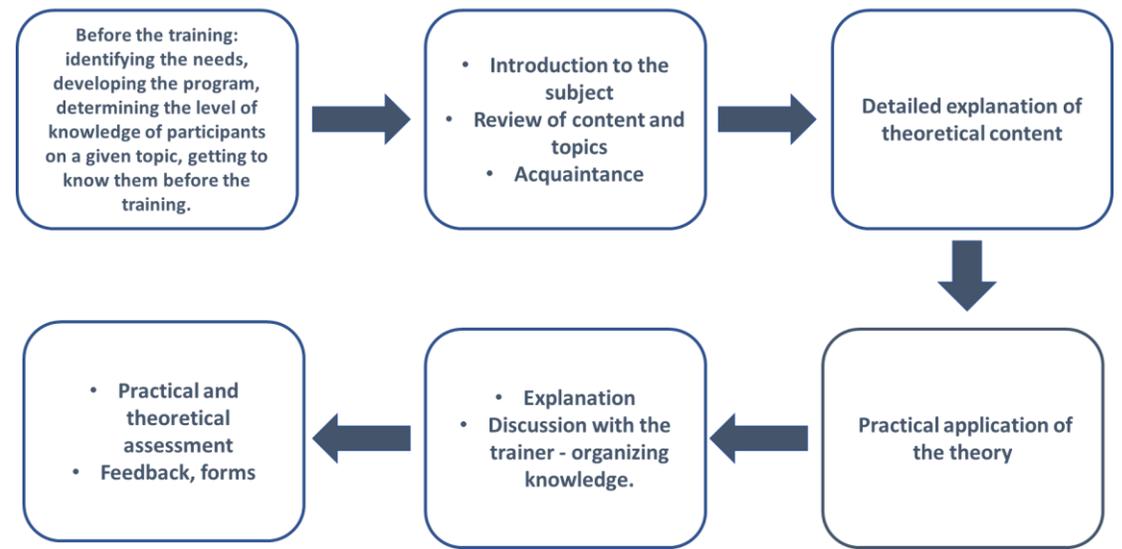
Action.

Additionally it was mentioned several times:

### Kolb`s Cycle

Experience ➡ observatio ➡ creating ➡ application

### Stages of the training cycle

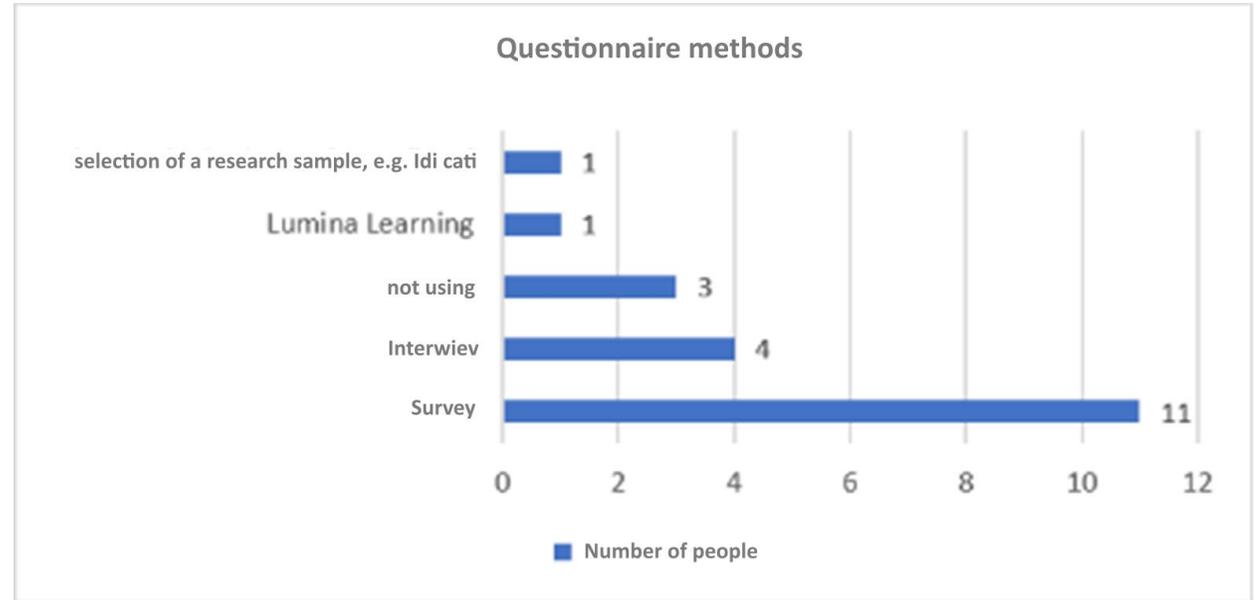
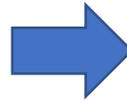




The third assumption: Performs the identification and analysis of training needs by preparing simple and typical training in the field of specialization.

### Standard requirements Verification criteria

- Characterizes the main research tools used in the methodology of conducting social research
- Characterizes questionnaire methods and methods of their construction



### Questionnaire methods used by the respondents

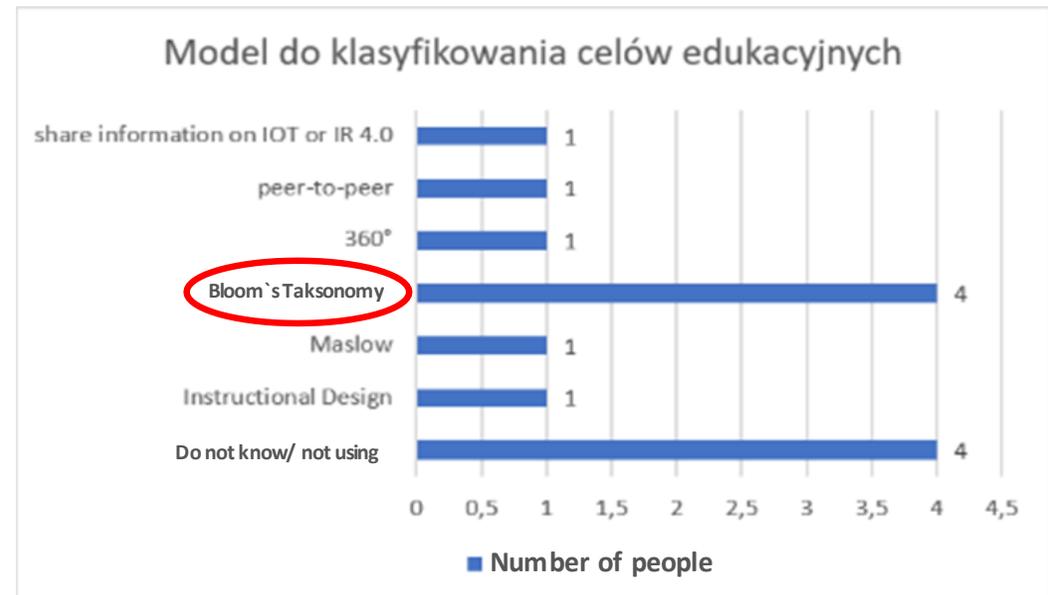
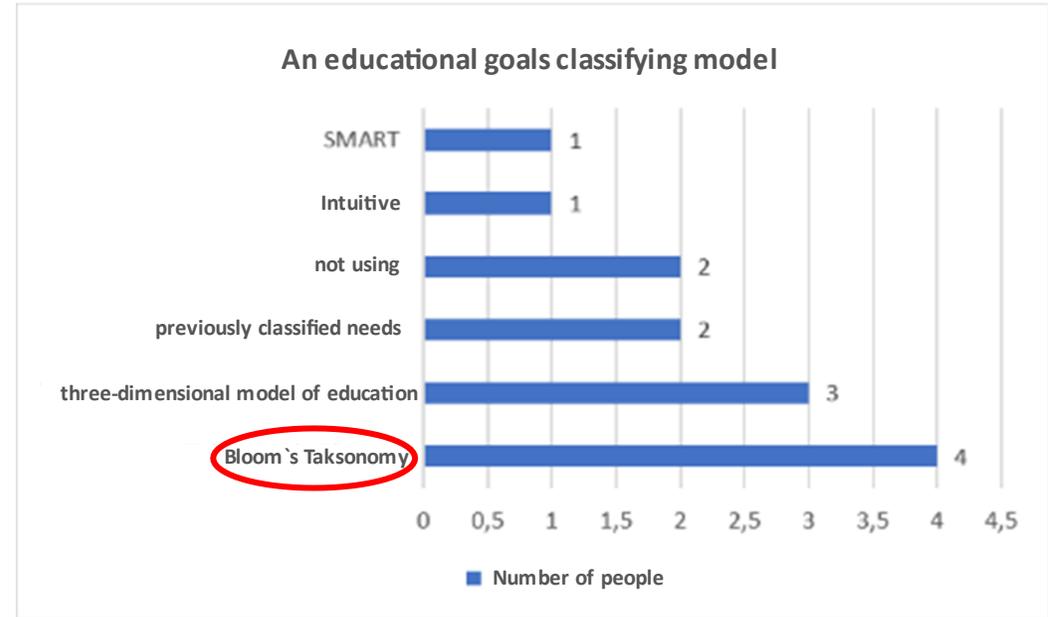
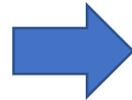
- I. Asking questions immediately after training, exercise - to assess knowledge and understanding of the topics covered.
- II. Questionnaires / surveys (open and closed questions).
- III. Professional psychological tests, e.g. determining the level of emotional intelligence.
- IV. The Kolb cycle
- V. Paraphrasing. Thanks to this, I check what the student understands and where there are gaps in knowledge
- VI. The question "Did the training meet your expectations?"



# Assumption three: Designs simple and typical training courses in the field of your specialization

## Standard requirements Verification criteria

- Characterizes selected methodologies for formulating learning goals (learning outcomes)
- According to Bloom's taxonomy, constructed goals (learning outcomes)
- Prepares training materials appropriate to the content of the training in his specialization: presentation, exercises, materials for participants, scripts, etc.

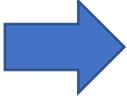




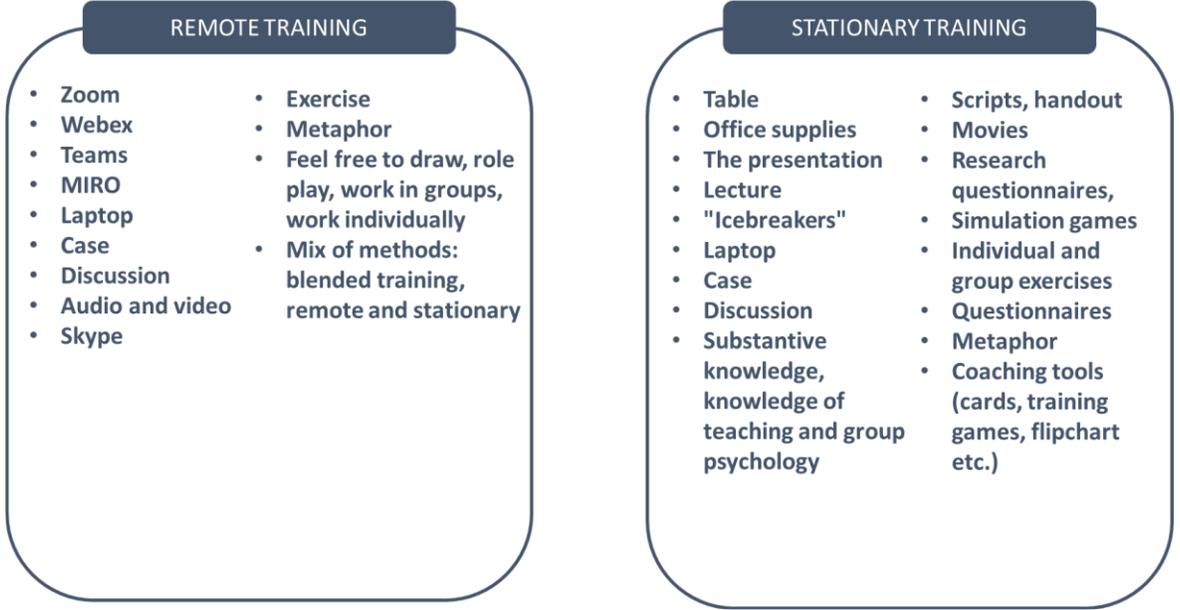
# Assumption three: Designs simple and typical training courses in the field of your specialization

## Standard requirements Verification criteria

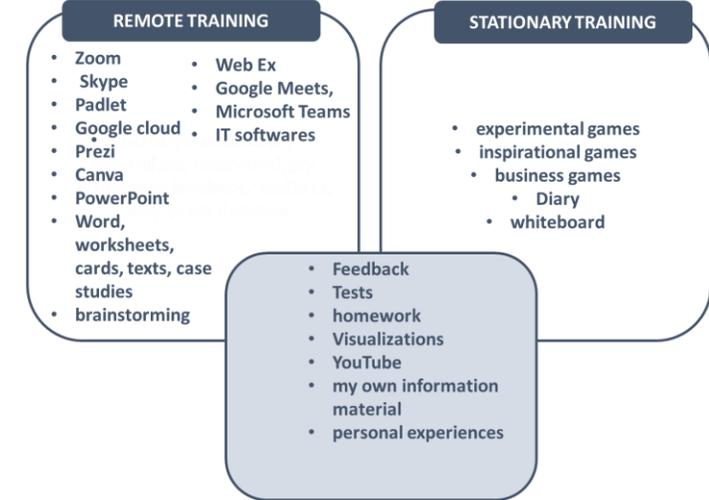
- Characterizes selected methodologies for formulating learning goals (learning outcomes)
- According to Bloom's taxonomy, constructed goals (learning outcomes)
- Prepares training materials appropriate to the content of the training in his specialization: presentation, exercises, materials for participants, scripts, etc.



## Resources and tools used to conduct training



## Resources and tools used to conduct training

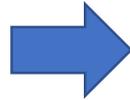




# Assumption four: Manages the group process

## Standard requirements Verification criteria

- Characterizes the ways of stimulating participants to go through the various phases of the group's development
- He builds exercises and models the work of the group in a way that causes a quick transition to the stage of full productivity of the group
- Organizes the learning process in such a way as to eliminate phenomena that inhibit learning and stimulate supportive learning.



## Skills most needed in the work of a trainer

- Recognition of the participants' needs
- Establishing interaction and arousing the interest of people participating in the classes
- Coaching supervision
- Construction of training in accordance with the Kolb cycle
- Group work and team management,
- Dealing with a Difficult Participant

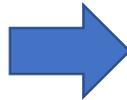
- The ability to engage students
- Leadership and enthusiasm
- Knowledge of the principles of adult learning
- Getting feedback
- Group dynamics management



# Assumption five: Conducts evaluation (evaluation) of simple and typical trainings that he carries out in the field of specialization

## Standard requirements Verification criteria

- Characterizes selected concepts of conducting training evaluation and the tools used to implement them.
- Lists and is characterized by at least two approaches to assessing the effectiveness of training, including from the point of view of usability for the client (accuracy, usefulness, durability) and Kirkpatrick



## Assessment of the effectiveness of the training carried out

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- I. Evaluation survey, feedback from participants' sites
- II. Drawing conclusions from surveys
- III. Kirkpatrick
- IV. Pre and post tests
- V. Observation, direct and indirect questions.

## Assessment of the effectiveness of the training carried out

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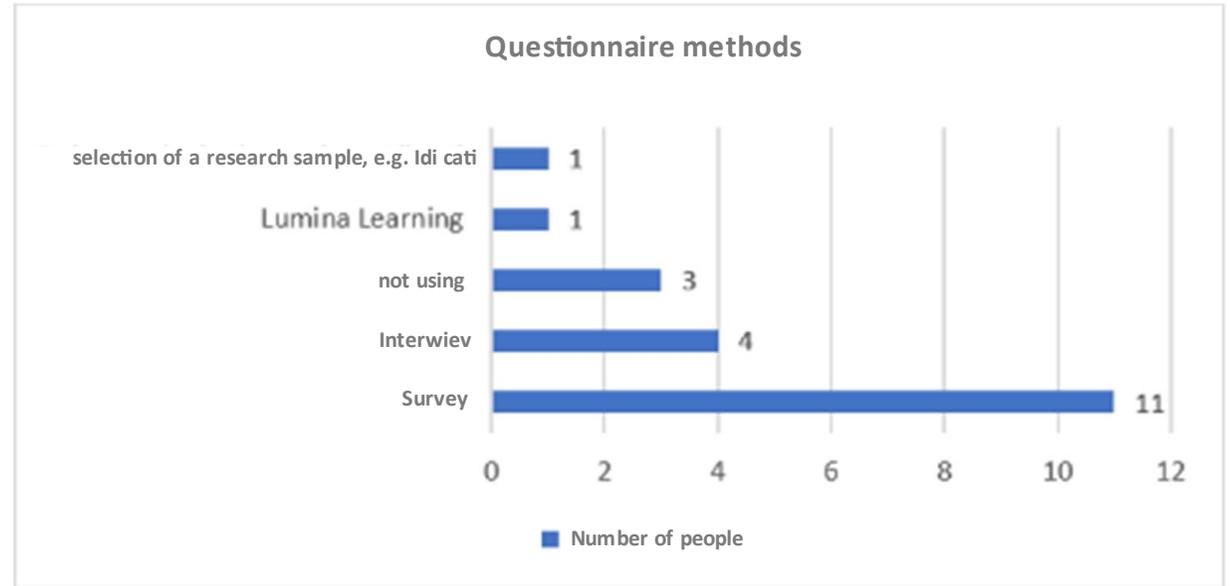
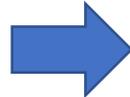
- I. Discussion and formal assessments
- II. Averaging PA vs F
- III. Kirkpatrick
- IV. Feedback forms
- V. I found the training effective when the students successfully started working full-time
- VI. Exam



# Assumption five: Conducts evaluation (evaluation) of simple and typical trainings that he carries out in the field of specialization

## Standard requirements Verification criteria

- He creates tools for assessing the effectiveness of simple and typical training in the field of his specialization.
- He independently creates training effectiveness reports based on the results of questionnaires, interviews, observations, etc.



## Feedback from training sessions

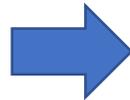
- Most of the respondents collect feedback immediately after the training.
- The vast majority of training evaluation in the form of a questionnaire
- A smaller proportion of respondents send forms / questionnaires also several months after the end of the training.



# Assumption five: Conducts evaluation (evaluation) of simple and typical trainings that he carries out in the field of specialization

## Standard requirements Verification criteria

- He creates tools for assessing the effectiveness of simple and typical training in the field of his specialization.
- He independently creates training effectiveness reports based on the results of questionnaires, interviews, observations, etc.



## Questionnaire methods

- I. Asking questions immediately after training, exercise - to assess knowledge and understanding of the topics covered.
- II. Questionnaires / surveys (open and closed questions).
- III. Professional psychological tests, e.g. determining the level of emotional intelligence.
- IV. The Kolb cycle
- V. Paraphrasing. Thanks to this, I check what the student understands and where there are gaps in knowledge
- VI. The question "Did the training meet your expectations?"

# Summary

Thanks to the survey in the form of a questionnaire, we were able to compare the assumptions of the Trainer Standard with the real actions of trainers from around the world. The responses of the respondents were in line with the assumptions of the Standard. A detailed discussion of the results and their comparison with the assumptions of the trainer's standard, included in this report, confirmed the correctness of the assumptions of the Standard.



# Attachments

