

# Training of trainers : Key points

## Designing and delivering engaging in-house face-to-face trainings and webinars



Training provided as part of the Technical assistance programme to the European Investment Bank's financial sector operations in West and Central Africa

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## I - Staff training as the cornerstone of quality in a financial institution

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The success of a financial institution depends on the ability of its employees. While an appropriate product and service offering is essential to achieving its objectives, the quality of the institution's human capital is also a decisive factor. Employees must have the right knowledge, skills and attitude to translate the institution's vision into their day-to-day activities, delivering the expected quality of service.

Staff training is therefore an important issue if the institution is to achieve its objectives. However, adult learning requires special techniques to be effective, especially when training is delivered online.

## II- Principles of adult learning

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### Definition and approach

Staff training differs from other teaching methods, such as school and university courses, in its practical approach, which is better suited to adult learners and those active in the world of work.

There are 3 key points to bear in mind:

- Training is focused on learners and their objectives
- Training covers three aspects: knowledge, know-how and attitude.
- Training combines theory and practice, with a strong emphasis on hands-on experience (30/70 ratio).

In his studies on adult learning, **Malcolm Knowles** defines 5 characteristics that differentiate an adult learner from children:

1. His concept of self is that of an autonomous human being, not a dependent personality.
2. He/she accumulates a growing reservoir of experience that becomes a growing resource for learning.
3. His willingness to learn is increasingly oriented towards tasks that help him develop his social roles.
4. Its temporal perspective shifts from deferred to immediate application of knowledge. As a result, its learning orientation shifts from subject-centered to problem-centered.
5. His motivation to learn is internal.

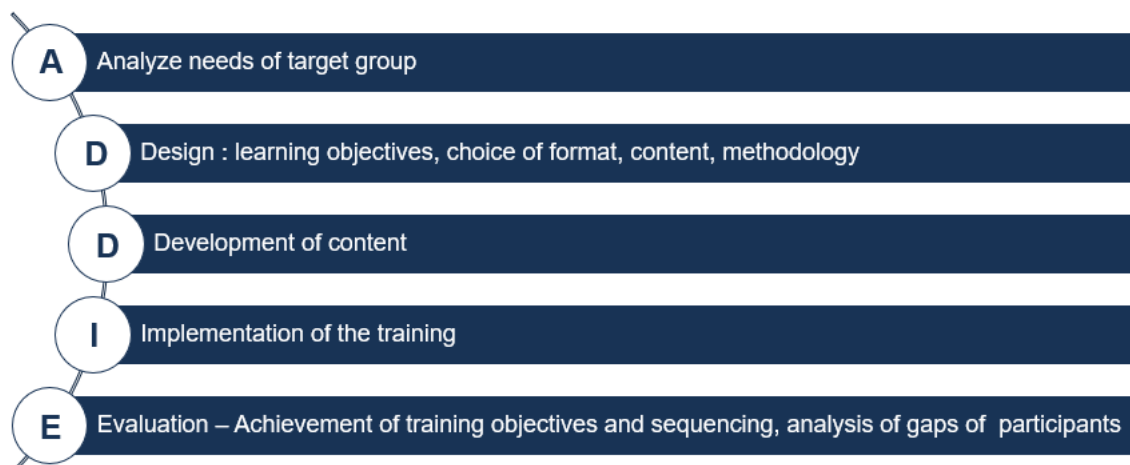
In conclusion, good adult training should retain a **participative** approach: all participants and the trainer interact actively, exchanging information based on their experience, solving problems together, simulating situations, evaluating the actions of others and their own behavior, and immersing themselves in the real atmosphere of practical interaction.

## III - The process of designing training courses for adults

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A model developed in the United States in the 1970s can help us design training programs for adults. It identifies five necessary stages to develop a good training:

### **ADDIE model**



The key point of the ADDIE model is that, when preparing a training course, it is important to start with an analysis of the target group's needs and, based on this, define the objectives to be achieved. Only then can you choose the right format, specify the content and the best methodology for delivering it. Very often, trainers start by creating slides, without thinking about the real needs of their participants. The ADDIE method is a simple way of reminding us to keep the needs of our participants at the center, rather than the content.

## IV - Specific features of online training

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We define a webinar as a **synchronous e-learning event** in which a trainer and a group of learners communicate via text chat and/or audio/video stream to discuss and learn about certain topics. Apart from a few specific features, good webinar facilitation is always based on the same principles as good face-to-face training.

Even if webinars represent a new instrument in the trainer's toolbox, they still fall within the same framework: the aim is still to impart knowledge and promote behavioral change, and the target group is still adults. E-learning can present an additional challenge on two fronts:

1. **Motivation can be more difficult:** in a face-to-face training session, participants can't leave the room or start doing something else. However, during a webinar, they can easily tune out and work on their daily tasks, if they're not interested in participating.
2. **Concentration can be more difficult:** classroom training gives participants the space and time to immerse themselves in a subject. During a webinar, participants may be distracted by their daily tasks.

Although these aspects may be more difficult than in classroom training, the principles for solving them are always the same: attention to the needs of the participants and a participative approach. The **virtual empowerment model** reminds us of the importance of empowering participants in several ways :

- Verbal: participants are invited to speak and contribute to discussions. They are therefore verbally responsible, as the quality of discussions also depends on their contribution.
- Visual: participants are asked to upload their video as much as possible. They are therefore visually responsible.
- Kinesthetic: participants are invited to carry out activities such as brainstorming and group work. They are therefore responsible for the results of their activities.

What really changes is the way you work. In webinar training, the tools can vary: for example, you can still brainstorm, but you'll be using a virtual whiteboard instead of a flipchart.

### Online tools

Online tools are essential to ensure a varied and interactive online session. These days, there are a plethora of tools available online. During the learning event, we learned how to work with **Padlet and Mentimeter**, two easy-to-use and versatile tools.

As a trainer, it's important to be familiar with the tools, testing them and analyzing which objectives they serve best. Similarly, some participants may not be comfortable with online tools: it's important to avoid overloading the training with too many different tools, and to take the time to explain the tool to participants and suggest alternatives in case of connection problems.

Finally, it's important to remember that **tools are just a support**: objectives, content and methodology still count for a lot.

## V - In conclusion

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**When designing training programs, it is essential to involve learners in a "co-creation" approach. It is essential to ensure that the content is relevant and applicable to their daily lives. Training must be focused on practice and problem-solving, rather than on the simple transmission of content. A variety of interactive methods is necessary for effective learning. For online training, participant concentration can be a challenge, but the right principles for engaging participants remain the same: simply adapt participative activities, ensure content relevance and applicability, while taking advantage of modern engagement formats.**

Model of virtual responsabilization

(Murdoch/Müller, 2011)

