

# [Lesson 4: the effective trainer:learning check 4 [3dlal4lc4]: role of the trainer...](https://assignbuster.com/lesson-4-the-effective-trainerlearning-check-4-3dlal4lc4-role-of-the-trainer/)

[](https://assignbuster.com/)[Business](https://assignbuster.com/essay-subjects/business/), [Human Resources](https://assignbuster.com/essay-subjects/business/human-resources/)

## Lesson 4: The Effective Trainer: Learning Check 4 [3DLAL4LC4]: Role of the Trainer

Lesson 4: The Effective Trainer: Learning Check 4 [3DLAL4LC4 Role of the Trainer Role of the Trainer   
A trainer prays numerous roles in developing, conducting and assessing whether learners have understood the concepts of training as intended (Harrelson, Gardner and winter stein, 2009). The trainer has played the role of a facilitating so as to ensure that in the intended information/message to the trainees has been presented in a more efficient and effective manner (Nagel, 2000). This means that a trainer should position themselves some unique ways in order to play their roles effectively. Some of the ways in which a trainer may position him/herself include but not limited to observing, coordinating, participating and confronting (Lee and Living Stream Ministry, 1990). Observing is where the trainer should not be directly involved in any side of the group but should rather a trainer should have a general view about the entire group (Orvis, 2008). This means that the trainer may undergo some opportunity cost when entering the group in order to ensure that there is neutrality when interacting with the group members (Lucas, 2010).   
Reassuring   
The trainer further plays the role of reassuring trainees that any support that they may require for the purpose of learning will be granted without any impartiality among the group members. Moreover, the trainer plays the role of participating in the group. This is where the trainer is involved in executing an experiment or a task together with the group. This allows group members to learn more on how to execute a given task base what they can observe from their trainer during task execution (Harris and Eastwood Harris Pty Ltd, 2010). This help to reassure trainees that any support needed will be availed to any member of the group at any given time (Grubb, Ryan and International Labour Organization, 1999). Reassuring role helps the trainees to love the training program and become more attentive during and after the training process (Good, 2007).   
Encouraging   
The trainer motivates trainees that the training goals will be realized on time despite the hardship that could be experienced during the training process (Guijt and Pretty, 2002). This may help the learners to have confidence of becoming experts at the end of the training program (Gutter man, 2004). Trainers play the role of encouraging by providing trainees with necessary materials for training (Great Britain and Great Britain, 2012). Further, the trainers encourage trainees by apportioning task and assigning the allotted task to the trainees so that they can learn and practice to become experts in their respective areas of training (Erickson, and Erickson, P2006).   
Including   
Through coordination the trainer may be in a position to include all the group members to feel that they are part of training (Duffuaa, Raouf and Campbell, 1999). Coordinating may involve including group members and linking them with different task so that they can work together to achieve certain goal/objective’s (Bhugra and Howes, 2007). This means that the trainer should ensure that necessary information required by the group has been properly distributed in order to ensure that there is seamless learning among the group members (Bullard, 1994). In addition, the trainer should reflect the ongoing processes in the group to determine the view and opinions help by group members (Lockwood, and McCarthy, 2010). This allows the trainer to determine the most appropriate way to confront group members (Brachman, OMaonaigh, Miller and ebrary, 2001). Additionally, the trainers involve trainees in the actual training activity this allows trainees to grasp the intended training concept more easily since they are directly involved in execution of the actual task (Arturas and Kitokie, 2008).   
References List   
Arturas D and Kitokie P. (2008). Context of experiential learning role of experiential learning trainer/facilitator “ international academy of experiential education. Retrieved :< http://www. viaexperientia. net/uploads/roles-of-el-trainer. pdf>.   
Brachman, P. S., OMaonaigh, H., Miller, R. N., & ebrary, Inc. (2001). Perspectives on the Department of Defense Global Emerging Infections Surveillance and Response System: A program review. Washington, D. C: National Academy Press.   
Bhugra, D., and Howes, O. (2007). Handbook for Psychiatric trainees. London: Gaskell.   
Bullard, R. (1994). The Occasional trainers handbook. Englewood Cliffs, N. J: Educational Technology Publications.   
Erickson, P. A., and Erickson, P. A. (2006). Emergency response planning for corporate and municipal managers. Amsterdam: Elsevier/Butterworth-Heinemann.   
Duffuaa, S., Raouf, A., and Campbell, J. D. (1999). Planning and control of maintenance systems: Modeling and analysis. New York ; Toronto: J. Wiley.   
Great Britain., and Great Britain. (2012). Education, training and workforce planning: First report of session 2012-13. London: Stationery Office.   
Gutterman, S. M. (2004). Collaborative law: A new model for dispute resolution. Denver, Colo: Bradford Pub. Co.   
Guijt, I., and Pretty, J. N. (2002). A trainers guide for participatory learning and action. London   
Good, J. A. (2007). A modified train-the-trainer professional development program designed to deliver spreadsheet skills to elementary teachers and students.   
Grubb, W. N., Ryan, P., and International Labour Organization. (1999). The roles of evaluation for vocational education and training: Plain talk on the field of dreams. Geneva: ILO [u. a.   
Harris, P. E., and Eastwood Harris Pty Ltd. (2010). Project planning and control using Primavera P6: For all industries including version 4 to 7 : planning and progressing project schedules with and without roles and resources in an established enterprise environment. Doncaster Heights, Vic: Eastwood Harris.   
Harrelson, G. L., Gardner, G., and Winterstein, A. P. (2009). Administrative topics in athletic training: Concepts to practice. Thorofare, N. J: SLACK.   
Lee, W., and Living Stream Ministry. (1990). Instruction and exhortation to the trainees. Anaheim, Calif: Living Stream Ministry.   
Lockwood, J., and McCarthy, H. (2010). Contact US! trainers manual: Call center English skills. Cambridge: Cambridge University Press.   
Lucas, R. W. (2010). Energize your training: Creative techniques to engage learners. Alexandria, VA: ASTD Press.   
Murphy, M., Golden, D., and American Society for Training and Development. (2008). Trainer for a day. Alexandria, VA: American Society for Training and Development.   
Nagel, S. S. (2000). Training public administrators around the world. Westport, Conn. [u. a.: Quorum Books.   
Orvis, J. (2008). Weight training workouts and diet plan that work. Crosslake, Minn: Ideal Pub.   
Pantegale. A. (2013). What is the Role of a Personal Trainer? Retrieved http://www. nfpt. com/the-role-of-a-personal-trainer.   
Pritchard, J. (2001). Becoming a trainer in adult abuse work: A practical guide. London: Jessica Kingsley Publishers.   
Rietbergen-McCracken, J., and Narayan-Parker, D. (1998). Participation and social assessment: Tools and techniques. Washington, D. C: International Bank for Reconstruction and Development/World Bank.   
Saks, A. M., Haccoun, R. R., Belcourt, M., & Belcourt, M. (2010). Managing performance through training and development. Toronto: Nelson Education.   
Slatkin, A. A. (2009). Training strategies for crisis and hostage negotiations: Scenario writing and creative variations for role play. Springfield, Ill: Charles C. Thomas Publisher.   
Stavridis, J., and Girrier, R. (2004). Division officers guide: A handbook for junior officers and petty officers of the U. S. Navy and the U. S. Coast Guard afloat, in the air, under the sea, ashore. Annapolis, Md: Naval Institute Press.   
Singh, S. P. (2003). Planning and management for rural development. New Delhi: Mittal Publications.   
Sonna, L. (2008). The Everything Potty Training Book: Professional, Reassuring Advice to Help You and Your Child Through This Challenging Time. Avon: Adams Media.   
Swartz, G. (1999). Forklift Safety: A Practical Guide to Preventing Powered Industrial Truck Incidents and Injuries. Lanham: Government Institutes.   
Wilson, J. P. (2006). Human resource development: Learning & training for individuals & organizations. London [u. a.: Kogan Page.   
Vishnu. V. (2012). Trainer’s role and functions. Retrieved :