

Lesson 4: the effective trainer: learning check 4 [3d1a141c4]: role of the trainer...

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

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A trainer plays numerous roles in developing, conducting and assessing whether learners have understood the concepts of training as intended (Harrelson, Gardner and Winterstein, 2009). The trainer has played the role of a facilitator so as to ensure that 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 in 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 based on what they can observe from their trainer during task execution (Harris and Eastwood Harris Pty Ltd, 2010). This helps to reassure trainees that any support needed will be available 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 (Gutterman, 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 tasks 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, 2006).

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 tasks so that they can work together to achieve certain goal/objectives (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).

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