

TRAIN THE TRAINER

FACILITATOR'S GUIDE



Quality Training, Quality Results!

Slide 1 Welcome

Facilitator Notes

- Introduce yourself and the congratulate attendees.



Welcome and congratulations! I am [NAME], and I'm a/the [JOB TITLE/POSITION/ROLE]. You are stepping into an essential role that emphasizes quality safety. As a trainer, you will not only assist others in developing their skills but also maintain the high standards set by Alcon. Your commitment and dedication will be the driving force behind the success of those you train.

This program will provide you with the tools, strategies, and core principles of effective training. You'll learn how to deliver clear, compliant, and engaging instruction that supports both operational efficiency and regulatory excellence. By becoming a strong trainer, you help ensure every product, every process, and every person meets the highest standards.



Notes

Slide 2 Program Objectives

Facilitator Notes

- Introduce course and workbook



What can you expect? By the end of this course, you'll have a better understanding of:

- *Adult learner principles, and their importance*
- *Your role and responsibilities to being an effective trainer*
- *The framework of the Alcon Training Method*
- *Your certification to complete this course*

-----[CLICK FOR SUTDENT GUIDE ANIMATION]-----

In front of you, is your student guide workbook. This workbook is your companion throughout the training. Inside you'll find practical exercises, reflection prompts, and resources to support your development.

- Stress the course is interactive, and will require attendee participation.



Notes

Slide 3 Ice Breaker

Facilitator Notes

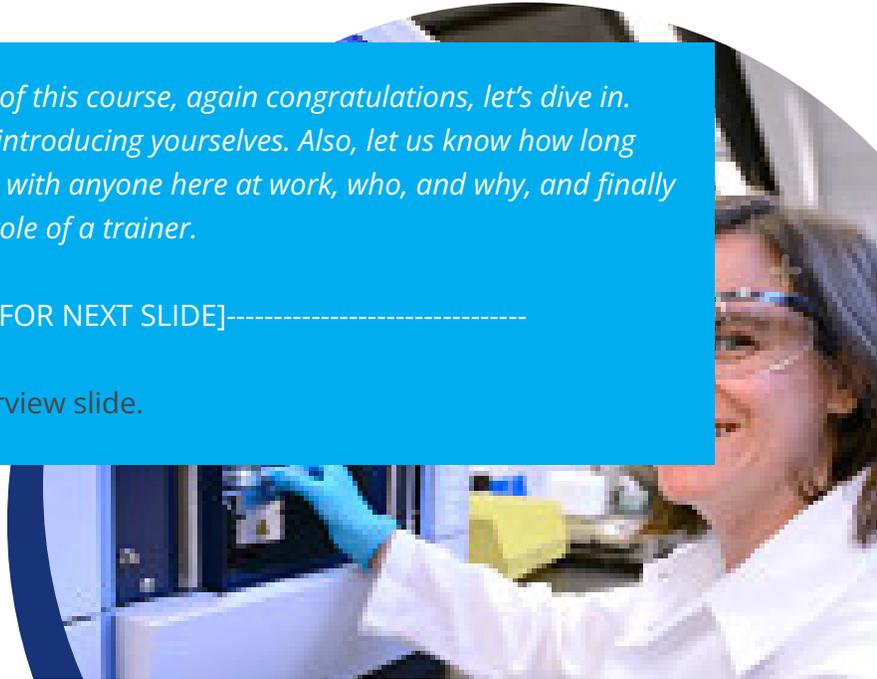
- Activity allows attendees to introduce themselves; follow questions displayed in presentation.



Now that you know the expectations of this course, again congratulations, let's dive in. We'll start with going around the room and introducing yourselves. Also, let us know how long you've been here at Alcon, if you could swap with anyone here at work, who, and why, and finally what comes to mind when you think of the role of a trainer.

-----[CLICK FOR NEXT SLIDE]-----

- Prepare to transition to Module 1 overview slide.



Notes

Slides 4 - 7 Module 1 Overview

Module 1: Understanding the Role of a Trainer

Facilitator Notes

- Briefly go over the lessons that will be covered in the module one.



We're going to begin with adult learning principles, and what your roles and responsibilities of a trainer are. Before we do, let's take a look at a quick video

-----[CLICK TO PLAY VIDEO]-----

-----[CLICK FOR DISCUSSION SLIDE]-----

- After video, engage with class on their thoughts of the video. Here are some suggested questions:
 - *What are your initial thoughts from the Professor's presentation?*
 - *Would you be interested in taking a class from this professor? Why?*
 - *Do you think the Professor was able to catch and maintain the attention of his classroom?*
 - *Do you think learners learned during this presentation? Do you think they'll remember what they've learned? Why?*

 **Notes**

Slide 9 Andragogy Definition

Facilitator Notes

- Ask for a volunteer to read the definition on the slide.



Can someone please read the definition of andragogy? [Wait for responses]

-----[AFTER READING]-----

Thank you! The concept of andragogy was popularized by Malcom Knowles, who identified the principals that were different from child learning, pedagogy. As adults, our experiences, and adaptability allows to retain more when training is practical, relevant, and tied to real-world application.

Let's look at the principles of andragogy.



Notes

Slides 11 Self-Concept

Facilitator Notes

- Read and define the first principle, self-concept.



Adults see themselves as self-directed and responsible for their own learning. They want to be involved and most, if not all of the learning process.

For example, when learning includes self-paced modules, or role-based options, the learner is more receptive. This allows the learner to feel capable and more self-directed. It gives choice and control, which increases motivation and ownership.

-----[CLICK FOR THE NEXT SLIDE]-----



Notes

Slides 12 Experiences

Facilitator Notes

- Read and define the second principle, experience



Adults come with a wealth of experience. Using that experience by connecting learning to real-life context helps adult learners see the immediate value of what they're learning, making them more likely to engage and apply it.

Getting a quick background on what the learner already knows, helps bridge the gap between learning new information and what they already know or experienced.

-----[CLICK FOR THE NEXT SLIDE]-----



Notes

Slides 13 Readiness to Learn



Facilitator Notes

- Read and define the third principle, readiness to learn



Is this a need to know? Adult learners are involved in their training when subjects coincide with their job roles, changes, or needs. They want to know, is this relevant to my work or my personal life.

-----[CLICK FOR THE NEXT SLIDE]-----

Notes
