

13 QUESTIONS TO PROPERLY DEVELOP A TRAINING WORKSHOP WITH A PSYCHO-PEDAGOGICAL ORIENTATION

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Abstract:

The aim of this essay is to provide a guide to help those wishing to develop training courses, whether for children, young adults, or adults.

The aim is simply to follow detailed steps that will enable those involved to achieve their desired objectives. This guide can be specially adapted for people starting out in the training niche in the field of educational psychology and personal development who wish to prepare and organize training workshops around psychological and emotional growth and maturation in people.

We also talk about the criteria and signs that show that the training we have offered to various categories of learners has been very beneficial.

Key words: guide, training workshop, personal development, educational psychology.

1. Introduction

According to Goldstein, I. L., and Ford, J. K. (2002), training is a set of planned activities designed to influence the process of acquiring knowledge, skills, and attitudes in order to increase the efficiency and effectiveness of individuals, work teams, and organizations.

This guide is intended for anyone seeking to design training courses to promote the psychological growth and emotional development of people, in other words, training in psychoeducation.

According to the Universalis website, psychopedagogy means "a pedagogy that takes psychology into account in its learning methods" for those who are looking for a method to develop a training course that corresponds to their

aspirations and can reveal the specificity of their deep personalities and professional orientations.

According to Jean-Marie Lange (2001), training plays the role of an ideological transmission belt through the learning of knowledge and skills that appear to be strictly technical.

This means that this article is aimed at people who have already acquired a minimum of skills in the field of personal development and in the pedagogy of psycho-emotional growth in children or adults. The person in question should have an understanding of the various mechanisms and processes that govern the functioning and behavior of individuals.

According to Pierre-André Doudin and Louise Lafortune (2004), numerous studies show that understanding children's emotions is closely linked to the quality of their social interactions and their integration into school. However, there are very few intervention programs aimed at helping students better understand their emotions. It should be noted that according to the *Petit Larousse de psychologie dictionary* (2013), personal development is defined as "working on oneself with the aim of getting to know oneself better and developing one's own resources."

2. Description of the Guide

This essay describes the different stages involved in building a training workshop, describing what needs to be done at each stage, and including practical exercises at each stage. These exercises are in the form of questions, because we need to ask ourselves the right questions to know how to work on our exercises, to better orientate our work, to know its strengths, its inconsistencies, how it is compatible with the learners' expectations, etc. These exercises help us to think about how to formulate our questions correctly in the exercises proposed and how to link them with other exercises of another type to maintain coherence throughout the general training course. When working on the design of a training workshop, it is important to strive for maximum efficiency and relevance in the work we offer participants.

3. The steps involved in building a training program

This guide is designed for people who are new to the world of training in the field of personal development and psychological growth. It describes the various steps required to build a personalized training program tailored to the target category.

According to De Franck le Vallois (2000), training seems to have become the new mother and mistress, not only of the law of the market but even of the meaning of human existence. I train, therefore I am. There is no hope of professional advancement or job security without constant training and retraining. However, it is important to progress step by step, taking the time to experience the different stages and to give them the necessary importance.

The duration of each stage can vary from one to the next; it can be short or long. Some of these steps may require special attention and concentration.

This guide contains practical exercises to help people interested in developing and organizing training for personal development ask themselves the right questions to support this process of thinking about how to develop and design the different ingredients of the training course. In fact, asking the right questions can help us find within ourselves the best solutions and answers to the various problems we have come up against in the course of preparing the training course.

When designing a training workshop, the effectiveness and coherence of the various exercises proposed are central; it is also important that the content arouses interest and captures the attention of the learners.

According to De Gavan Titley (2004, p. 111), the powerful impact of international training courses comes from the fact that they are very intense emotional experiences. This intensity results from the residential nature of the course, the way the group functions, and the content and methodology of these activities, which leave sufficient room for participation, active involvement, sharing of thoughts and feelings, learning by doing, group work, and intercultural learning.

3.1 Step 1: Listen to your intuition.

The actions of a potential trainer are rooted in the aspirations that drive them from within. They stem from the desire to create a training course that can meet the very specific expectations of a given category of learners. The trainer aspires to create something that resembles him and reflects his deepest personality.

Anyone who aspires to create something is naturally inhabited by intuitions; these intuitions can guide their intelligence as to how they should build their course, what aspects they should emphasize, what type of activity they should choose, and so on. According to the Le Petit Larousse dictionary (2008), the word intuition comes from the scholastic Latin *intuitio*, -onis, from the classical Latin *intuitum*, from

intueri, to look attentively. It is the direct and immediate knowledge of the truth without recourse to reasoning or experience. An irrational, unverifiable feeling that something is going to happen or that something exists: having an intuition of danger.

3.1.1 Questions to facilitate our introspection

According to the Dictionnaire Le Petit Larousse de Psychologie (2013), "introspection is a methodical observation, by the subject himself, of his states of consciousness and his inner life."

Question No. 1:

What motivates my desire to create a training workshop?

Question 2:

What aspects of personal development attract or interest me? What is the useful purpose of all this work?

Question 3:

What are my intuitions about what I want to offer as training? What category of people do I want to work with?

Based on the answers we get after asking ourselves these questions: the theme of the training, the objectives to be achieved, and the areas we want to work on or create, a training workshop will finally emerge.

3.2. Step 2: Choose the theme of the training course and give it a title.

When we've worked on our intuitions enough and they're mature enough within us, we can find a training theme that interests us and on which we want to hold a training workshop.

The theme should be specific and reflect the objective we are seeking to achieve through this training. It should encompass the target category of learners and the specific nature of our work. The title of the training workshop must be attractive and meaningful, i.e., it must reflect the subject on which we wish to propose work, the target category of learners, and the objectives we are seeking to achieve.

3.2.1 Questions to help you choose a title:

Every time I choose a title, I ask myself the following questions:

Question 4:

Does it clearly reflect the training pathway I am offering?

Question 5:

Is the title compatible with the content and objectives of the course?

Question 6:

Does the way the title is formulated make it sufficiently attractive to arouse the interest of the target learners? If so, what makes it attractive? If not, what makes it not attractive enough?

Once we have taken enough time to answer these questions, we will identify what needs to be changed or corrected in the course title so that it is sufficiently attractive, meaningful, and meaningful at the same time.

3.3. Stage 3: Developing the different sequences of the training course (questions, exercises, and activities)

This involves creating specific exercises or activities according to the objectives sought and the target category. It all depends on how we organize these training units.

3.3.1. Creating exercises in the form of questions

In order to offer training courses in the context of personal development, it is important and advisable to use the questioning method, as this type of questioning allows the participants to work on themselves and allows the work to be directed in a particular direction that meets or combines with the points or aspects we are trying to achieve and through which we are trying to get the participants to work.

There is a very specific method for developing these exercises in the form of questions, which relates to the pedagogy of self-study, i.e., based on the questions we ask ourselves, we get the person to work on certain aspects of their personality. This way of asking questions differs from one group to another, depending on age, level of education, culture, etc. According to Nicole Anne Tremblay (2003), "self-study can be defined as an educational, school, or extracurricular situation conducive to carrying out a project in which the person's greatest motivation is to acquire knowledge and skills or to make a lasting change in himself or herself. To achieve this, the individual assumes ultimate control over one or more of his or her projects: content, objectives, resources, and the evaluation process.

The questions asked must have a pedagogically oriented aim, i.e., when we ask such and such a question, it means that we are trying to get the learner to work on such and such an aspect of their personality.

If we're working on personal development, it's important to have a good understanding of the different mechanisms and phenomena that govern how

people function: what are the laws of growth, what are the possible obstacles to this dynamism, etc. And so on.

How should questions be worded?

Questions should be asked with the personal first name "I." For example, what motivates me to do this job?

Why do I want to do it?

By proposing these "question exercises" to learners, they will ask themselves the same question while reading the exercise. This question will elicit responses from them, arouse sensations in their psychological world, and may touch on points in them that have remained hidden or unconscious until now.

This way of asking questions generates inner psychological work and can help the learner on a path of growth, change, or evolution.

The questions should not be too long; they should be concise, clear, and well-directed so as to touch on very specific points.

The question should not be too direct but rather subtle, because the main aim of the question asked is to provoke inner reflection and introspection so that we can receive answers from within. In other words, the way in which the question is formulated should make the learner work and help him or her evolve on certain problematic points of his or her personality.

What should we do with these questions?

This type of question-based exercise helps learners do some introspective work because asking the right questions can help us better understand what we are going through in such a situation and why we react the way we do. What makes us unhappy, what can make us happier, etc.

When we propose this kind of exercise, learners are required to spend time answering these questions while writing. In other words, they don't have to think solely in terms of their intellect but rather try to decipher the content of the answers they receive from their inner selves in the form of real, living, dynamic sensations.

After this time of writing and concentrating on deciphering and translating into words the elements felt within, there will be a time after which all the participants will have the opportunity to express and share with others what they have written and what they have understood about what they were experiencing at the level of their inner psychic world.

This experience can be very enriching for the group because everyone can contribute with their own stone and explain their unique experience and

perception, which is different from all the others, in order to place it in the common base.

3.3.2 Suggesting activities

When we talk about activities, we mean any activity that is not an exercise in the form of, for example, relaxation exercises, meditation, educational games, fun exercises for children for educational purposes, manual or artistic exercises, etc.

The exercise must be adapted to the content of the training; it must not be out of sync. You must feel that there is a coherence between the exercises in the form of questions and the other exercises; they must be complementary, and they must be able to relate to each other.

3.3.3 Consistency between the activities and exercises proposed

There must be coherence between the exercises proposed in the form of questions and those of another type in order for the proposed course to achieve its effectiveness, i.e., a relaxation exercise can introduce an exercise in the form of questions, which may be difficult to tackle directly. Another example is to offer drawing exercises, manual exercises, or artistic activities; then offer the exercises in the form of questions to make the learners work pedagogically and psychologically on what was done in the previous exercise.

In order to be able to offer different types of exercise, there needs to be good articulation and good osmosis between these different exercises. Any inconsistency can affect the relevance and interest that this training can generate for the learners.

Questions to check consistency between exercises and questions:

Question 7:

How does this exercise allow better integration of the other exercises in the form of questions?

Question 8:

What additional benefit does this exercise bring? How does it enrich the training?

Question 9:

Are there any inconsistencies or incompatibilities between a particular exercise and what is offered in the training course? Am I comfortable with this composition? Is there anything I'm not comfortable with?

3.4. Stage 4: Experimenting with the training path

When we prepare a training pathway, we have the opportunity to experiment with our target learners. It is important to note any inconsistencies in the course, what interested these learners, what they found difficult or complicated to integrate, what could have helped them evolve, and what points caught their attention or brought about a change in them.

At the end of each training course, we suggest that participants write a report in which they share the benefits they received from the training. This is an opportunity for the trainer to note the points on which the participants have progressed and to compare them with the objectives set at the start of the course.

Questions to check the relevance and effectiveness of the training:

Question 10:

Overall, am I satisfied with the results obtained at the end of this course? On which points am I satisfied? On what points am I dissatisfied?

On what points could I have done better?

3.5. Stage 5: Readjustment of the Training Course

A great deal of readjustment and improvement work is required after completing the training course. This involves identifying inconsistencies in order to replace them, modify them, make changes, and insert new exercises that are more appropriate or more enriching for the desired result.

Clearly, at this stage, it is necessary to take note of everything that has emerged from the previous phase and to take back, on the one hand, what was constructive and beneficial in the training course and, on the other hand, what was not coherent, did not work, or had no effect on the participants.

You need to know how to create a grid to clean up the work done throughout the training course, i.e., put on one side what was successful and on the other what was missing.

4. Criteria or signs of successful training:

According to studies by Van Eerde, Tang, and Talbot (2008), "carrying out a rigorous study of needs leads to a greater perception of the usefulness of training, which in turn has a positive impact on the organization's effectiveness."

4.1. The result of the change

After each training course, we end with a general evaluation by the participants, in which they note the benefits and the points on which they observed positive changes and points to be developed.

It is from reading each learner's report that we can assess the degree of change and development achieved by each member of the group. Once the group has shared its findings, we can make a general assessment of the results obtained at the end of the course.

We can ask ourselves the following questions:

Question n°11:

After reading the reports from each learner, what is my general feeling about the success or otherwise of this course?

What are the strengths and weaknesses of this course?

4.2. Satisfaction and fulfillment

Learners can express a state of satisfaction and show signs of relaxation and achievement through facial features, body postures, or by expressing it verbally.

We can also ask them the following questions mid-course or at the end of the training course:

Question n°12:

Am I satisfied with the work I have done during these training days? How satisfied am I?

Am I still dissatisfied? What are they?

4.3. Joy and fulfillment observed in learners

One of the fundamental criteria for judging whether the course was good is the joy and happiness felt by the participants. This can be seen in their facial features: relaxed, smiling faces. We can ask the participants this question, or they can express it at some point.

The feeling of joy remains a subjective element that we cannot judge from the outside. What we can do is pay attention to the learners' vocabulary; at some point, they may manifest or evoke this reality, or they may be able to express it directly or indirectly.

4.4 Talking about the course

Any training course that has aroused the interest of learners and, thanks to which they feel that they have evolved and made progress towards the objectives set, will encourage them to talk about this training course and seek to

share their experience with others. In other words, if a training course has been a success, it will naturally arouse the curiosity and interest of other people who have not taken it but who have heard about it through the testimonies of those who have attended.

The importance of asking participants to leave testimonials by asking them the following question:

Question 13:

What is remarkable and fundamentally positive about this collective experience?

5. Conclusion

The aim of this article is to provide educational tools for those interested in offering training in the field of educational psychology and those seeking to support groups of people of all ages in order to promote a process of psychological growth and maturation within them.

It is especially aimed at people who are just starting out in this field and who need tools that will enable them to uncover their talents and put them into practice through psycho-pedagogical training.

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