



Project: Technical assistance to improve implementation of food safety standards and disease crisis preparedness

Consultation exercise:

Train-the-Trainer: Training Framework

Case studies: training in official control jobs

Lecturer: Albena Ivanova

Dates: March 2026

Place: Nicosia, Cyprus

*Project funded by the European Union within the scope of the Aid Programme for the Turkish Cypriot community,
implemented by the NSF Euro Consultants Consortium*



Disclaimer: This presentation has been produced with the financial support of the European Union. Its contents are the sole responsibility of NSF Euro Consultants Consortium – Contractor, and do not necessarily reflect the views of the European Union.



Train-the-Trainer Course

Training Framework



Training Module 1

1. **Objectives:** Review the training needs and formats.
2. **Trainees:** Managers and leading experts in the departments.
3. **Key topics:**
 - Types of training
 - Trainer profiles
 - Trainer formats



WHY DO WE NEED TRAINING IF WE HIRE WELL EDUCATED PERSONS?



Even the best university education:

- ✓ Provides only general knowledge in the respective discipline (e.g., veterinary medicine), no matter how much practical training is included in the curriculum.
- ✓ Cannot give the students all the specific knowledge, skills and qualifications required for a certain job.



Even the best university education:

- ✓ Cannot prepare a person to work in a specific organization which has a specific scope of activities, its own SOPs, work instructions, health & safety environment, etc.
- ✓ Teaches the students knowledge and skills some of which are more or less outdated by the time they graduate.



WHAT ARE THE TYPES OF TRAINING WITHIN ORGANISATIONS?



- ❖ **Statutory** (mandatory) training dependent on type of job
 - ✓ Health and safety
 - ✓ Licenses: lift truck driver
 - ✓ Any mandatory refresher training for an expert in official control?
 - ✓ ...



TASK 1

- ❖ **Which are the statutory (mandatory) trainings for the subjects in the scope of your department? (e.g., veterinarians, FBO employees)**

Group work (7 minutes):

- Please make a list of all such trainings.
- Preferably, indicate the source of obligations for such trainings (laws, regulations, SOPs).

A group member will present your output (5 minutes).

Discussion: additions, opinions, arguments, *summary* (10 minutes).



TASK 1 Outcome

- ❖ **Statutory (mandatory) trainings are the backbone of the Annual Training Plan of the Department.**
- ❖ For each training, **minimum frequency** shall be indicated (e.g., annual, once in three years).
- ❖ Potential **lecturer(s)**.
- ❖ Preferred **venue**.
- ❖ Need of any **resources**.

The results shall be integrated into your Annual Training Plan.

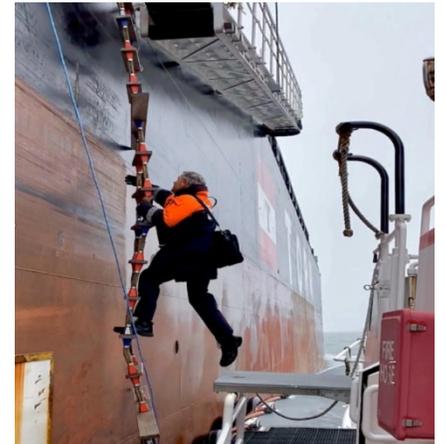


- ❖ Introductory (**induction training**): 1-5 days
 - ✓ Employee handbook/manual
 - ✓ Access requirements
 - ✓ Code of ethics (if any)
 - ✓ Dress code (if any), work overalls, special shoes
 - ✓ Computer systems and network

[Please, add to list]



- ❖ **Onboarding: 1-6 months**
 - ✓ Quality management system (SOPs relevant to the position)
 - ✓ Training on use of equipment (if required)
 - ✓ Training-on-the job: requirements and obligations
 - Work under coaching/mentorship
 - Training in specific skills
 - Reporting requirements





TASK 2

- ❖ Think about the new hires in your department. **What are the most common “deficits” in the competences of young employees when they come fresh from the university?**

Group work (7 minutes):

- Discuss and decide “the most common deficits”.
- Propose the best approach to overcome these deficits.

A group member will present your output (5 minutes).

Discussion: additions, opinions, arguments, *summary* (10 minutes).



TASK 2 Outcome

- ❖ **Successful onboarding (i.e., a structured programme for integration of new hires) guarantees adequate enhancement of the capacity of the department and ensures succession planning.**
 - Depending on position, the experience of the new employee and the immediate manager's decision, the onboarding programme will include coaching, mentoring, self-learning or a combination of these.
 - An onboarding programme saves money and contributes immensely to retaining good employees.

Recommendation: Include onboarding in your SPO on Training and develop an Onboarding Programme Template.



Continuous training

- ✓ **Upgrade:** learning new skills (because of new technology, enhanced responsibilities, new position...)
- ✓ **Update:** align with new requirements (because of new regulations, new SOPs...)
- ✓ **Refreshment:** making sure the employee follows strictly his obligations and responsibilities with continuous improvement of skills and knowledge



TASK 3

Please, design a programme with topics for continuous training for the first 3 years of an expert who is employed to perform official control? (no matter what professional experience he has had before)

Group work (10 minutes):

- Discussion based on a template provided by the trainers.

A group member will present your output (7 minutes).

Discussion: additions, opinions, arguments, *summary* (10 minutes).



TASK 3 Outcome

Continuous training is mandatory in all standards and best practices. It is also a business necessity because we live in a dynamic age where regulations and practice requirements change frequently.

Medium-term planning is a must for businesses but also for public organisations which have control functions.

A 3-year Continuous Education Training Plan must be designed to serve as guideline for both managers and employees.

A department should promote continuous education for its own staff but also for the subjects within the scope of its control functions.



- ✓ **Company experts:** health & safety officer, IT Manager, Quality Manager...
- ✓ **Department Manager:** group training on new requirements and skills.
- ✓ **Senior/experienced specialist:** individual trainer/coach/mentor
- ✓ **External expert:** group training on key subjects



- Ensure that the organization has a sufficient number of employees with the required skills and qualifications
- Professional development of the individual employees to perform the current tasks and be ready for future requirements



Note: Terminology may vary but the essence is the same.



- It aims at developing in a systematic way specific knowledge and skills.
- It is usually short within a clear time frame.
- It can take place in a meeting room in the organization or at a different location.
- It is usually a group process.
- It needs a lecturer (internal or external specialist) with the required expertise in the respective subject matter.





- Coaching is intended to develop the skills of an individual employee to perform his job better.
- It may last a few months and is focused on the current needs of the employee.
- A coach is appointed by the organisation's management and he is responsible for the whole process.
- The coach can be a senior experienced employee/manager or an external professional coach.



Lecturer

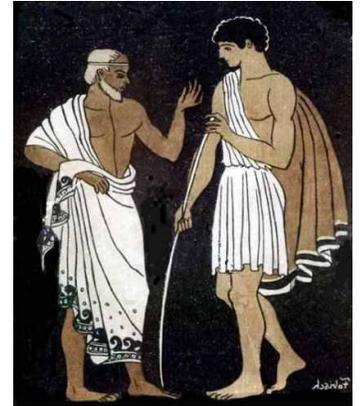
- ❖ An expert who shares his knowledge & experience.
- ❖ If the lecturer is a good speaker, he engages the participants and they understand very well the concepts which he presents.
- ❖ **The lecturer is a cook who serves an excellent dish and gives you the recipe.**

Coach

- ❖ An expert who discusses with you what you do and encourages you to share **YOUR** experience and **YOUR** difficulties.
- ❖ The coach creates a free learning environment.
- ❖ **The coach is a cook who is giving you his best skills while you cook together.**



- Mentoring is focused on the individual qualities.
- It is a long process which covers the current and future needs of the employee.
- It is a process between two individuals.
- A mentor can be assigned or chosen by the employee.
- Mentoring includes personal guidance and is based on mutual trust and sharing.
- The mentor is usually a very experienced person and may or may not be the immediate manager.





General Management and Department Managers shall decide:

- How to identify training needs.
- The specific training topics based on the Annual Training Plan and the budget.
- Who should organise the individual training courses.
- Who will be the lecturers for group trainings.
- How to organize and assign coaching and mentoring activities.