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COURSE BROCHURE

Coaching Skills for Trainers and Facilitators Training Course

28 February – 4 March 2027
Muscat

Coaching Skills for Trainers and Facilitators Training Course

Ref: 1253_47129 **Date:** 28 February – 4 March 2027 **Location:** Muscat **Fees:** 5500 GBP

Coaching Skills for Trainers and Facilitators is a 1-week training course for trainers, facilitators and L&D professionals who want classroom learning to survive the return to work, and who leave with a learning transfer coaching plan for one of their own courses. Sponsors increasingly judge training by behaviour change on the job, not by end-of-session smiles. Jupiter Prime Training runs this course on coaching skills for trainers.

Why Coaching Skills for Trainers Matter Now

Three groups shape the trainer's role today: sponsors who ask what changed on the job weeks after a course, learners who juggle heavy workloads and forget quickly without follow-up, and line managers who often lack the time or confidence to reinforce new skills. A learning function whose trainers coach beyond the classroom sees new habits stick; one that ends contact at the course close sees spend repeated year after year. The course draws on the International Coaching Federation ICF Core Competencies, the GROW model Goal, Reality, Options, Will and level 3 of the Kirkpatrick evaluation model.

Who Gains Most from Coaching Skills for Trainers

- Trainers who run skills courses and want participants to apply them in the weeks after
- Facilitators who guide group sessions and follow up with individuals between modules
- L&D specialists who design transfer support around formal courses
- Internal subject experts who teach colleagues and coach them on live tasks
- Training coordinators who organise follow-up calls and learner check-ins

A training team that sends several facilitators together gains most, because a shared coaching language makes follow-up consistent across every course it runs.

Coaching Skills for Trainers Capabilities

Participants shift from presenting content to drawing commitments out of learners and holding them to those commitments after the course.

- Apply open and probing questions that surface how learners will use a skill — action commitments
- Build active listening and summarising habits in group and one-to-one settings — learner trust
- Design GROW conversations for post-course follow-up calls — individual application goals
- Specify feedback that links observed behaviour to course objectives — learner and manager
- Test accountability devices such as action logs and peer partners — transfer rates
- Communicate coaching evidence to sponsors through Kirkpatrick level 3 — programme sponsors

Key Coaching Skills for Trainers Terms

- Learning transfer — the degree to which knowledge and skills from training are applied and sustained in the workplace.
- GROW model — a coaching conversation structure moving through Goal, Reality, Options and Will to reach a committed action.
- Powerful question — an open question that prompts reflection, insight or commitment rather than a yes or no answer.
- Action commitment — a specific, time-bound step a learner agrees to take to apply a skill on the job.
- Accountability partner — a peer who checks progress on another learner's action commitments at agreed intervals.
- Coaching presence — the coach's focused, calm and curious attention that allows the learner to think openly.

Coaching Skills for Trainers Day by Day

Day 1: From Trainer to Learning Coach

- Learning Transfer Barriers — Why Classroom Skills Fade at Work
- Trainer, Coach and Mentor Roles — Choosing the Stance for Each Moment
- ICF Core Competencies Overview — Standards for Coaching Conversations
- Learner Readiness Signals — Spotting Who Needs Follow-Up Support
- Coaching Agreement — Setting Expectations with Learners and Managers

Day 2: Questioning and Listening

- Open and Probing Question Bank — Drawing Out Application Ideas
- Levels of Listening — Hearing Meaning Beyond the Words
- Summarising and Reflecting Back — Confirming Shared Understanding
- Silence and Pacing — Giving Learners Space to Think
- Group Coaching Moments — Questions That Work in the Classroom

Day 3: GROW Conversations for Application

- GROW Model Structure — Goal, Reality, Options and Will in Sequence
- Goal Framing — Turning Course Objectives into Personal Targets
- Options Generation — Helping Learners Find Their Own Routes
- Will and Commitment Check — Testing Real Intention to Act
- Short Follow-Up Call Format — Fifteen-Minute Coaching Check-Ins

Day 4: Feedback and Accountability

- Behaviour-Based Feedback — Linking Observations to Course Objectives
- Feedforward Technique — Shifting Focus to Next Attempts
- Action Logs and Learning Journals — Recording Application Progress
- Peer Accountability Partners — Structuring Mutual Check-Ins
- Manager Briefing Notes — Bringing Line Managers into Transfer

Day 5: Practising the Learning Transfer Coaching Plan

- Kirkpatrick Level 3 Evidence — Capturing Behaviour Change for Sponsors
- Applying Questioning and Listening — Recorded Coaching Practice Rounds
- Applying GROW Follow-Ups — Peer Observation with Coaching Feedback
- Applying Accountability Devices — Selecting Tools for One Course
- Learning Transfer Coaching Plan — Touchpoints, Tools and Evidence

Applying Coaching Skills for Trainers After the Course

- Hold GROW follow-up calls with five participants from a recent course and record their action commitments.
- Introduce action logs and accountability partners on the next cohort and compare level 3 evidence with the previous one.

Coaching Skills for Trainers Questions FAQ

What are coaching skills for trainers and why do they matter now?

Coaching skills for trainers are the questioning, listening, feedback and follow-up techniques that help learners apply training at work. They matter now because sponsors judge courses by behaviour change, and without coaching most new skills fade within weeks.

Which roles gain most from coaching skills for trainers training?

Trainers, facilitators, L&D specialists and internal subject experts who teach colleagues gain most. They all influence what happens after a course ends and can turn follow-up contact into real application.

How do coaching skills for trainers differ from a coaching course for line managers?

Coaching skills for trainers centre on transferring a specific course into the workplace through follow-up calls, action logs and level 3 evidence. A coaching course for managers centres on developing direct reports through everyday performance conversations.

What do you bring back from coaching skills for trainers training?

You bring back a learning transfer coaching plan for one of your courses, with a question bank, GROW follow-up call format, accountability devices, manager briefing notes and a way to show behaviour change to sponsors.

Coaching Skills for Trainers: The Way Forward

The learning transfer coaching plan first informs the decision on which follow-up touchpoints a course will carry after its final session. Trainers, facilitators and coordinators use it to schedule calls, partner learners and brief managers. After the first cohort, revisit which questions and accountability devices produced action and drop those that learners ignored.