

THE PROFESSIONAL PROFILE OF TRAINERS WORKING IN CONTINUOUS TRAINING IN SPAIN

*[El perfil profesional de los formadores de formación continua en
España]*

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Abstract

The aim of this study is to analyze and describe the professional profile of trainers working in continuous training in Spain. For this purpose we have developed a structured questionnaire was applied in person to a sample of 606 instructors nationwide. The questionnaire has provided information on aspects such as the socio-occupational status of instructors, their degree of professionalism, and the importance of professional skills. The information gathered has been analyzed by multivariate methods to determine the dominant professional profiles. The quantitative analysis includes the Categorical of Principal Components Analysis (CATPCA) to analyze the skills and capabilities of the trainer and cluster analysis in two stages to get the profiles. Four dominant profiles have been deduced by the cluster analysis. The occupational variables, professional experience profiles and competences/skills produce the major discrepancies between the four profiles.

Keywords

Professional profile, trainer, continuous training, on the job training, basic skills, competences, components categorical, cluster analysis

Resumen

El objetivo de este trabajo es analizar y describir los perfiles profesionales del formador de formación continua en España. Con este propósito se ha elaborado un cuestionario estructurado que se ha aplicado de forma presencial a una muestra de 606 formadores a nivel nacional. El cuestionario ha proporcionado información sobre aspectos como el estatus socio-laboral del formador, el grado de profesionalización y la importancia de las competencias profesionales de los formadores. La información recabada ha sido analizada mediante métodos multivariantes para determinar los perfiles profesionales dominantes. El análisis cuantitativo incluye el Análisis de Componentes Principales Categóricos (CATPCA) para analizar las competencias y capacidades del formador y el análisis Cluster en Dos Fases para obtener los perfiles. De los resultados obtenidos se han deducido cuatro perfiles profesionales dominantes siendo las variables ocupacionales, experiencia profesional y de las capacidades las que mayor discrepancia provocan entre los cuatro perfiles hallados.

Descriptoros

Perfil profesional, formadores, formación continua, competencias profesionales, componentes categóricos, análisis cluster

Introduction

In the last decade, continuous training in Spain has undergone enormous development

thanks to the appearance of specific public policies. These policies have helped to both finance and spread occupational training throughout the business world (Pineda, 2007). At this time, the continuous training

model emphasizes the importance of the trainers. In this context, the main challenge is developing the trainers' professional competence and, in turn, transferring this competence to the entire workplace (Jiménez, 1996). It is important to keep a few basic principals in mind in order to guarantee this sort of development. It is necessary to reinforce the role of the trainer to pay attention to and improve his/her socio-professional status as well as his/her new role in the office (Agudo, 1999, Tejada, 2010). In order to meet all the different requests of the workers, the facilitator must employ a significant amount of effort and imagination. The trainers' professional profile analysis is quite complex due to the diverse characteristics that can form based on the specific contexts and environments. These varying environments depend on the educational, social and professional atmosphere which tend to create specific formative actions based on how individual situations unravel (Bonifacio, 1999).

The principal objective of this work is to use quantitative methods to analyze trainers' professional profiles. In turn, we hope to use these profiles to describe common characteristics that allow the trainer to carry out and assume his/her responsibilities.

The article is organized in the following manner. Next, we will present a revision of the secondary sources that created a framework for our analysis as well as the typical ways to evaluate professional competence. After, we will briefly describe our empirical methods. Then, in the fourth section, we will summarize the analysis and describe the dominant profiles. Lastly, in the fifth part, we present a discussion of the empirical studies as well as a few final reflections.

Conceptual basis

From the early 1990s to present, the research on continuous professional training has been dedicated to the figure and practice of the facilitator. In the 1990s, the analysis of

a facilitator was based on the amount of time dedicated to the continuous training and their professional position. On the national level, the first studies (Chambers of Commerce, 2000; Epise, 2000; INEM, 1996) focus on qualitative investigations, which created invaluable information about the professional role of the trainer based on the degree of professionalism and the specific business. This same qualitative investigation tendency continued throughout Europe, especially in Great Britain, France, Denmark and Germany (Dupont and Reis, 1991; Evans *et al.*, 1990; Proença, 1991).

In the last decade, we have observed an emphasis on describing and defining the professional profile of trainers in regards to their roles, functions, work and competencies (Álvarez-Rojo *et al.*, 2009; Aznar, 2005; Fernández *et al.*, 2000; FTFE, 2006b; Mamaqi *et al.*, 2010; Navío, 2005; SPEE, 2009; Tejada, 2005). So in the last 20 years, we have found a large amount of research on the practices and professional figures (Appendix 1) focusing on two main concepts. The first tries to establish a trainers' profile according to work relations and performance. The second concentrates on studying the profile based on competence and capability as the pressing needs for designing a training curriculum in this new era of continual and permanent learning.

Consequentially, the professional training profile study has yet to capture all the investigative attention it deserves. This is due to the fact that the conducted studies have yet to focus on a specific point and it has proved difficult to conduct these studies in the workplace. The studies also need to, but have yet to, reflect the constant changing atmosphere of the trainer. Jiménez (1996, pp.307) emphasizes the difficulties of these types of studies, writing:

The trainee's term to an extent, refers to every person that in some way plays a role in employee training. This is a rather heteroge-

neous group, made up of people with distinct professions. The heterogeneity of the group makes it difficult to conceptualize, discern or allocate responsibilities to. The aforementioned differences matched with variations of pre-professional education, personal conceptual theory and practice in both life and work, professional experience, professional level and training, specializations, materials used, and the diversity of their target groups reach just add complexity to this new profession of facilitators and fail to create a standard profile for the career track.

Also, Ferrández et al., (2000, pp.121) talks about the complications with conceptualizing, defining, and establishing a professional profile. He lists the following as elements that make this process difficult Jiménez (1996): “the lack of clear titles in the field, the absence of information about some fields, the terminological confusion due to the absence

Therefore, it takes a special type of strength on the part of national authors to define the professional figure of a trainer/facilitator. For Tejada (1999), an employee trainer has the responsibility to *not only train employees, but also train the future trainers.* On the other hand, Navío (2001, pp. 222), the trainer is, most of all, *“the professional of work world training. Therefore, their job is as professional as it is occupational. In a certain way, it’s a career that develops out of their continual professional training.”* The trainer is a specialist that characterizes their experience based on self-development as well as teaching ability. The facilitator relates to the training plan as much as his/her professional development and evaluation. Specifically, their job is limited to continual training, the work world and their specific target groups (Ferrández, 1989; Ferrández, 1996a, 1996b, 1996c; Mamaqi y Miguel, 2009; Tejada, 2000a, 2000b, 2002 y 2005.). The facilitator is conceptualized by the following parameters:

A concrete continuous training and the performance sphere are two specificities of this profession:

- The contexts of the performances is limited to the context of the business, organizations and training centers – all of which have rather specific functions.
- His/her performance depends on the target groups.
- The trainer’s profile integrates the following: knowledge, capacities, skills, abilities and attitudes.

For (Ferrández, 2000, pp. 27), the trainer is also obligated to “be in a constant situation of change. What was good yesterday may no longer be good today due to increased technology. For example, the trainer may need to find more suitable technological devices.” Consequently, the trainer has to possess specific knowledge in regards to specific competencies and capacities. Moreover, their integral character ought to incorporate polyvalence, or a strong understanding of the global concepts of both capacities and competencies, under the label “the key competencies.” Abilities are key elements in the study of competencies and allow us to talk about profiles. The instructors’ abilities are not evident from the subjects’ activities, but rather are seen through competencies. According to Tejada (1999), competency means, “the collection of knowledge (knowing, knowing how to do, knowing how to compose himself and act – knowledge, procedures and attitudes) integrated with professional practice. Dominating this type of knowledge makes an instructor capable of acting as an individual with efficacy in a professional situation.” These abilities are resources that reveal a person’s potential and are also seen through a person’s actions. The components of competency are: knowledge, abilities and practical, emotional, attitudinal, volitive, aesthetical and social aspects.

The literature distinguishes between generic and/or basic skills and specific skills.

In the case of trainers generic skills refers to theoretical or conceptual (analyze, understand, interpret) skills which make up knowledge in general and the specific knowledge required to practice the profession (knowledge of the general context, institutional, classroom, workshop, knowledge of the educational psychology basis of the training, learning theories, knowledge of those being trained, macrodidactics, microdidactics, educational psychology, guidance etc.) applied from the planning of the training to the assessment of the effectiveness of the training given and including learning and teaching strategies, tutoring and monitoring along the way with the involvement of different didactic media and resources. Generic skills also include social skills (the ability to relate and collaborate with others in a communicative and constructive way) which form part of knowing how to be and act in the world (attitudes, values and norms). These include skills relating to organization, administration, management, communication and facilitation in training (group processes, working as a team, negotiation, interpersonal relations, leadership, internal and external strategy, training related etc.) (Darling *at al.*, 1999; Guerrero, 1999; Navío 2005; Selva, 2000; Tejada, 2002c).

Tejada (2000, 2002c and 2005) relates the specific skills of the trainer with those assimilated in the specific conditions in which this professional develops those competences. Today it is impossible to think of the trainer simply as a person who carries out training programs. The trainer today is seen as someone who transforms programs in the light of his or her particular situation and in the context of how they work. However, there is no type of skill that can be developed and assimilated outside the contexts of action of the trainer, regardless of whether it is generic or specific in character or social, technical or didactic etc. On the basis of this contextual model of contexts the following distinction can be made:

a) The general context: limited to the socio-occupational status of the trainer, considering his or her degree of professionalization and taking two criteria into account: employment conditions (time commitment, type of contract) and occupational conditions (duties to be performed, types of training to be provided). With regard to the social environment, this study limits itself to the status of the institution where the training is carried out, membership of professional organizations, initial training and highest educational qualification achieved.

b) The specific context: limited to the classroom-workshop, which is the place where the basic professional teaching skills are put in practice (planning, delivery and evaluation of training, trainer's attitude in the classroom and workplace, learning tools used, role of trainer in the classroom and in the workplace, coaching and mentoring activities, etc.) as well as the more specific ones (knowledge of the labor market, specific skills and attitudes such as motivation, power and autonomy, teamwork, willingness to continue with self-improvement, etc.).

Method

Participants

The participants in the study are all the trainers in continuing training at the national level. Given that there is no official data about how many such trainers there are, the data provided by the Fundación Tripartita para la Formación y Empleo [Tripartite Foundation for Training and Employment] (FTFE 2006a)¹ was used to form an approximation of the universe that is the objective of this study. This data covers the number of the training activities approved and their duration². Detailed information about the sample is provided in Table 1

Table 2 lists some of the main characteristics of the trainers. The highest qualification

achieved by more than 50% of the respondents was Licenciado [undergraduate degree] Engineer or Arquitecto Superior [Architect]. 9% had Master's degrees and 1.5% Doctoral

degrees. 65% of the trainers were between the ages of 30 and 45 years. With regard to gender, 55.1% were women and 44.4% were men

Table 1. Technical sheet of empirical study

Universe of study	Trainers of continuous training at national level
Type of interview	personal, structured and face questionnaire
Sample size	606 trainers
Statistical error	± 3,98
Confidence level	95,5%
Time of fieldwork	April- May 2006

Table 2. Trainer's personal dates

Variables and indicators	Nº of cases	Percentages
<i>Maximum degree</i>		
- Professional training, Bachelor	74	12,2
- Diploma, Engineer, Technical Architect	150	24,8
-Licensed, Architect, Engineer	316	52,1
- Master Degree	55	9,1
- Doctoral Degree	9	1,5
- Cases without response	2	0,3
Total	606	100,0
<i>Age</i>		
-Up to 30 years	123	20,3
- Between 30 and 45 years	393	64,9
- More than 45 years	83	13,7
- Cases without response	7	1,2
Total	606	100,0
<i>Gender</i>		
- Female	271	44,4
- Male	334	55,1
- Cases without response	2	0,3
Total	606	100,0

Procedure

To narrow the geographic focus for the carrying out of the surveys (the geographic area of Spain, which consists of seventeen Autonomous Communities), a hierarchical cluster was carried out which used the participants in the training activities of the Autonomous Communities and business sectors (FTFE, 2006a), the working population (EPA, 2005) and the number of participating companies and trainers in training activities of the Autonomous Communities and business sectors (FTFE, 2006). Thorough this analysis identical segments or groups from

the Autonomous Communities (Regions) were identified that were different from other groups. An Autonomous Community was selected from each group, with that Community representing that cluster or segment, that is to say, the one at the center of the segment was selected. The questionnaire was addressed personally in continuing training at the national level³ represented by the Autonomous Communities of Madrid, Valencia, Aragón, Cataluña and Andalucía (Table 3). To find points of interest for the carrying out of the sampling a list was drawn up of the public and private centers of continuing training as well as businesses with more

than 50 employees as these are the ones most likely to carry out training activities. To ensure the representativeness of the trainers in terms of their workplace the following quotas were drawn up for the carrying out of the surveys: 65% of the trainers were working in private centers (academies, training centers and businesses and 36 % were working in the public sector (training centers, public enterprises, universities etc.) Prior to the conducting of the survey a telephone contact was set up with each sampling center (directors, training managers, personnel or human resources managers etc.) Groups of survey professionals were set up in each of the Autonomous Communities. The groups received specific training regarding the subject and the questionnaire to be administered.

Table 3. - Sample distribution

Regions	Surveys conducted by Regions
C. de Madrid	142 (23,4%)
C. Valenciana	151 (24,9%)
C. de Aragón	51 (8,4%)
Cataluña	126 (20,8%)
Andalucía	136 (22,4%)
Total	606 (100,0%)

Instruments

The delimiting of the conceptual framework of the study led to the selection of a group of indicators and variables in order to obtain the necessary information about a series of personal and professional characteristics of the trainers. This information was used to draw up a structured questionnaire of six parts divided into the general context and more specific matters. In the case of the general context data was collected on the status of the workplace (public or private), the participation of various professional bodies, the position held, professional category and type of contract. Questions were also asked about the amount of time the respondent had spent (in years) with the same kind of contract in the same position at the same workplace. In the case of the specific context, the questionnaire focused on the evaluation of generic

and/or basic skills as well as specific ones. It continued with the identification the skills and attitudes of the trainer in the classroom/workplace and the continuing training carried out, and finished with a section on personal variable like highest educational qualification, sex and age. The full questionnaire can be found in Annex 1. While the questionnaire was being drawn up the following issues related to the evaluation of skills and capacities were treated with care:

- Each question is accompanied by a brief definition of the topic to which it refers but the formulation of the question itself is brief and clear.
- Its structure in sections, in the order of the criteria that define the profile of trainers, facilitates understanding and helps the respondent to focus on providing appropriate responses.
- Efforts were made to ensure that the indicators used to define skills were representative and that they gathered all the possible answers of respondents (prior to the carrying out of the survey the questions were evaluated by a group of 20 experts by way of an electronic Delphi method) (Mamaqi et al., 2010).
- In the case of doubts about the number of indicators representing a variable, semi-open responses were chosen that consisted, in general, of finishing the options opened by "Other. Specify" and so collecting those issues that, because of the lack of previous knowledge it was not possible to include.
- A 5-category Likert scale was used, (1 "very unimportant", 2 "unimportant", 3 "relatively important", 4 "important" and 5 "very important" and 5 "very important"). This system of evaluation is similar to that used by Navío (2001 and 2005). A scale reliability test was carried out to test the reliability of the questionnaire. The resulting $\alpha_{cronbach}$ score (0.70) indicated a degree of scale reliability much higher than the limit demanded by the literature.

Analyses performed

The survey used a set of indicators to define the Basic Professional Skills and Specific Professional Skills (BPS and SPS⁴) of the trainers. A Categorical Principal Components Analysis (CATPCA) was carried out in order to reduce the high number of indicators that form part of these two concepts to a smaller set of skills and capabilities that better explain the importance of the original indicators, while retaining the maximum amount of information. The use of this technique not only reduces the indicators to a smaller number of components, it also facilitates interpretation and allows the components extracted to be included in the analysis of the profiles. This procedure simultaneously quantifies categorical variables while reducing the dimensionality of the data. The technique is most useful when a large number of variables preclude an effective interpretation of the relationships between objects (subjects and units). By reducing the dimensionality, a small number of components instead of a large number of variables is interpreted. The quantification⁵ of the BPS and SPS by CATPCA shows that the trainers were evaluated on a scale of three categories (not five as initially set out in the questionnaire), beginning with the first level in the third category, rated as being of “relative importance”.

The goodness of fit of the model was deduced by way of the percentage of variance explained and the relationship between components and original indicators was interpreted through the significance of the loadings in the original indicators of the components.

A Two Phase Cluster Analysis was used for the determination of profiles. This method is different from traditional cluster methods because it permits the analytical use of variables of distinct scales (continuous and categorical) and the selection of the best solution by comparing the results obtained from among different profiles. It is also use-

ful because it permits the obtaining of test results within and between profiles and descriptive analysis of the variables that establish the clusters (mean and standard deviation for continuous variables and frequencies for categorical variables), thus producing the relative contribution of variables in creating profiles through the contrast statistics.

Results

Results of the analysis of BPS and SPS

The results of reduction analysis and interpretation of the BPS and SPS are presented in detail in Table 4. A total of 22 indicators make up the BPS of the trainer in continuing training: i) planning and programming of training (seven indicators), ii) providing training (seven indicators), iii) assessment of learning (four indicators) and iv) types of trainer action in the classroom (four indicators). In the case of SPS, there are a total of 19 indicators representing: i) adaptation of learning strategies to the characteristics of training and the trainees (7 indicators), ii) attitude of the trainer in classroom (4 indicators) and ii) capacity and personal attitudes of the trainer (8 indicators). A two-dimensional⁶ CATPCA analysis was carried out for each construct, these being, from the conceptual point of view, different skills that the trainer must possess and demonstrate professionally.

The criteria for the extraction of the dimensions (components) are as follows:

- When choosing the number of dimensions, the most useful guideline is that the number be small enough for the possible interpretations to make sense.
- The eigenvalues can be used as an indication of the number of dimensions that are necessary, therefore they have been preserved as representative components with an eigenvalue greater than unity and they explain most of the variance of the original indicators.

- The relationship between the components and the original indicators was established by the value of the coefficients (loadings) greater than 0.42 (Ferrán, 2002).
- The components that relate to one or two indicators have been retained because they meet the following criteria: obtain an eigenvalue greater than unity, help explain a considerable proportion of the total variance of the model and allow the correct interpretation of the BPS and SPS.

Among the common results of the analyses carried out in the case of the BPS and SPS the following are worth highlighting:

- The obtaining of eight and four components with an eigenvalue greater than unity for the BPS and SPS, respectively.
- More than half of the variability of individual indicators is explained by the two components model (the sum of variances explained by both components in all cases varies between a minimum of 63% and a maximum of 80%, approximately). The first component explains the highest percentage of variance explained.
- All the indicators have positive component loadings in the two dimensions, which indicates that there are two common values for their explanation.
- The indicators with the highest loading values were used for the naming of the new components.

With regard to the BPS it is worth noting the high representation of the indicators “to manage and coordinate the processes of teaching and learning, planning, evaluation and design of training courses”, to name the first component (it explains more than half the percentage of the total variance with respect to the indicators of “Planning and Programming”) as “Implementation and design of training”. The second indicator was called “Planning and programming of training” because of its relationship with the two

indicators “Formulation and implementation of the objectives” and “Planning of teaching and learning activities”. In the case of techniques of “Delivery of training”, the indicators of “Group discussion techniques”, “On the job training” and “Lecture” had greater loadings in the first and second components respectively, which allowed their correct interpretation. With regard to “Assessment of learning” and attitude of the trainer in the classroom”, the results obtained show a solution coherent with the meaning of the original indicators, thus permitting the preservation of characteristics of the opposing sort reflected in the components “Continuous assessment” and “Periodic assessment”, “Communicative attitude” and “Critical attitude” in the classroom, explained by one or two indicators.

With regard to SPS, the indicators with the greatest weight for the indicators of “Learning Strategies” were “Adaptation to the improvement of the competitiveness of the company”, “Adaptation to the use of ITCs” and “adaptation to the means of production of the company”, in the case of the first component, and “Adaptation to the prior knowledge and learning abilities of the participants”, in the case of the second. Taking into account these relationships these have been called “Adaptation to the work environment” and “Adaptation to the level of the trainees”. In the case of “Capabilities and attitudes”, the indicators of greatest weight were “Attitude for self-evaluation”, “Attitude of permanent change and adaptation” and “Will to self-improvement”, for the first component and “Harmony between training course taught and the training of the trainer”, for the second component. The first component called “Self-improvement” reflects the dimension of the attitude towards and capacity for change of the trainer with regard to acquiring and demonstrating skills.

Tabla 4. CATPCA analysis results

Planning questions	Components		Delivery of training techniques (Teaching strategies)	Components		Evaluation criteria	Components	
	C 1	C2		C 1	C2		C 1	C2
Planning of teaching, learning activities	0,402	0,642	Lectures	0,419	0,769	Scale of systematic observations	-0,089	0,842
Formulation of training objectives	0,410	0,712	Group discussion techniques	0,599	0,034	Common written and oral tests	0,807	0,227
Developing of training content	0,690	0,041	Case study	0,721	-0,337	Analysis in the workplace	0,818	0,192
Design of training course activities	0,723	-0,188	Training in the workplace	0,655	-0,293	Participation and attendance	-0,344	0,772
Choosing the means and resources	0,707	-0,317	Simulated experiences	0,686	-0,245			
Planning training evaluation	0,737	-0,274	Scheduled Lessons	0,686	0,265			
Management and coordination of training	0,755	-0,270	Discovery Method	0,741	0,029			
Planning teaching-learning activities	0,842		Cronbach Alpha	0,897		Cronbach Alpha	0,864	
Eigenvalue	3,530	1,092	Eigenvalue	3,132	1,009	Eigenvalue	1,446	1,395
Variance explained	50,435	12,737	Variance explained	43,419	13,161	Variance explained	36,138	34,863
C₁: Implementation and design of training			C₁: Interactive method			C₁: Timely assesment		
C₂: Planning and programing of teaching			C₂:Lecture			C₂: Continuos and global assesment		
Attitude in classroom	Components		Learning strategies	Components		Capabilities and attitudes	Components	
	C 1	C2		C 1	C2		C 1	C2
Open, permissive	0,672	0,423	Adaptation to participants' knowledge	0,350	0,706	Analytical ability	0,739	-0,289
Willing to make suggestions, flexible, versatile	0,788	0,081	Adaptation to skills of participants	0,401	0,724	Skills relevant to showing appreciation and motivation	0,858	0,358
Authoritarian, critical	-0,346	0,856	Adaptation to today's workplace issues	0,694	0,404	Ability to harmonize one's training with the courses one teaches	0,414	0,710
Confident, personalized, clear	0,672	0,523	Adaptation to labor market problems	0,803	-0,003	Will to self-improvement	0,954	-0,190
			Adaptation to improving the competitiveness of the company	0,781	-0,415	Attitude of change and constant adaptation	0,957	-0,180
			Adaptation to the company's situation	0,791	-0,396	Attitude for knowledge of the production environment	0,754	-0,277
			Adaptation to the company's productive resources	0,780	-0,426	Attitude for self-learning achievement assessment	0,960	-0,185
			Adaptation to the use NTs (Internet, etc.)			Appreciation of their work as a professional trainer	0,857	0,361
Cronbach Alpha	0,842		Cronbach Alpha	0,933		Cronbach Alpha	0,969	
Eigenvalue	1,669	1,043	Eigenvalue	3,682	1,752	Eigenvalue	5,558	1,025
Variance explained	41,729	26,065	Variance explained	46,027	21,895	Variance explained	69,477	12,818
C₁: Communicative attitude C₂: Critical attitude			C₁: Adaptation to the work environment I C₂: Adaptation to the level of the trainees			C₁: Self-improvement C₂: Harmony between training course taught and the training of the trainer		

Results of profile analysis

The variables used in the profile analysis of trainers are displayed in Table 5, while the information regarding the distance measures

between the four clusters formed is presented in Table 6. It can be seen that the best results come from the extraction of four groups.

Table 5. Variables used in the profile analysis of trainers

Name of variable	Type of variable	
	Measurement	Number of categories
General Context Socio-occupational Variables		
- Trainer's Community	By Category	5
- Position in which employed	By Category	7
- Definition of the trainer by the time devoted to training	By Category	3
- Current contract type	Ordinal	7
- Years with the same contract	Continuing	-
- Years in current position	Continuing	-
- Years devoted to training	Continuing	-
- Training courses usually taught	Ordinal	3
Specific Context: Basic Professional Skills (BPS)		
Planning (1 component extracted from quantification of indicators in order of importance)	Continuing	-
Teaching (1 component extracted from quantification of indicators in order of importance)	Continuing	-
Evaluation (2 components extracted from quantification of indicators in order of importance)	Continuing	-
Classroom Attitude (2 components extracted from quantification of indicators in order of importance)	Continuing	-
Specific Professional Skills (SPS)		
- Adaptation of teaching strategies to continuing education (Two components extracted from quantification of indicators in order of importance)	Continuing	-
- Skills and Abilities (2 components extracted from quantification of indicators in order of importance)	Continuing	-
Continuing Training of the Trainer		
Type of training courses held in the last two years	Multiple Ordinal	6
Personal Data Variables		
- Highest educational qualification	By Category	5

Table 6. Profile results

Number of cluster	AIC ⁷ criteria information	Change in AIC	AIC exchange ratio	Distance ratio
1	13121,194			
2	12162,560	-958,633	1,000	1,288
3	11442,940	-719,620	,751	1,237
4	10882,428	-560,512	,585	1,203

The composition of the clusters formed is presented in Table 7. From the data presented it can be seen that profile 1 has the highest number of trainers, some 43.4% of the table analyzed. The order of the three remaining profiles of trainers in descending

order of size is the following: profile 2 with 24.0%, profile 3 with 18.4% and finally profile 4 with 14.2 % of the cases analyzed. The combined total of the cases is 97.7% (592/606). Only 14 cases (2.3%) were excluded from the analysis. These were consid-

ered satisfactory and so attributes within and between profiles formed were analyzed.

Table 7. Profiles distribution

Profiles group	Nº of cases	% of cases combined	% on total cases
Profile 1	257	43,4%	42,4%
Profile 2	142	24,0%	23,4%
Profile 3	109	18,4%	18,0%
Profile 4	84	14,2%	13,9%
Cases combined	592	100,0%	97,7%
Cases excluded	14		2,3%
Total cases	606		100,0%

The intra-profile analysis includes the composition of the profiles taking into account the variables and indicators which form part of their extraction. The “trainer in

continuing training” position stands out as it prevails against other positions in the four profiles obtained (Table 8).

Table 8. Profile composition by socio-labor aspects

Contexts and variables	Number of cases in each profile			
	Profile 1	Profile 2	Profile 3	Profile 4
Labour context: degree of professionalism				
Workstation				
Training director	40	-	9	17
Trainer	180	113	54	54
Trainer-Animator in Training	11	5	41	4
Training Counselor	7	6	1	7
Training Evaluator	-	2	-	1
Specialist Marketing of Training	5	6	1	1
Trainer-Consultant	14	10	3	-
Total	257	142	109	84
Trainer figure				
Full-time trainer	153	20	74	84
Part time trainer	69	93	35	-
Occasional trainer	35	29	-	-
Total	257	142	109	84
Type of employment contract				
Indefinite contract full time	110	18	52	80
Indefinite contract part time	27	15	16	1
Temporary full time	33	6	24	1
Temporary part time	41	86	13	-
Mercantile” Contract (independent)	46	17	4	2
Total	257	142	109	84

Taking into account the time dedicated to training profile 4 stands out as 100% of the trainers belong to the “full time” category and work exclusively in training. The trainers in this profile are to be found among the categories “full or part-time trainers”.

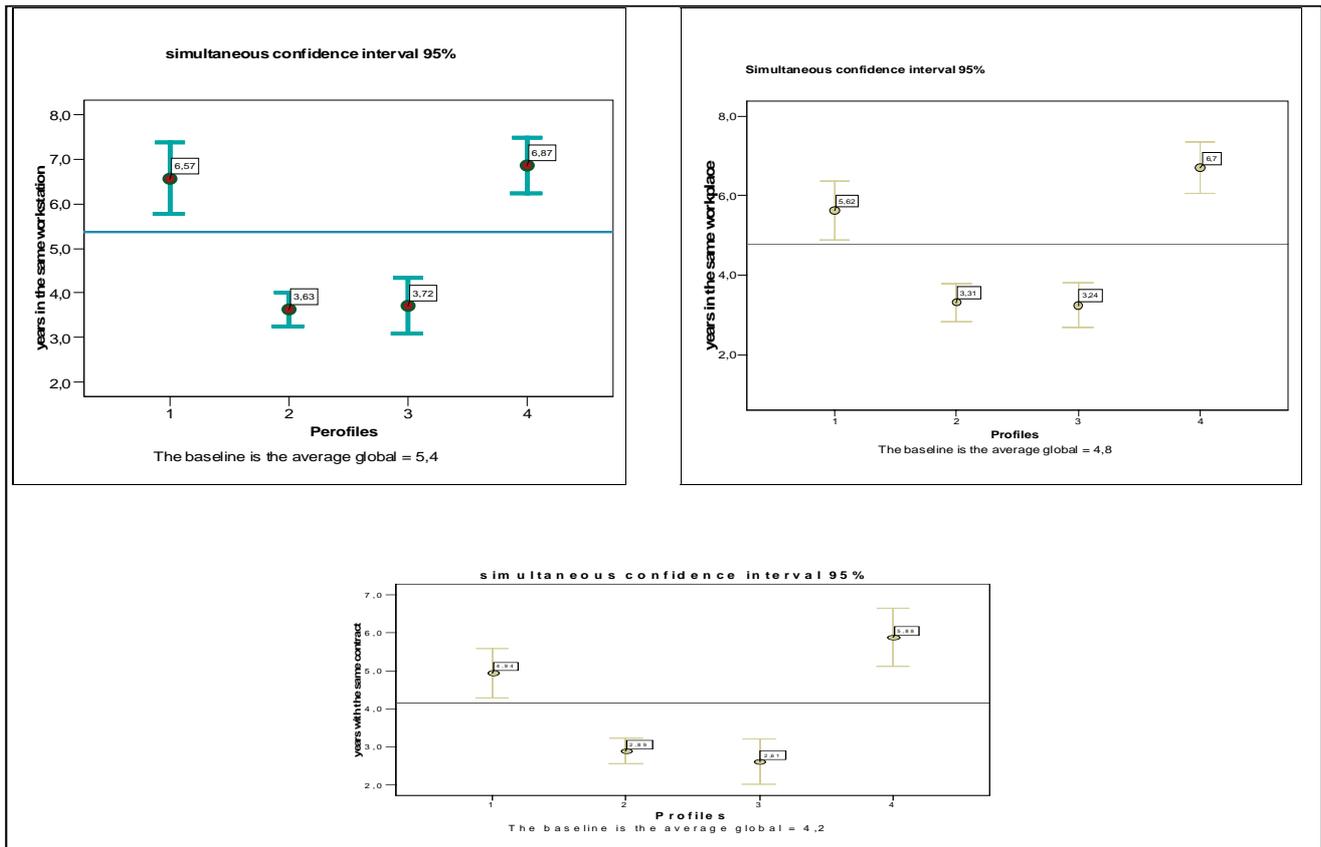
With regard to the categories of the variable “trainer’s contract type”, 95% of the trainers in profile 4 have an “indefinite full-time” contract. 61% (86/142 of the total) of the profile 2 have a “temporary part-time” contract and 12% a “mercantile” [a contract

that fixes neither hours to be worked nor income] one.

The experience of the trainer was formulated on the basis of three variables: years in the same job, years with the same job category and years spent in the same

workplace. The comparative analysis of means significantly differentiates profiles 1 and 4 from profiles 2 and 3. Trainers grouped in profiles 1 and 4 have double the mean value obtained by trainers grouped in profiles 2 and 3 in all cases (Figure 1).

Figure 1. Variation of years in the same workstation, with the same contract and workplace

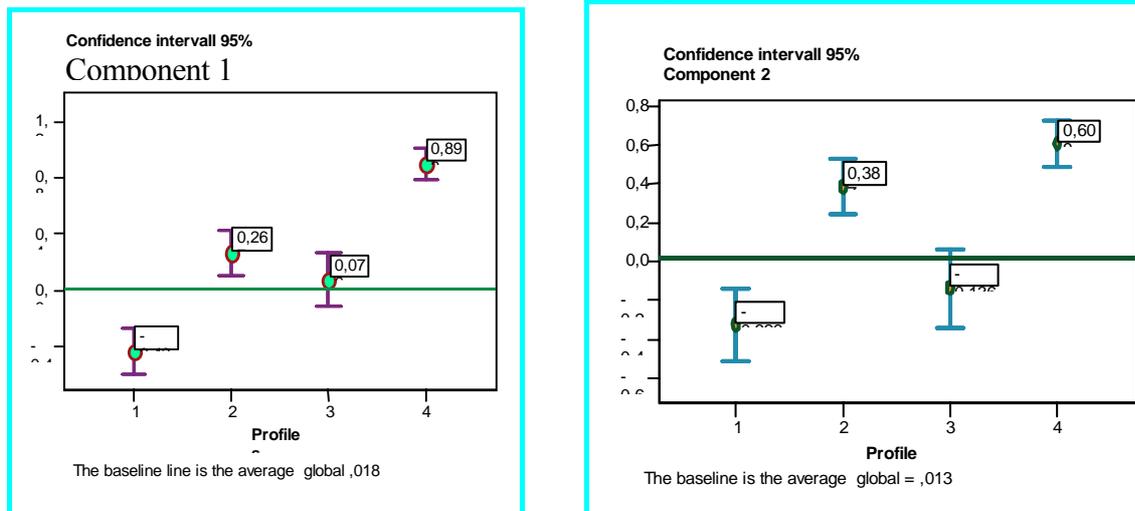


Years in the same workstation (Test F Fisher⁸=30,407). the differences are significant for profile 4 and 1 > profile 2 and 3)
 Years with the same contracts (Test F Fisher=29,010). The differences are significant for profile: profile 4 and 1 > profile 2 and 3.
 Years in the same workplace (Test F Fisher=27,838). The differences are significant for profile 4 and 1 > profile 2 and 3

As for BPS and SPS, intra-profile analysis involves the analysis of the variance between the means of the extracted components. The results of this analysis have shown that significant differences exist in the components related to the powers of “Training planning”, “Implementation and

design of courses” and “Global programming of training courses.” Profile 1 gives “Little or relative” importance to the components of “Training planning”, which for profiles 2 and 3 increases to “Relative importance” and is in the “Important or very important” category for profile 4 (Figure 2).

Figure 2. Variation intra-profiles: Components for “Planning questions”

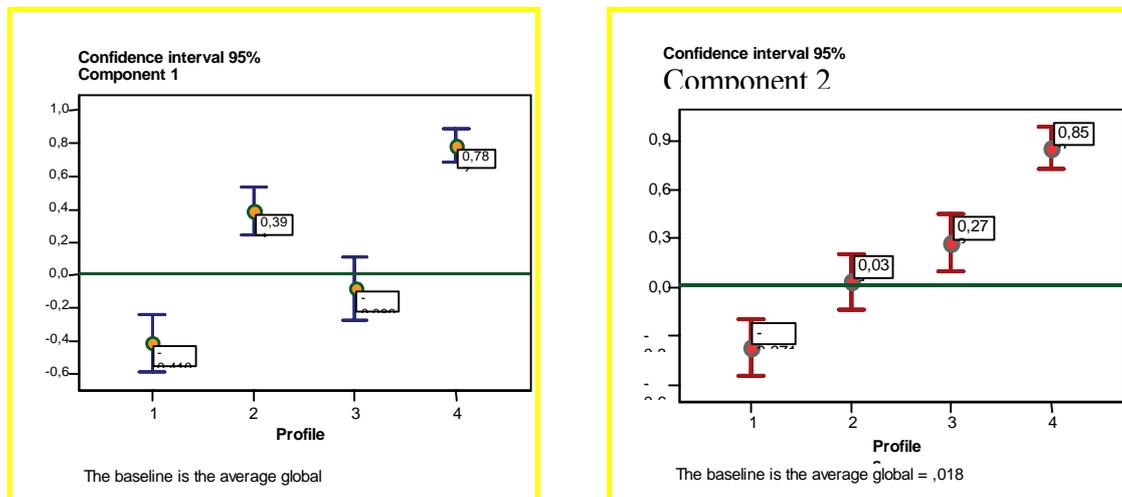


C1 “Implementation and design of training”: (Test F Fisher= 55,277); The differences are significant for Profile 4 > 2, 3 and 1; Profile 2 y 3 > 1.
 C2 “Planning and programming of teaching” Test (F Fisher=31,375); The differences are significant for Profile 2 and 4 > Profile 1 and 3.

Providing of training through “Expository methods” is “Very important” for profile 4. For trainers with the other three profiles this declines to “Relatively important”. Also, in the case of “Evaluation of training”, the

results of this analysis differ in the first evaluation component of profiles 2 and 4 by comparison with trainers profiles 1 and 3 (Figure 3).

Figure 3. Variation intra-profiles: Components for “Delivery of training”



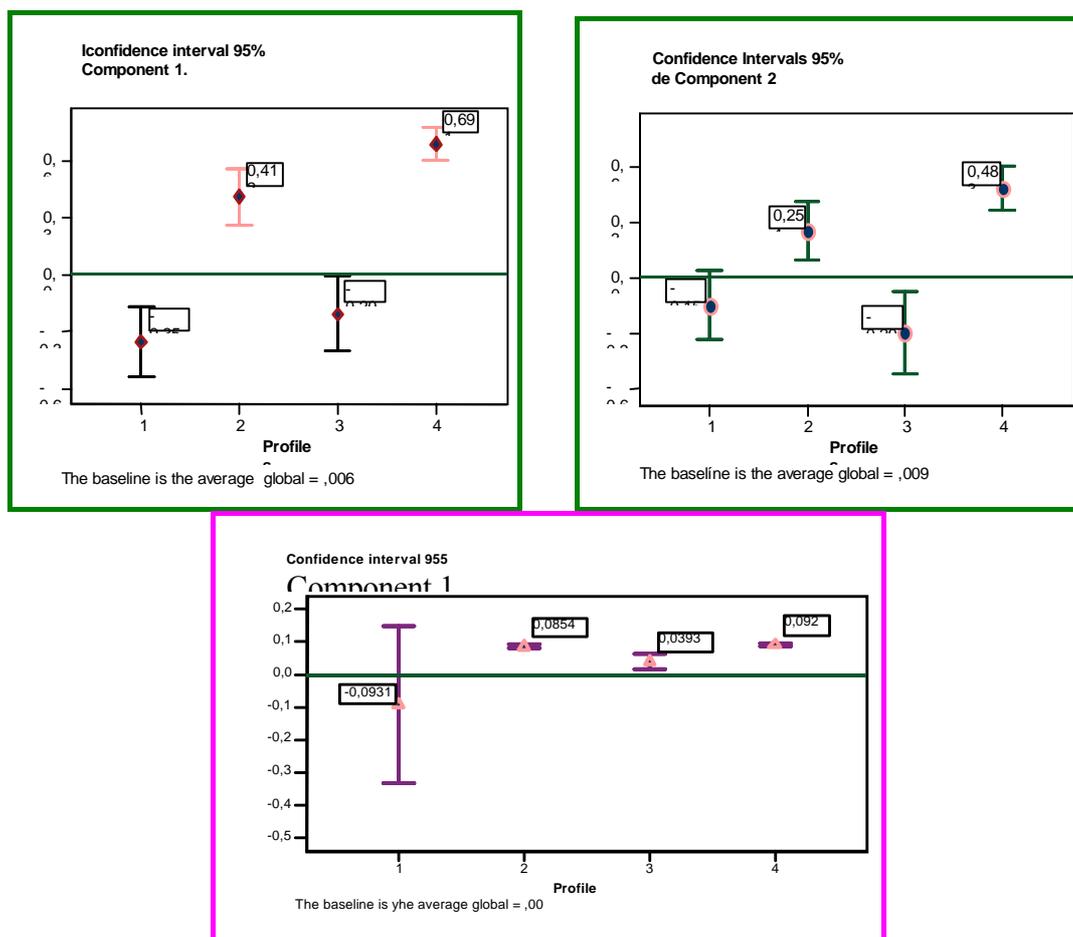
C1 “Interactive method”: (Test F Fisher= 50,068). The differences are significant for Profile 4 > 3 > 2 > 1.
 C2 “Lecture” (Test F de Fisher=42,469); The differences are significant for Profile 4 > 3 and Profile 3 and 2 > 1.

“Providing of training with interactive methods” which represents the importance of indicators such as “Case study” and “Simulation experiences” etc. is valued as very important for profiles 1 and 3.

With regard to SPS, the comparative analysis demonstrates that the profile 4 train-

ers give a higher rating to the second point “Adaptation of strategies”, called “Complementarity of knowledge and training” than those of profile 2 who favor the first component “Self-improvement”. Those of profiles 1 and 3 see “Adaptation of teaching-learning strategies” as most important.

Figura 4. Variación intra-perfiles: “Adecuación de Estrategias de Enseñanza-Aprendizaje”.



CI “Adaptation to the work environment I”: (Test F Fisher= 39,745). The differences are significant for Profile 4 > 2, 3, 1. Profile 2, 3 > 1.
 C2 “Adaptation to the level of the trainees” (Test F Fisher= 15,844). The differences are significant for Profile 4 and 2 > Profile 1 and 3.
 C1 “Self-improvement” (Test F Fisher= 38,35) The differences are significant for Profile 4 > Profile 2, 1 and 3.
 Source: Own elaboration.

Discussions and conclusions

The joint study and interpretation of empirical results have established four professional profiles of the trainer in continuing training. Based on their exclusive characteristics and their representation in the sample analyzed these have been called: 1) Instructor-Teacher (consolidated majority profile), 2) Trainer-Expert (unconsolidated majority profile), 3) Instructor/Tutor-Animator (unconsolidated minority profile) and 4) Trainer-Teacher (minority profile). There follows a summary of the characteristics of each of the profiles.

Profile 1: 44% of the sample. Trainers of this profile consider the overall planning of training courses accompanied by a continuous and comprehensive evaluation of the trainees and openness and communication in the classroom to be very important. They also consider it important to adapt the teaching-learning strategies to the characteristics of the trainees and view the skills and abilities related to self-improvement and permanent adaptation to change as being of the greatest importance for the professional trainer. Trainers of this profile participate in the process of drawing up training programs and the materials and contents to be used in the classroom. Their

strong point is their experience as trainers (higher than the national average and the average of profiles 2 and 3) and their work is not affected by the professional relationship they have as trainers (the majority work as trainers as a second profession on a part-time contract). The most important differences between profile 1 trainers and those of profiles 4 and 2 have to do with the evaluation of BPS and CPS. A total of 256 trainers consider the figure of Trainer in Continuing Training to be the most widespread and that arising from its characteristics and differences it could be called *Trainer-Instructor-Teacher*.

Profile 2: 142 trainers, almost 24% of the sample. It differs from the other three profiles in representing the highest percentage of trainers with a position as a teacher in continuing training (up to 80%), with 65% on a temporary, part-time contract and 21% working as trainers on an occasional basis. They are experts in specific contents but do not necessarily have previous teaching experience. They are new to the labor market and with less experience than the other three profiles. They might be called something like *Trainer-Expert*.

Profile 3: 18% of the sample, 109 trainers. Though their experience as trainers in continuing training does not exceed 3 years it is notable that 40% of them have the position "Tutor-animador" (a higher figure than that for other profiles) and that more than half of them (55.5%) occupy the position of Tutor-instructor. 40% are graduates, engineers and architects and had carried out ongoing training in the previous two years at a higher rate than that of other profiles. They can also be differentiated from other profiles due to the fact that they consider the socializing role of continuing education to be important. On the basis of its characteristics this profile is called *Instructor/Tutor/Animator*.

Profile 4: This profile only has 84 trainers (14%). It is the most compact in terms of the

characteristics it possesses. 60% of those in it hold the position of trainer in continuous training with 21% being directors of training, this latter figure being the highest for any of the four profiles. 100% of them define themselves as full-time trainers (devoted exclusively to training activities), and they also have a high degree of job security since they have a contract of the indefinite full-time type. Their role in the classroom is that of Trainer-teacher. They have a higher average number of years as continuing training professionals than members of the other groups and they regard BPS as being the most important when it comes to describing the profile of a trainer. They had all received continuing training in the last two years, specifically in the form of very specific contents courses related to the management of and new developments in training. The majority of them have didactical and teaching methods knowledge. Their profile corresponds to that of teachers in those Autonomous Community centers where the development of training courses is one of the main activities. On the basis of its characteristics this profile is referred to as *Trainer-Teacher*.

It should be noted that no significant differences were found between the four profiles based on sex, age, criteria for evaluation of the training and the majority of tutoring activities. Nor were significant differences found between profiles in the social and employment variables such as the ownership of the workplace or the belonging of trainers to social or work based organizations.

A comparative analysis of the profiles found in the present study and the relevant literature that was revised (See Annex 1) shows the following similarities:

- Profile 1, *Instructor-Teacher* is similar is similar to the Trainer and Trainer-Instructor profiles. As a profile is typical of countries like France, Spain and Germany (Evans *at al.*, 1990; Germe,

1991; Ferrández *at al.*, 2000 FTFE, 2006b, Mamaqi y Miguel, 2008).

- Profile 2 *Trainer-Expert*, is similar to that of the Expert-Contracted and Trainer-Expert (SPEE, 2009, FTFE, 2006b). Although it has similar features to profiles like Instructor and Tutor recognized in countries like Britain and Denmark, it is typical of the Spanish training system.

- Profile 3 *Instructor-Tutor-Animator* is related to the profiles of Technical Trainer, Tutor, Mentor, and Coach, typical of the Anglo-Saxon education system. (Darling *at al.*, 2000; *Comision Europea*, 1995; Germe, 1991; Jiménez, 1998; Fernandez *at al.*, 2000, SPEE, 2009).

- Profile 4 *Teacher-Trainer* is akin to the figures of the Trainer, Teacher, Trainer/Teacher, Trainer/Director, Trainer/Manager and Head of Training. It is a profile that is found in almost all the European training system.

By way of a final reflection it can be said the professional profile of the trainer in continuing training in Spain continues to be closely related to its degree of professionalization, with the time devoted to training, the type of contract and the position held being the aspects that make the greatest difference between profiles. However, this difference is not clear when it comes to the basic and specific skills which the trainer in continuing training should have, especially between profiles 1 and 4, on the one hand and profiles 2 and 3, on the other, leading to the conclusion that the Trainer-Expert and Instructor-Tutor-Animator profiles still do not have defined profiles, due in part to their unstable employment situation and the absence of a description and determination of the competences and capacities specially tailored to their needs.

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Notas

[1] FTFEa www.fundaciontriptartita.org (Boletín Estadístico [Statistical Bulletin], 2006)

[2] The weighted average of the training activities approved by the FTFE was taken to be 40,475 and the average duration of the training activities for the 2001 to 2001 period was 35.3 hours. Multiplying the average duration of the training (35.3 hours) by the average number of training activities undertaken (40,475) produces the total hours of training within the framework of training activities approved by FTFE; a figure of 1,428,767.5 hours of continuing training conducted. The average number of hours worked by each trainer in continuing training was calculated on the basis of data provided by various business and trade union organizations and training centers that specialize in the delivery of continuing training. The responses received from these organisms and entities situate the annual number of hours taught by each trainer between 65 and 120. Therefore the average annual number of training hours taught by each trainer in continuing training is approximately 94. By dividing the total number of hours of continuing training delivered by the average number of hours worked by a trainer in continuing training a national total 15,200 trainers in continuing training was arrived at.

[3] The fieldwork formed part of a project funded by the *Fundación Tripartita para la Formación en el Empleo* (FTFE) and CEPYME, carried out by the private consultancy "FORTEC, Formación y Tecnología, SL", Zaragoza.

[4] From here on BPS and SPS will be used to refer to Basic Professional Skills and Specific Professional Skills, respectively.

[5] The quantifications of the BPS and SPS showed a linear transformation for categories 4 and 5, but the quantified values in categories 1, 2 and 3 are equal. Apart from the scarcity of evaluations obtained in Category 1 and 2 this result shows that the scores 1, 2 and 3 do not differentiate between trainers and suggest that a numeric scaling level could be used in a solution of

two components if Categories 1 and 2 and 3 were recoded.

[6] As a general rule, when all variables are nominal, ordinal or numeric only, the eigenvalue of a dimension must be greater than 1. In the cases analyzed, the two-dimensional solution solves most of the variance.

[7] AIC es el criterio de creación de los perfiles $AIC=2(\ln \text{verosimilitud} - n^\circ \text{ de parámetros})$. Se escoge el modelo de menor valor de AIC

[8] Las diferencias estadísticamente significativas entre perfiles concretos es posible

analizarlas mediante el uso de los Procedimientos de Comparaciones Múltiples (PCM). Con este propósito se ha utilizado el test de comparaciones múltiples de Scheffe, para un valor de $\alpha = 0.05$.

Acknowledgments

The authors thank especially the consulting FORTEC, SL (Zaragoza) and CEPYME-Aragon for support of fieldwork. Also thank the anonymous reviewers that with your suggestions and comments have contributed to the improvement of the work.

Annex 1: Questionnaire

Survey Number

Community

Province

Location

Center Name and/or company

Address

I. GENERAL CONTEXT

A. Socio-occupational variables

A1. Ownership of the institution where the trainer works (mark with an X):

- Public Institution
- Private Institution
- Other (specify)

A1.1. If you belong to a professional body please indicate the type?

- Professional College
- Professional or union organization
- Other (specify)

II. WORK CONTEXT: Level of professionalization

A2. Choose which of the following categories you belong to

Years in the same position

- Training director (manager, person responsible for training, promoter of continuing training) _____
- Trainer in Continuing Training (drawing up of programs, delivery of training) _____
- Trainer-Animator in Training (coherence of training plan, relation between students and the institution, etc.) _____
- Training Counselor (counseling with regard to appropriate training plans) _____
- Training Evaluator (evaluation of trainers and training activity) _____
- Specialist Marketing of Training (promotion, advertising, training) _____
- Trainer-Consultant (consultancy work on training issues) _____

A2.1. In terms of the time spent on training, your job can be described as:

Years in the same institution

- Full-time trainer (you only do training work) _____
- Part-time trainer (your function as a trainer is secondary) _____
- Occasional trainer (you occasionally participate in training activities) _____

A2.2. The contract you currently have as a trainer in continuing training is:

Years with the same contract

- Indefinite (**full-time**) _____
- Indefinite (**part-time**) _____
- Temporary (**full-time**) _____
- Temporary (**part-time**) _____
- "Mercantile" Contract (**independent**) _____

III. SPECIFIC CONTEXT: Variables and Indicators in the specific professional context

3. PROFESSIONAL FAMILY TO WHICH THE TRAINER BELONGS

A.3. A series of professional families defined at the national level is shown below. A professional family includes a set of professional figures with meaning in terms of employment and that have a singular formative and productive affinity between them. **Bearing in mind your main work activity, would you be able to identify the professional family to which you belong?**

A3.1. What kind of training course do you normally teach?

- Generic training courses (Training courses with knowledge applicable to any firm)
- Specific training courses (Training courses with knowledge only or almost only applicable to specific areas and firms)
- Both types

3.2. PROFESSIONAL SKILLS. Basic Professional Skills.

A3.2. There follow a number of questions related to the work of the trainer in the **planning, delivery and evaluation of training**. You are asked to indicate the importance of each in your work as a trainer on a scale from **1 to 5 points (1= minimal importance; 5 = maximum importance)**.

3.2.1. PLANNING of Training.

Planning of Training Questions	Importance of aspects of the teaching function				
	1	2	3	4	5
Planning of teaching and learning activities					
Formulation and implementation of learning objectives					
Developing of training content					
Design of training course activities					
Choosing the means and resources necessary for the delivery of materials					
Planning for learning evaluation of trainees					
Management and coordination of Learning and Teaching processes of course being taught					
Planning of teaching and learning activities					

A3.2.2. DELIVERY of training.

Delivery of training techniques (Teaching strategies)	Importance of teaching techniques				
	1	2	3	4	5
Lectures					
Group discussion techniques					
Case study					
Training in the workplace					
Simulated experiences					
Scheduled Lessons					
Discovery Method					

A3.2.3. EVALUATION of learning.

Evaluation criteria	Importance of evaluation techniques				
	1	2	3	4	5
Scale of systematic observations					
Common written and oral tests					
Analysis of work done in the workplace					
Participation and attendance					

A3.3. ATTITUDE of trainer in the classroom.

A3.3.1. To implement meaningful learning among trainees, the attitude of the trainer is important. **What degree of importance do you believe the following types of action by the trainer in the classroom to have?** (mark with an X: 1= minimal importance; 5 = maximum importance).

Types of action by the trainer in the classroom	Importance of types of action in the classroom				
	1	2	3	4	5
Open, permissive					
Willing to make suggestions, flexible, versatile					
Authoritarian, critical					
Confident, personalized, clear					

A.3.4. SPECIFIC SKILLS.

A3.4.1. In continuing education programs it is necessary for the training to be close to the contexts of the working world and meet the training needs of participants. **What importance for the trainer do the adaptation of the training to the following considerations have?** (mark with an X: 1= minimal importance; 5 = maximum importance).

	Importance of adaptation of training				
	1	2	3	4	5
Adaptation to participants' prior knowledge					
Adaptation to learning skills of participants					
Adaptation to today's workplace issues					
Adaptation to labor market problems					
Adaptation to improving the competitiveness of the company					
Adaptation to the company's technological and labor situation					
Adaptation to the company's productive resources					
Adaptation to the use of new technologies (Internet,etc.).					

IV. ABILITIES, SKILLS AND ATTITUDES

A4. The profiling of the trainer in continuing training covers a wide range of knowledge, skills, abilities and attitudes. **Indicate the importance of the following skills and abilities in your work** (mark with an X: 1= minimal importance; 5 = maximum importance).

Skills abilities and attitudes	Importance of skills and attitudes				
	1	2	3	4	5
Analytical ability					
Skills relevant to showing appreciation and motivation					
Ability to harmonize one's training with the courses one teaches					
Will to self-improvement					
Attitude of change and constant adaptation					
Attitude for knowledge of the production environment					
Attitude for self-learning achievement assessment					
Appreciation of their work as a professional trainer					

V: ROLE OF THE TRAINER IN THE IN THE CLASSROOM AND BUSINESS

A5.1 **The trainer is a professional who trains people whose profiles change on the basis of the simple fact of social change and this causes an "extension" in the role of the trainer. With regard to the role of the trainer in the classroom and in the business, can you identify yourself with any the following roles of the trainer (Mark one option with an X)**

- Trainer-Teacher: provides training and has the attitude of a leader in the classroom (expository method)
- Trainer-Instructor: delivers training and directs the training of the trainee while ceding the leading role (his/her attitude is active and observing)
- Trainer-Facilitator-Animator: actively encourages the training of the trainee, (his/her activities to guide the trainee)

A5.2. **What tutoring activities do you carry out as a trainer? (Mark the three most important with an X)**

- Motivation with regard to training (encourage trainees towards continuing training)
- Personalized learning tutorials (explain and clarifies the trainees doubts)
- Tutoring group learning (support group work)
- Socialization of the group (through group work socially consolidate relations between group members)
- Professionally guide trainees through the evaluation of their professional skills

A5.3. **Specify, from among the following criteria, those on which the assessment of courses delivered is based (Mark the two most important with an X)**

- Criteria established by another body
- Contents of the program
- Objectives of the program
- Continuing monitoring of the training being carried out
- Satisfaction of training needs
- Other (specify)

VI. CONTINUING TRAINING RECEIVED

A6. **Could you indicate the main training courses in which you have participated (as a student) in the last two years? (training courses, seminars, postgraduate courses, Master's degree courses, etc.)**

Training received	Name of course	Organizing body	Qualification received
Training course to receive the			
Training course for trainers in continuing education			
Continuing Training in educational psychology and education			
Continuing training in teaching content			
Other course			

A6.1. Specify which two of the following reasons had the greatest importance in your decision to work as a trainer in continuing training

(mark the two most important with an X)

- Search for first job
- Need for an a second job
- Acquire work experience as a teacher
- Personal vocation
- Other (Specify)

A7. PERSONAL DETAILS

A7.1. Could you indicate your highest qualification (mark with an X)

- High School Graduate
- Diplomatura, Ingeniería Técnica, Arquitectura Técnica* [Initial third level qualification]
- Licenciado, Ingeniería Superior, Arquitectura Superior* [Graduate level qualification]
- Master's Degree
- Doctoral Degree

A7.2. Sex: (mark with an X)

- Male
- Female

A. 7.3. Age: (mark with an X)

- Up to 30 years
- Between 30 and 45 years
- More than 45 years

Annex 2

Figures and professional profiles of the trainer in continuing training

Figures	Main tasks and functions
Director of Training	Responsible for managing training and training programs in the firm.
Coordinator of Training	The professional in charge of different training activities.
Person responsible for <i>training</i> (Associated figures: Programmers, Organizers, Experts in Training Engineering, Assistants, Animators, Manager and Training Technician)	The professional in charge of two aspects: the pedagogic-didactic and the pedagogic-managerial. In charge of the drawing up of training plans. Negotiates with various agents involved in the training process.
Trainer	In charge of delivering training programs. This is his/her main responsibility. Reports to director, coordinator and/or person in charge of training. Deals with planning development and evaluation.
Trainer/Teacher/Professor	The professional in charge of training as such. The key person for programming, development and evaluation.
Trainer/Manager	Professional with specific functions related to the management of the activities of the people involved
Specialists in the conception of training	Specialists in charge of designing useful pedagogical products. Basing their work mainly on the individualization of training processes and the employment of new Those in charge of training in firms
Technical Specialists and Training Managers	Training professionals who focus on training plans as well as other management aspects of the process
Trainer/Instructor	These are in charge of the practical carrying out of training in the business for professional training trainees and the training of recently hired staff
Trainer/Director	On the basis of requirements, they decide on the type of training, define the internal and external context of the firm in which the training will be carried out. Design and development of the training
Coordinator/Training/Technician	The trainer must not only be a person who delivers training but one who unites a series of strategic tasks and draws up plans covering training and its delivery and the verification of the transfer of training to work etc.
Trainer /Tutor	Professional engaged in organized and coordinated training for specific tasks He or she is a training manager at certain levels: technical pedagogic etc.
Tutor	Recognized as a typology but often left aside because obviously as it is related to initial training. An employee of the firm designated to train one person in the workplace.
Trainer/Consultant	Provides training to the firm, regardless of its business and only works in training Figure closely linked to professional who trains autonomously
Training Consultant	Training professional outside the structure of the firm or training center.
Trainer/Training/Consultant	Could be a technician, mid-level or senior manager. His or her functions are diverse in the context
Full-time trainer	Professional group formed by specialists in the subject. They work in the new profession of being a trainer. They may carry out their activities in initial or continuing professional training.
Part-time trainer	They combine their basic activity with training. Officially committed to training combined with another
Occasional Trainer	Professionals more present in continuous training. Their specialty in training coincides with their Employees with specific abilities that could be useful for training
Teachers (state system teachers (Associated Figures: Teacher Instructor, Teacher technician)	Programming in centers of occupational training in various areas There has been no hiring in this areas since 1998
Contracted experts	Implementation of training in specialized centers.
Instructors and trainers in firms (Associated figures: directors, managers, training consultants	They carry out their work in the firm.
Educators	They carry out and implement training plans in centers run by business and unions

Source: Own elaboration, based on various sources for the period 1991-2010.

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ARTICLE RECORD / FICHA DEL ARTÍCULO

Reference / Referencia	Mamaqi, Xhevrie & Miguel, Jesús A. (2011). The professional profile of trainers working in continuous training in Spain. <i>RELIEVE</i> , v. 17, n. 1, art. 2. http://www.uv.es/RELIEVE/v17n1/RELIEVEv17n1_2eng.htm
Title / Título	The professional profile of trainers working in continuous training in Spain . [<i>El perfil profesional de los formadores de formación continua en España</i>].
Authors / Autores	Mamaqi, Xhevrie & Miguel, Jesús A.
Review / Revista	RELIEVE (Revista ELectrónica de Investigación y EValuación Educativa), v. 17, n. 1
ISSN	1134-4032
Publication date / Fecha de publicación	2011 (Reception Date : 2010 July 29 ; Approval Date : 2011 April 11. Publication Date : 2011 April 12).
Abstract / Resumen	<p><i>The aim of this study is to analyze and describe the professional profile of trainers working in continuous training in Spain. For this purpose we have developed a structured questionnaire was applied in person to a sample of 606 instructors nationwide. The questionnaire has provided information on aspects such as the socio-occupational status of instructors, their degree of professionalism, and the importance of professional skills. The information gathered has been analyzed by multivariate methods to determine the dominant professional profiles. The quantitative analysis includes the Categorical of Principal Components Analysis (CATPCA) to analyze the skills and capabilities of the trainer and cluster analysis in two stages to get the profiles. Four dominant profiles have been deduced by the cluster analysis. The occupational variables, professional experience profiles and competences/skills produce the major discrepancies between the four profiles.</i></p> <p>El objetivo de este trabajo es analizar y describir los perfiles profesionales del formador de formación continua en España. Con este propósito se ha elaborado un cuestionario estructurado que se ha aplicado de forma presencial a una muestra de 606 formadores a nivel nacional. El cuestionario ha proporcionado información sobre aspectos como el estatus socio-laboral del formador, el grado de profesionalización y la importancia de las competencias profesionales de los formadores. La información recabada ha sido analizada mediante métodos multivariantes para determinar los perfiles profesionales dominantes. El análisis cuantitativo incluye el Análisis de Componentes Principales Categóricos (CATPCA) para analizar las competencias y capacidades del formador y el análisis Cluster en Dos Fases para obtener los perfiles. De los resultados obtenidos se han deducido cuatro perfiles profesionales dominantes siendo las variables ocupacionales, experiencia profesional y de las capacidades las que mayor discrepancia provocan entre los cuatro perfiles hallados.</p>
Keywords / Descriptores	<i>Professional profile, trainer, continuous training, on the job training, basic skills, competences, components categorical, cluster analysis</i> Perfil profesional, formadores, formación continua, competencias profesionales, componentes categóricos, análisis cluster
Institution / Institución	Universidad de Zaragoza (España).
Publication site / Dirección	http://www.uv.es/RELIEVE
Language / Idioma	English and Español versions (Title, abstract and keywords in English & Spanish)

RELIEVE

Revista ELectrónica de Investigación y EValuación Educativa
E-Journal of Educational Research, Assessment and Evaluation

[ISSN: 1134-4032]

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