

**Article title:**

"An applied model for the management of change: The Instructor Training School".

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**1. SUMMARY**

The document presented below is focused on commenting on how, the Instructor Training School carried out the management of change so as not to affect the training activities, from the face-to-face mode, to the virtual mode, applying strategies that would allow the continuity of the transversal knowledge modules, which are fundamental to improve the competence of instructors who teach different professional training courses throughout Guatemala.

It is important to highlight that, although the change was not programmed, due to the global health emergency, a series of steps were followed, indicated in the document, which are the basis for a change management process.

Finally, some conclusions are presented regarding the improvements that can still be applied by the Training School for Instructors and INTECAP, on professional training in virtual mode.

**2. INTRODUCTION**

In recent years, knowing how to manage change has become a fundamental competence for anyone in any productive sector in a country. Considering that in the current era there are many internal and external situations, which cause changes in some cases that can be planned to be addressed, but in other cases you do not have the time to plan, but you must have the capacity to apply improvements on the fly.

Now we realized that professional training, which for so many years could boast of being a solid training with foundations and principles established several years ago, being a support for the productive sector of the country, was also affected due to the health emergency worldwide, distancing people from training centers to apply face-to-face training, causing the Instructors Training School to work on change management to promote new skills applied to virtual training.

### 3. DEVELOPMENT

Last March 2020, it will be a date remembered by INTECAP, especially for the Instructor Training School, because emergency strategies had to be proposed, to continue with the training of instructors which was carried out in a manner face-to-face, to work remotely.

Immediately, the change management process began, so that, in the different locations of the Instructor Training School, the training of instructors would not be lost or could be suspended, due to the current health emergency that was affecting globally.

The application of change management in the Instructor Training School was of vital importance, so as not to lose the training of the transversal competences that are necessary for instructors as an integral part, being a pillar of professional training, considering that the approach in people and the ability to understand them, will contribute to the achievement of an exchange of knowledge and promote meaningful learning.

From the point of view of change management by the Kotter model, activities were presented in person to remote work, in a systematic way, so as not to affect the people involved in the process, both at the administrative level, Direct managers of the training and mainly for those who received the classes, the 8 steps of change management applied in the Instructor Training School, are detailed below:

In the first step, "Create a sense of urgency", for this there was no need to create a sense of urgency, the same situation worldwide, caused everyone involved in the Instructor Training School to become aware of the importance to change from face-to-face to virtual training, not only for the fact of protecting people's health, but also thinking about the continuity of training activities to improve the skills of instructors and administrators involved in professional training activities.

In the second step, "Form strong alliances", the contribution of the teachers responsible for the classes of the Instructor Training School was fundamental, because they were assigned as agents of change, not only because of the direct relationship with the teachers. instructors in each of their work groups, but because at the administrative level, it was thought that their leadership could generate good results for the application of the change in the training modality.

In the third step, "Create a vision for change", it was clear to administration, teachers and instructors that they were In the training process, the Instructor Training School could not stop, in addition to having the ability to change from the face-to-face mode to the virtual one, without neglecting the quality of the training, nor losing the focus of training management professional.

In the fourth step, "Invest in communication", the work at the administrative level was decisive, in order to first transfer the work strategies of the virtual modality to teachers of the different groups, and then to disseminate it to all instructors of the programs of the Training School, to find out about job changes through the remote modality, as well as support during the application of the change.

In the fifth step, "Empower the entire base", in effect the teachers were given the freedom to work their training classes at a distance, according to the resources that they considered affective to apply and make the training effective, under the line of not deviating from quality compliance and being willing to get help on improvement aspects that were shared at the administration level of the Instructor Training School.

In the sixth step, "Define the short-term goals", no new goals had to be defined for the Instructor Training School, because the previous ones established to work in person would not have to be

affected by the work. distance training, with the mind focused on raising awareness that training should not stop.

In the seventh step, "Do not slow down", again the work was constant, looking for a way to maintain motivation both at the administrative level, among the teachers and the participating instructors, through training for teachers to improve their skills. In virtual training, work in a personalized way with the instructors of the Training School, to know their needs and have that personal approach, so complicated by distance training, but above all looking every day for the best practices to maintain interest and commitment of instructors in professional training.

For the eighth and last step, "Make change part of the culture", is the invitation that the Instructors Training School currently has, to continue demonstrating that it has the ability to work face-to-face training, with the same quality as with distance training, keeping an open mind and total willingness to continue applying changes that are for the benefit of INTECAP and the different instructors who are currently promoting their skills, now not only in what is established in the training plans, but also oriented in virtual training.

#### **4. CONCLUSIONS**

It is noteworthy that, although our country, Guatemala, is not characterized by being a technological country, in the Instructor Training School, the use of ICTs is constantly encouraged, so making the change from face-to-face training to training virtual, was not seen as a barrier to the achievement of learning, but rather they saw it as a way of applying the knowledge acquired and that they were in the process of acquiring, to achieve better results and for some even to have the possibility of being part of a virtual course, in addition to the excitement of acquiring skills so that in the not too distant future to be able to take a virtual course applied to their own groups of students.

Also as an institution, we are aware that there is a strong gap to close, regarding the realization of the practices in the workshops, considering that "doing" is a factor of vital importance and one of the pillars on which professional training is based, especially in those careers or specialties where the greatest load of competences occurs, when practical work is carried out, generating a series of competencies, not only at the level of knowledge and experiences, but also attitudes, through personal interactivity of working groups, for collaborative projects, but there are good ideas to work on this issue in the not too distant future.

## **5. BIBLIOGRAPHY**

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## **AUTHOR'S CURRICULUM**

Juan Antonio Cruz

Industrial Engineer

More than 10 years in areas of professional training, quality management and human resources.

Employment history:

- Technical pedagogical supervisor / Technical consultant / Instructor, INTECAP, 2012 - 2014 and 2016 to date.
- Training and development coordinator, Grupo EMO, S.A. 2014 - 2016
- Quality Assurance Coordinator / Quality Supervisor, GOLAN GROUP, 2008 - 2012
- Driving and road safety instructor, C.A.S.A. 2003 - 2007

Academic training:

- Postgraduate Human Talent Administration, USAC, 2017
- Industrial Engineering, USAC, 2002 - 2007

Other training received:

- Projects management
- Auditors of SGC ISO 9001: 2015.
- Project training methodology.
- Project management and innovation.
- Facilitator of teaching / learning process.
- Diploma in GRH.
- Virtual teaching / learning tutor.
- Human talent management.
- Learning facilitator (by job competence).
- Constructivist Strategies.
- Leadership for mature QMS managers.
- Training and updating of internal ISO auditors.
- Training of internal quality auditors and updating in ISO 9001: 2008 standard.
- Skills of the internal quality auditor.
- Diploma in Quality Management ISO Standards.
- Diploma in Quality Management in Food Companies.
- Project Management.
- ISO 9001: 2015 Standard Changes Seminar.

Projects related to vocational training:

- School of sugarcane drivers and agricultural machinery operators.
- Trainer of instructors for the operation of machinery for mining and hydroelectric tunnels