UNIVERSITY OF LJUBLJANA
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(ICPE)

MASTER's DEGREE THESIS

DESIGN AN EFFECTIVE MODEL FOR TRAINING THE TRAINERS

Ljubljana, August 2004 **Suhong Hu**

Author's STATEMENT

I Suhong Hu hereby certify to be the author of this Master's thesis that was written under the mentorship of Prof. Rudi Rozman and in compliance with the Act of Authors' and Related Rights – Para. 1, Article 21. I herewith agree this thesis to be published on the website pages of the Faculty of Economics.

Ljubljana, date....................... ; Signature ....

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Chapter 1. Introduction

1.1 General Description

Most of us might have heard the saying “If you give a man one fish, he will eat it, but if you train him to fish, he will feed his family”. But still most of us happily use the term ‘*Training*’ without giving it much thought. Many of us do not even understand why companies irrespective of their size spend thousands of Dollars /Euros on training. They do not even know that next to schools and colleges, training industry is the third largest educational institution in the world. Training is a process, which endeavours to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way *(Abella, Kay tytler, 1990, p.64).*

The main parties to this process are two: trainer(s) and trainee(s). It is commonly used in a wide variety of connotations depending on one’s experience and background. Some define it as a purposeful, systematic approach to helping individuals to improve their performance *(Goldsmith, Irwin L., 1993, p.72)*.

No enterprise can be guaranteed a permanent place in our highly competitive society, and no manager can last long unless he/she keeps his/her business competitive. If an enterprise is to compete successfully and endure, its products or services must excel. In addition to an imaginative research and engineering effort, all this requires a sustained a forward-looking training effort *(Milkovich G. T. and Boudreay J. W., 1994, p.124).*

How to cope with change, and how to prepare the enterprise for adjusting to environmental changes, is an issue faced by managers in any enterprise. Changes occur in technology, products competition, consumer taste, financial markets, audio-visual communication, basic and technical education, labour markets, government regulations, prices of raw materials and energy, and in many other sector to sector, company to company. When a manager realizes that old recipes no longer work and that routine job experience no longer provides answers to new questions, he/she starts looking out for help in the form of training *(Romiszowski, A.J., 1993, p.42 - 44).*

One of the objectives of any organization is to provide opportunities for its employees to optimise their performance in pursuit of organizational goals. For all the above objectives to be achieved it is of critical importance that the trainer(s) are able to deliver the goods, and trainee(s) are able to benefit from it. So before the trainers can train the trainee’s, it’s important that the trainers are trained to train. It’s required that a module be developed for organization to effectively train the trainers.

Much has been said in training institutes and education circles about the role of a trainer. There is a continuous discussion as to whether a trainer is a teacher or a facilitator of learning. A teacher has always been portrayed as an expert and one who could tell whether our answers to problems were right or wrong. Thus it may not be wrong to think that a trainer would be someone who could give us all the right answers and teach us, so that we could eventually learn to provide them ourselves, but many management and real life problems do not have “*book*” solutions or “right” answers. Thus the trainer in real life is somebody who would facilitate us to reach solutions, which have been tested by practice and experience. He/she would assist us in selecting the best option from a welter of options available to us.

1.2 Purpose of the Thesis

The content of training course is not alone sufficient to improve the knowledge or learning of an individual, it is the appropriate methodology and style of the Trainer, which makes it effective and interesting. Success of training effort in great measure depends on the Trainer. In many organizations, not much work is done so far in this area, i.e. to improve the effectiveness of training by an effective methodology of training the trainer. This study may be beneficial to many organizations, in improving the quality and effectiveness of Training programmes.

- To understand what is training and what are the benefits associated with it
- To analyse the different roles that a trainer needs to play in an organization
- To develop a module for training the trainers and increasing their effectiveness in achieving the end result of effective training of employees in an organization
- To improve quality and productivity of the organization through improved employee competence
- To improve organisational culture and sense of belonging

1.3 Goals of the Thesis

- Research analysis of Training needs and methods to find out the effectiveness as well as drawback in the existing training system.

- To design a module:
    - To improve the trainers understanding of the different stages of the training cycle
    - To understand the changing responsibilities of the trainer during different stages of the training cycle
    - To develop a framework for improving the effectiveness of Training program’s

1.4 Methodology

Method of approach to thesis is based on analytical studies of theoretical and practical issues. The different literature articles, periodicals and information from Internet available on the subject of Training and Development were used in the development of this thesis.

I have tried to use the methods of comparison between different findings in regards to the subject, in order to draw some conclusion. I have tried to put training in the whole framework of the company and define linkages to the role of trainers in achieving the objective of effective training.

An effective model for training the trainer was developed by assimilating and company different literature findings in the field.

1.5 Scheme of Chapters

The thesis has been presented in ten chapters, which include bibliography and sources. The scheme of the chapters is as follows:

Chapter 1: Introduction
In this chapter, which is the present one, a brief description of the problem handled in the thesis has been given. The purpose of the thesis, the methodology adopted, the limitations and scope for further study and the schemes of the various chapters are presented.

Chapter 2: Training

This chapter provided in overview about the concepts of training, such as what is training, why to train, benefits of training etc. A comparison has been made in this chapter of training with learning, emphasising that training is not synonymous with learning. The five key roles of the trainer viz the trainer, the provider, the consultant, the innovator, and the manager are explained in this chapter.

Chapter 3: Training needs assessment

This chapter begins by analysing the needs for assessment, i.e. the individual needs, group needs, and organization needs. Then there is description of the kind of information to be collect by the trainer. Further the different methodologies for collection of information; such as tests, exercises, examinations, questionnaires, interviewing, and critical incidents, performance appraisal, self-assessment etc. are described in detail.

Chapter 4: Designing a Training Program

The success of training program depends on the achievement of the objects and this term depends on the design of the training program. Different steps in the designing training programs are illustrated in this chapter. The three major types of learning easily remembered as "ABC", i.e. affective learning, behaviour learning, cognitive learning is described in detail. The four major adult learning theories, viz. Sensory stimulation, Reinforcement, Facilitation, and Andragogy are also briefly described in this chapter. The five key dimensions to be kept in the mind to design the training program have been enumerated and explained. Also the physical layout, designing of learning material and sequencing have been dealt in detail in this chapter.

Chapter 5: Training Delivery

In this chapter the different training methods available for training delivery, such as lecturing, readings, demonstrations, guide teaching, case studies, group enquiry, information search, experiential learning methods, observation, metal imagery, facilitation skills, summarizing, body language, and group process activity skills are discussed with examples in this chapter.

Chapter 6: Evaluation of the Training Program

The organization needs to know whether their investment in training is being spent effectively and if it is worth the effort. Therefore, once the training program successfully comes to an end, it is necessary for the trainer to evaluate the program and check, weather its purpose is fulfilled. Why, when, and what how to evaluate has been discussed in this chapter.

Chapter 7: Training the Trainer

No training can be totally successful based upon the written design alone. Programs that look gorgeous on paper are worthless if the trainer does not have the delivery skills to carry out the design requirements. The tips to develop presentation and delivery skills of a trainer have been listed and discussed.

Chapter 8: Model of Training the Trainer

This chapter explain the whole model for training the trainer and highlights the importance of evaluation and feedback throughout the entire training program. It also stresses the importance of gathering and distributing information in each of the five phases of the model, which has been developed for training the trainer.

Chapter 9: Conclusion

In this chapter, the entire study and findings have been summarised and conclusion made.

Chapter 10: Bibliography

The bibliography comprising of books, articles, reports and other sources used in the preparation of the thesis has been listed.

Chapter 2. Training

2.1 Introduction

“Training is a systematic process to foster the acquisition of skills, rules, concepts, or attitudes that result in an improved match between employee characteristics and employment requirements” *(Milkovich and Boudreau, 1994, p.190)*. Training is “a planned process to modify attitude, knowledge or skilled behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.”

Training always a means to an end not an end in itself i.e. training is of use by itself. Unless it proves the effective performance of work in an organisation it inevitable incurs a waste of valuable resources as search (Goldsmith, Irwin L, 1993, p.6):

- To understand what is training and what are the benefits associated with it;
- To analyse the different roles that a trainer needs to play in an organization;
- To improve the participants understanding of the different stages of the training cycle;
- To understand the changing responsibilities of the trainer during different stages of the training cycle.

2.2 Definition of Training

Training is a process, which endeavours to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way.

The main parties to this process are two: trainer(s) and trainee(s). It is commonly used in a wide variety of connotations depending on one’s experience and background. Some define it as a purposeful, systematic approach to helping individuals to improve their performance. But is improving the performance the only benefit that we derive from training needs to be seen *(Amoo, Elizabeth N. A., 1994, p.132).*

2.3 Why to Train

Let us look at some points as why training should be provided. The below mentioned points provide an insight into why training. *(Milkovich G. T. and Boudreay J. W., 1994, p.24):*

- No enterprise can be guaranteed a permanent place in our highly competitive society, and no manager can last long unless he/she keeps his/her business competitive. If an enterprise is to compete successfully and endure, its products or services must excel. In addition to an imaginative research and engineering effort, all this requires a sustained a forward-looking training effort. Especially in a software industry where the product life cycle of the software is very small (4 to 6 months), training plays a very important role in equipping the managers with the right tools and equipment.

- How to cope with change, and how to prepare the enterprise for adjusting environmental changes, is an issue faced by managers in any enterprise. Changes occur in technology, products, competition, consumer taste, financial markets, audio-visual communication, basic and technical education, labour markets, government regulations, prices of raw materials and energy, and in many other areas. These changes take various shapes from industry to industry, sector to sector, company to company. When a manager realizes that old recipes no longer work and that routine job experience no longer provides answers to new questions, he/she starts looking out for help in the form of training.

- One of the objectives of any organization is to provide opportunities for its employees to optimise their performance in pursuit of organizational goals. Take the case of the software industry, where the human asset is considered to be the most important asset; it becomes quintessential for the organization to take care of the employees by providing them with adequate training. Thus organizations adopt training, by any instructional or experiential means, to develop a person’s behaviour pattern, in the areas of knowledge, skills and attitudes, in order to achieve a desired standard level of performance.

- When a person is recruited into an organization, he/she is expected to perform certain tasks about which he/she has knowledge/ proficiency. He/she may be unaware of the company’s objectives, goals, missions, etc. He/she may be poor at delegating work, at conflict management, in leadership skills, at doing certain technical tasks that require high precision and skill, etc. Therefore, so as to induct new personnel, into an organization and also when a person is being promoted on to a new post which requires more skills training in the form induction may required (*induction program, entry level training program).*

- Learning is at the core of everyone's existence. Every employee needs to constantly update his/her databank of knowledge in lieu of the changing scenario. Most adults think that they already know everything that is required of them to be performed on the job, therefore they are reluctant to learn new things. And consequently they are left behind in the race for promotions, development. Therefore, the growth and development of employees in the organization is also of utmost importance in today's world, and training the employees is one of the best ways of securing such development. Especially in the case of a software industry where the number of white-collared workers is very large, the career development path of each employee becomes important. Therefore, the development of each and every employee is stressed and the required training is undertaken.

2.4 Benefits of Training

The points mentioned in why to train discuss in detail exhaustively almost all the benefits of training. Let us now look at the abridged version of the benefits that training provides to an organization as a whole and to an individual in an organization. *(Palmer, Richard, 2002, p.148)*:

- Training the employees with the latest technology, high skills provide an opportunity to cope with wrenching changes occurring around/within the organization.
- Training the employees with the newer methods of production with the use of latest technology, modern machines, higher skills, etc. gives the company an edge over others in its field.
- Training also motivates the employees to work harder. The very fact that management is confident enough of their abilities to invest in training provides an assurance that they are valued employees. This increases the satisfaction index of the employees.
- Individual performance and organizational productivity see an upward swing with training.
- Training helps in removing the fear in the minds of employees regarding the unknown changes which the new processes can bring about, viz. office automation, computerization are not easily accepted by the

employees as they are unaware of their utilities and don't how to use them.

- Using new machinery or technology without proper training may prove hazardous to the employees using them and may become irretrievably costly for the organization, especially in a software company where the cost is completely irretrievable.
- Training (mostly development) looks after the personal growth and development of the employees. Thus it helps the employees in quenching their infinite thirst for knowledge.

2.5 Training vs. Learning

Much has been said in training institutes and education circles about the role of a trainer. There is a continuous discussion as to whether a trainer is a teacher or a facilitator of learning. A teacher has always been portrayed as an expert and one who could tell us whether our answers to problems were right or wrong. Thus it may not be wrong to think that a trainer would be someone who could give us all the right answers and teach us, so that we could eventually learn to provide them ourselves. But many management and real life problems do not have "*book*" solutions or "*right*" answers. Thus the trainer in real life is somebody who would facilitate us to reach solutions, which have been tested by practice and experience. He/she would assist us in selecting the best option from a welter of options available to us *(Shah A. K, 1991, p.122).*

Teaching or training is not synonymous with learning. Training is basically telling someone something, however convincingly. Thus it, does not by any means guarantee that the message passed is well received, accepted and understood. Whereas Learning implies that there has to be conscious discipline and willingness on the part of the learner to acquire knowledge. It takes place when there is a practical demonstration *(Andrson, Alan H., 1994, p.206).*

In situations where a concrete and indisputable answer to a problem is possible, it may be reasonable for the trainer to adopt a teaching style, whilst learning by other means may be necessary when dealing with problems requiring a choice of workable options.

However, since learning is central to all training and a pre-requisite for success, if a trainer does not create a learning climate his/her efforts are likely to be abortive. Moreover, learning is a continuous process, human beings start learning from the environment right from the day they are born. Therefore, learning, to speak, is a more macro term than training.

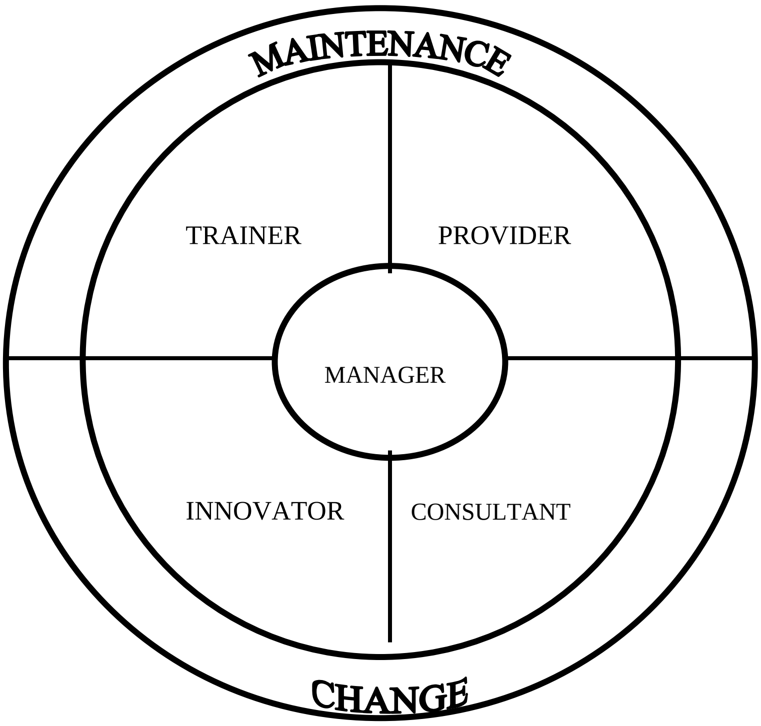
Learning also implies a relatively permanent change in the behaviour of a person that occurs through insight, practice or experience. That is the reason why every organization today wants to be a learning organization. Learning comes from doing (experiential learning). Therefore, whatever is learnt is permanently incorporated in the mind. Thus, each organization should aim for learning instead of teaching for the growth and development of itself and its employees *(Blanchard, P. N. & Thacker, J. W. 1998, p. 95-98).*

2.6 Roles of Trainer

Although many classifications of trainer roles exist, the one used here is presented by *Shandler D* (1996, p.42). This contains five key roles, namely:

- The trainer;
- The provider;
- The consultant;
- The innovator; and
- The manager.

Fig. 2.1 Trainer roles



Source: Shandler Donald, Reengineering the Training function, St. Lucie press, Florida, 1996. p.48.

Two of these roles (trainer and provider) are concerned mainly with maintaining levels of performance. Another two (consultant and innovator) are more concerned with training for change. The fifth – the manager - is concerned with integrating the activities and behaviours of other roles. These roles are not '*distinct packages*' of activities, behaviours and responsibilities. Each has a clear focus but relates to the other *(Shandler Donald, 1996, p.52.)*.

- ***The trainer:*** This role is primarily concerned with actual direct training. It is the role that involves the trainer in helping people to learn, providing feedback about their learning and adopting course designs to meet the trainee's needs.

- ***The provider:*** This role is primarily concerned with the design, maintenance, and delivery of training programs. It involves training needs analysis, setting training program objectives, designing courses, and choosing appropriate training methods, testing out and evaluating the programs, and finally helping the trainers to deliver training.

- ***The consultant:*** This role is primarily concerned with analysing business problems and assessing/recommending solutions, some of which may require training. It involves liaising with the line managers, identifying their performance problems, advising on possible training solutions, working with trainers to establish the training programs, etc.

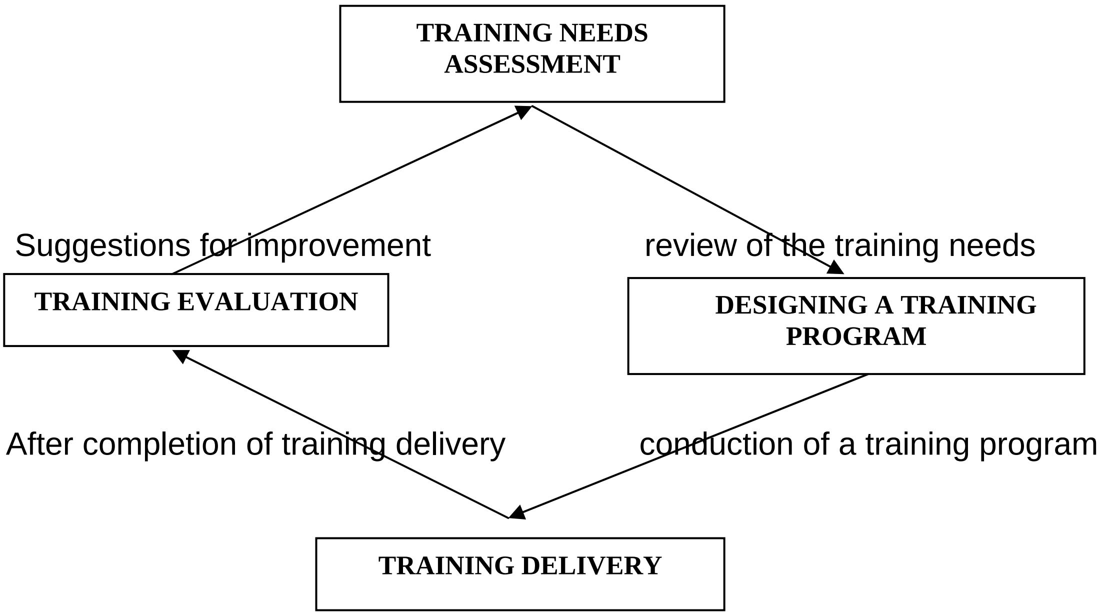
- ***The innovator:*** This role is primarily concerned with helping organizations effectively to manage change and solve performance problems. It will involve working with managers at senior/middle levels, providing support and help to managers in coping with change, facilitating change and advising the training function on how it can best help in the change process. Such a role can be called *'change agent or a catalyst'*.

- ***The manager:*** This role is primarily concerned with planning, organizing, controlling and developing the training and development activity or function. It will involve setting training goals, policies and plans, liaising with other departments and with senior management about the contribution training can and should make to improving performance, ensuring that appropriate training activities are designed, developed, delivered, and evaluated, acquiring and developing training staff, etc.

2.7 Training cycle

Once the trainer has identified the training style he/she has, after an overview of hat training is and what are the benefits associated with it, he/she should now try to study the training cycle.

Fig. 2.2 Training Cycle



Source: Palmer, Richard: Training with the Midas touch: developing your organization's greatest asset, London: Kogan Page, 2002, p. 148

Different stages of the training cycle are shown in the diagram above. They are dealt in greater detail in the forth-coming chapters 3,4,5,6.

Chapter 3. Training needs Assessment

The first phase of the training cycle is training needs assessment. This is an important cycle and would lay the foundation for the following stages. Let us look into it in a little more detail.

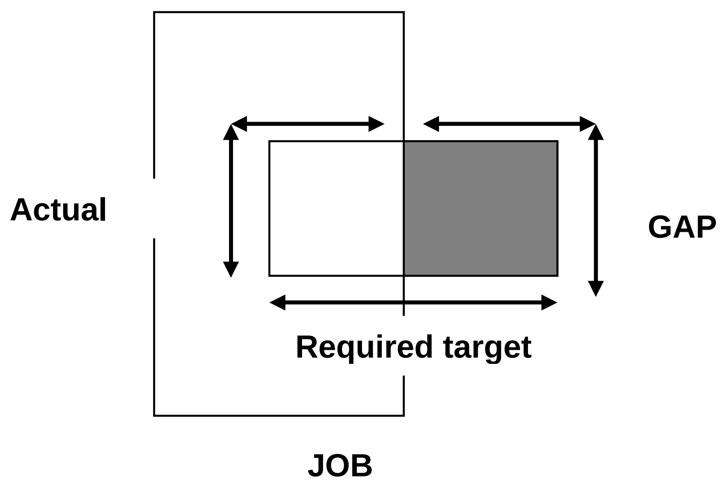
3.1 Assessment of Training needs

Training needs are defined under three broad heads. They are:

Individual Needs

Each employee is given certain targets to meet on his/her job. He/she may be able to meet some and may not be able to meet some. When an employee is not able to meet the targets provided to him/her, he/she is said not to be working up to the level of efficiency required. Therefore, a problem exists. This problem is analysed in the form of gap analysis (the gap between the required target and the actual target). Look at the following diagram:

Fig. 3.1 Performance Gap Analysis



Source: Pepper, Allan D., Managing the training and Development Function, England, Gower Publishing Company Limited, 1984, p.67.

Where the bigger rectangle symbolizes the job of any employee within the organization, the inner smaller rectangle represents the standard target the employee’s job requires him/her to meet, the non-shaded part of the smaller rectangle represents the actual target the person is able to meet, & the shaded part of the rectangle represents the gap between the standard targets and the actual targets of the employee. This gap forms the training need for such employee *(Lynton, Rolf P., and Pareek, Udai, 1978, p.408).*

Thus at the individual level needs are assessed to determine the gaps between the required performance of the employee and his/her actual performance.

Group Needs

For most of the software industries where every employee needs to be a good team player, it becomes quintessential to determine whether an employee is operating well in his/her group. This is the job of the group level training needs assessment. Such needs assessment brings to light the training needs that are common to all the individuals belonging to the group.

Organizational Needs

This level aims at relating the training and development needs to the organizational systems, problems, diagnoses, objectives, and performance improvement programs. Through training needs identification at this level the needs that encompass the organization as a whole like knowledge of computers in case the company is going for computerization, knowledge of handling a ERP (Enterprise Resource Planning) package if the company is thinking of taking up one package, etc. The needs identification at his level involves mainly management (diagnostic) surveys for analysing the future threats and opportunities for the organization *(Goldsmith, Irwin, L., 1993, p.69 –77).*

Now that we have understood how in general needs assessment is done, let us now concentrate on how the needs of the participants to a program are identified and adjudged and what are the advantages accruing to the trainer by understanding the needs of the participants beforehand.

When a problem exists within an organization, the first impulse often is to try solving it with a training program. Yet other forms of intervention may be far more beneficial. Consequently, before even thinking about developing a training program, one should determine that training is the way to address the problem. For instance, a group may need certain information or skills more than others may. Perhaps the members have some prior exposure to the training topic and now require more advanced knowledge and skills. Or possibly the group faces certain problems that will affect how much the can apply what you are going to teach them. Thus without assessment information, it will be difficult to gear your program to the participants needs *(Gupta K., 1998, p.55-57).*

There are other good reasons to do assessment prior to the training program. When designing training activities, it is extremely helpful to obtain case material directly from the workplace or personal situations of the participants. This way, the trainer can base the course design on real issues that participants actually face rather than simulated or canned material *(Bartram, S. & Gibson, B., 1997, p.75-77).*

One further reason to conduct assessments is the opportunity it affords to develop a relationship with participants before meeting them at the training site. Sending a questionnaire to the participants, for instance, can be an occasion to tell them about yourself and your plans for the upcoming program or to learn about their expectations. Phoning or visiting some or all of them for an assessment interview can give you a chance to get acquainted face to face and reduces the feeling of awkwardness when you meet in the classroom at the start of the *program (Stanley, Llyod A., 1987, p.115).*

Here are some examples of how assessment work completed prior to the training program paid off *(Peterson, R. 1997, p.111-114).*

- A bank manager felt that his platform service personnel needed further product knowledge training. An assessment survey revealed instead that what they needed more than additional product knowledge was training on how to sell the bank products to potential customers. The subsequent training was well received by the participants and led to increased sales figures for the branches.

- For a sales training course in the office automation field, a trainer obtained examples of how area sales manager failed to solicit ongoing feedback from accounts that had made recent purchases. The examples were woven into role-playing exercises that successfully engaged participants who previously had disliked the artificiality of role plating.

- Prior to a training program, Head start teachers were asked to list the most common problem behaviours that they faced in their classrooms. The list was then utilized in a course worksheet in which participants were asked to evaluate their consistency as classroom managers. The teachers reported that their evaluations were highly revealing because their own list had been used.

- A trainer decided to interview some of the participants who would attend her course on performance appraisals. The trainer began each interview with “I have been asked by the management to develop a training program to improve the ways performance appraisals are conducted here. I would like to learn straight from the source what actually happens in conducting performance appraisals as they are set up now. That way I might learn more about the problems that are occurring”. Word circulated about the interviews and helped establish greater acceptance of the training program that followed.

To summarize assessing participants prior to the beginning of the program is important for three major reasons:

a. It helps you to determine the training content.
b. It allows you to obtain case material.
c. It permits you to develop a relationship with participants.

This reinforces the importance of needs assessment for the subsequent stages of training cycle.

3.2 What Information should be collected

The trainer needs to collect information about the participant’s jobs, their performance and the required performance, etc. He/she also needs to analyse the future trends in the market so as to determine the organizational level needs. He/she also needs to assess how good a team player each employee is to determine the group level training needs *(Kubr, Milan and Prokopenko, Joseph, 1989, p.104).*

In addition, the trainer also needs to consider the expectations of the participants prior to the program. The trainer needs to consider, first asking directly what training participants needs have. Going straight to the participants for their input gives them a hand in designing their own program. Moreover, involving them in this manner is usually well appreciated. For an in-house program, the trainer should consider sending a pre-course questionnaire similar to the one described in the following case example:

A training department instituted the practice of sending a pre-course participant feedback form to all participants of upcoming courses. It will ask three basic questions:

- *What are your expectations of the course you are about to take?*
- *Based on the course description outlined in the catalogue, how do you perceive this program helping you in your current position?*
- *What additional objectives or needs would you like the course to address?*

If you were asked to conduct a program on meeting management, for example, you would want to know to what extent the participant work has involved team meetings and what those meetings were like. If you were conducting a public workshop on conflict resolution, knowing whether or not most of your participants are usually the victims in conflict situations would make a big difference in your design.

Next in importance is information about the knowledge, skills, and attitudes of the participants.

- *How familiar are participants with the content of your training program?*
- *How much opportunity have they had to practice or utilize skills that have been demonstrated to them previously?*
- *What are their views about the kind of training you are planning?*

Suppose a trainer were designing a program on coaching and counselling skills for project leaders and managers. It would be useful to know what skills they already have acquired about coaching new employees or what attitudes they have held about the value of counselling troubled employees.

Finally, it is helpful to find out any conditions that will affect participant involvement in the training program.

- *What kind of support are participants likely to obtain in implementing the training they will receive?*
- *Are they worried about their level of competence relative to each other?*
- *Do they feel that they have been sent to the program because someone thinks they need to be fixed?*
- *Are they unaccustomed to the active learning methods you hope to employ?*

The trainer may use a questionnaire like the one placed in Annexure – 1.

3.3 How can the Information be collected

The training needs assessment information can be gathered from a wide variety of techniques which are at the disposal of the trainer. It is left to the trainer to choose the best possible method possible. The following is a list of techniques, which could be applied for assessing the training needs *(Rossett, A., 1987, p.95):*

3.3.1 Tests, Exercises & Examinations

A test is a means of observing and describing how an individual performs in a methods of assessing training needs by asking specific questions and cross-checking and evaluating the answers. It, however, is important to use questions that enable one to test actual knowledge or skills, not impressions or intentions to do something. For example: “How many warnings must an unsatisfactory performer be given before dismissal?” is a clear and precise question. They are most frequently used to classify and group the trainees properly for the courses, and to define immediate training and development needs.

There can be various types of tests that a trainer could use. They are: *question and answer tests, objective oral tests, essay tests, performance tests, and psychological tests.* At this stage it is practically impossible for us to study in detail each test. However, different types of psychological tests are mentioned below so that the trainer could have the least know-how on the popular psychoanalytical tests used:

- The Wonderie Personnel test.
- The Shipley- Hartford test.
- The SRA verbal test.
- The DAT abstract reasoning exam.
- The Watson- Glaser critical thinking test.
- The Davis reading test.
- The Kuder performance record.
- The Guildford-Zimmermand temperament survey.
- The Primary mental ability test for the SRA verbal.
- The Strong or the Kuder interest measures.
- The Early Identification of Management Potential (EIMP) battery tests.
- The Occupational personality questionnaire by Saville and Holdsworth.
- The Achievement Motivation (N ach) tests by McClelland and others.

The steps to be followed in constructing a test are as follows:

- Construct a test plan.
- Select items or situations to be used in the test.
- Draft the items (draft more items than necessary).
- Select the final items and word them carefully.
- Place the items in an appropriate sequence and format (Assemble the test).
- Review and polish the items and then finalize the test.

- Make the requisite number of copies of the test to be circulated among the respective trainees.

A properly constructed test can provide very crucial information required for designing and delivering a training program.

3.3.2 Questionnaires

A questionnaire contains a set of questions for which the respondent supplies written information related to his/her job and training needs. Questionnaires are basically of two types: closed-form questionnaire (it provides a list of items to be checked, alternative answers to be selected, or blanks to be filled) and open form questionnaires (it encourages respondents to go beyond the factual material and convey their attitudes, feelings and opinions).

Some tips for designing questionnaires are as follows:

a. Define the objectives of the questionnaire; consider the group to whom the questionnaire is to be addressed and how the results will be used.
b. Select the topics or factors to be covered in the questionnaire. Their relevance to the respondents also should be kept in mind.
c. Group similar or related items and establish a logical sequence.
d. Draft the questions using standard terms and definitions, keeping them clear, direct and short; use checklists it necessary.
e. Avoid questions answering which may be embarrassing to the participants.
f. Keep the format for the questionnaire clear and easy to follow.
g. Draft the instructions and a covering letter to the respondents, including the purpose, amount of time required to answer it, when and to whom should the form be returned and what is to be made of the data collected.
h. Ask a few qualified persons to review and comment on the questionnaire.
i. Revise the questionnaire and the supporting materials.
j. Prepare a final draft and reproduce several copies of this depending on the sample size.
k. Administer the revised questionnaire to a small sample of the target population.
l. Analyse the returns from the preliminary test and make final revisions.

3.3.3 Interviewing

Interviewing is a universal fact finding technique, its purpose is to gather relevant information in face-to-face contact. Unlike the normal conversation, the interview focuses upon a specific subject that is relevant to a specific situation. Two basic types of interviews are used in needs identification: structured (also called directive, the interviewer uses a list of questions planned in advance around topics for which information is being gathered) & unstructured (also called non-directive, it is used to explore broad problems that may be difficult to determine, or to find explanation for unexpected situations. This type requires more time and more competent interviewers.

The following is a checklist for interview planning:

a. Determine the objectives of the interview.
b. Select the people to be interviewed.
c. Identify what kind of information about the person is to be sought.
d. Retrieve and review available personnel information on persons to be interviewed.
e. Select the relevant topics or factors to be covered in the interview.
f. Draft the questions using standard terms and definitions, keeping them clear, direct and short.
g. Draft the opening statement on the purpose of the interview, the target group and the use to be made of the data collected.
h. Prepare a timetable for the interviews so that the later interviews could build on information from those preceding them.
i. Find a room that will be free from interruptions, situated near the activity to examine.
j. Inform the interviewees of the purpose of the interview in advance and make appointments at dates convenient to them.

3.3.4 Critical Incidents

Critical incidents are those particular and distinct events in the life of the organization that are different from the ordinary daily routine. In facing these events, it is assumed; managers will apply and demonstrate certain skills, or will be unable to take appropriate action since they are ill prepared for such a situation.
Some examples of critical incidents are:

a. The unexpected resignation of a manager.
b. The cancellation of a major order by an important customer.
c. Lack of work in one department while another works overtime.
d. Loss of an important file due to computer breakdown.
e. An unexpected strike.
f. A sharp increase in the prices of the raw materials.
g. When this technique is used, employees are asked to recollect and describe particularly difficult situations and problems they had to face, say, within the last 4-6 weeks.

h. Critical events are then classified and the categories thus established subjected to a more profound examination, in particular as regards the requirements of management skills, or the absence of knowledge that made the handling of a critical incident difficult or impossible.

Leading questions such as the following can be asked:

- What was done that led to effective job performance?
- What was done that led to ineffective job performance?
- What, if done differently, would have been more effective?
- What attitudes, values, abilities, knowledge, and skills (or lack of them) contributed to success or failure?
- What conclusions for training and development can be drawn from this?

3.3.5 Performance Appraisal

Performance appraisal is the process of evaluating employee's effectiveness against predetermined, job-related performance standards or objectives usually set by job-descriptions or other specific requirements. It aims to determine the relationship between the individual effort and results, as well as between individual effort and result, as well as between individual results and the attainment of organizational objectives. In theory, a system of individual performance appraisals could be an invaluable, if not the principal, source of information concerning training and development.

Consistent periodic performance appraisal of all employees in an organization would reveal problems and deficiencies, some of which could be traced to the absence of required knowledge, skills, behaviour, and so on. These findings could be formulated, as training needs, thus providing information on which effective training programs can be built.

There is no ideal or standardized performance appraisal procedure since its scope depends mainly upon the organizational objectives and the purpose of the appraisal, as well as on the skills of the evaluators and on the appraisal methods involved. However, certain basic steps can be recommended, with variations depending upon specific conditions. These steps are as follows:

a. Establish performance appraisal policies (when and how often to appraise performance, who should do it, the criteria for appraisal and the methods and techniques and the forms to be used).
b. Analyse the jobs, review (write) job descriptions, clarify functions and responsibilities, establish work standards and performance objectives, and agree on them with the jobholders.

c. Gather data on managerial performance.
d. Evaluate managerial performance.
e. Discuss feedback on accomplishments, rating and areas that need improvement with the jobholder.
f. Separate training solutions from non-training solutions.
g. Make suggestions on training and development policies or programs.

The following techniques tend to be used most frequently in performance appraisals:

- Checklists and weighted checklists.
- Graphic rating scale.
- Behaviourally Anchored Rating Scale (BARS)
- Forced choice.
- Key result areas.
- Vision compass, etc.

3.3.6 Self-assessment

Self-assessment is a conceptual approach to needs assessment rather than a technique. In practice, it is essential that the people have a maximum of self-insight, including insights into reactions to problem solutions and to their own strengths and weaknesses. It is normally achieved through systematic self-study in a variety of situations, and by being alert to signals that may indicate problems in individual’s behaviour and performance. By closely analysing their reactions to different events, employees also become aware of their own defence mechanisms – the tendencies to deny what happened, to blame others, or to feel guilty and blame oneself without actually changing anything. (Soriano, F. I., 1995, p.129)

3.4 Summary

In summary the goals of needs assessment is to enable the trainers to help individuals achieve better results in both the short run and the long run, making sure that company needs are met with priority.

Without proper needs assessment the effectiveness of a training programmer can be reduced to zero. hence needs assessment is very crucial to the success of a training program.

Having assessed the needs of the individual, the next stage, in the training cycle is the designing of a training program.

Chapter 4. Designing a Training program

4.1 Developing the Training Program's Objectives

After assessing the training needs of the participants, the trainer is now in a position to start planning for the training program. The trainer must, however, keep in his/her mind that it is not enough simply to list the topics one intends to cover in the training program. A training program is constructed in terms of the achievement of objectives. The critical question, therefore, is not what topics to cover but what the trainer wants the participants to value, understand, or do with those topics.

The first step in designing the training program is to determine the program objectives. When you as a trainer are designing a training program, you are figuring out what step sill lead to the accomplishment of your objectives. If you are not clear about your objectives, you might overlook some of the learning experiences that your participants require *(Milano, M. & Ullius, D., 1998, p.87)*. Let us see an example in this regard:

A trainer's assessment revealed that a group of real estate sales trainees knew little about the closing process in the sale of properties. Consequently, the trainer decided to cover this topic in his real estate course. He did a good job in explaining how a closing is done, but afterwards the participants still seemed hazy about how to conduct a closing themselves. Wanting to improve the situation, the trainer decided to ask experienced sales personnel to identify the specific on-the-job skills the trainees would need in order to deal with closings. Their responses enabled him to develop a clear set of objectives for the next time that he taught the course. Specifically, he concluded that trainees needed to be able to:

- Describe the closing costs for which the buyer would be responsible.
- Clearly and concisely answer typical customer questions about closing costs.
- Estimate closing costs for different types of properties.

With these objectives in mind, the program was redesigned to include experiences that not only taught the closing process but also tested the group's understanding of the process and allowed ample opportunities to practice how this knowledge could be applied on the job *(Laird, Dugan, 1978, p.303).*

Another advantage of setting clear-cut objectives to the trainer is that he/she can also set appropriate limits on how much material to cover. Too much of material is a clear way to prevent real learning from taking place. Therefore, trainers should always set their content level moderate to low. Clearly stated objectives also provide the participants with a list of what is expected of them.

4.1.1 Setting Learning Goals

Once the trainer has decided on the basic subject matter for a training program, he/she can begin setting its learning goals. Learning goal statements articulate the outcomes; you as the trainer want to achieve. Three major types of learning are easily remembered as "ABC" *(Abella, Kay Tytler, 1990, p.156):*

- ***Affective learning:***

This involves the formation of attitudes, feelings, and preferences. Such a type of goals is the priority when there is a lack of desire to use new knowledge or skills (won't do situation). Here are some examples of affective learning:

a. Newly recruited employees share reactions to their first weeks on the job, including, feelings about corporate culture, new procedures, relations with co-workers, etc.

b. First-line supervisors in an engineering company explore their feelings about managing the work of employees who were previously their co-workers.

c. Bank managers examine to what extent their orientation is inward looking or customer focused.

- ***Behaviour learning***

This includes the development of competence in the actual performance of procedures, operations, methods, and techniques. Such type of goals is the priority when there is a lack of skill (can't do situation). Here are some examples of behaviour learning:

a. Research and development personnel practice creative thinking techniques by applying them to problems back on the job.

b. Staff nurses at a hospital practice how to effectively prepare pre-operative patients who are about to undergo surgery.

- ***Cognitive learning***

This includes the acquisition of information and concepts related to the course content. Such type of goals is the priority when there is lack of knowledge (“Don’t know situation”). Here are some examples of cognitive learning:

a. Spouses of alcoholics learn to identify common characteristics of co-dependency such as people pleasing, work holism, and perfectionism.

b. Managers with responsibility for hiring learn to identify unlawful questions that should not be asked in an interview.

c. Although it is possible to design the training programs with one of these types of learning in mind, a design that incorporates all three is more likely to result in lasting change. For example:

For a course on understanding group dynamics, the trainer chose to devote one session to the task and maintenance roles that members need to play in groups. She designed the session so that the participants would be able to:

a. Identify their current and future preferences for task or maintenance roles in a group (Affective learning).

b. Utilize new task and maintenance behaviours when conducting meetings (Behavioural learning).

c. Differentiate between task and maintenance behaviours exhibited by colleagues at a group meeting (Cognitive learning).

4.1.2 Selecting Objectives

Once the trainer has established a set of learning goals, the next step is to break those goals into specific training objectives. These should represent concrete accomplishments to be attained in the training. Each learning goal will have one or more objectives that, when met, will identify accomplishment of that goal. Here is a case example:

A trainer in a term lending seminar for bankers set a cognitive learning goal that participants would become familiar with the key business and legal considerations in structuring a team lending agreement that would meet both the bank’s and the customer’s needs. The results that she wanted to achieve included the ability to analyse complex corporate organizations and financial statements and to understand how complex credit facilities are structured. The training objectives that she selected were that, at the completion of the seminar, participants would be able to:

- Identify the key credit risks in a range of complex lending situations.
- Analyse the corporate structure of an organization with multiple subsidiaries, with emphasis on the appropriate lending entity.
- Identify key management issues for at least three companies seeking term lending facilities.

For the behavioural learning goal of applying term lending strategies on the job, the results she wanted to achieve include the drafting of a term lending agreement for review by a more experienced bank officer. The objectives that he developed were that, at the completion of the term lending seminar, participants would be able to:

- Draft a proposed structure for term credits for the three companies previously analysed.
- Draft terms for each of the credits and discuss these with the appropriate bank attorneys.
- Monitor at least two on-going term credit facilities and write waivers and amendments as appropriate.

Finally, the trainer wanted to include as an effective learning goal that participants would learn to value the interests of both the borrower and the lender in a term loan. The objectives developed were that, at the completion of the term lending seminar, participants would be able to:

- Identify their own feelings about business risk and protection.
- Support the goals of each party to a term lending agreement, unless the goals are mutually exclusive.

Sometimes trainers have too many objectives crammed into one program. To avoid this, the trainer should be able to distinguish between objectives that would be nice to achieve and those that are necessary. Finally, the selection of training objectives may hinge on one's understanding of adult's learning needs. Let us now understand some basic facts of how adults learn and what the constraints to adult learning are.

In recent years, there has been a flurry of interest in finding answers to the question, “How do people learn?”. The designers of training need some learning theory upon which they can base the activities they specify in the learning systems. There are essentially four major adult learning theories, viz. Sensory stimulation, Reinforcement, Facilitation, and Andragogy.

- ***Sensory stimulation theory***

For people to change they must invest their senses in the learning process. The trainer who manages that process first tries to stimulate and then control what learners see, hear, and do during learning sessions. In this approach, more attention is paid to sensory experience that to mental processes or emotional involvement. Advocates of thus approach maintain that 75% of what adults know is acquired through seeing; 13% through hearing; and the remaining 12% through touch, smell or taste. As per this approach the more the senses involved, the more lasting the response *(Kubr, Milan and Prokopenko, Joseph, 1989. p.104).*

- ***Reinforcement theory***

People tend to repeat a behaviour, which seems to produce pleasant consequences, and avoid behaviour that leads to unpleasantness. In other words, people learn because of what happens to them. Thus behaviour is contingent on reinforcement, and this reinforcement can be positive or negative. Positive reinforcement is associated with rewards & Negative reinforcement is associated with "escape from unpleasantness or danger".

This approach is basically based on the Skinner's behaviourist psychology. The trainer presents the original stimulus, which is then followed by a mutual exchange of adapted stimuli. Sharing the desire to offer happy consequences for mutually beneficial behaviours by the learner and the trainer comes from positive reinforcements *(Kubr, Milan and Prokopenko, Joseph, 1989. p.105).*

- ***Facilitation theory***

In this approach, Rogers sees the role of the trainer as a facilitator of, rather than a stimulator or controller of the learning process. This theory is based on the assumption that, all people have the natural capacity, and even the eagerness to learn.

This approach involves permitting learners to make responsible choices about the direction of their learning, and to live responsibly with those choices. The learners themselves are rich resources for their learning. As a facilitator, the instructor leads the adults to a pleasant acquisition of useful new skills. *(Kubr, Milan and Prokopenko, Joseph, 1989. p.106)*

- ***Andragogy theory***

This theory studies how adults learn. This theory differentiates man from a child (Pedagogy). A man a child can be differentiated on four lines: *self-concept, experience, readiness to learn, & time perspective and orientation to learning.* The self-concept of a child is that of a dependant person. Whereas a man tends to show resentment when he/she is put into a situation that violate their self-concept and independence *(Kubr, Milan and Prokopenko, Joseph, 1989. p.107).*

In the course of living, adults acquire a variety of experiences, which children lack. The readiness to learn is lacking in adults as they feel they have already completed all the stages of formal education, whereas children are very eager to learn new things. Adult learning is problem-centred rather than subject-centred and it is the other way round for the children. To discover "*where we are now*" and plan "*where we want to go*" is the heart of the Andragogical approach to learning.

Once the objectives of the program have been set we move forward with the designing process. Before moving into the intricacies of designing skills required let us first get an overview of what designing comprises of.

4.2 Ingredients of a Design / Design Phase

The three major ingredients of any design are its purpose, the method to be used, and the format in which the method is used. How the purpose, method and the format combine together and blend with each other is the basic recipe for the design. The trainer's decisions about what are to be accomplished (purpose), how it is to accomplished (method), and in what setting (format) will determine the design of the training program.

The trainer has to keep the following five key dimensions in mind before he/she tries to design a training program *(Laird, Dugan, 1978, p.203):*

- ***Credibility***

Training has to prove its relevance, because on the whole it is apart framework. And the reason much training has little effect on behaviour at work is that, quite simply, the participants don't believe in it. So training designers must ask themselves at every stage: what can I do to increase the credibility of this training intervention?

- ***Commitment***

  This concept is linked to credibility, because if participants believe in a training intervention then they are more likely to be committed to it. It is about investment, the more each participant invests in the program, the more effect it will have.

- ***Risk***

  To get commitment you have to get people to take risks. You, as a trainer, must make sure that the degree of risk you expect your participants to take is proportional to the degree of benefit they can expect in return, appropriate it to their emotional state.

- ***Attention***

  People's level of attention fluctuates. Unless positive steps are taken to engage attention, repeatedly, it declines. It declines when people are listening actively or watching without action. It declines further when people are bored. It declines when they what is coming, and that what is coming does not seem to interest them. Therefore, the trainer should keep in mind the attention level of the participant's when designing the program.

- ***Manoeuvrability***

  The training designer needs to capitalize on the maybe as yet unseen partner to make the training work. The training deliverer needs to be allowed space and opportunity to adapt the program to the group, to the atmosphere, to events, which occur unexpectedly in and outside the training program.

But even before designing and scheduling the program, the trainer should have a fair knowledge of the learning styles of the participants and his/her own preferred learning/training style. The trainer can use the trainer-type inventory (self-assessment exercise mentioned in the beginning) to categorize himself/herself as to what sort of a trainer he/she is. This method allows an effective integration of the learning style of the participants and the training style of the trainer.

After taking the learning style inventory the trainer has a fair idea about his/her preferred training/learning style, he/she could use this inventory on the participants in the beginning of his/her program to know about the respective preferences of the participants based on which he/she can design his/her teaching/training style.

- Developing training program’s objectives
- Ingredients of a design
- Physical layout
- Training program’s objectives
- Developing Learning materials
- Training / Learning style inventory
- Actual Training Delivery

The design phase of the training programs provides the blue print for the final, outcome, any error in the blue print will affect the quality of end result.

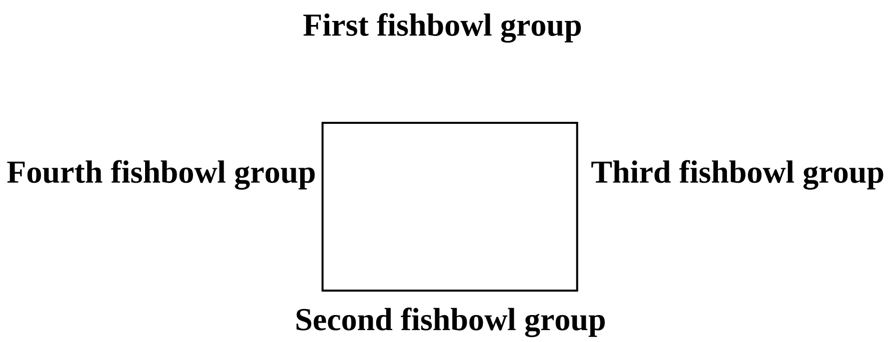
4.3 Physical Layout

Once the training purpose, method and format have been decided the trainer now needs to look at the infrastructural requirements of the training. The physical setup of a training facility that participants will receive as they begin their session. The trainer needs to keep in notice that that the training room should neither be too large nor too small for the size of the group and the activities planned. In general, it is better for a room to be small rather than large. If there is too much space, the chairs, tables, and so on can be grouped at one end of the room and the refreshment table can be positioned so as to divide off the rest of the space. Distractions such as telephones and other noises and interruptions from the non-participants should be minimized or excluded from the training room *(Mitchell, G. 1998, p.121-124)*

By considering the physical arrangement as a continually flexible backdrop to the training program, the trainer can make it provide continued action and support for his/her activities. By requesting the participants to rearrange the room with the trainer, he/she can offer to them the chance to take control of their surroundings. There are times, of course, when nothing can be changed physically to create new arrangements. Even then, all is not lost for the trainer. Let us look at the following example:

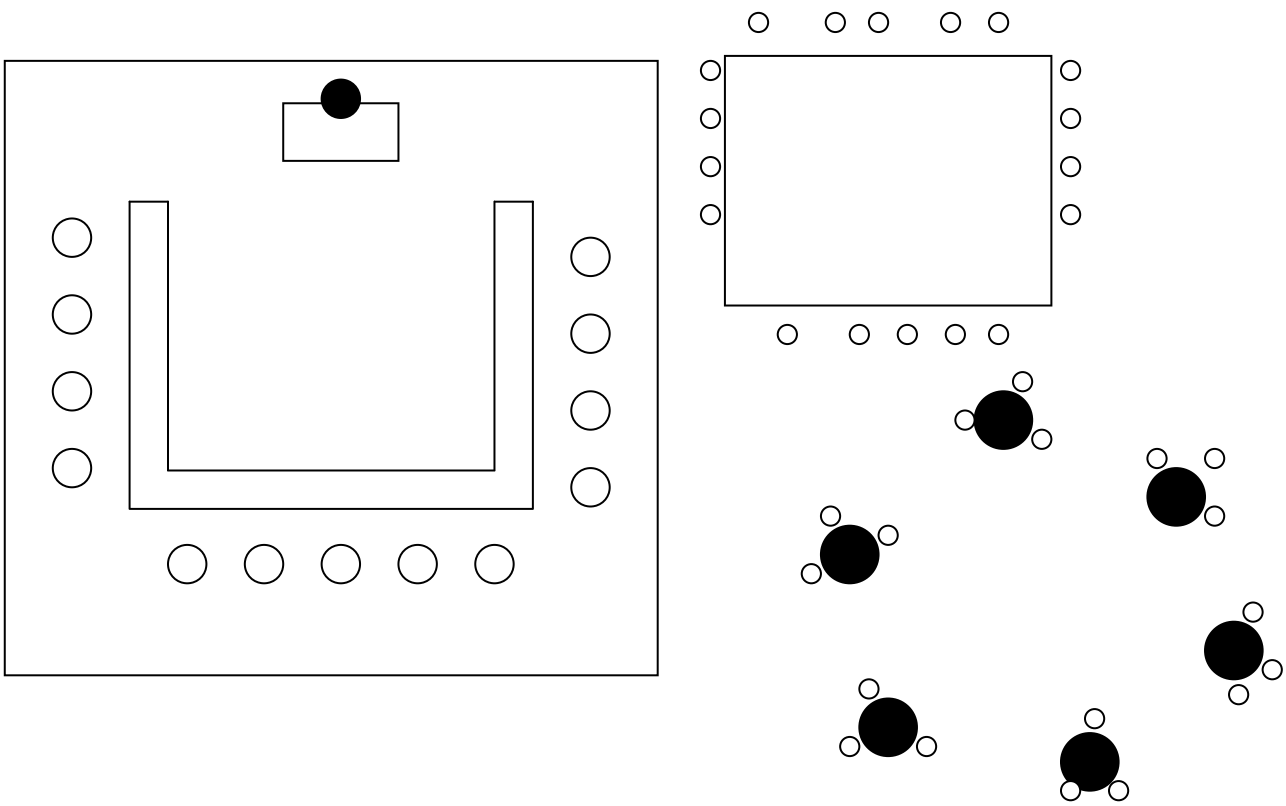
A trainer has designed a fishbowl activity as a part of a course on conflict management. She walked into a small room furnished with one square conference table and space enough for only chairs around it. Her solution was to treat each side of the table as a potential fishbowl group. Participants along successive sides of the table became the centre of the discussion, with all those seated elsewhere acting s observers.

Fig. 4.1 Fishbowl Activity



Probably the most common seating arrangement in the training world is a horseshoe. When however, most of the training activities are group discussions with few trainer-led presentations or subgroup activities furniture can be arranged in a square or a circle. Circles and squares afford the best view of each participant. The virtue of a U-shaped layout is that participants can see each other while a traditional teacher-in-the-front presentation is going on.

Fig. 4.2 Different Seating Arrangement for Training



The seating arrangement has to be decided bagged on the size, type & nature of the training group and the kind of training being provided.

4.4 Designing Learning Material

Another crucial function that a trainer needs to perform at the design stage is to decide the content of the learning materials to be given prior to the training sessions begin. Before designing the learning materials a trainer first needs to understand how learning occurs in adults and what are the blockages/barriers to learning at the adult stage.

It is seen that most of the adults are reluctant to learn new things. There is a popular school of thought that you can't teach old dogs new tricks. It considerably justifies why adults block learning. Some reasons for this are as follows *(Tracey, W. 1984. p.147-152):*

- Having reached maturity after many years of experience, they consider it a retrograde step to start learning all over again.

- They are reluctant to adapt to new changes. They stick on to their old methods and fear learning new ways of doing things. They fear the unknown, believing they will not be able to cope with change.

- They don't believe in classroom teaching. They feel they can learn better on the job itself. They seem to think that there is no use in somebody teaching you something till they do it themselves.

- They fear the system, which requires them to fill to fill in forms, to answer questions, to be subjected to tests. They feel they no longer possess attributes required to learn. They lack understanding as they try to relate everything being taught to something, which they have already learnt. They fear the additional stress involved. They fear that their peers are going to humour them if they do not understand something.

- The adults do not normally take training/learning seriously. They take it for a rest period or a vacation where they go to wile away their time.

After having learnt what are the barriers to adult learning let us now look at how adults learn. Adults learn through experience. Thus the learning that takes place is called experiential learning.

The four stages of the experiential learning cycle are as follows:

a. Experiencing

This is initial activity and data producing part of the experiential learning cycle. This phase is structured to enable learners to become actively involved in doing something which includes a range of activities like lectures, case studies, simulations, role plays, games, skills practice, etc.

b. Processing

Once the publishing phase is completed, the trainer guides the group into the processing part of the cycle. During this phase the participants reflect on the activities undertaken in the earlier phase, and share their reactions (intellectual and attitudinal) in a structured way with other participants. They try to link these thoughts with the trainers help in order to arrive at something meaningful. The group thus, in this phase conceptualise its reflections so that they can move towards drawing conclusions.

c. Generalizing

The trainer in this phase enables the participants to think critically in order to draw conclusions that might apply to real life. The trainer ensures that everybody is given a chance to contribute. He/she also helps the group to compare different conclusions and identify patterns.

d. Applying

Using the insights, generalizations and conclusions drawn, participants identify how they plan to use these new insights in their everyday life and share it with others. This phase can be carried out either individually or in groups. The trainer should help the participants to be as specific as possible in developing their action plans.

The trainer can thus put the following learning principles to use while designing the training program:

- Trainees learn through their senses. So the more senses the trainer can appeal to, the quicker and more permanent the learning.
- Telling people how to do a task is not teaching it. Trainees must be given a chance to do the task on their own with the help of the trainer.
- Practice and repetition are required to reinforce learning.
- Knowledge of results speeds learning.

- Spaced practice is better than massed practice for the same amount of time.
- Generally people learn more quickly if the amount of material is broken down into logical, easy to follow steps.
- Build on previous knowledge grafting on new material to a related base.
- People learn at different speeds. Treat people as individuals especially in the learning situation.
- Give impact to your sessions and make them memorable and interesting by adequate, vivid preparation and presentation.
- Learning does not stop at bare mastery; it must proceed until automatic reactions are an in-built habit.
- Be patient. Only by patience can you help people.
- Design the program curriculum in such a way the next session starts with the review of what was dealt with in the previous sessions and how what they are learning now is linked to others sessions.

Other points to be kept in mind by the trainer while designing materials are as follows:

Table 4.1: Points for designing training materials

Clear and readable	Information should be easy to read and digest, with key points highlighted and summarized.
Relevant	Information should be what learners need to meet their objectives.
Accurate	Information should be up to date, factual, in a logical sequence, and complete. If you update materials, ensure that changes are made consistently throughout.
Interesting	Materials should be visually attractive, making good use of design, colour, and illustrations. This will help the learners to retain what they are learning.
Practical	Learners should be able to see clear benefits from using the materials and therefore feel more committed to them.

source: McArdle, G, Training design & delivery. Alexandria, VA: American Cociety for Training & Development, 1999. p.93

4.5 Sequencing

The next stage in the design process is to plan the sessions of the training program.

What you do as a trainer is not all that counts. Equally important is when you do it. No matter how well you design a particular activity or presentation, its impact and value may diminish greatly if it is misplaced in the overall sequence of activities. For example, participants may be tired just when you need them to be alert. Or the group may not be able to grasp abstract ideas before experiencing concrete examples. Though sequencing is an art and cannot be learnt without trial and error, here are some basic guidelines to sequencing activities in a training program, which may be of help to new trainers:

- Build interest and introduce new content before you delve more deeply. Set the stage for learning by using an activity that hooks participant's interest or gives the big picture.
- Have demanding activities follow easy activities. Get participants settled in and warmed up before you put them through hard work.
- Maintain a good mix of activities. Vary training methods, the length of activities, the intensity of activities, the physical setting, and the format. Variety is the spice of good training.
- Teach easier concepts before teaching difficult ones. Generally we learn more easily when an idea is an outgrowth of another.
- Provide sub-skills before practicing complex skills. Often, difficult skills cannot be learned until some basic ones have been mastered.
- Close training sequences with a discussion of "so what". Have the participants consider the implications of the course content for themselves.

One should always remember that a trainer has a number of choices at his/her disposal. Imagine, for example, that you are teaching somebody how to sue a manually operated 35-mm camera. If the student knows a little about such a camera, what would you do first? When this question was posed to a group of trainers, the most common response was "start from the beginning" – show how to load film into the camera and then explain the camera's parts and their respective functions. This seems to be most logical. But starting at the end could be just as effective. Showing a series of photographs, some unfocussed, some too light, some too dark, and so on, then inviting a student to speculate about why these results occurred and lead the student, in a Socratic fashion, to the unfortunate actions taken by the photographer would also do. Along the way, explanation about the parts of the camera and how they interact to get good results could be given.

In this example, the learner, rather than the content, influences the sequence. By beginning with the end results, the trainer immediately involves the student, stirring up curiosity and grabbing his/her attention from the start. The critical thing is to avoid the deadly predictable sameness that shortens attention spans. The hallmark of training programs is therefore, the variety of sequences employed to keep the participants not only awake but also learning.

Let us consider four ways of altering a training sequence.

a. The design can go from the general to the specific or from the specific to the general. For example:
   You are teaching participants how to establish customer credit. You could define what makes up a good payment record and then give a case example illustrating the positive payment history of one customer. Or you could reverse the sequence by providing the case example followed by the definition.

b. When teaching a procedure, you could start with the first step of a procedure or the last step. For example:
   You are teaching participants how to compile a profit and loss statement. You could start by explaining the basic elements and proceed with a step-by-step demonstration of how to compile the statement. Or, you could present a completed financial statement and work backwards, showing how the bottom line represents a profit or loss.

c. You could place an experiential activity before a content presentation or follow a content presentation with an experiential exercise. For example:
   You have decided to discuss four manipulative communication roles that people play (blaming, distracting, placating, and intellectualising). To reinforce the presentation, you have designed a role-play in which the different members of groups of four each exhibit one of these roles. Placing the role-play before the presentation would allow you to hook participant interest immediately and provide examples to refer to in the presentation. However, placing the role-play after the presentation would also work well, helping to clarify (experientially) what has already been presented (didactically).

d. You could teach from theory to practice or from practice to theory.
   You begin a counselling module by explaining how direct confrontation increases resistance in defensive employees. You follow your theoretical inputs with a chance to practice indirect ways to correct performance and lower resistance. Alternatively, you might begin by practicing indirect approaches and then discussing why employee resistance is lower when this strategy is used.

The success of an effective training sequence often lies in the flow from one piece of design to the next. The worst kind of training sequence is a steady progression of topics with little regard for building participant interest, highlighting the links between pieces, recycling earlier material, or concluding satisfactorily. Here are some tips to improve the flow of a design:

- When introducing participants to new information, given them a broad picture before going into details. When teaching the customer service representative job to new-hires, you could describe the process flow of work among functional units in the customer service department. Then, you might proceed with an explanation job, returning at critical moments to the flow chart to show the interfaces between their job and other department functions. The new customer service representative could also be presented with an overview of the major types of customer calls he will be taking and how they relate to each other. Then, as detailed information is given about each call, the big picture can be presented again, giving more detailed information on how the call types relate to each other.

- A training sequence should look like a spiral rather than a straight line. Reintroduce later on skills and ideas taught earlier in a sequence. If the skills or idea in question is complex, introduce it first on a simple level and then teach it at greater levels of complexity as the course unfolds. Training in conflict management provides a good example:
  A core skill in conflict management is the ability to listen attentively to one's opponent. Typically, active listening skills are stressed early in the program. As she introduces mediation and negotiation techniques, the trainer can easily point out how active listening is the basis of these more sophisticated tools. Moreover, being in the difficult spot of mediating or negotiating intense conflicts of interest dramatically tests the ability to listen attentively.

- Avoid the urge to plunge right into an important part of your design. Add a brief activity or short presentation to set up the main event and build motivation. Before an important risk, warm up the group with a lighter exercise similar to but not as serious as the one to follow. For example:
  In team building or leadership development programs, a crucial moment occurs when each participant is about to receive serious peer feedback about his behaviour in the program thus far. The anxiety level of the group rises precipitously. Before giving the final instructions, a trainer decided to end his remarks with an analogy: "Feedback is like a gift. Take it as such. Like any gift, you may not like it. But, if it is from a reputable source, you can always return it 'to the store' without the giver knowing". Inserting this piece into the design helped reduce the tension, and participants were more receptive to their first experience receiving peer feedback.

- From time to time, build a training sequence around a critical incident, a problem to be solved, or a task to be accomplished rather than a set of concepts or skills to be learned. Often, trainer employs didactic teaching methods when the participants can learn instead from their own inquiries. For example:

  Novice bank tellers are required to learn how to identify counterfeit bills. The usual training sequence is an orderly presentation, with handouts, of the flaws to watch for, such as the whiteness of the portrait, broken saw-tooth points around the rim of the seal, uneven spacing of the serial numbers, and blurry lines in the scroll work surrounding the numerals. A more active approach would be to ask the trainers to attempt to distinguish between counterfeit and non-counterfeit bills without benefit of prior instruction, sharing their evidence as they do so. The trainer could then point out other telltale signs of forgery. Yet another approach would be to request the trainees to examine some genuine bills and develop hypothesis about how they are printed to discourage counterfeiting.

- Closing a training sequence can be climatic or reflective. Sometimes a sequence should end with a bang to emphasize the accomplishment. A dramatic finish can consist of a scintillating final lecture, an inter-group competition, a role play that serves as a dress rehearsal for later application, a challenging case study, and so on. At other times it may be more appropriate to wind down by processing reactions to the material, making connections to skills previously learned, or generating final questions about the topics that are still unclear. Let us take an example:

  In designing the closing of a training module on hoe to assess the role played by members of an alcoholic family, the trainer had two ideas. One was to end with a live interview of a family in treatment, so that, watching and listening, participants could test in their minds how they would assess the family roles in an actual situation. The trainer would easily be able to arrange such an experience, and it certainly would be memorable. His other idea was to end with a panel discussion in which participants would take turns answering questions posed by the moderator (take trainer). There was insufficient time for two ending events, so the trainer selected the second because it would serve well to help participants review what they had learnt. Opportunities for testing this knowledge, he reasoned, could come later in the training program.

Chapter 5. Training Delivery

Most of the earlier mentioned steps of the training process are subsidiary, what constitutes the main job of the trainer is the imparting training that is, actually conducting a training program. And unfortunately 80% of the trainers do a bad job of it. Most of the trainers use the traditional method of lecturing and often rate poor in presentation skills. Therefore, all trainers need to know the different training methods available with them. And the fundamental criterion in selecting a particular method should be its appropriateness to the learning objectives. Before selecting a training method, the trainers should be aware of the available methods and their appropriateness. Some of the commonly uses methods are *(McArdle, G., 1999, p.126-129)*:

5.1 Lecturing

Words spoken by the instructor is called the lecture. Lecturing is the most cost-efficient and low-cost method to transmit information in a classroom setting, useful for conveying information to a large group. But lectures put participants in a position of sustained, passive listening. Learning unfortunately is not an automatic consequence of pouring information in to another person’s head. It requires the person’s own mental processing. Therefore, lecturing by itself it will not lead to real learning. Nonetheless, a lecture still seems to be the most popular method used in a training program.

The trainer can enable learning in the lecture method by involving participants and maximize understanding and retention through participative techniques. To accomplish this end, a lecture needs to be as carefully designed as any other training activity. The following tips may help the trainer in this regard:

5.1.1 Five Ways to Gain Your Audience’s Interest

The first design element the trainer should consider if he/she wants a lecture to be effective is a method to grab hold of the listener’s attention. Instead of diving right into the course content, the trainer needs to try building participant’s interest and involvement in the subject matter. Here are five techniques (with examples) to help the trainer do just that.

5.1.1.1 Introductory Exercise

Trainer should begin with a game or fun-filled activity that dramatically introduces the main points of the lecture. For example:
A lecture on the merits of one-way versus two-way communication is about to begin. Before plunging in, the trainer utilized the short activity described below.

- ***Paper-tearing exercise***

Time allocated: 5 minutes
Materials: blank sheets of papers for each participant.
Instructions:

a. Tell the participants the following: “We are going to play a game that will show us some important things about communication. Pick up your sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you.”
b. Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply:
   “The first thing I want you to do is to fold your sheet of paper in half”.
   “Now tear off the upper right-hand corner”.
   “Fold it in half again and tear off the upper left-hand corner of the sheet”.
   “Fold it in half again. Now tear off the lower right-hand corner of the sheet”.
c. After the tearing is complete, say something like “Now open your eyes, and let us see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!” Hold your sheet up for them to see. It is highly unlikely that any sheet will match yours exactly.
d. Observe the differences. There will probably be much laughter.
e. Ask the group why no one’s paper matched yours. (You will probably get answers like: you did not let us ask any questions or your directions could be interpreted in many ways. Then lead into a presentation on the need for two-way communication.

5.1.1.2 Lead-off Story or Interesting Visual

Trainer should begin with a work-related anecdote, fictional story, cartoon, or graphic that focuses the audience’s attention on the subject of your lecture. For example:

- ***A story about time management***

  A trainer accepted an assignment to deliver time management training to a group of hospital administrators. Instead of jumping into a lecture on organization and time-waters, she began her presentation with the well-known leadoff story recounted as follows:
  The utility of planning the day's work is seen clearly in a well-known story concerning Charles Schwab. When he was president of Bethlehem Steel, he presented Ivy Lee, a consultant, with an unusual challenge. "Show me a way to get more things done with my time", he said, "and I'll pay you any fee within reason".

  Handing Schwab a sheet of paper, Lee said, "Write down the most important tasks you have to do tomorrow and number them in the order of importance. When you arrive in the morning, begin at 1 in the list and stay on it till it is completed. Recheck your priorities, and then begin with 2. If any task takes all day, never mind. Stick with it as long as it's the most important one. If you don't finish them all, you probably couldn't do so with any other method, and without some system you'd probably not even decide which one was most important. Make this a habit every working day. When it works for you, give it to your men. Try it as long as you like. Then send me your check for what you think its worth".

  Some weeks later, Schwab sent lee a check of $25,000, with a note saying that the lesson was most profitable he had ever learned. In five years, this plan was largely responsible for turning Bethlehem Steel Corporation into the biggest independent steel producer in the world.

  Schwab's friends asked him later about the payment of so high a fee for such a simple idea. Shwab responded by asking what ideas are not basically simple? He reminded them that, for the first time, not only he but his entire team were getting first things done first. On reflection, Schwab observed that perhaps the expenditure was the most invaluable investment Bethlehem steel had made all year.

5.1.1.3 Initial Case Problem

Trainer should present a short problem around which the lecture will be structured. For example:

- ***Case problem***

  Joan has been an employee of a national pharmaceutical company for the last seven years. She began her work at the company as a secretary in the human resources department and after four years moved into an entry-level position as a benefits administrator. Her job responsibilities included answering employee’s benefits questions, handling the enrolment of new employees into one of the company’s medical plans, and researching any problems that employees had as they filed insurance claims with the medical plan providers.

  Yesterday, Joan found out that her job had been eliminated. All responsibility for benefit’s administration henceforward would be handled out of corporate headquarters in New York. Joan and three other co-workers have been told that they will be let go at the end of the month. Once they have left the company, they will receive three months of job severance pay.

  Joan is terrified of looking for a new job. She enjoyed working at the company very much and hates to think of starting all over again somewhere else. Moreover, she has written a bio-data since the last time she had to look for job, seven years ago. This old bio-data identified only her skills as a secretary, yet Joan is certain that she would like to continue her career in benefits and not return to a secretarial position.

  What advice could you give Joan as she writes her new bio-data? As I present some tips on bio-data writing, think through how Joan could best present her last seven years of work at the pharmaceutical company.

5.1.1.4 Test Questions

Trainer should ask participants questions related to the lecture topic (even if they have little prior knowledge) so that they will be motivated to listen to the lecture for the answers. For example:

- ***Meetings***

  A trainer was preparing a lecture presentation on techniques for managing meetings effectively. Concerned that participants would find the lecture boring, he decided to introduce it with a true/false test. Instead going over the answers immediately, the trainer promised participants that the correct answers would become evident during his presentation. The group was all ears.

True or False?

— 1. Preparing an agenda in advance tends to promote meeting efficiency.
— 2. Distributing an agenda to members in advance generally does not affect the efficiency of the meetings.
— 3. Starting meetings on time is inconsiderate to latecomers; wait until everyone is present before starting the meeting.
— 4. Begin to wind meetings down five to ten minutes before the meeting is scheduled to end.
— 5. Brief meetings (e.g., fifteen minutes or shorter) can be efficiently held standing.
— 6. Experts consider the ideal meeting length to be two to two-and-a half hours.
— 7. Most experts advise holding meetings even if the agenda does not justify the expenditure of time and money.
— 8. Reading something out loud at a meeting when a printed version has been distributed is generally considered to be a waste of time.
— 9. Meetings are the most efficient forums in which to make general announcements.
— 10. Don't hold a large meeting to deal with a problem that affects only a few people.

5.1.1.5 Preview of the Content

Trainer should give highlights or "coming attractions" of the lecture in an enthusiastic manner to entice interest and involvement. For example:

A trainer introduced a lecture on the history of Leadership theory with the following remarks:

> "For the next twenty minutes, we are going to explore how our thinking about the nature of leadership has changed dramatically over the last thirty-five years. In that span of time, we have gone from rather simple notions of what makes a good leader to highly complicated models of Leadership behaviour. You be the judge! Are we any better off today than we were back in the fifties? My opinion is that we are, but I don't know if you'll be convinced".

These few remarks immediately hooked the group's active attention to a presentation that might otherwise have met with resistance because of the tedium of the subject matter.

5.1.2 Suggestions to Gather Participant's Attention

No matter how scintillating your presentation, the participants are still placed in a passive role. Fortunately, steps can be taken to enlist group participation right during the lecture. Here are five suggestions.

5.1.2.1 Listener Roles

Trainer should assign participants the responsibility to listen actively to the lecture so that, when it is over, they are able to produce points they agree or disagree with, question to clarify the lecture, a summary of its contents, or quiz questions for other participants. Assignments can be given to the group as a whole, to subgroups, or to specific individuals. Let us look at some examples:

a. Before a short lecture on six strategies for organizing and communicating information (definition, classification, example, process analysis, comparison/contrast, and cause/effect), a business writing trainer asked participants to listen carefully to the description of each strategy so that at the end of the lecture they would be able to provide a summary to their seat partners.
b. A trainer was about to give what might have been a boring presentation on statistics concerning the current job market, turnover rates, and the cost of replacing an employee. Before starting, she distributed a list of questions for participants to answer as she lectured on the changing job market. By directing participants to search for information in the lecture, the trainer was able to capture the audience's active attention.

5.1.2.2 Guided Note Taking

Trainer should provide instructions or a form indicating how participants should take notes during the lecture, stop at intervals so that participants can write down reactions or ideas that go beyond what you have presented. Let us have a look at certain examples:

- In a project management seminar, the trainer was lecturing about the cost management process, including financial planning of a project and the subsequent collection, organization, and analysis of actual cost data to attain the project cost objective. Participants had a worksheet listing in the following terms: *inputs, process, output, and feedback*. After the trainer discussed each element in the process, participants were asked to recall his remarks in the appropriate section of the worksheet and write down any questions they might have.

- A time management trainer was about to give a lecture on time saving tips. Before starting, she gave participants a handout on which to record “any information you find useful”. She urged them not write down every idea, explaining them, that of all the information she was about to offer, probably 20% would be truly useful to any one person. She connected this suggestion to Pareto’s 80-20 principle, which states that 20% of an effort produces 80% of the result. The key point she pointed out was to focus on the critical 20% and not to allow the other 80% to get in the way.

5.1.2.3 Spot Challenges

Trainer should interrupt the lecture periodically and challenge participants to give examples of the concepts presented thus far or answer spot quiz questions. For example:

Before a lecture on delegation, a trainer explained to his audience that he would stop periodically to obtain audience responses. He proceeded to discuss four-pronged analysis that managers might perform to identify new delegation opportunities- things I have already delegated, things I could delegate, things I am uncertain of delegating, and things I cannot delegate – and provided a case illustration as he presented each category. Participants were challenged to predict how the managers in the case illustrations would identify items for each category.

5.1.2.4 Synergetic Learning

Trainer should provide different information to different participants. Allow them to compare notes and briefly teach each other. Take for example:

- In a course on group processes, the trainer divided the training group in half. One group was sent to another room to read information about the maintenance roles performed in effective groups. During this time, the other group heard a lecture on the task roles performed in effective groups. Then, the first group returned to hear a lecture designed to reinforce what they had read, while the second group was sent out to read information that reinforced the lecture they had just heard. Members from each group were then paired up to teach each other what they had learned.

5.1.2.5 Illumination Exercises

Throughout the presentation, the trainer should intersperse brief activities that illuminate the information, ideas, and skills being presented. For example:

A trainer gave a brief lecture summarizing the problems that managers face today, including low productivity, poor quality of service, high stress and low morale. She also noted that traditional management solutions often tend, like the mythological Hydra, to generate two new problems for every one solved. She remarked on the need for a different approach, which she called "*creating the ideal*". At this point the trainer interrupted the lecture with an exercise. She asked each participant to find a partner of approximately equal weight and strength.

One pair was asked to hold out his or her arm horizontally and to resist the partner's attempts to bend it. Most arms were easily bent. The trainer then requested the individual to imagine his or her arm as a steel rod before the partner attempted to bend it and to sustain the vision during the process. In most pairs, arms remained straight despite increased effort from the partners. The lecture then continued: "Better results are obtained with less effort. The key is what one focuses on. In the first case, the individual tried to achieve contradictory results: keeping his or her straight and resisting having it bent. In the second case he or she focused only on the desired result". The trainer then presented four key elements that go into a visionary approach to problem-solving work.

5.1.3 Five Ways to Reinforce Lectures

At the completion of the lecture, the conventional behaviour is to wrap it up with a recap of the major points and a question- and-answer period. Although these conventions have merit and should not be overlooked in your planning, there are some more exciting and active ways to debrief and reinforce what has been resented. Consider these five methods:

5.1.3.1 Press Conference

To invite participants to prepare questions to submit for the trainer's response. Or provide a list of questions from which the participants select. For example:

- During a seminar on a new statistical software package, the trainer periodically gave participants three questions that had emerged form the material he had just covered. Participants were asked to vote for one question to be reviewed before the trainer continued with the seminar. By doing this, the trainer helped the participants to review what they were learning throughout the day.

5.1.3.2 Group Processing

To ask the participants to reflect on the lecture's implications for them. Utilize any group format that trainer feels will maximize the quality of the processing. Consider the following examples:

- A training group had just heard a lecture on five steps to effective meeting management. The participants were asked to break into small groups to discuss the following two questions:
  - Which ideas were new for you and which were not?
  - Which ideas do you think apply to your situation back home?
- A trainer completed a lecture on ten key points to remember when conducting a hiring interview:
  - Build rapport.
  - Describe the job and the organization to the candidate.
  - Be aware of your body language.
  - Review the candidate's resume.
  - Ask as much as possible about the candidate's past behaviour.
  - Allow for silence.
  - Maintain control.
  - Seek contrary evidence.
  - Answer the candidate's questions.
  - Make important notes during the interview.

  She then asked the participants to discuss the following questions with the seat partner:
  - Which of these behaviours comes easily to you? Which are difficult?
  - Which do you want to practice more?
  - What would help you to remember the key points the next time you conduct an interview?

5.1.3.3 Post-Lecture Case Problem

To pose a case problem for the participants to solve based on the information given in the lecture. Let us take the following example:

- At the conclusion of a presentation on bank products, the participants were formed into two groups and given the following case problem:

A customer’s daughter has just been accepted at a college with very high tuition. Unfortunately, she does not qualify for a state guaranteed loan. She has come to you for alternatives. What would you recommend?
After a small group discussion, individuals from each group were matched to compare notes on the case problem.

5.1.3.4 Participant Review

To ask participants to review the contents of the lecture wit each other (in any group configuration) and commit the major points to memory. Or give them a self-scoring review test. Look at the following two examples:

- A trainer gave a presentation on six job-centred motivators that have long-term effects on employee’s attitudes:

    - Achievement.
    - Recognition for achievement.
    - The work itself.
    - Responsibility.
    - Growth.
    - Advancement.

  When he finished, he asked participants to put away their notes and write down the six motivators from memory, providing an example of each. He then allowed participants to check their answers against their notes.

- In a stress management seminar, the trainer explained and demonstrated over 20 stretching and relaxation exercises one can do while seated in an office. Participants were given a brief opportunity to practice each of these exercises. Assuming that participants could easily forget many of the exercises (even with a summary handout), the trainer divided participants into pairs and asked them to remember as many exercise as possible. Pairs were then allowed to check with each other to identify most of the 20 exercises. After working this hard to recall this exercises, the trainer hypothesized, individual participants likely would recall many of them for future use, without prompts and aids.

5.1.3.5 Experiential Activity

To design an activity that dramatically summarizes or illustrates the lecture the trainer has given. The trainer may utilize any of the following experiential learning approaches:

- Role playing,
- Games / Simulations,
- Observation,
- Mental imagery, etc.

Consider the following example in which the trainer used a similar exercise to end a lecture:

A trainer had just finished a lecture entitled "How brain dominance affects teaching/learning style". She wanted to reinforce the lecture with a demonstration showing that, if we teach only from our preferred mode, frustration would result for both teacher and student. She asked participants to pair off and for each pair to decide who would be the student and who would be the teacher. "Students" were then asked to write out the responses to this question: "What are the first two steps you would like your teacher to take in order to help you learn how to drive a car most effectively?" "Teachers" were asked to respond in writing to a comparable question "What are the first two steps that you would take in order to teach someone how to drive a car most effectively?" Each pair was then asked to compare responses and discuss any discrepancies and/or similarities between the steps proposed by the "teacher" and those desired by the "student". Pairs were also asked to compare their scores on the Hermann Brain Dominance inventory, which had previously been completed and profiled for each participant, and to try to draw some conclusions about the impact of their learning styles on their approaches to teaching.

Once the disadvantages associated with learning have been overcome it surely becomes one of the most suitable training methods. Let us now move on to some other training methods, which though cannot be used exclusively but when used in association with lectures tend to work wonders.

5.2 Other Techniques

5.2.1 Readings

Reading assignments may be provided to the participants where in a summary of all that is being covered in the class is provided. Though such assignments do not do much to stimulate the senses of the participants, as they merely require some concentrated seeing of words on pages, at the same time they can expose learners to large quantity of contents. To make reading assignment more meaningful, instructors should build in accountability. Like the lecture, these assignments should be accompanied with some feedback activities, which measure and assist the retention of the content. Such follow-up activities may include discussion, testing or application to a simulated problem. Without such follow-up, the reading assignments risk a very low return on investment.

5.2.2 Demonstrations

They are similar to illustrated lectures or presentations. Demonstrations are extremely suitable for psychomotor objectives, but of course can be used to illustrate inter-personal skills, communication, or counselling. Close integration of the spoken and visual stimulus is the key to a successful demonstration. Good demonstrations precede one step at a time. For effective demonstration the trainers should:

- Have all the materials in place and check for their operation;
- Explain the goals to the learners in the beginning;
- Present the operation one step at a time based on the task analysis;
- Allow the earliest possible try-outs by the participants, and reinforce everything learners do correctly in their try-outs.

Any demonstration should be interactive, that is, it allows the learner-watchers to do something instead of merely observing. Job instruction training is a perfect format for the interactive demonstrations. Take the following example into consideration:

- In a communication course, a trainer was about to present a model by Jack Gibb on defensive versus non-defensive communication. According to Gibb people become defensive when others are evaluative, controlling, strategizing, neutral, superior, and overly certain. They become less defensive when others are descriptive, problem oriented, spontaneous, empathetic, egalitarian, and provisional. Rather than defining and illustrating each of these 12 qualities, the trainer chose instead to create a live demonstration. He enlisted four participants to hold a discussion on the rights of smokers and non-smokers at workplace. The 12 categories were prominently displayed on newsprint off to the side of the discussion group. As the trainer heard an example of one of the communication categories emerging from the group discussion, he pointed to the category that was demonstrated. In 10 minutes, all the defensive communication categories had been illustrated, but few of the non-defensive ones had been utilized. To demonstrate the remaining non-defensive behaviours, the trainer joined the discussion group and showed that how the communication of one member could induce lowered defensiveness in others. He then encouraged others to try out the newly demonstrated behaviours.

5.2.3 Case Study

A case study can be likened to a written demonstration. When giving a case study, the trainer is providing an account of a real or fictitious situation, including sufficient detail to make it possible for groups to analyse the problems involved. The trainer can also embed in the case study information that is normally presented in a lecture format. The major benefit of a case study is that abstract information is presented concretely.

5.2.4 Guided Teaching

Instead of presenting a lecture, the trainer should ask a series of questions to tap the knowledge of the group or obtain their hypotheses or conclusions. Record their ideas, if possible, and compare them to the lecture points you have in mind. The guided teaching method is a nice break from straight lecturing and allows the trainer to learn what participants already know and understand before making instructional points. Because it uses a Socratic-type teaching technique, this method encourages self-discovery. Here is one example:

- In a basic management skills course, the trainer wanted to broaden participant' thinking about motivation. She posted on a flipchart the following question: *why does and employee quit?* Numerous and varied responses were, give: money, limited opportunity, lack of recognition or appreciation, conflicts with supervisor, career change, and son on. Participants were then asked to group their answers in to like categories. By interspersing her own ideas, probing and prompting, the trainer guided the group into identifying three categories: employee factors (like career change, etc.), management factors (like conflicts, recognition, etc.), and organizational or system factors (such as reward systems, culture, etc.).

5.2.5 Group Enquiry

Instead of asking questions, the trainer could challenge participants to devise their own questions to further their own understanding of a topic. If participants have little prior knowledge about the material, they should be presented with relevant instructional materials first (work examples, handouts, etc.) to arouse their curiosity and interest and to stimulate questions. Posing a problem that the group must solve might also encourage questions. Allow sufficient time for the groups to form some questions, and then field the questions one at a time or as a whole group. This method allows the trainer to gear his/her teaching to participant's needs. Notice it through this example:

- For a course titled "Cross-cultural issues for an international assignment", the trainer handed out a description of a series of interactions between the Indonesians and Americans. One such incident is described as follows:

    Machmud has recently been promoted to a position of authority and was asked to represent his company and Indonesia's needs at the Head office in Butte, Montana.

    Relationships with fellow workers seemed cordial but rather formal from perspective. He was invited to attend many policy and planning sessions with other officials where he often sat, rather quietly, as other s generated ideas and engaged in conversation.

    The time finally came when the direction the company was to take in Indonesia was to be discussed. A meeting was called to which Machmud was invited to attend. As the meeting was drawing to a close after almost two hours of discussion, Machmud, almost apologetically, offered his first contribution to the meeting. Almost immediately, John Stewart, the local VP said, "Why did you wait so long to contribute? We needed your comments all along". Machmud felt that John Stewart's reply was harsh.

  Rather than explaining the specific cultural differences involved in each incident, the trainer invited the group to ask him questions, based on the descriptions about Indonesians, their behaviour, and their culture. Some of their questions were immediately relevant to the assigned incidents, while other questions were helpful in understanding a wide range of events that the participants might experience when working with Indonesians. It was unlikely that the group would have developed as many insightful questions without the stimulus of the critical incidents.

5.2.6 *Information Search*

This method can be likened to an open book test - hand out worksheet containing questions about the topic. Have the group search for the information-, which you would normally cover in a lecture – in a source book or a collection of handouts. The search can be performed be small teams or by individuals. A friendly competition can even be set up to encourage full participation. Notice how an information search method serves to liven up dry material in the following example.

A trainer in a course of diversity in the workplace employed a different information search approach. She presented participants with 4 articles discussing the topic (the articles focused on gender, race, ethnicity, and age). Their job was to research the topic as thoroughly as possible in order to participate in a panel discussion on how best to manage a diverse work force. The participants were urged to gather whatever facts, concepts, and opinions they could to enhance the quality of the discussion. In order to give every participant an opportunity to take part in discussion, the membership of the panel changed every 10 minutes. The end of the segment very well informed participants informed about the topic.

Each method can be combined with another to suit your needs. For example:

- Group inquiry can almost always follow one of the other alternatives. Similarly, readings and discussions can precede many other methods in order to provide a knowledge base for later application.

5.2.7 *Experiential Learning Methods*

Active training promotes learning by doing. Experiential learning approaches are particularly suited for affective and behavioural training goals. They help participants to become more aware of their feelings and reactions to certain issues and new ideas. In addition, they allow participants to practice and refine new skills and procedures. Following are some of the experiential learning methods that could be applied to training:

5.2.7.1 *Role Playing*

Role-playing is a staple in any active trainer's repertoire. It is the best-known way to help participants both experience certain feelings and practice certain skills. Let's say, for example, that the objective of a training program is to have participants get in touch with their feelings about confronting others (something many supervisors and, indeed, people in general avoid). The trainer can set up a dramatic situation in which participants are required to confront someone else and then discuss the feelings generated by the role playing experience. In addition, the trainer can also design a role-playing exercise to enable the participants to practice constructive methods of confrontation.

5.2.7.2 Games and Simulations

Used appropriately, games and simulations are an enjoyable and effective way to advance training objectives. One of the advantages of games and simulations is the extent to which they encourage participants to confront their own attitudes and values.

An excellent example is the *Prisoner's Dilemma Game*. This well known game is set-up in such a way that participants make a choice, often without realizing it, to compete rather than to co-operate. The effects of the choice become evident as the game proceeds. It is a terrific way to help participants become aware of their competitiveness. Many other games perform similar self-revelatory functions.

Games and simulations can also help participants grasp the total course content. An advantage of using a game at the beginning section of a program is that it can give participants a chance to experience the whole before discussing the parts.

For example, starting a cross-cultural training program with a simulation game such as Bafa' Bafa' is a great way to prepare people being transferred abroad for the frustrations, joys, and insights that come from contact with a foreign culture. In Bafa' Bafa', participants are separated into 2 groups. Each group becomes a culture and is instructed in culture's values and traditions. The two groups then exchange "ambassadors" who observe the other group and return the report on what they have learned about its culture. After consultation time, a different set of ambassadors is exchanged with the charge of intersecting with the culture being visited. The game provides an excellent chance for participants to focus on what they consider normal, how they act within their own circle, and how they interact with strangers. They usually spend an hour playing the game and then up to five hours discussing how stereotypes are formed and perpetuated.

Games and simulations can also help test the behavioural style and performance of participants. Playing a game at the beginning of a course allows the trainer to identify the styles and skills that already exist and to note which to be strengthened. Playing a game at the end of a course enables the trainer to assess the instructional experience.

Take for example, a simulation exercise called Desert survival. Players are told that their plane has crashed in the desert, that their only priority is to survive, and that only certain items are available only to them. In the first part of the game, players must decide how to survive individually. Then, the game is replayed with groups working towards team consensus. A trainer could include this simulation exercise at the beginning of a course on team building to assess how well teams work toward consensus. Near the end of the course, a similar exercise, such as Winter Survival, could be employed to measure progress in teamwork.

5.2.7.3 Observation

Watching others, without directly participating, can be an effective way to experience learning. Although it is worthwhile for participants actually to practice something, observation by itself can play an important part in training. The key is for the observation experience to be active rather than passive.

When participants are observing a role play or group exercise, provide easy-to-use observation forms containing suggestions, questions, and checklists. Having concrete guidelines helps participants get the most out of the observation experience. Give aids to help participants attend to and retain pertinent aspects of a demonstration they are watching. For example:

- When modelling how to conduct an exit interview, make sure that participants take notice of its critical features by giving an overview of the demonstration and providing a visual display of a few key terms to specific behaviours to be modelled. It may be helpful to point to these descriptions as they are being enacted. After the demonstration is over, you can help participants retain the observation points by asking them to recall them from their memory. You may even want to challenge them to write out an imaginary exit interview that includes all the steps. A pocketsize card summarizing the features of an exit interview can also be given to the participants for future use as a job aid.

The trainer can provide key questions to help observers focus their attention. Expecting observers to give constructive feedback challenges them to observe more carefully and apply what they have previously learned. In a longer training program, for instance, you can include several opportunities for observers to provide feedback to each other. At first, these exchanges should be kept short and focused on the positive behaviours displayed. As trust develops in the group, then feedback can be more extensive and critical. Giving this responsibility to participants pushes them to review what they have been taught and to use it as the basis for their feedback.

5.2.7.4 Mental Imagery

Mental imagery is the ability to visualize an object, person, place, or action not actually present. Trainers can design 6 kinds of imagery experiences:

- ***Visual imagery***
  For example, various colour shapes – a golden triangle, a violet circle.
- ***Tactile imagery***
  For example, shaking someone's hand, feeling its surface and temperature.
- ***Olfactory imagery***
  For example, smelling the clean mountain air in a pine forest.
- ***Kinaesthetic imagery***
  For example, driving a car, sensing each turn of the wheel.
- ***Taste imagery***
  For example, attending to the taste and texture of your favourite food.
- ***Auditory imagery***
  For example, listening to the sound of a voice calling your name.

Imagery has special value as a way to help them mentally rehearse putting skills into action and to bring feelings and events into focus. Such exercise can be used to replace role-playing. Since they are internal they cause less anxiety to those participants who are shy about performing before other people. Skills such as speaking before a group or acting assertively, for example, can be practiced successfully through mental imagery – although a minimal amount of role-playing practice must also be interspersed.

Mental imagery exercises also stimulate discussion. Often it is hard for a discussion on a particular topic to get off the ground without a boost. When participants are guided to visualize a real or fantasized experience, thoughts and feelings relevant to a particular topic can be activated. For example, in a workshop on interfaith relations, participants were asked to imagine walking invisibly into the homes of people of different religious faiths and watching how they celebrate different holidays. A discussion followed on the norms of different groups. It was a lively and honest exploration of religious differences.

The trainer can help participants to clear their minds by encouraging them to relax. Background music, dimmed lights, and breathing exercises can be used to achieve results. Warm up exercises can be conducted to open the mind's eye. It is the duty of the trainer to assure participants that it's okay if they experience difficulty visualizing what you describe. Some participants initially block before they are relaxed enough to visualize. The trainer should give imagery instructions slowly and with enough pauses to allow images to develop. And finally, participants should be invited to share their imagery.

5.2.8 Facilitation Skills

In addition to a mastery over the different training methods a trainer needs to possess good facilitation skills. In order to create an environment in which learners actively participate in the learning process, a variety of communication techniques need to be used. Promotion of constructive interaction between individuals and among learners requires certain specialized skills. Depending on the desired outcome of the interaction, different communication methods may be used. Some of the important mechanisms that provide for effective communication and facilitation are:

- *Use of various interpersonal communication skills to facilitate large and small group learning;*
- *Analysis of group process activity in terms of task and maintenance* functions.

5.2.9 Summarizing

Summarizing is a deliberate effort on the part of the facilitator to pull together the main points made by the learners. It mainly aims to:

- Pull important ideas, facts, or data together;
- Review progress;
- Establish a basis for further discussion.

It is a technique similar to paraphrasing, but with a slight difference. In paraphrasing the goal is to mirror the meaning to check for understanding. In summarizing, the goal is to synthesize to check for understanding in a conversation or verbal communication.

It can encourage the learners to be more reflective about their statements as they listen for accuracy and emphasis. Besides, it is a skill which requires that one who intends to summarize listen carefully in order to organize the information more systematically. It also ensures that everyone in the communication process is clear about what transpired in the conversation over a certain period of time. Summarizing typically begins with:

- “If I understand right what you are saying, you mean..............”
- “These seem to be the key words that you have expressed ....”
- “In summary, you think ....”

Let us take a very simple example:

- “I have noted four major reasons that you have suggested that may account for a manager’s unwillingness to delegate work: 1) lack of confidence; 2) fear of failure; 3) comfort in doing the task themselves; 4) fear of being replaced.”

5.2.10 Body Language

Underlying all presentations is the body language and the expression in the voice of the trainer. The maxim “It’s not what you say but how you say it” holds true. In fact, research shows that what you say accounts for only 7% of the impact of your presentation. The rest 93% of how people respond to you stems from how you are communicating non-verbally. The key to effective non-verbal behavior is how you present yourself vocally, facially, and posturally. Remember that the participants will primarily be focused on you as the lecturer or presenter. The effective communication of trainer’s message can be sabotaged by delivery techniques that are annoying or irritating to your listeners. Following these suggestions will enhance your personal presentation skills:

- **Establish comfort level with the group through natural, positive body language.** Maintain a good posture and a firm stance as one addresses the group. Avoid putting one’s hands near the mouth or face, as those gestures signal insecurity. Watch out for such bad habits as fidgeting, playing with one’s hair, or tapping a pencil, as they distract the participants from the message.

- **Individualize one’s audience by making eye contact with the participants.** Resist the temptation to stare at one’s notes or read from a written page. One is speaking to an audience, not a piece of paper. Pick out two or three friendly faces and look at them frequently for support. Alternate looking at those specific people with a general panning of the group, allowing the eyes to rove from one corner of the room to another.

- **Be aware of the pace and volume of voice.** Try to speak slightly more slowly than one would in a normal conversation so that all participants can catch what you are saying. Speak at a volume that is loud enough for all to hear yet not so loud that one is found shouting. Varying both the rate and the tone of one's voice can help keeping the audience's attention, much as a master storyteller modulates her voice to complement the plot and characters of the story.

- **Alter speech habits that are annoying to the listeners.** Fillers like "ah, um, er, etc.", are irritating when used repetitively by the speaker. Especially guard against the continuous use of "you know", which is a popular conversational phase but out of place in presentation or a lecture. Excessive coughing or throat clearing takes a listener's attention away from the information being presented and instead focuses on the presenter himself of herself.

Listening to a tape recording of oneself giving a sample presentation may help one pick up annoying speech mannerisms of which one may be unaware. Viewing videotape is even better, since one can both hear and see the delivery style. Changing one's presentation style may be difficult at first. However, constant awareness of one's body language and voice patterns while one speaks in front of a group will help one ensure that the message is not only delivered but also heard and understood by the participants. So as to check the improvement one can take the following self-assessment exercise on non-verbal behaviours. Use the help of one's friend in video taping the first presentation and then subsequent ones also. After each presentation, rate oneself on the 1 to 5 scales and check for improvement.

Table 5.1: Self-Assessment Rating Sheet

CRITERIA	**RATING**	**SCALE**					**RATING**
VOICE							
Volume	Loud	5	4	3	2	1	Soft
Tone	Animated	5	4	3	2	1	Monotonous
Fluency	Smooth	5	4	3	2	1	Halting
Speed	Fast	5	4	3	2	1	Slow
FACIAL EXPRESSIONS							
Eyes	Engaged	5	4	3	2	1	Removed
Mouth	Friendly	5	4	3	2	1	Stern
Forehead	Relaxed	5	4	3	2	1	Furrowed
POSTURE							
Posture	Erect	5	4	3	2	1	Slouched
Movement	Controlled	5	4	3	2	1	Fidgety
Hand gestures	Natural	5	4	3	2	1	Robotic

5.2.11 Group Process Activity Skills

The participants need to be tempted before they feel motivated to join in and take any exercise seriously. Getting the participants to buy in to an activity is essential to the success of the planned exercise. Here are some ways in which the trainer can promote motivation:

a. Explain your objectives

Participants like to know what is going to happen and why. Don't assume that they know the objectives for the exercise – make sure they do.

b. Sell the benefits

Tell participants what is in it for them. Explain what benefits they will derive back on the job as a result of the activity.

c. Connect enthusiasm

If the trainer sound motivated about seeing them all involved in an activity, participants will internalise some of the enthusiasm.

d. Connect the activity to the previous activities

Explaining the relationship between activities helps participants to see the common thread in the program.

e. Share personal feelings with participants

Explain why one finds the activity suitable and most useful to him or her.

f. Express confidence in participants

Tell participants that he or she thinks that they will do a good job with the activity or that they are now ready to tackle a new challenge.

Having decided on the methodology of delivery the training, the next important step is to evaluate the training program that has been designed.

Chapter 6. Evaluation of the Training Program

Training like any other organizational endeavour requires time, energy and money. Therefore, the organization needs to know whether their investment in training is being spent effectively and if it is worth the effort. Therefore, once the training program successfully comes to an end, it is necessary for the trainer to evaluate the program and crosscheck whether it fulfilled the purpose for which it was conducted *(Stanley, Llyod A., 1987, p.73).*

6.1 Why to evaluate

Generally speaking, evaluation is a systematic appraisal by which we determine the worth, value or meaning of something to someone. When it comes to a training program, evaluation serves the following two purposes:

- **Evaluation for determination**
- **Evaluation for justification**

a. Evaluation for determination

Generates information that is to be used as a factor in aiding future decisions. Such information shall be useful in improving training design (for example, decisions related to perceived content relevance; participant satisfaction with the trainers; participant perception of job applicability of content and skills; and so on). This information can help trainers, designers, and training managers to make decisions about future training content, skills emphasis, staff allocations, learning materials, etc. Evaluations for this purpose are usually done at the end of the training program *(Newby, A. C. 1992, p.116).*

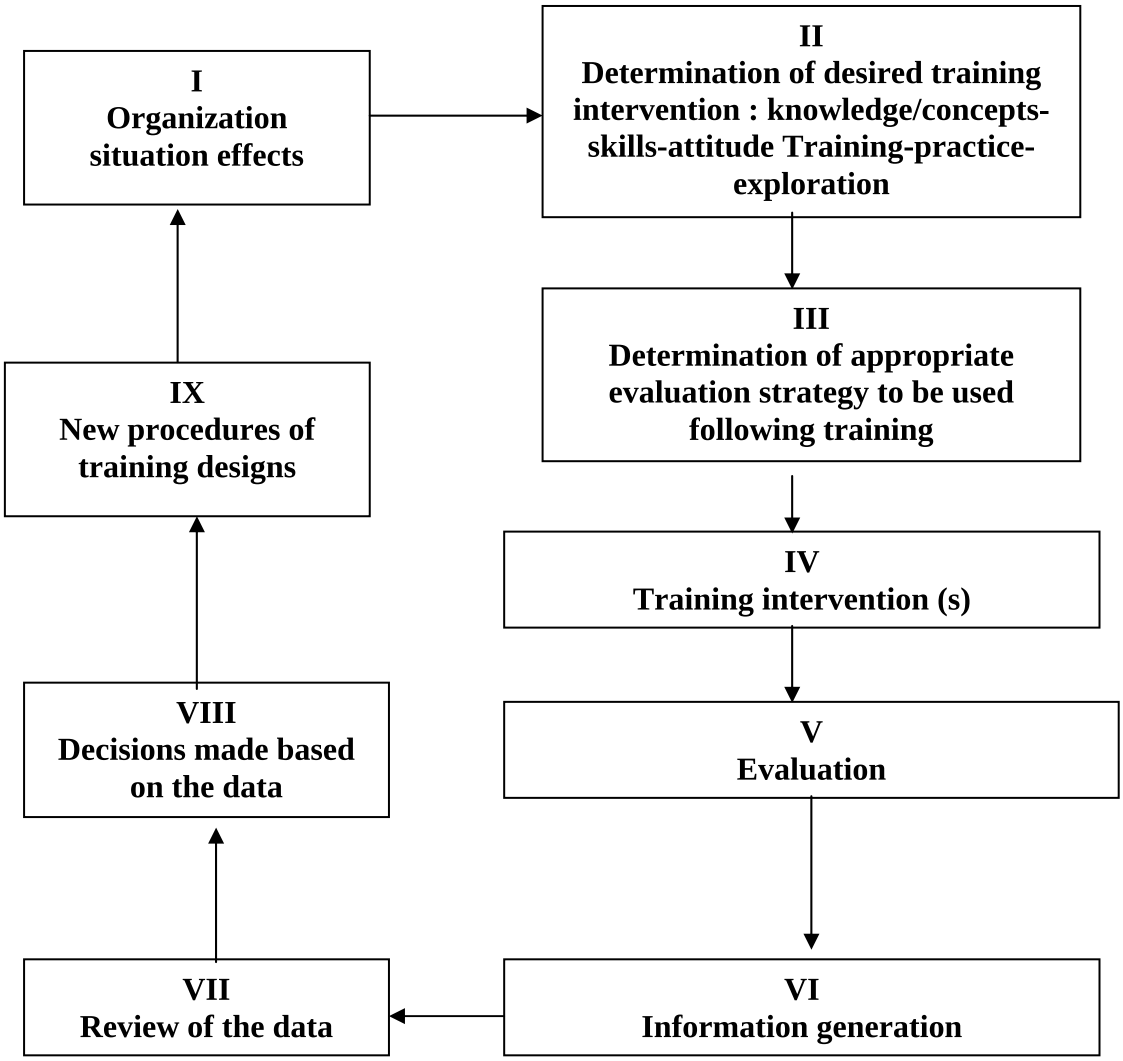
b. Evaluation for justification

If one evaluates participant satisfaction and then attempts to justify the cost of providing training on the basis of participant ratings, one is conducting the evaluation for a very different purpose. Evaluation for justification is intended to show the relationship of training to expected changes in behaviour or outcomes on the job. This is the job of generating enough ‘hard’ data to show that the investment of financial resources in the training program has a measurable payoff to the organization (Kirkpatrick, D. L., 1994, p.83). Such evaluation includes:

- Providing that something resulted from something else (establishing a cause and effect relationship);
- Verifying that a specific outcome was reached;
- Supporting a pre-determined conclusion or expectation;
- Establishing the supportive documentation for a positional statement.

Ideally the evaluation procedure should appear as follows:

Fig. 6.1: Training Evaluation



Source: Kinlaw, D. C. Facilitation skills: The ASTD trainer's sourcebook. New York: McGraw-Hill, 1996, p.187

6.2 When to evaluate

The evaluation of a training program by the trainers themselves is an ongoing process. Immediately following the completion of the training program, a systematic evaluation of the design, content, and presentation of the program should be conducted. In general, feedback and evaluation for assessment of satisfaction and perceptions of learning by the participants should be conducted at the end of the training event, while it is still fresh in the participant's minds. When participants leave the site, the memory of the event begins to fade or distort, and the necessity of completing and returning any evaluation forms begins to lose its urgency. However, assessment of improvement in job performance cannot be made until later, often weeks or months after the conclusion of the training. Still later comes the time for assessing improvement in meeting operational objectives *(Phillips, J. J., 1991, p.92).*

6.3 What to evaluate

The assessment should relate to the objectives of the workshop: what worked, what did not, what was useful, what was not, and so on. In general, program participants can be assessed in terms of the following five major classes of information *(Brown, S. M., & Seidner, C. J., 1997, p.110):*

a. ***The initial status of those who attended the program:*** i.e., who attended and how proficient they already were with respect to what they were supposed to learn.

b. ***The status of participants in regard to what they were supposed to learn during the program:*** (e.g., knowledge, skills, particular techniques, enhanced motivation, or the acquisition of specific attitudes). It is important that the participants gain something of value. This can be measured in terms of the participant's perceptions, the perceptions of others with whom they work, and by means of standardized measurement procedures.

c. ***Information regarding the execution of the program:*** (i.e., the extent to which the designed program was carried out). It is important to find out what the discrepancies are during the program for two reasons: a) the program as implemented is what is being evaluated, and b) feedback on needed changes in the design are useful for the designers.

d. ***Costs***: Ultimately, it must be determined whether the expenditure of resources for a training program was justified.

e. ***Supplemental information*** *(*such as reactions of those involved, unanticipated learning, or unexpected side effects). Reasons of participants and of those who conducted the program furnish invaluable information about how the program was received and perceived.

6.3.1 Design Consideration

The following type of assessment is designed to elicit information about the design, content, and presentation of the training program itself. This list indicates the types of information that are solicited for this purpose. These questions can be used even for self-evaluation by the trainer:

a. Goals, preparation

- What was done or announced to get the group ready?
- Were the goals/objectives of the training stated?
- Were the goals explained? Was time allowed for questions?
- What expectations were created?
- Which goals seem to have been reached?
- Were expectations fulfilled?

b. Directions

- Were directions adequate?
- Were too many instructions given at one time?
- Was time allowed for questions?
- Were instructions followed immediately by action? Did activities intervene between the instructions and their execution?

c. Activities/ Instruments

- Were they used appropriately? Did they fit into what was happening?
- Were they well introduced? Were the instructions clear?
- Were they forced on an unwilling group?
- Did the activities accomplish their goals?

d. Time limits

- Were allotted time periods well chosen?
- Were time limits stated? Were they clear?
- Were time limits enforced? Ignored? Flexible?

- Was time wasted? Could something have been done in a more efficient way?

e. Staging

- Was the facilitator well positioned in the room? Visible?
- Were participants organized with a minimum of disruption?
- Was there enough room? Too much room?
- Was lighting adequate?
- Was the temperature of the comfortable?
- Were the furnishings functional? Well placed? Comfortable?
- Were audiovisual aids well placed? Functioning? Operated competently?

f. Participants and staff

- How were subgroups of previously acquainted participants handled or utilized in the larger group?
- To what degree did participants become better acquainted with one another? How was this facilitated?
- How were the various levels of experience and expertise among participants recognized or taken into account?

6.3.2 Style Consideration

a. Voice

- Was the facilitator's voice loud enough? Too loud?
- Was the speech pattern too fast? Too slow? Varied in rhythm and inflection?
- Were the words well articulated?
- Was the tone of voice agreeable? Interesting?

b. Physical presentation

- Did the facilitator make sufficient eye contact?
- Did the facilitator's facial expression convey interest? Enthusiasm? Tension? Boredom?
- Was the facilitator dressed neatly?
- Did the facilitator seem interested in what he or she was doing?

Samples of the evaluation sheets which the trainer could circulate among the participants to obtain a feedback of the training event conducted as soon as it is completed is placed in Annexure-II.

6.4 Techniques and Instruments used in Evaluation

Following are some of the widely used instruments for evaluating training programs: (Stanley, Llyod A., 1987, p. 73)

- ***INTERVIEW :*** This involves structured conversation wherein interviewer asks questions to obtain information from the interviewees about their impressions of the training program.

- ***NON-VERBAL CUES :*** Gestures, facial expressions used by trainees also provide an insight into trainees thinking or feelings.

- ***ORAL SESSION :*** Period during which verbal responses to specific training matters are elicited from the training group.

- ***ORGANIZATIONAL DOCUMENTS :*** Written records of an organization, e.g., memoranda, audit reports, program budgets, production schedules and reports.

- ***PERFORMANCE TEST :*** Instrument requiring trainees demonstration of learning under simulated or actual conditions via responses of process of production nature, e.g., operating a machine, conducting an interview or meeting preparing a budget.

- ***QUESTIONNAIRE :*** Set of written items used to elicit data from respondents on specific aspects of training and/or job.

- ***SELF-ASSESSMENT :*** The trainees may undertake a small self-assessment exercise to crosscheck what they have learned through the program.

- ***WRITTEN TEST:*** Series of written items, (questions, problems, and exercises) to measure specific learning's against specified criteria or norms.

Having discussed all aspects of the training cycle, its now important to equip the trainer with all tools, techniques and methods, to design, develop delivery and evaluate the training prog4am so we move on to training the trainer.

Chapter 7. Training the Trainer

No training can be totally successful based upon the written design alone. Programs that look gorgeous on paper are worthless if the trainer does not have the delivery skills to carry out the design requirements. Following are certain tips to develop presentation and delivery skills of a trainer:

7.1 Preparing Yourself Mentally

All trainers are a little nervous when starting a program. However, the anticipation of preparing to train rather than the training itself is usually the worst part. If you have planned the activities and are well organized, the butterflies will probably settle down.

In addition to preparation, you will find that making the effort to connect with participants before you begin will reduce your tension and build your confidence. This way the trainer avoids self-absorption that breeds anxiety. Remember that it is the participants who are responsible for acquiring skills or information from training experience. They are present not be impressed by you but to take something away with them when they leave the training session (Training for trainers: document, Luxembourg: Office for official publications of the European communities, 1995, p. 46).

Another consideration is the trainer's own comfort with the course content. Creating a training program from scratch and delivering it for the first time can be tremendously exciting as you participate in the learning process step by step with the participants. The drawback to presenting new material is the hesitancy and uncertainty with which you may deliver the course (Zemke, R. & Kramlinger, 1982, p.115).

If you are not well versed in the subject matter, you might be especially concerned about *handling questions* from the participants. Remind yourself that one way to field questions to which you have no answer is to draw upon the group's expertise: throw the question out to the group as a whole to determine if they can discover the answer collectively. Another approach is to write down any questions to which you cannot respond immediately and promise to find out the answers. Make sure to get back to the participants as soon as you have the correct answers to their questions (Zemke, R. & Kramlinger, 1982, p.116).

A different kind of mental preparation is needed if the course content is something that is second nature to you. Boredom is a problem for anyone who teaches a subject repeatedly. If you are in the position of training course material that you could recite in your sleep, try to remember that, although the information is not new to you, it is new for your group members.

One final recommendation as you mentally prepare for the training program: remember that what works well for one audience may not work at all with another group. Course content may not vary from one session to the next, but the mix of people most likely will. Success in an active training program depends on your ability to modify the content and design of a course according to the overall goals of that particular group of participants (Zemke, R. & Kramlinger, 1982, p.120).

7.2 Knowing the Group

Too many people both in and out of the training profession, the ability to deliver an effective presentation are the mark of a good trainer. Sometimes, sessions that are called training programs are really just forums or presentations by speakers with expertise in a particular area. Whether your presentation is the only component of your session or you have designed a lecture midway through a full training program, a successful presentation can stimulate new thoughts and ideas in others.

To create an effective presentation, first consider the nature of the participants. What are their concerns, their backgrounds, and their reasons for attending? Tailoring your remarks specifically to your audience is the first step towards a successful presentation. Following these tips will help you connect with your presentation audience immediately:

a. Aim your initial remarks at the immediate concerns of your listeners

Participants will be more attentive if they think that you are going to address the questions that matter most to them. Until these questions are answered to the participant’s satisfaction, they will have difficulty relating to the information that you are trying to get across. Typical concerns might be:

- “Why are you telling me this?”
- “How does this affect me?”
- “Why should I be here instead of elsewhere?”

If you do not address these concerns at the outset, you risk losing your listeners before you even begin and having to spend the rest of the time fighting to gain their attention and interest.

b. Understand why you are communicating this information

Have you been invited to speak as an expert consultant, a helpful intermediary, or as a decision maker who is telling the group what is about to happen? If you have been asked to present information about a new benefits program that will require employees to make major concessions, are you prepared to handle the hostile and angry responses that are likely to come from your audience? If you are lecturing as an expert consultant, do you have the credentials to back up your statements? Anticipate your group's perceptions of your role and plan your reactions accordingly.

c. Use language familiar to your listeners to establish bridges between your experiences and theirs.

Avoid jargon or unfamiliar terms that might confuse people or prevent your overall message from getting through. Provide examples that relate to your audience. Below is a transcript of the beginning of a class given by a corporate trainer responsible for teaching employees how to use a new word processing system. Pay attention to how the trainer attempts to answer the listeners concerns immediately, explains her role, and uses language accessible to the participants.

Welcome to word processing transition training. Today's class is intended to help you, as experienced word processors, to make an easy transition between what you are using currently and the new version of word processing that our company will be using in the future.

Although a full conversion between the two systems will not take place until all word processors in your area have been trained, you will find that as of tomorrow morning the new system will be available to you on your terminals at work. It is important that you try out the new software on your own as soon as possible so that you can gain full advantage from you hours spent in training today. I have been tracking previous attendees very closely and have found that people who are having the best results use the new system immediately. I'd like to give you a follow-up call approximately three days from now to find out if you have accessed the new system and if you have experienced any problems when using it. Before I go any further, are any questions already forming in your mind?

> "Will we still be able to access the old version of word processing?"
> "Will we still be able to access the old version of word processing?"

Yes, for a limited time period you will have access to both the new and the old software. I will be explaining more about conversion time frames at the end of our class today.

Let us start by finding out why our company has decided to change to a new version of word processing. The vendor that developed our system received numerous requests from word processing operators for enhancements that the old system simply didn't have. The programmers decide to put all of the enhancements together into one new word processing package, which is what you are going to be trying out today. I think that after you practice on the new version you will agree that the enhancements are really terrific and make our word processing system much easier to use.

"What if I decide that I don't like the new version?"

The truth is that our company has definitely decided that everyone will be converted to the new system by mid-October. Any time that you move away from something that you are comfortable with you are bound to feel a bit awkward at first. However, I think that once you experiment with the new version and then try to return to the old system you will say to yourself: "I can't believe that I lasted with the regular word processing program for so long.

Instead of just talking about the system, let us go ahead and have you try our some of the new features for yourself. Please sign on by entering your user ID and password……….

In this extract, the speaker addressed the participant's potential concerns by identifying the reason why she was giving the presentation as well as the short and long-term impacts of the new system on the word processing operators.

Another thing that you want to do up front is to clarify just how much time that you have to speak. Many of us will prepare for an hour presentation only to have someone come in and say, "I'm sorry, I have to leave in forty-five minutes", or someone might come in and say, "You're going to have to cut your presentation to 20 minutes as we have a big problem and we have to run out on you". Another thing that you should keep in mid while presenting is to thank your listeners up-front for the opportunity to present to them.

7.3 Organizing Your Presentation

Although the actual design of your presentation may vary widely from one course to the next, several organizational principles apply to all lectures and presentations regardless of content or structure. Some ideas to keep in mind as you organize your presentation are as follows.

a. ***Make sure your opening is effective***

A good opening will help the rest of the presentation to go much more smoothly. If you have a great opening story or joke that makes sense within the context of the rest of your presentation, use it. However, don't think that your opening has to be entirely your responsibility. Pool the group or ask the participants a few initial questions designed to elicit their opinions before you launch into your presentation. Asking the group to participate immediately will be as effective as the most humorous or captivating opening story.

b. ***Cover a few points of information thoroughly rather than many points incompletely***

Set limits on how much you plan to cover and stick to those limits during your presentation. All listeners have finite attention spans, no matter how interesting or scintillating the speaker is. Trying to cram in as much information as possible can overwhelm your key points as well as confuse the listener.

c. ***Avoid tangents and getting off-track***

While it is not necessary always to stick to a logical sequence, prevent yourselves from going off the deep end when delivering your presentation, especially in response to participant's questions. Stay on target, in focus, and pace your presentation so as to keep everyone's interest in your subject matter alive.

d. ***Be as specific as possible in your lecture points***

The clearer your message, the greater the likelihood that your audience will understand what it is that you are trying to convey. Give examples or make analogies that truly illuminate your points.

e. ***Estimate the time each part of your presentation will take***

By doing so, you can adjust your remarks as needed. Sometimes, you will need to shorten certain parts of a prepared presentation to fit into the time constraints of a particular training group. Before delivering the presentation, decide which segments can be shortened or lengthened if necessary (Vaughn, Robert H. 2000, p. 196).

7.4 Watching Your Body Language

Underlying all presentations is your body language and the expressiveness of your voice. The maxim "*It's not what you say but how you say it*" holds true. In fact, research shows that *what* you say accounts for only 7% of the impact of your presentation. 93% of how people respond to you stems from *how* you are communicating non-verbally. The keys to effective non-verbal behaviour are how you present yourself *vocally, facially & posturally*. Remember that the participants will primarily be focused on you as a lecturer or presenter. The effective communication of your message can be sabotaged by delivery techniques that are annoying or irritating to your listeners (Mitchell, G., 1998, p.143). Following these suggestions will enhance your personal presentation skills:

a. ***Establish your comfort level with the group through natural, positive body language***

Maintain good posture and a firm stance as you address the group. Avoid putting your hands near your mouth or your face, as those gestures signal insecurity. Watch out for such bad habits as fidgeting, playing with your hair, or tapping a pencil, as they distract the participants from your message.

b. ***Individualize your audience by making eye contact with your participants***

Resist the temptation to stare at your notes or read from your written page. You are speaking to an audience, not a piece of paper. Pick out two or three friendly faces and look at them frequently for support. Alternate looking at those specific people with a general panning of the group, allowing your eyes to rove from one corner from the room to another.

c. ***Be aware of the pace and volume of your voice as you speak***

Try to speak slightly more slowly than you would in normal conversation so that all participants can catch what you are saying. Speak at a volume that is loud enough for all to hear yet not so loud that you find yourself shouting. Varying both the rate and the tone of your voice can help to keep the audience's attention, much as a master storyteller modulates her voice to complement the plot and characters of the story.

d. Alter speech habits that are annoying to your listeners

Fillers like ‘ah’, ‘um’, ‘er’ are irritating when used repetitively by a speaker. Especially guard against the continual use of ‘you know’, which is popular conversational phrase but out of place in a lecture or presentation. Excessive coughing or throat clearing takes listeners attention away from the information being presented and instead focuses on the presenter himself.

As you try to make any desired changes in your non-verbal behaviour, be careful, however, not to overdo it. Eye contact that becomes a stare, a forced smile, or a overly enthusiastic voice will diminish your credibility.

Listening to a tape recording of yourself giving a sample presentation may help you pick up annoying speech mannerisms of which you may be unaware. Viewing videotape is even better, since you can both hear and see your delivery style.

Changing your presentation style may be difficult at first. Your habits have probably developed over a long period of time and may be hard to break. However, constant awareness of your body language and voice patterns while you speak in the front of a group will help to ensure that your message is not only delivered but also heard and understood by your participants.

7.5 Handling Props

One of the timings that do the most harm to a presentation is the mishandling of props. If you decide to use notes for a lecture, number the pages or note cards so that you don’t get lost mid-speech. Try to look at your notes rarely and don’t give into the temptation to read your written information verbatim. Your *best approach is to use already prepared flip charts for your notes.* When your key points are posted, not only does the audience receive visual backup of your material but also you can keep track of what to say next. A useful trick is likely to pencil notes concerning your presentation on the flip chart itself – you will be able to see them but your audience wont. (Vaughn, Robert H., 2000, p. 196)

A *flip chart* is the most effective prop to use in presentations to groups of fewer than 30 participants because it does not require lights to be dimmed. A flip chart is also versatile, correctable and portable. Be sure to print big and use few words. Draw pictures if you have the talent and write in different robust colours. A number of other flip chart hints may come in handy.

- Leave a blank page between each already prepared flip chart sheet in case you want to write spontaneously during a presentation. Or use a second flip chart for this purpose.
- Number, paperclip, otherwise flag important pages so that you can locate and flip to them quickly.
- Hide lines on the flip chart if participants reading ahead will lessen the impact. You can accomplish this with strips of paper of by folding up lower portions of the sheet.
- Build curiosity and provide an opening summary of your presentation by posting all the flip charts you plan to use along a wall or blackboard.
- Tear off and post around the room sheets from the flip chart that you want the group to be able to refer to throughout the program. Have strips of tape ready so that you can paper the walls quickly.

Although they are not as personal as flipcharts, *overheads* can add impact on your presentations to large audiences, especially when the transparencies are clear, concise, and easy to read. If you do supplement your presentation with overheads, however, be aware of the “6-6” rule: there should be no more than six lines on each overhead, and each line should contain no more than six words per line. Limit yourself to one idea per transparency, use graphics whenever possible. In order to stay connected with your audience, turn the lamp off whenever the projector is not in use.

A *handout* spares the listeners the burden of note taking and provides a helpful remainder of the points that you covered in your lecture. Make sure, however, that your handout is concise and designed for easy reading. And think carefully about when you should distribute your handouts. Many trainers do so before their presentations and wonder why they have trouble getting the group’s attention when they begin speaking. If you want group’s full attention, let them know that the handouts about the major points of discussion will be given only after you speak. The participants will then be free to concentrate fully on what you speak rather than on what you have written in the handouts. If you feel that the participants will follow the discussion more easily if you have a handout in front of them, be explicit about asking participants for eye contact when you need it. (Caffarella, R.S., 1994, p.99)

Following the suggestions outlined above should assist you with any presentation that you are asked to make, regardless of the size of the group or the subject matter. Well-designed visual aids can help you communicate your message quickly and effectively to the participants of your training program.

7.6 Facilitating a Lively Discussion

For many presenters, encouraging discussion after a lecture consists of introducing a question-and –answer period with the classic line,” are there any questions? All too often what follows is an uncomfortable silence as participants wonder who will dare to speak up first. After a few awkward moments, the trainer sighs and says, “Well, if there are no questions, I thank all of you for listening.”

But what if the participants do have questions that they are simply too shy to ask? How do you coax lively discussion out of a group intimidated by quiet aftermath of a presentation or lecture?

Starting a discussion is no different from beginning a lecture. You first have to build interest!

Here is a ten-point facilitation menu from which to select as you lead group discussions.

- ***Paraphrase*** what someone has said so that the participant knows she has been understood and the other participants can hear a concise summary of what has been said at greater length. For example:

  “So, what you’re saying is that you have to be very careful during an interview about asking an applicant where he lives because it might suggest that you are looking for some type of racial or ethnic affiliation. You also told us that it is okay to ask for an interviewee’s address on a company application form”.

- ***Check*** your understanding against the words of a participant or ask a participant to clarify what he/she is saying. For example:

  “Are you saying that this plan is not realistic? I am not sure that I understand exactly what you meant. Could you please run it by us again?”

- ***Compliment*** participants on interesting or insightful comments. For example:

  “That’s a good point. I am glad that you brought that to our attention.”

- ***Elaborate*** *on a participant’s contribution to the discussion with examples or suggest a new way to view the problem. For example:*

  “Your comments make an interesting point from the sub-ordinate’s point of view. We could also consider how a manager would view the same situation…”

- ***Energize*** a discussion by quickening the pace, using humour, or, if necessary, prodding the group for more contributions. For example:

  "Oh! My! We have lots of humble people in this group! Here's a challenge for you. For the next two minutes, let's see how many ways you can think of to increase co-operation with in your department."

- ***Disagree*** (Gently) with a participant's comments to stimulate further discussions. For example:

  "I can see where you are coming from, but I am not sure that what you are describing is always the case. Has anyone else had an experience that is different from his?"

- ***Mediate*** differences of opinion between participants and relieve any tensions that may be brewing. For example:

  "I think that Siva and Mohan are not really disagreeing with each other but are just bringing out different sides of this issue."

- ***Pull together*** ideas, showing their relationship to each other. For example:

  "As you can see from Aparna and Appu's comments, personal goal setting is very much a part of time management. You need to be able to establish goals for yourself on a daily basis in order to manage your time more effectively."

- ***Change*** the group process by altering the method of participation is prompting the group to evaluate issues that have been raised during the previous discussion. For example:

  "Let's break into smaller groups and see if you can come up with some typical customer objections to the products that were covered in the presentation this morning.

- ***Summarize*** (and record, if desired) the major views of the group. For example:

  "I have noted four major reasons that you have suggested that may account for manager's unwillingness to delegate work…"

All of the actions described above can be used alone or in conjunction with the others to help stimulate discussions within your training group. The trainer may find that, as participants become more and more relaxed about contributing their ideas and opinions, the trainer may shift from being a leader to being an occasional facilitator and perhaps just another person with an opinion. As the trainers role in the conversation diminishes, the participants make the learning process their own.

7.7 Roles of Trainer

Although many classifications of trainer roles exist, the one used here is presented by *Shandler, D* (1996, p.42). This contains five key roles, namely:

- The trainer;
- The provider;
- The consultant;
- The innovator; and
- The manager.

Two of these roles (trainer and provider) are concerned mainly with maintaining levels of performance. Another two (consultant and innovator) are more concerned with training for change. The fifth – the manager - is concerned with integrating the activities and behaviours of other roles. These roles are not '*distinct packages*' of activities, behaviours and responsibilities. Each has a clear focus but relates to the other *(Shandler Donald, 1996, p.52.)*.

- ***The trainer:*** This role is primarily concerned with actual direct training.

- ***The provider:*** This role is primarily concerned with the design, maintenance, and delivery of training programs.

- ***The consultant:*** This role is primarily concerned with analysing business problems and assessing/recommending solutions.

- ***The innovator:*** This role is primarily concerned with helping organizations effectively to manage change and solve performance problems.

- ***The manager:*** This role is primarily concerned with planning, organizing, controlling and developing the training and development activity or function.

Chapter 8. Model of Training the Trainer

8.1 Introduction to make the model

Having dealt in detail about various facets of training, including reasons for training, benefits of training, comparison of training with learning and also about training needs assessment, design & delivery of training program and evaluation of training besides methodology of training the trainer, I now attempt to evolve a model for training the trainer.

It often helps to understand a model better by looking at other models.

8.1.1 Evolutionary Model

An evolutionary approach includes both deterministic and incremental systems, in contrast to the systems approach, which is entirely deterministic. This means that in an evolutionary approach, tentative or short-term goals may be specified. This approach is particularly appropriate for situations where there is limited past experience from which to draw guidance. A major benefit is that it enables a designer to test new ideas without making a long-term commitment. A major disadvantage is that it lacks a defined set of steps. Also, it is difficult to specify in advance the amount of time and money that will be needed to complete significant events and it is logically impossible to specify the outcome of an evolutionary process (Lawson, K., 1998, 128).

8.1.2 Rapid Prototyping Design (RPD)

Rapid Prototyping Design (RPD) uses a more formative model that is based on usability testing of prototypes. Results of the usability tests on the prototypes are used to modify and improve the product. This model shares many attributes in common with the model, and stresses the importance of iterative analysis and evaluation. This model comprises of the following steps (Mager, R., 1999, p.167):

- Needs of assessment and analysis
- Setting of objectives
- Building of skeletal system
- Evaluation by the user
- Refinement of the concepts
- Implementation of refined requirements
- The refinement of concept
- Implementation of refined requirements
- Etc. etc. in the continuous cycle

The evolutionary model has large elements of uncertainty, but its advantages of short-term goals and suitability for particular situations has been taken into consideration in my model. RPD, while a good model, is too complex. The iterative process could involve many years to develop a very good program; I have taken into consideration the importance of feedback from RPD, developing my model.

8.2 ADDCE model

From the earlier chapters and studies of other models, the importance of analysis of the task to be performed, design of the training program, developing the program on an iterative basis, conducting the program in an effective way and evaluation are the most critical steps to be adopted by a Trainer. On this basis I have developed the ADDCE (Analyze, Design, Develop, Conduct, and Evaluate) model.

ADDCE Model developed by me, is concerned with the identification of training requirements based on the analysis of job performance requirements data obtained from experts in the job to be performed. Training objectives are formulated as a result of the job analysis process and tests are developed to be used to assess the learner's progress toward meeting the training objectives. ADDCE also attempts to bring structure to the instructional design process when determining the optimal instructional strategies, instructional sequencing, and instructional delivery media for the types of training objectives involved.
Although there are minor differences, most development systems follow an approach similar to this:

- Analyze the system in order to completely understand it, and then describe the goals you wish to achieve in order to correct any shortcomings or faults within the system.
- Design a method or model to achieve your goals.
- Develop the model into a product (in training, this product is called courseware).
- Conduct the courseware.
- Evaluate the courseware and audit-trail throughout the four phases and in the field to ensure it is heading in the right direction and achieving the desired results.

So, when one is using RPD and when is one using ADDCE? If one knows the subject, how learners best learn that subject, or have build similar training programs, then one will perform less prototyping, thus one’s development will fall more into the what is pictured as the (dynamic) ADDCE method. When the subject is new, controversial, etc., then more prototypes are going to be built, hence one is more into RPD. If you know exactly what you are doing and exactly what needs to be built, then one is using the ADDCE (static or waterfall) method (however, this rarely happens in the real training world).

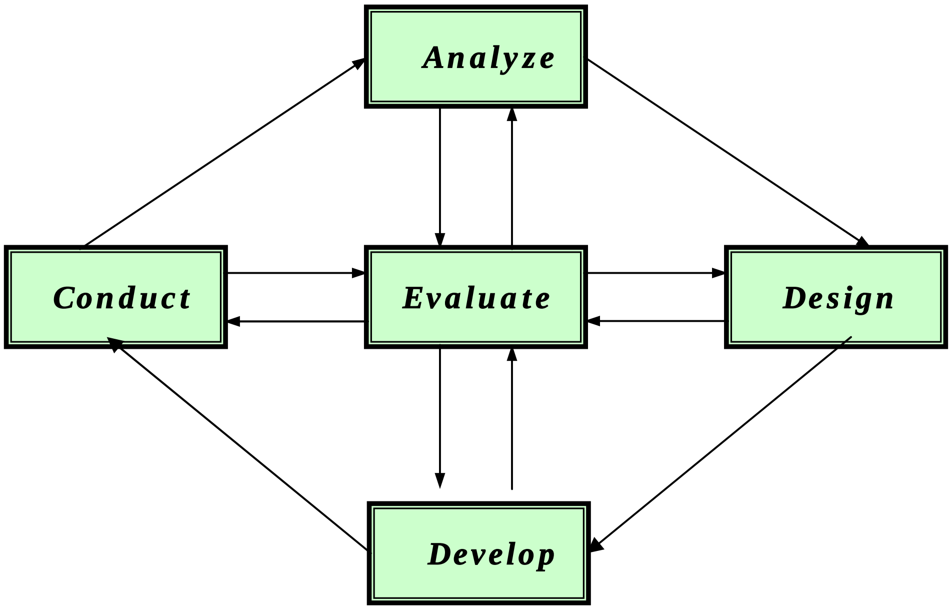
8.2.1 Basic Steps of Model

Developing a learning event requires planning, execution, and follow-up or revision phases. I try to describe these phases as an inter-related model.

The flowchart model used in Figure 7.1 shows the five phases with their basic steps listed below them.

The figure 7.1 highlights the importance of evaluation and feedback throughout the entire training program. It also stresses the importance of gathering and distributing information in each of the five phases and shows the training process is NOT a static (waterfall) model, but a iterative flow of activities (dynamic or spiral).
The five phases are ongoing activities that continue throughout the life of a training program. After building a training program, the other phases do not end once the training program is implemented. The five phases are continually repeated on a regular basis to see if further improvements can be made.

Fig. 7.1 Five Phase of Basic Steps



A brief description of the model process is furnished below:

- ***Analyse***

  The two primary purposes of this phase are to determine that the training is needed and to make certain that the training is based on reliable and identified training requirements. In this phase, the trainer should identify what the issue is that has posed training as a solution (this is often called "needs assessment"), inquire about the tasks and skills needed to accomplish a function or job, and identify who the learners are.

- ***Design***

  The trainer/designer determines the strategy to be used in accomplishing the training, gathers data on which to base learning objectives, the driving force behind the design; designs the training approach through looking at the learning objectives; in this phase the trainer/designer also selects training methods, tools, and timing appropriate for the skills to be learned and the learners participating; this would also be the phase during which the need for pre-testing might be determined.

- ***Develop***

  The trainer develops training methods; these can include experiences, tools, and methods of delivery. In this phase much attention is paid to the look and feel of the final training event, including supportive materials, packets, overheads, technological requirements, etc. The final flow, or blocked out design results from work done in this phase.

- ***Conduct***

  The trainer conducts the actual training. In addition, the trainer monitors progress and response of learners, attempting to evaluate the effectiveness of the design and delivery as the training unfolds, and adjusting during the session as needed. Notes taken during this phase will be valuable in the evaluation phase.

- ***Evaluate***

  The training program is evaluated and feedback gathered for updating or revising the training design. This is typically the most neglected phase of the training cycle as the trainers and learners all breathe a sigh of relief. However, if attended to correctly, this phase can create better training programs later, can serve to guide revision of the program, can give the trainer important feedback on his/her performance. This phase leads directly back into the Analysis phase during which data gathered in evaluation is used to determine further training needs.

8.3 Making the Model Effective

One important point must be made. The model of training the trainer is a system to aid in the design and development of a training program. It is a valuable toolbox that provides a proven method of building a viable training program. But, the people in the organization must control the training system; the system should not control the people. Immediate problems often arise that require rapid solutions. Don't get hung up in the system model by refusing to bypass a step, switch steps, modify a step, or include steps of your own. Managers and supervisors often need quick and ingenious solutions, not another bureaucracy. In other words, the training department's motto should be: "We provide training solutions!" Not, "We follow the model."

The steps in each phase should not be thought of as concrete in nature. That is, one step does not have to be completed before the next one is started. For example, some training designers will have to complete part of the work in the design phase before they can complete the estimate step in the analysis phase. In the development phase, the first three steps, analyse, design and develop, might be combined into one step by many developers. Every training project will develop its own rhythm. The developers must find the natural flow of the steps required to produce a successful training program. Although the process is a formal one, in that the five phases should be performed as shown in the flowchart, it requires both art and science in its implementation. Also, in many instances, steps may be bypassed. For example, if a manager comes to you with a training problem, the analysis step will be skipped since one knows which task needs training. If you have developed a similar course before, then many steps, such as analysing, design and development will only be briefly visited as one has gone through similar processes before and probably has a good ideal of where he/she is going.

The less one knows about a subject or the more technical the material is, and then the closer is the need to follow the model.

Step	***Description***	***Purpose***
1	Analysis	Needs assessment
2	Evaluate	For feedback and improvement
3	Design	Achieving of objectives
4	Evaluate	For feedback and improvement
5	Develop	Building of skeleton
6	Evaluate	For feedback and improvement
7	Conduct	Actual delivery of training
8	Evaluate	For feedback and improvement
9	In a continuous cycle	All above contents

To make a training program usable, the following activities must take place in its development:

- An early focus on the clients must be maintained. This is done by direct contact with the clients through interviews, observations, surveys, and participatory design and development methods. You must ensure that the clients are made owners of the training program throughout the entire process. If they feel the program is being shoved down their throats or their turf is being invaded, the program will fail.
- The five phases - analysis, design, development, conduct and evaluation should be under one management team to ensure that a symmetrical program is constructed.
- The design must be an empirical one. This requires observation, measurement of behaviour, careful evaluation of feedback, and a strong motivation to make design changes when needed.
- The process of implementation, testing, feedback, evaluation, and change must be repeated throughout the training system's life to improve upon it. Do NOT fall into the old adage, "If it ain't broke don't fix it." Make it better before your competitors do!
- Records must be maintained. The audit trail should contain the data gathered in the analysis, the reasons for developing a piece of courseware, and documents that explain why certain decisions were made. This information could prove invaluable in the future when changes are needed or when a similar program must be built.

> At work, the potter sits before a lump of clay on the wheel. Her mind is on the clay, but she is also aware of sitting between her past experiences and her future prospects. She knows exactly what has and has not worked for her in the past. She has an intimate knowledge of her work, her capabilities, and her markets. As a craftsman, she senses rather than analyses these things; her knowledge is? tacit? All these things are working in her mind as her hands are working the clay. The product that emerges on the wheel is likely to be in the tradition of her past work, but she may break away and embark on a new direction. Even so, the past is no less present, projecting itself into the future.

Source: Henry Mintzberg, "Crafting Strategy", Harvard Business Review, July-August 1987, p.66-75.

Chapter 9. Conclusion

Training and development is one of the most important Human resource tools that have been used since time immemorial. The complexities of works, technical innovations, and specialization of jobs have made it more important. The training programs have also gone through sea changes because of the complexities of the nature of jobs. From on the job training to apprenticeship to job support is a long way. Today the whole nature of the training and develop programs is going under change, as today it is the mind which is more important than the hands.

It is an established fact that training and development has an impact on the behaviour; work out-put, and attitude of the supervisors. Research studies suggest that the training does have a positive effect on supervisor’s performance ratings. We cannot ignore training and development if we want to compete. It is essential for the growth of the individual as well as the organization. The measure process involved in the training and development programs are mainly:

- The process of identification of training needs based on the needs of the organization or the needs of the professionals
- Designing and developing the training programs accordingly
- Conducting the training and development programme, and
- Evaluating the training programmes

Each step involved is important and the success and the future of the training and development programme depend on the development and implementation of the above four steps. For a proper training and developed programmes it is essential to properly follow the above four steps or the training may have a negative impact or no impact.

Training should not be done for training sake. It should not be an administrative mayhem but must be integrated with the HR activities. It should be used as a strategic weapon by the organization for its future prosperity. We must distinguish between training as an activity and training for impact. When we say training for impact we mean:

- Training and development programmes are linked to the business needs. It is based on the identified needs of the organization and the individuals.
- There is a proper assessment of the performance, job analysis, assessment of the effectiveness and of the cause.
- There is proper creation of work environment to support training and development. An environment which supports innovation and change and,

- There is a proper procedure to measure the impact of training and development.

Accelerating rates of change and global competition have meant that training and development have become important organizational and national issues. They are now recognized as critical to competitive success. They are not only desirable but powerful contributors to the achievement of the organisation's strategic business objectives.

Training starts when an employee enters the organisation. The need to orientate employees and generate a feeling of belonging is critical to avoiding problems of incorrect job instruction, labour turnover and reduced morale. To improve performance and avoid employee obsolescence, the employee should undergo further training and development. Training and development activities reflect the capacity for people to grow and change.

In times of decreasing job security, training makes employees more valuable and improves their chances of finding another job in the event of organizational restructuring or economic downturn. Therefore, if the intellectual and learning capability of an organisation lies with its people, then training has to become a priority and must be seen as an investment and not as a cost factor.

The ADDCE model for training the trainer has been developed taking into consideration the importance of the following aspects:

a) Training needs assessment, which lays the foundation for the subsequent steps.

b) Designing a training program in terms of achievement of the objectives.

c) Training delivery, which is the main job of the trainer.

d) Evaluation of the training program, to know whether investment in training is being spent effectively of if it is worth the effort.

e) And finally training the trainer became a program is worthless if the trainer does not have the delivery skills to carry out the design requirement.

The ADDCE model developed by me, highlights the importance of evaluation and feed back throughout the entire training program, if comprises of the following steps:

Analyse – the problem that has posed training a solution (often termed as needs assessment).

Design – a strategy to be used in comparing the training.

Develop – experience, tools and methods of delivery.

Conduct – the actual training by monitoring progress and response of learners.

Evaluate – each phase of training and make corrections bagged on feedback.

The model of training the trainer is a system to aid in the design and development of a training program. It is a valuable toolbox that provides a proven method of building a viable training program

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Annexure – I Assertiveness training participant questionnaire

ASSERTIVENESS TRAINING PARTICIPANT QUESTIONNAIRE

Please take a few minutes to answer this brief questionnaire. The information we get from the participants will help us determine the direction of our assertiveness training program. Your answers will not be revealed to anyone other than the program leaders.

1. Name of the participant____

2. Age _____________

3. Sex _____________

4. Occupation ____
____

5. The people with whom I feel a need to increase my level of assertiveness are (check as many as apply):

   – Co workers
   – Immediate family
   – Supervisors
   – Close friends
   – Peers
   – Extended family
   – Subordinates
   – Strangers
   – Others
____

6. Please rank the skills below in order of importance to you, with “1” indicating most important and “5” least important

   – Saying no without apologizing
   – Initiating a conversation
   – Stating feelings honestly
   – Being persuasive
   – Handling very difficult people

7. Indicate the degree of difficulty you have in the following situations:

Particulars	Easy	Somewhat difficult	Very difficult
Talking with the opposite sex			
Disciplining children			
Talking on the phone			
Asking for a raise			
Talking in a group			
Resisting salespeople			
Returning food in a restaurant			

____

8. Briefly describe a recent situation in which you acted assertively: ____
____
____

9. Describe a recent situation in which you did not act assertively and regretted it:
____
____

10. Who are the people in your life who will support you in becoming more assertive?
____
____

11. Who are the people in your life who will resist your newfound assertiveness?
____
____
____

12. Complete the two sentences below:

a. One reason I sometimes don't like to assert myself is ____________________

b. Sometimes I feel I have the right to ________________________________

13. Please circle any techniques with which you are familiar:

a. Fogging
c. Broken record technique
b. Free information
e. Emphatic assertion
c. "I" message
f. Negative inquiry

Annexure – II   Questions

QUESTIONS	EVALUATION BY THE TRAINEE	
	YES	NO
1) Was it your choice to attend this workshop?		
2)Did you listen attentively to the information presented? If no, explain why: ___________________ ____		
3) Did you arrive on time and return from breaks punctually? If no, explain why: _______________ ____		

4) Did you participate willingly in the workshop activities? If no, explain ___________________________ ____		
5) Did you have an acceptable attitude that facilitated learning? If no, explain _________________________ ____		
6) Did the seminar conductor allow time for questions? If no, did you ask the conductor questions? Yes ____ No _____		
7) Did the seminar conductor explain and clarify his or her information? If no, did you ask the conductor to explain further? Yes ____ No ____		
8) Did the trainer speak clearly and distinctly? If no, explain _______________________________________ ____		
9) Did the trainer keep the training session moving and on course? If no, explain ________________________ ____		
10) Did the trainer demonstrate a thorough knowledge of the topic? If no, explain _________________________ ____		
11) Was the following objective covered in the training sessions? (Objective 1##) .If no, explain ____ ____		
12) Was the following objective covered in the training sessions? (Objective 2##). If no, explain ____ ____		
13) Was the following objective covered in the training		

sessions? (Objective 3##). If no, explain ____ ____		
14)Was the following objective covered in the training sessions? (Objective 4##). If no, explain ____ ____		
15) Was the course content clearly organized and well prepared? If no, explain________________________ ____		
16) Were the facilities adequate? If no, explain ____ ____		
17) Rate this workshop on the following scale. Circle only one: Poor Fair Good Very good Excellent		

Annexure – III Sample participant evaluation

SAMPLE PARTICIPANT EVALUATION
Date ________________ Name ___________________ Job Title ________________________ Course ____________________ Trainers ______________________ Please respond to each item. Your written comments are helpful and welcome. Please try to be specific. What might we add or delete from the course to increase its usefulness? ____

____

Please respond below (left to right): disagree strongly (1), disagree (2), uncertain (3), agree (4), agree strongly (5).

How do you feel about:

1. The course content is useful for my job. Rank ____

Comments: ____
____

2. The instructor shows strong technical knowledge of the subject. Rank ______

Comments: ____
____

3. The course topics were sequenced logically. Rank _____

Comments: ____
____

4. The course's objectives were explained clearly. Rank _____

Comments: ____
____

5. The trainer's presentation was well paced and clear. Rank ____

Comments: ____
____

6. The visual instructional aids helped me to learn better. Rank ____

Comments: ____
____

1. The course handouts are useful reference material for me. Rank ___

Comments: ____
____

2. The problems presented for me to solve were useful learning experiences. Rank _____

Comments: ____
____

3. The time allocation of the course was adequate for me. Rank _____

Comments: ____
____

4. The trainer answered my questions thoroughly. Rank _____

Comments: ____
____

5. The trainer gave me adequate individual help with my problems. Rank ____

Comments: ____
____

6. The training facilities were adequate and comfortable. Rank ____

Comments: ____
____