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M.L.M., Second Year

TRAINING AND DEVELOPMENT

Madurai Kamaraj University

Madurai - 625 021

Jagan Computers

4/107A, R.R. Compound, Viraganoor, Madurai

Copies | 1000 |

MASTER OF LABOUR MANAGEMENT (NON-SEMESTER)
SECOND YEAR
TRAINING AND DEVELOPMENT - SYLLABUS

Training and develoment - Concept - aims and objecctives - basic principles of training and development - benefits of training - importance in Indian scenario

Training needs - concept - identification of training needs - organisation analysis, operation analysis - individual analysis - review of manpower situation - job oriented training analysis

Training programmes - job satisfaction, selection procedure, training specification - training materials - implementation of training programmes

Training techniques and aids - concept characteristic features of training techniques - choice of training techniques

Training materials - types - lessons preparation, influencing factors, subjects, guidelines for preparation of training materials

Training aids and equipments - boards - projected aids - charts - television / audio aids - models - on the job aids

Training for different employees - unskilled workers - semi- skilled workers - skilled workers - other employees

Methods of induction or indoctrination - objectives - induction procedure - techniques - supervisory and management training - developing a training programme - task analysis, development of training procedure and evaluation of training programme

On the job training - introduction - merits and demerits - The coaching or guided method - job rotation - job enlargement

Off the job training - executive development techniques

Methods of monitoring - important methods to monitor the training - monitor a report - basic psychlological principles and facts concerning learning

Guidelines for drawing an effective training programme

Evaluation of training programme - introduction - concept - components of the evaluation system

Evaluation of the management training

BOOKS FOR REFERENCE :

Finnigan	-	Industrial Training Management
Alan Mumford	-	The Manpower and Training
Lynton an Lareek	-	Training and Development
Ishwar Dayal	-	Management Training in Organisations
Hervill and Martin	-	Developing Executive skill
Rudrabasavaraj	-	Executive Development

Master of Labour Management   Training and Development (Second year)

Lesson Planning

UNIT-1

TRAINING AND DEVELOPMENT

BASIC PRINCIPLES

Introduction

In any programme of development, the background and training of the functionaries are of crucial importance. The background is reflected in the educational and professional qualification of worker's knowledge, attitudes and skills, his past experience and his understanding of and orientaion to the programme and the scheme in which he is going to work. Since the inception of the Five year Plans in India, several social development programmes have been launched. As part of these programmes, training of functionaries at different levels was also envisaged. One main reason for such training was that funcionaries with adequate background and experience were not available nor was the education system based to producing man power for such programmes. The educational system in India by and large had been conformist and uncreative and therefore unable to meet the growing needs of man power requirements of the social development programmes. Otherwise too, each programme specifies different aims, clientele and delivery mechanism. Each programme has its own peculiarities. Therefore, there is a need not only to organise training for a variety of functiionaries for each social development programme but also to give orientation even to those who have the necessary educational background to work in these programmes.

Management education and training has been widely accepted as a crucial input for improving managerial competence which ultimately increases organisational efficiency and effectiveness. Increasing emphasis by the Government, business organisations, academicians and practitioners over the years has provided enough impetus to the growth of management education and training in India. As a result, there is a mushroom growth of management education, training and development Institutions in private, public and cooperative sectors of the Indian economy. Howerver, it has not been able to establish its own status, reputation and professionalism because of mundane transitional problems particularly problems related to attitude and approach towards training. It requires an integrated and systems approach which is potential enough not only to settle several problems of training but also in meeting growing demand for quality personnel for developing countries like India.

Training and Development - Distinctions.

Education - formal and informal - is that part of learning which is concerned with developing general knowledge, understanding and background of our total environment and may continue throughout human life. The Manpower Service Commission's Glossary of Trading Terms (1981) defines education as activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than

a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them and make a contribution to it. It involves study to their own culture and of the laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication. "Depending on the nature of knowledge contained in education, it is classified into various disciplines at different levels like arts, science and commerce which are in turn divided into social sciences, physical sciences, engineering, medical and so on. Further depending on the nature of skill, education is put into several categories like technical, non-technical, and mangement education.

Management education evolved recently as a body of knowledge may be defined as a development input aiming at imparting knowledge, skills and experiences of management discipline in the learners in general, creating in them an understanding and general awarness about the organisation and organisational environment and developing suitable attitudes enabling them to work for the socio-economic batterment of their own, their organisation and the society or nation at large. Thus, management education imparted to younger people by universities and managment institutions is basically dissemination of the knowledge of management discipline in general and in academic fashion.

Training is that part of learning which essentially improves job knowledge, skills and attitudes in a person and is concerned with work life of human beings. The Manpower Service Commission's Glossary of Training Terms (1981) defines training as a planned process to modify attitude, knowledge or skill through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the ability of the individual and to satisfy the current and future manpower needs of the organisation. From this point, training becomes specialised and practical means of learning and is directly related to organisation. Thus, performance improvement is basic to training. Organisation jobs are divided into technical and managerial jobs. This division of jobs provides the concept of technical training and management training.

Technical training is concerned with those jobs which are structured, repetitive in nature and involve direct application of human energy like clerical jobs, manufacturing and production jobs. Management training is associated with those jobs which are semi-structuted, unstructured and involve indirect application of human energy in leadership position. It is concerned with the management of total organisation or part of it in relation to its environment. Management training, therefore denotes planning of a learning situation by selecting appropriate management knowledge and skill suitable to the requirements of pre-specified jobs so that the learner after learning can perform the jobs effectively in the organisation. Management training also refers to improving managerial practices by supplementing traditional and absolve management practices with that of modern management practices in the organisation.

Training is different from education particularly formal education. While education is concerned mainly with enhancement of knowledge, training aims essentially at increasing knowledge, stimulating aptitude and improving skills related to a specific job. Although, training can also be formulated within the frame work of predetermined syllabus, yet pre-service or inservice training is not structured rigidly. The methods of training are also generally more informal than those employed in formal education system. Training, though, usually is conducted in a classroom situation, it may be partly in a classroom situation and partly outside in a field situation.

Education and training are means of learning which continue throughout human life enabling them to modify their behaviour fairly rapidly in perceptions, concept and other experiences. Although learning is the common factor in both education and training and they are theoretically interdependent and overlap, also practically there is a difference between the two which have become more complex due to the growth of diversified organised ventures, technological innovations, specialisation of work and changes in work ethics of the work force-mix. Both the terms are open to differing interpretations, we use the following meaning and interpretation of related terms.

Education and training promotes learning and provides confidence in the learned (trained) person to apply his learning in the novel situations. Despite such similarity, we can now consider the points of difference between the two.

Training specified the work behaviour of the trainee at the end of this training. In other words, training objectives can be expressed in behavioural terms while educational objectives are not amenable to definitions in behavioural terms because they are very complex and in many cases they are unknown.

Training is concerned with performance, education is concerned with personal development and the learner is free to use his understanding in his own way to specific situations. Hence, education is more person oriented. Training is job centred.

Training objectives can be achieved in short duration but education takes longer duration to realise its objectives. This is the reason why a training programme is short ranged while educational programme is of longer period.

Training is mechanistic learning which is achieved as a result of stimuli and responses, reinforced by practices. Education is orient learning which involves a change in the individual rather than what he can do. Thus, outcome of education is difficult to predict.

Learning contents of training also differ from that to education. Training provides the learner with the attitude, knowledge and skills necessary to carry out specific work tasks. Learning contents of training, therefore should essentially be practical and relevant to the job and organisation. In contrast, educational contents are usally theoretical and conceptual

materials and aim at stimulating individual's analytical and critical faculties. It is concerned with broadening the mental horizon of the learner. Learning materials of an educational programme are derived from diverse sources and, therefore, they are general in nature.

Difference between education and training can also be pointed out on the basis of the context of use. Management programmes meant for younger generation become educated but specific management development programmes arranged for in service people suitable to their job requirements are called training.

Methods, tools and techniques used in education and training are also different. Education uses pedagogical tools and techniques while training uses pedagogical concept and technology. Education is more teacher centred whereas training is highly learner oriented. Effective participation of learner the in the learning process is basic to training and trainer acts as facilitator of learning. Due to all these there is a gulf of difference between the logistics of education and training.

Training improves job performance. It is therefore, essential that impact of training on the learner and his organisation must be measured to substantiate effectiveness of training. Education is concerned with the personal development of a person which is very difficult to measure because such development is a function of complex processes and factors.

Another term frequently used in management education and training field is development. Development generally means progress made. It denotes the growth or realisation of a person's ability through conscious or unconscious learning. Development programmes usually include elements of planned study and experience and are frequently supported by a coaching of counselling facility.

Management development refers to progress a learner makes in learning of managerial concept, theories and techniques or how to manage, As a result, he becomes more confident of his abilities to transfer his learning to job situation. But the progress made in learning through a training programme is subjecive and personal to the learner in the first instance whcih may be referred to as personal development. But the learner has to express his learning in terms of behavioural change objectively by applying managerial knowledge and skill in the realities of his job and organisation. The extent to which he has transferred or applied managerial know-how in his job situation, to that extent it is said that he has developed, if minimum conditions are given. Thus, management development may be said as application of acquired knowledge, skill and attitude to the job after training.

Aims and Objectives

Broadly speaking, the objectives of any training programmes are two-fold, acquiring knowledge, (theory or academic) and field - based practical experience.

There are those who say that training gives more information, subject matter content, knowledge and helps to develop working skills. Others feel that training helps trainees in behaving differently or acting differently. In other words. it helps the trainees to change their attitudes and acquire knowledge and skills.

The training normally intends to fulfil the following objectives :

(i)   The training helps the trainees in acquiring knowledge of the subject-matter.

(ii)   It helps to bring about a change of the attitudes and behaviour among trainees towards a particular programme or problem. It bestows on them professional or semi-professional status and inculcates pursuit of theoritical standards.

(iii)   It helps in putting theory into practice such as, knowledge of nutrition to be used in providing services to the malnourished children or women.

(iv)   Training helps in developing knowledge about oneself to the extent that it enables the trainees to understand their abilites, and develop their potentials and work skills.

(v)   It helps in interaction between the trainees themselves who learn from each others experience by working and living together and interaction between the trainers and the trainees.

(vi)   It aims at enhancing the capacity of the trainees so as to enable them to increase their problem - solving capacity.

(vii)   It aims at including the process of learning and developing.

(viii) It aims at bridging the gap between expected level of performance and the actual level of performance.

(ix)   It aims at providing scientific base of knowledge and skills to discharge the role and responsibilities effectively.

Basic principles of training and development

A training programme in order to be effective should be based on the following broad principles.

(i)   The training should be based on the field situation of trainers and should be meaningful to them.

(ii)   The training must start from the level at which the trainees are.

(ii)   The training must give opportunities for relevant experiences to the trainees.

(iv)   The training should help the individual participants to experience change, if they are the ones who have to bring about changes in their field situation.

(v)   The trainers should provide opportunity to the trainees to equip themselves with techniques to grapple with the appropriate specific problems.

(vi) There should be fuller participation and involvement to the trainees in the training process.

(vii) There should be a three-way process of passing information : from the trainer to the trainees from the trainee to the trainee and from the trainees to the trainer.

(viii) The trainees should be placed in an informal atmosphere in which they can react and participate.

(ix) The trainer should make his presentation more effective.

(x)   Various teaching aids and methods should be used so as to make the training more meaningful and interesting to the trainees.

(xi) There should always be concurrent evaluation of the training both by the trainees as well as by the trainers. Mid-course evaluation keeps in taking corrective measures in the training.

(xii) There should also be room for the process of relearning particularly when the training is to focussed on the needs of adults.

The organisation of training involves a four-step process :

(a)   The identification of needs.

(b)   The formulation of training policy and objectives.

(c)   The implementation of training policy.

(d)   The assessment of effectiveness.

The first step in determining training policy is the identification of the agency's needs for trained man power, both present and future.

Model Questions

1.   Explain the various distinctionsin training and development.

2.   Spell out the aims, objectives and basic principles of training and developments.

UNIT-2

TRAINING AND DEVELOPMENT - INDIAN SCENARIO

The earliest national programmes of development in India which had a heavy input of training were Community Development. For effective functioning of the institution of Panchayat Raj, national programmes of Integrated Rural Development (IRD) were designed to improve the skill, knowledge and attitude of the functionaries. Under these programmes, village level workers (both men and women), extension officers in a variety of fields concerning rural life, block development officers, district officers, etc., were given training and orientation so as to enable them to perform their jobs effectively. In order to train these functionaries, Orientation Training Centres, Tribal Orientation and Study Centres, Social Education Organisers' Training Centres, Training Centres for Extension Officers and Gramsevikas (Lady village level workers) Training Centres were setup. In addition, orientation courses, workshops and seminars were also organised for senior level functionaries by the erstwhile Ministry of Community Development.

This was followed by a programme of welfare extension projects in which Gramsevikas. Craft Instructors, mid-wives, dais, and mukhyasevikas were trained for performing functions envisaged in the scheme, at a variety of training centres run in the country primarily in the voluntary sector. The family and child welfare programmes had an important component of training of functionaries such as balsevikas, griharvikas, mukhyasevikas and a variety of other functionaries. Family and Child Welfare Training centres were set up to train these functionaries.

Training was also organised for a variety of health functionaries such as medical officers, lady health visitors, auxiliary nurses, midwives, and very recently for community health guides. The National Adult Education Programme (NAEP) also established resource centres at national, state and district levels and utilised facilities available with voluntary organisations for organising training programmes for project officers, supervisors and instructors of National Adult Education Programme.

The Scheme of Integrated Child Development Services gives considerable importance to the training of different categories of functionaries. A massive training programme for child development, project officers, supervisors, anganwadi workers, helpers, trainees etc., has been launched. Besides, orientation courses, workshops for medical and health personnel and senior officers such as state directors of social welfare / rural development / health and programme officers are also organised. The National Institute of Public Cooperation and Child Development is an apex body for the training of ICDS functionaries.

In the past, training of social welfare functionaries was the responsibility of schools of social work which organised a variety of training programmes on behalf of Government of India. In the last fifties, Delhi School of Social Work and Madras School of Social Work

organised training for workers in after care services and moral and social hygiene. The School of Social Works also organised training for the functionaries for voluntary agencies and programme officers of the National Service Scheme.

The bulk of social welfare programmes is being organised by the voluntary agencies. Therefore, Government of India gave importance to training of functionaries at different levels in the voluntary organisations. The Central Institute of Research and Training in public cooperation was set up in 1966 for this purpose. One of the important functions of the Institute was to impart training through short-term courses to the trained personnel both in government and voluntary sectors. This provided a great impetus to several hundred voluntary and paid workers, and administrators and policy makers to enhance their capability to contribute to the welfare of the client group to a certain extent. With the launching of the Integrated Child Development Services (ICDS) the Institute was recognised into a National Institute of Public Cooperation and Child Development imparting training to functionaries of ICDS projects.

Similarly, there are other national Institutes one each in the areas of human development, such as Health and Family Welfare, Education, Social Defence, Labour, Rural Development, Public Administration, Town Planning and urban development which organises training programmes for functionaries in respective fields.

It can be seen that training was included as part of the Five-Year Plans for which budget provisions were made available and institutions were setup. These institutions were however, selected mostly on adhoc basis with special reference to a particular scheme. A country-wide network of training centres was thus established. However, this training has been of adhoc nature with all its maladies. The training courses offered by these training centres because of their limited scope cannot take a wider perspective in meeting the manpower requirements in the field of social development. Time has, therefore, come when there should be a careful manpower assessment for different types of social development programmes and on the basis of this assessment, the Government should be advised to create permanent infrastructure for training of a variety of social development functionaries. It may be appreciated that workers' capability is a major and crucial factor in the success or failure of developmental efforts. While training itself cannot ensure the success of the projects but its absence increases the chance of its failure. Inputs such as funds, equipment and advanced technologies are not a substitute every reason to support training as an essential input in the development process, and to see that the training becomes progressively more productive and fruitful. In this context the development of appropriate management skills, training methodologies and effective teaching aids will ensure that the expenditure incurred on training is not only worthwhile but also implementation of the programme does not suffer because of lack of trained manpower.

In all the training programmes which were higherto organised by the Government as well as voluntary sector, the trainers came from conventional areas of education who had either been taught or had been teaching in the universities. In these institutions, education is generally formal and given through lecture method, sometimes aided by chalk and blackboard. Accordingly, imparting of knowledge without an emphasis on employment of appropriate methods and situations has been the most important objective of training.

There has been an increasing consciousness in India about developing innovative training techniques. The Discipline of Home Science (Nutrition) has contributed to the discipline of innovative training in as much as the nutrition education component calls for use of extension aids which the home scientists develop and use. Those engaged in the area of managements and training functionaries in the industry, particularly some of the private groups have also developed innovative training technology. In the areas of education it is now increasingly being realised that conventional method of chalk and talk is not very effective even in the conventional educational system. The National Council for Educational Research and Training has set up a department of teaching aids, and a Centre for Educational Technology. A Teaching aid cannot substitute a teaching method. It is an aid to a method and not an end itself. However, innovative teaching technology has been realised in this country and substantial work has yet to be done in this area about the used, teaching methods and aids and in identifying and documenting these for various situations.

In some of the books published by SEARCH, Asian Centre for Organization, Research and Development (ACORD), Vishwa Yuvak Kenora, Asia and Pacific Development Centre (APDC) NIPCCD, Union Department of Personnel and Individual Authors, various teaching methods and aids have been discussed but so far very little work has been done on how to use these methods in teaching of a particular subject in the training process. NIPCCD is making an attempt to develop training technology to begin withinthe area of training of child care functionaries, such as, child development project officers, supervisors, child care workers and their trainers. In the context of their training, some efforts are also being made to replace the conventional methods by innovative methods and aids for better results.

The discipline of communication which was so far utilised in extension work is also increasingly being put to use in teaching. A large number of institutions and resource persons are now using slides and film - strips as aids to teaching. Role play as a teaching method is becoming increasingly popular panel; syndicate; group discussions and case study are other methods which are commonly used. Use of video tapes for teaching purposes is also being experimented now. Organising workshops on participatory training techniques can be another method for imparting knowledge.

Most of the training institutions use lecture and other traditional methods of training which are devoid of effective training aids and do not involve trainees in the learning process.

The training, therefore essentially becomes a teaching aid and not a learning process in terms of skill improvement and change of attitudes. Participatory methods have a special role to play in the training programmes. However, training technology does not mean only the teaching methods and aids but, entire exercise involved in the logistics of organising a training programme. These include various steps in the training programmes, such a preparation of training design, curriculum, persons identification of the institutions and physical arrangements for training pre-course planning and preparation, programme design, atmosphere in the training, evaluation, action, research etc.

In India, considerable importance has been accorded to training in social development and this is evident from the fact that the community spends roughly thirty crores of rupees annually on training every year. There are complaints about the ineffectiveness of training and possible waste of resources because of the use of stereotyped and conventional methods in training.

On the one side here is an urgent need for training a large number of functionaries and on the other there is need for improving the quality of training. The following are the four common assumptions implicit in current training practices placed in comparison with another list of assumptions which appear to be more useful.

Prevailing Concept	New Concept
1. The acquisition of subject matter knowledge by a participant leads to action.	1. Motivation and skills lead to action skills are acquired through practice.
2. The participant learns what the trainer teaches. Learning is a simple function of the capacity of the participant to learn and the ability of the trainer to teach.	2. Learning is a complex function of the motivation and capacity of the individual participant, the norms of the training groups the training methods and the behaviour of the trainers and the general climate of the institution.
3. Individual action leads to improvement on the job.	3. Improvement on the job is complex function of individual learning, the norms of the working group and the general climate of the organization. Individual learning used, leads to frustration.

4. Training is the responsibility of the training institution. It begins and ends with the course.	4. Training is the responsibility of three partners : the participant organization, the participant and the training institution. It has a preparatory pre-training and a subsequent, post training phase. All are equally important to the success of training.

Training is a continuous and life long process. Right from the time a child is born he starts receiving training from his mother for a variety of needs, so that he becomes a social being. His training continues in the school and the college situations. However; training as an organised effort is designed with certain objectives, for example, to help the trainees to be informed of the subject matter which they have to use in their work situation. Apart from change of attitudes, their skills have to be improved and knowledge or information has to be imparted through effective methods. In other words, training provides an atmosphere of sharing and synthesising with the help of the trainers, the information already available on the subject. Training is a time-bound programme. Thus, there is a separate specialized discipline of trainers specialising in the field of human activity.

Management education and training efforts in India were taken up after Independence, but hectic efforts started after 1960. A variety of institutions came into existence with diversified education and training programmes covering all facts of management in public, private and cooperative sectors of the Indian economy. These institutions took up the responsibility of management education, training, research and consultancy services.

By nineties, the number of such institutions swelled into a gigantic figure which may broadly be classified as under :

1. Training institutions run by different Government departments such as department of personnel, social welfare, rural development, industry and railways.

2. Universities and institutions enjoying the status of deemed universities offering degree or diploma in management discipline, as part of their total functions.

3. National level institutions such as Administrative Staff Council, National Productivity Council, Indian Institute of Management, All India Management Association, etc., established either by the Government of India or private body.

4. Industrial management institutions like Small Industry Extension Training Institute, National Institute for Training in Industrial Engineering and Indian Institute of Technology.

5. Specialised training institutions include Indian Institute of Foreign Trade, Indian Institute of Packaging, National Institute of Design etc.,

6. In private sector training establishments of private companies and corporations such as Hindustan Lever, Larsen and Toubro, Metal Box, International Business Machines and so on.

7. Among public sector corporations which started training establishments are Coal India Ltd., Steel Authority of India Ltd., Life Insurance Corporation, Industrial Finance Corporation, Central Ware House Corporation etc.,

8. Sectoral training institutions cover Bankers, Training Colleges, National Institute of Bank Management and College of Agriculture Banking.

9. Specialised functional management training institutions such as Institute of Financial Management and Research, Institute of Marketing Management, Material Management and Personnel Management.

10. Professional institutes that are providing specialised professional education include the Institute of Chartered Accountants, Institute of Cost and Works Accountants and Institute of Company Secretaries.

11. Training in public administration through the Indian Institute of Public Administration the National Academy of Administration and training institute of other public servants including state government personnel.

12. Private and local management training institutions, cover local productivity councils and private training consultancy firm with or without Government and organisations support.

13. Cooperative training institutions, responsible exclusively for the cooperative sector include Vaikunth Mehta National Institute of Cooperative Management and Cooperative Training / National Coperative Union of India and Coperative Training Centres run by state Cooperative Unions.

14. In-service cooperative training institutions, or departments run by National Cooperative Development Corporation, National Cooperative Consumers, Federation National Agriculture Cooperative Marketing Federation, State Cooperative Banks etc.,

The categorisation of management education and training institutions shows strides covering almost all the sectors, disciplines and trades. All these institutions are rendering valuable services in providing trained executives to the growing organisations of the country.

All these institutions provide a host of mangement development programmes attempting to inculcate concepts, principles, theories and techniques of general and functional

management in job seekers of high positions and in-serivce executives so as to acquire and upgrade their professional competence in dealing with growing complexities of work, people and organisational management leading to national development. Broadly speaking most of the management development programmes conducted by these institutions may be classified into several categories depending on the nature of programmes.

Many of the institutions, especially universities and management institutes impart management education and confer degrees or diplomas in the management discipline. These programmes are highly academic, general in nature and longer in duration. These institutions prepare younger generations for management profession by providing more of the knowledge inputs generally.

Most of the institutions conduct training programmes based on the knowledge inputs of management disciplines. These programmes are more of the nature of management education and meet the training requirements of the in-service people in a general way. They may have direct or indirect bearing on the management skill formation or upgradation depending on individual's initiative and ability since they are not designed for specific target population. Such programmes may be of shorter or longer duration depending on the choice of programmes designed by training institutions. These programmes are very common in India and work on the proposition by university of management knowledge.

Some of the institutions of training departments conduct induction and orientation training programmes. The former usually is meant for the people who have been selected fresh to one or other organisations or government departments. Under this, newly selected personnel are prepared first for the jobs and thereafter placed to their respective job positions. Such programmes impart job and organisation related knowledge and skills. The latter is arranged for in-service people to update their knowledge and skills with latest development or to meet new challenges brought in by the environment changes.

Management education and training in India is offered for the past three decades. Leaving aside management education, many of the management training institutions and their training programmes have assumed the 'star culture'. The budgetary allocations for training of the public, private and cooperative sectors have gone up to staggering figures annually. Every year, thousands of training programmes are conducted turning out lakhs of trained personnel in the country according to a rough estimate. But questions arise about their performance result or impact of training.

In the absence of systematic and authentic evaluation study of the management training efforts in India, it is difficult to say anything on their results. However, a review of sporadic evaluation studies, published literature and views expressed in training seminars and conferences provide on overall view of training, under two categories. The first category consisting mainly of beneficiary organisations doubt the effectiveness of training programmes and holds training institutions, trainers and the training programmes responsible for the

poor result. The other category consisting of trainers and training institutions, beneficiary organisations for the ineffectiveness of training. Virmani and Seth who while reviewing the performance of management training of India remarked : Although good concern has been expressed by experts about the lack of optium utilisation of management training and developmental institutions, hardlly any effort has been made by them in finding ways and means of improving it. The trainers usually point out to the following weak spots in management training.

(i)   the indifference of the top management to training goals and innovative ideas.

(ii)   the adverse organisational climate and

(iii)   inappropriate methods of selecting trainess, are some of major causes for lack of fruitful results from training.

The sponsoring organisations, in turn, blame the training institutions for offering the courses that the inapplicable and theoritical from the point of view of the organisation. The trainees often fail to link the training inputs with their organisational needs and also may fail to apply the training to their jobs in their pre-occupation with the pressure of work. Though ready-made solutions cannot be found for those problems, the need for a longitudinal study to arrive at these role conflicts in the trial of management education and training seems to be imperative.

Several criticisms have been directed against the trainers in respect of their knowledge, experience, performance and their attitude towards the training function. Some of the glaring issues need illustration.

Unfortunately, trainers knowledge and professional competence are not of a high order some lack proper qualifications and professional competence; others are well qualified but lack vision of organisational realities; some are not up-to-date and many are unable to transfer managerial technology to organisational functioning.

Training is basically science and art of communication with reference to the background of the participants in a programme. Many trainers are not methodical in communication and feel happy be dramatising their knowledge without caring for its effect on trainees.

Training institutions, normally make use of two types of trainers, internal and external. Gupta and Sharma have classified these faculties further into the following groups;

(1)   internal faculty without having strong academic roots but with professional knowledge.

(2)   internal faculty 'by chance' having neither academic roots nor professional competence.

(3)   internal faculty with academic and professional knowledge in internal high echleons.

(4)   external faculty with strong academic roots but without practical experience.

(5)   external faculty without strong academic roots and practical experience.

(6)   internal faculty having connection with top management and external faculties having academic research on training.

This analysis indicates that trainers with varying backgrounds, skills, interest and occupation are approaching the field which lead to several inconsistencies in selecting trainers for the training jobs.

Another input of training is the training programme itself which is supposed to be a well planned learning situation in line with learner's job requirements. But in practice it is not planned in such a manner.

Training programme in India largely is unorganised, unscientific and is conducted in a haphazard manner.

Training is normally conducted in two ways in - company training and training by external agency. The hitch with many programmes is that they are general in nature and do not take into account participant's specific problems, situation under which the employees work and the knowledge of human equation at different levels within the organisation. As a result, the so-called best solutions do not turn to be right solutions in real organisation and work situation. Another problem is that most of management training programmes emphasise on knowledge input and do not give due weightage to skill formation or application of the knowledge in job situation.

Off the job training, has become a big business now. There are programmes arranged with big names as faculty which draw considerable attention. Many such programmes lack proper design. There are too many subjects included, not permitting discussion in depth. The big names may be good speakers and not necessarily good instructors. Due to several reasons like short duration of the course, large group of heterogeneous participants and multi-number of subjects, the trainers could not give individual attention to each participant frustrating individual needs of training. They are neither based on adult psychology nor learning principles. Thus, such programmes do not enlarge the vision of an individual.

Training claims to bring changes in three dimensions - knowledge, skill and attitude. The first two can be improved if certain, conditions are met by training programmes. However, attitude which develops on the experience of past life of an individual, is difficult to change in such programmes. Because they depend on a suitable trainer, training techniques, motivation of the participants and creation of job environment in class room learning situation.

Effectiveness of training programme depends on the suitable selection of teaching techniques and equipments in relation to programme contents and learners' background. But the basic problem is that many trainers do not exercise their energy to plan their lesson and judicious use of techniques and equipment which reduce its effectiveness.

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Training institutions and trainers point out that training programme certainly improves learning but application of learned lessons depends on the facilities provided by the beneficiary organisations. They do not provide adequate opportunity to the trained personnel for the application of the learned lesson. Their arguments can broadly be placed in three categories : macro level scenario, organisational constraints and the nature and psychology of participants.

Organisations in India have not recognised training management as a specialised field like functional management, finances, production, personnel etc., It is merely treated as one of the functions of personnel management which is itself receiving a step motherly treatment and is confined to industrial relation and welfare problems though we have entered into the era of human research development. Organisations in India have not adopted training as the corporate philosophy covering all layers of an organisation from the chairman down to workers. They have, at present, segmental approach to training leaving out a large work force. This approach will be a waste of effort and time. So long as an integrated approach is not adopted in this respect, positive and concrete results can not be achieved.

The effectiveness of an employee is greatly influenced by the environmental factors of his organistation. A manager may have developed after training but he cannot show his improved worth or performance, if the internal environment of the organisation is not conducive to perform.

Organisations running in-company training do not treat the training department as separate cost and profit centre. As a result, it has to function with meagre physical and financial resources. Further, training manager is accountable for training results but has no control over the means that he could prossibly use. Again, because of low importance accorded to the training, managers find it difficult to assume the role of change agent.

The greatest inhibiting force in many organisations is lack of delegation of authority to trained personnel and lack of co-ordination between authority and responsibility. Consequently, tension, bitterness and frustration spill over visibly in such manager or supervisior reducing his interest in the job. Further, delegation involves decision - making within the boundaries of the job which, in turn requires better communication. But many organisations have poor communication which reduces performane effectiveness by lowering morale and lower commitment to the goals of the organisation. Mere attending one or few training programmes will not make a person a good manager. It takes considerable effort and time on the part of an individual to develop the characteristics and the organisation has to provide facilities and opportunities to maintain and improve these qualities. But many organisations do not provide these facilities. Consequently qualities developed after training do not persist long in trained personnel and they fade away in the absence of proper organisational climate.

Many organisations are not serious in selecting officers for training and do not define in clear terms what qualities they want to develop in them. Many a time it has been observed that they depute those officers who are most dispensable, having negative attitude toward learning and training. It is unwise to expect qualitative finished products with poor quality raw materials.

Many officers attending training programmes especially in an external training institution do not take it seriously. They take it as a pleasure trip or a change from routinised jobs. Consequently, they do not actively participate in the celebrations of the programme. This situation makes the job of serious trainers challenging, while the quack trainers exploit the situation and participants to satisfy their personal objectives leading to failure of training programme.

There is lack of co-operation between beneficiary organisations and training institutions - Beneficiary organisations do not actively collaborate with training institutions in required areas like planning training objectives, participant's objectives, academic support, research and studies of organisation, performance apprasial and feed back. The trainers and training institutions have to move in darkness with trial and error approach. Hence, desirable results cannot be expected.

Development is basically self-development. Therefore, learning depends on the nature and psychology of the learner which denotes that participants too must have credentials. Good raw materials can only be transformed into good finished products. Negligence of this aspect leads to poor results creating several problems for training.

From a business standpoint, if those selected are from key result areas whose developmental needs have been identified through performance appraisal, the impact on productivity is tremendous. The participants must bring with them positive attitudes and take responsibility for learning. It is for them to finally integrate knowledge and job performance. They must skillfully blend their analytical and operative roles for maximum effect. But in practice it does not happen.

The performance review of the various constituent partners of the training reveals that the training has been operating under multi-dimensional problems and constraint. When the training process is not systematic and rational, expectation of good results from it will be a mirage. It is high time to rethink and rationalise our approach to management training by adopting integrated systems / approach to training. The initiative for this task has to be taken by the training management system. The striking point under the system would be the congruence of training objectives of all the partners of training.

Model question for guidance

Explain the importance of training and development in Indian scenario.

UNIT - 3

TRAINING NEEDS

Identification of Training needs

Identification of training needs is the stepping stone in the appropriate management training system on which the entire edifice of a training programme is built. Appropriate management training system does not take a generalised view of training needs. It attempts to take a specialised and individualised view of training needs of different categories of managers performing more or less similar jobs in similar organisations. Under the system, assessing training needs is treated as an important and crucial training function before designing and conducting a programme. Formal assessment of training needs are pre-requisite to training programmes. ILO's has described the process of identifying training needs under two situations - ideal and less than ideal. Needs assessment under ideal situation, consists of steps like to take an inventory of present manpower, to make forecasts of future requirements, to find the people needed and to decide what to do to develop manpower. The process under 'less than ideal' situation includes stages such as considering terms of reference, studying the situation within the organisation, evaluating information available in respect of new and existing employees, examining the problems which arise within the organisation and weighing the possible approaches like observations, management requests, interviews, job analysis, questionnaire, surveys, performance ratings and tests.

The Study Report in 1986 conducted by Opinion Research Corporation and sponsored by the American Society for Training and Development, has indicated that the first step in the text book approach to training programme is a formal needs assessment. However, there are indications that this step is not taken, most or all of the time. When needs assessments are done, the most frequent methods include personal interviews (83%) direct observation of the work of the prospective trainee group (80%), examination of performance or productivity measures (75%), questionnaires (66%) and task analysis (64%).

There is a lack of information about training scenario in India in general and assessment of training needs in particular except sporadic writing and studies conducted by some training institutions. Virmani and Seth conducted one study covering 24 organisations of which 18 belonged to private sector and 6 to public sector. The study report indicating the methods adopted by the organisations in identifying training requirements showed that 33% of the public sector orgainsations used adhoc methods and did not adopt any specific methods for identifying their executives' training needs. However, in case of the private sector, only 12% of the organisations resorted to some- what adhoc decisions. Among the various methods of needs assessment, the public sector indicated performance appraisal of the individual and personal interview with the superior of the manager as the most favoured mthods. In general, the private sector organisations gave more weightage to different methods of training needs identification such as job analysis and job specification,

performance appraisal by others and by the individual himself and the promotion and growth protential of the individual.

Though the Government has given great impetus to the cause of training in India, training and development requirements of the senior administrators are not worked out methodically. They refelect elements of adhocism and arbitrariness. The needs assessment thus is a neglected area of training in Government. Sanwal has also substantiated this proposition through a survey cum experiment study. He conducted a survey of 400 supervisors, group-A officers of U.P. State Government and of All India Services. His report shows that the new training policy adopted by the Government of India in early 1985 which replaced the existing adhoc arrangements by compulsory in-service training programmes is neither a part of a new developmental pradigm, nor is it based on an assessment of training needs. The stress was on meeting quantitative targets rather than the qualitative purposes of training.

The condition of training in the banking sector, particularly the needs assessment aspect in regional rural bank, is also not very encouraging. Khandelwal points out that in view of the inadequate infrastructure within the sponsor bank in relation to their own training requirements, the desired amount of attention has not been paid to R.R.B. staff training. He has emphasised the need to work out specialised training requirements of the RRB's staff and need to clear the back log at the earliest. The fate of training in the cooperative sector is similar and the needs assessment is the most neglected area. Cooperative training structural network and its institutions are also not very methodical in identification of training needs of various categories of personnel working in different segments of cooperative institution. They take a general view of training needs and course curriculum is designed by committees specially constituted for the purpose.

Realising the drawbacks in the cooperative training system, the National Cooperative Development Corporation, a development financial institution, gave a new dimension and direction to cooperative education and training. It established its own training centre called as Topic Training Centre which started functioning following systems approach to training in 1985. It regards identification of training needs as specialised and prime task and follows as well define systems. Due to systematic and accurate assessment of training needs its training programmes are highly specialised effective and result oriented.

Approaches to identify training needs

There are two approaches to identify training needs accurately for different categories of personnel particularly managerial personnel. They are role analysis and job analysis. Role may be defined as a set of expected behaviour of a person occupying a leadership position in an organisation. It is highly personal and dynamic. The important factors determining the role are personnel qualities like growth, perceptions, values, ambitions, organisational internal and external integration and environment sensitivity. This concept is

more suitable for those in top management positions whose jobs are generally unstructured. Job may be defined as a set of tasks assigned to a position. Organisation expects at least a fair behaviour from the position holder in line with the assigned job and tasks. Job, thus, is static and impersonal. The factors determining role also determine job but with some limitations. This concept is suitable for middle, supervisory and technical level personnel whose jobs are generally structured. In order to identify training needs role and job descriptions are prepared along with their specifications. Following organisational analysis, individual capabilities and qualities occupying the position are analysed in the light of role and job specifications to find out performance deficiences constituting training needs. Thus, systematic and accurate identification of training needs involve three process organisational analysis, role and job analysis as the case may be and individual analysis. For the convenience of discussion, role and job analysis have been treated synonymously.

Organisation Analysis

It is the process of studying, collecting information and analysis of the state of affairs of an organisation, its working in light of its objectives performance of different category of personnel ranging from top management to bottom level employees. It records the performance problems associated with job category. Since this effort involves huge paper work and resources in terms of cost, time and energy of training specialists and the organisation in question. Therefore, it should be used with discretion and differentially depending on the occasions when training needs have to be identified either at the level of a section or department or the whole organisation. From this point of view, there are three forms of organisational analysis. From a comprehensive analysis which involves analysing the organisation in its entirety as defined above. Second, is a critical incident in which training a specialist concentrates on problem areas of organisation and suggests which priority problems need training solution. Third is management's own preception about training needs of certain category of personnel. The training designer should study and analyse only those sections or departments or units to which the personnel belong.

The training specialist while conducting organisational analysis for purpose of working out training needs of different groups of personnel should appreciate the following aspects

(i)   The scope and effectiveness of such analysis is greatly influenced by the level of support it receives from management and the professional competence of the training specialist.

(ii)   Different types of training review require different authority, status and technical competence.

(iii)   The organisational analysis requires high order objectivity, analytical evaluation, communication and behaviour skills. The training specialist must be competent to handle difficulties encountered during the analysis and review.

Need to conduct organisational analysis

Most of the organisations in India do not have systematic approach towards training for their managerial personnel. They have two alternatives for management training, in service department and off the job. Many organisations maintain training departments which usually cater to the training needs of in-service people specially of lower level employees and supervisory personnel. Middle and top managerial personnel are sent to off-the-job training in some specialised training institutions. The organisation which do not have training department make use of the facilities provided by specialised training institutions. Organisational analysis serves useful purpose in both the systems of training but it is more important for specialised training institutions for training decision. There are several reasons for conducting organisational analysis for the purpose of training.

Understanding of the Working of the Organisation

The training specialist (trainer) develops awareness and understanding about the objectives, policy, functions of the organisation, the state of affairs of its business operations, work system and process, management system and styles, authority, responsibility relationships, performance, result of managerial and other personnel etc. On this basis he has to find out the gaps between the desired objectives and actual functioning of the organisation along with the reasons of the gap enabling him to concentrate on those issues and problems needing training intervention.

Present and future training plan

Understanding about working of the organisation and discussion with its manager's personnel help the trainer to appreciate the strengths, opportunities, weakness and threats of the organisation, its development plans, investment programmes, technological progress, products or services planned, competitor's condition, manpower planning etc. The knowledge of recent and future scenario serves as a base to identify different types of training needs and trainer can thus suggest to the management a training plan covering present and future training requirement of the organisation.

Status of Training

Organisational analysis helps a trainer to analyse various training needs and decides about the status of training whether they are displaced, inadequate or practical training needs. Further it also helps to decide who should be trained and what type of training is reuired. Thus, a total picture of training situation is obtained.

Training Budget

The total training requirements of an organisation helps in deciding priorities of training needs and the phases during which they should be met. This requires financial allocation to meet expenditure over his activity. Training activity involves different types of costs. Trainer

has to estimate those costs and prepare training budget for a certain period of time covering priority training of the organisation for approval of the management.

Methods and Procedures to Conduct Organisational Analysis

Normally, three methods are used for the analysis such as observation, discussion or interview and reference to documented information. The analysis will provide objective and professional advice on human resource development to the top management. This will enable them to decide the nature and extent of the role of training in accomplishing organisational objective in the light of training investment. Therefore, it is pertinent that the organisation study and analysis should be conducted systematically. A procedural check it is given below as guidelines which an analysis should follow :

The training analyst should prepare himself in respect of (i) clarity of objective, scope, terms of reference and duration of the study; (ii) obtaining authority to access to relevant information files and important documents and seek relevant information from various personnel of the organisation for the purpose (iii) soliciting effective help and cooperation from managers and other employees by clarifying the purpose of study, removing their suspicion if any giving advance intimation of the study and visit etc., (iv) deciding from where to start investigation and study. Normally, investigation should be started in consultation with the top management.

Information should be collected in structured form starting from top to bottom. This information collection process should begin with organisational objectives, policy and functions as per its constitution and follow its organisational set up, actual functioning, work procedures, financial position, business turnover (activity wise) and profitability (costs and profit position). The business data may be collected atleast for three consecutive years to form concrete ideas about its working trends.

Information pertaining to external environment of the organisation should be collected. This will cover items such as socio-demographic features, economic profile, government policy, rules and regulations, market, competitive conditions, infrastructural facilities, position of suppliers of various resources and other such factors within the area of the operation of the organisation. This information will reveal business opportunities and threats indicating organisations scope to expand and diversify its business on priority basis.

All this information should be collected from different sources which broadly include (i) written sources - by laws or constitution, policy statements, departmental records, minutes of various meetings, financial statements, audit reports; etc., and (ii) external sources which cover other organisations having business links with the organisation in question, customers and government departments.

5. All the recorded information should be assembled and relevant information should be correlated and interpreted to find performance problems at different levels. Wherever there are inconsistencies or discrepancies in recorded data, they should further be checked by elicting information from the particular source.

6. The report should be finalised indicating various training requirements for the group of employees, managers and individual employee (in priority order) indicating whether they are job oriented, developmental or educational in nature.

Organisational analysis, thus reveals a variety of training needs at organisational level at the job level or at the individual employees level from the point of view of its objectives. These training needs are usually in broad terms such as job oriented and developmental or educational. Harmonising training needs as perceived by an individual employee with that of organisation is very significant and a judicious synthesis between the two is beneficial for organisation and employees.

The relevation of various types of job-oriented or job-specific training needs raises several issues needing special attention such as visualising standard level of knowledge, skills, attitudes and interpersonnel skills requirement of each job and existing competence in terms of knowledge, and attitudes, etc., of an employee against the standard requirements. These issues may be considered by using job analysis technique. Although job analysis is used to a variety of purposes, its use here is confined for the purpose of identifying job oriented training needs : hence we will use a new term-job oriented training analysis.

Training Requirements of the Society

The organisation analysis suggests a variety of training needs for its different people which are broadly outlined as under :

1. Education programme for the owner members of the society. This programme should cover items like cooperative principles and practices, roles and rights of members, roles and importance of members, active participation in the general body meeting and basic idea about general management and reading of financial statements.

2. Management development programme for the members of the managing committee including the chairman.

3. Basic management skill training for the manager of the society covering general and operational management aspects with emphasis on marketing management training.

4. Salesman training to prepare the salesman to take up future job assignments.

Individual Analysis

An organisation employs various personnel to perform various jobs and tasks considering comeptence in terms of knowledge, skill and attitude while selecting them. But

due to several reasons, individual competence may fall short of the standard comepetence required to perform the job. In order to ascertain the extent of gap of competance the existing competence of persons is analysed by using the technique of individual analysis. It starts with analysing a person's educational qualification, professional competence, experience training, etc, followed by other techniques. For recording qualities of managerial personnel, techniques such as performance appraisal by superior discussion with the person on his self introspection exercise, interpersonal skill analysis and discussion with his subordinates may be used. For non-managerial personnel techniques like method study, time measurement, fault analysis may be used. On the basis of the analysis a final report is prepared.

Job-Oriented Training Analysis

Job analysis is the process of studying, collecting information and examining various aspects of a job. It produces two important documents; job description and job specification. Job analysis with its two products discloses a variety of information of a job which are used for different purposes such as defining recruitment and section procedures, job appraisal, evaluation, developing training and development programmes and correcting organisational structure. Analysing job for training purposes does not requie all this information. Basic knowledge about the responsibilities and tasks involved in a job (job description) and human qualities, required to perform it (job specification) serves the purposes substantially, hence, job oriented training analysis.

The Process of job-oriented training analysis

Organisation analysis reveals various job positions requiring training intervention. These jobs are selected for job-oriented training analysis. All such jobs-managerial or non-managerial are analysed in stages as given below.

Job and task description

Job desciption is a statement of duties and responsibilities assigned to a position. Hence, all the jobs of a position are described and further each job is broken down into independent responsibilities, duties or tasks. This may be recorded from the duty chart of a position or through discussion with the position holder his superior and subordinate. While writing job and task description care is taken that no job is left out.

There are three alternatives to this exercise viz., comprehensive job analysis, critical job analysis and problematic job analysis. In comprehensive jobs analysis, all the jobs of a position are taken and detailed inventory of tasks involved in each job is prepared. The critical job analysis concentrates on major jobs of a position having critical importance keeping aside minor jobs. This stage is a combination of job description and task analysis.

Job Specification

It is an organised statement of human qualities required to perform a job effectively. Therefore, each task of a job is examined to visualise requirements of human qualities for its effective performance. From the task narration, an attempt is made to derive desired level (standard) of knowledge, skill and attitude categorically required to perform each task. Job specification is developed by considering the nature and characteristics of tasks involved in a job. This process requires a great deal of imagination, knowledge of subjects, logical approach and professional competence. The third stage is individual analysis.

Training Specification

This stage will give three types of statements - list of tasks, standard level of competence to the corresponding task and existing level of competence. First, the standard level and the existing qualities of the person are compared, to find out competence gaps causing performance deficiency which may be called as training gaps. These competence gaps are usually expressed in negative terms and are further expressed in passive statements in terms of knowledge, skill and attitudes which denote training needs are specifications on which a training programme is developed. Here one point should be noted that attitude is formed on the basis of past knowledge, experience and background. Hence, it is suggested to concentrate on knowledge, and skill items because learning of these items may improve attitude in learners.

Prioritising Training Needs

The training needs identified through above stages are prioritised with reference to importance and relevance in constitution with the persons concerned, their superior and top management and a final training needs are prepared.

Setting priorities of Training Needs

The final setup in the identification exercise is the analysis of training needs and setting their priorities. We now have a long list for training needs which will constitute syllabus of a training programme for the managers of marketing societies. If the training programme is formulated and designed on these needs, it will require long period - several months - and it may not be practically possible to conduct it for various reasons include organisation's inability to spare its managers for such a long period involving number of man-days lost, high cost by way of salary and allowances paid to the manager without any gain to the organisation and the participants may not hold their interest in long-term training programme. Therefore, it is essential to make the programme of a shorter duration though it is very difficult to specify and standardise the duration.

Considering these factors, we can develop a training programme for a period of three or four weeks from the training need. This can be done following another exercise - analysing training needs for determining priorities. For priortising training needs, they are examined

with references to importance and relevance. This necessiates preparation of a measurement scale of three continuum in respect of importance and relevance and rate training needs of each task on the scale to set priority, described as follows :

Importance

Training needs of each task are analysed with reference to the degree of importance they have for the managers and are rated on the three continuum of the scale measuring degree of importance. Here, we used three letters "A" "B" and "C" as symbols of three continuum denoting meaning as under.

A. Thorough knowledge and / or complete mastery of skills needed. This may be decided in the light of the rating of existing competance which falls under "Ignorance" and "poor".

B. Some knowledge and / or some s¹.....s needed. This may be decided on the basis of competence is in the category of "moderate" and "good".

C. No knowledge and / or skills required to do a job well. This is normally decided if rating denotes "Very good" category of competence.

Relevance

Each task and its training needs are further analysed with reference to their relevance to the training. Training needs of each task are graded on the basis of priority assigned to them for training. For gradation, a three continum scale is prepared and the following number denotes each grade or priority.

1. Highest priority is assigned to those training needs which require immediate or urgent attention irrespective of the categories of competence gaps - "Full" "Substantial" and "Partial".

2. Training is required but not needed to give highest priority. These training needs which can be met after some time or in the long run and will not affect the work very adversely.

3. Training is not needed because it is not relevant or the manager already has knowledge and / or skill and it may be learned easily.

While prioritising training needs we may concentrate either on knowledge items or skill formation items exclusively or a judicious combination of both. However, for job-oriented training, we have to concentrate more on skill formation items including some vital items of knowledge. The skill training is potent enough to provide relevant knowledge to the pariticipants and helps to develop a positive attitude in them in addition to skill formation. This approach helps in the development of tailor - made training programme of shorter duration. The priority will follow the order of A-1, B-2, A-2 and B-2. An example of priortised

training needs is given in Table. Finally, prioritised training needs are grouped on the basi of homogeneity of tasks which constitute different areas of management as illustrated i Table.

PRIORITISED TRAINING NEEDS

Sl.No.	Priority-wise Training Needs

Priority A -1

1. Preparation and analysis of the profile of the area of operation.

2. Analysis of the economics of the society.

3. Preparation of annual business plan, etc.,

Priority B-1

1. Organising appropriate system of direction.

2. Procurement system and procedures.

3. Transport Management, etc.,

Priority B-2

1. Convene and facilate conduct of meeting.

2. Recording of minutes of meetings and its circulation.

3. General Management

4. Preparation and analysis of Area Profile, etc.,

Responsibility for Training.

Training is the responsibility of four main groups.

(a) The top management, which frames the training policy

(b) The personnel department, which plans, establishes and evaluates instructional programmes.

(c) Supervisors, who implement and apply developmental procedure; and

(d) Employees, who provide feedback, revision and suggestions for corporate educational endeavours. The work of training should be done at two levels:

(i) The training department should assume the primary responsibility for the instruction of trainers in methods of teaching; for normal orientation; for the training of supervisors in human relations, for the development of executives; for cooperative education in schools and colleges; and for the general education of employees.

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(ii) Line supervisors and employees should carry the bulk of the teaching load in the following areas :

On the job instruction or employee instruction in the technical and professional aspects of business; daily development of superiors and executives through counsel link departmental communication and staff meeting as part of an over all training programme. It is needless to say that the top line executive has the responsibility for;

(a)   Authorising basic training policies.

(b)   Reviewing and approving the broad outlines of training plans and programmes and

(c)   Approving training budgets.

Identifying training needs :

A training programme should be established only when it is felt that it would assign in the solution of specific operational problems. The most important step is to make a thorough analysis of the entire organization, its operation and manpower resources available in order to find out the "trouble spots". Where training may be needed it should be noted that training is not a cure-all. For example, if the efficiency of an employee is low, or he cannot get the job done, it may be due to faulty raw materials and equipment or not getting their timely supplies, or a defective engineering design, or uncongenial work environment or low wages or lax of supervision. If that is the case, these problems should be rectified.

Identification of training needs must contain three types of analysis, organizational analysis, operational analysis and man analysis.

Organizational analysis centres primarily upon the determination of the organization's goals, its resources, and the allocation of the resources as they relate to the organizational goals. The analysis of the organizational goals establishes the frame work in which, training needs can be defined more clearly.

Operational focus on the task or job regardless of the employee doing the job. This analysis includes the determination that worker must do the specific work behaviour required if the job is to be performed effectively.

Man analysis reviews the knowledge, attitudes and skills of the incumbent in each position and determines what knowledge, attitudes or skills must be acquired and what alternation in his behaviour must be if he has to contribute satisficatorily to the attainment of organizational objectives.

Identifying training needs involves five steps :

1. List the duties and responsibilities or tasks under considerations, using job description as a guide.

2. List the standards of work performane in the job.

3. Compare actual performances against the standards.

4. Determine what parts of the job are giving the employee trouble. Where is he falling down in his performance?

5. Determine what kind of training is needed to overcome the specific difficulty or difficulties.

The first two activities comprise basic task description step in identifying training needs. The remaining three involve determining job related training needs.

a) **Task Description Analysis :** The job or task analysis aims at determining what constitutes the job, the methods that are used on the job and the human skills required to perform the jobs adequately. The job or task description that results, lays out the requirements of task in terms of actual duties to be performed. The job specification lists the human skills and knowledge required.

b) **Determining Training Needs :** Determining training needs may be identified for the new as well as the present employees and for solving the specific problem - such as productivity, high costs, poor quality excessive scrap and waste, excessive labour management troubles, excessive grievances, excessive violation of rules of conduct, poor discipline, high employee turnover and transfers, excessive absenteeism, accidents, excessive, fatigue, fumbling, discouragement, struggling with the job, standards of work performance not being met, bottlenecks in production, deadlines not being met, and delayed production. Problems like these suggest that training may be necessary. For this the task and the workers should be closely observed and the difficulties found out.

Methods of determining training needs

The total need can be determined by analysing the situation in respect of each skill and each member of the work force :

This can be done in the following ways :

1) Analysis of an activity :

List in a logical sequence, the activities in producing and product or service or part of and determine what new knowledge or skill is called for or which aspects of present knowledge or skill need to be modified. Analyzing problems and determine what additional

skills, knowledge or insights are required to handle it : Analyzing typical behaviour by individuals or groups and determine the corrective action involve training · Analyzing organizational weaknesses to produce clues to both individual and group training needs : Analyzing performance determine if someone should get something, be it additional knowledge skill or understanding.

2) Interview :

Arranging a formal meeting with the person or group concerned, employing the interview techniques to identify the training requirements are necessary. Meeting and talking informally with people for finding clues to training needs, observing such things as may have value as indicators of training needs, especially needs which are just under-the-surface or emerging; arranging a series of meetings with homogeneous and hetrogeneous groups to discuss a common problem and develop a solution.

3) Brainstorming :

To bring together a homogeneous group and to ask individuals in the group to call out any ideas they have for answering, a "how to" question and identify which call for knowledge, skill or attitude.

4) Buzzing :

To ask an audience of supervisors, managers, professional personnal or others (as long as it is homogeneous), as to what the desirable next steps are in the organization training programme or what additional areas of knowledge for skill or understanding) do we need to handle out work better.

5) Card Sort :

To write statements or potential training needs on cards, hand them over to the persons whose ideas are sought, to arrange these cards in what they feel in their order of importance for various training needs.

6) Committee :

Constituting an advisory committee composed of persons responsible for or with a direct interest in an activity to identifying training needs; comparing what an individual is doing (or contemplates doing) with what others are doing or have done or learn about new ways to handle old problems, keep up to date on new techniques and procedure, and fight own obsolescence.

7) Check list :

Breaking down a job, process, programme activity or area of responsibility into a list of detailed parts or steps arranged is logical sequence and check off by each employee, the items about which he feels he would like to have more skill or knowledge.

8) Consultants :

Employing outside consultants to determine training needs and develop ways to meet them.

9) Counselling :

Discuss between a training practitioner and a person seeking guidance regarding ways he can improve his OB the job performane or prepare for advancement.

10) In-basket :

To measure or test a manager's ability to handle some of the day to day challenges which come to him in writing in his "in-box" from various sources.

11) Incident Pattern :

To note in terms of success or failure the responses to special situations and to study the pattern of deviation.

12) Research :

To identify implications for training and development as a result of research.

13) Role paying :

To get clues to his training needs in a skill, an area of knowledge, or in understanding or attitude by observing how each role player acts in a role playing situation.

14) Self-analysis :

To self-evaluate and know what is needed in theory, additional knowledge, skill or insight.

15. Simulation:

Analyzing performance in simulated exercise to reveal the employee and to identify gaps or blind spots in reserve or stand by skills.

16. Slip Inventory:

Annually updating an inventory of the skills of their employees and to identify gaps or blind spots in reserve or stand by skills.

17. Slip writing:

Writing on a slip the type of training needed and analyze the information on these slips.

18. Surveys:

Undertake surveys that can be used to take inventory of operations, employee attitudes, implications of advanced planning, etc.,

19. Task Force :

A special task force can be employed to unearth training needs.

20. Questionnaire:

A comprehensive questionnaire may be distributed to elicit information which can be used to determine training needs, delimiting the scope of the training and identify course contents.

Model Questions for guidance

1. What are the basic principles of training and development?

2. Discuss the various training needs of workers and their importance.

3. What are the various forms of organisational analysis. Discuss the procedure to conduct organisational analysis?

UNIT 4

TRAINING PROGRAMMES

Vigorous and scientific planning of the training programme is a crucial pre-requisite for the success of a training course. Planning of a training programme involves a variety of steps and processes right from the planning to the evaluation stages. Execution of a training programme could be divided into the following three phases.

(a) Pre-course/Programme Planning

(b) Organisation of a Programme/course

(c) Post - Programme / course work including evaluation

From the point of view of planning and organisation of training programmes there are different stages.

Design Stage

This would include proper identification of the training needs of different target groups and planning of training interventions to meet these needs.

Conduct Stage

This stage involves execution of training interventions in accordance with the design.

Learning Stage

This includes keen participation of the trainees as well as trainers, positive attitudes, awareness of self, enable the faculty to contribute and self-critical approach to training.

Transfer Stage

The end results of learning and transferred to the job and organisational contexts.

Pre-Course Work

Every institution organising training programmes should undertake adequate and effective pre-course / Programme Planning exercise involving several steps.

1. Prepare calendar of programme/ courses (in the beginning of the year) duly approved by a competent body. Circulation to the concerned tested in.

2. Announcing a particular programme/course, afterwords and nomination of the programme director.

3. Define the job responsibilities of the programme/course directors and other functionaries in the institution.

4. Prepare the budget estimate for the programme and get its approval.

5.   Fix the venue and make other physical arrangements such as class rooms, hostel etc.,

6.   Prepare the programme/schedule and decide the programme course strategy including training methods and teaching aids.

7.   Contact agencies for observational visit/field visits.

8.   Collect and prepare teaching aids, reading / teaching materials, etc.,

9.   Posting of contact programme faculty both internal as well as external and inform them about topic, date and time of their talk/practical.

10.   Scrutiny and acceptance as the nomination for the training programme.

11.   Confirm nominations.

12.   Pre-programme meeting of the faculty and the organisers.

Essentials of Training

Some special equipments, and aids are important pre-requisites of a training programme. They facilitate in imparting the training contents and make the training contents and make the training progress more livley and effective. The following are some of the points which may be kept in mind while planning a trainning programme.

(i)   The planning should take into consideration the needs of training in the areas which should be assessed through field visit, survey reading of material / scanning of literature, discussion with field officers, etc.

(ii)   The subject and scope of the training should be very clear to the training institution, trainers and trainees and the agencies who are to utilise training of their functionaries.

(iii)   Different methods that are likely to be used in the training programme should be identified and clearly laid down against each topic / session lesson.

(iv)   Nature and type of audio-visual aids or the traditional teaching aids to be used should be planned well in advance.

(v)   Library facilities including books, newspapers, magazine, newspaper clippings, etc., should be provided.

Programme Calendar

The programme calendar should list various programmes being undertaken by the organisation subjects-wise, month-wise indicating

(i) The name / title of the programme, (ii) Programme / Course Director; (iii) Venue and, (iv) The probable dates.

The programme calendar should indicate that the institutional agencies should not depute their trainees without acceptance of nomination of the acceptance of trainees from the institution.

Programme design

(i) Rationale - justification of conducting such a course of programme should be based on data and the felt-needs of trainees.

(ii) Objectives - Objective of the course should be learner oriented and not trainer oriented. Language of the course / programme should be such as to be easily understood by all the trainees, Further, it should be used according to the levels of the trainees.

Objectives should be : (a) specific, (b) achievable, and (c) measurable

(iii) Contents - areas, topics, and sub-topics directly related to the specific objectives of the course.

(iv) Expected learning outcome : The expected learning outcome is to be clearly stated, so that at the completion of the session, the trainee should be able to tell what was expected of him and what he has been able to learn.

(v) Training Strategy

(a) Academic, (b) Laboratory training, (c) Skill orientation, (d) Personal development, (e) Organisation development.

(vi) Faculty for the programme / course

(vii) The teaching methods and aids to be used.

(viii) The participants, for the programme / course, their level of educational qualification, the approximate number, age groups etc.

(ix) Criteria for nomination / selection of trainees / participants.

(x) Registration fee to be paid, if any.

(xi) Travel route to reach the venue of the course, it possible a map may be enclosed.

(xii) Information about climate, clothes, bedding and other requirements.

(xiii) Arrangements for payments for travel, board and lodging, etc.,

(xiv) Name, designation, address, telephone number of the programme Director to whom the trainee has to report.

(xv) The rules and regulations / code of conduct to be observed by the trainees.

Job Responsibilities of Course / Programme Director

The training agency running various programmes of training such as, training course / seminars / workshops which involve elaborate planning, preparation, management and evaluation of the training, need to nominate / appoint well in advance Course / Programme Director for each course / programme. Some of the job responsibilities of the Programmer / Course Director may be as under :

(i)   Preparation of a status paper on the proposed programme based on field studies visits to projects, reading of literature, discussion with the knowledgeable persons which will serve as a framework for the programme.

(ii)   Preparation of a programme design for the course / programme and finalising the same after discussing with knowledgeable persons.

(iii)   Inviting nominations from the concerned agencies and handling all the correspondence connected therewith;

(iv)   Preparing reference / background material for the programme in consultation with the library of the training centre and the subject - matter specialists : Preparing reading material, training aids including audio-visual aids relevant to the programme.

(v)   Enlisting internal as well as external guest faculty;

(vi)   Making arrangements for the inauguration and valedictory functions for the programme.

(vii)   Conducting training programmes including taking handling of the sessions / practicals / field work in the area of specialisation of the programme / course Director.

(viii) Receiving the participants, registering them and starting the training programme;

(ix)   Arranging observational visits, practicals and field work;

(x)   Taking responsibility for all the administrative, academic and the financial aspects of the programme, day-to-day supervision and coordination of the programme with the outside agencies, resource / guest faculty, administrative centre;

(xi)   Preparing a programme report and its circulation for consideration of the valedictory / concluding session ;

(xii)   Undertaking final field-base impact / evaluation of the training programme ; and

(xiii) Providing feedback to the training programme and bringing about changes, if any, in the design of the subsequent programme

Inviting nominations

Training institutions are wholly dependent on agencies for nomination of their officials / workers as participants / trainees in the training courses. The kind of trainees the training institutions are likely to get depends upon the method of their selection. Therefore.

(i)   the training institution should first prepare a list of prospective institutions / organisations which are likely to take advantage of the training programme.

(ii)   a letter of invitation with a copy of programme design with full instruction / guidelines should be sent to the institutions inviting nominations for the course / programme, indicating the criteria for selection / admission and number of participants from each agency.

(iii)   one month before starting of the course, a reminder may be sent to those agencies which have not responded, forwarding a copy of the original letter.

(iv'   more than one month's notice should be given to every institution to recommend names so as to enable them to nominate person(s) and to arrange for his / her travel.

(v)   around two to three weeks' notice be given to every trainee participant to be in a state of readiness and proceed.

Budget Estimate

Training programme cannot be run unless adequate and timely funds become available. Therefore, in order to draw funds for the training programme, the budget estimates have to be prepared well in advance and should be got approved by the competent authority before funds are drawn and expenditure is incurred. In drawing the budget estimates, provision should be made for staff, board and lodging, travel cost, cost of reading material, transport, contingencies and teaching aids. A proforma for the budget estimate for a training programme should be prepared.

Programme Schedule

The next step is to render the curriculum into teaching / learning schedule of the programme. When developing the curriculum the following points may be kept in view:

(i)   Course director should also prepare a detailed programme schedule for the duration of the course.

(ii)   For a longer duration course a tentative programme - schedule may be prepared for the entire period but detailed and specific programme may be prepared for each week / fortnight / block well in advance.

(iii)   The programme schedule will include the exact title of topic to be taught, learnt / dealt with during a particular session, alloting time for different sessions starting in the morning and going up to the afternoon / evenings as per the plan.

(iv)   The name of the faculty member, guest faculty and the lecturer on the topic should be mentioned.

(v)   In case, the group is going for practicals / observational visits / field work, the name and designation of the person accompanying them from the training agency and / or the name and designation of the person from the agency and / who is going to meet them and conduct the training / field work / practical should also be mentioned.

(vi)   The name of the method to be used and the training aid to be required is to be mentioned. This will help the training agency / trainer / trainee as also remind the faculty members / the guest faculty about the need for using innovative methods and effective teaching aids and also procuring these aids on time.

(vii)   A copy of the draft / tentative programmes schedule should be supplied to each trainee / participant. This should be discussed as soon as they arrive to finalise it for implementation.

(viii) Those faculty members and guest faculty who have to take classes, arrange visits field work, participants etc., should be informed well in advance.

(ix)   Each faculty should also be given sufficient notice with clear instructions as to how a particular topic is to be covered, short notice and other preparations such as preparing aids / material that have to be made by them.

(x)   There should be a process of weeding out the guest faculty based on their performance on the previous course. The training agency should always be on the look out for new guest faculty. For this purpose, a subject - wise list of experts available in and around the training centre should always be prepared.

The Venue

The training institution may have several considerations for fixing the venue of the training programme. However, the following are some of the guidelines which coule be followed in selecting the place.

(i)   Unless the agency has its own campus, the place of imparting training should be easily accessible.

(ii)   From the point of view of whether a programme is to be conducted somewhere in the mountains which it should be fixed during summer at a time convenient to participants.

(iii)   The working place should be free from interruption, noise, traffic hazards.

(iv)   It is not always necessary to organise training within the four walls of a room and many sessions could be held in the open.

Timings

Timings of the course should be fixed with reference to climatic conditions and accessibility of the trainees to the place of training. Those are several possibilities of fixing timings :

(a) In summer, the session may start early in the morning and finish around lunch time.

(b) If the number of hours available for work in the morning are not sufficient, the trainees could assemble again late in the evening when it is cool.

(c) Timings should be fixed with due consideration to the weather. In summer, training programme could start early, that is, before 9.00A.M. and in winter it could start at 10.00 A.M.

(d) At a place where there are lots of attractions, distractions, sight seeing spots, shopping centres etc., it is always desirable to have a programme in the morning or start early and finish as early as possible in the afternoons, so that larger part of afternoons are available to the trainees for recreation.

Class room

Whatever may be the methods of teaching, it is also expected that the classroom has still a place in teaching situation. Seating arrangements are very important. The classroom should have the following :

(i) There should be sufficient space to accommodate the participants / trainees.

(ii) The distance between two rows should be the minimum although there should be sufficient space for moving between two rows.

(iii) The best sitting arrangement is around a table preferably oval shaped with light comfortable chairs around.

(iv) If there are a larger number of trainees that is more than fifty in a seminar, there should be a public address system.

(v) There should be sufficient space for proper furniture i.e., chairs and tables for the teachers / speakers.

(vi) The classroom should be well-lighted and airy. Arrangements may be made for exhaust fans, coolers / air-conditioners / heaters, depending upon the weather conditions.

(vii) Arrangements for drinking water in or near the classroom are essential.

(viii) The classroom should have a good black board or green board with chalks (white and coloured), duster etc.,

(ix) There should be small rooms with furniture for group discussions.

Practicals

There should be adequate arrangements for conducting practicals, either in the class or in the rooms meant for practicals such as nutrition demonstration laboratory, work / room, etc. Practicals could however, also be held in other institutions where such arrangements exist.

Observational Visits

There should be arrangements for observational visits for the trainees. This means arranging transport (if the institution doesnot have its own) in fixed timings, and for the institutional visits and ensuring that some one from the host institution explains the working of the institution and the project visited. It will be advisable if the trainers of the institutions give background information in the classroom and / or through folders / books, on the project / institution which the trainees are going to visit.

Field Work

Field work has a very important place in the realm of training. It is through field work that trainees perceive things better, relate theory with practice and give rich feedback to the training agency. Field work is of two types.

(a)   Concurrent, and

(b)   Block field work.

Concurrent field work could be arranged / during the course of the training and combined with theory. The block field work could be arranged for a week or ten days, the period depending upon contents and duration of the course.

There is a school of thought which believes that field work should be arranged at the beginning of the course after initial orientation. In a brief orientation or refresher course, or a workshop, or a seminar it may not be possible or desirable to arrange field work. However, for block field work, only such agency / project should be selected which can offer practical / field experience in the totality of the subject matter of the course in an integrated manner. The agency should also provide facilities for explaining the back-ground and working of the project and answer questions of the trainees, if any. Distribution of a written document on the work of the agency and or the project will be useful.

The course director should visit the field agency / project for the purpose to have first hand information and ensure that the agency project proposed has all the elements necessary for effective field work either concurrent or block. He should finalise the arrangements and provide orientation to the training about the agency / project to be visited for the purpose of observational visit.

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Boarding AND Lodging

1. There should be adequate arrangements for lodging of the participants. There should not be more than three trainees in a room. Two in a room is ideal. There should be adequate number of toilets and bathrooms. If the lodging does not include beddings, the participants should be informed well in advance to bring their own, indicating the nature of bedding suited to the place of course.

2. As far as possible lodgings and classrooms should be in close proximity.

3. The trainees may run their own mess as far as possible. They should be encouraged to form their own committee to select their own menus and to guide and direct cooking and serving of the food.

4. There should be adequate water, electricity, light and sanitary arrangements.

5. The training centre should not be created like a hotel. The training institutions should not have responsibility of providing everything to the trainees. They should adopt participatory methods involving or associating the trainees making arrangement of physical facilities such as identification of classroom for group discussion, proper upkeep of the teaching aids etc.

6. There should be adequate arrangements for recreational facilities for the participants during the course. This would include indoor games, cultural activities, radio, television sets, etc.

7. Every such institution should have atleast a first aid box and arrangements for treating minor ailments.

Teaching aids AND Training material

The course / programme director in collaboration with his colleagues should.

(i) ensure that all the teaching aid needs for the course are available and in working condition indicating to the technician concerned as to when a particular teaching aid or audio-visual aid will be required :

(ii) Collect reference / teaching material ; and

(iii) Prepare bibliography of the books, journals etc., from the institute's library for circulation among the trainees.

The trainee / participant

It is extremely necessary for the training agency and the trainer to know their trainees / participants. This will help in organising a worthwhile programme of training / orientation / placement. The trainer, therefore must have knowledge of the age, sex, educational background, previous experience, aspiration, needs, desires, attitudes, skill, weaknesses, and strengths of the trainees / participants. It is only then that the training agency / trainer

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would be able to organise effective and worthwhile programme and provide learning environments to them.

Nominations

While accepting nominations, clear instructions should be given to trainees regarding travel, the date of reporting, the duration of the course, clothing, bedding, etc., to be brought, banking arrangements and also giving the background information about the place of training including the weather conditions.

There should also be pre-training data about the agency and the individual being nominated as Course-Director. This data should be contained in the application from which should be devised for the purpose. A proforma for the application for / admission nomination to a course is to be got ready.

Criteria for Selection

Criteria for selection of the participants to different job orientation / refresher course, seminars, workshops may vary from programme to programme, depending upon their objectives as also the contents of the training / workshop / seminar / conference. However, the following criteria may be kept in view while selecting trainees / participants of different training programmes.

Age

The notice announcing a programme may indicate the minimum and / or the maximum age of the participants eligible for a course / programme. If an exception has to be made, this should also be indicated clearly.

Educational qualifications

Whereas for a training course, formal educational qualifications may be required for which the range could be indicated (higher secondary to the post-graduate) but for a workshop or seminar, the qualifications may be the capacity or the level of the participant in the discussion.

Professional qualifications

In some courses or programmes, professional qualifications (such as social work, agriculture, medicine, home science) may be the minimum qualifications. For some course which are practical in nature, duration of experience in a particular field may be prescribed as one of the criteria. For national programmes, the criteria for admission should be knowledge of the language or medium of instruction of the programme. The criteria for admission to some of the courses, say those relating to agriculture or rural development in villages may entail working strenuous physical conditions where even manual work may be required. Whether the course is meant for only men or women or both has also to be indicated. However, it will be useful to have both to-gether in the same programme.

Varied background : While making a final selection, it should be ensured that personnel from varying backgrounds of culture, language, education, experience, sex, climatic conditions, etc., join the course to provide a variety to the training programmes.

Non-tangible criteria : When the selection is being made on the basis of an interview besides supplying the basic information less tangible criteria like commitment / involvement / interest / attitude in the programme may be some of the indicators. While doing so, preference may be given to the applicants who are known to be alert, questioning and unconventional.

In the matter of organising the programme, the training institution has to take the following steps from the date of the course / programme or even earlier.

(1)   Receiving and registration of the participants.

(2)   Distribution of papers containing.

    (a) Programme design. (b) Programme - schedule. (c) Lecture notes / synopsis / books. (d) Other relevant material.

(3)   Preparation of a list of the participants and a general profile of the batch.

(4)   Holding the inaugural session. Arranging self - introductory sessions.

(5)   Discussion and finalizing. (a) Programme - schedule (already circulated). (b) Boarding and lodging and other physical arrangements. Briefing the speakers and resource persons, Forming groups, Starting training / business sessions. Arranging field / institutional / obseravational visits (for which advance planning might have to be done). Arranging block field work (whatever necessary). Arranging library sessions. Giving assignments. Mid-course evaluation in respect of courses of longer duration. Assessment of the programme by trainees participants and trainers. Disbursing travel and other costs to the participant (wherever training agency had agreed to meet these). Valedictory / concluding session. Issuing of certificates to the participants.

Pre - training motivation

Effective training programme can be built over the motivation, expectations, aspirations, as also the anxieties of the trainees. Apart from motivation of the trainees, there is also a question of motivation of the agency nominating the trained. Sometimes the level of motivation or the objective of training may not be the same for trainees as well as the organisations they represent. This conflict not only creates problems but also may result in wasteful resources. There is need to guard against this situation.

Programme Schedule

Programme schedule is a tabular time table drawn in advance for a week showing hourly programme of sessions based on curriculum approved for a course. It will include the following items.

A) Content

The term content refers to subject matter, teaching points, or learning that enable the trainee to perform the tasks, duties and jobs that are terminal objectives of each programme.

The following points should be borne in mind while, developing content outlines.

(i) "The usual procedure is to prepare a rough draft of the outline, indicating the major subject matter areas to be recovered, and then gradually expanding the outline until a detailed statement of content is produced".

(ii) The course content should notionally be divided into distinct and relevant blocks for the purposes of programme planning. The basis of this division would differ according to the nature of the course. However, while spelling out the topics, care should be taken to see that there is a judicious combination of theory and practice.

(iii) Each block should include topics developed in a logical sequence.

(iv) The board areas to be covered during the course should be spelt into viable topics.

(v) Instructional goals or teaching outcome should be clearly brought out.

(vi) Care must be taken to avoid the following :

   (a) Leaving out important parts of the subject matter.

   (b) Over-emphasising topics that do not merit detailed treatments.

   (c) Unnecessary duplication or overlapping in the materials presented.

Consulting with subject - matter experts by studying documentary materials and periodic review of outlines during development will help to indicate comissions duplication, and overlap.

Steps in Content Selection

1. Examine each objective and develop separate topical outline for each include all the major topics and skills required. The product of this step is a complete outline of the required learnings.

2. Submit the topical outline to subject matter experts to check if they are exhaustive and accurate and be revised if necessary.

3. Compare the refined content outlines with the objective and make final adjustments indicated.

4. Revise the content outlines and finalise it.

Sequence of Topic in Training Design

(i) General to specific; (ii) Simple to complex; (iii) Known to unknown; (iv) Stimulation to reflection and (v) General observation to analytical approach.

Theory and Practicals and individual events / exercise and group events / exercises are alternated to keep up the tempo of interest of the trainees.

B) Programme Strategy

(i) A programme strategy is a combination of teaching method and aids designed to accomplish programme objectives.

(ii) Every programme strategy has certain advantages and limitations. It is essential to ensure that the strategy selected for a particular programme will be most effective and efficient strategy descisions must be based on careful analysis of the programme situation from several standpoints; like objectives subject matter, participants, faculty members, venue, special facilities equipment and materials and time and costs.

(iii) Due weightage should be assigned to methods such as talks, demonstrations and field visits according to the nature and acquirements of the course.

(iv) Every course must seek the maximum involvement of the participants. To accomplish this objective, diverse innovative methods of participant learning like group discussions, symposis, syndicates, panel discussions, role playing, individual assignment, library sessions, may be employed.

(v) Efforts should also be made to indicate use of training aids like black boards, overhead projectors, charts, graphs, slides and films to augment training effectiveness against each sub-topic.

(C) Other necessary items

(i) The programme schedule for short-term course should provide for evaluation by obtaining feed backs from participants towards the end and long-term courses periodically at suitable intervals through both formal and informal methods.

(ii) In every course programme schedule, there should be a built in provision for a discussion on the application of learning acquisition in the back-home situations. The suggestions of participants of previous courses should be considered in designing the future courses.

(iii) The.programme schedule as prepared in the light of the above suggestions should be discussed with the participants on them first and as far as possible their suggestions should be accommodated.

Model questions for guidance

1) Explain the different phases of execution of a training programme.

2) What are the main criteria for selection of participants to different training programmes?

UNIT - 5

GUIDELINES FOR DRAWING AN EFFECTIVE TRAINING PROGRAMME

No sound training programme can ignore the importance of motivation in training.

(i)   Motivation is the basic condition for training of any sort. No training programme can ignore this.

(ii)   The number of units or lessons to teach should be thoughtfully planned. Very often it is arbitrarily determined.

(iii)   The quantum to be learnt in an unit must be neither too large, nor too simple.

(iv)   No training is complete within itself, the amount to be learned should always be related to the desired job performance or the objective of training. For instance, it is not necessary to learn the complicated mechanisms of a car, if your objective is only to drive. The objective should determine what is important that mere hearing or seeing.

(v)   The task to be performed should not be described. It should be demonstrated in actual or simulated conditions. This is specially true of many industrial skills, where doing is important than mere hearing or seeing.

(vi)   The demonstration should be followed by the learner doing the operations - as soon after as possible - before he has forgotten what he has seen.

(vii)   A discussion of questions should follow the demonstration as well as the lessons.

(viii) Ample practice opportunity should be provided and practice encouraged.

(ix)   If the trainee is given the knowledge of his performance as frequently and as accurately as possible, it can speed up learning, which in turn may motivate the learner greatly.

(x)   The training should be taken to the point where the learner reaches the criterion required on the actual job. It should never be left unfinished.

It must also be stated here that, the learning principles are mere guidelines that can tell us how learning can be made effective within limits, but devising training situations by making adequate application of them is not always an easy task.

According to Gagne, any human task can be analysed into a set of component tasks (job analysis can be useful here). These task components are the mediators of final task, that is their presence and mastery over them ensures positive transfer to a final performance on the task. Thus the basic design of any training should consist :

1.   Identifying the component tasks of a final performance ;

2   Ensuring (in training) that each of these tasks is fully achieved or mastered by the learner and

3.   Attaching the training of the task components in such a way that there will be positive transfer from learning of one to another.

Steps in programme

Training programmes are a costly affair, and a time consuming process. Therefore, they need to be drafted very carefully. Usually in the organisation of training programmes, the following steps are considered necessary :

1.   Discovering or identifying the training needs.

2.   Getting ready for the job.

3.   Preparation of the learner.

4.   Presentation of operations and knowledge.

5.   Performance try-out.

6.   Follow -up and evaluation of the programme.

Sequence of Training Programme

In India, the determination of training needs are determined on the basis of supervisory recommendations, analysis of job performance and job requirements, and on the basis of employee suggestions. In the case of steel and tobacco industries, the employees themselves suggested the type of training that was needed.

Getting Ready for the job

Under this step, it is to be decided who is to be trained, the newcomer or the older employee, or the supervisory staff, or all ot them selected from different departments. The trainer has to prepare for the job, for he is the key figure in the entire programme.

Preparation of the Learner

This step consists,

(i)   in putting the learner at ease (so that he does not feel nervous because of the fact he is on a new job);

(ii)   in stating the important ingredients of the job, and their relationship to work flow;

(iii)   in explaining why he is being taught;

(iv)   in creating interest and encouraging questions, finding out what the learner already knows about his job or other jobs;

(v)   in explaining the 'why' of the whole job and relating it to some job the worker already knows;

(vi)   in placing the learner as close to his normal working position as possible ; and

(vii)   in familiarising him with the equipment, materials, tools and trade terms.

Presentation of operations and knowledge

This is the most important step in a training programme. The trainer should clearly tell, show, illustrate and question in order to put over the new knowledge and operations. The learner should be told of the sequence of the entire job and why each step in its performance is necessary. Instructions should be given clearly completely and patiently ; there should be an emphasis on key points and one point should be explained at a time. For this purpose the trainer should demonstrate or make use of audio-visual aids and should ask the trainee to repeat the operations. He should also be encouraged to ask questions in order to indicate that he really knows and understands the job.

Performance Try out

Under this, the trainee is asked to go through various aspects of the job several times slowly. Mistakes are corrected and if necessary, some complicated steps are done for the trainee the first time. Then the trainee is asked to do the job, gradually building up skill and speed. As soon as the trainee demonstrates that he can do the job in a right way, he is put on his own, but not abandoned.

The trainee is then tested and the effectiveness of a training programme evaluated.

This is usually done by :

(a)   Giving written on oral tests to trainees to ascertain how far they have learnt the techniques and principles taught to them and the scores obtained by them :

(b)   Observing trainees on the job itself and administering performance tests to them:

(c)   Finding out individual's or a group's reaction to the training programme while it is in progress.

(d)   Arranging structured interviews with the participants or sending them questionnaires by mail :

(e) Getting the opinion or judgement of top management about the trainee's performance;

(f) Comparing the results obtained after the training with those secured before the training programme in order to findout whether any material change has taken place in attitude, opinion the supplies used and in overhead costs.

(g) Study of profiles and parts of career development of the participants and related assignment techniques.

Through one or a combination of these devices, the validity of training programmes may be ascertained. If there are any errors or weaknesses, they should be corrected and instruction repeated, if necessary, till the trainer knows that the trainee has learnt whatever has been imparted to him.

Follow up

This step is undertaken with a view to testing the effectiveness of training efforts. This consists in :

1. Putting a trainee "on his own".

2. Checking frequently whether he has followed instructions ; and.

3. Tapering off extra supervision and close follow-up units when he is qualified to work with normal supervision.

Training policy

Every company or organisation should have a well estabilished training policy. Such a policy represents the top-management's commitment to the training of its employees and comprises rules and procedures governing the standard of scope of training. A training policy is considered necessary for the following reasons.

(a) To indicate a company's intention to develop its personnel ; to provide information concerning them to all concerned;

(b) To discover critical areas where training is to be given on a priority basis; and

(c) To provide suitable opportunities to the employee for his own betterment.

Steps In Controlling

There are number of steps involved in the development and application of proper controls. It must be emphasized that the controls must be relevant to the primary objectives of the training department, which are derived from analysis of enterprise philosophy, goals,

policies, programmes and objectives of the training department. Therefore, the initial step in control is to establish quantity, quality, cost or other performance, standards for each of the major elements of every programme. The resources that are extended to achieve the objectives of a programme are personnel, space and facilities, equipment, materials, time and money.

After performance standards have been established, the next step is to develop a appropriate means of measuring the performance. The means include personal observation, inspections and audits, ratings, surveys, tests, reports and records. The techniques involved the use of yardsticks to measure performance, that is standards are applied to identify variances and problems. Next, deviations are analysed and alternative means of corrections are identified. That is the evaluation process. Finally, corrective actions are taken to bring performance into line with plans. And those decisions and actions are fed back into the appropriate part of the system.

Types of Controls

The areas in which the training manager can establish controls are virtually limitless. Every function, activity, process and plan can be made subject to some form of control, but training manager would do well to remember that every control system represents and additional cost. He must recognize too lthat every control system depends on people and that no system can be more effective than the people who operate it. Finally, he should recognize that controls must be tailor-made to match purpose, organization structure, the needs of the activity, and the individual using them. Some of the most common types of controls used in training and development are described below.

Quality Control

Quality control involves the systematic control of variables that affect the conformance of the end product of established standards and specifications. Ideally, quality controls involve real time control of quality as well as after-the-fact inspection and elimination of substandard products. In training and development, the primary product is trained personnel. Therefore, large share of the resources committed to control should be allocated to controls that are directly related to the output of personnel from training systems in the numbers required, with the skills needed, and in the planned time frame. Of course, quality controls should also be established for such production type activities as training literature, training aids, tests and other psychometric instruments, and equipment repair.

Manpower Controls

Manpower represents the largest single cost in training and development and so it must be made subject to control. The main means of controlling manpower is through the establishment of realistic and proper performance standards, the identification of deviations from those standards, and the correction of the deviations. Certain criteria should be applied in establishing and implementing manpower controls. They are :

i) The objective of the control system must be carefully defined.

ii) The area to be controlled must be clearly identified as, for example, the branch, section, instructional team, or training system.

iii) What is to be measured must be precisely defined by using a commonly understood term such as direct labour hours.

iv) Reporting must be systematic, accurate and timely.

v) Performance standards must be established by objective and scientific means.

vi) Variances from standards must be pinpointed and cause must be determined in a timely way.

vii) Deviations must be corrected by good decisions put immediately into effect.

viii) The control system must be reviewed and audited periodically to insure that procedures are correct and are being followed, defects in the system are identified and needed changes are made.

Standards

Standards are criteria against which methods, performance and results can be measured and evaluated. They describe the conditions that exist when a job or function is being done in an acceptable way. Good standards provide an objective test of performance in terms of quality, quantity, timeliness, cost, or other dimension of a process or a products standards should enable the training manager and his subordinates to develop themselves and improve their performance by identitying areas needing improvement.

Setting Standards

In many areas in which he must establish standards, the training manager has the available experience of his own company and perhaps of similar enterprises to use as a basis. That is particularly true of standards with respect to personnel such as sick leave, turnover, accidents and grievance rates. In other areas requiring standards, scientific

methods of establishing them are readily available; examples of such areas are methods and procedures (work simplification, operational analysis, motion study, and materials handling) work measurement (time study, standard data, and time formulae). But in some of the really critical areas of training and development, the training manager will have to determine appropriate and reasonable standards of his own. Some of the possible difficulties are to be found in the areas of trainee attrition, instruction load and standards for instructional tests.

Trainee attrition standards

A well-designed and validated training system should result in zero attrition because it has been developed to match the learning capacities and learning rates of the trainee input. To put it in another way, a training programme should be designed to be 100 percent successful. The objective cannot be achieved because of factors external to the system. If it can be stated that the right skills are being taught (and tested), that mastery (rather than proficiency) standards are being applied, and that few trainees are no-go, the training system is successful. If the first two conditions are present and many trainees are no-go, there is something wrong with the system. The fault may lie in the input, the instructions, the testing conditions or the administrators, to identify but a few possibilities.

But the question remains, what is a realistic attrition target? it can't be zero, but neither can most organizations afford an attrition rate of 10 percent. Accurate and meaningful statistics must be collected and analysed. Unquestionably that will entail costs. If the training programme is individually phased, ranges, medians and arithmetic means with respect to the time required to acquire skill by various categories of trainee input must be systematically collected and studied. Ranges, medians and means with respect to the number of attempts needed to meet established performance standards for various categories of trainee input should also be collected and analysed. And the percent of no-go's on the first attempt at performance should be found and analysed before an attrition standard is established.

Test Standards

Test of many kinds are necessary for quality controls in most training systems. They provide the basis for modifying the instructional system, diagnosing learning difficulties, accelerating or recycling trainees, determining trainees to proceed further in the programme, and eliminating personnel from training. Because those actions have far-reaching effects for trainee instructors, and the enterprise as a whole, tests must contain standards that include validity, reliablity, objectivity, admissibility, standardability, comprehensiveness and economy.

Some of the specific standards that a test must meet are statistical standards with respect to measures of variation (range, median, mode, end standard deviation), reliability (coefficient of reliability and standard error of measurement), and mean difficulty must be established. Standards for test item characteristics, such as item difficulty and discrimination, must be set. And then there are the standards of test administration. With respect to test characteristics, the training manager has very little to go on if he is using performance tests. Much of the literature dealing with test construction and statistical analysis of test result just does not apply to performance tests. Here again the training manager must establish his own standards based on careful study and analysis of his tests and the performance of trainees on those tests.

Steps in Establishing Standards

1.   Identify key control points in each element of the training department.

2.   Search for existing standards related to those functions and activities both in-house and out-of-enterprise.

3.   If standards do not exist, solicit judgements with respect to realistic standards from the personnel directly involved in the activity.

4.   Formulate a trial set of standards for each key control point and submit the set of knowledgable personnel for review.

5.   Revise the standards out on a pilot basis and collect appropriate statistics.

6.   Try the standards out on a pilot basis and collect appropriate statistics.

7.   Collate and analyze the data provided by step six, and make needed modifications to the standards.

8.   Install the revised standards.

9.   Review the revised standards.

Model questions for guidance

1.   Explain the different phases of execution of training programme.

2.   What are the main criteria for selection a participants to different trainees programme?

3.   Explain the significance of learning curve.

UNIT - 6
TRAINING TECHNIQUES

A training programme normally uses a variety of communications for instructional devices to create, maintain and sustain interest and curiosity in the learner towards learning objects facilitating learning. These devices are popularly called as teaching methods and training techniques in education and training fields, respectively. Since quality of learning is greatly influenced by these techniques, its suitable selection is of critical importance while designing learning sessions of a training programme.

Training Technique : Concept

Each of the training systems uses various instructional devices to effect and manage learning which have been evolved by the experts of education and training over the years. Training tehnique, therefore may be defined as a device, broadly communication device by which learners are stimulated and directed toward learning objectives. Thus, it is a part of a training design, method or system which determines the quality of the interface between a trainer and learners. In order to maintain effective interface between the two, a large number of training techniques are in vogue ranging from traditional to modern and sophisticated one like lecture, discussion, case study, syndicate, role play, brain storming and simulation. Each of these techniques has its own specific format activities, events, processes, qualities and limitations and constitute the learning situation particularly in a class room. The learning situation created by different techniques within a class room may be very close to real job situation or away from it.

Characteristic features of Training Technique

Development in the field of science and technology, behavioural sciences and communication have largely contributed to the evolution of a wide variety of training techniques. These devices enjoy different characteristic features and varying degrees of effectiveness shaping the trainer-trainees interactions in the learning process. Understanding of their nature, characteristic features and assumptions underlying them help in their choice and use.

Communication Devices

Training techniques are devices of communication. A trainer adopts some communication devices by which the learner or a group of learners are attracted, motivated and involved in the learning of a lesson by eliminating, or minimising those obstructions. These devices are broader than speaking and listening and then cover events, situations, equipments operations, etc.

A number of training techniques totalling more than 300 are available. But none of these techniques may be treated as best because they have different degrees of effectiveness depending on various factors like training objective, the background, knowledge level and attitude of the learner, the background, skill and attitude of the trainer, physical facilities and learning climate. Therefore, only that technique is best which encompossess all these factors is selected.

Use of more than one technique

In order to reach these objectives, a variety of training techniques may be required in a training programme. Even for covering a single specific learning objective in one session, several techniques may be required in sequence. For example, a trainer may begin his session with a lecture. After some time, he may change to discussion followed by group assignments and cases. Thus, use of more than one technique is inevitable. Further, many techniques overlap. For example, case study may overlap case analysis which may further extend to syndicate and discussion.

Promote Effective Learning

Use of number of techniques in suitable combinations and in proper sequence contributes to effectiveness of such combination. First, a lesson may have several behavioural objectives which cannot be achieved by a single technique. Second, several techniques provide several stimuli to the learner leading to a variety of responses from learners making the training highly participative. An adult learns more in participative learning situation. Lastly, use of variety of techniques facilitates learning by generating interests and maintaining the learner's vitality and receptivity level at a higher degree which is otherwise not possible by a single technique.

Use of Aids

Training techniques need training aids. Training techniques use some media, equipments and materials called as training aids but they are not techniques. Overhead projector, film projector, videotape, flip chart and magnetic board, close circuit television, etc. are equipments or media (hardware) by which ideas (software) are communicated during learning experience. Similarly, materials include written narratives, handout, lesson notes, role play briefs, etc. which are normally given to each learner. These are in fact physical aspects of communication facilitating transfer of messages and receiving of messages by the receiver in the same spirit and meaning as of the sender. Thus, media and materials are used to implement techniques. In training field, they are popularly known as audio-visual aids and equipments.

Requirements of Professional Competence

There is a misconception that some techniques like lecture, discussion and question-answer do not require much of technical competence in their preparation and presentation. In fact, it is not the question that some techniques are simple and others are complicated. The question is promoting effective learning. From this point of view, each technique requires professional competence in its preparation and presentation depending on the process and technical requirements of each technique. A badly prepared lecture or unprepared lecture may flop though this technique seems simple. This may be the fate of any technique if casually approached. These logics suggest that each technique should be prepared with due care and according to its requirements. This is possible if the designers have enough of competence to take up the task effectively.

Choice of Training Techniques.

There are large number of techniques. It is difficult to select a suitable technique for a particular training programme and for specific learning objective. The description of the features of techniques reveals that it is difficult to suggest or formulate any hard and fast rules for selecting appropriate techniques. However, there are certain factors which may be considered while making a choice for training techniques.

Learning Objective

In a management training programme, there are a number of specific learning objectives. These objectives may cover improvements in several areas such as skills, knowledge, attitudes, interpersonal skills and personal growth which can be put horizontally. The learning requirements influencing behavioural change in the learner in line with learning objectives are complex with different learning dimension and levels. In the light of the requirements, a training designer is required to select suitable techniques capable of satisfying them leading to accomplishment of various learning objectives and effective behavioural change.

Size of the Target Population

The number of participants to be trained greatly influences the choice of techniques. There may be different group sizes depending on their individual number; for example, individuals with 1-5 trainees, small group having 6-16 trainees, medium group consisting of 17-25 participants and large group covering more than 26-30 or more learners. These group sizes have different characteristic features which substantially influence the quality of the trainee and trainees treatment, availability and allocation of time and facilities per person and learning interests will vary from one extreme (individual) to ancther one that is the large group. Therefore, different techniques appropriate to various group sizes are used to achieve the learning objectives.

Choice of Technique by the size of Group

The group size	No. of persons	Training Techniques
1. Individual	1-5	Project assignment, discussion, self-study, programmed learning etc.
2. Small group	6-16	Discussion, role play, group assignment, exercise, etc.
3. Medium group	17-25	Syndicate, case study, brain storming, conference, lecture-cum-discussions, etc.
4. Large group	26-30	Lecture, panel discussion, syndicate, question and above and answer, case study, etc.

Learning Styles and Interest of Learner

The nature and psychology of adult learners bring certain factors on the forefront influencing the choice of techniques. Firstly, learners have different characteristic features and backgrounds like age, qualification experience, professional competence, intelligence, level of motivation and learning interest. Secondly, adult learning is greatly influenced by the degree of autonomy provided in the learning process. However, it should be noted that degree of freedom in learning situation encompas following aspects:

Learning Style and Pace : Each learner has his own style and pace of learning. He also selects time for learning which he find most suitable.

Choice of Learning : Each learner is his own master. He, therefore, decides himself to learn or not to learn. This choice of learning cannot be forced. However, conditions can be created which may prompt him to learn.

Method of Learning : Learner also likes to decide learning method which he finds most appropriate. It is, therefore, suggested to involve learner in making the choice of training techniques.

Content of Learning : Learner also likes to decide himself what he wants to learn according to his own objectives and interest.

Location of Learning : Adult's learning is also influenced by the location in which learning takes place and physical facilities available for learning. Many techniques which create learning situation, therefore should be designed carefully.

All these factors should be considered while deciding about techniques as far as possible.

Course contents and Duration of a Training Programme

Depending on the learning objectives of a training programme, there may be a variety of course contents of different duration. Some objects may provide knowledge inputs and others may be covering attitude norm. All these inputs can be administered to the learner by suitable teachers. Transactional analysis and duration of a programme also influences the choice of techniques. A programme of shorter duration cannot accommodate a variety of techniques while a programme of longer duration can make use of a number of techniques.

Trainer's Interest and Capacity

Trainer's interest in the training programme and his capability to mount and use different techniques in a classroom situation also determine the choice of techniques. His interest, capability and competence can be upgraded by organising faculty development programmes and providing opportunities to use them in case of trainer's deficiency.

Participative versus Non-Participative Techniques

There are two extreme situations in the learning process. One extreme is characterised by non-participation of learners in the learning process. In this situation trainers play dominant roles in transferring knowledge to learners who are simply passive listeners. At this end, trainer's participation and contribution in the learning process is highest and learner's participation and contribution in learning is practically nil. Another extreme is called as the zone of highest participation and contribution by learners in their learning process. At this point trainer's role reduces substantially and he acts only as a facilitator in the learning process. In between the two extremes, other points indicate various combinations of the two extremes.

Some techniques will be trainers centred, others will be learners centred and rest will fall in between the two showing different degrees of combinations of the trainer's and the learner's involvement.

From this ranking two issues emerge. Adult learners like to learn by participating in the learning process by doing or by experiencing and are reluctant to trainer's deliberations. But the subjects or learning matters to which learners are ignorant are bound to be trainers centred. These two situations have to be reconciled for making a good choice of techniques.

Preparing Session Guides

A trainer has limited time in a classroom learning situation in which he has to put across a lesson to group learners. This essentially requires structuring a lesson by synchronising various factors planning and programming interactional pattern between the trainer and the learner in the learning process and reinforcing the transactions, with suitable training materials. All these aspects are structured in certain format in writing which constitute session guides for the trainers. It delineates clearly the roles of the trainer and the learner in the learning process and thus regulates their behavioural pattern in a given time map.

The concept of session guide is based on the premise that even the best designed training programme may not yield the desired result if the interactional pattern between the trainer and the learner is not consciously and deliberately determined and implemented. In other words, quality of transactions between the trainer and the learner substantially influences the quality of learning and a training programme. Hence, high priority must be assigned to the preparation of session guides in training programme.

Session Guides : Concept

A session guide may be defined and planned and programmed learning situation in which learning materials like ideas, events, situations etc., are structured in a logical sequence directing the trainer to facilitate learning by participation. It is constructed consciously and deliberately guiding and directing the trainer's interface with the learner in the classroom learning situation. It also indicates the use of training techniques, equipments and materials in the learning process. It is prepared in line with the session design by planning and synchronising training materials, factors and facilities having bearing on earning. It facilitates administration of a lesson on the learner in the classroom effectively with good time management and without any laxity on the part of either life trainer or the learner.

Needs and features of Session Guides

Session guide is basically meant for trainer and has been evolved out of necessity. The need and use of session guides have gradually crucial due to the following developments which also highlight some of its characteristic feature.

Innovations in Communication Devices

With the development of science and technology, there has been strides in the communication field-making traditional methods of communication absolute. Modern communication devices prompted development of new training techniques like case, role plays, project assignment, games and simulation. These techniques necessitated structuring of lessons in one or other forms in contrast to lecturing which can be delivered even without much preparation. The preparation of session guide has become almost essential on the part of the trainer using the latest training techniques in a training programme.

High Expectations from Training

Organisations sponsoring candidates expect results from the trained personnel since they incur costs over it. A training can be effective in demonstrating results if it brings behavioural changes in the learner after training. This is possible only when lessons are planned and structured in such a way that permit the learner, to learn by working on those lessons in a controlled situation. Once he acquires the necessary knowledge and skill under proper guidance of the trainer, it is expected that he can use the skill in organisation realities and can meet the expectations of the management and organisation.

Changes in Job Factors and Situations

With the tempo of development, a variety of new jobs, situations and relationships have surfaced as well as changes have taken place in the job factors and conditions in the existing organisational life due to transfer of technology. All these developments have placed a heavy demand for quality human factors who can handle complicated managerial and technical problems of growing organisations. Management training and development have been resorted to as a means to supply skill and quality manpower for specialised purposes. Preparation of manpower through training in the light of these changes requires purposive processing of persons particularly of the developing countries which lack quality. The purposive, processing of persons requires purposive structuring of lessons in a training eliminating the elements of vagaries from learning caused either by the trainer or by the learner.

Requirements of Appropriate Learning Materials

In developing countries like India where new organisations, jobs, conditions and technologies have been pouring in continuously and existing are growing with new, diverse and complicated functions, job assignments and challenges; preparation of manpower through training to meet their job requirements requires appropriate and suitable training literatures and manuals. Such literatures are not available which is a constraint in learning. Since training imparts job oriented knowledge and skill to the learner, it is imperative that specialised training literatures suitable to the job requirements of the learner must be produced. Preparation of session guides by the trainer is an attempt towards production of suitable training manual for a particular group of learners. A trainer has to take up this task as a continuous process. Such efforts will stregthen the base of training profession qualitatively. It will also remove the complaints about bookish nature of training literature on the one hand, and on the other, individualised practice oriented materials.

In fact, in any training, specialised and standard literature are required which are capable of improving the existing and future performance of the learner, in the light of his job assignments.

Training Aids : Materials and Equipments

In other words, training techniques for their application require some training aids consisting of materials and equipments, which can be considered as an integral part of the learning process and training techniques. These aids can be classified into three groups : audio, visual and audio-visual aids - materials and equipments.

Audio Aids

These aids facilitate presentation of learning stimulus through sound, talks, dialogues, lectures, etc. Sounds are normally presented through radio, tape, record player, and sound track. People learn by hearing from these media. In training field audio aids are frequently used but it has comparatively poor effect on the learner because of several reasons.

Visual Aids

Visual aids facilitate presentation of learning stimulus through vision and people learn by seeing posters, exhibits, pictures etc. For visual presentation of an issue or theme, a number of equipments are available such as black board, flannel board, and graph, magnetic board, flip chart board and chart, displays and exhibits - posters, charts, graphs, silent video tape, episcope or opaque projector, overhead projector, film strips, silent films, film sides etc. Visual aids in one or other form are very popular in teaching and training circles because they are comparatively more effective then audio aids.

Audio-Visual aids

Audio-visual equipments are used for combined presentation of sound and vision. Sound and vision effect human sensory organs and put the learner in a situation as if the is experiencing the events, problems and environment as real. A variety of audio visual equipments are used nowadays in education and training problemme such as film projector and films, television including closed circuits television and video cassette recorder and player. Preparation of visual and audio-visual aids requires professional competence. They are normally prepared by specialised agencies.

Model question for guidance

Discuss the importance of training techniques and aids.

UNIT- 7

PREPARATION OF TRAINING MATERIALS

Materials therefore, may be defined as stimulus with some physical base by which abstract ideas or messages are transmitted to learners in some concrete forms to have a greater impact. While applying any training techniques trainer may use displays, exhibts, pictures, graphs, posters, charts, books, printed matters, etc. All these may be styled as materials. For using any materials and equipments in any training techniques there is the need to plan, prepare, present and maintain them including feed back.

The availability of a large variety of training materials and equipments poses the problem of choice of materials and equipments also like choice of techniques. It is, therefore suggested that choice of suitable materials and equipments should be made on various considerations such as specific training objectives, training techniques, nature of subject contents, learning climate level of participants, financial position of the training institution, facilities to prepare material, capacity of trainer to use equipments and their practical problems.

Preparing Training Materials

If training has to be elevated to a priority position, emphasis must be given on the quality of training materials which requires systematic and serious efforts in developing them. The systematic and serious efforts begins with designing learning session and terminates at construction of handouts, audio-visual aids, instructions and references containing learning elements in line with each sepcific learning objective. These learning materials normally are part of a session guide.

Types of Training Materials

Training materials may broadly be defined as all such item materials or aids meant for learning. Alternatively, they are learning stimuli. They cover everything from written manuals to aids projected by sophisticated machinery. They include materials like manual, written or printed reference materials including books, materials mounted on training techniques (exercise, cases, assignments, etc.,) audio and visual aids, films and other mechnical and manual items. Since training is a specialised learning, its learning materials are not easily and readily available. It cannot quickly be prepared also. Without the support of written materials or audio-visual aids, verbal deliberations cannot yield desired results in a training programme. It is, therefore, suggested that suitable written materials and other aids must be prepared and produced well in advance from the date of the commencement of a training programme.

A variety of items are included in training materials. Although all may not be required for a particular lesson and session several materials might be used in a training course. This has created the problem of what types of materials should be used in a session and in

the total course. Following the classification and inconformity with each session design, training materials should be prepared.

Factors Influencing lesson preparation

It is widely accepted that quality learning materials for a training programme is not easily and readly available and hence it has to be prepared by trainers. Training materials should be prepared in such a way and must contain those items which must meet the learning requirements of the learner and accomplish specific training objectives. This essentially brings certain factors into the limilight for consideration providing insights into the process of preparing a lesson material

Training Objective

While preparing training materials - basic, supportive and guide training materials - care is taken to select such subject matter which facilitates, learning and brings behavioural changes matching with defined objectives. The success of trainers instruction basically lies in this fact. It is therefore, suggested to elect relevant and appropriate subject matter which improves knowledge, skills and attitude of the learner matching with the specific learning objectives.

Competence Level of Learners

Learners joining a course have their own competence levels - knowledge, skill, attitude, intelligence and experience in respect of subjects and jobs. They have their own learning difficulties and interest. Knowledge of these aspects is essential in preparing lesson materials because of several reasons : First, a trainer can decide the standard of subjects and materials in accordance with the knowledge and intelligence levels of the great population. Secondly, he can decide the mix of inputs of knowledge, skills and attitude in the lesson. Thirdly, advance knowledge about learning constraints and interest of the learner enable a trainer to decide his instructional strategy and tactics to make classroom learning effective.

Availability of Resources

Selection and preparation of lesson materials are influenced by various resources available to facilitate learning such as time available for the lesson - within the class and out of class teachable moments - morning, day or evening, necessary equipments, available for demonstrations and other physical facilities to set learning climate. Since all these factors affect the learning process in a predicatable manner, lesson materials have to be planned and prepared taking into account these factors.

Subject Matter

A trainer has limited time at his disposal in which he has to transfer his lesson to the learner. But the subject matter of a lesson may be too vast that it cannot be accommodated in the limited time. It is, therefore, essential to plan and schedule the lesson covering the

most essential and relevant ingredients of the subject so that the appropriate lesson is put across. It is therefore, suggested that a trainer must have adequate knowledge of the subject matter and have the competence to grade them before planning, scheduling and preparing the lesson.

An average level of existing knowledge and experience of a group of learners should be visualised and established while grading subject matter. This level may be treated as the cut-of line and subject matter should be graded, selected and constructed over and above this cut-off line in three levels on priority basis depending on the availability of time. This priority level of subject matter is illustrated in the Figure below.

The gradation of subject matter should begin from the existing level of knowledge of the learner and go ahead to what he does not know. However, if the existing level of knowledge, skills and attitude in respect of a topic is zero in the learner, the core knowledge will cover up the area of the existing level of knowledge and learning will proceed from the simple to complex concepts following three gradations of a subject matter as described below:
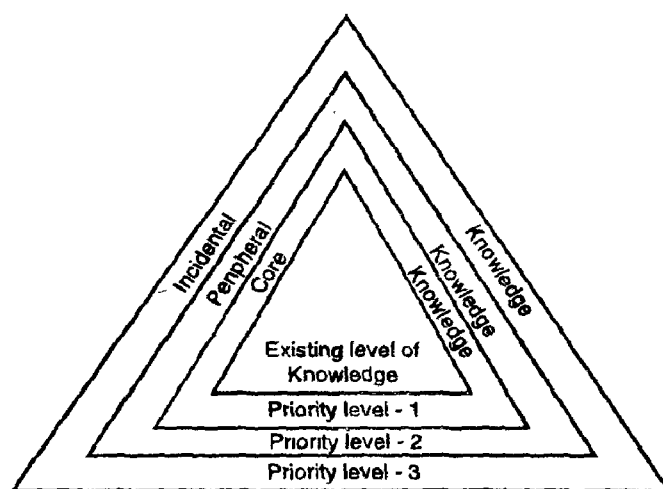

Chart : Priority levels of Subject Matter Knowledge

Core Knowledge : The priority level consists of core knowledge covering basic, fundamental and vital concepts, theories, principles, information, facts, data etc. pertaining to a learning topic and objective. It also covers related exercise, illustration, explanation, etc. This knowledge is considered to be minimum standard for learning and must be put across at any cost because this is indispensable for understanding the subject. However, if the learners have knowledge of the core subject, these group of items shold be glanced through refreshing their memory and skill formation items related to core subjects should be covered followed by the next priority knowledge items.

Peripheral Knowledge : The second in order of priority knowledge which covers important information, elaboration, reference, exercise, etc., complementing and supplementing the understanding of the core subject. This knowledge reinforces learning

providing a strong periphery to understanding of the core knowledge. On this basis a learner can adjust learned knowledge and skill in different situations and thus flexbility can be achieved. It is, therefore, suggested that such peripheral knowledge should be incorporated as much as possible in the lesson.

Incidental Knowledge : This knowledge covers background information, advance literature, historical information, erc. which is of general interest but not of intrinsic importance to the understanding of the core subject. This knowledge is more concerned with broadening the mental horizon and improves capability to comprehend with a sense of appreciation. Because of its broad nature, it has been given third order in the priority assuming that in most of the cases (except management, development programmes for top managers). Such knowledge is not much relevant for job related knowledge, skills and attitudes. Such information may be included in the lesson if time permits.

Miscellaneous Factors

The amount of subject matter which can be transmitted and assimilated by the learner in a given period of time depends on several factors.

1)   Professional competence of the trainer and his will and commitment to the task.

2)   The nature and complexity of the subject including availability of information on the subject.

3)   Facilities available to arrange various learning activities in the classroom including the scope of learning activities like participation in exercise, group work and simulation in the lesson.

Training Materials : Theory Versus Practice

The mix of theoretical and practical knowledge in the lesson material is another important dimension needing attention especially in management development and training programme. Training materials of many trainig institutions have been criticised on different forums on the ground that they are general, theoretical and bookish and cannot be put into practice in organisational situation. Trainers and training instituations on the contrary argue that they prepare and provide best lesson materials to the learner which can be put to use in his job situation but if he does not pracice them or if the organisation does not permit him to apply them, it is not their fault. Whatever may be the arguments and counter arguments in respect of training materials a fresh look on this issue seems inevitable.

There cannot be any standard answer to the theory - practice mix in the lesson which depends on situations, nature of deficiency in the learner and organisational culture, will and capacity to adopt change. However, two facts must be appreciated before deciding the mix.

Support for improvement as a continuous process

Training is meant for improving job related knowledge, skills and attitude leading to behavioural change on the job. Lesson materials, therefore, must improve the competence of the learner. Hence, he should be considered as a best judge to decide the quality of the learning materials. If the learner is convinced of the quality of materials not only from the learning point of view but also from the application point of view, there is nothing wrong with the training materials. However, if the trained person finds it difficult to apply the learning on the job because of some constraints and inconsistencies in the lesson materials, such issues must be discussed with the training institution and superiors and materials must be modified to fit the organisational process and climate viewing learning and inprovement as continuous processes and they continue even on the job, and in the organisation. If the application of learning is constrained by organisational factors, management has to take step to set things right and provide atleast some facilities to the trained person permitting application of the learning. Learning adaptability to change and development are continuous processes. This continuity is maintained through constant efforts of improvement in performance, processes and systems and if continuity is disturbed at any stage by any reasons, it adversely affects desired results. Therefore, trainers organisations and the trained person himself must provide adequate support for constant improvement.

Indigenisation of materials

The theoroetical form of modem management consiting of concept priniciples, theories, functions and techniques has evolved out of practice over the years. This discipline contains systematic assimilation of experiences of successful practising managers and findings of multi-disciplinary studies of organisational life in countless organisations by management experts and others. One of the purposes in developing this discipline has been to transfer the knowledge to the younger generations without any loss of time, energy and resources enabling them to apply successfully as well as work for its furtherance. Management knowledge and skills developed in organisations of Western culture cannot be practiced as they are in organisations of Eastern or Indian culture or organisations having different cultures but working in the same region, though the cultural difference does not again make the knowledge and skills altogether non-functional. These logics suggest that managerial knowledge and skills have to be modified to fit into the specific organisation culture and practices which give rise to the concept of indigenising managerial technology. This means that training materials must be prepared in accordance with the organisation culture and practices which give rise to the concept of indigenising managerial technology. For the purpose, trainers with practising managers have to work together experimenting with the managerial knowledge and skills in their organisational reality and culture. This experimenting will create a new generation of managerial knowledge and skill suitable to Indian organisations. A beginning has to be made now by training institutions in small doses with effective collaboration with the business organisations.

Another issue of resistance of traditional managers to accept improved modern managerial practices has also been seen. However, the growth of organisations and increasing use of imported technology started creating a variety of management and other problems for traditional managers necessiating the import of managerial technology. Although progressive managers welcomed the import, many of the managers having traditional views and vested interests resisted its use on various pretexts which strengthened the theory, practice controversy. Perhaps, the mistake committed in the transfer of technology was its introduction in Western form or very little efforts have been made so far to make this software adaptable to Indian culture and practices in right perspective.

Guidelines for Preparing Materials

In the light of the descriptions in the above sections, a guideline is suggested below for preparing training materials for management training with particular reference to the training programme in question. Although this process involves rigorous exercises, field studies and experimentation with modern management knowledge and skill in different organisations of diverse Indian regions; there in no short cut method to it.

Collection of Standard Literature

Standard literature on modern management, dealing with organisatioanl functions and component activities should be searched, scanned and collected especially on those items and areas of knowledge and skills where the learner has performance deficiencies. All such relevant literature should be further properly classified graded and developed in line with the design of learning session.

Collection of Information on Organisational Practices

Organisations have their own inputs, work processes, outputs practices, climate, culture and environmental factors. All the information and written materials pertaining to various aspects of organisational working must be collected and arranged properly. This information, first of all, increases awareness of the real situation of an organisation and secondly, a trainer can compare and examine the existing procedure and practices with that suggested in standard management literature.

Completeness of Training Materials

Training materials prepared on any item must be complete in all aspects. Each learning objective may have its own work process, technicalities, formats, legal framework, limitations and other requirements. All these factors must be visualised as far as possible taking guidance from the management discipline and must be incorporated in the training materials. It should be noted that partial lesson materials should not be given to the learner. However, in case it is not possible to provide complete materials on a learning item, sources to obtain them must be furnished to the learner.

Making Learning Interesting

Creation and maintenance of learners, interest and curiousity in a training programme are secrets for successfull learning.

Learners interest and natural curiousity depend on several factors, of which quality of training materials and their presentation in the classroom occupy an important place. This requires demonstration of a high level of professional competence by trainers. In order to create and maintain interest and curiosity of learner, the trainer must bear in mind the following aspects, while preparing materials especially the supportive materials.

1.   Learners' involvement in the learning process.

2.   Problem centred learning.

3.   Experimental learning or learning by doing.

4.   Learning which is of immediate use.

5.   Keeping trainers' role in the learning process at the minimum.

Preparation of such materials requires proper planning and deciding in advance transactional pattern between trainer and trainee in the class including sequencing of various supportive materials mounted on suitable training techniques.

Prioritising Training Materials

It has been pointed out that there are three types of training materials. First, basic materials which are a synopsis of the complete lesson in some detail meant for learner's reading and reference either in the class or after training. Second, supportive materials, which are in fact a broken part of a lesson in logical sequence mounted on one or other training techniques called hand outs consisting of cases, assignments, exercises etc., No part of supportive materials is complete in itself but all parts combined together in a logical order makes the learning of a lesson complete by providing learners' participation in the learning process. In this process, the trainers' roles restricted to facilitator of learning, while learners have to play an active role in learning. Third, guide materials are normally of the nature of guidelines and include instructions, checklists, precautions key issues references as the case may be in relation to a lesson, etc., guiding learners' behaviour while applying the learning on the job or elsewhere. These materials are suggestive in nature though in many cases they may be binding on the learner depending on the nature of lession and organisational situation.

The nature and characteristic features of these three training materials suggest that high priority should be given the supportive materials, second priority to the guide materials and the last to the basic materials while preparing the total training materials for a training programme. Through planning, programming and scheduling all the training materials of a lesson are essential.

Deciding mix of improved and existing practices

What should be the mix of improved practices and existing practices in the training materials is the last but important consideration. A learners' performance and deficiencies may be classified under several heads depending on the nature of their causes. Solution strategy should be searched accordingly followed by preparation of training materials. Here, three situations have been illustrated. Firstly, deficiency arising out of ignorance to new skills or practices due to new job assignment or non-existence of such practices in the organisation. In this situation, improved management practices suggested by standard literature can be selected and after suitable indigenisation in the light of the organisational requirements and culture, training materials should be prepared.

Secondly, deficiency may arise out of wrong practices being followed in the organisation and superiors are unable to find correct way of doing it. In this case trainer has to ascertain the extent of defects in the practice or performance skill. If the whole practice is wrong, then it should be supplanted with new management practice as described above. However, if it is practically wrong the then the modification should be logically effected to that extent in the existing practice but it should be ensured that it works well without creating problems for other sub-systems of the organisation.

Thirdly, deficiency may arise not because of existing practice is wrong but because the learner is unable to perform due to knowledge and skill deficiency. In this event, the learner should be imparted knowledge and skill training in the existing practices being followed in the organisation. Improved management practice suggested in the standard management literature should not be taught because it may not match with the current organisation practice and will create problems of application on the job.

All these guidelines are important for preparing quality training materials but call for effective relationships between trainers, training institutions and the beneficiary organisations.

Guide for Learning Material

Tips for preparation and use of guide materials

1. Key issue for each lesson / session must be prepared and given to the learners. It should be prepared by covering main points of the lesson.

2. Guidelines, check list instructions, reference, etc., in respect of each lesson should be decided in the light of needs and nature of the lesson, complexity of knowledge skill, operational flexibility and their usefulness for the learners.

3. Every lesson may not need guide materials except key issues.

4. Additional information related to lesson not covered in basic and supportive learning materials may be given as guide materials.

5. Other informations related to the sessions furnished to the learner on his request either during training or after it, may also be treated as guide materials and this request must be met as a follow up measure.

6. The guide material in respect of the session in question is illustrated in the form of key issues.

KEY ISSUES

Task / Skill - 1. Preparation and Analysis of Area Profile.

- The Institution operates within defined geographical boundaries constituting its area of operation. Village is the smallest unit and total villages constitute the total area.

- Area profile denotes characteristic features of the area.

- Consisting of geographical and demographic features, economic conditions, land use pattern, agricultural situation, marketing conditions, infrastructural facilities, etc.,

- A standard proforma (Village Profile Proforma) should be developed and used for data collection.

- Village Profile should be compiled into area profile proforma by adding village data.

- Data may be collected from different sources like Panchayat office, Block office, District Credit Plan Office. Agriculture Extension Office and Census Office.

- A structure report on area profile should be prepared with descriptive notes supported by statistical table.

- Trend analysis, comparison, ratio analysis and estimation method may be used to analyse the data and derive meaning from the report for any business decisions.

Model question for guidance

1. Explain basic materials, supportive materials and guide materials of prioritising training materials.

UNIT - 8

TRAINING AIDS AND EQUIPMENTS

In any training programme communication between the trainer and trainees is more essential. The effectiveness of a trainer is determined by the degree and diversity of skills he has in communicating with the trainees. For years, this communication was channelled entirely through class room lectures supplemented by reading assignments in pertinent literature and the trainee's role in the learning process was merely to listen and to execute all assignments. It is necessary to use training aids and equipments to enhance the intensity and pace of learning.

Training aids are supportive to learning and they should be carefully selected and used in appropriate context so that they do not prove a hindrance in the learning process. A trainer should be innovative in modifying and improving the aid to make it suitable to a specific training situation.

Though some aids especially the chalk and board have been used in education and training for years, education / training through the audio-visual aids in an organised and conscious way is comparatively a new movement in the country. It has already made very valuable contribution in developing useful teaching / training techniques.

In recent years, its concept as well as scope have widened considerably, new ideas are being explored and equipment is being developed. However, many teachers / trainers are not fully aware of various types of aids or their potential in making learning interesting, easy and effective.

Guidelines on the effective use of aids

It becomes imperative for a trainer to impart knowledge and make it effective by selecting the appropriate media and the aid.

Planning

In order to make the session interesting, the lesson structure should be properly planned and points of importance requiring special emphasis clearly detailed. In order to highlight the points of emphasis, the trainer should develop creative aid which would encourage the participation of the trainees. However, the trainer must be skillful in the appropriate use of aids.

Target Group

(i)   The trainer should remember that the four components of communication are the sender, message, channel and receiver. Hence, the material selected by the trainer must be appropriate for the intended receivers. It should be consistent with the social values concepts and principles of the target group, the socio-cultural milieu and pertinent government policies.

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(ii)   Trainers must pretest their training aids and material on a smaller group and revise appropriately the content and their presentation.

(iii)   Evaluation of the session is also important in order to gauge the extent of its benefit to bring about change. By means of a pretest and a post-text, the different levels of known knowledge as well as new knowledge gained on the subject matter could be measured. This would enable the trainer to identify the effectivess of the aid in making teaching session a useful exercise as also to make the necessary changes in the aid used for future guidance.

Charts

A chart is a visual presentation, summarizing the subject matter, carefully avoiding repetition and superfluous details. It is essentially an aid to formal education though it can be used to create talking points and stimulate group discussion. It can also be made very colourful and used onits own or in conjunction with the chalk-board.

Types

(i)   Flow charts indicate the organisational set up and the inter relationships that exist.

(ii)   Tabulation charts indicate time - relationship or time table.

(iii)   Tree or stream charts are often used to indicate the history of a community or growth of a company or an organization.

(iv)   Teaching charts are used to help teacher's verbal communication in formal education.

All charts are usually large (70 Cm x 55 Cm or 70 Cm x 110Cm) and can be used as an aid for a group or in a class.

Guidelines for preparing a chart

It should not be over-crowded, Each line or letter should be clearly visible from a distance. Avoid the use of glossy paper as it produces glare. One chart should cover only one idea. Arrange facts in a logical sequence. The title should be striking and lettering attractive. Avoid use of wrinkled and noisy sheets as these can be annoying and distracting. The size of the drawing and the colours used should be suitable to put the specific message across. Each figure should convey a specific message and various figures should be grouped sequentially to make up a lesson. The drawing has to be very realistic as well as impresionistic to attract and maintain the attention of the audience. Trainer should stand on one side, while presenting the chart. The charts should be stored carefully for the next use.

Flip Charts / Books

Turnover or flip charts / books are of special value when sequence presentation is required in situations where a film strip or slide projector can not be used. Flip charts / books are pads of paper mounted on easels. They are bound in such a way that each sheet

can be easily flipped to the next sheet. Flip charts are available in a wide range of sizes and can be commercially purchased or made. The visuals are arranged in a pre-determined order and fastened together. The turning over of the picture builds a composite visual image step by step. The description of each visual is written on the back.

Guideliness for Making flip charts

Good art work can be produced without the trainer being a professional artist. The following methods can be used to achieve a professional look on flip chart pages or any other demonstration material.

(a)   Find a suitable picture of the artwork to be reproduced. Place the picture on an opaque projector. Project the image on a sheet of paper on a wall and simply trace the image on to the paper.

(b)   Clip artwork and paste directly on the flip chart page.

(c)   Attach tracing paper to the original artwork. Trace the material with an ordinary pencil. Transfer the traced material with an ordinary pencil. Transfer the traced material to the flip chart sheet by turning the tracing over on the new surface and using the back of a teaspoon or the nail of the finger to rub down the pencil lines.

(d)   Finally, go over the light guidelines with a heavier pen or pencil.

Advantages

By flipping the page, the trainer can control the presentation of material. Material for the flip chart book can be prepared in advance or on the spot, as is the case with a chalkboard. The flip chart or book is easily portable. It is easy to use, can be placed on a table or hung on a wall. Flip chart is very inexpensive and allows for writing space where the chalk - board is not available. It is easy to carry and useful for recording ideas during group discussion.

Disadvantages

It is suitable for small groups only and not for big groups. It requires extra paper and pens of different colour as also tape or tag for pasting on the wall. Flip chart / book material is usually difficult to see beyond fifteen feet. Flip chart / books are not usually good for groups exceeding twenty persons. Pages of a flip chart are occasionally difficult to flip causing unpleasant result.

Demonstration Boards

Demonstration boards are simply boards made of various materials designed to hold paper, board and for the object of varying shapes and sizes.

Types

Cork boards - A board of cork or similar soft substance like insulating board is used to display materials which are fastened with thumb tacks.

Magnetic Boards - A magnetic board consists of a sheet of metal on a stand or fastened to the wall. Magnets are fixed to the back of whatever material is desired to be displayed.

Flannel boards - Flannel boards are made by mounting a piece of rough flannel on a frame and then backing the material to be displayed on the flannel board with rough sand and paper.

Advantages

Some of the boards can hold three dimensional objects. Instead of a representational diagram of the object, the real object can be used. Materials for demonstration boards can be vivid and colourful. The trainer can handle the object he is discussing which builds interest in the subject matter during the presentation. Material can be placed on the boards at the right moment. The trainer can control the build up of the representation by with holding placement of the prepared word cards and objects until the correct moment in his presentation. All the material can be made at home.

Disadvantages

(i)   The boards may be too bulky and difficult to transport.

(ii)   The entire presentation must be prepared in advance.

(iii)   The adhesive quality of the boardds must be checked before hand.

Chalk Boards

Conventional black board along with the use of chalk on it is the oldest and inexpensive aid. Now green colour felt-tipped pens are also available. This does not require any advance preparation. It is very useful in presentation, but require erasing and hence not good for referring back. It allows step by step building up of the presentation.

Advantages

It can rivet attention to key words and ideas. It can be put to instantaneous use. It does not require much preparation time if its use has been planned before presentation. It is always available and can be used to clarify and explain with a sketch, a phrase or a graph. The cost is very small. It is a fairly flexible medium. Use of the board forces a certain amount of organisation on the presentations.

Disadvantages

While writing, the trainer has to turn his back to the trainees and his attention is on the board and not on the trainees. Trainer is not able to see the trainees reaction while he is writing. Writing on the board can be seen by a limited number of participants. It makes the hands and clothes dusty. It has limited dramatic effect on the presentation. If it is not properly cleaned, it may be difficult to read the matter from certain parts of the room. It is not easily transportable to another location. Normally one does not use vivid colours, on the chalk

board and therefore it loses out on some of the impact which more colourful aids can make. The trainer's handwriting may not always be legible. It is not convenient to use when you wish to conceal some information until a latter stage.

Posters

A poster is a visual presentation of one single idea. It is very widely used for any campaign or publicity. A good poster can stand on its own and communicate the message effectively at a glance without assistance from any external source. A good poster would attract attention, convey, the message and encourage action.

Types

Single - glance poster introduces a new idea, event or a product or reminds the facts learnt earlier. It does not aim at the intellect but appeals to the feelings.

Step and study posters contain more words and pictures and take longer to read than the single glance type. These convey a message more clearly and encourage action.

A poster should be at least 50 Cm x 75 Cm in size to hold attention.

Unserialised Posters

Unserialised posters are a set of posters that depict a number of situations. The participants are asked generally to select several of them and organise them in a serial order to depict an event.

Photographs

The photographs can illustrate everyday life situations and like the unserialised posters can be effectively used in training situations the following points should be kept in view while using photograph :

The photographs should be simple, clear and open to more than one interpretation. The photographs chosen should be realistic to enable the participants to identify them. It is desirable to have five to six sets of chosen photographs for distribution to the group. The wider the range on the photographs are collected the better it is. Photographs comprising a set should be of the same size. Instructions for the use of photographs should be minimum. The photographs however may not emphasise the point to the desired extent. Coloured photographs, would be more effective if affordable.

Flash Cards

There are a series of cards which when presented before a group in proper sequence, tell a complete story. Each card is generally 25cm + 30cm in size, containing a picture or a diagram. These retain all the advantages of a sequence presentation but allow more flexibility as each card can also be used for 'fearhead' individually as a talking point.

Making Flash Card

The picture should be clear and the figures should not be alien to the audience. Each set of flash cards should convey a proper story with a suitable beginning and an end with a concrete suggestion or moral that leads to action. The text for each card should be written at its back. When not in use, the complete set should be carefully secured with rubber bands and kept safely to avoid damage to or loss of cards.

Khaddar / Flannel Graphs

This is one of the most adaptable and flexible training aids. These are cut-out figures, titles or illustrations made of either flannel, khaddar or paper. On their back sand paper or coarse cloth is pasted which helps in fixing them on a flannel / khaddar board. These materials can be rearranged, developed or simplified at will or arranged step by step on the board to build a composite picture.

There are two main variations of these flannel / khaddar graphs - Flexiflans and Maxiflans.

(a) Flexiflans

Flexiflans which are comparatively new teaching aids to the training techonology are flexible flannel graphs, that is cut out figures with movable joints and can take on a variety of postures like sitting, running, etc. These figures are variations of flannel graphs with flexibility. They are backed by a piece of card cloth, flannel or paper. The figures can be fixed in various positions on a flannel board, sack cloth or khaddar stretched over a board.

For making a story, there may be a number of flexiflans and a wide variety of figures of women, men, children facing both the right and the left, young and old people, sick and healthy people, etc., besides a number of props such as livestock, vehicles, trees, rivers, houses, means of transport, factories etc. The larger the variety, the better the results.

(b) Maxiflans

Maxiflans are large sized card boards, or stiff paper flannelographs and hence its name. The important feature is that the figures are much larger in size than those of flexiflans. They may also have interchangeable faces depicting different expressions such as sickness, good health, happiness and sadness and so on. Thus, faces with different expressions can be attached to the same torso and use in a variety of situations.

Puppets

Puppery is an ancient folk art in India. It has been the most effective medium of entertainment and communication in villages. This traditional instructional aid has not as yet found the place it deserves in the education / training system in India.

Types

(i) Shadow puppets

These are black silhouettes made from light weight cardboard and placed behind a lighted screen of muslin or thin paper.

(ii) Rod Puppets

There are flat cut-out figures attached to a rod or stick with one or more immovable part and operated from below the stage.

(iii) Lolli Puppet

They are shaped like lollipops. The figures have different facial expressions on two slides attached on a stick or rod.

(iv) Hand or glove puppet

The hand puppet's head is operated by the forefinger of the puppeteer the middle finger and the thumb being used to animate hands of the puppet are being used to animate the puppet.

(v) Finger Puppet

Small finger puppet is made to fit on the middle finger of the hand. The index and the third finger from the legs of the puppet.

String Puppet or mationnatte :

These are operated from above by means of strings

Games can be an effective method and, or aid of teaching and reinforcing the messages of health, nutrition and child care. These games are found to play and can be used with groups of mothers and children in community programmes. An example is the "snakes and ladder" game on environmental sanitation, a healthy situation provides a ladder and an unhealthy situation snake bite. Similarly, there could be management games and social work games.

Models

A model is a three dimensional recognizable imitation of an object itself. The imitation may be of the same size, smaller or larger than the actual object. It can be handled, operated and seen from different angles. Hence, it is more interesting and instructive than a picture or a chart which is a two dimensional representation.

Specimens

Specimens are real objects or parts there of. These give true perspectives of the topic under discussion. For instance, records, registers, food articles, flowers, leaves, stones can be the actual specimens used to reach to various levels of learners, topics like filling up of records and registers, balanced diet, and nature science.

Flannel Board

Flannel board consists of a board with flannel or khaddar or any course cloth on which the figures can stick. The essential parts of a flannel board are the flannel itself from which the surface and the cut-outs to be placed on it are made, and a flat piece of wooden frame to keep the flannel firm. The backs of the cut-outs are pasted with material to make them stick on the flannel / khaddar or any other material. This could be a sand paper, blotting paper, foam rubber or any other material that will adhere to the flannel.

Multi-purpose Demonstration Unit

A multipurpose demonstration unit comprising magnetic board, soft board, flip chart, chart chalk board and flannel board, is built into a small unit which is easily portable. This apparently is a very practical approach to solving the problem of oversized teaching aids and the difficulty in transporting these aids especially if the training session has to be conducted outside the classroom. It could be very useful to village level community workers.

Colour and Black and White Prints

Training films are available both in black - and - white and colour prints. In order to have better reception and to catch the attention of the trainees, a colour film has more receptive value than a black and white. If a trainer has to make a choice between the two, obviously he should choose a colour print. The print of the film should be good and clear without any disturbing noises.

Radio

Although radio does not have as powerful an impact as television, it does offer the possibility of extensive involvement as an educational aid because of the available infrastructure, the comparatively low cost receiving sets and have long experience with this medium. If supported by printed and visual materials, the potential of use of the radio becomes enormously high for educating all kinds of trainee groups.

Brochure / Leaflet

Leaflets, brochures and work book / sheets are used by participants in their presentation. It contains a complete set of information on social welfare services say ICDS i.e. objectives, service, how the services are delivered, the organisational structure both at national and state level, responsibilities of the different levels of social workers and the location of offices at the districts level. The delivery system could be shown in the form of a flow chart in corporating social work process right from intake to termination of the case. This brochure has to be well-planned and informative. It serves as a reference on reading materials to the trainees. However, as the course content is very exhaustive, it cannot possibly be covered in one teaching session.

Hand - out sheets

Hand-out sheets and other printed material are particularly useful to trainees because they serve as an aid for easy comprehension during the training and as a useful reference source later.

Work Book / Work Sheets

The teaching session on awareness of population issues could use work books which require extensive calculation on the part of the trainee.

Projected Aids

The aids which can be projected on a wall or screen are called projected aids. These may just be visual aids or audio visual like transparencies, opaque sheat slides, synchronised tape sets, film strips, video cassettes, films etc.

Audio Visual Aids

The need in the development of effective but inexpensive sound and vision mixed media is being increasingly felt at all levels in training programmes, with the advancement in audio-visual technology, slides, synchoronized tape programme, has an advantage over the use of 'slides along with lecture'. Its relative merit is that material in a slide is reinforced by pre-recorded, carefully worded commentary and special effects which create an intensive impact on the trainees. Some trainers, however, feel that when slides cum tape medium is employed, the presentation loses its flexibility; it is not empirical evidence on the impact of slides, synchronised tape programme on the gain and retention of knowledge over slides along with lecture medium. In western countries, slides and tape medium has become very popular and it is replacing slides along with lecture in teaching and training programmes. So, it is highly imperative to study the impact of slide synchronized tape programme versus slides along with lecture as training media under Indian conditions.

i) The audio-visual media as a teaching material is much difficult to use but it is an expensive means of instruction as it requires the use of instruments like overhead projector, slides and film projector, tape recorders and video cassette recorder.

ii) The overhead projector as well as the tape recorder is used in combination for the purpose of teaching language through story telling as well as learning songs. It is an effective means to sustain the interest of the audience as it appeals to the sense of hearing as well as sight.

iii) Through the slides one could show to the trainees a real-life situation at the ground level. This is beneficial as it gives a clear picture of the actual situation which could not be described sufficiently through a talk along. The presentation should not be too long. Grouping of slides could be done to streamline the presentation. Again, the style of presentation of slides should, if possible be narrative or in the form of a case history or as a general documentary.

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Over - head projector transparency

Overhead projector, though very expensive and requires electricity and entails other problems, such as its bulk and weight, difficulty of getting spare parts etc., can be a very effective media of teaching, if arranged, it has also been dubbed "electric blackboard" and "electric flip chart".

Advantages

It focuses the audience attention on specific material. It permits the trainer to maintain eye-contract with his audience while writing on a transparency. As a visual aid, it is easy to operate and to produce existing and increasing visuals. Transparencies are flexible. They can be written on or altered in a moment and then wiped clean. Through the use of overlays, materials can be progressively exposed or covered. Portable models are available so that overheads can be used anywhere if the electricity is available. Cost of the overhead and materials is relatively low keeping the effectiveness of media in view.

Preparation of Overhead transparencies

Overhead transparencies are easy to produce. Any one can learn the dazzling technique in a few hours. Of the visual aids, the transparencies are probably the most satisfying to work with.

Moreover, transparencies should be drawn directly on the transparent acetate (plastic) sheets. One should use suitable grease pencil or felt - tip pens. The two techniques which would be used are :

Overlay technique under which transparencies can be laid one over the top of the other to add lables, colours or other to add lables, colours or other details :

Uncover techniques under which in the beginning, entire transparency is covered with a sheet of paper and gradually more parts are uncovered if necessary.

Organising an effective transparency

The transparency must be such which can be understood quickly, accurately and effortlessly. The point of the visual (transparency) should be simple. Like the flip chart the visual in intended to reinforce the message. Only the pertinent information which is best visualised should be thrown on the screen. The rule for the maximum amount of print is six lines. If the message exceeds six lines, breaking the visual into two or three transparencies may be considered. Letters should be chosen for their readability. Printing is ordinarily much easier to eight to nine meters of viewing distance. The boldness of the letters is as important as their size. Boldness includes the line width, density and sharpness. The density of the print determines, the contrast on the screen. The organisation of the message is also important to the understanding of the visual as a whole. Avoid the bottom of the transparency as this may be done of the hardest places to see on the screen. The best test of the readability of a visual is to simply try it out in the presentation area where it will be used. In

order to test it, sit in the corner of the room where the viewing is likely to be the worst. Then determine whether you transparencies aid the understanding of the audience.

Advantages

Flexible material can be prepared by different methods. It could be used in different wages and presented such as on posters, charts etc., It can be used without completely darkening the room unlike in the use of a film. In the use of overhead projector, the trainer faces the audience all the time. He can work and write on the horizontal space while sitting down

Opaque Sheets

A wide range of teaching materials can projected sometimes even straight from the books. It saves time which otherwise would be spent on writting on the blackboard or chart. A number of related pictures can be hinged together to form a scroll and projected in a continuous series to convey a story. These opaque sheets can be very easily projected through the epidiascope or opaque projector. It has a robust mechanism and seldom gets out of order. If properly operated and maintained it is fairly inexpensive. A wide variety of materials can be projected through it. It helps to enlarge drawings, maps, charts or any hand written material.

Picture or Epidiascope

(a) Slides and Film Strips

The slides are easier to use and edit for training than the film strips; but once finalised, it is best to have it in film strip form to avoid loss or damage to loose slides. The slides should be placed in the right order after rehearsing their presentation and before entering the class. A trainer has to prepare the presentation. He has to look for points of discussion, guidelines of leading questions, etc. The show or part of it may be repeated for discussion purposes. The projector should be switched off when not in use. Ensure availability of extra bulbs and long extension cord wherever necessary.

Advantages

(i) Projecting of slides or film strips is the easiest way of bringing real life situations into the classroom through colour and to demonstrate. (ii) It is less expensive and easier to use. (iii) It can attract larger audience. (iv) Slides or film strips may be presented along with written notes or tape - recorded commentary. (v) Both slides and film strips are compact and can also be projected. (vi) They give large screen image in colours true to the original. (vii) The trainer can allow time for class discussion when the material is projected. (viii) Slides and film strips offer an excellent outlet for creative work.

(b) Films

A trainer can derive maximum benefit from a training film in a training session. Visual-aids are powerful ways of communicating one's ideas, especially abstract ideas. If properly

chosen and rightly used, they convey much more than what any number of words could ever do. The three components in the use of films as an aid are the film, the trainees and the trainer. Then in depth study of each of these components may spell out some basic guidelines which a trainer may follow in order to effectively use a film in a training session.

The relevant factors influencing the effectiveness of a film are its objectives, the language used, the length and the colour and print of the film. Each training film is produced to activate certain objectives. However, in each film, there are main as well as ancillary objectives. It is, therefore essential to identify and classify the main and ancillary objectives of a film. This analysis may throw up indications concerning where, when and how to use the film. A preview of the film is also essential.

It is necessary that the film should be short enough to hold the attention of the trainees. Fifteen of twenty seems to be the ideal time length. Any film of more than twenty minutes duration exhausts the patience of the trainees and hence may become conter productive. A training film is not an entertainment film. To comprehend for a long period is too much to expect from trainees.

Sound Film Strips and Slide Tape Presentation

For teaching, the film-strip could be synchronised with the sound in the tape recorder. For this, it is necessary that :

The story narration and the picture should match well. (ii) Many agencies have prepared good sound filmstrips or slide cum tape programmes. (iii) It would be less expensive to purchase. (iv) Advantages of such an aid is that the accompanying tape can prevent a dramatic effect of story being told along with the slides or film strip. This can be very effective for motivation and training especially if done professionally. (v) The initial investment needed for the equipment and the special expertise required to prepare and to use these are some of the disadvantage. (vi) It permits the use of colour and other effects by presenting in short space and in an orderly - sequence. (vii) Transparencies can also be presented on the overhead projector. In other words, the overhead projector is a multi-purpose one and used for lifting the contents of the lesson with very little effort.

Audio Tape Cassette

The tape cassette which delivers audio message is a highly convenient and relatively inexpensive medium. Audio cassettes are particularly useful for providing individualised instructions. Tape players can readily be operated by the individual trainees. Trainees' made messages may easily be recorded to fill different instructional purposes. The function of auditory message in holding attention is not clearly established, although this possibility should not be overlooked when auditory instructions are interested with printed text, they may be useful in directing attention and in promoting selective attention by emphasizing

parts of the message. Audio tapes can be useful in various phases of instructional process to communicate to those learners who are not good readers particularly overseas students.

Audio tapes and reading are equally effective for the retention and comprehension of information. These, if accompanied by a slide viewer and ear phone attachments, may provide lectures at will and as often as necessary at the trainers preferred pace. They are good for revision and are through the learner has more control over the technology because a taped message can be played over and over again, and a slide can be seen more than once. The tape also permits recording of messages in the local language using familiar names, events or places. The messages thus become more credible to the community than the centralised programmes presented through radio or television. Simple to operate and portable, with power supplied by current or battery, the tape-slides presentation by current or battery, the tape-slides presentation is cheap and does not need an elaborative transmission system. The experiment has shown that if non-formal education in India is to reorient itself towards a more participatory role of the rural audience, a combination of media like programmed self-instructional material and tape-slides would be very effective, such materials help to provide non-formal education to the rural masses of India by generating the content of the education programme from the community itself and this fact makes it more acceptable and effective.

Disadvantages

These are expensive articles. The use of a projector is expensive which requires electricity, maintenance, transportation, spare parts, and a dark room. All these may create some problem at times.

Television

In the age of science and technology, it would be unreasonable to expect that the written words alone could convey the relevant information in the training process. It is accepted that audio-visual aids are a available to the trainer to produce better impact on the trainees.

The cost factor of the television as an instrument of training must not be viewed in the absolute sense but at the utility level where trainee calls for facilities for effective instruction. Television is a multi-media aid as compared to other media such as newspaper, radio, etc., If television is effective, as it seems to be, then we cannot expect the trainers to continue to postpone its use in basic training situations.

The motion pictures which may be shown through television programmes have a number of potential advantages as a medium for instructions. Television viewing appears to be an inherently motivating activity. For children or adults, the desire to see events unfolding before their eyes is strong and also to long as new scenes or programmes appear few people get tried of watching them. The motivational features of television programmes,

therefore, are widely acknowledged. Some additional characteristics of television need to be considered pertaining to its use in instructions.

Training Techniques - (on the job aids)

More than three hundred training techniques have been developed in the fields of management education, training and development in the last few decades for the purpose of facilitating learning. Although it is not possible, to cover all the techniques few techniques have been described below. On this basis, a training designer can select suitable techniques and can develop materials accordingly for a training programme.

Action Learning

Action learning, derived from the principle of "learning by doing" has been developed by Reg Revas. This technique suggests that learners (managers or supervisors) form a group of four or five people facing more or less similar problem in their organisations, plants or departments. Each group has as professional set advisor who may be academic, consultant or trainer and acts not as a teacher but as a facilitator or resource person. These groups work on real life organisational problems and find solutions by identifying their skill, knowledge and attitude deficiencies, their strengths and weaknesses and by developing managerial skills to solve existing as well as future problems. The job of the advisor is to develop the group into a learning group so that managers or supervisors learn primarily with and from each other.

Action Maze

An action maze is a write-up, narration or description of an incident, event or a situation that trainees analyse. Each incident is followed by a list of alternative actions. The trainee has to make action choice which directs or lead him to the results of his action (a new situation) and presents him with a new set of alternatives. Action maze has been deduced from programmed learning and shares some of its qualities. However, the former differs from the latter on several counts. First, the programmed learning has one right alternative whereas in action maze there may be several right alternatives. Secondly, action maze is constructed in a way that in contains many paths and leads the trainees toward one ultimate conclusion. Thirdly, the varieties of choice they make present them with a variety of alternatives and a variety of consequences, enabling them to learn. Action maze is prepared and printed in book form containing several pages.

This technique is useful for developing analytical skill, decision making capacity and problems solving approach. Although preparation of action maze is somewhat laborious and time taking exercises, it is very interesting for learners and stimulates their participation in learning process.

Brain Storming

It is an unstructured form of learning by discussion, first developed by Alex Osborn in 1938. Under this technique, the trainees from a group like a conference and a problem is posed to them. The trainees attempt to find a solution by generating and a massing all the ideas spontaneously contributed by them. At this stage, all members are encouraged to give so-ever what ideas they can irrespective of strange, unusual, outrageous, practical or impracticable suggestions on the problem without any analysis or evaluation. At a later stage, all the ideas or suggestions are analysed, synchronised and evaluated to get unique and practical solution which is also done by the group.

This technique generates creative thinking, allows highly participative discussions and produces good results. This is effective for problem solving, creating team spirit and getting quantitative and qualitative solutions of a problem.

Clinic

A clinic is a meeting of trainees with emphasis on identification problems, finding the causes and not the symptoms and preparing solutions or action plans arising out of the participant's field of experience. The clinic necessarily deals with a problem which the learners view as real and relevant to the performance skills on their own jobs. The matter of discussion must be provided by the learners. This technique should not be used for the learners who do not see the problem relevant to their needs and if it does not fit into the training objective. The learners should be given freedom in determining the objective. The learners should be given freedom in determining the time required for each of three phases of identification of problems, causes and solutions to improve the situation of their jobs.

Colloquy

A colloquy is a conversation between experts of shorter or longer duration. The conversation of shorter duration may be called as panel discussion in which a limited number of experts or specialists present their views in a series of short lectures and normally question-answer discussions do not take place If after panel discussions question-answer session on the same topics is arranged. it becomes discussion technique. In course of panel discussion, if the learners are permitted to talk any time to secure the attention of the expert speakers, this technique becomes a forum discussion. This forum discussion must have a moderator who conducts it with discipline.

The colloquy in its larger form manifests has conference, seminars and symposium, Conference denotes two meanings. First, experts or professionals come together for discussions with similar job assignments for the purpose of updating their knowledge, skill and attitude in the light of technological and related development. Second, in classroom management training, a conference is trained as a meeting of learners to analyse a problem and plan a course of action by reconciling of their opinions and approaches.

A seminar in its original form is a group of learners gathered to study under a leader, with each doing research and all exchanging results through reports and discussion. However, nowadays, it is used in distorted form in the training circle where gathering of people share their experiences without undertaking any research work. A symposium is a meeting at which several people deliver short speeches on a topic like panel without feed back from the learner.

The colloquy technique in its different forms is effective only for improving knowledge but not skill. It is more lecture oriented with least scope of participation of learners.

Demonstration

A demonstration is an illustrated lecture of explanation by the trainer to show the efficacy of their work. In fact it involves three stages : tell, show and do. It uses audio and visual aids. It is highly effective training device and suitable for teaching skills and interpersonal skills. Because it appeals to all the senses, generates interest, maintains attention and provides actual practice. However, it cannot be used at the sweet will of the trainer. It requires proper planning a..u skill for executing demonstration. Similar to demonstration, there is exhibition technique but with slight differences. Exhibition is a public display which brings together under a single roof, for a given period of time, number of exhibits - product, skills, activities, ideas etc., with the purpose of disseminating informations and acquaint prospective customers and the public at large.

Field Trip

A field trip is a study tour in which the learners travel to a field situation or actual working situation that provides sense experience - sights, equipments, operations, processes, working relationship and the entire environment not possible to replicate in the classroom situation. This is learning by experiencing practical applications of the concepts of the training. Such trips provide opportunity to the learners to see the relevance of learning practice and link it with the objectives of their training. This may be considered a laboratory technique of learning.

Field trip is normally organised for certain days and mostly it is in the nature of an observation study. This observation of the actual working situation keeps the learners away from actual involvement in that situation. Therefore, related to field trip, one more technique is in vogue that is field placement. Under field placement, the trainees are attached to field or real working situation for some days. They learn by involving themselves in actual work operations. This type of learning is more effective than the field trip.

Sensitivity Training

Sensitivity training is a generic term which covers a variety of techniques with some variations. Broadly, it may be defined as a process which uses T-group , in which trainees learn through the actual process of creating an effective group, the purpose of which is to

charge behaviour to contribute toward more effective leadership styles of all participants or more effective group membership by all participants.

This technique is useful in.

(1) Increasing the ability of members to appreciate how others react to their own behaviour. (2) Increasing the ability to gauge the relationship between others and (3) Increasing the ability to modify skillfully the behaviour according to situation.

Under this technique, groups are formed without prescribed agenda, events or issues for discussion. Events or issues arise spontaneously from the interactions of group members and are influenced by individual needs, responses and behaviour. Trainer's role is confined only to point out what is happening in the group. He does not provide any leadership but facilitates interpretation and encourages the group to develop their own mini society with its agreed procedures, norms and process. Thus, this technique affects the employee group participation in such away as to help trainees become aware of how they affect others and how others affect their behaviour.

Study Assignment

In study assignment, learners individually or in a group of four-five members are asked to study all facts of an issue or problem related to organisational or operations and subsequently write a report for further discussion and finding a solution. The basic ingredients of this technique are the learner must talk and ask good questions from the people who work in the area being studies ; he must use files and documents and observe how systems or procedures work; he must compare and contrast with the purpose to evaluate them and finally he must write a report for discussion. This is very useful for in-service training.

Workshop

A workshop is a gathering of experienced and expert persons of a particular field who freely discuss an issue, exchange their ideas, demonstrate their efforts, practical methods with their implications, skills and application of principles or theories and work on theoretical and practical materials to get final products or outputs. Workshop is an organised effort and consists of several stages, initiation, learning by discussion or demonstration, arriving at consensus on specified issues and structuring the content or report according to the findings of the workshop. The trainer's role is confined to organising the workshop and facilitating its conduct by providing required facilities. However, for effective result, some background materials, areas of discussion and area of expected solutions should be drafted in advance which should be used as basic inputs for the workshop.

Model questions for guidance

1)   Discuss the concept and application of training techniques and aids.

2)   Evaluate the use of on the job aids during training.

UNIT - 9

TRAINING FOR DIFFERENT EMPLOYEES

Unskilled Workers

Employees like unskilled workers require training in improved methods of handling machines and materials to reduce the cost of production and waste and to do the job in the most economical way. Such employees are given training on the job itself and the training is imparted by their immediate superior officers or foremen. The training period ranges from three weeks to six weeks.

Semi-Skilled Workers

Semi-skilled workers require training to cope with the requirements of an industry arising out the adoption of mechanisation, rationalisation and technical processes. These employees are given training either in their own sections of departments, or in segregated training shops where machines and othe. facilities are usually available. Training methods include instruction in several semi-skilled operations because training in one operation only creates difficulties in adjustments to new conditions, lends the colour of specialisation to a job and makes work some what monotonous for an individual.

Skilled-Workers

Skilled workers are given training through the system of apprenticeship, which varies in duration from a year to three or five years. Such training is also known as tradesmen or craftsmen training, and it is particularly useful for such trades in industry which require highly sophisticated skills as in carpentry, drilling, boring, planning and host of other industrial jobs and operations. Any apprentice programme usually takes into consideration the facts of individual differences in abilities and capacities. Such programmes are usually conducted in training centres and industry itself.

Other Employees

Besides the above types of employees, others like, typists, stenographers, accounts clerks and those who handle computers, need training in their particular fields but such training is usually provided outside the industry.

Salesmen

Salesmen are given training so that they may know the nature and quality of the products, and the routine in putting through a deal; they are trained in the art of salesmanship, and in handling customers and meeting their challenges.

The Supervisory Staff

The supervisory staff need training most, for they form a very important link in the chain of administration. The training programmes for supervisors must be tailor-made to fit

the needs of an undertaking. Their training enables supervisors to cope with the increasing demands of the enterprise in which they are employed and to develop team spirit.

Supervisory training aims at

(i) Helping the present to improve their performance. (ii) Helping them to prepare for the greater responsibilities of the higher levels of management. (ii) Building up the security and status of supervisors; and (iii) Ensuring their technical competence with a view to enabling them to know and understand all about the processes and operations in which their workers participate.

The courses for supervisors concentrate upon those areas which are closely related to their day-to-day jobs. Accordingly, they are generally given training in areas such as

(a) The organisation and control of production, in maintenance and materials handling at the departmental level.

(b) Planning, allocation and personnel.

(c) Impact of methods study, job time study, evolution and the supervisors responsibilities and functions in connection therewith.

(d) Company policies and preparation for the purchase of stores, the preparation of requistions, inventories, cost analysis, cost control and shop rules and the preparation of reports and other standard operating procedures.

(e) Personal procedures, policies and programmes.

(f) Training of subordinates and grievance handling and techniques of disciplinary procedure.

(g) Communication, effective instruction, report writing.

(h) Appraisal of employees and their rating, and the maintenance of personal records.

(i) Dealing with the problem of absenteeism, tardiness, indiscipline and insubordination.

(j) The handling of human problems i,e. maintaining good interpersonal relations and morale of the employees.

(k) Evaluating the effects of industrial legislation at the department level;

(l) Leadership qualities;

(m) Industrial law, standing orders, and trade union organisation and

(n) Principles of administration, safety, health and welfare regulations.

Supervisor's training may include the supply of necessary reading materials, job rotation to give them a wide inplant experience holding of staff meetings, visits to other industrial units. Participation in the work of other departments, lectures and teaching, playing, case studies and conferences.

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In India such training is provided by the National Productivity Council, New Delhi and the Central Labour Institute at Bombay and Delhi.

Training by Experienced Workmen

This method is imparted by experienced senior fellow workers. It is particularly adaptable where experienced workmen need helpers. It is useful for departments in which workmen advance through successive jobs to perform a series of operations.

Training by Supervisors

Such training is imparted on the job by the workers immediate supervisors. It provides to the trainees opportunities for getting acquainted with their bosses. The bosses too, have an opportunity to judge the abilities and possibilities of trainees from the point of view of their job performance.

The success of both these methods depends upon the fact that.

(a) The experienced supervisors must be good teachers. (b) They should have incentives and sufficient time for carrying out the training programmes; and (c) They should be provided with an accurate account of the training needs of the trainees they are to teach.

It is generally agreed that each supervisor has responsibility for his own development. Some supervisors have accepted the entire responsibility and have laid out their own programme for self-employment. However, the majority of first level supervisors have not taken initiative in planning and implementing their own programme of self-improvement. Therefore, it is not practical for most organisations to adopt the philosophy that development is the sole responsibility of the supervisor himself. He needs stimulation and assistance if improvement is to take place.

Position of Personal Assistant

The position of personal assistant can be an effective training ground but experience shows that it is just as often frustrating as encouraging. The choice of bright young men to occupy such positions under senior managers can be inappropriate because the knowledge they gain of the nature of general management may not be applicable in their next job which is often concerned with much humble problems.

Whereas job rotation and personal assistant appointments involve transfer, it is also possible to expand the experience of a man in rather similar ways by adding additional responsibilities or involving him in other activities.

Internal Courses

There are considerable advantages in a course within a company since it can deal much more directly and specifically with company problems. A company course can deal

with the nature of the company's own organisation. Any good course will generate a mutual commitment between course staff and course members.

It is developed and sustained by an experience which is illuminating and creative for both parties. Internal courses can add a further commitment to the purposes of the company.

Courses can be run in evenings, at week ends, or day a week or for weeks at a time. Each of these may be valid in a particular situation, but in making this decision the manager should think about the implications. Training carried on outside company time implies something about the manager's view of training. It is also questionable whether a man who is too busy to be released during company time can possibly have the mental energy to deal with training during what should be his hours of relaxation.

External courses

No company is likely to be able to cover all its training needs by training provided directly by its own resources. It may be that some companies have turned too readily to external training courses. As with other forms of training there are good and bad reasons for undertaking such courses, and the range of activities and alternatives are so large.

Technical Colleges

Much of the earliest and much of the most useful training has grown up with technical colleges. The range of training they provide and the number of colleges involved make it impossible to generalize about the quality of the work they do. A college which provides independent training for bricklayers may provide independent training for engineers. Such colleges do most of the supervisory and management training in the country.

The different people in an organisation can be held responsible for the training and development of a supervision. These are

1) The supervisor himself 2) His boss and 3) The staffman

The responsibility for the training and development of first-line supervisors should be shared among the supervisor, his boss, a staff training man and the top management of the organisation. The supervisor himself should be responsible for wanting to improve and for requesting assistance. The boss has the responsibility and the authority to stimulate, encourage, assist and follow up to see that proper training is given. He should be held accountable for the development of his subordinates. The staffman should be held responsible without any authority, and he must achieve results through his ability to self and assist the boss and the supervisor himself. Top management must provide the limit, philosophy, policies and the time and money for supervisory training and development.

Model Question for guidance

Evaluate the training methods for different employees.

UNIT - 10

INDUCTION

Induction is a technique by which a new employee is adjusting himself into the changed surroundings and is introduced to the practices, policies and purposes of the organisation. In other words, it is a welcoming process. The idea is to make him feel at home and generate in him a feeling that his own job however small is meaningful and has a significance as a part of the total organisation.

Objectives of Induction

When a newcomer joins an organisation, he is an utter stranger to the people, work-place and work environment. He may feel insecure, shy and nervous. Induction leads to reduction of such anxities, dispels the irrational fears of present employees and hold colleagues responsible for assisting the new-comer so that he may feel confident.

There is another reason for effective induction. It helps to minimise what might be called the reality shock some new employees undergo. This reality shock is caused by the incompatibility between what the employees expect in their new jobs and the realities they are confronted with.

The new comer may expect

i)   opportunities for advancement;

ii)   social status and prestige, the feeling of doing something important and the recognition of this by others;

iii)   responsibility;

iv)   opportunities to use special aptitudes and educational background;

v)   opportunity to be creative and original; and

vi)   lucrative salary.

But these expectations are not often fulfilled and therefore result in frustrating experiences for new employees. This results in 'reality shock". Orientation can help overcome this problem by providing for more realistic expectations on the part of new employees and more understanding on the part of the supervisors.

Finally, the purpose of induction is to introduce the new employee and the organisation to each other to help them become acquainted and to help them a accommodate each other.

Shri B.P. Billimoria observes induction has a greater significance in a developing country like India, where the percentage of illiteracy is very high. The new worker finds himself completely at sea when by force of circumstances he has to shift from rural surroundings into an industrial unit.

The induction of a new worker is an important aspect of employment procedure. After he has been finally selected, he has to be introduced to the department and to his new job. Great care should, therefore be taken in introducing the new employee into his new surroundings and placing him on his new job. The first days on a job are recognised as being critical in the employment life, as impressions made at that stage remain for a long time, if the employee stays. Initial impressions and information count heavily in later attitudes towards the job and the organisation.

Through induction, the new employee gets information about the organisation, its policies, and rules and regulations. After he has been greeted pleasantly, he should be shown promptly those little things a worker must know, such as the location of wash room, toilet, canteen, drinking water, launch room etc. He should be told how to get tools or supplies when needed, how to record his time, how much he will be paid for regular time and overtime, details about incentive plans and bonuses, history and good points about the products manufactured in the organization, details about the organization and the employee services available and the personnel policies that will affect him.

It is important that the whole induction programme should be directed towards giving him a sense of belonging to the organization. He should be made to feel at home as soon as possible.

The supervisor is the key person for the implementation of the induction policy. The new employee depends upon him for guidance and help in meeting the new situation. He introduces him to other persons, arranges for his tool-kits and equipment, explain him the requirements of the job, ensures the necessity on the job training and acquaints him with the various facilities available in the organization.

The supervisor's responsibility includes the following seven steps in inducting the new workers.

1.   Greet him cordially.

2.   Show him that you are sincerely interested in him.

3.   Explain the part he will play in the department.

4.   Show him around and show him the plant.

5.   Introduce him to co-workers.

6.   Choose the right man to instruct him.

7.   Meet him periodically and let him have a feeling that you are always interested in him.

Induction procedure

An organisation has an obligation to make integration of the individual into the organisation as smooth and anxiety-free as possible. Whether that is achieved through a formal or informal placement orientation programme depends on the size of the organisation and the complexity of the individual's new environment. Many organisations develop formal orientation programmes. Other organisations may utilise an informal orientation programme which might include being assigned to another senior employee who will not only introduce the new worker to other workers but show him other things too.

There is no model induction procedure. Each industry develops its own procedures as per its needs. The procedure should basically follow these steps.

First, the new person needs time and a place to report to work.

Second, it is very important that the supervisor or the immediate boss-meet and welcome the employee to the organisation.

Third, administrative work should be completed. Such items as vacations, probationary period, medical absences, suggestion systems should be covered.

Fourth, the departmental orientation can be conducted. This should include a get-acquainted talk, introduction to the department, explanation of the function of the department and job instruction and to whom he should look for help when he has any problem.

Fifth, verbal explanations are supplemented by a wide variety of printed material, employee hand books, flyers, employee manuals, house journals, picture stories, comics and cartoons, pamphlets etc, along with short guided tour around the plant.

Orientation programmes usually cover things like employee compensation benefits, personal policies, the employee daily routine, company organisation and operations and safety measures and regulations. Orientation is generally provided on the following.

Formal programmes of orientation may be spread over periods, of time ranging from a day to several weeks or even months.

Induction Techniques

Induction programme may involve a wide range of techniques. Choice of techniques is influenced by a variety of factors specific to each organisation. These factors may include time allotted for induction, number of new employees, level of new employees (skilled workers, unskilled workers, clerks, engineers, management trainees, etc.) and the objectives of the organisation. In a small organisation, where only a few new employees are hired at a time, the supervisor introduces them and explains to them the established practice. But in

larger organisation, where large members are employed at the same time, it may be necessary to use printed materials, lectures, conferences, audio, visual films, slides and tours. Individual selection of specific techniques is necessary to meet the requirements of a particular organisation.

The range of information that should be covered in an induction programme may be as under.

a)   The company - its history, development, organisation management, departments, type of industry and products.

b)   The plant.

c)   Standing orders of the company - terms and conditions of employment.

d)   Amenities and welfare facilities available.

e)   Personnel policy - what the new employee can expect of the company and what the company expects of him.

f)   Safety measures.

g)   Employees own job-department, its organisation and personnel, type of work, hours, wages and opportunities for promotion.

Plenty Mccord and Efferson have classified orientation objectives into three general types.

1.   those dealing with knowledge of facts;

2.   those dealing with attitude or feeling and

3.   those dealing with skills.

They further subdivided these three general areas into twenty-two specific objectives which in effect present a detailed outline of content of an orientation programme.

1.   Knowledge of company and department rules and regulations.

2.   A knowledge and application of and a declaration to use company services.

3.   A knowledge of what the company is, what the company does, and the importance of the company's product.

4.   A knowledge and feeling of the place and important of the individual worker in the company.

5.   A feeling of being at home, a friendly feeling toward the boss and fellow workers.

6.   A feeling that the workers can expect fair and impartial treatment.

7. A feeling of confidence and pride in the company.

8. A feeling of freedom to ask questions to criticise, the elimination of suppressed antagonisms and hostility toward company.

9. An attitude of personal responsibility for the individual job, product and company.

10. A belief in the interdependence of employee and employer.

11. A feeling of responsibility for waste and cost.

12. An application of the necessity for regular work attendance.

13. A knowledge of the practice of safety and health rule.

14. A knowledge and application to pay deduction, insurance and the like.

15. A knowledge of local company lives of authority.

16. A knowledge of where to get personal, social and job needs satisfied and the feeling of freedom to do this.

17. An understanding of the problems of the company and a realisation that everyone is expected to solve them.

18. A feeling that the head office and the immediate supervisors are ok.

19. A feeling that management respects the personal liberties of each employee.

20. A positive constructive attitude in all job relations.

21. An early mastery of the job skill involved.

22. Little possibility of unjustified discharge satisfaction with the job and its possibility for permanence.

Each company should determine the scope of its induction programme according to its requirements.

A typical induction programme should consist primarily of three steps :

a) General orientation by the staff of the personal department.

b) Specific orientation by the job supervisor, or his representative ; and

c) Follow-up orientation by either the personnel department or the supervisors.

The first phase of the programme should ordinarily be conducted by the personnel department. This type of induction is general, for it gives the necessary general information about the history and operations of the firm, the purpose of which is to help an employee to build up some pride and interest in the organisation. Information is also given on specific employee services, such as pension, health and welfare plans safety programmes, etc.

The better policy is not to give everything in one day, but to administer smaller doses over a long period.

At the second stage, induction should be conducted by the job supervisor. Induction is specific and requires skill on the part of the foreman. The employee is shown the department and his place of work. Introduced to other employees, informed of the location of the bathrooms, lavatories, canteens, and time clock; and told about the organisation's specific practices and customs (such as whether the personnel, bring their lunch or whether lunch is applied to them at concessional rates, the timings and length of rest periods, the work dress, etc.) The purpose of specific induction is to enable an employee to adjust himself to his work and environment.

Follow-up induction takes place sometime within one week to six months from the time of the initial hiring and orientation. It is conducted either by a foreman or a specialist. Its purpose is to find out whether the employee is reasonably well-satisfied. The employee may be asked whether his hours of work his pay are as represented to him before employment : how he feels about his fellow workers : how he feels about his boss : and whether he has any suggestions to make for changes in the induction procedure or in other company practices. The interviewer records the answers as well as his own comments on the employee's progress. At the same time, the line supervisor completes an evaluation of the employee, including his strong and week points, indicating also whether he is doing well.

Through personal talks, guidance and counselling, efforts are made to remove the difficulties experienced by the new comer.

Supervisory and Management Training

Supervisory and the management training was an anathema in olden days because supervisors and the management personnel enjoyed powers and privileges that made them the most powerful agents of the organisation in those days. In those days, a foreman of employees, set wage rates, determined work methods, quality control training and discipline (which was more often arbitrary and administered with a heavy hand). Many of these functions are now taken over in part or completely by the staff personnel. In addition many new responsibilities have fallen on foremen, supervisors, and managers.

To-day supervisory and management staff in a company face new responsibilities such as interpreting company policies and regulations, social legislation, union contracts, handling grievances of employees, serving as communication link between the employees and maintaining good interpersonal relations and morale of the employees. These new supervisory and managerial responsibilities have brought about radical changes in their function and work styles. They are so radically different from the old type of leadership that

special training of supervisors and management self has now almost become a new feature of modern industrial organisation. Obviously the aims of such training is to teach them to carry out their new roles more effectively and intelligently.

Another reason for the need for the management's special training is that leaders of the industry, though they may work at different hierarchical levels such as those working at the top, middle and bottom levels. They have different duties and responsibilities but basically all of them face the same problems : how to deal with and lead people? This is the reason why now it is often believed that an organisation is as good as its leaders.

Nature of Supervisory and Management Training

The nature and scope of the supervisory and management training is best illustrated by Plantu Merod and Efforson in their book "Training Employees and Managers". They suggest a scheme regarding the aims, objectives, contents and methods of supervisory training.

The broad aims of such training, then the specific areas of such training are listed under the following objectives :

1) orientation training 2) training in management skills 3) training in human relations and finally 4) training is technical skills required by the employees. The content of training in each of these areas is further specified and finally we have the list of the commorily used training methods used in such training.

The most frequently used methods of supervisory and management training include lectures, discussion, programmed learning, case studies and the role playing.

Developing a Training Programme

Like the development of selection programme, the development of training programme illustrates the fundamental scientific procedures of defining the problem formulating hypotheses and testing hypotheses under controlled conditions. A programme can be summarised under three major headings.

i) Task analysis

ii) Development of training procedures and

iii) Evaluation of training programme.

Task Analysis

The purpose of the task analysis is to determine the content of the training programme. In task analysis the operations are generally broken down into finer units. It should be possible to determine whether some activities require little training which activities require

the most intensive training; what is the most effective sequence for learning different tasks, and similar points useful in planning the training programme.

Development of Training Procedures

Once we know what must be learnt then the next step is to determine how it should be taught. In this development of training procedures the psychologist is guided by certain learning principles derived from basic learning theory. They are

(1) It is well established, for example, that motivation helps learning. Motivating the trainees is obviously a most important training procedure.

(2) Stress is especially detrimental in the learning of complex functions requiring discrimination, problem solving and flexibility approach. Freedom from stress is one of the advantages at the vestibule school as compared with training on the job.

(3) Active participation by the learner is pre-requisite for effective learning. But very often, inadequate or meagre opportunities for practice are provided.

(4) One of the best established learning principles pertains to feedback or knowledge of results. Letting the learner know how well he is doing serves the dual function of motivating him and of identifying and thus differentially reinforcing the correct responses. However, how to use feedback in a specific training situation is a complex consideration, which must be given sufficient attention.

(5) The relative merits of part versus whole learning have been repeatedly investigated, performing the whole task during each trial has the activity that is ultimately required. In many industrial tasks however the whole method would lead to overlearning of some parts and underlearning of others. Under such conditions some combination of part and whole methods usually proves best.

(6) To be of practical use, industrial training must transfer to job performance. If the newly learnt responses are not manifested in improved job performance the training has failed. Learning research suggests that transfer of training is more likely to occur between situations that have many identical elements in common.

Evaluation of Training Programme

Like selection programmes, training programmes should be objectively and systematically evaluated. The importance of evaluation of a training programme is so great that absence of some strategy of evaluation is bound to strike at the very roots of the training.

Changing work methods

When work methods are changed, employees frequently are dissatisfied and their subsequent production will slide down.

Believing that the problem of making changes in the work pattern was emotional rather than one of skill readjustment, Coch and French designed an experiment to test various plans for overcoming his emotional resistance. They put the plan into effect when a job change. The changes involved less than 10 percent of the total employees . One group was handled autocratically, two groups were handled democratically and a fourth group was handled by a method part way between autocratic and democratic.

The difference between the groups that participated fully and the group that participated through representatives was apparent from a comparison of the rates at which production recovered after the job change. It will be seen that the group handled autocratically failed to recover its production, the group that participated through representation recovered production after two weeks and the two groups handled democratically recovered almost immediately.

The Supervisor as an Expert

In using the democratic approach a supervisor should consider himself of having two parts to play. In one role, he is the discussion leader and has the job of conducting a good discussion. In the other role he is an expert and has information that may be of value. Before supplying information, he might explore the group's knowledge since various expert members might be able to supply the essential facts. He has (a) to point out problems, such as relationship between cost and load, style and cost, style and type of rock formation and

(b) to ask good questions about the needs and objectives of the citizens. He should not express his own choice because, he then reflects a bias and so becomes a party to a possible controversy. Similarly, the supervisor, in his role of an expert, should conduct himself pretty much as a consultant.

Model questions for guidance

1)   Write an essay on the importance and use of induction training.

2)   Explain the salient features of supervisory and management training.

ON THE JOB TRAINING

Introduction

A large number of management development methods and techniques are used in training and development. These include, lectures, conferences, seminars or group discussions, case studies, films and slides, outside reading, private study panels, forums, role playing and workshop.

The other techniques used are : understudy, job-rotation, coaching and counselling, position rotation, professional classes, membership, professional and technical associations, committee assignments, management courses in colleges, and professional institutes and universities, multiple management syndicates project management, or in basket, business game and sensitivity training.

Yoder and others state that "the multiplicity of these methods and techniques is because of their application for different groups and jobs". However, with respect to particular management development methods, it has been suggested that no one technique is most effective.

Each organisation uses methods to suit its purpose effectively. Flippo has very rightly suggested that techniques such as in-basket methods, business games and case studies meant to develop decision making skills, while-role-plying sensitivity training and structural insights are likely to develop interpersonal skills of the managers. Further, on the job experience coaching and understudy provide job knowledge and position rotation and multiple management enhance organisational knowledge, while special projects counselling etc. meet the specific needs of the managers.

The methods of management development have been classified in two broad categories. viz, the leader-centre method and the student centre method.

Under the leader-centre method

a)   Suggestions are evaluated by the instructor who advises or leads the class to correct their conclusion.

b)   Techniques and steps for activities are given by the instructor;

c)   The instructor, rather than the student, considers and handles questions and individual problems; and

d)   The instructor is the focus of attention. Student to student attention happens rarely or very occasionally.

Lecture and lecture - cum - discussion methods are typical examples of the leader - centre method.

Under the student - centre method

1.   The instructor encourages suggestions from students and uses this procedure to stimulate the class to carry out class activities :

2.   Techniques and steps for activities emerge from group discussion;

3.   Group consideration of individual problem is encouraged by the instructor; and

4.   Students direct their attention to one another. The instructor becomes the focus of their attention only when discussion or activity requires guidance.

Group discussion, decision - making, group activities (including case method, role - playing, T-Group training etc;) are examples of this method.

COMPARATIVE VALUE OF DIFFERENT METHODS

Primary Purpose	Method
1. Explaining facts and procedures expounding general principles	Lecture, guided discussion.
2. Developing analytical skills and ability to ask oneself questions.	Case method, incident process.
3. Developing awareness of oneself and ones impact on others.	Sensitivity training (T-Group), Role-playing
4. Carrying over from class to job.	Problem - solving conference.
5. Inducting change in behaviour.	Role - playing, T-Groups, Problem - solving conference.
6. Opportunity for emotional display	case - method, problem - solving conference.
7. Insuring good training with skilled trainers.	Lectures, incident process.

TRAINING METHODS / TECHNIQUES

The forms and types of employee training methods are interrelated. It is difficult to say which of the methods or combination of methods is more useful than the other. In fact methods are multifacted in scope and dimension, and each is suitable for a particular situation. Care must be used in adapting the technique / method to the learner and the job. An effective training technique method generally fulfils objectives provides motivation to the trainee to improve job performance, develops a willingness to change, provides for the trainee's active participation in the learning process, provides a knowledge of results about attempts to improve (i.e. Feedback), and permits practice where appropriate.

On-The-Job Training (OJT)

William Tracy calls this method, "the most common", most widely used and accepted, and the most necessary method of training employees in the skills essential for acceptable for job performance".

Trainees earn as they learn under the watchful eyes of a master mechanic or craftsmen, receive immediate feed back, practice in the actual work environment and associate with the same people they will work with after training. It is mostly given for unskilled and semi-skilled jobs-clerical and sales jobs.

Employees are coached and instructed by skilled co workers, by supervisors, and the special training instructors. They learn the job by personal observation and practice as well as occasionally handling it. It is learning by doing and it is most useful for jobs that are either difficult to stimulate or can be learned quickly by watching and doing.

There are a variety of OJT methods, as "coaching" or "under-study"; job rotation; and special assignment. Under coaching or under-study method (which is also known as 'internship' and 'apprenticeship/ method), the employee is trained on the job by his immediate superior. 'Internship' is usually applied to managerial personnel and provide wide variety of job experience, often involving job rotation, or an "assistant to" type of position. Apprenticeship is generally used to impart skills requiring long periods of practice as found in trade, crafts and other technical fields.

In job rotation, a management trainee is made to move from job to job at certain intervals. The jobs vary in content.

Special assignments or committees are other methods used to provide lower-level executives with first hand experience in actual problems. Executives from various functional areas serve on "boards" and are required to analyse problems and recommend solutions to top management. On-the-job training is made more effective by the use of a variety of training aids and techniques such as procedure charts, lecture manuals, sample problems, demonstrations, oral and written explanations, tape-recorders and other aids.

Merits

(1) The main advantage of on-the-job training is that the trainee learns on the actual equipment in use and in the true environment of his job.

(2) It is highly economical since no additional personnel or facilities are required for training.

(3) The trainee learns the rules, regulations and procedures by observing their day-to-day applications. He can therefore, be easily sized up by the management.

(4) This type of training is a suitable alternative for a company in which there are almost as many jobs as there are employees.

(5) It is most appropriate for teaching the knowledge and skills which can be acquired in a relatively short period, say, a few days or weeks.

Demerits

The principal disadvantage of on-the-job training is that instruction is often highly disorganised and haphazard and not properly supervised. Moreover, learners are often subjected to distractions of a noisy shop or office. Further, the other drawback is the low productivity, especially when the employee is unable to fully develop his skills.

However, this training is generally given in large number of organisations, and is suitable for all levels of operatives, supervisors and executives, for it needs no schools and the employee's contribution adds to the total output of the enterprise.

The Coaching or Guided Method

Coaching is a method which is used in developing managerial thinking processes as well as operative skills. In coaching, the superior plays the role of the guide and the instructor. He helps the trainee live up to those goals through periodic reviews of the trainee's progress and by suggesting modifications in his behaviour where needed. The objective of coaching is not only to teach and guide a subordinate in the performance of his immediate assignments but also provide him with diversifed work so that he may grow and progress.

The coaching method enjoys certain advantages :

(i) It requires the least centralised staff co-ordination, for every executive can coach his men even if no management developed programme exists.

(ii) Periodic feed back and evaluation are also a part of coaching, which yield immediate benefits to an organisation, to the coach and to the subordinate. It is learning by doing.

However the drawbacks are

(b) It heavily relies on the coach's ability to be a good teacher, which he may not necessarily be.

(c) The training atmosphere, free from worries of the daily duties, is not available.

"Coaching will work well if the coach provides a good model with whom the trainee can identify; if both can be open with each other; if the coach accepts his responsibility fully; and if he provides the trainee with recognition of his improvement and suitable rewards".

Job Rotation or Channel Method of Development :

Job rotation represents an excellent method refers to the transfer or movement of executives from one job to another and from one plan to another on some planned basis for educational learning purposes, "Job rotation is often designed for beginning level managers while planned progression is more likely to occur at higher managerial levels. Such rotation may continue for a period ranging from 6 months to 24 months. This method provides a great deal of job experience for those who are potential executives and who need broadening of outlook and an increased understanding of the various aspects of management. The emphasis is on diversified instead of specialised skills and knowledge.

The idea is to impart on overall knowledge and familiarity with the different sectional jobs before they are posted as managers in the department. This secures a compromise between over-specialisation even from the lowest most routine level, and a minimum of special skills and expertise necessary for middle level managers. These persons are moved from one job to another according to a schedule of rotation. It also includes moving people between line and staff positions.

Job rotations are mostly horizontal or lateral. Such rotations can be instituted (i) on a planned basis i.e. by means of a training programme whereby the worker-spends 2 or 3 months in an activity and is then moved on; or (ii) on a situational basis, i.e. by moving the person to another activity when the first is no longer challenging to him or to meet the needs of work scheduling.

Merits

The merits of this method are :

(a) It breaks down departmental provincialism, for everyone is moved from one job to another. It rather develops inter-departmental co-operation.

(b) Boredom and monotony are reduced since job rotation permits a greater understanding of other activities within the organisation. People are prepared more rapidly to assume greater responsibility, especially at the upper echelons.

(c) Job rotation injects new ideas into the older departmental personnel and they are diffused throughout an enterprise.

(d) Through this system, a man does not end up in just one place. He gets a chance to step into a higher position. In this way, an organisation gains management strength in departments.

(e) It makes it possible for management to compare one man with another, and gives every one an equal chance for advancement.

(f) Each manager's abilities and talents are best tested in a variety of jobs. So the enterprise can secure its best utilisation in the ultimate assignment.

(g) It does not develop "specialists" but produces "generalists", that is, men who take a broad, company - wide point of view, men whose chief ability is to handle people and make decisions.

(h) Awareness of what is happening elsewhere and familiarity with other task - centres helps a balanced and informed attitude to enterprise goal and activities.

Demerits

Job rotation suffers from certain defects. They are :

1. It upsets family and home life, because many a time transfers are effected to different geographical areas.

2. It undermines organisational morale, efficiency since "executives may have little inducement to sink their teeth deeply into an assignment". Established operations are disturbed and the manager is prone to error in a new seat.

3. It becomes difficult for a subordinate to adjust himself to his new bosses. Interpersonal relationship takes time for adjustment and employees, with frequent moves are apt to feel insecure.

4. The new incumbent is likely to bring in a zeal for change; while sound changes are good, ill-conceived and hasty innovations may lead to costly experimentation.

5. Job rotation can demotivate intelligent and aggressive trainees who seek specific responsibility in their chosen speciality.

6. It develops sharp cleavages, friction, jealously and other non co-operative and dyfunctional forms of human behaviour.

7. Whenever there are promotions and transfers, some people are left behind. Therefore, smart young people avoid taking risks.

8. Rotation sometimes create ideas to subtle class distinctions. Men who are not rotated tend to develop defensive reactions. This leads to misunderstanding and poor communication.

9. The system may easily become over centralised, inflexible and "closed".

Under Study Assignment or Attachment Method

An 'understudy' is a person who is under training to assume, at a future time, the full duties and responsibilities of the position currently held by his superior. In this way, it is ensured that a fully trained person is available to replace a manager during his long absence or illness or on his retirement, transfer or promotion.

An under study may be picked up by a manager from amongst a large number of subordinates, or several individuals. Such an under study learns the complexities of the problems and investigation and making written recommendations to his superior work in his section. He is deputed to attend executive meetings as a representative of his superiors, at which he makes a presentation and proposals. The essence is that the senior routes much of the departmental work through the junior; discusses problems with him and allows him to participate in the decision - making process as often as possible.

Merits :

The understudy methods enjoys certain advantages, viz,

1. It is practical and quick in training persons for greater responsibility, for it lays emphasis on learning by doing.

2. The learner's interest and motivation are high and the superior is relieved of his heavy work load.

3. The trainee manager is also not overburdened with work and responsibility; at the same time he secures full participation in the running of the function and insight into the job-content.

4. The trainee is able continuously to obtain guidance of the senior. The work that passes through him opens up windows for him to appreciate different angles and viewpoints related to the job. He receives an opportunity to see the job in total.

5. It ensures continuity of management facilities even when the superior leaves his position.

6. The chances of costly mistakes on upsetting relationship within the group are eliminated.

Demerits

The method suffers from some defects as well, such as :

(a) Since the understudy is picked by the superior often on the basis of favouritism, he tends to perpetuate the existing practices of in-breeding.

(b) The motivation of all other employees in the unit may decrease since the incentive to get ahead is partially destroyed when one particular subordinate is identified in advance as one who will be the next occupant of a higher-level managerial position.

(c)   Under a competent senior, the junior trainee might lose his independence and his critical appraisal of the way the job is performed.

(d)   The subordinate employees might ignore him and withhold cooperation; they might tend to treat him as an intruding appendage of the function without authority and accountability.

While there are opportunities for sizeable errors, this technique is used predominantly in situations where major or critical decisions can be delayed till the manager returns or can be made in close consultation with the manager next up in line.

Participation of the Junior in Board and Committees or the Multiple-Management Technique.

It is a technique whereby juniors are assigned on board or committees, by the chief executive. They are asked to participate in deliberations of these boards and committees. In these sessions, real life, actual problems are discussed, different views are debated and decisions are taken. The juniors get an opportunity to share in managerial decision making, to learn by watching others and to dwelve into specific organisational problems. When committees are of "ad hoc" or temporary nature, they often take a task force, alternative solutions, and make a recommendation for implementation of a solution. These temporary assignments can be both interesting and rewarding to the employees' growth. On the other hand, appointment to permanent committees increases the employees exposure to other members of the organisation, broadens his understanding, and gives him an opportunity to grow and make recommendations under the security of other committee members.

Merits :

This technique has several advantages.

(i)   It gives board members an opportunity to gain knowledge on various issues.

(ii)   It helps identify those who have executive talent. Multiple judgements are obtained, on each individual through the board rating system.

(iii)   The members gain practical experience of group decision making and of team-work. As a result of the interaction process, they develop respect for the rights and view of their associates.

(iv)   It is a relatively inexpensive method of development.

(v)   It permits a considerable number of managers to participate in certain activities within a reasonable period of time. Besides, the boards do make important contributions to efficiency, productivity and a better human relations climate. In fact, they assist in a better administration in the organisation.

Demerits

The demerits or limitations of the method are :

(i) It is only suitable for middle and senior level managers.

(ii) It does not permit any specific attention to training needs of the manager.

(iii) The debates in these committees often tend to be discursive, lacking purposiveness or authority. The deliberations often degenerate into academic discussion without the participants feeling committed to the conclusions.

Company Counselling programme

The company looks at personnel counselling as a part of its integrated programme of employee development which in turn is treated as a part of total organisational growth. It believes in counselling but it does not believe that it will be effective as an activity in isolation to other organisational activity. It believes in dealing with the root causes of the problems and not merely treating symptoms. It believes more in prevention than in cure.

Extensive data are collected about the workers type and range of income, housing, transportation facilities, leisure time activities, size of family and number of wage earners, education of children, expenditure on medical treatment, etc., The information thus obtained are coded in a punch card with the arrangement of updating the information every six months. Since then the requisite data have been made available for about any employee, at any point of time for a specific purpose.

The basic information thus systematically obtained helped the company to set priorities for employee development programme.

Counselling has been undertaken for a family planning programme to restrict the size of the family but it was done more through non-directive counselling techniques and through exposure to exhibits of facts and their relationship with economic well being.

Another area of concern was about the medical expenditure of the workers. The workers were found to spend a considerable proportion of their earnings on medical treatment of the family members. The social worker counselled the worker for better hygienic living conditions.

Still another problem was the considerable incidence of drinking habit at leisure time. The alchohalics were subjected to counselling by the social worker.

The cases of absenteeism were also subjected to counselling by social worker and the results have been encouraging.

The company retains the service of a full - time industrial social workers - on long term contract basis who do most of diagnostic and therapeutic counselling work involving visits to the worker's home. The problems developed on the work situation are dealt with by the immediate supervisor who imparts the necessary counselling. Problems of lack of improvement of performance, of conflic with co-workers, etc are such.

For all personnel counselling activities involving any particular worker there is a close liason between the social worker and the supervisor of the worker, while the social worker as a counsellor deals with the social and family aspects of the worker, the supervisor deals with day-to-day work and efficience aspect. The supervisors are particularly trained in leadership and counselling.

The supervisor acts invariably as counsellor and he is expected to solve the personnel problem at his level. If the problem is more than he can tackle he refers it to his departmental head who may offer a solution or depending on the nature of the problem, the social worker or even outside agencies are involved in consultation with the personnel manager.

The process has so developed such that, over the past several years, problems are taken out in the open in their earlier stages. The trust and confidence that the management has been able to establish with the union and the workers also aid in counselling and prevent major psychological problems to generate.

It may be noted that although the basic philosophy of management in the company fits in well with non-directive counselling, its practice resembles more to co-operative counselling than pure non-directive counselling.

Job Enlargement or Whole Job Concept

The idea of job enlargement is to provide the workers with the opportunity to make greater use of their minds and skill so that they are more able to help to create self-esteem and diginity.

The technique suggests that attempts are made to give workers more complete, or whole jobs to perform. Efforts are made to develop an environment in which employees are able not only to be actively involved in their job, but also participate in both planning and their evaluating the results of their efforts. An example of job enlargement would be to allow a person on an assembly line to perform more than one specialised function.

Jobs can be enlarged both in the horizontal dimension and in the vertical dimension. The former refers to the number and variety of the operations that an individual performs a job, while the latter refers to the extent to which the job holder controls the planning and execution of his job and participation in the setting of organisational policies.

Job enlargement motivates employees in so far as it reduces the monotony of repetitiveness. It increases efficiency and interest in work because fatigue is lessened.

Job enlargement also known as horizontal loading expands the number of related tasks in the job. It adds similar duties to provide greater variety. It reduces monotony by expanding the job cycle and drawing on a wider range of employee skills.

Critical Incident Method

This method was developed following research conducted by the armed forces in the United States during World War II. The essence of this system is that it attempts to measure workers performance in terms of certain 'events' or episodes' that occur in the performance of the ratee's job. These events are known as critical incidents.

The supervisor keeps a written record of the events (either good or bad) that can easily be recalled and used in the course of a periodical or formal appraisal. Feed back is provided about the incidents during performance review session. Various behaviours are recorded under such categories as the type of job, requirements for employees, judgement, learning ability, productivity, precision in work responsibility and initiative.

These critical incidents are discovered after a thorough study of the personnel working on a job. The collected incidents are then ranked in order of frequency and importance.

This method provides an objective basis for conducting a discussion of an individual's performance. Vague impressions and general remarks are avoided, for the supervisor is trained to record accurately the actual incidents from the daily activities of an employee. This approach reduces the "recency effect (most recent incidents get too much emphasis) of most performance ratings.

However this method has significant limitations. These include :

1.   Negative incidents are generally noticeable than positive ones.

2.   The recording of incidents is a chore to the supervisor and may be put off and easily forgotten.

3.   Very close supervision may result, which may not be to the liking of an employee.

4.   Managers may unload a series of complaints about incidents during an annual performance review session. The feedback may be too much at one time and appear as a punishment.

Demonstration

There are two principal types of demonstration; method demonstration and result demonstration. In the former, a procedure is carried out step by step slowly and accurately

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before the trainees, the demonstrator ascertaining that the trainees understand how to perform it. In the later, the results of some activities carried out by the trainer or author are demonstrated and discussed.

In regard to the steps for demonstration, the following guidelines may be followed.

i)   Prepare the room with proper equipment for the demonstration.

ii)   The participants may also be associated in preparing this room.

iii)   Introduce the purpose of the demonstration.

iv)   Describe the steps of the demonstration as it is being performed.

v)   Define ways of using the procedure.

vi)   Divide the group into sub-groups to carry out the steps which were demonstrated.

vii)   The demonstrator should involve the trainees in discussion.

viii) Summarise the activities of the session.

ix)   Evaluate the learning experience.

Advantages

i)   People are more convinced because they see things for themselves.

ii)   It does not sound theoretical but is practical.

iii)   It gives an opportunity to the trainees to practice. Therefore, it gives them confidence.

Committees

Ranging in size from three to seven persons, special assignment is given to a committee. The committee is asked to investigate a problem, reach conclusions and recommend solution or a course of action. The committee may produce a report which is presented to a larger group. This method helps to study and explore a topic or problem and broaden the trainees knowledge and experience in a particular subject area. A committee helps to secure trainees, participation in planning, learning activities and also helps in their evaluation.

Advantages

i)   It helps indepth study of the various problems in a shorter time span.

ii)   All trainees participate in this method.

iii)   This permits maximum utilisation of the talents and special abilities of the group members.

iv)   The committee offers opportunities for trainees to assume leadership.

Disadvantages

i) It is time-consuming and involves much expenses.

ii) Sometimes the solutions suggested are not very practical as the group has to make compromise to reach an agreement within a short time.

iii) Two or three persons may dominate the deliberations or influence the recommendations of the committee.

Selection of Training Methods

Broadly speaking, the various methods outlined above can be categorised as participative and non-participative methods. It is a fundamental principle of learning that the learning process is hightened and made more effective if the training method used is more participative in character.

As outlined above, a number of training methods have been developed keeping in mind the different kinds of skills and behaviour to be developed in participants. The ingeunity of a trainer consists in devising a suitable method that would be appropriate for a particular training method will normally be adequate for a training programme and a combination of methods alone may be suitable for the fulfilment of the objectives of the programme.

The lecture method can be used when the primary objective is to impart substantive knowledge. For, the development of administrative skills like analysis and synthesis of data and decision-making, the syndicate method and case study method may be found to be effective. The incident method and in-basket method, representing as they do real administrative situations are able to stimulate real life conditions. As a method for understanding the feelings and susceptibilities of others, the role play is very effective. Sensitivity or laboratory training has played a significant part in enabling field workers and administrators to understand their own behavioural patterns as well as the behavioural styles of others with whom they come into contact.

In many training circles, trainers have rated the lecture approach as an academic tool which has no place in training. Poorly handled, a lecture may have many defects. If may be dry and uninteresting to the trainee unappreciative of the situations. On the other hand, according to some experts, lectures may not be and are not always an unsatisfactory method. This method is by no means obsolete for managerial training. It may be used by itself, combined with reading assongnments or in combination with other types of training methods. Lectures can be used effectively to convey information that is entirely new to trainees.

The conference method can also be effective in management development training. It is used widely to increase appreciation of concepts and for training in the solution of management problems, where situations may be examined and approaches to solutions, if not solutions, decided upon. The approach has, however, some limitations because it hinges on the successful conduct of the conference leader based on definite, pre-drawn agenda.

The selection of suitable training techniques for a training programme would depend on a number of factors, the most important of which are ;

-   The objective of a training programme i.e. whether the training programme is intended for imparting knowledge, developing skills or changing attitudes.

-   The programme content.

-   The level and experience of the participants.

-   The skill and capacity of the course director.

-   The availability of time and resources.

The emphasis should generally be on a participative technique, so that there is maximum involvement and participation of the trainees which would enhance the effectiveness of the earning and its continued substance in the working environment.

Model questions for guidance.

1) Write an essay on "on - the - job training", indicating its merits and demerits.

2) Explain job rotation and job enlargement in the context of on - the - job training.

OFF - THE JOB TRAINING

Off-the-job training or Class-room or Off-the-job methods :

"Off-the-job training" means that training is not a part of everyday job activity. The actual location may be in the company class rooms or in places which are owned by the company, or in universities or association which have no connection with the company.

A number of on-the job management development programmes are in vogue. Yet they are considered inadequate for a number of reasons. And, hence, the need for off-the-job techniques. The limitations of on-the-job techniques are already stated in the previous lesson.

There are a wealth of executive development techniques that managers partake in off-the-job. Of, these, the more popular ones are :

1.   Conferences.

2.   Lectures

3.   Role playing

4.   Cast Study

5.   Panel Discussion

6.   Seminars

7.   Participating Method

8.   Exercise-Programme Instruction.

9.   Inbasket Method

10.   Management Games

11.   Simulation

12.   Syndicate

13.   Sensitivity, Laborarory of T. Group Training

Conference

A conference is basic to most participating group-centred methods of development. It is a formal meeting, conducted in accordance with an organised plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It lays emphasis on small group discussions, on organised

subject matter, and on the active participation of the members involved. Learning is facilitated by building up on the idea contributed by the conferences.

Types

There are three types of conferences. They are 1) directed conferences 2) training conferences and 3) seminar conferences

Merits

(i)   The conference is ideally suited for the purpose of analysing problems and issues and examining them from different view points.

(ii)   It is an excellent method for the development of conceptual knowledge and for reducing dogmatism and modifying attitudes because the participants develop solutions and reach conclusions, which they often willingly accept.

Demerits

1.   It is limited to a small group of 15 to 20 persons, because larger groups often discourage the active participation of all the conferences.

2.   The progress is usually slow because all those desiring to speak on a point are generally allowed to do so. Consequently, irrelevant issues easily may creep in.

        If the method is to be effective.

a)   Good and stimulating leaders are needed, for it is they who summarise material at appropriate times during a discussion to help it the group to analyse and reach decisions. It encourages members to express themselves without fear to ensure or ridicule; It develops sensitivity to the thoughts and feelings of individuals; Finally it ensures a general consensus on points without forcing agreement or side-stepping disagreement.

b)   The size of the group should be small enough to allow each individual to participate and become personally involved in the deliberations of the group.

c)   Training issue must involve a problem or need.

Lecture Method

Lecture is the traditional method used for training. It is a semi-formal discourse in which there is one way transfer of information from the trainers to the trainees. This is the oldest method of training in which the lecturer, by virtue of his knowledge and expertise in a particular field, presents orally in a direct and unilateral manner the subject matter which he has thoroughy prepared beforehand. The audience are expected to listen carefully and reflect on the subject and get their doubts clarified from the lecturer either during or towards the end of the lecture. It has a number of variations and can be used in combination with a

number of methods and aids. Inspite of being one of the most criticised methods, it is very popular with the trainers because of its simplicity and applicability in large groups.

Lecturing is an art and its skill is acquired only through practice. There is no code for lecture delivery.

Objectives

i)   Acquisition of information.

ii)   Stimulate thought

iii)   Changes in attitudes

Guidelines

Lecture method could be made more effective if the following guidelines are followed

i)   The duration of the lecture should be between 20 to 30 minutes.

ii)   The lecture may start after the trainer raises certain questions to either know the background of the trainees and/or stimulate the trainees, or the trainees raise questions which he may try to answer in the lecture. This will keep the trainees alert.

iii)   Questions can be raised after the lecture so that the topic is comprehensively covered, and at the same time it has the trainees participation.

iv)   Use the black board or other aids which help to improve the level of presentation and to have better involvement of the participants.

Lecture method had its advantages. It could be more advantageous or effective, if it is combined with black board or other aids and is followed by questions.

The delivery of a lecture is a very crucial factor in any training programme. The following may be kept in view to make delivery effective.

i)   It should be extempore and notes should be referred to the minimum

ii)   Trainer's posture should indicate that he is in command of the situation.

iii)   Movements of the trainer should be natural and should not distract trainees from listening.

iv)   Gestures should be natural and supportive and should be intended to emphasize a point.

v)   The voice of trainer should be loud enough so that the person sitting at the back of the class is able to hear him. It should be a combination of high and low pitch, so that the tone clarifies a point.

vi)   Trainer should have some basic data about the participants and their level of understanding before he enters the class.

Advantages

i)   Lecture introduces a subject; then it could be continued to cover other topics also.

ii)   It is suitable for a large audience.

iii)   The trainer can plan in advance exactly the contents and duration of a presentation which is time-saving.

iv)   It can provide lot of knowledge within a short time.

v)   It can be used in any type of setting inside or outside the classroom.

Disadvantages

i)   It provides only limited stimulation or interchange of ideas. It appeals only to the auditory sense.

ii)   It has very little participation by the trainees. They are passive listeners.

iii)   The trainees may be unable to take notes unless notes are circulated in advance.

iv)   The emphasis in the method is on imparting as much information as possible.

Role playing

Role playing has an important place in training as a method of simulating real life situations, from the lives of other people besides the ones who are playing the role in order to understnad these situations better.

Participants in a training programme can be made to realize a particular work situation, so that they can get the real feel of the roles they are called upon to play. This experience enhances their knowledge of human nature and human feelings and enables them to acquire a greater insight into the problems of human relations. This method enables participants to understand better the behaviour of others as well as their own emotions and feelings.

The trainer has to brief the persons who are going to play the role describing the role to be played and the manner in which it is to be played. After the role play session is over, it should be discussed not only with the group but also with the players as to how good or bad they have done it. This discussion facilitates the learning process.

Objectives

i)   To assist the trainees to understand objectively the roles that they and others play in actual life;

ii)   To increase understanding of the self and others;

iii)   To examine personal attitudes, feelings and behaviour.

iv)   To try out new roles and to understnad the dimensions and dynamics of these roles;

v)   To experiment with new personal behaviour;

vi)   To develop insight into personal attitudes, values and behaviour

vii)   To practice dealing with new situations, and

viii)   To discuss how trainees react under certain conditions.

Role play is a valid technique if carefully planned; properly handled and used in appropriate circumstances. It can be held in two ways.

i)   A role play session followed by discussion

ii)   A talk-followed by role play as a demonstration to show application of principles.

There are different forms in which the role plays can be done.

(a) Rehearsed/Structured role play;

In this type of role play, all the participants are briefed before hand. The roles need not be scripted in full; those taking part, none the less, know in advance, precisely what, action, attitude and behaviour each should act out

This method can be used to illustrate varying situations, which the trainees are likely to encounter in a field situation. In other words, it is a live visual aid which can be used as an alternative to a written case study or film. It can procede or follow a discussion from which the basic principles, intended to be taught can be drawn.

(b) Unrehearsed, unstructured or spantaneous role play :

In this method, the trainee is asked to handle the situation as he thinks appropriate. In other words while one participant, referred to as the actor is briefed about his factual background and mental attitude, the person handling the situation referred to as the 'trainee' is given a free hand to deal with the situation in his own way. By a system of questioning after the incident is concluded, it is possible to obtain an assessment of a trainee's handling of the situation. This form brings the 'trainee' face-to-face with the 'client' as he would be in real life. By this method of training, he is tested under conditions much closer to those he will encounter in real life.

(c) Controlled role play

A set situation, partly scripted in which role players are not behaving entirely spontaneously but are preacting to a given set of circumstances.

After running the role play it is best to discuss it with the performers as well as the participants to know about the impact of the play.

Advantages

(i) It is suitable for near to life practice in the training situation and is helpful to the trainees.

(ii) This can give confidence to trainees and feel of the presence of real life situation.

(iii) It helps trainees to work independently.

(iv) It is useful in strengthening the skills of human interactions.

(v) The trainee can practice and receive expert advice or criticism and opinion of other colleagues in a protected training situation.

(vi) Role play helps in giving trainees practice in articulating their learning, and in dealing with questions generally raised during conversation of interaction between trainees and their clients, such as, project holders, parents, potential employers, etc.,

Disadvantages

(i) Without competent leadership, it may result in waste of time.

(ii) The trainees may be inactive or too embarrassed.

(iii) It may not have relationship to reality.

Role play can be used in the following ways

i) Role play session followed by discussion

ii) Talk followed by role play as a demonstration to show application of principles.

Case Study

Case study is a method as well as an aid for training. It is an account of events in the past or of situations in the present in which there are one or more problems to be solved and decisions to be taken. It is a collection of facts which aim at representing a real life situation or a short description of the situation in which a trainee has to work. It can be presented either by the trainer or by the trainee or by some one who is involved in the programme.

Categories

Case studies fall into two broad categories :

a) Those in which the trainees diagnose the cause of a particular problem; and

b) Those in which the trainees set out to solve a particular problem

Types

a) The narrative type which explains the situation around the problem

b) The story type which presents the situation in a short story fashion;

c) Document type which is a duplication or a collection of actual documents and files.

d) The hybrid type which combines elements of some, if not all the other types.

A variation of the case study method which has recently been developed, is known as "the case observation method" which combines the traditional case approach and certain aspects of sensitivity training. It retains the characterestics of the case method in that the training group discusses assigned cases with a view to solving heighten inter-personal competence and general effectiveness of individuals participating in the programme. This method is appropriate only when the trainer is adequately equipped to handle sensitivity training.

Case study method is suitable when the problem or set of circumstances, need to be looked after calmly and from the pressures of the actual event. It provides opportunities for exchange of ideas and consideration of possible solutions to problems the trainees will face in the work situation. Case method promotes thoughtful discussion and develops skills of building human relation.

Purpose

The purpose of using case study in training is :

i) to teach basic concepts and principles of development work or social welfare work.

ii) to encourage trainees to reflect on the roles of the workers.

iii) to outline and evaluate varied approaches to development work; and

iv) to sharpen trainees analytical and diagnostic skills.

Guidelines for presenting case studies

The following are the guidelines for presenting case studies.

i) The trainer must ensure that the participants know exactly what the programme is about and what is expected of them.

ii) Sufficient time must be given for study and discussion.

iv) The trainer must be able to analyse and comment constructively on group reports and to offer a solution to the problem.

v) The trainer must insist on a formal presentation.

vii) The trainer must avoid overuse of case studies since they lose freshness in presentation and the standard solution is soon passed on to future participants. So there is a constant need for innovation and preparation of new materials.

Advantages

i) Trainees who have little orientation are involved directly in a field situation in which they have to ultimately work.

ii) Trainees participate actively in training situations.

iii)   The method is useful in developing problem solving skills and is more relevant to the experience of the trainees.

v)   The case study method helps in demonstrating in the class, how effectively, or otherwise the worker is able to perform his/her role as a field worker.

vi)   Enhances the participant's insight and imparts various experiences of pressures and complexities of real work situations.

vii)   Trainees get opportunity to profit from experience of others.

ix)   It is a method of training maximum content within minimum time.

x)   It helps teachers to learn process recording on a programme.

Disadvantages

i)   It is time-consuming and at the same time expensive.

ii)   A case study lacks statistical details.

iii)   It is not always possible to find either good case studies or training having full knowledge of the case study method.

iv)   Some trainees find it difficult to maintain the required tempo of concentration.

v)   Some trainees may feel embarassed to participate.

Panel Discussion

A panel discussion is used to present to the trainees a viewpoint on the same subject from different persons. The number of persons on the panel may vary from two to five having different backgrounds which the subject matter calls for. They may be from among the trainees or from outside. These resource persons or members of the panel may express their views on a common issue, which may be disussed.

Steps

The following steps have to be taken for holding the panel discussion :

i)   Identify an issue or topic for the panel discussion.

ii)   Such an issue should relate to more than two aspects of same problem .

iv)   Choose the panelists who may come from different background, experience or known to have viewpoints depending upon the subtopic given to each.

v)   Assign the specific areas for discussion to each speaker specifying time limit for each speaker.

vi)   The issues, sub-topics may be listed and circulated among the participants as well as the members of the panel.

viii) The panelists are to be introduced to the audience.

ix) The questions could be raised either after every speaker finishes or when all the speakers have spoken.

x) The moderator/chairman sums up issues towards the end of the discussion.

Advantages

i) The group gets various views on a particular subject. The group itself can synthesise them or it can do so through its leader or chairperson:

ii) It helps in exploring unsettled issues or problems.

iii) It makes possible to utilize specialized knowledge of the panelists.

iv) It develops interest in a particular topic.

v) It stimulates the participants.

vi) The discussion is generally lively especially when the viewpoints are controversial.

vii) The 'grasp' will be more because of greater attention of audience on trainees.

Disadvantages

i) The disscussion can prove irrelevant if the moderator does not play a key role.

ii) If proper planning is not done in terms of time, topic selected, briefing experts etc, the discussion can loose its impact.

iii) It can frustrate participants as there is limited scope for them to participate.

iv) If panelists are not effective in communication, the sessions may prove to be boring and dull.

v) It is costly as three or four experts shall be required to be paid remuneration in terms of fees. travelling allowance, etc, for each session.

vi) If the different aspects of the subjects are overlapping, the discussion will be repetitive and wasteful.

Group Discussion

The group discussion aims at free exchange of knowledge, ideas and opinions among the trainees and the trainers. Every group discussion has its own dynamics.

The group discussion is a participative method in which each member of the group gets and opportunity to express his views. As a result of mutual interaction, the individual members of the group can contribute more effectively by virtue of secondary simulation of ideas than when they function alone. The participants are not given any readymade solutions or statements of principles. They are encouraged to express their ideas freely and to learn

through mutual interaction. The trainees are also able to gain confidence and effectiveness in participating in oral exchanges and in promoting respect for the other participants', point of view.

It is, however, necessary that in a group discussion the discussion leader should be very skillful in ensuring that the discussion proceeds in a meaningful and constructive manner. There might be occasions when a few members of the group may be dominating and others silent. It is the duty of the discussion leader in such situations to draw out the silent members of the group to enable them to participate in the discussion, and at the same time actually restrains, the more aggressive members of the group. In many training situations, the group discussion can be a very effective method. In particular, those institutions which have been relying heavily on the lecture method may find it more profitable to introduce the discussion method.

The group discussion method can be used to examine issues in depth, explore alternative opinions and develop communication skills. The trainer functions only as a resource person. One of the knowledgeable senior members of the group could be elected as the chair person so as to focus discussion on the issues. There should also be a rapport not only to keep notes of the salient points emerging in the discussion but also to keep on reminding the participants about the subject, goal or the focus of the discussion. The role of the chairperson and the trainees therefore become difficult but important. The active role of the trainees in the group discussion enhances improvement of attitudes.

Process of group discussion

i) Democratic process

ii) Learning process

iii) Problem solving process

iv) Means of stimulating co-operative action.

In the context of training/learning situations we are concentrated with the group process as a learning process. whatever else, the group process may be.

a) an active learning process.

b) the process of change-in attitudes, understanding skills and behaviour.

Studies indicate that learning is most likely to occur when people have participated actively in the process. According to William J. Cousins (Group Discussion Handbook), group discussion helps to learn by

a) Stimulating interest and personal involvement;

b) Clarifying thinking of individuals;

c) Providing means of testing and evaluating one's ideas

d) Helping one to see different ways of looking at one's ideas an arguements;

e) Providing instant feedback; and

f) Pooling knowledge.

Bad group Discussion

Group discussion is not a debate, a speech, an argument, conversation, a public opinion pool or an opportunity to hear prejudices. There are bad group discussions where.

i) four of five people do all the talking and rest of the members just sit and listen;

ii) every one talks and nothing significant is said;

iii) decisions are reached where after the discussion, the members do not really participate effectively in order to understand the dynamics, values, advantages and process of group discussion.

Guidelines

i) Members take this initiative to define tasks, words, concepts and clarify issues.

ii) The tasks have to be very clear to every member of the group who should accept them.

iii) The members should agree to a procedure for discussion.

iv) The members should have necessary information which should be supplied by the resource persons.

v) Focus should remain on them or their idea.

vi) Periodically the chairperson should interact by putting together ideas or tentative conclusions.

vii) There should be proper climate for free and frank discussions.

Advantages

i) It is good for finding out the level of knowledge of the trainees.

ii) It is a suitable for exchanging ideas, changing attitudes and forthing opinions.

iii) It is a suitable means for getting feed back by the trainees about the way in which the trainer may apply the knowledge learned.

Disadvantages

i) It is time consuming.

ii) It may not involve all the participants equally, unless properly guided and stimulated.

iii) There is likelihoods of deviation from the subject matter.

Seminars

Seminars are organised to discuss issue(s) from various points of view. Major focus is on expressing different points of view on a subject with in-depth discussion on them Usually at the end of the seminar participants make recommendations to improve the situation on the issue under discussion. Seminars are usually of the shorter duration.

The objectives of the seminar and other general discussion methods is to provide participants/trainees with opportunities for exchangè of ideas and experience. These stimulate each other's thinking, broaden their outlook and help to gain experience in a given situation.

Advantages

i)   A group consisting of persons with different professional backgrounds but functioning in similar organisations, considers the issues of policy and implementation.

ii)   The participants play an active role in this method.

iii)   The trainer's role is generally inactive during the sessions, his/her functions are behind the scene. He helps the group, pays attention to the participants who have difficulties with the method of the group, occasionally helping them individually and privately.

iv)   The method helps the participants in their learning skill which they use in their work situations.

v)   It is also assumed that the decisions of the group will affect participants.

Disadvantages

The most serious contraint in this method is that this method runs counter to the basic needs of developing countries.

Participative/Syndicate method.

The syndicate method is a participative method which develops the problem solving and decision making skill of the participants. It encourages respect and consideration for the views of others. It enriches experience in the writing of the reports. The main advantages of the syndicate method are that it enables participants to have opportunities for:

a)   Critical reflections on their day-to-day work and the manner in which they have been doing it.

b)   Revising and updating their knowledge of new concepts and techniques developed in their professional areas of administration.

c)   Improving their administrative skills like analysis and synthesis leading to improved decision -making.

It is however, essential that members of the syndicate should be experienced persons who are in a position to draw from their own experiences in dealing with the subject matter under discussion and in preparing the syndicate report. The syndicate method is usually adopted for the development of executive who have considerable practical experience in different areas of administration. To be successful the syndicate method demands exacting standards in the selection of participants in the formation of syndicate groups, and in effective direction by the training director.

Exercise/Programmed Instruction Method

This method involves the imparting of instructions to the trainee on a particular subject through the use of written exercises. At appropriate stages, the trainee indicates his understanding of the subject-matter in response to well designed questionnaires and further learning takes place only at a pace indicated by the participant's response. Thus, the trainee gets progress with his learning, at a suitable rate and not at a pace decided upon by the supervisor.

Main elements

- careful preparation in advance of the training material.

- sub-division of the material into small units which can be learnt progressively, and

- presentation of the material in a manner so that the learner should have digested the preceeding material before he turns to new item.

Programmed instruction has been made use of for imparting knowledge to a large number of persons who are not in a position to take part in any formal institutional programme. The full potential of this method has, however, not yet been realised.

This method is suitable for any situation where the trainees need to practice following a particular pattern or formula to reach a required objective. The trainees are to some extent 'on their own'. This is a highly active form of learning. Exercises are frequently used instead of formal tests to find out how much, the trainee has assimilated. There is a considerable scope, in this method, for the imaginative trainer.

In Basket Method

This method is used to stimulate the handling of day-to-day matters which an administration has to face. It puts the trainee in a live situation where he is given a packet of different papers like letters, memoranda notes, reports, etc., from which his examination lessons are drawn.

Prior to the training exercise, each participant is given :

a) A set of directions explaning what the administration of the job he has to stimulate or is expected to do, involves.

b)   A summary of factual information, the administration is assumed to have, which may also include on organisational chart and other related material.

This technique provides an opportunity for the trainee to stimulate real life conditions and the high degree of involvement which the participant's experience, tend to make the lessons drawn from the exercise enduring. The main importance and value of this method relates to.

a)   The need for sufficient information to make a sound decision;

b)   The ability to participate to arrive at a number of decisions by discriminating between the relatively important and unimportant within a specified period of time.

Management Games

A management game is a training exercise in an administrative or business context. It is a simulation of an administrative situation in which the constraints and pressures of day-to-day work environment are duplicated and the participant is placed in the midst of the situation in which the participants apply their knowledge and skills, and obtain feed back on the correctness of their decision. The participants in a training programme are grouped into different teams representing different organisations which are competing in the same area of administration or management. They are briefed about the background functions, etc., of the organisations they represent and are given specific objectives in terms of which they have to take the decisions. The consequences of their decisions are fed back to them either on the basis of manual analysis or with the aid of computers, so that the participants can have an idea of how correctly that have assessed the problems facing them. At the end of the game, a review session is arranged for evaluation of the performance of different teams.

Simulation

Simulation is a training technique which duplicates as nearly as possible, the actual conditions encountered on a job. The vestibule training method or the business game method are examples of business simulation. Simulation techniques have been most widely used in the aeronautical industry.

It is a training technique which indicates the duplication of organisational situations in a learning environment. This technique has been used for developing technical and interpersonal skills.

In stimulation, the following procedure is usually adopted :

1.   Essential characteristics of a live organisation or activities are abstracted and presented as a case not to be studied and analysed as in the usual case study method but to be experienced by the trainee as a realistic, life-like circumstance.

2. Trainees are asked to assume various roles in the circumstance and to solve the problem facing them. They are asked to be themselves, not to act.

3. A stimulation often involves a telescopic or compressing of time events; a single hour may be equated with a month or a quarter of a year in real life, and many events are experienced in a relatively brief period of time.

4. Trainees are required to make decisions that have a real effect in the simulation and about which they receive rapid feed back.

Advantages

As a method of training, the management game helps to sharpen the skills of analysis and decision-making of the participants and exposes them to the immediate consequences of their decisions. The advantages of the method are :

i) A participant has to be active throughout the session and the effectiveness of the learning process is high.

ii) The participants learn from experience without paying the price of wrong decisions in real life.

iii) In a management game, time is actually compressed, that is a sequence of real life events spreading over months can be stimulated in minutes or hours.

iv) Discussions are realistic, as the participants have to establish proper priorities, separate the relevant from irrelevant variables, set realistic goals and sign values in order of relative importance.

v) The feed back is immediate. The participants are enabled to see the consequences of their action at once, and to modify their action accordingly.

Further, in the course of the discussion towards the end of the game, the participants, their peers, their colleagues and the trainer can share what each one experienced during the day which provides another type of feed back.

Advantages

The advantage of simulation is the opportunity to attempt to "create an environment" similar to real situations.

Disadvantages

The disadvantages are that it is difficult to duplicate the pressure and realities of actual decision-making on the jobs, and individuals often act differently in real life situations when they do in acting out a stimulated exercise.

Syndicate

Purpose

This method enables an executive to acquire a proper perspective on his job in relation to the activities in areas other than his own, and to give him practice in skills, techniques and procedures which he has to use in his day-to-day work as he rises higher up the ladder of management.

By this method, a team of persons of mature judgement and proven ability is set up with different functional representations so that there is an inter-change of ideas and experiences. The syndicate is given a task properly spelt out in terms of briefs and background papers. Large groups are split into small ones (consisting of 8 to 10 persons), and discussion are supplemented by short lectures. The teacher acts as a "resource person" rather than as a lecturer. Each syndicate prepares a report which is presented to the other groups of executives. An opportunity is provided for discussion, suggestions, criticism, comments and recommendations for action.

This method is used as a device not only for the study of a specific problem but also for other tasks.

Sensitivity, Laboratory or T-Group Training

According to Chris Argyris, "sensitivity training is a group experience designed to provide maximum possible opportunity for the individuals to expose their behaviour, give and receive feed back, experiment with new behaviour and develop awareness of self and others.

The objectives of sensitivity training include an understanding of oneself and sensitivity to others; an ability to listen to others and to communicate diagnostic understanding of group problem, an ability to contribute effectively and properly to the work of the group; and an understanding of the complexities of inter-group and intraorganisation problems. The specific results sought include increased ability to emphasize with others, improved listening skills, greater openness, increased tolerance for individual differences, and improved conflict resolution skills.

The Pattern or Outline of a Typical Sensitivity Training Programme:

The basic pattern of such a programme is to organise trainees into small unstructured group consisting of 10 to 15 persons in which interaction will occur regularly throughout the training.

T - group may be used to help participants to

i) Learn more about themselves, especially their own weakness and emotions.

ii) Develop insights into how they react to others and how others react to them.

iii) Discover how groups work and how to diagnose human relations problems;

iv) Find out how to behave more effectively in inter-personal relations and how to manage people through means other than power.

v) Develop more "competent" and "authentic" relations in which feelings are expressed openly;

vi) Confront inter-personal problems directly, so that they may be solved, and not try to avoid them, rather smoothen them over, or seek a compromise.

After training, the trainees usually do become more sensitive to others and more open, such training can also result in increased company performance and profits.

Demerits

The demerits of the system are :

1. The trainers often create stress situations. At times, groups are "converted into psychological camps which end up mainly as self-flagellation societies." There is a danger that training of this sort may do a better job of tearing apart people than of bringing them together.

2. Whatever changes occur in the trainees they tend to fade out when they return to an unsympathetic environment in which company policy and their boss's attitude may inhabit the exercise of their newly learned skills.

3. This type of training makes the management trainee so sensitive to the feelings of others that he is unwilling to take hard decisions.

4. T-group training, when applied to technical professional is often less effective as a training method than more conventional methods such as the lecture method and conferences.

5. Such training is not only capable of inducing anxiety, but it is very likely to do so. The anxiety may have an unrewarding effect, such as causing the people to be highly frustrated, unsettled and upset. In other cases, high levels of depression, rejections and other disruptive influences are also visible.

Incident Method

This method was developed by Paul and Faith Pigors. "The central aim of this method is to stimulate self-development in a blend of understanding that is essential for productive interaction. This blend combines intellectual ability. (Power to think clearly, incisively and reasonably about specific facts and also about abstractions); Practical judgement (capacity to modify conclusions arrived at intellectually, so that they meet the test of common sense); and social awareness (being able to appreciate the force of other peoples's feelings and willing to adjust or implement a decision, so that it can be more to persons who are affected by it). (In a group each member.) working along for a couple of minutes, studies a written incident. He asks himself; What seems to be going on in this incident? What lead can I find here toward facts of the case and issues that stirred people up?

Under this method group members address questions to the discussion leader. The general trend of questioning is to find out about the what, when, where, and how of the situation in which an incident developed and who was present there at that time. Clues are also tracked down, if they seem to offer eligible insight into the why of his behaviour. After the collection of data it is necessary to isolate the most important items for decision making.

Model questions for guidance

1)   Write the significance of "off-the-job training" with two techniques

2)   Indicate the merits and demerits of conferences, role playing, and sensitivity training techniques.

UNIT - 13

MONITORING

Monitoring the on-going training programme

In simple terms, monitoring denotes to oversee or to keep track of the progress of operations, activities etc., in line with pre-determined standard of performance. In the field of training, monitoring implies keeping watch on and getting information in respect of the programme-in-session in order to ensure that is being conducted smoothly according to the laid down objectives, plan, training schedule, facilities and budget and to rip in the bud deviations arising in the administration of the training. It may include broadly three types of monitoring-monitoring of academic, administrative and financial matters and discipline. Normally, most of the training institutions maintain a specialised staff to deal with and monitor financial aspects of the training. However, academic and administrative aspects of the training are looked after and monitored by the course in charge supported by the team of trainers and their assitants.

Methods of Monitoring

There may be several methods to monitor the on-going-training programme depending on the innovative quality and insights of the course-incharge as well as commitment of the head of the institution towards the training. Some of the important methods to monitor the training are given below.

Preparation of checklist

The most important method to monitor the training is to prepare in advance a checklist of all important events and activities required in the course of training. The course incharge keeps a close watch on the checklist regularly and ensures that those events and activities are being followed strictly in logical order of the checklist. The checklist provides a systematic direction to and eliminate human vagaries and cheerlessness from the people responsible directly and indirectly for the conduct of training.

The Report of Trainers

Trainers handling the sessions are also responsible agents for monitoring. In course of their interaction with the participants formally or informally either in the class or outside class, they may gather information. These reports of the trainers may be used for monitoring purposes.

Feedback from the participants

The course in charge at certain intervals can meet with the participants of the course for sometime and can elicit their views on various facilities, the manner of the conduct of the training and problems faced by them during the programme. This feedback may be used to set right the arrangements for the remaining duration of the training.

Monitor's Report

The course in charge may also nominate a class monitor from among the participants who may be entrusted with some responsibilities such as keeping class-room training facilities in order, to act as information channel between the trainer or the course in charge and the participants, reporting day to day developments to the course in charge, offering vote of thanks to the quest speakers, maintaining discipline in the class-room and solving problems of the participants which are within his competence.

As soon as the training programme comes to an end, the course incharge is supposed to make and-of-course evaluation. In this, attempts are made to elicit participants reactions on the various aspects of the training in order to ascertain its effectiveness.

Learning - Basic psychological principles and facts Learning

These principles aim at gaining maximum efficiency in any learning situation, be it of simple skill learning making use of simple eyes and hands co-ordination movements of a complex one as involved in the jobs of executives or managers or supervisors. It must be noted that mere blind adherence to the principles of learning is not often conductive to training; the training methods should be tried and tested by research and evaluation before they are accepted as general practices in any training programme.

The Several concepts which are basic to evolving a sound training programme are briefly outlined below.

Learning Curve

One of the best tools the psychologists have devised to understand the intricacies of learning process is termed as learning curve. By using suitable measures of learning such as errors made in each trial, etc., time taken per trial, the right response learned in each trial, etc., we can chart out the progress of learning in any skill and present it graphically in the from of learning curve. This pioneering aid to understand learning process was first discovered by Bryon and Harter for learning skill of sending telegraphic messages. Group learning curves can be plotted in a similar fashion by averaging trail-wise, the learning measures used. Such curves are relatively smoother than individual learning curves. The curves for individuals may differ widely because of individual differences in learning. But apart from such differences certain common features of such curves (whether group or individual) could be easily noted. First, there is rapid initial rise in the learning. A second characteristic is the tendency of the course to rise less and less rapidly and finally levelling off. Yet another characteristic to be seen in the curve is the daily upland downs in the curve which may result from various reasons such as changes in incentive, efforts, psychological conditions, etc., of the subject. Then there is the final levelling off. Psychologists have found that regardless of the tasks involved, most learning curves show these basic features.

Occasionally but not always, learning curves show plateaus which are the areas which indicate no progress in learning, usually indicated by temporary flattening of the curve. They are usually likely to occur when the task is complex and especially when it involves two or more different levels of complexity. Plateaus often indicate crucial stages in learning, when the learners have to make extra efforts and the instructor of the training has to provide additional incentives and encouragement to the learner. Other reasons that may cause plateaus are distractions during learning, lack of motivation, inefficient performance method or very often ineffective performance method or very oftem ineffective teaching or poor training.

Learning curves are an essential aid in understanding the learning process. They can be altered to a considerable extent by devising right methods of training and can very well reflect their effectiveness. In fact, it can be used as the best method in evaluating the effectiveness of different training methods.

Practical applications

1. They provide a method for establishing goals and evaluating performance towards goals.

2. More efficient production scheduling is possible when approximate improvement in worker performance is predictable

3. Hiring and termination of employees over the contract period can be controlled more efficiency.

Knowledge of Results (KR) : Feedback

Another psychological principle that has clearly emerged out of research on learning is variously known as KR - short name for the knowledge results and more recently used term feedback a term borrowed from engineering sciences. Knowledge regarding one's own performance on any type of learning task is an essential condition in learning of all types whether formal or industrial. The explanation for this fact is generally attributed to either information that the learner gets from it and the reinforcement of the appropriate responses that follows when he knows that he has made a right response in a learning situation. The advances in our knowledge of learning now make it possible to understood clearly the various categories of feedback that may enter into various training situations depending upon the kind and the source of information involved.

Extrinsic Vs Intrinsic Feedback

Knowledge about the performance of a task can come from cues internal to the organism such as muscle tensions, movements of the body and so on-It is called intrinsic feedback. It may also come from the cues that are external to the organism. For instance,

if one is learning to shoot., the feeling that one has shot accurately may be often gained from the hole made by the bullet in the target. The first one is the example of intrinsic while the second one is that of extrinsic feedback.

Primary and Secondary feedback

Extrinsic feedback can be primary and secondary, for instance, in target shooting, the target would provide primary feedback concerning the performance whereas the facial expression or remarks of the trainer may serve as secondary feedback.

Augmented Vs Summary Feedback

Augmented feedback is of secondary type and may occur almost stimultaneously with the performance without almost any time lag e.g., when you shoot and if the instruction says at the same time 'fine' or 'you have missed', you have an augmented feedback. Summary feedback on the contrary may follow from reviewing how accurately you have performed. The primary differentiation in these two is time, the former coming stimultaneously with performance, and the later after a time.

Specific Vs. General Feedback

Both are primary types. The specific refers to the very precise primary feedback, whereas the general refers to the rather overall feedback. They are analogous to the augmented and summary feedback. In the first one there is specific knowledge regarding the errors or correct responses made, in the latter this specificity is lacking, but a general feeling about the satisfactory or unsatisfactory performance is there.

The research on knowledge of results and its relationship with performances has now more or less clearly established that it is one of the single must important factors that is linked up with the speed of learning. The research also shows that the learning process is drastically hindered in the absence of KR. Another important finding of note is that positive KR is much more effective than negative KR, that is informing the subject what is appropriate response in a learning situation has a better effect than merely informing him that his responses are not correct. Similarly, delay in KR is usually determined to the learning passibly because of the loss of valuable information in forgetting

The importance of providing appropriate feedback in industrial psychology is very great, particularly in skill learning.

Accuracy and Speedy Performance

Learning tasks are viewed differently by learners depending upon the emphasis the instructor puts on certain aspects of performance. Research has now more or less clearly established that how a learner views the learning task can be a crucial actor in learning, how he views it, of course, depends upon the instructions given to him. Instructions emphasising on accuracy in learning, becomes a most important factor in learning atleast this is so in the initial stages on the learning of any task.

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Learning by accuracy (as laid down in the method of training) can be a vital factor in training. Unfortunately, in an anxiety to learn faster, accuracy is the first casualty. In many training situations, speed is unduly emphasised. Actually, however, it results in only slowing down learning.

The more difficult or complicated the work, the more it helps if the learner watches for accuracy. The speed of work can come only once the job is learned with accuracy. Practice and motivation can help after a task has been accurately learned, in achieving amazing speed without sa cring accuracy. But for the most tasks accuracy helps and should be fully emphasised. Accuracy, obviously depends upon the precision in instruction and when a right method of performing a job has been developed by studying various operations in it and with an eye on economy and ease of effort.

Distributed Learning

Another well-established learning principle is that of distributed or spaced practice. By spaced practice we mean, the task is not learned continuously but after sufficient intervals between, practice periods. Available evidence shows that most tasks, however simple or complex they may be learned faster and with greater economy of effort if distribution method is followed. The most ticklish problem is, however, that of determining the gaps or time intervals between practice sessions that will be helpful. General trends however, show that short, practice periods, interrupted by short and frequent rest periods generally results in great economy than long practice periods as well as lengthening of rest intervals.

Transfer of Training

One more principle of learning that is almost all pervading and which enters in almost every training and learning situation is known as transfer of learning or training. Every one of us has experience of it in several learning situations in our life. When previous learning or training facilities lies out present learning of training we have cases of what is known as positive transfer. But transfer can also be negative that is the previous learning instead of facilitating performance may actually interfere or create difficulties in it. In most learning situations some short of transfer occurs-whether it is positive or negative. It is only when the two tasks learned are completely unrelated in their operations no transfer (Zero transfer) may occur. For instance, learning to write may produce neither positive nor negative transfer in learning to play a musical instrumnet, though both involve use of hands and fingers.

The explanation why transfer of training occurs is based on the concept of identical elements, that is the greater the number of task elements held in common between two tasks, the greater the transfer between the tasks. More specifically transfer has been shown to be related to.

1. Similarity in stimuli, and

2. Similarity in response between the tasks that are learned.

Experimental work on transfer of training has brought and certain conditions under which positive or negative transfer can occur. It can serve as a best guide when drawing a training programme. The important among them are presented below.

1. Learning to make identical responses to new stimulus results in positive transfer

2. Learning to make identical or similar responses to an un-identical or dissimilar stimulus results in negative transfer.

3. The extent of transfer, whether it is positive or negative depends upon similarity relations in stimuli. The greater the similarity in the stimuli of the first task and the second task greater is the positive transfer.

4. Both positive and negative transfers largely the results of similarity in responses to the first task and the second task.

5. Generally speaking, a high positive transfer results when stimuli are similar and the responses are also identical. This however, goes on decreasing, as the degree of similarity between the stimuli of the tasks goes on decreasing, the responses remain the same.

6. Positive transfer goes on increase with increase in the similarity of the responses between the two tasks, but when the responses are dissimilar, the result is always negative transfer.

That transfer of training (either positive or negative) is a well established principle, which can be put to great economy in training in industry as it can be put in any other learning situations. The training courses are usually devised and arranged in such a way that the possibilities of greater positive transfer (and minimizing the negative transfer) are ensured. Often these facts are completely ignored in devising training programmes and the result is unusual lengths of time to train the learners, wastage of their energy and also extra expenditure to the company in terms of costs and time.

Part Vs Whole Training

One special problem particularly in many industrial situations is, should we try to teach the entire task as one unit or should we break the task in units and them teach of its segment (unit) separately? It is the problem of part versus whole learning, which has been engaging the attention of psychologists since the turn of this century. But despite the tremendous amount of research done we do not have any conclusive evidence to suggest which of these two methods is more efficient in training.

Recent research, however, has thrown more light on the problem we are discussing. It has shown that most tasks vary in two important characteristics. The first is known as task complexity and the second, task organisation.

We all know that most tasks are actually combinations of several subtasks which may be viewed independently. But the total task (of driving) is not merely a sum of the independent subtasks, actually all of them (subtasks) are interdependent or interrelated to one another. The degree of interdependence of subtasks may vary considerably from one task to another. Some are interdependent (highly organised) and others almost independent. To these characteristics of tasks, psychologists have given the name task organisation. The complexity of task on the other hand refers to the difficulty of each subtask viewed independently.

Research work done by Naylor and several others have shown that the total difficulty of any task is usually the function of task. Complexity and task organisation and the following principles can work as guidelines concerning whether we should follow the part method of training. When the task is of high organisation, the whole task training is more efficient and when the task is of low organisation, the part training method is more advantageous in training.

Motivation

The role of motivation is most crucial in all the learning and training situations. The problem of creating involvement and interest is the problem of motivation. This can be brought about in various ways. First, the learner must know that whatever he is learning is going to be of great use to him. Otherwise he will be rarely motivated or interested in learning the task. In many school and college situations, the student often does not know why he is learning a particular subject - he may even feel that it is just a useless requirement imposed upon him by some self proclaimed educationists. But if he is first of all convinced that mastery of a particular subject is going to help him in so many ways he may be greatly motivated to learn the task. Many college students have the experience of learning the entire course in a few months before the examination because the required motivation is supplied by the fast approaching examination. In industrial situations many opportunities are available that can motivate the individual highly to learn. For instance, when a person is promised that he will get the much sought after promotion if he completes certain specific courses : or, when a person aspiring for a job is told that, the job is provided if he undergoes the prerequisite training and completes it satisfactorily in a given time. Individuals learn very fast under such motivating conditions.

Model question for guidance

What is monitoring ? Explain the methods of monitoring.

UNIT - 14

EVALUATION OF THE TRAINING PROGRAMME

Evaluation : Concept

Evaluation in simple terms, may be defined as the assessment of value or worth of an activity in terms of some criterion of value in the light of the available information. In the field of training, the meaning of evaluation has been broadened to cover not only the measurement of value of a training programme but also the collection and analysis of the information facilitating the assessment. The worth of a training can be assessed provided information on the total situation like the learning programme and its logistics, learning process, its conduct and application of learning in real life situations, is available. Investigation, review or measurement of all such activities and efforts to ensure its effectiveness and is conducted before, during and after a training. These three types of information disclose three situations of a training and help in finding its effect. Thus, the ultimate purpose of evaluation is to establish the worth of training. From this point of view evaluation may be defined as an attempt to obtain information on the planning of a training, the conduct of the training and feedback on the application of learning after the training to as to assess the value of the training. This evaluation finding may be used for a variety of purposes.

Need and Purpose of Evaluation Training

A training programme is designed and administered by synchronising a variety of factors involving creativity, hardwork and financial resources of various partners in training like training designers, trainers, training institutions, learners and beneficiary organisations. All these partners have definite interest in the programme and therefore will like to appraise and evaluate the effectieness of the training for a variety of purposes.

Trainer

Trainer is the main conductor of a training programme and is responsible for imparting knowledge and skill to a group of learners. His communication skill, command over the subject, presentation of the lesson, use of training techniques, aids and equipment as quality of interaction with learners substantially affect learner's learning experience in a training programme. A trainer needs atleast three types of information at different stages of training.

Firstly, he likes to have information about the learning requirements etc, of learners before training in order to appraise and modify his various inputs.

Secondly he must be interested to know the quality of his actual performance in facilitating learning learner's perception and intake of his learning materials and inputs in the classroom learning situation. This feed back enables him to improve his performance and enriches his faculties to handle different learning situations effectively.

Lastly, since his concern is to see that learners must use learning in their job situation, he is anxious to know the fate of learning in real organisational life. Non-application of learning may be treated as a discredit to a trainer so he may like to make his lessons more realistic and workable in the light of the evaluative feed back.

Training Designer

Training designer is responsible for planning and designing a suitable training programme for a specified group of learners. Once, a training programme is designed, his responsibility does not come to an end. He is required to update the programme from time to time to protect it from obsolescence and maintain its marketability. He, therefore, needs a variety of information in respect of learners, their organisations and managements' concern for development well in advance to effect necessary changes in the programme design. He also likes to have information originating from the implementation of training and thereafter enabling him to identify gaps, inconsistencies and irrelevant aspects in the training programme to make the design more accurate, appropriate and acceptable to various clients. The inflow of information from before, during and post training evaluation makes training designer highly responsive to his tasks of maintaining the quality of standard of the training.

Training Institution

Training institution plans and conducts number of training programmes for different categories of personnel or various organisations. Their survival, reputation and growth depend on the quality of their products. Hence, they are more concerned with evaluation efforts on various considerations.

Firstly, they need advance information on various aspects like profile of prospective learners, their organisations concern for training programmes.

Secondly, they require feedback on the existing programmes, to maintain and improve their quality suiting to the requirements of clients.

Thirdly, they on the basis of evaluative feedback, can discriminate between poor and popular training programmes. Evaluation helps them to decide continuation of useful and popular programmes and discontinue poor and unacceptable ones.

Lastly, training institutions may adopt new training strategy, training techniques, acquire physical facilities, recruit specialised trainers, rationalise, modernise and diversify training functions and thus, may bring a qualitative change in light the evaluative feedback. Such information efforts are required to make training as a profession.

Sponsoring Organisation

Sponsoring organisations have greater interest in evaluating the training programme because of various stakes. Firstly, they spend money on the training programme in several forms in anticipation of some gains. They therefore, are more concerned with the gains from the training to justify the cost over it.

Secondly, they may like to know whether trained personnel contribute more in improving the organisation working through improved job performance, interpersonal skill and attitude.

Thirdly they want to know whether there is reduction in costs and increase in organisational effectiveness. Reduction in employees, turn over absenteeism, grievances and increase in job satisfaction depending on the nature of programme.

Fourthly, organisations may like to streamline their management system by creating better organisation structure delegating, required authority anu entrusting responsibility, establishing better relationships among different positions of the organisation and providing required physical facilities to their workers in the light of the evaluative feed back.

Learner

Learners are the crucial input of a training. They are treated in a training programme to improve their knowledge, skill and attitude leading to behaviour modifications. Like training evaluation is also basically directed at the learners to measure their development due to training intervention. Learners through self-evaluation or action research may like to know what new knowledge and skill they have learned; what more they may like to learn. Evaluation helps the learner to improve themselves and their views and helps other partners of training to take up measures to improve their performance to utilise the benefits of training.

The Evaluation System of Training

The systematic efforts become all the more important for evaluating a management training programme. The need of an evaluation system of training originates from several considerations.

Firstly, a training programme developed for a specified group of learners following the training system has to be suitably modified, in the light of the training requirements of every new batch of learners. Becuase only suitable, effective and relevant training programme is capable of producing results at the objectives of learners with that of training ar.d consequential refinements in the training inputs are facilitated through appraisal of various components of training before actual training, pertaining to evaluation.

Secondly, effective implementation of the training programme to the satisfaction of learners increases the intake of learning. Quality of the conduct of the training programme has to be appraised and evaluated throughout the learning process to establish satisfactory intake of learning by the learners because suitable training programme becomes infructuous, if there is poor intake of learning. If learning has not improved, the trained person cannot show results afterwards nullifying the evaluation efforts after training.

Lastly, the linkages among the various stages of the training system and ultimate linkage between the training and the organisational result take place through a chain reaction along the levels of impact created by various stages of evaluation process which provides lively cohesion among the components of training and make them impact generating.

Components of the Evaluation System

A training can be evaluated following certain steps logically at different time spans of training. These steps are distinct but complementary. The time space of training may be categorised as per during and post training evaluation and each category has its own steps or stages, target, time and purpose of evaluation constituting components of the evaluation system of the training.

A summary of the components of the evaluation system is given below

Components of the Evaluation System

Category / Stages	Target	Time	Purpose
1. Pre-training Evaluation			
(i) Terminal Review of Learners.	Learners admitted to programme	Before the commencement of the training.	Matching objectives of learners with the training programme
(ii) Learning Test	Learners admitted to programme	Before the commencement of the training	Determining learner's level of learning at the time of entry of the training programme.
(iii) Terminal check appraisal of	All training inputs like trainers, subject matter, training materials, techniques, aids and session guides.	Before the commencement of the training.	Refining training inputs suited to the requirements of learners.
2. Evaluation During Training			
(i) Training Process and inputs evaluation.	Learners feed back on training inputs and process.	Throughout the training process.	Smooth and effective conduct of the training as well as perception towards the training inputs.
3. Post-Training Evaluation :			
(v) Reaction	Learners completing the training and training inputs and logistics.	Immediately at the end of the training.	Perception and attitudes of learners towards training.
(vi) Learning Test	Learners completing the programme.	Immediately at the end of the training.	Increase in learning.
(vii) Behaviour change.	Trained person.	Three to six months after training.	Behaviour modification as per learning.
(viii) Impact/Result	Performance result of the work unit and the organisation of the trained person.	One or two years after training.	Effect of training on the organisation.

All the stages and components of the evaluation system are inter-related and mutually dependent providing useful feedback to the various components of the training system on the one hand and on the other, evidences of benefits from the training to the business organisation. Thus, evaluation efforts make a training system are need based, result-oriented and dynamic. The benefits of evaluation can be realised if all the stages of evaluation are carried out as a chain of action. This suggests that it has its own logical process which may be treated as evaluation design. The design indicates which may be treated as evaluation design. The design indicates activity flow including inflow and outflow of information serving useful purpose to the various components of the training system.

Pre-training evaluation consists of three stages. These stages of evaluation are in the form of analysis, examination and appraisal. These stages are concerned with formulating a need-based programme for the specified group of learners by refining the standard of training programme developed following the systems approach.

A training programme developed following the systems approach constitutes a standardised need based programme suitable for the specified group of learners. But this programme may not be repeatedly administered over subsequent group of learners with the same accuracy and effectiveness though the learners might be discharging more or less similar jobs. Because training needs of each new group of learners may be different depending on the individuals' knowledge, experience, background and performance deficiency. Consequently, learning objectives of the participants may not match accurately with that of the pre-defined training objectives. It is, therefore, suggested to conduct terminal review of learners before the commencement of training inorder to modify the training objectives and training inputs of the programme. This marks the programme flexible in meeting the training needs. This review is done in respect of every new batch of learners before the commencement of actual training. The review, on the one hand helps the trainers and the training designer to refine their inputs and on the otherhand it increases motivation of learners to learn by providing advance information about the various aspects of the programme.

Terminal Review of Learners : A Design

A systematic and practical design for the terminal review of learners may be constructed as follows :

Determination of Objectives of the Terminal Review : Normally objectives of the terminal review may be stated in the following terms :

(a)   To develop awareness about the learner's profile and his work situation.

(b) To establish congruence of objectives between the learners/their organisations and the trainers / the training programme.

(c) To select and develop appreciate training inputs in the light of the above information.

Development of suitable questionnaire

Defined objects of the terminal review are broken down into certain parameters which indicate various aspects of learners profile, training objectives, course contents, etc., and on that basis a questionnaire is developed to elicit response from learners. The questionnaire may be open ended and closed ended depending on the nature of information being solicited.

Collection of Information

The questionnaire being developed must be tested to ascertain its validity and clarity. Thereafter, it should be administered to the learners selected for training either through mail or when they join the programme by arranging a special session before the commencement of actual training to elicit their responses. Collecting information is very crucial. Therefore, care should be taken to obtain objective replies.

Preparation of the final report

The responses of the learners are processed and a report is prepared covering various aspects of the learner's profile like age, qualification, experience, jobs, organisational constraints, strengths and weaknesses, expectations from the training and congruence of objectives. On the basis of the report, objectives and inputs may be determined or modified.

Learning Test of Learners

The purpose of learning test is to measure existing level of knowledge and skill of the learners at the time of entry to the training programme. It also constitutes a part of the terminal review of learners and is done simultaneously with it. It has been discussed separately for the convenience of understanding. Learning test helps trainers to decide quality and standard of training materials including interactional level. It also helps to measure increase in the level of learning in terms of knowledge and skill after training.

Terminal Check of the Training inputs

Training inputs must have a logical link with specific learning objectives. A training programme uses several inputs like trainer, training materials, training techniques aids and equipments including physical facilities to convert basic raw materials (trainee with some deficencies) into output (modified behaviour) matching with pre-determined training objectives. The trainer is the most crucial input who creates learning climate and facilitates

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in the learner by making rational use of other inputs. Therefore, the trainer has the basic responsibility to evaluate various training inputs materials, techniques, aids, etc, to ensure accuracy, suitability, relevance, clarity and practeability of all inputs in the light of the learning objectives arrived at by the terminal review of learners before the training learners can evaluate these inputs through self-evaluation and mutual discussions. While evaluating these inputs, trainers should consider all those aspects which influence interaction between the trainer and trainees and facilitate learning.

There may be several ways to evaluate the inputs depending on the interest and expertise of trainers. However, a simple way is to develop a list of check points covering all inputs and activities steering effective on the class room situation. Trainers must check themselves on this check list and try to find positive (yes) answers to all the questions. If answers one or more of the questions on the check list are negative (no) it may be presumed that those inputs of training need modifications or fresh preparation. Trainers after finding such information must make suitable efforts and exercise to remove the deficiencies from those inputs. Thus, all the inputs should be reviewed and rationally arranged before training so that the time of training they can be executed with greater effectiveness.

Disadvantages of the methods

Firstly self-evaluation of inputs by a trainer reflects elements of subjective consideration. Therefore, he may not be able to examine his inputs by exercising proper rationality and objectivity.

Secondly, all trainers may not be able to self-evaluate their inputs because of their own interest and attitude. They may not be also interested to put in additional labour and energy to modify inputs after evaluation.

Thirdly, they may not be committed to training and they may over - estimate their inputs.

Fourthly, inputs evaluation through trainers' mutual discussion, healthy team spirit and sound group work ethics which normally do not exist and professional jealousy and work politics among the trainers may dilute the evaluation.

Lastly, a trainer specialised in one subject may not judge the quality of other subjects.

Most other deficiencies of the methods pointed out above emanate from human vagaries. The method is good and trainers having geniue interest in training will gain a lot from it and live upto the expectation of learners.

Evaluation during the training.

Inputs Evaluation

Another method to evaluate inputs is to obtain feedback from the learners during the training programme. In this method of evaluation, questionnaire is developed on the basis of various training inputs and the process of training along with a suitable measurement scale. The items of evaluation may include specific learning objective, subject coverage, relevance, clarity and applicability, appropriateness of training techniques and aids and quality of trainer's interactional pattern. This is a small evaluation questionnaire which is developed for each topic or learning session and is administered at the end of each session. The greatest defect of this method is that the benefits of this evaluation can not be made available to the learners of the on-going training programme. But future learners will gain its advantage.

Post Training Evaluation

Pre-training and during training evaluation are directed at improving the effectiveness of the training programme while post- training evaluating concentrated on finding the impact generated by the training. It can usually be evaluated at different levels through a chain of actions since the result of the training is realised indirectly. When learners participate and complete a training programme, they form their own opinions about the various parameters of the training, and learn accordingly. Favourable opinions indicate good learning which is ascertained through learning test. New learning brings about a change in this job behaviour. The modified bahaviour in job situation leads to an improvement in the performance and result of the work unit of the trained person and consequently the organisation as a whole. All these consequently produce a chain of impacts which are correlated to ascertain benefits of the training of the business organisation. These stages of evaluation include reaction, learning behaviour and result. All these evaluation stages provide useful information serving the following purposes :

1.   to refine / designs existing in training programmes and to develop new programmes.

2.   to establish worth of a training programme and to justify the budget over training activity;

3.   to justify specific gains to the organisation in terms of improved job work process, bottom line performance, business result and return on-investment;

4.   to justify specific gains to the learners in terms of improved job behaviour.

5. to identify and suggest measures to remove organisational ailments or constraints in order to make training most effective in increasing organisational efficiency and effectiveness and finally.

6. to market training programmes and services to different clients.

The post-training evaluation may be undertaken by the specialists in collaboration with the beneficiary organisations and the trained person. The reaction and learning evaluation are usually undertaken at the end of the training programme to ascertain intake of learning by the learner from the training programme while behaviour and impact evaluation are conducted on the job at a later period after training to substantiate benefits of the training.

Model question for guidance :

1) Discuss the process of evaluation in the training programmes.

UNIT - 15

EVALUATION OF THE MANAGEMENT TRAINING

Organisational Hierarchy

Evaluation of a management training is different from the evaluation of technical training especially in respect of behaviour and impact evaluation. The management training is directed at improving one or more of the aspects like knowledge, skill and attitude related to managerial tasks. A manager achieves results in the organisation indirectly through his subordinate officers working at different levels down to the line where results of the organisation are realised. The organisational hierarchy acts as an impediment if the trained manager fails to foster unity of action along the hierarchy. For example, there may be several managers following the line-of-authority in an organization, whose job assignments and degree of authority may be in a better position to show better results after training but untrained subordinate managers along the chain of hierarchy may act as constraint for him in generating results. Difficulties are involved in evaluating impact of a management training programme.

This problem may be met by adopting a strategy in which manager's reaction, learning and job behaviour are evaluated step by step and finally impact made by the person concerned on the bottom line in the organisation is measured. If these stages of evaluation show positive impact on the bottom line and business records also indicate increase in the results of the organisation, then impact of training can be ascertained.

Defining Intended Result's for Management:

There is a problem in defining what an impact evaluation is expected to accomplish.

Generally, impact evaluation is treated as the study; whether a training or an education intervention brings about intended results. But again the question is what is "intended result"? Many managers link it with different aspects like improved productivity in the organisation, increase in profit and profitability, and increase in effectiveness of the organisation. These definitions of intended results cannot be accepted as the objectives of evaluating management training simply because evaluating something contrary to the objectives and learning inputs of the training will be a folly. The intended results of a management training programme must be derived from its objectives and learning inputs which in turn must constitute evaluation objectives. Thereafter, evaluation is conducted to ascertain impact of the training.

Making Evaluation Beneficial to Organisation

Reaction and learning evaluations are normally conducted at the end of the training and the training institution has the time, resources and expertise for the purpose. But

behaviour and impact evaluations are supposed to be conducted by the business organisations or atleast they are expected to take the initiative for such study. But because of their priority for business results and profits they may not like to devote much of their staff's time and budget in obtaining organisation's support for evaluating behaviour of the trained manager and the impact research. However, this challenge may be met through appropriate strategy. Behaviour and impact study has to be designed in such a way that it must provide some benefits to the trained manager and the business organisations. Then they may be ready to put some time and resources for the research. Therefore, behaviour and impact evaluation data collection need to be built into the training programme itself so that a manager could use the evaluation data for his benefit motivating him to cooperate in the study.

Targetting Appropriate Behaviour

The linkage between training and work place through a chain reaction along the levels of impact can be analysed by him. Training changes the participant's knowledge, skills and attitudes so that the participant is then able to change his management behaviour back on the job. If the training has targeted appropriate behaviours, then a change in those behaviours produces the results intended - improved work unit productivity in the case of management programme.

Types of Evaluation

Pre-Course Evaluation

(i) Evaluation conducted at the entry point in the course is known as pre-course evaluation. Questions regarding the knowledge and skill could be listed and trainees asked to answer so that the trainer knows the level of knowledge and skills they already possess.

(ii) Trainees should also list their expectations in the order of priority.

(iii) Pre-course evaluation helps in planning the course to meet the specific needs of trainees and include such areas that help them to perform better in their jobs. The problem here is that the information collected at pre-course may not be very reliable.

Each of the above categories of evaluation have their own purpose and focus depending upon what the training agency is looking for. Different types of evaluation in training situations are described below.

Concurrent Evaluation

It is very essential to evaluate the training programme to bring about improvements and this makes it more effective. This may be based on the comments and suggestions given by the trainees. Infact, a training programme is continuously evaluated by the participants and trainers alike. It is therefore, sensible to clearly build into programme which would help in identifying the gaps in training and better plan future programmes.

Evaluation of a programme towards the end can at best be "reaction oriented" and not "learner oriented". Therefore, evaluation should be done weekly, fortnightly or monthly in case of long-term training programmes and daily in case of short-term programmes. Weekly evaluation is very useful in long-term training programmes.

On going evaluation runs through the programmes, it may be done daily, weekly, fortnightly or monthly, depending upon the length of the training programmes. This type of evaluation is more useful because participants could give feed back on topics already on the basis of which the remaining part of the programme could be modified.

The concurrent evaluation can be done in the following training situation:

(i)   Each participant is asked to give his own views through a scheduled questionnaire filled during or at the end of each course / session;

(ii)   Each trainee is asked to give his own views through a scheduled questionnaire in writing at the end of each block or at the of the whole course.

(iii)   Discussion takes place between representative of the trainees as well as the trainers; and

(iv)   There is an open discussion on the assessment of the programme / course in the classroom and the teacher or a trainee takes notes.

Mid - Course Evaluation

Apart from evaluation of each period or session, there could be a mid-course evaluation if the course is of longer duration. This will help in improving a training programme. The concurrent and internal evaluation may help in applying mid-course correction of the curriculum, teaching methods, aids, organisations, etc. Therefore, one has to evolve some procedures for concurrent evaluation of the progress towards specific training objectives. If the concurrent evaluation is undertaken more frequently in the course of the programme and at regular intervals it amounts almost of the 'monitoring of programme' as the monitoring also aims at keeping the pace and direction.

Concurrent evaluation can be carried in two ways :

(i)   By measuring the participant's progress towards the training objectives at a specific time.

(ii)   By providing in the syllabus for regular programme review sessions.

Evaluation of the progress is rooted in the set of objectives laid down for the training event or the block of events in the syllabus. At the expiry of the particular block the participants are expected to know these events.

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Final Terminal Evaluation

Evaluation at the end of the course may not be very realistic in as much as the participants may not usually wish to say uncomplimentary or uncharitable things about the terms and / or the training agency. The trainess are generally overhelmed with feelings of parting after living together for sometime due to the training opportunities provided by the agency. Therefore, such an evaluation may not yield good results. At best the feedback may help in bringing about marginal improvements in the future training programmes.

Course Evaluation

End course evaluation is more likely to be trainer - oriented such as evaluation tends to be based. The sentiment of participant would often get mixed up with objective facts. they may also forget certain aspects of training and may not be sure what exactly to say on these aspects. End course evaluation would prove useful in short term courses.

The trainer Engages Trainees before after training through

- Letters, personal contact, telephone, and conferences

- Relating trainees to each other.

- Data-gathering questionnaires ("how are things going")

- Taped reporting.

- Involvement in planning next training session.

- Interim assignment or written job descriptions.

- Sharing of critical Incidents.

- A problem census.

- Forecasting an image of trainee's potential one year hence.

Areas of Evaluation

Evaluation of a training programme should include the following areas

i) Contents ii) Methodology iii) Facilities iv) Group Relations v) Resource Persons vi) Personal Development

Process of Evaluation

(i) At the end of the course, the trainees may forget some of the points if there is no regular / concurrent training where opportunities are given to the trainees to express their views :

(ii) Experience shows that at the end of the course, the trainees sometimes become emotional and speak more of the positive aspects. On the other hand, if they did not

get good physical facilities, particularly boarding and lodging, stipend, etc., they tend to be critical and the physical arrangements dominate. The contents covered and the methods used are forgotten.

(iii) At the final evaluation, the trainees may be asked to fill an assessment sheet. This should be analysed by the trainers as the results placed before the trainees at the concluding session of the course / programme.

(iv) There should be a system of asking the participants to express their views at the end of the course or at the concluding session :

(v) The views of some of trainees sometimes are conditioned or influenced by the view expressed by those who are more vocal and dominate during the programme.

External Evaluation

Some of the training centres are confident of their performance. At the same time they are keen that the training programme should be improved and strengthened further. They invite criticism of the training programme. Therefore, apart from concurrent, mid-course or internal evaluation, they also go in for evaluation by an external agency or an expert who after consulting the trainees, the trainers, participating agencies and visiting field situation are able to give some very useful feed back to the training institution.This information will be useful in improving the future training programme from various angles.

Evaluation at Field Level

The training institutions in their own interest should remain in touch with what happens to the trainees / participants go back and report for work. This is to be seen mainly to view that to what extent;

(i) the training has helped the trainees to perform their jobs better.

(ii) the training institution has benefited from the trainees having rendered better service.

(iii) feedback has helped the training institutions to improve.

    (a) knowledge base,

    (b) imparting of skills,

    (c) use of aids,

    (d) use of method, and

    (e) developing or improving the training intrastructure.

    This could be done in a variety of ways ;

(a) The trainees should send a periodical report of field work with special reference to utilisation of the training skill, the knowledge they acquired etc. through a well structured proforma.

(b) It could even be through an ordinary letter written by a trainee.

(c) One of the trainers occasionally visits the institution / project to see the performance of the trainees in the field situation to see if and to what extent the training has helped him or created problems for him.

(d) The trainees should continue to get some kind of information on a continued basis from the training institution such as a newsletter, fresh guidelines on the programmes as also literature on similarily run but successful projects elsewhere.

(e) Refresher courses which may be very useful not only to the trainees but also to the institution who organise job training; and

(f) Occasionally seminars, workshops, conferences may be arranged inviting also the trained persons to narrate some experiences of successes or otherwise.

True evaluation of the course could be done at the field level on the basis of job performance of trained persons after they have worked atleast for three months. Feed back on his / her performance could be got from the trainer himself, his colleagues juniors, (subordinates), beneficiaries, supervisors and bosses.

Methods of measuring Progress are

(i) Observations.

(ii) Simple tools for cross-checks.

(iii) Check list to ensure observance of different aspects of training.

(iv) Rating scales which allow measurement of opinion and feeling.

(v) Content analysis of written and spoken words serves to measure understanding.

(vi) Analysis of simulation session indicates the degree of skill with which the participants handle situations.

Constraints of Evaluation

Despite the fact that an importance of evaluation of training, there are built in constraints in this process. Some of these are :

(i) Trainee is in a phychological mood to leave.

(ii) He may be mindful of the problems he is going to face when he goes back home to the same background from which he had come.

(iii) Sometimes reaction of the participants may be influenced by other non-academic considerations such as facilities provided.

(iv) Since it is time for the group to part, they may become emotional.

(v) There are various complex factors, the interaction of which complicates the process further.

(iv) There is no foolproof and objective system or tools of evaluation.

The trainers and evaluators have, therefore, to construct their evaluation procedure and tools very carefully and objectively.

Drawbacks of the training

The training could be a failure due to the following factors :

(i) Unrealistic goals

(ii) Input overloads

(iii) Alienation of participants

(iv) Linkage failures

One of the methods for helping trainees in the post training period i.e. while they are on the job is to encourage to refer back their problems, which however, could be done only in consultation with the authorities of the implementing agency / organisation.

Process of Learning

Process of learning takes place at many levels; i.e. subconscious and conscious or at 'manifest' and 'latent' levels. Most of our learning is processed at 'subconscious' or 'latent level', which is not readily available for reference. Keeping these levels in view, a trainee must have an idea of the gaps in his performance before training and inputs he has received during the training programme. This could help him to transfer his learning into the field. Such a transfer is possible only when learning is throughly processed. The material provided by a combination of past experience and the "here - and how experiences generated during the programme would, if processed thoroughly, help to a great extent in the transfering of learning into the field.

Problems of training

The training exercises / effort may suffer due to the absence of

(i) a philosophy or policy for training;

(ii) proper planning of the training;

(iii)   fully qualified experienced and oriented trainers;

(iv)   poor budgetary allocations for training;

(v)   facilities for trainer's training

(vi)   flexbility (in a government set up)

(vii)   action - research on training;

(viii) field exposure and after development

(ix)   adequate incentives to the trainers

(x)   general apathy towards training;

(xi)   proper physical infrastructure

(xii)   proper arrangements for evaluation for the training programme.

Conclusion

It is commonly accepted that much remains to be done in developing training evaluation methods. While research and experimentation is needed to achieve greater precision, the evaluation effort is often doomed because of lack of defined objectives or programme standards. In such a situation, the evaluation efforts will lack focus and be of little help in identifying the weakness in the training programme. However, evaluation in training situations whatever its categories or methods, is very important. Concurrent or mid-course evaluation helps in introducing mid-course corrective measures. Final or impact evaluation in the trainee's work situations though difficult, time consuming and expensive, serves a useful purpose. The trainee after he/she goes back home, he/she gets involved in his/her personal and family affairs and as such has very little time to reflect. Training agencies may have an informal follow-up system of their trainees through visits, exchange of letters, newsletter, issue of guidelines etc; which is an effective way of getting feed back, bringing about improvements in training strategy and helping the trainees to perform better.

Model questions for guidance

1)   What is evaluation? Explain the components of evaluation.

2)   Describe post-training evaluation.