MDV-110
Training and Development

Indira Gandhi National Open University
School of Extension and Development Studies

Block

1

Fundamentals of Training

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MDV-110 TRAINING AND DEVELOPMENT

Dear Learner

Welcome to the Course MDV -110 on 'Training and Development'. Let us answer the question 'why this course?'

Competent and skilful development professionals are not naturally born. Their capacities need to be improved through training primarily at three different levels:

1) Pre-service capacity development-Under-graduation and post-graduation studies

2) Induction capacity development - Just before job entry

3) In-service capacity development- During job

If undergone appropriately, pre-service studies help development professionals to mainly acquire knowledge related to development. However, they are not fully ready for development work with required attitude and skills needed by a developmental organisation. Properly planned and organized induction / in-service training programmes help them to use development concepts, apply methods, exhibit attitude and skills required for development work at different levels. In short, the essence of this course is to make you understand these notions and help you to think up, manage, put into practice and evaluate training and development programmes.

Course Objectives

- To understand the concepts of training, capacity building, capacity development and human resource development in the context of roles and responsibilities of development professionals.
- To discuss training and development-approaches, strategies, needs assessment and methods / tolls
- To help you devise, organize, implement and evaluate training and capacity development programmes.

Course Structure: The five blocks of this course and the major contents covered are organized as follows:

1) **Fundamentals of Training:** Training: An Overview; Approaches and Strategies of Training; Planning and Organisation of Training, and ; How to Conduct an Effective Training.

2) **Training Needs Assessment:** Training Needs Assessment – An Overview, and ; Training Needs Assessment Methods.

3) **Trainer and Training Management:** Trainer and Training Institutions; Training Project Formulation, and; Training and Human Resource Development.

4) **Process of Training:** Training Methods and Tools; Training Evaluation; Impact Assessment of Training, and; Training Evaluation – Case Study.

5) **Emerging Developments in Training:** Systems Approach to Training; Training Policy; e-Training, and; Action Research in Training and TQM.

Learning Outcomes

After successful completion of this course, the learners are expected to be able to:

- Differentiate between training, capacity building, capacity development and human resource development.
- Explain different training levels, training needs assessment approaches & methods, training methods & tools.
- Formulate, implement and evaluate need based training programmes.

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BLOCK 1 FUNDAMENTALS OF TRAINING

Block 1 **Fundamentals of Training** consists of four units covering the following concepts.

Unit -1 **Training: An Overview** gives an account of meaning and concept of training, training vs. capacity development, types of capacities, aims, philosophy, need, principles, types and components of training, training cycle and features of good training.

Unit -2 **Approaches and Strategies of Training** starts with training dilemmas emerge in conceptualizing any training programme. Further, it describes the major approaches, strategies of training and other related issues.

Unit -3 **Planning and Organisation of Training** provides an account of designing and planning processes including various steps and techniques for the organization of training programmes. It also covers the role of an organization in accomplishing the objectives of training.

Unit-4 **How to Conduct an Effective Training** discusses the practical steps in planning and organizing a training programme with an example. You can apply the same principles to train development functionaries in any other sector.

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UNIT 1 TRAINING: AN OVERVIEW

Structure

1.1 Introduction

1.2 Training: Meaning and Concept

- 1.2.1 Meaning of Training
- 1.2.2 Training Vs. Capacity Development
- 1.2.3 Types of Capacities
- 1.2.4 Aims of Training

1.3 Training Philosophy

1.4 Need for Training

1.5 Principles of Training

1.6 Types of Training

- 1.6.1 Based on Structure
- 1.6.2 Based on Context
- 1.6.3 Other Types of Training

1.7 Components of Training

1.8 Training Cycle

1.9 Features of Good Training

1.10 Let Us Sum Up

1.11 Keywords

1.12 References and Selected Readings

1.13 Check Your Progress: Possible Answers

1.1 INTRODUCTION

Competent human resources at various levels are one of the important requirements of development. The competencies of development professionals and other stakeholders involved in development can be improved through well organized training programmes. Keeping this in view, this unit introduce you to the concept, philosophy, need, principles, types, different components of training along with training cycle and characteristics of good training.

After studying this unit, you should be able to:

- Understand the meaning, aim, and scope of training.
- Explain need and principles of training.
- Describe the training cycle components and features of good training.

1.2 TRAINING: MEANING AND CONCEPT

1.2.1 Meaning of Training

An essential feature of training of development professionals is a common understanding of what 'training' and 'training and development' mean. Let us examine the meaning of training given by different experts.

Training is 'organization's efforts to improve an individual's ability to perform a job or organizational role' **- Dunn and Stephens**

Training is the process of transforming and receiving information related to problem solving **- Jack Halloran.**

Training is an organized procedure by which people learn knowledge and/ or skills for a definite purpose**-Dale S. Beach**

Training is concerned with providing an individual with the opportunity to learn what he or she needs in order to do their job more effectively**-Megginson and Pedler**

Training is telling plus showing, plus supervising until the desired change is achieved in the skill, attitude or behaviour **- S.C Saxena**

Training is a systematic development of the knowledge, skills and attributes required by employee to programme adequately on a given task of job **- Abiodum**

Outcomes of Training

An analysis of different definitions of training reveals that:

- Training is a systematic learning process
- Training is a communication process
- Training and education are not the same
- Training results in knowledge, skill, practice and behaviour changes
- Training improves productivity of development professionals
- Training helps to achieve developmental goals.

Deb has summed up the training definition with the following three conclusions.

1) Training is a systematic and planned process to improve the knowledge, skills and attitude of employees.
2) Training provides a learning experience to employees to develop their abilities and improve job performance.
3) Training helps an organization with human resource planning by making available competent and motivated personnel.

Therefore, training is a learning process of the acquisition of new skills, attitudes, and knowledge in the context of preparing for entry into a vocation or improving one's productivity in an organization or enterprises.

1.2.2 Training Vs. Capacity Development

Prasad et al., (2015) reviewed a vast literature on training and capacity development. They articulated capacity development as a concept that extends the term capacity building to encompass all aspects of creating and sustaining capacity growth over time. Capacity development involves learning and various types of training, along with continuous efforts to develop institutions, political awareness, financial resources, technology systems and the wider social and cultural enabling environment.Capacity building is much more than training and includes the following (UNDP, 2009):

a) *Human Resource Development:* The process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.

b) *Organizational Development:* The elaboration of functional concepts, structures, processes and procedures, not only within the organizations, but also the relationships between different factors, approaches and sectors (public, private, community).

c) *Institutional, Legal and Policy Framework:* Making legal and regulatory changes, strategies and enabling organizations, institutions, agencies and the people at all levels and in all sectors to enhance their capabilities.

Capacity development is fundamentally about change and transformation - at individual, organisational, sectoral and societal levels with long-term investments. Training as an important part of the capacity development initiative and experience shows that capacity development cannot be confined to training although this has often been the case in the past (ADB, 2009; SIDA, 2000).

1.2.3 Types of Capacities

According to UNESCO (2013), four types of capacities are required:

a) *Institutional capacities* (include the rules, regulations and practices that set the overarching contextual environment to achieve development).

b) *Organisational capacities* (how various actors come together to perform given tasks in the process of development).

c) *Individual capacities* (technical, functional and leadership skills required by development professionals).

d) *Knowledge base* (creation, absorption and diffusion of information and expertise towards effective development solution).

FAO's corporate strategy on capacity development (FAO, 2012) talks about functional and technical capacities across 3 levels: individuals, organisations and enabling environment:

1) *Individual Level:* The individual level relates to knowledge, skills (technical and managerial) and attitudes that can be addressed through facilitation, training and competency development.

2) *Organizational Level :* The organisational level relates to public, private and civil society organisations and networks of organisations in terms of :

- Strategic management functions, structures and relationships;
- Operational capacity (processes, systems, procedures, sanctions, incentives and values;
- Human and financial resources (policies, deployment and performance);
- Knowledge and information resources; and
- Infrastructure.

3) *Enabling Policy Level:* The enabling environment level relates to political commitment and vision; policy, legal, regulatory and economic frameworks; national public sector budget allocations and processes; governance and power structures; incentives and social norms.

Some of the following functional capacities as identified by FAO are required at all these three levels:

a) *Policy and normative capacity:* Capacities to formulate and implement policies and lead policy reform

b) *Knowledge capacity:* Capacities to access, generate, manage and exchange information and knowledge

c) *Partnering Capacity:* Capacities to engage in networks, alliances and partnerships

d) *Implementation Capacity:* Management capacities to implement and deliver programmes and projects, from planning to monitoring, and evaluation.

The focus of this course MDV-110 is on training and development. As a development professional you undergo training individually and may also impart training to individual stakeholders of development. You need to possess or acquire the above functional capacities, especially at individual level, in order to be an effective development professional.

1.2.4 Aims of Training

All training programmes are conducted with specific aim and objectives in mind, because lot of resources are invested. Customarily, training means investment in human resources to enable them to perform effectively and efficiently.

The main aims of training are outlined below.

i) To improve the performance so that (s)he can contribute to development goals and objectives.

ii) To facilitate the overall growth of the development professional, so that (s)he is empowered.

iii) To enable development professional to geared up of a planned change and his or her role in the organization.

iv) To develop specific skill and competencies as per the need of the development organisation.

v) To enable the development professional to contribute over a certain bench mark.

The objectives of training are to provide the skills, knowledge and attitudes necessary to undertake required job efficiently by the development workers. The objectives of training are also to increase productivity, improve quality of work; improve knowledge, skill, attitude understanding; enhance the use of tools and machines; reduce waste, accidents and overhead costs; and eliminate obsolete skills, technologies, methods, and capital management etc.

Activity 1

Ask some of your colleagues the difference between training, capacity building and capacity development. Compare their views with those given in this unit and write features that are common.

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Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Write the meaning of training?

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2) List the advantages of training.

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3) Name different types of capacities

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4) Write any three intended benefits of training programmes

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1.3 TRAINING PHILOSOPHY

The training philosophy of a development organization expresses the degree of importance it attaches to training and capacity development of its human resources. The development organization with training philosophy realizes that the human resources are the key to development of any organization and organizational efficiency can be improved though effective training, which can enhance the skill and competencies of their employees. They understand that although it is difficult to calculate the return on investment in training, yet, they believe that the tangible and intangible benefits of training will more than justify the cost involved in training.

Some of the philosophies of training are given below.

- Development organizations should have a clear long-term view of the knowledge, attitude, and skill levels of competencies that their employees need.
- Training should be relevant and based on the need.
- Training should not be stereotyped and static.
- Training should be problem based with a mix of theory and practical application, so that trainees are not bored.
- It should be action oriented that stresses that training exists to get employees into action.
- Training should be related to the performance of an employee. A performance-related training philosophy specifically emphasises on performance and competence of the trainees.
- Training should be a continuous process and should not be a one-time affair.
- The training organisations should use various training methodology and aids in the training programme.

1.4 NEED FOR TRAINING

Training is an inevitable necessity for any development organization. The need for training arises because of the reasons that follow.

i) The efficacy of development organization depends directly on how well its employees are trained. The newly recruited development professionals require induction training before they take up development work. Experienced and already servicing development professionals require in-service training to take up emerging and re-emerging challenges in development.

ii) Training is necessary to help and promote development professionals to prepare for advancement, to overcome difficulties in their present job, to prevent obsolescence, and to build morale by demonstrating interest in them.

iii) Training has been a successful method of reducing waste and increasing quality.

iv) Training enhances knowledge skill and attitude of the people working in development organizations. According to Freedman and Yarbrough, people welcome training when they believe that the outcomes of their work would improve if they were to operate more skilfully and that training can provide those skills.

Pani (2015) summarised the need and importance of training as follows:

- Increasing productivity
- Improving quality
- Helping to fulfil future needs
- Improving organizational climate, health and safety
- Prevention of obsolesce
- Personal growth

Activity 2

Write importance of training from your own experiences.

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1.5 PRINCIPLES OF TRAINING

Training can produce good result and become effective, if it is based on the principles of training that follow.

i) **The Principle of Goal Setting:** The training should be based on goals. If there is no goal or overall objective, the training effort will be wasted. The objectives of the training should be behavioural change in nature.

ii) **Principle of Individuality:** In any development organization, different individual perform different works based on their specialty and individual education. Therefore, there is a possibility that trainees would respond differently to the same training. Further requirement also varies from person to person depending on their characteristics, personal commitment, and their level of maturity. Therefore, conditions and opportunities need to be created so that each employee can learn specific job skills and competencies.

iii) **The Principle of Practice:** If development professional do not get the opportunity to practice what they learn during training, then the entire effort and resources invested in the training are wasted. Therefore, scope of practice must be there for improving the performance through practice.

iv) **The Principles of Feedback:** Feedback is an important principle of training. No matter how successful the training is in meeting objectives, its effect will decline with time, if reinforcement is not provided in the workplace on a regular and consistent basis. Such reinforcement should be the function of the higher and middle level development functionaries. Further training needs to be conducted based on feedback.

v) **The Principle of Progression:** Training should be imparted in a progressive manner from simple to difficult in a rationale and logical flow. It must address the basic skill requirements in the beginning and gradually move to more complex skill and competency requirements.

vi) **The Principle of Variation:** The training should not be repetitious and it should be based on training needs. If it is repetitious then the trainees will lose interest in it. It is nothing but wastage of resources and time.

1.6 TYPES OF TRAINNG

The types of training can be broadly categorized into following heads:

1) Based on structure
   - Structured training
   - Semi-structured training
   - Unstructured training
2) Based on context
   - Orientation training
   - Induction training
   - Refresher training
3) Other categories of training.
   - Direct contact and distance training
   - Formal and non formal training
   - Centralized and dispersed organization of training

Let us discuss these categories briefly.

1.6.1 Based on Structure

The three main categories of training based on structure are as follows.

i) **Structured Training**: The structured training programme is most commonly used by the formal education system. In the structured training programme, the structure of the training programme is designed by the training institution, considering its relevance to the type of trainees. The programmes are properly structured and covered within the stipulated time period. These training programmes are planned well in advance by convening an expert group meeting held by the training coordinator of an institution.

In a few cases, the pre-designed training programmes are discussed with the trainees after registration and their needs are incorporated into the final

training programme. In other words, the training schedule is reformulated before the training progress. Some new topics are adopted and some are deleted in the final training schedule. Likewise, the guest faculty list also changes accordingly, based on the topic selected in the final list.

ii) **Semi-structured Training:** The semi-structured training programmes are formulated by keeping in view that the training curriculum may be changed to suit the needs of the trainees during the course of a training programme. In such a training programme, it is assumed that the trainees may not react immediately after the registration. He, or she, reacts only when the training gets momentum. However, if the method of the training process is not efficient enough, it may create confusion among trainees during the training programme.

iii) **Unstructured Training:** In unstructured training programmes, trainees themselves structure the training programme schedule with the trainer. In this type of training programme, the trainer has to work hard and plays a critical role for the effective implementation of the training programme. Here, the objective of the programme must be clear both to the trainers as well as to the trainees. Remember that unstructured training programmes can be organized only for a group that has a manageable size.

1.6.2 Based on Context

Training is contextualized when it is based on the experience of the clientele who needs training. Broadly, it comprises the following types.

i) **Orientation Training**: Provides general information about the organizational structure, service rules, code of conduct, various facilities provided by the organization, etc. After going through this training, the employees became fully aware of the whole system of the organization.

ii) **Induction Training**: Is the training about the work that is to be performed by the employee. It is more professional and completely job oriented as compared to orientation training. It instructs the employees their duties and responsibilities, and shows how to perform them. Its objective is to prepare the employee to perform job effectively and efficiently.

iii) **Refresher Training**: These trainings are conducted from time to time to keep the employee continuously updated in their professional knowledge and skills. Since scientific advancements and developments are very fast, it is essential for successful organizations to keep their employee informed and trained in such developments. It ultimately helps organizations to increase their productivity and to improve the quality of output.

1.6.3 Other Types of Training

i) **Direct Contact and Distance Training:** In direct contact training programs, trainers and learners work one on one. This limits the number of participants in a program. The direct contact trainings are on campus training or classroom training. Distance training can respond more realistically on the needs of large numbers of trainees, and, with the introduction of new technologies, is becoming increasingly important. Distance training can

reach participants wherever they are and spread new information widely. Distance training also has the advantage of letting workers learn at their own pace, and greatly enhances the ability of different organizations to collaborate in the development and delivery of training programmes. The rapid spread of electronic technologies such as video, closed circuit and responsive television, and rapid data processing for virtually instantaneous feedback has made distance learning highly attractive. Multimedia methods are, now days, used for the successful conduction of distance training.

Distance training of all kinds starts by combining the training needs of a particular group and preparing relevant curricula for meeting these needs. Later steps include: preparing a series of modules to be used by an individual or small groups of participants as progressively advanced learning experiences; preparing ways of reviewing the progress of participants and giving feedback to them on what they have been able to learn well, and where they need to improve further; supplementing cognitive learning with other methods; and reviewing the final learning outcome.

ii) **Formal and Non Formal Training:** Formal training takes place in a classroom situation with strict structured time and curriculum schedule. Formal training system was traditionally the most visible and recognised system in the labour market. By utilising a formal training syllabus one can tell precisely what he /she is going to learn and how he or she is going to advance. As an alternative to training in formal programs at a particular place or in a program set at a distance with a fixed syllabus, training can be planned and conducted through various non formal modalities. Through action-research programs, for instance, participants can learn many things in a planned way if, during or after their participation in the action, tutoring and supervision and also regular evaluation and feedback based on their experiences are provided.

In the non formal modalities, the emphasis is on conscious, guided experiences. Many innovative devices are used to convert routine experiences into learning opportunities and also to create new experiences from which participants can learn. Plans are carefully made to ensure graded experiences and guidance. The mix of action and of learning from it can be adjusted to an organization's needs. For instance, if increased staff capacity has been decided upon as a major outcome, the number of participants with little experience in the planned action can be high, and many more opportunities can be included in the program for reviewing experiences and re-planning the program to ensure maximum learning. The non formal training avoids the rigidities of the classroom and is conducted in an open environment.

iii) **Centralized and Dispersed Organization of Training:** Training modalities can also be differentiated along organizational lines. In a simple centralized model, for instance, one institute is formally charged with planning programs, staffing, and funding them, ensuring their conformity to standards and, often, selecting participants. This pattern still predominates in developing countries with just sufficient training resources for one or two central institutes. The central institute in this design initiates, guides, and supports all aspects of training, and the other units, subsidiary to it, carry out its plans.

At the other extreme are networks of largely autonomous training units, each responsible for its own training plans and programs and for linking with other units as needed or desired. What and how participants learn in a chosen field then depends, also, on the dispersed model, on which unit they have joined.

In developing countries mixed models are increasingly becoming common, in which a central institute sets frames of training, such as priority for training objectives, general guidelines for methodologies and materials to be used, and quantitative parameters for participants, time, and costs. Subsidiary units do the detailed planning, staffing, and management, and contribute actively to formulating and revising system-wide frameworks.

Essential Requirements of Training

Whatever may the type of training, the following are the essential requirements in training instructional plan

- Title
- About Training / Background
- Learning Outcomes
- Dates and Duration
- Target Learners
- Format
- Trainees Requirements
- Instructional Material and Training Aids
- Logistics
- Contents – Topics, methods, trainers etc.
- Feedback

Check Your Progress 2

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

Based on your experience and understanding of the above discussion, write the importance of the following.

1) Orientation Training

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2) Induction Training

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3) Refresher Training

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4) Distance Training

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1.7 COMPONENTS OF TRAINING

The important components of training are:

i) Goal
ii) Motivation
iii) Opportunity to learn
iv) Opportunity to practice, and
v) Follow up
vi) Re-training.

They are illustrated in the diagram below.

Components of Training



Goal: A training programme must have a goal. The goal can further be subdivided into objectives. The objectives of the training will indicate what types of subjects and training methods and technologies to be used in the training programme.

Motivation: A participant's motivation is a key element in a successful training programme. Trainees must be willing to invest time and energy to develop themselves. Motivated employees actively pursue learning to improve their skills and competencies for improving their overall performance. Appropriate incentives like training allowances and training link promotion will enhance the motivation of employees for training.

Opportunity to Learn: Organizations must provide the opportunity to learn to its employees. Without the opportunity to learn, employees cannot improve their knowledge and skill and may not be able to contribute significantly to the organization's productivity.

Opportunity to Practice: Employees must be provided with opportunity to try out their new knowledge and skill at their workplace. For example, a person trained in computer accountancy, if given the job of maintaining files instead, will not only lose interest, but also will not have an opportunity to practice his/her skill. A conducive environment at the workplace allows employees to apply new knowledge and skills and further develop and refine them.

Follow up: No training programme is complete without a follow up. Follow ups provide an opportunity to the trainers to do away with difficulties that the trainees may experience.

Re-training: after the follow up period, the training organization will identify the gaps in training. The trainer will then conduct re-training in these gaps so that the trainees are fully empowered to execute the skills that they have been trained in.

1.8 TRAINING CYCLE

Training cycle is an important aspect of training. It is defined as a series of steps or stages that comprise a complete training programme. Training cycle consists of five phases which are narrated below.

1) Training Needs Assessment (TNA)
2) Training Plan Development (TPD)
3) Design of Training Programme (DTP)
4) Training Programme Implementation (TPI)
5) Training Monitoring and Evaluation (TME)

Phase I: Training Needs Assessment (TNA)

In the first phase – the Training Needs Assessment (TNA) phase – the training needs are assessed at six levels of aggregation, namely:

1) Individual
2) Group

3) Organizational

4) State

5) Regional

6) National

A number of methods for training needs assessment are available for different levels of aggregation. Two critical parameters usually circumscribe the training needs assessment (TNA) exercise. The first is the national priorities, laid down by policy-makers and planners. The training needs have to be assessed within the ambit of national priorities and programmes. The second is trainees felt needs for training. It is essential to realize the trainees felt needs for training.

Phase II: Training Plan Development (TPD)

After assessment of training needs (Phase I), appropriate training plans are required to be developed in the second phase. A training plan is a manpower document developed on the basis of assessed training needs. It takes into account the existing manpower stock, projects manpower needs for future and quantifies the training requirements. On the basis of assessed training needs for each category of personnel to be trained, it indicates the dates, duration, subject and the institution for training.

A training plan can be (a) short term, (b) long-term, or both. While an Annual Training Plan is an essential requirement of sound training management, it is desirable that training plans are developed in, say, a 5 year framework. The singular advantage of developing training plans in a 5-year frameworks is that management will have a reduced task of undertaking an annual review only, enabling it to devote more time to other aspects of training management, which will enhance the value of training.

A Training Plan can be:

- Territorial - National/State/District
- Sectoral - Agriculture, health, education
- Project-related - a comprehensive agricultural development project, which cuts across several sectors
- Special plan - Training of new recruits to development work
- Combination of above

Phase III: Design of Training Programme (DTP)

In the third place, appropriate training programmes are required to be designed after training needs assessment (Phase I) and in accordance with the developed training plans (Phase II). Before undertaking the design of training programmes, however, it is essential to select an appropriate training institution for training.

The starting point in the design of a training programme is a statement of its objectives. The objectives should be stated clearly and in simple, straight forward language. The use of jargon should be scrupulously avoided. The objectives, not more than four or five in number, should clearly state the knowledge, skills, attitudes and attributes (KSAAs), the trainee will acquire after the training and how will it be useful to the trainee in his job performance. The statement of

objectives should enable the trainees to have a clear idea about the relevance of training programme to his training needs.

The next step is the determination of an appropriate mix of various skills required by development personnel. Broadly, three types of skills are required namely: i) technical, (ii) human, and (iii) conceptual skills.

The mix of these skills will be different for different levels of participants. Weights can be attached to different skills for determination of mix.

Appropriate curriculum can be developed by following the 'Concentric Circles Approach to Curriculum'. Under this approach there are three concentric circles:

- The inner circle (priority 1) of what must be known
- The middle circle (Priority 2) of what should be known, and
- The outer circle (priority 3) of what could be known.

It is imperative that the curriculum concentrates upon the inner circle of what must be known and does not drift to the outer circle of what could be known, as it very often happens in practice.

The selection of an appropriate training method is the next step in the design of a training programme. An array of training methods is available suited to different training objectives and to different levels of personnel. As a general rule, a mix of training methods is preferable to only one training method, and the entire programme must have a problem-solving practical orientation. Practical assignments and providing adequate opportunities to trainees for interaction will enhance the utility of and receptivity of training.

Phase IV: Training Programme Implementation (TPI)

In the fourth phase, the training programmes are required to be implemented, after training needs assessment (Phase I), development of training Plans (Phase II), and design of training programmes (Phase III).

Phase IV has two aspects:

a) Training Infrastructure, and

b) Actual Implementation of Training Programmes.

In its turn, the training infrastructure has also two aspects, namely (a) a network of training institutions and for a meeting different training requirement of different levels of personnel, and (b) models and management of training institutions.

The actual implementation of training programmes is the responsibility of training institutions, or more precisely, the Course Directors. Many training programmes struggle due to poor implementation which usually reflects lack of or inadequate preparation. Use of checklist and alertness to respond to an emergency (like non-appearance of a resource person in time) can prevent occurrence of many avoidable mishaps. A wise word of counsel is not to take anything for granted and to personally ensure that things are in order.

Phase V: Training Monitoring and Evaluation (TME)

In the last fifth-phase, training is required to be monitored and evaluated, after training needs assessment (Phase I), development of training plans (Phase II), design of training programmes (Phase III) and implementation of training programmes (Phase IV).

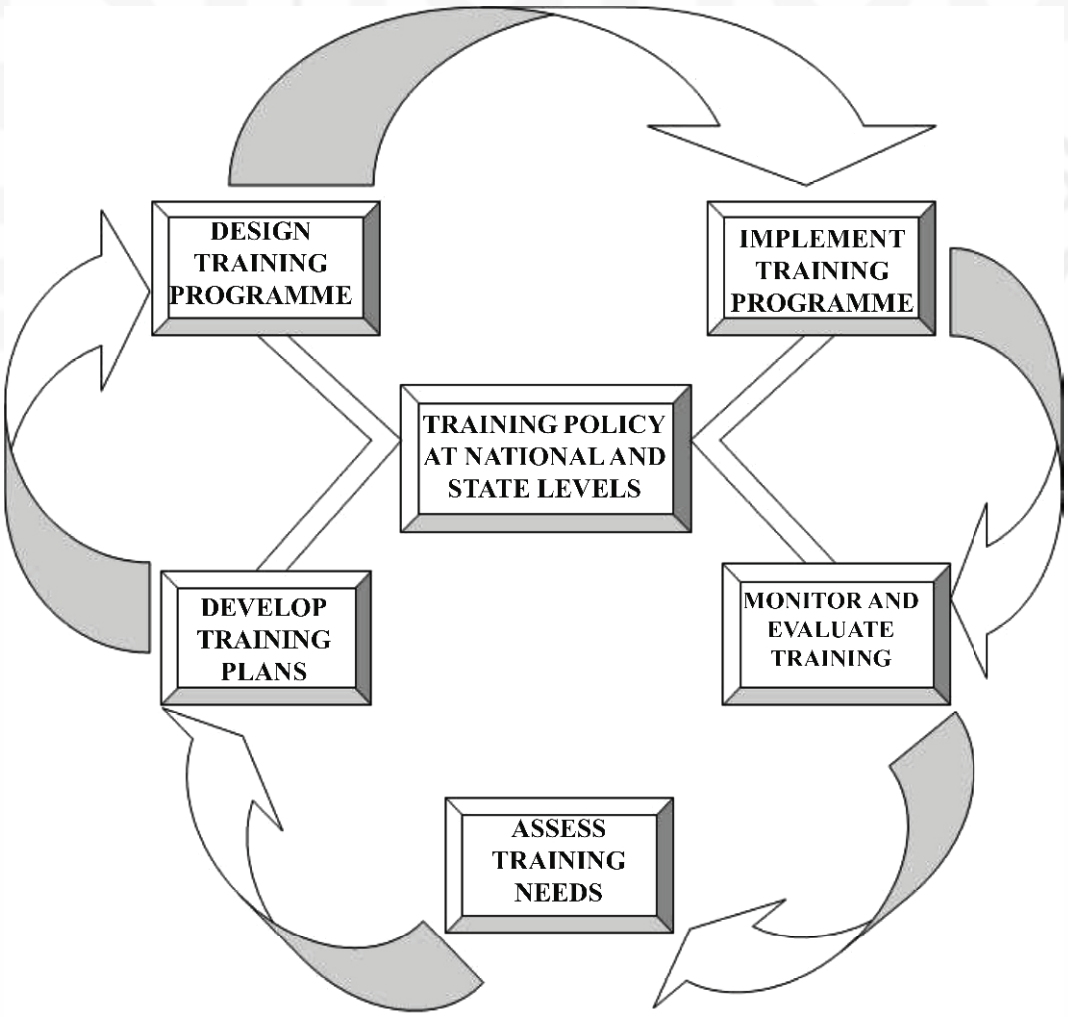
Training monitoring is relatively of greater practical importance than training evaluation. Training monitoring should take place through well developed training monitoring indices like number of training courses planned and held every month, number of seats planned and utilized, and State-wise allocation of seats and their utilization.

Training monitoring is required to be undertaken at different levels of training implementation – from fortnightly training sessions (FTSs)/ monthly workshops (MWs) to national training courses (NTCs). The training monitoring indices will also differ from level to level. These indices should be regularly brought to the notice of top management so that it can intervene to correct a situation.

Different types of training evaluations are available like evaluation for planning, process evaluation, terminal evaluation, impact evaluation and outsider evaluation. It is necessary to keep ambitions modest in training evaluations. A two-party evaluation of training by trainers and trainees followed by an annual review by the top management can considerably enhance the usefulness of training courses.

The training cycle is presented in the figure below for your comprehension.

THE TRAINING CYCLE



1.9 FEATURES OF GOOD TRAINING

Some of the features of good training are briefly discussed below.

i) Motivation is basic to good training. A good trainer must start his work by creating a feeling of need or want in the trainee, since the actual willingness and desire to learn come from within the person. Basic needs, wants, desire, motives, incentives, or urges have been classified, broadly, in four ways, below.

   a) The desire for security – economic, social, psychological and spiritual security.

   b) The desire for new experience – adventure, new interests, new ideas, new friends and new ways of doing things.

   c) The desire for affection and response – companionship, gregariousness and social mindedness; the need for a feeling of belonging.

   d) The desire for recognition – status, prestige, achievement and being looked up to. These are all powerful motivating forces for learning.

ii) Good training requires specific and clearly defined objectives. The different aspects of the training objectivities, namely the persons to be trained, the behavioural changes to be developed in them, the content or subject – matter to which the behaviour is related and the real situation in which the changes are to take place must be clearly spelled out in the training objectives.

iii) Good training must accomplish certain kinds of educational changes in relation to the subject matter learned. These may be changes in knowledge, or things known; changes in skills; changes in attitudes or feelings for or ability to do things, including mental skills and manual or physical skills: points of view, etc., including changes in interests, and changes in understanding.

iv) Good training requires effective learning situations which include five major elements: teacher; learner; subject matter; teaching aids, and; facilities, or environment

v) Good training should provide an effective learning experience to the trainees.

vi) Good training requires, usually, a combination of training techniques. Training could involve appropriate as oral, visual, audio – visual and hands on practices.

vii) Training should be challenging and satisfying. To be challenging, the subject matter must be presented in the form of problems for which the trainees should be encouraged to find solutions. Appropriate and timely recognition should be given to the trainees 'achievements. Fear and ridicule have no place in the training process and their use in a training programme is usually an adverse reflection on the ability of the trainer.

Check Your Progress-3

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Name the five phases in the training cycle.

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2) What do you understand by concentric circles approach to curriculum?

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3) Name the features of good training?

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1.10 LET US SUM UP

The focus of this unit is on need for competent human resources at various levels of development and how competencies of development professionals and other stakeholders involved in development can be improved through well organized training programmes. Keeping this in view, we started this unit with discussion on meaning of training, difference between training and capacity development, different types of capacities required in development work. We also discussed aims of training, training philosophy, need and principles of training. Later we discussed different types of training viz., based on structure, based on context and other types of training. In the last part we discussed different components of training, training cycle and features of good training.

1.11 KEYWORDS

Training: Training is a systematic and planned process to improve the knowledge, skills and attitude of employees.

Capacity Development: Capacity development involves learning and various types of training, along with continuous efforts to develop institutions, political awareness, financial resources, technology systems and the wider social and cultural enabling environment.**Human Resource Development:** The process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.

Organizational Development: The elaboration of functional concepts, structures, processes and procedures, not only within the organizations, but also the relationships between different factors, approaches and sectors (public, private, community).

Institutional Capacities: It includes the rules, regulations and practices that set the overarching contextual environment to achieve development.

Organisational Capacities: It includes how various actors come together to perform given tasks in the process of development.

Individual Capacities: It includes technical, functional and leadership skills required by development professionals.

Policy and Normative Capacity: Capacities to formulate and implement policies and lead policy reform

Knowledge Capacity: Capacities to access, generate, manage and exchange information and knowledge

Partnering Capacity: Capacities to engage in networks, alliances and partnerships

Implementation Capacity: Management capacities to implement and deliver programmes and projects, from planning to monitoring, and evaluation.

Training Philosophy: It is the expression of an organization's degree of importance it attaches to training and capacity development of human resources.

Structured Training: Structured training programme is designed by the training institution, considering its relevance to the type of trainees with stipulated time period and planned well in advance by convening an expert group meeting.

Orientation Training: Provides general information about the organizational structure, service rules, code of conduct, various facilities provided by the organization, etc.

Induction Training: Is the training about the work that is to be performed by the employee. It is more professional and completely job oriented to prepare the employee to perform job effectively and efficiently.

Refresher Training: It is conducted from time to time to keep the employee continuously updated in their professional knowledge and skills.

Re-training: After the follow up period, the training organization will identify the gaps in training. The trainer will then conduct re-training in these gaps so that the trainees are fully empowered to execute the skills that they have been trained in.

Training Cycle: It is defined as a series of steps or stages that comprise a complete training programme which includes needs assessment, training plan, design, implementation protocol and monitoring and evaluation.

Training Needs Assessment: A tool has to identify needs and gaps in the ability of employees in order to deliver desired results to an organization. The results suggest which training courses or activities could be provided to improve their skills and work productivity. The focus is on needs as opposed to desires.

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1.13 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

1) Training is a process of acquisition of new skills, attitudes and knowledge of development professionals in various issues and challenges of development.

2) Training is advantageous for both the individual undergoing training and the organization where he or she works. Its advantages are: a) it motivates individual and gives satisfaction; b) enhances knowledge; c) creates a favourable attitude towards change; d) increases efficiency at work; e) enables the adoption of improved practices; f) increases farm production and productivity; g) reduces the cost of production, h) produces overall improvement in organizational productivity.

3) The four types of capacities required are institutional capacities, organisational capacities individual capacities and knowledge base.

4) The main benefits of training are: (1) To improve the performance (2) To facilitate the overall growth empowerment of development professionals (3) To develop specific skill and competencies as per the need of the development organisation.

Check Your Progress 2

1) Orientation Training: Provides general information about the organizational structure, service rules, code of conduct, various facilities provided by the organization, etc which will help employees to understand the organization.

2) Induction Training: Is the training about the work that is to be performed by the employee. It is more professional and completely job oriented as compared to orientation training. Its objective is to prepare the employee to perform job effectively and efficiently.

3) Refresher Training: These trainings are conducted from time to time to keep the employee continuously updated in their professional knowledge and skills.

4) Distance Training: It responds to the needs of large numbers of trainees wherever they are and spread new information widely. Distance training also has the advantage of letting workers learn at their own pace, and greatly enhances the ability of different organizations to collaborate in the development and delivery of training programmes.

Check Your Progress 3

1) The five phases in the training cycle are Training Needs Assessment; Training Plan Development; Design of Training Programme; Training Programme Implementation, and; Training Monitoring and Evaluation.

2) Appropriate curriculum can be developed by following the 'Concentric Circles Approach to Curriculum'. Under this approach there are three concentric circles are: The inner circle (priority 1) of what must be known; The middle circle (Priority 2) of what should be known, and The outer circle (priority 3) of what could be known.

3) Good features of training includes (a) Motivation (b) Specific and clearly defined objectives to accomplish certain kinds of educational changes in relation to the subject matter learned (c) Effective learning situations like teacher; learner; subject matter; teaching aids, and; facilities, or environment (d) Effective learning experience (e) A combination of training techniques.

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UNIT 2 APPROACHES AND STRATEGIES OF TRAINING

Structure

2.1 Introduction

2.2 The Training Dilemma

2.3 Approaches in Training

2.4 Training Strategies

- 2.4.1 The Academic Strategy
- 2.4.2 The Laboratory Strategy
- 2.4.3 The Activity Strategy
- 2.4.4 The Action Strategy
- 2.4.5 The Personal Development Strategy
- 2.4.6 The Organisational Development Strategy

2.5 Let Us Sum Up

2.6 References and Selected Readings

2.7 Check Your Progress - Possible Answers

2.1 INTRODUCTION

Dear Learner,

In the previous unit we discussed that competent human resources at various levels are one of the important requirements of development and competencies of development professionals and other stakeholders involved in development can be improved through well organized training programmes. So effective training of the development functionaries helps in implementation of development programmes successfully.

Training requires various approaches and strategies and effectiveness of any training programme depends on its approaches and strategies. As the training varies from organisation to organisation and even within the organisation from one category of employee to the other, therefore, there is a need for adopting appropriate training strategies for the effective implementation of training programme. Also, before discussing the approaches and strategies of training, it is essential to knows various dilemmas associated with training. This unit deals with the training dilemma, approaches, and strategies.

After studying this unit, you will be able to

- explain the training dilemma
- describe the approaches and techniques of training
- describe the various strategies of training and related issues.

2.2 THE TRAINING DILEMMA

It is understood that whatever be the emphasis of training programme, every training programme may be confronted with certain dilemma. Some of these dilemmas are as follows

i) Theory versus Practice: It is a fact that training in social sciences will differ from training in natural sciences, and the theory and practical components to be covered in both these categories of training programmes will differ from one another. Therefore, theory and practice combination in all training programmes has to be judiciously balanced. For the accomplishment of training objectives, maintaining a balance between theory and practice is very essential. Too much theory will make the training programme monotonous and similarly too much practical will not be helpful for theoretical and conceptual clarity acquisition among trainees.

ii) Trainee versus Task: Another dilemma is whether to put focus on the trainee, or, on the task that he or she has to perform during training. As Chowdhary says, "When there are several compulsions and pragmatic considerations, there is a tendency to highlight the task components in the training programme schedule". This dichotomy between trainee and task will determine the approaches and strategies, and accordingly training has to follow during the training programme.

iii) Structured versus Unstructured: The third dilemma is whether the training programme will be a structured or unstructured one. If it is structured, then the timing, budget, and curriculum are strictly accommodated. The sequencing and systematic coherence enable the training organizers to achieve training goal within the allotted time. In comparison to these, the unstructured programme is more accommodative and allows greater freedom to both the trainees as well as training. However, the demerit of the unstructured programme is that it may lead to inconsequential achievable. Therefore sometimes the training organisers are caught in dilemma as to which is better. The contextulisation is very important here (Please refer Unit 1 of this Block for more details on structured / unstructured training).

iv) Generic and Specific: Sometimes the training organizer gets struck of with generic and specificity of the training. The specific programme may not be handled by all types of training institutions or training organizations.

Example : The generic programme like training technology may be handled by any training organisations. However, the specific training programme on various sectors such as health, education, urban development, rural development etc can not be handled by all types of training organisations.

Activity 1

Visit a nearby training institution and discuss with the faculty about training dilemma being confronted by them. Compare their views with those given in the above section and identify the common features.

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2.3 APPROACHES TO TRAINING

Training organizations follow various approaches depending on the factors like needs identified, trainees' background, subject matter to be covered etc. These are discussed below for your understanding.

i) Informative approach: This approach provides information to the trainees on various subjects. For example, development professionals working in health sector need information about the performance and functioning of various health programmes. The trainees might not have current information about specific aspects such as infant mortality, maternal mortality, death rates etc. This information has to be procured from various sources, such as Health Information Bureaus or the Census of India and provided to trainees. Various teaching methods, such as conventional black board or power point presentations can be used. The trainer can also use other interesting and innovative methods of imparting information though various teaching aids.

ii) Participatory approach: In the participatory approach, the trainees act as facilitators and, instead of following a one-sided lecturing approach, they involve trainees in the process of teaching and learning. In this process, the trainer also learns from the trainees and teaching and learning becomes a two-way process. The participatory approach empowers the trainees and the trainer, equally. The participatory approach is considered as a democratic way of training and followed by most of the development organizations involved in the training at the grassroots.

iii) Experimental approach: The experimental approach emphasises situations in which the trainees will eventually operate. In this approach, both the trainers as well as the trainees jointly formulate the objectives and methodologies of training programme. Here, the trainers primarily serve as facilitators, catalysts, or resource persons. This method applies more effectively to those who have some field experiences.

iv) Performance based approach: In the performance based approach, the goal of the training programme is measured by the attainment of a given level of proficiency. The performance based training approach is developed by Elan in 1971. It is mostly task or skill centred, and can be applied to non-formal education and extension education.

Activity 2

Visit a nearby training institute or development department and discuss about various training approaches being followed by them. Compare them with those given in the above section and write your observations.

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Till now you have read about the basic training dilemmas and training approaches in the above sections. Now answer the following questions in Check Your Progress-1.

Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Name the important training dilemmas

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2) Write the relevance of participatory training approach.

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2.4 TRAINING STRATEGIES

Broadly, there are six training strategies.

3) The academic strategy
4) The laboratory strategy
5) The activity strategy
6) The action strategy
7) The personal development strategy
8) The organizational development strategy

Let us discuss them briefly for your comprehension.

2.4.1 The Academic Strategy

The academic orientation strategy gives pride of place to transmitting content and increasing conceptual understanding. Its characteristic methods are lectures, seminars, and individual reading and preparation. The goals are incorporated first in a syllabus, which will be covered, and assessed through examinations which will test the students' recall of the content and ability to apply them under simulated conditions.

This type of orientation makes two assumptions.

1) First, content and understanding can be passed on effectively by those who know viz., Faculty, Researchers to those who are unaware.

2) Second, participants are capable of translating abstract generalizations into improvements in their performance in concrete situations.

Universities need not be concerned about the second assumption. But the academic orientation is not confined to academic institutions. It is commonly used in many training activities, that is, where specific improvements are expected to take place on the job and in the organization. Many aspects of teachers training, for instance, offer examples of academic training for action goals. In fact, it would not be an exaggeration to say that the academic strategy tends to be generally preferred in the training world. Programme directors have to be argued out of it. It comes naturally, apparently, and is used until something else takes its place.

The attractions of academic strategy approach include:

- The special status accorded to the educated person, irrespective of accomplishment
- The neatness and orderliness of the syllabus; and,
- More basically, to the assured control that such orientation gives to the trainer.

2.4.2 The Laboratory Strategy

The laboratory orientation strategy has enjoyed prominence and respect for centuries in a variety of disciplines, since it provides an opportunity to gain insights and skills from direct experience and manipulation of a limited number of elements under controlled conditions. It is real to that limited extent, and thus, can also provide sufficient distance from real life to permit both freedom to experiment and safety to learn from the consequences of trial. It is through laboratory training that the student of medicine discovers the wonders of human anatomy, such as when a bacteriologist develops first-hand familiarity with pathogens, or, when a budding physicist discovers subtle applications of the law of gravity.

The concept of the laboratory has found wider use in recent years, for example in language laboratories. Here, we are particularly interested in training laboratories for personal and organizational development. The laboratory strategy can be used for improving skills of social interaction that are essential for development professionals, managers, supervisors, trainers, community workers, and a host of others who need to influence the quality of human interaction and human relationships in the work environment. For this purpose, laboratory orientation gives weight to considerations of process, not content: how things are done or not done, rather than what is accomplished. This orientation is used to experience, and then to understand through this experience, how different people think, act, and react; how leadership and other roles are performed in a group; how people become involved in a task or reject involvement. The training laboratory is, therefore, concerned with human relations and organizational behaviour.

Two assumptions underlie the laboratory orientation.

1) The first is that it is useful and possible to help people examine their inner reality, their psychological reality, in order to better understand the sources of their behaviour and that of others and to become aware that these are important factors in actual performance on the job.

2) The second assumption is that people are able to transfer laboratory experience and learning to actual life situations, including other learning and work situations.

2.4.3 The Activity Strategy

The activity orientation strategy emphasizes the practice of a particular skill. Its primary objective is to improve individual performance on a specific job. The most elementary version of this orientation is to 'try, try and try again,' until the participant can do the job. Skilled practitioners, particularly if they possess the inclinations and skills of a trainer, can greatly help this unstructured process along.

Examples: Apprenticeship, understudy, and internship under international aid schemes.

The advantage of leaving the learning process unaided and unsystematic is the opportunity for exploration that it affords participants, whereby they can 'get the feel of the job', given sufficient time. Since this orientation puts training 'on the job', it avoids the problems of transfer from training back to the job. Finally, it makes lighter demands on the work organization than other orientations.

Two assumptions underlie the activity orientation.

1) The first is that the skill required by the organization is within the ability of the participants to do the particular job, and at the same time to pick up the manner in which the surrounding organization operates. A variant on the first assumption is that participants can conceptualize their activities for themselves sufficiently to deal with any additional needs on the job.

2) The second assumption is that production and training can be combined rather simply.

These are assumptions that may have been generally useful some time ago. Now they are useful for fewer and fewer jobs. Job requirements are, in fact, changing so rapidly and to such an extent that limited job training necessitates repeated retraining. The activity orientation leaves to chance questions of individual motivation and of collaboration between two or more people. The assumption that production and training can be readily combined is also no longer useful. Production goals tend to crowd out training goals, so that often this orientation ends in all work and no training. On jobs that require very little skill this may not matter. But the number of such unskilled jobs declines sharply as an economy develops. Finally, the activity orientation puts participants in danger of learning outdated or faulty methods of work. In the rapidly increasing number of jobs for which speed, precision, and adaptability are required, the activity orientation is de facto of little value and may be detrimental.

The limitations of the activity orientation have been belaboured because it is quite common. Many of the numerous production-cum-training centres in India, for instance, actually institutionalize its confusion. Though apparently logical,

the combination of production and training in practice is so difficult as to border on the impossible. When a centre concentrates on production, as many do to satisfy their evaluators' itch for concreteness, training becomes very costly. Often, it is also ineffective because skilled workers, instead of being allowed to instruct and supervise, are put on direct production to augment the monthly production record. At the same time, a centre's training function allows organizers to avoid responsibility for inefficiencies in production or other aspects of management.

Institutions that include field placements in their training programme often encounter a variant of the activity orientation and its limitations. Training placement often yields nothing beyond sheet activity. The participants are kept busy with a motley assortment of tasks that permanent staff members assign. Or, they are ignored, hopefully to 'make their own way'. Neither method constitutes training.

Updated versions of the activity orientation avoid some of these pitfalls, but never all. As used by an increasing number of systematic training programs, in trade schools for instance, it is based on rigorous detailed analyses of a particular skill. The skill is practiced in parts, often with the use of simple aids. When participants have gained specific standards of accuracy and speed in the parts, they practice the parts together and attain accuracy and speed in the operation as a whole. In this method, training time is greatly curtailed and wastes, for example of spoiled materials, reduced. However, a 'feel for the job' is not acquired even by this procedure, nor is a capacity for further learning, should conditions change. These must come on the job, over time, or they will not come at all.

2.4.4 The Action Strategy

The action orientation strategy is akin to the activity orientation. It does for the organization as a whole a group, city, or other social system - what the activity strategy does for individuals. The training component of work camps and many other community action programs is based on this orientation. Its emphasis on action rests on the same assumptions and runs the same dangers for an organization that the activity orientation does for individuals. Its focus, too, is on process, not content. Its emphasis on the practical can become so strong that the training purpose gets lost. In the absence of renewal through training, action soon fails, in terms of quality. It becomes discontinuous, and in many cases, ceases. If action is called for above all or else, as in disaster relief or in digging a common village well, these limitations need not concern us here. But if an action program is chosen as a training orientation, then action by itself is not enough. It ensures neither sound practice nor the understanding or working procedures required for further development.

The massive Mahatma Gandhi National Rural Employment Guarantee programme for rural community development has been beset with dilemmas that can be traced to an increasing reliance on an action orientation. With heavy pressure for concrete results, in terms of seed distributed, wells dug, roads and schools constructed, and the like, the program became all action by officials; in this shift, the underlying purpose of stimulating participation, initiative, and collaboration by villagers is not adequate. Thus, the officials are caught in a vicious circle where secondary goals have been met only at the cost of primary ones.

2.4.5 The Personal Development Strategy

The personal development orientation strategy completes the range of orientations that aim to train an individual. This orientation gives weight to both job requirements and the processes by which these requirements are met. It consists basically of providing participants with alternating opportunities. During part of the programme participants work on tasks and problems similar to those faced on the job. In between they analyze and explain the factors underlying the experiences they have undergone, and the points of view with which they approached them. This orientation does not lead merely to improvements limited to a specific job or situation, but to a widening and deepening of the participants' competence in understanding and dealing with many situations. What to think is considered less important than how to think. Action and discussion methods of training are characteristic of these orientations which are field training, simulation methods, and the discussion of incidents and cases.

The personal development orientation rests on two sets of assumptions.

1) One set states that participants are already sufficiently familiar with work situations to deal with any new job content or other details expected to be required. They will be able and eager to secure for themselves any additional knowledge that they feel they need. They are also already adept at analyzing their experiences and generalizing from them for the future. This assumption suggests that the personal development strategy is most appropriate for training professional personnel, and that it will become widely appropriate for India also, as education spreads and improves and as more and more jobs call for the kind of self awareness that this orientation fosters.

2) The second set of assumptions is common to all individual orientations. It states that individuals will have the support of their organizations in putting their training to use. To leave the organizational factor to chance, leads to many heartaches and much waste. This happens when competent, well trained individuals cannot use their training because their organizations will not give them sufficient elbowroom to change their behaviour. Sometimes, individuals may be able to create a little elbowroom and thus, do their jobs more effectively and with greater satisfaction than before. But, the effect is limited to their immediate surroundings. They are tolerated, no more. The wider organization remains unaffected and, should they quit the organization, their innovations fade away.

2.4.6 The Organizational Development Strategy

The organization development orientation strategy goes beyond the personal development orientation in just one respect: organizational change is its explicit, central focus and a change in individuals through training is just one means for organizational change. This orientation requires the closest collaboration between the training institution and the work organization. The institution plays a consulting role prior to executing the core parts of the required training and again after returned of participants to their jobs.

To begin with, this orientation addresses the question: what does the organization need to learn to achieve a particular change? It next assesses the training needs in detail and relates them to other requirements of change. The organization, then, uses training to ensure that competency that the change can be effected. This orientation directly guides the selection of individuals for training and for

jobs upon their return. Beyond accomplishing an immediate, discrete change, it has the more general and lasting aim of developing the organization's own training function. Basically, this is not a matter of setting up or not setting up a training department. Rather, it is a matter of fostering an attitude and allocating resources so that staff is trained further through the organization's normal operations. The aim is to achieve, in the organization, a pervasive sense of continuous development and a heightened receptivity and readiness for change.

The first of two assumptions underlying the organization development orientation is analogous to, the first underlying the personal development orientation, namely, attention to organizational needs and to the processes by which they can be met will induce participants to acquire any additional knowledge needed and to enhance their ability to conceptualize developments for the future. The second assumption also covers parallel ground, but in reverse. The personal development orientation assumes that organizational change will follow individual learning. This is not necessarily so. The organization development orientation assumes that the individual will change as the organization changes and change, too, in line with organizational requirements.

The organizational development orientation can incorporate two provisions to minimize discrepancies between individual and organizational interests.

1) One is prior involvement of individuals in organizational changes that will affect them and to give them opportunities to contribute toward shaping these changes.

2) The second is to openly acknowledge that such discrepancies may occur and may lead to some shifting of staff within the organization, and, if all else fails, to some loss of staff.

A training system oriented to organizational development must clarify these issues and insist that the organization resolve them before it embarks upon a training program. To the many rapidly expanding organizations in a developing country such as India, the training system can point out that they are in a favourable position for providing trained staff with opportunities to change to jobs elsewhere in the organization that promise continued personal satisfaction.

The use of an organizational development orientation is so new that a series of six examples in ascending order of complexity may help you visualize it. The common simple mathematical extrapolations of staff needs at various levels to cope with new or expanding activities are only the bare beginnings of this kind of orientation.

i) Selecting participants in pairs or threes who work side by side or in functional interrelationship in an organization is a simple attempt at an organizational development strategy. The Small Industry Extension Training (SIET) Institute, Hyderabad, has tried to do this in its regular three month industrial management and area development courses. It is a rough-and-ready rule, because two or three trained people from any level in the organization may not, in fact, be the minimum concentration required. When the basic idea is not understood by the organization, the two or three candidates they nominate for training may not in fact work sufficiently closely together to provide the necessary support on the job.

ii) SIET Institute used this type of orientation on a large scale when it recruited sixty potential entrepreneurs from one small town for a succession of four

10 day courses in entrepreneurial motivation. The majority of these participants formed themselves into an entrepreneur's association which showed tangible results within three years, in terms of industrial units started and new investments.

iii) To stimulate industrial development in a district, a largely rural area with a population of 1.5 million, the Institute decided to concentrate training in two or three district towns and offer them a sequence of training events and services. In the first stage, it strove to create a broad base of interest. It proceeded by placing in local factories, for in-plant fieldwork, groups of participants in one of SIET Institute's regular courses. The faculties supervising the fieldwork were simultaneously able to organize and run weekend courses for sixty or so local entrepreneurs and managers. The second stage consisted of short entrepreneurial motivation courses, again, for sixty or so local people, organized locally. Of these sixty people some promising participants were selected for stage three, a succession of regular management training courses at SIET Institute.

iv) In its three-tier management programs, the India Institute of Management, Ahmedabad (IIMA), has attempted to take into account the hierarchical relationships in organizations and the support of changes needed from the chief executive downward. Each program has three stages, and participating organizations have to be represented in all three. The first (six weeks) is for one or two members of middle management; the second (one week) is for a member of senior management; the last (three days) is for the top executive. The stages overlap. The idea is that each participant will be more effective after training by having the support of at least two others at different levels of the organization.

v) A more intensive three tier program is run by the South India Textile Research Association (SITRA) for individual textile mills. Primarily for supervisory training, the program includes training also for two higher levels (managers and managing agents) and the level immediately below (Jobbers). Short special courses and other in-service activities are also arranged for clerical and administrative staff. Training at each level is largely based on feedback about existing practices and suggestions for the next lower level in the organization. Each unit program is limited to twenty participants and lasts four weeks, excluding follow-up services. The Ahmedabad Textile Industry's Research Association (ATIRA) has another unit program. Financed by four mills and lasting several years, the program aims at training all line supervisors in these mills and ensuring adequate organizational support for them. The program has grown out of collaborative action-research projects designed to elicit training and job requirements.

vi) The Institute of Rural Health and Family Planning (IRHFP) at Gandhigram in southern India bases its training on service activities started at least one year in advance of any new training program. These activities, concentrated in six community development blocks, are designed to involve the people themselves in planning and implementing health programs in their communities. Health leaders, elected by the people, form a village health committee that gradually takes responsibility for more and more health activities. The Institute's service staffs perform as staff members of the

official government health centres at the block level. The Primary Health Centre working staffs participates in the program and evaluates its effectiveness.

In time, official health workers from other areas and other states have come for training in the methods of work developed. Opportunities for developing similar skills are provided through field assignments in the operating blocks. A trainer is assigned as liaison with the staff in each block and assumes responsibility for field activities for the participants.

Each of these examples of an organizational development orientation to training embodies the attempt to take care of the needs that actually arise in carrying out specific changes. This is achieved through planning in advance and flexibility in operation, and is painstaking, hard work. It delays the start of training and demands expensive staff time, not just once, but continuously. Onward work is necessary to keep abreast of developments and to pare to the minimum the numbers of participants and time requirements of training. But, as in construction, so in training, this type of investment pays. It is wise to build extra strength into a program initially, then pare down, rather than skimp at the outset. Once the program is under way, tighter specifications can greatly reduce the cost of mobilizing, advancing, and sustaining an organization in development.

High cost is not likely to be the main obstacle to the wider application of the organization-development orientation to training. Properly carried out, it is cheaper in terms of results than the present costs of haphazard training for which organizations find money. Two difficulties figure more prominently than costs. One that confronts all careful planning is the reluctance of many executives to commit themselves and their organizations to a definite course of action over a lengthy period. Uncertainties seem to loom too large, and estimates are not worth the paper on which they are written. Much of this hesitation cannot be logically justified. Vagueness clouds the fringes, not the massive core of calculations. Perhaps a more serious difficulty underlies this hesitation, namely, the threat that careful planning and action may unveil the loopholes guarded by senior executives. As a result of detailed studies of operations and requirements, strategic factors of resources become more widely known and discussed. Exclusive guardianship of information has often been an important tool for senior executives in sustaining their power or a company its competitive position.

The selection of an appropriate orientation depends on a number of factors. One is the training goals. Once the organization has clarified its training goals, quite possibly through consultation with a training system, it can settle on the orientation which promises best to gain them. For example, the goal of developing individuals with sufficient skills to be able to perform more effectively on their jobs cannot be accomplished by an academic orientation to training. For that goal an activity or personal development orientation is more appropriate. The activity orientation is appropriate when the job calls for limited skill and is not likely to change much in the near future. The personal development orientation is more appropriate if the job is complex and changing. When the main emphasis is on changes in the total organization, it is necessary to use the organizational development orientation.

Activity 3

Visit a nearby development department or organization which follows activity orientation strategy and discuss how they are imparting a particular skill through apprenticeship or internship. Write your observations.

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In this section you read about different training strategies to impart effective training programmes. Now, answer the questions in Check Your Progress 2.

Check Your Progress 2

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Name different training strategies

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2) What are the two basic assumptions about the activity orientation strategy?

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2.5 LET US SUM UP

In this unit we discussed about the approaches and strategies of training. Before initiating discussion on approaches and strategies, training dilemmas have been narrated. Then main approaches to training such as informative, participatory approach, experimental approach and performance based approach have been discussed. As far as strategies are concerned, the unit deals in detail, the various strategies such as academic strategy, laboratory strategy, activity strategy, action strategy, personal development strategy and organisational development strategy.

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2.7 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

1) Some important training dilemmas are theory versus practice, trainee versus task, structured versus unstructured, generic and specific.

2) The participatory approach is the most effective training approach to achieve the objectives of any training programme. In this method, trainees are actively involved in the process of teaching and learning. The trainers also learn from the trainees and the teaching-learning becomes a two-way process. The participatory approach empowers equally, the trainees and the trainer. The participatory method is considered a democratic way of training, where both the trainers as well as the trainees gain from the training.

Check Your Progress 2

1) The six strategies are: 1) the academic strategy; 2) the laboratory strategy; 3) the activity strategy, 4) The action - problem strategy, 5) The personal development strategy, and 6) The organizational development strategy.

2) The activity orientation strategy emphasizes practice of a particular skill and its primary objective is to improve individual performance on a specific job. There are two basic assumptions underlying the activity strategy. The first concerns the skill required by the organization, the ability to do the particular job, and to pick up the manner in which the surrounding organization operates. The second assumption is that production and training can be combined rather than working in isolation.

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UNIT 3 PLANNING AND ORGANISATION OF TRAINING

Structure

3.1 Introduction

3.2 Designing and Planning of Training

- 3.2.1 Selection of the Participants
- 3.2.2 Determine Participants' Needs
- 3.2.3 Formulate Training Goal and Objectives
- 3.2.4 Outline Training Content
- 3.2.5 Develop Instructional Activities
- 3.2.6 Prepare the Written Training Design
- 3.2.7 Prepare Participant's Evaluation Forms
- 3.2.8 Determine Follow-up Activities

3.3 Organisation of Training

- 3.3.1 Before the Training Programme
- 3.3.2 During the Training Programme
- 3.3.3 Middle of the Training Programme
- 3.3.4 At the End of the Training Programme
- 3.3.5 After the Training Programme
- 3.3.6 Follow-Up

3.4 Guide Sheet and Stakeholders' Responsibilities

- 3.4.1 Guide Sheet
- 3.4.2 Stakeholders in Training and their Responsibilities

3.5 Let Us Sum Up

3.6 Keywords

3.7 References and Selected Readings

3.8 Check Your Progress - Possible Answers

3.1 INTRODUCTION

Dear Learner,

In the previous two units, we discussed the need for competent human resources at various levels of development, how competencies of development professionals and other stakeholders involved in development can be improved through training and various approaches and strategies of training. Once we decide on the training approach and strategy, the next step is to plan and organize the training programme successfully. A more systematic planning for training is, the more hassle-free a trainer can be when conducting the training sessions.

The following questions on design considerations need to be thoroughly understood before planning and organizing training:

- What is the goal of training?
- What does the trainee need to learn?

- What type of training required?
- Which method of instruction is supportive?
- What form of audio-visual aids will you use?
- What physical facilities will you need?
- What about timing?
- Who will be selected as an instructor?
- What will be the programme cost?
- What controls will you use?
- How will you evaluate the training?

After studying this unit, you should be able to:

- Understand the designing and planning of training
- Describe how to organise a training programme
- Discuss the organisation's role in training

3.2 DESIGNING AND PLANNING OF TRAINING

A training design is a blueprint of a training event. It is a detailed plan of what you will do, why you will be doing it, and the best way to reach your training objectives. The following is an eight-step model for designing an effective training event that meets the needs of participants and trainers alike.

Step 1: Selection of the participants

Step 2: Determine the participants' needs

Step 3: Formulate training goal and objectives

Step 4: Outline the training content.

Step 5: Develop instructional activities

Step 6: Prepare the training design

Step 7: Prepare a participant's evaluation form

Step 8: Determine follow-up activities

Let us discuss these steps in detail.

3.2.1 Selection of the Participants

Before selecting the participants for training, the organisers of the training programme have to introspect about following fundamental questions:

- What are the specific benefits and outcomes of the training?
- Why should a person attend this training?
- Why should a development organisation depute its functionaries to participate?

Once these fundamental questions are answered, the categories of participants for the training programme have to be decided. Example some of some target groups for a development training programme are: district level officers, field level officials, NGO's, etc. Here, you have to make clear target segmentation

and, accordingly, approach the target group for participation. Sometimes integrated approach with various types of participants can also be chosen. Selection of participants is a key consideration for training programme.

3.2.2 Determine Participants' Needs

The specific training needs of the participants will influence the development of learning objectives and guide the choice of activities and training strategies. The more we know about participants, the greater the likelihood that we design a training event that will be meaningful to them. There are several ways to find out about the training needs and expectations of the participants. Conduct the needs assessment early enough to use the information that you collect in designing your training programme.

More details about the training needs assessment are discussed in Block 2, Unit1.

3.2.3 Formulate Training Goal and Objectives

After assessing the needs and expectations of the participants, you are ready to define the goals and objectives for the training. A training goal should be broad with details like who will be affected, and the behavioural changes that will ensue as a result of training. Objectives should be more precise, specifying a path for achieving the programme goals. They should state, as specifically as possible, the training result that you are trying to achieve, including what will change, who will change, under what conditions, and to what extent.

The examples of goal and objective for a farmers training programme are given below.

Goal: Training to increase knowledge of the System of Rice Intensification (SRI) cultivation among groundwater / bore well irrigation farmers in Mahabubnagar district of Andhra Pradesh.

Objective: By the end of the training, participants would be able to utilize the water use efficiency in SRI cultivation.

When developing your objectives, ask yourself what you want participants to know and to do after learning and any actions you would like them to take. Follow the steps, below:

1) List the ways you would like training to benefit the participants - designed outcomes.

2) Write down those outcomes as objectives, keeping in mind that participants want practical, usable knowledge.

3) Check your objectivities from the perspectives of the training participants. Will these objectivities meet their needs? Will these help you meet your training goal(s)?

4) Set training priorities. Rank objectives according to their importance. Recognize that you may not be able to address all of them during one training session.

Remember to develop both, overall objectives (for the entire training session), and separate objectives for each segment and/ or day of the training. Present these objectives to participants at the start of each training segment.

3.2.4 Outline Training Content

Most trainings are divided into three key segments: introduction, learning core component, and the wrap - up and evaluation segment.

Introduction: the introduction establishes a positive learning environment. The opening activities should stimulate interest and enthusiasm in the training and reduce anxiety among participants. It is important to build some content in the introduction, so that participants experience these activities as meaningful. Nevertheless, the development of group rapport cannot be rushed, so make sure to allow time for participants to become comfortable with one another.

Learning core component: This is the body of the programme, participants engage in activities designed to accomplish the training objectivities; concepts and ideas are taught and explained; resources are shared; and, training strategies and skills are demonstrated, practiced and discussed. To be most effective, activities should keenly involve participants in acquiring knowledge or practicing skills.

Wrap - up and evaluation segment: This segment should help bridge the gap between training and training implementation and promote a positive feeling of closure. Highlight essential learnings, summarize central concepts and themes, and describe the next step. Participants should also have an opportunity to ask questions, discuss concerns and provide feedback to the trainers. Finally, it is helpful to review the group expectations, and identify resources to help satisfy those expectations that have not been met.

3.2.5 Develop Instructional Activities

The development of training design consists of organizing learning activities, so that outcomes identified by the objectivities are achieved. Make sure that activities flow logically from one to the next. As you develop activities, select training strategies that are most likely to help you to meet your objectivities.

Example: Skill development is best achieved through modelling, practice, and feedback, while information acquisition can be achieved through group discussion.

Keep in mind that people learn in a variety of ways: some learn best by listening, others by reading, and most by doing. An effective training design incorporates a variety of training strategies, taking in to account: participants learning style; principles of adult learning; group size; prior experience and education level; type of skill of information to be presented and; trainers' style.

Example: Some strategies that promote active learning include brainstorming, small group work, simulations, role playing, and case studies.

3.2.6 Prepare the Written Training Design

Create a written document that provides a detailed plan of the training sessions, including your goals and objectives; the sequence of specific learning activities and the time allotted to cover during each activity; and, consider the trainer who will be responsible for the activity - take into account the skill, expertise, training style, comfort level with the subject, etc..

3.2.7 Prepare Participant's Evaluation Forms

The purpose of evaluation is to determine the extent to which the training achieved its objectives and to identify what adjustment, if any, needs to be made to the training design or to follow-up process. The following are some issues to address through evaluation forms.

- Did the participant acquire the knowledge and skills that training was supposed to provide?
- Were the trainers knowledgeable about training content?
- Were the activities interesting and effective?
- Was the training format appreciated?
- Are more trainings on this or related topics needed?

During training, the participants should complete an evaluation form at the end of each day and summary evaluation at the end of the training programme.

3.2.8 Determine Follow-up Activities

Without follow-up, the benefits of training may quickly be forgotten or never used. Follow-up activity provides the continued support and feedback necessary for successful implementation of new ideas and practices. To be effective, follow-up should be planned as you develop your training design, and should include a range of opportunities for participants to reflect on both the content that they learned during the training, and the process of implementation.

The number of steps may vary in different programmes. But essentially all of them are critical in planning and organizing a training programme. These steps are discussed in the above section with a macro level perspective on designing and planning a training programme. Unit 4 in this block discuss designing and planning a training programme with a micro level perspective with an example.

Activity 1

Visit a nearby training institution and discuss with the faculty about the steps they follow while planning a training programme. Compare their views with those given in the above section and write your observations on the following:

a) Selection of Participants:

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b) Training Needs Assessment

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c) Training Goal and Objectives

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d) Instructional Activities Followed

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e) Participant's Evaluation

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f) Follow-up Activities

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Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) What is training design?

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2) Name the steps to be followed while designing a training programme.

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3) What is the outline of training content.

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3.3 ORGANISATION OF TRAINING

The training organisers have to take care of many operational arrangements at different stages of organisation of training programme. They include:

1) Before the training programme
2) During the training programme
3) Middle of the training programme
4) At the end of the training programme
5) After the training programme
6) Follow up

Let us discuss these stages in detail.

3.3.1 Before the Training Programme

The training organisers have to carefully look after following aspects before the training programme.

i) Check the materials: A list of background materials required for conducting a training course has to be prepared and ready before the training programme. To ensure availability of all the material during a training programme, the course director should check all the course materials as per list prepared before the commencement of the course. The background materials needed to be photocopied and distributed to the participants at the time of registration along with the introductory concept of the training programme.

ii) Receiving and lodging of trainees: On arrival of the trainees at the training institution, they should be welcomed and the caretaker of the hostel should allot rooms to the trainees. It should be ensured that all the accessories in hostel rooms are in working order and that hostel rooms have been cleaned properly.

iii) Arrangement for registration: One day before the course begins, it should be ensured that the registration forms and course materials are ready. A person should be assigned with the duty of registering the participants and to make registration forms and course bag / folder, etc. available at the training venue. As soon as the trainees arrive at the training hall, they should be requested to complete their registration forms. The course folder or bag that contains a copy of the course programme, a notebook, and a pen should be handed over to the trainees after their registration. They should also be given TA/DA forms along with the registration form and be advised to submit them as early as possible.

iv) Boarding arrangements: One day before the start of the training programme, it should be ensured that all the food articles have been purchased for preparation and that good food is served to the trainees. It should be ensured that tea / food are available to the trainees well in time.

v) Meeting of trainers / faculty: A day before the commencement of a training programme, a meeting of the faculty members should be held to ensure all the arrangements have been made by the faculty members for the programme. If something before the commencement of a training programme is still lacking, efforts must be made to complete it.

3.3.2 During the Training Programme

The following steps needed to be taken during the conduction of the training programme.

i) Inauguration of training programme: The course inauguration should be done on the day of commencement of the training. All the arrangements for tea, water, registration, etc., should be completed before the inauguration of the course. It is necessary that the copies of the course programme / syllabus, etc., are available to the trainees before inauguration. The dignitary, who has to inaugurate the course, should be reminded of the time of the course inauguration. The inaugural session should not be very long. The ideal time is 60 to 90 minutes. After inauguration, the 1st session should develop a mutual understating among the trainers and trainees. Besides formal introductions, each trainee should be asked to talk about his roles, responsibilities, duties, and specific activities, as well as his expectations of the training. The programme director should also explain the training methodology. The training programme to be conducted and expectations from the trainees must be spelt out. It is also advisable that the information about their specific training needs/ problems/ expectation should be collected in writing so that the training is focused on these issues.

   a) Pre-test: The pre-test, with relevant questions should be conducted before the inaugural session. This is essential to identify the training needs of the trainees.

b) Training expectations assessment: Trainees should be asked about their specific training expectations during inaugural session so that the arrangements could be made to fulfil them.

c) Ice-breaking sessions/ opening sessions: An exercise on role and responsibilities of trainees should be conducted. This helps in developing rapport between trainees and trainers.

3.3.3 Middle of the Training Programme

During the middle of the training programme the following actions need to be taken.

i) Contingency planning: when things do not go as per plan, it is useful to be prepared regarding the following aspects.

a) Power backup: Electricity supply is not always regular or there may be scheduled power cuts. To ensure uninterrupted programme delivery, make arrangements for alternative power supply, such as a generator.

b) Guest speakers: Experience shows that, often the invited speakers are not able to come to deliver their lecture / talk or request for change in date / time of their sessions. Keep a standby speaker ready to take the session, or engage the trainees in a relevant and fruitful training activity.

c) Equipment: Sometimes, the equipment - slide projector, overhead projector, video cameras / VCR and computer, etc. - go out of order during a training programme. To run a training programme smoothly, it is essential that alternative arrangements for additional equipment should be made available well in advance.

ii) Prompt action: Whenever there is a problem in the classroom or hostel, prompt action should be taken by the course director to put things in order. This facilitates trust and goodwill among trainees about the training organizers and the institute. Prompt action by the course director will also enhance the interest and motivation of the trainees in training activities.

iii) Timely information: It is essential that the trainees are informed about the course activities well in advance. For this purpose, a copy of the course design (day-to-day programme) should be supplied to the trainees at the time of registration, along with a copy of the course content. In case there is some change in the course activities, the trainees should be informed immediately about it.

iv) Arrangement for lunch, tea, and drinking water: Lunch, tea, and drinking water should be made available to the trainees in right time, otherwise trainees are distracted from their training activities. Things like this may seem simple, but they have a high impact on the overall effectiveness of a training programme.

v) Professional image building: Trainees should feel that they have really arrived at a place / institution, where they will definitely learn something new. To building this type of professional image, the following points are

of great significance.

a) The trainers should prepare their lectures/ conduct a training programme with high quality / standards. For this purpose, new innovations / research finding, related to the subject of the training course should be included.

b) The subject taught in a training course should be applicable in field / work situation and should also be directly related with the job / work of trainees.

c) If the trainees have queries or demand additional information, the concerned course faculty / staff should immediately supply the required information to trainees.

d) A cordial relationship between trainees and trainers contributes a lot in conducting a quality training programme. For developing this relationship, a trainee should not be considered as a subordinate. The trainers should also make it possible to meet trainees in hostel in evening hours. If possible, some cultural programmes should be arranged in the hostel in the evening hours at least once in a week. Experience has shown that this helps in developing a cordial relationship between trainees and trainers and, indirect learning by trainees is also enhanced.

e) During meetings with the trainees in hostel, an informal feedback about the quality of the training programme should also be taken from the trainees. Efforts should be made to incorporate their suggestions.

f) Materials required for planning, practice, and presentation sessions, should be made available well in time.

vi) Course certificates: The certificates to be given to the trainees at the end of the course should be ready and signed by the head of the institute or authorized persons well in time.

vii) Group photographs: An arrangement for a group photograph should be made after inaugural session.

viii) Timelines: The library sessions, video films show and field visits / study tours and all the course activities / deliberations should be conducted as per plan.

ix) Handouts: Handout of the lectures delivered to the trainees should be supplied well in time.

x) Monitoring of the course activities: Monitoring is the process of keeping a watch over the implementation of any programme/ activity to ensure that the things are moving as per the plan. If not, corrective measures should be taken immediately. The steps that follow should be taken to monitor a training programme properly.

a) Informal feedback from the trainees, should be obtained about the course, during the tea break sessions and informal interaction sessions.

b) At the end of the day, the trainees should be asked how they felt about the training during the day. Did they get some useful information / knowledge / skill during the day? They should also be asked if they have suggestions for improvement.

c) Recall / review sessions should be conducted daily, or, on alternate days in short duration courses, and weekly, in long duration courses.

3.3.4 At the End of the Training Programme

At the end of the programme course director has to take care of following aspects.

i) Back home application: On the last day of the course, a two hour session should be devoted to make plans by the trainees about how they are going to apply the learning from the training in their work situation. The help and support of the faculty members should be provided for making these plans.

ii) Post test: Post test should be conducted on the last day of the course to know the extent of learning by the trainees. The questions in the post test should be only from the content covered during the course.

iii) Training evaluation: The course evaluation forms should be delivered and distributed among the trainees on the last day of the course. This is essential to know the overall effectiveness of the course and to get the suggestions given by the trainees for improvements in future.

iv) Concluding session: All arrangements, like relieving letters of the participants, course certificates, etc., should be made well in time for the concluding sessions of the course. The transport arrangements for dropping trainees at bus stand / railway station / airport should be checked. A valedictory address to the trainees need to arranged and head of the institution and donor agency's representative must be invited, who can get a feedback from the trainees about the training programme.

v) Return journey: Return journey tickets should be booked or arranged for the trainees well in time.

3.3.5 After the Training Programme

Training is a continuous process which ends when an objective has been achieved. It never ends with a workshop of a few days or a single training programme. Rather, it continues with follow-up trainings with participants. After a training programme, there are four important tasks to be conducted:

a) Preparation of training programme evaluation report on the basis of trainee response

b) Report of the training programme director

c) Settlement of accounts, and

d) Follow-up programmes.

3.3.6 Follow-Up

Follow-up is one of the important but totally neglected aspects of training. The

follow-up of a training programme can be defined as the activities that identify the utility of the programme in job performance, the reasons for non - utilization of new skills or knowledge acquired during the training, and providing help and reinforcement for the application of the new learning, as well as an assessment of future training requirements.

i) Importance of follow-up: One of the weakest links in the entire training management is follow-up. Most of the trainers and training organizations conduct evaluation of the training as soon as the programme is over. However, they fail to follow-up the training programme due to various reasons. This defeats the very purpose of training, as we may not know whether trainees actually practice or implement what they have learnt. A follow-up of a programme is essential for the reasons that follow.

   a) Training programmes involve a lot of money, and a follow-up identifies the actual impact on individual job performance and the organization's productivity, which is essential to justify the continuance of the programme in future.

   b) The feedback about the utility of programme from the trainees after they resume their job and their experimentation with new knowledge and skills is essential to validate the impact of the programme.

   c) Sometimes the trainees may not be interested in the programme and fail to perceive its relevance during the training. However, they may realize its importance and relevance when they are back on the job.

   d) The feedback from the participants will greatly help in making suitable changes in the contents and methodology of the programme.

ii) Objectives of follow-up

   a) To identify the extent of utilization of newly acquired knowledge, attitudes, and practices on the actual job situation by the trainees.

   b) To find out the problems and reasons for poor transfer of learning in their work situation.

   c) To help the participants to keep up their motivation level through reinforcement and by providing new learning materials

   d) To provide feedback to the trainers and training organizations about the impact of the training on the actual job situation so as to make necessary changes in the training programme.

   e) To assess the future training needs of the clients.

   f) To help the trainees to share their experiences, ideas, and to develop a professional network among themselves.

iii) Timing of follow-up: When to start the follow-up and how much time-lapse should be allowed between the training programme and the start of follow-up will depend upon a number of factors such as:

   a) The availability of training facilities to the trainees to practice the new learning

b) Overall organizational climate of the trainees.

In the case of farmers' training, for example, the season and climate have to be taken into account. However, it will be reasonable to allow two to six months before a follow-up is made. This will provide sufficient time for the trainees to practice what they have learnt. If the follow-up done after a long gap, it might not be possible to correctly assess the impact of the training due to the influence of extraneous variables. The objectives of the training programme will also have to be taken into account in determining the time at which the follow-up should be done. If the follow-up programme is unduly delayed, it may not provide reliable data from the trainees.

iv) Components of a follow-up system: An effective follow-up system will have the following components.

a) An analysis of utility of the programme.

b) Identification of the reasons for non- adoption of newly acquired skills and knowledge.

c) Reinforcement of the motivation and skills of the participants through

- Post-training contact through a regular newsletter, journal and other literature
- Refresher courses
- Personal contact

d) Support for the adoption of newly acquired skills is provided through

- Clarification of doubts, and solving technical problems arising out of transfer of learning
- Making arrangements for the availability of equipment, materials needed for transfer of learning
- Providing constructive feedback

e) Encouraging interaction among the trainees through

- Formation of alumni association
- Development of e- mailing list, for network among the trainees
- Informal meetings

Activity 2

Visit a nearby training institution and discuss with the faculty about the operational arrangements at different stages of training programme. Compare them with those given in the above section and write your observations on the following:

1) Before the training programme

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2) During the training programme

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3) Middle of the training programme

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4) At the end of the training programme

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5) After the training programme

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6) Follow up

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3.4 GUIDE SHEET AND STAKEHOLDERS RESPONSIBILITIES

Preparation of a guide sheet and chart of stakeholders responsibilities are two other important aspects of organisation of training programme. Effectiveness of training programme depends on how seriously you follow the guide sheet. This guide sheet organizes various activities that are important for organizing a training programme effectively.

3.4.1 Guide Sheet

Table 3.1: Guide Sheet

Sl. No.	Activity	Time of Action	Actual Date of Action
I)	Pre-Training	(In Advance)	
1)	Intimation for nomination of trainees	30-45 days	
2)	Preparation of folder	30 days	
3)	Second reminder for the nominations along with folders	20-25 days	
4)	Confirmation of the nominations along with the folder to the individual participant	15 days	
5)	Preparation of daily programme	7 days	
6)	Fixing up the guest speakers and intimation to the guest speakers	10 days	
7)	Getting sanctioned the budget	15 days	
8)	Ordering for the bags, plastic folders, note pads, pens, books and film roll	15 days	
9)	Preparation of registration forms pre-evaluation and speaker evaluation sheets.	5 day	
10)	Keeping ready the honorarium receipts	1 day	
11)	Planning for field visits	10 days	
II)	During the Training		
12)	Collection of lecture notes and preparation of reading material	7 days	

13)	Reminding guest speakers and arranging transport	One day in advance
14)	Supply of TA forms	3rd day
15)	Arrangement for group photo	5th day
16)	Preparation of certificates	5th day
17)	Preparation of post-evaluation and course-evaluation sheets	Last but one day
18)	Arrangements for valedictory	Last but one day
III)	Post Training	
19)	Settlement of Accounts	Within One week
20)	Submitting course report	Within One week
21)	Contact with participants	Within two weeks
22)	Follow-up visits to assess application of training in back home situation	Within One year
23)	Using the feedback for designing the course when organized next time	-

3.4.2 Stakeholders in Training and their Responsibilities

In any training programme, along with the participants and the training team, the training agency and the participating organizations are among the key stakeholders. If the funding for the programme has been provided by a donor agency, it too becomes a stakeholder, depending on the nature of its involvement in the training. The following table provides an overview of key functions or responsibilities of these stakeholders.

Table 3.2: Stakeholders and Their Responsibilities

Participants	• Participate and contribute to all training activities. • Set out personal learning objectives and direct efforts to realize them. • Extend support to the training team in achieving the programme objectives and maintain a learning environment. • Assist co-participants in realizing their learning objectives.
Organizations Work	• Assist the training agency in identifying training needs of their nominees. • Select appropriate participants in accordance with the criteria and requirements set out by the training agency. • Communicate expectations from the programme to their nominees and the training agency.

	• Keep in regular contact with the training agency to secure information on the progress and performance of their nominees, especially if it is a long term programme. • Provide appropriate opportunities and support to their participants to facilitate the transfer of training to the field situation. • Maintain the performance or actions of their nominees after the training programme and provide necessary data to the training agency.
Training Institution	• Provides an environment that is conducive to learning, including physical facilities. • Ensures effective coordination between the trainers and the support staff associated with the delivery of the programme. • Maintains contacts with the sponsoring agencies, especially in a long term programme, and keeps it informed of the progress and performance of its nominees. • Maintains consistency between what it advocates in the programme and what it practices in its own functioning. • Assists in the professional growth and development of the training staff. · Maintains the training team; keeps pace with the developments in the field of training. • Appraisal of work on a regular basis.
Trainers	• Shoulder the responsibility of the training delivery.
Funding or Donor agencies	• Ensure the availability of funding well in advance. • Have a watch that funds are used in accordance with the declared objectives and agreed plan of action. • Ensure quality of training.

In the above sections, we discussed about the organisation of training programmes and importance of guide sheet and stakeholders in training and their responsibilities. Now, answer the following questions in Check Your Progress2.

Check Your Progress 2

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Write the major steps in organizing any training programme?

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2) Write the importance of follow-up after training.

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3.5 LET US SUM UP

The planning and organisation of training are important aspects of training for development. The entire fabric of a training programme is built on these two aspects. In this unit a detail discussion on these aspects has been made. At the outset, we have examined, at length, the subject of training design and studied the eight steps in a model of training design, in detail. In the next part of the unit we described how to design a training programme and categorized the interventions at various stages, i.e., during the course, middle of the course, and after the course. We are now able to explain how to conduct a training programme at various stages. We discussed the follow-up activities to be taken up by a trainer, to assess the impact of the training, as well as facilitate the effective transfer of training in the real job situation.

In the next unit we discussed again planning and organizing training, by taking Family Poultry Training as an example for your understanding.

3.6 KEYWORDS

Training design: a blue print of training events. Learning is a process by which a person becomes changed in his behaviour through self activity excluding the changes brought due to growth, maturation, and illness.

Follow-Up: activities that identify the utility of the programme in the job performance. It helps the trainers to reinforce learning and assess the future training requirements.

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3.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

1) A training design is a blue print of a training event or programme which is a detailed plan of what we will do, why doing it and above all the best way to reach your training objectives.

2) Steps to be followed while designing a training programme includes: Determine participants of the training and target audience, Determine participants' needs, Formulate training goal and objectives, Outline training content, Develop institutional actions, Prepare the training design, Prepare participants evaluation form, and Determine follow-up activities.

3) According to the needs of the training programme, the training contents are outlined broadly as Introduction; Learning; Core components; Wrap-up, and; Evaluation component.

Check Your Progress 2

1) Broadly, any training programme is divided into three stages of strategies: before commencement of the programme; the middle of the training programme; and, thereafter, the follow up strategy. Each stage has different objectives to pursue and is further sub-divided into various specific preparations.

2) It is observed that follow–up has given least importance in any training programme, one of the weakest links in the entire training programme. This defeats the very purpose of training. A follow – up is essential for: a) individual job performance and the organizational productivity, b) the feedback about the utility of programme, c) sometimes the trainees may not be interested in the programme and fail to perceive its relevance during the training but realizes its importance and relevance on the job situation, and d) the feedback from the participants also help in making suitable changes in future training.

UNIT 4 HOW TO CONDUCT AN EFFECTIVE TRAINING

Structure

4.1 Introduction

4.2 Adult Training- Participatory Learning

4.3 Six Stages in Effective Training

- 4.3.1 Training Needs Assessment
- 4.3.2 Training Objectives
- 4.3.3 Design the Training
- 4.3.4 Select Participants and Venue
- 4.3.5 Carryout the Training
- 4.3.6 Evaluate the Training

4.4 Let Us Sum Up

4.5 Keywords

4.6 References and Selected Readings

4.7 Check Your Progress: Possible Answers

4.1 INTRODUCTION

Dear Learner,

In the previous unit, we discussed planning and organizing a training programme in a more theoretical way. In this unit we discussed how to conduct an effective training programme by taking family poultry training programme as an example. After studying this unit, you should be able to:

- Describe how to plan and carry out an effective family poultry training programme.
- Apply the same principles to plan and organize an effective training in any other development sector.

4.2 ADULT TRAINING – PARTICIPATORY LEARNING

We train to improve skills and spread useful information among the Family Poultry Development (FPD) project stakeholders, such as project managers, family poultry keepers and business people involved with family poultry : each group has different training needs. In this unit, we mainly consider family poultry keepers, but the principles apply to all groups.

Effective training of adults requires a very participatory approach. The 'lecture style' of presentation has to be improved upon for best skills transfer. Much has been written on *Adult Training – Participatory Learning* and there is insufficient space to deal with it comprehensively here. However, we discussed extension methods for adult learning and participatory methods in MDV 105 and MDV 108. Some references with more information on participatory training are Iles (2002), Bagnol (2007), Chambers (2002) and Pretty et al (1995).

Participatory Learning by Adults - Some Key Points

i) ***Use and build upon local knowledge:*** Adults bring a lot of experience with them to training sessions and they have much to contribute (Alders et al., 2002).

ii) ***Encourage active participation:*** Rather than sticking to lectures or 'Power Point' presentations, combine this with tasks and discover solutions together that bring out the learning points. Create a safe, fun learning environment where people do not feel embarrassed by participation.

iii) ***Be aware of the group's abilities:*** Illiterate participants can be trained, but avoid written words: use pictures and practical exercises and verbally repeat key messages.

Aim to formulate a training strategy for two to three years. A one-off training will never have enough long-term impact.

Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Write the key points to be considered in participatory learning by adults

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4.3 SIX STAGES IN EFFECTIVE TRAINING

Successful training follows careful planning and preparation. To implement training under a FPD project, we will discuss it in six sequential stages:

1) Analyse training needs,
2) Set clear training objectives,
3) Design the training (e.g. the course agenda, trainer guides, training aids and handouts),
4) Select participants and the venue,
5) Carry out the training, and
6) Evaluate the training.

4.3.1 Training Needs Assessment

A 'training needs assessment' (TNA) helps to define a target group's learning needs. Usually project management has a view on what training may be required, based on information from preparing the project and the planned project activities.

The TNA validates this and provides detail on the needs.

Example Topics for Family Poultry Keepers Training·

- Features of a chicken
  - Simple anatomy,
  - Recognition of healthy and sick chickens.
- Handling a chicken.
- Husbandry
  - Housing, ventilation, cleaning, protection from predators,
  - Nutrition, diets for growing and laying birds, use of supplements.
- Diseases
  - Important diseases,
  - Recognising the signs of common diseases,
  - Treatment and control of ND,
  - External parasites, internal parasites.
- Vaccination techniques
  - Eye drop and drinking water for ND vaccines,
  - Injection,
- Record keepingo
  - Egg production and sales,
  - Mortality,
  - Diseases: diagnosis, number of cases, treatment, treatment outcome,
  - Inventory of stock (pharmaceuticals, etc.),
  - Vaccinations performed, payment received.

Source: Alders and Spradbrow (2001)

Information for the TNA can be gathered with semi-structured interviews (where there is a checklist of information needed that will be derived in a conversational way with informants) and other participatory techniques: questionnaires are best avoided in village situations.

See Bagnol (2007) or refer MDV-105, Block 1, Units 3 and 4 for more information on participatory techniques.

A TNA has three parts (Iles, 2002):

1) Characteristics of the participants
   a) Level of education/literacy,
   b) Gender, age,
   c) Ethnic group/religion,
   d) Importance of poultry to livelihoods.

2) Existing knowledge and skills

   a) Disease control: awareness/use of medicines to treat poultry or use of vaccine,

   b) Housing: protection from predators, type of housing in use,

   c) Knowledge of improved breeds,

   d) Knowledge on any other subject on which training of this target group is being considered.

3) Attitudes

   a) What do they think about change to poultry production?

   b) What are their views on traditional medicine?

From the TNA a picture emerges of the existing level of skill and training needs to improve poultry keeping. Steps in improvement have been described, as shown in the Table 1.

Table 1: Steps in rural poultry production system improvement

Production system	No. of eggs/ hen/year	No. of year-old chickens	No. of eggs for consumption and sale
Traditional			
Step 0: scavenging: no regular water or feed, poor night shelter	20 - 30	2 - 3	0
Improved Traditional			
Step 1: offered water and supplementary feed, improved shelter, care in first weeks, ND vaccination	40 - 60	4 - 8	10 - 20
Step 2: as in step 1 plus further feeding, watering, housing; treatment for parasites, additional vaccinations	100	10 - 12	30 - 50
Step 3: (semi-intensive) as in step 2 with improved breeds and complete diets	160 - 180	25 - 30	50 - 60

Source: Bessei (1987), cited in Sonaiya and Swan (2004)

The FP keepers' training needs clearly depend on the existing management level operated by them and production constraints at the time of training. (see the following box for a list of topics for training that may be needed).

Technical Production Constraints and Associated Training Needs

Constraint	Training topics needed for family poultry development
Disease risk	Advice on sanitation and health; training vaccinators.
Predators	Advice on predator control.
Housing	Advice on improved poultry housing.
Feed and water	Advice on locally available feed ingredients and their combinations; making of feeders and drinkers; regular provision of feed and water.
Genetic potential	Introduction of improved indigenous (and if necessary, exotic) breeds and advice on special management.
Marketing	Advice on egg handling and storage; farmer training about group management and marketing.

Source: Bessei, 1987

The expectation of the participants is important information to have. For the course to be successful and for the trainees to be motivated, expectations and training objectives should closely match.

Once the TNA has provided a better understanding of the training needs and the characteristics of the participants, we can define the objectives of the training.

Activity 1

Visit any development department and discuss with the functionaries about constraints in development of any sector. List out 4 major constraints and identify associated training needs. Write them in the following table.

Constraints	Associated Training Needs
1	
2	
3	
4	

Please refer Unit 1, Block 2 for detailed discussion on various methods used in Training Needs Assessment.

4.3.2 Training Objectives

Following the TNA, the overall aim of the training should be written down and clear training objectives must be set, expressed in terms of what the participants will be able to do after the training.

A good training objective is 'SMART', that is :

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic and
- **T**ime-bound.

It focuses on what the participants need to know for their work. It is expressed in terms of *what the participants will be able to do* after the training.

Writing Training Objectives

A vague training objective like "the trainees will know about vaccination" is not very useful. A much more useful objective for this training would be:

At the end of the three-day training, participant community vaccinators will be able to:

- Describe the importance of vaccination for disease control,
- State the appropriate bird age for vaccination and the recommended intervals between doses,
- Describe how to transport and store vaccine,
- Handle birds safely with minimum stress,
- Assemble, disassemble, clean and store vaccination equipment,
- Vaccinate (x number of) birds by the eye-drop method in (y number of) days,
- State the fee to be paid for vaccination,
- Record completed vaccinations and payments using the standard form
- State who the recording form should be given to, and
- State where to obtain vaccine.

Setting training objectives is a very important part of designing training and enough time must be spent to define 'SMART' objectives. From clear training objectives, the training course design flows. The key learning points for each training session come naturally from the objectives and the subtopics suggest what is pure theory (e.g. age for vaccination) and what lends itself to practical training (e.g. how to vaccinate a bird).

Activity 2

Visit any nearby training department and collect information on different training programmes and their objectives. Write the objectives of any two training programmes in line with SMART objectives as written in the above section.

SMART Objectives for Training Programme 1

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SMART Objectives for Training Programme 2

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Check Your Progress 2

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Write the purpose of training needs assessment

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2) What do you understand by SMART objectives?

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4.3.3 Design the Training

Start from the training aim and objectives. While preparing the training material, continually refer back to the aim and objectives to make sure you are on track. Brainstorm all possible learning points that could lead to achieving the training objectives. Decide which of these are 'need-to-know' and which are 'nice-to-know'. Keep the must-know ones and bear in mind that the others can be left out if time is short. Decide the ideal course length.

Split the training down into sessions, each of which should not be more than 90 minutes. Remember that people who are unused to formal education may find a full day of training too much. Be flexible with the agenda according to local practices, such as times to pray. A suggested agenda plan is shown in Table 2.

Table 2: Outline training course agenda

Title of the training					
Number and type of trainees	Training location				
Training objectives					
Session Topic / Trainer/ Time / Methods & Aids	Day 1	Day 2	Day 3	Day 4	Day 5
Session 1					
tea break					
Session 2					
lunch					
Session 3					
tea break					
Session 4					

Source: Bentaya and Hoffmann , 2011

Prepare a training plan for each session. Each session must have its own clearly stated training objective. Plan an introduction to the session (state subject, summarise objectives) as well as a summary of key learning points for the close of the session, to check understanding and reinforce the points.

Decide training methods that will be used in each session. These must be a mix of talks/PowerPoint presentations and interactive, participatory events such as:

- hands-on practice,
- role play,
- brainstorms, and
- group work where groups are set a question that they discuss and provide feedback in plenary, often using flip-chart paper.

When selecting training aids, consider what practical options exist.

Example : If there is no reliable electricity supply, Power Point is not an option: choose flip-charts, blackboards or whiteboards instead.

How to Write Each Session Plan ?

Title of session	[for example, *Poultry external parasites*]
Training objectives	[*After the session, the participants will be able to (1) name the diseases caused by external parasites and explain how they are spread, (2) identify the signs of external parasite diseases, (3) state appropriate treatments and their cost, (4) mix and administer these treatments with minimal risk to themselves and the birds.*]
Time allowed	[*90 minutes*]

Training materials	[*Large photos or projected images of affected birds; samples of medicine, birds for practising giving medicine; protective gloves if medicines toxic; soap and water to wash hands, handouts.*]
The session	
Introduction	[*State session title and objectives and why the session is useful*]
Talk & pictures	[*Discuss main diseases – signs and effects on production*]
Medicines	[*Show samples of products. Tell the costs*]
Practical	[*Demonstrate and talk through how to treat birds. Get each pair to practice and correct and encourage them until done correctly*]
Summary	[*Check understanding of key points: (1) names of diseases (2) how they are spread, (3) signs of diseases, (4) appropriate treatments, (5) cost, (6) administration of medicines, (7) safety points.*]
Handouts	[*Distribute aide-memoires showing the key points.*]

A session plan similar to the one above is made for each and every session and is the trainer's guide for that session. The mix of training methods during the session is varied from session to session to keep it interesting. Chambers (2002) is full of suggestions for participatory training methods.

Activity 3

Visit any nearby training department and collect information on training plan for different sessions of a particular training programme. Write your observations below.

Title of session : .....

Training objectives (*After the session, the participants will be able to):*

1) .....

2) .....

3) .....

Time allowed in Minutes : .....

Training materials:

1) .....

2) .....

3) .....

Introduction

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Talk & pictures

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Practical / Hands on Exercise

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Summary

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Handouts

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4.3.4 Select Participants and Venue

The total number of participants should enable adequate supervision by the trainer(s). It is ideal to have two trainers. For very practical training, the ideal group size is 12. For more theoretical sessions, up to 24 trainees is satisfactory. It is difficult to ensure full participation of all, if group sizes exceed these limits.

Ensure that women are involved, especially if women are the main family poultry keepers. In some cultures, it may be necessary to train women separately from men and with women trainers. Factor this into training planning.

Find out about the previous experience and knowledge of the participants beforehand. You will be able to use the knowledge of some as a resource to help train the others. This also helps avoid boredom of those who know some of the material already.

Before training begins, visit the training place(s). Consider:

1) Distractions

- Make sure that you will not be standing in front of a window when training,
- Try sitting in different places in the room, and check that everyone will be able to see,
- Check where power points for any training aids like projectors are,
- Check that electrical equipment works properly,
- Make sure the room is quiet enough,

- If the climate is suitable, consider training outdoors, e.g. in the shade of a tree.

2) Space available for the activities planned
   - If you plan to do any energising games, will there be space in the middle of the room, or can you do them outside?

3) Get your materials ready
   - Make sure you have enough paper and pens,
   - Consider handouts, flip-chart, projector, etc.

4) Consider seating alternatives.
   - Try to avoid the class-room approach with the tables in lines, like at school.
   - A U-shape or circle is good,
   - Group can sit around tables 'café style'.

4.3.5 Carryout the Training

Try to keep to the agenda. Make a note if some sessions took longer or less time so the agenda can be revised before doing it again. At the end of each training day, review main points covered that day. It is a good idea to appoint a participant at the start of the day who will give a summary of the day's training the following day.

4.3.6 Evaluate the Training

Training Effectiveness is the degree to which trainees are able to learn and apply the knowledge and skills acquired during training. Training Evaluation measures the effectiveness of training in terms of reactions, learning, behaviour and results of the training.

The demand for evaluation of training programs is rising as funders and stakeholders of FPD projects want to know: What did you do with the money? Why should we continue to fund FPD training programs? Are the training programs effective? How will you improve or terminate ineffective FPD projects? What new training programs should be implemented to meet the needs of FP keepers or address challenges of the FPD? Training evaluation is essential for answering these questions and provides empirical indicators for funding of FPD projects.

At the end of the training, distribute an evaluation form on which participants indicate what they think about:

- the course objectives and relevance,
- the content of the course,
- their opinion of the trainer(s),
- their view on the venue and catering, and
- any other comment.

The evaluation forms are analysed by the trainer(s) and the findings are used for the continuous process of improving the training content and delivery.

Case Study of Training Evaluation - Participatory Training of Community Vaccinators

Selection: Community vaccinators are selected in collaboration with community leaders and members after agreeing on key selection criteria. Every effort is made to ensure that men and women are equally represented among the chosen vaccinators.

Venue: Training is encouraged to be done as close to the vaccinators' homes as possible as to facilitate the participation of women and enable practical work to be done in settings similar to those to be encountered by the vaccinators.

Language: The local language is the best choice as the language of instruction and its ideal if trainers are fluent in it. If not, trainers will achieve better results if they work with their translators in advance of the workshop to agree on the most appropriate translation of technical terms that may not be commonly used in the local language.

Timetable: Training is run over three days. Often the total number of hours of theoretical instruction per day will be only around four and these are broken up regularly with practical exercises. Opportunity is provided for the trainees to repeat key practical exercises three times, to anticipate and solve problems through role plays and for each of them to practice presenting the ND control flip chart to a group.

Coordination: Supervising extension officers and community leaders are encouraged to join the group on the third day so that they can join in the preparation of the work plan for the implementation of the first and subsequent vaccination campaigns.

Post training support: The performance of the vaccinators is monitored after each campaign using a sheet that is an integral part of the M&E forms. This enables supervisors to assist and commend vaccinators as appropriate as they start preparing for the next campaign.Source : Alders et al. 2002

Please refer Block 4 for detailed discussion on Training Evaluation.

Check Your Progress 3

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) What is the ideal participants number for a training programme?

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2) Name the important aspects to be considered in selecting training venue.

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3) Why to evaluate a training programme?

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4) Name important components to be included in training evaluation

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4.4 LET US SUM UP

A parallel investment in 'human capital' through training is essential for the success of any development intervention. Training is a tool available to us to direct the learning activity of the development functionaries. Planning and organizing training programmes and development of training material for a particular development project are necessary in order to extend new knowledge and skills to the development stakeholders and help them to have a successful experience of developmental interventions. Keeping this in view, in this unit we discussed practical steps in planning and organizing a training programme by taking family poultry training as an example. You can apply the same principles to train development functionaries in any other sector.

4.5 KEYWORDS

Training Needs Assessment: A 'training needs assessment' helps to define a target group's learning needs and validates project management's view on what training may be required, based on information from preparing the project and the planned project activities.

SMART Objectives: Objectives defined in terms of **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bound terms.

Training Plan: Training plan is a blue print of each session with its title, objectives, time allowed, training material, contents to be covered – theoretical and hand-on, summary and hand-outs to be supplied.

Training Effectiveness: It is the degree to which trainees are able to learn and apply the knowledge and skills acquired during training.

Training Evaluation: Training evaluation measures the effectiveness of training in terms of reactions, learning, behaviour and results of the training.

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4.7 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

1) The key points to be considered in participatory learning by adults are: use and build upon local knowledge of adults: encourage their active participation, and ; be aware of their abilities.

Check Your Progress 2

1) A training needs assessment helps to define a target group's learning needs. Usually project management has a view on what training may be required, based on information from preparing the project and the planned project activities. The needs assessment validates this and provides detail on the needs.

2) A good training objective is 'SMART', i.e.,: Specific; Measurable; Achievable; Realistic, and; Time-bound.

Check Your Progress 3

1) The total number of participants should enable adequate supervision by the trainer(s). For very practical training, the ideal group size is 12. For more theoretical sessions, up to 24 trainees is satisfactory.

2) The important aspects to be considered in selecting training venue are: distractions; logistics and space available for the activities planned, and; seating alternatives.

3) Training evaluation is required to answer the questions like: What did you do with the money? Why should donors continue to fund training programmes? Are the training programs effective? How will you improve or terminate ineffective trainings? What new training programs should be implemented to meet the needs or address challenges?

4) The important components to be included in training evaluation are: course objectives and their relevance; the content of the course, opinion of the trainer(s); views on the venue and catering etc.

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