

**NPTEL**  
**NPTEL ONLINE CERTIFICATION COURSE**

**Course**  
**On**  
**Human Resource Development**

**By**  
**Prof. K. B. L. Srivastava**  
**Department of Humanities and Social Science**  
**IIT Kharagpur**

**Lecture 15: HRD Process- I (contd.)**

Welcome to the next session.

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## **Session 5**

### **Development of the Training or HRD Intervention**

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In this session we are basically going to discuss that how to develop a training program, that is the second part of the design because once you have looked into all the considerations related to the design of the program then you go on and develop the training program. So what we are going to discuss is how we are going to develop a training program. Now if you look at this the first task is that we are going to select. As I discussed earlier also that trainer could be from the same organization provided you have a training system or training organization or you can outsource the trainer.

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## Selecting the Trainer

- Training competency
  - How well can he/she train?
  - If they can't train, why are they employed?
- Subject Matter Expertise
  - How well is the material understood?
  - If No Subject-Matter Experts (SMEs) are Available...

The basics of selecting a trainer is what is competency, so if you find that if to have a competence person as a trainer within the system or organization then it is alright and also look at his background his experience, his past record in training. So if you have a training department in big organize and you have been doing this job this can be interested to them because in that way they would be able to deliver the training program in very cost effective because we not going to spent lot of money on this purpose.

But if subject matter experts are the trainers who have to deliver the program in a specific area is not available then you go for outsourcing it and the other conditions that you can do is that you train your people to become trainers because you need to develop expertise either within the system or you outsource from outside, so it is very important to select the trainer who could deliver the results and in a very effective way because if you are not in a position to deliver results then irrespective of who your trainer is from inside and outside the program is not going to succeed but if you think that subject matter experts are not available then you are going to outsource these kind of activities so selecting a trainer is very important then we move to the next part.

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## Selecting the Trainer

- Training competency
    - How well can he/she train?
    - If they can't train, why are they employed?
  - Subject Matter Expertise
    - How well is the material understood?
    - If No Subject-Matter Experts (SMEs) are Available...
  - Use programmed instruction or CBT
  - Train of the trainers(TOT)
    - You are training subject matter experts to be trainers
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If you are not in a position to provide training on regular basis in a classroom sitting or in a physical location then another option you have is that you go for the computer based training. In a computer based training what happens is that you are going to train people on a master scale because everyone has access to say internet and computers and they are going to learn on their own phase and time and speed also.

Now this computer based training is very popular today so that has become very good option these days because the facilities of internet and communications that has come up today and many people are going to learn lot of things for example even if you look at this courses that are offered online. So you can learn even computer languages, behavioral scales because these kind of programs are offered and you can learn at your comfort and speed.

So these are some of the benefits of the computer based training and this is the most effective way to learn. So you go for computer based training these days and the other option is trainers were you are going to train the experts to become the trainers. So selection of the trainer is very important and then accordingly to decide whether announce our outer training work moving next to how we are going to prepare lesson plans okay.

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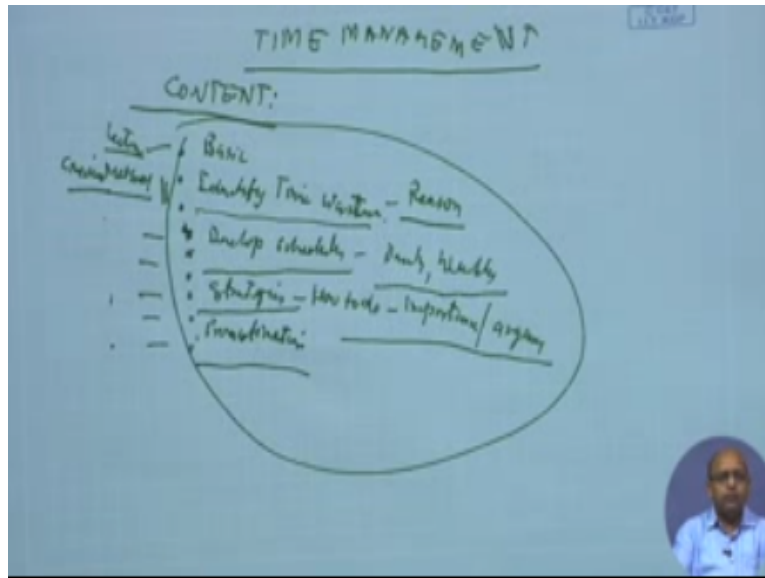
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## Preparing Lesson Plans

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You are going to identify the objectives then you are going to see who going to be audiences but the most important think in the training program is a content that is to be delivered, so whenever you develop a listen plan you have to see that what are things you have to deliver within the given time using the methodology that is going to appropriate for learning, so when it comes to preparing the listen plan how do you go for it so you have to decide the contents that is to be covered we were talking about the time management program in the last session.

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Time management: In the time management program what could be the content you are going to find what are the things you are going to cover so we are going to talk about the basics of the time management, why time management is important, why should we be able to effectively place the time what is the purpose of running this kind of time management, benefits of the time management then another content could be related to identify time wasters.

And here we go for a structured exercise that could be a part of the method and here you can use exercise and ask each part to identify what are the time wasters then why they waste the time then next you can ask them to develop schedules, it could be on a televisual so you can identify the time wasters you know that what are the things you need to do and things no need to do then if you want to really productive then you have to develop your own schedules based on the requirement of the job and see that what else you can do you must learn that how to develop schedules on daily and weekly basis.

So that you can schedule your activities and then here you also need to develop a strategy to develop the schedule and this is the time management strategies that how to do certain things in terms of importance and urgency so the trainer is going to explain you the concept of importance and urgent symptoms of time management and what are the things that have to take up then you can also talk about procrastination that how to avoid procrastination that is relying attitude.

So what I am discussing here is the part of the content because if this content is to be delivered then harden each of them then you have to say that what kind of methodology are going to use to

deliver this contains so when you going to prepare a lesson first up all you identify what are the contents that is to be covered in a training program then you are going to activity sequencing which activity will come when. So this is activity no 1 this is going to be 2 this is going to be 3 this is going to be 4 this is going to be 5 and have another activities okay accordingly you can whether the activities that you want to cover in a day.

Then which method will be used media whether we are going to have lecture, whether we are going to have whether we are going to have simulations you decide depending upon what you want to deliver so basically what you want to deliver is going to see that what kind of method would be appropriate then finally what are the different activity that you are going to take up, whether we are going to have game, whether we are going to have role plays you are going to have certain excises for example you are ask to go for identifying time wasters as them will you go to the office 9.00 clock to 5.00 clock what are the different activities that you perform?

All the activity and see how many of them are productive and how many of them are not productive what are the things that you do which do not contribute productivity in that way you are able to identify those activities which are not productive so you will be able to identify the time wasters and how much time spending on tea, coffee, lunches and see that whether you can go for it or not and it comes to scheduling to see that how to go about so you have to see that what is more important to do it fast and what is less important to do it later you need to be trained in all these activities and then you have to see the sequencing of activities is very important or conducting these kind of training programs then timing and trainee activities so which activity has to be taken out at what time.

Then what is what in the metamorphic structure as I told you in the lecture is case for example the case is given for investigating lot of time in doing other things other than relater to each other so your job is to go through the cas and identify what are the time wasters in this case or it could be excersise on your own as you can see with this how much time you are wasting out if 8.00 hours that is given to them and how much and what is the productive time.

So this intruction basically are designed and taken based upon what is the content that is to be deleted and then how you are going to evaluate evaluation does not happen iniately so what you need to be done is that once yopu are able to do it you can do the training program allow the prerson to make use of this and see wether he is able to save time for doing other things or not or

doing the same things in same level. So that is how you are going to examine the effective ways of the training program.

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### Features of an Effective Lesson Plan

Feature	
Learning Objectives or Outcomes	What is the lesson designed to accomplish? What is the standard for successful learning?
Target Audience	Who is in the lesson? What are the characteristics of the audience?
Prerequisites (trainees and instructor)	What will trainees need to be able to do before they can benefit from the course? Who is qualified to be in the program? Who is qualified to be an instructor?
Time	How much time is devoted to each part of the lesson?
Lesson Outline	What topics will be covered? In what sequence?
Activity	What will trainees' and instructor's role be during each topic covered?

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In effective lesson plan what are the various features what is objectives, target audiences, if they have any time and each listener have its own outline of the sense what are the various topics that is to be covered in what sequences and what are the various activities that is to be taken out. So when you are going to design a training program it must listen all these things so the design and development of the training programs cover those all these things starting with objectives, target audiences, the trainers and the instructors.

For example if you are going to operate a training program in java is there any frequency to learn java suppose you want to offer program on c++ to set the trainings is there any so may be c programming program. So you have to decide with it the target audience has the privacy request to set up knowledgeable skill to what you understand what is to be delivered in the training program. In case of general managing program of behavioural skills no such is required when it comes to technical training at certain levels senior managers they have to have certain otherwise what will happen they will not able to offer programs which is going to be useful for them. Then once you have decided to do all kind of things they will proceed for that and look at the lesson plan given here.

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## Example of a Detailed Lesson Plan

Course title: Conducting an Effective Performance Feedback Session
Lesson title: Using the problem-solving style in the feedback interview
Lesson length: Full day
Learning objectives:
1. Describe the eight key behaviors used in the problem-solving style of giving appraisal feedback without error
2. Demonstrate the eight key behaviors in an appraisal feedback role play without error
Target audience: Managers
Prerequisites:
Trainee: None
Instructor: Familiarity with the tell-and-sell, tell-and-listen, and problem-solving approaches used in performance appraisal feedback interviews
Room arrangement: Fan-type
Materials and equipment needed: VCR, overhead projector, pens, transparencies, VCR tape titled "Performance Appraisal Interviews," role-play exercises

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Where everything is discussed very clearly, starting with the course title so the program is about how to conduct an effective performance feedback, and this is for the managers because they are going to conduct the feedback systems and those people who are involved in evaluation of the performance. So once the course title is decided that basically you are going to conduct a performance feedback system for managers and the idea is that how you conduct in the better way so that you give feedback which is going to be helpful to the supporting staff and they are able to better plan of performance in the next cycle, that is the basic object of this kind of program, so using the problem solving style in the feedback interview so basically your concern here is that you are going to see that how around to conduct the feedbacks.

There are different methods of conducting feedback simply call a person and tell okay this also a feedback simply communicate the feedback ask them how is the performance and then you give your feedback but both these methods are not good methods so you go for a problem solving approach of a feedback where you ask them and try to find the reason that why this kind of feedback is received. So the person is able to understand what is his level of performance and what he needs to improve.

This is a kind of a skill that managers need to develop and that is why these kind of program is developed and it is a full day program the length of the program is mentioned now what are the learning objectives of the program look at this the learning objective is that you have to learn certain behaviors specified number used in the problem solving style of giving feedback of giving without



any error, and then you have to demonstrate the in ad appropriate feedback role play by without errors so here also you are talking about the method that youn going to use means that you are going to use role playing as a method to demonstrate how to give feedback.

So once you demonstrate it you expert them to modify their behaviour accordingly and then you see that whether they are able to play effectively in order to learn how to give feedback and that is how we proced then the target audience is the managers who are basically engaged in evaluating the performance. What are the there is no because all amnagers need to evaluate the performance of the subordinates. Then the instructors what arew the components that attack the computers is up the instructors what they should have.

They should be aware about various methods of feedback like talen method, problem solving method approches these are the three major approches that is used in giving feedback to the supporting staff so the mangers should aware about these three methods and how they are going to make use of these three methods in giving feedback and they should also know that which method is appropriate for given feedback under what conditions and how they are going to evaluate.

Room arrangement a common room, any room will have basic facility so you need to envelop physical environment which is going to be continous to learning and then you are going to have certain material like recorder and also require a projector, transperencies, tapes, cd's today and also need a role play. So these are the running materials that are required or reccuritments that would be required to conduct this kind of trainings.

Why role play has been selected sas a training programming, because this is the most effective way to deliver training in this context because many were giving feedback you need to demonstrates to the leaners that how to give feedbacks in the three methods so they understand the differences in these methods and there able to adopt the best method for giving feed back to the employees.

If you are using the role play approach probably that would be the best approach here and that is why I has given this example of a lesion plan.

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### Example of a Detailed Lesson Plan

Evaluation and assignments: Role-play; read article titled, "Conducting Effective Appraisal Interviews"

Comment: Article needs to be distributed two weeks prior to session

Lesson Outline	Instructor Activity	Trainee Activity	Time
Introduction	Presentation	Listening	8-8:50 A.M.
View videos of three styles		Watching	8:50-10 A.M.
Break			10-10:20 A.M.
Discussion of strengths and weaknesses of each style	Facilitator	Participation	10:20-11:30 A.M.
Lunch			11:30 A.M.-1 P.M.
Presentation and video of eight key behaviors of problem-solving style	Presentation	Listening	1-2 P.M.
Role plays	Watch exercise	Practice using key behaviors	2-3 P.M.
Wrap-up	Answer questions	Ask questions	3-3:15 P.M.

See how it goes about in terms of contain other things. So they have to come prepared by reading this articles. So that they understand the basics that how role play have been conducted then once they have gone through this articles then there wont come to the office and here look at how the listern plan has been revised properly. The idea is to have a detailed lesson plan to ensure that all activities are taking place within the given time because any training program structural excersise right so there should have any time and people are able to return those things. Now if you look at the lesson outline.

So the first lecture should be andwhat they do they have to listern to you may be 45mins, 50mins and then they are going to view certain videos which basically talks about this three kinds of methods so they are going to watch these videos then will give them a break so that they can comphrent but they have done, then you can go for discussing the strength and weeknesses of each style so that the role of the trainer is to fasilitate this process, training allow to participate in the process they go for a discussion at length about each kind of method and see how effective is this the idea here is to engage trainers to make them understand various methods its advantages and disadvantages and the context in which this method can be used then you are going to have a lunch break.

Then you again go for the presentation videos of those behaviours which are required in a problem solving approach, so if you look at the and the sequences of activities it is logically connected first intriduction then you talk about various methods, the adv and dis adv and then specifically talk about the problem solving approach, and then you are going to have a

presentation and then engage them this kind of exercise and finally you ask them whether they understood this kindly ask to play the role.

So there could be two persons the supervisor who is going to provide feedback so you will have all the details in the role play and the subordinates whose feedback is to be given by the supervisor so in this role play there going to be two seats one for the observers and there can be other participants who can act as an observer and there going to be two players in this role play so he is going to inact as a supervisor to give feedback and the other person is subordinate who is going to receive feedback.

There going to have a discussion about the feedback related to the performance so this may go on for 25 mins to 30 mins then you can reverse the process what you can do you can ask subordinate to act as supervisor and supervisor to subordinate. So this role play will make them understand that how able to give feedback based on the knowledge and skill that they have gathered through the lectures and video presentations.

And finally you have a discussion at the end of the session there going to wrap up and see what comes out and see that people have really been able to understand and appreciate this problem solving approach and whether it is going to really help them to provide good feedback because if you are able to produce good feedback using problem solving approach it has certain advantages. It will help people to understand the strength and weakness and it will also help them to plan about the future performance activities and that is the objective of this kind of programming.

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## Sample Lesson Overview

8-8:50 A.M.	Introduction
8:50-10 A.M.	Watch videos of three styles of appraisal feedback
10-10:20 A.M.	Break
10:20-11:30 A.M.	Discussion of strengths and weaknesses of each style
11:30 A.M.-1 P.M.	Lunch
1-2 P.M.	Presentation and video of eight key behaviors of problem-solving approach
2-3 P.M.	Role plays
3-3:15 P.M.	Wrap-up (questions and answers)

Now moving for the lesson of overview of a one particular day, for specifically the time for each activity outline starting with the introduction watching the videos for different feedbacks, strength and weakness discussion then lunch and again videos or problem solving and roleplays and then finally rapid. And this is how er are doing or conducting the program.

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### Training Methods

Methods	Percent
Instructor-led Classroom Programs	91
Self-Study, Web-based	44
Job-based Performance Support	44
Public Seminars	42
Case Studies	40
Role Plays	35
Games or Simulations, Non-computer-based	25
Self-Study, Non-computer-based	23
Virtual Classroom, with Instructor	21
Games or Simulations, Computer-based	10
Experiential Programs	6
Virtual Reality Programs	3
<b>Media</b>	
Workbooks/Manuals	79
Internet/Intranet/Extranet	63
CD-ROM/DVD/Diskettes	55
Videotapes	52
Teleconferencing	24
Videoconferencing	23
Satellite/Broadcast TV	12
Audiocassettes	4

Now when it comes to methods though will have a detailed method in the next session here what we are going to do is that I am going to tell you the various methods that are used for conducting training and the different kind of media that could be used when you look at the percentage

basically tells you these are the different methods and frequency that use. Then we move to self study of computer based studying and job based then seminars, case study, role plays, simulations, self studies, conducting classes, online or virtual class rooms today we have computer ways simulation nexperiancel learning or virtual learning.

So these are the different kinds of methods you can see that is being used by the organization and the frequency of the use is also mentioned here and diff kind of the media is also used as the supplement to make the training program more effective like you have manual guidelines using internet is using diff kind of electronic devices like cd, dvd and these kind of tapes, satellites and broadcast you know the most of the programs are offered online are telicasted and there is no of plateforms I think around 13 plateforms which are regularly communicating and telecasting these kinds programs on regular basis by the antional tv right. So what form this training methods these are different kinds of training provided oaky the areas basically provided okay.

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### Types of Training(%offered)

• Computer Programming	76
• Personal Growth	76
• Managing Change	75
• Problem Solving/Decision Making	75
• Time Management	74
• Train-the-Trainer	74
• Diversity/Cultural Awareness	72
• Hiring/Interviewing	71
• Strategic Planning	69
• Customer Education	68
• Quality/Process Improvement	66
• Public Speaking/Presentation Skills	62
• Basic Life/Work Skills	62
• Ethics	61
• Sales	55
• Wellness	54

The areas basically like computers which has come up of very important related to growth development, change management, problem solving time management training of the trainers program. There was the related program how to recrude good people strategic planning how to educate customers qulatity and process improvement public specking basic life work skills, ethics is become very important.

Sales wellness programs, so these are the different kinds of programs that is been offered by the industry and also by the outsource of the organizations most of the actually consulting organization are reseach institutions are even management engineering institutions offer these kind of problems on regular basis, some of them could be custamized based on the requirement of the documentation and some of the general management programs where people can go and attend by paying the fees. These are the different kinds of training program that is offered.

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## Selecting Training Methods

Consider the following:

- Program objectives
- Time and money available
- Resources availability
- Trainee characteristics and preferences

Source: Werner and DeSimone, 2006



Then these are the methods that could be selected based on what you are going to deliver as I told you when I was described about the time management program that basics can be discussed using a lecture of presentation method. Then when you are going to ask them to identify set time then you ask him to go for exercise, a structured exercise. So the selection of the training methods basicly depend upon what is the objective program.

For example, if you remember we were discussing about giving feed back. So far feed back giving we have used a comination of two major methods that is presentation, videos, and role plays. To the video is the media that you are using or other media, electronic media and similarly you are using role play as a ulternative method for better understanding so the dependence of method is basically related to what you call the objectives. What you need to deliver, suppose you simply want to pass on certain information.

You go for presentation method because it simply pass to information, but when it comes to experience learning then you need to engage them in a role plays games simulation and these kind of things. We will discuss that in detail to let as it is, then whether you have all kind of resources in terms of time, money finance in these kind of things, what kind of trainees you have because training methods also depends upon the trainees their knowledge and the skill base. What kind of method they would like to prepare.

So it all depends upon these kind of consideration when it comes to and define the training methods.

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## Scheduling Training

Must be done in conjunction with:

- Production schedulers
- Shift supervisors
- Work supervisors/managers
- Trainees

Source: Werner and DeSimone, 2006



Then what kind of training material is to be used program assign and which you have brochures outlines manual and text books, reading materials and numeral training aids, then finally you conclude scheduling a training program. So where I am talking about a scheduling a training program you have to see that it must be done in conjunction with the production schedule. So that production is not going to effective.

Sometimes suppose people are working in those when attend a training program provided it is in house, but if it is outsource to them and they have to go outside of the factor the premises then you have to see that how you can schedule the program so that productivity is these effected their job is least affected. Then for shift supervisor you have to see that how you are going to do it. Then we have supervisor and managers when you are going to conduct the program, because

schedule is very important in the trainees, because you have to look at their timings and the schedule on according you are going to decide when they are going to conduct the program. So that other activities which they are performance is least affected.

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## Training During Normal Working Hours

Issues to consider:

- Day of week preferred
- Time of day
- Peak work hours
- Staff meeting times
- Required travel

Source: Werner and DeSimone, 2006

You can also conduct training during normal working hours suppose when they are free may be weak end also. Or the week days when they have free or may be so it all depends upon, suppose you are going for all the job training, then it has to be done during the working hours only, but if it is off the job train, then it could be on week days after the work hours or even on the weekends also, so it has to decide when you are going to do it.

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## Training After Working Hours

- Are workers/trainees getting paid? If so, by whom?
- What about personal commitments?
- What do you do for shift workers?

Source: Werner and DeSimone, 2006



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And then you also take care of other activities if you are going to do it after working hours. So you will need to compensate them from travel board and all kind of things that you need to look at and then you have to make sure that people are really committed for doing these kind of things and especially for shift workers with this become a problem, because matching the shift with the requirements of the schedule is sometime become difficult.

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## Registration and Enrollment Issues

- How, when, and where does one register?
- Who is responsible for logistics?
  - Travel
  - Lodging
  - Meals
  - Etc

Source: Werner and DeSimone, 2006



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Then other issues comes out basically that is registration and enrollment in the training program that you need to provide all kind of information communicate with the potential trainees that is how you are going to do it when we have to do it, and where you are going to raised up yourself for a training program. So this announcement is made by the HRD department and just communicated to all the trainees who requires training, and how they are going to do it and then you also look into other aspects provided it is outside in terms of boards, lodging and other kind of things, transport that you have to see that it is managed well. So that these are not going to create barrier in the learning.

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## Concluding module 3

- Design issues must be addressed *before* training:
  - Objectives
  - Who will conduct the training
  - Lesson plan
  - Appropriate methods/techniques to use
  - Materials needed
  - Scheduling issues

Source: Werner and DeSimone, 2006



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Because if they are going to engage in these things then probably they will not be able to focus on learning activities. So this should be taken care by the organization. And ultimately I am going to conclude this week what we have discussed is that the most important is the design and development of the training program. So where we are going to design it make sure that objectives are clear who are the trainer, how you are going to divide and develop relation plan, and what kind of method you are going to discuss.

We have a not a discussed, but we are going to discuss in the next module what kind of materials are going to use, reading materials, electronic materials and you must schedule it properly, if these things are taken care probably you will be in a better position to design and develop a training program more effectively. Thank you very much.