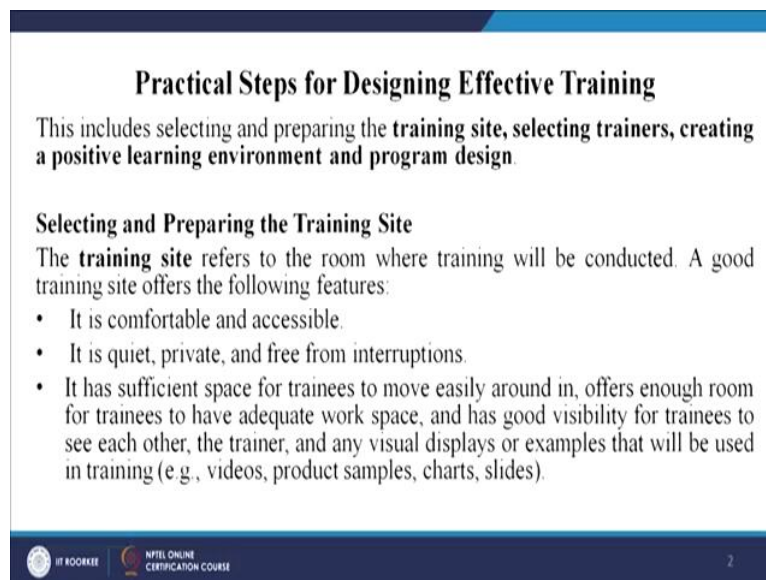


**Training of Trainers.**  
**Professor Santosh Rangnekar.**  
**Department of Management Studies.**  
**Indian Institute of Technology, Roorkee.**  
**Lecture-10.**  
**Training Design & Types of Training - II.**

Now, we have talked about that is what sort of motivation, level learner's ability is required, what type of work environment is required in the earlier module. Now in designing the training programs, we will talk about that is what practical steps are required for designing a particular effective training.

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**Practical Steps for Designing Effective Training**

This includes selecting and preparing the **training site**, selecting trainers, creating a **positive learning environment** and program design.

**Selecting and Preparing the Training Site**

The **training site** refers to the room where training will be conducted. A good training site offers the following features:

- It is comfortable and accessible.
- It is quiet, private, and free from interruptions.
- It has sufficient space for trainees to move easily around in, offers enough room for trainees to have adequate work space, and has good visibility for trainees to see each other, the trainer, and any visual displays or examples that will be used in training (e.g., videos, product samples, charts, slides).

At the bottom of the slide, there are logos for IIT Roorkee and NPTEL Online Certification Course, and a page number '2'.

Now, these practical steps include the selecting and preparing the training site, selecting the trainers, creating a positive learning environment and the program design. So, these steps are to be taken care of. How these steps are to be taken, that I will discuss one by one. Selecting and preparing the training site. The training site refers to the room where training will be conducted. A good training set offers the following features. It is comfortable and accessible. Now, you see that is wherever the training room is there that the person who are going to approach this training room, they should be very much comfortable and accessible is to be there.

For example, sometimes it is, it becomes difficult for these trainees to go to the 2nd floor or 3rd floor, I am talking in the context of physically challenged participants. And then in that case care has to be taken, care of that is wherever the location of the room is there, then that should be very much comfortable and accessible. Now, it should not have any disturbances, it

is to be quiet, private and free from the interruption that is very much necessary. If that is the person is having that type of, this particular environment, then definitely there are no interruptions and as a result of which the training program that will be conducted very-very effectively.

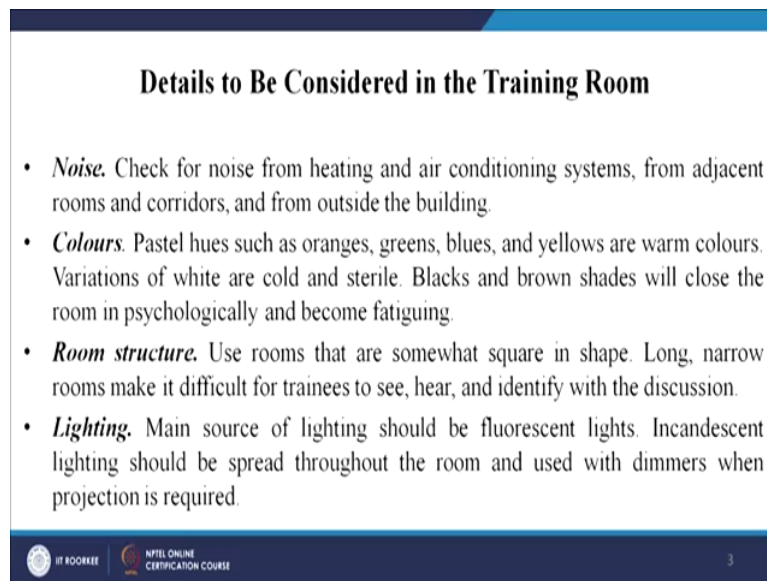
Third is it has sufficient space for the trainees to move easily around in of around in. So, therefore in that case it has to be seen, it is not very much combined and such a way that the trainees are not able to move. Many times the seating arrangement, that is also to be seen. Because in the training programme the use of syndicate method is very, very common. Whenever we talk about the syndicate method of the training, then that is required, that is how the one is for case study discussions suppose. So, syndicate method is required. Free chairs are to be there so when we say that is make a circle, make a group discussion and then present, then in that case definitely that these types of training programs, that becomes very-very important.

And then this, the enough space is to be there. Many times we find the chairs are fixed. If the chairs are fixed, then that is only good for the teaching pedagogy. So, that is only lecture system, only in the lectures system that will be only effective. But if you ask them, that is now make a circle, then they will not be able to make a circle, they will not be able to discuss with facing each other. So, this type of the issues are to be taken care of and there should be enough space for the trainees to move easily around in.

Offers, so always keep whenever we conduct a training program, always keep training trainees sitting arrangement that is they are having the enough space. Then offers enough room for trainees to have adequate workspace and for example they have to work on the computers, they have to work on the laptop, so therefore there will be enough room needs to be for trainees to work on this particular space. And has good visibility for trainees to see each other, as I mentioned, that is facing each other and they learn and understand from each other, the peer learning, that will be effective.

The trainer, the trainer should be, the position of the trainer should be such that he is easily seen by all the participants those who are surrounding. And any visual displays, for example that will be used in training, that is videos, the videos are to be very proper, the product samples, the chart and the PowerPoint slides. Then all that on the training site, that all has to be designed in such a way that it is making the comfortable process of learning to the trainees.

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**Details to Be Considered in the Training Room**

- **Noise.** Check for noise from heating and air conditioning systems, from adjacent rooms and corridors, and from outside the building.
- **Colours.** Pastel hues such as oranges, greens, blues, and yellows are warm colours. Variations of white are cold and sterile. Blacks and brown shades will close the room in psychologically and become fatiguing.
- **Room structure.** Use rooms that are somewhat square in shape. Long, narrow rooms make it difficult for trainees to see, hear, and identify with the discussion.
- **Lighting.** Main source of lighting should be fluorescent lights. Incandescent lighting should be spread throughout the room and used with dimmers when projection is required.

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Now, what details are to be considered in the training room? First and foremost is the noise. Many times we find that the training programs are conducted at the nearby only there are all the social gatherings and as a result of which there is a lot of noise. So, that is to be checked. That is room should be in such a place that there is a check for the noise from heating and air conditioning system even. So, therefore many times it is not only from the outside noise but the example here is given is that in heating systems or air conditioning systems.

Then they keep their noise, if that noise is there then definitely it will not work. For example, here in this room you will find the heater is there but heater we have stopped the heater because even in the cold of that is because of there is no noise is to be there. So, therefore in this case it is very much important that is this is even the heating and noise systems are to be checked whether they should not make the noise or from the adjacent rooms and corridors. So many times the training program is going on and from the corridors there is a lot of noise there and that is to be taken care of, that there is a room should be at such a places that this types of disturbances should not be there and from outside the building.

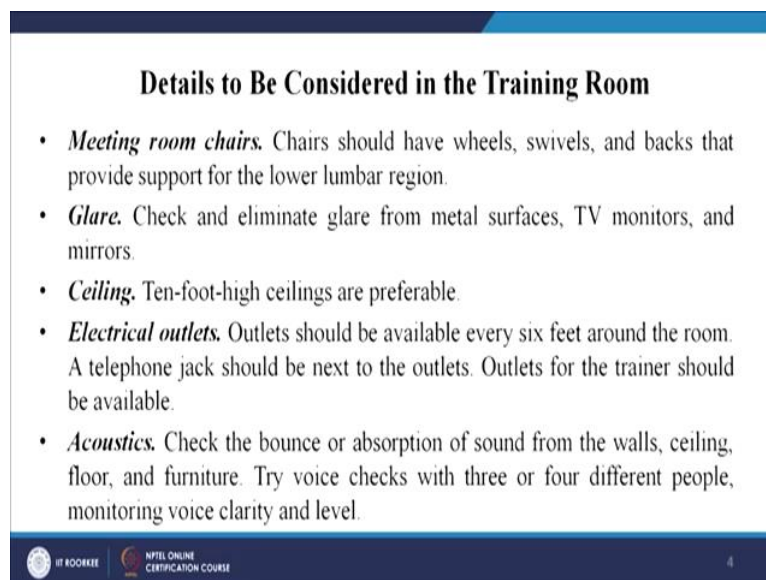
Already I mentioned that is the , if the social gathering is there in the neighbour places. Such buildings are there, like community hall or something then definitely that particular site for the training is not that much appropriate. Now, the colours, the colours which are supposed to be used the pastel hues such as oranges, green, blues and yellows are warm colours. And variation of white are cold and sterile. Blacks and brown shades will close the room in psychologically and become fatiguing.

So, therefore in that case we have to be very clear in choosing our colours. So, wherever is required we can make the use of the bright colours and wherever is required then we can use these soothing colours. So, variation of colours that will make the more attractive to the participants. Room structure. Use rooms that are somewhat square in shape, long narrow rooms make it difficult for trainees to see, so therefore if the room is square in shape, then that type of rooms will be more convenient as compared to the long and narrow rooms are there.

Because this type of rooms, square rooms, that will be making easy to see here and identify with the discussion. But if it is a long and narrow rooms are there, it will be difficult for trainees to see here and identify with the discussion. So, always prefer, while conducting the training programs, the square rooms are to be preferred.

Lighting. Main source of lighting should be fluorescent lights, therefore incandescent lighting should be spread throughout the room and used with the dimmers when projection is required. So, therefore in that case, whenever there is a projection is required, then that time, these slides, the lights are to be dimmed and dimmers are to be used whenever we focus on the particular slides are concerned.

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**Details to Be Considered in the Training Room**

- **Meeting room chairs.** Chairs should have wheels, swivels, and backs that provide support for the lower lumbar region.
- **Glare.** Check and eliminate glare from metal surfaces, TV monitors, and mirrors.
- **Ceiling.** Ten-foot-high ceilings are preferable.
- **Electrical outlets.** Outlets should be available every six feet around the room. A telephone jack should be next to the outlets. Outlets for the trainer should be available.
- **Acoustics.** Check the bounce or absorption of sound from the walls, ceiling, floor, and furniture. Try voice checks with three or four different people, monitoring voice clarity and level.

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Then meeting room chairs, chair should have wheels, swivels and backs that provide support for the lower lumbar region. Because this will have a long sitting and therefore in that case this lower lumbar region, then that support is required. If there is a support for the lower lumbar region, then trainees are participants, they will feel more comfortable and convenient.

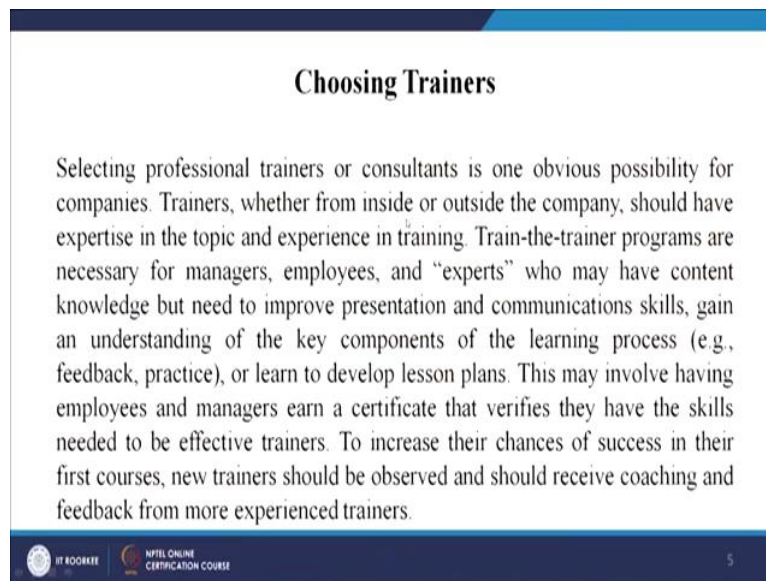
And in that case there will be no problem for them for this type of attending the long training programs.

Glare, check and eliminate glare from metal surfaces that is there should not be any glaring articles which will be having the reflection on the eyes of the trainees. Then we have to also check, that is TV monitors and the mirrors, they are not that much glazing. If there is a glare, then eliminate glare from the particular metal surfaces, TV monitors and the mirrors are concerned.

Then the ceiling, then the 10 foot high ceiling preferable, whenever we conduct the training programs, then there should not be much echo, so therefore the height of this particular ceiling, that is required at 10 foot high ceilings are preferable. Electrical outlets, outlets should be available every 6 feet around the room. A telephone jack should be next to the outlets and outlets for the trainer should be available. So, Therefore in that case there is, the proposed is that every 6 feet, there should be a particular outlet so that the trainer, he can make this particular electrical outlets a proper use and very timely.

Acoustics, the acoustics check the bounce or absorption of sounds from the walls, ceiling, floor and furniture. Try voice checks with 3 or 4 different people, monitoring voice clarity and level. So, therefore in that case if there is not a proper voice clarity, then definitely participants will not be able to learn. So, these, the acoustics also to be taken care of. Now, the next point is choosing the trainer that is how to choose the trainer. Now, you see, that is we talk about the expert. So, expert is naturally supposed to be from the subject expert.

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**Choosing Trainers**

Selecting professional trainers or consultants is one obvious possibility for companies. Trainers, whether from inside or outside the company, should have expertise in the topic and experience in training. Train-the-trainer programs are necessary for managers, employees, and “experts” who may have content knowledge but need to improve presentation and communications skills, gain an understanding of the key components of the learning process (e.g., feedback, practice), or learn to develop lesson plans. This may involve having employees and managers earn a certificate that verifies they have the skills needed to be effective trainers. To increase their chances of success in their first courses, new trainers should be observed and should receive coaching and feedback from more experienced trainers.

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So, selecting professional trainers or consultants is one obvious possibility for the companies. Whenever, we talk about the professional trainers or consultants, and you will find in their CV that they are having the strong background that is they have conducted this type of training programs earlier also. They are experienced ones for, it is always for, and it is a good plan that is the trainer is having the flavour of the industry and academia both. If he is having the industrial experience and with the academic experience, he will be able to demonstrate his training skills in a much better way.

Trainers, whether from inside or outside the company, now you see many large enterprises, they are having their own training centres and therefore they prefer the in-house training. Both the training, whether it is training by the internal trainer or by the external, both the systems, they are having their own merits and demerits. Whenever we talk about the in-house training program and by the internal faculty, then in that case the internal faculty is very much aware, what are the real problems in the organisation?

And then he will straight directly point what problem is there and then how that can be resolved. But in many times it is restricting to the organisational culture only and that is about a particular organisation. But when we have the external trainer, then the external trainer is able to bring the new ideas, he is able to bring his experiences from the different organisations and therefore, he is having that particular exposure and expected to have the right exposure more as compared to the internal trainer.

Because internal trainer is restricted to one organisation or he is having the experience of 2 or 3 organisations but not more than that. But the external trainer is expected to have visited to the N number of organisations. And therefore while conducting that particular training, for example the employee engagement training program or the happiness at workplace. In this type of employee engagement, the internal printer will be able to talk about, that is what the engagement of the employees in this organisation is only.

But here may not be able to bring the employee engagement in the, in his competitors or the other organisations, similar nature and size of the organisations, he may not be very much able. And that part, that can be supported by the external trainer. So, therefore in the selection of the trainer, whether from the inside or outside, that has to be decided on the basis of what type of the training program is inside or outside of the company. So, it should be the blend, it should be the mix, so therefore some training programs will be conducted by the inside only and some training programs will be conducted by outside only.

Should have expertise in topic and experience in training. So, and the basic requirement is that both should have the expertise in the topic and experience in that, that is a must. Unless and until there will not have the expertise, then they will not be able to deliver. Train the training programs are necessary for managers, so I am expecting that is this particular course will be opted by the managers, employees and experts who may have content knowledge but need to know more about their presentations and communication skills or gaining understanding of the key components of the learning process.

Those who are new in this particular area are those who are into the, who want to know about something different in addition that whatever the expertise they having, they want to make the use of experience and knowledge of other trainers also. And in that case, that is the objective, that this type of programme, that is training of the trainers, that will become very-very important. And the key components of the learning process, that is how the books or theories or models, which I will be talking in the practices, I will be also talking about how the research approach, that can be used as a training techniques.

And the academicians, they can help in the case, that is how this will be the combination of the survey, for example we have conducted a training program for the employee engagement and then on the basis of the survey. So, surveys have been done and then the analysis is done and then findings have been produced through the research methodology, through the

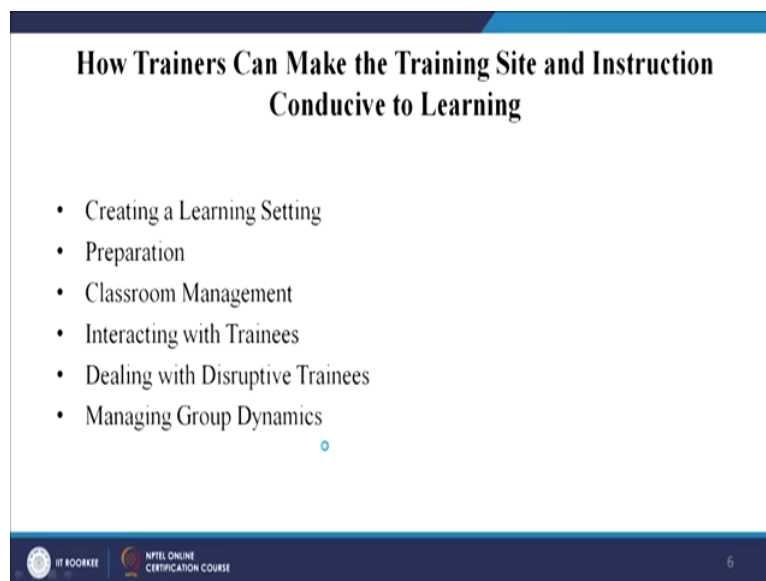
research approach. So, that is possible with the help of this type of different training programs. So, the components of the learning process that can be also adopted.

Learn to develop the lesson plans, then how to develop the lesson plans, that we are discussing about the designing the training programs, so we will also come to how session plans are to be designed in the different types of the training programs are there. And then these lesson plans, the designing of the lesson plans, making it more effective and what should be the approach, that will be, trainers from that particular site, they will be helpful. This may involve having employees and managers on a certificate that verifies they have the skills needed to be effective trainers.

This type of training programs definitely it will give you the certificate also that is they have gone through the training of trainers and then they will have that verifies that they have the skills needed to be effective trainers. And therefore that will make them the enhancement that is how they can do in a better way because they have learnt also. To increase their chances of success in that the 1st courses new trainers should be observed and should receive coaching and feedback from the more experienced trainers.

And therefore, this is a common practice that is we learn from the expert trainers, we go to their sessions, we learn from them and then try to adopt whatever is possible at our workplace while conducting the training program. And like this way the trainers also get the training to conduct a particular training program.

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**How Trainers Can Make the Training Site and Instruction Conducive to Learning**

- Creating a Learning Setting
- Preparation
- Classroom Management
- Interacting with Trainees
- Dealing with Disruptive Trainees
- Managing Group Dynamics

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How trainers can make the training site and instruction conducive to learning? Now, as I mentioned creating a learning settings, right, that is about the classroom management is very-very important, that is how to manage the classroom, and then the preparation, preparation is very-very important, that is what type of infrastructure is required, what type of course material, study material is required and who will be the participants and who are visiting for this particular training program. So, therefore all this type of the, the preparation is to be done.

Then the classroom management, as earlier I mentioned, that is what would be the classroom size, what should be the shape of the classroom, square classroom is there, 10 foot height of the ceiling is to be there, and therefore the physical classroom management, classroom should not have access to noise and corridors and disturbances. So, this type of the classroom management is to be done. Then interacting with the trainees. That is as we understand, that is it should not be a monologue, it should be a dialogue.

So, therefore the trainees while giving them input, they may have certain questions and then the clarification they may ask and that type of clarification has to be provided to the trainee and more and more interacting has to be there. So, they can also share their experiences which can be incorporated later on in the further training program. Then it is very interesting, that is the, they will be dealing with the disruptive trainees. So, as I mentioned it is not necessary that all the trainees are coming voluntarily.

Some of them are coming by force, the organisation has sent them. And therefore if this type of trainees are there, then those who are having disruptive, then we have to deal with them and get them engaged. So, many times the talent is disruptive because they are not involved or engaged. So, if you want to handle this type of disruptive trainees, then keep them more and more engaged and take the benefits of their knowledge also. So, give them the opportunity to interact, give them opportunity to interact and then definitely we can add the value to our training programs in addition to whatever the other trainees are there, they will also contribute.

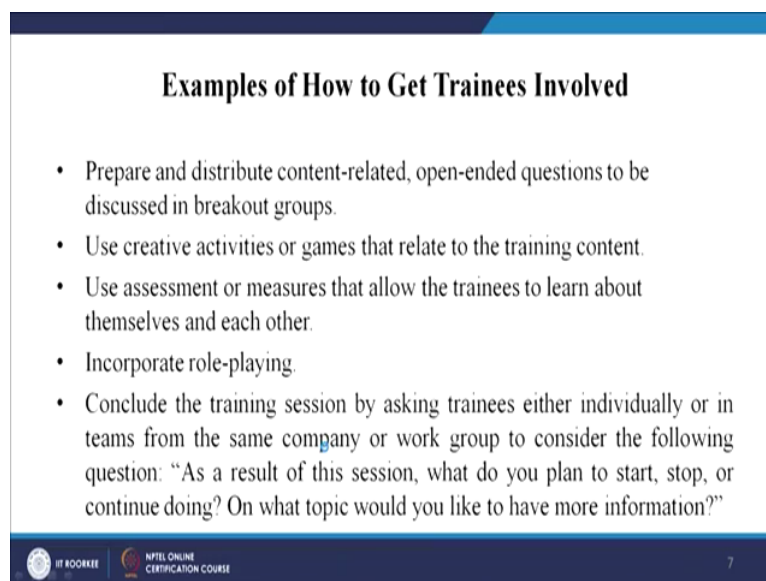
But disruptive type of trainees, if they have given the chance, then definitely they will be able to share their experiences also. That can be also given. So, therefore, we have to see the strengths and weaknesses of the trainees and then we have to deal accordingly. Managing group dynamics. So, there are 2 types of groups, one is a homogenous group, one is a

heterogeneous group. If the homogeneous group is, homogeneous group means the group is from the same organisation or similar type and then in that case they are known to each other.

But if there is a heterogeneous group and that type of conducting the training program, the micro lab has to be conducted. Micro lab means that is in the beginning itself, that I will demonstrate during my training techniques and tools, Micro lab is to be conducted, that is how we ask them to meet around and then suddenly choose a partner and ask their strengths and weaknesses. Or sometimes we ask them the positive moments of your life, and if they are ready, then ask them to share the negative moments of life. This will come later on in this particular course during the conducting of the training program.

So, this type of interacting with the trainings and managing group dynamics, understanding their personalities, creating a learning setting, making the preparation and classroom management, so this all will be conducted. So, this will create a training site and instruction conducive to learning and is conducive environment for the learning that will be created.

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**Examples of How to Get Trainees Involved**

- Prepare and distribute content-related, open-ended questions to be discussed in breakout groups.
- Use creative activities or games that relate to the training content.
- Use assessment or measures that allow the trainees to learn about themselves and each other.
- Incorporate role-playing
- Conclude the training session by asking trainees either individually or in teams from the same company or work group to consider the following question: "As a result of this session, what do you plan to start, stop, or continue doing? On what topic would you like to have more information?"

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Now, the question was that is how should we get involved to get trainees to be involved? So, prepare and distribute content related, right. So, therefore what is important, the contents are very-very important, what are the contents are there. And open-ended questions to be discussed in the breakout groups. So, therefore, in that case the people will have their own opinions and suggestions and advices and they should be given the opportunity.

So, therefore, when we do this group discussions or brainstorming sessions, the case studies and then every time we will find that is they are able to talk and discuss and then they are

able to come out with their own ideas and like this they are getting involved. Use creative activities or games that relate to the training content. So, we will be also using in this module, in this particular course, that is about how creative activities and games that related to the training content, that is to be used. And therefore, the business games, that should be also a part of the training program.

Use assessment or measures that allow the trainees to learn about themselves and each other. And therefore, in that case many times this type of questionnaires are given, so they measure each other on the basis of certain questions and then they give the comments about each other. And then they find out whether they are right or wrong and then this type of group activity can be organized. Incorporate Role-playing. Role-playing is becoming very-very important mechanism and therefore in that case we can involve the participants to conduct that type of training program and Role-playing can be given. So, behavioural modelling, Role-playing, this can be used.



Conclude the training session by asking trainees individually or in teams from the same company or workgroup to consider the following question. As a result of this session, what do you plan to start, stop or continue doing? So, therefore in that case some of the brain challenging questions can be there and they can come out with the creative answer, that is what exactly they feel, that is what they plan to start, stop or continue doing. If these type of things are done, then definitely we can ask on what topic would you like to have more information and therefore they can give certain suggestions and recommendations that is what they need more in detail.

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## Program Design

**Program design** refers to the organization and coordination of the training program. A training program may include one or several courses. Each course may contain one or more lessons. Program design includes considering the purpose of the program as well as designing specific lessons within the program. Effective program design includes a **design document template, a course or lesson plan, and a course or lesson plan overview**.

For learning to occur, training programs require meaningful material, clear objectives, and opportunities for practice and feedback.

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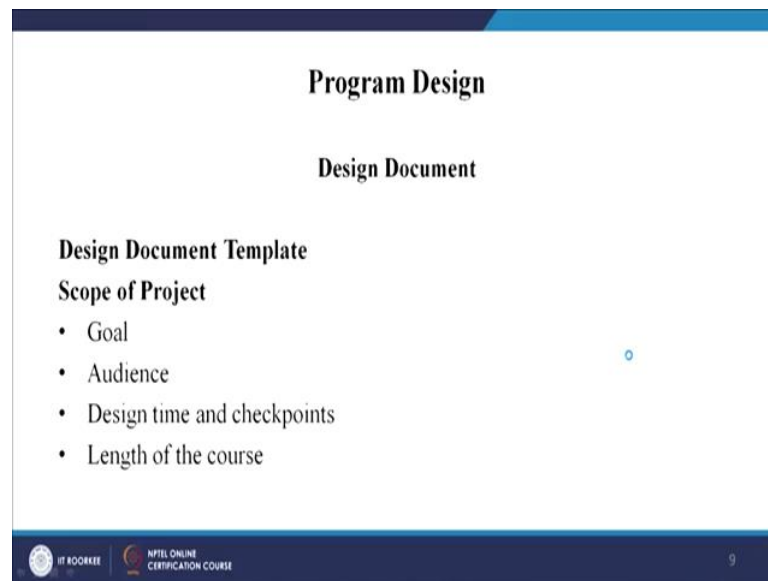
And while asking these type of questions, that we can get trainees involved into that particular process. Now we come to the program designing. The program design refers to the organisation and coordination of the training programs. A training program may include one or several courses, each course may contain one or more lessons, right. So, like here we will find that as this particular module, particular course is having different models are there. And then there are several modules which is talking about first introduction of the training, then the designing of the training and then the program design, then job evaluation, performance appraisal, and need assessment.

So, this type of different courses will be there within that particular, different models will be there in a particular course. One more lessons, there are many more than 1 lessons. Program designing includes considering the purpose of the program as well as designing specific lessons within the program. Effective program design includes a design document template, like here you see that as this particular design document template is there, then that is created by IIT Roorkee and then in this case you will find that this particular document template has to be used.

A course or lesson plan will be there, that is this will be the module and this will be the course or session plans are there. And the course or lesson plan overview. That is the objectives or overview of this particular, like what a trainee will learn come out of this particular course. For learning to occur, training programs require meaningful material, clear objectives and opportunities for practice and feedback.

So, therefore the training program requires a meaningful material is important, that is the content are meaningful, they can make the use of those contents, then the objectives are clear, that what are the objectives there, then the opportunities are to be there for the practice, conducting the training program and finally the feedback will be most important. In design documents, so finally what we talk about, that is the template will be having the scope of the project.

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**Program Design**

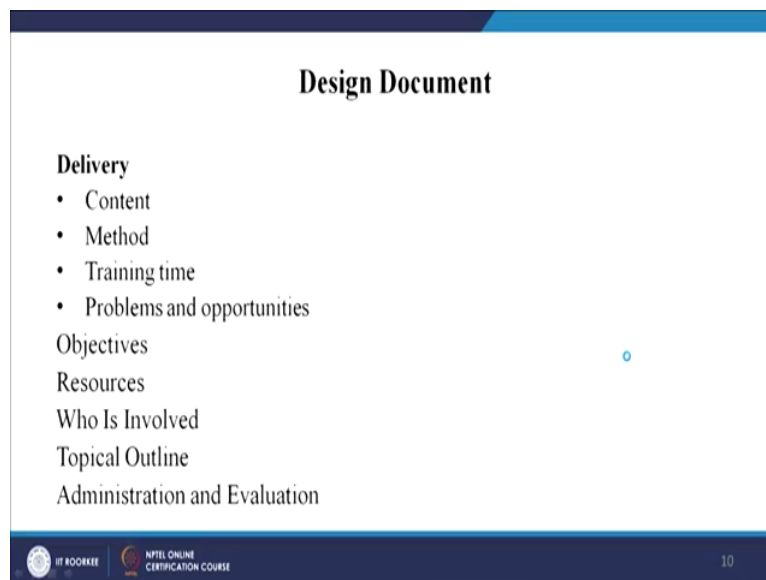
**Design Document**

**Design Document Template**

**Scope of Project**

- Goal
- Audience
- Design time and checkpoints
- Length of the course

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**Design Document**

**Delivery**

- Content
- Method
- Training time
- Problems and opportunities

Objectives

Resources

Who Is Involved

Topical Outline

Administration and Evaluation

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Scope of the project means the goal, who are the audience, design time and checkpoints needs to be there and length of the course, that is what will be the length of the course, the duration, the hours or the days, days of the course that program design document template that is required to be find. Then we come about the delivery, delivery of the program that can, what will be the content of that particular program, what will be the method that will be used during this particular training program, what are the training time, that is the duration of this particular training program and what will be the problems and opportunities regarding this particular training program.

That all has to be exercised and identified and then accordingly decide the objectives, manage the resources and understand that is what will be your team, who is involved and what will be

the topical outline, what will be the topics and then the administration and evaluation of training programs that will become a very-very important. So, all these aspects, that will be creating a very much important document, that is how the design documents are to be made in context of this particular suggestive points.

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The slide is titled "Program Design" in bold black text. Below the title, there are two sections. The first section is titled "Course or Lesson Plan" in italicized black text, followed by a bullet point: "Lesson plans are typically more detailed than the design document. They include the specific steps involved in the lesson, instructor and trainee activities, and the time allocated to each topic included in the lesson." The second section is titled "Lesson Plan Overview" in italicized black text, followed by a bullet point: "The **lesson plan overview** matches major activities of the training program and specific times or time intervals". At the bottom of the slide, there is a dark blue footer bar containing the IIT ROORKEE logo, the text "NPTEL ONLINE CERTIFICATION COURSE", and the number "11".

**Program Design**

*Course or Lesson Plan*

- Lesson plans are typically more detailed than the design document. They include the specific steps involved in the lesson, instructor and trainee activities, and the time allocated to each topic included in the lesson.

*Lesson Plan Overview*

- The **lesson plan overview** matches major activities of the training program and specific times or time intervals

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Courses or lesson plans are typically more detailed than the design documents. So, in the design documents, it is like a brochure. So, therefore you are just mentioning about a particular document. But then when you are talking about the delivering of that particular course or lesson plan, they include the specific steps involved in the lesson, instructor and training activities and the time allocated to each topic included in this particular lesson that becomes very-very important.

Lesson plan overview has to be always mentioned, the lesson plan overview matches major activities of the training program at specific times or time intervals are there. So, this is all about this particular, designing the template in designing the training programme that is how we can design this particular training program. And then after this designing the training program, we can find out, that is how effectively we can conduct a training session. So, this is all about the template and design training program, thank you.