

Training of Trainers
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Module 05
Lecture 17
Introduction to Training Methods - I

Now, we will talk about, what are the different methods are there through which we can conduct the training programs. Now you see that is the first we have discussed about what is about the training, training concept, then we have discussed how to identify the training needs and after that job evaluation, potential appraisal, performance appraisal, now we have decided to conduct the training program.

In conducting the training program, I have taken first the different methods, the source for this particular slide is from the Advent Flipor's book and then in that slide you will find that there are different areas in which we have to conduct the training programs. Here the 6 areas have been identified, on the basis of this need assessment we find that that is the decision-making skills.

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Methods/techniques of executive development:		
1. Decision-making skills	(a)	In-basket
	(b)	Business game
	(c)	Case study
2. Interpersonal skills	(a)	Role play
	(b)	Sensitivity training
	(c)	Behaviour Modelling
3. Job knowledge	(a)	On-the-job experiences
	(b)	Coaching
	(c)	Understudy
4. Organisational knowledge	(a)	Job rotation
	(b)	Multiple management
5. General knowledge	(a)	Special courses
	(b)	Special meetings
	(c)	Specific readings
6. Specific individual needs	(a)	Special projects
	(b)	Committee assignments

A very important type of this skill which is required to develop amongst the juniors, middle and senior executive. What makes an organisation successful is the way the human capital of that organisation detects the decision. Now if we have to develop that particular type of the expertise amongst the participants then we can use the 3 types of the methods. The first method is in basket method, in basket method is the method in which we give them a

situation, we ask them that is in the situation what decision you will take, and then we have to justify that is the which decision will be the best decision and while taking the decision what type of the parameters they are supposed to be taken into consideration.

Second method in decision making is that we teach that is through business games. All these methods in the 6 areas that in subsequent session I will demonstrate each method, how to conduct that method, how to prepare that method, how to demonstrate that method in the training room and then what are the lessons of learning is there, so each method that will be described.

Now here, when we talk about the business games, a game will be played. The first we will talk about the concept for example, we will talk about the teambuilding concept then we will see the difference between the group and team, what are the different stages of the team, how to create a successful team so that will be the first the concept of that particular method then we will play a business game. And while playing that particular game we will give them the demonstration that is how effective team that can lead to the goals and achieve their targets.

Third one is case study, the case study method is very popular in the training methods. Actually, the case study gives the idea in a given situation what decisions have been taken, because the case study is not hypothetical, case study is the practical situation which has been converted into a document. Therefore, in that case, case study will tell that is this particular decision is taken by a particular executive in an organisation and then we have to understand that particular situation that has been the right or wrong, and the decision which has been taken in that particular situation it is correct or incorrect. You have to also see that what are the different methods and I will demonstrate all the templates that is how the case study can be analysis can be used.

I will also discuss in this training methods the one type of the training that is the case writing workshops, so most of the time we are using the cases which are either from the outside of India or from the different situations which may not be practically possible in this country or a particular nature of industry even, so we have to prepare the cases for the Indian industries, Indian organisations.

And for that purpose also we can conduct a training program that is called the case writing workshop and that also I will discuss that is what are the different case writing workshops? How different cases are to be developed in this case writing workshop? Second is very-very

important and it is the interpersonal skills. In the next semester I will announce a program that is MSID Managerial Skills for the Interpersonal Dynamics.

Industry and organisation is like a family, there are number of members are there and all members they have to develop a synergy and coordination, and this synergy and coordination can be developed by developing interpersonal relations. If there is not a smooth relationship amongst the colleagues, if there is not a smooth relationship between the superior and subordinates then we cannot deliver the results.

To deliver the results, to achieve the targets, we are supposed to have a very good interpersonal skill. Now, to develop that interpersonal skills we can have the different type of this training programs, the training program methods that can be used that is the role-play. By role-play we can demonstrate that is the how when you play a role, now we have to also understand between the A and C that is the interpersonal skills, in the interpersonal skills the role-play and behaviour modelling.

The role-play is that role of a manager, how a manager should display his role, but when we talk about the behavioural modelling then we talk about a particular person like Mr. Sharma, how he behaves as a manager so therefore in that case in interpersonal skills different situations will be taken and on basis of those situations we will discuss that is how we can take the difference between a position and a person when a person is playing a particular role.

Mr Sharma is when a manager then role of a manager is expected from Mr Sharma and not what is the behaviour of Mr Sharma, but suppose there is a problem with Mr Sharma's behaviour then in that case we will demonstrate through the help of situation that is in a given situation how Mr Sharma behaves and it can be positive and it can be negative. If it is positive, you see that is how inspiring and motivational personality is Mr Sharma and that the learners, the trainees they can adopt that particular type of this behaviour.

Or if there is negative behaviour of Mr Sharma then we demonstrate with the given situation then we have to understand that is this type of behaviour is not acceptable because every organisation OCB Organisation Citizenship Behaviour which talks about do's and do not's, and then in this particular organisation citizenship behaviour, this behaviour modelling that is what will work in this particular organisation that behaviour modelling will be the best training method which will be used in that particular situation and if this is the situation, this is the particular behaviour and this has been discussed with the participants, I am sure that is

that they may think about it and there might be the chances of change in behaviour by understanding this particular method.

The third and foremost is that is the job knowledge. The training can be used for providing the job knowledge, the methods which can be used that is on-the-job experiences, this I will discuss further also that is what are the different methods in on-the-job experiences are there.

I would also like to mention that what we do that we encourage our MBA students that is to go for live projects. So live project is not only the, it is not exactly on-the-job experience like the summer training or winter training but it is giving a situation of the organisation and they can make or solve the particular problem or they can work for the organisation by doing a particular task. Job knowledge can be through the coaching. Now whenever we talk about the mentoring programs right, so mentoring program is having combination of coaching and understudy. So what a mentor does?

Mentor does play a role of coach also and under him that particular mentee he also works on that, so therefore Mentor-mentee relationship that becomes very-very important whenever this type of the job knowledge program is there. In India, many organisations have successfully implemented the Mentor program. However, some organisations could not implement mentoring properly because they have kept a very high senior executive as a mentor.

So if a management trainee is working under a very senior executive then it becomes very difficult for him to communicate, interact and get the time, get the appointment and therefore that mentoring program sometimes that becomes ornamental. So we have to be very careful that whenever we are advising the mentoring as the training method then in that case this coaching and understudy is possible where a senior executive is able to share his time with that particular new entrant specially.

Third is organisation knowledge, I will like to share my example that is when I was in the Shri Ram group of industries and then there was rigorous orientation programme was there. And this orientation programme that is the group introduction was very much emphasised, it was told that is what are the value systems, what are the ethical issues that the organisation gives importance.

And therefore in the beginning itself, in the orientation programme this organisation knowledge that becomes very-very important, but practically on-the-job we can give them

that is the knowledge of the organisation different functioning with the help of job rotation. Many organisations they prefer multi skilled employees, and for developing multi skilled employees, the employees has to be given an assignment on the basis of that particular job rotation method.

In the job rotation method he will work in a marketing area, work in the Finance area, work in the HR, work into the production in shop floor also and therefore you will understand that is the what types of problems are there, what times of issues are there, what types of requirements are there, what types of hurdles are there, what type of strengths are there so that he will get the knowledge about all the departments in sections of the organisation and then the overall picture of the organisation will be clear that what will work here and what will not.

There is a difference between job rotation and multiple management is there. So therefore in the job rotation the person has been assigned to do a particular job in the different timings, but when the multiple management is there the same time the person is asked for doing the multiple tasks and handling the different jobs.

When job rotation is successfully done then the person will become capable to handle the multiple management is there, so training is to be given that is many organisations they prefer the multiple management and specially in the case of the either very large organisation or very small organisation, when small organisations are there they will like to have a person who is expertise in the multiple management.

So training has to be given to the executive that he will be capable to handle the multiple tasks at the same time and then he will be efficiently doing his job and will be example for the multiple management. Then the training methods for the general knowledge, training methods for general knowledge are special courses for example, I will take a very simple example of the labour laws and industrial relations.

So, therefore a person may not be into the HR department, executive may not be into the HR department, but he is supposed to know a general knowledge when he is a production manager or in the discipline of production, he should have a general knowledge and awareness about the labour laws and industrial relations. He may not be expertise in that but unless and until is he is not aware about that is what can be working hours, what can be the spread overs, what can be the leave positions and then if he is clear general knowledge is

there about these particular courses like labour laws and industrial relations then definitely he will be supported by the efficient method of these general knowledge courses.

Secondly general knowledge is through special meetings, this is applicable when the organisation is having the multiple projects. Whenever there are multiple projects are going on and there can be cross functional also, if the cross functional areas are there the special meetings are to be organised and therefore they can relate one project interest with another project interest is there.

Third one is the specific reading, the specific reading that is the in case very simple example is when the new technology is imported. Whenever there is new technology is imported, general knowledge about the particular technology it is expected to be known, if the person is knowing about that particular specific reading then definitely he will be able to demonstrate his work and job more efficiently because he is already have the knowledge and information about that new imported technology.

Now, the last but not the least is very-very important training method and that is based on the specific individual needs. I have talked about the performance appraisal and potential appraisal, so if you find there are certain employees those whose performance is weak in a particular area then that will be a specific individual need and that specific individual need can be fulfilled by the special projects, special assignments, special tasks and special attention to be given.

And the person who is lacking or there is a gap in the particular knowledge or skill level then the training can be provided on the basis of that particular knowledge skill, the person can be nominated for those training programs where he will be able to work and learn for a specific need is there. Many times it has been observed that the potential appraisal is very much helpful for succession planning.

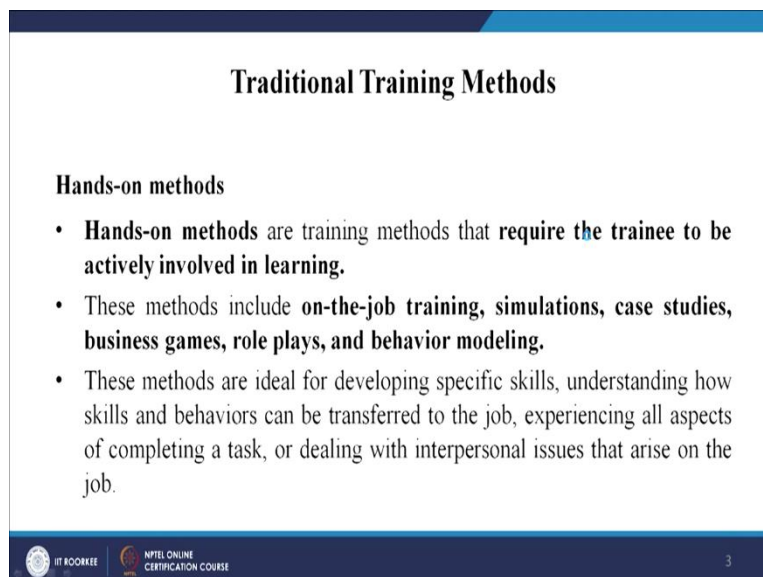
So potential appraisal that specific individual needs which have been identified through this potential appraisal and that will demonstrate that is how that one can develop himself for the future jobs and future responsibilities, this is a very-very effective instrument under the HRD Human Resource Development. When you want to develop the manpower and in addition to the performance appraisal, when you are having the potential appraisal then definitely you will be able to conduct those types of training programs and through this particular method where the individual needs are to be specified.

The individual needs will be related to the current jobs and for the future jobs also so therefore, it is not up to the individual only that is his performance and potential appraisal, but it can be the organisational needs also. If a particular person is required to handle a certain job and task in future, the future jobs, he has to get prepared for the future jobs then in that case the special project that can be assigned to him and then he can develop for the specific individual needs. Second important point in the specific individual need is that is a committee assignment, committee assignments will be that as they will take care.

Committees will be assigned, different committees will be there, they will work on the vision of the organisation, they will work on department success, they will work on wherever the sockets are there, wherever they have to plug the knowledge than those types of committees will introduce these methods of training and then they will get this particular manpower developed.

So these are the 6 areas and these are the certain methods and in subsequent sessions I will talk individually about each method, these concepts in detail, the methodology which you how to use that particular concept, then demonstrating that particular concept and then making the lessons of learning out of these concepts so the training sessions will be demonstrated in the subsequent sessions.



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Traditional Training Methods

Hands-on methods

- **Hands-on methods** are training methods that **require the trainee to be actively involved in learning.**
- These methods include **on-the-job training, simulations, case studies, business games, role plays, and behavior modeling.**
- These methods are ideal for developing specific skills, understanding how skills and behaviors can be transferred to the job, experiencing all aspects of completing a task, or dealing with interpersonal issues that arise on the job.

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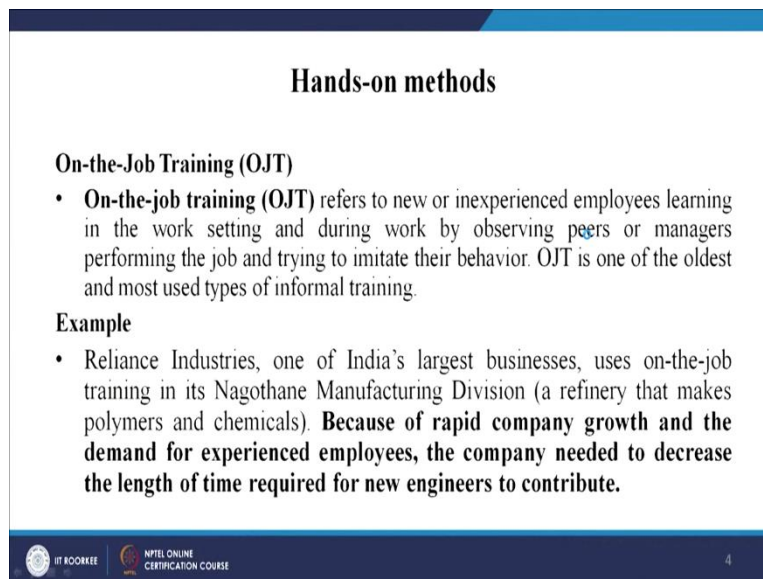
Now, the first and foremost in training methods is that is the hands-on methods, because more and more importance is given on hands-on methods. Hands on methods are training methods that require the trainee to be actually involved in learning, so these methods include

on-the-job training, simulation. Simulation I remember that is in Hindalco and into the other RRVPNL Rajasthan Rajya Vidyut Prasaran Nigam Limited.

I have personally seen that is the how simulation training program is given on the machines by Mr. Khan at Hindalco and by Mr Chiraniya in RRVPNL Rajasthan Rajya Vidyut Prasaran Nigam Limited, that is they have used the same situation which occur at the shop floor. Similar machineries are kept here, similar situation is created and then they have to work on that and that is the simulation methods have been used, it is a very effective hands-on method for training especially new entrants.

Case studies, I will also discuss later on in details about this business games, role plays and behaviour modelling, these are the hands-on are methods are there. These methods are ideal for developing specific skills understanding how skills and behaviours can be transferred to the job experiencing all aspects of completing a task or dealing with the interpersonal issues that arise on-the-job that I have mentioned. Now, let me take an example of the OJT that is on-the-job training.

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Hands-on methods

On-the-Job Training (OJT)

- **On-the-job training (OJT)** refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior. OJT is one of the oldest and most used types of informal training.

Example

- Reliance Industries, one of India's largest businesses, uses on-the-job training in its Nagothane Manufacturing Division (a refinery that makes polymers and chemicals). **Because of rapid company growth and the demand for experienced employees, the company needed to decrease the length of time required for new engineers to contribute.**

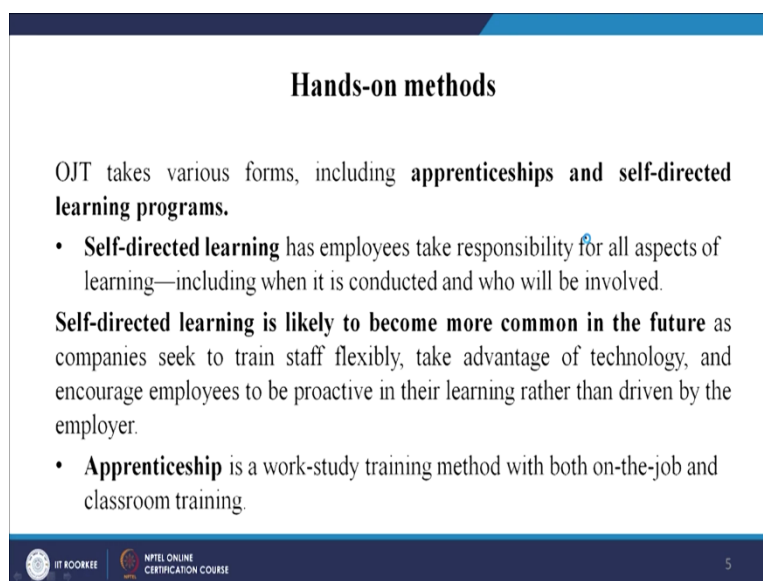
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On-the-job training refers to new inexperienced employees learning in the work setting and during work by observing peers or managers performing the jobs and trying to imitate their behaviour. So therefore on-the-job training is where a person learns, so it is always like whenever management education has introduced, it has been seen that there is a training component is there and the student should go at least for summer training, now we are in

advance and we are also suggesting the winter training. OJT is one of the oldest and most used types of informal training.

Here is one example, I would like to share with you, Reliance industries one of India's largest businesses uses on-the-job training in its Nagothane Manufacturing Division, a refinery that makes polymers and chemicals. Because of rapid company growth and demand for experienced employees the company needed to decrease the length of time required for new engineers to contribute and therefore, in that case this type of method that has been used in on-the-job training.

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Hands-on methods

OJT takes various forms, including **apprenticeships and self-directed learning programs**.

- **Self-directed learning** has employees take responsibility for all aspects of learning—including when it is conducted and who will be involved.

Self-directed learning is likely to become more common in the future as companies seek to train staff flexibly, take advantage of technology, and encourage employees to be proactive in their learning rather than driven by the employer.

- **Apprenticeship** is a work-study training method with both on-the-job and classroom training.

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On-the-job training takes various forms including apprenticeships and self-directed learning programs. Now, apprenticeship has become very-very popular however the weakness of this particular training program is that is the organisation has to take very seriously while providing the apprenticeship is there. Similarly, the learner's ability and learner's willingness both are very-very important whenever we talk about hands on method because the person is inexperienced and in that case he needs more attention and if he is not that much keen to learn or he is not able to develop a rapport at the workplace that this type of apprenticeship program they are not becoming successful.

Self-directed learning programs are very-very important, many times people want to learn that is in BHEL I would like to share that is they ask that is what type of the training program or needs they want to attain and therefore that is a self-directed learning programs they

demand and on basis of that particular request the organisation is conducting different training programs which are the self-directed.

Self-directed learning has employees taking responsibility for all aspects of learning including when it is conducted and who will be involved. So therefore and self-directed learning this is very-very important and very good initiative that is the employees themselves have to take the responsibility what they want to develop, it is not the forced situation rather then it is a situation where the employees themselves are coming forward and asking that is yes they want to develop this type of training program.

Whenever learning and development department is able to create an environment of learning then in that case we will find that is a are able to develop these type of programs. When the number of employees are more than in that case in-house training programs that has been preferred, but it has been found that in the self-directed learning program if the person who is interested they are few then they can be nominated outside of the organisation so they can go and learn from different trainers.

Self-directed learning is likely to become more common in the future as companies seek to train staff flexibly. Now you see that is as I mentioned that is job rotation, multiple management and then multitask activities and therefore the employees themselves want to learn the different dimensions, they want to understand different functions, they want to develop and make them capable for the different jobs and therefore flexibility is there.

Whenever the employees are adoptable, when the employees are productive so they understand that what they are today that the same productivity and the same style of functioning will not continue in future because in the future they will need to change, the change in management is very-very important and that change management will be successful only if there is a flexibility, if there is no flexibility nobody can be successful.

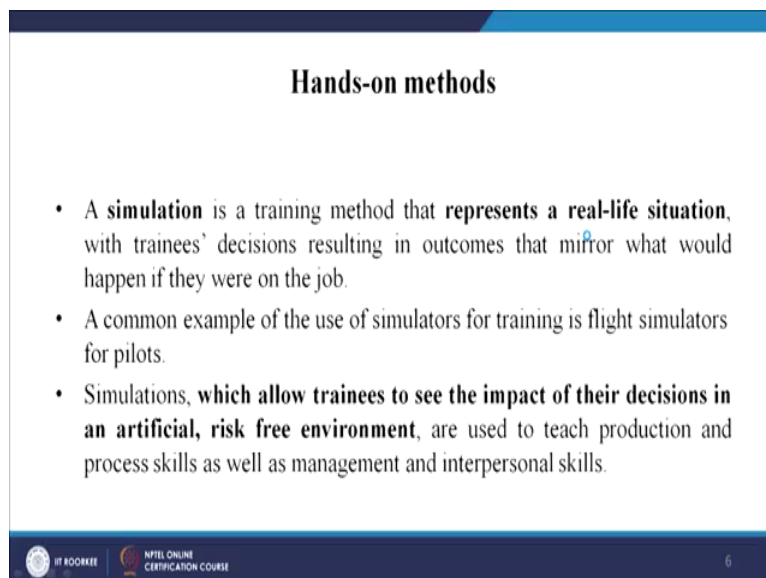
So therefore in that case that is, they train staff flexibly, take advantage of technology, thanks to the technology that is with the help of technology nowadays the competency mapping is becoming easier, only condition is that is the learner that he should have the willingness to learn the technology. And encourage employees to be pro-active because as I mentioned why they are learning?

Because they want to handle this much responsibility in future, and whenever we talk about the future then to meet the needs of the future they are required to be proactive. If they are

proactive in their learning then rather than driven by the employer so therefore it is not the push technic, it is a pull technic. Whenever we talk about the pull technic then in that case it becomes very important that is the employees themselves, they demand, we have want this type of the training.

I am very happy to share with you that is most of the organisations in India now they are going through the pull methodology, and there in performance appraisal form itself they are writing that is what type of training they need in the future and therefore this is the self-directed learning method is there. People are aware about their ability and they have developed competency, to develop their competency their self-directed motivation is becoming very popular. Apprenticeship is a work-study training method with both on-the-job and the classroom training both are there, already I have discussed with this.

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Hands-on methods

- A **simulation** is a training method that **represents a real-life situation**, with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job.
- A common example of the use of simulators for training is flight simulators for pilots.
- Simulations, which allow trainees to see the impact of their decisions in an artificial, risk free environment, are used to teach production and process skills as well as management and interpersonal skills.

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A simulation in detail I will talk about. A simulation is a training method that represents a real life situation is there with trainees decision resulting in outcomes that mirror what would happen if they were on-the-job, and there are the number of beautiful video games are there and videogames you learn like the child learns videogames that is if he is driving a bike and then if he is moving in a particular speed and if the speed is not controllable what will happen that is he will face an accident on video.

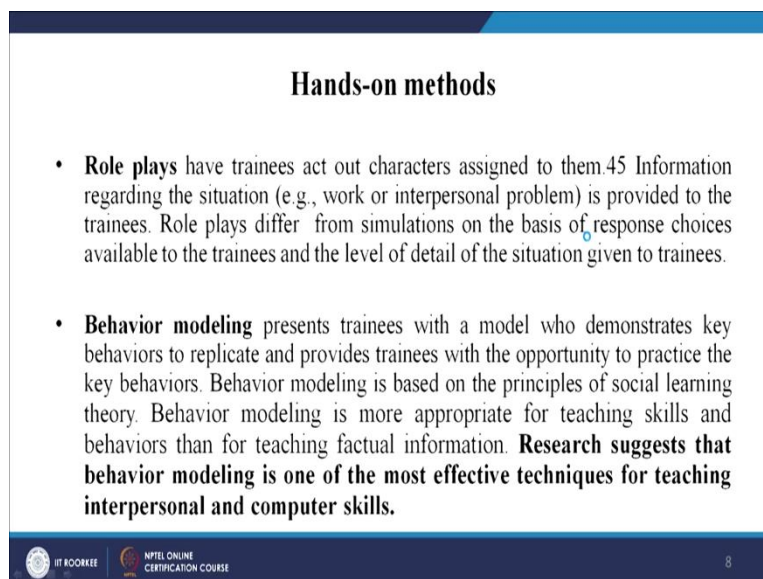
So therefore, then these types of the stimulations are there so in that video also this type of the real-life situation and if you will take this decision, what will be the consequence of the decision that will be mentioned. A common example of the use of stimulators for training is

the flight simulators for pilots. And nowadays, at airports also they are having these types of facilities where the passengers they can enjoy and they can learn how the plane flies and therefore by being certain fees they take this particular simulation experience and they have the joy like they are becoming the pilot.

Simulation which allow trainees to see the impact of their decisions in an artificial because it is not natural, risk-free environment because you are making the simulation of the driving a plane then in that case it is you are in the simulation so it is not really so there is no risk that whether you will crash the plane so risk-free environment is there. And they are used to tell the production and the process skills as well as Management and interpersonal skills, both they understand and learn.

They know the technical skills also and they learn the managerial skills also that is the simulation games are there. Case study and business games which I have already mentioned about this particular game like, but I would like to render in further sessions also I will discuss the case study in business games in detail.

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The slide is titled "Hands-on methods" and contains two bullet points. The first bullet point describes "Role plays" where trainees act out characters assigned to them, with information provided regarding the situation (e.g., work or interpersonal problem). It notes that role plays differ from simulations based on response choices available to trainees and the level of detail of the situation. The second bullet point describes "Behavior modeling" where trainees are presented with a model who demonstrates key behaviors to replicate and practice. It states that behavior modeling is based on social learning theory and is more appropriate for teaching skills and behaviors than factual information. A bolded statement at the end of the second bullet point reads: "Research suggests that behavior modeling is one of the most effective techniques for teaching interpersonal and computer skills." The slide footer includes the IIT Koorkee logo, the text "NPTEL ONLINE CERTIFICATION COURSE", and the number "8".

Hands-on methods

- **Role plays** have trainees act out characters assigned to them. Information regarding the situation (e.g., work or interpersonal problem) is provided to the trainees. Role plays differ from simulations on the basis of response choices available to the trainees and the level of detail of the situation given to trainees.
- **Behavior modeling** presents trainees with a model who demonstrates key behaviors to replicate and provides trainees with the opportunity to practice the key behaviors. Behavior modeling is based on the principles of social learning theory. Behavior modeling is more appropriate for teaching skills and behaviors than for teaching factual information. **Research suggests that behavior modeling is one of the most effective techniques for teaching interpersonal and computer skills.**

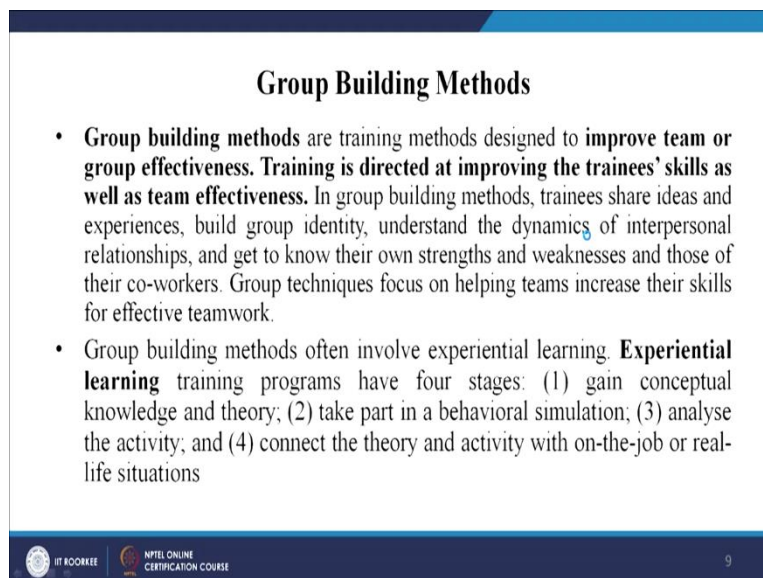
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Role-plays have trainees act out characters assigned to them information regarding the situation work or interpersonal problems are there is provided to the trainees. Different situations are provided and then the role-play differs from simulation on the basis of response choices available to the trainees and the level of detail of the situation given by the trainees that they can ensure through that particular role-play.

Behaviour modelling that is presence learning with a model which demonstrates key behaviour what key behaviour to replicate and provide training with the opportunity to practice the key behaviour. So therefore, if there is behaviour modelling offer successful person then definitely in that case those personality traits that behaviour traits, those key traits have to be in practice as a key behaviour.



Behaviour modelling is based on the principle of social learning theory right, and behaviour modelling is more appropriate for the teaching skills and behaviour then for teaching of actual information. Research suggests that behaviour modelling is one of the most effective technique for the teaching interpersonal and computer skills and therefore, in that case you will find this is the very-very effective technique for teaching interpersonal and computer skills that can be used for the purpose of this type of the behaviour modelling technique.

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Group Building Methods

- **Group building methods** are training methods designed to **improve team or group effectiveness. Training is directed at improving the trainees' skills as well as team effectiveness.** In group building methods, trainees share ideas and experiences, build group identity, understand the dynamics of interpersonal relationships, and get to know their own strengths and weaknesses and those of their co-workers. Group techniques focus on helping teams increase their skills for effective teamwork.
- Group building methods often involve experiential learning. **Experiential learning** training programs have four stages: (1) gain conceptual knowledge and theory; (2) take part in a behavioral simulation; (3) analyse the activity; and (4) connect the theory and activity with on-the-job or real-life situations

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Finally, I would like to talk about the group building methods. Group building methods are training methods designed to improve team or group effectiveness, training is directed at improving the trainees' skills as well as the team effectiveness. Now you see, the earlier methods which we have discussed, those methods were very appropriate for the individual performance.

But when we talk about group building method then in group building methods the purpose is that is how a group can be made effective. Training is directed at improving the trainees' skill as well as the team effectiveness. In group building method, trainees share ideas and experiences, build group identity, understand the dynamics of interpersonal relationship and

dependency because whenever we talk about the group building methods then the dependency that becomes very-very important.

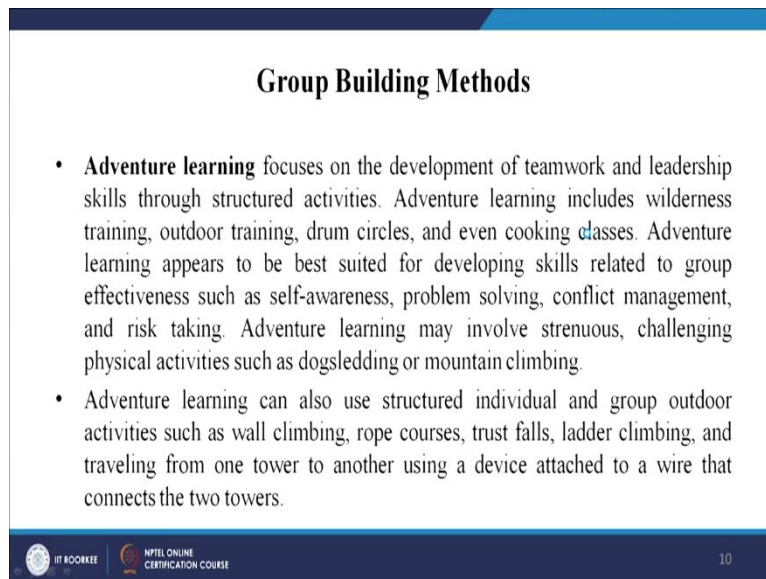
And get to know their own strengths and weaknesses and those are their co-workers. Group technique focuses on helping teams increase their skills for effective teamwork. These types of methods as I mentioned in subsequent sessions this will be demonstrated. Group building methods often involve experiential learning, experiential learning training program has 4 stages; first and foremost very-very important as that is to gain conceptual knowledge and theory.

Now, you see that whenever we talk about building relationship between theory and practice, so person is very much required who is going through that particular experience he should have a strong concept. The theory behind the practice, if the person is not aware about the theory behind the practice he will not be able to add value in whatever he is doing about why he is doing, how it is going to be more beneficial, what is the significance of this particular contribution, so for this purpose the gain of conceptual knowledge and theory that becomes very-very important.

Second is, take part in behavioural simulation in experiential learning that is he has to fix into that particular situation, and if he fix in that particular situation and then he will be able to take part in that particular behaviour simulation. Third is but by doing so what, so therefore, analyse the activities, the analyses of the activity we will have to understand that what is right and what is wrong, what went in the right direction, what went into the wrong direction and connect the theory and activity with on-the-job or real-life situations are there.



And therefore all these four stages that is to gain the conceptual knowledge in the early, take part in a behavioural simulation, analyse the activity and connect the theory and activity with on-the-job or real-life situation that will help to develop these particular type of the group building activity.

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Group Building Methods

- **Adventure learning** focuses on the development of teamwork and leadership skills through structured activities. Adventure learning includes wilderness training, outdoor training, drum circles, and even cooking classes. Adventure learning appears to be best suited for developing skills related to group effectiveness such as self-awareness, problem solving, conflict management, and risk taking. Adventure learning may involve strenuous, challenging physical activities such as dogsledding or mountain climbing.
- Adventure learning can also use structured individual and group outdoor activities such as wall climbing, rope courses, trust falls, ladder climbing, and traveling from one tower to another using a device attached to a wire that connects the two towers.

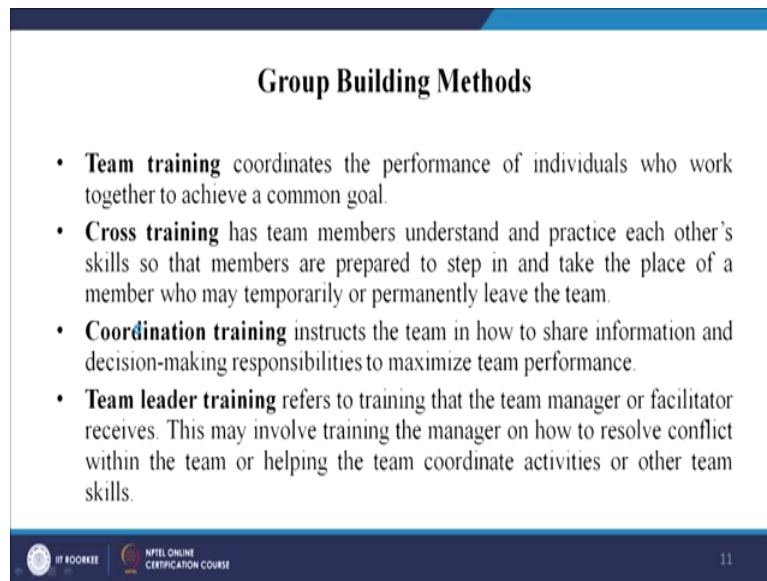
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Then next is adventure learning. Adventure learning focuses on the development of teamwork and leadership skills, and through the structured activities it will also help to enhance that is the initiative skills. Adventure learning includes the wilderness training, outdoor training, drum circles and even cooking classes that will be adventurous, so many times that creativity is also thought that is how to make a cake.

Adventure learning appears to be the best suited for developing skills related to the group effectiveness such as self-awareness, problem-solving, conflict management and risk taking. And in this case we will find that is this decision-making process can be effective by problem-solving and managing the conflict. In adventure learning the most important is the word which has been used here and that is risk-taking that is unless and until the person is not able to take risk then he will not be having an attitude towards the adventurous learning.



Adventurous learning may involve the strenuous, challenging physical activities such as dogsledding or mountain climbing and therefore in that case it becomes very-very interesting and funny also. Adventure learning can also use structured individual and group outdoor activities such as wall climbing then the rope courses, trust falls, ladder climbing and the travelling from one tower to another using a device attached to a wire that connects the two Towers. And if this type of the training method we use so that will give them the behaviour towards taking appropriate risk and to be adventurous in their approach as a part of life so all these are about different group building methods and techniques which we have talked about.

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Group Building Methods

- **Team training** coordinates the performance of individuals who work together to achieve a common goal.
- **Cross training** has team members understand and practice each other's skills so that members are prepared to step in and take the place of a member who may temporarily or permanently leave the team.
- **Coordination training** instructs the team in how to share information and decision-making responsibilities to maximize team performance.
- **Team leader training** refers to training that the team manager or facilitator receives. This may involve training the manager on how to resolve conflict within the team or helping the team coordinate activities or other team skills.

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And there can be cross training, coordinating training and team leader training which we will be subsequently discussing in further sessions, thank you very much.