

Training of Trainers
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Module 06
Lecture 21

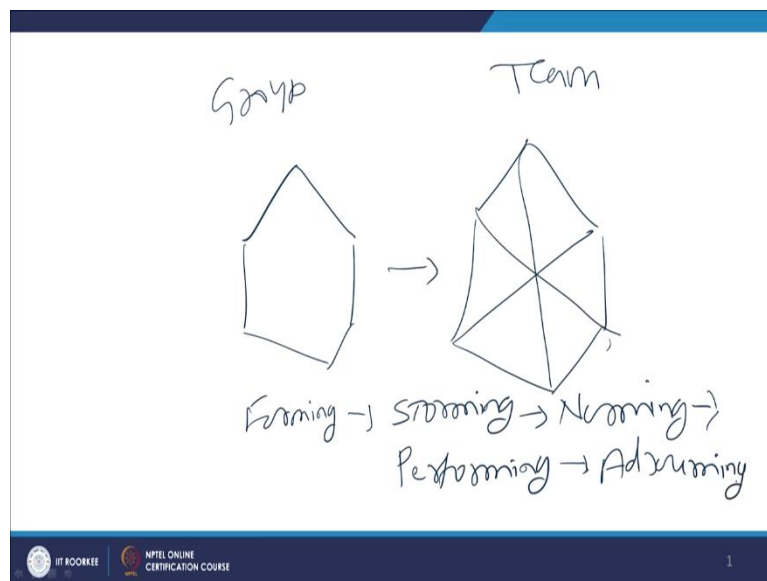
Understanding Training Group and Its Dynamics

Before I talk about Group dynamics and their behaviour during the training program, what I would like to narrate one research paper and in this research paper the title was “How to identify CEOs in the class”. It means that we have to identify during our training program where is the talent, and those who are talented then definitely we have to understand that is what type of the questions may arise and what type of the answers will satisfy them. Similarly, the other important point is that is it is like a kingdom, whenever we are conducting a training programme it is like a kingdom.

In the kingdom we talk about that is what there are different types of animals, suppose there is a horse so as I mentioned earlier also in earlier modules that horse’s strength is his power but its weakness is rotating retina. It means that is if you want to get the work from the horse you have to put the flip before the eyes and flip before the eyes means that is the direction, you give the direction. Similarly, you will find certain trainees who are having very high potential but their performance is low and if their performance is low then in that case we have to give them direction. So there might be eye sightness but there may not be the vision, so in that case what is important is to provide the vision.

And in both these narrations it mention that that is you have to tune up, trainer has to tune-up, trainer has to be flexible according to the type of training that is what type of trainees are there in the classroom and then by the particular methodology they have to find out that is what answers will satisfy them, what pedagogy will satisfy them, what methodology that will satisfy to them. Now, whenever we are talking about the understanding the training groups and its dynamics, so first we have to understand that is what is the group?

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Now, whenever we are talking about the group, group means this is the structure this is the group. And when we talk about the team, so in this team you will find that is these members they are connected there is a coordination and there is a synergy, so this is group and this is team. So when we talk about the formation of the group then in the formation of the group we will find that is there is a forming is there, first stage. So trainees are there so all trainees they have joined the particular training program and during that particular training program they are coming from the different organisations, different departments from maybe the same organisation. But because every individual is having different type of personality so this forming will be having the storming.

From forming there has to be difference of opinions, they will have different choices and as a result of which the storming will be there. The Third stage from the group to team when we talk about that will be the norming. So all members are developed on in that particular group or team for that particular participants number of participants, they are going to develop a particular norm, as soon as they develop the norms then they start performing because already they know what are the norms are there for each other so they will be having the performing. And then finally because every training program you have particular duration of time so as soon as training program will be over so they will be going back to the workplace and that is the adjourning so it is forming, storming, norming, performing and adjoining.

So when we talk about this particular diagram so here when we are connecting all these members each other and that is the role of a trainer. So role of a trainer he has to understand

what type of personalities, what type of group members are there and then how to convert group of the trainees into the team and therefore we can have the effective training. Now for this purpose we will go for what are the different features of the training group normally exists and then how trainer has to address these particular types of the trainees.

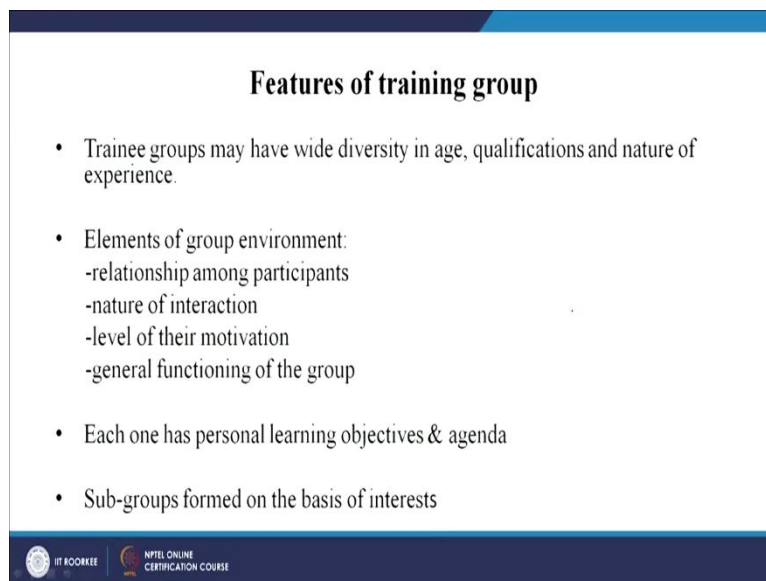
So sometimes if the topic is such so then there may be the edge group will be very much difference, there might being 25 to 35 and other side there might be between 50 to 55 and therefore there might be trainees those who are joining the training program they are having the large variation of the age group or the age difference is there.

Second is that in about the qualifications, so some of the trainees they may have very high qualifications and some of the trainees they may have the moderate qualification and therefore in that case there will be both the types of participants in the particular training program. And the nature of experience, some of them might be coming from manufacturing industries, some of them might be coming from service industries.

Therefore, in that case you will find that is there will be the difference into the age, qualification, natural of experience, maybe the gender diversity is also there, and therefore in that case we have to understand what type of the groups demographic variables are there. Because if the demographics of the trainees will change, their needs also will change so if you want to satisfy your trainees we have to keep in mind they have demographic background.

The demographic dimensions they contribute a lot to create a satisfaction amongst the trainees, so if you are very clear, you are aware, you focus, you identify and you understand that is there is demographic very different demographic variables are there and then we have to find out that is how these demographic variables will be having different expectations from the trainer. And trainer on the basis of their experience, age, qualification, gender has to tune-up flexible to conduct his training program. So elements of the group environment will be relationship among participants.

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Features of training group

- Trainee groups may have wide diversity in age, qualifications and nature of experience.
- Elements of group environment:
 - relationship among participants
 - nature of interaction
 - level of their motivation
 - general functioning of the group
- Each one has personal learning objectives & agenda
- Sub-groups formed on the basis of interests

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Now, you see that is if a training group is there and the participants are more or less from the same age or same academic background then definitely in that case there will be the relationship of the participants that will be cohesive, more friendly, but if there is age difference, different genders then definitely the group members they will follow certain norms and they will keep the respect for each other. Now if they are from the same organisation then the nature of interaction will be different, so if the training program is conducted in a particular organisation so than in that case you will find that is the nature of interaction is the understanding the function of the organisation.

So therefore, there might be a cohesiveness to understand each other because they are working in the same organisation so they might be supporting each other, their departments, their synergies of different sections that will be having the cohesiveness right. Or if they are from the same organisation, it is also possible that is they are having difference of opinions because of their experience at the workplace, so that will be a tough time when the group is not supporting each other and the group is having strong difference of opinions.

Another important point is, normally the training programs are organised and invited the trainees and, in those trainees,, some of them are willing to join that particular training title and therefore they say yes we want to go for this particular training. But in some organisations, you will find that is they have been sent, they have not been asked to, they will come one day one morning that is you are nominated for training and you have to go for that training.

The person who has voluntarily nominated himself will definitely have more cohesiveness towards the training program, more high level of motivation he will have towards attending that particular training program and his participation will be different. And a training who is not voluntarily coming for the training program, who is forcefully sent to attend the training program then definitely in that case is level of motivation will be low.

And if his level of motivation is low then his participation in the training program will be also low and he may create the problems in the training program because he is not in the mood to learn, and he is having the strong opinion about his perception and as a result of which he is not open to learn so he may create the problem in the training program.

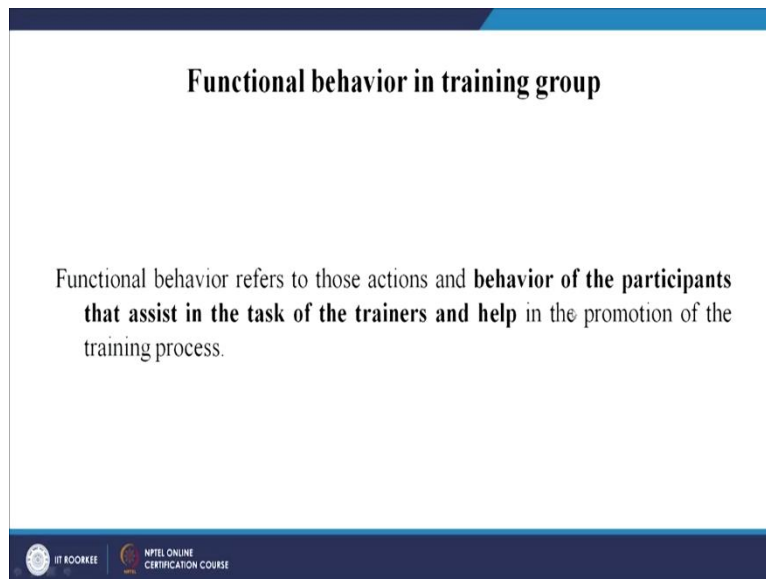
We have to also understand the general functioning of the group, every group is having certain level; level I, level II, level III. Level III is the highest level, it is more interactive, more mature, more ready to learn, more acceptable and all this. So general functioning of the overall group is created, immediately the experienced trainer will understand that is what sort of the environment is there in this particular group and then accordingly he will plan his training program. Each one has personal learning objectives and agenda.

Now, here normally standard group size for the training program is 25 so suppose we take a standard size training group so these 25 persons, each person will be having a different objective and agenda. If he is having different objective and agenda then it will be very difficult to fulfil everyone's objectives and agenda however, when he will ask the question try to get learn to solve this problem.

Many times people start asking questions for the problems which they are facing at the workplace and they want the answers and they should be satisfied, and then another person says no it is first my question and then there might be the conflict in that particular training group. Sometimes because of the interest, because of certain similarities what they do?

They make a group, subgroups are made into the group so training group is there but within that group 2-4 persons find some common platform and as a result of which they start working on that and then they will have because of common interest they will form the subgroup in that particular group as a result of which either they will be supportive to the trainer or they may object to the trainer, it is about their perception what perception they create for this particular training program.

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Functional behavior in training group

Functional behavior refers to those actions and **behavior of the participants that assist in the task of the trainers and help** in the promotion of the training process.

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So functional behaviour refers to those actions and behaviour of the participants, what will be the behaviour of the participants that assist in the task of the trainers and help in the promotion of the training process. So if you get very-very supportive group the training process will be smooth, all the trainees who are very keen to learn that trust in you, they believe that is what you are sharing that is more realistic, practical and will be helpful on their workplace then definitely they will be more and more supportive and they will do the task which will help them that is how to proceed for this particular training program and the rapport will be developed between the trainer and the trainees and there will be smooth training program is there so therefore, training courses will be promoted.

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Examples of Functional behavior in training group

- Willingness and ability to provide feedback.
- Interventions during a session or presentation.
- Assisting the trainers in organizing training activities.
- Giving support and encouragement to other participants.
- Helping in maintaining discipline in the group.
- Completing assignments and projects.

Now, I would like to take certain examples of the functional behaviour in the training group, what are those functional behaviours are there? That is the willingness and ability to provide feedback. Now what trainer does? He demonstrates particular training and then he asks that is a particular question he asks to just test whether the person has learned the concept or he has not learned the concept, or he may ask whatever he is trying to deliver whether this is acceptable to the trainees or participants or it is not acceptable to the trainees or participants.

And therefore their willingness and ability that can be judged from the feedback that they provide, on basis of that you can change, a trainer should be able to change.

Suppose they talk about that is no, we want the certain examples of a particular industry so you may be able to answer those, if you are not able to answer then tell them that is no I will refer your interesting question, I will refer this and I will come back to you tomorrow next day I will come and share with you or I will share with you online, I will email you and your question is noted.

So they have put because they also want the help, trainees also want the help and therefore they might have a particular typical question and they have come for the training program to search the answer for that particular question because your topic and title of the training program is very much relevant to this particular problem. So therefore, in that case they would like to see that is you are able to solve their problems so in that case that is their willingness and ability to provide the feedback that shows how much trainees' involvement is there in the training program.

Second one is intervention during a session on the presentation, so whatever the interventions are there, then those interventions they have to see, maybe the structural intervention, maybe the procedural intervention. And those interventions during session or presentation that will demonstrate how much involvement is there.

Suppose you are given the case study, ask them to do a case analysis and then come forward and present the case, so those who are interested they will read the case study, they will do the analysis and they will come forward with the presentation and their analysis and results and their recommendations. Now, this type of the intervention that becomes very much useful to understand whether the participants are involved or they are not involved.

Third one is, assisting the trainers in organising training activities. Now suppose you are conducting a business game and you ask them okay, you have to play this particular game and for this playing particular game you have to keep the balls here, you have to keep the pen here, you have to keep this particular part of the game here and then in that case voluntarily they are coming forward. One has to be an observer and one say okay I will be the observer and then he is ready to give the comments and then he is involved, he is giving his comments. So all these interventions that we are using in the training program and whatever the activities are going on and they are able to provide that assistants in the training activities.

So it is not responsibility of the trainer only to conduct the training program, what the trainee does, they are participating and helping the trainers in organising the different activities. Maybe a small activity on the board he has to conduct certain activities and then they are helping fixing of the board and all, so this shows that they are having involvement in the training program.

Giving support and encouragement to other participants, so therefore suppose a question is raised, a discussion is going on and one participant has said something then the other participant also give the support and encourages yes you are saying right, I also observed the same thing. If this type of behaviour is there that is giving support and encouragement to other participants then definitely in that case that will be very-very supportive for conducting training program and the trainers and trainees both will be active in that particular process.

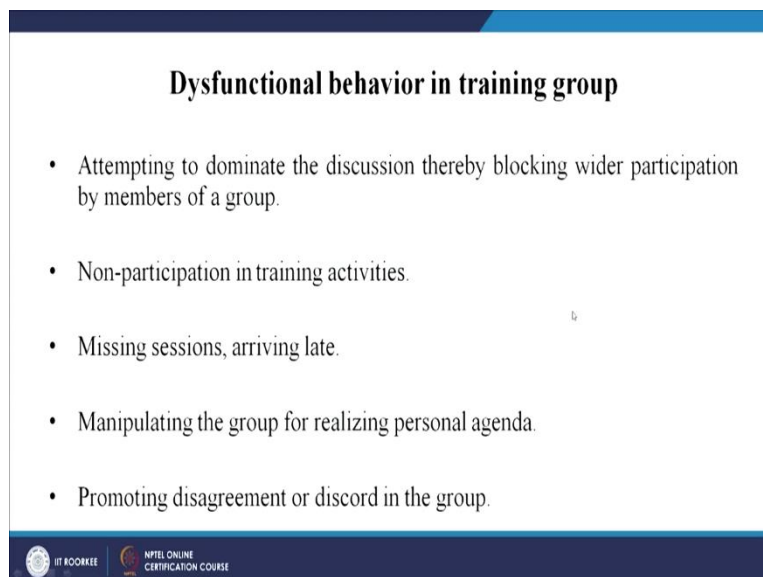
Next is helping in maintaining discipline in the group, this is very-very important. If you find that the group is not disciplined then in that case that will give you that particular support that is what you have asked to them and then they are following it. So therefore, they are not

saying no, they are not showing reluctance, they are not silent, they are active and they are active as per the expectations not be on expectation, they are not overactive.

They are active with expectations, and if it is so then definitely in that case they will be maintaining the discipline in the group. Then completing assignments and projects, suppose any response sheet is given, survey is there or the scale which I have used in research methodology, you must have seen research in the training program in that module that is how, you have to give them the scale, they have to response to the scale and if they response properly then do this coding then definitely we will say they are completing assignments and projects.

Sometimes we give them the case study analysis and they are able to do the case study analysis, sometimes we are asking them to be active in their participation and they are active in their participation. So if this type of the functional behaviour is there that is completing the assignment and task, helping in maintaining the discipline in the group, giving support and encouragement, assisting the trainers in organising training activities very important, interventions during sessions and presentation and willingness and ability to provide the feedback, if this behaviour is there then we will say it is the functional behaviour of the trainees.

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Dysfunctional behavior in training group

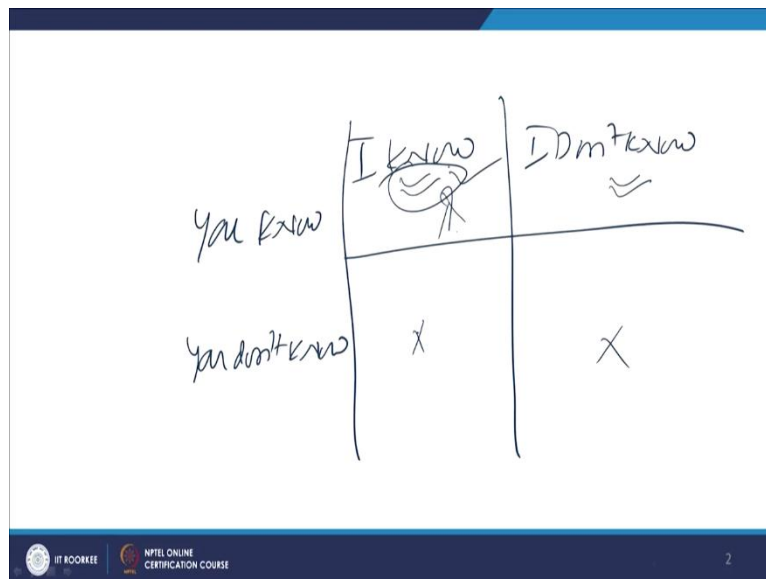
- Attempting to dominate the discussion thereby blocking wider participation by members of a group.
- Non-participation in training activities.
- Missing sessions, arriving late.
- Manipulating the group for realizing personal agenda.
- Promoting disagreement or discord in the group.

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Now very interesting another part and it talks about dysfunctional behaviour and training group that is what is the dysfunctional behaviour in training group. Attempting to dominate the discussion thereby blocking wider participation by members of a group, right. So

sometimes you will find there are certain people there are dominant trainees in the training program participants so what they are doing, they are dominating, they will show “I know you do not know” right so you must be knowing that is there are different types of the participants what they do?

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They come out that is “I know” and “I do not know”, there will be participants “you know” and “you do not know”. So if the participants are of the opinion “I know, you do not know” so here you will find in that case there will not be the smooth training process right. Now if the participants are like this that is “I do not know about that particular topic but you also do not know” if there is this perception then in that case also there will not be a smooth training program.

Then there will be “I do not know and you know” then definitely it will be an effective training program. “I know and you know” now here it can be effective training program right and there can be the cohesiveness or it can be a question mark also because what he says is I know is right and you know that is not right or that is I know you know both are having proper understanding then definitely this will work and that will be good.

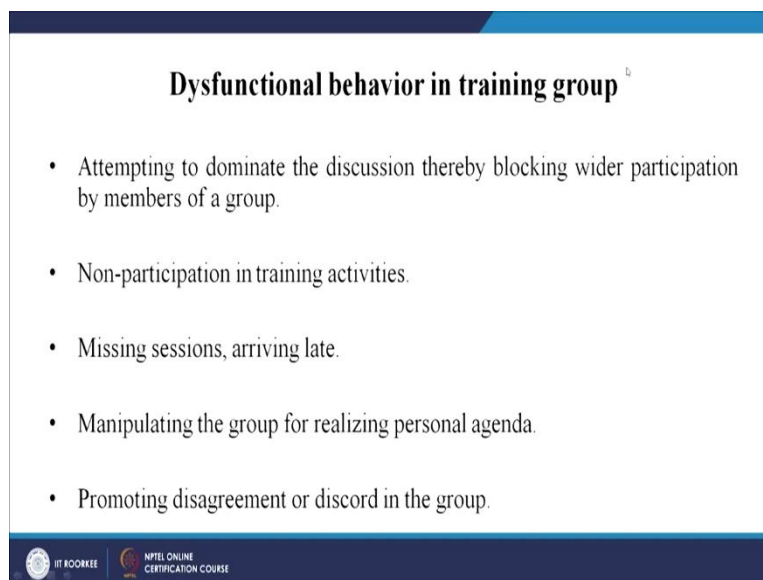
Now, this type of programmes will be good followers, this type of programmes will be active participants and then they will be rational, they will be logical, they will be supporting and therefore this will be discarded and you will be having smooth and very nice experience in conducting the training program.

Now, as far as communication is concerned right, so how to draw this window? Because if these windows are of equal size right then it may not be that particular effective communication, so what is required from trainees’ point of view? Trainees’ point of view is

required that is you are the expert so I do not know and you know and therefore in that case this window will be extended out right.

So learner has to come to the expert, he is having more experience, more knowledge about this particular training program but it depends on both ways that is the trainer and trainees they should be able to prove yes they are here to learn and they are here to actively participate and discuss and therefore in that case you will find that is the if an effective training group will be including the trainer, training and training process that is they are having a good communication and the trainees are ready to learn then in that case you will find it will be an effective training program

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Dysfunctional behavior in training group⁶

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So therefore if the person is blocking wider participation that is what it means that, he is coming to the “I know, you do not know” because if this type of approach will be there then definitely in discussion there will be the blocking by the participation by members of a group. Second is nonparticipation in the training activities, here you will find that is you keep on asking them the questions, you are giving them assignments, you are asking them to do the projects, you are asking them to response and then they just one side response they do and then you can understand as a trainer that is no, this trainee is a naughty boy, he is not ready to learn right.

As I mentioned that it is not that the trainee is non co-operative, it is because the trainee have been sent forcefully. Trainee was not interested to come for this particular training program, this particular title and when in this type of mismatch is there then definitely in that case the

person will not be having the participation in the activities because he is not ready to learn and therefore he will not be actively participating.

Third will be a very interesting type; missing sessions, arriving late, so therefore it is a big question, organisation is sponsoring the training, spending the money and trainee believes “I know more” and what will be discussed in the session “Oh that is not new for me” and in that case what he does, he starts missing the sessions or sometimes they come to the place, maybe the training is at a very beautiful tourist place and therefore they will come to that city and they will not attend the training program and they will be missing the sessions and then definitely they will not be a regular trainee to attend the training program or they may arrive late.

Now, you are worried, as the trainer you understood that this particular trainee showing this type of the behaviour, so therefore what happens it is the acceptance of the trainers sometimes that becomes difficult for the trainee and the trainee shows different type of behaviour. Sometimes, manipulating the group for realising personal agenda.

So because of his personal interest and vested interest what he does, he will manipulate the group itself, he will create a mind-set of the group members that is “No this is not of use, in future this is not practical, this is theoretical, it will not be of any use and like this” because his personal agenda is not to study, his personal agenda is to be happy right, so therefore sometimes you might get this type of trainees those who will be manipulating these groups for realising the personal agenda.

Sometimes you may get the trainee promoting disagreement or discord in the group right, so therefore they will engage. Somebody objects something, “No this concept and this theory is not practically possible” so this type of trainees they will start saying “Yes I also agree with you” then this concept will not work right. So there might be sometimes the group might be the dysfunctional behaviour may show and then the question arises that is how to handle these particular types of dysfunctional activities.

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| Types of Participants and Role of Trainer ^b | |
|--|---------------------------------|
| Types of participants | Priority |
| Learner | Personal & professional growth |
| Self-seeker | Strong personal agenda & motive |
| Detached or Disinterested | No interest, unwilling |
| Socialiser | Cultivate new friendships |
| Tourist | Visiting tourist spots |
| Critic or Fault-finder | Criticise the programme |
| Know-all | Flaunt their status |
| Hesitant or Shy | Reluctant |
| Monopolist or Dominator | Control, influence |

So types of participants I will discuss with you and their priority. So if it is a learner, the trainee has come to learn then his priority will be personal and professional growth so he is very keen to learn because he wants to develop himself. He has come especially to learn something, he has not come here to identify whether the trainer is competent or not, he has come here that whatever he says and what I can gain, what I can gain for me that is his keen interest and therefore he is a keen learner and his agenda is personal and professional growth.

There will be self-seeker type of participants, if self-seeker type of participants are there then they will have the strong personal agenda and the motive and therefore they will not be go with the group right, they will be more asking questions about the problems which they are facing so they will be asking more questions related to how to get the solution during the training program itself, what problem I am facing at my workplace so that those will be the self-seeker. Third will be detached or disinterested, so therefore as I mentioned that is they are forcefully sent and they find for this is not relevant and anyhow they are not able to develop the interest so because of their may be different agenda or situation so therefore no interest and unwillingness will be there.

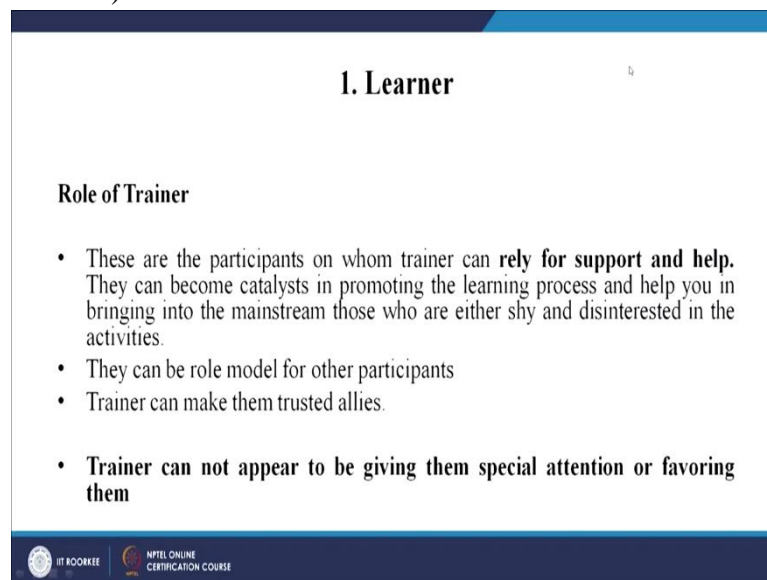
They will be the socialiser, so what they will do when they will come into the training program and they find that different trainees are coming, they will develop the friendship with them and they cultivate new friendships, interacting, talking to them, extending the cards, keeping in contact with each other, so there will be the socialisers will be there the participants. There will be some participants who will be the tourist that is visiting tourist

spots so therefore they will ask that is give us 2-3 hours, close the program early so that we can go and visit the tourist place and we can see that city, we have come first time in this particular city and therefore they want to visit tourist places.

Critics or the fault finders, so during training program itself they will start criticism or the fault finders and criticise the program, so this type of participants will be also there. Some type of participants are “Know all” that is they want to flaunt their status so they will say “Yeah I know this thing, I know that thing, yeah it is old it is not new, tell me something new, oh no this is not new I know this” so they know all. Hesitant and shy also, so therefore this types of participants will be reluctant because they are showing hesitance and shy.

There might be monopolist or dominators that is then you have to control them and influence them, if they are the dominators and dominating the group then as I mentioned that is your strategy, you have to understand their priority and according to the priority you have to adopt the strategy and the strategy will be to control them. Ask them “No, do not do this, talk later or during the break” and then by your knowledge you can influence them and let them realise that yes you are the right resource person for this training program.

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The slide is titled "1. Learner" and contains a section titled "Role of Trainer". It lists three bullet points: "These are the participants on whom trainer can rely for support and help. They can become catalysts in promoting the learning process and help you in bringing into the mainstream those who are either shy and disinterested in the activities.", "They can be role model for other participants", and "Trainer can make them trusted allies.". A fourth bullet point states "Trainer can not appear to be giving them special attention or favoring them". The slide footer includes the logos of BIT ROORKEE and NPTEL ONLINE CERTIFICATION COURSE.

1. Learner

Role of Trainer

- These are the participants on whom trainer can **rely for support and help**. They can become catalysts in promoting the learning process and help you in bringing into the mainstream those who are either shy and disinterested in the activities.
- They can be role model for other participants
- Trainer can make them trusted allies.
- **Trainer can not appear to be giving them special attention or favoring them**

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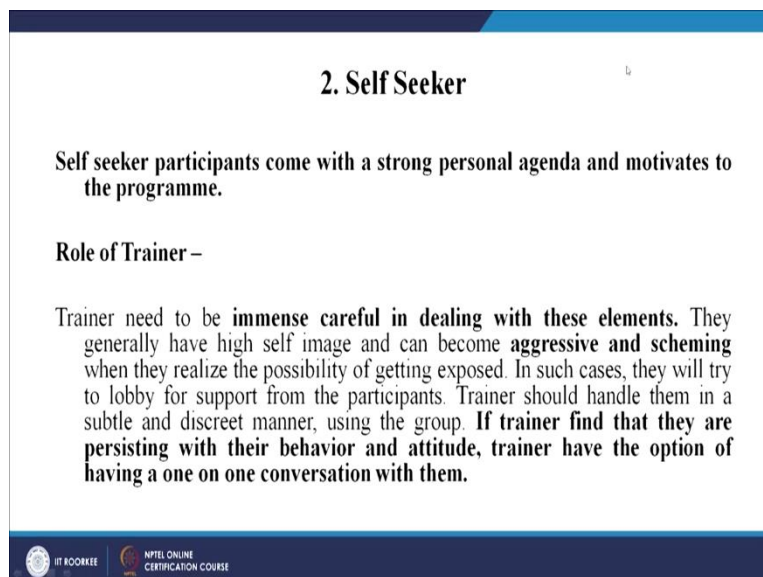
Now we will take one by one, these are the participants on home trainer can rely for support and help. If the learner is that and then we can take them and rely for support and help. They can become catalyst in promoting the learning process, whatever learning process is there they can be catalyst and they help us in bringing into the mainstream those who are either shy or disinterested in the activities.

So in the group if more learners are there then what they will do, they will isolate the disinterested and those who are shy so then in that case, especially disinterested and not for shy. For the shy people and we have to encourage them, involve them with these learners and then ask them to participate more, but those who are disinterested, if interested people are, more learners are more, so then disinterested people will be cornered and therefore in that case we can conduct training program.

They can be role models for the other participants because they are learning, they are understanding, they are answering questions, they are raising questions so therefore in that case they will be role models for this training program. Trainer can make them trusted allies so therefore in the case the trainer requires some support from the trainees, right to conduct the training program their participation. Support means their participation and their sayings and feedback so in that case the trainer can make them the trusted allies.

Trainer cannot appear to be giving them special attention or favouring them, this is very-very important. So he should not appear that yes he has identified some learners and they are the useful participants, rest of the participants are useless and therefore ignoring them and focusing on learners only but this should not be done, he should not appear that he is giving more attention or favouring to the learners.

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2. Self Seeker

Self seeker participants come with a strong personal agenda and motivates to the programme.

Role of Trainer –

Trainer need to be **immense careful in dealing with these elements**. They generally have high self image and can become **aggressive and scheming** when they realize the possibility of getting exposed. In such cases, they will try to lobby for support from the participants. Trainer should handle them in a subtle and discreet manner, using the group. **If trainer find that they are persisting with their behavior and attitude, trainer have the option of having a one on one conversation with them.**

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Second is self-seeker, self-seeker participants come with a strong personal agenda and motivates to the program, so therefore in that case the trainer need to be immense careful very much careful in dealing with these elements. They generally have high self-image

because they feel that “I know” I am coming from the field so it is theoretical nothing useful, not practical so therefore their self-image is very high and can become aggressive. And if you say “No the concept is like this only” so they will say “No no no and they will start discussion” so they will be aggressive.

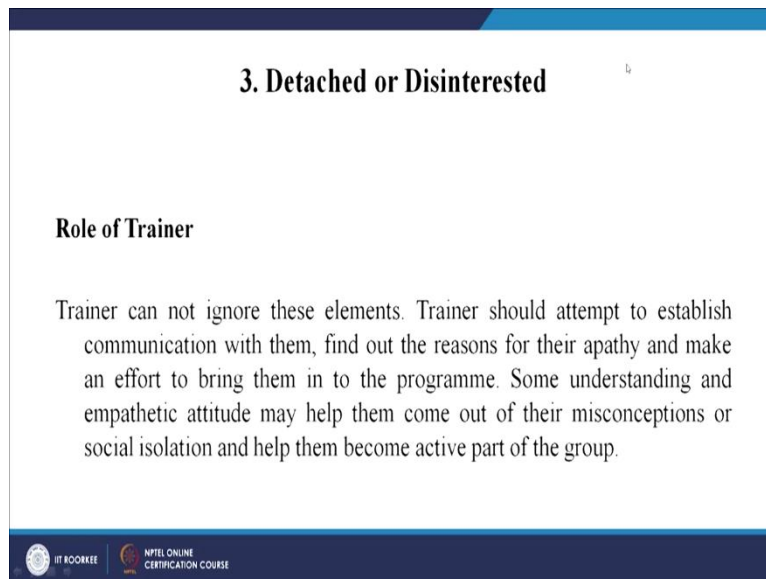
And skimming, when they realise the possibility of getting exposed and when they will find that this when you will start talking theory, you will ask him models, you are telling the definition of models and then you will say “No in long run it does not work, what you are saying is short-term” so then what they will do, as soon as they will feel that they are getting exposed they will be aggressive and they will start skimming. So what you will do in such cases? In such cases they will try to lobby support from the participants, so they will try to convince others that “No no we are right, you are part of me and we are right” and then creating more problems.

Trainer should handle them in a subtle and discrete manner using the group for therefore trainer should not come like as a monitor, rather than he has to involve the group in solving this particular problem so therefore those who are the learners and those who understand that is this particular person is creating problem, they should be able to be more active more participate and this person will be less participate as a result of which he will be dominated.

If trainer finds that they are persisting with their behaviour and attitude, but in spite of all these tricks and techniques if you find that is no, they are persisting, trainer has the option of having one on one conversation with them and then trainer has to talk to them, “What is the problem with you? Why you are doing so”. But in that case you may come across a very logical reason and as a trainer then you are supposed to solve that particular problem of that particular trainee.

But if you find that is no it is the personality, it is the type of personality to create the problem and think oneself “Oh I am the great” right so then in that case you have to talk to them and then resolve them. So first you can avoid them, and can accommodate them right, you can try for collaboration in the beginning but if it is not working then you have to compete. And competition means that is having the terms and conditions, talking them what is the problem right and then you have to resolve by talking directly 1 to 1 talk.

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3. Detached or Disinterested

Role of Trainer

Trainer can not ignore these elements. Trainer should attempt to establish communication with them, find out the reasons for their apathy and make an effort to bring them in to the programme. Some understanding and empathetic attitude may help them come out of their misconceptions or social isolation and help them become active part of the group.

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So if there are detached or disinterested participants are there in the training program, trainer cannot ignore these elements because they are in the classroom so you cannot ignore them. So what to do? Trainer should attempt to establish communication with them, get them involved slowly and slowly, showing attention to them, asking them and then getting them that is they are getting involved.

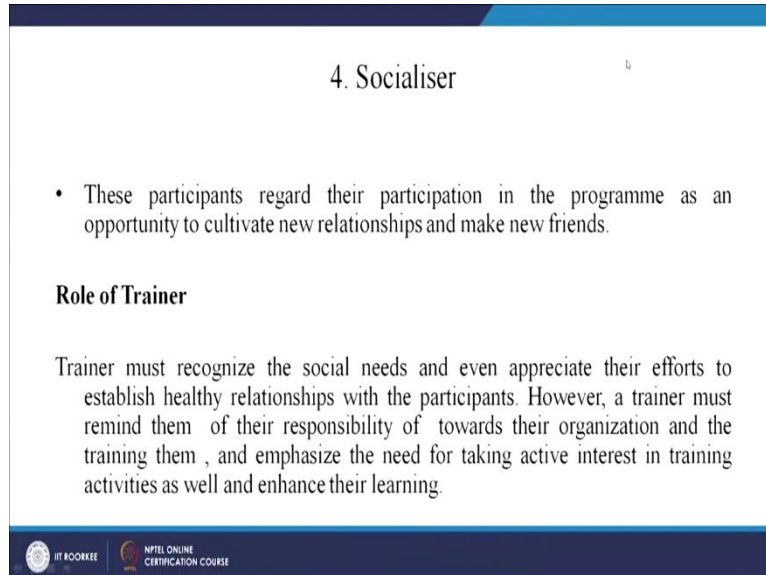
Find out the reasons for their apathy, why they are not concerned and make an effort to bring them into the program and then getting involved into that particular training program, asking them questions, giving opportunity to them to ask the questions, giving opportunity for presentation if there is any particular assignment or project is given and then ask them to come forward and then they get involved into this particular training process.

So in that case then efforts can be made to involve them into the program. Some understanding and empathetic attitude, understanding them and then having empathetic attitude may help them to come out of their misconceptions. And their misconception was that know that this person or this particular training will not help me write so that misconception you can remove, because when he is here sent by the organisation, organisation must be having certain purpose so he has to learn.

So therefore, in that case we have to remove his misconception or social isolation because he is disinterested, he is coming, sitting and going so therefore he is disinterested, getting involved with rest of the trainees and that will be avoid social isolation. And help them

become active part of the group and therefore they should be brought into the mainstream group in the discussion that is whatever is going on they should be able to talk about it.

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4. Socialiser

- These participants regard their participation in the programme as an opportunity to cultivate new relationships and make new friends.

Role of Trainer

Trainer must recognize the social needs and even appreciate their efforts to establish healthy relationships with the participants. However, a trainer must remind them of their responsibility towards their organization and the training them, and emphasize the need for taking active interest in training activities as well and enhance their learning.

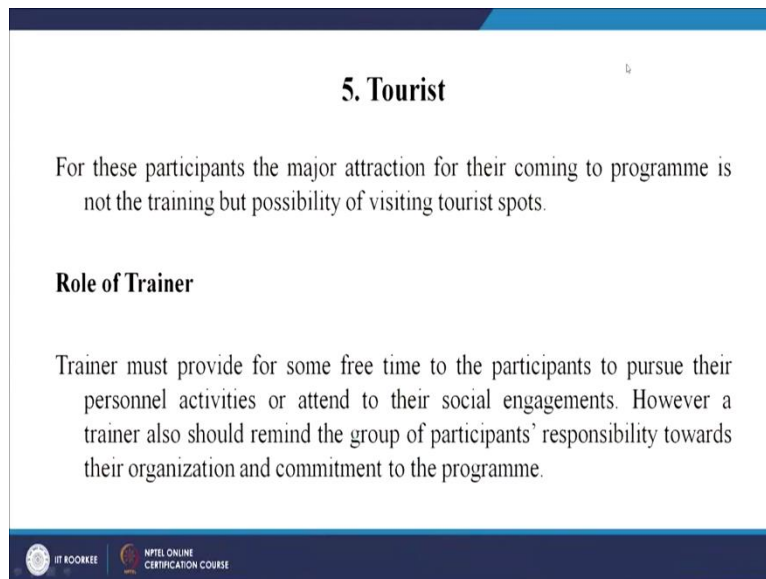
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Then there will be the socialiser, these participants regard their participation in the program as an opportunity to cultivate new relationships and make new friends. Role of a trainer is, trainer must recognise their social needs and even appreciate their efforts to establish healthy relationship with the participants because training is a place where people know each other of the same expertise area and then they can help each other after the training program also.

So in that case that is Trainer must recognise and appreciate their efforts to be socialised. However, a trainer must remind them of their responsibilities towards their organisation and training them, but it does not mean that socialisation means leaving the classroom and doing chitchatting outside the classroom, no what you are supposed to do?

You have to continue with these particular participants and let them have to understand that this is the place, socialisation is good but they have to attend the training program also. And exercise the need for taking active interest in training activities as well as enhance their learning. So, as I mentioned that is they should be involved in the classroom and not outside of the classroom, their socialisation process should be there.

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5. Tourist

For these participants the major attraction for their coming to programme is not the training but possibility of visiting tourist spots.

Role of Trainer

Trainer must provide for some free time to the participants to pursue their personnel activities or attend to their social engagements. However a trainer also should remind the group of participants' responsibility towards their organization and commitment to the programme.

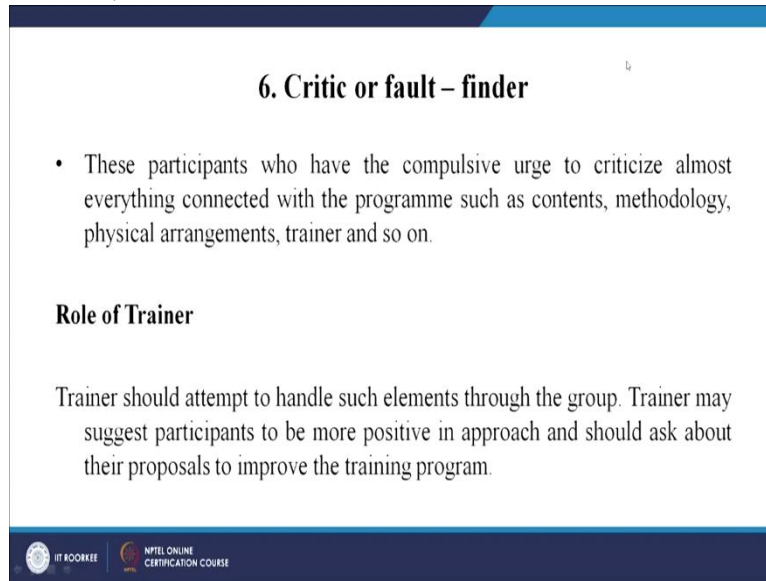
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Now, tourist means for these participants the major attraction for their coming to program is not the training but possibility of visiting tourist spot. Okay, if it is in Mussoorie so let us go to Mussoorie, if it is in Shimla then let us go to the training program in Shimla so okay we will enjoy Shimla so they will go to these places then what will be the role of the trainer?

Trainer must provide some free time to the participants, in their scheduling there must be certain free time to the participants to pursue their personal activities or attend to their social engagements. So if somebody has come to a particular city he may have certain relatives, he may have certain friends, he might be planning to visit certain places so in scheduling the training program this is to be kept in mind that they are attending the social engagements.

However, a trainer also should remind the group of participants' responsibility towards their organisation and commitment to the program. But it does not mean that is most of them are going, most of them are not coming. So therefore, what is required is let them understand the importance of this training program also that is yes this is your responsibility to attend this training program because you have been sent by your organisation and then you are having their commitment to the program so you should not be at the backseat. Your priority should be the training program, with the training program you can have the tourism also.

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6. Critic or fault – finder

- These participants who have the compulsive urge to criticize almost everything connected with the programme such as contents, methodology, physical arrangements, trainer and so on.

Role of Trainer

Trainer should attempt to handle such elements through the group. Trainer may suggest participants to be more positive in approach and should ask about their proposals to improve the training program.

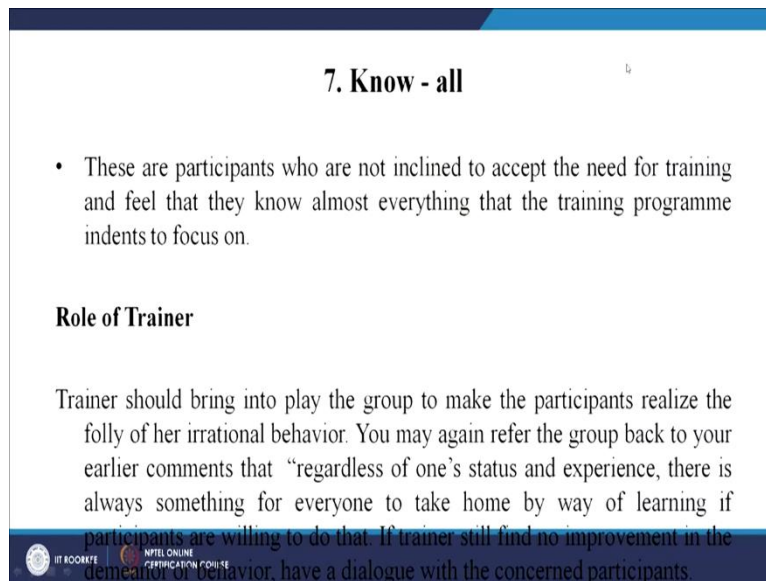
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Critics or fault finder, these participants who have the compulsive urge immediately they will come to criticise almost everything connected with the program such as content, no this content is not good, methodology is not proper, physical arrangement, room is not proper, trainer and so on, trainer is not competent. So therefore, there will be certain types of trainees those who will be the critics or the fault finders.

What will be the role of a trainer? Trainer should attempt to handle such elements through the group, trainer may suggest participants to be more positive in approach and should ask about their proposals to improve the training program. So therefore I will discuss with you that how they can be more positive in approach and how they should be asked the proposals right.

So when I talk about their feedback, when we talk about the trainees that is they have to come forward and they have to find out and share their problems and therefore in that case we can help them. And the role of a trainer will be that is the critics is having certain problems that is why he is criticising so we have to try to resolve those problems and then even if he is not satisfied then in that case we have to understand that this is the person who has to be little bit cornered. So therefore in that case we have to involve participants, we have to involve the trainees, and we have to understand that what type of knowledge the trainee has.

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7. Know - all

- These are participants who are not inclined to accept the need for training and feel that they know almost everything that the training programme intends to focus on.

Role of Trainer

Trainer should bring into play the group to make the participants realize the folly of her irrational behavior. You may again refer the group back to your earlier comments that “regardless of one’s status and experience, there is always something for everyone to take home by way of learning if participants are willing to do that. If trainer still find no improvement in the demeanor of behavior, have a dialogue with the concerned participants.

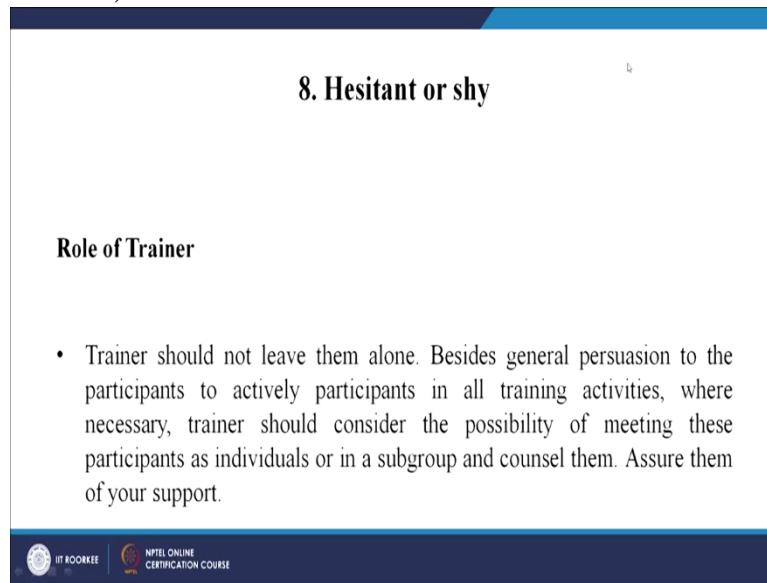
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Know all, these are the participants who are not inclined to accept the need for training and they feel that they know almost everything that the training program intends to focus on. So they say “Oh, I am experienced one, I know all these things, what is new in this tell me, nothing new” so what will be the role of a trainer? Trainer should bring into play the group to make the participant realise the folly of her irrational behaviour and you may again refer the group back to your earlier comments for therefore you have to play the group to make the participants that is yes that is this person is doing the irrational behaviour.

So in spite of that the trainer says, the group should realise that is no this question is irrelevant here. The other participant himself will say that “No no no, this question is not relevant right” so therefore what is important is that he will understand that I should not talk like this. So you again refer the group back to the earlier comments that regardless of one’s status and experience there is always something for everyone to take home that we have to talk that there is the need that they can take something at their home by way of learning irrespective of what status or experience they are having.

Participants are willing to do that, a trainer will find no improvement in the demand for his behaviour have a dialogue with the concerned participants. And then as I mentioned earlier also that is by this way we have to by making the group, group may isolate that particular person and make him realise that no this is not relevant behaviour. Or in that case even if there is no change in behaviour than the trainer has to ask with the concerned participants.

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The slide is titled "8. Hesitant or shy" and is part of an NPTEL Online Certification Course. It outlines the role of a trainer for participants who are hesitant or shy. The role includes not leaving them alone, providing general persuasion, and considering individual or subgroup needs for support.

8. Hesitant or shy

Role of Trainer

- Trainer should not leave them alone. Besides general persuasion to the participants to actively participate in all training activities, where necessary, trainer should consider the possibility of meeting these participants as individuals or in a subgroup and counsel them. Assure them of your support.

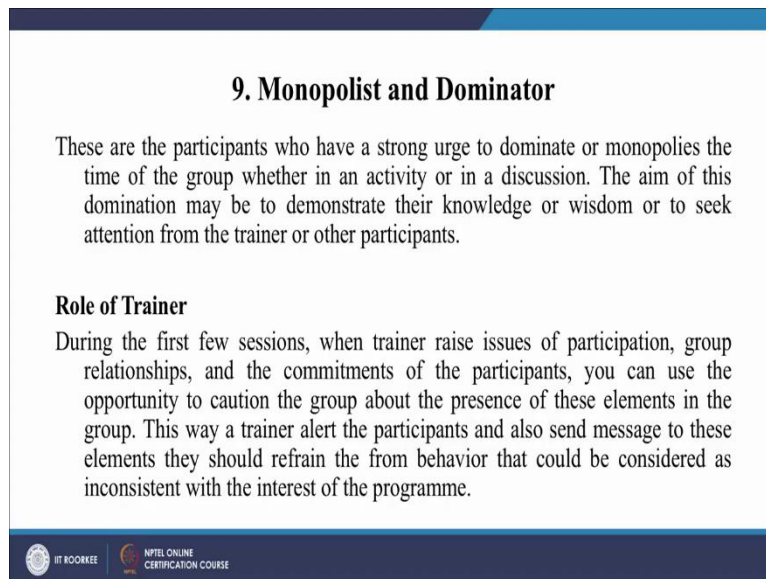
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There might be certain participants those who are hesitant or shy. So role of a trainer will be, trainer should not leave them alone right, they should be involved. It is not if somebody is not participating you are ignoring that person, besides general persuasion to the participants to actively participate in all training activities so therefore you can involve them into the active participation wherever necessity is there.

Trainer should consider the possibility of meeting these participants as individuals or in a subgroup, so if the person is involved in meeting these participants or individuals then definitely in that case you have to involve them in the group, and counsel them, talk to them and asking them whatever they are doing, they are not participating, they are feeling shy or hesitant, do not feel shy, do not feel hesitant, talk to the other group members and slowly and slowly they will be more interactive.

Assure them of your support, and during this process of involvement and their engagement and therefore minimising their hesitance and their shyness, so during this process the trainer should provide them the full support. If you provide the full support and definitely they will be having all the sort of the involvement and slowly and slowly they will be active.

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9. Monopolist and Dominator

These are the participants who have a strong urge to dominate or monopolies the time of the group whether in an activity or in a discussion. The aim of this domination may be to demonstrate their knowledge or wisdom or to seek attention from the trainer or other participants.

Role of Trainer

During the first few sessions, when trainer raise issues of participation, group relationships, and the commitments of the participants, you can use the opportunity to caution the group about the presence of these elements in the group. This way a trainer alert the participants and also send message to these elements they should refrain the from behavior that could be considered as inconsistent with the interest of the programme.

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Next is monopolist or dominator, these are the participants who have a strong urge to dominate or monopolies the time of the group whether in an activity or in a discussion. So whenever any discussion will start, any activity will start what they will do, they will say “I will be the leader, I will dominate all, I will ask everybody not to do this, I will ask everybody to do this, right” so therefore they are showing the dominance behaviour and they will say “I am the best” right, no other one.

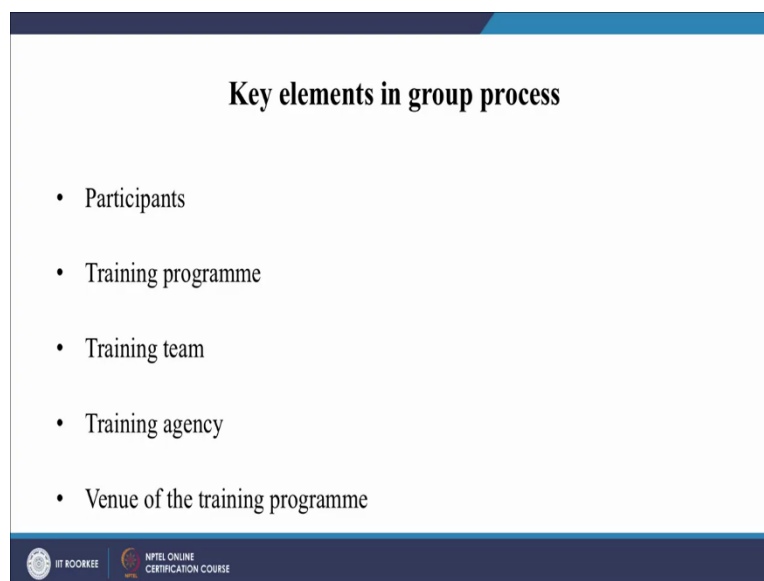
The aim of this domination may be to demonstrate their knowledge that “I am very much knowledgeable and therefore this is an opportunity so I should share my knowledge or wisdom,” or to seek attention from the trainer or other participants. They want that the trainer and other participant should recognise him and they should appreciate him and they say “he is a wonderful personality”. So therefore in that case this type of behaviour may be there of some of the trainees.

What will be the role of the trainer? During the first few sessions when the trainer raises the issue of participation, group relationship and the commitment of the participants, whatever is there is the group relationship that they have to see, and then if they find that is the they are not having the proper group relationship because of the dominance right, so slowly and slowly the trainer’s responsibility is to let them understand they are the part of the group right. Otherwise also nowadays we are developing leaderless groups. Leaderless group means are those groups where everyone is the equally participant and not the any particular person is the leader.

And the commitments of the participants that we have to see that is they are highly committed. We can use the opportunity to caution the group about the presence of these elements in the group and therefore we have to say just by the slight comment that is “Oh, that person is there so now you have to also prove yourself otherwise that person will not allow you, right” and therefore in that case you will find that is these elements will be there in the group. This way a trainer alerts the participants and also send messages to these elements, they should refrain from behaviour that could be considered as consistent with the interest of the program.

So therefore, in that case the role of the trainer will be that is a trainer alerts the participants and also send message that is if these elements should not be given more than due advantage, more than due response and their behaviour should be considered and the other participants there should be also a constant interest with the particular program. And therefore these types of the dominators they should be given the message that the other group members are also equally important and then they will be going for this particular activity.

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The key elements in group processes are, so in any group process you will find the key elements are the participants, who are the participants? So in the training activities that is if there are the participants active then definitely that will make the training process more effective. Second important point is, there is a training program designing the training program, how the training program has been designed.

And if the training program is designed properly then definitely in that case the sequence, the content, the study material, the delivery then definitely in that case that will be an effective training program. Training team so for this particular purpose you will find that is who are the members with you who are organising this particular training then that will also make a difference.

In the group dynamics another important aspect is training agency that is who the agency is? It depends on the training agency or that we can say the organisers, who are the organisers it depends on that also. And last is the venue of the training program that whatever the venue is there of the training program that we have to see whether that is at the appropriate convenient place or not.

And then in that case if these elements in the group process that is who are the participants, what type of the training program is there, what are the contents of the training program, how is the delivery of the training program, what is the training team, who are in the training team because the trainer will be not alone, trainer will have certain assistance, he will have certain team members, those will be helping, they will be having certain correspondence with the trainer.

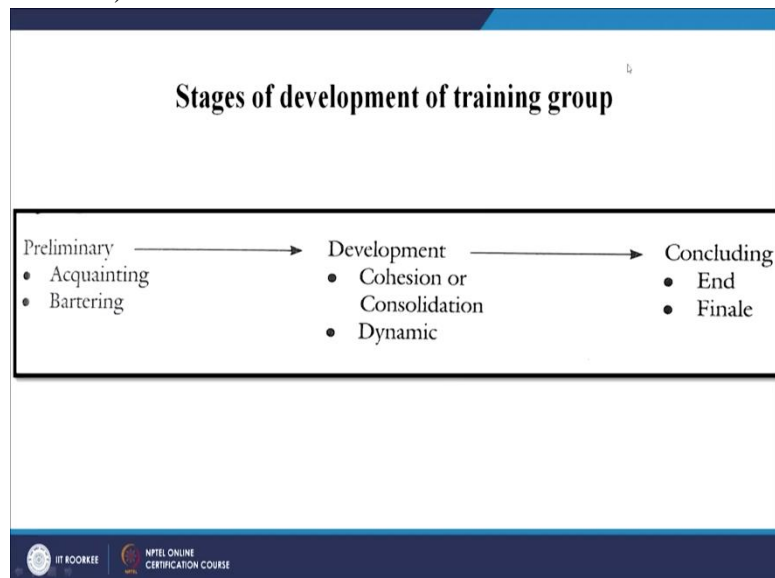
There might be certain study material preparation from the trainer, and when we are talking about all these issues then it becomes very important that is the training team that affects the group process. Suppose the trainee he wants to contact the trainer before coming to the training program and his team members who is corresponding with this trainees and then he is having that particular positive approach then definitely the training team that will be more and more effective.

And if it will be the training team is more effective, the trainees will be satisfied and the group process because before coming to the training program trainee is having very positive opinion about the organisers, about that agency, about that trainer that is no he takes it personally right.

Sometimes we conduct training program internationally and therefore we help them to get the Visa that is if they have to get the Visa and then maybe from a developed countries and then you are writing a letter, he ask for a letter from you, you give him the letter within time and they are producing and then their Visa process becomes convenient so then definitely they will be very-very thankful to trainers and then they will say yes this trainer itself is very

positive, he is very helpful and very prompt, so therefore in that case this type of training team and training agency that will help all these elements that creates a group dynamic and makes the training more effective.

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So now I will like to take the last slide that is the stages of development of training program. So in training program we are having preliminary acquainting and bartering, then the development cohesion or consolidation that is whether they are having the attachment with each other or not, then there will be the dynamics that is what dynamics they are having and then in training group the pre-training and then during the training.

So in the pre-training that is as I mentioned that is their comforts are taken care of. If the comforts are taken care of then they will be very happy because the first and foremost is that is how to reach right and what formalities are required, what documents are required, what essentials are there for attending the training program which has been communicated to them.

Then definitely they will be having this type of the, preliminary will be the smooth process. There will be the cohesion and consolidation will be there, there will be proper group dynamics while attending the training program. And finally when you will conclude, when you will do the end and the finale then in that case you will have that is in the finale you will be concluding that is the training program is very-very effective.

However, one more stage we can take and that is the post training program. Any training program should not be the one-time show, there should be the relationship between the trainer and trainee, and whenever a trainer or trainee they seek any information or any

knowledge sharing or may not be the any particular purpose but at least the good wishes, they can share even after the training program.

So, I wish that is the group dynamics in the training program will not be only the pre and during development and during concluding, but even after the training program there will be the cohesiveness and the well wishes amongst the trainers and trainees, thank you.