In earlier module, we have discussed about the trainer and conducting the training techniques and methods of the, but their more focus was towards the trainer. Now I want to mention that is the when we talk about the active learning, that it becomes very very important that is we are involving the participants also. As much as you involve the participants, and so it becomes the actual learning, and the participants also feel happy that is yes, they have also contributed something. And most of the time when there are the senior executives in the training program then definitely they also want to share their knowledge.

So, it means that it should be mutual learning. Learning from the trainer and trainer should also learn from the trainees. So for that purpose, these group activities, they are becoming a fantastic way to learn from the trainees. So trainer can also learn and the peer learning is also there. All learn from each other and there I emphasize, that is the in training program there should be the group activities also.
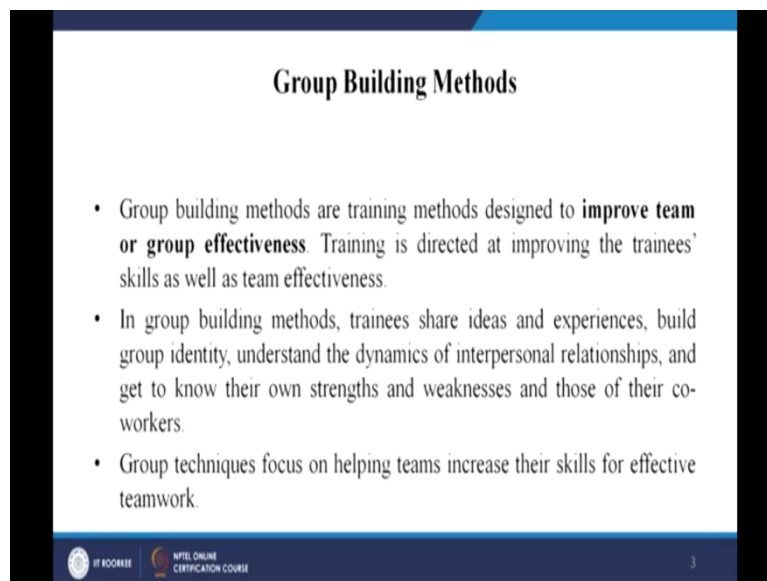
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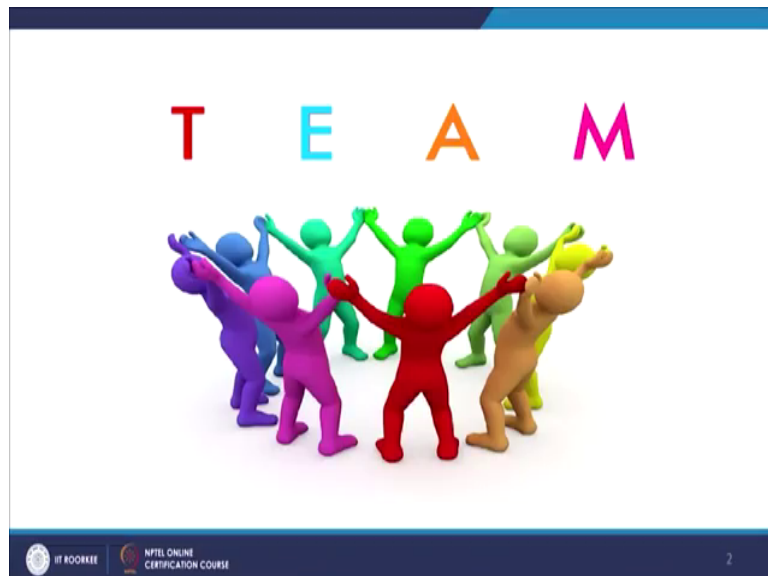
Now when we talk about group activities the purpose of the group activity is the team. Team means that, that is the everyone, together everyone achieves more. So when you all are participating and then discussing about a particular matter, sharing their expertise knowledge or finding out the solution to a common problem, then that is

called the brainstorming session or it is a group discussion or it is the panel discussion or it is an exercise.

So there are the, all are the, these 4 are the, these are called the group activities are there and then we have to create the team, we have to invite the trainees and then there will be the training program. So how it is to be done? That one by one, I will discuss with you. That is what methodology or technique you have to use.

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Now, when we talk about the group building methods, group building methods are training methods designed to improve the team or group effectiveness. So other important purpose of this particular team or group effectiveness is that you can make the use of the concept in enhancing team effectiveness.

For a particular period of time of the training program, everyone is coming out with this particular concept that I want to share, knowledge sharing and if there is a knowledge sharing then you can make more and more the team effectiveness and during that particular time period of the training program, everybody comes closer to each other.

Training is directed at improving the trainer's skill as well as the team effectiveness is there. Naturally, when there will be the cohesiveness it will be just like a team. All are working together. Trainer is one of them. Trainees are also experts. Then definitely there will be the more team effectiveness will be there.

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In group building methods and converting the group into team, I have discussed earlier, in my earlier module, that is the whenever we are talking about the group, so group is without the synergy, without the coordination. But when we talk about the team, then team is with the synergy. There is a coordination supporting each other and therefore, this in this particular converting the group into team methods, trainees share their ideas and experiences. So therefore, whatever the experiences they are coming, then they share with the other trainees and as a result of which build the group identity.
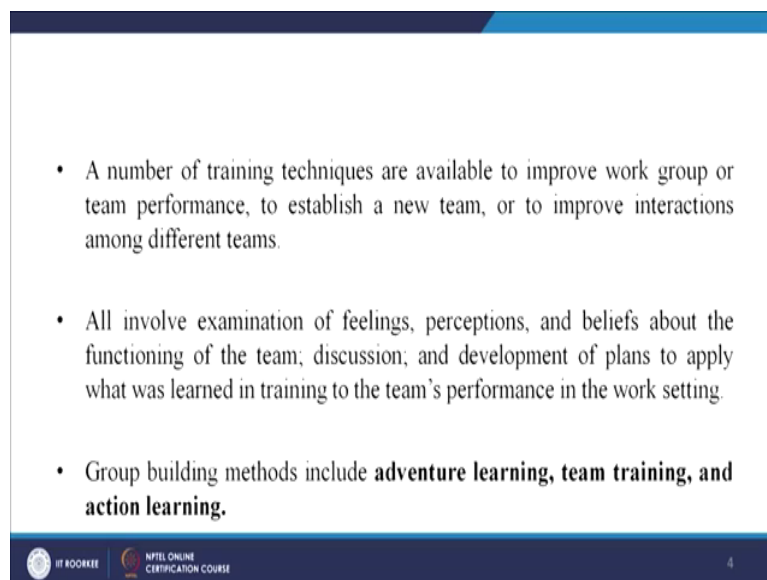
Everybody knows there will be the networking also. Understand the dynamics of interpersonal relationships. However, this is my the another subject, in the next semester I am going to offer, that is the MSID, Managerial skills for Interpersonal Dynamics which I am teaching for our MBA graduates also. So therefore, in that case you will find that this dynamics of interpersonal relationship they will understand. When you will observe the group discussion, when you will observe the panel discussion then you will find that how interpersonal dynamics also works. And get to know their own strengths and weaknesses.

During this participation, the trainer can help or the other trainees can also help, those who are experts, those who are experienced, they can also help and when we are having the discussion over the performance of these group activities, at that time the other trainees and trainer, they can discuss about the strengths and weaknesses of the each participants. And here I will also like to mention like here it is, it is recorded.

Similarly, in your training program also what you can do like this type of group activities, you can record if possible, and then show to the participants and then they will also learn by watching their own performance on the screen and those of their co-workers. Those who are the team members, they will understand.

Group techniques focus on helping teams increase their skills for effective teamwork and when they are watching, there will be the feedback. I will take in the session on the feedback in the next module also. So there will be the feedback, how to be, it is not the criticism. Feedback is never criticism. And then they will be helping the each other while they are performing on this particular aspect.

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- A number of training techniques are available to improve work group or team performance, to establish a new team, or to improve interactions among different teams.

- All involve examination of feelings, perceptions, and beliefs about the functioning of the team; discussion; and development of plans to apply what was learned in training to the team's performance in the work setting.

- Group building methods include **adventure learning, team training, and action learning.**

A number of training techniques are available to improve the work group or the team performance. There are number of techniques are there. Some of them I will be listing down here. And to establish a new team or to improve the interactions among the different teams are there and the same technique when the trainees learn, they can also adopt at their workplace. So there is a different between the meeting and the group discussion, panel discussion and the brain storming sessions and the exercises. So this will definitely, I am sure, that is the, these demonstrations of my different, by my students in the different activities, that will give an idea and clue that is how in your training program you can invite the participants and conduct these group activities.

All involve examination of the feelings, right. So therefore, what type of the feelings do they have? We can understand their perceptions. Perceptions about the growth,

growth of the individual, growth of the organization, growth of the society and the growth of the nation and the global growth also. So there what are their perceptions? Where we are leading? Where we are going? And that can be also we can examine. And beliefs, and their beliefs also. About the functioning of the team, that is the whether they are having the cohesiveness or they are not having the cohesiveness. And development of plans to apply what was learnt in the training to the team's performance in the work setting.

After this we can also ask the participants, like you will see in this panel discussion I asked them, that is the what is their opinion and in the group discussion I have asked them what is their opinion. They are also supposed to give their feedback and therefore by participating the trainer will also give the tips. Similarly, the trainees those who have participated, they will also give the tips and that what they have learnt during this type of performances.

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- All involve examination of feelings, perceptions, and beliefs about the functioning of the team, discussion; and development of plans to apply what was learned in training to the team's performance in the work setting.

- Group building methods include **adventure learning, team training, and action learning.**

Group building methods include adventure learning. Because it is not any theoretical framework and then you are talking about those models. It is totally new. It depends upon the trainees, who are the trainees, how they participate. Team training, learning for as a team and the action learning also, that is what should be their action learning in that particular activity, the group activity. What was their action? And was it appropriate or it was not appropriate? If it was appropriate, then definitely it is fine and if it is not appropriate then definitely in that case there is some modification is required.

Like for example, when we have done this group discussion then while they were sharing their experiences, I have given certain tips. For example, there are two aspects like the content and the soft skills, which I will be discussing further also. But that becomes very very important. That is the, they are having the action learning also. What should be the action learning that time when they are performing as a member of the team?

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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) Analyze the activity; and
(4) Connect the theory and activity with on-the-job or real-life situations.
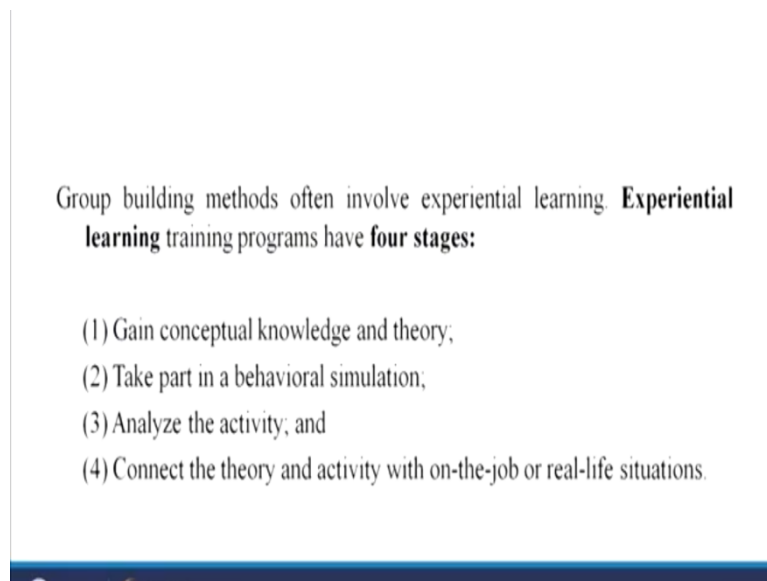
Group building methods often involve experiential learning. So they have gone through a particular activity. And once the trainee goes through this particular activity, he will be able to analyse himself also. He will also be able to identify his strengths and weaknesses. He will learn and understand that is the how this experiential learning training program, what are there different stages and in each stage what he learns.
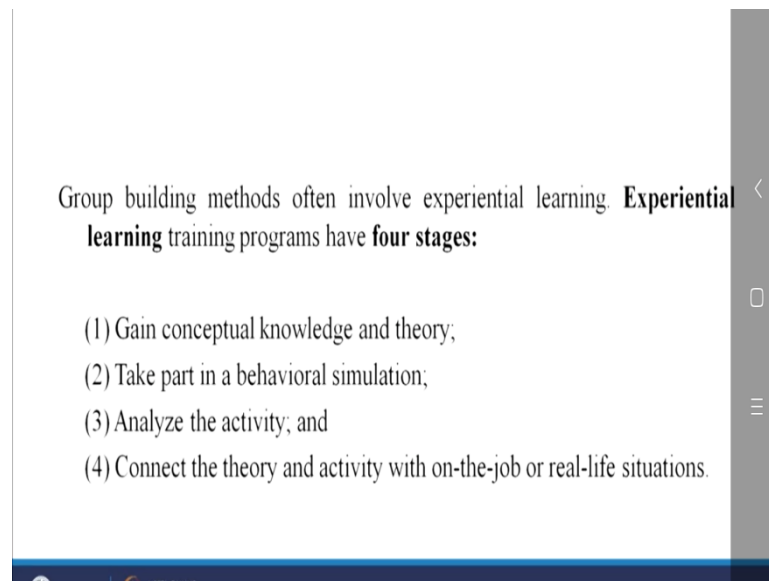
So basically, in experiential learning there are the 4 stages. And the 4 stages are: Gain conceptual knowledge and theory, this becomes very very important. That, whenever we are talking about a particular group activity, the group activity itself it starts with the concepts. And what is a concept in the training program? The concept is team building, team effectiveness, team working, team enhancement, learning from each other, adventures in working. So therefore, that is the, basically the conceptual knowledge and then the theory behind this is, that is reducing the storming, I have discussed in earlier module.

That is the forming, storming, norming, performing and adjourning. These are the stages in the group formation and converting the group into team. And therefore in that case, he is gaining the conceptual knowledge, right? And applying that theory of the team building, that will become very very important. So, if you are able to learn from each other, nothing like that, right? In spite of somebody's teaching and therefore while doing that activity. The trainer also and trainee also. But do not hesitate to organize the group activity.

Take part in a behavioural simulation. Now what happens, if you remember we have taken the case study also. So normally case study is also a sort of the simulation. Business game is also a sort of the simulation many times. But here when we are talking about the group activity, in the group activity discussion, there can be the positive, there can be the supportive, there can be the progressive points but not always. There will be the certain points which the other person may not like and it may not be supportive. So in experiential learning, then how do you comment? How do you interact? Right?

So basically, when it is the group discussion, many times it is not necessary that it will be a positive experience. So then in that case, what we learn? Oh, then that non-cooperation or the improper communication that has to be avoided. So therefore, that is a behavioural simulation, that is if this situation occurs at your workplace, what you will do? How will you go through these particular workplace situations? And in that situation you are supposed to handle what you learnt during the training program. That is the respect for others, understanding for others, understanding that is the other person may not have the same opinion. I am not the best. There can be other one also, they have the better knowledge than me. So this acceptance of the others, that we learn through the experiential learning.

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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) Analyze the activity; and

(4) Connect the theory and activity with on-the-job or real-life situations.

So trainer has to conduct this type of activity and then they analyse the activity, the comments. Comments of the trainers are very very important. Like in the panel discussion, I would like to comment that is the all experts, they have wonderfully participated and they have tried to prove themselves as the expert in this particular area. However, it was a simulation but they have tried to explain, express themselves at they are having this wonderful knowledge about that particular activity.

And then but the important is the wonderfully the moderator has synchronized, that is the somebody is from the HR, somebody is from Telecom, somebody is from Finance, somebody is from Railway and therefore, they are from the different areas and when we are talking about the a nation, a country like India in 2030, then how it has to be? And that synchronization, the moderator has taken it not in the contradiction to each other rather than the vision, creation of the vision and working as a team.

So therefore, I analysed activity, so I analysed that activity as a team building effectiveness exercise, taking the experts from different the areas, but the objective and goal is one, developing the nation. And connect the theory and activity, so therefore, the storming storming was less. In the group discussion also, if you have observed, that is the storming was less. So forming, storming and norming. So therefore when the storming is less, so that this particular forming, the group was

formed. There was no storming. So, they reached to norms and as soon as they have reached the norms, the performance has, time period of performance that was more.

So what is important? Important is this, that is the you have to connect the theory and activity and tell them do not get involved much more on storming. It does not serve the purpose. It will delay. It will delay the end result and everybody is interested for the result but if he is involved in the storming, he himself is delaying the result. The goal, the objective which you want to achieve in your career, in your personal life, for that purpose you have to keep an understanding. You have to learn from each other. You have to respect. You have to also understand that is the, everybody is not same.

So it is not the opposition of a person. It is the opposition of a concept, opposition of an idea. But when we will take it personalized, storming will be more, right? So therefore, and what is required? What the theory says, minimize the storming period and maximize the performance. So therefore, in that case the to connect uh the theory and activity with on the job or real-life situations are there, and that you can discuss in as a topic in your group discussion.

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For experiential training programs to be successful, several guidelines should be followed.

- The program needs to tie in to a specific business problem.
- The trainees need to be moved outside their personal comfort zones but within limits so as not to reduce trainee motivation or ability to understand the purpose of the program.
- Multiple learning modes should be used, including audio, visual,
- When preparing activities for an experiential training program, trainers should ask trainees for input on the program goals.
- The training program needs to be evaluated.

For experiential training programs to be successful, several guidelines should be followed. What are those guidelines? The program needs to tie into a specific business problem. Now you see uh, here this point is kept in the mind that is those who are the participants they are the business executives. If they are the business executives then we have to keep a topic, this group activity which will be focused towards the
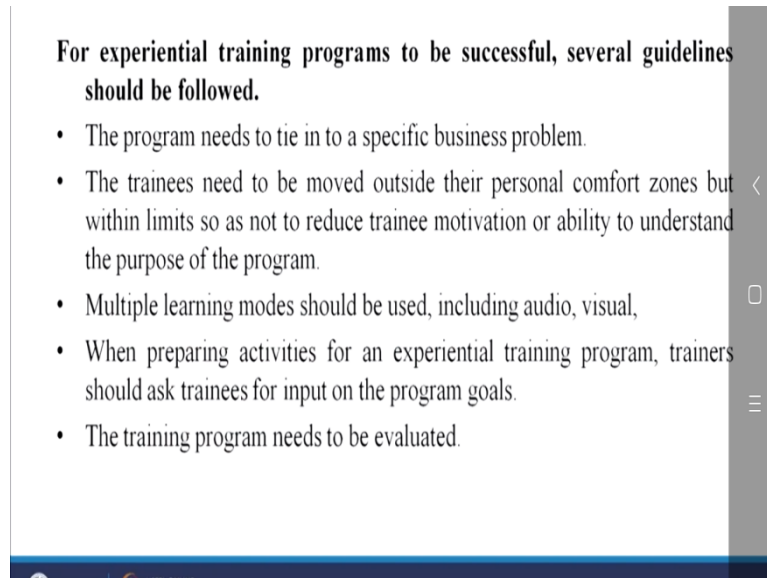
business problem. If you will focus towards the business problem, then in that case you will be able to communicate to the trainees and it will make the relevance to them because your trainees are from business industries.

The trainees need to be more outside their personal comfort zones. So many times, the many people want to see the yes man but that is a comfort zone. The other person may not say yes man, so they have to they have to come outside of their personal zones, but within limits so as not to reduce trainee motivation but one has to be also be careful. That is you are bringing the person from the comfort zone but do not put him in into the boiler, right? So therefore it is very important. That is you are reducing so as to….you should not reduce the….you are reducing the comfort zone but not to reduce the motivation. Please that you have to balance.

As a trainer you have to keep in mind that is you are putting him into, so you should not put the person into the uncomfort zone. So therefore that you are taking out from comfort zone but not putting into the boiler as I mentioned and ensure the motivation level of that particular participation or he should not be made that much uncomfortable that he lost his ability to understand. That is the he should be able to understand the purpose of the program. The purpose of the program is team effectiveness. So if we are putting him in the uncomfort zone with the arguments or the (disc), not arguments, discussion with another person, then in that case he has to understand this is a simulation. He should not take it to the heart. This is a simulation to show at your workplace when you will have the difference of opinion, then how you can balance that particular discussion.

Multiple learning modes should be used including the audio, visual, so therefore, we like this we are already using this the technology for the purpose of the communication with you and similarly, the trainee can learn from this the audio visual and the some videos can be shown and they can learn. When preparing activities for an experiential training program, trainers should ask trainees for input to the program goals. So therefore, in that particular, for example the group discussions have topic. Form a group and ask them decide the topic. If there is a panel discussion, let them come, select some trainees, let them select themselves as moderator. And let them classify the experts. And so when they will decide of their own, they will feel comfortable. So and the program's goal will be achieved.
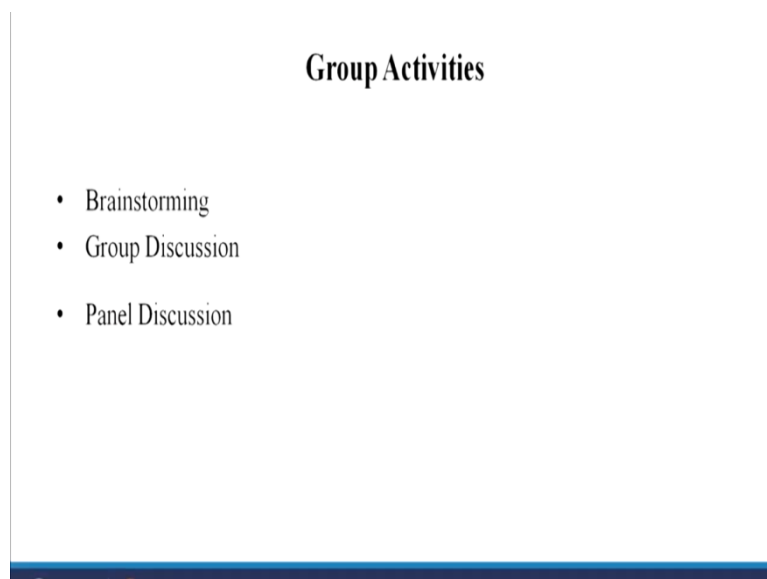
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For experiential training programs to be successful, several guidelines should be followed.

- The program needs to tie in to a specific business problem.
- The trainees need to be moved outside their personal comfort zones but within limits so as not to reduce trainee motivation or ability to understand the purpose of the program.
- Multiple learning modes should be used, including audio, visual,
- When preparing activities for an experiential training program, trainers should ask trainees for input on the program goals.
- The training program needs to be evaluated.

Last is the training program needs to be evaluated. So what is the guideline? That is the after this there should be the evaluation of the training program, means this particular group activity in this case. In this case, that is the overall training program evaluation, that I will talk later. Now here the whenever we are talking about this training program, this means this group activity, whether it is the exercise, it is a group discussion, it is a panel discussion, it is a brain-storming session, 4 activities are demonstrated. So therefore in that case that you have to be, the training programs that is required to be evaluated.
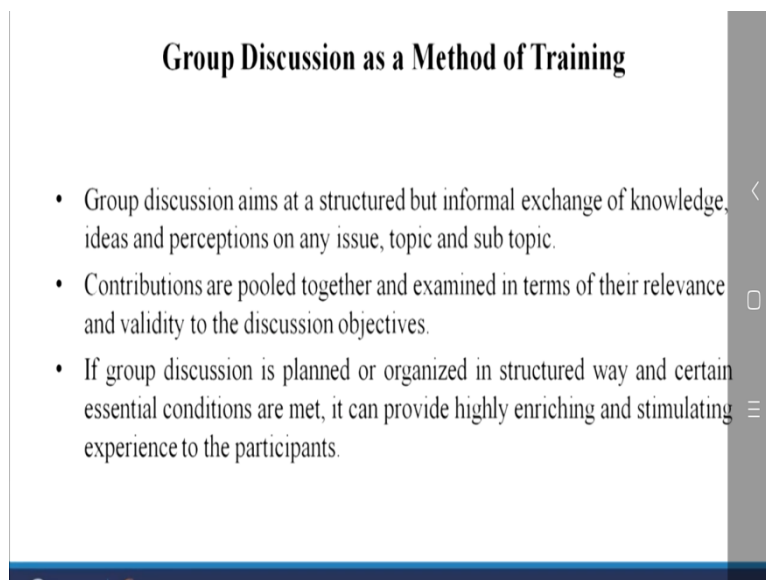
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Group Activities

- Brainstorming
- Group Discussion
- Panel Discussion

So the 3 activities will be demonstrated: Brainstorming, group discussion and panel discussion. So one by one I will take this particular, however one more group activity I will demonstrate and that is about the these exercises, that is a group exercise, right. That will be done. However, they have to do it individually but the message is that is there is a group and the every group is having the different motivational needs and therefore the organization has to understand while designing a policy, they should keep the variable pay and let them choose what they want to earn.

The CTC, cost to the company will remain same. It is not increasing the cost but it is increasing the happiness of that particular employee.

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Group Discussion as a Method of Training

- Group discussion aims at a structured but informal exchange of knowledge, ideas and perceptions on any issue, topic and sub topic.
- Contributions are pooled together and examined in terms of their relevance and validity to the discussion objectives.
- If group discussion is planned or organized in structured way and certain essential conditions are met, it can provide highly enriching and stimulating experience to the participants.
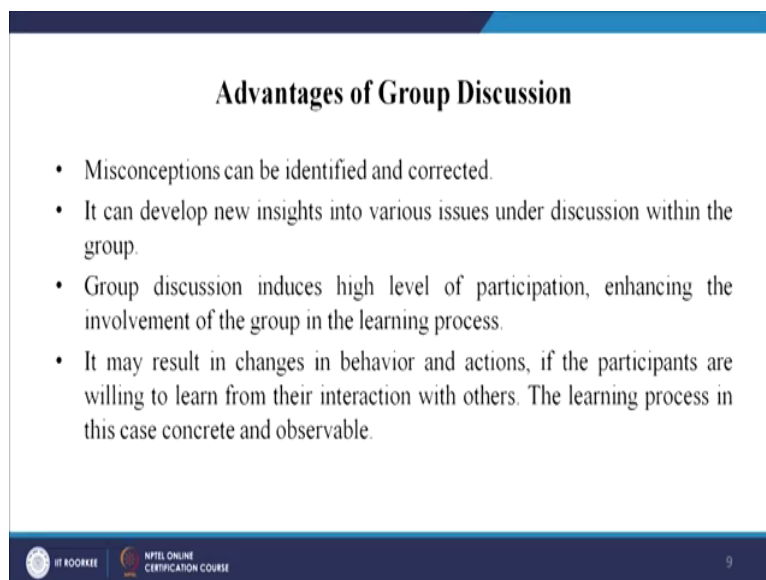
So first and foremost is the group discussion as a method of training. So group discussion aims at a structured but informal exchange of knowledge, right. So therefore that is nothing has been mentioned, so it is a totally informal sharing of knowledge, ideas and perceptions on any issue, topic and sub-topic. Now what happens here, the when they come together, that when you will invite the trainees and then you will give them the topic. Then give some time to them to prepare their notes. So 5 minutes, 7 minutes, 10 minutes you can give and after that they will start discussion. So therefore, in that case, this is the, it is the informal exchange of knowledge.

Second, contributions are pulled together and examined in terms of their relevance. That is, have they talked relevant or not? And validity to the discussion objectives.

Whatever objectives are there, are there the discussions or there are no discussions on them?

If group discussion is planned or organized in structured way, so whenever we are talking about the group discussion and then we are making that particular planning or organizing in our training program and certain essential conditions are met, that is the yes they have given the time, they have been told that is there are two issues, the content and their soft skills. They are becoming important. It can provide highly enriching and stimulating experience to the participants. So whenever the participants, when they share their knowledge, when they have the discussion on this particular, under this group discussion then definitely they will feel the highly motivated and the participants will be having a good experience in their training program.

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What are the advantages of the group discussion? Misconceptions can be identified and corrected. When they are talking to each other, group discussion, the trainer will be observer. Trainer will be away and when they are having this type of the misconceptions, that can identified and corrected. It can develop new insights into various issues. Because there are so many participants, other participants also, so other participants will also talk something new and therefore insight will be developed under the discussion within the group and they will learn from each other.

Group discussion induces high level of participation because they themselves have to talk. Trainer is not asking them, that is writing a script and giving them and telling

that you have to speak like this and therefore, that high level of the participation, that will be encouraged. And enhancing the environment of the group in the learning process. And therefore, they themselves are participating, so it is an active learning and they themselves learn from the each other. It may result in changes in behaviour and actions. So, when they observe those who are participating and the other trainees also, when they observe this group discussion and then they learn that yes this was right, this was wrong and I should also do the right things.

If the participants are willing to learn from their interaction with others, then definitely it is a huge big huge opportunity for them to learn from each other, peer learning. The learning process in this case, concrete and observable, and therefore when we are talking about the change the behaviour, change the behaviour but when they themselves are actually involved, they are participating, they will learn from each other and they will observe from each other, each other's behaviour.

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Limitations of Group Discussion

- If group is large, all members may not get opportunity to participate and contribute to the discussion.
- If the task is not clearly defined, discussion may lack focus and as a result, it may unproductive.
- Difficulties may arise if the leader is unskilled in guiding the discussion and / or not familiar with the topic or the issues.
- Some members may dominate and, in a way, hijack the discussion.
- As this is group task, some members may take it easy and not feel constrained to participate.

But naturally there are certain limitations of the group discussion. If group is large, all members may not get opportunity to participate. Like the trainees are there and the trainees will be 25, right. Then definitely but the group discussion will be 5 to 6 persons is the standard sized group is there. So therefore, this everybody will not get this opportunity to participate and contribute to the discussion. So, that is a one limitation. All will not get the opportunity.

If the task is not clearly defined, that is what they have to discuss, discussion may lack focus, so they have to tell that is the what, there should be a topic. Topic will be announced and they have to talk about this particular topic and as a result it may be unproductive if it is not given topic properly, then it will be unproductive. Difficulties may arise if the leader is unskilled in guiding the discussion and so whoever is you are making the leader, now I prefer that a leader should be among those participants only, so one more participant will be involved. However, trainer can give his input after this particular exercise.

So therefore, but the leader which has been opted from that particular group only, 5-6 persons you invite voluntarily, they come, they discuss and then one becomes the leader and you do not know much about that trainee. But of course amongst them they select or he opts, then that is acceptable to all in the group and group says ok, this is the leader. He will become the leader. Now, if he is not really skilled, then that will be a problem in the group discussion and then if he himself is not familiar with the topic or issues then definitely this group discussion activity will not be that effective.

Some members may dominate, which happens in the group discussion. Like the some trainees, they try to show that is they, I have discussed these issues in interpersonal relationship of the trainer-trainee relationship, that is the they dominate the group. There will be the domination. If there will be the domination then they will hijack the discussion. And if they will hijack the discussion, rest of the trainees, they will not be able to learn. So, that has to be moderated in a very appropriate way and the trainee can learn. Here in this particular group discussion you will find that is the yes, you have come out with the clear ideas.

As this is a group task, some members may take it easy and not feel constrained to the participate. But this is the group discussion, so sometimes the some people, they may not enjoy also, so that group activity that may be a problem. But in spite of all these limitations of the group discussion, I will suggest that is if possible please try this group activity during your training program because it is a sort of active learning.

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Panel Discussion as a Method of Training

- A panel discussion represents a variation on the structured discussion format.
- Panel discussion is used to present, before the group, views, and opinions on a specific topic or issue through a panel of experts or specialists.
- Panel discussion can be used for presenting divergent or even conflicting views on an issue or topic, exposing the participants to a range of views.
- In an effective panel, each speaker concentrates on a single sub – topic or an aspect of the issue under discussion.

Now the second method which I would like to talk to you, that is the panel discussion. Panel discussion as a method of training. A panel discussion represents a variation on the structured discussion format. And therefore in that case, it is different from the group discussion. Here I will come forward and then I will also explain. Panel discussion is used to present before the group, views and opinions on a specific topic or issue through a panel of experts or specialists. This is very very important. That is whenever we are talking about this particular this thing, that is the they are complete picture that they are coming from this particular panel of experts. Experts or specialists.

So this is the difference. Now in the group discussion not necessarily that is the those members, those who are involved into the group discussion because they are not knowing the topic, topic will be announced there itself, so yeah. But here when you are inviting then they are becoming the experts. The exercise which will be demonstrated, so there it is a simulation but there will be experts from the different areas. As I mentioned, there will be the expert from the finance, there will be expert from the HR, there will be expert from the railway, there will be expert from the telecom and the moderator will have this particular exercise of the experts and as an expert and discussing with the experts or specialists.

Panel discussion can be used for presenting divergent or even conflicting views on an issue or topic. So sometimes experts may have the different opinion. However, here you will find that is they are talking about the vision of India 2030, so therefore they are expertise; they are trying to make as a driver and enabler for the growth of the

nation. Exposing the participants to a range of views and then if there is a, there can be the different of opinions also if there is a common theme is there.

In an effective panel, each speaker concentrates on a single sub-topic or an aspect of the issues under discussion. Like here as I mentioned, that is the each one is having the sub-topic of the area of expertise and there they will be discussing accordingly.

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The presentations are the short lectures rather than a long one by a single speaker. And therefore, in that case they will speak about their expertise, right. So it is a sort of a short lecture and therefore, that is the, there is not only a speaker but everybody is talking the whatever his expertise, in abstract they are talking in spite of having the single speaker, there are the many speakers for a short period of, short period and they will speak about their expertise.
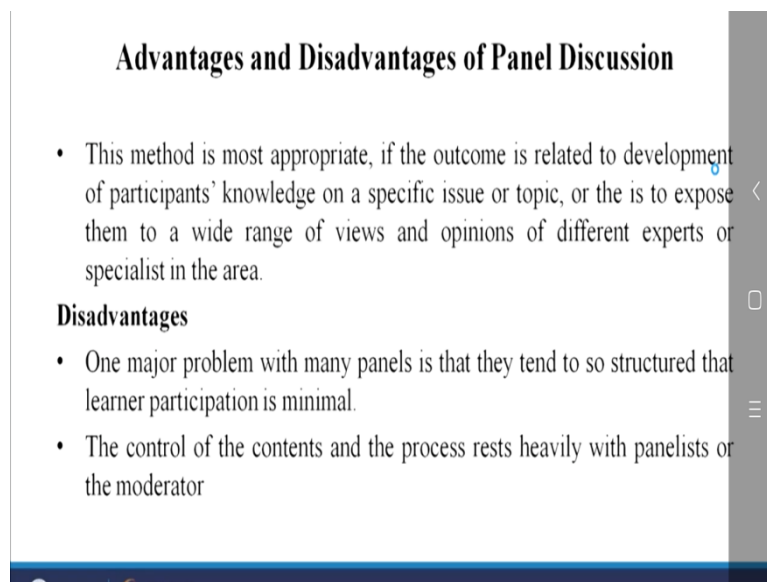
Each participant has to be distinct but complimenting others' presentation. So here it is not like group discussion that contradictory or there will be the conflicting, rather than they will be the complimenting. They are not conflicting, they are complimenting others' presentation so that the participants get the complete picture of the topic or the issue and they are experts. So when, in the training program, we are inviting these trainees those who are experts and then for a short period they speak, so the other trainees also come to know that is who is amongst us and what is his area of expertise and then they can learn from each other.

Some overlap may also become unavoidable. Now what happens, this expertise may be, here we are having the different experts but maybe the when you invite the, suppose the training program is for only for HR executives, then in that case all experts are from HR. So therefore, there might be the overlap and then some unavoidable, although the speakers should take care to keep it to the minimum. But if

possible and if it is a heterogeneous group, please try to see that is you invite the experts from the different areas and not from the same area.

But it is possible, it is also possible that it is theme of the program is on a particular specialization. So all trainees they will be from the same area of expertise.

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Now I will talk about the advantages and the disadvantages of the panel discussion. This method is most appropriate if the outcome is related to the development of participants' knowledge on a specific issue or topic. So definitely, if those experts, if your training program you are conducting for senior executives then definitely each one trainee, each one participant is the master of his area. And then, in that case, this panel discussion and this session will be a wonderful learning. Or this exposes them to a wide range of views and opinions of the different experts.

So there might be the different experts and they are having the range of views, or specialists in the area. So even they are from the same area but definitely there will the wide range, wide range of the understanding. And therefore, they will have these experts or the specialists in this area. But there are certain disadvantages also with this panel discussion.

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Advantages and Disadvantages of Panel Discussion

- This method is most appropriate, if the outcome is related to development of participants' knowledge on a specific issue or topic, or the is to expose them to a wide range of views and opinions of different experts or specialist in the area.
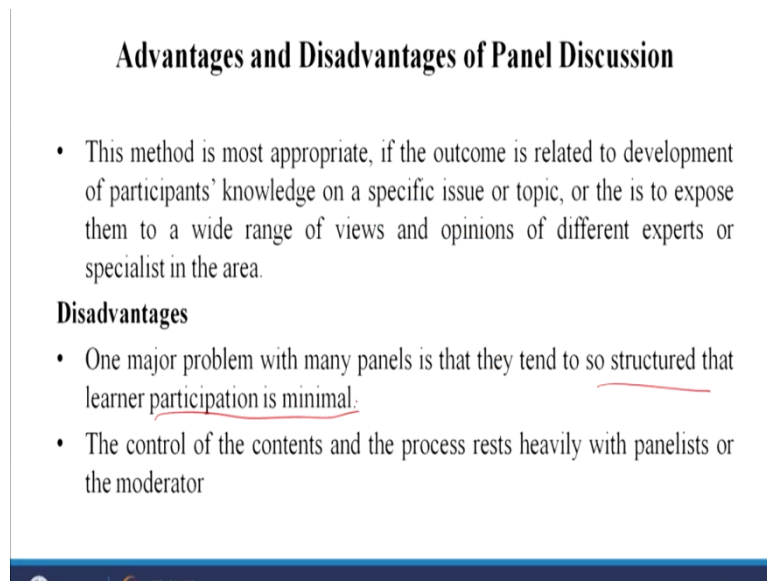
Disadvantages

- One major problem with many panels is that they tend to so structured that learner participation is minimal.
- The control of the contents and the process rests heavily with panelists or the moderator

One major problem with many panels is that they tend to do structured that learner participation is minimal, right. So therefore, when you talk about the outcome then definitely that many panels, when they are discussing then ultimately the outcome, if it is, more or less when it is the overlapping, then even it tend to be so structured that is a learner's participation is minimal. So, those who are experts they will learn but the others, they will not be learning, first part. Second is, they will be talking about in short, so therefore they will not have the in-depth knowledge about that particular expertise.
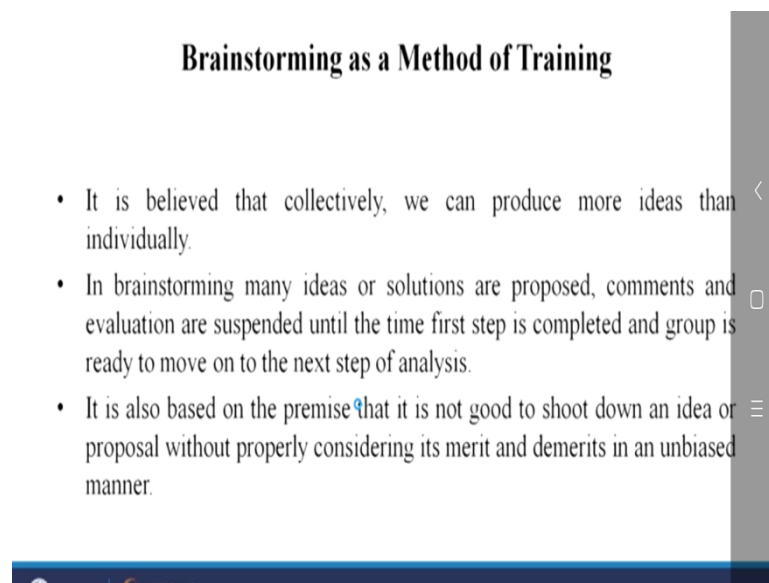
The control of the contents and the process rest heavily with panellist or the moderator. So, I am sure that in our demonstration, though they are the students, but they will be doing the moderation very well and that is the that rest will be the these panellists and the content that he will not allow to divert and rather than you, and rather it will be an impressive panel discussion. But this may be the disadvantage, if the moderator is not strong then in that case the panel discussion may go haywire and therefore, we have to be careful in selecting the moderator.

But even if it happens, what I will request that is the trainer, trainer should not be the moderator here, right? And when he is selecting the moderator from the trainees and participants only and if he is going the haywire, then immediately he can interrupt. You can interrupt and then can control the panel discussion and can talk about,

because it is not like a conference in the   dais panel discussion, it is among this classroom only. So therefore in that case, definitely you can interrupt if it is so desirable. And I will suggest then you can interrupt but these disadvantages are not that important when compared to the advantages are there.

So advantages are more in panel discussion as it is a group activity, as it is the experts from the trainees itself, there is a knowledge sharing and participants are also happy, that is their knowledge has been used by the trainer and they will feel the satisfied.

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Brainstorming as a Method of Training

- It is believed that collectively, we can produce more ideas than individually.
- In brainstorming many ideas or solutions are proposed, comments and evaluation are suspended until the time first step is completed and group is ready to move on to the next step of analysis.
- It is also based on the premise that it is not good to shoot down an idea or proposal without properly considering its merit and demerits in an unbiased manner.

The third aspect, after the group discussion and the panel discussion, the third aspect and it is a brainstorming session as a method of training. It is believed that collectively we can produce more ideas than individually. A beautiful session and then we will demonstrate that session also like how to increase the sales, the theme will be how to increase the sales and then they, everyone will give their ideas and they will be discussing and this way we can solve the problem. And therefore, more and more ideas that can be created on a single theme. Please try whenever it is possible.

In brainstorming many ideas or solutions are proposed, comments and evaluations are suspended until the time first step is completed. So therefore, when they are coming out with the many ideas and the solutions and then definitely those comments are to be evaluated or and the time for step, write down, note down on the board whatever the idea somebody suggests. It is not to be restricted at that time. Take as many ideas

as much possible. Please do not restrict yourself and then keep on going for this particular exercise, there will be a proper, that I will demonstrate also.

There will be one theme and on that theme you have to keep on asking the solution, solution, solutions, that is in this demonstration you will find, how to increase the sales. There will be rest of the participants and then whatever they will keep on saying the points, those points will be written.

And the group is ready to move onto the next step of analysis. Once you have written all the ideas and now you start the analysis of those ideas. It is also based on the premise that it is not good to shut down an idea or proposal without properly considering its merit and demerits in an unbiased manner. Now here like the moderator is very important in the panel discussion, the person who is noting down these all these ideas and naturally, he is becoming the moderator. So therefore, he has to take care, that is he should not select any idea without considering the merit and demerit and there should not be dropping of any idea without considering the merit and demerit of that particular idea.

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Objectives of Brainstorming

- Generating a wide range of solutions or opinions in solving a problem, addressing an issue/situation or in taking a decision, thus stimulating creativity in the group.
- Developing a positive attitude among the participants by encouraging them to listen carefully to others.
- Encouraging shy and reluctant participants to share their ideas and views without the fear of getting an immediate negative reaction from other colleagues. The members can become open about their thought and viewpoints.

So what are the objectives of the brainstorming session? The generating a wide range of solutions or opinions in solving a problem. So naturally, this will be related to a particular problem and then you have to solve that particular problem. Addressing an issue, situations or in taking a decision, thus stimulating creativity in the group. So, it

is a creative enhancing exercise and more and more creativity has to develop and let them come out.
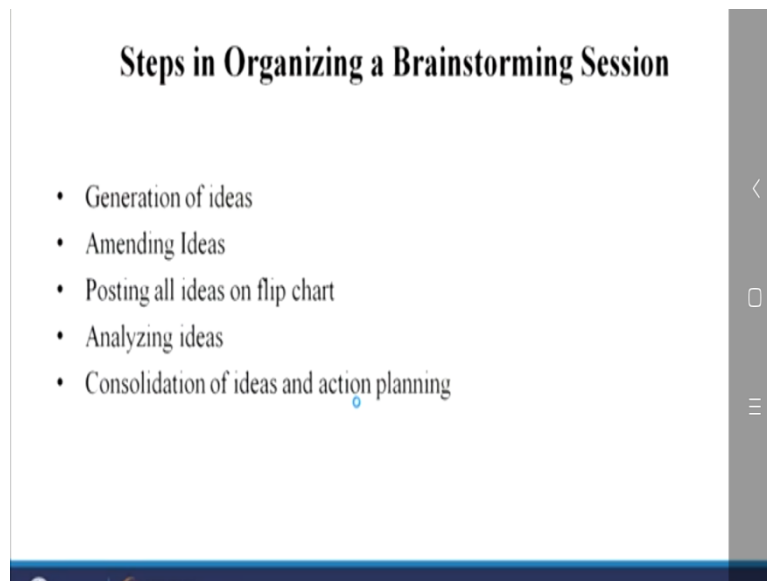
And here you can see, that is you will not select in the like the group discussion and panel discussion. You can involve the all the trainees those who are in your classroom, that ask them it is okay, give your ideas, give your ideas, anyone wants to give the idea, give idea, so everyone will feel that they have been involved. However, in demonstration we have taken as an example but you can go for the all the trainees and then you can note down those ideas to solve, give a particular problem and ask them to solve the problem.

This brainstorming will create a positive attitude among the participants by encouraging them to listen carefully to others and therefore, you are encouraging the participation. Everybody is involved, so therefore, suppose in the group discussion or in the panel discussion if somebody is left, you can incorporate the all. Let them come out with the ideas, let them speak and therefore, you are encouraging them to participate and encouraging them to listen the other trainees also.

Encouraging shy and reluctant participants, I have mentioned this type of the participants that there will be certain shy and reluctant participants, to share their ideas and views without the fear of getting an immediate negative reaction. So because when you will write the ideas in the beginning, you are not going by merit and demerit. Okay fine, this is your idea, write down. It is your idea, okay write down. This is third one's idea, write down. So therefore, there is no fear of the rejection or the negative reaction from the other colleagues.

The members can become open about their thought and view points and therefore, it is open session. And therefore, you can come out with the any idea and let them come with the solutions whatever that comes in their mind and then just note it down. So how to conduct the brainstorming session? I will demonstrate also later on, but the theoretically what are the steps in the, in organizing a brainstorming session? Now the basically, there are the generation of ideas, as much as the generation of ideas as much as possible. Create the ideas. Ask, you want to say again? How many ideas do you have? He will say 10, 20. Okay. Note down. All ideas will be noted down.

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Steps in Organizing a Brainstorming Session

- Generation of ideas
- Amending Ideas
- Posting all ideas on flip chart
- Analyzing ideas
- Consolidation of ideas and action planning

Amending the ideas. Then definitely there might be the amendments in the ideas that is okay, this idea we can do for this purpose. This idea we can use for this particular purpose. This idea, but not saying that this idea will not work, right, but we will keep on amendment in the ideas and helping them to come out with the idea, linking him with the problem. Posting all ideas on the flip chart. Here we will be using the white board. On the white board, they will be writing these ideas but yes, you can have the flip chart also and on the flip chart or white board you can make the as many ideas, write the ideas.

Then, start discussion. Analysing the ideas. Whether these ideas will be useful or these ideas will not be useful? Or these are relevant or these are not relevant? Right? So on the basis of their merits, demerits, applications and on basis of this discussion, consolidation of ideas and the action planning, so you will give the suggestions and recommendations. If this is the problem, these are the so many solutions. The solutions are discussed on the merits and demerits and finally that recommendation and suggestion that is the ok, this should be the action planning for solving this particular problem.

So dear friends, you have understood that is the how do we go about these particular group activities that is the group discussion, panel discussion, brainstorming and there is one exercises also, that is the how do we conduct that exercises. We give them any

particular problem and on basis of that problem they will do, here the problem will be given like there is an Ankita. Ankita is a divorced lady with the 3 children up to 3, 5 and 7 years. There is a variable pay and it is related to the motivation and then how these needs that Ankita, what needs Ankita will have?

And everybody individual will say that is there are the different needs are there. No need to come to common need, please. We are not trying to bring a particular formula for Ankita. What we will be trying to do, to understand who is risk-oriented, who is not risk-oriented. Whether there is a social need or there is no social need? Is there is a self-esteem need more, career planning is more or less career planning? Or there is no career planning?

It might be there, that out of those incentives people will now select for the college education or the tuition fees or foreign language, so because they are more focusing, As soon as you say Ankita is a divorcee with the 3 children, they may focus on a particular type of need. And they may ignore the professional need, however she is in, she is a manager. That, you will see in that particular exercise demonstration.

So therefore, but again not necessarily, so one should be more focused on the needs of the professional development as compared to the personal needs. But what type of employees do we have? Those who are looking for more social needs or those who are looking for professional needs? Or the balanced one? Not necessarily they are supposed to go by this particular sort of the personal needs also, social needs also, safety needs also, or the self-esteem needs also, self-actualization needs also, no. You have to find out amongst our employees, most of them what type of needs do have, and then offer them the bouquet. Bouquet of the variable pay and as per their needs they have to choose their pay and design their own salary slip. That is a message.

So if we do, we can do this type of the exercise also. So what will be the message? What will be the training? Training will be the identify the needs. What is the motivation? What are the different types of the needs? Identify the needs and then give the flexible incentive plan so that as per the need of the individual they can satisfy and they can feel motivated, right. So this is all about these group activities and then each activity will be demonstrated with the help of my students. And then I am sure that these theoretical concepts will be able to connect with those

demonstrations and you will feel that is the yes in the training program, group activity is really active source of learning. Thank you.