Training of Trainers.
Professor Santosh Rangnekar.
Department of Management Studies.
Indian Institute of Technology, Roorkee.
Lecture-09.
Training Design & Types of Training - I.

So far we have discussed about the concept of training, then what are the, how to identify the training needs on the basis of job evaluation, performance appraisal and potential appraisal. Now, the further modules are on the training design and types of training. Most important factor becomes, that is how we can design a particular training and what parameters are to be taken into consideration for designing the training. So, in designing the training means we have to create a learning environment.
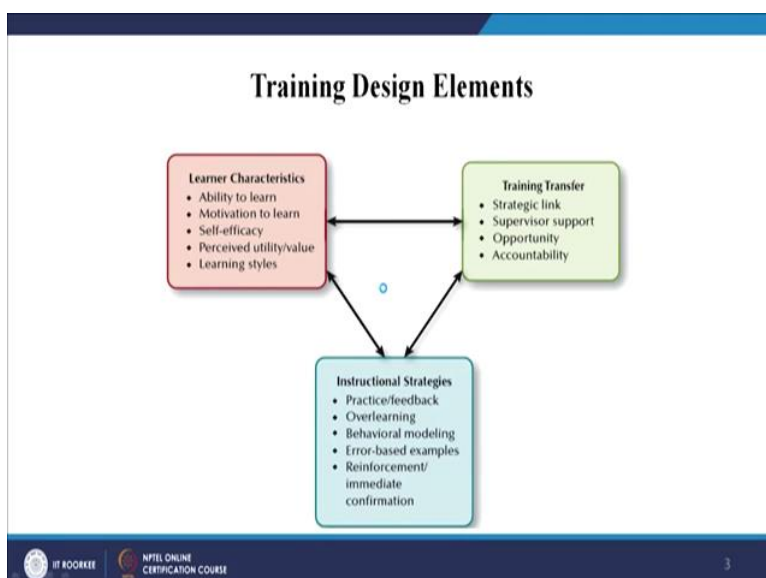
(Refer Slide Time: 1:32)

If the environment is supportive, then better will be the chances or to be getting trained to the participants. Training design refers to factors built into the training program that what will be the factors that we will build into the training program to increase the chances, the transfer of training will occur and that will be effective training. These particular designing of training is focusing on the 3 parameters learner's characteristics, training transfer, and the instructional strategies. The 3 parameters we have to consider whenever we have to design a training program.

(Refer Slide Time: 1:57)

First we will start with the learner's characteristics. In learner's characteristics we will talk about the ability to learn. As we all know that is each individual is having different type of personality. And to learning atmosphere is different and because of the heredity, environment, situation at the personal level, similarly the work environment, that also affects a person's learning ability. If the environment is supportive, organisation considered supportive and in that case the person's ability to learn, that will be faster.

Now, it also depends, that is what is to be learnt. In the case of ability to learn, some people, they are very fast in learning the quantitative techniques, some people are very fast to learn into the qualitative techniques. Some people are equally efficient in the qualitative and quantitative techniques. Trainer, when designing a training program, he should have the profiles of the participants. Therefore, a systematic training program is to be designed much earlier. And this information about the participants, about the trainees, that is to be collected from the demographic variables like age, gender, economic status, social status.

If we identify these parameters, we can understand education, that is what is the level of education of the participants is there. So, that will give us an idea, it is not necessarily, that is this idea will be 100 percent successful but at least it will give us an idea that is what type of ability the participants are having. And not only the ability, they will also be having the particular orientation, that is what they will like to learn, what should be the contents of the training program, this all we will be deciding on the basis of the ability to learn of the participants.

Second is motivation, a person's desire to learn training content. Now, all of us have gone through the number of theories of motivation and the basic theory is that there is the need theory. And need theory is talk about, that unless and until this particular training is needed by the participant, by himself or oneself, then only in that case the person will be having the effective training program. Whenever we are designing the training program, we have to keep in mind the motivational level of the participants.

There will be the certain participants those who will be having this particular type of training because of their bread-and-butter. They will not be able to perform at the job if they do not have this particular training. Even though in certain cases, it is possible that is some participants, they are attending the training program either they have forcefully sent by the organisation and in that case there will be no motivation of this type of employees. And some employees, they are not having the interest in that particular job, what they are supposed to learn and then there cannot be the motivation also.

So, there can always it is assumed that is the voluntary participation and registration by the trainees, that will give the higher level of motivation, because they are coming forward themselves to attend this type of the particular training program. So, always encourage, that is there a number of training programs and then they are coming voluntarily to attend this particular training program. Third is self-efficacy. Self-efficacy means people believe that they can successfully learn the training programme content.

Now, here whenever we are designing the training program, I will come further also, that what should be the content and how the contents are to be designed. But whenever we are making the brochure of the training program or a one-page introduction of the training program, it should be very clear what module we are going to cover and what will be the benefit out of this type of the training program will be there. So, the self-efficacy or liking for oneself will be always there, that is they can successfully learn.

This third point we can connect with the ability to learn, that is in case of the person is able to learn, then definitely he will have the high self-efficacy. Higher is the ability to learn, higher is the motivation, higher is the self-efficacy and that will be defining a learner's better characteristics towards the training program. Now, many training programmes are always in the question whether these will be useful or not. So, what will be the outcome of these particular training programs, what will be the benefits of these particular programs that has to be designed.

The values which will be derived from this particular program and what the trainee perceives, that should be very-very clearly is to be defined. The learners, the learning style, that is also becoming very-very important. That is what style of learning is there, I have already discussed the learner styles, there are certain warriors, there are certain sages. Therefore the sages are the best, those who are having the hypertension and high approach towards learning. And then in that case the type of the learner that will decide that what is the learner's learning style is there and accordingly he will be able to learn.

(Refer Slide Time: 8:06)
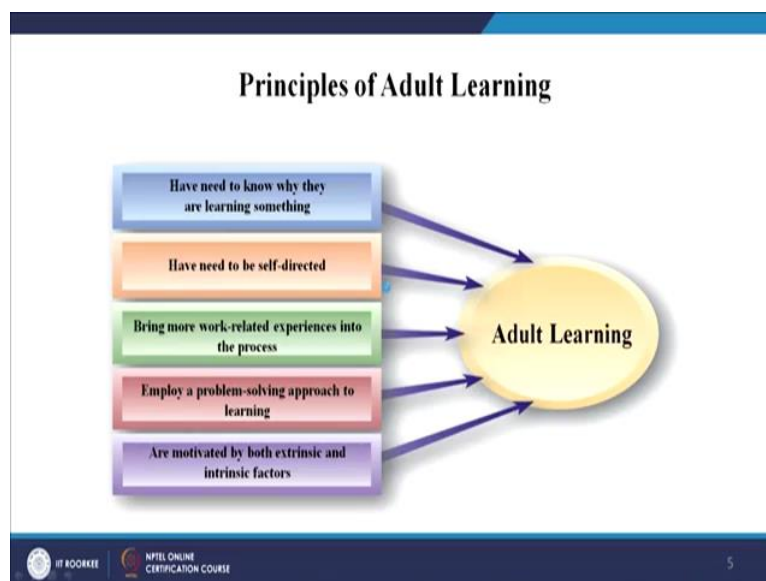
So, this is about the learner's characteristics. Now, when we talk about the principles of adult learning, in principles of adult learning, the first and foremost is have need to know why they are learning something. And as I mentioned, that is what motivates a person, a need motivates a person. In case of adult learning, this is very-very important, that is they are looking forward, they want to see that what they are going to learn and then after learning this thing what their career is going to be get built.

Unless and until they are not very clear, that is this type of training program will build their career, they will not have the enthusiasm or the motivation towards this particular learning. They have need to be self-directed, that is about in adult learning, again whenever, like for example middle management or top management and this type of the people, when they have asked to go for the training, some of them may have to believe that no, we are having enough experience and I do not need training. Right, and what they will teach us and what I will learn from that.

And if this concept is there, then definitely the people will not be having the feeling the need of that particular training or there will not be self-directed to learn this particular type of training. Recently one leadership training program has been organized by me and in that particular leadership training program, all the participants, there were around the age of between 50 to 55. But all were self-directed and they wanted to learn that particular leadership style program is there. And it has been observed that is when the self-directed group is there, the outcome is very-very high.

Third point is bring more work-related experiences into the process. Now, it should not be only theoretical. If it is theoretical only, then the trainers will not get the proper response because then the trainees, they want to see that is whatever the content deliveries are there, are they are helpful or not. For example, I am talking about the designing of training program. And then this will be helpful for those trainers, those who are looking forward that is how to design a particular training program. So, in this process, that is work-related experience, that has to be taken care of.

Here we can make the use of the case studies, we can make the use of the certain exercises that will make them to understand that is whatever they are talking, then they are talking about this particular work-related experience. I would like to give one example, like whenever we conduct a training program BHEL, then we also take the case studies of Al Strom and then we compared, that is how the other organisations which are more or less similar or in the similar business like BHEL, how they have solved their problems and how they have created a graph of the growth.

So, therefore in that case if we bring the case studies of the related work experience, where they can connect themselves, that is yes, if this is a situation, I am also pressing this type of situation. If this is the situation, how I can resolve this particular situation or the situation may occur to me also. So, especially in case of the IR, in labour laws, and then if this type of

problems if our car, then union problems occur, or the union relationship has to be maintained, then how other companies or industries are maintaining their relationship or Maintaining their IR.

If there able to maintain their IR, then definitely they will be able to make it work related experience into the process. Next is employ a problem-solving approach to the learning. Always whenever we talk about the learning process, always have a problem-solving approach because there might be the certain case studies, there might be certain examples which will talk about that if this is a particular problem, how the solution is provided, that we will have a certain exercises. I will upload certain case studies and exercises in your study material also and then you will find that these case studies and exercises are related to the problem-solving approach.

For example, the parking space at airport, that particular case study. And then how that particular case study talks about, at airport how parking problem has been solved. So, this type of the study material will help them to make an approach to their learning process to the individuals. Are motivated by both extrinsic and intrinsic factors. That is very important. Sometimes there may not be that high intrinsic motivation but external factors are supportive and there like for example the competitiveness. If there is competitiveness, then definitely that particular employee will like to learn something so he can beat the competition.

And this type of the external competitive environment, that makes the intrinsic motivation. So, extrinsic factors causes the intrinsic motivation and in that case the person learns more and believes in himself more and then he starts learning at whatever the age he might be. So, when we talk about the adult learning, so in adult learning, these parameters, that is whether they are ready to what they are going to learn, have they need to learn that particular training program, they are more related, the training program is more related to their work experiences, they enjoy the problem-solving approach.

Therefore, in that case we are able to find out, that is a similar problem comes, then they can correlate how to solve that particular problem. And they are motivated by both extrinsic and intrinsic factors. And in spite of all these factors, those who are challenging to them but that challenge itself that motivates to the employees.

(Refer Slide Time: 14:12)

Now, we will talk about the instructional strategies, that what are the instructional strategies are there. Learner's participation and feedback, that becomes very-very important. Now participation and feedback print on the active practice. What type of active tractors is there, performance of job-related tasks? Now, the number of tasks are to be done. For example, when we are talking about the HR executives, then HR executives, they have to do all recruitment, selection, training and development, performance appraisal, promotion, transfer, compensation and then industrial relations, all types of tasks they are supposed to do.

Now, in doing this all type of the tasks, they are having different types of experiences. And they have to make, ensure that all tasks are performed very effectively. And in large organisations, LE's, we will find that is there are different verticals for the different HRD, individual development, career development, organisational development, there is a different cell is there. And in case of the recruitment selection, there is a different vertical i1s there. So, therefore in that case the performance of the job-related tasks, that has to be connected and duties by trainees during the training.

And what type of duties they are supposed to perform by the trainee in during the training program. These aspects, that will make the active practice at the workplace and also at the time of the training programs because they are able to connect that whatever the task they are supposed to do and then how to do those tasks efficiently and effectively, that they can learn here. Then there are the spaced practices. Spaced practices are practices that are performed in several sessions spaced over a period of hours or days. So, it is not necessarily that there is a

one-week training program or there is a two-week training program, there is a three-months training program but rather than that, the training program is like a course of a diploma.

And then in diploma course, like in one year there are different inputs are given and slowly and slowly the persons with, spaced is given to them and that they learned one-to-one. So, these types of reading problems also very useful when there is not an immediate requirement of demonstration of knowledge or skill at the workplace. If there is an urgency of the knowledge and skill in the space program, then that will not be more effective. The benefit of the spaced practices is this that is the learner takes his own time to learn and when he is having the confidence that he has the step 1 he has crossed and learn, then definitely he will go further to step 2.
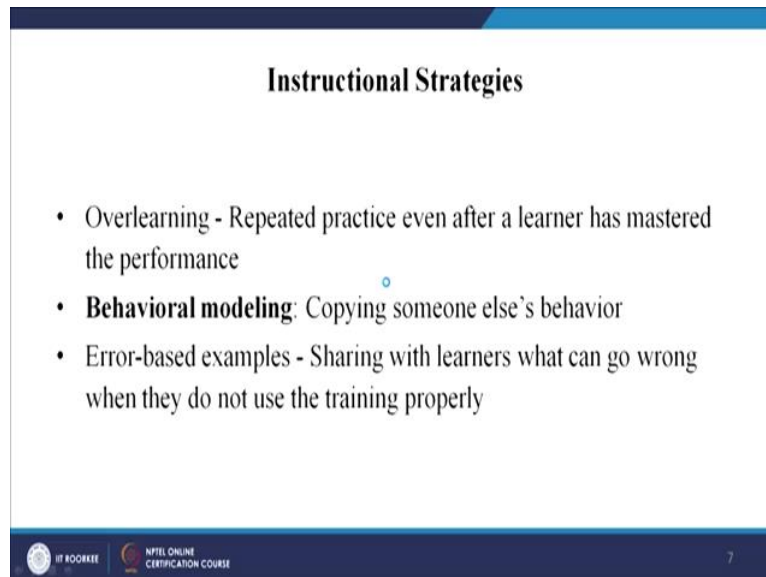
While in case of the urgency of training programs, there is no opportunity for a learner to give the space. So, if the reason of an HR department is very clear, organisational reason is very clear, then they will plan, that is slowly and slowly with period of time the learner has to go with different types of practices and then he will be asked to perform. A very simple example and that is of the job rotation. The job rotation either is type of training program, in which the person can design how many months or period one person will be handling job X, then how many months job Y, how many months job Z and like this that can be planned.

Then the mass practice. Mass practice is the practice performed all at once and therefore in that case for example the computerisation system in the organisation. If there is a computerisation system in the organisation, then all persons, they are supposed to get the practise this particular type of training program that how to make the effective use of computerisation or the technology which has been introduced. Here the challenge in designing the training program is the time period is very short. And all participants they are not having as I mentioned earlier in the learner characteristic, so all learners are not same.

But the time period is short and all learners have to demonstrate their learning skills in that period of time only. This becomes a very big challenge. So, therefore, a very, in few cases where learning organisation is there, learning organisation means the organisation itself is learning the new technology. If the whole organisation is learning the new technology, all employees are supposed to demonstrate that particular style of the learning of the technology. If that is required, then it will be the mass practice training program.

And in mass practice training program, it is possible that all may not learn and trainer for the challenge for the trainer is that because he cannot distinguish the learners and then he has to make the same training program for all and then designing this training program will be really a big challenge for the particular trainer.

(Refer Slide Time: 19:14)

Many times what happens, that is over learning is there. Over learning means repeated practices even after learner have mastered the performance. So, same type of training program again and again, so repetitive type of nature is there in the training program and then that will not serve. So, therefore what happens is that there should be fresher courses. In the institutional strategies, that should be there, that is those who have come across level I, then they can join now the level 2. But the level one type of the training programs will not be, they should not be focused again.

If the repetitive type is there, then it should be mentioned very clearly in designing the training program. Those who are having the level 1 knowledge, they are not supposed to register again for level 1 type of training program, which is going to be conducted in the organisation. If level II program is there, level II is there, then level II program requires a prerequisite that is level I has already been completed and certified by that particular learner. So, there will be no repetition. But if we are declaring the same training program and the same participants are there, then it will not make much useful.

Behavioural modelling, that is another type of training program and instruction designing is there, that is many times there are complaints and especially in case of middle and top level

management people, that is they are having a particular typical style of behaviour. And then in that case, that is not, it is intentional, it is unknowingly they are demonstrating that particular type of behaviour. So, there should be somebody who can tell them that this is your behaviour but how to communicate, by modelling that particular behaviour.

The modelling of that particular behaviour and then that will make the behaviour modelling and the person gets the message that no, this behaviour is not appropriate. But he will also realise that he himself is doing this type of behaviour. So, in that case if behaviour modelling is adopted in instructional strategies, then copying someone else behaviour will be demonstrated and as a result of which the learner, that he will learn that this type of training program, this type of behaviour is not acceptable and then he will minimise. He may not be able to stop fully but he will minimise that type of the particular behaviour.

Error based examples that can be also in the instructional strategies can be there. That is sharing with learners what can go wrong when they do not use the training properly. So, therefore in that case, that is whenever a training program is conducted, then with the learners what can go wrong when the training is not properly, they do not use the training properly, in the sense that is whatever has been asked them to perform and they are not able to perform. Because in every training program there will be instructions that there will be one face, 2nd phase, 3rd phase and then they have to go through these particular phases.
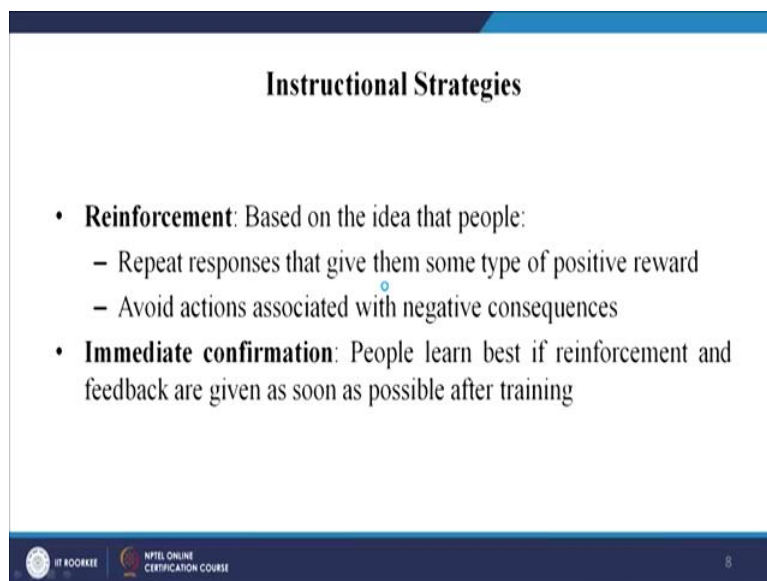
Sometimes the trainees feel that they are already having this particular phase 1, 2 and 3 and therefore, they discard the training program. So, this type of error based examples, they should be taken care of and therefore in the instructions, this should be very clear, if there is something new, that is also to be mentioned, if there is something prerequisite, that is also to be mentioned. So, as a result of which the person will be able to perform that particular training program through the proper instruction designs.

Next part in the instruction design is the reinforcement, based on the idea that people repeat responses that give them some type of positive reward. So, this is the reinforcement of behaviour. The reinforcement of behaviour theory talks about that whenever there is a positive reward, then that behaviour is again and again repeated. Simple example is that is whenever there is a child and when we appreciate the child and when we say good, very good and the child will like to repeat that behaviour again and again.

Similarly, in case of the reward system, that is this particular repeat responses will be there as soon as a person will get the better appreciation from the trainer or from his superiors or from the surroundings, those who are colleagues that is this type of behaviour is really wonderful. And then the step of the comments, that will make them the repetition of the behaviour. In reinforcement of behaviour, avoid actions associated with negative consequences. So, therefore, this is to be told that we should not take those actions which will be creating any negative consequences is there.

For example, a person is motivated, then we should avoid saying, that is no, this particular ability the person does not possess, so he will not be able to learn. Now, this type of the negative statements, that is to be avoided. Otherwise what will happen, that is the person will stop learning. He will not be active, he will not be participative in that training programs. So, therefore this type of negative consequences, that is to be avoided.

(Refer Slide Time: 24:43)

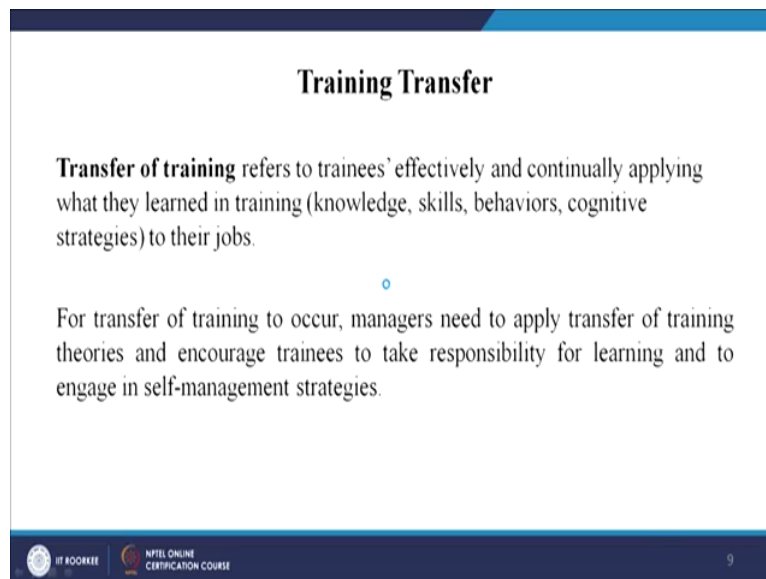Immediate confirmation. People learn best if reinforcement and feedback are given as soon as possible after training. So, it should be immediate response has to be there. It should not be a delay. So, whenever we are designing a training program, the feedback period that should be immediate. That is there should be one session that is this is a feedback and in that case the trainer, the trainees can give immediate feedback to the trainer and then the corrective actions can be given.

But if in the designing program there is nose who for the feedback, then later on we will realise, that is no, we should have asked for the feedback at the end of the same program

only. Otherwise if we ask them, okay, you go back to your workplace and send them feedback from there, then it becomes very difficult. Because once they go back to their workplace and they got busy. So, therefore, it is very advisable, that is whenever you are designing a training program, the, session for the feedback that has to be kept at the end of the training program.

(Refer Slide Time: 25:49)

Now, the next point is, that is the training transfer. Whenever we are talking about the training transfer, the transfer of training, the first 2 trainees effectively and continuously applying what they learn in training. That is the, it should not be like this that the person has been trained and after 6 months he has been asked to demonstrate that what you have learned and now you demonstrate here, no. For example, the leadership training program. In leadership training program, whatever has been taught, then he should be given a leadership opportunity.

Maybe in a small team, if it is not possible for in a big team. But maybe small project, if it is not possible on a big project. But if the organisation does not give an opportunity, that whatever he has learnt, he comes back and within short period of time then he will not be able to demonstrate, he may forget also or he may not feel motivated or he will find by this period of time he will understand that whatever training he has got, that is not becoming very useful to him.

So, to avoid this, it becomes very much necessary, a very important point is that the opportunity of the transfer of training that has to be given to the trainee. If the opportunity of

transfer of training is given to the training, then definitely he will be able to demonstrate in a better way. It is a fresh knowledge and therefore, in that case you will also like to implement and would like to see that whatever he has learnt is useful or not. He will be also able to solve the problems that whatever he has learned in the training and then he is making implementation.

There will be certain problems, he can again connect himself with that particular learning process and then try to resolve that particular problem. So, therefore this transfer of training is becoming very very important. For transfer or training to occur, managers need to apply transfer of training theories and encourage trainees to take responsibility for learning and to engage in self-management strategies. This is a learning process by itself, because whenever there will be this particular transfer of training at the workplace, manager needs to apply transfer of training theories, that is how he can make that particular theories which you have learned in the classroom of the job.

And when he is going back at the workplace, then what theories he has learnt, that is to be implemented. For example, he has been given the training program in leadership and he has been talked about a particular model. Then when he will go back, then applying that particular model of the leadership or teambuilding and he tries it, whether that model has been successful or not. Many times that he learns about the stress management, many times he learns about the conflict management.

So, it has to be seen whether they have done this particular theories properly and encouraging them, trainees, to that transfer of knowledge, that is TOK, that has to be properly done. And that should be done immediately. It is a responsibility for learning and to engage in self-management strategies. This is also very interesting. When he is learning this type of training programs, he also learn for the self-management. That is how he can manage himself.

So because he has been informed, he has been instructed, he has been advised, that is when you will be at the workplace, dos and do nots. So, this type of the training transfer, when he is transferring, then definitely he will be able to recall what has been told by the instructor to dos and what has been told by the instructor to do not. So, therefore he will avoid that do nots and he will accept that dos. And this type of training transfer, that will be more effective.

So, in designing the training program itself, it should be very clearly mentioned that is whatever the training program is there, organisations are advised that allow the employee to

go directly or maybe within a short period of time if not possible directly, that is he is able to demonstrate, he should be given an opportunity for which the training has been provided. Otherwise he will perceive himself that if it was not useful and therefore he will not be able to demonstrate those learning skills which he acquired during the particular training program.

(Refer Slide Time: 30:17)
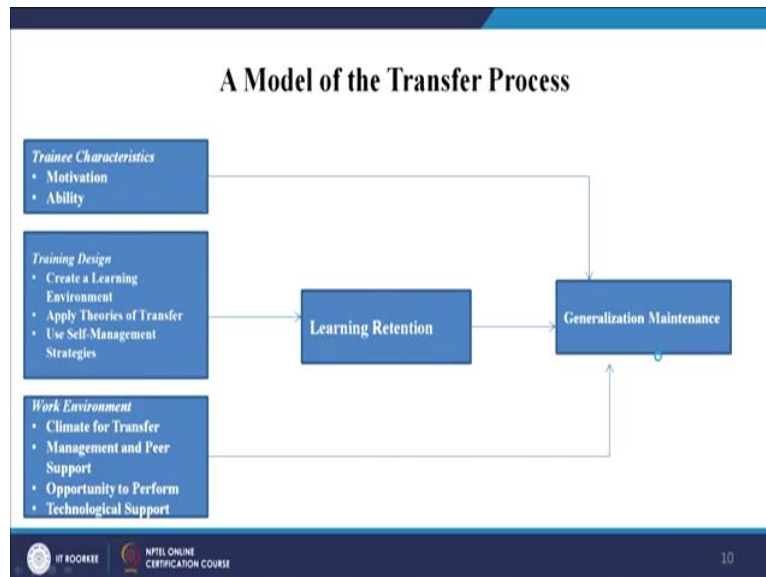
Now, here I would like to share with you a model of the transfer process that how it is to be done. 1st is that trainee's characteristics, as I mentioned the motivation, willingness. Willingness of the employee, whether that he wants to go for this particular transfer of knowledge, training or not, that transfer process that he, he should be willing to whatever he has landed the classroom of the job training, then he should be able to go on the job and he should be able to demonstrate that what he can do.

Then there will be the ability, ability of that particular person. Right, as I mentioned ability, all the types of the skills, the job knowledge skills, HR skills, conceptual skills. If this ability and motivation, the definitely that will make the trainee's characteristics, that is he has learned how he has not learned. Then in the training design create a learning environment as already I have mentioned. That is giving him the opportunity. If you give him the opportunity, definitely he will be able to create the learning environment.

Then apply theories of transfer, that is whatever theories of transfer is there, then he should be able to apply. And then use self-management strategies as I mentioned earlier. Now, here the third parameter which I would like your specific attention, all this is possible if there is a climate for transfer. That is under the part of work environment. Here in the work

environment you will see that is if work environment, that is provided, right, then only the person will be able to make the learning retention.

The first and foremost is the climate for transfer. The climate for transfer will provide that how the work environment that is supportive and positive. If the climate is supportive and positive, the climate is to accept whatever he has learned, when he is at the workplace, he is able to demonstrate that what type of climate is there, then definitely he will be able to survive. Second is management and peer support. Not only the management support as I mentioned but also there will be the peer support is required.

That is those who are having these particular people surrounding to him, they are able to allow him to demonstrate what he has learned, what new ideas he has come to the performance. And then that type of understanding, that will make a more effective. Opportunity to perform, that is in the case, opportunity is given to perform, then this learning retention, that will be very high. Last is the technological support. Naturally nowadays in the most of the training programs, we see that is help of support of technology is very much required.

In the work environment if there is a support of the technology, then the person's efficiency and effectiveness, that will be also very very high. So, all these factors that will create the learning retentions and in learning retentions, the generalisation maintenance will be there. So, in designing the training program, it becomes very important, that is we keep in the mind the trainee's characteristics and then design the training programme accordingly and work environment, supportive work environment, then definitely that training transfer process will be very very effective. Thank you.