
UNIT 18 MANAGEMENT AND ADMINISTRATIVE ASPECTS OF TRAINING

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18.1 INTRODUCTION

Management of a training programme implies that you would need to organize both the training and non-training aspects. So far you have studied about only the training aspects. Another key component of designing and conducting a training programme, is what we might technically call the 'non-training aspect'. You, as a trainer, have to conduct training sessions, but besides this you have to make the administrative arrangements as well. Once the training programme is over, you have to write a report and also take up follow-up actions. This Unit will tell you more about these aspects.

Objectives

After studying this Unit, you should be able to:

- describe management and administration of training programmes;
- list the administrative tasks to be performed before, during and after the training programmes;
- describe types of reports;
- list points to be kept in mind while writing reports; and
- describe follow up and its significance.

18.2 OVERVIEW OF MANAGEMENT AND ADMINISTRATION

In any training programme the trainer needs to be aware and take care of the content and the methods to be used. In addition, you would also need to involve yourself in the administrative aspects of the training. It would be most appropriate if one of the trainers from a training team take responsibility for taking care of the administrative aspects of the training. This task should be distributed among the trainers' team clearly, so that there is no ambiguity or doubt left. This is one of the roles that trainers need to play for a proper learning environment to be created and also for the training to run smoothly. In case someone from outside the training team takes this responsibility, which sometimes you might have to do, then it is very important that proper co-ordination and linkages are established between this person and one person from the training team. These linkages need to be in all the three phases of training, that is, pre-training, during training and also post-training. Do remember that administrative aspects are part of the training, not something separate. While taking care of administrative aspects of the training is not the primary objective, yet it is a very important and crucial element in any training.

18.2.1 Before the Training Programme

An important aspect is to arrange for **financial, material and human resources** that would be required for the training. From where will you get funds? What are the expectations of the funders? What kind of report would they want? What role would they like to play in the training programme? These are some of the important questions you must clarify before starting the planning of a training programme. Having solved funding related problems, you would need to look at other aspects. For instance, you need a place, a hall and various kinds of materials may also be needed for the training programme. You need to make seating arrangements for the participants. Do you want them to sit on chairs? Chairs are not always necessary. Village women feel very comfortable when they sit on the ground, on mats or daris. From where will you get these? Would you like to provide mattresses also? In winters, this is a must. What about drinking water and food? Are you planning to give them lunch, tea, coffee, snacks etc.? If it is a residential programme, then you have to arrange for bedding. What about their breakfast and their dinner? How are you planning to engage the young children who will accompany mothers? There are a whole lot of material arrangements that need to be assured for creating a conducive learning environment. Further, the resource persons need to be identified, informed about the venue and about participants etc.

It is essential to choose an appropriate **venue** for the training. This should be such a place where there is not too much noise and other distractions which would affect learning. In deciding the venue, another factor that needs to be considered is the other facilities and support systems available. Remember, based on this information, you have to make necessary arrangements. The venue should be convenient and easily accessible to the participants. This aspect is particularly important if the training is for women.

The **timings** of the training need to be decided keeping in mind the convenience of the participants, i.e. in terms of their household commitments, season of

work, cultural and religious events, etc. The women are generally free after 11 a.m. and upto 3 p.m. This is not a hard and fast rule. However, their family commitments do not allow them to attend long training hours i.e., from morning nine to evening five. If a residential programme is being arranged, then they would have made alternate arrangements for looking after the family. In that case, they would like to work harder and longer. But if the training programme is non-residential, then just four to five hours per day would get spared for the training programme.

Participants need to know **well in advance** about the dates, venue of the training, and need to be informed at regular intervals about the programme. This will help them to make their own plans accordingly. Participants also need to know how exactly to reach the training venue and what mode of transport to use. A road map to reach the venue may be sent to participants in advance. If arrangements for travel are being made by the training team, then the participants should be informed accordingly.

Sometimes it may be necessary to **distribute the learning materials** prior to a training programme. This would help the participants to prepare themselves for the training. This situation arises mainly when the training is organized in phases. However, one may also distribute the learning materials during, or at the end of, the training.

While planning a training programme we should also plan which **resource persons** are to be called, and for which session. This will help in informing the resource persons in advance and assuring the participants to some extent. In case transportation needs to be arranged for the resource persons, this could be done and resource persons could be informed accordingly. Different members of the training team also should know when they will be taking the sessions, as this would give them time to prepare for their sessions.

Sometimes women learners are accompanied by male members of the community, may be for the initial one or two days, or sometimes for the entire duration of the training programme. It is important for you to clarify their role in the training programme. Sometimes women do not speak out in front of male community members. Hence alternate arrangements may be made for accompanying male members, so that learning of the target group is not hindered, and at the same time, you as a trainer do not try to change a custom of the community. Women, for example, are not allowed to go out of the village without a male member of the community accompanying them.

You also need to see that the venue is clean, lighted and well ventilated. If the bulbs are missing or fused, get them replaced. You could also ensure that there are windows and these can be opened.

18.2.2 During the Training Programme

During the training, when the administrative aspects are handled properly, they help in creating a positive learning environment. Once the basic needs of the learners are taken care of, this helps them to get involved fully in the learning process.

We will now discuss some of the aspects that need to be considered during the training.

An important aspect is the **accommodation** of learners and trainers. While deciding this, generally it would be preferable if the trainers have a separate room/s from the learners, as this would give them the space to plan and prepare for the sessions.

The **training room** should be large enough for learners to sit comfortably. It is a part of the trainer's responsibility to see that the room is clean, and has enough stock of stationery and other materials required during the training. Posters could be put up in the room to help create a good learning environment.

While planning the sessions, advance planning of when the various **resource persons** are needed could be done. This would help to prepare both the resource persons and the trainees. Other factors to be considered could be the timings of each session, the breaks to be given in between sessions etc.

It may be necessary to plan time and space boundaries i.e. people joining the training sessions according to the plan and at a time when they can contribute the maximum. People coming into the training and going out at random could be very disturbing for the trainees. Representatives of host organizations must not be allowed to walk in at any time they wish. Their participation can be solicited and their role as supporters of the learning process would need to be clarified.

In case some learning materials need to be duplicated or prepared, knowledge about where this could be done is also required. Enough **copies of the learning materials** need to be prepared, to be used whenever necessary during the training.

In case we are going to utilize any **audiovisual equipment** during the training, these need to be tested and set up before the session begins so that time is not lost during the sessions.

If **field visits** are a part of the training, then arrangements for this in terms of transport, informing the organization and the people where the visit is going to be made, preparing the trainees for the visit, etc., are some of the things that need to be kept in mind.

Arrangements about food and drinking water need to be done before the training. It is important to check the same at regular intervals during the training. If the groups of trainees belong to different parts of the country and have diverse eating habits, these need to be kept in mind while deciding the menu. The menu could be a balance between the different cultures. This is an important aspect to be considered, as dissatisfaction at this level could affect the learning of the trainees. Constant contact with the person who is in charge of the kitchen needs to be maintained to assure food, tea, etc., being ready on time, and the sessions are not needlessly disturbed on this account.

As trainers we also need to have information about services of a doctor, hospital so that any illness or emergency during the training can be effectively handled.

Arrangements for reimbursement and return travel is another aspect that needs to be taken care of. Disbursement of payments could be done outside the main training room and at a time when the training sessions are not in progress, so as not to disturb the training process.

In case some of the trainees are accompanied by small children, **arrangements to take care of these children** need to be made. A small play room with toys, etc., could be set up, with somebody to take care of them during the training process.

The need for separate arrangements for accompanying male members may be considered here as well.

18.2.3 After the Training Programme

The administrative aspects that need to be taken care of after the training are as follows:

A **report** that is prepared has to be sent to all the trainees and others who matter. Remember, that the type of report the trainees would like to receive has already been discussed during the training programme. Along with the report, a list of participants who have attended the training should also be sent to all.

If any plan/commitment for follow-up has been made by the trainer team it needs to be fulfilled within the time frame that has been agreed upon during the training.

Clearing of accounts with all and submission of accounts to the concerned body are as important as conducting of training. A financial report must be sent to the agency providing the funds. This is another important aspect that needs to be taken care of by the trainer.

Check Your Progress Exercise 1

- 1) State whether the following statements are true or false:
 - a) The venue of the training programme should be devoid of distraction. ()
 - b) The timings of the training programme need to be decided primarily keeping in mind the suitability for the trainer team. ()
 - c) Distribute all the learning materials after the training is over. ()
 - d) The training room should be large enough to accommodate all the participants comfortably. ()
 - e) Participants should be informed about the training programme well in advance so that they can do the necessary preparation. ()

18.3 WRITING REPORTS

Once the training is over, report writing is a very important part of the training programme. Can you say why? Well, because the experiences generated during the training process are then documented. Others also learn from the training experience. Besides, you as a trainer, may also refer to it for your future training programmes.

In a nutshell, a report serves the following purposes:

- It adds to an existing data base. It is a record for the future.
- It can become learning material for others who want to organize similar trainings/programmes.

- It is a tool for reflection and analysis for the trainers/learners. For trainers and learners who want to reflect on all the events in the training programme, what was its flow, how was it conducted – a report provides all this information.

Now that you have understood the importance of writing reports of the training programme, the second question that may be asked is: “Do we have to prepare one report or different types of reports?” Remember, learners, funders, organizations and Government officials – all of them seem to look at the training programme from a different angle. Their requirements also vary. Hence you have to prepare different reports keeping in mind the target group for whom you are preparing the report.

The process of writing a report primarily takes into account the reader or the target group, and what the target group is going to do with the information. You will agree that this will influence the following:

- Style of writing the report;
- Content of the report;
- Presentation of the report; and
- Language of the report.

Now we shall read about the various types of reports, the structure of a report, and points to keep in mind while writing a report.

18.3.1 Types of Reports

Essentially reports are of three types:

- Data-based Reports;
- Process-based Reports; and
- Analytical Reports.

Data-based Reports

This kind of report includes what, when, where and who of the event. This means it presents an overview of the entire training programme. This will essentially include the training objectives, the contents, the methodology, how many learners from which organization attended the training programme, resource persons and follow up plans. This kind of report is generally for administrative purposes and prepared for funders and interested readers. Many a times this is useful for the participants to remind them of the training.

Process-based Reports

A detailed continuous flow of the processes as they unfolded in the training is the main focus of this report. The emphasis is on how the training took place, how the content evolved in relation to the training methodology, participants, responses, interactions, outcomes etc. The report is in a narrative form and elaborates the principles on which the training was based, the sequence of contents taken up on each day of the training programme, the issues arising out of each content area, the methods used for each session, the detailed

processes that got generated, trainee responses, the changes made in the design and reasons for the same etc.

This kind of report is mainly useful for learners for reflection and learning purposes, as also for trainers who conduct similar training programmes in the field. Often such reports are written in the language of the field of training and can become effective case study material for others.

Analytical Reports

Essentially an analytical report highlights the why and how of the training — it is evaluative in nature and pools together analytical data to make links, focus on issues and trends and highlight what worked, what did not work and what could be the possible reasons for the same.

The presentation of the report is in an action-reflection mode. It is useful not only for the trainers conducting the training to find out what they learnt, but also for action-researchers in the field of training, as well as for other trainers to learn about innovative thinking and experiments and use it in their own work.

It is important for you to know which kind of training report would be suitable for a particular training programme. Often, reports end up being a combination of the several types mentioned above, depending on who is writing it, for whom it is being written and what purposes it is going to serve. No report of one type can completely reflect the entire process of training. A report can be mainly process-based. The initial part may be data-based and all along the analytical input may also be given in the report. Try to develop the ability of writing a combined report. This always helps in assimilating, and is useful for future reference, by you as well as others.

What would you do when you are writing a report for illiterate women? In that case, compile whatever drawings, models you have used in each session, systematically. Use illustrations of these extensively in your report. Thus, the women can relate their learning whenever they see the report.

18.3.2 Format of Reports

Every report should contain information on the following aspects (the details varying according to the type of report):

- Context of the training;
- Objectives;
- Participant profile;
- Information about trainers and resource persons;
- Training approach;
- Main themes and subjects;
- Materials and methods used; and
- Evaluation

Check Your Progress Exercise 2

1) What are the main types of reports that can be written after the training programme?

- i)
- ii)
- iii)

2) Why do you need different types of reports?

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3) Present the outline for a data-based report.

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18.3.3 Points to Remember While Writing Reports

We will discuss the points to be remembered in two parts: steps involved in report writing and tips for writing interesting reports.

Steps involved in report writing

The steps in report writing included:

- Note taking/recording;
- Organizing the materials;
- Outlining format; and
- Analyzing the data.

Note-taking/Recording

Firstly, detailed note-taking while sessions are on is essential. These notes would be process notes as well as content notes.

Interesting anecdotes can also be recorded for use in the report-highlights. Individual, subjective experience etc. can make interesting reading. Sometimes groups prepare a daily report and these can be collated later. At other times, if possible, group-reports can be cyclostyled or photocopies made during the training itself and distributed to the learners. Remember for this you may need sound administrative support of getting the group work typed and then photocopied.

Organizing the Materials

The flip charts and other teaching aids that have been used during the training need to be carefully preserved and used while writing the report. All the group presentations, oral or written on the blackboard, should be noted down during the training itself and used in the report. Similarly, if you have used audio and video tapes, they need to be preserved/ documented carefully for future reference, or may be for incorporation into the reports.

Outlining Format

The purpose of the report, the style of the report, the language it needs to be prepared in, and all such aspects should be discussed with co-trainers. (Obviously, some discussion on the type of report for learners would have already been discussed during the training). Then a brief outline of the report should be made, which would reflect what is to be included and what is not to be included: whether pictures are to be included, etc.

Analyzing the Data

The next step is analyzing key data on the kind of report we are preparing, relating issues to learners, trainers and methodology; finding if any new links are emerging in the process; collating findings of the evaluation; feedback etc. The report would include all these aspects.

Tips for writing interesting reports

- It helps to write a report soon after a training programme is completed. Memories are fresh and the momentum of the process still lingers.
- The language used in the report needs to be clear, concise and simple. One needs to be very careful about the use of words, depending upon the readership.
- Meticulousness is an essential characteristic for writing a report, ensuring that all the data is adequately covered with equal emphasis on all aspects of the training.
- Since the report is for wider dissemination, an openness in sharing data is very essential.
- Very often we write about the achievements and the successes in the report and ignore the failures or the difficulties faced in the process. Sharing all of it helps others to see the picture as it is. Feedback data from evaluations should also be included in the report.

On completion of the report, a thorough reading ensures that there is a smooth flow in reading. You will find that if you read the entire report at one go, it will be easy to understand the flow of the report. Interrupted readings do not

help in building the flow of the report. Proof reading of the report is very essential to eliminate errors, a task many of us would like to do away with!

18.4 FOLLOW-UP

Follow-up of the training programme is essentially meant to continue the process of learning initiated during the training programme. Each training programme creates a set of understanding and ideas, which learners try to implement when they return from a training programme. This activity may require further support – this support is called follow-up. For example, you have conducted a training programme for the women *sarpanches* or leaders of local government bodies. You want to give them follow-up support for using what they have learnt during the training sessions in practice. In that case, a participant, after the training is over goes back to work. She is going to conduct a meeting and wants you to help her in preparing her for facing the other panchayat members. You might have to go there and help her in framing the objectives of the meetings, boost up her morale, help her in building confidence etc. May be after the meeting is over, you may like to give her some feedback about how she has performed. You must remember that the feedback should be such that it helps her see her strong and weak points in a constructive manner.

18.4.1 Significance of Follow-up

Everything that is done by learners and trainers after the training programme, does not constitute follow-up. Further, the nature of follow-up needs to be defined precisely and practically. Follow-up is possible only over a limited time frame.

Follow-up is a process of intervention and support provided to an individual and/or group, to further enhance their learning process, for a specified period of time, following the training programme.

Thus follow-up implies activities carried out to support the learning process after the training programme within a given time frame, which could be a few weeks or a few months. Intensive personal involvement, as in the above example, needs a lot of resources – time, money and manpower, and may not be possible to sustain over a long time period. On the other hand, sending letters/newsletters may be continued even for a couple of years.

Essentially, follow-up extends and renews the learning contract that learners developed during the training programme. This learning contract of the learner can be with herself, with co-learners as well as with the trainers. However, it is to be seen as a limited contract for a definite duration, and not an unlimited one.

18.4.2 Purpose of Follow-up

Follow-up of a training programme can be for several purposes:

- 1) Most importantly, follow-up provides the learners **support and encouragement**, knowledge and resources, needed to implement what they have learnt during the training programme.
- 2) It can also help to define **additional learning needs** during the period immediately after the training programme. To that extent, it helps to

continue the learning process by bringing out new learning needs. The next phase of training may be planned on that basis.

- 3) Follow-up is also used to **assess the training programme** and its impact on the learners, their work and their organizations. It is in the period following the training programme that such an assessment can be effectively made. This helps the trainers in redesigning future training programmes.
- 4) Follow-up provides an opportunity for the learners to **consolidate their own experiences** acquired during the training programme. It provides the much needed distance from the immediate experiences of the training.
- 5) In a broad sense, follow-up can also be used **strategically**. If training has larger objectives of social change, follow-up can be used in a strategic way to:
 - a) Foster a feeling of solidarity among like-minded individuals and organizations;
 - b) Strengthen formation of small groups and facilitate a process of building a larger and stronger organization; and
 - c) Sustain the process and effort of cadre building and formation of networks.

18.4.3 Planning for Follow-up

It is important to plan for follow-up deliberately and consciously. It does not happen automatically. The planning for follow-up should be tentatively done along with the design of the training programme. Follow-up should be considered right at the time of developing this design. Details of the follow-up can be again worked out at the end of the programme itself, along with the learners.

Depending on the group of learners and the type of learning objectives, considerable time and resources may be necessary to carry out an effective follow-up. For example, extensive follow-up is much more important for tribal women, rural women and women labourers as learners even though the number of days their training programme lasts may be small (2-4 days). This consideration needs to be made at the very beginning of the planning of the training programme so that follow-up does not get curtailed due to the lack of resources needed for it. The effectiveness of the total training effort depends on a well-conceived and effective follow-up. For example, if the training has been conducted for tribal women for capacity building for economic activities, you might have to conduct regular follow-up depending on the kind of economic activities the women have taken up. You have to show her new product designs, or guide her to use traditional crafts with forest produce suitable for an urban market, etc.

18.4.4 Methods of Follow-up

Follow-up can be conducted in different ways. It can be planned differently for each learner or it may be done for the entire group of learners. It can be done for a selected sub-group as well. Methods of follow-up depend on its purpose and the group of learners. The various possible methods are:

- **Direct Methods**

These methods entail face-to-face interaction among learners themselves and between learners and trainers. Examples are field visits by other learners and/or trainers to the home or work place of a particular learner, meetings of all learners (or a sub-group) amongst themselves as well as along with trainers.

- **Indirect Methods**

Indirect methods do not entail face-to-face contact. These include correspondence on a regular or periodic basis, initiated by learners as well as trainers; one can also include in it newsletters or periodicals. This communication can include questions posed by learners depending on their field problems and experiences and answers provided by other learners and trainers. It can also include exchange of learning materials developed by different people, etc.

Direct methods of follow-up are generally more stimulating and supportive. But they require much greater time and resources. Indirect methods are relatively inexpensive, and can cover a larger set of learners. For example, a trainer may be able to visit only a few learners in a year; but a newsletter can reach all, several times during a year.

The choice of the method should depend on the needs of the learners and availability of resources. Illiterate, poor rural and poor urban learners may require greater use of direct methods. But if you have conducted a training programme for women workers who are associated with the community but are not part of the community, they may be satisfied with indirect methods only. A combination of direct and indirect methods can be generally very effective.

Check Your Progress Exercise 3

1) Write two tips for writing interesting reports.

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2) What is the significance of follow-up?

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Practical Exercise

You have been approached by the Block Development Officer to conduct a

one day training programme for a group of fifty village women for an orientation to formation of self help credit groups. Prepare a training design and plan the group work which you will give to the participants. The group work clearly defines the task, dividing into small groups, your planning for maintaining the control and monitoring the discussion. At the end, write the report of the training programme.

Hints

In the orientation training programme you cannot prepare a training design for a long duration because village women may not have four to six hours as an effective learning time. Begin the training by telling a story which relates to some problems which are very close to their day-to-day life. Based on this either you can plan a group discussion or role play. Assume the group discussion has generated a few points, present them in the larger group and use the experiential learning cycle at the end. Write a report in not more than 500 words. Begin with the introduction (Database – Who were the learners? Who sponsored the training programme? Where was it held? What was the need? etc.). Then write the body of the report (try to write a process-based information), conclude it with general opinion of the village women learners. (Their views about the training programme, how it can be improved further, what they feel is useful etc.).

18.5 LET US SUM UP

The points that emerge from this Unit include:

- A trainer needs to organize both the training itself as well as management and administrative aspects.
- The tasks for each phase include:
 - **Before the training programme:** Arranging the financial, human and material resource choosing an appropriate venue; deciding on timings; conveying information to participants; distributing learning material.
 - **During the training programme:** Accommodation; training room, resource persons; planning time and space; preparing copies of training materials; utilizing audiovisual equipment; field visits; arrangements for food, water.
 - **After the training programme:** Preparation of report; clearing of accounts with all; submission of reports.
 - Three types of reports can be identified: data-based reports; process-based reports, analytical reports.
 - Each report should contain information on the context of the training; objectives, participants profile; information about trainers and resource persons; training approach; themes; materials, methods, evaluation.
- The points to remember while writing reports include: note-taking/recording; recording materials, outlining format and analytical data.
- Follow-up encourages, supports trainers after the training programme. It

enhances the learning process, ensures that the principles learned during training are put into practice in real life situation.

- Methods of follow-up include: direct and indirect methods. The choice of methods depends on the need of trainees and availability of resources.

18.6 GLOSSARY

Curtail	: Shorten; keep in check
Entail	: Involve
Solidarity	: Feeling of togetherness

18.7 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) a) True b) False c) False d) True e) True

Check Your Progress Exercise 2

- 1) Data-based reports; process-based reports; analytical reports
- 2) Different types of reports are needed for sponsors, trainees, trainers, other training agencies. The report should serve the purpose for which it is created.
- 3) Training objectives, contents, methodology, how many learners from which organization, resource persons, follow up.

Check Your Progress Exercise 3

- 1) Any two of the following:
 - It helps to write a report soon after a training programme is completed. Memories are fresh and the momentum of the process still lingers.
 - The language used in the report needs to be clear, concise and simple. One needs to be very careful about the use of words, depending upon the readership.
 - Meticulousness is an essential characteristic for writing a report, ensuring that all the data is adequately covered with equal emphasis on all aspects of the training.
 - Since the report is for wider dissemination, an openness in sharing data is very essential.
 - Very often we write about the achievements and the successes in the report and ignore the failures or the difficulties faced in the process. Sharing all of it helps others to see the picture as it is. Feedback data from evaluations should also be included in the report.
- 2) Follow-up is a process of intervention and support provided to an individual and/ or group to further enhance their learning process. It provides encouragement, knowledge and resources.