
UNIT 1 TRAINER AND TRAINING INSTITUTIONS

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1.1 INTRODUCTION

Dear Learner,

We understood from the discussion in previous block that, training needs assessment helps to define a target group's learning needs and validate what training may be required for the planned developmental activities. Once the training needs are assessed, next logical steps are selecting trainer, and training project formulation for human resource development. These issues are discussed in this block for your understanding.

According to the International Labour Organisation (ILO), training is the process of acquiring the knowledge, skills, and attitude that are needed to fill the gap between what people want to do, and what they are able to do now. It brings observable and measurable changes in skills, attitude, and behaviour among the trainees at their respective workplaces. Due to rapid changes in technology, increasing automation in offices and factories, markets, and society, training has become very important in keeping an organisation ready to face the new challenges in this world. Today, development organisations in all sectors spend lots of time and money in training their employees. Training is a major manpower management function. Training is a part of management development and also a form of organizational development. The most effective managers are those who can best develop the human resources of an organization, for the purpose of achieving organizational goals and objectives. For the successful implementation of any training programme and effective transfer of knowledge, role of a trainer

and training institution is pivotal. This unit deals in detail about the trainer and training institutions.

After studying this unit students will be able to

- Understand the meaning, types, roles, qualities and functions of a trainer.
- Explain the important requirements of training institutions.
- Describe the training system development activity of training organization.

1.2 TRAINER: MEANING, TYPES AND FUNCTIONS

Trainer plays an important role in the training. Trainers are not only friend, philosopher and guide of trainees, but also are architects of training programmes. According to Paul Chaudhary “a trainer is any person whose resources contribute to the learning and growth of one or more than one persons”. It is very important, therefore, to have a professionally qualified trainer, as his qualities and qualifications will highly influence the training and learning process.

1.2.1 Types of Trainers

Following are five types of trainers in a training institution:

- Regular Staff:** These are regular employees of a training institution and carry out training programmes regularly. Generally, they are the coordinators of various training programmes, taking into account their expertise in the subject.
- Ad hoc Staff:** Their appointment is *ad hoc* in nature and they are appointed for the purpose of handling additional workloads.
- Part-time Staff:** They are appointed to handle specific assignments. Their appointment is temporary.
- Guest Faculty:** The guest faculties are invited by the training institutions to take classes on various specialized areas in which the regular staffs of the training institutions do not have adequate knowledge and skill. The guest faculties are hired from specialized institutions and are paid honorariums for their trainings, which is usually a fixed amount. Moreover, supplementing the guest faculty with the regular faculty reduces the monotony in the training programme.
- Consultants:** Training institutions appoint consultants to help the regular faculty in the preparation and organization of training programmes. Besides, they also help the regular faculties in the preparation of background documents for training and smooth conduction of training sessions by keeping contact with the guest faculty. They are paid a consolidated amount.

1.2.2 Roles of Trainers

The role of a trainer has many facets, and some of the important ones are given below for your comprehension:

- i) The trainer is an explainer

- ii) The trainer is a clarifier
- iii) The trainer is a supporter
- iv) The trainer is a confronter
- v) The trainer is a role model
- vi) The trainer is a linker
- vii) The trainer is a motivator
- viii) The trainer is a translator/interpreter
- ix) Trainer as change agent

i) Explainer

At the outset, the role of a trainer must be of an explainer. He, or she, must explain the goal, objectives, and practices of the training programme clearly to the trainees. While doing that he, or she, must promote participation and involvement of trainees. It is said that change is best achieved through communication and involvement. To benefit all, or most, of the participants, the trainer must value participatory training management. The trainer must not adopt an authoritarian way, but needs to follow a democratic way of training management.

ii) Clarifier

The trainer as a clarifier clarifies the doubts of the trainees. Sometimes, the trainees cannot immediately express their expectation from the training. When an individual trainee, or, a group of trainees, is bogged down and uncertain about how to proceed with group work or an individual assignment, then, the trainer could help them and clarify. One who fails to clarify the doubts may lose the confidence of trainees.

iii) Supporter

The training group supports the trainees and clear their difficulties. Trainees sometimes feel shy about expressing their views for fear of a “negative halo effect”, or they feel that they may be considered incompetent by their fellow trainees. Here, the duty of a trainer is to act as a supporter and a friend to the trainees. In other words, the trainer must see the trainee as a friend.

iv) Confronter

The trainer must be a confronter. Confrontations are statements or questions that encourage self-examination. According to Friedman and Yarbrough “a trainer must work with an apparent paradox. On the one hand, they must accept the participants as they are. On the other hand, they must confront them, that is, challenge them to grow”.

v) Role model

The trainer should be a role model for the trainees. S/he must be friendly with trainees, freely express deficiencies, and get feedback from the trainees and amend himself or herself. Trainers must try to overcome their deficiencies by holding free and frank discussion with the trainees.

vi) Linker

The trainer establishes links with the trainees and the resource persons, both inside and outside the training institution for the effective launching of training programme. Besides, a trainer also establishes links among the trainees. The ability to effectively establish links is a hallmark and a required skill of a trainer.

vii) Motivator

The trainer as a motivator creates enthusiasm among the trainees to attentively undergo the training programme. Regardless of what the session is about, the trainer must always try to encourage the participants to listen. The trainer can talk to the group before the session starts to identify their needs. If this cannot be done, the trainer should plan a few minutes discussion with the trainees at the beginning of the session to find their needs and link the session to those needs.

viii) Translator or Interpreter

During the process of training, a trainer performs the role of an interpreter or a translator. S/he translates the views expressed by the trainees in a regional or local language. Some trainees lack the ability to communicate in a common language and express their views in their local language. In this situation, the trainer can translate the trainee's view to the group. In a multilingual country like India, the role of a trainer as a translator or interpreter is quite significant.

ix) Change agent

The trainer as a change agent views his or her role as that of preparing the trainees for change, so that he or she is able to cope with the internal as well as external change. Trainers in their capacity as change agents are concerned with the well-being and progress of the trainees and their organisation. The change agent, in the extreme sense, is concerned with people and people-related knowledge, skills and values, than with task-related aspects.

Activity 1:

Visit a nearby training institution and enquire about different types of trainers employed by the institute. Compare with those given in the above section and write your observations.

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Check Your Progress 1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) What do you mean by a trainer?

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2) Name different types of trainers

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3) What are the roles of a good trainer?

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1.3 GOOD TRAINER: QUALITIES, SKILLS, AND ROLES

1.3.1 Qualities Required for Good Trainers

Good trainers should:

- i) Believe in and have a passion for what they are teaching.
- ii) Know their material well.
- iii) Use lots of metaphors explaining the materials.
- iv) Be willing to share their personal experiences with the topic.
- v) Have a good sense of humour about the subject.

- vi) Talk to, not at, or down to, the people in the class.
- vii) Not get caught up with one person's issues in the class.
- viii) Keep the class moving at a fast pace without losing anyone.
- ix) Respect everyone in the class.
- x) Involve trainees in group activities.
- xi) Appreciate the interventions made by the trainees.

1.3.2 Skills Required for a Good Trainer

A trainer is incomplete without the possession of the trainer skills. The following intra-personal and inter-personal skills are required for a trainer.

- a) **Intra-personal skills** are required to improve the knowledge base of the trainer as well as being a means for continuous improvement of the self as an effective trainer. This helps the trainer in language skills, different ways of communicating with their trainees, and thoroughly involved in the training programmes. Intrapersonal communication needs intellect as well as physical and emotional involvement. Some of the attributes of intra-personal skills of a trainer are given below.

- Thinks
- Reads
- Analyses
- Innovates
- Nurtures
- Encourages
- Reviews

- b) **Inter-personal skills** are the skills required for better communication with the participants. This involves active listening, better management of the interruptions, tolerating and encouraging different views. This helps the trainer to better manage the conflicts and increase participations among trainees and colleagues, which ultimately help in increased productivity and better workplace environment. Some of the attributes of interpersonal skill are given below.

- Talks audibly
- Relates
- Accommodates
- Inspires
- Notices
- Entertains
- Responds

1.3.3 Functions of a Good Trainer

The trainer is the medium to inspire participants to actively participate in the learning process. The trainer introduces a topic to the trainees and communicates

the details of subject or skills by selecting methods which directly involve them. A trainer may be an expert in subjects or having good communication skills and is someone who understands group dynamics in training sessions that involve participants with diverse backgrounds. When a trainer with a holistic approach can continue to reach out to participants throughout the training program, then, definitely a training program will be a happy training experience for the trainees; and there will be a sense of accomplishment at the end of the day for the trainer as well as of the trainees. Therefore, the main functions of a good trainer may be summarized in the manner given below.

- **Manager of Training and Development:** Planning, organizing, staffing, controlling training and development projects, and linking training and development with other organizational units.
- **Strategist:** Developing long range plans in order to accomplish training and development missions.
- **Task Analyst:** Identifying activities, tasks, sub-tasks, and human resource and support requirements that may be necessary to attain specific results in a job or organizations.
- **Media Specialist:** Selecting the right software for programmes, for example, audio visual, computer, and other hardware-based technologies for training.
- **Instructional Writer:** Developing good training materials.
- **Marketer:** Selling training and development viewpoints, learning packages, programs, and services to target audiences.
- **Facilitator:** Facilitating the act of translating learning into practice.
- **Instructor:** Presenting information and directing structured learning experiences so that individuals learn.
- **Counsellor:** Helping individuals to enhance their personnel competencies and plan development and career actions.
- **Transfer Agent:** Helping individuals apply new learning to their tasks.
- **Evaluator:** Identifying the extent of the impact of a program, service or product and calculate the Return on Investment.

Activity 2:

Visit a nearby training institution and enquire about skills and functions of trainers. Compare with those given in the above section and write your observations.

- a) **Skills**
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- b) **Functions**.....
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Check Your Progress 2

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) Write the skills required for a trainer.

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2) What are the functions of a good trainer?

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1.4 TRAINING CENTRES AND TRAINING LOCATIONS

Training institutions should take care of the needs of the trainers as well as of trainees. An atmosphere conducive to learning makes the training process effective. The training organisers of an organisation should ensure that the training is planned in such a way that it achieves its objectives and is also cost-effective. The training requirements in the organisation should be summarized in a training proposal. The training centre must acquire new technologies and use e-training facilities for making the training programme stimulating. There are, of course, many more factors to be considered than just the knowledge requirements. Therefore, the role of a training organisation is crucial for successful formulation and implementation of various training programmes.

1.4.1 Training Location

Training programmes may be conducted in-house, within an organisation's premises. Some organisations have fully equipped training centres. Some take their participants to tourist locations, away from the training place. This may increase the interests of the participants, but it involves extra time and money. Therefore, sometimes donor agencies sponsoring training programmes keenly search for location of training institution.

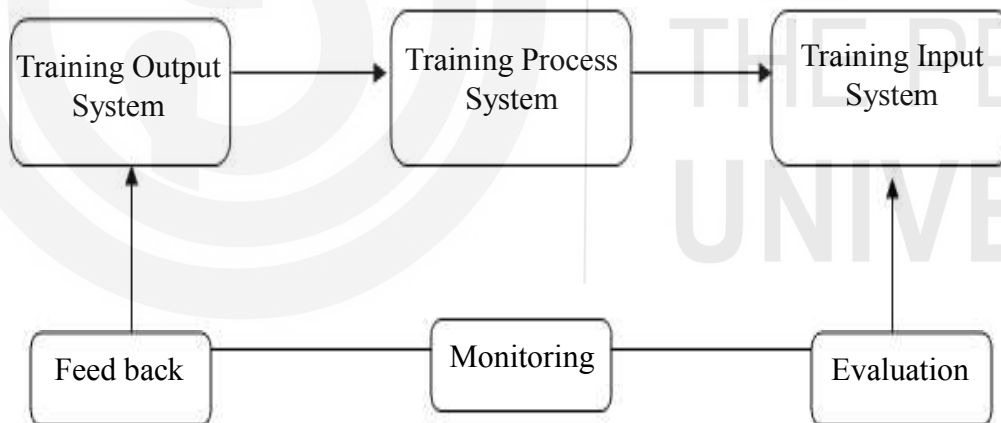
Some factors which help the trainer and the organisation to decide on the location are given below:

- i) Number of participants
- ii) Size of training room
- iii) Suitable chairs and tables
- iv) Lighting
- v) Background noise
- vi) Access
- vii) Facilities
- viii) Acoustics
- ix) Air conditioning
- x) Power outlets
- xi) Availability of training aids
- xii) Public address system
- xiii) Storage area

1.5 TRAINING SYSTEM DEVELOPMENT

Training System Development (TSD) is an important activity of a Training Organization. A simple model of a training system development is given in the figure below.

Fig 1: Simple Model of Training System



The model starts with Training Inputs such as training curriculum, AV aids, resource persons, etc who implement the training or process the training which ultimately result in output such as increase in knowledge, attitude and skills. The feedback is given to training input system, training process is monitored and output is evaluated.

The eight tasks of a Training System, as given by Lynton and Pareek, are discussed below.

- i) **Build and Maintain Support:** The effective implementation of training depends on the development and management of a training system. At the outset, in order to do this it must get support from the top policy and decision makers of the organization. After the policy makers allow get

going, other stakeholders of the training programme including the organization sponsoring the participants for training are involved. Team building is another important dimension of a training organization for the effective implementation of training programmes. According to Lynton and Pareek, “The strategic objective of building support is to involve all levels and parts of the organizations that are prospective users of the outputs, which will be involved in their production”.

- ii) **Building Training Competencies and Overall Training Capacity:** The enhancement of competencies of training institutions and trainers is an important goal of training system development. Training institutions must be upgraded with new technologies from time to time, to deal with the changing scenario. The trainers in the training institutions must be oriented from time to time on recent advancements in training methodologies. The internal strength of training institutions, as well as trainers includes program planning, budgeting and accounting, facilities and materials management, human resource management and system change be continuously upgraded.
- iii) **Developing Training Materials:** Training institutions must be actively involved in the development of training materials. Nowadays, training pedagogy has changed drastically. Training has become more as hands on practice and participatory than one sided lecture discussion. Use of AV aids and ICT in training has completely changed the infrastructure requirements of training institutions. Therefore, e-learning and ICT materials are needed for the effective transaction of training curriculum.
- iv) **Building Internal Structure and Process and Developing Policy:** Every training institution needs to have a training policy which should clearly delineate its mission, vision, mission, objectives, and activities. Further, the training institutions need to have a work culture and routinely monitor its activities, from time to time.
- v) **Strategic Planning:** Long term planning should be one of the concerns of the training system. Without systematic and strategic planning, resources are wasted, morale plummets and training becomes the activity of a few idealists, and of many who have failed at other work. Strategic planning is successful only when a path is worked out by which the system moves from current to composite mapping situations.
- vi) **Networking Training Resources:** The training system motto has to be to make the best use of the resources available for training, both inside and outside the own system. The training system has to find material and human resources needed for training outside its own system. For example, it can hire training hall, engage resource persons and the studio for audio-visual production, if it has no such facilities at its disposal.

The second important thing is that besides inter-networking, intra-networking can also be done. The training system for the conduct of training on cross-cutting disciplines has to network within the division and departments existing in the training institution. Therefore, intra-departmental coordination is very important for the successful holding of training programme.

- vii) **Action Spin-offs and Boundary Management:** According to Lynton and Pareek, training efforts that are well meshed with training needs tend to spark onward actions. These may require further supportive activities on the part of the training system and/or surface related training needs beyond those planned and provided for originally. Such spin-offs are a good indicator of effective training and will bring training more organized support.
- viii) **Monitoring and Evaluation for Appraising and Controlling Performance:** monitoring and evaluation is an intrinsic component of a training system. Any task performed by the training system has a purpose. The performance can be judged by monitoring the input and processes and by evaluating the output and outcome attained. Regular monitoring would enable the training system to take action from time to time at various levels.

1.6 ORGANIZATION'S ROLE IN TRAINING

If an organization sponsors a training programme or has requested a customized programme, it has a lot at stake. By sponsoring a training programme, it demonstrates commitment to the training process and participates deeply in the training. It may be keen to get involved in the planning as well as implementation process. On the other hand, if the programme has been developed by a training agency and organizations are only expected to nominate participants, the nature of their response and commitment to the programme might vary. Some organizations take it as a serious business and even senior managers get involved in the process of selection, and closely follow the progress of the training programme. Others take only a casual interest and consider nominating participants as merely another administrative exercise or organizational responsibility.

It is important that as a trainer, one should be aware of the responsibilities of an organization that nominates participants for the training programme. One should also be conscious of the factors that influence the attitude of the organization in this regard. This helps in one's communication with the organization and provides some useful clues about the participants' behaviour as well as the level of their motivation in the programme.

A sponsoring organization has a crucial role in all phases of training. Some of the specific tasks in which an organization gets involved are as follows:

- i) **Identification of Training Needs:** Regardless of whose initiative has brought the training programme, an organization is expected to assist the training agency in identifying the needs of the participants that it nominates for the programme. It is important that organizations participate in this process out of a genuine commitment to the training programme, as a key stakeholder. Their concern for the training of their nominees should find expression in the effort they make for ensuring that the training needs of their nominees are appropriately communicated to the training agency. However, it has been observed that if an organization has direct interest in a programme and, perhaps, greater stakes, financially or otherwise, it is willing to put in an extra effort in assisting the training agency in this task.

On the other hand, if the programme is sponsored by a training agency, some participating organizations are somewhat indifferent to the process of identifying training needs of their nominees to the programme. Some even consider it not worth a serious effort. It is, therefore, necessary that as a member of the training team, you should make every effort to get the organizations actively associated with this exercise. The extent of this association and the nature of inputs by the organization will vary in accordance with the objectives and contents of the programme (Please refer previous block for more discussion on training needs assessment).

- ii) **Formulation of Programme Contents:** After you have established programme objectives on the basis of the training needs, deducing programme contents from them is relatively easy. Your task is to closely analyse the objectives, interpret them and translate them into training areas and topics. The suggestions and clues are all there. In fact, as you go through the process of putting down the objectives, a structure of the programme begins to emerge before you. Remember that programme contents are contained in the objectives and, conversely, programme contents dovetail in to programme objectives.

Once you have a provisional list of training areas with topics, prepare a priority list by examining their value and relevance to the theme and scope of the programme. It must reflect what must be included, what should be included and what could be included. The tentative programme contents should be re-examined to ensure their compatibility with the objectives. Are they in harmony with each other? If necessary, carry out modification and, then, finalize the programme contents.

- iii) **Break up Programme Contents into Sub-Topics or Modules:** This step involves elaborating upon and expressing the contents in distinctly identifiable sub-topics or modules, all set for delivery. It entails breaking up the whole into smaller, recognizable, distinguishable parts. Sometimes, it is difficult to comprehend or understand a training area or topic but when it is broken into smaller constituents, it acquires meaning and relevance. It is also possible that big topics may not provide adequate clues with regard to the strategy and method to be adopted for their delivery. However, once a topic is broken into smaller elements, the task becomes relatively easier. This exercise also assists you in sequencing and organizing programme content.
- iv) **Categorise Contents into Information, Knowledge, Skills and Attitudes:** The next task for you is to categorise the programme contents into components like information, knowledge, competencies, attitudes and values.
- v) **Organise and Sequence Programme Contents:** Organising and sequencing the topics and other training activities is a critical element in preparing the programme. These are not put together in an *ad hoc* or random manner. You should establish a clear linkage, a relationship between various topics and training activities. Each training activity should be built on the previous one and lead the group to the next one. Sequencing has to be logical, indicating forward movement of the programme. The training

programme should move in a coherent and consistent manner, enabling the participants to perceive and experience the progress of the programme and assimilate the meaning of training. This is important as it assists in maintaining motivation and the vigour of the programme. These facilitate the learning process. The guidelines that follow will help you in this exercise.

- vi) Balance Training Activities in Terms of Intensity of Participation:** A training activity, sometimes, demands concentrated and intense participation from members of the group. It can extract a lot of their physical as well as mental energy. It is, therefore, recommended that you should sequence the programme in such a way that an intense activity is followed by one that is lighter, and allows the participants to recoup and regain their vigour and enthusiasm. Give them time to recover from fatigue or the after effects of their participation. However, in doing this, you must ensure that the rhythm and momentum of the programme is not lost.
- vii) Move from Simple to Complex:** Undeniably, people find it easier to understand and comprehend simple concepts, principles and situations than the more complex and difficult ones. You should, therefore, start the programme with uncomplicated topics and issues that the participants can easily grasp and then, gradually, take them to more complicated ones. This is both logical and conducive to learning. By beginning with simple and more learner-friendly topics, you may even reinforce their existing knowledge. This approach also elicits their active participation, raises the level of their confidence and creates interest in the programme. It also prepares them for moving on to more difficult concepts and theories. When you are dealing with more difficult and complex concepts you should, where appropriate, refer back to earlier discussion, and explain how these concepts are linked with simple ones. This assists the participants in assimilating and internalizing the learning.
- viii) Move from the Known to the Unknown:** The process of learning moves faster and the participants learn with minimum effort if you are in a position to consciously relate new learning to what they already know or can do. This movement from the known to the unknown is both natural and logical. It is only through purposeful interaction with participants, in the initial stage of the programme, that you can get information on the general level of competence and knowledge that the participants possess about different topics and issues that are likely to come up for discussion. You must also examine to what extent the existing knowledge provides a foundation for building new knowledge and ideas. Where possible, relate new concepts, theories and principles to the known ones. If the programme moves straightaway into new, unfamiliar territory, many in the group may not be in a position to cope with the situation. They could be left bewildered and this could reduce their interest in the programme.
- ix) Move from General to Specific:** The programme should be so organized that it moves from fundamental or generalized concepts to specifics. Generic consideration of the concepts helps in establishing the basis and framework for discussion of the specifics. This should be a logical course as specifics are derived from generics. This is also a learner-friendly approach. When

the fundamentals are clear, it is relatively easy for the participants to understand the specifics. Even when you start a new topic or a module you should follow this basic principle.

- x) **Maintain the Momentum of the Programme:** The need to maintain momentum in the programme cannot be overemphasized. The pace should not be allowed to slacken. A lot depends on the manner in which training activities are organized and sequenced during the programme period. You should also give proper attention to a day's schedule. It is important that in the post lunch session, participants are kept actively engaged, preferably where physical activity is involved. A lecture or presentation may not be an appropriate choice of activity for that time. Group discussion or activities that have considerable scope for sharing or interaction are recommended. Otherwise, chances are that at least some of them may switch off and use the time for relaxing.
- xi) **Maintain Balance between Group Activities and Individual Assignments:** Group activity is an important source of learning in any training situation. It provides opportunities to the participants to share their experiences relevant to the topic under consideration of the group. The sharing also enables a participant to reflect on her ideas, viewpoints, and actions and to examine their validity. There is cross fertilisation of ideas. Participating in group activities can be a very stimulating and enriching experience for many. However, there are some participants who feel more comfortable in working on individual assignments or projects. It is therefore, important that you should provide a balanced mix of group and individual activities. By doing so, you will also be responding to the diverse learning styles of the participants. Even in terms of promoting the learning process, this is a good strategy as it provides a change in the nature of learning activity.
- xii) **Provide Opportunities for Recap and Reflection:** When the participants are engaged in training activities, the entire focus is on the tasks before them. They can be so involved in the activity that they become oblivious to the learning outcomes that the activity aims to realize. If there is a series of such activities, the participants have little time to reflect upon and appraise the benefits that have flowed to them from these activities. They are not able to realize what an activity means as far as their learning and growth is concerned. You should, therefore, prepare the programme schedule in a way that the participants get an opportunity for a recap of the preceding event or activity. Some of the questions to which the participants should find answers through this process of reflection and contemplation could be as summed up below.
- What was happening to me during the activity?
 - How did others react to my participation and contribution?
 - Have I given my best to the activity?
 - What have I got out of it?

You could assist the process by highlighting the learning outcomes. Of course, some training methods, such as case studies, role plays, and field projects provide for a discussion in which the participants have an

opportunity to find answers to some of these questions and become aware of the learning that accrues from the exercise. A similar strategy could be used for activities that aim to develop skills through practice. You can even consider including such opportunities for reflection and appraisal as part of the programme schedule.

- xiii) Establish Common Terminology Language:** It is important to develop a uniform understanding of concepts, terminology, definitions and nomenclature that are likely to be used more frequently during the programme. This should be done in the initial stage of the programme. This is comparable to adopting a language that is understood by all. As far as possible, use of jargon and slang should be avoided. An acceptable and shared frame of reference should also be established. This is necessary when you are dealing with international groups, or, with those in which participants come from widely diverse backgrounds.

1.7 THE INDIAN SOCIETY FOR TRAINING AND DEVELOPMENT (ISTD)

In this last section of the unit, we are giving an example of a training institution which is organising various training programmes on training and development. This institute established in 1970 is a National level professional and non-profit society registered under the Societies Registration Act, 1860. It has a large membership of individuals and institutions involved in the area of training and HRD from Government, Public and Private Sector Organisations & Enterprises; Educational and Training Institutions and other Professional Bodies. The society is affiliated to the International Federation of Training and Development Organisations (IFTDO), USA, and Asian Regional Training and Development Organisations (ARTDO), Manila.

ISTD organises Training Programs, all over the country both at Chapter and National Levels. The programs cover selected areas of HRD with special emphasis on Training of Trainers, Training Goals & Objectives and Training Tools & Technologies. A very large number of Public and Private Sector Organisations, Training Institutions of Central and State Governments participate in these programmes. Some of the training programmes have been held in collaboration with Planning Commission, Bureau of Public Enterprises and the Training Division of Department of Personnel, Government of India.

The main objectives of ISTD are to

- Promote a better and more effective utilization of human resources through education, training and development in all spheres of Government such as agriculture, industry, commerce, education infrastructure, services and such other sectors.
- Provide leadership and promote study and application of professional principles and practices in the field of training and development in order to assist managements and administrations to develop and maintain an effective organization.

Trainer and Training Management

- Stimulate thought and efforts for the dissemination, exchange and furtherance of information, knowledge, research, techniques, materials, aids, skills and attitudes in the field of training and development.
- Sponsor appropriate research and/or publish necessary literature, books, journals, newsletters, pamphlets, and reports.
- Encourage or assist in the promotion of professional school and other institutions allied with the objective of the Society and other professional degrees, diplomas and certificates.
- To institute and establish scholarships, grants, awards, and prizes to encourage study and research in the field of training and development.
- Establish, organize or assist in setting up professional institutions, libraries, laboratories and exhibitions.
- Conduct or to assist in conducting conferences, meetings, lectures/seminars, workshops or other programs.
- Co-operate with institutions, bodies and agencies having similar objectives, for the promotion and development of the training & development movement in the country.
- Maintain constructive liaison or join any association, organization or to seek or grant affiliation to any other body having similar objectives in India or abroad.

ISTD has been conducting a number of specialized national training programmes independently, as well as in collaboration with the Training Division, Department of Personnel and Administrative Reforms, the NITI Aayog, the Bureau of Public Enterprises, Ministry of Statistics and Programme Implementation, Ministry of Heavy Industry, SCOPE etc. Programmes cover a diversity of functional areas such as:

- Training for Trainers
- Finance for Non-financial Executives
- Project Planning, Implementation, Monitoring and Evaluation
- Project Identification, Formulation, Approval and Appraisal
- Manpower Planning and Career Development
- Organisational Development
- Materials Management
- Technologies and Production Management
- Finance, Marketing and Personnel Management
- Evaluating and Bench Marking HRD
- ISO-9000, Total Quality Management
- Coping with Change for Working Women
- Managerial Leadership and Team Building

Activity 3:

Visit a nearby training institution in-person or its website. Review the mandate, objectives and regular training programmes organized by that institute. Write your observations (Example: National Institute of Agricultural Extension Management (MANAGE); National Institute of Rural Development and Panchayati Raj (NIRDPR) etc.

a) Name of the Institute

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b) Mandate

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c) Objectives

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d) Regular training programmes organized

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Check Your Progress 3

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit.

1) What physical facilities are needed to decide on the location of training?

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2) Do group activities in training programme enhance the trainee participation?

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1.8 LET US SUM UP

Nowadays organisations in all sectors spend lots of time and money in training their employees. Training is a major manpower management function. Training is part of management development and also a form of organizational development. Every trainer is an explainer, classifier, supporter, confronter, model, linker and motivator. To provide benefits to all, or, most of the participants, the trainer must value participatory training management. The trainer should be role model for the trainees. Besides the role of trainer, this unit also covers training system development and organization's role in training.

1.9 KEYWORDS

Training: Training is the process of acquiring the knowledge, skills, and attitude that are needed to fill the gap between what people want to do, and what they are able to do now.

Trainer: A trainer is any person whose resources contribute to the learning and growth of one or more than one persons.

Intra-personal Skills: They are required to improve the knowledge base of the trainer as well as being a means for continuous improvement of the self as an effective trainer. They help the trainer in language skills, different ways of communicating with their trainees, and thoroughly involved in the training programmes.

Inter-personal Skills: They are the skills required for better communication with the participants. This involves active listening, better management of the interruptions, tolerating and encouraging different views. They help the trainer to better manage the conflicts and increase participations among trainees and colleagues, which ultimately help in increased productivity and better workplace environment.

Training System Development: It is an important activity of a training organization which consists of training inputs such as training curriculum, AV aids, resource persons, etc who implement the training or process the training which ultimately result in output such as increase in knowledge, attitude and skills. The feedback is given to training input system, training process is monitored and output is evaluated.

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1.11 CHECK YOUR PROGRESS - POSSIBLE ANSWERS

Check Your Progress 1

- 1) A trainer is any person whose resources contribute to the learning and growth of one or more other persons
- 2) Five types of trainers in most of the training institution are regular staff, *ad hoc* staff, part-time staff, guest faculty, and consultants.
- 3) The main roles of a trainer are: explainer, clarifier, supporter, confronter, role model, linker, motivator, translator/interpreter and change agent

Check Your Progress 2

- 1) A trainer is incomplete without the possession of intra-personal (Thinks, Reads, Analyses, Innovates, Nurtures, Encourages and Reviews) and inter-personal skills (Talks audibly, Relates, Accommodates, Inspires, Notices, Entertains and Responds).
- 2) The main functions of a good trainer are planning, organizing, staffing, controlling training and development projects, and linking training and development with other organizational units. A trainer should be developing long range plans in order to accomplish training and development mission; helping individuals to apply new learning to their tasks. Overall the trainer should be a task analyst, instructor, writer, marketer, facilitator, counsellor, and evaluator.

Check Your Progress 3

- 1) Some physical facilities that are needed for a training programme: training room, suitable chairs and tables, lighting, access facilities, air conditioning, power outlets, availability of training aids, public address system, and storage area.
- 2) The group act is an important source of learning in any training situation. Participating in group activities can be a very stimulating and enriching experience for all participants. It also provides the chance of collective and collaborative learning, which ultimately equips for team work and strengthen participatory approach. It provides opportunities to the participants to share their experiences relevant to the topic under consideration of the group. The sharing also enables a participant to reflect on his/ her ideas, viewpoints and actions and examine their validity. There is cross-fertilization of ideas. However, there should be a balanced mix of group and individual activities and individual assignment.