

Management of Training : A Guide for Trainers

About the Book

The science and profession of training has achieved distinct status. Trainers are professionals in their own right, no matter which discipline they belong to. They must operate out of science rather than trial and error. The book has emerged out of practical experiences of the authors to expose novice trainers in agricultural and rural development to the tools of the trade. Written lucidly, the

**189 strong pages
filled with
science and arts
of training**

book carries the spirit of training and human resource development through its nine chapters with the help of key points, experiences hints etc. The major focus of the book is on clarifying concepts and roles of trainers as well as tools and techniques of needs assessment, planning, management and evaluation. No doubt students, scholars, practitioners pursuing training and development, NGOs and training

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Management of Training : A Guide for Trainers

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Published by: Dr.S.P.Gupta, Director Communication and P.I., TOE

Computer Assistance and designing : Sabhanand



FOREWORD



Training and education are powerful tools to catalyze human resource development.

Trainers' skills are in short supply. The secret of facilitating learning among hardened adults, deep in the grooves of habits, traditions and self-limiting ideas must be learnt by one and all. All development professionals in general and those from agriculture as well as rural development field, in particular should be exposed to the science of training and human resource development. Rural areas need trained professionals to stimulate participatory learning and growth. I have always wanted that such delicate wisdom should be disseminated lucidly with the help of cases and step-by-step instructions. It is easy to talk about science and its theory but it is difficult to illustrate the craft and vision behind it. The faculty members like Dr. B. Kumar and Dr. S.K. Kashyap who are actively engaged in the practice of training, have been motivated to share their experiences in the form of a guide for trainers. This fills a void in ready to use literature on the subject. I hope this document will be equally beneficial for trainers and practitioners working in public and private sector.

(P.L.Gautam)
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PREFACE

It is immensely pleasing to note that we could identify an area of need for trainers' training under Team of Excellence in Agricultural information & Communication. Participatory methods of training are calling attention for actualizing development at the grass roots. Training of trainers in skills of managing training demands attention. So much has been written about personnel training but there is void of literature on this vital subject in the context of farmers' training. The experienced faculty members of the University Dr. B.Kumar, Professor & Dr.S.K.Kashyap, Associate Professor, Agricultural Communication have exposure and experience in organization of training at the grassroots and University level. They not only preach but also practice and continuously hone their skills by organizing training for different clientele groups. So they have been entrusted with the onerous task of writing a trainers' guide on management of training in rural/agricultural context with the help of cases, experiences and practical tips. I feel sure that this book will be helpful for trainers, extension workers, academic and students associated with development and management. We shall be happy if the authors are given reactions and feedback to make the title more useful.

(S.P. Gupta)

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Concept of Training

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

- Alvin Toffler

Training is part of human growth and development. Right from the day a child is born, training begins, consciously or unconsciously. The parents, guardians and other adults direct and guide behaviour of children. Training has been referred to as planned instruction to guide behaviour. Training and education are important means of socialization. A child receives training in his immediate environment to inculcate desirable social behaviour. It is more evident in rural areas where children learn to involve themselves in parental vocations.

Traditional arts, crafts and vocations have been handed down from generation to generation through direct instruction. Younger people worked as apprentice for master craftsmen. Another development in early times was associations of people with similar interests. The rise of industrial era

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accelerated the need for growth of training as an enterprise. Training facilities were created to train people to play new roles in the changing times. Thus, training in the organized and systematic form grew only after industrial revolution. Systematic and rapid ways to produce skilled personnel were increasingly used. The early decades of twentieth century witnessed significant developments in the field of training. However, it was during the periods of

emergency in the wake of World Wars that importance of training grew more in order to produce men in large numbers to fight for the wars. This called for use of training methods and media for multiplying the number of trained soldiers. Many training techniques and equipments owe their origin to the experiences

The craft of training itself has entered a new phase due to advent of new gadgets like multi-media, interactive, video, teleconferencing etc. More learner friendly technologies are available for both individualized and group learning. Providing quality training to geographically wide spread organizations is feasible now.

of the war. In course of time, training came to be recognized as indispensable for all. However, the growth of training as discipline and profession is a recent phenomenon due mainly to the proliferation of knowledge, growth in technologies, media and organizations as

described below. The stock of knowledge is growing by leaps and bounds. Amount of knowledge doubles every ten years. Growth of new fields of specializations within a subject is so fast that professionals feel being out of date after some year beyond formal education. Thus, training keeps people up-to-date. Evolution of information technologies, electronics, has wide implications on life and work in every field. Computerization of public services like railways, air travel banking and others called for large scale training interventions to help employees adjust with new ways of working.

As a result of new technologies, office automation, wide spread use of new information technologies, management information systems and participative management techniques are becoming the order of the day. Managers and workers have to be trained to work in new organizational culture. More open communication, democratic leadership style and employee-centered management practices are being implemented in organization. As a result, regular training of staff is needed.

The craft of training itself has entered a new phase due to advent of new gadgets like multi-media, interactive, video, teleconferencing etc. More learner friendly technologies are available for both individualized and group learning. Providing quality training to geographically wide spread organizations is feasible now. No doubt commercial organizations are fast adapting to new changes and giving more importance to training. However growth of training in development professions, including extension is lagging far behind.

What is training?

Training is not for knowing more but behaving differently.

Training is a living reality of the modern times. We hear about training in a range of arts, crafts, vocations and professions such as typing, garment making, driving etc. It is not uncommon to hear of management development training for executives. Training has become a must for all professionals to update their knowledge and skills. Recognizing the need for new skills and deficiencies in formal educational systems to meet growing demands at fast pace, training has become integral part of work life. What does training mean?. The word training generally means an act, process or method of one who trains. Training also refers to totality of instructions, planned and directed activity to which an animal or person is subjected to induce learning. The word ‘training’ is accepted as synonym for all forms of knowledge, skills and attitudinal development which adults need to keep pace with the accelerating developments in life.

Flippo (1966) described training as an act of increasing knowledge and skills of an employee. *Lynton and Pareek (1967)* stated that training consists largely of well-organized opportunities for participants to acquire necessary understanding and skills. Training aims at lasting improvement on the job. The kind of education we call, as training is not for knowing more but behaving differently. The definition refers to training as a planned affair. There is a design behind every training to facilitate learning. Training in organization is not meant for knowledge only but to put them into practice. Every training must contribute to better productivity. The emphasis is more on application. Above all, training is directed at improvement of performance. Thus, *Lynton and Pareek* have conceived training in

organizational context and in relation to improvement on job. Some other experts have expressed similar views. *ILO (1986)* defined training as activities aimed to

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provide attitude, knowledge and skills required for employment in a particular occupation for exercising a function in any field of activity. This definition is more oriented towards training as preparation for certain jobs. *Strayton (1986)* defined training as acquisition and development of those knowledge, skills, techniques, attitudes and experiences which enable an individual to make his

most effective contributions to the combined efforts of the team of which he is a member. Iffner *and Douds (1989)* viewed training as development and delivery of information that people use after training. Effective training requires that you have a clear picture of how the trainees will need to use information after training. This also requires that people practice what they have learnt before.

The opinion of experts quoted above clearly points out that training is meant to prepare people for employment or vocations. Each job has certain requirements in terms of performance. Training is directly related with enhancement of performance at work. Thus training has an immediate concern to help the learners apply new learning back at work. Performance does not improve by knowledge alone. It requires knowledge, understanding, skills and attitude. Change in skills is possible only if learners have opportunity to practice in real or simulated situation. In order to put the new learning into action, participants need positive attitude. The context of the organization and job related problems are the realities on which training is based.

Training and Education

Training and education are means for human resource development. Even though the two terms are used interchangeably, they are different in actual practice. Education is formal in nature with rigid rules. It is degree oriented. Education helps people to become more knowledgeable. To the other end, training is non-formal, flexible and specific to the needs of the participants. Education systems take a long time to change. Thus, it is essential to update people through training. Moreover, training helps people to become more proficient to handle their jobs efficiently. Some of the basic differences between the two are given in table 1.1.

Even though both training and education aim to enhance the capabilities of people in their lives, the approach differs. Trainers require different sets of behaviour to deal with adults who have experience and needs of their own. The adults are mature, responsible and rigid in nature. Thus, trainers and teachers differ, as given in table 1.2.

Training and Change

People do not change just by attending any and every training. We know very well that trainees attend training due to various motives other than learning. People may go to training because of good location or the prestige of the training course. Work organizations may send some one for training to meet the requirement from headquarters. Even if the people come back from training, there is little or no activity in the work organization to motivate participants to

Table 1.1 Training Vs. Education

Training	Education
1. Training is meant for those in jobs or vocations.	Education is mostly attended by fresh and inexperienced learners.
2. The learners are adult and from diverse background.	Learners are similar in background and characteristics.
3. Training is generally organized for shorter duration and for specific purpose in view.	Education is long term affair.
4. Training courses are planned on the basis of needs of the participants and thus are quite focused and flexible in nature.	Education is broad and catering to general needs of people. Curricula are rigid and take longer to update and change.
5. Training aims to improve performance of people. Thus there is a sense of urgency about providing ability to use all that is taught during training.	Education is mostly concerned with enhancing knowledge. Even though practical may be part of education, most of what is taught is seldom put top practice.

apply them on the job. Many a times training organization conduct general training for one and all. They may not be specific to the participants attending training. However, effectiveness of training rests with the participants, work organization and training organization together. A number of factors need to be considered by each of the stakeholders to make training effective.

Commitment of the work organization

- *Selection and motivation of employees:* It is duty of the organization to select the right people and motivate them to attend the training. This can help in getting the benefits of training.
- *Arrangement of facilities:* Sending employees for training calls for work arrangement during his absence, resources and necessary support to implement changes when the participant is back.

Table 1.2 Teacher Vs. Trainer

Teacher	Trainer
1. Teacher works as experts. He seems to know all the things and learners are mostly ignorant.	Trainer acts as co-learner. He is one among other knowledgeable and experienced people. Thus, he shares ideas, inspires and helps them learn together.
2. Teacher acts an authority in the class and controls learners. He maintains discipline and uses punishment to discourage unruly behaviour in the classroom.	Trainer is mostly non-interfering. He tries to create a positive learning climate in order to encourage learners to assume responsibility
3. Teacher generally uses lectures.	Trainers use a wide variety of teaching methods to create interest and involvement of learners.
4. Teacher expects respect and obedience from learners	Trainer respects ability and experience of learners.
5. Teacher informs plan of teaching and expects the learners to follow.	Trainer presents plan of training and invites comments from learners to make suitable changes.

- *Reward*: Personnel need reason to try extra hard at work. Participants will like to apply their new learning on job if their works are rewarded or at least recognized.
- *Problem solving*: problems may arise when participants try to apply their new learning in work organization. A colleague or superior ready to listen and advise may promote positive atmosphere.

Commitment of training organization

- *Organize tailor made training*: General training courses do not cut much ice. Good training organizations try to visit and observe problems of organizations and group of workers to make their training realistic. Even if the training is all structured, keep leverage to discuss and adjust after discussions with participants when they arrive.
- *Create motivating learning environment*: Learning must be motivating.

Ethics of Training and Education as it holds In Indian Ethos

T rue training is to teach the participants to love themselves . Other loves are secondary . One has to respect himself before he can do anything for others . But why do we love our own self ? Because we always love beautiful things . Loving our own selves is to have positive self-esteem. Those who love themselves can only help others . If my love is based on the power to give me pleasure, I must love myself most, because I have the power to give myself most pleasure . So I can share that pleasure with others . This initiates positive change in me and my surroundings .

If training and education instead of broadening one's soul and gradually enabling it to embrace even the infinite, narrows and coops it up in a not very pleasant hole of a momentary life , it is worse than ignorance , and a wise man who first uttered the sentiment " where ignorance is bliss, it is folly to be wise ," has perhaps in his mind the narrow perspective of education .Self expansion should be the end and aim of true education and that can only come when it enables us to disentangle ourselves completely from the limits of the physical ends.

Source : For thinkers on Education, Ramkrishna Math, pp:202-203

Do not make it a punishment. Trainers should keep variety in activities and learning schedule. Respect them, involve them and provide feedback. Take care of individual and group needs. Listen to their problems, share experiences and give opportunities to express their talents.

- *Keep balance between theory and practice:* Theory and practice must be balanced. Do not over impress with theory. Give adequate chance to try and discuss about problems.
- *Get feedback regularly:* Try to understand what learners feel and want. Respond to their needs as far as possible within the given limitations. Adjust the programme based on their reactions.
- *Collaborate with senior officials in the work organization:* Have communication with those who matter in work organization to see that training is relevant and applied.
- *Evaluate training:* Have all the arrangements to evaluate training at various

stages both through qualitative and quantitative means. Act on the findings of evaluation to refine the training course on continuous basis.

- *Have follow-up plan ready:* Training should be followed through continued contact with the participants through phone calls, visits, newsletters, alumni meet or any other means to keep track of changes and problems being faced. This helps the trainers to understand their task clearly.

Commitment of the participants

Unless participants decide to learn nothing will happen. Active involvement of the participants with the activities may help in learning and application both. Participant is the central figure of the learning situation how good may be the climate, trainer and the content.

Features of Training

Training is planned and purposeful

It is systematic process consisting of three distinct phases, viz pre-training training and post-training. Pre-training phase is preparatory in nature for getting ready with programme, facilities, etc. Training phase is meant for executing the plan. Post-training phase is meant for evaluation and follow-up of training so that reactions, difficulties and advantage can be measured. In terms of steps there are four steps in the process of training as described below:

1.Training needs assessment:

Training to be relevant to participants and improve performance should be based on priority need. Thus, assessment of needs should be done before hand. Needs of employees or incumbents can be measured through a variety of methods like interview, questionnaire, observation, focus group discussion, critical incidence, and performance appraisal, job and task analysis? Background of the organization, nature of task, facilities, and needs of individuals needs should be investigated. Needs vary according to type of organization and level of employee. Training to be effective should be planned on the basis of data collected about organization, task and individuals.

2.Training programme development:

It takes time and efforts to develop training. A team of trainers work together to develop learning objectives chooses contents and methods appropriate and design sessions and materials to meet needs of learners. A training coordinator

has to prepare promotion literature to communicate to organization, select participant make arrangements for boarding lodging and training.

It requires frantic efforts to make logistic arrangements like training venue, furniture, training materials, equipments, field visits etc. The duration of training, pace, language and training materials call for due consideration about participants. All preparations must be over before actual training starts. It is better to have plan and instruments of evaluation ready before hand.

3.Training programme implementation:

This is actual phase of execution of training. Training coordinator must be alert and active to look after physical arrangements as well as academic programmes. It is better to have committees to take care of different activities. Reception and welcome of participant arranging for their food, stay and other needs, running day to day programme, monitoring of activities, documentation and feedback are important activities during the step. Acquaintance with trainees, building rapport, formation of group and discussion about progress of training help in smooth flow of activities. Instructional activities must be run as planned. In case of gaps, alternative arrangements should be ready at hand.

4.Training programme evaluation:

Evaluation helps in measuring achievement of objectives. There is need get reactions of all concerned about achievements and performance. In order to measure outcome of training, both pre and post tests are conducted. Observations on training- feedback and discussion with participants help in forming opinion about success or failure. Data may be collected at various points. It is necessary to gather both qualitative and quantitative data. Report should be prepared to highlight results and offer suggestions.

Training is short-term and intensive affair

Training is mostly short duration for the simple reason that participants cannot remain away for a job for longer period of time. It would be uneconomic.

Moreover, updating of knowledge and skills is must for enhancing productivity. Thus training programmes have a

- *Training is planned and purposeful.*
- *Training is short-term and intensive affair.*
- *Training is scientific process.*
- *Training is collaborative affair.*
- *Training is continuous process.*

It is possible to provide not only technical skills but also human skills like communication, assertiveness, interpersonal relationship, self-awareness, time-management, self-management, entrepreneurship and others for personal effectiveness.

responsibility to make training programmes more intensive to get the best out of them. Longer hours of work and mixing food and work together have become customary for personnel training.

Training is scientific process

Training is scientific in nature because the very basis of training is data on the organization work and prospective training. Training is not organized randomly for one and all. Organizing systematic and appropriate training calls for continuous collection of data before during and after training. All the decisions regarding design and implementation of training are guided by data and not merely common sense. Collection of data at different points helps to plan, executive and evaluate instructional process

Training is collaborative affair

Training should not be considered as the sole responsibility of training organization. Even if training organization has major role in executing training, it needs co-operation and support from participants and work-organization. In fact both training and work organization have to work hand in glove to make training relevant and applicable. Work organization can provide finance and facilities to help learners attend training and use them without problem. Motivation to apply and reward after success can reinforce good work. No doubt, commitment and interest as well as involvement of participants is essential for the success of training. Thus, continuous collaboration and communication between the three partners can make training successful in achieving the goals.

Training is continuous process

Training is not a one-shot affair. It has a system of follow-up .Many times it is followed by demonstration, discussion in the field, advisement to trainees etc. so as to reinforce the new learning. People need training and re-training to keep up with changes in life.

What Training Can Do?

Training can help in acquiring, attitudes, knowledge and skills required for effective performance. It is possible to provide not only technical skills but also human skills like communication, assertiveness, inter-personal relationship, self-awareness, time-management, self-management, entrepreneurship and others for personal effectiveness. Training in management skills is very common now a day. Thus, training can help in many ways towards equipping people to assume responsibilities, as given below:

Provide Job- related skills: People can be trained in both techniques of handling machines, products and people. In fact, every organization has provision for providing job-related skills from time to time to refresh personnel..

Orient people to organizations: New employees can be introduced to the organization its systems and practices through appropriate training.

Prepare people for higher responsibilities: When people are rooted to new positions, they need new perspective and different types of skills to deal with changed responsibilities. As personnel higher the ladder they need more and more of managerial than technical skills.

Develop personal effectiveness of people : through enhanced self-awareness, motivation communication skills, motivation, leadership and other behavioral attributes. Such training are increasingly becoming popular

Develop professionalism and positive learning culture in organizations: Trainings have the potential to develop professionalism in the organizations. It is an instrument to induce change in behaviour of individuals for personal, social or organisational effectiveness and positive learning culture.

***The new leader is a
facilitator nor an
order-giver.***

U.S.bestseller Megatrends(p.209)

What Training can not Do?

- Training is not panacea to all the problems of organization. Training cannot solve management problems. If employees do not work due to lack of resources, machines or reward, the problem lies somewhere else.

- Training by itself can not ensure learning if people are not motivated to learn. Thus organisations have responsibility of motivating employees.
- Training alone cannot bring changes in organizations unless facilities and support to apply new learning is not made available at work place.
- Training is not one-shot affair. A person requires exposures at different stages of life to internalize learning.

Typology of Training

Pre-service training:

This is type of training imported before entering the job. The training is meant for preparing people for the job. There is direct link between curriculum of pre-service training and nature of job to be performed. In fact higher technical education in medicine and engineering are also called as pre-service training because incumbents become eligible for certain job.

Orientation/Induction training:

Orientation training is provided to new employees soon after entry to acquaint them with the background information, philosophy code of conduct, activities and procedures of working in an organization. It provides employees with all the basic facts needed to perform their job satisfactorily. This is actually a part of socialization process of organization for new employees. It is usually for short duration

In - service training:

It is continuing process of training for employees in course of their service period, to keep them up to date. It includes all types of training during the span of work at different points of time. In-service training includes refresher training, overseas training and training for acquiring higher professional qualification.

In-house training:

It refers to the training conducted within the organization to develop employees. In - house-training centers are located within an organization.

Out door training:

This is opposite of classroom training. Outdoor training is an opportunity to organize training that call for physical involvement outside classroom to give a sense of reality. It also helps to deduce lessons out of immediate experience.

Conventional training:

It refers to the traditional manner of organizing training where trainer is expert planner and implementer of training programme. Trainees undergo the planned training and learn. This top-down.

Experiential training:

In experiential training, the trainer organizes experiences to make learners active. In experiential training real or simulated situations are created to involve learners into action. Trainers operate as catalysts or facilitators to help them reflect analyze and learn from active experiences which the trainees will eventually operate. In this model, the trainers and trainees jointly determine the objectives and other elements of training. Trainers primarily serve as facilitators, catalysts, or resource persons

Participatory training:

Participatory training is born out of the understanding that knowledge does not belong to one person and cannot be transferred. Learning calls for action, experience, reflection and exchange.

Unlike conventional training, trainer act as coordinator to facilitate discussion exchange and problem solving through mutual decisions. Open, interactive, inviting learning atmosphere is created to learn through co-operation and self-initiative.

*If you do not allow one to
become lion he will become fox.*

Swami Vivekanand

Co-training/Team training:

It is type of training in which two or more trainers plan conduct and evaluate training together. Since training alone is quite taxing and leaves no room to attend to the process of training. In order to teach through media or group method team of trainers share roles and support each other harmoniously. This helps in creating variety of interaction and getting feedback.

Management development training:

It is an attempt to improve current or future managerial performance by imparting knowledge changing attitudes or increasing skills. It includes in-house programmes like courses coaching, rotational assignment, seminars, executive MBA programmes, etc.

Participatory Training

There is better in casual and interactive environment. Knowledge does not belong to one person. All adults have some knowledge and experience. They can learn from each other through exchange of experiences and working together in collaboration with each other. Thus training can be made more meaningful and productive if due consideration is given to needs and experiences of learners. Action or actual experiences can provide good basis to learn by making learner active. When the above facts are taken into consideration, training becomes participatory and human. Learners' moods, conveniences and learning preferences get more emphasis in training design some of the distinguishing features of participatory training are as given below:

One or many experts?

Trainer is not the only expert All learners have experiences to share analyse and gain from. They should be treated as resource and opportunities should be given for such sharing.

Active or passive learner?

Learner is not a passive listener. He participates actively in observing discussing and evaluating materials. He gives and receives at the same time.

Decision making by trainers or learners?

Learners take part in decision making regarding planning and execution of training. They have choice in deciding content and method of training.

Presenter/Lecturer Vs Facilitator

Trainer is not focused on lecturing alone. He creates situation with the help of variety of methods like cas study role play, games to make learners active and play the role of guide & facilitator

Closed or open learning atmosphere

Learning environment open, accepting and of co-equal learning learners are respected and treated at part. They are encouraged to speak , differ and commit mistakes

Individual or co-operative learning

Group work is encouraged so that people can work together and learn from each other. They can advise and sack advice from co-learners.

Rigidity Vs Flexibility

There are no rigid rules in making arrangement for training. Can stimulate people to be more free to learning with interest.

Sensitivity training /T-Group:

Sensitivity training aims to increase participants' insights into his or her behaviour and behaviour of others by an open expression of feelings lead by specially trained trainers. Known by different terms such as L group or T group, it basically sensitizes the participant about behaviour of self, others and interpersonal relationships. This is focused on the process of group behaviour in the present tense in order to draw conclusion about the people. Thus, sensitivity training is behavioural, content free and experiential in nature. Trainers tend to leave the participants on their own to create a void, which is filled by the activities of the participants. Later , trainer narrates his sharp observations about the participants

Grid training:

Grid training is a formal approach to team building in an organization based on a device called managerial grid (A matrix of different possible leadership styles). This Grid training helps to develop managers who are interested in getting results by being high on both their concern for production and people. The Grid programme assumes that possessing such a style makes it easier to work with subordinates, superiors and peers.

On-the-job training:

On-the-job training refers to methods of training used to develop employers while on the job through job- rotation (assigning to different department), mentoring (coaching /understudy) action, learning, etc.

Farmers' training:

The term farmers' training refers to training of farmers, farm women and youths living in rural areas and pursuing agriculture and allied areas. Normally such training courses are meant to provide knowledge and skills to enhance agricultural production. Thus, the training must be practical, based on needs and resources of the clients in appropriate socio-cultural setting. Training of farmers is needed not only on technical subject matter areas but also on conflict resolution, problem solving, interpersonal relationship, negotiations, and entrepreneurship and group leadership.

Extension personnel training:

Training of personnel engaged in extension works is needed in technical subject matter areas, communication, management, instruction, etc. in order to bring about improvement in their performance.

It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change.
