

LESSON 10

APPROACHES TO TRAINING

Systematic approach to training

Dear Friends,

This lesson is going to expose you towards systematic approach towards training. The steps in training process.

After reading this lesson you will be able to

- 1. Understand the systematic approach towards training**
- 2. Explain various steps in training process**
- 3. Apply the systematic training procedure for training function in your department**

THE TRAINING PROCEDURE

One of the better personnel programmes to come out World War II was the Training Within the Industry (TWI) programme of the War Manpower Commission. This was basically a supervisory training programme to make up for the shortage of civilian supervisory skills during the war. One of the parts of this programme was the job instruction training course, which was concerned with how to teach? The training procedure discussed below is essentially an adoption of the job instruction training course, which has been proved to have a great value.

The important steps in training procedure are discussed below:

(a) Preparing the Instructor: The instructor must know both the job to be taught and how to teach it. The job must be divided into logical parts so that each can be taught at a proper time without the trainee losing plan. For each part one should have in mind the desired technique of instruction, that is, whether a particular point is best taught by illustration, demonstration or explanation.

A serious and committed instructor must:

- (i)* know the job or subject he is attempting to teach,
- (ii)* have the aptitude and abilities to teach,
- (iii)* have willingness towards the profession,
- (iv)* have a pleasing personality and capacity for leadership,
- (v)* have the knowledge of teaching principles and methods,
- (vi)* be a permanent student, in the sense that he should equip himself with the latest concepts and knowledge.

(b) Preparing the Trainee: As in interviewing, the first step in training is to attempt to place the trainee at ease. Most people are somewhat nervous when approaching an unfamiliar task. Though the instructor may have executed this training procedure, many times he or she never forgets its newness to the trainee. The quality of empathy is a mark of the good instructor.

(c) *Getting Ready to Teach:* This stage of the programme is class hour teaching involving the following activities:

Planning the programme.

- Preparing the instructor's outline.
- Do not try to cover too much material.
- Keep the session moving along logically.
- Discuss each item in depth.
- Repeat, but in different words.
- Take the material from standardised texts when it is available.
- When the standardised text is not available, develop the programme and course content based on group approach. Group consists of employer, skilled employees, supervisors, trade union leaders and others familiar with job requirements. Group prepares teaching material.'
- Teach about the standard for the trainee like quality, quantity, waste or scrap, ability to work without supervision, knowledge or procedure, safety rules, human relations etc.
Remember your standard, before you teach.

- **Planning Training Sessions**

1. Every lesson should be planned.
2. Know how many and what kind of students you are teaching?
3. Layout the subject-matter.
4. Select the best method of instruction.
5. Decide what the students need in the way of preparation.
6. Make plans to capture and maintain student interest
7. Plan summary of points to be emphasised.
8. Plan for using of training aids, if any.
9. Have a rehearsal of the lesson?
10. Plan for examination questions.

- - Take periodical progress of the trainees, and application into account.

d) *Presenting the Operation:* There are various alternative ways of presenting the operation, viz., explanation, demonstration etc. An instructor mostly uses these methods of explanation. In addition one may illustrate various points through the use of pictures, charts, diagrams and other training aids Exhibit 8.10 presents training aids. Demonstration is an excellent device when the job is essentially physical in nature. The following sequence is a favorite with some instructors:

- (i) Explain the sequence of the entire job.
- (ii) Do the job step-by-step according to the procedure.
- (iii) Explain the step that he is performing
- (iv) Have the trainee explain the entire job.

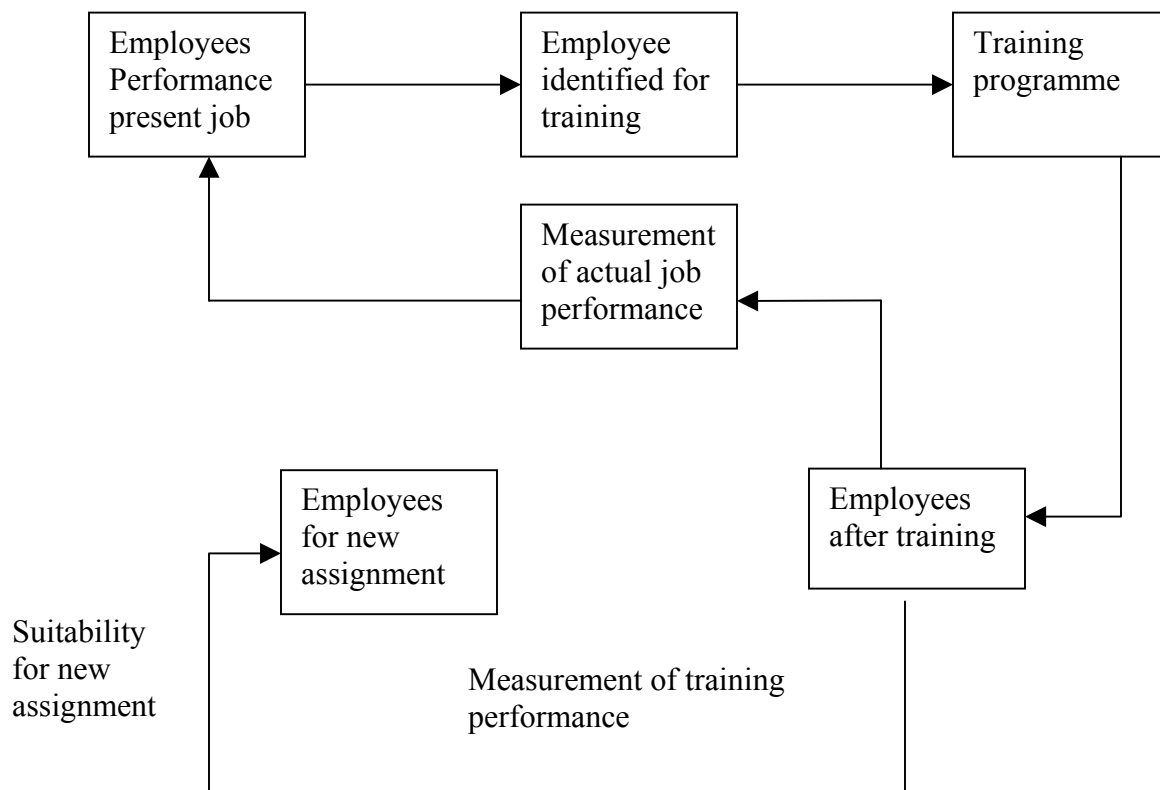
(e) *Try Out the Trainee's Performance:* As a continuation of the presentation sequence given above, the trainee should be asked to start the job or operative procedure. Some

instructors prefer that the trainee explains each step before doing it, particularly if the operation involves any danger. The trainee, through repetitive practice, will acquire more skill.

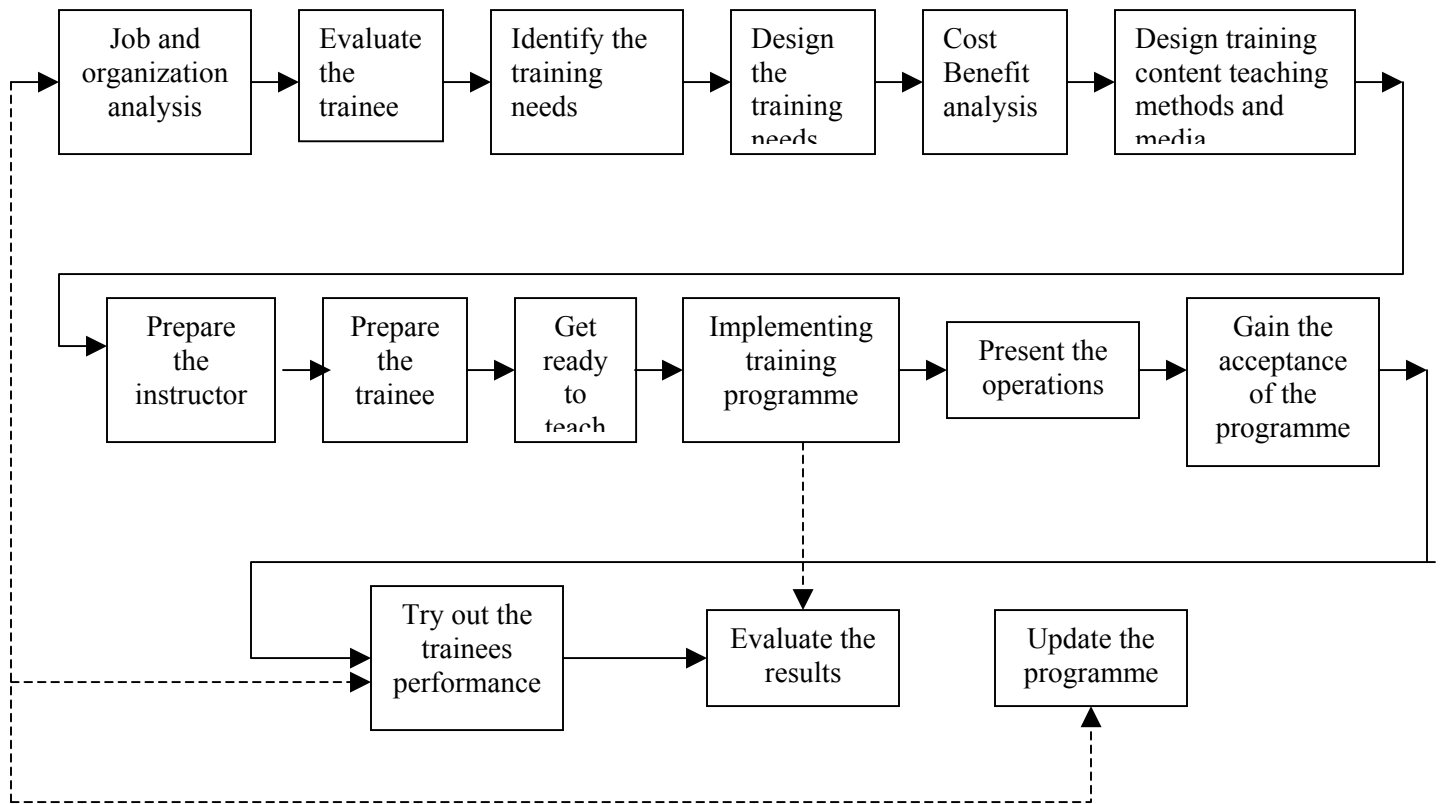
Training Aids

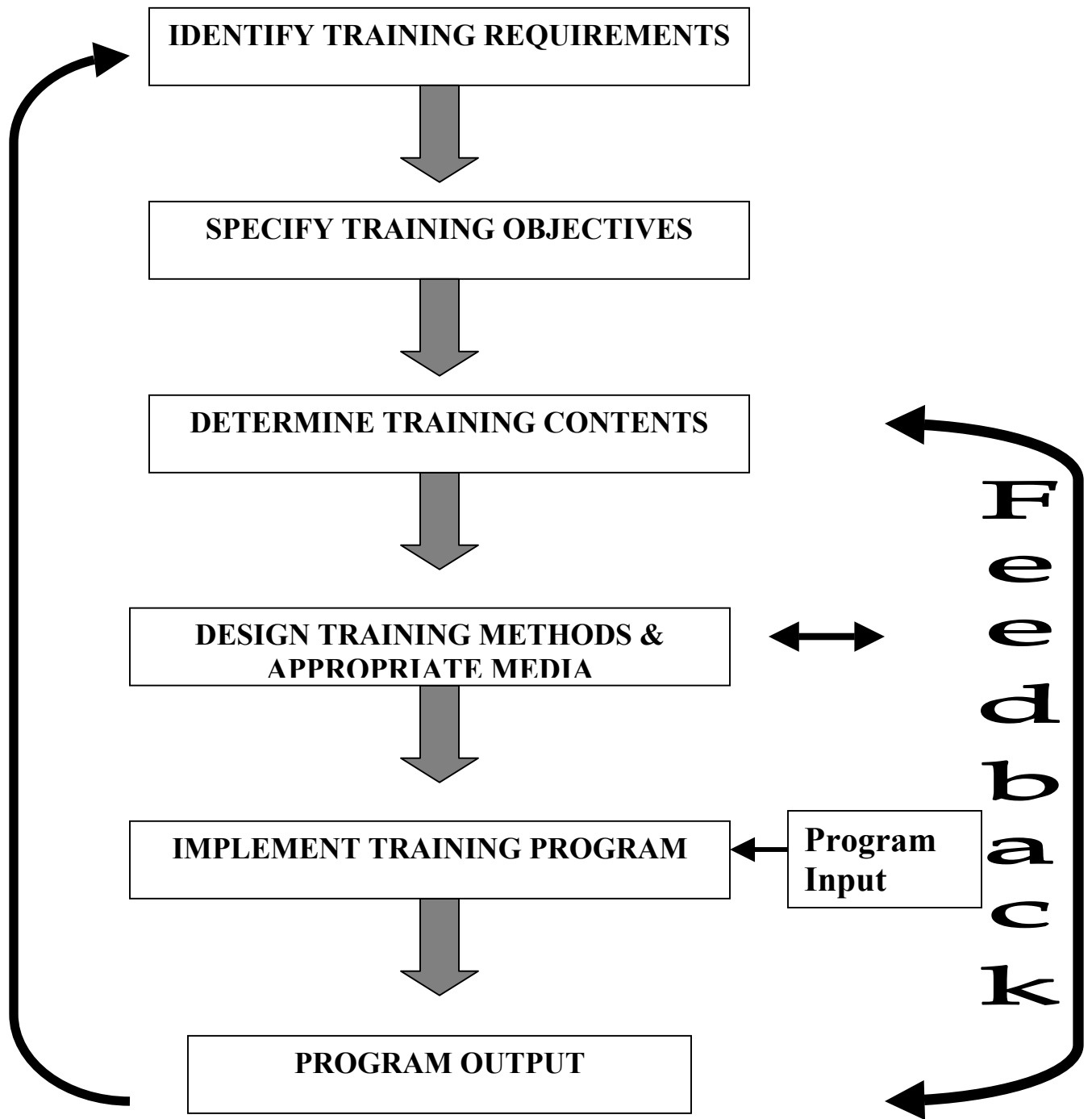
- Films, Slides, Projectors, Movies, Stills.
- Charts, Graphs, Rash Cards, Rannel Boards, *Pictograms*. .
- Pamphlets, Brochures, Handbooks, Manuals.
- Libraries and'Reading Rooms.
- Teaching Machines, Closed Circuit IV.
- Exhibits, Posters and Displays.
- Notice Boards, Bulletin Boards, Enlarged Drawings.
- Cartoons, Comic Books, Books.

(f) *Follow-up*: The final step in most training procedures is that of follow-up. When people are involved in any problem or procedure, it is unwise to assume that things are always constant. Follow-up can be adopted to a variable reinforcement schedule as suggested in the discussion of learning principles. The follow-up system should provide feed-back on training effectiveness and on total value of training system as shown in below:



TRAINING PROCEDURE





TRAINING PROCESS FLOW CHART

HIGH YIELD TRAINING CHECKLIST

Before Training

1. What Are The Specific, Immediate & Important Competencies You Seek? (What Must You Know & Be Able To Do That Warrant The Training Investment?)
2. Is A Training Session The Best Way To Develop The Needed Competencies? (Consider A Book, Coaching, Mentoring, A Video On The Subject, etc.)
3. Does Your Boss Agree With The Need For The Targeted Competencies & Is She Willing To Help You Follow Thru? (Will She Prioritize & Hold You Accountable For Each New Competency?)
4. Can You Identify A Training Program With Training Objectives That Match Your Learning Objectives?
5. Will The Content And Activities Described In The Program Agenda Clearly & Convincingly Produce The Targeted Learning Objectives?
6. Is There Assigned Or Recommended Pre-Work To Improve Program Effectiveness Or Efficiency?
7. Have You Prepared Need-Specific Work Situations To Work On In Class?

During Training

1. Did You Arrive Early Enough To Meet The Instructor And Discuss Your Learning Expectations?
2. Did You Review The Program Book Before The Class Began To Identify Key Training Areas In Advance?
3. Did You Write Your Notes, Ideas And Comments In Your Program Book To Avoid Loss & Make Later Access Easy?
4. Did You Ask Questions Whenever Key Point Clarification Was Needed Or You Wanted To Know How A Particular Skill Could Be Applied To Your Situation?
5. Did You Stretch Out Of Your Comfort Zone When Practicing New Skills During Group Role Plays?
6. Did You Maximize Practice & Feedback By Volunteering For Whole Class Demonstrations?
7. Did You Enthusiastically Participate During Large & Small Group Activities?
8. Did You Provide Thoughtful Feedback To Other Small Group Participants?
9. Did You Develop A Realistic Follow Through Plan Before Leaving?

After Training

1. Did You Meet With Your Boss As Soon As Possible To Review The Program Experience & Follow Thru Plan?
2. Did You Solicit Coaching Help From A Boss Or Mentor To Help You Stay On Track With Your Follow Thru Plan?
3. Did You Schedule Competency-Building Activities Into Your Daily Planner?

4. Did You Offer To/Actually Lead A Brown Bag Overview Of The Training Program High Points For Co-Workers?
5. Did You Review Your Levels Of Competency-Specific Improvement At Two, Four And Six Months-After?
6. Did You Provide The Company, Your Supervisor And/Or The Trainer With A Review Of The Program's Productivity- Enhancing Impact?

Playbook For Coordination

1. What Is The Specific Outcome Or Activity That The Team Is Responsible For? (Are They Solving A Problem (Solution), Resolving An Issue (Agreement), Or Testing A New Method (Preferable?))
2. Who Is The Team Sponsor & What Are The Performance/Outcome Standards?
3. Does The Team Possess Or Have Access To Sufficient Resources? (What New Equipment, Capital, Support, Etc. Will Or Might Be Required?)
4. Is The Team Made Up Of The Right Players? (Are Team Mates Skillful, Knowledgeable And Innovative Enough To Produce The Desired Outcome?)
5. Do All Team Mates Have A Roster That Is Dedicated Solely To Names, Numbers & Addresses Of The Team?
6. Has A Plan Been Prepared That Clearly Communicates Expected Team Actions, Handoffs And Outcomes?
7. Does Everyone On The Team Use A Planner To Schedule & Follow Through On Team Actions?

Fundamentals For Execution

1. Have All Team Mates Made Overt Commitments To Do Their Individual Best & To Work For Team Excellence?
2. Do Bosses To Whom Team Mates Report Adjust Workloads & Priorities To Allow For Team Participation?
3. Do Team Mates Look For Improvement Opportunities & Bring Them To The Team For Consideration?
4. Do Team Meetings Include Only Those People Who Are Required In Order To Accomplish The Meeting Objective?
5. Does The Team Leader Prepare & Distribute Team Meeting Summaries To The Entire Team & Others Who Need To Know?
6. Does The Team Practice Consensus When Considering Issues, Opportunities Or Problems? (Everyone's Opinions & Options Are Voiced & The Best Team Action Is Synthesized By The Leader.)
7. Do Team Mates Take Note Of & Comment On The Unique Contributions Of Others?

8. Do Team Mates Ask For Help Only When It Is Absolutely Essential?

Leadership For Direction

1. Does The Leader Establish & Maintain A Strong Relationship With The Team Sponsor?
2. Does The Leader Schedule & Protect Enough Time To Do All Of The Necessary Activities?
3. Does The Leader Make Team Decisions When Necessary & Delegate Decisions When Appropriate?
4. Does The Leader Use Plans & Performance Information To Anticipate & Pre-empt Problems Or Shortfalls?
5. Does The Leader Support, Encourage & Have Fun With Team Mates?
6. Does The Leader Identify & Remedy Conflicts Between Team Mates, Team Mates & Their Bosses & Others Who Might Impact Team Success?

Before The Meeting

1. Is A Meeting The Best Way To Handle Your Communication Need? (Consider A Memo, Conference Call, E - mail, Video Conference, Presentation, etc.)
2. What Must You Leave The Meeting With (A Decision, Commitment, Ideas, Consensus, etc.) In Order For It To Be A Success? (After You Answer This, Revisit The Question Above)
3. What Is The Sequence Of Topics That Must Be Addressed In Order To Accomplish Your Meeting Objective?
4. In What Ways (Discussion, Brainstorming, Planning, etc.) Must You Address Each Topic And For How Long?
5. Who Must Be Present At Your Meeting For You To Accomplish Your Objective?
6. Where Should The Meeting Be Held In Order To Increase Comfort And Reduce Influence? (i.e.. You Influence More In Your Office)
7. When Should You Meet And For How Long?
8. Have You Prepared And Sent A Detailed Agenda To All Participants?

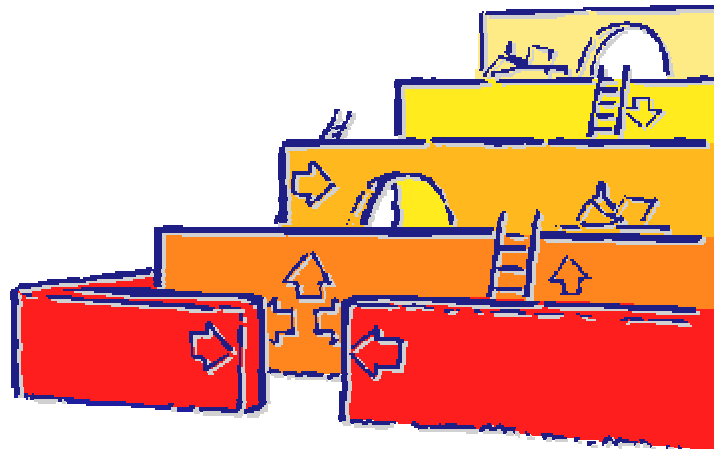
During The Meeting

1. Did You Arrive Early Enough To Prep The Meeting Room And Yourself?
2. Did You Start The Meeting On Time?
3. Did You Confirm That Everyone Received And Understood The Agenda And Is Prepared To Work?
4. Did You Introduce The First Agenda Topic And Indicate The Preferred Way Of Addressing It e.g. "Generating Ideas Is The Approach I'd Like To Suggest With Our First Item, Sales Initiatives.")
5. Did You Encourage The Less Talkative And Ride Herd On Monopolizers?

6. Did You Alert The Meeting Members When Agenda Items Were Within 2 to 5 Minutes Of Their Allotted Time? (e.g.. "We've Got Five Minutes Left With This Item, So . . .")
7. Did You Use A Concerns Flipchart To Capture Unfinished Business?
8. Did You Summarize & Confirm Conclusions And Commitments?
9. Did You Thank Participants?
10. Did You Take Notes?

After The Meeting

1. Did You Complete A Short, Clear Summary Of The Meeting, With Emphasis On Decisions And Commitments That Were Made?
2. Did You Distribute The Meeting Summary To Every Participant And Anyone Else With A Need To Know Within 36 Hours Of The Meeting?
3. Did You Begin And/Or Complete Any And All Of The Actions That You Committed To During The Meeting?
4. Did You Follow Up With any Meeting Participant Who Made A Commitment?
5. Did You Express Thanks To Any Participants Who Added Superior Levels Of Value To Your Meeting?
6. Did You Probe Any Participants Who Were Unusually Quiet Or Who Expressed Reservations With Topics Or Outcomes?



A journey of a thousand miles begins with a single step.

~ Chinese Proverb

ACTIVITY AND ASSIGNMENT

1. Write a note on systematic approach to training.
2. What are major steps in training process?

GAME

Conducting Training Programme:

Problem: Train the superintendents of the administrative office of your college university by identifying training needs, formulating training programme, preparing schedule, writing the training material, administering the programme and evaluating the programme.

For this game, form five teams with your classmates. Each team will play one activity as follows:

<i>Team No.</i>	<i>Activity</i>
1.	Identifying the training needs on the basis of job analysis, man-analysis, through questionnaire method, observation method, interview method etc.
2.	Formulating training programme and schedule by analysing the tasks and/ or activities.
3.	Writing the training material based on the operations, training needs, skills, knowledge and attitude to be imparted. Write the material according to the break-up of the programme.
4.	Administering the programme - Divide the team into: (i) instructors, (ii) operators of audio-visual aids, and (iii) secretarial assignments. Train the instructors and other members of the team in doing their activities.

Allocate the lessons or sessions to the instructors based on their experience and/or interest.

5. Evaluation and feedback: Divide the team into four persons. One person evaluates the task of identifying the needs, second person evaluates the task of formulating programmes and schedule, third person evaluates the task of administering the programme and fourth person co-ordinates these four and provides feedback information to the team concerned in time and follows up the control, carrying out etc.

ALSO SEE THE VARIOUS TYPES OF FORMATS FOLLOWED BY THIS LESSON