

LESSON 17

DESIGNING & CONDUCTING SPECIFIC T & D PROGRAMMES

Friends

After reading this lesson you will be able to

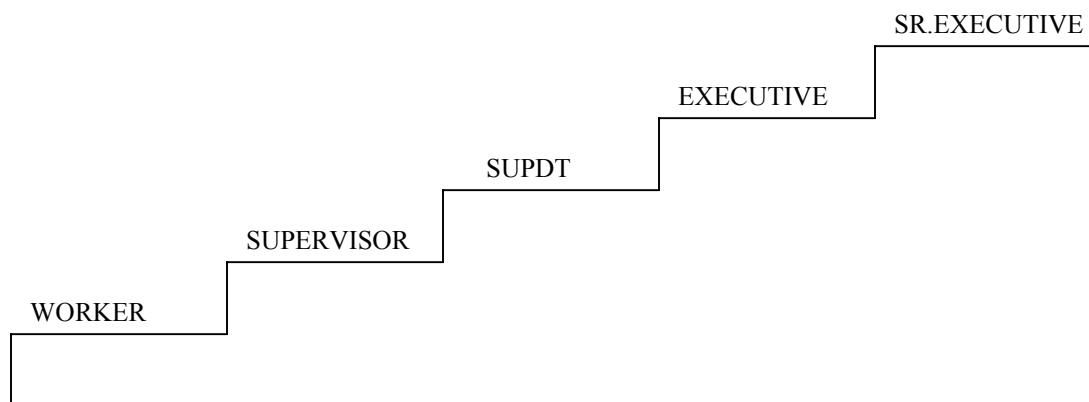
1. **Understand how to design various types of training and development programmes**
2. **Explain how to design training program**
3. **Conduct various types of training and development programmes**

INTRODUCTION

The training and development plans are aimed at developing talent to perform effectively in the present and future higher level or more challenging work situations. The process is to develop competence to handle series of challenging situations.

Every Human being has an urge to reach to the top. Successful organisations plan to guide them to their career growth. A systematic approach to progress in the career plans or to attain capabilities is a training and development process.

If we look at the ladder below, we find that a worker gains the proficiency and becomes a supervisor learns to develop managerial capabilities, a manager strives for higher level and so on.



T & D PROGRAMME

The T & D activities are the techniques of encashing on the human capital whose potential is much more than any other resources in the organisation. Therefore, a variety of T & D methods are used to harvest maximum from available human resources.

Mainly the following are the T & D programmes

1. Basic Training at Professional Institutions

- Trade apprentice at ITI or Trade Schools
- Diploma/Degree at Polytechnic & Engineering colleges Management education at Post Graduate level or practice oriented certificate examinations

2. In-Service Training and Development

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- Familiarization or initial training programmes. Apprentice training (in house)
- On the job training (OJT)

3. Special Training and Development Programmes

- Special cadre development programme
- Grass-root level T & 0 programmes
- Technology transfer training programme

3. Management Development Programme

- Supervisory development programme
- Top and middle managerial development programmes
- OD and MBO programmes etc.

Basic Training at Professional Institutions

Technology oriented training." . Imparted at these institutions. There are many craft 'centres and school which provide technical, professional training for wood working, gardening, sculpture workshop training etc. besides Ideal Training Institutes in various district levels. Polytechnic and engineering colleges train technical middle managers supervisors equipped with basic theory and reasonable practical experiences.

Concept of HRD has also popularized the management courses being conducted by various management institutions. The professional managers coming out from such institutions are better decision makers and interpersonal relationship developers. Such institutions are also doing research and development in behavioral science to equip the managers with more modern techniques of optimizing Human resource.

In-service Training and Development: - Every organization in one form or other runs familiarization or initial training programmer of new entrants, on the job Training programme for new as well as old employees and Apprentice programmer for workers etc. Some organizations even have a separate Training and Development institution or workshop.

The duration of this training can be few weeks, a couple of months depending upon the knowledge skills to be imparted to the trainees.

Such programmes can have two phases:

1. General Education or work Familiarisation.
2. On the job training as the fresh employees may not have the experience of the machine or work.

Apprentice Training

This is also for the new employees and hence both the above phases of the training and development programmes are there. The duration of these programmes will however be three months to 18 months depending upon the technology type and size of organisation and training and development facilities available in the organisation.

SPECIAL T & D PROGRAMMES

The process of HRD includes the development of all levels of employees. However the work force (sensitive group) supervisor (line managers) managers and training and development resources requires special attributes. As such special training and development programmes are designed for their specific needs.

These can be classified as below:

- Programme for Workers
- Programme for Supervisors
- Programme for Managers/Executives
- Programme for T & D Specialists
- Programme for Entrepreneur Development
- Programme for Planners & Development
- Programme for Private Secretaries
- Programme for Secretarial Staff
- Programme for Telephone Operators
- Programme for Public Relation Officers

Apart from above-there are programmes depending upon required special skill or behavioral change Such as :

- Programme of finance for non-finance executives
- Programme on Computer awareness
- Programme on self-learning
- Programme on group dynamics
- Programme on traditional skills-sales, production, quality, office management etc.
- Programme on family planning strategies
- Programme on social forestry
- Programme on health and hygiene and so on.

There is no limit to special training and development programmes as it is a vast field and every one needs T & D programmes for self or the group improvement. However, in this Chapter we are only discussing the design and implementation of programmes for workers, supervisors and managers.

WORKERS TRAINING PROGRAMME

These programmes can be designed under the same criteria as discussed in earlier chapters. Here we are going to illustrate the programme for workers, supervisors and managers. However, the detailing of the programme may vary according to the organisational objectives and training and development strategies.

Objectives

In industry the excellence is achieved not by investing on human resources or imparting technics to senior officers alone but it depends on producing the desired quality product with lowest possible cost. The corporate efforts from grass-root level to the top administrative level are required aiming at the training of work force to ;

- Update their technical knowledge
- Improve their skill to perform better
- Development belongingness to bring about industrial harmony
- Increase qualitative productivity

Training Need Identification

It is an inescapable fact that -respect of total manpower dispersion in the organisation the bulk of the work force is from p-roouet10IU!ll.d service areas. This force is instrumental in transforming raw-material into the products. It is thts--leveLat which major

share of human resource investment and working capital are consumed. This is the16r:cewhich produces quality and which ultimately affects the organisational image and its economy. It is, therefore of utmost importance that this force be exposed to appropriate training and development programmes.

T & D need identification are carried out through (1) production records (2) interview of the workers and (3) comments of supervisors on their performance.

Training Need Assessment

The people at this level have varying levels of basic education right from illiteracy to post graduation or Technical Certification (ITI). The nature of work amongst them is also varying depending upon industry to industry. Therefore the training and development need and yet complex in nature. As it works on "bottom-up" concepts "top management" willingness is necessary for success., This programme ease out the tensions of the unions and reinforce belongingness to develop healthy working climate in the organisation.

Planning the Programme

Regardless of the programme, the reasonable cause of action is to develop a functional description of the T & D programme of the workers as more clarity of the objectives and the expectations are necessary at this sensitive level of employees.

Task Analysis (TA), Task Identification matrix (TIM) Task Beyond Present Capacity (TBPC) are some of the approaches found useful in planning the programmes/instructions for workers training programmes.

Evaluation

Though these programmes cannot do miracles in short term, they are going to develop the assets to the organisation. The trained worker is going to perform in a well planned way and to develop a proper work ethic. Therefore the evaluation of these programmes is to be designed in such a way that there is an automatic feed back on the conduct of course;, its utility the opportunities of identifying their own deficiency and the level of improvement.

The individual also realises the due regards and considerations provided by the organisation.

Thus the programme must demonstrate the following:

- The ability to evaluate programme with respect to the organisational objectives and job performance requirements.
- The ability to evaluate programme in process by reviewing the POI and draft instruction material.
- The ability to evaluate productivity and performance of the trainee worker.

- The ability to evaluate attitudinal change and industrial harmony.

Feed Back

The feed back on the programmes should be properly utilised in counselling the worker or improving the workers programmes depending upon the job descriptions.

SUPERVISORY TRAINING & DEVELOPMENT PROGRAMME

The original attempts to improve the standard of the supervisors were made during the world war 1914-18 in United States under the stress of emergency. It was then that some forms of rapid training became essential. From 1933 Roosevelt reform measures again emphasised the need for a good supervisor.

The rapid increase in the size of the organisation and the technological advancement, further produced few problems in delegating the authorities and responsibilities to the supervisors which again added new dimensions to the job profile of a supervisor.

Apart from the need of high technical skill innovation and creativity for supervision the swiftly moving changes of social structure has opened new vista for the supervisory excellence due to growing independence of workers; their educational awareness and legal threats.

All the above, combined, stress the need for greater measures of ;

- Administrative control
- Effective managerial practices
- Improved technical skill and knowledge
- Redressing of total profile of a supervisor.

Other factors influencing the training need:

The influencing of unions, greater demands for work culture, safety and wages market competitions and government policies exercise pressure on the management to work out measures to improve productivity, optimize resources through better supervision and tight control.

The secret of sustaining these forces and managing the situation successfully is reflected in the following statements.

How it is done rather what is done

Why it is done rather what is said
How it is said rather, why it is said

The Role of Supervisor

Basically the definition of a supervision is in its word only: super + vision. A supervisor is to look at the work situation and the worker to get maximum results. The management experts have defined the role of the supervisor in different ways:

Keith Davis

The key stone in the organisational arch; the supporting structural member between the management and work force is a supervisor.

Rensis Likert

A supervisor is a 'link pin' between the Upper and lower plans of organisational structure.

M. Scott Myers

He is one of the facilitators who makes resources and informations available to the subordinates while allowing them to plan and implement their work.

While there are number of such definitions the simple one was developed by international labor organizations as below:

"Supervisors are usually first line managers whose major function is working with and through non-management employees to meet the objectives of the organisation and the need of the employees."

In today management concept 'supervisor is a sensitive link between the management and the workers. He is supposed to be a bridge between the management and the workers. He is supposed to be a bridge between the management and the workers. He is supposed to be a bridge between the management and the workers. He is supposed to be a bridge between the management and the workers. He is supposed to be a bridge between the management and the workers. At the same time he has a very important role in the management.

The above role concept analysis helps to understand the responsibilities and accountabilities of a supervisor.

He mostly works on two simple objectives

- Organise the work
- Manage the operation

The latest approach of supervisory skill development, however, takes into account

his foresight sympathetic approach, ability to suggest improvement in methods, develop understanding between management and work force strive for improvement etc. These have added the 'departmental development, dimension to his duties and accountabilities.

The chart below illustrate the basic functions of the supervisor.

FUNCTIONS OF SUPERVISORS

Supervisor

Organise the Work	Manage the Operation	Develop the Department
Plan the work	Select the correct worker	Find facts
Instruct clearly	Train & Develop the worker	Update equipment
Simplify work	Monitor the operation	Suggest improvement plans
Plan quality & safety measures	Delegate responsibility	Reduce cost/wastage
	Settle grievance	Maintain self, subordinates and Department
	Improve working conditions	
	Build team spirit	Plan future strategies

The success in supervision depends upon the supervisor himself. It calls for high standard of general ability with commensurate degree of intelligence, maturity of character and a temperamental control on the floor. Therefore, he must be :

- Well equipped with technical process and details.
- Straight forward and consistent.
- Able to administer, recommend and criticise impartially
- Able to lead by examples and display sound judgement
- Able to demonstrate initiative to overcome obstacles
- Able to work amicably with other colleagues.

Management responsibility

Management also owe some responsibility for successful supervision. These provide moral support to the supervisor and help him develop enjoyable work culture, administer power and authority and ensure proper discipline on the shop floor/offices. These responsibilities can be listed as :

- Provide sound practical policies.
- Issue clear instructions.
- Define the role clearly and accurately.
- Make supervisor to understand the policies positively.
- Be prepared to accept suggestions and implement them to avoid practical problems at the shop floor/offices.
- Recognize and maintain the authority privileges of a supervisor.

Training Objectives

The management is, therefore, interested in supervisory training and development programmes for a variety of reasons. The main objective can be framed as below:

- To help him improve knowledge, skill, attitude and performance.
- To help him develop competence to increase productivity.
- To help him prepare for greater responsibilities in higher level of management. To help him learn how to develop his subordinate.
- To improve interpersonal relationship and communication skill.
- To equip him with modern tools and techniques of management to harness best the
- human resources and maintain industrial harmony.

SUMMARY

The detailed modules can be designed based on the management objectives and the training strategies of the organization.

-Designing the social programmes necessitates micro level analysis of the organisational objectives careful designing of T & D strategies, phasing out the programmes to cover all aspects of knowledge skill, behavioral improvement and evaluation techniques for effectiveness of the programme.

The norms or the attributes of the employees at various levels are changing with the change in technological, social, economical and political scenario affecting the policies and strategies of the organisation. There is a constant search for improved methods and techniques to train and develop, special categories of employees who play important roles in the organisations. .

What we need is to update the specification of the role, we need to improve, and design the programme to make it more and more effective.

Some of the recent trends in managerial training programmes are:

Self Development/Renewal - If an individual has commitment to self renewal the organisation can remove some of the obstacles and can provide opportunity to do so. This can be fastest method of improvement and development and develops more trust and belongingness to the organisation.

Training Through Laboratory - The National Training Laboratory (NTL) in USA has developed a training methodology for executive development which enables them enjoy the simulation of work situation on one hand and provide opportunity of sharing the experience on the other. The 'T-Group' or 'Sensitivity Training' for executive and middle managers has been found very useful and encouraging laboratory training methods. Of course, the theory portion is supplemented in the following sessions to understand the behavioural science and the case complexity.

Grid Team Training - This is associated with the managerial grid concept (Task and relationship) Robert R.Blake and Jane S. Mouton who had developed this concept, describes that this method can be used to develop vertical and horizontal level of management, within the company.

According to this training methodology five principal managerial styles are diagnosed and corrective actions can be taken to improve them (for details please refer Chapter V).

Tips to design programmes

After studying the organisational objectives and identifying the T & D needs the following steps can be followed in designing the programme.

- Define the objective.
- Match the objective with the training needs
- Phase out the knowledge, skill and attitudinal changes desired. Outline the programme
- Determine training methodology and location for training. Schedule the programme
- Monitor the programme
- Develop evaluation and follow up actions

GENERAL TRAINING TIPS

When planning training think about:

- your objectives - keep them in mind all the time
- how many people you are training
- the methods and format you will use
- when and how long the training lasts
- where it happens
- how you will measure its effectiveness
- how you will measure the trainees' reaction to it

When you give skills training to someone use this simple five-step approach:

1. prepare the trainee - take care to relax them as lots of people find learning new things stressful
2. explain the job/task, skill, project, etc - discuss the method and why; explain standards and why; explain necessary tools, equipment or systems
3. provide a demonstration - step-by-step - the more complex, the more steps - people cannot absorb a whole complicated task all in one go - break it down - always show the correct way - accentuate the positive - seek feedback and check understanding
4. have the trainee practice the job - we all learn best by actually doing it - ('I hear and I forget, I see and I remember, I do and I understand' - Confucius)
5. monitor progress - give positive feedback - encourage, coach and adapt according to the pace of development

Creating and using progress charts are helpful, and are essential for anything complex - if you can't measure it you can't manage it. It's essential to use other training tools too for planning, measuring, assessing, recording and following up on the person's training.

Breaking skills down into easily digestible elements enables you to plan and manage the training activities much more effectively. Training people in stages, when you can build up each skill, and then an entire role, from a series of elements, keeps things controlled, relaxed and always achievable in the mind of the trainee.

Establishing a relevant 'skill set' is essential for assessing and prioritising training for any role. It is not sufficient simply to assess against a job description, as this does not reflect skills, only responsibilities, which are different. Establishing a 'behaviour set' is also very useful, but is a more difficult area to assess and develop. If you want more information or guidance about working with Skill and Behaviour Sets, and advanced assessment and training planning methods, giving a brief outline of your situation. Using Skill-Sets to measure individual's skills and competencies is the first stage in producing a training

needs analysis for individuals, a group, and a whole organisation. You can see and download a free Skill-Set tool and Training Needs Analysis tool the free resources page.

Psychometric tests (and even graphology - handwriting analysis) are also extremely useful for training and developing people, as well as recruitment, which is the more common use. Psychometric testing produces reliable assessments which are by their nature objective, rather than subjective, as tends to be with your own personal judgement. Your organisation may already use systems of one sort or another, so seek advice.

Some tips to make learning more enjoyable and effective:

- keep instructions positive ('do this' rather than 'don't do this')
- avoid jargon - or if you can't then explain them and better still provide a written glossary
- you must tailor training to the individual, so you need to be prepared to adapt the pace according to the performance once training has begun
- encourage, and be kind and thoughtful - be accepting of mistakes, and treat them as an opportunity for you both to learn from them
- focus on accomplishment and progress - recognition is the fuel of development
- offer praise generously
- be enthusiastic - if you show you care you can expect your trainee to care too
- check progress regularly and give feedback
- invite questions and discussion
- be patient and keep a sense of humour

Induction training tips:

- assess skill and knowledge level before you start
- teach the really easy stuff first
- break it down into small steps and pieces of information
- encourage pride
- cover health and safety issues fully and carefully
- try to identify a mentor or helper for the trainee

As a manager, supervisor, or an organisation, helping your people to develop is the greatest contribution you can make to their well-being. Do it to your utmost and you will be rewarded many times over through greater productivity, efficiency, environment and all-round job-satisfaction.

Remember also to strive for your own personal self-development at all times - these days we have more opportunity and resource available than ever to increase our skills, knowledge and self-awareness. Make use of it all.

TRAINING AIDS

Audio-Visual Aids

Audio-Visual Aids can significantly enhance and reinforce learning. It is worth remembering that people remember 20% of what they hear; 30% of what they see and 50% of what they see and hear. The use of all audio-visual aids helps in capturing the attention of more than one sense facilitating listening and remembering. There are several devices available in the country. More and more are coming into the market. While western countries have started utilizing these audio-visual aids on a large scale, there has not been that much usage of audio-visual aids in training programmes conducted in the country. This is mainly because of the consideration of costs and availability of aids like film. It is' also because trainers are not aware of the ready availability of such aids from different agencies.

Making and using appropriate visual-aids require considerable planning and imagination in order to obtain the desired impact. There is no aid available which would suit all situations.

Following factors should be taken into consideration while deciding which device to use:

- * Audience - to whom the presentation is to be made (class, convention) and where it is to be held. This will affect the size of the visual.

- *The number of times the presentation will be made. If it is to be presented just once, very elaborate and expensive visuals will not be justified most of the time, but exceptions are possible. Single presentations can be made with the help of transparencies and overhead projector. Multiple presentations would justify the cost of preparing slides.

- * Location - Is the presentation going to be made in the office premises or does it have to be carried elsewhere? A slide projector is much easier to carry than an overhead projector.

AVAILABLE DEVICES

Blackboard: It is inexpensive and generally available in all lecture halls, depend as we do on the lecture method, which needs presentation and noting down of important points on a board. Use of a blackboard requires no prior preparation. It is very useful for demonstrating calculations and formulations. One of the major disadvantages in the use of a blackboard is that the speaker requires to turn away from the audience. This causes the instructor very often to talk to the board and not to the group. The instructor should take care that he writes points on the board rapidly and talks only when facing the group. Points and key words should be written and not full sentences. Write legibly on the

board. Those with bad hand-writing should write points in capital letters. Size and clarity should be such that even last-benchers should be able to read what is written on the board. It is advisable for the trainer to sometimes go to the farthest end of the class and determine whether he himself can read what is written on the board. Lengthy definitions can either be dictated or shown on a flip chart. They should not be written on a blackboard as they take too much of time and space. Key points on "How to use the blackboard" are summarized below:

HOW TO USE THE BLACKBOARD

WHAT TO DO

WHY

Erase old material

It is likely to distract the group's attention

Avoid talking to blackboard

A bad habit which makes it difficult for group to hear; limits effectiveness of blackboard work.

Don't stand in front of blackboard

Obviously, much of what you have written on the blackboard will be lost if participants have to crane their necks to see it. When referring to old or complicated material, use a pointer.

Draw or write Quickly

Group interest will lag if too much time is used in putting material on board. Free use should be made of standard abbreviations.

WHAT TO DO

WHY

Write, print or draw legibly

The place for hieroglyphics is a museum not a training room. A little practice will improve the quality of handwriting.

Capital letters

are advisable.

Allow sufficient time for group to copy

If blackboard notes are worth taking, they are worth a few extra minutes of time to be taken accurately. It is advisable to put standard definitions on the board.

Tryout blackboard work in advance.

By plotting layout in advance, the trainer can avoid crowding, or out-of-proportion sketches.

Plan logical relationship of material minds

Participants will have trouble arranging information in proper sequence in their

if it is not so arranged on the board.

Arrange group of Blackboard for best

The value of the blackboard is diminished if some participants have to strain to see

Visibility

because of glare, distance or angle of the board.

Avoid using unnecessary words.

A phrase is better than a sentence, a word better than a phrase. The fewer words used, the easier it is to grasp the meaning of a thought.

Flip Chart - It can replace the blackboard with the advantage that no erasing is needed. It is specially useful for single presentations which may not justify the designing and preparation of costly visuals. Portable models are available in the market which can be easily carried from place to place. Limitations of the space is the major disadvantage. Drawings have to be stored flat to avoid damage. Such a storage is much more difficult as compared to storing transparencies or slides. Trainers should cover charts with white paper to avoid distraction. The white paper should be removed only at the right time to have impact.

Magnetic Boards - It can be used for showing prepared visuals. It can also be used as a blackboard. Magnets may be used as drawing pins for its usage as pin-up boards. It is very heavy and portability creates problem.

Flannel Boards - Flannel board visual consists of a paper surface seen by the audience and the flocked material on the side away from the audience that holds the visual in place. All visuals must be prepared well in advance. This cannot be used as a blackboard, which may be necessary to explain some new points which may arise. It is advisable to have both a Blackboard and a Flannel Board to eliminate this disadvantage of the Flannel Board.

Overhead Projector - One of the equipment most widely used by trainers is the Overhead Projector. It projects large-size transparent images onto a screen under normal daylight conditions. Transparencies may be conveniently produced by drawing or writing directly onto transparent acetate sheets with grease pencils or felt-tip pens of a type suitable for working on glass or plastic surface. Such pen sets are available in 6 colors. Transparencies can also be prepared using a photocopy process, in which case the drawing or the material is prepared on an ordinary sheet of white paper. Cardboard frames are available as permanent mounts for the plastic sheets. They also serve as a base on which to attach overlay sheets and tabs to be used in flip-off and flip-on displays. It is better to have cardboard frames on transparencies required for multiple presentations.

Advantage and Disadvantages - The trainer can always face his audience retaining eye contact with participants and making his talk more effective. He can also build the theme point by point as the talk progresses. Different colors can be used to emphasize points. Moreover, transparencies can be used without darkening the lecture hall completely enabling students to take notes.

Disadvantage is that the trainer cannot modify formal visuals in response to new situations and in answering questions. However, the advantages far outweigh the

disadvantages. It is recommended that each training institute should procure an overhead projector and trainers should make more and more use of it to make their lecture presentations more effective.

Slide Projector - The Episcopo used for projecting small sized opaque material, even directly from books, has gone out of vogue mostly because of its bulky size. Of late gaining popularity is 35 mm slide projector. 35 mm slides are not very difficult to prepare. They are also less expensive and easier to operate than a 16 mm film. They can easily be adapted to different training needs.

Filmstrip - Instead of cutting up 35 mm film into individual frames and mounting them separately for their use through a slide projector, they are often preserved in strip form. They are portable and extra copies can be made easily.

Designing Visuals - Visuals cannot be prepared in isolation. They are an integral part of a good talk or presentation. To ensure that visuals do not look disjointed, the complete plan of the visual aided presentation should be thought through well in advance.

Where to use visuals?

Visuals are used to:

(a) Bring out a series of facts leading to some conclusion. Complete sentences should not be written in the visuals unless it is a quote. Usually two or three key words should be sufficient to convey the point being made. Visuals should be arranged in such a way that points or concepts are built up step by step.

(b) Emphasise some points. In any presentation there are some specific points which must be highlighted. Visuals should be prepared for such points only.

(c) Attract attention. Attention can be attracted by the use of colour. As per ILO Handbook on training, colors rank in the following order in terms of attraction:

- | | | |
|------------|-------------|--------------|
| (i) Orange | (iv) Black | (vii) Violet |
| (ii) Red | (v) Green | (viii) Grey |
| (iii) Blue | (vi) Yellow | |

And the colour preferences are in the following order:

- | | |
|-------------|-------------|
| (i) Blue | (iv) Violet |
| (ii) Red | (v) Orange |
| (iii) Green | (vi) Yellow |

Taking the two preferences together indicates that red and blue are the best two colors. Apart from black on white and white on black, the best combinations are dark blue on white, brown on white and green on white.

(d) Present complex industrial, mathematical or chemical processes. Writing such processes or formulae on the black board takes considerable time thus decreasing the

interest of students in the presentation. A visual on such processes improves the time management of the trainer and is also more effective.

Visuals should be simple. They should be written in bold letters. They should be clear and unambiguous conveying the meaning that was intended. It is always advisable to rehearse the presentation in the room, where the presentation is actually to occur. At/least a visit to the room to examine facilities like electric connections etc. is imperative to avoid problems at the time of the presentation.

Film

This is a media which has a great deal to offer to both the instructor and the trainees. Films stimulate interest in a way that an instructor would not normally be able to. Not only can a person absorb a lot more through viewing a film rather than reading a book, but he will probably also remember it longer. Through the media of a film, one can go places, engage in activities, demonstrations or experiments that it might otherwise be impossible or too dangerous for an ordinary human being to do.

Films can be used in the industrial context to study human relations, for demonstrating selling techniques, making case studies come alive and for studying intricate processes and machines.

The effectiveness of a film as a training aid will however depend largely on the imagination and skill brought to use by the instructor in the selection and integration of the film into his training programme.

In selecting a film, the instructor should ensure that a few basic requirements are met:

Length: The duration of the film should be suitable to the lecture/presentation and the audience. It is also necessary to examine the possibility of using the film in parts.

Condition: The film should be in fairly good condition - not broken, defaced or too old.

Design & Setting: The film should preferably not reflect old fashioned styles of clothing, sets, automobiles or outmoded machinery as it may prevent the viewer from identifying with the characters or cause them to reject the message itself as outdated.

Content: The objectives of the film should be well synchronized with the subject under consideration for the training session. Technical information should be up to date and appropriate to the knowledge and interest levels of the audience. Clarity of attitudes and concepts should be maintained and the narration smooth flowing.

Style: The style of the film - the humor, cartoons, drawings and charts, animated drawings etc. should be understandable and appreciable by the audience. The acting should be convincing and the attitudes portrayed by the film acceptable as realistic by the audience.

The instructor should ensure that the film is properly introduced, the purpose of showing the film explained and suggestions given regarding points to be looked out for in the film. Questions, the audience may be required to answer after viewing the film, may also be sometimes given in advance. Some characters in the film may also be introduced in the initial briefing. Such a briefing makes the later discussions much more valuable. The trainer may even want to stop the film at appropriate moments to ask participants to analyze or summaries the events up to that point of time as it is found that this increases the extent of learning and retention. There are some films, which have to be stopped mid-way to initiate discussion. "Eye of the Beholder", an excellent film on perception and communication, is one such example. Similarly, some films have questions at the end to facilitate discussion. The film "Engineering of an Agreement" is one such film with questions flashed at the end. The projector has to be switched off to get answers from participants.

A black-board or flip chart should be available for review notes. Follow-up of a film could even include role playing : re-acting events and obtaining suggestions of the participants.

The room in which the film is to be projected should be arranged for good viewing comfort. It should be sufficiently darkened with ample ventilation. The positions of loud speakers and projectors should be suitably determined. Breakdowns, poor sound reproduction, bad film focus, a stuffy atmosphere and unnecessary background noise will limit the impact of even the most excellent of films.

Films are an effective training media. However, trainers should resist the temptation to utilize films to fill in gaps created by faculty drop-out or sessions ending ahead of schedule. The inclusion of a film should be a well thought out exercise - a well-honed part of the total design, and consonant with the objectives of the course.

The trainer should do his homework to ensure effectiveness of the film discussion. It will be a good idea to prepare questions for initiating discussions on the film. Films should preferably not be followed by a lecture as the concepts brought out in the film can best be reinforced through a discussion initiated by the trainer asking relevant questions and drawing out trainees.

It is a wise trainer who remembers that the purpose of showing a film is ultimately training and not entertaining.

ACTIVITY AND ASSIGNMENT :

1. How would you design a training program for technical workers in a plastic manufacturing company
2. Explain role of supervisor in organization of training program.
3. What steps are involved in conduct of training program

4. Mention common training programs held in most of the organisations