

Training Monograph No. 10

DEVELOPMENT OF TRAINERS

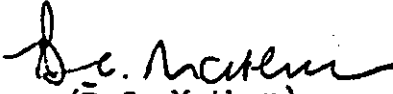
A.P. SAXENA

Training Division
Department of Personnel
Cabinet Secretariat
New Delhi

March, 1971.

The Training Division has sponsored three annual conferences since 1968. An important recommendation in all these deliberations has been the need to develop trainers. This need becomes all the more important because as it is, there is today a serious shortage of trained trainers. We have been issuing some training literature on the subject from time to time. However, there has been stress for some discussion of the subject of development of trainers. Shri A.P. Saxena, Deputy Director in the Training Division has prepared this monograph on the subject with reference to a number of important related issues. It is hoped that it will serve as a useful source for better informed discussion on this important area.

10th March, 1971.


(B.C. Mathur)
Director of Training &
Joint Secretary

C O N T E N T S

	<u>Page No.</u>
1. Background	
2. Role of Trainers	5
3. Trainer Characteristics	10
4. Need for Development	17
5. Factors in Trainer Effectiveness	24
6. Competencies Needed	35
7. Conclusion	42
References	47-48

BACKGROUND

A rather striking impression one gains from a study of contemporary effort for development of training, more especially in the Government, is in respect of an almost uniform concern with developing trainers. In fact, the whole emphasis on trainers as a valuable resource for improvement of training indicates a major shift.

Some time back, a mention of training usually meant an emphasis on the training programmes themselves. These programmes, either as individual courses or seminars or conferences, had an undue emphasis on new and better training methods with comparatively little attention to the end-product of the training programme and the implied contribution of the trainer. Many of these approaches are since changing with an increasing realization that the development of trainer may well hold the key to the development of training as a discipline.

Today there is evidence of greater interest in trainer development and the need for programmes in the direction. Initially the concept of trainer development was limited to the training of qualified individuals in the techniques and skills of training.

As the complexities of organisations increase, the training of trainers should be expanded to include the "why" of training, as well as the "how", even though the emphasis yet remains on the training of a trainer without concern for environmental factors affecting the individuals ability to perform as a trainer. A fresh look on the subject of development of trainers suggests that the end goal should not be only the accumulation of training skills and knowledge exclusively. An additional and perhaps more significant goal from the view point of organisation is 'effective' training. This would include a lively concern for trainer's motivation, organisation, allocations of authority, and the development of policies conducive to effective training. There are numerous schools of thought regarding what training is and how the training should be implemented. Effective training is an attainable goal regardless of the approach to training and the means of implementation which may have to be adopted.

The concept of an effective trainer as the goal of training development, broadens the frame of reference to include all functions which may impinge on the performance ability of a trainer. Adoption of a more realistic end goal may not change the basic fact that in development of trainers, we are dealing

with individuals, even though it does involve looking past the individual to the fulfilment of his training responsibilities at an ever increasing level of responsibility.

If training is to be recognised as a viable organisational device, as a strategy for achieving organisational goals and as a means of affecting change, suitable programmes to train trainers should be rigorously and conscientiously pursued. Selected individuals with appropriate skills, education and experience should be identified for such training effort which can be mutually cooperative as far as the Government training institutions are concerned. A cadre of competent trainers can be developed and they in their turn, can be utilized to train others in an effective, appropriate and planned manner. Of course, such an effort will depend for its success on the degree of advance planning and consultation among the various institutions.

How should be the trainers identified for such cooperative training as part of building a cadre for the training institutions? Obviously they should have a degree of professional, technical or educational experience or background. Again,

since the trainer is expected to act as a change agent in the organisation, he will have more need for inter-personal skills than for functional expertise, more need for an understanding and accepting outlook. The trainer would need to have some maturity and also reasonable status in the organisation so that he can effectively function. Again, he should have the confidence of top administrators in his own set-up and should feel a sense of involvement. If training is to be envisaged as a strategy, the training of trainers has to be developed optimally to help the development of trainers. As a broad yard-stick of qualifying background, identified individuals marked for training of trainer programmes should have some knowledge and expertise in the training field. They should have background in training and conduct of training programmes, both in respect of planning and administration, and be able to demonstrate convincing evidence of their experience and interest. This may appear as a tall order and may limit the number of people who can qualify. This is no doubt true, but it should be appreciated that we can develop only such individuals and train them, who have initially some content and quality which can enable them to function as trainers later.

ROLE OF THE TRAINER

A trainee has to be made to understand about the subject or task he is learning, with the implied responsibility of the trainer to answer such questions as : Why is the subject necessary? Why must it be learned at all? The trainee must also appreciate how the subject fits into the overall picture. Once he (the trainee) thoroughly understands the purpose and objectives of the programme, the learning process is reinforced and he is apt to show better understanding. The importance of understanding the reasons 'why' a subject is necessary (as part of the training programme) may be the more important clue.

Needless to reiterate, the role of a trainer becomes very important in the context of some of the above questions. Additionally, newer responsibilities imposed on organisations have also an impact on the role of a trainer. According to one authority, the pattern of situational background implies that the trainer should have some altogether new roles. He should act as a Consultant to top organisational levels, he should be a source of Organisational information

and finally as a synthesis, he should operate as a Systems Analyst within the organisation.

The role of a trainer as a Consultant to top organisational levels has an assumption about participation by the top levels in training. It is common experience how top levels are unable to participate directly in the training, due to various reasons. The trainer in the role of a Consultant has to break this by attempting to gain the confidence of top levels. If a suitable rapport on the basis of such confidence can develop into consultation, the trainer will have an opportunity to influence the top levels in favour of training. Of course, there is the underlying need to provide a trainer the skills necessary to act as an effective consultant. As Beckhard puts it : "The consultant (or persons in a helping role) always enters such a relationship as a person with authority, achieved either through position or role in the organisation or through the possession of specialised knowledge. To achieve an effective consultative relationship, it is essential that he understand the nature of this power and develop skills to use it in a way which will be viewed as helpful by the person receiving the help.

A person entering a consulting or helping relationship must have the ability to diagnose the problem and goals of the person being helped, and be able to assess realistically his own motivations for giving the help. He must also recognize the limits of his own resources to help in the particular situation". (1)

The role of a trainer as a source of Organisational information has many important implications than can be envisaged. The whole area of providing adequate information for various organisational levels is becoming increasingly important. (2) Current developments in the field of information technology and the increasing stress for development of management information systems are well known. It is stated by experts in the field that a good trainer can play an important role in the development of an information process in the organisation through a variety of ways. For example, Training Report emanating from the organisation's Training Division can be meaningful if it is well planned in terms of its contents. The comments of Phillips et al are worth citing here: "The reporting relationship

of the person responsible for the formulation of training plans and programmes is particularly important, for if the job is to be done with optimum efficiency, he must be able to present his ideas and plans to people in the management who recognise the value of such plans and who are able to act on them with a minimum of discussion and other time - consuming manoeuvres". (3)

Current thinking within an organisation reflecting the attitude, points of view and utterances of senior personnel may be included in such a report. It will be far more effective than the formal channels of communication within the organisation in this area. We very well know how the routine of communication in large organisations is so unnecessarily over-loaded with hedges and checks as to make out any meaningful analysis difficult.

The trainers job as a Systems Analyst is a more difficult one even though one can consider it as an extension of the role of trainer as an agent of change. The trainer with a good use of his skills, as an observer of human behaviour, can develop a comprehension close to a 'systems' approach. If training is believed to bring change

in methods and procedures also, the trainer as a systems analyst can best bring them about by his alertness to what is going on in the organisation and what is the behaviour of the organisation towards the problems of training.

As a foot-note to the subject of the role of a trainer one can cite the comments of well known authorities like Dr. John Marsh of the British Institute of Management. Dr. Marsh feels that today most of us are facing more than one revolution in our lives including a revolution which he calls the 'Education and Training Revolution'. The economic revolution, the scientific and technological revolution, the organisational revolution, social revolution and the managerial revolution indicate some of the dimensions of the problem of training in a changing world. The education and training revolution, according to Dr. Marsh, is significant in more than one way. Today technology is moving forward with breath taking speed and irresistible force. Man has split the atom, conquered space, developed fantastic capability in terms of

machines and computer technology. The benchmarks used to indicate the general growth of technology are bewildering. Training and development in such an environment has more than one relationship to the work situation. To quote Marsh, "Experts in Training must reach out across frontiers, exchange know-how and confer together because they too are not exempt from the changes which they so ardently expect from others" (4). And this process one may add, can only be sustained by process of planned training accomplished and based on a programme of development of trainers.

TRAINER CHARACTERISTICS

The first characteristic of a good trainer is that he should be "trainee-oriented". A trainee-oriented trainer is one who is aware of the behaviour of trainees around him, not as one who only responds to that behaviour but as one who observes and analyses it. The analysis may centre round a number of questions. What is the effect on the trainees of the behaviour within and outside the class-room? What are the training goals a trainee

hopes to achieve by the training ?

The trainee-oriented trainer is capable of placing himself above the behaviour in the class-room. He responds appropriately and is aware of the behaviour of the trainees in order to achieve the goals of the programme. In this context, the trainer has also the need to adjust his behaviour to the needs of the trainees.

Secondly, a good trainer is committed to perform the training job in a conscientious manner in order to achieve constructive training goals. Such an approach has an underlying involvement based on lack of intensely rewarding personal goals. In this process, a good trainer will hold a strong basic respect for all trainees regardless of their status. This means an understanding of the attitudes and opinions of others regardless of how ill-informed a trainee might be. Communication in such an environment is more effective as trainees will not fear in expressing their thoughts and feelings. Positive inter-personal interactions will develop and promote mutual respect and loyalties. On the contrary, any lack of basic respect for trainees on the part of a trainer will be reflected adversely in the entire process of training.

Finally, a good trainer must recognise the fact that the environment in which he is to live and work in a training institution or outside it, is constantly changing and is dynamic. This dynamic environment includes the training institution and it has to be realised that new methods, procedures, attitudes and skills on the part of a trainer are necessary ingredients for the success of the environment of the institution. The trainer is also to be clear about the attitudes and opinions of the trainees, the training institution and the larger environment about himself for a realistic recognition of his changing role in the organisation.

LISTENING

The average trainer may spend up to approximately half his training time in listening. In a training session, the trainer must not only listen with ears open, he must listen in an alert, free and sensitive manner in order to make a continuous appraisal of his own training. However, as it is, many trainers are unprepared to listen carefully and successfully. Research indicates that of all the time devoted to

Communications, we spend about 45% of that on listening. It becomes apparent then that training in the techniques of listening is important (5).

Emotional barriers including the patterns of authority, various feelings about particular training situations, different ways of seeing the same thing, clash of personalities and varying degrees of impatience often prevent good listening. The trainer's desire to succeed as a trainer, to get a favourable response from his group may cause him to make errors in his listening and translating what a trainee says. Similarly, the trainee's desire to impress or leap frog the learning process might impel him to listen only superficially so that he can quickly get over the effort of improving his training impression. To make matters worse, sometimes there is dis-agreement among participants. Each man may run down the other and thus up-set the listening process.

Some people in authority tend to listen solely for facts at the expense of ideas. Instead of getting the total picture or concept, they select the details that interest them. They miss

what is behind an ideal, what the trainee is really saying and feeling, they miss why a trainee says and why he chooses an occasion to say so. How the comments or conversation of a trainee fit into the general pattern of his behaviour and performance is also lost to the trainer who listens for facts rather than idea. Some trainers may also tend to miss the ideas of trainees who express them by interruptions. A trainer is likely to feel that others will understand him as long as he understand them. Questions of expression and differences in levels may further complicate this process of listening and take away the attention necessary. At the same time, the trainer who succumbs to all type of distractions during training cannot be listened to properly. Distractions have to be controlled, if not eliminated, in the interest of learning. Trainers who may strongly dis-agree with trainees, may more often than not miss the trainee's comments as part of his listening effort. Further if he reacts in anger, or prejudice, a trainer may never hear the messages and never be able to help the trainees. Consequently, the trainees might even feel humiliated and this may cause a rupture in

the training effort. The trainer, therefore, has to indicate continuously that he is receiving appropriate messages by his listening effort. The attention a trainer gives to his trainees while they are expressing, promotes confidence and better expression apart from contributing to the growth of the training process.

A mention may be made here of the training programmes being developed to improve listening habits and listening comprehension. The Brown-Carlson Listening Comprehension test is reported to be used with great success in such an effort. With the use of a text book for the listening improvement course: "Are you Listening" by Nichols and Stevens (6), a 10-week instruction period has been developed with provisions for listening exercises each week lasting 15 to 20 minutes. The participants are asked to respond to the questions checking their comprehension on the listening exercise. They are also asked to take a listening note-taking exercise several times during the 10-week programme.

Substantial improvements for bulk of participant in such a listening course have been refuted.(7) (8). This only indicates that today there is great awareness of training courses in listening, more especially for trainers. As rightly pointed out by the American Management Association, sometime back, on a different context we have talked too much and listened too little so far.

A mention may be made here of the efforts by the Training Division in presenting training programmes on Effective Listening. A one-day Effective Listening programme was organised to help participants in proving their understanding of spoken messages, reports and oral information. It was expected that most participants would be better able to produce a complete and accurate summary of (written or oral) spoken information. Specially prepared exercises and tape-recordings were used to assist in the learning of improved listening skills and abilities. The help of audio-visual equipment and other teaching aids were supplemented by pertinent and current literature on adult listening training. The one-day programme conducted by Dr. Paul C. Berg,

Director, Reading Centre of the University
of South Carolina.

As a follow-up, a programme has also been developed to teach trainers to conduct Effective Listening courses. The 5-week programme (approximately 33 hours) conducted by Dr. Berg, is expected to enable trainers know how to use the special training aids tape-recorders and other training material for Effective Listening training. It is hoped that upon completion of this training programme, the participant trainers would be able to plan and conduct efficient listening programmes for others. The Training Division would be carefully evaluating the results of these programmes so that further listening programmes can be developed and planned.

NEED FOR DEVELOPMENT

The development of trainers as a field of study is not yet organised as a distinct planned effort. While there is a plethora of literature in the area of training techniques, development of trainers by itself is yet not

being pursued as a major training effort. However, the current situation indicates that a body of common principles can be identified on this important subject of trainers. Even though these are at best guidelines, a broad degree of their acceptance is wide enough to add weight to the subject.

Development of trainers in the best of circumstances is a process of growth and change. It cannot be assumed that trainers can develop instantaneously as against development spread over a period of time. The dimension of time as a factor in trainer improvement alone, makes it an important point for discussion. There are increasing expectations of possible changes in behaviour and attitude of trainees through the medium of trainers. Whether or not, even through the best of training techniques a trainer can accomplish these changes, cannot be stated straightaway. Even if changes are brought out, whether they are short lived or of some deep import can also not be generalised. The key in either of these situations is a trained trainer. A view is even put-forward that the development of a trainer in the field of training is organic and evolutionary. It is rather slow, not discernible and even intangible. Depending

on the availability of suitable training opportunities, the trainer may exhibit improved proficiency in his trade but more than that, a part of his development may still remain submerged under the surface. And this leads to the next related aspect, e.g., the role of the organisation in the development effort.

It is often stated by knowledgeable experts that development of training in an organisation is a line responsibility. A number of industrial companies in the West are planning training efforts on these considerations. For example, a view is taken that training responsibility cannot be delegated to any other functionary regardless of background or speciality. Sometimes, if a trainer is not available and a Supervisor suggests to a Training Department that a course is necessary for his subordinates, he may find himself planning and conducting the same. The responsibility is in fact beyond the mere conduct of the course. It will be expected that the Course Director (whether Trainer or Supervisor) will be alert to the training needs of the personnel and provide opportunities for meeting these needs.

The role of the Line Manager in respect to training, both in respect of 'of-the-job' and 'on-the-job' training is thus a dual role. While he should make the final decision in the matter, he should not be forced to accept a programme that has been developed by the Training Department or the trainer. The trainer on the other hand has a responsibility to see that training is available to all departments and that it is effective. Sometimes, these approaches may create a situation of dis-agreement between the trainer and the Line Manager, but the trainer has in all cases the responsibility to make available training help, determine training needs and develop and provide effective training programme. According to Karpatrick, the role of a trainer is somewhat like a medical doctor, who have responsibility for the health of their patients without the authority to force a member of the family to take a medical examination or to take the prescribed treatment.(9)

In this respect the organisational head has a very crucial role. His attitudes and styles might directly or indirectly affect the develop-

ment process of the trainer, in case training is an accepted function in the organisation. It can even be perceived that the top man because of his interest in training, may develop close contact with the trainers and add and assist them in their development through his office. He may provide them responsibility, assignment, opportunities and finally motivation to achieve all-round development as competent trainers. Conversely, should the top man be not appreciable of training, at least during his tenure of organisation leadership, the development of the trainer would suffer a major set-back.

Related to the contribution or faith of the top man in training, is the question of training climate in the organisation. Irrespective of the support or the lack of it from the side of the top man, the climate in an organisation may or may not be conducive to the growth of training as a common effort. In case such a climate is not there, undoubtedly the development of trainers would be a major casualty and this is not infrequent. Sometimes the support of organisations/departments begins and ends with lip sympathy to training even though only

a great degree of courage may be needed to provoke anyone to concede the failures in training development. Very obviously, in addition to a set-back to training per se, the trainers would also suffer a degree of devaluation. The organisation may not openly come out about its lack of support to training, but yet act in practice to ensure that the development of trainers recedes into the background. This pattern of discrepancy is sometimes in evidence and has a great impact on hampering the acceptance and development of training in the organisation.

In some of the situations mentioned above, how should a trainer react? Should he throw-up his hands in the air and concede the battle honours to the organisation, and to the organisational leaders since they do not support or believe in training. Or should he react to the situation by assuming a posture based on the premise that after all the development of a trainer is his own individual responsibility and as such, should be considered as part of a process of self-development.

There is strong evidence in published literature to support this approach. It is argued that

a trainer has his own unique personality, his own unique role in the organisation and his own job objectives. These characteristics to a certain extent distinguish him from other functionaries in the organisation. Further by and large, he has to operate in a field which is yet not fully explored. The challenges implied in an all-round acceptance and development of training have to be squarely faced and not ignored. These may even involve a clash here or a clash there, a lack of support now and then and a degree of disappointment at some stages. But on the criteria of self-development, no challenges are too small and no goals are too high for an enthusiastic trainer. The involvement in training itself would be a raison de'tre for pushing the frontiers of development and lead to growth of competence and skills of the trainer. But this self development can only sustain if the trainer is clear about his background, his own needs in training and his objectives in terms of the organisational limitations.

FACTORS IN TRAINER EFFECTIVENESS

The increasing complexity of government operations and the anxiety for expeditious accomplishment of training objectives require that the orientation of a trainer should be changed from routine training exercises to something different in order to make him more effective. There are a few factors which can play an important role in the effectiveness of a trainer.

- (1) Knowledge and experience as a trainer
- (2) Motivation
- (3) Organisational frame-work.
- (4) Training policies.

Thus, trainer effectiveness requires skill in training, the motivation to utilize these skills fully, capability to apply these skills and finally policies which permit a range of decision-making, broad enough to accomplish training objectives.

Training in training skills may require a continued Class-room type of setting effort which may be costly but the absence of training skills can be even costlier and may be reflected

in many intangible ways within the organisation. In case a trainer has not been taught training skills appropriately, he must be given an opportunity to practice them. The difficulty is not in acquiring knowledge of given training techniques, but rather to develop skills through experience in using the techniques. A wide variety of training techniques and methods are in evidence today and many of them are directly relevant for promoting better skills in training. Obviously, therefore, it is necessary to familiarise the trainer with the different techniques of training, so that he is able to make his own technique appraisal wherever necessary for this job. There can be two possible approaches: either 'demonstrative' or only 'appreciative'. A 'demonstrative approach' will necessarily be of a longer duration since it will involve a prolonged exposure of the trainer with the various techniques separately. Further, the trainer will be provided an opportunity to individually take part in the practical aspects of the techniques wherever considered

necessary. The 'appreciative approach' for training in these techniques can conveniently be of a shorter duration; since the objective here will be only to very broadly familiarise the trainer about the techniques. However, the degree of 'appreciation' desired will depend on the group of trainers selected for such a course and their individual backgrounds.

The different methods of training are not applicable and cannot be applicable to all levels and variety of participants and to all branches of knowledge. In other words, no technique is good for all occasions and everywhere. There are a few techniques which may create or even aggravate distortions in the receptivity of the participants. A few techniques even pre-suppose a particular background of skills and experience in the participants.

In view of some limitations, it may be necessary for a trainer to select his own blending of techniques which may be of optimum use to his specific background and to possible participants of his future training programmes. This effort to attempt training in training techniques has a few

choices. The course might start with a 'survey' of these techniques whereas another course may attempt a 'discussion' of each technique. The duration and objective of the course would, dictate whether it would be useful to take up the 'survey' approach or the 'discussion' approach. While the 'survey' approach may be easier to accomplish, the 'discussion' approach has to face a number of in-built deficiencies. First of all there is the problem of lack of indigenous training material in these techniques. There is also the question of lack of trained people to apply these techniques effectively and beneficially. Finally, in some institutions there is also the lack of opportunity to apply these training techniques in appropriate situations. (10) Much creative work has been done in the development of training of trainers programmes but a great deal remains to be done especially in Government training institutions. Nevertheless, there are many excellent training programmes, training aids and printed materials which can be used for this purpose.

Successful training methods include active trainee participation. The extent of successful

trainee participation is the degree to which training can be presented with a degree of practical bias. Since a trainee may tend to forget most of the subjects soon after instruction, learning can be most effective when it is immediately followed by an appreciation of its application. Application and practical comments reinforce memory and the trainer must create occasions for such trainee involvement. Eventually the development of the trainee may also require repetition or practice.

The extension of trainer development activities to include the additional factor of motivation, organization and policy will make new claims on the trainer development function as far as the trainer is concerned.

Generally motivated behaviour is understood to mean consciously directed behaviour as opposed to that which is performed as an unattractive response. In general, motivated behaviour is that behaviour which one perceives to be the means of attaining and satisfying that means which at that time are preponderant in one's conscious state. An individual's behaviour then is dependent upon his needs. A.F. Maslow has suggested that there exists a certain hierarchy of these needs. (11)

Within this framework Maslow categorises all human means into five classes. The physiological needs, the safety needs, the love needs, the esteem needs and the need for actualisation. The important contribution of Maslow's approach is in his contention that man's needs are arranged in hierarchy, or in other words, man's means are directed to fulfilment of his most conscious needs. A later amplification of the Maslow's theory is discernible in the work of Fredrick Herzberg. Herzberg contends that there exist two factors. On the one hand are the 'hygienic factors' - those if properly maintained act against the individual. At best that operate to maintain these what Herzberg refers to a 'neutral zone'. The motivated elements are, according to Herzberg, the intrinsic factors. These factors when properly applied and administered have the effect of motivating the individual from the needful zone to satisfied state. A few of the recognised motivated or intrinsic factors are : growth, achievement, responsibility and recognition. The numerous hygienic factors are : wages, salary, supervision, work rules, etc. (12).

Motivating factors specially those which relate to job-content are perpetuating. (13) A trainer who performs in an environment whether he is allowed access to, say, information, freedom to affect a decision, training responsibility that enables him to use aptitudes and a general atmosphere of approval will undoubtedly be highly satisfied and this cycle is continuous. The specified trainer will usually seek out more responsibility and training authority as his previous achievements are recognised and rewarded. Not only is the training benefitted by the increased quality and quantity of the trainer's contribution, but more significantly, the trainer in his own eyes as well as those of the trainees becomes a development trainer.

A few activities appropriate to motivating trainer can be suggested. These are : incentive compensation, the stature within the organisation, participation in meetings involving higher or equivalent levels and invitation to participate in other management and administrative programmes in the organisation. It is apparent that even in this limited list, some activities are required for trainer development which are not normally

associated with the trainer's function such as, salary, administration, public relations, employee relations and public administration.

A trainer who knows how to motivate has distinct advantage over others who do not. Motivation will determine whether a trainer can put his best in the training effort or whether he will only perform half-heartedly. There can be many ways to motivate a trainer during the process of training or development. One can start by encouraging and enlisting his attitudes and needs. Another way could be to inform him of his progress and having him set his own learning goals. A successful trainer must be able to capture complete attention of his group and get its cooperation and confidence. By putting the trainers at ease, an attempt should be made to discover precisely about their background and encourage them along the objectives of the training programme. The trainer also should be told what he has to learn for his development and what is the over-view of his job. It is necessary to be patient during this phase of development and any nervousness apprehension or lack of confidence has to be overcome by careful

motivation. Over supervision or criticism may work against the effort of motivation and seriously hamper training.

A word about the related area of communication. Communication is a highly complex and involved process in the context of training. Generally, management text books define communication process as consisting of two people with a message passing between them on the analogy of a transmitter and a receiver. The transmitter has a purpose of indicating. Ideas are converted into language symbols and thus form the message which is transmitted. The receiver receives the message, views the language symbols, abstracts from them their idea-content and re-acts to the message. Feed back, of course, is required to sound the transmitter as to evaluate the effectiveness of the communication.

While this over-simplified picture of communication may not be valid in the larger context of industry or business, it has a relevance to the training situation. The trainer has a unique role here. To be effective, he must know how his communication is going to be used, who is going to use it and why it is needed. The purpose used and the trainee's training needs are the

design factors and unless the trainer knows these, he will be in no position to design an effective communication as part of his role as a trainer.

It is a difficult exercise to identify the more important communications skills and may be needed in the context of trainer development. They could range from effective listening, effective reading to effective conference leading. Paul O' Rourke has identified 12 skills which may be relevant in this exercise. (14).

According to DePhilips, an effective instruction is a function of job knowledge, teaching skills, experience, personality, trainers' attitudes, communication and management. The importance of these factors is indicated by the five I's of intelligence, information, initiative, integrity and ingenuity. (15) Planty also states: a qualified instructor must (1) be familiar with the subject or skill or attitude to be taught (2) know how to teach it effectively, and (3) want to teach it. (16).

The discussion of motivation will not be complete without a reference to the need for

continuing good morale. It may be necessary to pay attention to the difference variables which comprise the personality of the trainer. The need for good morale is well realised today in all respects of training development. Identification of values and needs, the need to develop job security, initiative and appreciative review of performance may hold the key to better morale. Recognition, appreciation and education can always motivate a trainer and maintain high morale during the development of a trainer programme.

Organisations can encourage or inhibit creative training. They can aid or frustrate the implementation of training decisions. While it is largely accepted that organisations must be built around the capabilities of its constituents, they should be flexible enough to take note of the contributions of others also. The authorities responsible for development of trainers should have a reasonable voice within the organisation.

Training policies wherever existing have to be considered as guidelines for the development work. These policies should be used to facilitate procedures in respect of implementation of trainer's

training plans. When policies are not clearly available, this may inhibit the training process. Normally these policies should cover the full range of training responsibility. The important fact is that effective development of trainers will be achieved if liaison be established between the nature of the performance desired and the training process itself.

An effectiveness approach to trainer development would tend to change the emphasis (during training of trainers) from the accumulation of knowledge to the ability to get training results. It may even require assistance from elements in the organisation hierarchy, other than the trainers themselves. Motivation of trainers involves intangible as well as material factors. As the dimensions of trainer development efforts increase, the trainer development programmes will have to rely more and more on upper level support in an organisation.

COMPETENCIES NEEDED

Any discussion of the development of trainers would be incomplete without a

reference to the profile of a 'developed' trainer or the proficiency supposed to be a part of such a trainer. Some time back, the American Society for Training and Development published a research report (17) outlining some of the 'competencies' needed by senior training personnel including Trainers. The report was based on an extensive survey addressed to a wide field of senior training personnel both in the Government and industry. The list of 'competencies' which the survey respondents were asked to evaluate were in three major areas: knowledge, training techniques and abilities.* A detailed analysis revealed that a few abilities were rated consistently very important by over 80% of the respondents. These abilities related to : (1) Determination of training needs within the organisation (2) Obtaining organisation support for a training function, (3) Defining the objectives of the training programme. It is significant how these three areas appear so meaningful when we talk about development of trainers in our own environment. It is undenied that a trained trainer should be able to appreciate and determine effectively the

* For the Research Survey, knowledge and Ability were defined thus : Knowledge - The understanding or perception of information needed for employee training work. Ability - The capability of carrying out a specific activity in connection with the work of training.

training needs of the organisation and the objectives of the training programmes. It is interesting to mention that the survey also indicated that training personnel in the Government needed basically the same 'competencies' as those in industry. Irrespective of the debate as to whether a trainer can be part of a 'defined' profession, the need to list at least a few common areas of development for him remains valid, and studies like the one cited above can be very helpful to assist further work in this direction in our training institutions interested in the development of trainers. The comments of McGehee and Thayer are worth noting: "An individual must have a reasonable degree of competence in knowledge and skills if he is to instruct another person in tasks requiring these skills and knowledge. He does not have to be a star, but he must at least be capable of playing on the team if he is going to act as a coach..."(18)

As a related thought to the subject of competencies is the whole question of training of trainers in management. (19) That we

should train trainers in management for at least two distinct reasons : to help perform better their training work and to prepare some of them for more specialised training assignments, is largely accepted. This also includes the need to develop wholesome attitudes and thus improve the trainers operating effectiveness. The underlying objective of such management training is not to impart extra knowledge but to develop the trainer's abilities and out-look and to give an appreciation of the other areas of management outside the trainer's own speciality. In other words, such training would help the trainer to think through the problems that confront him in his job, leading him to develop eventually as a more effective trainer.

As a broadest common approach, the concept of such management training would include the well-known functions of planning, organising, coordinating, motivating and controlling. Some of these have been discussed in the earlier sections in this monograph. Since the purpose of effective management is also construed as an ability to achieve results through the effort of others, management training must involve full recognition of human values and individual personalities. Training in

the subject of management would enable the trainer to think about his job in terms of specific concepts, and will improve his mental flexibility. By freeing the trainer from any possible narrow view of his work it will also enable him to see the need for change, to grasp new developments quickly, to retrain himself when necessary and to develop creativity, judgement and planning.

Formal/Informal Training

In setting out to ensure the flow of trained trainers, it seems important to devise a trainer development programme which is a blend of both formal and informal methods. Neither may be completely sufficient by itself to produce the kind of trainers, institutions must have a year ahead. Even the most perceptive of Training institutions directors or others would be hard put to forecast with reasonable accuracy the training requirements over the next few years or a decade. The interests and the spheres of activities in the Government are changing too rapidly. What we do know is that the responsibility in producing these trainers when they are needed rests to a large measure on all of us

engaged in the training field today. Some of the future training needs may be filled from the open market by attracting qualified persons from other organisations. But it may be unwise to count on this method alone. There are not enough trained trainers to go around and the competition for their services may become keen. Improved salary scales, perquisites and other working amenities which are being offered may make it more difficult to persuade brilliant trainers to leave their existing surroundings for individual positions which may at best entail some risk. There are also instances where the advantages in using trainers already familiar with a institution, precludes seeking the services of someone outside the organisation.

It seems that the informal means of development of a trainers' potential operates on a more personal and individual basis than does a formal training programme. Formal training can be well planned in advance. It has carefully pre-determined objectives and definite approaches for accomplishment. It is prepared to impart knowledge of specific subject matter in a planned sequence and order. But it differs most from an informal programme in that it is drawn-up without any specific individual(s) in mind. Any number of trainers may run through a

formal course of training and by and large they will receive same information and will be exposed to identical material.

An informal training programme is ideally a supplement to a prescribed formal programme. Formal instructions are important and necessary and should function as a basis of trainer development programmes. Some authorities feel that after a number of trainers have been exposed as a group to formal training, they should next move into informal programmes which will seek to acquaint them more specifically with their future job requirements and undertake their development as an individual. It is argued that since no two trainers are exactly alike, the methods used to develop their potential as trainers must be tailored to their individual personalities. As a follow up to a formal programme, an informal continuing instruction* assumes great importance for trainer development.

* For a detailed discussion on the theme of Continuing Education and its need for development of training, see, T.N. Chaturvedi, 'Public Service and Modern Challenges - Need for Continuing Education', based on a paper presented at the first course on Training of Trainers, Indian Institute of Public Administration, 1970, and issued as Training Abstract No. 10, Training Division, Deptt. of Personnel, Cabinet Secretariat, Sept. 1970.

The above approach, whether as part of 'formal' or 'informal' training has to be related to the need for preparation of realistic and meaningful training plans. These plans will depend for their success on a matching of resources and facilities vis-a-vis the training needs of the trainers. The best of the plans cannot meet all training needs as the requirements of a trainer should be visualised as a continuing process. At best, one can lay-down priorities. This effort to balance needs and resources is also related to the question whether institutional resources and facilities are adequate to meet the demands or the resources have to be supplemented by assistance of other sources. Even though an absolute balancing can neither be attempted nor achieved, reasonable efforts for the exercise should be made otherwise the formulation of training plans will be devoid of well-defined targets and thus get lost in the total picture of trainer development.

CONCLUSION

In the development of trainers it is difficult to determine which of the various factors make the

margin of difference in a successful training programme. The question is difficult to answer because of the inter-relationships of various factors which impinge upon the success of any given training. Clearly it is difficult to have a good programme if an understanding of the requirements of the trainers is not considered. To make a successful programme which enthuses trainers, maintains their interest and causes them to talk about it, is largely dependent upon the value of the programme. The literature on the subject indicates a few psychological approaches to this difficult subject on the basis that a trainer has to be developed to be concerned with organisational goals and personal goals also, because if it does not satisfy both his development will fail. The psychological approaches have also as a support, the concept of 'behaviour-directed training'. Simply stated the psychological concept stipulates that an individual dis-engages from the learning situation when his personal goal has been achieved. It is argued that a major role of such training will be to satisfy personal goals which are complimentary to the goals of the organisation. Behaviour-

directed training implies that the activities, ideas and subject matter of a training programme should be oriented, directed and structured to have direct application in behaviour on the job of the trainer. The participants are expected to face and solve problems and solve them better with the information and guidance of such a training programme. The behaviour-directed training will require:

- a) applying organisational goals as a standard
- b) what behaviours are relevant in terms of that standard
- c) designing the training to cover the problem areas, and
- d) training for better behaviour in the performance of a trainers job. These concepts could be envisaged as reasonable goals for a developed trainer. Practical results in the form of published studies are few, and as such many feel that while the concepts can provide the direction, it yet remains to be seen how far on a practical basis, significant behaviour changes can be expected on the basis of such an approach.

Today the trainer, faced with increasingly complex pressures in rapidly changing environments, must have guidance for planned development. He cannot be expected to improve without being adequately developed to take part in the process. Since the role

of trainer will be tough and demanding, it is only necessary that we should train trainers as well, for at least two distinct reasons : to help them perform better their training work, and to prepare some of them for more specialised training assignments. These of course, include the need to develop attitudes and thus improve the operative effectiveness of a trainer.

Since adequate numbers of trainers are not available, the above comments become more pertinent. As a possible approach, the gap may be filled by individual trainers who have other specified job but can arrange to spend on a part-time basis some time on training activity. These individuals could provide training help during the period while full-time trainers are being developed through experience and training. How far this approach may work is uncertain because such experienced individuals may be difficult to locate, and persuaded to spare time for training activity.

It would be relevant to mention here one important contributing cause to the need for development of trainers. Today not only qualified trainers are far too short of the needed strength,

there is also a degree of pronounced difficulty in their recruitment. As far as the Government institutions are concerned, developed trainers are often lost due to administrative transfers and postings, thus depriving an institution of trained hands. Open market recruitment by government institutions is not very helpful because of their inability to offer competing and attractive remunerations. The non-government institutions have also their own problems in this areas of recruitment. Firstly, the pool of eligible candidates is much too small while the claimants are many. Secondly, the relative reputation and tradition of training institutions acts as a limiting factor. These cumulatively result in a degree of mobility with personal shifting from one institution to another, thus keeping alive the issues of recruitment. Furthermore, the problem become genuinely difficult for specified training programmes/subjects where the available expertise is, to start with, limited. This appreciation only highlights a common conclusion that since experienced and qualified trainers are currently in short supply, the development of trainers as part of training effort cannot be delayed.

REFERENCES

- (1) Richard Beckhard. "The Leader looks at the Consultative Process" Leadership Resources Inc. 1961.
- (2) See for example : Carlos A Cuadra, "Annual Review of Information Science & Technology" John Wiley & Sons Inter Science Publishers. (p.6/5)
- (3) Frank A DePhillips, William M. Berliner and James J. Cribbin. "Management of Training Programmes" Richard D Irwin Inc. pp. 235-236.
- (4) John Marsh, Address to the 22nd Annual A.S.T.D. Conference. May 2, 1966 - Republished in 'Training and Development Journal' Aug. 66.
- (5) Harold E. Crawford, 'A note of Caution on Listening Training' - 'Training and Development Journal' May 1967.
- (6) Ralph. G. Nichols & Leonard A Stevens, "Are you Listening?" McGraw-Hill Book Co. 1957.
- (7) W.S. Wikstram. "Lessons in Listening". The Conference Board Record April 1965.
- (8) Sales Marketing Today, 'Teaching Salesman to Listen". Journal of Sales and Marketing Executives - International Nov. 1964.
- (9) Donald L. Kirpatrick, "Whose Responsibility is Training" - 'Training and Development Journal' March 1967.
- (10) A.P. Saxena, "The Training Function : Identification and Implementation", Training Monograph No. 6, Training Division, Department of Personnel, Cabinet Secretariat, March, 1970.
- (11) A.H. Maslow, "The Theory of Human Motivation", Psychological Review Vol. 50, 1943, pp. 370-396.
- (12) F. Herzberg, et al. "The Motivation to work", Second Edition, John Wiley & Sons Inc. N.Y. 1959.

- (13) Robert C. Bolles, "Theory of Motivation", Harper & Row, 1968.
- (14) Paul O'Rourke, "What Communication Skills When?" Training and Development Journal Nov. 1967.
- (15) See DePhillips et all op cit (3)
- (16) Earl G. Planty, William S. McCord and Carlos A Efferson . "Training Employees and Managers" Ronald Press Co. 1948.
- (17) Blake S. Root and R. Ray Roberts, "Competencies Needed by Training Directors," 'Training and Development Journal' June 1966.
- (18) W. McGhee and P.W. Thayer, "Training in Bussiness and Industry" John Wiley & Sons Inc. 1961.
- (19) For a detailed discussion see A.P. Saxena, "Management Training for Trainers" - Training Monograph No. 3, Training Division, Department of Personnel, Cabinet Secretariat, New Delhi 1969.