

COURSE: RECRUITMENT, TRAINING AND DEVELOPMENT

LECTURE 10: OFF JOB TRAINING METHODS

LECTURER: DR LUCY KARIMI KIRIMA

Lecture learning outcomes:

At the end of the lecture you will be able to:

- i. Understand the concept of off job training**
- ii. Discuss types of off job training methods**
- iii. Explore advantages and disadvantages of off job training**

OFF JOB TRAINING METHODS

Off-the-job trainings are usually conducted away from the work situation and therefore is often simulated. Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or a resort conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught. However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs. Many people equate off-the-job training with the lecture method, but in fact a very wide variety of methods can be used.

Off the Job Training Methods

- 1. Lectures:** under the off the job methods of training, classroom method or lecture method is well-known to train white collar or managerial level employees in the organisation. under this method employees are called to the room like that of classroom to give training by trainer in the form of lectures. This method is effectively used for the purpose of teaching administrative aspects or on management subject to make aware of procedures and to give instructions on particular topic.

This is the classical methods of training. From ancient times, gurus and the sanyasis have used this method to teach their disciples. In this methodology, the trainer delivers lectures on various aspects of a subject that he wants the trainees to learn. He may also lecture about the uses, the merits, and demerits of the subject. A lecture is a method of describing conceptual knowledge. The trainer or the faculty plays the active role, while the trainees play a passive one. The trainees are assumed to be a homogenous group.

A formal lecture helps in the building up of theoretical knowledge which can be used as a base for the participative training sessions and learning of motor or verbal skills. It is direct. The learner learns the material directly from the instructor. Hence, there is less time consumed in search for the knowledge and also less distortion.

- One important advantage of the lecture method is that a relatively large number of people can be instructed at one time. There is no other method that can be used to instruct 50-100, or more, trainees.
- A lecture can deal with more facts, principles, and concepts in a shorter time than it would take to teach the same material in a conference, case study, or other group method.
- If teaching resources are scarce, then the lecture method is the best.
- It can be used for large groups.
- Cost per trainee is low

Lectures (or Class- Room Instruction) are regarded as one of the most simple ways of imparting knowledge to the training, especially when facts, concepts, or principles, attitudes, theories and problem-solving abilities are to be taught. Lectures are formal organized talks by the training specialist, the formal superior or other individual specific topics. The lecture method can be used for very large groups which are to be trainee within a short time, thus reducing the cost per trainee. It can be organized rigorously so that ideas and principles relate properly. Lectures are essential when it is a question of imparting technical or special information of a complex nature. They are usually with discussions, film shows, case studies, roll-playing and demonstration. Audio-visual aids enhance their value, “the lecture method is not dead as some would believe. In the hands of able lecturers, and for certain kinds of purposes and participants, it may turn out to be more interesting and effective than any other methods. In training, the most important uses of lectures include:

- Reducing anxiety about upcoming training programmers or organizational changes by explaining their purposes.
- Introducing a subject and presenting an overview of its scope.
- Presenting basic material that will provide a common background for subsequent activities.
- Illustrating the application of rules, principles', reviewing, clarifying and summarizing.

Disadvantages

The most obvious disadvantage of the method is that there is a minimum of active involvement of the trainees. This, consequently, leads to less motivation. Moreover, the monologue may become dull after some time. Therefore, the lecture method cannot be used to teach skills which may require hands on practice.

- It has a limited value in promoting behavioural or attitudinal changes. It is very difficult to convince anyone by merely talking to them; attitudes change when people convince themselves. Participative methods are better for such purposes.

- The main disadvantage of the lecture comes from the fact that it is one way communication. Therefore, there is little opportunity to clarify meaning, to check on whether or not the trainees really understand what is being presented.
 - There is little scope for practice, reinforcement, or knowledge of results.
 - It has limited usefulness in teaching employees who cannot grasp verbal presentations
 - Low interest of employees. It is not learning by practice. It is One-way communication.
 - No authentic feedback mechanism. Likely to lead to boredom for employees.
- 2. Audio-Visual:** Providing training by way of using Films, Televisions, Video, and Presentations etc. This method of training has been using successfully in education institutions to train their students in subjects to understand and assimilate easily and help them to remember forever. New companies have come up for providing audio visual material for students in their concern subjects. In the corporate sector, mainly in customer care centres employers are giving training to their employees by using audio visuals material to teach how to receive, talk and behaviour with the customer.

Advantages

- Wide range of realistic examples,
- Quality control possible.

Disadvantages

- One-way communication,
- No feedback mechanism.
- No flexibility for different audience.

3. Simulations

A simulation is a training method that represents a real-life situation, with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. A common example of the use of simulators for training is flight simulators for pilots. Simulations, which allow trainees to see the impact of their decisions in an artificial, risk-free environment, are used to teach production and process skills as well as management and interpersonal skills. Simulators replicate the physical equipment that employees use on the job.

Simulations are also used to develop managerial skills. Looking Glass is a simulation designed to develop both teamwork and individual management skills. In this program, participants are assigned different roles in a glass company. On the basis of memos and correspondence, each participant interacts with other members of the management team over the course of six hours. The simulation records and evaluates participants' behavior and interactions in solving the problems described in correspondence. At the conclusion of the simulation, participants are given feedback regarding their performance. A key aspect of simulators is the degree to which they are similar to the equipment and situations that the trainee will encounter on the job. Simulators need to have elements identical to those found in the work environment. The simulator needs to respond exactly like the equipment would under the conditions and response given by the trainee.

Simulation Method of training is most famous and core among all of the job training methods. In the simulation training method, trainee will be trained on the especially designed equipment or machine seems to be really used in the field or job. But, those equipment or machines are specifically designed for training a trainees were making them ready to handle them in the real field or job. This method of training is mostly used where very expensive machinery or equipment used for performing Job or to handle that job.

Example:- The simulation method has been using widely for the purpose of training aeroplane pilots on aeroplane simulator to make them ready to handle an fly aeroplane. Especially in Air force fighter pilots are getting trained on the jet fighters simulator. because the cost of aeroplane or jet fighter will be very expensive, hence employer may not allow directly to get trained on real equipment to avoid damage to equipment or machine or in sometimes may cause loss of trainee life. To avoid all such risks by the employer giving training on simulator is safe. (normally simulators for the purpose of training would be provided by the manufacturer of original equipment)

4. Case Studies

A case study is a description about how employees or an organization dealt with a difficult situation. Trainees are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery. Cases may be especially appropriate for developing higher order intellectual skills such as analysis, synthesis, and evaluation. These skills are often required by managers, physicians, and other professional employees. Cases also help trainees develop the willingness to take risks given uncertain outcomes, based on their analysis of the situation. To use cases effectively, the learning environment must give trainees the opportunity to prepare and discuss their case analyses. Also, face-to-face or electronic communication among trainees must be arranged. Because trainee involvement is critical for the effectiveness of the case method, learners must be willing and able to analyze the case and then communicate and defend their positions.

Case Studies is a written description of an actual situation in the past in same organisation or somewhere else and trainees are supposed to analyze and give their conclusions in writing. This is another excellent method to ensure full and whole hearted participation of employees and generates good interest among them. Case is later discussed by instructor with all the pros and cons of each option. It is an ideal method to promote decision-making abilities within the constraints of limited data.

This method has been introduced by the Harvard Business School and widely used by many of the management institutes in India and abroad. Indian Institute of Management, Ahmadabad and Asian Institute of Management, Manila are the institutes that have adopted and extensively used the case study method. The case study methodology, when utilized, develops the analytical and decision making skills of the participants. The group processes e.g. positive meaningful interactions, two-way communication, give and take policy; mutual adjustments are observed spontaneously during

the case study method. The case that is under study could be about a success or a failure of an organization. The study is supported by adequate data and incidents. The case could be prepared on a single event or it may be about interrelated functions of some departments.

Some training experts divided case studies into the following two major headings. 1) Cases which require diagnosis by the trainees.

2) Cases which require solutions to certain problems. Normally the trainees have to diagnose, as well as, provide solutions to the problems.

Some authors classify the cases under the following four types.

- i) The narrative type, which gives the details of the situation and the problems. ii) The story type, which gives the case in a story form.
- ii) Process of Training
- iii) The document type, collected from various files and documents.
- iv) The hybrid type, the mixture of one or two types or all the combination of above mentioned types of cases. While conducting the case study method, observations from the trainees are also posted.

Advantages

- i) It is a lively and interesting method. It keeps the participant vibrant and encourages participation in the learning process.
- ii) It develops the thinking, analyzing, and problem solving skills of the participants.
- iii) It relieves monotony of listening to continuous faculty lectures. iv) Since cases are made out of real life situations, it helps the participants to solve the problems by applying the learning gained during training
- iv) Relationship building skills are developed, co-operation and understanding is found among the trainees while diagnosing and solving the problems.

Disadvantages

- It is a time consuming and may be cumbersome at timeLack of provision of adequate data and incidents may dilute the case study method.
- There is a shortage of appropriate cases.
- If the case studies are lengthy, the participants may lose their concentration.
- It requires skill on the part of trainer.

5. Vestibule Training: - Mostly this method of training will be used to train technical staff, office staff and employees who deal with tools and machines. Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor by bringing equipments or tools to certain place where training is provided, but not work place. Vestibule training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job.

vestibule training is provided to employees when new or advanced equipment or tools introduced to the organisation to do a particular job by using them. For this purpose such equipment is brought to a separate place to give demonstration and train how to use and that handle it by employees safely.

- 6. Role Playing:** During a role play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and training. This method is also called 'role-reversal', 'socio-drama' or 'psycho-drama'. Here trainees act out a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. There are no written lines to be said and, naturally, no rehearsals. The role players have to quickly respond to the situation that is ever changing and to react to it as they would in the real one. It is a method of human interaction which involves realistic behaviour in an imaginary or hypothetical situation. Role playing primarily involves employee-employer relationships, hiring, firing, discussing a grievance problem, conducting a post appraisal interview, disciplining a subordinate, or a salesman making presentation to a customer.

The role play technique is highly participative. Every trainee is involved and absorbed in the session. In this method, some of the trainees assume the role of various characters and enact real life situations, as is done in a drama form. After the acting is over, there is discussion about the roles and functions; strong and weak points; merits and demerits of the situation; commissions and omissions of the characters; applications and criticisms of the roles; causes of the situations; decisions and solutions about the happenings and the final conclusions. The role play technique is based on human interactions, individual and group, behavioural and psychodynamics, communication process, perception differences, imagination, creative abilities and judgment. The role play session should be carefully designed by the trainer. The trainer should not overdo or exaggerate in the role play.

Why Role Play?

- i) To promote understanding about the situation;
- ii) To develop empathy; and iii) Self perception is useful in helping individuals develop the art of interpersonal relationship.

The role play may cover the ordinary issues such as

- a) difference in receiving a trainee warmly with a smile and handshake and in receiving a trainee without such warm gestures;
- b) covering decision making situation, like a business meeting about the short fall in sales involving characters such as a general manager, sales manager, production manager, financial manager, etc.; or
- c) about a sensitive problem regarding persistent tardiness of an employee by a manager.

Types of Role Play

Role play can be broadly classified into three categories.

1. Rehearsed / Structured / Schemed Role Play: without any scripts, the participants are told in advance about what action, attitude and behaviour each character should act out. It is a lively visual aid used to portray varying situations in the work field
2. Unstructured / Spontaneous Role Play: participants are involved in the role play without any brief or preparation. They act out according to their mind, attitudes, and styles. In many situations, the organization or departmental culture in which the trainees work reflects in their speech, gestures, and action. Even the trainers are curious to know about the outcome of this type of role play. It is a democratic type of role play.
3. Controlled and Directed Role Play: The trainer gives directions to the participants of role play along with the script. The characters have no choice or freedom except to act according to the wishes of the trainers. They have to memorize the script and present it before the audience. It is an effective tool for the trainer to present to the audience what he wants to say and the topics which he wants to cover.

Advantages of Role Play

- i) The trainees have a feel of a real work life situation. The role play bridges the gap between theory and practice.
- ii) Trainees have opportunities to develop skills in communication, interpersonal relationships, decision making, observation, etc., through this methodology.
- iii) Since it is an active methodology, and can be utilized by trainers during a post lunch session when the trainees feel drowsy and dull. This methodology relieves the monotony and dullness of the participants in hearing continuous lectures, or doing continuous practical exercises.
- iv) Spontaneous role play helps the trainees to think and analyze the situation independently and logically.
- v) There are many constructive criticisms and suggestion which serve as an eye opener for other participants and trainers.

Disadvantages of Role Play

The main disadvantage of role play is that it is time consuming and well experienced trainers are needed to conduct role play sessions.

Role-playing is a method was developed by Moreno, a Venetian psychiatrist. He coined the terms “role-playing,” “role-reversal,” “socio-drama,” “psychodrama,” and a variety of specialized terms, with emphasis on learning human relation skills through practice and insight into one’s own behavior and its effect upon other. It has been defined as “a method of human interaction which involves realistic behavior in the imaginary situation.” As Norman Major has pointed out, a “role-playing experience soon demonstrates the gap between ‘thinking’ and ‘doing’”. The idea of role-playing involves action, doing and practice. In role-playing, trainees act out a given role as they would in a stage play. Two or more trainees are assigned parts to play before the rest of the class. These parts do not involve ant memorization of lines or any rehearsals. The role-playing is simply informed

of a situation and of the respective roles they have to play. Sometime after the preliminary planning, the situation is acted out by the role-playings. Role-playing primarily involves employee-employer relationship- Hiring, firing, discussing a grievance procedure, conducting a post-appraisal interview or disciplining a subordinate or a salesman making a representation to a customer.

7. Programmed Instruction (P.I)

This methodology helps the trainees to learn on their own and at their own pace. It is an innovative teaching method, introduced in recent years. Programmed learning is a self instructional learning and the course material is prepared or programmed in steps. The subject matter to be learnt is divided into small steps and the order or sequence to be followed by trainees is given. The trainees start learning from simple steps and progress towards more complex steps / instructions. The program is structured in such a way that the trainees will be able to know the results or correctness of his learning then and there. The answers are provided at the end of each step or programme. When a trainee commits errors, feedback on errors is provided. Each learner is able to work and learn according to his own speed, the programmes are released in the form of books, brochures, audio and video cassette, exercises etc. The people who design the programmes are called as programmers.

Programmed instruction involves a sequence of steps which are often set up through the central panel of an electronic computer as guides in the performance of a desired operation or series of pertaining to the learning or acquisition of some specific skills or general knowledge. A programmed instruction involves breaking information down into meaningful units and then arranging these in a proper way to form a logical and sequential learning programmed or package. In such a programmed, knowledge is imparted with the use of a textbook or a teaching machine. The programmed involves: presenting question, facts or problems to the trainee to utilize the information given', and the trainee instantly receives feedback (and sometime rewards or penalties) on the basis of the accuracy of his answers.

Advantages

- i) This method enables the trainees to learn at their own speed and convenience. They can study the programmes and learn at home. It is a self learning methodology.
- ii) A large number of people can learn through the programmed learning method without any geographical or distance barriers. Large amounts of information can be given in this method.
- iii) The infrastructural facilities such as a well developed faculty, class room, Training Methods and Tools and audio visual aids are not needed.
- iv) This method is highly elastic and flexible. The same programme can be used for many batches of trainees, year after year, and it is easier to introduce modifications in the programmes.
- v) The trainees get the psychological satisfaction due to immediate feedback, self pacing, and individualized learning.

Disadvantages

- i) Writing the programme is tedious, time consuming, and needs greater care, concern, and analysis.
- ii) Learning through this method requires strong motivation on the part of the trainees to learn, but many trainees, especially workers and office goers, may not have enough time and motivation for self learning.
- iii) It is a highly structured routine methodology. Some people may resent directed learning

Programmed Instructions involves two essential elements: (a) a step-by-step series of bits of knowledge, each building upon what has gone before, and (b) a mechanism for presenting the series and checking on the trainee's knowledge. Questions are asked in proper sequence and indication given promptly whether the answers are correct.

This programme may be carried out with a book, a manual or a teaching machine. It is primarily used for teaching factual knowledge such as Mathematics, Physics, etc.

8. Management Games

With computerized management games, trainees divide into five- or six-person groups, each of which competes with the others in a simulated marketplace. Each group typically must decide, for example.

- how much to spend on advertising.
- how much to produce,
- how much inventory to maintain, and
- how many of which product to produce.

Usually, the game itself compresses a two- or three-year period into days, weeks, or months. As in the real world, each company team usually can't see what decisions (such as to boost advertising) the other firms have made, although these decisions do affect their own sales.

Management games can be effective. People learn best by being involved, and the games can gain such involvement. They help trainees develop their problem-solving skills, as well as to focus attention on planning rather than just putting out fires. The groups also usually elect their own officers and organize themselves. This can develop leadership skills and foster cooperation and teamwork.

- 9. The Conference Method:** In this method, the participating individuals 'confer' to discuss points of common interest to each other. A conference is basic to most participative group-centered methods of development. It is a formal meeting, conducted in accordance with an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It lays emphasis on small group discussions. On organized subject matter, and on the active participation of the

members involved. Learning is facilitated by building up on the ideas contributed by the conferees.

There are three types of conferences.

1. In the directed discussion, the trainer guides the discussion; in such a way that the facts, principles or concepts are explained. In the training conference, the instructor gets the group to pool its knowledge and past experience and brings different points of view to bear on the problem. In the seminar conference, answer is bound to a question or a solution to a problem. Seminar or Team Discussion: This is an established method for training.
2. It may be based on a paper prepared by one or more training on a subject selected in consultation with the person in charge of the seminar. It may be a part of a study or related to theoretical studies or practical problems. The trainees read their papers, and this is followed by a critical discussion. The chairman of the seminar summarizes the contents of the papers and the discussion which follow their reading.
3. It may be based on the statement made by the person in charge of the seminar or on a document prepared by an expert, who is invited to participate in the discussion.
4. The person in charge of the seminar distributes in advance the material to be analyzed in the form of required readings. The seminar compares the reactions of trainees, encourages discussion, defines the general trends and guides the participants to certain conclusion.
5. Valuable working material may be provided to the trainees by actual files. The trainees may consult the files and bring these to the seminar where they may study in detail the various aspects, ramification and complexities of a particular job or work or task.

Conferences are suited to executives and senior officers who are dealing with a complex problem which requires contributions from senior officers for a resolution. The issues and the subject matters of the conference are intimated to the delegates and participants well in advance, and they prepare the papers and related materials for the conference. The delegates present the papers and explain the various aspects of the problem. At the end of the conference, suggestions and recommendations are made, based on the deliberations and discussions. All the members in a conference are expected to have more or less equal knowledge. Advantages of conferences This method suits bigger groups and participants benefit from listening to senior speakers. They are induced to think over the problems, issues and solutions. Disadvantages of conferences The disadvantage of this method is that it is less participatory and the trainees are inactive during the programmes. It is difficult to determine whether the trainees learnt anything or not.

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10. Sensitivity Training - Sensitivity training is an experimental approach to training. Sensitivity training is a group training method that uses intensive participation and give immediate feedback for self analysis and change. This training has two advantages- (a) Participants remain involved and enthusiastic. (b) The responsibility for learning experience involved and enthusiastic.

T-Group is one of the methods of sensitivity training is the T-Group. Bethel Maine of USA was the pioneer of the T-Group. It was considered necessary that to experience behavior imparting necessary skills is required for a change in variety of skills and experience like self awareness, interpersonal relationship, team work, group, organizational process and intergroup conflict resolution. T-group is process oriented and not content oriented

11. Computer Based Training (CBT): With the worldwide expansion of companies and changing technologies, the demands for knowledge and skilled employees have increased more than ever, which in turn, is putting pressure on human resource department to provide training at lower costs. Many organizations are now implementing CBT as an alternative to classroom-based training to accomplish those goals. Organizations are providing training to employees through Intranet or Internet. Internet is not the method of training but has become the technique of delivering training. The growth of electronic technology has created alternative training delivery systems. Some of the benefits of Computer Based Training are: CBT does not require face-to-face interaction with a human trainer. This method is so varied in its applications that it is difficult to describe in concise terms.

12. Symposium. Symposium is a Greek word and it denotes 'a drinking party' or 'a feast'. In earlier times, scholars engaged in philosophical and scientific discussions that were a feast for the intelligent. In a symposium, a particular subject is discussed widely and deeply from the viewpoint of several well-versed authors. The speakers are of approximately equal ability, to avoid one speaker dominating the meeting. The participation of the trainees is more rigorous and learning more thorough. The main advantage of this method is the active thinking and participation by participants. The disadvantage is that a lot of controversy and confusion in thinking may result in futile endeavour.

13. Orientation Training; Orientation training is also called induction training. Orientation training is to orient the employee to the new job, organization, superiors, subordinates, customers and colleagues. Organizations conduct 'New-Hire Celebrations', Welcome

Celebrations' etc. In order to integrate the new employee with the new social and task group. Normally, HR departments, with the help of line managers conduct orientation training.

Even though, the employee possesses certain basic skill, organizations supplement these skills through their training programmes. These skill include; Reading and writing , Computing , Speaking and listening , Problem solving ,Managing one self ,Knowing how to learn ,Working as a team member ,Leadership skill

- In order to implement basic skills training successfully respect and consider participant's experiences
- Use task-centered or problem centered approach
- Provide feedback
- Use experienced participants as resource persons.

14. Discussion Method This is an intensive participation-oriented methodology. Learning through this methodology is through discussions on a subject. Discussions involve the exchange of ideas between the trainees and trainers and, also, among the trainees themselves. It is a dynamic methodology. There is a possibility of participation by each and every member of the group. The participants who actively participate are trying to contribute to the ongoing discussion which may be an individualized one or a group discussion. Both methods are useful, but group discussions are more systematic and forceful in making the trainees learn more and more. In the discussion method, trainees can assume different roles such as a chairperson, a reporter, etc., and this makes the discussion methods livelier. The participants are encouraged to express and exchange their ideas with others. The learning Training Methods and Tools process is made simple and suits the mature adult minds. The participants bring out their real life and actual experiences during the discussion. These are useful for the other participants and for the trainer, too. The solutions and decisions made after the discussions can be useful in practical life. It should be understood by the trainees that discussion in a training situation is not a debate, a talk, or an argument. It is purpose oriented and focused on a specific topic.

Advantages of the discussion method

- 1) It is a participation-oriented method and goes very well with the trainees irrespective of their age and designation.
- 2) In discussions, there is an exchange of ideas and experiences among participants. Therefore, synergy takes place and powerful ideas and solutions emerge.
- 3) It is a self-learning methodology, and participants need not depend solely upon the trainers for learning. The learning is spontaneous and almost automatic.
- 4) The trainees get on-the-spot feedback from the co-trainees about their opinions and experiences.

Disadvantages

- 1) It is time consuming because, sometimes, everyone wants to add to the discussion.
- 2) Often, the discussions are side tracked from the main objective.
- 3) Some trainees may dominate the discussion, while others are silent throughout a discussion.
- 4) The outcome and decisions of discussions may be controversial and there are no solutions even after prolonged individual or group discussions.

15. Syndicate Method. It is a widely known and popular method applicable to all groups of trainees, especially in giving training to supervisors, managers, and executives. In this method, the trainees are divided into sub groups, called as syndicates and each syndicate has to work on various subjects. The syndicates discuss the issues related to the subject and prepare a report. A syndicate can be formed for any topic. The topic could be one that involves all the departments in an organization, and the members of the syndicate are selected from a cross-section of organizations. The syndicate has to complete the task assigned within a specified date and time. The nominations of office bearers of these syndicates are by rotation, and so, everyone gets a chance. In some cases, resource persons and facilitators are appointed to keep in touch with the group and to motivate them to achieve the 8 Process of Training assigned task. Expert lectures and guidance are arranged from external resources wherever necessary. A trainer provides each syndicate with a carefully prepared document stating the issues and problems to be discussed by the syndicate. This is the base paper for the discussion. The papers prepared by the syndicates are circulated among all the syndicates for evaluation, critical remarks and suggestions. Towards the end of the session, each syndicate presents their paper in a final form and this is followed by elaborate discussions with the groups. The chairperson of each syndicate presents the paper, and the other syndicate members answer the queries and doubts of the other trainees in the group.

Advantages of the syndicate method

- 1) All the participants are actively involved in the syndicate sessions.
- 2) It cultivates leadership qualities since the leadership roles – president, secretary, etc. - are filled by rotation.
- 3) It is a self learning and development process because each of the syndicate members comes out with his knowledge, experiences, and skills.
- 4) Generally, the issue is discussed in detail and the trainees look at the problem from many angles – production, marketing, finance, personnel, etc.
- 5) The syndicates are formed for certain definite purpose. The group's cohesiveness is enhanced along with competitiveness and conflicting interests. The existence of the syndicate is for some fixed duration and there is consistent interaction and understanding between trainees.

Disadvantages of the syndicate method

- 1) If the syndicate consists of members with wider interests and views, there may be disagreements on the issue till the end.
- 2) The syndicates should be carefully structured by the trainer. Hurriedly structured syndicates do not contribute anything.
- 3) There is no guarantee that every member of a syndicate will participate in the process of learning. The participation of members may be lopsided.

16. Seminars

Seminars are short term training programmes arranged for a few days – a day or two or maximum three days. Seminars are convened to have in-depth discussion on a subject from various viewpoints. In seminars, there are presentations of papers by various authors followed by discussions, questions, and answers. Trainees participate in discussions that broaden their knowledge and outlook. At the end of the session, the participants can come out with recommendations.

Advantages of seminars

- 1) This method helps participants to obtain the views, opinions, research finding, etc. of the experts through the papers presented by them. The method is faster than gathering knowledge by reading books and holding discussions.
- 2) Some seminars are forceful and thought provoking. They enable the Training Methods and Tools participants to see different points of view, attitudes, and opinions.
- 3) In seminars, the trainees are given the opportunity to listen to experts from different fields who share their views on specific issues.

Disadvantages of seminars

- 1) If the audience for the seminar is too big, Individual attention, as in training situations, is not possible.
- 2) Many seminars have just become rituals without anyone giving much thought to the issues. As a result, no purpose is achieved by convening seminars. Interactions between participants are very limited.

17. Demonstration. The demonstration step gives trainees the opportunity to see and hear the details related to the skill being taught. Those details include the necessary background knowledge, the steps or procedure, the nomenclature, and the safety precautions. The repetition step helps the average and slow learners and gives the trainees an additional opportunity to see and hear the skill being taught. The performance step gives all trainees the opportunity to become proficient. In short, this method is recommended because it leaves nothing to chance. This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job. In order to be more effective, demonstration

method should be accompanied by the discussion or lecture method To carry out an effective demonstration, a trainer first prepares the lesson plan by breaking the task to be performed into smaller modules, easily learned parts. Then, the trainer sequentially organizes those modules and prepares an explanation for why that part is required.

Good Demonstrators

- Analyze the process, breaking it into small sequential steps
- Have all their materials in place
- Check the operation of all equipment just before they start the demonstration
- Position, or scale, their models so all learners can see all the parts all the time
- Explain the goals of the demonstration at the beginning, hopefully in a two-way discussion with learners
- Present the operation one step at a time, based on the task analysis completed earlier
- Allow the earliest possible try-out of the demonstrated skill
- Reinforce everything learners do correctly in their try-
 - The difference between the lecture method and the demonstration method is the level of involvement of the trainee. In the lecture method, the more the trainee is involved, the more learning will occur. The financial costs that occur in the demonstration method are as follows:
 - Cost of training facility for the program
 - Cost of materials that facilitate training
 - Food, travel, lodging for the trainees and the trainers
 - Compensation of time spent in training to trainers and trainees
 - Cost related to creating content, material
 - Cost related to the organization of the training
- After completing the demonstration the trainer provide feedback, both positive and or negative, give the trainee the opportunity to do the task and describe what he is doing and why.

Advantages of Demonstrations

- People are likely to remember what they have learnt, because they are ‘learning by doing’.
- People can test out new methods and products and ask questions there and then to get immediate answers.
- Demonstrations are convincing because they can take place in the real situation (e.g. the home or farm of community members).

- The local language can be used, and literacy is not required.
- Demonstrations are liked by people who are not comfortable in formal training institution

Advantages of Off-the-Job Training

- Trainers are usually experienced enough to train
- It is systematically organized
- Efficiently created programs may add lot of value

Disadvantages of Off-the-Job Training:

- It is not directly in the context of job
- It is often formal
- It may not be based on experience.
- It is expensive.
- Trainees may not be much motivated
- It is artificial in nature.

GROUP BUILDING METHODS

Group building methods are training methods designed to improve team or group effectiveness. Training is directed at improving the trainees' skills as well as team effectiveness. In group building methods, trainees share ideas and experiences, build group identity, understand the dynamics of interpersonal relationships, and get to know their own strengths and weaknesses and those of their co-workers. Group techniques focus on helping teams increase their skills for effective teamwork. A number of training techniques are available to improve work group or team performance, to establish a new team, or to improve interactions among different teams. All involve examination of feelings, perceptions, and beliefs about the functioning of the team; discussion; and development of plans to apply what was learned in training to the team's performance in the work setting. Group building methods include adventure learning, team training, and action learning. Group building methods often involve experiential learning.

Experiential learning training programs have four stages: (1) gain conceptual knowledge and theory; (2) take part in a behavioral simulation; (3) analyze the activity; and (4) connect the theory and activity with on-the-job or real-life situations. For experiential training programs to be successful, several guidelines should be followed. The program needs to tie in to a specific business problem. The trainees need to be moved outside their personal comfort zones but within limits so as not to reduce trainee motivation or ability to understand the purpose of the program. Multiple learning modes should be used, including audio, visual, and kinesthetic. When preparing activities for an experiential training program, trainers should ask trainees for input on the program goals. Clear expectations about the purpose, expected outcomes, and trainees' role in the program are important. Finally, the training program needs to be evaluated. Training programs that include experiential learning should be linked to changes in employee attitudes, behaviors, and other

business results. If training programs that involve experiential learning do not follow these guidelines, they may be questioned.

Adventure Learning

Adventure learning focuses on the development of teamwork and leadership skills through structured activities. Adventure learning includes wilderness training, outdoor training, drum circles, and even cooking classes. Adventure learning appears to be best suited for developing skills related to group effectiveness such as self-awareness, problem solving, conflict management, and risk taking. Adventure learning may involve strenuous, challenging physical activities such as dogsledding or mountain climbing. Adventure learning can also use structured individual and group outdoor activities such as wall climbing, rope courses, trust falls, ladder climbing, and traveling from one tower to another using a device attached to a wire that connects the two towers. Adventure learning can also include demanding activities that require coordination but place less of a physical strain on team members.

For adventure learning programs to be successful, exercises should relate to the types of skills that participants are expected to develop. Also, after the exercises a skilled facilitator should lead a discussion about what happened in the exercise, what was learned, how events in the exercise relate to the job situation, and how to set goals and apply what was learned on the job.⁵⁹ Trust falls require each trainee to stand on a platform five to six feet above the ground and fall backward into the arms of fellow group members. If trainees are reluctant to fall, this suggests they don't trust the team members. After completing the trust fall, the facilitator may question trainees to identify sources of their anxiety and to relate this anxiety to specific workplace incidents (e.g., a project delegated to a peer was not completed on time, resulting in distrust of the peer).

The physical demands of some types of adventure learning and the requirement that trainees often touch each other in the exercises may increase a company's risk for negligence claims due to personal injury, intentional infliction of emotional distress, and invasion of privacy. Also, the Americans with Disabilities Act raises questions about requiring disabled employees to participate in physically demanding training experiences. Given the physically demanding nature of adventure learning, it is important to consider when to use it instead of another training method. Adventure learning allows trainees to interact interpersonally in a situation not governed by formal business rules. This type of environment may be important for employees to mold themselves into a cohesive work team. Also, adventure learning exercises allow trainees to share a strong emotional experience. Significant emotional experiences can help trainees break difficult behavior patterns and open trainees to change their behaviors. One of the most important characteristics of adventure learning is that the exercises can serve as metaphors for organizational behavior. That is, trainees will behave in the same way in the exercises that they would when working as a team (e.g., developing a product launch plan). As a result, by analyzing behaviors that occur during the exercise, trainees gain insight into ineffective behaviors. Does adventure learning work? Rigorous evaluations of its impact on productivity or performance have not been conducted. However, former participants often report that they gained a greater understanding of themselves and how they interact with co-workers.⁶¹ One key to an adventure learning program's success may be the

insistence that whole work groups participate together so that group dynamics that inhibit effectiveness can emerge and be discussed.

Team Training

Team training coordinates the performance of individuals who work together to achieve a common goal. Three components of team performance include knowledge, attitudes, and behavior. The behavioral requirement means that team members must perform actions that allow them to communicate, coordinate, adapt, and complete complex tasks to accomplish their objective. The knowledge component requires team members to have mental models or memory structures that allow them to function effectively in unanticipated or new situations. Team members' beliefs about the task and feelings toward each other relate to the attitude component. Team morale, cohesion, and identity are related to team performance. For example, in the military as well as the private sector (e.g., nuclear power plants, commercial airlines), much work is performed by crews, groups, or teams. Successful performance depends on coordination of individual activities to make decisions, on team performance, and on readiness to deal with potentially dangerous situations (e.g., an overheating nuclear reactor). Research suggests that teams that are effectively trained develop procedures to identify and resolve errors, coordinate information gathering, and reinforce each other.

Four main elements of the structure of team training (tools, methods, strategies, and team training objectives). Several tools help to define and organize the delivery of team training. These tools also provide the environment (e.g., feedback) needed for learning to occur. These tools work in combination with different training methods to help create instructional strategies. These strategies are a combination of the methods, tools, and content required to perform effectively. The strategies include cross training, coordination training, and team leader training. Cross training has team members understand and practice each other's skills so that members are prepared to step in and take the place of a member who may temporarily or permanently leave the team. Research suggests that most work teams would benefit from providing members with at least enough understanding of teammates' roles to discuss trade-offs of various strategies and behaviors that affect team performance.⁶⁵ Coordination training instructs the team in how to share information and decision-making responsibilities to maximize team performance. Coordination training is especially important for commercial aviation or surgical teams who are in charge of monitoring different aspects of equipment and the environment but who must share information to make the most effective decisions regarding patient care or aircraft safety and performance. Team leader training refers to training that the team manager or facilitator receives. This may involve training the manager on how to resolve conflict within the team or helping the team coordinate activities or other team skills. Employees obviously need technical skills that can help the team accomplish its task. But team members also need skills in communication, adaptability, conflict resolution, and other teamwork issues. Team training usually involves multiple methods. For example, a lecture or video may be used to disseminate knowledge regarding communication skills to trainees. Role plays or simulations may be used to give trainees the opportunity to put into practice the communication skills emphasized in the lecture. Regardless of the method chosen, opportunities for practice and feedback need to be included.

References

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