



Adding value to business results of organisations: The role of a trainer

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Abstract

Training often has been referred to as teaching specific skills and behaviour. It is usually reserved for people who have to be brought up to performing level in some specific skills. The skills are almost always behavioural as distinct from conceptual or intellectual. Training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose. The gap between actual and expected performance, behaviour and attitude leads to emergence of training needs. The main purpose of training is to attain that level of performance, behaviour and attitude in employees, which leads to fulfilment of the objectives of any organization. The role of Trainers is pivotal. They are Craft persons at work.

Keywords: Problem solving, systematic approach, trainer, training needs analysis, training programmes

Introduction

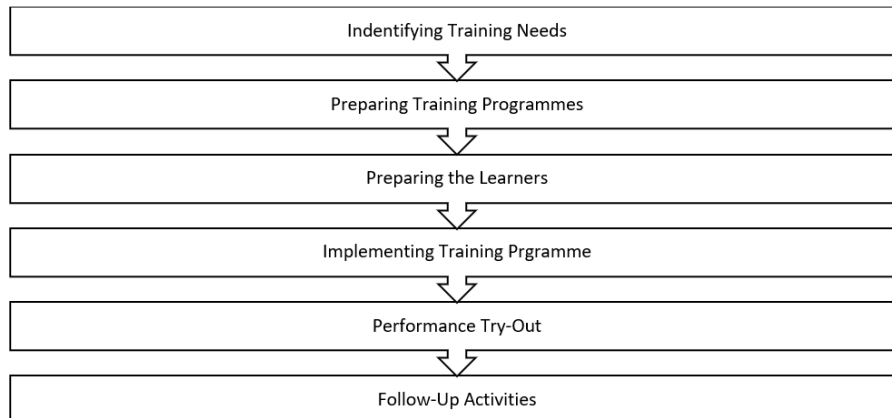
Training improves, changes, and moulds the employee's knowledge, skill, behaviour and aptitude and attitude towards the requirement of the job and the organization. After an employee is selected, placed and introduced in an organisation, he/she must be provided with training facilities in order to adjust him/ her to the job.

According to Flippo, training is the act of increasing the knowledge and skills of an employee for doing a particular job. Training may be defined as a planned programme designed to improve performance and bring about measurable changes in knowledge, skills, attitude and social

behaviour of employees. It is concerned with imparting and developing specific skills for a particular purpose. It is the process of learning a sequence of programmed behaviour. The behaviour being programmed, is relevant to a specific phenomena that is a job. It is the process of increasing the skill of an employee for doing a particular job.

Training increases knowledge and skills for doing the job. It bridges the gap between jobs needs and employee skills, knowledge and behaviour. It is a job-oriented process and vocational in nature. It is a short-term activity designed essentially for operatives.

Training Process



A Systematic Approach to Training

Training is most effective when it is planned, implemented and evaluated in a systematic way. Unplanned, uncoordinated and haphazard training efforts greatly reduce the learning that can be expected.

Assessment	Implementation	Evaluation
Determine training needs	Select training methods	Compare training outcomes against criteria
Identify training objectives	Conduct training	

Training Needs Assessment

Training needs are identified by following types of analysis:

1. **Organizational Analysis:** It involves a study of the entire organisation in terms of its objectives, its resources, the utilization of these resources, in order to

achieve stated objectives and its interaction pattern with environment.

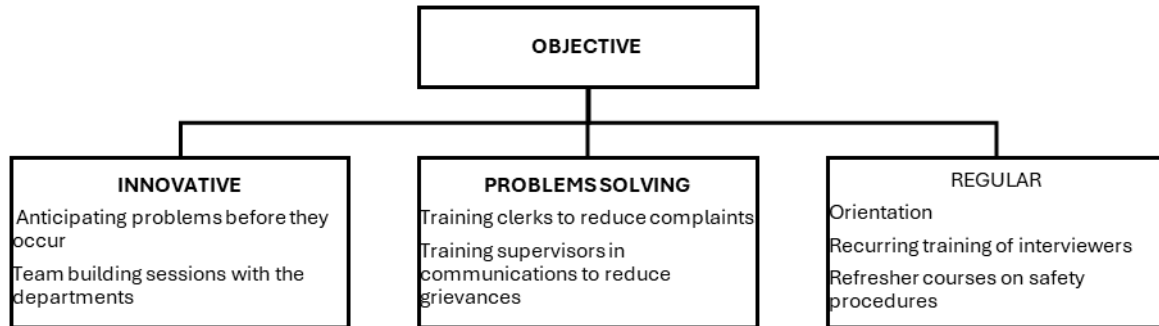
2. **Task or Role Analysis:** The focus here is on the roles played by an individual and the training needed to

perform such roles. Questionnaires, interview reports, tests and observation are generally used to collect job related information from time to time. After collecting the information, an appropriate training programme may be designed.

3. Manpower Analysis: There are three issues to be resolved through manpower analysis. First, we try to

find whether performance is satisfactory and training is required. Second, whether the employee is capable of being trained and the specific area in which the training is needed. Finally, we need to state weather poor performance. On the job need to be replaced by those who can do the job.

Identifying Training Objectives

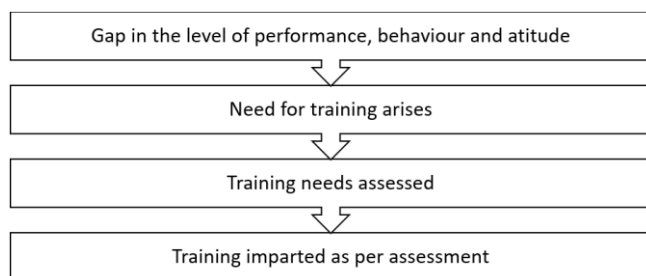


Determination of Training Needs

The determination of training needs and organization of training programmes would vary from organization to organisation.

There are number of common basic steps to training need assessment:

1. Take an inventory of existing manpower both qualitatively and quantitatively.
2. Make forecasts of future requirements by considering normal wastage through resignations retirements, transfers, etc.
3. Look for sources of talent both within and outside the organization.
4. Prepare strategy for developments for existing as well as future manpower.



Training Needs Assessment

Trainer: A Craft person at Work

Trainer is a Craft person at work. He on the basis of the utility and elegance of the result, tries to establish congruence with the pace of the learner. Trainer is an important pillar and the type of the trainer is an important figure in making a training programme a success.

Characteristics of a Trainer

1. **Personal needs of trainer:** The kinds of feeling trainer have which induce a favourable climate are:
 - Interest and excitement in the subject.
 - Eagerness to share the task and help the participant to grow.
 - Acceptance of participate as people with differing needs and personalities.
 - Empathy with others.

- With experience and practice, trainers communicate these positive feeling, more surely.

2. **Authority and control:** Probably on no other dimensions do training methods differ more and more importantly than in the degree of control trainer feel they need over participants.

- Trainer likes to control necessarily for most efficient and effective training. They select exercises and games participants like and for which they (trainers) are liked by participants.
- Choosing such methods of training in which the participants are not interested would lead to the increased dependency of the participants on the trainer but however to make the training successful the trainers must practice and authority in the better attitude i.e. final achievement of the training goals.

3. **Exercising power and influence:** Power may be the most salient feature for trainers. The main task is to “move” the individuals and groups in the programmes. However, programmes should at least make participants more competent.

Power that the trainer actually exercise have two bases

- One forces coercion i.e. reliance on formal authority and force.
- Power may have a persuasive sharing basis and rely on helping others to think and make choices and thereby spread power.

Influence is useful to distinguish the behaviour that influences participants directly or indirectly.

4. Trainers’ behaviour participants’ dependence

When goals are ambiguous, direct influence by the teacher increases dependence by centralizing the authority structure and/or restricting social access. When goals are ambiguous, indirect influence by the teacher increases independence by decentralizing the authority structure and/ or freeing social access.

When goals are clear and attractive, direct influence will tend to increase dependence, and indirect influence will tend

to decrease dependence, but only to the extent that the student cannot see the relationships between the teacher's comments and the clear goal.

When goals are clear and unattractive, direct teacher influence is necessary to sustain work by restricting social process and centralizing authority through a system of rewards and punishments, producing high dependency.

5. Trainers "Realness" Under Pressure Dilemmas of Trainer

1. **Dilemma- Participants' expectation versus trainers' intention:** Participants carry a burden in the form of expectations when they just meet the trainer. Participants have some picture of a trainer long before they actually meet the particular trainer here. In case if there is any mismatch between the participant's expectation and trainer, then arises a better or unhealthy training condition.
2. **Dilemma- Individual versus group needs:** Participants differ in interest, methods of work, speed of learning and how they interpret the trainer's behaviour. But except for minor modification, the trainer's actions have to be same for all.
3. **Dilemma- Consistency versus flexibility:** Participants expect trainers to be consistent preferably faultless without fall- preferably from the day one. Thus, trainer needs to be consistent in his behaviour. This consistency can be established when trainer takes the right decision and is aware about the attitude he holds and works gradually on the continuous basis to achieve the result. However, flexibility refers to being congruent with the situational requirement, catering to the individual of group needs and thereby maintaining the flow of the training programme and achieve the desired goal.

Role of the Trainer

The trainer's role is primarily to help produce practical, promising plans for learning. During early diagnostic work, the trainer may help others in assessing needs for training and in launching formal planning. Then he helps the programme planning group in further diagnosis of needs and in the construction of a set of learning experience that meet these needs for specified participants.

The major contribution of the trainer during planning is probably methodological. He can supply technical help to the planner.

During the actual operation of a training activity, the trainer's basic role is to help things keep moving so that people learn as much as possible. The trainer as a guide has to build group norms.

The trainer has a basic feeling of respect for the worth of persons. The trainer does not interrupt, he listens; he rejects ideas but not people. He shows and believes that persons are key sources and all else is means and the norm of basic respect for persons gradually becomes established in the training group.

The trainer also indicates by his actions that trying something new is not only permissible but desirable. He permits and invites discussion of his own behaviour.

The trainer takes expressions of feeling seriously. When people say that they feel mad, sad, bad, glad then he helps

the group members and tells them how well progress on the work. Feelings of group member tell them how well progress on the task is going on.

The trainer responds 'objectively' to expressions of feeling. Feelings are facts, her behaviour says to the group Joe gets mad at me, that tells us something about what has been happening, and so does my impulse to lash back at him. The trainer does not inhibit his own feelings, but reports them for discussion and analysis. The trainer does resist the temptation to actually lash back, to get caught by the ebb and flow of interaction, wound up in the content of group discussion rather than attending to its process.

The trainer also encourages objectivity through work procedures, such as tape playback, a process observer, or post-meeting reaction sheets. The implicit message is: "We can look at ourselves and learn from this".

From the start, the trainer indicates by his actions that he sees learning as beginning with concrete experience. He does not lecture or exhort the group and he does not encourage windy discussions of "leadership," or "how to handle the blocker".

The trainer shows the group members that he believes the training group a basically a shared, planful enterprise. He does not spring things on the group. He does not attempt to pull his rank on others. He does not take a Laissez-Faire Attitude: he invites cooperative planning. And he refuses to take sole responsibility for the success of the group.

The trainer must also supply certain functions in the training group during a training activity. The basic skill of the trainer lies in being able to decide when a particular function is needed and when it is not. Whatever his specific behaviour (including the behaviour of keeping quiet), the trainer always has one basic purpose-helping to set conditions for effective learning.

Trainer's Style

Trainer's Style should be

Unique: Trainers have the personal task of performing diverse functions. In carrying out those functions, they develop their own style that suits them and they find effective. Effective trainers vary widely when they specify their training goals for participants and also their own training styles. Some aim to develop self-awareness in them, others to bring new knowledge to bear on practical problems etc.

Appropriate: Appropriateness in turn requires adaptability experience. Trainers have wide variety of concepts and skills they can draw on any time and choose them to use in any situation. Different styles can be fine in the same training programme without confusing participants.

Flexible: This refers to that trainer specific behaviour should suit to the situational need tactfully handled and taken care of.

Change or learning has to be introduced slowly as rapid learning does not yield positive results. Thus, trainers' style should be flexible enough to give necessary space to the individual needs, group needs and the training needs.

Conclusion

Training is the process of increasing the knowledge and skills for doing a particular job. It is an organised procedure

by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is aimed at improving the behaviour and performance of a person. It is a never ending or continuous process. Training is closely related with education and development.

Need analysis is the first step in the training process to determine who requires training, what kind of training is required and why a particular training is required. Needs assessment is a process by which an organization's HRD needs are identified and articulated. It is the starting point of the HRD and training process. A needs assessment can identify; an organization's goals and its effectiveness in reaching these goals; discrepancies or gaps between employees' skills and the skills required for effective current job performance; discrepancies current skills and the skill needed to perform the job successfully in the future and the conditions under which the HRD activity will occur.

Training Programmes in any organisation including a corporate entity need to be designed with very much care. A number of key considerations should be kept in mind while designing a Training Programme. The role of a Trainer is pivotal in making a Training Programme productive and successful. Above all, he is a craft person at work.

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