

TRAINING FOR DEVELOPMENT (RDAE 2093 YII SII)

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1: INTRODUCTION

Basic Concepts of Training

- Training is about extending and developing individuals' capabilities for better performance in their jobs.
- the transfer of new knowledge, skills and attitudes
- Training is the process of acquiring specific skills to perform a job better (Jucious, 1963).
- It helps people to become qualified and proficient in doing some jobs (Dahama, 1979).

Cont....

- Usually an organization facilitates the employees' learning through training.
- Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that :-
 - (1) they may become as well qualified as possible to do their job, and
 - (2) they become qualified to perform in positions of greater difficulty and responsibility.

Cont....

- Training differs from education.

Training - Usually short term

Education - Long term

Training - Narrowly focused & specific-

Education - Broadly focused

Training - Designed to meet a specific need

Education - Aimed at preparing people and has immediate application for the future.

Extension personnel around the world in need of training

- Worldwide, there are currently more than 600,000 extension workers
- Almost 13 per cent of extension workers are women
- comprised of administrative staff, subject-matter specialists (SMS), fieldworkers, and some multipurpose unidentified people
- Asian and Pacific countries have absorbed more than 70 per cent of them (Bahal, Swanson, & Earner, 1992).

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- Deficiencies in knowledge, skills, and ability among extension personnel, particularly those of Asia, Africa, and Latin America, are remarkable.
- About 39 per cent of the extension personnel worldwide have a secondary-level and 33 per cent an intermediate-level education (Bahal et al., 1992).

Cont....

- Differences in training received are also wide.
- In Africa, most frontline extension workers still have only a secondary school diploma (Bahal et al., 1992).
- The poor educational background of extension personnel necessitates regular training.

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- Training may be necessary for many reasons:
 - ✓ When there is a discrepancy between an employee's current performance and the required standard of performance in his / her present position.
 - ✓ When there are changes in a job description or the addition of new responsibility in the present position
 - ✓ When an employee moves to a new position and acquires a new set of responsibilities.
 - ✓ When some new way of doing something is developed.

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Note that:

1. Training has a very clear purpose - it relates to improvements in performance for job/career, specific tasks, productivity, etc.
- ✓ The term “training” is also used of less focused needs such as “awareness creation” and “consciousness raising”
2. Training may be delivered through formal “teaching” or by experiential means (learning by doing through apprenticeship, work attachment... etc.)
3. Training is provided in response to identified needs- hence it is generally given for specific “target groups”, over a relatively short time span.

Benefits of Training_

- Well **planned and effective** training can have numerous potential benefits both for individuals receiving training and the organizations and institutions in which they work.
- From the individual trainees' point of view, training increases **job satisfaction** through improved performance, better pay, and higher prestige associated with higher productivity work and increases their potential **for promotion**

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There are also numerous organizational benefits associated with training.

- higher productivity and output .
- increase the quality of output and customer satisfaction.
- It fosters the image of the organization
- enhance and define better the roles and functions of employees
- to stay ahead of the competition
- Keep employees motivated

Cont....

- cheaper to train existing employees compared to recruiting new employee with the skills you need.

Types of training

1. Pre service Training

- Pre service training is a process through which individuals are made ready to enter a certain kind of professional job such as agriculture, medicine, or engineering.
- They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma.

Cont....

2. In service Training and Staff Development

- In service training is a process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibilities.
- It promotes the professional growth of individuals.
- "It is a program designed to strengthen the competencies of extension workers while they are on the job" (Malone

Cont....

In service training may broadly be **categorized into five** different types:

1. Induction or orientation training,
 2. Foundation training,
 3. On-the-job training,
 4. Refresher or maintenance training, and
 5. Career development training.
- All of these types of training are needed for the proper development of extension staff throughout their service life.

1. Induction or Orientation Training

- It is given **immediately after employment** to introduce the new extension staff members to their positions
- It **begins on the first day** the new employee is on the job (Rogers & Olmsted, 1957).
- This type of training is aimed at acquainting the new employee with the organization and its personnel.
- Develop an attitude of personal dedication to the service of people and the organization.

2. Foundation Training

- It is in service training which is also appropriate for newly recruited personnel.
- Besides technical competence and routine instruction about the organization, every staff member needs some professional knowledge about
 - ✓ various rules and regulations of the government,
 - ✓ financial transactions,
 - ✓ administrative capability,
 - ✓ communication skills,
 - ✓ leadership ability,
 - ✓ coordination and cooperation among institutions and their linkage mechanism,
 - ✓ report writing, and so on.

3. Maintenance or Refresher Training

- This training is offered to update and maintain the specialized subject-matter knowledge of the incumbents.
- Keeps the specialists, administrators, subject-matter officers, extension supervisors, and frontline workers updated and enables them to add to the knowledge and skills they have already.
- Deals with new information and new methods, as well as review of older materials.

4. On-the-Job Training

- It is ad hoc or regularly scheduled training, such as fortnightly training under the training and visit (T&V) system of extension, and is provided by the superior officer or the subject-matter specialists to the subordinate field staff.
- This training is generally problem or technology oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge in the field.

5. Career or Development Training

- This type of in-service training is designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions.
- The training is arranged departmentally for successful extension workers, at all levels, for their own continuing education and professional development.

Training cycle



Planning Phase

- The planning phase encompasses several activities
 - ✓ Training needs assessment,
 - ✓ Setting training objectives,
 - ✓ Preparing training content,
 - ✓ Training methods and preparing training materials,
 - ✓ Setting evaluation strategy, are very important.

Implementation phase

- Once the planning phase of a training program is complete, then it is time to implement the course.
- Implementation is the point where a trainer activates the training plan, or
- it is the process of putting a training program into operation.

Evaluation phase

- Evaluation is a process to determine the relevance, effectiveness, and impact of activities in light of their objectives.
- Raab et al. (1987) define training evaluation as "a systematic process of collecting information for and about a training activity which can then be used for guiding decision making and for assessing the relevance and effectiveness of various training components."

2.1.TRAINING NEEDS ASSESSMENT

2.1.1. What is Training Needs Assessment?

A training need is said to exist when a gap between the **work performance of an individual** or organization and a **desired level of competency** is perceived.

This suggests that a training need can be described as **a set of specific skills, knowledge, and attitudes, which are needed by individuals** in a given organization or occupational category in order to perform a particular job or task more efficiently.

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A systematic needs assessment is a comprehensive process involving:

- ✓ Deciding the target population (beneficiaries)
- ✓ Defining and identifying needs
- ✓ Measuring competency short comings
- ✓ Prioritizing between them
- ✓ Setting training objectives in the light of assessment findings.

2.2 Benefits of Needs Assessment

- At the most general level TNA **helps planners decide which problems to address through training and how to address them.** But TNA also performs other specific functions within the training cycle:
 - ✓ It provides the baseline data upon which all planning decisions are made.
 - ✓ It assists the setting up of a results-oriented training program
 - ✓ Needs assessment improves training effectiveness through better targeting

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- It helps to avoid some of the most common mistakes in training
- TNA provides valuable insights and leads to the design, development and delivery of training programs

- **Several difficulties** may hamper the successful formulation and implementation of needs assessment in practice.
- While many problems arise out of the **resource constraints** faced by training programs (time and cost dimensions), many difficulties are of **conceptual or organizational character**.
- An awareness of these issues at an early stage will generally help the design of needs assessment exercises.

2.3.1. Conceptual Considerations

- As indicated earlier, needs may be conceived of as **a gap between an existing situation** (“What is”) and **another, under ‘ideal’ or ‘desirable’ conditions** (“what should be”).
- **Training Needs as Ability Gap**

What K, Ss and As does S/he have?

What K, Ss & As are required?

The Ability Gap (TN)

1. **Nil**.....Knowledge level practically absent or negligible regarding some subjects
2. **Deficiency**.....Some general awareness, but insufficient knowledge
3. **Sufficiency**...Fairly adequate knowledge or skill to perform, but short of efficient performance.
4. **Precision**.....The required level to achieve precision & consistency in performance
5. **Perfection**.....Combining precision with speed in performance: the 'ideal' level of attainment.

Needs assessment is concerned with identifying the type of training needed, as well as those in needs

Three levels of need

1. **Organizational level** needs: Concerns identifying the type of training needed by organizations and /or units and departments within them.

2. **Occupational level** needs: involves identifying the attitudes and knowledge refinements for carrying out a particular type of job or function

3. **Individual level** needs: deciding the organizational and occupational needs leads at the question of who or which individuals are in need of what type of training.

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- The two most common and useful methods of individual level needs assessment are:
 - Performance Appraisal
 - Gap Analysis

Performance Appraisal

- The main purpose of a performance appraisal is to locate any shortcomings in the performance of appraises based on their actual job performance.

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Gap Analysis

- Gap analysis involves finding out whether there is a gap between what prospective trainees know, and what they need to know in order to function effectively in their jobs.

Task Analysis

- Just as a job consists of various tasks, so does a task comprise of a number of steps or components.
- As indicated earlier, in case job analysis fails to yield sufficient insights into the nature of activity covered under a given job, it may be necessary to take the analysis further to analyze each task.

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Set Training Objectives

- Training objectives state what will be accomplished as a result of the training and are defined in light of the needs identified.
- They arise out of gaps and deficiencies identified in the process of needs assessment
- Provide an important link between the needs assessment and the design and preparation of the training materials.

Objectives for training may involve

- Improving Skills
- Increasing Knowledge
- Changing Attitude

Preparing and Organizing the Training Content

- The content of the training course should link directly with **problem areas identified** in the needs assessment and the training **objectives**.
- The training content can be organized in outline form to help **prioritize and sequence the material** (Swanson et al., 1997).
- The end result should be that the training content is presented at the correct level to **meet the objectives of the trainees**.

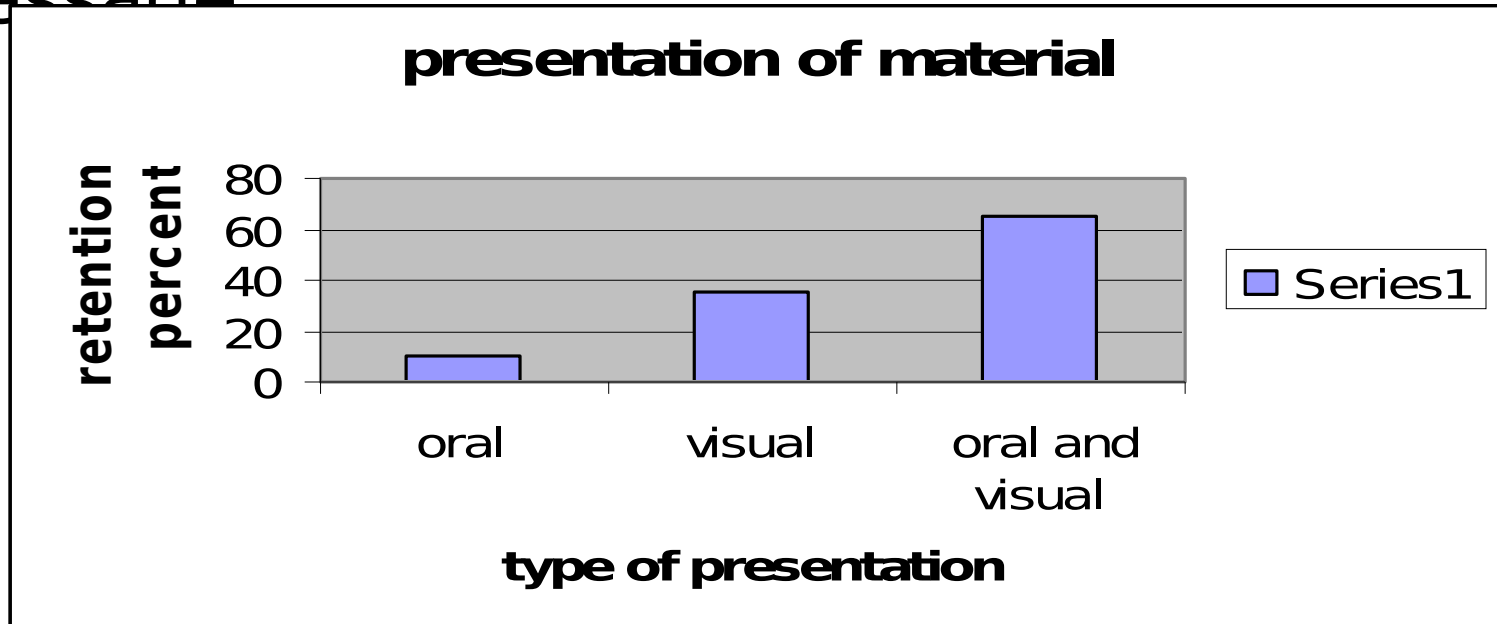
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- Presentation of a message is usually organized into the three main parts:
 - ✓ introduction,
 - ✓ Body
 - ✓ conclusion (Carey, 1999).

- Research shows that most people learn things through at least three of the five senses.
- The trainer should try to use training methods that appeal to the senses of sight, hearing, smell, taste and touch.
- In general, instruction by spoken or written word is more effective when it is supported by methods that stimulate the other senses (OSHA, 1996).

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- When participatory, hands-on methods are used, they serve to convert the symbolism of words into images in the learners' mind.
- The more senses to which instruction appeals, the stronger the impact of the message



Cont....

- Training aids refer to **all forms of support** prepared for and used in training.
- As most training courses rely principally (though not exclusively) on the spoken word, **carefully chosen well-prepared materials** can make an important contribution to effective learning.
- A variety of **print materials** can be used to enhance the learning process.
- These may include handouts, summary notes, workbooks or manuals.

ESTIMATING TRAINING COSTS

- Organizing and conducting an effective training program takes **time, effort and money.**
- Unfortunately, **money is not always available** in the amounts organizers would like.
- It is, therefore, important that those responsible for a training program **learn to budget accurately** for any necessary expenditure to ensure that they can justify fully the requests they may make for funds.

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- The financial allocation for a training program must be **based on a properly prepared budget** which can stand up to close scrutiny and be defended during discussion.

3.1. Training Techniques

- In principle, there are a **wide variety of techniques** that trainers can employ to conduct their courses.
- In practice, however, **choice is constrained** by such factors as **trainer's confidence and competence**, and **resources available** for training.

- Presentational techniques are didactic for most part, i.e, they are one way communications from the trainer/tutor to learners.
- They economize both on space and time given their ability to put across a large amount of material to sizeable audiences in limited periods of time.

A. Lecture

- Lecture is one of the most common forms of presenting information to an audience, particularly **of a large size**.
- Communication is **mostly one way**: while the lecture goes on the audience listen and (normally) take notes.
- Lecture allows a **large volume** of material to be covered in a relatively **short-period** of time.

Lecture

<u>Lecture</u>	
<u>Definition:</u> An organized Presentation, with or without visual aids, aimed at sharing knowledge and experiences, events and facts, concepts and principles.	<u>Advantages</u> 1. Effective tool for presenting/ explaining ideas, concepts, theories, principles, etc. 2. Time saving/ economical 3. Can serve large groups 4. May be used in conjunction with other techniques 5. Process controlled by the lecturer to convey specific information 6. Direct method 7. A good lecturer can enthuse the group by a forceful lecture.
<u>Application:</u> 1. Sharing knowledge and experience 2. Large number of trainees 3. Introducing training modules/objectives 4. Knowledge and experience of the lecturer in relation to group knowledge and experience.	<u>Limitations:</u> 1. One way communication 2. Passive role of the learner 3. Low retention 4. Lecturer may talk down to the participants, which adults normally resent 5. Inappropriate for changing behavior 6. Little and misleading feedback 7. Impersonal method of teaching 8. May be dull and boring 9. Requires intensive preparation 10. Learning may be superficial.

B. Demonstration

- A demonstration is a classroom technique in which the trainer illustrates a certain technique or skill under actual or simulated conditions.
- As with lecture, demonstration is a presentation technique, intended to impart new knowledge (skills in this case) to learners.
- In a demonstration, however, participants have the added advantage of actually seeing the results of more abstract theories and concepts.

Demonstration

Demonstration

Definition:

A Demonstration is an action oriented presentation to convey how something works.

Advantages:

1. Quick result yielding
2. Direct and informal approach
3. Trainees gain confidence
4. Best way to impart psychomotor skills
5. Immediate feedback.

Application:

1. Using tools / instruments _
2. Operating on a machine
3. Learning a skill.

Limitations:

1. May simplify a real situation_
2. May generate false confidence
3. Demonstration is no substitute for practice and rehearsal.

C. Symposium

<u>Symposium</u>	
<u>Definition:</u> A Symposium is a meeting where speakers deliver short addresses without regard for feedback from the group.	<u>Advantages:</u> 1. The size of the group may be very large 2. May stimulate interest in a particular area 3. Convenient device to bring diverse talents together at one platform 4. Promotes professional contacts.
<u>Application:</u> 1. To focus attention on current issues 2. To share highly specialised experiences with a group within a short time 3. To disseminate professional knowledge.	<u>Limitations</u> 1. Not very effective in teaching skills or changing attitudes 2. One way communication process 3. No real involvement of the group in the process 4. Some people regard it as a waste of time 5. Not much serious learning impact.

2.1.2. Participatory Techniques

- As implied by their collective name, participatory techniques involve learners in the process of learning, enable them to air their viewpoints, and encourage them to draw from their own backgrounds and experiences in the course of training.

A. Brainstorming

Brainstorming

Definition:

Brainstorming is a spontaneous and none-evaluative technique of generating innovative and creative ideas by the facilitator and the group.

Advantages:

1. Highly participatory
2. Productive
3. Synergistic
4. Non-Judgmental
5. Creative experience
6. Problem solving
7. Idea pooling

Application:

1. Problem solving
2. Creative thinking
3. Alternative generation
4. Providing refreshing break and generating group interest.

Limitation:

1. Group size - neither too small nor too big
2. Integration of ideas generated requires high skills on the part of the trainer
3. Not all brainstorming exercises prove equally creative and innovative

B. Case Study

- Case study involves detailed examination of a specific situation.
- The situation or experience placed under scrutiny may be real or hypothetical, yet must be carefully chosen to reflect on, and closely relate to the core of the training program.

Case Study

<u>Case Method</u>	
<u>Definition:</u> A description of a real or imaginary situation. A case study is not simulation (imitation or reproduction).	<u>Advantages:</u> 1. self-learning 2. Intense group interaction 3. Learning from each other 4. Merging of many viewpoints 5. Helps in developing systematic approach to problem solving
<u>Application:</u> 1. Problem solving 2. Decision making 3. Analysis of a complex situation 4. Human relations 5. Turn around strategies.	<u>Limitations:</u> 1. Slow and time-consuming 2. Resource persons are needed to write appropriate case studies 3. Many times, there is no one best or correct solution 4. Cases may not fit the learning objectives.

- This technique is a modified form of brainstorming, which aims to generate discussion and to lead to new ideas and solutions on the basis of small group discussions.
- A buzz group normally consists of about 5-6 members.
- The group may be asked to produce ideas on a narrow or an open-ended topic within a specified time limit.

Buzz Group

<u>Buzz Group</u>	
<u>Definition:</u> <u>Buzz group</u> is a small discussion group which may be asked to produce ideas on a narrow or an open-ended topic within a specified time limit.	<u>Advantages:</u> 1. Highly participative 2. Discussion is goal or idea oriented 3. Creative and productive 4. Buzzing is brain-storming 5. Helps case study analysis and problem solving /decision making.
<u>Application:</u> 1. Providing refreshing break in between a lecture 2. Reinforcing learning process 3. Obtaining feedback 4. Problem solving 5. Ability to think logically 6. Ability to work with other people 7. Case study preparation.	<u>Limitations:</u> 1. Suitable for small size groups 2. If repeated at short intervals, the process may become mechanical 3. Needs a competent facilitator to reinforce team ideas/product 3. Unless buzz-groups are reconstituted, interactions become monotonous.

D. Group Discussion

- Discussion allows **trainees to exchange ideas** among themselves and/or with the trainer.
- It stimulates interest and, if conducted skillfully, can **encourage participants** to draw on their own experiences to contribute to the topic under discussion.
- Used at an early stage in the course, discussion can also **help break the ice** and to provide participants an **opportunity to practice self-expression**.
- Discussions may be held either in a structured or in an informal manner.

- These are normally organized around some reading, an activity, written or verbal questions or a combination of these.
- Structured discussions should be clearly built into the agenda for training, with sufficient time for preparation, relevant and adequate materials, and clear instructions for all participants.

Informal discussions

- Occasionally, it is useful to hold informal discussions which allow participants to air their opinions or to seek help and advice on particular issues of concern to them.
- These differ from structured discussion in that they are not built into the training agenda, and do not require preparatory work by participants either in whole or syndicate groups.

Group Discussions

Definition:

Group Discussion

verbal interaction between two and more participants in a learning situation. Discussions may form part of forum, panel, question-and-answer session, syndicate, etc.

Advantages:

1. Clarify and check assumptions
2. Sharing knowledge and experience
3. Involvement in the learning process
4. Synergism
5. Satisfying to adult participants
6. Improves communication skills.

Application:

1. Principles and theories
2. Problem solving
3. Planning
4. Strategy formulation.

Limitations:

1. All participants do not equally participate in discussions
2. All discussions may not serve the_ the learning objectives.

E. Role Play

- Role play is a training technique in which participants "**act out**" hypothetical or real life situations in front of an audience.
- The trainees are given necessary background information and some ideas about how to Organize their roles.
- The **group or audience (or both)** then discuss the role play and its implications for the problem under consideration.

- Role plays can take two forms:
 - 1. Spontaneous role plays:** group members discussing a situation may highlight a problem area (such as those encountered in interviewing beneficiary farmers for collection of monitoring data in a project area).
- Two members of the group may then act out the interview, attempting to demonstrate how the problem arises, and how it may be resolved.

2. Structured role plays

- A more common and possibly more useful type of role play.
- This is based on prepared material (written, video, audio or a combination of these) with structured goals.

Role Play	
<u>Definition:</u> <u>Role Play</u> is a training technique in which participants <u>play</u> certain <u>roles</u> in an informal and non-theatrical but realistic manner. It may be <u>structured</u> or <u>spontaneous</u>.	<u>Advantages:</u> 1. Good technique to depict delicate and conflicting situations. 2. May be used to supplement learning of concepts and theories. 3. Provides insight into behavioral patterns. 4. Encourages on-the -spot problem solving. 5. Learning by doing. 6. dramatic impact. 7. Effective way to change attitudes.
<u>Application:</u> 1. Training to face conflicting and stressful situations 2. To encourage empathetic behavioral patterns 3. An insight into the working of human mind 4. teaching interpersonal skills 5. Communication and negotiation skills 6. Sensitivity training 7. To illustrate emotional dimension of a case study.	<u>Limitations:</u> 1. For good results, you need competent players 2. Lack of planning may lead to disastrous results. 3. Many role plays suffer from artificiality of the situation. 4. Players and the audience may be non-serious. 5. time consuming. 6. You need competent and experienced facilitator. 7. May be hurtful to sensitive people.

F. Workshop

Definition:

Workshop is a meeting organized with the principal objective of promoting experiential learning and producing identifiable results/ solutions to problems.

Advantages:

1. Productive
2. Participative
3. Interesting and absorbing
4. Self-learning
5. Creative
6. Relevant to job needs
7. Useful for all levels of participants
8. Sharing of knowledge/ experiences.

Application:

1. Management principles and practices
2. Complex themes / concepts
3. Organization development
4. Personnel development
5. Worker participation
6. New plans and strategies.

Limitations:

1. Outcomes depend on the quality of facilitator and participants
2. It may sometime give rise to simplistic solutions to problems under 'critical'
 1. More effective when organized under 'critical' circumstances
4. The title workshop is loosely used to include clinic or a seminar.

G. Seminar

Seminar

Definition:

A Seminar is a meeting arranged to share research outcome of a particular project through lectures, papers, reports and discussions. It is conventional to have some discussion leaders.

Advantages:

1. Pooling of expertise
2. Research based findings
3. Sharing of knowledge and experience
4. Productive ideas
5. Problem centered solutions and strategies
6. Multi-dimensional analysis of a given problem.

Application:

1. To share results of a study / project
2. To plan action strategies
3. To focus attention on some new idea/ concern.

Limitations:

1. The concept is not clear and many people confuse it with workshop or symposium.
2. Quality of a seminar depends upon the quality of principal speakers.
3. Outcomes in many cases are not realistic.

2.1.3. Exploratory Techniques

- Other than the classroom techniques discussed in previous pages, trainers may also use a number of other **outside activities** to enhance and enrich the process of training.
- In practice these can take a variety of forms.
- However, **three of the most common** methods are discussed below:

A. Assignment

B. Project

C. Field trip/visit

A. Field Trip/Visits

- Field trips or visits enable learners to see at first hand, or try for themselves some of the things they have learnt in a training course.
- To be effective and successful, field trips or visits need to be incorporated into the training program with a clear sense of purpose.

<u>Field Trip/Tour</u>	
<u>Definition:</u> It enables participants in a program to travel to the field to see projects, operations, systems and structures and relate them to the classroom learning experiences.	<u>Advantages:</u> 1. Seeing is believing 2. One learns best through example 3. Participants gain greater confidence in relating theory to practice 1. A debriefing session after trip can reinforce the learning process.
<u>Application:</u> 1. Action learning 2. Relating principles/ concepts to reality.	<u>Limitation:</u> 1. A field trip may be pure and simple Sight seeing with no learning value. 2. Objectives may not be clearly stated. 3. Elaborate arrangements are required for a field-trip.

- Assignments are probably the most familiar form of out-of-class activities.
- Most trainees will have a good idea of what assignments are and what purposes they may serve from their school days
- Use of assignments can be
 - ✓ To reinforce individual learning
 - ✓ To provide continuity between different sessions
 - ✓ To enrich and extend learning beyond the confines of classroom

- Reinforces individual learning
- Can provide continuity between commitment
different sessions
- Generates additional learning time
- Can enrich and extend learning
beyond the classroom
- Can act as morale booster
- Does not always require much
preparatory work by the trainer
- marking may be time consuming
- successes depends on learner

3.3. The Choice of Method

- It is doubtful whether any **one single method** can be a panacea.
- It is a **combination** of the right methods - and the interaction between them - that is likely to **reinforce and consolidate learning** in the desired way.
- Is likely to **improve memory retention**
- The actual choice of method(s) will depend on **trainer familiarity** with the 'intrinsic' features of each technique plus considerations of the **wider circumstances** in which they are to be employed (**trainee characteristics**, **Training circumstances**, **subject matter**, **resources**, etc).

4. EVALUATION OF TRAINING

4.1. What is Evaluation?

- It is possible to find almost as **many definitions** of evaluation as there are writers in the field.
- One broad definition, proposed by the **United Nations Joint Inspection unit** is as follows:
- a process which attempts to determine as systematically and objectively as possible **the relevance, effectiveness and impact of activities** in the light of their objectives.

- is a systematic process of collecting and analyzing information for and about a training activity which can be used for planning and guiding decision making as well as for assessing the relevance and effectiveness of various training components.

- Feedback from evaluation work brings substantial benefits in terms of
 - ✓ Providing important information on the **planning** process of training programs.
 - ✓ Providing relevant information on the **process of training**.
 - ✓ it serves in **improving training and curriculum planning** decisions.
 - ✓ It may be used to feed into **policy decision**, to act as a springboard for further research, as grounds for continued or discontinued funding for public information.

4.3.1. Evaluation for planning (pre-training evaluation)

It includes assessing the results of Training need assessment, training objectives, training contents, training methods and materials, evaluation strategy.

4.3.2. Process Evaluation

- Process evaluation is conducted to detect or predict defects in the procedural design of a training activity during the implementation phase.

Cont....

- Process evaluation is a tool to help improve the efficiency and effectiveness of a training program.
- The overall process evaluation strategy identifies and monitors on a continuous basis the potential sources of failure and also tells about trainee progress towards achieving training objectives.

Cont....

- Process evaluation is conducted periodically throughout the duration of the training.
- It examines such contributing factors as:
 - Change in trainee **knowledge, attitude or skill**
 - Effectiveness of **training methods and materials**
 - Interpersonal **relationship among staff**
 - The performance of **trainers**
 - Communication **channels**
 - **Logistics**
 - Adequacy of the **resources**, the **physical facilities**, **staff and the time** schedule
 - process evaluation is conducted so as to have some idea of the progress and to identify potential problems before the end of the training activity. If done early, there will be time to make adjustments and correction.

- The primary objective of terminal evaluation is to determine the degree to which the intended training objectives and goals have been met and to relate these findings to evaluation information collected earlier in the training process.
- It is conducted at the end of the training activity.
- The major focus of a terminal evaluation is learner performance.

- Follow-up evaluation is a method of assessing changes in **on-the-job behavior** (i.e. improved performance) as a result of training efforts.
- It attempts to measure the adequacy of a training activity in preparing individuals for job tasks in real life and trying to **discover areas where it can be improved.**
- It provides **feedback** on how well the training has prepared students or trainees for actual job.
- A follow-up evaluation focuses on **measuring change.**

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- In measuring change (impact), a follow-up evaluation of a training activity would concentrate on answering such questions as:
 - Are trainees **actually using** their newly acquired KSA?
 - Do employers notice any **differences in trainee behavior?**
 - How do employers feel about **the changes in trainee KSA?**
 - Do trainees feel more **confident and better equipped?**

- The sole purpose of evaluation is to **facilitate the planning and execution** of change.
- Regardless of how well an evaluation is conducted, it has little use unless the results are used.
- All the evaluation information collected previously should be used for **making planning decisions** about the next training activity.

- Basic principles and rules in training

I. LOCATION OF TRAINING

- Very often this **is not a choice** variable but an exogenously given constraint.
- Trainers must take care to check that **the venue and training aids** are operational well before training starts.
- The following is a useful checklist for training venues (Kroehnert, 2000, p. 36):

Features

- Venue address
- Number of participants
- Size of room
- Arrangement of room (group discussion or lecture)
- Lighting
- Noise
- Temperature/air conditioning/ventilation
- Facilities
- Distractions on walls
- Distractions outside
- Acoustics
- Power outlets
- Extension leads
- Overhead projector and screen
- Whiteboard and markers and duster
- Blackboard and chalk and sponge
- Video and monitor
- Data projector and screen
- Public address system

- Without **clearly stated objectives**, trainers and participants may have **no clear idea** about what is intended by the training.
- The objectives help to **clarify the learning goals**, which apply equally to individual sessions and the whole training course.
- The general objectives are stated **at the beginning of the course** and individual objectives are stated **at the beginning of each session**.
- It is, however, necessary to **revisit the objectives after a session is finished**, as this provides for a review of the session while the experience of training is still fresh.

- There is no single method applicable to all types of training courses and/or participants.
- Not all methods suit all trainers; depending on her/his experience, competence and confidence, some methods are better than others.
- Presentation is the essential method in almost every type of training.
- Its purpose is to inform and instruct (and often to persuade) participants with respect to the content of the

- Training aids should be understood as **aids to learning** (that is, as facilitators of participants' learning) and not as a crutch for a trainer to lean on or a demonstration of state-of-the-art equipment for its own sake.
- It has been proven that people best learn **if visuals accompany spoken words** (so-called **audiovisual techniques**), and that they best remember material if they take part in training by doing or saying something.
- A trainer must combine training aids, keeping in mind the following (Kroehnert, 2000, p. 164):

Cont.....

- We learn 1.0 % through taste
- 1.5 % through touch
- 3.5 % through smell
- 11.0 % through hearing
- 83.0 % through sight
- We remember 10 % of what we read
- 20 % of what we hear
- 30 % of what we see
- 50 % of what we see and hear
- 80 % of what we say
- 90 % of what we say and do.

Cont....

- Training aids **must be used in a simple and logical manner** to facilitate learning and make training easier for trainers.
- The choice of training aids also needs to help trainers to **maintain consistency** in repeated presentations.
- Most trainers use a variety of aids to maintain the participants' interest, but it does not mean that all available training aids must be used in all sessions.

Cont..

- The most commonly found aids in training venues are:
 - ✓ An overhead projector
 - ✓ Data projector (computer projection equipment)
 - ✓ Video and television
 - ✓ Slides
 - ✓ Whiteboards
 - ✓ Chalkboards
 - ✓ Felt boards, charts and posters
 - ✓ In addition, handouts are an ideal training aid if used properly.

- For any training to be effective, the participants must go through two assessments:
- Pre-training selection and post-training assessment.
- Pre-training selection is only necessary if training courses have entrance standards designed to maximize the training impact.
- Assessment of the level and depth of knowledge acquired from training is also practiced, as the issuance of certificates for training is often conditional upon satisfactory completion of assignments and workshops.

- The final phase of any training program should be an evaluation of the program to determine whether the training objectives have been met.
- The evaluation process typically includes
 - ✓ a determination of the participants' reactions to the training program,
 - ✓ how much the participants have learned and
 - ✓ whether they will be better able to transfer the training back to the job, whether it is in policy making, or entrepreneurial activities.