

PREPARATION OF A TRAINING PROGRAM AND PRACTICING TRAINING

A. Definition of training

Training is the process of improving the knowledge and skills and of changing the attitude of an incumbent for doing a specific job properly.

Training is a teaching, informing or educating process to develop the learner's personality or power, thus qualifying him/her to undertake more and difficult and responsible tasks-a two way process that covers skill but is also concerned with individual development change.

Van Dershal (1962) defined training as the process of teaching, informing or educating people so that (i) they may become as well qualified as possible to do their job and (ii) they become qualified to perform in positions of greater difficulty and responsibility.

According to Jocious (1963) training is the process of acquiring skills to perform a job better.

B. Training and Education

Although the words Training and Education are sometimes used interchangeably, some clear-cut distinctions can be made between them. Training is concerned with those activities which are designed to improve individual performance on the job that the employee is presently doing, whereas education is concerned with increasing general knowledge and understanding of our total environment. Training like education also attempts to produce desirable changes in human behaviour but it has some immediate purpose. Again, in training the emphasis is on the development of skills, whereas in education the emphasis is on broadening the outlook and horizon of knowledge.

C. Training Approach

There are three approaches to training **1. The traditional approach 2. The experiential approach 3. The performance based approach** (Rama, Etling & Browen, 1993).

The traditional approach: In this approach the training staffs select the objectives, contents, teaching, techniques, assignments, lesson plans, motivation, tests and evaluation. In this model the focus is intervention by the training staff.

The experiential approach: In This approach, the trainer incorporates experiences wherein the learner becomes active and influences the training process experiential training emphasis real or simulated situations in which the trainees will eventually operate. In this model, the objectives and others elements of training are jointly determined by the trainees, where the trainers primarily serve as facilitators, catalysts, or resource person.

The performance based approach: In this approach goals are measured through attainment of a given levels of proficiency instead of passing grades of the trainees. In this model, the emphasis is given to acquiring specific observable skills for a task. Developed by Elam (1971), this performance-based teacher education (PBTE) model is mostly task or skill centered and is also applicable to non-formal educational organizations.

D. Types of Training

Broadly, training may be categorized into two types 1) Pre-service training and 2) In-service training.

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. It is more academic in nature and is offered by formal institutions following definite curricula and courses for a certain duration to offer a formal degree or diploma. Pre-service training contents emphasize mostly technical subject matter such as crops, animal's husbandry and fisheries as well as pedagogical skills to prepare the students to work in agriculture sector.

In-service training:

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 is offered by the organization time to time for the development of skills and knowledge of the incumbents. "It is a program designed to strengthen the competencies of extension workers while they are on the job" (Malone, 1984). In-service training is a problem-centered, learner-oriented and time-bound series of activities which provide the opportunity to develop a sense of purpose, broaden perception of the clientele and increase capacity to gain knowledge and mastery of techniques.

Broadly, in-service training may be categorized into five types: 1) **induction or orientation training**, 2) **foundation training**, 3) **on the job training**, 4) **refresher or maintenance training** and 5) **career development training**.

Induction or Orientation training:

Induction training is given immediately after employment to introduce the new 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. It can supplement whatever pre-service training the new personnel might have had (Halim & Ali, 1988). It develops an attitude of personal dedication to the service of people and the organization.

Foundation training:

Foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of life. Foundation training 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, co-ordination and cooperation among institutions and their linkage mechanism, report writing and so on.

Maintenance or refresher training:

Maintenance training offered to update and maintain the specialist subject matter knowledge of the incumbents. This type of training is both to keep employees at the peak of their possible production and to prevent them from getting into a rut. (Van Dersal, 1962).

Maintenance or refresher training usually deals with new information and new methods, as well as review of older materials. This training keeps the specialists, administrators, subject matter officers, extension supervisors and frontline workers updated and them to add to the knowledge and skills they already have.

On the job training:

This is adhoc or regularly scheduled training, such as fortnightly training under T & V system of extension work. This training 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. The superior Officer, administrator, or subject matter specialists of each extension department must play a role in providing on the job training to the staff while conducting day to day normal activities.

Career 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. Malone (1984) stated that “career development is the act of acquiring information and resources that enables one to plan a program of life-long learning related to his or her work life.

E. Phases of training:**a) Planning phases:**

The planning phase encompasses several activities, two of which-training needs identification and curriculum development-are very important.

i) Training needs identification:

The training need identification process assists trainers in making sure that they have matched a training program to a training problem. Training needs identification is possible through different analytical procedures. The major procedures are- i) Organizational analysis, ii) Individual analysis and iii) Group analysis

ii) Curriculum development:

Curriculum development is the most important part in a training program after a need for training has been identified. The curriculum specifies what will be taught and how. It provides the framework and foundation of training.

Once training needs have been identified and training activities have been decided as part of the solution, a need analysis should be determine knowledge, skills and attitude requirements and performance deficiencies.

The training needs analysis process can be divided into three analytical phases i) **Job analysis** ii) **Task analysis** iii) **Knowledge and skill-gap analysis.**

i. Job analysis:

Job analysis is a method of determining major areas of tasks where training may be needed. It involves the dissecting of a job into its component events. This analysis allows a trainer to better understand what an employee does in an organization. An example of job analysis worksheet (JA Worksheet) is shown below:

Job Analysis Worksheet					
Job: Agriculture Extension Officer					
Tasks:					
	Frequency Performed	Importance	Learning difficulty	Total score	Focus
1. Supervision	4	3	2	8	-
2. Conducting training	4	3	3	10	Yes
3. Planning programs	2	3	2	7	-
4. Research trial	2	3	1	5	-
-----	--	--	--	--	--

a: 1 = Seldom

2 = Occasionally

3 = Weekly to monthly

4 = Daily to weekly

5 = Daily

b: 1 = Marginal important

2 = Moderately important

3 = Extremely important

c: 1 = Easy

2 = Moderately difficult

3 = Very difficult

4 = Extremely difficult

ii. Task analysis:

The output of the job analysis is a list of broad job tasks. These tasks are based on importance, learning difficulty and frequency of doing the task. Each task is a complex set of procedures in itself and therefore it needs further analysis to find out which specific segment of the task is critical in designing a training program. An example of task analysis worksheet is shown below:

Task Analysis Worksheet					
Job: Agriculture Extension Officer					
Tasks: Conducting training					
	Frequency Performed	Importance	Learning difficulty	Total score	Focus
Components/ steps					
Establishing rapport	5	3	1	9	-
Introducing the topic	---	---	---	---	---
Presenting the subject	5	3	1	9	---
Maintaining sequence	---	---	---	---	---
Maintaining eye contact	---	---	---	---	---
Using A/V aids in time	5	---	4	12	yes
-----	--	--	--	--	--
-----	---	---	---	---	---
Summarizing the lecture	5	3	3	11	yes

a. The same scale as presented in job analysis worksheet

b. The same scale as presented in job analysis worksheet

c. The same scale as presented in job analysis worksheet

iii. Knowledge and skill-gap analysis

The knowledge and skill gap analysis is a process of determining the training needs of individual employees in relation to the important task-steps or components of tasks identified for training. The skill-gap analysis determines how skilled or proficient individual employees are on these tasks-steps or components, how much individuals differ from desired performance, and whether or not they need training. An example of skill-gap analysis worksheet is shown below:

Skill-Gap Analysis Worksheet			
Job: Agriculture Extension Officer			
Task: Delivering lecture in SAAO training			
Steps/Components	Levels of Proficiency	Is proficiency a problem?	Can problem be solved by training
Establishing rapport	1 2 3 (4) 5	{ }	{ }
Introducing the topic	1 2 (3) 4 5	{Y}	{Y}
Presenting the subject	1 2 3 (4) 5	{ }	{ }
Maintaining sequence	1 2 (3) 4 5	{ }	{ }
Maintaining eye contact	1 (2) 3 4 5	{Y}	{Y}
Using A/V aids in time	1 (2) 3 4 5	{ }	{ }
Supply handouts	1 2 (3) 4 5	{Y}	{N}
.....	1 2 3 4 5	{ }	{ }
Summarizing the lecture	(1) 2 3 4 5	{Y}	{Y}

1= Can not do at all

2= Can do less than half of the task

3= Can do more than half but less than total

4= Can do total but can not maintain time schedule

5= Can do within time schedule

The training needs analysis provide many things to a trainer. The analysis determines the training contents and how different the trainees are in those contents, and sequences of tasks provide the sequence of training activity.

b) Implementation phase:

Implementation phase is the point or stage where a trainer activates the training plan or it is the process of putting a training program into operation. The first step towards implementing a training program is publicity. Most of the well established training centre develops training brochures which contain course descriptions, prepare an annual calendar of training opportunities and inform concerned organizations, agencies or departments well ahead of time. Once the training centre and concerned organizations agree to implement training, the next step is to arrange available resources such as sufficient funds for the course and facilities.

c) Evaluation phase:

In evaluating an extension training program, one needs to consider that most training activities exist in a larger context of projects, programs and plans. 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 getting decision making and for assessing the relevance and effectiveness of various training components.

F. Components of training:

Components of training are:

- a) The trainee e.g. the farmers, youth, extension field workers, etc.
- b) The trainer e.g. District/ Thana/ Block level extension workers or others.
- c) The subject matter e.g. fertilizer, irrigation, poultry, dairy, etc.
- d) The environment e.g. either at TTDC or in the village or in the community school.
- e) The methods of teaching e.g. discussion, demonstration, lecture, field trips, meeting etc.

G. Selecting a training method:

A training program had a better chance of success when its training methods are carefully selected. A training method is a strategy or tactic that a trainer uses to deliver the content so that the trainees achieve the objectives (Wentling, 1992). Selecting an appropriate training method is the most important step in training activity once the training contents are identified. Four (4) major factors are considered when selecting a training method: **i) the learning objective, ii) the content, iii) the trainees and iv) the practical requirements.** A variety of training methods are available to a trainer. The most commonly used methods include: **Instructor presentation, Group discussion, Demonstration, Assigned reading exercise, Case study, Role play and Field visit and Study tour.**

H. Related essential activities of training:

Essential activities related to training are:

- i) Selection of trainees on the basis of objectives
- ii) Selection of trainers
- iii) Information of the trainees, trainers and others well ahead of time
- iv) Arrangements for accommodation, class room, food, transport, field trip, etc. if needed
- v) Preparation and arrangement of teaching materials, audio-visuals and other aids as required
- vi) Arrangement of fund as per requirement
- vii) Pre and post evaluation of training program
- viii) Follow up of the training program.

I. Training schedule

Essential elements of a training schedule are:

- i) Title of the training course
- ii) Objectives of the course
- iii) Participants of the training
- iv) Duration of the course
- v) Venue of the training
- vi) Coordinator of the program
- vii) Date and time of each event
- viii) Persons involved in each event
- ix) Other related persons and organizations to be contacted.

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