

8. TRAINING OF TRAINERS

8.1

ANTIL
FREDERICK H.

Training Can be Professional

Training and Development Journal Madison, Wis
(USA) 26(11) November 1972 pp.14-17

It is argued that training is not professional because of trainers, who have only often the job and the title as their qualification. The trainer stereotypes - the psychologist, pedant, custodian, and the actor has to be substituted by trainer as a professional following a systems approach with emphasis on accountability.

8.2

ASTD
Professional
Development
Committee

A Self-development Process for Training
and Development Professionals

Training and Development Journal Madison, Wis
(USA) 33(5) May 1979 pp.6-12

The article is based on a major research survey. A set of work sheets which can assist a trainer in determining skills and actuals required for effective job performance, identifying strengths and weaknesses relevant to these requests and setting specific objectives for development, are developed along with guidelines for their use.

8.3

AYYAR K.N.A.

Training for Development Objectives:
The Role of the Trainer

I.S.T.D. Review Delhi
(India) 2(3-4) 1972 pp.23-7

The objective of development training in an organisation or in government is to change the administrative behaviour for the better so as to achieve the organisational goals. For this, the trainer should be a reformer who can create the suitable climate for organisational change through individual and group development. This can only be achieved by creative thinking and the trainer must be capable of developing this ability in the trainees.

8.4

BELL CHIP R.

The Trainer as Machiavelli

Training and Development Journal

Madison, Wis

(USA)

30(4)

April 1976

pp.38-42

The article views power as a potential tool to the trainer and focuses on personal power rather than role power. Personal power is associated with technique, style, charisma; in essence the ability to influence others. Role power is associated with position, status, rank. A few trainers achieve a sizeable amount of role power; most however must depend on personal power to achieve their goals. While the techniques described in the article are presented as methods for enhancing personal power, their use can also serve to defuse win-lose confrontation, and facilitate achievement of training and organisational goals.

8.5

BENSINGER GAD J.
& KAZEMEK
EDWARD A.

Training of Trainers

Training and Development Journal

Madison, Wis

(USA)

29(9)

September 1975

pp.36-40

A program planning process is conceptualized leading to a formal trainers program. The training techniques employed and subsequent program evaluation are discussed. Follow-up sessions stress on communication skills, needs assessment, evaluation of training and instructional media.

8.6

BROEHL WAYNE G.
Jr.

Identifying and Training Change Agents

ASCI Journal of Management

Hyderabad

(India)

3(2)

March 1974

pp.148-156

The article describes the experiments conducted as part of a five-year project undertaken by the Staff College at Hyderabad and an overseas business school. A number of innovation seminars and follow-up change programmes were organised. These included a game of planning, brainstorming sessions and sessions devoted to a look at personal motivations. An attempt was made to convey that change involves risk - and an understanding of the precise nature of risk-taking and its relationship to achievement was most important. A day in the programme was finally set

for individual goal setting. The author feels that this design pattern was able to generate a high level of enthusiasm and commitment at the end of the seminars.

8.7

BURKE W. WARNER The Role of Trainers in Organisation
Development

Training and Development Journal Madison, Wis
(USA) 26(9) September 1972 pp.30-37

The role of trainers in facilitating organisation change and thus complementing organisation development in the process is stressed. It is explained that the trainer's influence is lacking because individual strategies are ineffective. Trainers should evolve and adopt a strategy of change and respond to needs in organisation.

8.8

CHADDOCK PAUL H. How Do Our Trainers Grow?

Training and Development Journal Madison, Wis
(USA) 25(3) March 1971 pp.2-7

Some key considerations in the design of a train-the-trainer programme are examined. This includes the role of trainer, kinds of trainers, communication barriers, learning environment, feedback, evaluation, course validity, trainer performance and presentation devices. A train-the-trainer programme must obviously include technique and skill training. But of greater importance is having him become aware, accept his role of assisting the learning process and recognise that his real function is helping people grow.

8.9

CHALOFSKY NEAL E. Professional Development Program for
& CERIO JOSEPH A. Federal Government Trainers

Training and Development Journal Madison, Wis
(USA) 29(12) December 1975 pp.18-26

Professionalism of trainers should be in terms of competence and attitude. The findings of a research in the US Civil Service Commission are analysed to define the ideal internal trainer and how to develop him. The four roles and the abilities and knowledge needed to perform the roles are elaborated.

8.10

CIVIL SERVICE
COMMISSION

**Supervision and Group Performance:
Instructions Guide**

Bureau of Training Washington, D.C.
(USA) 1975 pp.253

The guide is designed to acquaint supervisors with such behavioral science theories as motivation, leadership, group dynamics and change. It stresses participation through group discussion, role-playing, incident process, case discussion and management simulation or games. The guide is organised around four key themes: individual-employee, individual-supervisor, employee as part of a group and supervisor as part of a group.

8.11

Conference on Training of Trainers and
the Problems of Training Institutions

**The Training Institution and the
Trainer - Conference Report**

Mussoorie
(India) 1970 pp.236

Contains a report on proceedings and text of fourteen papers presented during the Conference. Major issues discussed include selection and training of trainers, development of training material and formulation of syllabus, evaluation of training programmes and effective functioning of training institutions. Organisational problems in training of trainers in the government are examined. It is emphasised that the institution has the key responsibility of not only to retain the trainer but continuously provide him with opportunities for training.

8.12

COUGER J. DANIEL Expanding the Trainer's Role in Data
Processing Organisations

Training and Development Journal Madison, Wis
(USA) 28(7) July 1974 pp.22-25

In the context of philosophy of training, a trainer's enlarged role is considered as an internal educator, a facilitator and a consultant. He has not only to formalise each program but prepare training budgets. He has to design training for the Information analysts, Data communications specialists and Data base administrators.

8.13

CURRY THEODORE H. Why Not Use Your Line Managers as Management Consultant?

Training and Development Journal Madison, Wis
(USA) 31(11) November 1977 pp.43-47

The training of line-management personnel as trainers specifically relates to training of middle-level managers as trainers for first line supervisors. Such programs will also prove useful for higher levels of management. Benefits appear when high level managers serve as trainers for middle level managers. The use of senior management personnel as trainers in such programs will indicate the commitment of the organisation to training.

8.14

DALVI G.R. Should Training Managers be Academicians

I.S.T.D. Review Delhi
(India) 3(3) 1973 pp.5-7

It is argued that neither pure academicians nor pure practitioners can be effective trainers or training managers. A suitable blend of both, the academic and the practical approach is required. What proportion of each component should be in the blend will depend on the levels of those being trained and the conceptual and technical content required in the training programmes.

8.15

DONALDSON LES & SCANNELL EDWARD **Human Resource Development: The New Trainers Guide**

Addison-Wesley Reading, Ma.
(USA) 1977 pp.151

The book describes writing training proposals, designing effective programs and later conducting them. It blends learning theory with practical applications. All material is presented in a basic training format suitable for the new trainer as a guide to increased effectiveness and more productive training sessions. The book covers different facets of the training process keeping in view the central role of the trainer.

8.16

DYER WILLIAM G.
(ed)

**Modern Training and Method in
Group Training**

Van Nostrand Reinhold Co.

New York

(USA)

1972

pp.218

This book contains thirteen readings aimed at the prospective and practising laboratory group trainer. The first section of the book presents some insights into the personality demands that the group training experience makes of the trainer. Another section deals with the theory and method of trainer interventions, giving accounts of the actual operation of a training group from the trainer's viewpoint. The last section of the book contains arguments relating to some of the ethical issues involved in group training. The book underlines the dilemma accompanying the role of a potential and practising group trainer who is concerned with the operation of training groups.

8.17

DEPT. OF
EMPLOYMENT &
PRODUCTIVITY

**The Training and Use of Operators
as Instructors**

H.M.S.O.

London

(UK)

1969

pp.81

After a review of existing methods in Great Britain for training full-time instructors, a study was made of the job training using experienced workers as part-time instructors. The role of managers in helping such programmes is discussed, together with training objectives, training techniques, selection of trainees, and other aspects of organisation and administration.

8.18

ENGELBERT
ERNEST A.

**Guidelines and Standard for the Education
and Training of Public Manager**

**International Review of Administrative
Sciences**

Brussels

(Belgium)

XLI(3)

1975

pp.233-238

A matrix of professional competencies of Graduates of Public Affairs/Public Administration programmes is developed. The matrix is composed of two major parts: Part I, Subject Matter Area, and Part II, Programme Specialisation. Part I calls for the development of public

8.22

HAGUE HAWDON

The Action Teaching Catalyst

Management Today

London

(UK)

November 1977

pp.111-112

The 'action teacher', or catalyst, works at an organisation level, although he is often working through individuals. Part of the catalysts role at a general level is to conduct some events which demonstrate the self-development philosophy, and also how adults learn and can be helped to learn. Self-development on the job is now becoming widely accepted as the most effective way in management training. There is considerable need for someone to get the self-development started, to help it along, and to stop it coming to a halt. A trainer as an action teaching catalyst has thus a crucial role.

8.23

JORZ JOANNE J.
& RICHARDS
LOUISE M.

A Curriculum Plan to Develop Training Professionals

Training and Development Journal

Madison, Wis

(USA)

31(10)

October 1977

pp.22-25

The curriculum plan outlines tasks, competencies, terminal objectives and suggested learning strategies and content in a series of modules for each of five roles for a trainer; career counsellor, consultant, learning specialist, program manager, and training administrator. The potential benefits for trainers from increased proficiency are: increased effectiveness, greater creditability and increased interaction with other parts of the organisation.

8.24

JUSTIS ROBERT T.
KEDIA B.L. &
STEPHENS DAVID B.

The Effect of Position Power and Perceived Task Competence on Trainer Effectiveness: A Partial Utilization of Fielders Contingency Model of Leadership

Personnel Psychology

Durham, N.C.

(USA)

31(1)

Spring 1978

pp.83-93

The authors examine the three classifications of position power: (1) high position power, (2) moderate position power, and (3) low position power. Two conditions of perceived task competence are also investigated. In the context of the place and role of a trainer, these include

(1) high competence trainer behaviour and (2) low competence trainer behavior. These alternatives have influence on trainer effectiveness. It is argued that this situation can be improved, wherever possible, through training the trainer.

8.25

KHANDWALA S. & KAUL O.P. Where Does a Training Manager Derive His Authority From?

I.S.T.D. Review Delhi
(India) 3(3) 1973 pp.14-17

It is explained that when a training function is well placed in the organisational chart with clearly defined roles and management support, the trainer and the training manager gain professional image and develop confidence as well as competence. However, in the environmental constraints in which several training departments function in India, the trainer has to accept lack of structural authority. The only way out for trainers is to build their personal effectiveness, competence, influence, and concomitant personal authority.

8.26

KOZOLL CHARLES E. Finding the Trainer Among You

Training and Development Journal Madison, Wis.
(USA) 29(7) July 1975 pp.12-15

There are various ways of identifying trainers in every organisation. Four functions to be performed in support of the training role are listed: (i) trainer as non-threatening observer, (ii) trainer as keen problem spotter, (iii) trainer as judge of character, and (iv) trainer as a model to copy. Some supporting characteristics are noted, empathy, honesty, patience, pace, purpose, ability to listen, prestige, and respect for experience. Some further questions to establish the selection are outlined.

8.27

LAIRD DUGAN **Approaches to Training and Development**

Addison-Wesley Reading, Mass.
(USA) 1978 pp.303

A comprehensive text covers a wide range of training issues, e.g. functions of the training and development department, the organisational and reporting relationship

of the training function and finding needs and responding to them. The trainers task for needs analysis, prioritising training needs and evaluation are analysed. The trainers role in budgeting training, measuring training results and evaluating effectiveness of training function is emphasised.

8.28

LEWIS P.

Relations Between Trainers and Line Management:
A Behavioural Science Approach

Industrial Relations Journal London
(UK) 3(2) 1972 pp.35-42

A research project to measure the attitudes of line and training management, firstly towards each other in selected training matters and secondly towards training responsibility is described. It is explained that 'poor' relationships and confusion over responsibility roles may come about partly because of difference in training objectives or because of differences in perception and/or interpretation of training objectives. Some factors which influence the nature of the trainer's roles are examined.

8.29

LONG BARRIE

Training: A Licence to What?

Industrial Training International Bradford
(UK) 5(2) December 1970 pp.480-483

The article asserts that most British industrial trainers are poorly qualified. It is contended that management should be made basically responsible for preparing and developing effective trainers who will serve the best interest of employees as well as organisations. Untrained trainers can only provide training which will be professionally inadequate and unsatisfactory.

8.30

LUTHANS F. &
LYMAN D.

Training Supervisors to Use Organisational
Behavior Modification

Personnel New York
(USA) 50(5) 1973 pp.38-44

The authors refer to the use of principles of operant psychology/behavior modification in analysing and solving human performance problems. This view contingency strategy is called by the authors - Organisational Behavior Modification. Some important steps in designing such a training programme are described - identifying behavioral events, measuring frequencies of behavior and its functional analysis, developing intervention strategies, converting to positive reinforcement and understanding the importance of being contingent. The advantages and the problems of implementing the scheme are surveyed.

8.31

MACKENZIE R.
ALEC

A Management Process Model for Training
and Development Directors

Training and Development Journal Madison, Wis.
(USA) 25(5) May 1971 pp.25-29

A training model for trainers is outlined with a set of objectives and rationale. The range of training applications include the selection and sequencing of subjects. It is suggested that the process model will facilitate the professionalizing of a trainer's job. There is an urgent need for trainers to follow a discreet planning process for determining the objectives of training at the organisation level, and as far as their own learning is concerned.

8.32

MALCOLM S.
KNOWLES

Gearing up for the Eighties

Training and Development Journal Madison, Wis.
(USA) 32(7) July 1978 pp.12-17

The conditions and requirements that trainers will face in the 80s are discussed. It is suggested that trainers need to get on top of the concept and theory of competency development and to incorporate this system of thought into their philosophy of training. We should reconceptualise the role of trainer away from that of prescriber,

transmitter and evaluator of learning, toward that of a facilitator and resource for self-directed learners. Further, there is need for more diversified and flexible delivery system for training programs.

8.33

MARGERISON C. Training Manager as an Internal Consultant

European Training Bradford
(UK) 1(2) 1972 pp.177-188

The article attempts to identify some of the critical issues concerning the role of a trainer considered as a training manager. After reappraising the trainer's role, the author discusses how far a training manager could be an internal consultant. Five major behaviours are identified within a training manager which he can adopt. This will depend upon whether he feels it desirable to be solution centred or problem centred.

8.34

NIAZ MOHD. ASLAM **Training Programmes for Various Categories of Civil Servants**

International Institute of Administration Sciences Brussels
(Belgium) 1970 pp.49

The paper, written on the basis of experience in developing countries, is intended to guide the trainers in developing and organising training programmes. The key areas covered include prerequisites for training programmes, training new entrants, in-service training programmes, in-service training programmes in specialised areas and evaluation of training. The conclusions refer to the need for proper training surveys, institution building and need for coordination.

8.35

NIGRO F.A. Trainer as a Strategist

Public Personnel Management Chicago
(USA) 3(3) 1974 pp.193-8

The task of developing and instituting successful training programs has at least three basic dimensions: isolation and analysis of the technical and socio-psychological conditions in an organisation which limit or block its capacity to attain the desired ends, the process the trainer goes through to select an appropriate strategy for

creating conditons under which he can make national decisions about training goals and means; and training program design, execution and evaluation. In respect of these aspects, the paper illustrates several situations that the trainer usually comes across and suggests some guidelines for action.

8.36

ODIORNE GEORGE S. Training Director - Personnel Manager:
Who is in Charge Here?

Training and Development Journal Madison, Wis.
(USA) 30(6) June 1976 pp.3-6

It is argued that training cannot belong to the personnel department in a subordinate role. At the same time trainers must learn some lessons. Being bureaucratic will not help since increasingly trainers have to face life-long learning and also learning how to learn. Trainers must continue to raise their sights to the levels of contribution they can hope and wish to make.

8.37

PRAHLAD C.K. Behavioural Sciences Contribution Towards
Developing Effective Trainers

I.S.T.D. Review Delhi
(India) I(3) 1971 pp.77-81

Training is analysed in terms of its content as well as a process. Understanding of behavioural sciences is necessary for the training function to be effective. In this context, the trainer becomes a change agent. The issues confronting the trainer as a change agent are summarised by the author. These are, the perception of roles in the organisation, goals in a changing system, models for change, credibility and legitimacy. Experience with trainers in India is described.

8.38

PINTO PATRICK R. What Do Training and Development
& WALKER JAMES W. Professionals Really Do?

Training and Development Journal Madison, Wis.
(USA) 32(7) July 1978 pp.58-62

It is argued that before professional development can take place, and even before a role model can be developed, it is important to know what trainers actually do, based on empirical analysis of their actual activities. A

preliminary model of training competencies in four categories has been developed - professional competencies, consulting competencies, program managing, developing and administering, and learning facilitating. Fourteen areas of activity were identified as representing roles which are occupied at various times during the worklife of the professional trainer. In practice, the model suggests a flow of stages through which trainers carry out their responsibilities. These stages surround a central core of professional self-development.

8.39

PRUTHI S.P.S. **Training Profession in India - Future Prospects**

I.S.T.D. Review

Delhi

(India)

I(3)

1971

pp.92-6

The author identifies five criteria on the basis of which one can judge whether training in India has attained professionalism. These are knowledge, application, social responsibility, self-control and community sanction. It is concluded that the prospects for training to attain professionalism in India are good. But there are a few blocks: approach towards training philosophy, inadequate use of techniques, lack of evaluation, and commitment by the top.

8.40

RAZIK TAHER A. **Systems Approach to Teacher Training and Curriculum Development: The Case of Developing Countries**

UNESCO

Paris

(France)

1972

pp.156

The author conceives an instructional system as an empirically developed set of learning experiences which are designed to achieve, with a given degree of reliability, a given outcome for a given class of learners. A model is proposed which can be used to prepare an effective teacher as an instructional manager, i.e. one who elicits appropriate changes in the behaviour of learners. The design of the model involves the use of instructional systems. A second part of the book discusses the implementation of the model in developing countries. There is a glossary of terms as an appendix.

8.41

RANDALL JOHN S. You and the Effective Trainer
(Part I (May 1978) pp.10-14,
Part II (June 1978) pp.10-12)

Training and Development Journal Madison, Wis.
(USA) 32(5,6) 1978

It is a 'train-the-trainer' series developed to aid the role of the instructor. The major issues discussed are establishing objectives, selecting participants, selecting a faculty, preparation of materials leading to an instruction preparation and planning checklist. The second part discusses the learning process and the trainer's role.

8.42

REDDIN W.J. Effective International Training

Training and Development Journal Madison, Wis.
(USA) 32(4) April 1978 pp.12-17

The author argues that as a trainer, resistance to change is always a barrier and overcoming it will be essential for any transfer of learning. Extent and continuity of contact are important and one-week seminars by visiting experts may have little value. Trainers should think of in-country organisation development projects especially in less-developed countries. Training leading to managerial effectiveness has to be consciously designed as the concept is different from apparent effectiveness.

8.43

REILLY WYN **Training Administration for Development**

Heinemann Educational Books London
(UK) 1979 pp.154

This is a handbook designed to assist the trainers in government who need a basic introduction to the fundamentals of training. As a text for training the trainers it provides a basis for a discussion of training issues. The need to identify trainers in government is stressed as a prerequisite for useful training.

8.44

SAIGAL J.P. Training of Organisational Effectiveness

I.S.T.D. Review

Delhi

(India) 2(3-4)

The purpose of training is organisational effectiveness. In order to be successful, the trainer has to draw on different sciences and different fields of knowledge - physical and financial resources, elements of management, application of systems, and the contribution of behavioral sciences. Further, the trainer has to be concerned with the totality of the organisational and not only with the present but also the future needs of the organisation.

8.45

SAXENA A.P. **Management Training for Trainers**

Training Division, Govt. of India

New Delhi

(India)

1970

pp.30

The emerging role of a trainer and the need for management training for trainers is outlined. Issues in structuring a programme, identifying training methods and training evaluation are discussed. It is explained that trainers, especially in government, are being made increasingly responsible for training in management, including application of management principle and techniques. It is therefore desirable that trainers are exposed to management training. The monograph provides an outline in this context.

8.46

SAXENA A.P. Training Managers

Economic Times

Delhi

(India)

Nov. 22, 1971

pp.12

A training programme must promote or attempt to promote a degree of attitudinal shift in a trainee. This will apply equally to different training programmes - whether concept-based or technique-based or both. From this viewpoint the author surveys the Indian training scene, highlighted by increasing number of programmes - both in diverse subject areas and quantity. The deficiencies and prospects of training are pointed out in the specific context of training of trainers.

8.50

SNYDER JOHN T. **Trainer Actualization through Accountability**
Training and Development Journal Madison, Wis.
(USA) 29(6) June 1975 pp.34-37

The trainer is conceived as a change agent who has organisation growth at his disposal. If a trainer can perceive his accountability, he can exercise influence on values. By studying organisation structure, job design, career planning, the trainer should attempt human resource accounting. A trainer can then reach the consultant phase - the highest level in the hierarchy of training possibilities.

8.51

TAIT WALTER J. **Training the Trainer in Asian & Western Pacific Countries**
Training and Development Journal Madison, Wis.
(USA) 26(10) October 1972 pp.44-47

This is a report of train-the-trainer series of programmes organised in several Asian/West Pacific countries. It is reported that there were wide differences in training knowledge and sophistication among the trainer participants. The most popular subjects were determining training needs, designing training programmes, evaluation, latest training techniques and how to train trainers. The author suggests that on the whole the programmes had a positive learning outcome.

8.52

THIAGARAJAN K.M. **Training for Development-Objectives, Role of Trainers and Consultants**
I.S.T.D. Review Delhi
(India) 2(3-4) 1972 pp.20-3

The trainer, in order to be effective, and the training function, if it has to contribute to organisational effectiveness, must set goals in terms that are readily understood by top and line management. These goals must be concrete and measurable. The author proposes an action plan for such a purpose; selling the idea, identifying criteria for success, evaluating the success of efforts and communicating. In this background the role of a trainer can be perceived more precisely.

8.53

TYAGI A.R.

Training the Trainers

**Journal of the National Academy
of Administration**

Mussoorie

(India) 16(1)

pp.117-22

The author argues that civil service training ought to be concerned mainly as applied education in the application of the principles and techniques of social sciences in order to develop the human potential of the trainees. The trainers responsible for such training will need to be aware and there is need to evolve the scheme of their training. It is suggested that training of trainers programmes should include methods of training, psychology of individual differences, psychology of learning and adult education, social psychology, human relations and human motivation, tests and measurements, evaluation of training programmes and visual aids.

8.54

U.S. CIVIL
SERVICE
COMMISSION

**Making Effective Use of Long-term Training -
A Guide for Managers, Supervisors, Personnel
& Training Officers**

Bureau of Training, Training Assistance
Division

Washington, D.C.

(USA)

1973

pp.27

It is a concise guide to assist government department managers, supervisors and training personnel in planning for and using long-term training opportunities authorised under the Government Employee Training Act. The role of in-house trainers is stressed in making use of the available training facilities. The trainers therefore have to be trained keeping the long term objectives in view.

8.55

VERI CLIVE C. &
VONDER HARR T.A.

Training the Trainer

Missouri University

St. Louis

(USA)

1970

pp.127

The book provides guidelines for the application of psychological theory (including principles of learning, motivation and reinforcement) in training for task analysis, formation of learning objectives, selection of appropriate training techniques and audio-visual aids. The importance of supporting learning climate and clear

communication is emphasised. The steps involved in planning, execution and program evaluation are identified and observation of on-the-job performance and use of feedback for redesigning training is explained.

8.56

WHITE V.J.

The Continuing Development of People
at Work

Public Administration

Sydney

(Australia) XXXI(3) 1972

pp.268-277

The difference between training and education are brought out in such a way as to promote training as an equal partner with education in the development of people at work. A strategy based on eight propositions is outlined which emphasises that training specialists are indispensable for the improvement of quality of training. Management holds trainers accountable for achieving certain objectives and trainers need to be able to tell management in as precise terms as possible the extent to which these objectives are achieved. This is important because a lot of training effort in public service occurs under the heading of management development.