

TRAINING THE TRAINER

Objective:

The main objective of Training the Trainer is:-

- a) One's own goals should support the goals of the organization.
- b) Self confidence building
- c) Awareness of environment
- d) Organizational skills

Context:

Train-the-Trainer is a framework for training potential instructors or subject matter experts to enable them to train other people in their organisations. The expected outcome is that attendees learn the new knowledge or skill, and they will instruct further batches of people in the organisation.

Practice:

In Malla Reddy Engineering College(A) we follow the following methodologies in order to train the trainers in an efficient way.

After the planning has been done all the preparation is taken care. We know our training needs, we've set goals, management is behind us, we promoted our training schedule, and prepared materials, space, and people. Here are some specific tips and techniques which we follow to help the trainees in order to run an effective training session that accomplishes the goals in an enjoyable and engaging way for everyone involved.

Here are the proven techniques to conduct a successful training session:

- We tell trainees what we're going to cover. Introduce the session with a brief overview of the training subject's main points.
- We tell them the information. In the main portion of the session, explain key points, go over policies, demonstrate procedures, and relate any other information trainees need to know.
- Concluding with a summary of the opening overview. Use repetition to help trainees grasp and retain information.
- Always we explain what trainees are going to see before we show a multimedia portion. This practice creates a better learning environment by guiding trainees to know what to look for and what to remember. Explaining the purpose of the multimedia ensures an effective reception for its information.
- Using as much hands-on training as possible. The most effective training uses all the senses to affect learning. Demonstrating and applying teaching points to create greater understanding and knowledge of the subject.
- Test frequently. Tests are most effective when trainees know they will be quizzed, because they'll pay close attention to the material. Testing is an objective way to determine whether training achieved its goals.

- Analyzing the session as we go. Always be on the lookout for what works best. When we discover a new technique or method that clicks with the group, we note it on our training materials so it can be incorporated into the training outline to be used in future sessions.
- We put yourself in their shoes—or seats. Give frequent breaks, especially for half-day or all-day sessions.
- Solicit feedback on the training session. Critiques work best when they are written and anonymous, unless a trainee volunteers to discuss his or her thoughts in person. Trainee input is vital for making the next session—and the overall training program—more effective.

Evidence of Success:

It is important because when trainers create training programs to the trainers then they will be able to match the organization goals, new employees imbibe the work culture and become more engaged with the organization.

Whether the organization is well-established or a brand new startup, one thing you cannot afford to ignore is providing the employees with the best possible training you can. After all, it's the scaffold that will help the institute grow and remain competitive.

However, it's not necessarily easy to set up: each institute is unique, and there is no one-size-fits-all training solution out there. You need to create a learning and development program that addresses the training challenges your organization and employees face. One that will help you remain at the top of the game and flexible enough to change as the organization evolves.

Problems Encountered and Resources Needed:

The challenges of training and development in an organization are fairly similar wherever you go, especially when you are establishing your training program, and can be parsed down into a few key considerations.

The first of the most common issues in training and development is pretty obvious – what exactly should your program be comprised of? A big problem some Learning and Development team face is a portfolio of courses that is too big, too unwieldy, out of date, repetitive or just plain useless.

Another one of the challenges in training and development is the sometimes fraught issue of who exactly delivers the learning and development. Do you rely on internal knowledge and expertise, which has the advantages of being fully under the organization's control? Or should you opt for external trainers, who will bring their own experience, skills and new concepts, but who can be a costly learning asset?

The key to this issue is tied up with our first question. It really does depend on the nature or the training requirements. There will be times that will be much better off deploying an internal asset – for example when delivering induction training – but sometimes, bringing in external trainers is actually more cost effective. This is particularly the case when we consider the next of our problems associated with training and development.

Decision and professional endeavours of the new employees will henceforth be aligned with the organization goals as well.

Allied with the above, the exit process of course delivery is the last of the training challenges that talent development might face. Just as software have life cycles, so do training courses. Ensuring course completion is vital. Without it, how can you ensure that the learning objectives were achieved? With eLearning, it's easy to monitor individual completion and achievement rates. Indeed, most eLearning platforms have monitoring and reporting tools to help with this task.

It's also important, however, to get feedback on the course, and, crucially, to be seen acting on what has been told. This way, you are more likely to keep trainees engaged. In turn, they'll feel more like stakeholders in their own development, and you get insights into what worked well and what wasn't quite as good in your eLearning offering. From that, you can then feed this into your course development cycle, ensuring that your content remains up to date and relevant.

You may want to embed the feedback into the course ending, so that the employee, by providing a response, then achieves course completion. This way, you solve two challenges in learning and development in one go.

Overcoming Training Challenges

These are the main training challenges in organizations, but as we can see, they're all easily surmountable. **The keys are consistency, logic, and flexibility, as well as an ability to consider the Learning and Development process holistically** – and to include the employees in the process. It may be said that the trainees themselves are one of the challenges faced by trainers, but don't view them like that: In fact, they're often the solution!

Skill Development Training

Objective:

Skill development is the process of

- a) Identifying the skill gaps
- b) Developing and honing these skills

It is very important that ones own skills determine the ability to create the plans with success. The best and simple example of skill development for a carpenter is his/her tools.

Context:

Skill Development Courses – Many institutions are engaged in highly specialized academic and industry training programs to promote skills among its students and youth, with a greater emphasis on the improvement of employment opportunities and research activities.

Skill-based learning is about planning, implementing and analysing skills gained through knowledge-based learning method. Students are motivated to think logically, analyse concepts and apply their insights.

In another words “ A skill is an ability to perform an activity in an competent manner.”

Skills can be classified into 3 main types:-

- a) Transferrable / Functional
- b) Personal Traits / Attitudes
- c) Knowledge based

In Mallareddy Engineering College(A), we concentrate on the above 3 types of skills.

Transferrable / Functional	These are the actions taken to perform a task, transferrable to different work functions and industries. These are based on ability and aptitude.
Personal Traits / Attitudes	Traits or personality characteristics that contribute to performing work. Developed in childhood and through life experience.
Knowledge based	Knowledge of specific subjects, procedures and information necessary to perform particular tasks. Acquired through education, training and on-the-job experience.

Practice:

In Mallareddy Engineering College(A) we induce the these methods in the faculty and as well as the students:

- **Communication.** A huge part of teaching is communicating information. ...

- **Patience.** People learn at all different rates. ...
- **Creativity.** ...
- Enthusiasm. ...
- Confidence. ...
- Dedication. ...
- **Conflict resolution.** ...
- Organisation.

Along with the above factors which are mentioned above we stress more on the students to inculcate the following factors to make them employable:

- Critical thinking and problem-solving.
- Collaboration across networks and leading by influence.
- Agility and adaptability.
- Initiative and entrepreneurialism.
- Effective oral and written communication.
- Accessing and analyzing information.
- Curiosity and imagination.

We insist our faculty members to undergo various trainings / workshops / FDP's / seminars / webinars in order to acquire knowledge in an efficient and positive way and to impart the same to our students.

The management of Mallareddy Engineering College(A) encouraged many faculty members of various departments to undergo technical training and to educate and as well as prepare the students for the future competition.

Some of the examples of such trainings are:-

- a) CISCO
- b) RedHat Linux
- c) Lab view

After completion of these trainings by our faculty members they imparted the acquired knowledge to our students.

Evidence of Success:

The system has proved significant improvement in the teacher-student relationship. This system has helped in identifying slow learners and advanced learners. Based on the requirement deduced through a careful examination of each mentor's report, the college has organized several skill development classes in the identified topics.

Problems Encountered and Resources Needed:

The **challenges** faced in **skill development** have been discussed below: Insufficient capacity: Current infrastructure facilities available in the educational institutions are inadequate

considering the huge demand for **skilled** labour. There are not many trained and highly **skilled** trainers available.

As structural and technological shifts transform the educational organizations and the nature of work, new entrants to the institutions will have to be skilled and made employable.

There are a variety of skill development models – government-funded programmes that fully or partially subsidize training/apprenticeships, market-led trainings (where trainees pay for the course), market-led apprenticeships and industry-led/on-the-job training. We also work closely with the government policies to implement government grant-based vocational training programmes, where infrastructure is set up by private providers and training costs are subsidized.

Collaboration with industry has been fundamental to ensure the relevance and quality of skills training and for building the institutional structures required to achieve the desired outcomes.