الفصل السادس عشر
Training & Trainer

    📖   Training Definition.

    📖   Major Causes of Performance Problems..

    📖   Model of Training Stages.

    📖   Training Needs.

    📖   Job Instruction Training Process.

    📖   Costs & Benefits of Training.

    📖   Training Evaluation.

    📖   Training and Development.

    📖   The Trainer.

    📖   Trainer's Competences.

    📖   Professional Trainer's Roles.

Training & Trainer

Training Definition:

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of **vocational** or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at **technical colleges and polytechnics**. In addition to the basic training required for a trade, **occupation** or **profession**, observers of the labor-market [who?] recognize **today** the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout **working life**. People within many professions and occupations may refer to this sort of training as **professional development**.

Training can be defined either narrowly or broadly. In a limited **sence**, training provides an employee with specific and immediately usable skills. In a broad sence, training provides general information used to develop knowledge for future long-term application. In a limited sence, the employee

explores job related skills when he or she is trained; whereas developing knowledge denotes a broader scope. To illustrate, a person can receive training to improve skills on a new word-processing machine, whereas development can come from a manager's experience leading to successful judgment of business conditions.

Some commentators use a similar term for workplace learning to improve performance: **training and development.** One can generally categorize such training as *on-the-job* or *off-the-job*:

- On-the-job training takes place in a normal working situation, using the actual **tools**, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work.

- Off-the-job training takes place away from normal work situations - implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas.

Training differs from **exercise** in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's **capability, capacity**, and **performance**.

Major Causes of Performance Problems:

- **Knowledge or Skills** - The employee does not know how to perform the process correctly - lack of skills, knowledge, or abilities.

- **Process** - The problem is not employee related, but is caused by working conditions, bad processes, etc, etc.

- **Resources** - Lack of resources or technology .

- **Motivation or Culture** - The employee knows how to perform, but does so incorrectly.

The Performance Analysis Quadrant (PAQ) is a tool to help in the identification. By asking two questions, "Does the employee have adequate job knowledge?" and "does the employee have the proper attitude (desire) to perform the job?" and assigning a numerical rating between 1 and 10 for each answer, will place the employee in 1 of 4 the performance quadrants:

10 High	**A** **Motivation**	**B** **Resource / Environment**
Does the Employee have adequate job knowledge? 1 Low	**C** **Selection**	**D** **Training**
	1 Low	10 High

Does the employee have the proper
attitude (desire) to perform the job?

1- Quadrant A (Motivation): If the employee has sufficient job knowledge but has an improper attitude, this may be classed as motivational problem. The consequences (rewards) of the person's behavior will have to be adjusted. This is not always badÖthe employee just might not realize the consequence of his or her actions.

2- Quadrant B (Resource / Process / Environment): If the employee has both job knowledge and a favorable attitude, but performance is unsatisfactory, then the problem may be out of control of the employee. i.e. lack of resources or time, task needs process improvement, the work station is not ergonomically designed, etc.

3- Quadrant C (Selection): If the employee lacks both job knowledge and a favorable attitude, that person may be improperly placed in the position. This may imply a problem with employee selection or promotion, and suggest that a transfer or discharge be considered.

4- Quadrant D (Training): If the employee desires to perform, but lacks the requisite job knowledge or skills, then additional training may be the answer.
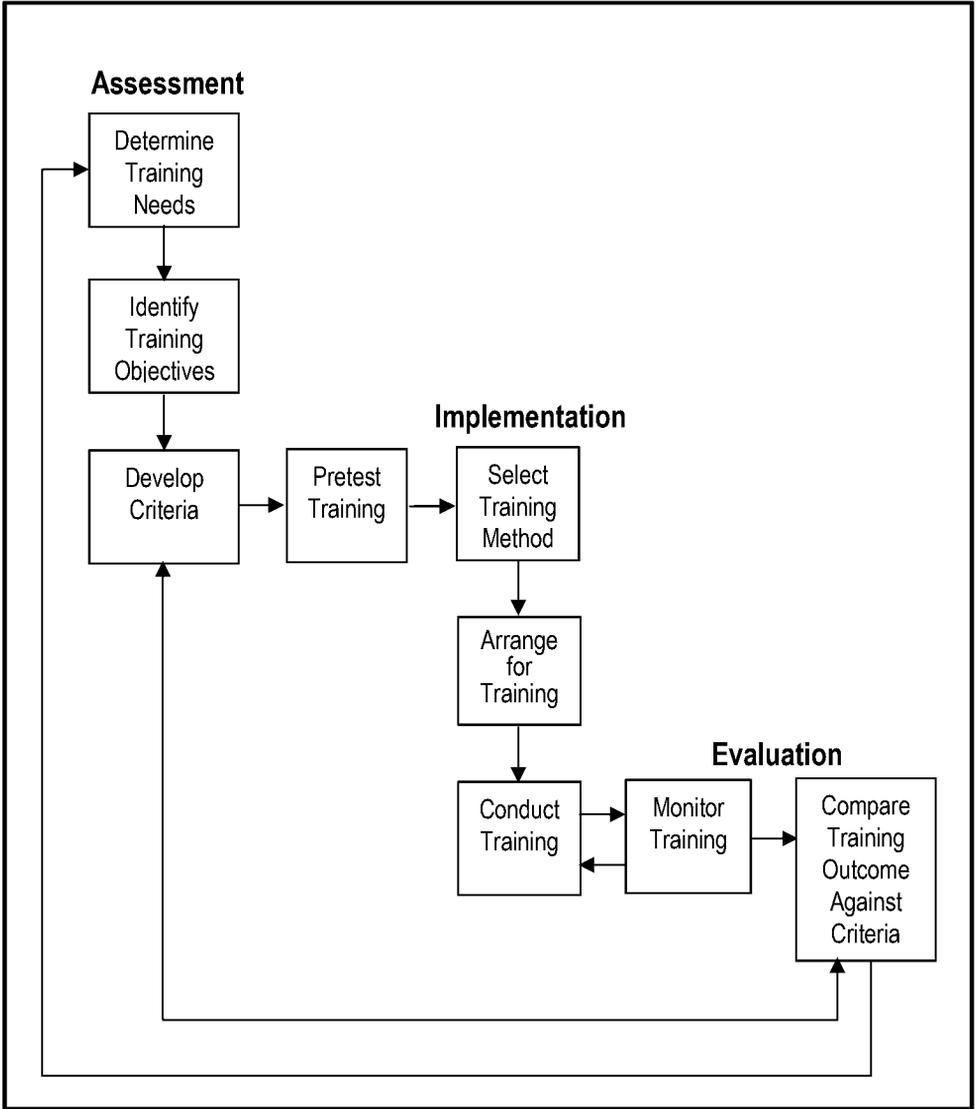
Model of training stages:

Assessment

```
Determine
Training
Needs
     │
     ▼
Identify
Training
Objectives
     │
     ▼
Develop  →  Pretest  →  Select
Criteria     Training     Training
                          Method
```

Implementation

```
Arrange
for
Training
   │
   ▼
Conduct  →  Monitor  →  Compare
Training     Training     Training
                          Outcome
                          Against
                          Criteria
```

Evaluation

Figure (1)

Model of Training Stages

Training Needs:

1- Analysis

The Job	The Person
Job Analysis and Job Description	Ability and Motivation

2- Performance

Performance Standards	Job Performance Level

3- Appraisal

Comparison and Performance Appraisal

Identify Area of Weakness

4- Training

Pick Training Methods / Programs Specifically Aimed at Weak Area

Consider Measurement Methods, Cost, Time Frame

Conduct Training Activities

Figure (2)
Using Job Performance to Analyze Training Needs

Jobs Instruction Training Process:

1- Prepare The Trainee	2- Present The Information	3- Try Out
a. Put them at ease b. Find out what they know c. Get them interested	a. Tell, show, question b. One point at a time c. Get them interested d. Make sure they know	a. Have them do the job b. Ask questions c. Observe and correct d. Make sure they know it

4- Follow-up

a. Put them on their own
b. Check frequently
c. Taper-off close follow - up as person gets better

Figure (3)
Job Instruction Training Process

Costs & Benefits of Training:

Costs	Benefits
1- Trainer's salary	1- Increase in production
2- Materials for training	2- Reduction in errors
3- Living expenses for trainer and trainees	3- Reduction in turnover
	4- Less supervision necessary
4- Cost of facilities	5- Ability to advance
5- Equipment	6- New skills lead to ability to do more jobs
6- Transportation	
7- Trance's salary	7- Attitude changes
8- Lost production (opportunity cost)	8- Increase loyalty
9- Preparation time	9- Increase creativity

Figure (4)

Costs & Benefits of Training

Training Evaluation:

Training can be evaluated at four levels, as shown in the following figure:

1-	**Reaction:**	How well did the trainees like the training?
2-	**Learning:**	To what extent did the trainees learn the facts, principles, and approaches that were included in the training?
3-	**Behavior:**	To what extent did their job behavior change because of the program?
4-	**Results:**	What final results were achieved (reduction in cost, reduction in turnover, improvement in production, etc.)?

Figure (5)

Levels of Training Evaluation

Training and Development [*]

Training and Development are a pair of words where either may be used to imply the same thing. I would like to introduce this distinction though:

- Training is used to fit people to the job they were employed to do, and concerns itself with inputs to the job.
- Development is given to people to prepare them for their next role, usually a managerial one, and may be more focused on outputs of that future role.

Some large organizations also include provision for personal development - that is, development from which the company does not directly benefit but from which the individual does. Such imposed philanthropy may have a place in creating a motivational environment, but all too often the 'take this, it's good for you' imperative has people scratching around for personal development ideas that are not readily come by. I will therefore restrict this article to the essential training and development that every business needs to provide in order to prosper.

One last comment about definitions: Training is not Education. Education is the expansion of knowledge, Training is the acquisition of new or improved abilities and skills which may involve some education. The implication of this is that most 'training' courses are in reality education courses, and

---

(*)   Source: Mike Shea (2005).

whilst they may have much useable content the course attendee always faces a re-entry problem. From Day One of the employee's return, the demands of the workplace start to drive the new knowledge into the background where it wastes away. The extent of the attrition of education-only as opposed to training content is noteworthy, as can be seen from the following table:

Method	Amount remembered after	
	3 weeks	3 months
Knowledge only (Education)	70%	10%
Knowledge and demonstration (Education)	72%	32%
Knowledge, demonstration and practical (Training and education)	85%	65%

For most companies, the best training is carried out in the workplace - as long as the training infrastructure is right.

Training Infrastructure:

There are three key elements:

- Instructors who can do the job and who have been trained how to instruct.
- Job description and job analysis.
- A written Training Programme for the job.

Instructors should be capable of carrying out the Job Analysis and constructing the Training Programme. They need to be able to recognise when the trainee is or is not understanding the training, assess what the block is and remove it. Their delivery of the training should be properly paced, adequate time allowed for it and wherever possible an optimum location found. The trainee should know what they are about to be trained in and its importance to the company.

Job analysis is crucial. A carefully-researched analysis will capture information about:

- The key stages of the tasks.
- A breakdown of the activities in each Key Stage.
- Key points about each activity- the knacks and tricks that help get the task done efficiently, as well as statements of acceptable quality standards.
- Safety issues, if there are any, about each activity - what not to do, what things to be especially careful about.

If the complexity of the job is not high and therefore the job is learned quite quickly, it may be possible to train directly from the Job Analysis. For more complex and long term training that may involve more than one task and even more than one person as instructor, a Training Programme is necessary to schedule the training in the most appropriate way. It will add to the Job Analysis 4the best sequence of events for the training, which

may be at odds with the actual sequence on the job. It will also add timings and names of instructors.

This systematic approach to training plays and important part in the company's overall Vision, Mission and Strategy. Consistency of training will ensure best practices are observed throughout, quality standards are maintained and employees feel properly equipped to do what is expected of them.

Developing Staff:

If a business that is not dependent upon the owner is worth approximately double that of one where the owner is part of the workforce, then it makes sense for all owners to be developing someone to succeed them as quickly as possible. Alternatively it may make sense to be developing an employee for their first supervisory role, or a manager for promotion to director and so on.

A good starting point is to identify all of the competencies that the future position would require, such as communication skills, people management skills, organizational skills.

By comparing the understudy's competencies with what would be required in future, gaps can be identified and a strategy to close them devised. A number of methodologies then present themselves:

- External courses followed by structured use of the acquired knowledge back in the company.

- Reading, tapes and other forms of self-development.

- On the job coaching by the owner or other mentor.

- Shadowing - having the understudy follow the role model around observing what they have to do and how they do it.

- Experiential learning - letting the understudy perform parts of the role under supervision.

Underpinning all of these methodologies is the monthly or more frequent one to one meetings between manager and subordinate at which the progress of the development can be reviewed and next steps planned in.

But Note: bear in mind the earlier information about retention of knowledge, and ensure that newly acquired knowledge is given an opportunity to be applied as soon as possible, or at the very least discussed.

In Summary:

- Training is about enabling people to do the job they were hired to do.

- Training is the acquisition of skills and abilities.

- Education is about acquiring knowledge.

- New knowledge is quickly lost if not put to practical use immediately.

- Training is most effective when carried out by trained instructors using job analysis.

- Development is usually about preparing someone for a future position.

- Development can be focused by addressing competency gaps.
- A range of methodologies can be used to develop staff.
- Development progress should be an item on the monthly one to one meeting agenda.

The Trainer *:

The Life Skills Coach Trainer will, in addition to being a "master" coach, be constantly striving to become the "intentional person" (Ivey), the "effectively living", the "whole" person (Carkhuff), and the "self-actualized" person (Maslow). The trainer will be committed to a continual pursuit of personal growth - knowing that he must develop his ability to act out and role model the desireable behaviors that he hopes to help others achieve.

The trainer must function consistently at a level higher than the coach trainees. Otherwise, the latter will suffer by making little or no progress, or, in extreme cases, by actually regressing to the level of an incompetent trainer.

University, has conferred a stamp of approval usually a degree. Functional professionals, on the other hand, are those who exhibit and use the skills demanded of the profession.

(*)   Source: Brian Chudy (2008).

Gerard Egan (1975) paints a vivid word "portrait" of the ideal Trainer/Helper and also of what is minimally necessary to function competently in this demanding profession.

Ideally, the trainer will be a "credentialed" and "functional" professional (Carkhuff, 1971). Credentialed professionals are those who have evidence which indicates that they have successfully completed a variety of training programs, and upon whom the sponsoring agency, most often a it is conceivable that a qualified trainer might not be adequately "credentialed". Under no circumstances is it acceptable for a trainer to be less than a "functional" professional.

The "functional" professional will base his performance largely on a coherent and comprehensive theoretical understanding of "Andragogy" - the art and science of helping adults learn (Knowles, 1970); he will know how this differs from "pedagogy" - the art and science of teaching others.

Malcolm Knowles (1976) provides the following succinct check list of indicators to help trainers assess to what extent they are truly professional. It would be helpful for institutions to also ask that their trainers' performance be based on the same criteria, namely:

Assumptions that:

- learners are capable of self-directed development;
- training is a process of self-development through collaborative inquiry;
- the role of the trainer is that of a facilitator and resource to self-directed learners.

Beliefs that:

- adults want to improve themselves;
- learning is enhanced when stimulated by intrinsic motivation.

Criteria that:

- places great emphasis on establishing a climate conducive to learning (a climate of warmth, mutual respect, caring, trust, informality);
- engage the learners in diagnosing their own needs for learning (assessing the gaps between where they are now, where they want to be, and how to get there);
- engage learners in formulating goals that are meaningful to them;
- develop a sequence of learning experiences that take into account both group similarities and individual differences, with the organizing principle being "learning projects";
- select techniques and materials that engage learners in an active process of self-directed inquiry;
- engage learners in a mutual process of evaluation based on performance criteria.

The minimum role of a trainer is concerned with designing, developing, conducting and evaluating learning experiences. To do this, the trainer must have the ability to:

- organize;
- revise training on the basis of feedback;
- select appropriate instructional methodologies;
- write clearly and concisely;
- interpret feedback results;
- interface with subject matter experts;
- organize cognitive content of training;
- adapt/revise existing lesson plans;
- develop appropriate evaluation plans;
- apply appropriate learning and motivation theories;
- formulate behavioural learning objectives based on identified learning needs;
- select/develop appropriate audio-visual materials and devices;
- conduct classroom training;
- develop performance measures based on behavioural learning objectives;
- sequence behavioural learning objectives.

What is outlined above will usually suffice in a training organization which can provide the necessary support and consulting services to ensure an

effective program. When these services are not available, trainers might have to call up additional skills to carry out their responsibilities effectively.

Therefore, additional trainer role functions might be concerned with arranging, coordinating, and maintaining support services; planning, controlling, and directing; consulting and conducting research projects for his own training commitments, for other client groups, and for other staff. To do this, the trainer must also have the ability to:

- apply systematic managerial approaches to problem solving;
- co-ordinate routine activities and compile information;
- conduct recruiting and selection procedures for training participants;
- administer staff training and development programs;
- determine, locate, and procure learning materials and equipment;
- write narrative reports and course descriptions;
- establish training schedules and resolve scheduling conflicts;
- select, administer, score, and interpret pertinent tests and apply basic statistical skills and techniques;
- measure indirect results of training based on "back-home" post training performance, to formulate and refine learning objectives;
- conduct interviews, surveys, and evaluate informal and formal feedback from trainees and agencies;
- prepare statistical reports of classroom training for internal and external reporting requirements.

No model or grouping of roles, skills, and functions such as that portrayed here, will serve as the definitive source of criteria for all purposes. There are too many variables in a real-life situation. What one major established "helping" agency requires of a trainer may be considerably different from the requirements of a remote field agency with few human and material resources. Management, because of budgetary and manpower restraints, might opt for an in-house capability in some of the role functions, and contract for services in others.

The criteria outlined above must therefore be examined and adapted accordingly, based on the unique needs of the training organization.

The Life Skills developmental model is not an abstraction. It is a challenging and growthful human model which serves human beings who use what they have learned. Prospective coach helpers must not only learn the necessary skills to help others effectively but also learn the methodology to train others in these skills.

What we have then is a training chain whereby the trainer trains the coach who trains the client. If the training effectiveness is not to be dissipated or diluted from generation to generation, and if it is to retain its reproductive integrity, then obviously, the first generation trainer must meet the highest possible standards. Anything less will jeopardize attainment of the final objectives, and be a disservice to those we claim to help.

Trainer's Competencies:

1- Adult Learning Understanding.

2- Career Development Knowledge.

3- Competency Identification Skill.

4- Computer Competence.

5- Cost - Benefit Analysis Skill.

6- Counseling Skill.

7- Data Reduction Skill.

8- Delegation Skill.

9- Feedback Skill.

10- Facilities Skill.

11- Futuring Skill

12- Group Process Skill.

13- Industry Understanding.

14- intellectual Versatility.

15- Library Skill.

16- Model Building Skill.

17- Negotiation Skill.

18- Objective Preparation Skill.

19- Organization Behavior Understanding.

20- Organization Understanding.

21- Performance Observation Skill.

22- Personnel/HR Understanding.

23- Presentation Skill.

24- Questioning Skill.

25- Records Management Skill.

26- Relationship Versatility.

27- Research Skill.

28- Training and Development Field Understanding.

29- Training and Development Techniques Understanding.

30- Writing Skill.

Professional Trainer's Roles:

1- Evaluator.

2- Group Facilitator.

3- Individual Development Councilor.

4- Instructional Writer.

5- Instructor.

6- Manager of Training and Development.

7- Marketer.

8- Media Specialist.

9- Program Administrator.

10- Program Designer.

11- Strategist.

12- Theoretician.

13- Transfer Agent

14- Task Analyst.

15- Needs Analyst.