

Impact of “Trainer” on Managerial Effectiveness

Abstract

If the objective of any training programme is to provide the trainees a 'Happy Training Experience', the process of achieving it is extremely important. But the process has poses plenty of challenges. The reason: Profile to Trainees-young, highly demanding, high career aspiration to climb the corporate ladder fast, application oriented and impatience-Demand on Trainees-to produce results in a short span, escalating target levels, peer pressure, superiors' expectations- and the Need to Attend Training Programmes-norm fulfillment, budget expending and execution of training calendar schedules.

Keywords: Training Programme, Managerial Effectiveness.

Introduction

Attending a Training Programme, in the present scenario is no longer a 'paid holiday'. The participants expect value for money. The challenge for a trainer is to focus more on the form of delivery without compromising the contents of a training programme. The process of a training programme demands a meticulous preparation/design and delivery of the programmes.

Aim of the Study

The article provides the trainers techniques to make a training programme a 'Happy Training Experience for the participants by reaching out to them. To help trainers to help trainees gain that experience the article has incorporated AIDA (Attention, Desire, Interest and Action) concept, Preparation, Presentation and Payoff matrix (PPP), Participants' Need Hierarchy and Three Style of Learners and the Intrapersonal and Interpersonal qualities/skills of trainers as well.

Reaching Out

There was a one day programme on 'Motivation'. One of the participants was taking treatment for back ache. It was extremely difficult for the participant to sit erect for an hour and tolerate the excruciating pain as well he requested the trainer to allow him to relax whenever he felt the pain. The trainer allowed him to do as he wished. But to every one's surprise the participant could sit through the entire programme, participate in activities and contribute to the discussion without even being aware of his back ache. The participant said when the programme was over, "Now I have understood that I can live not only a day but also my entire life without medicine". Definitely the trainer has reached out to the participant. [1] & [2] There is a '3 s factor' that decides the success or failure of a training programme.

They are:

1. Speaker
2. Subject
3. Participants

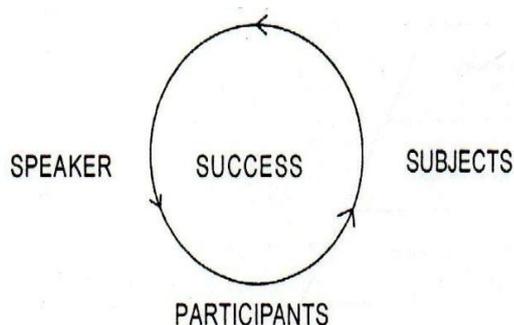
The participants decide the success or failure of a training programme. The difference between a good presentation and a great presentation is in the ability of a trainer to touch the participants. To reach out to the participant a trainer has to mature in the hierarchy to trainers. There are four types of trainers: [2] & [3]

1. A trainer who teaches
2. A trainer who explains
3. A trainer who demonstrates
4. A trainer who inspires

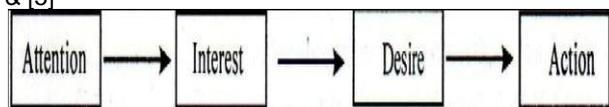


Ranjit Singh

Assistant Professor,
Deptt.of Management,
Chaudhary Charan Singh
University,
Meerut



A trainer, to inspire the participants into action has to employ AIDA concept. Though developed as a selling concept, it is profusely employed by highly seasoned trainers to reach out to their participants. AIDA concept talks about the involvement of trainee in the training programme. [4] & [5]



PPP Matrix: The trainer can also use the PPP matrix to understand what type of presenters they are.

		PPP	
Preparation	Lots	O.K. could do better	Perfect find New Adiences
	None	You not only look silly, you are	You are in the right direction. Keep going
		Seldom	Often
		Presenting	

Participant's Hierarchy of Needs

This is a modified version of the Needs Hierarchy of Abraham Maslow. Originally, Maslow's Hierarchy of Needs is for understanding of the employees to recognize and motivate them. The modified needs hierarchy helps a trainer identify the needs of the participants so that the trainer can take care of their needs to make programme a 'Happy Training Experience'. [6] & [7]

Physiological Needs

Participants, in today's context, look for comfort in the training hall. Any inconvenience/ disturbance will distract their attention. Though organizers of training programmes, thanks to technology, can provide the best luxury in the training hall and keep things in order it is the responsibility of the trainer to mind the needs of the trainees to train their minds. [8]

Safety Needs

The trainer must provide the participants adequate safety from intimidation either from the participants or from the trainer themselves. This is necessitated as any provocation dislodges the trainees and the trainer will miss the participation throughout the programme. There are possibilities for this to happen as the participants may not have great shock absorbers and high ambiguity tolerance. Though the issues cannot be generalized the participants may reach if their mental safety is questioned. It is like stirring the harness nest. The hell is let lose. Possibility is there because of super specialization. [9]

Social Needs

The trainer has to belong to the genre of the participants. The trainer must be able to build rapport at the early stages of the programme. Else the trainer may be easily branded as squares or at times triangles by the participants. Jargon used should be that of used by the younger generation.

Self Esteem

Needs Trainees expect that they must be treated as adults? If the treatment meted out by the trainers is not as per the standards and expectations of the participants, they will feel that their self esteem is at stake. So the trainer has to accommodate their views, consider their experience, provide time for the participants to share their war time (real life) stories. At the same time the trainer must know how not to allow the sessions to be monopolized by a few participants. [10]

Self Actualisation

What is in it for me (WIIFM)? Can the training programme help me over come my deficiencies, transform myself, achieve what I have been dreaming of and longing for? There must be a take home message for the participants. Else, hell with the trainer and the training programme

A participant sitting through your training programme, keeps thinking of the target to be achieved or the project to be completed. Any relapse in the programme is Costly for the trainer as they will lose the candidates and the sponsoring organization. Losing one participant is equal to losing ten participants. [11]

Three Styles of Learners

People learn predominantly either by any one of the following styles or by a combination of all. The challenge for a trainer is to cater to the learning styles of all the participants to reach out to them. The demands on the trainer are heavy as they have to do pre, during and post analysis of the participants to make the participants feel at home. The styles are: [12], [13] & [14]

- (1) Visual
- (2) Aural
- (3) Kinesthetic

Deliberately keep using the words in Table-1 to imbibe them and to make your presentation sound spontaneous. There will be a flow.

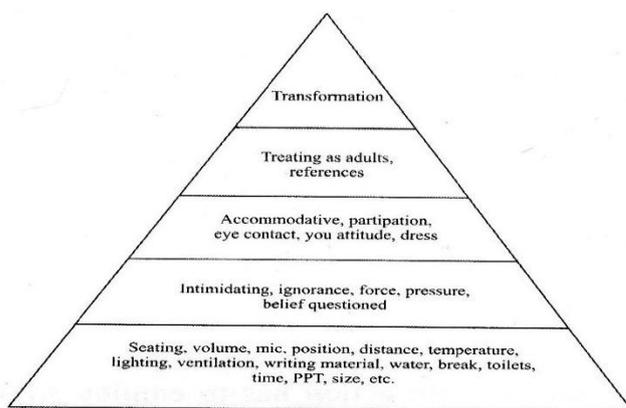


Table-1: Language Table

Pictures (Visual)	Sounds (Auditory)	Feelings (Kinesthetic)
Clear	Tune	Touch
Focus	Note	Handle
Perspective	Accent	Block
See	Ring	Finger
Outlook	Shout	Shock
Spectacle	Tone	Stir
Preview	Sting	Strike
Shortsighted	Hear	Impress
Illustrate	Alarm	Move
Show	Scream	Hit
Reveal	Click	Grasp
Hazy	Static	Impact
Glimpse	Rattle	Stroke
Clarify	Chord	Tap
Graphic	Amplify	Rub
Cloud	Harmonize	Sense
Expose	Key	Tense
Bright	Muffle	Pressure
Flash	Voice	Irritate
Picture	Sound	Feel

Trainer Qualities/skills

The discussion so far has concentrated on the participants. But a trainer is incomplete without the possession of the trainer skills. The following Intrapersonal and Interpersonal acronyms of qualities/skills of a trainer will provide a guideline to the trainers for a persuasive presentation. [15] & [16]

Intrapersonal Qualities/skills
A trainer is a person who:

1. Thinks
2. Reads
3. Analyses
4. Innovates
5. Nurtures
6. Encourages
7. Reviews

Interpersonal Qualities/skills

A trainer vis-à-vis the participant who: [17]

[18]

1. Talks audibly
2. Relates
3. Accommodates
4. Inspires
5. Notices
6. Entertains
7. responds

When a trainer, with holistic approach, can continue to reach out to the participants throughout the training programme, definitely a training programme will be a Happy Training Experience for the trainees and a sense of accomplishment at the end of the day for the trainer. [19] & [20]

Let every training programme be a 'Happy Training Experience' for your trainees and you as

Conclusion

In India, many companies other than multi-nationals are not meeting the employee as well as managerial demands with reference to trainer and ultimately the gaps found in the required skills vis-a-vis attained skills have become so wide that inter-relationships of training and performance are badly disturbed. There is still a big gap between the knowledge and skills imparted and acquired in the institutions and its applications as seen in the industrial environments. Due to this gap, companies now feel that there should be a close liaison between such institutions and the industry so that managerial development programs are made more purpose oriented. There are training institutions which offer customized as well as off-the-shelf programs based on their client's business operations but yet, there is much to be improved.

In particular it is recognized that an effective trainer can be a crucial factor in addressing inequalities in employment in relation to race, gender and disabilities. It is recommended that organization produce a training and development plan, the aim of which shall be to empower all employees to carry out their roles to the highest standards, and deliver high

quality services to industry. In nutshell the impact of 'Trainer' to improve managerial effectiveness are broadly defined as those activities aimed at raising the standards of employee practice and thus lifting the quality of the effective managerial skills.

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