

# HYDROLOGY PROJECT

## TECHNICAL ASSISTANCE

**Training module .....**

**How to manage a  
training programme**

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# 1. MODULE CONTEXT

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This module is one of the category “*Training skills*” meant for trainers under the Hydrology Project. No prior training in other modules is needed to complete this module successfully. Other modules in this category include:

<b>Module</b>	<b>Code</b>	<b>Objectives</b>
How to develop a training programme	Gen ...	<ul style="list-style-type: none"><li>• Understand the importance of training</li><li>• Develop training programmes</li><li>• Develop training modules</li></ul>
How to manage training	Gen ...	<ul style="list-style-type: none"><li>• Scheduling the preparation and implementation of a training programme</li><li>• Understand administrative responsibility and organisational arrangements</li><li>• Maintain training records</li></ul>
Communication skills	Gen ...	<ul style="list-style-type: none"><li>• Deliver effective presentations</li><li>• Give clear demonstrations and guide exercises</li><li>• Facilitate group discussions</li><li>• Select appropriate training methods for given objectives</li><li>• Become aware of personal strengths and weaknesses in basic communication skills and start a personal improvement plan</li></ul>

## 2. *MODULE PROFILE*

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<b><i>Title</i></b>	:	How to manage training.
<b><i>Target Group</i></b>	:	Participants attending “Training of Trainers”
<b><i>Duration</i></b>	:	One session of 60 minutes.
<b><i>Objectives</i></b>	:	After the training, the participant will be able to: <ul style="list-style-type: none"><li>• Schedule, prepare and deliver training course.</li><li>• Shoulder administrative responsibilities.</li><li>• Make administrative arrangements and Organise.</li><li>• Select training materials.</li><li>• Maintain training record.</li></ul>
<b><i>Key Concepts</i></b>	:	Need for adequate preparation time, realistic scheduling, course record.
<b><i>Training Methods.</i></b>	:	Lecture, discussion, exercise and quiz
<b><i>Training Aids</i></b>	:	Overhead projector, overhead sheets, flip chart
<b><i>Handout</i></b>	:	Exercise, quiz, main text and annexes

### 3. *SESSION PLAN*

	Session activities	Use
1	<p><b>Management areas</b></p> <p><i>Candidate trainers may not be the one and only course managers, but they should at least make sure that at least their own sessions are properly managed.</i></p> <p>Area 1: the training development cycle            Area 2: the trainees            Area 3: the trainers            Area 4: materials            Area 5: logistics</p> <p>Refer to <i>management check list</i> in the handout, allow reading time, answer questions.</p>	<p><b>30 min</b></p> <p>OHS</p>
2	<p><b>Exercise: <i>roles in training development</i></b></p> <p>1. Ask to rate involvement in all steps of the dev. cycle (+/0/-)</p> <p>2. Make inventory (hand raising) of + / 0 / - scores for the trainer (“you”) on OHS</p> <p>3. Discuss</p> <ul style="list-style-type: none"> <li>- low involvement scores for “you”</li> <li>- over-involvement scores for “you”</li> <li>- too many plusses per task: one is enough</li> <li>- need for team work among actors, regular meetings</li> </ul>	<p><b>60 min</b></p> <p>OHS &amp; handout copy</p>
3	<p><b>Role of STC</b></p> <p>Distribute / refer to STC &amp; SMC lists.</p>	<p><b>30 min</b></p> <p>OHS List STC &amp; SMC</p>
4	<p>Open discussion, as needed.</p>	

## **4. EVALUATION**

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To check whether participants mastered this session, observe their performance during discussions and exercises..

If you would like to run a quiz style discussion, for knowledge components, you could use the following questions:

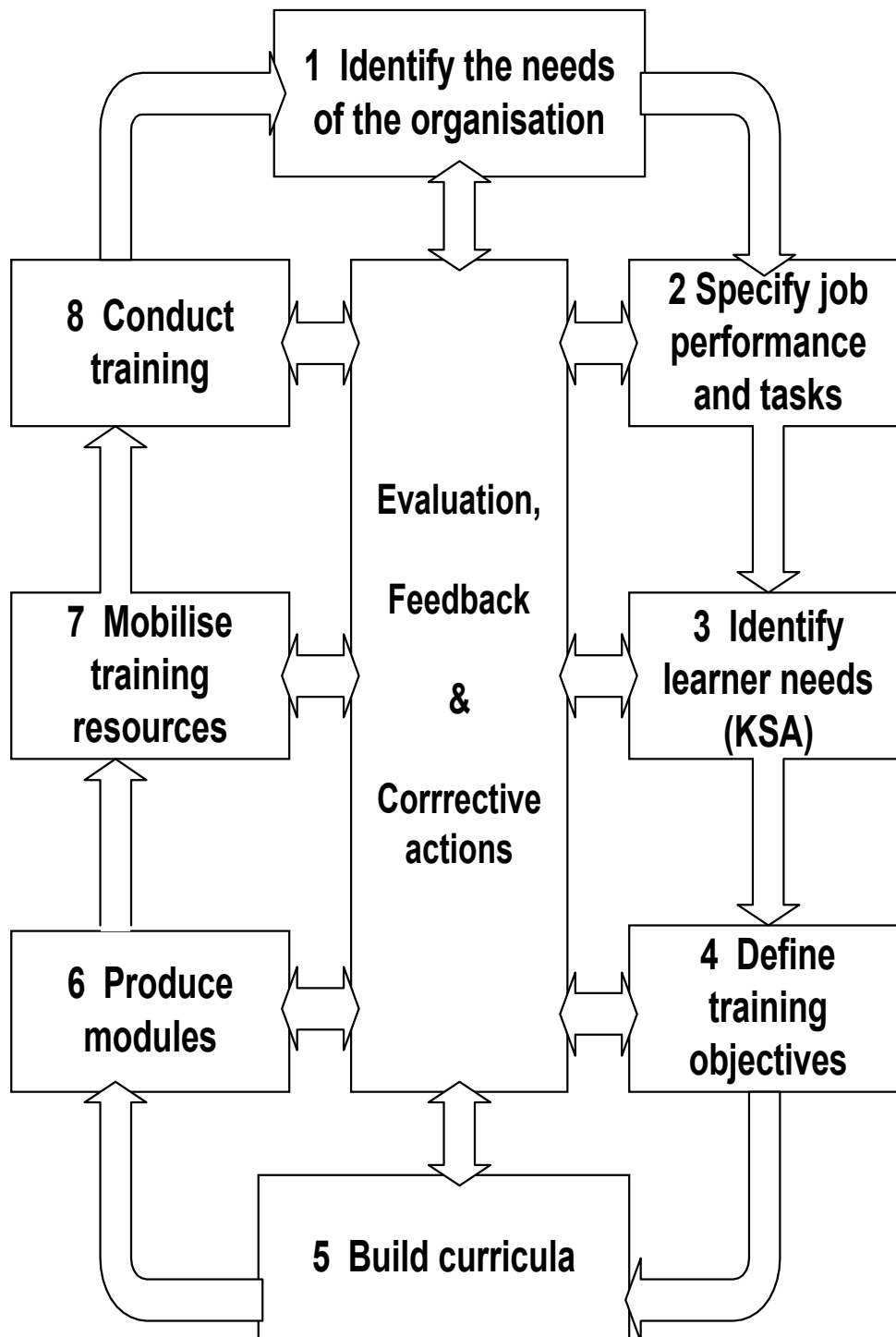
1. What should be the basic contents of a training brochure / announcement?
2. What is the minimum time between the invitation for a course and its actual start ?
3. What are the arrangements necessary at the start of the training course ?
4. In what way would seating arrangements in the class room improve learning ?
5. Why it is necessary to keep records with bio-data of each participant ?
6. What should a trainer check before starting his training session ?
7. As an organizer, what are your duties towards visiting faculty ?
8. As an organizer, what are the important things to look for in a class room before the course ?
9. How would you find out about the training aid requirements of the faculty ?

## **5. OVERHEAD SHEETS**

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# **What should be managed in training ?**



# *Other areas of training management*

1. (Training development cycle)
2. Trainees
3. Trainers
4. Training materials
5. Logistics

# ***1 What trainees will ask:***

- Clear objectives
- Programme details
- Proper logistics
- Clear entry requirements
- Friendly reception, coaching, acceptance
- Will I learn something useful ?

## ***2 What trainers will ask:***

- Who is the target group ?
- What is their entry level ?
- What is the objective ?
- Course / topic details
- Delivery duration
- Lots of logistical details: date, time, place, travel, training aids
- Who pays my bills ?

### ***3 Managing training materials***

- What do you display ?

*slides, video, flip charts, instruments*

- What do you need in front of you ?

*Markers, tape, session plan, sheets, watch*

- What do you want to distribute ?

*Parts of the module, programme,  
manuals/procedures, summaries,  
exercises, evaluation forms, attendance  
list*

- What back-up do you need ?

*Spare lamps, photocopier, helper,  
typing facilities*

## ***4 Managing training logistics***

- Training venue:  
*hall, sites, seating, ambiance*
- Coming and going:  
*trainee & trainer travel, reception /  
registration / departure*
- Staying: *board, lodging, recreation*
- Training aids: *boards, flip chart, OHP,  
Instruments*
- And..... many other things which may  
go wrong

## *Use your training management check lists*

- Familiarise with all items
- Improve / extend the lists
- Divide & delegate tasks
- Do not assume that things are done.  
Use long, medium and last minute checks

# *Indicate your training roles in the Hydrology Project*

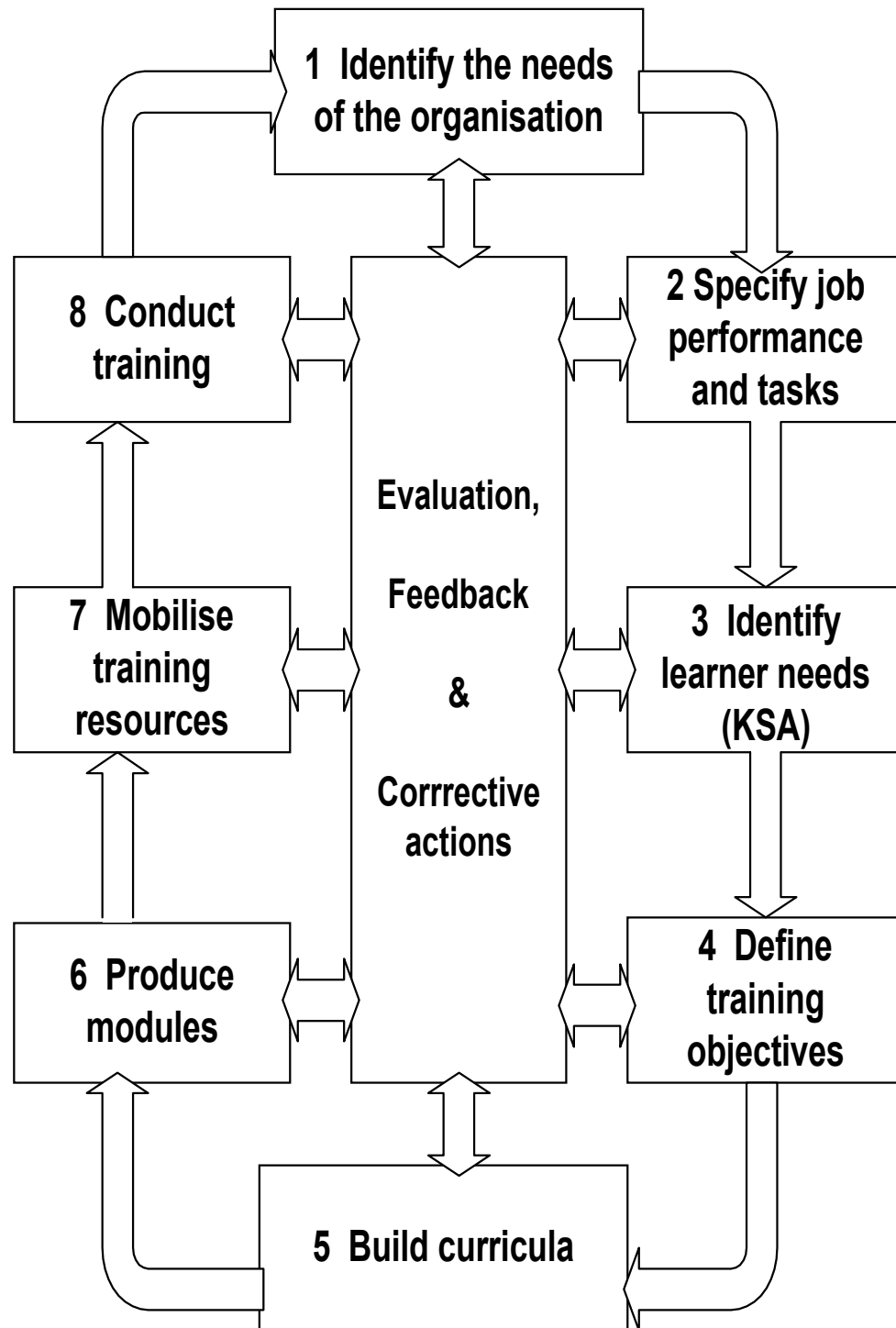
<b>Training activities</b>	<b>You</b>	<b>Your boss</b>	<b>STC</b>
	+ 0 -	+ 0 -	+ 0 -
<ol style="list-style-type: none"> <li>1. Analyse organisational needs</li> <li>2. Specify job training needs</li> <li>3. Analyse KSA training areas</li> <li>4. Specify objectives &amp; entry criteria</li> <li>5. Build curricula and learning path</li> <li>6. Prepare session plans and modules</li> <li>7. Mobilise resources, logistics</li> <li>8. Conduct / deliver training</li> <li>9. Evaluate training courses</li> <li>10. Take corrective actions</li> <li>11. Administrate training information</li> </ol>			

+ = main actor                      0 = needs to be involved or consulted                      - = needs to know only, or not to know at all

***Who is your Central / State  
Training Coordinator and  
SMC ?***

***See handout page 26***

# *Training management for trainers: handouts*



## **Areas of training management**

1. (Training development cycle)
2. Trainees
3. Trainers
4. Training materials
5. Logistics

### **1 What trainees will ask:**

- Clear objectives
- Programme details
- Proper logistics
- Clear entry requirements
- Friendly reception, coaching, acceptance
- Will I learn something useful ?

### **2 What trainers will ask:**

- Who is the target group ?
- What is their entry level ?
- What is the objective ?
- Course / topic details
- Delivery duration
- Lots of logistical details: date, time, place, travel, training aids
- Who pays my bills ?

### **3 Managing training materials**

- What do you display : *slides, video, flip charts, instruments*
- What do you need in front of you : *Markers, tape, session plan, sheets, watch*
- What do you want to distribute : *Parts of the module, programme, manuals/procedures, summaries, exercises, evaluation forms, attendance list*
- What back-up do you need : *Spare lamps, photocopier, helper, typing facilities*

### **4 Managing training logistics**

- Training venue: *hall, sites, seating, ambiance*
- Coming and going: *trainee & trainer travel, reception / registration / departure*
- Staying: *board, lodging, recreation*
- Training aids: *boards, flip chart, OHP, Instruments*
- And..... many other things which may go wrong

# Training management checklists

**NOTE 1.** *To make training management checklists really effective, you should note for each item WHO is responsible and WHEN it should be ready. The training manager would keep an eye on the progress made and regularly check such progress during work meetings and on the spot.*

**NOTE 2.** *Checklists like these are based on experience, Each time you manage a course, you may find that certain items are not needed and others should be added. Do not hesitate to delete irrelevant items and add your own.*

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## Check list 1 *Before the training course*

### Programme

- Prepare draft
- Get draft approved
- Print
- Distribution: trainees
- Distribution: trainers and demo site managers
- Distribution: management
- 

### Trainers

- Selection
- Invitation
- Confirmation
- Prepare inventory of their equipment and training aids requirements
- Procure / rent / arrange equipment
- Make equipment availability plan which matches with syllabus.
- Secure participation of demonstration sites
- 

### Trainees

- Trainee badges
- Trainee name table cards
- Who handles incoming queries
- Prepare enrollment forms
- Arrange accommodation
- Prepare training modules and other handouts for distribution. Consider folders.
- Prepare list of addresses, telephone, time tables trains, buses, city info
- 

### Institute / campus

- Direction signs outside and in the building
- Bath room facilities
- Stand-by power supply
- First aid box
- Meals / refreshments / catering
- Cleaning
- Transport
- Photography / publicity
- 

### **Class room**

- Install / position / test equipment
- Seating arrangement, comfort, leg room.
- Platform arrangements
- Writing boards, chalk, markers, dusters, ruler/pointer
- Charts/illustrations and methods of fixing.
- Lighting, ventilation, fans, general noise level.
- Video
- Ash trays, and *no smoking* signs
- Note-book / pen / pencil / other stationery for participants
- Training in progress* displays
- 

### **Administration**

- Prepare budget
- Seek approvals and administrative sanctions
- Collect course fees
- Arrange direct payments
-

## Check list 2 *After the end of the training course*

- Collect evaluation results
- Secure transport for participants and trainers
- Farewell tea for speakers and main guests
- Store / return training equipment / aids
- Store / return hydrology equipment used for training.
- Store master / left-over modules and handouts
- Store unused stationery
- Hold evaluation sessions and make notes.
- Write letter of thanks to speakers, chairman etc.
- Prepare report and distribute
- Prepare list of participants with complete bio-data.
- Clear all bills, determine final cost
- Fill up information in related TIS forms
- Prepare record file
- Initiate follow-up actions
- 
- 
- 
-

# *Indicate your training roles in the Hydrology Project*

<b>Training activities</b>	<b>You</b>	<b>Your boss</b>	<b>STC</b>
	+ 0 -	+ 0 -	+ 0 -
<ol style="list-style-type: none"> <li>1. Analyse organisational needs</li> <li>2. Specify job training needs</li> <li>3. Analyse KSA training areas</li> <li>4. Specify objectives &amp; entry criteria</li> <li>5. Build curricula and learning path</li> <li>6. Prepare session plans and modules</li> <li>7. Mobilise resources, logistics</li> <li>8. Conduct / deliver training</li> <li>9. Evaluate training courses</li> <li>10. Take corrective actions</li> <li>11. Administrate training information</li> </ol>			

+ = main actor      0 = needs to be involved or consulted      - = needs to know only, or not to know at all

## List of State Training Coordinators

Name	Designation	Address	Office Phone	Residence Phone	Fax
Mr. J. Patnaik	SE & STC	Groundwater Directorate Shed No. 12, Unit V Bhubaneshwar Orissa 751001 India	0674 - 408 553	0674 - 402 763	0674 - 432 873
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Mr.S.G. Shirke	Director & STC	WALMI Aurangabad Maharashtra 431005 India	02403 - 341 58		02403 - 318 36
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Ms. Lalitha Micheal	Director Designs (SW) & STC	IDRB Irrigation Department Vikas Bhawan Thiruvananthapuram Kerala 695 033 India	0471 - 443 972		
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<b>Mr. S. B. Kulkarni</b>	CWPRS	Joint Director	P.O. Kharakwasla Research Station Pune Maharashtra 411024 India	0212 -802 511		0212 -802 004

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<b>Mr. P. C. Lau</b>	CWC	Chief Engineer	Krishna Godavari Organanisation House no:5-9- 20/B&B I Chirag Ali Lane Hyderabad Andhra Pradesh 500001	040 -3201605	040 -3532712	040 -3201605
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<b>Mr. V. V. Badrinarayana</b>	CWC	Chief Engineer	Narmada & Tapti Basins Project Colony Near Ambika Vidyalaya Chhani Jakad Naka Vadodhara, Gujarat 390002	0265 -421438		
<b>Mr. R. Jayaseelan</b>	CWC	Chief Engineer (M)	Block-C, Third Floor CGO Complex Seminary Hills Nagpur Maharashtra 440 006	0712 -525475	0712 -5543765	
<b>Mr. C. B. Vasishta</b>	CWC	Chief Engineer	Cavery and South Rivers House No:10, RamaKrishna Nagar Singanallur Post Coimatore Tamil Nadu 641 005	0422 -577336		

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<b>Mr. Shoba Nath</b>	CGWB	Director	Rajaji Bhawan T. Nagar Chennai Tamil Nadu 600 017	044 -491 43 34		
<b>Mr. Y J Parthasarthy</b>	CGWB	Regonal Director	Western Region 31st Cross , 11th Main, Block -4 Jayanagar Bangalore Karnataka 560 011	080 - 66 31 336	080 -66 40 616	
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Mr. C S Bhikshavathimath	WALMI	Director	H P O Box No. 6 Dharwad, Karnataka 580 001 India	0836 -347 086	
Mr. Kodad	ESTC	Principal	Engineering Staff Training College Mandya District K R Sagar Karnataka 571 607 India	08236 -57284	
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# 1 Introduction

The notes which follow are fairly comprehensive and would assist the reader to plan and manage training activities. The attached annexes / checklists should be freely adapted to prevailing conditions.

The subject matter applies to all four constituents of training: *tainees*, *trainers*, *materials* and *training facilities*. These elements are common to all types of training. On the one hand, we are sure that there is nothing complicated or difficult on this subject. Indeed, you will not learn something new which is not already known and can be described as “only common sense.” On the other hand, we all know from our own experiences of attending training courses, that there is always room for improvement. However enthusiastic the participants, however good the speakers, we may sometimes fail to achieve our objectives precisely because we just could not spare the time to attend to managerial details or because we wrote them off as being unimportant.

We will go into some detail on the subject because the intention is to cover a whole range of possible situations which you may have to face. It is not claimed at the same time that every suggestion made is applicable to every situation. This handout is an aide-memoir. You can select from it the items which you think are relevant to the particular activity you happen to plan.

Beware of over-organising. This is almost as bad as the opposite! What should be strived to achieve in the activities we organize is an atmosphere of quiet efficiency.

## 2 The trainee and the organizer

The training courses with which we are concerned are not organized in order to give speakers or organizers a chance to show off their talents. They are organized for the benefit of the participants. Our first and most important objective is to help the participants and we must keep this in mind at all times when planning or organizing this type of activity. The trainees give their time and come to learn. In their hands rests your reputation as an organizer and, by implication, the reputation of the organization you represent.

### *Before the training: good publicity*

You do not need a big budget for publicity. It means a simple, attractive & well-presented brochure. The outside cover of the brochure should be attractive enough to invite the prospective training participant, who sees it lying on the desk, to pick it and read it.

Come to the point and spell out what the training is all about. Who is doing what? For what level of participants? For participants of what type of qualifications, previous experience, responsibilities? Give the complete titles of the various sessions with sub-titles if necessary for clarification. Make sure that the titles of the session really give a true indication of the content of the session. Do not change titles or dress them up in order to make them sound more impressive. There is nothing more annoying than to go to a training course expecting one thing and get something entirely different. Nothing will destroy the reputation of the organizer and that of the institution, which you represent more quickly than a bad presentation.

Remember that the time of the participant is precious. When your training invitation arrives on his desk, his problem is to decide whether it is worth considering or not, whether it merits his time or not. If the training invitation is not simple, clear, attractive, it is highly probable that it will be considered. Tell the participant something about the speakers in your training invitation. What is their “authority” for speaking on the subject? This will help the organizer to sell the training programme and the participant to make the decision.

How much notice should you give to the participants ? This may also depend to some extent upon the custom of the country. But clearly, what ever the city/state/country, if your first letter of invitation reaches the participant two days or one day before the training programme, you must not be surprised if the subject participant is not there. The length of notice which is appropriate for an activity tends to vary with level of the activity, the distance the participants have to travel, the cost and the approving time of the authority involved.

Many institutions which are engaged full-time in the organization of training activities publish a training program for a complete calendar year and issue it at the beginning of the year. If your advance notice fixing the date is sent out more than four weeks before the actual date of the activity, you may need to send a reminder.

Make the acceptance of invitation to training easy. Date, time, place, traveling instructions: make sure that all these are included and that they are correct. Add a small street-map showing how to get to the training place, if you cannot be sure that all participants are familiar with the location.

If you have to organise large number of training courses, you may like to consider the usefulness of a standard program cover for your annual training calendar. This can incorporate all the basic information which does not change in the short run, such as the name of the organisation, officials, telephone/fax numbers, addresses plus a map inside the back page.

### ***At the start of training***

Above all, give the impression right at the beginning, that you have been expecting the participant and as such have made certain arrangements for him. This is not a question of efficiency, it is a question of simple courtesy which a host always extends to his guests.

Where to go? If the training hall is in a large buildings, such as a university for example, make sure that a guide knows how to direct participants as they arrive. If there is no guide, put a notice in a prominent place inside the main entrance. Put up notices, if necessary, for lavatories and drinking water as well.

Get the most comfortable chairs that are available. You do not need executive style swinging chairs, but it remains true that the mind's capacity to observe is diminished if the body is very uncomfortable. Arrange the seats so that all participants can both see and hear. For better eye to eye contact of the speaker with participants, we suggest the "U" pattern to be tried.

Find out whether the speakers are going to distribute summaries of their talk and tell the participants at the beginning so that they know whether to take notes or not.

Prepare a list of the participants and the organisations they represent and have copies of it available at the entrance to the Training Hall so that the participants can collect one as they come in.

Make sure that the time allocated for questions and discussion does not disappear, no matter what has to be cut short or cut out.

If the activity you are organizing consist of several sessions consider the usefulness of name cards for the tables or badges for the participants. If you use badges choose the sort that can be re-used and use the largest and thickest letter font you can. Typing is not usually satisfactory. Make sure that you get the names of the participants correctly spelled. People are often very sensitive about this.

### **3 The trainer and the organizer**

There are two aspects to be considered: *What does the trainer expect from the organiser? What does the organiser expect from the trainer?*

#### ***Expectations of the trainer***

A trainer needs to have a good briefing on the trainees:

- What sort of trainees shall participate -their level , their numbers ?
- What is the general objective of the activity in KSA terms?
- What do the trainees already know, feel and think about the subject ?

#### ***Trainer information***

- What would the other trainers be talking on.
- How much time is available to him ?
- Are there are more than one trainers for the same session.
- Date, time, place, and traveling instructions.

#### ***Duties of the host***

- List and schedule trainer requirements
- Be at the place ahead of time to receive the trainer when he arrives.
- Introduce the trainer adequately.
- Thank the trainer adequately at the end.
- Arrange for his return reservation if required.
- See him off.

#### ***Expectations of organizer towards the trainer***

- If it is a formal lecture or session persuade the trainer to remain standing , in case it is an informal discussion it is not only permissible, it is desirable for the trainer to sit down.
- Try to dissuade the trainer from reading prepared text.
- Try to persuade the trainer to use appropriate audio-visual aids and offer help and advice in advance.
- Try to dissuade the trainer from falling into the common error of including in the session more material than can reasonably be assimilated in the time available. Remember that the saturation point in lecture tends to be reached after 20 minutes, however good the speaker. Remember how quickly people forget.
- Do not be afraid to tell your trainer exactly what you want him to do. The role of the organizer in this respect is similar to that of the leader of an orchestra.

## ***What to do with the late comers ?***

Remember that the first ten or fifteen minutes are among the most important of the whole session. It is then that the speaker is trying to establish contact with the trainee and it is also during these few minutes that the trainee is “weighing- up” the trainer. Give them both a chance. Once you have fixed the starting time, decide how many minutes grace you are going to allow, then close the door and start. Do not let anybody enter then until the first fifteen minutes are over. Then they can all enter at once and then the speaker can make his first intermediate summary which is a good thing to do anyway.

## **4 Training facilities and the organizer**

Very often we have no choice. We have to take what is available and make the best of it. Get the best you can with the resources. Visit the training hall in advance. Familiarize yourself with its layouts and its facilities e.g. window, cooling, heating, lavatories, furniture type & layout, power sockets etc.

- In any handout on audio-visual aids there are detailed recommendations on how a training hall should be prepared for projection- the size, type and position of the overhead projector, TV, VCR etc. Refresh your memory by looking at these notes.
- Consider the usefulness of arranging the chairs in curved rows rather than the traditional straight lines. Stagger them so that chairs in the second row are behind the spaces between the chairs in the first row and not directly behind the other. Consider the advantage of a centre aisle, especially if you are projecting.
- Consider the usefulness of open squares formation or the “V” formation if the activity is a formal training course with 10 to 20 participants.
- Make sure that all the basic necessities are available. You will already have prepared a detailed list of these necessities if you have completed your training course planning sheet as indicated in attached planning sheets and check lists.
- Do not crowd the platform with organizers and administrators. If there is to be any projection then the chairman will probably wish to leave without creating a disturbance.