

# SYSTEMATIC APPROACH TO TRAINING

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## Role of training

To enable the trainer to first comprehend his / her role, it would be helpful if training as a concept is briefly delved into. It is recognised that the right mix of knowledge, skills and attitudes/behaviours, helps a job holder to perform tasks successfully. Organisations try to achieve this by:

- ◆ Proper selection of personnel, i.e., choosing the right person for the right job; and
- ◆ Human resources development - through training intervention - helping them to learn in order to bridge the performance gap, if any, and make them more proficient. The component of development may also be added to this process.

In order to achieve its overall goal of performance improvement, training must lead to the enhancement of professional knowledge and skills both at individual and collective levels. It should also equip personnel to respond appropriately to emerging challenges. Training should also bring about appropriate changes in attitudes and should strive for that unique synthesis between improvement of the individual's competencies and promotion of organisational objectives.

## Training defined

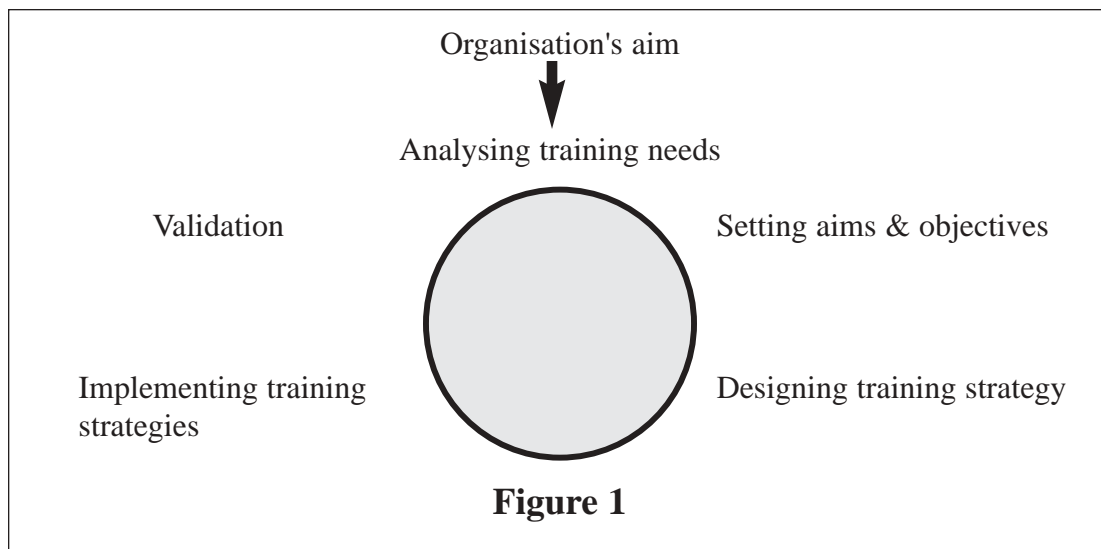
Training has been defined as "The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job".<sup>1</sup> Training has also been defined in the Glossary of Training Terms (Manpower Services Commission, U.K.) as "a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy current and future manpower needs of the organisation". It clearly implies that the role of training is to improve the overall performance of the organisation. The term 'performance' is, therefore, interwoven with training.

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<sup>1</sup> Michael Armstrong, A Handbook of Personnel Management Practice, reproduced in Personnel in Practice, Currie, Donald: Blackwell Business (Oxford, UK); 1997.

## Model of systematic approach to training (SAT)

To operate training in a systematic manner, it has to cover inter related stages and processes as graphically depicted in Figure 1 below:



### ***Organisation's aim***

Understanding the organisation's aims and needs and how the aims are met by range of jobs that exist in the organisation.

### ***Analysing training needs:***

Finding out what people need to learn. This is done by:

- ◆ Analysing the knowledge, skills and attitudes/behaviours that each job requires; and
- ◆ Assessing the degree of competence of job-holders to meet those requirements.

### ***Setting aims and learning objectives***

Specifying what trainees should be able to do as a result of training.

### ***Designing training strategy***

Deciding on a strategy to meet training needs, e.g., by designing courses / modules, suggesting various methodologies, deciding key learning points trainees must grasp and also sending some learning material (preview) to trainees.

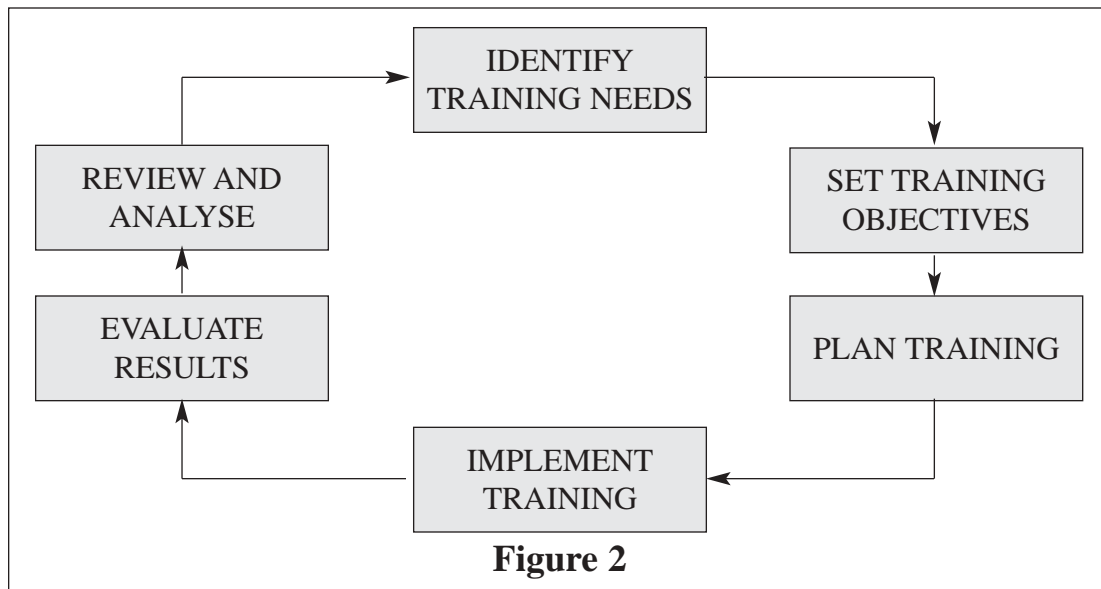
### ***Implementing training strategy***

Putting the training into practice.

**Validation: Internal/external**

Establishing and **assessing the quality and effectiveness** of training.

The entire process is covered by the term Systematic Approach to Training (SAT), which can be depicted as follows: -



It is apparent that the term 'training' is not simply organising classroom sessions. There is more to it. This process can help us to identify the role of the personnel responsible for organising training and implementing the training policy. It would be worthwhile to discuss each of these segments in some detail.

**Identifying training needs**

Any training strategy has to first identify the target groups and assess their training needs. In the context of precursor control issues in the SAARC region, the following groups of people have been identified as suitable targets for training:

- ◆ Law and policy-makers
- ◆ Drug law enforcement officers
- ◆ Narcotics laboratory personnel
- ◆ Management and staff of precursor chemical industry and trade
- ◆ Trainers from the above services

Since the precise training needs of each of these groups differ from those of others both in content and focus, they should be analysed using proven instruments for Training Needs Analysis (TNA).

## Aim & training objectives

After identifying the training needs we need to formulate the aim of training and set training objectives. Aim links training design to the training needs. It may be expressed in a dry and matter of fact manner or dressed up to be as appealing as a TV advertisement. In relation to training of enforcement officers in the field of precursor control, here are some examples:

- ◆ To train drug law enforcement officers to identify precursor chemicals.
- ◆ To ensure that precursor control staff are able to detect diversion of precursor chemicals.
- ◆ To improve the investigating skills of officers involved in precursor control.

All of the above examples are broad statements describing the intention of the training. It can be considered as a short publicity statement that will appeal to the client and to prospective trainees.

Aims are of little value in designing the actual training, because they do not give sufficient information about what the learners will learn during their training and even further, what they will be able to do on completion. This requires formulation of objectives.

## Objectives

An objective is used to state what they [learners] will be able to do on completion of training, when they have achieved a satisfactory standard of performance under training conditions. The term used to describe this is called **TRAINING OBJECTIVE**. In a precursor control training programme, typical objectives for the various topics could be:

- ◆ At the end of the training, the trainees will be able to fully explain the concept of precursor control and describe the need for such a control as a strategy to contain supply of illicit narcotic drugs.
- ◆ At the end of the training, the trainees will be able to describe the licit and illicit uses of the precursors listed in Tables I and II of the UN Convention, 1988.
- ◆ At the end of the training, the trainees will be able to test suspect substances using precursor identification field test kit and determine whether or not the suspect substance is a precursor chemical.
- ◆ At the end of the training, the trainees will be able to detect and prevent cases of diversion of precursor chemicals for illicit uses.

## Training design

Designing training programme is an important component of systematic approach to training. It should be designed enlisting active participation of the personnel at varying levels. If possible, training experts should be consulted. Programme design must bear the stamp of being custom-made to achieve specific objectives of the individuals or groups, as the case may be.

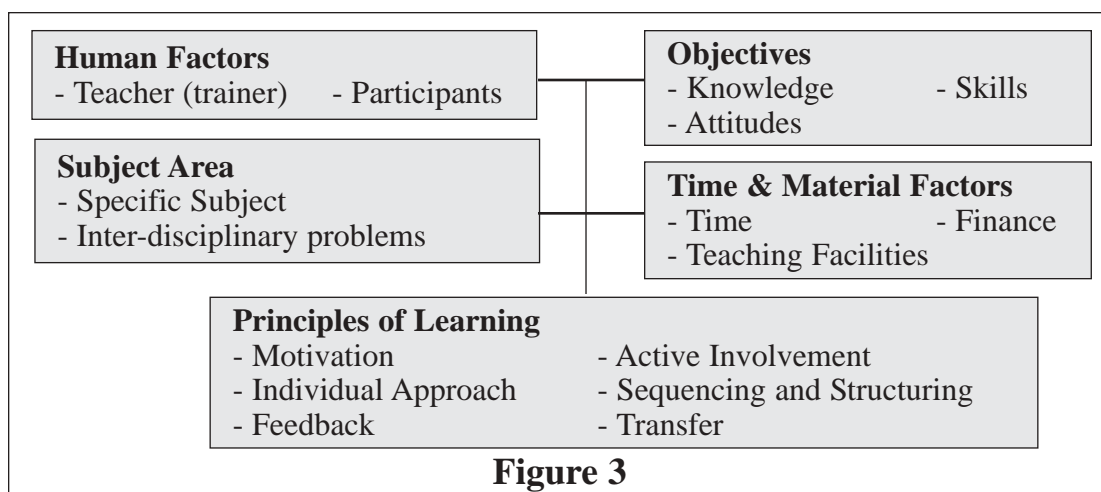
Precursor Control training programmes usually have more than one purpose, such as providing knowledge, enhancing technical skills and effecting attitudinal changes. Emphasis on a particular purpose may, however, vary from programme to programme depending upon factors such as the type of audience, level of participants, etc. Designing training programmes involves determining the level of participants, identifying the resource persons and selecting appropriate methods and techniques for training.

Any programme designed for "training of trainers (TOT)" should have a component to enhance the instructional skills of the participants and another to impart knowledge and enhance skills in the subject matter.

## Match between training objectives and training methods

Training is designed to achieve the objectives formulated and appropriate training methods should be adopted to achieve the objectives effectively.

### MAIN FACTORS AFFECTING THE CHOICE OF TRAINING METHODS<sup>2</sup>



<sup>2</sup> Reproduced from the book "An Introductory Course in Teaching and Training Methods for Management Development," International Labour Office, Geneva (1981)

The factors shown in figure 3 above graphically depict the considerations that influence the choice of methods.

The trainer has a wide range of training methods to choose from. A judicious mix of one or more methods should be adopted to suit each training programme. Some of the important training methods are enlisted below:

- ◆ Lecture
- ◆ Discussion
- ◆ Case study
- ◆ Role play
- ◆ Sensitivity training
- ◆ Syndicate
- ◆ Brain storming
- ◆ Computer assisted learning
- ◆ Exercise
- ◆ Business games
- ◆ In-Basket
- ◆ On the job training
- ◆ Project work
- ◆ Programmed learning

The training objective and the outcome an event seeks to achieve determine the choice of training method. For example, if the objective is to develop technical skill, then there is need for practical exercises; if conceptual skill, then case study could be a method. If attitudinal orientation is intended, then role-play is an appropriate method.

### **Balanced content**

A training programme should not be too heavy, so as to leave no time for the trainee to absorb the inputs. Neither should it be so light as to convey the impression that the training programme is not a serious endeavour. The programme should be stimulating enough, but must leave time and opportunity for reflection.

While imparting training in precursor control, the training content must be tailored to the specific duties, roles and responsibilities of the trainees in a particular group. For

instance, the content designed for enforcement officers will vary somewhat from the content for trainers or for chemists. In each case, the content should be devised so as to achieve the purpose of training effectively and efficiently.

### Assess results

The intention of training is to help people and organisations with performance related problems. Intentions cannot be measured, but results can be. The final part of systematic training is, therefore, to use suitable measuring techniques to assess:

- ◆ The quality of training provided
- ◆ Whether this resulted in improved performance; and
- ◆ Whether the training was worth doing

At the end of the day, the training programme is as good as the participants found it. Their feedback helps not only in evaluation of the training programme but also helps improve future programmes. A typical feedback form\* is given at the end of this chapter, which can, with a few modifications, be used in any training programme.

Equally important for a trainee is to assess for himself, how far he benefited from the training. For this purpose, organisers of a training programme can conduct a 'Test Your Ability' exercise where in participants in a precursor control training are given 20 to 25 objective type questions, covering the key aspects of different sessions, which they are expected to answer within a specified time. Thereafter, the correct answer sheets are distributed to them so that the participants can assess their own performance. Such tests have been widely appreciated by the participants.

### Programme feedback/evaluation form

(Note: Please tick the relevant evaluation option under all the heads)

I. How well has the programme achieved its objectives?

Very well	Reasonably well	Average

\* This form was used by UNODC Regional Precursor Control Project for SAARC Countries to evaluate a number of precursor control training programmes conducted by it.

II. (a) How would you rate the overall design of the programme?

	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>
Subject coverage				
Conceptual frame-work				
Orientation to practical implementation of precursor laws				
Distribution of time among various components of the course				
Sequencing				

II. (b) Would you like to recommend any additional topics for such training programmes or deletion of any of the existing topics?

III. Evaluation of training programme

	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>
Contents				
Presentation				
Relevance				
Resource persons				



IV. Do you think this training programme would enable you to exercise better control over precursor chemicals within the scope of domestic laws of your country and in accordance with the provisions of 1988 UN Convention?

\_\_\_\_\_ (YES/NO)

V. (a) Having attended this training programme, would you be able to organise similar training programmes in your organisation?

(b) Would you be in a position to deliver a lecture/make a presentation on any of the precursors training subjects? If so, specify.

VI. Other observations/suggestions, if any.

Name and designation: (optional) \_\_\_\_\_

Country: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_