

# Trainer Development Programme (TDP)

## A PROFILE

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## **Part – I : Approach**

The purpose of this booklet is to highlight the importance of investing in training and trainers' development, which is the ethos of the National Training Policy. It is aimed at trainers, line managers and trainees, to enable them to network with local resources supplemented by the Training Division's initiative to develop a cadre of quality trainers. It is also aimed at those in decision-making positions, handling HRD issues and training budgets, to help them access available resources.

### **2. The operational context**

Governments have a very significant role to play in the development process and promotion of appropriate conditions, which would lend dynamism to the national effort in personnel development. In today's changing scenario of thrust on economic liberalization, decentralization, technological advancement, the civil service is emerging as a key player to keep pace with the demands of the society it aims to serve. To improve the quality of the performance of the civil service training is one of the effective and tested tools. Top management of innovative and modern organizations promotes a culture of life-long learning and development of staff. To develop this culture leadership and a cadre of quality trainers are required, who can jointly design need-based training, implement cost-effective training strategies, and measure the impact of training interventions.

The Training Division of the Department of Personnel & Training, Government of India, aims to develop a pool of quality trainers who can promote training in partnership with departments, ministries and organizations committed to best practice in human resource development. The thrust is to train trainers in training technology to help them deliver their subject-specific training in a systematic manner. The National Training Policy was formulated with this vision.

### **3. The National Training Policy**

The training objectives outlined in the National Training Policy are as follows:

- Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations.
- Promoting better understanding of professional requirements as well as sensitization to professional, socio-economic and political environment in which work is done; and
- Bringing about the right attitudinal orientation.

The key factor will be to build competencies and skills at each level of the civil service, and to ensure that all are able to acquire these through training programmes at the induction stage, as well as through in-service training at suitable intervals.

Training Managers will be responsible for implementation and monitoring of training plans in an integrated manner and aim for the end result of improved performance within their departments/organizations.

To provide assured funding for training, the National Training Policy recommends that each department sets apart 1.5% of its salary budget to be used for the purpose of training. This commitment will require that the investment is carefully monitored for results.

In its effort to provide support and networking at the national level, the Training Division of the Department of Personnel and Training, Government of India, will promote amalgamation of national training resources.

#### **4. The Training Partners**

The concept of a designated Training Manager as outlined in the National Training Policy envisages an institutionalized arrangement within each department / organization for overseeing the training function as an integral part of the HRD system. The Training Manager will be actively involved in the design and delivery of training plans and training programmes, as well as evaluation and impact studies. The Training Manager will act as an interface between the department/organization on the one hand and the trainer, trainee and the Training Division on the other. The major partners in a training initiative are:

- Head of Department / Organisation and the State Government
- Training Manager
- Head of training institution
- Trainer
- Trainee
- Trainee's line manager
- Training Division, Department of Personnel and Training, Government of India.

#### **5. The national resource for "Training of Trainers"**

The National Training Policy envisages the operationalisation of a Trainer Staffing Scheme whereby the Department of Personnel and Training

shall maintain panels of trainers and potential trainers identified on the basis of a scientific selection.

- **Recognised Users:**

Recognised Users are those trained trainers who have the competency to deliver the Trainer Training Courses included in Part II.

- **Master Trainers:**

Master Trainers are those trained trainers who have the competency and responsibility for the following roles:

- **Developer:** To train Recognised Users  
To develop trainer training packages
- **Maintainer:** To define and maintain standards in trainer training
- **Innovator:** To establish marketing strategies for trainer training, and to plan and develop future initiatives
- **Networker:** To provide support, access and enabling functions

## **Part – II : Particulars of TDP Courses**

### **DIRECT TRAINER SKILLS COURSE**

#### **Introduction**

Organisations need to continuously grow and develop. Moreover, they must be prepared to face the challenges of entering into the 21<sup>st</sup> century.

Training is an instrument to help the organisation meet the twin challenges of continuous improvement and demands of change. It is therefore essential that it is delivered effectively. Thus, it is necessary to recognise the change in the role of the training from being a provider to a facilitator, the learning being the pivot. This principle has been followed throughout this course.

#### **Aim**

The aims of the course are:

- To provide opportunities for the development of basic instructional skills.
- To create and manage a learning environment.

#### **Designed for**

- Individuals who as part of their duties have some training functions and responsibilities.
- Trainers who wish to review their instructional skills.
- Individuals who undertake training duties.

#### **Facilitators**

The facilitators who are certificated as “Master Trainers” and “Recognized Users” by the Training Division of the Department of Personnel and Training, Government of India, and are experienced in this field will conduct this course.

#### **Style of the course**

This is a short, intensive course with plenty of activity. With emphasis on practice within small groups, where there will be a maximum of 6 participants to one facilitator. Participants will be encouraged to share their learning experiences with others, and to give and receive support and feedback.

A comprehensive range of reading material will be given to participants to support their course activities. This material will also provide a long-term source of information and guidance. Video films are used to illustrate and review aspects of direct training.

The course requires full-time commitment for the full five days, including some evening study. We therefore assume that course participants will be either residential or within easy commuting distance.

Participants are required to use equipment or materials brought with them, which will be used for their coaching session. They need to do no other preparation and resource materials will be provided.

## **Objectives**

By the end of the course participants will be able to:

1. Distinguish between education, training and learning.
2. Describe the four stages in Systematic Approach to Training.
3. Review the role of a trainer within Systematic Approach to Training.
4. Apply the concept of Learning Unit to training activities.
5. Write training objectives.
6. Plan training activities, using the four ways of learning.
7. Describe the use and benefits of visual aids and devise visual aids.
8. Plan, prepare, implement and practise the following training methods:
  - Coaching
  - Lecture
  - Discussion Leading
  - Group Exercise.
9. Explain the process and importance of feedback in training.

## **Assessment**

The priority during the course is to help participants to develop their instructional skills. Assessment is therefore concerned with informal feedback and advice to individual participants.

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## DESIGN OF TRAINING COURSE (DOT)

### **Introduction**

Usually the success of training depends on the ability of trainers to design and deliver effective and imaginative training for people to enable them to improve their performance. The skills needed to deliver training are developed during the Direct Trainer Skills course (DTS). The Design of Training Course (DoT) provides further advice and development opportunities to enable trainers to undertake the additional responsibilities of training design.

### **Designed For**

The DoT course is designed for people who have already completed the course in Direct Trainer Skills, and have some experience of direct training. We specifically intend the course for trainers who are required to undertake design and development of training for their institution or organization.

### **Facilitators**

The facilitators who are certificated as “Master Trainers” and “Recognized Users” by the Training Division of the Department of Personnel and Training, Government of India, and are experienced in this field will conduct this course.

### **Course Style**

The course consists of a five-day workshop, followed by an individual design project. It is planned to follow on from the course in Direct Trainer Skills, and therefore shares common terminology and uses a similar, participative, style. We give emphasis to helping participants tackle work related design situations.

We provide a comprehensive selection of handouts and checklists. These are intended to provide participants with information needed during the workshop; to provide advice for their design project; and to help them develop their competence to undertake design activities for their institutions.

We will form participants into 'design teams' for the workshop, each team tackling a common work-related problem for which training is needed. Team members' will also act as 'consultants' to other teams to provide feedback and to widen their knowledge of training design. They would also be making a presentation on a given concept paper.

The workshop is based on an intensive series of individual and team activities. This requires full-time commitment for the full five days, including some evening study. We therefore assume that course participants will be either residential or within easy commuting distance.

On completion of the workshop participants will be required to complete an agreed design project for submission to the course tutor and their Director. Participants who satisfactorily complete both the workshop and the project will be awarded a Certificate, recognized by the Department of Personnel and Training.

## **Objectives**

By the end of the course participants will be able to:

1. Distinguish between designing 'learning units', 'courses' and 'training programmes'.
2. Explain the term 'task' as a basic feature of training design.
3. Identify constraints that will influence the design of training.
4. Write objectives in behavioural terms.
5. Distinguish between 'performance objectives', 'training objectives' and 'enabling objectives'.
6. Describe the influence of 'entry behaviour' on training design.
7. Explain the concepts of 'Andragogy', 'Mastery Learning', 'Categories of Knowledge and Skills' and 'Transfer of Learning'.
8. Describe performance aids.
9. Select appropriate training methods.
10. Describe the terms 'assessment', 'internal validation', 'external validation' and 'evaluation'.
11. Include four levels of evaluation to a design proposal.
12. Prepare and present a design proposal.

## **Project**

The Workshop gives participants an opportunity to develop an understanding of the concepts and practices of training design. The Project is intended to continue this development by requiring them to undertake a practical design project of benefit to their institution or organization. The choice of design is left for participants to decide, although it should be concerned with either a specific, task-related learning unit, or the more general design of a short course. Assessment of the project will be done by the course tutor and will be based on the pre set Project Assessment criteria. The criterion score for an acceptable project is 70%.

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## **MANAGEMENT OF TRAINING COURSE (MOT)**

### **Introduction**

The Management of Training Course for the training managers has been designed to facilitate close linkages between training and performance at the work place, through establishment of training function in Government Departments, attached offices, subordinate offices, autonomous bodies and Public Sector Units. The course will contribute to development of training function by defining the concept, clarifying the role of training manager and equipping him with necessary knowledge and skills to facilitate systematic linkages between performance problems and training.

### **Aim**

The Course aims to train training managers for implementation of training Policy in Ministries/Departments/Organizations.

### **Designed For**

The management of training course is designed for Training Managers / Officers involved in the training activities from Government Departments, attached offices, subordinate offices, autonomous bodies and public sector undertakings. No previous exposure to training is required. It is however, expected that after completion of the workshop, the participants on their return will be involved with training function.

### **Style of the Course**

The course consist of distance learning phase wherein participants are sent some training related documents with the concept of Systematic Approach to Training and National Training Policy. This is followed by a one week (5 working days) workshop wherein participants will be provided learning opportunities which will include activities concerned with the application of concepts, practice, issues and management of training function in an organization / Government Department.

The workshop is based on an intensive series of individual and team activities. This requires full-time commitment for the full five days, including some evening study. We therefore assume that course participants will be either residential or within easy commuting distance.

A comprehensive set of handouts and performance aids including checklists and flow charts will be provided. These are intended to provide

participants with information needed during the workshop and provide ready reference material for performing their role of training manager in the training function. The performance aids will help in completing their individual project as also assist in developing competence for effective performance of their role by facilitating transfer of learning in their own work situation.

## **Objectives**

By the end of the course participants will be able to:

1. Describe the four stages of systematic training.
2. Describe salient features of adult learning.
3. Describe training function and Role of Training manager.
4. Describe salient features of National Training Policy and its implications.
5. Identify organizational and individual training needs.
6. Segregate training and non-training interventions.
7. Enumerate steps involved in the process of conducting TNA, design, development, implementation and evaluation of the training.
8. Frame the “Term of Reference”(TOR) for the conduct of TNA Study, design, development, implementation and evaluation of training programme and review the outcomes with concerned agencies / authorities.
9. Prepare implementation schedules for in-house training activities.
10. Describe importance of ethics in effective performance.

## **Project**

On completion of the workshop participants will be required to complete an agreed individual project for submission to the Course Coordinator. The completed project will be assessed by the course tutor who will assess its technical merit, based on laid down parameters. On successful completion of the project the participants will be awarded a certificate recognized by the Govt. of India from the Institute where they have attended the workshop.

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## EVALUATION OF TRAINING (EOT)

### Introduction

Investment in training can only be justified if it leads to improved performance. This applies to public and private organisations, departments of government, NGO's and, especially to individual employees and beneficiaries. For training to make an effective contribution to improved performance, and to help people to develop their potential, it should be based on all four stages of the Systematic Approach to Training (SAT). The fourth and final stage of this requires that training be evaluated. This enables the management of the time, money and resources invested in helping people and organisations to improve performance and develop their workforce.

Evaluation of training should concern all those involved in training and development - funding agencies, client organisations, heads of departments; also, employees at all levels and beneficiaries. Should a particular course continue to be run? How can it be improved? What response has been made to TNA consultancy reports? How effective is distance learning in meeting government's intention to provide 'training for all'? The Evaluation of Training (EoT) course establishes a framework within which decisions can be made.

### Designed For

The Evaluation of Training course is intended for institutional and departmental trainers; stakeholders in client organisations; and officials representing funding agencies. The course is especially suited to those who have a direct responsibility for the development, administration or management of an organisation's EoT function.

### Facilitators

The facilitators who are certificated as "Master Trainers" and "Recognized Users" by the Training Division of the Department of Personnel and Training, Government of India, and are experienced in this field will conduct this course.

### Course Structure

The development of roles, responsibilities, systems, procedures and the use of appropriate techniques are essential features of EoT activities. This requires a general understanding of the systematic approach to training, and how EoT is linked to Training Needs Analysis, the Design of Training and its Implementation. The course has three distinct features, each helping participants to develop their skills and understanding of EoT:

**Distance Learning.** This provides a general background to issues, which will be faced when carrying out EoT activities.

**Workshop.** Run over a period of five days, where participants can develop an understanding of their role and responsibilities, also EoT systems and procedures requiring development. During the workshop EoT techniques, exercises and a case study will be used to provide learning opportunities, and a basis for self-assessment.

**EoT Project.** On completion of the workshop, each participant will complete a EoT project with a suitable client organisation. This will be carried out over a period of three weeks and a report submitted for assessment.

## **Course Style**

The EoT Course is intended to help participants develop their competency to carry out EoT tasks, commensurate to their role, responsibilities and status in their respective organisations. This is not a 'taught' course. Rather, it is a series of practical learning activities - usually simulated by using exercises and case studies. Participants are therefore expected to take active responsibility both for their own learning and contributing to group activities.

**Distance Learning** The purpose of the Distance Learning is to introduce the concept of EoT, in relation to the Systematic Approach to Training. The material also outlines issues they will face when carrying out EoT assignments. The expectation is for participants to have studied the material, completed assigned tasks and being prepared to contribute to workshop activities.

**Workshop** As the workshop is based on an intensive series of team activities, it requires full-time commitment, including some evening study. We therefore assume course participants will be either residential or within easy commuting distance.

**Project** On completion of the workshop participants will be required to complete an agreed EoT project for submission and assessment by course tutors. Participants who satisfactorily complete their project will be awarded a certificate of competence, recognised by the Department of Personnel and Training.

## **Objectives**

At the end of distance learning participants are expected to:

1. Define the Evaluation of Training (EoT).
2. Describe potential benefits to be obtained from EoT.
3. Define internal external validation and their contribution to EoT.
4. Describe performance and resource parameters influencing EoT.

5. List factors influencing the achievement of a desired standard of performance.
6. Contrast 'effective' and 'efficient' training, in relation to EoT.

At the end of the workshop participants will be able to:

7. Describe current approaches to EoT.
8. Describe concepts of EoT suggested by Easterby-Smith, Hamblin and Kirkpatrick.
9. Apply EoT models to a typical training function.
10. Resolve issues influencing EoT for a particular training programme.
11. Apply the EoT matrix to a particular training programme.
12. Select EoT to achieve specific purposes.
13. Carry out a role analysis for an organisation's EoT function.
14. Review their own training and development function.
15. Analyse their own role in EoT.
16. Agree an EoT project proposal for completion following the workshop.

At the end of their EoT project participants are expected to:

17. Complete an EoT project in a selected area of training activity.
18. Prepare a report to management on their findings and recommendations.
19. Submit a written report of their project for assessment.
20. Be certificated by DoPT to carry out EoT projects.

## **Project**

Distance learning, followed by the workshop gives participants an opportunity to develop skills and understanding of the process and techniques used for carrying out EoT. The project is intended to continue this development and to confirm their competence. They are required to carry out a practical EoT project of benefit to their institution or organisation. The choice of design is left for participants to decide, although it should be concerned with either a specific, task-related learning unit, or the more general design of a short course. Assessment of the project will be done by the course tutor and will be based on the pre set Project Assessment criteria. The criterion score for an acceptable project is 70%.

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## **DIRECT TRAINER SKILLS - II COURSE (DTS\_II)**

### **Introduction**

Organisations face continuous social and economic transition and hence require professional renewal in keeping with and anticipating the pace of change. Training contributes to this demand for enhanced learning and change capability. The paradigm shift in the training-process, from the trainer-centred approach to the learner-centred approach is well established all over the globe. There is voluminous literature available now on how individuals learn and how they can be supported in their organisation to keep learning. DTS-II seeks to create an opportunity for enabling the learner to appreciate the principle of learner-ownership and to learn moving through the experiential learning cycle.

### **Aim**

DTS-II aims at equipping the participants with skills relevant to the learner-centred training-process through the mode of experiential learning; particularly in the application of identified training methodologies namely Case Study, Field Visit and Role Play; besides appropriately using Skill Development Exercises.

### **Designed For**

DTS - II has been designed for the benefit of practicing direct trainers who have been trained in Direct Trainer Skills (DTS) Course or any Training of Trainers course covering Systematic Approach to Training (SAT) and some of the common training methods. Besides, they are expected to possess at least two years' experience of training public sector functionaries at the cutting edge level.

### **Facilitators**

The facilitators who are certified as "Master Trainers" and "Recognized Users" by the Training Division of the Department of Personnel and Training, Government of India, and are experienced in this field will conduct this course.

### **Objectives**

Following the principles of learner-ownership, the objectives would be settled at the onset of each content-segment through the process of "contracting" with the participants.

## **Broad Contents**

The areas of concern in the Systematic Approach to Training (SAT) which informs the current training practices in the country, would constitute the starting point of DTS - II and the following segments would be covered during the course:

- The Kolb Model of Experiential Learning.
- Selection of a training method / combination of training methods.
- Application of training methodologies namely Case Study, Field Visit and Role Play.
- Application of Skill Development Exercises.

## **Duration**

The course will be implemented in a span of five working (0930 hrs to 1730 hrs) days.

## **Style of the Course**

- A pre-course assignment about the current training practices in the country.
- Guided reading - reading and exploring all the articles included in Study-material, during the currency of the course.
- Learner centred training methodology based on experiential learning to generate an environment conducive to effective learning.
- Setting objectives for each content segment through the process of "Contracting".
- Developing a learning community through practicing the principles of learner-ownership.
- Individual & Group work and Preparatory assignments for next day.
- Micro sessions involving application of select training methods.

## **Learning Group**

12-16 participants and a team of 2 facilitators would form the learning group on a DTS-II Course.

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## **TRAINING NEEDS ANALYSIS & USE OF TNA TOOLKIT COURSE (TNA)**

### **Introduction**

In the present times, the value for money concept is all pervading and training is no exception to it. To make the training “demand-driven” and “market-oriented” rather than “supply-driven”, as is generally at present, the Training Division of the Department of Personnel and Training (DoPT), Government of India took a decision to introduce a training package in the area of Training Needs Analysis as a part of UNDP Project on ‘Strengthening of State ATIs in India.’ Investment in training can only be justified if it leads to improved performance by helping people to develop their potential.

This course forms part of the Systematic Approach to Training (SAT), the first stage of which requires that the Training & Development needs of people as individuals and members of working groups are identified. Since all performance problems do not have training intervention, the non-training implications, which are of equal importance and influence performance, are also identified.

### **Aim**

The aim of this course is to help participants develop TNA Consultancy Skills so that they can assist client organizations improve performance through recommending appropriate training and non-training solutions.

### **Design For**

The course is intended for institutional/departmental trainers and experienced government officers/managers who are involved in helping organization improve their performance.

### **Facilitators**

The facilitators who are certified as “Master Trainers” and “Recognized Users” by the Training Division of the Department of Personnel and Training, Government of India, and are experienced in this field will conduct this course.

### **Course Structure**

The course has 3 distinct features, each helping participants to develop their Consultancy Skills and understanding of TNA, namely,

**(1) Distance Learning**

Its purpose is to introduce the concept of TNA and outline issues which will be faced by the participants when carrying out TNA.

**(2) Two weeks consultancy skills workshop**

The Workshop introduces the TNA Toolkit and provides a series of opportunities for participants by means of institutional-based simulated activities using incident case studies to develop their consultancy skills. Following this, participants will form teams to carry out real-life field-based consultancy with client organizations who are really interested and wish to take advantage of TNA. It is based on a series of team activities requiring full time commitment including some evening study.

**(3) TNA Consultancy project**

On completion of the Workshop, each participant will undertake an agreed personal TNA consultancy project with a suitable client organization. This will be submitted to the tutor for assessment and issue of a certificate of competence by the DoPT.

**Course Style**

The course is based on “experiential learning” and as such is not a “taught” course having classroom lectures. It has a series of practical learning activities - some simulated by the use of a case study and other actual field based situations.

**TNA Toolkit**

The toolkit, which is the backbone of the course, forms a framework for TNA consultancy activities. It establishes a clearly defined process for consultancy and a selection of tools/techniques consisting of a Case Study, Tools, Checklists and Advisory Notes spread over Five Phases.

**Five Phases**

Phase I	Entry and contracting
Phase II	Data Collection
Phase III	Analysis & diagnosis
Phase IV	Feedback
Phase V	Withdrawal

## MENTORING SKILLS & FACILITATION SKILLS (M&F)

### (I) - MENTORING SKILLS

#### **Introduction**

People working in the public services, both as individuals and as members of staff in public service organisations, are faced with continually increasing challenges. The challenges being faced require significant changes - behavioural, operational and technical - where people have to learn new ways of working and probably, discarding out of date knowledge, skills and attitudes. To respond positively and effectively to such challenges, people need opportunities to develop - perhaps by being trained or by being given an opportunity to learn or to applying their expertise to meet new organisational requirements.

Development is not an alternative word to training as it encompasses a wider field where people, individually and collectively, seek ways to bring about improvement. This could be to their own job performance, to their careers to team performance or to their organisation's products and services.

Often, the basis for successful development is the contributions made by a **Mentor**. This person, usually an experienced member of staff, supports development activities. A mentor helps a person undertaking development - a **Mentee** - and in this role, also represents the interests of the employing organisation or funding agency.

#### **Aim**

The aim of the **Mentoring Skills Course** is to help selected members of staff to acquire an understanding of the concept of mentoring, and the skills to carry out the duties of a mentor.

#### **Designed For**

The Mentoring Skills Course is intended for departmental staff involved in human resource development. It is also suitable for institutional trainers, sectional leaders and heads of department who are supporting development initiatives. No prior knowledge of training is needed or assumed.

#### **Facilitators**

The facilitators who are certificated as "Master Trainers" and "Recognized Users" by the Training Division of the Department of Personnel and Training, Government of India, and are experienced in this field will conduct this course.

## Course Structure

The course provides an introduction to the concept and processes of mentoring. It also includes an intense opportunity to acquire essential skills. The course has two main features:

1. **Distance Learning.** This provides a general background to issues, which will be faced when carrying out mentoring duties along with questions to focus. Also included is an overview of the case study that will be used throughout the workshop.
2. **Workshop.** Run over a period of three days, where participants can develop an understanding of the role and responsibilities of a mentor. During the workshop a series of practical exercises will be used to provide realistic opportunities for skills development.

## Course Style

The Mentoring Skills course is intended to help participants develop competencies to carry out mentoring tasks commensurate with their role, responsibilities and status in their respective organizations. This is not a 'taught' course. Rather, it is a series of practical learning activities - mostly simulated by means of a case study. Participants are therefore expected to take active responsibility both for their own learning and by contributing to group activities.

1. **Distance Learning** The purpose of the Distance Learning is to introduce the concept of mentoring and the context in which it can be used. The material also outlines issues mentors will face when supporting a mentee's development. The expectation is for participants to have studied this material before the commencement of the workshop and also to have commented on questions being asked about prospective role as a mentor.
2. **Workshop** As the workshop is based on an intensive series of individual and group activities, it requires full-time commitment, including some evening study. We therefore assume that course participants will be either residential or be within easy commuting distance.

## Objectives

At the end of distance learning participants are expected to:

1. Describe the purpose of mentoring
2. Define the role of a mentor.
3. Identify issues concerning mentoring initiatives within an organisational context.

4. Clarify the relationship between improving performance and the role of a mentor.
5. Define 'learning', 'training' and 'development'.
6. Review the potential benefits obtained from the introduction of mentoring.

At the end of the workshop participants will be able to:

7. Review organisational issues related to mentoring.
8. Analyse issues and challenges associated with the introduction of mentoring.
9. Identify personal concerns with the implementation of mentoring.
10. Describe the four stages of the mentoring model.
11. Identify tasks to be carried out in each of the four stages of the model.
12. Specify key competencies of a mentor.
13. Build a professional relationship with a mentee.
14. Identify a mentee's development needs and aspirations.
15. Apply the concept of behaviour analysis to a mentor/mentee relationship.
16. Devise a draft development plan.
17. Negotiate a mentoring contract based on an agreed development plan.
18. Agree to development activities.
19. Use psychological growth model to assist mentee development.
20. Organise appropriate support and resources.
21. Practice active listening skills.
22. Facilitate the provision of suitable feedback.
23. Apply appropriate coaching/counselling skills to support mentee development.
24. Review mentee accomplishments.
25. Describe strategic phases in the use of mentoring within an organisational context.

### **Duration**

The Workshop is run over a period of three working days, starting at 10.00 hrs on the first day and concluding at 16.00 hrs on the third day.

Participants, working as members of team, should expect evening activities. The following is an indication of how we allocate the time during the workshop, although it may be adjusted to suit particular course requirements.

### **Broad Contents**

- Mentoring – Issues and Challenges
- Relationship Building
- Behavior Analysis

- Psychological Growth - Concept and Application
- Challenges/Constraints/methodology & responsibilities
- Systematic Approach to Mentoring.

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## (II) FACILITATION SKILLS

### **Introduction:**

Within an organisational environment, which is constantly evolving, many organisations are placing an increasing focus on ensuring that their organisation's capability to embrace change and manage complexity is developed. Enhancing the organisational capabilities for active problem solving and continuous improvement is critical. This has also led many organisations to re-evaluate their predominant management styles and to move from a traditional directive approach to embrace a more empowering, delegated and negotiated working relationships and responsibilities.

Many organisations are also recognising that many of the barriers to effective change management arise from challenges within the organisational communication processes. Change may be slow to occur because resistance to it is not examined; change may have been imposed and therefore there is a lack of commitment to the organisation's aims.

Effective facilitation often results in improved quality of the group's problem solving and a high level of shared understanding, involvement and ownership of issues and solutions prevalent within the group. Facilitation is essentially a non-directive process. Facilitation is a high level skill in which the facilitator works with a group of individuals and seeks to empower and enable those individuals to work together effectively as a group.

### **Aim**

The aim of the **Facilitation Skills Course** is to help participants develop an understanding about the process of Facilitation and to develop some of the core skills.

### **Facilitators**

The facilitators who are certificated as "Master Trainers" and "Recognized Users" by the Training Division of the Department of Personnel and Training, Government of India, and are experienced in this field will conduct this course.

### **Designed for**

The Facilitation skills course is intended for departmental staff or consultants who will become more involved in change, communication and cultural change initiatives or who are seeking to improve the effectiveness of group working and meetings within the organisation. Facilitation can also be

used in executive development courses to support experiential learning and all individuals or trainers involved in this work would also benefit. However, no prior knowledge of training is needed or assumed.

## **Course Structure**

The Course provides an introduction to the concept and processes of facilitation and an opportunity to develop core skills. The course has two main features:

1. **Distance learning:** This includes some general background reading material. This will cover some of the concepts, issues and processes, which will be discussed in greater depth during the workshop. There will also be an overview of a case study, which will be used in the workshop.
2. **Workshop:** This will be run over three days and enable participants to develop an understanding of the role of a facilitator and to develop core skills. The workshop will involve a number of practical exercises, which will be used to provide an opportunity for skills development.

## **Course Style**

The Facilitation skills course is intended to help participants develop their understanding of the key processes within facilitation and to develop competencies pertinent to the role of a Facilitator. This is not a “taught” course. It is a series of practical learning activities. Participants are therefore expected and encouraged to take an active role and responsibility for their own learning and for the learning of the group by contributing to all learning activities. Tutor, peer and individual feedback will also be given during the workshop to support skills development.

- **Distance learning:**

The purpose of the Distance Learning is to introduce the concepts and processes of facilitation. The expectation is for participants to have studied this material before the commencement of the workshop.

- **Workshop:**

As the workshop will involve a number of participative and interactive practical exercises, the course requires full-time commitment, including some evening study. We assume that course participants will be either residential or within easy commuting distance.

## Objectives:

After studying the **distance learning material**, participants are expected to be able to:

1. Outline the purpose and process of Facilitation
2. Identify some of the potential benefits gained through facilitation
3. Develop an understanding of the nature and scope of the role of the facilitator.
4. Outline the principal phases within the facilitation process
5. To begin to recognise some of the complexities of understanding group processes and group dynamics
6. Identify the key competencies which are core to the role of a facilitator
7. To begin to identify some of the key challenges within the facilitation process

At the end of the **workshop**, participants will be able to:

8. Identify the key phases within the facilitation process and practice some of the core skills within the evolving role of the facilitator at each stage
9. Identify factors pertinent to the facilitators relationship with the group and to develop practical strategies to deal with challenging scenarios including conflict resolution
10. Develop approaches and practice using methods for facilitating group problem solving and decision making
11. Develop approaches and practice using methods to support the interpersonal dynamics within facilitation including behavior analysis
12. Develop the skills to manage task and processes within facilitation
13. Understand and develop skills within the Six Dimensions of facilitation
14. Undertake the preparatory analysis needed for facilitating a group event
15. Undertake a self-assessment and develop some of the interpersonal and communication skills and self-awareness critical to the facilitator's role and receive feedback on individual impact and effectiveness
16. Practice undertaking the role of facilitator within a case study role play and receive feedback on individual impact and effectiveness.

## Duration

The workshop is run over three working days starting at 10.00 am on the first day and concluding at 16.00 hrs on the third day. Participants, working as members of teams, should expect some evening activities.

## **Broad Contents**

- Facilitation: Process and Purpose; Phases within the Facilitation Process.
- Group Dynamics and Facilitation
- Understanding the role of the facilitator
- Skills of a Facilitator
- Various dimensions of the Facilitation process
- Key Challenges for the Facilitator
- Tools and Techniques
- Facilitation styles
- Facilitation Role Plays

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## **Part - III : Development of Master Trainers (MT) and Recognised Users (RU)**

### **Selection**

Selection of potential Master Trainers(PMT) and potential Recognised Users (PRU) in respect of all the TDP courses is made by the Training Division based on the recommendations of Heads of different training institutions and the Master Trainers.

### **Section - I**

#### **MT Development for the courses - ( Direct Trainers Skills and Design of Training (DTS & DOT):**

- Potential MTs are developed as Master Trainers through this course, which has the duration of 4 weeks. During the first week, MTs brief and guide the PMT to prepare them for their role as developers. They are challenged to come up with the strategy to cope with uncertainty, which crop up in any training situations.
- During the second week the PRUs join and the number of participants is decided according to the ratio of 1:6 between the RUs and participants. In this week the PMTs deliver the DTS/DOT courses and the PRUs observe. The PMT also receives feedback of MT on his/her performance. The PMTs simultaneously encourages and guides the PRUs in the preparation of the process sheet through observation and recording of day's proceedings each day.
- During the third week the PMT's role as developer is put to test. In this week, the PMT would guide, encourage and challenge the PRUs to deal with all aspects of delivery of DTS/DOT courses. In case of DOT courses such guidance would also include details about evaluation of design projects.
- During the fourth week the PRUs would deliver DTS/DOT courses for the fresh set of participants who would now join. In this week the PMT would be providing support and also monitor the process of implementation of the course by the PRU. Simultaneously PMT would get feedback on the entire process from the MT.
- MTs and PMTs are required to send their reports to DOPT with their observation, comments and recommendations on the entire process of development of trainers as implemented during the four weeks. Based on these recommendations the Training Division issues certificates to the

new MTs and to the new RUs. The certificates in respect of the new MTs/RUs of DOT have a linkage to the completion of design project by the respective participants of Week 2 and Week 4.

## **Section - II**

### **RU Development for Direct Trainers Skill/Design of Training:**

RU Development is undertaken both as a part of MT Development as indicated in Section I and also independently. When it is held independently the duration of the course is three weeks. The process is identical in both the versions, except that in the independent RU Development Course, the PRUs work under the guidance of MTs and not the PMTs.

## **Section - III**

### **RU Development for Training Need Analysis (TNA) and Evaluation of Training (EOT):**

The DTS/DOT courses were started in the late eighties i.e. around 16 - 17 years back. The courses like TNA and EOT were started recently after the year 2001. The RU Development presently practiced is different in both the programmes.

**Training Need Analysis (TNA) :** TNA is a two week programme. It is not a taught course. The participants are supposed to do a lot of self-learning through various exercises and activities. The first week is devoted to the classroom activities. The second week is devoted to practical exercises where each participant actually visits a Government department and conducts an actual TNA. Based upon their TNA consultancy reports, the participants are certified. In the RU Development Programme 4-5 participants who have already been identified as PRUs are developed and certified as RUs.

The TNA RU development is conducted more or less in the similar fashion as a normal TNA course. However 4-5 participants are developed as RUs. They get separate time for interaction with the MT. Even briefing sessions are held before the actual programme starts.

In this workshop a post workshop project is submitted by the participants, which are evaluated by the RUs.

Based on the recommendations of MT, certificates are issued to the RUs by the Training Division.

**Evaluation of Training (EOT):** A plain EOT course is of five days duration. The EOT RU development is held for 2 weeks. 2-6 RUs may be developed. In the first week, the MTs run the course with 12-16 participants, the PRUs observe them, take down notes and hold discussions in the evenings.

In the second week the PRUs run the course. Generally a ratio of 1:6 between tutor and participant is maintained. Since the course involves team teaching it is best to develop an even number of RUs.

In this course also a post workshop project is submitted which is evaluated by the RUs. Based on the recommendations of MT, certificates are issued to the RUs by the Training Division.

#### **Section - IV**

#### **RU Development for Direct Trainers Skill - II (DTS-II) Course:**

The eligibility for becoming a RU of DTS-II Course is as follows:-

- ♣ A Direct Trainer (including a DTS/DOT RU) who has undergone one week's training of DTS-II Course, and
- ♣ Has been engaged in conducting trainer-training courses for at least 2 years.

The mechanism for RU Development envisages the following:-

- ♣ The course will be in two parts - first part DLM and the second part 02-weeks Workshop.
- ♣ In the DLM Phase - a complete set of study material and learning material would be sent to the prospective RU along with suitable guidelines for preparation at least 25 days in advance of the start of the first week of the Workshop.
- ♣ The potential RU and the Master Trainers are free to interact during this period through email, phone, etc.
- ♣ In the 02 weeks' Workshop - it is left open to the Master Trainer to call the potential RUs on Saturday or Sunday preceding the start of the workshop for a briefing as he/she deems fit.
- ♣ During the first week a team of two Master Trainers would run the course and four potential RUs would sit through the course as observers and would note down the process and content throughout each day.
- ♣ In the evening each day, the prospective trainers will interact with the Master Trainers and will make a presentation before the MTs in which they would be required to highlight the following:-
  - ☞ Process of learning by participants; and
  - ☞ Self-assessment about the demand on the trainer and how to cope with.

- ♣ On the last day of the week one, prospective trainers would prepare a *Learning Plan* to be executed during the second week. The learning plan would particularly provide for facilitation for “Contracting” and linkages among the exercises, the contributions of participants and the achievement of the contracted objectives.
- ♣ On the Saturday and Sunday intervening between weeks one and two, the prospective trainers would be working with the MTs (either one MT or both MTs as the need may be) for the purpose of clarifications of doubts.
- ♣ During the second week, the prospective trainers would be delivering the course with either or both the MTs associated to provide necessary help.

## **Section – V**

### **RU Development for Management of Training (MoT) Programme:**

**Duration : two weeks**

**Eligibility:** For a trainer to be qualified to run one week MoT programme, following three conditions are required to be fulfilled:-

- Having participated in two week programme on MOT (T), and
- Acceptance of the project on the selected area agreed to.
- Successfully conducted one week MOT course subsequently within six months of participating in the MOT (T) programme. The report on this area is required to be submitted to the concerned trainer and also to Training Division.
- Is a RU in any other ToT package.

**Process:** As in the case of DTS/DOT RU Development, during the second week of MOT (T), the PRUs for this course work under the guidance of MT to prepare process sheet, develop strategy, etc. for implementation of the course in future.

## **Section – VI**

### **RU Development for Mentoring Skills and Facilitation Skills (M&F)**

Both mentoring and facilitation skills courses are of three days duration each. The RU Development Programme for the both courses runs over a period of 6 days where generally 2-4 RUs are developed. For the initial three days respective MTs run the course with 6-8 participants, the PRUs observe them, take down notes, hold discussions with MTs. During the next three days the PRU run the course and the MT observe them. Generally tutor-participant ratio of 1.4 is maintained. Since the course involves team teaching, it is tried to develop even

number of RUs. Based on the recommendations of the MTs certificates are issued by the Training Division, DoPT to the recommended PRUs.

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