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# DEVELOPMENT OF INTERNAL TRAINING SYSTEM IN A COOPERATIVE SOCIETY



## Project for Training of Cooperative Teachers in Sri Lanka

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DEVELOPMENT OF  
AN INTERNAL TRAINING SYSTEM  
IN A COOPERATIVE SOCIETY  
- A PROGRAMME OF ACTION  
-

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SRI LANKA.

DEVELOPMENT OF AN INTERNAL  
TRAINING SYSTEM IN A COOPERATIVE  
SOCIETY

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A PROGRAMME OF ACTION

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## FORWARD

Development of an Internal Training System is a new field of activity for the Cooperative Societies in Sri Lanka as well as some developing countries. Although the training component is an integral part of any Management System, the situation is not so due to historical reasons. The tradition created by the government during early nineties to facilitate the efficient functioning of small Cooperatives and promotion of Cooperative idea at a time of difficulty still continues with the radical changes occurred in the structure and Management practices in the Cooperatives. The Societies have become very large in terms of membership as well as area of operation. They no longer enjoy any privileges by the Government and have to compete with the private sector in a free economy, where as they enjoyed monopolies in the past. Early part of the country when the villagers were not so literate as present, the Government set up the education and extension unit for Cooperatives as a function of a Cooperative Department. The School of Cooperation was set up in 1943 as the National College.

## II

Still these institutions continue to function in the same manner with same authority.

Many experts and research teams saw many draw backs in the system and emphasised the necessity to organise the training function at the Society level or at least at the Movement Level. The Department of Cooperative Development responded by creating a separate job at the executive level which is called Education and Member Relations Officer and emphasised the importance of appointing a qualified and competent person to hold the post.

This book is based on an experiment carried out by us in a Cooperative Society to develop an Internal Training Unit while developing the training officer too. We have found that, the idea is practical in our situation and even the concepts of learning advocated are realistic and gained response from the trainers as well as authorities. Long term results are subjected to be seen in future.

I feel that we are becoming too late in integrating the training function into the Management System in order to streamline the Management organisation and achieve efficiency and better output from the manpower in the Cooperative Society.

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Therefore, it is our sincere hope that the professional facilitators and authorities would adopt these ideas in all Cooperatives in Sri Lanka.

Finally I would like to thank all the Cooperators of Vali East Southern Division MPCs at Neerveli authorities & the Department of Cooperative Development including the assistant Commissioner in the Jaffna District, the National Cooperative Council of Sri Lanka, Specially School of Cooperation in Jaffna and my colleagues in the Project who gave fullest Cooperation and support for the exercise.

My thanks are due to Manori De Silva who typed the script and D.H.Palihakkara who did the printing work.

W.U.HERATH  
PROJECT DIRECTOR.

## CHAPTER 1

### INTRODUCTION

The Project Advisory Committee of the Cooperative Teachers Training Project in Sri Lanka directed us to produce this document embodying the experiences of the Project in developing an Internal Training System of a Cooperative Organisation for the benefit of the trainers scattered in the country who would become programmers of such attempts in the large Cooperative Organisations.

This document is based on an experiment carried out by the Project for Training of Cooperative Teachers in Sri Lanka. The ideas expressed here and the guidelines given for a proposed programme do not necessarily represent the model followed during the experiment, but go beyond that. The errors committed during the trial has shown the way for new thinking and modifications in the programme.

The Project document of the Cooperative Teachers Training Project lists the development of Internal Training Systems in selected Cooperative Organisations as one of its activities. The advisory Committee of the Project has given priority to this activity considering the current training requirements of the Cooperative Organisations in the country.



In addition, this activity is supposed to provide field training for Cooperative Teachers in the practice of modern training methods and techniques. The Project used many of its workshop members for facilitation during the experiment. Their participation and enthusiasm has been encouraging. More than that, we were surprised to see the motivation of the participants of the learning experiences in the Society conducted during holidays. The Cooperative Staff members and women leaders came forward without any monetary incentives and even losing their rest during week-ends.

The mid-term evaluation conducted by a team of evaluators appointed by the International Cooperative Alliance has revealed the responses of the various groups of the society on the programmes.

They say ..... "Besides the discussions with the Education Officers we also had meetings with trainees who were the salesmen drawn from the various branches of the society. In response to our queries, the salesmen trainees informed us that on account of training they were exposed to new ideas and techniques which helped them in improving the shop-lay-out consumer member relations, display of goods in the shops and also in the promotion ..... The President, was of the view that the Internal Training Programme had helped them in better equipping their employees which may result in better performance on the job \* .....

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\* Report of the Evaluation Team on the work of the Cooperative Teachers Training Project in Sri Lanka.-ICA New Delhi

Development of an Internal Training System is essential for 2 distinct characteristics of a Cooperative Organization.

- (a) Cooperative Society is a social organisation depend on an enlightened membership.
- (b) Cooperative Organization is a business organization work on accepted norms.

An Internal Training System living with the dynamics of the organization is a pre-requisite for the survival of a Cooperative Society. The current situation in Sri Lanka emphasise this more than ever before.

The suggested programme has been designed in keeping with the approach of the Project in other activities. It is consistant to the ideologies followed in other activities of the Project. It is basically based on the belief in the human potentiality to learn in persuance of self actualization. The ultimate development of the individual is to become open to experiences and to become existential. Therefore, it is essentially a learner centred activity in contradiction to the traditional teacher centred and authoratarian system so far we have adopted in the Cooperative Societies.

However, it has its own limitations in achieving expected results. It is difficult to radicalize the existing system. Such an attempt is normally faced with the resistance by many forces within the organization and outside agencies which influence the society. On the contrary, it is necessary to start somewhere. Changes are unavoidable though they are painful. The learner in the system has to be developed to become critically conscious about the environment in the society and to gain new insight into the problems he, as an integral part of the total organization is faced with. This involves not only unlearning his previous experiences but also creating new learning through experiential learning.

The guidelines given in the suggested action programme, are not meant to be followed as rigid rules or models. They have been results of our experiences. May be, other organizations have to modify and revise the programme to suit their environments.

The suggested programme should be treated with flexibility. Unless the programme does not belong to the society and does not reflect the needs and aspirations of the organization, the possibility of getting rejected is more. Sometimes direct or indirect resistance would be visible. Therefore, it is important to modify the model to suit each society.

I have attempted to give some impressions on the current situation of the Cooperative Societies in the field of training and educating their members, leaders and staff based on the experiences we had. The proposed programme of action has to be justified by matching its approach to the existing situation.

The Chapter on conceptual outlook deals with the conceptual assumptions of the programme. It is assumed that some facilitators would want to go into the depth of the subject and verify the learning theory behind the programme. This chapter briefly deals with the theory behind the programme so as enable the reader to go into the depth of the learning process involved. A learner centred training system has to be understood as a totality in which various experiences from different dimensions are integrated. It is difficult to measure self appropriation of any learning in terms of one particular training programme or a single learning experience.

The proposed action programme has 2 focuses -  
 i.e. Orientation of Cooperative Organization to the activity and development of the system with the possible participation by all concern. Internal Training System is a new concept to the Cooperative Societies in Sri Lanka since they have not been able to become self reliant in training and education. Historically they depend upon outside agencies which are governmental & Cooperative. The societies have accepted or were compelled to accept the system of handing over training responsibilities to outside agencies by contributing to a fund contrally controlled by a custodian. This kind of arrangement

ultimately has the tendency to become more academic and authoritarian rather than need based and learner centred. The results achieved would become unsatisfactory. This system is not developed on the reality but on the assumptions. The facilitators used in the system do not have enough opportunities to learn are not concerned about the real needs of the society. The management of the society become passive and indifferent to such a system and tend to take things for granted. The training arrangements in Sri Lanka represent such a situation. Therefore, we feel that advocating of a new system which is to become self reliant and need based has to adopt a strategy to orient the societies into the activity by demonstration. The Project staff involved in the experiment had to face indifference and Lethargy on the part of the society for which nobody to be blamed. The practice of a result oriented training system has not been experienced by the cooperative sector. Demonstration of results in visible, quantifiable and behavioral terms is totally a new experience. The facilitator has to face this challenge if he is to have a break through to a process of internalized self reliant training system. Therefore, I have given some ideas about such an attempt although it is not connected to the action programme suggested.

The action programme briefly deals with the strategy to be followed and its components. The programme suggested is essentially based on the systems approach in adult education.

The proposed programme has dealt with 2 distinct categories of people involved in a Cooperative Society.

- (a) Cooperative Staff
- (b) Cooperative members and leaders.

Any occupational training programme has to be job specific and skill oriented. "The learning of skills is the discovery that something is possible. To teach is to show that something is possible.

Discover: to uncover, take a cover away, make the thing or skill appear, to add something new".<sup>1</sup> It has a second priority for cognitive type of learning. Therefore, the programme meant for cooperative staff has a bias towards vocational training while member education is slightly differed having an emphasis in committee affairs and economic life of a member. However, the strategy followed in developing the curriculum and the learning experience is the same.

I intended to include a separate chapter on organizational arrangements to carry out the programme as the present arrangements are inadequate and has a different focus. The educational environment should be flexible enough to appropriate and accommodate the learners<sup>1</sup> desires and his responses. Any learning taking place in an environment where the hygiene factors are influencing such experiences, the effectiveness of learning and the achievements are limited. An attempt has been made here to spell out the conditions for creating an environment within the organization to facilitate learning. The net result of the total effort would be to change the organization into dynamic and open one to facilitate changes with the environment. Otherwise the institution would become static and obsolete which does not represent the

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1. Fritz, Perls in & out the garbage pail  
P. 85

changing conditions of the society. On the other hand, the effect of such a rigid organization on the learner will be frustration , demotivation and retardation.

This book does not however, provide the interested organizations with all ingrediants of the developm-ent of internal training system. The writer will be satisfied if the book is somewhat useful in creating an awareness among the readers in the need to develop a system in the society and provoke thinking on the possible approaches to such an experieent.

CHAPTER 2

CURRENT SITUATION OF COOPERATIVE SOCIETIES  
IN SRI LANKA IN THE FIELD OF  
COOPERATIVE EDUCATION AND TRAINING.

The objective of this chapter is to give some impressions on the existing situation in the Cooperative Societies in the field of education and training. This is not a result of any in depth research but based on the experiences in the Cooperative Sector.

Historically, the arrangements in the aspects of education and training has been to get external agencies to handle it. The Department of Cooperative Development undertook to educate the masses on the ideology of Cooperation and attract them to Cooperatives. The Cooperative Officials took the role of friend, philosopher and guide to the cooperatives. Calvert once mentioned that the Cooperative Department is essentially a department of adult education. Further he says that the aim of the staff is to study how people earn their livelihood so as to be able to teach them how to achieve this objective with greater profit to themselves.\*1

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\*1 Dept. of Cooperative Societies leaflet No. 29-1936



Since then much has not been changed. The Dept. of Cooperative Development continue to play a key role in deciding on the education and training policy for the Cooperative sector through its power vested under statute. The organization of the propaganda and extension division and the emergence of School of Cooperation in 1943 were the attempts to cope up with the increasing training demands of the Cooperative Movement and within the department itself. Therefore, two divisions were made the controlling agencies for Cooperative Education. Special levy on the Cooperative societies subsidised the votes in the Department for Cooperative education, extension and propaganda work.

The establishment of the Cooperative Federation in 1955 as the ideological apex for the Cooperative Organizations led to further expansion of educational activities. The Department took gradual steps to hand over the District Cooperation Education Centres to the Federation although it continued to play a regulatory function through its School of Cooperation and the Extension Division.

The Cooperative Management Service Centre which started in 1973 has increasingly shown interest in Cooperative Training though its primary function is management consultancy.

The Cooperative Organizations except in the case of Cooperative Federation (now National Cooperative Council) showed a passive role in the education field by accepting the arrangement. The societies participated in the educational programmes organized by the agencies mentioned. The responsibility of training cooperative staff, members and leaders were shared by the governmental and cooperative agencies.

This arrangement fits very well into a system of traditional education which is teacher centred. The focuss and the content of education was decided by the organizers of the programmes. These programmes had cognitive objectives basically. The Royal Commission on the Cooperative Movement of Sri Lanka said " ..... we fear there is altogether too much learning at present towards purely theoretical" book learning " and courses in which the only measure of learning is an examination mark. Men who will manage and operate different cooperative business enterprises will get only a small part of the necessary skills and knowledge from books and leacture and a great deal from training and direction on the job ..... "\*1

Present educational and training arrangements in the Cooperative sector has two types of emphasis.

- I. Training of staff of Cooperative Societies.
- II. Training of members and leaders of Cooperative Societies.

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\*1 Ceylon sessional papers 1970- P. 183-84

The training provided to the employees of the Cooperative societies take two forms.

- I. Examination oriented regular courses.
- II. Ad-hoc training programmes on various themes connected to functions of Cooperatives.

There are 3 regular type training courses conducted by the National Cooperative Council.

- I. Cooperative Employees Junior Level Certificate Course
- II. Cooperative Employees Ordinary Level Certificate Course.
- III. Cooperative Employees Higher Level Certificate Course.

Cooperative Employees Courses are meant to develop general aptitudes to perform their jobs at different levels. It is assumed they match the following levels.

CEC Junior Level	- Operative Level
CEC Ordinary Level	- Supervisory Level
CEC Higher Level	- Managerial Level

The course designers have not given specific Objectives for the courses. The class room teaching is carried out on the basis of a set syllabus prepared by the School of Cooperation on certain assumptions on the need of a particular level. This strategy adopted is basically authoritarian which is based on the principles of theory X

as explained by Douglas Mc Gregor.<sup>\*1</sup> The academically qualified teachers who do not possess practical experience as managers of Cooperatives use their own notes for teaching. The syllabuses they use are theoretical and academic in approach to any subject.

The emphasis of these courses is the examinations.

The teachers and students aim their teaching and learning to pass the examinations conducted by the School of Cooperation. The examinations are subjective in their methods of assessment of training. No objective type of testing devices are used.

In addition to these regular type of examination courses, The National Cooperative Council and the Department of Cooperative Development organize ad-hoc type one day or two days seminar type training programmes for employees as well as Cooperative teachers. Sometimes, they are organized jointly and separately. The respective organizing body decides on the theme of the training session. These programmes are held on the basis of an annual education plan. Once there was even a five year plan for educating employees as well as committee members. When it comes to evaluating the success of the programme, the evaluation is done on statistical data. The evaluation is on the basis of the means or activities but not on the output or results. The recipients or societies are rarely consulted at the time of the preparation of annual programme.

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\*1 D. Mc Gregor - Human side of an enterprise - McGraw Hill.

The training of Boards of Management of the Multi Purpose Cooperative Societies is done by the National Level agencies such as extension division of the Cooperative Department. They are decided at the national level. Training of committee of small type of cooperatives is organized by the National Cooperative Council. They are held at the district level or regional level. These are again decided by the training agency on some assumptions of the needs of the beneficiaries.

There had been many attempts made by the National Cooperative Council and the Dept. of Cooperative Development to reach general membership of the Cooperative societies through study circles and training camps over a period of time. The School of Cooperation Organized study circles as far back in nineteen fifties. Recently also there was an attempt made to revive the concept but without much success. There were some other efforts made through income generating projects to reach membership and get them to involve in a continuous education process. However, the experience has been that it had become very difficult to sustain the interest of the members.

Paulo Freire identifies this type of education as Banking type of education. Basic practices underlying banking education has been explained by him as follows:

1. The teacher teaches and the students are taught.
2. The teacher knows everything and the students know nothing.
3. The teacher thinks & the students are thought about.
4. The teacher talks and the students listen meekly.
5. The teacher disciplines and the students are disciplined.
6. The teacher chooses and enforces his choice and the students comply.
7. The teacher acts and the students have illusion of acting through the action of the teacher.
8. The teacher chooses the programme content and the students (who were not consulted) adapt to it.
9. The teacher confuses the authority of knowledge with his own professional authority which he sets in opposition to the freedom of the students.
10. The teacher is the subject of the learning process, which the pupils are mere objects.\*1

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Paulo Freire- Pedagogy of oppressed.

Contemporary Cooperative Training and Education is basically one way and depositing type which negates the association of trainees in planning and implementation of such programmes. Many of the themes are alien to them and ideas given are not practical in their own situation. They do not answer the problems they have in performing their roles in the Cooperative Society. They become dependent to authorities and teachers in the process instead of becoming self reliant. This approach has been an inhibition throughout the history. It also negates the very idea of self help and mutual help. How could these ideals be achieved when the teacher and the trainees are in two different levels? How could polarization take place in such a situation? The result is the anti-dialogue that hinders communication process which is basic for any adult education programme.

In this type of an education the inevitable result is drop-outs to the programme or apathy of the trainees. The experience has been gradual dropping out of trainees from the learning sessions. Cooperative educators' constant worry has been why the trainees do not come again.

Attempts are being made to find answers from the point of view of a teacher only. Coaxing and coarcing trainees were some strategies followed to retain them without much success.

Frederick Herzberg has found solutions to this problem by introducing motivation and Hygiene theory. Based on Abraham Maslow's theory of basic human need he indicated that the feeling of achievement, recognition, responsibility, advancement and personal growth become motivators in human life. Hygiene factors are associated with work environment; style of supervision; working conditions, interpersonal relationships etc.,. When these factors are at low level, people become unhappy and demotivated.\*1

These two set of factors could be matched to the existing learning situation and identify the causes behind demotivation among trainees.

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\* Frederick Herzberg - work and the nature of man- world publishing - Ohio (1966)



CHAPTER 3CONCEPTUAL OUTLOOK FOR THE DEVELOPMENT OF  
AN INTERNAL TRAINING SYSTEM IN A COOPERATIVE SOCIETY.

An Internal Training System in an organization essentially represents the focus on objectives and the priorities of activities set by the management. It deals with the training requirements in bringing about maximum productivity from the resources by using them effectively and economically. Human side in the organization is the main factor which contributes major pertion to this. Development of human resources cannot be achieved by launching a one sided effort from the management point of view but it should have the committed involvement by the trainee. The organization should be flexible enough to accommodate the involvement of trainees in deciding training policy as well as learning experiences. The training function is an integral part of an organization which influences functioning of other components.

I.K.DAVIS says:

"Isolated parts can rarely provide adequate information about a system, but a system can provide valuable information about the functions fulfilled by each of its components. Such an approach is nothing more than an application of the Gestalt concept that the whole is more than a simple summation of its constituent parts. Just as an atom, for instance, can only be described in terms of activity, so the resources of an educational environment can be described in terms of what they do and the roles they fulfill in realizing the system's objectives." <sup>1</sup>

Cooperative enterprise in any developing country is always a direct target of changes occurred in social and economic scene but rarely in a position to participate actively in influencing changes. Changes come not only from the social side but also from the technology side. Modern technology development seriously influences the private sector industries as well as enterprises due to the very nature of competition among private companies.

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<sup>1</sup> I.K.DAVIS - Management of Learning P. 13

Any Philosophy adopted in promoting a learning system therefore is influenced by the current development in technology. The span of the social and cultural change has been longer than the longevity of the human beings but now it has become shorter. Therefore, any Philosophy or system should be flexible enough to absorb and change into new experiences in order to cope up with the changing process. Otherwise, the learning system would become obsolete and consequently affect the progress of the organization.

There is a growing concern for measuring the effectiveness of a system in terms of results, output, or ends rather than the activities, process or means. The validity and usefulness of a process is decided by the end results and their contribution towards strengthening inputs in form of feed back. Otherwise, any organization cannot survive in the severe competition they are facing now. The organizations at present cannot afford or do not want to spend much on training, because they see training as a luxury without cost benefits. Therefore, any learning system adopted should ensure an output covering at least the training cost.

The Present approach to training by training organizations in Sri Lanka have to undergo a radical change in their educational philosophy so as to accommodate the above demands created over a period of time. The chapter dealing with the present training arrangements explained the current system.

The Cooperatives in Sri Lanka at present are not geared to face the severe competition with the private sector, companies with all their new technologies and management practices. The legal and social constraints faced by the cooperatives have been disastrous adding damage to injury.

What are the concepts we could follow in dealing with this situation from the training point of view?

The subject of educational technology developed historically based on the development of Physical Science, Behavioral Sciences and Psychology. The earliest technology developed its theories based on experiments carried out by Pavlov and others. The emphasis was more on hard-ware stressing the importance of various teaching aids and even teaching machines.

The second type of educational technology, with the help of soft-ware, emphasised the importance of behaviour. The behavioral scientists like Skinner, Maslow and others applied behavioural sciences to solve problems of motivation and creation. They unearthed some vital issues in applying technology into learning situations such as task analysis, writing objectives and selection of appropriate teaching strategies. Their orientation was towards stimulus response association and connection.

A theory most appropriate to the exploration of human potentiality for creation validated by human history of innovations was advocated by Carl Rogers, Iven Illich and others. This has been a logical development of learning theories with growing application of Psychological principles into learning situations. This School has been identified as Phenominological\*1 or humanist school of education. Behavioural and Gestalt Psychologists contributed to this development mostly.

The basic difference between behaviourist theories and humanist theories is that behaviourists consider the man as a passive organism govern by stimuli supplied by the external environment.

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\*1 See P.G. Boyle-Planning Better -Mc Graw Hill 1981 p. 207 programmes.

Man can be manipulated. That is his behaviour controlled through proper control of environmental stimuli. Furthermore the laws that govern man are primarily the same as the universal laws that govern natural phenomena. Therefore, scientific method as evolved by the Physical sciences is appropriate as well for the study of the human organisation.\*1

The Phenominological orientation considers man to be the source of all acts. Man is essentially free to make choice in each situation. The focal point of this freedom is human consciousness. Behaviour is thus only the observable experience and consequence of an essentially private, internal world of being. Therefore, only a science of man which begins with experience, as it is immediately given in this world of being, can ever be adequate for a study of the human organism.

It is necessary to evolve a synthesis in these Schools in order to formulate realistic principles for application in learning situation in the Cooperative Organizations as two approaches are based on abstract human situations.

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\*1 Frank Milhollan & Bill Forisha, from Skinner to Rogers' quoted by Boyle in Planning Better Programmes p. 208

Focus on behaviour and an internal subjective experience found in two Schools play an important role in design, implementation and evaluation of a learning system. Bloom - Mager and others have found taxonomies which could be useful in evolving a synthesis for application.\*1 -2

\* Carl Rogers identifies certain basic assumptions on learning as follows.

1. Human beings have a natural potentiality for learning.
2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.
3. Learning which involves a change in self organization in the perception of oneself is threatening and tends to be resisted.
4. Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.
5. When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.
6. Much significant learning is acquired through doing.

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\*1 Bloom B: Taxonomy of Educational Objectives-Handbook I  
I.-David Mc Key- New York

\*2 Mager & Beach - Developing Vocational Instruction  
(Feareer)

7. Learning is facilitated when the students participate responsibly in the learning process.
8. Self initiated learning which involves the whole person of the learner's feelings as well as intellect- is the most lasting and pervasive.
9. Independence, creativity, and self reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by other is of secondary importance.\*1

Skinner thinks that the teaching is the arrangement of contingencies of reinforcement under which student learn. The material must be divided into small steps to become competent in a subject matter. Reinforcement must be contingent upon the completion of each step satisfactorily.\*2

Boyle has identified basic principles by integrating important elements of the two approaches for realistic application in concrete learning system:

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\*1 Rogers Carl, Freedom to Learn - PP 157-164  
Charles Marril Co.,

\*2 Skinner BF - Beyond Freedom & Dignity- Alfred a knof Co.,



### Learning Environment

- The learning environment must be physically and psychologically comfortable for learners.
- It should be characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression and acceptance of differences.
- If learning is to proceed creatively, the learner must be adjusted emotionally to the learning situation, the teacher and to the other students.

### Need to Learn

- The learner must feel a need to learn.
- Learners must perceive the goals of the learning opportunity as their goals.
- A problem centred learning situation helps to motivate the learner to seek some kind of solution or to better understand the need to learner.

Previous Experiences

- Learning experiences must relate to previous experiences.
- The learner must be capable of carrying on or participating in the behaviour.
- The learner must have the necessary resources so that effective use can be made of the learning opportunity provided.

Learners Involved

- Learners should be involved in planning and implementing learning experiences.
- If the goals of the learning opportunity are to relate to the needs and problems of the learner, then the search for solutions must be undertaken with the learners.

- In the process, the learner will be able to influence the goals and learn the process of problem solving.

### Learning and Practice

- Learning must be experience centred.
- For learning to occur the learner must be an active participant in the experience.
- Whenever there is any involvement of ego in the problem, the individual develops vested interest in certain solutions when they affect her or him.
- Learners must be able to make use of experiences or practice behaviour suggested by the learning experience. This must be built into the learning opportunity.

### Feed Back

- Learners should get feed back so they can evaluate their success in reaching their goals.
- Success in reaching goals is necessary to maintaining the learners motivation in learning.\*<sup>1</sup>

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\*<sup>1</sup> Boyle- Fedric G.Planning Better Programmes- Mc Graw Hill  
1981- PP 210-211

In a learner centred learning system, the programmer has a different role to play in comparison to a traditional teacher. He functions as a catalyst, stimulator, facilitator and an encourager.

A person who plans and implements an adult education programme was formerly considered as an adult educator in a proper sense of a teacher.

Since then technical development and humanist ideas have become widespread, his role has become more complex and difficult. Earlier, he transmitted information to adults and lectured on the themes which he thought necessary for adults to learn. He decided what programmes they should undergo, what methods should be applied, what contents should be included to the subject matter and what criteria one should follow in measuring their knowledge.

However, his role has to be changed into more a helping and facilitating role and assume himself as a change agent. He starts planning a programme on the basis of a need shown by an individual or a group of people. He helps them to analyse the situation, diagnose the deficiencies, identify the training needs, decide on the objective; plan the learning strategies and methodologies, conduct the learning sessions and evaluate the sessions.

\*"He should have the conviction of the potentiality of a human being. On that basis he decides upon his role. He will help the individuals and groups to elicit and clarify their objective. He relies upon the desire of each student; implement these purposes while having meaning to him as the motivational force behind significant learning. He endeavours to organize and make easily available the widest possible range of resources for learning. He regards himself as a flexible resource to be utilized by the group. In responding to expressions in the group, he accepts both the intellectual content and the emotionalized attitudes endeavouring to give each aspect the approximate degree of emphasis which it has for the individual or the group. The facilitator becomes a participating learner, a member of the group expressing his views as those of one individual only. He takes the initiative in showing himself with the group his feelings as well as his thoughts; He remains alert to the expressions indicative of deep or strong feelings in his functioning as a facilitator of learning; the leader endeavours to recognize and accept his own limitations."

Internal Training Unit of a business organization should adopt two types of learning strategies.

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\* Rogers Carly freedom to learn.

1. Individual Learning Strategies.
2. Group based Learning Strategies.

Selection of these strategies depend on the objective of the learning session or several modules.

Bloom has classified learning objectives as follows:

1. Cognitive Objectives.
2. Affective Objectives.
3. Psychomotor Objectives.

for

Psychomotor skills demands more innovative or manual work by the learner. The learning sessions involved in competency based job training coming into this category needs individualized training where as training involved group skills on personality development adopt group process. Behaviourists and early educational technologists engaged individual instruction methods but Rogarians(Phenomenologists) engaged group process. The programme developed here shows that the two strategies can be used on the basis of the objectives of the sessions.

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CHAPTER 4

A PROGRAMME OF ACTION FOR  
THE DEVELOPMENT OF AN INTERNAL TRAINING SYSTEM IN  
A COOPERATIVE ORGANIZATION

Any internal training system built into an organization essentially deals with organizational development. A Cooperative society as an organization provides the community goods and services. The society has to achieve optimum level of productivity through its mechanism for efficiency. Manpower within the organization is a basic factor in achieving this. When the training becomes functional component of an organization, ultimately, it is integrated with management development, career planning and influence the organizational development. Therefore, development of an internal training system should be treated with the prospective keeping in view the other management and organizational development aspects. On the other hand the programme of developing an internal training system should have the ultimate goal of management development and organization development. Training is a basic pre-requisite to such a development programme. Development of human resources is essential for

organization development specially in the Cooperative societies which is essentially a social organization. This involves not only developing internal human resources, but also participating in the process of change in value system in the community at large. A Cooperative society is a sub-system of a large society. It has to be complementary and existential to the larger system. This process is implemented through the individual at the micro level which has a chain reaction at the macro level. Training function of a system should be able to internalise the changes created by the organizational environment in the individuals and contribute to the change in the organizations as well as the total system by way of feed back, change in behaviour as well as the total system by way of feed back, change in behaviour as well as the organization and new creative efforts. Therefore, it is necessary to participate in the changing process by passing the stage of creating awareness.

Different organizations use various distinct models of organization development depending on the objective and structure of the organization. Each organization has to develop its own system in spite of several models that are available.



Organizational environment is different from one to the other. History and background of the organization and the people vary. The causes and process of change may differ.

I would like to refer to the chapter on the present training arrangements in arguing out a case for gradual development of a training system to be integrated in to a Cooperative Society. We see the training function as a proper function is yet to be established in many Cooperative societies. They still feel that the training function is not a function of the organization, but a responsibility of the external agencies on which the function has been delegated historically. Recruitment policies and management development programmes are not a part and parcel of the training function. Training play a negligible role in developing the organizations. At present even the training officer, (if any) is not selected carefully and often given as a part time job to a operative level employee or a discarded employee is given the training function as the responsibility.

Therefore, it is evident that we have to start from the point of selling the idea of creating an internal training system by demonstrating the results on training and creating an awareness among Cooperative Societies on the importance of training as an integral part of the organization. However, organizational intervention by the facilitator is unavoidable in this process, although the exercise does not undertake a planned intervention.

(A) Developing a Commitment towards Cooperative Training.

Some times a questions is asked whether there is enough scope to organize a distinct training function in Cooperative Societies in Sri Lanka. The reply to such a question be found in the analysis of contributions from the training function in solving operational problems:

- (a) Newly recruited employees to the organizations have to be inducted and oriented towards organizational objectives and business operations.

- (b) The employees should be updated with new skills and knowledge on the changing business practices and new policies.
- (c) The staff has to be developed to undertake new enterprise.
- (d) The staff has to be developed to become more productive and efficient to face new challenges from competitors.

Summarily we could perceive training as a function living and changing with the organization. However, it should be emphasised that the training function should be need based and job specific if it is to become an integral component of a Cooperative business or organization. Training becomes foreign as a concept of organization development when it is academic and cognitive in objectives.

How to develop a commitment among policy makers, executives and target groups towards Cooperative Training?

One has to assume, on the basis of the analysis of the contemporary training situation in the cooperatives, that the policy makers and executives have an indifferent attitude to training due to the conditioning they experienced under system alien to the reality of needs. On the other hand, the cooperatives are facing an increasing competition with other business sectors in which they are gradually losing ground.

However, the target group should have at least positive response to the overall value of a training system as a precondition to enter into the organization. They should be prepared to at least participate in a task oriented experiment.

Secondly, the organizations should not be on the verge of collapse or bankruptcy, because any input in training will not help them. The functional priorities in such a situation would be preventive action barring any more decay and bringing about radical changes in business management approaches.

The organizations, which with unstable or temporary boards of Management are not suitable to be involved in the experience as the changes in policy would result in different attitudes and priorities. On the other hand, the efforts made to orient the people may go waste due to changes in the personnel.

The ideal organization in which an attempt is worthwhile is a stable and open Cooperative where there is a positive response to training. Sometimes, this is not possible. The next alternative is a stable, at least where there is a stable Board of Management with economic viability as a business organization. May be it has a management problems and certain other operational problems which do not matter.

The programmer or the facilitator has to enter into the existential situation of the organization. It represents the first step in creating an awareness and critical consciousness among the people concerned. Paulo Freire says: "The starting point for organizing the programme content of education or political action must be the present existential, concrete situation, reflecting the aspirations of the people.

Utilizing certain basic contradictions, we must pose this existential, concrete present situation to the people as a problem which challenges them and requires a response not first at the intellectual level, but at the level of action.\*1 It is to the reality which mediates men and to the perception of that reality held by educators and people that we must go to find the programme content of education.

On the methodology of identifying problems, Freire further mentions: "The methodology of that investigation must likewise be ideological, providing the opportunity both to discover generative themes and to stimulate peoples awareness in regard to these themes."\*2

The programmer who attempts in creating a commitment among the people involved towards continuing learning experience in a Cooperative Organization, should enter into a dialogue with the people within the organization by identifying himself with them. The dialogue should not take the form of traditional teachers-student, researcher-Guinea Pig or even authority-subject relationship but a media through which the horizontal relationship with mutual trust between the facilitator and the participants is maintained. The dialogue should generate critical thinking of a given situation.

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\*1 Freire, Paulo-Pedagogy of the oppressed-Penguin 1975 P.68

\*2 Ibid -P 69

The Policy makers, executives and members of any business organization are conscious of their gain or loss. It is very vital when it comes to an organization like a Cooperative which provides goods and services to community in addition to fulfilling a social need. The members of the organization always look at things from their personal interests, at the same time from the point of common interest. They become conscious of turnover, gross and net profit, assets and liabilities, operational costs, labour turnover and consequently the liquidity of the organization. They become desperate in finding solutions when things pass red line. They rack their brains in finding solutions in any form except from training point of view. Up to now our training has not been geared in contributing towards solving these management issues.

There are two basic factors in a business organization. Manpower and economics. Economics of the organization is always controlled by manpower. Therefore, human resources would have to be always efficient in running the organization. Normally, deficiencies in performance occurs in a viable organization mainly due to this factor. There are various training aspects which may help in solving organizational problems:

1. New employees.
2. Performance improvement.
3. Operational problems.
4. Employee development.

The programmer after identifying himself with the organization should develop the people involved, through, dialogue for reflection and action to get them involved in critically evaluating their own organization. The various interest groups within the organization look at it from their personal point of view as well as group point of view. The programmer has to undertake a performance evaluation in order to identify problematic issues.

The objectives of the performance analysis would be to identify the gaps between the desired performance and the actual performance. The analysis should show cause and effects of job performers behaviour and economics.

Analysis of the economics begins with the collection of data-budget, balance sheet, and subsidiary accounts such as manufacturing account etc., and analysing the out come in accordance with the organizational standards set on the basis of computed ratios.



Next comes the stake analysis to find out what is at stake in the organization. It helps to identify the deficiencies on priority basis and what would be the impact of an improved performance in that particular area on the total performance of the organization. For an example, supposing the analysis reveals that a Cooperative store has a big volume of dead stock, slow moving articles, and commodities not popular in the area and the Manager does not have experience in handling such stocks and indenting goods, what is the total loss to the organization? Suppose a learning experience designed to remedy the situation the Manager is trained on the job, what will be the gain for the organization if the situation is improved by 10% ?

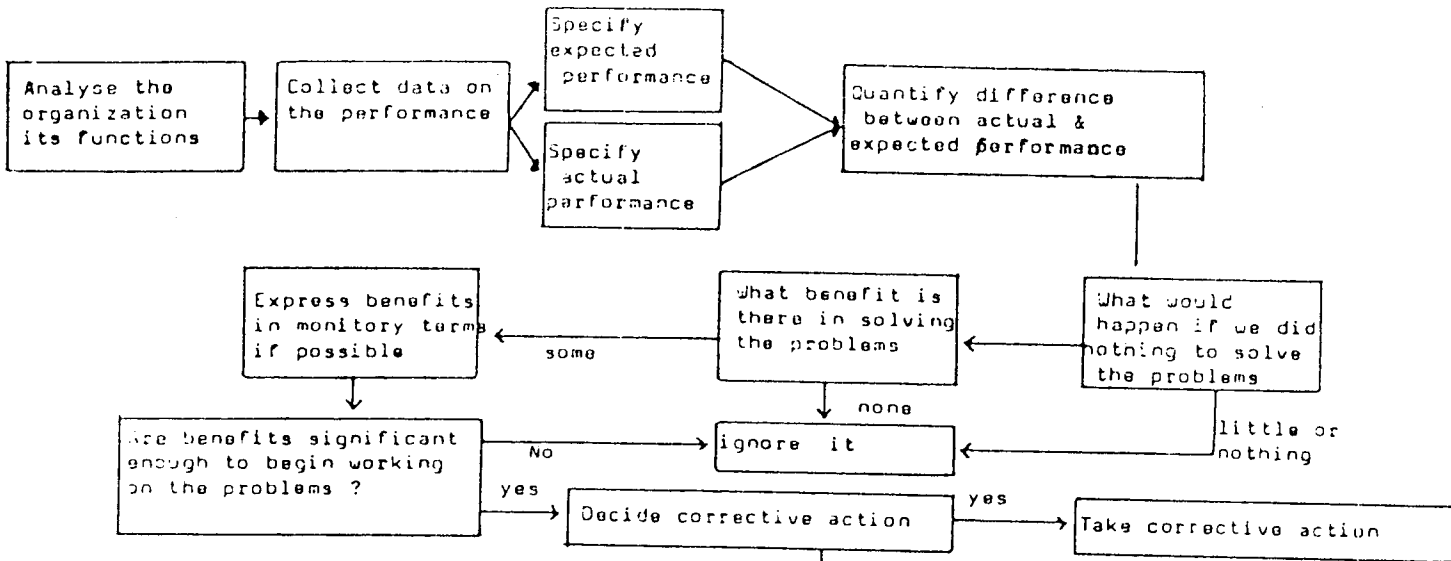
The analysis of economic performance gives an idea of what problems worthwhile solving by training. The programmer has to not only to work out cost benefits of such an exercise but also the alternative Management solutions in order to see what is best. This does not mean training does not demand changes in management practices. Many times training results in changes in management practices.

After determining the deficiencies in job output , causes of deficiencies have to be estimated, deficiencies in the work arrangement (environment) and individual repertory.

The programmer has to separate the improvements in the policy decisions on organizational programmes, job programmes and people programmes, cost of improvements etc., and other strategies, information, guidance, motivation etc., from training improvements.

Methodology of analysing a situation should be client centred. The programmer, has to reflect the findings with the stake holders and depend on them. He should try to involve these groups in the process by allowing them to be aware of the causes and effects in a given situation. The group has to agree with him on the definitions. The problem has to be perceived taking environmental factors into consideration. This could be done by listing the tasks of an operation and identifying where the problems lie. The groups would give a multidimensional overview of a problem occurred. The perception and critical analysis of a problem set atmosphere for searching solutions. The ideas expressed should match the statistical analysis.

The gap between the actual performance and designed performance should be based on the objectives and the standards agreed upon by the organization.



Try to verify lack of knowledge attitudes & skills.

Could the job be done if employee really wanted to do it right?

Yes → Review performance & decide whether it is a training problem

Has the employee ever been able to do the job upto required standards?

No → Does employee has ability to learn the skill needed?

Yes → How frequently will the employee be required to do the job in the future.

No → Clearly, training is needed & can help it employees most perform

frequently  
Retraining & practice is called for in this case.

Infrequently  
Provide help & assistance as possible but training will be of limited value in this situation.

Assign task to another employee

45

ADAPTED FROM A CHART PREPARED BY UNIVERSAL TRAINING SYSTEMS COMPANY U.S.A. 1974.

It is assumed that the organization sets objectives and standards in agreement with the interest groups.

However, there may be issues that can be solved by taking corrective action. The programmer has to carefully analyse the remedies and separate the role of training to support such an action.

The process of taking decisions on training needs could be illustrated as follows:

The programmer is normally faced with the dilemma of setting priorities in programming learning sequences. He has to first identify the correct criteria for selecting priorities. Priorities could be described as what is important or valuable on the present circumstances time. There are two aspects he should consider in selecting a priority.

1. The probability of the priority alternative actually happening.
2. The consequences of the priority alternative of selected.

In this process, he determines the relative importance of priorities. The commitment for action is developed by analysing and determining the priorities accordingly.

Then he enters into the next stage of deciding whether the training should be on the job or off the job. Basically on the job training is preferred by the management of the organizations, sometimes even the trainees. However, there some areas of training in which the institutionalized training is more advantageous; complex jobs; new operational systems; new jobs; motivational or attitudinal problems that cannot be talked in a formal atmosphere.

The decision regarding the strategy that should be adopted depend upon the goal of the training programme.

The participants of the new training or learning or experience acquire new patterns of behaviour. If he gets satisfaction from such a behavioural pattern he self appropriates it. In this process, learning is taken place.

1 Malcolm Knowles emphasises the integration of individual needs with organizational needs. The programmer is expected to involve the target groups in performance<sup>analysis</sup> as well as identification of needs. He reflects outcome of each step to them for their approval and concurrence.

The programmes are decided on the basis of priorities and objectives which are based upon the need.

The Programme objectives provide directions to the learning experience followed and their culmination into integrated experience. This also provides the basis for the strategy. Normally, the activities and their target groups are scheduled in accordance with the programme objectives.

The learning experiences are identified in accordance with the clearly laid down programme objectives.

The objectives also provide guidelines for evaluation. Therefore, objectives are written in measurable terms.

Normally the objectives define the behavioural outcome of individuals or groups.

The observation of the concept of management by objectives provides a guidelines in setting objectives for a programme. The process in application to management is described as a process whereby the superior and subordinate manager of an organization jointly identify its common goals, define each individuals major areas of responsibility in terms of the results expected of him and use these measures as guides for operating the unit and assesing the contribution of each of its members.<sup>1</sup>

Davis<sup>2</sup> indicates that/ the concept of MBO (Management by objectives) when applied to training helps to clarify and does great deal to resolve the conflict between.

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1.Odiorne G.S.Management by objectives - Pitman New York

2.Davis I.K.-Management of learning-mc Graw Hill-London

1. The overall aims and objectives of education and training as determined and valued by society at large.
2. The overall aims and aims of an education or training organization or institution.
3. The personal and professional aims and objectives of teachers and instructors working within a particular organization.
4. The task and interpersonal relationship needs of the classes of groups making up an organization.
5. The need of individual students for self development and responsibility in terms of the learning results that they are required to achieve.

There are two important aspects covered by the concept of MBO.

- I. Emphasis on output and its feed back to organizational development.
- II. Participation by the people involved in setting targets and performance standards.



In the systems approach most important factors are inputs, activities, output and feed back. The output is outcome of the system with value added. The value could be defined as profit for the purpose for which the input is being committed and the activity is being carried out. The profit could either be feed back to the system or distributed. In this concept, the output and the feedback are given vital roles where as the traditional concept is more interested in the activity, means or procedures. Therefore, MBO concerns with overall success of the organization. It deals with the gap between the desired performance and the actual performance. It is easy to measure this gap in terms of output. It also provides guidelines to set standards to the expected performance.

Secondly, the MBO approach fits into a learner centred training system. The plans, targets are decided with the people involved even the standards are fixed like that. The deficiencies of the individual worker in fulfilling the expected targets are discussed with them and training needs are identified. This could take the form of interviews, group methods (workshops etc.,) questionnaires and even self appraisal method. In this process, the organization would be able to deal with the conflicts, misunderstandings or ambiguities between executive and fellow workers in the organization. The MBO approach demands the participative management practices in organizations.

The MBO brings about more individualized growth in job performance. This happens due to the awareness created among individuals on their tasks, objectives and challenges.

The applications of MBO approach provides training systems with more specific task oriented and measurable objectives of training.

Writing objectives of a programme and various modules and learning sessions of a programme is very important task in terms of results expected as they form the basis of performance evaluation after training. Bloom<sup>1</sup> has tried to define learning objectives into the three categories.

1. Cognitive objectives.
2. Affective objectives.
3. Psychomotor objectives.

Cognitive objectives are meant for realization or acquisition of knowledge; affective objectives deal with attitudes, feelings, emotions and values of the trainee; Psychomotor objectives involves muscular and motor skills or Physical skills—handling equipment, material. Job training specially emphasizes on this training.

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1 Bloom, B.S. Taxonomy of Educational objectives - Hand book 1  
David Mc Key, New York USA

Bloom further explains 3 domains identified with classification of 3 categories of objectives.

Cognitive domain includes 2 areas. Knowledge being one of the areas include behaviours that emphasize the remembering either by recognition or recall of ideas materials or phenomena. Second area deals with intellectual skills and abilities such as comprehension, application, analysis, synthesis and evaluation.

The effective domain is divided into 5 areas- recovering, responding, valuing, organization and characterization by a value or value complex.

The Psychomotor domain is concerned with the manipulative or motor skill area of behaviours. There are five areas identified in this domain for: perception, readiness (set) guided response, habitual response and complex overt response.

Thus the objectives of a programme module or a learning session should be precise and clear. It should indicate a behavioural change in the learner- i.e. what the trainer wants the learner to be after the learning experience.

e.g. If the objective is written as to understand the principles of Cooperation.

The aim would be vague and cannot be measured.

If it is written as 'To identify and define the principles of Cooperation', the aim could be measured and the term is precise.

The terms such as to know, to understand, to appreciate, to grasp are vague and difficult to measure. Instead, he could use measurable and specific terms as to write to identify, to define to compare, to list, etc.,

According to Davis there are three types of information which should be included in writing objectives for a programme or a learning session.

1. Statement of the performance or behaviour required.
2. A statement of conditions under which mastery will be observed.
3. A description of the standards to be reached.

In a description of behaviour or performance, it is necessary to explain what the trainee will do or how he will act after going through the experience.

In a statement of conditions it is necessary to include the situations in which the task is performed. In other words, it is restructuring the task or a job to limited or unlimited environmental conditions.

The organizations always set standards for jobs or tasks to measure individuals' performance. These standards are normally taken to learning experiences for application. For an example, a Cooperative Society which sets break even point of sales per square foot of the shop measures the utilization of space by a trainee in terms of sales and the loss of sales per square foot being empty. Therefore, same business performance standards and ratios are applicable to training depending on the nature of the training programme.

Always action words are used in writing objectives. It begins with a simple action or a task.

e.g. Answer consumer complaints

It further includes the achievement after training in quantitative terms.

- Answer 25 consumer complains per day.  
It could also include qualitative conditions.
- Answer 25 complains per day with no more than 4 consumers per week complaining about the consideration they received.

It is necessary to say something about procedures or methods they use in performing the task.

- Answer 25 consumer complaints per day using interviews and letter communication.

Sometimes it is necessary to give time duration after which the performance is measured.

e.g. 'Within 30 days of the completion of training the trainees .....

Some organizations prefer to give the expected percentage of performance after training using 90% satisfactory rate etc.,

However, the trainees would have to be involved in laying down conditions and standards for performance for them to become more realistic. Normally the management or the organization has the final say in this process.

Once the objectives of the training programme is decided next step would be to design the format of the programme.

Generally, it is a simple task to pinpoint the training areas for an individual job holder or a group if job holders of their jobs are properly analysed and break down of steps of tasks have been prepared and updated. It would become easy for a trainee to pinpoint his training need with the help of a training chart. It is assumed that the current cooperative societies in Sri Lanka do not own such organized job training charts or training units. Therefore, the trainer has to decide which methods he should follow in organizing target groups into a training activity from the following.

1. Individual job instruction.
2. Group job instruction.

As explained above, it would be difficult to apply individual job instruction method as a proper integrated learning system has not been developed in the Cooperative Societies still.

However, even if the trainer follows group methods in training, he has to assess the number of the target groups and re-group them into sub-groups considering their homogeneity. The group should be manageable. Sometimes, he has to face the problem with administrators or financiers of the society who want quick results with lesser expenses. Invariably they prefer large groups.

Davis summarizes the research findings on optimal class as follows:

Large classes:

- Small classes are generally not superior to large classes if use is made of traditional tests of achievement for measuring the acquisition of information.
- The optimum size of a class for realizing lower order cognitive objectives is largely a matter of administrative exercise. It does not appear to be a significant variable in learning.



- In groups of 12 or more, leadership skills become more important. Accordingly the teacher leader exerts greater influence on group decisions, and the greater is the tolerance of leader-centred or dominant behaviour.

#### Small Classes:

- Small classes are optimal when use is made of criterion measures which test high order cognitive and affective objectives.
- In such situations the optimal size of group appears to be 5, but a larger group of 7 can be usefully employed if the students are more mature & experienced.
- One to one tutorials are optimal when very high order cognitive and affective objectives are to be required to work and progress at their own pace under exacting conditions.
- Other students and teachers rationally or irrationally, generally prefer small classes.\* There are several factors which have to be considered while increasing the class size:

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\* IK Davis- Management of Learning- P. 13  
Mcgraw Hill Co.,

- Group interactions become difficult in a large group. If the objective is to have in depth interactions for affective purposes, larger group does not achieve such objectives.
- It would become difficult to keep track of discussions and participants become frustrated.
- Many members would not feel like contributing as some others become dominant. The pace of learning lag behind in case of some members.
- Methods of presentation by a teacher become limited.
- The demand for teacher's role increases.
- The group discussion becomes less creative.
- Atmosphere of the group become impersonal.

In the above circumstances the teacher has to decide on the teaching strategy which determines the achievement of the objectives which are affective and psychomotor. This depends on the teaching style a teacher prefers.

Douglas McGregor in the application of behaviourist theories to management of people has identified the concept of self fulfilling prophecy which is a result of vindictive or autocratic nature of a manager which becomes true of an influence by an autocratic teacher in a class. If the teacher considers the students as trouble makers they act as trouble makers.

He has identified two basic theories which govern the human behaviour. Theory X and Theory Y. Theory X has following assumptions:

1. The average human being has inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work most people must be coerced, controlled, directed and threatened with punishment to get them to put further adequate effort towards the achievement of organizational objectives.
3. The average human being prefers to be directed. Wishes to avoid responsibility, has relatively little ambitions and wants security above all.

Theory Y has following assumptions:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort towards organizational objectives. Man will exercise self direction and self control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the reward associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, in genuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.\*

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\* Douglas McGregor- The Human Side of Enterprise.

Theories of human motivation advocated by Maslow and others prove the invalidity of the theory X, while theory Y sees the human being as a lazy & important animal, Maslow's theory of motivation sees him as an adventurous and creative animal. The urge to create and rationalize matters lead human beings to explore his own potentiality in creation which results in learning and self appropriation. The teachers could only help them to explore that strong force by themselves and within themselves as Galileo said. Therefore, the trainer should select a strategy and techniques of training which maximise such a process.

The trainer has to select the appropriate technique for a given learning session keeping in view the optimal effect given by a particular technique.

For group learning following strategies are normally used.

- Project method
- Workshops
- Study circles
- Seminars
- Conferences
- Courses.

The strategies would include following techniques.

- Lectures
- Lesson demonstrations    - Games
- Group discussions            - Brain storming
- Tutorial                        - Leaderless groups
- Role play                       - Sensitivity training
- Case studies

However, he cannot be too ambitious with adult trainees as they may have motivational problems associated with forgetting resistance to change and innovation and problems of adjustments. Any structured learning session should be subjected for change on the basis of the nature of the group.

The trainer has to consider not only characteristics of the target group but also the instructional materials and resources available for them. Specially one has to select the audio visual aids considering the facilities available. Sometimes, it would become necessary for a trainer to modify the structure of the session to suit the class room or location. Materials such as films, charts, slides, tapes, printed material, game material or transparencies should be prepared in accordance with the class room.

Learning resources in form of trainers or professionals should be considered. Davis has summarized optimum learning experiences in terms of objectives. An illustration matching objectives of a learning session with teaching techniques is given below:

TEACHING STRATEGY	CLASSES OF LEARNING OBJECTIVE					
	Cognitive		Affective		Psychomotor	
	low	high	low	high	low	high
Lectures	█	█				
Lesson demonstration	█	█			█	█
Group discussion		█	█	█		
Tutorials		█	█	█	█	█
Role-playing		█	█	█		
Case studies		█	█	█		
Games		█	█			
Brain-storming		█	█	█		
Programmed learning	█	█	█	█		
Computer assisted learning	█	█	█	█		
Independent study		█	█	█	█	█
Leaderless groups		█	█	█		
Sensitivity training		█	█	█		

Relationship between teaching techniques  
(Davis uses the term strategy) and teacher-  
student control has been illustrated as follows:

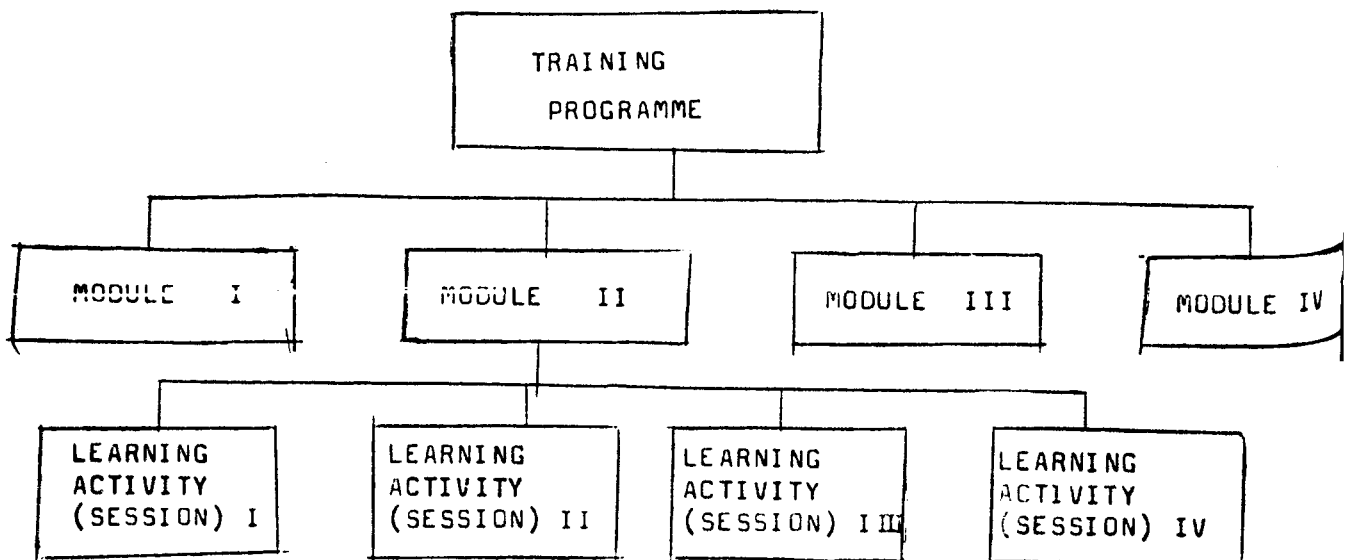
TEACHING STRATEGY	DEGREE OF CONTROL	
	TEACHER _____	STUDENT _____
Lecturer	████████████████████	
Lesson demonstration	████████████████████	
Group discussion		████████████████████
Tutorial	████████████████████	████████████████████
Role playing		████████████████████
Case studies		████████████████████
Games		████████████████████
Brain-storming		████████████████████
Programmed learning	████████████████████	
Computer-assisted instruction		████████████████████
Independent study		████████████████████
Leader less groups		████████████████████
Sensitivity training		████████████████████

Thus the trainer has to consider the teaching techniques carefully and select the appropriate techniques for optimizing the learning experiences in terms of objectives.



Sometimes the programme organizer would be able to select some learning sessions from prototype training material from other similar programmes. It is necessary to consider the training requirement identified, relevance of contents or matter and the strategy followed. Sometimes, the organizer could evaluate the material by allowing few trainees to go through the material. The facilitator would be able to adapt and modify the material to suit the situation on the basis of the evaluation.

The facilitator sometimes has to design learning materials to suit the objectives. Once the training needs are identified and the objectives of the total programme is decided the programme has to be divided into several learning modules. The module represents a chunk of similar topics themes or activities. The activity is a single learning session.



The modules have their own objectives on the basis of the clusters of training needs and each activity has its own objectives for the session. The module consists of several integrated activities or sessions. Several modules from a total programme.

Once the objectives of a particular activity is decided upon as explained earlier, the programmer has to design the steps and contents of a learning activity in order to achieve the objectives. Assuming the method of instruction would be group instruction and adopting a strategy based on theory the facilitator visualizes the learning situation as seen by a participant in the group.

There are so many participative group methods from which one could select. In a group situation, optimum learning experience is achieved through group interaction and doing something creative together. The facilitator has to structure the activity in such a way that the group interaction is assured.

Format of a learning activity could be workshop, seminar, clinic, laboratory, conference, projector study circle depending on the objective of the session.

Several methods are available for selection. Group discussion, debate, Role Play, Case Study, Games, Brain storming, Buzz groups, leaderless groups or T groups.

It is also necessary to consider the outcome or relevance of particular method in achieving learning objectives and the size of the target group. He has to calculate the approximate time duration of a session as to decide upon the suitable data or time for the activity.

An activity plan should consist of the following components.

1. Title of the session.(Theme)
2. Target group
3. Learning objectives
4. Time duration
5. Learning method
6. Learning materials
7. Session guide

However, the decision of priorities in learning activities should be with the trainees. The activities should be flexible to be modified to suit different situations although they are structured.

An example of a format of a learning activity is given in the appendix.

There are some guidelines which can be followed during conducting a learning session.

1. Allow the learner to go through the actual experience in the session.
2. Allow maximum group interaction and play a secondary and facilitating role.
3. Present only one activity or a subject at a time.
4. Allow the trainee to assimilate the experience at his own phase.
5. Maintain a balance between concentration and variety during the session.
6. Do not expect the trainee to accept the ideas given in the session as they are.

The concept of management by objectives provides guidelines for evaluating a training programme in terms of results vis-a-vis objectives. Generally the traditional approach to evaluation has been one way i.e. evaluation on comparison to means or activity.

So the trainee is involved in the process of the identification of deficiencies, training needs and planning of learning activities. He is conscious of what is expected from him. He evaluates himself what progress he is making while undergoing the learning experience. He evaluates himself in terms of objectives.

The achievement gained by the learner has two emphasis.

1. What did he learn .
2. The value of what he has learnt.

The concept of MBO has more valuable contribution towards systematic review of individualized achievement.

However, the evaluation has two objectives.

1. Evaluation of the training programme.
2. Evaluation of trainees.

The evaluation of trainees could be done at two levels.

1. Immediate reaction level.
2. Performance level.

Immediate reaction level basically includes the aspects of knowledge and attitudes. Knowledge could be assessed through simple exercises such as pre-test and post-test using a standard questionnaire or other objective type of test. Attitudes are evaluated by repeating psychological tests or exposing trainees to simulated experiences.

Normally behaviours and skills are evaluated at the performance level: Behaviour is tested through observations on the behavioural patterns of the trainees at the job. This means how he responds to stimuli and react to various situations.

Some evaluators use diaries, project reports and other types of documentation for evaluation purposes.

Level of performance skills could be assessed qualitatively and quantitatively. If the results are matching the objectives of the learning sessions we could assume the training has been successful.

Evaluation of the performance of the programme or the training programme could be done by a simple questionnaire given at the end of the programme covering the aspects of objectives, methodology, learning materials, facilitators performance, relevance of the themes, physical facilities etc.,. However, the trainees assessment would indirectly connotates the success or failure of a programmer or a training programme.

When the programme is taken from the point view of the learner the situation is serious. It is expected that the objectives are written in a realistic way and in behavioural terms. The trainees are expected to get involved in the process of programme planning as well as implementation of the programme. If the results are unsatisfactory the methodology followed in providing learning experiences is wrong or defective.

The results of the evaluation should be used either for re-cycling the learning experience to deal with poor performances or for re-structuring the total programme or some of the learning activities.

The evaluation procedures should always be objective and client centred so that the programmers could become more realistic in their approaches, critically conscious of the changes that are taking place and improve their performances as programmers and facilitators.

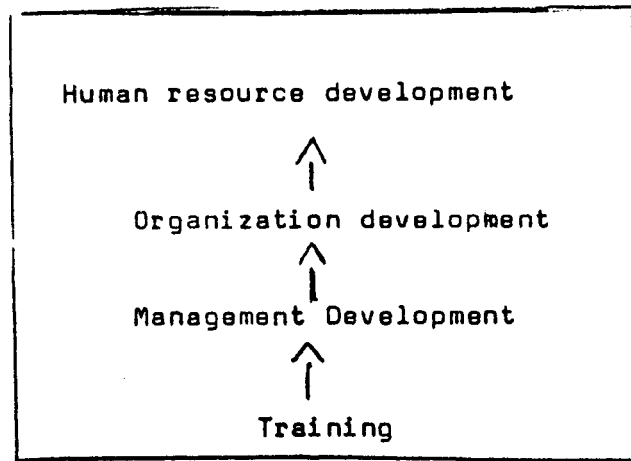
(B) Development of an Internal Training System

It is expected that by going through a phase of involving the management and the prospective trainers in developing a commitment towards Cooperative Training it is assumed that the Cooperative organization is ready for evolving a system of its own to have an internal training unit on permanent basis.

In the final analysis, with the development of such a unit, the training programme created will provide clues for a management development programme within the organization and human resources development which consist of 3 components.



1. Training
2. Management Development
3. Organization Development.



The organizer and an operator of a particular training system eventually influence the management system and the training programmes, if they are properly designed, demand certain changes in the management organization, if it is not consistent to new ideas. The trainers ultimately enter into the field of organizational intervention for development.

Therefore, it is extremely important for the training unit to become homogeneous in character. The experiences have shown unless the training is an integral part of the organization influencing every aspect of management the effectiveness and the success of such unit is minimal.

We assume that the facilitator is able to influence the Cooperative organization to have its own training unit and a system for permanent application. This should be the natural and logical result of the first phase.

The training function of an organization is aimed at improving productivity. Even if the organization does not possess a full pledged training unit, it is vested with supervisors and managers as a part of their responsibility. However, at some point it would become necessary to organize it as a separate function. This happens with the growth of the organization with all complexities and operational problems. The Managers would not be able to cope up with their training responsibilities with growing demands for training.

However, the experiences have shown us that any outside organizer of training should not be more ambitious to have a separate identity for such an activity if the organization could not afford to have one. Sometimes, the investment for such an item would not bring sufficient returns.

The training function in some instances is given to the personnel manager or staff manager.

The organizer could assess the importance of of the training function in terms of demands created by new organizational analysis as explained earlier. After going through the first phase of the above programme, outside programmer will be in a position to justify setting up of a separate training unit.

#### Education

The officer or training manager belongs to middle management level on functional basis. He is held responsible to the chief executive or one of the top level Managers- Administrative Manager or personnel manager.

The first step of developing a permanent training unit is the formulation of policy of training by the board of management. The formulation of such policy is influenced by the Cooperative ordinance, rules, by-laws and Cooperative employees act in Sri Lanka. The policy should not supercede or contradict these legal provisions.

The policy statement should have the following components:

1. Objective of training.
2. Policy explaining the nature of integration of training function with personnel policy and procedures.
3. Broad areas of coverage under the training unit.
4. Procedure of carrying out the policy and related training activities.
5. Title of the person in charge of the function.
6. Title of the person who is delegated with the responsibilities of exercising the function.
7. Justification of creating such a separate function.

As any training manager should be involved from the very inception of the unit he should be recruited first.

Recruitment of a correct person would become easy if the training managers role is specified. The situation prevails in Sri Lanka at present indicates 2 main functions for a training manager.

1. Managing learning resources.
2. Functioning as a learning resource.

However, in both situation he functions as a Manager who goes through the process of Planning, organizing, leading and controlling progress.

The training Manager takes stock of deficiencies in the staff of the organization, changes that are envisaged, forecast future changes, identify needs, define objectives and identify the programme. He programmes the training sessions. So as organizer the training manager select learning resources for the trainees, from inside as well as from outside trainers and learning material. He ensures meeting objectives in order to bring in more output and efficiency to the organization.

The training strategy should not only be effective, but also be economical, as well. He creates a positive learning environment.

As a Manager, the training manager leads the programme by motivating, encouraging and inspiring the learners as well trainers.

He has to review progress of the single learning sessions as well as the total programme and control progress. In this progress, he reviews outcome of training in terms of objectives and targets. He regulates the programme in such a way to ensure completion of the programme with expected outcomes.

Once you help the society to define the role of the training manager you may have to help the society to select the best person for the job either from within or from outside. However, a selection criteria has to be decided upon and used. Paul H.Chaddock<sup>1</sup> has indicated such criteria as followed:

1. Organizational Knowledge:

Knowledge or awareness of the culture of the organization and its history; the level of sophistication the training has reached.

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<sup>1</sup> Paul H.Chaddock - Selection & Development of the Training Staff in Training & Development Hand Book - Ed R.L.Craig McGraw - Hill book Co. New York - 1976

The informal and formal organizational patterns; the organizational purpose, mission and objectives; and the impact of external forces on the organization.

2. Professional Knowledge:

Candidates depth of understanding, pattern of experience, and levels of accomplishment.

Does the person approach the training function with an innovative view or just review the 'in' jargon of the day?

3. Personal Qualifications:

Health, vigour, sincerity.

4. Education and Training:

Formal education, appropriate management experiences, scholastic achievement, vocational training.

5. Skills and Abilities:

Candidates past responsibilities and accomplishments.

6. Personal Goals and Motivation:

Candidates aspirations.

Selection could be done through an interview backed with documentation on the candidate on the basis of the guidelines given above.

Training of Training Manager:

The programmer of the internal training has much to do with the training manager when he is recruited. He has to orient him towards his new role, and functions and get him to understand the tasks ahead. He has to begin with the analysis of the training managers job with him as described above. In that process, the training manager would be able to understand his task.



If there is a comprehensive job analysis to follow, the programmer's task would be somewhat easy. The situation in Sri Lanka has not provided with such an elaborate analysis defining main functions, competencies and skills involved in the job, as it has been introduced to the Cooperative Societies very recently. There are no specimens to follow. Therefore, ultimately the programmer has to sit with him: analyse the functions, performance deficiencies and the role of training in the society. This task would be simple if the training manager has been associating with the first phase of the development of the internal training in the society.

As defined at the beginning of this section, the management functions of the training manager could be further analysed detailing the competencies that are needed to perform the main functions of planning, organizing, leading and controlling. These competencies may need further analysis of skills involved.

This process has to be carried out through the learner centred approach as explained above. It should be relevant to the training managers role and could be measured by his job behaviour.

The programmer could have two objectives in developing the job analysis with the training manager.

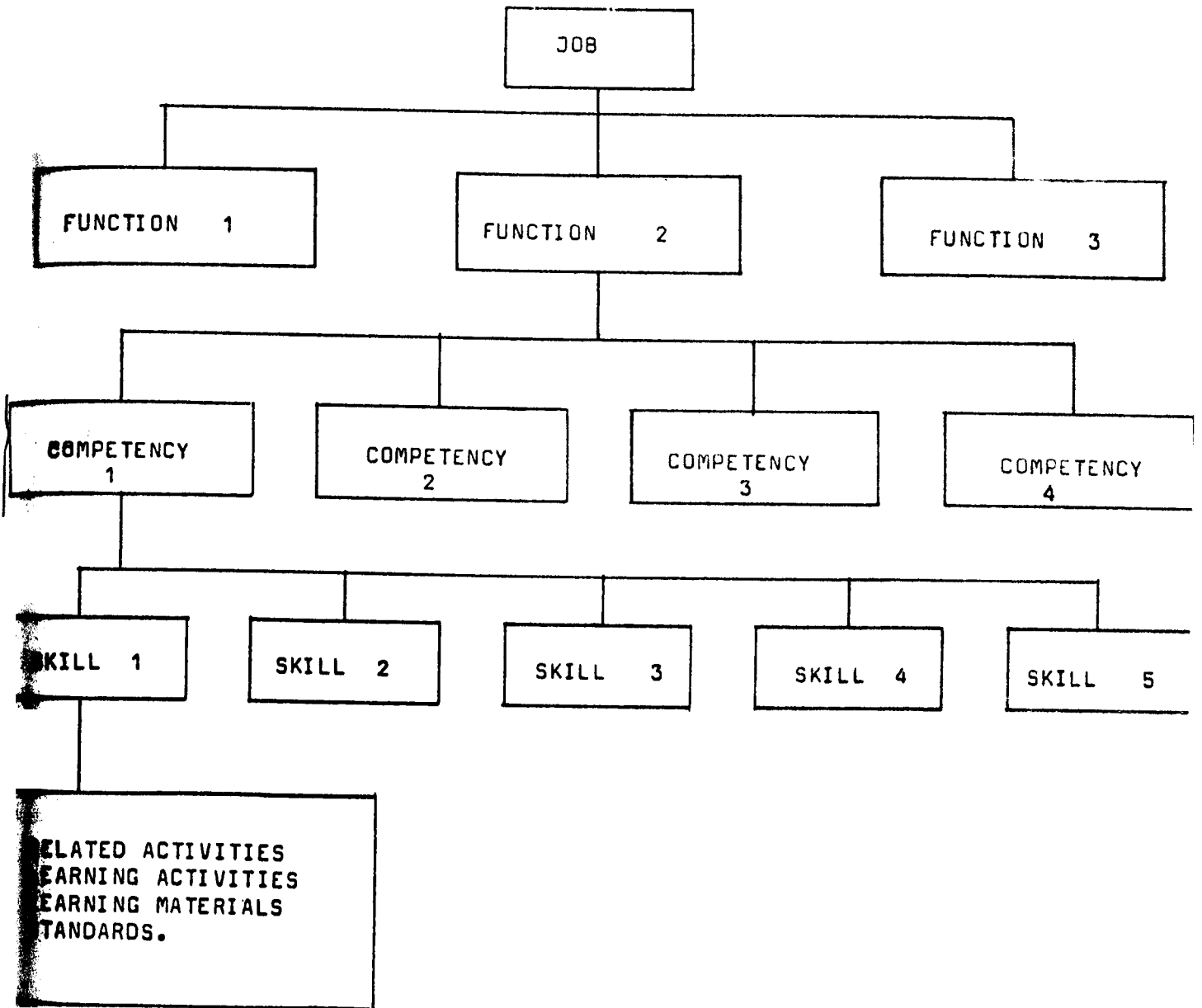
- (a) Providing opportunity for the training manager to analyse and self appropriate his role in the organization.
- (b) Providing opportunity for the training manager to develop skills to undertake a job analysis and to prepare job related training chart and learning material.

In a way, the programmer would be able to train the training manager on the job. He demonstrated the techniques of developing a job related training chart and material for trainee manager to learn by doing.

One problem faced by the programmer would be the absence of models to follow.

Development of a competency based learning programme is based on the ideal in real life. Therefore, the programmer has to depend on the other external source which influence the job. They supply the information necessary. The Board of Management, other executives, including the chief executive, target group (other employees) and the general membership would give multi dimensional approach to the job. The outside governmental agencies who influence the job and the society would give another point of view of the job. In the process of interviewing various persons and consulting documents, the manager develops the skill of interviewing and scrutinizing data.

Once the job related training programme is developed, it should have following components.



There are two ways of training the training Manager for the job.

1. Inside resources.
2. Outside resources.

The job related training chart would serve as a basis for selecting learning resources. The training manager decides with the help of the programmer, best way of getting learning experience for the job. The standards fixed for each skill provide basis on which the advantages of such selection could be matched. However, in the absence of systematically organized training unit or function, the use of inside resources is limited.

Out side resources include training programmes, self instructions, manual or personal counselling by other experts. Any of these methods should match the training needs of a training manager.

Our experience with a similar programme has shown that the following learning areas are basic for a training manager.

## 1. Training Methodology

- Concepts of learning - learning theories.
- Participative training methods - Case study-  
Intray exercises- group discussions- Study  
circles- syndicates buzz groups - T groups  
brain storming- Role play - Business games.
- Audio Visual Aids- Flannel Board, Overhead  
Projector, tape recorder, film strip projector,  
16 mm film projector, video cassette recorder.
- Management of learning- Planning, organizing,  
leading & controlling functions, Management  
by objectives.
- Curriculum Development - various models of  
job related curriculum development such  
as DACUM-CAP etc., Information model-Problem  
solving model- Projection model, Self  
actualizing(expressive) model etc.,.
- Research Methodology - Various aspects of  
action research.
- Evaluation techniques- various types of  
evaluation, performance appraisal, setting  
organizational standards performance  
evaluation.

The training manager has to decide on the learning programmes he has to undergo after considering his own level of achievement in training skills and the priorities in his training. The programmer could help him to evaluate him by interviewing .. and giving his ratings. However, the manager has to decide on the source of learning from the alternatives available.

Even if the manager is allowed to undergo pre packed training programmes, institutionalized or otherwise, the actual training, appropriating learning experiences and skill development starts on the job. The Programmer helps the training manager to obtain work experience on the job.

How to commence work in developing a more permanent type of training unit?

Possible steps of such an exercise can be identified as follows:

1. Survey of target groups.
2. Decision on the priorities of developing training programmes in terms of deficiencies of the organization.

3. Development of comprehensive training programmes for the priority groups.
  - a. Induction.
  - b. On the job.
  - c. Off the job- job specializations.
4. Testing and validating the system.
5. Implementation of the system.
6. Evaluation and redesign the system.

Survey of the target group is undertaken to determine the priorities of trainees groups as well as the nature of current requirements and future requirements in training from the point of view of the organization.

Following areas could be considered in studying the organization.

- Deficiencies of employees performance.
- Planned changes that are being implemented.
- Future plans of the organization



- New skills to be acquired by the staff.
- Influence of new recruits to the organization.
- Environmental pressures on the organisation.

The study could be managed through interviews, documents (Budget, balance sheet and subsidiary accounts, progress reports, performance appraisal reports- staff records etc.,) . Work load of the training unit should be quantified in order to decide on the training strategy. This is to decide - In what field and (Clerical training, Sales staff training, production training, accounts training etc.,) by whom the training could be undertaken.

The programmer has to work with the training Manager to ensure the following information ready for planning the training functions.

Policy statements.

Organizational charts

Cadre, grade and categories of staff.

Distribution of work.

Job descriptions.

The training manager has to decide what jobs he could take first for analysis and developing a training programme.

to decide this, he could consider the following questions.

- What is the vital job in the organization?
- What is at stake in the organization?
- What is the category of staff in which you find most unsatisfactory production?
- What is the category in which high labour turnover is evident?
- What are the sections on which customer complaints are mostly aimed at?
- What are the vital jobs for future plans?

To illustrate one of these points we have observed, while undertaking such a study many consumer Cooperatives had several percentages of leakages of newly recruited managers after few months operation. The managers were unaware of the causes behind leakages. It was evident that they could not be identified with dishonesty but ignorance due to lack of proper training.

Once the jobs are identified for development of a comprehensive package for training, the training manager has to undertake a systematic development of a system from the beginning.

### Induction:

Job training commences from the point of recruitment. He or she should be oriented towards the job and the organization. There are few alternatives strategies available for induction. The induction could be explained as a familiarization process which a new employee has to undergo, giving information on what he should know when he joins the organization.

### Strategies of Induction:

- Information brochure on the organization - its objectives, structure, functions and recent performance.
- Manual on the organization- procedures, working rules etc.,
- Attachment of the Employee to the training manager for orientation

Contents of such an induction programme should include following aspects:

- Receiving and welcoming the employees to the organization.
- Word of encouragement, building his confidence.
- Role and the importance of his job even if it is at junior, level.
- Familiarization of the section(department) in which he is a member. This should include explaining other office mates roles and levels.
- Introduction to other departments.
- Introduction to the organizational chart.
- Introduction to society objectives, policies, working rules, traditions, budget and targets etc., Description of the job, duties, responsibilities and authority.
- Introduction to the employees immediate supervisor.
- Rules governing his appointment.
- What standard of performance expected from him.

If the induction of a new comer is to be undertaken by an employee, it is the most efficient performer who is the best person who should undertake it. For an example, a trainee shop manager should be trained by another shop manager. However, induction of a new employee could be undertaken by shop supervisor also.

Some organizations use booklets or hand-books for this purpose for self learning. It contains all details in regard to work environment and the job. However, it is always useful to supplement such documentation with personal coaching.

Job training takes different forms:

1. New employees training.
2. Performance improvement.
3. Operational problems.
4. Employees Development.

Any internal training unit should possess a comprehensive package of training meant for each job after induction. It should keep training records in regard to each employee. Training a person to undertake tasks starts when he enters into a job. Therefore, the training programmers next task would be to prepare individual based learning material for on the job training. The programmer has to work on the field of curriculum development for job training with the training manager.

The Curriculum and the learning material prepared for any type of job training should be job specific and learner centred in approach. It should also start from the point of trainees present level of training. It should also be flexible in terms of point of entry into and exit. It should reflect the nature of the organization and the work. It should also focus on the needs of the learner in the work place who can assess programmes to meet acceptable standards. The curriculum should provide standards and norms of self evaluation on the basis of self directed learning. The evaluation in such a programme is consistent and continuous.

Following steps have to be followed by the programmer to develop a curriculum and learning material for a job training.

1. Job analysis.
2. Competency analysis.
3. Skill analysis
4. Activity analysis.
5. Creating learning activities.
6. Testing analysis & learning activities.
7. Validation.

The first step of the analysis process is to obtain mandate for the work procedure from the relevant groups. Normally, this includes the board of management, chief executive (Power actors) and other government agencies, as they are involved in the job some way. The programmer has to select the work team with their approval.

The work team involved in developing the job related training chart consists of the representatives of the board of management, chief executive (General Manager) and immediate supervisor of the job holder. For an instance if we take the job of a shop manager, work team would be the President, General Manager, Consumer Manager, Shop Supervisor and an efficient manager and few of them. However, major work is to be done by the managers group. Therefore, the programmer and the training manager has to consider the following qualifications in selecting these persons:

- Competence in the occupation.
- Full employment in the field.
- Considered by associates to be alert and forward thinking.
- Capability of verbalizing the needs or skills of his occupation.
- Considered by associates to be capable of functioning as a manager of the group.

- Freedom from bias.
- Confidence (capacity for self direction)
- Freedom to devote full time for required period.

The curriculum development group is the major group who actually does the work involved. The programmer or the training manager play a coordinators role. They are not in a position to influence the technical work of the committee in relation to the job content.

The coordinator collects data from all concerned on the job by interviewing them separately or getting them to fill up a questionnaire specified for the purpose. They have to get the break down of the main functions of the job. Once the group agrees to common division of functions, the coordinator then leads the group to further define each function into several competencies. He does this by tabulating the data collected and reflecting it to the group who discusses the tabulation and come to conclusions.

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Department of Regional economic cooperation Ottawa -  
Canada- 1975

DACUM approach to curriculum learning and evaluation in  
occupational training- RE-ADAMS - pp 47-51



Following aspects have to be considered in designing these functions and competencies:

- Job condition
- Main function
- Competency
- Skills
- Related activities
- Organizational standards
- Learning resources.

When the data is collected the final document should also represent the ideas arising out of consideration of current problems and possible future changes or developments. The documents available at the society should also be used in documenting this.

Brain storming sessions are used to take decisions.

Cards are used to tabulate and illustrate the functions and competencies proposed.

Next stage of skill analysis is complex and difficult. We have found it is easy to work with activities or steps of a competency rather than skills coming first. The members in the group who are not usually familiar with tabulating, analysing and summarising may find difficult in identifying skills. It is easy to encourage them to concentrate on a certain competency and explain the steps or activities they follow to complete it. Normally, number of skills are limited to five for easy working although it may not look logical. In such a process, the group work is more difficult. Therefore, it is always easy go from known to unknown.

Skill definitions look simple and not serious.

The definition, on the contrary, derived by using serious and Guidelines. The coordinator has a difficult task of sorting out the skill definitions given by the group to check whether they are correct or not

DACUM report specifies following criteria for skill definitions.\*

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\* DACUM approach to curriculum learning & evaluation in occupational training-RE Adams- Dept of Regional Economic Corporation ottawa Canada 1975

- Skill definitions must specify action behaviours.
- Skill definitions must be explicit.
- Skill definitions must reflect industrial functions.
- Skill definitions must reflect future as well as current requirements.
- Skill definitions must reflect the level of activity.
- Skill definitions must reflect the entire knowledge applications.
- Skill definitions must reflect terminology acceptable to the occupation.
- Skill definitions must be measurable.

There are several skill categories which may appear in a jobrelated training chart.

- Manipulative, Procedural, analytical, interpretative problem solving, organizing or managerial.

Skill definitions would not become completed if the performance standards are not set. The standards include:

- Time to perform the task.
- Accuracy or precision required.
- The amount of wastage allowed.

- Safety measures to be followed.
- Proper sequence to be followed.

With the development of the job related training chart, first phase of programme development is over.

To illustrate the format of a job related training chart a specimen is given in the appendix.

Next step of job training curriculum is the development of learning activities. The trainers and the graphic specialist take an important and key role in this. Their experiences in training methodology and Audio Visual Aids become very useful in selecting learning activities and audio visual material. However, the learning activities are planned in such a way to ensure individual job instruction as happens during on the job training in the organization.

The Managers or the selected target group members identify the learning resource from which they obtain the skill. These resources represent valuable information in regard to material which could be prepared.

The learning activities prepared should match the actual learning environment of an individual trainee.

Learning material production group has to consider following points while drafting material:

- What are the steps a person goes through doing the task?
- What are the critical points in performing the task?
- What decisions are made in order to perform the task?
- What related skills and knowledge must be learned to perform task?

The group has to identify to what category a particular skill belongs and analyse the work process in which the skill development takes place. It becomes easy to create learning material on the concept of learning by doing. Extreme care has to be observed not to get influenced by the sophistication of technology in training methodology in simple tasks.

Work procedures, operational manuals give guidelines for skill oriented learning exercises as given below:

1. Directly applied or transferred work activities.
2. Directly applied or transferred components of work activities.
3. Assimilated activities.
4. Projects.
5. Lab projects.
6. Programmed learning.
7. Information learning.

Last category is rarely used in skill oriented training sessions.

Once the learning activities are tested and validated, the evaluation of the output of the learner is considered. The evaluation normally takes place on the performance of a particular skill. The specific nature of this type of evaluation is self directed evaluation. The trainer only helps the learner to evaluate himself.

The evaluation is a continuous and consistent process in job training. There it should be discussed along with the entry of the trainee to the programme.

The DACUM (Develop a Curriculum) School of job training uses the following learning evaluation model:

The rating scale used in evaluating learning level is as follows:

0. Unsatisfactory performance
1. Able to perform the task but cannot achieve alone.
2. Fairly capable of functioning individually.
3. Average performance level.
4. Better than average in terms of speed and quality.
5. Excellent performance.
6. Perform exceptionally well and can lead others.

The learning evaluation model given above explains how the evaluation process is used. The steps of using the model as follows:

1. Learner reviews with the help of the instructor or how to use the rating scale.

The trainer prepares an entry level profile of the skill. He could check trainees rating with him by asking how he perform a a particular skill. Learner reviews his prior experiences to define the level of his performance in any of the skills defined in the training chart. The instructor may assist him.

The trainee modifies his evaluation according to the inquiry.

The trainee selects his priorities in learning experience.

The instructor will closely observe performance in tasks the trainee trys for the first time and other tasks.

The trainee attempts to select the task with the help of the trainer.

The instructor rates the trainee performance.

The trainee rates his own performance.

The trainee again trys to perform the task.

The trainees request and receive assistance and advice from the trainer.

The trainee reviews literature related to the development of the skills.

He is not satisfied with the performance.

He is requested to adapt other audio visual aids etc.

He observes demonstrations by the instructor or another experienced person.

He receives instruction from specialized person.

Instructor is temporarily satisfied with the trainees performance.



18. The trainee is temporarily satisfied with his performance.
19. The instructor is not temporarily satisfied with the trainees performance.
20. If the trainee is not satisfied with the goals enough he recycles the learning process. If he is satisfied with the goals achieved he goes out of the programme.

The progress control of this training process is easy and simple. When the trainee has a training chart for himself he could use it. The cages meant for each skill is used for entry skill rating and in process skill rating. In this process the ratings are increased cumulatively. It is assumed that the levels already achieved is never lost if the trainee is active.

The model of job training described above, is sometimes identified with job analysis or job breakdown. However, although weightage is given to the job analysis, the real importance lies with the learning activities meant for learning by doing to achieve performance levels accepted according to actual organization standards.

The programmer trains the training manager how to develop a curriculum and learning activities undergoing above stages and demonstrates how to conduct such programme with the training manager. In this process, training manager develops skills in planning his training function.

Continuing Job Training Programmes and Job Specialized Training Programmes.

The training process does not come to an end when the trainee is able to develop basic skills required for the job. The experienced trainee who is motivated to achieve new frontiers in knowledge as well as skills long for new things. He is ready to receive advanced knowledge and skills to bring in more productivity and efficiency to organization in order to gain incentives, benefits for himself and eligibility for future career development. He knows that he has to update his knowledge to keep phase with the changes.

The objective of introducing continuing job training is to improve the performance in order to bring in more productivity and update the skills. New technology and machinery are introduced in the organizations every day. The organizations continue to innovate new ways of cutting down operational costs, save time and energy in carrying out functions.

Some skills are identified at the first stage of job training and further training for future development. The trainee has to be equipped with alternative strategies and methods on complex skills. For an example, a shop manager gets basic training in shop lay out and display the job training on one selected method.

The method may be on the basis of counter shop. However the Manager needs alternative techniques when he is transferred to a self service shop or a shop without assistants. In this instance he has to continue studying alternative methods in shop display and layout. The trainee has to prepare a continuing programme for these skills needed.

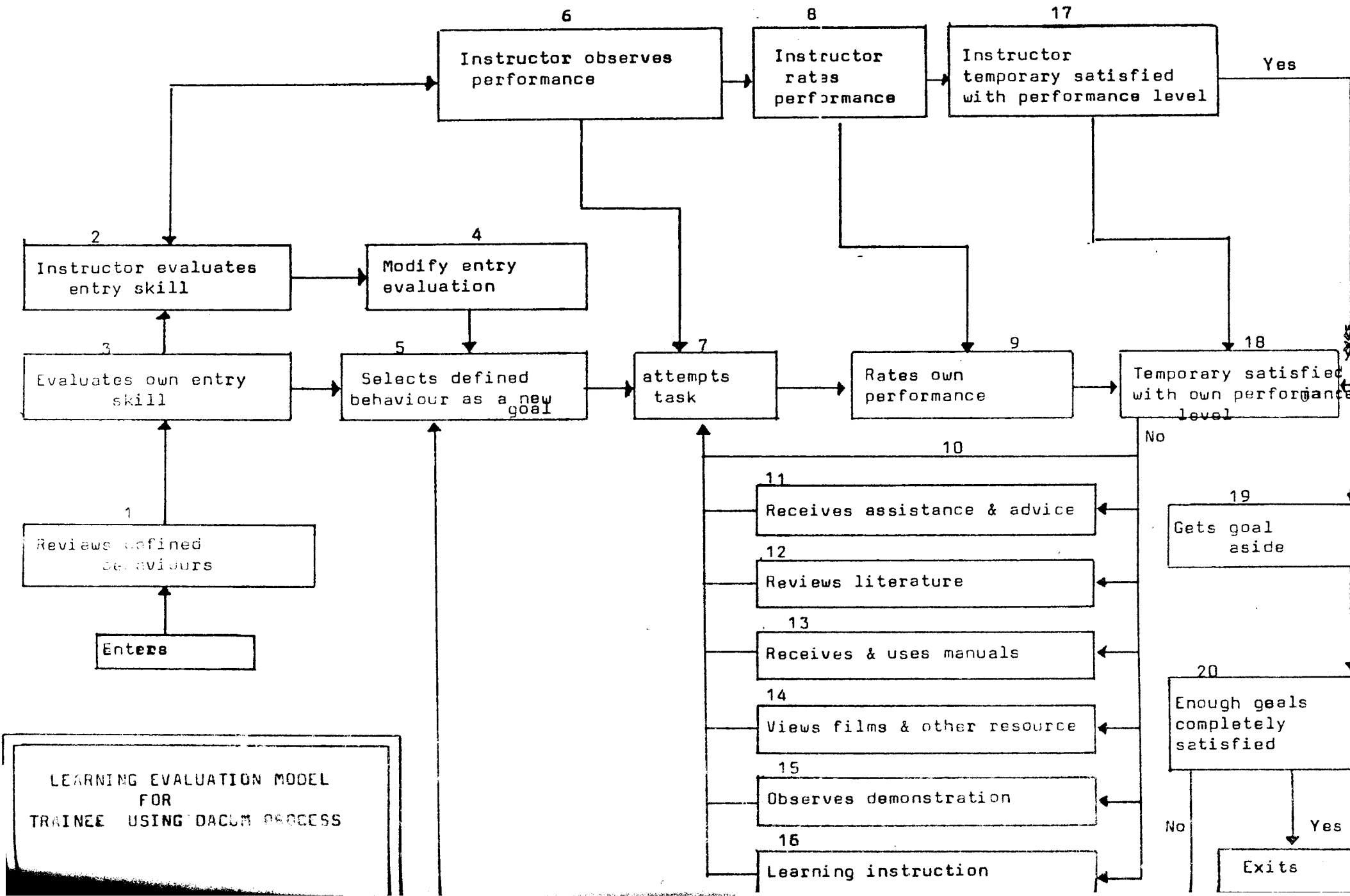
For the same skills there could be latest methods of display.

Continuing training programmes could take two forms:

1. On the job training.
2. Institutionalized training.

However, the training manager with the help of the programmer has to follow the same strategy of analysing the existing performance, identifying the gap between the existing programme with the expected improved or new performance. The gaps are filtered into competencies and skill required and the learning experiences are designed on the objectives decided.

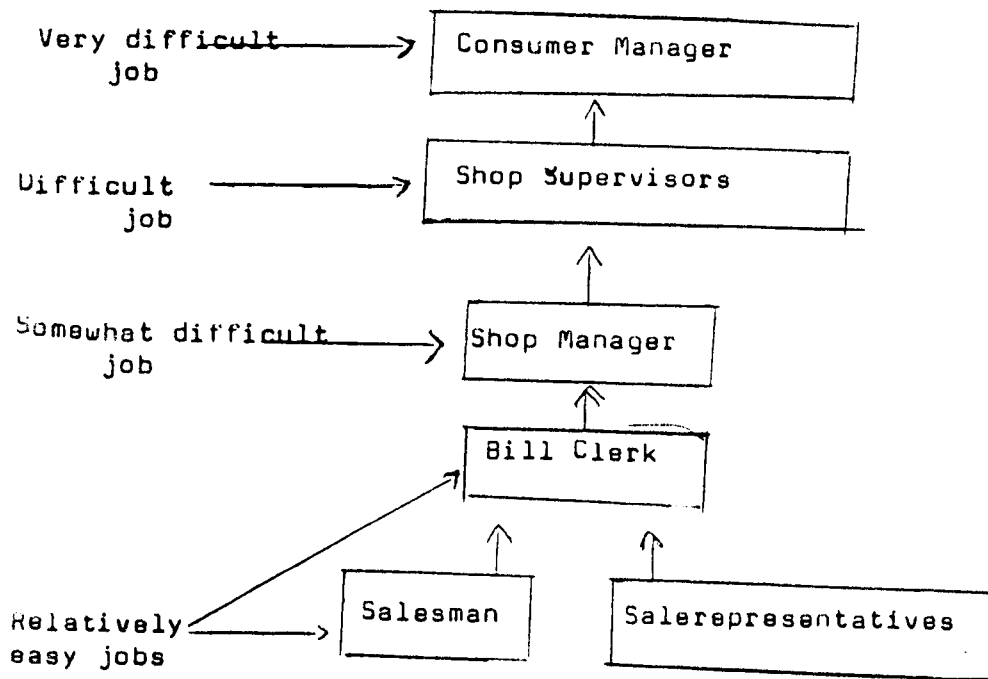
Job specialization is identified with selection of career path and expected promotions to higher level in the same field. For an instance, a shop manager could specialize the art of selling and shop keeping so as enable him to specialize in the field of consumer management. Thus the employee enters into the consumer department as a salesmen and later gets promoted to a job of manager. He could move upwards to become the



LEARNING EVALUATION MODEL  
FOR  
TRAINEE USING DACUM PROCESS

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chief of the consumer department i.e. Consumer Manager. There are different levels in this process.



Job specialization of an employee depends on several factors:

1. Employees career objectives.
2. The willingness of the employee to prepare and develop for more responsibilities.
3. The capability of the employee to learn more skills at a higher level.
4. Performance appraisal of the employee.

Job specialized training courses form a part of training for higher jobs. These courses are planned taking into consideration various aspects of in depth training in a particular field. For an example, procurement of goods is a competency within the limited activity given to him. Sometimes, it is limited to identify and receiving goods from the main godown and buying goods from the petty cash given to him for the purpose. When it comes to job specialization he is given a training on purchase management or supply management. This kind of a course involves concepts and sophisticated techniques on the subject. Sometimes, it may relate to the job of a higher level.

This is useful for a person interested in a particular field to gain insight into many operational problems and developing capacity and show creativeness in accepting more responsibilities.

Job specialized training programmes are developed on the basis of the practices used in the organizations. The selection of practices are from best organizations.

However, it is difficult to impose new techniques into organizations which are not prepared in terms of organizational arrangements, level of growth and thinking. Specialization comes with the growth of the organization.

So long as the private enterprise is competitive to the cooperative sector, various training agencies bring in pre packaged specialized training in various fields. Therefore it is always better to utilize them until such time the cooperative sector is in a position to develop such programmes fitting into their system and requirements.



The trainer has to carefully select the pre-packaged training programmes for specialization purposes. However, they should not be superfluous and irrelevant to the organization.

The programmer has to guide the training manager to develop job specialized training programmes of his own. As the specialization is in relation to a job, the programmer has to develop the programme on the basis of the improved performance of a particular job. In this exercise he follows systems approach which emphasises on the feed back, out put and recycling the process. These steps involve:

1. Analyse overall system.
2. Analyse task or job.
3. Specify required knowledge, skills and attitudes.
4. Determine capabilities of the target group.
5. Identify the training needs.
6. State learning objectives.
7. Organize learning resources.
8. Select appropriate teaching strategies.
9. Motivate and inspire the students.
10. Field test and evaluate system.
11. Implement the system.
12. Constantly monitor learning system.
13. Revise and adapt.
14. Field test and evaluate criterion measures.
15. Develop criterion measures of task proficiency.

### Evaluation of Trainees and Programmes

Evaluation and feed back is essential for any training programme in order to assess the trainees achievements as well as the effectiveness of a training programme.

There are two types of evaluations.

1. Evaluation of the achievements of trainees.
2. Evaluation of the effectiveness of a training programme.

There are different levels of evaluation:

1. Reaction level.
2. Knowledge and skill level.
3. Behaviour level &
4. Results level.

Students reactions are basically evaluated after each learning session . This is very useful in assessing the effectiveness of the programme in order to improve it in future.

Evaluation on reactions is normally done through questionnaires or interviews. The questions are formulated on the reactions to the session as a whole, quantity and quality of materials, methodology of presentation, audio visual aids etc., They are asked to give their suggestions for future improvements.

Trainees knowledge could be assessed through subjective or objective type of structured test. These tests are popular in traditional institutions. Sometimes, this could be done through pre tests and post tests. Some questions are given in both occasions. Some evaluators have the wrong notion of testing memory rather than knowledge.

Actual evaluation of skill development takes place at the level of performance. However, some institutions use simulated performances at the class room for evaluation of trainees skill development.

Job behaviour is evaluated through observation of behaviour. His attitudinal changes are observed verifying how he perceives a problem, how he analyses and reacts to stimuli etc., The standards set by the organization could be used for evaluation.

Evaluation of results is also done on the job. Normally, the organizations set standards of performance of a job. They are set according to following criteria.

- Quantity
- Quality
- Time taken
- Amount of wastage
- Safety measures followed.
- Proper sequence followed.

The standards or criteria of evaluation should be realistic and attainable. They should be written in measurable terms.

In job training continuous self evaluation by the trainee is of vital importance. It not only brings better results but also indicates the highly motivated character of a trainee. It is also an essential feature of self directed learning.

CHAPTER 5ORGANIZATIONAL ARRANGEMENTS

The organizational arrangements for a training programme should create a positive learning environment for the learner to get optimum learning experience. While organizations have their own objectives to achieve, the learners themselves have their personal objectives to achieve at least to the extent of compromising with organizational objectives. Maslow pointed out that every human being ultimately longs for self actualization.

The training programmes as exist today increasingly demand more facilitating environment both from the teacher and the organization more than leaving training functions isolated from actual practice of freedom to learn.

There are three basic aspects of providing a facilitating learning environment.<sup>1</sup>

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<sup>1</sup> Malcolum Knowles - Modern Practice of Adult Education

1. Atmosphere in the learning activity.
2. Physical arrangements for learning.
3. Incentives for learning.

In a way, one could argue that creating a positive learning environment means motivating trainees to learn. Although it is said by Herzberg that the task itself is a motivating factor, the common usage is in terms of above aspects.

Malcolm Knowles has identified following characteristics as the essential features of a learning environment in a class room.

- a. Respect for personality.
- b. Participation in decision making.
- c. Freedom of expression & availability of information.
- d. Mutuality of responsibility in defining goals and evaluating

In this process the key role of providing such an atmosphere lies with the teacher or the facilitator. The teacher should function as a helper to trainees in clarifying their own aspirations for improved behaviour, identify the gaps and their implications on the career, developing friendly relations with others, better interaction and exchange of experiences, organizing themselves for learning process, applying new learning experience into their daily life, deciding their own evaluation criteria etc., Summarily this would mean to apply a democratic philosophy in learning situations.

The facilitator should also practice a philosophy of democracy in formulating curricula on the basis of the need of the trainees. He should involve trainees at every point.

Carl Rogers has identified some basic factors which help the facilitator to bring about a positive learning environment.

- The facilitator has much to do with setting the initial mood or climate of the group or class experience.

The facilitator helps to elicit and clarify the purposes of the individuals in the class as well as the more general purpose of the group.

He relies upon the desire of each student to implement those purposes which have meaning to him as the motivational force behind significant learning.

He endeavours to organize and make easily available the widest possible range of resources for learnings.

He regards himself as a flexible resource to be utilized by the group.

In responding to expressions in the class room group, he accepts both the intellectual content and the emotionalized attitudes, endeavouring to give each aspect the appropriate degree of emphasis which it has for the individual or the group.

As the acceptant class room climate become established, the facilitator is able increasingly to become a participant learner, a member of the group, expressing his views as those of one individual only.



He takes the initiative in sharing himself with the group his feelings as well as his thoughts- in ways which do not demand nor impose but represent imply a personal sharing which students may take or leave.

Throughout the class room experience remains alert to the expressions indicative of deep or strong feelings.<sup>1</sup>

Physical arrangements become very important in an adult education programme.

Normally, adults have a gloomy feelings of a class room. Traditional public school has not been a pleasant place for adults when they were school children. If the programmer decides to hold the learning sessions in such a location the adults do not feel comfortable and tend to resist. Chalk board and a teacher standing in front of it creates negative sentiments in the learners.

It is assumed that the programmer after getting the society involved in the first phase of the programme is able to create a need to have elaborate class room arrangement for a separate training unit / With the limited financial resources available for the Cooperative organizations, the society preises for a training unit and a class room.

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<sup>1</sup> Rogers Carl- Freedom to Learn P 164-165

- a. Nature of the training Programmes.
- b. Size of the learning groups.
- c. Money available for physical facility development.

Normally a class room should ensure optimum interaction among the learners group if the training programme is on group instruction basis. A room should be selected in an isolated location with less disturbances. It should not have any formal surroundings of a public school class room. It should have enough room to move about. The furniture should be simple to be shifted an anytime. The tables (if any) should be narrow not more than 2x4 accommodating two persons. Light table could be made out of packing cases and painted.

The room should be large enough to accommodate the total target group (Normally it would not exceed 25).

Interior of the room should be bright and sober coloured and clean. Enough ventilation and light should be there. The electric lighting should be provided if natural light is not sufficient. It should look more a family room with indoor plants and informal setting.

Library could be provided in the room itself by providing partitioning. It should have at least one big table and few armchairs for readers. The education officers work table could be in the library itself or separately.

The class room should contain flannel board and flip board. The societies participated in our exercise liked to show statistical charts and educational information on the walls. Overhead Projector is useful for a class room.

Financial considerations are rather important in deciding the organizational training programme. The programmer with the help of the training Manager should undertake to budget the operation. Malcolm Knowles identifies some general principles which could be applied.

1. A financial goals should be set, based on consideration of estimated necessary expenses and possible income.

A detail plan should be formulated for producing whatever income it requires.

- a. Charges to participants.
- b. Appropriations from the general funds of an organization.
- c. Contribution from outside sources.

A budget should be prepared to serve as a basis for financial planning and control.

Expenses should be incurred only under proper authorization.

Adequate records of all financial transactions should be kept.

The accounts should be audited.

A financial report should be published at least annually.

Costing of a programme need more classification .

The factors which could be considered are

- a. Target population
- b. Length of the programme
- c. Costing of alternative methods and audio Visual aids in comparision to output.

- d. Cost of the total programme in terms of benefits or results after the programme.

Budget justification is normally through the cost benefits . Benefits are reflected in management efficiency, productivity of Manpower output or turnover of the business, reducing costs of waste etc.,.

Normally expenditure targets come under items of capital expenditure, overhead costs and activities costs. They could be prepared according to the nature of the organization. It varies all the time.

It is the responsibility of the training manager to operate the budget of the training unit. He should take care to match costs with the outcomes according to the organizational standards. Occasional review of actual expenditure with budgetary allocation would give him a chance of working according to the budget.

Finally, working arrangements should provide incentives to learn. It ranges from providing one or two increments after successful training programmes to integrate it into a total human resources development programme.

The provision of monetary and other benefits demand the integration of training with career planning, job enrichment and career development.

Once a person is selected oriented, placed and trained subsequently, it is necessary to observe him on the job. His performance and behaviour should be observed by the training manager or his immediate supervisor and evaluate his output on the job.

There are many ways of assessing a persons performance. The most popular method is performance appraisal. This is done by a supervisor or a training manager using interviews and documentation of his results.

In humanist approach, the appraisal is done by the trainee himself or with the help of a supervisor. In the job related training as developed by DACUM and CAP models the appraisal is done by the trainee himself on basis of a rating scale giving ratings from 0-6. If necessary, the training is recycled. Job rotation provides training in wider scope for the trainee. At the same time the career decisions are taken for promotions, transfer and changes. Not only that, the trainee himself is supposed to take decisions regarding planning his career.

Mc Mahon and Jeager have introduced exercises for such an attempt by an employee:

- "1. Draw a line which represents your life. This line may take any form or any direction to represent your life from the beginning to the end. Now mark an X on the line to indicate where you are right now. In your small group show, explain or discuss your life line.

2. Now that you have indicated where you are answer in many ways as you can the question. Who am I; for instance, goals, roles, values, responsibilities, traits and needs may define who you are. After you have prepared this list either on one sheet of paper or on several cards rearrange them in the order of importance to you. Did the sequence of the answers change from the order in which you wrote them? Did the sequence of the answers change from the order of importance to you? Share these also with other members of the group.
  
3. Look at the above and determine.
  - a. Which are temporary and which are permanent?
  - b. Which are things you wish to take with you into the future?
  - c. Which are things that you would like to leave behind?
  - d. Are there other things that you would like to add or modify?



4. Select a partner from a small group and ask each other the following questions
  - a) When do you feel fully 'alive'? In other words what things really turn you on? (These could be events, activities achievement etc., If certain things do turn you on and excite you, perhaps you should arrange your future so that these things happen more often).
  - b) What do you really do well? For example, what outstanding skills do you have or in what kind of relationships do you function best?
  - c) Given your circumstances and your desires, what do you need? What do you need to learn? (This is a private question- sometimes there may be no correlation between a and b above, and you may find somethings that you do not need or do not need to learn).

- d) What dreams could you be turning into plans? ( This is a question not usually answered, and it may reflect some things that you have often wanted to do, some ideas, some wishes etc.,)
- e) What should you stop doing now? What should you start doing now?
- f) What resources do you have that are undeveloped, misused or not used at all?
- g) Get up tentative life planning policies for your self. (These could be fairly general or fairly concrete).

The person asking the questions should act as a consultant to ~~develop~~ the data from the client and should write down only what the client says. When all the questions have been answered, the consultant should read it back. Then the client and the consultant switch roles.

5. write your biography- from now on. As an alternative, write your eulogy or your retirement - dinner speech. What will you have accomplished? What values are foremost in your thinking?

6. Describe the ideal job for you.
7. What resources do you have? How can you use them?
8. What sequences or steps can you initiate to begin your career plan?\*

Learner centred career planning and job enrichment demands flexibility on the part of the management of a cooperative organization. There could certainly be levels of career structure within which an employee could have the freedom to select his job for his satisfaction and exploring his own potentiality for creative and innovative work. It would be more rewarding than giving him few increments for his success after training.

It is also necessary for an organization to have a logical career development structure in order to develop specialization by the employees. An employee after selecting his own field of specialization should have opportunities of obtaining more training from institutional training integrated with a promotion scheme.

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\* John Mc Malion & Joseph C Yeagn- Manpower and Career Planning- Training & Development handbook edited by Robert L Craig - PP 11-16.1  
Mc Graw Hill Book Co. New York 1976.

The Programmer has to work with the training manager to introduce organizational changes which are in demand by learning arrangements. It inevitably results in management development as well as organizational development.

Sometimes, it would become necessary to re-design the jobs when it is found that there is a gap between content of training sessions with reality in need. Very often this is revealed at the time of performance appraisal. Redesign of a job would become necessary when the objectives and the functions are subjected to changes and when further improvement of performance becomes necessary.

In the final analysis, the training should be interrelated to organizational development. The management organization should be flexible and democratic to receive new ideas and cope up with the dynamics of change.

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CHAPTER 6CONCLUDING REMARKS  
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Preceeding chapters spelled out the approach followed in developing an Internal Training System in selected large Cooperative business organizations in Sri Lanka. We followed some basic guide lines in selecting the societies to be covered under this programme as follows:

1. The Cooperative Organization should have elected Board of Directors as the governing body.
2. The Cooperative organization should represent a wide cross section of the rural sector.
3. The organization should be in a position to set apart a reasonable expenditure for training
4. The organization should have sound economic position.

I think it is necessary and relevant to explain the ideas we had in our minds in deciding on the above criteria.

Cooperative Organization which is essentially a social institution which is governed by an elected body should serve the members and the community. Ideologically, the organizations should follow the basic Cooperative principles. Therefore, any system to be introduced to a Cooperative society should be accepted and adapted by the members or the representatives of the members. When a Cooperative society has an elected body, it shows that the organization is based on basic Cooperative principles and possess suitable foundation as a cooperative organization. It is a futile exercise to introduce a new concept to a society which is bankrupt. Sometimes it may lead to unnecessary problems at a latter stage when membership takes control of the organization.

As an experiment we wanted to come closer to a wider section of the social structure in Sri Lanka. Sri Lanka still owns a social structure which is rural and Agriculture based. The experiment is eventually meant for a wider application in the other societies as well.

Therefore, we had to leave out the societies which are basically consumer oriented. After a survey done in 4 selected districts which are covered by the Project, the Project selected a Multi Purpose Society in Jaffna District. This society particularly represents the characteristics of an average Multi Purpose Society in the country. There is a balance in their services such as consumer agriculture, small industries and better living programmes.

We do not believe in providing capital aid to a business for training, because such an organization would ultimately become dependent to an outside financial aid. The training system should start from the level of development in the organization. In a way they get motivated and become task conscious when the resources are provided by the beneficiary organization as well as the sponsoring organization, in a participative way. The society which has been selected for the exercise had set apart Rs. 15,000/= for training under their annual budget. The Project provided technical assistance and even capital aid in a very small way.

The evaluation was built up from the point of discussions of the responsibilities of 2 organizations in the process. The participating organizations were able to discuss the responsibilities within their limitations. Therefore, it does not become superfluous and additional function introduced by an aid giving agency. Instead, it had a demonstrative effort on the other organizations on the feasibility of evolving a similar programme in their own organizations.

It is a meaningless experience to introduce a new training approach to an organization which is on the verge of collapse. Average organizations have management as well as financing problems. However, it should not be an organization where one could see an unhealthy finances as well as other resources. When the organization has more problems in managing its functions or the organization is not economically viable, the effort in helping the society to develop its efficiency as a business organization becomes a failure. The training function itself is unable to solve all the problems in an organization. However, training function could contribute towards management development as well organization development. If it is to gain benefit



from the training input the society should be feasible to work with. On the other hand, the members of management should be in a healthy position to receive ideas from changes in management practices which would come up in the process of training. When the organization is flexible, the training input should give better returns, in the functions of management. However, we have to use this criteria in selecting organizations.

There was an effort for further scrutinization by us in selecting a Cooperative Organization although it is not so essential. We felt that the societies should be in a position to allocate the training functions to a reasonable managerial level employee in the organization. In this respect, the society participated in the exercise selected the person who was functioning as credit and marketing manager to become the training manager. It is also necessary to observe the possibility of getting him released on full time basis to function as a training Manager. Eventually, although he could become a part time officer at the beginning. However, it is always important to assess the potential training officer concern and take decisions either to train him or change him from his present position.

Developing an Internal Training System could not be done within a short period. It is to have its own phase of development depending on the present position of the cooperative organization. It is to live with the changes that are occurring in the organization influenced by inside and outside factors. It is to develop with a very basics of inducting a person to an organization which had limits in developing training programmes for on the job as well as job specialised training programmes observing an intergrated model with a logical sequence. This effort necessarily takes much time as the present cooperative training system of the country does not own any of these focuses.

The strategy explained in the document needs more elaboration and analysis. However, it was not possible to explain all the steps giving methodologies here for want of space. I feel that the organizations have to select a model from several alternatives available in the technological field. For an example, while doing a performance analysis of organizations there are so many methods followed by different schools of thought. If we take performance appreasial for an instance, there are several models followed by Managers depending on the approach they have towards manpower development.

I have merely attempted to spell out an outline of a system. It is just a skeleton which has to be filled up with necessary flesh and blood. Selection of methodology to cover the necessary steps normally depend on the resources at the organization. It is difficult to prescribe certain rigid type of techniques for this purpose.

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## APPENDICES

1. Specimen of a Training Session Plan.
2. Job Related Training Chart for Retail Managers of a Multi Purpose Cooperative Society.
3. Story of Neerveli.



SPECIMAN SESSION PLAN

**Training Sessions:** Dealing with customers.

**Group:** Sales Assistants

**Aims:**

- \* To enable the trainees
- \* To describe the things expected to be done, as a salesman at a cooperative shop.
- \* To identify a Dis-hearted Salesman. Passive Salemen and a Customers-Oriented salesman.
- \* To help customers with a kind attitude towards them.
- \* To use alternative ways to promote selling.

**Time:** Three hours

**Materials:**

- A recorded dialogue
- A cassette recorder
- Role players.

GUIDE LINES FOR THE TRAINING SESSION

1. Inquire about the things that are expected to perform by a salesman and direct the discussion accordingly. Here the position of the salesman should be clarified regarding the conflict between maintaining a successful shop and the cooperative aim "service precedes profit". The Cooperative salesman assists the customer to spend money on various goods.
  
2. Stress the inability of comprehending the customer and at the same time emphasise the fact that the prevailing of various personalities and characters among the salesman too.
  
3. Ask trainees to observe the two role plays and note their observations regarding the salesmen. At the discussion of the first role play, emphasize on the following points.  
  
The salesman portrayed there was a passive salesman. He was not interested in selling. He is not a salesman.

Regarding the second role play emphasise on the following points.

He is a high pressure type salesman. The customer cannot be deceived always. He loses customers. As the members are the customers too, they should be handled carefully.

A group discussion is suitable on the salesman who yields to the expectations of the customer. When summarizing that the following facts should be brought in to light.

He is a good listener. He tries to understand the customer and builds fidelity.

To know the characteristics, individual exercises are the best.

The followings<sup>g</sup> may be pointed as some of the decisions.

- \* It is expected that the customer should be seen by the salesman.
- \* Welcoming is expected
- \* If he is a regular customer he expects to be recognized.
- \* In short he expects to be cordially welcome.

7. Synopsis

As a Customers - oriented salesman you

- Build a good relationship with each other.
- Promote a feeling of fidelity
- Believe the fact that the customer feel that he is welcome
- Work in an agreeable and a humble manner
- Are quick to note the sign "Help me"
- Never forget the fact that he is a Customer/ member your employer, and owner of your institution.

DIALOGUE I

(A Customer enters the shop)

Sales Assistant: ----- (Silent)

Customer: Can I buy two liters of milk please?

Sales Assistant: Yes. (He puts milk on the counter).

Customer: I want two pounds of butter also.

Sales Assistant: Butter ! out of stock.

Customer: Out of stock ! Why is that?

Sales Assistant: How do I know?

Customer: What can I do now?

Sales Assistant: -----(Silent)

Customer: I need a shirt also.

Sales Assistant: -----(Silent)

Customer: (in resentment) Do you have shirt here?

Sales Assistant: Why not, on that shelf . (points at the shelf)

Customer: Do you have blue ones, large size?

Sales Assistant: I don't know, all are there.

Customer: (in angry) You keep your shirts, I'll go to another place.

Sales Assistant: -----(Silent)

DIALOGUE 2

Sales Assistant: Good morning madam !

Customer: Morning to you, can I buy two liters of milk.

Sales Assistant: Sure ! Sure !! I'll give you five liters because by tomorrow they will be sold out.

Customer: But ..... I need only two liters to day. If I buy more, sometimes it will get bad.

Sales Assistant: No. no. never, it won't happen. Buy four liters.

Customer: But I .....

Sales Assistant: (Interrupting) No.no you shall buy four liters.

Customer: Let me have half a pound of butter also.

Sales Assistant: Sorry, butter is out of stock. But we have margarine. That's better for children.

Customer: Oh sure ! I thought butter is better.

Sales Assistant: No. no. margarine is better, and it is cheaper also. How many packets do you want to buy?

Customer: Only one, a small one.

Sales Assistant: Oh ! no, buy a large one, it's cheaper for you. Here it is.  
What else do you need.

Customer: A shirt for my husband.

Sales Assistant: Here is a very good and a beautiful shirt.

Customer: I want a blue one.

Sales Assistant: What colour did you say?

Customer: He wants a blue medium size one.

Sales Assistant: We don't have medium size. The smaller size would do.

Customer: (Confused) How do you know my husband's size.

Sales Assistant: Is your husband my size or small.

Customer: He is fat a little.

Sales Assistant: Fat ..... so ..... never mind.  
This type of shirts are larger than the normal size. This is sure to be the correct size.

Customer: Really ! Do you believe so .....

Sales Assistant: Quite correct madam. This beautiful shirt.

Customer: (Laughing) Alright ! I'll buy that.

INDIVIDUAL EXERCISE 1

Are you ready to enter a shop as a customer?  
Mark your observations regarding the followings.

1. The salesmen of the shop into which you are entering take no interest in you. Even if you ask for a help they don't speak with you politely.
2. You need help from a salesman but he is busy clearing shelves. He resents with anger who interrupts him.
3. A sales assistant is speaking to you. A very important person enters the shop. The sales assistant leaves you and starts helping the V.I.P.
4. When the telephone rings the assistant leaves you in order to answer it. After a long conversation he comes back again and helps you. He never excuse himself or explaine why the telephone call was more important than you.
5. You want to buy a packet of salt. What the salesman says is "Not available" and nothing else.



INDIVIDUAL EXERCISE 2

Why do the customers feel happy when you know their names? What would be the reaction when you address them by their names? Comment. If you lose one of your regular customer, how far it would affect your annual turn over.

ALTERNATIVE EXERCISE

imagining that you are one of the customers known to you sit on a chair and speak. Place a chair in front of you to symbolize the salesman. Then imagining that you are the salesman sit on the chair opposite, and reply your customer. Through this process you may be able to get experience of the mental and verbal reaction of each other.

STORY OF NEERVELI

Neerveli, A suburban County in the Jaffna District with a long tradition of agricultural community and a stable Cooperative Society.

The Cooperative Society now named as Vali East Southern Division M.P.C.S. Ltd., covering village council area of Neerveli, Kopay, Atchevebe in Pultier VC and Town Council area of Irumpairai and Urelin. The population of the area is around 37000 out of which 9550 are members of the Multi Purpose Cooperative Society. As Tradition goes, the house becomes the member. Distribution of membership into sex: 7450 males and 2100 females. Comparatively higher figure of female members.

The Society was the new name given to the old Cooperative Union of Vali-East Southern Division. This happened in 1971.

The Society provides consumer agricultural, banking and agricultural produce marketing services to the community.

The main occupation of the people is intensive cultivation throughout the year. Onions chellies, potatoes and banana grown in plenty.

The population enjoys a higher literacy rate although they are average farm income earners. People are neither rich nor poor.

The society runs 6 wholesale depots and 33 consumer shops. The society has the specific feature of running 10 special agricultural services shops and 3 rural banks. They own a filling station too.

The society is covered by 10 branch committees and receives support from a strong women's committee.

The society is administered by an elected board of seven members. The President is a principal of a Government College. The board represents the farming community primarily.

The Project was looking for a Multi Purpose Cooperative Society to introduce a new concept of Internal Training System in a Cooperative Society. The assumption of a Project with foreign assistance means 100% aid in capital and material. This concept was on the basis of participative research and participation in the implementation of the Project. The ultimate goal of the exercise is to build up potentiality of the Society to become self reliant in training resources. Therefore, the commitment towards the ideal was a pre-requisite.

The Project had to undertake a preliminary study by taking 12 Cooperative Societies with the assistance of the authorities and voluntary Cooperators. It was evident that the Cooperators were reluctant to spend more money for further training. The societies are conditioned to the present traditional authoritarian Cooperative Education System due to which they have developed a lethargy and even resistance towards the subject of Cooperative training.

The leaders feeling was that the training is a waste of resources which do not bring results. One cannot live with spiritual ideals when they starve.

We have to start somewhere. We had to modify our strategy. We held few discussions with the Cooperative Leaders at Neerveli and the authorities(i.e. ACCD & NCC). They have not given up training although they were doubtful about the visible results in business. The discussions started during early of 1980, in May, and continued for sometime. The distance from Colombo was a constraint the Project staff had to face. The other problem was the language barrier. The Project staff could not come closer to the membership except in the case of some board members and the staff of the society.

However, while having discussions the Project was able to identify a prospective Training Officer who had the position of credit and marketing Manager at that time. The board had a good selection. The Project exposed the officer to institutional training in concepts of learning, facilitation, communication, participative training methods Audio Visual and even material production.

A survey was undertaken by the Project on the performance of the society and identify the deficiencies. The Society represent a typical administrative structure of a M.P.C.S. today. However, the Management was efficient enough to maintain a managerial profitability at a time 65% of the M.P.C.S. face difficulties of liquidity.

Main problems were in consumer services.

Sales staff had undergone some theoretical training but did not practice. Whatever they learnt, Sales turnover, condition of commodities, leakages, member and customer relations were the problem areas as identified by the policy makers as well as the staff.

Sales staff were bold enough to participate in finding out the facts. Their help was valuable. The target groups were involved in the study and their consensus was obtained on the deficiencies and the needs for training.

The society decided on the training priorities for target groups as follows:

1. Shop Managers
2. Salesman
3. Women leaders
4. Office Staff
5. Accounting staff

The training officer was given the responsibility to coordinate training activities.

The target groups were again divided into manageable small groups. The training was conducted by the facilitators drawn from the Project. Cooperative Dept. National Cooperative Council and the society itself.

The strategy and the methods followed here already been detailed out earlier.

The learning activities of the women leaders were held in their villages. However, when the other project for women education activities was introduced to the society the Project handed over the functions to them.

For each learning activity the session was evaluated by the trainees. The action learning activities were decided and carried out at their respective work places after the session.

The group was highly motivated to learn due to the very participative nature of the sessions. They sacrificed their off days for learning. They spent money on travelling of their own although they were reimbursed at a later stage on a decision by the board. The Board watched the outcome in taking this decision.

The training was started in a separate room without facilities. Sometimes, board meetings and sub-committee meetings were held there. However, the society took the initiative of re-arranging the room into a proper, pleasant looking class room with comfortable furniture and other facilities. They spent nearly 25000/= for arranging the place.



The Society did not have a Library or a reading room at the beginning. The Project assisted them to introduce a Library by donating books and some materials. Inculcating reading habits among staff and members was a strategy followed in educating them.

The aspects of organizational intervention had to be observed in training. The layouts and the physical arrangements had to be modified to carry out the ideas given in the learning sessions. Office procedures and systems were improved. The delegation of authority and Management relationships were re-structured. The flexibility of the management staff including the general manager was appreciable. However, unfortunately the society faced difficulties of overcoming rigid procedures laid down by legal structure of Cooperative in providing more incentives for the persons who showed excellent standards of performances.

Self evaluation was a special feature introduced in evaluating learning as well as performance at the job. Questionnaires were designed to get opinion of the sessions as well as their own performance at the job after training. Interviews were held by the training officer as well as a facilitator to appraise their performances. The trainees felt free to discuss the

the situation without a threat of punishment or competition among themselves.

The programme was carried out for one year covering visible deficiencies in order to develop a commitment towards training. By this time the Project was able to formally establish a training function for the society. Now the second stage has come in trying to establish a performance training unit with a panel of trainers within the society. The Project has already identified some persons from few categories to be trained as facilitators for others on the job.

Unfortunately the Project has faced with the problem of acceptance of curriculum based on a logical system. We are now in the process of developing material for on the job training-containing training programmes and job specialised training and even guidelines for inducting or person into an organization. These steps should form logical system adapted by Cooperative Societies. The progress of establishing a permanent unit has been hindered by this problem. The societies are unable to do the specialised function of developing a system. They could adapt the system and its components-learning activities material etc.,. Therefore, the speed of the second stage has been slowed down, but continues. The most strong point is the commitment towards the ideal by the society.

The experiment has been reviewed by several agencies and consultants visited. An indepth analysis was undertaken by the Evaluation team appointed by the sponsoring agencies on the Project activities. The team consisting of two foreigners and several Sri Lankans visited the society and conducted an evaluation. After detailed analysis of the activities the team says:

"Besides discussion with the Education Officer we also had meetings with the trainees who were the salesmen drawn from the various branches of the society. In response to our queries, the salesmen trainees informed us that on account of training they were exposed to new ideas and techniques which helped them in improving this shop lay out, consumer member relations, display of goods in the shop and also in the promotion. The participants also indicated some of the problems they have to face while working in the cooperative shops.

In the course of our discussion with the President of this society, he expressed that the management was happy on the selection of their society for the point project to develop a prototype internal training programme for Cooperative Organizations.

The National Cooperative Council of Sri Lanka and Project Director felt that the society had good potentialities and might prove successful to carry out the internal training programme. The President was of the view that the internal training programme had helped them in better equipping their employees which may result in better performance on the job.

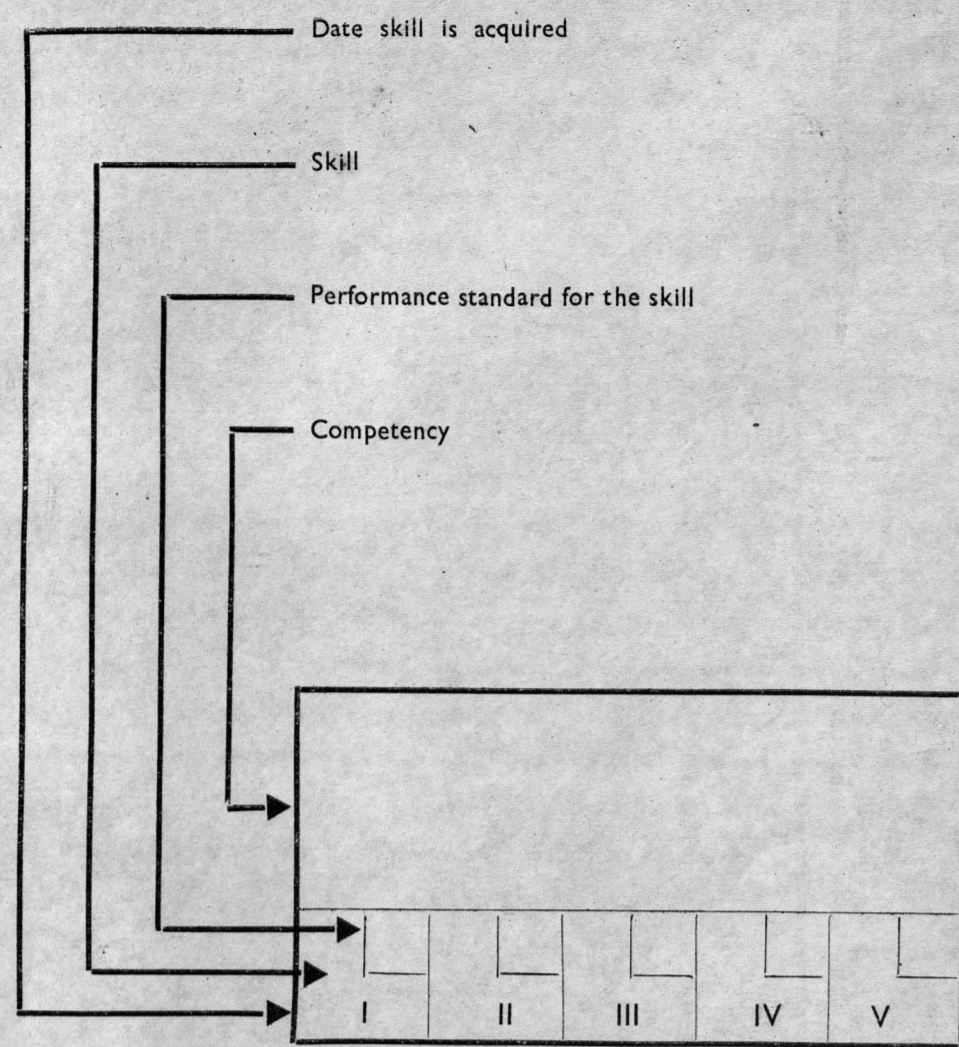
As the programme was launched only in January 1982 it is too early to expect any tangible results. In order to have realistic assessment on its impact the programme must be continued for a period of 2 to 3 years on a more systematic basis."

The development of the training function in an organization takes longer time when it is inflicted with a negative system and business factors. However, the society and the persons involved in the exercise have the conviction in the realization of the estimate goal. Dynamic and democratically operated internal training unit of the Cooperative Society.

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# JOB RELATED TRAINING CHART FOR RETAIL SHOP MANAGERS OF A MULTI PURPOSE CO-OPERATIVE SOCIETY



- \* Each competency will consist of no more than five skills which are represented by the members i, ii, iii, iv, v.
- \* Skills are described in detail in the modules for each band.
- \* Performance standards for skills are described on the face of this profile.
- \* Each skill is dated when the trainee can perform the skill to the specified performance standard.

1	Planing & progress control	1.1 Set target on expected profit	1.2 Use target on procumnts	1.3 Reach sales target	1.4 Spent within the estimate	1.5 Review the progress on achieving targets weekly & monthly																		
		2	Procurement of goods	2.1 Identify consumer needs	2.2 Indent goods	2.3 Survay market price	2.4 Procure from the wholesales or on cash	2.5 Receive goods	2.6 Keep volume of goods within lower & upper limits	2.7 Pay attention to price controli tems														
				3	Stock control	3.1 Decide upper & lower limit	3.2 Assess stores space	3.3 Arrange goods systematically	3.4 Prevent wastage	3.5 Transfer stocks														
						4	Display of goods & sales	4.1 Arrange equipment according space available	4.2 Stack goods	4.3 Mark price	4.4 Clean goods & equipments	4.5 Communicate with customers	4.6 Issue bills	4.7 Recieve cash	4.8 Issue goods	4.9 Verify from employees	4.10 Transfer unsalehle goods							
								5	Keeping accounts	5.1 Certify opening balance	5.2 Record goods recieved	5.3 Record sales issue	5.4 Certify cash balance & goods balance											
6	Cash control	6.1 Collect cash on sales	6.2 Keep change money for easy Transaction & counting	6.3 Issue receipt for other procument	6.4 Tally cash & bills at the end of the day	6.5 Keep cash safely	6.6 Hand over cash to the cashier	6.7 Keep required money in hand	6.8 Control the budget															
		7	Members activities	7.1 Enroll members	7.2 Provide information	7.3 Keep relation with the committee	7.4 Asses in training	7.5 Supply goods & service	7.6 Distribute member dividnt															
8	Supervision of employees			8.1 Distribute work among staff	8.2 Provide facilities for work	8.3 Get work done	8.4 Supervis'ise work	8.5 Provide training	8.6 Utilize effective method for efficiency	8.7 Provide information about the offenc & penalties	8.8 Provide staff welfare													
		9	Public relations	9.1 Speak courteously	9.2 Issue goods correct weight & measures	9.3 Wrap the goods	9.4 Provide in information on the distri-bution of essential commodities	9.5 Participate in common work	9.6 Pay attention to complains from public	9.7 Provide consumer information														
10	Security			10.1 Employee watchers	10.2 Inspect the premises	10.3 Insure premises goods & money	10.4 Observe re care in using premiseses	10.5 Provide lighting																

### PERFORMANCE STANDARDS

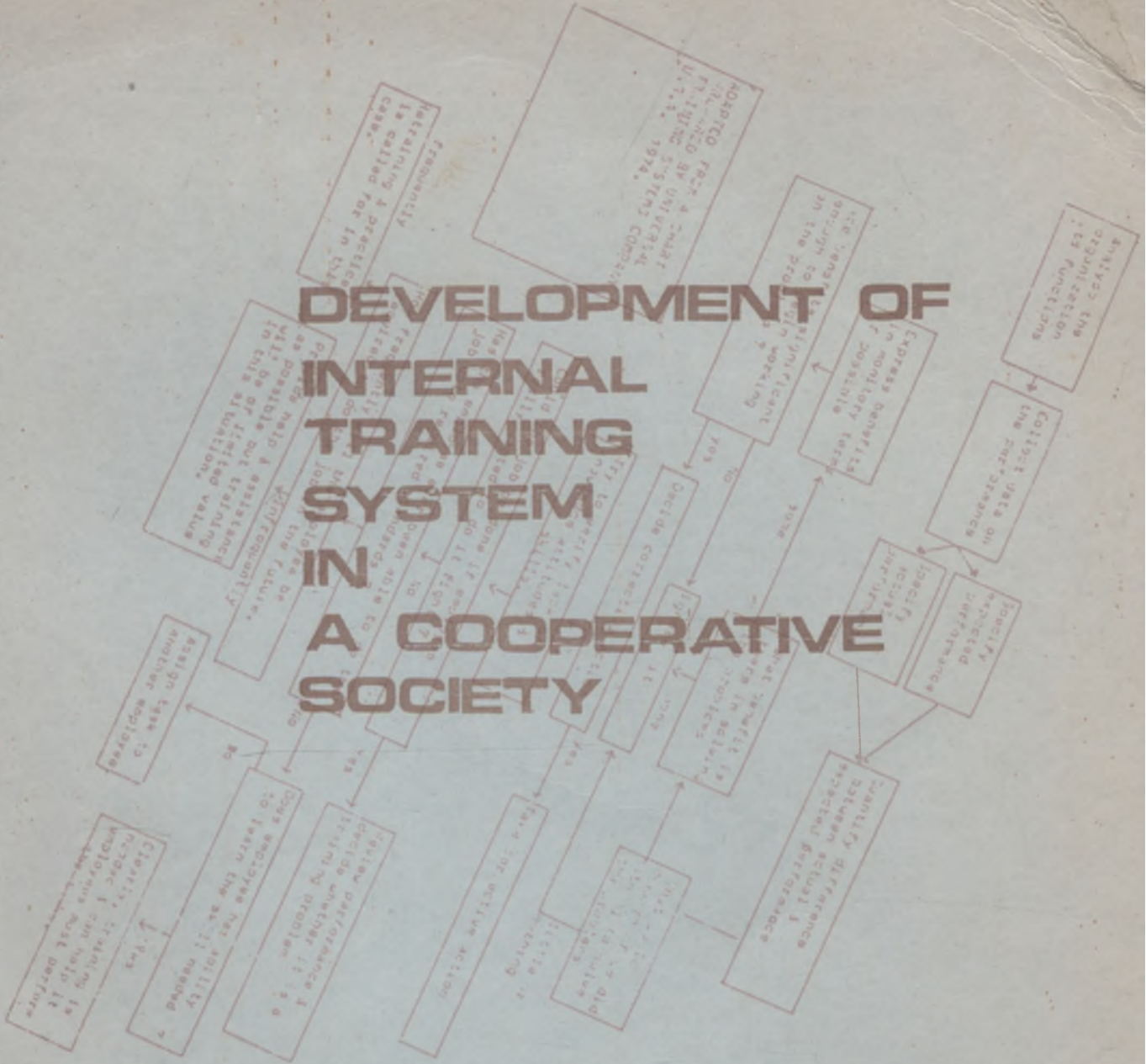
1. Hos completed the training relevant to the skill.
2. Can perform the skill with assistance.
3. Can perform the skill without assistance.
4. Can direct others in performing the skill.

### PERFORMANQCE RECORD (NUMBER OF SKILLS ACHIEVED)

Review Dates	Entry																			
Number of skills trained																				



# DEVELOPMENT OF INTERNAL TRAINING SYSTEM IN A COOPERATIVE SOCIETY



## Project for Training of Cooperative Teachers in Sri Lanka

(National Cooperative Council of Sri Lanka)  
Cooperative House, 455 Galle Road, Colombo-3