

The Seven Principles of Effective Training: A Trainer's Paradigm

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Abstract

The current business and social context require learning and relearning by everyone. There is an agreement amongst the leaders, business managers and academicians on the importance of learning on a continuous basis. More so, in the current context of unpredictable and highly dynamic business and social environment. At the same time, there is always a debate whether the trainer led classroom training which is a common source of learning, was effective. Both the management and HR Managers are interested in making training useful and ensure that it meets its objectives. Budding trainers too look for indoctrination in the training principles so as to pursue this as their career. This case-based research article proposes to address these needs. It is an original account of training experiences of author who has been a trainer since a decade and has gone through scores of experiences in designing and delivering training, particularly in the areas of managerial skills, soft skills and creative thinking.

During the experiences, author has personally observed and consistently discovered insights on what makes it an effective and satisfying training experience for the trainer, and meaningful & memorable learning experience for trainees. It brings out important aspects of designing a training to make it effective. It highlights those behaviour and attitudes of the trainer which induces the desired learning behaviour in the trainees resulting into an effective training. These design aspects, actions of trainer & resulting behaviour of trainees are looked at from the view point of fundamentals which should be at the root of any training. These fundamentals are then thought through and put as seven apt and interconnected principles of training as propositions. Author has experienced these principles numerous times and consistently found them of strong utility and meaning. The above principles also find its support in direct or indirect form in training literature. This paper hence attempts to combine the existing view points and author's experience in a conceptual framework. Author proposes these set of seven principles to meet the demands of the time and opines that they can be applied in different context as is the nature of any governing principle in any domain. It is being articulated for the benefit of trainers and teachers both experienced and budding, besides the Human Resource Managers.

Key Words-Training Paradigm, Impactful Trainer, Effective Training, Training Principles, Experiential Learning, Human Resource Training

JEL Codes- M53, M12, I23

Introduction & Background

Effectiveness of training has long been questioned & expected by the practitioners & users. Researchers (Healy et al, 2014; Healy & Lyle 2013) have done studies and experiments to dig out the details of making a training effective albeit in different manners. The need to address this concern is quite evident, particularly in the current uncertain and dynamic business environment. First, the management of an organization are more than willing to expend on training provided they are simultaneously convinced on the usefulness of training being provided and rightly so. Second, there are many aspiring trainers who would like to learn to become an impactful and effective trainer in various circumstances. Thirdly, the human resource managers of organizations would like to know how to assess or select a training and trainer for their organization, as they continue to search for effective training and impactful trainers. Several factors contribute to effectiveness of a training - correct & business goal-based need identification, trainee's motivation and ability to learn, efficiency and effectiveness of the training design, effective content delivery and facilitation by the trainer, methods for learning internalization & retention, post training support by organization and trainer to implement learning and ensure optimum transfer to life and work. This paper's primary focus is on trainer's role in making a classroom or face to face training effective. The idea is to provide a holistic and simple framework which provides a basis for a vast arena of training and enable trainers to enhance their training design & delivery and contribute to increased effectiveness of training. The current context of volatile and unpredictable business requires dependable trainers and effective way of training which will work in varied organizational and business settings involving different set of trainees. The case discussion given below brings out the seven principles which form the basis of an effective training framework.

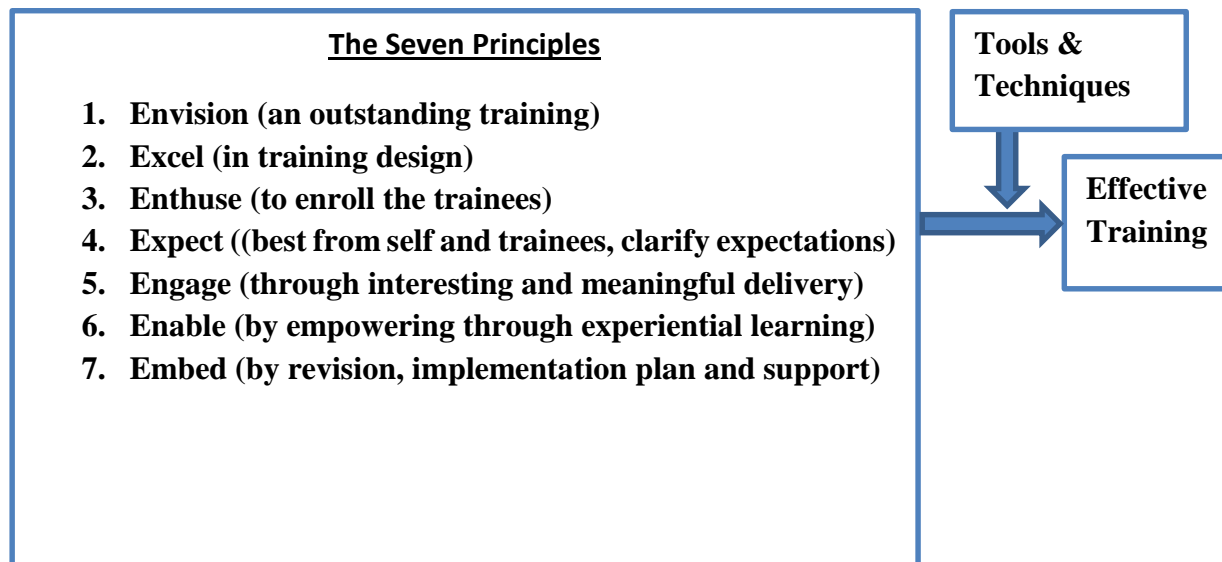
Research Methodology

This paper is proposing a novel and wholesome paradigm in a conceptual manner. It's based on current view point as drawn from relevant literature and significant training experience of author. While the author is convinced of the insights, they are still put forward as propositions. Hence, the nature of this study becomes exploratory. Further these propositions can be taken up in future to quantitatively verify it. Overall, it is a conceptual paper based on qualitative design. As given further, the case narration coupled with researchers' view point helps us arrive at the model and construct.

The Concept and Construct

A set of seven principles are proposed here. These principles are the propositions. They form the basic construct. They are arranged in a sequence but some of them also happen simultaneously. In other words, they are interlinked and inter connected. When these principles are used & implemented collectively for a training programme design and delivery, they result in an effective and impactful training. These principles should be utilized in wholesome and holistic manner. The tools and techniques are the ways these principles are utilized and realized. The seven principles then are the independent variable which are proposed to be correlated with Effective Training, the dependent variable. Quantity and quality of tools and techniques used moderate this relationship. The model (figure 1) given below depicts the concept.

Figure1



The Experience of an Effective Training

It's been just two minutes the trainer had taken the stage. The entire hall vibrated with the sound of synchronized clapping for a good one minute. Everyone was encouraged looking at their own contribution in this clapping activity and sort of feeling amazed of trainer's impact. Everyone... yes everyone was smiling or laughing and had that genuine feeling of enjoyment. People outside must be wondering whether it's a beginning or the end of training. In fact, one of the coordinators peeped in to see if there is anything wrong in this unusual sound just at the beginning of the

training. For them, it was the first training program in their experience in which everyone gave a very big and long round of applause hardly ever heard of in a training. That too in just two minutes into the training. Everyone was positively amazed on the start and could not stop themselves from being immediately enrolled into the program. One could see faces and body language of others. Everyone looked interested. Two days went by so quickly. The training had come to an end. The experience was very interesting and meaningful. Many trainees spoke about how they felt about the training. They were very positive and full of appreciation for their experience. Some personally came to trainer and genuinely thanked him for the experience. The training team analyzed the feedback form. An average high rating of 4.3 on a 5-point scale was given. The Human Resource Manager was curious as well as happy to see the outcome and reactions of the trainees. He went in for an in-depth inquiry about the trainer, his thoughts, attitudes, actions and behaviour with respect to training design and delivery and came up with the following observations.

Introduction of the Trainer

The trainer was a qualified training and development professional having master's degree in management and a nationally recognized certification in training and development. He carried 15 plus years of work experience including as Human Resource Professional, Training Manager and Trainer. He had an experience of designing and delivering more than hundred training sessions, particularly in the area of soft skills. His trainees included participants from different types of industries including MNCs belonging to service, education and manufacturing sectors. He had been consistently rated high by his trainees, his peers and has earned good credentials as a Trainer. His thoughts, attitude and behaviour as Training instruction designer and as a trainer are explored and summed up in seven points resulting into propositions of principles which are as follows:

Envision (an outstanding training)

Here is this trainer, who is feeling 'excited' as the training contract has been signed. The first sign of something significant going to happen. He couldn't help but find himself imagining how would he design & deliver the training in an effective manner. The very thought of the training engaged him in the design of it which started at mental level, as said that it has to be first created at thought or imagination level, if one wants to make it happen in physical reality (Covey S.R., 2013; Hill N. 2014, Schwartz J.D., 2006). He had already started telling himself and to the universe that he would do an outstanding training. The word is 'outstanding' and not good. This auto suggestion is further instigating him to start working on it in a big way. Then he would write in his to do list that he has to prepare for and deliver an outstanding training. While he sits down to put design on the paper, the first thing he will write is the purpose of the training and which he will communicate

very clearly to trainee later on. Smith (2017) referred to Dalto (2015) who also observed it to be essential to clearly communicate the purpose behind training. Experienced and adult learners need to understand rationale behind a training and align their own goals to such purpose. Since the motto is outstanding, he would think high quality for everything small which aids in the training. He would delightfully take the pains of searching for a specific training aid, music CD, purchasing those small gifts and chocolates by specially visiting a shop and carefully selecting them, sitting through laptop at odd hours or on holidays. He would think, rethink and imagine some unusual or creative ways of bringing in a delightful experience for trainees and the organization. There are at least four drafts of this two-day training schedule which he would make, remake, fine tune and then imagine or visualize how will that take place on days. All this, as if sending a message to the universe that he is ready for an outstanding training and asking it to be ready too. This is what researchers (Byrne, 2009) referred to as a method of attracting what you want. This narration and discussion give us the first proposition of an effective training- 'Envision, an outstanding training', in the first place. It's the beginning of an effective training.

Proposition 1: 'Envision, an outstanding training' has positive influence on Effective Training

Excel (in training design)

This trainer would sit down with fresh bunch of papers to design the training. He would finalize three things for every training he delivers- An all-pervasive theme indicating the purpose of training or facilitating it, which will be frequently brought in front of the trainees and also communicated through various modes. Then there is a careful and judicious plan of incorporating activities which involve use of different senses. For first sense i.e. eyes, there would be many things on the topic to see, watch and look at to ensure extensive involvement of eyes on novel, colorful and meaningfully relevant pictures, video clips and actions being performed by trainer and the trainees. Smith (2017) shares a similar opinion that inclusion of specific pictures relevant to training helps in providing a clear understanding of training requirement to trainees. For second sense i.e. ears there would be modulated voice sometimes roaring and sometimes subtle, but mostly filled with energy and sincerity, there would be music to hear and associate with topic, there would be song to sing and hear once own voice. For third sense touch, there are activities to make things, lift something, shake hands, hugging or patting while showing compassion and caring, touching the workbook, tearing paper, distribution of sheets, writing on sheets, catching something, sitting on the ground, removing footwear etc. For fourth sense smell, there will be the smell of fragrance, smell of one's perspiring during the activity, the smell of fruits and candies shared with them and then there is the smell of dust and the air through various games and activities. For fifth sense of taste while it's always a challenge he would still include drinking water, remembering eatables

like fruits, actually eating candies and fruits and the ubiquitous sumptuous lunch & breakfast during the breaks. Where required, he wouldn't mind bringing it himself on his expenses and distributing to the trainees. Researchers Booth (2017) as referred to by Smith (2015) has supported this view point of making trainees say and do rather than only listen or see as that being more effective for learning retention. While the senses are involved how can the emotions be left out. He would use the emotions of joy, happiness, motivation and other such positive emotions by frequently finding real ways of appreciating and highlighting good acts by many. He would make sure that trainees recall their own positive emotions of having taken a challenge and the joy of overcoming it by sharing their experience. Spiritual being the highest ability and need of human beings he would bring in those moments of prayer and worship through listening and dancing on such melodious tunes in the name of God or supreme power. There are those creative activities which would make everyone brainstorm and exercise one's brain cells and that way using those intellectual faculties of one's mind. Then there is intuition. He would incorporate activities to intuit as not all things can be thought, imagined or rationally explained. At any point of time the trainees have to go through multiple activities so their mind, intellect, awareness and ego which would always wander away will be brought back to the training again. A similar understanding of making trainees engaged in the learning process by adding variety or complication at cognitive level was derived by researchers (Healy & Lyle, 2013) in an experiment. This way there is complete involvement of trainees both holistically and as a whole. Thus, he would make the design ensure full engagement and would not leave room for trainees to peep into their mobile without the feeling of missing something. This way the training design would incorporate about twenty different activities and experiences sequenced appropriately, crafted carefully and created for simple yet interesting and challenging experiences. There is fun, there is meaning, there is love, there is pain, there is attraction. There is that balance of fun, meaning and challenge kept amongst various activities, both in learning volume and practice of it. This optimization as suggested by Healy et al (2014) is good for training retention and transfer. The revision of every topic is ensured through different activities and everyone is made to recall what one has gone through, at least the important insights during the training itself. The learning theory of (Kolb, 1976) confirms that adults learn through reflection and analysis of experiences. The trainer would always reflect on the feedback provided by trainees from previous training and incorporate it into his training design. Smith (2017) observed this to be a way of improving training. The above narration and discussion as supported by several researches brings us to the second proposition of effective training – 'Excel, in training design'. The design is the blue print which will facilitate realization of effective training.

Proposition 2: 'Excel, in training design' has positive influence on Effective Training

Enthuse (to enroll trainees)

The Trainer would say, 'We hereby promise you to have an interesting and meaningful learning getting some powerful concepts and developing some great insights.' He would further add, 'and you would see that we are putting our whole and soul in this.' During the training he would ensure this with seriousness and sincerity and most of the time above the expectations of trainees. So here is the trainer openly promising the trainees and taking that risk on one self. He would then ask them, 'Do I have your promise of 100% participation and enthusiasm?' As happens with most of the new groups, some would respond with 'yes'. He would thank but would request for everyone's response. Some more trainees would say 'yes'. He knows this yes is less trustworthy. He would repeat his promise with more enthusiasm and again request for response until everyone has essentially responded. There is no compromise on this. He knows that repeating things helps in better learning. Further he knows that promises are kept to be broken. So, he would ask them to demonstrate their enthusiasm through loud clapping. Again some 70 or 80% trainees would participate with some good energy. However, he wants them to taste the joy of having put their best. So, he would remind people about their promise. And would double his own energy and loudness showing what is meant by giving one's best. Then he would ask them to demonstrate this challenge of giving their 100% and would not buzz until they actually have done it. He would not mind several rounds of it. He would then thank & congratulate them- 'Heartiest Congratulations! You have shown the best, the 100% participation.' Every trainee enjoyed since they perspired, put their best, came out of their inhibitions and left their reluctance. They loved it in their heart since it's their best creation. He made people make promise and then made them live up to their promise. Making a good promise and keeping one's words thereafter is what raises one's esteem, self-respect and self-worth. It adds to one's self efficacy. Trainees' faces would say it aloud. The trainer has made them believe in themselves which many of them would have lost in the drudgery of the routine or racing world. The trainer sold himself to start with. Most importantly, the contract was established. The spirit of contract was communicated and the expectations were clear. The mind & body of each trainee is now active displaying a vibrant environment. Ralph Waldo Emerson has said it, 'Nothing great is ever achieved without enthusiasm'. This trainer ensured that enthusiasm and hence prepared for a great training. This discussion leads us to the third proposition of effective Training- 'Enthuse, the trainees.'

Proposition 3: 'Enthuse, the trainees' has positive influence on Effective Training

Expect (best from self and trainees)

First thing the trainer did was to send a mail to all trainees before the training to express their needs and expectations and also subtly communicate about his own expectation. This is since, he knew from his experiences as training manager that despite participative need identification process, there are many people nominated in a training which are not fully aware & convinced of their participation still. Smith (2017) too quoted Dalto (2015) that adult learners want to and also be part of planning & decision of what they have to learn. Then the trainer would incorporate those expectations in his design and delivery of the training. We should not forget that he is all the time expecting from himself an outstanding training and was willing to give his best. Then once the training started, he has publicly expected high from himself in front of the trainees by making bold promises. So now the trainees can expect that level of behaviour from him. Plus, he has already shown that his expectations from the trainee is very high and he is not going to budge from that. Having set this high expectation appears to be his first victory. Having been influenced once, trainee would like to match the expectations of the trainer. He would then mention key objectives of the training and give a format to each trainee to write the expectation. Since he knew still trainees would need to become clear of that. These expectations are actually a kind of individual trainee specific goal setting although not so concrete. Christophel E. et al (2014) have quoted some researchers (Zimmerman 2000; Schmitz and Wiese, 2006) on the learning process who suggested setting of goal by the learner being the first step in the process. Besides, it also ensures trainee driven content and delivery. The trainer during delivery would ensure that individual trainee's expectations and goals are attended to and also highlighted to the trainee. Where required, some content is quickly reshaped or updated by noting down specific feedback during ongoing training as well. Now majority of the trainees would set proper expectations. Clark and Voogel (1985) has opined that individual expectations affect the effectiveness of training as measured through what is transferred. But as we know, all would not set right and clear expectations. Although they are energized, they are not yet engaged cognitively. He also made sure that people. Then he would begin from one end of trainees and would ask them to tell their written expectation without looking into the sheet and then discuss with him or her about his expectations. As he finished one trainee after another, one could see the next in line trainee had become alert, ready and trainer has ensured the conversation with one involved everyone. One trainee could not stop commenting, said- 'looks like half training is done here itself.' The trainee said so because the discussion was so meaningful, it opened the eyes of the trainee about what he was thinking, what was his attitude, and how it was blocking him from becoming better and what was it that he is supposed to do. During this discussion, he would appreciate, give his subtle critique, pat a trainee as he or she realizes the discomfort of arriving at clarity and simultaneously give message to all others. He would ensure that he personally went to everyone at his or her place and not even one is left out. At the same time, he would revise, connect everyone's expectations with workplace, life, training theme,

purpose and others' expectations. In nutshell he was making sure that everyone is being brought into the discussion and the training and none has space to deviate from training. Ensuring such deep understanding of this process of expectation setting is also referred to as a principle contributing to effective training by Healy et al (2014). This trainer behaviour and research supported discussion thereon leads us to the fourth proposition for effective training – 'Expect, best from self and trainees' and set clear expectations from both sides.

Proposition 4: 'Expect, best from self and trainees' has positive influence on Effective Training

Engage (through enjoyment and meaningful delivery)

After everyone is enthused, it's time to fully engage everyone on deep content. The trainer would say- 'Before we begin, I want to tell you about one activity. Which appears impossible. But you can do it.' He would then explain them an interesting and kind of inner adventure activity which anyone would normally consider as impossible. The idea is to help trainees realize their ability through discovery or action research which is observed by several researchers (Erik R. Eddy, Caroline P. D'Abate, Scott I. Tannenbaum, Susan Givens-Skeaton, Greg Robinson, 2006; Harris, A., Busher, H., Wise, C., 2001). Then he would add, 'Now you keep thinking about it in the back ground of your mind while we go ahead.' This way he would tap both conscious and subconscious mind and ensure full engagement. Not only this, as the training moves on, he would also inform about adding a great activity and request trainees to remind him in the second half. He would know when trainees' mind might drift away from the training and how to brought it back into the training. He knows when people are challenged and have committed, they would get engaged. Additionally, during the training he is ensuring that trainees feel important and attended to. He is doing something to inspire them too by using such good quote or an example from the trainee group itself. Trainees knew that they would be getting something they truly want hence they are also putting efforts to remain engaged. Trainees' engagement is one of the effective ways to ensure retention of learning from such training as quoted by Smith (2017) about Burke et al (2006). He would then distribute a sheet with a format printed on it to fill their current experience. In between he was not forgetting to excite, amaze or probe them about that impossible activity which he announced earlier. One could see that some people who were about to deviate from this writing or not taking full interest were made to think about that for few seconds. He would also often remind them about promises made from both the sides in the beginning. Hence, trainees would find it hard to lax and be lazy. He would continuously move to everyone and peep into what they are writing, appreciate some, scold some. He would also participate himself and fill the sheet and try to be the first. So, he is appreciating, he is building that feeling of competition and the momentum is being

maintained. The speed is good. Suddenly, he recites a 'sher' (Hindi verse- poetic lines). It was so powerful and fitting into the context that there is a loud round of applause and 'wah-wah' (appreciation) would be in the air. Those whose energy level was about to go down, would get it restored. The theme of training he would craft would basically uplift anyone's spirit. It was displayed with a very bold and very large letters in the training hall and in the workbook. He would also ask a quiz, start a new activity quickly, show a video, make people sing, sit, stand, run, dance, perspire and would ensure that there is a laughter, smile, positive expressions throughout the two days. Trainees are having fun while they are going through the pain of exercising brain cells and trying hard both physically and mentally to reflect in order to meet several challenges. You are getting to do what you like and love to do, yet it's coming in the form of training content. In between as someone is progressing, he or she is getting rewarded in an unusually, sometimes comic and interesting manner. The above cited trainer behaviour and training design as supported by some researches too leads us to the fifth proposition of effective training- 'Engage, through enjoyment and meaningful delivery.'

Proposition 5: 'Engage, through enjoyment and meaningful delivery' has positive influence on Effective Training

Enable (by empowering through experiential learning)

The trainer would share his experience if a trainee feels unable to do it or frustrated from his or her unyielding efforts. He would also demonstrate some of the activities himself. Sometimes, it would be difficult for an outsider to differentiate him from other trainees as you would find him sitting with and alike trainees. He would know that he needs to handhold some and guide others. He knows unless he is perspiring, trainees wouldn't. He would enable by allowing to make mistake and appreciate on putting efforts. He would continuously ensure that he is empowering trainees through raising their self-esteem. The workbook was so designed that it didn't allow a person to sit quietly but at the same time ensured that a trainee is reflecting every now and then on what he or she is doing. The workbook is small, content light and gives only the most important points. Smith (2017) has suggested keeping the course material limited and crisp to achieve training effectiveness. Then there are trainees who are finding it difficult to move alone. Hence, he would start with group competition so none feels left out. Nothing makes it more enabling then making it really experiential learning. The broken square game, the funny game, the search game etc. There would be this important and well-designed experience sharing exercise in which trainees write their best and difficult experience, share it with others and listen to others experience. So, what

happens is that their prior knowledge about themselves help them absorb new knowledge taken from listening to others' and trainer's experiences since it helps in assimilating and learning (Healy and Lyle, 2013). Smith (2017) further enforced the importance of experience sharing by viewing employees (their experience) as an important learning tool and by quoting Benjamin Franklin who emphasized on the importance of involving people if they have to learn. Trainer would empathize to enable you to participate well but would make you answer some tough questions. You go through that pain of temporary loss and difficulty. Trainees would experience who they are and would get to guess what they can do and then get struck with awe by actually doing it themselves or seeing their peer doing it in front of their eyes. This way the trainer is empowering them to take risk, by believing in their true potential and appreciating them and pursuing them to pick up the challenges during the training. It is making them do difficult things which both makes a person remember it long after training is over and also provide a higher sense of satisfaction what is termed as Training Difficulty principle (Healy & Lyle, 2013). A difficult method or goal makes a person concentrate, bring in all his senses together, mind goes through a deep thought process and a person has to actually do & absorb to complete it. This way trainer helps the trainees rise up in their self-efficacy and enabling them to do better and new and different. While people are enthusiastically engaged in learning, simultaneously one has to enable them to learn and learn correctly and deeply. This trainer behaviour as also supported by some researches leads us to the sixth proposition- Enable, by empowering through experiential learning.

Proposition 6: 'Enable, by empowering through experiential learning' has positive influence on Effective Training

Embed (by revision, implementation plan and support)

The trainer would ask you to open a page in workbook after first half on day one and would say- 'Do you see the arrow hitting the center of a wheel? Likewise, take two minutes to recall and write in the given space in the workbook what has hit you till now in terms of insights.' So, trainees revisit and reflect on their learning. We remember what we consistently and repeatedly experience and do in a shorter period of time. Many come out with one or more points. Same exercise is repeated next day morning and everyone is asked to complete what insight or learning has hit them. Most important thing is that they are then requested to come to dais, share it with everyone and propose where they can use it in their workplace and in life. Some would shy away from this activity but are immediately reminded by trainer and even other trainees now to live up to their promise of 100% participation as they are now well indoctrinated into giving their best. This

practice of recalling of facts learned during training helps in the retention as observed by Healy et al (2014). Besides, this also act as an evaluation of the learning outcome by the trainee which is the 3rd phase of learning as referred to Zimmerman (2000) & Schmitz & Wiese (2006) by Cristophel P (2014). There is then an action plan making session at the end of training which has to be signed by the individual trainee and later their superiors and to be submitted to the human resource or training team. It's a way to ensure learning is transferred to one's life and workplace. Another interesting way trainer use is to make acronyms which can be used to remember several points of learning. For example, seven Ps or three Es etc. Another technique he will use is to associate music or songs with learning points to make it easier for trainees to recall. Healy et al (2014) in their research article has suggested using memory techniques for better retention of learning. Towards the end of the training, the trainees are again asked to mention their key take away in the feedback form and how do they plan to use it. Post the training, trainer immediately sends a mail next day morning thanking each one of them and putting key learning points from the training. He later would also run a small puzzle through emails which is related to the training to ensure trainees are supported to keep in touch with the training content and can also assess their retention, days after resuming their work. Smith (2017) has suggested using such post training quiz methods to measure the retention and effectiveness of training. The author through his experience realized that besides trainees' passion & commitment to learning, the support of immediate superior, organization and the training team is very crucial in taking the learning ahead in the real workplace. Whenever the action plan prepared at the end of training experience is discussed with superior, signed by him and monitored by the training team, it does result into transfer of training, making it truly effective. The idea here is not to force or pursue but make people realize that the organization and managers along with trainers are serious about training and its use for individual and organizational development. So, there is no reprimand but there is subtle push and a kind of commitment fulfillment request through gentle discussion and follow up. Learning is comparatively a long and slow process requiring patience, tolerance, repeated attempts and a willingness to go through that inconvenient time period, which is required to internalize learning and use it to an adequate level of accuracy. However, a few researchers (Healy & Lyle, 2013) have found that incorporating challenge in training to make it difficult for trainees what we call here as the principle of engaging them can be applied in a complex situation although within some conditions. The above narration and discussion lead us to the seventh proposition for effective training- 'Embedding, by revision, implementation plan and support.'

Proposition 7: ‘Embed, by revision, implementation plan and support’ has positive influence on Effective Training

Principles Resulting into Effective Training

This trainer incorporates the above principles into various training programme designed and delivered by him. The training programmes conducted by him have been on different topics and for different training groups. These training groups have had vastly different characteristics with respect to age, experience, gender, level in organization, type of work & job, type of industry, location etc. In the words of the trainer, ‘I have been using several tools, techniques and various ways to ensure that the training is effective and have also coined or thought of some of these principles previously. However, I had not consciously coined all of these seven principles earlier. But they do remain in each of my training design and delivery. I happen to carry these attitudes, behaviour and actions in each of the training programme I design and deliver as a conscious choice.’ Several researches as described above further confirms this. Hence, we have our final proposition that the above mentioned seven principles result into an effective training.

Proposition 8: The seven proposed principles of, envision (an outstanding training); Excel (in training design); Enthuse (to enroll the trainees); Expect ((best from self and trainees, clarify expectations); Engage (through interesting and meaningful delivery); Enable (by empowering through experiential learning); and Embed (by revision, implementation plan and support) has positive influence on Effective Training

Discussion

The above narration of the trainer highlights specific behaviour, attitude and conduct of the trainer and how does it influence the trainees become interested, motivated and committed to learning and take active part in it. However, two important questions still arise- first, should the trainer take charge of trainee motivation or should the trainee themselves be motivated and committed to learn and implement since they are the adult learners? Second, are the principles identified for soft skills training be applicable to technical and other training? To answer first question, while theoretically the adult trainees want to take responsibility of their learning, in a practical situation the author has observed that trainees still get nominated to a programme without truly being involved in its decision. This happens due to paucity of time, authoritative nature of superior, requirement of adequate batch size and resource constraints to customize training to suit individual specific needs. Hence, the trainer has to take charge of participation motivation and commitment to learning, at least half of it, if not fully. Second, the concept provides seven principles. The main characteristics

of a principle is that its fundamental in nature and is universally applicable. A principle doesn't depend on context or time. Hence, these principles should be applicable for any type or subject of training. For example, envisioning an outstanding training is required and going to be helpful for any training be it generic, technical, managerial or soft skills. The principles are mentioned primarily for the trainer, since the trainer involvement and behaviour before, during and after training is central for trainee's response and involvement to achieve effective training. These proposed principles are realized through various small ways, tools and techniques. Such tools and techniques have been discussed along with principles as above and are also mentioned briefly in the exhibit. Further details on these are beyond the scope of this paper and can be an area of separate research. It is proposed that the above principles of training can be applied to various types of training in different situation, although a domain specific study might also be required to enforce this opinion further. The exhibit given below summarizes each principle giving its meaning, indicators and how to incorporate them each into a training design and trainer behaviour.

Exhibit

Sr.	Principles of Effective Training	Specific Indicators- Training Design and Trainer Behaviour	How to incorporate- ways, tools, methods
1	Envision (An outstanding training)	Imagine an outstanding design and delivery and be hopeful about it, consistently doing it before, during and after the training	Positive Visualization, Auto Suggestions, Self-Affirmation, Keeping belief and faith
2	Excel (in training design)	Incorporate use of all five senses, make it simple, plan to excel, every activity to be fully completed, take charge, put activities which delights	Incorporate activities which involve learning same thing using different methods and different senses, emotions and intuition
3	Enthuse (to enroll the trainees)	Clapping, maximize use of five human senses, excite, demonstrate high energy, provoke for challenge	Use music, dancing, clapping Making & keeping of promise on either side, Invoke human abilities
4	Expect (best from self and trainees,	Make it truly challenging & tough, Believe and communicate about their potential, be honest and sincere, take charge	Setting & informing about high expectations from oneself, setting high expectation from

	clarify expectations)		trainees and telling them so, Ask and articulate their expectation, Make them expect
5	Engage (through interesting and meaningful delivery)	Experiential, make people enjoy, and feel important, make the learning meaningful, empathize with trainees, dramatization, remind challenge, make them do something which requires focus and attention	Expectation setting activity, Fun activity, making & keeping of promise, do it yourself activities challenging assignments, games involving physical activities, activities using music
6	Enable (by empowering through experiential learning)	Make it experiential, demonstrate, make them demonstrate, make people understand, inspire & empower them	Talk to every trainee, use experience sharing, explain and allow to practice, revise and recall activity, same learning through multiple activity
7	Embed (By revision, implementation plan and support)	Make them practice, internalization activity, make it beneficial-immediate and long term, Making of action plan of implementation. trainer supporting post training in learning recall, trainer being available for experience sharing	Practice activity, activity resulting in immediate gains, making of a usable action plan post training emailer by Trainer, Trainer availability for experience sharing by trainees, support of HR team

Limitation of this study

The study is proposing to give broad level principles and not specific set of tools or techniques to make training effective, although several such ways and techniques are explained to realize these principles. Each of these principles are further elaborated which is indicative and not exhaustive. However, this also frees a trainer to design his specific activity which serve the principle. It's possible that certain other factors which contribute to making training effective has not been emphasized upon. It is because the focus of this paper is more on Trainer behaviour as needed by trainees and to make training successful and effective. The researcher bias for such experienced based narration is quite obvious. However, author has made a genuine attempt to reduce this bias by referring to the existing literature and incorporate researcher's views from various domains including medical sciences, safety, management education, managerial skills development etc.

These researchers have endorsed or recommended similar trainer behaviour and design aspects for each of the principles proposed. So, this twin approach of author's experiences and researchers' viewpoints makes this study more valid and useful for trainers and human resource managers alike. Besides, the principles are being put forward as propositions rather than a final product. So, it gives a scope for future research to empirically prove them and make them robust.

Conclusion

The examples given by author is based on his own experience of conducting and attending scores of trainings. It's fairly possible that several other examples may further be added to the principles prescribed. While author's experience as a trainer and trainee has primarily been in the soft and managerial skills domain, the applicability of training for technical training is also thought through since he has been a training administrator for about a decade. Notwithstanding this, the paper has a scope of getting it reviewed by other researcher and further endorsement of the proposed principles is welcome. Currently, the given principles would definitely help the experienced and budding trainers and the HR Managers alike to enhance their effectiveness and contribute to effectiveness of training. It's possible that employees who go through such meaningful and impactful learning would do well in their jobs and innovate and add value to the organizations and communities alike. Such principles which are timeless and universally applicable are likely to be helpful in dealing with complexity, ambiguity and uncertain times the organizations are facing. The idea is to enable trainers and training move from transactional to the transformational level. This study is likely to help trainers design and deliver effective training in different areas and for different businesses.

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