

INNOVATIONS IN TRAINING FOR TEAM WORK

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The concept of team work is as old as the civilization of mankind. Looking back into most of the adventures like conquering the mighty Mount Everest or winning the most difficult wars or the construction of the wonders of world like the Taj Mahal or the giant Pyramids, team work remained in focus as a process to achieve success while carrying out these adventures & tasks. Perhaps the strength & value in working together for a common cause by the prehistoric man might have been realized while hunting wild animals for food. Working together with selected people having strength, interdependency, required knowledge and skills might have given the concept of group. Literature on 'groups' suggests that the essential characteristics of a work group may be - a definable membership, group consciousness, sense of shared purpose, inter dependence, interaction & ability to work in a unified manner.

The concept of 'team' is an offshoot of 'group'. It became a prominent issue in management with the Industrial Revolution where industrial operations required involvement of many people in orderly fashion to complete a particular task. In the background of the Industrial Revolution the concept of teamwork became the buzz word in doing any task whether it relates to production, quality control, marketing, services, games, fun, war or any thing. Since the concept of teamwork moves round the human resources, it has crossed the boundaries of organizational need and has become a necessity for any dynamic and growth oriented organization of modern time. Team work has become a part of our life in performing day today activities successfully. Whether it is development of missile in laboratory and its test firing or complicated cardiac surgery or playing hockey in the Olympics

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or Antarctic expedition of India, doing business negotiations or producing a giant machine etc., the success behind each of these is team work.

In fact the need for team work is felt in every sector. During one of my training assignments, the results of an exercise to identify various process skills required by the staff members of an agriculture development project indicated that most of the members implementing field activities, identified need for 'communication' and 'team work' skills for effective execution of project.

Table 1: Various process skills identified by staff members of an agriculture development project for successful implementation of field activities

Process skill	Options
Clarification & setting of aims (purpose, end result, success criteria)	23
Learning having a common methodology for effective working	10
Listening others	10
Supporting other ideas	11
Identifying skills of colleagues	15
Getting cooperation of others	14
Team work skills	27
Delegating work to others	9
Leadership skills	20
Communication skills	27
TOTAL.....	32

Larson Carl E. & LaFasto Frank M.J., 1989⁽¹⁾, in their work on 'team work' interviewed many important personalities of U.S.A., who worked as leaders or members of certain high performing teams & achieved national recognition in different walks of life. They identified the following essential characteristics for effective team work demanding high degree of certain process / personal skills as well as personality traits from each of the team members for the functioning of an effective team.

- (1) **A clear elevating goal:** A sense of mission, focus, concentration on goals, problem oriented approach, stretching physical & mental abilities, creating a sense of urgency, communication abilities.
- (2) **A results-driven structure:** Providing clear roles, responsibilities, monitoring of individual performance, accountability, feedback, fact based judgment etc.
- (3) **Competent members:** Having critical technical skills, interpersonal & communication skills, abilities to identify, address & resolve issues, intelligent, creative, tenacious & bit of maverick-willing to buck the system, good listener, mature, confident, self-esteem & striving for results.
- (4) **Unified commitment :** Team-spirit, dedication, unrestrained sense of unity, excitement and enthusiasm without any strains of ego & self serving.
- (5) **Collaborative climate:** Trust in the four elements viz. honesty, openness, consistency-predictable behaviour & response and respect, resulting to stay problem-focused, promote efficient communication, coordination & improve quality of collaborative outcome.
- (6) **Standards for Excellence:** Able to set high individual performance standards, understand team, leadership & external pressure as well as expectations & consequences of mediocrity, poor standards & discontinuation of efforts.
- (7) **Externalsupport and recognition:** Maintenance of high moral, confidence, countering feeling of helplessness and futility in absence of external support & recognition
- (8) **Principled Leadership:** Avoid compromising the team objectives with political issues, exhibit commitment, no dilution of team efforts with too many priorities, fair and impartial, willing to confront and resolve issues like inadequate performance by team members and be open to new ideas and information.

Training is one of the most commonly used mechanisms for developing effective teams world over. Preparation of a need based curriculum and selection of an appropriate methodology or combination of methods for running an effective management development training programme with focus on “team work” is one crucial decision the trainers have to make in order to achieve optimum results. Such effective methodology on one hand should help trainees in learning new skills required for the formation of a strong team and on the other hand it must facilitate the functioning of a team through the application of learnt skills in work situation. To ensure effective learning among adults, a trainer needs to take certain important steps like setting unambiguous objectives, designing a need based module, selection of appropriate faculty & venue and lastly a befitting methodology or combination of methods before conducting a training programme.

Trainers face real challenge in finalizing a methodology or selecting methods for training which cover the principle of effective learning and the process of transformation in case of adults. As such there may be many aspects of relationship between ‘principles of effective learning & transformation in case of adults’ and the ‘training methods’. A few aspects having direct relevance between these two aspects can be summarized as.,(1) Individual approach adopted by the trainee,(2) Motivation of trainees,(3)Active involvement of trainees,(4) Sequencing & structuring of subjects & methodologies,(5)Feedback mechanism and (6)Transfer of learning.

Let us look into a methodology of training that takes care of most of above mentioned aspects related with principles of effective learning and its transfer. This methodology has been used for developing management skills & team work among managers of some of the best multinational & renowned business organizations of the world.

Unique Methodology

Examining the various teaching / training methods from the point of view of principles of learning shows the necessity to properly sequence and combine various teaching methods in order to make learning more effective. There is a growing interest in certain methods; those with high motivational

feedback and transfer capabilities. This, of course, does not eliminate use of other methods which are needed for different purposes.

The common training methods used in management programmes include classical academic teaching methods like lectures, reading assignments etc. 'case study methods', participative methods and simulation methods which include management games, exercises, simulation models, role play, in basket, 'training on the job' and 'application project' methods.

Many researchers in the field of training have indicated that various participatory training methods used for imparting knowledge and development of management skills are found highly effective as compared to other traditional methods of management training & education. Hawrylyshyn (1967)⁽²⁾, studied the effectiveness of various participative methods used for development of management skills and found that the group project, role play, decision simulation, case method, incident method, and field study were most effective for developing motivation, communicating, deciding, diagnosing problems, selecting pertinent data, and observing skills respectively.

It has been found that most of the participatory methods of training encourage participants in transfer of learning. On the basis of application of above discussed learning principles, training on the job and use of application projects' are found to be the best methods for 'transfer' of learning over other methods such as case study, business games, role play reading assignment, lecture and group discussion etc., (Kubr M.1983) ⁽³⁾.

A participative methodology based on principles of inductive learning, using experiential learning approach was developed by Mr. Ralf Coverdale, a British social psychologist with his experiences of human behaviour during II world war and later as manager with two leading business organizations of U.K.viz. Steel Co. of Wales & Esso Petroleum as training consultant. The learnings from the **Coverdale methodology** are practiced by a large number of managers of leading business organizations, in about 80 countries of the world.

The Philosophy

This unique methodology follows certain convictions of its founder such as: a trainers duty is to help people to fulfil their potential; a trainers job is not to impose methods, systems or values, but to enable clients (participants) to do what they want in the light of well-thought-out and consistent aims; the outcome is clients own created with his own local knowledge; the client understands the reason that underlies the solution, & is committed to make it work.

- Action is essential for any manager and also for getting things done.
- People need to be offered the opportunity to practise, applying the realization of enthusiasm generated, so that they start acquiring skills.
- All people are different; they think and act differently to tackle the job. It is valuable to have some commonly understood framework which enables them to cooperate.
- Every individual has something to offer, has different attributes compared to others. It is important for them to realize their potential and become more effective.
- People cannot operate beyond the limit of their own experience. By applying inductive method, they can move discovering beyond their own past experience.
- People's attitudes are their own affair. Through an appropriate input, change in their behaviour can be brought, leaving them to re-examine their own attitudes in the light of their changed behaviour.
- All the necessary skills needed for undertaking activities involving cooperation, need to be cultivated, but none comes unless people deliberately choose to help each other. The learning experience involved in the Coverdale approach is not a package deal.
- Value of cooperation - people who set out of help each other will often find far more valuable solutions, than if they act as rivals in rat race or impose their will on others. However the choice, whether to cooperate, compete or dominate is theirs.

If training is valuable for individual; it is even more valuable when all the people working in an organization are trained, because it transforms the behaviour of the whole organization.

This unique methodology follows a specific training pattern covering different types of setting using a team of four personnel trained in various skills of facilitation, task designing, probing and reviewing etc. The methodology focuses on process skills and have in-built exercises related with back-at-work situation of trainees. Researchers have also indicated various reasons as to why the pattern of training designed by Ralf Coverdale proved to be so effective. Perhaps it is due to the fact that the methodology takes care of different aspects of relationship between principles of effective learning and its transfer and follow an altogether different pattern for running the training programme as discussed below in brief.

The methodology commonly known as 'Coverdale Training' concentrates on developing skills and enabling trainees apply what they have learnt. The course concentrates on ways of working together, and methods of getting the job done. The course does not cover any aspects of professional expertise of managers such as accountancy, engineering, sales or agriculture, and is not so much concerned with management policy. It comes mostly with management 'behaviour' i.e. setting objectives, targets, assessing resources, developing a practical plan, reviewing after action and using the reviews for improving the task next time to get things done with the support of others. The training focus is on management skills which facilitate formation of a strong team - what we need to do in order to get people working effectively together.

- The training gives practical help in improving people's ability to:
 - To set shared aims and objectives
 - To develop common ways of working together on jobs
 - To increase skills in observation and awareness
 - To improve interpersonal skills in presenting ideas, listening to others, acting cooperatively at work
 - To look for and support the skills and talents of others to the mutual benefit of the team and its members

The course focuses on development of process skills to answer 'how' in handling a piece of work and equip each trainee with the skill of 'team work' in such a manner that he could use these skills when he gets back to work. The main problem which people face in learning skills is 'transfer' a piece of skillful behaviour, to range of activities. Learnt in a training course, in a particular group, during a particular task (group exercise); first the skillful behaviour has to be generalized, so that, it applies in a range of situations and then applied by a trainee in a different kind of activity back at work. Generalization of behaviour here means identifying rules and principles that one can follow in whole range of situations. (Taylor Max, 1992) ⁽⁴⁾.

Training Pattern

The setting

The congenial environment for organizing training has its own merits and adds to the effectiveness of a programme. These training programmes must be conducted in sufficiently big hall to accommodate 25-30 persons in U-shaped sitting arrangement besides three separate 'syndicate rooms' for accommodating 8-10 participants along with coach and observer to sit separately for group work. During the training programme writing with broad felt-tipped pen (marker pens) on a large pad of white papers (flip charts) fixed on wall or stand helps groups in two ways: as 'a guide' and as 'group memory' which serves the purpose of record and can be referred by participants during the training course.

Course team

Normally management training programmes are conducted by a team of four specially trained trainers in facilitation skills. The trainer (facilitator) enables participants to manage the way they operate more effectively. Three members of course team called 'coaches' facilitate participants divided in three groups during group work and the fourth member looks after other responsibilities as Course Director.

The coaches of Coverdale Training act as facilitators of learning & play crucial role in development of trainees. The course team reviews the level

of learning of different groups & design of programme every day. As per learning of participants in each group the sequence of themes to be covered may be reshuffled. The course team has the liberty to change appropriate neutral tasks or management game^s used in programme as per need & level of learning achieved by participants in different groups on the basis of day's performance providing enough flexibility in sequencing and structuring the programme.

Training Method

The Coverdale Training focuses on learning of management skills together with their underlying principles viz. setting objectives, targets, assessing resources (including ideas, skills & time etc.) planning their utilization, action & review in group work in the background of developing 'team work' skills. Along with syllabus for skills, the programme takes care of other important factors directly influencing human behaviour such as conflict, creativity and competition etc., in action among group members. A frame work called '*a systematic approach to getting things done*' following a particular sequence of process while doing a piece of work beginning with deciding aims, assessment of resources-skills-alternatives etc., planning, action and review at the end, serves as the back bone of the training programme.

To enable groups to practice working together, the group members carry out a series of neutral tasks, each calling for a certain amount of action individually & as a member of team in a specified time limit and having an end product that can be evaluated. In order to provide repetition for development of skills, the neutral tasks are designed focusing on specific behavioural aspects to come out during review of the task. Each task is followed by a review separately by each group, with the help of an experienced facilitator called 'coach' to examine the 'process'. The review includes feedback by observers designated among group members before beginning of group exercise. The way they worked together and plan to repeat practices that helped them and avoid behaviour that hindered the progress of group. A cycle of '*Preparation-Action-Review*' (PAR) in doing

each task is followed for strengthening a specific behavioural aspect and provide a strong feed back mechanism after each task. The coach keeps in mind the performance of individual member of a group and facilitates the members to decide norms and rules in such a manner that every member gets equal opportunity for participation and skill development resulting in motivation of each one to participate in group task. At the same time the coach encourage the silent members of the group to get involved and contribute in group work and reviews.

Syllabus

As mentioned earlier, the Coverdale Training focuses on learning of skills together with their underlying principles. A standard list of major skills covered in a week long short course on ‘Management Development and Team Work’ is as follows:

- (1) Clarifying Aims
- (2) Setting measures of success
- (3) Working methodically
- (4) Cooperating & giving cooperation
- (5) Listening
- (6) Speaking and proposing
- (7) Reviewing
- (8) Building on successes
- (9) Planning – to improve one’s own contribution, & the way the group works
- (10) Identifying and using people’s talents.
- (11) Leadership and authority
- (12) Time management
- (13) Exercise on “Back at work application of learning”.

Focus on process skills

The distinction between ‘task’ and ‘process’ applies to respective skills also. Whereas task skills are the skills connected to operations of a trade like

operating a machine, preparation of a balance sheet of accounts or planning a demonstration in agriculture field. The process skills are concerned with issues like deciding objectives of a task / piece of work, setting measures for success and dealing with people around as well as colleagues. Even the people at lowest level need these skills for effectiveness in organization. The methodology focuses on development of process skills to answer 'how' in handling a piece of work and equip each participant with skill of 'team work' in such a manner, that they could use these skills when they go back to work. There are as many as sixty different process skills identified by various practicing managers attending Coverdale Training viz.

(i) Skills related with setting Aims

Producing a clear statement of purposes, questioning or probing, to discover and clarify aims, visualizing results to be achieved at the end of task, proposing specific, measurable success criteria, keeping aims continuously in sight and checking the continuing relevance of aims.

(ii) Use of systematic approach

Providing factual information, producing creative ideas; balanced assessment of risks; questions to draw out facts; interpreting, or recognizing the implication of information; outlining the things to be done; segregating activities and sub-tasks; ensuring that plans are prepared completely and understood by each member of the team; recognizing when action is to be taken, giving lead; initiating review after action and checking achievements of aims; recalling what happened actually; the process part of action; identifying the successes and their causes and indicating improvements to be made in future.

(iii) Particular functions

Chairing group meetings; co-ordinating; leading; listening with attention; encouraging others ideas; creating enthusiasm; observation; understanding others needs; summarizing at important moments; clarity of expression;

patience & tolerance of opposition; objectivity; setting & maintaining high standards; judging time requirements and monitoring of time.

(iv) Issues related with behaviour and morale etc.

Honesty of thoughts; integrity; courage; reliability; determination; humility; timely humor and concern for human values etc.

Back at work Exercise

In order to initiate the application of skills learnt during the training participants are asked to list out new skills they have learnt during the management training and have a copy of the same after consolidation. The other important feature of the programme in relation to application of learnt skills is an exercise at the end of the training programme which includes preparation of action plan for a particular task of priority (to be completed within next 3 months or so) chosen by participants where they have complete control over resources and authority. They were advised to use 'a systematic approach' and other management skills learnt in completing the task. The participants are asked to work out 'aim' part of the particular task during the training period and complete it after return to work place using 'a systematic approach'. After completing the task the participants are advised to review the whole task, in order to realize successes and difficulties in application of skills learnt during training programme. This allows one to assess the results in light of the objectives and success criteria set by him. The completion of 'back at work' exercise by the trained participants lay foundation for using newly learnt skills in the work situation and help in developing confidence by regular practice. This 'back at work' exercise is a must in this methodology which gives participants an opportunity to apply learning from training in natural work situation where they have complete control over resources and situation. At the same time the exercise encourages participants to repeat the successful practices and takes care of failures in application of learning in variety of tasks related to his own official work as well as in personal jobs, thus transferring / applying learning from training programme to real work situation.

Characteristics of Learning

Learning comes from the way the members of group work together - their agreeing to use an effective approach to do tasks, and contribute their talents in doing the task as well as formation of a successful team. Trainees are encouraged to experiment while doing neutral tasks in training, which encourages their active involvement in the programme. If any procedure which does not work in a group may be left out and another which proves to be practical and workable in group may be repeated deliberately for strengthening the learning of skills. In this way on one hand trainees acquire some knowledge about human behaviour, & on the other hand they begin to build up habits of good management that they can develop further at work through transfer of skills learnt during the course.

Training courses are conducted away from the normal work place of trainees so that they can experiment with their own behaviour, understand the effect of their behaviour on other members of group / team while doing neutral tasks and try out things, which they would not risk among their fellow colleagues at work place. Thus the aspect of individual's approach to learning is taken care.

The second important thing is handling of issues & results, real in nature and related to thinking-and-doing aspect of behavior which comes out after completing a cooperative activity with other members of group. The issues and results as authentic as in real life as at work place motivate participants to involve more and more learning as a team.

Thirdly all the tasks resulting after action following a point to point use of 'A Systematic Approach' (ASA) help participants understands the value of team work and time they spent in performing activities like deciding aims, considering resources, preparing a plan etc., before reaching to action in successful completion of a group task.

Skills are best acquired by mixing practice and coaching. Trainees learners) do experiments, commit mistakes and facilitated by coaches change their styles of doing a piece of task and identify successful procedures. Coaches in Coverdale Training only advise during review what group members should

have done while doing a task. They do not prescribe. This makes training more of an experiential learning programme resulting in active involvement and owning of task-outcome by trainees. Thus all learning is inductive and coach in Coverdale Training helps the group in pulling out lessons from what actually happened.

Self-Development and Team Work

The training in its basic form focuses on development of individual through practicing review in groups. Trainees learn the skills for self improvement and in course of time may transform for improving their own ability of managing things better.

The other focus of training remains on developing cooperating skills among the members of team. In all, three distinct benefits are observed from this: First, the members of group encourage each other to use what they have learned from the experiences of each other and to keep up the standards they achieved in the course. Second, the members have a common language and follow a common procedure for dealing with tasks as well as problems faced by them, and third a trained team becomes more supportive and there is a constant search for further improvement in the way the job is done.

People develop confidence by using a set of learnt operative skills in group situations. Individually they feel proud and valued when their individual skills are recognized by others & they contribute in some useful outcome as task result.

During a period of four years from year 1990 to 1994, the Coverdale Methodology was adopted by National Institute of Agricultural Extension Management (MANAGE), Rajendranagar, Hyderabad. It was further modified / tailored in subsequent years for 'management development & team work' training of large number of managers of agriculture sector specifically agricultural extension personnel working in government set up. The follow up of training programmes and evaluation at 3rd level i.e. job behaviour of trained personnel has revealed valuable information in terms of learning and application of management and team work skills in work situation.

The results obtained from study (Tripathi, 1998)⁽⁵⁾, consisting 165 trained personnel conducted to find out effect of certain factors, which helped trainees (middle & lower level extension personnel from the department of Agriculture) trained by faculty members and trained facilitators of National Institute of Agricultural Extension Management (MANAGE), Hyderabad in management development programmes organised under Agricultural Extension Management Training Project (AEMTP) at Aurangabad (Maharashtra), Allahabad (U.P.) in year 1993-94 and middle level extension personnel from department of Agriculture Andhra Pradesh under Agriculture Human Resource Development (AHRD) project at MANAGE, Hyderabad in year 1995-96 are tabulated under Table-2.

Out of seven questions asked, four at serial no. 2,3, 5 & 6 were related to specific features of this methodology which helped participants in better learning and encouraged them in the application of learning from training in work situation.

Considering all the participants from three states for identifying certain activities/factors which helped them in better learning during training programme and encouraged in application of learning in work situation, the study shows that 'learning by sharing experiences of other' (111) helped maximum respondents, followed by 'training methodology of experiential learning' (95), and 'practical relevance of training with work' (87). Even while participants are considered state wise or job wise, their responses concentrated around the above findings (Table-2).

The above results show that in training programmes adults learn more from the experience of others and practicing the concepts by them through task cycles. The unique training methodology of experiential learning using participative approach helped majority of participants in better learning and encouraged them in application of management skills.

The result (Table-3) of another study (Tripathi, 1993)⁽⁶⁾, comprising 34 officials of the department of agriculture, implementing National Watershed Development Project for Rainfed Areas (NWDPRA) in district Trichnapally of Tamilnadu, trained in management development programme by Coverdale



Table 2: Distribution of responses regarding “Certain activities, which helped respondent in better learning & encouraged application of management skills”

N=165

	Andhra Pradesh			Maharashtra				Uttar Pradesh				Total			
	AD	AO	Total	AD	AO	VEW	Total	AD	AO	VEW	Total	AD	AO	VEW	Total
Total number of respondents	18	60	78	5	33	19	57	10	9	11	30	33	102	30	165
Briefing you received before coming to the programme	4	8	12	1	13	7	21	3	7	8	18	8	28	15	51
Back at work exercise at the end of the programme	13	20	33	1	15	11	27	6	2	10	18	20	36	21	77
Training methodology of experiential learning	12	30	42	4	24	7	35	5	4	9	18	21	58	16	95
Adequate coverage of management aspects in training programme	14	35	49	2	19	9	30	4	2	1	7	20	56	10	86
Learning by sharing the experiences of others	13	49	62	4	24	8	36	3	2	8	13	20	75	16	111
Practical relevance of training to work	12	31	43	5	21	9	35	3	2	4	9	20	54	13	87
The programme was as per your expectations	4	12	16	-	14	11	25	1	4	2	7	5	30	13	48

AD - Assistant Directors, AO - Agriculture Officers, VEW - Village Extension Workers.

Table-3: Responses of trained participants of agriculture department, government of Tamil Nadu about application of various management & team work skills learnt to work situation (expressed in percentage) – total number of responses – 34

		A lot	A little	Not at all
1.	I have been able to use Coverdale training in my work	82.0	17.64	—
2.	Do you see other people around you using Coverdale training	35.30	38.20	26.4
3.	Whether the ideas given by you are used more	87.87	11.76	—
4.	Are you better now in planning your work	97.0	2.94	—
5.	Are you able to get more cooperation from others	76.4	23.5	—
6.	Things are reviewed and improvement plans are made and applied now	84.8	9.0	6.0
7.	Whether the discussion in meetings are logical, covers everyone's ideas and completed in scheduled time	70.5	26.4	2.9
8.	Whether you and your colleagues are able to clarify aims before starting any activity	88.23	8.8	2.9
9.	Whether you are able to introduce new & better solutions to problems	55.88	23.35	11.76
10.	Have you improved your skills in getting cooperation from other departments	58.88	23.35	11.76
11.	Whether you are able to reduce wastage of time and material now.	91.17	8.82	—
12.	Have you been able to recognise and use skills of your colleagues more	81.80	18.18	—
13.	Are you listening more other's ideas and support the appropriate	91.17	8.82	—
14.	Whether you and your colleagues are able to use time more efficiently in doing work	88.23	11.76	—
15.	Are people more committed to carry out work now	50.0	38.23	11.76
16.	Whether you and your colleagues complete the work within scheduled time	82.35	14.70	2.90
	Average response for each skill	76.35	17.84	4.59

Consultants, MANAGE faculty and facilitators. The result shows a high percentage of responses about application of various management and team work skills by the trained participants for improvement in individual performance and cooperative skills to work together resulting in overall effec-

tiveness of project staff under category ‘a lot’, compared to ‘a little’ or ‘not at all’. The results of study infers that Coverdale methodology encourages learning of management principles and their practice in most natural environment and later transfer of learning in variety of work situation rated to their work.

Another study conducted (Jaya G. 2000) ⁽⁷⁾, about the ‘effectiveness’ and ‘strength’ found in the training methodology followed at MANAGE for a group of 60 trainees, revealed that 52 percent of the respondents of the study felt that the training methodology was highly effective followed by 46 percent mentioning that it was effective ‘to a large extent’. Only 2 percent mentioned it was effective to some extent and none of them found it not effective as shown in Table- 4. The results indicate that the training methodology was found to be highly effective by most of the participants.

Table-4: Effectiveness of the training methodology in learning the subject and skills

Sl.No.	Unique Features	No. of Responses	Percentage
1.	Highly effective	31	52
2.	Effective to a large extent	28	46
3.	Effective to some extent	1	2
4.	Not effective	-	-
	TOTAL	60	100

The percentage of respondents against each of the 16 different points considered as ‘strengths’ of training methodology are shown in Table 5 in the next page show that:

Two strengths of this methodology, identified by more than 90% trained personnel relates with its unique features. The process of experiential learning and process of training with introduction of theory, followed by group exercises and finally consolidating learning in group and general session through review and sharing the results.

Five strengths at Sl.Nos. 1, 6, 11, 15, 16, identified by more than 80% trained personnel related with few training practices viz., introduction of course aims

for particular day at the beginning of the day and again referring at the closing session on that particular day learning through experience, understanding others skills. The method used lectures mode for a short period wherever essential.

Six strengths at Sl. Nos. 3, 5, 9, 10, 12, 13, identified by trained personnel are related with process viz., effective learning in small groups, group exercises designed as per participants interest which keep them active and focused on learning.

Table 5: Strengths found in the training methodology

Sl.No.	Strengths	No. of Respondents	Percentage
1.	Understood each others' skill group	53	88
2.	Shared each others' experience in groups and in general sessions	57	95
3.	Interesting group exercises	47	78
4.	Neutral tasks used as vehicles for learning helped us to realize our potentialities and skills	32	53
5.	Made us active throughout the learning process	46	77
6.	Lectures were very short and interesting	49	82
7.	Introduction of theory concept followed by group exercises and again consolidation of the lessons after practice	56	93
8.	Learning is interesting and effective	41	68
9.	A team of facilitators rather than single lecturer	46	77
10.	Small groups led to effective learning	47	78
11.	Learning by doing	53	88
12.	Learning from each other	43	72
13.	Focus on learning	46	77
14.	Facilitators related the lessons to the job situation	40	67
15.	Learning aims explained before the start of the day	48	80
16.	Learning aims explained at the end of the day	48	80

The findings of a major study (Virmani, 1996)(8), "Evaluation of Training Activities of National Institute of Agricultural Extension Management" for the year 1990-1994 establish the superiority of MANAGE training methodology developed by Coverdale for conducting "Management Development & Team Work" Programmes over that of three other prominent management institutions in terms of on-the-job behaviour after training.

The findings of the above studies strengthen the view point, that the Coverdale methodology selected for management development & team work training have direct bearing on learning and its transfer by trained personnel. Such a methodology possesses almost all the necessary components e.g. taking care of individual trainee by keeping them in small groups of 6-8, facilitation of learning of individual participant by an experienced coach in group. Group approach to learning inculcates feeling of team. Trainees get motivation through active involvement, freedom of operating in group tasks to set goals, standards of results, offer their skills for a common goal, commitment to perform better next time due to competition among groups, while sharing the group results with other members in training, strong focus on learning from review about the behaviour & process adopted by group members. All these experiences lead to individual development as a team member & formation of a committed team. Flexibility in sequencing and structuring is another unique feature of Coverdale methodology. The course team keep complete control over the structure of the programme. Mechanism of feedback is in-built in this methodology through a cycle of operation called "P-A-R" i.e., preparation – action - review. Each task after action is critically reviewed by the participants with active support of the coach of the group, at two levels: first in group and later in general session along with participants of other groups which provides further refining in learning through experiences of others. Finally the learning & its transfer in Coverdale methodology of training is in-built through design. The simple doable tasks are designed with prime motive to inculcate specific learning among the members of small group through team performance and review of each task after completion. Further an exercise 'back at work' at the end of the course provides a unique opportunity to apply learnings from the "management

development & team work” training at work place beginning from setting aims to planning in class room for a specific task identified by the participants for ‘action & review’ at work place. In this way this unique methodology of experiential learning following didactive approach has almost all the essential components for developing team and follow principles of effective learning and its transformation in case of adults viz., Individual approach adopted by the trainee, Motivation of trainees, Active involvement of trainees, Sequencing & structuring of subjects & methodologies, Feedback mechanism and Transfer of learning.

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