5.1 Introduction

“Everything comes to us that belongs to us if we create the capacity to receive it.” - Rabindranath Tagore

The present research study is exclusively based on the documentary sources and the personal observations. In some situations, discussion and interactions with the service sector leaders and experts were held the total outcome is due to enormous information which is scattered in different sources of information. There were many instances where the information showed indifference to provide the facts and figures. Numbers of attempts were made to take an appointment with the executives and managers of the selected service sectors like banking tourism hospitality and hotels they were reluctant to divulge the information. As a user of the services the researcher could visit some selected sectors and observe closely their activities to promote their respective services thus collected and recorded information was further cross checked by checking the websites and published brochures.

It is also observed that there is not much work done in this aspect in library and information science but much talked about the relevance of LIS in all aspects of life. However a modest attempt is made by the researcher to work out on the basis of the study conducted on capacity building. These formulations are specific to the LIS as a service sector. Comparing to the kind of the services offered by hotels tourism and hospitality sectors to the existing Library and information services offered by libraries huge gap is clearly visible.

5.2 Observations listed by the researcher based on the study.

1. The study of overall improvement in the information environment where in different training for LIS professionals for the professional development becomes essential.
2. The vital initiation of capacity building is needed rapidly to the evolving environment.
3. Much relies on the individual’s disposition and enthusiasm for securing aptitudes.
4. Capacity building helps LIS professional to improve both personal and professional development.

5. To serve the information needs of an autonomous, dynamic, technologically matured and culturally diverse society capacity building is essential.

6. The focus of the service sector is stimulating people to relate with the universe of information which requires effective communication and interpersonal skills.

7. LIS profession cherishes long lasting learning, personal fulfillments.

8. Improved decision making, knowledge evolution leads to know and understanding novelty, creativity, ingenuity and cultural continuity.

9. Proficient administrators and library supervisors require the learning and aptitude to configure, arrange, create, oversee and assess the convience of library and information administrations to meet the information needs of their customers.

10. With their professional education and experience librarians and information professionals can examinations, assess, compose and integrate information and to create programs that will enable their customers to obtain the proficiency crucial to productively seek, detect and utilize the information for their varied needs.

The service sectors are flourishing in the knowledge society. Growing competition between the service sectors to gain importance or to create brand in ongoing process. LIS service sector has to seriously workout the strategy to impress upon the authorities to develop the capacity of the LIS professionals to compete with the other service sectors. The total mechanism has to be reorgsinsed to pick the best conventions and practices of the service sectors, particularly training and skill development in the service sector.

As the libraries continue to engage with ever shifting information landscape it is apparent that upgrading ones capacities is very much essential. The Expectations from library services are providing round the clock access to collections and availability to their users. The core value of LIS profession is commitment to access knowledge and preserving the records for future generations. LIS professionals in the 21st century must also have the skills in
strategic planning ability to communicate with wide variety of audiences. Success in improving the

LIS service quality depends heavily on involvement of LIS professionals. LIS professional’s competencies must be up to date. Quality objectives and emphasis on continuous improvement and monitoring if the user satisfactions to provide the users requirements are fulfilled.

Important goals of LIS professionals are to provide users with a variety of quality services. In order to provide these tailored services one has to be equipped with effective communication skills. Interpersonal skills to maintain positive relationships communicate better resolve conflicts and build trust which helps in getting along with one another and helping exchanging the positive communication which in turn minimize the conflicts and influence others to be positive below listed training programs help the LIS professionals to upgrade themselves to compete on par with the other service sector professionals. These training programs are categorized into phase wise along with the levels;

i. Beginners,
ii. Intermediate
iii. Managerial

5.3 Suggested Training Programs for LIS Professionals

5.3.1 Training Program on Communication Skills

First Stage
I-Introduction to Communication/ Verbal /Speaking Skills.

a. What is communication?

b. Significance of and Benefits of Effective Communication

c. Procedure

d. Impediments of Communication

e. Critical Dos and Don'ts for impressive communication

f. 7 Cs of Effective Communication

g. Making the appropriate First impression

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Second Stage
Verbal Conversation-Written techniques
   a. Composing formal Emails, Documents and letters
   b. Vocabulary
   c. Phone protocols
   d. Email protocols

Third Stage
Non Verbal Communication/relational aptitudes
   a. Listening abilities
   b. Hand expressions
   c. Idiosyncrasies
   d. Non-verbal communication
   e. Self-Presentation

5.4 Training Modules on Communications Skills

5.4.1 Introductory communication skills Training
Effective Communications for beginners

Overview
The essential communication skills program covers the basics of interpersonal communications. It also shows how a mixed messages misunderstandings and misconceptions cost the organisations. By undergoing this training participants should have a clarity on good communication skills and how they help in improving their abilities

Objectives of the Training
   a. To identify the common communication problems that are holding them back
   b. To distinguish what their nonverbal messages are telling others
   c. Listening effectively and compassionately
   d. Handling the difficult situations calmly and methodically
   e. Communicate with assertiveness
Outline of the Training

a. Components of Positive Relationships

Exploring the ways to build positive relationships with their colleagues

b. Self-awareness

Identify the qualities and shortcoming through exercise and through role play

c. Road Block

Creating the awareness to find the various factors of communication barriers and what they can do about them

d. Asking questions and listening for answers

It is a group activity which examines the questioning skills through an address and matches work out. Members likewise deal with their listening abilities by role play

e. Body language

This part shows the impact of participants’ body language on the message. It teaches as instructions to embrace the positive language to enhance how their communication is accepted

f. Self-image

This unit throws the light on how the people determine for ones appearance. It ends up in the self-evaluation

g. Assertiveness

This unit makes the introspection of the participants and creates understanding of interacting each other and the uses. It is done through lectures, case studies and discussions. This segment investigates ways that members can enhance their personality and in this manner manage troublesome circumstances confidently and decidedly
Outcome of the training

1. Understanding the fundamental technique for building positive relationships
2. Realising the importance and concept of self-awareness
3. Identifying the hurdles for communication
4. Improving the questing and listening skills
5. Identifying the importance of Body language
6. Knowing about the personal appearance and surroundings affect, how people perceived

5.4.2 Communication skills training (for Intermediate level)

Interpersonal skills have long been identified as essential for professionals. Lack of communication skills among the professionals career has stalled, faltered or fallen apart. Some people of have the gift of great communication skills furthermore, some don't have. Few individuals conceived with it. The majority of them have polished and learned with slip-ups. Intelligent training will make sense of members' communication abilities, challenge investigate models of communication and talks about the precipitation and its effect on understanding. This likewise covers the body language tone of the voice, composed communication strategies.

Objectives of the Training

1. Illustrates why good communication abilities are vital
2. Recognise what makes such skills difficult to crack
3. Portray the models of and techniques for communication
4. See how predispositions and constrained discernment hinder with communication
5. Characterise nonverbal communication
6. Re words expressions to avoid unpalatability
7. Exhibit the capacity to proficient email messages that are clear yet gracious
8. Create a plan of action to enhance communication skills
Outline of the training

a. Need and Purpose of communication

The training begins with the need for communication. Participants identify their individual communication strengths and challenges

b. Communication breakdown

Sometimes communication breakdown occur since we are locked into our own perspective that we neglect to see different conceivable outcomes. There might be considerably more methods for understanding a circumstance that varies from our own. This section explore multiple point of views which gives different dimensions

c. Verbal communication

Verbal communication incorporates not exactly what we say but rather how we convey our comments. This part focuses how and why messages get misconstrued. It’s an activity based section. The participants will take part in the exercise “Rephrasing for better relationships” Which teaches the participants as how to paraphrase a blunt phrase so that the message will be better acknowledged by the listeners. This also covers the volume vocal tones for the appropriate situations.

d. Power of non-verbal communication

Exploring the way how individuals communicate without articulating a word. It contains a simple workout. Members figure out how the body language, facial appearances apparel, reliability, individual space and touch impact how other see them

e. Faulty impressions

This segment delineates how fractional or unrevealed information can keep the viable communication, without trying to look all the more carefully or ask the correct inquiries. Individuals miss the chance to understand each other improper presumption without the knowledge or information leads to unhealthy relations
f. **Active listening**
   This section throws the light how an in active listening leads to the poor communication. It takes patience empathy and attentiveness towards a meaningful communication.

g. **Art of writing**
   Last part trains the participants how to write effectively which helps in communication. It helps participants to craft the email messages clear concise and worthy of readers time.

**Training outcomes**

1. Accommodate members with a thorough review of the communication procedure
2. Propose activities for enhancing listening aptitudes
3. Offer language to position questionable information
4. Provide the steps for crafting clear and courteous email message

The above training gives the exposure to communicating diplomatically, with poise and Finesse. Further it also trains the participants to understand “What to say how to say it.

**Take away from the above training**

Participants see how to take advantage of their communication qualities change in accordance with their shortcomings adequately utilise office communication instruments and handle crucial individuals.

5.4.3 **Communication Training for Managers**

Training Objectives are to;

1. Show the utilisation of open and close inquiries
2. Recognise one's behavioral style and its one of a kind difficulties
3. Portray a model of feedback imparting and listening
4. List strategies for managing diverse individuals
5. Arrange information in clear and brief way
6. Make visible introduction
7. Execute methods for differing vocal tones and non-verbal communication
8. Create methodologies for taking care of hecklers and spooks and different members

Outline of the program

a. Communicating to impact and motivate
The training starts with the discussion of what diplomacy and thoughtfulness are and why they are critical to rehearse and create

b. Building personal credibility: Understanding the different communication models
This segment focuses the internal to every member's close communication style. Members will figure out how to recognise their own particular behavioral styles the styles of their colleague and customers and how to change for better communication

c. Be SMART: Goal setting for pinnacle achievement
Assigning and defining reasonable and sensible objectives are basic abilities for managers and managers to have. This part investigates the segments of SMART goals and enables members to work on designating and relating goals and desires to the general population they deal with. It also stresses on creating representatives and prepping them for further opportunities

d. Conveying performance Feedback
Performance feedback need not just occur amid yearly surveys. It is a part of daily working rapport amongst manager and those they manage. This training part prepares for the investigation on giving both positive and negative feedback. Utilising contextual investigations and real time examples

e. Model for better listening
This part targets on the methods for better listening. Members will figure out how to concentrate on the speaker relate to what is being said break down the message and react. They will take part in a
few rounds of work on tuning in amid which they will pinpoint their
greatest difficulties for extra core interest

f. **Managing Challenges**

Members create answers for adequately overseeing troublesome individuals and troublesome circumstances. From whiners to insignificant benefactors

g. **Rephrasing for the better collaborations**

It is not what you say but rather it is the means by which you say. It takes a few people years to learn. In this segment, members will figure out how to utilize language that it will be better in discussion and in composing.

h. **Conducting impressive meetings**

No one sits through the meeting that yields no results. A well-managed meeting is the sign of the great supervisor. This unit audits the significance of plans the mechanics of good meeting

i. **Fear of open talking**

Fear is the reason many individuals hate open talking this unit take a gander at the explanations behind anxiety and methods to beat it. Members will be given agenda for anticipating an ideal picture say farewell to "um","ah" and "you know"

j. **Managing hacklers**

It is in some cases said that there is one in each group a troublesome individual makes that employment of a moderator a test, best case scenario. Figuring out how to deal with those group of onlooker’s individuals who would prefer not to be there is a basic expertise of top speakers this module investigates taking care of troublesome and testing circumstances.

**Outcomes of the training**

1. Clarifies what great communication looks and seems like.
2. Recognises communication styles and how to oversee a variety of individuals.
3. Gives the framework and the skills need to evidently communicate with direct reports.
4. Give a reasonable model to giving instructing and feedback on the performance.
5. Give clear direction for enhancing listening in and questing skills.
6. Propose strategies for adequately managing troublesome individuals.
7. Characterise the segments of well-run meeting and strategies for replicating reliable outcomes.
8. Offer coordinated training for enhancing presentation skills.

Takeaways from the Training

Toward the finish of the training program members will see how to take advantage of the strong communication skills, alter to oblige their shortcoming to give productive input better handle troublesome individuals, run meeting smoothly and aware of the basics of public speaking. One can also find how to communicate with influence.

5.5 Training Program on Leadership

Leadership Training programs for the LIS professionals who handle the team of fellow LIS Professionals. These training Programs will gives the opportunity to understand the team and assist everyone the managers and pioneers to create basic skills to impact and inspire co-workers to accomplish remarkable execution to fulfilling the organisational goals

Leadership Training Course Content

Leadership:

a. The Principles of Leadership
b. How individuals lead and impact others
c. Sorts of energy leaders possess
d. Strategies for creating power
e. Traits of compelling leaders
Motivation
a. Standards of Motivation
b. Motivation Techniques to use with your group
c. Elements addicting Motivation
d. Social Styles of leaders
e. Your style and its effect on your leadership
f. The behavioral style of others
g. Comprehend the behavioral styles of people
h. Measurements of decisiveness that influence your leadership style
i. Style perception rules

Relationship Management
a. Building beneficial associations with others
b. Methods for impacting others
c. Methods for building compatibility with various personalities
d. The different styles of peace promotion and their applications in the workplace

Decision Making, Delegation and problem solving
a. Decision making components
b. Settling on decisions with certainty
c. Delegation standards
d. Demonstrated critical thinking approaches
e. Normal pitfalls in compelling decision making

Performance Management
a. Successful execution management
b. Leader's responsibilities regarding assessing, reviling and directing staff
c. Get ready for execution management talks
d. Evaluating performance expectations objectively
e. Reprimanding and counseling sessions

LIS Professionals along with assorted talent and training and who is adaptable will have the capacity to address the difficulties of future library and information science. A complete LIS professional who is competitive and...
assertive who is cooperative and willing to go extra mile who is bound and
harnessed with supervisory skills. In short, LIS professionals must show the
interest in upgrading their competencies to withstand the transformations
which are happening in ICT field.

5.6 Organising the Training Programs

The significance of soft skills in an organisation cannot be over-
stressed. Soft skills are supporting abilities; they support people in their
employment work, supplementing their insight and experience by making a
platform to engage with individuals while handling the roles which they are
assigned. Organisations knows the importance of the skilled people to enhance
the performance of skilled professionals they organise the training of soft
skills so that they can get more benefits. These training programs needs to be
conducted from time to time based on the performance of the individual.
While organisations are unquestionably putting resources to increase their
staff’s relationship building abilities, here are a few contributions for
professionals and students who would like to initiate the process themselves.

In order to understand where soft skills fit within an organisation it is
important to identify the gaps. This can be done at an individual and
organisational level. One can start with the organisations mission and vision
and analyse where changes are required in order to achieve strategic
enhancement in the workforce. This is also a good point to consider the
individual’s career paths.

In corporate environment there is a dedicated learning and
development department which takes care of these activities and they are the
one who assess the participant’s performance. The L&D wing designs the
structure based on the roles which the individual perform. In an academic
setup head of the department should take the lead in formulating the basic
design of the training program by consulting the behavioral faculty.

In case of non-availability of in-house trainers one can consult the
external trainer, who does the freelancing.
5.7 Duration of the training program

Usually these training programs are of half a day to three days maximum. The programs are designed in such a way that the professionals can handle their responsibilities along with attending the training programs. For the fresh professionals, these training programs can be conducted for the period of fifteen days.

5.8 Experts opinion for initiating regular capacity building programs

It has been repeatedly made to known from the published literature and the practices that are followed in the service sectors that the programs for capacity building is normally a regular feature. Considering the library as a social institution serving the needs of the people of all educational levels and occupations including the recreation and entertainment, the professionals working in the library are to be updated, refreshed with the techniques and skills. Taking note of what is happening in other service sectors becomes essential to work out the strategies and plans for such short term and long term capacity building programmes.

Therefore, an attempt is made to collect the opinion of the experts involved in the capacity building programmes of banking sectors. The Director, Head of the Department, expert trainers in leadership skills, behavioral skills were approached to share their experiences and offer their opinion in the context of levels of capacity building programmes, contents and coverage, mode of offering the training and outcome of the training. Some of the active experts were able to express their opinion for the meaningful planning of the capacity building programmes in library and information centers. All the experts to whom the researcher approached have expressed the importance of the training programmes. It is a limited understanding of what to do, how to do and what would be metrics for success in new task. Some may be gifted with an intuitive understanding of concepts still other may struggle with their appropriate application. Often the cost of experimentation impacts individuals and organisations significantly, hence structural learning
interventions provides a safe platform to examine one’s depth of knowledge, skills and mindset and to try out new ways of applying new ideas and methods. Therefore, training is typically entails respective learning and doing to create new constraints and ways of engaging with a new or modified task, process and approach.

In a new working environment, the complex nature of job challenges to move away from text book, solution to apply learning to the emergent context. This is where attitude attributes of emotional intelligence, agility and openness to change become critical. The changing circumstances in the volatile and competitive environment it becomes imperative for the organisations to ensure that they may stay updated in the performance of the employees. Hence continuous training and learning is the mantra that would keep organisations to organise the capacity building programmes to enable the workers to perform well and move ahead in the race for growth. In fact training is a tool that facilitates fast forwarding translation of potential into performance with greater degree of success. It provides scope for knowledge transfer at an experiential level which in turn provides for near immediate results in its applications. Training adapts a learner centric approach. Need for training is to upgrade the knowledge levels of the participating professionals. An effective training initiatives will lead them to think of different alternates and other effective way of doing things.

Commenting on the possible contents and coverage of the training programmes the experts have opined that the emphasis be given to functional skill development and behavioural orientation. In general ‘service’ being the key word and hence the contents of the programmes should focus around ‘service’ and ‘customers’. Further it should be kept in mind the internal customers and their cognitive abilities and their perception of satisfaction.

Coming to the mode of the training, the experts have stated that developing on the needs of the organisation level and content of training different methods of training can be deployed. This can vary from self-learning to web based content to virtual coaching to classroom workshops outbound and other experimental methods. Clarity of the objectives time and
cost considerations are some of the factors that influence the choice of methodology. Face to face classroom, webinar online programmes external workshops internal programmes long duration programs like game changers where some experienced consultants are included in making the capacity building program effective.

Training for sustained impact should be phased over from two weeks to three months in such a manner as to provide trainees with an opportunity to apply in real time the concepts comprehended in sessions. The trainer should shift the gears between training, mentoring, coaching and thus ensuring the trainees feel self-sufficient in their ability to adapt, adopt and implement what it takes to ensure customer satisfaction. In capacity building programmes training unlike teaching, adapts different methods of delivery. Teaching, as we know the majorly focus on lecture mode. This means that through lecture mode, the teacher aims only at delivering the knowledge to the participants, which means that there is no assurance that the learner has learnt and understood the concepts. Training on the other hand provides or aims at personalized attention to the learners. Training methodology or practice adapts different deliver styles such as role plays, activities, case studies, on the job training, video based learning, technology based learning, lectures, on the job training, outbound learning, gaming, group discussion or collective learning, coaching and mentoring, quizzes, demonstration, Q&A session etc. The above methodologies of learning has a definite edge over teaching, in terms of the recalling / retention capacity of the learner. Also, training methodology helps learners to acquire the requisite skills to perform a task, and enhances the learner's productivity.

The experts were also asked to give their candid opinion on the training outcome and their answers are summarized as follows,

Training outcomes, or the result of the training is very important, from the point of view of the Return over Investment (ROI). This is essential as there is a cost attached towards conducting training programs. The outcome of any training must be decided or planned at the preliminary stage itself, i.e., at the time of performing a Training Need Analysis (TNA). This means that we
need to arrive at what the learner is expected to understand by the end of the training.

To successfully arrive at the post training results or outcomes, a few criteria is worth noting. These are

1. Outcomes must be observable
2. Outcomes must be measurable
3. Outcomes must be clearly captured without any ambiguity, so as to assess any further gaps of the learner, not being addressed during the training session.

The above parameters could be better understood through an effective post training measurement. One such tool available to measure the training outcome is through “Kirkpatrick method”

This method includes 4 specific areas to measure the training outcome, as listed below.

1. Reactions – These are the learner’s initial reaction and throughout the training session, his reactions, and involvement, and inquisitiveness to know more. In short we can say that what was the WOW factor achieved by the trainer, which was clearly visible, and observable all through the training session.

2. Behaviour – What are the observable change noticed in the behavioural aspects of the learner, while performing his tasks. This includes factors like passion, never say die attitude, and achieving uncompromising quality output.

3. Learner’s knowledge and skill up gradation – What is the change in terms of the increase in the knowledge levels before and after the training, which enhances the learner’s productivity which are observable, quantified at the workplace. Also the change in terms of performing a task in an alternate, cost
effective methods. In short the ability to think differently, innovatively, and creatively towards achieving the goal.

4. Results – What are the tangible, measurable change taken place in terms of the overall results, in the learner’s respective functional areas, such as for example – production, sales targets etc.

The impact of functional skill training is readily assessed through tests of various kinds. These are usually visible and conspicuous through direct application on the job too. However, behavioral and attitudinal changes are not very amenable to assessment. While some participants walk away with a deep sense of awareness and allow themselves the freedom to test their newly gained knowledge and skills in the workshops, others may have just begun the process of reflection and exploring changes in mindset and therefore may not demonstrate visible change in orientation right away. For some others, the correlation between concepts and growing awareness of their own biases, blocks and strengths may occur much later, sometimes even years after the sessions.

By and large the important outcome of such programmes many help in developing better work culture, higher interpersonal relationship, skilled workforce, better efficiency and effectiveness, increased productivity, create better service impact.

5.9 Opinions of the benefactors

An attempt is made to interact with the beneficiaries of the short and long term empowerment and enrichment programmes in some of the service sectors. Researcher is being working in Manipal Academy of Banking and has ample opportunities to meet the trainees of different programmes to elicit their feelings and understanding. A brief summary of the opinions expressed by the trainees is presented in the following paragraphs.

In general trainees stated that they are fascinated by the total conducting of the trainings. The experienced and seasoned trainers (faculty) have made an everlasting impact on their minds. The kind of exposition,
narration of cases and illustrations with interesting anecdotes have touched their mind and heart and enabled them to digest the art of communicating and method of modest dealing with the customers in the work situation.

The intensive and informative courses have supplemented enormously the awareness about the successful performance in the practical work environment. The designed training modules and the timely forum discussions added to the needed strategic approaches behavioral skills and leadership qualities. Trainees have also overtaken by the outstanding delivery techniques of the trainers, coverage of the professional etiquettes application of guidelines and policies. Impressive organising skills and mentorship have collectively contributed for their capacity building. Majority of the trainees were unanimous in stating that the capacity building programmes are really valuable and more relevant to understand the contemporary context. There was no second opinion than accepting the significant advantage of capacity building training which is otherwise missed in their formal qualifying educational degrees. Their unique experience is that training courses beyond the professional education are a must to any successful service oriented organisations

5.10 Conclusion

The service sector is flourishing in leaps and bounds. They are going extra mile to satisfy the customer needs. Being the part of service sector it is inevitable for the LIS professionals to upgrade their skills and competencies as per the changing information landscape. Comparing to the kind of the services offered by hotels, tourism and hospitality sectors to the existing Library and information services it clearly shows that there is a need for Capacity Building which supports the current role of LIS professional along with the professional skills. Capacity building helps LIS professionals to improve both personal and professional development. The capacity building comprises of communication skills, Telephone etiquettes, Email etiquettes and interpersonal skills which includes listening skills, body language self-presentation mannerisms etc. These skills can be developed at the three phases starting from the beginner to the manager level. As a guardian of information one should have the
leadership qualities to manage the team of fellow LIS professionals as well as the other departments. The leadership training program helps LIS managers who are handling the team of LIS professionals. Learning and Development team in corporate setup takes care of end to end of these capacity building programs by organising the Trainings workshops time to time. But in academic setup the Head of the Department in consultation with the behavioral faculty has to design the program which is essential for their teams. In absence of the above facilities one can also consult the private players who are well-versed in these types of training programs. The duration of the Capacity building program starts with half a day to the maximum of fifteen days depending upon the requirement of the organisation.