DESIGNING THE TRAINING PROGRAM FOR FOREST GUARD –
AN ACTION RESEARCH APPROACH

Mengga ak Mikui

Kota Samarahan
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ABSTRACT

Forest Department, Sarawak has one thousand nine hundred and seventy four employees. More than halves of the total number of the employees are Forest Guards. They are responsible for field works such as logging supervision, royalty assessment and enforcement of forest laws. They play a very important role in determining the success of the implementation of the organizational functions. Therefore, it is critical for the organization to provide proper, systematic and up to date training to meet the organizational requirements. Transformation of the Forest Department from public agency to a corporatised organisation necessitates the Forest Guards to go for further training to enhance their competency in performing their functions effectively. Due to the changes in the functions, work processes and new technology adopted by the organisation, new knowledge and skills are required. Training is identified as one way of reducing incompetence. In order for the training to be effective in giving the relevant competency, the designing of the training program plays a critical role. To start with, there is a need to review the current training program to determine its effectiveness to meet current and future needs. If it is found to be inadequate, then designing a new training program is necessary.

In this study, action research methodology is used to determine whether the current training program is still effective or not and also to design a new training program. Six trainers from Forest Training School Sarawak and the researcher forms the core action research group in this study. Information and data was collected through interviews and group discussions. The respondents for the interviews were mainly key personnel from within the organisation and outside agencies such as International Tropical Timber Organisation, Sarawak Timber Association and others. The study indicated that the current Forest Guard training program is not adequate to meet the current and future needs, as it is outdated, generalizing in nature, lacking specialization and did not include management subjects. The lack of competency in designing the program is identified as a major contributor for the poor versatility in the curriculum. To remedy the problem, the trainers did a hand on exercise on designing a training program through action learning. The trainers, through action learning acquire the knowledge and skill effectively and even manage to compile a manual on the process of designing a training program. The action group members through the process of action research cycles managed to design a training program on "Introductory to Park and Wildlife Management" and implement the pilot training program successfully. Base on this study, action research is found to be applicable for developing and implementing the training program. Thus, action research is recommended to be continually adopted for such purpose in the future.
ABSTRAK


Kajian “Action research” telah dijalankan bagi menilai keberkesanan program latihan sekarang samaada atau sebaliknya. Enam orang pengajar daripada sekolah Latihan Perhutanan Sarawak berkumpul menjadi kumpulan tindakan bagi mengumpulkan data, menganalisis dan membantu penyelidikan tersebut. Ia dilakukan dengan cara menemubual tenaga penting dalam Jabatan itu sendiri dan agensi luar seperti International Tropical Timber organisation, Sarawak Timber Association, Sarawak Forestry Corporation dan lain lain. Hasil dari tinjauan dan penyelidikan tersebut adalah didapati bahawa program latihan Pengawas Hutan yang sedia ada, adalah kurang bersesuaian dalam menghasilkan keperluan masa hadapan terutama dari segi penghasilan dan pengajaran kepada subjek pengurusan. Dengan tidak adanya perancangan program yang terkini adalah puncanya kegagalan kurikulum pembelajaran tersebut. Bagi mengimbangi keduaa tersebut para pengajar telah diarahkan kepada latihan langsung melalui "action learning" yang didapati berkesan dan juga membolehkan mereka menghasilkan panduan mereka program latihan. Mereka juga boleh menyediakan program "Introduction to park and wildlife management" dan mengimplimentasikan program itu menggunakan cara "action research cycles". "Action research" adalah didapati sesuai untuk menyediakan dan mengimplimentasikan program latihan seperti yang terdapat dalam pengajian ini. Sehubungan dengan itu adalah disyorkan agar pengajian ini ditetaskan lagi untuk tujuan menyajikan latihan tersebut dalam latihan lain.
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter highlights the functions of Forest Guards, statement of the problems, objectives, limitations and significance of the study. Definitions of some of the terms used are also discussed in this chapter.

1.1 Background of the Study

The background of the study includes roles of Forest Guards in Forest Department, Forest Training School, corporatisation of Forest Department and human resource development.

1.1.1 Role of forest guard in Forest Department Sarawak

Forest Department, Sarawak has one thousand and nine hundreds and seventy four employees. The employees are categorised as Forest Guard, Forest Ranger, Forest Officer, Senior Forest Officer, Executive Forester and Senior Executives. The Forest Guards constitute the largest group (more than fifty percent of the total employees). Most of them are field officers who are responsible for royalty assessment, monitoring of logging operation, enforcement of forest laws, supervision of silvicultural treatment, national parks supervision, boundary maintenance, assisting researchers in data collection and others. They also perform public relation roles that include explaining the functions of Forest Department to members of the public.

Despite being the lowest ranking officers, their role is of great importance to the success of implementing the functions of the Forest Department. At the logging camps, which are normally located at the rural areas, the Forest Guards bridge the communication gaps of the rural population and the government by playing the role as a representative of the Forest Department. They are the officers who are in contact with the logging operators and therefore they play a significantly important role in providing impacts on how forest management practices cascade to the timber operators and their workers. Based on their functions and numbers they are critical to the success of the implementation of the government policy regarding forestry matters. They are the primary implementers of the departmental functions. Their contribution to the realisation of the Department's objective in achieving the sustainable forest management is vital. Therefore, it is critical for the organisation to provide proper, systematic and up to date and correctly designed training program for the Forest Guards which resulted in providing skills and knowledge to meet current needs and anticipated changes are acquired. Job competency level in the future will be more demanding to meet the requirements for complex organisational functions that need to be realised. The reform the Forest Department undergoes, from being a government agency to a corporate organisation initiates the needs to review overall training programs for the Forest Guards.
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1.1.2 Forest Training School, Sarawak

The Forest Training School of Sarawak is the sole educational entity in the State that provides forestry-related training. It is responsible for the designing of the training programs for Forest Guards and Assistant Forest Officers and also implementing the programs. Its current role may change with the corporatisation of the Forest Department where training would be opened to eligible school leavers who are interested in becoming Forest Guard or Forest Rangers.

To enhance the knowledge and skill learned from the earlier training, specialised training is necessary to be carried out in the future to cater for the requirements of different sections of the organisation. Further training is also important to reduce the gap of competency due to the changes in the objectives, functions, work procedures and technologies adopted.

The designing of the current training program is perceived to be poorly done. The reasons are:
(a) Firstly, there is no qualified training program designer available at that time.
(b) Secondly the program is designed based on the needs of that time and therefore it is not planned to cater for future needs.
(c) Thirdly, the program is adopted from other institutions without considering the peculiarities that particular training program is intended to achieve.
(d) Finally, due to the changes in the objectives, functions, work procedures and technologies over the years, the current training program was viewed to be inadequate.

1.1.3 Corporatisation of Forest Department

Sarawak Forest Department is a government agency, which is entrusted with the responsibility of managing the State's forest and forestry resources. Its functions are reflected by the Departmental Policy (Appendix A) and reinforced by Forest Law, the National Park and Nature Reserves Ordinance and the Wildlife Protection Ordinance. However, the State Government of Sarawak will be corporatising the Forest Department soon. The Sarawak's State Government, on January 7, 1997 commissioned the study on corporatisation of Sarawak Forest Department. It leaves Sarawak Forest Department into a very small entity with few employees with very much reduced role to carry out the statutory functions vested under the Forest Ordinance, the National Parks and Nature Reserves Ordinance and the Wildlife Protection Ordinance.

One of the role of the Corporation is to achieve the International Tropical Timber Organisation's principles of sustainable management by the target year 2000 and to meet the longer term requirements of the Sarawak Forestry sector. Corporatisation of the Department allows it to be able to address the short term goal of forest and economic sustainability, but will also serve as a base for the long term growth and development of the forest industry in Sarawak. The new organisation is geared to be commercially orientated, pro-active in serving the needs of the industry, and able to operate with high degree of accountability and effectiveness.

The transformation includes changes in work culture, management styles, accountability and discipline. This is to ascertain the survivability of the Corporation.
Introduction

To ensure adherence and success in adopting the changes by the employees, there is need for a drastic organisational development.

To adapt to changes, an individual employee in the organisation has to undergo training. For this case, priority is to create competency among the Forest Guard as they form the biggest group of the employees in the Department. They are the front liners in the implementation of the department’s functions in the fields. Therefore, the designing of training programs for Forest Guard is becoming a critical issue as much as the training itself. The current training program and the training that the Forest Guard had undergone before was perceived to be not in tandem with the organisational changes.

1.1.4 Human resource development

Issues pertaining to human resource development in Sarawak Forest Department had been repeatedly highlighted by external reviews of the Sarawak Forestry Industry, including the 1990 International Tropical Timber Organisation Mission Report. Key issues identified are skilled human resource shortage, deployment of staff and accountability for personal performance, commitment and motivation. There is a perception that there is a training shortage within Sarawak Forest Department. However, base on findings by the Manpower Development of Sarawak Forest Sector Report (1990), there is in fact no physical number shortage overall but a skilled number shortage. The Sarawak Forest Department does not have the necessary skilled staff available to perform its duties, and most importantly those needed to achieve sustainable management of the forestry resource by the target year 2000. It is also perceived that human resource development programs are not well emphasise in Sarawak Forest Department’s activities which should in fact be developed in parallel with the new changes in the technology and challenges of latest forestry management practises and tools. The only structured training activities are limited in scope as they only provide very basic knowledge on forestry in general. The current training function is not well developed. There are only two courses that are currently being conducted by the organisation, namely: the Forest Guard course and the Forest Ranger Course.

New technologies such as the Geographic Information System, Geographic Positioning System and Computer are not included in the current Forest Guard training program Although in depth knowledge of such technologies may not be necessary, however knowing how to use them would be useful.

Similarly, other subjects such as communication skill, report writing, supervisory skill and basic management are not included. Management subjects may not be relevant in the past, but with the corporatisation of the department, they are motivational tools necessary to effect attitudinal changes.

1.2 Statement of the Problems

It is important to understand the problems that this research intends to resolve. The statements of the problems help the reader to understand the relationships of the various issues with one another. They are as below:
Introduction

(a) The current training program is designed to meet the revenue assessment and generalise functions of the Forest guard.

(b) The current training program does not cater for specific needs of the Forest Guards working in the different sections of the organisation.

(c) The duration of the current training program is one year which is too short for detailed training.

(d) The current training program does not include some important subjects, such as, Computer, Sustainable Management, Logging Supervision, Conservation Management, Forest plantation, Investigation and Prosecution, Park and Wildlife Management, Geographic Information System, Basic Management and some Social and Human Science subjects.

1.3 Objectives of the Study

The objectives of the study are as follows:

(a) To assess whether the current Forest Guard course is adequate to impact upon the job competency level to meet the current needs of the organisation.

(b) To provide a base for formulating a new Forest Guard training program if the current program is found to be inadequate.

(c) To find out the problems related to designing the training program in Forest Department.

1.4 Limitation of the Study

Below are the expected limitations of the study:

(a) This study focuses only on the current Forest Guard training program. It is assumed that the training the Forest Guards received have influence their level of the competency.

(b) Detailed designing and implementation of the overall program for Forest Guards training is not feasible to carry out due to the time and financial constraints.

(c) Full commitment of the action research group members and others who are interviewed is rather limited due to lack of the official authority of the researcher as he is on study leave. Success of the research project relies on the voluntary response of the officers involved and informal relationships between them and the researcher and his ability to draw information from them.

(d) The success of designing and implementing an effective training program using the pilot training program is assumed to reflect the suitability of the method of the designing the training program process being adopted in the research.

(e) The cooperation of those involved is difficult to solicit as they are committed to their own functions and time.

(f) The participants refused to be identified with their statement and more often they are cautious of what they are saying.
Introduction

The implementation of the training program needs readily available fund, logistics, qualified manpower, commitment, official directive and support of the whole organisation.

1.5 Significance of the Study

This research is expected to highlight some of the shortcomings in the current Forest Guard training. If the current program is inadequate, it would provide some useful basis for improving it especially to meet the new objectives of the organisation upon its corporatisation.

Secondly, this research serves to determine whether the current course content is still capable in providing impact on the current skill and knowledge required by the Forest Guard to implement their job in view of the continuing changes in forestry practises.

Thirdly, the study should indicate whether retraining is needed or otherwise.

Fourthly, this research provides some understanding on the repertoire of skills and knowledge which, the Forest Guards are needed to acquire in view of the multi-tasking and specialise functions they perform.

Lastly the research project is intended to provide hand on practise on how to design an effective training program which is relevant to the functional needs of the Forest Guards.

1.6 Definitions of Terms

The following terms are used in this research:

Training - it is the activity where the learning is focused on the present job of a learner. In fact training is one of the components of the human resource development besides education and development.

Forest Guard - is an individual working in Forest Department designated as such and given the authority to lawfully entitled to discharge the functions of a forest officer under the Forest Ordinance Chapter 126, Law of Sarawak (1958 Edition). In term of hierarchy, they are the lowest ranking forest officers, but in term of importance, they are a very important resource for implementing various functions of the Forestry Department.

Tools - in this context it is defined as any training activities that may improve or perceived to improve performance.

Corporatisation of the Sarawak Forest Department - refers to the orderly restructuring and transfer of the non statutory functions of the Sarawak Forestry Department as well the manpower (hereinafter referred to as “Human Resources”) to the Sarawak Forest Corporation, a body established under the Sarawak Forestry Corporation Ordinance 1995, and/or to its subsidiaries.
**Introduction**

**Action learning** - is defined as process where a group a people shares their knowledge and in the process reinforced their existing knowledge and skill and improves and built strength upon the previous knowledge.

**Action Research** - is defined as an activity in which a group of people having similar thematic concern on a particular issue work together as a group with the help of the researcher facilitating the process is committed to provide solution to resolved the issues concerned and by undergoing the process the group experience some changes themselves and the result also bring about improvement and change in the practise.

**An Action research method** - A research methodology, first developed by American Social psychologist Kurt Lewin(1946), through which change can be introduced into organisations. It is a "spiral of cycles of action and research"(Zuber-Skerrit, 1991:11) with each cycle containing the elements of planning, action, observation, reflection and evaluation.

**Triangulation** - Refers to the search for consistency of findings of different observers, different observing instruments, materials of observation, time, place and the use of simple events, either from different participants or observers, or from the same person at different times.

1.7 Chapter Summary

This chapter discusses the background of the study, which includes the roles of the Forest Guards in the Forest Department, Forest Training School, Sarawak, corporatisation of Forest Department and human resource development. Various issues related to the statement of the problems consisting of the needs to improve training program, designing of the training program is also being discussed. Objectives, limitations, significance of the study and the term used are also part of this chapter.

The corporatisation of the Forest Department that causes the shift in the organisational objectives from the traditional maximisation of revenue collection to a sustainable forest management is also being highlighted. Corporatisation affects on work culture, work process and technologies being adopted to meet the needs of the changes are important issue and. those changes required the acquisition of new knowledge and skills are also being discussed. To reduce the gap in knowledge and skills between the new job and the old one or gap due to the incompatibility of the generalise knowledge acquired from the current training and the specialise knowledge needed to perform the specific tasks., continuos training is necessary. To make the training successful, the role of the trainers in designing a training program become a major trust in achieving the desired learning outcome that has positive impact on achieving the desired organisational objectives.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter three issues are discussed. Firstly, it discusses training and its sub components. This includes, training as a component of human resource development, importance of training, benefits of training, link of training to corporate objectives and identification of training needs.

Secondly it deliberates on the designing process of a training program. This includes moderate level of content, balance between affective behavioural and cognitive learning, variety of learning approaches, opportunities for group participation, utilisation of participants' expertise, recycling of the earlier learned concepts and skills, real life problem solving and allowances for re-entry planning. A guide to designing a training program is also discussed briefly.

The other component discussed under this chapter is action learning. In this component details on action learning are highlighted which includes definition of action learning, concept of action learning, characteristics of action learning, the sets, types of action learning, the process in the set, roles and obligation of action members, facilitator role and evaluation. It is important to understand action learning as this could be the future trend of training.

2.1 Training as a Component of Human Resource Development.

Human resource development can take several forms. Nadler and Nadler (1986) explains that human resource development could be construed as training when its primary purpose is to improve current job performance. As an education when its primary purpose is to help personnel advance to a different job. or as development when its aims to strengthen the organisation through benefiting individuals or organisational units. According to Brinkerhoff (1991), regardless of its form (training, education, development some combination or variant of these types) all human resource is alike in that it is not meant to be done for its own sake but rather to benefit the organisation. The logic of human resource development is most clear in the instance of training programs. Participants are provided with some sort of learning experience, such as workshop, on job training, self-instructional resources, or an external course. They acquire some new skill, knowledge, or attitude from the intervention. Then they return to the work place and put the new skill, knowledge and attitude to some use. And more important, if the use of the new skill, knowledge and attitude has some positive result for the organisation, it enhances strength or reduces deficit or problem.

2.2 Importance of Training

Training has always played an important and integral part in furthering many kinds of human learning and development. However, the fact that training can make an important, if not crucial, contribution to the organisational effectiveness is now being recognised fully. Companies, organisations and government are beginning to
appreciate the value of adequate, consistent and long-term investment in this function. In order to survive and to operate effectively, all types of organisation must adapt and respond in a timely and flexible way to technical, economic and social changes. This requirement has become imperative as we approach the twenty-first century. It implies that there are particular individual, group, organisational and institutional attitudes and perspectives needed by the human resource of any particular country in the world. Training is one of the processes by which such needs can be realised.

Training aims to provide knowledge and skills and to inculcate the attitudes, which are needed to perform specific task (Buckley and Caple, 1995). It usually involves the acquisition of behaviours, facts and ideas that are easily defined in a specific job context. It is related to minimising or maximising individual differences (Glaser, 1984). Changes brought about by training are observable almost immediately after the training is completed and upon the return of trainee unto the work place. Competently conducted, training can expedite the acquisition of specific job knowledge, skills and attitude.

2.3 Benefits of Training

Training does not of itself make a person productive; it simply give the person the opportunity to become more productive; it enables, but there is no inevitability about the result (Sibthorpe, 1994). Individual trainees can benefit in many ways in relation to their current positions, trainees may gain greater intrinsic or extrinsic job satisfaction (Buckley and Caple, 1995). Intrinsic job satisfaction may come from performing the task well and from being able to exercise a new repertoire of skills. Extrinsic job satisfaction may be derived from: extra earnings accrued through the improved job performance and the enhancement of career and promotion prospects both within and outside the organisation to which they belong. Benefits for the organisation include employee work performance and productivity, shorter learning time which could lead to less costly and employees being on line more quickly, decrease in shortage, fewer accidents, less absenteeism, lower labour turnover and greater customer or client satisfaction.

It follows that in preparing an individual to perform a specific task more effectively, training can contribute to the organisation achieving its current objectives. However it can also play a more long-term strategic role either directly or indirectly. The direct role is pursued through the nature of the actual training content. In this respect the training can move away from concern simply for the individual skills, and can deal with leadership, group and organisational issues. Training interventions also help in solving organisational problems as well as developing individual skills (Frank, 1974).

Training interventions also influences organisational development. French and Bell (1978) view that organisational development can be classified as a long range, planned, organisation-wide effort to improve an organisation health, problem-solving and renewal processes. Focusing particularly on the culture of formal work teams, changing it through training interventions does this.

Training can also effect organisational culture in a more indirect way through the management of individual and group training. This concept and
application has been practised in marketing training. It involves training a group at one level in the organisation, for example, area marketing managers, then allowing them to pass the content and attendant attitudes to others further the chain. From this it can be seen that cascade training is seen as a form of communication that potentially has an impact on an individual and ultimately on group and organisational values and attitudes.

More important, in some respects perhaps, the direct and indirect effect already mentioned is the influence that the content and conduct of training can have on the attitudes towards the process of learning and development. This, in turn, can help to create a learning organisation that is more flexible and responsive in coping with present and future internal and external demands.

Adair- (1983) in his book “Effective leadership” combining training and development as one function, pointed that organisation can benefit through three aspects of the organisational components: the tasks, the team, and the individual.

2.3.1 Benefits of training and development to the task

Sibthorpe (1994) classified the benefits of training under various functions namely: survival, change, increased productivity, task expertise, reduction of mistakes and standardisation. Each would be discussed below:

(a) Survival

The first essential of any business is survival. All businesses need people who are skilful at something. No doubt skills can be bought but to get the right skills is difficult. It needs people who are skilled at selection, negotiation and organisation to recruit the right talent. Once the correct talent is recruited, little time would be needed to help the employee achieve the skills that are necessary. In some organisation, if the skill level is not clear, then the organisation may not select the correct talent especially so if the interview is unstructured. Nevertheless interview is an important process for it could help to formulate a better job description and specification and also to realise the necessity such as the change of attitude of the new talent. All these can be done through training and development program.

(b) Change

In addition to survival, every business must change. Customers change, needs change, circumstances change and no business can remain static. Individuals get entrenched in the way things that they repeatedly do and get used to; therefore anything new is hard to accept. Training is essential method to help people with change. Change itself may be necessary for survival, but change can also lead to increase productivity or reduced costs.

(c) Increased productivity

In order to stay in a competitive world, increased productivity is often critical. Sometimes this increase can be achieved by a change in the working systems,
or by automation. In both cases workers have to be trained in the use of the system and the new equipment.

Increased productivity can also be achieved by making the workers themselves more skilful. Reducing costs can increase profits, but this is difficult to be achieved unless workers are helped to understand what costs are incurred and how they can be saved. All the changes demanded in business require training, but more than this, training is a way of producing change.

(d) Task expertise

Businesses are realising how important quality of product or service has become. Adopting standards does not itself produce quality not unless the employees work with quality in their mind. Training can help to implement a quality approach, to promote discussions and a general attitude to seek quality and to help employees improve their expertise and thus the quality of service or product.

(e) Reduction of mistakes

When mistakes are made in business, the potential costs are three folds. First, there is the cost of rectifying the mistake. Secondly, there is the loss to the company’s image or reputation. Thirdly, there may be a claim for compensation if somebody suffered injury or damage due the mistake. Training can help to reduce the chance of mistakes, but also instruct employees on the action they should take when mistakes come to light. Often, the costs resulting from a mistake can be reduced if appropriate action is taken early.

(f) Standardisation

The final benefit to the task of a company, which can come through training, is the standardisation of work. A training program helps to ensure that all employees work in the same way, to the same standards. If resignation occurred, training can provide skill and knowledge to another employee to perform similar work and ensuring equivalent standards are achievable.

Accompanying training courses there will be lecture notes on the subject that can be translated into training manuals. Many managers spend hours training new staff to do new jobs, only to find that the staff leaves and they have to repeat the exercise. The modern training manager will help the line managers draft instructions manuals and booklets, which not only help achieved standardisation but also reduce the training workload on the line manager.

2.3.2 Benefits of training and development to the team

There are four main factors, which include recruitment, exchange, Hawthorn’s effect and ideas where the team works in an organisation can be improved through training and development. They would be discussed in the followings.
(a) Recruitment

Whether the labour market is in excess supply or excess demand, training is an important factor. In time of labour shortage, prospective employees have the upper hand. They can demand better conditions, and can choose their employer. Salary levels and career prospect remain important, but a company that cannot offer an effective training and development program may find it will not attract good employees in times of high unemployment, training programs have a new challenge. The need for a job will encourage a greater number of applicants, and some of those, which are less able and experienced than the usual level of the recruit. This put further pressure on the training programs to be effective. An organisation, which has no structured training, or has relied on existing staff to pass on their learning without special training, will be at a serious disadvantage.

(b) Exchange of views and information

One benefit of training courses, which is not often realised, is the ability for employees in different part of the organisation to exchange views and information. Many organisations today operate on cost-centre or profit centre basis, and this can produce parochial attitudes. The Forest Department is not an exceptional.

It is not unknown for employees of an organisation to work for many years without knowing that they are fellow employees. Then, the exchange of views and information helps promote a common identity in the organisation and social ties, and can generate new solutions to problems.

(c) The Hawthorne effect

The Hawthorne effect occurs when the employees feel they have been selected for special attention. A training and development program is one way of realising the 'Hawthorne' effect first noted by Elton Mayo (Sibthurpe, 1994). Mayo found that employees who took part in the experiment worked to a higher productivity levels, despite the challenges thrown to them within the experimental project. The changes involved working hours, rest pauses and even diet. Favourable changes should have increased productivity; unfavourable changes should have the reverse effect. Instead, output increased steadily despite the changes. This result arising, it seems, from special attention given to the selected employees-must not be taken out of context. Herzberg (1945) has shown that cosmetic improvements do not always motivate. In the experiments, the cosmetic changes fell within a selective program. It is this that makes interesting comparison with training and development.

When employees are selected for the training program, they may express reluctance. This is a common external result. However, the internal result - the psychological effect on the employees - is usually the reverse; employees are pleased to be given the attention.
Business thrives on ideas. Modern businesses, living in times of constant change, need to generate ideas as much as they need to generate the product and services they exist to provide. A business cannot longer wait for its competitors to take a lead in a new product and follow in their wake. Ideas had to be generated internally. Consultants can help to generate new ideas but it will be costly. Alternatively, the training and development of staff is another strategic way of generating ideas.

2.3.3 Benefits of training to the individual

There are four main benefits, which include motivation, stimulation, presentation skills and knowledge where it is worth singling out direct effects on the individual of a training and development program (Sibthorpe, 1994).

(a) Motivation

Training can motivate employees through emotional belief that attention or privilege has been accorded in recognition to their service by giving him the opportunity which not many would have the chance to be selected for the training. Upon completion of the training normally the employees are enthusiastic in implementing what they had learnt to the workplace as they are becoming confident in performing the tasks with the new skills and knowledge acquired during the training.

(b) Stimulation

One of the problem of a modern business is that it could not afford to employ more people than necessary. This result in employees being over employed and they have very little time to reflect about their work. One thing training and development programs offer is the opportunity to be away from the daily pressure of work, and to take a wider perspective. This can help individuals to realise their role in an organisation. It can lead to a change in the individual's perception of the business.

(c) Presentation skills

Training and development program provides good exposure to presentation skills. Through role-plays, video conferencing, recordings and syndicate work, employees can be exposed to the experience of making presentation in a friendly atmosphere.

(d) Knowledge

The final benefit to individual from training and development is the increase in knowledge. Experience is a great teacher, but people will only learn from experience the lessons, which happen to emerge from daily life. This is reactive
2.4 Link of Training to Corporate Objectives

The training programs must match the corporate objectives in order to be useful and provide the necessary skills, knowledge and attitude to perform the given task for achieving the desired results. The better plan is to begin a training earlier which will fit the present employees to do the different work for the company in five or six years' time. Training has to be proactive, and is being related not to the present-day needs of the company, but the planned future of the business (Sibthorpe, 1994).

2.5 Identifying Training Need

There are few ways in identifying training needs. The most common approaches are through the analysis of organisation, task and person (Mcgehee and Thayer, 1961). These analyses provide answers to the following three questions: where is the training needed in the organisation? What must a trainee learn in order to perform the job effectively? Who need training and of what kind? (Wexley and Latham, 1990).

Issues related to these three approaches are; firstly, this analysis requires time and human resources to be conducted properly. It is not something that few individuals in an organisation can complete overnight. Secondly, it is a process that needs repeating when the organisation's products, services or technology changes. Thirdly, the three analyses are usually performed simultaneously since they are interrelated so highly with one another.

2.5.1 Organisational analysis

Organisational analysis looks at the organisation as whole. This involves examining its interface with the external environment in which it operates the attainment of its stated objectives, human resources, and its climate. The primary purpose of the organisational analysis is to determine where in the organisation training activities should be conducted (i.e., Are they needed?) and could be conducted (i.e., Will they be successful?). It is unusual for all the units within an organisation to have the same training and development.

The environment in which the organisation operates can be a critical factor in determining whether training and development should be conducted. For one thing, if the training function is to survive, it must be supported financially by the organisation.

The objective of training must first be stated in broad and then stated more specifically for the organisation's various divisions, departments, and sections. In this way a training and development program can equip people with knowledge before it is needed. This is proactive learning. The advantage is that employees will be better able to handle new problems because they have knowledge they need to assess the situation.