

Introduction to the Handbook

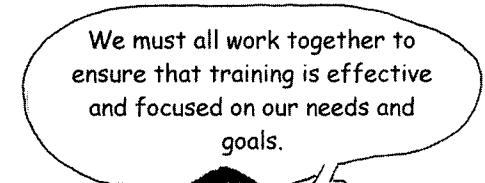
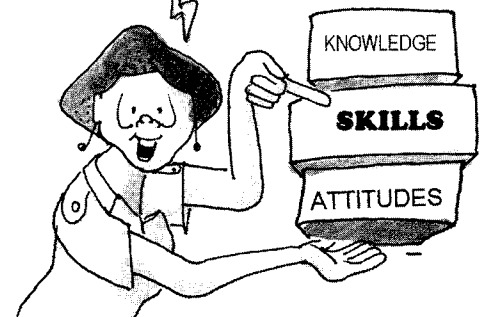
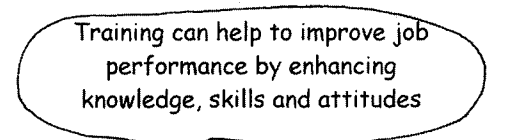
The main purpose of 'What's Your Role?' is to help training officers develop training programmes that enable staff of protected area authorities achieve optimum performance on the job. It is also intended to show how the role of training within an organisation is a primary means to achieving greater organisational impact in protected area management.

'What's Your Role?' is based on three major premises:

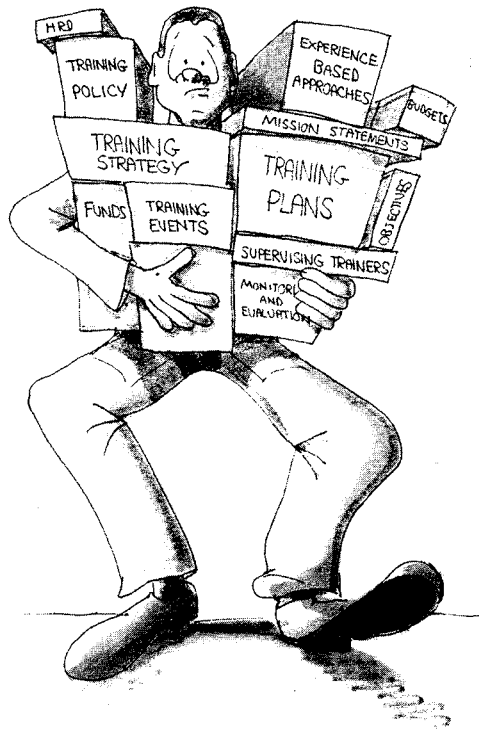
- 1 Protected area authorities will greatly increase their impact in protected area management if they have a workforce that performs to the best of its abilities.
- 2 Training plays a crucial role in improving job performance by developing knowledge, skills and attitudes.
- 3 Effective training in an organisation requires the integration of efforts among managers, training officers and training participants.

The Training Officer's activities respond to the organisation's need for a workforce with up-to-date skills and fit within the broader context of human resource development. Human resource development is the integrated use of training and skills development, career development, and organisation development to improve individual and organisational effectiveness. The scope of 'What's Your Role?' is limited to training because it is the most common strategy used to improve job performance; at the same time, it is perhaps the least understood.

In many protected area authorities, there are a number of low cost opportunities to improve the function of training. These include establishing a training policy, encouraging more participatory planning, applying Experience-based training methodologies, and using monitoring and evaluation for decision making. This book will explore these and other related issues and approaches by focusing on the role of the Training Officer. He or she is the person who must take the initiative to introduce innovative ideas and facilitate change at all levels of the organisation. For the purposes of 'What's Your Role?', we have developed a job description that emphasises the responsibilities of the Training Officer most important to achieving improved performance of the workforce. Each duty listed in this job description is correlated to a chapter of the book.



This book is for you. It should help you to address the many tasks which make up your job description.



Training officers have a lot on their hands. They are the primary agents of human resource development within their organisations. The Training Officer's many responsibilities can be addressed efficiently through good planning and use of effective training methods.

TRAINING OFFICER'S JOB DESCRIPTION

The Training Officer should have experience in designing and implementing participatory, Experience-based training grounded in the Principles of Adult Learning. His or her approach to training should reflect an understanding of how to respond to identified training needs through a variety of planned learning activities. The Training Officer is expected to oversee the planning and implementation of organisation-wide training and to document the impact of training through monitoring and evaluation activities.

Training officer duties include the following:

- Facilitate development of the organisation's training strategy
- Formulate and update the organisation's training plan, including identifying and prioritizing training needs
- Design effective components of the training plan to encourage practical approaches based on experience
- Solicit funding for training from donor agencies
- Organise training events, including identifying and contracting trainers, selecting training participants, and identifying goals and objectives for specific training events
- Assist trainers in designing training activities that lead to targeted behaviour change in participants
- Ensure that internal and external trainers use a variety of participatory, Experience-based training techniques for improving knowledge, skills and attitudes
- Oversee monitoring and evaluation of training activities to provide information for decision making
- Develop annual work plans and budgets for the training unit based on the unit's strategic objectives

Depending on the size and structure of your organisation you may be the only Training Officer or you may be a member of the training unit. In either case, this book is for you.

Using the PARCS Handbook

This guide is designed to assist training officers in strengthening the role of training within their organisations and supporting Human Resource Development (HRD). The guide is divided into four sections based on the Training Officer's role and responsibilities:

Training Officer's Responsibilities

Have knowledge and skills in participatory, behaviour based training.

Oversee the organisation and implementation of institution-wide training. Develop and maintain a training plan which includes prioritized training needs

Design effective components of the training plan.

Obtain financial support for training.

Organise effective training events. Identify and contract trainers, select training participants, and establish goals and objectives.

Assist trainers in designing training activities geared towards attainment of behavioural objectives.

Ensure that a variety of effective training techniques for improving knowledge, skills and attitudes are used by trainers.

Oversee monitoring and evaluation of training activities to provide information for decision making.

Facilitate the development of a training strategy for the organisation. Develop annual work plans and budgets for the training unit based on the unit's strategic objectives

| Sections and Chapters | |
|-----------------------|---|
| Section 1 | Training Concepts and Overall Planning |
| Chapter One | Training for Improved Performance |
| Chapter Two | Developing a Training Plan |
| Section 2 | Designing Training Plan Components |
| Chapter Three | Effective Approaches to Training |
| Chapter Four | Fundraising for Training |
| Chapter Five | Getting Organised |
| Section 3 | Implementing Training Activities |
| Chapter Six | Working with Trainers |
| Chapter Seven | Conducting Training |
| Section 4 | Looking Back to Move Forward |
| Chapter Eight | Looking Back |
| Chapter Nine | Moving Forward |

The task of improving the performance of your organisation can not be addressed by the Training Officer alone. Encourage your colleagues to read this handbook and stress which chapters may be relevant to their work.



'What's Your Role?' is not designed to provide step-by-step instructions for training officers. It is, however, intended to provide ideas and guidance on how to make your approach to training more effective. Keep the book handy to consult on a day-by-day basis.

I'm going to keep you with me every day! You have a lot of good ideas!



OBJECTIVES

The Behavioural Objectives for each chapter are indicated by this symbol.

Who Should Use This Book?

In addition to the Training Officer, a number of other stakeholders within your organisation should benefit from using 'What's Your Role?'.

Trainers: Chapters 6 and 7 provide concepts and strategies to make learning a participatory process which incorporates participants' experiences as a foundation for learning. These chapters include step-by-step techniques the trainer can use during a training event.



Pages which may be especially useful for trainers are marked with the symbol of a clipboard. Consider copying these pages and sharing them with your in-house or consultant trainers.

Managers: To support organisational change through improved training, senior level managers need to be aware of all aspects of the training process and the role of the Training Officer. Chapter 1 will be particularly useful in understanding the purpose of training and establishing the organisation's training policy. Chapter 2 will familiarise senior managers with the process of identifying training needs to develop a training plan for the organisation. Perhaps the most useful will be Chapter 9, which discusses the training unit's advancement within the context of the entire organisation. It encourages the Training Officer to identify and discuss issues with senior managers in order to support the organisation's objectives for a highly skilled workforce.

Supervisors: The supervisor plays an important role during the time prior to, and after, a training event through collaboration with the Training Officer in participant selection and preparation, and in providing follow-up support and evaluation input. Chapter 2 will help the supervisor understand how training needs are identified based on an employee's performance in relation to his or her job description. Chapter 3 discusses how training can be transferred to the workplace. The supervisor should have input in the participant selection process, which is described in Chapter 5.

A recurrent theme throughout these chapters is participation. The Training Officer has important responsibilities which can only be realised by seeking out others for their support and participation as stakeholders in the training process. In addition to the major organisational stakeholders listed above, other stakeholders in training include collaborating agencies, donor agency representatives and training participants, all of whom will benefit from reading those chapters that interest them. Their participation in the training process can make an important difference in the quality and long-term impact of training.

Each chapter begins with a list of key objectives for the Training Officer (or whoever the reader may be). They are presented in behavioural terms (as described in Chapter 6); however, simply reading a chapter will not enable training officers to achieve such objectives. 'What's Your Role?' is intended to act as a tool that will encourage the Training Officer (and others) to achieve better results through practice. It is only through practice and adaptation of what is presented here that the Training Officer will be successful in working with others to achieve change.

Reflection questions are presented at the end of each chapter to give the reader some things to think about in the context of what is happening in his or her own organisation. These questions should encourage the Training Officer to begin acting on what has been discussed in each chapter. Reflection questions are displayed under the symbol shown on the right.

Reflection questions help readers put the chapters into perspective. They are indicated with this symbol.



This book is not designed to be a step-by-step instruction manual on training. It is designed specifically to guide training officers in the course of their duties. You are encouraged to use the handbook on a regular basis to get inspiration and ideas which will help you improve your effectiveness.

Other Important Symbols

Steps for procedures are indicated with number symbols like this ③. Questions you may ask during the course of your work are indicated by this symbol-❓.

A glossary is provided at the end of the handbook for you to look up terms that may be unfamiliar.

Useful examples and case studies are marked with this symbol-📖.

A variety of characters and graphics have been developed to make this handbook memorable and easy to use. The main characters which appear repeatedly in the book are:



Joseph, a warden with training experience who has had training officer duties for a few years. He supervises a small training unit and is interested in increasing his role in human resource development.

Marie, a newly appointed training officer who is trying to become familiar with her role and the role of her training unit.

Edward, a consultant trainer who has extensive experience working with protected area authorities.



The book contains a wide variety of trainees, including Victor and Annette, who are very interested in how training can help them.



Martin, the senior officer of the protected area authority. He knows that it is important to have educated staff but he is not certain how in-house training can help his organisation.



Robert, the donor representative who has supported training projects for several years.