Efficient Training Management

L'ATELIER
technique des espaces naturels

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A PRACTICAL GUIDE FOR THE RATIONAL MANAGEMENT OF PROFESSIONAL TRAINING IN THE EUROPEAN PROTECTED AREAS

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Preface

" Training management requires calling upon professional judgment based on experience and subjective values: it's more an art than a science ".
Conclusion of the LOSEHLL seminar (November 19 1999)

To the reader

This brochure is meant to be a practical guide, and is the result of reflections made in partnership within the context of the Leonardo programme. The principles laid out here stem from these reflections: the reader looking for theoretical references should turn to general literature, which treats the subject of training management.

Every person having a position of responsibility in the organization of the management of protected areas: executive, director, project manager, or project team member, will find practical elements for the management of training whatever their level of involvement may be. The useful elements will not be exactly same for each and everyone: the simple and concrete nature of the information should facilitate their use in the field.

Acknowledgments

The work presented in this document is the fruit of a large group who were involved in the different phases of the project. Our thanks go to all of them and in particular:

- Our partners in the Leonardo programme.
  At Losehill Hall: Nikki Wright, Peter Townsend
  At the Fernando Gonzalez Bernaldes Foundation: Marta Mugica, Javier Gomez Limon Garcia
  At the Technical Workgroup of Natural Areas (ATEN): Veronique Petit-Uzac, Emmanuel Thevenin, Jean Marie Petit, Isabelle Salvi et Michel Dubreuil

- The participants involved in the general summarizing phase, that is, the November 1999 seminar at Losehill Hall.

To the additional partners of the Leonardo programme ;
- Ramon Espinach, Barcelona service of Natural Parks.
- Declan Keiley, Broads Authority. (Broads National Park)
- Gordon Miller. International Federation of Rangers.
- Marie Laure, Corsican Environmental Agency. (AGENC)
- Nathalie Santacatterina, Livradois Forez Regional Park.
- David Marais, The Confederacy of Catalan Reserves.

The experts who participated in the Leonardo programme
- David Mount (consultant)
- Vincent Nicolle (Interactes)

The experts who assisted in the writing of this document
- Michelle Sabatier (ATEN)
- Claude Touati (Scribe Communication)
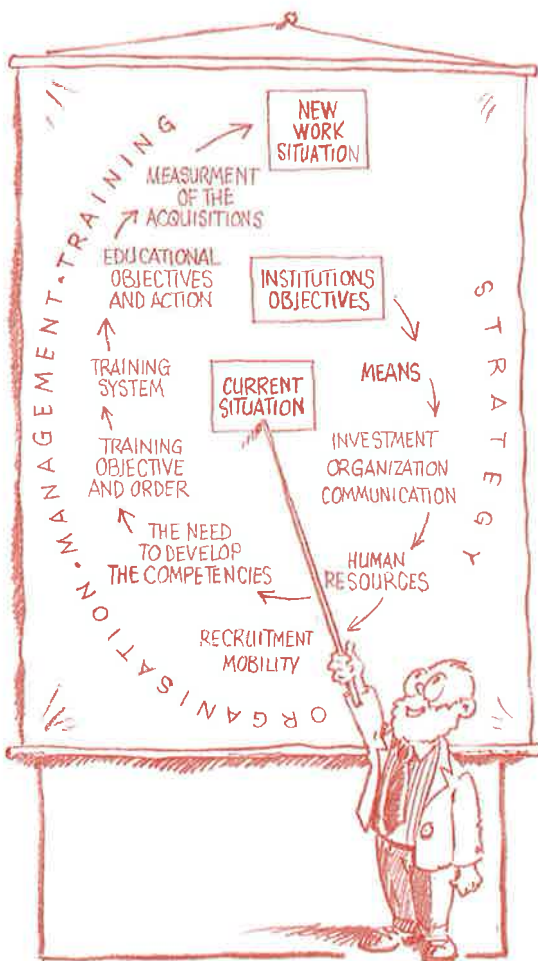
Introduction

Context and challenges

Financed by the European Community, the aim of the Leonardo de Vinci programmes is to support the measures taken to sustain and develop professional further education.

A demand for innovation

Our action lies within the scope of pilot projects: experimentation and innovation are required.

For the participants of the programme, the innovation didn't consist in reinventing what has already been shown in the training field, but rather in integrating the specificity of the domain of protected areas into the field of professional further education.

This project's ambition is to contribute to the improvement of the efficiency of the management of protected areas through professional training. Its center of interest is defined as being the interface between work done in the field by the personnel working in protected areas and the work of trainers.

The essential point of the Leonardo programme consisted in inserting training into the existing professional process of those working in the protected zones of three European countries. Above and beyond the diversity of structures, of the statutes of types of organizations of English, Spanish or French, natural protected areas, and the approaches by those responsible for training, this work tried to identify and clearly put forth the "irrefutable " common basis in the management of training.

The people, and the organizations involved came together during four seminars (Paris, October 97, Madrid, April 98, Montpellier, June 98, Losehill Hall, November 99) representing four steps of a work done at a distance by the direct partners in the project.

A targeted effort on the management of a territory.

Confronted by the significant responsibility and the modest means of protected areas, making the best possible use of resources (technical, financial, and human) is a constant concern for those in charge. Even if training is often considered to be necessary to improve the efficiency of the available means, it remains secondary to the everyday problems teams have to face. The ambition of this document to enable those in charge of protected areas to discover the indispensable foundations of a rational use of the professional training they are responsible for, and to begin to put it into practice.

Throughout our work, we have concentrated our attention on the functions which are the most directly involved in the action in the field. In general, the creation of a natural protected area responds to a double objective: the preservation of the natural environment and the opening of this natural heritage to the public.

DECISION MAKER
KNOW
PLAN
WORK
TALK TO EACH OTHER
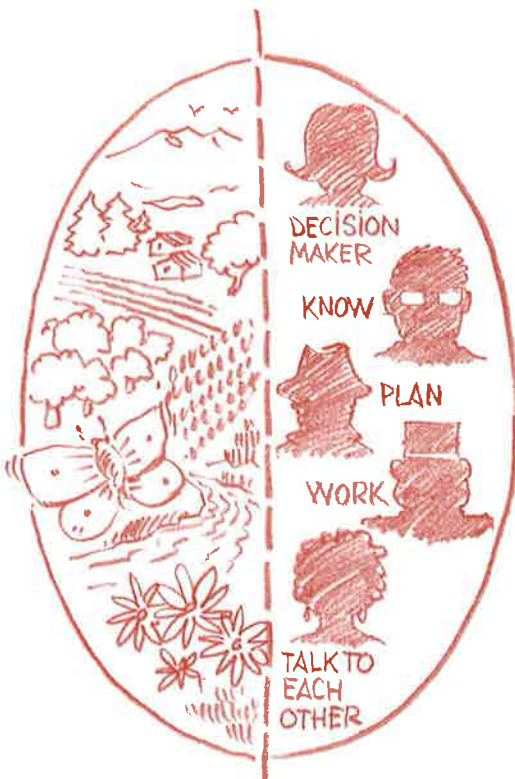
What is at stake in the further education of the members of the teams in the protected areas is to help them attain the management objectives of the territories which are joined to the management of natural heritage on the one hand, and to communication and education on the other.

An inquiry into training practices

The role given to training in the protected areas in the three European countries participating in the project was approximated by an inquiry (5 face to face or telephone interviews in each of the partner countries thus a total of 15 protected areas interviewed in all) This inquiry sought to:
- identify the diversity of current training practices,
- analyze this diversity,
- establish realistic proposals in light of the specificity of protected areas.

This inquiry allowed the partners of the project to become aware of the state of current training practices. It also permitted the desires and needs for the evolution of training practices in natural protected areas to surface. The converging results which appeared after the inquiry reminded us that the conclusions were representative of the reigning " climate " of and about the topic of training in the ensemble of the protected areas.

Another obstacle to development

The limited financial resources of natural protected areas represent a well known obstacle. This limit causes them to allocate everything (financial budgets, or time schedules) to the direct or indirect management of the area they are responsible for and putting training in a secondary position.

It is true that training consumes work time and financial budgets. It seems even more " greedy " when one doesn't know what kind of real results one has " purchased " in the time and money spent.

However, training should be an objective for the manager of protected areas in that it represents a veritable tool for management and for the evolution of attitudes.

The conditions for efficiency

- Training management (like the management of any project or production) sets processes into motion. These processes function in an efficient manner, by producing concrete results which conform to the objectives set out so that each participant knows and approves of:
- his function in the process
- his interlocutors (and their function)
- the steps and the documents which give shape to the process. In this way, everyone can commit themselves to well identified activities.

The assessment of the seminar

The exchange of ideas allowed for:
- the clarification of the language amongst the participants, while waiting for a veritable common language
- the clarification of the analysis of the problems and situations
- the enrichment and the renewal of practices

Just like any other emerging professional sector, the exchange of ideas is an essential medium of evolution and structuring, be it at the national or international level.

YOUR OPINION WATSON ?

An enlightening syllogism

If the absence of a training manager proves to be a significant obstacle in the organization of the structure in charge of the protected area, it is imperative that the decision be made to name one.

Whereas it is possible that the decision-makers in the protected areas do not know what such a decision entails.

In consequence, the lack of experience in the domain of training management hinders making the decision. Indeed, what will the consequences of naming a training manager be? In this case, who should be named? What responsibilities will be shouldered by the person named? What will the workload represent ?

This brief simulation (but no less probable) in the form of a syllogism, casts light on the pitfalls which prevent making the decision which would change situations.
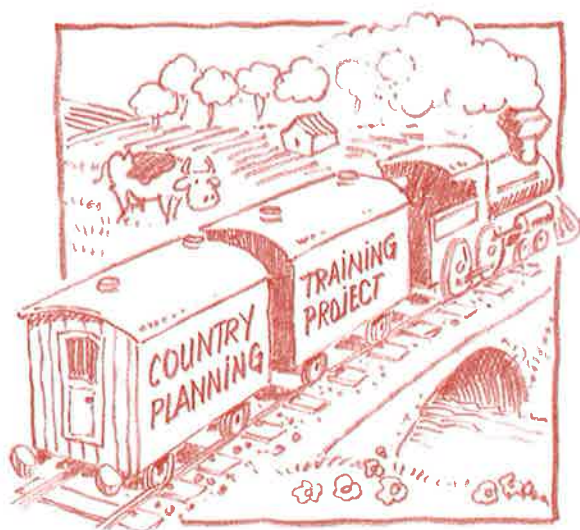
- During the analysis of situations, the Leonardo partners agreed on four principle points:
- The principles of the organization of training in the natural protected areas are indivisible from the principles of the protection of nature, and the reception of the public in the protected areas, whatever their organization or approach to management may be.
- Training is intimately linked to the global strategy of the protected areas (management plan, improvement programme, plan of action). This link can be represented in a general process (diagram page 10) with its irrefutable steps and the links which unite it to the global strategy and to training. Training doesn't enter into the choices because they are previously fixed.
- The improvement of the management of training within an existing structure can be done progressively. The tested recommendations to efficiently conduct the process of the management of training in a protected area respond to problems, desires and needs for evolution in the identified practices of the managers during the Leonardo programme.
- The pursuit of a training system doesn't presume the choices made in the domain of management strategy.

   These four points make up the basis of a minimum practice of training management in protected areas so that the results of completed trainings concretely contribute to the preservation of natural heritage, and to its rational opening to the public.

How to use this practical guide
This guide was conceived to advocate methods which rationalize the practices of training management.
It is composed of two parts and aims to be a reference tool, a veritable resource-book for decision makers in charge of training management within a protected area.
The **first part** of this document develops the findings of the Leonardo programme in a theoretical way.
The **second part** brings clear indications on how to actually improve training in protected areas in accordance with their financial means and specificity.
No one way of reading is recommended over another . The manual presents the concepts first and the practical application after. It is however, perfectly possible to approach this document by beginning with the analysis of your own particular practice, to choose the indications provided for its improvement and then look-if you think it is helpful, at the theoretical justification for your choices. In any case, we wish you very fruitful reading !

**New work
situation**

Trained
participants
Measurment of
the acquisitions
(evaluation of
efficiency)

**Institution's
objectives**

Current work situation
- observation
- job description
- practical conditions

Means

Educational
objectives
and actions

- Material
  investment
- Organization
- Communication

**TRAINING
WITHIN
A PROJECT**

From
Jouvenel et Masingue

Trainees

Human resources

Training
system

Recruitment
mobility

The need
to develop
the competencies

Training
objectives
and order

TRAINING - MANAGEMENT

STRATEGY

ORGANISATION

Rationalizing training management goes hand in hand with setting up a sound organization. The overall vocation of natural protected areas is to contribute to the preservation of natural heritage. However, the mission of the organizations managing protected areas often points out different approaches and structuring methods. (see appendix 3).

A. Part one : the findings of the Leonardo

A.1. The context of references for training in protected areas

First of all, it is imperative to try to define the contextual references specific to protected areas. This preliminary definition is in fact indispensable for the efficient management of professional training.

A.1.1. A territory

First off, there is the notion of territory which also includes the organization which is responsible for the management of this territory. This organization develops a policy, which takes shape through a strategy stemming from a management plan or programme with defined objectives. It then refers to this strategy as scrupulously as possible.

Keeping its fundamental mission and its particular objectives firmly in mind, the organization establishes a programme or a plan which lasts several years in order to guide its activities towards pertinent results. By vocation, protected areas fix objectives which will, strictly speaking, constitute their contribution to the preservation of natural heritage, and which rely on goals of a more didactic nature to enhance this heritage through communication and education.

If the objectives are not precisely defined, the strategy is vague. It risks being interpreted according to different points of view or circumstances which in turn generates conflicts and the dispersal of resources. The evaluation of the pertinence of management objectives and the measure of actions undertaken remains a major preoccupation of protected areas.

A.1.2. Specific objectives

An important particularity of protected areas is the need to define a strategy according to objectives expressed in terms of the state of natural and cultural heritage in a given territory, and not in terms of the quantity of production like a normal business organization. Despite this distinction, these organizations define, just like any other economic sector, a activity plan and a programme of actions to guide their activities towards relevant results in view of their mission. Despite their different names, these strategic frameworks and plans of action all generally contain a diagnostic assessment, estimates of results, the resources to attain these results and an

evaluation of the resources used. It is by analyzing the strategic context that one can identify the material and human resources (available or necessary).

Even if the means are very limited, we can still, as with any business, categorize them. These include, political and institutional, financial, technical, human and available work time. Among these diverse means; human resources and the structures which help them to complete their missions have an important role. The management of natural environments implies overseeing skills so that the available human resources called upon be as efficient as possible.

The management plan of action sometimes includes the basis or the principles of a programme of training which allows for the evolution of skills and competency within a protected area. The diagram p.13 (" Parallels in the structures of plans: management plan, training plan ") illustrates the daily work situation subject to the structure of the managing organization, and its management plan, and the training plan, subject to the management policy of human resources.

If the long term objectives are common to numerous protected areas (see appendix 3), the objectives of the management plan, the description of the operations and even the work situations are specific. The training part is defined as going along with the management project.

In order to make the unified objectives of the management of a territory and of training clearer we offer the following diagram.

Interlocking objectives
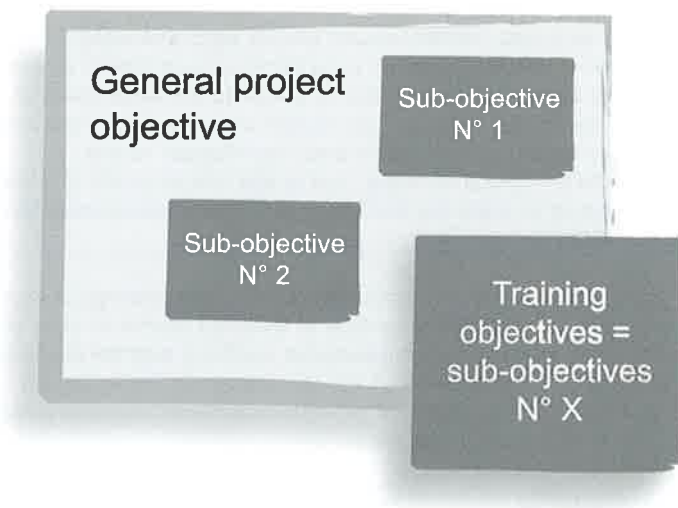
Just as an objective of the management of a territory is expressed in terms of the state of this territory, an objective of training can be expressed in terms of the state of the competency or skills portfolio held by the organization. Assigning the person with the " right" skill to the right job (in function to other available means and management objectives) represents a permanent challenge for the person in charge of a protected area.

Parallels in the structures of plans:
territorial management plan and training plan

Management plan
The objectives : evolution of the state of natural and cultural heritage in a given territory

Training plan
The objectives : evolution of the state of the competency or skills portfolio held by the organisation

Long term objectives
Different states of the territory

Professional objectives
Skills reinforcement

+ or -
influences
(budget, technical resources, competencies …

+ or -
influences
(budgets, trainers ….)

Management objectives
Specifying long term objectives

Training objectives
Specifying competencies

Management operation
Expected results
(operational objectives)
+ technical way to achieve them (grazing, burning, footpath management …)

Training description
Expected results
(pedagogic objectives)
+ teaching methods
(program, activities, educational resources,)

Work situation
Technical resources including training project

Evaluation
Annual reports
Periodic review
of the results and of the management methods

Evaluation
Verification of acquisitions
(exams, practical application etc.)
Periodic review of the performances (professional activities) and the results

There are three possible ways to obtain the necessary competency. Two of them, come from within the organization : recruitment or training, the third is the extenalization of competency by orders.

A.1.3. Training resources

A Mainspring

The function of the person responsible for training is a key function for the constitution of a training system. Present throughout the entire process, he oversees the coherence and makes sure the proper steps are respected, from the preparation, follow-up, and the evaluation of a training system.

In the protected areas, a person responsible for training can probably not devote himself full-time to the organization and the management of training. However, he should have enough time to realize (or delegate in certain cases) the activities of the process:

- meetings,
- preparation and realization of needs inquiries (by interviews or other methods),
- installation and follow up procedures (registrations, financial reports),
- preparation and follow-up of planned training courses (from the request to a post-training interview).

A person responsible for training should have at his disposal a minimum of resources : time, an identified budget, and the resources necessary for action recognized by everyone.

The person responsible for training should be familiar with this years priorities, those of the year n+1, and those of mid-term priority.   He anticipates change, and is responsible for it. He should be fully aware of the available resources of the organization in terms of annual training, and therefore has the possibility of putting together realistic projects. Furthermore, he knows how to estimate his "room to maneuver "; in case he has to negotiate for supplementary resources. He should also be aware of the laws concerning professional further education as applied to his organization.

He is responsible for the smooth running of the process of training, whereby he gets the other possible name for his role: the training manager

The precise description below, of the function of the person responsible for training is made up of elements retained as references following an examination of practices in England, Spain, and France

A.2. The Parts of the training process
- The systematic analysis of needs,
- the preparation of a training system,
- the implementation of each training operation
- the evaluation
constitute in this order the four phases of the process of training.

Leonardo Programme Recommendation
As with every professional activity, training must be of service to the project of the organization
Training within the natural protected areas thus implies considering the following together:
- the institutional and legal context of the managing organization
- the existing planning elements (planning documents and other work projects)
- organizational documents (organization charts, job sheets, job descriptions) without omitting unwritten practices

The ensemble of these documents(even if they are at various stages of completion) will reflect the specificity of the conditions for the implementation of training: the nature of the objectives, their internal use, the variety of chosen options local conditions. They must equally serve then, as a framework of reference for training.

Leonardo Programme Recommendation
The coordination of training must be defined and recognized.
The management of different tools and available resources to develop the competency of the personnel must be entrusted to a coordinator or "the person responsible for trainings. The person responsible for training will make sure that coherence is maintained between the objective of the structure and the training action. He will guarantee the rational use of the available training resources.
A first concrete effect could be proposed as an indicator: the official existence of a denomination for this function in the organization and a job description corresponding to this activity A person responsible for training should be " qualified "in the domain of management planning. It is a key competence for analyzing the training needs in a protected area. He could then become " qualified " in the domain of training management, through training, progressive experience, or through exchanges.

Leonardo Programme Recommendation
It might be enough for the direction of the protected area to assign the specific activities of the " person responsible for training " to an executive of the organization responsible for the management of the protected territory. At any rate, whenever multiple functions are assigned to a single person, (project head, supervisor, person responsible for training), it is necessary to make sure to detail and distinguish these different domains of responsibility as much with regard to the person himself, as to the other members of the team.

Leonardo Programme Recommendation :
Financial resources and a specific time for training should be identified.
The management of natural protected areas is time consuming, and resources are limited. Each protected area should have a budget defined and allotted to the professional further education of their personnel, even if this budget is not very significant. The most important thing is that it be precisely identified .In the same way, it is essential to identify, a training time for each of the members of the personnel in order to reserve time for it in their individual work schedules.

The specificity of the activities of the person responsible for training in protected areas (November 1998, Leonardo Seminar at Losehill)

The synthesis of the elements brought forth by the Leonardo partners is the sum total of the reference indications which in our view allow one to obtain the optimum in training management.

We refer to the system of protected areas according to the U.I.C.N., that is (land, marine, or coastal) territories
whose management is provided by legal means or other effective means,
whose mission is the preservation and the maintenance of bio-diversity, natural and cultural resources,
in the organization which named him, the person responsible for training must take into consideration the organization, the objectives, and the preferential means of action, to put it otherwise, the operational and cultural framework belonging to the protected area where he works.

Denomination: person responsible for training = training manager
It is a part time function, with relations with practically every other person occupying functions in the organization, (see the detail in appendix A.3)

He combines this function with that of executive or project director, as is therefore competent in the domain of planning management of the territory and is familiar with the general strategy of the organization as well as the context of available resources.
The object of this function is to lead the process of the management of training in the organization. For that, he relies on the different people who participate in the process. He progressively becomes a resource person for his interlocutors in the domain of the management of training.

He helps the teams, the personnel, and the executives to:

- analyze the training needs (with a variety of tools): questionnaires, interviews, etc..),
- make previsions for individual trainings,
- to have a overall view of training in the organization by supplying them with summaries and reports,
- suggest criteria to the decision makers (for example arbitration criteria for training absences).

If a training plan exterior to the organization exists, he analyzes it and prepares the discussions for its local implementation.

He has a domain of responsibility and decision making defined in advance in order to avoid encroaching on decisions which should be made by the directors of the organization: he is therefore, led to prepare decisions.

He manages the training budget: he is familiar with the nature of all the expenses related to training, he is aware of the costs, and produce reports which include these financial elements. He could be a policy maker for specific expenditures: for example giving preference to inside trainers in order to reduce, costs and, keep up internal improvement. or perhaps,to encourage exchanges with neighboring protected areas.

This process involves different participants: all of the personnel of the organization (including volunteers) have a role to play. Training is really another dimension to project preparation, and to the preparation of the development of professional activities. At any rate, the involvement of the organization's employees in the elaboration and implementation of a training proj ect must be organized.

A.2.1. Four involved participants

The Leonardo programme ratified the principle distinction of four types of participants in the training process. The distribution of responsibilities and tasks to the different persons concerned should be as well defined as possible.

A.2.1.1. The training adviser

At its origin: the person who suggests, prescribes, even orders, the purchase of a product, or treatment. The term is used by analogy for training in that the training adviser is responsible for treating the " gap " between the expected performances and actual performances. Director of a natural area, institutional director, the training adviser implements the orientations of policy, organization, and of the fundamental techniques of the protected area. In order to do this, he manages the ensemble of available human, technical, and financial resources of the protected area. He is responsible for the necessary choices made in the allocation of these resources to the specific missions of the protected area for which he is responsible.

The training adviser is in charge of training: he expects results and delegates their realization to the training manager. At their level, the team director, or the superior of an individual trainee can fulfill the role of training adviser. On a daily basis, they are the most likely to be able to discern the lack of competency necessary to accomplish a project or management operation.

In England and in Spain, Super training advisers exist for the benefit of trainees: these are professional organizations which have certain demands in terms of qualifications or competence, and which offer training to their members in order to keep up a high professional level. Take for example, the Ranger Association in England, and the personnel department of the Spanish National Parks.

A.2.1.2. Training manager

The person responsible for training, (or the training manager) organizes the resources (technical, financial, and human) allocated to training towards a precise goal determined by the training advisers. The management of training takes shape through planning activities, and a follow-up of the implementation, the request for training, the follow-up of the results of the training course, and a verification process in order to bring about the necessary regulations if the need arises.

The function of the training manager is fundamental for the constitution of a management strategy for training . Ever present, he insures the coherence, the smooth running, and the evaluation of the process of training.

A.2.1.3. The trainee

Participant in a training action he comes either "to receive training ", " to learn new skills or work methods ", or " to attain a training

objective ". His personal motives could be 100% in keeping with the objectives of the training, or they could more or less (he could be there because he has to be!). Ideally, he counts on the training to improve his professional activity through the acquisition of new skills, in accordance with the development objectives desired by him or by his employer, or negotiated with his employer.

The role of the Training participants and their relationships
diagram adapted from G. JOUVENEL and B. MASINGUE
" The assessments of a training action in the public sector " - 1994, **Organization** Editions

External **pressures**

Technical and occupational development in the professional sector

Formulate necessary qualifications

Management plan

Training adviser
(decision maker, project head, superior...)

Training beneficiaries
(personnel, project team...)

Negotiate their contribution to the development of the structure and to its results

Translate development objectives into training objectives

Training plan

Negotiate together the resources for training

specifiy their expectation

Course description

Formulate the educational objectives

Training manager

Propose educational resources

Specifications on training operations

Formulate training objectives

Training (catalogue)

The legal **framework** for professional further education

Context and specific constraints turnover rate, deontology,...

The more the trainee actively participates in the definition of his needs for training, and in the definition of the context into which the actions aiming to reinforce his competency will be integrated, the more significant his involvement in the search for a maximum benefit will be. He could participate during the preparatory phase of a training action(trainer-trainee relation). However, his role in this phase has to be fulfilled in concert with the other participants of the process.

A.2.1.4. The Trainer

Expert in his field of knowledge, occasionally member of the team, but generally coming from structures independent from that of the trainee, the trainer is responsible for the transfer of competency. An essential participant in the training action, he acts in accordance to instructions defined by the training manager. These instructions concern, at the very least, the educational objective of the training. For the preparation of the training action the trainer is in contact with the training manager and sometimes with the trainee) During the realization of the training action he is exclusively in contact with the trainee.

To visualize the relationships between the different participants in a training action, we rely upon the diagram on page 17: the participants of training, described previously, joined two by two by interactive links: natural areas situate themselves in a logical context of exchange and negotiation. One could envisage a direct link between the training manager and the trainees. This link should not be exclusive in order to maintain his relationship with the training adviser, where he occupies a fundamental function in the definitions of orientations, professional objectives, and work conditions. The advantage of a direct link between trainees and training manger, is the cultivation of training through sharing: common vocabulary, common ideas.

These participants are mobilized during the 4 phases of the training process:

1- **The systematic analysis of needs:** these stem from the technical details of the implementation of the projects. The training adviser and the trainee are the most apt to carry out this analysis due to their familiarity with the projects. The training manager can give them the benefit of hindsight and help them to analyze the situation in terms of competency. We have already seen the multiple references used to carry out this analysis (contexts of the organization, planning documents, projects, desires for development): which explains the use of the term systematic.

2- **The preparation of the training system:** the preparation of the project, like other management projects, (budgets, details for realization), the training manager negotiates with the training advisers: he prepares a response to the needs.

3- **The implementation:** this is the domain of the trainer and the trainees.

4) **The preparation of a system of evaluation:** without an assessment, an appraisal of the training action is not possible. According to the nature of the assessment different participants will be called upon.

A.2.2. The four phases of the process of training management

A.2.2.1. The systematic analysis of training needs

This phase has a double goal. To assure that the training will correspond to the real needs of the personnel, in order to maintain the management of the territory (to put it differently, to assure that the personnel don't waste their time: not the trainees, who are uninterested in the training course, or the trainer who finds himself confronted by uninvolved trainees. Furthermore, the systematic analysis of training needs insures that nobody loses any money (the managing organization of a protected area which paid for a useless training course).

It is necessary to have in mind the management objectives to be attained, as outlined in the operational part of the plan, of the management programme of the territory.

Next, we will examine whether or not the persons will be able to successfully carry out the expected projects. If the technical details of the operation are experimental, the training needs will be difficult to estimate.

In a protected area, the needs for the acquisition of new competency will be compiled as they are :
- perceived by the personnel involved;
- anticipated by the management structure of this personnel

The needs expressed by individuals are personal aspirations, based on career plans or desires for professional development.
- either in the organization: position development, an evolution of the responsibilities in the position.
- either in the professional sector : certain professional organizations (associations, unions etc.- particularly in England) can seek to support the professional development of their members, and or, verify that the professional qualifications of their members be adequate according to professional standards.

The needs identified by the organization function within the scope of a general objective: the priority given to training in a protected area should be to improve the competency of people according to the strategies of the organization responsible for the preservation of the natural area.

These needs are linked to the competency required to implement the management project of the organization (plan, programme, whatever it may be called).

In general, a simple key is used to conduct the analysis in a methodical fashion: to ask ourselves after each step " what shows us that we succeeded? " which allows us to remain on a concrete and pragmatic level.

In our diagram on page 17, the needs of the organization are defined as, " the demands for qualification " which are imposed on the personnel. These demands come from projects they will be responsible for in the future: management objectives, and management operations. The persons involved (upon whom the demands for qualification are imposed) negotiate "their contribution "to the realization, the implementation of these work contexts

For example : we need to improve security measures when we receive visitors at a centre, Should we review the layout of the visit ? should we reduce the number of visitors allowed at one time? should we improve visitor information ? should we adapt the facilities to comply with the new standards ? should the personnel be able to detect and confront dangerous situations? Naturally, depending on each case, it is necessary to respond to the need to "improve security "through organization, construction, or... training of the personnel.

Returning to our example: we have to improve the security conditions when we receive visitors. What demonstrates to us that the security conditions are better?

An example of a summary of decisions (presented in November 1999, Losehill Hall, Leonardo seminar)	
Needs	Possible Solutions
Information technology: improve equipment	Buy a computer
Security : apply security rules	Internal training
Fire management: implement planned operations	Organization
Conduct guided visits : renew the visits for next summer	External training
Improve the paths : create new pathways	Exterior order

How to proceed ? Interview, dialogue and negotiation constitute the preferential methods for analyzing and formalizing training needs in a concerted fashion. This interview can be conducted by the training manager himself, or by the superior of the future trainee, or by the director of the trainee's current or future project.

The results of these interviews or meetings can be summarized on **training needs evaluation sheets**. At first these individual sheets establish the professional context of each person. The training needs are formalized, after an analysis of the context, of his past and anticipated development. The grouping together and crosschecking of several sheets (persons assigned to the same kind of position) can then be done in order to respond globally to the common needs expressed by the different individuals.

Here is an example inspired by an individual training sign-up sheet (Losehill Hall -Peak District National Park - Great-Britain). In Great Britain, this type of document refers to a individual document: " performance review ". In a general way, this frame can be used a interview guide or as a guide to individual reflection.

Leonardo Programme Recommendation
It is important that personal aspirations be expressed and have a negotiated role, even if the needs of the organization for the preservation of nature predominate during arbitrations.

Leonardo Programme Recommendation
Even if they are defined in a cursory fashion, the job description or the professional reference context, represent the basic tools for the evaluation of competency, they facilitate the analysis the training needs. The necessity in considering these tools in a pragmatic manner (in their elaboration and in their utilization) is even more important when the occupations involved are new and in constant evolution.

Interview outline guide

Name, function :

Superior, project head :

Training needs / development :

- The training will enable me to improve my capacity to: (specific description of the activity)
- The training will permit me to attain the following objectives: (specific professional objectives, team objectives,)
- give examples of work situations which will permit you to implement the competency which you count on attaining, and specify the frequency (measurable elements accessible and realistic)
- when this competency must be acquired: (deadline for the start-up of activity, of the project, temporal operational objectives)

Leonardo Programme Recommendation
The analysis of training needs should concentrate on the concrete activities of people.
The response of" training individuals " is not necessarily the only possible contribution to the realization of a project, or the answer to a dysfunction. Thus, the analysis of training needs should be combined with the ensemble of the needs in the domain of organization, communication, and general resources.

In fact, a training need can be considered as the difference between what one can do (individual profile) and what one has to do(required profile, the job description if it exists) with the condition that the profile be expressed in terms of a list of activities(see the professional context reference, the job description). The following diagram clearly illustrates this difference.

Training needs, concerning the gaps between the personal profile and the job profile or the particular mission, (diagram from David MOUNT, May 1999). Each frame of reference is expressed in the form of activity lists.

Training needs
Beyond the corners...

The actual
profile
of the person

The **required** profile
to **carry out** the
operation
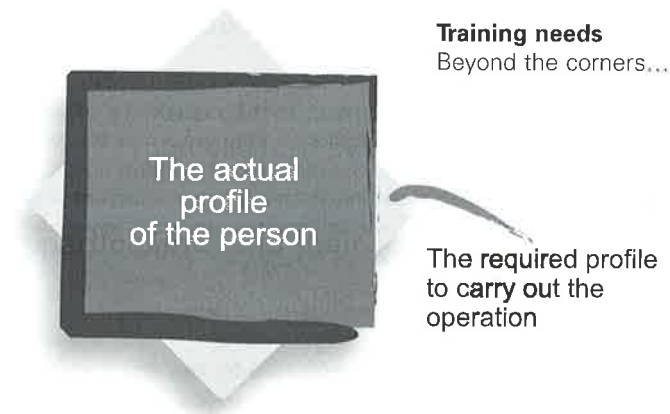
A.2.2.2. The preparation of a Training system
Establish training objectives

The training manager has to find a balance between projected development and training needs, taking into consideration the personal or professional objectives. The training adviser (the decision maker) and the training manager, will treat the requests, and the training needs, with the goals of the organization, its priorities and its available resources in mind: This negotiation will allow for the establishment priorities of actions, and if necessary the arrangement for supplementary resources.

Find the balance

Management
objectives of the
organization

Individual
professional
objectives

Objectives in
personal
development:
career
managment,
personal
fulfillment

It might appear more realistic to determine above all the precise limits of the resources allocated to training. However, within this constrictive context the analysis risks treating only a part of the needs.

A training objective through training.

Starting from the work situation, the previewed activities within the scope of a project and the manner which the members of the team

visualize the success of the project, the training advisers, and the training manager express what the trainees ought to know how to do at the conclusion of the training.

There is then a concerted effort between the training manger, and the direct training adviser(direct supervisor) of the beneficiaries of the training.

The objective of the training defines itself as the answer to a common question among trainers: " at the conclusion of the training course, will the participants be capable of something (specific, observable, and measurable? ". If literature on the setting up of educational curriculums dwells on the notion of objectives, we deliberately take the step to make a parallel between the definition of educational objectives and the definition of management objectives. Just like a good management objective, a good educational objective is SMART :


- **Specific :**   The objective is appropriate for the result sought after, it is expressed in an univocal fashion, and its conditions are specified.
- **Measurable :** Measurement is the observation of a performance that the trainee can execute (even partially) at the conclusion of a training course.
- **Accessible :** The expected level of competency takes into consideration the initial level of competency of the participants.
- **Realistic :** The competency to be acquired is appropriate to the time allowed, available means, and the chosen educational methods.
- **Temporal :** The objective is linked to a deadline, a given time limit within which the goal may be attained (the conclusion of the training).

The definition of the training objectives generally comes out of a negotiation between the training manager and the trainer. The trainer, expert in his field, and expert in creating an educational curriculum verifies that the goals are realistic.

Example :

For the security of the work place, it is necessary to apply a certain procedure, and the members of the team don't know how to efficiently and precisely apply this procedure = a training need. At the conclusion of the training to be ordered, the trainees must know how to apply the procedure from one end to the other, point by point = this is the global objective from which the trainer and the training manger are going to define the education details to be put in place(duration, pre-requirements, educational approach, manner of assessment...). Was the educational objective SMART?

- **S**pecific : if all the points of the security procedure are gathered together in a document, then " apply procedure " is suitable for the sought after result, and if the word " procedure " designates a unique document, the training is univocal. The conditions of application of the procedure remain to be defined so that the objectives be perfectly specified (he applies 100% of the points of the procedure, but is it without error? can the persons consult the manual during the application of the procedure?)
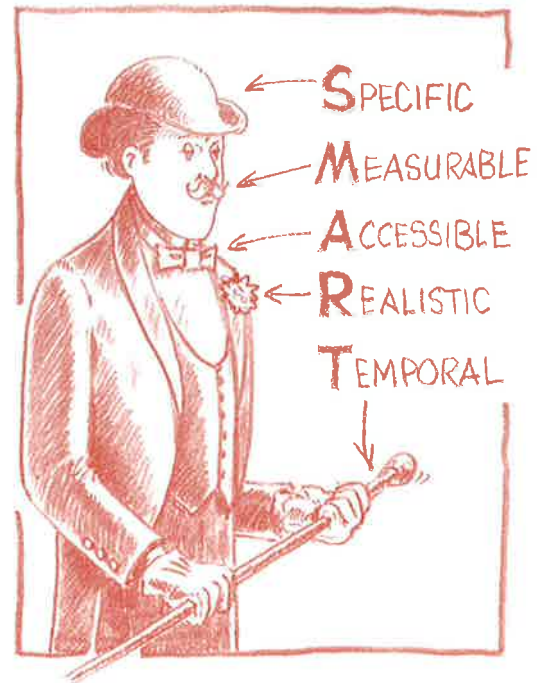
- **M**easurable: if the trainer plans to verify that the participants apply the procedure in the specified conditions, he can thus verify that the objective was attained by all or only a part of the participants.

- **A**ccessible: in the current state of me formulation of the objective, without knowing the participants , one cannot say whether it is accessible. If the beforehand knowledge of the application of the procedure is identified, one can verify if the participants possess it or not.

- **R**ealistic : in the current state of the formulation of the objective, one cannot say if it is realistic. Taking the characteristics of the participants and the evaluation procedure, into consideration, the trainer proposes a duration of time, assignments, and exercises, which will allow the maximum amount of participants to succeed.

- **T**emporal: The objective falls within the temporal context of the training " at the conclusion of the course ". The deadline " at the conclusion of the course ", will have an influence on the realistic nature of the course and the accessibility of the objective.

When it exists, a professional system of reference is of great help in converting needs into training objectives. It contains precise information, validated on activities practiced by job type or by function. It contains formulations which can be taken as they are as training objective. The training courses proposed through catalogue often aim at an " average participant ".whom the trainer presumes will realistically attain the written objectives during the time period and educational course conceived for it.

Leonardo Programme Recommendation
The definition of a training objective requires an investigation into its specificity, measurable character, accessibility to trainees, and degree of reality (particularly in terms of time). This definition can be followed up with verification between the training manager and the trainee who is an expert in the field in question)

Trainer
The choice of trainer is an essential preliminary element. The search for the best cost to pedagogical efficiency ratio often represents a major criterion in the selection of a trainer. The chosen criteria for the appraisal of a trainer are often multiple. Word of mouth, an efficient empirical practice in this professional environment, can have limits: routines can settle in, and one might lack a critical approach. The direct training adviser(direct superior, or project director) might know experts in their field who could be usefully consulted by the training manager to become occasional trainers.

It is necessary to clearly pose the question of " who orders the training? " The one who orders training negotiates the conditions implemented for its' realization, that is the objectives- professional activities- and the resources: pedagogical methods, and content.

Who orders ? The direct superior, in that he knows the content and the professional
situations? The training manager because he knows the process of training well: the
creation of a training programme?
The best response: both of them, working in concert
The worst response : each of them alone.

Constant and transparent procedures for registration
Within the general organization, everyone should be familiar with the procedures for registration, and selection of trainees.

It is not necessarily the training manager who decides who obtains a training leave of absence. The director, or the project director can be in the best position to make this decision. The training manager must be at the very least informed of the leave in order to do the follow-up on training leaves.

A.2.2.3. The implementation of the training operations
Each training operation is implemented by the trainer and the beneficiaries (the trainees)The training manager prepared the action with the trainer, the training adviser is informed but is not responsible for the realization phase.

The training specifications
A formalized order for each training action is necessary, whether the trainer be external or internal. Normally expressed in the form of a set of specifications or requirements, these specifications are the result of previous steps in the process of training. The training order specifies the sought after details of the training course (including certain specificities concerning educational details or the mode of assessment chosen) which permit the trainer to take these specificities into account while preparing his curriculum.

The specificities will contain indications given by the training manager to the trainer concerning:
- **the public** (that is the trainees) and their characteristics : the activities and the objectives given to them, their number,
- **the expected results** (the objectives) at the conclusion of the training course : what should they be able to do at the end of the training?
- **the context :** select the most pertinent elements for the trainer
- **particular indications :** On the spot training, special hours to be taken into consideration or other specificities.

The specifications are negotiated between the training manager (who is familiar with his political and financial framework) and the trainer who suggests the resources(educational, logistical) and who does the "billing". The specifications will also specify the system of the verification of acquisitions (exams, practical application etc.) which the trainer has to oversee.

In the case of an internal trainer, already remunerated, the " bill" will consist of the time spent in preparation and in the realization of the training, rather than the realization of his own activities. Ideally, the order should be transferred with the same care as if it was an external trainer.

The choice of a training through catalogue is equivalent to a training order: the training offer corresponds to the elements regulated by the specifications which engage the trainer The analysis of a training offer, depending on the grid using the specification elements give a fairly precise idea of the value of the offer with regard to expectations.

The realization of the each training
Training course, tutorial, whatever the method be we won't mention pedagogy : this belongs to another domain of competency (the creation of educational curriculum). The trainer is chosen because he is an expert in this domain. However, the training manager may have expressed his desires in this domain:

Leonardo Programme Recommendation
The set of specifications for a training represent a key element for the improvement of the quality of training. These specifications contribute to the improvement of the appropriateness of the training with regard to objectives, and to the defined resources as well. They contribute to reinforcing the relationship " protected area/trainer ", or specifying the evaluation of the training within the scope of the training mechanism. The training manager should construct his training order (or analyze a training offer) with the training specifications as a guide. The training manger should be attentive to the educational methods proposed for the training: each professional environment has its habitual practices, and protected spaces can lead a trainer to innovate new techniques in habitual for him.

he would have negotiated with the trainer, as he is no longer in his own area of expertise.

An evaluation by training
How can the trainer prove that he led the trainees to the expected result? He gives an account to the training manager in accordance with the mode of assessment put forth in the set of specifications, (in particular if a verification of acquisitions is planned). This evaluation, following each training operation will contribute to an annual global report (or to a report spanning several years)

A.2.2.4. The preparation of a system of evaluation

An evaluation of the trainings received allows us to determine if the defined objectives and the choice of their implementation (through training actions, information actions, or exchange of personal experiences) have been attained in an efficient manner. (Leonardo seminar, Montpellier February 99). Thus, the evaluation serves to inform us if:

- the **needs** are satisfied (are the expected effects on professional performances visible?)
- the **objectives** designated by the organization have been attained (are the expected effects on the collective results visible?)

To put it otherwise the evaluation permits the decision maker to decide whether to continue the training effort , or to change its orientation to render it more efficient for his organization.

Methodological principles of evaluation
The methodological principles used to evaluate are easy to understand, but difficult to apply :
- it is necessary to be able to measure the chosen elements,
- it is necessary to be able to interpret the collected information: to link these elements(which are effects) to the causes, in order to avoid basing an interpretation on an analysis of coincidences,
- the measurements and the interpretations have to be useful for decision making, and therefore respond to questions posed beforehand,
- a decision should not be based upon the raw results alone: decision making falls within the scope of policy, a decision is not dictated by the a result.

The definition of evaluation indicators
These indicators must be measured at the conclusion of a training by the trainer, at the return from a training, or even a few months after the realization of an on the job training by the training adviser, and or the training manager. They represent an explicit link with the quantitative or qualitative aspect to be appraised. In the best of cases, one is familiar with the performance indicators of the different professional activities (the NVQ system and the " professional improvement"in Great Britain)

In elaborating its management project of a territory, the organization has in principle already fixed its general indicators of success; in this case the training indicators stem from it, at least partially. The training manager determines the indicators, with the help of the persons involved in the training. These could be the trainers, those in charge, the experts, or even the trainees

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Leonardo Programme Recommendation
The evaluation is part of the training system : there can be no training action without the clear definition of the development of competency objectives and a outside system of the evaluation of acquisitions. This must be kept in mind during the 4 phases of the training process.
Evaluation is a complex task, often costly (especially in time) if it is conducted seriously. Rigorously defined training objectives will facilitate evaluation rendering it pertinent and useful.

Example :
For job security in the work place, a certain procedure must be applied, and the members of the team do not know how to apply the procedure efficiently and precisely = training need At the conclusion of a training course that one is going to order, the trainees must know how to apply the procedure from one end to the other, point by point. An indicator of the impact of the training could be the number of accidents: if the number decreases after the training, one could assume that the training was efficient in improving security conditions.

themselves. Once again, simplicity should be the rule. An indicator is after all only a parameter whose value permits us to know whether one succeeded or not! (provided that one knows what one wants to succeed at, that is, to have fixed objectives).

It is also necessary to envisage the measurement of parameters which are not direct indicators of the effects of the training, but which give information on the development of the context and permit the interpretation of the results of other measurements.

The implementation of a consistent system of indicators
The collection of information on the subject of chosen indicators can be done thanks to an interview between the trainee and the training manager, and or, his direct superior. Or, through team meetings during which the indicators are reviewed one by one.

An essential question: Is the trainee of the training doing today what was expected of him at the conclusion of the course? Without the answer to this question, the training adviser cannot conclude as to the utility of the training which accompany the projects of his organization.

If the trainee isn't doing today what was expected of him at the conclusion of the training, why not? What can be done? Should another training be proposed to him? But, did we really define clearly enough what we expected of him?

A.3. The evaluation of training results
The methods for the evaluation of training results have yet to be developed, despite the general agreement that it is necessary to do so. The paragraph which follows presents suggestions for questions which must be posed beforehand.

A.3.1. The 6 questions pertaining to the evaluation
1- Are there any reasons NOT TO evaluate?

- It costs money and time

- It is frightening

- We don't know how to go about it

- And what if our objectives were not good?

- It might raise embarrassing questions for certain participants

There are reasons, but not really any good reasons, to skip an evaluation.

2- Why do an evaluation ?
- To know if the training operations were efficient. To state it otherwise, was a new level of competency acquired at the conclusion of the training? Or further, were the educational objectives attained ?
- To verify if the sought after competency has been attained. (were the training needs satisfied?) The training manager will seek to measure the gaps between the period "before training", "at the conclusion of the training - three months later"; This is a kind of evaluation which permits him to verify the acquisitions and their maintenance in the professional setting.

Leonardo Programme Recommendation
Standardized indicators for the evaluation of training do not exist.
It is necessary to call upon experience, professional judgment, and pragmatism. Keep one or two training indicators in mind, in relation with the project success indicators which accompany the training. In any case, the exchange of several points of view will be constructive: project directors, personnel directors and training directors. It is better to start off with an experimental system and improve it progressively

Leonardo Programme Recommendation
The interview is indispensable. Even brief, it can be structured and provide the necessary information;
A systematic and concerted effort at each step of the process (which opens the door to the participants involved in me process) avoids the pitfall of being both judge and jury.

SPECIFIC

MEASURABLE

ACCESSIBLE

REALISTIC

TEMPORAL

A simple an inexpensive method consists of taking the time to meet with each trainee upon his or her return from training. For a simple method of evaluation, asks the trainer for a way to verify if the objectives were attained: being competent in his field he probably has an idea.
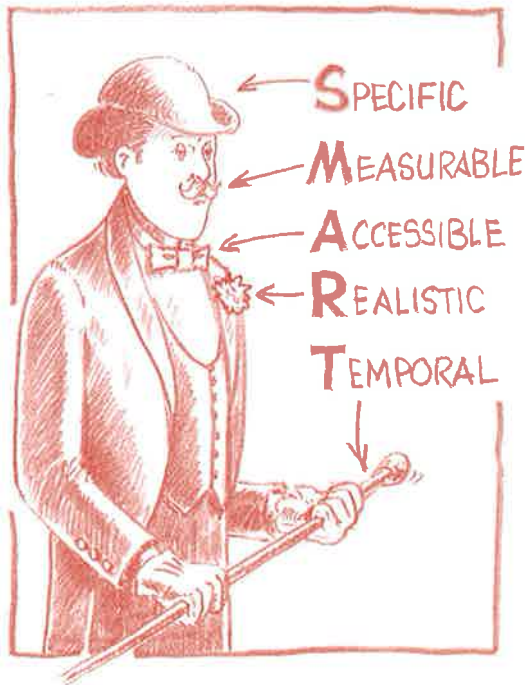
- To verify that the resources implemented permitted the expected results to be obtained. Were the resources consecrated to the training effective? Did the training system of the protected area respond to the development of needs for new competency at the best price?
- To respond to the decision makers on the use of budgets
- To motivate trainees (or future trainees) to go to training.

Five good reasons to do an evaluation

3- Which trainings should be evaluated? Can or should occasional apprenticeships be evaluated? fortuitous trainings ?
One can evaluate :
- Limited trainings (1 day or several days)
- Exchanges and missions
- University courses (part-time)
- Self-taught training
- Tutorials

Everything considered to be training must be evaluated
because all training responds to the SMART objectives whatever the educational method used (course, self-taught training, exchanges...). If one cannot evaluate, one cannot make any kind of conclusion whatsoever.

4- What tools should be used to evaluate ?
- The trainee questionnaires
- The interview, evaluation interview
- Multiple choice tests and examinations (on computer or paper)

5- How to choose indicators ?
A good indicator is easily measurable, and possesses a signification and is particularly representative in relation to the phenomenon studied. It will present the following properties :
- it must be useful in reflecting the aspect to be evaluated. Example : the success level of a test is an indicator of the efficiency of the training (thus the success rate of the " A-levels" reflects the efficiency of the teaching delivered by the schools in the region).
- It must remain constant and develop in the same sense as the aspect evaluated. For example: the success level of the same test rises as the trainees progress, thus it can serve to measure the progress of the group as they advance towards the objectives. A counter-example: the cost of the training is not a constant indicator because it doesn't indicate its efficiency (an expensive training could be inefficient) it is useless to draw up raw financial reports to account for the quality of training, however, the budget devoted to training reflects fairly well the effort made in favour of training.

The choice of indicator will be made after having selected the phenomenon to be evaluated. Do we want to evaluate the efficiency? Do we want to evaluate the satisfaction of the trainees?

6- Who organizes the evaluation? when ? and for whom ?
Note that a trainee is going to evaluate the training he is doing with his own criteria. This can remain informal, or be put to use in a formative evaluation (periodic progress reports on the advancement towards the objectives).

TRAINING EVALUATION
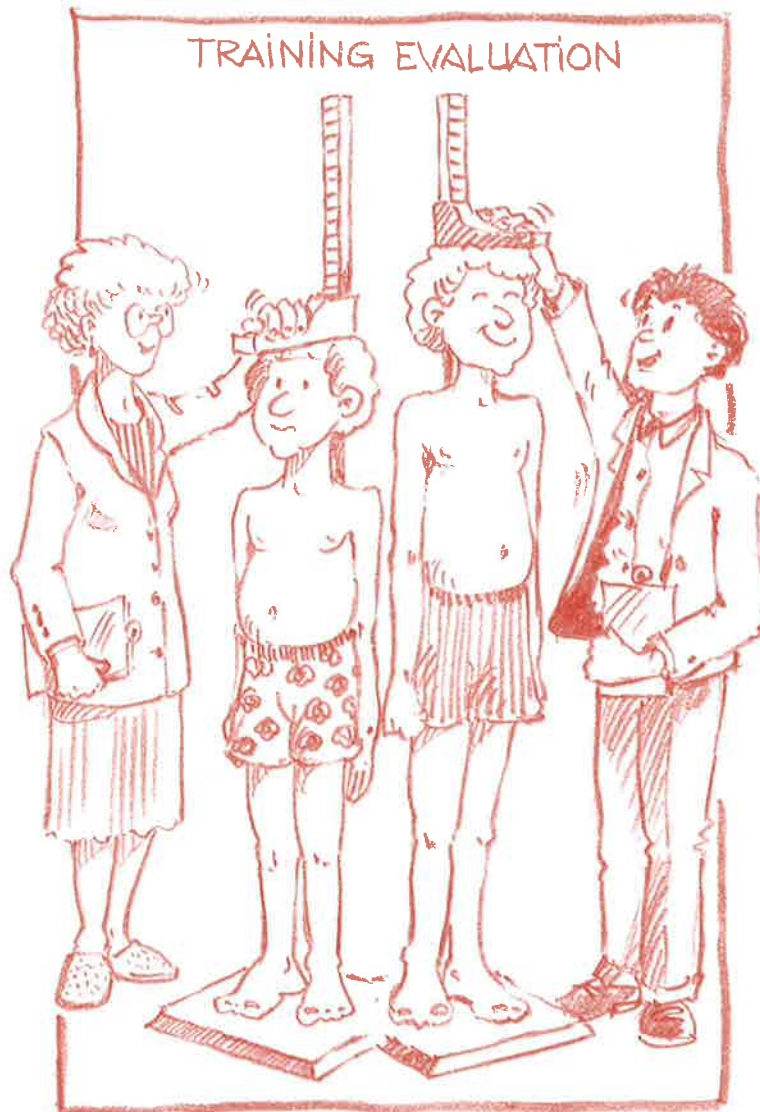
The training manager measures the gap between the period " before the training " and the period " at the end of the training and extending for three months " This constitutes a totalizing evaluation permitting him to verify the acquisitions and their maintenance in the professional setting. He will communicate the results to the training advisers, who participate in this kind of evaluation.

During, and at the conclusion of the training, the trainers give one or more formative evaluations: these allow for the measurement of the trainee's progress and permit the trainer to adapt the training accordingly, " en route " (if the duration allows) The trainees are therefore directly involved, albeit not the initiators of the action.

Outside experts in order to justify accounts to the financial backers: the financial backers might want to know if expenditures are followed by effects. Note that we are moving towards an audit system.

A summary of who initiates an evaluation and when.

	before	during	at the end	3 mo. later
The training manager	✔	✔		✔
The trainers	✔	✔	✔	
The training adviser	✔			✔
The financial backers	✔			✔

A.3.2. The participants in the evaluation

By way of summary, we transfer the questions posed during an evaluation to our diagram of the participants in training.

The role of the Training participants and their relationships

diagram adapted from G. JOUVENEL and B. MASINGUE
" The assessments of a training action in the public sector " - 1994, Organization Editions

External pressures

The development of techniques and occupations in the professional sector

The obligation for results in front of other decision makers

Training adviser
(decision maker, project head, superior,...)

constraints on avaible means

Were the demands for qualification met?

Management plan

Was the training helpful for the professional work situation?

Job situation (occupation, function, post)

Trainees
(personnel, project team...)

competency, motivation, avaible means...

Did training objective contribute to the development objectives?

Training plan

Were the resources for the training efficient?

Were the expectations satisfied?

Description of the training

Were the a educational objectives realized?

Training manager

Were the educational resources efficients?

Specifications on training operations

Were the training objectives attained?

Trainer
(catalogue)

The legal framework for professional further education

Context and specific constraints turnover rate, deontology,...

A.3.3. functional responsibility grid.

This grid should help each participant to identify its position within the process.

Functional responsibility grid:

1 - Initiate, propose ; 2 - Approve ; 3 - Define ; 4 - Control ; 5 - Negotiate ; 6 - Order ; 7 - Implement ; 8 - Is consulted ; 9 - Is informed ; 10 - Could be informed.

Participants → By documents ↓	Partner/ institutional supervision	Director of the organization	Training manager	Trainee's direct superior	Trainee team	Trainer
Project and objective of the structure	1-2-4	1-3-5-7	8-9	8-9	7	
Budget (including resources allocated to training)	2-10	5-3-2	1-5-4-7	8	9	
Training needs	10	2-6-4-9	1-3-7	5-2-7	3-5-8	10
Project and the training objectives			1-3-4-5-7	5-8	10	5-9
Training programme		9	2-4-5-6	10	9	3-5-7
Realization of the trainings			10	10	9	3-7
Evaluation of the trainings		9	1	4	8	7

Conclusions on part one

Three conclusions come to the fore:

1. **Management processes** in private enterprises and public organizations are also at work in protected areas. The specificities come from the conjunction of the processes and the context in which they materialize.

2. **The position of the training manager** is emerging in the protected areas. Up until now, the rationale for training management has not been a priority. In order to improve it, it is necessary to propose solutions which are simple to execute given the context(the specificity of the protected areas, their means which are already assigned to their specific mission), and above all, applicable without further resources.

3. **3. Training efficiency** for the management of protected areas depends on three factors :
   - The quality of the needs analysis
   - The quality of the training response (which itself depends in part on the quality of the order)
   - The possibility of putting into practice the acquisitions of the training, which depends on personnel management.

These conclusions will clear the way for progress, if the ideas become a reality in the practices within the organizations managing protected areas.

Part two

In Part Two, drawing on the conclusions stemming from the Leonardo programme exposed beforehand, the reader can:
- assess his current practices,
- obtain some hindsight on his habitual practices, in his particular context,
- define his actions having priority for the improvement of the efficiency of the resources devoted to training.

B. Put theory into practice

By using the following structured approach.

What about next year?

Theoretically, the recurring preoccupation of a sensible manager is: to improve his practices in comparison to the previous year. Generally, the director reviews alone, or in a concerted fashion, with his collaborators the existing orientations in light of the year's results and reports. From this, he establishes new trends in directions, or renews projects. He keeps in mind the other elements which will help him to improve me implementation of training: its quality, its efficiency, its profitability, that is its effectiveness that can be translated by the relationship between the resources used and the results obtained). He can review the distribution of training resources in order to improve their usefulness, their pertinence. He might want to improve the procedures: to simplify them or make them more efficient. This action implies that information has been garthered, and that procedures and results have been evaluated according to clearly defined objectives.

What if none of this is available ?

The indications on the following pages will show how to identify existing practices, and to evaluate them in order to finally to make a change in these practices.

B.1. How to diagnose current training practices

B.1.1. Collect information

Without dwelling too much on the existing situation, ask yourself this question: What do you have to examine in order to do better next year? The following questions are each linked to the theoretical and methodological contributions developed in Part A. To facilitate pinpointing them, we have reproduced the Leonardo Programme Recommendations as they were formulated in the first part. Analyzing your current practices, doesn't necessarily mean that you have to answer each of these questions, you can choose to concentrate one or more particular points in order to gain information for a targeted and progressive development of your habitual practices.

The complete questionnaire used during the Leonardo inquiry figures in appendix 1: It will enable you to have a thorough understanding of the ensemble of your practices.

Leonardo Programme Recommendation
As with every professional activity, training must be of service to the project of the organization
Training within the natural protected areas thus implies considering the following together :
- the institutional and legal context of the managing organization
- the existing planning elements (planning documents and other work projects)
- organizational documents (organization charts, job sheets, professional reference context) without omitting unwritten practices

The ensemble of these documents(even if they are at various stages of completion) will reflect the specificity of the conditions for the implementation of training: the nature of the objectives, their internal use, the variety of chosen options in local conditions, They must serve equally then, as a framework of reference for the training.

B

Question 1

Do you have a document at your disposal containing the annual trends in the orientation of your organization? Are these trends explicitly put use in projects ?

Are the training goals and trends defined in relation to annual trends? Are they defined in relation to planned projects ? Are the annual trends in the orientation of training written up in a document?

This is the same as asking you if you have formalized the procedural framework of your training operations.
- In relation to your general trends
- In relation to your specific projects

Are any regulation directives imposed upon you legally?

Among these regulations, we might discover the obligation to declare the annual sums of money spent on training.

A phase of re-centring could be imposed by custom or regulation (such as consultation with employee representatives)

Question 2
2a- Financial resources

In your projected budgets of the last three years. Did you decide to set aside a sum of money for staff training? Is this a legal obligation?

If so. At what amount? Moreover, what was the total amount for wages, and the sum total of real training expenditures?

Upon what criteria and according to what procedure was the projected training budget decided?

Leonardo Programme Recommendation:
Financial resources and a specific time for training must be identified. Managing natural protected areas is time consuming, and resources are limited. Each protected area should have a defined budget allotted to the further professional education of their personnel, even if this budget is not very large. The most important thing is that it be precisely identified. Similarly, it is essential to identify the period of time for training for every member of the personnel in order for them to set aside time for training in their individual work schedules.

Can you fill in the following table?

	Projected Training Budget	Real Training Expenditures
N-2		
N-1		
N		

A Reminder:
Theoretically, training expenditures include :
  1- the cost of the training,
  2- the wages of the staff during training,
  3- travel and lodging costs(if need be)

It isn't always possible to directly identify the detailed expenses (for example the total spent on wages during training periods)

2b- Time

In the organization of the project team's activities, is time set aside for training ?

B

Is this period of time set aside for training in response to a legal obligation? Is it negotiated according to procedure? (who are the specified interlocutors)

For each of these four years do you know how much training represented (in the number of hours or days)?

- N-2 ....
- N-1 ....
- N ....
- N+1 (predictions) ....

Question 3

Leonardo Programme Recommendation

The coordination of training must be defined and recognized. The management of different tools and available resources to develop the competency of the personnel must be entrusted to a coordinator or "the person responsible for training". The person responsible for training will make sure that coherence is maintained between the objective of the structure and the training action. He will guarantee the rational use of the available training resources.

A first concrete effect could be proposed as an indicator: the official existence of a denomination for this function in the organization and a job description corresponding tothisactivity ...

A person responsible for training should be " qualified " in the domain of management planning. It is a key competence for analyzing the training needs in a protected area. He could then become " qualified " in the domain of training management, through training, progressive experience, or through exchanges.

Is training management entrusted to a specific person? Is a specific amount of time set aside for the person in charge of training?

Does this person participate in identifying the various resources allocated to training and to developing annual trends in training?

Does this person have to take a specific framework (budget) into consideration in the implementation of a training system?

Question 4

Leonardo Programme Recommendation

It might be enough for the direction of the protected area to assign the specific activities of the " person responsible for training " to an executive of the organization responsible for the management of the protected territory. At any rate, whenever multiple functions are assigned to a single person, (project director, supervisor, person responsible for training), it is necessary to make sure to detail and distinguish these different domains of responsibility as much with regard to the person himself, as to the other members of the team.

B

Does the training manager mobilize different people ? What do each of them do?

How is his own training assured ?

Are there particular times in the year when training is discussed ? Is it to:
- define the resources attributed to training ?
- analyze training needs ?
- define training objectives?
- order training ?
- evaluate the trainings or the training plan?

Who participates during these times ? Who prepares and leads the sessions? Are the results written up in a document? Does the document circulate among the members of the team of the protected area?

Question 5

Do people request training for personal reasons? Must they do certain trainings for reasons outside of the management of protected areas ?

If it is necessary to decide between trainings, what criteria are used for the making the choice?

Question 6

Leonardo Programme Recommendation
Even if they are defined in a cursory fashion, the job description or the professional reference context represent the basic tools for the evaluation of competency, they facilitate the analysis the training needs. The necessity in considering these tools in a pragmatic manner (in their elaboration and in their utilization) is even more important when the occupations involved are new and in constant evolution.

Leonardo Programme Recommendation
The analysis of training needs should concentrate on the concrete activities of people. The response of "training individuals " is not necessarily the only possible contribution to the realization of a project, or the answer to a. dysfunction. Thus, the analysis of training needs should be combined with the ensemble of the needs in the domain of organization, communication, and general resources.

What are the elements used to describe or define missions, activities, and tasks of the people assigned to different positions and projects within your structure? Are these elements and documents used during meetings to analyze training needs, or during the definition of training objectives? Which elements, (documents or arguments) are retained for the identification of a training need?

What links do you make between professional activities and training needs? How are these links formalized? Is there a discussion to verify that the training is the best solution for the request? If so, who takes part in this discussion? Can you describe your decision making criteria?

Leonardo Programme Recommendation
It is important that personal aspirations be expressed and have a negotiated role, even if, the needs of the organization for the preservation of nature predominate during arbitrations.

SPECIFIC

MEASURABLE

ACCESSIBLE

REALISTIC

TEMPORAL
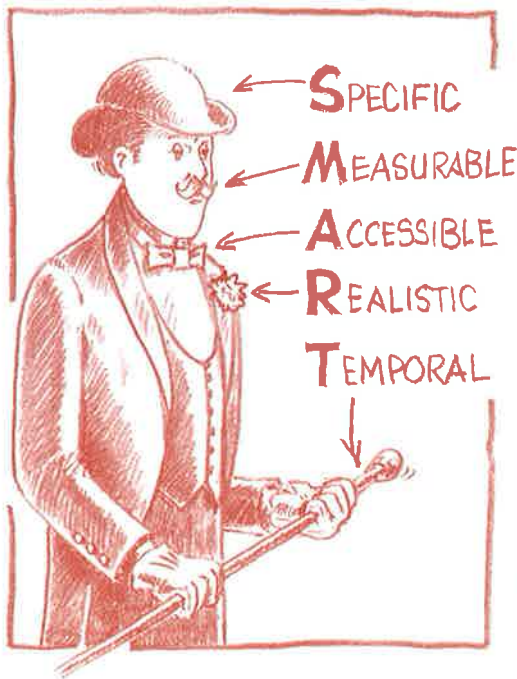
Question 7

Leonardo Programme Recommendation
The definition of a training objective requires an investigation into its specificity, its measurable character,. its accessibility to trainees, and its degree of reality (particularly in terms of time). This definition can be followed up with a verification between the training manager and the trainer(who is an expert in the field in question)

Can you name a few training objectives obtained during the last several months, which were SMART (Specific, Measurable, Accessible, Realistic, Temporal) ?

Question 8

Leonardo Programme Recommendation
The set of specifications for a training represent a key element for the improvement of the quality of training.
These specifications contribute to the improvement of the appropriateness of the training with regard to objectives, and to the defined resources as well. They contribute to reinforcing the relationship " protected area/trainer ", or specifying the evaluation of the training within the scope of the training mechanism. The training manager should construct his training order (or analyze a training offer) with the training specifications as a guide. The training manger should be attentive to the educational methods proposed for the training: each professional environment has its habitual practices, and protected spaces can lead a trainer to innovate new techniques in habitual for him.

In general, how do you assure that the projected trainings are adapted to the objectives and the personnel of your organization?

Are you in contact with the trainers responsible for trainings? In what form, and what is the nature of your exchanges?

Question 9

Leonardo Programme Recommendation
Evaluation is part of the training system : there can be no training action without the clear definition of the development of competency objectives and a external system for the evaluation of acquisitions. This must be kept in mind during the 4 phases of the training process.
Evaluation, if it is conducted seriously is a complex, often costly task, (especially in time). Rigorously defined training objectives will facilitate evaluation rendering it pertinent and useful.

Is the satisfaction of the trainees measured at the conclusion of each training?

Who makes this assessment: the trainer ? if so how ? by you ? How ?

Part two

B

With regard last year's trainings, and as a general rule, can you estimate what percentage of trainings are adapted to the personnel and your targeted objectives?

	not at all adapted	little adapted	mostly adapted	completely adapted	TOTAL
distribution of actions in %					100 %

Note : you will notice perhaps that you can respond to this question without a formalized measurement of satisfaction or evaluation. This simply proves that things are done intuitively, which is a method like any other.

Question 10

Reminder : Evaluation is the ensemble of practices which aim at the measurement or assessment of :

a- the acquisitions made by the personnel during the trainings
b- the practical application of the training on the job
c- the effects on the results of the structure

which is different from the satisfaction of the trainees as seen earlier.

Leonardo Programme Recommendation
Standardized indicators for the evaluation of training do not exist. It is necessary to call upon experience, professional judgment, and pragmatism. Keep one or two training indicators in mind, in relation to the project success indicators which the training accompanies. In any case, the exchange of several points of view will be constructive: project directors, personnel directors and training directors. It is better to start off with an experimental system and improve it progressively.

Has there recently been an evaluation of elements a, b or c ?
Who did the evaluation ? how?
At what moment ?
the last day of the training ?
as soon as the person came back ?
several weeks after coming back ?

If you do an evaluation, do you use written documents to cany out the evaluation?

When an evaluation has taken place, what do you do with the results ?

When an evaluation has taken place, are the results written up? for what use?

B.1.2. Assess the results

To evaluate is to make a judgment: do the practices which you have detailed seem satisfactory? After having read and answered the preceding questions, it's likely that you can imagine possible improvements.

Results 1

Are your results satisfactory, but in relation to what ?
- to the legal obligations imposed by your organization?
- to your expectations of the training?
- to what you consider to be rigorous and transparent in management?
- to what your directors or financial backers expect in the general management of the organization(including the training part)?
- To what according to you, usually works in other protected areas?

Results 2

How do you judge your annual reports ? Satisfactory or not ?
Here are a few assessments which you can put down in the beginning of your annual report, that is, the answers to the questions above.

- *The report is incomplete: this is a typical situation, as during the Leonardo inquiry, we practically never came across a complete report.*

- *The report lacks the list of previously completed trainings: this could be your first objective for next year: establish a list of the training courses the personnel attended.*

- *The financial report is missing or incomplete: this is understandable if you haven't got analytic accounting . This could be another objective: establish an annual report on expenditures due to training. Think about the precise level you really need to analyze your training management.*

- *My report lacks the trainee satisfaction evaluation: go on a bit further before becoming concerned, and verify that it is criterion to which you want to give priority.*

- *The training system evaluation is missing: You would have been the first one in the protected areas to have had installed one. It is difficult to do, in order to take this on you must have solid experience in the field of Human Resource Management.*
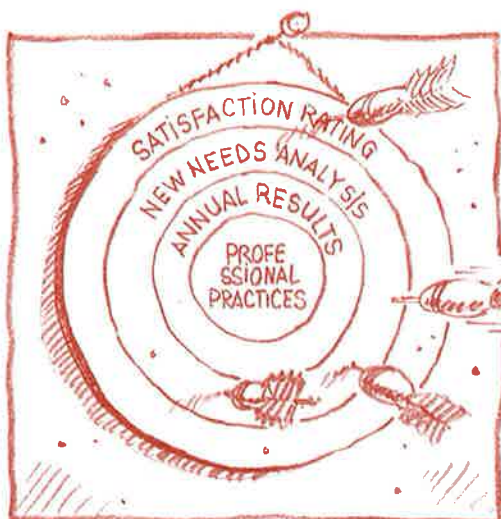
Results 3

How does the time devoted to the analysis of needs go? What works well? What would work better?

On the diagram representing the participants in training (page 16), you can tick off what is already satisfactory, and see what might become satisfactory.

Results 4

What documents circulate between the different participants? Take another look at the documents which you collected in your self-diagnosis assessment: What stands out as missing?

B

Then take a second look at your assessment on your practices. In this way, you set goals for the themes we have just brought out. Review them, one by one, to make sure they are realistic.

In general
Other more general questions might come up. Here are a few which might interest you :

Am I already a training manager ?
Can I become one ? How can I do it ?

If you were able to easily collect the necessary information in order to answer the preceding questions, you are already a training manager, even more so if the information comes from reports which you regularly provide. If you are an executive, you would be well-placed.

In order to become a training manager, you must have time. You might be able to negotiate with your director, if you aren't the director. Keep this point in mind: 2 full-time training managers are needed for 100 people. You can make the necessary calculation: " the time I'm going to negotiate equals my full- time multiplied by 2% of the number of people in my organization. For example, if there are 15 people, I have to devote 30% of my time to the training management of the ensemble of my team (all activities included)". Of course this is a reference, not a standardized norm!

In order to function as training manager, you must have a reference context: at the least a policy of development of the organization, and at the most a training plan. A training plan? A far off ideal? We stated in the first part that every protected area has a management plan whatever it might be called. Creating a management plan might have already been a way to break with the habitual practice of giving answers right away to unorganized questions. Making a management plan for training will permit you to break away from your unstructured habitual training practices.

Do I already have the tools ? Should I put them in place ?
We have already seen that the preferential tool of the training manager is the meeting or interview what ever the object may be: identification of training needs, return from a training course...

Next the results and conclusions must be formalized, and action taken.

Remember these tools:
- Reference tools: the job description of the training manager in a protected area.
- Work tools:
  • Evaluation sheets
  • The set of specifications for a training order
  • Accounting tables

Who am I going to talk to ? When ? Where ?
You have probably already had the experience of seeking out your colleagues, your team, or your superiors in order to put together a report on available resources. You could give yourself the goal of creating or reinforcing a space or time devoted to the discussion of training. Even if this time is not designed for decision making, it's essential for a shared management of training.

WHO AM I ?
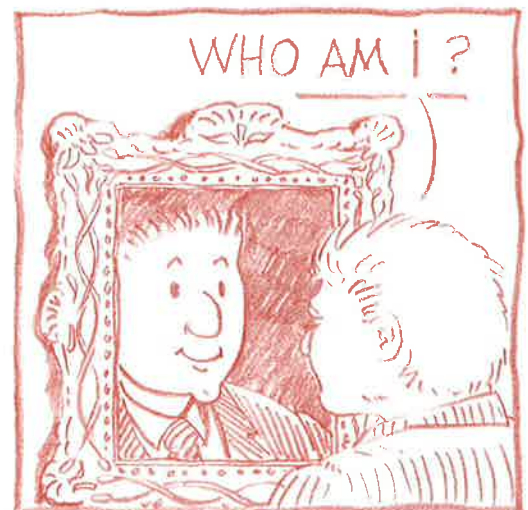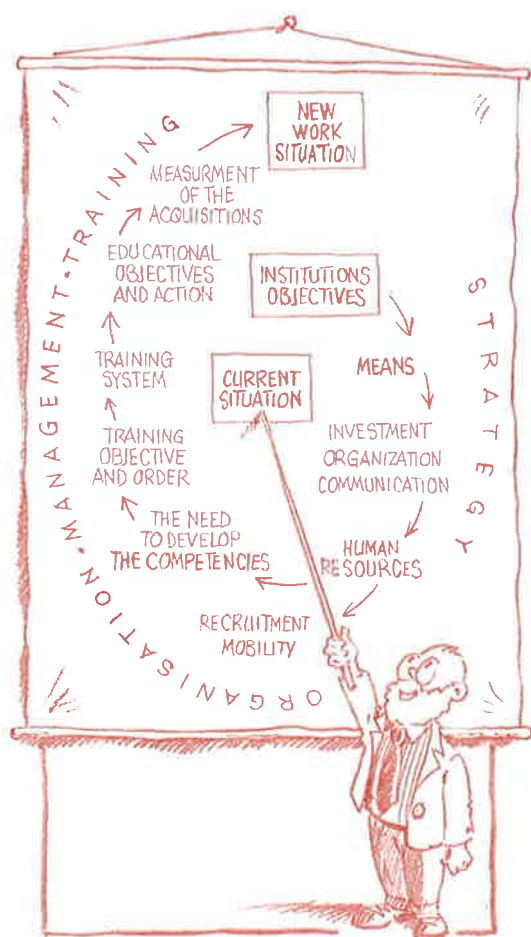
Two lightly structured yearly meetings with the ad hoc partners would suffice (see the rectangle page 17). Position the meetings in relation to the spiral (see diagram page 10) and you will have your meeting agenda :
- preparation meeting for a training system = examination of the competency to be acquired in the organization.
- review meeting = examination of the results of the training system
- preparation meeting for a training

B.2. Establish progress in training
You have just seen the different ways to evaluate your practices in the domain of training. The theoretical elements are found here. If you are ready to act, here are the four steps to take.

B.2.1. Define the operational objectives for change
We have already seen how fundamental this step is. What must be developed among the 4 phases of training management?
- The systematic analysis of needs?
- The preparation of a training system?
- The implementation of a training action?
- The preparation of a system of evaluation?

It is best to choose modest goals, targeting one phase or another, and to be content with small significant steps. Time is on your side, your current training management hasn't brought about any catastrophes!

B.2.2. Define the means to bring about change
You can envisage
- using new documents to support your existing working documents : for example you could-add the function referential for a training manager, or the guide to the needs evaluation interview, to your habitual documents.
- mobilizing different participants, who haven't yet played a large role in the process,
- obtaining decisions which would give your training system and management an official status.

All of this of course, before thinking of augmenting the training budget in your organization: you have seen that you can already optimize the current situation by taking stake of the results coming out of training.

B.2.3. Define follow-up procedures for the changes.
To see if we will be satisfied with them next year:
- Will we have accomplished the progress we promised ourselves?
- Did we see development in our practices?
- Our the results more obvious ? or more significant ? or of better quality?
- Which indicator will allow me to follow-up on the progress? Should external parameters be taken into consideration?

B

Be realistic about your follow-up procedures, otherwise, it will be so complicated you won't be able to obtain the information you want. The method for measuring the indicator should be easy and reliable. Everything depends on the kind of progress you are looking for: the more modest and concrete it is, the easier it will be to verify.

B.2.4. Define a calendar of activities

You can start by proposing a meeting to share your conclusions on the current practices with regard to training. You might discover you have allies which will enable you to bring about development in training. During this meeting, organize a calendar of activities adapted to the rhythms and time constraints of your organization.

Part two : conclusions

You can now judge your current practices in relation to the process laid out in Part One. Do they seem satisfactory or not?

Going back and forth between the two parts of this document can permit you to distribute your efforts for development towards more satisfying training practices.

General conclusion

We underlined earlier the difficulties you might encounter by entering into a concrete dynamic of development, to go from a desire ("things have to change "), to a decision (" to change, start by this ").

You have a practical guide in your hands, to which you can return to in order to prepare proposals for a decision, or arguments to explain or mobilize your colleagues and partners.

You also have a tool at your disposal, in the tables to be completed, and the arguments and explanations to be studied. It up to you to start using them!

The use you make of the guide will permit you to confirm or invalidate through experience, the theories and the principles we have suggested as references. It is only through its' use and communication that this document can evolve bringing it closer to reality.

Appendix

A.1. Leonardo survey

The essential point of the Leonardo programme consisted in inserting training into the existing professional process of those working in the protected zones of three European countries. Above and beyond the diversity of structures, of the statutes of types of organisations of English, Spanish or French, natural protected areas, and the approaches by those responsible for training, this work tried to identify and clearly put forth the "irrefutable " common basis in the management of training.

So we realised first a survey which aimed to achieve two goals:

1. Determine and describe the nature of existing further training for staff on the fifteen sites concerned.

2. Determine and describe the analytical methods used to establish training requirements and the training actually offered in order to determine appropriate improvements to existing practice.

The inquiry was conducted directly by one person belonging to each of the 3 Leonardo partners. Among the information that we were looking for, we already knew that some exist in written documents from which it could be extracted either directly or indirectly. Other information could be obtained by interviewing managerial staff in organisations managing protected areas.

Our enquiry did not aimed at making an assessment, but simply a statement. This statement enabled us to identify some objectives for realistic change in the field of professional training. Any reader can use it to make it own statement.

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Leonardo questionnaire

Part 1: Description of the organization

1.1. Date of creation:

1.2. Legal status: (Private? Public?) What is the status?

1.3. Are the State, local authorities or other authorities involved in funding the organization, and if so to what proportion of the budget? (Forecast budget for 1998 and 1997 budget).

Source of funding	% of 1997 budget	% of 1998 budget
State		
Local or Regional authority		
Etc.		
Etc.		
Etc.		
Products sold		
TOTAL	100 %	100 %

Note: is this the total budget of the organization including operational and capital expenditure?

1.4. Are the funding bodies members of the Board, or the Site Management Committee ?

Yes. Which ones?

No. What is the Board's composition? Who decides on the organization's orientations in terms of activities and management?

1.5. The organization's staff and staff numbers:

Give here a list of all staff for each type of post and indicate whether these are permanent or seasonal posts.

	1996	1997	1998
Title of post or function	Numbers	Numbers	Numbers

This is not just the number of people, but the equivalent in terms of full-time employment (average staff numbers over the entire year).

Example of posts:
- Director
- Deputy director
- Secretary
- Finance officer
- Head conservation officer
- Researcher ... in which field ?
- Conservation officer

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- Technician/Agricultural worker
- Warden
- Visitor centre staff, etc.

1.6. Organization chart:
If an organization chart exists, obtain a copy of this document.

1.7. What are the sites main roles? (in order of importance)
- 1 ....
- 2 ....
- 3 ....
- 4 ....

1.8. Is there any presentational material on the organization? If so, obtain these documents.

Part 2 : Who is responsible for making decisions about training?

2.1 What is your role in setting up and monitoring staff training activities?
- Before conducting training?
- After conducting training activities?

2.2. Are there set times of year when you discuss training?
If so, who between? At what times and what for?

2.3. Are annual training plans negotiated with trades unions or staff representatives?
- If so, when?
- Do these discussions end in the production of a written document? If so, obtain these documents.

2.4. Are the obligations to set up staff training programmes decided at another level, outside the organization itself?
If so, at what level? For what type of training?

2.5. Who decides if a member of staff is sent for training?
    2.5.1 The staff members themselves when they ask for training and this is generally accepted (state by whom).
       If requests are made are they ever refused?
    2.5.2 One or more managerial staff (state which ones) who decide the training that designated staff must undertake.
    2.5.3 In both cases, if the decision is made in consultation with each member of staff.
       - Between whom do these consultations take place?
       - How do they take place?

2.6. When deciding on sending a member of staff for training, do you use a job or skills description, or a work contract defining activities ? If so, how ?
If these documents exist, obtain them.

Part 3 : Training resources

3.1. Is there any legal obligations to spend a percentage of your budget on professional staff training?

- No
- Yes. If so, what is the percentage and what is the nature of the obligation (agreement, contract, law)?

3.2. Must you make a written declaration every year stating the amount spent, the people involved and the length of training? Yes No
Obtain this document for the last three years
1995 1996 1997.

3.3. Do you allocate an amount of money every year in the forecast budget for staff training?
If so, what was the amount in each of these years? What was the total salary bill compared to the amount actually spent on training?
Who decides what amount is to be allocated to training?

	Forecast training budget	Actual training expenditure	Total salary bill
1995			
1996			
1997			
1998			

Notes :
Training expenditure includes :
1- The cost of training
2- The salary cost of staff during training.
3- The travel and accommodation costs when there are any.

3.4. Was the expenditure entirely met by the body managing the protected area in each of these years? Yes No
If not, did you receive outside subsidies?
If so, what was (were) the funding organization(s) and what amount did they give?

	Name of organization and amount	Name of organization and amount	Name of organization and amount
1995			
1996			
1997			
1998			

3.5. Are some training programmes provided free?
If so, how many hours of training did this represent in each of the four years?
(In this case, the cost of training is reduced to the staff member's salary and any accommodation costs).

3.5. How many hours were devoted to training for all staff in the four years?

- 1995...............................hours
- 1996...............................hours
- 1997...............................hours
- 1998...............................hours

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Part 4 : The methods used for training personnel

4.1. What tools are used?

a/ Training sessions provided internally by a member of staff? If so for the year 1995 - 1996 - 1997

On what subjects?	How many days?	For what categories of staff and how many people?

b/ by participation at conferences and seminars?

On what subjects?	How many days?	For what categories of staff and how many people?

c/ by other means?

On what subjects?	How many days?	For what categories of staff and how many people?

d/ Training courses

course name	course duration (days)	category of staff involved	number of staff involved	course given by who?	was this training designed especially for your staff members?	was an academic award given to those successfully completing the course? if so, which

4.2 As a general rule can you ensure that the planned training is suited for your staff and for your organization's aims? YES/NO
If yes, how?

4.3 What difficulties have you encountered in relation to staff training? (In order of importance)
1 -
2 -
3 -

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4.4 Do you have contacts with the people providing training?
never ❑   rarely ❑   sometimes ❑   often ❑   constantly ❑
If so, for what purpose? And how?

4.5 In relation to the training that was monitored in 1997, and as a general rule, what percentage of training sessions were suited to the staff and to your objectives?

	Not at all suited	Not very suited	Largely suited	Entirely suited	TOTAL
Distribution of sessions as %					100 %

4.6 In your opinion, what improvements could be made in relation to staff training in your organization.

4.7 Do you have a description of the training courses that are liable to meet your staff's requirements each year? YES/NO
What do you think of these offers? And of their description?
If they exist obtain descriptions for the years 1997 and 1998.

Partie 5 : Measuring satisfaction

5.1. Do you make an assessment of staff satisfaction after each training session? YES/NO

5.2. How is this assessment made?
a) - by the training provider? YES/NO
  - how?
  - is there a written questionnaire for doing this? YES/NO
  (if so obtain a copy)

b/ - by yourself? YES/NO
  - how?
  - is there a written questionnaire for doing this? YES/NO
  (if so, obtain a copy)

5.3. When an individual written questionnaire exists, do you use the information? YES/NO
If so, how?

Partie 6 : Training assessment

Note: in contrast to section 5, in this section assessment includes all those practices that aim at measuring:

a) The skills acquired by staff during training.
b) Putting these into application in their work.
c) The effects on your organization's performance.

6.1. For each type of training (defined in section 4), was there an assessment of factors a, b and c for the training provided in 1997?

For each type of training:

6.2. Who makes this assessment?

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6.3. At what time?
- On the last day of training?
- As soon as the staff return to base?
- Several weeks after their return?

6.4. What is assessed a? b? or c?

6.5. Can you describe how you do this?

6.6. Do you use written material to conduct this assessment?
(if so, obtain the documents).

6.7. Do you relate your organization's objectives to the training assessment? YES/NO

If so, what objectives of your organization?
How do you measure whether the objective has been fulfilled?
What types of training?
What assessments have you made?.

Describe these for each of your organization's objectives.

6.8. When you have conducted a training assessment, what use do you make of the results of the assessment? In relation to who? With what aim(s)?

6.9. When there is an assessment, do the results of this assessment give rise to a written document?
- For each training session?
- For all the training in a year?

6.10. What use(s) do you make of this (these) written document(s)?
(Obtain these documents for the year 1997).

A.2. Glossary of Terms

We specify here the sense in which we used the words employed in the guide.
- terms specific to training
- ambiguous terms frequently used in the training domain or in the guide
- general terms we thought would be helpful to recall in order to situate them in a particular context.

These words are listed along with their definitions and if need be their synonyms, at the least the synonyms used in the booklet.

Coherence
The quality or state (which can be evaluated) of logical or orderly relationship of parts linked among themselves.

Competency
An ensemble of knowledge, know-how, and state of being (acquired by training or experience) allowing a person to carry out an activity or performance in a professional situation. A competence is a validated operational savoir-faire (ROME), cf. a competent person = a person recognized as being able to carry out something on the subject. Ex: A person in charge of training in a protected area must be competent in the subject of management.

Concerted action
The exchange of points of views, of ideas, with the intention of coming together in a common attitude. The goal, or the objective are not fixed: they are the result of exchanges. negotiation (the objective is fixed)

Creative engineering
In the strictest sense: a group of activities whose object is the conception of rational and functional works, equipments, or operations. This domain stretches from the establishment of a project to the coordination and verification of its realization.

Creation of a training programme
An set of activities whose object is the rational and functional conception of a training system. Among the challenges in the creation a training programme: conception of a training which allows one to improve the management of protected areas. This is the domain of the training manager. The concept and French term "ingenierie de la formation" dates from the 70's (LeBoterf, Caspar et Viallet).

Creating a teaching programme
An ensemble of activities whose goal is the rational and functional conception of a training strategy = an ensemble of activities which allow the participants to attain the educational goals of the training. Among the challenges of creating a teaching programme: Are the participants going to succeed (in other words, are they going to demonstrate that they have attained the objectives?)

This the domain of the trainer. He surrounds himself with experts, or practitioners, when he isn't a specialist in the question being treated.

C

Criterion

A principle, or reference point to be referred to when - stating a proposition putting forth a judgment distinguishing, classifying, sorting out A parameter which must be taken into consideration when weighing a question, or resolving aproblem.
An Evaluation Criterion: a parameter whose value (measured or estimated) allows for the evaluation of the quality which one wishes to assess.

Duty

Cf. NVQ system (new vocational qualification) which lists the skills required to execute the listed duties.

Effectiveness

Quality which produces an effect, a transformation. The effect could be anticipated, known ahead of time, and sought after, or it could be a surprising addition.
The desired effect of a training = a new work situation (see the spiral)
A training is effective if it has contributed to an evolution in the work situation. It is in this sense that a training adviser prescribes a training to a person, to accompany the evolution of his professional situation which has been imposed on him. The training adviser < buys " a facilitating effect (a helping aid to professional evolution) from the trainer for the benefit of his employee and his organization.
Effectiveness has do with productivity: for a machine, yield is in relation to the consummation of energy and the work production, in economy, the output is a proportional product which gives something, like the yield of an agricultural plot of land (with the productivity drawn to surface area). Think also in terms of the quality of the product / accepted cost, and the link between the time taken to execute the task and the result of such a task.
To go back to our example of the driving license: a driving school could only be called effective if it allows the young person to drive in all circumstances, not only in order to be able to pass the driving test. This could explain accepting a training which is a little longer, and a little more expensive, considered to be " better" even if the effectiveness is the same (obtaining the license on the first try)
Some might consider it effective if the young person was able to make new friends: is this really the desired effect of a driving school?

Efficiency

Quality which produces the desires effect (the trainees came to learn how to conceive and
execute a temporary display, they all leave capable of doing it: the training was efficient) The efficiency factors for a training :
  - clear objectives from the training manager to the trainer(realistic and concise)
  - the skills of the trainer/s
  - the motivation, commitment of the trainees (the more they need to know what they came to learn the more they commit themselves)
without an evaluation of the acquisitions of the trainees we cannot judge the efficiency of a training action. Efficiency belongs to the domain of profitability (that which yields a benefit): The person in charge of training" buys" a product from the trainer just like a youth " buys " efficient training from a driving school = the shortest possible course leading to obtaining his license on the first try. Keep in mind as well, the relationship of product conformity to cost.

C

Evaluate

To approximately determine a quantity
- a quality: pertinence, efficiency, effectiveness, coherence.
- the advantages or disadvantages of something.

Determine the value of something according to a scale of reference values.

Ex: the value of an antique object is estimated differently depending on whether the declaration is for insurance purposes, or for sale, and here again with two values (the asking price and the final price) The evaluation can be based on the interpretation of indicators, or by expert's estimate.

Pedagogical evaluation

Normative evaluation

An assessment conforming to a performance standard. A diploma, or certificate marks the successful outcome. The assessment is undertaken by an external examiner.

Formative evaluation

The evaluation is divided between;
- The efficiency of the training, with regard to reaching its objectives,
- The achievement of the objectives by the trainees and the manner of obtaining them. The evaluation is done by assessment, or self-assessment of the performance during the training.

Summarizing evaluation

An assessment based on the total sum of acquisitions maintained after the training action. It can be normative or formative.

Indicator

An element whose measurement reflects either a quantity, or a quality one wishes to estimate or evaluate (without being able to measure them directly) Parameter whose measurement is helpful to the running, or controlling of a system, of a machine or a project. This parameter should then be linked to one or more surveillance characteristics and reflects the evolution of these characteristics. Example: in my car, the petrol gauge is the indicator of the quantity of petrol which remains, I don't have to open the petrol reservoir to verify the level.

Job profile - Job description

An activity remunerated by an employer. It is the specific configuration which shapes a job in an organization at a given moment. It is a more specific notion than that of < job or employment Ex; The job of accountant, if it is done in the domain of protected areas (the position of accountant in such and such protected area) contains certain particularities.

Manage

Direct an organization towards a goal. Management takes shape through, planned activities.and a follow-up procedure on implementation, a follow-up on the results of the management, and a verification process in order to supply the necessary regulations if the need arises. A document can establish the form of the management. = the management plan , the management programme, the improvement plan or programme. This document is highly recommended, indeed obligatory in protected areas.

Management or training operation

A set of well ordered acts underlying a method, a combination of means set in motion to attain a precise result (objective) = training action.

C

Negotiation

A number of steps taken to conclude an agreement, a compromise, or find a solution. Come to an agreement on the conditions for the realization of something. In negotiation the goal is established, the exchanges aim at fixing the start of the project. (as opposed to a concerted action where the objective is not fixed).

Objective

In educational literature (works on pedagogy, didactics, teaching...) numerous criteria exist for the evaluation of the quality of the formulation and the pedagogical pertinence of educational objectives. We draw a parallel between the definition of training objectives and the definition of management objectives. A good pedagogical objective is SMART like a good management objective

- **specific** :the conditions are specified
- **measurable**: measurement is the observation of the trainee's performance: what he can, partially can, or cannot do
- **assessible**
- **realistic**
- **temporal**: it is connected to a time limit, a given deadline which can be attained (the duration of the training)
- The trainer's preoccupation: the trainees will be capable of something (specific, measurable, and observable at the end of the training.

During the negotiation which preceded the creation of the training, the trainer and the training manager agreed on the level of the " accessible and realistic " objectives for the future participants sent by the organization.

Pedagogy

Theory, or science of education.
Quality of a trainer whose ability to explain, or teach enables the trainees to succeed in attaining the educational objective.

Performance

The result obtained after the realization a such and such activity. The indication of the expected performance permits one to concisely specify the objective. Ex: to do multiplication tables is an activity (a savoir-faire), with a known performance level. " to do multiplication tables without mistakes AND without a calculator brings us to the definition of the objective.
Professional performances are often difficult to explain, tacit knowledge is often de rigueur (cf. a "good" guided visit leader....) except in the old and codified professional domains. **See the NVQ** system which formally explains the distinction between competency and performance.

Person responsible for training

another name for the training manager.

Pertinence

Quality of that which is directly related to the question, that which is appropriate and judicious in order to get the desired results.

To plan

Organize, foresee, plan (a set of operations, and actions), in response to an objective, by organizing the means in time and in space.

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Plan

In the domain of protected areas, a plan is a forward-looking document covering a given period, constituted by measures, and means decreed in view of the realization of certain objectives expressed in solid terms (SMART, or either territorial objectives for a management plan, or competency objectives for a training plan) Cf. political and economic vocabulary : a plan is the set of directives decided by the authorities concerning orientations, objectives, and the political means to carry it out over several years.

Professional training

Training given to salaried employees. It complements an initial training received before entering into salaried activity. Professional training conforms to the judicial and financial regulations of each country.
Organizations managing protected areas must submit to these regulations just like any other company or professional organization.

Protected area = protected zone The Rio Convention:" ail geographically delimited zones which are designated, or regulated/and managed in view of achieving specific preservation objectives." The key points in this concept: an area (inhabited or not), preservation objectives, management, (thus personnel to carry out the management). L'UICN (The International Union for the Conservation of Nature) distinguishes different categories of protected areas (6: from I to VI) according to the general objectives and the territorial realities (in particular whether a territory is inhabited or not).

Qualification

Recognition of skills, abilities required for something, attested to by a third party during an evaluation. This isn't necessarily accompanied by a diploma and remains confined to professional situations.
Think about the notion of athletic qualification for a final competitive event. A training has qualification when the achievement of the objectives is attested to by a certificate.
Ex: The training to prepare a first aid certificate (could finish by conveying attestations of attendance) it precedes a test organized by others than the trainers(evaluators) and examines the performance through a test: if the test is satisfactory, the certificate is bestowed. The beneficiary of the training is qualified to give you first aid! (you might be more worried if he did not -show you his certificate.

Strategy

The art of combining operations to attain a goal, the ensemble of combined operations. Could management be considered an art?

Trainer - Training provider

The person or organization in charge of providing a training action = responsible for advancing the skills of a group of people through appropriate methods towards a pre-determined result. He is the project manager in charge of the training. His skills and qualities .ocreation of curriculum An expert or an experienced professional could become an occasional trainer. Ideally, he can choose the appropriate educational methods to confer his savoir-faire: if not, he relies upon the trainer who organizes the operation.

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Training - in a practical situation

A particular training method during which the trainees are led to resolve real problems in their actual work environment. Traditionally, during this kind of training, there is an alternation between theory and practical application in the work situation.

Training - Action

Operation, or project, whose goal is to advance the knowledge, and savoir-faire of the beneficiaries of the training towards a given objective. The project implements a well-ordered series of educational actions, a combination of pedagogical methods set forth to enable the beneficiaries to achieve this objective. French Labor Law, (R.950-4, al.1) recognizes a training action on the basis of four simultaneous factors:

- objectives (assessed in terms of learning)
- a pre- written programme which can however, be adapted according to the particular participants and circumstances.
- pedagogical methods: The trainer has the choice (and is responsible for the methods) used but must indicate the methods he plans to employ (computer, case study, video...)
- means of supervision: the participation skilled personnel in the training field and the ability to convey these skills to others.
- a follow-up plan for the programme and an evaluation of the results: defined ahead of time by the trainer and the initiator of the training, which allows for the verification of the real results and acquisitions (thus the validity of the operation)
- A training action is based on the idea of filling in a competency differential: " I'm here because I can't do something I need to dp, or I don't know something that t need to know, " = operation

Training adviser

At its origin the French term (prescripteur) meant: the person who advises, prescribes, or indeed orders, the purchase of a product or treatment.

The term has been taken up by analogy for training as a treatment for a gap between the expected performances and the actual performances. The training adviser is a decision maker, (director, project head, or superior), he fixes(or participates in fixing) the objectives for the evolution of the organization and sets up the framework for the training.

The training adviser is in charge of the operation: He expects results. He can delegate the realization to the training manager who will handle the management of the system.

In the UK and in Spain Super training advisers exist from the viewpoint of the beneficiaries: these are professional organizations which have certain requirements in terms of qualifications or professional skills and who offer training to their members to keep up a good professional level.

Training Beneficiary- Trainee

Trainee in a training course, participant in a training action, he comes" to receive training"," to achieve training objectives" according to his motives for coming to the training. His motives could be 100% in keeping with the training objectives, or they could also include other reasons (he might come because he has to)' Ideally, he counts on the training to improve his professional practices, in function with his own objectives for development, those of his employer, or those derived through negotiation with his employer.

Training manager

He manages the training system. In other words, he directs the part of the organization towards the goal defined by the decision-makers of the organization. The management of training is realized by planned activities and a follow-up procedure on implementation, by a follow-up on training results, and a verification process in order to supply the necessary regulations if need be.
He sets the training into motion through directives given to his trainers, he isn't himself a trainer (unless exception).
His domain of competency: creation of a training programme = person in charge of training.

Training plan

A group of well organized elements set in place in order to accomplish a given assignment to achieve the objectives of the training. (as opposed to a "training system" more general and with more continuity)

Training policy

A way of governing, conducting an affair; manner of conducting training in an organization. It is also a calculated way of attaining a goat.

Training system

A coherent ensemble organized by rules, and means, tending towards the same end and fulfilling the same function: it is supported by a general strategy in which training has a place, and role to fulfill.

A.3. Protected Areas and occupations

5 levels have been defined for each of the UICN categories of the organizations participating in the inquiry:
- Manual labour,
- Staff members,
- Middle executive managers,
- Executive managers,
- Director.

The designations for the same level can go from one to ten. The diversity in job designations doesn't seem to vary directly in relation to the size of the organization, an organization with 80 employees, has 63 different job designations, and an organization with 17 employees has 10 different job designations.
There seems to be a greater diversity in the designations for middle executive managers which take their specializations into account, (environmental education scientists, group leaders)

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Exemple de la variété des dénominations de postes (UK, National Park type V UICN)

Titre du poste ou de la fonction	
Directeur	
Tourisme et Loisirs Responsable de l'information et du tourisme Concepteur graphique et analytique confirmé Cadre de conception et d'analyse confirmé Concepteur graphique Agent d'information Assistant d'information et d'analyse Assistant saisonnier d'information Chargé de mission paysagiste Technicien paysagiste Chef de zone paysagiste Garde de zone Chef de projet Postes d'équipiers paysagiste saisonniers	Navigation Directeur de la navigation & des loisirs aquatiques Assistant navigation & des loisirs aquatiques Adjoint navigation & des loisirs aquatiques Agent de sécurité de la navigation Hydrologue Inspecteur cours d'eau Opérateur radio / Chef de pont Technicien en navigation Assistant technicien en navigation Personnel de quai saisonnier Opérateur saisonnier de machine à faucarder
Conservation du site Conservateur en chef Conservateur Chargé de mission scientifique Ecologiste Coordinateur bénévole/Gestionnaire projet de restauration de milieu Agent administratif bénévole / restauration de milieu Coordinateur formation aux réformes/ Garde des marais Responsable projet marais Responsable chargé des marais Surveillant des marais Agent marécages Conducteur de pelle Garde de marais confirmé Garde de marais Limnologue Assistant conservateur	Administration Responsable administratif confirmé Responsable financier Assistant financier confirmé Assistant financier Assistant financier saisonnier Cadre administratif confirmé Assistant administratif Chef de bureau de secrétariat Cadre administratif / Secrétaire de direction Secrétaire / Commis Commis Dactylographe Agent d'accueil Concierge
Programmation Cadre responsable du programmation Assistant responsable programmation Assistant programme Coordinateur du programme local des Broads Responsable de projet Technicien de projet confirmé Technicien de projet Responsable d'exécution	

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Aires de type UICN II : parc national géré dans un but de protection et à des fins récréatives
(source du classement par catégories : World Conservation Monitoring Center)

dénomination des espaces protégés	F parc national (zone centrale)	E Parc national	UK national park (Peak National Park)
niveaux de fonctions cargo post / office level			
main d'oeuvre, exécution ejecutante, mano de obra subordinate, labour	Ouvrier	Ouvriers spécialisés Maintenance Service de nettoyage Maintenance nettoyage Appui, conduite, secours Main d'œuvre spécialisée	
agents de réalisation agente members of staff	garde moniteur statut : agent technique spécialités possible : animation accueil du public, scientifique	Gardiens (surveillants/gardiens) Surveillants Guides Agents forestiers Agents d'accueil	Gardes de terrain Garde responsable Guides nature
cadres intermédiaires, techniciens tecnicos, tecnicos medios middle executive managers	chef de secteur statut : technicien assistants spécialisés auprès des chargés de mission	Gardiens chefs Contremaîtres Techniciens Ingénieurs techniciens Moniteurs d'environnement Techniciens d'infrastature et de conservation Techniciens zoologistes	Chef des gardes de terrain ? responsable programmation
cadres (conception) ejecutivo, personal dirigente tecnico, tecnicos superiores executive managers	chargé de mission, chef de service (siège)	Biologistes Ingénieurs forestiers Vétérinaires Responsables en chef d'éducation et information	Conservateur en chef ? responsable programmation responsable de projet
		Responsable du centre des visiteurs Chef de conservation	
cadres dirigeants	Directeur Directeur adjoint	Directeur conservateur Directeur adjoint	

Aires de type UICN IV : aires de gestion des habitats ou des espèces gérées à des fins de conservation avec intervention
(source du classement par catégories : World Conservation Monitoring Center)

dénomination des espaces protégés	F 1-réserves naturelles 2-sites des conservatoires régionaux 3-sites du Conservatoire du littoral	E	UK National Nature Reserve (NNR)
niveaux de fonctions cargo post / office level			
main d'oeuvre, exécution ejecutante, mano de obra subordinate, labour	1- agent technique FP 2- agent d'entretien 3- agents de terrain		
agents de réalisation agente members of staff	1- garde RPN 1- garde animateur RPN		
cadres intermédiaires, techniciens tecnicos, tecnicos medios middle executive managers	1- animateur FP 1- chargé de mission scientifique FP 2- technicien de terrain 3- chargés d'études		Assistant de conservation Assistant du responsable du site
cadres (conception) ejecutivo, personal dirigente tecnico, tecnicos superiores executive managers	1- conservateur RPN 1- responsable de l'animation FP 2- chargés de mission scientifique 2- chargé de mission territorial 2- chargé de mission terrain 3- chargé de mission		Conservateur Responsable du site Topographe agréé Chargé de communication Responsable thématique
cadres dirigeants	2- directeur 2- directeur adjoint 3- directeur		Responsable d'équipe

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Aires de type UICN V : paysage protégé géré pour la conservation des paysages et à des fins récréatives
(source du classement par catégories : World Conservation Monitoring Center)

dénomination des espaces protégés	F 1- sites du Conservatoire du Littoral 2-PNR Zones périphérique des Parcs nationaux	E 1- parc naturel 2- réserve de la biosphère	UK 2- AOAB 1- Parc national
niveaux de fonctions cargo post / office level			
main d'oeuvre, exécution ejecutante, mano de obra subordinate, labour		1- responsable de la maintenance	Gardes bénévoles (non payés)
agents de réalisation agente members of staff	1- gardes	1- gardiens 2- éducateur	Agent de projet saisonnier
cadres intermédiaires, techniciens tecnicos, tecnicos medios middle executive managers	1- chargés d'études	1- technicien forestier 1- ingénieur technicien forestier 1- ingénieur en gestion touristique	Garde de terrain Assistant administratif Equipe domaniale
cadres (conception) ejecutivo, personal dirigente tecnico, tecnicos superiores executive managers	2- coordinateur territorial 2- chargés de mission thématiques	1- responsable zone destinée au public 2- responsable zone patrimoine naturel 3- responsable information et accueil 4- avocat	Coordinateur de projet Responsable de projet Cadre paysagiste paysage & (conservation; culture de l'environnement; loisirs) Cadre administratif Directeur des travaux domaniaux Cadre de bureau Responsable : - risques et analyse - information et analyse - ressources et statistiques - publicité et information - projet loisir Coordinateur des bénévoles
cadres dirigeants	1- directeur 2- directeur	Directeur Directeur technique	Cadre AOBN

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D

Legal Resources for Professional Further Education in France

Centre Info : www.centre-inffo.fr (training information)

Regional Labour Administrations (one per administrative région)

(CARIF) regional information centres for training

Efficient training management

This brochure is meant to be a practical guide, and is the result of reflections made in partnership within the context of the Leonardo programme. The principles laid out here stem from these reflections: the reader looking for theoretical references should turn to general literature, which treats the subject of training management. Every person having a position of responsibility in the organization of the management of protected areas: executive, director, project manager, or project team member, will find practical elements for the management of training whatever their level of involvement may be. The useful elements will not be exactly same for each and everyone: the simple and concrete nature of the information should facilitate their use in the field.

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