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Training Interventions in Strengthening Technical Capability of Selected Organizations in the Philippines

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Abstract

Businesses and countries of today beset the economic crisis known to be the most challenging situation. Human resource, particularly training and development plays a crucial role in the economic development of a nation. Readiness of human capital in diverse sectors prepare workforce to adapt to change and innovation. This study examines the impact of selected training programs implemented to effect change in personnel which contributed to the performance and productivity of manpower of selected organizations in the Philippines. The descriptive method was utilized and sample size of one hundred twenty nine (n=129) was ascertained from both private and public sectors. The study also employed series of in-depth interviews as part of data gathering and analysis. The research findings revealed that training programs were effective in attaining improved the knowledge, attitudes, skills and practices and further developed self-regulatory management frameworks. Technology adoption and utilization of the skills acquired have provided interventions in the socio-economic conditions of personnel. The data served as a guideline in reengineering the training design and formulating policies to effect change in addressing the effective human resource training and development programs of organizations in toward competitive advantage.

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1. Introduction

In today's globally demanding and challenging environment, technological advancement in training is a driven fact. Doing training in a scientific, technical way, getting results that are measured by some tools is considered as a must, not a choice.

Achieving performance results from training is considered as organization-wide challenge. It cannot be addressed by the training function alone. Training alone operates only to increase capability. But whenever employees perform to the best of their capability or at some level less than their best capability is driven by a complex host of factors, typically and popularly lumped together to provide a strengthened pool of qualified individuals.

The South East Asian Development Center together with Bureau of Fisheries and Aquatic Resources and Fisheries Institutions is committed to uphold its services to achieve sustainable fisheries management through human resource development, research and information and extension services. Strengthening the capability of personnel involved in organizations through training interventions encouraged effective ways towards better service delivery.

This study aims to examine the selected training programs implemented to effect change in personnel of selected fisheries organizations. Furthermore, it attempts to describe the skills and competencies acquired and the training processes involved In the Responsible Fisheries Technologies.

Several studies had been conducted on the effect of capability building; however, no specific study was done on the training interventions to personnel in selected fisheries organizations in the Philippines. Further, in the interest of the Philippine government on its quest for the poverty alleviation, food security and improvement on the quality of life of Filipinos in particular and rural development in general, hence, this study has been conceptualized.

2. Review of Related Literature

The term training refers to the level of emphasis firms place on instructional interventions to enhance innovation, technology transfer, or project team processes. Campion, Medsker, and Higgs (1993) identified training as a significant correlate of work group effectiveness. "Training" refers to the level of emphasis firms place on instructional interventions to enhance innovation, technology transfer, or project team processes. Campion, Medsker, and Higgs (1993) identified training as a significant correlate of work group effectiveness. From the socio-technical perspective, training programs might be used to focus a team's innovative philosophy, enhance creativity, expand technical knowledge, or sharpen decision-making and interpersonal skills. Since projects are typically executed by cross-functional groups, team building training might have particular relevance in the present study. From the socio-technical perspective, training programs might be used to focus a team's innovative philosophy, enhance creativity, expand technical knowledge, or sharpen decision-making and interpersonal skills.

Campion and colleagues (1993) noted that prior support for the overall significance of team training was mixed, that methodologies of most studies had been weak, and that most studies were focused on process, rather than performance, outcomes. However, more recent work has specifically focused on training at the individual and its contribution to team-related performance criteria. Training strategies focused on group coordination and adaptations have yielded measureable team performance improvements (Burke, Steel, Pierce & Kendall, 2006; Salas et al., 2007), suggesting that individuals contribute more to their team when prepared to be flexible and adaptive within the ambiguous context of technological change. Training for creativity and idea generation has produced intermediate benefits for the problem solving challenges of technology transfer teams. Baruah and Paulus (2008) demonstrated a positive effect of training on the total number and originality of ideas generated by group individuals. Their evidence corroborates prior findings that suggest training techniques enhance creativity or attitudes toward creativity at both the individual (Basadur, Runco & Vega, 2000; Puccio, Firestien, Coyle and Masucci, 2006) and group levels (Firestien, 1990).

Training basically promotes three types of capabilities: investment capabilities, operational capabilities, and dynamic learning capabilities that are considered to be critical in the transfer of learning process (Bell, 1987; Desai, 1984; Lall, 1982). This study concentrates on the dynamic learning capabilities that consists of the skills and information needed to generate dynamic technical and organizational changes and to manage the changes (Bell, 1987; Mytelka, 1985; Wei, 1995).

3. Methodology

The descriptive method was utilized and the sample size of 129 was conveniently selected from both private and public sectors in the Philippines. The researchers used the Likert scale to determine the quantitative and verbal interpretation of the data. The responses to the questions were analyzed and interpreted. The trainees from the 13 Regions for responsible Fishing Technology Program were considered as the unit of analysis of this study. A population study was considered since there were only 129 participants and they had to answer completely the survey questionnaire administered by the researchers.

4. Findings/Discussions

The research findings showed that such training programs were effective in attaining improved knowledge, attitudes, skills and practices among the 129 participants from the 13 Regions of the Philippines. The training course of one month equipped the necessary skills through actual exposure on fishing gears and methods.

The main focus was on the lecture and practical activities on the design, operation and maintenance of various fishing gears, navigation and seamanship. Fishing aggregating devices, hydro-acoustics, deck machineries, fishing handling on board were tackled as well as code of conduct for responsible fisheries laws, rules and regulations and coastal resource management.

On Knowledge upgrading. The participants had to undergo both theoretical and practical exercises and equipped them with the necessary skills to become competent as scuba divers. The trainees were expected to contribute and extend their capabilities to their respective organizations. Technology adoption and utilization of the skills acquired provided interventions in the socio-economic condition in the fisheries sector. It can be noted that the responses of the participants in upgrading the knowledge gained on the academic subjects on scuba diving course were favorable. This result is supported by Champion, Medsker, and Higgs (1993) when they have operationally referred to "Training" as the level of emphasis firms place on instructional interventions to enhance innovation, technology transfer, or project team processes.

On skills and competencies acquired. The response of the participants in upgrading the skills and competencies acquired on the practical subjects were rated with adjectival rating of "Very Good".

On training processes for Responsible Fisheries Technologies. The management and conduct of the responsible fishing technology program were divided into three phases: Pre-implementation, Implementation, and Post-implementation.

The highlights of the responses on upgrading their knowledge and skills on various programs were overall rated as "Very Good" on the following: Shipboard Training (89%), Coastal Resource Management (88%), Fish Handling on Board (88%) Deck Machineries (86%), Fisheries Laws, Rules and Regulations (84%); and Surrounding Nets (81%). It was also noted that the training programs developed the participants' self-regulatory management frameworks when they returned to their respective stations/localities.

The findings are supported by (Burke, Steel, Pierce & Kendall, 2006; Salas et al., 2007) as they expounded on training strategies that focused on group coordination and adaptations that have yielded measureable team performance improvements, suggesting that individuals contribute more to their team when prepared to be flexible and adaptive within the ambiguous context of technological change. The study focused on upgrading of skills and knowledge involving training programs for creativity and idea generation for the benefit of solving challenges of technology transfer teams.

5. Summary and Conclusion

The paper attempted to describe and analyze the selected training programs implemented to effect change in personnel which contributed to the performance and productivity in selected fisheries organizations in the Philippines. Strengthening capability building through trainings were conducted and reflected on the design, operation and maintenance of various fishing gears, navigation and seamanship, fishing aggregating devices, hydro-acoustics, deck machineries, fishing handling on board, code of conduct for responsible fisheries laws, rules

and regulations and coastal resource management. Technology adoption and utilization of the skills acquired provided interventions in the socio-economic condition in the fisheries sector.

The data also served as the baseline information in redesigning training materials and developing policy guidelines to effect change in the future.

In conclusion, addressing an effective capability building programs to organizations will be a competitive advantage in facing challenges of globalization and a sustainable human development.

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