HRD AND ITS CRITICAL FACTORS ACCORDING TO PRACTITIONERS

IN THE TRAINING DIVISION OF TELKOM INDONESIA

A Dissertation

by

SISWO

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2004

Major Subject: Educational Human Resource Development

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ABSTRACT

HRD and Its Critical Factors According to Practitioners in the Training Division

of Telkom Indonesia. (May 2004)

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This study of an Indonesian company, Telkom Indonesia, identifies how human resource development (HRD) practitioners view or define HRD, what factors they consider critical for HRD practice, and specific issues related to training. Interviews with 20 practitioners in the company's Training Division were used as the primary vehicle for gathering information, while observations and documents supplemented the interviews. The practitioners essentially equate HRD with training and development (T&D), but the company's practice reflects the presence of considerable attention not only to training and development but also to organization development (OD) and career development (CD). The practitioners' comments about critical factors for HRD can be categorized into four broad groups: corporate, workplace, supplier, and internal; and the company's training interventions are classified into three major clusters: telecommunications technology, business management, and leadership. This study also underscores the presence of some forces that lead HRD practice to stick around the training area and some other forces that promote a movement toward a more strategic HRD orientation.

DEDICATION

This dissertation is dedicated to my family: my late father, Suryadi; my mother, Sini; my wife, Siti Aminah; my sons, Muhammad Faizullah and Fakhrul Mubarak; my daughter, Fairuz Az Zabiedah; my brother, Gunawan, and my sister, Siswati, whose support and encouragement are invaluable in advancing my profession. This dissertation is also devoted to H. Asy'ari Al-Hakiem, my revered guru, whose teaching is enlightening my heart, and to all friends in my workplace, my village, and my farm as well for their willingness to share knowledge and experiences, and for their supportive actions for many endeavors.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

As the world is becoming more and more global, scholars must be knowledgeable about the global environment and understand viewpoints, needs, and experiences of others from different parts of the world or different countries. Scholars in the field of human resource development (HRD) are no exception and need to carry out even more global or international HRD investigation because the field is relatively young and not mature yet (Elliot, 2000; Marquardt and Engel, 1993; Swanson, 2001; Swanson and Holton, 2001), and the current discussion on HRD is dominated by American scholars and practitioners (Streumer, Van der Klink, and Van de Brink, 1999).

Osman-Gani (2000) further considers ASEAN (the Association of South East Asian Nations) a significant area for international HRD investigation. The association consists of ten member countries ─ Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam─ and is "ranked among the world's largest host of foreign direct investment inflows" (p. 215).

Indonesia plays a significant role in ASEAN as the country is one of the founders of the association and has the highest population and largest area of all the members. With more than two hundred million people living in more than 13,000 islands, being strategically located between two continents (Asia and Australia) and between two

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This dissertation follows the style and format of *Human Resource Development Quarterly.*

oceans (the Pacific and the Indian), and speaking hundreds of different languages, the country is geographically unique, and culturally diverse. Under such circumstances, an international HRD investigation in Indonesia is a challenging endeavor.

A well-known literature review about international HRD investigation was the work of Hansen and Brooks (1994). Essential of the review was the identification of two major shortages of international HRD investigations. The first shortage pertained to the approaches utilized in the investigations. The review indicated that most international HRD studies lacked in-depth understanding of the settings investigated because of the typically dominant use of positivistic approaches. To enrich the body of knowledge of international HRD with a more in-depth understanding of the settings investigated, Hansen and Brooks suggested a more qualitative or naturalistic study. The second shortage of international HRD studies pertained to the issue of who performed the studies. With regard to this issue, Hansen and Brooks found that the results of international HRD studies tended to be biased by American scholars and practitioners' HRD perspectives because most of the studies were conducted by non-native researchers, typically Americans, who were by and large unfamiliar with the local settings being investigated. Hansen and Brooks then called for international HRD studies performed by native researchers. In short, Hansen and Brooks' review of international HRD investigations revealed the need for more qualitative or naturalistic studies performed by native researchers. This dissertation is a naturalistic endeavor and the investigator is a native person of the setting being investigated.

The discussion above by and large conveys four major points. First, HRD

scholars are concerned with international investigations (Marquardt and Engel, 1993; Streumer et al., 1999; Swanson and Holton, 2001). Second, there is a suggestion regarding the need for HRD investigations in ASEAN member countries (Osman-Gani, 2000). Third, Indonesia is a country that plays a significant role in ASEAN, and fourth, the review of international HRD literature indicates the lack of naturalistic studies performed by native researchers (Hansen and Brooks, 1994). In response to these matters, the investigator conducted an HRD study in an Indonesian telecommunications service company, "Telkom Indonesia". The company was selected for its important role in the country, the investigator's work experience in the company, and the significant size of its training division.

Statement of the Problem

The HRD literature recognizes Weinberger (1998) for her study about HRD definitions of US perspectives, Rouna (2000) for her study about HRD definitions from the perspectives of ten active HRD scholars, and McLean and McLean (2001) for their study about HRD definitions of the non-US scholars such as those from China, Taiwan, Cote d'Ivoire, France, Germany, India, Japan, Korea, the Netherlands, Singapore, Thailand, and the UK. These studies, however, are limited typically to HRD academic scholars and many countries in the world such as Indonesia are not included. Little is known about an international HRD study focusing on practitioners' perspectives in corporate setting.

Purpose of the Study

The purpose of this study was to explore HRD practices in Telkom Indonesia,

particularly in its Training Division, by focusing on the issues pertinent to how HRD practitioners view or define HRD and what factors or issues they consider critical for HRD in the company. The investigator, hence, raised the following research questions:

1. How do the HRD practitioners in the Training Division of Telkom Indonesia view or define HRD?

2. What factors or issues are critical for HRD practices in the company?

Definition of Terms

The term "HRD" is loosely used. Scholars do not fully agree regarding the boundaries of the field. In "Models for HRD Practice," McLagan (1989) affirms that HRD consists of three interventions: training and development (T&D), organization development (OD), and career development (CD). Swanson and Holton (2001) also include training and development and organization development as part of HRD, but leave out career development in their model or definition. Professional organizations such as the Academy of Human Resource Development (AHRD), the American Society for Training and Development (ASTD), and the International Society for Performance Improvement (ISPI) more or less discuss HRD issues, although they may use different frames or approaches in looking at the field; this is also an indication that HRD is an ambiguous field.

In practice, the term "HRD" is not a standard one, and it is often interchangeably used with other terms. For example, a company might call its HRD unit a training division, an HRD department, a training department, a performance department, a corporate university, or the like. HRD programs or activities might be called training,

training and development, staff development, employee development, adult education, and so forth (Beder, 1989; Robinson and Robinson, 1996; Swanson and Holton, 2001).

This study uses the term "HRD" as a broad umbrella and an interchangeable term with training and development, depending on the context of the discussion. Training and development is viewed as only one form of HRD, but it is the major form used and, thus, it might dominate the discussion. In this study, the term "HRD practitioners" refers to those who perform roles, hold positions, or are individuals such as trainers, training designers/developers, or other training administrators/staff in the organization highly involved in the HRD process. The term "HRD practice" refers to programs, events, activities, systems, and even viewpoints that the company or HRD practitioners might have or embrace.

Assumptions of the Study

The investigator began this study with the following assumptions:

1. The construction of the informants participating in the study, the settings observed, and the documents collected reflect HRD practices in Telkom Indonesia.

2. Corporate practices influence HRD practices and the practices of the Training Division in Telkom Indonesia.

Limitations of the Study

1. This study is limited to one corporation, Telkom Indonesia, and therefore it does not represent all companies in Indonesia. As Telkom Indonesia is a large business in the country, this study does not correspond to small businesses.

2. HRD scope is broader than training, and the setting investigated was primarily the company's Training Division. As such, some HRD-related activities outside the Training Division were not directly explored.

3. The investigator used a naturalistic approach in which the sampling was purposive. The intent of purposive sampling is to maximize information (Erlandson, Harris, Skipper, and Allen, 1993). In such a study, there is no precise generalization, although to some extent, this study may be transferable to other similar settings.

4. In addition, in that change always happens and because the environment under study here is both interactive and dynamic, interpreting this study entails care even though the findings will be used only to discern Telkom Indonesia, the company studied.

Significance of the Study

This study is an endeavor to contribute to the field of HRD in an international setting by exploring Indonesia, about which literature in almost any social field is lacking, and it is without a doubt that in the field of HRD is more lacking as HRD is a relatively new field and not well-established yet. It is an exploratory investigation to help understand HRD practices in the country, particularly in the corporate setting, and it is a study from the perspective of practitioners. The findings then could be tied to the current HRD literature or the notions of HRD scholars. In addition to its contribution to the body of knowledge of international HRD in corporate setting, this study is also a practical endeavor. Using a naturalistic approach, the investigator directly interacted

with practitioners whose backgrounds varied and who typically possessed different viewpoints when looking at the field of HRD. In other words, this study promotes a mutually beneficial relationship between the investigator and the informants.

Design of the Dissertation

This dissertation is organized into five major chapters. Chapter I, Introduction, contains the statement of the problem, the purpose of the study, a definition of terms, the assumptions of this study, its limitations, the significance of the study, and the design of the dissertation. This chapter sets the direction of the content and the structure of this report. Chapter II provides a review of the literature and introduces the setting of this study. The review basically highlights the relevant literature and is intended to provide a conceptual background for the study. A description of the setting is given to facilitate the presentation of the findings. Chapter III provides an overview of the methodological approach used by the investigator, and Chapter IV reports the findings and analysis interwoven. The last chapter, Chapter V, presents the summary, discussion, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE AND THE SETTING

This chapter is organized into two primary sections: "Review of the Literature: Human Resource Development" and "Review of the Setting." The former is derived from scholarly endeavors, presenting theoretical backgrounds that can be used as lenses to interpret and discuss the findings of this study. The later is written from practice rather than the literature and is intended to introduce the settings investigated and to better understand the context of the study.

Review of the Literature: Human Resource Development

This section centers on two major issues: HRD definitions and HRD orientations. The former addresses scholarly issues regarding what HRD is, and the later deals with more philosophically oriented issues pertaining to what scholars consider as a strategic HRD orientation, a practice of HRD that moves beyond training, the common HRD intervention.

Definition

The role of a definition in any field is important. Unfortunately, the field of HRD is not well defined yet and there is no consensus among scholars in regard to what HRD really is. One reason for this may be due to the fact that HRD is "a relatively young academic discipline" (Swanson and Holton, 2001, p. 3). Another reason may relate to the nature of HRD as a cross-disciplinary field and the lack of clarity regarding the root disciplines that form the field (Kuchinke, 2001; Swanson, 2001). By and large, HRD

scholars label the field as complicated and ambiguous (Evarts, 1998; Kuchinke, 2001). The ambiguity of HRD, however, may be viewed as an opportunity rather than an obstacle. Mankin (2001), for instance, argues that it is its ambiguity that makes the field of HRD distinctive.

McLagan's and Swanson's Definition. Among numerous definitions that emerge in the literature, McLagan's definition of HRD as "the integrated use of training and development, organization development, and career development to improve individual, group and organizational effectiveness" (McLagan, 1989, p. 7) is the one most widely recognized. Essential to this definition is the promotion of three HRD interventions, i.e., training and development, organization development, and career development. McLagan further describes each intervention. Training and development intervention is a "planned individual learning, whether accomplished through training, on the job learning, coaching, or other means of fostering individual learning"; organization development is an intervention emphasizing "relationships and processes between and among individuals and groups"; and career development aims "to create optimal matches of people and work". Other important points of McLagan's definition are the inclusion of three beneficiaries of HRD (i.e., individual, group, and organization) and the notion of effectiveness as the goal of HRD intervention.

Another well-known HRD definition is presented by Swanson (2001, p. 304), who defines HRD as "a process of developing and/or unleashing human expertise through organization development (OD) and personnel training and development (T&D) for the purpose of improving performance." While de-emphasizing career development

intervention, Swanson focuses his definition on two interventions: training and

development and organization development, and he describes each as follows. Training

and development is "the process of systematically developing expertise in individuals for

the purpose of improving performance," and organization development is "the process of

implementing organizational change for the purpose of improving performance."

Swanson's definition refers to performance instead of effectiveness as the goal of

HRD and points out three performance domains: the organization, the work process, and

the group/individual (p. 304).

Table 1 compares key components of McLagan's and Swanson's definitions:

Table 1. Key Components of McLagan's and Swanson's Definitions

	Intervention	*Beneficiaries*	*Goal*
McLagan	• Training and development • Organization development • Career development	• Individual • Group • Organization	• Effectiveness
Swanson	• Training and development • Organization development	• Individual/group • Process • Organization	• Performance

Definition in the Global Context. In essence, any field should benefit all human

beings regardless of their origin. The field of HRD is no exception. HRD investigations

around the world are not only necessary, but also critical to enrich and confirm the

existing body of knowledge. To help identify an HRD definition in the global context,

Table 2 highlights key components of HRD according to Weinberger (1998), cited in

Swanson (2001), and McLean and McLean (2001). The former reflects viewpoints of the

U.S. scholars, while the latter represents viewpoints of non-U.S. scholars, specifically

from the People's Republic of China, Taiwan, Cote d'Ivoire, France, Germany, India,

Japan, Korea, Netherlands, Singapore, Thailand, and the UK.

Table 2. Key Components of HRD Definition

U.S. *(Weinberger, 1998)*	*Non-U.S.* *(McLean and McLean, 2001)*
• Behavioral change • Adult learning • Human performance • Performance goals • Organizational goals • Personal goals • T&D • Formal adult learning • Informal adult learning • Performance • Organizational performance • Individual performance • CD • OD • Learning capacity • Learning activities • Performance improvement at the organization level • Performance improvement at the work process level • Performance improvement at individual level	• Planned and organized • Process • Skills • Attitudes • Behaviors • Manpower planning • T&D • Same as HR • OD • CD • Social development • Continuous and planned • Present or future capabilities • Culture • Individual development • Realization of potential • Tied to economic growth • Planned • Behavior/ change learning • Strategic

The components presented in the table vary, but training and development,

organization development, and career development emerge on both sides—the U.S. and

the non-U.S. versions.

McLean and McLean (2001, p. 322) further define HRD as "any process or activity that, either initially or over the long term, has the potential to develop adults' work-based knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation or, ultimately, the whole of humanity." As this definition considers notions from numerous countries, it is not surprising that its scope is broader than that of either McLagan's or Swanson's definitions.

Table 3 maps out key components of McLean and McLean's (2001) definition in terms of intervention, beneficiaries, and purposes or goals:

Table 3. Key Components of McLean and McLean's Definition

Intervention	*Beneficiaries*	*Goals*
• Any process or activity	• Individual • Group • Organization • Community • Nation • The whole of humanity	• Adults' work-based knowledge • Expertise • Productivity • Satisfaction

McLean and McLean (2001, pp. 321-322) also identify six findings related to HRD in an international context. First, the most extensive HRD literature is in "the U.S. and the UK, with India emerging as having extensive literature." Second, the influence of the U.S. definitions may "be explained by the fact that many international students are being educated about HRD in the U.S." Third, "professional organizations seem to play

an important role." Fourth, "the definition of HRD is influenced by a country's value system." Fifth, HRD "is still in an emerging state in many countries." Sixth, "in several countries, HRD is not distinguished from HR but is seen, systematically, as being a part of HR."

   Issue of a Unifying Definition. The emergence of numerous definitions in the literature raises the issue of whether an HRD definition needs to be unified or not. Swanson (2001), for instance, affirms that a unifying definition plays an important role in building the field of HRD into a solid body of knowledge and that the unifying definition must rest on integrating three primary disciplines: psychology, economics, and system theory (Woodall, 2001). Lee (2001), however, rejects a unifying HRD definition and argues that developing the field of HRD requires a highly dynamic process. She also states that a unifying definition might limit enriching the body of knowledge of the HRD field and that: "to proffer definitions of HRD is to misrepresent it as a thing of being rather than a process of becoming (p. 327)." Kuchinke (2001) also rejects Swanson's notion by arguing that HRD is not a discipline in the academic sense and pointing out that system theory, which is included by Swanson as a contributing discipline to the field of HRD, is basically not a discipline.

Human Resource Development Orientation

   In addition to the definitional issues, several notions related to philosophical belief, worldview, paradigm, or orientation about HRD also emerge in the literature. HRD orientation, which may be defined as a tendency toward "a particular strategic HRD role, or a combination over several roles, over others", is "the key factor affecting

the use of training and development activities in companies" (Louma, 1999, p. 13). Understanding HRD orientations in an organization helps recognize the reason why a particular HRD practice takes place in the organization or "why HRD practitioners behave the way they do" (Gilley and Gilley, 2003, p. 5). Several notions related to HRD orientation will be presented for their role as lenses for looking at HRD practices in an organization.

Learning and Performance Paradigm. Barrie and Pace (1998) identify learning and performance orientation as two dominant paradigms in the field of HRD. The former emerges due to the extensive discourse of the adult education field and the latter surfaces as a consequence of the general practice that HRD is part of personnel or human resource management (HRM).

Swanson and Holton (2001, p. 129) further articulate the learning and performance paradigm. In regard with the learning paradigm, they categorize it into three streams: "individual learning", "performance-based learning", and "whole systems learning" (see Table 4). Individual learning focuses primarily on "individual learning as an outcome and the individual learner as the target of interventions," performance-based learning centers on "individual performance resulting from learning," and whole systems learning sets its sights on "enhancing team and organizational performance through learning, in addition to individual performance (p. 128)."

Swanson and Holton (2001, p. 130) classify the performance paradigm into two streams: "individual performance improvement" and "whole systems performance improvement" (see Table 5). Individual performance improvement addresses "individual

Table 4. Three Streams of the Learning Paradigm

	Individual Learning	*Performance-based Learning*	*Whole Systems Learning*
Outcome focus	Enhancing individual learning	Enhancing individual performance through learning	Enhancing multiple levels of performance through learning
Intervention focus	• Individual learning	• Individual learning • Organizational systems to support individual learning	• Individual, team, and organizational learning • Organizational systems to support multiple levels of learning
Representative research streams	• Adult learning • Instructional design	• Performance-based instruction • Transfer of learning	• Learning organization

Table 5. Performance Paradigm

	Individual Performance Improvement	*Whole Systems Performance Improvement*
Outcome focus	Enhancing individual performance	Enhancing multiple levels of performance
Intervention focus	• Non-learning individual performance system interventions • Learning if appropriate	• Non-learning multiple-level performance system interventions • Multiple-level learning if appropriate
Representative research streams	• Human performance technology	• Performance improvement

level performance systems" by utilizing learning and non-learning interventions. Whole

systems performance improvement also utilizes learning and non-learning interventions, but the interventions occur at multiple levels in the organization, not just at the individual level.

While recognizing the difference between the learning and performance paradigm and classifying each paradigm into different streams, Swanson and Holton (2001) also identify five substantial overlaps or common grounds between the learning and performance paradigms: a strong belief in learning and development as avenues to individual growth, a belief that organizations can be improved through learning and development activities, a commitment to people and human potential, a deep desire to see people grow as individuals, and a passion for learning.

In essence, Swanson and Holton propose a notion that the learning and performance paradigms could be reconciled by treating performance as the primary purpose of HRD and learning as the primary driver of performance.

Activity-Based and Results-Driven Practice. Gilley and Gilley (2003) raise another important notion regarding HRD orientation by advancing two distinct philosophical categories: activity-based HRD and results-driven HRD. The former is viewed as a training-oriented HRD practice in which practitioners under this philosophical category focus on activities such as designing, developing, delivering, and evaluating training programs. Training is often conducted with a "hit and miss approach" (p. 6), some training is on target, but most is not. The latter is considered as a more strategic practice and it is based on three strategic domains: organizational learning, organizational performance, and organizational change.

Gilley and Gilley also explain that practitioners under activity-based HRD play a

transactional role, while those under results-driven HRD perform a transformational role

in their organization. Table 6 contrasts these two different roles, transactional (McLagan,

1989) and transformational (Gilley and Gilley, 2003).

Table 6. Transactional and Transformational Roles of HRD

McLagan's Eleven Roles of HRD (Transactional)	*Gilley and Gilley's Six Roles of HRD (Transformational)*
- Researcher - Marketer - Organization change agent - Needs analyst - Program designer - HRD material developer - Instructor/facilitator - Individual career development advisor - Administrator - Evaluator - HRD manager	- Relationship builder - Organizational architect - Strategist - Performance Engineer - Change champion - Political navigator

Gilley and Gilley (2003) further state:

Transactional and transformational roles differ in their focus and contributions to
an organization. Transactional professionals emphasize training whereas
transformational professionals aim to maximize organizational performance and
effectiveness. The first strategy embraces a business-as-usual approach; the latter
is results-driven and requires you to adopt a new and exciting role. (p. 100)

Strategic Human Resource Development. The notion of performance-oriented

HRD (Robinson and Robinson, 1996; Rummler and Brache, 1995; Swanson and Holton,

2001) and results-driven HRD (Gilley and Gilley, 2003) bring an essential message that

HRD endeavor should not excessively or blindly rely on training, its usual business or its common major intervention, because training is only a means that does not always contribute significantly to the company's bottom line, performance or results. In the words of Garavan (1991, p. 31): "to make a significant contribution to the success of an organization", HRD function must be "strategically oriented." Garavan further identifies nine key characteristics of strategic HRD (SHRD): integration with organizational missions and goals; top management support; environmental scanning; HRD plans and policies; line manager commitment and involvement; existence of complementary HRM activities; expanded trainer role; recognition of culture; and emphasis on evaluation. McCracken and Wallace (2000) refine Garavan's notion and present three types of HRD orientation: training, HRD, and SHRD (see Table 7).

The following key points summarize the various perspectives related to HRD definitions and orientations mentioned above. HRD is an ambiguous field but within this ambiguity lies the power of HRD, and practitioners and academics must tolerate the ambiguous concept of HRD. Training and development, organization development, and career development are the three primary areas of HRD intervention. HRD beneficiaries may include an individual, a group, a process, an organization, a community, a nation, and even the whole of humanity. Several HRD orientations under different names such as performance-oriented HRD, results-driven HRD, and strategic HRD that emerge in the literature are important lenses to confirm HRD practices in an organization. The essence of performance-oriented HRD, results-driven HRD, or strategic HRD is that HRD endeavor should not excessively and blindly rely on training, the usual business or

the common major HRD intervention, because training is only one kind of HRD intervention that may not always significantly link to the needs or problems of an organization.

Table 7. HRD Orientation: Training, HRD, and SHRD

	Training	*HRD*	*SHRD*
Focus	• Administrative/ delivery	• Learning consultancy	• Strategic change
Organization	• Strategically not very mature in HRD terms	• Strategically quite mature in HRD terms	• Strategically very mature in HRD terms
Characteristics	• Poor integration with organizational missions and goals	• Integration with organizational missions and goals	• Shaping organizational missions and goals
	• Little top management support	• Top management support	• Top management leadership
	• Little environmental scanning	• Environmental scanning	• Environmental scanning by senior management, specifically in HRD terms
	• Few HRD plans and policies	• HRD plans and policies	• HRD strategies, plans, and policies
	• Little line manager commitment and involvement	• Line manager commitment and involvement	• Strategic partnerships with line management
	• Lack of complementary HRM activities	• Existence of complementary HRM activities	• Strategic partnerships with HRM
	• Lack of expanded trainer role	• Expanded trainer role	• Trainers as organizational change consultants
	• Little recognition of culture	• Recognition of culture	• Ability to influence corporate culture
	• Little emphasis on evaluation	• Emphasis on evaluation	• Emphasis on cost effectiveness evaluation
Learning culture	• No	• Weak	• Strong

Review of the Setting

To better facilitate and understand the findings presented in Chapter IV, this

section firstly introduces the general background by describing the country of Indonesia

and telecommunications, highlighting the company's history and providing an overview

of people development in the company. This section then ends with a specific

description of the company's training division and its surrounding physical environment.

Indonesia and Telecommunications

Located in Southeast Asia between the two continents of Asia and Australia,

Indonesia is geographically unique. It is an archipelago nation (see Figure 1), consisting

of approximately 13,000 islands ranging in size from that of a tennis court to larger. The

Figure 1. Map of Indonesia

exact number of islands changes frequently due to siltation and volcanic eruptions

(Cribb, 1992). The area of the country is 1,904,000 square kilometers. Cribb (1992, p.

xvi) states: "As Indonesia lies in the tropics, temperature are determined primarily by the

time of day and by elevation. The maximum recorded temperature range in Jakarta [the capital of Indonesia] is 18 to 36 C [64.4 to 96.8 F]." There are only two seasons—the rainy season and the dry season. In other words, half the year it rains almost every day, and half the year, there is no rain.

The country is demographically diverse. There are hundreds of ethnic groups and hundreds of languages are spoken in the archipelago. Indonesia is Asia's third largest country in both population and area, with China being the largest and India the second largest. Its population is more than 200 million and about half of the people live on the island of Java. As such, the population is not evenly distributed. Islam is the majority religion, but the country is not run under Islamic rule. There are also a significant number of Christians (Protestants and Catholics), Hindus, and Buddhists. The population distribution based on religion also varies. Though Islam is the majority religion in the country, it is not always the case that Islam is the major religion for each province. In some provinces, such as North Sulawesi and Maluku, the majority religion is Christian, not Islam, and, in the Bali province, Hindu is the majority religion.

In short, the country of Indonesia possesses two primary features: archipelagic lands and diverse people. One informant, I1, also affirmed these two features and he further underlined that due to such features, telecommunications have become a more critical infrastructure for the country. He remarked: "We need to pay attention to two natural factors: our lands that are isolated by seas and our people that are diverse. A crucial challenge is how to make a better connection between our diverse people in our

isolated areas. One of the keys in doing so is improving the telecommunications infrastructure."

Aware of the significant role of the telecommunications infrastructure for the country and the reality that numerous cities were poorly facilitated, the government took a strategic step to improve telecommunications services. A satellite communications system was adopted, though many groups in the country at that time considered this choice to be very costly. In 1976, the government, through Telkom Indonesia, which was a state-owned company, launched a telecommunications satellite named Palapa. Before using Palapa, the company had operated other transmission systems such as physical cable, microwave terrestrial, and other radio transmission systems. The use of Palapa, however, was a major shift for the areas covered and the telecommunications traffic handled. With Palapa, the coverage areas of telecommunications service and that of television broadcasts in the country significantly increased. Palapa covered all areas of the country and reduced the number of isolated regions in the country. If it had not used the Palapa satellite, or if the company had kept going with merely non-satellite transmission systems, the company would have taken an enormous amount of time to provide telecommunications services incorporating all areas of the country.

Telkom Indonesia

PT Telekomunikasi Indonesia Tbk, abbreviated and known in Indonesia as "Telkom" and in this study mostly called "Telkom Indonesia," is the country's major telecommunications network and service provider. Originally established in the Dutch Colonial period, the company has undergone several transformations. The following are

some notes on the company's history, particularly during the independent period of the country.

On August 17, 1945, Indonesia proclaimed its independence.

In 1965, PN Postel, a company owned by the government, was divided into two state-owned companies: PN Pos dan Giro and PN Telekomunikasi. The former provided postal services while the latter provided telecommunications services and operated a unit that produced telecommunications equipment.

In 1974, PN Telekomunikasi was further divided into two companies: Perusahaan Umum Telekomunikasi (Perumtel), which focused on telecommunications service, and PT Inti, which manufactured telecommunications equipment.

In 1980, the international service unit was transferred from Perumtel to another company, Indosat. As a result, Perumtel provided domestic telecommunications service only, while Indosat focused on serving international telecommunications. However, Perumtel (currently called Telkom Indonesia) and Indosat now have the right to operate both domestic and international telecommunications services. In other words, today both companies compete for the same telecommunications market.

In 1991, the government transformed the company from Perumtel, a state owned-company with a public service orientation, to PT Telekomunikasi Indonesia or Telkom Indonesia, a state-owned company with a commercial orientation.

Prior to 1995, Telkom Indonesia's business was segregated into 12 regional operating units, which were strongly controlled by the company's headquarters located in the city of Bandung.

In 1995, the company launched a restructuring program, making the company more decentralized. As part of the restructuring program, the 12 regional operating units were eliminated and changed into 7 regional divisions (Division I, Sumatra; Division II, Jakarta and the surrounding area; Division III, West Java; Division IV, Middle Java and Yogyakarta; Division V, East Java; Division VI, Kalimantan; Division VII, East Indonesia), and a new division, the Network Services Division, which was established to focus on providing long distance telephone services through the operation of the nationwide backbone transmission network. According to the restructuring program, the company's business activities were divided into three main areas: primary business, related business, and business support. The seven regional divisions and the Network Services Division are essentially the divisions that deal with the company's primary business. Mobile phone service was considered as a related business and, currently, a major mobile phone company in Indonesia is Telkomsel, of which Telkom Indonesia is the majority owner. The Training Division in which this study was conducted is one of the company's business supports or support divisions.

People Development in Telkom Indonesia

International studies—presented in English— in Indonesia are limited, and there is no doubt that the shortage of studies is even greater for a relatively new field such as HRD. Therefore, this investigation may be a pioneer endeavor in the field of HRD conducted in Indonesia. The shortage may pertain to just the lack of studies in the field of HRD itself. Before entering the United States to study HRD, the investigator, sponsored by Telkom Indonesia, looked for HRD majors in some Indonesia's

universities but, unfortunately, there was no university in the country that offered this major. In short, the interest of the investigator and the needs of the sponsoring company, Telkom Indonesia, could not be fulfilled in the country at that time (1998).

A similar experience took place when the investigator attempted to find and join an HRD professional organization. At that time, there was no such organization in the country. There was a professional organization named AMSDM, but this organization addressed the field of HRM (Human Resource Management), not HRD. In Indonesian, AMSDM is the abbreviation of Asosiasi Manajer Sumber Daya Manusia, and in English this might be translated as the Human Resource Manager Association. Though AMSDM did not entirely fit the interest of the investigator, the investigator joined it, following a common proverb in the country: "Tak ada rotan akarpun jadi," translated in English as "If one needs a rattan, but there is not an available one, he or she should use a root instead." In other words, if one cannot find what he or she really wants, it is better to use something similar or close enough. On one occasion, the investigator participated in a seminar sponsored by AMSDM in the province of Bali, a well-known tourism area in Indonesia.

For a naturalistic inquiry, attendance in the physical setting investigated is critically important. In this sense, one of the reasons for the lack of study in the country may also be associated with logistical difficulty though, in this case, the level of difficulty might vary depending on the location of a study. Infrastructure in the country of Indonesia is not uniformly distributed—some regions are well developed while many others are poorly facilitated. Many areas are isolated, and some people still live in

relatively primitive circumstances. In essence, in this country, there are a lot of settings that differ due to an unequal infrastructure or environment. The significant difference between one place and another is a reminder for outsiders not to hastily generalize the findings of an investigation in Indonesia.

Still another reason for the shortage of studies may pertain to the language barrier between a researcher and his/her informants, particularly for one who is an outsider or from other countries. It may be surprising for some to learn that the national language of Indonesia, Bahasa Indonesia, is the second language for most Indonesians. This is understandable, however, as their first language is mostly the local or native one, depending on where they live or with what tribes they are associated. Some tribes in locations such as Java even speak Indonesian as their third language. Java, containing the majority of the country's population, speaks two versions of language that are totally different. The first version is used among people with the same age/level, or who are already familiar with each other. The second version, considered to be a high order language, is usually spoken by the young to the old or by those who are not familiar with each other.

In addition, that many people in Indonesia do not speak English may be due to a historical factor. Before proclaiming its independence in 1945, Indonesia had lived under the Dutch occupation for about 350 years. As a result, generations of Indonesians, the old in particular, are more familiar with Dutch rather than English. Only recently has the Indonesian government strongly promoted English. The development of English in Indonesia is somewhat different from its neighboring countries, such as Malaysia and the

Philippines. Because Malaysia was previously under UK occupation and the Philippines were previously under U.S. occupation, their people might be more commonly familiar with English.

It is unknown up to now whether HRD practices in Telkom Indonesia are similar to or different from HRD practices in other companies— within the country and other countries as well. Investigating Telkom Indonesia is a useful starting point for future investigations in Indonesia as the company's branch offices are located all over the country, in all cities and in numerous districts. The company has also traded its shares in international markets, in New York and in London.

Education and training are two major approaches to improving an employee's competitiveness and it is not uncommon that the company sends its employees to study at universities, domestically and abroad. The company's Training Division, School of Telecommunications Technology, and School of Management, all in the city of Bandung, however, are three institutions that play a significant role (see Figure 2). These institutions are essentially under the company's control though the degree or nature of the control might be different.

The Bandung School of Management and the School of Telecommunications Technology were established and managed by the company through its educational foundation. Through a selection process, some employees are sent to study in these two institutions. These two schools, however, are also open to the general public.

Figure 2. Telkom Indonesia and Its Training/Education Scheme

Telkom Indonesia

Core Divisions | Support Divisions | Telkom Educational Foundation

Regional Divisions | Training Division | School of Management

Network Division | R&D Division | School of Telecommunications Technology
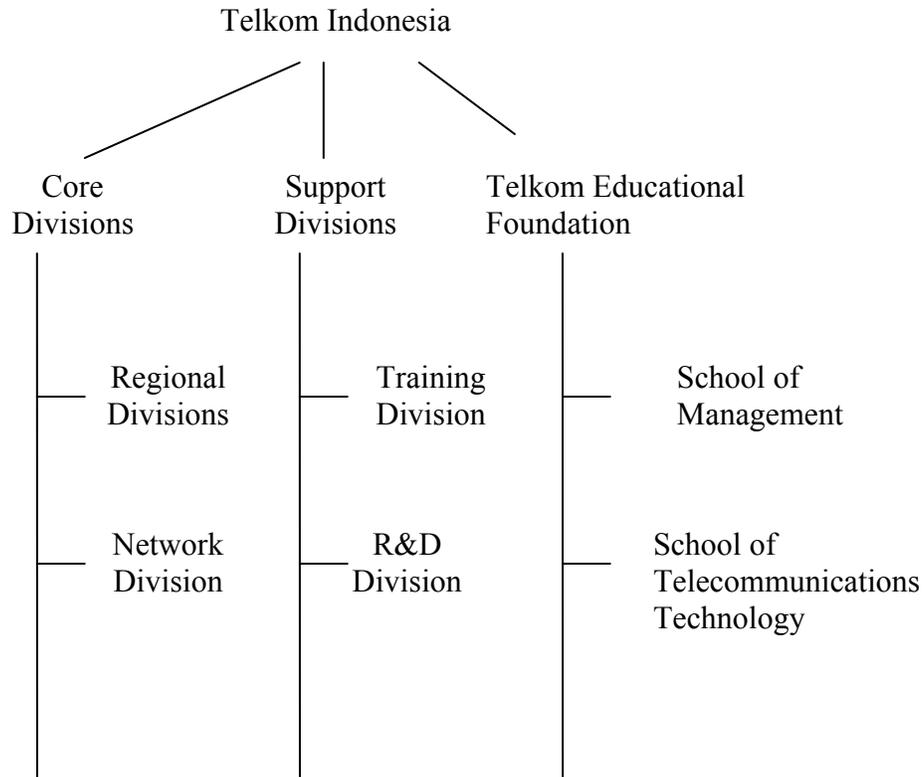
While the School of Telecommunications Technology and the Bandung School of Management are operated through the company's educational foundation, the Training Division is under the direct control of the company. The company categorizes its divisions into two: core divisions and support divisions, and the Training Division is one of the company's support divisions. As such, the Training Division is part of the company's organization and the company strongly influences the Division. Still, the company strongly influences the Bandung School of Management and the School of Telecommunications Technology as the company contributes to financing the schools. All of these institutions are in Bandung, the city in which the company's headquarters is

located.

In addition to developing its people in its own institutions, Telkom Indonesia also sends its employees to study at universities in Indonesia and in other countries. The number of employees sent to study at universities may currently have decreased due to the 1997 economic crisis in the country that also impacted on the company's financial capability. The people development programs, however, still continue and, in general, the company's commitment to human resource development is unquestionable.

While many institutions or universities are involved in educating both Telkom Indonesia's employees and the general public, the Training Division of the company in which this study was conducted merely focuses on providing training interventions for the company itself.

Training Division

The Training Division of Telkom Indonesia operates its Primary Training Center (PTC) in the city of Bandung. In addition, the Training Division runs five Regional Training Centers (RTCs) in other cities, namely Medan, Jakarta, Semarang, Surabaya, and Makasar (Figure 3). There are also two Branch Training Centers (BTCs), one located in the city of Palembang and the other in the city of Balikpapan. The former, the Palembang Training Center, is under the direct control of the Medan Training Center and the latter, the Balikpapan Training Center, is the subordinate of the Surabaya Training Center. As such, there are in total eight training centers: one Primary Training Center (Bandung Training Center), four Regional Training Centers (Medan Training Center, Jakarta Training Center, Semarang Training Center, and Surabaya Training

Center), and two Branch Training Centers (Palembang Training Center and Balikpapan Training Center).

Figure 3. Training Centers of Telkom Indonesia
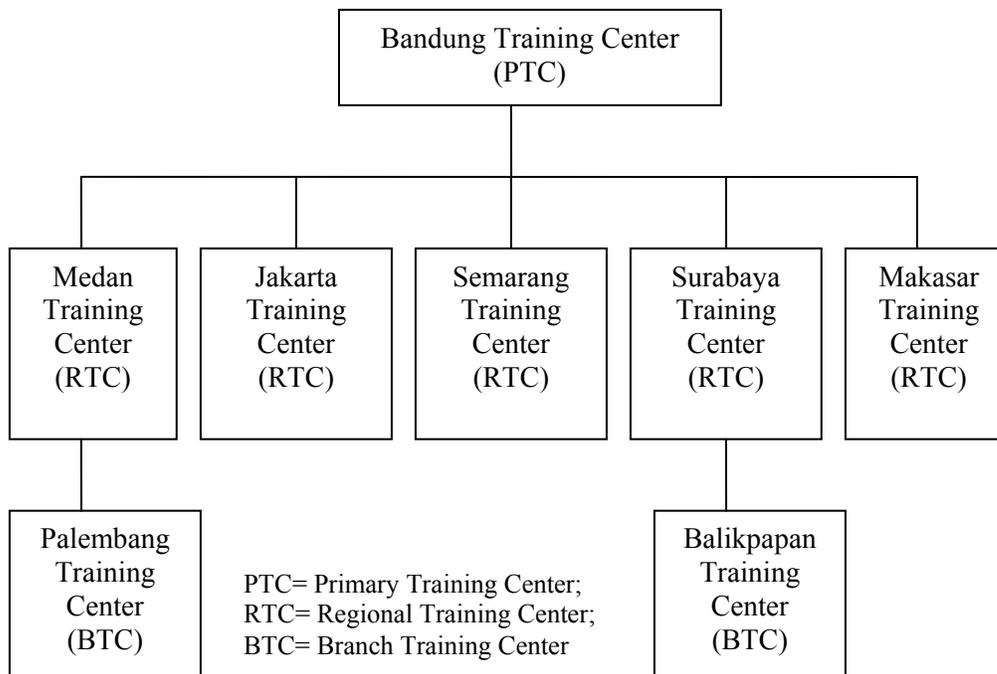
Regarding the location of the training centers and their relationship to the company and the country, one informant commented:

> How the Training Division locates its training centers is essential for the purpose of efficiently and effectively reaching out to the company's people who work in the branch offices. How the company locates its branch offices basically reflects the population distribution of the country. About half of the country's population lives in Java Island, and precisely half of the training centers [four training centers] are located in Java Island, while the other half [the other four training centers] are located outside Java Island.

> The setting studied by the investigator is the Primary Training Center, Bandung

Training Center, on Gegerkalong Hilir Street 47, in the city of Bandung, West Java Province, Indonesia. The land area of the campus is approximately 11 hectares at a height of 800 meters above sea level. On Gegerkalong Hilir Street, the Bandung Training Center building is the largest and, as such, those who live in the surrounding area are familiar with it.

Training participants from all over the country may travel to the city of Bandung by train, bus, plane, or personal car, depending on factors such as distance and personal preference. However, the train seems the most preferred form of transportation for several reasons. First, the Bandung Train Station is not too far from the Training Division. From the station to the Training Division, one may spend 30 minutes by cab, though it is typical that more time is needed because traffic jams are common in the city of Bandung, especially during rush hour. Participants may also favor the train over the bus. Traveling by bus is very tiring and time-consuming as many roads in the country are narrow, and many areas that the bus passes through are mountainous. Travel by train is also cheaper than travel by airplane.

It is not difficult to get to the Training Division, even for those who are visiting the city of Bandung for the first time. Numerous cabs are available in front of the station and the drivers know where "Divlat Telkom" (the Training Division of Telkom Indonesia) is. Unfortunately, how much one pays for the cab in the city of Bandung is generally based on negotiation. From the Bandung Station to the Division, the fare is about 15,000 rupiahs (Indonesian currency) or $1.50. Having cash in rupees before arriving at the station of Bandung helps ease travel as there are no moneychangers

around the station.

At the entrance of the training center is a security post and those who go into the training center must pass through this post. Two guards with dark blue uniforms guard the gate day and night.

In the morning, some people, mostly trainees, jog in the yard of the training center. This yard seems to be the only comfortable place for morning exercise in that neighborhood. However, the street of Gegerkalong Hilir is not a good place to do morning exercises or even just to walk. This street is so narrow that there is only room for two passing cars, and it is almost always busy with traffic any time of the day. For strangers, it is hard to believe that many old –green—vehicles still run on the street. These cars are not in a parade but function as public transportation and are operated by drivers who are not usually the owners. Five drivers were asked if they owned the cars they drove, and none of them did.

Regardless of the messy traffic on the street of Gegerkalong Hilir, the Training Division of Telkom Indonesia is well known not only by people from inside the company, but also by people from outside the company. It is the site where Telkom employees, who mostly come from different cities and may speak different first languages, develop their skills and knowledge in the areas of telecommunications technology, business management, and leadership. For insiders, the training center is often referred to or viewed as the company's center of excellence.

The training center at this Gegerkalong site was inaugurated on June 18, 1979, but some training activities were run in this location long before the inauguration.

Buildings are commonly named by letters such as A, B, …, H, I, and K . Some

buildings, however, also use names (e.g. Widyaloka and Saraswati).

About 25 meters from the entrance is a library with a variety of collections, but

telecommunications subjects seem to dominate. The library serves course participants

but, unfortunately, the participants usually have limited time to access the library,

typically because their courses are conducted within a very short time, from one to five

weeks. Also, their daily course schedule is tight—from 8.00 AM to 5.00 PM—with about

three breaks. Furthermore, the library hours are parallel with the daily course schedule.

Trainers and management/administrative staff in the Training Division, respectively

about 106 and 127 persons, may have more flexibility to visit the library than the course

participants. In addition to the company's employees, many students from universities in

the city of Bandung, particularly those whose major is telecommunications, also visit the

library.

In front of the library, there is an attractive auditorium named the Saraswati, with

400 chairs. Saraswati, according to Hinduism, is the god of knowledge. Management

from the company headquarters usually briefs the course participants in this auditorium.

The briefing is usually done during the closing ceremony of the courses and a typical

time for closing a course is on Friday afternoon. The management who are invited to

brief the course participants may vary, depending on the kinds of courses or who the

course participants are. For instance, if the course is about finance, the management

invited is from the finance department of the company. Such a meeting is crucial as this

is an opportunity for management to communicate the company's policies, and also

management might identify workplace issues that they need to address from the meeting. As such, the role of the Training Division is not just to train but also to facilitate learning that links with the workplace environment. The participants who come from different workplaces all over the country and headquarters management may rarely have such an opportunity otherwise.

On the whole, the dorms have 888 rooms and the capacity of each room is mostly four persons, though some might only be large enough for three persons. Two dorms, Widyaloka I and Widyaloka I Extension, are near the entrance; one dorm, Widyaloka II, is in the middle of the area of the Training Division; and one dorm, Widyaloka III, which is more luxurious than the others, is in the back section. During the field investigation, the researcher mostly stayed in the Widyaloka I Extension dorm. Staying in the dorm is cheaper than staying at the hotels outside the training center. The dorm costs about 20,000 rupees or about $2.00 per day. In addition, the dorm offered significant opportunity for the investigator to get acquainted with the setting and with the trainees in particular. For course participants, staying in the dorm is important as the dorm is close to classes and it is easier for them to coordinate or work together on their group projects after class or at night. Classes run from 8.00 AM to 5.00 PM. The investigator found that night discussions are common for Leadership Development (Suspim). A typical assignment from the leadership course is that the class has to produce a paper addressing workplace or company issues and make some recommendations for the company. Again, this is also part of the effort to link training and workplace issues.

There are 52 class/discussion rooms in the Bandung Training Center. Some rooms use air conditioners, but many do not as the average temperature in the city of Bandung is about 24 degrees Celsius or 75 degrees Fahrenheit. During the whole year, the temperature in Bandung and also in other cities of Indonesia is stable and is no less than 20 degrees Celcius. Heaters are not needed. The Bandung Training Center operates 42 laboratories and most of them are related to the telecommunications service industry. Unlike classrooms, the laboratories always need air conditioners to maintain the telecommunications equipment that consists of many electronic components, which need a lower temperature—between 18 and 22 degrees Celsius.

Most courses use live instruction. There is, however, a system called "Indonet." This is a two-way communication system where an audiovisual or television is transmitted from the Bandung Training Center to other training centers and several locations via satellite. The messages received by the Bandung Training Center, however, are in an audio or a text form, which is sent by telephone network or by facsimile. This system is used not only for distance learning classes but also for the company's management meetings. Top management often communicates with managers and employees all over the country through Indonet in the Training Division. The company also recently established and developed an E-learning project called "Telkom E-learning." This project is still in the initial stage. Other facilities in the training center include a health center, a sports center, a post office, a cafeteria, and a mosque.

CHAPTER III

METHODS

This study used naturalistic and qualitative approaches, which were chosen for two primary reasons. First, naturalistic and qualitative inquiry largely relies on spoken and written words and human interaction (Creswell, 2003; Merriam, 1998; Erlandson et al., 1993) and so did this study. This study was to understand how HRD practitioners in the Training Division of Telkom Indonesia viewed or defined HRD and what factors or issues they considered critical for HRD in the company. The data gathered from this study, therefore, were predominantly in the forms of practitioners' statements obtained through interaction between the investigator and the members of the organization, the HRD practitioners in particular.

Second, an exploratory study is better conducted under a naturalistic approach (Creswell, 2003). This study was an exploratory investigation as no prior significant HRD investigation in Indonesia was available. Even, this study might be considered as a pioneer HRD study in the country. It was driven particularly by Streumer et al. (1999), who identified that international HRD investigation was lacking, and also by Osman-Gani (2000), who pointed out the need for HRD investigation in the Southeast Asian countries, in which Indonesia is included. Another reason for using a naturalistic approach in this study also pertained to Hansen and Brooks' (1994) review of international HRD investigations indicating that a naturalistic approach was more lacking than a positivist one.

Procedures

A naturalistic inquiry is conducted in a natural setting (Creswell, 2003), and a human, the researcher himself, is the primary instrument (Erlandson et al. 1993; Lincoln and Guba, 1985). For such an inquiry, a physical closeness between the investigator and the setting was key. The investigator visited the Training Division of Telkom Indonesia for three months—from August to October 2001. Access to the organization and its members for data collection in this study was relatively smooth because the investigator had contacted some key persons in the organization long before visiting the field. In addition, the investigator is the company's employee who had worked in the setting under study for about one year in 1997. In short, even before the investigation began, the investigator was familiar with the setting and with some of the informants. Such familiarity helped ease the investigation process and some personal experiences might be used. The investigator, however, was aware that changes always happen and, during the field visit, identified some changes in the organization. Some people had already moved out, some others had changed their positions or roles, and some members were new and unknown to the investigator. Other changes in the organization included the abandonment or modification of some practices and the adoption of new ones.

Instrumentation

As a human instrument, the investigator attempted to maximally capture the surroundings phenomena in the field by keeping in mind the basic question of exploratory investigation: "What's happening here?" (Erlandson et al., 1993, p. 14). In this study, interviews were the primary vehicle for data gathering, while observations

and documents functioned as supplements. The basis for choosing the people

interviewed, the settings observed, and the documents incorporated was the possible

input each could provide regarding rich and relevant information.

　　Interviews. In qualitative research, an interview may be described "as a

conversation with a purpose" (Rossman and Rallis, 1998, p. 124). Focusing on finding

answers for the two research questions of this study, the investigator searched for

prospective informants. The search for such informants, however, was often not

straightforward and snowball strategies were brought into play. There were even some

trial and error activities, but as the search continued the trial and error process decreased.

The investigator became more aware regarding whom to contact and what questions to

ask. The more the investigator interacted with the informants, the better the setting was

understood.

　　The investigator incorporated trainers and managers as the primary informants;

however, other training staff or administrative staff also became informants. On the

whole, trainers, managers, and other staff in the Training Division were called

"practitioners." Twenty practitioners were officially interviewed. They were selected

based on their role, position, or expertise related to the issues explored. The Manager of

Leadership Training, for instance, was selected to explore issues related to Leadership

Training. The investigator also adopted informal discussions or conversations. Although

such discussions or conversations were less structured and were often conducted by

chance, they frequently revealed helpful information and facilitated in building rapport

between the investigator and the informants. In other words, informal conversation

played an important role during the investigation process because it built both

information and rapport. Interviewees were coded as I1, I2, I3, etc.

Observation. Exploring the setting through interviews required time

arrangements between the investigator and the informants. Observations, on the other

hand, needed a slightly different scheme. To conduct an observation, the investigator

firstly considered factors such as what settings to examine, whether the settings were

rich with information, and when and where the observation would be performed. During

the investigation process, the settings observed were usually offices and classes. In the

offices, the investigator examined how trainers and administrative staff behaved, how

they communicated with each other, and how they ran their work. In the classes, the

investigator watched how trainers interacted with their participants and observed which

issues concerned the class. In addition to the classroom setting, places such as the

dormitory and the cafeteria were also examined. The investigator even stayed in the

dormitory.

Documents. In a naturalistic inquiry, "the term document refers to the broad

range of written and symbolic records, as well as any available materials and data"

(Erlandson et al., 1993, p. 99). An important feature or benefit of documents is their

unobtrusiveness, a feature that an interview generally does not possess. For this study,

the documents were freely obtained and the investigator was thus able to make efficient

use of his time. Documents also allowed the investigator to confirm other data obtained

from interviews and observations. Documents, therefore, became an important part of

the data gathering process. The investigator had to pay careful attention when selecting

relevant documents because many documents might not have been "produced for the research purpose" (Merriam, 1998, p. 119). In this study, the primary documents included reports, policies, the company's magazine, and the internal bulletin of the Training Division, "Journal Divlat." External documents such as journals, magazines, newspapers, and books were used as supplements.

Data Analysis

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data (Erlandson et al., 1993; Rossman and Rallis, 1998). Data gathered from interviews, observations, and documents were processed according to the constant comparative method (Glaser and Strauss, 1967; Lincoln and Guba, 1985; Merriam, 1998). Using this method, the investigator identified categories and properties from the data obtained and noticed "hypotheses that are the conceptual links between and among the categories and properties" (Merriam, 1998, p.159).

The investigator transformed the raw data collected from the interviews (interview transcripts, and informal interview field notes), observation field notes, documents, and the reflexive journal into a data reduction in the form of both electronic files and index cards (4" x 6"). The index cards, therefore, contained critical incidents from the raw data. The investigator labeled certain categories on each card and the cards were ordered and structured in such a way that themes and meanings appeared from them. This was an interactive, dynamic, and on-going process so that a construction of the findings was created.

The steps of data analysis resembled the following approach presented by

Erlandson et al. (1993):

(1) Read the first unit of data. Set it aside as the first entry in the first category.
(2) Read the second unit. If its content has the same tacit feel as the first unit, then add it to the same pile as the first. If not, then set it aside as the first entry in the second category.
(3) Proceed in this fashion until all units have been assigned to categories.
(4) Develop category titles or descriptive sentences or both that distinguish each category from the others. These are not set in concrete; they should serve as tentative decision rules for inclusion or exclusion from the various categories for each piece of datum.
(5) Start over. Use the cards or sheets bearing the title or descriptive sentence as markers for each category. Begin with the first card of the first category and repeat the process that has already been followed. This important step enables the researcher to further focus the content of each category. One must allow new categories to dissipate as empty sets. It is probable that the researcher will move cards from one category to another in this step. This process may be repeated as frequently as the data warrant.

(Erlandson, et al. 1993, pp.118-119)

Trustworthiness

In any research, the results that are trustworthy— credible, transferable,

dependable, and confirmable— become the major concern (Merriam, 1998). To establish

the trustworthiness of this study, the investigator utilized a number of methods.

Prolonged engagement was used to establish credibility (Erlandson et al. 1993)

or internal validity— "the extent to which research findings are congruent with reality"

(Merriam, 1998, p. 218). The investigator had sufficient time to interact with the setting.

Before studying at Texas A&M University, the investigator had worked in the company

and, in fact, the current status of the investigator is still an employee of the company.

The investigator's working experience with the company provided adequate help for this

study, at least facilitating the investigator to be somewhat familiar with some issues in

the company. While actively working in the company (before 1999), the investigator

spent over three years in the field of training and development and one year in the setting

under study. For this study, the investigator also devoted an exclusive period of about

three months, from August to October 2001, in the Training Division of the company.

In addition to keeping in touch with developments and current issues in the company, the

investigator maintained contact with some of the respondents in this study and with

friends in the company through emails and phone calls.

Triangulation was also brought into play to promote the credibility of the study.

The essence of triangulation is collecting "information about different events and

relationships from different points of view" (Erlandson et al. 1993, p. 31). The

investigator used triangulation by incorporating different methods (interviews,

observation, and documents), different respondents (trainers, managers, trainees, and

administrative staff), and different places (offices, classes, and dormitories).

In addition, member checks (verifying data and interpretations to the informants)

were utilized to build credibility (Erlandson et al., 1993).Verification of data,

information, or interpretation was done both during and outside the interviews. In some

cases, the result of verifications directed the researcher to obtain data through other data

collection methods, particularly documents.

Purposive sampling was used to support the transferability of the study

(Erlandson et al. 1993). The procedure of purposive sampling, "that is governed by

emerging insights about what is relevant to the study based on the focus determined by

the problem, and purposively seeks both the typical and divergent data to maximize the

range of information obtained," enables a researcher to describe the context of the

findings (pp. 147-148). It is the context that facilitates transferability— the extent to

which research findings could be applied to other settings (Erlandson et al., 1993;

Lincoln and Guba, 1985).

A reflexive journal was incorporated to promote credibility, transferability,

dependability, and confirmability (Erlandson et al., 1993). This journal is "a kind of

diary in which the investigator on a regular basis records information about him—or

herself" (Erlandson et al., 1993, p. 143; Lincoln and Guba, 1985). The investigator used

reflexive journals that were created before, during, and after the investigation process.

The journals were collected over a long period of time, and were based on a long journey

that began when the investigator took courses in the field of HRD at Texas A&M

University, particularly when the investigator began learning qualitative research

methodology during Spring 2000.

An audit trail that promotes both dependability and confirmability (Erlandson et

al., 1993) was maintained to enable data tracking.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter reports the findings related to the two research questions of this study. In addition, some findings are included for their contribution to better understanding the setting described and the exploratory nature of this study. This chapter is then organized into three major sections: two sections as responses to Research Question 1 and Research Question 2, and one section on Training Intervention as an additional finding. It is also important to note that based on the qualitative approach of this study, the findings and interpretations are interwoven. Table 8 provides an advanced organizer for this chapter.

Table 8. The Findings: Section and Description

Section	Description
Human Resource Development: Viewpoints and Practices	Findings related to Research Question 1: "How do practitioners view or define HRD?"
Critical Factors for HRD	Findings related to Research Question 2: "What factors or issues are critical for HRD in the company?"
Training Intervention	Additional findings

Human Resource Development: Viewpoints and Practices

This section organizes and constructs the findings related to Research Question 1, "How do practitioners in the Training Division of Telkom Indonesia view or define HRD?" Guided by this research question, the investigator interviewed practitioners in the Division. Documents and observations supplemented the interviews, and the collected data were processed according to the constant comparative method.

The investigator began the investigation process, particularly the interview session with practitioners, by asking how they defined HRD and identifying what features or elements they believed important to be incorporated into HRD. Exploring how practitioners defined HRD, however, was a challenging endeavor because it involved diverse statements or comments from different individuals who might not directly address the definition of HRD. In addition, most of the practitioners were surprised when the investigator asked them to define HRD. They seemed to pay very little attention to what HRD was and they even viewed the issue of defining HRD as the job of academicians rather than practitioners. One practitioner, I1, for instance, said to the investigator, "You are an academician, aren't you? I have been working in the Training Division for a long time, but I have to acknowledge that I never paid specific attention to what HRD really is."

Nevertheless, the practitioners welcomed the opportunity to talk about their work and even advanced a wide variety of comments conveying messages that were helpful in understanding how they viewed or defined HRD. The investigator grouped their viewpoints into three primary categories: the goal, the beneficiaries, and HRD

interventions. The following are viewpoints, comments, notions, or issues for each category, while others beyond these three categories are grouped under the section of "Other Viewpoints."

Goal

The following were typical responses from the interviewees when the investigator asked them about the goal of HRD: "HRD is to improve skill, knowledge, and attitude (I1);" "HRD is to close the skill gap (I12);" "HRD is to facilitate learning. The final destination of HRD is competency improvement (I7);" and "HRD is to enhance capability (I16)." In essence, the goal statements expressed by practitioners could be categorized as training-oriented statements. They seemed to equate HRD with training and tended to view their primary role as trainer or facilitator for developing the company's employees. The common and more standardized language they used for the goal of HRD, however, was "competency improvement" instead of skill, knowledge, and attitude or capability improvement, and the like.

Beneficiaries

In addition to the goal component, the investigation also raised the issue of the beneficiaries of HRD. From the beneficiary perspective, interviewees advanced the notion that their HRD or training programs were primarily devoted to the company and the employees. They recognized, however, that external institutions also benefited from their programs.

Company and External Institutions. The practitioners expressed several common statements: HRD exists "for the company, (I5)" "to support the company, (I2)"

"to help the company achieve its goals, (I7)" "to improve the company's competitiveness, (I11)," etc. Such statements signified that interviewees mostly considered their work within the company's context. In other words, their HRD or training programs were viewed primarily for the company's benefit. The Training Division was considered as a tool for the company to achieve its goals. I1 explicitly said so: "HRD is the company's tool to develop the company's employees. The Training Division is established to do HRD jobs for the company. All HRD programs that are designed, developed, and executed by the Training Division must be dedicated to the company."

The majority of the training participants in the Training Division were the company's employees, a sign that was consistent with the practitioners' statement that the Division was primarily devoted to the company. Some training participants were from outside the company, but their numbers were small. As such, external institutions might be considered as the secondary beneficiary of the company's training programs. When the investigator asked I3 to explain the reasons for incorporating external participants into the company's training programs, he responded:

> Incorporating external participants into our training program is merely due to excess capacity. We need to maximize the utilization of resources such as classrooms and trainers of the Training Division. Incorporating external participants is also for the purpose of establishing or maintaining good networking or a partnership with external institutions.

By and large, HRD programs in the company were first and foremost dedicated to the company, but external institutions were also enabled to benefit from the company's HRD programs.

Employees. The company's employees were also viewed as beneficiaries of the HRD or training programs. I3 said, "HRD programs are for the company to move forward but the programs must also make the employees happy." When the investigator asked some practitioners to confirm which, the company or the employee, should get priority, half of them chose the company rather than the employee. The other half chose not to prioritize. One interviewee who rejected making a priority between the company and the employee, I1, said, "This is not a choice between the chicken and the egg. Both the company and the employee are important." Table 9 summarizes viewpoints of ten practitioners.

Table 9. Viewpoints on the Primary Beneficiary

The Company Should Be the Primary Beneficiary of the HRD Program	*The Employee Should Be the Primary Beneficiary of the HRD Program*	*Both the Company and the Employee Are the Primary Beneficiaries of the HRD Program*
5 (50%)	0 (0%)	5 (50%)

HRD Intervention

The company's HRD interventions emerged in many forms and could be categorized into three levels: Corporate intervention, Training Division intervention, and Workplace intervention.

Corporate Intervention. Directly organized by headquarters, organization development (OD) and career development (CD) could be considered as corporate interventions.

Organization Development. Asked whether organization development was part of the company's HRD practice, I7 responded: "To my knowledge, I don't see that organization development is the primary practice of HRD. I am not saying, however, that organization development is not important. What I am saying is that organization development is a realm outside HRD. HRD focuses on developing people, not the organization." With a smile, he dismissed the notion of incorporating OD into HRD. "If HRD incorporates OD," he said, "we have to change the term HRD into HROD, Human Resource and Organization Development."

Although I7 did not recognize OD as part of HRD, the investigator identified that the company ran a project or an organizational unit called "the Change Management Project," a unit that dealt with the issue of managing change in the company. The investigator considered that this unit, at least, abounded with OD intervention. When the investigator asked about the Change Management Project, I7 responded, "The Training Division does not have a strong or a direct connection with the Change Management Project." The existence of the Change Management Project indicated that the company embraced and even paid close attention to OD intervention. Unfortunately, due to structural separation between the Training Division and the Change Management Project, practitioners in the Training Division did not consider OD intervention as their primary HRD practice.

Career Development. In addition to exploring the issue of organization development, the investigator explored the issue of career development. Regarding the relationship between CD and HRD practices, I8 commented:

I am not sure about career development because we in the Training Division do not deal with it. But, what I do know is that career development is also an important issue of the company's management. The company has even planned to establish a career development unit. The establishment of this unit is only a matter of time.

Practitioners' views on career development were similar to their views on organization development. They basically recognized that the practice of career development did exist in the company and that the company would establish a specific unit to handle the career development programs. Nevertheless, practitioners in the Training Division did not define career development as part of the human resource development realm.

Intervention in the Training Division. Whereas OD and CD were not viewed as primary HRD practices, Training and Development (T&D) was viewed as the major focus of human resource development. The Training Division of Telkom Indonesia exercised three kinds of interventions or services: training, education, and consulting. In regard to training intervention, it was common for the Division to play a significant role in supporting the implementation of any new systems or technologies in the company by developing related training programs. I9 said, "Our history tells us that if the company introduces a new system or technology, training always plays a major role." He also believed in the continuing domination of training intervention in the future: "The kinds of training conducted by the Training Division and how the Division delivers training may change from time to time, but training will endlessly dominate HRD intervention."

Practitioners also considered education as an HRD intervention. I10 talked about the education program for the company's employees and the reasons for the Division's involvement in the education program: "We keep educational programs under the

Training Division. Historically, the company conducted educational programs because the company viewed that external educational institutions or universities could not entirely fulfill the company's need for skilled workers." I10, however, recognized that the current role of the Division in education programs was no longer significant. He said:

> Currently, the involvement of the Training Division in education programs is not as much as before. The company management now believes in using external institutions to provide education programs for the company's employees. The Training Division arranges a partnership with external institutions or universities, and now functions more as a coordinator rather than as an executor of education programs.

In addition to training and education, another important intervention identified from the investigation was the emergence of a new service — consulting— as part of HRD intervention. The consulting service was a response to a strong demand for the Division to have a strategic impact on the workplace. I1 explained, "Consulting is a new service. We provide consulting services for the operation divisions because we see that training, our traditional intervention, is not enough to have a significant impact in the workplace." The consulting service currently focuses on the area of quality management.

Intervention in the Workplace. I9 affirmed that managers in the workplace must join for the promotion of training and learning culture as well. He said, "While the Training Division must identify, design, and execute sound training interventions, the management in the workplace must promote a learning culture." He asserted the importance of combining the Training Division's and the workplace's interventions: "If HRD incorporates both the development of training interventions in the training center and that of a learning culture in the workplace, I believe that HRD will become the company's strategic weapon." He argued that the development of a learning culture in

the workplace is critical because learning is a continuous process, and problems and customer needs in the workplace also continuously change. I9 also emphasized that the key success factor for creating a learning culture in the workplace is the enthusiasm of the managers. He said, "I don't think that learning in the workplace must be formally organized like the training intervention conducted in the Training Division. What's important is the enthusiasm of a manager to encourage and support his or her staff to continuously learn and share knowledge."

I9 provided an example regarding the practice of what the company called "Built In Training" (BIT). BIT is a popular practice in the company and is a kind of knowledge sharing or informal training in the workplace. In BIT, the presenters are not always people in higher positions. He said, "Anybody in the workplace has the opportunity to lead BIT, and they are encouraged to do so." Employees who completed training or a seminar in the Training Division or in other institutions conducted BIT when they went back to their workplace. They shared their newly acquired knowledge with their peers. One trainee in the dormitory recognized the benefit of BIT: "I learn not only from the training programs conducted by the Training Division, but also from BITs performed by my peers in the workplace. Arriving at the workplace, I also have to run a BIT. I will share what I have learned from this training."

Table 10 reflects the practice of HRD interventions in Telkom Indonesia.

Other Viewpoints

The following are some other viewpoints that emerged from the investigation.

HRD as Process and Function. Another important theme that surfaced from the

investigation was the view of HRD as a process and a function. One interviewee, I12,

explained his views on this matter:

Table 10. Practice of HRD Interventions in Telkom Indonesia

T&D	*OD*	*CD*
• T&D organized by the Training Division was perceived as the primary HRD intervention • The Training Division was structurally under the HR	• OD intervention was primarily organized by headquarters through the change management project, a unit separated from the Training Division. The project was not even under the HR function. • Practitioners did not perceive OD as part of HRD practice.	• CD intervention existed in the company but was not perceived as part of HRD practice. • The CD unit was planned to be established under the HR.

> HRD is essentially a process. It means that HRD exists in any organization
> regardless of whether the organization is big or small; the process of HRD also
> exists in any organizational unit. In my view, all units in this company, not just
> the Training Division, must be responsible for HRD programs in their respective
> units. HRD, however, is also a function, which means that HRD is a very
> important area that must be specifically paid attention to and seriously operated.

I12, however, recognized that people in the company tend to consider HRD as a function

rather than a process, and that the trainer in the company is often viewed as most

responsible for the success or failure of HRD programs. "Most people will refer to the

Training Division, particularly trainers, if people in the workplace are not skilled enough

in handling customer demands and workplace problems," he said. While recognizing

that building expertise for trainers is critical, he further emphasized that another significant challenge is promoting the view of HRD as a process to people in the workplace in particular.

HRD as Whole Development of Individuals. One interviewee, I4, suggested that a trainer must strive to develop trainees as whole persons, incorporating their skills, knowledge, and attitudes. He affirmed that if a trainer did not take notice of the development of attitude, for instance, this trainer might contribute to leading the trainees into channeling their knowledge and skills into improper conduct. In the context of society, he provided the example of a lawyer: "A smart lawyer with bad morals could interfere with the creation of a just society." In the company context, he exemplified how smart employees might improperly utilize their skills and knowledge: "A smart employee with a bad attitude may exercise his or her skills and knowledge for personal benefit rather than for the benefit of the company as a whole."

HRD as Continuous Individual Development. I5 expressed the view that HRD activities must be continuously conducted along the entire period of employment:

> It never happens that the hired people precisely fit the job. A gap between the people and the job almost always occurs, and there are two primary causes for this problem. First, fresh graduates or new employees are not fully prepared to enter a certain company, let alone to work at a specific job within the company. Second, the job in the company itself is dynamic and always changes. As such, we have to continuously develop both the new employees and the old ones.

Along their career paths, most employees in Telkom Indonesia only work for the company. When employees are near their retirement age, the company provides a development program for the preparation of their retirement. I5 further said, "Before their retirement, employees are identified as to their interests and needs, and we may

create HRD programs to prepare them to deal with their retirement." Employee

development in the company was viewed as continuing from the time they enter the

company to the time they leave it.

Summary of "Human Resource Development: Viewpoints and Practices"

Table 11 highlights key components of HRD based on the investigation.

Table 11. Key Components of HRD: Viewpoints

The Goal	*The Beneficiaries*	*HRD Interventions*
Competency improvement	Primary: • The organization • The employees Secondary: • External institutions	Corporate Interventions: • Organization development • Career development The Training Division's interventions: • Training • Education • Consulting The workplace's interventions: • BIT

By and large, the following key points surfaced from interviews with

practitioners and observation in the Training Division of Telkom Indonesia: Practitioners

essentially equated HRD with training; competency improvement of the employees was

viewed as the primary goal of HRD or training; the primary beneficiaries of HRD

programs were the company and the employees or individuals while external institutions

also benefited from the company's training programs; OD and CD intervention existed

in the company, but they were not viewed explicitly as part of HRD practice; HRD was

viewed as a process and a function, and as a continuous development in individuals as a whole; practitioners viewed that HRD intervention essentially takes place not only in the Training Division but also in the workplace; three primary interventions of the Training Division were training, education, and consulting; training was the major intervention and it was seen as continuously dominating HRD programs; finally, the role of the Training Division in education is decreasing but consulting is being promoted as a new service of the Division.

Critical Factors for Human Resource Development

This section reports the findings related to Research Question 2: "What factors or issues are critical for HRD practices in Telkom Indonesia?" To answer this research question, the investigator conducted interviews with practitioners in the Training Division of Telkom Indonesia. Documents and observations supplemented the interviews. The findings conveyed viewpoints, issues, or features that can be categorized into corporate factors, workplace factors, external factors, and internal factors (Figure 4).

Figure 4. The Four Categories of Factors

Corporate Factors

Workplace Factors

External Factors

Internal Factors

Critical Factors for HRD
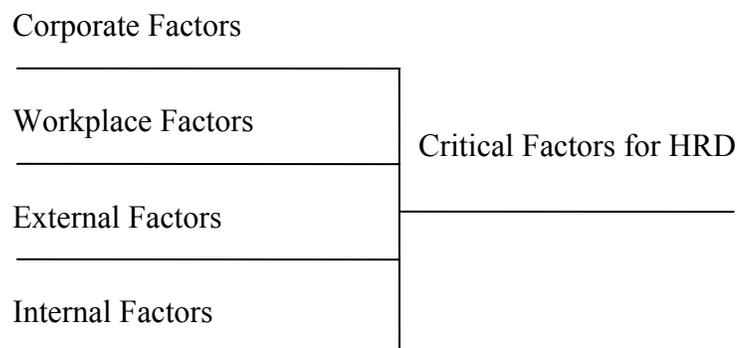
Corporate Factors

The establishment of the Training Division is essentially for supporting the company and, as such, there is no doubt regarding the significant influence of the company to the operation of the Division. The investigator defined "corporate factors" as phenomena, issues, events, or systems promoted by the company's headquarters that influenced the Division. Two major streams respectively labeled as top management support and management system/practices were identified. Figure 5 highlights corporate factors.

Figure 5. Corporate Factors

Policy ——————┐
              ├—— Top Management
Financial ——————┤   Support ——————┐
                                    ├—— Corporate
Personal ——————┘   │   Factors
Involvement   │
                                    │
Profit Center ——————┐   │
Treatment   │   │
                   ├—— Management ——┘
QMS ——————————————┤   System
                   │
CBHRM ——————————————┘
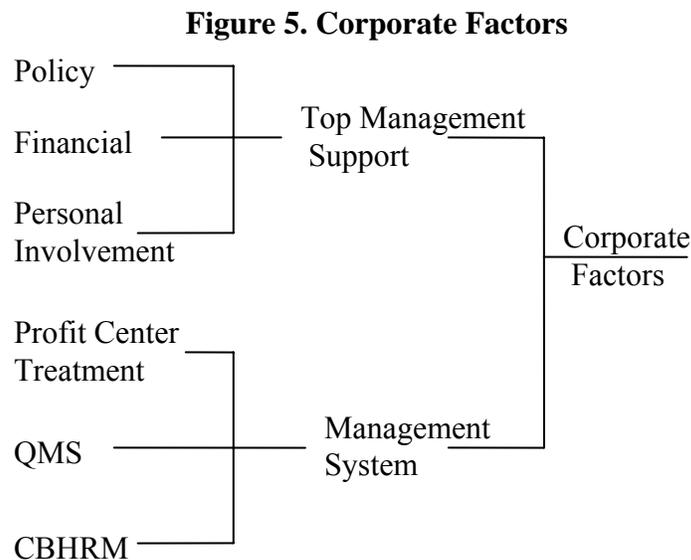
Top Management Support. Practitioners voiced the importance of top management support in order for HRD practice to succeed. I1, for instance, said, "Without the strong support of the company's top management, it is difficult to promote HRD programs." To confirm this statement, the investigator conducted a small survey

with eight practitioners and the results of the survey as shown in Table 12 signified that

the role of the company's top management was critical for the success of HRD

programs.

Table 12. Viewpoints on the Role of Top Management Support for HRD

Very Critical	*Critical*	*Not Critical*
6	2	0
(75%)	(25%)	(0%)

In I3's view, the Human Resource Director had a specific place within the

hierarchy of the company's five top management positions. "The Human Resource

Director communicates frequently with us. He is a significant driving force to the

Training Division. I believe, however, that the other top managements also play

important roles for the Division," he said. The significant influence of the Human

Resource Director to the Training Division was understandable as, according to the

company's structure, the Division was under the direct supervision of the Human

Resource Director. I5 advanced his notion that active support from top management was

needed to promote HRD into a strategic position: "What we need from top management

is not an ordinary or a passive support, but a proactive one. This is a requirement for

HRD programs to have a strategic position in the company." Further investigation on top

management factors identified three forms of support: policy support, financial support,

and personal involvement.

Policy Support. Top management policy was viewed as critical for promoting

HRD because it comes from the most powerful position in the company and its scope

includes the whole organization. I12 stated, "The higher one's position, the stronger one's power. I do not have any doubts about the power of top management policy to support HRD programs." Another interviewee, I7, said, "The success of HRD programs is dependent on all units in the company. This Division needs a policy that works for the whole organization and helps promote HRD in the company. Such a policy must come from top management, not from the Training Division's management." Similarly, I1 said, "If we have a top management policy conveying and promoting HRD messages, there is no doubt that such policy will be very helpful," and I13 affirmed, "Without a top management policy promoting HRD, this Division is voiceless. The role of the top management policy is to amplify the voice of the Training Division."

When the investigator requested specific examples of a policy supporting the HRD practice in the company, I12 referred to the company's popular policy called "3-2-1 Policy." "The 3-2-1 Policy, launched by the company's top management in the 1980s, is clearly a policy promoting HRD. This is an old example but the obvious one," he said. Table 13 is a summary of the 3-2-1 Policy.

Table 13. 3-2-1 Policy

The Company's Value	The Company's Strategies	The Company's Goals
Cooperation	1. System approach 2. Human resource development	Providing the best: 1. Service 2. Results 3. Image

The 3-2-1 Policy conveyed three primary components: goals, strategies, and basic values. It directed the company's members to achieve three company's goals (the best service, the best result, and the best image) by implementing two of the company's strategies (the System approach and HRD) and by embracing the company's basic value—cooperation. Incorporating HRD as one of the company's two strategies, the 3-2-1 Policy was considered helpful in leveraging the HRD programs and in promoting the strategic position of the Training Division. I12 affirmed: "You see that, according to this policy, human resource development is part of the company's strategy. This means that each unit in this company is duty-bound to promote human resource development activities. This makes the job of a trainer easier."

Although the 3-2-1 Policy was launched in the 1980s, the spirit of human resource development imparted by the policy seems to still flourish in the company, regardless of the fact that company leaders and several employees have changed. I15 said, "I think the 3-2-1 Policy still inspires the current company's members and sticks in their mind as a reminder from our previous leaders to continuously recognize and promote human resource development endeavors because human resources are the key to whether the company lives or dies." He further said, "The 3-2-1 Policy is a well known policy. If you ask anybody in this company about it, I guarantee he/she knows it."

Financial Support. Regarding financial support, I1 said, "You know that money is the blood of any activity. Without significant funding, HRD programs are voiceless and could not even take place." However, he reminded the investigator that an annual

HRD program and budget must be well planned in order to obtain financial support from management. "The role of an annual HRD program and budget is important. Financial support does not mean that management will automatically approve any money we ask for. We must clearly articulate the programs' benefits," he said. When asked to further explain the requirements for an acceptable program, he commented: "Firstly, a program must be tightly linked to the company's goals and problems. In other words, the program must effectively address the company's needs. Secondly, a program must be inexpensive. In short, the general rules for an acceptable program are its effectiveness and its efficiency." Asked to add any other requirements for having a program approved, he enthusiastically said: "Oh yes… networking. Networking is important. Experience has shown me that having a sound program or proposal without good networking is not enough. Without appropriate networking, a good proposal may stop on someone's desk or end up in the trash can."

Personal Involvement. In addition to policy and financial support, practitioners viewed top management's personal involvement as important. I1, for instance, stated that policy and financial support from management were important but not enough to significantly promote HRD because policy and money were only papers or things having no soul: "Papers are not living things but people are. Papers have no engagement but people do. The only thing that can proactively spark the spirit of a man to learn and change is a man. And, a leader is a specially selected man who must be able to inspire and who must become an example for his people."

Asked to specify an example of top management's engagement to human resource development, I1 responded: "How a manager engages in human resource development is reflected in how he communicates with his employees. The key is how he empowers people to continuously learn and improve their competencies." When the investigator asked I1 to comment about the condition of management's engagement to human resource development in the company, he smiled and replied:

> I could say that we are lucky because our management has a strong commitment to human resource development. The fact that the company's top management frequently visits this Training Division to lecture and talk with training participants and trainers signifies that the management's engagement to HRD in this company is undeniably high.

Management System. Corporate factors influencing the operation of the Division could be in the form of policies, systems, practices, or approaches adopted by the company. The investigator labeled such factors as "management systems" or "management practices" and identified the profit center treatment, the implementation of a quality management system, and the adoption of competency-based human resource management as three practices that significantly influenced the Division.

Profit Center Treatment. The company treated the Training Division as a profit center, a unit in which its profit is used as an indicator to measure its performance. This treatment has been implemented since 1995, when a restructuring program took place in the company. I7 said:

> The underlying thinking of the profit center policy is that for the company to achieve better performance, all units of the company must generate money. Management treated the company's support divisions, such the Training Division and the Research Division, as profit centers. The company's operational divisions, on the other hand, were treated as investment centers.

Although it has long since been implemented, the profit center treatment still raises debate among the organizational members; some practitioners supported the policy while others opposed it. Table 14 provides a quantitative summary of a small survey among eight practitioners, and Table 15 presents their typical reasons.

I12 illustrated how the profit center treatment influences the Training Division:

As a consequence of the profit center status, profit is included as an element in measuring the Training Division's performance. As a result, how to increase the Division's profit becomes the primary concern of the Division's members. To increase its profit, the Training Division increases its revenue, reduces its costs, or does both. This means that increasing the number of training participants is a must.

Table 14. Viewpoints on the Profit Center Treatment

Pros	Cons	Neutral
1	4	3
(12.5%)	(50%)	(37.5%)

Table 15. Typical Views of the Profit Center Treatment

Proponents	Opponents
• The profit center status encourages the Training Division to work hard and promotes training. • The profit center status encourages the Training Division to be more productive and efficient.	• With the profit center status, the Training Division tends to sell training rather than identify the real training needs. • The profit obtained by the Training Division is a pseudo profit because the profit comes from the company itself. It means the more profit, the more costly it is for the company.

An important point here is that the profit center status has driven the Training Division to increase the number of training participants, and the more participants the better. I1 voiced a similar view: "We have to work hard to promote training and must invite more participants to join our programs if we want to better perform."

To attract more participants from both inside and outside the company, the Training Division established a marketing unit. However, there were questions regarding the presence of the marketing unit and its aggressiveness in promoting training. I2, for instance, suggested that the emphasis on promoting training by the marketing unit could spoil the effectiveness of training: "What I worry about regarding the marketing unit is its emphasis on promoting training. I am not sure whether the training programs we run are driven by real training needs or by the promotion activities of the marketing unit."

Quality Management System. The company implemented ISO 9000 Standards as its quality management system and began introducing another quality management approach, the Malcolm Baldrige Model. The quality management system was implemented for all units under the company. As such, it was obligatory for the Training Division to implement this system. I14, however, affirmed that the implementation of quality management should be viewed as not only an obligation but also an opportunity. "Our task is not only to implement but also to support the company in implementing ISO and MB [the Malcolm Baldrige Model] program," he said.

When asked to explain the reason for adopting ISO Standards, I1 responded: "You know that ISO Standards is a well-known practice that has been adopted by many companies around the world. As the most recognized company in this country, Telkom

Indonesia must become a good example for other companies." Another interviewee, I17, said, "We want to be a world class company and to achieve that goal, we have to adopt world class practices such as ISO Standards and the Malcolm Baldrige Model." I3, however, rejected the adoption of ISO Standards and the Malcolm Baldrige Model simply based on their popularity as world-class practices. He emphasized that people in the company must be aware that the primary reason for adopting a quality management system, either ISO Standards or the Malcolm Baldrige Model, is to use them as vehicles for continuous improvement. I1 pointed out the critical role of external consultants in regard to knowledge of the quality management systems entering the company. He said, "I think the role of consultants in helping the company to implement ISO Standards and the Malcolm Baldrige Model is undeniable." Global events, external experts, and the internal need for continuous improvement seemed to be the primary ingredients for adopting the two quality management systems, ISO Standards and the Malcolm Baldrige Model.

Competency-Based Human Resource Management. While the implementation of quality management influenced the Training Division, so did the adoption of a human resource management system. In the field of human resource, the company has decided to adopt competency-based human resource management (CBHRM) as an approach to managing its people. The underlying factor to implementing CBHRM, according to one interviewee, I1, was to provide linkages among human resource processes: "We adopted CBHRM because we wanted to link human resource processes: recruitment and

selection, training and development, and compensation in particular. We believe that

such linkages will make human resource activities more effective."

In general, the CBHRM approach uses competency as the integrating factor of all

human resource functions. I11 said, "By adopting CBHRM, we use competency as an

integrating factor or a common language. We hire and develop people on the basis of

competencies, and we also assess people's performance on the basis of competencies."

As an initial step in the adoption of the CBHRM approach, the company created a

competency model as shown in Figure 6.

Figure 6. Telkom Indonesia's Competency Model
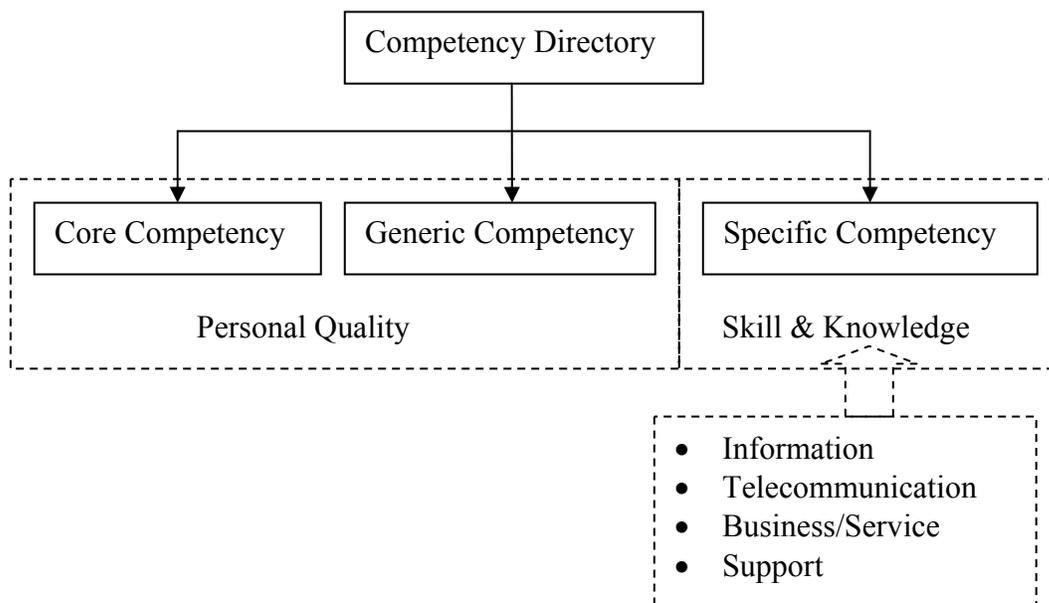
The model divides competency into two major elements: personal quality, and

skill and knowledge. The former is represented by "core competency" and "generic

competency" while the latter represents "specific competency." Therefore, competencies

are divided into three groups ─ core competency, generic competency, and specific

competency. Table 16 lists core and generic competencies. Core competency is a

competency that every employee in the company must have. Generic competency is

organized into three streams—executive, managerial, and specialist. Specific

competency varies depending on one's position and is organized into four groups:

information, telecommunications, business/service, and support, as presented in Figure

6.

Table 16. Core and Generic Competencies

Core Competency	*Generic Competency*		
	Executive	*Managerial*	*Specialist*
• Customer orientation • Information technology • Telecommuni-cations technology • Achievement orientation • Communication • Innovation process improvement • Teamwork • Adaptability and diversity management • Self development	• Strategic orientation • Action management • Leadership of change • Organizational development climate • Networking	• Empowering • Managing people and change • Business awareness • Organizational awareness • Decision making • Interpersonal relationship	• Conceptual thinking • Analytical thinking • Self manage-ment • Expertise • Information seeking

The company's adoption of CBHRM has driven the Training Division to implement competency-based training and development (CBTD). I7 said, "Competency-based human resource management is a large human resource program that we in the Training Division must support. We are in the process of developing CBTD."

Workplace Factors

Practitioners asserted that the success factor of human resource development endeavors in the company was dependent on not only the Training Division but also the workplace, the company units where the employees serve their customers. Notions regarding the workplace factors influencing human resource development endeavor vary but, by and large, they can be categorized into three themes: people, system, and facility (Figure 7).

Figure 7. Workplace Factors

Management

People

Employees

Workplace Factors

System

Facilities
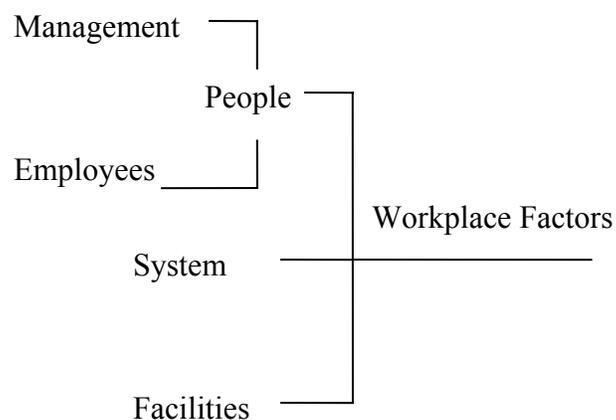
People. I7 advanced his ideas regarding the important role of people, whoever they are—managers, supervisors or subordinates—in the workplace for HRD programs in the company to succeed: "The key for any activity or program in any organization to succeed is the people, and the same is true for HRD programs. No expert or trainer can change the workplace's people if they themselves do not have the desire and commitment to change." In addition, I3 told the investigator that the workplace is actually abundant in knowledge and there are many things that any workplace member could learn. Agreeing with I7's views, I3 also asserted that the success of the human resource development endeavor largely depends on the workplace members themselves.

While they worked in the Training Division and not in the workplace, the practitioners presented numerous views regarding people in the workplace. Curious about some practitioners' knowledge regarding the workplace settings, the investigator explored further and identified their knowledge regarding the workplace issues as essentially caming from three major sources. First, they frequently talked with the training participants in the classes they led. Second, they mostly possessed years of experience in the workplace before they moved to the Training Division. Third, they usually explored the workplace issues through the company's internal bulletin, "Bulki." On the whole, practitioners' notions regarding people in the workplace could be linked to two major workplace roles, the managerial role and the employee or subordinate role. The following presents issues related to each of these roles.

Management. The importance of workplace management pertains to his or her role as a decision maker for a wide variety of activities, including training. Decisions

related to training include sending employees to training, determining budget and

training priorities, identifying relevant training, selecting participants, encouraging

participants, and partnering in the need assessment and evaluation processes.

In general, management practice in the company was more decentralized, giving

the workplace's management more authority. In regard to the training practice, a

manager in the workplace was relatively independent to make a decision for sending his

subordinates to the Training Division. Such decentralization in the training area began in

1995 when the company's top management restructured the organization. It is important

to note that, before the restructuring program, decision making was more centralized in

that the company's top management and the management of the Training Division made

the final decisions about who should attend training programs. The current status is more

decentralized though an exception remains particularly for Leadership Training. It is the

headquarters that selects the participants of Leadership Training.

Budgeting as one of the common functions in management also plays a

considerable role for workplace management. Inadequate cost allocation for training

often becomes a barrier for supporting training programs. I19, for instance, viewed that a

frequent reason for a manager not to send his subordinates to the Division was budget

limitations. He said:

> Often, managers in the workplace do not send their subordinates to the Training
> Division because of money. To send an employee to this Training Division, a
> significant amount of money is needed, particularly if the workplace is far away
> from the training center. You know that the more distant the training participants
> are from the training center, the more expensive transportation and
> accommodation are.

The issue of cost priority also emerged from the investigation. A training cost was viewed as a non-priority one. I18 advanced his view regarding the superiority of operational cost over non-operational cost such as training cost. An operational cost is the cost that is directly linked to the customers' needs while non-operational cost is considered as indirect support or less urgent for the company to serve its customers. I18 said, "It is a common practice that the operational cost has a higher priority than the non-operational one. Training is often not a priority." I18 also affirmed that the workplace's management who does not greatly commit to human resource development usually does not prioritize training programs and, therefore, insignificant amounts of money are allocated for training.

I14, however, had a different view. I14 believed that the decision not to send employees to a training program was often due to the management's belief in the relevance and the significance of training to the workplace. I14 said, "I think the workplace management will send his employees for training if he sees a clear benefit of a training program to the workplace." I14 further suggested this reality to be the driving force for the Training Division to better design and deliver training.

Another interviewee, I7, was very concerned about the issue of participant selection for improving training effectiveness. He observed the frequent occurrence of irrelevant participants in the Training Division. He said, "I often lead participants who have no clear reason to attend. I don't know why the workplace management sends them to my class. If management does not send the right participants, the money we spend is wasted." He admitted that he could not further investigate the matter and that he often

assumed that there was a reason for management to make such a decision. "The workplace management may plan to move the participants to other units, but to be frank, I am not sure about that," he said.

Encouraging training participants before they go to the Training Division was also viewed as an important event for supporting the HRD endeavor. I1 said that some managers met with their subordinates to convey certain messages before the subordinates left for training, but many did not do so. He said, "I know such is the case because I often talk to my participants about workplace events related to training." He further said that it is very important for a management to encourage and prepare his subordinates for training. Although only I1 advanced the notion that encouraging the employees is part of the management job in improving HRD effectiveness, four practitioners to whom the investigator spoke agreed with the notion.

The importance of workplace management also pertained to his partnership role in supporting the need assessment and evaluation of training programs. Asked about how the partnership should be established, I11 underscored two points. First, he raised the issue of the need for a more thorough need assessment process. He said, "It is not uncommon that the workplace's manager complains about a subordinate's behavior, such as lack of motivation. Then, the manager asks the Training Division to solve the problem with training. It is not impossible that the manager himself could not motivate his subordinates." In addition, I11 suggested that in order to maintain objectivity, evaluation of training programs must not be tied to performance appraisals of individuals.

Employees. Several employee issues (i.e., training preparation; need assessment and training evaluation; learning, implementing, and disseminating knowledge; and the issues of new employees) emerged from the investigation.

Practitioners advanced their views regarding the need for an employee to prepare well before he/she joined a training program. I14 said, "Preparation is essential for any activity and I believe that a well-prepared trainee learns better during the training program and helps enhance the effectiveness of training." When the investigator asked him how to promote a well-prepared trainee, he affirmed two things. First, employees must be well informed regarding the training program they are going to join. Second, they must also identify the workplace issues related to the program. I14 said:

> Before attending a course, an employee must have a clear picture of the course and after having a clear picture, he must begin identifying workplace problems or issues related to the course. As a trainer, I am very happy if my trainees raise workplace issues relevant to the topics discussed in the class because, by doing so, they make the class come to life.

Practitioners also discussed the important role of employees during the need assessment and training evaluation processes. I19 advanced his view regarding the need to involve both management and employees/subordinates. I13 expressed a similar concern and said, "If you want the whole picture, ask management and if you want a detailed picture, ask employees."

Interviewee I3 raised the issue of learning, implementing, and disseminating knowledge. He said:

> Training in the Training Division is an infrastructure for an employee to learn. But, this is only the first step. The other two important steps are implementing what he learns and sharing his knowledge with others in the workplace. The

Training Division cannot do much about the implementation and the dissemination of knowledge. This hinges on the workplace.

The difference between the old and the new generation of employees was underscored by I4. He said: "I see that the current, younger employees are different than the old ones. The current generation works faster and is more familiar with information technology." He further said, "We need to understand the employees' profiles so that if we create a program, it will be effective. Our program will not be effective if we don't know the profiles of our current employees."

System. Practitioners viewed that a system or common practice in the workplace is a powerful force influencing people's development processes. They specifically stated that the system is more powerful than the people. Table 17 quantitatively presents a comparison of practitioners' viewpoints regarding the power of people and that of the system.

Table 17. Power of People Versus System Influencing HRD Practice

People Are Stronger	*The System Is Stronger*	*It Depends*
3 (20%)	9 (60%)	3 (20%)

The first group viewed that the influence of people is stronger than that of the system. I14 said, "The influence of people is stronger than that of the system because people create the system." The second group reasoned that people were often powerless under a system and even changed themselves and followed the system. The third group commented "it depends," stating that if the person is a leader or management, changing

the system is not impossible. I2 suggested conditioning the workplace to be a place that

encourages people to learn: "A good person may not perform well in a bad system. To

improve HRD effectiveness, we have to take care to condition the workplace as a place

not only to work, but also to learn."

The issue of the current reward system for management was viewed as a barrier

to promoting a better HRD practice. I11 talked about it:

> You know that a manager usually holds his position for a very short time, about
> three or four years. To move to a higher position, he is evaluated based on his
> unit's performance in that period. Because of such a reward system, it is not
> surprising that he is very much concerned with the current performance of his
> unit, which is short-term in nature. Training and development is often future
> oriented, an activity that may not deal with the current performance. A manager
> may be reluctant to send his subordinates for training and development because
> he cannot exploit his subordinates if they are following the program.

Facility. While admitting the importance of people and of the system, I14 added

the important role of facilities in the workplace. He said:

> I have observed how new employees developed their capabilities. I was curious
> why some employees developed faster than others. I found that those who
> developed faster were very much supported by facilities or equipment in their
> work environment. I believe that facilities significantly contribute to people's
> development.

Asked to point out specific examples of facilities that could be used to promote

HRD effectiveness, I15 responded: "Facilities could be any workplace equipment

provided primarily to serve customers or specific facilities intended to support people

development such as intranet facilities for the company's distance learning program." He

further underscored that because the company's branch offices are spread out all over the

country, distance-learning programs in the company help reduce transportation costs for

trainees.

External Factors

In addition to advancing their view that support from headquarters and a partnership with the workplace were critical for training programs to succeed, practitioners also expressed the importance of the role of external institutions, vendors, or suppliers to the Division. "To some extent, the quality of our programs depends on the quality of our suppliers," I7 said. The suppliers of the Division could be grouped into two major categories, logistic and expertise.

Logistic Suppliers. I9 talked about the importance of logistic support to training: "Logistic support is not the heart of any training program but without it, the program could not succeed." Logistic support is a service that is routinely needed to conduct training programs, particularly during the execution process. This includes copying and printing, food, laundry, and dormitory services. Practitioners viewed that fulfilling the logistic needs for training was more efficient through outsourcing from external suppliers. Here are several comments regarding the importance of the Division to partner with external factors in fulfilling its logistic needs: "Logistic outsourcing is needed because it is efficient (I9);" "logistic service is not our core competence and, therefore, it is better be served by vendors (I1);" "partnering with qualified logistic suppliers makes us more productive because, by doing so, we can focus on more strategic processes (I7)."

The issue of complaints from the training participants regarding logistic services emerged from the investigation. One interviewee, I10, told the investigator:

> As a trainer who has taught for a long time in this Division, I know that
> participants almost always complain about logistic services for any training

program we run. We have worked hard and have succeeded in minimizing the complaints, but we should not expect an ideal condition—having no complaints at all. People vary in their appetites and desires, particularly for food and dormitory services.

He further underscored that the focal point for improving logistic services in outsourcing is a quality control activity, identifying feedback from participants and passing the feedback to the suppliers.

Expertise Suppliers. The term "expertise supplier," as used here, is the Training Division's vendor that is capable of providing trainers, designing and developing training programs, writing training materials, and serving other specific expertise needs. Some practitioners considered the expertise supplier to be more strategic than the logistic one. In addition, one interviewee, I1, suggested that qualified practitioners and high level management should handle the job of working with expertise suppliers. Most expertise suppliers in the Training Division are in the form of organizations, but several trainers represent individuals, and some of these individual trainers are retired internal trainers who still have the desire to serve the Division.

One reason for inviting external trainers is the overwhelming workload and/or the numerous courses that the Division must run. One interviewee, I1, said, "Although we have internal trainers to lead courses, we need external trainers because of the large number of courses we have to run." The second reason is that a certain course, a new one in particular, has no internal trainer. In dealing with such a problem, the Division usually asks internal trainers to apprentice in the class so that they can handle future classes. Another reason to invite external trainers is to enhance the credibility of a training program. In the Leadership program, for instance, the Division invites well-known

public speakers to lecture the class. Successful entrepreneurs in the country are also invited to share their practical experiences.

By and large, suppliers of the Training Division can be categorized into logistic and expertise suppliers. Practitioners recognized the important role of suppliers and considered expertise suppliers as strategic partners. Logistic service is routine support needed for any training program and, thus, the nature of the partnership or contract between the Training Division and the logistic supplier is commonly long-term. The need for expertise suppliers, on the other hand, is not routine. It is needed on a project-by-project basis. Some training programs may need help from external factors, while other programs may not.

Internal Factors

While recognizing the influence of the headquarters, the workplace, and the suppliers to the Training Division, the practitioners asserted that the HRD endeavor must focus on the internal circumstances of the Division itself. I13 said, "Too much asking others to do something for us or scrutinizing other units is not a good thing. What matters most is improving processes in our unit, the Training Division itself." I7 advanced a similar reason, arguing that emphasizing the internal factors is more important because they are more controllable. He said, "What happens at the headquarters, what happens in the workplace, and what happens with the suppliers are mostly out of our control. If we want our endeavor to be effective, we must focus on the things that are more controllable." As the workplace factors, the internal factors also

incorporate three major categories: people, system, and facility (see Figure 8). The

following section discusses issues related to each category.

Figure 8. Internal Factors
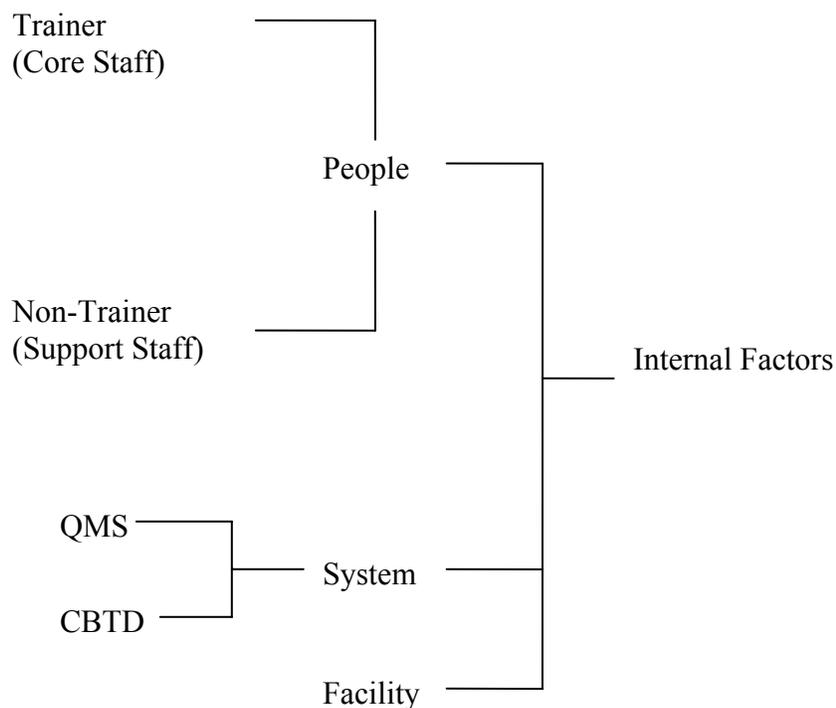
People. Conversations with practitioners regarding the issue of people in the

Training Division raised five themes: role classification, the issue of hiring trainers, the

issue of trainers' experience and of the subjects they teach, educational background for

being a trainer, and the issue of location as an attracting factor.

Role. Practitioners viewed the company's employees according to two major

categories, operational and support staff. The former is one who works in the workplace

or the front office of the company while the latter is one who serves in the company's support divisions such as the Training Division. Practitioners thus considered people in the Training Division as support staffs. Furthermore, they also classified people working in the Training Division into two major roles, trainer and non-trainer. In the Training Division, the former was considered as core staff while the latter was labeled as support staff, a dichotomous view that tends to position trainers higher than other members of the Division.

I1, however, stressed the danger of dichotomizing employees into core and support staff and suggested emphasizing teamwork:

> Labeling people as support staff means belittling their role in the organization. We should not use such language. All members are important for organizational success; they just play different roles. I know, however, that in this Division, people tend to view trainers as the most important members. But, I argue that trainers will not perform well without support from other staff. Cooperation among all members is the key, and the view of teamwork must be promoted.

Further exploration revealed various HRD roles such as trainer, designer/developer, analyst, evaluator, manager, and administrator. The Division organized its trainers according to the subjects they teach. Trainers not only teach but also design and develop training programs, write training materials, and work as internal consultants. Need analyst, evaluator, quality specialist, administrator, and management were viewed as non-trainer roles. Table 18 highlights role classification in the Training Division of Telkom Indonesia. It is important to note that those who formally hold non-trainer positions may also perform as trainers. The reverse, however, does not happen.

Table 18. Role Classification in the Training Division of Telkom Indonesia

Trainer	*Non-trainer*
• Trainer • Designer/developer • Training material writer • Internal Consultant	• Need analyst/marketer • Evaluator • Quality specialist • Administrator • Management

Hiring Trainer. The issue of hiring trainers also surfaced during the investigation. "Trainer is a well recognized position, but attracting one to be a trainer is not an easy job," I1 said. He further commented: "Many people in the company were not interested in the trainer position. Their typical reason was that they had no talent." I1, however, believed that if the management provides a considerable reward for trainers, many good people would apply for the trainer position. When the investigator asked about the criteria used to hire trainers, I1 responded that, basically, the Division emphasized the candidate's desire and skill in the area needed. In addition, he told the investigator that the Division often searched for trainer candidates based on a word of mouth approach and that workplace experience and educational background were considered important.

Experience and Subject. Before working in the Training Division, trainers usually have years of experience in the workplace. Then, when holding the trainer position, they tend to teach subjects related to their workplace experiences. Table 19 highlights years of experience, fields of experience, and the subject matters of three practitioners interviewed.

Table 19. Practitioners: Their Backgrounds and the Subjects They Teach

Practitioner	Years of Experience	Fields of Experience	Subject
P1	More than 20 years	Human resource planning, recruitment/selection, human resource administration	Human resource
P2	More than 15 years	Finance, accounting, treasury, logistic	Finance
P3	More than 15 years	Telephone switching	Telephone switching

Interviewees emphasized the importance of trainers' understanding of the workplace issues and believed that workplace experience helps trainers in enhancing their agility in class. Some comments related to this notion include: "Trainers must understand workplace issues and my workplace experience helps me lead the class (I13);" "If a trainer does not know what happens in the workplace, he cannot effectively tie the subjects he teaches to workplace issues. I have to admit, however, that new issues are always emerging and a trainer must continuously assess the workplace issues (I1);" and "Trainees typically raise issues related to what happens in their workplace. I will quickly catch their points if I have experience regarding the issues they raise (I7)."

Although most interviewees recognized the role of workplace experience as a useful factor for a trainer to lead a class, one interviewee, I16, warned that workplace experience should not become a mandatory requirement for one to be a trainer. "What is important is the trainer's understanding of workplace issues, not the trainer's experience. A trainer could increase his understanding in many ways," he said. He also exemplified two young trainers who directly worked as trainers after their graduation. He argued that

the two trainers had no problems in understanding the workplace issues. The investigator then asked both, the two young trainers, for the purpose of identifying their efforts to enhance their understanding about the workplace issues. They basically adopted two strategies: discussing the workplace issues with other trainers and training participants, and learning the issues by reading the company's internal bulletin, "Bulki."

Educational Background. Another issue regarding how one becomes a trainer in the Division also pertains to educational background. I1 talked about how his educational background moved him from the workplace to the Training Division: "The primary reason for management to place me in the Training Division was because my educational background was in education. Management at that time believed that those majoring in education were best fit for the company's Training Division." He told the investigator that when he entered the Training Division, many trainers tended to treat their participants as school students. He further said, "Now, I am happy to tell you that many trainers have learned that adults are different from children. An adult learning approach must be embraced."

Location Factor. Among the larger and popular cities in Indonesia is the city of Bandung. This city seems to be an attracting factor for trainer candidates. I3 said, "I have to tell you the truth that my primary reason for joining the Training Division was not because I was interested in the trainer position but because I loved living in the city of Bandung. If the Training Division is not in Bandung, I wouldn't want to work here." A preference for living in the city of Bandung is not surprising for native Indonesians. In general, the people of Indonesia prefer to live in Java, an island on which the city of

Bandung and other large Indonesian cities are located. Java Island is a more developed

region compared with other parts of the country. About half of the country's population

lives on the island, though its size is less than one-fifth of the total area of the country.

 Practitioner Development. Interviewees also raised the issue of practitioner

development and said that the development of practitioners in the Division was

conducted through two major processes: training and involving trainers in the company's

projects. Typical training for practitioners is called "TOT" (Training of Trainers), a

program used to develop new trainers regardless of the subjects they teach. The Division

runs this program through cooperation with external institutions, both domestic and

abroad. I15 commented on the TOT program:

> Trainer candidates are required to join the TOT program. After passing the
> program, one is given a license to teach in the Division. Mastering a subject
> matter, having related workplace experience, and understanding workplace issues
> do not guarantee that one is a good trainer. We run the TOT programs to improve
> the trainer's competency. Trainers must master not only what they teach but also
> how they teach.

So far, practitioner development in the Division was still focusing highly on trainers.

There was no sufficient development for non-trainer positions.

 Involving trainers in the company's projects was another common approach used

to develop trainers—Telecommunications Technology trainers in particular. This

approach was implemented by having trainers work for several weeks or months in the

company's large-scale projects such as installation of new equipments or technology

systems. As such, trainers gained expertise through real field experience in the

workplace. I1 affirmed, "We don't want our trainers not to understand what happens in

the field."

System. Two categories of system or practice that surfaced from the investigation

were the implementation of quality management system for the training function and the

development of competency-based training and development. Both were in response to

two strategic decisions of the headquarters, quality management system and

competency-based human resource management, respectively.

Quality Management System for the Training Function. The adoption of quality

management system, the ISO 9000 Standards in particular, strongly influenced the

Training Division. Interviewees raised both affirmative and negative comments related

to the implementation of ISO standards in the Division, as shown in Table 20.

Although some negative comments regarding the implementation of ISO surfaced,

interviewees—including those who expressed negative comments—agreed that, on the

whole, the ISO Standards were beneficial for their practice. There were no significant

comments made regarding the implementation of the Malcolm Baldrige model because,

during the field visit, this program was just in the introductory state. Interviewees were

not familiar with the Malcolm Baldrige model yet. Table 21 summarizes a small survey

pertaining to the role of ISO 9000 Standards for the Training Division.

In addition to influence on managerial aspects, the implementation of quality

management system also influenced the products or services of the Training Division.

This implementation led the Division to provide not only training but also consulting

services in the areas of quality management and ISO. I2 said, "All divisions of the

company exercise numerous efforts and need help in acquiring and, more importantly,

applying ISO. Training, our usual business, may help introduce ISO knowledge but it is

not enough to implement it. For this reason, we provide a more applied service, consulting."

Table 20. Comments on ISO 9000 Standards

Affirmative Comments	*Negative Comments*
• "Before implementing ISO, we were not sure how the organization operated. By implementing ISO, we better understand how the organization operates." (I3) • "With ISO, it is clear who does what." (I7) • "By implementing ISO, the management practice is clear and does not highly depend on who leads the organization." (I1) • "With ISO, all processes and their relationships were identified. This helps us in analyzing, diagnosing, and improving organizational problems." (I11) • "ISO stimulates continuous improvement as every process is identified and documented." (I13) • "ISO certification increases credibility." (I4) • "At least, we have a system, ISO, rather than not." (I20)	• "ISO is too procedural and bureaucratic and often makes quick decisions difficult." (I2) • "ISO is expensive." (I5) • "ISO does not guarantee that the organization is profitable." (I6) • "People tend to focus on certification." (I20)

Table 21. Viewpoints on the Role of ISO 9000 Standards

Very Beneficial	*Beneficial*	*Not Beneficial*
8 (73%)	3 (27%)	0 (0%)

Competency-Based Training and Development. As presented in the section on "Corporate Factors," the adoption of competency-based human resource management has driven the Training Division to embrace competency-based training and development as the primary approach for its training intervention. During the field visit, however, the issue of the competency-based approach was relatively new for HRD practitioners in the Division, and how the approach would be implemented was still in the learning stages for the company. Regardless of the fact that the adoption of the competency-based approach was still new, HRD practitioners raised their viewpoints. Table 22 conveys their comments, most of which are positive.

Table 22. Viewpoints on Competency-Based Training and Development

Positive Comments	*Negative Comments*
• "The competency approach is useful for integrating various human resource processes." (I7) • "With the competency-based approach, we use competency as a common language in the area of human resources." (I3) • "With the competency-based training approach, training programs will better connect with the hiring and performance appraisal activities." (I17) • "The competency approach will ease our job because with this approach, our training programs will be more standardized and less customized." (I2) • "With the competency-based approach, we spend less time on need assessment." (I9)	• "The competency needed may change over time. If this is the case, we provide the wrong training." (I6)

In addition, a small survey was given to 11 practitioners to highlight their perceptions on the usefulness of the competency-based approach (see Table 23).

Table 23. Viewpoints on the Usefulness of the Competency-Based Training Approach

Very Useful	Useful	Not Useful
7	4	0
(63.6%)	(36.4%)	(0%)

Interviewees mostly believed that the competency-based approach was a helpful practice. They viewed that the primary reason for the usefulness of the approach was its integrating role among different human resource processes. This view of the usefulness of the approach may also relate to the presence of a competency model as the main target and direction of their training programs.

I8 affirmed, "By implementing a competency-based approach, training has a clear direction. Training will be mainly designed and developed according to the company's competency model." I1 advanced a similar notion:

> What is important for us is that we have the model to refer to. If we don't have a model, we do not have a clear direction and we may go astray. HRD programs must be effective, and to be effective, the programs must firstly have a direction. The primary direction of our HRD or training programs is our competency model.

In addition, I1 warned that the competency model is dynamic and must be viewed as a moving target.

Facility. Interviewees underscored the critical role of facilities for their training

programs to succeed and the need for significant support from the company in providing

infrastructures for the Division. Table 24 presents several comments related to facilities.

Table 24. Comments on Facility Issues

Comments	*Key points*
• "There is no question about the importance of facilities to support the operation of the Training Division and, also, there is no question about the company commitment to provide resources needed by the Division. The Division, however, is responsible for optimizing the resources." (I20)	• The important role of facilities • The company support • The need for optimizing facility
• "Waste is the enemy of the organization if the organization wants to be efficient. And we should avoid waste of facilities." (I12)	• Efficiency
• "People often tend to think about external appearances such as how luxurious the facilities are. What is really important is the functionality of the facilities." (I2)	• Functionality
• "Maximizing the utilization of technology to help people learn is a must. I believe that such an endeavor is very important and we need to promote distance learning." (I7)	• Optimizing facilities • Distance learning facilities
• "Distance learning is important, but it will not totally replace classroom learning." (I15)	• Distance and classroom learning facilities

Comments related to facilities incorporate the following points. First, practitioners or interviewees considered the role of facilities for HRD or training programs in the company as critical to its success. Second, the company was highly committed to providing infrastructures for the Division. Third, interviewees considered optimal utilization of the Training Division's facilities to be important. Fourth, interviewees emphasized the need to pay more attention to functionality rather than external appearance or luxury. Fifth, interviewees considered the importance of better development of distance learning programs in the company for potentially reducing cost and increasing learning speed. In addition, promoting distance learning programs was also considered to be technologically easier for the company because of the nature of the company's business—information and telecommunications.

Summary of "Critical Factors for Human Resource Development"

From the perspectives of the practitioners in the Division, Figure 9 by and large represents key points related to critical factors for HRD in the company. Critical factors for HRD practice in the company can essentially be plotted into four major factors: the corporate/headquarters factor, the workplace factor, the external/supplier factor, and the internal/the Training Division factor. Under the corporate factor are two subcategories: (1) management support that may be presented in the form of policy support, financial support, and personal involvement, and (2) management system/practice under which practitioners in the Division considered profit center treatment to the Division, the implementation of quality management system, and the adoption of competency-based human resource management as three critical factors for their work. Workplace factors

Figure 9. Critical Factors for HRD in the Company

Top management
support

Corporate Factors

Management system

People

System — Workplace Factors

Facility

Critical Factors

Logistic

External Factors

Expertise

People

Internal Factors
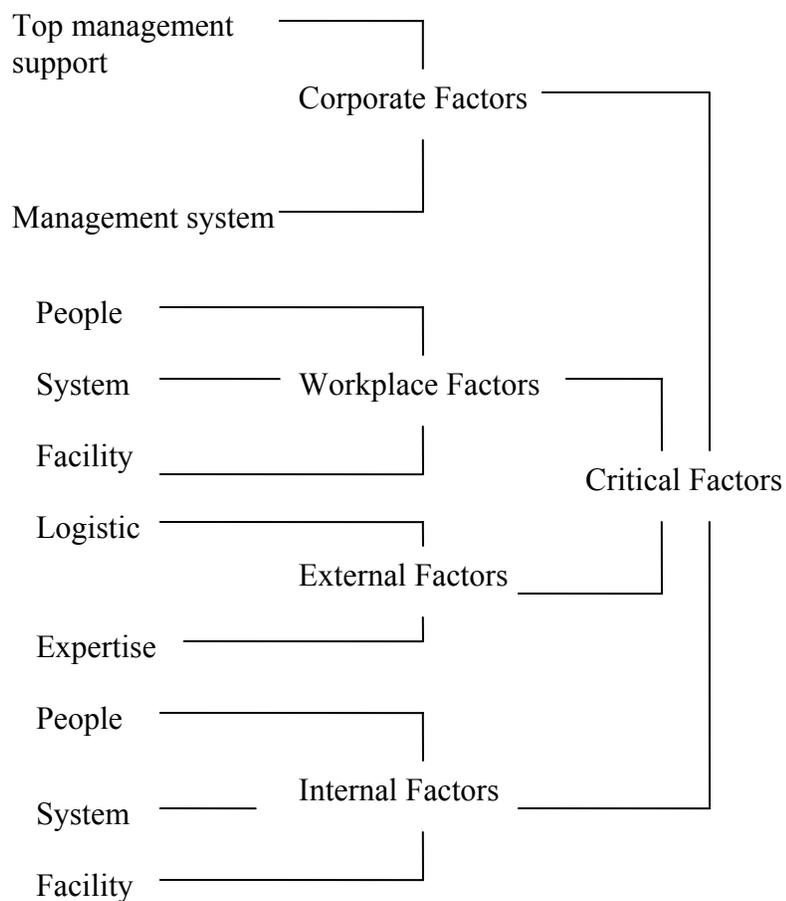
System

Facility

can be viewed in terms of its people (line managers and employees), workplace systems,

and workplace facilities, while external/supplier factors incorporate logistics and

expertise, in which practitioners considered that the expertise supplier is more strategic

than logistic. Finally, internal factors or factors under the direct control of the Division

were viewed by practitioners as the most important ones and, by and large, this factor

can also be seen in terms of people, systems, and facilities as the common view on the workplace factor.

Training Intervention

As an exploratory endeavor, this study not only searched for answers to its research questions but also promoted important issues that surfaced during the field visit. The essence of the study was to look for relevant information so that a better description of the setting could be constructed. Issues regarding training intervention were considered significant to be presented in this report because training was the primary service of the Division. The Division organized its training service into three primary areas (see Figure 10).

Figure 10. Training Intervention

Training Services

| Telecommunications Technology Training | Business Management Training | Leadership Training |
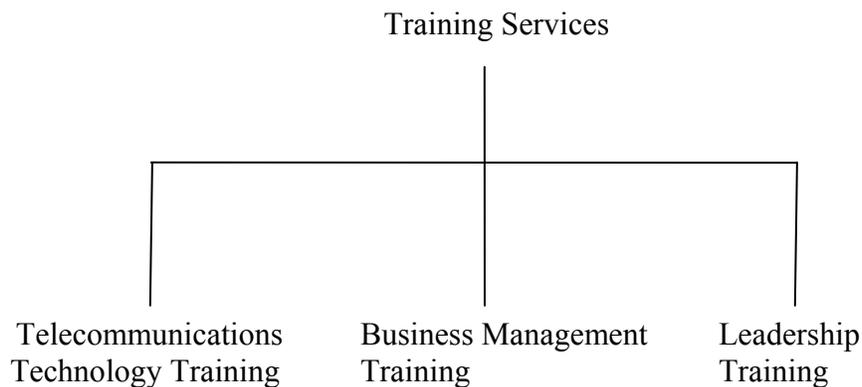
Telecommunications Technology Training

This training area consisted of 11 clusters: Access Network, Metal Cable, Optical Cable, Mechanical and Electrical, Multiplex Transport Network, Transmission and

Terrestrial Satellite Transport Network, Network Management, NEAX Switching,

EWSD Switching, 5ESS Switching, and Computer and Communications; and numerous

course titles were listed under each cluster. As a rule, the clusters and courses reflected

telecommunications equipment operated by the company. It is also important to note that

the company's telecommunications equipment came from different vendors or

telecommunications manufacturers. As such, courses under the telecommunications

technology area also reflected different kinds of telecommunications equipment

produced by different vendors. EWSD Switching training, for instance, involved training

on EWSD Switching equipment produced by Siemens, a telecommunications equipment

supplier from Germany.

Training in the area of telecommunications technology was intended to develop

expertise regarding how to operate, maintain, and repair telecommunications equipment,

and was considered critical for its primary targeted participants, the workplace's

technicians, who were commonly called "core staff" for their expertise directly related to

the operation of company's biggest asset, telecommunications equipment. I17 stated the

following about the importance of Telecommunications Technology Training for the

workplace's technicians: "Telecommunications equipment is the company's primary

production tool that must perform properly at any time to generate money. With such an

important function, the role of Telecommunications Technology Training for the

workplace's technicians is critical." I8 voiced a similar concern: "Telecommunications

Technology Training is the primary trademark of this Division. I could not imagine

where our technicians would develop their expertise if Telecommunications Technology

Training was not available in this Division." I19 even affirmed that Telecommunications

Technology Training was the primary reason for the Training Division to exist: "In

1979, when this training center began to operate, most courses covered technological

subjects. Though we currently provide a wide variety of training, the primary reason for

establishing this training center is to provide Telecommunications Technology

Training."

Practitioners seemed to be delighted with the contributions made by the Division

through technology training. I1 provided an example of a historical event in which the

role of Telecommunications Technology Training was recognized. The event occurred in

1976 when the company began operating "Palapa," the first communication satellite for

the country and a breakthrough project in expanding the coverage area of

telecommunications services. With the use of Palapa, many places previously considered

as isolated areas in the country were opened up and it became possible to receive

television signals and to operate more modern telecommunications facilities. I1 said,

"For the Palapa project, the company hired numerous high school graduates, trained

them here [in the training center] for several months, and then placed them in various

cities in this country for building, operating, and maintaining telecommunications

equipment."

Telecommunications Technology Training was viewed as training that the

Division must operate. I7 said:

> We must run Telecommunications Technology Training. It uses labs that are
> very expensive, and I don't think external training vendors in this country have
> the resources to become the primary training vendor of the company. The

company must design, develop, and deliver its own telecommunications technology training for its employees.

Some telecommunications manufacturers might also provide telecommunications technology courses, particularly when the company buys telecommunications equipment from them. I7, however, underscored three drawbacks of such courses. First, telecommunications manufacturers only provided training related to their products. Second, the number of trainees that the manufacturers wished to train was limited. Third, the manufacturers usually ran training in a very limited timeframe. I1 added two drawbacks. First, manufacturers often did not design training according to sound instructional practice, and second, training conducted by manufacturers was driven by a commercial purpose. A trainee supporting this view said, "If you learn telecommunications equipment from a manufacturer, you will only learn the goodness of the equipment. The manufacturer will hide the weaknesses of its products."

Although technicians were the most targeted participants in Telecommunications Technology Training, non-technician employees were also provided with a basic course in telecommunications technology. I14 explained the reason of technology training for non-technicians:

> We also run telecommunications technology courses for non-technician employees because telecommunications is the business of all the company's members, whether they are technicians or non-technicians. Non-technicians need to learn telecommunications technology to better understand and communicate with technicians and customers.

He further stated that the Division created a specific design for non-technicians and that training materials addressed to them were presented in plain language.

The Training Division, with its Telecommunications Technology Training, was recognized not only inside but also outside the company. The company promoted good corporate citizenship program through the labs of the Division. University students, typically those majoring in telecommunications engineering, were provided with an opportunity to practice, operate, and learn about telecommunications equipment in the labs. I7 said, "We welcome helping university students. We understand that most universities providing a telecommunications engineering major do not have sufficient funds to develop their labs." He further explained that the labs of the Division were located not only in the Bandung Training Center but also in other regional training centers as well. "That we have labs in numerous cities," he said, "provides a better opportunity for many university students majoring in telecommunications engineering in almost the whole of the country to practice what they learn."

While numerous courses in the area of telecommunications technology have been executed since the establishment of the training center and have continuously developed, it was only in the 1980s that the company began to intensively develop non-technology training. I17 explained, "When a new management team led the company in the 1980s, Non-Technology Training began to be received attention. Never did such a condition exist before." The presentation that follows further describes Non-Technology Training.

Non-Technology Training

Non-Technology Training incorporated two types: Business management and Leadership.

Business Management Training. Business Management Training was grouped into four clusters: Finance, Logistics, and Quality Management; Customer Service; Marketing; and Human Resource. Numerous courses were offered under each cluster.

Under the Business Management Training area, I17 asserted that the Customer Service Training Program (CSTP) has been recognized for supporting the company's change from monopoly to competition. The following were his comments on the CSTP project:

> In the 1980s, the company was still a fully state-owned company, monopolizing the telecommunications market in the country. At that time, the company's employees performed like administrators instead of entrepreneurs and, because of the monopoly status, they did not work hard to generate money. The CSTP project has been recognized for helping the company move from a monopoly to a competitive culture. The CSTP project was unforgettable, particularly for those who had been working in the company since the 1980s. CSTP is historical evidence of Non-Technology Training's contribution to the company.

It is important to note that today the company no longer has monopoly rights.

While CSTP was a well-recognized program in the 1980s for supporting the company's movement toward a more service-oriented culture, Quality Circle Facilitator Training was another admired program for promoting another 1980's movement, the adoption of a quality management approach. Under the quality management movement, numerous quality circles must be established in the workplace. To support the quality management movement, the Training Division trained quality circle facilitators. These facilitators then were assigned to transfer their knowledge and skills to their co-workers and to establish quality circles in the workplace. I8 said, "The pioneers in promoting the quality circle movement were quality circle facilitators that were trained here [in the Training Division]."

Leadership Training. I17 characterized Leadership Training as more hierarchical than Business Management Training. Under Leadership Training, Supervisor-II training was the lowest level, and Leadership-I was the highest level. In total, from the lowest to the highest level, Leadership Training incorporated six courses: Supervisor-II, Supervisor-I, Leadership-IV, Leadership-III, Leadership-II, and Leadership-I.

Leadership Training was considered as a long-term oriented program intended for promoting good leadership practices in the company. Its participants were carefully selected and had relatively higher educational backgrounds, better knowledge, and more experience than other Non-Technology Training participants. I19 believed that Leadership Training would never end: "Leadership Training is not a temporary project, but a continuous and long term program. Its curriculum has been adjusted several times and may be continuously modified in the near future, but I believe that the Leadership program will never stop."

Evaluation for Leadership Training was more demanding than that of others. A group of mentors was involved in evaluating the classroom sessions from the beginning to the end of the program and, therefore, the development of the class was essentially monitored from time to time. I1 said, "Leadership Training is tough. Its participants are not only carefully selected, but are also continuously monitored by mentors during the training process. Most mentors are retired internal trainers who still have the desire to serve the Training Division." He also affirmed that an after training evaluation was consistently conducted each year for Leadership Training. Explaining the after training evaluation process, he said:

> We go to the workplace to evaluate Leadership Training. We send questionnaires to our alumni, their peers, subordinates, and superiors as well. Interviews are also utilized to collect the data or information. In essence, we use the 360-degree feedback approach. For a better result, we protect the respondents and do not tie any information about the alumni's performance in the workplace to their personal career or to the reward system.

Evaluation, during and after training, was used for curriculum development or program improvement but it was not the only consideration. Other considerations included the voices of mentors, trainers, and lecturers and even, according to I7, the voice of top management often had a significant influence.

Leadership Training, as a rule, took a longer time to run than other non-technology training, as I7 said, "Leadership Training takes a longer time because the subjects presented in it are many and a lot of facilitators—both internal and external—are involved during the program."

Summary of "Training Intervention"

Key points regarding training intervention in Telkom Indonesia may be summarized as follows. Training intervention in the company varied and incorporated both technology and non-technology. Technology training was viewed as a critical intervention because its primary targeted participants were technicians, whom practitioners perceived as being key employees because technicians are those who operate telecommunications equipment, the company's main production tool and biggest asset. This training area was even viewed as the primary reason for the Training Division to exist. Also, there was a viewpoint expressed that the company should run its telecommunications technology courses because they are vital for the company and there was no feasible training vendor to provide such courses anywhere else in the country.

The variety of telecommunications technology training courses corresponds to the current telecommunications equipment operated, and the future telecommunications technology anticipated by the company. However, continuous technological changes raised a problem in developing and financing the Division's labs. In addition, as part of the company's social responsibility, the labs opened to serve not only the development of the company's employees but also various universities' educational programs in the country.

Compared with Telecommunications Technology Training, Non-Telecommunications Technology Training (Business Management Training and Leadership Training) began rather late, but it continues to grow and gain significant attention. Under non-technology training, Business Management Training was more diverse than Leadership Training. Leadership Training was more hierarchical and was considered to be a long-term investment-training program for the promotion of good leadership practices in the company. Leadership Training participants have comparatively higher educational backgrounds, better knowledge, and more experience. Leadership Training took a longer time to run, and its evaluation process was more demanding.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the study, discuss the findings, and end the report with conclusions, recommendations, and a brief reflection.

Summary

Several driving forces lead for conducting this study. First, the promotion of international HRD investigation is important for the world is becoming more and more global and for the field of HRD is set to mature (Marquardt and Engel, 1993; Streumer et al., 1999; Swanson and Holton, 2001). Second, ASEAN member countries are noteworthy areas of international HRD investigation for "they were ranked among the world's largest host of foreign direct investment flows" (Osman-Gani, 2000, p. 215). Third, Indonesia is a significant member of ASEAN for the country is one of the founders and has the highest population and the largest area of all members. Fourth, the review of international HRD identifies the need for naturalistic international HRD studies performed by native researchers (Hansen and Brooks, 1994). Fifth, studying HRD in Telkom Indonesia is justified by the critical role of the company in the country, the investigator's work experience in the company, and the significant size of the company's training division.

In addition, The HRD literature recognizes Weinberger (1998) for her study about HRD definitions of US perspectives, Rouna (2000) for her study about HRD definitions from the perspectives of ten active HRD scholars, and McLean and McLean

(2001) for their study about HRD definitions of the non-US scholars such as those from China, Taiwan, Cote d'Ivoire, France, Germany, India, Japan, Korea, the Netherlands, Singapore, Thailand, and the UK. These studies, however, are limited typically to HRD academic scholars and many countries in the world such as Indonesia are not included. Little is known about an international HRD study focusing on practitioners' perspectives in corporate setting.

This study explored HRD practices in Telkom Indonesia, particularly in its Training Division, by focusing on issues pertinent to how HRD practitioners view or define HRD and what factors they consider critical for HRD in the company. The investigator visited the Training Division of Telkom Indonesia—which is located in the city of Bandung, West Java province, Indonesia—for three months. Interviews with 20 practitioners in the Division were used as the primary vehicle for gathering information, while observations and documents supplemented the interviews. To construct the findings, the collected information was processed according to the constant comparative method.

Three major sets of findings were identified and then summarized here according to three headings: Human Resource Development, Critical Factors for Human Resource Development, and Training Intervention. The first and the second sets of findings were in response to Research Question 1 and Research Question 2, while the third was an additional finding.

Human Resource Development

Research Question 1 asked, "How do HRD practitioners in the Training Division of Telkom Indonesia view or define HRD?" This study found that practitioners essentially equated HRD with training and development; they perceived that the primary purpose of HRD was to improve employee competencies, and that the primary beneficiaries of HRD programs were the company and the employees. In addition, external institutions were viewed as the secondary beneficiaries. Practitioners also perceived that HRD was a process that must take place not only in the training unit but also in the workplace; that it was a function or specialization, and that it involved continuous development of the individual as a whole. OD and CD intervention did exist in the company and even received substantial attention from the company's management, but practitioners considered neither OD nor CD to be part of HRD practice.

In essence, the company channels its HRD programs into three levels of intervention: corporate, training unit, and workplace. At the corporate level are change management and career development interventions; at the training unit level are three interventions: training and development, education, and internal consulting. Training and development is the dominant intervention and is believed to continuously dominate HRD intervention. Education is a decreasing intervention whereas internal consulting is the emerging one. At the workplace level, HRD intervention is in the form of BIT (Built In Training), a practice of knowledge sharing among co-workers, in which the primary purpose is to promote continuous learning and learning culture in the workplace.

Critical Factors for Human Resource Development

Research Question 2 asked, "What factors or issues are critical for HRD practices in Telkom Indonesia?" In regard to this question, the investigation identified practitioners' comments that essentially could be categorized or framed into four major factors: corporate/headquarters, workplace, external/supplier, and internal/the Training Division. Under the corporate factor were two subcategories: management support and management system/practice. Examples of the former are policy support, financial support, and personal involvement; examples of the latter include the profit center treatment to the Division, the implementation of quality management system, and the adoption of competency-based human resource management. The workplace factor was viewed in terms of its people (line managers and employees), system, and facility, while external/supplier was categorized into two kinds: logistic and expertise supplier, in which the latter was considered more strategic than the former. Finally, the internal factor, under direct control of the Division, was viewed by practitioners as the most important one and, by and large, the Division (internal factor) was viewed in terms of its people, system, and facility in the same way as the workplace factor.

Training Intervention

Issues related to training interventions were exposed because training was the major intervention of the Division. This inclusion was also intended to provide a better understanding of the setting investigated.

In general, training intervention in the company varied and incorporated both technology and non-technology training. Technology training was viewed as a critical

intervention because its primary targeted participants were technicians, whom practitioners perceived as being key employees because technicians are those who operate telecommunications equipment, the company's production tool and biggest asset. This training area was even viewed as the primary reason for the Training Division to exist. Also, there was a viewpoint that the company must run its own technology courses because they were vital for the company and because no training vendor anywhere else in the country is capable of providing technology courses. The variety of technology courses corresponds to the telecommunications equipment operated and the future technology anticipated by the company. Continuous technological changes, however, raised a problem in developing and financing the Division's labs. As part of the company's social responsibility, the labs opened to serve not only the development of the company's employees but also universities' educational programs in the country.

Compared with technology training, non-technology training (Business Management Training and Leadership Training) began rather late. Nevertheless, it continued to grow and gain increasing attention. Business Management Training incorporated a wider variety of courses than Leadership Training. Leadership Training, on the other hand, was more hierarchical and was considered as a long term investment training program for the promotion of good leadership practices in the company; its participants had higher educational backgrounds, better knowledge, and more experience; its course duration was longer and its evaluation process was more demanding.

Discussion

Training is often considered as the major HRD intervention. Such a common practice may relate to the historical background in which training is the origin of HRD. Contemporary HRD literature, however, recognizes HRD as an endeavor broader than training and raises several notions about HRD practice orientations or directions that organizations should embrace. Of these notions, strategic HRD (Garavan, 1991; McCracken and Wallace, 2000, Gilley and Gilley, 2003), performance-oriented HRD (Rummler and Brache, 1995; Robinson and Robinson, 1996; Swanson and Holton, 2001), and result-driven HRD (Gilley and Gilley, 2003) are well-known. While each notion differs from others and scholars articulate their notions differently, there is a common agreement that HRD practice needs to move from training-oriented to strategically oriented HRD. Unfortunately, in practice many organizations still keep preaching the former and others move only slowly toward the later (Gilley and Gilley, 2003). Under the perspective of a movement toward strategically oriented HRD, several issues from the findings of this study are critical. These issues include the company's management commitment to HRD endeavor, the practitioners' perception about HRD, and the potential barriers constituted by structural position and profit center policy in the company.

Management Commitment

For any innovations to take place in organizations, the role of management support is critical (Rogers, 1995). For strategically oriented HRD to occur, the company's top management must be the change agent. From the viewpoint of HRD

practitioners in the Training Division of Telkom Indonesia, there is little doubt about the

management's commitment to supporting training programs. Such support seems to be a

tradition from one management generation to the next. For instance, the company's

management always promotes technology training although this training needs a

significant amount of money for the use of high-tech laboratories and for frequent

changes of technology. In addition, the management encourages not only technology

training but also various types of business management training and leadership

development. Furthermore, the company conducts its training programs not only in the

Primary Training Center (PTC) located in the city of Bandung where the company's

headquarters are situated but also in five Regional Training Centers (RTCs) and two

Branch Training Centers (BTCs) located in some regions of the country. By and large,

the company's management continuously develops and adopts a wide variety of training

programs and provides a considerable financial and facility supports for the training

function. Training programs are viewed as an important vehicle for enhancing

employees' skills and knowledge for the purpose of improving the company's

performance and for positioning the company to be the most competitive

telecommunications service providers in Indonesia. That the company's management

commitment to training programs is high may be considered as a cornerstone for the

advancement of the company's HRD practice and for moving toward strategically

oriented HRD practice in the company.

Practitioners' Perception and Daily Activity

The company's management commitment to HRD endeavor is a good starting

point but it is not enough for promoting strategically oriented HRD practice. HRD

practitioners must also have the right knowledge, perception, and action compatible with

the notion of strategically oriented HRD. With regard to perceptions about HRD, the

practitioners' numerous comments indicate that they essentially equate HRD with

training and believe in the significant impact of their training programs for the company

to succeed. Furthermore, the practitioners' daily work indicates that they focus their

activities on identification, design, development, and evaluation of the company's

training programs. If a training request from management in the workplace comes to

them, it is most likely that training intervention will be their typical response. They give

little attention to exploring the underlying issues of the request and the root cause of

workplace problems and to promoting, or to being actively involved in, non-training

solutions. Their viewpoints that HRD is the same as training, their daily activities

focusing on training processes, and their typical response to training requests with

training solutions are potential forces that limit their mind and action to move beyond

training intervention and that block the practice of strategic HRD orientation in the

company. To transform the company's HRD practice from training-oriented to

strategically oriented, it is therefore important to firstly promote the notion of strategic

HRD orientation to practitioners in the Training Division.

Structural Position

Defining HRD roles and delimiting the direction of HRD endeavor,

organizational structure is a powerful force influencing HRD practices (Watkins, 2000).

Figure 11 shows how HRD functions are positioned in the company's organizational

structure. The company operates three organizational units (the Training Division, the

Career Development Unit, and the Change Management Project) that by and large

represent three common HRD components (training and development, career

development, and organization development).

Figure 11. HR and HRD Function in the Company
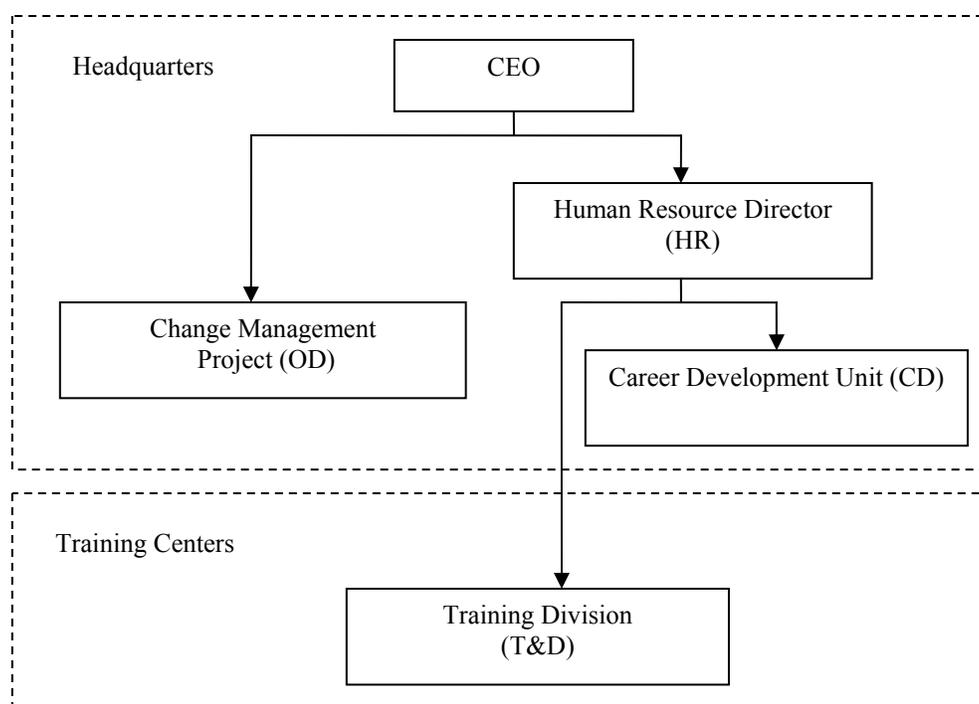
The Training Division and the Career Development Unit are positioned under the

direct supervision of the HR (Human Resource) Director, an indication that the company

treats training and career development intervention as subordinate functions of the

human resource area. Organization development process reflected by the presence of the

Change Management Project, on the other hand, is not under the direct supervision of

the HR Director. For their better access to the top management, organization

development specialists working in the Change Management Project seem to have a

more strategic position than HRD practitioners in the Training Division. The implication

is that any effort for exercising non-training interventions initiated by HRD practitioners

in the Training Division will face a more structural barrier than efforts by those in the

Change Management Project. In short, that the Training Division focuses on training

intervention is a consequence of the structural position of the Division in the company.

Until the position and mission of the Training Division is changed or transformed, it is

difficult for the Division to embrace strategically oriented HRD.

Profit Center Policy

In addition to the structural position, another potential force influencing the

Training Division in staying in a training-oriented HRD practice may also relate to the

profit center policy, a treatment that uses profit to measure the Division's performance.

This policy encourages the Division to provide more training. The Division tends to

provide more training because more training leads to more profit for the Division and

more profit, according to the policy, means better performance. As such, quantity or the

number of training programs is the primary attention, and the quality or the effectiveness

of the company's training programs then becomes questionable. Some training may be

wasted. Gilley and Gilley (2003, p. 6) call such a phenomenon a "hit and miss"

approach: "some training is on target, but most is not." Some of the interviewed

practitioners were aware of such a problem and recognized that training is only a means

for developing people and that developing people is not a necessary intervention if the

root cause of performance problems is systems rather than people's knowledge and skills. They, however, are powerless to deal with this problem, as the root cause is the company's policy. The profit center policy then is a potential force that inhibits practitioners from considering non-training solutions.

Promoting Strategically Oriented HRD

So far the discussion has underscored two important components of strategically oriented HRD: (1) management commitment to HRD endeavor and (2) HRD practitioners' perception about HRD. The discussion also identifies two potential barriers: (1) the structural position of HRD functions and (2) the profit center policy of the Training Division. Further question may pertain to the issue of facilitation: "What facilitations are needed to promote strategically oriented HRD in the company?" Although, to answer such a question, a specific or further study is necessary, the essence is that the organization should open to various types of interventions: training, non-training, or combined interventions. Furthermore, while HRD interventions may vary, they essentially possess a similar process, incorporating four basic phases: (1) assessment, (2) design/development, (3) implementation, and (4) evaluation. For HRD endeavor to be effective and efficient, this discussion proposes the use of the assessment/evaluation phase. The logic of this suggestion is because the assessment/evaluation phase is a meeting point of all interventions (see Figure 12).

With regard to HRD intervention, this study identified that Telkom Indonesia adopts and pays considerable attention to a wide variety of interventions: (1) the company's headquarters exercises change management and career development systems

for the whole company; (2) the Training Division serves training and education for the

employees and provides consulting services for the organizational units; and (3) the

workplace embraces BIT (Built In Training) as a tool for promoting a learning culture

within the workplace itself. Unfortunately, synchronization among all interventions is

still a big issue. The need assessment phase tends to be partially conducted and so does

the evaluation phase. For instance, practitioners in the Marketing Unit of the Training

Division very much focus on identifying and promoting training interventions and those

in the Evaluation Unit also merely evaluate these interventions.

Figure 12. HRD Intervention and Processes
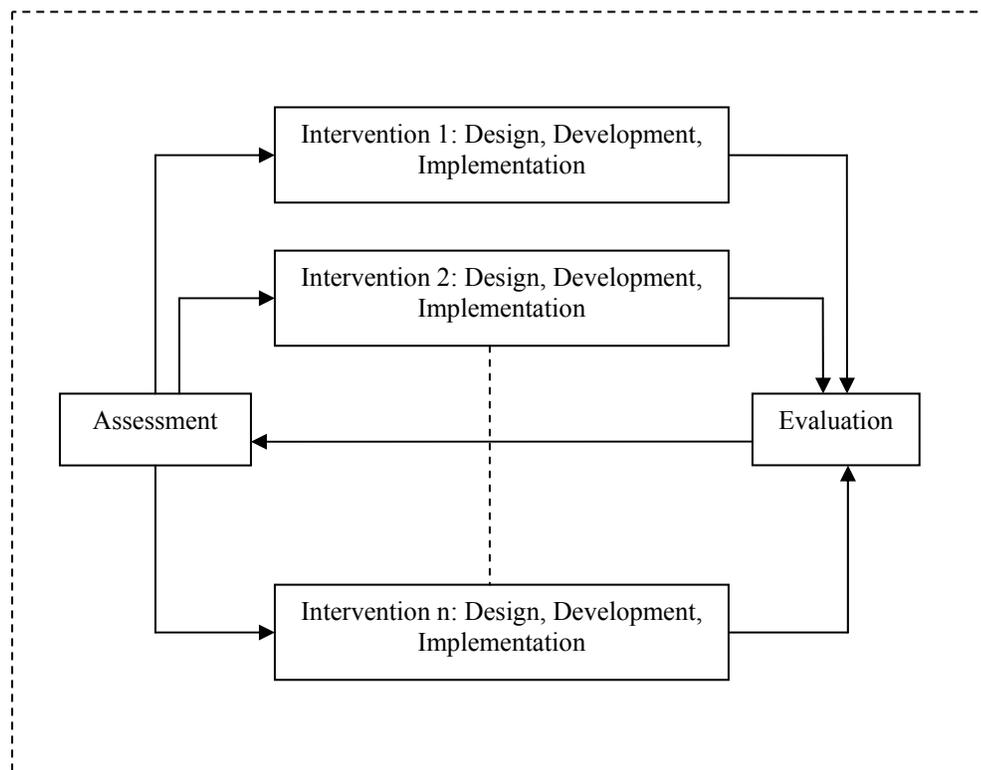
Conclusions

As stated at the beginning of this dissertation, the purpose of this study was to explore HRD practices in Telkom Indonesia. The following are key points reflecting the company's HRD practice:

1. From the perspective of practitioners in the Training Division, HRD is essentially an endeavor to develop knowledge and skills of the company's employees through training, education, and other development processes.

2. The company's HRD practice, however, indicates that organization development and career development receive substantial attention. The company's HRD practice then could be considered reasonably inclusive, incorporating three well recognized components in the HRD literature: training and development, organization development, and career development.

3. The practice of training dominates HRD intervention and is believed to continuously dominate the future HRD practice of the company; the practice of education is decreasing and that of internal consulting is emerging.

4. The company's training intervention varies and is divided into two primary categories: technology and non-technology training. The later is further grouped into business management training and leadership development.

5. The practitioners' views on critical factors for HRD practice can be grouped into four categories or factors: corporate, workplace, supplier, and internal.

6. The corporate factor is in essence divided into two forms: top management supports such as policy support, financial support, and personal involvement, and management practice, in which two types are exposed: the implementation of quality management system and the adoption of competency-based human resource management.

7. The supplier factor is classified into two types: logistic supplier and expertise supplier, in which the later is considered more strategic.

8. The workplace factor and internal factor (factors inside the Training Division) are each grouped into three types: people, system, and facility. Regarding the internal factor, two important issues exposed are the implementation of quality management system for the Training Division and the adoption of competency-based training and development.

9. For the promotion of strategically oriented HRD, this study considers two critical components (management commitment to HRD endeavor and practitioners' perception about HRD), two potential barriers (structural position and profit center policy), and the use of the assessment/evaluation phase to synergize HRD interventions.

Recommendations and Reflection

This study was conducted in only one company, Telkom Indonesia. As such, it was not intended to generalize the findings into other settings or companies. In addition, as the respondents of this study were limited to HRD practitioners in the company's Training Division, in which their primary work pertains mostly to training activities, the

findings must be carefully considered to understand the practice of HRD in the company as a whole.

Recommendations for Future Study

Suggestions for future study might include similar studies conducted in other companies in Indonesia. The purpose of such studies could be to find similarities and differences between the practice of HRD in the company and in other companies in the country so that a more representative picture regarding the practice of HRD in the country as a whole could be finally obtained. Further development of this study in the company is another possibility. For instance, a study may be directed toward the exploration of organization development issues in the company's Change Management Project or that of career development issues in the company's Career Development Unit. The reason for conducting such a study is to better portray HRD practice in the company. A specific study addressing the issue of strategically oriented HRD is also compelling. The discussion section of this study is just a starting point on the issue that clearly needs further study. Such a study may include the exploration of potential forces influencing the promotion of strategically oriented HRD practice in organizations. This qualitative study of HRD in Telkom Indonesia is an exploratory investigation that could be utilized to open the door for further investigation in the country. Future studies may also be carried out by using different approaches.

Recommendations for Practice

The company's commitment to supporting HRD programs is an important cornerstone for the further development of the company's HRD practice. Further

transformation toward strategically oriented HRD in the company, however, is necessary as the company's HRD practice is still in the training-oriented stage. Training oriented HRD could become a double-edged sword that might endanger the company's performance, particularly if extensive financial resources are utilized blindly. The company's training interventions must be strategically re-assessed to enhance their effectiveness, other non-training solutions for improving the company's performance must be identified, and a more comprehensive assessment and evaluation phase in order to synergize HRD interventions must be the primary focus of attention. The practice of strategically oriented HRD as suggested by some scholars is promising and it is critical for the company to consider the adoption of such a practice.

Reflection

HRD investigation in an international setting is a challenging endeavor. Researchers may face barriers in accommodation, accessibility, funding, language, and cultural differences. International HRD investigations, however, must be continuously promoted for the body of knowledge to be richer, more mature, and more legitimate. HRD professionals are both helpers and learners, and international HRD investigations are significant opportunities to prove their commitment to the profession. If HRD scholars claim that their profession benefits organizational practices, they should not stay in an ivory tower or work in a space that is remote from the world of organizational practices. They must share their knowledge and experiences with practitioners and identify problems in natural settings around the world. This study is dedicated to both scholars and practitioners, or scholar practitioners and practitioner scholars.

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APPENDIX A

INTERVIEW PROTOCOL

The main objective of this individual interview is to understand human resource development (HRD) practices in Telkom Indonesia. The basic questions that will be explored during the interview are "How are HRD programs, activities, or processes viewed by the HRD stakeholders (trainer, trainee, managers, and other related staff)?" and "What critical factors influence the HRD practice?" Some questions derived from those two basic questions may include:

1. What are your views regarding the role of HRD in a company? What do you think the role of HRD is in Telkom Indonesia?

2. What factors influence the HRD process in the company?

3. Among those factors, which are critical for the success of HRD programs in the company?

4. How do you classify HRD programs?

5. How do you design HRD programs in the company? What are the bases for designing HRD programs? Who is involved in the design process? What are some barriers for designing HRD programs?

6. How do you implement HRD programs in the company? What are the important factors to consider in implementing HRD programs?

7. How do you evaluate or assess HRD programs? Who is involved in assessing HRD programs?

8. What do you think can improve the HRD process in the company?

INTERVIEW PROTOCOL/GUIDELINE (REVISED)

1. Explain your background (education, experience, and role)

2. How do you define HRD? (benefit, goal, etc.)

3. What factors are critical for HRD to succeed? (external, internal, etc.)

4. Tell the history/the development of HRD in the company

5. Tell me about HRD programs (types, design, develop, evaluation, barriers)

APPENDIX B
INFORMED CONSENT DOCUMENT

Project: HRD in Telkom Indonesia

The study I am being asked to participate in is a research project designed to develop a better understanding of human resource development (HRD) in a corporate setting. It is hoped that the findings of this study will help HRD scholars understand the practice of International HRD in Telkom Indonesia. This study will be conducted from August to December 2001 and the number of participants is estimated about 20 employees. May participation in this project is voluntarily.

As a participant in this project I will be interviewed and each interview will take place for about one hour. If necessary and I agree, the interviews may be audiotaped. Furthermore, the interview notes will be taken for further analysis. Once the tapes are transcribed, the audiotapes will then be erased. If I experience any distress due to my involvement in this study, I can withdraw from this participation. I understand that participation will not affect my employment status.

I understand that this research study has been reviewed and approved by the Institutional Review Board-Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, I can contact the Institutional Review Board through Dr. Michael Buckley, IRB Coordinator, Office of Vice President for Research and Associate Provost for Graduate Studies at (979) 845-8585 and Dr. Kenneth E. Paprock, Faculty Advisor, EAHR Department, College od Education at (979) 845-5488.

_____
Siswo, Principal Investigator

Consent Form
I have read and understand the explanation provided to me. I have been given a copy of this consent form.

_____ Yes, I voluntarily agree to participate and to be audiotaped in this study.
_____ Yes, I voluntarily agree to participate without to be audiotaped in this study.
_____ No, I do not wish to participate in the study.

_____   _____
Signature of Participant   Date

VITA

Name: Siswo

Permanent Address: Kampungbaru, Tanjunganom, Nganjuk, East Java, Indonesia
                               64483

Education: Ph.D., Educational Human Resource Development,
                               Texas A&M University, May 2004

                               M.M., Management,
                               Bandung Graduate School of Management, West Java,
                               Indonesia, April 1994

                               B.S., Electrical Engineering,
                               Institute of Teacher Training and Education Manado, North
                               Sulawesi, Indonesia, January 1986

Experience: Telecommunications Technician, Manado, North Sulawesi,
                               Indonesia, 1978-1986

                               Technician and Logistic Supervisor, Bojonegoro, East Java,
                               Indonesia, 1986-1989

                               Training Supervisor, Makassar, South Sulawesi, Indonesia,
                               1989-1990

                               Secretary, Makassar, South Sulawesi, 1991

                               Human Resource Specialist, Denpasar, Bali, Indonesia, 1994

                               Training Manager, Singaraja, Bali, Indonesia, 1995-1996

                               Training Specialist, Bandung, West Java, Indonesia, 1997