

MANAGERS' ATTITUDES TOWARDS
IMPROVING THE JOB PERFORMANCE
OF SUBORDINATES

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RESEARCH TOPIC

Beirut, Lebanon

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MANAGERS' ATTITUDES TOWARDS
IMPROVING THE JOB PERFORMANCE
OF SUBORDINATES

A Research Topic
Presented to the Graduate Faculty
Beirut University College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Business Management

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January, 1988

BEIRUT UNIVERSITY COLLEGE

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TITLE OF RESEARCH TOPIC MANAGERS' ATTITUDES TOWARDS IMPROVING
THE JOB PERFORMANCE OF SUBORDINATES.

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PREFACE

Lebanon is actually going through hard times. Many problems darken its horizons and conceal the main problems of its development. But the wheel of business is still going on. At present, when the prevailing situation with all its dangers and inconveniences becomes our status quo, one thing is certain - that both in the public and private sectors, the development of business in Lebanon will depend upon the capacity of professionals to support the process, if not to take the lead.

This research believes that the main element that should be considered in this process of development, is the employee. The research addresses itself to key issues such as the attitude of the manager towards improving the job performance of the subordinate, the role of education and/or training in this development process, and whether managers are really serious about enriching the capabilities of the existing workforce.

Every development operation, which does not begin with the development of the human being, is definitely a failure operation. Capital is important,

natural resources are important, equipment and machinery are important. But more important by far than all of these put together is the human factor: man. The statement which said repeatedly by the German when they hear people visiting Germany expressing their admiration for the miracle of recovery and rehabilitation is:

The enemy can come again and he comes a hundred times again and each time, he can destroy Germany, but each time, Germany will rebuild itself to a grander dimension than before, if you would let us keep our German managers and our German skilled workers.¹

¹ Blas F. Ople, The Human Spectrum of Development, (Manila: Institute of Labor and Manpower Studies, 1981), P. 59

ACKNOWLEDGEMENT

I would like to express my sincere appreciation to Professor Hamdy Aly, my advisor, for his suggestion, encouragement, counseling, and advice over the period of the research. Acknowledgements are also due to the staff of the Directorate General of Civil Aviation for their assistance and cooperation in providing the necessary pertinent data.

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CHAPTER I
INTRODUCTION

Education and training with a view to the world of business imply the whole process by which the general and technical knowledge and the skills needed for production are acquired and developed. By qualified personnel, it is meant any person who possesses some special skills or knowledge required at any stage, and at any level, in the production process: from the semi-skilled worker to the technician, the engineer and senior management.

For many years, management was considered as an art or an instinctive process; "good managers are born - not made."¹ While there is certainly no consensus on the matter today, it is becoming increasingly clear that management is more than an art and indeed that managers can be "made". Unlike their predecessors, who supposedly relied upon instinct, modern managers utilize

¹ Bernard M. Bass & James A. Vaughan, Training in Industry: The Management of Learning, (California, Wadsworth Publishing Company, Inc. 1969), P.7

sophisticated mathematical tools and various relevant findings from the behavioral sciences more frequently than they use "intuition"; consequently, management is gradually moving into the realm of a science rather than an art. Furthermore, there is an increasing emphasis on the development of managers rather than the discovery of managers as in the past.

Importance and Validity of the Study

A business cannot operate in a vacuum, independent of the society in which it is embodied. Business, as a social institution, is part of the society, and its policies and practices must reflect the values of the society.³ Developing countries - Lebanon is among them - have made strenuous efforts to overcome their problems in the field of education and training. There have been some remarkable achievements - often at a great cost - especially during the past ten years, but much remains to be done.

Many of the education and training systems

². Ibid., P. 11-12

³. Mason Haire, Psychology in Management, (London: McGraw-Hill Book Company, 1964) P. 185

existing in the developing countries are unable to supply, at the right time and in sufficient number, the qualified persons needed for development. Moreover, the education and training provided by these systems are a heavy financial burden. This situation prevails equally in both the main sources of skill generation: the general education system and the training system.⁴

Lebanon, like other developing countries, suffers from manpower shortages in certain important areas. Some indicators in Lebanon point to shortages in professional, technical, scientific, and managerial spheres. As an example, the percentage of managerial personnel to the total labour force in Lebanon in 1970 was about 1.8 percent which is quite low compared to other countries and suggests serious shortages in this area.⁵ There is a lack of balance aggravated by a lack of functionalism.

The General Problem of the Study

In this critical situation where the need

⁴. International Labour Office, Human Resources for Industrial Development, (Geneva: La Tribune de Geneva, 1967) P. 53-54

⁵. Adnan Iskandar, "Manpower Shortages in Lebanon" in The Role of Management in Development, (Beirut: The John F. Kennedy Center, 1979) P. 2-3

for qualified manpower is urgent and the call for tighter budgets and spending limitations are felt by most managers, what is the most efficient and effective way for improving the job performance of the employees? and what kind of education and training is required to produce the needed skills?

Organizations are dependent on the performance of people and people depend on organizations to provide career opportunities and places to work. For people to adjust to the work environment and develop a basis for attaining their career goals, it is important that they acquire proper education and undergo prescribed training in their area of interest. Man is the pivot of economic and social progress, But he cannot contribute to national development if he lacks qualifications or if they are badly utilized.⁶

The Purpose of the Study

Whether formal or informal, conscious or unconscious, evenhanded or biased, judgements are made all the time about employees' job performance. Judgements about performance influence the most important aspects of an employee's work-life:

⁶. International Labour Office, The ILO and the World of Work, (Geneva: Impression Couleurs Weber, 1974) P. 44

salary increases and selection for promotion or transfer; as well as training and any other development opportunities and programs.

Because performance appraisals have such a profound effect on the short-term and long-term fate of an employee, the first major focus of this study is on the impact of education and training on improving the job performance of the employee. This study represents, in part, an attempt to explore the attitudes of the Lebanese managers towards improving the job performance of their employees in the civil aviation sector.

The second major aspect of this study is concerned with the basic features of each of the education and training system in Lebanon. With the growing complexity of jobs brought by advancing technology, the primary focus of this research is intended to emphasize that the interest in building the skill level of the work force through education and/or training stems from a management oriented desire to get greater efficiency on the job.

The object of this study is to assess some of the differences in managers' attitudes towards the role of education and/or training in improving the job performance of the employees and to try to

see how these may be related to differences in educational levels, management rank etc.

The study to be reported is concerned, among other things, with the degree of association of education and/or training level of managers with the clear conception of job description, use of appraisal performance techniques, clear understanding of the performance targets, and validity of appraisal performance system for selecting trainees.

In addition, this study intends to find out whether there is a "trade-off" between the role of education and the role of training in improving the job performance of the employees.

CHAPTER II

EDUCATION AND JOB PERFORMANCE

To start with, it is desirable to distinguish between training and education. Although both address human change and development, they differ in purpose.

From the practitioner's view, education is tied more to the goals of the person than to those of the organization, although the two sets of goals complement each other in various ways. An employee's education is chosen around personal and vocational goals and often serves as a basis for acquiring a job. It is a part of his or her initial employment profile with the firm.

Education and Production Process

As about thirty years ago, education and other social services were commonly referred to as "non-productive" elements of a development plan.

If asked their honest opinion most economic planners would say that education, for example, while no doubt a desirable thing for individuals and an inescapable obligation of politicians, merely drew resources from more important projects which, if allowed to proceed, could provide the money out of

which the schools would later be built.¹

The role of education in economic development has come into prominence only in the last two decades. The suggestion of Adam Smith that "education and training be considered on the same basis as investment in capital was completely disregarded for almost two centuries.² The possession of education was considered part of the duty of a civilized citizen; more of a consumers' good than a producers' good.

From a theoretical point of view, the introduction of education as a new factor in production was virtually forced upon economists when the mere increase in capital goods and the increase in the labor force, as reflected in man-hours worked, failed to explain the actual role of growth of economy, and so a "residual", namely the difference between the observed rate of growth and the theoretical rate of growth derived from existing economic knowledge, made its appearance. This residual became "technological change", or the factor of technology.³

¹ Ivar Berg, Education and Jobs: The Great Training Robbery, (N.Y: Praeger Publishers, Inc. 1970), P.13

² Wayne F. Cascio & Elias M. Awad, Human Resources Management, An Information Systems Approach, (Reston: Reston Publishing Company Inc., 1981) P. 295

³ United Nations Industrial Development Organization, Planning for Advanced Skills and Technologies, (Vienna: United Nations Publications, 1969) P.111

The next step was obvious: technological change is not a natural law but a consequence of knowledge - a function of education. Thus the education component of the labor force became a partner in the production process.

Basic Roles of Education

Education implies the learning of more general academic knowledge and suggests broad aspects of individual development than simply acquiring employable skills. The functions of general education are far broader than the provision of skill for business development. Ability to adapt from one type of work to another is enhanced by a relatively high level of properly oriented general education.⁴ This is important when business involves fast technological change. It is also important because precise forecasts of skill requirements are impossible, so that trained personnel must be adaptable.⁵ The basic roles of education could be summarized in the followings:

a. Developing the Required Skills and Knowledge

Although human skills, knowledge, and work capacities can be developed in many ways, the most

⁴.International Labour Office, Training for Living, (Geneva, 1975) P. 14

⁵.International Labour Office, Human Resources for Industrial Development, (Geneva: La Tribune de Geneva, 1967) P.8

obvious is through formal education, beginning at the primary or first level, continuing with one of the various forms of secondary schooling, and then going on to higher education such as colleges and universities. Moreover,

as one moves higher in the management hierarchy in an organization, jobs of the future will require less broad education. In fact, there will be continued pressure to provide employees at all levels within the organization with better opportunities to develop themselves in a broader educational sense rather than along narrow technical lines as in the past⁶

Thus a university degree has now become a virtual necessity for a professional career, so much so that government and business corporations often take the initiative and try to interest potential candidates for employment by recruitment on the university campus. Schools, colleges, and universities play a vital role in developing the skills and knowledge in the labor force.

b. Creating Conducive Attitudes

One of the functions of education is to create attitudes and incentives conducive to work. Few educators would accept the notion that the primary function of education is to prepare people for the labor market, for education has value in itself, it is a human right. To be sure, education may have

⁶ Bernard M. Bass & James A. Vaughan, Training in Industry: The Management of Learning, (California: Wadsworth Publishing Company, Inc., 1969) P. 16-17

a great deal to do with human resources development and utilization, but this is a secondary rather than a primary function. Nonetheless, "education is one of the means for developing the skills, knowledge, and capacities of persons for participation in the labor force"⁷. It is recognized that technical competence, however essential it may be, is no longer enough for effective management, tomorrow's business leaders must be sensitive also to constant interplay between business policy and the great political, technological, and social forces of the second half of the twentieth century.

The quality of labor force, therefore, is determined largely by the levels of schooling.

In industrially developed societies, the great part of the technical knowledge and experience is laid down in written form, and formal education plays a central role in the training and development of skills.⁸

Education and Technology

Even with the rapid advance of technology, schools have still a crucial role to play. The explosive advance in knowledge and the spectacular progress in micro-technology have shown us the

⁷Frederick H. Harbison, Human Resources as the Wealth of Nations, (N.Y: Oxford University Press, Inc., 1973) P. 16-17

⁸UNIDO, Planning for Advanced Skills and Technologies, P. 115

importance of teaching students how to learn and how to recover information rather than to learn facts and even skills which may quickly become obsolete.

The curriculum faces the threat of becoming increasingly outdated and irrelevant. However, there are some specific activities connected with the role of the schools and other educational institutions; for example, there is an important future for the school as a place which encourages inventive learning, social communication and physical possibilities which cannot be offered by any individual dwelling place.⁹

Growing Importance of Education

It is generally proclaimed that the key to economic development is liberal expenditures for education, which by improving the quality of labor, are the heart of productivity increases. Researchers have adduced evidence suggesting that the return on investment in people is greater than the average return on other forms of investment.¹⁰

Educational requirements for employment continue to rise. Employers are convinced that, by raising their demands, they will be more likely to

⁹ Ettore Gelpi, "Ways and Means, Lifelong Education - as seen for 1986" in Educational Innovation and Information, (Geneva: International Bureau of Education, March 1986) P. 11

¹⁰ Ivar Berg, Education and Jobs: The Great Training Robbery, P. 19-20

recruit an ambitious, disciplined work force that will be more productive than workers who have terminated their schooling earlier.

According to managers in private enterprises, educational achievements have been taken as evidence of self-discipline and potential for promotion. Stress on education as a public and private panacea has developed in the past two decades. Large numbers of jobs have been "educationally upgraded". The prescription "to get a good job get a good education" has been thoroughly impressed on today's workers; if they have a good education, they now expect to get a good job.¹¹

Evaluation of the Role of Education

The provocative question, however, is whether educational achievements are associated with the employee's job performance. A search of the considerable literature on productivity, absenteeism, and turnover has yielded little concrete evidence of a positive relationship between workers' educational achievements and their performance records in many work settings.¹² The critical point is not whether men and women who complete high school or college are able subsequently to earn more than those who

¹¹. Ivar Berg, Education and Jobs: The Great Training Robbery, P. 140

¹². Ibid, P. xiii

do not, but whether their higher learnings are a reflection of better performance as a result of more education or of factors other than the diplomas and degrees they have acquired. In every instance, the data prove over-whelmingly that the critical determinants of performance are not increased educational achievement but other personality characteristics and environmental conditions. Indeed, changing the characteristics of workers by adding to their schooling cannot be the answer.¹³

Educational Level and Job Performance of Workers

Data collected from field investigations on the productivity, turnover, and absenteeism of blue-collar workers suggested that educational achievement of those workers was inversely related to performance thus conceived.¹⁴ The data with respect to educational achievement correlated with productivity gave no support to the contention that educational requirements are a useful screening device in blue-collar employee selection. The education of high producers did not differ from low producers to any statistically significant degree, although the less productive ones were slightly better educated. In the

¹³. Ibid, P. xiv - xv

¹⁴. Ibid, P. 86

same vein, there was no statistically significant relationship between educational achievement and absenteeism, another bugaboo of managers who are anxious to maintain smooth production schedules and continuous work flows.¹⁵

The facts are not more reassuring with respect to white-collar workers. The results of several white-collar studies revealed that when the records of white-collar workers were examined in connection with their educational achievements, the records of high-school graduates rarely differed by more than a few percentage points from those of comparably numerous college graduates of similar age operating in similar fields; sometimes the less educated men did better, although a few did not do so well as their better educated compeers.¹⁶

In another white-collar study, the results were in line with those already reported: performance in 125 branch offices of a New York company was inversely associated with the educational achievements of about 500 workers.¹⁷ The branches with the worst performance records were those in which a disproportionately (and significantly) high number of employees were attending high educational programs after working

¹⁵ Ibid., P. 83-84, 87-88

¹⁶ Ibid., P. 90-91

¹⁷ Ibid., P. 92

hours! There was also evidence that performance was worst in precisely those branches in which, besides the educational achievements being higher, the managers stressed education in consultation with tellers concerning their future with the bank.¹⁸

Many researches, however, see that the linking of productivity to formal education ignores important variables in the causality process between productivity and human resources. A higher educational level does not automatically produce a higher level of output unless this higher level of education is a result of a higher occupational mix, such as more professionals and fewer labourers.¹⁹

The recent trend towards exaggerating the amount of education required by a given growth target manifests itself in a tendency to exaggerate the extent to which education has to precede the introduction or spread of industries and trades requiring skills. In addition "it tends to disregard some genuine problems in educating 'high level manpower', especially the managerial and government strate in societies where education is very traditionalistic"²⁰

18. Ibid., P. 93-94

19. UNIDO, Planning for Advanced Skills and Technologies, P. 112

20. Bernard M. Bass & James A. Vaughan, Training in Industry: The Management of Learning, P. 20

Education and Organizational Problems

Management education has been criticized for producing too many specialists for support functions and not enough managers for operational positions. Business schools, according to their critics, are not giving their students relevant management education. Quantitative and analytical skills are no substitutes for the all important interpersonal and communication skills that managers must possess. Furthermore, say these critics, academic research, is not addressing the organizational problems most in need of investigation.²¹

The Problem of Inadequate Management Education

The ability of business schools to train managers effectively has been challenged during the last fifteen years. For example, one attempt to validate management education found that, although possessing a college degree was important for managers, there was "no significant relationship between an individual academic major and his promotability rating".²²

One explanation for this finding could be

²¹. Ibid., P. 24

²². Ivar Berg, Education and Jobs: The Great Training Robbery, P. xii

that " most management education has little management in it"²³ Instead, courses in the business school have become more quantitative, with students spending much of their time mastering analytical skills and little, if any, time learning how to manage others.

In a study concerned with the relationship between success in formal management education programs and success as a manager, J. Sterling Livingston concluded;

If academic success is equated with success in business, the well-educated manager is a myth. The failure of business schools to train managers effectively is partially due to the fact that many critical managerial tasks are not taught in management education programs but are left to be learned on the job, where few managers ever master them because no one teaches them how".²⁴

One strategy for determining why graduates are inadequately prepared for effective management is to examine the method of instruction used in business schools. Traditional lecture-based instruction is faculty-oriented rather than student - oriented. With the didactic approach, students gather information by reading textbooks and listening to the lectures. The faculty determines the degree

²³. Ben Roach, "Decision Theatre: Curtain Going Up on an Innovation Approach to Management Education in Business Horizons, (Bloomington: Indiana University, Graduate Schools of Business, July-August 1986), Vol. 29, No. 4, P. 70

²⁴. Ibid., P. 70-71

of student interaction. This interaction is often limited to a monologue in which the faculty member recites facts and theories while the student listens and takes notes for future reference. For the student, the process is passive and detached.²⁵

Better Education Arrangements for Management

There is no doubt that managerial talent exists. There are pioneering managers; their problem essentially is the creation of a more mature philosophy of management and techniques particularly suitable to local conditions rather than the blind adoption of either from other countries. They must overcome the "busyness", selfishness, and tendency to secretiveness on the part of many managers. They must also stop to be individualistic as exemplified by a preference to work alone rather than in a team; and the tendency to take sole credit for good deeds and to pass the blame to others, or to circumstances when things go wrong.²⁶ Another main problem of most managers in their part of the world is that they are likely to exercise a good deal of personal control and attempt, so far as possible, to be ubiquitous.²⁷

²⁵. Ibid., P. 71-72

²⁶. Ernest Dale, Management: Theory & Practice, (Tokyo: McGraw-Hill Kogakusha, 4th. Ed., 1978) P. 491

²⁷. Farid A. Muna, The Arab Executive, (London: The Macmillan Press Ltd., 1980) P. 29-30

Frederick Herzberg remarked that a lot of managers are afraid to encourage employees to actualize themselves because in the process they might buck the organization, challenge authority and infringe on what managers regard as their prerogatives. He noted that what management has failed to do is capitalize on the human desire for achievement.²⁸

In performing its functions, however, education can be either a constructive or a destructive force. It can develop people whose skills are strategic or useless for economic growth; it can help select persons for leadership roles who may promote progress or impose stagnation; it can favor the rich and discriminate against the poor; it can build a work-oriented or leisure-oriented mentality; it can free the mind or strangle it with indoctrination; it can energize people or it can destroy their initiative. Conceivably it could even be irrelevant in shaping today's societies. A review of the literature suggests the following views for efficient and effective arrangements of management education.

Combination of Theory with Innate Qualities

A committee appointed by the British Minister of Education, to study the educational facilities

²⁸. Frederick Herzberg, The Managerial Choice: To Be Efficient and to Be Human, (Illinois: Dow-Jones-Irwin, 1976) P. 307

required for management, issued a report which recognized that theoretical studies alone cannot make a manager. His success will depend on his innate qualities, his experience under competent guidance, and above all, on the degree to which he combines those elements into a balanced personality commanding the respect of those with whom he is associated.²⁹

The committee referred to the work of the pioneers like F. W. Taylor and Henry Fayol and came to the conclusion that there is a body of knowledge in management distinct from any detailed understanding either of the particular industry or of the various skills and services which are themselves indispensable tools for the conduct and regulation of a complex organization.³⁰

On this basis, the committee considered that the manager needs, in addition to general education, knowledge of such background subjects as the history and structure of industry and commerce, economics, industrial and commercial law, and psychology; of tool subjects such as accounting, statistical methods, production methods, work analysis and incentives, costing and financial control, office organization and office

²⁹. Fred Tickner, Training in Modern Society, (N.Y: Williams Press, Inc., 1966) P. 112

³⁰. Ibid., P. 113

methods; and also of management subjects, including production, distribution, finance, development, purchasing, transport, and personal management.³¹

Necessity for More Research

The committee also considered that we are only at the early stages of discovery about both the process of management and the ways in which management subjects can most effectively be taught and learned. Research is also essential to good teaching and is perhaps the best method of providing the teacher with the close and intimate contacts which he needs with the working of industry and commerce.³²

Emphasizing Ability to Adaptation

To play its role effectively, modern education in management must emphasize the principles which remain constant in a changing world and inspire a degree of intellectual development which will give the necessary flexibility of mind to handle situations which have no direct precedent. To the modern manager, innate ability, matured experience, is not enough; he must be able to adapt himself to changes imposed both

³¹•Ibid., P. 114

³²•Ibid., P. 116

by research and development staff and by changing social conditions which affect the human side of his work. The manager needs to appreciate the relationship between his own specialization and general industrial, economic, and social factors and to have a broad, general knowledge of the contemporary world.³³

A Need for Life-Long Education

Formal education, however, is only part of a broader system of human resources development. Skill and knowledge generation are not confined to classrooms for the young. Effective learning is a continuous lifetime process, and recurrent education and training are fully as crucial as pre-career preparation. The linkages between formal education and employment are neither direct nor clear; the effectiveness of pre-employment education depends in large measure upon subsequent processes of skill and knowledge generation. Here emerges the role of non-formal education as a factor in human resources development and as a substitute for, as well as an extension of, the formal schooling system. Nonformal training and education may be an alternative or substitute

³³. Ibid., P. 118

of formal education.

In the last few years, the strategies for educational policies and activities have reflected in some way an open approach to process of life-long education, such as new relations between formal and non-formal education, between education and work, between initial and recurrent education.³⁴

Solving the Problem of Inadequate Management Education

To be relevant, the goal of management education must reflect both a theoretical and a practical skill orientation. In other words, the goal should be to make managers instead of highly trained, quantitative technicians. The making of a manager is based on the premise that management is both a science and an art. As one succinct statement of this premise put it:

Lecturing a soldier on the nomenclature of the rifle will not teach him to use it in combat. Acquainting a high school youth with the theory of internal combustion engines will not make him a good automobile mechanic. Teaching an executive the "principles" of administration will not make him an effective leader of men. The method of training has to be adjusted to the end in view.³⁵

There are two steps that could lead to better management education which are not yet done

³⁴. Ettore Gelpi, "Ways and Means, Lifelong Education - as seen for 1986" in Educational Innovation and Information, P. 10

³⁵. Ben Roach, Business Horizons, P. 73

in most nations, and Lebanon certainly is not an exception. First, effective coordination and cooperation between the academic institutions and the business community in exchanging information on what is needed on the level of the education of personnel, and how it can best be done. This joint effort should also include an effective program designed to evaluate the product continuously with the aim of offering recommendations on how to improve the process. Second, special effort by the academic institutions to combine theory with practice through an internship program required from every student before graduation. If such a program is carried out effectively, it will be a great step towards linking what is done in the class-room with what is expected to be done at the business firm.³⁶

Education in Developing Countries

While in recent years the industrialized countries have been very concerned with analyzing the contribution to economic growth originating in technical progress, and with developing and emp-

³⁶•Riyad Nassar, "The Role of Academic Institutions in the Development of Human Resources" in The Role of Management in Development, (Beirut: The John F. Kennedy Center, 1979) P. 5-6

loying the advanced skills necessary for the application of modern industrial technology, the developing countries have seen a widening of the technological gap that separates them from the industrialized countries.

Orientation of Education

It is supposed that the group of more highly-educated people does not necessarily include the total of technically qualified personnel, and that education is primarily non-technical in its orientation. Such data as are available from the developing nations tend to suggest that education there is even less technically oriented.

There has been a tendency to argue that very high levels of education, and a massive expansion of the education system at all levels, are necessary for economic growth. It is certainly possible to argue the contrary case, especially when the nature of the education system is considered. In the developing countries, generally speaking, education is anti-technological in its bias.³⁷

Education and the Development of Character

Education in developing countries has not

³⁷ UNIDO, Planning for Advanced Skills and Technologies, P. 3

been so effective in changing a nation, the explanation might lie in the fact that it has not sufficiently changed the individual. "We associate education with the power to change the destiny of a person but hardly with the power to change the person himself".³⁹ This is a view of education that overlooks the man in favor of his external condition. "It is a view that denies and denigrates the place of sustained effort in human development".⁴⁰ Our education has not emphasized the development of the individual and especially of his character.

Education and Business Development

Our educational system has failed to relate itself vitally to the need for training people for the world of work, as workers or as producers of goods. Certainly, everyone feels that there is a wide and strange gulf between what the schools teach and what society needs or demands.⁴¹

Education has many objectives which are not necessarily linked to the goal of business development, for example, providing a means of

³⁹. Fred Tickner, Training in Modern Society, P.119

⁴⁰. Ibid. 119

⁴¹. Blas F. Ople, The Human Spectrum of Development, (Manila: Institute of Labor and Manpower Studies, 1981) P.55

access to cultural riches, developing the personality of the individual. It also has, however, another aim: to prepare the individual for vocational and teaching training. Often, however, "the organization structure, curricula and pedagogical methods of the educational system are inadequate and jeopardize the success of training provided later on!"⁴²

Quantity at the Expense of Quality

Many countries in pursuit of important social ideas, have heavily emphasized the expansion of primary education, but this quantitative effort has hampered any improvement in the quality of primary education, which in many instances is poor.

At the same time it has held back, for sheer lack of resources, the improvement of secondary and higher education. General secondary education suffers from well-known deficiencies: insufficient attention to the sciences, old fashioned teaching methods, no relation to the realities of economic life, inadequately trained teaching staff.⁴³

As a general rule, the outputs of the educational system are poorly geared to needs. Provision of poor education, with untrained teachers and without appropriate books and materials, may be a fraud instead

⁴². Fred Tickner, Training in Modern Society
P. 44

⁴³. ILO, Human Resources for Industrial Development, P. 55

of a benefit.

Countries which expand their formal education system most rapidly may have the poorest record of generating appropriate skills and knowledge in their labor force. In the developing countries, unfortunately, the possession of formal degrees is much more important as a prerequisite for positions of high pay, status, and power than is the case in the advanced countries.

The shortcomings of the orientation of formal education are noted by the ILO report. Instead of pursuing the goal of general education, the secondary schools retain their single minded concern with qualifying people for white-collar jobs and entry into the university. The schools' concern with education is thus eclipsed by its commitment to credentialization which is at best, a dubious indicator of learning relevant to a developing country.⁴⁴

In the developing countries there is growing awareness that expansion of formal schooling is not always equatable to the spread of learning, that the preoccupation with certification and degrees is not always consistent with adequate preparation for the world of work, that education which is poorly oriented can distort aspirations and that overinvestment or unwise investment in formal schooling, particularly at the secondary and higher levels, can be a drag rather than a spur to national development. It will

⁴⁴. Frederick H. Harbison, Human Resources as the Wealth of Nations, P. 65-66

be tragic, indeed, if the development of formal education, together with the vast and the costly machinery of teacher preparation, is based upon more of the same. A linear projection of past trends in educational systems particularly those inherited from colonial powers, could be disastrous for the developing countries.⁴⁵

Educational Systems and Local Needs

Perhaps a more fundamental criticism of the orientation of higher education is its bias toward the science and culture of advanced countries at the expense of the developing economies. A common mistake in many countries is to orient the system of higher education to the technology of the advanced countries rather than to practical and specific local needs.⁴⁶

Educational Systems in Lebanon

In Lebanon, education is not adapted to present needs. The education system does not provide those skills required by the Lebanese economy. The

⁴⁵. Ibid., P. 70-71

⁴⁶. Ibid., P. 106

result is that on the one hand skilled people either cannot find the job they are qualified for, or refuse certain types of work; with the result of prevailing manpower shortages in certain sectors.⁴⁷

Impact of War on the Educational System

A reassessment of the educational system, which is the main source of manpower in Lebanon, indicates that a lot of damage has been inflicted on the Lebanese educational system as a result of the war. There is a definite deterioration in the quality and standards, although the exact nature and extent of the damage is not clear yet. It is believed that the capacity of the educational system to produce the needed manpower has been impaired.

Lebanon suffers from qualitative deficiencies in the existing labor force. Available figures indicate that the rate of illiteracy in the labor force is reasonably high, about forty percent; and if we add to it those with primary education only, it adds up to approximately sixty percent of the total labor force. Also, the percentage of high school and university graduates among the labor force is quite low.⁴⁸

⁴⁷.A. Benyoussef, Economic and Social Policy, Synthesis Programme, (Geneva, 1981) P. 23

⁴⁸.Adnan Iskandar, "Manpower Shortages in Lebanon" in The Role of Management in Development, P. 4-5

The higher education system in Lebanon is currently considered to be in critical situation. First, the quality of the system is endangered by the continued loss of staff through out-migration and by the lack of money, especially foreign exchange, to keep laboratories, workshops and libraries properly supplied, given the technological and scientific orientation of the universities and institutes. Secondly, the graduates from all faculties can no longer readily obtain employment.

The main problem that the graduates face when getting their first job is the lack of coherence between the curriculum of the educational institution and the needs of the labor market. Organized sources of career guidance are very few, which have led to a substantial proportion of students pursuing higher education without being aware of the career possibilities.

The Pre-War Educational System

The Lebanese educational system, even in its pre-war form suffered from several deficiencies. It was a traditional system geared to a traditional society and economy and not properly adapted to the needs and requirements of development.

The World Bank in 1972 report referred to serious shortages in primary and secondary school

teachers which entails certain serious repercussions on education and thus hinders it from playing its role effectively.⁴⁹

The development of higher education had not taken into consideration the importance of post-graduate studies in the universities. The secondary school curriculum is inadequate for higher studies. The education system is mostly oriented towards pushing students upwards to the next level.

The educational process makes little reference to the traditional sector of the economy or even to the immense projects that were, or are, being executed. The books, ideas, and education of the professors are largely foreign. It is little wonder that the educational process is accompanied by considerable alienation.⁵⁰

As a conclusion to this chapter, the study contends that even though good performance in academic life did not ensure good performance in job, the most important criterion of recruitment is the academic record of the candidates seeking the job, which

⁴⁹. Ibid., P. 3

⁵⁰. Antoine Zahlan, "The Arab Drain" in Population and Development in the Middle East, (Beirut, 1982) P. 253-254

many employers consider as very important. Furthermore, the study agrees with many educators who believe that employers' demands for specialized knowledge and skills should not be the sole determinant of curricula. It feels that general education should be emphasized because it will help "promote understanding and acceptance of new technologies and because technical aspects of production will continue to be taken over by more advanced technology and automated processes".⁵¹

To be realistic however, one must admit that the higher educational institutes can hardly cater for all the special and characteristic requirements of all the industrial and commercial firms and concerns. The employers must therefore send their employees to specialized training courses to enable them to acquire the 'know-how' necessary for their respective firms. Nevertheless, "the higher educational institutions could organize some broad-spectrum special courses for industry/business, etc., to meet the general requirements of the labor market".⁵²

⁵¹.Torkel Alfthan, "Training to Spearhead Innovation" in ILO Information, (Geneva: ILO, October 1986), Vol.22, No.4, P.5

⁵².B.C.Sanyal, L.Yaici, and I.Mallasi, From College to Work, (Paris: Unesco, International Institute for Educational Planning, 1987) P. 15

CHAPTER III

TRAINING AND JOB PERFORMANCE

Training may be required when gaps exist between job requirements and abilities of the employees involved. Companies and public sector departments are experiencing shortages of certain type of people. To achieve their business plans effectively, both public and private firms will need a work force, from top management down to the shopfloor, which keeps up to date, understand what is happening in the outside world and responds effectively, rapidly, and creatively. In this context, people who can work to procedures, carrying out instructions correctly but nothing, will be an obstacle rather than an asset. Virtually, everyone will need to be able to manage situations and to apply knowledge, skills and experience in situations different from those in which they were acquired.

Are you one who can recall the "old days", (the 50s and 60s) when it was accepted as a truism that the variance in lifetime earnings between workers would be primarily due to the post-secondary amount of education workers had? Say goodbye to that "truism" and be aware, now, that the variances in earnings will be primarily due to the amount of work-place training an employee will have received; (85%) versus 15% for formal education. Also, training

picks up where formal education ends. It now provides most skills acquired after age 25 and all of the skills heeded for two out of three jobs.¹

Growing Interest in Training

A Bureau of Labor Statistics study showed that formal company training programs were a 22% larger source for improving employee skills in their present jobs than colleges of four years or more and junior and community colleges combined.² The study also indicates that informal on-the-job training is the major source of worker training.

Opinion Research Corporation, a firm concerned in the employee's training in the United States of America, found that more people get "continuing education" from their employer than any other source, including schools and colleges.³

A Vital Element of Development

The Istanbul Roundtable convened in Turkey

¹ Terry K. Broomfield, "The Current Status of HRD" in Public Personnel Management, (Virginia: International Personnel Management Association, Winter 1986), Vol.15, No.4, P.461

² Robert L. Graig, "The Future of HRD: It's Going to Get Tougher" in Public Personnel Management, Vol.15, No.4, P. 466

³ Ibid., P. 467

on "Development: The Human Dimension" has noted that training, especially learning at work, forms an equally vital element: a challenging and rewarding work environment linked to corresponding motivation and incentives, leads to the full development of human capacity. Policies to develop human capacities should therefore, also address the economic environment, work experience, motivation and incentives, as well as the promotion of formal education and training.⁴

Effective training is not only related to an objective. It must also be integrated with other planned interventions that together lead to manpower development, organisation development and performance improvement. Within this goal-relevant system, several types of training programmes can be carried out to meet corporate needs, such as: induction training for easy adaptation to new jobs and the environment; skill development for the skilled manpower required and management development for career and performance improvement.⁵

⁴North South Roundtable, United Nations Development Programme, Development: The Human Dimension, (Islamabad: Roundtable Secretariat, 1985) P. 11-12

⁵T.M.Jacob, "Performance Improvement and Training System in Enterprises" in Bulletin, (Torino: International Center for Advanced Technical and Vocational Training, October 1984,), No.12, P. 2-3

Enriching Benefits of Formal Education

Training is a means of extending skills and knowledge gained in formal education. Human resources development is a continuous, lifetime process. Skills and knowledge generated in pre-career formal schooling may atrophy without the stimulation, extension and enrichment provided by out-of-school learning activities. For example, civil servants and enterprise managers update their skills through participation in staff training programs. Co-operative managers and marketing experts need periodic refresher training beyond their formal education. Training, therefore, plays an important role in magnifying the benefits of formal education; it is in many cases an indispensable factor in maximizing the returns on initial investment in formal education.

Training and Learning

The term training is given a wide definition; it means: the process of providing for and making available to an employee, and placing or enrolling such employee in a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in specific, professional, technical, mechanical, trade, clerical,

fiscal, administrative, or other fields which are or will be directly related to the performance by such employee of official duties for the government, in order to increase the knowledge, proficiency, ability, skill and qualification of such employee in the performance of such duties.⁶

Training is normally paid for by the employer and is required to correct or enlarge the employee's knowledge base for performing a given job effectively. Thus, it is designed to help achieve both the person's and the organization's goals on a large-team basis.

The purpose of management-training program is not only to promote employee learning of job-related skills, knowledge, and attitudes but to increase employees' worth or service ability to the company as well as to themselves. In short, training programs are programs of organizational improvement that attempt to make beneficial changes through modifying employees' skills and attitudes. Unfortunately, for too many companies today have a limited understanding of how to utilize training in relation to other aspects of organizational improvement. Typically, a wide gap exists between accepting the

⁶ Fred Tickner, Training in Modern Society, (N.Y: Williams Press, Inc., 1966) P. 10

purpose of training and instituting approach programs to achieve it. Training is not an end in itself, but a means to an end; in other words, it is one of the many tools available to a company to help it reach its goals.⁷ Training is a means of developing a person's occupational capacities, due account being taken of the employment opportunities and of enabling him to use his abilities to the greatest advantage of himself and the community; it should be designed to develop personality. Subjects of general educational value should be included in the curriculum for long-term training and, so far as the time available permits, for short-term training.⁸

Learning Process

As an aid in adjusting to the work environment, people often undergo training or retraining. Training is tied to the process of human learning, which is a relatively permanent change in behavior that occurs as a result of practice or experience. The amount of training should be tied to the capabilities of the trainees, and learning tends to be

⁷ Bernard M. Bass & James A. Vaughan, Training in Industry: The Management of Learning, (California: Wadsworth Publishing Company, Inc., 1969) P.73

⁸ International Labour Office, Training for Living, (Geneva, 1975) P. 15

more effective when adequate reinforcement and feedback are present.

To discuss training in business without considering the learning process is meaningless. Literature on the two processes reveals that there is a considerable body of knowledge concerning the learning process that can be applied in training programs. It is believed that learning can be exciting and rewarding in itself. It is also believed that training programs that do not take account of significant factors in the learning process are wasteful of human resources.

A theory of learning is essential because much of the humanity's diverse behavior is the result of learning. Learning is a relatively permanent change in behavior that occurs as a result of practice or experience. Learning is the ability to perform; performance is a demonstration of learning.⁹

The role of learning in post-industrial society has changed dramatically. First, Knowledge is the steel of the post-industrial age. Knowledge work is rapidly becoming the major form of employment and learning has become a strategically critical industry. Moreover, learning is no longer simply a process of preparation for work: for a growing number of workers in modern economy, it is work. The two are inseparable.

Second, learning is entering the high-

⁹ Wayne F. Cascio & Elias M. Awad, Human Resources Management, An Information Systems Approach, (Reston: Reston Publishing Company Inc., 1981) P.294

tech age. Emerging telematic technology-fusing the power of computers with the reach of telecommunications-presents the opportunity to create a competitive, human capital development enterprise that could actually stop the spiralling cost of government education and training programs while better serving the real needs of employers and workers.

Third, public and private learning policies need to focus on the learners' competency and achievement, not academic credentials. Employers are losing interest in academic degrees and are looking instead for evidence of basic intellectual skill and liberal knowledge in new employees.¹⁰

Training and Learning Theories

This study will not report the different theories and principles of learning; suffice it to say that these theories help us to draw the following conclusions regarding employee's training:

1. If the successful completion of a training program represents a strong personal goal of the trainee, maximum learning is likely to take place.
2. Rewards tend to be more effective in producing learning than punishment. When a trainee fails to achieve an expected level of learning, it is often better to fail to reward than to punish such behavior. While mild punishment may serve as a useful informative

¹⁰ Lewis Perelman, "A Ticket to the Future" in ILO Information, (Geneva: ILO, Bureau of Public Information, October 1986) Vol.22, No.4, P. 5

cue to let a person know that a behavior is not on track, to be useful, it must be followed by instructions on how to improve in the future. If improperly administered, it could lead to anger, frustration, and possible suppression of future constructive training.

3. Feedback of information regarding progress (or lack of it) during training helps to reinforce learning, helps the trainee to make the necessary behavioral adjustments, and helps to maximize the total benefit from the training program.

4. In organizational and industrial settings, active participation tends to develop job skills by repeatedly performing the tasks or routine to be learned.

5. Individual differences and the trainee's mental abilities have a direct bearing on learning. Since the cost of training on many jobs is often high, employees' abilities and the ability requirements of the job in question should match prior to training.¹¹ A pronounced mismatch affects the quality of performance in the new job and the cost of training and causes frustration for the trainee whose abilities are above (or well below) the requirements of the job.

¹¹ Wayne F. Cascio & Elias M. Awad, Human Resources Management, An Information Systems Approach, P. 295

Designing Training Objectives

Training needs should be identified before determining the behavioral objective (i.e. what is to be learned). Behavioral objectives refer to actions, movements, or behaviors that are observable and measurable. Each objective should describe: (1) the desired behavior, (2) the conditions under which the behavior should occur, and (3) the success criteria by which the trainee's behavior is to be judged.¹²

Objectives for learning programs are important. They provide targets which allow for agreement among all concerned. The more specific the objectives, the more likely that agreement can be reached. The manager should read the objectives of learning programs for his employees and compare them with what expects the learner to do after returning to the job. The learner should also know the objectives before the learning program begins, if only to be able to see what the expected performance looks or sounds like.

Business and the Need for Training

In an age when production techniques and structures are changing at bewildering speed, simultaneously with a rapid increase in the world's active

^{12.} Ibid., P. 296

population, the entire concept of labor and vocational training must be viewed in a new light.

Behind the fast-moving, high-tech transformation of the world of work, a picture of the labor force of the future is coming into focus.

It shows workers who are well educated and highly trained, who possess cognitive rather than manual skills - a labour force with few unskilled and semi-skilled workers or even craftsmen, and one that can adjust easily to change.¹³

The problem of how to get business to do more training and how to make training more available to the new enterprises should be addressed. A number of things can be done. First, the status of trainees should be raised. Training managers must contribute towards this themselves by concentrating more on the results and less on the techniques. Second, business needs prove that training is an investment that pays off. Businesses think in terms of saving money and increasing productivity. Training can achieve both.

Training must also be made easier to "take". The techniques of technology - based training that enable people to study on an individual basis, and part-time, need to be developed more vigorously.¹⁴

¹³.Torker Alfthan, "Training to Spearhead Innovation" in ILO Information, (October 1986) P. 5

¹⁴.Don Yates, "A Training Partnership" in Industrial Management and Subsystems, (Bradford: MCB University Press Limited, May/June 1986) P.3

The key to success in the organizations of the future will be the way they structure and manage themselves so as to best utilize the creative potential of human beings.

We can be dazzled by the potential of technology, but we must remember that in the long run it will have to be humans, not robots or computers, who have to make our organizations work.¹⁵

The accelerated rate of change will force management to adopt new policies and new designs.

Perhaps the time has come to re-invent the corporation, or at least prepare ourselves for radical change both in the external environment and within the enterprise. The business will fail if it does not organize itself internally to make the best use of its human resources.¹⁶

Training and Management

Training is vital to managers as it is to other employees in business.

We have heard a great deal recently about the importance of training or re-skilling the work force in order to revitalize the world of business. We have, however, heard much less about the training needs of managers. They are, after all, being confronted with some dramatic changes

15. Ibid., P. 3

16. Robert H. Guest, "Management Imperatives for the Year 2000" in California Management Review, (Berkeley: The University of California, Summer 1986) No.4, P. 63

to their working environments. For example, increased decentralization and the move towards profit center management requires executives across a wide range of businesses and functions to learn not only a way of thinking, but also how to apply the modern techniques of spread sheet modeling and revenue/profit analysis which as cost center managers, they have never faced before.¹⁷

Of equal importance is the impact of change in working practices that office technology will bring. But will executives get the training they need to help them rise to the challenge of new technology and new management techniques? Recent reports are, in fact, pessimistic of managers' abilities to make a sufficient commitment to such training.¹⁸

A high proportion of senior executives have little knowledge of the resources that are devoted to training in their own companies, and with the exception of some businesses in the service sector which rely heavily on customer/staff contact, training was generally seen as not being a prime contributor to competitiveness or profitability. Training is either delegated or relegated training staff or managers to comparatively low status. Most companies see training not as an investment, but as an overhead which is reduced during times of financial stringency.¹⁹

¹⁷. Don Yates, Industrial Management and Sub-systems, (May/June 1986) P.3

¹⁸. Ibid., P.3

¹⁹. Ibid., P.3

Training Arrangements for Management

To contribute effectively to the general good of the organization, management training must concentrate on developing in the individual a sympathetic understanding of what he is going to face as his responsibilities increase through the development of his career and an appreciation of the techniques available to him in meeting unexpected situations as they arise. He cannot specifically be taught what responsibilities to devolve on others, but he can be shown the value and the principles of effective devolution. He cannot be taught how to conduct a wage negotiation, but he can learn to appreciate the economic factors which govern wage fixation and the relationship between management and labor as it has developed over the years. By the time that he no longer has opportunities to examine every detail, he must have learned how to depend on others for detailed work and to rely on his judgement and general experience in deciding whether to accept their results or suggestions, or whether to challenge and discuss them before doing so. He must learn to win the confidence of others in order to operate confidently himself.²⁰

²⁰. Fred Tickner, Training in Modern Society, P. 121

The Master's Degree in Business Administration or the Diploma in Management, even with the maturity which comes from experience is not enough. The organization must find an expression of its own philosophy through some kind of training for its own managerial staff, which will orient the general knowledge of their theoretical training with the skills which are developed by trial and error, into a concerted approach to the specific organizational and operational problems of the business corporation or to governmental policy.

The main objective of a sound management development and training is:

to enable each executive to learn how to carry out his profession by the acquisition of indispensable know how which is the guarantee of his autonomy, in the interests of achieving an effective nationalisation of development. This objective must be met by specific measures:

- management development and training must be integrated into the general policy of the undertaking and the training plan must be used as a means of providing consultation and participation by the preparation of individual objectives of a motivating nature, i.e. the essential infrastructure for a forward-looking personnel management theory;
- special emphasis must be given to training, further training and the training of trainers; the latter, for reasons of cost-effectiveness, should be selected from the senior management of undertakings; although continuing to work in their respective enterprises they could contribute on a temporary basis to the creation of the national management capacity.

However, the acquisition of this autonomy with a view to achieving the nationalization of development necessarily requires radical changes in behaviour; this is the basic key to the set objective.²¹

Training in Basic Managerial Skills

There is need, too, for specific management training in these staff skills. Personnel management is improving its techniques as more and more research is being done into problems of human behavior; but quite apart from the need for the manager to keep abreast of new developments, there is a recognized field of expert knowledge and experience in such subjects as recruitment, selection, training, standards of remuneration, industrial and labor relations, joint consultation, industrial and trade union law, industrial psychology, and the general historical and social background of modern industrial relations.²²

The criteria of accurate and successful operation are becoming more and more exacting as the operations of business and government become more complex and interact more intimately with one another. It is therefore more than ever necessary, even in

²¹. Pierre Hidalgo, "The Whys and Wherefores of Management Development" in MDRS Bulletin, (Geneva: Management Development Branch of the ILO, 1987) No.22, P. 7

²². Fred Tickner, Training in Modern Society, P.122

middle management, to understand the wider implications of the work upon which each section of the organizations engaged.

Even this may not be enough. Nowadays the manager may need to know more about the world outside his own organization. The policy of a corporation or the attitude of a government agency may have a profound influence on the national economy, and for this reason the manager should have an intelligent understanding of current affairs.

The organization itself might probably be faced with growth in complexity, if not in size, with new technological processes, and new demands on its resources. It must have executives and managers available with the right qualifications at the right time and in the right numbers.²³ To the basics of good personnel administration, training must be added to encourage and stimulate the individual. He must be able to handle plant, data, and people: he must therefore be given opportunities in operational work, in research, and in committees or dealings with colleagues and customers.

The individual manager must feel responsible for his own development and for that of his subordinates. He should be encouraged to look ten years

²³. Ibid., P. 123

ahead for himself and for them.²⁴

Managers should enjoy their learning experience and they should often be able to apply what they learned and that these applications should affect the performance of their organizations. Management development that is closely linked to managers' job is likely to result in changes in their organizations.

One of the recent efforts of the International Labor Office is the development of Flexible Learning Packages (FLPs) that can be used in classroom situations to train managers very intensively in certain basic management skills.²⁵

Evaluation of Training Programs

Every learning experience should be evaluated. The evaluation should be related to the objectives of the learning, and managers should be involved in setting the objectives. The result of evaluation should be used to improve learning programs and not as a source of punishment. The manager must first be prepared to receive the results; then he must study them and react, whether they are good or bad.

When gaps exist between job requirements and abilities of individuals in an organizational context, training may be required. Training is not always

²⁴. Ibid., P. 126

²⁵. John Wallace, "Effective Management Development: A Call for Collaboration" in MDRS Bulletin, (Geneva: Management Development Branch of the ILO, 1985) No.13, P.9

the wisest or least costly course of action though, especially if people with the right kinds of abilities are not being selected or if poor performance is the result of inadequate job design.

Both management and the people concerned must do a thorough analysis of the nature, extent, and duration of the specialized training necessary for effective performance. Training that really is relevant to job performance, and that provides for a high degree of transfer between the training program and actual job performance, has the greatest payoff for both the individual and the organization.²⁶

Training needs must be determined before formulating any training design. There are several ways to collect any information on such needs. One popular method is the examination of performance appraisals for specific deficiencies in employee's performance.

As training is job related, a training experience should be evaluated in terms of changes in job performance. The managers should see the training as a direct help to them in improving job performance.²⁷

Job Performance Appraisal Techniques

Performance appraisals measure the adequacy of an employee's performance. This should be done by comparing actual performance to established stand-

²⁶. Leonard Nadler, Corporate Human Resources Development, (N.Y: Van Nestrand Reinhold Company, 1980) P. 112

²⁷. Ibid., 113

ards. A wide variety of appraisal methods are available. Traditionally, managers evaluate performance using subjective impressions.

Historically, performance appraisal has been little more than a written "report-card", sometimes with additional face-to-face meetings for goal setting (for example, management by objectives). Typically, however, the performance appraisal process is merely an annual occasion for managers to assess the performance of those they supervise and, often, to link that assessment to compensation decision.²⁸

The job performance begins by identifying important aspects of an employee's job. It is also critical to clarify expected performance levels for important tasks. Managers can use written job descriptions, job analysis information, or input from subordinates for this purpose. Without clear standards, performance cannot be properly evaluated nor relevant improvement goals set.

Clear standards are needed for planning performance improvements. While describing important job aspects pinpoints what needs to be done.²⁹ Performance standards specify how well tasks must be done. Both elements are part of a good performance appraisal.

²⁸ Lynn McFarlane & Arvid J. Bloom, "Developing Employees Through Coaching and Career Management" in Personnel, (N.Y: American Management Association, August 1986) Vol.63, No.1, P. 35

²⁹ Ibid., P. 36

Job Performance and Job Description

Appraisal systems should be kept current. Job description should be updated to ensure that performance is being measured against current expectations.

Even jobs that at first glance appear to be quite similar can have subtle but significant differences because of the different work styles of supervisors, different priorities within a department, and so forth. Appraisal systems that evaluate the skills, duties, and responsibilities of each job as if it were unique are more defensible than systems that assess performance against fixed categories of skill.³⁰

Job description may well have many similarities, but unique job descriptions enable supervisors to describe the differences that may be important to successful performance of a particular job. Moreover, Performance should be appraised against the specific description for a given job.

Purpose of Appraisal

Most humans need some structure within their environment and feedback from their environment is perceived as ambiguous and as a source of stress and internal tension. Because of this need, individuals at work desire to know where they stand: (1) in the eyes of the organization, and (2) with others, in

³⁰Roberta V. Romberg, "Performance Appraisal 1: Risks and Rewards" in Personnel, (August 1986), P. 22 - 23

order to predict how others will react to what they say and do. High performers also desire to have their performance causally linked to the rewards they receive from the organization for these persons, the appraisal and feedback of performance can serve a motivational role as well. Thus, performance appraisal fulfills definite needs of the organizational participant, as well as serving important organizational functions.³¹

Training in Developing Countries

The inadequacy - and sometimes the complete absence - of training programs for innovators entrepreneurs and management of undertakings reflect lack of recognition of the contribution which these groups can make to business development. This is due primarily to the cultural and social structure of many developing countries. It is often said that managers and administrators are self-made and the success achieved by some of them is evoked as an argument against the introduction of training programs. "There are, however, large numbers of undertakings whose low output is due partly to their antiquated organization

³¹. L.L. Cummings & Donald P. Schwab, Performance in Organizations Determinants & Appraisal, (Illinois: Scott, Foresman & Company, 1973) P. 58

and management methods!"³² It is not easy for the senior management of such undertakings to accept the idea of taking training courses. This is so partly because:

they do not appreciate the need for such training; they may blame their difficulties on external factors rather than on their own lack of ability; they may prefer to make high profits on a short-term basis,³³

The success of the advance in the business depends on the emergence of skilled administrators, competent managers, trained technicians, and skilled workers. This presents unique training problems in societies which lack the knowledge and skills necessary for modern business society.

Even when the situation justifies sending scholarship - holders for training abroad, they will not necessarily come back with fully mature comprehension. "They may have failed to grasp the techniques of scientific management, since the industries they have visited may be too complex for their understanding".³⁴ Moreover, industries in the developed countries are, generally, reluctant to arrange in-plant training; so that scholarship-holders get at best a superficial impression. And when these diffi-

³². ILO, Human Resources for Industrial Development, (Geneva: La Tribune de Geneva, 1967) p. 60

³³. Fred Tickner, Training in Modern Society, P. 149

³⁴. Ibid., P. 149

culties are overcome and effective local training is organized, there is still the problem that the "country lacks technical schools and technical training at the university level"³⁵

Training in Lebanon

Since management survives mainly by its human resources, the past two decades have witnessed a tremendous effort for the promotion of training as the fastest way to remedy the deficiencies and enhance the importance of management.

We believe that what has been done in the field of training up till now, did not lead to the realization of the expected results. We, however, absolutely believe in the inevitable role of training.

The assessment of training programs in the developing countries reveals the failure of these programs to achieve the anticipated goals.³⁶

A study conducted by the Directorate of Technical and Vocational Education in Lebanon in the early seventies anticipated a deficit of 22,000 technical and vocational graduates by the year 1980.³⁷ This study was conducted before the civil war and did not take

³⁵•ILO, Human Resources for Industrial Development, P. 60

³⁶•Adnan Iskandar, "Introduction" in The Employees' Training, in Arabic by Hassan Halabi, (Beirut: Oweidat Publications, 1973), P. 8

³⁷•Adnan Iskandar, "Manpower Shortages in Lebanon" in The Role of Management in Development, (Beirut: The John F. Kennedy Center, 1979) P. 2

into consideration the needs and requirements for the reconstruction and development of the Lebanese economy.

It is extremely difficult to find reliable figures on the exact number of Lebanese workers who have left the country since 1975. Significantly, different figures have been cited by different sources. Although this massive outflow of manpower was thought to be of a temporary nature, the continued violence in the country has undoubtedly tempted a large number of these Lebanese to extend their stay for an indefinite period of time.

One of the main manpower problems in Lebanon is the need for the expansion and improvement of training programs. Very little attention has been given to on-the-job training. Many of the business establishments have not yet adopted modern business and management techniques and do not display sufficient awareness of the importance of training activities. Frequently, trained persons have not acquired the qualifications needed for the jobs they will be holding in business.

The expansion of training programs could have a significant impact on the formation and improvement of needed skills in Lebanon. The capacity of business firms, however, to invest in training programs is limited as a result of the damage they suffered during

the war. Also, many of these business establishments have not yet adopted modern business and management techniques and do not display sufficient awareness of the importance of training activities.

To end this chapter, it could be said that as changes in skill requirements can take place rapidly as technology keeps advancing, the education system could not perhaps adapt rapidly enough to these changing needs. This draws attention to the importance of the training programs parallel to the education system in the contribution to the improvement of job performance. A better co-ordination of the educational and training units would make the process of human resources development more successful in achieving its goals.

CHAPTER IV

RESEARCH SETTING, DESIGN AND METHODOLOGY

The present study is the result of the interest in revealing the Lebanese managers attitudes towards improving the job performance of the subordinates. To examine this issue, the Directorate General for Civil Aviation has been chosen as a site for this study. The choice of the Directorate was due primarily to the fact that the aviation is an industry that demands for its success and progress all the skill and capital and research intensive techniques. Thus further education and training play a crucial role in developing the required skills in this sector.

Another main reason for this choice was the deep involvement of the Directorate in holding training programs not only to improve the job performance of its employees but to provide technical assistance at a regional level.

In 1965 and under the chairmanship of the Director General of Civil Aviation, a Civil Aviation Safety Center (CASC) was established "to offer training courses in the various fields of Aeronautics, to disseminate information through the organization of seminars and conferences and promote safety in

Aviation....."¹ Over one-hundred countries, thirty-one airlines, and over forty oil companies have sent students to the CASC for training in a variety of courses and seminars including pilot operating standards; air worthiness and engineering; fire, search and rescue, accident investigation; airport management; airport transport economics and others.

Although the situation of the country in the past years was not conducive to serious efforts in the business world, the CASC kept playing its expected role rather effectively until 1983 when it was totally damaged.

Each of the divisions covered by the survey belong to the Directorate General of Civil Aviation (DGCA). The participants were management: supervisors, lower managers, middle managers and upper managers. The number of participants from each department varied, ranging from five to twenty five, with the total being seventy. The total net response was one hundred percent. Participants were predominantly male, and had earned a bachelor's degree (50%).

The people studied are not a systematic sample of the DGCA. The choices were governed by two objectives: first, to include a variety of types of

¹ Thomas J. Creswell, Report of Status and Requirements for Improvement in the Civil Aviation System - Lebanon, (Beirut, 1981) p.5

occupations so that the measurement would not be restricted to a limited class of occupations, and second, to cover a number of several divisions doing the same kinds of work.

The questionnaire, presented in Appendix B, consists of twenty-four questions addressed to the managers and twenty-one slightly different questions addressed to the subordinates. Personal interviews were held to validate the content analysis and to supplement our understanding of the manager's attitude towards the development of the subordinate. The interviews averaged sixty minutes in length.

A personal letter covering the questionnaire was addressed to both managers and subordinates. The letter identified the purpose of the survey and encouraged the participants to be honest and to mention not their names.

In the presentation of the results, survey data were classified, summarized and cross tabulated in relation to various research questions. The Chi-Square was used to test various research questions and statements. The selected levels of significance used are 95 and the 99 percent.

CHAPTER V

PRESENTATION AND ANALYSIS OF RESEARCH RESULTS

The important question imposed by this study is, of course, not on whether education and training could play a role in improving the job performance, but rather on how managers look at the roles of both education and training in improving the job performance of the subordinates. Developing employees is a critical management function. By engaging in successful development activities, managers can create satisfied, productive, and knowledgeable work teams. As employees learn to perform better on the job and assume positions of greater responsibility; both the individual and the organization benefit. It is not surprising that employee development is an issue of growing concern to managers.

Regardless of some interesting research-related data demonstrated in Appendix A, the following is a presentation and an analysis of the main important data gathered by the survey.

Role of Education and Managerial Rank

As it was stated before, one of the main purposes of this study is to seek the managers' view on the role of education in improving the job performance of the

subordinates.

Table 1, presented on page 66, indicates that around forty-six percent of the responding managers have no university degree and around four percent only have a graduate degree. Furthermore, the analysis reveals no association between the educational level of the managers and their managerial ranks (chi-square = 26.55 with 9 DF, significant at 5 and 1 percent levels).

In contradiction with this finding, Table 2, illustrated on page 67, reveals that around fifty-nine percent of the responding managers felt that their level of education was the most important factor that helped them in getting their present job. This might be justified by the fact that a sizeable proportion of the managers covered were reluctant to ignore the role of education in meeting the job requirements and the trend followed by mostly all businesses to "educationally upgrading" a large number of jobs.¹

Further analysis of the data reveals an association between managerial ranks and the managers' concept of the most important factor that helped them in getting a job (chi-square = 26.73 with 6 DF, significant at 1 percent level).

¹. Ivar Berg, Education and Jobs: The Great Training Robbery, (N.Y: Praeger Publishers, Inc., 1970), P. 13

Table 1 Crosstabulation of Managerial Rank by Educational Level

	Secondary Education	Completed College	Graduate Degree	Row Total
<u>Supervisors</u>				
Number	7	5	0	12
Row Percentage	58	42		17
Column Percentage	22	14		
Total Percentage	10	7		
<u>Lower Managers</u>				
Number	14	5	0	19
Row Percentage	74	26		27
Column Percentage	44	14		
Total Percentage	20	7		
<u>Middle Managers</u>				
Number	11	12	0	23
Row Percentage	48	52		33
Column Percentage	34	35		
Total Percentage	16	17		
<u>Upper Managers</u>				
Number	0	13	3	16
Row Percentage		81	19	23
Column Percentage		37	100	
Total Percentage		19	4	
Column	32	35	3	70
Total	46	50	4	100

Chi Square = 26.55 with 9 degrees of freedom, Significance = 0.00167

Table 2 Crosstabulation of Managerial Rank by
Concept of Most Important Factors to
Get a Job

	Experience	Education	Someone's Recommendation	Row Total
<u>Supervisors</u>				
Number	2	10	0	12
Row Percentage	17	83		17
Column Percentage	8	24		
Total Percentage	3	14		
<u>Lower Managers</u>				
Number	1	18	0	19
Row Percentage	5	95		27
Column Percentage	4	44		
Total Percentage	1	26		
<u>Middle Managers</u>				
Number	11	10	2	23
Row Percentage	48	43	9	33
Column Percentage	46	25	40	
Total Percentage	16	14	3	
<u>Upper Managers</u>				
Number	10	3	3	16
Row Percentage	62	19	19	23
Column Percentage	42	7	60	
Total Percentage	14	6	6	
Column Total	24	41	5	70
	34	59	7	100

Chi Square = 12.59 with 6 degrees of freedom.

Significance = 0.04999

Role of Education and Job Requirements

Tables 3 and 4, presented on pages 69 and 70, illustrate that around eighty percent of the responding managers and sixty-three percent of the responding subordinates respectively felt that an educational degree helped subordinates to meet job requirements. The analysis reveals an association between the managerial ranks and the managers' approval of the role of the educational degree in helping the subordinates to meet their job requirements (chi-square = 0.54 with 1 DF, significant at 5 and 1 percent levels).

The same association exists between the subordinates' ranks and the subordinates' concept of the role of educational degree in helping the subordinates to meet their job requirements (chi-square = 1.67 with 2 DF, significant at 5 and 1 percent levels).

This finding gives support to the proposition that better educated employees will be better for their organization and makes it clear that there is a phenomenal increase in interest in education, and that the public has become education-conscious to an extraordinary degree, a fact that helps to explain the considerable rise in the educational attainments of the work force. A university degree has become an important asset in the

Table 3 Crosstabulation of Managerial Rank by
Concept of Role of Educational Degree
in Meeting Job Requirements

	Agree	Disagree	Row Total
<u>Middle Managers</u>			
Number	12	2	14
Row Percentage	86	14	47
Column Percentage	50	33	
Total Percentage	40	7	
<u>Upper Managers</u>			
Number	12	4	16
Row Percentage	75	25	53
Column Percentage	50	67	
Total Percentage	40	13	
Column	24	6	30
Total	80	20	100

Chi Square = 0.55 with 1 degree of freedom. Significance = 0.460725

Table 4 Crosstabulation of Subordinates' Rank by
Concept of Role of Educational Degree in
Meeting Job Requirements

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	9	3	12
Row Percentage	75	25	30
Column Percentage	36	20	
Total Percentage	23	7	
<u>Lower Managers</u>			
Number	10	9	19
Row Percentage	53	47	48
Column Percentage	40	60	
Total Percentage	25	23	
<u>Middle Managers</u>			
Number	6	3	9
Row Percentage	67	33	22
Column Percentage	24	20	
Total Percentage	15	7	
Column	25	15	40
Total	63	37	100

Chi Square = 1.67 with 2 degrees of freedom. Significance = 0.434355

business and manufacturing world.

While eighty percent of the managers covered acknowledged the importance of an educational degree in helping subordinates meet their job requirements, Table 5, presented on page 72, illustrates that around fifty-three percent only felt that more education could be of any help to subordinates. Around fifty percent of the subordinates, illustrated in Table 6 - page 73, took the same attitudes towards this matter. Such data prove that the critical determinants of performance are not increased educational achievement but other personality characteristics and environmental conditions.²

Further analysis reveals an association between the managerial ranks of the candidates and the candidates' preparedness for obtaining more education to meet the job requirements (chi-square = 1.16 with 1 DF, significant at 5 and 1 percent levels).

The same association exists between the subordinates' ranks and the subordinates' concept of getting more education to meet the job requirements.

Role of Training and Managerial Rank

The test performed on whether training pro-

². Ibid., P. xiv

Table 5 Crosstabulation of Managerial Rank by
Concept of Getting More Education to
Meet Job Requirements

	Agree	Disagree	Row Total
<u>Middle Managers</u>			
Number	6	8	14
Row Percentage	43	57	47
Column Percentage	38	57	
Total Percentage	20	27	
<u>Upper Managers</u>			
Number	10	6	16
Row Percentage	63	37	53
Column Percentage	62	43	
Total Percentage	33	20	
Column	16	14	30
Total	53	47	100

Chi Square = 1.16 with 1 degree of freedom. Significance = 0.2821

Table 6 Crosstabulation of Subordinates' Rank by
Concept of Getting More Education to
Meet Job Requirements

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	7	5	12
Row Percentage	58	42	29
Column Percentage	35	25	
Total Percentage	17	12	
<u>Lower Managers</u>			
Number	9	9	18
Row Percentage	50	50	46
Column Percentage	45	45	
Total Percentage	23	23	
<u>Middle Managers</u>			
Number	4	6	10
Row Percentage	40	60	25
Column Percentage	20	30	
Total Percentage	10	15	
Column	20	20	40
Total	50	50	100

Chi Square = 0.73 with 2 degrees of freedom. Significance = 0.693917

grams had helped managers in getting their present jobs is presented in Table 7 of page 75, where ninety-seven percent of the responding managers felt that training programs had helped them in obtaining their present job. The data reveals a high degree of association between the managerial ranks and the support of managers to the role of training in getting a job. (chi-square = 1.01 with 2 DF, significant at 5 and 1 percent levels). This data confirms the widely-accepted view that managers and top administrators are in effect "grown" through experience and service during employment and that employing institutions have a remarkable capacity for generating practically all the skills they need.³

While about eighty percent of managers and sixty-three percent of subordinates gave credit to the role of the educational degree in helping employees meet the job requirements, the data presented in Tables 8 and 9, pages 76 and 77, prove overwhelmingly the crucial role of training in helping employees meet their job requirements. It is interesting to note that there is a strong association between the managerial ranks and the candidates' belief in the effective role of training in help-

³Frederick H. Harbison, Human Resources as the Wealth of Nations, (N.Y: Oxford University Press, Inc., 1973), P. 84

Table 7 Crosstabulation of Managerial Rank by
Concept of Role of Training in Getting
a Job

	Agree	Disagree	Row Total
<u>Middle Managers</u>			
Number	14	0	14
Row Percentage	100		47
Column Percentage	48		
Total Percentage	47		
<u>Upper Managers</u>			
Number	15	1	16
Row Percentage	94	6	53
Column Percentage	52	100	
Total Percentage	50	3	
Column	29	1	30
Total	97	3	100

Chi Square = 1.01 with 2 degrees of freedom. Significance = 0.603615

Table 8 Grosstabulation of Managerial Rank by
Concept of Role of Training in Meeting
Job Requirements

	Agree	Disagree	Row Total
<u>Middle Managers</u>			
Number	13	1	14
Row Percentage	93	7	46
Column Percentage	48	33	
Total Percentage	43	3	
<u>Upper Managers</u>			
Number	14	2	16
Row Percentage	88	12	54
Column Percentage	52	67	
Total Percentage	47	7	
Column	27	3	30
Total	90	10	100

Chi Square = 0.24 with 1 degree of freedom. Significance = 0.62918

Table 9 Crosstabulation of Subordinates' Ranks by
Concept of Role of Training in Meeting
Job Requirements

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	12	0	12
Row Percentage	100		30
Column Percentage	32		
Total Percentage	30		
<u>Lower Managers</u>			
Number	16	3	19
Row Percentage	84	16	47
Column Percentage	43	100	
Total Percentage	40	7	
<u>Middle Managers</u>			
Number	9	0	9
Row Percentage	100		23
Column Percentage	25		
Total Percentage	23		
Column	37	3	40
Total	93	7	100

Chi Square = 3.84 with 2 degrees of freedom. Significance = 0.14674

ing subordinates to meet the job requirements (chi-square = 0.24 with 1DF, significant at 5 and 1 percent levels).

The same association exists between the subordinates' ranks and the subordinates' concept of the role of training in helping subordinates meet the job requirements (Chi-square = 3.84 with 2 DF, significant at 5 and 1 percent levels).

Ninety percent of managers and ninety-three percent of subordinates confirmed the growing acceptance of the idea that all who have managerial responsibilities are in need for specific management training in certain skills. This finding confirms that training is held in high regard in business, both as a means of achieving more successful operations and, at the same time, of giving the individual opportunities for more satisfying personal achievement.⁴

A great majority of the managers covered by this survey demonstrated a willingness to get exposed to successively more advanced learning opportunities. Table 10, on page 79, illustrates that around ninety-three percent of the managers felt that training should cover not only their specific job but other related jobs. Further analysis reveals an association between

⁴Fred Tickner, Training in Modern Society, (N.Y: Williams Press, Inc., 1966), P. 157

Table 10 Crosstabulation of Candidates' Ranks by
Concept of Diversification of Training
Programs

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	11	1	12
Row Percentage	92	8	17
Column Percentage	17	20	
Total Percentage	16	1	
<u>Lower Managers</u>			
Number	15	4	19
Row Percentage	79	21	27
Column Percentage	23	80	
Total Percentage	21	6	
<u>Middle Managers</u>			
Number	23	0	23
Row Percentage	100		33
Column Percentage	25		
Total Percentage	33		
<u>Upper Managers</u>			
Number	16	0	16
Row Percentage	100		23
Column Percentage	25		
Total Percentage	23		
Column	65	5	70
Total	93	7	100

Chi Square = 8.73 with 3 degrees of freedom. Significance = 0.03315

the candidates' approval of the diversification of the training programs and their managerial ranks (chi-square = 8.73 with 3 DF, significant at 1 percent level).

A company might be adopting a sound policy if it provides its employee with the opportunity to acquire valuable perspective and knowledge of interrelationships as he experiences the problems and approaches of the various organizational functions.

A Need for Continuous Training Programs

On the need for continuous training programs, Table 11, presented on page 81, illustrates that about ninety-three percent of the respondents admitted that they did not receive continuous training. The analysis of the data indicates the high degree of association that exists between the candidates' urgent need for a continuous training program and their managerial ranks (chi-square = 2.15 with 2 DF, significant at 5 and 1 percent levels).

This finding was rather unexpected. Although the prevailing situation has prohibited many organizations, especially the public ones, from exercising their regular activities well and timely, but it is generally assumed that in high technology activity such as aviation,

Table 11 Crosstabulation of Subordinates' Ranks by
Concept of Continuous Training Programs

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	12	0	12
Row Percentage	100		30
Column Percentage	32		
Total Percentage	30		
<u>Lower Managers</u>			
Number	17	2	19
Row Percentage	89	11	48
Column Percentage	46	67	
Total Percentage	43	5	
<u>Middle Managers</u>			
Number	8	1	9
Row Percentage	89	11	22
Column Percentage	22	33	
Total Percentage	20	2	
Column	37	3	40
Total	93	7	100

Chi Square = 2.15 with 2 degrees of freedom. Significance = 0.34165

the timely acquisition and development of necessary manpower is essential to proper operation. This is due primarily to the technical sophistication and complexity of the air-borne and ground equipment used to assure maximum safety. The equipment and their use and operation are highly specialized and in many instances unique to civil aviation. Therefore, even when it is possible to recruit well educated engineers, technicians, and other personnel, the specialization of civil aviation frequently requires long and difficult additional specialized training programs.⁵

Cost-Effectiveness of Training

On the cost effectiveness of training, Table 12, on page 83, reveals that managers felt that the results of training justified its cost. This view contradicts the widely-accepted view that developing countries pay a high price for meagre results.⁶ This might be justified by the fact that training plays a crucial role in building up the human resources required for the survival of this high technology activity, the Directorate General of

⁵ Thomas J. Creswell, Report of Status and Requirements for Improvement in the Civil Aviation System - Lebanon, (Beirut, 1981) P. 5

⁶ ILO, Human Resources for Industrial Development, (Geneva: La Tribune de Geneva, 1967), P. 61

Table 12 Crosstabulation of Candidates' Ranks by
Concept of Cost Effectiveness of
Training

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	9	3	12
Row Percentage	75	25	17
Column Percentage	20	11	
Total Percentage	13	4	
<u>Lower Managers</u>			
Number	6	13	19
Row Percentage	32	68	27
Column Percentage	14	50	
Total Percentage	9	18	
<u>Middle Managers</u>			
Number	14	9	23
Row Percentage	61	39	33
Column Percentage	32	35	
Total Percentage	20	13	
<u>Upper Managers</u>			
Number	15	1	16
Row Percentage	94	6	23
Column Percentage	34	4	
Total Percentage	22	1	
Column	44	26	70
Total	64	36	100

Chi Square = 15.3 with 3 degrees of freedom. Significance = 0.0016

Civil Aviation.

Further analysis of the data, however, reveals no association between the managerial ranks and the candidates' concept of the cost effectiveness of training. (chi-square = 15.30 with 3 DF, significant at 5 and 1 percent levels).

Training Compared to Education

Irrespective of their managerial ranks or their educational levels, Tables 13 and 14, presented on pages 85 and 86, reveal that about fifty-six percent of the responding managers felt that training was more effective than education in improving the job performance of the subordinate.

The analysis shows an association between the managerial ranks and the managers' preference of training to education in improving the job performance of subordinates (chi-square = 8.29 with 3 DF, significant at 1 percent level). The same association exists between the managers' educational levels and the managers' preference of training to education (chi-square = 7.04 with 2 DF, significant at 1 percent level).

This could be understandable if the data presented in Table 1 is reconsidered. Such data illustrates that about forty-six percent of the responding managers do not

Table 13: Crosstabulation of Candidates' Ranks by
Concept of Effectiveness of Training
Compared to Education

	Training	Education	Row Total
<u>Supervisors</u>			
Number	9	3	12
Row Percentage	75	25	17
Column Percentage	23	10	
Total Percentage	13	4	
<u>Lower Managers</u>			
Number	6	13	19
Row Percentage	32	68	28
Column Percentage	15	42	
Total Percentage	9	19	
<u>Middle Managers</u>			
Number	16	7	23
Row Percentage	70	30	33
Column Percentage	41	23	
Total Percentage	23	10	
<u>Upper Managers</u>			
Number	8	8	16
Row Percentage	50	50	22
Column Percentage	21	25	
Total Percentage	11	11	
Column	39	31	70
Total	56	44	100

Chi Square = 8.30 with 3 degrees of freedom.

Significance = 0.04025

Table 14 Crosstabulation of Candidates' Educational Level by Effectiveness of Training Compared to Education

	Training	Education	Row Total
<u>Secondary</u>			
Number	23	9	32
Row Percentage	72	28	46
Column Percentage	59	29	
Total Percentage	33	13	
<u>Completed College</u>			
Number	14	21	35
Row Percentage	40	60	50
Column Percentage	36	68	
Total Percentage	20	30	
<u>Graduate Degree</u>			
Number	2	1	3
Row Percentage	67	33	4
Column Percentage	5	3	
Total Percentage	3	1	
Column	39	31	70
Total	56	44	100

Chi. Square = 7.04 with 2 degrees of freedom. Significance = 0.02962

have a university degree. It could be suggested that this group of managers were reluctant to give credit to education on the account of training since they, themselves, did not have the university education. This finding might also confirm the assumption that many developing countries expect far too much from formal education. They want it to produce skills which are learned much better on the job. They hope it will produce managers, administrators, and statesmen, without realizing that such persons really acquire most of their skills in the crucible of experience on the job.⁷ The fact however, that eighty percent of the respondents felt that an educational degree helped employees in meeting the job requirements, may be interpreted as indicative of an upward trend toward managerial professionalism. Such conclusion, however, might be diluted if we account for the fact that they were referring to a college background in general and not necessarily to a management related discipline.

Length of Service and Managerial Rank

Table 15, presented on page 88, reveals that the length of service did not provide the responding managers

⁷Frederick H. Harbison, Human Resources as the Wealth of Nations, P. 128

Table 15 Crosstabulation of Candidates' Ranks by Years of Service

Managerial Ranks	Years of Service	5-10	11-15	16-20	21-25	26-30	31-35	36-40	Row Total
<u>Supervisors</u>									
Number		4	2	2	3	0	0	2	13
Row Percentage		32	15	15	23			15	19
Column Percentage		33	11	14	42			100	
Total Percentage		6	3	3	4			3	
<u>Lower Managers</u>									
Number		5	9	4	0	0	0	0	18
Row Percentage		33	45	22					26
Column Percentage		43	50	29					
Total Percentage		7	13	6					
<u>Middle Managers</u>									
Number		2	6	7	2	6	0	0	23
Row Percentage		9	26	30	9	26			34
Column Percentage		16	33	50	29	35			
Total Percentage		3	9	10	3	9			
<u>Upper Managers</u>									
Number		1	1	1	2	11	0	0	16
Row Percentage		6	6	6	12	70			21
Column Percentage		8	6	7	29	65			
Total Percentage		1	1	1	3	15			
Column		12	18	14	7	17	0	2	70
Total		17	26	20	10	24	0	3	100

Chi Square = 48.15 with 21 degrees of freedom.

Significance = 0.00067

with a higher managerial rank. About sixteen percent of the responding managers had spent a period between twenty to forty years and they are still at the lower organization chart, while fourteen percent with a service period of five to fifteen years are at the top and middle organization chart. It is worth noting that further analysis shows no significant association between the managerial ranks and the years of service spent by the candidates in the Directorate General of Civil Aviation (chi-square = 48.03 with 21 DF, significant at 5 and 1 percent levels). This finding could, of course, be interpreted by the fact that there are other factors that could lead to the promotion of the competent employees such as level of education, experience, acquired skills etc.

Skills Required for the Job

On the lack of skills required for their jobs, Tables 16 and 17, presented on pages 90 and 91, indicate that irrespective of their managerial ranks or level of education, sixty-eight percent of the respondents feel that they do not have the skills required for their jobs.

The analysis of the data indicates a high degree of association between the candidates' perception of lacking the required skills and their managerial ranks (chi-square = 2.46 with 2 DF, significant at 5 and 1

Table 16 Crosstabulation of Subordinates' Ranks by
Concept of Lack of Required Skills

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	6	6	12
Row Percentage	50	50	30
Column Percentage	22	46	
Total Percentage	15	15	
<u>Lower Managers</u>			
Number	14	5	19
Row Percentage	74	26	47
Column Percentage	52	38	
Total Percentage	35	12	
<u>Middle Managers</u>			
Number	7	2	9
Row Percentage	78	22	23
Column Percentage	26	16	
Total Percentage	18	5	
Column	27	13	40
Total	68	32	100

Chi Square = 2.46 with 2 degrees of freedom. Significance = 0.29259

Table 17 Crosstabulation of Subordinates' Educational Level by Concept of Lack of Skills

	Agree	Disagree	Row Total
<u>Secondary Education</u>			
Number	19	7	26
Row Percentage	73	27	66
Column Percentage	70	54	
Total Percentage	48	18	
<u>Completed College</u>			
Number	8	6	14
Row Percentage	57	43	34
Column Percentage	30	46	
Total Percentage	20	14	
Column	27	13	40
Total	68	32	100

Chi Square = 1.07 with 1 degree of freedom. Significance = 0.3019

percent levels). The same high degree of association exists between the candidates' perception of lacking the required skills and their level of education (chi-square = 1.07 with 1 DF, significant at 5 and 1 percent levels).

Considering the recent global calls in business that urge employees to constantly update their skills and knowledge to remain effective in their jobs, this data, nevertheless, indicates that the DGCA did not consider human resources development as its primary objective and thus people there might find that their knowledge and skills obsolete within a certain period. This data suggests that a considerable number of managers did not identify development of subordinates as a managerial responsibility.

Clarity of Job Description

Tables 18 and 19, presented on pages 93 and 94, demonstrate that about ninety-seven percent of the responding managers, irrespective of their managerial ranks or educational levels, felt that job descriptions could clearly identify the relevant jobs.

We note a strong association between the managers' educational levels and the managers' concept of the clarity of the job description (chi-square = 4.18 with 2 DF, significant at 5 and 1 percent levels). We also note the same association between the managerial ranks and the managers'

Table 18 Crosstabulation of Managers' Educational Level by Concept of Clarity of Job Description

	Agree	Disagree	Row Total
<u>Secondary</u>			
Number	5	1	6
Row Percentage	83	17	20
Column Percentage	17	100	
Total Percentage	17	3	
<u>Completed College</u>			
Number	21	0	21
Row Percentage	100		70
Column Percentage	72		
Total Percentage	70		
<u>Graduate Degree</u>			
Number	3	0	3
Row Percentage	100		10
Column Percentage	11		
Total Percentage	10		
Column Total	29	1	30
Total	97	3	100

Chi Square = 4.18 with 2 degrees of freedom.

Significance = 0.12378

Table 19 Crosstabulation of Managerial Ranks by
Concept of Clarity of Job Description

	Agree	Disagree	Row Total
<u>Middle Managers</u>			
Number	13	1	14
Row Percentage	93	7	46
Column Percentage	45	100	
Total Percentage	43	3	
<u>Upper Managers</u>			
Number	16	0	16
Row Percentage	100		54
Column Percentage	55		
Total Percentage	54		
Column	29	1	30
Total	97	3	100

Chi Square = 1.19 with 1 degree of freedom. Significance = 0.2755

concept of the clarity of the job description (chi-square = 1.19 with 1 DF, significant at 5 and 1 percent levels).

Contrary to the managers' view, Tables 20 and 21, illustrated on pages 96 and 97, indicate that only forty-two percent of the subordinates agreed with the managers' opinions.

The analysis reveals a remarkable association between the candidates' educational levels and the candidates' concept of the clarity of the job description (chi-square = 0.001 with 1 DF, significant at 5 and 1 percent levels). The same association exists between the subordinates' concept of the clarity of the job description and their managerial ranks (chi-square = 3.82 with 2 DF, significant at 5 and 1 percent levels).

Such inconsistency between managers' and subordinates' views may be an indicative of the lack of proper communication between managers and subordinates. Such opposite attitudes confirm the belief that many of the job descriptions used are unmanageable. Thus an employee performing duties does not always produce the results management desires. Job descriptions have not been viewed as a method of education, an opportunity to help employees why and how the organization works.⁸

⁸Roger J. Plach, "Writing Job Descriptions that Get Results" in Personnel, (October 1987), P. 56

Table 20 Crosstabulation of Subordinates' Educational
by Concept of Clarity of Job Description

	Agree	Disagree	Row Total
<u>Secondary</u>			
Number	11	15	26
Row Percentage	42	58	65
Column Percentage	65	65	
Total Percentage	27	38	
<u>Completed College</u>			
Number	6	8	14
Row Percentage	43	57	35
Column Percentage	35	35	
Total Percentage	15	20	
Column Total	17	23	40
Total	42	58	100

Chi. Square = 0.001 with 1 degree of freedom. Significance = 0.003273

Table 21 Crosstabulation of Subordinates' Ranks
by Concept of Clarity of Job Description

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	7	5	12
Row Percentage	58	42	30
Column Percentage	36	24	
Total Percentage	17	13	
<u>Lower Managers</u>			
Number	6	13	19
Row Percentage	32	68	49
Column Percentage	32	62	
Total Percentage	15	34	
<u>Middle Managers</u>			
Number	6	3	9
Row Percentage	67	33	21
Column Percentage	32	14	
Total Percentage	15	6	
Column	19	21	40
Total	47	53	100

Chi Square = 3.82 with 2 degrees of freedom. Significance = 0.14817

Appraisal Techniques

The managers covered by the survey were invited to elaborate on their attitudes about job performance appraisal techniques, their effectiveness and role. The respondents indicated that performance appraisals were, by far, most widely used as bases for compensation decisions and individual improvement programs.

Tables 22 and 23, presented on pages 99 and 100, reveal that seventy-seven percent of the responding managers believed in the effectiveness of appraisal techniques. The analysis reveals an association between the managerial ranks and the managers' concept of the effectiveness of the appraisal techniques (chi-square = 2.27 with 1 DF, significant at 5 and 1 percent levels). The same association exists between the managers' educational levels and the managers' concept of the effectiveness of the appraisal techniques (chi-square = 3.55 with 2 DF, significant at 5 and 1 percent levels).

As it was expected, Tables 24 and 25, presented on pages 101 and 102, emphasize the opposing attitudes of the subordinates towards the appraisal techniques adopted in the Directorate General of Civil Aviation. Only thirty-eight percent of the responding subordinates were in agreement with the managers' attitudes.

Table 22 Crosstabulation of Managers' Ranks
by Concept of Job Performance
Appraisal Techniques

	Agree	Disagree	Row Total
<u>Middle Managers</u>			
Number	9	5	14
Row Percentage	64	36	47
Column Percentage	39	71	
Total Percentage	30	17	
<u>Upper Managers</u>			
Number	14	2	16
Row Percentage	88	12	53
Column Percentage	61	29	
Total Percentage	47	6	
Column	23	7	30
Total	77	23	100

Chi Square = 2.27 with 1 degree of freedom. Significance = 0.132155

Table 23 Crosstabulation of Managers' Educational Level by Concept of Clarity of Job Performance Appraisal Techniques

	Agree	Disagree	Row Total
<u>Secondary</u>			
Number	3	3	6
Row Percentage	50	50	20
Column Percentage	13	43	
Total Percentage	10	10	
<u>Completed College</u>			
Number	18	3	21
Row Percentage	86	14	70
Column Percentage	78	43	
Total Percentage	60	10	
<u>Graduate Degree</u>			
Number	2	1	3
Row Percentage	67	33	10
Column Percentage	9	14	
Total Percentage	7	3	
Column	23	7	30
Total	77	23	100

Chi Square = 3.55 with 2 degrees of freedom. Significance = 0.16965

Table 24 Crosstabulation of Subordinates' Ranks
by Concept of Job Performance Appraisal
Techniques

	Agree	Disagree	Row Total
<u>Supervisors</u>			
Number	6	6	12
Row Percentage	50	50	30
Column Percentage	40	24	
Total Percentage	15	15	
<u>Lower Managers</u>			
Number	4	15	19
Row Percentage	21	79	47
Column Percentage	27	60	
Total Percentage	10	37	
<u>Middle Managers</u>			
Number	5	4	9
Row Percentage	56	44	23
Column Percentage	33	16	
Total Percentage	13	10	
Column	15	25	40
Total	38	62	100

Chi Square = 4.23 with 2 degrees of freedom. Significance = 0.120745

Table 25 Crosstabulation of Subordinates' Educational Level by Concept of Clarity of Job Performance Appraisal Techniques

	Agree	Disagree	Row Total
<u>Secondary</u>			
Number	12	14	26
Row Percentage	46	54	65
Column Percentage	80	56	
Total Percentage	30	35	
<u>Completed College</u>			
Number	3	11	14
Row Percentage	21	79	35
Column Percentage	20	44	
Total Percentage	8	27	
Column	15	25	40
Total	38	62	100

Chi Square = 2.39 with 1 degree of freedom.

Significance = 0.122135

Further analysis of the data, however, shows an association between the subordinates' concept of the effectiveness of the appraisal techniques and their managerial ranks (chi-square = 4.23 with 2 DF, significant at 5 and 1 percent levels). The same association exists between the subordinates' concept of the effectiveness of the appraisal techniques and their educational levels (chi-square = 2.39 with 1 DF, significant at 5 and 1 percent levels).

The data suggest that performance appraisal is being used today for essentially the same purpose that they have served for many years in the past. New and of more sophisticated uses of data (as for personnel planning or reassignment) are still very limited.

Table 26 Managers' Views on Impact of Local Situation on Implementation of Appraisal Techniques

Managers' View	Number of Respondents	Percentage
Direct Impact	21	70
No Impact	9	30
Total	30	100

All respondents reported that they had formal performance appraisal programs. Table 26, however, indicates

that about 70 percent of the managers admitted that they were not implementing it for the time being due to the present circumstances.

Appraisal Techniques Used

Appraisal techniques in use today are also essentially the same as those that have been used for many years. The typical appraisal technique consists of an absolute standard, with space for normative comments to justify ratings and to elaborate on employee strengths, weaknesses and developmental plans. Table 27 illustrates

Table 27 Appraisal Techniques Used
by Respondents

Appraisal Techniques Used	Number of Respondents	Percentage
Comparative Procedures	3	10
Absolute Standards	20	67
Management by Objectives	3	10
Direct Indexes	0	0
Others	4	13
Total	30	100

that sixty-seven of the respondents use absolute standard as the main appraisal techniques. Comparative procedures

and management by objectives (MBO) are other tools slightly used in the Directorate. The other techniques - checklists, critical incidents,, are used so infrequently that they are lumped together into an "others" category. Perhaps a finding that is worth mentioning is the limited use of Management by Objectives as an appraisal technique. But the results suggest that the difficulties encountered in indentifying and agreeing upon measurable behavioral objectives stand in the way of wide-spread implementation of MBO. They, therefore, support the conclusion that "performance appraisal rarely achieves its high potential as opportunities for candid give-and-take discussions in which managers and employees agree on performance expectations and results".⁹

Managers' View of Subordinates'
Participation in Appraisal

Whatever method is used, performance appraisal is always manager-driven. Managers are in charge of the schedule, the agenda, and the results, and managers are the ones that receive any training and/or rewards concerning performance appraisal. Subordinates generally are given

⁹Betsy Jacobson & Beverly L. Kaye, "Career Development and Performance Appraisal: It Takes Two to Tango", in Personnel, (January 1986), Vol.63, No.1, P. 26

no responsibility or particular preparation for their roles in the process beyond attending the appraisal meetings.

Table 28, presented on page 107, indicates that about sixty percent of the responding managers felt that subordinates should participate in the appraisal process. The analysis does not reveal any significant association between the managerial ranks and the managers' attitudes towards the subordinate's participation in the appraisal techniques (chi-square = 10.80 with 1 DF, significant at 5 and 1 percent levels).

It was interesting to discover that, despite emphasis in the management literature on the importance of a collaborative approach to appraisal, few employees are actively involved in their own appraisal. In general, employees must accept, willingly or otherwise, the appraisal made by their supervisors. Typically, it was noted that the performance appraisal process is merely an annual occasion for managers to assess the performance of those they supervise and, often, to link that assessment to compensation decisions.

Adequacy of Appraisal Techniques

Table 29 demonstrates that only twenty-four

Table 28 Crosstabulation of Managerial Ranks
by Concept of Subordinates' Participa-
tion in Appraisal Techniques

	Agree	Disagree	Row Total
<u>Middle Managers</u>			
Number	4	10	14
Row Percentage	29	71	16
Column Percentage	22	83	
Total Percentage	13	3	
<u>Upper Managers</u>			
Number	14	2	16
Row Percentage	88	12	84
Column Percentage	78	17	
Total Percentage	47	37	
Column	18	12	30
Total	60	40	100

Chi Square = 10.80 with 1 degree of freedom. Significance = 0.0010

Table 29 Managers' Concept of Adequacy
Appraisal Techniques Used for
Assessment

Respondents' Concept	Number of Respondents	Percentage
Adequate	23	76
Not Adequate	7	24
Total	30	100

percent of the respondents were unsatisfied with their present performance appraisal system, while the remaining seventy-six percent were satisfied. This finding indicates that management attitudes towards performance appraisal systems are not as generally assumed by most writers. It appears that management recognizes the need for appraisal and they are generally satisfied with their existing system.

Table 30 Subordinates' View on Availability
of Regular Feedback on Job Performance

Subordinates' View	Number of Respondents	Percentage
Available	6	15
Unavailable	34	85
Total	40	100

Table 30, however, indicates that around eighty-five percent of the responding subordinates did not receive regular feedback on their performance from their supervisors. This finding contradicts the widely-acknowledged calls in business that urge supervisor and employee to have an agreement in advance on the job description, on the necessary skills to do the job well, on a date for formally evaluating the employee's performance, on a discussion between supervisor and employee regarding performance, and on an opportunity for the employee to respond.¹⁰

¹⁰Roberta Romberg, "Performance Appraisal 1: Risks and Rewards" in Personnel, (August 1986), Vol.63, No.8, P. 24

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

We summarize below the findings of the previous chapter and recommendations that could be derived from the preceding analysis.

Summary of Findings

Discussion of problems and potential solution in the Directorate General of Civil Aviation (DGCA) would be incomplete and misleading without at least some reference to the change which has occurred in work habits and work attitudes in recent years. The reasons and the excuses are well known and will not be belaboured. However, there has apparently been a significant deterioration generally in attitudes and habits regarding coming to work, staying at work, keeping proficient in technical specialities and general organizational discipline.

Observations made during personal visits to different divisions of the (DGCA) verified the urgent need for improvement in such areas as staffing and organizational structure.

Since 1975, conditions in the country have

been such that the system in total has deteriorated badly. The current number and qualifications of staff is hardly adequate for the current operations. However, additional requirements will exist for future activities and considering the long period from recruitment to full qualification, action must be taken soon to begin the intake and training process. There is an urgent requirement for a training program. Unfortunately, owing to the shortage of suitable candidates, it has been found impossible to implement a program of training for employees. The staff suitable for training are performing essential duties from which they cannot be released at this time.

The managers covered by the survey demonstrated the will to develop the subordinates and to make use of the existing human resources. They admitted that in their field of work, education was an important factor in building up an efficient employee, but they added that training was a pre-requisite to any employee regardless of his/her educational level. They stated that the effective performance of a manager could not be predicted by the number of degrees he held, or even the formal management program he attended. Academic achievement is not a valid yardstick to use in measuring managerial potential.

The responding managers felt that management

skills were learned on the job rather than in college. Managers apparently are not taught in formal education programs what they most need to build successful careers in management, Unless they acquire through their own experience the knowledge and skills that are necessary to their effectiveness, they are not likely to manage adequately. Such statements are perfect. However, few managers would ever publicly admit that developing people was unimportant. Moreover, there appears to be some gap between philosophy and official policy and procedure.

The managers, however, expressed their regret of being unable to get things in the right track. Most of the equipment in the system is either marginal, unsatisfactory or inoperative as indicated in several reports of the International Civil Aviation experts.¹ This is due to a variety of causes including theft, vandalism, lack of spare parts, extreme power surges and drops, and lack of necessary knowledge and skill of many of the staff.

Recommendations

Management and operation of the Directorate

¹. Thomas J. Creswell, Report of Status and Requirements for Improvement in the Civil Aviation System - Lebanon, (Beirut, 1981) P.4

General of Civil Aviation appear to be hardly adequate for current conditions, because of retirement, action should be initiated, as soon as possible, to recruit and train new staff.

Training equipment must be procured to assist the instructors in their work.

As it was observed from the findings of the survey, the subordinates complained from the shortage of information on matters pertinent to their job performance and the linkage of their job to the targets of their organization. This study recommends a more constructive job communication be established between the managers and the subordinates.

If employee development is really important, it is recommended then managers should be appraised on how good a job they are doing when it comes to encouraging their subordinates.

Moreover, this study suggests that a specific delegation of authority might lead to more effective overall administration. It is observed that there are highly competent and experienced personnel available and if they were assigned specific areas of responsibility they could develop their expertise in these specialities and consequently be able to provide the Administration with advice in areas relating to planning, equipment, staffing and training, procedural

development,....etc.

As a conclusion, we might say that whatever managers do to develop the human resources in their organization either by further education and/or training, their work will stay far from the set target. Unless a concerted effort is made by the Government to make improvements in general work behavior, no amount of individual efforts will be effective over the long range.

APPENDIX A

ADDITIONAL SURVEY-RELATED PERCENTAGE DATA

Additional Survey-Related
Percentage Data

In addition to the main research results demonstrated in Chapter V, the following is a brief summary of some additional survey-related data.

- Fifty percent of the responding managers have between twenty to forty subordinates reporting to them. Another six percent have between eighty to one hundred and twenty subordinates.
- Fifty-four percent of the responding managers and ninety percent of the subordinates received training before getting their present job.
- Seventy percent of the responding managers feel that the subordinate does not understand the role of his/her job in meeting the company's goals.
- Eighty-seven percent of the managers feel that the subordinates' performance is below the required standard.
- Sixty percent of the responding subordinates admitted that their supervisors did not discuss with them specific work objectives.
- Eighty-six percent of the managers and forty-five only of the subordinates feel that the results of the job performance determine the selection of the trainees.

- Fifty percent of the responding subordinates felt that their job performance was behind their promotion.
- Seventy percent of the responding managers feel that the subordinate's promotion does not depend on his/her educational attainment.
- Sixty percent of the responding managers feel that the subordinate's promotion depends on the skills acquired by training.

APPENDIX B

QUESTIONNAIRES



BEIRUT UNIVERSITY COLLEGE

كلية بيروت الجامعة

P. O. Box 13-5053 BEIRUT, LEBANON
Tel. 811968, Cable Address : BECOGE
TELEX: 23389 LE

صندوق البريد 13-5053 بيروت - لبنان
تلفون 811968 - بقرية: بيكوج
تلكس: 23389 LE

5 July 1987

Dear Manager/Subordinate,

As the main tool for gathering information for our research, we are conducting a survey on the Lebanese managers' attitudes towards the role of education and the role of training on improving the job performance of the subordinate. The survey seeks your views on a variety of matters relating to:

1. Role of education in improving the job performance of the subordinate.
2. Role of training in improving the job performance of the subordinate.
3. Whether there is a "trade-off" between the role of education or the role of training on improving the job performance of the subordinate.

Your replies will be held in the strictest confidence. Some questions look for some personal information. The reason for this is to measure any significant differences in your responses based on level of education, managerial rank, and other variables. We do not need your name.

We are, kindly, asking you to complete this form at your earliest convenience. The completed forms will provide us with the relevant information and will be destroyed after we collect the pertinent data. We ask you to respond candidly. Thank you!

Yours Sincerely,


Magda Yunis
Graduate

Business Studies Division
Beirut University College

Manager Questionnaire

Where there are more than one answer, please circle the letter that best reflects your opinion.

01. Please indicate the level of your formal education
- a - Secondary
 - b - Completed college
 - c - Graduate degree
02. How long have you been on the last job as a full timer?
- _____ years.
03. What is your managerial rank?
- a - Supervisor
 - b - Lower management
 - c - Middle management
 - d - Upper management
04. Following are some of the factors that may have helped you in getting your present job; please rank them according to priority. Put a number 1 next to the most important one; put a number 2 next to the second most important; put a number 3 next to the least most important.
- a _____ Experience
 - b _____ Level of education
 - c _____ Someone's recommendation
05. Have you received any training before obtaining your present job?
- a - Yes
 - b - No
06. You think that training has helped you in getting your present job.
- a - Agree
 - b - Undecided
 - c - Disagree

07. What is the number of subordinates who report to you?

_____ persons

08. You feel that the educational degree of the subordinate helps him/her in meeting the requirements of his/her job?

a - Agree
b - Undecided
c - Disagree

09. If it does not, you feel that more education attainment will help?

a - Agree
b - Undecided
c - Disagree

10. If more education does not help, you feel a training program might help?

a - Agree
b - Undecided
c - Disagree

11. You feel that training should cover not only the subordinate's specific job but other related jobs?

a - Agree
b - Undecided
c - Disagree

12. You feel that the results of training the subordinate justify its cost?

a - Agree
b - Undecided
c - Disagree

13. You feel that training is more effective than education in improving the job performance of subordinate?

a - Agree
b - Undecided
c - Disagree

14. You feel that the job of the subordinate could be clearly identified in a job description?
- a - Agree
 - b - Undecided
 - c - Disagree
15. You feel that the subordinate understands the role of his/her job in meeting the company's goals?
- a - Agree
 - b - Undecided
 - c - Disagree
16. You feel that the subordinate is able to perform to the standard required by the company?
- a - Agree
 - b - Undecided
 - c - Disagree
17. You feel that appraisal techniques are good enough to assess the subordinate's job performance?
- a - Agree
 - b - Undecided
 - c - Disagree
18. Which of the following appraisal techniques do you use to measure the subordinate's job performance?
- a - Agree
 - b - Undecided
 - c - Disagree
19. You feel that the subordinate should participate with you in the appraisal process?
- a - Agree
 - b - Undecided
 - c - Disagree
20. Has the present local situation prohibited the implementation of the performance appraisal system?
- a - Agree
 - b - Undecided
 - c - Disagree

21. Does the selection of the trainees depend upon the results of the appraisal performance technique adapted?
- a - Yes
 - b - Undecided
 - c - No
22. The job performance appraisal system is a good tool for selecting the trainees?
- a - Agree
 - b - Undecided
 - c - Disagree
23. Does the subordinate's promotion depend on his/her educational attainment?
- a - Agree
 - b - Undecided
 - c - Disagree
24. Does the subordinate's promotion depend on his/her skills acquired by training?
- a - Yes
 - b - Undecided
 - c - No

Subordinate Questionnaire

Where there are more than one answer, please circle the letter that best reflects your opinion.

01. Please indicate the level of your formal education:
- a - Secondary
 - b - Completed College
 - c - Graduate Degree
02. How long have you been on the last job as a full timer?
- _____ years.
03. What is your managerial rank?
- a - Supervisor
 - b - Lower Management
 - c - Middle Management
04. Indicate the number of subordinates who report to you?
- _____ persons.
05. You feel that your educational level has helped you in obtaining your present job?
- a - Agree
 - b - Undecided
 - c - Disagree
06. You feel that your job responsibilities are clearly defined?
- a - Agree
 - b - Undecided
 - c - Disagree
07. Specific work objectives are jointly defined by your supervisor and yourself?
- a - Agree
 - b - Undecided
 - c - Disagree

08. You feel that your job depends upon your educational achievement?
- a - Agree
 - b - Undecided
 - c - Disagree
09. Sometimes, you feel that you do not have the skills required for your job?
- a - Agree
 - b - Undecided
 - c - Disagree
10. You feel that more education might help you in your job?
- a - Agree
 - b - Undecided
 - c - Disagree
11. You feel that training might improve your job performance?
- a - Agree
 - b - Undecided
 - c - Disagree
12. Have you received any training in this company?
- a - Agree
 - b - Undecided
 - c - Disagree
13. If it is yes, you feel that training has helped you in improving your job performance?
- a - Agree
 - b - Undecided
 - c - Disagree
14. You feel that training should cover not only your specific job but other related jobs?
- a - Agree
 - b - Undecided
 - c - Disagree

15. Your company provides you with continuous training to keep you abreast with the latest developments relevant to your job?
- a - Agree
 - b - Undecided
 - c - Disagree
16. If it does, you find continuous training beneficial?
- a - Agree
 - b - Undecided
 - c - Disagree
17. If it does not, you feel it is needed?
- a - Agree
 - b - Undecided
 - c - Disagree
18. You feel that you understand the criteria by which your performance is evaluated?
- a - Agree
 - b - Undecided
 - c - Disagree
19. You feel that you receive regular feedback from your supervisor on how you are performing you job?
- a - Agree
 - b - Undecided
 - c - Disagree
20. You feel that the results of your job performance were behind your selection for training?
- a - Agree
 - b - Undecided
 - c - Disagree
21. You feel that the results of your job performance were behind your promotion?
- a - Agree
 - b - Undecided
 - c - Disagree

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