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ASSESSMENT OF TRAINING FIRMS IN LEBANON

A Research Topic
Presented to Business School
Lebanese American University

In Partial Fulfillment
of the Requirements for the Degree
Master in Business
Administration

BY
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September 1996

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DEDICATION

To Those I Deeply Love
My Father
My Mother

ACKNOWLEDGEMENT

I would like to express my deep appreciation to all those who cooperated in this undertaking .

I am particularly grateful to Dr. Hussein Hejase for his generous cooperation and continued guidance . I also extend my sincere appreciation to Dr. Abdallah Dah for his assistance in providing the sound remarks.

Particular thanks are due to Miss Manal Younis for her support , and assistance in seeing the research through to completion .

Special thanks for Ghada Dayekh and Hanadi Al-Sous for providing every possible assistance .

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ABSTRACT

Lebanon nowadays is surviving in an age of rapid technological advancement . At this stage , the Lebanese labor force is considered a primary raw material in the process of reconstruction and rehabilitation . However , for them to be efficient and effective , the human resources should possess the up-to-date skills and knowledge which might be guaranteed by continuous training and development . To conclude , human preparation is needed .

The purposes of this study were to assess the interaction between the trainees and the efforts made by the Lebanese- private training firms and to study the advantages and shortcomings of these firms . It also intends to assess the need of the Lebanese labor force for Lebanese- private training firms . As to the hypotheses to be tested, they are two . First of all , these is a positive correlation between the efforts made by the training firms and the labor force performance . Second , the overall all training approach followed by these firms is the most effective .

To elaborate on the historical background of training and training firms , a library research was conducted . To study and test the above mentioned purposes and hypotheses , the SPSS (Statistical Package for Social Sciences) was used . One-Way ANOVA , crosstabulation , regression analysis , Chi-square analysis , and correlation analysis were performed .

According to the results of the analysis , the Lebanese private training firms still have certain cons that need to be overcomed in order to move towards more effective training approach . These training firms have to concentrate more on the practical rather than theoretical aspects of training , modifying the training material brought from outside to suit our conditions , and on offering training that pertains to the real work setting and environment of the trainees.

CHAPTER ONE

Introduction

1.1 Introduction

In an age of rapid technological advancement and enormous organizational development , the need for a divergent business mentality progressively increases . The demand on the labor force across the globe is heading towards new requirements of skills, ways of thinking , behaving , and of confronting deficiencies and shortcomings. Thus , all people inside the organization are anticipated to contribute to and take their responsibilities in such a change for the sake of the prosperity of the organization to which they belong and their self-achievement .

Despite the fact that organizational resources are many , including capital , plant , and equipment , the human resources are still the most precious and valuable ; after all , these constitute the brain that controls and leads the remaining resources . If the brain is healthy , one expects the other resources to be efficiently utilized , for sure , under certain conditions ; otherwise , a corrective action is to be taken . For this special reason , the labor force should be up-to-date and quite aware of the existing challenges and try to defy them . Here comes the role of the organization .

It is the mere responsibility of the organization to guarantee for its employees the training facilities necessary for their development . What is meant by the employee is not only the secretaries or the technicians but also the supervisors

and the managers of different levels . No one employee should be deprived from the chance of getting more training , regardless of whether it was in the form of skills or education depending upon the employee's position or level . Nowadays , the field of training has shifted far away from teaching certain skills to workers " ... to include complex strategic systems for solving critical organizational problems and meeting competitive challenges in the global market place " [1] . Generally speaking , training is an asset , that is why it should never be given up ; however , it should be used properly .

Clearly Human Resources Development (HRD) today is neither a monopoly tool of giant corporations nor a reward given for productive employees . HRD has simply become a strategic consideration of powerful business enterprise . In the U.S.A, HRD turns to be too wide in scope to be invisible . Its activities will grow in the coming years because of competition . " Competition for qualified employees will be stiff because of the smaller labor pool of entry-level applicants ." [2] What should be pointed out here is that HRD is not only for employees at low positions . Much of the emphasis in many companies in the U.S.A. is on the domain of management development . Managers are regarded as the cornerstone of innovative corporate strategies . The whole issue is that one of the objectives of management development is

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[1] Neal E. Chalofsky, Carlene Reinhart. Effective Human Resource Development . (California : Jossey - Bass Inc., Publishers , 1988) pp. 2-3

[2] Ibid. p. 3

to assist managers in managing their people effectively ; from this perspective, any attempt to degrade the process of management training is misleading.All the world aspires much more open and flexible organization . " More power to people, more decision making authority , less so-called managerial authority , more management by negotiation and persuasion , less unilateral action , and more group decisions . " [3]

Lebanon is a the country that witnessed sixteen years of civil war during which many other Middle East countries have undergone an unsurmountable degree of economic flourishment . What is to be said her is that Lebanon since the year 1991 has dealt with the post-war period without any immunity against the rivalry forces existing in the area . However , it is worth mentioning that the Lebanese business people do understand the situation and they are looking forward to take advantage of any coming opportunity . Lebanese are surviving in the age of Rehabilitation and Reconstruction . It is abvious then that the human resources are the primay raw material at this stage since , as it was mentioned earlier in this chapter , they constitute the brain ; that is , the thinking portion of the business firm . Nevertheless, if these resources meet their responsibilities equipped with old mentalities and concept , they will be definitely moving towards the wrong track. To conclude , a process of human preparation is highly required .

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[3] Quick, Thomas L.. Training Managers So They Can Really Manage , 1st ed. (California : Jossey - Bass Inc., Publisher, 1991) p. 181

1.2 Statement of the Hypothesis

The research topic , as it studies the private - Lebanese - training institutions and their impact on the many companies , employees , and managers , is to test two hypotheses . First , there is a positive correlation between training efforts done by training institutions and the labor force performance. Second the approach followed by these institutions is the most effective .

1.3 Statement of the Purpose

Intensive training programs are one way of realizing human development and assisting in gaining new information . The necessity for human training is increasing ; one has got to give the chance for both self and organizational improvement . The purpose of this research topic is to highlight the importance of the private Lebanese training institutions, and the role they may play in Lebanon in this era of economic reconstruction . In fact , this topic intends to assess the need of the Lebanese market (The Lebanese businesses) for these training institutions, and , whether the need exists or not, the topic will go far beyond that to study the interaction between such institutions and the Lebanese labor force in Various aspects of improvement such as skills , knowledge , attitudes, and morale . Finally , one last purpose is evaluating the offered programs by analyzing their effectiveness and examining whether they are updated or not .

1.4 Research Topic Content

Throughout this endeavor of analyzing and uncovering the purpose of the research , many issues will be tackled . To do their jobs , trainers have to adopt a well-developed training process that guides their program . In chapter two , after defining the words training , education , and development , one will figure out how the training program is not a one step but a process of many . In addition , the general results and purposes behind training will be fully discussed . Training , in general , may be conducted by people from within or by those outside the organization . However , in both cases , trainers should possess certain characteristics in order to be regarded as qualified . Still , the conflicting attitudes of the employees will be demonstrated as it is the attitude that in many times acts as the catalyst of learning . Going to the training sessions with a negative attitude , the learner will receive nothing , and the firm will lose money ; whereas , going with a positive attitude , everybody will win . Finally , the present shortcomings of the programs are going to be listed . Chapter three includes the methodology instruments used : books , periodicals, interviews , and questionnaires .

In chapter four a down-to-earth analysis shall shed some light on the pros and cons of the private-Lebanese-training institutions. This industry is like any other , it has its advantages and shortcomings as well . Not only the trainers but also the trainees will be interviewed for the aim of fulfilling the purposes ,

and Hypotheses of the study . For sure , during the survey , other issues will be clarified especially those mentioned earlier in chapter two , but this time in a more practical sense . Moreover , this study will discuss the training programs available in the Lebanese industry , the outcomes each program is expected to provide , and the target market of each program (managers , supervisors , technicians,...). The trainees also will be part of this survey ; we should hear both sides of the story . The learners may pinpoint certain ideas that trainers miss . Chapter five will conclude and recommend based on our findings in chapter four .

1.5 Conclusion

To sum up , training of the labor force is a powerful instrument for business growth , hence , for the whole economic growth . The main clue is the correct usage of this instrument in the sense that it should be used in the right time and for the proper person . One should remember that training is not only done for " non-managers " , it is for everyone , even those who are in the position of decision making since decision making is not an intuitive process . Moreover , both the trainees and trainers conception of the training programs are essential for their success .

CHAPTER TWO

Literature Review

2.1 Definition of Training , Development , and Education

Training, development , and education are the three faces of learning experiences. They all have a common purpose , learning , but are addressed to different organizational levels and objectives. To start with , training is concerned with the employees' current jobs . It prepares employees to do their jobs well by developing their skills, knowledge , abilities, and attitudes . Learning here is directed towards actual job performance. It limits the employee's behavior to those mostly preferred by his manager without any attention paid to the job autonomy of the former. For levels that are highly measurable , it would be easy to identify the employee's actual output ; however , for supervisory and managerial levels, it turns to be more difficult to assess job performance since outputs are not quantifiable . In training , the whole people inside the organization expect to benefit directly (on the spot) from such training programs ; thus , training is viewed as a low-level risk . " Training is a low-level risk . This is not meant to depreciate it ... Rather , as the organization expected a direct return , the risk of the expenditures is minimal". [4]

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[4] Nadler , Leonard , Corporate Human Resources Development : A Management Tool , New York : Van Nostrand Reinhold Company , 1980 . p. 24

At the second stage of risk , there is education . Education focuses on the preparation of the employee to perform his " near " future job . In education , the employee is expected to broaden his knowledge to be able to evaluate a variety of situations and select the most appropriate behavior . Accordingly , one can easily deduce that supervisory and management positions require education learning . Also , as it is possible that education will be concerned with a job that might not be available in the future or that it will be lost because the trainee leaves after the education program , education is a medium - risk activity . " Education is a medium risk activity . It is expected to pay off, and a manager provides education with a high expectation of return . Still it is an investment , with all the risks attendant to an investment ".[5]

Concerning development , it is organization oriented . In fact , in order for the employee to perform well in the positions to which he will be promoted during his / her career , development will most probably be of great assistance to him . Sometimes it might be possible to use what is learned during the present job though the primary reason behind development is that what is learned will be used in the future . So , development is a high-level risk because its advantages will show up in the future .

To establish a cost-benefit ratio is not an easy task. When time passes nobody can guarantee that the employee's success or failure is due to such a learning experience he received in the past or not . In short , " Development is a high-risk level activity . The low-risk manager is less likely to provide for

5 Nadler , Leonard , Corporate Human Resources Development : A Management Tool , New York : Van Nostrand Reinhold Company , 1980 , p. 26

such learning activities ... He may be less likely to see the need for long-range planning for human resources ".[6] Figure 2.1 summarizes what has been introduced so far .

Figure 2.1 Training , Education and Development

Learning	Improvement	Time Use	Risk Included
Training	Present Job	Now	Low
Education	Future Job	Soon	Medium
Development	Organization	Sometimes	High

Source : Leonard Nadler , Corporate Human Resources Development : A Management Tool , p. 23

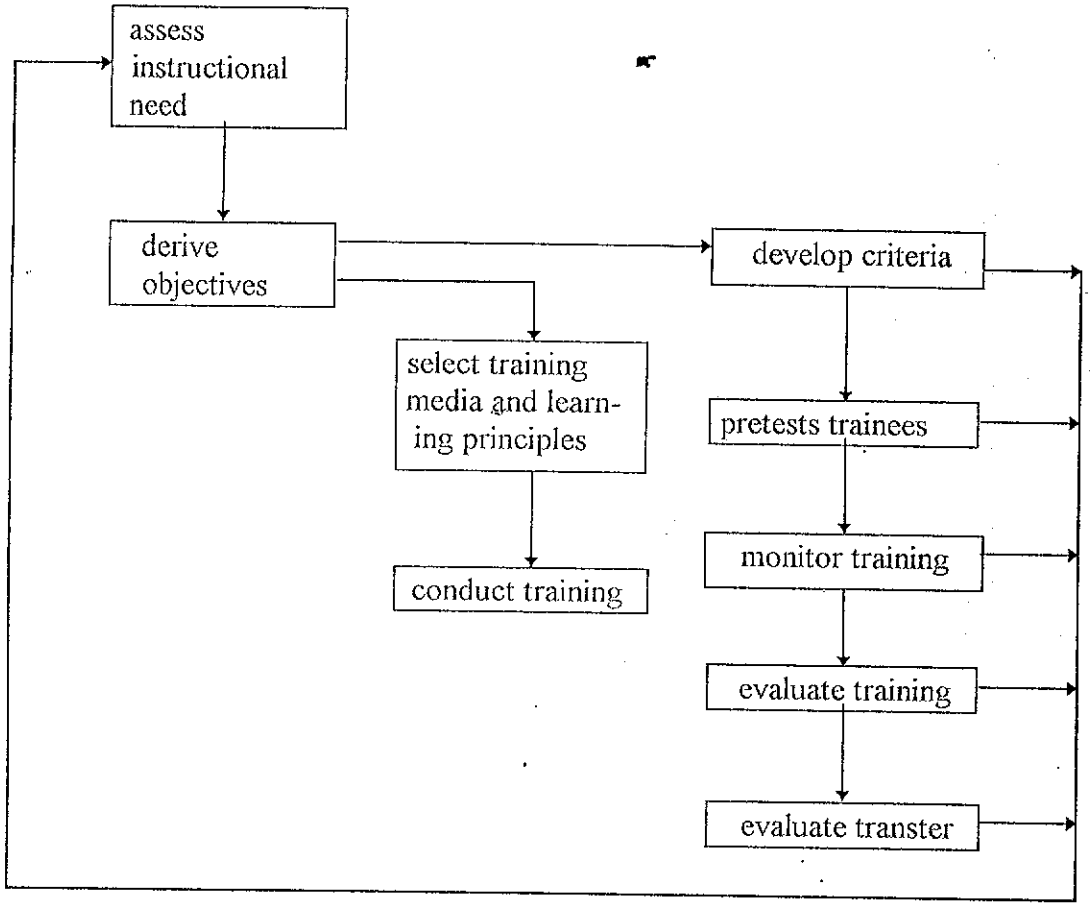
2.2 The Training Process

Training is not a haphazard program but a systematic process of many steps . It begins with objectives assessment and moves towards several steps till it ends up with the evaluation of the training program (Figure 2.2) . It may be cut down to constitute three phases : Assessment , Training and Development , and finally Evaluation .[7]

6 Nadler , Leonard , Corporate Human Resources Development : A Management Tool , New York : Van Nostrand Reinhold Company , 1980 , p. 25

7 French , Wendell L., The Personnel Management Process : Human Resources Administration and Development , Boston : Houghton Mifflin Company , 1987 , p. 302

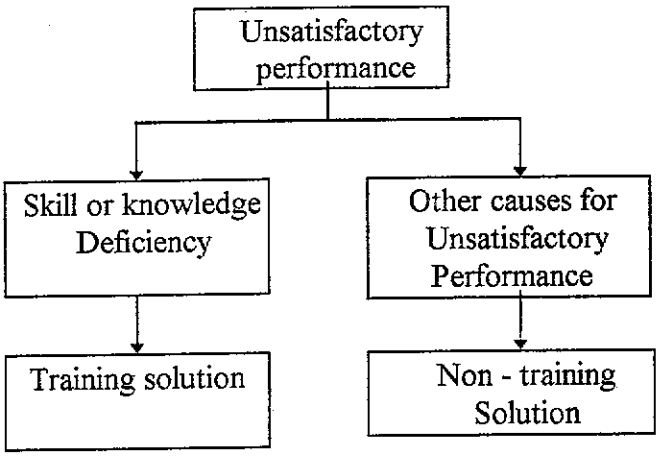
Figure 2.2 The Training Trocess

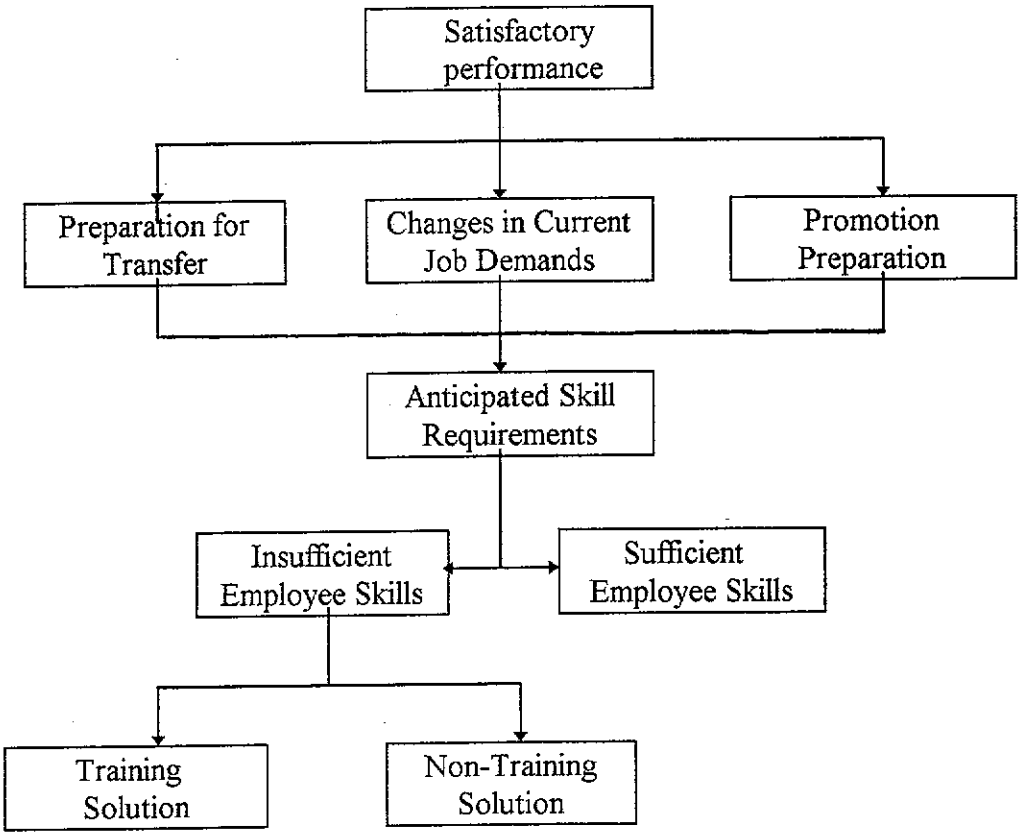


Source : Michael R. Carrel and Frank E. Kuzmits.
Personnel : Human Resource Mangement , P.216

Figure 2.3 Need Assessment

Training is not a solution for every unsatisfactory Performance





Source : Employee Training and Development , P.P.299-300

The college of North East London has designed a training program to increase environmental awareness among workers in the electrical industry .[8] The College produced an interactive multimedia training program on CD in English , Portuguese and Spanish . Eastern was the contractor of the program . It is concerned about how its activities affect the environment . It wants to ensure that all its workers adopt practices that support the environment . The package has generated interest among representatives of the industry as a whole . The main reason behind the project's success is that it responded to a clear training need .

B.1 Methods for collecting need analysis data are many , the most important of which are: [9]

i- Advisory Committees : This kind of Committees often includes management personnel and employees. In these committees , the organization tries to match the skills demanded with the quality of the existing demands.

ii- Questionnaires : Questionnaires are given to anyone person in the organization who is able to provide valuable information (employees , supervisors , or other personnel).

iii- Skills Tests : These are tests done to evaluate the employee's current skill levels and compare it with the organization's skill requirements.

iv- Client or Customer Feedback (This is important): It depends upon the feedback by people who are viewed as a source of success .

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8 Braddock , David , " Electricity workers go green with awareness programme ", People Management 29 June 1995 : 49

9 French , Wendell L., The Personnel Management Process : Human Resources Administration and Development , Boston : Houghton Mifflin Company , 1987 , p. 303

v- Exit Interviews : People leaving the organization are in general willing to give information about the organization shortcomings, selection process , and training programs.

vi- Job Description Job Specification Task Analysis : These will be studied to determine the skills, knowledge , and abilities necessary to perform the job . Note that no one method is superior to the other , that is why it was suggested that the use of multiple methods is better since the strengths of one method will offset the weaknesses of the other and vise versa .

C. Trainees Selection : The organization should be careful to select those that are able to grasp what they are expected to learn , and to use this knowledge afterwards in the work field. The reason why one selects is that not all employees need training or / and the training program conducted by the company might be aimed at certain levels and positions. However , sometimes if the objective of training program is to motivate employees , then it would be better to include employees regardless of whether they are going to attain learning experience or not . To conclude , " attention should be directed to ensure the fairness of the selection process " [10] .

D. Training Goals Establishment : This step is a reflection of what the trainee should be able to do after training is completed . It is a formal indication of the types of skills , abilities , knowledge , and attitudes that the trainee should master after receiving training . Training objectives are useful in three ways :

10 French , Wendell L., The Personnel Management Process : Human Resources Administration and Development , Boston : Houghton Mifflin Company , 1987 , p. 304

i- They help in determining the best method suitable since they focus on the aspects of the employee performance that need to be charged .

ii- Training objectives specify what is required from both the trainee and the trainer.

iii - Training objectives act as the basis for program evaluation.

For the training objectives to be effective it should include a statement of what the learner will be in the future , a description of the situations under which learning will occur, and finally a statement of the minimum level of attainment that will be regarded as evidence that learning is achieved .

2.2.2. Training and Development

This phase takes care of selecting training techniques and personnel and applying these techniques that will be most effective in the training program . There are various training techniques that should be chosen according to the needs and objectives, and not according to their popularity . Also , the success of these programs depends heavily upon the quality of the trainer. He should have the ability to plan , organize , execute , and evaluate . Trainers should know how to teach people , what methods to be used , and how to establish training objectives and match them with the training needs . The bases for both techniques and personnel selection will be discussed fully in this chapter. As they are selected , the next step is to conduct training . The place , facilities , and other operational problems must be agreed on prior to this point. The quality and age of the materials, equipments , and facilities are all important to the program success .

2.2.3. Evaluation

The purpose behind evaluation is to find out whether the trainees actually learned new knowledge , skills , and attitudes . Even though training ends when trainee and trainer go in separate directions, the training process has not yet finished with its steps. Evaluation is the final destination , and it can be done on four major levels : [11]

a . How Did Participants React (Behave)?

This level is highly subjective . During training , the trainee formulates certain opinions and attitudes toward his trainer and toward the effectiveness of the program itself . The trainee may like some aspects of the program and dislike others. At this level , this trainee will fill a questionnaire concerning the program (quality , skills of the trainer , techniques used).

b . What Did Participants Learn ?

At this level , learning is evaluated by a trainee before and after his training . The problem is that it is difficult to test in such behavioral skills such as communication skills, interpersonal relations, and leadership skills .

11 Carrel , Michael R., Kuzmits , Frank E. , Personnel : Human Resource Management Tool , New York : Van Nostrand Reinhold Company , 1980 , p.p. 229 - 300

c. How Did Participants Change Behavior ?

Learning should be transferred into the actual work fields. This level is to be assessed by the direct supervisor or manager of the employee ; he is the best to know and he is the one who is mostly concerned with the employee's progress.

d. What Organizational Goals Were Affected ?

The ultimate purpose of training should be reflected on the organization ; on its productivity , quality , job satisfaction , and decreased turnover. However , it is not that easy to connect the acquired learning with the goals of the firm ; under this condition , we choose one of the other three levels.

Applying the four levels of evaluation and a cost-benefit strategy would enable managers to study the effectiveness of the training program , but , no doubt , this will involve both money and time .

2.2.3.1 Evaluation Timing

There are two points at which evaluation takes place for training . One is as part of the training program , while the second is after the trainee has returned to the job . Evaluation during training is to affect the learning process . If one waits until the learning experience has been completed , and the learner is back on the job , then there is little that can be done . This is conducted on three stages , at the beginning , middle , and end of the program to follow for any performance improvement . The second point at which training is evaluated is back on the job , the training institution and the trainee's company

should be extremely interested in determining if performance has actually improved . The trainee sometimes cannot produce the expected performance due to the supervisor , the job , the quality of the program or his learning ability .

2.2.3.2 Evaluation as a Feedback

" Using an approach suggested by Ronald Havelock and Mary Havelock , it is possible to identify a variety of audiences that would receive the feedback on the learning program through the evaluation report . " [12]

i- Program developers : Those who designed the program so that they can improve the design of future programs .

ii- Trainers : Those who actually conduct the learning experience can learn a great deal from the evaluation . If they are regular full-time trainers , the feedback of the evaluation can help in the present program . Also it can help them in improving their performance in future programs .

iii- The learners : The learners will understand what happened during the learning experience through evaluation so they will be aware of how their performance has changed , in what aspects , and what is expected from them .

iv- The learners' company : The learners' company is the most likely party interested in knowing where its employees stand now and whether the time , money , and efforts being invested are worth whatever is acquired .

12 Nadler , Leonard , Corporate Human Resources Development : A Management Tool . New York : Van Nostrand Reinhold Company , 1980 , p. 118

2.3 The General Purposes and Results of Training

2.3.1. General Purposes of Training

Training does not always have to be a solution for the long-range problem of making the business successful. It costs money , time , and efforts, so it is natural that executives expect some tangible outcomes from these programs. It is an expense used for generating revenues . The major purposes behind training are : [13]

2.3.1.1 To improve performance : Training is one way of improving performance through helping the trainee to acquire new skills and knowledge . It is not a one solution for all the problems since certain problems are not solved through training , like for example personal or physical problems . Training minimizes the number of problems in the organization .

Pizza Hut is launching a £ 1 million scheme for its 8,000 employees linking bonus payments with successful performance in a new training program . The company will appraise new employees who complete the induction program and long-standing employees on refresher courses. This program will concentrate on Pizza Hut's 7,000 non-managerial employees . The aim is to improve the company's standards of services which have been a consistent problem for the company . The company has budgeted for an extra £ 250,000 to enable restaurant managers to provide cover while their staff are undergoing the new training . [14]

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13 Carrel , Michael R., Kuzmits , Frank E. , Personnel : Human Resource Management Tool , New York : Van Nostrand Reinhold Company , 1980 , p.p. 211 - 212

14 Thatcher , Mike , " Performance wins prizes for Pizza Hut Employees " , People Management 15 June 1995 : 5 - 6

2.3.1.2. To update employee's skills : This is obvious . We are living in an age of rapid technological advancement . Technology is becoming obsolete rapidly , for this reason people's skills should be updated. As technology changes , task execution consequently changes .

2.3.1.3 To promote job competency : New promoted employees will not possess the skills and abilities required to be competent on the job . Training prepares the promoted employees to perform their new jobs efficiently and effectively.

2.3.1.4 To prepare for promotion : An important way for attracting and motivating personnel is through a career development program . It allows for acquiring skills needed for promotion . Organizations that do not provide such training lose their most promising employees .

2.3.1.5 To orient new employees : From their first days in job , employees form their impressions of the organization and its managers . These impressions influence their productivity and job satisfaction ; therefore , managers try to orient their employees to the organization and to the job . Orientation may be informal focusing on traditional matters such as holidays , vacations , and pay. It may also be a one or two-day program including meetings with managers and personnel officials, a company tour , and discussions of various subjects such as organizational mission and objectives.

2.3.2 Results of Training

Since the purposes of training are being listed , it is worth discussing at this point the results of training . They really proved to be many . Some of these results are : [15]

a- Method and System Improvement

b- Reduction of Learning Time

c- Reduction of Waste and Spoilage

d- Reduction of Supervisory Burden

e- Reduction of Overtime Costs

f- Reduction of Grievances

g- Encouragement of Upgrading within the Company

h- Improvement of Communication

i- Improvement of Morale

j- Reduction of Absenteeism and Labor Turnover

Mirage Resorts is facing a highly competitive environment on the Las Vegas strip . Many resorts exist in such an area , but it is the workers that make the difference . The jobs that need to be performed for a business to run is not only fun and games . Providing quality service is a serious business , and doing so requires training . Two training programs that all the properties have are a Management Associate Program and a Management Development

15 Efferson , Carlos A., Mc Cord , William S., and Planty , Earl G., Training Employees and Managers: For Production and Teamwork , New York : The Ronald Press Company , 1948 , p.p. 7-13

Program . Participants in the first program attend 26 weeks of structured training . Later , managers and supervisors can attend a series of workshops and training courses through Management Development Program designed to strengthen their practical management skills such as speech making , business writing and payroll cost control . Besides , the company provides room for employee growth . For example , if someone is hired to be a maid , but decides later that he would like to be a good server , he would fill out an application indicating his preference . As a result , the Mirage turnover was 14% last year and became 10% this year compared with a 40% average in Las Vegas .[16]

The purposes and result of training are many . This is a sufficient justification to those companies that are working hard, exerting much effort , and incurring lots of training expenses . Nothing for free , and everybody wants a tangible and substantial return on his investments , and training is but an investment.

2.4 Professional vs Non-Professional Teachers (Trainers)

Organizations should insist that adequately selected and prepared teachers should teach . If one is to decide whether to use professional or non-professional instructors , one should first examine the advantages of each .

16 Anfuso , Dawn , " Las Vegas Resort Bets on Training and Wins ", Personnel Journal Sept. 1995 : 78-86

2.4.1 Advantages of the Professional Teachers (Outside Trainers) : [17]

Provided that they are competent , professional teachers own several advantages among which are :

i- The professional teacher , due to his training , has well learned to place much emphasis upon the trainee than upon the subject . He knows that the learner is more important than the subject . Besides , since he studied the psychology of learning and the psychology of individual differences , he is more ready to affect changes . The non-professional trainer , on the other hand, will focus his attention on the knowledge or skills he possesses and disregards the importance of the trainer . Learning is then no more effective.

ii- The professional teacher is flexible in the sense that he can teach various subjects. He has enough experience to make training outlines and to master a newly taught subject . Most important of all is that the trained teacher is always up-to-date : He always reads new books and takes new courses . However , when using non-professional teachers , each subject is to be taught by a different teacher . This is impossible , there are not enough people who have the gift of training in every subject available by the industry .

17 Efferson , Carlos , A., Mc Cord , William S., and Planty , Earl G., Training Employees and Managers : For Production and Teamwork , New York : The Ronald Press Company, 1948 , p.p. 50-52

iii- Workers feel more freedom when a professional instructor teaches them. They will ask questions and will give opinions that they are afraid it would be used against them if the trainer was a supervisor or a manager .

iv- Trained teachers don't concentrate on the narrow skill itself but on the attitude to make it effective . They have taken training sessions concerning developing such attitudes.

v- Professional teachers do not have departmental bias , so they do not overrate the importance of any department where they are employed . As they teach different subjects concerning different units , they can see the industry from a better viewpoint than a person who has worked in any single division .

2.4.2 Advantages of the Non-Professional Teachers (Inside Trainer) [18]

The advantages of the non-professional teachers are many given that they are carefully trained and selected . These advantages are :

i- Supervisors and other gifted employees know the practical aspects of the job . There will be a good chance that they will teach the right ways of doing things.

18 Efferson , Carlos A., Mc Cord , William S., and Planty , Earl G., Training Employees and Managers: For Production and Teamwork , New York : The Ronald Press Company , 1948 , p.p. 52-53

ii- The use of inside instructors distributes the responsibility for training and strengthens interest in it . Training will have cooperators and defenders through the plant .

iii- Training becomes more respected . Trainees believe that there is no one capable of training in a certain subject but the person who performs the subjects successfully . This is true provided that the trainer knows how to teach , else he will lose respect .

iv- Teaching improves not only the trainees but also the trainers . Training will improve the instructors in their regular jobs .

v- Some subjects , technical ones , are hard for anyone to explain unless he has practiced them .Also , some departments have so many jobs that you can not find trainers to teach them. Here you should select somebody from within the unit to train .

Most trainers and managers look to training consultants to carry out a project for which in-house trainer is in inadequate or absent. Some managers , however , have other justifications for engaging consultants. Staff may be sent on training programs for a variety of inappropriate reasons that are unrelated to learning . Sometimes , consultants deliver training simply because the in-house trainers do not want to do the work , the manager wishes to prove that the in-house trainer is incompetent , or because there exists no training department inside the company . Also , managers may hire consultants when they seek to prove that a subordinate is deficient in certain

skills by setting them up with an inappropriate course .Other reasons would be, allowing managers to experiment without putting their head on the block , or to provide informal support for managers as a consequence of the consulting work . Out-of-house trainers can also provide a way of introducing controversial concepts as an element of culture change .

By getting someone to introduce the idea , the organization can make of the consultant a scapegoat .With all these in mind , in-house trainers should not be overlooked when weighing up the pros and cons of bringing a consultant.[19]

There should be continuous programs for the improvement of all trainers .One should assure himself that both professional and non-professional teachers know how to teach before taking any decision about who will teach . Referring back to the advantages of each of the trainers , any company would minimize the risk of losing money and time and choose what best suits it .

2.5 Training Techniques Available by the Industry

Training techniques are numerous .They can be performed on or off the job. [20]

2.5.1 On-the-Job Training :

19 Ashton , Frank, " What's behind the decision to hire external expertise "? People Management 16 Nov. 1995 : 47

20 Carrel, Michael R., Kuzmits , Frank E. Personnel : Human Resource Management Tool. New York : Van Nostrand Reinhold Company , 1980, p.p. 217 - 224

It consists of instructions given by the individual's supervisor or another experienced employee . Some of the techniques used in On-the-Job Training are:

i- Job Rotation (Cross-Training) : It involves placing the employee on different jobs for a period of time depending upon the job level of the task being taught. It ranges from a few hours for low job levels (clerical employee learning how to operate a machine) to one or two months in higher job levels (back lending officer learning about operations).

ii- Enlarged Job Responsibilities : Consists of giving the employee additional job duties and responsibilities . Through this technique , one is not giving the employee the same kind of work he performs in his job ; instead , this form of job training involves delegating more decision making and more problem solving , that is why it is usually used in training managers and professional staff .

iii- Job Instruction Training (JIT) : It is a series of steps for supervisors to use when training their employees . Because of its simplicity , JIT is considered a popular tool in training . The series of steps are :

1 - Preparation : Is to find out what employees know or do not know about their job and to motivate them to learn more .

2 - Presentation :Is to convey knowledge and skills by illustrating and showing.

At this step , one has got to be patient and to move slowly .

3 - Performance try out : Let one's employees perform their job by their own , correct errors and repeat instructions when necessary .

4 - Follow up: Reduce supervision and check frequently to see if one's employees are performing their tasks properly .

iv- Learners-Controlled Instruction (LCI) : It is considered one of the most effective form of on-the-job training . " LCI is a result-oriented training technique that incorporates many of the elements of effective training " . [21] Its target is both management and non-management employees . It consists of five elements (Figure 2.4) :

a - Actual working environment : The trainee learns in his actual working environment , so that training time and cost are reduced and , after all , the advantage from the on-the-job training is achieved .

b - Competency-based learning : Employee standards of performance are clearly determined and specified , and LCI is based on these standards to evaluate training and trainee's progress.

21 Carrel , Michael R., Kuzmits , Frank E., Personnel : Human Resource Management Tool, New York: Van Nostrand Reinhold Company , 1980 , p.p 221

c - Individualized instructions : LCI recognizes the mental differences among individuals ; some are quick learners , others are slow . The individual will proceed at his own pace , and training time may be expanded / contracted according to the trainee's ability to acquire new knowledge or skills .

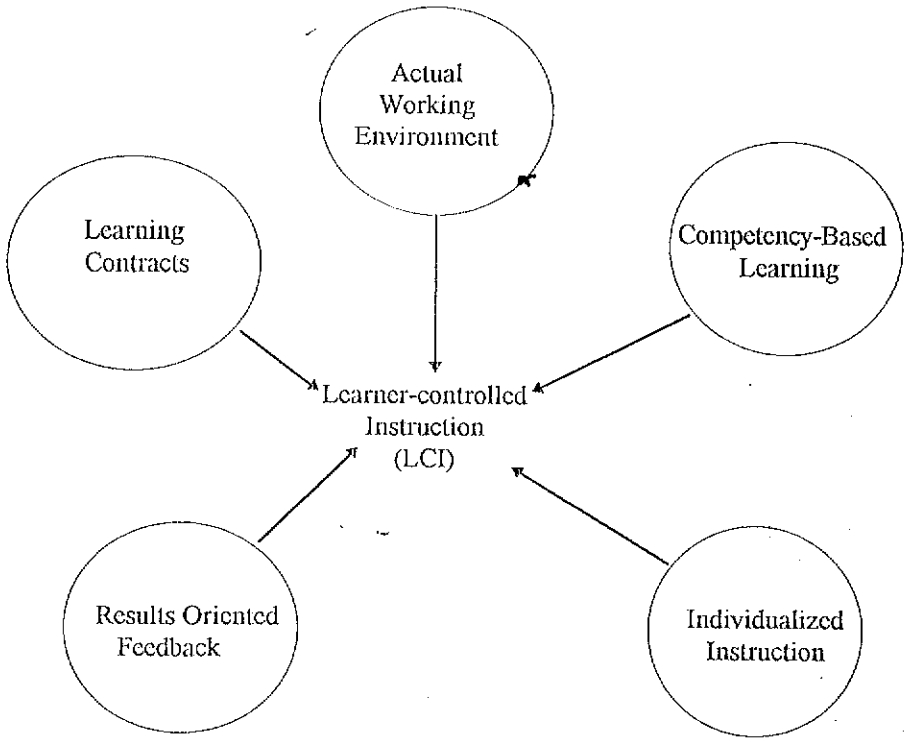
d - Result-oriented feedback : During LCI training , the employee receives feedback so that he is aware of areas of success or failure . The purpose is to praise any skill being learned and to help him overcome any shortcoming he might experience .

e- Learning Contracts : Is a written document of four parts : ((1)) results-oriented , results the employee is expected to learn ((2)) training resources that will evaluate his performance , ((4)) a certificate indicating who will be responsible for training evaluation .

v - Apprentice Training : It is used in skilled jobs such as printing , carpentry , and barbering . An apprenticeship is a training and not an employment relationship. Contracts of apprenticeship must be in a written form . " Such a contract must be for the benefit of any minor and he may not leave his employer unless the later's conduct shows that he is no longer willing to teach him. Conversely, the employer may only dismiss an apprentice whose behavior makes it impossible for him to carry out his own obligation " . [22]

22 Ream , Bettly , Personnel Administration : A Guide to the Effective Management of Human Resources , Combridge : ICSA Publishing , 1984 , p. 32

Figure 2.4 Learners - Controlled Instruction (LCI)



Source : Michael R. Carrel and Frank E. Personnel Human Resource Management P.221.

An apprenticeship in mining has run in Scotland by a privately-owned coal mine. Monktonhall mineworkers has taken twelve apprentices in order to bring some " fresh blood" to the labor force . These people have begun a training program which compares well with the modern apprenticeships being run in England and Wales . The first year of the program would be college-based. It is a competency-based not a time-bound, so the trainees could proceed at their pace .[23]

On-the-Job training is a Balance Sheet of various kinds of assets and liabilities. The assets of this type of training are :

1- The trainee is doing his actual work . There is a complete relation between his job and the training he is receiving .

2- The trainee received instructions from supervisors who performed the work successfully .

3- Training is conducted under actual and normal working conditions with no special training facilities .

4- Training is relatively informal and inexpensive .

5- Training is expected to build an intimate relationship between the trainee and his trainer .

23 Littlefield , David , " Private pit excavates NCB apprenticeship programme ". Personnel Management Nov. 1994 : 18

The liabilities of on-the Job training are :

a- Training can be haphazard if the trainer was not motivated to train .

b- Although the trainer did the job well , he might lack the ability to teach others.

c- The trainer may not have enough time to train ; therefore , he may omit some important elements of the training process .

2.5.2. Off-the-Job Training :

Under off-the-job training two broad forms exist : (1) in-house programs conducted by the employee's organization within the organization training facility ; (2) off-site programs conducted away from the organization by a professional association , educational institution , or independent training firm . The techniques used in off-the-job training range from lectures to other expensive and complicated techniques. [24]

i - Lectures : Lectures are verbal presentations of information . They are considered most appropriate when the goal is to provide information efficiently to large numbers of individuals . Some trainers point out that it is a one - way communication , and assumes that the lecturer organizes the material effectively and that the audience is so homogeneous that the selected organization , content , and level of difficulty are equally appropriate for everyone .

24 French , Wendell L., The Personnel Management Process : Human Resources Administration and Development , Boston : Houghton MIfflin Company , 1987 , p. 308

ii- Role Playing : Role playing is a technique that makes trainees assume different identities . For example , a male worker may assume the role of a female supervisor , and a female supervisor may assume the role of a male worker . Both are then given a typical work situation and told to respond as they would expect the other to do . Usually , trainees exaggerate each other's behavior . This experience may create empathy and tolerance of individual differences . Role playing is used to change attitudes and to develop interpersonal skills.

iii - Televisions , Videotapes and Films (audiovisual methods) : They can provide many realistic examples of job conditions and situations in a short period of time . This method although similar to the lecture method by representing a one-way communication , does not suffer from the effects of instructor availability , instructor fatigue , or variations in instructor quality . However , it does not allow an opportunity for questions regarding film content .

iv- Programmed learning and computer - Assisted Instruction : They have certain characteristics in common . Both are designed to assist trainers in learning by allowing them to work at their pace . Further , both methods provide information to the trainee test the trainee's mastery of the material , and by pass materials already learned to concentrate on material with which the trainee is having difficulty .

Programmed instruction does not take advantage of computer technology . It combines informational text with paper - and - pencil subject tests . It differs in the design from conventional teaching materials . Information is broken down into discrete section each building upon the material in the preceding section . The information in one section is studied until the trainee feels that it has been mastered at which point he is tested on it ; if the trainee passed the test , he moves to the next section , else he is requested to review the material once again . This approach emphasizes frequent questions , small steps , and specific , understandable , and accurate feedback . When the traditional paper-and - pencil programmed learning package is converted for use on a computer , then one uses a form of computer - assisted instruction (CAI) .

CAI makes use of videotapes , videodiscs , light pens , touch screens , computer terminals , and mainframe mini and micro computers . Trainees are presented with displays on computer terminals or television monitors . These may be similar to programmed learning materials , animated graphics , or video presentations . Trainee understanding and skill development are measured and evaluated through responses entered into the computer using a keyboard , light pen . or touch screen . As with traditional programmed learning , each subsequent step depends on the quality of the trainee's response. CAI provides a wider range of paper - and - pencil programmed instruction because the computer is able to store alternatives efficiently , and due to the video and audio capabilities of the computer and related equipment. Research has shown that programmed learning and CAI can reduce the training time for some employees , however , there is no evidence that the

trainee retains more by sitting for training by these methods than other traditional methods such as lectures .

The UK is now the leader in training by open learning . Rover has spent £ 2 million in setting up its open-learning enterprise . The program was designed to offer learning methods that were more flexible than those of further education colleges . New technology is giving learning a big hand . Interactive video packages are replacing routine teaching tasks , for example , people can learn engine maintenance without getting their hands dirty. It is a kind of training that people can do on the bus , train , or in their leisure time . Learning with interactive technology has a very high retention level but it is not always the only solution . There are places for all the different training methods ; it is a matter of determining the particular need of the organization . Open learning is a supplement and never a replacement .[25]

On the other hand , over half of the 516 managers surveyed in the UK said that training budgets rose over the past four years . Books are the most popular training material used by three-quarters of employers . Video-based training courses are being used by half of those surveyed, while CD's and laser Disks by just 12% to 9% receptively. Obviously, the larger the organization, the more likely it is to be using the new training methods.[26]

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25 Littlefield , David , " Open Learning by PC OR Paper"? Personnel Management , Sept. 1994: 55-58

26 Littlefield , David , " Training Budgets Keep Rising ". Personnel Management , Sept. 1994: 13

v - Multimedia : The recent proliferation of multimedia hardware and software has encouraged many people to create multimedia presentations that take advantage of advances in computer processing , storage , transmission , and display technologies . One great advantage of using multimedia to deliver a presentation lies in its ability to add colorful visual impact to the trainers verbal commentary . Powerful visual elements , such as motion video , animated graphics, photo-realistic images , colorful text and diagrams , serve as the foundation of an effective multimedia presentation . [27] Howles and Pettengill described a seven - step process for producing multimedia presentations : [28]

1 - Select potential lessons or topics for multimedia enhancement .

2 - Describe specific learning outcomes or goals .

3 - Create a scope and sequence outline for the lesson content .

4- Identify and list specific multimedia resources (such as videodisc and other graphic or audio material) to use in the presentation .

5 - Explore multimedia technology for presenting lesson content .

6 - Develop a storyboard for the multimedia presentation .

7 - Produce the lesson using multimedia authoring software .

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27 Shapiro Susan , Vetter , Ronald, Ward , Charles , " Using Collor and Text Multimedia Projections ." IEEE Multimedia Winter 1995 : 46 - 47

28 Howles , L., Pettengill, C., " Designing Instructional Multimedia Presentations : A Seven - Step Process, " Tech, Horizons in Education J., Vol. 20 , No. 11 , June 1993 , p.p. 58-61

These seven steps provide a useful way to discuss important aspects of the design process . However , the design process is more complex than this . It is not as straight forward as these seven steps , but rather an evolutionary process.

vi- Simulation : Simulation refers to any materials that attempt to create a realistic decision - making environment for the trainee . It presents problem situations and decision alternatives to trainees . The trainee would be asked to make whatever decisions are necessary to support these activities . The results of those decisions are reported back to the trainee with an explanation of what would have happened if they had been made in the work place .

vii- Case study : A case study provides a detailed description of a particular series of real or hypothetical events case studies might describe the activities of a business organization or interaction of individuals . Through the study of the case , trainees trace the events of importance and discuss what they have learns from them .

viii- Conference / Discussion : It is discussing problems and critical issues in order to enhance a dialogue between the trainer and his trainee , and among the trainees . It is a two-way communication that increases learner's motivation .

ix- Audiovisual : This technique involves the employment of sight and sound to assist the trainer ; examples are films , chalkboard , slides , and flip chants . Sophisticated techniques are no substitute for a well-planned training program, so it may sometimes work better if combined with other training methods .

x- Vestibule : With the help of an instructor who demonstrates on the same kind of machine that the trainee operates , the vestibule training is performed in a training area that resembles the trainee's actual work area . This technique is successful for the skilled positions such as retail sales , bank tellers , and machine operators .

Figure 2.5 lists the most common training techniques and the learning principles each involves . As the figure reveals , some techniques make more effective use of learning principles than others .

As it is the case in on-the-job training , off-the-Job training has its assets and liabilities . Concerning the assets :

a- It is cost-efficient since groups , not individuals , are usually trained.

b- Trainers are usually more competent trainers than on-the-job trainers since they are full-time instructors .

c- Off-the-Job Training helps the trainee to learn in an environment free from the pressures and interruptions found at work place .

d- It enables small companies that lack resources to train its employees.

Among the most-potential liabilities of off-the-Job training are

a- Employee attending training programs outside the organization are not performing their daily jobs ; hence , this is an additional expense .

b- The greatest drawback to the off-the-Job training is that sometimes it is of limited practical value to the trainee .

It would be very illiterate to suggest that either of the on - or off-the-job training will in all the cases and conditions be effective. Selection of a certain technique depends upon the organization itself and its specific training environment .

First of all , training needs and objectives should be taken into account . If a certain job contains uncomplicated tasks , then on-the-job training may be more preferable . If it is necessary that the employee be exposed into new concepts and techniques , then the off-the-job training is to be done .

Second , resources should also be considered . Organizations that have limited resources (equipments, trainers, facilities) should look for off-the-Job training that guarantee the availability of these resources . Finally , money is a significant factor in taking such a decision . Many organizations are unable to provide for off-the-Job training because it is more expensive , so on-the-job training is more feasible for them . In short , once the company evaluates these factors , it will end up with a wise decision .

2.6 The Physical Facilities Needed in Training

The training techniques mentioned in the previous section cannot be effectively used without the help of the necessary training instruments . The use of these instruments is relative to the size and type of the training institution .

a- Prewired floor space :

1,520 sq.ft (141 m2)

b - Tables and chairs

c - Rear projection screen

128 sq.ft (estimate) (11.89 m2)

d - Front - projection screen

48 sq.ft ((4.5 m2) , with built - in sound system

e - Dual - image slide projection system with remote controls

f - Long - range opaque projector

g - Stop - frame 16 m.m movie projector

h- Stereo sound - presentation and cordless voice - enhancement system with tuner and 14 speakers (estimate)

i - Hardcopy display boards , framed

j - Five micro computers with accessories

k - Five video disk training accessories

l - High - powered video projector

m - 2 ½ - video cameras and recorders

n - Electronic opinion counter and consensus analyzer

o - Electronic teletraining blackboard

p - Optical fiber communication and satellite linkup system (estimated)

q - Three overhead projector

r - Six flip charts with news print

These are the equipments for an ideal training room . The training facility should consist of one or more training room with appropriate equipments . One of the rooms , or both of them , should have projection booth , storage area , refreshment center , insulated walls and ceilings , carpeted floor .

Also , there should be at least four breakout rooms each seating ten people , and a studio for producing videotapes . Finally , administrative offices for managers , training specialists , and support personnel are essential .

2.7 Qualifications of Good Trainers

" Learning takes place within the individual as a result of confluence , of diverse , interviewing , and occasionally opposing influences . It shows not in test performance-that need only shows that the participant has memorized an approved response-but in action " [29] . The responsibility of the trainer is to act as an agent to help the participants develop their knowledge . For an instructor to be qualified , he should possess three characteristics : ((1)) familiarity within the subject being taught , ((2)) knowledge of teaching effectively , and ((3)) willingness to teach .

29 Lynton , Rolf P., and Pareek , Udai , Training for Development , Connecticut : Kumarian Press, 1978 , p. 275

2.7.1 Knowledge of Subject : A person who wants to teach must know about the subject he is going to explain . How much he should know depends upon what he is teaching and to whom it is taught . However , training is not only a matter of trainer's understanding of the subject . Training has failed many times because of overemphasis on teacher's knowledge of the subject . It would be a fallacy to say that the more a man knows about a subject , the better he will teach it . In fact , some trainers know too much about their subject and too little about transmitting it ; consequently , they fail as teachers.

2.7.2 Knowledge of How to Teach : Teaching is achieved through communication . Because learning depends to a great extent on the skill of the teacher , one should account for the trainer's experience in an equal manner as knowledge .Whether one uses professional trained teachers or staff and line supervisors, one should always search for somebody who is able to teach, communicate , and transmit information.

2.7.3 Willingness to teach : " Learners are not stimulated by those who are indifferent or mildly hostile to the job at hand as some who are today impressed into service " .[30] Teachers who have chosen teaching and prepared themselves for it , do want to teach . There are some people who really enjoy communication of ideas and knowledge , are satisfied while watching others grow and succeed .They find their identification in other's development . These persons are good as instructors .

30 Efferson , Carlos , A., Mc Cord , William S., and Planty , Earl G., Training Employees and Managers : For Production and Teamwork . New York : The Ronald Press Company , 1948, p.p. 50

2.8 Trainer's Dilemmas in Training

The trainer during the sessions is under pressure. His attention has to be focused on the subject to be covered and the relationships among the participants or between the participants and him . In general , three dilemmas are found in most situations will cause pressure on the trainer : [31]

2.8.1 Participants Expectations vs Trainer's Intentions

The participants get to know the trainer in the light of the former's memories of the later . The trainee interprets the teacher's behavior as a result of the pre-conception they have already formulated from the trainers. Thus , the new trainer is classified in advance . Here the trainer does not know what to do . He does not know whether to express anger , ignore the pressure , or look for some way to be closer to participants and give them a chance to understand him .

2.8.2 Consistency vs Flexibility

The different and changing needs of the trainees call for flexible behavior to be practiced by the trainer . He needs to respond rapidly and promptly to the

31 Lynton , Rolf P., and Pareek , Udai , Training for Development , Connecticut : Kumarian Press , 1978 , p. 282 - 284

various situations at hand . On the other hand , participants look for their instructor as a faultless person acting in a consistent manner . This dilemma causes a problem to participants who are denied the right to look at their trainer with security and certainty which they feel they need . As a result , the trainer is accused of favoritism and incompetence. He is quite aware of this dilemma from his past experience but this is not sufficient ; he has to act quickly . Traditionally , participants place the trainer into the position of authority and themselves into the position of dependence . They are used to such satisfaction from such relationships . But trainers have to provide opportunities to push participants to practice personal freedom and interdependence through use of the differences that exist among the participants and elaborating with others across these differences . As to the instructor , " he has to keep on developing himself and resisting the dominant pressures toward familiar authoritarian and directive patterns " [32] .

2.8.3 Individual vs Group Needs

Trainees differ in their speed of learning and interpretation of their trainer's behavior ; however , the trainer has a one action addressed to a group . He is not very sure to whom he should pay most attention , to talkers or non talkers , or to agreeable or attackers . The trainer should be aware of the satisfaction he

32 Lynton , Rolf P., and Pareek , Udai , Training for Development , Connecticut : Kumarian Press , 1978 , p. 275

finds when dealing with the bright and the dislike he feels when talking with the aggressive ; this brings his own needs to succeed and defend himself . In short, to succeed the trainer should understand everybody and act accordingly.

" I advocate that you learn basic selling skills (everyone should have them), not because you need to sell your programs so much as to learn how to think in terms of the clients needs , or at least how the client perceives those needs" [33] . The trainers should feel a sense of power and act to add and strengthen their power base , some of the sources and kinds of power are: [34]

i . Competence Power : The more the trainer understands his field , the more power he can possess . Without knowing what he is doing , he can not be viewed as helpful .

ii . Personal Power : This kind of power comes from the trainer acknowledgment of his competence in this field . It is obvious in the way trainers talk , and the confidence they show. Self-confidence is a byproduct of competence .

33 Quick , Thomas L., Training Managers So They Can Really Manage : Confessions of a Frustrated Trainer , San Francisco , Jossey - Bass , Publishers , 1991 , p. 49

34 Ibid , p.p. 50 - 51

iii . Resources Power : As long as one has something that others need and cannot get from another resource , then one has resources power . Once the trainer is capable of fulfilling certain needs , all he has to do is to broadcast these capabilities .

iv . Alliance Power : Power can be most realized through alliance . When the trainer is perceived as a person having the support of others , he is to gain more power . He has to ally with managers and colleagues because by himself he will be able to do little .

v .Professional Power : It is to build power by establishing a professional esteem . The trainer can publish , make presentations to professional groups , or be a member in professional associations . All the people who deal with such a person will soon recognize his professional power .

Trainers should not feel powerless . Clients respect , trust and believe powerful trainers , so there is no reason for them to continue without influence in the organization .

All around the world , trainers are getting rid of their traditional tools-lectures, flip charts , overheads - and replacing them with games magic , videos , and comedy . Dorothy Leeds , a New York - based trainer , opens her sessions saying " let Me Entertain You ". Today's training is entertaining for a good reason . Participation is an advantage that successful entertainment holds over

formal training . Trainers use stories , music , theater , visuals , and video because they believe the traditional learning is too linear and too left brained . Fun , however , is not used for more laughs , it is a tool of instruction , a means to an end . For this reason , unless the trainer does an excellent job , people don't make the connection . The responsibility of the trainer is to find a tie back to the real world so that the employee can make the connection . Some trainers do not have the sophistication to get the essence out of the game even if they used elaborate and expensive games. A fun approach diminishes some of the distractions that many workers feel when they take a day off because of training . If people can laugh , they will relax and they will be better able to deal with stress [35] .

2.9 Qualifications of the Training Director

The functions of the training director requires familiarity with a variety of activities and skills . Since these demands can not be met by any trainer , it is important to seek a training director who has the following qualifications:[36]

2.9.1 High level of competence : This decade has brought new training needs and , with them , new standards for the selection of a training director .Employees have to be upgraded and retained for new jobs . Since many employees have

35 Walter, Kate , " Fring on the Entertainment ", Personnel Journal July 1995 : 84 - 90

36 Efferson , Carlos A., Mc Cord , William S., and Planty , Earl G., Training Employees and Managers: For Production and Teamwork , New York : The Ronald Press Company , p. 54 - 60

never worked before, they require the equivalent years of know - how and know - why crowded in a few weeks or months. The man who sets up and manages the programs must be able to :

a. discover group training needs ; to plan new programs and revise old programs to meet these needs .

b. analyze jobs and operations , make job breakdowns for training purposes .

c. select and train trainers in methods of instruction , conference leadership , use and development of instructional aids , selection and use of films , classroom management , etc ...

d. furnish and equip classrooms , keep unit costs on training , prepare budgets .

e. publicize , sell and dramatize training , stimulate use of training service by such methods as distributing publications , brochures , and by direct contact with the available companies .

f. contact state and private educational agencies , and obtain their service when they can be useful .

g. set up a specialized library : a library that contains material related to the topics that are discussed in the training programs and that are helpful for training .

h. supervise or edit the publications

i. plan for , supervise , and administer the training department (or the training institution) .

2.9.2 Formal Training in Education : A training director must have formal training in the field of education . He should also have training experience ,he should be an excellent teacher himself and be able to develop this ability in others (other trainers) . He should be familiar , either from his college education or from his practical experience , with methods of training , educational administration curriculum development , vocational education , and trainer training .

2.9.3 Psychological Background : Training directors should have minors in psychology which is the best background for training next to education itself . Useful courses in psychology are educational psychology , psychology of learning individual differences , and personality development .

2.9.4 Work Experience : Those who combine the formal training (described above) with work experience in several fields listed below are usually well suited to organize and administer training programs :

- Personal Experience
- Promotion advertising or sales work
- Supervision administration , or business management .
- Public speaking , law , the ministry , or conference leadership .

Note that variety in work experience is highly desirable . The training director who has held several different types of positions has experienced some of the rapid occupational adaptations which a trainer must make in this routine work. The reason is that since the training director must understand the viewpoint of his trainees , who may range from salespersons to top executives , he is supposed to be open - minded for narrow - mindedness is a serious defect at this point .

2.10 The Impact of Negative Attitudes Towards Training Programs :

The attitudes of the trainees are in themselves the key factors that shape any learning process . The harsh reality is that training , especially management training , is interesting only to newly promoted supervisors and managers . They go to the training sessions with the intention to develop their knowledge and education . The reason is that training will introduce them to new ideas and concepts they did not experience before . Experienced trainees tend to degrade the value of such training . They have learned to see training as a theoretical matter far away from practice , " Well , this sounds good , but really wouldn't work on the job "[37] . A negative attitude will dominate and control the trainee's mentality , and learning won't take place .

37 Quick , Thomas L., Training Managers So They Can Really Manage : Confessions of a Frustrated Trainer , san Francisco : Jossey - Bass Publishers , 1991 , p. 69

This negative attitude may also be due to lack of motivation . Management will make of training a tool of punishment , not reward . They push their employee to hate training because it is a mean of fixing up things and not a mean of improving and developing skills and attitudes . What makes things worse is " the tendency by management to view training as a luxury expense"[38] . This attitude has been carried to the present days since the 1960's . If the organization makes money , training becomes one of the luxury items that is incurred , but when the economy turns down , it gets rid of such a cost . The employee's manager is the person who acts to shape the values of the training program . The employee looks at these programs to a great extent from the manager's perspective. The manager has to offer great support if he wants the mission to succeed . He has to take things seriously and delineate the image of training as an instrument of organization and employee progress and development .

2.11 Inadequacies of the Existing System of Training Programs :

" Although it is known that modern management concepts and techniques do exist , their use in actual operations is still not widespread ... In the interest of efficiency and effectiveness , organizations ought to realize / recognize the importance and value of Training and Development at all levels "[39] . The inadequacies of the existing training programs are related to :

38 Ibid , p.p. 174

39 Rao, N.P. Human Resource Development in Management and Administration , Delhi : B.R. Publishing Corporation , 1986 , p. 50

a- Cover Content

The aim is to deliver knowledge of behavioral sciences , analytical techniques, and quantitative subjects that can give the trainees wider concepts of practices in actual work . This , however , caused a conflict as to which subject is more important than the other because each member looks for the dominance of his subject .

b- Program Design

There is a non-stop debate about whether to teach theory or practice or whether the trainee should be prepared for his current job or long-term career . Such a design should be modified with many changes in the environment, government policy , etc.

c- Preparation of Teaching Material

The use of " very old " notes should no longer exist . Efforts should be made to produce material of current value and practice .

d- Effectiveness of the Programs

In training and Development Programs , foreign concepts and techniques should be tested before it is introduce to the local programs. This is very

important for the developing countries . A closer interaction between the training institutions and users in public and private sectors is necessary to achieve this purpose .

Other shortcomings may be that participants are afraid and usually do not discuss problems of their units or organization . They also feel subdued because of the seniors that are present in the same program . Lack of follow-up after training is another shortcoming . managers should make sure that training has actually lead to somewhere (some progress) . Finally , Training may cause conflict between trained and untrained employees . It is the responsibility of the management to prevent such a conflict .

Based on these inadequacies , one may deduce the following :

- Training programs need to be scientifically assessed .
- The programs need to be upgraded in a continuous manner .
- Practical situations should be tackled .
- The need for local design and revision of course contents is essential .
- Proper evaluation must be made .
- Teaching methodology should fit one's conditions .

To pinpoint some inadequacies and shortcomings doesn't mean to suggest uselessness of the existing training programs. It is just that these points are

uncovered to allow for a better and improved application of the training techniques and tools . Still, training has its purposes and advantages that were mentioned throughout this chapter .

2.12 The American Society for Training and Development Conference

Each year a conference is held at the ASTD (American Society for Training and Development) where many training institutions' representatives from all around the world present speeches on seminars that their firms are conducting. In 1995 , presidents of two American training firms presented on seminars that deal with critical and interesting issues .[40]

2.12.1 Booher Consultants , INC.

Booher Consultants is an international communications training and consulting firm with offices in Houston and Dallas . Workshops offered by Booher consultants include business writing , grammar skills , customer service , interpersonal skills , oral presentations , listening skills , paperwork reduction , and personal productivity . It has clients , many of whom are Fortune 500 companies including : IBM , Apple Computer , American Airlines , Exxon , and Mobil Oil . Dianna Booher , the president , is a member in the National Speakers Association (NSA) , the Authors Guld , and the ASTD .

40 Handout , ASTD Conference , 1995

2.12.2 The Myers Method , INC.

The Myers Method , INC. specializes in developing and conducting communication seminars for Fortune 500 companies throughout the U.S.A. and Puerto Rico . It designs and delivers the AT & T School of Business national training programs in written communication , business writing for managers , vocabulary power , and power spelling . In addition to AT & T , clients include AlliedSignal , American Management Association , Western Union , and Chase Manhattan Bank. Training programs for these clients are Customer Service , Interpersonal Communications, Presentation Skills , and Written Communication .

What was presented above was a literature review of the various aspects of training reported by previous researchers and authors . Chapter three will describe the research design and methodology . The main issues discussed in the interviews , the research variables included in the questionnaire , and the facilities of the statistical package used for analysis purposes will be mentioned.

CHAPTER THREE

Research Design and Methodology

3.1 The Basic Research

This research topic intends to assess the business of training institutions in Lebanon , and to examine the labor force needs for these institutions and the programs offered by them based on the training material , human experts , physical facilities and techniques they provide .

Besides , this study goes further to assess the effect these programs have on the employee's performance and on his satisfaction at work .

3.2 Sources of Information

A field survey has been conducted to both attain the objectives of this study and to test the hypotheses proposed in chapter one . Two research instruments were used : questionnaires and interviews . Concerning questionnaires , they were used to gather information from the labor force (the trainees) at all the organizational levels and in the various economic sectors of the Lebanese market . A close attention was paid at this level to achieve diversification by choosing numerous industries . The interviews were made with eight private training institutions in Lebanon in order to collect data about the business in general , the different programs they have , and the future prospects of the business .

3.3 Survey Design

3.3.1 Questionnaire

The questionnaire was used to collect data from the managers and employees regardless of whether they sat for training institutions or not so as to be able to differentiate between the labor force who sat for and those who did not sit for these sessions in matters concerning job performance , and job satisfaction and attitude .

This instrument included six parts : It contained twelve questions on demographic variables , seventeen questions on the respondent's viewpoint of training, seventeen questions on the special aspects of training conducted to the human resources , twelve questions on identifying the pros and cons of the private training institutions in Lebanon , twelve questions on the respondent's job performance , and finally , eleven questions on the respondent's job satisfaction .

One hundred - fifty questionnaires were distributed . Ninty One questionnaires were filled and returned , that is about 60% of the total questionnaires distributed . There was no random sampling technique to be applied , however , since the labor force sampled belong to a wide variety of organization of different industries, the sample chosen seems to reflect a clear image of the available attitudes , behavior and beliefs .

3.3.2 Interview

The interviews made with the trainers or the supervisors and coordinators at the training institutions in Lebanon are intended to understand what they offer and what is available concerning the quality of training programs , and their purposes and results .

The main issues discussed in the interviews were as following :

a- The philosophy and mission of the training institution .

b- The communication between the trainee's company and the training institution.

c- The most effective techniques used in training .

d- The selection and updating of the training material .

e- The evaluation procedure used .

f- The qualifications of good trainers.

g- The purposes and results of training .

h- The differences in interaction among different employees with the trainers.

i- The reasons behind some trainees not changing their behaviors after they are back to work .

j- The performing of consultation services besides training .

k- The existence of competition in the training and development field.

l- The future of training institutions in Lebanon .

m- The responsibilities of the training director .

n- The physical facilities used by the training institutions in Lebanon .

3.4 Research Variables :

The research variables of which the questionnaire is made up of are six. The factors that influence employee's job satisfaction and performance are chosen based on their perceived importance in the organizational context as was presented by previous research.

3.4.1. Demographic Variables :

Single item questions are used to ascertain respondents' gender , age , level of education , and advocational area and level . The functional divisions that are used are made up of eight categories : Accounting , Finance , Marketing , Sales , Production , Personnel, General Manager , and Others . The managerial / Non-managerial levels listed consist of : Top management level , Middle management level , Operational management level , supervisory level, Technical level , and Others . Also , the respondent is asked to indicate the number of employees at his company .

Finally , there exist five single questions where the respondent has to mention whether an HRD department is available at his company , and whether he has sat for training conducted by the HRD department , private training institutions , or both .

3.4.2. Employee's / Manager's Viewpoint of Training :

This measure reflects the need for training as a source of updating employees' skills and / or knowledge . Twelve statements deal with the employee's belief concerning the contribution of training and training sessions to their career success . The respondents are expected to indicate whether any of the twelve statements is viewed as important or not (in the form of likert scale).

Also , individual questions are asked about the qualifications of successful trainers , the purposes of training , the frequency of training , and others where the respondent has to rank in order of importance , or make a choice of the alternatives available .

3.4.3. Special Aspects of Training Conducted to the Human Resources at the Respondent's Company :

This factor attempts to determine the actual results of training . The dimensions of this variable are absenteeism , labor turnover , waste and spoilage , morale , grievances , communication and others . Also , other issues concerning the differences between professional and non-professional trainer's, the differences in interacting with the training sessions between the old and the new employees , and the cost of hiring private training institutions are included . There are fourteen statements ,and the respondent has to answer using a likert scale varying from (1) strongly agree to (5) strongly disagree .

Moreover , two-single statements are used . In the first statement , the respondent is required to choose among the training techniques that he finds effective . The respondent is expected to answer whether he prefers the Lecture, Conference/Discussion, Audiovisual, Programmed Instructions (Computers) technique, or any other technique . More than one choice is applicable . In the second statement , he is asked to select the qualifications he finds necessary for good trainers. Finally , the respondent is asked to rank in terms of importance six factors that shape the success of training . The dimensions here were the trainer's qualification , employee's attitudes , training techniques , management support , trainee's position , and subject content .

3.4.4. The Pros and Cons of Private Training Institutions :

This measure attempts to show the advantages and shortcomings of training by private training institutions in Lebanon . The dimensions used here are based on N.P. Rao findings that he explained in his book Human Resources Development in Management and Administration and were mentioned in chapter two , section 2.11 . These dimensions are the scientific assessment of training course content updating , practical vs theoretical aspects of training , and others . It is made up of twelve statements , and the respondent has to indicate his response according to a likert scale varying from (1) Never to (5) Always .

3.4.5. Job Performance :

This variable is based on twelve statements . These statements explored issues about job requirements, employee's skills and knowledge , level of preciseness, the ability to make sound decisions, completion of difficult assignments , producing satisfactory quantity of work, accuracy in work , and adjusting to new work situations . The scale used is like the previous ones, likert scale ,ranging from (1) strongly disagree to (5) strongly agree.

3.4.6. Job and Career Attitudes :

Respondents were asked about their satisfaction at their work. They responded by indicating their agreement and disagreement with the proposed statements. The scale included dimensions such as satisfaction with career success , promotion , pay level , status , and progress achieved . The respondent has also to indicate whether or not he felt in need to change his job and whether or not he felt detached from his job . The statements are eleven in number , and the scale is a likert scale moving from (1) strongly disagree to (5) strongly agree .

3.5 **Data Analysis :**

The questionnaires are input to the computer for analysis purposes . The statistical analysis made is based on the facilities of the statistical package SPSS (Statistical Package for Social Sciences) using frequencies , One-Way ANOVA , crosstabulation, correlation facilities, and regression analysis. The objectives are to test the following hypotheses :

1- There is a positive correlation between training efforts done by training institutions and the labor force performance .

2- The approach followed by these institutions is the most effective .

In addition , analysis of objectives of this study is to be done in order to assess the market need for private training institutions , the interaction between the workforce and the offered programs .

As to the interviews , they will be used for a mere descriptive analysis in order to support and make more sound analysis and deduction of the results of the questionnaires . In addition , what we expect to get from the interviews is a description of the status quo of the business of training institutions in Lebanon, and of its future .

After discussing the whole matters concerned with the design and methodology of this research , the sources of information , survey design , research variables, and data analysis , things are now ready to list the findings and to evaluate them in terms of the tested hypotheses and the intended purposes . All this stuff will be taken care of in the next chapter , chapter four.

CHAPTER FOUR

Research Findings

4.1 An Overview Related to the Lebanese Private Training Firms

The private training firms in Lebanon are available in the market each with a different market share . However , in this study only eight training firms were chosen as a sample . The firms are : Brainpower , LMA (Lebanese Management Association), Team International , Management Plus , IMTI (International Management and Training Institute) - a division of YMCA - Starmanship , AMACON (Associated Management Consultant) , and J. Chamachian Management Consultant . This sample combines the new and old , and the well - known and not very much known so that it would be a real representative of all the training institutions in Lebanon.

4.1.1 Philosophy and Mission

The philosophy and mission of the private training institutions in Lebanon do not vary from one firm to another . They all seem to have the same vision . As to the philosophy , it can be stated as follows :

> Continuing Education is nonstop in the sense that there is no end to providing new knowledge and skills to employees and managers .

The philosophy implies that these training institutions believe in training as a nonstop process, and that they are found to teach people skills and knowledge which they cannot learn in universities.

As to the mission , it can be summarized as follows :

> To provide training and development for business and social communities in Lebanon and the Middle East region so that people's skills and knowledge are always upgraded.

This mission is also common among all the sample of training firms in this research as it is the whole mission and the big job of any training institution is to develop its trainees' skills , behavior , attitude , and knowledge. Note that only Brainpower and Team International are aiming the Arab World, and Team International is located in fourteen Arab countries.

4.1.2. The Training Programs' Categories

The Lebanese training institutions are involved in three main categories of training programs which are :

1- In-House Training : Training , here , is specific to the needs of a company . The training firm will set up (design) the training program necessary for this particular company . The period of in-house training is usually three to five days .

2- Public Training : The training firm has its own programs which are open to company interested to send its employees . Here , the program may include trainees of different companies . Its period is also three to five days .

3- Seminar : This kind of training is directed towards the middle and upper level management. Usually not more than two managers of each company attend the seminar . The training company does not financially benefit from a seminar ; however , it is a way of publicizing for other training programs since the managers who attend may , if satisfied with what the seminar offered , send employees of their companies to receive in-house or public training . The seminar period is usually three days .

4.1.3. The Programs Offered

There exist a variety of programs offered by the private training institutions in Lebanon . These programs cover topics related to :

* Management and Supervision .
* Human Resources .
* Specialized Management Skills .
* Managing the Finance and Accounting Department .
* Marketing for Results .
* ISO 9000
* Delivering Winning Presentations .
* Secretarial Skills .
* Customer Services .

However , the programs that are facing the greatest demand are four related to managerial skills , behavioral skills , secretarial skills , and improving customer services . The training firms that offer these programs are mainly LMA, Management Plus, Brainpower, and Team International.[42]

1- Supervisory and Management Development : This program is designed for senior supervisors including section heads and superintendents who have recently been promoted to middle management . The objectives of this program are to make the participants able to enhance their development by looking deeply into the supervisory functions and responsibilities , and to provide the opportunity for them to improve supervisory performance through creating and awareness of the skills and attitudes required by the successful supervisor in order to maximize his effectiveness in exercising his authority and fulfilling his responsibilities . The subjects that are included in this program are :

- Supervisory and leadership style in the Arab world .
- Motivation and Management of people .
- Problem-solving and decision - making skills.
- Planning and controlling.
- Management of conflict .
- Interviewing skills .
- Policy enforcement .

[42] Brochure: LMA, Management Plus, Team International.

2- Leadership and Behavioral Skills : This program is directed towards the senior supervisors and middle managers. It will help the trainees identify and practice skills necessary to be effective managerial leaders , analyze the communication barriers at both interpersonal and departmental levels and know how to overcome them , and acknowledge and understand team building. The program will cover lots of subjects related to :

- Effective presentations .
- Interpersonal communication skills .
- Resolving conflict and building teams .
- Applying the principles in practical work situations .
- Preparing for , conducting , and participating in meetings .

3- Secretarial Skills : This is designed for secretaries , receptionists , and those involved in clerical and administrative functions. At the end of the course participants are expected to be able to look deeper into secretarial functions and responsibilities , and to make skills and attitudes required by a successful secretary .

Subjects covered are :

- Role of the secretary .
- Handling the mail and efficiency of filing systems .
- Working in teams .
- Management of time .
- Modern commercial office functions .

4- Improving Customer Services : It is a program for all managers and supervisors whose duties deal with serving customers. The objectives of this program are to recognize basic behavioral patterns , identify areas of weakness in customer care and service , develop improvements to overcome problem areas in customer care and service , and finally to initiate a plan to increase customer awareness among company employees . As to the program outline , subjects will include :

- Evaluating the role of the organization in its relation with the customers .
- The image and reputation of the organization as perceived by the customers .
- Identifying customer needs .
- Developing awareness of the importance of customers among the organization employees .
- Communication as a basic tool in customer service .
- Analysis of interactive relations with different types of customers .
- Solving the problems of customers .
- Improving customer relations skills .

4.1.4 The Training Techniques Used:

The training methodology used by the Lebanese training institutions of Lebanon are similar to that used in the U.S.A. and the U.K. . Training activities are covered , as applicable , by Lectures (Briefing Sessions), Individual Exercises , Group Work , Case Studies , Role - Plays , Multimedia , Video Presentation, and Simulation. Table 4.1 summarizes the training techniques used by each training firm in the sample .

Table 4.1 : Training Techniques

	LMA	Bp	AMACON	J. CH.	TEAM	STRM	MGT+	IMTI
Lectures	*	*	*	*	*	*	*	*
Group Work	*	*	*	*	*	*	*	*
Case Studies	*	*			*		*	*
Role Plays	*	*	*	*	*		*	*
Multimedia						*		
Video Presentation	*	*	*	*	*	*	*	*
Vestibule Training								
Simulation								
Programmed Learning								

4.1.5. The Training Instruments Used

The training instruments used are common among all the training firms. These instruments are Overhead Projector , Slide Projector , Flip Charts , Films and Videos . Only three training institutions have lately introduced training through computers. Starmanship uses multimedia in training , Brainpower projects presentations on a hundred-inch screen through computers , and has a link-up with the satellite in order to be able to present on - line from the U.S.A., and Team International uses Data Show through computers . This is interactive in the sense that a participant can ask trainers questions and they can answer.

Table 4.2 indicates the training facilities and instruments used by the Lebanese training institutions included in the sample of the research .

Table 4.2 : Training Instruments

	LMA	Bp	AMACON	J. CH.	TEAM	STRM	MGT+	IMTI
Floor space	*	*	*	*	*	*	*	*
Tables and chairs	*	*	*	*	*	*	*	*
Front projection screen	*	*	*	*	*	*	*	*
Rear projection screen								
Dual-image slide projection system			*		*		*	*
Long-range opaque projector								
Stop-frame 16m.m. movie projector								
Hard copy display boards								
Micro computers with accessories		*			*	*		
Video disk training accessories	*	*	*	*	*	*	*	*
High-powered video projector		*		*	*			
Video cameras and recorders	*	*	*	*	*		*	*
Electronic teletraining blackboard		*			*	*		
Satellite linkup system		*						
Overhead projector	*	*	*	*	*	*	*	*
Flip charts	*	*	*	*	*	*	*	*

4.1.6. Evaluation Procedure Followed

The evaluation procedure followed differs among the existing training firms in Lebanon (Table 4.3) . Out of the eight firms included in the sample , six firms distribute questionnaires to the participants at the end of the training session . The participants are asked to fill a questionnaire, and then a tabulation is made to see where the training firm can correct. These firms are LMA , J. Chamachian Consultant , Team , Brainpower , IMTI , and Management Plus . Only one firm , AMACON , does a test before the training program in the case of in-house training related to the material that is going to be explained to find out who really needs training . No test is done in the case of public training . However , Brainpower tests participants before and after (pre-and post-evaluation test) to watch for any development attained . As concerns

Starmanship , it is concerned with only in-house training for all the employees of different layers of the organization , and no evaluation is done . It is worth mentioning that J. Chamachian Consultant , Management Plus , and IMTI depend also on observation to evaluate the trainees' reaction . During the sessions, an observer - who is in many times the training director - watches the faces of the trainees and how they react with the trainer . Finally , all the firms use the follow-up with the trainee's company . That is , after two months , the training director contacts the trainees' direct manager who in turn evaluates the progress achieved by his employees .

Table 4.3 : Evaluation Procedures

	LMA	Bp	AMACON	J. CH.	TEAM	STRM	MGT+	IMTI
Questionnaire	*	*		*	*			
Pre-evaluation test		*	*					
Post-evaluation test		*						
Follow up	*	*	*	*	*	*	*	*
Observation		*					*	*

4.1.7 Training Directors and Trainers

It is inevitable that any training firm should have its own training director . Here in Lebanon , there are many cases in which the training directors are themselves the owners of the training firm - especially in the case of small size training firms- like , Management Plus , ANACON , J. Chamachian Consultants , and Starmanship . As to the trainers , they are mainly part-time trainers except when the training director himself is leading the training session . There is one firm, Brainpower, which depends on trainers conducting

training through a link-up satellite, live from the U.S.A. Also, Team International sometimes brings trainers from the Arab countries. It is quite difficult to determine the number of employees of a training firm . In such businesses , the trainer is only hired to deliver a material related to his original field of work . For example , in the case of a seminar related to financial management , a financial manager may be asked to conduct training . Generally speaking , a training firm may be having a very much greater number of part-time trainers than its actual full-time employees .

Having shed some light on the business of training in Lebanon and the way in which it is practiced , it is now time to move to the labor force , who are the main respondents of the research , to study their interaction with these private training firms .

4.2. Profile of Respondents

Concerning the questionnaire analysis , the size of the sample is 91 employees, as mentioned in chapter three , and the respondents included in the study form 60 % response rate . The employees belong to different functional areas (Accounting , Finance , Marketing , Sales , Production , Personnel , General Management , and others) . They also belong to different managerial / non-managerial levels (top management level , middle management level ,operational management level , supervisory level , technical level , and others) and work in various natures of company's business (manufacturing ,services, merchandising , educational , financial , and others).

Concerning the employees' general characteristics , of the 91 respondents , 52.7 % are Male and 47.3 % are Female . As to their educational level, 12.1% are high school graduates , 49.4 % has Bachelor's degrees , 28.6 % has graduate degrees , and 9.9 % has technical (B.T. and T.S.) degrees and some college degrees . The ages of the respondents range between 20 and 62 years where the average age is found to be 31.462 , almost 32 years . All these characteristics with the number of employees at each company and the percentages of employees who have sat for training by training institutions and HRD department appear in Table 4.4 which presents the profile of respondents .

Table 4.4 : Profile of Respondents

Characteristics	**Range**	**Percentage**
User Characteristics		
*** Age**	**20 - 29**	**56.0**
	30 - 39	**25.3**
	40 - 49	**12.1**
	50 and above	**6.6**
Mean = 31.462	**Median = 27.000**	**Mode = 26.000**
*** Gender**	**Male**	**52.7**
	Female	**47.3**

* Education	High School	12.1
	B.S. Degree	49.4
	Graduate Degree	28.6
	Others (B.T. , T.S. , some college)	9.9
Job Characteristics		
* Area	Accounting	1.1
	Finance	16.5
	Marketing	11.0
	Sales	11.0
	Production	1.1
	Personnel	7.7
	General Manager	3.2
	Others	48.4
* Job Level	Top management level	7.7
	Middle management level	18.7
	Operational management level	23.1
	Supervisory level	25.2
	Technical level	17.6
	Others	7.7

Organizational Characteristics		
* Business Nature	Manufacturing	5.5
	Services	24.2
	Merchandising	8.8
	Educational	15.3
	Financial	18.7
	Others	27.5
*Number of Employees	1 - 10	7.7
	11 - 30	12.1
	31 - 50	6.6
	51 - 100	15.4
	Above 100	58.2
Training Characteristics		
* Training by the HRD Department	0	47.3
	1	52.7
*Training by a Training Institution	0	20.9
	1	79.1
* Training done only by a Training Institution	0	70.3
	1	29.7
* Training Done consistently by a Training Institution	0	80.2
	1	19.8

As concerns the interviews , eight were conducted with the training directors of the training firms visited . Profile of respondents appears in Table 4.5

Table 4.5 : Profile of Respondents

Institution Name	Number of Employees*	Year of Establishment
LMA	3	1960
J. Chamachian Management Consultant	3	1971
Team International	100	1975
AMACON	4	1976
Brainpower	30	1981
IMTI	7	1987
Management Plus	6	1993
Starmanship	5	1996

* The number of employees listed does not represent the trainers in each firm since trainers conduct training on a part-time basis .

4.3 Assessment of Interaction with Training

To test differences in interaction with training among employees , a chi-square test was conducted . Besides , variability in interaction with training according to demographic variables was also tested across age , organizational level , business nature , level of education , etc ... In the chi-square test of independence, the hypothesis that two variables are independent of each other is tested . If the probability , which is the observed significant level is less than .05 , then the hypothesis is rejected .

4.3.1. Training at the HRD Department

In Table 4.6, a Chi-Square test was conducted to measure any difference in interaction with training done at the HRD Department .

Table 4.6 : Crosstabulation of TR by Training at the HRD Department

Crosstabulation : TR By TRHRDEPT				
Chi-square	**D.F.**	**Significance**	**Min E.F.**	**Cells with E.F. < 5**
17.76185	14	.2178	.473	20 OF 30 (66.7%)

The variables used are TR (representing interaction with training) and TRHRDEPT (representing training by the HRD dept.). The chi-square is 17.76185 and the observed significance is .2178 . At a significance level of .05, the observed significance level , .2178 is greater than .05 implying that the two variables , TR and TRHRDEPT are independent , and the hypothesis is not rejected .

This might be a sign that the HRD department is incapable of providing sound and beneficial training sessions to trainees so that they would really appreciate the meaning and importance of training . The result might also mean that both groups (those who are trained by the HRD department and those who are not) do regard training as important and vital .

4.3.2 Training by Private Training Institutions

A chi-square test was also performed to assess the interaction with training by employees who sat for training by only private training firms (OTRSTI). The results are shown in Table 4.7 .

Table 4.7 : Crosstalulation of TR By OTRSTI

Crosstabulation: TR By OTRSTI				
Chi-square	**D.F.**	**Significance**	**Min E.F.**	**Cells with E.F. < 5**
12.06148	**14**	**.3014**	**.297**	**24 of 30 (80.0%)**

Since the observed significance level is greater than .05 (.6015 >.05) , this means that the two variables are independent , and the hypothesis is not rejected . Such a result can be attributed to various reasons that will be discussed later in the chapter while analyzing the pros and cons of private training institutions in Lebanon .

4.3.3 Variability in Interaction According to Demographic Variables

The same test of independence between each of the demographic variables and the variable TR didn't lead to rejection of the hypothesis that the two variables are independent except for the demographic variable LEC (level of education completed) as shown in Table 4.8 .

Table 4.8 : Crosstabulation of TR By LEC

Crosstabulation : TR By LEC				
Chi-square	**D.F.**	**Significance**	**Min E.F.**	**Cells with E.F. < 5**
61.53659	**42**	**.0262**	**.099**	**55 of 60 (91.7%)**

The observed significance level is less than .05 (.0262 < .05) meaning that the hypothesis is rejected and the two variables are not independent . This may be due to the fact that the higher the level of education of the trainee , the more he interacts and understands the importance and benefits of training .

An important issue to be mentioned here is the Age demographic variable. Interviews made with the training firms show that there is really no difference in interaction based upon age , however , young trainees at their twenties , thirties , and even forties are easier to deal with them than older employees . They are more flexible and more easily convinced whereas older employees do not give up and are never convinced by anything they do not believe in .

4.3.4 Preference of Training by Training Institutions over that by the HRD Department

The respondents' view of the importance of training conducted by private training institutions is tested using a One-Way analysis of variance . Using a

One-Way ANOVA , the observed significance level is tested by comparing the F probability with the significance level .05 . If F probability is less than .05 , then there are significant differences between the means of the variables and the hypothesis is rejected. If not , then the means are equal .

In Table 4.9 , the variable TR7 represents the importance of private training institutions although the HRD department is available , and the variable TRHRDEPT represents training done by the HRD department .

Table 4.9 : One-Way ANOVA : TR7 By TRHRDEPT

Source	Degree of freedom	Sum of squares	Mean squares	F Ratio	F Probability
Between groups	1	11.0555	11.0555	8.7423	.0040
Within Groups	89	112.5489	1.2646		
Total	90	123.6044			

Since in this case F probability is equal to .0040 , which is less than .05 , then there exist significant differences in the respondents' view of the importance of training institutions between the two above mentioned groups of training represented by the variable TRHRDEPT . In short , what Table 4.9 indicates is that employees who have been trained by the HRD department at their company do feel that private training institutions are important because they offer things the HRD department may not provide such as professional trainers and physical facilities ; however , those who have not sat for training done by the HRD department of their company view training institutions as unimportant when the HRD department is conducting training .

Also , Table 4.10 reveals that there exists significant difference between employees who went through training experience by only private training institutions and those who did not .

Table 4.10 : One - Way ANOVA: TR 7 By OTRSTI

Source	Degree of freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	1	11.5043	11.5043	9.1336	.0033
Within Groups	89	112.1001	1.2596		
Total	90	123.6044			

F probability is less than .05 (.0033 < .05) , this implies that there are significant differences in the employees' view of training between the two groups of trainees . Most probably employees who have only sat for training done by private training institutions do believe that these institutions are not a must and are unimportant if an HRD department is doing its training job properly ; however , employees who have a mixed experience do find training institutions as more effective , and consequently as important .

4.3.5 Assessment of Interaction Based on the Training Results Achieved

Generally speaking , the more measurable results achieved by training , the more important the trainee regards training to be . The variable TCHR that appears in Table 4.11 represents the mean of the results that might be attained through training .

Table 4.11 : One - Way ANOVA : TR By TCHR

Source	Degree of freedom	Sum of squares	Mean squares	F Ratio	F Probability
Between groups	4	6.5794	1.6448	5.6436	.0004
Within Groups	86	25.0650	.2915		
Total	90	31.6443			

Because F probability is < .05 (.0004 < .05) , the hypothesis is rejected and there are significant difference in the interaction with training among the various results achieved . The findings seem to be logical . Employees who regard training to be a source of improvement are more expected to view training as important .

4.4 Variations Related to the Organizational Level and Nature of Company's Business of the Respondents

It is obvious from Table 4.12 that the highest percentage of respondents sitting for training institutions belong to the supervisory level at a percentage of 100% .

Table 4.12 : Crosstabulation of TRSTI By MGLEVEL

Crosstabulation : TRSTI By MGLEVEL								
MGLEVEL	Count	1	2	3	4	5	6	Row
TRSTI	Col PCT							Total
	0	1	4	5		5	4	19
		14.3	23.5	23.8		31.3	57.1	20.9
	1	6	13	16	23	11	3	72
		85.7	76.5	76.2	100.0	68.8	42.9	79.1
	Column	7	17	21	23	16	7	91
	Total	7.7	18.7	23.1	25.2	17.6	7.7	100.0

Chi-square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
13.049185	5	.0229	1.462	6 of 12 (50.0%)

This percentage goes hand in hand with the results of the interviews which indicate that the Lebanese companies are concentrating on training and developing the employees at the supervisory level . However , the same table demonstrates that the percentage of top level management undergoing training experience by private training institutions is higher than that of middle and operational level management (85.7 % VS 76.5 % and 76.2 %) which

contradicts the indications of the training directors being interviewed as their training sessions include less people from top level than middle and operational level management .

As concerns the nature of the companies' businesses , Table 4.13 shows that companies dealing with merchandising and education do care to bring outside trainers for their trainees (100 %) . On the other hand , companies dealing with financial activities have the lowest percentage (41.2 %)

Table 4.13 : Crosstabulation of TRSTI By NCB

Crosstabulation : TRSTI By NCB								
NCS TRSTI	Count / Col PCT	1	2	3	4	5	6	Row Total
	0	1	3			10	5	19
		20.0	13.6			58.8	20.0	20.9
	1	4	19	8	14	7	20	72
		80.0	86.4	100.0	100.0	41.2	80.0	79.1
	Column	5	22	8	14	17	25	91
	Total	5.5	24.2	8.8	15.3	18.7	27.5	100.0

Chi-square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
21.33454	5	.0007	1.044	6 of 12 (50.0)

The most probable reason behind this percentage is that training institutions in Lebanon do offer programs related mostly to management and marketing issues with very few and non-regular programs dealing with finance . They are really not concerned about designing programs in finance and training specialists in this field to deliver such subjects .

4.5 Factors Affecting the Quality of Training

The quality of training is shaped by numerous factors which considered to be the essence of any successful training program . The effective utilization of all the factors is a must since non of them can be ignored without jeopardizing the whole process . Trainers , training techniques , training tools , and the subject content are all to be combined and interwined to determine the training results .

4.5.1 Characteristics of Good Trainers

The good trainer should possess various qualifications to be able to deliver the subject and transmit it to his trainees . He is expected to have the education , the practical experience in the field of the subject he is talking about , the ability to communicate with others so that the message is entirely received by the participants , and the knowledge about the assigned subject . Table 4.14 shows the frequency of each of these qualifications

Table 4.14 : Characteristics of Good Trainers

Qualification	Value	Frequency	Percentage	Cumulative Percentage
* Education	1	14	15.4	15.4
	2	20	22.0	37.4
	3	23	25.2	62.6
	4	34	37.4	100.0
* Experience	1	15	16.5	16.5
	2	21	23.1	39.6
	3	38	41.7	81.3
	4	17	18.7	100.0
*Communication ability	1	33	36.3	36.3
	2	25	27.4	63.7
	3	15	16.5	80.2
	4	18	19.8	100.0
* Knowledge of subject	1	29	31.9	31.9
	2	25	27.5	60.4
	3	15	16.4	75.8
	4	22	24.2	100.0

The value item represents the different ranks assigned to each characteristic . Since there are four characteristics , the value item might vary from 1 to 4 . For example, value 1 means that the mentioned characteristic is considered to be the most important for well qualified trainer ; whereas , value 4 means that the characteristic is the least important. As could be noticed , Education has the highest percentage (37.4%) at the value 4 . Experience has got the highest percentage (41.7%) at the value 3 . Both Communication ability and knowledge of the subject have the highest percentages at value 1 (36.3% and 31.9% respectively) . Table 4.15 summarizes the results .

Table 4.15 : Qualifications of Good Trainers

Rank	Qualification
1	Knowledge of the subject - Communication ability
2	--
3	Experience
4	Education

Also , the results are emphasized in Table 4.16 . The respondents are asked whether they regard a trainer to be qualified on the basis of his knowledge of the subject , knowledge of how to teach , willingness to teach , or other qualifications (more than one choice was applicable) .

Table 4.16: Trainer Characteristics

Characteristics	Value	Frequency	Percentage	Cumulative Percentage
* Knowledge of the subject	0	16	17.6	17.6
	1	75	82.4	100.0
* Knowledge of how to teach	0	44	48.4	48.4
	1	47	51.6	100.0
* Willingness to teach	0	60	65.9	65.9
	1	31	34.1	100.0
*Other	0	88	96.7	96.7
	1	3	3.3	100.0

Each of the characteristics has two values 0 and 1 . Value 0 means that the respondents did not choose the listed factor as a basis for a qualified trainer .

Value 1 means that the listed factor was chosen .As it is shown , knowledge of the subject and knowledge of how to teach have the highest percentages (82.4% and 51.6% respectively) which means that the respondents believe in the importance and necessity of these two factors .

This is quite logical since without the trainer's knowledge of the subject and of how to teach it , all the other factors such as education and experience are useless . The trainer is expected to master the subject he delivers and to know how to transmit the message to others , else training won't take place .

The training directors being interviewed regard the above mentioned qualifications as equally important and interrelated . They also believe that a trainer should possess an entertainment dimension by throwing jokes from one time to another so that participants do not get bored .

4.5.2 Responsibilities of the Training Director

The training director of a training firm in Lebanon has different responsibilities . He is the one who represents the firm infront of the public and the trainee's companies . The training director is responsible to establish public relations with the various organizations and companies in the country since the business of training does not depend on commercial advertisements , but on personal contacts with top executives and owners of businesses . Besides , he is responsible for assigning the regular training programs assisted

by a committee of trainers that he supervises . The training director also supervises the distribution of the brochures to the clients . Other responsibilities of the training director are :

a- Selecting the trainer to deliver the subject . Trainers perform training on a part-time basis and have their own full-time jobs as managers , CEOs in other companies , or professors in universities. So the training director himself has to prepare with the trainer the timing of the training sessions , the subject content , and the training techniques to be used .

b- Evaluation : The training director has to analyze the evaluation questionnaires filled by the trainees concerning the trainers , the subject content of the program , and the trainees progress in order to avoid any present mistake in the future .

c- Coordination : He is the liaison between the training firm and the trainee's company . He follows-up with the trainee's direct supervisor for any development and improvement realized by the trainee .

4.5.3 The Effective Training Techniques Used

The training techniques , as was mentioned previously , are many . However , their degrees of effectiveness vary . Trainers might use Lectures , Conference / Discussion , Audiovisuals , Programmed Instructions(Computers) , and other techniques(Role Play, Case Studies...) . Table 4.17 shows the frequency of

each of these techniques as reported by the respondents . Note that more than one choice was applicable .

Table 4.17 : Training Techniques

Training Technique	Value	Frequency	Percentage	Cumulative Percentage
* Lecture	0	71	78.0	87.0
	1	20	22.0	100.0
*Conference / Discussion	0	37	40.7	40.7
	1	54	59.3	100.0
* Audiovisual	0	48	52.7	52.7
	1	43	47.3	100.0
* Programmed Instruction (computer)	0	72	79.1	79.1
	1	19	20.9	100.0
* Others	0	84	92.3	92.3
	1	7	7.7	100.0

Out of the 91 questionnaires , lecture is selected 20 times (22%) , Conference/ discussion 54 times (59.3%) , Audiovisual technique 43 times (47.3%) , Programmed instruction (computer) techniques 19 times (20.9%) , and others 7 times (7.7%) . Such results are logical to an extent . Trainees prefer conferences and discussions because they enhance human interaction and self expression which have a positive impact on the employee attitude ; hence , a better performance . Also , audiovisual methods assist in the visualization of situations and problems. However , it seems that trainees do not find the

Programmed Instructions method as effective although the average age of respondents is about 31 years which means that they are expected to be interested in getting exposed to such an innovative technique . This might be attributed to the fact that training institutions themselves haven't yet made an effective use of training through computers .

4.5.4 The Dimensions of Training Success

Training success is shaped by various factors . Trainers should be well qualified , the training techniques are expected to be effective , the subject content should be updated , and the upper level management has to a great extent support the whole process . Table 4.18 explains how the respondents ranked these factors

Table 4.18 : Training Dimensions

Training Dimensions	Value	Frequency	Percentage	Cumulative Percentage
*Trainer's qualifications	1	28	30.8	30.8
	2	22	24.1	54.9
	3	16	17.6	72.5
	4	12	13.2	85.7
	5	5	5.5	91.2
	6	8	8.8	100.0
* Employee's attitudes	1	9	9.9	9.9
	2	19	29.0	30.8
	3	10	11.0	41.8
	4	20	21.9	63.7
	5	20	22.0	85.7
	6	13	14.3	100.0

* Training techniques	1	14	15.4	15.4
	2	16	17.6	33.0
	3	29	31.8	64.8
	4	19	20.9	85.7
	5	11	12.1	97.8
	6	2	2.2	100.0
* Management support	1	19	20.9	20.9
	2	18	19.8	40.7
	3	14	15.3	56.0
	4	19	20.9	76.9
	5	11	12.1	89.0
	6	10	11.0	100.0
* Trainee's Position	1	2	2.2	6.6
	2	8	4.4	16.5
	3	9	9.9	25.3
	4	8	8.8	50.5
	5	23	25.2	50.5
	6	45	49.5	100.0
Subject content	1	19	20.9	20.9
	2	12	13.2	34.1
	3	13	14.3	48.4
	4	13	14.2	62.6
	5	21	23.1	85.7
	6	13	14.3	100.0

The value item represents the different ranks assigned to each factor . Since there are six factors , the value item might vary from 1 to 6 . Value 1 means that the factor is considered to be the most essential for training success ; whereas , value 6 means that the factor is the least essential .The results demonstrate that Management support and Trainer's qualifications are the most important factors that shape the training success with percentages of 30.8% and 20.9% respectively and a value of 1 . However , another value has

been reported for Management support with the same percentage ; a value of 4. Employee's attitudes factor reported a value of 5 . Training techniques has been assigned a value of 3 . Trainee's position has got a value of 6 . Finally subject content has got a value of 5 . Table 4.19 summarizes the results .

Table 4.19 : Training Dimensions

Value	Percentage	Dimension
1	30.8% - 20.9%	Trainer's qualification - Management Support
2	----	-----
3	31.8%	Training techniques
4	20.9%	Management Support
5	22.0%	Employee's attitudes - Subject content
6	49.5%	Trainee's position

The results can be justified as follows . Management support forms at any time the incentive for the employees to be involved in any important activity . Also , for training to be effective , a trainer should be well equipped and should have the mental requirements and needed skills to conduct a training session ; otherwise , the whole process is a time - wasting process . There are also the training techniques , the material to be delivered , and the employee's positive attitudes which are all the actual instruments in the hands of the trainer in order to formulate a fruitful session . However , the trainee's position comes in the last place because it does not really matter the position if the material is prepared for that specific employees and is designed to suit his mental capabilities .

4.6 The Purposes of Training

There are various purposes behind training . Certain companies train their people in order to improve their performance and update their skills . Other companies are only interested to motivate their employees . These companies believe that if their human resources were sent to undergo training , they would perceive this act as a sign of care for their development ; hence , these employees would be more and more motivated to work . Also , some organizations aim at preparing employees to promotion ; thus , they train them to be well-qualified for the new expected position . Still , when an employee is newly oriented , training most of the times is a necessary step .

The respondents of the questionnaire were requested to choose among many training purposes , and most of the times they managed to select more than one alternative . Table 4.20 lists the result of this question .

Table 4.20 : Training Purposes

Purpose	Value	Frequency	Percentage	Cumulative Percentage
* Performance improvement	0	29	31.9	31.9
	1	62	68.1	100.0
* Employee's motivation	0	51	56.0	56.0
	1	40	44.0	100.0

*** Skills updating**	**0**	**28**	**30.8**	**30.8**
	1	**63**	**69.2**	**100.0**
*** Promotion preparation**	**0**	**74**	**81.3**	**81.3**
	1	**17**	**18.7**	**100.0**
*** New employee orientation**	**0**	**67**	**73.6**	**73.6**
	1	**24**	**26.4**	**100.0**
***Other**	**0**	**87**	**95.6**	**95.6**
	1	**4**	**4.4**	**100.0**

Each of the purposes has two values 0 and 1 . Value 0 means that the respondents did not choose the listed purpose . Value 1 means that the mentioned purpose was chosen . As it is listed, the main purpose of training appears to be Skills updating with a percentage of 69.6 % . Performance improvement has also a very close percentage of 68.1% . Employee's motivation has a selection percentage of 44%, Promotion preparation 18.7% , New employee orientation 26.4% ,and finally other purposes (such as all of the above mentioned purposes , none of the above , or employee's development) 4.4% . It is normal that Skills updating and Performance improvement receive higher percentages than Employee's motivation since companies , especially in Lebanon need to have a substantial return on their investment . Most of them won't spend money for just the sake of motivating employees . They want to update skills and improve performance in order to directly increase efficiency and effectiveness to work .

Concerning New employee orientation , and Promotion preparation , the lower selection percentages they received are due to the companies reluctance to provide generous training for these two groups of employees . Nonetheless , these two purposes of training represent a critical pre-requisite for the employee to succeed in the position he is going to fill . He / She has to clearly understand job requirements , what is expected from him/her , and which skills and knowledge he/she is to possess .

The interviews made with the training directors of the training institutions indicate that companies do train their people for mainly four reasons :

1- Upgrading employees' skills and improving their performance .

2- Motivation : These companies view training as being a motivation source for employees .

3- Career Path Plan : Certain companies have a five year career path plan . Thus , employees have to undergo training and development so that they are ready for future promotions .

4- Prestige : Many organizations believe that training is prestigious . Here the purpose is to enhance the image of the company itself and not to develop its human resources .

Unfortunately , training in the Arab world is sometimes used for unethical and irrelevant purposes . It happens that certain top executives send their employees to sit for training outside the company in order to keep them away

for a period of time , and they are ready to pay for and lose money just to get rid of them , with no other purposes pertaining to the employee or company benefit .[43]

Interviews contradict the results of the questionnaire which reveal that motivation and Promotion Preparation have low selection percentages. Even though companies train their employees for the purposes of motivating and preparing them for any projected promotion , the employees are most probably not aware of this . In the case of motivation , it is the responsibility of top management to make of training a source of motivation by making the employees feel that the company care about their development . As to Promotion Preparation , it should be stated clearly to the trainees.

4.7 The Results of Training

The results attained through training are numerous . As was mentioned in chapter two , training is a way of reducing absenteeism and labor turnover , waste and spoilage , and grievances . Training also might lead to an increase in the trainee's communication ability and morale . In Table 4.21 , the results of training are listed . A five-point likert scale is assigned for each statement that describes a training result . The scale varies from (1) strongly disagree to (5) strongly agree . For analysis purposes values (1 , 2) and (4 , 5) are treated as disagree and agree respectively .

[43] Personal conversation with a training director : Dr. Victor Khoury , Spring 1996

Table 4.21 : Training Results

Results	Agree	Indifferent	Disagree
Absenteeism and Labor turnover reduction	34.1	27.4	38.5
Waste and spoilage reduction	53.8	11.0	35.2
Higher morale	52.7	12.1	35.2
Grievances elimination	42.9	29.6	27.5
Higher communication ability	70.3	12.1	17.6

The findings reveal that the higher percentage of respondents agree that training is a means to achieve the above mentioned results except for Absenteeism and labor turnover . Absenteeism and labor turnover might be due to employees unsatisfaction with other matters such as the financial matters or with the tasks they are performing . These cannot be solved by training . It is important to suggest at this point that training is not a brain washing activity . One cannot attain all these results by simply attending one seminar in the life time . Training should be a continuous process that pertains to the whole organization and not to one individual . Adopting one training activity in the life time , would lead to no where , especially when talking about the trainee's morale . The more the employee is knowledgeable of the task he is performing , the higher his morale is , and the more efficient and effective he is .

In many times , it might happen that the trainee returns to the organization but does not apply whatever he has learned. This - based on the interviews made - might be attributed to many reasons among which are :

1- The trainee himself does not want to apply what he has learned because he views training as time wasting . However , he may undergo the training to keep his job and reflect progress when required .

2- The trainee is not motivated to apply what he has learned because he is not satisfied in other aspects of the job (especially , if financially not satisfied) . Note that in Lebanon , the monetary aspects affect to a great extent employee's satisfaction .

3- He is not allowed to apply his new knowledge . Few managers do not permit for any new kind of behavior . They do not accept change and want work to continue in the same way and at the same pace .

4- The training institution itself could have done a lousy job due to wrong training techniques , inadequate subject content , or an incapable trainer .

4.8 The Advantages and Shortcomings of Private Training Institutions

Training by private training institutions in Lebanon has its pros and cons. Table 4.22 identifies these advantages and shortcomings . Here again a 5 - point likert scale is used varying from (1) Never to (5) always . Values (1, 2) and (4 , 5) are combined to never and Always respectively .

Table 4.22 : Pros and Cons of Private Training Institutions

Factors	Always	Sometimes	Never
Training needs to be scientifically assessed	50.0	38.9	11.1
The programs available are always updated	76.4	11.1	12.5
Training institutions need to put more emphasis on the practical rather than the theoretical aspects of training	65.3	19.4	15.3
Training has in many times achieved its purposes	34.7	56.9	8.4
Course content is updated regularly	69.5	20.8	9.7
Information brought from foreign courses are not modified to suit our conditions	25	41.7	33.3
They offer training away from the real practical work setting and environment	30.6	50.0	19.4
They offer professionals in the subject	65.2	29.2	5.6
They offer physical facilities that are extremely helpful in training	37.5	40.3	22.2
Training institutions do not have the necessary budget to adopt new techniques	16.7	65.3	18
They cost a lot	63.9	25.0	11.1

The respondents in the table above form just 72 of the 91 since only those who underwent training experience through training institutions are taken into account in such an analysis .

Out of the 72 respondents , 36 (50%) believe that training needs to be scientifically assessed . Training institutions evaluate their training programs through questionnaire distributed at the end of the programs to the trainee . Trainers are also evaluated in the same way . Besides , the follow up of the training coordinator with the trainees' direct manager can add to such a scientific assessment . Note that scientific assessment is important for the training institution itself to know where it stands and where it should correct.

Respondents , 76.4 % of them , claim that the training programs offered are always updated . This is true . The training firms in Lebanon update their progress on a regular bases . Training firms have their own libraries of books and video cassettes brought from the U.S.A and other Western countries.

In addition , 65.2 % of the 72 respondents believe that training institutions are always putting more emphasis on the practical rather than the theoretical aspects of training . This contradicts the results of the interviews conducted . The training directors indicate that theories should be explained and discussed; however , after that, practical training through role playing , case studies and exercises is a must . Theories are explained only to build on it practical training .

On the other hand , statistics show that training has not always achieved its purposes . Training by private training institutions has only sometimes

achieved its purposes (56.9 %) . This may be due to the fact that companies are not undergoing training on a continuous bases . For example , of the 91 respondents , only 18 are undergoing training consistently , so the problem lies in the top management mentality and not necessarily in the methodology of training used by the training institutions .

A very serious factor to discuss is the modification of the foreign courses by the training institutions to suit our conditions. It is shown that 41.7 % of the respondents regard that foreign courses are sometimes modified . In fact , based on what the training directors say , the training material is always adapted to the Lebanese culture and are never delivered to trainees in the same way it was originally brought to Lebanon . For example , a trainer in America cannot hit too much on emotions ; while here in Lebanon , a trainer should mix mind and emotions in order to transmit the message successfully .

A disadvantage of training by training institutions is that they offer training away from the real work setting and environment . Here in Lebanon , training firms conduct their training sessions either at their firms in equipped rooms or in hotels . This of course , makes the responsibility of the trainer greater in the sense that he should always try to find a link between what he is explaining and the real practical work environment . The trainer should not forget that the ultimate goal of the whole session is the organization success .

As to the professional trainers , 47 respondents ; that is , 65.2 % report that these trainers are professionals in the subject being addressed . This is expected since one of the most vital characteristics of training institutions lies in the trainers they provide .

In addition , there are the physical facilities utilized . Respondents believe that these training institutions do not always provide helpful training facilities . But , in Lebanon not all the companies have a training department , and very few spend money and efforts in developing this department . Thus , at least , training institutions do offer better physical facilities than the facilities available at the trainee's company .

A One-Way ANOVA analysis was done to test whether there are significant differences in the trainees' view of the training institutions when the company has an HRD department with the necessary physical and human resources (TCHR 13) between those who have been trained by training institutions and those who have not (TRSTI) . In Table 4.23 , the test results are listed .

Table 4.23 : One-Way ANOVA : TCHR13 By TRSTI

Source	D.F.	Sum of squares	Mean squares	F Ratio	F probability
Between Groups	1	13.5965	13.5965	7.0324	.0095
Within Groups	89	172.0738	1.9334		
Total	90	185.6703			

As F probability is < .05 (.0095 < .05) , this implies that the hypothesis that there are significant differences in the trainees' view of training institutions between those who have been trained by training institutions and those who haven't is accepted . This is a sign that those who were offered training by training institutions do find them to be necessary regardless of the existence of a well equipped HRD department ; whereas , those who were not given the chance to be exposed to such a training experience do not .

Another issue to be tackled is that not all the training institutions in Lebanon have the necessary budget to adopt new techniques and instruments . This hinders the success of the training process . The respondents , 65.3% of them, have reported that training institutions do not always have the required budget for such purposes .

For example , Multimedia is being used in many countries and it has proved to be highly helpful since it involves different senses at one time in the learning activity . In Lebanon , not all training firms are using computers in training because they simply lack the needed budget .

Finally , respondents reported that training institutions cost a lot . Training directors , on the other hand , claim that training fees in other countries are much more higher . One should not ignore the fact that such a matter would make companies hesitate to call for the training institutions services because they simply cannot afford to handle these costs , this is probably the reason why not all firms are training their employees consistently .

4.9 The Effect of Training Effort on the Labor force Satisfaction at Work

After investigating the various aspects pertaining to the private training institutions in Lebanon , the purpose of the study now is to identify their impact on the labor force satisfaction at work . Training efforts made by trainers , trainees , and trainees' company must lead to somewhere .

4.9.1 Frequency Distribution of Aspects Related to Employees' Satisfaction at Work

The frequency distribution of the aspects related to employees' at work are shown in Table 4.24 . A 5-point likert scale is used varying from (1) Strongly Disagree to (5) Strongly Agree . Values (1,2) and (4,5) are combined to disagree and agree respectively .

Table 4.24 : Frequency Distribution of Employees' Satisfaction at Work

Factors	Agree	Indifferent	Disagree
I am satisfied with the success I have achieved in my career	67.1	3.2	29.7
I am satisfied with the progress I have made towards achieving my overall career goals .	68.1	7.7	24.2
If I had it to do all over again , I would have never made the career choices I have made.	37.4	8.7	53.9
I am satisfied with my rate of promotion during my career	39.6	13.2	
I am satisfied with the pay level I have achieved during my career.	29.7	11.0	47.2
I am satisfied with the status that I have achieved during my career	50.6	13.1	59.3
Generally speaking , I am very satisfied with my job.	50.6	13.1	36.3
I frequently think of changing my job.	44.0	11.0	36.3
Usually , I feel detached from my job.	25.3	15.4	59.3
I am generally satisfied with the kind of projects I work on in my job.	73.6	7.7	18.7
I like to be absorbed in my job most of the time.	58.3	18.7	23.0

The results indicate that trainees are satisfied with most aspects of their job except in the rate of promotion they have received (47.2%) , and the pay level they have achieved (59.3%) . Also , it seems that if they had to do it all over again , most of them would have never made the same career choices (53.9%). In short , such a frequency distribution means that trainees are , to an extent , satisfied at their work .

4.9.2 Regression Analysis

Associating employee's satisfaction at work and the training efforts made can be measured through a regression equation .

4.9.2.1 The Correlation Matrix

In order to avoid multicollinearity among independent variables , a correlation matrix was prepared to check the availability of large coefficients . The variables are Job Satisfaction , Job Performance , Results of Training , Level of Education , and Training by Training Institutions. The correlation matrix presented below shows low coefficient correlation among variables .

Correlation Coefficients Among Variables

Correlation:					
	JS	TCHR	LEC	TRSTI	JP
JS	1.000	-.039	.095	.269	.323
TCHR	-.039	1.000	-.064	-.162	.185
LEC	.095	-.064	1.000	.029	.047
TRSTI	.296	-.162	.029	1.000	-.131
JP	.323	.185	.047	-.131	1.000

4.9.2.2 Results of the Regression Analysis

In the regression analysis , the stepwise method was selected to follow the inclusion of the independent variables one by one in the question . In step number 1 , the regression function included JP (Job Performance) . Here , the regression output resulted in a factor of determination , R square = .10432 , which means that about 10.43% of the variation in JS could be explained by Job Performance. The F Ratio computed as Sum of squares / Mean square is = 10.36556 . The F significant is = .0018 . In step number 2 , the variable TRSTI was included . A list of these variables , their coefficients (Beta) , Test statistics (T) , and the T significant are presented as follows :

Variables	Beta	T	Sig T
JP	.50459	3.796	.0003
TRSTI	.63639	3.299	.0014
(constant)	.73540	1.316	.1916

Dependent variable ..... JS Variable (s) entered on step number 2 ..... TRSTI	
Multiple T	.45046
R square	.20292
Adjusted R Square	.18480
Standard Error	.74145
Analysis of variance	D.F.
Regression	2
Residual	88
F = 11.20123	Sig. F = .0000

The regression equation , then can be derived as follows :

JS = .73540 + .50450 JP + .63639 TRSTI

(.1916) (.0003) (.0014)

4.9.2.3 Significance of the Regression Equation

The coefficient of determination , R square , is equal to 20.29% , which means that about 20.29 % of the variation in Job Satisfaction could be explained by the two variables comparing the significant F to the P - value = .05 , it could be concluded that there is a significant relationship between Job Satisfaction and the two independent variables in the equation (.0000 < .05) . It is a sign that the regression model is a significant one .

4.9.2.4 Significance of the Regression Coefficient

The significance of the correlation coefficients could be obtained through examining the P - value of the T - statistic . The P - value is listed under sig. T. As the level of significance is .05 , it is obvious that there are statistically significant relationship between each of the included two variables and the dependent variable JS.

4.9.2.5 Interpretation of the Equation

The interpretation of the Equation depends on the coefficient of each of the two variables. As to JP , the value of b = .50459 . This indicates that , leaving other things constant , for each added value in Job Performance , the employee's job satisfaction will increase by .50459 . For sure , the positive sign means that there is a positive correlation between the two variables JP and JS . The more the employee is able to perform his job , the more he is

satisfied . This could be attributed to the fact that once the employee finds himself capable of doing his job properly , he himself will be convinced that this is the place and job from where he can establish his vocational life and where he can develop .Table 4.24 supports this deduction, most of the respondents agree that they are satisfied with the success they have achieved in their career, and the kind of projects they work on.

The same method of interpretation could be applied to the variable TRSTI (Training by training institutions) . The beta coefficient is equal to .63639 . So, the more the employee sits for training conducted by TRSTI , the more he is satisfied with the job he is performing . This might be related to the fact that the employee feels that he belongs to an organization which takes care of him and of his development . A matter which would positively influence his satisfaction at work.

4.10 The Effect of Training Efforts made by the HRD Development on the Employees' Satisfaction

The influence of training done by the HRD department on the employee's satisfaction can be tested using a T - test analysis . If the 2 - Tail probability value is less than the significance level .05 , then the hypothesis that the two variables are independent is rejected . In Table 4.24 , the findings are demonstrated .

Table 4.25 : T - Test Analysis

Group 1 : TRHRDEPT EQO t - test : JS		Group 2 : TRHRDEPT EQ1		
	Number of cases	Mean	Standard Deviation	Standard Error
Group 1	43	2.9641	.887	.135
Group 2	48	3.3807	.710	.102

F	2 - Tail	Pooled Variance Estimate			Separate Variance Estimate		
Value	Prob.	Value	D.F.	2-Tail Prob	Value	D.F.	2- Tail Prob.
1.56	.139	-2.48	89	.015	-2.45	80.38	.016

The 2 - Tail Probability = .015 ; that is less than .05 , meaning that the two variables JS and TRHRDEPT are not independent . In short , training by HRD department leads to the trainee's satisfaction at work . This is an implication that some HRD departments are also doing their job in developing the human resources of the organization.

4.11 The Effect of Training on Labor force Performance

As it was discovered in this chapter , the ultimate goal of training is performance improvement . A test was conducted to see whether such a goal is achieved using a One-Way ANOVA analysis as seen , in Table 4.25 .

Table 4.26 : One - Way ANOVA : variable JP by TRSTI

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F probability
Between Groups	1	.5402	.5402	1.5457	.2170
Within Groups	89	31.1069	.3495		
Total	90	31.6471			

F probability = .2170 , thus , the hypothesis is not rejected and there exist no significant differences in employees' performance between those who sat for training by training institutions and those who didn't . Moreover , a correlation matrix demonstrates , as appears in Table 4.26 , that there is a negative correlation between the variable TRSTI (Training by training institutions) and JP (trainees' performance at work)

Table 4.27 : Pearson Correlations between JP and Other Variables

	TRHRDEPT	TRSTI	OTRSTI
JP	.0151	-.1307	-.0334
	P=.887	P=.217	P=.753

Results showed that there are low correlations between JP and TRHRDEPT , TRSTI , and OTRSTI since P is > .05 . The correlations between JP and TRSTI , and JP and OTRSTI showed also negative signs .

This is an implication that there might be something wrong in the way training institutions are conducting training . The frequency distribution of pros and cons suggested that training institutions do not always succeed in linking training to the real practical work setting and environment . If the trainee fails to determine such a relation , then training would be a failure and performance improvement in the work field itself won't occur . Another issue to talk about is the modification of foreign material that does not happen all the time . Once the trainee does not observe any association between the training material received and the working environment or the mentality of running a business in Lebanon , he then will not make any attempt to apply whatever he learned .

In addition it was found that trainers need to put more emphasis on the practical rather than the theoretical aspects of training . The average age of respondents is 31.5 years , and most of them have at least a B.S. degree (about 78% of them) , which implies that most , if not all of them know theories that is why if training institutions focus most of the times on theories then development cannot occur as nothing new was taught .

4.12 Assessment of the Approach Followed

To assess the approach followed , it is worth mentioning the following :

- Training institutions in Lebanon still face certain shortcomings that need to be overcomed . (This is discussed in section 4.8)
- There are significant differences in the trainees' view of training institutions between those who have been trained by outside trainers and those who have not . (Also discussed in section 4.8)
- There is a positive correlation between employees' satisfaction at work and training by training institutions (discussed in section 4.9)
- There is a negative correlation between employees performance at work and training institutions (discussed in section 4.11)

All these results , would lead to a straightforward conclusion that the overall approach followed by private Lebanese training institutions is effective , but not the most effective . Their training efforts are hitting certain goals and missing others .

4.13 Assessment of the Need of Private Training Institutions in Lebanon

In order to assess the need for private training institutions in Lebanon , it is essential to ask for the respondent's opinion about the frequency in which training should be done and about the training process in general .

The respondents were asked whether training by private training institutions must be done once when the employee is hired ,once every year , twice every year , no specific period , or other (when needed , or more than one of the above mentioned alternatives) . The results are shown in Table 4.27

Table 4.28 : Frequency of Training

Frequency of Training	Frequency	Percentage	Cumulative Percentage
Once when hired	1	1.1	1.1
Once/ year	14	15.4	16.5
Twice/ year	9	9.9	26.4
No specific period	54	59.3	85.7
Other	13	14.3	100.0

The highest percentage was reported for the " No specific period choice , 59.3% . Then , respondents regard training by training institutions to be done anytime it is needed ,for example when there is a problem which cannot be solved except through training . Also , training by training institutions is highly required when new concepts emerge that have proved to be successful

in other countries such as the U.S.A. or Japan , or when a training firm offers a new program that has never been offered before , and the company itself that it is very much beneficial . An example , is training managers the accounting basis , manager does not have to be a CPA , what he needs is just to read financial statements and be able to understand them .

People might consider training to be a time- wasting process , luxury expense , necessary process , or an on - going process . In Table 4.28 , the results of questions pertaining to this matter are summarized as follows :(more than one choice is applicable)

Table 4.29 : Training Necessity

Training Necessity	Frequency	Percentage
Time wasting process	0	0
Luxury expense	4	4.4
Necessary process	70	76.9
On-going process	52	57.1

So , the majority of respondents are aware of the importance of training and regard it as a necessary process . However , a less percentage of respondents view it to be an on-going process , which is not an encouraging viewpoint . In order to be effective , training should be regarded as an ongoing process where skills are always updated since new concepts are always emerging .

To conclude , statistics demonstrate that the Lebanese Labor force do need private training institutions , as appears in Table 4.29 . A 5-point likert scale was used varying from (1) strongly disagree to (5) strongly agree .

Table 4.30: Lebanese Labor force Do Need Private Training Institutions

Value	Frequency	Percentage	Cumulative Percentage
Strongly disagree	9	9.9	9.9
Disagree to an extent	7	7.7	17.6
Indifferent	10	11.0	28.6
Agree to an extent	32	35.1	63.7
Strongly agree	33	36.3	100.0

Most of the respondents (35.1 + 36.3 = 71.4%) agree that the existence of training institutions is a necessity for the labor force .

The results of the interviews are quite similar to that of the questionnaire , there is a huge need , consequently , there is a demand . Top executives do care to train their employees in order to follow what they missed during the wartime .

This chapter presented a detailed description and analysis of the research findings . Some were expected , others were not . The main issue is that training institutions in Lebanon have to overcome any shortcoming to move towards a better training business . Chapter five will hopefully deal with such an issue .

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions

5.1.1 Private Training Firms in Lebanon

Chapter four dealt with various aspects related to the business of training in Lebanon . Eight training firms were selected as a sample . The first section was an overview related to the Lebanese private training firms where the following issues were deduced :

* The training programs' categories are in-house training , public training , and seminars .
* The programs facing the greatest demand are related to managerial skills , behavioral skills , secretarial skills , and improving customer services .
* The overall training techniques used are lectures , individual exercises, group work , case studies , role-plays , and multimedia . Only one firm uses multimedia in training .
* The overall training instruments used are overhead projector , slide projector , flip charts , films , videos , computers , and link up satellite. Only three training firms use computers in training .
* Evaluation depends mainly on questionnaires filled by trainees and on follow up with the trainees' direct manager .
* Training directors exist in every training firm . The firm owners are the training directors in case of small - size training firms .
* Trainers perform training on a part - time bases .

5.1.2 Employees' Training Characteristics

Of the 91 respondents of the questionnaire , 79.1 % have went through the experience of being trained by a private training institution which is apparantly a good percentage . The problem lies in the fact that such a training is not done on a continuous base . Only 19.8 % are undergoing training consistently . Training is not equivalent to brainwashing . In fact , certain companies in Lebanon cooperate on a continuous base with private training institutions in order to prevent the occurrence of any unsatisfactory performance that can be solved by training ; however , unfortunately this represents the minority , about 30 % of all the available organizations .

5.1.3 The Employees' Interaction with Training

The trainees' interaction with training was assessed . The results exposed that the variables TRHRDEPT and TR are independent by using a chi-square test . The same result was obtained for OTRSTI and TR . The logical conclusion one could come out with is that regardless of the trainer's identity (whether from within or from outside the company) , the trainee appreciates the importance of training . Other encouraging results revealed that although the HRD department is available , both groups of trainees (trained by only training institutions or have a mixed training experience by the HRD department and a training institution) do regard training as necessary and important . Again and again , a good result was obtained when assessing the trainees' interaction based on the training results achieved . The more results attained through training and the more the trainees regard training to be a

way of improvement and updating , the more they value it . Finally , in this same section of chapter four , it was concluded that TR and LEC (level of education completed) are not independent . The higher the level of trainees' education , the more he views training to be important .

5.1.4 Differences Related to Organizational Level and Nature of Company's Business

The questionnaires were filled by respondents in different business sectors , Manufacturing , Services , Merchandising , Educational , financial , and others . The highest percentages of the trainees who sat for training by training firms belong to the Merchandising and Educational sectors (100 %) and the lowest percentages of them belong to financial businesses (41.2 %) . This is an implication of the businesses that do care for training . Also , the respondents belong to different organizational levels , with the supervisory level having the highest percentage of undergoing training by training firms (100 %) .

5.1.5 Trainer's Charactristics

A good trainer should possess numerous qualifications to be successful . He is to have the education , experience , communication ability , and knowledge of the subject . However , it was found out , using a ranking question , that the trainer's knowledge of the subject and communication ability are the main

aspects that delineate a trainer's superiority over another . There is , besides , the training director who is above all responsible for the training firm's success . He is the one to represent the training firm , select the suitable trainer for the program , evaluate the overall program , coordinate with the trainee's company , assign the regular training programs each semester and establish public relations with the organizations in different industries .

5.1.6 Training Techniques

A frequency distribution of the training techniques used shows that most of the respondents (59.3 %) find Conference / discussion techniques as more effective than others, such as lectures . Also , audiovisual techniques have got the second highest percentage (47.3 %) . This is an indication that trainees believe that they can express their problems and their own ideas and solutions through interactive learning . The preference for Audiovisual methods means that trainees want to visualize the situation in order to grasp it and be able to give suitable solutions. Concerning Programmed Instructions (Computers) , the lowest percentage assigned to it (20.9 %) is due to the fact that training firms themselves haven't yet introduced computers as a learning instrument. The only training firms in the sample that use computers are only Brainpower and Starmanship .

5.1.7 Training Success

Since the training success is determined by various factors . It is quite critical to find out which of those factors are the success catalysts . The dimensions are Trainer's qualifications , Employee's attitudes , Training techniques , Management support , Trainer's position , subject content . The respondents were asked to rank them in order of importance . The responses show that Trainer's qualifications comes in the first place (30.8 %) , Management support in the first and fourth place (20.9 %) , training techniques in the third place (31.8 %) , employee's attitudes and Subject content in the fifth place (22.0 % , 23.1 %) , and Trainee's position in the final place (49.5 %) . Such a result was expected since the trainer himself is the owner of information, so unless he has the overall capability to transmit the information , the learning process won't take place . Besides , the management support is crucial for training success since it is a role of thumb that any important activity should be supported by upper level management in order to succeed . The training techniques affect the training success because an effective channel should be used to deliver the needed information . Then come the employee's attitudes and subject content that should be taken into consideration because they assist in the success of the overall program . Nonetheless , the trainee's position is unimportant at all if the previously discussed factors are correctly utilized .

5.1.8 Training Purposes

The purposes of training are numerous . The frequency distribution for the training purposes lead to the conclusion that performance improvement and skills updating are the main purposes of training (68.1 % and 69.1 % respectively) . Employee's motivation , New employee orientation , Promotion preparation , and other purposes (all of the above , employee development , ...) respectively reported 44.0 % , 26.4 % ,18.7 % , and 4.4% . for sure , once business owners want to train their employees . They aim at attaining measurable results ; that is why performance improvement and skills updating got the highest selection percentages . However , business owners should emphasize the training of a new employee who is newly oriented since this will make him understand the nature of the tasks he is going to perform and his responsibilities and duties . Interviews with training directors of training institutions show that the reasons behind training are upgrading employee's skills and improving his performance , motivation , career path plan , and prestigious reasons . Since these contradict the results of the questionnaire , it seems that training is not regarded as a source of motivation and promotion preparation for trainees because they do not feel that the company is concerned with their success and development .

As to the results of training , respondents agree that training leads to waste and spoilage reduction (13.8 %) , higher morale (52.7 %) , grievances elimination (42.9 %) , higher communication ability (70.3 %) , but they

disagree that it leads to absenteeism and labor turnover reduction (38.5 %) because training is not a one solution for any problem . Interviews show that once the trainee comes back to his work and there is no sign of improvement , this might be attributed to the fact that he does not want to apply whatever he has learned , is unsatisfied in other aspects of the job , is not allowed to apply his new knowledge , or the training institutions could have done an unsatisfactory job .

5.1.9 The Pros and Cons of Private Training Firms

Training in Lebanon by private training institutions has its pros and cons .Of the 72 respondents - only those who have sat for training by training institutions - believe that training needs to be scientifically assessed (50.0 %), the programs are always updated (76.4 %) , training has in many times achieved its purposes (34.7 %) , training institutions need to put more emphasis on the practical rather than the theoretical aspects of training (65.3%) course content is updated regularly (69.5%) , training institutions offer professionals in the subject (65.2 %) , the cost a lot (63.9 %) .

Still , the same respondents find that sometimes information brought from foreign courses are not modified to suit our conditions (41.7 %) , training institutions offer training away from the real practical work setting (50 %) , they offer physical facilities that are extremely helpful in training (40.3 %) , and sometimes they do not have the necessary budget to adopt new techniques (65.3 %) .

It is required here to emphasize four issues . First , it is true that training institutions do evaluation , but it is related , in its largest part , to the training program as a whole and to the trainers . But , there is the evaluation of the trainee himself which is somehow neglected . Most of the sample of training firms depend on the follow-up methodology of evaluation . It is a very good evaluation method because training institutions will be evaluating the trainee in his work place and by his own manager , a matter which is needed to know whether training is hitting its practical objectives or not . Another issue is the new courses modification to suit our conditions . All the training directors being interviewed stressed on the fact that courses are always modified . There once happened that a trainer was hired to conduct a training program , so he photocopied the material to be taught from an American book ; the feedback was very poor . The training institution did not ask for his service anymore[44] .

Third , it is true that training institutions offer training away from the real practical work environment , but this does not only happen in Lebanon , but everywhere , even in the U.S.A. . The problem lies in the trainer himself whether he is intelligent enough to draw a connection line between the training room and the trainee's department . Finally , training institutions do not have the necessary budget to adopt new techniques . The installation of new training techniques are expensive , especially when talking about the programmed instructions techniques . Here , the training institution has also to make more and more efforts to train trainers in order to be able to follow such techniques .

[44] Personal conversation with a training director : Mr. Atef Jubayli , Spring 1996

An ANOVA test was done to see whether there are significant differences in the trainees' view of training institutions between those who have been trained by training institutions and those who have not . The results show that there are significant differences. Trainees of training institutions view them to be important regardless of the existence of a well equipped HRD department .

5.1.10 The Effect of Training Firms of the Labor Force Satisfaction

In order to study the effect of training efforts on the labor force satisfaction a regression analysis was done that ended up with a significant regression equation :

$$\mathbf{JS = .73540 + .50459\ JP + .63639\ TRSTI}$$

$$\mathbf{(.1916)\quad (.0003)\qquad (.0014)}$$

The coefficient of determination , R square , came out to be 20.29 % , that is, about 20.29 % of the variations in JS could be explained by the two independent variables JP and TSTI . In addition , for each added value of JP , JS increases by .50459 , and for each added value of TRSTI , JS by .63639 .

To study the effect of training efforts made by the HRD department on the labor force performance , a T-test analysis was done , the two variables JS and TRHRDEPT appeared to be not independent since .015 is < .05 , meaning that the HRD department has also led to trainee's satisfaction .

Through an ANOVA test , it was revealed that there exist no significant differences in the employees' performance between those who have sat for training by training institutions and those who have not . Also , a pearson correlation between JP and TRSTI showed that these two variables are negatively correlated . Hopefully the recommendations at the end of this chapter will propose solutions to overcome any shortcoming that has lead to such a poor result .

To conclude , based on the fact that there are still certain cons that impede the success of training efforts made by the private Lebanese training institutions , and that there is a negative correlation between the two variables IP and TRSTI , one would deduce that the training approach follwed by these institutions is not the most effective .

9.1.11 The Need for Private Training Firms in Lebanon

The need for private training institutions in Lebanon was assessed . Overall results show that private training institutions are needed. Respondents were asked whether training by training by training institutions must be done only when the employee is hired , once every year , twice every year , no specific period , or others . Results indicated that there is no specific period is which training should be done (59.39 %) . In another question , the respondents were asked whether they consider training as time wasting process , luxury expense , necessary process , or on-going process . The

highest response rate viewed training as a necessary process (76.9 %) . " On-going process " choice had the second highest percentage (57.1 %) . In fact , in order to be fruitful , training should be an on-going process .

The respondents were , at last , asked whether they agree or not that the Lebanese labor force need training by training institutions , (36.3 + 35.1 = 71.4 %) seemed to agree .

5.2 Recommendations

5.2.1 Recommendations for the Training Institutions :

- An evaluation test is to be done before and after the training program . The follow up is a very good evaluation method ; however , it is not enough . Pre-and post evaluation tests will provide a clear indication of the improvement achieved in a certain subject . Though it was mentioned earlier in chapter four that Brainpower uses such an evaluation method , the reason - as deduced from the interviews - is to prove to the participants that they were not knowledgeable of the subject , and that the training program has made them more informed since certain participants always claim that they know anything and the purposes of attending the training program is information refreshing . So , the reason behind Brainpower tests is not mere evaluation .Besides , the training firm shouldn't always depend on the follow up because the trainee's direct manager may tell the training director that an improvement has occurred just for the sake of providing a satisfying answer to the training director .

program suitable for the training needs of a particular organizations . So , the the probability of reaching the objectives of training are higher in the in-house training .

- Organizations are to give more attention to " New employee orientation " training . Training at this point makes the tasks to be performed more easier for the trainee.
- Organizations should make of training a source of motivation . Such a purpose should be communicated to the training firm in order to transmit the message to the trainees.

5.3 Limitations of the Study :

There are three major limitations in the research . First of all , training is a very broad subject to talk about ; thus , it was inevitable to include many subjects in the questionnaire , a matter which made it a long and boring questionnare , resulting in a small population sample . Consequently , a number of questionnaires were returned unfilled . Second , the last two parts of the questionnaire that dealt with job performance and satisfaction were probabaly answered positively just for the reason of not adversely affecting their status and images . Third , interviewees were highly concerned just to show the positive side of their training firms , hiding the other half ; hence , ending up not knowing all the truth . The last limitation could be that interviewees were reluctant to give much practical examples when illustrating their points of view about any certain topic , though they were told that the

interviews are confidential , a matter which lead to lack of illustration in the research .

5.4 Recommended Future Research

Finally , further research is recommended that will take into consideration previously mentioned limitations, especially the low response rate . Also, it should take care of the best efficient means to implement the recommendations proposed for the Lebanese private training institutions and go more deeply into the problems facing the training firms in Lebanon .

APPENDIX

Part One

This part is directly concerned with your advocational experience.

1- What area are you in ?

1. Accounting
2. Finance
3. Marketing
4. Sales
5. Production
6. Personnel
7. General Manager
8. Other (specify) _____

2- To what managerial / non-managerial level do you belong ?

1. Top management level
2. Middle management level
3. Operational management level
4. Supervisory level
5. Technical level
6. Other (specify) _____

3- What is the nature of your company's business ?

1. Manufacturing
2. Services
3. Merchandising
4. Educational
5. Financial
6. Other (specify) _____

4- The number of employees at your company is between :

1. 1 - 10
2. 11- 30
3. 31- 50
4. 51- 100
5. Is above 100

5- What is the level of education you have completed ?

1. High school
2. Bachelor's degree
3. Graduate degree
4. Other (specify) _____

6- Age : _____

7- Gender : ☐ Male ☐ Female

8- Does your company have an HRD department ? ☐ Yes ☐ No

9- Have you sat for training conducted by the HRD department of your company?
☐ Yes ☐ No.

10- Have you sat for training session(s) conducted by training institutions ?
☐ Yes ☐ No

11- You have only sat for training conducted by training institutions .
☐ Yes ☐ No.

12- You consistently sit for training conducted by training institutions.
☐ Yes ☐ No.

Part Two

This part will take care of training from your own viewpoint (from your own experience). Please circle the answer that you find appropriate to your response .

A) 1= Extremely important
2= Important to some extent
3= Irrelevant
4= Unimportant to some extent
5= Unimportant at all

1-	Generally speaking, you regard training as	1	2	3	4	5
2-	Training is a powerful means of updating employees' skills and / or knowledge.	1	2	3	4	5
3-	It is important that both managers and non-managers undergo certain training from one time to another.	1	2	3	4	5
4-	The attitudes of all the persons involved in the training sessions may influence the whole process.	1	2	3	4	5
5-	The ultimate goal of training is the organization success.	1	2	3	4	5
6-	The Lebanese laborforce do need some kind of training and development.	1	2	3	4	5
7-	Although a company may have its own HRD, private training institutions are also important.	1	2	3	4	5

8-	A crucial factor of any training program is a well-qualified trainer.	1	2	3	4	5
9-	The training process should always be supported by the upper level management	1	2	3	4	5
10-	Professional trainers provided by private training institutions are good sources of effective training programs	1	2	3	4	5
11-	Reputation and image of the training institution are	1	2	3	4	5
12-	The certificate , if any , given at the end of the training session is	1	2	3	4	5

B)

1- The matters you take into account concerning the trainer is his (please rank in terms of importance).

- Education
- Experience
- Communication ability
- Knowlege about the assigned subject

2- The main purpose(s) of training is (you can choose more than one)

1. Performance improvement
2. Employee's motivation
3. Skills updating
4. Promotion preparation
5. New employee orientation
6. Other (specify) _____

3- Training provided by training institutions, in your opinion, should be done

1. Only once when the employee is hired
2. Once every year
3. Twice every year
4. No specific period
5. Other (specify) _____

4- Training is best done by

1. Upper level management
2. Employee's direct supervisor
3. HRD
4. Training institutions

5- As to you , training is considered as a / an (you can choose more than one)

1. Time wasting process
2. Luxury expense
3. Necessary process
4. On - going process

Part Three

1- The purpose behind this part is to reveal certain aspects about training conducted to the human resources at your company .Please circle the answer that best reflects your response .

A) 1= Strongly disagree
2= Disagree to some extent
3= Indifferent
4= Agree to some extent
5= Strongly agree

1-	Training is a way of reducing absenteeism and labor turnover.	1	2	3	4	5
2-	Training leads to waste and spoilage reduction	1	2	3	4	5
3-	A trained employee has a higher morale than a non-trained employee.	1	2	3	4	5
4-	Training contributes to elimination of grievances.	1	2	3	4	5
5-	A trained employee is more able to communicate with others than a non-trained employee.	1	2	3	4	5
6-	A professional trainer places more emphasis upon the trainee than upon the subject	1	2	3	4	5

7-	A professional trainer concentrates more on the attitude to make it effective than on the narrow skills	1	2	3	4	5
8-	There is a positive correlation between training and employee efficiency.	1	2	3	4	5
9-	The Lebanese laborforce do need private training institutions because the latter are more professionals .	1	2	3	4	5
10-	Old employees, especially managers , tend to degrade the value of training	1	2	3	4	5
11-	In general , new employees benefit more than the old employees from the training programs.	1	2	3	4	5
12-	The employees at your company prefer training conducted by the HRD department to that conducted by private training institutions.	1	2	3	4	5
13-	The existence of training institutions is unimportant when the company has an HRD department with the necessary physical and human resources.	1	2	3	4	5
14-	How much these sessions cost is not a problem to your company	1	2	3	4	5

B)

1- A well-known technique that has proved to be effective to the employees at your company (more than one choice may be applicable)

1. Lecture
2. Conference / Discussion
3. Audiovisual
4. Programmed Instructions (Computers)
5. Other (specify) _____

Explain the reason behind your choice(s)

2- Your company regards a trainer to be qualified on the basis of his (more than one choice may be applicable)

1. Knowledge of the subject
2. Knowledge of how to teach
3. Willingness to teach
4. Other (specify) _____

C) Please rank the following in terms of importance .

Training, as a process , consists of various factors that shape its success.

__ Trainer's qualifications
__ Employee's attitudes
__ Training techniques
__ Management support
__ Trainee's position
__ Subject content

Part Four

This part of the survey is concerned with identifying the pros and cons of the private training institutions .Please circle the answer that best reflects your response.

1= Never
2= Almost never
3= Sometimes
4= Almost always
5= Always

1-	Training needs to be scientifically assessed	1	2	3	4	5
2-	The programs are always updated	1	2	3	4	5
3-	Training institutions need to put more emphasis on the practical rather than the theoretical aspects of training.	1	2	3	4	5
4-	Training has in many times achieved its purposes .	1	2	3	4	5
5-	Course content is updated regularly.	1	2	3	4	5
6-	Training institutions do not have the necessary budget that qualifies them to adopt new techniques .	1	2	3	4	5

7-	Information brought from foreign courses are not modified to suit our conditions .	1	2	3	4	5
8-	They have proved to be more scientific in their training than the HRD within the company.	1	2	3	4	5
9-	They offer training away from the real practical work setting and environment.	1	2	3	4	5
10-	They offer professionals in the subjects .	1	2	3	4	5
11-	They cost a lot .	1	2	3	4	5
12-	They offer physical facilities that are extremely helpful in training .	1	2	3	4	5

Part Five

This part of the questionnaire is entirely devoted to shed some light on matters concerning performance on the job in your unit. Please circle the answer that suits your opinion regarding each of the following statements:

1= Strongly disagree
2= Disagree to some extent
3= Indifferent
4= Agree to some extent
5= Strongly agree

1-	I can perform my job tasks very easily .	1	2	3	4	5
2-	The working environment I operate in enhances and broadens the employees' skills and knowledge.	1	2	3	4	5
3-	Available skills usually meet job requirements.	1	2	3	4	5
4-	Work is usually performed with a high level of preciseness.	1	2	3	4	5
5-	I usually complete my work on time.	1	2	3	4	5
6-	The skills and knowledge I have acquired facilitate solving day-to-day problems.	1	2	3	4	5
7-	I have the ability to make sound decisions at work.	1	2	3	4	5

8-	It is sometimes difficult to produce satisfactory quantity of work.	1	2	3	4	5
9-	I am unable to complete difficult assignments on time.	1	2	3	4	5
10-	Accuracy is not always achieved in my department.	1	2	3	4	5
11-	Adjusting to new situations is not successfully done.	1	2	3	4	5
12-	Performance in my department is below average.	1	2	3	4	5

Part Six

This is our last part . It deals with issues pertaining to your satisfaction at work. Please indicate your agreement or disagreement with each of the following items by circling the one number to the right of each statement that corresponds most closely to your desired reponse.

1= Strongly disagree
2= Disagree to some extent
3= Indifferent
4= Agree to some extent
5= Strongly agree

1-	I am satisfied with the success I have achieved in my career.	1	2	3	4	5
2-	I am satisfied with the progress I have made towards achieving my overall career goals.	1	2	3	4	5
3-	If I had it to do all over again, I would have never made the career choices I have made.	1	2	3	4	5
4-	I am satisfied with my rate of promotion during my career.	1	2	3	4	5
5-	I am satisfied with the pay level I have achieved during my career.	1	2	3	4	5
6-	I am satisfied with the status that I have achieved during my career.	1	2	3	4	5
7-	Generally speaking, I am very satisfied with my job.	1	2	3	4	5
8-	I frequently think of changing my job.	1	2	3	4	5

9-	Usually, I feel detached from my job.	1	2	3	4	5
10-	I am generally satisfied with the kind of projects I work on in my job.	1	2	3	4	5
11-	I like to be absorbed in my job most of the time.	1	2	3	4	5

Thank you for answering all questions

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