

# **An Investigation into the Approaches to the Evaluation of Training in Libyan Iron and Steel Company (LISCO)**

A Thesis Submitted to the University of Gloucestershire in Accordance with the  
Requirements of the Degree of Doctor of Philosophy in the Faculty of Business,  
Education & Professional Studies

**Ali Radwan Abdallah Radwan**

PhD

December 2014

# Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Gloucestershire and is original except where indicated by specific reference in the text. No part of the thesis has been submitted as part of any other academic award. The thesis has not been presented to any other education institution in the United Kingdom or overseas.

Any views expressed in the thesis are those of the author and in no way represent those of the University.

Ali Radwan

Signed .....Date .....

# Acknowledgements

Praise to Allah, who has guided me through this task and has given me the good health and the strength of determination to enable me to carry out this work. Doctoral study is a collective endeavour; we do act with others, and derive support and encouragement from our social relationship with them. Therefore I would like to thank the people who have supported me over the past four years. First my sincere thanks are extended to my supervisors Dr. Sue Williams and Dr. Tony Agathangelou. I consider myself very fortunate to have worked with mentors who have guided, challenged, and encouraged me over the duration of this study. Also, I am very grateful to the workers and managers from Libyan Steel and Iron Company who participated in this study and who shared their perspectives with me. The efforts of all staff in the research office, library, and international office in the University of Gloucestershire are gratefully appreciated. and finally, my heartfelt thanks must go to my consistent family, especially to my father RADWAN ABDALLAH RADWAN who instilled in me the love of learning , how I wish he was alive to witness this great moment in my life. I must also thank my mother who missed me for four years, I pray to Allah to reward her with good health and long life. Lastly, thanks to my children Radwan, Mohamed, Abdallah, Omayma and my wife, for her patient understanding, and practical and emotional support that has sustained me through four long years of doctoral study.

# Dedication

This work is dedicated to my father RADWAN ABDALLAH RADWAN who instilled in me the love of learning, how I wish he was alive to witness this great moment in my life. To my family, whose love, encouragement and understanding over this period of study has meant so much to me.

## Abstract

This thesis investigated the approaches concepts and techniques concerning Training Evaluation within organisations as a means of contributing to the assertion that training and development can provide added value for an organisation in a non-western context. In light of this the HRD policies and strategies available and the barriers which can exist to these strategies in those countries in the Arab world, like Libya, were considered. Additionally the paradigm that in transitional countries emphasise should be placed on encouraging training and improving performance is investigated.

An interpretive research philosophy was applied and led to a qualitative design being chosen for this research as it required the creation of researchable questions which were salient to target respondents. The case chosen to be studied is the Libyan Iron and Steel Company (LISCO). An exploratory study was carried out involving a review of documentary evidence acquired from LISCO which included a survey of employees' views on training within the company. The questioning of respondents to this study involved the use interviews managers of departments and professional training staff in the company were asked for their views to compare with those of the employees. In this study certain factors were grouped into themes, Arab Culture and the difficulties facing many transitional economies given the nature of the national and organisational culture in countries like Libya show that Western developed models of training and training evaluation cannot be universally applied. Organisations in Libya are typically state controlled and operate on strict hierarchical basis. This study proposes that in the current level of economic development Libyan organisations would benefit from a training evaluation model that focuses on a performance improvement perspective.

The Training evaluation for transitional countries model proposed contributes to knowledge because it comes from the Libyan context. Any model of training evaluation considered for Libya or any transitional economy must combine the positive attribute of Western theoretical models with new elements specific to countries environment. This thesis is unique as it contributes to our understanding of models of HRD, and Evaluation practice by exploring their implementation and barriers to their use in an Arabic country that is in transition from a centralised economy to a more privatised one. Furthermore it investigates the transferability of western training evaluation practices to the Libyan environment

A conclusion reached from this study is that any national policy that is introduced by the new Libyan government needs to include some radical reforms at national, sectoral and local levels. The Training evaluation for transitional countries model, although only a theory will serve as a guide to others embarking on similar research.

# TABLE OF CONTENTS

Declaration	Page ii
Acknowledgements	Page iii
Dedication	Page iv
Abstract	Page v
Figures and Tables	Page ix

## Chapter One Background to the area of Research

	PAGE
<b>1.0 Introduction</b>	1
<b>1.1 Research Background</b>	2
<b>1.1.1 Culture</b>	3
<b>1.1.2 HRM and HRD</b>	4
<b>1.1.3 The Importance of Training and Development</b>	5
<b>1.1.4 Training Evaluation</b>	6
<b>1.1.5 The Libyan context</b>	7
<b>1.2 Research aims and Objectives</b>	8
<b>1.3 Rationale and importance of the Research</b>	9
<b>1.4 Research Approach</b>	10
<b>1.5 The Research Design</b>	10
<b>1.6 The Research Contribution</b>	11
<b>1.7 The Structure of this Thesis</b>	12

## Chapter Two Culture and Human Resource Development (HRD) in Transitional Countries

<b>2.0 Introduction</b>	14
<b>2.1 National and Organisational Culture</b>	16
<b>2.2 HRD Policy and Strategy in Transitional Societies</b>	17
<b>2.2.1 HRD Policy and Strategy in Transitional Societies</b>	20
<b>2.2.2 HRD in African Countries</b>	22
<b>2.3 Economic liberalisation in Libya</b>	23

<b>2.4</b>	<b>The Libyan Economy and Business environment</b>	<b>25</b>
<b>2.5</b>	<b>Libya in Transition</b>	<b>29</b>
<b>2.6</b>	<b>Summary</b>	<b>36</b>

### **Chapter Three HRD and its Evaluation**

<b>3.0</b>	<b>Introduction</b>	<b>37</b>
<b>3.1</b>	<b>Reflexive practice in interpretive research</b>	<b>39</b>
<b>3.2</b>	<b>National Human Resource Development (NHRD)</b>	<b>41</b>
<b>3.3</b>	<b>Strategic nature of HRD</b>	<b>43</b>
<b>3.4</b>	<b>The various training models available</b>	<b>44</b>
	<b>3.4.1 Approaches to the Training Evaluation process</b>	<b>49</b>
	<b>3.4.2 Models of Training Evaluation</b>	<b>51</b>
	<b>3.4.3 Resistance to Training Evaluation</b>	<b>53</b>
<b>3.5</b>	<b>Conclusions from the literature reviewed</b>	<b>56</b>

### **Chapter Four Research Methodology**

<b>4.0</b>	<b>Introduction</b>	<b>57</b>
<b>4.1</b>	<b>Research Philosophy</b>	<b>58</b>
<b>4.2</b>	<b>Research Methodological Approaches</b>	<b>59</b>
	<b>4.2.1 Designing an Exploratory Study</b>	<b>61</b>
	<b>4.2.2 Interpretive research as a reflexive researcher</b>	<b>61</b>
	<b>4.2.3 Collecting the research data</b>	<b>66</b>
	<b>4.2.4 Documentary Evidence</b>	<b>68</b>
	<b>4.2.5 Piloting the interviews</b>	<b>70</b>
	<b>4.2.6 Sample and the form of the Interview</b>	<b>72</b>
	<b>4.2.7 Credibility of Research Methodology</b>	<b>74</b>
<b>4.3</b>	<b>Analysing the data collected</b>	<b>75</b>
<b>4.4</b>	<b>Summary</b>	<b>85</b>

## **Chapter Five Analysis and Discussion**

<b>5.0</b>	<b>Introduction</b>	<b>86</b>
<b>5.1</b>	<b>Method of Analysis for this Research</b>	<b>88</b>
<b>5.2</b>	<b>Defining the Themes</b>	<b>88</b>
<b>5.3</b>	<b>Findings from documentary evidence</b>	<b>92</b>
	<b>5.3.1 Credibility of the documentation from LISCO</b>	<b>94</b>
<b>5.4</b>	<b>Developing Human Resources</b>	<b>96</b>
	<b>5.4.1 National/Organisational Culture</b>	<b>107</b>
	<b>5.4.2 National/International Human Resource Development</b>	<b>112</b>
	<b>5.4.3 Transitional economies</b>	<b>113</b>
<b>5.5</b>	<b>Resource Based Theory/Human Capital Theory</b>	<b>116</b>
<b>5.6</b>	<b>Training Programs</b>	<b>120</b>
	<b>5.6.1 Training evaluation models</b>	<b>124</b>
	<b>5.6.2 Return on Investment</b>	<b>132</b>
<b>5.7</b>	<b>Summary of Discussion</b>	<b>135</b>

## **Chapter Six Discussion of Conclusions**

<b>6.0</b>	<b>Introduction</b>	<b>136</b>
<b>6.1</b>	<b>How is off-the-job training evaluated?</b>	<b>139</b>
<b>6.2</b>	<b>Are LISCO's evaluation methods aligned with its business strategy?</b>	<b>141</b>
<b>6.3</b>	<b>Is there a different perspective to the evaluation of training in a Libyan context when compared to the Western models?</b>	<b>147</b>
<b>6.4</b>	<b>Summary</b>	<b>158</b>
<b>6.5</b>	<b>Limitations of the Study</b>	<b>161</b>
<b>6.6</b>	<b>Contribution to Knowledge</b>	<b>163</b>
<b>6.7</b>	<b>Personal reflection on the interpretive research process</b>	<b>171</b>

## Figures and Tables

<b>Figure 2.1 Conceptual model developed from a study of the literature</b>	15
<b>Table 4.1 Themes</b>	75
<b>Table 4.2 Additional Themes</b>	76
<b>Table 4.3 Developed Themes</b>	76
<b>Table 4.4 Respondent Groups</b>	78
<b>Table 5.1 Themes Revisited</b>	88
<b>Table 6.1 Themes that Link to the Data</b>	137
<b>Figure 6.1 The Training Evaluation for Transitional Countries Model</b>	166
<b>REFERENCES</b>	179
<b>APPENDICES</b>	195
<b>Table 2.4 Population figures for African/Arabian and Middle eastern countries</b>	196
<b>Table 2.5 The Global Competitiveness Index (GCI) 2008-2009 Basic requirements</b>	197
<b>Table 2.6 The Global Competitiveness Index (GCI) 2008-2009 Efficiency enhancers</b>	198
<b>Table 2.7 The Global Competitiveness Index (GCI) 2008-2009 Innovation and sophistication factors</b>	199
<b>Figure 2.1 Score Dispersion among African Countries and OECD comparison</b>	199

<b>Table 2.8 Top Three African performers in each pillar of the GCI</b>	200
<b>Figure 2.2 The Global Competitiveness Index Libya</b>	201
<b>Figure 2.3 The most problematic factors for doing business in Libya</b>	201
<b>Figure 2.4 GDP per Worker in Libya 1991-2003</b>	202
<b>Figure 2.4a GDP and Employment per Sector 2003</b>	202
<b>Figure 2.5 GDP (PPP Adjusted) 1999-2004 Libya Relative to Peers</b>	203
<b>Table 2.9 Business Competitiveness Index Ranking Libya vs Selected Countries</b>	203
<b>Appendix Two A: Various LISCO Training Document</b>	204
<b>Appendix Two B: Internal Report on LISCO Training and Evaluation 2010</b>	216
<b>Appendix Three A: Guided Conversation (English Version)</b>	232
<b>Appendix Three B: Guided Conversation (Arabic Version)</b>	237
<b>Appendix Four: Sample Transcripts of Conversations</b>	241
<b>Appendix Five: LISCO Chart</b>	252

# **Chapter One**

## **Background to the Area of research**

### **1.0 Introduction**

In this chapter the background to this research is introduced, since it is intended that training and development policies promoted by Western theorists will be investigated at both national and organisational levels. Of particular interest are the policies pursued in human resource development (HRD) in developing countries like Libya. The study begins by suggesting that powerful forces have and still are dictating the dynamics of world trade (Weir, 2000). Although this is an opinion some 14 years old, in my opinion it is even truer today, especially in countries like Libya which find themselves in transition. According to Budhwar and Mellahi (2007) and Branine (2011) these forces are placing ever increasing pressure on many organisations internationally to compete, and improve quality and customer service, as well as to lower costs. This research starts from the point of view that there are a number of influences which play a part in the nature and role of national human resource development, which include the political, economic, and socio-cultural environments. In many countries today, just as there were in the Eastern European countries in the 1990s, a number of transformations are taking place which involve political democratisation and a movement within economies towards liberal capitalism. An outcome of these transformations is that social changes are becoming apparent which may hamper or hinder national and organisational human resource development.

Training has been characterised as a system which feeds the needs, skills and knowledge of the people working in an organisation. These skills and knowledge are acquired to fulfil a specific purpose or goal. However, it is the evaluation of training to assess its effectiveness that is very important, and which has been neglected and seen by many as problematic (Altarawneh, 2009). Mankin (2009) indicates the existence of three main types of evaluation, the first being suitability which will determine the fit with the organisation's goals. Next there are feasibility and acceptability, feasibility can assess the practicality of HRD plans and policies; and acceptability requires an analysis of the overall organisational development set up. This problematic view has occurred due to a lack of proper evaluation, and as a result training and development has been considered in some organisations "as a waste of money and time, a cost which needs to

be minimised and is often perceived as an ineffective process” (Altarawneh, 2009, p.1). Even in circumstances where evaluation of training may appear to be lacking the best companies try to maximize return on their training investment by aligning their training with their mission, strategy, and goals (Gomez-Mejia et. al, 2012). Therefore this study aims to review whether this viewpoint is current in a Libyan context by carrying out an exploration of training and evaluation within a Libyan company.

Historically, at a national level the Libyan government has always supported companies like the Libyan Iron and Steel Company (LISCO). The company began production in 1989 and has approximately 7000 employees. LISCO has had its own training centre since it opened. There are approximately 30 managers who provide training at the centre and 50 managers within individual departments who are responsible for employee training course decision making in terms of employee selection and post training evaluation throughout the company. Formal training is undertaken in-house and ranges from operative training on machinery through to management and leadership programmes, as well as longer term educational courses. LISCO operates in the industrial sector and plays a vital role in the development of the country.

Since the 1990s Libya has been moving towards the liberalisation of its economy, and this is exemplified by the greater scope allowed to private enterprise in the retail trade, and to small-scale and agricultural businesses. However, larger, strategically important Public sector companies that have remained specifically untouched by this liberalisation are indirectly feeling the need to change in order to keep up internationally. In September 1992, a Privatisation Law was passed providing for the sale of state assets to private interests and for private sector participation in the economy. Government has been involved in diversifying the sources of national income revenues; helping to create job opportunities; satisfying the needs of consumers and exploiting the available resources, whether natural or human, as part of their liberalisation policies (Committee of Evaluation the Industrial Companies’ Situation, 1994).

## **1.1 Research Background**

In this thesis the intention was to further investigate the use of HRD practices and the sorts of training initiatives used in national contexts. These have been considered previously by researchers such as Trompenaars (1993) and Jackson (2002). According to Leat and El-Kot (2007) these writers have both contributed to the general

understanding of the relevance of particular value and belief sets to the appropriateness and acceptability of particular HRM practices in a given national context. The intention in this thesis however was to focus more on the HRD aspects of HRM; the philosophies, concepts and techniques concerning Training Evaluation within organisations are considered as a means to justify the added value that Training and Development can bring.

### **1.1.1 Culture**

The influence of culture in general, and more specifically in the sub-divisions of national, organisational, and occupational culture, has been the subject of much discussion over the last few decades; within this debate, there have been many definitions of national culture offered by different authors. Hofstede (1991) suggested that culture is "...the collective programming of the mind which distinguishes the members of one group or category of people from another" (p.50). In this conception, the 'group' indicates a number of people in contact with each other, and a 'category' consists of people who, without necessarily having contact amongst them, have something in common. Fatehi (1996) defined culture as: "...a system of knowledge and standards for perceiving, blessing, evaluating and acting", and added that "language, ethnicity and religion are the major components of culture" (p. 42).

Culture can also have an effect on the management practices apparent within an organisation (Tayeb, 1997), and according to Erez (2004) management practices must effectively integrate with national culture for them to be effective. Arabian Gulf countries are characterised by high power distance and high uncertainty avoidance scores according to Hofstede and Hofstede (2005); Libya's score is considered in section 2.2 of the literature review. If Hofstede's findings are accepted this has large implications for a study of human resource practices; for example, many Western models of the effectiveness of HR activities are based on assumptions about the relationship between management and workers as being interdependent, with personal goals broadly aligned to organisational goals in driving a company forward. Hofstede and Hofstede's findings suggest that in countries characterised by high power distance the relationship between managements and workers might be more co-dependent, with personal goals forming a web of alliances and obligations that are not necessarily aligned with organisational goals. Therefore, in exploring how Western models of training evaluation can contribute to improving the effectiveness of training at LISCO, a

researcher is required to understand all the practices that contribute to the training evaluation process, and determine through interpretive analysis whether any of these practices represent a barrier to effective training. This requires the researcher to consider elements of culture, national and organisational, and how models of training evaluation can be integrated with these models; moreover, from the various definitions, it can be suggested that culture is derived from language, ethnicity, nationality, and sharing of other common experiences such as working in the same organisation. National and organisational cultures are considered further in section 2.1 of the next chapter.

### **1.1.2 HRM and HRD**

According to Chimote (2010, p. 28) employment training can be defined as “the systematic development of knowledge, skills and attitudes required by an individual employee to perform adequately at the given task or job”. In the panoply of HRM issues, training is sometimes seen as being at the ‘soft’ end of the subject; however, “it is the investment an organisation makes in its employees which is very often the hallmark of quality and success and makes the difference between organisations who succeed and those who do not” (Cheatle, 2001, p. 146). The central theme which has been at the heart of the research in Human Resource Management (HRM) since the mid 1990s is that modern HRM can be linked to organisational performance. More recently these links between HRM and organisational performance have been supplemented by research which argues that HRM is also positively linked to the motivation and wellbeing of workers in organisations (Smith and Smith, 2007).

It seemed to me that if the strategic orientation of Training and Development is a core function of HRM, then the expected outcome of the existence of training programs will be improved organisational performance (Ng and Dastmalchian, 2011). Furthermore, it seems logically to follow that policies designed to motivate employees to participate in training and the assessment of training needs and effectiveness will have an impact on whether training is perceived to yield positive benefits (Ng and Dastmalchian, 2011). Therefore, those organisations who wish to make the most out of their training expenditures should make it worthwhile for employees to participate in training programs. Ng and Dastmalchian (2011) suggest that organisations could enhance the status and contribution of Training and Development (T&D) by involving the training candidates. Companies could provide incentives to training candidates by implementing

a pay for knowledge system that rewards employees who acquire additional skills that would allow them to do different jobs in the organisation. Additionally, on completion of a prescribed training program candidates could automatically be considered for promotion (Ng and Dastmalchian, 2011).

### **1.1.3 The Importance of Training and Development**

Until recently the theories surrounding training and development have been dominated by Anglo-American perspectives (Mankin, 2009). However, things are now changing as more indigenous perspectives on HRD are beginning to emerge across Europe, the Middle East, and Asia. This fact no doubt reflects the way in which HRD theory and practice of HRD are evolving within the context of a dramatically changing world. Globalisation has resulted in the deregulation of markets, and the relocation and outsourcing of production and service facilities, particularly to China and India (Mankin, 2009).

Although not a new phenomenon this most recent phase of globalisation can be differentiated from previous ones by its sheer scale. This phase has affected a larger number of countries, increasing the volume of trade and the rate of growth. Inevitably globalization is having a huge impact on the role, nature, and purpose of HRD in organizations of all sizes and sectors across the world (Mankin, 2009). The human resources that are employed within a company are undoubtedly one of the most important assets of any organisation, particularly the people involved in the actual production process (Tennant, Boonkrong and Roberts, 2002). “A continuous programme of training for production operators in a manufacturing process (whether it is a continuous flow, batch or one-off production) is essential for achieving higher productivity, better on-the-job performance, and improved quality” (Tennant et al., 2002, p. 230). This quote by Tennant et al. is of particular importance to this research due to the nature of the industry being studied. However since the beginning of this century there is evidence to suggest that management in the UK, particularly in manufacturing companies, have not really understood the true value of training (Tennant et al., 2002) and have tended to focus only on the associated costs which it incurs. Research carried out by (Tennant et al., 2002) concluded that “only 35 per cent of UK companies have measured the effectiveness of their education, training and development programmes” Tennant et al. (2002, p. 230); this fact will be considered further in chapter three. This research indicates that there may be some resistance which

prevents the implementation of effective training programmes with appropriate evaluation mechanisms in Western organisations. In the literature review chapters that follow any resistance will also be considered from an Arab perspective (see chapter two, section 2.2. and chapter three, section 3.4.4).

#### **1.1.4 Training Evaluation**

Although the influence of workplace practices and employees' experiences with training effectiveness has received considerable attention (Ya Hui Lien et al., 2007), it is also apparent that less is known of the influence of workplace practices on training evaluation methods. Training evaluation, although extremely difficult (McLean, 2005), continues to be essential in demonstrating the value of Human Resource Development (HRD). However “Only a few organisations evaluate training in depth due to the difficulty involved and the lack of valid instruments and viable models” Pineda (2010, p. 673). The Training and Development programme should play a critical role in organisational performance. However, it is viewed differently in different organisations and in different countries (Altarawneh, 2009). It is apparent that T&D is seen by some as an “unnecessary, underused and unrecognised function” (Altarawneh, 2009, p. 1).

Part of the purpose of this thesis is to update Altarawneh’s research from at least the Libyan context. Historically, much of the literature on training evaluation has been based on the conceptual framework of evaluation models, such as Kirkpatrick's (1994) four-level taxonomy, and the work done by Swanson and Holton (1999); these and others will be discussed in greater detail in section 3.3.3 of the literature review chapters. More recently Phillips' (2003) five-level model and work on performance improvement carried out by Ya Hui Lien, Yu Yuan Hung, and McLean (2007) showed that the importance of evaluating training has never been greater, because in the eyes of training consultants and top management it is seen as a means of justifying training investment. Human Resource Development (HRD) has historically referred to “developing human resources to increase economic productivity and therefore a nation’s wealth, which is very closely linked with economic outputs” Paprock (2006, p. 12). Although the term ‘Human Resource Development’ has only been in common use since the 1980s, in subsequent years in the West efforts have been made to strengthen the strategic role of HRD, that is to highlight how HRD links to and supports the goals and objectives of the organisation and reinforces the importance of its Training and Development policy. In this thesis it is suggested that in Arab countries as well as other

countries in transition the impact of both national HRD and the need for a strategic view on the evaluation of training and development at an organisational level will improve performance.

### **1.1.5 The Libyan context**

Historically in Libya, the whole area of Training and Development has been affected by the fact that the extended family, clan, tribe, village and Islamic religion have a pervasive influence on the social environment (Aгнаia, 1997). All of these factors play a major role in the community's life and people's relationships with each other. Studies in international comparative management have highlighted the impact of industrialisation on developing nations and suggest that in their quest for economic progress, the developing countries would face managerial and social problems (Aгнаia, 1997).

The major issues which stand out are the transfer of Western management techniques and practices, and the selection of appropriate frameworks to achieve ambitious developmental goals. Management decisions in Libya have a tendency to be influenced by personal connections, community attitudes, beliefs and customs in many of its procedures, such as in staffing, selection and promotion. Libyan managers are accused of being more concerned about the creation of social relationships at the workplace than the job itself. Management procedures in Arab societies in general, are frequently influenced by "personal connections, nepotism, sectarian and ideological affiliation" Aгнаia (1997, p. 120). This may be because tribal traditions sanction consultation in the conduct of all aspects of life, as it is the practice of tribal societies that members of the entire kinship network should be consulted on matters important to their collective welfare (Abbas, 1990). However, this tribal mentality and rivalry also encourages authoritarian approaches to dealings with non-kin, such as other tribes or other segments of society. This leads to the authoritarian organisational structures particularly apparent in most Arab organisations.

The debate on whether culture has an impact on organisations and their HRM practices has remained unresolved (Miller and Sharda, 2000). On the one hand, the 'culture-free' position argues that relationships among the major components of organisational structure are similar across different cultures. This is a structuralist argument, while the 'culture-bound' position maintains that management and organisational structure are

essentially the product of socio-cultural forces. Although culture does not offer a full explanation, it nevertheless provides an underlying substantiation for explanations that may turn out to be very varied (Weir, 2000).

The cultural differences which exist within LISCO have been experienced by this researcher who worked for the company over a period of twelve years, beginning in 1989 and ending in 2001. Before starting as a full time employee, an extensive training course was attended at LISCO's own training centre. All these courses were run by foreign companies, and some of the training staff were British; at this time most of LISCO's training contracts were with Western European companies. However, at the time the field work was conducted for this research in 2010, all the training programmes were run completely by Libyan trainers, either working for LISCO or provided through external training agencies. Even though I left LISCO in 2001, to continue studies toward an MBA, good contacts were maintained with former colleagues at LISCO. My experiences at LISCO and the work I have been involved with ever since played an important part in my decision to consider training evaluation as the topic for this research. The part that these experiences played is highlighted in the research methodology chapter.

In 2009 an internal survey was conducted at LISCO to measure the effect of training programs. In this internal LISCO survey individual trainees were distributed a questionnaire and were asked to indicate how they felt about the training they received. Additionally direct supervisors were also asked to take part and to answer what effect the training program had on trainee's effectiveness and performance on the job.

The intention of this thesis is to compare the findings from that survey with the findings of my own research into the effectiveness of training and its evaluation. The results of this quantitative piece of research carried out by the research department of LISCO's training centre although viewed with a certain amount of scepticism are discussed later in the findings chapter.

## **1.2 Research Aims and Objectives**

In this thesis the original intention was to investigate the use of HRD practices and the sorts of training initiatives used in national contexts but on reflection it became apparent that there was an opportunity to explore a particular Libyan company, namely The

Libyan Iron and Steel Company (LISCO). It was hoped that a number of research questions would be answered these included:

1. How is the off-the-job training evaluated?
2. Are LISCO's evaluation methods aligned with their business strategy?
3. Is there a different perspective to the evaluation of training in a Libyan context when compared to the Western models?

Finding answers to these research questions is supported by achieving three key objectives:

- a. To explore how the off-the-job training activities at LISCO were evaluated.
- b. To investigate the links between evaluation process and individual as well as business performance.
- c. To develop a better understanding of the evaluation of training and its role in HRD practice in the Libyan context as a result of Libyan society's unique culture.

### **1.3 Rationale and Importance of the Research**

According to Terterov and Wallace (2002) it was becoming evident that after the suspension of UN sanctions in 1999 and the sustained recovery in oil prices, Libya was emerging as a market of immense potential and this generated renewed interest amongst investor circles. Although the degree of openness of the Libyan market remained comparatively limited, there were a number of encouraging signs that the government of the time was pursuing a more conciliatory approach towards foreign businesses. In the longer term, the market might be expected to deepen and grow as the New Libyan authorities encouraged private-sector involvement and inward investment. There has been research carried out in the past by Al-Saigh (1986), Al-Faleh (1989), and Agnaia (1997) into ways that the competitive nature of all Libyan organisations can be improved, given the fact that training and development has been affected by the influence of the extended family, clan, tribe, village and Islamic religion, which influence characterises the social environment. Consequently, there is a need for researchers to directly investigate the extent to which such factors influence HRD policy and practice (Kamoche et al., 2004). Although the Libyan economy employs a wide range of migrant workers this study specifically focuses on Libyan nationals.

## **1.4 Research Approach**

The research approach or methodology is determined by the research problem, and assumptions used in the research paradigm, as well as the way the research problems are defined, all of these will influence the conduct of the study. After reconsidering my options and re-orientating my approach an interpretive research philosophy was chosen for this research, which allowed a greater concentration on understanding the data collected and on interpretation to provide a more holistic view of the phenomenon under investigation. Although in this type of research the distinction between facts and value judgements is less clear, there was however a clear recognition of subjectivity. Therefore pre-understanding and tacit knowledge took on an important role and the data collected is primarily non-quantitative (see section 4.2). The research eventually undertaken for this thesis entailed the use of an explorative method which afforded the development of detailed, intensive knowledge about a single case. In my study LISCO is my focus of interest as it is a large Libyan company and my previous experience and knowledge of the company provided an opportunity to carry out my research there. The data collected from the study carried out at LISCO provided four main sources of evidence on training evaluation:

1. The company's policy on training and its evaluation found in various documents viewed and some acquired by the researcher.
2. The company's provision of training and its evaluation found in the training centre employees' (providers) answers on training practices given in the interviews.
3. The answers from those who are responsible within departments for decisions taken regarding training (customers) about their experiences and how they assess the value of training to them and their department's trainees.
4. The findings from the internal quantitative survey carried out in 2009 collecting the views of employees (consumers) and supervisors to training within LISCO.

## **1.5 The Research Design**

The purpose of this research was to investigate the use of HRD practices and the sorts of training initiatives used in various nations. A literature review of HRM/HRD

policies, practices and approaches to T&D and its evaluation allowed particular themes of interest to be generated. Providers and customers of training at LISCO were contacted and reminded that the information collected would be of interest to them and their company. In this research a series of explorative guided conversations were conducted with participants rather than structured interviews, as the researcher intended not only to pursue a consistent line of enquiry but also to allow some fluidity rather than rigidity. Interviewing therefore was the most appropriate method of data collection in this research, as this form of data collection was flexible enough to seek out the views of research participants. The data collected was analysed thematically and conclusions were drawn from the interpretation of this data. These conclusions were then used to indicate this study's contribution to knowledge. Eventually after a re-orientation the type of research undertaken for this thesis became impressionistic rather than conclusive; it probed rather than counted. It provided a deeper insight and understanding of the situation at LISCO and aided in the development of conceptual links in explaining behaviour, and by reflecting on complexity assisted in the discovery of the influence of cultural issues. Furthermore, the research methodology applied required a deeper interpretation of the findings and allowed access to the ways people express themselves, derive 'meaning' and live their lives. The approach for this study is considered in greater detail in section 4.5.

## **1.6 The Research Contribution**

Globalisation has led to a reduction in trade barriers between countries, the deregulation of markets, increased privatisation and the ending of many state monopolies (Holman, et al., 2003). As global competition intensifies there is a greater need being emphasised for efficiency and productivity within organisations as well as a greater focus on the link between Training and Development, business strategy and organisational performance (Gollan and Wilkinson, 2007).

As Libya opens up to the West, more and more companies have started to work there and this research intends to consider the consequences of applying Anglo-American forms of training and development, in particular Training Evaluation, in a Libyan organisation. This thesis contributes to the understanding of models of HRD, and evaluation practice, by exploring their implementation and any resistance to their use in an Arabic country that is in transition from a centralised economy to a more privatised one. Furthermore it investigates the transferability of Western training evaluation

practices to the Libyan environment. All of these areas are revisited and commented on and the Training evaluation for transitional countries model is introduced in the concluding Chapter.

## **1.7 The Structure of this Thesis**

### **Chapter One**

In this first chapter and section of the thesis, the background to the area to be studied was introduced.

### **Chapter Two**

In this chapter Human Resource Development in newly developing countries is considered, as is Training and Development and the use of Training Evaluation. Furthermore the experience of HRD and its influence on those countries that have embraced liberal capitalism is also considered, as are the HRD policies and strategies available, and also the resistance which can exist to these strategies in those countries in the Arab world, like Libya, which are in transition.

### **Chapter Three**

This chapter of the study considers theory and includes an introduction to the strategic nature of HRM, and the important part that HRD and adequate T&D and Training Evaluation play. In many organisations this activity is the most neglected and problematic. There is some evidence to suggest that in Arab organisations evaluation is unlikely to be undertaken, because training is seen as a cost and not an investment to be evaluated. There are also certain cultural differences that affect the training and evaluation that does take place.

### **Chapter Four**

In this chapter of the thesis the justification for this research is explained, as are the philosophy, methodology and selection of the participants questioned. The research proposed for this thesis eventually entailed the use of an enquiring study with the aim of thoroughly investigating the effectiveness of training evaluation approaches for the job training programmes in LISCO.

## **Chapter Five**

In this chapter the findings from the data collected by means of documentary and narrative research were interpreted using thematic analysis. The discussion that is presented is based on the answers provided to the original research questions and is compared with the theory reviewed in the literature and the data collected from primary and secondary data sources at LISCO. Additionally by reflective writing an opportunity was taken to gain further insights from work being carried out through deeper reflection on my own experiences, and through further consideration of other people's perspectives.

## **Chapter Six**

In this final chapter of the thesis conclusions are drawn, limitations are discussed, and the research contribution is highlighted.

In the next chapter of this thesis Human Resource Development in developing countries is considered, as is Training and Development, in particular the use of Training Evaluation. Furthermore HRD and its influence on those countries that have embraced liberal capitalism is also considered, as are the HRD policies and strategies being introduced and the barriers that can exist to these strategies, in those countries in the Arab world, like Libya, which are in transition.

## **Chapter Two**

### **Culture and Human Resource Development in Transitional Countries**

#### **2.0 Introduction**

In the introduction the argument started from the viewpoint that many factors have an influence on the nature and role of Human Resource Development (HRD). In this and the following chapter I will situate my argument in the literature on the use of HRD practices and the sorts of training initiatives used in national contexts. In the literature chapters that follow an investigation takes place of the available literature on Human Resource Development, the available training and development models, the need to justify any training programme by employing an adequate Training Evaluation process and the transferability of Western training practices to the Libyan environment. It is hoped that this review will highlight the link that exists between training /training evaluation and HRD. The original research position adopted is that there are a number of influences which play a part in the nature and role of national and organisational Human Resource Development which include the political, economic, and socio-cultural environments of the nations in which they exist (Tung and Havlovic, 1996; Scullion and Linehan, 2005).

Culture and the social environment have a vital impact on the economic development of a country. Libya is no exception in that this economic development is associated with social changes that all people experience. These influences then have an impact on the perceptions and practices of training within organisations and in particular an impact on the perceptions of the value and necessity of evaluating that training in some way. In many countries throughout the world today, just as there were in the Eastern European countries in the 1990's, a number of transformations are taking place which involve political democratisation and a more liberal capitalism as the dominant economic discourse (Lynham and Cunningham, 2006). The economic liberalisation being implemented in all Arab countries occurred in a highly selective manner, which allowed "private de facto monopolies to emerge" (Schlumberger, 2000, p. 253). The degree of openness of the Libyan market remains comparatively limited, but as was previously mentioned on page 2 of the introduction chapter there were a number of encouraging signs that the old government was pursuing a more conciliatory approach towards foreign businesses. In Libya today there is a new government due to the recent upheavals beginning in February 2011 and an outcome may be that such transformations

coupled with social changes may hinder national Human Resource Development or cause it to prosper. I suggest that all of these changes in Libya are having a profound effect on the organisational structure and culture of Libyan organisations, there is also a need to consider the influence that Western partners acting with Libyan companies, will bring further effects to the human resource practices of firms operating in transitional economies like Libya.



Figure 2.1 Conceptual model developed from a study of the literature  
Source: The Author

In this chapter and the next, as can be seen from Figure 2.1, a context is developed from a study of the literature regarding Human Resource Development in developing transitional countries. Training and Development, and in particular the use of Training Evaluation is considered. Additionally the HRD policies and strategies being introduced and the resistance which can exist to these strategies, in those countries in the Arab world, like Libya, who are in transition are also investigated.

## **2.1 National and Organisational Culture**

Much has been written about the many differences in national culture characteristics in cross cultural comparisons between Eastern and Western countries (Tata & Prasad, 1998; Lindholm, 2000; Dale, 2002; Lok and Crawford, 2004; Michailova and Hollinshead, 2009). A number of previous studies suggest that organisational culture is significantly influenced by the national culture in which the organisation is located (Tata & Prasad, 1998; Lindholm, 2000). In their research Lok and Crawford (2004) investigated the effect of organisational culture and leadership style on job satisfaction and organisational commitment in Australian and Hong Kong. Their findings showed no significant differences between the Australian and Hong Kong managers with regard to bureaucratic organisational culture or their consideration and initiating of leadership styles. These findings are of interest as earlier studies suggested that the cultural influence of Confucian values, high power distance, autocratic decision making style, and family ownership in Chinese firms would provide a stronger bureaucratic culture and initiating structure leadership style in the organisation. This is significant as there are similar cultural influence of high power distance, autocratic decision making and strong family and tribal ties in Libya.

I suggest that the application of Hofstede's cultural dimensions, introduced in chapter one would prove useful in understanding cultural differences and the transferability of management practices. Hofstede's cultural dimensions are considered further in section 2.2. Lindholm (2000) and Michailova and Hollinshead (2009) used these dimensions proposed by Hofstede as they wanted to find out to what extent all the practices and processes of HRM, including employee development, could be transferred from one country to another. The most significant conclusion from Lindholm's study was the need to examine the style of setting job objectives in high power-distance countries. Furthermore, he states that practices related to the conveying of performance feedback and to using performance evaluations also require further study, evaluations and proper feedback are considered further for this thesis in section 3.3.2. I would suggest that among the HRD issues which are worthy of examination is the question of how an organisation learns to develop employees' continuous improvement. Continuous improvement is an ongoing process of seeking to make improvements to company practice; however, as Dale (2002) points out the impact of corporate culture needs to be fully evaluated.

## **2.2 HRD Policy and Strategy in Transitional Societies**

HRD policy and strategy has become an imperative in many transitional societies to contribute to both economic growth and human and social development (Cox, Estrada, Lynham and Motii, 2005). According to Jackson (2002), Buck et al. (2003) and Brewster et al. (2006) there are a number of transitional economies throughout the world, which include countries of the former Soviet bloc, and some emerging countries of Africa, South Asia, and South America. The biggest transitional economy is China and like others it is characterized by a workforce with a shortage of appropriate skills and educational backgrounds. Budhwar and Debrah (2005) suggest that the term transitional economy is used similarly with that of ‘developing country’ to represent all countries other than advanced industrialised societies. There is an essential characteristic in the approach taken in these transitional economies in the development of a National Human Resource Development (NHRD) Strategy; this involves the coordination of various ministries, as well as the private sector, and general communities.

Unfortunately, traditional patterns of thought and behaviour which are resistant to these necessary changes still exist, even where legal reforms and structural changes indicate movement toward decentralisation (Cho and McLean, 2004). They go on to suggest that, in both the public and private sectors, leadership and organisational culture are issues that must be examined to achieve improvements in national as well as organisational HRD. The use of HRM practices and the sorts of training initiatives used in national contexts were considered by Trompenaars (1993) and Jackson (2002), who have both contributed to the general understanding of the relevance of particular value and belief sets to the appropriateness and acceptability of particular HRM practices in a given national context (Leat and El-Kot, 2007). In his research identified five distinct cultural factors into which the countries in his study could be categorized. These included the following (Trompenaars, 1993 as cited in Briscoe et al., 2012, p.120)

- “Universalism versus particularism (emphasis on rules versus relationships).
- Collectivism versus individualism.
- Range of emotions expressed (neutral versus emotional).
- Range of involvement with other people (diffuse versus specific).
- Basis for according status to other people (achievement versus ascription).”

In his research Trompenaars focused on different aspects of culture including how different cultures accord status to members of their culture, and the varying attitudes toward time and nature, as well as the differing attitudes toward individuals and groups and resulting relationships between members of society. His overall conclusions are quite similar to those of Hofstede. In HRM terms Hofstede's dimensions of culture have implications for whether emphasis should be placed upon long-term job security, stable career paths, explicit or implicit job descriptions, in various national contexts. Hofstede (1994) attempted to offer some comparisons of collectivistic as opposed to individualistic cultures, these are discussed in greater detail later in section 2.6, but it seems that even through industrialisation and economic prosperity, traditional societies as opposed to more developed ones, tend to maintain their collectivist tendencies (Abbas et al., 1997).

Jackson (2002) in his research suggests that management perceptions of the value of people, whether primarily instrumental or humanist, have implications for a range of HRM practices. This includes whether there will be a focus upon the task and results or upon people and their development. Current Anglo-American organisational governance arrangements and HRM practices may place power in the hands of management, who in turn promote a much more individualistic relationship with their employees. Arabian Gulf countries are characterised by high power distance and high uncertainty avoidance scores, according to Hofstede and Hofstede (2005); this idea was highlighted in section 1.1 of chapter one as an introduction to culture. Hofstede's model was an attempt to provide an indication of the various factors which can be seen to differentiate countries' culture. In his classification of the world into cultural regions Hofstede identified four dimensions of cultural difference between nations, and clustered cultures according to whether they were high or low on a number of dimensions. These dimensions were labelled as: 'Power-distance', 'Uncertainty avoidance', 'Individualism-collectivism' and 'Masculinity-Femininity'. The 'Power distance' dimension was characterised as one where the less powerful person in a society accepts inequality in power and considers it normal. The 'Uncertainty avoidance' dimension indicates the extent to which people in a culture are made nervous by situations because they consider themselves as unstructured, unclear, and in a situation in which they try to avoid such circumstances by adopting strict codes of behaviour and a belief in absolute truths. The 'Individualism' dimension is described as a cultural predisposition in which a person's allegiance is to his/her immediate family,

whereas collectivism is seen to operate where people perceive themselves as belonging to one or more cohesive groups from which they cannot detach themselves. The 'Masculinity and femininity' dimension refers to the extent that a society's dominant values emphasise masculine social values like a work ethic expressed in terms of money, achievement and recognition as opposed to feminine social values, which show more concern for people and quality of life.

A country's culture also has implications for whether people regard themselves primarily as a member of a group and whether group training initiatives might be more appropriate than those emphasising individual development (Leat and El-Kot, 2007). As Libya was judged by Hofstede to be characterised by high power distance and uncertainty avoidance scores then empowerment practices are unlikely to have an effect on performance because, in high power distance cultures, employees may not assertively express their ideas to their supervisors (Bae and Lawler, 2000).

In many Arab countries like Libya there are now major transformations taking place at various levels which have an influence on the need for evaluation of the T&D carried out, not only by companies, but also by countries, especially those in transition. In terms of Hofstede's dimensions, countries like Libya score low on individualism and can be described as collectivistic countries with close long-term commitment to the family, extended family or the tribe. As in such societies, loyalty is paramount, meaning that the effect of this tendency on training and its evaluation also needs to be investigated. A further question that needs to be considered is transferability as there are many differences in national culture characteristics in cross cultural comparisons between Eastern and Western countries. Furthermore, the perspectives held by various countries and regions in relation to training development and its evaluation can vary and will be considered further in Chapter Three.

### **2.2.1 HRD Policy and Strategy in Transitional Societies**

The work of Trompenaars (1993) and Jackson (2002) is relevant to national contexts and the perception of HRD in various countries. Since the mid-1960s HRD has been conceptualised and defined in many different ways (Hamlin and Stewart, 2011). They observed that the process of defining HRD by academics, researchers and practitioners is proving to be frustrating due to the lack of clear boundaries and parameters, as well as elusive due to a lack of depth of empirical evidence for some conceptual aspects, and

also confusing due to confusion over the philosophy, purpose, location and language of HRD. According to Garavan et al. (2007, p. 3),

*“As an academic field, HRD remains segmented, incomplete, lacking comprehensiveness and coherence, with diverse theories and models offering competing explanations”.*

As a consequence, HRD appears to be open to differing and ambiguous interpretations and there are some writers who welcome that fact; however, for those who operate in an international context globalisation presents HRD practitioners with the opportunity to deliver a wide range of HRD interventions that add value to an organisation (Mankin, 2009). In order to be successful however HRD practitioners need to carefully consider global trends and the issues that matter most to their stakeholders (Ulrich and Brockbank, 2005). Moreover, this knowledge needs to be coupled with an understanding of the differing national HRD policies and practices as well as the influence of the global economy (Swanson and Holton, 2001) and cultural differences and their impact on formal and informal workplace learning (Marquardt et al., 2004). As was previously mentioned HRD policy as well as the need for a proper strategy has become an imperative in many transitional societies. Their importance is also apparent in their contribution to both economic growth and human and social development at a national level. The nature of the national context in which NHRD occurs influences its nature and role and this serves to influence HRD at an organisational level within a nation or region.

In a report published by United Nations Development Programme (UNDP, 2003) four classifications of countries were provided “by human development level, by income, in major world aggregates, and by region” (p. 194). In this report the classifications included 193 countries. Table 2.5 in Appendix One provides an overview of some of these ratings and classifications. The classifications are based on those provided by Harbison and Myers in the 1960s, who described each of their four HRD classifications as Levels I to IV. They created these classifications by using factors such as political and economic structure, workforce resources, and formal education, development of employed workforce resources, and incentives and allocation of a high-level workforce.

In order to successfully pursue NHRD this information is essential. Transformation in any of these national dimensions is very difficult for some countries and even more so

simultaneously and within the context of globalization (Friedman, 2005). Furthermore, liberal capitalism differentiates them in terms of their NHRD needs and problems. Although Libya itself is not listed in the table, as can be seen other countries in the North African region, namely Egypt and Morocco, are ranked 83<sup>rd</sup> and 67<sup>th</sup> respectively. Egypt scored 4.2 for its institutions, 3.1 for its infrastructure, 3.6 for its macro-economy, and 5.2 for health and primary education. Morocco scored 4.0 for institutions, 3.5 for infrastructure, 4.7 for macro-economy, and 5.4 for health and primary education. Egypt's macro-economic score placed it 125<sup>th</sup> in the overall rankings, while the averages for the North African region were 4.2 for institutions, 3.4 for infrastructure, 5.1 for macro-economy, and 5.3 for health and primary education.

It would seem reasonable to suggest by inference that infrastructure and institutions in Libya are mid level on the table. Macro-economically and in the areas of health and primary education they too would have been ranked fairly low. Although there are in fact twelve pillars to competitiveness these five indicators already discussed give an indication of Libya's scores and ranking amongst the 193 countries. There has been some time a process of economic liberalisation taking place in Libya as well as in other countries of the region.

There has been an argument that things are changing and that there is a need for better understanding of these developments (Brewster et al., 2005). There are now, as Brewster et al. point out, new pressures being exerted on HR specialists to enable high performance international HRM in multi-national companies. The pressures are HR affordability, central HR philosophy and HR excellence and knowledge transfer which are to be delivered through a series of important HR processes: talent management and employer branding, global leadership through international assignments, managing an international workforce and evaluation of HR contribution. These pressures are brought to the fore particularly in transitional economies by another factor, which is the existence of the fashionable high-commitment strategies currently favoured in the West, sometimes referred to as 'Americanization', (Buck et al., 2003).

The concept of commitment holds to the assumption that committed employees are beneficial to organisations and has a long tradition in the management literature (Swales, 2002). Commitment is linked to "positive behavioural intentions and actions that are directly under the control of individuals, and which are an important component

in the achievement of organisational change programmes involving new work goals, new working methods and new structures” (Swales, 2004, p.187). The question remains can such a concept be transferred to other nations, in particular those in transition and also is there a different perspective to the evaluation of training in a Libyan context when compared to the western models? This is a research question posed for this thesis.

The effect of economic liberalisation in Libya will be considered in section 2.4 as will its effects on the internal organisational culture/structure of Libyan companies and Libyan management. The need for and possible barriers to HRD policy and strategy are also considered. As Libya is often considered to be a part of Africa as it is of the Middle-east and the Arab world, in section 2.3 the human resource development that takes place in African countries which are also facing transition is considered.

### **2.2.2 HRD in African Countries**

In a number of African nations managers have been confronted by the sudden need to adapt to liberal market structures due to a process of economic liberalisation and the arrival of Western multi-national companies (MNC's) wishing to do business (Okpara & Wynn, 2008). As there is very little recent research to be found that considers the Arab or Libyan contexts in this regard the experiences of another African nation in transition will serve as a useful parallel. The work carried out by Okpara and Wynn (2008) is important as it examines the extent to which organisations, prompted by the government in Nigeria, use various Human Resource Management (HRM) practices, and the perceived challenges and prospects of these practices. As a result of their research Okpara and Wynn (2008) discovered that practices such as training, recruitment, compensation, performance appraisal and reward systems, are still in place. Training is increasingly being seen as one of most important and effective means of bringing about change in any organisation (Okpara & Wynn, 2008). Training initiatives are phenomena world-wide, particularly in developing countries which have been using overseas training as a part of their overall development strategy.

I would suggest however, that although there is substantial literature regarding training practices globally, there is no comprehensive framework that embraces the factors affecting training at a national or organisational level, that is conducted in the developing world which could be easily transferred to Libya. The research for this study

used Libya and The Libyan Iron and steel Company, as a specific illustration that will allow for the identification of the key factors affecting training, and may further permit some generalisation to other developing countries. In Libya the old Government over the past few years had been introducing its economic liberalisation policies; it remains to be seen if the new government is continuing this work. There is therefore a need to assess training strategically at a national and organisational level from a business point of view, which is an aim of this research.

### **2.3 Economic Liberalisation in Libya**

There are, as this review of the literature revealed, a limited number of sources from which to gather information on the Libyan economy, all of which are non-Libyan. The most recent and relevant are reviewed here and Libya's competitiveness with other countries in its region, as well as internationally, is compared. Responding to the economic crises caused by the decline in international oil prices of the 1990s the government departed from its centralised planning approach by introducing a series of liberalisation measures. Private shops were encouraged to reopen, for example, and the government proposed an increase in privatisation, announcing that Libya would be able to import and export in complete freedom. This restructuring policy was initiated and regulated through the issue of Government Act number (9), dated 5/1/1992. This act was intended to regulate and enhance the role of private sector activities in the national economy. Some of its main provisions included that the Libyan economy would now be based on joint ownership, Colonel Gaddafi's popular socialism and individual initiatives and abilities. Secondly, the economic areas open for private and individual initiatives would include production, distribution and services. These new businesses would now take place in areas such as agriculture, industry, commerce, tourism, housing and finance, as well as in the private practice of professionals. Finally, based on a recommendation of the General People's Committee, public or joint enterprises could be sold to private ownership.

In June 2003 Libya accepted its obligations under Article VIII of the IMF's Articles of Agreement (IMF, 2003) with the key challenge facing the Libyan authorities in the medium and long term being that of achieving sustainable high rates of economic growth to generate employment opportunities for a rapidly growing labour force. The authorities agreed that this goal would not be achievable without reducing the dominant role of the public sector.

For Libya the phenomenon of globalisation has been enhanced by the wave of economic liberalisation, the encouragement of foreign investment, the deregulation of financial markets and the lowering of tariff and non-tariff barriers to international trade. In this context trade with neighbouring Europe has increased, so that “British companies are important suppliers to the Libyan market, not far behind Italian companies who are the market leaders”, (Terterov and Wallace, 2002, p. 5). The balance of trade is heavily in the United Kingdom’s favour; Italy and Libya’s other main suppliers in the Mediterranean import very large quantities of Libyan oil, which the United Kingdom does not. In general, Libya is used to buying in the international market, and factors such as quality and price carry far more weight than politics. In the 32 years since the Revolution, Libya has made very considerable progress, developing from one of the poorest countries in the world into one whose physical and human infrastructure compares favourably with that of its neighbours. However this process of globalisation, according to Scullion and Lineham (2005) “...is a double-edged sword, it provides opportunities for managers to overhaul their antiquated management practices and adopt modern ones that are capable of dealing with the threats and opportunities in the business environment” (p. 275).

In the Arab states, attracted by prospects of quick profits, more and more bureaucrats and regime members have established private businesses; today, families of the heads of state, the upper strata of bureaucracy and governmental institutions, “...leaders of the ruling parties and the top ranks of the military establishment and security services all run their private enterprises” (Schlumberger, 2000, p. 253). According to Scullion and Lineham (2005, p. 275) although “... there is a need for competitiveness in developing countries, economic policy regulations, even if modified in the frame of liberalisation, are still handled by governments as powerful tools of political control over economic agents and interactions to maintain the political and economic hegemony of the ruling elites and their clientele”. In 2003 the IMF conducted a study and produced an assessment on the competitiveness of Libya. This report suggested that Libya had been taking “major steps forward, but reforms have been piecemeal and unsystematic” IMF Country Report (2003, p. 7). Libya needs to achieve consensus on a single competitiveness agenda that will become the mandate for senior members of government and for those that lead the change program. The Report concluded that

Libya needed to take action in four different areas in order to improve its competitiveness. These areas are outlined below:

The first of these was the Governance system which the report suggested should comprise of a perfect Libyan democracy, by leveraging information communication technology (ICT) and redesigning processes to reduce inefficiencies. There was also a need, the Report stated, to establish a governance structure comprising of special purpose entities such as an Economic Development Board and Competitiveness Council that could drive and accelerate the reform process. The Report also suggested the education and empowerment of a new generation of Libyan business leaders. These new business leaders would be required to rapidly expand the nation's capacity to act and drive workforce readiness through a radically improved education system connected to market needs and new immigrant workforce policies. However, desirable as these outcomes are there are many factors which can have an influence on the business environment in the Arab World. These include the extended family, clan, tribe, village and Islamic religion and all characterise the Libyan business environment and have an effect on the whole area of business management and Training and Development and its evaluation (Aagnaia, 1997) a fact that is considered in greater detail later in section 3.3.2 of the next Chapter and returned to again in Chapter Five the discussion and Chapter Six the conclusions of this thesis.

#### **2.4 The Libyan Economy and Business Environment**

Libya's quest for economic progress in recent years has meant facing up to many managerial and social problems. The two main issues which stand out are, the transfer of Western management techniques and practices, and the selection of appropriate business models to achieve the Libyan governments ambitious developmental goals. It is because of globalisation that many developing countries, in Eastern Europe and now some in Africa including Libya, have paid a great deal of attention to national economic and social problems, but less attention has been given to managerial and organisational problems, which have an important impact on the performance of national development plans (Almhdie and Nyambegeera, 2004).

Globalisation and international competitive pressures are not new, but a new spate of economic liberalisation in some African countries is perhaps an indication of the far-reaching effects of globalisation and its accompanying international demand for

competitiveness (Scullion and Lineham, 2005). This has led to emerging economies "... using economic liberalization as their primary engine of growth" (Hoskinson et al., 2000, p. 249).

An emerging economy like Libya can be defined as a country that satisfies two criteria: a rapid pace of economic development, and government policies favouring economic liberalisation and the adoption of a free-market system. Globalisation has also meant rapid growth development and transformation through the entry of multinational companies, and the need to handle marketing much more effectively. It has been claimed that since the 1969 revolution Libya has developed from one of the poorest countries in the world into one whose physical and human infrastructure compares favourably with that of the others in the Middle East and North Africa (MENA) region, which include Algeria, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Qatar, Saudi Arabia, Tunisia, UAE and Yemen, primarily due to its oil revenue. There has been ever increasing interest in doing business with Libya from the outside world, and a number of publications have over the years offered guidance on the prospect of doing business with Libya, and these have been reviewed as well. In Table 2.4 (Appendix One) the population figures for each of the countries in North Africa the Middle East and the Arabian Peninsula are given, with comparisons of Libya with its neighbours, in order to assess their competitiveness and their desire to develop their human resources to promote growth. In this respect the training of employees and adequate evaluation of that training plays a vital role.

The World Economic Forum (WEF) has been studying the competitiveness of nations for three decades, and began including African countries in its analysis in the early 1990s. The Forum has produced regional reports "specifically focused on the economic competitiveness of the African region since 1998" (WEF Report 2009, p. 3). This assessment allows comparisons to be made between what is said to have been happening economically, particularly in Libya and what has actually happened according to the WEF Report. Africa is has been experiencing an economic resurgence recently, after many years of decline (WEF Report, 2009). Since the start of the new century growth in gross domestic product (GDP) on the continent has averaged 5.9 percent annually, according to the International Monetary Fund (IMF, 2003). Africa's economies are less linked to global financial markets than many other parts of the world. Therefore the region has been shielded to a certain extent from the fallout of a crisis that originated in the sophisticated financial markets of the industrialised world.

As a result, shortly after the crisis began the IMF was “projecting a slight decline in GDP for the region in the year ahead” (WEF Report 2009, p. 3). In the present world market Libyan organisations from every sector are now expected to compete on the world stage. Each of the twelve pillars mentioned by UNDP (2003) discussed earlier in section 2.2 plays a critical role in driving national competitiveness according to the WEF Report (2009, see also Tables 2.5 to 2.7, Appendix One). It is also apparent that the basic requirements at the factor driven stage are well-functioning public and private institutions, well developed infrastructure, a stable macro-economic framework, and a healthy and literate workforce. However, whatever factors are important for improving the competitiveness of a country at a particular stage of development, will not necessarily be the same for a country in another stage. In other words, economic development progresses in stages and the very first stage is factor-drive. This stage is where countries compete based on their factor endowments, which are primarily unskilled labour and natural resources, and companies compete on the basis of price and sell basic products or commodities, with their low productivity being reflected in low wages. As wages rise with advancing development, countries move into the efficiency-driven stage of development, when they must begin to develop more efficient production processes and increase product quality. Of particular interest to this study is the fact that, it is at this point that competitiveness is driven by higher education and training, efficient goods markets, well-functioning labour markets, sophisticated financial markets, a large domestic or foreign market, and the ability to harness the benefits of existing technologies. As countries move into the innovation-driven stage, they are able to sustain higher wages and the associated standard of living only if their businesses are able to compete with new and unique products. At this stage, companies must compete through innovation, producing new and different goods using the most sophisticated production processes which require adequate training and development of employees. Libya, just like other countries in the region, is at a particular stage of economic and political development and just like these other countries often registers significant weaknesses in these overall 'context' areas. Governments around the world are beginning to recognise the importance of assessing training strategically at a national and organisational level from a business point of view (Rigby, 2005).

Also of interest to this study is that it is at this point that competitiveness is driven by higher education and training, efficient goods markets, well-functioning labour markets, sophisticated financial markets, a large domestic or foreign market, and the ability to

harness the benefits of existing technologies. Finally, as can be seen in Table 2.7 (Appendix One), as countries move into the innovation-driven stage, they are able to sustain higher wages and the associated standard of living only if their businesses are able to compete with new and unique products. At this stage, companies must compete through innovation, producing new and different goods using the most sophisticated production processes. This requires adequate training and development of employees.

Libya just like other countries in the region is at a particular stage of economic and political development and just like these other countries often registers significant weaknesses in these overall 'context' areas. These weaknesses need to be addressed by the new democratic governments in order for companies and individuals to be willing to make the long-term investments in skills and capabilities that are critical for higher productivity. Progress on these areas is important for economic reforms to be politically sustainable and economically fully effective. In any country wealth is actually created at the level of an economy's microeconomic foundations by companies who are able to create valuable goods and services through increasingly sophisticated strategies and operations, supported by a strengthening business environment. Countries at Libya's stage of economic development often face challenges in both these elements as companies tend to work at low levels of operational efficiency and compete on low prices without differentiated market positions. Business environments suffer from widespread weaknesses in assets such as infrastructure and skills, and poorly-developed rules and regulations affecting business. In developing countries like Libya all of these factors need to be developed in order to compete effectively in world markets.

The WEF Report (2009) stated and the data in Figure 2.2 (Appendix One) shows, that Libya was ranked 91st in the GCI index, which was down three positions since the previous year. This is despite the fact that, due to the Oil production there, and because of its export, the country boasts one of the strongest macroeconomic environments in the world (ranked 6th). Both the high government surplus and low government debt contribute to this good assessment.

However there are mounting inflationary pressures which are putting the country's macroeconomic stability at risk. Educational enrolment rates are adequate but courses need to be redesigned to be more in line with the needs of present economic realities, according to the WEF Report (2009). This fact adversely affects the quality of the

educational system and so it receives one of the weakest assessments among all countries covered (121st). In 2009 the WEF report also related that the quality of infrastructure is just as dismal, in particular air transport (126th), ports (110th), and railways (116th). In this context, to improve its competitiveness, significant investments should be made in structural improvements such as upgrading the educational system and transport infrastructure. This would contribute tremendously to overall business performance in the country. In the past, as can be seen from the literature and reports reviewed, a slowly accelerating economic reform process has been advocated for Libya, however in the Middle East Economic Digest (MEED, 2005) it was stated that there had been a lack of significant change to the Libyan economic model since Muammar Gaddafi unexpectedly announced in mid-2003 that it was time to try something new.

## **2.5 Libya in Transition**

There is of course a need to have a specific review of the available literature regarding HR strategy, policy and implementation in Libya, in particular as this is an objective of this research. Libya can be considered a transitional country; however, its specialist form of capitalism is based on Gaddafi's interpretation of Arab socialism. In a socialist society there are state-owned enterprises characterised by monopoly power. This ensures that the behaviour of large enterprises is in line with the social good. These enterprises would be both instructed and motivated to maximize the long-term rate of profit and efficiency. Decision-making in state enterprises would be based not on the conventional hierarchical structure of firms, but rather on a democratic process in which all workers were allowed to participate (Marangos, 2004).

Throughout the world there are a number of transitional economies that include countries of the former Soviet bloc, in Eastern Europe or those emerging in Africa, South Asia, and South America and also amongst the Arab states. In many of those economies in transition a special kind of capitalism exists which is usually linked to the fact that communism left a unique legacy by creating a peculiar cultural syndrome at the enterprise level with a distinct set of values, norms, and standards based on the notion of the Communist theoretical conception of collectivism. Communist regimes stifled the development of management and organisational culture based on risk taking, initiative, creativity, transparency, autonomy and performance based reward systems. This means that today in these countries the most significant challenge is to transform the

organisational culture by promoting the necessary change needed to survive in the turbulent global economic environment. In Libya the specialist form of capitalism is based on Gaddafi's interpretation of Arab socialism; he called it the Third International Theory. This theory proposed joint-ownership of production units with workers as partners rather than receiving increased wages and benefits, creating incentive strong enough to increase productivity. This approach offered a social and economic world in which human welfare or happiness depends on the fulfilment of material and spiritual needs without outside (foreign) intervention and control. It rejected a social structure within a nation that creates classes on the basis of unequal opportunities and wealth accumulation, but appears to have failed in its aim (see section 2.3 on economic liberalisation). The special kind of capitalism which exists in these countries is usually linked to the fact that, "...communism did leave a unique legacy in the transitional economies by creating a peculiar cultural syndrome at the enterprise level with its distinct set of values, norms, and standards based on the notion of the Communist theoretical conception of collectivism" (Littrell and Valentin, 2005, p. 426). The communist regimes stifled the development of management and organisational culture based on risk taking, initiative, creativity, transparency, autonomy and performance based reward systems. This means that today in these countries there is a significant challenge to transform the organisational culture by promoting the necessary organisational change needed to survive in the turbulent economic environment. The main objective must be to implement successful strategies to adapt to the new world market environment that will inevitably require changes in the existing Libyan socialist state, as liberalisation and privatisation are introduced to increase productivity.

Many of the other Arab Gulf countries, which are very rich in natural resources such as oil and gas, just like Libya suffer from shortages in skilled and unskilled manpower (Achoui, 2009). In addition to skilled labour shortage due to inadequate educational systems and low population size in these countries, cultural issues such as tradition, religion and values play a significant role in this shortage. Female participation in the labour force in the Arab Gulf countries in general is still insignificant. Furthermore, most young people in these countries reject working in manual and low status jobs because of social stigma towards this kind of work. The importance of Human Resource Development came about because of its role in facilitating the social and economic development process. People are the target of this process on the one hand, and they are the basic factor in the planning and achievement of its objectives on the other.

Developing human resources must be considered as a part of a wider development programme in order to create employment opportunities for the national manpower, which increases every year. Therefore, intensive efforts are required to prepare, educate and train people by following the best approaches, so that the required quantity and quality of manpower can be prepared at a suitable time (Aгнаia, 1996).

In some developing and transitional economies government administrative agencies have drawn on international codes for learning and training prepared by bodies such as the International Labour Office (ILO) and Organisation for Economic Co-operation and Development (OECD), which help form a blueprint of how nations, societies and communities can devise HRD policies and systems to support lifelong learning and employability (Kumvilla et al., 2002; Ashton et al., 2002). Some countries have codified HRD frameworks in national legislation, such as the Malaysia HRD Act (1992) and South Africa Skills Development Act (1998). These frameworks provide for the establishment of institutions to integrate HRD efforts and the nurturing of a common culture of learning and training between all stakeholders, governments, social partners, enterprises, individuals and civil society. According to Lee (2007) there is a pool of knowledge being built about the nature and practice of national HRD and HRD in different cultures.

In Libya, after the revolution of 1969, the conventional wisdom was that a state-led national strategic approach to HRD would be the most effective way to develop skilled human resources. But according to Weir (2000) there are significant generic features that are traditional in the Middle East. These include a lack of reference to job goals within the organisation, and an absence of any structured career planning or systematic performance appraisal due to a limited orientation toward the future. This means that HRD as it is understood in the West is likely to be absent. Additionally, Personnel or Human Resource departments, if they formally exist will usually be concerned with the detailed matters of payroll, recruitment, remuneration and discipline within quite explicit constraints, with little discretionary capability and with little or no involvement in strategic issues or even in forward loading and planning matters. Decision making in the Middle Eastern organisation tends to be referred upwards, where authority is concentrated, and this inevitably leads to a delay in decisions and a disempowerment of all but the most senior managers in the organisation. Training is almost certainly carried out on a personal level as there is a great respect for seniority, age and experience. But

this often co-exists with a disregard of job-related training and developmental philosophies.

In Libya the main objective of T&D has been merely to meet the required quota of local employees to achieve the 'Libyanization' levels planned for professional, industrial, and administrative jobs (Almhdie and Nyambegera, 2004). Many management training and development institutions have been established, and the organisational structures of public sector companies have been reviewed; work procedures have been simplified and a lot of people have been sent abroad to train, especially to the U.K., to gain relevant knowledge and skills. Just like the Gulf and other Arab countries there is a problem in Libya as there is in most developing economies, that the educational systems were designed or influenced by the former colonial powers with little or no regard for local cultural differences. This is not helpful to the challenges, growth, and opportunities presented to twenty-first century organisations in developing economies (Banutu-Gomez, 2002). A further impediment to effective Training and Development in Libya is the fact that the shortage of appropriately trained staff continues to make the returns on investment in the industrial base woefully inadequate. Despite these problems, some managers resist the idea of attending T&D courses, because they see this as an admission of incompetence, with obvious unfavourable consequences for their careers and social status.

Furthermore, the previous Libyan government reduced the attractiveness of seeking training and development abroad by cutting the allowance which trainees received while out of the country, and limiting their local salary until they finished their program. Some countries have codified HRD frameworks in national legislation; Libyan legislation defined the management unit as having primary responsibility for providing training programmes. Law 55 (1976 article 30) and Law 13 (1981 article 50) emphasised this view, stating that: "the management unit must give training opportunities to its employees in order to qualify them and enable them to work appropriately, this management unit must train them inside or outside the organisation, according to its abilities and the availability of training opportunities outside the organisation" (as cited in Agnaia, 1996).

When Gaddafi came to power in Libya he introduced a new political system, which was mentioned above in the previous paragraphs. This was a combination of socialism and

Islam, which he called the Third International Theory. There are three parts to this theory: these were social, economic and political. This theory rejected private ownership of the means of production, as well as the profit motive and contended that as long as the real 'producers' (wage-earners) were paid wages in any system (capitalism or socialism), no matter how high their wages and fringe benefits were, they would always be exploited. Therefore, this theory proposed joint-ownership of production units with workers as partners rather than receiving increased wages and benefits, creating incentives strong enough to increase productivity. This approach offered a social and economic world in which human welfare or happiness depends on the fulfilment of material and spiritual needs without outside (foreign) intervention and control. It rejected a social structure within a nation that creates classes on the basis of unequal opportunities and wealth accumulation. However, this policy has not been continued since Gaddafi's regime; in Libya now the new Government appears to be actively seeking closer cooperation with multinational companies from the West. Outside the US and European countries, other nations that are moving intentionally toward a NHRD policy include South Korea, New Zealand, India, South Africa, and Kenya (McLean, 2004).

I would suggest that the new Libyan Government has an opportunity to implement a NHRD policy of its very own as there is a growing private sector in existence alongside traditional state-owned enterprises as the country shifts from a centrally planned to a market-driven economy. However, as in many countries of the Arab world, HR practice is heavily influenced by factors such as the socio-political context, religion, and family (Kamoche, Debrah, Horwitz and Muuka, 2004); these are also powerful factors in the Libyan context (see section 1.1.5). This context can also influence the means by which managers perform their tasks and implement HR strategies in the organisation, and affect their attitudes toward HR policy practices.

As far back as Tayeb (1995) it was argued that the socio-cultural context constrains the repertoire of management practices available to managers in different countries. According to Erez (2004), management practices must integrate with the national culture for them to be effective; in other words, there must be an appreciation by managers or others who try to implement practices developed in another culture that there may be barriers to this implementation. These barriers may be in the form of a lack of understanding of the practice's aims or processes, resistance due to fear or

conservatism, or a cultural difference between the expectations of behaviour implicit in the practice and those that exist in the national or organisational culture it is being imposed on. For example, Arabian Gulf countries are characterised by high power distance and high uncertainty avoidance scores, according to Hofstede and Hofstede (2005), for whom power distance is the extent to which the less powerful in a society expect and accept unequal distribution of power. In Libya both a high power distance and uncertainty avoidance score was recorded meaning that empowerment practices are unlikely to have an effect on performance because, in high power distance cultures, employees may feel constrained from assertively expressing their ideas to their supervisors (Bae and Lawler, 2000). This is not an attitude that is recognised by most Western models of human development, wherein an assumption of the individual as an active driver of their development is implicit. However, the recent events in Libya may have altered Libyan's willingness to accept unequal distribution of power and I suggest this constraint to personal development may exist to a lesser extent now.

Countries like Libya also score low on individualism, according to Hofstede and Hofstede (2005), therefore these countries can be described as collectivistic countries with close long-term commitment to the family, extended family or the tribe (Budhwar and Mellahi, 2007). In such societies, loyalty is paramount and overrides most other societal rules, which may lead to the nepotism which exists in Libya and which is likely to have an effect on training selection and training evaluations. If candidates are not being selected based purely on their suitability then this will lead to a less than effective outcome from the training course, furthermore as was previously pointed out according to Mankin (2009). Furthermore, selection is not the only element of the training process that can be influenced by culture; for example, training evaluation is only valuable where trainees feel they are empowered to use the skills and knowledge they have gained in training within the job role. Culture is important in many countries (Hofstede and Hofstede, 2005), meaning that, for example, training evaluation may be impacted by a lack of employee empowerment. If employees do not feel empowered, there is a possibility that the training they receive will not be exploited to its full potential; employees may return from training and resume duties that do not require the skills they have received, which soon fade from a lack of use. Libya was described by Hofstede as being a high power distance country with high uncertainty avoidance scores, suggesting that empowerment practices are less likely to have a positive effect on performance unless the targeting of training to specific employees is rigorous, because in high power

distance cultures, employees who have received training are likely to be unwilling to assertively express their ideas or ambitions for a wider role that utilises their training to their supervisors (Bae and Lawler, 2000).

Evaluation has to involve suitability, feasibility and acceptability, feasibility will be used to assess the practicality of HRD plans and policies; and acceptability requires an analysis of the overall organisational development set up. If selection of candidates is not equitable then this will result in inefficient training and as a result inefficient training evaluation. The effects would also be felt at a national level as productivity remained low throughout the country. This research aims at developing a training model specifically for the Libyan context, as Western developed models of training and training evaluation cannot be universally applied. Any model of training evaluation considered for Libya or any other transitional economy must combine the positive attributes of Western theoretical models with new elements specific to these countries existing environment and culture.

## **2.6 Summary**

It is apparent from my review of the literature that many governments now recognise the importance of assessing training strategically at a national and organisational level from a business point of view. This requires fundamental educational reform, and the formation of partnerships with other institutions (notably industry) to develop the labour and people skills required to grow and develop social, human, cultural, transformational, and physical capital to meet national goals and aspirations in a sustainable manner.

This chapter also reveals that there is very little recent research to be found which considers the Arab or Libyan contexts and the adaption to liberal market structures caused by a process of economic liberalisation: in this context the experiences of other African nations in transition serves as a useful parallel. Organisations, prompted by the government in Nigeria, use various HRM practices, but employee development is increasingly being seen as one of most important and effective means of bringing about change. Although there is substantial literature regarding training practices globally, there is no comprehensive framework that embraces the factors affecting training, at a national or organisational level, as it is conducted in the developing world. The research for this study used Libya and The Libyan Iron and steel Company as a specific case that will allow for the identification of the key factors affecting training, and may further permit some generalisation to other developing countries. Further discussion for a national and organisational framework of factors affecting training can be found in Chapter Six, where any differences are also investigated.

In the next chapter of this literature review the strategic nature of HRD and its importance to business performance are considered; more specifically, HRD in Arab countries and countries in transition like Libya will be considered. The sorts of training and development that can be provided for employees within any organisations are considered as are training and its evaluation, which is theorised as being essential for the success of job training programmes. The various models and systems that can be used within organisations to evaluate the HRD that takes place are highlighted, as this is relevant to the main aim of the study.

## **Chapter Three**

### **HRD and its Evaluation**

#### **3.0 Introduction**

In this chapter a general review of the available literature will include an investigation of the important part that human resource development (HRD) and training evaluation play in the strategic nature of HRD, more specifically HRD in Arab countries and countries in transition like Libya will be considered. It also sets out to explain that for training evaluation to be truly effective, the training and development itself must be appropriate for the person and the situation. In many organisations the information required to determine the utility of their own training programs is not collected. In some this activity is neglected and therefore problematic, and training events remain poorly evaluated except for the high esteem with which they may be regarded by training personnel (Griffin, 2010). In the previous chapter the review of the literature revealed that there is very little recent research to be found which considers the Arab or Libyan contexts and the adoption to liberal market structures as part of a process of economic liberalisation. I would suggest that in many countries like Libya where there are now major transformations taking place at various levels these transformations will have an influence on the need for training and the evaluation of the training and development carried out, not only by companies, but also by countries in transition.

In the West there has been increasing interest in human capital management (HCM) from the human resources profession, media, and consultancy firms (Afiouni, 2013). However HCM practices themselves have received very little attention from researchers (Hayton, 2003). This could be because HCM stretches across certain of the boundaries in HRM and encompasses the measurement and analysis of human resource metrics such as cost per hire, turnover costs, the effectiveness of training interventions, and indicators of overall HRM system effectiveness such as return on investment (ROI) (Becker et al., 2001). HCM is a particular approach to people management that treats it as a high level, strategic issue and seeks systematically to analyse, measure and evaluate how people, policies and practices create value (Kearns, 2010). At the very least companies should estimate the costs and benefits of a training program, even if these cannot be directly measured (Gomez-Meja et al., 2012). Even in the West however, calculating a return on investment (ROI) can be difficult if funding for the training was barely adequate to begin with. Additionally, collecting the necessary data and finding the time to analyse training results may be difficult. However, if this information is not

collected training's financial value cannot be demonstrated, and upper management may feel there is no compelling reason to continue the training effort. There is some evidence to suggest that in Arab organisations evaluation is unlikely to be undertaken, because training is seen as a cost and not an investment to be evaluated (Altarawneh, 2009). There are also certain cultural differences that can affect the training and evaluation that take place (Michailova and Hollinshead, 2009). Hollinshead and Michailova (2001, p 390) pointed out that both the design and the implementation of training programmes from a Western perspective was a "conduit for the flow of Western knowledge", and the version of Western capitalism being "presented to post-socialist audiences was frequently an idealized one". The deliverers of these programmes followed an agenda for learning based on Western trainers own experiences and perceptions with no attempt to understand participants' needs and learning preferences.

This cultural factor is important as this study has amongst its research questions one that asks if there is a different perspective to the evaluation of training in a Libyan context. All of these themes need to be considered to complete this research, for as Sparrow et al. (2004) pointed out global HR strategies often emerge in the context of rapid contextual change. As was pointed out earlier, HCM is a particular approach to the management and development of people which treats their management and development as a high strategic necessity. Within any organisation there are broad goals of various forms ranging from short-term survival to long-term visions (Langley, Kakabadse and Swailes, 2007). Strategy is the overall guiding framework that enables an organisation to work towards and hopefully achieve its vision and goals; therefore, it must be designed in such a way as to provide consistency in strategic actions. It has been argued that the ultimate objective of strategy development is to achieve advantage over competitors that will lead to the long-term maximization of profits (Langley et al., 2007). However, the critical challenge for organisations from both the public and private sectors in the twenty-first century is the need to operate across national borders (Brewster et al., 2005).

In chapter two HRD in Arab countries and countries in transition like Libya was considered in order to begin to answer research question three of this study, 'Is there a different perspective to the evaluation of training in a Libyan context when compared to the western models?' introduced in section 1.2 . An investigation of the strategic nature

of HRD will allow the third objective of this study to be achieved, which is to develop a better understanding of the evaluation of training and its role in HRD practice in the Libyan context as a result of Libyan society's unique culture.

In this chapter issues of interpretation and reflective research practice will be discussed in terms of their ability to help to answer the first research question of this study, which is how is the off-the-job training evaluated, it was essential to investigate management's view of the training department and its influence on or by training evaluation, particularly in relation to their decision making and in terms of how they view those working in delivering training as well as in connection to the development of their staff. Perhaps the most established of the available training models is Kirkpatrick's (as cited in Tennant et al., 2002). The Kirkpatrick Model has been at the very heart of discussion about how and why training should be evaluated (Giangreco et al., 2009). The Kirkpatrick model has been widely used for evaluating the effectiveness of training in the manufacturing industry sector (Tennant et al., 2002) and has significantly influenced the development of other models for almost half a century (Giangreco et al., 2009).

### **3.1 Reflexive practice in interpretive research**

In attempting to conduct a diagnostic study in the Libyan context that depends on an interpretive approach to qualitative data, this researcher was aware that the interpretation offered will not be acceptable without a reflexive account of the processes undertaken in collecting, analysing and interpreting the data that contribute to the study's findings and conclusions. This reflexive account is necessary because the reader of such a study is aware that the researcher has made choices: choices of the questions to ask to collect data; choices of the participants to put them to; choices of methods employed to collect and analyse the data; and most importantly perhaps, a choice of philosophical standpoint from which to view the evidence. As Schwandt (2007, p.11) observes, "the very act of generating evidence or identifying something as evidence is itself an interpretation". It is therefore necessary to offer an account of how these choices were made, what feelings and ideals contributed to them, and how these influenced the outcome of the study. Of course, it is the aim of any researcher to minimise personal bias and maintain objectivity in the presentation of findings, but the influence of cultural, social, political and philosophical preferences and background cannot be ignored. In an interpretive study, especially one of an explorative nature, the researcher is therefore in the position of taking on a responsibility to the other

stakeholders in the research. Most obviously, the stakeholders include anyone who might read the research, but also include anyone who contributed towards it (hopefully there will be a large overlap between these two groups). The researcher's responsibility is described by Lincoln and Guba (2004) as being to give a voice to a group of people with opinions about a phenomenon, and to make conclusions that are at the same time truthful to the data collected and useful to the participants who have contributed the data and to a wider constituency interested in the phenomenon and its wider implications. They argue that the individual involved in interpretation is also a stakeholder, and that the process of interpretation is in a sense a negotiation between the interpreter and those who offer facts and opinions.

Therefore, the outcome of this negotiation is meaning, and this meaning is negotiated in the process of interaction, whatever form that may take (e.g. questionnaire, interview, focus group etc.). In order to bring a clear mind to such an interaction, a researcher must be aware of the emotions and preconceptions that inform his or her progress through the research process, and reveal these openly and honestly in describing the research. If the researcher is conducting a form of interview with a participant he or she is engaged in process of creating meaning through conversation, and while the researcher will control the direction of conversation through the questions asked, he or she must be responsive to the intentions and beliefs being offered in response. Thus the interviewer and interviewee are engaged in the creation of meaning together, and "the relationship is one of mutual and simultaneous influence. The interactive nature of the relationship is prized, since it is only because of this feature that inquirers and respondents may fruitfully learn together. The relationship between researcher and respondent, when properly established, is one of respectful negotiation, joint control, and reciprocal learning" (Lincoln & Guba, 2004, p.17).

In this study I am aware of the need to reflect on my approach to the work and to the participants in the research, and to take account of my position as a Libyan studying in a Western university; all of these factors contribute to the aims of the study, which include a recognition of the need to understand HRM from an international and not merely a Western perspective as the HR peculiarities of the new capitalism emerge (Poor et al., 2011). The reflective nature of my research is considered further in section 4.2.2 of the methodology chapter.

### **3.2 National Human Resource Development (NHRD)**

The concept of national human resource development (NHRD) has emerged as a response to this latest phase of globalisation and the global trends that have political, social, and environmental as well as economic implications (Mankin, 2009). In the West employee development through training has become an ever increasingly important part of change in the business environment, which has to be specifically designed to improve human performance (Lee and Pershing, 2002). The changes that have been taking place in some western companies include growing competition in the global marketplace, increasingly sophisticated technology as well as dramatic changes in the social structure of work. The role of social media is highlighted by an article in the International Business Times, Feb 2011. According to the report protests that were inspired by Tunisian and Egyptian revolutions spread across the Arab World. Internet and social media platforms that had emerged as potent tools for churning up dissent in the earlier movements were now playing a crucial role in the latest upheaval in Libya. The effects that social media platforms will have in every other aspect of Libyan life are as yet incalculable, but their influence should not be underestimated. The growing competition in the global marketplace, and the use of increasingly sophisticated technology by international organisations as well as dramatic changes in the social structure of work have all changed the nature and scope of training in the workplace profoundly. It seems possible to suggest therefore that in such a world of rapid technological and social change, “training will continue to remain one of the critical elements of the human performance technology (HPT) mix of interventions” (Clark, 2000, p. 31).

In Libya at the moment there is an opportunity for the new government to learn from the experience of other nations and provide the necessary investment to improve the national, organisational and individual view of Training and Development. Within the literature on international HRM there is a divide between those who see institutional differences as being the most significant determinants of varying HR practices across the globe, and those who stress the importance of cultural differences. The former believe that working cultures can be altered by making institutional changes, while the latter argue that national culture is deeply entrenched and that it is responsible for the shape that institutions take (Metcalf and Rees, 2005).

In larger more sophisticated organisations millions are spent annually training and developing the workforce (Xie and Huang, 2010). However, some organisations often train more employees than necessary, or the training investment is ‘wasted’ on the wrong employees. There is a need for a practical, strategic approach to investment in training that will benefit both the organisation and the employee. Weir (2000) suggested a paradigm involving employee's performance appraisals and the organisation's job evaluations being used to determine training needs. This requires that organisations invest much more effectively to best develop their human capital. Those jobs evaluated at the top grades are of strategic importance to the organisation's future and employees in these jobs need training and development just to remain current in their fast-changing positions. The approach promoted advocates the use of a training needs analysis where personnel data already collected by most organisations and common HR methods of performance appraisals, job evaluation, and compensation practices provide the basic inputs. The relationships that exist between these factors will provide strategic guidance to organisations and inform the need for focused investment in the development of human resources (Weir, 2000).

In section 2.2 of this literature review it was pointed out that in transitional economies like Libya an essential characteristic in the approach taken to the development of a National Human Resource Development (NHRD) will involve the coordination of various ministries. Cho and McLean (2004) pointed out that those traditional patterns of thought and behaviour that are resistant to these necessary changes still exist even where legal reforms and structural changes indicate movement toward decentralisation. It is possible that political and cultural factors within Libya and LISCO at the present time play a role in this and will be discussed further in Chapters Five and Six.

It is important for the objectives of this study to consider the strategic nature of HRM and consider its comparative nature internationally and more specifically in transitional countries like Libya. This was necessary to evaluate the applicability of Western management techniques and practices, and the selection of appropriate business models to achieve governmental developmental goals. Of particular importance is the need to highlight the different national perspectives to HRD and training evaluation, as this is a question to be answered by the study. This research aims to develop a framework or model, using Libya as a specific case that will allow for the identification of the key factors affecting training evaluation. The two most important issues facing the new Government are the transfer of Western management techniques and practices due to

closer ties with companies from those countries which supported the overthrow, and the selection of appropriate business models to achieve the governments' ambitious developmental goals. In the past researchers have tried to discover to what extent all the practices and processes of HRM, including employee development, could be transferred from one country to another. There is a unique opportunity in Libya at the moment for the new Government to learn from the experience of other nations and provide the necessary investment required to improve the national, organisational and individual view of training and development. Any national policy that is introduced by the new Libyan government needs to include some radical reforms at national, sectorial and local levels. There is also however a need to develop specific training models that can accommodate individual countries' national contexts, because national as well as organisational culture will impact on the effectiveness of any model that does not adequately address these factors.

There are five emerging models that classify various national approaches to HRD policy (NHRD) including the centralised, transitional, government-initiated, decentralised free-market, and small-nation NHRD models, all of which will be discussed further in section 3.4.

### **3.3 Strategic nature of HRD**

In Chapter One section 1.1.2 an expected outcome of the existence of training programs was said to be improved organisational performance (Ng and Dastmalchian, 2011). Further review of the literature for this chapter has highlighted the strategic nature of HRM and also highlighted how strategy should then be turned into policy and then how these policies are put into practice. The key drivers advocated by these policies must be considered as the overlap which occurs between policy and practice, which then leads to adequate implementation. Now much greater emphasis is being placed on flexibility and efficiency and companies are expected to be able to adapt to changing conditions, cutting costs to become competitive. Research on the cross-national adoption of managerial policies argues that this must be understood in terms of both policy implementation and policy internalisation. Kostova and Roth (2002, p. 100) note that it is necessary to distinguish between merely 'the ceremonial adoption' of policies and practices (because certain policies might be viewed as fashionable) and a fundamental commitment to such policies and practices. Buyens and De Vos (2001) argued that strategic HRM has two possible meanings, the first is the place the HR function has in the overall process of strategic decision-making in an organisation; and second is the

strategic orientation of the core functional areas of HRM, namely: recruitment, selection, T&D, and commitment.

HRD in different countries will vary depending on where the countries fall in the evolutionary model. Their place in the evolutionary model will also indicate the level of influence National Human Resource Development has attained in a particular nation. As was previously mentioned in conclusions drawn from the literature (reviewed in chapter two in section 2.2) there are five emerging models that classify various national approaches to HRD policy (NHRD). These include the centralised, transitional, government-initiated, decentralised free-market, and small-nation NHRD models. Strategic HRD is more likely to occur in countries where HRM has a more established history and where legislative and government statutes provide guidelines for HRM policy. However, this government intervention may also limit the managerial autonomy necessary for the implementation of strategic HRD.

Prior work on how highly regarded HRM is in different countries and the valuable role strategic HRM can play is limited. There is, however, a growing body of research that explores the critical role of SHRM in improving organisational outcomes with some evidence of a measurable and positive impact on organisational performance (Truss, 2001; Panayotopoulou et al., 2003; Paauwe and Boselie, 2003; Bowen and Ostroff, 2004; Katou and Budhwar, 2006). I suggest that this thesis, which involves a study of a core function of HRD, namely training evaluation, is a contribution to this debate. This area will be discussed further in Chapter Six.

### **3.4 The various training models available**

In general a training model/policy should be based on HCT and the resource-based theory of HRM and should have a significant impact on firm performance (Garcia, 2005). I suggest that as this is the view of only one Western focused author, it remains to be seen what is important in this research context as HCT may not be completely transferrable to a transitional, government driven economy or to an Arab nation. Human capital theory concerns people and how they contribute their knowledge, skills and abilities within an organisational capability and the significance of that contribution (Armstrong, 2011). Moreover, according to Jackson and Schuler (2007, p. 25)

*“organizations can use HRM in a variety of ways to increase their human capital... For example, they can “buy” human capital in the market (e.g. by offering desirable compensation packages) or “make” it internally (e.g. by offering extensive training and development opportunities)”.*

In strategy research it has been identified that organisations differ in their competitive superiority and profitability. The most recent strategy literature highlights the resource based theory (RBT) as a leading paradigm in explaining a firm’s competitive superiority. At the heart of this RBT theory is a firm’s heterogeneity, the idea that firms differ in their resource positions, and that such resource heterogeneity is a source of performance differences across firms. The resources are defined as those attributes of physical and knowledge-based assets and capabilities that enable a firm to conceive and implement strategies that lead to positional advantages and performance differentials (Hyvonen and Tuominen, 2007). The resource based theory (RBT) places unique bundles of assets (including ‘human assets’) at the heart of any organisation. It is an organisation’s access and use of these assets that provides the source of its competitive advantage in the marketplace.

This resource based view of the firm, according to Pilbeam and Corbridge (2002), concentrates on its internal resources, strategy and business performance, where the contribution of a firm’s human resources is to promote competitive advantage through developing ‘human capital’ rather than just aligning human resources to the firm’s strategic goals. It is not just the behaviour of human resources that is the main focus but also the skills, knowledge, attitudes and competencies which they bring the firm. All of these factors promote sustained competitive advantage and corporate growth. Chan et al. (2004) maintain that there are researchers who propose that human capital itself as a source of sustained competitive advantage by testing it against the RBT criteria. These researchers emphasise that employees at all levels form the resource pool for a firm’s competitive advantage. However, other researchers have argued that the source of sustained advantage is the capacity to manage human capital. Chan et al. (2004) believe that organisational culture and high performance human resource (HPHR) practices are potential co-specialised resources that may serve the need for dynamic capabilities. Chan et al. (2004) point out that human capital is important but the main driver for sustained superior performance is a combination of human capital management capabilities and an appropriate organisational culture.

The resource-based theory, which is also known as the resource-based view, mixes two concepts together: these are organisational economics, and strategic management. The theory states that if an organisation's resources are valuable, rare and costly to imitate then competitive advantage is achieved (Armstrong, 2011). HRM can play a major part in ensuring that the firm's human resources meet those criteria. There are a number of reasons why a positive relationship between organisational performance and training initiatives is expected, this is because training is a form of investment in the skills, knowledge, and abilities of employees. HCT predicts that such an investment will lead to increased productivity and firm performance (Ng and Dastmalchian, 2011). However, those who advocate the resource-based theory of competitive advantage have argued that people in an organisation can be viewed as an internal resource that adds to a firm's competitive advantage and is sustainable because internal organisational social interactions cannot be easily replicated by competitors (Ng and Dastmalchian, 2011). Therefore, training is a form of investment in people that adds to an organisation's sustainable competitive advantage and that eventually should lead to improvements to the organisation's performance. Both the human capital theory and the resource based view could be used as the basis of a model that encompasses both national and cultural differences in transitional economies. Moreover, they are both used as themes for coding the data collected from this research (see Chapter Four, section 4.8.4).

There are a variety of different training models to be found internationally (Rigby, 2005) and some countries have codified HRD frameworks in national legislation. In Spain for instance, employers are required to spend a certain proportion of their payroll on training and give paid training leave to their workers while the planning of training has to take place as a result of discussions between employers and worker representatives at enterprise level. In other countries legislation provides for a high degree of social partner involvement that includes employees being involved in the design and development of training provision with an emphasis upon the role of joint sectoral committees at national and local level. Training is funded by employer, employee and government contributions. However, the impact of national cultures on training models makes it very problematic to seek to transfer experience from one country to another (Rigby, 2005). The example offered is that, in the identification of training needs, the trainers themselves may not have access to the 'real' learning needs of the organisation due to minimal access to necessary information and a low credibility with senior managers. Bratton and Gold (1999, p. 285) point out that, "...although it is

often assumed that training is in everyone's best interest, in times of rapid change, the definition of skill and the redesign of work, which determines and is determined by employee learning, may lead to a divergence of interest between employees and management and unbalance the employment relationship between them".

Within organisations themselves, training, as a management practice is often viewed in polarised terms by decision makers (Giangreco, Sebastianob and Peccei, 2009). There are some who see training as a universal panacea for all problems (Chaudron 1996; Gomez-Mejia, Balkin and Cardy, 2004); on the other hand, some see it merely as a cost for the organisation, in terms of both time and money (Costa & Giannecchini, 2005). This view is argued "regardless of the importance attached to training, and given the fact that it is seen as key strategy for human resources development and achieving organisational objectives which leads to organisations and public authorities investing large amounts of resources" (Pineda, 2010, p. 673), Noe, Hollebeck, Gerhart and Wright (2006, p. 257) raise the question "Why is the emphasis on strategic training important?" They supply their own answer and maintain that as companies are in business to make money, every business function is under pressure to show how it contributes to business success or it must face spending cuts and even outsourcing

There is however, also a greater need to understand evaluation techniques (Bober & Bartlett, 2004) as it is essential to remember the importance of training evaluation as a necessary stage for a successful Training and Development (T&D) programme. In many organisations it can be management who do not believe in T&D as a function to contribute to improving the overall organisational performance, this perspective by managers maybe justifiable given the difficulty in proving the effectiveness of training programmes in terms of calculating the Return on Investment (ROI). As Mankin (2009, p. 263) observes

*"Return on investment measures the rate of return, expressed as a percentage, on an investment in training. It is based on an assumption that the benefits resulting from training can be quantified".*

Return on Investment as an approach is similar to other financial evaluation tools and draws comparisons between the cost of HR programmes and the benefits they deliver. According to Phillips (2001) the addition of a fifth level to Kirkpatrick's model is needed in order to calculate ROI. This would require an organisation to collect Level

Four data, and then “convert the results to monetary values”, and then compare those results with the cost of the training programme. However, there are factors that contribute to the reluctance to implement evaluation, amongst these is the fact that T&D benefits can take a long period of time to accrue. Additionally, there are many other intervening variables and a great deal of other factors which can influence an employee’s performance. Finally, most T&D outcomes are subjective, complex and difficult to measure.

This process is used to establish the worth of something; this ‘worth’ is usually someone’s opinion and is usually based upon “information, comparisons and experience, and one might expect some consensus in this between informed people” Bramley (2003, p. 5). However, disagreements can occur about the worth of training, especially if people are using different criteria; the process itself is a gathering of information with which to make decisions about training activities. The process has to be carried out carefully to provide evidence so that sound decisions can be made (Bramley, 2003). This is essential as these decisions to introduce, keep or get rid of training activities can make a major contribution to the well-being of the organisation; poor decisions are likely to be expensive. The fact that a training event is being evaluated will encourage some to think that its future is under review; others may think, “it must be important, otherwise they wouldn’t be spending money on evaluating it” Bramley (2003, p .9). This can be used constructively by the sensitive evaluator to:

- Encourage the supervisors and line managers to be more closely involved in pre- and post-briefing of participants
- Change the ways in which participants are selected for learning activities so that a greater proportion of those attending are the right people at the right time
- Encourage the co-operation of supervisors in the use of learning contracts and action plans to help integrate training into work procedures and thus ensure transfer of learning
- Facilitate on-the-job activities which complement off-job training and thus foster continuous development.

The implications of the need to undertake sensitive evaluation suggested by Bramley (2003) could lead an organisation to use a particular training model. A number of training models will be discussed in this thesis, the first of which is Kirpatrick’s.

Although Kirkpatrick's model is perhaps the most widely known and used evaluation model in HRD (Holton and Naquin, 2005, p. 262), it does have its critics. There have been several models of evaluation that have built upon Kirkpatrick's original four stages or offered an alternative perspective (Mankin, 2009).

The Kirkpatrick model consists of four levels, these are: reactions, learning, behaviour, and results. Kirkpatrick fully acknowledged the baseline principle, but did not "follow through on its full implications when developing his theory" (Kearns, 2005, p. 40). Due to the fact that he did not make the baseline measures indispensable his theory stops short of producing a complete approach or methodology. The practical implications of this are that any trainer, "under the misapprehension that Kirkpatrick is just a four-level model, could be forgiven for thinking that evaluation can only start at level 1, that is, after the training has already happened" (Kearns, 2005, p 40.) This misapprehension that the levels are too late in the learning cycle is precisely where the vast majority of problems in evaluation arise.

However, according to Bates (2004) the Kirkpatrick Model represents a straightforward guide about the kinds of questions that should be asked and the criteria that may be appropriate in training measurement. Additionally, the model reduces the measurement demands for training evaluation. Furthermore, as Bates (2004, p. 342) points out

*"the model focuses the evaluation process on four classes of outcome data that are generally collected after the training has been completed it eliminates the need for—or at least implies—that pre-course measures of learning or job performance measures are not essential for determining program effectiveness".*

Therefore in order to make its contribution to the organisation's success, any and all training and development activities must be of assistance in achieving this success. It is apparent however, that there are direct but also indirect links between training and business strategy (Noe et al., 2006). In the next section of the literature review I want to consider the approaches to the evaluation process.

### **3.4.1 Approaches to the Training Evaluation process**

Over the last 50 years, training evaluation has rested at the heart of a debate between what human resource (HR) scholars develop in their research and what HR practitioners put into action. The debate comprises on the one hand, the fact that in following the

direction marked by Kirkpatrick's widely used model, as discussed above, these HR scholars have made many attempts to design articulated, multi-dimensional and multi-level training evaluation models. On the other hand, HR practitioners adopt sub-sets of those models and most companies stop at the level of evaluating reactions (Giangreco et al., 2009). There has been a recurrent theme to the conclusions which came about as a result of these many studies; this was a call for more companies to apply evaluation training models fully. Giangreco et al. (2009) argued that as reaction evaluations are so widely used those who practice HR need to acquire better information about the characteristics of their training and trainees, which may lead to higher levels of satisfaction with training. The training needs of a company are primary and the assessments of those needs and the measures put in place to achieve them also have to be considered. Historically, training evaluation has focused on a limited number of questions being answered, using only a few tools and methods (Holton & Naquin, 2005). This pattern has led to a constricted view of what evaluation can offer organisations.

According to Ya Hui Lien et al. (2007, p. 36) training evaluation has been "parochial in its approach and as a consequence, it has completely failed to show its contribution or value to organisations". Lee and Pershing (2002, p. 176) pointed out that "in many instances evaluation often started with an end-of-course reaction evaluation to assess the usefulness, appropriateness and contributions of the training content, methods and resources from the perspectives of the trainees". Evaluation is a process of appraising something carefully to determine its value. Training evaluation is often defined as the systematic process of collecting data to determine if training is effective (Goldstein and Ford, 2002; Noe, 2000). Traditionally, it was felt that the key criteria for evaluating the effectiveness of any formal training program is the transfer of training to the job (Kirkpatrick, 1967), this transfer of training may be defined as the degree to which trainees apply the knowledge, skills, behaviours, and attitudes gained in training to their jobs (Wexley and Latham, 1991). Therefore, the transfer of training can be seen as a function of factors within the formal training context as well as characteristics in the transfer or work environment. The training field continually stresses the importance of evaluating training (Bober and Bartlett, 2004; Noe, 2000; Swanson and Holton, 1999). As trainers continue to be pressured into demonstrating the performance outcomes of their training, performance-based approaches with a high impact on organisational

performance become a necessity for training-related activities (Holton, Bates and Naquin, 2000).

### **3.4.2 Models of Training Evaluation**

As was previously pointed out in the last section, the training evaluation approaches of a company are primary but the assessments of those needs and the measures put in place to achieve them also have to be considered. A particular aim of this study was to discover to what extent any particular model of training evaluation was in use at LISCO and also to investigate how the evaluation of training programs was carried out within the company. Even though I had previous experience of the evaluation techniques used at LICO I wanted to explore the views of these managers who were in some way responsible for that evaluation.

The Kirkpatrick model, which was highlighted in section 1.1.2 of Chapter One and in section 3.3 of this chapter, seems to imply that any measures of learning or job performance pre-course are not essential for determining programme effectiveness. Additionally, “because conclusions about training effectiveness are based solely on outcome measures, the model greatly reduces the number of variables with which training evaluators need to be concerned” (Bates, 2004, p. 342). Undoubtedly Kirkpatrick’s model made very valuable contributions to the thinking and practice of training evaluation. It must not be forgotten that perhaps most significantly Kirkpatrick’s model promoted awareness of the importance of thinking about and assessing training in business terms (Wang, 2003).

As noted previously, the Kirkpatrick Model consisted of four levels, these levels are: reactions, learning, behaviour, and results. Level One includes assessment of training participants’ reaction to the training program. Originally any reactions were in terms of how well participants liked a particular programme. However measures at this level have evolved and are now more commonly directed at assessing trainees’ affective responses to the quality (e.g. satisfaction with the instructor) or the relevance (e.g. work-related utility) of training. Level Two involves identifying quantifiable indicators of the learning that has taken place during the course of the training, mainly known as learning measures. In Level Three behaviour outcomes address either the extent to which knowledge and skills gained in training are applied on-the-job or result in exceptional job-related performance. Level Four is where outcomes are achieved that

are intended to provide some measure of the impact that training has had on the organisation's broader goals and objectives. Typically this focuses on organisational level financial measures. The Kirkpatrick model does not focus on pre-training measures, rather it considers measuring the behavioural change of the learners post-training.

This four-level model of Kirkpatrick's allowed trainers the means to present what they did within the organisation in business terms (Bates, 2004). This was seen by many as being a critical factor if the training function was to become a true business partner and be seen as an active contributor to organisational success. Ultimately however, the simplicity of the four-level model was by far the key factor in its popularity as it clarified the previously held view of training evaluation as a complex process. The very fact that Kirkpatrick included a distinction between learning (Level Two) and behaviour (Level Three) drew increased attention to the importance of the learning transfer process in making training truly effective.

There are however, a number of classic criticisms of the Kirkpatrick model, some of which were discussed earlier in section 3.3; among the scholars who have entered into this debate are Alliger, Tannenbaum, Bennett, Traver and Shotland (1997) and Bates (2004), who point out limitations to the model. Also Plant and Ryan (1992), Mann and Robertson (1996), Kraiger, McLinden and Casper (2004) and Wang and Wilcox (2006) all refer to the oversimplification and incompleteness of the model. This is the first of three major limitations to the model; the second is the untested presence of a cause-effect relationship among the different levels, and the third is the unproven progressive importance of information moving from the first level to subsequent ones. The main criticism seems to be that most companies are not keen to evaluate training programmes fully (Mann and Robertson, 1996; Wang and Wilcox, 2006), so they tend to remain at Level One and only evaluate reactions by assessing trainees' affective responses to the quality or the relevance of training. This incomplete use of the full model is confirmed by the relatively low rates of companies that undertake an evaluation that goes up to Level Four (Giangreco et al., 2009).

The model has been the seed from which a number of other evaluation models have germinated, as noted in a previous section. Hamblin's (1974) evaluation model and Phillips's (1991) model add 'return on investment' (ROI) or economic value as a fifth

level to Kirkpatrick's model. In Brinkerhoff's model (1989) two preliminary stages were added to Kirkpatrick's four levels to provide formative evaluation of training needs and the training design. As an improvement to Kirkpatrick model, Swanson and Holton (1999) developed the results assessment system, though this model does retain some similarity with Kirkpatrick's. Swanson and Holton (1999) wanted to assess training outcomes in six areas: "supervisor-manager perceptions, participant perceptions, knowledge learning, expertise learning, performance results, and financial performance" (as cited in Holton and Naquin, 2005, p. 262).

All of these models advocate the careful and systematic collection of data that is designed to result in a rational analysis of intervention outcomes. Kirkpatrick's model does not explicitly include an economic analysis in his fourth level but clearly indicates that organisational outcomes be evaluated to assess the worth of the intervention. Phillips' five-level ROI model is just an amended version of Kirkpatrick's (Kearns, 2005) with its main contribution being the actual ROI calculation itself, which Kirkpatrick just stopped short of. Most theorists, although not all, agree that training evaluation must demonstrate improved performance and financial results (Brinkerhoff, 2005; Swanson, 1994; Wholey, 1999).

In Chapter One it was pointed out that this study was being conducted to investigate the links between evaluation process and individual as well as business performance. Therefore, it is essential to consider the importance of training evaluation within companies and the methods used as well as the impact of training evaluation on the organisation's performance and business strategy. In the next section this aspect is considered further.

### **3.4.3 Resistance to Training Evaluation**

It has previously been pointed out in Section 1.1.3, that in order to be effective, training has to have specific objectives and outcomes, which directly lead to business benefits and produce 'hidden' assets (Tennant et al., 2002). In addition to the resistance previously discussed there are a number of other factors that could cause resistance within training evaluation itself. Tennant et al. (2002) carried out research which led them to conclude that UK-based manufacturing organisations continued to struggle with the development and implementation of effective training programmes for production operators, which were linked adequately to the business objectives of improving quality,

whilst reducing costs and lead-times. They pointed out that insufficient training evaluation was the most significant of a number of causal factors (Tennant et al., 2002).

Additionally, it has been emphasised that participant reaction is still the most commonly evaluated dimension of training in organisations. The field of training evaluation shows an interesting dichotomy. On the one hand, academics tend to emphasise the need to examine all four of Kirkpatrick's (1967) evaluation levels, while organisations, on the other, seldom try to apply the full training evaluation model in practice. In the Arab world available literature concerning training and development and its evaluation shows that some organisations still do not consider training as an important organisational function that can contribute to the organisation's success (Achoui, 2009). I suggest that part of the contribution to knowledge from this my study might be to provide a reason for this view and I will discuss this fact in greater detail in Chapter Six.

In Arab organisations training evaluation methods are highly subjective (Atiyyah, 1993) and their results have limited impact on improving the ongoing programmes or even the designing of new programmes. Arab managers also have difficulty in finding appropriate evaluation methods, as well as the necessary time required to accomplish the evaluation process, due to a lack of information needed for evaluation (Achoui, 2009). The most common barrier to evaluation in the surveyed Arab organisations were the cost of conducting this process, difficulty in finding evaluation methods to accomplish this process and the lack of information needed for evaluation (Abdalla and Al-Homoud 1995; Al-Athari and Zairi 2002).

From their research Al-Athari and Zairi (2002), who carried out an empirical study in Kuwait organisations, found that only a minority of managers believed that evaluation was an important task. They also found that a majority of the organisations they investigated only occasionally evaluate their training programmes. Al-Athari and Zairi (2002) also reported that evaluation is not considered to be the most important stage in the training cycle for most Kuwaiti organisations, which rely on evaluating the level of trainees' reaction towards the programme. Abdalla and Al-Homoud (1995) concluded from their research that there were no specific 'follow up' procedures for evaluating the effectiveness of T&D programmes.

In most Arab organisations the effectiveness of training programmes is evaluated based on this reaction level, instead of focusing on the results level and on the knowledge transferred to the workplace. In spite of these findings generally, managers endorse T&D programmes. The cost of conducting evaluation is stated to be the most common barrier to this process in Arab organisations. Although in his research of the Jordanian Banking system Altarawneh (2009) discovered that training was often seen by employees as a vacation activity or leisure time pursuit, which is given to some people, normally to the managers' relatives and friends, this is only an indication of attitudes in a particular culture and should not be perceived as a uniform characteristic that can be extrapolated to all Arabs. Additional evidence of Arab attitudes to evaluation is supplied by Al-Athari and Zairi (2002) in their research into Kuwaiti organisations; these researchers discovered their respondents from both the government and private sectors only evaluated their training programmes occasionally. Both Abdalla and Al-Homoud (1995) and Abdalla, Maghrabi and Raggad (1998) argued that many Arab organisational practices, in terms of their T&D management, are deficient because of the lack of systematic planning, and adequate implementation of the evaluation phases.

It would seem apparent from the literature reviewed that many Arab organisations are deficient with their training practices, in terms of management, because of the lack of systematic planning, implementation and the proper use of the evaluation phase (Abdalla and Al-Homoud, 1995: Abdalla et al., 1998). Even though there is an acknowledgement of the importance of the evaluation stage of training and development programmes, nevertheless this element is regularly neglected and seldom undertaken in a professional manner (Altarawneh, 2009). In many Arab countries there are now major transformations taking place at various levels which are having an influence on the evaluation of the training and development carried out.

### **3.5 Conclusions from the Literature Reviewed**

In Figure 2.1 the content was developed from a study of the literature that included cultural contexts, which have to be considered in any nation developing a national human resource development plan, especially in transitional countries like Libya. Other factors affecting such a plan would include national and organisational views toward the strategic nature of human resource development and its evaluation. There may be resistance to training and development as well as training evaluation.

In Chapter Two literature was investigated that highlighted the use of HRD practices and the sorts of training initiatives used in national contexts, particularly in developing or transitional economies like Libya. There are many differences in cross cultural comparisons between Eastern and Western countries and a number of previous studies suggest that organisational culture is significantly influenced by national culture.

Increasingly training is being viewed as an important investment in human resources and HRD managers must consider this in conducting evaluations of training programs. Training programmes in any organisation have to be conducted to enhance and increase the performance level of an employee, and develop them to meet the current as well as future needs of the organisation. This raises the question of whether the existing models of human capital theory or the resource based view fit in the cultural context of a country in transition, where people may be considered just factors of production. Further discussion of these factors affecting training and its evaluation combining the literature with the study findings can be found in Chapter Six. Meanwhile, training academics continue to stress the importance and trainers continue to be pressured into demonstrating the performance outcomes of their training, employing performance-based approaches to training evaluation. From this performance improvement perspective, a training evaluation model that focuses on performance-based evaluation while remaining sensitive to national characteristics is necessary. In the next chapter of the thesis the justification for this research is explained as are the philosophy, methodology and the target of the enquiry.

## **Chapter Four**

### **Research Methodology**

#### **4.0 Introduction**

Before starting this research there were a number of methodological strategies to consider. In this study a particular aim was to understand, using the opportunity to investigate LISCO as an example, the impact of the Libyan approach to training and more specifically to the evaluation of training. I suggest that it is important to have this understanding as in many Arab countries as well as Libya, there are now major transformations taking place at various levels which have an influence on the need for evaluation of the training and development carried out. In this chapter the proposition for this thesis is explained, additionally a clear and concise explanation of how the research is to be carried out is provided. In this thesis I eventually decided to re-orientate the research and use an explorative research method to study one company within the Libyan iron and steel industry. Explorative research is an investigation into a problem or situation which provides an insight to the researcher, this type of research is meant to provide details where a small amount of information exists. An enquiring and diagnostic study is undertaken when not much is known about the situation being investigated or no information is available on how similar problem or research issues have been solved in the past. Such studies are undertaken to better comprehend the nature of the problem since very few studies might have been considered in that area. Some qualitative studies where data are collected through observation or interviews are explorative in nature. These types of study are also necessary when some facts are known but more information is needed for developing a viable theoretical framework.

The main contention I felt was that Arab countries are faced with the difficulties apparent in many transitional economies given the nature of their national and organisational culture. Given these difficulties it is therefore possible that Western developed models of training and training evaluation cannot be universally applied.

Additionally, in countries like Libya organisations are typically state controlled and operate on strict hierarchical basis. This study proposed that in the current political situation and with the present level of economic development Libyan organisations would benefit from a training evaluation model that focused on a performance improvement perspective and emphasised the need for adequate return on investment. In this study respondents were asked how training and evaluation took place in their

company and why they felt the evaluation of this training was of importance. The remainder of this chapter will be used to set out the research process in greater detail.

#### **4.1 Research Philosophy**

The first step that was taken into account when deciding upon the philosophy or paradigm for my study was the need to have an understanding of philosophical issues (Easterby-Smith et al., 2002); such an understanding led this researcher to a clearer conception of research designs and informed the decision that was made regarding which design would work and which would not. A qualitative or interpretivist study implies the constructivist theory that all knowledge is personally constructed. Personal experience, including the vicarious experience promoted in interpretivist case studies, provides the building blocks for the knowledge base constructed by each individual. In their articulation of a resonant interpretivist research methodology, Lincoln and Guba (1985) promoted what they called ontology of truth and a subjectivist epistemology in which meaning is personally or socially constructed.

In contrast to quantitative studies, qualitative studies employ emergent design, which means that rather than carefully adhering to a design specified at the outset, when relatively little is known about a case, a qualitative case researcher is expected to improve on the original blueprint as information emerges during data collection. This may happen as a result of unexpected sources of data becoming available or if unanticipated aspects of the case come to light.

The researcher is then expected to capitalise on these new opportunities and progressively focus the study on the features of the case which gradually appear to be most significant. The interpretivist research philosophy finally chosen for this study focuses on the “ways that people make sense of the world especially through sharing their experiences with others via the medium of language” (Easterby-Smith, 2002, p 30). Furthermore as epistemology is concerned with the study of knowledge and what can be accepted as being valid knowledge there has to be an examination of the relationship between the researcher and that which is being researched (Creswell, 1994).

I had twelve years experience of working with LISCO, beginning on the 22<sup>nd</sup> of August 1989. I attended a range of training courses at LISCO’s own training centre for 11 months, before starting as a full time employee. This period consisted of an on-going

process of evaluation of my suitability for different roles within the company, and included training for three months on a general English language course. For the next three months I attended a Technical course and for a further five months I was trained on-the-job inside the company's plants, with a mandatory one week safety training course. During the courses for my initial training, I and my fellow trainees were given assessments and were evaluated by our supervisors and the head of department. As a result of this evaluation reports were made that led to a decision about what job we were suitable for. After finishing the training course and starting work as a full time employee, I worked as an operator in the control room at the Calcining Plant, then as a shift foreman. As a control room operator I was responsible for keeping the production process running efficiently, and to intervene if any mechanical failure occurred, or any safety issue arose. As a shift foreman I took on more general management responsibilities, including the assessment of employees on my shift, and every year I wrote a report on their competence and behaviour. When training courses were made available it was my responsibility to recommend employees from my shift for those courses, depending on their needs and suitability. This was part of a system whereby every year all the employees received a report written by their shift foreman, and another written by their Head of Department, both of which were sent to his/her file, to monitor the employee's progress and whether he/she needed any training course.

In 2001 I left LISCO, because I wanted to return to education and study for an MBA. However, I maintained good contacts with my former colleagues at LISCO, because I was working as a lecturer at a nearby University. Since then I have decided to continue my studies further by taking a PhD, but in deciding on a subject for this study I was aware that training courses at LISCO had changed enormously since my experience in 1989, and I wanted to investigate training at LISCO today to understand what it could reveal about training evaluation in a large, complex organisation within a developing country, in this case in a Libyan context. I was aware this experience was likely to have an influence on my ability to undertake and interpret this research, and I discuss this matter further in section 4.2.2

#### **4.2 Research Methodological Approaches**

A review of the research methodology literature revealed two main research methodological approaches, these are deductive and inductive. The inductive approach is generally an inquiry to understand a social or human problem from multiple

perspectives (Yin, 2009). The research approach taken for this thesis allowed an extensive examination of a single instance of a phenomenon of interest to this researcher. A phenomenological methodology was used to acquire a particular perspective that allowed the data collected to provide a more comprehensive understanding of human experiences, and the central phenomenon under investigation. In such an approach context is essential and this type of research has been referred to as “research which focuses on understanding the dynamics present within single setting” which has to be “constructed to be sensitive to the context in which management behaviour takes place” (Collis and Hussey, 2003, p. 66). This type of research approach implies a single unit of analysis, such as an individual organisation. Detailed information is gathered about the unit of analysis, with a view to obtaining in-depth knowledge. In order to capture the latent experiences and attitudes of the respondents about training and development in their company I needed to use an interpretivist approach while simultaneously developing a theoretical background to inform my understanding of Libyan practice.

Interpretivism is taken to denote an alternative to the positivist orthodoxy that has held sway in research for decades. It is predicated upon the view that a strategy is required that respects the differences between people and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action. The main aim of interpretivism is to conduct research in ‘natural’ surroundings, however the researcher can never know to what extent he or she has changed the nature of the surroundings just by being there. The choice to re-orientate towards an explorative research approach for this thesis was made based on what needed to be found out, what information would be most useful and what was hoped to be achieved.

Finally, interpretivist studies tend to expand datasets as new sources of information are discovered and questions articulated. The greatest contrast is between the reductionism of quantitative studies and the expansionism of interpretivist studies. This expansionism allows interpretivist researchers fuller access to a case’s contexts, conditions, and meanings. This may perhaps create the impression that interpretivism is ‘deep’, and about the unlocking of dark secrets, or tapping into complex subjectivities. However for much of the time no great depth of interpretation is required, because often the researcher shares many aspects of the same social world as the researched, calling upon the same referential resources. In interpretivism this can take the form of asking what

other interpretations could be placed on findings, or are the findings themselves in some way deviant.

#### **4.2.1 Designing an explorative study**

The explorative study method is useful as it involves and is accessible to multiple audiences through the use of qualitative methods, allowed the documentation of participant perspectives, engaged them in the process, and represented their different interests and values (Simons, 2009). This method allowed the kind of research that concentrates on one thing, looking at it in detail, not seeking to generalise from it; this was important because when doing case research, a researcher is interested in that thing in itself, as a whole (Thomas, 2011). The tasks required included designing the research, collecting the research data, analysing the data, and presenting and reporting the results (Yin, 2011). There was an opportunity to explore the Libyan Iron and Steel Company (LISCO) for this study it is the only iron and steel producer in Libya.

#### **4.2.2 Interpretive research as a reflexive researcher**

Reflective practice is the process of looking back in a critical way at what has occurred (Moon, 1999); criticality has been widely associated with reflective practice and is sometimes taken to be the main purpose for reflection. However, it may also be interpreted as a gentle process of noticing and being concerned. The end point of reflection in reflective practice may not be resolution of an issue, but attainment of a better understanding of it (Moon, 1999). The most familiar approach to reflection was developed by the late Donald Schon in his books on the reflective practitioner (1983, 1987). Schon argues that a vital attribute of all effective practitioners, no matter in what area they operate, is that they are able to reflect on their ongoing experience and learn from it (Boud, 2001).

Reflection is conventionally thought of as taking place after something has happened. In my research I had three occasions of reflection, the first was in anticipation of events, the next took place during them, and finally I have had time to reflect afterwards. This re-acquaintance with the event and attending to and expressing the thoughts and feelings associated with it can prepare the ground for freer evaluation of experience than is often possible at the time. The process of re-evaluation includes relating new information to that which is already known, seeking relationships between new and old ideas, determining the authenticity for ourselves of the ideas and feelings that have resulted.

Over the last 20 years there has been a discussion of the notion that in order to understand ourselves as management researchers we must engage with ourselves through thinking about our own thinking (Johnson and Duberley, 2003). There are, as I have discovered, numerous aspects to this 'reflexive turn' but perhaps most importantly management scholars have usually emphasised how reflective practice entails noticing, evaluating and being suspicious of the relationship between the researcher and the 'objects' of research.

According to Karl Weick (1999), there have been discussions of the notion that in order to understand ourselves as management researchers we must engage with ourselves through thinking about our own thinking. Although there are numerous aspects to this 'reflexive turn' (Weick, 1999) management scholars have usually emphasised how it entails noticing, evaluating and being suspicious of the relationship between the researcher and the 'objects' of research. Postmodernism is an extremely difficult idea to pin down. As Rosenau (1992, p. 8) puts it, postmodernists "offer 'readings' not 'observations', 'interpretations' not 'findings'". Postmodernists tend to emphasise the notion of reflexivity, which posits the significance of the researcher for the research process and consequently the tentativeness of any findings presented in a research report (since the researcher is always implicated in his or her findings). Reflexivity has several meanings in the social sciences the term is employed by ethnomethodologists to refer to the way in which speech and action are constitutive of the social world in which they are located; in other words, they do more than merely act as indicators of deeper phenomena. The other meaning of the term carries the connotation that business researchers should reflect on the implications of their methods, values, biases, and decisions for the knowledge of the social world they generate and try to be aware of how personal idiosyncrasies, and implicit assumptions, affect their approach to study. Reflexivity also entails sensitivity to the researcher's cultural, political, and social context. As such, knowledge from a reflective position is always based on the researcher's location in time and social space. Also, unlike reflection, which takes place after the interaction or activity has passed reflexivity is exercised in the moment, as well as afterwards (Riach, 2009).

However, most importantly, according to Riach (2009, p. 359), reflexivity "requires a fundamental re-questioning of what is knowable in a given context". Reflective writing

provides an opportunity to gain further insights from work being carried out through deeper reflection on experiences, and through further consideration of other perspectives from people and theory. In dialogic reflection: there is a 'stepping back' from the events and actions which leads to different level of discourse. There is a sense of 'mulling about', discourse with self and an exploration of the role of self in events and actions. There is consideration of the qualities of judgements and possible alternatives for explaining and hypothesising. The reflection is analytical or integrative, linking factors and perspectives. Critical reflection additionally, shows evidence that the researcher is aware that actions and events may be located within and explicable by multiple perspectives.

The purpose of this research was to investigate the main factors that impact the implementation of training evaluation at LISCO. In a country like Libya, where the economy is in transition, the importance of employee development cannot be disregarded. For the necessary training and development to take place it must be supported by people at every level. Training and development also has to be properly evaluated and therefore it was necessary to investigate a number of key areas. First the role that trainees play in the evaluation process, then how evaluative data is collected after employees return to their job roles; and finally what difficulties management faces, if any, in evaluating training programmes. But perhaps more importantly in light of recent events it was essential to assess training strategically from a business point of view, as it this approach is now much more prevalent in Libya because just as the previous government over the past few years has been introducing its economic liberalisation policies, the new government is continuing this work.

LISCO has had its own on-site training centre since 1989. I stated in the introduction that there were approximately 30 managers who provided training at the centre and 50 managers within individual departments who were responsible for employee training courses throughout the company. In Libya the main objective of training and development is to meet the required quota of local employees (Banutu-Gomez, 2002). Organisational structures of public sector companies have been reviewed, work procedures have been simplified and a lot of people have been sent abroad, especially to the U.K., in order to gain relevant knowledge and skills (Banutu-Gomez, 2002).

In undertaking this research into LISCO's practices in training evaluation I was aware that my position as a former employee of the company gave the research certain

strengths but also implied certain risks, which had the potential to unbalance the research and make the data unreliable. As stated in section 4.1, I was an employee of LISCO for 12 years and this period of work gave me certain insights that were valuable to the research. Firstly, my time working at LISCO convinced me that it would be a suitable environment in which to conduct fruitful research. As a large, state-owned and operated virtual monopoly it had great strategic importance to the Libyan economy, and as such was the focus of many efforts to achieve international standards of management practice and innovation. Moreover, as a strategically important element of the Libyan economy it attracted many ambitious and well educated individuals to work for it, and as such I judged it to be consistent with conditions in many other working environments in Libya, to the extent that the findings collected from LISCO could reasonably be expected to be indicative of conditions and attitudes in the Libyan workplace in general.

My status as a former employee did not mean that I was granted any particular favours or privileges; rather, I was treated just the same as any other researcher, and LISCO receives and grants many such requests each year. However, my existing knowledge of the company did give me advantages in other areas. For example, I was able to choose guided conversations as a tool for collecting research because my knowledge of the ways in which the company operated, although somewhat out of date, allowed me to put the research participants at ease, confident that they would not have to explain a lot of background detail in order for me to understand their answers. In conducting the guided conversations I was careful not to include anyone in my sample who I knew personally, as I judged that any prior relationship might skew the communication between researcher and participant; however, my knowledge of the company allowed me to appreciate those areas of the company's complex and dispersed hierarchy to approach for data, and to identify job titles that would lead me to people who would be able to provide the full picture that I wished to obtain. However, while my status as a former employee with some managerial responsibility gave me some compatibility with the research participants it also carried with it some risks, which I had to be aware of at each stage of the data collection and analysis process.

The principal danger for me as a researcher who was also a former employee of the research subject was the risk of prejudging the research questions; in other words, having formulated the research questions that I would then have a set of assumptions about the answers to these questions which I would use the data collection process to

confirm. In order to address this danger, it was necessary to adopt a diagnostic approach, and to keep the data collection tool (guided conversations) as loose and free as possible, so that participants had every opportunity to offer their perspective of training and training evaluation at LISCO, rather than the one I might be expecting. As stated above, when I devised the study sample I avoided personal contacts and spoke to people who held jobs relevant to the research questions; furthermore, I refrained from imposing western research models on the participants and asking them to comment on them, but rather raised the issues implied by the models individually and allowed participants to comment on them based on their own experience, without undue theoretical context. This meant that a great deal of valuable data on the actual practices at LISCO was gathered, but also that the task of interpreting these data in the light of existing models of training evaluation fell mainly to me in my role as an interpretive researcher.

A further danger for an interpretive researcher inherent in having a personal connection to the research subject is that the process of interpreting data becomes clouded by emotional and cognitive interference from previous experience. While familiarity with a subject can be beneficial, it also carries the danger of prejudgement. When interviewing participants involved in an organisation operating in a Libyan context, it is likely that a researcher will find evidence of differences in meaning, interpretation and practices that vary as a consequence of different historical, cultural, social and economic assumptions about management of performance within organisations. My task was to maintain my objectivity, and use the data that were offered to me to compare LISCO's training evaluation methods with what is recommended in the most widely accepted models. Issue that arose such as nepotism, favouritism and the use of training as a reward were not altogether unexpected, but they were not implied in the questioning. Some participants mentioned these details, others did not, and the reasons for this difference may be a subject for future research, but as a reflexive researcher it was clear to me that the issues were mentioned often enough to be relevant, and that they therefore demanded the inclusion of measures to overcome such barriers to effective training evaluation in the model proposed by this research.

In addition to the data collected from the participants through guided conversations, I also applied a reflexive approach to the documentary data made available to me by LISCO. In considering this material I had to remember that LISCO retained control of

what they showed me, and that in some instances permission to view documents was refused, or only part of the document was made available. I was therefore aware that LISCO would offer documents that presented its practices and activities in the best possible light, and this approach to considering the documentary data gave me a context to compare what the documents said with what I was being told, in confidence, in the guided conversations. In particular, the 2010 Internal Report on LISCO's Training and Evaluation was an invaluable document, but needed to be regarded as data that could be compared with the findings from guided conversations, giving it a context in which the conversations' findings could be evaluated. In this way the explorative and interpretive validity of the research was ensured.

### **4.2.3 Collecting the research data**

Upon starting this research I was well aware of the fact that quantitative researchers sometimes criticise qualitative research as being too impressionistic and subjective (Bryman and Bell, 2011). The main criticism is that qualitative findings can rely too much on the researcher's own often unsystematic views when deciding which findings are either significant or important. Other major criticisms include the close personal relationships that the researcher frequently strikes up with the people studied and the lack of transparency that can occur from the difficulties that may be involved in establishing from a qualitative research methodology what the researcher actually did and how the study's conclusions were arrived at. In this section and the next I intend to clarify the processes taken in this research and highlight the collection and credibility of my research method.

The qualitative research for this study was carried out to collect in-depth information in person and record it, but participants were also reminded that the information collected would be of interest to them and their company. Interviewing in qualitative research is typically of the unstructured or semi-structured kind; in this study interviewing was intended to be flexible and was therefore only weakly structured to help seek out the views of research participants. As a result the interviews conducted are referred to throughout the thesis as guided conversations; the choice of the word conversation is intended to convey the freedom given to respondents to expand on areas of interest to them and to return to points already covered, while the term guided is used to explain the exploratory nature of the interviews conducted. As a researcher I had a set of concerns that I wished to cover, and therefore attempted to guide the conversation into

these areas, I was careful to avoid being deterministic in terms of the subject under discussion, while also employing 'probing questions' in the progress of a conversation, being aware that data freely offered is more open to interpretive analysis. These views were audio recorded and then transcribed (Bryman, 2001).

There are strengths and weakness in most research approaches and this study's research is no exception. There are questions to be raised concerning subjectivity, uncertainty, complexity and the ethical risks and danger of becoming personally involved, all of which are potential threats to validity and reliability. In the course of my research into the evaluation of training at LISCO, my previous relationship with the company was an influence on me, both in terms of clarifying a topic that I wanted to investigate and in helping me to organise and expedite my research.

In terms of my topic, an evaluation of training, this issue started to become of interest to me after leaving my period of employment with LISCO in 2001. At this time I was studying for an MBA, and during this course I became increasingly interested in the study of Human Resources. When I completed my MBA I became a lecturer at a university close to LISCO's location.

Working in the business school I became interested in literature that suggested that the study and development of HR were vital to the overall development of emerging economies. It seemed to be clear that while Libya had the financial resources to invest in new technology and processes for its industries, there was a lack of capacity and ability in its human capital to take advantage of these investments. I therefore wanted to investigate how Libyan organisations evaluated the effectiveness of their training. When I gained a scholarship to a PhD course I considered the issues outlined above and decided to conduct a study of a Libyan organisation that had its own training facilities and was also used by other Libyan organisations to train their staff. In view of my knowledge of the company and proximity to it, I decided to study training evaluation at LISCO.

In terms of the practical aspects of my relationship to LISCO and its effects on my research, it is necessary to state that I was not given any special access to personnel or documentation as a result of my previous relationship. LISCO receives many requests for research, and has well established systems to deal with this; I was allowed access to

these systems and treated the same as any other researcher. However, my experience did have some advantages; for example, steel plants are very hot, dusty and noisy places, and LISCO's site is extremely large, so my familiarity with these conditions and the ability to find my way around saved me time and made my research more efficient. The people I interviewed were unknown to me and were selected on the grounds of the position and knowledge they held, not because of any personal relationship. In the analysis phase of the research, when I considered my interview data thematically, my previous knowledge was of some use to assess the extent to which training evaluation had developed in the intervening years.

Initial thought therefore was given to access within the case to be studied, HRM specialists were asked to act as brokers as they usually have a wide range of contacts. . Access was also assisted by the fact that there seems to be a growing acceptance of the value of in-company projects possibly because many of the HRM specialists as well as other managers have been through business schools themselves, studying for higher qualifications which required them to carry out their own pieces of research. Consequently, they were not so likely to be threatened by being questioned and appeared genuinely interested in what was being investigated; personal contacts within the company only helped to gain access. The initial contact with an HRM specialist was made by phone. In the initial contact conversation it was pointed out that the time and resources requested were minimal and reassurance was provided as well as explaining the need to carry out the study in order to investigate research questions (Bryman, 2001).

#### **4.2.4 Documentary Evidence**

Contacts at LISCO were able to provide some interesting documentary evidence specifically relating to training evaluation, although this author was allowed to view and record sections of the company training policy document I was unable to acquire a copy of it. Those documents that were provided are reproduced in Appendices 2A and 2B and provide an insight into the evaluation process that takes place within the company. The first is a Personal Interview Form from which an individual's training needs are identified. The second is an Information Card on which the individual's personnel information is recorded. In order to attend a course of training an individual has to be nominated; the next document in the appendices is the Training Course Participant nomination form. This form has to be completed by the individual candidate in

association with their direct manager as there are a number of questions to be addressed before the supervisor signs their approval and then passes it on for the Administration Manager and General Manager to sign. In the appendices there is also a document called Company Staff Member Trainer Form which is meant to be completed by the trainer at the start of any course. The next three documents reproduced in Appendices 2A are those which particularly relate to the evaluation of LISCO training courses. The first of these is the Training Program Participant Survey, to be completed during the course by the individual candidate. The remaining two are completed after the course when the individual has returned to work; the first is completed by the trainee and the next by their direct manager, each are asked to comment on the effect the subsequent training has had on the individual candidate.

As a reflective researcher it is necessary to consider the context in which these documents were obtained and my role as an individual in obtaining them. I feel certain that these documents would have been made available to any other researcher if he/she had asked for them; however, they would not have been volunteered. Thus, due to my previous knowledge of the company as an employee I knew that documents of this kind existed and requested to see them before my data collection process and before I conducted my data analysis. This may have given me a slight advantage over a researcher who had not worked at LISCO in that they may have heard about the forms in their interviews and asked from them after data collection, thereby making their interview process less well informed. When these documents were mentioned in interviews I knew their origin and how they fitted into a sequence of training provision and evaluation, which was very helpful in understanding the respondents' data.

Furthermore, the documents I was able to read enabled me to reflect on my expectations of the training evaluation I would find in LISCO after being away for nine years. I was surprised to find that the system the forms represented was more sophisticated and professional than I had expected, and the process of training evaluation was more formal and better organised than when I had begun to receive training in 1989. In particular, the archive of training provision which showed what training each employee had received was well organised and maintained and provided much useful information on the skills available in the company, as well as providing employees with a valuable resource to further their own careers. Nevertheless, the disappointment for me as a researcher was that the information was all kept manually, on paper, and there was no

standardised database that could assess the training need of employees through the data listed on their file and assign training in an impartial way. This left the possibility that decisions could be less transparent than with a system employing standardised data, and might become subject to influences of nepotism or tribalism, or simply the granting of favours, rather than providing training to the appropriate person in each case. Reflecting on the lack of a standardised electronic database for training information and decisions on training selection prompted me to explore this issue in my interview process, asking both customers and providers whether such a database would make training more efficient and minimise the risk of any bias in training selection.

The document reproduced in appendix 2B provides a much more wide ranging insight into training and its evaluation within the company. This internal correspondence from 2010 provided the results of an internal survey at LISCO measuring the effect of training programs conducted during 2009. The surveys which were completed five months after completion of their courses allowed 285 candidates to indicate how they felt about the training they received. Additionally, 303 direct supervisors were also asked to take part and to answer what effect the training program had had on trainee's effectiveness and performance on the job.

#### **4.2.5 Piloting the interviews**

Before conducting the main phase of data collection through guided conversations with training customers and providers at LISCO, I decided to conduct a pilot study to test the extent to which the research tool would enable me to collect the data necessary to meet the research aims. The questions that make up the research tool (see appendices 3A and 3B for English and Arabic versions) formed the basis of the data collection and it was therefore appropriate to test them before using them to collect data. The questions were written in English, and then translated with the help of a professional translator who works in English and Arabic. I decided to test the questions with three subjects who would be able to give valid opinions about their suitability and clarity. These individuals were:

- An academic from the Alfateh University in Tripoli with a specialist in HR
- A customer of training at LISCO
- A provider of training at LISCO

Initially, I discussed the research topic with the academic from Alfateh University, and explained the research aims so that he could assess the questions within their academic context. He was satisfied that the questions were relevant and that they would address the research aims, but suggested some amendments to clarify meaning and to simplify questions that tested theory to make them easier for non-experts in HR to understand. The training provider interviewed for the pilot study also expressed satisfaction with the questions, but it became clear during the conversation I had with him that there were details of the design of training process at LISCO and the way this was aligned with departmental needs that existing questions did not quite cover. As a result of this conversation question nine in the interview schedule was added (see appendix 3A) together with its prompts in order to uncover more detail about the strategic alignment of training at LISCO.

The customer of training interviewed for the pilot study again expressed an overall satisfaction with the questions but the interview also led to some changes to the questions and to the approach that I took to the interviews. The principle example of this was the influence on the section of questions covering training evaluation (questions 29-38, appendix 3A), which after the pilot study became less theory focused and more general. For example, in the pilot study there was a question that asked specifically about training evaluation models found in the literature, such as Kirkpatrick's and Philips's and so on, but it became clear that while training evaluation at LISCO had a framework and followed a process, the participants in the study would not be sufficiently familiar with these models to be able to comment on the applicability to methods used in LISCO. Therefore more general questions were added to ensure that the process was clarified and the sequence of training evaluation methods was clear.

The pilot study interviews were conducted in the end of May and June of 2010 and were of great value to me as a researcher. As well as confirming that the questions I had devised were relevant to my topic and appropriate to the participants, the act of conducting the pilot interviews gave me greater confidence in my ability to conduct interviews and made me much more relaxed when the main interview phase began in September 2010. My ability to conduct an informal but informative guided conversation with customers and providers of training at LISCO was significantly improved by the pilot study and this ensured that the participants in the main phase were relaxed and receptive, and able to provide the maximum detail possible.

#### **4.2.6 Sample and the form of the Interview**

In the study carried out for this thesis participant selection was used (see section 4.2.6). The author was well aware of the possible bias that could have occurred due to previous experience and continuing contact with LISCO and the people who worked there. Every effort was made to avoid possible bias and only those managers responsible for training courses within their departments and unknown to this researcher were questioned. Given the fact that employees and supervisors who are consumers of training at LISCO had previously been questioned in an internal survey of training at the company this study was intended to gather data from both providers and customers of the training that takes place in LISCO to allow triangulation of all of the data. This study intended to find out whether there were differences between what customers expected of training programmes and their actual experience in terms of effect on the trainees under their supervision. The participants, who were all unknown to this researcher, were well aware of what was expected of them and the data collection method had been rigorously pre-tested.

The interviews for this research were conducted in Arabic and translated later; the main objective of the translation procedure was to enhance translation equivalence (Douglas and Craig, 1983). Translation equivalence is defined as the demonstration that two individuals from different countries with the same values regarding a particular variable will score at the same level on the same test. The interviews were then translated and transcribed back into English by me this process was carried out with great care because a word or expression can have a number of meanings, which might influence the perception of intended meaning. As a general rule Arabic tends to be more explicit than English, meaning that what is implicit in English often has to be spelled out in Arabic. This raised certain risks in translation of the questionnaire as well as with the re-translation, so careful attention was given to both of these tasks and the advice of other individuals was sought to ensure the minimum levels of degradation.

In order to answer the research questions each interview was divided into three main sections. These sections relate to domains of interest that I wanted to cover in the weakly structured guided conversation that I carried out with participants. After a general introduction I then wanted to know more about the training at LISCO. In the second group of questions the intention was to discover what sort of training is provided at LISCO for employees and whether this training takes place on a regular basis and

how trainees are selected. The respondents were also asked for their opinions regarding their company's motives for running these training courses and the specific training objectives supplied. Additionally, questions were asked regarding the selection process and about the identification of trainees as well as the involvement of the trainees' line manager and senior manager. These managers were also asked to comment on the systems used at LISCO to record who had received training, and the outcome of the training received. In the final questions of this section of the interview the managers were asked specifically about training evaluation, its importance within the company and the methods used. It was this researcher's intention to gather as much detailed information as possible to be able to answer the first research question, how is the training evaluated at LISCO?

In the next section of these conversations I wanted to find out more about the impact of training evaluation on the performance and also the business strategy at LISCO. These questions were intended answer the second research question, which was are LISCO's evaluation methods aligned with their business strategy? Managers were asked about who identified training needs within the company, as well as how trainees were assessed before, during and after their training. These managers were also asked who assessed their performance as trainers and decision makers and what specific conditions there were for their assessment. In a more general question these respondents were asked to comment on the extent to which they felt the courses offered at LISCO contributed to organisational strategy as a whole as well as various departments' specific business objectives. Further questions were asked of these respondents regarding the costs and benefits of training and they were asked to provide examples of where they felt trainees may have contributed to performance changes in a particular department or section of the organisation.

Then in the final few questions I wanted to investigate the training evaluation model used at LISCO. The questions included those regarding how the evaluation of training programmes is carried out within the company, the steps that are followed in its implementation and how managers know whether training programs meet their objectives. This section also covered the role of the trainees in the evaluation process, how evaluative data are collected after employees return to their job roles and what difficulties management faces in evaluating courses. Additionally, these managers were asked for their opinions regarding senior managements' view of the training department

and whether they think this view is influenced by training evaluation, particularly in relation to their decision making and in terms of how they view those working in delivering training as well as in connection to the development of their staff.

At the end of the guided conversation those managers taking part were asked if they had further information they wanted to add on training evaluation. The final research question will be answered as a result of the analysis that is carried out on the data collected from these interviews. Only then will it be possible to discover whether there actually is a different perspective to the evaluation of training in a Libyan context.

#### **4.2.7 Credibility of Research Methodology**

Anyone conducting research, no matter whether it is quantitative or qualitative, will need to demonstrate the credibility of their findings. It is considered good practice for a research project to provide sufficient information on the methods used and the justification for their use in order to demonstrate the credibility of its findings (Robson, 2004). Different research approaches have different inherent strengths and weaknesses, which need to be taken into account in relation to the goals of the research. In evaluating the credibility of the research methodology in deriving its findings, validity and reliability are commonly used as the evaluation criteria (Gill and Johnson, 1997; Saunders et al., 2009). In demonstrating the credibility of this research I have addressed issues about the quality of the data collected and the appropriateness of the methods used in out carrying the research project. The quality of data and the validity of my findings are demonstrated by ‘triangulation’ of various data sources to provide results from different angles (Miles and Huberman, 1994; Silverman, 2011). In this research, interviews were weakly structured with the research questions used as a guide and the initial questions were tested on a pilot sample of participants similar to the target population (see section 4.2.4). This process allowed the researcher to identify whether respondents would understand the questions, and whether the meaning of questions would be the same for all respondents (Kelley et al., 2003). In order to aid credibility, because transferability was not an objective, purposeful sampling was required (Lincoln and Guba, 1985). As previously mentioned in this study both groups of participants were decision makers who determined the nature of training evaluation at LISCO. Additionally, I have related my research project to existing theory in order to demonstrate the generalisability of my findings, which will have a broader significance (Saunders et al., 2009) beyond LISCO and Libya. I believe I have achieved authenticity

in this research by previously providing context that will convince the reader that the narrative is presented in a coherent and authentic manner. Additionally the words and ideas of the participants are truly theirs and the interpretation of the data presents their voices. Quotes are used to present their exact words, and the participants were asked to read through the notes made at the time of interview. Also participant selection which was discussed previously in this section also added to authenticity as the people questioned were experts in the field of training and training evaluation.

In this study data were collected from participants in their everyday situations and not within a controlled environment or with the structured limitations of a rigid questionnaire (Yin, 2012). Although the research may not have started with any predicted patterns and began with a number of open-ended research questions, certain patterns or themes emerged that assisted in the analysis of the data collected.

### 4.3 Analysing the Data Collected

The most common way of approaching qualitative data analysis is referred to as thematic analysis (Bryman and Bell, 2011) and this is the chosen form of analysis for this research. The process began with the review of the literature, as can be seen from Table 4.1 below and Figure 2.1 in Chapter Two regarding Human Resource Development in developing transitional countries. Training and Development was considered as was the use of Training Evaluation. Additionally the HRD policies and strategies being introduced and the resistance which can exist to these strategies, in those countries of the Arab world, like Libya, who are in transition were also investigated and used as themes to analyse the data collected.

**Table 4.1 Themes**

<b>Code</b>	<b>Definition</b>	<b>Description</b>
HRD	Human Resource Development	What the respondent understands by developing human resources to increase economic productivity
NOC	National/ Organisational Culture	What the respondent understand by national, organisational culture how is this apparent (Nepotism and tribalism)
NHRD	National/International Human Resource Development	What the respondent understands by the nature and role of NHRD and how this serves to influence HRD at an organisational level within a nation or region.

Furthermore as a result of the review of literature presented in Chapter Three, where it was pointed out that in general a training model/policy should be based on the human capital theory and the resource-based theory of HRM and should have a significant impact on firm performance (Garcia, 2005), I decided to introduce two more themes to see what was important in this Libyan research context, as HCT may not be transferrable to a transitional, government driven economy and in an Arab nation.

**Table 4.2 Additional Themes**

RBT	Resource Based Theory	What the respondent understands by organisational economics and strategic management
HCT	Human Capital Theory	What the respondent understands by increased productivity and firm performance

As the questioning of participants for this study involved the use guided conversations with managers of departments and professional training staff in the company who were responsible for training, participants were asked for their views on the state of training in the company, the nature of the evaluation that takes place and the return on investment that they believed took place as a result of this training. This data led to the development of three more themes (see table 4.3). These findings were then compared with the results from the responses of those employees and supervisors who had been internally surveyed by the company.

**Table 4.3 Developed Themes**

SOTP	State of the Training Programs at LISCO	What the respondent understands about the training policies and practices employed at LISCO
TEM	Training Evaluation Models	What the respondent understand about the training evaluation model used at LISCO
ROI	Return on Investment	What the respondent understands about ROI and the effectiveness of training programmes and evaluation at LISCO

This analysis is a formal inductive process involving the breaking down of data into segments or data sets which can then be categorised, ordered and examined for connections, patterns and propositions that seek to explain the data (Simons, 2009). The qualitative research strategy emphasises words and concepts rather than

quantification in the collection and analysis of data. As a research strategy it is inductive, constructionist, and interpretivist (Bryman and Bell, 2011).

The participant selection for this study was all about finding the correct group to interview in view of the fact that there had been a previous survey of employee and supervisors opinions. Therefore, the sample of respondents and the data collected from them was intended to compliment the information already provided from employees and supervisors who were (consumers) of training courses at LISCO and had previously taken part in an internal survey carried out by the company. This secondary data acquired from LISCO, although indispensable, has been treated with scepticism as it was gathered by someone else. It was my intention to interview only those managers within the company who were directly responsible for deciding which employees attend training courses within their departments and were then responsible for evaluating employee performance, behaviour and other perceptible changes post employee training (customers) or those who actually delivered courses in the training centre (providers). These departmental managers came from a variety of levels in the hierarchy depending on the size of their departments. Additionally, although there are a large number of these people from this group who I could have interviewed I wished to limit my respondents to those managers that I did not know from my period of employment with the company. I therefore selected ten of these people who were responsible for training decisions in their departments for interview; however, when seven interviews were completed data redundancy was reached and no further interviews were necessary. In relation to the provider interviews, again the logic of data redundancy was used. This gave rise to a further seven interviews being conducted with those who provide training.

**Table 4.4 Respondent Groups**

<b>Identifier</b>	<b>Participants position</b>	<b>Qualification</b>	<b>Length of service</b>	<b>Group</b>
IMC1	Manager Dept of Research and Development	BA	24 years	Customer
IMP2	Researcher Planner in Training Department	BA	23 years	Provider
IMC3	Manager of Operation of Steel department	BA	24 years	Customer
IMP4	Director of Administration and Service Affairs	MSc in Engineering	26 years	Provider
IMC5	General Manager Department of Maintenance and Spare parts	BA in Engineering	9 years	Customer
IMC6	General manager of Planning and Maintenance Control Department	BA in Industrial Engineering	28 years	Customer
IMP7	Line Manager of Development and Upgrading Section	BA Electronic Engineering	25 years	Provider
IMC8	Manager of Maintenance and Steel Department	MSc Engineering	22 years	Customer
IMP9	Line Manager in Technical Training Section	BA	24 years	Provider
IMP10	General Manager Department of Personnel Affairs	BA	24 years	Provider
IMP11	Manager of Administrative Affairs Department	BA in Mechanical Engineering	15 years	Provider

<b>IMC12</b>	<b>Manager of Operation of Steel Melt Shop (2)</b>	<b>BA in Engineering</b>	<b>25 years</b>	<b>Customer</b>
<b>IMC13</b>	<b>Manager of Operation of the Cold Mills Department</b>	<b>BA</b>	<b>25 years</b>	<b>Customer</b>
<b>IMP14</b>	<b>Manager of Department of Training</b>	<b>MBA</b>	<b>17 years</b>	<b>Provider</b>

The interviews with managers, (see Appendix 3A and 3B) were carried out at LISCO in 2010, examples of transcripts from those interviews are in Appendix 4. The work locations of managers interviewed as parts of the study are indicated in the diagram of LISCO management structure (see Appendix 5).

As can be seen from Table 4.4 participants held various positions within LISCO, but all of them had a particular interest in the process and outcomes of training and its evaluation. The majority of respondents had worked at the plant for many years; only three of the respondents had worked at LISCO for less than twenty years, and IMP14 had 17 years service, IMP11 had 15 years service whereas IMC5 had only been there for nine years. Perhaps most significantly, although all were in some way involved with training and development at LISCO, while some were **providers** of training, meaning that they actually worked in the training centre, this is denoted by the use of the letter P in their identifier, others are identified by the use of the letter C these are **customers**, who were responsible for training course decisions in their individual departments and had used the services of the training centre.

In this study the research questions to be answered included how training is evaluated at LISCO and whether the company's evaluation methods aligned with its business strategy. It was also important to discover if there was a different perspective to the evaluation of training in a Libyan context in comparison to the West. Therefore the interview questions to respondents were used to explore how the off-the-job training activities were evaluated and investigated the links between evaluation process and individual as well as business performance, as this factor is of tremendous importance to those countries in transition and where companies are deciding between the resource based and human capital views.

#### 4.4 Summary

The research method of an interpretivist philosophy was chosen for this thesis because it is applicable to the investigation of a contemporary phenomenon within its real-life context, i.e. training development and its evaluation. As the topic of study concerns a range of stakeholders and their perceptions of the effectiveness of training, interviews with decision makers about training within departments and those who provide training in the company's own training centre allowed the collection of useful data. Guided conversations were used for conducting this study with the managers and professional training staff because they are key people who would be expected to make training decisions and undertake training evaluation activities. In this study an interpretivist qualitative view of research is taken and validity, authenticity and generalisability are achieved by interpreting various data sources to provide results from different angles.

In terms of the guided conversations, as suggested above, the fact that respondents knew I had some knowledge of the company, and the fact that this knowledge had enabled me to select a range of respondents most useful to meeting the research aims, speeded up the data collection and made it more comprehensive than it would otherwise have been. Most researchers have data on a phenomenon and the knowledge they have gained through their study of the literature to compare it against. In my case, I had the data I had collected, the knowledge I had gained academically since leaving LISCO, but also certain preconceptions, memories and experiences to compare my data against. Untangling these three strands of knowledge was therefore a difficult and complex process, but one that also in the end made my findings more rich and useful. This utility lies in the perspective I was able to obtain on how things were (when I was an employee), how they were now (when I collected the data), and to what extent these changes were in line with developments in training evaluation in the wider world.

In the next chapter the qualitative data collected from the interviews conducted at LISCO and the documentary evidence supplied from the internal survey are analysed thematically. The findings from this analysis are also presented.

## **Chapter Five**

### **Analysis and Discussion**

#### **5.0 Introduction**

The research proposed for this thesis entailed the use of a study strategy that allowed detailed, intensive knowledge about a single case to be developed. This strategy provided the opportunity to gain a rich understanding of the research context and the enacted processes and enabled answers to be provided to the questions of ‘why?’ as well to that of ‘what?’ and ‘how?’. Additionally, it provides a deeper insight and understanding, and can aid the development of conceptual links in explaining behaviour. This thesis involved the use of weakly structured interviews that provided a framework as a guide to gain in-depth information in order to carry out a thematic analysis.

In this chapter the data are analysed according to the approach outlined in chapter 4 (methodology). Throughout the analysis the researcher adopts a reflexive outlook, mindful that this is an explorative study that requires comparison of the qualitative data with the literature and LISCO’s own documentary evidence on employee perceptions of training. In addition to the themes identified through the data analysis, at certain points the chapter will consider the reactions of the participants to the researcher (as a former employee of LISCO) and his own reactions to returning to the company, together with the participants’ perceptions of training and evaluation, and the leadership of the company in these areas.

In addition, in this chapter the secondary data available from LISCO’s internal survey of both employees and supervisors regarding training is presented; secondly the data collected from the providers and customers of training at LISCO collected from weakly structured interviews is analysed thematically and then comparisons are made between these sources of data as well as the literature reviewed.

In the inductive approach chosen for this study themes are linked to the data, which have been specifically collected for the research. Some individual elements of information were based on the literature reviewed while others were based on the three sections of the interview schedule; these were designed to answer the research questions:

1. How is the off -the-job training evaluated?
2. Are LISCO's evaluation methods aligned with their business strategy?
3. Is there a different perspective to the evaluation of training in a Libyan context when compared to the Western models?

The choice of the respondents for this study was all about finding the correct group of people to question in order to answer these research questions. Those chosen held various positions within LISCO but all were in some way involved with training and development. Seven were providers of training, meaning that they actually worked in the training centre; the other seven were customers who ran individual departments that used the services of the training centre. As mentioned in chapter 4, the researcher's previous employment at LISCO afforded the advantage of a familiarity with LISCO's complex organisational hierarchy (see appendix 5), and this made the choice of participants more easy and faster.

Contacts at LISCO were able to provide some documentary evidence specifically relating to training evaluation. These documents are reproduced in Appendices 2A and 2B, and provide an insight into the evaluation process that takes place within the company. In addition they improve the credibility of the qualitative research carried out by allowing triangulation between sources. However, the credibility of the internal survey into employees' and supervisors' opinions of training and its evaluation at LISCO had to be considered with a certain degree of caution as internal company reports are often produced for a specific purpose and a specific audience. Additionally, this author was allowed to view and record sections of the company training policy document but was unable to acquire a copy of the whole document.

It was apparent from the review of the literature carried out that the Training and Development programme in any company should play a critical role in organisational performance. However, T&D is viewed differently in different organisations and in different countries (Altarawneh, 2009). In some countries and organisations it is seen by certain employees (and leaders) as an unnecessary and unrecognised function (Altarawneh, 2009). Therefore, an aim of this study is to advance the debate regarding the use of training evaluation tools, in order to highlight the value of training and development.

## 5.1 Method of Analysis for this Research

This study was intended to gather data from both providers and customers, as discussed in the previous chapter, in order to draw conclusions from the findings that were created from that data collection. The responses were considered in light of the literature reviewed, the documents and survey results provided by LISCO. It was important however, from an interpretivist research point of view, for me to interpret all of the available data and comment on aspects of it given my relevant experience at LISCO and my insights into Libyan culture and the Libyan people. In this study a framework was developed to gain in-depth information in order to carry out a thematic analysis. This approach is used to analyse qualitative data as it concentrates on individual themes or subjects and patterns, which Bryman (2001) describes as the commonest approach to qualitative data analysis. In this thesis the researcher investigated the use of HRD practices and the sorts of training initiatives and evaluation models used in national contexts. The main themes considered for this analysis included the development of human resources at a national as well as organisational level, both of the human resource and human capital theories, Arab culture as well as HRD in transitional economies and finally the effectiveness of training programs and their evaluation.

## 5.2 Defining the Themes

In the previous chapter the origins and development of the main themes were introduced and each of them was defined. In this section each of the themes is revisited, explained and an indication is given of where more detail can be found within this thesis.

**Table 5.1 Themes Revisited**

<b>Code</b>	<b>Definition</b>	<b>Description</b>
HRD	HRD (section 2.2)	What the respondent understands by developing human resources to increase economic productivity
NOC	National/Organisational Culture (section 2.1)	What the respondent understand by national, organisational culture how is this apparent (Nepotism and tribalism)

NHRD	National/International Human Resource Development (section 2.2)	What the respondent understands by the nature and role of NHRD and how this serves to influence HRD at an organisational level within a nation or region.
RBT	Resource Based Theory (section 3.3)	What the respondent understands by organisational economics and strategic management
HCT	Human Capital Theory (section 3.3)	What the respondent understands by increased productivity and firm performance
SOTP	State of the Training Programs at LISCO (section 3.2)	What the respondent understands about the training policies and practices employed at LISCO
TEM	Training evaluation models (sections 3.3.1 and 3.3.2)	What the respondent understand about the training evaluation model used at LISCO
ROI	Return on Investment (sections 3.3 and 3.3.2)	What the respondent understands about ROI and the effectiveness of training programmes and evaluation at LISCO

As pointed out in the introduction, HRD has historically referred to developing human resources in order to increase economic productivity and improve a nation's wealth. The term Human Resource Development has only been in common use since the 1980s, since then in the West efforts have been made to strengthen the strategic role of HRD; that is, to highlight how HRD links to and supports the goals and objectives of the organisation and reinforces the importance of its T&D policy.

In this study the Libyan context is of tremendous importance and the review of the literature revealed that typically in Arab societies management procedures are frequently influenced by "personal connections, nepotism, sectarian and ideological affiliation" (Aagnaia, 1997). The debate on whether culture has an impact on organisations and their human resource management practices has two positions, the first of which argues that relationships among the major components of organisational structure are similar across different cultures. The other maintains that management and organisational structure is essentially the product of socio-cultural forces. As identified in the review of the literature for Chapter Two, HRD policy as well as the need for a proper strategy has become an imperative in many transitional societies. The importance of these factors is also apparent in their contribution to both economic growth and human and social development at a national level. HRD at an organisational level

within a nation or region is influenced by the nature of the national context in which NHRD occurs. Reflecting on my position as a former employee of LISCO and as a Libyan, it is clear to me from the data analysis that culture, both national and organisational, played a part in the structures that were found at LISCO. My knowledge of the company and the society it operates in enabled me understand certain characteristics of the company that were implied in the guided conversations without being explicitly stated. However, in conducting the data analysis and discussing it in this chapter I also have to be aware that I cannot allow preconceptions of what I expected to find to affect my appreciation of the evidence offered.

There are a number of reasons why a positive relationship between organisational performance and training initiatives is expected, this is because training is a form of investment in the skills, knowledge, and abilities of employees. Therefore there is a link here between the themes (HRD), (NHRD), (ROI) and the two main concepts mixed within resource-based theory these are organisational economics and strategic management. At the heart of this theory is the view that if human resources within the organisation are valuable, rare and costly to imitate then competitive advantage is achieved (Armstrong, 2011). Additionally such an investment will lead to increased productivity and firm performance (Ng and Dastmalchian, 2011); this is known as Human Capital Theory. However people who advocate the resource-based theory of competitive advantage also argue that an organisation's employees can be viewed as an internal resource that adds to its competitive advantage and is sustainable because internal organisational social interactions cannot be easily replicated by competitors (Ng and Dastmalchian, 2011). Therefore, it is the perspective of training as a form of investment in people that adds to an organisation's sustainable competitive advantage, which leads to improvements to the organisation's performance.

The use of guided conversations carried out with participants for this thesis led to the development of three more themes, State of the Training Programs at LISCO, Training Evaluation Models and Return on Investment (see table 5.1). The strategic orientation of Training and Development is a core function of HRM, and the expected outcome of the existence of training programs will be improved organisational performance (Ng and Dastmalchian, 2011). Additionally policies designed to motivate employees to participate in training and the assessment of training needs and effectiveness will have an impact on whether training is perceived to yield positive benefits (Ng and

Dastmalchian, 2011). Training Evaluation Models was one of the developed themes, for many years training evaluation has rested at the heart of a debate between what HR scholars develop through research and what HR practitioners actually apply. HR scholars have attempted to design articulated, multi-dimensional and multi-level training evaluation models. However HR practitioners adopt sub-sets of those models and most organisations stop at the level of evaluating reactions (Giangreco et al., 2009). Giangreco et al. (2009) argued that as reaction evaluations are so widely used those who practice HR need to acquire better information about the characteristics of their training and trainees, which may lead to higher levels of satisfaction with training.

Another of the developed themes was Return on Investment as an approach it is similar to other financial evaluation tools and draws comparisons with the cost of HR programs to the benefits they deliver. However, calculating a return on investment (ROI) can be difficult if funding for the training was barely adequate to begin with or collecting the necessary data and finding the time to analyse training results is also difficult. If this information is not collected, training's financial value cannot be demonstrated, and upper management may feel there is no compelling reason to continue the training effort.

Altarawneh (2009), Hollinshead and Michailova (2001) and Michailova and Hollinshead (2009) have all pointed out that in Arab organisations just as in some Western ones, evaluation is unlikely to be undertaken, because training is seen as a cost and not an investment to be evaluated. This impression that I as a researcher found in the literature was confirmed by my own experience as an employee at LISCO from 1989-2001. During this period my impression was that training was not a top priority for the company, and was often an area that was cut when savings had to be made. Moreover, my view of the company hierarchy, which was shared by most of the colleagues with whom I discussed this matter, was that people were often promoted as much because of their family connections as for the talent or expertise they showed, and that the primary concern of the company was that the production lines should be operating efficiently; the notion of developing people to meet organisational strategic aims was not in evidence. Therefore I must reflect that I entered the phase of conducting the guided conversations with this preconception in place, supported both by my reading and my previous experience.

I was also aware from the literature mentioned above in this paragraph that there are also certain cultural differences that can affect the training and evaluation that takes place. For example, if the selection of candidates for training is not conducted properly, and candidates are selected on the basis of personal relationships or as a reward for favours done, then the evaluation of this training is somewhat meaningless. One manager expressed the view that the company must ensure the “*selection of candidates is correct according to their abilities and needs; this will help the company to achieve its objectives*”. It is possible to evaluate the individual and what they have personally gained from a training input, but if this individual has received training that is not necessary for the job they do the training is a waste of time and resources, and is not contributing to organisational goals. I wanted to know to what extent this was still the case at LISCO after several years out of the company. In the next section of this chapter the findings from the various sources of data found through this research are analysed thematically and also discussed.

### **5.3 Findings from documentary evidence**

The culture of Libya, considered by theme (NOC) certainly over the past 50 years, meant not only that the production of evidence on training in companies was not only of fairly scarce but mostly consisted of extremely simple documentary evidence. This culture also led to a very secretive situation where many people inside local businesses, state controlled companies and even within government departments were frightened to provide what little documentary evidence existed. The previous experience I had at the company and the contacts I had maintained throughout the years since gave me access to otherwise inaccessible information as I had made friends at the Company. However, this information has to be considered with a certain amount of scepticism (see section 5.3.1).

In considering these documents I was aware of my two perceptions when considering them: firstly, I was a former employee and my contacts in the company had given me the knowledge that such documents existed and thus enabled me to access them; moreover, I could see some similarities to the approach to training evaluation when I worked at LISCO, but also some differences and developments. On the other hand, I also had to consider the documents as an academic researcher, and to be aware that while the information in the documents was true, it was probably not the whole truth, and that some negative or damaging information may have been excluded. However,

when considering the 2010 Survey of training evaluation I was able to judge its trustworthiness to be good, as it presented a credible picture of training evaluation within LISCO that I felt able to accept as a researcher and as a former employee. Lincoln and Guba (2007) in their discussion of naturalistic evaluation suggest that trustworthiness in naturalistic settings can be considered as analogs of the conventional criteria: internal and external validity, reliability and objectivity. They state that researchers can regard “credibility as an analog to internal validity, transferability as an analog to external validity, dependability as an analog to reliability, and confirmability as an analog to objectivity” (Lincoln & Guba, 2007, p. 18). In assessing the Survey, my experience as an employee confirmed the accuracy of the picture of training evaluation portrayed, while as a researcher I was able to see that the method, approach, sample analysis and conclusions of the report were sound, that it did not hesitate to criticise the organisation where it felt there were weaknesses, and that it made recommendations that were supported by recent thinking on training in the literature. Therefore I was excited to discover this document and perceived it to be a valuable addition to the process of triangulation of perspectives I was trying to achieve. Moreover, during contacts with some of the authors of the document it was clear that they believed the survey was being taken seriously at senior levels of the company and that their recommendations would be implemented; I took this to be further evidence of a shifting attitude towards the importance of training at the Company.

The documentary evidence acquired for this study included a Personal Interview Form which identifies individual employees training needs, and then an Information Card, listing a candidate’s personnel information and containing an assessment of the individual’s effectiveness and the results of annual effectiveness reports. These are all documents that the company is very protective of as the Information Card also records information of penalties this individual has received and any training courses previously attended. The information from this documentary evidence indicates that to attend a course of training an individual has to be nominated, as there is a document called the Training Course Participant Nomination form. This form has to be completed by the individual candidate in association with their direct manager as there are a number of questions to be addressed before the supervisor signs their approval and then passes it on for the Administration Manager and General Manager to sign.

Among this documentary evidence from LISCO there was some that particularly related to the evaluation of training courses. There was a document called Company Staff Member Trainer Form which is meant to be completed by the trainer at the start of any course. Then there is the Training Program Participant Survey completed during the course by the individual candidate. There were two more forms completed after the course when the individual had returned to work: the first was completed by the trainee, and the next by their direct manager; each were asked to comment on the effect the subsequent training had had on the individual candidate. The documents reproduced in Appendix 2B highlights training and its evaluation within the company.

### **5.3.1 Credibility of the Documentation from LISCO**

However, the documents supplied, while useful, just like the results of the company's internal survey may not be an accurate representation of the facts at LISCO and may be biased. This internal correspondence from 2010 provided the results of an internal survey at LISCO measuring the effect of training programs conducted during 2009 of employees who had been on training and their supervisors, who were asked to complete a questionnaire.

The surveys, which were completed by LISCO employees five months after completion of their courses, allowed 285 candidates to indicate how they felt about the training they had received. Additionally 303 direct supervisors were also asked to take part and to answer what effect the training program had on trainee's effectiveness and performance on the job. As a result of the internal survey carried out by the training department of LISCO itself it was concluded that 81% of the 285 trainees questioned were satisfied with the training programs they attended and believed they had acquired knowledge and skills related to their jobs. According to the results, 90.7% of trainees questioned felt better toward their jobs and 91.4% used course material they received after their training was completed. The survey results show that 76.3% of the 285 trainees did not feel the need to attend prerequisite training programmes before attending this programme. According to the results from the internal survey of these trainees' direct supervisors, 82.8% of trainees enhanced their work effectiveness and improved their work performance and 74.5% utilised knowledge and skills they had acquired during training. Training programmes, it was claimed from the results, helped to improve the work and enhance the performance of 78.6% of trainees.

Of the 303 direct supervisors or line managers questioned for the survey 94.8% suggested that other employees should attend the same training programme. The results from this survey however also indicate that in some instances departments did not nominate suitable candidates for the programme as they should have had necessary academic degrees in addition to performing relevant jobs qualifying them for the programme. A number of candidates nominated for the programme had not attended the prerequisite training to qualify them for second level advanced training. Furthermore, these results indicate that certain departments did not accurately identify training gaps that would identify training goals, allowing accurate preparation of training topics and course material. Their identification would have solved work problems, avoided breakdowns, minimised down times, and contributed to accurately evaluating training results and outcomes. Others departments failed to allocate the necessary time for trainees to attend training programmes, especially those on rotational shifts.

As a result of the internal survey carried out at LISCO the authors of that document made a number of recommendations, including the obvious suggestion that surveys be filled in accurately and objectively to identify any obstacles and ways to overcome them. It is of particular importance that departments identify their needs and goals accurately and also nominate trainees according to the needs of the business. This will guarantee the maximum utilisation of the training programmes and the acquisition of the relevant knowledge and skill by trainees to solve problems in the work environment. From an organisational point of view it is strongly recommended that trainees are sufficiently supported and encouraged to use the skills and knowledge they acquire during training programmes. This will enhance their effectiveness and improve their performance as well as their ability to solve work problems. Departments should cooperate in selecting candidates who can then become trainers but also other experts in the field of iron and steel should be contracted to help identify technical problems and provide solutions.

The author of the internal survey report for LISCO points out that from an organisational point of view it is strongly recommended that trainees are sufficiently supported and encouraged to use the skills and knowledge they acquire during training programmes. The author of that internal report goes on to suggest that this support and encouragement will enhance their effectiveness and improve their performance as well as their ability to solve work problems. The report goes on to state that departments

should cooperate in selecting candidates who can then become trainers, but also recommends that other experts in the field of iron and steel should be contracted to help identify technical problems and provide solutions. This came as a surprise to me, as it was a position I felt added strength to LISCO in my time with the company, but which was much less prevalent at the time of my data collection (2010). This was partly due to the process of 'Libyanization' promoted by the political regime, but was also a function of the long period of isolation suffered by Libya as a result of US, UN and EU sanctions. However, my knowledge of training development gained as an academic led me to the view that the human resources of LISCO could be developed more effectively with input from foreign companies and experts while staying true to the ethos and culture of the company and nation, and that targeted training to appropriate people would raise the value of the human resources within the company. This view of human capital and the need to consider employees as valued assets to the company are highlighted in the next section, as is the need for adequate training programmes to develop these assets.

The secondary data acquired from LISCO, namely the internal documentation I was given and the internal survey although indispensable, both had to be treated with scepticism as the documents were specific to LISCO and the data from the survey was gathered by someone else, as mentioned in section 4.4.3. The findings from the documents acquired from LISCO will be considered in greater detail and compared with the findings of the interviews with customers and providers and this researcher's personal experience as both an employee and an academic, combined with the review of the literature for this study. The synthesis of these perspectives will be presented in later sections throughout this chapter.

#### **5.4 Developing Human Resources**

The development of human resources is important in order to increase economic productivity and improve a nation's wealth. The literature reviewed for this chapter suggested that it was also important to consider the strategic nature of HRD and highlight its comparative nature internationally and more specifically in transitional countries like Libya. It was particularly important to highlight the different national perspectives to HRD and how training and training evaluation are carried out, as this was a question to be answered by the study. There were seven providers of training interviewed for this survey from the 30 working in the training centre, and from their responses to questions regarding the state of training programmes it was apparent that

training was the responsibility of an Administrative Department within LISCO with two parts, namely: Department of Education and Department of Development and Efficiency. This Administrative Department employed seventy people, who all held degrees but not necessarily in a management field. Additionally, one of the main jobs of this department was to supervise the training process through the implementation of quarterly and annual training plans. Training within the company was seen by these providers and customers of training at LISCO as being of importance to fill existing training gaps according to the company's specific training needs. The training provided was through courses in theory and in practice in the training centre of the Iron and Steel Company and with the help of other specialist training centres, many of which I myself attended while working there. Additionally, there was external training for the purpose of staff development in order to keep pace with changes in the field of Iron and Steel production.

According to the information I was able to gather from the company training policy document, quarterly and annual plans for training were to be prepared by the training department according to the training needs of the different departments of the company. Company policy stipulates that the number of candidates for the training programmes must be no more than 15% of the total workers in each department; this figure is based on central government instructions designed to contribute to the national development of human resources. Also, as can be seen from the documents collected, the providers of training questioned for this study must hand out a questionnaire, which is about the quality of the training process and its effect on the trainees' performance as soon a training course is completed. However, the literature reviewed for this study suggests that although development of employees from a Western perspective has become an ever increasingly important part of change in the business environment, which is specifically designed to improve individual performance, in the Western perspective each individual organisation has the ability to choose its own training destiny and plans but in Arab countries and others in transition there is not the freedom within state controlled organisations to determine training policies and plans.

This questionnaire was handed out to the trainees and their direct managers as well. According to both customers and providers questioned the main aim of these courses was to create a trained and educated staff in the company. In addition, these courses were intended to contribute to developing and improving the trainees' efficiency as well as leading to the creation of a technical staff who would be trainers in the future in the company. Additionally, these courses had a role to play in creating staff that the

company could depend on in the future to manage the different departments in the company.

As was previously mentioned, the literature review highlighted the significance of considering the strategic nature of HRD and indicated its comparative nature internationally and more specifically in transitional countries like Libya. It was particularly important to highlight the different national perspectives to HRD and training evaluation as this was a question to be answered by the study. Employee development of employees from a Western perspective has become an ever increasingly important part of change in the business environment, which is specifically designed to improve individual performance. In the Western perspective each individual organisation has the ability to choose its own training destiny and plans but in Arab countries and others in transition there is not the freedom within state controlled organisations to determine training policies and plans. The literature reviewed suggests that if training plans are created for the various roles in an organisation, they need to specify the required training along with the training methods and training completion criteria. The training plan will provide an overview of how the organisation intends to address its training needs (Cheatle, 2001). The training programme that is implemented from these plans will fill in any necessary details. However, the results from the internal survey carried out at LISCO indicate that in certain departments there was no accuracy employed in identifying training gaps that would identify training goals and allow accurate preparation of training topics and course material. I found this was the case while working at LISCO in the past and was surprised to see there had been no significant change in the practice since my time there.

Once again, my experience as a former employee and as an academic gave me a particular perspective here. In regarding the developments in the identification of training goals at LISCO I was struck by the difference between the extent that improvements had occurred at LISCO and how much this area had moved on in the rest of the world, and the more developed countries particularly. From my position as a researcher I was aware that training had been prioritised to a much greater extent in some countries, but also that the impact of national cultures on training models makes it very problematic to seek to transfer experience from one country to another (Rigby, 2005). Moreover, Libya's long period of cultural and intellectual exile that resulted from international sanctions has made it difficult for Libyan companies to keep up with

developments in fields like training. Moreover, when training providers and customers at a company like LISCO are expected to identify training needs, they are working from inadequate information that is mostly kept on paper, or on discrete databases that do not share information. Bratton and Gold (1999) observe that if training providers have a low credibility with senior managers and lack access to the necessary information it is very difficult for them to identify training needs, and that particularly in times of rapid change there is a possibility that the strategic goals of management and trainers may diverge due to lack of effective communication.

The consensus of opinion from six of the providers was that there were regular training programs run at LISCO in line with the quarterly and annual training plans issued by senior management. It was possible to request particular courses if they were in specific areas like English, computing or if they were related to a specific job and may have needed to be carried out externally. According to the providers questioned, in general the company runs these various training courses to develop and improve employees, especially technical staff, in ways that increase productivity and improve competition in the market. Those same six providers also felt that in general the company carried out training to provide the trainees with knowledge and good attitudes or to reduce the need for supervision and control during work times and to reduce accidents. The seventh provider felt training was sometimes required to update some workers in certain specialisation. These providers of training at LISCO felt that in relation to particular training programmes the company wished to raise the efficiency and educational levels of workers in order to raise productivity and quality, but also to keep employees up to date with technical improvement. Additionally some particular training was required to enable employees to develop the productivity of the company and to develop their own career prospects, as some training prepares new managers for the company.

It was my intention to also interview those managers within the company who were directly responsible for deciding which employees attended training courses within their departments and who were also responsible for evaluating employee performance, behaviour and other perceptible changes after they had undergone employee training. Their views and opinions could then be compared with those of the providers and data collected from the internal survey carried out by the company. I therefore selected 10 of these people who were responsible for training decisions in their departments (customers) for interview; however, only seven interviews were completed, for the reasons already explained in section 4.4.3. These 10 participants had responsibility for a large number of decisions with regard to training allocation, and ran departments of the

company that were of strategic importance. My knowledge of the company enabled me to take a view of the company structure (see appendix 5) and choose participants that I knew would have the greatest influence on the company in terms of the way they managed their training decisions.

Before beginning my guided conversations with the customers of training at LISCO, I was confident that my role as a researcher would be respected and that I would be treated as an equal by the participants. Libyan culture respects people who improve themselves and study, so I was confident I would be treated as a PhD researcher and not as the employee I was when I left the company. My expectations were justified and the participants were not only helpful, but also I felt happy that a former employee was returning to research the company. As a group the seven customers gave similar answers, although one or two were more critical of the company and its senior management than the others. These individuals felt that while there had been significant improvements in training provision there were still some obstacles to the strategic integration of training, in particular in connection to selection of trainees. While not stating the matter explicitly, my impression was that they still saw an influence of favouritism and nepotism in trainee selection, and felt that senior managers also regarded training as a useful addition to strategic development, not an integral element of it.

According to all seven [customers](#) questioned a training plan is prepared by the company staff, and employees are trained according to this plan. As a result of the training plan, programmes are organised with which to provide trainees with the knowledge, skills and behaviour necessary to perform their job efficiently to achieve the objectives of the company. Just like the providers, these customers all described the structure of the Training Department as being divided into two sections: Department of Education and Department of Development of Efficiency. According to these [customers](#) the first department prepared training courses to fill gaps in training and raise the efficiency of workers and aimed to develop training courses according to training standards. The second department was meant to develop an annual training plan according to company training needs, which was implemented and carried out by company experts, or is outsourced to other private companies, or delivered in cooperation with foreign experts. There were some training courses that were determined directly by the training department; for example, English language courses, ICT courses, public safety courses and maintenance cycle and overall productivity courses, and all these courses were run

regularly. According to one of the [customers](#), at the end of this internal course the trainee received a certificate, which was called the intermediate diploma. External training occurs out of Libya in order to allow LISCO workers to exchange experiences with workers undertaking similar roles in other countries. In general, training inside the company covered the theoretical side. However, there was one consumer who stated that, *“the objectives of training programmes are not always clear.”* This use of training as a form of reward system was a tendency that I had noticed while working at LISCO and is a cultural issue that not only exists in my country but also in most Arab countries and other transitional/developing countries around the world.

When the customers were asked specifically about the regularity of the training that took place in LISCO and the possibility of individuals requesting particular courses, the findings show that there were regular and mandatory training programmes such as the cycle of public safety. These were regular programmes according to the general plan of the company, usually run quarterly. These customers of training at LISCO felt that in relation to particular training programmes the company wished in general to fill skills gaps and raise the efficiency of workers by upgrading the skills and knowledge of the workforce to achieve the desired goals. In relation to particular programmes these [customers](#) of training at LISCO felt the specific particular objective was to develop employees' efficiency so they would be able to perform their jobs in order to contribute at a national level to the Libyan economy. Also, these [customers](#) felt training would help to prepare new employees to fill vacancies in the company and reduce the need for supervision and control as well as reduce costs by identifying deficiencies in their skills.

Before conducting the guided conversations with training providers I expected that I would receive good cooperation and a lot of interest in my research from this group of participants. My expectations were actually exceeded and I was surprised by the level of enthusiasm the participants showed. I believe this may have been due to the nature of my research; most researchers who visit LISCO are there to conduct technical or scientific research, so a student of HRM with good knowledge of recent developments in the field who was also a former employee was I think regarded as an opportunity by the training department to show what progress they had made and the areas they felt still needed improvement. I felt that the providers were even more open and honest than the customers, and any request for further information was met with the utmost effort to find documents, or bring in other staff whom might have the relevant information. Overall I felt that the providers wanted to demonstrate the efficiency of their training

programmes, but they also made some criticisms during the conversations. I believe they were not satisfied with the cooperation they received from some departments (delays in responding to messages, lack of care over choices of trainees) and regarded the support they got from senior management as insufficient (training initiatives under-resourced, lack of appreciation of training's strategic importance). In particular, there was a feeling among the providers that foreign training was being given to some workers who did not need it or who were in inappropriate jobs for it.

The providers interviewed, when asked to comment on the design and objectives of training within LISCO, all stated that training programmes were designed to meet the needs of various departments in accordance with the training gaps that they had. These training needs are determined by the training department, which designed a suitable annual training plan for the company. This plan targets 15%-25% of employees out of 7000 in the company, as per Government legislation. The internal courses that are run in the training centres of the company are stated directly, but there was also a lot of on-the-job informal training in terms of knowledge transfer between colleagues. All of the providers questioned pointed out that training was designed by determining the type of training course and its relationship with the career of the workers. The objectives were to prepare some workers as supervisors and leaders to fill the gaps that appeared in staffing, and contribute to the reduction of accidents at work and raise the level of awareness of the industrial workers, which led to improvement in quality and increased productivity.

A significant finding was that since 2010 the company had been planning to use a training research programme to design the training plan for the following year based on responses to a special questionnaire form. Again, all of the providers questioned pointed out that the main goal was to create a technical staff able to keep up with global developments in the iron and steel industry, especially in the technical specialisations which require high skills. This was a surprise to me but seemed to indicate a further development by both the Government and LISCO's senior management to place a more strategic emphasis on training and the development of staff in order to increase productivity and contribute to the national economy. When the customers interviewed were asked to comment on the design and objectives of training within LISCO they all stated, as their provider colleagues had done, that training programmes were prepared according to the employees need. These programmes were designed according to a plan prepared in advance in coordination within the company to determine the training needs, which aimed to bridge a training gap. There was an official form sent between

departments allowing a request to be made from a department that needed the training programme. The training programmes were run directly in coordination with the Training Department and the department that request these programmes. The company had an annual training plan leaflet, which this researcher was allowed to view, that included the specific training objectives; such as, connection between the training and the job needs, with the major objective of reducing the costs of external training. One of these **customers** believed that senior management aimed to increase incentives and demonstrate the difficulties to implementing the training courses, especially the local training courses. However, there was a respondent who stated that, *“training is seen as a very important factor, but there is no seriousness in its implementation practically”*. This observation supports the reflection stated above that while training is recognised as crucial in theory, in practice many of the same attitudes that existed when I worked at LISCO still have an influence: for example, training as a cost not an investment, training as a means of rewarding workers or ensuring promotion for favoured individuals, training as a break from the routine of work.

These respondents, who are **customers** of the training department, were then asked questions to further investigate training processes, in particularly how candidates for training were identified, the level of awareness employees had about the course they were attending, and the involvement in the selection process of trainees of their line managers and senior management. The findings from these respondents also indicated that the identification of suitable candidates was done through the results of a self-completed questionnaire, which demonstrated that these candidates needed to be trained as this questionnaire illustrated the basic data of the candidates in addition to their years of experience and previous training sessions they have attended.

This process for the selection of candidates was designed to give an opportunity for different departments to nominate staff to attend the training courses. This nomination was a result of identifying training gaps for these employees through a close observation by managers, who were able to see gaps in skills. Usually, candidates were identified and selected based on cognitive deficiencies; this lack of knowledge among the candidates was in practice identified through the difficulties that occurred in the performance of their job in the workplace. The general conditions for identifying an employee who required training were that the candidates must already have the language, qualifications and know-how to use a computer.

A particular employee's candidacy depended on the evaluation of the trainees' learning level; for example, elementary, intermediate, advanced level, in order to put him in the proper learning level. The training department informed the different company departments and management in the company about the training programme planned. Then there should be a personal interview with the department head and also an interview with the candidates to ensure they had not attended the training course previously. Negative findings from the providers interviewed indicated that although a candidate was supposed to attain the appropriate qualification to attend training courses, this did not always happen and in certain circumstances the training course available was not consistent with the function and nature of an employee's job. Three of the seven **customers** questioned stated that in some instances the direct manager who was responsible for choosing the candidates may have selected some employees just because they were his friend or because he owed them favours.

Results regarding the level of awareness employees had about the course they were attending, and the involvement of their line managers and senior management in the selection process of trainees indicates a split in the opinions of the **providers** questioned. All of the **customers**, who were those managers within the company who were directly responsible for deciding which employees attended training courses within their departments, pointed out that they ensured that employees were aware of what the course was about by knowing the problems and difficulties faced by the employees in their work and also by linking the training courses to the trainee's job needs and requirements. This happened through the nomination form, which reflected the state of the candidate and the level of their abilities and needs, and this form had to be signed by a superior and by the candidate himself.

Managers, according to the **providers** questioned, also ensured that the beneficiary department understood the benefit of any training programme and beneficiary department itself communicated the benefit to the candidates who were eligible to attend these courses. The role of the employee's immediate line managers was to propose the candidates, and the role of the senior manager was the evaluation of the suitability of the training programme. All of these **providers** and **customers** agreed that these training programmes had to give several opportunities for staff to develop themselves and keep pace with development in the industry, and the company gave them the opportunity to develop several areas, such as computer skills and English language skills and others. A nomination for training was a result of identifying training

gaps for employee's identification through a close observation by managers, who were able to see gaps in skills, and specify particular training.

According to one of the **customers** interviewed employees were informed of their training course by means of a leaflet that was distributed to them and which contained all the information about the training course that they were going to attend. All of the customers agreed that this leaflet helped the employees to be aware of what the course was about. Candidates were selected for the training programme by their direct manager who completed a form called the nomination form, which is issued by the training department. This form contained the candidate's qualifications, the candidate's name, course's specialisation, date of nomination, courses previously attended, such as: courses in English, and computers. The form was transmitted to the Department of Training three days prior to the beginning of the training session, according to one **consumer** interviewed. However, another stated that employees were informed a week before the start of the training programme and they were also notified about its location and its duration. The remaining customers pointed out that the candidates were informed by their managers about the training programme, this notification usually happened in coordination with the department requesting the training course, in order to agree about the scientific material of the training programme. After selecting the prepared programme according to agreeing the training needs required by the department, candidates were informed about the timeline for the implementation of this session, which one consumer stated usually does not interfere with candidates' holidays.

Three of the **customers** interviewed, who were those managers within the company directly responsible for deciding which employees attended training courses within their departments, stated that they met in a one to one meeting with candidates to give them information about the training programme, and in order to clarify and explain the objectives and aims of the programme. This meeting was also seen as important in the opinion of one customer, who responded that he used it to make sure that a person really, needed the training and that therefore this discussion sometimes involved a trainer. One of the other **customers** stated that candidates were met when the training courses were run internally, but if an external course was being run to increase the employee's efficiency, the department head's opinion was depended upon. The three remaining **customers** did not meet with candidates before they attended a training course, for as one pointed out, *"the training program is established according to the department's needs, the department management depends on the employees file only in*

*selecting candidates.... to ensure he meets the required conditions to attend the training courses. These files are obtained from the human resource management department”.* This came as no surprise to me as I can confirm that I was very rarely, if ever, interviewed by a manager in a meeting to introduce a training course. Typically, I was simply informed of the time and location of the course and was expected to attend. This is evidence that in some cases the technical departments of the company are not taking the process of selection seriously, and are assigning workers to training without considering factors such as their workload, preparedness or the utility of the training to the individual’s role.

Three of the **providers** questioned stated that they did not meet candidates before a course commenced but the names and the files of candidates according to their nomination form were referred to the training department to check their qualification. Only one provider stated “*we meet the candidates’ direct managers and their trainers to discuss and identify the objectives of training courses*”. One **provider** even stated that rather than seeing candidates, files were enough. There was one **provider** who responded to this question rather differently from the rest and explained that the company was very large and the employees worked on different shift times, so it was difficult to know if the employees were aware about the training courses. However, the employees were informed by their departments about the objectives of the courses. According to four of the **providers**, candidates were met to communicate the status of the programme in detail and provide them with information of the programme and its objectives. However, one **provider** explained that this was done by a line manager who informed the trainee of the date and type of programme the candidate would attend, stating the aim of the training and its importance to the candidate and the company, and when the presence of the candidate was required at the training centre. Another **provider** stated that candidates were only usually met when the training programme was run by another company.

These findings indicate a lack of a strategic position for HRD in LISCO and have highlighted its comparative nature in a transitional country like Libya. It was particularly important to highlight the state of training within the company and how training and training evaluation were carried out. The key themes to be investigated in this study were the development of human resources within the national and organisational contexts and particularly in Libya. The term ‘Human Resource

Development' has been used to strengthen the strategic role of HRD, that is to highlight how HRD links to and supports the goals and objectives of the organisation and reinforces its importance and the country's Training and Development policy.

#### **5.4.1 National/Organisational Culture**

As pointed out in the introduction, historically HRD referred to the development of human resources in order to increase economic productivity and improve a nation's wealth. In the West efforts have been made to strengthen the strategic role of HRD, and highlight how HRD links to and supports the goals and objectives of the organisation and reinforces the importance of its Training and Development policy.

In this study it was important to consider the Libyan context. My review of the literature revealed that typically in Arab societies management procedures are frequently influenced by "personal connections, nepotism, sectarian and ideological affiliation" Agnaia (1997). It was clear that the debate on whether culture had an impact on organisations and their human resource management practices had two positions. The first of these argues that relationships among the major components of organisational structure are similar across different cultures. The other maintains that management and organisational structure is essentially the product of socio-cultural forces. HRD policy, as well as the need for a proper HRD strategy, has become an imperative in many transitional societies. The importance of these factors is apparent in their contribution to both economic growth and human and social development at a national level. HRD at an organisational level within a nation or region is influenced by the nature of the national context in which NHRD occurs.

The literature reviewed indicated that in Libya, as in most developing economies, there is a problem in the educational system, which is not helpful to the challenges, growth, and opportunities presented to twenty-first century organisations in developing economies (Banutu-Gomez, 2002). A further impediment to effective training and development in Libya is the fact that the shortage of appropriately trained staff continues to make the returns on investment in the industrial base woefully inadequate. Additionally, in the Arab culture some managers resist the idea of attending training and development courses, as they see their attendance as an admission of incompetence, with obvious unfavourable consequences for their careers and social status. This came

as a surprise to me as in my personal experience at LISCO I found no resistance from colleagues to develop themselves by attending courses either within the company or even abroad. However the findings from this study revealed that the previous Libyan government reduced the attractiveness of seeking training and development abroad, by cutting the allowance which trainees received while out of the country, and limiting their local salary until they finished their programme. The general culture of a country will affect whether compensation should be determined and influenced by individual performance or linked to seniority, and whether appraisal is best linked to performance or to behaviours and relationships. Culture will also have implications for whether people regard themselves primarily as a member of a group and whether group training initiatives might be more appropriate than those emphasising individual development (Leat and El-Kot, 2007). Arabian Gulf countries are characterised by high power distance and high uncertainty avoidance scores, (Hofstede and Hofstede, 2005).

As Libya has high power distance and uncertainty avoidance scores then empowerment practices are unlikely to have an effect on performance because, in high power distance cultures, employees may not assertively express their ideas to their supervisors (Bae and Lawler, 2000). According to Hofstede and Hofstede (2005) countries like Libya also score low on individualism as was previously discussed in section 2.2 of the literature review, therefore these countries can be described as collectivistic countries with close long-term commitment to the family, extended family or the tribe (Al-Hamadi et al., 2007). Therefore, in situations where training is used as a reward or favour to staff, it is likely that managers will favour trainees on the grounds of their relationship, rather than based on need and opportunity to the organisation.

As was previously mentioned the Libyan context is of important in this study and the review of the literature revealed that management procedures in Arab societies in general, can frequently be influenced by an individual's personal and familial contacts through nepotism and also by sectarian and ideological affiliation. The debate on whether culture has an impact on organisations and their human resource management practices has remained unresolved (Miller and Sharda, 2000). In order to investigate this situation, respondents were asked about the selection of candidates for training at LISCO.

The **customers** who are responsible for employee training course decision making in terms of employee selection pointed out that trainees were matched to training programmes according to their abilities, needs and qualifications. One of the **customers** mentioned that a specialised management department identifies the candidates based on the gap in training that was identified in advance. This came as a surprise to me as no such department like this existed when I worked at LISCO and I could see no mention of it in the company's structural diagram (see Appendix Five). At the time of conducting this guided conversation I did not pursue the matter in more detail; I accepted that he was correct and that I was not sufficiently familiar with the new company hierarchy; if I had trusted my knowledge of the company I could perhaps have pursued this matter and discovered what the customer was referring to. One manager expressed the view that the company had a valuable training resource available that it was not making the most of, stating that LISCO had *“very experienced employees, but we need to use them as trainers more than we do now. External courses could help in this to make them more professional in passing on skills. We need input from the Western companies and other influences”*. However one of the managers interviewed felt that *“training is still very weak in the company and in my opinion, it needs professional trainers, additionally the trainees need to be given a financial incentive. This could encourage them to learn in a good training atmosphere”*. These comments reflect a dichotomy of views within the customers in the sense of where the training input should come from. There was a belief, echoed by some other participants, that the company was not drawing on the expertise within its workforce sufficiently to enhance training, but also a feeling that workers lacked the teaching skills to train effectively, and that qualified trainers would meet training goals more effectively. To interpret these observations, I would say that the participants recognised the need to pass on valuable knowledge, but also realised that trainers do not command respect unless they are sufficiently qualified in addition to their practical experience.

In general, most participants were more concerned with who was selected for training rather than who delivered it; for example, one **customer** interviewed pointed out that training was given according to the needs of the trainee's department, in line with the training policy of the company. Another **customer** stated that he believed, *“the employees must be involved in this identification, because the employees also recognise what they need from the training courses. I believe this involvement should happen through a meeting between the employees and the line managers or through a questionnaire.”* However, as was previously pointed out one of those responsible for

employee selection to training courses stated that *“the selection of employees for training is sometimes used as a reward for a favour to a family member, especially external training. Also, the objectives of training programmes are not always clear.”*

One provider stated that *“some managers use training courses, especially external training courses, as a reward for favoured employees, or to get rid of low-performance workers”*. All of the respondents to this study stated that candidates were selected by their direct manager, who completed the nomination form which was issued by the training department. The form is a means of recording a candidate’s details including qualifications, the candidate’s name, course’s specialisation, date of nomination, and courses previously attended. Any nomination for training was the result of managers identifying training gaps for employees, this identification was through close observation by the manager who was able to see gaps in skills, and specify particular training needs. Negative findings from the providers interviewed for this study indicate that although a candidate must attain the appropriate qualification to attend training courses, this does not always happen and in certain circumstances the training course available is not consistent with the function and nature of employee’s job. I suggest that this particular discrimination is in favour of family and or friends due the tribal nature of Libyan society. This conclusion is offered tentatively, because none of the respondents said this explicitly; however, there were many hints and indications of this nature, and these combined with my experience of working at LISCO and sharing the culture of the participants allows me to offer this as a strong likelihood of an issue that affects training selection at LISCO.

The results from the internal survey conducted at LISCO in 2009 also indicate that in some instances departments did not nominate suitable candidates for the programme. It was stated that these candidates had lacked the necessary academic degrees and did not perform relevant jobs qualifying them for the programme; this was a view also held by respondents to this study. Additionally, a number of candidates nominated for the programmes had not attended the prerequisite training to qualify them for second level advanced programmes. Furthermore, these results indicated that certain departments within LISCO did not accurately identify training gaps that would identify training goals, allowing accurate preparation of training topics and course material. Their identification would have solved work problems, avoided breakdowns, minimised down times, and contributed to accurately evaluating training results and outcomes. Others

departments failed to allocate the necessary time for trainees to attend training programmes, especially those on rotational shifts.

One item that is of particular importance was also highlighted by the internal reporter was that departments should have been identifying their needs and goals accurately and also nominating trainees according to the needs of the business. This would have hopefully ensured the maximum utilisation of the training programmes and the acquisition of the relevant knowledge and skill by trainees to solve problems in the work environment, a situation that is of primary importance if an organisational culture is to promote increased business performance.

The research that I have carried out shows that there were many types of training offered, at LISCO one of which was a long course of forty-five months, which was divided into 13 terms. The students who were accepted onto this programme had to have a Basic Education Certificate and at the end they received a higher diploma in technical education. There were also training programmes which aimed to qualify any new employees in the company. The duration of these programmes was 6 months. In addition, there were training courses to increase the efficiency of technicians; these courses were run in the company training centre. LISCO also provided computer and management courses. Finally, there were on-the-job technical training courses, and external training courses to improve specific skills. However, this study was particularly interested in the off-the-job training that took place within the company. There was one consumer who stated that, *“training is very poor and does not meet the requirements of the factories in terms of technical matters. The selection of employees for training is sometimes used as a reward for a favour to a family member, especially external training.*

Evidence of inappropriate selection was clearly indicated in the results of the internal survey carried out by the company, in which it was clearly shown that it was the opinion of those questioned that in some instances unsuitable candidates had been nominated by departments. This came as no surprise to me as this practice was apparent to me when I worked for the company. Findings from this study and the results of the internal survey clearly show that unsuitable candidates were still being nominated. This came as no surprise to me as it coincided with my own experience at LISCO and my understanding of Libyan culture. However, the question remains what is the motivation behind this inappropriate selection. It may be that the choice of inappropriate candidates is due to

incompetence or inattention on the part of managers, or it may be that in Libya, with its tribal traditions, on occasion candidates were selected even if unsuitable due to their close connection to the superior who was responsible for making the decision. The evidence of inappropriate selection is indisputable, its cause less so, but much of the circumstantial evidence around this study suggests that nepotism and favouritism still play a part, and this is supported by a considerable body of literature (for example, Atiyyah, 1993; Agnia, 1997; Altarawneh, 2009). I had hoped that this situation would have been addressed over the years since I had worked there by the introduction of the training information system, which could be consulted before the candidate attended a training session and would provide a measure of objectivity to the training selection process.

#### **5.4.2 National/International Human Resource Development**

The review of the literature indicated that national cultures discussed in the previous section can have an impact on training models. This makes it difficult to seek a transfer of experience from one country to another (Rigby, 2005) and this is particularly true of countries in transition. For example, in compiling a training needs assessment the trainers themselves may not have access to the 'real' learning needs of the organisation due to minimal access they are permitted to the necessary information and the low credibility they may have with senior managers. Additionally, in times of rapid change and development, the definition of skill and the redesign of work, which determines and is determined by employee learning, may lead to a divergence of interest between employees and management and unbalance the employment relationship between them (Bratton and Gold, 1999). The use of models has been employed in the examination of the factors which can impact on how successful training is in improving individual effectiveness on the job (Goldstein and Ford, 2000). In order to do this some form of evaluation has to take place, and this was the research aim of this study. In order to do this it was necessary for me to evaluate the role of training evaluation in improving performance at LISCO, and helping the company to achieve its strategic aims. In doing so I was aware that employees at all levels of the company had to adapt to new ways of thinking about their jobs. As a transition economy Libya was moving from a centralised, state managed command economy to a more open, competitive and globalised economy. As such its employees were faced with new challenges for which they had only old ways of thinking, and this was reflected in any of the responses of participants. Employees were obliged to adapt to a company beginning to regard

training as a means to its goals, rather than as an aim in itself, but there was still evidence that the transition in approaches to training and models of evaluation were not moving as rapidly as the transition in the economy.

Internationally there are a variety of different training models to be found (Rigby, 2005) and some countries have codified HRD frameworks into their national legislation. The Spanish employer for example is required to spend a certain proportion of their payroll on training and give paid training leave to their workers. The planning of this training must take place as a result of discussions between employers and worker representatives. In others countries legislation provides for a high degree of such social partner involvement that includes employees being involved in the design and development of training provision with an emphasis upon the role of joint sectorial committees at national and local level. In some countries training is funded by a combination of employer, employee and government contributions.

The literature reviewed in chapter three of this study indicated that in Libya the main objective of training and development was merely to meet the required quota of local employees to achieve the 'Libyanization' levels planned for professional, industrial, and administrative jobs (Almhdie and Nyambegeera, 2004). There have been a number of management training and development institutions established, and the organisational structures of public sector companies have been reviewed, and their work procedures simplified. Many Libyans have been sent abroad, especially to the UK, to train and to gain relevant knowledge and skills. Libyan legislation defines the management unit as having primary responsibility for providing training programmes. Law 55 (1976, article 30) and Law 13 (1981, article 50) emphasise this view, stating that: "the management unit must give training opportunities to its employees in order to qualify them and enable them to work appropriately, this management unit must train them inside or outside the organisation, according to its abilities and the availability of training opportunities".

### **5.4.3 Transitional economies**

The review of the literature in this study also indicated that by analysing the resistance to human resource development existing in those transitional countries together with the appropriate timing and sequencing of resource development strategies, important insights concerning the interaction between institutional and resource-based-view

factors in economies just like Libya's should be provided. In any of these emerging economies organisations might find that factors such as lack of resources, including money and time, as well as other organisational barriers could be contributing to ineffective or non-existent training evaluation procedures (Lee and Pershing, 2002). Their research was concerned with dimensions and design criteria for developing training reaction evaluations and the use of training reaction evaluations, topics that are of particular importance to a transitional country. In the case of this research, the findings point to an unwillingness by senior management to take responsibility for directing training towards an alignment with strategic goals or to accept training as an investment in the company's future productivity. The view of training within LISCO remain institutional and many of the participants mentioned an attitude that saw training as a reward for performance rather than a means towards it; furthermore, trainees were often selected on grounds that did not reflect corporate requirements but rather obligations to tribal, local or familial loyalties. These were cultural barriers to organisational change and efficiency. Additionally, organisations within transitional countries may fail to collect the information to determine the utility of their own training programmes. Therefore those training events that do take place remain poorly evaluated except for the high esteem with which they may be regarded by training personnel. This means that few companies, despite their massive investment in training, that are actually determining whether the training produced the desired results. Another reason for a lack of effective training evaluation might be that senior managers or committee members do not have the skills to conduct evaluations. It was my experience that this was often the case as many managers had no real training or qualifications in human resource management.

Culture and the social environment have a vital impact on the economic development of a country. Libya is no exception in that this economic development is associated with social changes that all people experience. These influences then have an impact on the perceptions and practices of training within organisations and in particular an impact on the perceptions of the value and necessity of evaluating that training in some way. In the West there has been increasing interest in human capital management (HCM) from the human resources profession, media, and consultancy firms (Afiouni, 2013). However HCM practices themselves have received very little attention from researchers (Hayton, 2003). This could be because HCM stretches across certain of the boundaries in HRM and encompasses the measurement and analysis of human resource metrics

such as cost per hire, turnover costs, the effectiveness of training interventions, and indicators of overall HRM system effectiveness such as return on investment (ROI) (Becker et al., 2001).

All of the **providers** questioned pointed out that the main goal was to create a technical staff able to keep up with global developments in the iron and steel industry, especially in the technical specialisations which require high skills. This seemed to indicate a further development by both the Government and LISCO's senior management to place a more strategic emphasis on training and the development of staff in order to increase productivity and contribute to the national economy. However, the concentration of providing training mainly in technical areas is on reflection an example of the training department possibly taking an unbalanced view of the company's training needs, with a lack of attention to issues such as leadership, research and development and internal communication. Possible this imbalance is due to the pressure placed on the department by the production departments of the company for an emphasis on technical skills, but the providers also need to be supported and led by senior managers to take a more holistic view of the companies' development. If this is done, the company's importance to Libya as a whole could mean that it becomes a very influential organisation in changing attitudes to training throughout the country.

In the section on training programmes the findings from this study concerning the training programmes at LISCO and their evaluation are of particular importance as an indicator of the organisational perspective on training and its evaluation in a transitional country like Libya. Among the reasons given for why a positive relationship between organisational performance and training initiatives is expected, is the belief that training is a form of investment in the skills, knowledge, and abilities of employees. The two main concepts mixed within resource-based theory are organisational economics and strategic management. At the heart of this theory is the view that if human resources within the organisation are valuable, rare and costly to imitate then competitive advantage is achieved (Armstrong, 2011).

However people who advocate the resource-based theory of competitive advantage also argue that organisations employees can be viewed as an internal resource that adds to a firm's competitive advantage and is sustainable because internal organisational social interactions cannot be easily replicated by competitors (Ng and Dastmalchian, 2011). These researchers also argue that such an investment will lead to increased productivity

and firm performance; this is known as Human Capital Theory. Therefore, the perspective of training as a form of investment in people that adds to an organisation's sustainable competitive advantage which will lead to improvements to the organisation's performance are the theories that will be the next to be investigated as part of my study.

### **5.5 Resource Based Theory/Human Capital Theory**

The questions in this section of the interview (see Appendix 3A) were designed to investigate the impact of training and its evaluation on the performance and business strategy of LISCO, these topics were reviewed in Section 3.3 of the literature review. These interview questions were intended to answer the second research question which was: Are LISCO's evaluation methods aligned with their business strategy? All of the respondents were asked to comment on the extent to which they felt the courses offered at LISCO contributed to organisational strategy as a whole as well as various departments' specific business objectives. Further questions were asked of all of the respondents regarding the costs and benefits of training and they were asked to provide examples of where they felt trainees may have contributed to performance changes in a particular department or section of the organisation.

The development of evaluation methods that identify a training programme's benefits and costs accurately and thoroughly may become the most important contribution of training and human resource development. At LISCO the names and information on the training session were registered in special register sections. Also, the trainee's completed data, such as the types of the courses they had attended, their qualifications, and their attendance, were saved. Additionally, a report was written about the course by the course leader. Each trainee received a certificate after attending a course and an evaluation report was kept on file. There was also information kept regarding the trainees' behaviour and attitude on the course and any benefit he/she gained from the course and its effect on his/her performance. Copies of this report were sent to the training management and the department that initially requested the course. This report also includes an evaluation of what the trainee learnt and the problems or any barriers that they faced during the training course. There was an additional document prepared three months after the course that included a report of the implementation of the training course, trainee evaluation report, the report of the trainer, and a report of the measure for return on investment from training. This was calculated by considering things such as increased productivity and reduction in waste as well as improvement in health and safety.

In many organisations, including LISCO, the evaluation methods employed can be classified by using Kirkpatrick's four-level evaluation scheme: reaction, learning, behaviour and results. However, evidence of the evaluation of training programmes at LISCO indicates little application of the four categories other than at the reaction level. The particular evaluation methods used at LISCO, which were: survey, questionnaire, and reports the survey form completed at the end of the training course, were used to evaluate the training programme strategy. The questionnaire was filled in by the trainees, and consisted of a series of questions; these are usually done in a short time, and not as carefully completed as they should have been. Most employees use the English phrase 'happy sheets' for these forms within LISCO, and an evaluation is carried out by measuring the reaction of the participant to the programme and the measurement of the amount of change that related to the skills and knowledge of employees after three months from the end of the training programme.

**Customers** of training at LISCO felt courses offered by the training department contributed to the organisational strategy indicated in the company training plan, as a whole. Four of these **customers** felt that this was the case as the training programmes were implemented in accordance with the general training plan of the company, which led to the achievement of company strategies and objectives. All the training programmes, it was said, were designed to meet the goals of the company and each department had a policy to meet their part of the strategic plan. The other three **customers** felt that this should be the case but commented that it was not always the case or only happened to varying degrees. Two of the customers questioned were rather more negative about this point, with one saying, *"not always, because sometimes the line managers don't select the right employees for the offered training course"* and another saying, *"I don't think what is offered contributes to the company directly or even to the department. Training benefits some of the individual employees, and helps to reduce costs, so this is an indirect benefit to the company"*. These views came as no surprise to me, as in my previous experience with the company I too had felt this way; however, this is further evidence that at LISCO training lacks a strategic focus, and is designed by the training department in response to developments in the company and pressure from its productive departments, rather than shaping the company's future development. Therefore, training is not being seen as a form of investment in people that adds to the organisation's competitive advantage (Ng and Dastmalchian, 2011).

The **providers** of training who were interviewed stated that courses offered by the training department contributed to organisational strategy as a whole as well as various departments' specific business objectives. Three of the **providers** stated that these courses were very helpful for the employees and contributed positively to improving the employees' performance, skills and behaviour in the workplace as well as creating a good work environment. Additionally, one of the **providers** stated that *"the training courses offered contribute in achieving the corporate strategy in terms of increased production and product quality"*. However, another **provider** had reservations and stated that *"training offered at LISCO only contributes to organisational strategy to some extent"*. Finally there was a **provider** who stated that although training sometimes contributed to organisational strategy, *"I still think that some courses don't achieve the required results, especially the English courses and courses that are designed to increase the trainee's efficiency"*. Again this came as no surprise to me, there seemed to be no continuation of a strategy from one general manager to the next when I worked for the company either. There was one **provider** who felt training took place *"to reduce the consumption rates (reduce waste) and costs or to train the new staff of the company"*. But according to one of the **providers** *"training plays a crucial role to raise the workers self-confidence"*. I know from my experience at LISCO that it was the training that I was provided while I was there and the desire this instilled in me for continued professional development that led me to where I am today. This desire has also been instilled in many of my countrymen, who now regularly travel abroad to study, as the culture of academic success leading to prosperity is now prevalent in my country.

Next the **providers** of training at LISCO interviewed were asked to give some examples or illustrations of how a group of trainees may have contributed to performance changes in a particular department or section as one means of testing added value. Amongst the **providers** there was a general consensus of opinion with six of them agreeing that training provided the workers with skills and knowledge, and these were passed on to their colleagues and they were able to give a better performance in their workplace. It was the view of one of these **providers** that *"trainees may have contributed to performance changes in a particular department by reducing the interrupted period of production, reducing the amount of rejected production and increasing the quality of products, as well as introducing new techniques to their department"*. **Customers** interviewed for this study indicated that when trainees obtained the knowledge and the

skills that they need from the training programmes, they were able to give a better performance in their workplace. It was the view of one of these **customers** that *“effective training for the trainees will give them self-confidence to achieve their job and they will help the other workers by giving them advice”*.

Additional comments gathered from this study indicate that effective training in their view would be helpful to create a good atmosphere among the employees, which would be reflected positively on the productivity of the department. Therefore, these trainees contributed to change through their awareness about the elements that affected the level of performance, which could be seen where there had been a reduction in the number of production line stoppages, as a result of improved training, and transfer what they had learnt in the training programmes to the workplace. Additionally these managers were asked for their opinions regarding senior managements’ view of the training department and whether they thought this view was influenced by training evaluation, particularly in relation to their decision making and in terms of how they viewed those working in delivering training as well as in connection to the development of their staff.

It is clear from the findings from these interviews that managers who were **customers** of the training offered at LISCO believed that senior management perceived training as a mechanism for increasing the efficiency and knowledge of workers that contributed to the Company achieving its objectives. The training department was viewed by senior management as one of the general departments in the company which had a significant role in raising the workers’ efficiency and in increasing productivity and quality. However, one respondent believed that the training department was seen by senior management as a cost, and felt that senior management concentrated more on the production departments than on the training department. One of the **providers** questioned felt that although the training department was viewed as important by senior management it is not seen as being as important as a productive department. The senior managements’ perception of the training department was dependent on the person who held the most senior management position. Some of these senior managers saw training as some kind of cost and burden on the public budget of the company. Others felt that it was a key factor in increasing the production process and improving the human resource of the company. Another of the **providers** questioned stated that *“theoretically, training is seen as an important factor to improve the human resource in the company, but to apply this concept practically there is still very much to be done”*.

**Providers** and **customers** who answered the question for this study regarding how training contributed to any performance changes within LISCO were largely in agreement, feeling that training added value because when the trainees obtained the knowledge and the skills that they needed from the training programmes, they were able to give a better performance in their workplace. Also, they thought that training in addition to providing the workers with skills and knowledge, these were passed on to their colleagues; additionally, one of the **providers** pointed out that “*the trainees may have contributed to performance changes in a particular department by reducing the interrupted period of production, reducing the amount of rejected production and increasing the quality of products*”; however, another stated that training added value to the trainees, especially in “*the introduction of new techniques to their department*”.

## **5.6 Training Programmes**

The use of guided conversations carried out with participants for this thesis led to the development of three more themes (see table 4.3). These were intended to consider the strategic orientation of training and development as a core function of HRM at LISCO, and the expected outcome of the existence of training programmes in improving organisational performance (Ng and Dastmalchian, 2011). There have been considerable changes in technological and product/market related areas that may lead to the recognition of a skills-gap within many organisations. Among the other factors which might promote the need to review training are external and internal labour market changes, as well as the changing skill requirements within the industry and the availability of skilled workers from outside the organisation. As Garcia (2005) observes, there are a very wide range of approaches that are currently available with which to analyse human resource development practices and, more specifically, the emphasis given to training policy.

All of the managers interviewed for this research were asked to comment on the systems used at LISCO to record who had received training, and the outcome of the training received, in order to discover the extent and method of the data information held on candidates at LISCO. The majority of respondents interviewed stated that all the information regarding the training courses and the candidates was saved in the training department’s electronic database. This database was used for all information about training programmes, and to record the training history of employees. All reports connected to training course were kept there.

Training was seen by those managers interviewed for this study as having contributed to performance changes in the company. This was mainly by adding value through the provision of qualified trainees, who received training and were able to transfer what they had learned to the workplace. The transference contributed positively to the workers' performance. The specific objective of training at LISCO, according to those who responded, was to reduce the costs of external training or save time by improving the performance of the workers and raise the company 'production level'. Before attending any course the employees were evaluated during their work and when selected the candidate was given a leaflet about the training course. LISCO has recently developed a group of training planners who are now being put in charge of selection, probably to eliminate those instances where even though a candidate did not have the necessary qualifications they still got selected for a training course. This was due to the fact that the line manager who was responsible for their choice may have selected them just because they were his friend or because he owed them favours. Information Technology Communication (ITC) is now being used to gather and store information on training at LISCO in some departments. The utility of this database is that it assists the decision maker to get information about the training programmes; also it saves time and helps in the selection of employees for any programme when the training department sends the necessary request to the department heads in the main factory.

The **providers** of training questioned felt there were benefits from the use of this electronic database system. In the beginning, the benefit was very small, but with the passage of time, it became a source of information about each employee of the company. It made it possible to look back at any time quickly and get accurate information from all recorded files about the employees. Through the database, providers were able to see the reports and the statistics for all the training programmes that had been conducted in all departments of the company. Also, the electronic database could be referred to at any time to ensure that the prospective candidates had not attended these training courses before. The providers interviewed also explained that the information recorded includes the name of the participant, the name of the training programme, the attending days and absences for the participants, a safety assessment in the event that the course was a technical course, the duration of the programme and the general evaluation of all employees' participation, the course leader report and trainee's questionnaire. There was an evaluation, carried out by the trainee's line manager, of the extent to which trainees absorbed knowledge and how this benefit reflected on the

employee's performance. The information about the trainees included their name, qualifications, and their evaluation of the training course.

There was also a running record of employee's attendance on any training courses in the past; this information could be referred to if the employee was selected again for any training programme (internal or external). According to these respondents, after training a report is completed by; the programme trainer; the supervisor of the course; and the training department, a copy of these reports was kept for the trainee's file. These reports contain the objectives of the programme, as well as information about the programme, such as, the name of the present, the programme title, and its duration. The executing agency for the programme is also recorded, as are the number of participants, and their comments about the programme to assess the records of the training, and an assessment by the course leader of the training programme. This report also contained the absences and attendance of the participants and the result of an evaluation of their participation in the training courses. According to the **providers** the report was sent to a range of people within the company, including the Course leader of the programme, Heads of Department in the Training Centre, and the Director of Training Management. Additionally, a copy was kept in the training department database, as well as a copy being sent to the line manager of the trainee. The existence of an electronic database came as a surprise to me as no such facility existed when I worked at LISCO.

There were differences of opinion between respondents regarding whether they thought training courses offered at LISCO contributed to organisational strategy. Courses were run to provide benefits to individual departments and this reflects on the company, as any courses were implemented in accordance with the general training plan that was designed to achieve the company's strategies and objectives. There was an acknowledgement that appropriate selection of candidates was not always necessarily the case as sometimes managers select the wrong person to be offered training. If a candidate was chosen incorrectly or by default they were unlikely to adequately complete or contribute to the course and ultimately their attendance was a waste of time.

However, four of the **customers** of training explained that they did not have an electronic database in their departments but they recorded information in files, and then sent these files to the information department to enter the information in them onto their electronic database. The other three, who did have access to the electronic database, stated that "*records of trainee's results are kept on this database, and this information*

*is used in the annual appraisal process*”. All of these customers who responded felt the electronic database was very important in the training process, because information about the provision of training was easy to find, and could be accessed faster and more reliably.

This finding was somewhat unexpected as both the literature and my previous experience as an employee of LISCO led me to expect an unwillingness to be open about the process of training selection. However, I believe that it was the prospect of objectivity that the database offered that was attractive because training consumers in particular felt that they would have decisions taken out of their hands, and that they would have a reason to choose an appropriate person rather than feeling they must meet their tribal/social/ familial obligations. As previously stated, the pressure that managers felt to meet their social/tribal obligations was not explicitly discussed. In Libyan society it is an undercurrent that everyone is aware of but does not draw attention to it; knowing that I was a fellow Libyan and former employee meant that managers realised they did not need to explain these matters in detail, and that I would understand the implications of their hints about inappropriate candidates. They therefore welcomed the prospect of giving training selection a measure of objectivity; moreover, the electronic database offered the prospect of developing a standardised database that would allow trainers to save time in researching information, records and files of employees in order to choose the candidates to attend training courses. In helping to provide an objective assessment of the performance of trainees as it included records of their results training consumers could see that they would be greatly assisted in choosing candidates for training, and that their choices would be difficult to criticise.

The review of the literature indicated that in transitional and emerging economies like Libya's, organisations might find that factors such as lack of resources, including money and time, as well as other organisational barriers could be contributing to ineffective or non-existent training evaluation procedures. Furthermore, organisations within transitional countries may fail to collect the information necessary to determine the utility of their own training programmes. Therefore, those training events that do take place remain poorly evaluated except for the high esteem with which they may be regarded by training personnel. Evidence from the literature reviewed indicated that management decisions in Libya, in many of its procedures such as in staffing, selection and promotion, have a tendency to be influenced by personal connections, community attitudes, beliefs and customs. The application of Hofstede's cultural dimensions may

prove useful in understanding cultural differences and the transferability of management practices. In the 'Power distance' dimension, for instance, the less powerful person in a society accepts inequality in power and considers it normal. In this study three of the seven customers questioned stated that in some instances the direct manager who is responsible for choosing the candidates may select some employees just because they are his friend or because he owes them favours. This is an example of culture having an effect on the management practices within an organisation. As a researcher I needed to be aware of what Schwandt (2007, p.11) stated with regard to the unavoidable bias of the researcher: "the investigator cannot help but always be situated relative to (and cannot escape) social circumstances such as the web of beliefs, practices, standpoints, and the like that he or she has learned as ways of living and grasping the world". However, if as a researcher I was always constrained in my understanding of the theories I had obtained from the literature by my cultural difference from them, it follows that in applying practices of training evaluation developed in different cultural contexts, managers at LISCO are similarly culturally constrained, and therefore apply these practices in different ways.

### **5.6.1 Training evaluation models**

Training evaluation has for a number of years rested at the heart of a debate between what HR scholars develop through research and what HR practitioners actually apply in practice. Even though academics have attempted to design articulated, multi-dimensional and multi-level training evaluation models, practitioners tend to adopt subsets of those models and most organisations stop at the level of evaluating reactions (Giangreco et al., 2009). Giangreco et al. (2009) argue that as reaction evaluations are so widely used those who practice HR need to acquire better information about the characteristics of their training and trainees, which may lead to higher levels of satisfaction with training.

The literature reviewed indicated that even within organisations training, as a management practice, is often viewed in polarised terms by decision makers (Giangreco, Sebastianob and Peccei, 2009). There are some who see training as a universal panacea for all problems (Chaudron 1996; Gomez-Mejia, Balkin and Cardy, 2004); on the other hand, some see it merely as a cost for the organisation, in terms of both time and money (Costa and Giannecchini, 2005). Organisations can use a range of training activities and methods but identifying training needs and matching an

appropriate method to develop the required knowledge/skill and understanding of employees should be a priority (Al-Ajiouni et al., 2010). Additionally the process of identifying training needs must be a carefully thought out assessment of the needs that is sensitively carried out, because the success of a training programme may be crucial for the survival of the organisation (Al-Ajiouni et al., 2010). In general a training model/policy should be based on the human capital theory and the resource-based theory of HRM mentioned earlier and should have a significant impact on firm performance (Garcia, 2005).

A particular aim of this study was to discover to what extent any particular model of training evaluation was in use at LISCO and also to investigate how the evaluation of training programmes was carried out within the company. Furthermore, for the purposes of this research it was important to highlight the steps that were followed in the implementation of training and how managers knew whether training programmes meet their objectives. As a former employee of LISCO this researcher wanted to review the role that trainees play in the evaluation process, how evaluative data are collected after employees return to their job roles, and what difficulties management faces in evaluating courses.

Those managers who were interviewed and were training providers also had a number of important points to make regarding training evaluation at LISCO. They all viewed it as a very crucial factor that contributed to the development of the human resources in the company. They stated that training must be seen as an investment and not as a cost. More investment in training was necessary, especially in terms of the use of professional trainers and in external training programmes. Evaluation, in their view, had to be seen as credible and accurate with the correct completion of the reaction forms, and reports. It was the opinion of one of these providers that *“as economic sanctions have ended, we need to open our minds to new ideas and practices from around the world. This will cost more, but it is an investment in reality”*. There was a call for the company to increase the funding percentage to spend more money on training from the general budget. In addition to that, there was a feeling that the senior management must give the employees the belief that their opinions were taken into account. Also the senior management must study the reports scientifically and analyse them to help the designers and makers of training able to improve the human resource management practices. Overall, in evaluating the data collected it is clear to me as a researcher that there was a desire amongst training providers and consumers that there was a lack of

leadership from the very top of the company in communicating a set of goals that training should meet, and to align these goals with overall corporate objectives. The tendency to see training as a (necessary) expense rather than an investment with ample rewards was leading to confusion and the adoption of an *ad hoc* approach to training provision and evaluation, instead of the structured, measurable and strategic approach that was required. The final comment reveals the depth of feeling this provider had for training at LISCO. He stated that *“training has an important role to improve any organisation. But to benefit from the training programmes, organisations must first pay more attention to training evaluation. Also the management must pay more attention to the results of the evaluation. This could happen thorough the use of these results to redesign the future training programmes. This will lead to more effective training programs ... Also, in my opinion, the decision makers in the company should use and follow the improved and recent evaluation methods, as they have not used the traditional style such as the tests and the questionnaire”*. The responses of the participants indicate that the difficulty in a Libyan context of adopting a Western training evaluation model is the assumption implicit in the Western model that decisions around selection, choice of course, evaluation and estimates of ROI will be made in the interests of the organisation and not to meet some other agenda connected to separate loyalties (e.g. family, tribe, social group).

The review of the literature indicated that the Kirkpatrick training evaluation model implies that any measures of learning or job performance pre-course are not essential for determining programme effectiveness. Additionally, Kirkpatrick’s model is significant in that it promotes awareness of the importance of thinking about and assessing training in business terms (Wang, 2003), ultimately the simplicity of the four-level model was by far the key factor in its popularity as it clarified the previously held view of training evaluation as a complex process. The very fact that Kirkpatrick included a distinction between learning (level two) and behaviour (level three) drew increased attention to the importance of the learning transfer process in making training truly effective. However, the Kirkpatrick model has been criticised by a number of scholars who pointed out limits to the model. The main criticism seems to be that most companies are not keen to evaluate training programmes fully (Mann and Robertson, 1996; Wang and Wilcox, 2006), so they tend to remain at Level One and only evaluate reactions by assessing trainees’ affective responses to the quality or the relevance of training. This incomplete use of the full model is confirmed by the relatively low rates

of companies that undertake an evaluation that goes up to Level Four (Giangreco et al., 2009).

There have been a number of improvements offered to the Kirkpatrick model; for example, Phillips's (1991) model added 'return on investment' (ROI) or economic value as a fifth level to Kirkpatrick's model. Brinkerhoff's model (1988) added two preliminary stages to Kirkpatrick's four levels to provide formative evaluation of training needs and the training design. Swanson and Holton (1999) developed the results assessment system though this model does retain some similarity with Kirkpatrick's. Swanson and Holton (1999 cited in Holton and Naquin, 2005, p. 260) wanted to assess training outcomes in six areas: "supervisor-manager perceptions, participant perceptions, knowledge learning, expertise learning, performance results, and financial performance". All of these models advocate the careful and systematic collection of data that is designed to result in a rational analysis of intervention outcomes.

The **providers** of training at LISCO were asked specifically what the phrase training evaluation meant to them and their responses varied from a short statement such as; *"It's an important factor in the training process".... to, "for me, it is a scientific method to improve the training programmes"...* or, *"it's a very important factor to raise the employee's efficiency and it's the process of evaluation of training in terms of return on investment"*. As a former employee I felt that these comments represented a considerable advance on attitudes to training from the time I was last working in LISCO (2001). For example, I believe it is very unlikely that a training provider would have thought of training evaluation in terms of ROI at that time, and this is evidence that the training department has absorbed some of the more important recent developments in training evaluation around the world. However, even the phrase ROI was not understood clearly and there was no defined process for measuring this factor, or if there was no one in the training department was able to explain it to me.

In general these respondents explained that the purpose of training evaluation was to ensure that a training programme had achieved its desired goals, as well as achieving added-value for the company. Respondents stated that evaluation was a very effective method to assess the effect of training on the candidates' performance, their understanding of the training programme, their ability to continue their personal

development in their fields, and they also felt evaluation determined the training needs of specialised technical labour in their department. One of the providers pointed out that *“evaluation is a way to know the problems and difficulties faced by workers in the performance of their work”*. It also contributed to determining the career path of workers, as well as assessing the extent to which training programmes achieved their objectives. Another of the providers stated that *“the big role for training evaluation is its contribution to developing the job performance of the workers and its crucial role in developing the company as whole”*. In the opinion of one of the customers this concept of training evaluation was not yet clear for the employees from the policy of the company, because they still did not take the evaluation seriously or see it as an important way to improve the job performance.

This respondent went on to say, *“I recognise this reluctance, especially in the employees’ attitude toward the training course, and also in their answers in the reaction sheet at the end of the course. In my opinion the senior management of the company must raise the employees’ awareness about the importance of training evaluation for the company and for the employees themselves.”* This comment perfectly reflects a managerial attitude within LISCO that regards training as a necessary exercise in tactical reaction to events rather than a key element of achieving long term strategic aims. The failure of the senior management to impress on trainees the importance of their training, and to impress on training providers the importance of linking training evolution to strategic aims is, in my evaluation, a serious weakness for the company, and one that needs to be addressed by a more rigorous regime of training evaluation. When the providers questioned were asked specifically about any difficulties they faced in evaluating training courses, three clearly stated there were no difficulties. Although these respondents were asked why this might be the case they were not forthcoming with answers and were reluctant to be drawn on this topic. This lack of response came as no surprise to me due to the fact that culturally in Libya it is seen as a sign of weakness on the part of a manager to admit his lack of understanding or inability to solve a problem. Being aware of this issue meant that I was able to press some participants for information when they did not offer it; in general Libyans will not offer such information but when asked will not withhold it. In addition, I was able to phrase questions in such a way that they seemed general to the company or even to Libya in general, rather than being specific to a manager or his department. This technique helped me to obtain richer qualitative data.

According to the remaining four respondents, who were prepared to be completely open and answer my question, the greatest difficulties that sometimes hindered the objectives of evaluation include knowing the true impression of the trainees about the training they received, because some trainee's answers were general and imprecise. One provider felt *"this could be happening due to a lack of knowledge of the importance of these answers and information to the training administration and decision makers in the company"*. Another stated that *"there is also an issue of a lack of care and accuracy by trainees and line managers in completing their questionnaires and reports; additionally, some line managers delay their reports a very long time."* One of the providers felt *"a lack of training leads to unmotivated or under qualified trainees"*. I would suggest that such tasks are carried out using standardised data as a key aspect of the model I propose in my conclusions.

The Kirkpatrick training evaluation model implies that any measures of learning or job performance pre-course are not essential for determining programme effectiveness; this is not the case at LISCO according to the results of this study. Kirkpatrick included a distinction between learning (Level Two) and behaviour (Level Three) and this drew increased attention to the importance of the learning transfer process in making training truly effective. This factor of learning transfer is apparent from the findings of this study at LISCO. The literature indicates that most companies are not keen to evaluate training programmes fully and tend to remain at Level One and only evaluate reactions by assessing trainees' affective responses to the quality or the relevance of training. This incomplete use of the full Kirkpatrick model is confirmed by the relatively low rates of companies that undertake an evaluation that goes up to Level Four.

According to the providers of training interviewed for this research the trainee's line manager evaluates the trainees through an evaluation form that is handed out to the trainees to fill in after the end of the training programme. The reason for this evaluation form is that it is intended to measure the effectiveness of the training programmes on the company's production and its effect on the trainees' performance in the workplace. Everyone contributes and plays a part in the follow-up to training programmes; for example, the trainer fills out a report on each trainee showing the calibre of the trainee and what they got from the programme, and he then submits it to the Training Department. The managers will have already received a copy of the trainee's evaluation form from the training department that indicates their performance during the training programme. The employees will be evaluated three months after the training

programme by their direct manager to evaluate the effectiveness of the training they received on their performance in the workplace, and in addition to determine the level of improvement in their knowledge, skills and their ability to transfer what they have learnt to their work sites. Results from the customers indicate that trainees were always supervised by the leaders and trainers. The line managers issued a report showing their evaluation of the impact of training on the participants in the workplace. This report highlighted certain facts, including: did the training programme achieve the objectives and keep up with the needs of the trainee; did the presence of the trainee on the training course contribute to developing and improving their performance, also the improvement of their attitudes towards the work? According to the customers who responded to this question, after the training programme information about the trainee was recorded, including the name of the trainee, his qualification, and his evaluation in the training courses and his behaviour, all of which were contained in a report by the course leader. Additionally, this report contained the trainee's evaluation of the training course and a record of his attendance. The line manager of the trainee, the manager of the training course, the training department, the department that nominated the candidates as well as senior management of the company all received the report. The report included all the courses that were done in the first quarter of the year; unfortunately, there was no opportunity for the researcher to review these reports. These findings indicate that training is evaluated to Level Three of the Kirkpatrick Model at LISCO there is however some attempt to pre-evaluate trainees but little indication of measuring return on investment.

When these customers were asked specifically what the phrase training evaluation meant to them they felt that training evaluation was the best method to develop the worker's performance and to raise their self-confidence in the company. Five of the customers were in consensus on this issue, with one representative comment being that *"training evaluation would help the company to increase its productivity and the senior management would be sure that the employees trusted the company management"*. Additionally, it was felt to be an important indicator to show to what extent the trainee had understood the training session, in what way they benefited from it and how this benefit could reflect positively on them in their workplace. Only one of those questioned stated that evaluation was a very important process to understand the effects of the training process on improving the company's return on investment. The training evaluation used at LISCO, according to the customers, was based on reports prepared in accordance with the general plan of the Company and included the line manager's

opinion about the trainees after the course. These findings indicate that training is evaluated to Level Three of the Kirkpatrick Model. The main methods used were survey, questionnaire, and reports. Both **customers** and **providers** agreed that employees were evaluated three months after the training programme by their direct manager to evaluate the effectiveness of training programmes on their performance in the workplace, and in addition to determine the level of improvement in their knowledge, skills and their ability to transfer what they had learnt to their work sites.

During the training programmes assessment was conducted by the course leader, and through a questionnaire filled in by the trainee. At the end of the programmes, trainees were assessed through reports by their line managers, at least three months after training. It was the responsibility of individual departments to identify the training needs of their employees. The trainees' line manager identified training needs, according to the requirements of the department, and the training policy of the company. One respondent felt that sometimes these courses contributed to the fulfilment of training gaps and improved the level of performance from the trainees. According to this respondent, *“this happens according to the general managers' vision. Every new general manager has a new policy, as a result of that there is confusion in some areas and in concepts like ‘training evaluation’”*.

Results from the internally conducted survey carried out by LISCO itself indicated that 81% of the 285 trainees questioned were satisfied with the training programmes they attended and believed they had acquired knowledge and skills related to their jobs. Training programmes, it was claimed from the results, helped to improve the work and enhance the performance of 78.6% of trainees. Additionally, in the opinion of these trainees' direct supervisors, 82.8% of trainees enhanced their work effectiveness and improved their work performance, and 74.5% utilised knowledge and skills they had acquired during training. These findings also indicate that training is evaluated to Level Three of the Kirkpatrick Model. However Kirkpatrick's model does not explicitly include an economic analysis in his Fourth Level but clearly indicates that organisational outcomes should be evaluated to assess the worth of the intervention. Phillips in his five-level ROI model is just an amended version of Kirkpatrick's (Kearns, 2005) with its main contribution being the actual ROI calculation itself, which Kirkpatrick just stopped short of. Phillips produced his own 'extra' level, Level Five, just to complete this sum (Kearns, 2005). Brinkerhoff, 2005; Swanson, 1994; Wholey, 1999 all agree that training evaluation must demonstrate improved performance and

financial results. The findings from this study suggest that in order for this to happen adequate reporting and recording of the company's training needs and individuals training success need to be monitored using standardised data, as does any return on investment.

In terms of an interpretivist approach, it was my reflective practice that also contributed to my analysis of the data collected on training evaluation. I found when reflecting on the data from my respondents and comparing it to what I knew of training evaluation from the literature that there were discrepancies that needed to be accounted for. For example, in the Western literature on the selection of trainees, little attention is given to managerial influence over this process and it is broadly assumed that selection will be aligned with an organization's strategic aims. However, the data from my respondents was giving a different picture; here it was clear that there was evidence of favouritism and the use of training as a reward: not universally, but often enough to be significant. This was an element that was missing from the Western models, and had very serious implications, because if training selection is not undertaken appropriately, everything that follows, from delivery to evaluation, may be done correctly for the individual trainee, but the training delivered has not been directed at the organization's strategic interests. This prompted me to determine that the Western models perhaps needed to be modified to reflect a context of training evaluation that was particularly Libyan.

### **5.6.2 Return on Investment**

Return on Investment is similar to other financial evaluation tools as it draws a comparison between the cost of HR programmes and the benefits they deliver. However calculating a return on investment (ROI) can be difficult if funding for the training was barely adequate to begin with or collecting the necessary data and finding the time to analyse training results is also difficult due to the lack of a standardised database. If this information is not collected, training's financial value cannot be demonstrated and upper management may feel there is no compelling reason to continue the training effort. As was pointed out earlier in the review of the literature by Altarawneh (2009), Hollinshead and Michailova (2001) and Michailova and Hollinshead (2009), in Arab organisations evaluation is unlikely to be undertaken, because training is seen as a cost and not an investment to be evaluated. There are also certain cultural differences that can affect the training and evaluation that take place.

In the West employee development through training has become an ever increasingly important part of change in the business environment that has to be specifically designed to improve human performance (Lee and Pershing, 2002). Among the changes taking place in some western companies are: growing competition in the global marketplace; increasingly sophisticated technology; as well as dramatic changes in the social structure of work. These factors have changed the nature and scope of training in the workplace and with ever increasing rapid technological and social change, “training will continue to remain one of the critical elements of the human performance technology (HPT) mix of interventions” (Clark, 2000, p.31). Employment training has been defined as “the systematic development of knowledge, skills and attitudes required by an individual employee to perform adequately at the given task or job successfully” (Chimote, 2010, p.1). It is the investment an organisation makes in its employees which is very often the hallmark of quality and success and makes the difference between organisations that succeed and those that do not (Cheatle, 2001).

Also in the West there has been increasing interest in human capital management (HCM) (Afiouni, 2013), HCM stretches across certain of the boundaries in HRM and encompasses the measurement and analysis of human resource metrics such as cost per hire, turnover costs, the effectiveness of training interventions, and indicators of overall HRM system effectiveness such as return on investment (ROI) (Becker et al., 2001). All of the managers interviewed for this study were asked how the money and time related to training was perceived in the company, and whether they thought it was seen as an investment or as a cost. Of the seven **providers** of training at LISCO who were interviewed four felt it was perceived as an investment, one was unsure and the remaining two felt it was seen as a cost. Four of the seven **customers** questioned felt that the money and time related to training in the company was perceived as an investment as it reduced costs. The others felt it was perceived as a cost and one stated that, “*training should be seen as an investment, but this belief or philosophy does not exist in the company*”. These results are interesting as they are an indication of the views of these respondents to overall HRM system purpose and effectiveness at LISCO and particularly on such matters as return on investment (ROI).

Additionally, it was felt that training evaluation was the best method to develop the worker’s performance and to raise their self-confidence in the company. The use of training to help individuals to acquire new skills and raise the production capacity of

staff and to improve production levels was also highlighted. Among the providers of training at LISCO training evaluation was seen as an important factor in the training process and provided a scientific method to improve the training programmes and to raise employee efficiency. Only one of these respondents linked training evaluation with return on investment. There was one provider of training at LISCO who explained that training evaluation should be related to the benefit trainees' receive from a training course and how these courses have a positive effect on the employees' attitude and performance in the workplace. He felt that senior management of LISCO must attempt to raise the employees' awareness about the importance of training evaluation, not only for the sake of the company but also for the employees themselves.

Human resource and training issues are becoming more important in many countries in the constant search for competitive edge. In some larger more sophisticated organisations billions are spent annually on training and developing the workforce (Xie, and Huang, 2010). However, in some organisations more employees are trained than is necessary, therefore training investment is 'wasted' on the wrong employees. There is a need for a practical, strategic approach to investment in training that will benefit both the organisation and the employee (Weir, 2000). There is also a requirement for organisations to invest much more effectively to best develop their human capital, and to choose a particular model of training evaluation.

The findings of my study suggest that although there is a process of evaluation that takes place at LISCO it is only to Level Three of the Kirkpatrick Model, trainees' reactions, learning and behaviour are evaluated but there could be a better measurement used to identify results. In the final section of this chapter I have summarised the main points from this discussion.

## 5.7 Summary of Discussion

This study's research questions included how training was evaluated at LISCO and whether the company's evaluation methods were aligned with its business strategy. The main aim was to compare Western models of evaluation with current practices in LISCO (one of the largest public sector organisations in Libya) and develop a better understanding of evaluation of training and its role in HRD practice in the Libyan context. Certain factors were highlighted and grouped into themes, including the development of human resources at a national as well as organisational level, employing human resource and human capital theories, Arab culture as well as HRD in transitional economies and finally the effectiveness of training programmes and their evaluation.

Evidence from the literature reviewed suggests the strategic nature of HRD and highlighted its comparative nature in a transitional country like Libya. In terms of the themes HRD, NOC, NHRD, RBT and HCT (see tables 4.1 and 4.2), my study's evidence highlights the importance of the human resources that are employed within a company and suggests the need for adequate programmes of training and national policies which increase the development of individuals. The evidence also suggests that in particular cultures there maybe barriers to training and its adequate evaluation, and that nepotism and tribalism can be regarded as one of these barriers.

This study had a research question that was designed to identify the relevance of training programmes at LISCO (this is theme SOTP) as well as investigating whether LISCO's present evaluation methods were aligned with their business strategy themes (TEM and ROI). The final developed themes for this research are SOTP or what the respondent understands about the training policies and practices employed at LISCO as well as TEM or what the respondent understand about the training evaluation model used there. The last theme is ROI or what the respondent understands about return on investment and the effectiveness of training programmes and evaluation at LISCO (see table 4.3). The evidence suggests that they felt the courses offered at LISCO contributed to organisational strategy as a whole as well as various departments' specific business objectives, because all training programmes were implemented in accordance with the general training plan of the company, which led to the achievement of company's strategies and objectives. The conclusions that can be drawn from this study, as well as its limitations and contributions to knowledge are presented in the final chapter.

## **Chapter Six**

### **Discussion of Conclusions**

#### **6.0 Introduction**

This research and the review of the available literature indicate that it is the human resources, i.e. the people who are employed within a company, that are the most important assets of any organisation. Although the influence of workplace practices and employees' experiences with training effectiveness has received considerable attention, (McLean, 2005; Altarawneh, 2009; Ya Hui Lien et al., 2007; Pineda, 2010) it is apparent that less is known of the influence of workplace practices on training evaluation methods.

Although there has been research carried out into training and its evaluation in Libya previously (Al-Saigh, 1986; Al-Faleh, 1989; Agnaia, 1997), highlighting ways that the competitive nature of Libyan organisations can be improved, this thesis is the first to investigate training evaluation approaches and their importance to the success of job training programmes, as noted in earlier research carried out by Tennant, Boonkrong and Roberts (2002), Paprock (2006), Ya Hui Lien, Yu Yuan Hung and McLean (2007) which indicated that an effectively trained workforce improves productivity and therefore competitiveness.

The research carried out for this thesis entailed the use of an explorative study strategy to explore a Libyan state controlled company. This research strategy allowed the development of detailed, intensive knowledge about a single case and provided the opportunity to gain a rich understanding of the research context and the processes enacted within it. Initially my thinking was to answer the research questions generated for this thesis and there were three objectives that needed to be achieved. The first was to explore how the off-the-job training activities were evaluated at LISCO and also to investigate the links between the evaluation process and individual as well as business performance. Finally, the intention was to develop a better understanding of the evaluation of training and its role in HRD practice in the Libyan context as a result of Libyan society's unique culture. However I decided after reviewing the literature and the documentation made available to me by LISCO that a re-orientation of my research had to take place. Therefore I developed a number of themes (see Table 6.1).

**Table 6.1 Themes that Link to the Data**

<b>Code</b>	<b>Definition</b>	<b>Description</b>
HRD	Human Resource Development	What the respondent understands by developing human resources to increase economic productivity
NOC	National/ Organisational Culture	What the respondent understand by national, organisational culture how is this apparent (Nepotism and tribalism)
NHRD	National/International Human Resource Development	What the respondent understands by the nature and role of NHRD and how this serves to influence HRD at an organisational level within a nation or region.
RBT	Resource Based Theory	What the respondent understands by organisational economics and strategic management
HCT	Human Capital Theory	What the respondent understands by increased productivity and firm performance
SOTP	State of the Training Programs at LISCO	What the respondent understands about the training policies and practices employed at LISCO
TEM	Training Evaluation Models	What the respondent understand about the training evaluation model used at LISCO
ROI	Return on Investment	What the respondent understands about ROI and the effectiveness of training programmes and evaluation at LISCO

Although the research may not have started with any predicted patterns and began with a number of open-ended research questions, certain patterns or themes have emerged that assisted in the analysis of the data collected. This approach to qualitative data analysis is referred to as thematic analysis and that eventually was the chosen form of analysis for this research. The process had begun with the review of the literature, regarding human resource development in developing transitional countries additionally training and development was considered as was the use of training evaluation. The HRD policies and strategies being introduced and the resistance which can exist to these strategies, in those countries of the Arab world, like Libya, who are in transition were also investigated and used as themes to analyse the data collected. Furthermore as a result of the review of literature it was discovered that in general a training model/policy

should be based on the human capital theory (HCT) and the resource-based theory (RBT) of HRM and should have a significant impact on firm performance. In light of this two more themes were introduced to see what was important in the Libyan research context, as HCT nor RBT may not be transferrable to a transitional, government driven economy and in an Arab nation. The participants for this research were asked for their views on the state of training in the company, the nature of the evaluation that takes place and the return on investment that they believed came about as a result of this training and its evaluation.

The evaluation process, although extremely difficult, continues to be essential in demonstrating the value of human resource development (HRD) (McLean, 2005). Unfortunately, only a few organisations evaluate training in depth due to the difficulties involved and the lack of valid instruments and viable models (Pineda, 2010). In Libya as in other Arab countries the whole area of training and development has been affected by the fact that the extended family, clan, tribe, village and Islamic religion characterise the social environment (Abbas, 1997). According to Agnaia (1997) numerous studies carried out in international comparative management have highlighted the impact of industrialisation on developing nations like Libya and suggest that in their quest for economic progress, these countries would face managerial and social problems. Recent events in Libya provide an ideal opportunity for the new Government to take the necessary steps to ensure that training and development and more importantly training evaluation are integrated with organisational and national strategies for increased production.

The original objectives of this research were to:

- a. To explore how the off-the-job training activities are evaluated.
- b. To investigate the links between evaluation process and individual as well as business performance.
- c. To develop a better understanding of the evaluation of training and its role in HRD practice in the Libyan context as a result of Libyan society's unique culture.

The thematic analysis of the interview data as well as the documentary evidence collected from LISCO will be discussed in conjunction with the literature reviewed in

order to draw some conclusions and ultimately suggest a model of training evaluation that will be applicable to Libya as well as to other transitional economies.

### **6.1 How is off-the-job training evaluated?**

This first objective was considered by focussing on the first three themes of human resource development at a national as well as organisational level due to the fact that there are a number of influences which play a part in the nature and role of national human resource development (NHRD) which include the political, economic, and socio-cultural environments. I wanted to indicate what my respondents understood by developing human resources to increase economic productivity, what they understood by national, organisational culture and how this created an apparent culture of (nepotism and tribalism). I also wanted to indicate what my respondents understood by the nature and role of NHRD and how this serves to influence HRD at an organisational level within a nation or region.

The literature highlighted the fact that there are many differences in national culture characteristics in cross cultural comparisons between Eastern and Western countries. Furthermore many previous studies suggest that organisational culture is significantly influenced by national culture. Among the various NHRD models there are centralised, transitional, and Government initiated models, but also decentralised free-market, and small-nation models. In his research on cultural dimensions, Hofstede proposed a certain style of setting job objectives in high power-distance countries and as far back as Tayeb (1995) it has been argued that the socio-cultural context of a country can actually constrain the repertoire of management practices available, meaning that management practices must fit the national culture for them to be effective. There is an additional difficulty, however, in considering national HRD, which is whether or not Western developed models of training and training evaluation can be universally applied in countries which have their own unique national and organisational cultures.

As a result of this research it can be seen that there are indications of resistance to change within LISCO and in Libya itself; the whole area of training and development has been affected by the fact that the extended family, clan, tribe, village and Islamic religion characterise the social environment (Aagnaia, 1997). Furthermore any country's national culture will have an impact on whether individuals regard themselves primarily as members of a group, which affects whether group training initiatives might be more appropriate than those emphasising individual development. Results from this research

showed that concerning the provision of training it is the view of those managers who were interviewed that, while the training plan that was prepared by the company staff, Department of Training and Education and Department of Development of Efficiency was effective in identifying and filling gaps in training, its weakness lay in the selection of candidates for training, which was sometimes not supported by sufficient evidence and was open to abuse in terms of nepotism or favouritism. These programmes, according to the results of the data analysis, were organised to provide the trainee with the knowledge, skills and behaviour necessary to perform their jobs to work efficiently and effectively to achieve the objectives of the company. However, these comments, while no doubt sincere, also fail to account for the evidence of tribalism and nepotism mentioned by a number of participants as affecting the efficiency of training, especially selection of candidates.

As Hofstede and Hostede (2010) observed, Libya is one of those countries characterised by a high power-distance, meaning that in many cases employees feel they have to wait for opportunities to be offered instead of putting themselves forward. As a result decisions are left to senior managers acting alone, and their decisions are often influenced by what they perceive to be their obligations. Participants to the internal survey supplied a range of thoughts on this topic; some stated it meant to what extent the trainees benefited from the training programme and how this benefit could reflect positively on them in their workplace. According to the findings from the internal survey, these obligations were not only to the company but to wider social groupings, so that while it was felt by those who took part in this research that training evaluation meant to what extent the trainees benefited from the training programme and how this benefit could reflect positively on them in their workplace, there was also a perception of a tension between corporate objectives and social responsibilities, which was magnified the more senior the manager was.

Today in Libya there is a new government, due to the recent upheavals, and an outcome may be that this change in Government coupled with political and social changes may hinder NHRD or cause it to prosper.

I conclude that there must be a strategy for NHRD that would involve coordination between ministries and transparency in this process. I further conclude that traditional patterns of thought and behaviour which have acted as barriers to these necessary

changes must be addressed and there needs to be further legal reforms and structural changes, leading to faster movement toward decentralisation.

These changes I suggest are essential, for as Lee and Pershing (2002) pointed out, in the West employee development through training has become an ever increasingly important part of change in the business environment that is specifically designed to improve human performance. In order to investigate the benefits of training evaluation to the company, the next section of this chapter draws conclusions about the alignment of the evaluation methods used with LISCO's business strategy.

## **6.2 Are LISCO's Evaluation Methods aligned with its Business Strategy?**

Training and its evaluation have been studied for this research in The Libyan Iron and Steel Company (LISCO). I wanted to discover what my respondents understood by organisational economics and strategic management and the affects they would have on increased productivity and firm performance and whether they felt training and evaluation at LISCO were linked to business strategy. As global competition intensifies there is a greater need for efficiency and productivity within organisations as well as a greater focus on the link between Training and Development, business strategy and organisational performance. Therefore in order to make its contribution to the organisation's success, any and all training and development activities must be of assistance in achieving this success. It is apparent however, that there are direct but also indirect links between training and business strategy. However, although there is substantial literature regarding training practices globally, there is no comprehensive framework that embraces the factors affecting training at a national or organisational level that is conducted in the developing world which could be easily transferred to Libya. The subjective meanings that people bring to their particular situation in relation to this area were investigated by conducting guided conversations with those people responsible for providing training and some of those who were customers of the training centre. The importance of evaluating training now is even greater as it is seen as a means of justifying training investment. There is some evidence to suggest from the literature reviewed that in Arab organisations training evaluation is unlikely to be undertaken, because training is seen as a cost and not an investment to be evaluated (Altarawneh, 2009). In my research the majority of participants did not think this was the case, at this operational level my results contradict the literature, but unfortunately I

was unable to interview anyone from higher management levels to ascertain their opinion.

As a reflexive researcher adopting an interpretive approach, I was able to develop a research method that allowed my participants freedom to express their perspectives of training participation at LISCO while also offering data that would allow me to answer the research questions. As a former employee of LISCO I was not surprised by the approach to training adopted throughout the company, but I had not expected that there would be so many barriers to the adoption of a Western model of training evaluation, or that these barriers would be mainly cultural. The participants were not unanimous on the issues of tribalism, nepotism and favouritism that influenced training and its evaluation, but there was sufficient weight of evidence to be confident that these issues existed. Furthermore, the data strongly suggested that while clear guidelines on training evaluation approaches existed and these approaches helped the training offered to advance the company's strategic objectives in many cases, this was because of efforts made by the training department, not as a result of a clear vision of training's integration into the company's direction from senior management. I was surprised by the extent to which there seemed to be no guiding concept to the training and training evaluation undertaken at LISCO. There was no evidence of an overarching aim for training; rather, the training offered and its evolution were responses to developing needs, and always followed company developments rather than leading them. On reflection, this somewhat *ad hoc* approach to training can be seen as further evidence that senior managers in LISCO still regard training as a cost rather than an investment.

Many organisations differ in their competitive superiority and profitability, the most recent strategy literature highlights the resource based theory (RBT) as a leading paradigm in explaining a firm's competitive superiority. The resources are defined as those attributes of physical and knowledge-based assets and capabilities that enable a firm to conceive and implement strategies that lead to positional advantages and performance differentials (Hyvonen and Tuominen, 2007). The resource based theory (RBT) places unique bundles of assets (including 'human assets') at the heart of any organisation. It is an organisation's access to and use of these assets that provides the source of its competitive advantage in the marketplace.

This resource based view of the firm, according to Pilbeam and Corbridge (2002), concentrates on its internal resources, strategy and business performance, where the contribution of a firm's human resources is to promote competitive advantage through developing 'human capital' rather than just aligning human resources to the firm's strategic goals. The resource-based theory mixes two concepts together; these are organisational economics and strategic management. In LISCO, according to the findings of this study, the training available is aligned to organisational economics in that most participants felt it had the effect of improving performance and productivity, while also raising the human capital of the firm. However, the issue of strategic management is less clear, and I did not have access to senior managers. According to the participants, strategic management seemed lacking because too often training courses and initiatives were designed and offered based on reacting to events instead of with the aim of shaping events. Extensive discussion of the data given by respondents, broken into customers and providers was previously given.

The literature suggests that if any organisation's resources are seen as valuable, rare and costly to imitate, then competitive advantage is achieved (Armstrong, 2011). HRD can play a major part in ensuring that the firm's human resources meet those criteria. There are a number of reasons why a positive relationship between organisational performance and training initiatives is expected; this is because training is a form of investment in the skills, knowledge, and abilities of employees. Human Capital Theory (HCT) predicts that such an investment in training and development will lead to increased productivity and firm performance. Participants in this study stated that this was the case, and that training raised the level of LISCO's human capital and had tangible, in some cases measurable benefits to performance at departmental levels. However, there was a lack of the resources or the capability necessary to judge the impact of LISCO's training at an organisational, strategic level.

In the West there has been an increasing interest in human capital management (HCM), which stretches across certain of the boundaries in HRM and encompasses the measurement and analysis of human resource metrics such as cost per hire, turnover costs, the effectiveness of training interventions, and indicators of overall HRM system effectiveness such as return on investment (ROI) (Becker et al., 2001). In general any training model/policy should be based on the human capital theory and the resource-based theory of HRM and should have a significant impact on firm performance

(Garcia, 2005). This is therefore an area in which LISCO could seek to improve, and it is anticipated that the model of training evaluation produced by this research can be a contribution to achieving more complete measurement.

In order to investigate the resource based theory and highlight organisational economics and strategic management as well as increasing productivity and improving firm performance within the case studied, managers at LISCO were asked how they thought training evaluation would help the company to increase its productivity. Evaluation was seen by these respondents as an important indicator to show to what extent the trainee understood the training session, in what way they benefited from it and how this benefit could reflect positively on them in their workplace. As I previously mentioned all of the managers interviewed for this research were asked if they felt training within the company was viewed as a cost or an investment. Of the seven providers four felt it was perceived as an investment, one was unsure and the remaining two felt it was seen as a cost. Four of the customers questioned felt that the money and time related to training in the company was perceived as an investment as it reduced costs. The others felt it was perceived as a cost and one stated that, *“training should be seen as an investment, but this belief or philosophy does not exist in the company”*. It is clear from the findings of this research that the managers interviewed believed that senior management perceived training as a mechanism for increasing the efficiency and knowledge of workers that contributed to the company achieving its objectives. It is possible to conclude therefore that at LISCO there is an intention to use resource based theory (RBT) to enhance the firm’s competitive superiority. The resources used were the trainees, who were physical and knowledge-based assets who were given the capabilities that enabled the firm to conceive and implement strategies that led to positional advantages and performance differentials (Hyvonen and Tuominen, 2007). This resource based view of the firm concentrates on these internal resources, as well as business strategy, investment and performance. This is in line with Human Capital Theory (HCT) which predicts that such an investment in training and development will lead to increased productivity and firm performance.

This view is important, for as globalisation has led to the deregulation of markets, increased privatisation and the ending of many state monopolies (Holman, Wall, Clegg, Sparrow and Howard, 2003). This means that as global competition intensifies efficiency and productivity within organisations is receiving even more emphasis, as is

the need for a greater focus on the link between Training and Development, business strategy and organisational performance (Gollan and Wilkinson, 2007). Training will directly contribute to the development of the skills employees need to perform their jobs; this will ultimately have an effect on business. It also gives employees opportunities to learn and develop and should lead to a positive work environment that develops the business strategy by attracting talented employees as well as motivating and retaining current employees. It is the main objective of any organisation's training policy to implement a process which has been adequately planned with the intention modifying employees' attitudes, knowledge or skill behaviour through a learning experience in order to achieve effective performance in an activity or range of activities.

According to the literature reviewed the main objective of Libyan training and development policy prior to the 2011 revolution was to meet the required quota (the highest proportion possible) of local employees to achieve the 'Libyanization' levels planned for professional, industrial, and administrative jobs, (Almhdie and Nyambegera, 2004).

Reflecting on my own time as a worker at LISCO, I recall that on my shift at the plant control room in the early 1990s I was the only Libyan worker; the rest were from the Western companies that had built the complex of plants that comprise LISCO. On my return in 2010 I expected that the company would be much more integrated, but I was in fact surprised by the preponderance of Libyan workers at all levels of the company and in most technical areas. Moreover, this attempt to 'Libyanize' the company can be seen as an example of training being used to meet a strategic goal, even though the goal was more of a national HRD aim than a company one. In achieving this preponderance of Libyan workers the company had achieved the goal of 'Libyanization' proposed by the Gadhafi regime, even though this goal is no longer a part of national strategic policy, at least not explicitly. However, it is likely that its influence will remain for some time. Furthermore, the aim of 'Libyanization' leaves managers plenty of scope to use training as a reward or benefit for favoured individuals; in fact, it could be argued it provides even more scope for this. It is indicative of a mind-set within Libyan national culture that to some extent each social grouping (tribe, family) seeks the maximisation of its human resources as a priority over any corporate responsibilities it has, and which was reflected in the comments of some participants that training selection in particular was sometimes influenced by personal relationships. Seen as part of a broader national

tendency it is possible that this lack of strategic focus at the expense of personal goal achievement could be damaging organisations throughout Libya.

However, there are also economic factors that hinder training and development efforts in Libya. Inflation is high and salaries are pegged to organisational performance now that the country is recovering from a Civil War; consequently, cash-starved organisations find training and development an easy area in which to obtain savings. Additionally, Libyan legislation has defined the management unit as having primary responsibility for providing training programmes and declared that the management unit must give training opportunities to its employees in order to qualify them and enable them to work appropriately. This legally stated and nationally demanded approach to training was acceptable in Libya, but in other countries there are various other practices and approaches that have been used. Moreover, within the area of training evaluation Libya is still working towards an adequate national paradigm.

Training evaluation used at LISCO, according to the respondents, was based on reports prepared in accordance with the general plan of the company and includes the line manager's opinion about the trainees after the course. The results from the interviews indicate that the main evaluation method is the reaction form completed by the trainees themselves, or 'Happy Sheet' as it was known within the company. There were a number of forms in addition to the Trainee's assessment Form, including the assessment of the course leader. Additionally, line managers of each department issued a report showing their evaluation of the impact of training on the participants in the workplace.

This report highlighted whether the training programme achieved the objectives and sufficiently provided for the needs of the trainee. It also indicates if the trainee's presence on the training course had contributed to developing and improving their performance, and their attitudes towards their work. After three months these managers send this report to the training department clarifying the contribution of the training programme on improving the trainees' performance and also they give their point view about the programme.

While this process is no doubt valuable, it is not going as far as is advocated in the literature (e.g. Becker et al., 2001) in subjecting training to analysis on the basis of ROI and other indicators to justify its expense in measurable terms in the same way that, for example, a marketing campaign would be judged. LISCO is spending a great deal on

training, and the majority of its training provision is provided in-house, representing a significant investment for the company. It is strategically vital that LISCO understands the value of the benefits this training is producing.

### **6.3 Is there a different perspective to the evaluation of training in a Libyan context when compared to the Western models?**

There are also certain cultural differences that can affect the training and evaluation that takes place in organisations. I wanted to investigate what my participants understood about the training policies and practices employed at LISCO and the training evaluation model used. Furthermore I wanted to discover what my participants understood about return on investment ROI and the effectiveness of training programmes and evaluation at LISCO.

The prescribed training models that exist in the literature, and which are principally derived from a Western perspective, are simply theories and although elegant and allegedly perceived as being well suited to the understanding of training evaluation and supposedly universal and able to travel from country to country, they may not be suitable in work environments such as exist in Libya. Therefore, this presents some practitioners with difficulty in fully understanding the model and applying it in practice. I conclude therefore that given the nature of the national and organisational culture in countries like Libya, Western developed models of training and training evaluation cannot be universally applied.

This study is unique in that it investigates the transferability of western training evaluation practices to the Libyan environment and has produced an assessment model that is applicable in the Libyan context and for other transitional economies. It draws on the viable literature on human resource development, training and development and training evaluation models, as well as the need to justify any training programme by employing an adequate evaluation process. I also investigated the existence of barriers to the implementation of Western training models in Libyan culture to discover their effect on national human resource development as well as organisational development of individuals in a transitional economy.

Much of the literature reviewed for this research into training evaluation has been based on the conceptual framework of evaluation models, such as Kirkpatrick's (1994) four-level taxonomy, and the work done by Swanson and Holton (1999). More recently

Phillips' (2003) five-level model and work on performance improvement carried out by Ya Hui Lien, Yu Yuan Hung, and McLean (2007) showed that the importance of evaluating training has never been greater, as in the eyes of training consultants and top management it is seen as a means of justifying training investment. HRD has historically referred to “developing human resources to increase economic productivity and therefore a nation’s wealth, which is very closely linked with economic outputs” Paprock (2006, p. 12).

However, there are only a few organisations that evaluate training in depth; this is due to the difficulty involved and the lack of valid instruments and viable models (Pineda, 2010). The Training Evaluation Model for Transitional Countries, generated from this research, will assist organisations, industries and even countries to adequately assess and grade their own evaluation processes.

In concluding on the researcher’s attempt to interpret the data collected in an explorative manner, it is useful to reflect on the expectations I had prior to starting the research, and the conclusion I have drawn as a result of data collection and analysis. Specifically, on the point of the difference in perspective between training evaluation in a Libyan context and Western models, I did not seek to impose any Western model on LISCO or expose any participants to these models and ask them to comment on how far LISCO conformed to them. As a former employee I recognised that this would not be productive and might make participants uncomfortable or unwilling to comment for fear of seeming ignorant. I therefore sought to elicit as much information as possible about the processes of evaluation and to let participants discuss what they saw as barriers to effective training evaluation freely. What surprised me as a researcher was the extent to which the difference in perspective identified seemed to be culturally rooted, and how the influence of Libyan society and customs played a role in training and its evaluation. I expected some differences, but it seemed from the guided conversations that the factors that influenced training at LISCO (tribalism, nepotism, favouritism) were deeply rooted in Libyan culture and would require some effort to overcome. It seemed that a necessary part of this would be measures that should be introduced to a training model for LISCO that made the whole process of training, from selection to evaluation, more objective and better aligned to company’s strategic objectives. This will require leadership and a clear vision from senior management that training can help to change the company, rather than the other way around.

In Libya for many years there has been a quest for economic progress, which has meant facing up to many managerial, organisational, political as well as social problems. The two main issues which stand out are: the transfer of Western management techniques and practices; and the selection of appropriate business models to achieve the Libyan government's ambitious developmental goals. The question of transferability is seen in this research as paramount as there are many differences in national culture characteristics in cross cultural comparisons between Eastern and Western countries.

The review of the literature revealed that there is very little recent research to be found which considers the Arab or Libyan contexts and the adoption to liberal market structures brought about by a process of economic liberalisation. Internationally there are varieties of different training models to be found (Rigby, 2005) and in some countries HRD frameworks are codified in national legislation. Models of evaluation have been useful in the examination of factors which can impact on the success of training in improving individual effectiveness.

There are some who see training as a universal panacea for all problems (Chaudron 1996; Gomez-Mejia, Balkin and Cardy 2004); on the other hand, some see it merely as a cost for the organisation, in terms of both time and money (Costa and Giannecchini, 2005). However, it is also apparent that any imposition of constraints on organisations in the form of governmentally imposed regulations coupled with ever increasing foreign and domestic competition merely serves to further highlight the strategic importance of having a committed and motivated workforce that is well trained and using training practices that are adequately evaluated. Therefore, it is possible to conceptualise a model for training evaluation based on the transfer of Western approaches but adapted to take account of factors peculiar to Libya's national culture and factors that affect most developing and transitional economies. In Libya, for example, it is necessary for a model of training evaluation to take account of the issues related to selection raised by the participants, to ensure that an impartial decision based on corporate requirements is made. Furthermore, transitional economies often have legacies of their former status as command economies in the form of autocratic management structures that do not offer the flexible leadership modern training departments need. Once again, an adapted model should take account of this tendency. Finally, organisations operating in developing economies often lack both the resources and expertise to measure training's return on

investment, and this is another area that a model of training evaluation should take account of.

The Kirkpatrick model has significantly influenced the development of other models for almost half a century (Giangreco et al., 2009) and consists of four levels, these are: reactions, learning, behaviour, and results. Kirkpatrick fully acknowledged the baseline principle, but did not “follow through on its full implications when developing his theory” (Kearns, 2005, p. 40.) Due to the fact that he did not make the baseline measures indispensable his theory stops short of producing a complete approach or methodology. The Kirkpatrick model seems to imply that any measures of learning or job performance pre-course are not essential for determining programme effectiveness. Undoubtedly Kirkpatrick’s model made very valuable contributions to the thinking and practice of training evaluation. However, due to the fact that conclusions about training effectiveness are based solely on outcome measures, the model greatly reduces the number of variables with which training evaluators need to be concerned. Perhaps most significantly, Kirkpatrick’s model promoted awareness of the importance of thinking about and assessing training in business terms (Wang, 2003). The Kirkpatrick model does not focus on pre-training measures, rather it considers measuring the behavioural change of the learners post-training.

There are other classic criticisms of the Kirkpatrick model, and among the scholars who have entered into this debate are Alliger, Tannenbaum, Bennett, Traver and Shotland (1997), and Bates (2004) who point out limitations to the model. Also, Plant and Ryan, (1992), Mann and Robertson (1996), Kraiger, McLinden and Casper (2004) and Wang and Wilcox (2006) all criticise the oversimplification and incompleteness of the model. The main criticism seems to be that most companies are not keen to evaluate training programmes fully (Mann and Robertson, 1996; Wang and Wilcox, 2006), so they tend to remain at Level One and only evaluate reactions by assessing trainees’ affective responses to the quality or the relevance of training.

Having interpreted the empirical evidence collected through the guided conversations and documentary evidence, it seems clear from this study that in terms of the training evaluation undertaken by LISCO there is a strong relationship between the needs of departments and their training consumers and the products offered by the training providers. Consumers feel that these products meet their needs and improve

productivity. However, notwithstanding the satisfaction some consumers felt with training at a departmental level, an interpretation of the perceptions of most participants indicates that the company has no way of measuring the benefits of training precisely and there is no mechanism for aggregating the total contribution of training to LISCO or assessing its contribution to strategic goals.

For a very long time training evaluation has rested at the heart of a debate between what human resource (HR) scholars develop in their research and what HR practitioners actually put into action within their organisations. These scholars have attempted to design articulated, multi-dimensional and multi-level training evaluation models. However, HR practitioners have adopted only sub-sets of those models and most companies stop at the level of evaluating reactions (Giangreco et al., 2009). Giangreco et al. (2009) further argue that as reaction evaluations are so widely used those who practice HR need to acquire better information about the characteristics of their training and trainees, which may lead to higher levels of satisfaction with training. As a result of this study academics and practitioners of HRD will be able to more accurately assess training evaluation processes within any given case to be studied.

In many organisations training evaluation has focused on a limited number of questions being answered, using only a few tools and methods (Holton and Naquin, 2005). This is a pattern that has led to a constricted view of what evaluation can offer organisations. According to Lee and Pershing (2002) the evaluation process often starts with an end-of-course reaction evaluation to assess the usefulness, appropriateness and contributions of the training content, methods and resources from the perspectives of the trainees. They go on to state that it is possible to conclude that the subjective nature of training evaluation methods and their results have a limited impact on improving the ongoing programmes or even the designing of new programmes, and this conclusion is certainly supported by the findings of this study (see participant comments in section 5.6.1).

It can also be argued that there is resistance to evaluation in Arab countries based on the actual cost of conducting this process, although results from LISCO respondents refute this, given that the participants expressed a view that it would be very valuable to them to be able to evaluate the training available in the company against a target for value and ROI. However, according to Achoui (2009) Arab managers also have difficulty in finding appropriate evaluation methods, as well as the necessary time required to

accomplish the evaluation process, due to a lack of information needed for evaluation. The level of evaluation achieved by LISCO in comparison to the Kirkpatrick model is discussed below in the conclusion to this section, but firstly it is necessary to consider the wider context of evaluation, particularly in Arab contexts. In their research in Kuwait, Al-Athari and Zairi (2002) found that only a minority of managers believed that evaluation was an important task. They also found that a majority of the organisations they investigated only occasionally evaluated their training programmes. They also reported that evaluation was not considered to be the most important stage in the training cycle for most Kuwaiti organisations, which relied on evaluating the level of trainees' reaction towards the programme.

Abdalla and Al-Homoud (1995) concluded from their research that there were no specific 'follow up' procedures for evaluating the effectiveness of T&D programmes. In his research of the Jordanian Banking system, Altarawneh (2009) discovered that training was often seen by employees as a vacation activity or leisure time pursuit, which was given to some people, normally to the managers' relatives and friends, as a form of reward or benefit; however, this is only an indication of attitudes in a particular culture and should not be perceived as a uniform characteristic that can be extrapolated to all Arabs. Even though there is an acknowledgement of the importance of the evaluation stage of training and development programmes, this element is regularly neglected and seldom undertaken professionally (Altarawneh, 2009). The application of the Training evaluation for transitional countries model would assist transitional countries in conducting effective training evaluation, in particularly in Libya.

The findings from this study concerning the training programmes at LISCO and their evaluation are of particular importance as an indicator of the organisational perspective on training and its evaluation. Those providers of training at LISCO who were asked specifically what the phrase training evaluation meant to them, varied their responses from a short statement indicating its importance, to a full blown explanation of how it was a scientific method to improve the training programmes or that it was a very important factor to raise the employees' efficiency. In general these respondents explained that the purpose of training evaluation was to ensure that a training programme had achieved its desired goals, as well as achieving added-value for the company. Evaluation is a very effective method to assess the effect of training on the candidates' performance, their understanding of the training programme, their ability to

continue their personal development in their fields, and also the evaluation process determines the training needs of specialised technical labour in their department. One of the providers pointed out that the process of evaluation made it easier for managers to identify weaknesses in their staff's development and therefore weaknesses in the capabilities of their departments. It also contributes in determining the career path of workers, as well as seeing how far training programmes achieve their objectives. Another of the providers stated that "*the big role for training evaluation is its contribution to develop the job performance for the workers and its crucial role in developing the company as whole*". However, one of the customers questioned pointed out that this concept of training evaluation was not clear yet for the employees from the policy of the company, because they still did not take the evaluation seriously and failed to see it as an important way to improve job performance. This respondent went on to point out that in his opinion the problem of some staff not taking training seriously enough or integrating it with their personal development plans was a fault of management and leadership. Inconsistent training selection choices made it difficult for some workers to accept being ignored for training or to take training less seriously when they could see there were individuals on their course who were not suited to it and were there as an act of favouritism. In his additional comment this respondent went on to say that, "*in my opinion the senior management of the company must raise the employees' awareness about the importance of training evaluation for the company and for the employees themselves.*"

As discussed in section 6.2 above, this study sought to evaluate to what extent Western models of training evaluation are applicable in a Libyan context. In conclusion therefore, it seems that in many organisations, including LISCO, the evaluation methods employed can be classified by using Kirkpatrick's four-level evaluation scheme: reaction, learning, behaviour and results. However, evidence of the evaluation of training programmes at LISCO indicates little application of the four levels other than at the reaction level. The particular evaluation methods used at LISCO were survey, questionnaire, and reports. The survey form completed at the end of the training course was used to evaluate the training programme strategy and effectiveness. The questionnaire was filled in by the trainees, and consisted of a series of questions asked of trainees. According to my findings however, these were usually done in a short time, and not as carefully completed as they should have been. These questionnaires were known as 'Happy Sheets' within LISCO, probably because they always reflected a

positive attitude from respondents; also, an evaluation was carried out by measuring the reaction of the participant to the programme and the measurement of the amount of change that occurred related to the skills and knowledge of employees after three months from the end of the training programme.

At the present time in a number of countries throughout the Arab world and in Libya in particular, many transformations are taking place which involve political democratisation and a movement to an economic system more aligned to liberal capitalism. An outcome of these transformations is that social changes are becoming apparent which may hamper or hinder national and organisational human resource development. Among the changes that are taking place is the ever increasing competition in the global marketplace, which is leading to the use of increasingly sophisticated technology, as well as dramatic changes in the social structure of work. These factors change the nature and scope of training in the workplace profoundly. An effect of these changes is that in some transitioning countries the process of democratisation requires a drive to become more competitive, as if both things were linked together.

As a result of the visits made by this researcher to LISCO and his previous experience of working there, a number of documents were made available for review, although only a few were permitted to be taken away. It was claimed from the results of the LISCO internal survey that training programmes had helped to improve the work and enhance the performance of 78.6% of trainees. Additionally in the opinion of these trainees direct supervisors 82.8% of trainees enhanced their work effectiveness and improved their work performance and 74.5% utilised knowledge and skills they acquired during training. It can be concluded from their responses the managers interviewed for this study seem to endorse these results and felt that the training carried out at LISCO gave trainees the self-confidence to achieve their job and also allowed them to help other workers by giving them advice. This, according to the managers interviewed for my research, created a good atmosphere among the employees, which in turn positively affected the productivity of their department. This has been noted at LISCO, where there has been a reduction in the number of production line stoppages, as a result of improved training, and trainees transferring what they have learnt in the training programmes to the workplace. The author of the internal survey report for LISCO pointed out that from an organisational point of view it is strongly

recommended that trainees should be sufficiently supported and encouraged to use the skills and knowledge they acquire during training programmes. According to his report this had the potential to enhance their effectiveness and improve their performance as well as their ability to solve work problems.

It can be concluded that departments within LISCO should cooperate in selecting candidates who can then become trainers within the company. It was also recommended that other external experts in the field of iron and steel should be contracted to help identify technical problems and provide solutions. These developments are likely to be constructive, but when analysed critically they represent further evidence that most of the thinking about the nature and purpose of training at LISCO is being done at medium levels of management, and there is a lack of a strategic focus to the changes undertaken and proposed. In my opinion this research makes it possible to conclude that organisations have to see the need to develop competency frameworks in their training and evaluation method in order to link employee performance and business objectives. Therefore, the evaluation method chosen should be seen as a way to gather information with which to make decisions about training activities and should be carefully carried out to provide evidence so that sound decisions can be made about training.

The literature reviewed and the findings from this study highlight the fact that the various sorts of training that should be provided for employees must take place on a regular basis and the selection process has to be seen as fair. However, no matter what the objectives of the training policy might be the various systems used within organisations to record who has received training, and the outcome of the training received are of vital importance. There is also an important need to emphasise management's perception of training and development and the organisations gains and return on investment from it. The need to measure learning or skills acquisition has tended to be overlooked or sidelined in organisational strategy and the establishment of standards either functional or behavioural to serve as a reference point against which changes could be subjectively applied has been lacking. In conclusion therefore, it is apparent that in many instances evaluation often started with an end-of-course reaction evaluation to assess the usefulness, appropriateness and contributions of the training content, methods and resources from the perspectives of the trainees.

The major issue that stands out as a result of this study is the transfer of Western management techniques and practices to the Libyan environment and the selection of appropriate frameworks to achieve ambitious developmental goals. As was mentioned earlier, the literature reviewed and the findings from this study highlight the fact that the various sorts of training that should be provided for employees must take place on a regular basis and the selection process has to be seen as fair. The literature suggests that management decisions in Libya have a tendency to be influenced by personal connections, community attitudes, beliefs and customs in many of its procedures, such as in staffing, selection and promotion, and this is borne out by some of the evidence collected by this study. Libyan managers are accused of being more concerned about the creation of social relationships at the workplace than the job itself, and management procedures in Arab societies in general are frequently influenced by “personal connections, nepotism, sectarian and ideological affiliation” (Aagnaia, 1997). This may be because tribal traditions sanction consultation in the conduct of all aspects of life, as it is the practice of tribal societies that members of the entire kinship network should be consulted on matters important to their collective welfare (Abbas, 1990).

I considered the training evaluation system in use at LISCO from a number of perspectives, and from this a picture of its composition emerged. From the literature review I was able to see that the company had not selected one Western model of training evaluation and implemented it; rather, there was evidence of elements of different training evaluation models that had been integrated into LISCO’s system, probably as a result of external training courses undertaken by the Training Department. In conducting the guided conversations with participants it became clear that they took a very pragmatic, non-theoretical approach to training evaluation, but the evidence of improvement in the system since the time of my employment showed that the piecemeal theoretical input they had received had achieved a greater focus on meeting strategic aims in the design of training courses. Therefore, the training courses designed to meet technical needs within the company’s production capability were very well aligned with strategic aims, and participants who were customers were very satisfied with this training. Courses available in other areas such as English language training and IT skills were also reasonably appropriate to company aims, but here the issue of selection began to show its effect.

Customers hinted that trainees were sometimes selected on the basis of favouritism or nepotism, or to give training as a reward. This impression was much more clearly confirmed by participants in the provider group; here there was considerable evidence that inappropriate people were selected for training, and sometimes lacked the qualifications to take the training or were simply doing the wrong job. While providers could not be absolutely sure why such individuals had been selected the combination of their evidence and the more cautious but unmistakable evidence of nepotism and tribal favouritism from the customers makes the conclusion that while training design was well adapted to LISCO's strategic aims, training selection was often making the training provided inappropriate or wasteful. The resulting effect of this was that some training courses were devalued in the eyes of trainees who really were appropriate for courses but were obliged to take it with trainees who were not.

An interpretive approach to the data collected for this study represents a confirmation that the influence of tribalism, nepotism and favouritism was present in the planning and evaluation of training at LISCO, and that this tendency had an effect both on the effectiveness of the training in meeting the organisation's strategic goals and on the attitude to training found throughout the organisation's hierarchy. Many responses to the questions in the guided conversations indicated a desire for LISCO's senior management to show more leadership in insisting on a transparent training selection process.

In terms of the transferability of Western models of training evaluation, the problem with these models is that they do not take account of the possibility that training selection will not be closely aligned with strategic goals, and that other more social and cultural aims might be furthered instead. Moreover, this tribal mentality and rivalry also encourages authoritarian approaches to dealings with non-kin, such as other tribes or other segments of society. This leads to the authoritarian organisational structures particularly apparent in most Arab organisations. Overall, the effect of such tendencies is unknown at an organisational level, but at a personal level it was clear from the perceptions of participants that issues of tribalism and nepotism caused resentment, distrust and a feeling that sometimes there was no link between performance and reward. These feelings are unlikely to contribute to the efficient working of an organisation in meeting its corporate goals, and as a result Western models of training evaluation require a measure of adaptation to take account of these negative feelings.

Therefore, the tribal mentality that has an influence on the decisions of Libyan managers needs to be built into an adapted model of training evaluation; one that specifies an objective process of training selection and uses this commitment to transparency to build trust and confidence in the training process for trainees and customers alike. A suggestion for a model of training evaluation adapted to the Libyan context is presented at the end of this chapter (see section 6.7).

Also as a result of this study at LISCO there is evidence in the findings to support the notion of nepotism and tribalism in the selection of employees for training in the company, additionally being selected for training is also sometimes used as a reward for a favour to a family member, especially when selecting candidates for external training courses. In the literature reviewed for this research the importance of investigating the available training and development models was stressed, along with the need to justify any training programme by employing an adequate training evaluation process; this has implications for the transferability of Western training practices to the Libyan environment. These factors had to be fully considered to allow the development of a new model of training evaluation for Libya, which will be discussed further in section

#### **6.4 Summary**

It has been the intention in this concluding chapter to address the research questions of this study and relate these to the thematic analysis of the interview data and the documentary evidence collected from LISCO. Taking these in to account and in conjunction with the literature reviewed, the intention was to draw conclusions that would suggest an acceptable model of training evaluation that will be applicable to Libya as well as any other transitional economy. In order to do this the key objectives had to be met; these included an exploration of the off-the-job training activities at LISCO and how they are evaluated. Additionally, the links between evaluation process and individual as well as business performance needed to be investigated. Finally, this study allowed a better understanding of the evaluation of training and its role in HRD practice in the Libyan context to be developed; this context is invariably unique as a result of Libyan society's unique culture. The study began by suggesting that powerful forces have in the past and perhaps even more so today dictated the dynamics of world trade. The consequence of this being that certain forces are placing ever increasing pressure on many organisations throughout the world to compete, and improve quality and customer service as well as to lower costs.

It can be concluded from this research that in Libya at the moment there is an opportunity for the new government to learn from the experience of other nations and provide the necessary investment required to improve the national, organisational and individual view of Training and Development. This could involve Government interventions to encourage further economic liberalisation and promote greater privatisation of businesses. Although at the organisational level adequate training and evaluation will encourage some employees to think that their future is under review, others will realise its importance, because what other reason could there be for investing money on evaluating it? As a former employee of LISCO this researcher wanted to review the role that trainees play in the evaluation process, how evaluative data are collected after employees return to their job roles, and what difficulties management faces in evaluating courses. At LISCO it is the responsibility of individual departments to identify the training needs of their employees. The trainees' line manager identifies training needs, according to the requirements of department, and the training policy of the company. However, I would argue that surely it would be much more effective for employees to be involved in this identification, because the employees also recognise what they need from the training courses.

From the findings of this study it can be concluded that the assessment of courses and the conditions for this assessment at LISCO are in accordance with the company rules, the job rules and efficiency reports. In the company there are many criteria and conditions for an evaluation, but it is difficult for anyone to assess these criteria as they are not clearly stated. Of course continual assessment is essential, as policies designed to motivate employees to participate in training and the assessment of training needs and effectiveness will have an impact on whether training is perceived to yield positive benefits. Therefore, those organisations who wish to make the most out of their training expenditures should make it worthwhile for employees to participate in training programmes. The findings from this study suggest that companies like LISCO should consider incentivising training candidates by implementing a pay-for-knowledge system that rewards employees who acquire additional skills that allow them to do different jobs in the organisation. Additionally, on completion of a prescribed training programme candidates could automatically be considered for promotion.

Any development of employees through training is an extremely important part of change in the business environment that has to be specifically designed to improve human performance. In this study, as part of the investigation to highlight any link between the evaluation process and the individual, business performance resource based theory was employed to consider organisational economics and the strategic management within the case studied. It was also necessary to consider whether the use of human capital theory was in fact increasing productivity and improving firm performance at LISCO. A review of the literature suggested that in general any training model/policy should be based on the human capital theory and the resource-based theory of HRM and should have a significant impact on firm performance (Garcia, 2005).

It can also be concluded that at LISCO evaluation was seen by both those who provided training and those who were customers as an indicator that was of relative importance in showing to what extent the trainee understood the training session. Furthermore, it highlighted in what way they benefited from the training programme and how this benefit could reflect positively on them in their workplace. There was no particular evidence provided from the findings that indicated a serious role for evaluation in measuring or improving the return on investment. It can be concluded that trainees, their direct supervisors and managers as well as the providers of training at LISCO were all in agreement from the findings of this study that the training carried out at LISCO gave trainees the self-confidence to achieve their job and also allowed them to help other workers by giving them advice. A good atmosphere has been fostered among the employees, who in turn positively affected the productivity of their department, and there had been a reduction in the number of production line stoppages, of improved training, and trainees transferring what they have learnt in the training programmes to the workplace. These findings tend to suggest that from an organisational point of view trainees need to be sufficiently supported and encouraged to use the skills and knowledge they acquire during training programmes. Furthermore it seems reasonable to conclude that this will enhance their effectiveness and improve their performance as well as their ability to solve work problems.

In many organisations it can be management who do not believe in T&D as a function capable of contributing to improving the overall organisational performance; this perspective by managers may be justifiable given the difficulty in proving the

effectiveness of training programmes in terms of calculating the Return on Investment (ROI). Amongst the factors that contribute to any reluctance to implement evaluation is the fact that T&D benefits can take a long period of time to accrue. Additionally, there are many other intervening variables, and a great deal of other factors which can influence an employee's performance. Finally, most T&D outcomes are subjective, complex and difficult to measure. Evaluation should look at the total value of a learning event, not just at whether and how far it has achieved its learning objectives. It thereby puts the event in its wider context and provides information essential to future planning (Harrison, 2000). The context of Libya today has dramatically altered over the last few years, since the onset of the wave of political disaffection that has spread too many areas of the Arab world, but despite these changes there is still a need to progress economically, which has meant facing up to many managerial, organisational, political as well as social problems.

As a result of this study a better understanding of training and its evaluation in a large and significant state controlled Libyan organisation has been developed, which has only served to highlight the uniqueness of Libyan culture and therefore question the transferability of Western management techniques and practices, and the selection of appropriate business models to achieve the Libyan government's ambitious development goals. Although very little research was found which considered the Arab or Libyan contexts and the adaption to liberal market structures as part of a process of economic liberalisation, the theoretical models of training and evaluation have been useful in the examination of factors which can impact on the success of training in improving individual effectiveness. Furthermore, whereas commentators see training as the solution for all organisational problems, others see it merely as a cost for the organisation, in terms of both time and money. However, it is also apparent that any imposition of constraints on organisations in the form of governmentally imposed regulations coupled with ever increasing foreign and domestic competition merely serves to further highlight the strategic importance of having a committed and motivated workforce that is well trained and using training practices that are adequately evaluated.

## **6.5 Limitations of the Study**

Although this study is unique in that it has investigated the transferability of Western training evaluation practices to the Libyan environment, it was also intended to research

the use of HRD practices and the sorts of training initiatives used in various nations like Libya who are facing transition to new economic structures. Furthermore, it was also intended to investigate the effectiveness of training evaluation approaches for off-the-job training programmes in LISCO by answering how training was evaluated and aligned with business performance. The use of a purely qualitative design for this research involved the creation of researchable questions which were salient to target respondents. The explorative nature of the study method allowed control over behavioural events, and permitted a focus on contemporary phenomena, and with its cross sectional design meant that the difference between groups could be compared.

However, the qualitative analysis of the data collected from interviews with managers and professional training staff, even though they were key people who would be expected to undertake the selection and control as well as the delivery of training evaluation activities, did not go far enough. I was not able to interview senior managers within LISCO or senior employees of the state ministries that have an influence over LISCO; as a result the knowledge of LISCO's strategic approach to training is second hand, and based on the perceptions of this strategy by middle managers.

There was no quantitative research carried out for this study; it was felt that the limited access afforded to LISCO and the existence of an internally completed survey of a large number of employees and supervisors within the company would allow triangulation between sources of data to take place. There were of course difficulties with the reliance on this internal survey as it could be accused of being biased, but it was decided to take the data provided from this survey at face value and compare it with the responses of the group of managers and trainers interviewed for this study. If a multi-exploratory study approach had been conducted, perhaps of Libyan companies operating in different sectors, this could have been more appropriate and would be an interesting possibility for future research. Such a study would have allowed the investigation of training and its evaluation at a number of different organisations, by increasing the number of interviews carried out with managers and trainers and introducing a more reliable source of quantitative data collection through a questionnaire of employees and supervisors.

In any research, whether quantitative or qualitative, there is a need to demonstrate the credibility of the findings also in any kind of research approach there are strengths and weakness and this study's research method is no exception. In such an interpretivist

method of research consideration must be given to subjectivity, uncertainty, complexity and the ethical risks and danger of becoming personally involved. In the course of my research into the evaluation of training at LISCO, my previous relationship with the company was an influence on me, both in terms of clarifying a topic that I wanted to investigate and in helping me to organise and expedite my research. The choice to re-orientate towards an explorative research approach for this thesis was made based on what was needed to be found out, what information would be most useful and what credibility was hoped to be achieved.

In order to demonstrate the credibility of my research I addressed the key issues about the quality of the data collected and the appropriateness of the methods used. The quality of data and the validity of my findings are demonstrated by ‘triangulation’ of various data sources to provide results from different perspectives. Additionally, in order to further aid credibility, because transferability was not an objective, purposeful sampling was used. I achieved authenticity in this research by previously providing context in an effort to convince the reader that the narrative is presented in a coherent and authentic manner. The words and ideas of the participants are truly theirs and the interpretation of the data presents their voices, quotes are used presenting their exact words, and the participants were asked to read through the notes made at the time of interview.

Even though the use of qualitative data analysis for this research allowed in depth and often rich information to be gathered. There is a need for any subsequent research to employ the Training evaluation for transitional countries model to investigate multiple cases within Libya and throughout the region.

## **6.6 Contribution to Knowledge**

As was pointed out in the previous section, this study allowed the collection of useful data, which were then analysed thematically allowing conclusions to be drawn from the interpretation of these data. The conclusions indicate that there are gaps in the existing literature and these conclusions are now used to indicate this study’s contribution to knowledge. In this study the political and cultural factors that can affect HRD and training evaluation in an Arabic country were explored. The case studied, LISCO, appears to do what many non-Western organisations do, which is to borrow management practices from Western ones. This study is as much about, not only how

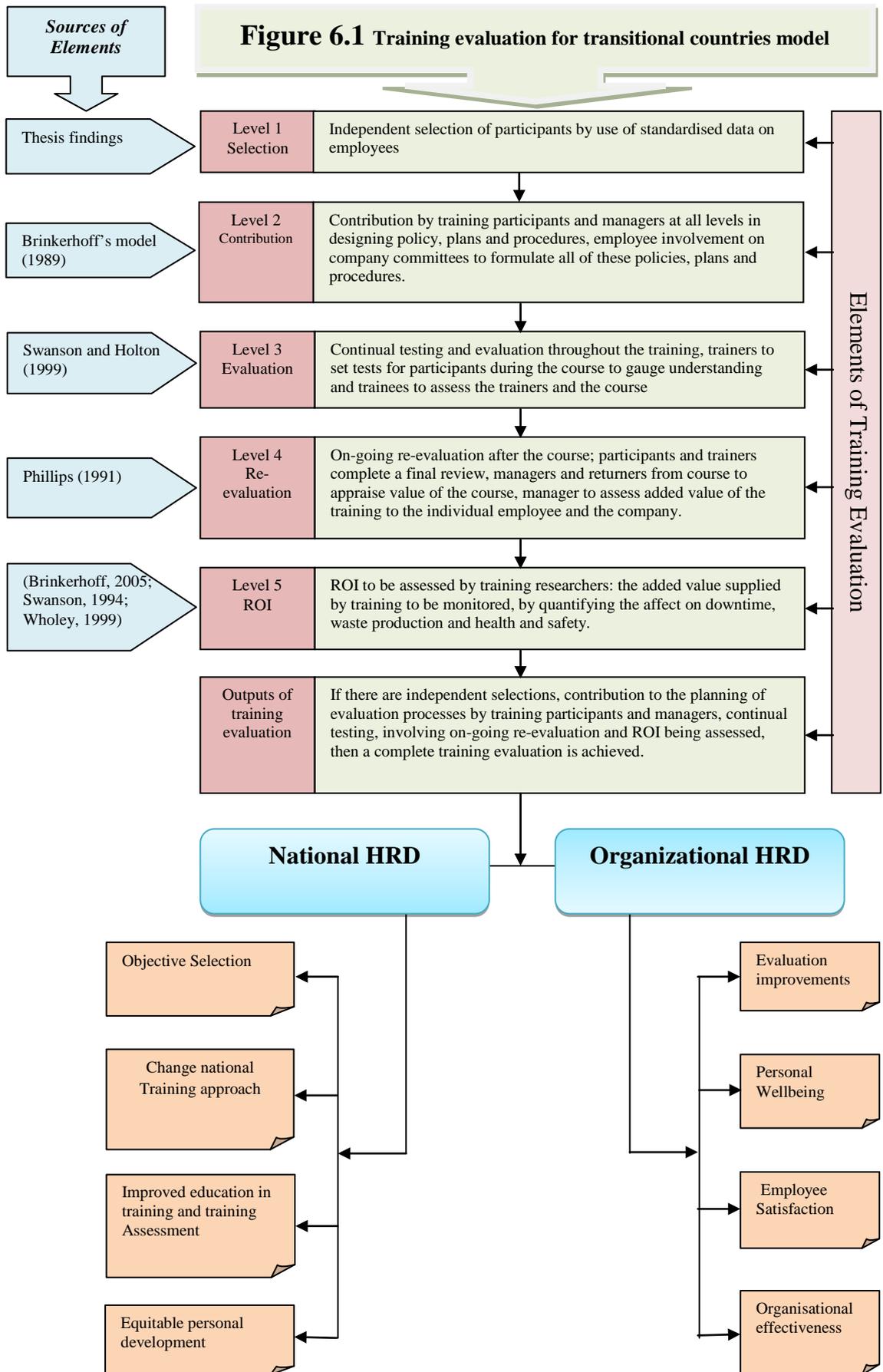
well or not the Western models of evaluation are used, but also what are the key factors/differences and therefore difficulties of using any Western model in a Libyan context.

In practical terms, this study has contributed to:

- The debate on whether national culture has an impact on organisations and their human resource management practices, in particular that of human resource development.
- The consequence of applying Western forms of training and development in particular as well as training evaluation in a Libyan organisation
- The nature of the national and organisational culture in countries like Libya means that Western developed models of training and training evaluation cannot be universally applied.
- How the Libyan context stands out.
- The conflict between Western models of training evaluation versus Libyan Culture
- National policy that could be introduced by the new Libyan government to generate some radical reforms at national, sectorial and local levels
- Describing the Training evaluation for transitional countries model for the assessment of training and evaluation in Libya and elsewhere.

Any model of training evaluation considered for Libya must combine the positive attributes of the existing Western theoretical models, which are not universal, with new elements identified from this study that are specific to the Libyan environment. There are a number of factors that must be taken into consideration; the first of these is the fact that all managers at every level within an organisation have to be more closely involved in briefing participants pre-and post-training. Next, my model suggests a change in the way that participants are selected for training activities in order to ensure that a greater proportion of those attending are the right people at the right time. Additionally, all employees should be encouraged by way of incentives to co-operate in the use of learning contracts and action plans to help integrate training into work procedures and thus ensure transfer of learning. There would of course still need to collect reaction data at it is essential to find out how satisfied trainees are with the programme, so that trainers can make any necessary revisions in their programmes in order to ensure that other trainees will be receptive to the training provided.

The explorative, qualitative data collected for this study indicate to the researcher that within the practices of training evaluation undertaken at LISCO there is a discontinuity between the expectations of practice contained in the Western models of training evaluation and the realities of practice at LISCO, which may be regarded as a representative Libyan company. If practices are influenced by culture, a model that acknowledges cultural difference is required; therefore, the proposed Training Evaluation Model for Transitional Countries, in light of the review of the literature, would comprise of two potential levels of output: National and Organisational (see Figure 6.1 below):



As a result of this study it seems to me that an effective training evaluation model cannot exist in isolation, and there is much to be done that would enable Libyan organisations to make effective use of training and its evaluation. For example, at the National Level, Government interventions are required to encourage further economic liberalisation and promote greater privatisation of businesses, as a pre-condition to ensuring a more competitive market for labour and an organisational system built on performance measurement.

There is also a pressing need to encourage the assessment of training and evaluation, particularly in terms of fundamental educational reforms, especially at tertiary level, that stresses the importance of rigour and equality in measuring performance. At an organisational level, companies within Libya that are struggling to compete in globalised markets need to realise the full potential of adequately evaluated training and development, not only for the sake of their employees' satisfaction and wellbeing, but also the wellbeing of the company, as can be seen from Figure 6.1. Organisations need to adopt a perspective on training evaluation that is consistent with a wider change in outlook which prioritises the achievement of organisational goals through an aggregate of personal achievements; in this context training and training evaluation can become aligned with organisational strategic aims.

The Training evaluation for transitional countries model derived from a number of other evaluation models, beginning with the Kirkpatrick model. My research indicated that the Kirkpatrick Model consisted of four levels: Level One is concerned with assessment of training participants' reaction to the training program. Level two involved identifying quantifiable indicators of the learning that had taken place during the course of the training, mainly known as learning measures. In Level Three behaviour outcomes address either the extent to which knowledge and skills gained in training are applied on the job or result in exceptional job-related performance. Level Four is where outcomes are achieved, these outcomes are intended to provide some measure of the impact that training has had on the organisation's broader goals and objectives.

However, the Kirkpatrick model does not focus on pre-training measures, rather it considers measuring the behavioural change of the learners post-training. Moreover, it assumes that tasks such as selection and evaluation of performance will always be performed impartially and in the best interests of the organisation. Subsequent

researchers have built on Kirkpatrick's foundations: Hamblin's (1974) evaluation model and Phillips's (1991) model add 'return on investment' (ROI) or economic value as a fifth level to Kirkpatrick's model. In Brinkerhoff's model (1989) two preliminary stages were added to Kirkpatrick's four levels to provide formative evaluation of training needs and the design of training. Swanson and Holton (1999) wanted to assess training outcomes in six areas: supervisor-manager perceptions, participant perceptions, knowledge learning, expertise learning, performance results, and financial performance. Kirkpatrick's model does not explicitly include an economic analysis in his fourth level but clearly indicates that organisational outcomes be evaluated to assess the worth of the intervention. Most theorists, although not all, agree that training evaluation must demonstrate improved performance and financial results (Brinkerhoff, 2005; Swanson, 1994; Wholey, 1999).

In the Training evaluation for transitional countries model the work of all these theorists was considered and their influence is evident in some aspects of the model.

However in my model, Level One is primarily influenced by the findings of this study, and is concerned with the independent and equitable selection of participants by use of standardised data on employees. This specification is due to the degree of nepotism and tribalism which exists in Libya, and is designed to overcome the tendency to award training to employees as a form of reward or favour to individuals who are known to or related to managers; this tendency was confirmed by the research participants in my study and Level One is designed to make trainee selection an objective, strategically aligned process.

Level Two notes the need for a contribution by training participants as well as managers at all levels in designing policy, plans and procedures. Brinkerhoff (1989) recommends employee involvement on company committees that meet to formulate all of these policies, plans and procedures and the findings of this study indicate that trainee input into training evaluation is minimal (mostly confined to a simple, post-training satisfaction survey), while their input to training design is non-existent. The greater involvement of employees from outside the training department in designing training would help to keep programmes relevant and up to date with the needs of the whole organisation. Furthermore, employee involvement in the design of training will add to the level of engagement workers feel with the process and make trainees more motivated to attend training and benefit from it.

In Level Three a need for continual testing and evaluation throughout the training process is identified; this is related to the recommendation that trainers need to set tests for participants during the course to gauge understanding of trainees, who are then also expected to assess the trainers and the course. This element of participant evaluation of their own training and trainers is associated with Swanson and Holton (1999).

In Level Four there is a need for ongoing re-assessment and evaluation after the course in which participants and trainers complete a final review, and involve managers and returners from a course in appraising the value of the course. This need was identified from the finding that participants felt un-empowered by their training and from the initiative in Phillips's (1991) model to include an assessment of added value by the trainees themselves. Additionally, managers need to assess any added value from the training to the individual employee and the company.

As a means of accurately assessing added value from training, Level Five is concerned with return on investment (ROI); building on the models of Brinkerhoff (2005), Swanson (1994) and Wholey (1999) it adds an additional level that requires organisations to quantify training benefits. In the current Libyan context the findings indicate that this assessment of added value needs to be assessed independently by training researchers. This independent view will assist in calculating the added value supplied by training as it should monitor and quantify the effect any training has had on downtime, waste production and health and safety.

The Training evaluation for transitional countries model is intended to have a practical application, and allow organisations to assess their own progress in improving training evaluation. Of course, it is possible that some companies do some of the things required at Levels Two and Three, for example, but do not select their trainees objectively. In this case they are not able to account themselves to be acting at Level One of the Training evaluation for transitional countries model and must address this issue as a priority. This point represents a major contribution of this study, because the objective, unbiased selection of trainees for training based on organisational and departmental strategic priorities is a crucial step for Libyan companies to embrace, and one that the literature suggests has implications for training and training evaluation throughout the Arab world.

In using the Training evaluation for transitional countries model, a company or industry grading itself at each level would indicate their progression towards achieving an

adequate and all-encompassing training evaluation system. In the final level of the Training evaluation for transitional countries model , if there is truly independent selection of candidates for training and a contribution to the planning of evaluation processes by training participants and managers as well as continual testing and evaluation involving on-going re-assessment and evaluations, and if ROI is assessed, then an organisation will have achieved a level of training evaluation that can have positive outputs both organisationally and nationally.

Anyone researching a particular company or industry to grade that company or industry and assess their success in implementing training and its evaluation must be aware of the potential outputs of a new model designed to improve training evaluation. In this study the Training evaluation for transitional countries model was designed to show not only the levels of training evaluation that analysis of the findings based on literature indicated were necessary, but also the potential benefits in the form of outcomes that might result from the model's adoption.

Moreover, the more organisations adopt the various levels of the model, the greater its effect will be, especially at the national level.

Among the positive outcomes of the model's adoption at organisational level are: improvements in evaluation based on organisational strategic aims; improved personal wellbeing of workers as they become more empowered and a greater contributor to their own training. This will lead to more satisfied workers whose potential is recognised and whose achievements are rewarded, and result in greater organisational effectiveness as training outcomes contribute to organisational goals. On the national side the benefits are more difficult to predict and less measureable, but it is expected that as part of a general change in organisational systems reflective of a transitional economy, the model should result in the objective, unbiased selection of candidates for all kinds of opportunities, not only training.

The Training evaluation for transitional countries model would also contribute to a national approach to training that measures added value and achieves a fundamental shift in the national perspective on training, including at educational level, from seeing it as a cost to seeing it as an opportunity. Nationally, it may also contribute to more equitable personal developments if selection, input to training and assessment of training are all fair, more talented individuals will progress faster based on merit and performance.

The Training evaluation for transitional countries model, if it is to be effective, needs to be part of the development of the national economy on the journey to becoming more liberalised. However, privatisation does not create more equitable organisations on its own. It is systems like the Training evaluation for transitional countries model that will change organisations and make them more based on performance and return on investments rather than personal relationships and decisions based on incomplete data. It is likely that Libya will continue its transition to becoming a more liberalised economy, and its organisational characteristics will change as a result; the Training evaluation for transitional countries model has the potential to be both a contributing factor to this process and a measure of its progress.

Systems for managing change such as the Training evaluation for transitional countries model can ensure that organisations survive and thrive in a competitive marketplace by introducing objectivity and performance measurements into decision making. It is hoped that the model will assist academics and practitioners in HRD to assess training and training evaluation. In particular it is hoped the model will assist countries like Libya, which are in transition, to assess their national and organisational HRD, for by doing so they can develop the human resources of their organisations and the country as a whole.

### **6.7 Personal reflection on the interpretive research process**

As explained in the introduction, I have undertaken this research in order to make a contribution to the understanding of training evaluation in Libya, and in transitional countries in general. However, in terms of the research subject, I have tried to explain my relationship to the research subject (LISCO) and the influence, my relationship to the company and to Libyan culture, has had on the research and its findings. In completing the study, it is also useful to reflect on the entirety of the research process and how it has changed me as an individual and as a researcher.

On my arrival in the UK I was an experienced university lecturer and I had some research experience, having completed an MBA in Egypt. In conducting the primary research for my MBA I was interested in identifying types of leadership behaviour and my data were collected through questionnaires employing a Likert scale. The data were therefore quantitative in nature and were analysed statistically to produce percentages and proportions; my research philosophy was consequently positivist. This had an

influence on my initial approach on my arrival in the UK, and my transition to an interpretivist approach in this research required a re-evaluation of my methods and way of thinking. Moreover, all of the work I had done on my MBA was in Arabic, and the ideas I was familiar with had been absorbed and interpreted by me in that language. Therefore, the interpretive approach was foreign to me not only in its novelty and difference from my previous research experience, but also in terms of the language I had to comprehend it in. As a result, my greatest challenge was to improve my level of English skill, which was at the time very low. I believe that English is the crucial tool for the modern researcher, and without a good competence in this language it is very difficult to stay current with new ideas in almost any area of human development. Therefore, much of my first year in the UK was spent improving my English language skills and beginning to understand the British approach to academic study. On starting my studies in the UK it was clear to me that I faced a difficult task to raise my English level to what was required for a PhD level study; however, there was good support available and I progressed quickly. It was also clear to me that the access to information afforded at the University of Gloucestershire was much greater than anything I had experienced before. In developing countries such as Libya, the access to information is determined by the resources of the institution; research is conducted manually from books, and the breadth of knowledge available is much more limited and technology is used much less in universities. When I arrived in the UK the range of sources available to me through the internet opened my eyes to the latest research in my field; this was positive in the sense that it enabled me to become familiar with the latest thinking on my area of interest from around the world, but also meant that I needed to acquire many new skills, especially in the use of information technology. In addition, the courses provided on research methodology was also helpful and presented new approaches that I had not previously considered in conducting research. Once I had these skills, the access they afforded to journal databases and other sources of academic research expanded the horizons of my research and I began to see that an interpretivist approach with a qualitative methodology could provide me with the answers I was seeking. This in turn required the acquisition of other new skills, particularly in how to compile and conduct an interview and how to analyse qualitative data. Again, the support available to learn these skills was good, but it was still a time consuming and difficult task when combined with the other requirements of my study; however, these skills are now a valuable resource that I can take back to Libya and pass on to students and the academic

environment there. These skills will also enable me to publish articles and attend conferences around the world confident that my material will be respected by my peers.

I was also assisted by the three research seminars organised by the university, at which I presented my research to a group of fellow PhD students and academic staff and answered questions of the justification for my study and the approach taken. The choice made was of an explorative study method involving the collection of qualitative data; in this way the researcher made multiple perspectives accessible through the investigation of a particular topic in a specific environment, namely training evaluation in LISCO. Furthermore, the qualitative approach allowed the documentation of participant perspectives, engaged them in the process, and represented their different interests and values (Simons, 2009). The advantage of this approach had been made apparent by the input I received in the UK on alternative research methods, and in interviewing the participants I was able to investigate Western approaches to training evaluation in a cultural context entirely different from the one familiar to the developers of these models. In addition, I was this able to draw on my own familiarity with the culture and company I was investigating, with the advantage of an academic perspective more advanced than I would have been able to obtain had I only studied in Libya.

When I began my PhD project, I decided that the area that most interested me was one that had attracted my attention during my time as a researcher and lecturer in Libya. I was aware that the gap between what I knew and developments I was reading about in training evaluation in the wider world and what was happening in this area in Libya was very wide. I therefore decided that it would be useful to compare Western models of training evaluation to the reality of how this function was performed in a representative and influential Libyan company of strategic importance. While I focused on the Kirkpatrick model primarily in terms of building a conceptual model of Western perspectives on training evaluation, this was only a benchmark against which to measure Libyan practice, and I also took account of other Western models in terms of the practices they advocated as a means of evaluating Libyan practices in training evaluation.

As soon as I began my research process, it became clear to me that although improving my English was one of the biggest challenges I faced, this was just a means to conducting research. In this sense, my relative lack of English skill also represented a barrier to understanding the range of research philosophies and therefore approaches

available to me. Therefore, as my level of English increased, so I was able to understand and choose between different research philosophies I was already familiar with from my previous experience as a researcher and lecturer in Arabic. The literature review for my study was particularly challenging, and I had to contend with assimilating abstract ideas of research methodology into a second language when I began to design my research. However, as the development of my methodology progressed, I also realised that the bilingual nature of my research gave it certain strengths that other projects might not have. While I found the literature difficult as most of the materials I was drawing on were in English, I was also aware that I would be conducting my primary research in Arabic, and that I would be operating in a language and a culture that were native to me and of which I had a comprehensive and culturally deep knowledge. Therefore, I was confident that while it would be necessary to express my findings and the conclusions I derived from them in English, the task of understanding and creating meaning with the participants (Lincoln & Guba, 2004) would be achieved in my own language. This was a big encouragement to me in the early stages of my research and helped to keep me motivated to put in the hard work and many hours required to complete my review of relevant literature.

I was aware from this reading of the literature that there were reasons for Libya's apparent failure to keep pace with developments in training evaluation elsewhere (including economic sanctions, intellectual disengagement and an unwillingness to teach English in Libyan education) but I was also interested to know whether a movement to improve training evaluation independent of changes elsewhere was underway. In investigating this area I was curious to compare my own country and my former employer to the wider knowledge of HRM/HRD practices my academic study had given me. Attempting this comparison, I was aware that I was in a partnership to create meaning, and that the participants I would discuss these issues with, were vital to my study's success; I therefore had to be aware that my knowledge of their company and culture might make me inclined to prejudge a line of enquiry, or direct participants towards certain findings that I may have subconsciously wanted to uncover.

In creating meaning with the participants I needed to be aware that my position as an academic gave me no special insight into the phenomenon of training evaluation at LISCO and that my task was to listen and synthesise the data presented to me. My reading of the literature on qualitative research persuaded me that value judgements pervade all aspects of conducting research, and that it is not possible to escape the

influence of one's background, only to be aware of it and reveal it as fully as possible in writing about your research. Lincoln and Guba (2004, p. 25) refer to "the ideology-boundedness of public life and the enculturation processes that serve to empower some social groups and classes and to impoverish others", and I was mindful of the need to produce research that would not merely compare Libyan practice to Western theory and find it inferior, but to make an honest comparison and to present my findings in a transparent manner to ensure the validity of my research and the recommendations I make as to the future development of training evaluation at LISCO, and in Libya as a whole, through my conclusions and the Training evaluation for transitional countries model (see figure 6.1).

The issue of the two languages (English and Arabic) continued through the design of the pilot study and into the construction of a research tool for the main phase of data collection. The methodology chapter describes this process in detail, but it is perhaps useful to reflect here on the value of a good translator in facilitating my aims and objectives in conducting the research. The translator I had was very competent in both languages, and took the time to work closely with me in constructing the English sentences that expressed the meanings I had collected. Therefore, in a sense this translator became a further participant in the construction of meaning, albeit a passive one. His task was to question me on my data until I was satisfied that the ideas he expressed in his translation were as close as possible to the meanings I constructed in the interview process with the participants.

The experience of conducting the pilot study convinced me that the interview process was the correct one to attain data that would meet my research aims, but I also realised that the level of shared understanding I had with the participants in terms of my knowledge of LISCO and the environment in which it functioned was large enough for me to move a little beyond the interview format and to conduct guided conversations instead. This form of data collection gives a greater degree of control to the participant in choosing the topic to be discussed and allows the researcher to take a more cooperative role in the construction of meaning; I appreciated the freedom of this form of interview and found that it helped to relax participants and made them feel more confident that their voice was being listened to and their opinions valued. Moreover, the use of a guided conversation format allowed me to take account of non-verbal signals such as body language, facial expressions and implications of certain omitted information. My familiarity with Libyan culture enabled me to be sensitive to when my

questions were perhaps becoming uncomfortable to a participant and when I needed to move on to new topic to avoid alienating the participant. Conversely, when participants showed eagerness or enthusiasm I could tell that I was in an area where rich data could be collected and that supplementary questions were appropriate and would be welcomed.

In my position as an interpretive and reflexive researcher it was also necessary for me to consider the role of culture in the research process I was going to conduct. In a sense my research is culturally divided; on the one hand, I am conducting it under the supervision of a British university and expressing its findings and conclusions in the English language and according to the conventions of a British academic approach. On the other hand, the researcher, a Libyan and former employee of LISCO, collected data in an Arab speaking context and therefore benefited from a cultural affinity to the object of the research and the participants who offered the data on which the research findings are based. As Schwandt (2007, p.11) observes “the investigator cannot help but always be situated relative to (and cannot escape) social circumstances such as the web of beliefs, practices, standpoints, and the like that he or she has learned as ways of living and grasping the world”. Thus, in offering an interpretation of the data collected by this study I had to be aware that while my background as a Libyan and LISCO employee gives me the benefit of greater insight, it was necessary for me to reflect on these connections to appreciate how they would influence my interpretive process in order to maintain the closest approach to objectivity possible in a qualitative study. For example, data collected for this study suggest that employees feel un-empowered, which is a cultural sub-factor in the outcome of this study, a model for training evaluation in Libya to be known as the Training evaluation for transitional countries model.

When the process of conducting the guided conversations that would collect the data central to my study began I was able to feel confident that my preparation was good and that I had the skills necessary to achieve my study aims. My extensive reading of literature on the conduct of interviews (Miles and Huberman, 1994; Kelley et al., 2003; Silverman, 2011) together with the support I received from my supervision team had made me confident that I had the skills and knowledge to conduct successful interviews, and that my chosen format of guided conversations was most appropriate to me as a researcher and to my relationship to the research subject. In the sense that critical thinking skills are developed by the British academic system this was a great advantage

to me, because I was confident to allow participants to discuss the areas of most interest to them and giving them the time and freedom to discuss matters that were not specifically mentioned in my questions. Furthermore, in reflecting on my learning experience during my PhD I am determined that in my academic position in Libya I will give the students under me the freedom to design and conduct primary research for themselves, as a way of opening their minds to the skills of critical analysis primary research requires and the range of approaches available to investigate different phenomena. There is likely to be resistance to this idea, both from students and possibly from other academic staff, but Libyan university students need to move beyond a 'learning-by-rote' system and begin to acquire investigative skills of data collection and analysis rather than simply trying to absorb knowledge.

In this study, once the data were collected the task of analysis began, and the details of how this was achieved are in the methodology chapter. However, on reflection it was certainly the case that being a member of the same society and sharing a culture with the participants was a great advantage in collecting the data and interpreting it afterwards. Just as Hollinshead and Michailova (2001, p. 390) pointed out that the version of Western capitalism being "presented to post-socialist audiences was frequently an idealized one", I began to realise that the picture I had constructed of training evaluation in Libya from the perspective of Western derived criteria was not as negative as I had imagined it would be, and that in fact LISCO had made considerable advances in training evaluation since my own time at the company as an employee. Some of the weaknesses that existed were encultured weaknesses; they were the result of the influence of Libyan society on the workplace, and in many cases the participants were aware of these weaknesses and were working to overcome them. The strength of Libyan society is that it is very supportive; nobody has to feel alone and those who have made mistakes are helped by their support network of tribe and family. However, with this support comes a responsibility to offer help when you have the opportunity to do so and this leads to situations where someone in authority feels obliged to help another person because of a perceived loyalty to them as a result of a family, city or tribal relationship. It is my observation, given informally and not as one of the findings of this study, that given the opportunity many Libyans in positions of influence would gladly avoid these responsibilities and a model of training evaluation that makes the process of training selection more objective should receive support in Libya for this reason.

Reflecting on the entirety of the research process and the effect it has had on my development as a person, a researcher and as a teacher, I believe that the experience of undertaking a PhD in the UK will be of enormous value to me when I restart my career as an academic. I have been very satisfied with the educational system in the UK, and I have valued the demands it place on me to become an independent researcher but also the support and guidance it offered to enable me to do this. As a teacher I will seek to encourage students to develop their own knowledge of their subject, with guidance, as I have found this to be a very empowering aspect of my own study. In terms of the future of my own research and of this study, I intend to take my findings back to Libya and present my model of training evaluation as a tool that can be of practical benefit to companies in the country.

Furthermore, I hope that my findings can have some influence on training evaluation in Libya as a whole, and through the organisation of conferences, seminars and presentations I hope to be able to convince other Libyan organisations of the benefits of the Training evaluation for transitional countries model , and to encourage students and researchers entering into the world of work to consider how they can bring about the changes necessary to strengthen training evaluation systems in their new employers. In addition, I will encourage students under my supervision to continue research into training and its evaluation as part of an effort to make a contribution to this area in Libya and other transitional countries.

## References

- Abbas, J. A. (1990). Management theory in a transitional society: The Arab's experience. *International Studies of Management and Organisation*, 20(3), 7-27.
- Abbas, J. A., Abdul, A. T., & Krish, S. K. (1997). Individualism, Collectivism, and Decision: Styles of managers in Kuwait. *The Journal of Social Psychology*, 137(5), 629-637.
- Abdalla, I., & Al-Homoud, M. (1995). A survey of management training and development practices in the state of Kuwait. *Journal of Management Development*, 14(3), 14-25.
- Abdalla, H., Maghrabi, A., & Raggad, B. (1998). Assessing the perceptions of human resource managers toward nepotism: A cross-cultural study. *International Journal of Manpower*, 19(8), 554-570.
- Achoui, M. M. (2009). Human resource development in Gulf countries: An analysis of the trends and challenges facing Saudi Arabia. *Human Resource Development International*, 12(1), 35-46.
- Adler, J., & Jelinek, M. (1986). Is organisation culture bound? *Human resource Management*, 25(1), 73-90.
- Afiouni, F. (2013). Human capital management: A new name for HRM? *International Journal of Learning and Intellectual Capital*. 10(1), 18-34.
- Agnaia, A. A. (1996). Assessment of management training needs and selection for training: The case of Libyan companies. *International Journal of Manpower*, 17(3), 31-51.
- Agnaia, A. A. (1997). Management training and development within its environment: The case of Libyan industrial companies. *Journal of European Industrial Training*, 21(3), 117-123.

- Al-Ajiouni, M. M., Athamneh, S. M. H., & Jaradat, A. A. (2010). Methods of evaluation training techniques. *International Research Journal of Finance and Economics*, 37, 55-65.
- Al-Athari, A., & Zairi, M. (2002). Training evaluation: An empirical study in Kuwait. *Journal of European Industrial Training*, 26(5), 241-251.
- Al-Faleh, M. (1989). Culture influence on Arab management development: A case study of Jordan. *Journal of Management Development*, 6(3), 19-33.
- Al-Hamadi, A. B., Budhwar, P. S., & Shipton, H. (2007). Management of resources in Oman. *The international Journal of Human Resource Management*, 18(1), 100-13.
- Almhdie, A., & Nyambegera, S. M. (2004). HRM in Libya, In K. N. Kamoche, Y. A. Debrah, F. M. Horwitz & G. N. Muuka (Eds.), *Managing human resources in Africa*, (pp. 170-181). London: Routledge.
- Al-Saigh, N. (1986). Public administration and administrative reform. In Al-Saigh (Ed.), *Administrative Reform in the Arab World* (pp. 13-43). Readings Amman, Jordan: Arab Organization of Administrative Sciences.
- Altarawneh, I. (2009). Training and development evaluation in Jordanian banking organisations. *Research and Practice in Human Resource Management*, 17(1), 1-23.
- Alliger, G. M., Tannenbaum, S. I., Bennett, W., Traver, H., & Shotland, A. (1997). A meta- analysis of the relations among training criteria. *Personnel Psychology*, 50, 341-358.
- Armstrong, M. (2011). *Armstrong's Handbook of Strategic Human Resource Management* (5<sup>th</sup> ed.). London: Kogan Page.
- Ashton, D., Green, F., Sung, J., & James, D. (2002). The evolution of education and training strategies in Singapore, Taiwan, and South Korea: A development model of skill formation. *Journal of Education and Work*, 15(1). 5-30.

- Atiyah, H. (1993). Management development in Arab countries: The challenges of the 1990s. *Journal of Management Development*, 12(1), 3-12.
- Bae, J., & Lawler, J. J. (2000). Organizational and HRM strategies in Korea: Impact on firm performance in an emerging economy. *Academy of Management Journal*, 43(3), 502-518.
- Banutu-Gomez, M. B. (2002). Leading and managing in developing countries: Challenges, growth and opportunities for the twenty-first century organizations. *Cross Cultural Management*, 9(4), 29-41.
- Bates, R. (2004). A Critical analysis of evaluation practice: The Kirkpatrick Model and the principle of beneficence. *Evaluation and Program Planning*, 27(3), 341-345.
- Becker, B. E., Huselid, M. A., & Ulrich, D. (2001). *The HR Scorecard: Linking People, Strategy and Performance*. Boston: Harvard Business School Press.
- Bernadin, J. H. (2003). *Human Resource Management: An Experiential Approach*. New York: McGraw-Hill.
- Bober, C. F., & Bartlett, K. R. (2004). The utilization of training program evaluation in corporate universities. *Human Resource Development Quarterly*, 15(4), 36-83.
- Bowen, D. E., & Ostroff, C. (2004). Understanding HRM-firm performance linkages: The role of the “strength” of the HRM system. *Academy of Management Review*, 29(2), 203-221.
- Boud, D. (2001). Using journal writing to enhance reflective practice. *New Directions for Adult and Continuing Education*, 90, 9-17.
- Bramley, P. (2003). *Evaluating Training* (2<sup>nd</sup> ed.). London: Chartered Institute of Personnel and Development.

- Branine, M. (2011). *Managing Across Cultures: Concepts and Policies*. London: Sage Publications Ltd.
- Bratton, J., & Gold, J. (1999). *Employee Relations*. London: McMillan Press.
- Brewster, C., Sparrow, P., & Harris, H. (2005). Towards a new model of globalizing HRM. *International Journal of Human Resource Management*, 16(6), 949-970.
- Brewster, C., Wood, G., Brookes, M., & Van Ommeren, J. (2006). What determines the size of the HR function? A cross-national analysis. *Human Resource Management*, 45(1), 32-42.
- Brinkerhoff, R. (1988). *Achieving Results from Training*. San Francisco: Jossey-Bass.
- Brinkerhoff, R. (2005). The success case method: A strategic evaluation approach to increasing the value and effect of training. *Advances in Developing Human Resources*, 7(1), 86-102.
- Briscoe, D., Schuler, S., Tarique, I. (2012). *International Human Resource Management Policies and Practices for Multinational Enterprises* (4<sup>th</sup> ed.). London: Routledge, Taylor & Francis Group.
- Bryman, A. (2001). *Social Research Methods*. Oxford: Oxford University Press.
- Bryman, A., & Bell, E. (2011). *Business Research Methods*. (3<sup>rd</sup> ed.). Oxford: Oxford University Press.
- Buck, T., & Shahrim, A. (2005). The translation of corporate governance changes across national cultures: The case of Germany. *Journal of International Business Studies*, 36, 42-61.
- Budhwar, P. S., & Debrah, Y. A. (2005). International HRM in developing countries. In H. Scullion & M. Lineham (Eds.), *International HRM in the 21st Century* (pp 259-277). London: Palgrave MacMillan.

Budhwar, P., & Mellahi, K. (2007). Introduction: Human resource management in the Middle East. *International Journal of Human Resource Management*, 18(1), 2-10.

Buck, T., Filatotchev, I., Demina, N., & Wright, M. (2003). Insider ownership, human resource strategies and performance in a transition economy. *Journal of International Business Studies*, 34, 530-549.

Buyens, D., & De Vos, A. (2001). Perceptions of the value of the HR function. *Human Resource Management Journal*, 11(3), 70-89.

Chan, L. L. M., Shaffer, M. A., & Snape, E. (2004). In search of sustained competitive advantage: The impact of organizational culture, competitive strategy and human resource management practices on firm performance, *IJHRM*, 15(1), 17-35.

Chaudron, D. (1996). Training Effectiveness - Don't Overload the Horse. *HR Focus*, January, 10-11.

Cheatle, K. (2001). *Introduction to Human Resource Management*. Hampshire: Palgrave.

Chimote, N. K. (2010). Training programs: Evaluation of trainees' expectations and experience. *IUP Journal of Organizational Behaviour*, 9(3), 28-47.

Cho, E., & McLean, G. N. (2004). What we discovered about NHRD and what it means for HRD. *Advances in Developing Human Resources*, 6(3), 382-93.

Clark, K. C. (2000). Four architectures of instruction. *Performance Improvement*, 39(10), 31-38.

Collis, J., & Hussey, R. (2003). *Business Research: A Practical Guide* (2<sup>nd</sup> ed.). Hampshire: Palgrave Macmillan.

Committee of Evaluation the industrial Companies Situation. (1994). Department of Manpower: Tripoli.

- Costa, G., & Giannecchini, M. (2005). *Risorse Umane*. Milan: McGraw-Hill.
- Cox, B., Estrada, S. D., Lynham, S. A., & Motii, N. (2005). Defining human resource development in Morocco: An exploratory inquiry. *Human Resource Development International*, 8(4), 435-447.
- Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. London: Sage Publications.
- Dale, B. J. (2002). European quality challenges for the new millennium. *Measuring Business Excellence*, 6(4), 28-32.
- Douglas, S. P., & Craig, C. S. (1983). Examining performance of U.S. multinationals in foreign markets. *Journal of International Business Studies*, 14(3), 51-62.
- Easterby-Smith, M., Thorpe, R., & Lowe, A. (2002). *Management Research* (2<sup>nd</sup> ed.). London: Sage Publications.
- Erez, M. (2004). Make management practice fit the national culture. In E. A. Locke (Ed.), *Handbook of principles of organizational behavior* (pp. 418-431). Oxford: Blackwell Publishing.
- Fatehi, K. (1996). *International Management: A Cross Culture Approach*. New Jersey: Prentice Hall Inc.
- Friedman, T. (2005). *The World Is Flat*. New York, NY: Farrar, Straus and Giroux.
- Garavan, T.N., O'Donnell, D., McGuire, D., & Watson, S. (2007). Exploring perspectives on human resource development: An introduction. *Advances in Developing Human Resources*, 9(1), 3-10.
- Garcia, M. U. (2005). Training and business performance: The Spanish case. *The International Journal of Human Resource Management*, 16(9), 1691-1710.

- Giangreco, A., Sebastiano, A., & Peccei, R. (2009). Trainees' reactions to training: An analysis of the factors affecting overall satisfaction with training. *The International Journal of Human Resource Management*, 20(1), 96-111.
- Goldstein, I. & Ford, J. K. (2002). *Training in Organizations*. (4<sup>th</sup> ed.). Belmont, CA: Wadsworth.
- Gollan, P. J., & Wilkinson, A. (2007). Contemporary developments in information and consultation, *International Journal of Human Resource Management*. 18(7), 1133-1144.
- Gomez-Mejia, L. R., Balkin, D. B., & Cardy, R. L. (2004). *Managing Human Resources*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Gómez-Mejia, L. R., Balkin, D. B., & Cardy, R. L., (2012). *Managing Human Resources* (7<sup>th</sup> ed.). USA: Prentice Hall.
- Griffin, R. P. (2010). Means and ends: Effective training evaluation. *Industrial and Commercial Training*, 42(4), 220-225.
- Guest, D. (1987). Human resource management and industrial relations. *Journal of Management Studies*, 24(5), 503-521.
- Hamlin, B., & Stewart, J. (2011). What is HRD? A definitional review and synthesis of the HRD domain. *Journal of European Industrial Training*, 35(3), 199-220.
- Habison, F., & Myers, C. A. (1964). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. New York, NY: McGraw-Hill.
- Harrison, R. (2002). *Employee Development*. (2<sup>nd</sup> ed.). London: CIPD.
- Hayton, J. C. (2003). Strategic human capital management in SMEs: An empirical study of entrepreneurial performance. *Human Resource Management*, 42(4), 375-391.

Hofstede, G. (1991). *Culture and Organization: Software of the Mind*. London: McGraw-Hill.

Hofstede, G. (1994). The Business of international business is culture. *International Business Review*, 3(1), 1-14.

Hofstede, G., & Hofstede, G. J. (2005). *Cultures and Organizations: Software of the Mind* (2<sup>nd</sup> ed.). New York, NY: McGraw-Hill.

Hollinshead, G., & Michailova, S. (2001). Blockbusters or bridge-builders? The role of Western trainers in developing new entrepreneurialism in Eastern Europe. *Management Learning*, 32(4), 419-436.

Holman, D., Wall, T., Clegg, C., Sparrow, P., & Howard, A. (2003). *The new work place: A guide to the human impact of modern working practices*. Chichester: John Wiley & Sons.

Holton, F. I., Bates, I. A., & Naquin, S. S. (2000). Large-scale performance-driven training needs assessment a case study. *Public Personnel Management*, 29(2), 249-267.

Holton, E. F., & Naquin, S. (2005). A critical analysis of HRD evaluation: Models from a decision-making perspective. *Human Resource Development Quarterly*, 16(2), 257-279.

Hoskisson, R. E., Eden, L., Ming Lau, C., & Wright, M. (2000). Strategy in emerging economies. *Academy of Management Journal*, 43(3), 249-267.

Hyvonen, S., & Tuominen, M. (2007). Channel collaboration, market orientation and performance advantages: Discovering developed and emerging markets. *International Review of Retail, Distribution and Consumer Research*, 17(5), 423-445.

IMF. (2003). *IMF Country Report No. 03/327*. Washington, D. C. International Monetary Fund. Available at (accessed 22/12/2012):  
<http://www.imf.org/external/pubs/cat/longres.aspx?sk=16952.0>

- Jackson, T. (2002). The management of people across cultures: Valuing people differently. *Human Resource Management, 41*(4), 455-475.
- Jackson, S. E., & Schuler, R. S. (2007). Understanding human resource management in the context of organizations and their environments. In R. S. Schuler & S. E. Jackson (Eds.), *Strategic Human Resource Management* (pp 23-48). Oxford: Blackwell
- Johnson, P., & Duberley, J. (2003). Reflexivity in management research. *Journal of Management Studies, 40*(5), 1279-1303.
- Kamoche, K. N., Debrah, Y. A., Horwitz, F. M., & Muuka, G. N. (2004). *Managing Human Resources in Africa*. London: Routledge.
- Katou, A. A., & Budhwar, P. S. (2006). Human resource management systems and organizational performance: A test of a mediating model in the Greek manufacturing context. *International Journal of Human Resource Management, 17*(7), 1223-1253.
- Kearns, P. (2005). *Evaluating the ROI from Learning: How to Develop Value-based Training*. London: Chartered Institute of Personnel and Development.
- Kearns, P. (2010). *Creating Business Strategy with Human Capital*. London: Elsevier.
- Kirkpatrick, D. L. (1967). Evaluation of training. In R. L. Craig & L. R. Bittel (Eds.), *Training and Development Handbook* (pp. 87-112). New York: McGraw-Hill.
- Kirkpatrick, D. L. (1994). *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler.
- Kostova, T., & Roth, K. (2002). Adoption of an organizational practice by subsidiaries of multinational corporations. *Academy of Management Journal, 45*(1), 215- 233.
- Kraiger, K., Mc Linden, D., & Casper, W. J. (2004). Collaborative planning for training impact. *Human Resources Management, 43*(4), 337-51.

Kuruville, S., Erickson, L., & Hwang, L. (2002). An assessment of the Singapore skills development system: Does it constitute a viable model for other developing countries? *World Development*, 30(8), 1461-1476.

Langley, A., Kakabads, N. K., & Swailes, S. (2007). Strategy development in a transitional economy: The case of LEK. *Strategic Change*, 16(4), 161-176.

Leat, M., & El-Kot, G. (2007). HRM practices in Egypt: The influence of national context? *International Journal of Human Resource Management*, 18(1), 147-158.

Lee, M. (2007). Human resources development from a holistic perspectives. *Advances in Developing Human Resources*, 9, 97-110.

Lee, S. H., & Pershing, J. A. (2002). Dimensions and design criteria for developing training reactions evaluations. *Human Resources Development International*, 5(2), 175-197.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications.

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. In D. D. Williams (Ed.), *Naturalistic Evaluation: New directions for program evaluation*. San Francisco: Jossey-Bass.

Lindholm, N. (2000). National culture and performance management in MNC subsidiaries. *International Studies of Management & Organization*, 29(4), 45-66.

Littrell, R. F., & Valentin, L. N. (2005). Preferred leadership behaviours: Romania, Germany, and the UK. *The Journal of Management Development*, 24(5), 421-442.

Lok, P., & Crawford, J. (2004). The Effect of organisational culture and leadership style on job satisfaction. *The Journal of Management Development*, 23(3/4), 321-338.

- Lynharn, S. A., & Cunningham, P. W. (2006). National human resource development in transitioning countries in the developing world: Concept and challenges. *Advances in Developing Human Resources*, 8(1), 116-135.
- Mankin, D. (2009). *Human Resource Development*. Oxford: Oxford University Press.
- Mann, S., & Robertson, I. T. (1996). What should training evaluations evaluate? *Journal of European Industrial Training*, 20(9), 14-20.
- Marangos, J. (2004). Modelling the privatization process in transition economies. *Oxford Development Studies*, 32(4), 585-604.
- McLean, G. (2004). The 5th International Conference on HRD Research across Europe. *National human resource development: What in the world is it?* Keynote lecture, Limerick, 27-28 May, University Forum of HRD Conference Proceedings.
- McLean, C. N. (2005). Examining approaches to HR evaluation: The strengths and weaknesses of popular measurement methods. *Strategic Human Resources*, 4(2), 24-27.
- McKenna, E., & Beech, N. (2002). *Human Resource Management: A Concise Analysis*. London: Pearson Education Limited.
- MEED. *Middle East Economic Digest*, July 29, 2005, 49(30), 27.
- Metcalf, B. D., & Rees, C. J. (2005). Theorizing advances in international HRD. *Human Resource Development International*, 8(4), 449-465.
- Michailova, S., & Hollinshead, G. (2009). Western management training in Eastern Europe: Trends and developments over a decade. *Human Resource Development International*, 12(2), 117-133.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

- Miller, G., & Sharda, B. D. (2000). Organizational structure in the Middle East: A comparative analysis. *International Journal of Comparative Sociology*, 41, 4-10.
- Ng, I., & Au Dastmalchian, A. (2011). Perceived training benefits and training bundles: A Canadian study. *The International Journal of Human Resource Management*, 22(4), 829-842.
- Noe, R. A. (2000). Invited reaction: Development of generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 361-366.
- Noe, R. A., Hollebeck, J. R., Gerhart, B., & Wright, P. M. (2006). *Human Resource Management: Gaining a Competitive Advantage*. New York: McGraw-Hill.
- Okpara, J. O., & Wynn, P. (2008). Human resource management Human resource practices in a transition economy: Challenges and prospects. *Management Research News*, 31(1), 57-76.
- Paauwe, J., & Boselie, P. (2003). Challenging “strategic HRM” and the relevance of the institutional setting. *Human Resource Management Journal*, 13(3), 56-70.
- Panayotopoulou, L., Bourantas, D., & Papalexandris, N. (2003). Strategic human resource management and its effects on firm performance: An implementation of the competing values framework. *International Journal of Human Resource Management*, 14(4), 680-699.
- Paprock, K. E. (2006). National human resource development in transitioning societies in the developing world: Introductory overview. *Advances in Developing Human Resources*, 8(1), 12-27.
- Phillips, J. (1991). *Handbook of Training Evaluation and Measurement Methods* (2<sup>nd</sup> ed.). Houston, TX: Gulf Publishing.
- Phillips, J. (2001). How to measure returns on HR investment. *People Management*, 22 November, 48-50.

- Phillips, J. (2003). *Return on investment in training and performance improvement Programs*. Boston: Butterworth-Heinemann.
- Pilbeam, S., & Corbridge, M. (2002). *People Resourcing: HRM in Practice* (2<sup>nd</sup> ed.). London: Prentice Hall.
- Pineda, P. (2010). Evaluation of training in organisations: A proposal for an integrated model. *Journal of European Industrial Training*, 34(7), 673-693.
- Plant, R. A., & Ryan, R. J. (1992). Training evaluation: A procedure for validating an organization's investment in training. *Journal of European Industrial Training*, 16(10), 22-31.
- Poor, J., Karoliny, Z., Alas, R., & Vatchkova, E. K. (2011). Comparative international human resource management (CIHRM) in the light of the Cranet Regional Research Survey in Transitional Economies. *Employee Relations*, 33(4), 428-443.
- Rigby, M. (2005). Training in Spain: An evaluation of the continuous training agreements (1993-2001) with particular reference to SMEs. *Human Resource development International*, 7(1), 23-37.
- Robson, C. (2002). *Real World Research*, (2<sup>nd</sup> ed.). Oxford: Blackwell Publishers Ltd.
- Scullion, H., & Lineham, M. (Eds.). (2005). *International human resource management: A critical text*. Hampshire: Palgrave Macmillan.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students*, (4<sup>th</sup> ed.). London: Pearson Education Limited.
- Schlumberger, O. (2000). Arab political economy and the European Union's Mediterranean policy: What prospects for development? *New Political Economy*, 5(2), 247-268.
- Schwandt, T. A. (2007). *The SAGE Dictionary of Qualitative Inquiry* (3<sup>rd</sup> ed.). London: Sage Publications.

- Sekaran, L. (2003). *Research Methods for Business a Skill-building Approach*. New York: John Wiley & Sons, Inc.
- Silverman, D. (2011). *Interpreting Qualitative Data* (4<sup>th</sup> ed.). London: Sage Publications.
- Simons, H. (2009). *Case Study Research in Practice*. UK: Sage Publications.
- Smith, A., & Smith, E. (2007). The role of training in the development of human resource management in Australian organisations. *Human Resource Development International*, 10(3), 263- 279.
- Sparrow, P. R., Brewster, C., & Harris, H. (2004). *Globalizing Human Resource Management*. London: Routledge.
- Swales, S. (2002). Organizational commitment: a critique of the construct and measures. *International Journal of Management Reviews*, 4(2), 155-178.
- Swales, S. (2004). Commitment to change: Profiles of commitment and in-role performance. *Personnel Review*, 33(2), 187-204.
- Swanson, R. A. (1994). *Analysis for improving performance: Tools for diagnosing organizations and documenting workplace expertise*. San Francisco: Berrett-Koehler.
- Swanson, I. A., & Holton, F. F. (1999). *Results' how to Assess Performance Learning, and Perceptions in Organizations*. San Francisco, CA: Berratt-Koehler.
- Swanson, R. A., & Holton, P. F. (2001). *Foundations of human resource development*. San Francisco, CA: Berrett-Koehler.
- Tata, J., & Prasad, J. (1998). Cultural and structural constraints on total quality management implementation. *Total Quality Management*, 9(8), 703-710.
- Tayeb, M. H. (1994). Japanese managers and British culture: A comparative case study. *International Journal of Human Resource Management*, 5(1), 145-66.

Tayeb, M. (1997). Islamic revival in Asia and human resource management. *Employee Relations*, 19(4), 352-364.

Tennant, C., Boonkrong, M., & Roberts, P. A. B. (2002). The Design of a training programme measurement model. *Journal of European Training*, 26(5), 230-240.

Terterov, M., & Wallace, J. (2002). *Doing Business with Libya*. London: Kogan Page.

Thomas, G. (2011). *How to Do your Case Study: A Guide for Students and Researchers*. London: Sage Publications.

Trompenaars, F. (1993). *Riding the Waves of Culture: Understanding Cultural Diversity in Business*. London: Economist Books.

Truss, C. (2001). Complexities and controversies in linking HRM with organisational outcomes. *Journal of Management Studies*, 38(8), 1121-1149.

Tung, R. L., & Havlovic, S. J. (1996). Human resource management in transitional economies: The case of Poland and the Czech Republic. *The International Journal of Human Resource Management*, 7(1), 1-19.

Ulrich, D., & Brockbank, W. (2005). *The HR value proposition*. Harvard Business School Publishing: Boston.

UNDP (2003). 'Human Development Indicators 2003', available at: [www.Undp.Org/Hdr2003/](http://www.Undp.Org/Hdr2003/)

Wang, G. (2003). Valuing learning: The measurement journey. *Educational Technology*, 43(1), 32-37.

Wang, G. G., & Wilcox, D. (2006). Training evaluation: Knowing more than is practiced, are we doing the right thing. *Advances in Developing Human Resources*, 8(4), 528-530.

World Economic Forum. (2009). *The Global Competitiveness Report 2009–2010*. The World Economic Forum: Geneva, Switzerland. Available at: [http://www3.weforum.org/docs/WEF\\_GlobalCompetitivenessReport\\_2009-10.pdf](http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2009-10.pdf)

Weir, D. (2000). Management in the Arab world. In M. Warner (Ed.), *Regional Encyclopaedia of Business and Management: Management in Emerging Countries*. USA: Business Press Thomson Learning.

Wexley, K. R., & Latham, G. P. (1991). *Developing and Training Human Resources in Organizations*. New York: Harper Collins.

Wholey, J. S. (1999). Performance-based management. *Public Productivity & Management Review*, 22(3), 288-307.

Williams, M. (2003). *Making Sense of Social Research*. London: Sage Publications.

Xie, J., & Huang, E. (2010). Comparative analysis of human resource development between different countries under the vision of competition. *Front Education China*, 5(3), 382-408.

Ya Hui Lien, B., Yu Yuan Hung, R., & McLean, G. N. (2007). Training evaluation based on cases of Taiwanese benchmarked high-tech companies. *International Journal of Training and Development*, 11(1), 35-48.

Yin, R. K. (2009). *Case Study Research: Design and Methods*. (3<sup>rd</sup> ed.). London: Sage Publications.

Yin, R. K. (2012). *Applications of Case Study Research*. London: Sage Publications.

# APPENDICES

## Appendix One

Table 2.4 Population figures for African/Arabian and Middle eastern countries Source:  
Doing Business in the Arab World 2004:1

North Africa		Middle East		Arabian Peninsula	
Libya	5.5 million	Egypt	66.4 million	Bahrain	0.73 million
Morocco	30.5 million	Iraq	24.1 million	Oman	2.9 million
Tunisia	9.8 million	Jordan	5.5 million	Qatar	0.61 million
Sudan	33 million	Lebanon	3.6 million	Saudi Arabia	24.2 million
Algeria	31.8 million	Syria	17.8 million	United Arab	
		Palestine	4.2 million	Emirates	4 million
				Yemen	20 million
				Kuwait	2.5 million

The World Economic Forum developed the Global Competitiveness Index (GCI) to assess national competitiveness. This is because a country's level of productivity sets the sustainable level of prosperity that can be earned by an economy and the more competitive economies tend to be able to produce higher levels of income for their citizens. This productivity level also determines the rates of return (ROR) obtained by investments because these rates of return are the fundamental drivers of growth rates. Therefore a more competitive economy is one that is likely to grow faster over the medium to long run. However there are not simply a couple of areas which are critical indicators of a country's growth and prosperity, and the Global Competitiveness Index (GCI) shows that many different elements matter for competitiveness.

Table 2.5 The Global Competitiveness Index (GCI) 2008-2009 Basic requirements

Country/Region	BASIC REQUIREMENTS		1. Institutions		2. Infrastructure		3. Macroeconomy		4. Health and primary education	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
<b>NORTH AFRICA</b>										
Egypt	83	4.2	52	4.2	60	3.7	125	3.6	88	5.2
Morocco	67	4.4	61	4.0	70	3.5	84	4.7	71	5.4
North Africa average		4.5		4.2		3.4		5.1		5.3
<b>SUB-SAHARAN AFRICA</b>										
Botswana	53	4.6	36	4.7	52	4.0	22	5.7	112	4.2
Burundi	132	3.1	124	3.0	129	2.1	124	3.8	124	3.7
Chad	133	3.0	133	2.5	134	1.7	97	4.5	134	3.1
Ethiopia	119	3.6	77	3.8	103	2.7	119	4.0	123	3.8
Ghana	106	3.7	63	4.0	82	3.0	121	3.9	115	4.0
Lesotho	118	3.6	114	3.3	125	2.1	39	5.4	129	3.4
Malawi	127	3.4	51	4.3	119	2.3	129	3.3	120	3.9
Mauritania	130	3.3	107	3.4	127	2.1	126	3.5	114	4.1
Mozambique	131	3.2	112	3.3	124	2.2	112	4.2	132	3.2
Nigeria	105	3.7	106	3.4	120	2.2	26	5.7	126	3.6
South Africa	69	4.4	46	4.6	48	4.2	63	5.1	122	3.8
Uganda	129	3.3	113	3.3	115	2.4	92	4.6	133	3.1
Zimbabwe	134	2.9	126	3.0	88	2.9	134	1.5	113	4.2
Sub-Saharan Africa average		3.7		3.7		2.8		4.4		3.9
<b>BRICs</b>										
China	42	5.0	56	4.2	47	4.2	11	5.9	50	5.7
Russian Federation	56	4.5	110	3.3	59	3.7	29	5.6	59	5.6
Latin America & Caribbean average		4.2		3.6		3.2		4.7		5.4
Southeast Asia average		4.8		4.3		4.0		5.3		5.5

Source WEF Report 2009, p. 11

Table 2.6 The Global Competitiveness Index (GCI) 2008-2009 Efficiency enhancers

Country/Region	EFFICIENCY ENHANCERS		5. Higher education and training		6. Goods market efficiency		7. Labor market efficiency		8. Financial market sophistication		9. Technological readiness		10. Market size	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
<b>NORTH AFRICA</b>														
Egypt	88	3.7	91	3.6	87	4.0	134	3.3	106	3.7	84	3.0	27	4.7
Morocco	85	3.7	90	3.6	58	4.3	128	3.5	93	3.9	78	3.2	57	3.9
North Africa average	3.6		3.8		4.0		3.5		3.5		3.0		3.9	

Source WEF Report (2009, p. 12)

Table 2.7 The Global Competitiveness Index (GCI) 2008-2009 Innovation and sophistication factors

Country/Region	INNOVATION FACTORS		11. Business sophistication		12. Innovation	
	Rank	Score	Rank	Score	Rank	Score
<b>NORTH AFRICA</b>						
Egypt	74	3.5	77	3.9	67	3.2
Morocco	76	3.5	70	4.0	78	3.0
North Africa average	3.5		3.8		3.1	

Source WEF Report (2009, p. 13)

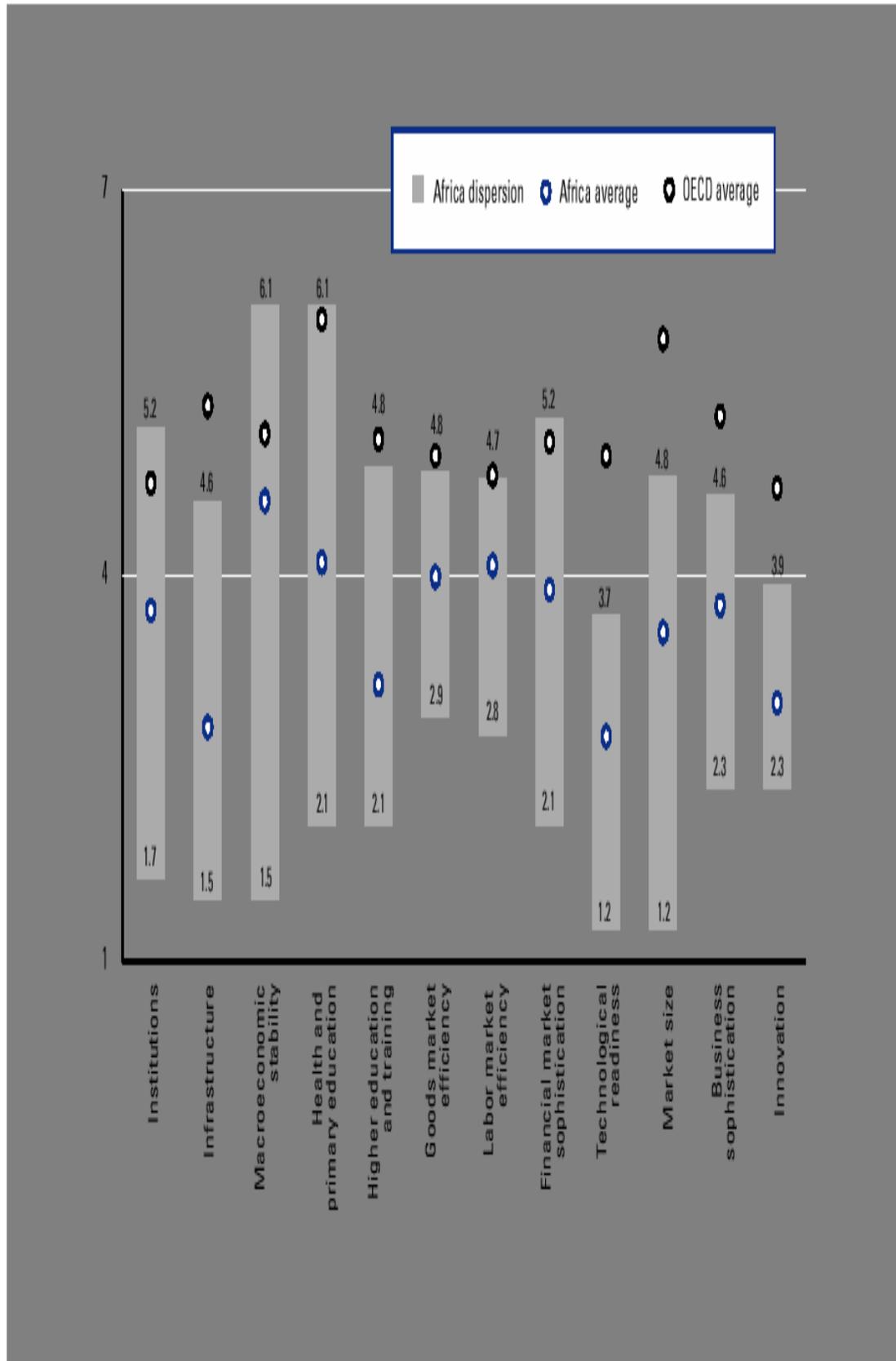


Figure 2.1 Score Dispersion among African Countries and OECD comparison WEF Report (2009, p. 14)

**Table 2.8. Top Three African performers in each pillar of the GCI**

Country	OVERALL	1. Institutions	2. Infra-structure	3. Macro-economy	4. Health and primary education	5. Higher education and training	6. Goods market efficiency	7. Labor market efficiency	8. Financial market sophistication	9. Techno-logical readiness	10. Market size	11. Business sophistication	12. Innovation
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank
Tunisia	36	<b>22</b>	<b>34</b>	75	<b>27</b>	<b>27</b>	<b>30</b>	103	77	<b>52</b>	62	<b>40</b>	<b>27</b>
Botswana	56	<b>36</b>	52	<b>22</b>	112	87	93	52	<b>40</b>	89	101	106	83
Morocco	73	61	70	84	<b>71</b>	90	58	128	93	78	57	70	78
Egypt	81	52	60	125	88	91	87	134	106	84	<b>27</b>	77	67
Libya	91	65	112	<b>6</b>	103	75	121	133	131	98	77	101	100
Nigeria	94	106	120	26	126	108	56	59	54	94	<b>39</b>	61	65
Algeria	99	102	84	<b>5</b>	76	102	124	132	132	114	51	132	113
Benin	106	85	106	95	110	114	107	118	99	113	123	103	95
Zambia	112	67	116	102	128	118	78	102	55	106	112	93	92
Cameroon	114	116	117	34	125	121	108	114	124	110	89	108	108
Malawi	119	51	119	129	120	116	84	42	62	127	121	104	94
Lesotho	123	114	125	39	129	106	102	84	118	125	128	126	97
Burkina Faso	127	75	104	120	131	124	83	80	108	120	117	96	89
Mozambique	130	112	124	112	132	129	127	98	122	116	107	128	120
Burundi	132	124	129	124	124	130	128	95	134	131	131	127	123
Chad	134	133	134	97	134	134	134	119	133	134	113	129	130
<b>Global leader</b>		Singapore	Germany	Kuwait	Finland	Finland	Singapore	United States	Hong Kong SAR	Nether-lands	United States	Germany	United States

Source WEF Report (2009, p. 15)

Figure 2.2 The Global Competitiveness Index Libya WEF Report (2009, p. 204)

### Global Competitiveness Index

	Rank (out of 134)	Score (1-7)
<b>GCI 2008-2009</b> .....	<b>91</b>	<b>3.9</b>
GCI 2007-2008 (out of 131).....	88	3.9
GCI 2006-2007 (out of 122).....	n/a	n/a
<b>Basic requirements</b> .....	<b>75</b>	<b>4.3</b>
1st pillar: Institutions.....	65	3.9
2nd pillar: Infrastructure.....	112	2.5
3rd pillar: Macroeconomic stability.....	6	6.0
4th pillar: Health and primary education.....	103	4.6
<b>Efficiency enhancers</b> .....	<b>114</b>	<b>3.3</b>
5th pillar: Higher education and training.....	75	3.8
6th pillar: Goods market efficiency.....	121	3.6
7th pillar: Labor market efficiency.....	133	3.3
8th pillar: Financial market sophistication.....	131	3.0
9th pillar: Technological readiness.....	98	2.8
10th pillar: Market size.....	77	3.3
<b>Innovation and sophistication factors</b> .....	<b>102</b>	<b>3.2</b>
11th pillar: Business sophistication.....	101	3.5
12th pillar: Innovation.....	100	2.8

### Stage of development

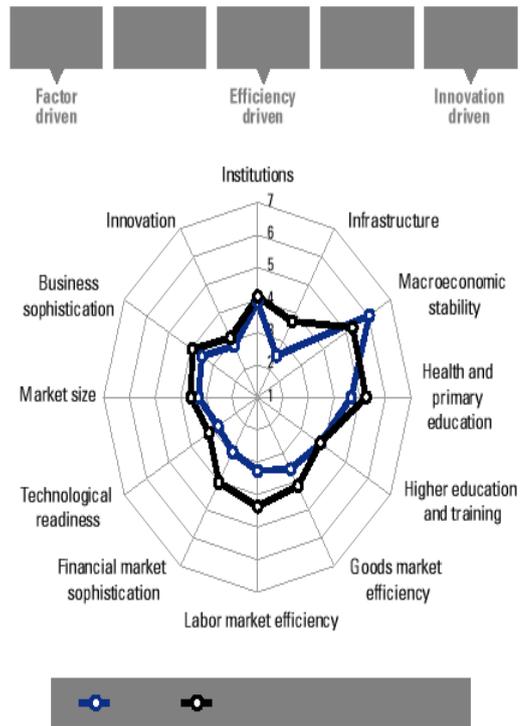


Figure 2.3 The most problematic factors for doing business in Libya WEF Report (2009, p. 204)

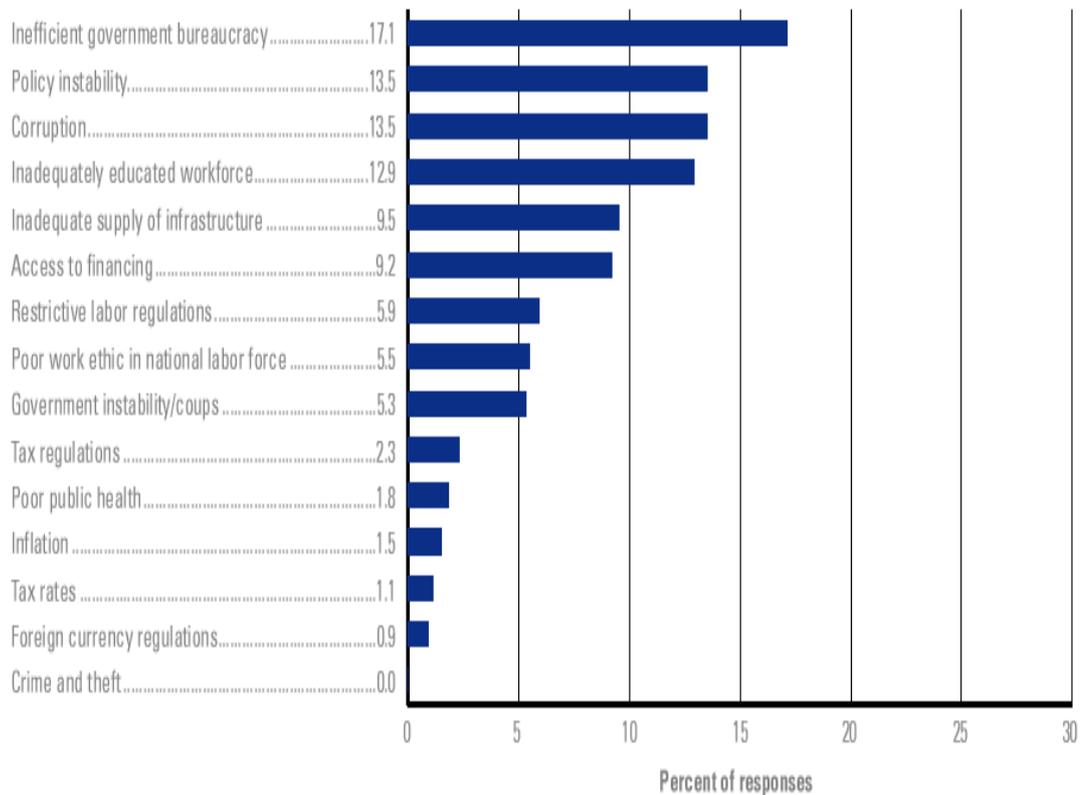


Figure 2.4 GDP per Worker in Libya 1991-2003 CERA (2006, p. 32)

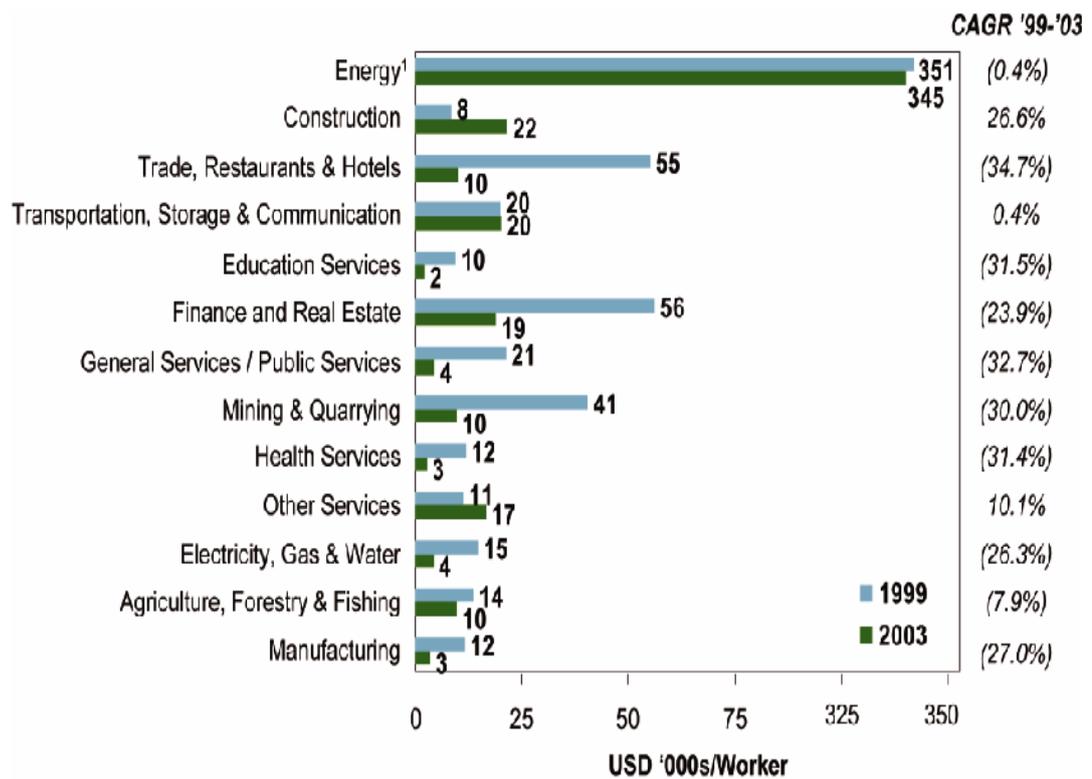


Figure 2.4a GDP and Employment per Sector 2003 CERA (2006, p. 37)

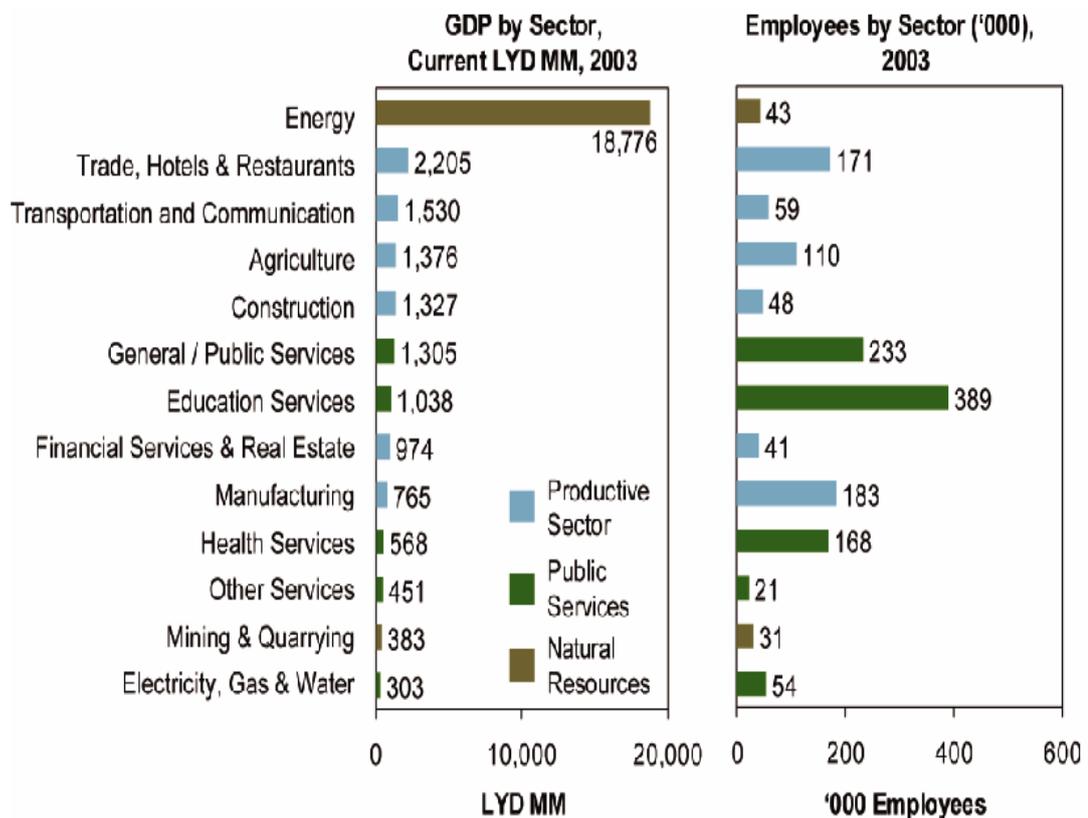


Figure 2.5 GDP (PPP Adjusted) 1999-2004 Libya Relative to Peers CERA (2006, p.30)

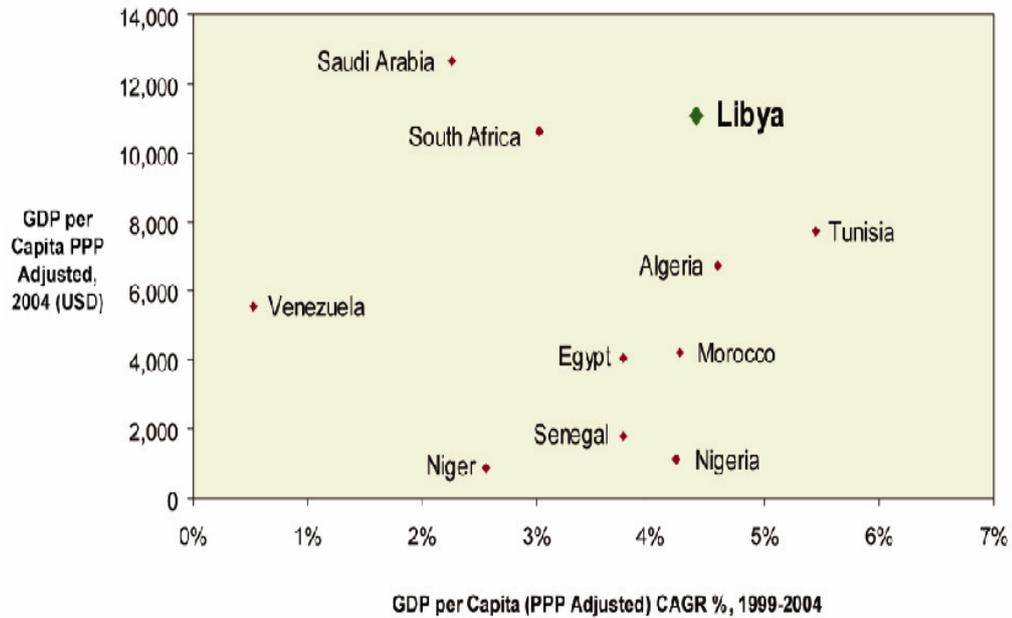


Table 2.9 Business Competitiveness Index Ranking Libya vs Selected Countries

Country	BCI Rank	Country	BCI Rank
USA	1	Tunisia	35
Finland	2	Turkey	51
Singapore	5	China	57
United Kingdom	6	Egypt	71
Malaysia	23	Morocco	79
South Africa	28	Algeria	92
UAE	33	<b>Libya<sup>1</sup></b>	<b>110</b>

WEF Executive Opinion Survey WEF Report 2009

**Appendix Two A:**  
LISCO Training Documents

**Personal interview form**  
**( Identifying Training Needs )**

**Name:**.....

**Degree:**.....**Specialization:**.....

**Job:**.....

**Number of years in current job:**.....

**Organizational Structure:**.....

**1.English Language Proficiency:**  Poor  Fair  Good  Very Good

**2. Have you ever attended English language course?**  No  Yes (Please Mention)

.....  
.....  
.....

**3. Do you use English language in your job duties?**  No  Yes

If Yes, please mention at what specific area you use English language:

.....  
.....  
.....

**4. Computer Proficiency:**  Poor  Fair  Good  Very Good

**5. Have you ever attended computer course?**  No  Yes (Please Mention)

.....  
.....  
.....

**6. Do you use computer in your job duties?**  No  Yes

If Yes, please mention at what specific area you use computer:

.....  
.....  
.....



**Information Card****Date:** 11<sup>th</sup> July, 2010**Record number:** 7221 **Name:** ----- **DOB:** 18<sup>th</sup> May, 1974**Residency:** Misurata **Address:** Misurata**Marital Status:** Married**No. Family members:**5**Degree:** Diploma**Date Degree Acquired:**1994 **Specialization:****Department:** Iron Rods Factory Operations Management**Section:** Rods Operations**Contract Type:** Annual**Date of Hiring:** 1<sup>st</sup> Nov, 1997**Job Role:** Finishing supervisor assistant **Evaluation:** level 7**Date Evaluation Acquired:-****Job Status:** On site**Effective:-****Annual Effectiveness reports:**

F1998	Excellent	F1999	Excellent	F2000	Excellent	F2001	Excellent
F2002	Excellent	F2003	Excellent	F2004	Excellent	F2005	Excellent
F2006	Excellent	F2007	Excellent	F2008	Excellent	F2009	Excellent

**Penalties:****Training courses:**

	<b>Start Date</b>	<b>End Date</b>	<b>Absence</b>
General Safety	22 <sup>nd</sup> March, 1996	27 <sup>nd</sup> March, 1996	
General Safety, Fire Fighting Operation, Health and Job Crafts	22 <sup>nd</sup> March, 1996	27 <sup>nd</sup> March, 1996	
Advanced General Safety	8 <sup>th</sup> Dec, 2002	11 <sup>th</sup> Dec, 2002	
Effective Supervision Skills development	12 <sup>th</sup> , April, 2008	24 <sup>th</sup> , April, 2008	
IC3 Certificate Practical Training	1 <sup>st</sup> Oct, 2008	31 <sup>st</sup> Oct, 2008	
Report Preparation and Writing	17 <sup>th</sup> Jan, 2009	25 <sup>th</sup> Jan, 2009	

Prepared upon Request of: Department Manager

Individual Information Department Head Signature

Training course participant nomination form

<b>Course Title</b>			
<b>Candidate name</b>			
<b>Degree</b>			
<b>Job</b>			
<b>Section \ General Administration \ Department</b>			
<b>Reasons to reselect who previously attended this course</b>	1) 2) 3) 4)		
<b>Prerequisite course that the candidate attended previously</b>	1) 2) 3) 4) 5) 6) 7) 8)		
<b>English Language Proficiency</b>	<input type="radio"/> Poor <input type="radio"/> Fair <input type="radio"/> Good <input type="radio"/> Very Good		
<b>Computer Proficiency</b>	<input type="radio"/> Poor <input type="radio"/> Fair <input type="radio"/> Good <input type="radio"/> Very Good		
<b>Date of nomination</b>			

<b>Role</b>	<b>Name</b>	<b>Signature / Approval</b>
Administration Manager		
General Manager		
Section supervisor		

All information must be filled by the direct manger in association with the candidate. The form should be submitted to Training Administration 3 days before course start time.

**Company Staff Member Trainer Form**

<b>Course Title</b>		<b>Date and Location</b>		<b>Cost (Dinar)</b>	
<b>Course Duration</b>		<b>Number of Hours</b>		<b>Target Number of participants</b>	

<b>Lecturer/Instructor Name</b>	
<b>Job</b>	
<b>Years of experience in related to current job</b>	
<b>Degree</b>	
<b>Date Degree Acquired</b>	
<b>Specialization</b>	
<b>Place Degree Acquired</b>	
<b>Organizational structure the lecturer/instructor belongs to</b>	

<b>Previously delivered courses related to Specialization</b>	
1. ....	2. ....
3. ....	4. ....
5. ....	6. ....

<b>Primary course content related to course goals</b>
.....
.....
.....
.....
.....
.....
.....
.....
.....

<b>Lecturer/Instructor duties:</b>
1. Forward a copy of course material to Training Administration before starting course
2. Carefully manage course time
3. Use suitable presentation aids
4. Ensure that course goals are met
5. Cooperate with training supervisor in order to deliver a successful training course

**Date:**.....

**Signature:**.....

**Training Program Participant Survey**

**Program Title:**.....

**Date:** From / / To / /

**Party Executing Program:**.....

**Location:** .....

**Lecturer Name:** .....

**1) Training program achieved its goals and satisfied my needs ?**

Poor  Fair  Good  Very Good  Excellent

-If your evaluation is below Good, please write down reasons:

.....

**2) Course Content Evaluation:**

Evaluation Sections	Evaluation / Number of participants				
	Excellent	Very Good	Good	Fair	Poor
Course name matches its content					
How course content is related to your job duties					
Course comprehension and clear scientific material					

-If your evaluation is below Good, please write down reasons:

.....

-If you have any note regarding course content please mention:

.....

**3) Lecturers/Instructors Evaluation:**

Evaluation Sections	Evaluation / Number of participants				
	Excellent	Very Good	Good	Fair	Poor
Knowledge in course subject					
Organizing and preparation					
Ability to explain course material and transfer knowledge clearly					
Lecturing style and response to participants					
Time management and committing to time schedule					
Creating a training climate					

-If your evaluation is below Good, please write down reasons:

.....

**4) Course Room Evaluation**

Evaluation Sections	Evaluation / Number of participants				
	Excellent	Very Good	Good	Fair	Poor
Air conditioning and lighting					
Demonstration and presentation aids	suitable		unsuitable		

5) **Service Level:**  Excellent  Very Good  Good  Fair (please mention reasons)

6) **How do you evaluate field visits (if any)?**

Excellent  Very Good  Good  Fair (please mention reasons)

7) **How do you evaluate applied trainings (if any)?**

Excellent  Very Good  Good  Fair (please mention reasons)

8) **What about time dedicated for applied courses?**

Long enough  short (please mention reasons)

9) **What about applied courses location?**

suitable  unsuitable (please mention reasons)

10) **The number of participants was:**

Low  Suitable  High

11) **What about Course Duration**

Short  Suitable  Long

12) **Was the course time suitable?**

No  Yes

13) **Have you been informed with the goals of this course?**

No  Yes

14) **Theoretical courses vs Applied course:**

More Theoretic Courses  Suitable  More Applied Courses

15) **How do you evaluate the party who conducted the training (if the training was conducted outside your company)?**

Excellent  Very Good  Good  Fair (please mention reasons)

16) **Overall course evaluation?**

Excellent  Very Good  Good  Fair (please mention reasons)

**Notes and Suggestions:**

.....

.....

.....

.....

.....

.....

.....

.....

[023-1-2-4120-8] 1<sup>st</sup> Jan, 2008

**Trainee Survey – Effect of Training After Going Back to Job Duties**

**Program Title:** ..... **Duration:**.....

**Date:** .....

**Participant Name:** ..... **Record Number**.....

**Department:**.....

**Job:**..... **Years of Experience**.....

**Degree:**..... **Specialization:**.....

**Survey goals:**

- 1) identifying achieved goals by this course and its role in enhancing performance.
- 2) identifying what reasons prevents using acquired skills and knowledge in work field
- 3) identifying obstacles that may face training.
- 4) improving training.
- 5) evaluating training objectively

**The training program was designed to fulfill the following goals:**

- 1)..... 2).....
- 3)..... 4).....
- 5)..... 6).....

**1) while performing you job duties, do you think that this raining program achieved its goals and satisfied your needs ?**

Excellent  Very Good  Good  Fair (please clarify)

- 1)..... 2).....
- 3)..... 4).....

**2) what are skills and knowledge you acquired during this training program?**

- 1)..... 2).....
- 3)..... 4).....

**3) Were you able to apply acquired skills and knowledge in you work?**

Yes  Slightly  No

**4)if you answered the previous question with (No), please specify which of the following reasons prevented you from applying acquired skills and knowledge in you work.**

- Didn't get enough support from my managers
- My direct manager didn't approve it
- Companies decision and rules
- No enough equipment and supplies
- Other reasons (please clarify)

- 1)..... 2).....
- 3)..... 4).....

**5)After attending this program, do you feel better toward your job ?**

Yes  No (please clarify)

1)..... 2).....

**6) what are the new job duties your are performing after completing training program and as a result of what you have learned in the training program?**

1)..... 2).....

**7) what are job duties your stooped performing after completing training program and as a result of what you have learned in the training program?**

1)..... 2).....

**8) Have you used any references and course material you received during training program?**

Yes  No (please clarify)

1)..... 2).....

**9) who do you think should attend this training program?**

Newcomers  Employees with suitable experience  Others (clarify)

1)..... 2).....

3)..... 4).....

**10)Do you think it is necessary to attend any prerequisite training courses before attending this course ?**

Yes  No

**11)what is the next training program you suggest?**

1)..... 2).....

**12) To what level has this training program enhanced your effectiveness and improved your work ?**

High  Good  Fair  Poor

**13) what are your overall evaluation and notes about this program?**

.....  
.....  
.....  
.....

Signature:.....  
Date:.....

**Direct Manager Survey – Effect of Training After Going Back to Job Duties**

**Program Title:**..... **Duration:** .....

**Date:** .....

**Participant Name:** ..... **Record Number:** .....

**Department:**.....

**Job:**..... **Years of Experience:**.....

**Degree:**..... **Specialization:**.....

**Survey goals:**

- 1) identifying achieved goals by this course and its role in enhancing performance.
- 2) identifying what reasons prevents using acquired skills and knowledge in work field
- 3) identifying obstacles that may face training.
- 4) improving training.
- 5) evaluating training objectively

**The training program was designed to fulfill the following goals:**

- 1)..... 2).....
- 3)..... 4).....
- 5)..... 6).....

**1) While performing the employee his/her job duties, do you think that this training program achieved its goals and satisfied his/her needs ?**

Excellent  Very Good  Good  Fair (please clarify)

- 1)..... 2).....

**2) after attending this program, do you think that the employees Is feeling better toward his job?**

Yes  Not Sure  No (please clarify)

- 1)..... 2).....

**3) What are job duties that the employees stooped performing after completing training program and as a result of what he/she has learned in the training program?**

- 1)..... 2).....

**4) what are the new job duties that the employees is performing after completing training program and as a result of what he/she has learned in the training program?**

- 1)..... 2).....

**5) what is the next training program you suggest for trainees?**

- 1)..... 2).....

**6)do you suggest that other should attend this training programs?**

Yes  No (clarify)

1)..... 2).....

**7) To what level has this training program enhanced overall work performance?**

High  Good  Fair  Poor (clarify)

1)..... 2).....

**8) To what level has this training program enhanced trainees effectiveness and improved his/her work performance ?**

High  Good  Fair  Poor

**9) what are your overall evaluation and notes about this program?**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Direct manager Name:.....

Signature:..... Date.....

Top Level manager Name:.....

Signature:..... Date.....

Direct manager is the supervisor of working shift.

**Appendix Two B:**  
**Internal Report on LISCO**  
**Training and Evaluation**  
**2010**

**Internal Correspondence**

**Administration Committee Secretary**

**By: Supervisor of Services and Administrative Affairs.**

**By: General Manager of Individual Affairs Headquarters.**

Kindly find below the results of the analyzed 588 surveys which was filled by trainees and their direct managers. These surveys measure the effect of training programs trainees attended during year 2009. The surveys were conducted five months after the training programs completed. These results will act as an indicator about the overall evaluation of training programs and their role in enhancing work performance. They will also identify problems and obstacles that may face the training experience and how to overcome them.

**Kindly review and advise**

**Manager of Training Administration**

**Development and Effective Enhancement Department**

1. Evaluating the effect of training programs conducted during year 2009 from trainees' perspective. These results are the output of 285 surveys were filled by trainees five months after they completed training programs (find attached a copy of the survey).

Evaluation Sections	Evaluation Mark (percentage of the overall number of trainees)							Average
	General Safety, Emergency Plan and Quality Assurance Control	Managerial	Financial	Leadership	Supervisory	Technical Specialty		
Training program achieved its goals and satisfied my needs (good or better evaluation)	97.8%	88.7%	86%	71.5%	74%	62.4%	80%	
Enhanced my effectiveness and improved my work performance after attending training programs (good or better evaluation)	95%	88.5%	86%	100%	79%	60.5%	84.8%	
I was able to employ acquired training skills and knowledge in my work field	66%	93%	57%	83%	58.5%	89.5%	74.5%	
Better feeling toward my job	91%	99.6%	100%	86%	91%	97%	94.1%	
I used references and course material I received during training	92%	100%	71%	100%	86%	99.7%	91.4%	
I don't think it is necessary to attend any prerequisite training courses before attending this course	68%	100%	86%	43%	61%	99.8%	76.3%	

2. Evaluating the effect of training programs conducted during year 2009 from trainees' direct managers' perspective. These results are the output of 303 surveys were filled by direct managers five months after trainees finished training programs (find attached a copy of the survey).

Evaluation Sections	Evaluation Mark (%)							Average
	General Safety, Emergency Plan and Quality Assurance Control	Managerial	Financial	Leadership	Supervisory	Technical Specialty		
Training program achieved its goals and satisfied trainer's needs (good or better evaluation)	97%	81.8%	67%	100%	76.5%	70.2%	82%	
Training has improved trainee's work performance (good or better evaluation)	93%	87%	50%	100%	76.5%	65.1%	78.6%	
Training has Enhanced trainee's work effectiveness (good or better evaluation)	95%	85%	55.5%	100%	81%	67.8%	80.7%	
Training made trainees feel Better toward their job	95.4%	96.6%	70%	87.5%	78%	96%	87.3%	
I recommend that other employees attend this training program	97.7%	99.9%	78%	100%	93.5%	100%	94.8%	

### **3. Training Administration notes:**

1. 81% of trainees were satisfied with training programs as they acquired needed knowledge and skills related to their job duties (good or better evaluation).
2. 82.8% of trainees enhanced their work effectiveness and improved their work performance (good or better evaluation)
3. 74.5% of trainees utilized knowledge and skills they acquired during training programs.
4. Training programs helped in improving work and enhancing performance for 78.6% of trainees (good or better evaluation)
5. 90.7% of trainees feel better toward their jobs.
6. 91.4% of trainees used course material they received during training program after completing training.
7. In 94.8% of overall number of surveys, direct managers suggest that other employees attend the same training programs.
8. In 76.3% of overall number of surveys, trainees don't suggest that they should attend prerequisite training programs before attending this program.
9. As a result of lack of surveying device used in Operating Modern Surveying Devices course, the course was not conducted.
10. Some of organizational structures didn't nominate suitable employees for attending training programs who should have job duties and academic degrees related to the training programs. In some cases, trainees didn't attend prerequisite training programs which qualifies them for attending second level of advanced programs.
11. Some of organizational structures didn't identify training gaps which help in solving work problems , minimizing down times and machines breakdowns, identifying training goals accurately and clearly in order to define training topics and course material, and finally evaluating training results and its outcomes.
12. Some of organizational structure didn't dedicate time for trainees to attend training programs and specially for those who work for rotational work shifts.
13. Some of trainees didn't apply acquired knowledge and skill due to lack of computers.

### **4. Training Administration Recommendations:**

1. Surveys should be filled accurately and objectively in order to identify obstacles which may face training experience and figuring out how to overcome these obstacles.
2. Identifying needs and goals accurately and nominating trainees according to business needs will guarantee the maximum utilization of training programs , acquiring knowledge and skills that will help in solving problems in work environment.
3. Supporting trainees , encouraging them and letting them to use skills acquired during training programs will enhance their effectiveness and improve performance and help in overcoming problems and obstacles.
4. Selecting expertise capable of preparing others to become trainers should be done in cooperation with organizational structures.
5. Contracting with experts in the field of iron and steel industry and benefitting from their knowledge and experience in order to identify technical problems and solutions.

### **5. kindly find attached detailed evaluation of training programs in perspective of trainees and their direct managers :**

1. Evaluating the effect of training program from the perspective of trainees who attended managerial training programs (report preparing and writing, premises safety and guarding, preparing and qualifying trainers, modern methods for studying technical proposals, applying environment and quality system management points, using warehouses, qualifying storage, inspections, and reception workers) conducted during year 2009. These results are the output of 93 surveys were filled by trainees five months after they completed training programs. The results were as below:

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied my needs	18	19.7%	63	69%	10	11%

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Enhanced my effectiveness and improved my work performance after attending training programs	17	19.5%	60	69%	10	11.4%

Evaluation Sections	Number of trainees / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
I was able to employ acquired training skills and knowledge in my work field	63	72.4%	18	20.6%	6	6.8%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
Better feeling toward my job	84	93%	6	6.6%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I used references and course material I received during training	81	91%	8	9%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I think it is necessary to attend prerequisite training courses before attending this course	25	32%	53	68%

Evaluating the effect of training program from the perspective of direct managers of trainees who attended managerial training programs (report preparing and writing, premises safety and guarding, preparing and qualifying trainers, modern methods for studying technical proposals, applying environment and quality system management points, using warehouses, qualifying storage, inspections, and reception workers) conducted during year 2009. These results are the output of 94 surveys were filled by direct managers five months after trainees completed training programs. The results were as below:

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied trainee's needs	16	17%	61	64.8%	17	18%

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Overall work performance improved after attending training programs	15	17.6%	59	69.4%	11	13%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
Enhanced trainee's effectiveness and improved his/her work performance after attending training programs	11	12.6%	63	72.4%	13	15%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Not Sure	Percentage	No	Percentage
Trainees is feeling better toward job	79	85.8%	10	10.8%	3	3.2%

Evaluation Sections	Number of managers / Evaluation			
	Yes	Percentage	No	Percentage
I suggest others should attend this course	85	95.5%	4	4.4%

2. Evaluating the effect of training program from the perspective of trainees who attended financial training programs (budget estimation, stock exchange) conducted during year 2009. These results are the output of 7 surveys were filled by trainees five months after they completed training programs. The results were as below:

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied my needs	0	0%	6	86%	1	14%

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Enhanced my effectiveness and improved my work performance after attending training programs	0	0%	6	86%	1	14%

Evaluation Sections	Number of trainees / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
I was able to employ acquired training skills and knowledge in my work field	4	57%	3	43%	0	0%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
Better feeling toward my job	7	100%	0	0%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I used references and course material I received during training	5	71%	2	28.5%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I think it is necessary to attend any training courses before attending this course	1	14%	6	86%

Evaluating the effect of training program from the perspective of managers of trainees who attended financial training programs (budget estimation, stock exchange) conducted during year 2009. These results are the output of 10 surveys were filled by managers five months after trainees completed training programs. The results were as below:

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied trainee's needs	0	0%	6	67%	3	33%

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Overall work performance improved after attending training programs	0	0%	5	60%	5	50%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
Enhanced trainee's effectiveness and improved his/her work performance after attending training programs	0	0%	5	55.5%	4	44%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Not Sure	Percentage	No	Percentage
Trainees is feeling better toward job	7	70%	3	30%	0	0%

Evaluation Sections	Number of managers / Evaluation			
	Yes	Percentage	No	Percentage
I suggest others should attend this course	7	78%	2	22%

3. Evaluating the effect of training program from the perspective of trainees who attended leadership training programs (problem examination and solving and decision making) conducted during year 2009. These results are the output of 7 surveys were filled by trainees five months after they completed training programs. The results were as below:

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied my needs	1	14.5%	4	57%	2	28.5%

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Enhanced my effectiveness and improved my work performance after attending training programs	2	33%	4	67%	0	0%

Evaluation Sections	Number of trainees / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
I was able to employ acquired training skills and knowledge in my work field	5	71%	2	28.5%	0	0%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
Better feeling toward my job	6	86%	1	14%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I used references and course material I received during training	6	100%	0	0%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I think it is necessary to attend any training courses before attending this course	4	57%	3	43%

Evaluating the effect of training program from the perspective of managers of trainees who attended leadership training programs (problem examination and solving and decision making) conducted during year 2009. These results are the output of 8 surveys were filled by managers five months after trainees completed training programs. The results were as below:

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied trainee's needs	0	0%	8	100%	0	0%

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Overall work performance improved after attending training programs	0	0%	8	100%	0	0%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
Enhanced trainee's effectiveness and improved his/her work performance after attending training programs	1	12.5%	7	87.5%	0	0%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Not Sure	Percentage	No	Percentage
Trainees is feeling better toward job	7	87.5%	1	12.5%	0	0%

Evaluation Sections	Number of managers / Evaluation			
	Yes	Percentage	No	Percentage
I suggest others should attend this course	8	100%	0	0%

4. Evaluating the effect of training program from the perspective of trainees who attended the training programs: (general safety, advanced safety, quality assurance systems awareness, emergency plan) conducted during year 2009. These results are the output of 45 surveys were filled by trainees five months after they completed training programs. The results were as below:

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied my needs	10	22%	34	75.5%	1	2%

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Enhanced my effectiveness and improved my work performance after attending training programs	13	31%	27	64%	2	5%

Evaluation Sections	Number of trainees / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
I was able to employ acquired training skills and knowledge in my work field	29	66%	15	34%	0	0%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
Better feeling toward my job	40	91%	4	9%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I used references and course material I received during training	36	92%	3	8%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I think it is necessary to attend any training courses before attending this course	12	31.5%	26	68%

Evaluating the effect of training program from the perspective managers of trainees who attended the training programs: (general safety, advanced safety, quality assurance systems awareness, emergency plan) conducted during year 2009. These results are the output of 45 surveys were filled by trainees managers five months after trainees completed training programs. The results were as below:

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied trainee's needs	5	11.36%	38	86%	1	2%

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Overall work performance improved after attending training programs	9	20%	33	73%	3	7%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
Enhanced trainee's effectiveness and improved his/her work performance after attending training programs	6	15%	33	80%	2	5%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Not Sure	Percentage	No	Percentage
Trainees is feeling better toward job	41	95%	2	5%	0	0%

Evaluation Sections	Number of managers / Evaluation			
	Yes	Percentage	No	Percentage
I suggest others should attend this course	42	98%	1	2%

5. Evaluating the effect of training program from the perspective of trainees who attended supervisory training programs (skills development, effective supervision, evaluating workers performance, quality costs, planning and programming maintenance operations, information analysis and result extraction by using statistical methods) conducted during year 2009. These results are the output of 46 surveys were filled by trainees five months after they completed training programs. The results were as below:

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied my needs	0	0%	28	74%	10	26%

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Enhanced my effectiveness and improved my work performance after attending training programs	8	19%	26	60%	9	21%

Evaluation Sections	Number of trainees / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
I was able to employ acquired training skills and knowledge in my work field	24	58.5%	14	34%	3	7%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
Better feeling toward my job	41	91%	4	9%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I used references and course material I received during training	37	86%	6	13%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I think it is necessary to attend any training courses before attending this course	18	39%	28	61%

Evaluating the effect of training program from the perspective of managers of trainees who attended supervisory training programs (skills development, effective supervision, evaluating workers performance, quality costs, planning and programming maintenance operations, information analysis and result extraction by using statistical methods) conducted during year 2009. These results are the output of 51 surveys were filled by managers five months after trainees completed training programs. The results were as below:

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied trainee's needs	11	21.5%	28	55%	12	23.5%

Evaluation Sections	Number of managers / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Overall work performance improved after attending training programs	8	17%	28	59.5%	11	23%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
Enhanced trainee's effectiveness and improved his/her work performance after attending training programs	6	13%	32	68%	9	19%

Evaluation Sections	Number of managers / Evaluation					
	Yes	Percentage	Not Sure	Percentage	No	Percentage
Trainees is feeling better toward job	40	78%	10	20%	1	2%

Evaluation Sections	Number of managers / Evaluation			
	Yes	Percentage	No	Percentage
I suggest others should attend this course	43	93.5%	3	6%

6. Evaluating the effect of training program from the perspective of trainees who attended technical specialty training programs (electrical devices maintenance, operating dust disposal system, operating the new control system of the first iron rolling line, conveyor maintenance, operating overhead cranes, handling methods, operating finishing devices, using Minitab software, operating gas separation system, operating waste water treatment station, using Primavera software for project management, vibrations measuring and analysis methods, printers and electronic monitors maintenance, advanced turning, operating joining machine, compressors maintenance ) conducted during year 2009. These results are the output of 87 surveys were filled by trainees five months after they completed training programs. The results were as below:

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Training program achieved its goals and satisfied my needs	8	9%	47	53.4%	33	37.5%

Evaluation Sections	Number of trainees / Evaluation					
	Very Good	Percentage	Good	Percentage	Fair	Percentage
Enhanced my effectiveness and improved my work performance after attending training programs	15	18.5%	34	42%	32	39.9%

Evaluation Sections	Number of trainees / Evaluation					
	Yes	Percentage	Slightly	Percentage	No	Percentage
I was able to employ acquired training skills and knowledge in my work field	37	43%	40	46.5%	9	10.4%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
Better feeling toward my job	68	83%	14	17%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I used references and course material I received during training	56	71.7%	22	28%

Evaluation Sections	Number of trainees / Evaluation			
	Yes	Percentage	No	Percentage
I think it is necessary to attend any training courses before attending this course	32	43.8%	41	56%

## Appendix Three A

This consent form provides information about the research. If you agree to participate in this research, you will be asked to sign this consent form before taking part. This process is known as Informed Consent. The interview with you as a participant will be used to collect the research information. My research title is **an investigation into the effectiveness of approaches to training evaluation**. The purpose of this research is to better understand how training is evaluated within organizations.

It is anticipated that each interview will take approximately one hour. Results will be reported confidentially, that is, without the identities of the individuals or organizations. The interview recordings and transcription files will be kept in a secured location during the research period. All data files will be physically destroyed after research is completed.

This interview will be tape-recorded by the researcher, for the purposes of later transcribing the data; unless you state explicitly that you do not wish to be audio-taped.

Your participation is voluntary, and you have the right to withdraw at any time for any reason. You can contact me at any time.

**I have read and understand the information contained in this form. The researcher has answered all questions I had to my satisfaction.**

Researcher: \_\_\_\_\_ Name of Interviewee: \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

**I understand that a recording will be made of the interview and that the audio recording will be transcribed.**

## **Guided conversation with those responsible for training evaluation programs in the Iron and Steel Company - in Libya**

### **General Information**

1. Name of interviewee:
2. Position
3. Qualification
4. Number of years in this position
5. Date of interview

After this general introduction I then wanted to know more about the training at LISCO

6. Can you tell me about a little the training that is provided for employees?
7. Now can I ask is training organized in terms of its timetable?

Prompt: By that I meant are there regular training programs?

Prompt: Can you be more specific is training provided by request?

8. In general what do you think the company wants to achieve through providing this training?

Prompt: Can you be more specific and tell me what do you think the company wants to achieve in relation to particular programmes?

9. Thinking about training offered can you tell me how training is designed?

Prompt: Are there specific training objectives?

Prompt: Can you describe if these are always formally stated in any way?

10. Now could you tell me a little about the process you have for identifying trainees for your programme?

11. Also could you tell me about how you ensure that employees are aware of what the course is about before they attend?

12. Do you meet the candidates for the programme before they start?

Prompt: Can you tell me why you meet them?

13. At what point do the trainees' line manager and senior manager get involved in their training?

Prompt: Does this happen before during or after the training course?

14. Are there any systems you use for recording who has received training?

Prompt: Is there an electronic system in place?

15. Do you have electronic database in your department?

Prompt: can you tell me any benefits you receive from this electronic database?

16. Can you tell me what information about trainees is recorded after the training programme?

17. Can you tell me what reporting is done after each programme?

Prompt: What does this report contain?

Prompt: Who receives such reports?

18. Could you please explain what does the phrase 'training evaluation' mean for you?

19. Can you describe to me the evaluation methods you use for training programmes?

In the next section of these conversations I wanted to find out more about the impact of training evaluation on the performance and also the business strategy at LISCO.

20. Who actually identifies the training needs for those candidates?

Prompt: Tell me a little about how you view this system?

Prompt: How is a trainee assessed before during and after a training program?

21. As (trainers / decision makers), who assesses your job performance?

Prompt: Are there any specific conditions for this assessment?

23. How do you think the courses that are offered contribute to organizational strategy as a whole?

24. Could you tell me the percentage of money spent on training in relation to the budget of the company?

25. What benefits does the company receive from the training conducted?

26. Does your company calculate the return on investment (ROI) in training in the company?

Prompt how do they do this?

27. Could you give me some examples or illustrations of how a group of trainees' may have contributed to performance changes in a particular department or section as one means of testing added value?

28. How is the money and time related to training perceived in the company?

Prompt: Do you feel it is seen as an investment?

Prompt: Do you feel it is seen as a cost?

The next few questions were intended to investigate the training evaluation model used at LISCO.

29. Could you tell me about how the evaluation of training programs is carried out in your area?

30. What are the steps that follow the implementation of the training evaluation?

31. How do you know whether your training programs meet their objectives?
32. What is the role of the trainees in the evaluation process?
33. Do the trainees complete a reaction form at the end of the training programs?
34. Do you measure the learning levels of trainees at the end of each program? How?
35. What happens when trainees return to their workplaces, are you able to find out if the training has achieved its aims for the trainee?
36. What are the difficulties that you face in evaluating your courses?
37. How do think that the training department is viewed by senior management?
38. Do you have any further information you want to add on training evaluation?

**Thank you for your cooperation**

**Appendix Three B: Guided conversation with those responsible for training evaluation programs in the Iron and Steel Company - in Libya**  
(Arabic Version)

**نموذج مقابلة شخصية**

الأخ /  
تحية طيبة و بعد ..

تعتبر تنمية الموارد البشرية في المؤسسات من أهم العمليات التي تركز علي العنصر البشري باعتباره عنصر الإنتاج الذي يميز بين مؤسسة وأخرى، لذا يجب ان تكون تنمية ذلك العنصر و تطويره علي رأس سلم أولويات المنظمة. ويعتبر التدريب من أهم الوسائل لتنمية العنصر البشري، ولهذا اهتم كثير من الكتاب والباحثين بهذا المجال.

بناء عليه، تم اختيار الشركة الليبية للحديد والصلب كدراسة تطبيقية لتقييم التدريب . لذا .. نأمل منكم التفضل بقراءة هذه الأسئلة بدقة ثم الإجابة عن كل سؤال بكل أمانة و مصداقية لأجل إستكمال نيل الدرجة الدقيقة ( الدكتوراه) في إدارة الاعمال من جامعة ( فلوسترشير ببريطانيا) ، و نتعهد لكم بأن المعلومات و البيانات لن تستخدم إلا لغرض هذه الدراسة .

شكرا لك أخي الكريم علي تعاونك معنا في أنجاز هذا البحث

و السلام عليكم

الباحث

## معلومات عامة:

الإسم :

الوظيفة:

المؤهل:

عدد سنوات الخبرة:

تاريخ المقابلة:

أولا : نظام التدريب فى الشركة :

1- هل بالإمكان إعطاء نبذة عن التدريب المطبق داخل الشركة ؟

2. كيف يتم إعداد و تنظيم الجدول الزمنى للتدريب؟

أ. وفقا لبرامج تدريبية منظمة ؟

ب. أم تتم حسب الطلب ؟

3. حسب إعتقادك ما هى الأهداف التى تسعى الشركة الى تحقيقها من خلال التدريب ؟

أ. الأهداف بشكل عام ؟

ب. الأهداف بشكل خاص؟

4. كيف يتم تصميم و صياغة البرامج التدريبية ؟

أ. هل هذه البرامج تدار بشكل مباشر أو غير مباشر ؟

ب. إذا كانت هناك أهداف أخرى هل يمكن توضيحها؟

5. ماهى الأساليب و الآليات المتبعة لتحديد و إختيار المرشحين لحضور هذه الدورات التدريبية ؟

6. كيف يتم التأكد من ان المرشحين لديهم ادراك و دراية بالبرنامج التدريبي قبل البدء فى البرنامج ؟

7. هل يتم مقابلة المرشحين للبرنامج قبل البدء فيه ؟ و لماذا ؟

8. ما مدى مساهمة القياديين و المديرين على متابعة البرنامج التدريبي. قبل و اثناء و بعد الدورة التدريبية ؟

9. ما هى الأنظمة الإلكترونية التى تستخدم لديكم لتسجيل و حفظ البرامج التدريبية التى تم تقديمها؟

10. هل لديك قاعدة إلكترونية فى قسمك ؟

11. ما مدى الإستفادة من هذه الأنظمة؟ وكيف ؟

12. ما هي المعلومات التي يتم الإحتفاظ بها عن المتدربين بعد نهاية البرنامج التدريبي ؟

.....

13. ما هي التقارير التي تعد بعد كل برنامج ؟

.....

أ. ماهي محتويات هذه التقارير ؟

.....

ب. من يستلم هذه التقارير ؟

.....

14. ماذا يعنى لك مصطلح تقييم التدريب ؟

.....

15. هل بالإمكان وصف طرق التقييم المستخدمة فى تقييم التدريب داخل الشركة ؟

.....

ثانيا : أثر تقييم التدريب على أداء و إستراتيجيات الشركة .

1- من الذى يحدد الاحتياجات التدريبية للمرشحين ؟

.....

2- كيف يتم تقييم المرشح للبرنامج التدريبي؟ قبل وأثناء وبعد البرنامج التدريبي ؟

.....

3- (كمدرّب او صانع قرار ) من يقيم أداء عمالك ؟

.....

4- هل هناك شروط او معايير محددة لهذا التقييم ؟

.....

5- هل تعتقد ان الدورات المقدمة تساهم فى تحقيق إستراتيجية الشركة ككل؟ وماذا عنها بشكل خاص على مستوى الأقسام والادرات ؟

.....

6- ماهى النسبة المئوية المخصصة للتدريب من ميزانية الشركة ؟

.....

7- ماهى الفوائد التى تجنيها الشركة من التدريب المنفذ . حسب رأيك ؟

.....

8- هل يتم حساب معدل العائد على الاستثمار من التدريب بالشركة؟ إذا كانت الاجابة بنعم كيف يتم ذلك؟

.....

9- وضح لى كيف يمكن للمتدربين ان يساهموا فى رفع مستوى الأداء داخل الأقسام والادرات التابعين لها ؟

.....

10- من وجهة نظرك كيف ينظر لعنصرى الوقت والمال المنفق على التدريب من وجهة نظر الادارة العليا بالشركة؟

استثمار .....

تكلفة .....

11- ماهى مصادر تمويل التدريب بالشركة ؟

.....

.....

12- هل تعتقد ان المتدربون كانوا مؤهلين الى نقل المعارف والمهارات الجديدة التى تعلموها من الدورات التدريبية الى أماكن عملهم ؟

.....

.....

ثالثا: الى اى مدى يتلاءم تقييم التدريب بالشركة مع نموذج ( كيرك باترك )

1- ماهى الكيفية التى يتم بها تقييم البرامج التدريبية فى إدارتك ؟

.....

.....

2- ماهى الخطوات المتبعة لتطبيق تقييم التدريب فى إدارتك ؟

.....

.....

3- كيف يتم التحقق من أن البرامج التدريبية قد حققت أهدافها ؟

.....

.....

4- ماهو دور المتدربين فى عملية تقييم التدريب حسب رأيك ؟

.....

.....

5- هل يقوم المتدربين بملء نموذج يبين إنطباعاتهم (رد فعل) فى نهاية البرنامج التدريبى؟ كيف يتم ذلك ؟

.....

.....

6- هل يتم قياس مستوى التعلم للمتدربين عند نهاية البرنامج التدريبى ؟ وضح كيف يتم ذلك ؟

.....

.....

7- عند عودة المتدربين الى اماكن عملهم. هل يمكن التعرف على إن البرنامج التدريبى قد حقق هدفه؟ على مستوى المتدرب والشركة ؟

.....

.....

8- ماهى الصعوبات التى واجهتك فى تقييم البرامج التدريبية ؟

.....

.....

9- كيف ينظر الى إدارة التدريب من قبل الإدارة العليا ؟

.....

.....

10- هل لديك أى معلومات إضافية ترغب بإضافتها بخصوص التدريب وتقييمه ؟

.....

.....

شكرا جزيلاً لتعاونكم معنا

***Appendix Four***  
***Sample***  
***Transcripts of Conversation with***

Those responsible for the provision of training programs in the Iron and Steel Company in Libya (LISCO) and those who are customers of the training centre. .

## ***Interview Customer 1***

1. Name of interviewee: \*\*\*\*\*
2. Position: \*\*\*\*\*
3. Qualification: \*\*\*\*\*
4. Number of years in this position: \*\*\*\*\*
5. Date of interview 4/8/2010

### **State of training programs in LISCO**

6. Can you tell me about the training that is provided for employees?  
....First of the entire training plan is prepared by the company staff, so the employees are trained according to this plan. Training programs are organized through which they can continue to provide the trainee with the knowledge, skills and behaviour necessary to perform the job to work efficiently and effectively to achieve the objectives of the company....

7. How is training organized in terms of its timetable? Are there regular training programs?  
.....Yes, there are regular training programs.....

Can specific training be by request?  
.....Some training programs run by request, for example, the safety and health programs, English language courses.....

8. What do you think the company wants to achieve through providing this training In general?  
.....To Raise the efficiency of workers and to achieve the desired goals...

And in relation to a particular programmes

.....The specific particular objective is to develop employees' efficiency....

9. Thinking about training offered, can you tell me how training is designed and are there any specific training objectives?

.....Training programs are prepared according to the training employees needs of the company. These programs are managed both directly and indirectly.....

Can you describe if these needs are always formally stated?  
.....The major objective is to reduce the costs of external training.....

10. Could you tell me about the process you have for identifying trainees for your programme?

.....There are some conditions to identify the trainees for any programs; for example, the program must meet the needs of workers, the candidates must be willing to do this program. Also, these programs must give several opportunities for staff to develop themselves and keep pace with development and the company gives them the opportunity to develop several areas such as computer skill and English language skills and others.....

11. Could you tell me about how you ensure that employees are aware of what the course is about before the end of the course?

.....According to this point, we distribute a leaflet to the employees which contains all the information about the training course that is going to be run. This leaflet will help the employees to be aware of what the course is about.....

12. Do you meet the candidates for the programme before they start?

.....Yes, we usually meet the trainees before the starting of the training program.  
.....We meet them to give them information about the training program, in addition to clear and explain the objectives and aims of such a program.....

13. What is the involvement of the trainees' line manager and senior manager throughout before, during and after training?

.... The trainees are always supervised by the leaders and trainers.....

14. What systems, perhaps electronic, do you have for recording who has received training?

.....No, we haven't electronic database. In our department we record the information in files, and then we send these files to the information department to enter them in their electronic data base.....

15. Do you have electronic database in your department?

.....No, we haven't.....

What benefit do think that you would get from an electronic database?

.....As I told you we don't have an electronic database in our department, but in my opinion to have electronic data base will be very important and helpful for the decision maker to get any information about the training programmes also it will save their time and help them to selected the employees for any programme when the training department sends the necessary to the department....

16. Can you tell me what the information about trainees is recorded after the training programme?

...The Names and information on the session are registered in special register sections...

17. Can you tell me what reporting is done after each programme?

.....The reports that are done after each programme as follows:

- An evaluation report about the trainees which is written by the trainer
- A report to check the successful of the training programme.

What does this report contain?

They contain all information about the trainees; their names, their learning levels and the beginning and the end of the training programs.

Who receives such reports?

.....Management of Training department and the line manager for the trainees receive these reports.....

18. Could you please explain what does the phrase ‘training evaluation’ mean for you?

....It means to what extent the trainees benefit from the training programme and how this benefit could reflect positively on them in their workplace.....

19. Can you describe to me the evaluation methods you use for training programmes?

.....There is more than one evaluation method: the main methods are survey, questionnaire, and reports.....

### **The impact of training evaluation on the performance and business strategy of the (LISCO)**

20. Who identifies the training needs for those candidates? What is your view of this system?

.....The responsible department identifies the training needs for those candidates this means the departments where the each trainee works or belong to....

21. How is a trainee assessed before during and after a training program?

....Before and during the training programs, the trainees are assessed though a questionnaire that is submitted to them by the trainer and the training department....

22. As (trainers / decision makers), who assesses your job performance?

.....Line manager assesses my job performance by writing a formal report, then he will send this formal report to the senior management.....

23. Are there any specific conditions for this assessment?

.....Yes, because there are a lot of criteria and conditions for the evaluation but it's difficult to assess these criteria as they are not clearly stated.....

24. How do you think the courses that are offered contribute to organizational strategy as a whole?

.....I think these courses contribute moderately to organizational strategy as a whole....

25. Could you tell me the percentage of money spent on training in relation to the budget of the company?

...5%.....

26. What benefits does the company receive from the training conducted?

.....It's just a basic benefit at this time

27. Does your company calculate the return on investment (ROI) in training in the company? If yes how?

.....NO, I don't think so.....

28. Could you give me some examples or illustrations of how a group of trainees may have contributed to performance changes in a particular department or section as one means of testing added value?

Qualified trainees, who received training, transfer what they have learned to the workplace. This transferring will contribute positively on the workers performance by exchanging the knowledge between the qualified trainees and their colleagues.

29. How is the money and time related to training perceived in the company? Is it seen as an investment or a cost?

....In my view it's a cost.....

### **How the evaluation of training programs is carried out within the company**

30. Could you tell me about how the evaluation of training programs is carried out in your area?

.....The training evaluation is divided into three kinds. Firstly, the training is evaluated by the trainers during the course. Then the trainee writes the assessment at the end of the course. At least three months later, the trainee's line manager writes a report evaluating the trainee's performance. This is sent to the training department....

31. What are the steps that followed the implementation of the training evaluation?

.....The steps are followed to implement the training evaluation are filling a questioners and survey by the trainees.....

32. How do you know whether your training programs meet their objectives?

....The training programs meet their objectives obviously in improving the performance of the trainees when they return to their work place, also through their answers in the happy sheets.....

33. What is the role of the trainees in the evaluation process?

....The roles of the trainees are very crucial to ensure that there is a connection between what they have learnt in the training programs and their performance in the workplace.....

34. Do the trainees complete this (happy sheet) reaction form at the end of the training program?

....Yes, they do.....

35. Do you measure the learning levels of trainees at the end of each program? If so how?

....No, we don't....

36. What happens when trainees return to their workplaces, are you able to find out if the training has achieved its aims for the trainee?

Yes, we do... After three months, the trainee and the line manger will be asked to fill in a happy sheet to know the result of the training program and its effects on the workers performance

37. What are the difficulties that you face in evaluating your courses?

Most difficulties are about the trainees answers, because in most cases their answers are inaccurate and general. This could be happening due to their feeling that their answers will be not taking seriously by their line mangers and senior management

38. How do think that the training department is viewed by senior management?

It is seen as a management mechanism for increasing the efficiency and knowledge of workers and contributes to the Company achieving its objectives.

39. Do you have any further information do you want to add on training evaluation? Please do?

....In my opinion, the evaluation is very important factor to develop the human resource in the company, so the senior management of the company must increase the awareness of importance of evaluation among the employees and the line mangers of different department....

## **Interview Provider 2**

1. Name of interviewee: \*\*\*\*\*
2. Position : \*\*\*\*\*
3. Qualification : \*\*
4. Number of years in this position : \*\*\*\*\*
5. Date of interview : 4/8/2010

### **State of training programs in LISCO**

6. Can you tell me about the training that is provided for employees?  
Management training is one of the administrative departments and services. This department has two parts, namely: Department of Education and Department of Development and Efficiency. There are 75 employees in the training management department who hold high learning degrees. Additionally, one of the main jobs of this administration is to supervise the training process through the implementation of training through the quarterly and annual plans.

7. How is training organized in terms of its timetable? Is there a regular training program?  
...Yes....

Can specific training be by request?

....There are request training programs like English courses....

8. What do you think the company wants to achieve through providing this training In general?

.....Development and improvement.....

.....Increase productivity.....

.....Preparation of technical staff.....

.....Improve competition in the market.....

In relation to a particular programme:

.....Increase knowledge among workers.....

.....Training on modern technology ....

.....To raise the knowledge and skills level of staff.....

9. Thinking about training offered, can you tell me how training is designed:

The training programs are designed by preparing an annual training plan that is designed especially then distributed in to the company:

Are there other specific training objectives?

.....The training programs are designed by preparing an annual plan which is designed especially for these programs then distributed in to the company.

The other objective is to train the employees using the modern technology that is used in iron and steel industry.....

Are these always formally stated?

.....They could be stated directly and indirectly

10. Could you tell me about the process you have for identifying trainees for your programme?

.....Yes, I can. In the past the candidates were selected through the contact between the all organizational divisions of the company and the training department to attend the training programs sessions according to an advanced prepared plan. But at the present the all of this process happens through the research of the training planners.....

11. Could you tell me about how you ensure that employees are aware of what the course is about before the beginning of the course?

....Yes, I can. We ensure that the beneficiary department understand the benefit of this training program and beneficiary department itself will communicate the benefit to the candidates who are eligible to attend these courses....

12. Do you meet the candidates for the programme before they start? Why?

.....Yes, to communicate the status of the program in detail....

13. What is the involvement of the trainees' line manager and senior manager throughout before, during and after training?

.....The role of the line managers is proposing the candidates.....

.....The role of the senior manager is the evaluation of the suitability of the training program.....

14. What systems, perhaps electronic, do you have for recording who has received training?

All the information is recorded in the library and in electronic system on computer

15. Do you have electronic database in your department?

Yes

What are the benefits that you get from this electronic database? How?

....The benefit that we got is as follows, it makes the job easier to look back at any time quickly and give accurately information from all recorded files about the employees....

16. Can you tell me what information about trainees is recorded after the training programme?

.....The information that is recorded: The evaluation, the extent to which trainees absorbed knowledge and other data for the trainee.

17. Can you tell me what reporting is done after each programme?  
.....Reporting is done as following, a detailed report on the progress of the training program from beginning to end of the training course.....

What does this report contain?

..... It contains all information about the training programme.....

Who receives such reports?

.....These reports will be referred to the management for review and to express their opinion

18. Could you please explain what does the phrase “training evaluation” mean for you?

Training evaluation: It’s a very important factor to raise the employee’s efficiency and it’s the process of evaluation of training in terms of return on investment.

19. Can you describe to me the evaluation methods you use for training programmes?

.....The evaluation methods we use for training programmes are Trainee’s assessment Form, the assessment of course leader, assessment the return on investment of the trainees, assess the measure of return from training, as well as the reactions of the participants to the training program, and the model of the measurement of the amount of change in the skills and knowledge of employees after three months or more from the end of the training program.

### **The impact of training evaluation on the performance and business strategy of the (LISCO)**

20. Who identifies the training needs for those candidates? What is your view of this system?

.....Training needs for those candidates is identified by the all different departments of the company, which gives details of the required training needs of their employees.....

21. How is a trainee assessed before during and after a training program?  
Candidate is evaluated by the training centre to determine their suitability for the training program. The trainee will be evaluated to verify the extent of benefit from the training program.

22. As (trainers / decision makers), who assesses your job performance?  
It is determined by achieving the goals that are set by senior management.

23. Are there any specific conditions for this assessment?  
From my point of view, management training, as well as the line managers in this management are not subject to any complex conditions, because the training management is marginalized and they do not have an active role in the company. The reason behind that is the training department is not given sufficient powers.

In addition the managers who are responsible for planning training in the company do not have sufficient knowledge of training.

24. How do you think the courses that are offered contribute to organizational strategy as a whole?

Yes, the courses offered contribute to organizational strategy as a whole

25. Could you tell me the percentage spent on training in relation to the budget of the company?

.....15%.....

26. What benefits does the company receive from the training conducted?

....To achieve the objectives and the elimination of the waste of time, raw materials, resources and low quantity products....

27. Does your company calculate the return on investment (ROI) in training in the company? If yes how?

....Return on investment calculated by measuring training process and its impact on the trainees....

28. Could you give me some examples or illustrations of how a group of trainees may have contributed to performance changes in a particular department or section as one means of testing added value?

....Training provides the workers with skills and knowledge, and these are passed on to their colleagues.....

29. How is the money and time related to training perceived in the company?

Is it seen as an investment or a cost

....Yes it is seen as an investment....

### **How the evaluation of training programs is carried out within the company**

30. Could you tell me about how the evaluation of training programs is carried out in your area? What are the steps that followed in the implementation of the training evaluation?

....The training evaluation is in three parts firstly, the training is evaluated by the trainers during the course. Then the trainee writes the assessment at the end of the course. At least three months later, the trainee's line manager writes a report evaluating the trainee's performance. This is sent to the training department....

31. What are the steps that followed in the implementation of the training evaluation?

....There are three steps, before the training program, during the training program, after the training program. All the steps depend on the happy sheets to collect the results of the training courses.....

32. How do you know whether your training programs meet their objectives?

....This depends on the reports outlined in the previous question.....

33. What is the role of the trainees in the evaluation process?  
.....They fill the happy sheets to help in the evaluation process.....
34. Do the trainees complete the (happy sheet) reaction form at the end of the training program?  
....Yes, they do....
35. Do you measure the learning levels of trainees at the end of each program? If so how?  
....Yes, this measurement happens through the evaluation of trainee and the leader of the course.....
36. What happens when trainees return to their workplaces, are you able to find out if the training has achieved its aims for the trainee?  
.....Yes, because their line manger after three months should write a report about the trainees, and send it to the training department....
37. What are the difficulties that you face in evaluating your courses?  
.....No answer .....
38. How do think that the training department is viewed by senior management?  
.....The training programs are very important activities to raise the efficiency of the employees and to increase the company's productivity.....
39. Do you have any further information do you want to add on training evaluation?  
....No Thanks.

# Appendix Five: LISCO Chart

