

**The establishment of a training and development framework system for the Libya's oil
industry**

Khaled Mostafa Elakouri

**A thesis submitted in partial fulfilment of the requirements of the
Nottingham Trent University for the degree of Doctor of Philosophy**

September 2018

Copyright Statement

This work is the intellectual property of the author. You may copy up to 5% of this work for private study, or personal, non-commercial research. Any re-use of the information contained within this document should be fully referenced, quoting the author, title, university, degree level and pagination. Queries or requests for any other use, or if a more substantial copy is required, should be directed in the first instance to the owner(s) of the Intellectual Property Rights.

Abstract

The vital role of training and development, and its positive impact on the effectiveness of modern organisations is a key pillar in the success of not only individual employees, but entire countries. This is especially true in Libya, a nation that has only just begun the process of rebuilding its economy, and national infrastructure following years of devastating civil war. The Libyan oil sector accounts for 80% of the country's GDP, and 97% of all exports. Despite this, the country's unemployment rate hovers around 30%, while expatriate workers represent an estimated one-fifth of the country's labour force.

The aim of this research is to analyse the effectiveness and efficiency of training system in the Libyan oil industry, leading to the development of new processes for the training. As a result, an increased number of Libyan citizens will find meaningful and long-term employment, while the country's main economic driver – the oil industry – will rebound more quickly to its former capacity. Production currently stands at less than one fifth of the 1.6 million barrels per day Libya was producing before the political instability of 2011.

The design of this research study contained two stages started in sequence manner. Firstly, the researcher conducted interviews with heads of training and development departments and other management level personnel for eleven different Libyan oil companies, all of them working under the umbrella of the Libyan National Oil Corporation. Then in order to validate the data/information collected throughout those interviews, a questionnaire has been handled to the employees in targeted companies. As result of choosing mixed methodology to be the research method, this led to consider two bases for the research design. On the one hand, non-random for the qualitative approach and on the other hand random for the quantitative approach.

The main finding of this research is that social factors characterising the Libyan society (tribal system) such as nepotism, intermarriage and cronyism which locally known as "WASTA" have affected the management of training process in the Libyan oil sector. This has resulted in a negative competition atmosphere and developing significant job dissatisfaction. The researcher has proposed to develop a model, through this research, that will result in efficient training and development (T&D) system which will lower costs to business, improve turn-around times, company productivity, and the livelihoods of tens of thousands of Libyan people desperate for stable, and well-paying jobs in the aftermath of a deadly and destabilizing revolution. This research contributed to knowledge through the development of a theoretical T&D framework in the Libyan context, to enhance employees' engagement and replacing the current negative atmosphere to a healthier positive competitor environment.

Dedication

To my parents, my wife and my sons

Anis, Musaab, Mohamed, Haroun and Hana...

Acknowledgment

Above all, I would like to thank the almighty God (Allah) for providing me with the strength to carry out this study and to overcome obstacles during this long process.

It was a long journey to carry out this study. More than four years of work whereby I have been accompanied and supported by many people. It is my pleasure to now have the opportunity to express my gratitude for all of them. Firstly, I would like to express my deep gratefulness, admiration, and honour to my director of study Prof. Amin Al-Habaibeh. With such richness in experience, knowledge and dedication, he supported and provided me with the direction to complete this work; always having time to listen, always prepared to help and always open to discussion. I must present my thanks to Dr. Ani Raiden, my second supervisor for her advice and support during the research journey. I consider myself very fortunate to have worked with them. During this time, I have learned a lot of things which will remain in my memory forever and will influence my future academic life.

All of my work would not have been possible without others' help. Especially, I am most grateful to all of my friends Nathan Smith, Bill Rettie, Ahmed Khalifa and my brother in-law Mohammed Farhat for their support, cooperation and assistance. They were always prepared to help and always open to discussion.

I would like to thank all of the companies who participated in this study for their time, assistance and patience. In particular, my thanks to Mr. Abdulmonem Farhat, Mr. Mohamed Squeer and the Personnel Managers and Department Managers for their individual time, and freedom of access to all their employees during interviews.

Last but not least, my love and deepest gratitude to my family for their morally generous support and for sacrificing so much for me throughout my studies abroad during my years of study. All the languages of the world cannot produce words that thank my parents for their great support to my education, eventually resulting in successful completion of this work. They were the cause, and the inspiration without which this work would have never been completed.

Finally, I would like to thank everyone who taught me since my early school age to present whose names do not appear here and who have contributed to the successful completion of this thesis either directly or indirectly.

List of Contents

ABSTRACT	II
DEDICATION.....	III
ACKNOWLEDGMENT.....	IV
LIST OF CONTENTS	V
LIST OF FIGURES	X
LIST OF TABLES	XII
LIST OF ABBREVIATIONS.....	XIV
CHAPTER 1: INTRODUCTION	1
1.1. Introduction.....	1
1.2. General background to the study and current academic gab.....	2
1.3. Conceptual framework of the research	4
1.4. Introduction to the research case study	5
1.4.1. Economic Impact, Government Response.....	5
1.4.2. Education Shortfall.....	6
1.4.3. Training and Continues/post Education Abroad.....	7
1.4.4. Libya’s workforce.....	8
1.4.5. T&D providers in Libya and their obstacles/barriers	9
1.4.6. Political Influences	10
1.4.7. Critical Discussion.....	13
1.5. Research’s Aim, Research Questions and Objectives of the Study	13
1.5.1. Research’s Aim and Research Questions	13
1.5.2. Research Objectives	14
1.6. Research Idea and the Rationale: Professional Development for the Researcher.....	14
1.7. Study Justification.....	15
1.7.1. For the Science	15
1.7.2. For the Libyan Oil Industry	15
1.8. Thesis Structure	17
CHAPTER 2: LITERATURE REVIEW (STATE OF THE ART).....	19
2.1. Introduction.....	19
2.2. Definitions and terms of training and development.....	19
2.3. Distinction between training, development and education	21
2.4. Objectives and benefits of training and development	22
2.5. Deciding on T&D	24
2.6. Training Needs Analysis (TNA).....	25
2.6.1. Training needs analysis levels	26

2.7.	Design Training Programmes	30
2.8.	Training methods	31
2.9.	Training Implementation	32
2.10.	Training implementation barriers.....	33
2.11.	Evaluation of training activities	33
2.12.	Strategic and systematic approach to training.....	35
2.13.	The training process as an integrated system.....	36
2.14.	Previous studies related to T&D	39
2.14.1.	T&D in Arab countries and cultural effect	40
2.15.	Comparative discussions.....	48
2.16.	Discuss the Gaps in the Literature	50
CHAPTER 3: RESEARCH METHODOLOGY APPROACH.....		54
3.1.	Introduction to Research Methodology.....	54
3.2.	Research Strategy.....	54
3.3.	Research Design:	55
3.3.1.	Design of Experiment/Observation	57
3.3.2.	Sampling Strategy and Sample Size.....	57
3.4.	Research Instruments	59
3.5.	Protocol and Ethical Aspects:	60
3.5.1.	Protocol.....	60
3.5.2.	Ethical Aspects	60
3.6.	Case Study Organisation.....	61
3.7.	Accessibility.....	62
3.8.	Pilot Study.....	63
3.9.	Risk and Limitations	63
3.10.	Summary	64
CHAPTER 4: QUANTITATIVE DATA PRIMARY ANALYSIS		65
4.1.	Introduction.....	65
4.2.	The primary analysis.....	65
4.3.	Section 1: Demographic profile	66
4.3.1.	Gender and age	66
4.3.2.	Present position / job title and number of years of experience	67
4.3.3.	Area of specialty and educational qualifications	67
4.4.	Section 2: Previous training experience.....	69
4.4.1.	Involvement in previous training course(s)	69
4.4.2.	Job Satisfaction.....	70
4.4.3.	Training in the targeted companies.....	72
4.4.4.	Reasons behind training.....	74
4.5.	Section 3: Training and development system	74

4.5.1.	Part (A): Management training and development strategic issues	75
4.5.2.	Part (B): Planning of training and operational issues	76
4.6.	Section 4: Training and development needs analysis (TNA).....	82
4.6.1.	4.6.1 Regularity of conducting an assessment of TNA	82
4.6.2.	Methods to determine training needs.....	82
4.6.3.	Motivation for training	83
4.6.4.	Methods of nomination for T&D.....	84
4.7.	Section 5: Effectiveness and evaluation of T&D programs	85
4.7.1.	Employees’ evaluation of training methods used in training programmes.....	86
4.7.2.	Regularity of evaluation process for training programmes	86
4.7.3.	Methods used in evaluation process	87
CHAPTER 5:	QUALITATIVE DATA ANALYSIS.....	90
5.1.	Introduction.....	90
5.2.	Companies information.....	90
5.3.	Participants’ job specification, experience and educational level.....	91
5.4.	The role of T&D departments at the oil sector’s companies	91
5.5.	The role of HR (GADW) at the NOC	92
5.6.	Training at the NOC in Libya and its consistently:	92
5.6.1.	Internships or local training.....	92
5.6.2.	Sources of internship or local training.....	93
5.6.3.	Training abroad.....	93
5.7.	The current strategic goals of T&D in Libyan oil sector	93
5.8.	Effectiveness of the training conducted	94
5.9.	Training needs analysis (identify training)	95
5.9.1.	Personnel responsible for performing TNA	95
5.9.2.	TNA levels and methods	96
5.9.3.	Employees’ personal development plan	96
5.10.	Setting training.....	97
5.11.	Nominate the trainees for T&D	98
5.12.	Design and Planning of Training	99
5.13.	Deciding on training	99
5.14.	External T&D.....	100
5.15.	Training and organisational strategy	101
5.16.	Management of T&D.....	102
5.17.	Training and quality.....	103
5.18.	Training methods	104
5.19.	Training budget.....	104
5.20.	Libyan oil sector’s budget at the strategic level.....	107
5.21.	Evaluation of training conducted.....	109

5.22.	The quality of the current T&D programmes	111
CHAPTER 6: SUMMARY OF FINDINGS, SECONDARY ANALYSIS, DISCUSSION AND CONCLUSION ..		113
6.1.	Introduction.....	113
6.2.	Gender and age	114
6.3.	Present position and number of years of experience.....	115
6.4.	Area of specialty	115
6.5.	Involvement in previous training course(s)	118
6.6.	Job Satisfaction.....	123
6.7.	Reasons and motives for T&D.....	126
6.8.	Training and development system	127
6.8.1.	The role of T&D departments at the oil sector’s companies	129
6.8.2.	Strategic goals of T&D in Libyan oil sector.....	130
6.9.	Training needs analysis (TNA).....	130
6.9.1.	Regularity of conducting TNA and methods of its determining	130
6.9.2.	Methods of nomination the trainees for T&D	131
6.10.	Design and Planning of training.....	132
6.11.	Deciding on training	133
6.12.	Training and organization’s strategy.....	133
6.13.	Management of training	134
6.14.	Budget allocated for T&D	134
6.15.	Evaluation of Training conducted:.....	135
6.15.1.	Employees’ evaluation of training methods used in training programmes.....	135
6.15.2.	Regularity of evaluation process for outcomes of training programmes	136
6.15.3.	Methods used in evaluation process	137
6.15.4.	Evaluate the quality of T&D programs provided for the firms' staff.....	138
CHAPTER 7: CONCEPTUAL MODEL DEVELOPMENT FOR T&D SYSTEM FOR THE LOS		141
7.1.	Introduction.....	141
7.2.	Guiding concept for the gap analysis.....	142
7.3.	Major results of the gap analysis.....	143
7.3.1.	Enabler criteria	143
7.3.2.	Results Criteria	146
7.4.	Development of a conceptual model of T&D system for the LOS.....	148
7.4.1.	Discussion and steps for improvement T&D model.....	148
7.4.2.	Suggested model.....	149
7.5.	Validation process of the conceptual T&D system model.....	160
7.5.1.	Testing the validity of the suggested model	161
7.5.2.	Validation of the model	162
CHAPTER 8: CONCLUSION AND RECOMMENDATIONS		170
8.1.	Expected implications of the suggested model	170

8.2.	Conclusion	171
8.3.	Contribution to knowledge	174
8.4.	Research limitations.....	174
8.5.	Expected challenges and recommendations.....	175
REFERENCES		178
APPENDIX A: INTERVIEW FORM		189
APPENDIX B: QUESTIONNAIRE		199

List of Figures

Figure 1.1: Ishikawa’s Fishbone diagram (Reproduced from Beckford, 2010, p. 102)	3
Figure 1.2: Oakland’s TQM model (Reproduced from Oakland, 2012, p. 33)	3
Figure 1.3: Conceptual framework of the research	4
Figure 1.4: The unique influence of the political system and the external factors on the management process of the company and the factories (Reproduced from Graisa, 2011, p.3)	11
Figure 2.1: The concept of training needs (Reproduced from Oakland, 1981, p.268)	26
Figure 2.2: Levels of training analysis (Reproduced from Oakland, 1981, p. 380)	27
Figure 2.3: Edward Deming’s PDCA cycle (Reproduced from Beckford, 2010, p.69)	37
Figure 2.4: The quality training cycle (Reproduced from Oakland, 2014, p.391)	38
Figure 2.5: Basic training cycle components	38
Figure 2.6: Four-stage model (Reproduced from Armstrong and Stephen 2014, p. 310)	39
Figure 2.7: The Revised Framework for the Practice of TNA at ADP. (Reproduced from Ghulfi, 2014, p.165).....	52
Figure 2.8: Suggested model of TNA for technical staff in LICs (Reproduced from Shibani, 2016, p.233).....	52
Figure 3.1: Research methodology design (Author’s own).....	56
Figure 4.1: Area of specialty vs. Gender.....	66
Figure 4.2: Present position / job title	67
Figure 4.3: Area of specialty	68
Figure 4.4: Participants’ educational qualifications	68
Figure 4.5: Training frequency	69
Figure 4.6: Did the training you received give you job satisfaction?.....	71
Figure 4.7: Are you happy with your job within the company?.....	71
Figure 4.8: What area do you think are critical for training?	74
Figure 4.9: Reasons behind training.....	74
Figure 4.10: What is the duration of your T&D plan?	78
Figure 4.11: Who determines the policies and plans on T&D?	79
Figure 4.12: Training providers whose services have been frequently used by targeted companies	80
Figure 4.13: Staff’ evaluation of the budget assigned for T&D in terms of sufficiency	81
Figure 4.14: Approaches usually used in conducting T&D needs assessment.....	83
Figure 4.15: Training motivates	84
Figure 4.16: Staff’ evaluation of the present training methods used.....	86
Figure 4.17: Most frequently evaluation methods used	87
Figure 4.18: Staff’ evaluation of the quality of T&D programmes provided by targeted firms.....	89
Figure 6.1: Outline of the education system in Libya. Source: (GTZ, 2009).....	117
Figure 6.2: Level of education vs. area of specialty.....	118

Figure 6.3: Training frequency vs. area of specialty 120

Figure 6.4: Was the training useful? vs. Company name 121

Figure 6.5: Where was the training? vs. Company name 122

Figure 6.6: The quality of T&D programmes vs. the budget allocated 139

Figure 7.1: Enablers and results criteria (Reproduced from EFQM, 2012) 143

Figure 7.2: Suggested model of T&D for staff in LOS (Proposed by the researcher, based on this study's findings)
..... 151

Figure 7.3: Strategic personnel development plan for the staff working for national firms in the LOS 157

List of Tables

Table 2.1: The Common Definitions of Training (Reproduced from Ghufli, 2014, p. 15).....	21
Table 2.2: Individual TNA techniques (Reproduced from Ensour, 2013, pp. 38-39).....	27
Table 2.3: Summary of the Levels of Analysis of TNA (Reproduced from Landy and Conte, 2010, p.319).....	30
Table 2.4: Training towards quality approach. Source: Author based on Beckford (2010) and Oakland (2014)	36
Table 2.5: The findings of several study conducted on some Arab countries (summarised by the author)	42
Table 2.6: The effect of Arab culture on T&D in Arab world (Author’s own).....	44
Table 2.7: Comparative discussion of finding of some previous studies (Author’s own).....	48
Table 2.8: A comparison among models of training revealed by the review of literature (Author’s own).....	51
Table 4.1: Have you been involved in training course before?	69
Table 4.2: Was it useful?.....	70
Table 4.3: Did it effect how you do your work ?	70
Table 4.4: Were you asked about your feedback regarding the training?	73
Table 4.5: Do you have access to your organization’s strategy plan?.....	75
Table 4.6: Do you have a clear human resource development strategy?.....	75
Table 4.7: Are there any systems for recording who has received training?.....	76
Table 4.8: Do you have written down, formal training and development plans for yourself?	77
Table 4.9: Do you have an informal training and development plan?.....	77
Table 4.10: Does your organization receive any sort of assistance from external training consultants/providers during the preparation or implementation of your T&D plans / programs?	79
Table 4.11: Does your organization offers its own in house T&D programs?.....	80
Table 4.12: Does your organization have its own human resources unit?	81
Table 4.13: Are there sufficient professionally staff to fulfill the training needs of the organization?	81
Table 4.14: Does your organization assess its management training and development needs on a regular basis?	82
Table 4.15: Are your T&D needs assessed in relation to a specific management appraisal scheme?.....	82
Table 4.16: Do you think the effectiveness of the T&D programmes conducted by your company, is systematically evaluated?	87
Table 4.17: Would you consider the methods applied by your organization in appraising its training programmes to be sufficient for effective training evaluation?.....	88
Table 4.18: Are there any sort of follow-up monitoring processes for trainees who have completed their training programs, once they are back at their work?.....	88
Table 5.1: Report on the number of delegates abroad as part of the approved training plans for the Corporation and the sector companies during the years 2014, 2015 and 2016.....	109
Table 6.1: What is your highest level of educational qualifications? * Gender Cross tabulation	114
Table 6.2: Was it useful? * Did it effect how you do your work? Cross tabulation.....	119
Table 6.3: Was it useful? Vs. Where was the training? Cross tabulation.....	123

Table 6.4: Were you asked about your feedback regarding the training? Vs. Where was the training? Cross tabulation..... 123

Table 6.5: Did it give you job satisfaction? Vs. Are you happy with your work/job within the company? Cross tabulation..... 124

Table 6.6: Did it give you job satisfaction? Vs. Was it useful? Cross tabulation..... 124

Table 7.1: Feedback from practitioners with respect to findings and proposed model (11 Respondents) 162

Table 8.1: A comparison between the original model and the proposed framework 173

List of Abbreviations

GDP	Gross Domestic Product
T&D	Training and Development
NOC	The National Oil Corporation
TQM	Total Quality Management
GNC	General National Congress
HRD	Human Resource Development
SWF	Sovereign Wealth Fund
LOS	Libyan Oil Sector
UN	United Nations
TNA	Training Needs Analysis
UNESCO	United Nations for Education, Science and Culture Organization,
SRS	Simple Random Sampling
SPSS	Statistical Package for the Social Sciences
GADW	General Administration of the Development of the Workforce
OPEC	Organization of the Petroleum Exporting Countries
PCDP	Personal Career Development Path

Chapter 1: Introduction

1.1. Introduction

Most business organisations realize that their potential and sustainable development depends on their ability to create and develop high quality human resources. This may be achieved by methods of continuous improvement which include training and development (T&D) (Oakland, 2011), as T&D represents a key pillar in the success of not only individuals and employees, but entire countries (Ensour, 2013).

The role of training and development (T&D) and its positive impact on the effectiveness of modern organisations (organisational level, operational level and individuals level) was the major motivation behind this research in the area of human resource development.

Training and development complement dramatic changes taking place in technology, economic conditions, and competitive climate, as well as the scarcity of natural resources and qualified human resources, provide simplification to many of the difficulties encountered within these interrelated factors (Hokoma, et al., 2007) and (Ahmad, 2004). The major aim of training and development is to prepare individuals to adjust to current and future environmental changes. This can be achieved through well-organised and systemic training activities to achieve strategically targeted objectives (Fouche, 2006).

In order to establish successful training systems, there are many factors that should be clearly defined. These include training functions in an organization, training objectives and strategies and a systemic approach to training and training evaluation (Alhmali, 2007).

The oil sector in Libya represents one of the most organized sectors in terms of stability, financial resources, and structure of the entire country (Abozed , et al., 2009). This will therefore provide an opportunity to explore how the sector survives in a third world country, how well their T&D system works, and compare the implementation of formal or informal training and development strategies. As such, a number of oil companies – each working under the umbrella of the National Oil Corporation in Libya (NOC) - were selected to gather the data set for their training and development programs.

In this research, particular emphasis will be placed on the training system in Libya's oil sector, and its training cycle components. For example, system input (nominated staff for training) may be divided in two major categories (i.e. entirely new employees, and current employees which include top level management, operational level management, and individuals - is there a clear path/plan for personal development in each category?). The research will also examine training

goals and the organisation's strategic goals (are they linked, matched or synchronous?), how training needs analysis (TNA) are conducted (what are key performance indicators KPIs in place?), and most importantly, how social factors such as WASTA and nepotism - common in that part of the world - impact the training system.

1.2. General background to the study and current academic gap

This section establishes a foundation and develops a contribution to knowledge of this research. Many world leaders in the business management field agree that training is a cornerstone in any organisation's journey towards success. For instance, in Juran's philosophy, one of the key beliefs is that "training is essential and start at the top" (Beckford, 1998, p. 113). Also, Oakland emphasized that in regards of a process of total quality management (TQM), "training is crucial to success." (Oakland, 2014, p. 359). Beckford (2016) and Oakland (2012) summarised the theories and contributions made by quality "Gurus" such as Crosby, Deming, Feigenbaum, Ishikawa, Juran, Oakland, Shingo and Taguchi. All aforementioned business management and quality management "Gurus" agree that training is essential to enhance and develop employees' performance to eventually deliver better quality products which could be tangible goods or services. Training and development processes involving individuals on all organisational levels including; management level, operational level and subordinates' level, is crucial to survive in the global marketplace.

In fact, whenever business management and quality management "Gurus" tackle employees' performance within an organization in their text books, they will link it to training and development. Some have developed models related to individuals'/workforce performance. For instance, Figure 1.1 shows fish bon diagram developed by Ishikawa and Figure 1.2 shows Total Quality Management (TQM) model (4Ps) developed by Oakland. Both figures reflect the importance of manpower/people performance within an organization to continuously enhance quality within an organisation. No doubt, as part of continuous improvement philosophy (discussed in the next chapter section 2.9), enhancing manpower/people performance related directly to the training and development system in that organisation.

Oakland (2011) stressed that enhancing Manpower performance is the backbone of developing the quality concept in organisations and this can be achieved by training. Figure 1.2 'Oakland's TQM model (4Ps) shows that people performance considered as fundamental foundation of his model to manage a process and implement the total quality management within an organization.

This figure has been removed by the author for copyright reasons

Figure 1.1: Ishikawa’s Fishbone diagram (Reproduced from Beckford, 2010, p. 102)

*This figure has been removed by the author for
copyright reasons*

Figure 1.2: Oakland’s TQM model (Reproduced from Oakland, 2012, p. 33)

With respect to a training system, Oakland (1989, 2003, 2004, 2012 and 2014) formulated the training circle model as illustrated in Figure 2.5 (see Chapter 2, section 2.12) which demonstrates the basic steps required to create a training system. Such a model and others will be discussed and compared by examining several factors such as simplicity/complexity and practicality of use, clarity of sequences, generality and compatibility of social cultural factors of third world countries, in particular Arabic countries, to help to create/develop a new model considering different cultural issues in the developing countries. Oakland (2011), -such an expert who has been a ‘quality professional’ for over 30 years and considered one of quality management “Gurus” as cited previously- recommended that in the next five years, research needs to be done in the area of continuous improvement tools including T&D, he stated that “Quality

improvement will be a continuous process and widespread attention will be given to education, training and skills development activities, which will be assessed with regard to their contribution to the quality policy” (Oakland, 2011). Further discussion of defining the gaps in the literature is demonstrated in section 2.12 in next Chapter.

1.3. Conceptual framework of the research

The general focus of this research is presented in Figure 1.3 which demonstrates the conceptual frame work of the study. The plan is divided into two phases:

Phase one: academic perspective; to create a clear understanding and set out the principal concepts relating to the research topic T&D, critical discussion of theoretical foundations/models from academic perspective point view which might represent the ideal and optimal case scenarios as well as researchers’ contributions in the field (this is discussed in detail in the Literature review chapter).

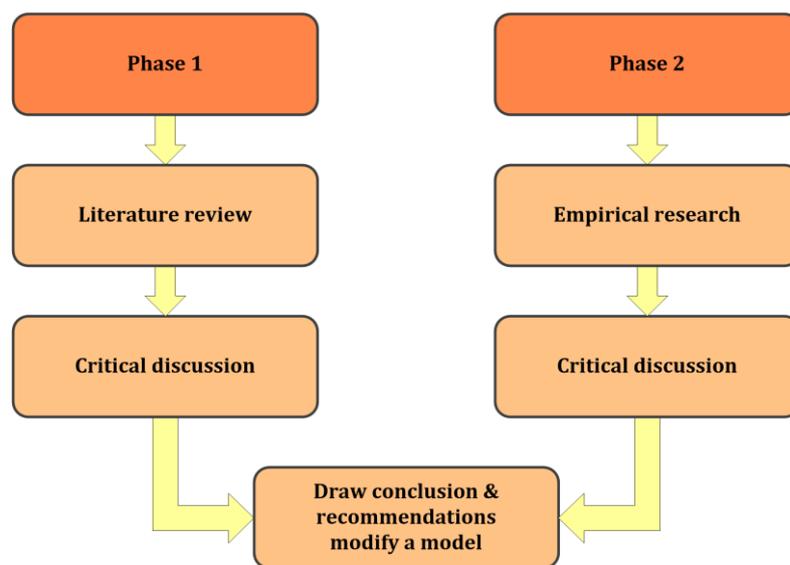


Figure 1.3: Conceptual framework of the research

Phase two: conducting empirical research through a case study (which designed in detail in methodology research chapter) to understand the current situation, and what limitations and difficulties (if any) might be faced in the workplace. Then, after critical discussion of the findings in relation to the literature, a new model will be developed by modifying/building on pre-existing models to effectively manage factors affecting training, particularly in developing countries, especially in the Arab region. This will eventually lead to developing a contribution to knowledge of this research. Basically, the main idea is to develop a simple framework to the training system in the Libyan oil sector- considering the cultural and social factors which impact

that part of the world. Results of the research would be implemented in third world countries such as Libya and surrounding areas. The contribution to knowledge will be stated clearly in chapter 7, section 7.8.

1.4. Introduction to the research case study

This section will establish a general background to the research case study. It will represent the current situation of Libya in terms of the country's attempts and efforts to invest in Human Resource Development (HRD) and the budget allocated for this purpose, throughout and after the previous regime era/before and after 2011 political instability. Discuss the efficiency of Libya's investment in HRD in forms of T&D internally and externally and figure out how improvement can be achieved in alignment with the contribution to knowledge of this study.

It is worth noting that due to the difficulty of obtaining officially documented information from the Libyan government, in some cases - as it will be noted in the context of this section - the researcher relied on reports announced by the government on television, press conferences and some local and international media to support argumentation and discussion.

1.4.1. Economic Impact, Government Response

According to Kaplan (2016), Libya has lost \$68-billion in oil revenue, resulting in unemployment levels at - or near - 30%. As a result, Libya's GDP is estimated to have declined by 10 percent and per capita income has fallen to less than US\$ 4,500 compared to almost US\$ 13,000 in 2012.

Libyan government officials have acknowledged the need for increased and improved training for several years, yet unemployment remains high due to lack of skills of local workforce in the Libyan labour market which may be enhanced through T&D, and the economy shows few signs of strength. In 2013, the General National Congress in Libya (GNC), agreed to send 30,000 Libyans abroad for studying and training; 20,000 be sent abroad for training courses, and the remaining 10,000 be sent on study courses. The GNC had proposed that a total budget worth LD 10 billion (US\$ 7.8 billion) be set aside for this proposal. This would constitute about 15% of the total 2013 budget (Zaptia, 2013).

On one hand, such a major investment in its workforce reflects the priority of the government to enhance a national workforce's skills required in Libyan market labor. On the other hand, this may lead to questions such as; was there a proper training needs analysis (TNA) conducted to ensure the return on this investment?

It is difficult to find more recent statistics due to incomplete government record keeping since the 2011 uprising, but an annual report issued in 2012 by the Libyan Ministry of Labour and Rehabilitation showed that the number of qualified job seekers -who met the minimum requirements to be employed in Libyan workplaces- and unqualified job seekers is 1,113,458 persons, or approximately 19% of the population. On the other hand, the number of foreign workers in Libya is 901,437 persons (IMVT, 2012). Essentially, almost one out of six people in Libya require training and development in order to fulfil basic employment requirements such as basic computer skills, use of internet and English language proficiency which in some cases is required by employers, for instance, in the oil sector and health care sector. This underscores the need for better training systems than that which is currently available. Aside from the potential of increased employment, which may be achieved by enhancing the current skills level of national workforce throughout proper training and development programs, this research could also result in a reduction of – or reliance upon -- foreign workers in Libya. Beyond the oil sector, this research may also have applications in other areas of the Libyan economy such as the manufacturing industry, and agricultural industry to enhance its training turnover.

Based on governmental reports (Libyan Ministry of Labour and Rehabilitation, 2012 and 2013) and the researcher's working experience in the field of training, Libya is in need of a systematic approach to face the challenges in vocational and technical training for the labour force in order to develop and enhance the current number of job seekers. Such a claim is confirmed by former Libyan Prime Minister Ali Zeiden who said the performance of trainees who have been sent abroad was not satisfactory due to improper selection criteria (Conference, 2013).

Prior to the outbreak of the Libyan conflict (17th of Feb. 2011), the country was facing profound work challenges. These challenges included high unemployment rates, where estimates indicate rates of above 30%, especially among the youth (ILO, 2012). Such unemployment is due to lack of qualification, and skills. Following the conflict, these challenges further increased. The reconstruction of Libya's infrastructure, economic system, social compact, and governance are now an enormous task for the country (ILO, 2012).

1.4.2. Education Shortfall

The level of education possessed by post-secondary graduates in Libya does not fully satisfy the standards of employers as a result of decisions made by the previous regime who ruled the country 1969-2011. One such decision, made by the Ministry of Education in 1986, resulted in the teaching of foreign languages - including English and French - being eliminated from Libyan teaching curriculums. Decisions such as this have left entire generations of Libyans with limitations in their comprehension of these languages (BBCNews, 2013). Furthermore, this has

also resulted in increased expenditures for Libyan organisations seeking to train and develop candidates for positions in the oil sector which require - at minimum - the ability to speak at least one of the aforementioned languages (English or French) (Letts, 2012) and (Quryna, 2012). Much of the training, therefore, must come from employers as opposed to the education system. “The standard of teaching is poor across all levels, salaries are low and equipment is either very old or non-existent.” (Joanne Finnamore-Crorkin, 2006).

Recently, after the revolution, the Libyan government has attempted to increase the quality of its labour force by rearranging the management of training and development programs within all organisations operating domestically (ILO, 2012). This has resulted in the establishment of new governmental bodies such as the Ministry of Labour and Rehabilitation, and the Committee for Injured and Revolutionists Affairs. These departments deal directly with preparation of local training programs. For example, in Apr. 2013 the National Transitional Council granted a total number of 18,000 scholarships over three years to members of the Committee for Injured and Revolutionists Affairs (National Libyan Chanel, 2013).

1.4.3. Training and Continues/post Education Abroad

Due to a significant correlation between the quality of education and T&D, it is worthwhile to make clear differentiations between them (this is will be discussed in greater detail in the Literature review chapter). Kenny and Reid (1986) suggested that both education and training are meant to promote and guide learning and assist in the accomplishment of goals that would enable the individual to apply his learning in job-related settings. Although the two concepts can complement each other, Kenny and Reid (1986) argued that training and education are different to the degree to which their objectives can be specified in behavioural terms, in the time normally needed to achieve these objectives, in their methods of learning, in the learning material involved, and in the context in which learning materials are used. All of these elements - training, development and education - have been considered as encompassed by Human Resource Development (HRD). However, Anthony, et al. (1996) explained that “Training provides an employee with skills that can be used immediately on the job. On the other hand, development provides an employee with knowledge that may be used today or at some time in the future”.

Recently in Libya, many contracts have been signed with other countries such as Turkey, Jordan, the UK, France and the USA to provide training programs to the army and police sectors (Letts, 2012) and (BBC News, 2012) . Such urgent training to the security fields is needed to establish and maintain security, especially after recent attacks targeting several embassies in Libya in 2012 (BBC News, 2012) and (Gumuchian & Shennib, 2013).

Libya's budget is further strained by millions of dollars spent every year on sending Libyan University graduates abroad to continue their studies. According to the British Council director in Libya, the British Council signed an agreement with Libyan officials in Apr. 2013 which involves up to 5,000 Libyan scholars studying in the UK on an annual basis (Gough, 2013). Financial estimates for this particular investment were not available, however, in Germany, the annual costs of sending 700 Libyan students to study in that country in 2011 were almost US\$ 28.5 million (Zand, 2011).

According to the Ministry of Education in Libya, the Minister of Higher Education and Scientific Research, in April 2013, granted scholarships to 5,692 candidates — 2,004 of those candidates were faculty members, 2,659 were teaching assistants at Libyan universities, and 1,029 are top graduates from the class of 2013. These scholarships do not include candidates who will be offered similar opportunities by way of their involvement with the National Organisation of Technical Education and Vocational Training, the National Organisation for Scientific Research, Committee for Injured and Revolutionists Affairs, and other public bodies and sectors (Libyan Ministry of Education, 2013). The statement stressed that the purpose of these scholarship programs is to raise the efficiency of the university faculty members, and to invest in the human resources as it is the foundation of the development. In spite of these challenges, and inefficient systems, it is clear the country recognizes the value of effective education and training and development systems, and has shown a willingness to invest substantial resources in hopes of accomplishing such objectives. The researcher is interested in developing a streamlined mechanism/framework of proper management of suitable training and development system, showing its importance to save efforts, time, and money and to increase the quality of employees' performance in general.

1.4.4. Libya's workforce

Although a bleak picture may be painted in regards to a national work force and how it is impacted by a reliance on a foreign workforce in Libya, on the other hand some researchers argue that there are advantages of relying on foreign workforce regardless of the significant surge in operational expenses. A period of economic sanctions imposed on Libya by the United Nations, lasting about a decade (1992 to 1999), led to a scarcity of qualified employees and shortage in trained local workforce (Graisa, 2011). Consequently, in order to manage the country's development plans, it was necessary to hire foreign experts, which led to a significant surge in operational expenses.

In the last two decades, and after the end of tension with the West, it was noted that the attention paid by the Libyan state in terms of interest in infrastructure projects and the development of

most sectors such as health, education, service and others, created new job opportunities in the Libyan market. According to Shibani, (2016), Libya has the largest oil and gas reservations in Africa, which make it a wealthier country than its surrounding neighbours, including Egypt, Sudan, Niger, Chad, and Tunisia. Also, the nature of Libya's geographic location permits easy entry of many specialists from different industries into the country. On the other hand, Libya has the smallest population in its geographical region. As a result, reliance on non-national workforce has grown rapidly, which has enhanced Libya's economic development plans.

So for the purpose of enhancing and developing the efficiency of the national Libyan workforce, Libya should take into consideration that a country's development plans are significantly affected by the output of its higher education institutions, vocational schools, and training facilities. Vocational education and training are necessary factors in the economic development process, since they help to improve employees' performance, develop efficient human resources, enhance productivity, and decrease the gap between developed and developing countries (Atoki, 2013). Furthermore, Shibani (2016) stressed that Libyan leaders and decision makers should realize the positive impact training and development has on Libya's national workforce. This matter should be addressed by Libya's high commission bodies.

1.4.5. T&D providers in Libya and their obstacles/barriers

Abdulrahim (2011) stated that by 2010 there were about 1500 training and consulting centres running in the country, each attempting to deliver training services. The National Institute of Administration is the main training organization in the administrative sector. However, the Ministry of Labour has about 200 training firms listed in its database, and only 10% of this list provides nationally recognized training programmes. In fact, this reflects the challenges facing Libya's training management sector, and shows how critical the situation is. One of the main motivators behind conducting this research study is to enhance the quality of the training and development system in Libya.

The obstacles facing Libya's T&D sector outlined as follows:

1. Inadequate definition of training needs. This occurred because there are no specific procedures to conduct training needs analysis (TNA). Shibani (2016, p.33) stated "currently available training programmes would seem adequate to cover only about 25% of the needs". He attributed the inadequate training programs to the fact that governmental organizations, including oil companies, usually neglected to carry out TNA for nominated candidates prior to placing them in training programmes. This TNA should be conducted to make sure the training program content properly matches candidates' needs.

2. Managers have been recruited, not based on experience and qualifications, but on informer influences. Such influences include, “loyalty to superiors, political affiliations, tribal, kinship and personal connections” (Shibani, 2016, p.33). He argued that this created many problems for the workforce: “Arab trainers work for short periods and then change their mind and are unwilling to work longer” (ibid). Undoubtedly, this attitude critically effects the training management in Libya. When a non-national employee resigns - after gaining experience and spending a considerable amount of time learning the current system - eventually the company needs to fill the vacant position. Consequently, ongoing turmoil in the management training system in Libya has emerged.

3. Lack of skilled training personnel, because the availability of skilled training personnel is less than the demand. Also, due to the failure of management to attract and retain their skilled employees, expert training personnel included - even after the employees gain experience and build a reputation in the company. These skilled recruits are often attracted by well-paying job offers from competitors in other countries.

1.4.6. Political Influences

In this section the researcher aimed to demonstrate the effect of political conflicts prior to and after the 2011 uprising on the economy in Libya and the oil sector in particular:

1.4.6.1. Prior to 2011 Uprising

According to Crane, et al., (2012) Libya’s economic stability and growth will improve once it increases oil and natural gas productivity. Gadhafi’s political policies limited economic development for more than four decades, and focused on controlling the population. The previous regime controlled Libya’s economy by limiting foreign trade and investment and placing subsidies on food, fuel, and other goods and services. The country is struggling to recover. During his rule, Gadhafi made sure he stayed in power by controlling Libya’s economic policy. He denied attempts to reform the country’s market if reforms posed a threat to his regime. Since most reforms did pose a threat, they were immediately denied.

Consequently, Libya’s private sector remains largely underdeveloped, and is unable to support the country and its citizens. As a result, Libya depends on hydrocarbons for its main source of income. Most of the country’s GDP comes from energy production (65 percent), and oil and gas revenue supply 80 percent of government income. A staggering one third of Libya’s citizens live under the poverty line, even though per capita income was \$14, 100, which is considered high (Crane, et al., 2012). As a result, achieving economic growth and stability is difficult after the 2011 uprising with this legacy.

In this regard, Graisa (2011) explained the effect of Libyan political system during the Gadhafi era on the large companies working in the Libyan market, Oil firms included. He said “Central government in Libya is made up of General People’s Committees (GPCs) that cover the core national issues, including finance, justice, economy and trade, workforce and training, planning and tourism, energy, etc. Secretaries of the GPCs hold the equivalent of Ministerial rank and act as a link between the People's Committees and the Executive” (Graisa, 2011, p.3). He argued that “Libya has a unique political, social and economic system” (ibid), which severely affected the management process in the public companies because of the possibility of abuse of the social and political system by the workforces.

Figure 1.4 show that the workforce has the ability to manage the firms indirectly, through their connections in the local People’s Committees to interfere the need to change higher management levels includes head of departments and chief executives. Lastly, he stressed that the sanction throughout the period of 1990 to 2003 on Libya enforced by the United Nations due to the political issues, has created a harmful consequence on “the availability of modern industrial technologies and technical training, which made it extremely difficult to maintain and sustain a productive and efficient culture within factories” (Graisa, 2011, p.4).

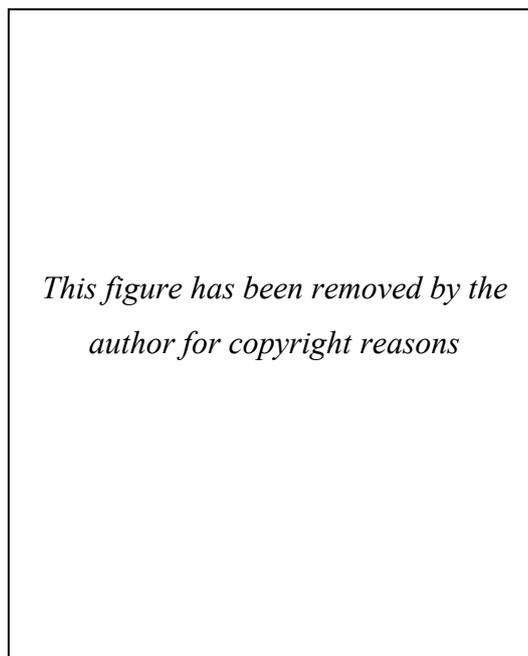


Figure 1.4: The unique influence of the political system and the external factors on the management process of the company and the factories (Reproduced from Graisa, 2011, p.3)

1.4.6.2. After 2011 Uprising

Many issues have increased significantly after the revolution of 17 Feb. 2011, such as security, civil war which led to the exodus of foreign skilled workforce. According to Shibani (2016, p.32) “Libya is still faced with a shortage of skilled and trained people in several fields; new

needs have emerged as a result of changes in the economic and social structure after the revolution of 17 February 2011”.

In addition, according to Crane, et al., (2012) since the General National Congress (GNC) new former regime in Libya, political investments have not bounced back. In fact, the government has spent more on investments than they've received in return (Section 1.3.3 showed aforementioned examples), and budget expectations have not been met. It seems that the current Libyan government is not planning well for the future. Another example, the GNC has significantly increased political salaries and subsidies, spending more than in the past, and is not investing or saving enough income to create security and long-term growth for the country. To bring fiscal revenue back into balance, the government must either decrease management expenses or increase oil and gas income, or a mix of both.

The GNC has been taking money from the Libya Investment Authority, the Sovereign Wealth Fund (SWF), to pay for recovering from the previous regime and balancing their accounts. During the Gaddafi era, the government poured resources into the Libyan Arab African Investment Company. Allocating resources to this fund was part of the regime's international investment and foreign policy plan. The Libyan population was not happy with these decisions. Currently, these resources are frozen (Crane, et al., 2012)

Very recently the political situation become very complicated and has severe effect on Libya's economy. According to Hall (2016) “Effectively, Libya now has three governments, none of which can actually govern”. At the time of writing this thesis, there are three governmental bodies in Libya, two of them in Tripoli which are (presidential council and temporary government) and one in the east region of the country. This situation has led to ambiguity in managing the Libyan Oil Sector (LOS), as it is owned by the state. Libya's ability to rebuild its crude production will face difficulties due to the ongoing restrictions on the budget of the NOC (NOC, 2018).

In contrast, Crane, et al., (2012) argued that, Libya's energy industry is very wealthy, despite overall economic and political challenges. The country has the largest oil reserve in Africa. Not many countries have more oil reserves than Libya: it is among the top-ten countries worldwide. Libya has stored 47.1 billion barrels of oil reserves, and they also have generous natural gas reserves. Ninety-five percent of Libya's foreign trade income comes from hydrocarbons, mostly oil. The government depends on oil revenue to sustain itself, 90 percent of their income comes from the energy sector. Libya's civil war dramatically affected the oil industry, and oil production was almost suspended during wartime.

Currently, Libya produces 700 thousand barrels per day(mbd), compared to their normal 1.8 (mbd) - the pre-civil war level. Libya is also producing natural gas again. Based on the above, the researcher believes that now it is a necessity more than at any time before, to aim all the effort to enhance the performance of the human assets in the Libyan economy, and in particular in the Libyan oil sector as it represents the back bone of the economy.

1.4.7. Critical Discussion

On one hand, although it is clear that the Libyan government allocated a significant portion of its budget to invest in Human Resource Development (HRD), on the other hand, employers are largely unwilling to employ Libyans due to a lack of basic skills. This leads to questioning the efficiency of training needs assessment and the entire training system as whole, starting from how to nominate candidates to take part in training and development programs both internal and abroad, ending with reviewing and evaluating its outcomes. For instance, is there a defect in the management system of training or is there factors that are not visible in the process and/or there are other reasons? Or maybe the problem is more general and larger, and does it include the quality of education sector outputs?

This study is part of a continuous improvement process philosophy, and it is an attempt to enhance the efficiency of the training and development system in Libya, considering visible and invisible factors may affect T&D system such as social factors. Eventually, an improved system will lead to an enhanced skill level of Libya's workforce. In turn, this reduces the reliance on expatriate workers, thus creating new jobs for local workers, strengthening the country's economy and reducing operating costs. In terms of science, the research endeavours to develop a model which represents a solution to the problems associated with T&D in this part of the world.

1.5. Research's Aim, Research Questions and Objectives of the Study

1.5.1. Research's Aim and Research Questions

The research's aim, research questions and objectives will form a clear sequence of the research phases. The main aim of this research is to develop a practical system framework to make the training process more efficient, and more effective in terms of reducing the amount of time, effort, and costs currently associated with the process of a training system and personal development plan in the Libyan oil sector. This research aims to answer the research questions which will be clearly stated:

- How does the training and development system work in Libyan Oil industry?
- What are the limitations and drawbacks of the training process in Libyan Oil industry?
- How to develop an efficient system?

The oil sector in Libya will be the focus of this research because it is the main driver of the Libyan economy, but the sector has come under great strain since the uprising in 2011. It is also a high risk business, and those involved should be subject to intensive professional training in order to raise the knowledge, know-how and experience of its workforce.

1.5.2. Research Objectives

The objectives guide how the research will be carried out, which will be in five phases:

- To establish best practice of training and development.
- To focus on fact finding, and identifying the current training and development system utilized by the Libyan oil industry.
- Assess the feasibility of the current system, draw a clearer picture of the current situation, including the mechanism of establishing a training and development plan, the training needs analysis, and strategic goals of the training.
- Identify limitations and drawbacks.
- Develop a streamlined system/framework to address existing drawbacks.
- Assess the suggested framework.

1.6. Research Idea and the Rationale: Professional Development for the Researcher

The author has worked for the Ministry of Planning since 2006, and underwent a period of study in the UK in 2006-2007 to develop my knowledge and skills in Further Education (FE) management, as part of an educational project to be worked on subsequently in Libya. The author's studies covered areas of educational leadership and professional governance, such as leadership, strategy, quality assurance, benchmarking, pedagogical studies and practices, student guidance and support and accreditation processes and procedures for the United Kingdom (UK) qualification frameworks. On my return to Libya, the author was instrumental in ensuring these practices were embedded into the institute of Management Development Professional Certification Centre (MDPCC); which is a joint venture with the English training company TQ Ltd. The author contributed to the development of the leadership and management faculty, and design of educational frameworks.

Through periodic training programmes, both management related and technical related training courses run by MDPCC, there was a significant waste in terms of expenditures on training in Libyan employment sectors in general. Most industries sent their employees to be trained at MDPCC. However, most of these candidates underwent a period of training before they were sent to MDPCC, which reflects a clear lack of training needs analysis in every sector nationwide. Eventually, this issue led to recommendations for further in depth investigations, and a

comprehensive study of the training system in Libya, which was the main motivation behind conducting such research.

1.7. Study Justification

1.7.1. For the Science

Oakland (2011) stated that there is growing attention being paid to reducing costs associated with quality, although demand for quality products (goods/services) is still a priority. Even though poor quality goods producers are facing harsh and fast punishment in the marketplace by way of products recalls, he emphasized that research is needed to truly understand the important quality issues in the next five years. He stressed that there is a need to develop a better understanding of the use of quality tools -such as training- in support of continuous improvement. This research will investigate the social factors which may affect the training and development system and manage their affects.

This research is an attempt to bridge a gap in the literature on training systems to increase knowledge in this area. Considering the third world, in particular Arabic regions, bear in mind the similarity in social factors characterising that region of the world. Although this study is focused on a developing country, even in developed countries like the UK, training and development has an essential effect on industry professionals, and organisational development in the business world. In fact, training and development is a main priority of most organisations in the UK. However, many companies struggle to implement training and development programs and training goals are not reached.

For instance, according to Fielden (2005) in a study involving 1,153 organisations across the United Kingdom the results of these surveys indicate that the actions of many organisations do not match their communicated goals with their employees when it comes to coaching and training their employees. This means that even in developed countries where the benefits of training had been recognized a long time ago, there is a need for organisations to review their training systems. Undoubtedly, in Libya, a developing country, firms and organisations also needs to review their training system. Furthermore, social and business disciplines will likely benefit from the generalisations resulting from this research, since it will tackle the relationship between social factors which may affect T&D and strategic planning in business firms.

1.7.2. For the Libyan Oil Industry

To draw a full picture of the current situation in Libya's oil sector, the researcher decided to summarise the sequence of historical events in the industry leading to the present moment.

Historically, the birth of the oil industry was in 1956 when international firms were given the first oil contracts. After commercial oil resources were found in 1957, Libya exported oil for the first time in 1961. Soon afterwards, Libya started exporting oil regularly, and became well known as a major oil exporter. By 1970, the oil and gas industry was booming: Libya reached sixth place worldwide for oil production (Businessinsider, 2011).

According to a study conducted in 2009, oil and gas is the most valuable resource in Libya, and fuels the entire economy. Libya's National Oil Corporation (NOC) oversees the operation of the oil and gas industry. Since 1968, the NOC and its branch companies have taken care of the manufacturing process, and production and development, including searching for new oil and gas resources. They've also marketed the oil and gas resources both nationally and worldwide. Furthermore, the NOC has partnered with international oil companies, creating shared projects, to explore new oil and gas reserves (Abozed , et al., 2009).

International trade was very restricted in Libya between 1992 and 1999, due to various sanctions and embargoes placed on the country by the United Nations (UN). Since the UN removed the sanctions, Libya has invested more energy and resources into the energy sector. The government has also tried to draw international investors to the country by changing its foreign exchange policies, loosening former controls (Biltayib, 2006).

Despite former economic restrictions, Libya appeals to foreign investors for many reasons. Libya's hydrocarbon resources, including crude oil, are excellent quality, and the price for oil recovery is relatively cheap. Furthermore, located on the coast of the Mediterranean, Libya is close by European countries, including the lucrative French, Spanish, Italian, and German markets. Libyan political officials have also made a commitment to join the World Trade Organization (WTO) (John, 2009).

Abozed, et al., (2009) argued that, as result, training a qualified team of managers and employees will be crucial moving forward; these individuals will help Libya meet the demands of its ever-expanding oil industry. A new strategy for enhancing training procedures must be developed and implemented.

Undoubtedly, the need for such experts to wisely manage this backbone sector of the Libyan economy is in high demand nowadays, especially since the strain placed upon the oil industry after 2011 uprising. This was emphasized by Crane, et al., (2012), he stressed that Libya could rely on hydrocarbons as a profitable, stable source of income. The resources must be managed properly, however, to ensure long-term financial and government success. Unwise management of hydrocarbon resources could spell disaster for the country, increasing corruption, inefficient

government aid, and inhibit private sector growth. Libya, as a post-civil war state, requires careful resource management.

1.8. Thesis Structure

This thesis contains eight chapters as follows:

Chapter One: Introduction to the Research Problem

Represents the importance of the research in relation to the current academic gap that needs to be bridged, the contribution to the knowledge, and its importance to Libya and the surrounding region. It also establishes the conceptual framework/plan of the research, while demonstrating how a contribution to knowledge of this research might be accomplished. In addition, it provides a general background to the research case study, sets out the aim, objectives of this study, and the rationale. Finally, it also provides justification of conducting the study.

Chapter Two: Literature Review

The state of the art of training and development. It provides the models which have been established by business management scholars and other developed one, which will be critically discussed in terms of simplicity/complexity and practically of use, clarity of sequences, generality and compatibility of social cultural factors of third world countries, in particular Arabic countries, to help to create/develop new model considering different cultural issues in the developing countries. Also, provide an overview of up-to-date previous studies that have been conducted in developed and developing countries on training and development. Critical discussion of the literature will also be undertaken in order to define the gap to be bridged throughout the contribution to the knowledge of this research.

Chapter Three: Research Methodology Approach

This chapter considers the methodology implemented in this research in order to achieve its objectives. It describes how the research approach of this study will be carried out. This will illustrate the research design, specify and justify the combination of sampling strategies/techniques were applied and the justifications behind this mixture. Define the proposed subjects and the research instruments of the study for each approach.

Chapter Four: Quantitative Data Analysis

The main purpose of this chapter is to organize and represent the raw data gathered via the questionnaire, in the form of statistic frequencies and charts. Observations and conclusions will be drawn where applicable from this presentation and primary analysis. Further discussion and

comparisons wherever applicable will be conducted in the form of corresponding tables, or correlations in chapter 6. Accordingly, a need for further investigations will be defined.

Chapter Five: Qualitative Data Analysis

The primary aim of this chapter is to present and undertake a primary analysis of the raw data collected from the interviews, specifically as a supportive or comparative source to findings that came from the questionnaires.

Chapter Six: Summary of Findings, Secondary analysis, Discussion and Conclusion

This chapter aims to summaries the main findings from the primary data analysis (Qualitative and Quantitative). Establish further or secondary analysis by conducting comparisons among employees' responses on several levels (where applicable), in order to strengthen preliminary conclusions and to determine whether or not there is an outcome which may require further investigations. Conduct critical discussion of the emerged findings from the data analysis presented in Chapters 4 and 5, in relation to literature in order to establish the basis of development of a proposed model of training and development system for oil industry in Libya to enhance the current situation.

Chapter Seven: Proposed Model and validation process

This chapter builds on the findings and presents a framework to improve the training system in Libyan oil sector, that would result in enhancing the efficiency of training which will lower costs to business, improve turn-around times and company productivity.

Chapter Eight: Conclusion and Recommendations

Sets out the final conclusion. represent the contribution to the knowledge of this research, as well as limitations of the thesis and making recommendations.

Chapter 2: Literature Review (State of the Art)

This chapter is divided into two major parts. The first part initiates with reviews the relevant definitions and terms of the T&D. Then, deals with the importance and benefits of T&D, deciding on T&D, training needs analysis (TNA), design training programmes, training methods, implementation stage, training evaluation, the training process as an integrated system and training barriers. The second part deals with the previous studies related to T&D in different regions of the world, T&D in Arab countries and cultural effect. Finally, it concludes comparative discussion and defining the gaps in the literature.

2.1. Introduction

In terms of the research objectives this chapter establishes the state of the art of training and development. The chapter begins by giving a broad picture of the topic, in which it presents several definitions of training in various contexts and distinguishes training from other progressive functions like education and development and explains the importance of training for an organization. Also, it considers different aspects related to training management and explains the systematic approach to the training process and the relevance of training needs analysis (TNA) within this system.

It provides an overview of up-to-date previous studies that have been conducted in developed and developing countries on T&D. Critical discussion of the literature will also be undertaken in order to define the gap to be bridged throughout the contribution to the knowledge of this research. It presents various training related models. These models will be discussed in terms of simplicity/complexity and practically of use, clarity of sequences, generality and consideration of social cultural factors of third world countries, in particular Arabic countries, to help to create/develop new model considering different cultural issues in the developing countries.

The literature presented in this study helped in achieving the first objective of this research. Moreover, it helped in developing the theoretical framework which is the main aim of this study.

2.2. Definitions and terms of training and development

In practice, the terms ‘Training’ and ‘Development’ are often used in parallel, (Pepper, 1984). Garavan *et al.*, (1995) explained training and development as, the planned learning and development of people as individuals and groups, to the benefit to the business as well as themselves. Wexley and Latham (1991) used the phrase training and development to refer to a planned effort by an organization to facilitate the learning of job-related behaviour on the part of its employees. T&D activities serve different purposes based on the need for them. A need for training occurs when staff lack skills, knowledge, or ability to perform their current job. As a

result, correction of the situation should be done promptly (Fairfield & James, 1987). According to Taylor (1996), training is a systematic process concerned with facilitating the acquisition of skills, knowledge and attitudes which result in improved organizational performance. Hackett (1997, p. 3) defines training as “the task of bringing people to the desired standard of efficiency or helping them to learn to do things the way needs to be done”. Similarly, Armstrong (2006, p. 575) defines training as “the use of formal processes to impart knowledge and help employees to acquire the skills necessary for them to perform their job satisfactory”.

Laird et al. (2003, p. 13) provide a concise definition of training when he said, “an experience, a discipline or a regime which causes people to acquire new, predetermined behaviours”. They emphasise that change in behaviour is a major indicator for training success. In this view, the training department should seek to achieve the organization goals by solving performance problems as well as other human performance problems in the whole organization. Goldstein (1980) formally defined training as “the acquisition of skills, concepts or attitudes that results in improving performance in an on-the-job situation”.

Training and development can be described as a planned continuous process to improve the employee competency level and the organizational performance. So, training is conducted to provide trainees with knowledge and skills needed for their job. Robinson (1985) views training as any instructional or experiential means to develop a person's behaviour pattern, in the areas of knowledge, skills or attitude in order to achieve a desired standard or level of performance.

Armstrong (1999, p. 198) suggests that training “fills the gap between what someone does and what he should be able to do. Its first aim to ensure that, as quickly as possible; people can reach an acceptable level in their jobs. Training then builds on this foundation by enhancing skills and knowledge as required to improve performance in the present job or to develop potential for the future”.

United Nations for Education, Science and Culture Organization, UNESCO (1978, p. 38), defines training as “activities which aim at providing the skills, knowledge and attitudes required for employment in a particular occupation, group of related occupations or for exercising a function in any field of economic activities. Within this broad term, a number of derivatives or subdivisions may be noted based on the purpose or level of the training, the age group or other characteristics of the trainee, the place where the training is given, etc”.

Reid, et al., (2004, p. 2), depicted training as, “a planned process to modify attitude, knowledge, skills through learning experience to achieve effective performance in activities or ranges of activities”. This definition is based on a planned process which helps employees gain adequate

knowledge and skills. This is necessary to perform their duties effectively. Table 2.1 summarises other definitions of training.

Table 2.1: The Common Definitions of Training (Reproduced from Ghufli, 2014, p. 15)

Training Definitions	Authors
“Training is the systematic development of the attitude and skill behaviour pattern required by an individual in order to perform adequately a given task. Training is designed to change the behaviour of the employee in the work place in order to stimulate efficiency and higher performance standards.”	Oliseh (2005 p.112)
“It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rule, or changing of attitudes and behaviours to enhance the performance of employees.”	Giri (2008 p.3.6)
“It is the use of systematic and planned instruction activities to promote learning.”	Armstrong (2009, p.675)
“It is a planned and systemic effort to modify or develop knowledge, skill and attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential.”	Buckley and Caple (2009, p.9)
“Training is the process of developing qualities in human resources that will enable them to be more productive and contribute more in the achievement of organisational goal.”	Ghuman (2010, p.334)
“Training can be defined as an organised process concerned with the acquisition of capability or the maintenance of existing capability.”	Alkinani (2013, p.48)

2.3. Distinction between training, development and education

According to the Manpower Service Commission (1981), development is the growth or realization of a personal ability through conscious or unconscious learning. Development programs usually include elements of planned study and experience and are supported by coaching counselling facility. In Armstrong's (1999, p. 198) view, development is, “the modification of behaviour through experience. It provides for people to do better in existing jobs and prepares for greater responsibility in the future”. Therefore, training and development are differentiated by their time orientation, and by their breadth or specificity of focus.

According to Cole (1993), training usually implies preparation for an occupation or for specific skills; it is narrower in occupation than development, and it is job-oriented rather than personal. On the other hand, development is a broader view of knowledge and skills acquisition than training, it is less job-oriented than career-oriented, and it is concerned more with employee than with immediate skill and it uses employee’s adaptable resources. Similarly, Anthony, *et al.* (1996) explained that “Training provides an employee with skills that can be used immediately

on the job. On the other hand, development provides an employee with knowledge that may be used today or at some time in the future”.

Other writers have distinguished training from development in terms of the position in the organizational hierarchy to which they are directed. Casico (1992) suggested that lower-level employees are trained while higher-level employees are developed, although he used the terms training and development interchangeably in his work.

Morse (1985, p. 24), gave another distinction between training and development, when she said that education and training continuous to plague academics. She argued that “training concentrates on the development and maintenance of the competencies to perform role and tasks in a certain work situation. Education, however, is more concerned with the general growth and development of the individuals”.

Many researchers distinguish activities aimed at generating learning to enhance one’s current job performance (training) from those activities aimed at preparing and employee for some future job assuagement (education). For instance, Kenny and Reid (1986) suggested that both education and training are concerned with promoting and guiding learning and assisting in the accomplishment of goals that would enable the individual to apply his learning in job-related settings. Although the two concepts can complement each other, Kenny and Reid (1986) argued that training and education are different in the degree to which their objectives can be specified in behavioural terms, in the time normally needed to achieve these objectives, in their methods of learning, in the learning material involved, and in the context in which learning materials are used. All of these elements, training, development and education, have been considered as encompassed by Human Resource Development (HRD). Learning according to Wexley and Latham (1991) is perceived as “a relatively permanent change in behaviour that occurs as result of practice”. Behaviour includes the knowledge and skills acquired by people.

2.4. Objectives and benefits of training and development

Training and development are viewed by researchers in different ways, though all of them focus on the positive role of training at the individual level, the organizational level. Often top management in an organization chooses training as a solution to problems encountered. However, the question that may be raised is this - is training always the solution?

Where problems are associated with a lack of knowledge or skills or attitude, typically training will provide a solution.

To decide whether training is needed, a question essentially to be asked in terms of achieving the targeted or desired performance is: “Does the employee know how to meet the performance standards for an accountable task?” (Laird, et al., 2003, p. 59). Oakland (2014, p. 390), believed that “education and training is the single most important factor in actually improving quality and business performance, once there has been commitment to do so. For education and training to be the effective, however, it must be planned in a systematic and objective manner to provide the right sort of learning experience”. He (ibid) added that “Education and training must be continuous to meet not only changes in technology but also changes in the environment in which an organization operates, its structure and perhaps most important of all the people who work there”.

Regarding the issue of training and development Grant and Smith (1984), say that there are three major objectives of concern; firstly, to provide the knowledge, skills and attitudes needed for individuals to undertake their current job effectively, as well as to assist employees at all levels to extent their abilities and to understand the implication and significance of their roles. Secondly, to help employees to become capable of assuming other responsibilities within an organization, either at higher or at their current levels. Thirdly, to help employees to be adept to changed circumstances facing the organization as a part of the process of organizational development.

Coussey and Jackson (1991) assert the need for training to raise awareness and get support, to develop a strategy for changes in practices to impart information, knowledge and understanding, to develop new skills, enhance experience and confidence.

Atwood (1989) stress that training can increase competency, skills, confidence, awareness and knowledge among employees. It may contribute to the organization in a number of ways:

- To assist workers to perform at the optimum level in current jobs.
- To develop employees for future jobs.
- Increased productivity through faster, more skilled work.
- Reduction of costs, less wastage and fewer errors.
- Reduction in interpersonal and performance related problems with supervisors and managers because of enhanced competence and confidence.
- Fewer accidents and problems with equipment and machinery.
- Improved job satisfaction, motivation and morale among trained employees.
- Improved quality of work.
- Greater communication between employees on job related issues with potential for

quality improvements and innovation.

Also, she suggested that in order to stay in business within a competitive world and increased productivity, training is a way of producing change. In addition, Armstrong (1999) asserted that effective training could;

- Enable employees to acquire job skills quickly, effectively and cost efficiently.
- Improve corporate performance in terms of output.
- Increase the commitment of employees by encouraging them to identify organizational objectives.
- Attract high quality employees by offering them learning and development opportunities, and enhancing their skills.
- Help to manage change by explaining the reason for change and providing people with the knowledge and skills needed to cope with the new situation.
- Help to develop a positive culture in the organization.
- Provide higher levels of service to customers.

2.5. Deciding on T&D

One of the most essential phases and considerations that should be clearly defined is who takes responsibility for the T&D. Many parties involved share responsibility for both training and development in varying ways either directly or indirectly. This can include senior managers, supervisors and the employee who are jointly responsible for T&D. Professional bodies represent other parties, examining and awarding bodies, training providers and training professionals (Mathews, et al., 2001) and (Oakland, 2004).

Christie (1983, p. 112) emphasizes that line managers and supervisors should participate in all phases of training; “managers contribute to the success or failure of training programs. When they participate in the needs analysis and design of training programs, when they match performance problems to training design and when they sell training to their subordinates, managers’ cause results to happen. The human resources staff must have input and commitment from managers in order to produce training results”.

Next to the important role of managers is the vital role of the training and development department, whose tasks go beyond simply conducting training programs. The training and development department should play the role of connecting all contributions toward achieving the ultimate goal of T&D (Oakland, 1993).

Training departments are responsible for conducting the training activity or selecting the required programs for training their staff when the programmes are to be conducted by an

external training provides. For that the training personnel should have the necessary background concerning the state of art of T&D. Aswathappa (2005, p. 207) asserts that “Trainees should be selected on the biases of self-nominations, recommendations of supervisors or by the HR department itself”. Appropriateness of the training programs should, first of all, be in its congruency with culture. As technology, markets, products and services change, the organization has to change as well. This also leads to changes in organization culture and affects the employees. Therefore, Human Resource Management contributes to the efficiency of the organization by analysing and designing the way of change (Molauder, 1996).

2.6. Training Needs Analysis (TNA)

Assessment of training needs is quite important phase to consider. By reviewing the literature, there is a considerable amount of research published in relation to TNA. Many researchers agreed that in order to develop training programmes, determine training needs is essential (Chen and Hung, 2012; Rossett, 2009; Sleezer et al., 2008; Vijayalakshmi and Vaidhyasubramaniam, 2012, cited in Ghufli, 2014).

Many others have published various definitions and context of TNA (Iqbal et al., 2012; Gupta et al., 2007; Altschuld and Lepicki, 2010; Kaufman and Valentine, 1999; Cekada, 2010; Armstrong, 1996; Tao et al., 2006, cited in Shibani, 2016). He (ibid, p.43) stated that “it is widely recognised that regardless of the various definitions given to TNA, all are usually similar rather than different”.

In sum, TNA focuses attention on the training needs of the organization from which the objectives of training can be specified. According to Taylor (1996) the TNA involves the identification of training needs before the objectives and content of training can be specified, what training needs to be done, and where should be identified. That is, the organization must look at what is presently happening and what should or could be happening, any difference between the two may give some indication of training needs.

In addition, Pettinger (2002) defined training needs analysis as identify performance gaps that can be remedied by training. Anderson (1993) indicates that the T&D range is divided into knowledge (information based), skills (doing things), techniques (a combination of both knowledge and skills in carrying out a task), attitude (belief or frame of reference) and adjustment (problem solving) or a combination of them. Similarly, Jeff , et al., (2013, p. 149) defined training needs analysis as “the gap between the knowledge, skills and attitude possessed by the target individual or group and those needed to perform required occupational roles”. Furthermore, it often involves a combination of knowledge, skills and attitudes. The

aforementioned definitions and explanations were set to clarify what is ‘training needs’. Basically the gap between the desired/targeted performance and the actual/current performance formulates the training needs, which should be bridged by the appropriate T&D programmes. This concept of TNA can be illustrated in Figure 2.1.

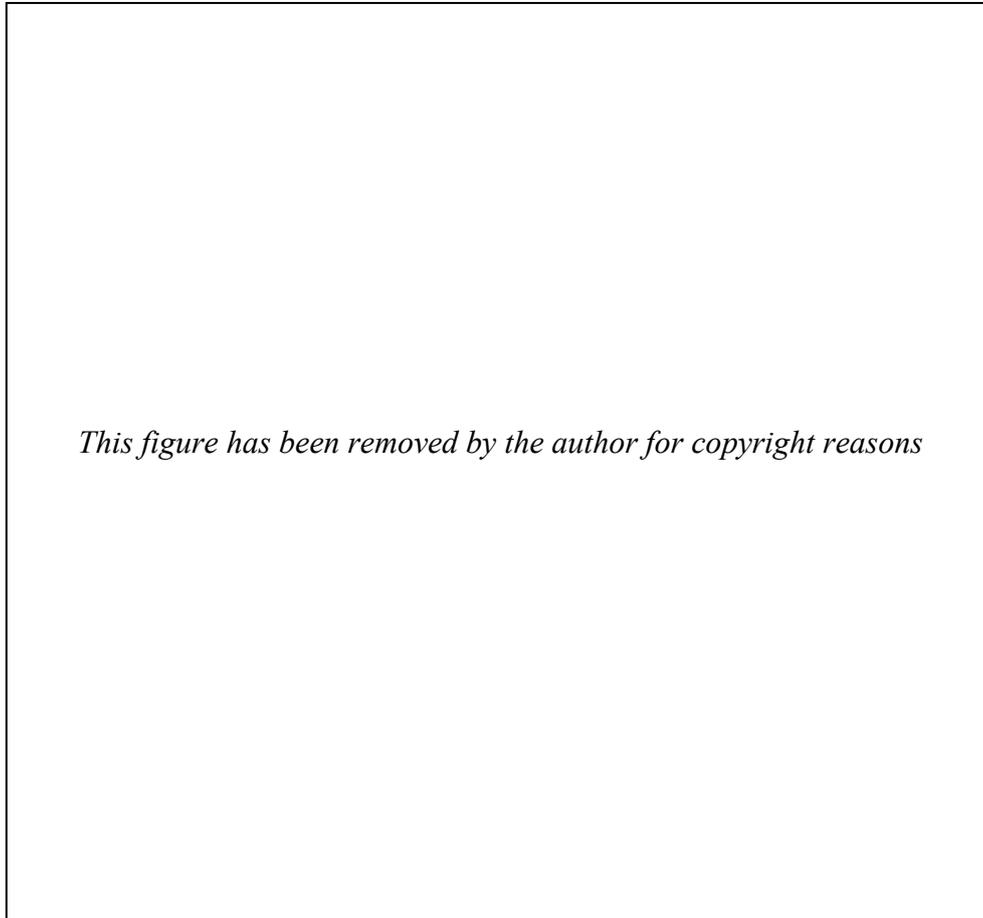


Figure 2.1: The concept of training needs (Reproduced from Oakland, 1981, p.268)

2.6.1. Training needs analysis levels

In the same context, the literature showed that training analysis can be carried out at three levels; the organizational level, the operational/function level and the individual level (Jeff , et al., 2013); (Pettinger, 2002); (Martin, 2008); (Landy & Conte, 2010); (Judith, 2002); (Holton, et al., 2000); (Brown, 2002); (Jamil, 2006). According to Oakland (1981), these levels can be displayed as shown in Figure 2.2.

This figure has been removed by the author for copyright reasons

Figure 2.2: Levels of training analysis (Reproduced from Oakland, 1981, p. 380)

2.6.1.1. Individual analysis level

This level identifies which individuals require training and development. It then focuses on what their particular needs are (Jeff , et al., 2013). (Ensour, 2013) asserted that there are several tools/techniques which can be used in the assessment of individual T&D needs. Each of these techniques has its own advantages and drawbacks. These are summarized in the following table:

Table 2.2: Individual TNA techniques (Reproduced from Ensour, 2013, pp. 38-39)

Techniques	Description	Advantages	Drawbacks
Performance appraisal	“The process for determination of how well an employee has performed during a given period of time” (Martin 2008:187).	Constitutes active responsible relationship based on mutual visibility and understanding and punctuated with formal review sessions (Pettinger, 2002).	- Subject to appraiser- appraisee relationship (Pettinger, 2002)
Development centres/ (Assessment centres)	Designed to enable participants to demonstrate a range of personal, managerial and technical abilities or competencies, under the eye of trained observers.	This method often focuses on skills (Griggs et al., 2010).	- Considered as time and effort consuming. - Relatively formal ways of TNA (Hackett, 1997).

Self-assessment	The formal method is inviting the employees to rate their competency against predetermined standards and ask for training if they would benefit. The informal method leaves it up to the employee to work out their need and to ask for training (Hackett, 1997).	Encourages individuals to take greater responsibility and ability to identify areas where they require development (Griggs et al, 2010).	Could be used to indicate personal preferences, whether or not they are what the organization actually needs (Pettinger, 2002).
Peer assessment:	Positive debates among peers to determine which gaps are best filled by T&D activities and which are not (Pettinger, 2002).	Likely to draw attention to deficits in particular aspects of departmental, divisional or functional performance.	The concern of 'spotlighting', where a particular function emerges as a cause of problems (Pettinger, 2002).
Direct observation	Refers to watching an employee performing the various tasks which make up the job over a certain period of time (Buckley and Caple, 1990). Observation may be either open (the employees know it is taking place), or unobtrusive (the employees do not know).	<ul style="list-style-type: none"> - The analyst has direct access to the job and does not have to rely on fallible recall. - Observation of a task in the context of the overall work situation means that other factors are less likely to be overlooked. 	<ul style="list-style-type: none"> -Time consuming. -The observation may change or interfere with the very activities which are to be observed (Patrick, 1992).
Interview	Typically, the interview is between the analyst and the employee, where the analyst may question the employee either during task performance or afterwards. Sometimes more than one analyst may be used or more than one employee may participate (Patrick, 1992).	<ul style="list-style-type: none"> - Greater opportunity to capture the actual employees T&D needs. - The interview would help to guide the job holder through a detailed description of the job (Rae, 1994) 	<ul style="list-style-type: none"> - Considered as time and effort consuming.
Questionnaire	Generally, focus on performance requirements, self-assessment of capabilities,	<ul style="list-style-type: none"> - Allows the respondents more time to reflect on the 	<ul style="list-style-type: none"> - Inflexible method which could cause some T&D needs to

	<p>potential improvement and personal aspirations (Beevers and Rea, 2010).</p>	<p>questions, - Provides a written record of responses. - Allows the collection of information from a large number of respondents (Beevers and Rea, 2010).</p>	<p>be ignored - Requires substantial skills in developing a valid questionnaire</p>
--	--------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

Thus, the methods used to collect data to conduct TNA on the individual’s level is critical. It may lead to inaccurate judgment in relation to defining the training needed. Therefore, it requires special attention in order to be used by the training expert in an organisation. Jeff, et al., (2013) argued that the reliability of data collected to conduct TNA is essential element to success of training.

2.6.1.2. Operational analysis level

In this level the focus is on the job operation performance. It involves comparison between the current job performance and how it should be performed (performance standard). Gold, et al. (2013, p. 143) defined the job TNA as “the process of examining a job in order to identify its component parts. With relation to the responsibilities of the job holder, what knowledge, skills and attitudes are required to perform the role effectively”. Various tools and techniques can be used to conduct such analysis includes; Job description: refers to a statement or outline of the whole job which shows the nature of the job, main purpose, duties and responsibilities involved (Rae, 1991). Personnel specification: “description of the qualities required of an employee in order to be able to discharge responsibilities adequately” (Gold, et al., 2013, p. 143). Job specification: a detailed statement of the skills, knowledge, attitudes required in order to carry out the duties involved in the job (Rae, 1991). The proper use and match of such tools help reduce training efforts and enables recruiting the appropriate staff. According to Gold, et al. (2013, p. 143) “perhaps most important of all, the personnel specification may prevent the problem of recruiting unsuitable staff and then trying to train away the problem”.

2.6.1.3. Organisational analysis level

This level of analysis aims to define where training should be focused. Subject to the organisation size, it may be required to conduct such analysis at division, department and team levels (Gold, et al., 2013). It consists of examining organisational objectives, human resources, efficiency indices, and working environment to define where in an organisation the training efforts should be targeted and located (McGehee & Thayer, 1961). Also, it considers the

strategic organisational structure, of whether top managers, middle managers and employees support training activities, and the availability of training resources (budget, time, training expertise) (Noe, 2010). It also ensures that the organisation's vision, strategy, goals and culture are matched and achieved by the planned training (Goldstein & Ford, 2002; Erasmus, et al., 2000; Oakland, 2004).

Besides, the organisational analysis concerns the departments training needs and determine the appropriate work environment conditions in order to ensure effective training programmes implementation. Moreover, organizational analysis operates in line with anticipated changes in the future regarding for instance, skills needs, the number of employees, and legal matters (Brown, 2002). Similarly, according to Miller and Osinski (2002) it focuses on the congruence between employees training and organisational goals and where the training is needed in an organization. It also assessing what knowledge, skills, and abilities that employees have now and what will be needed in the future, to match future changes of an organisation and the employees' jobs.

Table 2.3 summarises the three-level analysis of TNA, whereby (KSAs) refer for knowledge, skills and abilities.

Table 2.3: Summary of the Levels of Analysis of TNA (Reproduced from Landy and Conte, 2010, p.319)

Level of analysis	Description
Organisational Analysis	Examines company-wide goals and problems to determine where training is needed.
Task Analysis	Examines tasks performed and KSAs required to determine what employees must do to perform successfully.
Person Analysis	Examines knowledge, skills and current performance to determine who needs training.

2.7. Design Training Programmes

In line with the aforementioned processes of TNA, its outcomes should form a guideline framework to design training programmes. It is necessity that the training programmes satisfy both organisation and personnel, (Stanley, 2002). Armstrong (2003) argues that the success of training programme requires well-establishment of training objectives. Similarly, Odiorn and Rummler (1988) indicate that setting clear training objectives provides good understanding to design training programmes to meet needs of training. In addition, the proper training programmes implementation relies on good design. Such a design should consider trainees'

learning skills enhancement, knowledge imparting and skills development in training subject matter (Martin, 2010).

On the other hand, Yiu and Saner, (2005); Linghame et al., (2006) and Bhatti et al., (2013) point out that elements such as the training nature, resources availability, trainers' involvement represent the basics of designing training programmes. Hackett, (2003, quoted in, Elferjani, 2015, p. 35) arranges the key steps required in designing a training programme when says that "designing a programme involves identifying relevant competencies, clustering and sequencing them, defining specific learning objectives, determining resources, choosing learning methods and providers, deciding how to monitor, evaluate and setting up an administrative system". Thus, it is vital to conduct TNA, and to formulate a set of training objectives to design appropriate training programmes accordingly. This takes into account specific knowledge, skills, or attitudes to be obtained by trainees as a result of the training activity.

2.8. Training methods

Training methods represent the means of communication and the way of transferring learning content to trainees during training implementation. Chen et al., (2007) assert that it is essential to use proper training methods, which are supporting trainees' contributions, in order to conduct effective training programmes. Conducting such training programmes counts on an organisation's training policy, targeted learning objective and resources available in terms of budget and time. There are various of training methods to select from. Several authors (Brewer, 1997; Overman, 1994; Fowler, 1995; Charles, 1999; Armstrong, 2003) explained that training methods include broad spectrum of activities such as lectures, conference, programmed instruction, simulation, films and videos, audio tapes, one-on-on instruction, demonstrations, action learning, coaching and monitoring, role playing, case studies and computer-based training.

They provided explanation/definitions, advantages and disadvantages for each of those methods. For example, "Lecture is a method of presenting facts, information or principles with little or no participation from the audience", (Brewer, 1997, p.102). Thus, when using this method, the lecturer should know the material and the audience, keeps the number of points to a minimum and keeps it simple and conversational. Lecturing is still a common and a low cost training method but it is one of the least effective training methods.

Also, films and videos can be used to impart new knowledge, illustrate new skills, demonstrate new processes and simulate discussion. Films and videotapes are often excellent content input techniques. Armstrong (2003) stressed that with the help of cameras, video can provide instant

feedback when training is taking place in such interactive skills as interviewing, selling, counselling, running meetings and instructing.

Coaching and monitoring is another method of training. Coaching by a senior and monitoring by an experienced colleague are valuable training methods for the type of learner who benefits from support and personal encouragement (Fowler, 1995).

2.9. Training Implementation

The proper implementation of training programmes requires considering several factors. Trainees' personal qualities: when designing and implementing training programmes the variances in the trainees' qualities including education background, experience, skills and capabilities levels, and other qualifications are influences that affect the programmes content and the success of training, and should be considered (Kauffeld & Willenbrock, 2010). Training facilities: according to Cooper (1994) Training equipment plays an important role in the training process. The training facility should have the amount of space and equipment needed for the training program. The training facility must be technologically advanced, accessible, healthy, comfortable, safe and be in an aesthetically pleasing atmosphere. Furthermore, appropriate library facilities are considered necessary for successful training (Storr and Hurst, 2001). Means of clarification: the design training program should include media aids in order to present training material Bimbitsos and Petridou, (2012), De Cenzo and Robins, (1996) and Yaghi, (2008). Similarly, the training content in handouts and other media will be useful to participants given to them prior to or during the training program (Schraeder, 2009). However, the learning material needs to be implemented in the designated way in order to be useful (Charney and Conway, 2005) Privileges: refreshments and breaks during training program need to be taken into consideration (Kirkpatrick and Kirkpatrick, 2006; Bimptos and Petridou, 2012). A willingness and motivation to learn may be affected by a frustration with the lack of appropriate facilities (Kirkpatrick and Kirkpatrick, 2006). Finally, Training providers: Training providers should enhance the training practice by preparing an appropriate atmosphere. Bennett and Leduchowicz, (2007), Tennant et al., (2002) and Hackett, (2004) highlight that meeting objectives of training are to be judged by the training providers. The providers are either internal and external with the following criteria:

Internal: Knowledge of subjects, credibility, coaching skills, availability, commitment, competence in learning methods.

External: In addition to the aforementioned attributes, it should include; reputation, values, exclusivity, cost, location, availability. When working with an external provider, one should have a standard in mind and what is to be done and when (Hackett , 2004).

2.10. Training implementation barriers

When implementing training programmes, the most important factors needs to be considered are the effectiveness of training methods and the appropriateness instruction of the content of these programmes with the training goals, qualification and background of the trainers. As well as, training budget which plays a significant factor in implementing quality programs. Ridoutt, *et al.*, (2002) affirmed that factors such as training methods, cultural factors, organizational factors, experience and qualification of trainers, rewarding system and training budget influence training activities and objectives of training and development in an organization. According to Harrison, (2000) training effectiveness counts on some factors that emerge from within and outside the organisation. Training could be impacted by the lack of organisational structure and management ability in training the trainers within the organisation which leads to insufficient support to training. Also, problems such as fear of change within the organisation or inability to properly define the trainees' gap of skills. The climate outside the organisation including cultural and social influences and government training interventions can often affect the aims of the training programmes.

Similarly, Forster (2000) asserted that culture has a highly pervasive influence on the behaviour of individuals. A person's perceptions, attitudes, motivations, values, learning experience and personality are all, to a very large extent, shaped by culture. On the other hand, the size; structure; level of technology and financial health of organization are key factors influencing the very existence training and development programs. Hackett (2004) argue that budget allocated for training is a crucial influencer for training implementation. Financial consideration such as: the training extent, volume and content; the quality of training providers; the internal training cost and the training department operating as a separate profit unit and charging other departments for its services, could significantly affect the effectiveness of training.

2.11. Evaluation of training activities

Training activities should be evaluated in order to determine whether the objectives of training programs were achieved. The evaluation stage represents the most critical stage because it is relatively easy to generate a new training programme, but if the training effect is not evaluated it becomes impossible to assess any employee-training efforts. Thus, evaluation is the final phase in any systematic approach to training (Taylor, 1996). He states that training programs are evaluated to find out if the goals and objectives of the training have been met, and to determine if

the results were meeting the needs of the organization. Also, he (ibid) argues that evaluation provides feedback for the trainers and may indicate areas for improving future training. It also provides data on which to base judgements of the effectiveness of the training department's operation.

The evaluation may influence the trainees themselves, especially if their success in learning from the content will have some influence on their future positions within the organization. Training evaluation can be conducted at various levels and in various ways, depending on the objectives of the exercise. In this respect, Phillips (1977) suggests that these may include assessing the validity and adequacy of the training objectives, appropriateness of the content of the program to those objectives, the instructional approach and techniques used in reading the objectives, the material used, content of the program, and testing procedures used.

Evaluation may also be undertaken to determine the cost/benefit ratio of any HRD programme, to decide who should participate in future programs and to collect data to assist in marketing future programmes. Kirkpatrick, (1994) and Kirkpatrick (2006) suggested four levels of evaluation which are reaction level (what they thought and felt about the training?); learning level (have the learning objectives been met?, the improvement in knowledge or capability); behaviour (how has the individual's behaviour changed back in the job?); and results (what is the impact of training on the job performance and on the business or environment?).

The simplest and most basic form of evaluation is concerned with trainees' reaction to the training program. It is clear that the best time to get a response to the training program from trainees is at the end of the last day. It might be appropriate to utilise a questionnaire at the end of the program which is clearly linked to the training course that has been undertaken. On this point, Attwood (1989) indicated that for a post-course reaction questionnaire completed by trainees to be effective, evaluation must measure whether training objectives have been achieved, that is, whether job performance has improved. This requires evaluation other than through trainees' reactions, such as the behaviour of the individual employee at work, managers, assessment of individual job performance, organizational performance in areas where training has been undertaken and the degree to which the whole organization has benefited from training and development. According to Elferjani (2015, p. 40) since D. Donald L. Kirkpatrick established his original model in 1954, "other theorists (for example Jack Phillips), and Kirkpatrick himself have referred to a possible fifth level, namely ROI (Return On Investment). ROI can easily be included in Kirkpatrick's original fourth level, 'Results'. The inclusion of a fifth level is therefore arguably only relevant if the assessment of ROI might otherwise be ignored or forgotten when referring simply to the 'Results' level".

Performance effectiveness can be measured at individual, team and organizational levels, and changes in behaviour, skills, knowledge and attitudes need to be considered. Decenzo and Robbins (2002) indicated that there are three popular methods of evaluating training programs:

- Post-training performance method (evaluating training programs based on how well employees can perform their jobs after they have received the training).
- Pre-post training performance before and after one receives training.
- Pre-post training performance method with control group method (evaluation training by comparing pre-and post-training results with individuals who did not receive the training).

However, despite its importance, it seems that this final stage of the training process is either irregularly conducted or even missing. McMahon and Carter (1990) and Rossi et al., (1979) confirm that there is evidence of irregularity in training programmes evaluation, if not absence. Inadequacy in evaluation conduction could be attributed to budget and/or time allocated; shortage of expertise; blind trust in training solutions; or lack of methods and techniques. McEvoy and Buller (1990) argue that lack of training evaluation could be attributed to budget and/or time allocated; shortage of expertise; blind trust in training solutions; or lack of methods and techniques.

2.12. Strategic and systematic approach to training

The next consideration regarding training and development is represented by a strategic and systematic approach to training. Training philosophy emphasizes that training and development should be an integral part of the management process which requires managers to regularly review tasks such as team or individuals reporting, performance in relation to agreed objectives and also the factors affecting performance and the training and development needs that emerge from analysis (Armstrong, 2003).

Also, Goldstein (1980) and Kenny and Reid (1986) argue that “there is no single system approach to training”. System approach to training as defined by the manpower services commission (1981, quoted in, Armstrong, 2003, p.37): defined the systems approach to training as “the process of identifying inputs, outputs, components and subsystems, and then seeking to identify the contribution that training can make to improve the operation by enhancing contribution of the human components (people) as opposed to machinery and operational procedures. The systems approach is next applied to the training design, where those components are learning stages and people, and the objectives are in terms of learning. Finally, the system approach is applied to the interaction between training and the operation to produce a feedback which can be used to improve subsequent training”.

2.13. The training process as an integrated system

As argued in Chapter One, pursuing quality is the major training driver. In other words, training could be perceived as a fundamental tool for quality control. According to Oakland (2014) and Beckford (2010), three decades ago organisations in the west recognised the importance of quality. There were several attempts to establish frameworks in the form of lists to help manage the quality. Most of the quality management theorists refer in these frameworks to training as standalone step/tool in their theories, in order to enhance quality in an organization, including enhancing employees' performance. A summary of such facts is illustrated in table 2.4.

Table 2.4: Training towards quality approach. Source: Author based on Beckford (2010) and Oakland (2014)

Quality Guru principal methods	Training role in the principle method
Fourteen steps quality programme: Philip B. Crosby	Step 8: Train supervisors and managers to actively perform their duties towards quality improvement in an organisation.
Fourteen steps for transformation: W. Edwards Deming	Step 6: Institute training on the job.
Cornerstones to successful quality circles: J. Gilbert	Step 4: Effective training of the leader and members.
Juran's philosophy five key beliefs	4- Training is essential and starts at the top.
Ten steps to continuous quality improvement: Joseph M. Juran	4- Give everyone training.
Ten points for senior management: John S. Oakland	3- Train the people to understand the 'customer-supplier relationship.

The quality guru Edward Deming has developed an approach to improvement process and a systematic approach to problem solving, so-called "continuous never ending improvement cycle" or PDCA cycle- Plan, Do, Check, Action- illustrated in Figure 2.3.

*This figure has been removed by the author for
copyright reasons*

Figure 2.3: Edward Deming’s PDCA cycle (Reproduced from Beckford, 2010, p.69)

This approach has “reinterpreted in other methodologies, for example, the EPDCA cycle in Oakland’s work, and is central to the application of the ISO 9001: 2000 standard” (Beckford, 2010, p.68). Oakland (2014, preface) stated that “the notion of Quality in business performance has exploded since the publication of Total Quality Management in 1989. Today there is a plethora of performance improvement frameworks including Baldrige, EFQM, Lean, Six Sigma and ISO 9001, offering a potentially confusing variety of ways to achieve business excellence”. He also claimed (ibid) that “Quality guru John Oakland’s famous TQM model, in many ways a precursor to these frameworks, has evolved to become the ultimate holistic overview of performance improvement strategy. Incorporating the frameworks that succeeded it, the revised model redefines Quality by: accelerating change, reducing cost, protecting reputation”.

In training perspective, he formulated a sub framework quality training cycle. This cycle is generally presented as comprehensive training stages and shows how such stages should sequence. Oakland (1993 and 2014), illustrates that quality training activities can be considered in the form of cycle of improvement as in Figure 2.4.

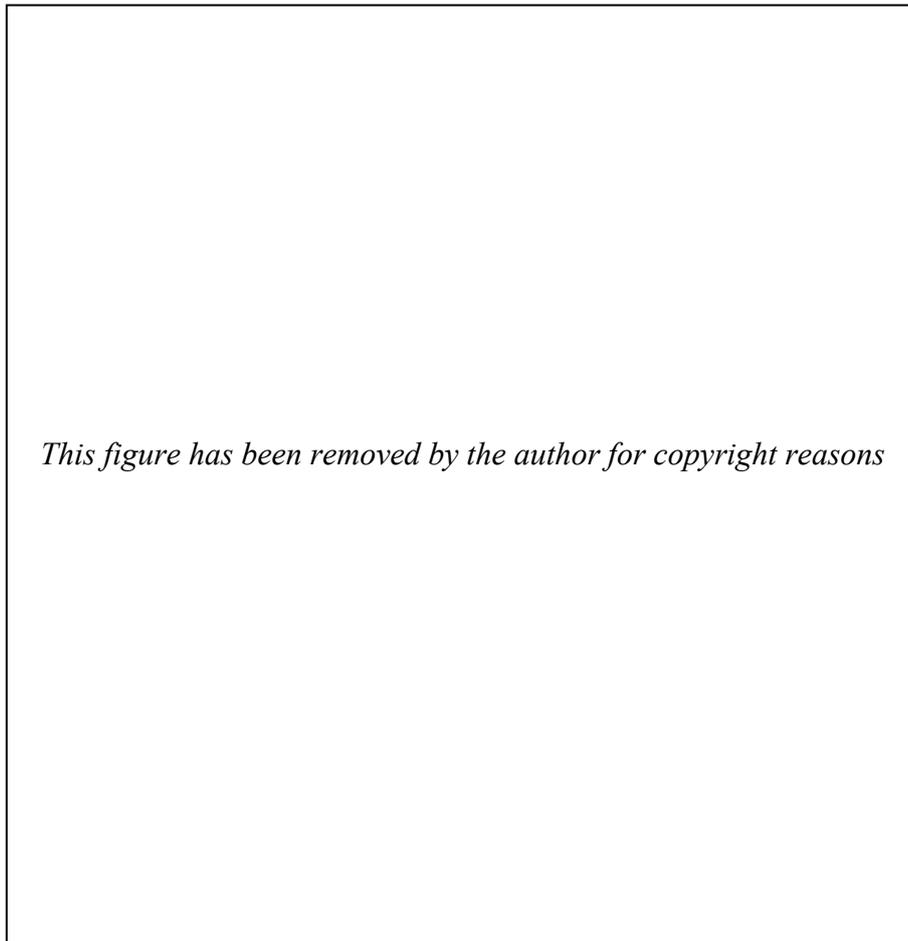


Figure 2.4: The quality training cycle (Reproduced from Oakland, 2014, p.391)

Others (e.g.: Hackett, 2004; Balderson, 2005; Griggs, *et al.*, 2010) also present the main phases of training in form of cycle, but with less stages as displayed in Figure 2.5.

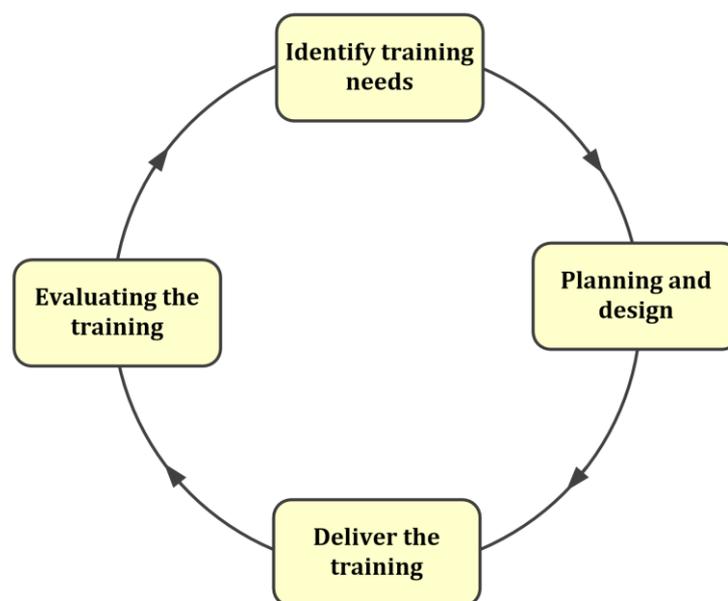


Figure 2.5: Basic training cycle components

Armstrong and Stephen (2014, p. 309) stated that “training should be in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated”. His concept shown in Figure 2.6 involves four-stages.

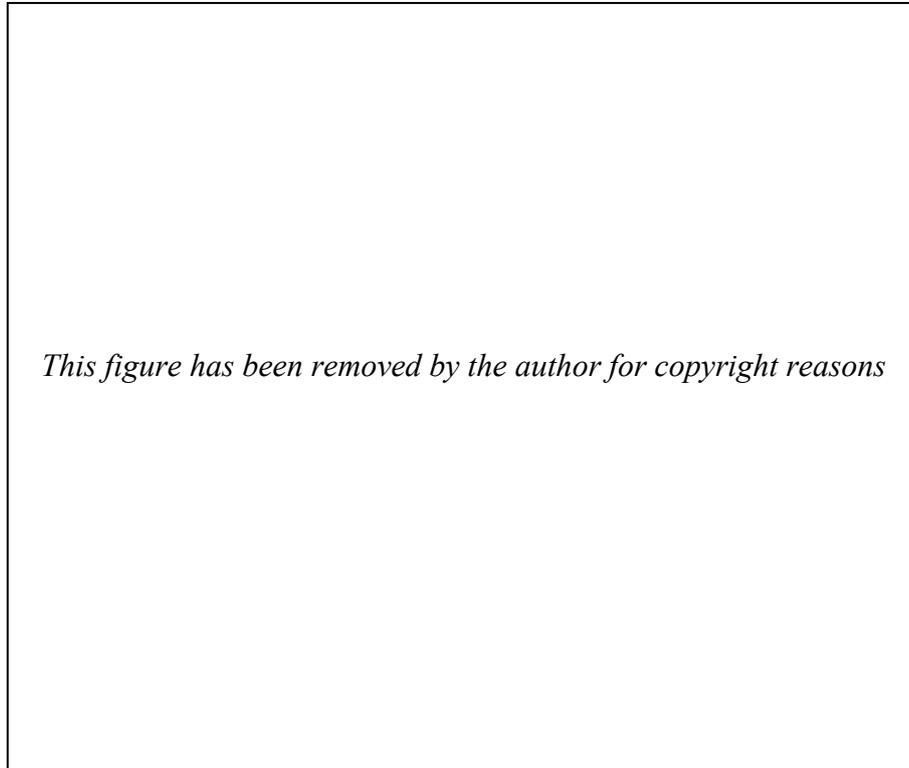


Figure 2.6: Four-stage model (Reproduced from Armstrong and Stephen 2014, p. 310)

These models and other frameworks will be further discussed and compared in section 2.16 in this chapter in order to rationalise and justify the selection of a foundation base of the model proposed by this research.

2.14. Previous studies related to T&D

The scope of research studies was mainly on the TNA component of the training cycle. The lack of formal practices of TNA within organisations has long been a concern. In 1952 Mahler and Monroe conducted a survey to identify TNA practices in the industry and found that only one in ten companies involved in the survey conducted a systematic approach to TNA. Judgmental approaches like management requests and talks with supervisors were found to be the most popular ways of determining training needs (Moore and Dutton, 1978).

Now, after more than half century, the situation has not changed significantly. In the last two decades, in the period between 1991 to 2016, many studies conducted related to T&D, in particular TNA in various types of organisations and in many countries around the world including Jordon, USA, UK, Libya, New Zealand, Kuwait, Emirates, Malaysia, Poland, Pakistan

Bangladesh Slovenia and India, (Durra, 1991); (Erffmeyer, et al., 1991); (O'Driscoll & Taylor, 1992); (Abdalla & Al-Homoud, 1995); (Aгнаia, 1996); (Amos-Wilson, 1996); (Gray, et al., 1997); (Bu Qefel, 1998); (Poon and Rozhan, 2000) ; (Elbadri, 2001); (Wilkins, 2001); (Abu-Doleh, 2004); (Altarawneh, 2005); (Jamil, 2006); (Jamil & Som, 2007); (Bowman and Wilson, 2008), (Van Eerde, et al., 2008); (Abdullah, 2009); (Sherazi, et al., 2011); (Elfazani, 2011); (Abdulrahim, 2011); (Ferdous & Razzak, 2012); (Rodič, et al., 2012); (Shah & Gopal, 2012); (Ensour, 2013); (Atoki, 2013); (Radwan, 2014); (Ghufli, 2014) ; (Elferjani, 2015) and (Shibani, 2016), the findings of these studies have been comparatively discussed in section 2.15, Table 2.7.

In general, most of these studies are shown to have formed very similar conclusions regarding the informal TNA practices of the research samples involved, and it has emerged that their approaches have been quite different from the espoused T&D theories. However, whilst the findings from these studies are probably adequate to allow a general idea of organisational TNA practices to be gained, they are nonetheless, probably insufficient to understand all the relevant details regarding certain aspects of T&D practices, such as the people involved, training methods used, sources referred to, and factors considered, etc. In order to obtain a better picture regarding organisational T&D practices, therefore, a need exists to conduct a study with greater and more in- depth scope.

2.14.1. T&D in Arab countries and cultural effect

The literature shows the stance of T&D management in the Arab region and the influence of the Arab culture on T&D. Also, it represents gradual attention of the researchers on the effect of the Arab culture on T&D in Arab countries throughout the last two decades (Atiyyah, 1993; Ali, 1995; Agnaia, 1996; Tayeb, 1997; Bu Qefel, 1998; Al-Ali, 1999; Wilkins 2001; Abu-Doleh, 2004; Altarawneh, 2005; Hammoud, 2011; Ensour, 2013; Guhfli, 2014; Radwan, 2014; Elferjani, 2015; Shibani; 2016). It could be argued that despite claims that Arab organizations favour employee development as a method of expanding and progressing, a literature review revealed that, overall, Arab countries do not place enough importance on T&D to conduct it on a regular basis. Two different perspectives regarding T&D in Arab countries, including Libya can be evaluated. This will be discussed in the following two sections.

2.14.1.1. T&D in the Arab world

According to Altarawneh (2005), Arab organisations face many challenges as they try to compete globally and face international competitors. Internationalisation, increased customer demands, population growth, and technological advances have posed further challenges. To remain competitive and deal with the ongoing pressure from globalization, Arab countries may need to expand and develop their Human Resource (HR) departments. Arab organizations should

focus on T&D as a strategic way to increase organizations' productivity and efficiency. T&D, belonging under the Human Resource Development (HRD) field, is a powerful tool that can improve performance and increase overall success for any organisation. However, T&D poses many challenges for developing countries (Ensour, 2013). The followings can be summarised:

The Arab management approach, generally speaking, remains underdeveloped and inefficient. The management field in Arab countries lacks a unifying management theory; therefore, without a solid theoretical foundation, the field is disorganized and faces many challenges. A few of these challenges include, over centralisation, hiring excess staff, undereducated managers, ineffective HR department planning, and relying on nepotism and social ties. Furthermore, Arab managers tend to undervalue T&D, and do not realize how much proper training protocols could help improve their companies Bu Qefel (1998). In this regard, Murrell (1984, p. 25) states that “few would disagree that one of the most critical challenges facing the third world is the T&D of its people”. Moreover, Ali (1995, p.8) goes further by saying, “There is no Arab management profession and Arab management theory is, at best, in an early stage of development”.

Since T&D is not prioritized in Arab countries, they lack good quality T&D programmes. T&D programmes suffer from lack of proper training needs analysis (TNA); therefore, T&D procedures are typically unorganized, and unsystematic. Furthermore, since training is not conducted on a regular basis, training is not reinforced, and the success of the training is often low. T&D protocols and curriculum need to be modernized, since they often include irrelevant and inappropriate materials (Atiyyah,1993; Al-Ali, 1999; Altarawneh, 2005).

Besides, the almost complete lack of research to back up T&D, Arab countries tend to isolate T&D within its organizations. Therefore, instead of systematically connecting T&D to other departments within an organization, it stands all by itself, causing many problems for managers and employees (Abdalla and Al-Homoud, 1995; Belhaj, 2000; Al-Bisher, 2003; Al-Bisher, 2003).

Inadequate TNA practices, nomination candidates for training and training evolution are very common issues in the Arab world due to the intervention of the social factors (Bu Qefel, 1998; Ensour, 2013; Radwan, 2014; Ghufli, 2014; Shibani 2016).

In further support of the above summary, the researcher summarized the findings of several studies conducted on some Arab countries in Table 2.5.

Table 2.5: The findings of several study conducted on some Arab countries (summarised by the author)

Researcher	Findings
Bu Qefel (1998), United Arab Emirates	<p>Government agencies and the Institute of Administrative Development (IAD) fail to clarify trainees' needs before enrolling them in T&D training. Candidates were not properly screened, because there are no official criteria for choosing trainees.</p> <p>Limited TNA methodologies were employed which did not produce reliable results.</p> <p>Training goals were not designed based on the needs of each trainee. Therefore, it is difficult to meet training expectations.</p> <p>Bu Qefel lists several problems that inhibit T&D's success: training personnel's lack of or limited skills in programme design, lack of resources and insufficient training budget, socio-cultural values, which tend to influence the way trainees are selected to, and how they were appraised within their organizations.</p>
Al-Ali (1999), Kuwait	<p>T&D system suffers from major systemic problems. states that most Kuwaiti companies lack an official T&D programme; therefore, they do not have proper T&D training protocols.</p> <p>Kuwaiti organizations also lack comprehensive, long-term training procedures, and conduct training in a small scale, informal manner. Furthermore, they do not properly evaluate T&D programs and, therefore, cannot improve programs based on research findings.</p> <p>Two other noted problems are a lack of a systematic organizational TNA, as well as the use of conventional methods.</p>
Belhaj (2000), Yemeni	<p>The theme continues with Yemeni banks which, like their Arab neighbours, also suffer from T&D problems. Without long-term planning and understaffed training programmes, success is limited.</p> <p>Also, without a reward scheme, trainees lack proper reinforcement, and are not encouraged to participate and retain learning materials.</p> <p>Therefore, many trainees do not take T&D seriously, skipping classes; however, since banks do not keep track of attendance, the participation problem cannot be properly addressed.</p> <p>Bank managers also do not allocate enough time to complete training programmes.</p> <p>Furthermore, training departments tend to be disconnected from other departments in the organization, limiting co-ordination and cooperation between units within banks.</p> <p>Overall, despite recognizing its importance, Yemeni banks fail to modernize T&D and favour traditional approaches to TNA.</p>
Wilkins (2001), United Arab Emirates	<p>Emirati companies remain up-to-date with the latest T&D research, and know about T&D best practices.</p>

	They adopt similar training protocols and strategies to companies in developed nations, making their T&D protocols on the same level as European Countries' T&D processes.
Al-Bisher (2003), Saudi Arabia	Training theory and practice were frequently not joined together, creating problems for both training personnel and trainees. Training personnel and managers carefully screened and chose appropriate candidates; they also outlined appropriate training objectives. However, reaching these goals became problematic, because little time was spent preparing training programmes, so the timing and length of each training session was often not considered important.
Ghufli (2014), UAE	TNA in the ADP is generally conducted formally on a regular basis. To a certain extent, all the methods are in use by the ADP in identifying its training needs, and the overall perceptions of the respondents regarding TNA practices are high. However, the study has identified some barriers to the implementation of effective TNA practices in the ADP. It is to be noted here that lack of expertise of the trainers; nepotism, kinship and personal relations between the supervisors and the employees, disrupt the training selection process in the ADP.
Shibani (2016), Libya	A formal TNA system is not existed, and instead implemented it on a piecemeal basis rather than through a systematic long-term policy to address individual and tasks' needs. There is no comprehensive framework for all stages of the TNA process.
Al-Mughairi (2018), Oman	The objective of this study is to identify those training variables (pre-training interventions and activities, trainee readiness, training environment, training methods, trainer performance and behaviour, training content and objectives) and their effect on improving employee performance.
Ndunaka (2018), Nigeria	The findings clarified the causes and extent of skill deficiencies on organisations and proposes changes for remediation of these deficiencies. One of the changes required relates to the need for collaboration and partnership of the social partners of skills, and building links between the world of learning and the world of work.

Although it appears at first glance that the United Arab Emirates (UAE) is an exception compared to other Arab countries, and has succeeded to develop well T&D practices. However, 13 years later Ghulfi, (2014) reaffirmed that 70% of the participants in his study said that personal ties with the senior executives and supervisors had helped them to be nominated and gain access to training programmes. On the contrary, it is clear that other Arab companies lack professional, well-developed training needs analysis (TNA), systematic training protocols, and

T&D evaluation is practically non-existent. Therefore, their T&D programmes do not compare favourably to their European counterparts. Nevertheless, regarding T&D in Libya, previously discussed in chapter one-section 1.3.3, it is a believe that Libya has a significant chance to improve and develop its T&D system. For instance, the similarity between Libya and UAE in terms of population size, main source of income, culture, etc. gives hope that someday Libya will also improve their Human Resource Management system, including the overall attitude towards T&D and TNA. And, as they modernise their training protocols, they can improve the efficiency and productivity of their organizations and better compete in an international market. This study is different from the aforementioned studies in terms of producing comprehensive framework considering all the aspects and parties involved in the training and development process as will be discussed in details in section 2.16

2.14.1.2. The impact of Arab culture on T&D

Many researchers believe that Arab culture effect T&D in Arab world, as displays in Table 2.6.

Table 2.6: The effect of Arab culture on T&D in Arab world (Author's own)

Researcher	Argument
(Al-Faleh, 1987; Ali, 1995; Al-Amaj, 2001; Metcalfe, 2007; Budhwar & Mellahi, 2007; Hansen and Lee, 2009; Zhang and Albrecht, 2010; Hammoud, 2011; Pruetipibultham, 2012)	Arab countries share an important feature: cultural practices and beliefs strongly impact their HRM and managerial procedures. Even though the cultural influences vary from one Arab country to the next, since each has a separate and unique history and culture, the powerful impact of culture on day-to-day business relations cannot be denied. Several researchers have spent considerable time examining the relationship between culture and business practices in Arab countries.
(Tayeb, 1997; Al-Ali 1999; Altarawneh 2005; Hammoud 2011)	Arab nation is highly effected by family and religion influences.
Tayeb (1997)	Claimed it is almost impossible to distinguish the impact of religion on HRM from other cultural influences, including social, economic, and political considerations.
(Branine and Pollard, 2010)	Family relations strongly impact managerial practices in Arab countries. As a result, Islamic management theory and practice often do not go hand in hand in Arab country.

(Al-Faleh, 1987; Atiyyah, 1993; Ali, 1995; Tayeb, 1997; Al-Ali, 1999; Altarawneh, 2005; Hammoud, 2011; Guhfli, 2014)	Agree that nepotism and overemphasising social relations in HRM and management protocols is normalized in Arab countries.
Ali and Shakis (1991, quoted in Ensour, p.10)	A best Arab manager is a “family man, who looks after his...relatives, and is eager to lend a hand when required, who builds a reputation of being honest, wise, generous, and committed to his extended family and community.”
(Abdalla and Al-Homoud 1995; Bu Qefel 1998, Al-Ali 1999; Wilkins 2001, Guhfli, 2014)	Nominating candidates to be involved in training and development programmes is highly influenced by personal and social relationship in Arab countries.
(Ensour,2013)	“WASTA” is a cultural practice in Arab countries for choosing trainees based on social connections, rather than qualifications, such as education or experience. T&D is highly influenced by personal relationship.
(Loewe, et al., 2007, p. 32)	<p>“Doing things by “WASTA” is a common phrase used in Arab countries. “WASTA” means requesting and receiving special treatment in a company; thus and avoiding standard procedures. “WASTA” can also refer to individuals who helps their friend or family member get special treatment.</p> <p>“WASTA”, despite its inherently unfair premise, is a traditional part of Arab culture. Both social and business practices are strongly influenced by “WASTA”, and the practice is deeply entrenched in the Arab world. Therefore, “WASTA” will probably not be ending anytime soon.</p> <p>In Jordan, ‘WASTA’ means favouritism, based on personal ‘connection’. They added that “Rulers there enjoy immense discretionary powers. They favour clients and cronies in many ways by their political, bureaucratic and judicial decisions”. Consequently, individuals must win the approval of management to receive “formal rights” and advance in an organization.</p>
(Barnett, et al., 2013)	WASTA is part of normal, day-to-day life in Arab countries.
(Bu Qefel, 1998), (Al-Ali, 1999)	WASTA has a powerful influence on T&D in

	Arab gulf countries. Social ties within a company impact which candidates are chosen for training programs. Social connections also impact how employees are evaluated within their company. Apart from actual qualifications, cultural traditions influence which trainees are selected for training programmes, and they are chosen based on personal ties and relationships.
(Abdalla, et al., 1998)	Most Arab companies comply with modern T&D management theories in some respects, and include some modern T&D practices in their HRM protocols. However, they fall short of modern-day standards in selecting trainees and evaluating programmes.

In a similar context, the T&D subject in Libya has received considerable attention. Researchers agree that, like most Arabic countries, several social factors seemed to have intervened with the process of nominating candidates - such as 'WASTA', favouritism, kinship and friendship (Zubi, 1994); (Abozed , et al., 2009); (Atoki, 2013), (Radwan, 2014); (Shebani, 2016). In addition to the effects of a tribally based culture, management and Ministry officials intervene in the T&D process; which is not an issue found in western literature (Graisa, 2011; Crane, et al., 2012). However, the researcher believes that this situation should not be tackled in a black and white manner. For instance, to some extent the WASTA could be similar to a "recommendation letter" in the western context. Therefore, the need to manage the social factors particularly in Arab world and developing countries is essential, in order to enhance employees' engagement in training programmes and improve the quality of training and development process.

In conclusion, in relation to the Arabic world the literature concludes that there is a similarity in characteristics of T&D practices in the Arabic institutions which may summarised in the following:

- The family represents the strongest social unit in the Arab societies, tribal loyalty permeates all aspects of life. Family and tribal ties are the foundation and cornerstone of Arab culture; community, including the neighbourhood and hometown, are also strong influence on Arabic collective culture. This way of thinking permeates all levels of Arab culture.
- Generally, management process in Arab institutions including management of T&D aspects, are often based on the social factors such as kinship and tribal ties and relations,

which are prioritized over an individual's experience, qualifications, and professional capabilities. As such, socio-cultural traditions block the evolution of T&D practices and limit the effectiveness of T&D.

- The literature shows that the T&D process is not performed in a systematic manner in Arab organisations, in terms of TNA, designing, implementing and evaluating T&D programmes.
- T&D practices are developed with little foresight, and are not designed to meet systematic, long-term goals of organizations; rather, T&D focuses on short-term goals, and transient needs. As such, T&D lacks an overall, comprehensive strategy.
- Arab organizations do not properly assess and evaluate T&D programmes. The literature sheds light in this issue: judging the value of T&D evaluation techniques is difficult for Arab companies, since they lack modern, effective T&D evaluation methods.
- Arab companies, struggle with T&D processes. These struggles and difficulties block their T&D efforts, and inhibit T&Ds overall effectiveness.
- Lack of encouragement and motivation that are presumed to enhance the effectiveness of T&D such as recognition and rewarding system to encourage employees' participation and engagement in T&D programmes.

Finally, although this study focuses on one of the developing countries, in fact, even developed countries have issues and concerns about linking their training methods to the strategic goals and plans of the company. For example, several companies in the United Kingdom lack a formal T&D strategy. According to Fielden (2005), a study has been conducted involving 1,153 organisations across the United Kingdom, the survey revealed 66% of respondents said there was no formal written strategy for such activities taking place within their organization. Only 6% said there was a strategy pertaining to all staff. A similar number, 5%, claimed to have line managers who had been trained to coach their team members, while nearly half (49%) had a minority of trained line managers - and these were typically part of a broader management training programme. The results of these surveys indicate that the actions of many organisations don't match their words when it comes to coaching and training their employees. Most recognize the need for such activities, but few organisations follow through with the appropriate programmes. Also, Bowman and Wilson (2008) study in the UK as well, revealed that organisational needs are the main focus of the TNA, rather than three levels analysis. The various performers in the TNA process should be aware of their part in the process and line managers should receive training in TNA. Some other studies conducted in other countries around the world, will be comparatively discussed in the next section.

2.15. Comparative discussions

Table 2.7 below displays in a comparative manner the findings in relation to training aspects of the aforementioned previous studies in section 2.14, involving organisations of dissimilar natures of businesses, sizes, sectors, and countries.

Table 2.7: Comparative discussion of finding of some previous studies (Author's own)

No.	Comparison aspect related to Training	The finding(s)
1	Approach to TNA	With the exception of (Wilkins, 2001), (Jamil and Som, 2007), (Poon and Rozhan, 2000) and (Guhfli,2014), the above mentioned studies have shown that many organisations used an informal and unsystematic approach to determining training needs. Therefore, the lack of a comprehensive TNA approach gives fewer results and does not meet objectivity criteria in training programmes.
2	Decisions on Training	Training decisions are mainly made by top management in the organisations and not according to formal procedures, Erffmeyer, Russ, and Hai (1991) O'Driscoll and Taylor (1992). Agnaia (1996); Altarawneh (2005); Sherazi et al., (2011) and Atoki (2013), they confirmed that TNA processes are non-objective because they rely upon the viewpoints of line managers and they do not always understand what employees need or may be subject to family, kinship, tribalism, and friendship ties.
3	Organisation size and business activities.	Only, Van Eerde, Tang, and Talbot (2008) have reported that no relation between the size of an organisation and the extent to which the organisation invested in training hours, or on how comprehensive the TNA in the organisation actually exists. Such a finding is very surprising because the greater the size of the agency, and the highest the risk of the employee's jobs, the more it becomes essential to have an independent T&D management unit. This was supported by Elbadri (2001) and Abdullah 2009 who have claimed that organisational size and type of industry affect the training practices.
4	Top management commitment to T&D	A lack of commitment, cooperation, and support from all levels of management including senior management, supervisors, and employees (Agnaia, 1996; Elbadri, 2001; Jamil, 2006). It could be argued that collaboration from various parties in institutions, especially to ensure congruence of T&D with organisational strategic strategy, is critical. Bu Qefel, 1998; Wilkins, 2001 ;Guhfli,2014 have reported that organisations in UEA developed well T&D programmes comparing to Arabic counterparts.
5	Conducting TNA	Only, Jamil and Som, 2007 and Poon and Rozhan, 2000, who have reported positive findings regarding TNA practice of companies in manufacturing and service industries in Malaysia. However, they expressed caution regarding this finding. The companies focused

		mainly on past performance data sources and did not examine the business environments in their TNA, thus calling into question the strategic nature of their training/TNA efforts.
6	Data collection methods to conduct TNA	Jamil and Som (2007), Agnaia's (1996), Amos-Wilson (1996) and Sherazi et al. (2011) reported that the performance appraisal approach was used by the majority of the organisations they surveyed. On the other hand, variety of data collection methods used to perform TNA in the organisations. Therefore, should be a process of data collection aided by different methods, such as performance evaluation reports, job descriptions, direct observations, and face-to-face consultations with staff (Elbadri, 2001; Altarawneh, 2005); Elfazani, 2011; Rodič et al., 2012).
7	TNA Levels of Analysis	No clear indication that TNA is conducted at the three levels of analysis in the organisations (e.g. Agnaia, 1996; Abu-Doleh 2004). In the best case scenario concentrated only on one or two levels of analysis. For instance, at the organisational level (e.g. Ferdous and Razzak, 2012), at the operational/fuctional level (e.g. Ferdous and Razzak, 2012; Sherazi et al., 2011), or at the individual level (e.g. Sherazi et al., 2011).
8	The qualifications and experience	Elfazani (2011); Rodič et al. (2012) and Abdulrahim (2011) they confirmed that the lack of adequate rehabilitation and the lack of experience of those who are responsible for T&D. Most managers are not aware of the principles of systematic training. Interestingly, Bowman and Wilson (2008) suggested that line managers should receive training in TNA. Their study was conducted in the UK.
9	Barriers to Training and development	Particularly, in developing countries there are some influences that affect the employees' nomination processes. This is mainly due to social factors such as WASTA, nepotism, kinship, ethnic loyalty (Agnaia, (1996); Bu Qefel, (1998); Atoki, (2013); Shibani (2016); Ghufli (2014); Ensour (2013). Also, they conclude that the lack of expert of training personnel affecting TNA performance.
10	Reactive vs. proactive T&D	Amos-Wilson (1996); Elbadri, (2001) concluded that training conducted in organisations was found to be reactive rather than proactive. However, Shah and Gopal, (2012) and Rodič et al. (2012) argued that T&D should be planned based on the business needs expectations and not just as a response to fix current performance problems.

2.16. Discuss the Gaps in the Literature

As discussed in section 1.1 of Chapter 1 and from the comprehensive review of relevant research on training and development, the following important gaps in the literature can be identified;

Lack of research to view training as whole integrated comprehensive system. The focus was only on the TNA as a separate unit of the training system components, which could be justifiable due to its important role in training system cycle. But, it was noticeable that other training aspects such as operational and implementation issues, management issues, budget and major influences from the society surrounding the organisation were neglected. Thus, there is a need to investigate surrounding practices of TNA and success implementation of TNA in a more comprehensive way.

Scholars and theorists have built their theories on the competitive environment in the developed countries, while the training in developing countries facing barriers of a completely different perspective. For instance, although Oakland's approach has helped thousands of business around the world, it has several limitations/disadvantages such as; "fails to offer assistance in coercive contexts; justifies quality in terms of developed economies (the focus on competition)." (Beckford:2010, p.127). In particular, 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.

Many Arabic studies and research revealed that social factors affecting training significantly. However, very few researchers attempted to provide an effective framework to manage such factors (Shibani, 2016; Ghufli, 2014; Ensour, 2013; Elferjani, 2015).

This highlights the need for further empirical research to provide greater understanding of the training process and the benefits that can result from appropriate management to the factors effecting the training and development cycle. Thus, this study is a response to the above deficiencies. As is the case with any PhD research, this thesis builds on the work of researchers who have come before. "The best PhD theses investigate a circumscribed area, rather than overselling the originality or expertise. The significant original contribution emerges from small gaps within saturated research areas as novel interpretations or applications of old ideas." (Cray, 2014). This can be achieved in many ways, whether it be the development of a previously known technique, or whether it be the testing of existing knowledge in a unique fashion. "Although the thesis has to be innovative, this doesn't necessarily mean revolutionizing the existing discourse; there is also value in adding new perspectives." (Cray, 2014). In terms of the likely contribution

to knowledge of this research, developing a clear and specific contribution to the knowledge can be accomplished by bridging the gap between theoretical knowledge of training and development system and its implementation and actual practice in a work place.

Therefore, this study will attempt to build on the current literature to develop a comprehensive framework for T&D process considering the social factors in the Arab region of the world. In order to achieve such aim, a number of models revealed by the Literature will be compared in terms of simplicity/complexity and practicality of use, clarity of sequences, generality and applicability of social cultural factors of third world countries, in particular Arabic countries, to help to create/develop new model considering different cultural issues in the developing countries. This comparison is illustrated in Table 2.8, involving models displayed in Figure 2.4, Figure 2.5, Figure 2.6, Figure 2.7, and Figure 2.8.

Table 2.8: A comparison among models of training revealed by the review of literature (Author's own)

Model framework Comparison	Oakland's (2014)	Hackett (2004); Balderson (2005); Griggs et al. (2010)	Armstrong (2014)	Ghulfi's (2014)	Shibani's (2016)
Clarity of sequences/ ease of usage	Clear and easy to follow	Clear and easy to follow	Clear and easy to follow	Moderate	Relatively difficult to find the start point.
Generality/Comprehensiveness	Ultimate	Basic	Moderate, Focus on implementation	Focus on TNA	Focus on TNA
Consideration of social cultural factors	N/A	N/A	N/A	N/A	Illustrating the effect of social factors.

Griggs et al. (2010) indicate that although the basic model of training cycle is criticized for its inflexibility and lack of consideration of contextual issues, the model still provides a practical tool to analyse and manage training process within an organization. Furthermore, they claim that this model is not neat, ordered and predictable in real life, as training stages could interrelate and amendments could be made at any stage. Similarly, Armstrong's model is a step further of the basic model. It considers training implementation related aspects including; training methods, facilities, location and trainers.

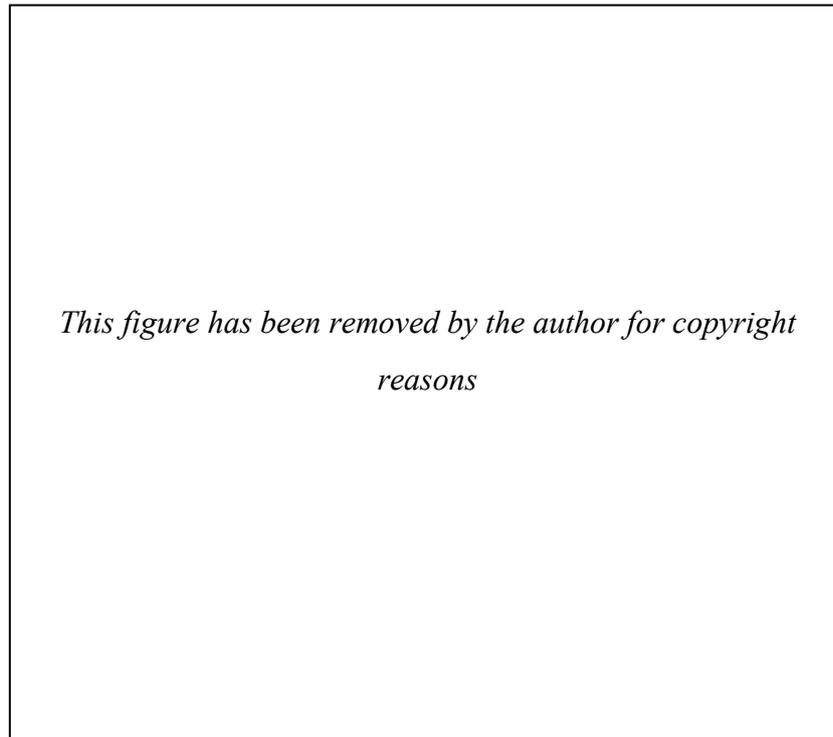


Figure 2.7: The Revised Framework for the Practice of TNA at ADP. (Reproduced from Ghulfi, 2014, p.165)

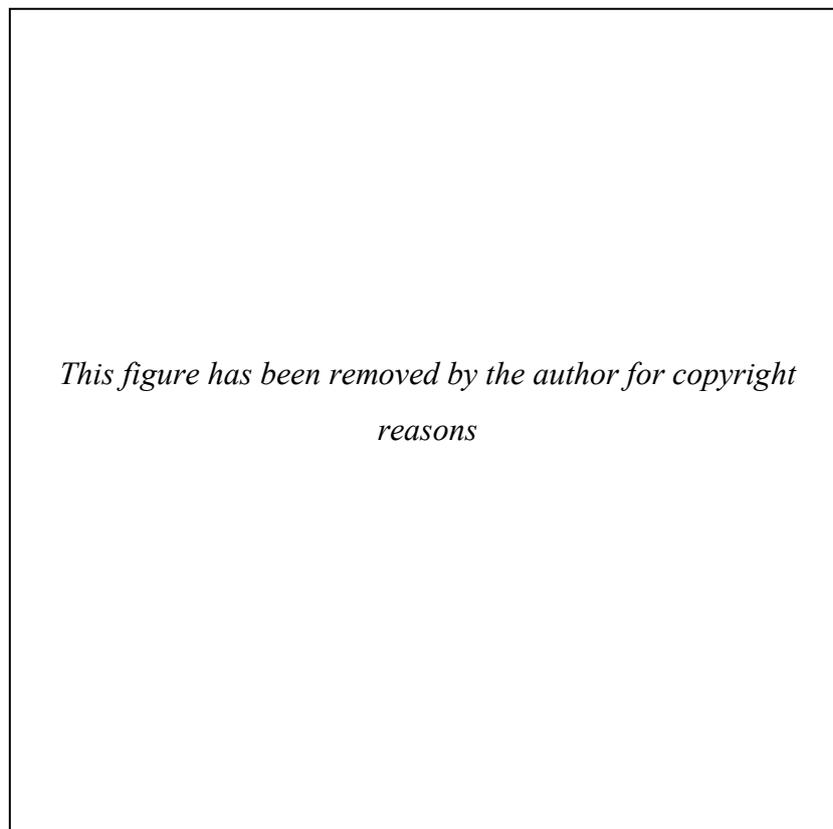


Figure 2.8: Suggested model of TNA for technical staff in LICs (Reproduced from Shibani, 2016, p.233)

On the other hand, Oakland's model seems to be is the most comprehensive one among the options. However, it does not consider "coercive contexts", such as social factors characterising the developing countries (Beckford, 2010). But the Literature revealed that there are some attempts to establish developed frameworks to incorporate such contexts. For instance, Ghulfi (2014) in UAE and Shibani (2016) in Libya. It seems from Table 2.8, that Shibani's framework is providing deeper consideration to the social cultural factors rather than Ghulfi's framework. Hence, the gap in Literature requiring a comprehensive consideration of all the aspects of training process and considering the social factors of Arabic world. Thus, Oakland model and the framework developed by Shibani (2016) were chosen to be the base foundation of this study framework.

Chapter three sets out the mixed research methodology used to carry out the study, detailing how the sample for each approaches of the study were chosen and what tools were used to collect data.

Chapter 3: Research Methodology Approach

This chapter considers the methodology implemented in this research. It explains how the research approach of this study carried out. Illustrates the research strategy and design. Specify and justify the combination of sampling strategies/techniques were applied and the justifications behind this mixture. Defines the proposed subjects and the research instruments of the study for each approach. Demonstrates the protocol of research's tools, ethical aspects. Finally, tackles case study organization, accessibility, pilot study, risk/limitations and provides brief summary of the study research methodology.

3.1. Introduction to Research Methodology

Traditionally, mainly two types of research methodological approaches could be noticed and outlined through a state of the Art of research methodology, which are quantitative and qualitative approaches (Radwan, 2014).

A relatively new methodological approach had been emerged known as mixed methods approach. Mixed methods approach emerged due to the need to achieve clear understanding of results of qualitative and quantitative approaches, which led to mix the use of the two approaches in one comprehensive approaches (Creswell, 2014).

Mixed methodology defined as “A mixed method implicates the combining or integration of qualitative and quantitative research in research study” (Creswell, 2011, p.20). Qualitative data tends to be open-ended without predetermined response while quantitative data usually includes closed-ended response such as found on questionnaire. The form of mixed method design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem is called “convergent parallel mixed methods” (Creswell, 2014).

3.2. Research Strategy

Typically, a researcher could choose among several strategies, which most commonly used ones for initial data collection such as: case study, archival examination, experiment, ethnography, survey, grounded theory and action research (Saunders, et al., 2012). Bear in mind the aim and the objectives of this research, Libyan's oil sector has been considered as the case-study data collection strategy used for this research, including questionnaires and interviews as its research instruments/tools.

Creswell (2014) claims that, in order to understand social states and the development of ideas through the extrapolation of data using empirical means a mixed approach should be adopted.

Therefore, it has been believed that a mixed approach could suite the aim and objectives of this research. This stance influences the research strategy by offering a variety of data collection tools, suitable for data gathered from the oil sector in Libya. It is also considered to be the most appropriate way to obtain quantitative and qualitative information that targets experiences, views and perceptions of workers in that sector. Moreover, it helps to explore the current situation and practices, to identify all training system/process aspects, including training policy, goals and objectives, training needs analysis etc. Furthermore, to identify all the challenges that may be encountered when implementing training system in Libya's oil sector.

In other words, in order to make a fruitful research work analysis, the main approach of the research method is mixed methodology which is an approach to professional research that combines the collection and analysis of quantitative and qualitative data. Creswell (2014, p.232) states that "the mixed methodology is useful when a researcher would like to both generalize the results to a population as well as develop a detailed view of the meaning of a phenomenon or concept for individuals". Since the aim of this study is to develop an efficient and improved framework for training system in Libya's oil industrial, which require a good understanding of all the factors may affecting this system, eventually it will be generalized for Libya's other sectors and its surrounded region of the world from the developing countries which may share similar attributes. Therefore, it is believed that the mixed methodology is an appropriate approach to answer the research questions: "How does the training and development system work in Libyan Oil industry? What are the limitations and drawbacks of the training process in Libyan Oil industry? How to develop an efficient training and development system??"

3.3. Research Design:

A research design should assist the researcher in tackling the following questions: What is being studied? Why is this subject inspected? How will this be done? And where will the study take place? These questions should be answered in a rational and substantive approach (Maxwell, 1992). Many authors define a research design as an over-all strategy of how the researcher will address the research questions. This may involve the order of phases such as data collection, data analysis, and ethical concerns. The process of planning the research enables the researcher to identify the details of the research task and to establish strategies that will give them best chance of obtaining robust and reliable results (Bryman and Bell, 2007; Sekaran, 2003; Bryman, 2012). According to Creswell (2014), in mixed methods design, the researcher typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall result.

In the light of the aforementioned background, the design of this research study contained two phases as illustrated in Figure 3.1, these phases started in sequence manner.

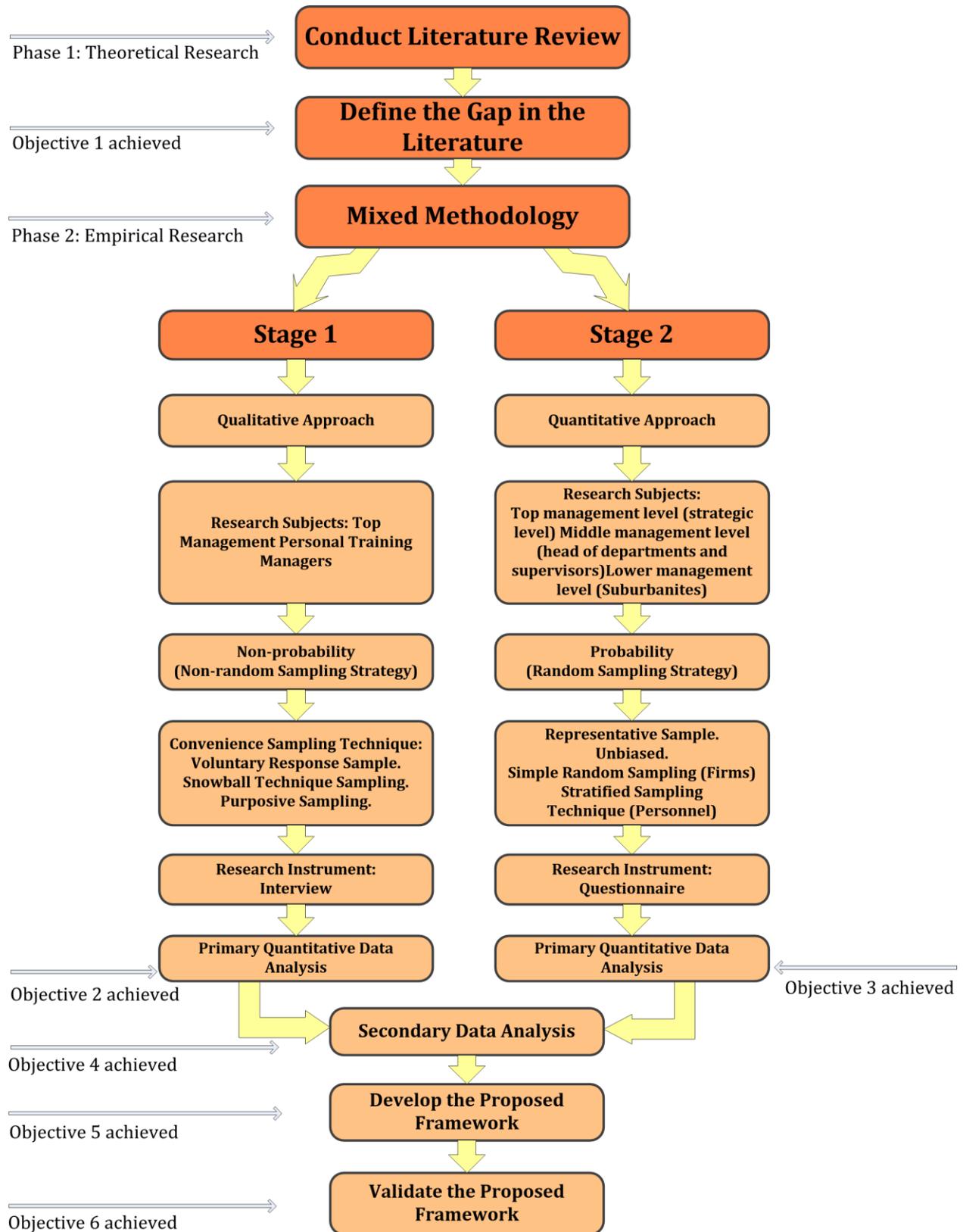


Figure 3.1: Research methodology design (Author's own)

Firstly, in order to define the gap in literature, the researcher conducted theoretical research via the literature review chapter, then conducted the second phase which contains two stages, these stages started in parallel manner. Firstly, the researcher conducted interviews with heads of training and development departments and other management level personnel (as explained in details in chapter 5), then in order to validate the data/information collected throughout those interviews, a questionnaire has been handled to the employees in targeted companies. As result of choosing mixed methodology to be the research method, this led to consider two bases for the research design. On the one hand, non-random for the qualitative approach and on the other hand random for the quantitative approach, this will be explained in details in the following sections.

3.3.1. Design of Experiment/Observation

Basically, experiment and observation can be distinguished on a base of how the subjects of the study treated, whether it going to be modified or not. According to Draper and Smith (1998), this basic principle could be applied as following;

- Experiments: applying treatment then measure the effect of it on subjects. For example, study the effect of drug treatment on subjects.
- Observations: measuring specific traits, but not modify the subjects of the study, just observe how they feel about something. For example, studying a certain phenomenon, or understanding of a system works.

Since there will be no modification applied to the subjects in this study, therefore it will be kind of observe and understand how the subjects feel about the T&D system in their companies.

3.3.2. Sampling Strategy and Sample Size

Since, factors such cost, time and workload is critical to conduct a research study. Therefore, the adoption of sampling strategy is key. Barratt (2009), defined sampling as “a method that allows researchers to infer information about a population, without having to investigate every individual”. Although, reducing the number of participants in a study cuts the cost and efforts. However, it is essential to do this in balanced manner against having a large enough sample size with adequate potential to represent the whole population and to identify a true association.

Practically, Krejcie and Morgan’s (1970) table can be used to determine the appropriate sample size, using the formula: $\text{Sample size} = X^2 NP (1-P) \div d^2 (N-1) + X^2 P(1-P)$, Whereas: $X^2 = (3.841)$, $N =$ the population size, $P = 0.50$, $d^2 = 0.0025$.

By 2016, the population size of the case study was 61,330 employees. This formula determined the appropriate sample size for this study was a minimum of 380 to ensure reliable outcomes. In

other words, it means if this study has been repeated on the same population, the probability of similar outcomes is 95%.

3.3.2.1. Non-probability Sampling (non-random)

According to Barratt (2009) and Gideon (2012) there are several techniques of sampling:

1- Convenience sample: it is biased sampling. It is just used when there is no statistical background in order to use the results that are easy to get. There are two types of this technique:

A- Voluntary response sample: consists of people that have chosen to include themselves in the sample, the rest of the population will be not included.

B- Simple convenience sample: only includes people who are easy to reach. Thus, not each one in the population has an equal chance to be selected.

2- Purposive/ judgmental Sample: subjects are chosen for a certain purpose.

3- Snow ball sampling: present subjects are asked to nominate further subjects known to them, so the sample increases in size like a rolling snowball.

In this study combination of several non-probability sampling techniques have been used. The research kicked off by using Voluntary response sample where an Operation manager at Eni gas and oil- Libya, showed his interest in the study, provided a significant portion of primary information and helped to facilitate the communication with others and introduced me to them which represent the use of snowball technique. Then a training personnel at the NOC, introduced me to the heads of training departments in the rest of the targeted companies and other management personnel (who represent purposive sampling/judgmental sampling) to get detailed information to draw clear picture of the situation.

3.3.2.2. Probability Sampling (random)

According to Gideon (2012) in order to the study to be statistically valid, it is essential for any data collection process to be unbiased. Biased occur when one or more parts of the population are favoured over others. Thus, it is fundamental to develop a random sample. There are two main factors need to be considered when developing unbiased sample:

1- A good sample is the one which is representative of the entire population;

2- Give each subject of a population an equal chance of being chosen in the sample.

There are various techniques of sampling could be used to developing unbiased sample including the most basic type of sampling, simple random sampling (SRS) which ensure that each

individual has equal chance to be chosen when the population has same characteristics. However, when there is variety in the population' characteristics other techniques such as stratified sampling will be more effective to use. According to Valliant, *et al.*, (2013, p. 44) stratified technique can be used on several grounds includes:

“To avoid selecting a sample that is poorly distributed across the population, as could occur with simple random sampling technique (SRS)”.

“As a way of improving sample efficiency for full population estimates by grouping units together that have similar mean and variance properties”.

Based on that and due to the nature of the targeted population “business companies” for the case study of this research, which is divided in natural manner in main critical characteristics/functional categories, it is believed that stratified sampling technique will ensure to get a sample with a good representation of the population and guarantee that every strata or category will be included in the sample. While in the other sampling techniques there is a possibility of missing out an entire category or categories of the targeted population, which will cause biased sample.

3.4. Research Instruments

Both questionnaires and semi-structured interviews were found to be the most suitable to collect the related data set. Both tools are designed according to the basic needs of the research objectives. The mixed methods of research approaches will be employed; the quantitative approach implemented through self-completed questionnaires, and the qualitative approach through semi-structured interviews. Questionnaires are very useful and widely recognised tool which are used for the collection of data in a systematic fashion. The questionnaire tool has many advantages including: less cost in terms of time and effort, low stress and psychological pressure as the completion of the questionnaires will be done in the absence of the researcher, no risk involved, and a large number of responses can be collected in a short period of time (Phellas, *et al.*, 2011). On the other hand, semi-structured interviews are semi-planned types of interviews which also have many advantages such as providing an opportunity to collect comprehensive and reliable data, provide means to understand and characterize complex issues, the researcher can guide the respondents so as to explore an individual's opinion in-depth, while reducing the time needed to collect certain information. The aim of the semi-structured interviews is to compare the participants' response, but also to allow for individual diversity and flexibility, resulting in richer information (Cohen & Crabtree , 2006). Schensul (1999, p. 136) stated that “to conduct a good in-depth interview, the interviewer must know enough about the local culture to avoid violating principles of polite conversation”. Given the fact that the researcher is Libyan citizen

who has born, educated and worked in Libya for his whole life, it was believed that there will be a good chance to infer significant information and conduct valuable discussion. Then, based on the results and facts accumulated the researcher developed the proposed framework. Finally, the validity of the suggested model has been tested. This has been accomplished by completing a questionnaire to assess whether the model corresponds with reality. As well as the efficiency, accuracy, clarity and lack of bias are available and achievable. (See details in chapter 7, section 7.5.1)

3.5. Protocol and Ethical Aspects:

3.5.1. Protocol

The interview contains an introduction including: formal introductions, purpose, confidentiality, duration, how the interview will be documented (audio recorded and taking notes), conducting a set of open questions related to the research objectives and closing comments.

In contrast, the questionnaires consist of a pre-formulated set of questions which are designed in such a way as to feed the researcher's stated objectives. Special attention was devoted to selecting and designing such questions, along with the layout and appearance of the questionnaire form. Specifically, the questionnaire form was divided into five main sections, each of which investigates specific aspects focused on previous training, as well as current or future training and development activities (a copy of the questionnaire that was utilized in the study is attached in appendixes). The first section of the questionnaire explores the demographic profile of the participants, including their educational background, area of specialty, and age. The second section examines training and development systems, including training schemes, training implementation, and operational issues. The third section probes various aspects related to training budgets. The fourth section is meant to explore the methods used to analyse training and development needs. Finally, the fifth section is assigned to evaluate training and development programmes. Both designed methods have been refined or validated through a pilot study (See section 3.8).

3.5.2. Ethical Aspects

Historically, during the World War II the ethical issues and abuse of human subjects have been occurred while conducting medical research at that time. Several ethics and values that form the foundation for many codes of research, such as: human subjects assent voluntarily, any aspects of physiological and mentality harms need to be revoked, and individual's involvement in a research liable to be terminated at any time upon their desire, have outlined by The Nuremberg War Crime Trials and the resultant Nuremberg Code (Gideon, 2012).

In this regard, basically each of the research instruments of this research, has attached with cover letter –in English and Arabic languages- to introduce the aim of the proposed study to the research subjects, to ensure the participants/subjects understand clearly the range of risk (if any) and the voluntary nature of participation. Understand that they are free not to answer any question they do not want to, and if respondents choose not to answer a question—for any reason—it is their right as research participants. To be aware of having the ability to withdraw from the study at any time. Participants informed that declining to participate or withdrawing from the study will not have any negative consequences. Lastly, the participants’ responses will remain confidential and anonymous.

3.6. Case Study Organisation

According to NOC (2018) the National Oil Corporation replaced the general Libyan Petroleum Corporation when it was established on November 12th, 1970 under Law No: 24/1970. It made obsolete Law No.13 of 1968 with a mandate to oversee all oil sector operations. Several years later, its mandate changed as a result of decision No :10/1979 by the General Secretariat of the General People’s Congress. This resulted in the NOC being tasked with achieving objectives related to petroleum development plans, supporting the Libyan economy through increasing, developing and exploiting oil reserves, and maximizing returns. In addition, the NOC was allowed to partner with other companies and corporations.

“Therefore, NOC is carrying out exploration and production operation through its own affiliated companies, or in participation with other companies under service contracts or any other kind of petroleum investment agreements. This is in addition to marketing operations of oil and gas, locally and abroad. For this purpose, NOC has its own fully owned companies which carry out exploration, development and production operations, in addition to local and international marketing companies including; Sirte Oil Company, Arabian Gulf Oil, Oil and Gas Processing Company, Brega Petroleum Marketing Company, North Africa and Geophysical Exploration Company” (NOC, 2018).

In addition, the NOC has agreements in place with several international companies to allow for shared exploration and production, in accordance with the development of the international oil and gas industry, and international petroleum marketing including; Zueitina Oil Company, Mellita Oil & Gas Company, WAHA Oil Company, Mabruk Oil Operation Company, Harouge Oil Operation Company, Akakus Oil Operation Company, Nafusah Oil Operation Company.

Going forward, the NOC (2018) has stated that “the NOC owns refining, and oil and gas processing companies, operating refineries such as Zawia and Ras Lanuf refineries, ammonia,

urea and methanol plants, the Ras Lanuf petrochemical complex and the gas processing plant. To establish petrochemical industries, another stage of development of the ethylene plant has been completed, as well as the low and high density linear polyethylene plants”.

The NOC (2018) confirmed that “In the area of manpower development, NOC provides the oil industry with qualified nationals within a well-planned scheme founded on a base of educational and training institutions, for training and developing qualified manpower in such professions as engineering, accounting and administration. Training outside Libya is limited to those technical specializations which are not available locally, to cope with the rapid development of the industry. Technical training is being carried out at the training centers and institutions belonging to NOC, to develop specialized technicians for the operation and maintenance of industrial facilities and plants”.

3.7. Accessibility

This research has been conducted with 13 organisations in the Libyan oil industry (named in chapter 5, section 5.2.). Each of these firms work under the umbrella of the Libyan National Oil Corporation (NOC). Therefore, they will represent the sample of study of this research because they are working according to the same regulations and standards of the NOC. However, this study initiated with several organizations, such as: Eni Oil north Africa Libya, Zueitina, WAHA, Sirte, and Brega. In October 2015, The researcher has met the operations manager of Eni-Oil north Africa Company. This individual is also a member of the Libyan National Oil Corporation (NOC), an umbrella organization which oversees the aforementioned companies, and has received written assurances all will participate in such a study once a letter of confirmation of being a student is received from the University. During that meeting, the researcher explained the purpose of this research which generated significant interest from the operations manager. As a result, the researcher secured assurances for a second meeting to be conducted at a later date due to current volatility in Libya.

In the second meeting, 13 organisations were selected using the SRS technique. For the quantitative approach purpose, the sample from each organization was developed using the stratified technique based on the number of employees in each firm included in the sample. For the qualitative approach purpose, those chosen for semi-structured interviews are training managers and other management personnel — either in person, or, should security concerns prevent such a meeting, online by way of Skype. These individuals have been selected due to their expertise and knowledge about company policy, how many people they train, as well as providing an overview and the context of training programs. Data obtained has been organized and structured in such a way to suit the proposed analysis. Then has been analysed to ensure

results are validated, followed by conclusions and recommendations (as detailed in the following chapters).

3.8. Pilot Study

In February 2016, in order to conduct a pilot study, the researcher returned to Libya at the invitation of the operations manager of Eni-Oil north Africa Company, mentioned previously, to interview the heads of five training departments with the following companies: Eni-Oil north Africa, Sirte Oil Company, WAHA Oil Company, Arabian Gulf Oil Company and Zueitina Oil Company. One of the most critical aims of the pilot study is to refine the methods. The semi-structured interview method has been validated in terms of comparing responses from the participants, while also allowing for individual diversity and flexibility in responses. The participants all responded similarly. The researcher found these semi-structured interviews valuable, and expanded on this method when further interviews were conducted in the summer of 2016. At the end of each meeting, a questionnaire was provided to the training managers to complete either themselves, or to distribute to their direct reports. Two days later, the researcher collected the completed questionnaires. Although the questionnaire was useful, there was some negative feedback from training managers:

The questionnaire was very long, which had a negative impact on some participants who lost interest in completing the form in its entirety (solution: re-evaluate the number of questions, and refine the focus)

The questionnaire was English only, resulting in some participants being unable to fully comprehend the nature of certain questions (solution: the questionnaire will be bilingual - English and Arabic - to ensure full comprehension)

Based on some answers, there's a clear need to adapt a measurement scale for certain questions, i.e. from 1 to 5 - 1 being 'very poor/not at all likely', and 5 being 'excellent/extremely likely' etc.

All of this was taken into consideration in order to refine this method in advance of the researcher's planned return trip to Libya in the winter of 2016/2017.

3.9. Risk and Limitations

Due to ongoing periods of violence, and instability in Libya, there were safety risks to both the researcher and potential research subjects. This resulted in some of the research and data collection being conducted remotely — i.e. online questionnaires, Skype interviews etc....

Whenever possible, however, the researcher endeavor to travel to the region to complete in-person interviews, and research.

3.10. Summary

In order to develop better understating of the situation or the research case study, mixed methodology approach has been adopted. As result, data collected quantitatively validated by the data collected qualitatively.

For the research design (observation design), there are two different sampling strategies. Non-random sampling strategy for qualitative approach, combination of purposive sampling and snowball sample have been used (the research instrument is interview, targeted subjects are top management personal and training managers).

On the other hand, random sampling strategy for qualitative approach. Due to the nature of the structure of the population the stratified sampling technique has been used to get unbiased and representative sample for the entire population (the research instrument is questionnaire, targeted subjects are; 1-Management theme including administration, accounting, marketing etc., 2-Engineering 3- technicians 4 others, including e.g. supporting activities: IT, cleaner, porter, security, receptionists, etc.).

The analysis process has been carried out in three phases. Firstly, the main purpose of next chapter is to organise and represent the raw data in the form of statistic frequencies and charts. Observations and conclusions has been drawn where applicable from this presentation and primary analysis. Secondly, chapter five presents and discusses data gathered from the interviews. Thirdly, further discussion and comparisons wherever applicable have been conducted in the form of corresponding tables, or correlations in chapter six. This is to determine if a need for further investigations is required.

Chapter 4: Quantitative Data Primary Analysis

4.1. Introduction

In order to obtain information from the nature categories/Stratham of the participants in the targeted companies (Senior management, Management-middle Line, Administration, Engineering, Technicians and Others e.g. supporting activities: IT, cleaner, porter, security, receptionists, etc.) the researcher implemented a qualitative method (questionnaire), supported by the quantitative method such as semi-structured interviews conducted with T&D managers in order to generate rich descriptions and to obtain additional comments and observations from these categories, and to compare the results of both methods to guarantee there was no bias in information provided, e.g. managers may provide a rosier picture of the situation.

The Statistical Package for the Social Sciences (SPSS) Computer Software version 24 was used to analyse the data gathered by questionnaire through basic descriptive statistics that determined frequencies and percentages. Data was also organised and summarised in appropriate visual presentation forms, such as graphs, tables or charts. Finally, Central Tendency measurements were generated where appropriate such as Mean, Median and Mode.

These statistical tools and indicators were adequate for the purposes of allowing the researcher to present succinctly the reactions of a number of people to a limited set of questions and draw broad and generalizable conclusions, followed by a comparison of opinions, answers and scores based on common information (i.e. similar questions were formed in different forms to make sure that the participants understood the question and confirmed their answers). In addition, a secondary data analysis has been conducted through comparison of participants' responses from both sets of data and also by comparing the companies involved in this study (See chapter 6).

4.2. The primary analysis

As discussed in the previous chapter- section (3.3.2) the sample size must consist of a minimum of 382 employees to be strong enough to generate reliable data. A total of 550 questionnaires were distributed with only 36 questionnaires missing 514 employees participated in this study. This gives a margin error 4.3% less compared with the designed one of 5% in the methodology chapter.

Questionnaires were divided into five sections. Firstly, demographic profile. Secondly, previous training experience. Thirdly, training and development system, which includes management training and development of strategic issues, planning of training and operational issues. Fourthly, training and development needs analysis. Finally, effectiveness and evaluation of training and development programs.

4.3. Section 1: Demographic profile

4.3.1. Gender and age

The demographics of the employees show that (86%) of the sample was male gender, the remaining (14%) were female - most of them work as administration, as represented in Figure 4.1. It is worth noting that the social culture and the nature of how these companies operate has influenced the disparity between male and female employees. Women in Libya specifically, and Muslim women in general, tend not to prefer being away from their families overnight which is what's required when working in the Libyan oil sector (work is usually located in the desert, or off-shore, requiring shifts of 2 weeks, 3 weeks and even 4 weeks' rotation).

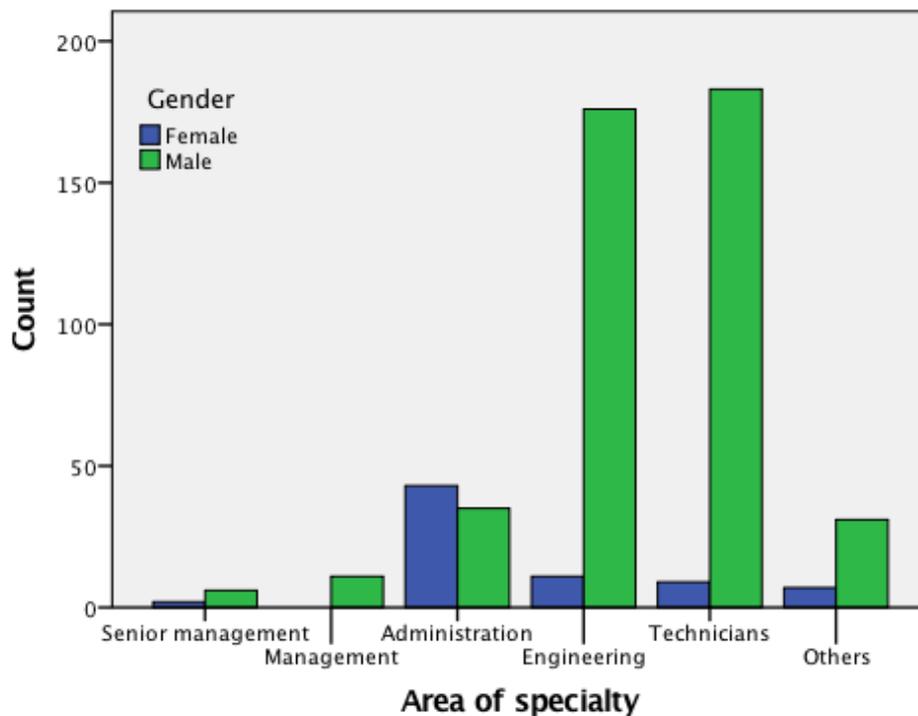


Figure 4.1: Area of specialty vs. Gender

The ages Mode of the whole sample is 39 years old - as illustrated in figure (2). The most dominant age group being 36-45 years old (51%), followed by 20-35 years old (31%) and 46-55 years old group (16%), with 11 respondents (2 %) aged between 56-65 years. This indicates that workers in the Libyan oil sector are generally in the primes of their lives, and have many years of service before retirement. It is therefore worthwhile to invest in their training and development to increase their professional competence.

4.3.2. Present position / job title and number of years of experience

Figure 4.2 shows that there is a diversity in job titles of the participants, however, 72% were categorised as Technical and Engineering, administration made up 18% - including secretary, accounting/financial and employees' affairs - while 7% comprised other services – including IT, cleaners, waiters and security. Finally, there was 1 field manager, 3 operation managers, 1 production manager, 5 department heads, and 3 supervisors who represent approximately a total of (3%) of the whole sample size of people participated in this study.

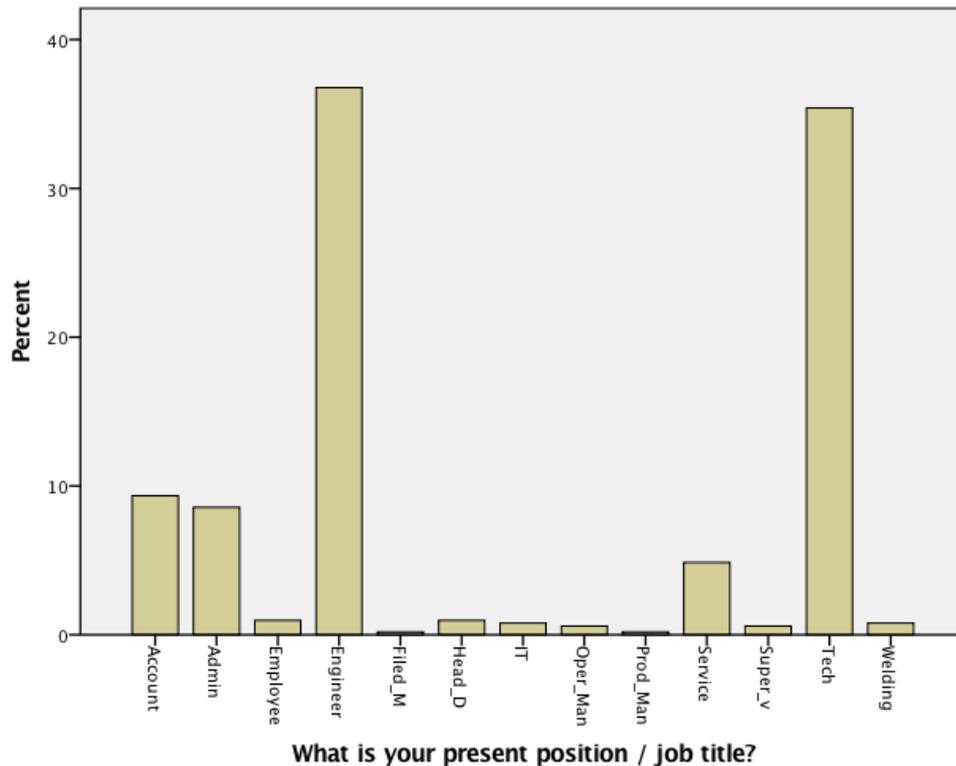


Figure 4.2: Present position / job title

In terms of the experience of employees working in firms, the results show that the majority have worked for their companies for more than 10 years (70%), followed by participants who worked for 7-10 years (20%), 1-3 years (8%) and 4-6 years (2%).

4.3.3. Area of specialty and educational qualifications

In terms of area of specialty, as illustrated in Figure 4.3, participants classified approximately 4% in Management and Senior management level, the vast majority roughly 74% are Engineering and Technicians followed by approximately 15% in Administration category. Finally, almost 8% represents other services - including cleaners, waiters and security etc.

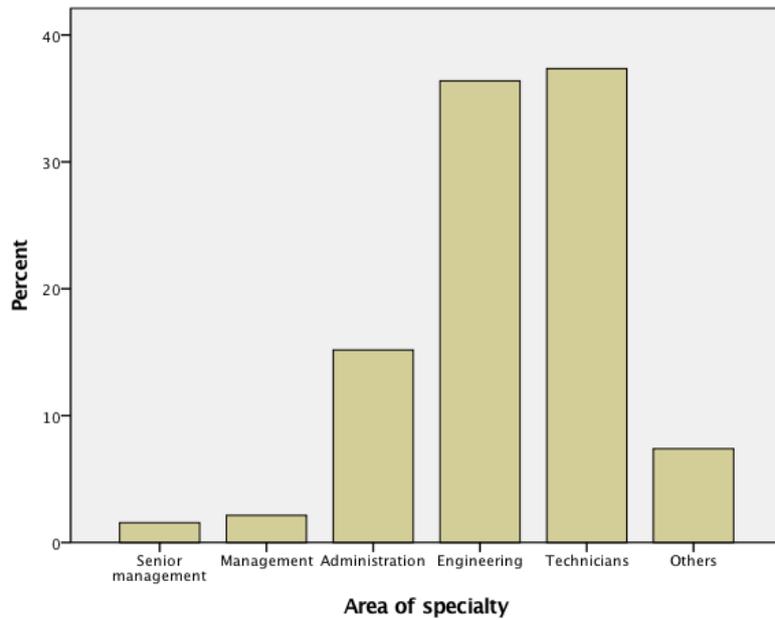


Figure 4.3: Area of specialty

In terms of educational qualifications, contributors were given 6 selections ordered from high school or lower education to Ph.D. level. They were also given the option of providing an alternative/other education levels. Results showed, as displayed in Figure 4.4, that most respondents had obtained a University Bachelor degree about (43%) followed by a high national diploma (HND) almost (26%) and Diploma / technical college around (25%). Master’s degree holders do not exceed (4%). For the remainder, the rest had lower education levels than a diploma.

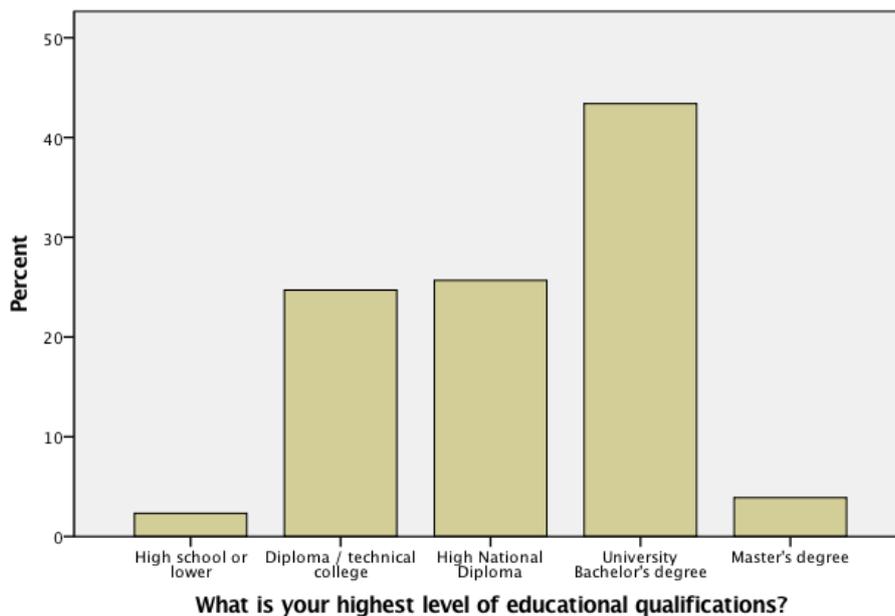


Figure 4.4: Participants’ educational qualifications

4.4. Section 2: Previous training experience

In regards to participation in training and development programmes, employees were asked to provide details of training they received at their companies and questioned on the following:

4.4.1. Involvement in previous training course(s)

The vast majority (97.3%) stated that they have been involved in training programmes, compared to (2.7%) who had not, as shown in the Table (4.1). In terms of frequency, a significant portion of participants confirmed that they were trained more than once approximately (67%), as shown in the Figure (4.5). In response to questions related to the benefits of this training, participants mainly affirmed it was not useful (45%), some of them were not sure if the training was useful or not (28%), and said this was primarily due to the repetitive nature of the training. Only 23% of the participants felt it was useful. Only a handful of participants provided no answer (4%).

Table 4.1: Have you been involved in training course before?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	500	97.3	97.3	97.3
	no	14	2.7	2.7	100.0
	Total	514	100.0	100.0	

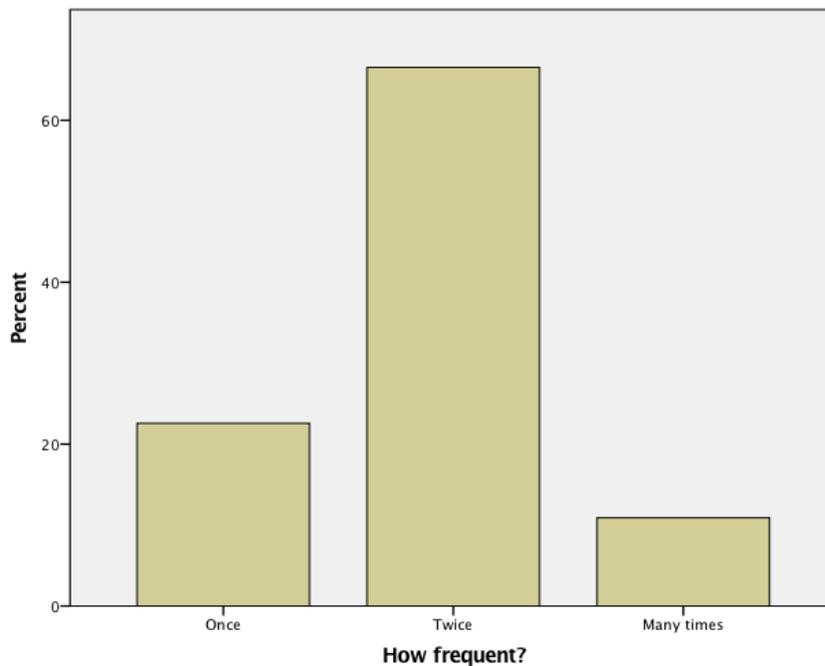


Figure 4.5: Training frequency

Similarly, Table 4.2 shows the majority of participants affirmed that the training they have been involved in is not efficient (59%), while approximately (36%) believed it was efficient, and approximately 5% weren't sure. Only 4 individuals provided no answer.

Table 4.2: Was it useful?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	186	36.2	36.5	36.5
	no	301	58.6	59.0	95.5
	Don't Know	23	4.5	4.5	100.0
	Total	510	99.2	100.0	
Missing	System	4	.8		
Total		514	100.0		

Approximately (60%) of employees were not sure if the training they had received had impacted how they perform their duties, while just (21%) said there was an impact on how they performed, and almost (19%) stated it did not affect the way they do their jobs. Only 5 individuals provided no response as shown in Table 4.3.

Table 4.3: Did it effect how you do your work ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	107	20.8	21.0	21.0
	no	96	18.7	18.9	39.9
	Not sure	306	59.5	60.1	100.0
	Total	509	99.0	100.0	
Missing	System	5	1.0		
Total		514	100.0		

4.4.2. Job Satisfaction

In order to deeply understand the employees' opinions about attended training, participants were asked if the training received gave them job satisfaction, Figure (4.6) shows a portion of (10%) were satisfied, while a majority of almost (50%) affirmed nonsatisfaction. Roughly (40%) were not sure.

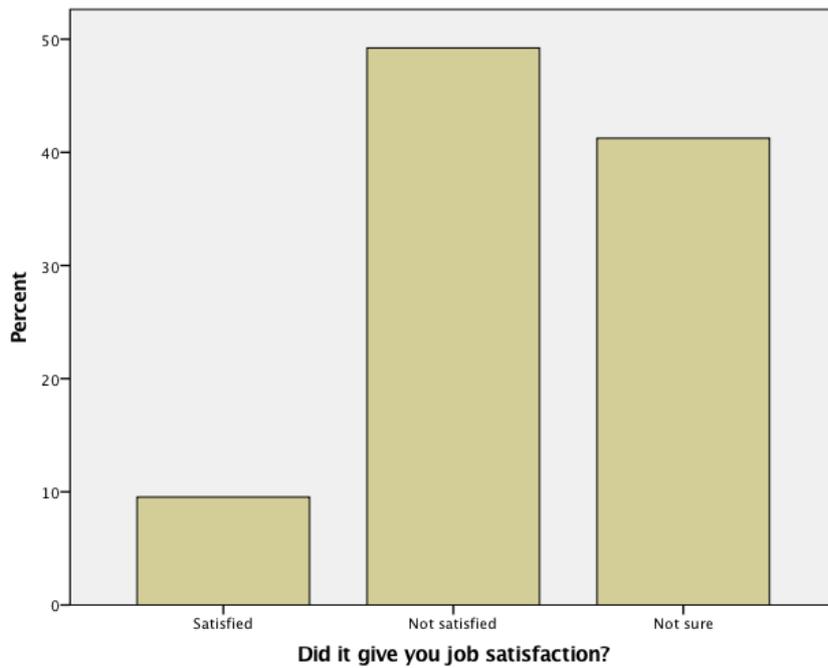


Figure 4.6: Did the training you received give you job satisfaction?

Furthermore, only (17%) of employees stated that they are happy with their job within the company, and a near majority stated they were unhappy (49%), while the remainder (34%) weren't sure, as represented in Figure 4.7.

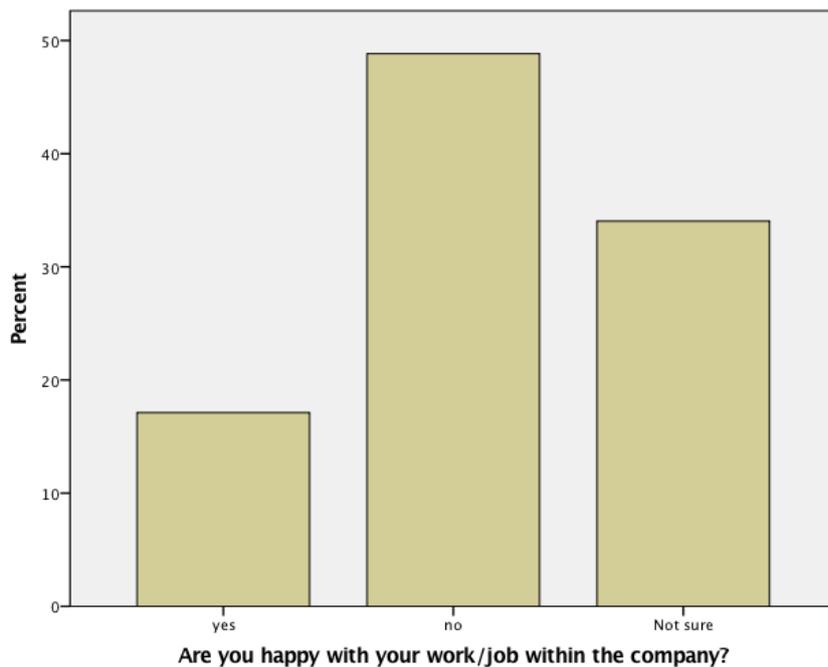


Figure 4.7: Are you happy with your job within the company?

On balance and overall, there seems to be a higher percentage of dissatisfaction compared to satisfaction. The reasons that may have led to the emergence of such a situation may be derived from participants' comments who replied:

- “Top management does not accept subordinates’ opinions”.
- “Top management want us to be Chess piece”.
- “Some managers have no education in order to understand the need for training”.
- “My manager is an elder and does not understand the need for training”.
- “Supervisors do not want their subordinates to know more than they do”.
- “Managers are afraid they might lose their positions”.
- “Nomination for training is vague”.
- “Nomination for training is done by WASTA (nepotism)”.
- “Mangers nominate their relatives and friends only”.
- “No transparency and standardised in nomination process”.

Thus, there are numerous negative implications for their companies. The negative training climate has implications for company morale as employees feel they are not equally valued. Moreover, they feel irritated and deceived because they feel they haven’t been given a true opportunity to learn and develop, are denied the right to practice the knowledge and skills they may have gained from training. In addition, they feel their companies have money to waste, so their commitment and trust to the companies and management decreased. All these factors shape trainees’ attitude toward training and job performance as well.

4.4.3. Training in the targeted companies

With respect to where the training was conducted, where they’d prefer it to be conducted in the future, and why, results showed that about (48%) of participants affirmed their training was abroad, while the remainder were trained locally (52%). Respondents confirmed that their companies have training centers either directly or they have access to independent T&D centers belonging to the NOC, however, they prefer training abroad. Interestingly, according to participates answers, this is not because of the quality of training programmes, but rather the financial bonus associated with training abroad. This indicates a need to raise employees’ awareness about training, change the way they view training, and establish a mechanism to maximize turnover from expenditures on T&D.

Also, participants were asked if an assessment or feedback followed by attended training programme(s) was requested, as in Table (4.4) more than half of the participants affirmed no such procedure was instituted (57.5%). While (42.5%) confirmed they have been asked about their feedback on completed training. Only (2%) provided no response to this question. This may establish the need to review the efficiency of the methods of determining training needs analysis applied by the current training system within the targeted companies.

Table 4.4: Were you asked about your feedback regarding the training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	214	41.6	42.5	42.5
	no	290	56.4	57.5	100.0
	Total	504	98.1	100.0	
Missing	System	10	1.9		
Total		514	100.0		

In addition, Figure 4.8 shows that when indicating which areas should be critical for training, the majority of employees believed the most pressing area was management skills (40%). About 24% of the participants believed training should focus on technical aspects. Also, roughly 18% indicated that interpersonal skills should be the main focus of training. The remainder stated training should emphasize health and safety (8%), and 9% think training should be outside the aforementioned areas, however, no examples were given.

This gives an indication that there is a need to review the current training system, firms and the NOC strategic plans and goals need to be reconsidered to be pushed towards training that should include the top management level and head of departments to improve and develop their management communications skills and leadership skills. Keeping in mind that enhancing the management skills will eventually lead to better performance of firms in general - management of training and development included.

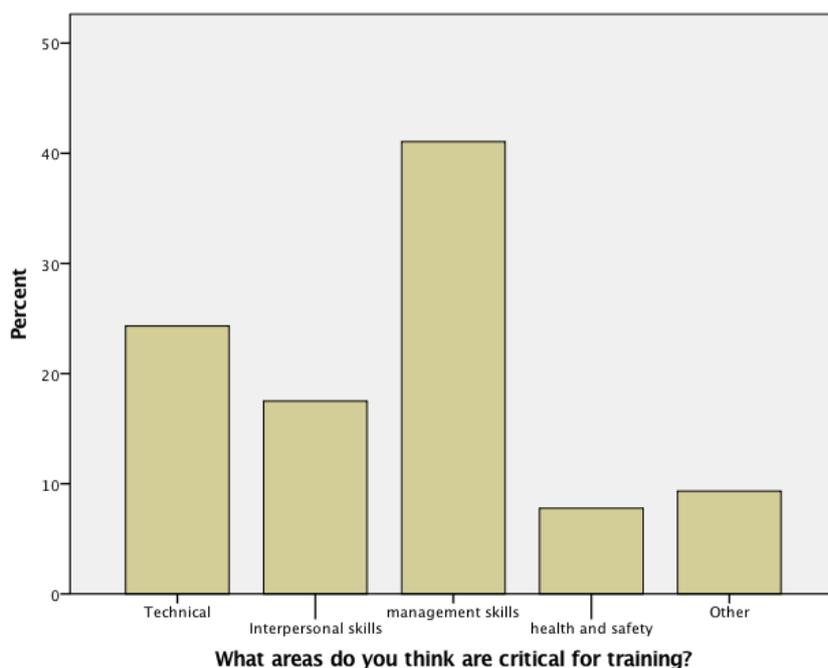


Figure 4.8: What area do you think are critical for training?

4.4.4. Reasons behind training

Participants were given several options to choose from to indicate reasons behind training provided by their firms. Figure 4.9 shows that almost 50% of participants believed that training was provided mainly “When employees are newly recruited”, followed by roughly 30% who said the reasons for training was when implementing “new working methods” and “new equipment”. The remainder, approximately 20%, cited reasons such as: “When employees are upgraded to fill new positions”; “Opening of new job”; “When requested by top management”; “When requested by departments”; “When requested by employees”; “When performance appraisal assessment show some gap”; “When performance appraisal” and “Based on the results of training needs analysis”.

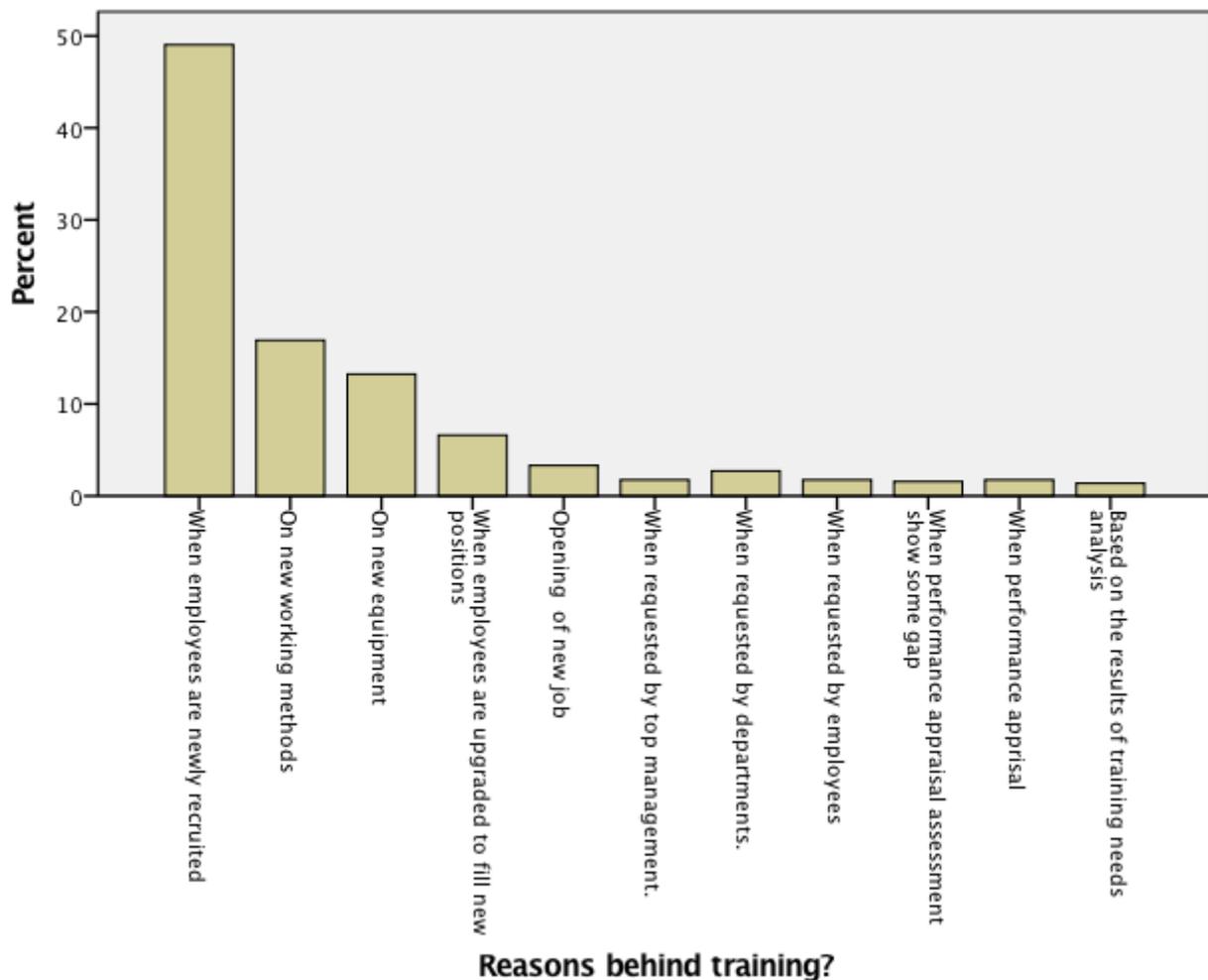


Figure 4.9: Reasons behind training

4.5. Section 3: Training and development system

This section is divided in two parts: Part (A) represents the strategic issues which may affect training and development including: firms’ strategy plans and human resource development

strategy. Part (B) covers planning and operational issues of training and development including: training system and development plans, determining T&D policies and plans, external training consultants/providers, in-house T&D programmes, and budget allocated for T&D.

4.5.1. Part (A): Management training and development strategic issues

According to the participants' answers, presented in Table 4.5, it appears that only 4% of the participants have access to their organization's strategy plan, whereas 35% were not sure. However, a majority (61%) affirmed they have no access to the firm's strategy. Less than 4% provided no answer.

Table 4.5: Do you have access to your organization's strategy plan?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	3.9	4.0	4.0
	No	302	58.8	61.0	65.1
	Not sure	173	33.7	34.9	100.0
	Total	495	96.3	100.0	
Missing	System	19	3.7		
Total		514	100.0		

In regards to human resource development strategy, as illustrated in Table 4.6, none of the participants confirmed that he/she has a clear human resource development strategy/plan. More than 90% provided negative answer, approximately 8% of participants weren't sure, while the remainder provided no answer.

Table 4.6: Do you have a clear human resource development strategy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	39	7.6	7.7	7.7
	No	469	91.2	92.3	100.0
	Total	508	98.8	100.0	
Missing	System	6	1.2		
Total		514	100.0		

This reflects the lack of a communications process between employees and top management. Ideally, that shouldn't be the case as it may affect directly, or indirectly, the quality of training out-puts, whereas training goals should match and be linked to the organization's strategic plan

(as explained in literature review chapter). Also, a personal development plan should be clearly communicated to the employees throughout their working-life within their respective firms. This will motivate employees, producing a sense of inclusion and equality, while also reducing the negative environment developed as a result of various cultural and societal factors.

4.5.2. Part (B): Planning of training and operational issues

4.5.2.1. Training system and development plans

According to Table 4.7 and Table 4.8, which represents the participants' response to whether there is, or is not a system for recording who has received training and written formal T&D plans, it appears there is a system for recording who has received training. Most participants who have previously received training confirmed that it would be recorded about 87% of the time, but they are not aware of how it works. The minority stated such a system did not exist (10%), and just a few provided no answer (2%). However, the vast majority stated that they have no written formal training and development plans (97%), a small portion of participants were not sure (3%), and only a few chose to provide no response (2%). Noteworthy, absolutely no one stated such an important document is written down or preserved.

Table 4.7: Are there any systems for recording who has received training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	439	85.4	86.8	86.8
	No	52	10.1	10.3	97.0
	Not sure	15	2.9	3.0	100.0
	Total	506	98.4	100.0	
Missing	System	8	1.6		
Total		514	100.0		

Table 4.8: Do you have written down, formal training and development plans for yourself?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	493	95.9	97.4	97.4
	Not sure	13	2.5	2.6	100.0
	Total	506	98.4	100.0	
Missing	System	8	1.6		
Total		514	100.0		

On the other hand, as represented in Tables 4.9, with regards to an informal training and development plan, it appears the majority of participants are equally divided in two portions of approximately 42% each. One stated that they have informal T&D plans, against another one who was not sure. However, the remainder (17%) stated no such plan existed, while less than 3% provided no answer.

Table 4.9: Do you have an informal training and development plan?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	210	40.9	41.9	41.9
	No	82	16.0	16.4	58.3
	Not sure	209	40.7	41.7	100.0
	Total	501	97.5	100.0	
Missing	System	13	2.5		
Total		514	100.0		

As illustrated in Figure 4.10, participants were given several options to indicate their response to the interval of their training and development plan, however, a majority were not sure about the duration of their training and development plan (60%). The remainder varied from six months (10%); 1 year (9%); 2-3 years (5%); 4-5 years (6%) and more than 5 years (10%).

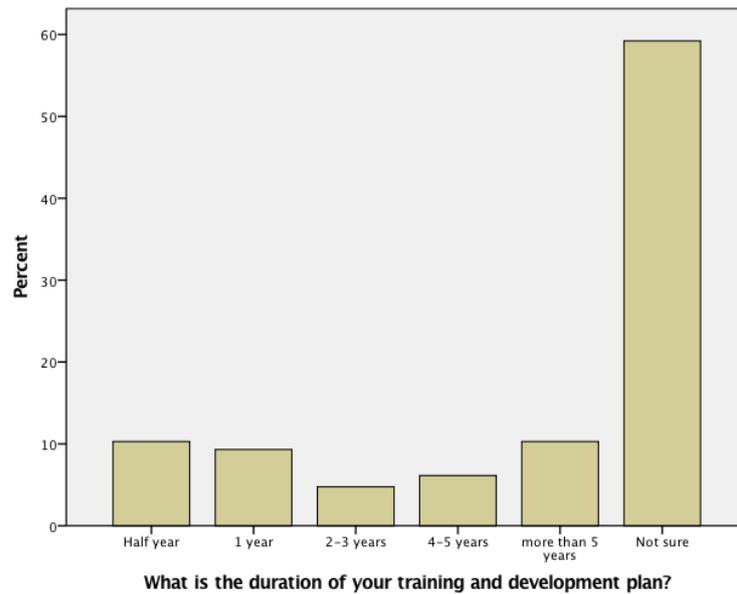


Figure 4.10: What is the duration of your T&D plan?

Again, this represents defective and ineffective approach to the current training system in the Libyan oil sector. Such ambiguity and uncertainty in all the aspects of the system, which may be solved by some modification to the current system in light of literature review and related previous studies to the field of training and development.

4.5.2.2. Determining the policies and plans on T&D

By looking at the data outcomes as illustrated in Figure 4.11 it was obvious that about 55% of participants believed top management determines the policies and plans on training and development. While 20% think these policies are determined by middle management. About 14% assumed it is the responsibility of training and development unit, and a similar portion (13%) believed the policies and plans on training and development should be the responsibility of human resource department. Only a few individuals provided no answer (2%).

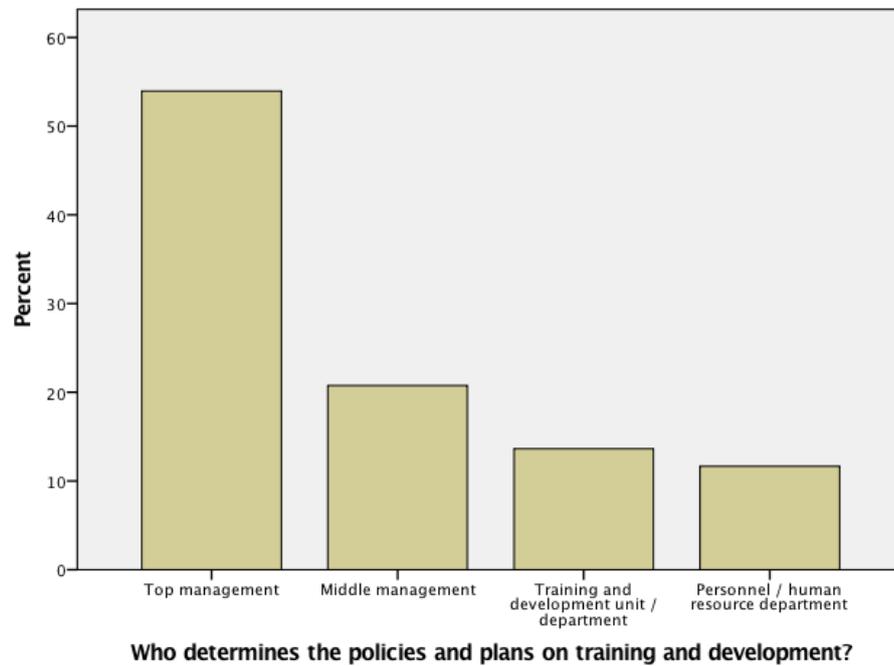


Figure 4.11: Who determines the policies and plans on T&D?

4.5.2.3. External training consultants/providers

According to participants’ answers, presented in Table 4.10, it appears that all the targeted organizations in this study, involve external training consultants/providers during the preparation or implementation of T&D programs. According to the participants’ answers, 88% affirmed that statement. The remainder, a portion of roughly 9%, stated that they are not sure, and less than 4% decided to give no answer.

Table 4.10: Does your organization receive any sort of assistance from external training consultants/providers during the preparation or implementation of your T&D plans / programs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	450	87.5	90.5	90.5
	Not sure	47	9.1	9.5	100.0
	Total	497	96.7	100.0	
Missing	System	17	3.3		
Total		514	100.0		

As illustrated in Figure 4.12, when indicating training providers whose services have been frequently used by companies, employees stated that the most common provider was private training centers or consultancy firms (66%), followed by University training centers and community service (11%), Libyan National Institute of Management (8%), Libyan Institute of MDPCC (4%), and 12% stated other service providers.

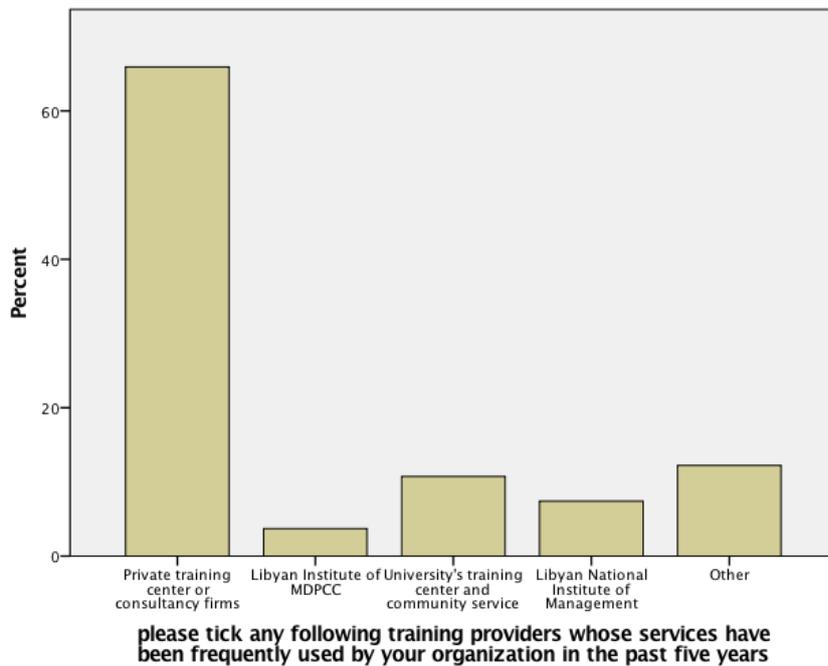


Figure 4.12: Training providers whose services have been frequently used by targeted companies

4.5.2.4. In-house T&D programmes

In terms of offering in-house training and development programs, it has been confirmed by a majority of 92% of participants that each company involved in this survey has its own in house training and development unit which is providing training programmes for its staff. Compared to who responded with “no” and “not sure” (7%) and just very few about (1%) chose to not answer as shown in Table 4.11.

Table 4.11: Does your organization offers its own in house T&D programs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	472	91.8	92.9	92.9
	No	23	4.5	4.5	97.4
	Not sure	13	2.5	2.6	100.0
	Total	508	98.8	100.0	
Missing	System	6	1.2		
Total		514	100.0		

Participants confirmed that each firm has its own human resources unit (99%) as shown in Table 4.12. However, Table 4.13 shows that approximately 73% of participants asserted that there is no sufficiently professional staff to fulfil the training needs of firms, while 18% of them are not sure. That compares to only 10% who stated the opposite, and roughly 6% did not answer.

Table 4.12: Does your organization have its own human resources unit?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	510	99.2	100.0	100.0
Missing	System	4	.8		
Total		514	100.0		

Table 4.13: Are there sufficient professionally staff to fulfill the training needs of the organization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	8.8	9.3	9.3
	No	352	68.5	72.7	82.0
	Not Sure	87	16.9	18.0	100.0
	Total	484	94.2	100.0	
Missing	System	30	5.8		
Total		514	100.0		

4.5.2.5. Budget allocated for T&D

By looking at the data outcomes presented in Figure 4.13, it was obvious that participants mostly agree that the budget assigned for training and development is sufficient (80%), while 15% believe the budget is moderately sufficient, and less than 5% found it insufficient.

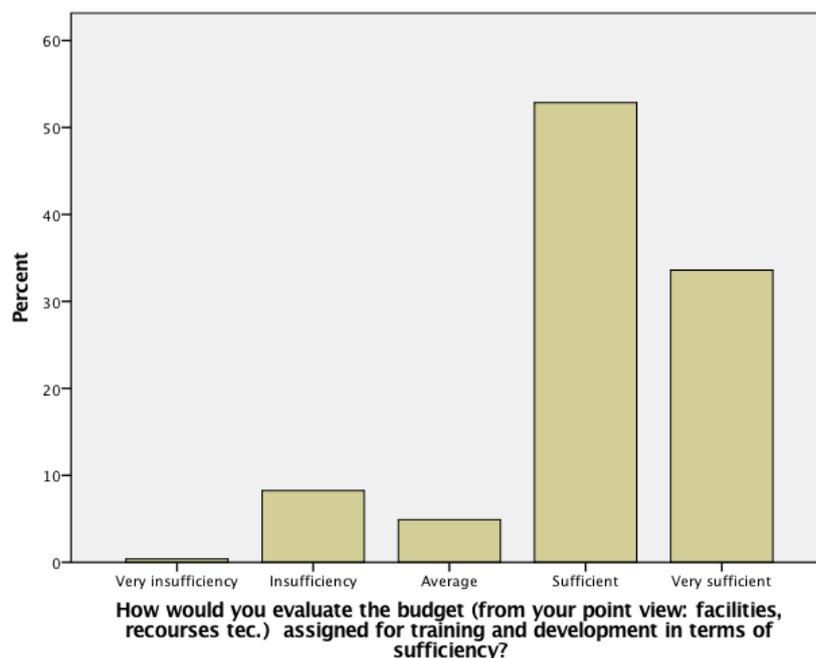


Figure 4.13: Staff' evaluation of the budget assigned for T&D in terms of sufficiency

4.6. Section 4: Training and development needs analysis (TNA)

This section represents aspects related to TNA, and includes: regularity of conducting an assessment of TNA; methods determining TNA; motivation for training; and methods of nomination for training and development.

4.6.1. 4.6.1 Regularity of conducting an assessment of TNA

In relation to consistency of conducting a training needs analysis assessment, employees were asked if firms assess their training and development needs on a regular basis. Less than 8% of respondents stated that TNA occurs consistently, 68% were not sure if an assessment took place regularly, while 20% said no such evaluation exists. The rest, 4%, provided no answer, as shown in Table 4.14. This information confirms there is no systematic approach in conducting the TNA process.

Table 4.14: Does your organization assess its management training and development needs on a regular basis?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	7.6	7.9	7.9
	No	103	20.0	20.9	28.8
	Not Sure	351	68.3	71.2	100.0
	Total	493	95.9	100.0	
Missing	System	21	4.1		
Total		514	100.0		

4.6.2. Methods to determine training needs

According to the participants' answers, presented in Table 4.15, only 17% stated that training and development needs were assessed in relation to a specific management appraisal schemes, 24% of respondents weren't sure, while a majority claimed that this not the case (56%). The remainder, which represent about 3%, decided to provide no answer.

Table 4.15: Are your T&D needs assessed in relation to a specific management appraisal scheme?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	88	17.1	17.6	17.6
	No	291	56.6	58.2	75.8
	Not sure	121	23.5	24.2	100.0
	Total	500	97.3	100.0	
Missing	System	14	2.7		
Total		514	100.0		

However, when indicating the type of approaches typically used in conducting training needs assessment, as shown in Figure 4.14, “other methods of assessment” was the most common response (48%), and specified by terms such as; “WASTA”; “general discussion” i.e. supervisors will have a general discussion with them about the training they might need. Approximately 8% of respondents cited “individual analysis”, 20% weren’t sure, approximately 7% indicated that all listed methods are used to generate TNA. Organizational analysis was cited by 15% of participants, while functional/departmental analysis was chosen by a minority of participants. Only 2% of participants provided no answer.

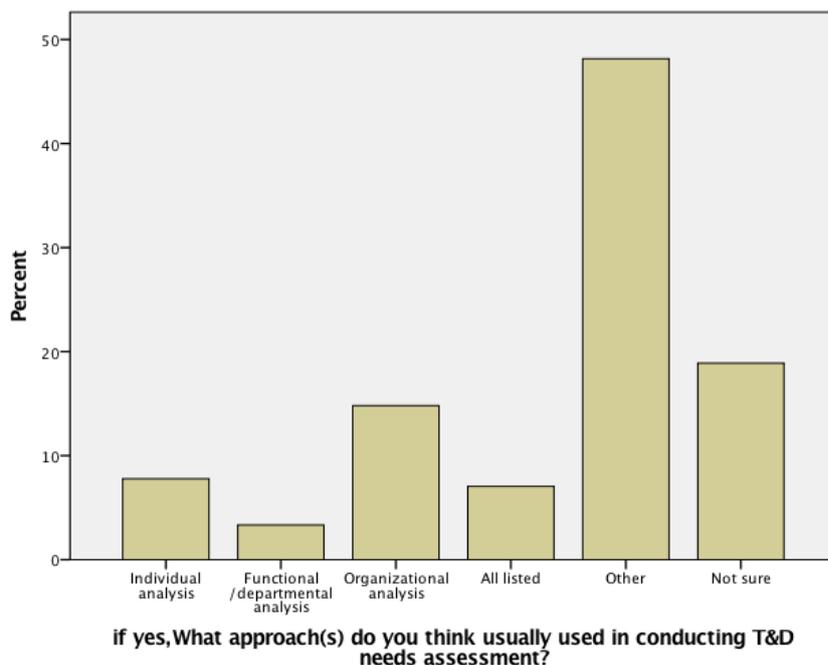


Figure 4.14: Approaches usually used in conducting T&D needs assessment

When the participants were given the option to indicate what is the most appropriate method for identifying the training needs, 28% identified having a discussion with their supervisor, 18% said questionnaires, 22% selected interviews, 8% chose an interview with a supervisor, 10% had no answer, while 14% highlighted other methods. Furthermore, when participants were given an open question of how managers/superiors measure their performance, the vast majority (75%) were not sure if such procedures were taking place in their annual appraisals, 20% said a procedure to measure performance did not exist, while 5% provided no answer.

4.6.3. Motivation for training

In order to determine what motivates participants to seek training, they were offered four options representing some advantages of training, and were then asked to state what motivates them most. It was found that participants mostly would attend training “to acquire new knowledge and skills for promotion” (35%); followed by the motivation “To get a certificate” (31%). Others

showed interest in other motivations such as “To enhance the performance of my current job” approximately (16%); “To get to know new people in the course” (9%) was much less popular. Some participants stated other motives (5%) while a few of them did not provide answers at all (less than 4%) as illustrated in Figure 4.15.

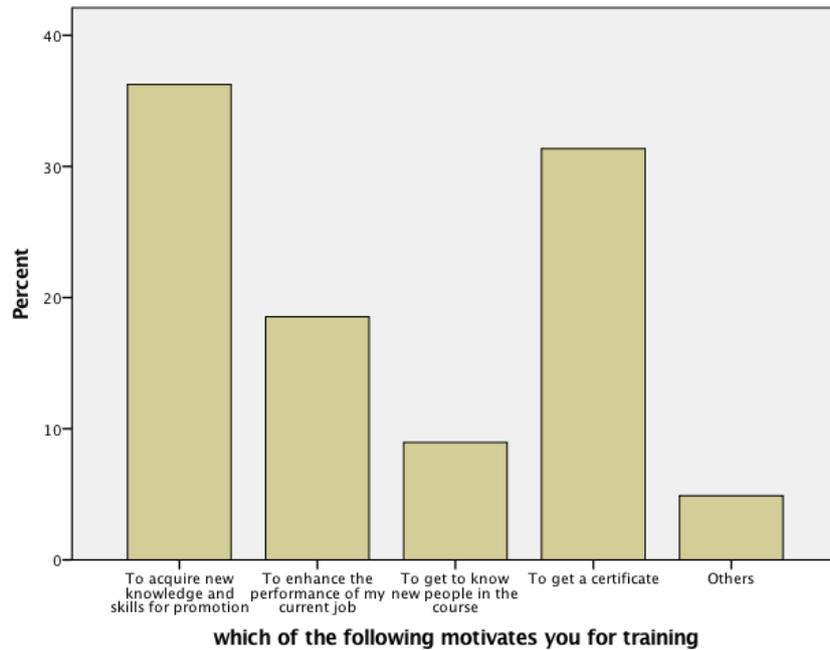


Figure 4.15: Training motivates

In the same context, it appears firms generally send and sponsor employees for professional management qualifications, according to 75% of respondents, specifically to gain post-graduate certificates level (e.g., MSC, MBA, MA). At the same time, many felt there was a level of ambiguity in the process e.g. “this is not available for every one”, “not in equality manner”, “no transparency in nominating candidates” and “you need WASTA to get it”.

4.6.4. Methods of nomination for T&D

Even though participants were given several selections to provide feedback on this important element in the training system - specifically in training needs analysis - such as “decided by head of department”; “the nomination by the director of administration”; “line supervisor”; “training department”; “by reward” and finally “performance report”. Only 48 individuals representing less than 10% of the participants, selected those options as a response, while 8% provided no answer. According to comments made by more than the half of participants (53%), it appears the most common method used to nominate employees for training is “WASTA” which is an Arabic term which may translated as Unfairness, Nepotism, and Bias. Roughly 11% asserted that management represent part of the problem. About 18% of respondents confirmed no specific procedure was utilized for nomination process.

The following was gathered from participant feedback:

- “Top management does not accept subordinates’ opinions”.
- “Nomination for training is vague”.
- “Nomination for training is done by WASTA”.
- “Mangers Nominate their relatives and friends only”.
- “No transparency and standardised in nomination process”.
- “Lack of experts to do TNA in proper way”.

Participants were also asked whether they were recommended training in their last performance appraisal; The majority (55%) didn’t know, while 32% stated that training was not recommended, 8% said their last performance appraisal recommended training, while 5% provided no response.

Participants were also questioned whether they were allowed to specify the area in which training was preferred. Only 20% said they were, 75% said they could not suggest training, while the remainder provided no answer.

Based on results from this section, there are inconsistent systems used to identify the TNA, but the main concern of employees was a lack of trust between them and the way training and development is managed by their superiors, e.g. training assignments were not done according to results of the aforementioned tools applied to defined TNA.

This shines a light on the need to pay specific attention when designing a model to consider such an important element of TNA process, and introducing Key Performance Indicators tools (KPI) which must be clearly explained and clarified to the employees to ensure fully understanding of rights and obligations required.

There is a need to establish a clear path towards training, and clear communication with employees to overcome such drawbacks in the current system, placing important emphasis on equal access. This would enhance employee performance, while driving motivation and creating a competitive workplace environment based on a commonly understood and agreed upon foundation.

4.7. Section 5: Effectiveness and evaluation of T&D programs

The last section in the questionnaire was devoted to the evaluation of training and development programs conducted by employers. This section covers: employees’ evaluation of training methods; regularity of evaluation process for outcomes of training programmes and methods

used in evaluation process; and finally evaluate the quality of T&D programs provided for the firms' staff.

4.7.1. Employees' evaluation of training methods used in training programmes

In regards to employees' evaluation of training methods, participants were requested to give their own evaluation of the current training methods used in training programmes. It seems responses can be categorized into two main categories: 55% of participants preferred to provide a "not sure" response to this question, while the remainder was almost equal: 17% rated the training methods as "Poor" compared to 18% who gave an assessment of "Good." On the other hand, 4.8% provided a rating of "Very poor" while 5.6% stated it is "Very good", methods as illustrated in Figure (4.16).

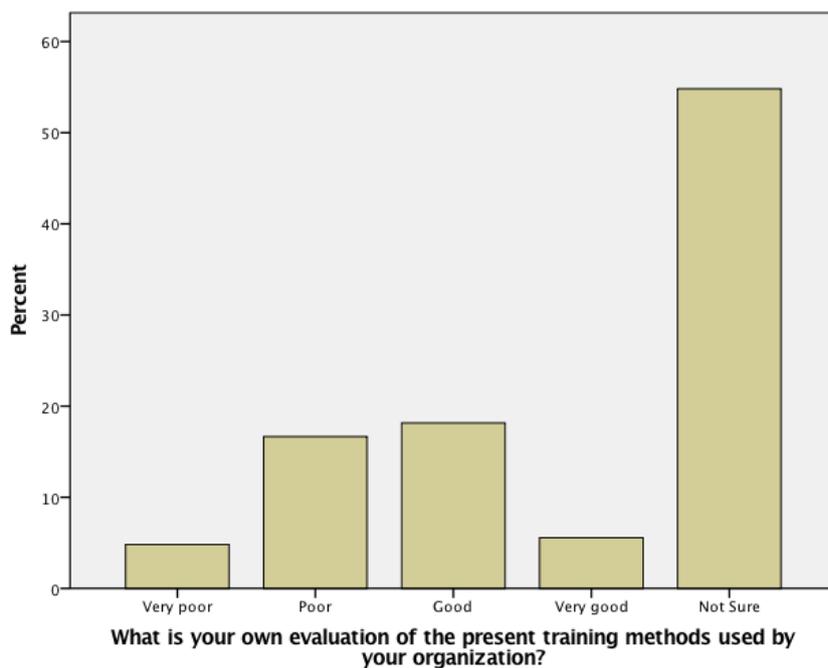


Figure 4.16: Staff' evaluation of the present training methods used

4.7.2. Regularity of evaluation process for training programmes

Table 4.16 shows that most participants find the effectiveness of the training they receive is not usually evaluated (59%), compared to approximately 15% who claimed the opposite. Approximately 23% were not sure if such a procedure existed, while less than 4% provided no answer.

Table 4.16: Do you think the effectiveness of the T&D programmes conducted by your company, is systematically evaluated?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	72	14.0	14.5	14.5
	no	301	58.6	60.8	75.4
	Not sure	122	23.7	24.6	100.0
	Total	495	96.3	100.0	
Missing	System	19	3.7		
Total		514	100.0		

4.7.3. Methods used in evaluation process

When indicating the type of methods typically used in conducting training evaluation, as shown in Figure 4.17, the option “Completing a questionnaire at the end of the T&D program” was the most common response, selected by approximately 35% of participants, 33% stated “Consulting the training providers at the end of the course”, while “Interviewing the trainees” and “Testing the trainees (pre and post-test)” each represented roughly 10% of participants’ responses. Less than 4% decided not to respond.

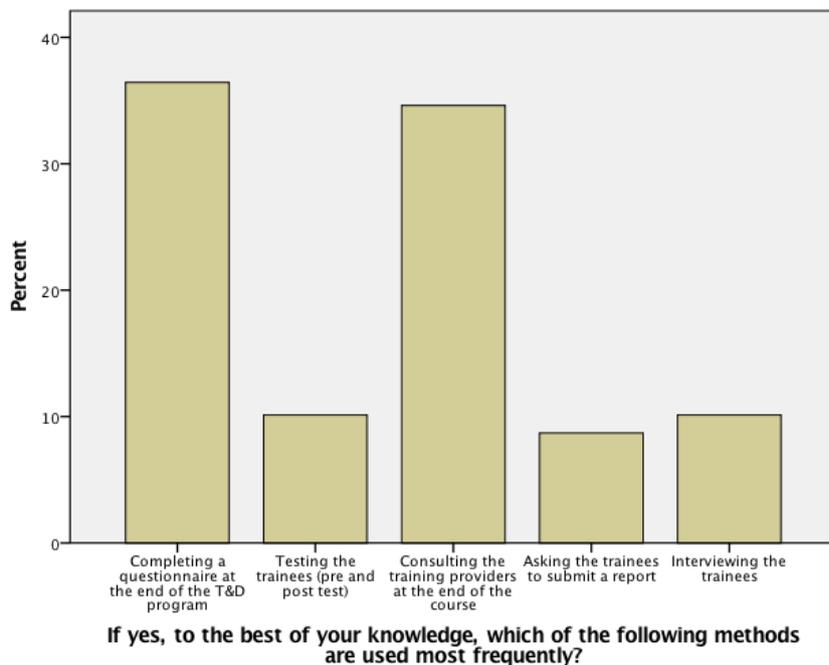


Figure 4.17: Most frequently evaluation methods used

Furthermore, participants were invited to provide their own opinion on whether they would consider the methods applied by their companies in appraising its training programs to be sufficient for effective training evaluation. It appears the majority of employees, 47%, feel it is

not sufficient, compared to 29% who felt it was. Another 23% weren't sure, while 3% provided no answer, as shown in Table 4.17.

Table 4.17: Would you consider the methods applied by your organization in appraising its training programmes to be sufficient for effective training evaluation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	148	28.8	29.5	29.5
	No	238	46.3	47.5	77.0
	Not Sure	115	22.4	23.0	100.0
	Total	501	97.5	100.0	
Missing	System	13	2.5		
Total		514	100.0		

In response to whether there was a follow-up monitoring processes for trainees who have completed their training programs upon return to work, 70% of respondents affirmed no such process exists, while 7.4% said there was. Nearly 1 in 5 weren't sure, while 3% opted not to respond, as shown in Table 4.18.

Table 4.18: Are there any sort of follow-up monitoring processes for trainees who have completed their training programs, once they are back at their work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	7.4	7.7	7.7
	No	354	68.9	71.4	79.0
	Not sure	104	20.2	21.0	100.0
	Total	496	96.5	100.0	
Missing	System	18	3.5		
Total		514	100.0		

Lastly, employees provided their own evaluation as to the quality of T&D programs provided for the firms' staff. Figure 4.18 shows approximately 45% indicated it is of "average" quality, while roughly the same portion (40%) classified it as "low quality". Only 10% of participants identified it as "very low quality" compared to 6% who felt it was "high quality". It can therefore be concluded, in a best case scenario, it's on average. This provides an important indicator as to the need to enhance and develop the current training system implemented by those in the Libyan oil sector.

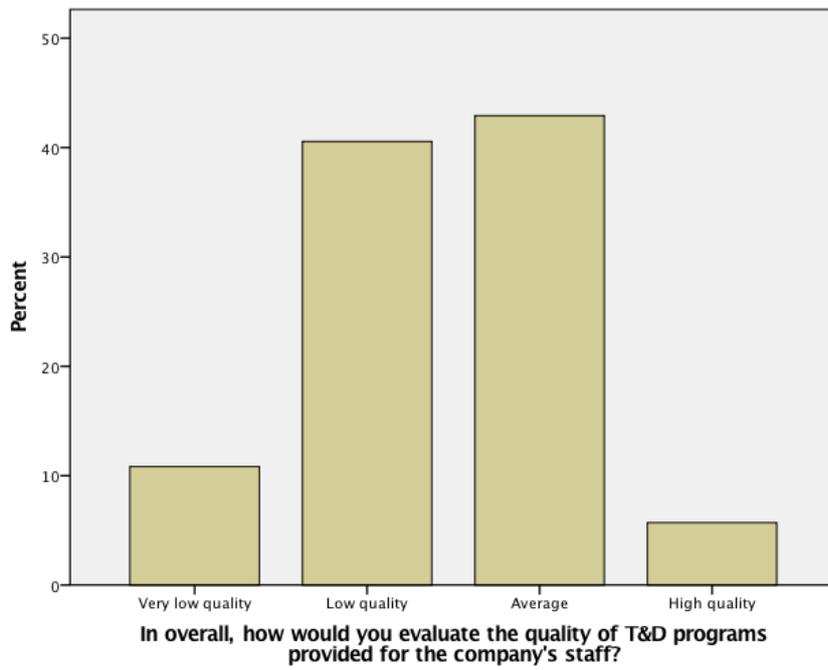


Figure 4.18: Staff' evaluation of the quality of T&D programmes provided by targeted firms

Chapter 5: Qualitative Data Analysis

5.1. Introduction

The primary aim of this chapter is to present and analyse data collected from the interviews, specifically as a supportive or comparative source to findings that came from the questionnaires. Interviews were conducted with participants using several questions related to the subjects addressed in the literature review (see Appendix A). Semi-structured interviews were used to collect qualitative data. 13 participants from the selected companies among 22 firms, working under the umbrella of the NOC, had been interviewed. The semi-structured interviews were used as the first phase of the research in parallel with collecting quantitative data process in order to study the current situation, barriers, and motivations to implementing T&D in the Libyan oil sector.

In fact, there is no standard approach to perform the analysis of qualitative data (Saunders , et al., 2003). Intensive reading and reviewing of transcripts or notes of qualitative interviews is one approach for analysing this type of data (Saunders, et al., 2012). According to Collis and Hussey (2014) if quantifying data is not possible or philosophically unacceptable, they asserted that the researcher “must device some sort of coding to represent the data to aid storage, retrievability and reconstruction” (ibid, p.173). The thematic analysis is used to analyse the interview since it is considered an appropriate technique for this research and has been used in qualitative research (e.g., Abdulrahim, 2011; Elfazani, 2011; Atoki, 2013; Eleferjani, 2015; Shibani, 2016). Accordingly, this study classified the mass of qualitative data collected into topics (themes). The interview protocol was designed using an analytical framework which was created according to the subjects addressed in literature review. This allowed the researcher to restructure and analyse the data methodically. Keeping in mind the aim and objectives of this research at all times, this chapter presents data findings arranged according to every part of the interview and according to data reported from 13 participants. These are reported in italic.

5.2. Companies information

Participants were nominated from 13 major firms within the Libyan oil sector, all of them working under the same regulations and legislations established by the NOC. All participants provided a good description of their companies, with all acknowledging that their companies are considered 13 of the major firms within the Libyan oil sector and as having a good reputation. It was further acknowledged that the national oil corporation (NOC), Sirte Oil Company, Arabian Gulf Oil Company (Agoco), Mellitah Oil and Gas, Zuetina Oil Company, Zawia Oil Refinery, WAHA Oil Company, Houroge Oil Company, Akakus Oil Company, Brega Marketing, Mabrouk Oil Operations, Rasco for Petrochemical, Libyan Petroleum Institute are specialized in

all aspects related to the Libyan oil industry, including exploration, manufacturing, production and marketing, as well as training and qualification in addition to petrochemical industries – as has been explained previously in Chapter Three, section 3.6.

All companies have high employment rates according to statistics issued in 2014, 2015 and 2016, employing a total of 46,681 workers, representing approximately 76% of Libya's oil industry entire workforce. All companies employed a mainly local workforce with some foreigners (e.g. Canadian, Italian, and Indians). All companies seem to hire highly technical employees and are attractive to many.

5.3. Participants' job specification, experience and educational level

All participants have management roles in their firms. However, five of the participants explained that their main job is training related (T&D head of department). Others had more general roles not exclusively related to training. However, all participants are in touch with the administrative aspect of the company, especially employment and personnel matters (e.g. administrative affairs department manager, personnel affairs manager, planning and production control manager, work facilitator and field managers etc.).

Participants' level of experience in their jobs vary: 7 participants have experience of more than 18 years in their jobs, and 6 participants had 15 or less years of experience.

Participants' involvement in training varied as well; three of the participants explained that they are not involved in the T&D processes directly, while the remainder are involved in training either as members of committees, or the preparation process and design, while two stated they have a limited role despite their involvement. Finally, in terms of education, the majority has a Bachelor's degree with other technical qualifications, while just 2 obtained a Master's degree.

5.4. The role of T&D departments at the oil sector's companies

All participants affirmed that: "On an annual basis, the training and development department in the companies working in the Libyan oil sector apply for the approval of their plans of training and development by the National Oil Corporation".

The majority of nine participants argued that: "These plans are only to address the title of the training programmes and total number of candidates. Thus, in most cases, the training and development department is limited to the role of corporate training departments on operational procedures and the issuance of statistics and estimate the annual budgets".

Also, they added: “This means that the nominations of candidates and selection of training programs is the privilege of the other departments within the firms, which often do not pay the required attention to the training needs analysis”.

5.5. The role of HR (GADW) at the NOC

It has been confirmed by all participants that the role of HR management in the General Administration of the Development of the Workforce (GADW) at the NOC is very limited and has no effectiveness in enhancing the expected outcomes of training and development programmes: “it is confined to the role of the review and approval of the companies provided training plans based on the total number of candidates does not exceed the plan for allowable percentage -which is specified by legislation of training issued by the General Ministry- and issuing approvals scholarship for training abroad. While the sole authority to act is given to the companies to manage its internal training, it is the method adopted twenty years ago and to date”.

5.6. Training at the NOC in Libya and its consistently:

According to the statistics provided by training managers, about 7,000 employees every year undertake training and development programmes. These programmes range from a week to six-months periods. It has been affirmed that there are two main categories of training at the NOC, which could be represented as the following:

5.6.1. Internships or local training

This category includes induction training, training in the fields of oil and laboratories, and on the job training.

5.6.1.1. Induction Training

It has been confirmed by participants that since 2003, the General Directorate of Manpower took over preparing and implementing intensive basic training programs to create efficient inputs for the oil sector from graduates of educational and vocational sectors in various disciplines.

5.6.1.2. Training in the oil fields and laboratories

All participants affirmed that oil companies carry out specialized training and rehabilitation programs and English language programs in the existing training centers in oil fields and laboratories.

5.6.1.3. On Job Training

All participants affirmed that oil companies, and in varying degrees, implement practical programs for technicians and craftsmen to qualify them and develop their capabilities: “Every

year there is a T&D plan for each firm working under the NOC, there are shared needs to be met by proposing people for training and allocating a proper budget, if not, the coming year that share will be shrinking and budget will be decreased. Therefore, signing employees for training it is an obligation regardless the need for it”.

Also, more than half (8 participants) added and agreed on; “once an employee gets a job in the company he/she will go for training by default, but there is no specific or clear path as to a personal development plan”.

5.6.2. Sources of internship or local training

T&D managers confirmed that the internal training programs are implemented through a number of training and technical development centers, some of which are affiliated to the oil sector. The Technical and Administrative Development Center of the sector is at the top of the list of internal training centers. A participant said; “It carries out about 80 training programs annually in various disciplines and specialties with training fees paid by the participating parties. These courses are carried out by local experts from the sector and universities”.

5.6.3. Training abroad

Participants said that in order to implement such training, the oil companies would typically sign agreements to implement external training with specialized training centers and universities in European countries and others in addition to the agreed training programs within the development projects for oil operations. It was quoted that; “Approximately 1,500 trainees are trained abroad annually in various disciplines in accordance with the approvals issued by the Secretary of the Management Committee of the National Oil Corporation”.

5.7. The current strategic goals of T&D in Libyan oil sector

Participants confirmed that in the last 20 years -- as stated in training legislation issued by The High Committee of general republic - the National Oil Corporation in Libya and its consistently set the training and development plans to achieve the following strategic goals:

- A- Meet the needs of an effective workforce.
- B- Prepare a well-trained national workforce to replace incumbency as non-Libyans.
- C- Provide the competencies required for the expansion of existing projects or the development of new projects and experiences.
- D- Make up the shortfall caused by retirement or breaching.

However, it's worth noting that decision No. (296) for the year 2010 was issued on 06/12/2010 by the Secretary of the Management Committee of the National Oil Corporation for the formation of a committee to study the pros and cons of existing training and develop processes. As result, a technical report issued on 30/01/2011 by that committee produced statistics indicating the total number of expatriate workers in the sector reached 15,355, which is about (23%) of the total workforce in the oil sector. This represents about 48% of the total technical and engineering manpower according to statistics from 2010.

As evidenced by this report, it is clear that the training processes that have been in place for 20 years have not fully succeeded in achieving one of the most important objectives of the: "Prepare well trained national workforce to replace incumbency as non-Libyans especially for engineering and technical jobs categories".

It has been established that since then no other studies/reports have been conducted/issued, especially after the uprising in February 2011. That's despite the fact it was recommended by the aforementioned committee to conduct such studies every five years to monitor the effectiveness of T&D process in place.

Moreover, it has been noticed that the number of expatriate/foreign workers in the Libyan oil sector has severely decreased. According to statistics from 2014, 2015 and 2016, there was only around 10% remaining from expertise compared to 2010 statistics. The participants attributed this: "due to the lack of security and the passage of the country's civil war as well as foreign foreign nationals in the oil fields, which had a major impact in the flee of a large number of foreign experts".

Participants agreed that; "the need to enhance the training and development process is vital more than ever, to recover the shortage of expertise by national workers and enhance the current employees' performance".

5.8. Effectiveness of the training conducted

All participants shared similar views that: "main purpose of training and development should be enhancing the current performance of the employees, but it was recognizable that there is inefficacy in the present training system and there is no tangible turnover of T&D, due to unclear planning and absence of a description of the desirable skills needed to perform the job".

Also, they have been questioned as to how they measure the return of T&D. Most of participants affirmed that; "there is no specific practical documented method of measurement". Some of them gave examples: "providing questionnaire after training, or from general discussion with

candidates”. However, when they were further questioned as to whether there was a system to record such monitoring or establishing action plan to come over the weakness and the issues noticed by the trainees or trainers, the answer was NO.

5.9. Training needs analysis (identify training)

5.9.1. Personnel responsible for performing TNA

In line with conducting TNA, 2 participants indicated that the line managers or superintendents have direct responsibility to conduct training needs and analysis process. That was justified: “because they are fully aware of day to day performance of their subordinates, which will enable them to be best staff equipped to decide who needs training, then will make it more accurate to nominate potential candidates for training”.

In contrast, 3 participants affirmed that in reality the role of line managers and supervisors is limited to assessing feasibility of the training which was actually proposed by senior managers:

“Superintendents are the best staff to propose the training and development needs and suggest them to senior managers, nevertheless, the other way around is the real case. However, that vary according to what the employees are in need of and what improves their skills. For instance, if the training is intending to be abroad it will be the privilege of top management level to decide who and what to train on without conducting proper TNA”.

A broader view was provided by 3 participants: superintendents are not really involved in defining training needs to their subordinates, instead leaving periodical committees in charge of this process: “Basically the proposed training needs tackled by periodical committees may conducted on semi-annual or yearly basis, they discuss them and decide there and then”.

It was also stated that training needs of newly hired staff would be carried out by line managers who have to nominate employees for such training: “usually for newly hired staffs including freshly graduated students’ TNA carried out according to an application form prepared by the HR Department. Such an application need to be approved by the direct line manager who nominate trainees and specify the required training”.

Critically, the majority of participants (9) claimed that there is a repetition of the same training content on an annual basis without assessing the need for such content. Basic skills T&D programmes are conducted without considerable review of their effectiveness: “considerable amount of T&D programmes take place by default, whether there is a need or no need for them. Such as basic computer skills or English language courses which may vary in length from several weeks to one year”.

5.9.2. TNA levels and methods

Furthermore, it has been affirmed that: “there was no dedication to any procedure of TNA”, when questioned whether they use a certain TNA technique or procedure: “I am not aware of whether we actually carrying out a particular procedure. Ideally, training should be based on productivity and efficiency if training is needed we conduct it, however to the best of my knowledge training is based annually to match our share assigned by the NOC. So identifying the need for training is decision made by the senior management committees based on line managers and supervisors who judge on employees’ performance and propose training needed”.

On the other hand, 3 participants indicated that they are aware of the three levels analysis but stated that it is difficult to apply it in their firms, as it requires a healthier environment to be implemented: “according to my academic knowledge the three levels analysis should be used in order to get effective results of TNA. Unfortunately, it is not used here and I think it would not be used in the existing atmosphere and current environment due to the social and cultural factors surrounding us”.

Moreover, 2 participants attributed the current poor T&D outcomes due to a lack of strategic planning: “The training policy has no written manual for conducting TNA. That maybe explains the conflicts often took place when deciding on the training. The humble way currently used by our firms on deciding on training, led to create negative atmosphere surrounding employees”.

5.9.3. Employees’ personal development plan

All participants stated that employees are eligible for training by default through their career path within the firms, but there is no writing of a personal development plan for each employee. The majority (8 participants) argued that when it comes to designing training programmes: “even though there was no specific employees’ personal development plan, however, just got T&D packages from foreigner provider if the training is advanced and need to be conducted abroad, or if it is local we have training centers for basic skills needed such as basic wilding, computer, services etc.”.

The remainder were more specific and summarized the T&D stages that employees would go through during their career life within the firms. The current methods and categories of training are detailed as follows:

“On the job training, or OJT, which some may call familiarization or orientation training. This is usually being given to newly hired employees who have just graduated from Universities, Colleges or vocational training centres. During this period, which may take between 3 to 9

months depending on the job type and the degree of skills required, the trainee is closely monitored, assessed, and appraised accordingly”.

“Once the candidate has completed the aforementioned OJT, and has started working to fulfil the job needs and requirements, will be legible for long term training, and enrolled in the list of proposed trainees would be provided to the NOC for annually approval. e.g. a most common training program is an English language course vary in length from 3 months up to 2 years usually conducted abroad”.

“Candidates may have nominated for training due to need of advanced skills required to perform certain jobs, for example; introducing new technology. If that is the case, head of department will nominate trainees for a tailored training programs which usually would be abroad”.

5.10. Setting training

All participants agreed that a need for training is the main motive for setting up training for employees in the firms. It is believed that it is the training department’s duty to define such needs. It is explained that:

“the firms continuously demand enhancement in all aspects such as enhancing the employees’ performance, increasing productivity, minimize the waste. However, the training department required to propose a yearly training plan to the NOC”.

It was said by 5 participants that training may occur due to any changes or alteration which may exist in the work environment; it was quoted that:

“in times the training conducted based on the current or expected future changes in the work environment. Such as implementing new technology or opening new job and adapting new practices in the firms”.

On other hand, some of them (4 participants) argued that firms run training and spend on it regardless of the outcome, they claimed that some of the training is unnecessary and have no effect on staff’s performance:

“training is vital that is a fact, but several training and development programmes are useless. assigning staff to training with no rational need for it, is just waste of sources. The main issue with some of training provided it is the evaluation of its effectiveness”.

It has been stated that:

“frankly speaking there is a common attitude such T&D programmes usually given to employees to enhance their financial situation, as they will get paid in foreigner currency which is much stronger than the Libyan dinar. That may explain the WASTA in nominating trainees”.

Although participants were specific in explaining the rationale behind training, it was obvious that training is provided regardless of the need for it, which suggests that there was inefficiency in the current training system, and lack of awareness as to the training needs analysis concept.

5.11. Nominate the trainees for T&D

It was established there is no specific plan for the selection of candidates, and all participants failed to provide a specific procedure to nominate trainees. It was quoted that: “If we ignore the WASTA, in the best cases, it is commonly based on seniority in terms of the date of hiring which represents is the basis of choice, regardless the need for training”.

Furthermore, 2 participants acknowledge that it is common for employees not to be aware of the focus of the course before attending. “due to not to involve the trainees in the selection of training programs that they believe will increase their abilities, in most cases no meetings occurred before conducting training. Eventually that led to low return of the current T&D”.

Critically, 3 participants attributed that to high loss of workers in the sector, whereas between 2008 to 2016 there was an average employment loss rates of roughly 2,000 employees per year, of which 20% consisted of retirement, 30% resignation and 50% termination of service and transferred which severely affect the current training system: “We have problem of high loss rates of employment in the sector, thus forcing companies to retrain in many jobs. Therefore, vast majority of the programmes’ contents is already prepared and employees will just in role in it, however, no attention is paid to the date of preparing those programmes, many of them are out of date or not even match the job requirements”.

Six participants raised a broader view of the roots of the problem, arguing that the current training system is affected by some factors which are beyond the control of the oil sector. For instance, the quality of the outputs of the educational and vocational sectors are below the standards expected by the employers. It has been quoted that: “the low level of educational attainment of graduates defiantly affect the current training and development system, so when we recruit the new graduates we need to train them on the basic skills they are supposed to have mastered during their education. For example, Secretaries cannot dictate well, such basic skill need to be gained through education stage not career development”.

Two participants added that generally firms have limited sources of input to fulfil the vacated jobs, especially since the hiring tends to prioritize national citizens, except for some crucial duties which require critical advanced skill and knowledge to perform: “if we took as an example, maintenance of turbines, took place recently in field of ‘Msalh’ we had to hire expert team from foreign company to do such job, although we have recruited staff who trained to perform such need, however in reality no one from the local staff did it”.

5.12. Design and Planning of Training

On the issue of planning for training, it was revealed the trainees’ contribution is minor and very limited. All participants affirmed that ideally this contribution may occur at the early stages of planning where staff may have opportunity to participate via feedback to the supervisors and line managers: “Employees have a minor role to play in the planning of training. In the best cast scenario, trainees would have their voices heard by demanding training, or would report certain issues to their direct supervisors”.

The majority of participants (nine) stated that the design and planning of training is the responsibility of upper management. Staff have absolutely no role in planning the training and they are merely candidates for the courses that are decided for them: “No doubt it is upper management’s responsibility to design and plan for training. Potential candidates have no role to play in this matter rather than attending training”.

Only two participants showed good understanding of the importance of involving staff in the design and planning stage. The employees’ participation has significant impact on the design and planning of training and development. They explained that in order to maximize the impact of such training, trainees should be involved in the design stage: “In practice, trainees are the ones who have the burden of attending training programs. They are sitting for long hours in training labs. They are supposed to be involved in the design and planning stages of these programs for the purpose of ensuring the greatest benefit. For it is natural, if a human being loves something, he would seek to master it. Therefore, their contribution to planning and program design will certainly make them love those programmes because it meets their real needs and desires. It will also allow them feel that they are valuable and reflects the firm respect as they are its main asset. Eventually, they do better and we could get a win-win situation”.

5.13. Deciding on training

Participants have been asked whether or not there is a certain strategy in place when it comes to the decision making process, specifically: what courses are needed and for how long? Five participants stated that as far as they’re aware, no written strategy exists. Those in upper

management make final approvals and decide whether or not to go ahead with any training, especially if it is abroad as there is a significant cost associated with such training. In short, it appears that senior managers are seen as decision makers (according to six participants):

“Top management or general managers are the decision makers; they approve all proposed plans to train personnel. They are the only people ensuring that plans are in line with policies and regulations in relation to training set up by the NOC. However, typically they do not look at training needs in great detail. Sometimes they might suggest training, and never follow it up.”

On the other hand, it has been observed that managers on the operational level (such as head of departments or supervisors) are the main individuals who decide what courses are needed and for how long. Five participants affirmed that line and middle managers prepare and review the plans of training in great detail. However, there are some cultural aspects and operational issues which may affect their plans, for instance; senior officials’ involvement in nominating staff for training:

“frankly speaking, although all the burden of preparation falls on the shoulders of supervisors and middle level managers, it is disappointing to say that senior officials sometimes they are often more of an obstacle due to involvement in nominating staff for training although that is not their responsibility, just because they are their relatives or friends and they would not approve the plans until changes made to the proposed trainees list”.

5.14. External T&D

Participants discussed cases where training is required due to a crucial need, or tailored training is needed when new technology is introduced. It was reported that in order to implement such training, oil companies would typically sign agreements to implement external training with specialized training centers and universities in European countries, and others, in addition to the agreed upon training programs within the development projects for oil operations.

Participants were further questioned as to how decisions are made in regards to selecting training providers. From the information obtained through three interviewees, it is evident that there is no systematic method of chosen training provider. An interviewee said that:

“it is a trial and error method”.

Other interview subjects said: “decisions are based largely on the experience of the head of training department who takes into consideration the reputation of existing training providers in the market”. All of them agreed that: “decisions are based primarily on the following factors: Trainer’s experience, resources and professional instructors, training budget, and learning experiences or training methods”.

It was also highlighted that oil companies typically select one of the following options when choosing a training institution, or provider (8 participants):

1. Major oil companies usually have their own training centres and are well staffed and equipped for the very common training courses.
2. For specific and advanced training, a company may opt to send the candidate to a well-known international training centre or institution. Usually, such centres and institutions are pre-qualified, credited, and certified by the various oil sector and governmental institutions and bodies. Some companies may perform a pre-qualification, and an auditing visit with a pre-determined scoring model to a number of training centres:

“In cases where a tailored program is needed, customized to our training needs, we will take several factors into consideration to make a decision with respect to selecting a training provider. Those factors include; the institution’s reputation, the trainer’s experience, and the facility (i.e. technology, location, and amenities). After this process we narrow the list of potential training providers, and put the request to tender.”

3. Long term training, and further education studies are usually assigned to well-known colleges and universities with international reputations which have strong links to the oil industry.

5.15. Training and organisational strategy

Participants were further questioned as to whether or not the courses offered contribute to organizational strategy as a whole. Seven participants stressed that they face problems in the strategic planning of training and development:

“Honestly, there is no an integrated system of training and development in every company. Which should be unified at the Libyan oil sector level”.

It has been highlighted that the NOC is controlling a significant portion of training without establishing the proper training needs (4 participants):

“Especially with the intervention of the Supreme Administration of the NOC in determining the external training, which led to create attitude to train for quantity rather than quality. The annual share of training abroad and the required period of time for the training programme have a significant impact on the nomination of staff. For example, when training is proposed by line managers, sometimes we nominate staff regardless of their need to make sure that our share in annual training is not shrinkage”.

Two participants, who had more than eighteen years of experience, explained that the absence of clear training objectives and specific operational plans on the strategic level led to poor training output. It was also suggested that:

“in order to enhance the humble training turnover, the contribution of senior management should be occurring in define specific strategic goals and establish operational training plan, that match the firms and the NOC strategic plan, which should be built on the philosophy of achieving the company’s objectives and to be adopted by all departments concerned with training”.

Furthermore, it was revealed that a strategy of training for transferring experiences through generations should take place in any trial to enhance the current training system. All participants affirmed that, despite all the negatives, the training activity has produced distinct experiences which operate the current oil operations in Libya although of all challenges has been faced:

“Although current training system is not really in good health, but it has generated a highly experiences staff who could run the oil industrial activities along these years and in very difficult circumstances and periods of times such as the economic sanction early in 90’S or recent civil war. Unfortunately, in case of retirement of highly experienced staff, there is no strategy to ensure transfer of experience from the old generation to the new generation or new employees”.

It has been observed that many highly experienced staff have been attracted to work in international companies, whether local or abroad even after retirement. In most cases retirees would be replaced by employees who nominated by top management, or replaced by immediate lower position or rarely vaccinate position would be fulfil by someone from outside the firm (3 participants):

“many experiences are lost every year of the old generations, which have gained a very high experience in the field of oil industry. Often when retired they have been attracted by foreign companies to work as consultants. However, this credit from experience is neglected and there is no strategy to ensure the smooth transition of these experiences for next generations.”

5.16. Management of T&D

All participants showed a clear understanding of the sequence of training phases, agreeing that training should start by conducting a training needs analysis, followed by a proposed programme, approval, appropriate budget, and lastly, implementation and evaluation:

“In an ideal world, training should start with defining the gap to be bridged via training, select the proper training programme, then that proposal needs to be approved and budget allocated,

then the actual implantation of training. But, in fact, there is a lack of performance in the actual application of those stages or phases”.

Three participants argued that there is an attitude of neglecting evaluation or appraisal procedures after conducting training:

“In the best case scenario if all the aforementioned stages are done in the proper way, the evaluation component would still be completely ignored”.

Additionally, it was explained that making a decision with respect to selecting a training provider comes after a training proposal is approved:

“After proposed training is approved, the process of selecting a training provider begins by seeking offers from training companies. After this process, we narrow the list of potential training providers, and put the request to tender”.

Moreover, it has been indicted that there is always an issue of nominating personnel for training:

“Although an average total of 9,000 employees are trained yearly from all firms, which represents roughly 15% of the total workforce, staff always claim there is no equal chance for training, especially training abroad.”

Also, it has been indicated that there is a lack of coordination between training departments, technical departments and trainees to set goals and follow up training programs:

“in my opinion there is a problem of communication and coordination between main parties involved in training. Rather than knowing the operational procurers for training, they are commonly known but actual implementation of such stages to ensure that they are professionally and effectively performed. For example, we have trainees who’ve been nominated for training since 2004, however, they travel and started their programme in 2009.”

5.17. Training and quality

It has been confirmed by all participants that there is no quality manual writing for training in their firms. The majority stated that the current attitude is focused on the amount of training implemented, not so much the quality of training being provided (9 participants):

“the objective of the existing training programmes is to provide as much information as possible to the largest number of trainees, resulting in a decrease in the value of the training return on the trainees.”

On the strategic level, two participants said that there is no link between training and quality departments at the departmental level:

“Due to the absence of the role of quality departments and their humble performance in general, it became common practice to use training programs to compensate for some of the administrative drawbacks. Thus, some training and development programmes lost the main training objective”.

5.18. Training methods

Participants were given a scale of 1 to 5 when asked to provide their own evaluation of the present training methods used by their firms (1 is very poor, and 5 is excellent). The majority (8 participants) gave a rank of “poor” while the reminder gave a rank of “good”. Only 1 individual gave the rank of “very poor”.

It was noted that the use of inappropriate training resources, such as poor training methods or poor training location, have a negative impact on the overall training quality (9 participants):

“due to the lack of awareness of the trainers of the importance of the negative impact of those resources on the degree of benefit from training programme on trainees. As it was evident in some internal training centers of some companies in the sector”.

Also, the matter of training location has been raised by five participants, specifically the difference between “in-house” training or “external” training:

“more attention needs to be paid for one of the important aspects of training, which is training location. Currently where training takes place is not well considered, it needs to be a priority”.

That’s an indication that current training methods used by firms in the Libyan oil sector may need an update, or require the involvement of trainers and instructors in programmes such as training of trainer (TOT).

5.19. Training budget

Participants were asked whether the budget and time related to training, was perceived as an investment or as a cost within their firms. On this question, there appeared to be a feeling of uncertainty. Although some participants stated that training was an investment, seven of them argued that there are poor quality training programmes and instructors; to them, this is the main problem:

“in my point view, training individuals should be considered as an asset, but I must admit some training lacks quality needed, either there was no need for it or it is poorly executed by trainers, eventually it wastes of money”.

Another essential matter has been raised through the discussing, which may explain that feeling of uncertainty. It was explained that the current recruitment policy and process in the national oil companies in Libya represent one of the major obstacles and barriers related to training and development system in the Libyan oil sector, 4 participants stated that:

“it is well known that oil industry is the major employer in Libya followed by the General Electricity Company, tailed by the other industrial sectors, such as agricultural sector and steel manufactory. The recruitment policy is absolutely inefficient; on annual basis we have got new workforce hired with no plan or to match vacant jobs. A disclosure or a list of names must be recruited even more than what is required. Even if we say that there are no vacancies, the NOC impose a fait accompli, therefore they have to be hired over manned. There is no proper choice in the recruitment policy as it should be. As a result, a very huge accumulation of workforce occurred in the oil sector. For instance, ‘Mellitah’ gas in last years hired 160 people did not start their work at all, up to present day. They get paid basic salaries, some of them come to the company to demand their right in training!!”.

The discussion was extended to include a comparison with the reality of the situation in the international companies operating in Libya:

“While in comparing to the international oil companies working in Libya such as Schlumberger, Halliburton and others, we could found that they differ in their recruitment strategy, which enable them to get stronger input workforce to perform their firms’ operations”.

When the researcher tried to get more explanation to get some details on the training and development system implemented in the international companies working in Libya towards the Libyan staff who worked for them, it has been said:

“I could affirm in short that recruitment process is very tough and multi selection procedures is implemented. Then, they have what it called a career development plan”.

Moreover, this discussion expanded to address what type of input are available to feed the workforce in the Libyan oil sector, based on the educational background, it was said:

“Strategically, in trial to come over the failed of educational system in Libya to meet the expectations of the NOC as a major employer of its outcomes. The NOC has established three centers, namely the Qualitative Center, the Petroleum Institute in the West, and the Bright Star

College in the East. The first two centers grant their graduates Ordinary National Diploma, while the third one grants its graduates Bachelors' degree or equivalent. Also, another significant portion of input comes from Faculty of Engineering at the University of Tripoli, especially the Department of Petroleum Engineering. Although it follows the sector of education in terms of management and financial, but they have customized their curriculum to meet to some certain the desired knowledge needed by the oil sector. However, the curriculum has not been developed for decades and we know that almost every five years show revolutionary technology in the world of oil exploration. Therefore, considerable amount of money spends in training and development of such input”.

In terms of time, 5 participants explained that there are interruptions and delays in delivering and conducting the training:

“Since the training need to be approved by the NOC, the training plan may be affected by a higher body or department, which can delay the all-important process of decision making needed for the application of the plan. Firms' training plans sets there to get approval for very long time, in times several years. Some training programmes were planned to be conducted in 2004, however, it conducted in 2009”.

In terms of budget, there were other factors that were also cited as concerns affecting training. Three of the participants referred to issues such as lack of funds:

“our training plans can be affected in terms of lack of funds and absence of an adequate place to implement the proposed training programmes”. In regards to a budget allocated for training, participants agreed that it is sufficient to achieve T&D objectives and plans if that budget was managed properly: “As it is well known, Libya is one of the largest countries in the world in terms of oil reserves. Thus, meeting T&D objectives and plans would be an easy task, if it was managed well.”

Participants were given a scale of 1 to 5 when asked to provide their own evaluation of the current training budget. Whereas 1 is very insufficiency and 5 is very sufficient. Overwhelmingly, participants ranked the budget as ‘sufficient’. However, when asked to compare this year’s budget with last year, most said there had been cuts to funding. Security is a major reason why, according to this participant:

“On one hand, as known that our society is a tribal society. On the other hand, our oil fields are geographically located in the territory under the control of some of those tribes. As result of the army conflicts occurred in Libya between some tribes in the last five years, we are currently suffering from frequent acts of sabotage, kidnapping staff at fields, destroy pipe lines. Honestly,

this might be the extremist dangers security periods of time of the age of oil industry in Libya. All that has a harsh impact on the NOC general budget, which eventually effected the budget allocated for training and development”.

5.20. Libyan oil sector’s budget at the strategic level

On a strategic level, it was explained by two participants in great detail that, generally speaking, there are ongoing budget restrictions dating back four years. This is due to a variety of factors, including: security matters, and political conflicts among three levels of government in the country with international global bodies:

“On more than one occasion, the head of Libya's National Oil Corporation (NOC) has announced that Libya lost more than \$100-billion dollars between 2013 and 2016 because of oil field ports coming under control of regional militias. These militias closed the ports, stopped exports, and burned millions of barrels of oil. They also purposely damaged oil supply lines in numerous fields, most recently, the bombing of a crude oil transport area near the Mourada region in northeastern Libya - this was connected to the port of Sidra in the Crescent oil region”.

In addition, Islamic State (IS) attacks have resulted in the frequent closure of export ports and oil fields. There have been 18 such attacks recorded on Libyan oilfield sites and ports since February 2015 to April 2016. Aside from the human loss of life, these attacks caused billions of dollars in losses, not to mention environmental damage”.

When asked whether these aforementioned issues had a direct impact on training and development plans, participants answered in the affirmative:

“Definitely, it has been severely affected. For instance, a report on the number of delegates abroad as part of the approved training plans for the Corporation and the sector’s companies during the years 2014, 2015, and 2016 showed that for every year the number of candidates are below the annual average target. In addition, a total of 50% of training and development has been cancelled. In 2016, only 277 trainees were sent abroad compared to 1,177 trainees and 1,083 trainees in 2015 and 2014 respectively.”

It is worth mentioning when the researcher further commented on that piece of information represented in Table 5.1 there was a clear correlation of trainees belonging to the NOC directly rather than other firms. No clear answer was given as to why, although a famous Libyan saying referred to the WASTA indirectly:

“whom who works in the bakery should not fear the coldness!!, as the saying goes.”

Furthermore, it has been explained that Libya's ability to rebuild its crude production will face difficulties due to the ongoing restrictions on the NOC's budget:

“Under Libyan law, the NOC must submit oil revenues for the Central Bank and then receives its budget share from the Libyan government. There is uncertainty in the decision making process to approve our budget, it takes a long time for an agreement to be reached between the three governments running the country. In 2017, the National Oil Corporation received only 50% of its capital spending budget from the Libyan government”.

With regards to investment in the Libyan oil industry, it could help restore production capacity to levels before the country's downfall - approximately 1.6 million barrels per day. This would include investments in training which would result in the establishment of new institutions. The head of the NOC announced in Jan 2018: “We expect that political players will try to use control of the state budget to control the National Oil Corporation as was the case in 2016 and 2017. Any further investments and any such attempts will be closely followed by the Organization of the Petroleum Exporting Countries (OPEC)”.

Table 5.1: Report on the number of delegates abroad as part of the approved training plans for the Corporation and the sector companies during the years 2014, 2015 and 2016

No.	Company	Candidates 2014	Candidates 2015	Candidates 2016	Total
1	National Oil Corporation (NOC)	66	59	60	185
2	Zawia Oil Refinery	135	174	6	315
3	Zuetina Oil Company	148	11	1	160
4	National Catering Company	30	14	1	45
5	Houroge Oil Company	46	16	63	125
6	Akakus Oil Company	75	80	5	160
7	Rasco for Petrochemical	36	14	0	50
8	Arabian Golf Oil Company (Agoco)	102	321	---	423
9	Sirte Oil Company	24	3	1	28
10	Waha Oil Company	5	0	32	37
11	Libyan Petroleum Institute	18	15	21	54
12	Zawia Center for Training in Oil Industries	15	18	1	34
13	Petroleum Training and Rehabilitation Institute	38	20	7	65
14	National Oil Wells Drilling	119	7	0	126
15	Mellitah Oil	60	75	36	171
16	Mellitah Gas	127	127	---	254
17	Brega Oil Marketing	39	223	43	305
Total		1083	1177	277	

5.21. Evaluation of training conducted

The participants were asked to explain how they know whether or not training programs met their objectives and what sort of measurements, if any, are used to do so. It appeared that such a task is not conducted on a regular basis. It has been agreed among 9 participants that:

“This task is rarely performed. Even if it occurred, it would be in a very humble and shy way. In fact, no measurements are applied in order measure the effectiveness of the training programmes on the trainees. In the best case scenario, filling a form which will end up in the garbage basket”.

In response to the question of ‘could you explain what does the phrase “training evaluation” mean to you?’, it was clear that there is a misunderstanding in recognizing training evaluation as a single independent component of the training cycle. Five participants went on to explain the training plan cycle before explaining the evaluation:

“it commences with training needs analysis. Then, the next step is the training design. This is followed by the implementation phase. The final step involves an evaluation, which includes all other stages review and ensuring that training needs have been met”.

It is worth noting that in light of the literature review chapter, for instance, consider the Kirkpatrick model. It has been confirmed that no methods of evaluation, such as complete of a reaction form or measure the learning levels of trainees at the end of each program took place. Also, it has been affirmed that there is no any sort of follow-up monitoring processes for trainees who have completed their training programs, once they are back at their work.

In response to a question as to, is the employee's performance measured before being transferred to a training program, to know how he/she was performing before and after involvement in this program, all participants agreed that:

“To be honest no, they depend only on the tests done by the training provider”.

There was an obvious conflict in the understating and implementation of training evaluation process and the annual performance appraisal (7 participants):

“no evaluation to the training exist, except the evaluation conducted through the annual performance appraisal which is done through filling a form by employees to obtain a higher degree in the career ladder, which is in most cases afterword will be throwing away”.

The reminder agreed and confirmed that:

“In all honesty, evaluation literally does not exist, although we know we should do it. There is a need to have the policy to focus on evaluations and review training”.

Another critical matter was raised by 10 participants who highlighted that social factors can become obstacles in any improvement towards training and development:

“Social factors play a critical role in work environment in general here in Libya. It is what we call locally WASTA, it is affecting not just training but the whole management system. To narrow it up and focus on training only, here it is a typical example, when decision is made against an employee due to his/ her performance is idleness, this will lead to involvement in very annoying social situation, he/she would try to find any common friend or colleague with the decision maker or sometimes due to his/her relative relationship with a higher influencer in the decision making process in the firm, to help him/her to make changes on that decision. That is very important reasons behind creating a sort of atmosphere/mode of negligence in the work

environment, no one care to do the job in the way it should be done, including training and development of employees”.

Although the remainder agreed with the point of view expressed by their colleagues, they added: “No doubt the problem of WASTA exists, we hoped we could eliminate it but we could not solve it. It occurs in intangible mean; yes! it is there and everyone know it is there, but it happened with unseen evidence or with undocumented written procedure. Honestly, it is built in the society culture and we live with it.”

5.22. The quality of the current T&D programmes

Finally, participants were given a scale of 1-5 whereas 1 is very low quality and 5 is very high quality when asked to rank the quality of current training programmes provided for their firms’ staff. A total of 9 participants gave a rank of “low quality”, while the reminder, 4 participants, provided a rank of “average”.

It has been observed that there was a feeling of being not fully satisfied with respect to the quality of the current training and development system outcomes in a general sense. It was agreed by all participants that the main reasons behind low quality output of the current training system, which were clearly defined and stated:

“Poor means of follow-up and quality measurement tools of training and envelopment programmes and the extent to which the trainee has benefited from them”.

“Lack of a clear and unified mechanism for evaluating training outputs at the sector level”.

“The absence of a detailed job description in most companies which can be used as a basis for the training activity and defining TNA”.

“Repeated amendments to the structure and staffing of some companies and the consequent emergence of new jobs and new training needs. As well as, the elimination of some jobs and the consequent loss of training effort”.

“Not to identify the training requirement objectively and directly linked to the employees’ duties”.

Three participants explained that the level of commitment to attend training programme is poor, which has been attributed to not involving the nominated trainee to participate in the establishment of the training programme:

“as long as trainees’ participation role is very limited or even illuminated in establishment of the training programmes phases. Many trainees do not fully commit to attend the whole training and development programmes, simply just because it is boring”.

Chapter 6: Summary of Findings, Secondary Analysis, Discussion and Conclusion

6.1. Introduction

In compliance with the objectives of the research, which represents its various phases, this chapter aims to summarise the main fact findings from the primary data analysis. As well, it attempts to establish additional analysis by way of comparing employees' responses on several levels (where applicable) in order to strengthen preliminary conclusions, and to determine whether an outcome may appear thus requiring further investigation. Lastly, critical discussion will be conducted on findings from the data analysis presented in Chapters 4 and 5 to draw conclusions in order to establish the basis of development of a proposed model of a training and development system for the oil industry in Libya.

The questionnaire was prepared in a manner to ensure that employees in all managerial levels were included (i.e. everyone has equal chance to be participating in the study). It is also a comparative source to the data gathered from the interview where applicable to ensure no bias has occurred in the response of participants. On the other hand, interviews were conducted at the level of supreme and middle managers in order to explore training management practices in the Libyan oil industry.

In order to clearly understand the whole training process in the Libyan oil industry, participants involved in this research were asked via the questionnaire several questions mainly regarding the following: gender and age, job title, area of specialty, educational qualifications, involvement in previous training courses, job satisfaction, reasons behind training, firms' strategy plans, human resource development strategy; planning and operational issues of training and development including: training system and development plans, determining T&D policies, external training consultants/providers, in-house training and development programmes, budget allocated for training and development, nominate the trainees for T&D, training needs analysis (TNA), motivation for training, methods of nomination for training and development, training methods used in training programmes, regularity of evaluation process of training programmes.

Interviewees were mainly asked questions regarding the following: training in the targeted companies, the role of training and development departments at the oil sector's companies, strategic goals of T&D in Libyan oil sector, nominate the trainees for T&D, design and Planning of training, deciding on training, training and organizational strategy, management of training and development, training and quality, budget allocated for training and development, evaluation process of the training , the quality of the current T&D programmes.

Finally, based on the analytical theme applied to analysis data and focus on fact finding, this chapter identifies the current training and development system utilized by the Libyan oil industry. It also draws a clearer picture of the current situation, including the mechanism of establishing a training and development plan, the training needs analysis, and strategic goals of the training. Identify limitations and drawbacks.

6.2. Gender and age

According to results from the questionnaire, majority of participants are men (86%). The social culture, including religion and the nature of how these companies operate, has influenced the demographic distribution of workforce in the Libyan oil industry.

This may lead to questions such as “do those factors impact any other aspects aside from the disparity between male and female employees?”. For instance, Table (6.1) compares educational levels among genders: 35% of Masters holders are Female. It has been confirmed that all Masters holders were sponsored by their firms to gain such qualifications.

Table 6.1: What is your highest level of educational qualifications? * Gender Cross tabulation

		Gender		Total
		Female	Male	
What is your highest level of educational qualifications?	High school or lower	3	9	12
	Diploma / technical college	6	121	127
	High National Diploma	22	110	132
	University Bachelor's degree	34	189	223
	Master's degree	7	13	20
Total		72	442	514

Additionally, in terms of the age of the workforce in the Libyan oil sector, it was observed that:

- The ages Mode of the whole sample is 39 years old.
- The Manpower in the Libyan oil sector are generally in the primes of their lives, and have many years of service before retirement.

It is therefore worthwhile to invest in their training and development to increase their professional competence.

6.3. Present position and number of years of experience

On the individual level of personnel participated in this research, the primary analysis revealed that there was a diversity in job titles of the participants. According to the questionnaire;

- Technical and Engineering categories represent the majority of sample size (73%).
- The reminder was a combination of other job titles including other subordinates such as; secretary, accounting/financial and employees' affaires - as well as comprised other services – including IT, cleaners, waiters and security.
- There were several supreme and middle managers, who represent approximately a total of (3%) of the whole sample size of people participated in this study.
- In terms of the experience, the majority have worked for their companies for more than 10 years (70%).

On the other hand, supreme and middle management personnel who have participated in the interviews are in touch with training and development aspects either directly (e.g. T&D head of department and HR department) or indirectly (e.g. planning and production control manager, work facilitator and field managers etc.). In terms of the interviewees' experience, 7 participants have experience of more than 18 years in their jobs (54%).

In fact, according to official statistics provided in the interviews, it was observed that approximately 60% of that the total numbers of Manpower working in the Libyan oil industry are Technicians and Engineers. This may validate that the sample of participants involved in this research, has reflected the natural composition of the Libyan oil sector and it is represented the population of the workforce in the Libyan oil sector in good way.

6.4. Area of specialty

Concerning the organizational level, there was diversity in the type of participants involved in this study, considering their natural position in the firms. The questionnaire revealed that participants were classified as such;

- Approximately 4% in Management and Senior management level.
- The vast majority at operational level roughly 73% are Engineering and Technicians.
- Roughly 15% in Administration category.
- Almost 8% represents other services - including cleaners, waiters and security etc.

Again, this demonstrates that the sample was representing all management levels (top management level - middle management level and lower management level). In other words, that means the main conditions of developing an unbiased sample, which include; the sample has to

be well representative to the entire population and each subject of a population had an equal chance of being chosen in the sample, have been met in rational manner. Therefore, results and conclusions could be generalised.

Educational qualifications:

- The primary analysis revealed that there are three main educational levels are mainly form the educational background of the workforce of the Libyan oil scoter. Those levels include: University Bachelor degree (43%), High national diploma (HND) (26%), Diploma/technical college (25%)
- The reminder either has a higher or lower educational level as the questionnaire revealed.
- Majority of the interviewees has Bachelor's degree with other technical qualifications, just 2 participants have Master degree.

Thus, many of the people who contributed to this study were elite educated staff who are well experienced in their field. As well as, the staff's educational level in the Libyan oil sector was fairly reflected by the sample involved in this research, where the main outputs of the educational system in Libya, as shown in Figure 6.1, were well represented.

Further analysis to this matter illustrated in the Figure 6.2, which may represent supportive evidence and explain displeasure of many participants that developing a higher education - specifically to gain post-graduate certificates level (e.g., MSC, MBA, MA) - is a monopoly on certain categories. The chart shows categories such Engineering, Administrating and Management personnel are the most staff who had gained higher education, it was stated in the comments: "That is not available for every one! you need WASTA to get it".

It could be argued that such a feeling occurred because there is no training and development scope for each educational background, which making such a right of gaining higher educational is unavailable to staff in an organized, well-planned and fair manner. In addition, it is believed that the aforementioned categories probably have higher chance to fulfil requirements associated with acquire such a post-graduate certificates level (e.g., MSC, MBA, MA). However, in reference to the raw data, it was found that most of those who made comments were among these categories, which makes their complaining rational.

This figure has been removed by the author for copyright reasons

Figure 6.1: Outline of the education system in Libya. Source: (GTZ, 2009)

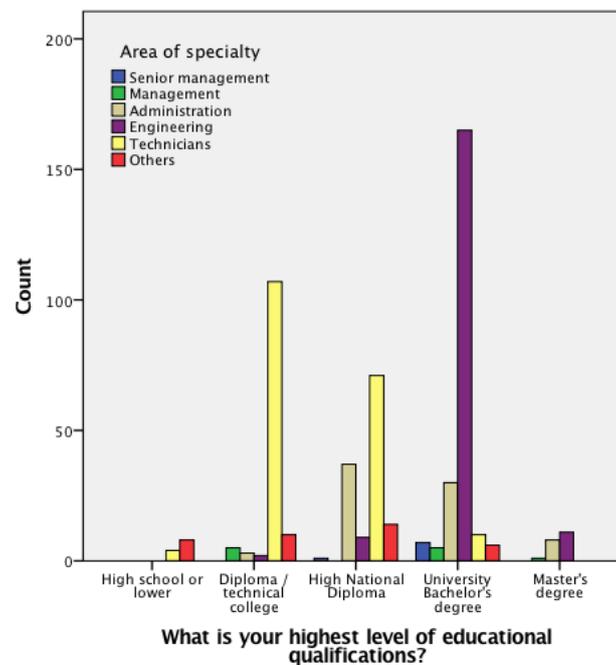


Figure 6.2: Level of education vs. area of specialty

In the same context, it has been confirmed that significant portion of training and development programmes dedicated to enhancing basic skills, which should be acquired during education stages as claimed in the interviews. Thus, the researcher believes that by looking to the large picture on the strategic level, the NOC should cooperate with the Ministry of Education to develop and update the educational curriculum, in order to enhancing the quality of education outputs to meet the expectation of the employers in the Libyan labour market, oil sector included.

On the other hand, training and development plan should be established for each category of educational background generated by the Libyan education system which mainly include; Ordinary national diploma (OND), High national diploma (HND), Bachelor's (B.s). Consequently, expenditures will be eliminated to a large part of the basic training in the oil sector and other sectors operating in the Libyan stat.

6.5. Involvement in previous training course(s)

The researcher pursued to obtain a comprehensive understanding of the current training system in Libyan oil industry. Therefore, the staff' impression towards training has been a target to analysis via obtain feedback on previous training experiences. This has been accomplished through asking main question via the questionnaire, whether or not an employee had involved in training course(s), followed by sub-questions include; how frequent, was it useful, did it effect how to perform your job, did it give you job satisfaction, where was the training, where do you

prefer the future training to be, were you asked about your feedback at the end of the course and what areas do you think it is critical for training.

The primary analysis concluded that;

- The companies in the Libyan oil sector conduct the training in vastly manner, as participants who had received training exceed 97% of the sample size.
- Participants mostly trained more than once (78%).
- There was general impression that training was not useful roughly (59%), this was attributed primarily due to the repetitive nature of the training.

Therefore, secondary analysis conducted in order to understand the behaviour of participants' responses as follows;

From the comparison between staff' response regarding training efficiency (was it useful?) and wither it had improved employees' performance or not (did it effect how you do your work?), as illustrated in Table 6.2. It was found that just 53% of the participants who has confirmed that training was beneficial, themselves who had claimed that the training had an impact on their way of performing their jobs. Only minority of respondents less than (3%) of sample size, who provided irrational answers which may considered as outliers and could be excluded.

Table 6.2: Was it useful? * Did it effect how you do your work? Cross tabulation

		Did it effect how you do your work?			Total
		yes	no	Not sure	
Was it useful?	Yes	98	5	83	186
	no	2	89	205	296
	Do not Know	7	2	14	23
Total		107	96	302	505

This result emphasizes the primary conclusion of which that there is no efficient training needs analysis process currently used in the Libyan oil sector, especially since it was confirmed by more than half of the participants that no an assessment or feedback followed by attended training programme(s) was instituted (58%) (See Table (4.4) chapter 4). Not to mention that majority approximately (79%) of employees either were not sure if the training they had received had impacted how they perform their duties or stated it did not affect the way they do their jobs (See Table (4.3) chapter 4).

Furthermore, a comparison based on the staff categories who participated in this study as demonstrated in Figure 6.3, shows that in terms of training frequency, engineers and technicians have a higher chance to be trained more than once (55%).

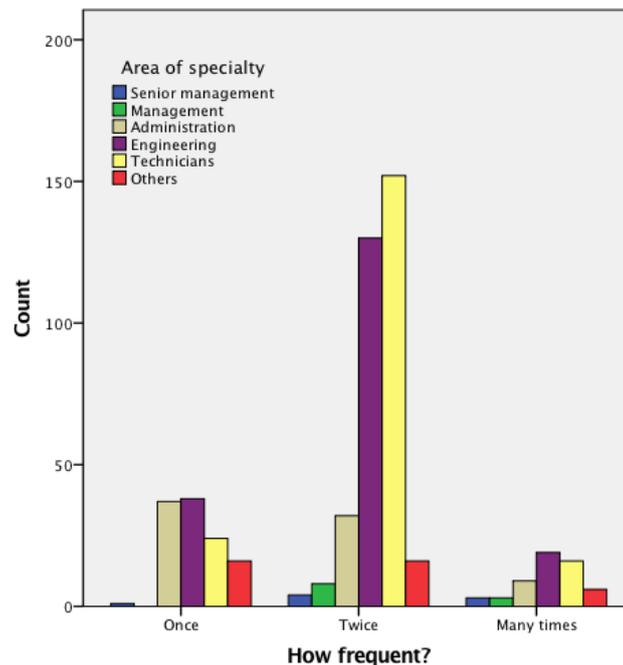


Figure 6.3: Training frequency vs. area of specialty

This evident that the current training is concentrating on the technical aspects mainly. This could justify participants’ answers to the question as of “which areas should be critical for training?”, whereas the majority of employees believed the most pressing area was management skills, or interpersonal skills (58%). Only about 24% of the participants believed training should focus on technical aspects (See Figure 4.8 - Chapter 4). It is believed this also supported the initial conclusion, which gave an indication that there is an impression among the employees of unsatisfactory management performance. A need to review the current training system, strategic plans and goals need to be reconsidered to be pushed towards training that should include the top management level and head of departments to improve and develop their management communications skills and leadership skills is essential. Keeping in mind that enhancing the management skills will eventually lead to better performance of firms in general - management of training and development included.

While, comparison based on the firms, there was obvious variation in response to the same question “was it useful?”. For instance, it was noticeable that employees of AGOCO company are more to believe that training is not beneficial, while the employees of Sirte company and Brega Company are in contrast, as shown in Figure 6.4.

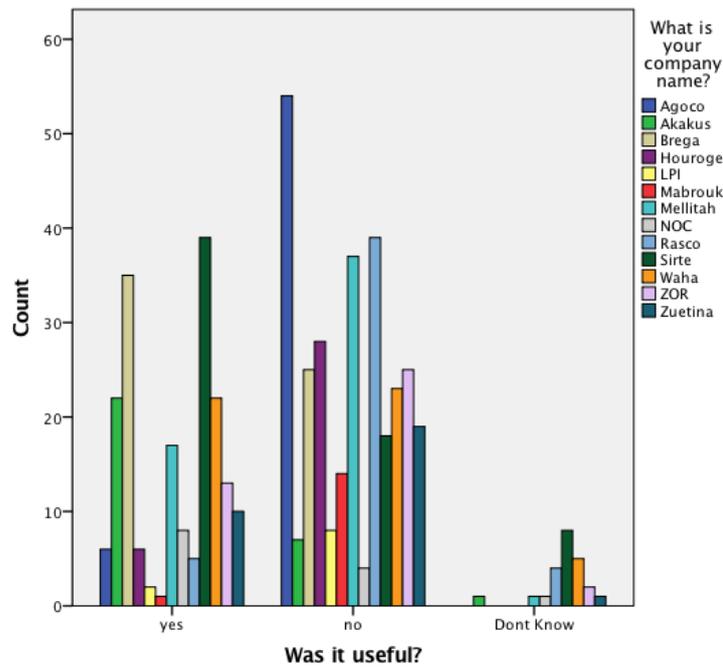


Figure 6.4: Was the training useful? vs. Company name

However, it could be argued this may not represent the reality when consider each company on its own, keeping in mind that the sample size of each company as explained in the Methodology chapter probably will effect such conclusion.

On the other hand, it could be argued that according to Figure 6.4 and Figure 6.5 together, which demonstrated clearly that the training location effected the participants’ response. For instance, it was found that AGOCO representatives involved in this study were mainly trained locally, just handful who trained abroad. It means that there is strong correlation between the response “not useful” to whom trained locally, Vice versa. In the meantime, this is applicable for all firms to strong extent. This conclusion is strongly supported by the respondents answer to the question “Where do you prefer the future training to be?”, 100% expressed their desire to be abroad.

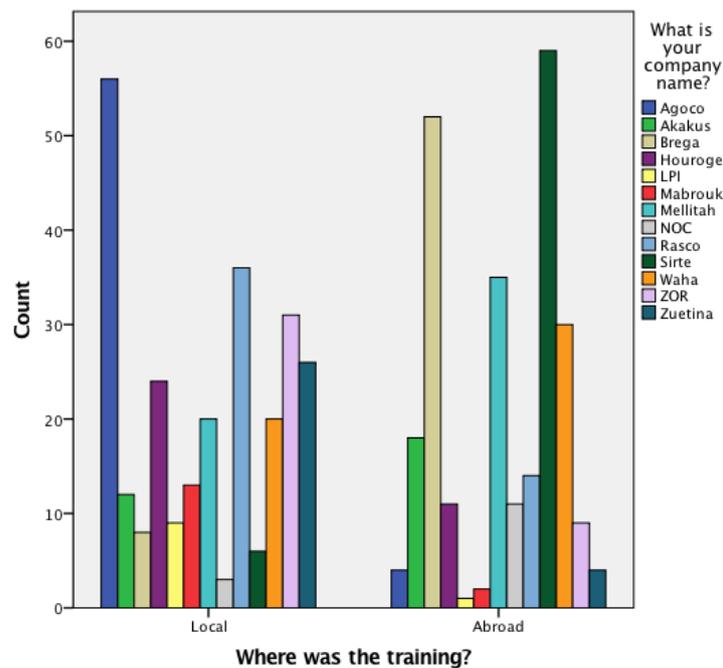


Figure 6.5: Where was the training? vs. Company name

It was noted from the primary analysis that, training facilities are available both locally and abroad in the Libyan oil sector. However, respondents prefer training abroad. The main motivator was the financial bonus associated with training abroad rather the quality of training programmes provided. This indicates a need to raise employees’ awareness about the concept and benefits of training, change the way they view training, and establish a mechanism to maximize return from expenditures on T&D.

This fact has been stressed in Table 6.3, whereas a significant portion of participants who had been trained abroad affirmed the training either was not useful, or they were not sure if it is almost (50%).

In the meantime, only 40% of individuals who trained locally, and 45% who trained abroad affirmed that they were asked about their feedback regarding the training as shown in Table 6.4. This may establish the need to review the efficiency of the methods of determining training needs analysis applied by the current training system within the targeted companies, where monitoring training programs is very important, as addressed in the literature. It can be seen from the previous results that the current procedure -in the best situations- is being conducted in the absence of trainees’ awareness of its importance.

Table 6.3: Was it useful? Vs. Where was the training? Cross tabulation

		Where was the training?		Total
		Local	Abroad	
Was it useful?	yes	62	124	186
	no	189	112	301
	Do not Know	12	11	23
Total		263	247	510

Table 6.4: Were you asked about your feedback regarding the training? Vs. Where was the training? Cross tabulation

		Where was the training?		Total
		Local	Abroad	
Were you asked about your feedback regarding the training?	yes	103	111	214
	no	154	136	290
Total		257	247	504

6.6. Job Satisfaction

The criterion staff satisfaction refers to the internal achievements of the firms with respect to its personnel. Motivation, engagement, involvement and dedication to their jobs are indicators for the satisfaction of staff members with their working conditions. The evaluation of these indicators shall contribute to define and to introduce measures to improve working conditions aiming to obtain optimized benefit from staff activities.

The primary analysis shown that the rate of the job satisfaction and happiness are considerably low among the participants. The rate of happiness among employees is relatively higher than the rate of job satisfaction related to training. The questionnaire asked participants if the training received gave them job satisfaction and if they are happy or not with their jobs. The analysis revealed that;

- Only 10% of participants, training gave them job satisfaction.
- Only 17% of employees stated that they are happy with their job within the company.

Table 6.5 illustrated a comparing among the participants 'responses, it was found that approximately 97% of participants who affirmed that training did not give them job satisfaction, they were not happy with their jobs within the firms. While 73% of participants who affirmed that training gave them job satisfaction, they were happy in their jobs. This confirms that there is

strong correlation and significant effect of training on the overall employees feeling of happiness.

Table 6.5: Did it give you job satisfaction? Vs. Are you happy with your work/job within the company? Cross tabulation

		Are you happy with your work/job within the company?			Total
		yes	no	Not sure	
Did it give you job satisfaction?	Satisfied	36	7	6	49
	Not satisfied	7	244	2	253
	Not sure	45	0	167	212
Total		88	251	175	514

In the same context, Table (6.6) showed 70% of participants who affirmed training did not give them job satisfaction, confirmed that training was not useful. While 60% who were satisfied due to the training, they stated training was useful. An insignificant contradiction occurred in the behaviour of the participants' answers, in other words, it was found participants who is saying that the training is “Not useful” and at the same time gave them job satisfaction just 4% of the whole sample.

Table 6.6: Did it give you job satisfaction? Vs. Was it useful? Cross tabulation

		Was it useful?			Total
		yes	no	Do not Know	
Did it give you job satisfaction?	Satisfied	29	19	1	49
	Not satisfied	78	175	0	253
	Not sure	79	107	22	208
Total		186	301	23	510

In addition, according to the questionnaire, a total of 260 employees, which exceeds 50% of the individuals participated in this study, expressed their own thoughts about training relation to job satisfaction and happiness. The rest decided to do not do so, they just chose from the options was provided in the questionnaire. Given those comments, there are numerous negative implications for their companies. The negative training climate has implications for company morale as employees feel they are not equally valued. Moreover, they feel angry and betrayed because they feel they haven't been given a true opportunity to learn and develop, are denied the right to exercise the knowledge and skills they may have gained from training. In addition, they feel their

companies have money to waste, so their commitment and trust to the companies and management decreased. All these factors shape trainees' attitude toward training and job performance as well.

Therefore, the researcher believes that any improvement to the training system currently existed in the Libyan oil sector, which could be developed by considering the current drawbacks in relation to the literature review, it may reflect on the employees' satisfaction and therefore will increase their happiness, eventually will create a win-win situation for all parties. According to those comments, the reasons that may have led to the emergence of such a situation may be derived from participants' comments as follows:

The lack of communications skills: "Top management does not accept subordinates' opinions"; "Top management want us to be mere paws"; "Some managers have no education in order to understand the need for training".

The lack of trust between superiors and subordinates: "My manager is an elder and does not understand the need for training"; "My manager does not want his subordinates to know more than he does"; "My manager is afraid he might lose his position".

The lack of proper NTA which effected by social influences such as WASTA: "Nomination for training is done by WASTA (nepotism)"; "Mangers Nominate their relatives and friends only"; "Nomination for training is vague" and "No transparency and standardised in nomination process".

Comprehensive job descriptions for staff including trainers, describing their major tasks, responsibilities and accountabilities could not be shown to the researcher. An awarding system and other measures to raise staff motivation could not be found.

The absence of systematic and easy accessible upgrading training programs for trainers and other staff hampers the development of the training departments and the motivation of staff.

A systematic assessment of staff's appreciation, work satisfaction and performance level is not implemented at the firms.

The absence of systematic and easy accessible upgrading training programs for staff hampers the development of the firms and the motivation of staff.

The over employment of many staff does obviously hamper the development of a corporate identity and mutual understanding of staff.

Due to the rather low salaries for staff, which does not support the creation of an inspiring atmosphere where staff give their best. Therefore, this created a tendency visible that training and development abroad is considered as opportunity to enhance personal financial situation. Especially with the inflation in the local currency “Libyan Dinar”. Nowadays U.S \$1 = L.D. 9.5, which is 7 times the actual value: “..., as they will get paid in foreigner currency which is much stronger than the Libyan dinar. That may explain the WASTA in nominating trainees”.

In case of developing the current training system based on Professional Competencies, the improvement of staff performance, their motivation, their engagement and professional competences must be given high priority.

6.7. Reasons and motives for T&D

According to the questionnaire, the main reasons to conduct training in the Libyan oil sector were ranked in sequence;

- “When employees are newly recruited” (50%).
- When implementing “new working methods” and “new equipment” roughly (30%).
- Approximately 20%, cited reasons such as: “When employees are upgraded to fill new positions”; “Opening of new job”; “When requested by top management”; “When requested by departments”; “When requested by employees”; “When performance appraisal assessment show some gap”; “When performance appraisal” and “Based on the results of training needs analysis”.

Also it was revealed that participants mostly would be most motivated to attend training due to the following;

- “To acquire new knowledge and skills for promotion” (35%).
- “To get a certificate” (31%).
- “To enhance the performance of my current job” (16%).
- “To get to know new people in the course” (9%).
- Some participants stated other motives (5%).

Although it has been confirmed that companies in the oil sector in Libya generally send and sponsor employees for professional management qualifications, specifically to gain post-graduate certificates level (e.g., MSC, MBA, MA). At the same time, many felt there was a level of ambiguity in the process e.g. “this is not available for every one”; “not in equality manner”; “no transparency in nominating candidates”.

This can be in line with interview outcomes, which are summarized below;

- To enhance the skills, performance and knowledge at the same position.
- To promote an employee to a higher position.
- As a financial incentive: “.....those training and development programmes usually given to employees to enhance their financial situation”.
- Training is provided regardless of the need for it.

Moreover, it was observed that the NOC distributes an annual training share for each firm working in the oil sector in Libya. Such a policy has affected the TNA, as clearly expressed in the section (5.9.2) chapter (5). According to the literature review, the researcher believed that the concept of never ending improvement cycle to improve and develop the Manpower’ performance should be the main reason behind conducting training, including aforementioned valid reasons. Training for quality principle should be introduced.

6.8. Training and development system

This section was devoted to discover the strategic issues which may affect training and development including: firms’ strategy plans and human resource development strategy. As well as, investigate planning and operational issues of training and development including: training system and development plans, determining T&D policies, external training consultants/providers, in-house training and development programmes, and budget allocated for training and development. Several facts could be drawn from the results and comments made by the participants related to this section, which can be summarized as follows:

There is a lack of a communications process between employees and top management. Ideally, that shouldn’t be the case as it may affect directly, or indirectly, the quality of training out-puts, whereas training goals should match and be linked to the organization’s strategic plan (as explained in literature review chapter).

A personal development plan should be clearly communicated to the employees throughout their working-life within their respective firms. This will motivate employees, producing a sense of inclusion and equality, while also reducing the negative environment developed as a result of various cultural and societal factors. Noteworthy, absolutely no one stated such an important document is written down or preserved.

In regards to an informal training and development plan, it appears the majority of participants are equally divided in two portions of approximately 42% each. One stated that they have informal T&D plans, against another one who was not sure. This has been clarified through the interviews, where it has been explained that employees are eligible for training by default through their career path within the firms. Some interviewees, were more specific and briefly

described the T&D phases that employees would go through during their career life within the firms; induction training for newly hired staff (3 to 9 months), on the job training (3 months up to 2 years usually conducted abroad) and advanced tailored training (depending on the job need, usually would be abroad). However, they failed to explain how to communicate it to staff or to implement it in a transparency manner.

The researcher believed that a conflict has occurred in participants' responses through the primary analysis. In the questionnaire, many participants expressed their feelings that there is non-equalled training and development opportunity to train staff, especially training abroad. Also, it has been revealed in the interviews that there is a poor and inefficient arrangement of monitoring training provided, which usually such a document ends up in the garbage, and this action was justified that this document is useless. On the other hand, the questionnaire also revealed that there is a system for recording who has received training in the same time, just a minority roughly 10% who denied it. This raised a need for further clarifications, because this represents a conflict in some extent in their claims. A further discussion conducted with management personnel. Seven interview subjects agreed that there is inequality in terms of training regularity, as there is no well-established individual development plan in place. While the remainder referred regularity of training to the nature of the employee specialty themselves. For instance, engineering and technicians more likely will get more chances to be sent for training several times, as they are representing the heartbeat of the oil firms. However, no answer was given to justify the difference among a same category of manpower, they confirmed that "WASTA" may play a role in this matter.

The majority of participants were "not sure" about the length or duration of their training and development plan (60%).

This represents a defective and ineffective approach to the current training system in the Libyan oil sector. Such ambiguity and uncertainty in all the aspects of the system, which may be solved by some modification to the current system in light of literature review and related previous studies to the field of training and development.

In parallel context, by looking to the data outcomes from the questionnaire and the interviews presented in chapter 4 and chapter 5, there is a harmony in the response of participants in this study regarding the following:

The policies and plans on training and development are determined by top management.

All the targeted organizations in this study, involve external training consultants/providers during the preparation or implementation of T&D programs.

From the information obtained through the interviews, there was a variance in the interviewees' opinions; a group showed negative view, that there is no systematic method of chosen training provider. 3 participants argue that: "it is a trial and error method". While others showed well explanation to the process of selecting external training providers;

Selecting external training providers process is based largely on the experience of the head of training department who takes into consideration the reputation of existing training providers in the market.

Trainer's experience, resources and professional instructors, training budget, and learning experiences or training methods, represents the primarily base of selecting external training providers.

The emergence of such a conflict of views may be attributed to the lack of evaluation and measurement process when conducting the actual training programme, whereas is the quality of training out-puts is not satisfactory as discussed previously, which led to create such negative view.

In terms of in house training and development programmes, each company involved in this survey has its own training and development unit which is providing in house training programmes for its staff. That unit is located under human resources unit. This may consider as good sign which may ease the process of implementing enhancement in the current training and development system, as would be discussed in chapter 7.

6.8.1. The role of T&D departments at the oil sector's companies

According to the primary analysis, participants affirmed the following;

There is a misconducting of the role of T&D departments.

T&D departments role is limited to corporate training departments on operational procedures such as titles of proposed training programs and totals of candidates, the issuance of statistics and estimate the annual budgets.

Training managers believe that there is overlap in the roles and duties. Nominating process and the selection of training programs is responsibility of other departments to which the candidates belong. But, it was alleged that these departments do not give the process of training analysis sufficient attention.

In relevance to the literature review, T&D department should be linked to the quality department (e.g. Oakland's model), and represent the heartbeat of the training process, conducting TNA on

the organizational analysis, job analysis and individual analysis, in order to linked between organization's strategy plans/goals and employee's performance. As well as, design training and development programs based on that gap between the current performance and the desired/targeted performance to achieve and meet those goals and plans.

6.8.2. Strategic goals of T&D in Libyan oil sector

According to the interviews, it has been highlighted that training processes that have been in place for 20 years have not fully succeeded in achieving its training strategic goals in the Libyan oil sector (e.g. Prepare well trained national workforce to replace incumbency as non-Libyans especially for engineering and technical jobs categories). No changes or review occurred on training strategic goals for 20 years.

On one hand, this is clearly reflecting the poor efficiency and effectiveness of the current training system. On the other hand, stressed that there was no link between the strategic planning level and operational level in the targeted firms. While ideally as it was illustrated in terms of Literature, quality gurus, the essential need to link training with the quality policy which is a part of organisation's strategic planning, to enhance organisation's performance. Therefore, in the proposed framework should come over such an important issue, in order to assure the continuous mentoring of the out-put of the training system. As well as, enhance its capability to meet realistic achievable goals which should combining the dramatic changes worldwide.

6.9. Training needs analysis (TNA)

This section was dedicated to tackle aspects related to TNA, the outcomes of the primary analysis surmised as follows;

6.9.1. Regularity of conducting TNA and methods of its determining

According to the questionnaire:

There is no systematic approach in conducting the TNA process.

The most typically used methods to determine TNA are "other methods of assessment" was the most common response (48%), and specified by terms such as; "WASTA"; "general discussion".

An appropriate method for identifying the training needs suggested by participants whereas as follows:

- Having a discussion with their supervisor (28%).
- Interviews (22%).
- Questionnaires (18%).

- An interview with a supervisor (8%).

It appears that measuring employees' performance is not common practice in the Libyan oil sector, as the vast majority (75%) were not sure if such procedures were taking place in their annual appraisals, 20% said a procedure to measure performance did not exist, while 5% provided no answer.

From the interviews, the discussion with the interviewees revealed an explanation of the questionnaire observations and clarify staff' dissatisfaction:

There were various of views on the process of training needs analysis in terms of regularity of conducting, how conducting it and whom responsible for it. Although there was reasonable justification why there is a believe that best staff to carry TNA is the line managers or supervisors as they are fully aware of their subordinates' performance (2 participants). There was an argument that in reality the role of line managers and supervisors is limited to assessing feasibility of the training which was actually proposed by senior managers (3 participants). This argument was supported by others and it has been highlighted that periodical committees are in charge of this process (3 participants). It was also stated that training needs of newly hired staff would be carried out by line managers who have to nominate employees for such training.

Furthermore, there has been an indirect criticism to the performance of these committees as it has been pointed out that there are many training programs content that are re-conducted annually regardless of the need for this content (7 participants).

It was clearly stated that in order to properly implement TNA process, a healthier environment is required (3 participants).

6.9.2. Methods of nomination the trainees for T&D

According to interviews outcomes, there was several attributes affecting the employees nominating process for training and development programmes includes;

- Nominating staff based on employment date, regardless the need for training.
- Employees are not involved in the selection of training programs that they believe will increase their abilities, or even not to be aware of the focus of the course before attending.
- High loss rates of employment in the sector, that enforcing companies to retrain in many jobs, which has created inconsistency in nomination process.
- Firms have limited sources of input to fulfil the vacated jobs, especially since the hiring tends to prioritize national citizens, except for some crucial duties which require critical

advanced skill and knowledge to perform.

- The quality of the outputs of the educational and vocational sectors are below the standards expected by the employers.
- Nominating staff based on nepotism.
- The annual share of training abroad and the required period of time for the training programme have a significant impact on the nomination of staff.

Although, it was explained through the interviews that nominating process is based mainly on date of employment. However, given the questionnaire out comes, it was noticeable that there was dissatisfaction atmosphere regarding methods of nomination for training and development. According to comments made by more than the half of participants in the questionnaire:

- It appears that the most common methods used to nominate employees for training is ‘WASTA’ or Nepotism, and Bias play a significant role in nominating staff for training (53%).
- Management process represent part of the problem of poor nominating process (11%).
- No specific procedure was utilized for nomination process (18%).

To conclude, based on results emerged from the primary analysis concerning TNA and nomination for training and development process;

There are inconsistent systems used to identify the TNA, but the main concern of employees was a lack of trust between them and the way training and development is managed by their superiors, e.g. training assignments were not done according to results of the aforementioned tools applied to defined TNA.

This shines a light on the need to pay specific attention when designing a model to consider such an important element of TNA process, and introducing Key Performance Indicators tools (KPI) which must be clearly explained and clarified to the employees to ensure fully understanding of rights and obligations required.

There is a need to establish a clear path towards training, and clear communication with employees to overcome such drawbacks in the current system, placing important emphasis on equal access. This would enhance employee performance, while driving motivation and creating a competitive workplace environment based on a commonly understood and agreed upon foundation.

6.10. Design and Planning of training

Interviews findings revealed that:

- The trainees' contribution is minor and very limited.
- The design and planning of training is the responsibility of upper management. Staff have absolutely no role in planning the training and they are merely candidates for the courses that are decided for them.
- It was discussed and stressed that in order to maximize the impact of training, trainees should be involved in the design stage, because duty of attending training courses and setting for long times in labs and class rooms, is trainees' responsibility.

Therefore, in the proposal model, the researcher may suggest link the design and planning of training to feedback of trainees pre and post training programmes, to ensure the satisfaction and retain attendance enthusiastic. Which will eventually enhance the benefit of involving training and development programmes.

6.11. Deciding on training

By considering the interviews outcomes, it seems decision making process on training is not conducted in smoothly manner and there is conflict in the responsibilities. (7 participants) more than half of interviewees affirmed that deciding on training is duty of those in upper management who make final approvals and decide whether or not to go ahead with any training, especially if it is abroad as there is a significant cost associated with such training. However, poor performance related to training needs conduction and following up suggested training were affirmed. Compared to three participants asserted that line and middle managers prepare and review the plans of training in great detail, but some cultural issues were raised and explained that the miss-usage of senior managers' authorities are seen as a barrier, which occurs as result of conflict of interest to nominating certain staff for training based on nepotism.

6.12. Training and organization's strategy

It has been observed that the courses offered do not contribute to organizational strategy as a whole. Interviewees attributed that to several reasons and raised some issues on the strategic planning of training and development includes;

- Two thirds of participants had affirmed that there is lack of an an integrated training and development system in each firm. It was recommended such a system should be unified at the Libyan oil sector level. Such a system should be established based on TNA concept to meet job requirements which need to be described in details in job description scheme in order to create career development plan.
- The NOC is controlling training and development abroad without conducting the proper training needs, via approving the programmes and setting an annual share, that led to

create a phenomena of training for quantity rather than quality.

- The absence of clear training objectives and specific operational plans on the strategic level led to poor training output.
- Lack of a strategy of training for transferring experiences through generations, which should take place in any trial to enhance the current training system.
- Neglecting the credit of experience of retirement and considering the competitors in the market who attract highly experienced staff.
- No link between training and quality departments at the departmental level:
- “....., Thus, some training and development programmes lost the main training objective”.

6.13. Management of training

A clear and good understanding of the sequence of training phases has been demonstrated. However, it has been claimed that there are some drawbacks regarding management of training and development includes;

- A lack of performance in the implementation of training cycle: “....., in fact, there is a lack of performance in the actual application of those stages or phases”.
- A lack of coordination between main parties involved in training management, such an issue led to delay in trainees’ involvement in training programmes 5 years in some cases: “..... we have trainees who’ve been nominated for training since 2004, however, they travel and started their programme in 2009”.
- An issue of nominating personnel for training, inequality in training opportunities, especially training abroad: “.....staff always claim there is no equal chance for training, especially training abroad”.
- Monitoring process is not conducted in satisfied manner and neglecting evaluation or appraisal procedures after conducting training: “..... the evaluation component would still be completely ignored.”

6.14. Budget allocated for T&D

By comparing the participants’ responses obtained from the primary analysis, it is clear that they share similar opinion, there is a believe among the staff that the budget allocated to training and development is sufficient. In the questionnaire 80% of participants affirmed that claim, and just a minority of 5% found it insufficient. While the interviewees agreed that it is satisfactory to achieve training and development objectives and meet its plans, if that budget was managed properly. However, an impression that employees see oil as unlimited resource, and this attitude may become critical; “money is always there! more than enough!”; “resource is unlimited.”

Many limitation has been defined in terms of budget, there were factors cited as concerns affecting training;

In comparison between this year's budget with last year, most said there had been cuts to funding. It was attributed to lack of security as a major reason for such instability in the budget allocated for training and development recently.

The attitude towards the budget and time associated with training and development to be perceived as an investment, has been affected by the fact that currently many training programmes lacks quality needed, either there was no need for it or it is poorly executed by trainers as justification to be judge on it as waste of money.

The current recruitment policy in the national oil companies in Libya, represent one of the major obstacles and barriers related to training and development system in the Libyan oil sector.

There is delay in conducting the planned training for individuals for several years. Which emphasizing the poor coordination and lack of management performance.

Libya's ability to rebuild its crude production will face difficulties due to the ongoing restrictions on the budget of the NOC.

To conclude, there are ongoing restrictions on budget for the last four years due to many reasons; includes security matters, instability in the political situation in the country. Thus, the need is more urgent than ever to develop a streamlined training and development system, that is in order to enhance the performance of workforce in the Libyan economics heartbeat, which is oil sector. Also, there is a need to increase the awareness of the employees at all levels of the fact that, whatever is the Libyan reserves from oil is considered limited resources and unsustainable. Strategically, thinking about the future generations, allocate a portion of the oil income to develop sustainable source of energy, such as wind and solar energy -which are vastly available in Libya- is a priority.

6.15. Evaluation of Training conducted:

In this section, a comparative approach to the participants' responses which were gathered in the primary analysis, concerning the matter of training evaluation was carried out. The primary analysis covered four main elements as following;

6.15.1. Employees' evaluation of training methods used in training programmes

According to the questionnaire;

There seems to be an inconsistency in the evaluation of the methods used in the training programs. 55% of participants preferred to provide a “not sure” response to this question, while the remainder was almost equal: half of which believed it is not at the desirable level. While the other half stated the opposite.

From the interviews;

According to interviewees’ feedback on present training methods used by their firms, only 2 participants believed it is “good”, matched to 9 participants who affirmed it either “poor” or “very poor”.

The use of inappropriate training resources, such as poor training methods and poor training location, have a negative impact on the overall training quality.

It is obvious that participants from both perspectives share a similar view on this matter, there is consensus in their evaluation to the present training methods used by their firms. That’s an indication that current training methods used by firms in the Libyan oil sector may need an update, or require the involvement of trainers and instructors in training programmes such as training of trainer (TOT).

6.15.2. Regularity of evaluation process for outcomes of training programmes

According to the questionnaire;

One of the most important phases in training cycle is not properly and frequently conducted. More than 80% of the participants believed that such a procedure either is not existed or in the best case scenario is poorly conducted, compared to approximately 15% who claimed the opposite.

There is no a follow-up monitoring processes for trainees who have completed their training programs upon return to work, 70% of respondents affirmed no such process exists.

According to the interviews;

There is no clear form of evaluation process to the results/benefit of the training programs: “....., there is no tangible turnover of training and development, due to unclear planning and absence of a description of the desirable skills needed to perform the job”; “there is no specific practical documented method of measurement”.

It appeared that the task of evaluation is not conducted on a regular basis and the efficiency of training programmes is not measured: “This task is rarely performed. Even if it occurred, it would be in a very humble and shy way.....”

No proper measurements are in used: “....., In fact, no measurements are applied in order measure the effectiveness of the training programmes on the trainees. In the best case scenario, filling a form which will end up in the garbage basket”.

There is a misunderstanding in recognizing training evaluation as a single independent component of the training cycle: “....., The final step involves an evaluation, which includes all other stages review and ensuring that training needs have been met”.

There is no any sort of follow-up monitoring processes for trainees who have completed their training programs, once they are back at their work: “...., they depend only on the tests done by the training provider”.

This represent a harmony in the participants’ responses from both respective, which conclude that training effectiveness is not regularly evaluated. Therefore, a lack of proper evaluation process, may be one of the main reasons behind the current performance of the training system in the Libyan oil sector.

6.15.3. Methods used in evaluation process

From the questionnaire;

Methods typically used in conducting training evaluation were ranked according as mostly representing participants’ respases as following;

- “Completing a questionnaire at the end of the T&D program” more than (35%).
- “Consulting the training providers at the end of the course” roughly (33%).
- “Interviewing the trainees” and “Testing the trainees (pre and post-test)” exceeds (20%).

The majority of employees, 70%, feel that the methods applied by their companies in appraising its training programs’ effectiveness evaluation are either not sufficient, or weren’t sure. Compared to 29% who felt it was.

The majority (55%) didn’t know whether they were recommended training in their last performance appraisal, while 32% stated that training was not recommended, 8% said their last performance appraisal recommended training, while 5% provided no response.

The majority (75%) said they could not suggest training area in which training was preferred. Only 20% said they were, while the remainder provided no answer.

According to the interviews;

The abovementioned methods, are mainly used by the training providers. No explanation to any form of follow up process with the training providers has been shown. It was agreed that: “....., They depend only on the tests done by the training provider”.

This may justify the feeling of participants in the questionnaire that there is a lack of effectiveness evaluation process.

No sort of evaluation took place at the end of each program, such as measure the learning levels of trainees.

There was an obvious conflict in the understating and implementation of training evaluation process and the annual performance appraisal, which usually used for gathering data to conduct TNA: “no evaluation to the training exist, except the evaluation conducted through the annual performance appraisal which is done through filling a report by employees to obtain a higher degree in the career ladder, which is in most cases afterword will be throwing away”.

To conclude; although, it seems there some methods may be in used in conducting training evaluation by the training provider, however, evidence of coordinating with the training provider in order to monition trainees’ performance did not show or explained to the researcher. Also, by comparing the participants’ responses regarding the annual performance appraisal, it is confirming the primary conclusion, that there is misunderstanding in one of the most crucial training cycle component.

6.15.4. Evaluate the quality of T&D programs provided for the firms' staff

From the questionnaire;

According to employees’ evaluation to the quality of T&D programs provided which they had involved in, in a best case scenario, it’s on average quality. Comparing this to their evolution to the budget allocated for training as shown in Figure 6.6. Vast majority of participants who feel the budget is sufficient, in the meantime they classified the quality as “low quality”, while dominated value of participants who feel the budget is very sufficient classified it as “average quality”. This may provide an important supportive indicator as to the need to enhance and develop the current training system implemented by those in the Libyan oil sector.

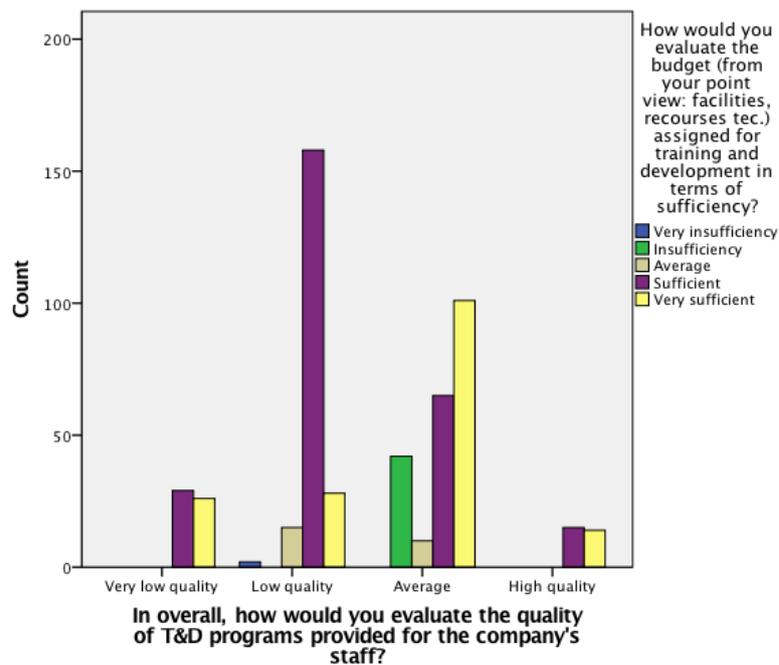


Figure 6.6: The quality of T&D programmes vs. the budget allocated

From the interviews;

The quality of current training programmes provided for their firms' staff, where ranked as of "low quality" (65%) or in the best cases it is ranked as of "average quality" roughly (35%). Referring to the interviewees' experiences', who they were asked to outline main motives of the current situation. It has been agreed among all the participants that the main reasons behind unsatisfactory quality output of the current training system, which could be clearly defined and stated:

A Lack of measurement and evaluation: "Poor means of follow-up and quality measurement tools of training and envelopment programs and the extent to which the trainee has benefited from them."; "Lack of a clear and unified mechanism for evaluating training outputs at the sector level."

A lack of job description: "The absence of a detailed job description in most companies which can be used as a basis for the training activity and defining TNA."

Management stability: "Repeated amendments to the structure and staffing of some companies and the consequent emergence of new jobs and new training needs. As well as, the elimination of some jobs and the consequent loss of training effort."

TNA not conducted properly: "Not to identify the training requirement objectively and directly linked to the employees' duties".

A lack of candidates' participation in planning stage, led to poor attendance commitment.

Social factors including “WASTA” play a role in any improvement towards training and development: “No doubt the problem of WASTA exists, we hoped we could eliminate it but we could not solve it. It occurs in intangible mean; yes! it is there and everyone know it is there, but it happened with unseen evidence or with undocumented written procedure. Honestly, it is built in the society culture and we live with it.”

The current attitude is focused on the amount of training implemented, not so much the quality of training being provided. (see Training and quality section in the interviews): “the objective of the existing training programs is to provide as much information as possible to the largest number of trainees, resulting in a decrease in the value of the training return on the trainees.”

There is no link between training and quality departments at the departmental level: “Due to the absence of the role of quality departments and their humble performance in general, it became common practice to use training programs to compensate for some of the administrative drawbacks. Thus, some training and development programmes lost the main training objective.”

The use of inappropriate training resources, such as poor training methods and poor training location, have a negative impact on the overall training quality.

Findings from the primary analysis and the comparison in the secondary analysis, concluded that there is irregularity and inefficiency of measurement of the effectiveness of the training conducting in the Libyan oil sector. This establish the need to review the efficiency of the methods of determining training needs analysis applied by the current training system within the Libyan oil sector companies.

According to Literature review, key performance indicators should be measured in terms of knowledge, skills, and attitude. Simply, the difference between targeted and current performance will form the lack of performance which eventually will form training needs gap, to be bridge by appropriate training program.

The next chapter sets out a framework to build a training and development model that the researcher believes will assist the national Libyan oil companies to improve their current practices.

Chapter 7: Conceptual Model Development for T&D System for the LOS

This chapter conducts effective analytical evaluation of the main findings, and illustrates the development of a conceptual model of T&D systems for the Libyan oil sector (LOS). It also addresses the validation of the proposed model, the contribution to knowledge and proposes future recommendations.

7.1. Introduction

The main findings presented in Chapter 6 formed the foundation for developing a framework for improving T&D in the LOS. Since the case study, data was collected from several companies working in the Libyan Oil industry. Those companies are working under the same regulations and legislations managed by the NOC and have a similar management structure. Therefore, the model was designed to meet their training needs based on shared attributes. It is applicable to the training and development needs of staff in all targeted companies.

The major concern of the current training and development process in LOS is the quality of its output. Therefore, the purpose of the proposed model is to enhance the overall quality of such processes, as well as considering characteristics and attributes within the Libyan context. Many developing countries share similar characteristics with the Libyan “coercive” context, particularly in Arab countries and Africa. Training management systems in the LOS represented a case study for this research. It found that the current process of T&D has several drawbacks and major effects were mainly three “coercive” factors - Social factors, Organisational factors and Personal factors.

The adaptation of Oakland’s training cycle was an option due to its rationality of illustrating whole stages of training systems and the widespread use of his approach of Total Quality Management (TQM) around the world. “The use of Oakland’s approach to TQM by thousands of companies speaks volumes for its utility. Quite simply, no programme could achieve such sustained success without substantial benefits being delivered to many customers”. (Beckford, 2010, p. 126). However, Oakland’s approach has several limitations/disadvantages such as it “fails to offer assistance in coercive contexts; justifies quality in terms of developed economies (the focus on competition).” (Beckford, 2010, p. 127).

In the Libyan context, a conceptual model has recently been developed which was dedicated specifically to TNA (Shibani, 2016). This model provided a good reference in relation to conducting TNA and defined barriers and challenges facing TNA in Libya, specifically in the manufacturing sector. However, it has several limitations including:

Lack of comprehensiveness where the focus was on technical staff only, and neglected other employees.

Shibani's framework had been presented to training specialists in the LOS to enrich the discussion. They affirmed that it is not simple in terms of visual presentation; the starting and ending points are not easy to find visually. Attention was drawn to the need to ease the usage, simplicity of the concept and clarity in the sequences of the process.

Although both frameworks (the one proposed by this study and the one developed by Shibani, 2016) share similar factors that impact training which is logically justified because both studies were conducted in the same country. In fact, this proves and strengthens the results of this study. However, the model proposed by Shibani was not specific and quite clear on how to avoid and reduce the negative effects caused by those factors.

7.2. Guiding concept for the gap analysis

In order to present the findings in an effective, analytical manner further reference was taken from the European Foundation of Quality Management (EFQM Model of Excellence) which provides an internationally recognized set of evaluation criteria. The EFQM Excellence Model is viewed as one of the most comprehensive and rigorous quality models which can also be used as a diagnostic self-assessment tool. The fundamental concepts of excellence or "core values" for success are results orientation, customer focus, leadership and constancy of purpose, management by processes and facts, people development and involvement, continuous learning, innovation and improvement, partnership development and corporate social responsibility (Oakland, 2011; GTZ, 2009).

The role of the model developed proposed by this study is to provide a framework to enhance the management of training and development system to provide the workforce in the Libyan oil industry with high-level operators, supervisors staff and managers. The following overall principles were formulated to provide a guiding orientation for the evaluation of the developed model with regard to;

- Meeting customer training needs (customer orientation),
- Providing competency based qualifications (competence orientation),
- Using of resources efficiently (resources orientation),
- Conducting processes adequately (process orientation),
- Exercising and applying quantitative and qualitative criteria for measuring outputs (result and quality orientation),
- Considering relevant social environmental factors (Society- orientation).

The major aim of the evaluation was to conduct a gap analysis to find out strengths and weaknesses of the current training system in LOS allowing the researcher to judge the status of the current system and to formulate a comprehensive statement about the performance level of all the components of training cycle (comprehensive summary of findings).

7.3. Major results of the gap analysis

The overall findings are structured according to the EFQM-Criteria and allow a professional statement regarding the performance and outcome of the existed training system in the LOS.

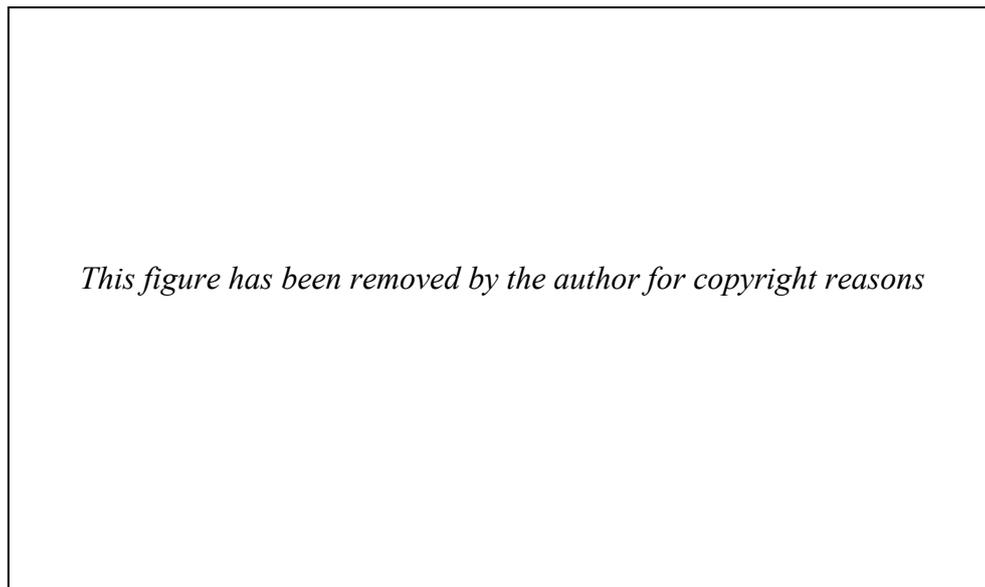


Figure 7.1: Enablers and results criteria (Reproduced from EFQM, 2012)

7.3.1. Enabler criteria

7.3.1.1. E1: Leadership/Mission/Vision

Training processes that have been in place for 20 years have not fully succeeded in achieving their strategic training goals in the Libyan oil sector. This is clearly reflected in the poor efficiency and effectiveness of the current training system.

There was no link between the strategic planning level and operational level in the targeted firms.

In general, training is not well-connected to the quality strategy.

The current attitude is focused on the amount of training implemented, rather than the quality of training being provided.

7.3.1.2. E2: Strategy/Management

Decision making process on training is not conducted in a systematic manner and there is conflict in responsibilities. Also, there are significant delays in the implementation of proposed training and development programmes.

Initiatives of the NOC regarding the introduction of a QM-System and MI-System were not mentioned by the interviewed management staff. In many cases it was difficult or impossible to obtain reliable information on staff performance appraisal and training records.

The misuse of senior managers' authority is seen as a barrier, which occurs as result of conflict of interest to nominating certain staff for training based on social factors such as nepotism and WASTA.

There is irregularity and inefficiency of measurement of the effectiveness of the training conducting in the Libyan oil sector. Employees' performance should be measured in terms of knowledge, skills, and attitude.

7.3.1.3. E3: Personnel/Staff

A structured and effective further training system for managers to develop management skills is vital. Staff at management level are not involved in training at the LOS. Only some courses are offered for their staff in Libya and/or abroad.

Trainees are not involved in the design of training programmes.

The current training is concentrating mainly on the technical aspects. The majority of employees believed the most pressing area was management, or interpersonal skills.

Respondents prefer training abroad. The main motivator was the financial bonus associated with training abroad rather the quality of training programmes provided. This indicates a need to raise employees' awareness about the concept and benefits of training, change the way they view training, and establish a mechanism to maximize return from expenditures on T&D.

7.3.1.4. E4: Resources/Partnership

The companies in the Libyan oil sector conduct the training in a vast manner as the questionnaire showed that more than 97% participants had received training and they mostly trained more than once (78%).

Training facilities are available both locally and abroad in the Libyan oil sector.

Recently training and development process have been significantly affected by the losses resulting from the security situation of Libya. Thus, it could be argued the need for effective system of T&D is greater than at any previous time.

7.3.1.5. E5: Processes

Social influences locally called ‘‘WASTA’’ has affected conducting TNA properly. There are inconsistent systems used to identify the TNA, but the main concern of employees was a lack of trust between them and the way training and development is managed by their superiors, e.g. assignment for training was done based on the social influences. This shines a light on the need to pay specific attention when designing a model to consider such an important element of TNA process, and introducing Key Performance Indicators tools (KPI) which must be clearly explained and clarified to the employees to ensure fully understanding of rights and obligations required.

An issue of nominating personnel for training has been affected significantly. For instance, inequality in training opportunities, especially training abroad.

There is no efficient training needs analysis process currently used in the Libyan oil sector.

The over employment of many staff does obviously obstruct the development of a corporate identity and mutual understanding of staff. There is a lack of a communications process between employees and top management.

Lack of evaluation and measurement process when conducting the actual training programme. In the meantime, the quality of training outputs is not satisfactory as discussed previously, which created a negative and bleak view of the process. It is believed that measurement is a fundamental element in order to guide the directions and enhance efficiency. Thus introducing Key Performance Indicators tools (KPI) is essential.

There is a need to establish a clear path towards training, and clear communication with employees to overcome such drawbacks in the current system, placing important emphasis on equal access. This would enhance employee performance, while driving motivation and creating a competitive workplace environment based on a commonly understood and agreed upon foundation.

7.3.2. Results Criteria

7.3.2.1. R1: Customer/Trainees

Three main educational levels represent the educational background of the workforce of the Libyan oil scoter. Those levels are University Bachelor degree, High national diploma (HND) and Diploma/technical college.

The trainees' contribution is minor and very limited. Therefore, in the proposed model, the researcher will link the design and planning of training stages to the feedback of trainees pre and post training programmes, to ensure the trainees satisfaction and retain enthusiastic attendance levels.

Personal motivators such as the financial bonus associated with training abroad were the main motives for training. This indicates a need to raise employees' awareness about the concept and benefits of training, change the way they view training, and establish a mechanism to maximize return from expenditures on T&D. This can be achieved by two parallel approaches which, using quality tools such quality circles to increase employees' awareness and utilizing some social attributes existing in Arab countries, Libya included, as will be explained in section 7.4.

A personal development plan should be clearly communicated to the employees throughout their working-life within their respective firms. This will motivate employees, producing a sense of inclusion and equality, while also reducing the negative environment developed as a result of various cultural and societal factors. It is noteworthy that absolutely no one stated such an important document is written down or preserved.

Comprehensive job descriptions for staff including management personnel, describing their major tasks, responsibilities and accountabilities could not be shown to the researcher.

7.3.2.2. R2: Staff Satisfaction

An awards system and other measures to raise staff motivation could not be found.

A systematic assessment of staff's appreciation, work satisfaction and performance level is not implemented at the firms.

Due to the rather low salaries for staff does not support the creation of an inspiring atmosphere where staff give their best. Therefore, this created a tendency that training and development abroad is considered as opportunity to enhance personal financial situation.

Therefore, in case of developing the current training system based on professional competencies, the improvement of staff' performance, their motivation, their engagement and professional competences must be given high priority.

7.3.2.3. R3: Society Results

The LOS is representing the backbone of the Libyan economy and provides more than 90% of the national income.

The LOS represents one of the main employers of the national workforce in the state.

Due to the violence and civil war that is taking place from time to time among the tribes in the country, many properties belonging to LOS have been destroyed and caused environmental issues. For example, in 2014 the main oil reservoirs located in the capital Tripoli were destroyed, resulting in huge environmental pollution. This event and many others, reflected the inability of the sector technicians to deal with such matters effectively.

7.3.2.4. R4: Business Results

The NOC distributes an annual training share for each firm working in the oil sector in Libya. Such a policy has affected the TNA, this led to create an attitude to training based on quantity rather than quality.

The lack of an integrated training and development system in each firm and the absence of clear training objectives and specific operational plans on the strategic level led to poor training output.

Neglecting the highly experienced staff on retirement age of 65, who are attracted by the competitors in market to work in consultancy. Thus, a strategy of training for transferring experiences through generations should take place in any trial to enhance the current training system.

In the last four years there had been cuts to funding. A lack of security is given as a major reason for such instability in the budget allocated for training and development.

The attitude towards the budget and time associated with training and development to be perceived as an investment. Currently many training programmes lack quality, either because it was believed that there was no need for it or it is poorly executed by trainers because it was considered to be a waste of money.

The current recruitment policy in the national oil companies in Libya represents one of the major obstacles and barriers related to training and development system in the Libyan oil sector.

There is delay in conducting the planned training for individuals for several years, emphasizing the poor coordination and lack of management performance.

Libya's ability to rebuild its crude production will face difficulties due to the ongoing restrictions on the budget of the NOC.

7.4. Development of a conceptual model of T&D system for the LOS

7.4.1. Discussion and steps for improvement T&D model

The previous gap analysis represented defective and ineffective approach to the current training system in the Libyan oil sector. Such ambiguity and uncertainty in most aspects of the system may be solved by some modification to the current system in light of literature review and related previous studies to the field of training and development. As mentioned in the introduction of this chapter, Oakland's training cycle was considered as a foundation for the development of the proposed model, due to its advantages of being a systematic, methodological approach and process based view of organisations.

In order to develop an effective model of T&D system for the LOS, a good understanding of the difficulties and challenges need to be demonstrated. Mainly the drawbacks of the current training system include strategic matters, operational and individuals related including job satisfaction and the effect of the social factors which is rooted characteristic of the Libyan society. Thus, various arrangements are needed to improve T&D process in LOS, include; adopting of a T&D model, issuing regulations of training management and managing and utilising the effect of social factors.

Smooth running and implementing of such a model requires involvement of management personnel, particularly training managers; increase awareness among the whole staff of the importance of training and how it should be perceived; specify and implement measurements tools of employees' performance (KPI); establish personal career development plan (PCDP) and running of training needs analysis process in adequate manner.

With the general positive attitude of the NOC towards training in the LOS (more than 90% of employees receive training), it is believed that the lack of comprehensive training system may be a significant reason for the ineffectiveness of the current training process in the LOS. Additionally, the nomination process of staff for training has been influenced by external and internal factors, such as social relationships, nepotism (WASTA), cronyism and intermarriage, organisational related factors and personal related factors.

Practically, enhancements can be attained in conducting TNA, and by linking training objectives with the organisation's strategic plans and quality policy. The commitment of supreme management towards quality is a vital element for success of T&D system, it facilitates the objectivity of smooth implementation of all the stages of the adapted model. Without top managerial support the accurate and effective completion of the stages of the proposed model is extremely difficult. It can be further argued that employees' dissatisfaction and poor morale can be the most significant barrier to the current training process in the LOS, as they feel their rights are not considered.

7.4.2. Suggested model

Figure 7.1 shows the suggested T&D model for staff in Libyan oil industrial companies. This model was designed in order to enhance the quality of training process output' in LOS. It begins by ensuring that training is part of an organisation's quality policy and the quality must be driven from the top (strategic management level) for complete support. This policy should be communicated to all levels, including T&D department. The proposed process then consists of eleven main stages which are explained in detail below.

7.4.2.1. First stage: Initiate Training

In order to develop comprehensive training and development system, it is useful in this stage to ask "training for whom?". The purpose of this question is to determine that staff will be included in training regardless their organizational position.

The analysis revealed that although training in the LOS is mainly dedicated to technical and engineering related aspects, other areas were identified as being critical for training. For instance, it has been affirmed that there is lack of communications skills. The majority of employees believed the most pressing area was management skills, or interpersonal skills as illustrated in the questionnaire' answers to the question "which areas should be critical for training?". It is evident that training should occur at various levels within an organisation. According to the literature review (chapter 2 of this thesis), it was believed that training should occur at four levels within an organization;

- Supreme management (strategic decision makers).
- Middle management (tactical decision makers or implementers of policy).
- First level supervision and quality team leaders (on the spot decision makers)
- All other employees.

Therefore, training should be initiated considering all the above classified groups. Furthermore, each group has to have appropriate integrated training and development programs, that includes

encouraging an exchange of ideas and experience, along with follow-up activities to allow each transformation process to achieve quality desired. The researcher believes that adapting such a strategy by the NOC would lead to enabling training and development activities to address the lack of performance includes knowledge, skills and attitude for all employees according to their position.

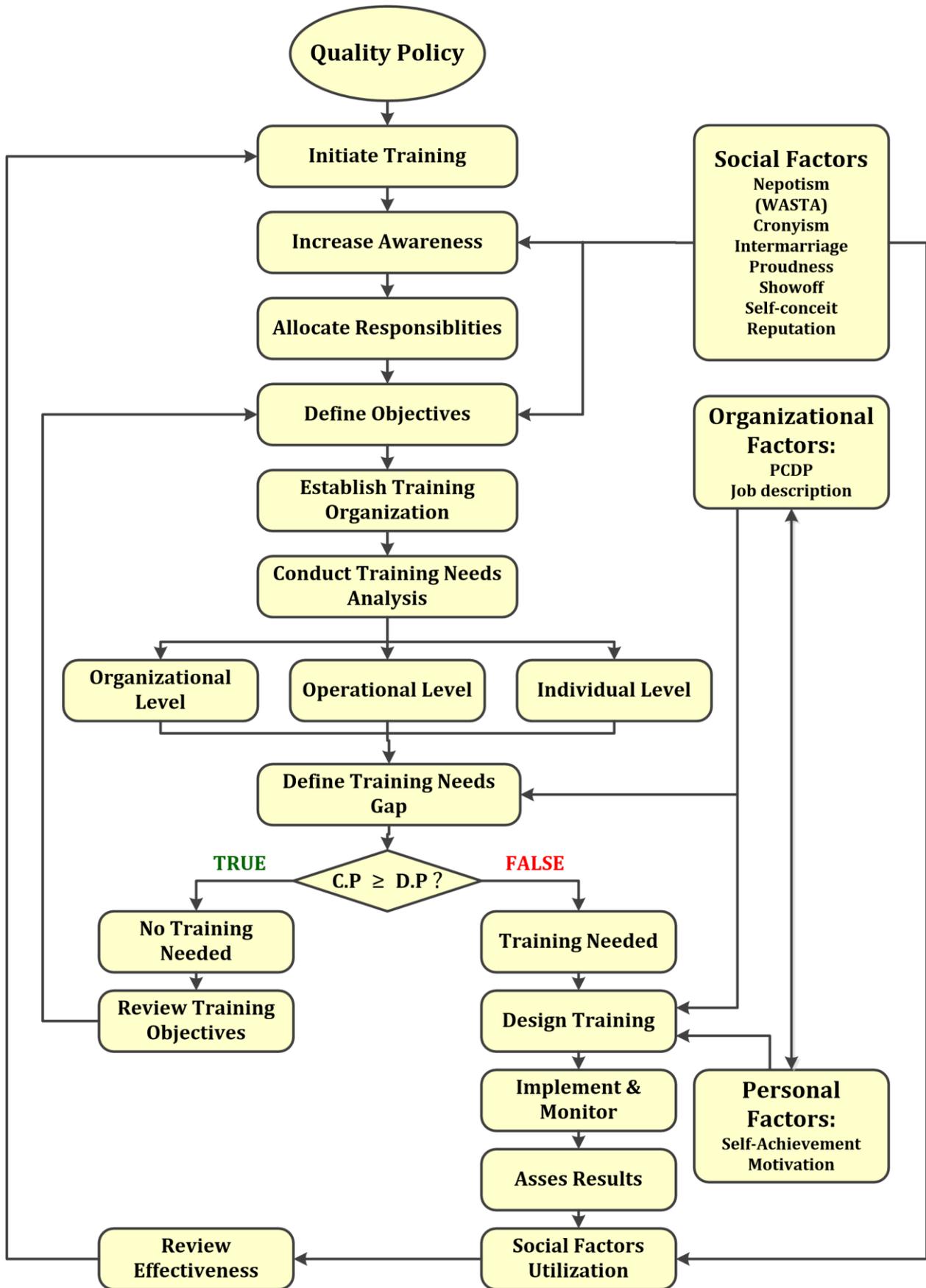


Figure 7.2: Suggested model of T&D for staff in LOS (Proposed by the researcher, based on this study’s findings)

7.4.2.2. Second stage: Increase awareness

It could be argued that social factors have a negative effect on management of organisations in Libya. Thus, in order to manage and control these social factors, a general broad view is necessary. This model is aiming to create a balanced judgment on the social factors. Social factors which have tendency of biases lead to lack of proper management of training may initially be managed by increased awareness of its negative effects. On the other hand, many of other social attributes could be utilised to engage employees in training.

Turning first to controlling the negative effects of social factors, many studies and authors emphasized that the top management in an organization, should have an awareness of the importance of the T&D process to enhance employees' performance to meet organisational needs (Shibani, 2016, Oakland, Ford). For instance, "managers should have an awareness of the importance of the TNA process in designing training to meet organisational needs and create a culture that encourages training activities" (Shibani, 2016, p.225).

According to the analysis it was obvious that the top management of the NOC is interested in training and development, it places an annual share for each company to train its employees. However, the social factors such as, friendship, nepotism, and intermarriage which locally so called "WASTA", had affected training process in the LOS. Therefore, the researcher strongly believed that in order to enhance T&D returns in the LOS, the awareness should not be devoted to strategic decision makers only, but should include all other staff in an organisation. This could be achieved through implementing well known techniques of changing the culture in an organisation such as "quality circles", aiming to raise the awareness of;

- The benefit of training to both the employees and the company,
- The negatives impact of such factors which is pervasive in the society,

Explain that the proposed system will guarantee the employee's right of training via developed personal career development plan, which may involve themselves in design it, which eventually will lead to increase the job satisfaction rate.

On the another hand, it could be argued that imposing the regulations such as job termination would enforce employees to perform their jobs properly. However, it has been stated in participants' explanation in quantitative analysis that the interventions of the social factors eliminate such proposal. Therefore, the last stage of this model may provide a solution by implementing the policy of stick and carrot in proper way considering other social characters of Arab cultural in proper manner, to enhance the employees' engagement in training (especially internal training).

7.4.2.3. Third stage: Allocating responsibility for training

According to Oakland's training cycle, it has been explained that in order to establish good training practice, direct managers and quality managers within an organization have to be responsible for training.

Practically, the analysis revealed that decision making process on training is not conducted in smoothly manner and there is conflict in the responsibilities. As well as this, the quality department is not involved. For instance, trainees' nomination process, is the duty of the department to which candidates belong, in the LOS. However, Training managers feel that such process should be among their duties, as other departments do not give the process of training analysis sufficient attention, which is very important in deciding on nomination process. Also, it was noticed from the analysis that there is poor coordination between departments and training departments and technical trainees to set goals and follow-up training programs level. Therefore, in order to properly decide on training, responsibilities and duties of all parties involved need to be clearly set and defined.

7.4.2.4. Fourth stage: Defining training objectives

Theoretically, it is believed that the following questions are useful when identifying the training objectives;

- Which areas need improved performance?
- What changes are planned for the future?
- What new procedures and provisions need to be drawn up?

Thus, based on the answers of those questions, the training and development would be conducted in an objective manner. However, due to cultural and social factors this not easy to be smoothly and properly implemented.

Practically, the analysis revealed that there was no specific career development path for employees. This created a lack of trust between them and the way training and development is managed by their superiors, especially when they feel their companies have money to waste and social relation which mainly includes WASTA, Cronyism and Intermarriage, is key factor in managing T&D in LOS, including trainees' nomination. This clearly emphasised that an improvement in the current training system, transparency and trust bonds needs be built in the relation between top management and staff to create a healthier atmosphere and reach a desirable level of job satisfactions. This can be achieved by establish PCDP based on individuals' educational background, then individuals get trained in compliance with such a plan.

Additionally, personal factors including motivations need to be reconsidered. For instance, it was revealed via the analysis that financial bonus was major motives to attend training abroad. Thus, such a factor needs to be considered and utilised in a proper way to enhance the outcome of training, by conduction yearly performance appraisals which lead to salary increase or extra financial bonus. In the meantime, through the performance evaluation a warning system should be implemented to raise the employee sense of responsibility if his performance is not at the desired level, with an associated risk to their continued employment. Therefore, the researcher strongly believes that training objectives must be defined in relation to Personal Career Development Plan (PCDP), which should be established as career development path for individuals based on their educational background.

To conclude, referring to the proposed model the PCDP needs to be considered in conducting the fourth stage (Defining training objectives) and the seventh stage (Design training programs) of this model, in order to maximize the efficiency of the training system in LOS and reducing the effect of the social factors (detailed illustration of such PCDP in seventh stage).

7.4.2.5. Fifth stage: Establishing training organisation

The need for organizing the T&D is crucial to ensure quality output of training in an organisation. In Oakland's training cycle it has been stated that "The overall responsibility for seeing that quality training is properly organized must be assumed by one or more designated senior executive. All managers have a responsibility for ensuring the personnel reporting to them are properly trained and competent in their jobs".

According to the analysis, although there is a supreme body so-called the general administration of the development of the Workforce at the NOC, which should play the above mentioned role of training organisation aspects. However, it was explained that its role is very limited and has no effectiveness in enhancing the expected outcomes of training and development programmes.

In addition, as consequences of non-effective role of the above mentioned body, another issues occurred on the operational level. It was explained that there are interruptions and delays in delivering and conducting the training:

"....., Some training programmes were planned to be conducted in 2004, however, it conducted in 2009".

Therefore, in order to appropriately organize the T&D activities in the LOS, responsibilities of supreme management personal in the general administration of the development of the Workforce at the NOC must be clearly defined. This should include, ensuring that all managers

in the national firms (all management levels are included) have a responsibility to ensure their subordinates are well trained and perform their jobs according to detailed job description and KPI. Also, conducting management training courses for management personnel including communications skills is essential.

7.4.2.6. Sixth stage: Conducting training needs

In order to ensure training is effectively conducted and perceived as an investment rather than a cost in LOS firms, personnel responsible for conducting such important task of the training cycle are required to understand and implement the following two important steps of TNA process;

TNA levels:

The analysis revealed that there is no systematic approach used to conduct TNA in the LOS. According to literature review TNA should be carried out at three levels as follows;

Organisational analysis. In this analysis level the organisation's short and long term objectives and the factors including economic, political, legal, social, personal or organisational which are likely to affect these objectives, need to be assessed. Organisational analysis helps to locate training in which level department, section or professional group. Techniques such as organisational scanning (or environmental), balanced scorecard, political, economic, social and technological (PEST) analysis, as well as strengths, weaknesses, opportunities and threat (SWOT) analysis are used at this level.

Operational analysis. The purpose of conducting such analysis is to determine the job requirements including what sort of knowledge, skills and attitudes are needed to meet job description. This will help to establish and update job description on systematic basis. In this level techniques includes job and task analysis, competency analysis and skills inventory are used.

Individual analysis. This analysis will be used to determine the employees' lack of performance, whether knowledge, skills and attitudes is required to perform certain job requirements. Thus, its purpose is to define the gap between the employee's current performance and desired performance for a certain job. Therefore, the nature and type of individuals who will participate in training can be known in advance. In this level performance appraisal, diary analysis and critical incident analysis are relevant.

Defining TNA gap:

Performing the aforementioned three levels of analyses will lead to defining the TNA gap. The concept of defining this gap is simply defined as difference between desired/targeted

performance and current employee's performance. Where the employee's performance should be perceived as skills, knowledge and attitude (see Figure 2.2 - Literature review chapter).

Practically, according to the interviewees, the approach adopted by companies in LOS, in identifying the training needs of its staff are based on observations and opinions of the supervisors, through daily supervision, follow-up and annual reports. This has been rationally justified by claiming they are fully aware of their subordinates' performance. On the other hand, it was clear that the social factors affected such process, as the results represent obvious tendency for job dissatisfaction among the questionnaire participants' responses.

Certainly, supervisors are not able to accurately determine actual needs because it has been confirmed that KPI measurements tools were not used. This introduces ambiguity into identifying candidates for training. Therefore, the researcher believes that measurement performance tools such as productivity, efficiency and waste etc. are key factors necessary in order to conduct effective training programmes. Also, regulations or protocols are required to shape the processes of identifying training needs and precise comprehensive job description for duties and tasks. This prevents managers' domination of the nomination of their subordinates for training and enhances job satisfaction. In addition, the analysis revealed that training provided was not useful due to the repetition of training content. This also could be avoided by conducting the proper TNA process, whereas based on the gap analysis illustrated in the proposed model, a decision will be made whether the candidates would need training or not, which will lead to justify T&D cost and perceived it as investment eventually.

The flowchart shows that if the current employees' performance (C.P) is equal or greater than the desired performance (D.P), then review of the training objectives to ensure that they are still compatible with the strategic goals of an organisation is required. This step would ensure avoiding what happened in the LOS, where the strategic goals have not reviewed in more than 20 years, and keeps the same principle so called "never ending improvement cycle" which Oakland has built his model on. Such sequenced analysis/procedure would facilitate and ensure the improvement of the efficiency of T&D significantly in terms of cost, time and efforts.

Finally, if the current employees' performance (C.P) is less than the desired performance (D.P), that would be clearly indicate that there is need for training to bridge such a gap. It is vital to say that training candidates might face difficulties which may impact the TNA process. Major difficulties include a lack of expert employees with adequate training experience, lack of top management support and an absence of job descriptions. As identified above, line managers and those responsible for training, need to be trained to gain the knowledge, skills and attitudes needed to properly conduct TNA.

7.4.2.7. Seventh stage: Design training programs and materials

Although the principle of continued training has been used by the NOC for several decades, the outputs of training and development process suffered of lack of quality as the analysis revealed. The researcher believes that in order to enhance the quality of training outputs in the LOS, in order to bridge the gap defined in the previous step (sixth stage), a compatible training programme content need to be prepared to match the defined needs, while not neglecting the candidates’ involvement to consider some personal factors such as self-achievement and motivators. Also, special consideration need to be paid to other training material such as training methods, training location. This will motivate employees’ attendance and eventually enhance training efficiency.

Moreover, organizational factors such as PCDDP need to be consulted to ensure training programmes efficiency. A strategic personnel development plan has been established which should be consulted when designing the training program in the LOS, as illustrated in Figure 7.2.

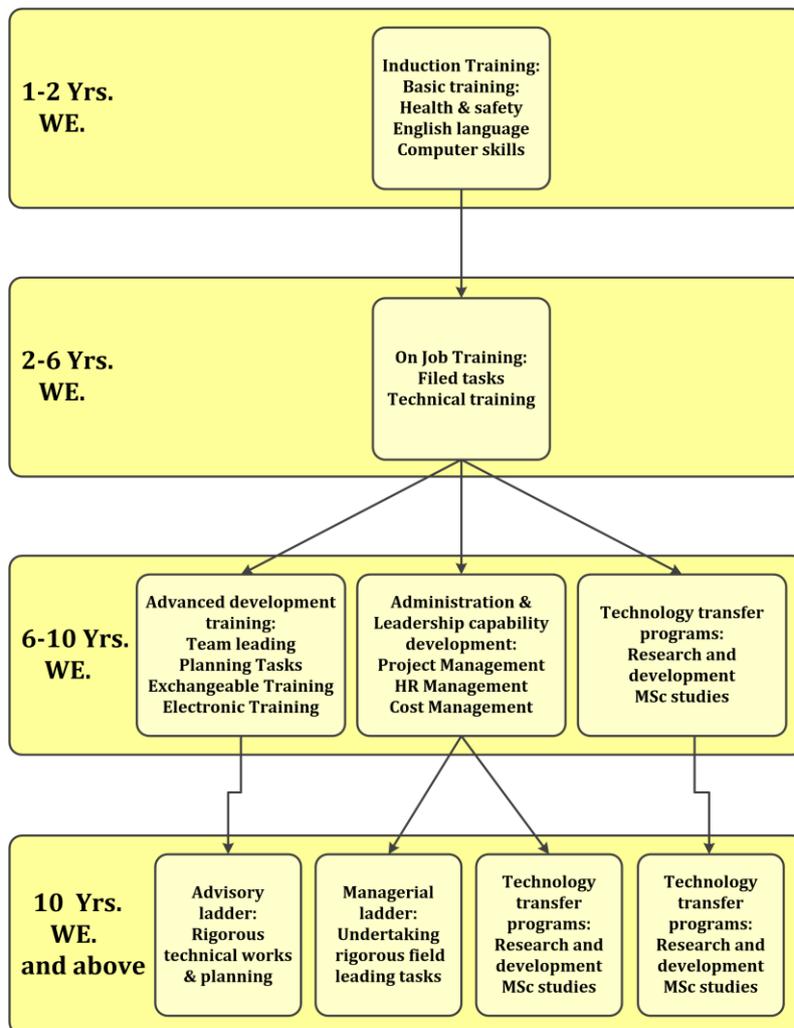


Figure 7.3: Strategic personnel development plan for the staff working for national firms in the LOS

7.4.2.8. Eighth stage: Implementing and follow-up training

Ideally, even when an organization runs its own training programmes, implementation is a crucial stage, and requires monitoring in order to ensure consistency of instructors and candidates commitment. Oakland stated that “The effective implementation of quality training programs demands considerable commitment and adjustment by the trainers and trainees alike.” (Oakland, 2004, p.335). In regard of the case study of this research, the analysis revealed that trainees’ attendance is not at desirable level, and there was lack of coordination with training providers, which has affected the efficiency of conducted training programmes.

This confirms the fact that following-up training during implementation stage is vital. Especially substantial amount of training in LOS is conducted as external training either locally or abroad. Therefore, the researcher believes that efficient implementation process could be accomplished simply through developing effective communications with training providers. But the big challenge is to create trainees’ self-motivation via involving them in design stage, which will stimulate their commitment.

7.4.2.9. Ninth stage: Assessing the results

Evaluation phase of training should be run in two stages. Firstly, in the short term, upon the completing of training programmes, assessment is required to determine that the specified training objectives has been achieved and whether further training is required.

The practitioners and theoretical background confirmed that direct managers of trainees should themselves review performance when training is completed. If training is not valued and built upon by managers and supervisors, its effect can be severely reduced. Therefore, the last stage of this model will represent the second perspective of the evaluation phase of training which is a long term one.

7.4.2.10. Tenth stage: Utilizing the social factors in engaging the employees

As result of the fact that jobs in Libya are for a lifetime and institutions are mainly owned by the state job terminations are extremely limited. It would be no exaggeration if say they do not happen. Even though there are regulations organising work law there is a lack of implementation. Such an attitude has emerged due to social factors as mentioned above. Recent German study revealed that “There is a clear pattern of students in their final year of secondary education preferring to work in government/public domains, which is of concern considering that Libya already offers sixty-six per cent of all employment to its citizens in the public sector - one of the highest in the MENA region” (Braun & Jones, 2013, p. 11).

As result, negative competition environment in work place has been developed. Thus, this has affected the overall performance and make employees not interested in developing themselves or perform their jobs as required. For instance, when a diligent employee finds himself receiving the same salary and benefits, which is paid by others who do not pay attention to their responsibilities of work, that would eliminate his motivation to work.

On the other hand, it is known that in the Western context the competitive environment is the main basis of development. Therefore, the researcher considered utilising some of the social factors existing in the Arab societies, including Libya, to promote employees' engagement and interactive teaching and learning in conducted training. This will create a positive environment to compete for the benefit of an organisation.

It is known that in Arab culture there are tendencies to love the glory, the pride and recognition. It was found that employees are motivated to attend training mainly to get attendance certificates, attend graduation ceremony and appear on social-media (Graisa, 2011).

Based on the principle of stick and carrot policy, this can be introduced to the training system through the proposed model. At the end of each training programme, number of motives should take place as follows:

Granting certificates at the end of each training program, to raise the recognition of achievement.

Set up a graduation ceremony accompanied by a lunch and taking photographs, published on the social Media after taking permission from the trainees.

Announcement of the best employee award each month, which will be based on performance indicators.

Incentives for best training participants, such as a weekend vacation in a tourist place for the best 5 trainees in terms of attendance commitment and learning achievement at the end of the training program.

The researcher believes this will have in a long term impact of creating a competitive environment, since the previous steps represent the carrot, and the denial of such advantages for people who do not care about training represents the stick.

In this way, social factors have been exploited to involve staff in training programs in a new spirit, raising the efficiency of the training process, raising the performance of employees and their job satisfaction.

7.4.2.11. Eleventh stage: Reviewing effectiveness of training

The last stage of this model represents the second perspective of the evaluation phase of training. The compatibility of strategic training objectives and an organization's goals should be reviewed periodically and on regular basis. It has been explained in the literature review chapter that training should be conducted according to an organizational quality policy. A system is needed in order to enable supreme management personnel making decisions on quality at regular fixed intervals including the strategic level (the organisational quality policy and the quality training objectives) and operational level (the training organisation).

Basically, in order to ensure a proper implementation of the principle of never ending improvement cycle, whenever a review has been conducted there are mainly two updated training objectives need to be considered which are promote work changes or to rise the standards already achieved, even if the review revealed that no changes is needed in the organizational quality policy.

Practically, the research revealed that on one hand training objectives were never reviewed in more than two decades and no quality department stands on its own in the organisational structure of any targeted firms in this study. On the other hand, due to the lack of reviewing the effectiveness of training in systematic approach, current training process failed to meet those objectives which has been established long time ago. Thus, either the objectives were no realistic and/or the process itself is defective, regardless the availability of resources. Therefore, the researcher strongly believes that the current training and development process in the LOS, demonstrates a real case example of the importance of evaluation and the need for implementing it in the aforementioned strategy perspective.

7.5. Validation process of the conceptual T&D system model

This is vital phase of the research objectives, because it reflects the potential objectivity and reliability of the proposed model. Thus, in order to examine reliability of the proposed model and to discover whether the concepts and methodologies used in development process of the proposed model have been perceived by training practitioners. The validation process involves asking those officials and the decision-makers with experience in the field, to judge whether this model is reasonable and suitable for implementation.

To achieve this, the researcher invited those who participated in the quantitative analysis (interviews subjects) to attend a seminar on the development of a conceptual model of T&D system for the LOS staff. The researcher created a power point presentation outlined the main advantages of the current system and the barriers and difficulties facing the current T&D

process, to confirm the understanding of the effects of the proposed model. Then presented the suggested model in order to validate its reliability. This evaluation process by experts and practitioners in the field of training was useful to determine whether this model corresponds with the training related operations in their organisations.

The validation process of the T&D system model includes three important stages:

The conceptual field: the validation of the model can be recognised through the testability and adaptability of the concepts used in the study.

The methodological field: it is likely that the efficiency, accuracy, clarity and lack of bias are available in this stage.

The substantive field: it is anticipated that the research should be beneficial or relevant to potential practical applications, and must be validated to ensure that it accurately reflects the characteristics of the study population.

7.5.1. Testing the validity of the suggested model

The suggested model has been evaluated by eleven practitioners who were interview subjects through the quantitative data collection stage from the targeted companies in this research. This has been accomplished by completing a questionnaire to assess whether the model corresponds with reality. As well as the efficiency, accuracy, clarity and lack of bias are available and achievable. All participants have management roles in their firms. However, five of the participants explained that their main job is training related (T&D head of department). Others had more general roles not exclusively related to training. However, all participants are in touch with the administrative aspect of the company, especially employment and personnel matters (e.g. administrative affairs department manager, personnel affairs manager, planning and production control manager, work facilitator and field managers etc.).

Participants were given detailed information about the study's objectives and the suggested model, and each participant was requested to evaluate the validity of each item based on an index rating. The questionnaire (B) (see appendixes) introduced the factors and stages identified in the model's development and asked respondents to assess them on a scale of one to five. A five-point Likert ordinal scale was used in part B, where participants were asked to complete the questionnaire, indicating their agreement or disagreement with each statement.

The Likert scale used was (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree. The questionnaire involved specific and focused questions to test the proposed model. The questionnaire included seventeen questions divided into two parts. The first part consisted of

four questions, with thirteen in the second part. A space was included at the end for further comments about the model and TNA in the company.

7.5.2. Validation of the model

Table 7.1 shows the answers provided using a five-point Scale response scale ranging from (1 = strongly agree) to (5 = strongly disagree).

Table 7.1: Feedback from practitioners with respect to findings and proposed model (11 Respondents)

No.	Questions	Five-point Scale				
		5	4	3	2	1
5	Quality department should be stand on its own in an organisation structure, and directly connected to training and development department.			4	5	2
6	Employees' performance problems (main reasons to initiate training)					
	Lack of knowledge			4	3	4
	Lack of skills				4	7
	Poor performance				3	8
7	T&D should be initiated considering: Supreme management (strategic decision makers). Middle management (tactical decision makers or implementers of policy). First level supervision and quality team leaders (on the spot decision makers). All other employees.					11
8	Social factors are the main influencer to T&D process in LOS				3	9
9	In the long run, using tools such as quality circles are expected to increase awareness of social factors that affecting T&D quality.			3	1	7
10	In order to properly deciding on training, responsibilities and duties of all parties involved need to be clearly set and defined.					11
11	To avoid the social factors intervention which mainly includes WASTA, Cronyism and Inter-marriage, in T&D					11

	management process in LOS, including trainees' nomination. Transparency and trust bonds need be built in the relation between top management and staff to create a healthier atmosphere and reach job satisfactions. This can be achieved by establishing specific Personal Career Development Plan for employees (PCDP).					
12	In order to maximize the efficiency of the training system in LOS and controlling the special phenomena of WASTA and other social factors, training programs design must be conducted in relation to personal and organisational factors such as self-achievement and Personal Career Development Plan (PCDP), which should be established as career development path for individuals based on their educational background.					11
13	In order to appropriately organize the T&D activities in the LOS, responsibilities of supreme management personnel in the general administration of the development of the Workforce at the NOC must be clearly defined. This is should include, all managers in the national firms (all management levels are included) have a responsibility to ensure their subordinates are well trained and perform their jobs according to detailed job description and KPI. Also, conducting management training courses for management personnel including communications skills is essential.				3	8
14	TNA plays an important role in ensuring training effectiveness improvement.				2	9
15	TNA has a major role in reducing T&D cost.				3	8
16	Organisational analysis helps to locate training in which level, or department or section or professional group. It also studies and analyses organisational objectives, organisational climates and human resources.			2	1	8
17	Operational analysis involves a systematic approach to data collection about a specific job or group of jobs, and its purpose is to identify what is required in terms of knowledge, skills and attitudes to perform duties required for a particular function.			2	1	8

18	Individual analysis can identify deficiencies (skills, knowledge and attitudes). Therefore, the nature and type of individuals who will participate in training can be known in advance.			2	1	8
19	line managers and those responsible for training, need to be train to gain the knowledge, skills and attitudes needed to properly conduct TNA.					11
20	The barriers facing the conducting of TNA;					
	Lack of job descriptions			2	1	9
	Lack of adequate expertise			1	1	8
	Training objectives are not clear			4	5	2
	Lack of funding resources	7		2	2	
	Lack of measurement and key performance indicators no specified.			1	1	9
21	In order to bridge training needs gap properly, that would require;					
	Compatible training programmes content need to be prepared, with candidates' contribution.			2	1	9
	Considering training material such as; training methods, training location, this will motivate employees' attendance and enhance training efficiency eventually.				1	10
	Establishment Personnel Career Development Plan to ensure training programmes effectiveness.				1	10
22	Efficient implementation process could be accomplished through developing well communications roots with training providers. But, the big challenge is to create trainees' self-motivation through involving them in early design stage, which will ensure stimulate their desires of commitment.				2	9
23	Upon the completing of training programmes, assessment is required to determine the specified training objectives has been achieved and whether further training is required.				4	7
24	Social factors such as love the glory, the prestige and recognition that characterising Arab cultural, the Libyan society included, would motivates employees to attend training programmes and create positive competition work				3	8

	environment.					
25	In order to utilise above mentioned social factors, do you think that the following would be attractive to motivates trainees attendance;					
	Granting certificates at the end of each training program, to raise the recognition of achievement.				3	8
	Set up a graduation ceremony accompanied by a lunch and take photographs, published on the social Media after taking permission from the trainees.			1	1	9
	Announcement of the best employee award each month, which will be based on performance indicators.			1	2	8
	Incentives for best training participants, such as a weekend vacation in a tourist place for the best 5 trainees in terms of attendance commitment and learning achievement at the end of the training program.				2	9
26	Upon training programmes effectiveness review, there are mainly two updated training objectives need to be considered;					
	Promote work changes.				2	9
	Rise the standards already achieved, even if the review revealed that no changes is needed to be occurred in the organisational quality policy.				3	8
27	The proposed model will help to;					
	Utilise the social factors to the benefit of organisation.				4	7
	Enhance the efficiency of T&D process in the LOS.				5	6

Vast majority of practitioners more than (90%), either strongly agreed or agreed to the statements in Table 7.1;

From the responds to question (5) regarding the quality department, the answers indicate that quality department has a major role to enhance the management of T&D system. It has been stated that “no doubt that nonexistence of independent quality department and lack of quality management experts has affected the quality management in the LOS, including T&D management”.

Answers to question (6) about the employees’ performance problems, indicate that a lack of skills, a lack of knowledge and poor performance are main reasons to initiate training.

Results of question (7) demonstrate a full understanding of the importance of the fact that T&D should be devoted to all employees in an organisation, top management (strategic decision makers) are included.

Table 7.1 shows that all participants agreed that social factors are the main influencer to T&D management process in LOS. Also, introducing the use of quality assurance tools such as quality circles are expected to increase the awareness of social factors that affecting T&D quality in long term.

In response to questions (10), (11) and (12) respectively, all practitioners have strongly agreed that:

Deciding properly on training is requiring clear determination and definitions of responsibilities and duties of all parties involved in T&D process.

To achieve job satisfaction in the LOS, there is a need to reduce the influence of the social factors which mainly includes WASTA, Cronyism and Intermarriage on T&D management process in LOS and creating a healthier work environment. Organisational factors such defined specific personal career development path for employees (PCDP) will help to reach that goal.

Training programmes design stage requires considering organisational factors (PCDP) and personal factors, in order to maximize the efficiency of the training system in LOS and demonstrate comprehensive control of the phenomena of WASTA and other social factors.

Question (13) examined respondents' opinions on considering the organizational factors such as job description and KPI in order to properly organize the T&D activities in the LOS. They were either strongly agreed or agreed that responsibilities of top management personnel in the general administration of the development of the workforce at the NOC must be clearly defined. This is should include all managers in the national firms (all management levels are included) have a responsibility to ensure their subordinates are well trained and perform their jobs according to detailed job description and KPI. Also, conducting management training courses for management personnel including communications skills is essential.

Examining the results to questions (14), to (21) in relation to the TNA process;

Vast majority of participants strongly agree that the TNA plays an important role in ensuring training effectiveness (82%).

73% of participants strongly agree that TNA has a major role in reducing T&D cost.

73% of participants strongly agree that TNA should occur on the three levels illustrated in the proposed model. In this context, a participant stated: “Unfortunately, in reality the NOC and its belongings of the national firms not paying enough and required attention the proper conduction of TNA. In the best case scenarios, only individual level is considered in preparing the training programmes for their workforces. I totally agree that in order to enhance the efficiency of the training and development programmes provided in the LOS, TNA should be conducted in the three levels' manner. I believe to achieve this, personnel responsible for T&D need to be trained to get the knowledge to do so”.

All participants strongly agree that to properly conduct TNA, training the personnel who are responsible to determine TNA is essential. It has been stated: “Honestly, after I had attended this lecture and discussion, I am strongly convinced that it is vital to change the current mentality of which training is dedicating mainly to technical' aspects. Staff in management positions also are in need to be trained to perform their duties in proper enhanced manner”. These answers, and these comment emphasize the need for this model.

Practitioners were given a list of statements describing the barriers facing the conducting of TNA in the LOS. They were strongly agreed that lack of job descriptions; lack of measurement and key performance indicators are representing the most common obstacles in relation to proper implementing of TNA process (82%). Followed by lack of adequate expertise (73%). While lack of funding resources seems it is the least factor affecting the TNA in the LOS (64%) of them strongly disagreed.

Shows that vast harmony was observed in the practitioners' responds to the statements describing the requirements needed to properly bridge the training needs gap, which resulted from conducting TNA. All of them shared the feeling (strongly agreed or agreed) to state the importance of the following;

Trainees' participations in preparing the appropriate content of training programmes.

Training efficiency will be enhanced if trainees committed to attend, which requiring considering training material such as; training methods, training location.

To ensure training programmes effectiveness, specific personal career development plan (PCDP) need to established.

Answers to question (22) shows that (82%) of practitioners have strongly agreed that although the follow up and monitoring is required to ensure efficient implementation of the T&D programmes. However, involving trainees in design stage is fundamental.

In regard of assessing training programmes results, there was a consensus on this point among the participants. However, one practitioners suggested: “I think tools such as, questionnaire, interviews, and general discussion may be time consuming and inefficient. This matter can be achieved by use of the KPI introduced earlier in the proposed model as benchmark, when an employee gets back to perform his job on day-to-day tasks”.

Practitioners mostly strongly agreed that some of the social factors existed in Libya and other Arab countries could be managed to create positive competitive work environment. This can be achieved by introducing suggested motivators which has been ranked in order according to the participants’ responses;

Incentives for best training participants, such as a weekend vacation in a tourist place for the best 5 trainees in terms of attendance commitment and learning achievement at the end of the training program.

Granting certificates at the end of each training program, to raise the recognition of achievement.

Setup a graduation ceremony accompanied by a lunch and taking photographs, published on the social media after taking permission from the trainees.

Announcement of the best employee award each month, which will be based on performance indicators.

In the same context, one of the participants said; “in my opinion, this may work perfectly in the long term, especially for the internal training where trainees are reluctant to attend”.

It has been agreed that once training effectiveness is reviewed, an updated training objectives need to be established and should include:

Either promote work changes or rise the standards already achieved, even if the review revealed that no changes is needed to be occurred in the organisational quality policy.

Finally, participants either strongly agreed or agreed that the proposed model helps to utilise the social factors to the benefit of an organization and will enhance the efficiency of T&D process in the LOS. This validates the application of the suggested model, from the comments, one of the participants wrote: “I believe this model is providing practical effective framework to the management of training and development in the Libyan oil sector.”, while another one stated that: “the proposed model will help national firms to have a benchmark to guide the management process of training and development in the Libyan oil sector”.

Respondents were asked if they had any further comments about the suggested model. One wrote “this model provided practical solutions to motivate employees, and help to manage the social factors in efficient way”. Another practitioner pointed out that “what I really liked about this model is the simplicity and the sequences logical manner of its stages. I deeply believe, no doubt implementing those stages will help to utilize the surrounding social factors and reduce WASTA affect. In addition, the suggested PCDP will be very helpful to provide a focus of the training programmes and reduce the complaining about the WASTA from some people who is their education background would not meet the requirement for certain higher qualifications”. Those comments and responses presented in table 8-1, validate that the proposed model might help to avoid “Wasta”, which represent social factors that affect the nominating of employees for training programmes. On the other hand, utilizing other social factors existed in Arab region in good manner to enhance T&D programmes efficiency, by motive attendance and create positive environment competition.

Critically, one of the participants said: “I can see the proposed model could work as a drug prescribed by a physician to an Arabic Muslim patient, who is in his prime of life and has diagnosed with one of blood diseases such as cholesterol or prediabetes. However, the patient is not trying to exercising or quit his bad eating habits. Thus, on one hand doctor need to give him medicine to help him overcome the consequences of his bad habits. On the other hand, utilizing other of his habits to benefit him such as fasting two days a week (as prophet Mohamed recommended)!!”.

Chapter 8: Conclusion and Recommendations

8.1. Expected implications of the suggested model

The success of implementing T&D programmes in the LOS require considering the whole stages of training cycle with proper management to the surrounded social effects. The following is proposed:

- 1- The companies will understand the business requirements to provide a favourable environment for training and increased support for training activities, so that all personnel who need training will be trained. Many of drawbacks in the current T&D process in the LOS were occurred due to lack of management performance, which could be solved by training the management personnel.
- 2- Develop job satisfaction through several actions including involve the trainees in the selection of training programs that they believe will increase their capabilities and build trust between subordinates and their superiors by reducing the effect of ‘WASTA’ and favoritism on nomination process.
- 3- Provide an integrated unified training and development management system to be implemented by all companies working for the LOS. This system to be established on the basis of the training required in order to enhance job efficiency and match career development plan.
- 4- Ensure that training objectives specified, established and continuously reviewed based on the philosophy of achieving an organization’s strategic plan.
- 5- Enhance the efficiency by ensuring the monitoring and measuring the quality of the training programmes and the extent of which trainees benefited from these programmes.
- 6- Help to build transparency and trust bonds in the relation between top management and staff to create a healthier atmosphere and reach a desirable level of job satisfactions.
- 7- The proper implementation of such a system would require establishing reliable management information systems include data base and frequent statistics that can help to identify needs and inform different types of management decisions related to training.
- 8- Employing this model require establishing and developing of some organisational factors. Results showed that currently there is no training and development plan which should be established based on detailed job description to illustrate the job requirements and matched with the educational background and levels. In other words, the researcher believes that the implementation of the proposed system should combined with a development of a training plan

and clear career development path for each main segment of the workforce includes; OND, HND and B.Sc.

9- Reduce the negative impact of the effect of social factors “WASTA” on training and development system in the Libyan oil industry.

10- Ensure efficiency in the training process and increase awareness as to the training needs analysis concept. Thus, training and development is provided according to need.

11- Participants explained that there is overlap in the roles in terms of the process of nominating the trainees and the selection of training programs, whereas currently it is within the responsibilities of the departments to which the candidates belong. But, it is alleged that these departments do not give the process of training analysis sufficient attention. Thus the proposed model provides smooth and clear path of sequences and identify responsibilities.

8.2. Conclusion

Based on this study it is concluded that there are two sides to the current status of the training and development system in the Libyan oil sector. The first positive aspects are as follows:

1- The Manpower in the Libyan oil sector are generally in the primes of their lives, and have many years of service before retirement. It is therefore worth to investing in their training and development to increase their professional competency.

2- The NOC pays great attention to training and development. This is evidenced by the proportion of the annual training of the workforce in the sector, which reaches 20% of the total of its workforce yearly.

3- Seeking the enhancement of its workforce performance, the NOC has established three main centers include the Zawya Center, the Oil Training Institute in Tripoli and the Bright Star College in the East of the state. The purpose of these centers is to prepare its own input to prepare its workforce to meet the lack of quality in the education system graduates. For example, graduates of these centers are fluent to certain extent in English language comparing to the graduates of education institutions managed by the educational sector in Libya.

This bright side of the picture is opposed by a bleak side which is mainly due to the influence of the social factors of the Libyan society which is called locally by (WASTA). Therefore, the researcher has developed a model that improves and enhances the training practices in the Libyan oil sector, taking into account those social factors. It could be argued that it is preferable to implement a training and development system such as the ones in the international oil companies working in Libya, like Schlumberger’s rather than developing another one. However,

the main obstacles facing this proposal, the effect of social factors such WASTA and the tribal system, on recruitment process in the Libyan oil sector which has strengthened after the revolution in 2011, which led to recruit staff that do not match the level required to perform jobs, not to mention that it needs competencies to be applied.

By adapting the principle of “continues never ending improvement” which was the basis of Oakland’s training cycle led to the development of the proposed model considering the Libyan context, to enhance the current training and development process in the LOS. Several factors were considered to develop the proposed model includes;

Organisational factors:

Since the NOC is strategically managing the training and development in the LOS, there was no quality department in the NOC structure. Therefore, the researcher strongly suggests developing a quality department which should be connected directly to training departments in its belonging firms. In addition, Key operational organisational factors such as; KPI, job description and CDP were considered to enhance the efficiency of the current training process in the LOS and develop job satisfaction rate among employees.

Social Factors:

In general Arab Societies are socially connected communities, due to their tribal nature. These societies are rich in social factors that have been formed over ages. The social factors became a lifestyle in the Arab countries, Libya included. Consequently, practices of social factors such as nepotism and cronyism “WASTA” occurring in day to day life is routine. Arabs also share the passion of other social qualities such as pride, reputation and recognition.

The first set of those social factors which all locally refer to “WASTA” had affected the management of T&D in the LOS. The analysis revealed that there is a noticeable upset among employees due to the effect of WASTA on training and development system in the Libyan oil industry.

The proposed model has considered this matter to reduce the negative impact of such a phenomenon. This has been achieved through increasing the awareness, build the trust and transparency by via establishing PCDP which is considered in defining training objectives and designing training programmes. Moreover, this model is attempting to utilize the other social factors to encourage the employees’ engagement in T&D to enhance their performance which will return on the benefit of the organization eventually. This will create a win-win situation, as

the employees will be satisfied and trust that their rights are preserved and an organization will achieve its strategic objectives through well trained personnel.

Personal factors:

Personal effects such as self-achievement and motivators were considered in the proposed model to ensure job satisfaction and enhance employees' engagement.

To conclude, Table 7.2 illustrated a comparison between the original model and the proposed framework, to clarify what sort of characteristics this new model has developed;

Table 8.1: A comparison between the original model and the proposed framework

Comparison Aspects	Oakland's T&D Cycle	The proposed framework
Libyan context (includes; social factors, etc.)	N/A	Many factors were considering in the design of this model. Those factors are very common in that region of the world (many of developing countries are included).
TNA conducting	It was implemented to enhance quality. However, budget associated was not clearly considered via the circle.	It was dedicated in balanced manner to raise the quality and save the budget. For instance, ensure non repeating training.
Clarity of usage/ Practicality	The practitioners, affirmed that it is not compatible with Libyan society.	The validation process, confirmed that it provided such vast clarity of usage of its stages.
Comprehensive	Very generic and not easy to implement specifically in developing countries. It can be used when an organisation owned privately. Thus, the organisation is mainly driven by competition motives to survive in the market.	Comprehensive model, it can be used in different situations includes; an organisation owned by the state and surrounded by especial social factors. Its purpose is to produce high quality outputs to maintain stability and survive in the market eventually.

8.3. Contribution to knowledge

This study has addressed the training and development process utilised by the Libyan oil sector. In a nutshell, this research has accomplished the following:

Developed a conceptual comprehensive training and development model, suitable for the context of Libya in particular, and its surrounding region which share similar social and cultural characteristics;

Integrated the social factors in training process in relation to define training objectives, design training/selecting training programmes;

Utilized the social factors that affect the implementation of training programmes in Libya to enhance employees' engagement and replacing the current negative atmosphere with a healthier positive competitor environment;

Addressed the effect of social factors in relation to employees' performance, employees' motivations, job satisfaction and organization strategy;

Identified areas for the improvement and development of current training process in Libya oil sector through a critical analysis of personnel training through a case study;

Contributed to develop win-win situation in the Libya oil sector, one of the world developing countries, where the state owned organisations working in all sectors including industrial, health oil etc.

This study is thus a useful resource for both researchers and practitioners who have a strong interest in understanding training and development system, designing and implementing effective training programmes. Hence, this research provides an opening for developing a considerable body of knowledge that could support and help decision- makers in Libyan oil industry to understand the various issues that could affect the improvement of the quality of training programmes provided in Libyan national firms.

8.4. Research limitations

This study was carried out in exceptional circumstances. The major limitations were security situation in Libya and sources availability. However, the adequate experience of the supervisory team, the utilisation of technology and interviewees' self-motivator and cooperation to enhance the quality of the training process in the LOS, were a fundamental asset to accomplish this study.

Accurate translation from the local Libyan dialect to the English language of some commonly used terms was not an easy task. However, with help from experts in English (a Legal translator

and Arabic academic professors which English is their second languages) and discussion with the supervisory team, an acceptable translation was possible. For example; some comments on the questionnaire were written in informal Libyan dialogue such as; “it is given for Zaied and Abaid” or “it is faces related”, both of those statement means “WASTA” eventually. Also, “BADAKH” or “FLOUS BELHABEL” which means spending unwisely.

Frequent events of violence happened in Libya during the lifetime of this study which represented a life threat for the researcher and the participants. Also, limited availability of resources. Travel is required to more than one place due to the spread of the institutions of the sector on all the Libyan territory. However, the use of technology communications such as Skype and Viber applications have facilitated conducting the interviews in acceptable manner.

Although this study was carried out in eleven companies in the LOS and the sampling techniques applied was the best fit to the nature of those companies (stratified technique). However, comparison between the companies involved were not applicable due to the sample size if considering each company separately, which cannot be any larger due to limited time and resources available. Also, other economic sectors were excluded due to the specified objectives of this study.

8.5. Expected challenges and recommendations

There are some expected difficulties and challenges facing the implementation of the proposed model. In fact, firms in the LOS are owned and managed by state and are not managed on the basis of market competition orientation. This had affected the overall employees' performance. Also, due to nature of the Libyan society (tribal system) individuals' benefits are favored of an organization's benefit. This resulted in waste of the state's sources. There is a famous Libyan saying; “governmental money” which means when the money belongs to the state no one will be charged if there was misuse of it. Such an attitude led to many problems include over employment in all public sectors especially oil sector, education sector and health sector. Therefore, the research concluded the following recommendations in order to enhance the current situation and to ensure proper implementation of the proposed model:

In the short term, it was noticed that there is no quality department stand in its own in neither the NOC or the other firms' organizational structural. Therefore, it is believed that paying attention to the quality management would enhance the situation.

In order to solve over employment problem, firms should expand their business operation. But the challenge that the current situation is not stable in Libya. However, in the long term Libya has the sources needed to be in better situation.

The recruitment process must be based on the basic requirements corresponding to the job description. This will reduce the training expenses and time needed in order to the employee to be engaged in the development plan to gain the skills required in order to progress in the field of specialization.

Attention should be given to the establishment of investment projects in the areas where there the oil fields and oil projects are located. For instance, schools, clinics and paying more attention to the environmental aspects. This will show that a company is not there to get the wealth only, but within its values, there are obligations to the community.

In the long term, planning for privatization of some institutions owned by the state could be considered as an option to enhance the current situation.

Special attention should be paid to develop management performance in public institution and projects management in Libya. For instance, many projects were destroyed just because of non-existence of periodical maintenance and well management performance. Therefore, the governmental focus on raises the awareness of people and develop management skills on the strategic level in Libya is essential.

The development of educational sector and the co-operation with other sectors include the LOS, is essential to ensure that graduates are meeting the minimum requirements in the Libyan workforce market.

In the last years, many events proved that there is a lack of experiences in dealing with environmental oil related affects. For example, the fire that broke out in the oil tanks located in the heart of the capital Tripoli during what is known as the airport war in 2014. Thus, training related to environmental matters need to be a priority.

To conclude, there are ongoing restrictions on budget for the last four years due to many reasons including security matters and instability in the political situation in the country. Thus, the need is more urgent than ever to develop a streamlined training and development system in order to enhance the performance of workforce in the Libyan economics heart, the oil sector. The fact is the Libyan reserves from oil is considered a limited, unsustainable resource and therefore demands increase in the awareness of the employees at all levels. Strategically, a priority would be thinking about the future generations by allocating a portion of the oil income to develop a sustainable source of energy, such as wind and solar energy. All of the sources of these energies are vastly abundant in Libya.

There is a real need to pay more attention towards training and development programs in the oil sector in Libya. This would require careful study of the status of the training and development environment and to evaluate the factors affecting its activities.

To reduce dependency on foreign financial and technical assistance, more emphasis should be placed on in-house T&D programmes. This requires advanced preparing training staff within the training departments and providing all necessary facilities to those departments so they can carry their responsibilities fully.

It is worth to mention that external T&D programs should be carefully selected in accordance with the organization culture and other social aspects.

There is a vital need to increase the role of the training departments within the oil organizations.

There should be a clear training strategy (corporate strategy) for various companies in the oil industrial sector. Such strategy should be associated with flexible policies and practices. Laws, regulations and legislations also should clearly support T&D programs.

Training methods that form the major part of any training program should be carefully selected and considered so that they would be effective and reliable.

Special considerations should be paid to training budget in a way that sufficient money should be annually allocated to training, and the process of spending should be clearly defined.

Since training is the truly practical means of human development aimed at improving skills of the human capital, enhancing efficiency of organizations and increasing national economy, training programs should be highly considered during development planning.

Development plans should match the education system.

Finally, the researcher hopes that this research would be seen as an open avenue for future research.

References

- Chen, C. Y., Sok, P. & Sok, K., 2007. Exploring potential factors leading to effective training: an exclusive study on commercial banks in Cambodia. *Journal of Management Development*, 26(9), pp. 843-856.
- Fowler, A., 1995. How to decide on training methods. *People Management*, 1(25), pp. 2-36.
- Grant, J. V. & Smith, G., 1984. *Personnel administration and industrial relations*. 3 ed. London: Longman.
- Gray, G. R., Hall, M. E., Miller, M. & Shasky, C., 1997. Training Practices in State Government Agencies. 26(2), pp. 187-202.
- Tennant, C., Boonkrong, M. & Roberts, P., 2002. The design of a training programme measurement model. *Journal of European Industrial Training*, 26(5), pp. 230-240.
- Abdalla, H., Maghrabi, A. & Raggad, B., 1998. Assessing the Perceptions of Human Resource Management Toward Nepotism: A Cross- Cultural Study. *International Journal of Manpower*, 19(8), pp. 554-570.
- Abdalla, I. A. & Al-Homoud, M., 1995. A survey of management training and development practices in the State of Kuwait. *Journal of Management Development*, 14(3), pp. 14-25.
- Abdullah, H., 2009. Training Needs Assessment and Analysis: A Case of Malaysian Manufacturing Firms. *European Journal of Scientific Research*, 37(3), pp. 351-360.
- Abdulrahim, A., 2011. *The Path to HRD: An Investigation of Training and Development Practices in the Libyan Manufacturing Sector in the 21st Century*. s.l.:School of Business, University of Gloucestershire - Unpublished PhD thesis.
- Abdulrahim, A., 2011. *The Path to HRD: An Investigation of Training and Development Practices in the Libyan Manufacturing Sector in the 21st Century*. s.l.:School of Business, University of Gloucestershire - Unpublished PhD thesis.
- Abozed , M., Saci, k. & Melaine, Y., 2009. *The influence of work environmental factors on motivation to transfer management training: case study of the libyan oil industry*. [Online]
Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.549.5503&rep=rep1&type=pdf>
[Accessed 27 october 2017].
- Abu-Doleh, J., 2004. Management training and development needs assessment practices in the Jordanian private and public sectors: Integrated or isolated. *Journal of Transnational Management Development*, 9(2), pp. 107- 121.
- Aгнаia, A. A., 1996. Assessment of management training needs and selection for training: the case of Libyan companies. *International Journal of Manpower*, 17(3), pp. 31-51.
- Ahmad, N. & G. S., 2004. Changes problems and challenges of accounting education in Libya. *Journal of Accounting Education*, , 13(3), pp. 365- 390.
- Al-Ali, A., 1999. *Human Resource Development Training and Development Practices and Related Organisational Factors in Kuwaiti Organisations*. s.l.:University of Bradford - Unpublished PhD thesis.
- Al-Amaj, B., 2001. Reasons Behind the Failure of Western Models Practices in the Third World Administration: A Case Study, Saudi Arabia. *The Scientific Journal of King Faisal University*, 2(1), pp. 117-172.
- Al-Bisher, S., 2003. *The Assessment of Training Programs at SABIC Company and Their Effect on the Employees` Performance*, Master Thesis, s.l.: Al-Albeit University.
- Al-Faleh, M., 1987. Cultural Influences on Arab Management Development: A Case Study of Jordan.. *Journal of Management Development*, 6(3), pp. 9-33.

- Alhmali, R., 2007. *Student attitudes in the context of the curriculum in Libyan education in middle and high schools*. s.l.:University of Glasgow - Unpublished PhD thesis.
- Ali, A., 1995. Cultural Discontinuity and Arab Management Thought. *International Studies of Management and Organizations*, 5(3), pp. 7-30.
- Al-Mughairi, A. M., 2018. *The evaluation of training and development of employees : the case of a national oil and gas industry*. s.l.:Brunel University London - Unpublished PhD thesis.
- Altarawneh, I. I., 2005. *Training and Development Effectiveness: Practices, Roles and Impacts on Performance in Jordanian Banking Organisations*. s.l.:Business School, University of Huddersfield - Unpublished PhD thesis.
- Amos-Wilson, P., 1996. Management training in UK NGOs: a small survey. *Journal of European Industrial Training*, 20(1), pp. 15-19.
- Anderson, A. H., 1993. *Successful Training Practice: A Manager Guide to Personnel Development*. s.l.:Blackwell Business.
- Anon., 2011. *Business insider*. [Online]
Available at: <http://www.businessinsider.com/libya-oil-exports-2011-2>
[Accessed 10 07 2017].
- Anon., 2012. *BBC News*. [Online]
Available at: www.bbc.co.uk/news/world-africa-19587068
[Accessed 25 Jul. 2013].
- Anon., 2013. *Libyan Ministry of Education*. [Online]
Available at: www.edu.gov.ly/3487
[Accessed 10 Aug. 2013].
- Anthony, W., Perrewe, P. & Kacmar, . K., 1996. Strategic human resource management. *Human Resource Management*, 47(1), pp. 15-62.
- Armstrong, M., 1999. *A handbook of human resource management practice*. 7th ed. London: Kogan Page.
- Armstrong, M., 1999. *A handbook of human resource management practice*. 7th ed. London: Kogan Page.
- Armstrong, M., 2006. *A Handbook of Human Resource Management Practice*. 10th ed. London: Kogan Page.
- Armstrong, M. A., 2003. *Handbook of human resource management practices*. 9th ed. London: KOGAN Page Ltd.
- Armstrong, M. & Taylor, S., 2014. *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London: KoganPage.
- Aswathappa, K., 2005. *Human Resource and Personnel Management:Text and Cases*. 4th ed. New Delhi: McGraw-Hill.
- Atiyyah, H., 1993. Management Development in Arab Countries: The Challenges of the 1990s. *Journal of Management Development*, 12(1), pp. 3-12.
- Atoki, A., 2013. *An Investigation of Training Needs Assessment Processes in a Libyan Organisational Context: Case Study of the Libyan General Electricity Company*. s.l.:University of Gloucestershire - Unpublished PhD thesis.
- Atoki, A., 2013. *An Investigation of Training Needs Assessment Processes in a Libyan Organisational Context: Case Study of the Libyan General Electricity Company*. s.l.:University of Gloucestershire - Unpublished PhD thesis.
- Attwood, M., 1989. *Personnel management*. 2ed ed. London: Macmillan.

- Balderson, S., 2005. *Strategy and Human Resource Development" in Human resource development: Learning and training for individuals and organizations*. 2ed ed. London: Kogan Page.
- Barnett, A., Yandle, B. & Naufal, G., 2013. Regulation, trust, and cronyism in Middle Eastern societies: The simple economics of "wasta". *Journal of Socio- Economics*, Volume 44, pp. 41-46.
- Barratt, H., 2009. *Healthknowledge, Methods of sampling from a population*. [Online]
Available at: <https://www.healthknowledge.org.uk/public-health-textbook/research-methods/1a-epidemiology/methods-of-sampling-population>
[Accessed 11 5 2017].
- BBC News, 2013. *BBC News*. [Online]
Available at: www.bbc.co.uk/news/world-africa-23524134
[Accessed 31 Jul. 2013].
- BBC, 2012. *BBC News*. [Online]
Available at: www.bbc.co.uk/news/world-middle-east-17841672
[Accessed 25 Jul. 2013].
- BBCNews, 2013. *BBC News*. [Online]
Available at: www.bbc.co.uk/news/world-africa-23524134
[Accessed 31 Jul. 2013].
- Beckford, J., 1998. *QUALITY A Critical Introduction*. London & New York: Taylor & Francis e-Library-2001.
- Beckford, J., 2010. *QUALITY A Critical Introduction*. 3ed ed. London & New York: Taylor & Francis .
- Beckford, J., 2016. *Quality: a critical introduction*. 4th ed. London and New York: Routledge.
- Belhaj, F., 2000. *Training Practices In Yemeni Banks, Master Thesis*, s.l.: Yarmouk University.
- Bennett, R. & Leduchowicz, T., 2007. What makes for an effective trainer?. *Journal of European Industrial Training*, 7(2), pp. 3-46.
- Bhatti, M., Battour, M., Sundram , V. & Othman, 2013. "Transfer of training: Does it truly happen?" An examination of support, instrumentality, retention and learner readiness on the transfer motivation and transfer of training.. *European Journal of Training and Development*, 37(3), pp. 273 - 297.
- Biltayib, . M., 2006. *Oil production in Libya using an ISO14001 environmental management system*. Freiberg: Department of Geo-Engineering and Mining, University of Bergakademie Freiberg - Unpublished PhD thesis.
- Bimpitsos, C. & Petridou, E., 2012. A Trans disciplinary approach to training: preliminary research findings based on a case analysis. *European Journal of Training and Development*, 36(9), pp. 911 - 929.
- Bowman, J. & Wilson, J. P., 2008. Different roles, different perspectives: perceptions about the purpose of training needs analysis. *Industrial and Commercial Training*, 40(1), pp. 38-41.
- Branine, M. & Pollard, D., 2010. Human Resource Management with Islamic Management Principles. *Personnel Review*, 39(6), pp. 712-727.
- Braun, G. & Jones, A. M., 2013. *Libya – Building the Future with Youth: Challenges for Education and Employability*, Eschborn, Tripoli: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.
- Brewer, E. W., 1997. *13 Proven ways to get your message across: The essential reference for teachers, trainers, present, and speakers"*.. Oaks: Corwin press, Inc.
- Brown, J., 2002. Training needs assessment: A must for developing an effective training program. *Public Personnel Management*, 31(4), pp. 569-578.

- Bryman, A., 2012. *Social Research Methods*. 4th ed. Oxford: Oxford University Press.
- Bryman, A. & Bell, E., 2007. *Business Research Methods*. 2ed ed. New York: Oxford University Press Inc..
- Bu Qefel, M., 1998. *Enhancing the Training Process in the Public Sector of The United Arab Emirates with Special Reference to Training Needs Assessment, Objective Development, Trainees Selection and Evaluation*. s.l.:University of Glasgow - Unpublished PhD thesis.
- Budhwar, P. & Mellahi, K., 2007. Introduction: Human Resource Management in the Middle East. *International journal of Human Resource Management*, 18(1), pp. 2-10.
- Businessinsider, 2011. *Business insider*. [Online]
Available at: <http://www.businessinsider.com/libya-oil-exports-2011-2>
[Accessed 10 07 2017].
- Casico, W. F., 1992. *Management human resources*. 3rd ed. New York: McGraw-Hill Inc..
- Charney, C. & Conway, K., 2005. *The trainers tool kit*, USA: American Management Association,AMACOM.
- Christie, L. G., 1983. *Human resources: A hidden profit centre*. New Jersey: Prentice-Hall, Englewood Cliffs.
- Cohen , D. & Crabtree , B., 2006. *Qualitative Research Guidelines Project*. [Online]
Available at: <http://www.qualres.org/HomeSemi-3629.html>
[Accessed 20 Sep 2017].
- Cole, G. A., 1993. *Management Theory and Practice*. London: DP Publications Ltd.
- Collis, J. & Hussey, R., 2014. *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*. 4th ed. Hampshire: Palgrave MacMillan.
- Conference, G. P., 2013. *Governmental Press Conference*. Tripoli: s.n.
- Coomber, S., 2013. *ILM*. [Online]
Available at: <https://www.i-l-m.com/Insight/Inspire/2013/April/measuring-training-impact>
[Accessed 2015].
- Cooper, M., 1994. Evaluating professional training. *Training and Development*, Volume 10, pp. 26-31.
- Coussey, M. & Jackson, H., 1991. *Making equal opportunities work*. London: Longman group UK Ltd.
- Crane, K., Christopher , S. C. & Peter, M., 2012. *Libya's Post-Qaddafi Transition*. s.l.:RAND Corporation,, ProQuest Ebook Central.
- Cray, H., 2014. *How to make an original contribution to knowledge*. [Online]
Available at: <http://www.universityaffairs.ca/career-advice/career-advice-article/how-to-make-an-original-contribution-to-knowledge/>
[Accessed 11 05 2017].
- Creswell, J. W., 2011. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los angeles: SAGE.
- Creswell, J. W., 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los angeles: SAGE.
- De Cenzo , D. A. & Robbins, P., 1996. *Human Resource Management: Concepts and Practice*. 5th ed. New York: John Wiley & Sons.
- DeCenzo, D. A. & Robbins, S. P., 2002. *Human resource management, 7th ed.*. New York: John Wiley and Sons, Inc..

- Diamantidis, A. D. & Chatzoglou, P. D., 2012. Evaluation of formal training programmes in Greek organisations. *European Journal of Training and Development*, 36(9), pp. 888-910.
- Draper, N. R. & Smith, H., 1998. *Applied Regression Analysis*. 3 ed. New York: Wiley.
- Durra, A. B., 1991. Assessment of training needs within the context of administrative reform in Jordan. *International Journal of Public Sector Management*, 4(4), pp. 45-57.
- Elbadri, A. A., 2001. Training Practices of Polish Companies: An Appraisal and Agenda for Improvement. *Journal of European Industrial Training*, 25(2), p. 69 –79.
- Elfazani, F. M., 2011. *An Investigation of Training and Development Programmes in Libyan Banking Organisations: A Case Study Approach*. s.l.:University of Gloucestershire - Unpublished PhD thesis.
- Elferjani, M., 2015. *DEVELOPMENT OF TRAINING PROGRAMMES PROVIDED FOR ACADEMIC STAFF OF LIBYAN UNIVERSITIES*. s.l.:School of the Built Environment, College of Science and Technology, University of Salford - Unpublished PhD thesis.
- Ensour, W. A., 2013. *The Conceptualization and Practice of Training and Development: Comparison between Public, Privatized and Private Companies in the Jordanian Electricity Sector*. s.l.:University of Hull - Unpublished PhD thesis.
- Ensour, W. A. R., 2013. *The Conceptualization and Practice of Training and Development: Comparison between Public, Privatized and Private Companies in the Jordanian Electricity Sector*. s.l.:the University of Hull - Unpublished PhD thesis.
- Erasmus, B., Schenk, H., Swanepoel, B. & Van, . D., 2000. *Human Resource Management Theory and Practice*. 2ed ed. Cape Town: Juta.
- Erfmeyer, R. C., Russ, K. R. & Hair Jr, J. F., 1991. Needs assessment and evaluation in sales-training programs. *The Journal of Personal Selling and Sales Management*, 11(1), pp. 17-31.
- Fairfield, S. & James, W., 1987. A Strategic Process Model for Small Business Training and Development. 25(1), pp. 11-18.
- Ferdous, T. & Razzak, B. M., 2012. Importance of Training Needs Assessment in the Banking Sector of Bangladesh: A Case Study on National Bank Limited. *International Journal of Business and Management*, 7(10), pp. 63-73.
- Fielden, S., 2005. *Literature review: coaching effectiveness – a summary*, London: NHS Leadership Centre.
- Forster, N., 2000. Expatriates and the impact of cross-cultural training. *Human resource management journal*, 10(3), pp. 63-78.
- Fouche, M., 2006. *"The role of taxonomies in knowledge management"*. Master thesis ed. s.l.:University of south africa.
- Garavan, T. N., Costine, P. & Hearty, N., 1995. *Training and development in Ireland: Context, policy and practice*. Dublin: Oak Tree press.
- Ghufli, A. H., 2014. *Training needs analysis: an empirical study of the abu dhabi police*. s.l.:Brunel Business School, Brunel University London - Unpublished PhD thesis.
- Gideon, L., 2012. *Handbook of Survey Methodology for the Social Sciences*. 1st ed. New York: Springer.
- Gold, J. et al., 2013. *Human Resource Development: Theory and Practice*. 2ed ed. Hampshire: Palgrave Macmillan.
- Goldstein, I. L., 1980. Training in work organizations. *Annual Review of Psychology*, 31(1), pp. 229-272.

- Goldstein, I. L. & Ford, J. K., 2002. *Training in organizations : needs assessment, development, and evaluation*. 4th ed. Belmont: Wadsworth.
- Gough, C., 2013. *Britishcouncil.org*. [Online]
Available at: blog.britishcouncil.org/2013/05/30/libya-scholarship-programme
[Accessed 28 Jul. 2013].
- Graisa, M. M., 2011. *An Investigation into the Need and Implementation of Total Productive Maintenance (TPM) in Libyan Cement Industry*. s.l.:Nottingham Trent University - Unpublished PhD thesis.
- Griggs, V. et al., 2010. *The Identification of Training Needs, Human Resource Development: Theory and Practice*. s.l.:Palgrave Macmillan.
- GTZ, 2009. *STUDY ON THE TRANSFER OF LIBYA'S HIGHER VOCATIONAL PROFESSIONS CENTRES TO REGIONAL CENTRES FOR PROFESSIONAL COMPETENCIES (Final Version)*, Tripoli: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ International Services).
- Gumuchian, M.-L. & Shennib, G., 2013. *Reuters*. [Online]
Available at: www.reuters.com/article/2013/04/23/us-libya-attack-idUSBRE93M05320130423
[Accessed 25 Jul. 2013].
- Hackett , P., 2004. *Introduction to Training*. London: The Chartered Institute of Development, CIPD House.
- Hackett, P., 1997. *Introduction to Training, London: CIPD..* London: CIPD.
- Hall, R., 2016. *GlobalPost*. [Online]
Available at: <https://www.pri.org/stories/2016-03-31/libya-now-has-three-governments-none-which-can-actually-govern>
[Accessed 2 May 2017].
- Hammoud, J., 2011. Consultative Authority Decision Making: On the Development and Characterization of Arab Corporate Culture. *International Journal of Business and Social Science*, 2(9), pp. 141-148.
- Hansen, C. & Lee, Y., 2009. *The Cultural Context of Human Resource Development*. UK: Palgrave Macmillan.
- Harrison, R., 2000. *Employee Development*. 2ed ed. London: Institute of Personnel and Development.
- Hokoma, R. A., Khan, M. K. & Hussan, K., 2007. Investigation into the implementation stages of manufacturing and quality techniques and philosophics within the Libyan elements industry. *Journal of Manufacturing Technology Management*, 19(7), pp. 893- 907.
- Holton, E. F., Bates, R. A. & Naquin, S. S., 2000. Large-Scale Performance-Driven Training Needs Assessment: A Case Study. *Public personnel management*, 29(2), pp. 249-267.
- ILO, 2012. *Country Brief - Libya*. [Online]
Available at: www.ilo.org/addisababa/information-resources/news/WCMS_177332
[Accessed 22 Jul. 2013].
- IMVT, 2012. *Job Seekers Report (unpublished report)*, Libya: Institution of Manpower and Vocational Training.
- Jamal Al-Barag, 2011. *Interview with the Libyan ambassador in Berlin*. [Online]
Available at: www.spiegel.de/politik/ausland/libyens-gesandter-in-berlin-ich-bin-nicht-mehr-gaddafis-botschafter-a-763718.html
[Accessed 28 Jul. 2013].
- Jamil, R., 2006. *Training Needs Analysis (TNA) Practices: A Survey of the top 1000 Companies in Malaysia*. Malaysia: University of Technology - Unpublished PhD thesis.

- Jamil, R., 2006. *Training Needs Analysis (TNA) Practices: A Survey of the top 1000 Companies in Malaysia*. Johor-Malaysia: University Technology - Unpublished PhD thesis.
- Jamil, R. & Som, H., 2007. Training Needs Analysis: Practices of Top Companies in Malaysia. *International Review of Business Research Papers*, 3(3), pp. 162-175.
- Jeff, G. et al., 2013. *Human Resource Development: Theory and Practice*. 2ed ed. Hampshire: Palgrave Macmillan.
- Joanne Finnamore-Crokin, 2006. *Education and Training secotre in Libya*. Tripoli: UK Embassy.
- John, R., 2009. Libya, s oil and gas industry: Blending old and new. *Journal of North African Studies*, 12(2), pp. 203-218.
- Judith, B., 2002. Training needs assessment: A must for developing an effective training program. *Public Personal Management*, 31(4), pp. 569-578.
- Kaplan, M., 2016. *International business times*. [Online]
Available at: <http://www.ibtimes.com/libyas-fast-shrinking-economy-oil-industry-decimated-after-years-conflict-68b-lost-2277973>
[Accessed 15 April 2016].
- Kauffeld, S. & Willenbrock, N. L., 2010. Sales training: effect of spaced practice on training transfer. *Journal of European Industrial Training*, 34(1), pp. 23-37.
- Kenney, J. & Reid, M., 1986. *Training interventions*. 2nd ed ed. London: Institute of personnel management.
- Kirkpatrick, D. & Kirkpatrick, J., 2006. *Evaluating Training Programs: The Four Levels, 3rd ed.*. San Francisco: Berrett-Koehler Publishers, Inc..
- Kirkpatrick, D. L., 1994. Supervisory and management development: Update from an expert. *Training and development journal*, 25 August, pp. 59-62.
- Krejcie, R. V. & Morgan, . D. W., 1970. Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 1 September, 30(3), pp. 607-610.
- Laird, D., Naquin, S. S. & Elwood, H. F., 2003. *Approaches To Training And Development*. 3ed ed. New york: Basic Books.
- Landy, F. J. & Conte, J. M., 2010. *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 3ed ed. Hoboken: NJ: John Wiley & Sons..
- Letts, Q., 2012. *Daily Mail Online*. [Online]
Available at: www.dailymail.co.uk/debate/article-2206840/Our-boys-teach-Libya-art-war-waffle.html
[Accessed 1 Aug. 2013].
- Libyan Ministry of Education, 2013. *Libyan Ministry of Education*. [Online]
Available at: www.edu.gov.ly/3487
[Accessed 10 Aug 2013].
- Lingham, T., Richley, B. & Rezania, D., 2006. An evaluation system for training programmes: A case study using a four-phase approach. *Career Development International*, 11(4), pp. 334-351.
- Loewe, M., Blume, J., Schönleber, V. & Seibert, S., 2007. *The impact of favouritism on the business climate: a study on wasta in Jordan*, s.l.: The German Development Institute.
- Martin, J., 2008. *Human Resources Management*. s.l.:SAGE Publications.
- Martin, J., 2010. *Key Concepts in Human Resource Management*. London: SAGE Publications Ltd.

- Mathews, B. P. et al., 2001. Quality Training: Needs and Evaluation-findings from a European Survey. *Total Quality Management & Business Excellence*, 12(4), p. 483– 490.
- Maxwell, J., 1992. Understanding and Validity in Qualitative Research. *Harvard Educational Review Journal*, 62(3), pp. 279-300.
- McEvoy, M. & Buller, F., 1990. Five uneasy pieces in the training evaluation puzzle. *Training and Development Journal*, 44(8), pp. 39-42.
- McGehee, W. & Thayer, P. W., 1961. *Training in Business and Industry*. New York: John Wiley & Sons, Inc..
- McMahon, A. & Carter, A., 1990. *The great training robbery*. New York: The Falmer Press.
- Metcalfe, B., 2007. Gender and Human Resource Management in the Middle East. *International Journal of Human Resource Management*, 18(1), p. 54–74.
- Miller, J. A. & Osinski, D. M., 2002. *Training needs assessment*, USA: White Paper edn, Society For Human Resource Management (SHRM).
- Molander, C., 1996. *Human resources at work*. Lund: Chartwell-Bratt.
- Moore, M. L. & Dutton, P., 1978. Training needs analysis: Review and critique. *Academy of Management Review*, 3(3), pp. 532-545.
- Morse, S. W., 1985. *Employee Educational Programs: Implications for Industry and Higher Education*. s.l.:ASHE-ERIC Higher Education Research Report No. 7..
- Murrell, K., 1984. Training and Development for Developing Countries. *Journal of European Industrial Training*, 8(4), pp. 25-32.
- National Libyan Chanel, 2013. *National Libyan TV Online*. [Online] Available at: www.ltv.ly/article_details.php?article_id=1825 [Accessed 1 Aug. 2013].
- Ndunaka, C. C., 2018. *Strategic choices on skill deficiencies in the oil and gas industry : evidence from an emerging economy*. s.l.:University of Aberdeen - Unpublished PhD thesis.
- NOC, 2018. *National Oil Corporation*. [Online] Available at: <http://noc.ly/index.php/en/about-us-2> [Accessed 7 3 2018].
- NOC, 2018. *National Oil Corporation*. [Online] Available at: http://noc.ly/index.php/ar/new-2/3320-الشرکات_نشاط_على_السلبية_بآثاره_يلقى_الميزانيات_صرف_تأخر-النفطية [Accessed 17 Jun 2018].
- Noe, R., 2010. *Employee Training and Development*. 5th ed. New York: McGraw-Hill.
- Oakland, J., 2011. Leadership and policy deployment: the backbone of TQM. *Total Quality Management & Business Excellence*, May, 22(5), p. 517–534.
- Oakland, J., 2011. Leadership and policy deployment: the backbone of TQM. *Total Quality Management*, May, 22(5), p. 517–534.
- Oakland, J. S., 1993. *Total quality management, 2nd ed.*. Oxford: Butterworth-Heinemann.
- Oakland, J. S., 2004. *Total quality management*. Oxford: Elsevier Butterworth-Heinemann.

- Oakland, J. S., 2014. *Total Quality Management and Operational Excellence : Text with Cases*. 4 ed. London: Taylor and Francis.
- Oakland, J. S., 2014. *Total Quality Management and Operational Excellence : Text with Cases*. 4 ed. London: Taylor and Francis.
- Odiorne, G. S. & Rummler, G. A., 1988. *Training and development: a guide for professionals*. Chicago: Commerce Clearing House, Inc..
- O'Driscoll, M. P. & Taylor, P. J., 1992. Congruence between theory and practice in management training needs analysis. *International Journal of Human Resource Management*, 3(3), pp. 593-603.
- Okland, J. S., 2012. *Oakland on Quality Management*. 3rd ed. London: Routledge.
- Overman, S., 1994. Games people play. *HR magazine*, 39(5), pp. 61-62.
- Pallavi P. Kulkarni, 2013. A LITERATURE REVIEW ON TRAINING & DEVELOPMENT AND QUALITY OF WORK LIFE. *JournalofArts,Science&Commerce*, April.
- Pepper, A. D., 1984. *Managing the training and development function*. Hants: Grower publishing Co. Ltd.
- Pettinger, R., 2002. *Mastering Employee Development*. England: Palgrave.
- Phellas, C. N., Bloch, A. & Seale, C., 2011. *STRUCTURED METHODS: INTERVIEWS, QUESTIONNAIRES AND OBSERVATION*. [Online]
Available at: http://www.sagepub.com/upm-data/47370_Seale_Chapter_11.pdf
[Accessed 5 4 2014].
- Phillips, J. J., 1977. *Handbook of training evaluation and measurement methods*. 3ed ed. Houston: Gulf Publishing Company.
- Poon, J. & Rozhan, O., 2000. Management training and development practices of Malaysian organizations. *Malaysian Management Review*, 35(2), pp. 77-85.
- Pruetipibultham, O., 2012. Developing Human Resource Development Interventions to Aid Expatriates' Cultural Adaptation: Insights to the Javanese Culture. *Human Resource Development International*, 15(1), pp. 109-117.
- Quryna, 2012. *Quryna News*. [Online]
Available at: www.qurynanew.com/39773
[Accessed 31 Jul. 2013].
- Radwan, A., 2014. *An Investigation into the Approaches to the Evaluation of Training in Libyan Iron and Steel Company (LISCO)*. s.l.:Faculty of Business, Education & Professional Studies, University of Gloucestershire - Unpublished PhD thesis.
- Reid, M. A., Barrington, H. A. & Brow, M., 2004. *Human Resource Development: Beyond Training Interventions*. 7th ed. London: CIPD.
- Ridoutt, L., Dutneall, R., Hummel, K. & Sel, C., 2002. *Factors influencing the implementation of training and learning in the workplace*, Leabrook: NCVER.
- Robinson, K. R., 1985. *A handbook of training management*. 2nd ed. London: Kogan page.
- Rodič, B., Vukovič, G., Završnik, B. & Miglič, G., 2012. Issues in Introducing Training Needs analysis in Slovenia's Public Administration. *Transylvanian Review of Administrative Sciences*, Volume 37, pp. 155-171.
- Rossi, H., Freeman, E. & Wright, R., 1979. *Evaluation: A systematic approach*. Beverly Hills: SAGE.

- Saks, A. M. & Haccoun, R. R., 2010. *Managing performance through training and development, 5th ed.* s.l.:Nelson Education Ltd..
- Sapsford, R., 2006. *The SAGE Dictionary of Social Research Methods*. [Online]
Available at: <http://srmo.sagepub.com/view/the-sage-dictionary-of-social-research-methods/n118.xml>
[Accessed 22 April 2014].
- Saunders, M., Lewis, P. & Thornhill, A., 2003. *Research Methods for Business Students*. 3ed ed. London: Financial Times Prentice Hall.
- Saunders, M., Lewis, P. & Thornhill, A., 2012. *Research Methods for Business Students*. s.l.:Pearson Education.
- Schensul, S. L., 1999. *Essential ethnographic methods : observations, interviews, and questionnaires*. 1st ed. Walnut Creek.Lanham.Oxford: AltaMira Press.
- Schraeder, M., 2009. Leveraging potential benefits of augmentation in employee training. *Industrial and Commercial Training*, 41(3), pp. 133-138.
- Sekaran, U., 2003. *Research Methods for Business: A Skill Building Approach*. 4th ed. New York: Prentice Hall.
- SGS, 2014. *TRAINING COURSES AND SEMINARS*. [Online]
Available at: <http://www.sgs.ch/en/Training-Courses-Seminars/Industry-Specific-Training/Oil-and-Gas.aspx>
[Accessed 29 9 2014].
- Shah, H. & Gopal, R., 2012. Training needs analysis for bus depot managers at (GSRTC). *European Journal of Training and Develop*, 36(5), pp. 527- 543.
- Sherazi, S. K., Ahmed, I., Iqbal, M. Z. & Umar, M., 2011. Training needs assessment practices in corporate sector of Pakistan. *African Journal of Business Management*, 5(28), pp. 11435-11441.
- Shibani, M. A., 2016. *An Investigation Into Training Needs Analysis For Technical Staff Within Libyan Industrial Companies*. s.l.:Nottingham Trent University - Unpublished PhD thesis.
- Stanley, T. L., 2002. Good training programs don't just happen, *Super Vision*,. 63(6), pp. 8-10.
- Steensma, H. & Groeneveld, K., 2010. Evaluating a training using the "four levels model". *Journal of Workplace Learning*, 22(5), pp. 319-331.
- Storr, L. & Hurst, K., 2001. Developing a quality assurance framework for In Service Training and Development. *Quality Assurance in Education*, 9(3), pp. 132-138.
- Tayeb, M., 1997. Islamic Revival in Asia and Human Resource Management. *Employee Relations*, p. 352–64.
- Taylor, D. S., 1996. *Training and development people*. Kent: Chartwell-Bratt.
- Training Services Agency and Great Britain. Department of Employment, 1981. *Glossary of Training Terms*. 3rd ed. London: Training Services, Manpower Services Commission: : H.M.S.O.
- UNESCO, 1978. *Terminology of technical and vocational education"*.. Ibedata ed. Paris: UNESCO.
- Valliant, R., Dever, J. A. & Kreuter, F., 2013. *Practical Tools for Designing and Weighting Survey Samples*. New Yourk: Springer.
- Van Eerde, W., Tang, K. C. & Talbot, G., 2008. The mediating role of training utility in the relationship between training needs assessment and organizational effectiveness. *International Journal of Human Resource Management*, 19(1), pp. 63-73.
- Wexley, K. N. & Latham, G. P., 1991. *Development and training human resource in organisation*. 2ed ed. New York: Harper Collins Publishers Inc.

- Wilkins, S., 2001. International briefing 9: training and development in the United Arab Emirates. *International Journal of Training and Development*, 5(2), pp. 153-165.
- Yaghi, M. A., 2008. *Jordanian training institutions: diagnosing problems and suggestions for solutions*. Amman, Amman: University of Jordan.
- Yiu, L. & Saner, R., 2005. *Advocacy Guide For Decent Work and PRSP*". Geneva: International Labour Organisation.
- Zaptia, S., 2013. *Libya Herald*. [Online]
Available at: www.libyaherald.com/2013/04/25/gnc-approves-ld-10-billion-for-30000-to-train-and-study-abroad/
[Accessed 29 Jul. 2013].
- Zhang, Y. & Albrecht, C., 2010. The Role of Cultural Values on a Firm's Strategic Human Resource Management Development: A Comparative Case Study of Spanish Firms in China. *The International Journal of Human Resource Management*, 21(11), p. 1911–1930.
- Zubi, R., 1994. *Training Theories and Practices and their Applications in the Libyan Oil Industry*. s.l.:The University of Hul - Unpublished PhD thesis.

Appendix A: Interview Form

Semi-structured Interview Schedule for Senior Executives/Manager /Trainers (English Version and Arabic Version)

Cover Letter

Dear Interviewee,

I am a PhD student currently enrolled at Nottingham Trent University in Nottingham, UK. I would like to invite you to participate in a research study related to training and development system.

My research title is The development of a framework to be used in the training and development system in Libya's oil industry. The purpose of the research is to analyse the effectiveness and efficiency of training staff in the Libyan oil industry, leading to the development of a framework and a new process for the selection of appropriate training programs.

In this interview I would collect data on the training cycle including: training needs analysis (identify training), planning of training, running of training, and evaluating of the training that has been done. I want to stress that your participation in this research project is completely voluntary. You may decline altogether, or do not answer any questions you don't wish to answer. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key, and reported only as a collective combined total. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer the questions in our interview as best you can. Finally, if you have any questions about this project, feel free to contact the undersigned researcher.

Thank you for your assistance in this important endeavour.

Sincerely yours,

The researcher

Khaled Elakouri

School of Architecture, Design and the Built Environment

Nottingham Trent University

Tell: +12267000668

Email: k_akouri@yahoo.com

Web: <https://www.ntu.ac.uk>

Interview Form

Company name:

Case number:

Section A: Demographic Data

[The purpose of this section is to obtain general information related to you as a participant in this research.]

Position hold

Length of service in the company

Length of service in current position

Educational Qualification

Age

Gender

Section B: General information

Q.1. Can you tell me about the training that is provided for employees in the company?

Q.2. 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?

Q.3. What benefits does the company receive from the training conducted?

Section C: Current Practices of Training Needs Analysis (TNA)

Q.4. Who is responsible for conducting TNA?

Q.5. Is there strategy for personal development for each employee?

Q.6. Do you have training needs analysis strategy in place?

If yes, what is it? What is the procedure?

If no, how do you know that your employees need specific skills or not?

Q.7. How do you nominate the trainees for your programme?

Q.8. How you ensure that employees are aware of what the course is about before they attend?

Q.9. Do you meet the candidates for the programme before they start?

Prompt: if yes, why you meet them?

Q.10. Does your organization assess its training needs on a regular basis? If yes, are there specific indicators to measure the performance of the employees?

Section D: Planning of training

Q.11. 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?

Q.12. In case of retirement, how that experience from the old generation could be transferred to the new generation or new employees?

Q.13. How do you decide on training? What courses needed? For how long?

Q.14. In cases where the firm is seeking a tailored training programme, how do you decide which training provider is best to achieve the firm's aims and satisfy its needs?

Q.15. How do you think the courses that are offered contribute to organizational strategy as a whole?

Section E: Running of training and budget allocated

Q.16. What procedures are used to conduct training programme?

Q.17. Is there quality manual writing for training in your organisation?

Q.18. In scale 1-5 what is your own evaluation of the present training methods used by your organization?

- a. Poor ()
- b. Very poor ()
- c. Good ()
- d. Very good ()
- e. Excellent ()

Q.19. 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?

Q.20. Is that budget sufficient to achieve training and development objectives and plans?

Q.21. How would you evaluate the budget assigned for T&D in terms of sufficiency?

- a. Very insufficiency ()
- b. Insufficiency ()
- c. Average ()
- d. Sufficient ()
- e. Very sufficient ()

Q.22. How does this year's budget compare with last year's?

Section F: Evaluating the training that has been done

Q.23. How do you know whether your training programs meet their objectives?

Q.24. How do you measure the effectiveness of the training programmes on the trainees?

Q.25. Could you please explain what does the phrase ‘training evaluation’ mean to you?

Q.26. Can you tell me what reporting is done after each programme?

Prompt: What does this report contain?

Prompt: Who receives such reports?

Q.27. which methods are used most frequently to evaluate the effectiveness of your training programs?

Q.28. Based on your experience, what are the most critical factors affecting the quality of the training programmes and development?

Q.29. Do the trainees complete a reaction form at the end of the training programs?

Q.30. Do you measure the learning levels of trainees at the end of each program? How?

Q.31. Is there any sort of follow-up monitoring processes for trainees who have completed their training programs, once they are back at their work?

Q.32. What are the difficulties that you face in evaluating your courses?

Q.33. In overall, in scale 1-5, how would you evaluate the quality of training programs provided for the company's staff?

- a. Very low quality ()
- b. Low quality ()
- c. Average ()
- d. High quality ()
- e. Very high quality ()

Q.34. Do you have any further comments, suggestions or views relating to the identification of trainees' training needs analysis or the whole training system?

Thank you very much, for your valuable time.

رسالة تمهيد

عزيزي الضيف،

أنا طالب دكتوراه مسجل حاليا في جامعة نوتنغهام ترنت في مدينة نوتنغهام بالمملكة المتحدة. وأود أن أدعوك للمشاركة في دراسة بحثية تتعلق بتحليل الاحتياجات التدريبية.

عنوان بحثي هو: تطوير إطار نموذجي لاستخدامه في اداره نظام التدريب والتطوير في صناعة النفط في ليبيا. الغرض من هذا البحث هو تحليل فعالية وكفاءة تدريب العاملين في صناعة النفط الليبية، مما يؤدي إلى تطوير عملية جديدة لاختيار البرامج التدريبية المناسبة.

في هذه المقابلة أود أن جمع البيانات على دورة تدريبية بما في ذلك: تحليل الاحتياجات التدريبية (تحديد التدريب)، والتخطيط للتدريب، وإدارة شؤون التدريب، وتقييم التدريب الذي تم القيام به. أريد أن أؤكد على أن مشاركتكم في هذا المشروع البحثي هو طوعي تماما. يمكنك الرفض تماما، أو عدم الرد على أية أسئلة قد لا ترغب في الإجابة عليها. ستبقى البيانات في هذا البحث تحت السرية التامة وغير محدد بهويتك الشخصية وسيشار إليها في سياق جماعي اثناء التحليل. لا أحد غير الباحث سوف يعرف الإجابات الفردية الخاصة بك على هذا المقابلة.

إذا وافقت على المشاركة في هذا المشروع، الرجاء الإجابة على الأسئلة التي سألقها عليك في المقابلة التي سنجرها بأفضل ما يمكنك. وأخيرا، إذا كان لديك أي أسئلة حول هذا المشروع، لا تتردد في الاتصال بالباحث الموقع أدناه.

أشركم على مساعدتك

لك خالص التقدير واحترام،

الباحث

خالد العاكوري

كلية الهندسة المعمارية والتصميم والبيئة العمرانية

جامعة نوتنغهام ترنت

الباحث

خالد العاكوري

كلية الهندسة المعمارية والتصميم والبيئة العمرانية

جامعة نوتنغهام ترنت

هاتف: +12267000668

البريد الإلكتروني: k_akouri@yahoo.com

على شبكة الإنترنت: <https://www.ntu.ac.u>

نموذج مقابلة

اسم الشركة:

رقم الحالة:

معلومات عامة:

1- ما هي وظيفتك الحالية / عملك ومنذ متى وانت تم في هذه المنصب؟

2- ما هو أعلى مستوى من المؤهلات التعليمية لديك؟

3- هل يمكن أن تخبرني عن التدريب الذي يتم توفيره للموظفين؟

4- بشكل عام، في رأيك ما الذي تريد أن تحققه الشركة من خلال توفير هذا التدريب؟

5- ما هي الفوائد التي تتلقاها الشركة من البرامج التدريبية؟

تحليل احتياجات التدريب (تحديد التدريب):

6- هل هناك استراتيجية للتنمية والتطوير الشخصي لكل موظف؟

7- هل هناك استراتيجية لتحليل الاحتياجات التدريبية؟

إذا كانت الإجابة بنعم، ما هي؟ ما هو الإجراء؟

إذا لا، كيف يمكنك أن تعرف أن موظفك بحاجة إلى مهارات معينة أم لا؟

8- كيف يتم ترشيح المتدربين للبرنامج التدريبي؟

9- هل يتم التوضيح للمتدرب ما هي محتويات البرنامج قبل البدء فيه؟

10- هل يتم لقاء مع المرشحين للبرنامج قبل أن يبدأ؟ ولماذا يتم هذا اللقاء؟

11- هل تقيم مؤسستك التدريب الإداري واحتياجات التنمية على أساس منتظم؟ هل يوجد مقاييس محددة لقياس أداء الموظفين؟

إذا نعم ما هي؟

التخطيط للتدريب:

12- بالأخذ في الاعتبار البرامج التدريبية المقدمة هل يمكن أن تخبرني كيف يتم تصميم التدريب؟

هل هناك أهداف تدريبية محددة؟

هل هذه الأهداف دائما يتم إدراجها رسميا بأي شكل من الأشكال؟

13- في حالة التقاعد، كيف يمكن نقل هذه التجربة من الجيل القديم إلى الجيل الجديد أو الموظفين الجدد؟

- 14- كيف يمكنك أن تقرر على التدريب؟ ما الدورات المطلوبة؟ إلى متى؟
- 15- في الحالات التي تكون فيها الشركة تسعى للحصول على برنامج تدريب مصممة، كيف يمكنك أن تقرر أي مزود التدريب هو أفضل لتحقيق أهداف الشركة وتلبية احتياجاتها؟

16- هل تعتقد أن الدورات التي يتم تقديمها تساهم في الاستراتيجية التنظيمية للشركة ككل؟

تشغيل التدريب والميزانية المخصصة:

- 17- ما هي الإجراءات التي تستخدم لإجراء التدريب والتنمية؟
- 18- هل هناك دليل جودة الكتابة للتدريب في المؤسسة الخاصة بك؟
- 19- هل يمكنك إعطاء أمثلة على أساليب التدريب المستخدمة من قبل الشركة؟
- 20- في مقياس 1-5 ما هو تقييمك الخاص لأساليب التدريب الحالية المستخدمة من قبل مؤسستك؟

أ- غير فعاله ()

ب- غير فعاله جدا ()

ت- جيد ()

ث- جيد جدا ()

ج- ممتاز ()

- 21- هل لدى المؤسسة ميزانية مستقلة لبرامج التدريب والتنمية؟
- 22- هل الميزانية كافية لتحقيق أهداف وخطط التدريب والتطوير؟
- 23- كيف تقيمون الميزانية المخصصة للتدريب من حيث الاكتفاء؟

أ- عدم كافية جدا ()

ب- عدم كافية ()

ت- متوسطة ()

ث- كافية ()

ج- كافية جدا ()

- 24- كيف تقيم ميزانية هذا العام مقارنة مع العام الماضي او السنوات الماضية؟
- 25- كيف ينظر للمال والوقت المتعلق بالتدريب في الشركة؟ هل تشعه انه ينظر إليه كاستثمار؟ هل تشعر انه ينظر إليها على أنها تكلفة؟

تقييم التدريب الذي تم القيام به:

- 26- كيف يمكنك أن تعرف ما إذا كانت برامج التدريب تحقق أهدافها؟

- 27- كيف يمكن قياس فعالية البرامج التدريبية على المتدربين؟
- 28- هل يمكن أن تخبرني ما هي المعلومات حول المتدربين التي يتم تسجيلها بعد البرنامج التدريبي؟
- 29- أرجو أن تشرح ماذا تعني لك عبارة "تقييم التدريب" ؟
- 30- هل يمكن أن تخبرني ما هي التقارير التي تعد بعد كل برنامج؟ ماذا يحتوي هذا التقرير؟ من يتلقى هذه التقارير؟
- 31- ماهي الأساليب الأكثر استخداما لتقييم فعالية برامج التدريب لديكم؟
- 32- بناء على تجربتك، ما هي أهم العوامل التي تؤثر على جودة برامج التدريب والتنمية؟
- 33- هل يقوم المتدربين بملء استمارة في نهاية البرامج التدريبية؟
- 34- هل يتم قياس مستويات التعلم للمتدربين في نهاية كل برنامج؟ كيف؟
- 35- هل هناك أي نوع من عمليات الرصد لمتابعة المتدربين الذين أكملوا برامجهم التدريبية، بمجرد أن يعودوا الي عملهم؟
- 36- ما هي الصعوبات التي تواجهك في تقييم الدورات التدريبية؟
- 37- برايك كيف ينظر الي قسم التدريب من قبل الإدارة العليا؟
- 38- عموما، في مقياس 1-5، كيف تقيم جوده برامج التدريب المقدمة لموظفي الشركة؟

- أ- جودة منخفضة جدا ()
- ب- جودة منخفضة ()
- ت- متوسطة ()
- ث- جودة عالية ()
- ج- جودة عالية جدا ()

شكرا جزيلاً لك، لوقتكم الثمين.

Appendix B: Questionnaire

Questionnaire for all employees at the main three management levels (English Version and Arabic Version)

Cover Letter

Dear Participant,

I am a PhD student currently enrolled at Nottingham Trent University in Nottingham, UK. I would like to invite you to participate in a research study related to training needs analysis.

My research title is *The development of a framework to be used in the training and development system in Libya's oil industry*. The purpose of the research is to analyse the effectiveness and efficiency of training staff in the Libyan oil industry, leading to the development of a new process for the selection of appropriate training programs.

I want to stress that your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer or you think it is not related to your job. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. If additional space is required to answer any question, please use blank sheet, identify the question number and attach to the questionnaire.

Finally, if you have any questions about this project, feel free to contact the undersigned researcher.

Thank you for your assistance in this important endeavour.

Sincerely yours,

The researcher

Khaled Elakouri

School of Architecture, Design and the Built Environment

Nottingham Trent University

Tell: +12267000668

Email: k_akouri@yahoo.com

Web: <https://www.ntu.ac.uk>

Questionnaire

Case number:

Company name

Section 1: Demographic profile:

Q1. What is your present position / job title and how long have you been at this position?

Q2. Area of specialty

- a. Senior management ()
- b. Management ()
- c. Administration ()
- d. Engineering ()
- e. Technicians ()
- f. Others () (e.g. supporting activities: IT, cleaner, porter, security, receptionists, etc., please specify)

Q3. What are the main operations in your organization? And what are your daily duties?

Q4. What is your highest level of educational qualifications?

- a. High school or lower ()
- b. Diploma / technical college ()
- c. High National Diploma ()
- d. University Bachelor's degree ()
- e. Master's degree ()
- f. PhD Or equivalent ()

Others, please specify

Q5. Age

- a. 20-30 years ()

- b. 31-40 ()
- c. 41-50 ()
- d. 51-60 ()
- e. 61 years and older ()

Please specify (.....years)

Q6. How many years of work experience do you have in total? ()

Q7. How many years of work experience do you have in the field of training if applicable (.....years).

Q8. Is there a specific knowledge/skills that you need to improve your performance?

Yes () No ()

If yes please specify-----

Section 2: Previous training experience:

Q9. Have you been involved in training course before?

Yes () No ()

If yes, what type of training and how frequent?

How frequent? once () more than once () many times ()

Was it useful? Yes () No ()

Did it effect how you do your work? Yes () No ()

Did it give you job satisfaction? Yes () No ()

Where was the training? Local () Abroad ()

Where do you prefer the training to be? And why?

Please specify..... Local () National () Abroad ()

Were you asked about your feedback regarding the training? Yes () No ()

What areas do you think are critical for training?

- a. Technical ()
- b. Interpersonal skills ()
- c. Presentation skills ()
- d. Management skills ()
- e. Health and safety ()
- f. other specify ()

If No at Q9, is there a specific training courses you would need?

Yes () No ()

If yes, what are they?

Q10. Are you happy with your work/job within the company?

If yes, why?

If No, why?

Not sure ()

Q11. Are there any systems for recording who has received training?

Yes () No () not sure ()

if yes, what are they?

Section 3: Training and development system:

Management training and development strategic issues:

Q12. Do you have access to your organization objectives/strategy?

Yes () No () not sure ()

Q13. Do you have a clear human resource development strategy?

Yes () No () not sure ()

If yes does that strategy derive from, or relate an overall organization strategy?

Yes () No () not sure ()

*If no at Q13 what were the reasons

Planning of training and operational issues:

Q14. Do you have written down, formal training and development plans for your organization?

Yes () No () not sure ()

Q15. Do you have an informal training and development plan?

Yes () No () not sure ()

Q16. If yes, what is the duration of your training and development plan?

Half-year () 1- year () 2-3 years () 4-5years ()

5 years or more ()

Q17. Who determines the policies and plans on training and development?

- a. Top management ()
- b. Middle management ()
- c. Training and development unit / department ()
- d. Personnel / human resource ()
- e. Other ()

Q18. Does your organization receive any sort of assistance from external training consultants/providers during the preparation or implementation of your T&D plans / programs?

Yes () No ()

If yes, please tick any following training providers whose services have been frequently used by your organization in the past five years

- a. Private training center or consultancy firms ()
- b. Libyan Institute of MDPCC ()
- c. University's training center and community service ()
- d. Libyan National Institute of Management ()
- e. Other ()

f. Not sure ()

Q19. Does your organization offers its own in house training and development programs?

Yes () No () Not sure ()

Q20. Does your organization have its own human resources unit?

Yes () No ()

Q21. Are there sufficient professionally staff to fulfil the training needs of the organization?

Yes () No ()

Q22. How would you evaluate the budget (from your point view: facilities, recourses tec.) assigned for training and development in terms of sufficiency?

a. Very insufficiency ()

b. Insufficiency ()

c. Average ()

d. Sufficient ()

e. Very sufficient ()

f. Not sure ()

Section 4:

Training and development needs analysis:

Q23. Does your organization assess its management training and development needs on a regular basis?

Yes () No () Not sure ()

If no, please explain why not

Q24. Are your training and development needs assessed in relation to a specific management appraisal scheme?

Yes () No () Not sure ()

Q25. If yes, what approach(s) do you think usually used in conducting T&D needs assessment?

- a. Individual analysis ()
- b. Functional /departmental analysis ()
- c. Organizational analysis ()
- d. All listed ()
- e. Other ()

- In your opinion, what is the most appropriate method for identifying the training needs?

- How managers/superiors measure your performance?

- Which of the following motivates you for training;

To acquire new knowledge and skills for promotion ()

To get a certificate ()

To enhance the performance of my current job ()

To get to know new people in the course ()

Q26. Does your organization send or sponsor employees generally for professional management qualification? Yes () No () Not sure ()

If yes, please specify the degree (e.g. BA, MSC, MBA, MA.....)

What Methods of nomination for training and development do you think it is use?

- a. Decided by head of department ()
- b. The nomination by the director of administration ()
- c. Line supervisor ()
- d. Training department ()
- e. By reward ()
- f. Performance report ().

Were you recommended training in your last performance appraisal? Yes () No () not sure ()

Were you allowed to specify the area in which training preferred?

Section 5:

Effectiveness and evaluation of training and development programs:

Q27. What is your own evaluation of the present training methods used by your organization?

- a. Very poor ()
- b. Poor ()
- c. Good ()
- d. Very good ()
- e. Excellent ()

if your answer is poor or very poor, what do you think are the main reasons for that?

Q28. Do you think the effectiveness of the training and development programs conducted by your company, is systematically evaluated?

Yes () No () Not sure ()

If yes, to the best of your knowledge, which of the following methods are used most frequently?

- a. Completing a questionnaire at the end of the T&D program ()
- b. Testing the trainees (pre and post test) ()
- c. Consulting the training providers at the end of the course ()
- d. Asking the trainees to submit a report ()
- e. Interviewing the trainees ()
- f. Others ()

Q29. Would you consider the methods applied by your organization in appraising its training programs to be sufficient for effective training evaluation?

Yes () No ()

If no, Why?

Q30. Are there any sort of follow-up monitoring processes for trainees who have completed their training programs, once they are back at their work?

Yes () No ()

Q31. In overall, how would you evaluate the quality of T&D programs provided for the company's staff?

- a. Very low quality ()
- b. Low quality ()
- c. Average ()
- d. High quality ()
- e. Very high quality ()

Thank you very much for taking part in the study.

تقديم:

عزيزي المشارك،

أنا طالب دكتوراه مسجل حاليا في جامعة نوتنغهام ترنت في نوتنغهام، المملكة المتحدة. وأود أن أدعوكم للمشاركة في دراسة بحثية تتعلق بتحليل الاحتياجات التدريبية.

عنوان بحثي هو تطوير عملية مبسطة لاستخدامها في اختيار برامج التدريب والتطوير في صناعة النفط في ليبيا. والغرض من هذا البحث هو تحليل فعالية وكفاءة تدريب العاملين في صناعة النفط الليبية، مما يؤدي إلى تطوير عملية جديدة لاختيار البرامج التدريبية المناسبة.

أريد أن أؤكد على أن مشاركتكم في هذا المشروع البحثي هو طوعي تماما. يمكنك رفض تماما، أو ترك فارغا أي من الأسئلة التي لا ترغب في الإجابة عليها أو تظن انها ليست ذات علاقة بوظيفتك. ستبقى ردك سري ومجهول. ستبقى البيانات في هذا البحث تحت السرية التامة وغير محددة بهويتك الشخصية وسيشار اليها في سياق جماعي اثناء التحليل. لا أحد غير الباحث سوف يعرف الإجابات الفردية الخاصة بك على هذا الاستبيان.

إذا وافقت على المشاركة في هذا المشروع، الرجاء الإجابة على الأسئلة في الاستبيان بأفضل ما يمكنك. إذا كان مطلوباً مساحة إضافية للإجابة على أي سؤال، يرجى استخدام ورقة فارغة، وتحديد رقم السؤال وإرفاقها الاستبيان.

وأخيراً، إذا كان لديك أي أسئلة حول هذا المشروع، لا تتردد في الاتصال بالباحث الموقع أدناه.

أشكركم على مساعدتكم في هذا المسعى الهام.

لك خالص التقدير واحترام،

الباحث

خالد العاكوري

كلية الهندسة المعمارية والتصميم والبيئة العمرانية

جامعة نوتنغهام ترنت

هاتف: +12267000668

البريد الإلكتروني: k_akouri@yahoo.com

على شبكة الإنترنت: <https://www.ntu.ac.u>

استبيان

رقم الحالة:

اسم الشركة:

1- ما هي وظيفتك الحالية؟ ومنذ متي وانت تشغل هذا المنصب؟

2- ما هو مجال تخصصك:

أ- الإدارة العليا ()

ب- الاداره ()

ت- اداري ()

ث- الهندسة ()

ج- فني او أخصائي ()

ح- اخر () من فضلك اذكره

3- ما هي العمليات الرئيسية في مؤسستك؟ وما هي مهامك اليومية؟

4- ما هو مؤهلك التعليمي؟

أ- مدرسة ثانوية أو أقل ()

ب- دبلوم / الكلية التقنية ()

ت- بكالوريوس جامعي ()

ث- درجة الماجستير ()

ج- درجة الدكتوراة أو ما يعادلها ()

5- العمر:

30-20 () 40-31 سنة () 50-41 سنة () 60-51 سنة () 61 سنة فأكثر ()

يرجى تحديد (... سنة)

6- كم سنوات الخبرة في العمل لديك؟

7- كم عدد سنوات الخبرة في العمل لديك في مجال التدريب إذا كنت متخصص في التدريب (..... سنة)

8- هل هناك مهارات محددتها تحتاجها لتحسين أدائك؟

نعم () لا ()

إذا كانت الإجابة بنعم ، من فضلك وضح

القسم 2 : تجريبه تدريبية سابقه:

9- هل سبق لك المشاركة في دورات تدريبية من قبل؟

نعم () لا ()

1- إذا كانت الإجابة بنعم، ما هو نوع من التدريب، وكم كانت مدته؟

هل كان مفيدا لك في تحسن اداءك الوظيفي؟ نعم () لا ()

هل اعطاك الشعور بالرضا على وظيفتك؟ نعم () لا ()

اين كان البرنامج التدريبي؟ محلي () في الخارج ()

اين تفضل ان يكون التدريب؟ محلي () في الخارج ()

هل طلب منك تقديم ملاحظاتك بشأن البرنامج التدريبي؟ نعم () لا ()

ما هي المجالات التي تعتقد أنها حاسمة للتدريب؟

التقنية () المهارات الشخصية ()

مهارات العرض () المهارات الإدارية () الصحة والسلامة () غير محدد ()

2- إذا كانت الإجابة لا، هل هناك دورات تدريبية محددة تعتقد أنك في حاجة اليها؟

10- هل أنت سعيد في عملك او وظيفتك داخل الشركة؟

إذا كان الجواب نعم، لماذا؟

إذا كانت الإجابة لا، لماذا؟

11- هل هناك أي نظام يوثق التدريب الذي تم تلقيه؟ نعم () لا ()

إذا كان الجواب نعم، ما هو؟

المادة 3: نظام التدريب والتطوير:

إدارة التدريب والتطوير القضايا الاستراتيجية

12- هل يمكنك الوصول إلى أهداف المنظمة / استراتيجيتها؟

نعم () لا ()

13- هل لديك استراتيجية واضحة لتنمية الموارد البشرية؟

نعم () لا ()

إذا كان الجواب نعم، هل تلك الاستراتيجية تتبع من، أو تتصل باستراتيجية المؤسسة العامة؟

نعم () لا ()

إذا كانت الإجابة بلا، فما هي الأسباب

تخطيط التدريب والمسائل التشغيلية:

14- هل هناك خطه مكتوبه، لخطط التدريب والتطوير الرسمية لمؤسستك؟

نعم () لا ()

15- هل هناك خطة التدريب والتطوير غير رسمية؟

نعم () لا ()

إذا كانت الإجابة بنعم، ما هي مدة خطة التدريب والتطوير الخاصة بك؟

نصف السنة () سنويه () 2-3 سنوات () 4 سنوات () 5 سنوات أو أكثر ()

16- من يحدد السياسات والخطط في مجال التدريب والتنمية؟

أ- الإدارة العليا ()

ب- ادارة مركزية ()

ت- التدريب والتطوير وحدة / قسم ()

ث- شؤون الموظفين / الموارد البشرية ()

ج- اخري ()

18- من هو المسؤول المباشرة لتنفيذ خطه التدريب والتطوير الخاصة بك؟

19- هل تتلقى منظمكم أي نوع من المساعدة من أي تدخل من قبل استشاريين تدريب خارجي أثناء إعداد أو تنفيذ خطط برامج

التدريب؟

نعم () لا ()

إذا كانت الإجابة بنعم، يرجى وضع علامة أي مقدمي خدمات التدريب التالية التي كثيرا ما استخدمت من قبل المؤسسة في

السنوات الخمس الماضية

أ- مركز التدريب الخاص أو الشركات الاستشارية ()

ب- معهد الليبي لضمان الجودة ()

ت- مركز التدريب الجامعي وخدمة المجتمع ()

ث- المعهد الوطني الليبي للإدارة ()

20- هل لديك وحدة التدريب والتطوير منفصلة؟

نعم () لا ()

21- هل هناك عدد من الموظفين مهنيًا كافي لتلبية احتياجات التدريب للمنظمة؟

نعم () لا ()

22- كيف تقيمون الميزانية (من وجهة نظرك: المرافق، سبل الخ..) المخصصة للتدريب والتنمية من حيث الكفاية؟

أ- غير كافية جدا ()

ب- غير كافية ()

ت- متوسط ()

ث- كافية ()

ج- كافية جدا ()

المادة 4: تحليل احتياجات التدريب والتطوير:

23- هل تقيم مؤسستك التدريب واحتياجات التنمية على أساس منتظم؟

نعم () لا ()

إذا لا، يرجى شرح لماذا لا

24- هل تقيم احتياجاتك التدريبية والتطويرية الخاصة بك بناء على خطة محددة للتقييم؟

نعم () لا ()

25- ما هو الاجراء الذي تعتقد أنه هو المتبع في تقييم الاحتياجات التدريبية؟

أ- التحليل الفردي ()

ب- الوظيفي / تحليل الإدارات ()

ت- التحليل التنظيمي ()

ث- جميع المدرجة ()

ج- أخرى ()

26- هل ترسل مؤسستك أو ترعى الموظفين بغرض التأهيل العام أو المهني؟

نعم () لا ()

إذا كانت الإجابة بنعم، يرجى تحديد درجة (على سبيل المثال، ماجستير في إدارة الأعمال، بكالوريوس)

المادة 5: فعالية وتقييم برامج التدريب والتطوير:

27- ما هو تقييمكم الخاص لجوده أساليب التدريب الحالية المستخدمة من قبل مؤسستك؟

أ- ضعيفة ()

ب- ضعيفة جدا ()

ت- جيدة ()

ث- جيدة جدا ()

ج- ممتازة ()

إذا كان الجواب سيئة أو سيئة جدا، ما رأيك هي الأسباب الرئيسية لذلك؟

28- هل تعتقد أن فعالية برامج التدريب والتطوير التي تقوم بها الشركة، تقييم بشكل منهجي؟

نعم () لا ()

إذا كانت الإجابة بنعم، لحد علمك، أي من الطرق التالية هي الأكثر استخداما؟

إستكمال استبيان في نهاية البرنامج ()

اختبار المتدربين قبل وبعد البرنامج ()

جيم الاستشارية مقدمي التدريب في نهاية الدورة ()

المطلوب المتدربين لتقديم تقرير ()

مقابلة المتدربين ()

او أخرى ()

29- هل تعتبر الأساليب التي تطبقها المؤسسة في تقييم البرامج التدريبية كافية لتقييم التدريب الفعال؟

نعم () لا ()

إذا لا، لماذا؟

30- هل هناك أي نوع من عمليات الرصد والمتابعة للمتدربين الذين أكملوا برامجهم التدريبية، بمجرد أن يعود في عملهم؟

نعم () لا ()

31- بشكل إجمالي، كيف تقيمون نوعية برامج التدريب المقدمة لموظفي الشركة؟

أ- جودة منخفضة جدا ()

ب- جودة منخفضة ()

ت- متوسط ()

ث- جودة عالية ()

ج- جودة عالية جدا ()

شكرا جزيلاً على المشاركة في هذه الدراسة.