

**The Conceptualization and Practice of Training and Development:  
Comparison between Public, Privatized and Private Companies in the  
Jordanian Electricity Sector**

A Thesis submitted for the Degree of Doctor of philosophy in the University  
of Hull

by

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## **Abstract**

This is a qualitative case study, conducted in the Jordanian electricity sector, aimed at exploring the concept, philosophy and practice of training and development (T&D), by investigating and comparing T&D conceptualization and practice between the public, private and privatized electricity companies.

To meet the objectives of this research, an exploratory research approach was employed. Data was gathered through 29 in-depth interviews, 34 days of observation and the analysis of companies' T&D documents.

The research findings showed similarities in the way in which participants perceived T&D and the way they conceptualized the term among companies with different ownership styles. T&D was interpreted in terms of learning, being development focused and emphasizing a utilitarian outlook. Regarding T&D role, participants emphasized the 'instrumental' role of T&D, showing an inclination toward the Functionalist philosophical perspective of T&D. Concerning actual practice, it was found that T&D activities had a reactive role, designed specifically to meet particular or short term needs of the companies.

The study findings support the general argument proposed in HRD literature regarding the role of T&D philosophy in guiding the related actions, but also indicate that the way of thinking about T&D is shaped through the prism of the 'situation needs' and T&D 'utility'. Furthermore, this study argues that the perceptions, understanding and application of T&D are influenced by a number of interrelated factors, most importantly, industry and organizational internal specification and needs.

The findings of this research make a number of theoretical and managerial contributions. From a theoretical perspective, this study provides a step toward understanding how T&D is conceptualized and interpreted by electricity sector employees. Further, it provides explanation of how the situation is constructed, which in turn helps in filling the gap in Arab literature in this area. Finally, for the managerial contribution, this study proposed a model for T&D management that could be consistent with participants' perceptions and within the acceptable philosophical perspective. Furthermore, the model takes account of the explored T&D problems and obstacles.

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## **List of Abbreviations**

CEGCO	Central Electricity Generating Company
ED	Employees development
EDCO	Electricity Distribution Company
EPC	Executive Privatization Commission
HR	Human resources
HRD	Human resource development
HRM	Human resource management
IAD	Institution of Administrative Development
IDCO	Irbid District Company
JEA	Jordan Electricity Authority
JEPCO	Jordan Electricity Company
JICA	Japan International Corporation Agency
LTSI	Learning transfer system inventory
MD	Management development
NEPCO	National Electricity Power Company
OD	Organizational development
T&D	Training and development
TNA	Training need analysis
TNI	Training need identification
SD	Self development
SHRD	Strategic human resource development



## Chapter One: Introduction

### 1.1 Introduction:

The purpose of this chapter is to present the general outlook of the study; therefore, it begins by highlighting the research idea to clarify the rationale for the choice of the research subject. The second section will discuss the problem identification, and the need for the study; the third section introduces the research aims and objectives, followed by the research questions. Finally, the organization of the study is outlined.

### 1.2 The Research Idea:

Jordan has engaged in comprehensive and continuous changes in the market structure. The government has aggressively pursued privatization of most public organizations in the electricity, transport, water, telecommunication and mining sectors. It has also responded to globalization and liberalization pressures by making structural adjustment, allowing more access to international markets. However, privatization has been promoted as one of the most important issues in any programme of economic reform (Bekheit, 2008). It is claimed that it can boost the efficiency and effectiveness of state-owned enterprise by working according to the market system within a competitive climate.

Privatization can be defined in many ways. This study will utilize the term privatization as defined by the Jordanian Executive Privatization Commission (EPC) as follows: *“the redistribution of the roles between the public and private sectors whereby the government focuses on its main tasks in policy-making, regulation and monitoring as well as concentrating on its core activities such as defence and security, health and education, whereas the role of the private sector expands in economic activity to include, and away from monopoly, public sector enterprises that can be operated on a commercial and financial basis”* (EPC Newsletter 2005:2).

The redistribution of roles between the public and private sectors produces a fundamental change in the structure of the Jordanian market. For some sectors like electricity, the adoption of the privatization agenda creates many organizations with different ownership styles, as some are totally owned by the government, others have recently been privatized and some are purely private companies. The restructuring and

allowing the private sector to invest -particularly in power generation- is a relatively new experiment, specifically in 2007. Since then, little research has been done to investigate training and development (T&D) in this sector. However, the new face of this industry attracted the researcher to study and compare the T&D concept, philosophy and practice as perceived by electricity employees within different ownership structures.

The second important issue to explore is the choice of T&D. Human resource management (HRM) in general and human resource development (HRD) including T&D in particular have recently gained considerable attention. To date, there have been multiple theoretical perspectives discussing this issue; however, a convergence of HRM is assumed to be a consequence of global competition, which requires more efficient and effective solutions (Festing, 2012). The key arguments for convergence include market forces, change in economic conditions, technological advancement, dynamic customer demands, the need for better cost management, better quality and productivity (McCracken and Wallace, 2000; Beardwell and Holden, 2001; Krishnaveni and Sripirabaa, 2008; Bates, 2008). Within this broad perspective, a systematic process for creating and sustaining improved capabilities that can react rapidly and successfully to changes in the environment has become an utmost necessity (Krishnaveni and Sripirabaa, 2008). This field of interest has become known as HRD. Conversely, there is considerable debate opposing the mentioned rationale of HRD. For example, the critical theorists reject the perception of HRD as a one-sided construction that serves the interest of capital. Instead their focus is on the apprehension of a more rational society which depends on the collective learning of people (McGuire *et al.*, 2001). Therefore, there is a question regarding the purposes attached to HRD, either a `performative` focus which is related to performance improvement, or a `learning` focus, which is related to personal growth (Stewart *et al.*, 2010) or both (Nadler and Nadler, 1989).

Furthermore, there is debate on what constitutes HRD, whether it includes employees' development, managerial development, organizational development and/or self development (see, for example, Sambrook 1999; Swanson and Holton 2001; and Abdullah 2009). Another point of view considers HRD as a strategic version of the traditional training approach (Stewart *et al.*, 2010). Another angle of debate refers to the nature of HRD, whether it could be considered as tangible or intangible, could be found

as a function or recognized by characteristics associated with it, or even whether it could be considered as it itself (Sambrook, 1998; Stewart *et al.*, 2010).

A further area of debate refers to the distinction between HRD terms and activities, like training, development, education and learning (see for example, Mumford, 1997; Garavan 1997; Hackett, 1997; Robinson, 2006; Zhang *et al.*, 2010). Furthermore, the debate expands to include the differences in perceiving and conceptualizing HRD among nations (McGuire *et al.*, 2001; Brewster and Mayrhofer, 2012). In a similar context Hansen and Lee (2009) argue that culture shapes both the role and the importance of HRD, either as a scholarly field or as an area of practice. However, HRD is still a young and evolving discipline, that covers a broad and embryonic area of perspectives and activities. Therefore it represents a rich and interesting field of study. Given the wide range of functions HRD covers, this study will focus on one of HRD's major components, which is T&D.

T&D is composed of two basic components: training, refers to the activities that aim to equip the person with specific skills and knowledge targeted to adequately perform a particular job or task (Fairfield and James, 1987; Hackett 1997; Armstrong, 2006; Karthik 2012). Development refers to a broader landscape; it relates to future and longer-term development of people that could be needed for their career improvement (Nadler 1974; Fairfield and James, 1987; Garavan *et al.*, 1995; Hackett, 1997; Armstrong, 2006; Currie, 2006). T&D on the other hand refers to a planned process that aims to maintain and improve employees' current and future performance by enhancing their ability to perform, changing their attitudes or increasing their skills and knowledge to improve the employees' and organization's overall effectiveness (Buckley and Caple, 1990; Al-Ali, 1999; GAO, 2004; Belhaj, 2000). As mentioned earlier, the Critical theorists reject the overemphasis on organizational performance, stressing that the realisation of a more rational society ultimately depends on the collective learning and praxis of people themselves (O'Donnell, 1999).

### **1.3 Problem Identification:**

As mentioned earlier, Jordan has engaged in comprehensive and continuous changes in the market structure. However, these changes make the T&D function a priority of the greatest importance for Jordanian organizations to develop and improve the capabilities of their workforce to cope with the pressure of globalization and liberalization. It has been claimed that Arab countries have given more attention to employees' development, agreeing that T&D is the appropriate approach to organizational overall development (Altarwaneh, 2005). Conversely, the review of literature on T&D in Arab countries shows that T&D is not considered to be an important and significant function to be conducted regularly (Atiyyah, 1993). For more clarification of this problem, the following sections will represent the main characteristics of T&D in Arab and Jordanian organizations as follows:

#### **1.3.1 T&D in Arab organizations:**

Recently, most Arab organizations have realized the importance of improving their HR capabilities due to their failure to cope with the increasing pressure resulting from globalization, internationalization, tough competition, rising customer expectations, population expansion and dynamic technology changes (Altarawneh, 2005). Therefore, more attention has been paid to T&D function in Arab organizations as one of the most vital variables in the field of HRD and as a strategic means to improve the organization's overall effectiveness. In this regard, Murrell (1984:25) states that "*few would disagree that one of the most critical challenges facing the third world is the T&D of its people*".

From a general perspective, the Arab managerial style is still characterized by high centralization, over-staffing, top- down communication channels, lack of qualified and educated managers, lack of long and short term planning of HR, and a patriarchal managerial style with overemphasis on nepotism and social relations (Atiyyah, 1993; Ali, 1995; Tayeb, 1997; Al-Ali, 1999; Altarawneh, 2005; Hammoud 2011). Moreover, Ali (1995:8) goes further by saying, "*There is no Arab management profession and Arab management theory is, at best, in an early stage of development*".

Regarding the T&D function, Altarawneh (2005) added that the Arab organizations suffer from a shortage of well organized and systematic T&D programmes. Atiyyah (1993) argues that training is not considered as an important and significant function to be conducted regularly in Arab countries; therefore the effectiveness of most training programmes is generally low, due to poor training need analysis (TNA), inappropriate curricula and training techniques and lack of reinforcement.

Abdalla and Al-Homoud (1995) highlight another problem facing T&D in Arab countries, that T&D is considered as a standalone procedure without any link to other organizational parts of the total system. They also argue that there is an almost total absence of research in the T&D field in Arab organizations.

Bu Qefel (1998) found that the characteristics of T&D efforts in United Arab Emirates are characterized by lack of effort to identify the trainees' needs prior to attending programmes, by both the government agencies and the Institute of Administrative Development (IAD). Furthermore, there were no formalized criteria for selecting trainees to attend the programmes. Limited TNA methodologies were employed which did not produce reliable results. Training programme objectives were not determined according to the trainees' development requirements. Finally, no effort was made by the ministries and IAD to evaluate the relevance and adequacy of training efforts to job performance within the workplace. Besides, Bu Qefel argues that the factors that inhibit T&D effectiveness are, 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; and in general, a lack of awareness of the importance of the training process.

Al-Bisher (2003) warns that in Saudi Arabia, despite awareness of the importance of identification of training goals and selection of candidates, there was very low concern about preparation for training courses, timing and duration of programmes. Furthermore, he added that there was no link between theory and practice.

With regard to Kuwaiti organizations, Al-Ali (1999) argues that the majority of Kuwaiti organizations do not have a formal T&D system. T&D programmes are still carried out on a piecemeal basis rather than a systematic long-term policy. He reports absence of a

systematic organizational TNA, as well as the use of conventional methods, and lack of effective procedures for T&D evaluation

Belhaj (2000), who conducted his research on Yemeni banks, indicates that there are no long term plans for training, and a shortage of staff in training units. On the other hand he argues that although there is concern about TNA, delivering programmes and evaluating output, Yemeni banks depend heavily on traditional approaches. At the same time, he identifies some obstacles facing training interventions, such as absence of an effective reward system that encourages employees` participation in training programmes, an inadequate time period for conducting training programmes, lack of co-ordination between training units and other organization departments, and a high absence rate of trainees, accompanied by the fact that banks do not keep records about attendance.

Different results have been shown in a study conducted by Wilkins (2001) in the United Arab Emirates. The study found that Emirati companies are very aware of best T&D practice as implemented in their foreign counterparts, and that they generally adopt similar methods and strategies. Using measures such as the proportion of organizations with a formal T&D strategy or the proportion which have a Director of Human Resources, training manager or training centre, it can be seen that Emirati companies actually compare very favourably with European countries. This, however, is an exception. The literature in general agrees that T&D as a systematic approach is not found in most Arab organizations; furthermore T&D activities are not performed in a professional manner in terms of TNA, training techniques used and evaluation of T&D.

### **1.3.2 T&D in Jordanian organizations:**

With reference to Jordan, a review of literature shows a lack of relevant studies in the field of T&D management, though there are a few available studies which revealed the need for more studies to fill the gap in the field of the current T&D situation in Jordan. In this context, Altarwneh (2005) argues that there is no extensive literature to be found relating to T&D practices in Arab countries, particularly in Jordan.

Al-Faleh (1987) states that there is a serious shortage of capable local training institutions and the lack of qualified staff in Jordan imposes a constraint on the development of management capabilities. The capacity of management of T&D programmes has never reached a size proportionate with the country's' real needs. This is because the real needs have neither been fully recognized nor made clear by top management.

Durra (1991) argues that there is debate in Jordan about the value of increasing the country's development capabilities. While some believe that T&D does not lead to improvement in management performance, others believe that the problem does not lie in the concept of training itself but with the training methods and delivery approaches being used. In contrast, Bataineh (2003) who conducted his case study research on Jordan Telecommunication Company /Northern Region argued that 94.3% of the study population believed in training as an important tool to solve problems and improve the company's performance. He added some concern, like limitation in technical capabilities required for TNA, and limited coordination between managers and training programmers in TNA process. Moreover, he claimed that the goals and results of previous training programmes are not getting enough attention in specifying further TNA.

Abu Doleh (1995) found that the majority of Jordanian organizations did not have formal management development systems; training programmes were carried out on a piecemeal basis rather than being part of a long-term policy. He drew attention to lack of TNA, and the predominance of outdated training methods. The study points out that most top managers perceived themselves as being motivated for change, as well as supportive of change, but most of them held a low perception of the congruence between the formal systems and the nature of the existing T&D programmes.

Altarawneh (2005) carried out her research on the Jordanian banking sector, and argues that T&D is not characterized by strategic human resource development criteria (SHRD) and plays a reactive role rather than a proactive role in these organizations. Moreover, she claims that training does not increase employees' commitment and satisfaction; she also found that T&D did not impact on profit, innovation and change, sales, absenteeism or turnover rate. Altarawneh (2005) argues that one of the main

obstacles facing T&D at Jordanian banks is lack of motivation among employees to attend T&D programmes.

Abu Doleh's (2004) research aimed to unveil the current plans, procedures and practices of management T&D needs assessment in Jordanian private and public organizations. Among the major findings was that only one-third of the investigated organizations reported having a formal and systematic plan for the analysis of their managers' T&D needs; the majority of these organizations conducted their T&D needs analysis only for lower level management; and, even worse, the majority of the respondents reported assessing their managers' training needs in the absence of functional and organizational needs analysis. Furthermore, the findings show that in few of the organizations did training managers report having T&D needs assessment procedures linked to managers' job descriptions and management performance appraisal schemes.

Gokgur and Christen (2009) conducted research on behalf of the Jordanian Executive Privatization Commission to investigate the impact of restructuring and privatizing state-owned infrastructure and non-infrastructure enterprises in Jordan (1994-2008). They point out that new investors and operators had increased their spending on training existing and new employees. For example, they claim that France telecom, the investors in Jordan telecommunication, focus on developing employees' capabilities and consider this issue as a priority. Royal Jordanian Airlines introduced intensive and concentrated training programmes for their employees. Despite these encouraging results, the way that the T&D process is being managed was not investigated in this study.

The review of the literature on the T&D function, performance, and effectiveness in the Arabic world shows that Arab organizations share broadly similar characteristics of T&D practices that could be summarized as follows:

- T&D functions in Arab organizations are considered as being piecemeal, fragmented and isolated from the organization's overall strategies and plans; they are developed to meet short term needs rather than being systematically developed to meet the organization's overall objectives and strategy.



- The literature shows that the T&D process is not conducted in a methodical manner, in terms of TNA, designing and implementing T&D programmes.
- Little attention has been paid to evaluating T&D functions and the literature shows that Arab organizations use inadequate evaluation procedures and techniques.

Furthermore, the literature shows that the T&D function at Jordanian organization, as in other Arab organizations, faces many problems and obstacles that are supposed to inhibit T&D efforts. They are:

- Absence of encouraging factors that are assumed to increase the effectiveness of T&D such as reinforcement and supportive system to encourage employees' participation in T&D programmes.
- Lack of resources, especially regarding T&D staff and specialists.
- Lack of diversity in T&D methods used to deliver programmes as most Arab organizations depend on traditional ways of delivering T&D and this could be attributed to inadequate design of T&D programmes.

Overall, human resources in the Arab countries, along with other organizational factors, need to be developed if these countries are really concerned about their further development (Attiyah, 1993; Al-Faleh, 1987 Al-Ali, 1999).

### **1.3.3 The influence of Arab culture on T&D:**

The influence of culture on various HRM aspects and practices in general and in the Arab world in particular has received considerable attention (Al-Faleh, 1987; Ali, 1995; Al-Amaj, 2001; Metcalfe, 2007; Budhwar and Mellahi, 2007; Hanson and Lee, 2009; Zhang and Albrecht, 2010; Hammoud, 2011; Pruetipibultham, 2012). Although there were some differences among researchers in terms of interpreting the motives and the drives behind the Arab culture, they provide a common and clear picture of cultural features and their influence on various managerial practices.

It has been claimed that the most important influences on Arab society are family and religion (Tayeb, 1997; Al-Ali 1999; Altarawneh 2005; Hammoud 2011). However,

there is some controversy regarding the influence of religion on managerial practices. For example, Tayeb (1997) argues that it is very difficult to disentangle the effects of Islam on HRM from those of other social, economic and political factors which make up the character of a society as a whole. Others argue that a gap exists between the theory of Islamic management and the practice of management in Arab countries (Branine and Pollard, 2010). On the other hand, there is widespread agreement on the influence of family on managerial practices; it has been claimed that Arab managerial style is still characterized by overemphasis on nepotism and social relations (Al-Faleh, 1987; Atiyah, 1993; Ali, 1995; Tayeb, 1997; Al-Ali, 1999; Altarawneh, 2005; Hammoud 2011). Similarly, Ali and Shakis (1991) state that an ideal Arab manager is a family man, who looks after his family and 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.

Regarding T&D, it was claimed that social relations have a great influence on the selection of trainees for attending training courses (Abdalla and Al-Homoud 1995; Bu Qefel 1998, Al-Ali 1999; Wilkins 2001). The selection of candidates based on social relation rather than the real qualifications and job requirement is referred to as the outcome of Wasta. "Wasta" is an Arabic word used to describe connection to or influence of a person in a very high or sensitive position. "Wasta" may mean either mediation or intercession. It denotes the person who mediates/intercedes as well as the act of mediation/intercession (Cunningham,1994). In everyday language, 'doing things by wasta' means asking for and/or benefiting from preferential treatment instead of going through official channels. The person who helps a relative or a friend to get preferential treatment is also called 'a wasta' (Loewe *et al.*, 2007:55).

Loewe *et al.*, (2007:32) state that 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. As a consequence, the fulfilment of formal rights depends to a large extent on the ability to curry favour with decision-makers*". Barnett *et al.* (2013) go further by stating that Wasta is a fixture of everyday life in the Arab world. Tlaiss and Kauser (2011) argue that Wasta remains traditional in its influence in the career advancement of individuals and in both business and social life, and is unlikely to

diminish in the near future, despite the perception that it is an unfair practice. In a similar context, Loewe *et al.*, (2007) state that the majority of the Jordanians want both bribery and the use of Wasta to be eliminated, but added that the use of Wasta persists in Jordan because (1) many people are not aware of the fact that they can reach many of their goals without wasta, (2) there is little motivation to refrain from using it, (3) socio-cultural norms keep it in existence, and (4) the political system benefits the political elite.

With respect to the influence of wasta on T&D, Bu Qefel (1998), who conducted his research in the United Arab Emirates, reported that socio-cultural values, such as personal ties within the organization, tended to influence the way trainees were selected to attend programmes, and how they were appraised within their organizations. Al-Ali (1999) found that cultural issues affected trainees' selection as they were selected on the basis of their personal ties and relationships. Abdalla *et al.* (1998) found that Arab organizations perform some aspects of T&D management in a way consistent with modern T&D management theories, but are still seriously deficient in the selection of trainees and programme evaluation. Wilkins (2001) indicates that culture affects the way employees are selected to participate in T&D programmes. As the family is the strongest social unit in the Arab world, family loyalty permeates all aspects of life. Thus, managerial activities are often based on kinship relationships and tribal ties rather than on experience, ability or qualifications.

However, this point could be attributed to the collective nature of Arab relations which start from family, tribe, and neighbourhood and extend to include the home town (Hammoud,2011). Therefore, socio- cultural influence is and will be a serious barrier to effective T&D (Altarawneh, 2005).

#### 1.4 Rationale of the study:

Reviewing the literature on T&D management and effectiveness in Arab organizations in general and in Jordan in particular shows that there is general agreement about T&D deficiencies and weaknesses. Most of the available literature studied T&D in terms of what is done, or what is not. Thus, it could be argued that half of the picture is clarified, as previous research efforts have concentrated on the practical part of the T&D, described T&D as a function, portrayed its managerial practices and listed its features. However, the remaining side of the picture, that explains *why* and *how* this situation is constructed, is not clear. Furthermore, the theoretical background that underpins practice, as well as the forces that shape the situation, are still an uncovered area. Consequently, this study aimed to go beyond what is already known about the practical part of T&D to understand T&D philosophy and how it is perceived, to examine and contribute to the establishment of an Arab conceptualization and philosophy of T&D. More specifically, the need for this research comes from various standpoints, as follows:

**First**, most of the available studies have revealed that there is a deficiency and immaturity of T&D performance in Arab organizations based on Western criteria and models, but very little focus on the real Arab philosophy of T&D and the function that it is supposed to perform. McGuire *et al.* (2001) claim that the American and the European schools of HRD reflect in the main the historical tradition in which both societies are rooted. Conversely, Ali (1995) claims that the majority of Arab management writing is mere translation and recurrence of American and to some degree, European management theory. On the contrary, many Western authors stress the importance of understanding and building T&D under wider acceptable HRD philosophy (Hull and Shunk, 1966; Swanson, 2001; Kuchinke, 2004; Ruona and Lynham, 2004). It is argued that exploring the concept of T&D, the conceived role and the importance of T&D will highlight the philosophy under which T&D activities are conducted (Hull and Shunk 1966), Therefore this study aims to contribute in this field by exploring how training, development and T&D are conceptualized, how they are talked about and how people attach meaning to identify these terms, as well as to explore how people perceive, understand and conceive the T&D role. Moreover, Ruona and Lynham (2004) state that HRD is still a young discipline, and for the

materialization of this field, more studies dealing with the philosophical perspective are needed as an important tool by which to promote paradigmatic and methodological progress in HRD.

**Second**, few studies investigate people's perceptions, descriptions and explanations of T&D functions and activities. As mentioned earlier, most of the available literature portrayed what is done or what is not. In contrast, this study is intended to focus on people's perception and depiction of their actual experience. In other words, while most of the previous studies concentrated on reporting actions, this study does the opposite, it aims to describe people's perception of T&D function, and highlight the actions taken, but with more emphasis on their interactions with it.

**Third**, there is a lack of comparative studies that illustrate, describe and compare T&D function in different ownership styles. In this context, Bu Qefel (1998) stresses the importance of carrying out research on T&D in public and private sectors to find out the nature of the barriers that face each of them as well as investigating the preferable methods of TNA, trainee selection and T&D evaluation. Similarly, Al-Ali (1999), who did some research in the Kuwaiti government and private/joint venture organizations, proposed the need for research in T&D in the private sector and joint venture organizations separately as they are increasing rapidly in the Arab world. He also suggested research was needed to explore T&D in neighbouring countries to provide a basis of comparison.

**Fourth**, there is a lack of previous literature highlighting an appropriate Arab T&D model, to serve as a road map for T&D activities and to provide a basis for comparison.

Ultimately, little is known today about the real understanding of T&D initiatives and role within the Jordanian organizations. The philosophical perspective that underpins the T&D function in Jordanian and Arab organizations is still an uncovered area. The absence of such logic inhibits to a great extent the ability to propose a suitable model for the T&D function. This study was specifically designed to address the mentioned gaps in the literature with qualitative research. These areas will be the basic contribution of this research to the body of knowledge.

### **1.5 Objectives of the study:**

This study aims to explore the concept, logic and practice of T&D in the Jordanian electricity sector, by investigating and comparing T&D conceptualization and practice between the public, private and privatized companies in terms of:

- Organization members' perceptions and conceptualization of the term T&D.
- Organization members' understanding, description and explanation of T&D's conceived role.
- The actual practice of the T&D function in terms of T&D systematic approach, T&D cycle "TNA, designing, implementation and evaluation", T&D type and range, and T&D obstacles and barriers.
- It also aims to propose a suitable model of T&D that is consistent with participants' perceptions and understanding of T&D.
- Overall, this study should provide academicians and practitioners with empirical data about how T&D is conceptualized in the Jordanian electricity sector. This could be useful for comparison with Western perceptions.

### **1.6 Research questions:**

In order to meet the above mentioned objectives, this research aims to provide answers to some questions relating to the theoretical understanding as well as practical aspect of T&D, by exploring and comparing these areas between public, privatized and private companies in the Jordanian electricity sector, by addressing the following questions:

- How is T&D conceptualized by organization members?
- How is T&D initiatives' role perceived, explained and justified by organization members?
- How is T&D actually practised in the electricity organizations, in terms of T&D systematic approach, T&D cycle "TNA, designing, implementation and evaluation", T&D type and range, and T&D obstacles and barriers?
- How could T&D be carried out and managed in the electricity industry organizations?.

## **1.7 Organization of the study:**

This study contains eight chapters as follows:

*Chapter One:* “Introduction”. This chapter provides an overview of the background to this study. It presents the research idea, identification of the problem, rationale of the study and research objectives and questions.

*Chapter Two:* “Theoretical Background for Training and Development”. This chapter discusses the theoretical backgrounds of HRD and various philosophical perspectives on it. Moreover, the chapter focuses on T&D definition, process and techniques to reflect the specific interest of this research. Finally, this chapter ends by discussing the term, strategic HRD.

*Chapter Three:* “Research Methodology”. This chapter introduces the theoretical assumptions underpinning the methodological procedures that were employed to conduct this research. Therefore, the chapter discusses and justifies the chosen research philosophy, strategy and methods. Furthermore, this chapter presents a profile and justification of the selected case, samples and participants. Details of data collection and analysis approaches are highlighted. Finally, the chapter ends by listing the main obstacles encountered during the fieldwork.

*Chapter Four:* “The Privatized Company Data Analysis”. This chapter presents the data analysis of the privatized company. It is divided into four main sections; interview analysis, document analysis, pattern matching and factors that shape T&D practice. Furthermore, other data collected through observation, field notes and conversations with employees who were not formally interviewed are also presented.

*Chapter Five:* “The Public Company’s Data Analysis”. The aim of this chapter is to present the public company’s data analysis. The chapter consists of four main sections; interview analysis, document analysis, pattern matching and factors shaping T&D practice. The analysis includes other data collected through observation and conversations with non interviewed employees.

*Chapter Six:* “The Private Company Data Analysis”. This chapter presents the private company’s data analysis. The chapter is divided into four sections; interview analysis,

document analysis, pattern matching and factors that shape T&D practice. Other data collected through observation, and conversation with employees who were not interviewed are also presented.

*Chapter Seven:* “Findings Comparison and Discussion”. In this chapter the results of the data analysis presented in chapters four, five and six are discussed and compared. Furthermore, this chapter links the theoretical literature with the empirical side of this research.

*Chapter Eight:* “Recommendation, Contributions and Implications for Future Studies”. This chapter aims to present the research`s original contribution to knowledge on academic and managerial levels. For the latter level, the contribution was manifested in proposing a practical T&D model. Furthermore, the chapter also highlights the limitations of the research, and ends by proposing areas for future studies.



## **Chapter Two: Theoretical Background for Training and Development**

### **2.1 Introduction:**

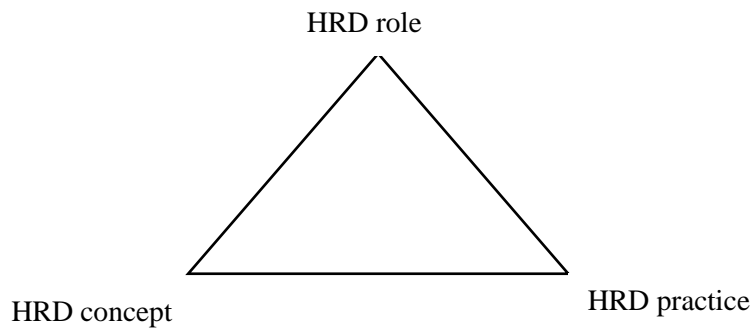
As discussed in Chapter One, most Arab HRD literature has tended to focus on T&D management, procedures and actions. However, it has been acknowledged that considering HRD philosophical perspectives is a critical issue in understanding what is expected from HRD and therefore how it should be managed (Hull and Shunk, 1966; Swanson, 2001; McGuire *et al.*, 2001; Kuchinke, 2004; Ruona and Lynham, 2004).

From a general perspective, Ruona and Lynham (2004) state that a traditional view of philosophy is that it is the field of ideas and thinking about life and everything in it. Bell (1977) states that "When you understand where one's coming from, then what he/she does makes sense". This implies that the assumptions that are held about life, and the perceptions of the environment, shape actions. Moreover, assumptions and beliefs are derived from previous experience of making sense of the world around us. People build up certain constants they learn to depend on to bring order to chaos and to help them to predict occurrences. These learned constants become the personal philosophy and determine what is perceived in our world. Therefore, the importance of the linkages among assumptions, perceptions and action cannot be overstated.

In the field of HRD, it has been claimed that the HRD philosophical perspective refers to perceptions, thoughts and assumptions about HRD's role, purpose and rationale, as well as the value that is placed on HRD (McGuire *et al.* 2001; Ruona and Lynham, 2004; Garavan *et al.* 2007). Moreover, McGuire *et al.* (2001) in their journey for identifying HRD various philosophical paradigms, highlight the debate on definitional issues, how the distinct shape of HRD is expressed through various attempts to deconstruct and define HRD and the debate about the role of HRD.

Therefore, it has been argued that the way HRD is perceived influences the manner in which its activities are practised (Swanson, 2001; Wang, 2008). On the other hand, Abdulla (2009) states that the theoretical context of HRD is greatly influenced by the scope of HRD activities. As such, HRD or any of its components are best studied by investigating three main themes; the concept, role and practice, as follows:

**Figure 2.1 HRD basic themes**



According to this rationale, this chapter begins with a review of the literature about the theoretical and philosophical backgrounds of HRD, as this discipline is considered as an umbrella that covers various activities including T&D. In this context, Sambrook (1998) states that the topic, T&D, is explored through the notion of HRD.

To reflect the specific interest of this research, this chapter focuses on T&D. Specifically; the chapter discusses T&D as a *concept* and the debate among the related terminology. The chapter also highlights what has been written about T&D's *role* and importance. T&D as an area of *practice* is also presented by highlighting the general T&D managerial activities and initiatives. Finally, this chapter ends by illustrating the study theoretical framework. Throughout this chapter, a series of theoretical debates and research gaps related to Arab T&D are identified, some of which are discussed in relation to their implications for the current study's research focuses.

## **2.2 Human Resource Development:**

In recent years organizations have been heavily influenced by the growth of fierce competition, technological advancements, dynamic customer demands, increasing globalization, and the blurring of organizational boundaries. From this perspective, the need for a systematic process for creating and sustaining improved human performance that can react rapidly and successfully to change in the environment has emerged as an area of utmost importance (Krishnaveni and Sripirabaa, 2008).

Conventionally, the discipline that deals with managing people is referred to as Human Resources (HR). Swanson and Holton (2001) claim that the terminology in HR is always confusing. They indicate that HR could be conceived as an umbrella term that

covers two major components: Human Resource Management (HRM) and Human Resource Development (HRD).

Beardwell and Clark (2010) state that there is still little universal agreement on what specifically constitutes HRM and debates continue around the meaning of the term and the impact of the concept. Martin (2008) describes HRM as a young discipline with considerable disagreement about what HRM is and what it is not. Collings and Wood (2009) claim that HRM can be defined in terms of including all aspects of managing people in organizations and all ways in which organizations respond to the actions of their employees either individually or collectively.

HRD is a relatively new discipline that embraces training, T&D, management development and organizational development (Swanson and Holton, 2001). On the other hand, many authors prefer to join the mentioned perspectives under the broader term HRM and to include HRD as a part, given that HR is a coherent philosophy of thinking whose disciplines cannot be clearly separated. In this context, Stewart and McGoldrick (1996) indicate that both HRD and HRM are part of the `people` function of business organizations.

Attempts to reach a unanimous definition of HRD are still in progress. Hansen and Lee (2009) argue that there are persistent efforts to define HRD, each of which has emerged out of a specific cultural context with specific assumptions, values, and beliefs. The difficulty in identifying what is HRD could refer to the evolving nature of this discipline. For example, Abdullah (2009) argues that this term started simply as training, then evolved into T&D, then into HRD. Supporting this claim, Sambrook (1998) argues that the nature of T&D has changed and evolved into what might be described as HRD. Swanson and Holton (2001) state that HRD could be connected originally to its largest component, which is training.

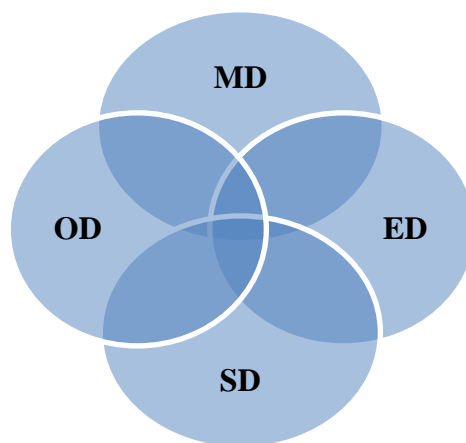
Abdullah (2009) argues that the difficulty in defining HRD is also associated with the embryonic nature of other conceptual aspects of HRD such as SHRD, learning organizations and knowledge management. This confusion is also expanded to include the vagueness of boundaries between HRM and HRD, which is also coupled with the confusion over the purpose, location and beneficiaries of HRD.

On the other hand, Swanson and Holton (2001) argue that HRD could be seen in more than one way; from a process perspective, function perspective or context and content perspective. From the process perspective, HRD could be viewed as a system. This perspective does not tell who does HRD or where it resides in the organization; instead it is useful to think about HRD as a process open to engaging different people at different places inside and outside the organization. The function perspective perceives HRD as a department and job like the HRD Department, specialists, centres or rooms. Furthermore HRD could be defined in terms of the context and content it supports.

Stewart *et al.* (2010) state that HRD is not a simple or straightforward term; thus it has no settled meaning. Sambrook (1998) argues that HRD is a construct like `love` or `quality` which is not tangible itself. HRD cannot be found, touched or seen, but could be recognized by characteristics associated with it.

However, the mentioned explanations did not define what HRD is; therefore, it would be useful to utilize Sambrook`s (1998) illustration of HRD`s four components to identify what is HRD. She proposed management development (MD), organizational development (OD), employee development (ED) and self development (SD) as HRD constituent, as follows:

**Figure 2.2 HRD component**



Source: Sambrook,(1998:246).

ED for the mentioned model encompasses traditional T&D, whereas MD refers to “*a process of learning for managers through recognized opportunities*” (Gold *et al.*, 2010:145). OD was defined by Swanson (2001) as the process of systematically implementing organizational change for the purpose of improving performance. SD is related to self improvement efforts. Price (2011) argues that SD is the responsibility of individuals as well as the organization, where employees take responsibility for, and manage their own development efforts.

Related to this model, Price (2011:455) defines HRD as “*a strategic approach to investing in human capital, including resourcing and performance assessment, to identify actual and potential talent. HRD provides a framework for self-development, training and career progression to meet an organization`s future skills requirements*”.

Overall, McGuire *et al.* (2001) summarize the debate as HRD being an enduring and evolutionary discipline. Although it has arguably retained some of its roots in the district of training, development and learning, the focus and the purpose of HRD has broadened considerably. HRD`s contribution within organizations recently shifted from operating at a tactical, reactionary level to having an impact at a strategic level. Stewart and McGeldrick (1996) argue that implicit in HRD are issue of organizing and managing, to inform both strategy and practice, HRD methods reflect both perspectives and strategy.

### **2.2.1 HRD as a discipline:**

There is a tension in the academic world about the distinction between disciplines and fields of study (Swanson, 2001). This applies to HRD, since whether HRD should be considered as a discipline has generated considerable debate. Before discussing different viewpoints regarding this issue, it is important at the outset to clarify the word discipline. A discipline is first and foremost a field of study, Dahnke and Dreher (2001:7) state that “*it is the generated knowledge of a collective of scholars/ participants (usually residing in a university where the generation of knowledge and teaching and disseminating this new knowledge is the mission) that leads to the formulation of a discipline*”.

Regarding HRD, Swanson (2001) stresses the need for HRD to continue in maturing as a `discipline`, whereas, Willis (1996) argues that HRD is an `evolutionary system` having its original identity that is grounded on various root disciplines. Similarly, Kuchinke (2010) represents a detailed discussion regarding “why HRD is not an academic discipline”, by stating that within the academic setting, knowledge is staged – that is institutionally created, maintained, transmitted and refined in a hierarchical manner. At the broadest level, there are the sciences: the physical and social sciences, the humanities, mathematics and philosophy. Within the physical and social sciences there exist disciplines. For the social sciences, disciplines are economics, psychology, sociology, anthropology and political science. Each claims authority over a segment of the social. although overlap exists; the disciplines are fairly well identifiable, with each carrying sets of assumptions, methodological approaches, research agendas, professional associations, journals and other institutional characteristics. Each discipline may further be divided into sub-disciplines. Perspectives or schools of thought exist within each, and each perspective, in return, entails numerous families of theories.

Kuchink (2010) added that the applied social science fields, such as management and HRD, draw on a mixture of disciplines and are `cross-disciplinary`. Therefore, HRD does not count as a `discipline` but rather as a `field` with multiple disciplines as foundations, each of which affords a unique lens through which to view organizational issues, and from the diversity of perspectives emerge a more comprehensive understanding of phenomena, it is this that is the strength and unique characteristic of multi-disciplinary fields.

On the other hand, Swanson (2001) claims that the `discipline` of HRD relies on three core theories in order to explain, understand and carry out the related process and roles. They include: physiological, economic and system theories. The full integration of the three theories represents a unique theoretical foundation of HRD, which is the core of the HRD discipline. This distinctive foundation creates unique assumptions, perspectives and thoughts which forms the HRD discipline. Swanson (1999:4) clarifies this point by stating that *“For example Sociology, like HRD, could be seen as a unique blend of psychological, economic and systems theories for a unique purpose quite different from HRD's purpose. If HRD is a process for developing and/or unleashing human expertise through organization development and personnel training, and*

*development for the purpose of improving performance at the organization, work process and individual/group levels, it will call upon and integrate those theories in ways unfamiliar to sociologists”.*

Moreover, Swanson (1999) explains that a theory elucidates what a phenomenon is and how it works, while in defining a discipline, he refers to Passmore`s definition (1997:201) as “a body of knowledge with its organizing concepts, codified knowledge, epistemological approach, undergirding theories, particular methodologies, and technical jargon”. Therefore, the idea is that HRD is wider than a theory, but a `discipline` that is drawn upon many theories.

Chalofsky (2007) discusses the development of the seminal theories and concepts that have shaped HRD. Chalofsky admits the difficulty in achieving consensus on the composition of the disciplinary base, but added that the description of HRD as represented by the Academy of Human Resource Development, as compared to a set of criteria of a discipline that is referred to in the scholarly literature, meets the criteria for HRD to be considered a discipline. The criteria for what constitutes an academic discipline include: community interaction (scholars, teachers, learners from specialized schools), human imagination, domain, history and traditions, contextual and syntactical structure, a specialized language or system of symbols, mode of inquiry, heritage of literature and communication network, valuative and affective stance and an instructive community (see for example, King and Brownell, 1966; Dahnke and Dreher 2001).

Finally, Garavan *et al.*, 2(007:3) state that, “*Human Resource Development is now, and will continue to be, a major academic discipline and a key consideration for workplace development in the 21<sup>st</sup> century. As an academic field, it is generally accepted that it remains segmented, incomplete and lacking both comprehensiveness and coherence”.* Overall, although there are some opinions arguing against considering HRD as a discipline, sufficient justifications have been made for doing so.

### **2.2.2 HRD philosophical perspectives:**

Ruona and Lynham (2004) argue that philosophy plays an important role in the evolution and future of HRD as this discipline continues to deal with perennial issues that threaten its stability and future effectiveness. Furthermore, they listed several benefits for articulating HRD philosophy; first, philosophy can be useful in helping professionals and communities within HRD to surface their own coherent ideas about the aims of their work and the assumptions that lead them to their desired outcomes. Thus, these systems of thought must be conceptually sound and then held up to careful standards of consistency. Second, philosophy can provide a framework for articulating the purposes of the field and the only way this will happen is by exploring the deep assumptions that drive the HRD field. Third, philosophy can be a rigorous background for HRD professionals to judge whether and to what extent the field can accommodate multiple definitions and purposes. These efforts help others in HRD to compare and contrast their beliefs, to know where they stand. It also helps communities within HRD to form and to understand how they are similar to and different from each other. Fourth, it is used to explicate different schools of thought emerging in HRD and explore where they come together and where they do not (Swanson and Holton, 2001). Furthermore, philosophy can be an important mechanism to guide the nature of conversations that need continually to be held in HRD to ensure that HRD grows well in depth and breadth.

Examples of such efforts were made by Sambrook (1998) who identifies three ways of thinking about HRD in today's organizations: T&D or 'TELL' which is talked about and enacted within the traditional paradigm of classical management and systems thinking: competent HRD or 'SELL', which represents a wider approach focused on a competent and efficient approach to learning interventions at tactical level within the organization, and strategic 'GEL' which links HRD with organizational goals and future needs to achieve vertical integration.

Stewart *et al.* (2010) distinguish between a 'performance' focus and 'learning' focus of HRD. In a similar context, Holton (2002:201) defines the performance paradigm of HRD as "*to advance the mission of the performance system that sponsors the HRD efforts by improving the capabilities of individuals working in the system and improving*



the systems in which they perform their work". McGuire *et al.* (2001) present a detailed discussion of various HRD paradigms by characterizing five related philosophies: systemic wholism, traditional functionalism, developmental humanism, utilitarian instrumentalism and radical/critical theory. Furthermore, they examine the nature of HRD from a triarchy of perspectives as follows:

**Table 2.1 HRD philosophical paradigms**

	Philosophical Paradigms		Level of Analysis	Discourse for HRD
<b>Social Constructionism</b>	Systemic Wholism		Multiple Focus	<ul style="list-style-type: none"> <li>• An interactionally constructed and socially transmitted concept</li> <li>• Language is the medium through which actors construe HRD and give it meaning</li> <li>• Attempts by academics and practitioners to provide interpretations of HRD</li> <li>• HRD currently facilitates discourse on individual, organizational and national fields</li> <li>• A discourse device between the labour market and educational institutions</li> <li>• Discourse is continuing evolving to accommodate changes in environmental factors</li> </ul>
<b>Managerialist</b>	Non Strategic	Traditional Functionalism	Organizational Focus	<ul style="list-style-type: none"> <li>• Has a primary purpose of enabling the organization to achieve its goals</li> <li>• Must be evaluated in terms of what it costs</li> <li>• Can be justified in terms of resource/competency improvement</li> <li>• Proactive and strategic in discourse</li> <li>• Focuses on organizational concerns and subordinates the individual</li> <li>• Managerialist HRD activities can take many forms and focus on multiple organizational outcomes</li> </ul>
	Mid-Range	Developmental Humanism		
	Strategic	Utilitarian Instrumentalism		
<b>Critical Theory</b>	Marxism/ Critical Theory		Individual and Community Focus	<ul style="list-style-type: none"> <li>• Construed as a strategy to engender employee commitment utilising forms of manipulation, coercion, consent and compliance</li> <li>• Managers are vested with power in respect of the provision of HRD</li> <li>• Has the effect of colonising employee lifeworlds. They are expected to manage themselves</li> <li>• Has the capacity to homogenise abilities to match strategic contingencies of the organization</li> <li>• The resource component of HRD not currently viable. It is only appropriate to talk about human development</li> <li>• People must inject communicative rationality back into the systems of money and power.</li> </ul>

Source: McGuire *et al.* (2001).

According to the previous model, systemic wholism strives to achieve a universal understanding and integrative approach to HRD. It has a tendency towards communitarianism and egalitarianism and views the role and needs of individuals within the context of an overall system.

The Managerialist perspective focuses on the instrumental use of HRD to achieve organizational objectives. Within this perspectives falls Traditional functionalism, which is a practical problem-solving approach to dealing with organizational problems. In the HRD context, interventions are often short-term, structured and instructional in nature. Long (2007) states that the Managerialist perspective seeks rational explanations for and effective control of social affairs.

Developmental humanism is concerned with the enhancement and growth of an individual's skills and abilities and posits that employees should be provided with a broad degree of self-control and self-regulation on the basis that they will actively work towards fulfilling the aims of the organization. Organizations espousing developmental humanism are typically characterized by flexible working arrangements, multi-skilling, and high levels of job autonomy.

Utilitarian instrumentalism advocates the "rational" management of employees, leading to the ultimate aim of increased competitive advantage and shareholder returns. It espouses a close "fit" between HRD and strategic organizational imperatives and that HRD must make a valuable contribution to bottom-line performance. Accordingly, HRD interventions often have a short-term narrowly defined focus.

Finally, Radical/Critical theory views HRD as an ideological colonizing tool of systemic capitalism, from which employees must retake the emancipatory imperative that has been the foundation of critical theory since Marx. It challenges existing social structures and views conflict as inevitable in bringing about structural change. It emphasizes the value of education and of raising consciousness in confronting and demanding some revision of oppressive social structures. Long (2007) states that a critical perspective toward organizational analysis rejects the managerial emphasis on organizational or shareholders gain; instead it seeks a transformation of workplaces and HR practices to promote human-level interests of justice and equity.

From a different perspective, McGuire *et al.* (2001) state that the social constructionist perspective is common to both the American and European schools of HRD since both were interested in defining, erecting and deconstructing HRD components according to their own traditions. On the other hand, the US school of HRD shows a strong managerialist and unitarist focus, which contrasts with the openness of the European school to incorporating more social constructionist and critical theory to HRD. Reviewing the available literature regarding HRD discipline sheds some light on the way HRD and its various components have been talked about, perceived and constructed from Western perspectives. However, this area has not received adequate attention in Arab literature. This research aims to contribute in filling this gap by focusing on one of the HRD components, which is T&D.

### **2.3 Training and Development:**

As discussed earlier, HRD is a broad discipline, which encompasses a variety of philosophies and activities. As this study is particularly interested in T&D, this section deals with T&D's basic themes, the concept, role and practice. Therefore, the section discusses, first, the concepts training, development and T&D, and attempts to clarify points of convergence and divergence with other related concepts like learning and educations. Second, this section aims to highlight the importance placed on T&D. Finally, the theme which is interested with T&D practice will be highlighted by reviewing the literature about the general initiatives to manage T&D and the systematic training cycle approach.

#### **2.3.1 What is training and development?**

The terms `Training` and `development` often appear together, and are sometimes used interchangeably. In fact, these activities serve different purposes. A training need arises when employees lack basic determined skills, knowledge, or ability to perform their current job. Consequently, something should be done immediately to correct the situation (Fairfield and James, 1987). Hackett (1997:3) 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 (2006:575) 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 satisfactorily”.*

Development refers to a broader landscape; it relates to future and longer-term development of people throughout their career (Currie, 2006). Armstrong (2006:570) defines development as *“an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required”*. Hackett (1997:3) argues that development aims *“to equip people with knowledge and skills they might need later in their career at higher levels in the organization”*.

T&D was defined as *“planned and systematic effort to modify or develop knowledge, skills and attitude through learning experience, to achieve effective performance in an activity or range of activities”* (Buckley and Caple, 1990:13). Similarly, Arab authors defined T&D in almost comparable manner. For example, Belhaj (2000:2) defines the T&D as *“planned, organized and sustained process based on scientific principles aimed at increasing employees and organizations effectiveness”*. Al-Ali (1999:4) states that *“T&D is planned and continuous process, concentrating on human resources in order to bring about certain changes in transferring of new knowledge, skills, behaviour and attitude to develop and maintain competence to perform specific roles in job-related tasks and to meet specific, current and future needs of the organization”*.

However, these were examples of the attempts made to define T&D. Generally, most of the explanations emphasize almost similar points; first, training and development serve different but complementary purposes. Second, T&D is a planned, systematic and continuous process. Third, T&D initiatives aim at modifying or improving behaviour, knowledge, skills and attitude of the workforce, to meet current and future needs. Finally, the overall objective of T&D efforts is to increase the employees` as well as the organization`s performance.

### **2.3.2 T&D and related terminology:**

T&D cannot be satisfactorily understood without illustrating the most related terms, which are to a great extent interrelated in the HRD discipline, learning and education. For example, Brinkerhoff (1978) argues that HRD, which includes various concepts like

*training, development and education*, is meant to produce something of value, expected somewhat to help the organizations to perform better. Goldstein (1974:3) states that both *T&D* and *education* are instructional processes designed to modify human behaviour. Pont (1991) states that the *learning* process is at the core of *training*; from these points of view, the overlap between these concepts arises. Although these concepts are sometimes used interchangeably, there are some dimensions distinguishing them. **Education** is defined as “*activities which aim to develop the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skills relating to only a limited field of activity*”(Robinson, 2006:188). **Learning** on the other hand, has been a long debated concept in the spheres of religion, physiology, psychology and sociology (Kalaisevan and Naachimuthu, 2011). Generally, learning was defined as “*a relatively permanent change of behaviour as a result of past experience. Learning is taken to mean more than acquiring knowledge, it encompasses the way in which out model values and techniques are shed in favour of new ones*” (Price, 2011:461). Zhang *et al.* (2010) argue that humans learn throughout their lives but much of this learning is hardly recognized because it happens ‘informally’ without conscious awareness. **T&D** was defined as a ‘planned’ process that aims to modify or improve behaviour, knowledge, skills and attitude; to meet current and future needs.

Therefore, the three concepts are concerned with change and improvement but with differences in the manner in which they occur. However, Mumford (1997) provides further distinction between the four terms. He claims that learning and development say something about the output or results, while training and education are about activity or input. Garavan (1997) discusses the concepts of training, development, education and learning. He argues that it is perhaps more appropriate to view training, development and education as an integrated whole, with the concept of learning as the glue which holds them together. Similarly, Buckley and Caple (2004) argue that training, education and planned and unplanned experience are interdependent and equal partners with regard to their potential contribution to learning and development. Moreover, Kalaisevan and Naachimuthu (2011) argue that learning is approached as an ‘outcome’ that could be visualised, recognized or measured. Conversely, Stewart *et al.* (2010) refer to Stewart (1999) who claims that trying to define and distinguish training, development and education is futile.

Overall, learning is a lifelong process- either formal or informal- that could be viewed as a process or an outcome (Zhang *et al.*, 2010), Buckley and Caple (2004) define learning as a process whereby individuals `acquire` knowledge, skills and attitudes. T&D is concerned with providing learning opportunities in more explicit formal approaches for `work` context. Education, on the other hand, is an organized and planned process, that aims at `enabling` an individual to assimilate and develop knowledge, skills, values and understanding (Buckley and Caple, 2004); furthermore, education is more `person` oriented.

### **2.3.3 T&D status and role:**

Before discussing T&D`s status and role, it would be appropriate to highlight the debate regarding HRM status and role. The status of HRM and its standing as a managerial profession has been subject to considerable attention from both academics and practitioners (Leege, 1995; Torrington and Hall, 1996; Guest, 1997, 2002; Wall and Wood, 2005; Wright, 2008). The disagreement on HRM`s status was linked to the real value that HRM initiatives achieve. From a general perspective, the assumption underpinning the practice of HRM is that organizational performance largely depends on their workforce; if an appropriate range of HR initiatives is developed and implemented effectively, HRM will have a significant impact on organizational performance (Armstrong, 2006). From this perspective, the link between HRM and business success and/or performance has been the basis of much scholarly research (for example, Huselid *et al.*, 1997; Guest, 1997; Cho *et al.*, 2005; Michie and Sheehan, 2005; Chenevert and Tremblay, 2009; Wirtz *et al.*, 2008). Efforts to understand the links between HR and organizational performance have been supplemented by research showing that HRM is positively linked to the wellbeing of an organization`s staff (Smith and Smith, 2007). In parallel, Guest (2002) claims that another stream of writing has provided a critique of both the rhetoric and the reality of HRM. Guest (2002) refers to a group of scholars who assert that HRM, while sometimes used by management to claim to give greater emphasis to workers` concerns, in practice seeks to incorporate workers within a management-determined unitarist system of control. This claim is supported by Truss (1999) who states that even if the rhetoric of HRM is soft, the reality is often hard, as the organizational interests prevail over those of the workers.

The second viewpoint is related to whether or not HRM does really enhance the organizational performance. In this regard, Guest (1997) states that researchers in the HRD field still require a theory about HRM, a theory about performance and a theory about how they are linked. Wall and Wood (2005) state that it is often assumed that there is an effect of HRM practices on organizational performance. Their critical assessment of the available studies finds that, although collectively they have opened up a promising line of inquiry, the methodological limitations make such a conclusion premature. Thus, Wall and Wood (2005) argue that future progress will depend on stronger research methods, design, large-scale and long-term research, which probably can only be achieved through partnerships between researcher, practitioner and government communities. Boselie *et al.* (2005) conducted an overview of what they claimed to be every empirical research article into the linkages between HRM and performance published in the international refereed journals between 1994 and 2003. They examine how each study portrays the so-called ‘black box’ stage between HRM and performance. They report wide disparities, but also some welcome commonalities and indicative trends that point towards a gradual convergence on how future research into this complex relationship might usefully be conducted. However, Wall and Wood (2005:458) stated that *“even if such a performance effect were not demonstrable, the use of practices that enhance employee involvement may be an end in itself”*.

Wright (2008) provides a different angle of debate regarding HRM’s status, by summarizing two main slants; while some stressed the need to reinvigorate the HRM profession by a focus on its ethical and social contribution, others have championed the contrasting need for HR managers to better demonstrate their ability to ‘deliver value’ to managers and shareholders by re-conceptualising their role as ‘strategic’ or ‘business partners’ to senior managers. On the other hand, Torrington and Hall (1996:94) in their research to analyse the progress being made by personnel functions towards the “ideal” HR, state that most respondents claimed *“they were some way towards achieving the ideal of strategic involvement and operational devolution, but perhaps this is no more than chasing a rainbow that will disappear when the sun goes in or when the rain stops?”*.

The debate regarding HRM’s status and role has extended to include different practices within different countries. Bowen *et al.* (2002) explore how the role of HRM varies

across countries on two dimensions. One is how the status of HRM departments may vary. The other is whether there is cross-country strategic HRM in terms of the conventional contingency approach that links HRM practices to strategy and, moreover, a resource-based view of the organization such as developing “organizational capability” as competitive advantage. Results show significant differences in HRM status across countries, with significant correlations between status and “organizational capability”. In Asian countries there is a slight tendency for HRM practices to be linked more to a “differentiation” strategy, whereas, in Anglo countries, a strong linkage is found between HRM practices and “organizational capability.”

Regarding T&D Bates (2008) claims T&D has become a major consideration in many organizations, due to the greater demand for both technical and human relation skills, rapid change of technology, need for greater management skills, changing customer expectations, education level and global competition. Therefore, organizations are expected to invest resources, including time and money, to ensure that the workforce have the right knowledge, skills, and capabilities they need to work effectively in a rapidly changing environment (The United States General Accounting Office (GAO), 2004).

Traditionally, the purpose of T&D has been to ensure that employees can effectively accomplish their jobs. Today, the business environment has changed, with intense pressure on organizations to stay ahead of the competition through innovation, reinvention and closer relationship with customers (Society of Human Resource Management (SHRM), 2008). Hence, T&D’s purpose has been expanded from performing the job correctly to maintaining or improving employees` current and future performance by increasing employees` ability to perform, usually by changing their attitudes and/or increasing their skills and knowledge in order to improve overall organizational effectiveness (Albahussain, 2000).

According to Altarwaneh (2005) T&D is supposed to provide employees with the up-to-date skills, knowledge and information needed to perform their responsibilities effectively and efficiently. Buckley and Caple (1990) argue that individuals themselves also can benefit from T&D in many ways. In relation to their current positions, they may gain greater intrinsic job satisfaction and self esteem emerging from performing tasks well and being able to exercise a new range of skills. Extrinsic job satisfaction



may come from extra earnings accrued through improved job performance and the enhancement of career. Currie (2006) added the benefit of feeling valued, confident, respected and secure.

From a wider viewpoint, Currie (2006) argues that the country benefits from knowledgeable and skilled workforce as they contribute enormously to the economy of the nation, creating wealth and enabling their organizations to perform well locally and compete with their overseas counterparts.

Conversely, Wills (1998) states that the relationship between T&D and organization results is a very complex one, since the results are affected by many varying influences. Glaveli and Karassavidou (2011) suggest an indirect relation between T&D and organizational performance as they claim that a formal, structured, and long-term approach to training, as well as certain pre and post T&D conditions and activities, will create positive perceptions about the T&D's value. Higher levels of job satisfaction boost employee loyalty, creating in this sense value for the organization. This value is reflected to customers, in terms of better service quality, and reciprocated to the organization through higher customer satisfaction and loyalty, which lead to improved profitability. Nguyen *et al.* (2011) investigate the role of training and its impact on firm performance in some economies in Asia; they suggest that training is positively related to organizational performance. Besides, Smith and Smith (2007) argue that T&D may play a more prominent role in HRM practices than hitherto realised. Malallah (2010) found a positive relation between managers' training and both context and overall job satisfaction. Costen and Salazar (2011) indicate that employees who perceive they have the opportunity to develop new skills are more satisfied with their jobs, more loyal and more likely to stay with their organizations. Khawaja (2012) highlights the needs of business to concentrate on building employee capacity and focusing on employee development to attain job satisfaction.

Ultimately, the key purpose of T&D is to develop human potential that can assist organizations in achieving their mission, goals, and objectives. Individuals may consider T&D as a means to improve themselves and enhance their career prospects.

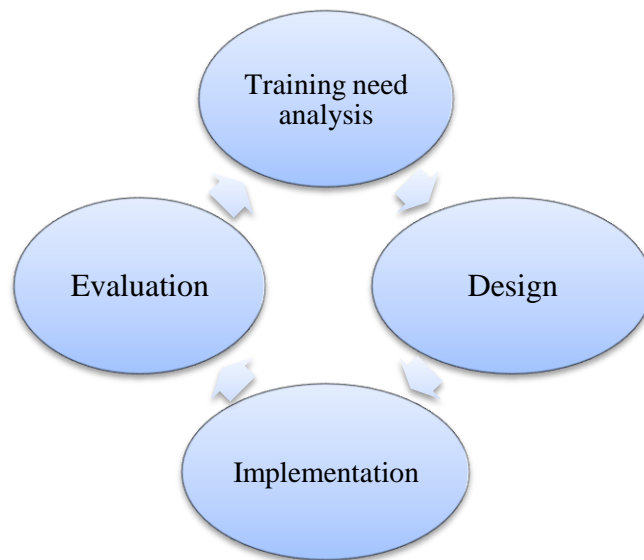
#### **2.3.4 T&D as a field of practice:**

Armstrong (2006) indicates that T&D should be systematic, in that it is specifically planned, designed, implemented and evaluated; in order to meet predefined needs. Furthermore, Anderson (1993) states that systematic T&D ensures the reduction of randomness in managing the related interventions. Therefore, organizations are advised to prepare a T&D strategy that is consistent with and derived from the organizational overall strategy (Carr 1992, Bowen 1994, Olian *et al.* 1998, Beardwell and Holden 2001, Bee and Bee 2003, Alhiti 2003, Wang 2008). According to Bee and Bee (2003), the preparation of organizational strategy should be followed by determination of HR strategy, in which a value statement about how employees will be treated in the organization should be placed; thereafter, T&D strategy should be prepared. In this context, Bee and Bee (2003) claim that there is often confusion between the terms T&D strategy and T&D plan. Consequently, it is important to explain these terms:

- T&D strategy is a high level document which sets out the overall approach that the organization takes to T&D (Bee and Bee, 2003). In a similar context, Wills (1998:10) defines T&D philosophy as “*a statement of organization`s attitudes towards T&D. It has to define clearly the importance that is attached to T&D*”. Thus, T&D strategy should set out the key philosophical approaches that underpin T&D, the fundamental principles, which will drive the T&D processes in the organizations.
- The T&D plan is the document that sets out how the strategy is to be implemented over a set period of time. According to Bee and Bee (2003) the T&D plan includes *Context and objectives*: which sets out the context for the plan, the key themes for the plan period, the key objectives and the organization`s priorities. Second, it should include the *T&D budget*, since having an identified and dedicated source of funding implies a commitment to T&D and guarantees a certain level of activities. Moreover the budget is a tool for planning and controlling the financial side of T&D activities. Third, the plan should include *the operational plan*, to schedule T&D activities in terms of time-scale and non-financial resources.

Wills (1998) claims that the T&D plan should decide *who* needs training, *why* are they to be trained, *where* they should be trained and *how* are they going to be trained, *how long* the programmes will be and *how much* they will cost. Besides, planning helps in determining priorities. Thus, preparing the T&D plan should be based on and synchronous with other T&D activities. For this purpose, many frameworks have been developed over many decades to organize T&D efforts systematically. Conventionally, most of these models tend to cover four main stages: training need analysis (TNA), design, implementation and evaluation stages (Lynton and Pareek, 1967; GAO, 2004; Hackett 1997; Armstrong, 2006; Anderson, 2010 and Griggs *et al.*, 2010).

**Figure 2.3 T&D process component**



Griggs *et al* (2010) indicate that although this model is criticized for its inflexibility and lack of consideration of contextual issues, the model still provides a practical tool to analyse and manage these processes within the organization. Furthermore, they claim that this model is not neat, ordered and predictable in real life, as stages could interrelate and amendments could be made at any stage. The model stages are discussed below:

#### **2.3.4.1 Training needs analysis:**

Marchington and Wilkinson (1996) indicate that although the terms training need identification TNI and training need analysis TNA are used interchangeably, TNI is concerned with the process required to detect and specify T&D needs at an individual and organizational level, whilst TNA refers to the process of examining T&D needs to determine how they might actually be met. Harrison (2009) describes TNA as a generic term used to cover the processes of identifying what successful task, job or role performance looks like, and what is needed for individuals in order to achieve those results. Furthermore, Pettinger (2002) defines TNA as identifying gaps and shortfalls in performance and deciding which weaknesses can be overcome through T&D activities and which cannot. From these perspectives, it could be argued that TNA is a broader term that includes TNI. Accordingly, and for the purpose of this study, the term TNA will be used to refer to this stage.

The mentioned definitions were set to clarify what is TNA and to compare it against TNI, but before moving ahead in discussing this stage, it is appropriate to clarify what constitutes `T&D need`. According to Griggs *et al.* (2010), it often involves a combination of knowledge, skills and attitude. 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.

At the TNA stage, the organization has to balance its strategies, policies and demands, as well as individual and organizational requirements. Wills (1998) represents how these needs are driven from the organization`s strategy as shown next:

**Figure 2.4 Training need analysis**



Source: Wills (1998:28).

The figure shows that the organization policies and strategies should be the umbrella under which individual and organizational T&D needs are assessed. Further, the model illustrates that there are two ways in which organizational strategy shapes T&D needs, first, a direct approach through mandatory requirements required to cope with organizational general policy. Secondly, identification of business needs, which comes through determining individual needs, as well as departmental needs. Thus, T&D needs exist at three levels: individual, job/departmental and organizational levels (Alhiti, 2003), as follows:

#### **A. Individual –level TNA:**

This level concentrates on which individuals require T&D and what their particular needs are (Griggs *et al.*, 2010). For the assessment of individual T&D needs, there are several approaches; each of these techniques has its own advantages and drawbacks. These techniques are summarized as follows:

**Table 2:2 Individual TNA techniques**

<b>Techniques</b>	<b>Description</b>	<b>Advantages</b>	<b>Drawbacks</b>
<b>Performance appraisal</b>	“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)
<b>Development centres/ (Assessment centres)</b>	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 <i>et al.</i> , 2010).	- Considered as time and effort consuming. - Relatively formal ways of TNA (Hackett, 1997).
<b>Self – assessment</b>	The <i>formal</i> method is inviting the employees to rate their competency against predetermined standards and ask for training if they would benefit. The <i>informal</i> 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 <i>et al.</i> , 2010).	Could be used to indicate personal preferences, whether or not they are what the organization actually needs (Pettinger, 2002).
<b>Peer assessment:</b>	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).

**Continued**

<p><b>Direct observation</b></p>	<p>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).</p>	<ul style="list-style-type: none"> <li>- The analyst has direct access to the job and does not have to rely on fallible recall.</li> <li>- Observation of a task in the context of the overall work situation means that other factors are less likely to be overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>-Time consuming.</li> <li>-The observation may change or interfere with the very activities which are to be observed (Patrick, 1992).</li> </ul>
<p><b>Interview</b></p>	<p>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).</p>	<ul style="list-style-type: none"> <li>- Greater opportunity to capture the actual employees T&amp;D needs.</li> <li>- The interview would help to guide the job holder through a detailed description of the job (Rae, 1994)</li> </ul>	<ul style="list-style-type: none"> <li>- Considered as time and effort consuming.</li> </ul>
<p><b>Questionnaire</b></p>	<p>Generally focus on performance requirements, self assessment of capabilities, potential improvement and personal aspirations (Beevers and Rea, 2010).</p>	<ol style="list-style-type: none"> <li>1.Allows the respondents more time to reflect on the questions,</li> <li>2.Provides a written record of responses</li> <li>3.Allows the collection of information from a large number of respondents (Beevers and Rea, 2010).</li> </ol>	<ul style="list-style-type: none"> <li>- Inflexible method which could cause some T&amp;D needs to be ignored</li> <li>- Requires substantial skills in developing a valid questionnaire</li> </ul>

## **B. Job- level TNA:**

Harrison (2009) defines the job TNA as the process of identifying the purpose of the job and its component parts and specifying what must be learned in order to attain effective work performance. Griggs *et al.* (2010) indicate that the analysis at this level could be done through various methods. The basic methods are summarised as follows:

1. **Job TNA:** the process of examining a job in order to identify its component parts with relation to the responsibilities and competencies of the job holder (Griggs *et al.*, 2010). Job analysis usually consists of two components: **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). It should also include the output to be produced (Wills, 1998). The description also may include relations, physical, social and economic, working conditions, prospects and current T&D opportunities and difficulties (Buckley and Caple, 1990). Therefore, the job description should help to avoid time and effort being wasted on peripheral or irrelevant matters. Besides, the description of the physical, psychological and social environment in which the job has to be performed may have clear implications for T&D programme design. The second method refers to **job specification:** a detailed statement of the skills, knowledge, attitudes, physical and mental activities which are required by the individual in order to carry out the duties involved in the job (Rae, 1991). Buckley and Caple (1990) argue that drawing up a job specification may benefit T&D in various areas, first, to ensure that the programme provided is relevant to the real needs of trainees. Second, it gives a clear picture of all the possible training requirements. Third, it helps to identify the appropriate technique for a particular task or task element. Finally, it could serve as a checklist for identifying specific individual's T&D needs.
2. **Key task analysis:** this method is relatively similar to job analysis, but focuses on prioritizing the elements within the job that have the greatest impact on performance (Griggs *et al.*, 2010). Thus, key tasks are analysed to explore the knowledge, skills and attitude required to perform them.



### C. Organization - level TNA:

Pettinger (2002) claims that this level consists of strategic and operational considerations, product or service effectiveness measures, profitability and viability review. Organizational needs could be analysed throughout different methods to find out any problems or to highlight any possible opportunities. This could be accomplished through:

- **Environmental analysis:** at this level, organizations should take into consideration the impact and the requirements of general external factors, like economic, technological, demographic, social and cultural factors (Bee and Bee, 2003). Boydell and Leary (2003) stress that T&D needs may emerge as a result of environmental changes, for example the change in market /client base, as well as the changing volume of competition either locally or internationally. Second, the change in technology, as the introduction of new technology may result in changes to systems and processes (Armstrong, 2006). Third, changes in legislation or standards can affect an organization, either in the field of employment, health and safety, trade, taxation or environmental protection. Boydell and Leary (2003) indicate that a similar situation applies to standards like quality standards. Furthermore, demographic, social and cultural changes are also a potential area of impact for most organizations, like women's expectation of their work, entry of a greater proportion of people to higher education, besides the influence and needs of diverse societies (Bee and Bee, 2003).
- **Consumer surveys:** another method to identify the organization's need is conducting periodic audit which may be done to investigate or examine the effectiveness of any functional unit in the organization or the organization as a whole. Such a search may highlight the unsatisfactory features of current operation or warn of future impending problems. This maybe conducted to investigate the performance of one or more units of the organization; the main purpose of such an effort is to identify any problem at early stage, which may need a training involvement (Buckley and Caple, 1990). Conversely, Olian *et al.* (1998) suggest a more advanced outlook for this kind of analysis. They argue that customer surveys help organizations to learn about their product and service requirements and to gather suggestions regarding employee development needs. In these cases,

environmental demands drive adjustments to the organization's strategy, with T&D changes applied as a result of decisions to modify the organization's strategy. However, there are other mechanisms organizations may use to derive organizations' needs; by for example turnover rates, absenteeism, production reports, and financial reports or any related reports or data.

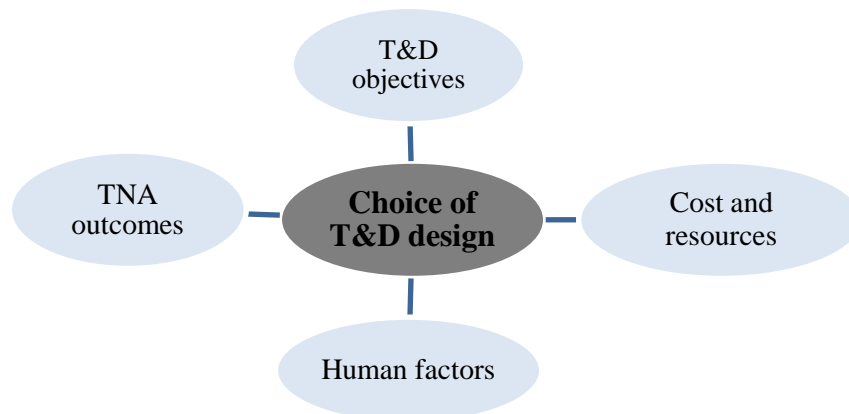
Pettinger (2002) indicates that to avoid the differences in value placed by departments, divisions, functions and managers on the TNA process and to ensure effectiveness, a strategic approach to TNA is required. The strategic approach could be accomplished through establishing the priorities of TNA, identifying the required standards in skills, knowledge, attitudes, behaviours and performance, and providing structure for determining shortfalls in each.

On the other hand, Griggs *et al.* (2010) indicate important issues that derive from uncritical adoption of systematic TNA, like the concern for whether reliance on formal TNA results in narrow focus on training rather than encouraging a creative process and learning culture. The second issue refers to the question whether the focus on current requirements may ignore change in the working environment, consequently developing the skills of today rather than tomorrow. Third, there is the concern of identifying the wrong needs, or needs that are not targeted to real performance problems. In this regard, the issue of distinguishing between T&D 'need' and T&D 'want' becomes critical. Moreover, identifying a gap between actual and desired performance does not necessarily indicate a T&D need. Fourth, there is the issue of validity and reliability of TNA process data. Finally, there are conflicting priorities of different stakeholders, are associated with a failure to understand the cultural and historical influences that affect responsiveness and readiness to change. Finally, Griggs *et al.* (2010) state that a systematic TNA can guide subsequent stages of design, delivery and evaluation. Similarly, Bhatta (2002) states that the TNA stage determines the nature and orientation of T&D initiatives.

### 2.3.4.2 Designing and delivery stage:

At this stage, the organization should translate the determined T&D needs into programmes. Before discussing this stage, it is appropriate at the outset to indicate that the terms `design` and `delivery` are inextricable. To clarify this point, this stage is targeted to decide T&D tactics or methods that the organization is going to use to fulfill the predetermined T&D needs. In this context, Glaister *et al.* (2010) argue that the choice of a particular method or combination of methods might be appropriate in terms of ability to meet purpose, but unrealistic in terms of cost or time. Thus, reaching an appropriate and applicable method is the core aim of this stage. Consequently, trying to separate the mentioned terms would be meaningless. However, for the purpose of clarification, in this study, this stage will be referred to as the designing stage. The designing stage is generally shaped by several factors as shown in Figure 2:5.

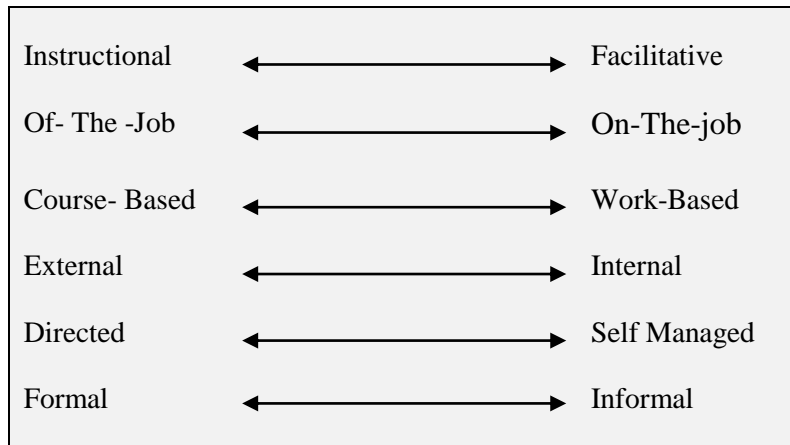
**Figure 2.5 T&D design framework**



Buckley and Caple (2004) indicate that T&D objectives serve many purposes for this stage, as such objectives state what has to be achieved, provide a sequence or order in which T&D programmes should take place, and give an indication of that kind of tactics or methods to be used to ensure the most effective form of T&D. Besides, the programmes should be built based on the outcomes of the TNA stage, In other words, the design should take into consideration the type of needs, whether knowledge, skills or attitudes and match these requirements with appropriate techniques. Furthermore, Glaister *et al.* (2010) indicate that understanding of individual differences, in terms of motivation to learn, and the extent to which individuals are self-directed, is clearly important in any consideration of how best to meet T&D needs. Furthermore, cost and

resources available may influence what can be done and the choice of T&D techniques (Buckley and Caple, 2004). In this context, a number of classifications have been made to distinguish between different T&D strategies. Anderson (2010) distinguishes T&D strategies decision as below:

**Figure 2.6 Various T&D designing strategies**



Source: Anderson, (2010:352).

Buckley and Caple (2004) argue that although there are several classifications, they have major areas of commonality, basically regarding on the-job, off-the-job strategies and trainer-centred (course- based) and learner- centred (work based) which is reflected in the methods used. Hackett (1997) claims that designing T&D involves making choice between on and off-job training methods. He defines on –the- job training as learning that takes place in the learners’ normal workplace, in the course of doing their work. Pettinger (2002) indicates that the advantages of this type of method are that it teaches people a serious of tasks and activities required for their daily job in their context, it draws a direct relationship between what has been learned and how it is to be applied as required, which generates full familiarization with the work content and environment, and establishes and reinforce the required attitudes, values, behaviour and approaches to work. Hackett (1997) adds that on- the- job training can be more readily provided on a just-in-time basis, precisely when needed. Petttinger (2002:64) defines off-the-job training as “*anything that provides organizational, occupational, professional, group or individual learning away from the place of work*”. Furthermore, Pettinger (2002) claims that this type usually concentrates on the development of new skills, knowledge, expertise and technological.

Regarding methods, according to Buckley and Caple`s (2004) broad classification, T&D methods could be trainer-centred, where techniques are usually structured by a trainer who leads the trainees through serious of lessons, lectures or activities, whereas learner-centred methods, place the responsibility for learning upon the trainees. Within these broad classifications, a variety of methods could be utilized. Beardwell and Holden (2001) indicate that a careful use of T&D techniques can be a very cost-effective investment in the sense of using the appropriate method for the needs of a person or group. On the other hand, Glaister *et al.* (2010) state that there is rarely one best method to carry a programme; all methods have different strengths and weaknesses. The key is to match the `method` with the `need`.

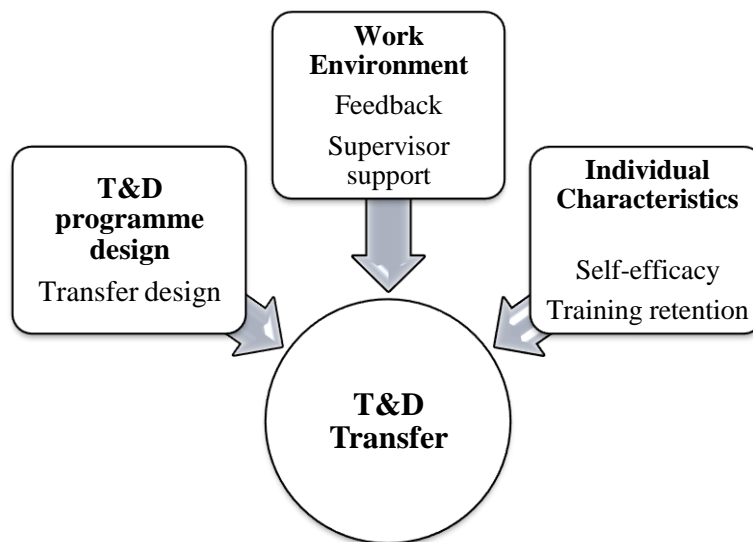
GAO (2004) argue that training can be accomplished through a variety of approaches, such as lectures, e-learning, and conferences that are educational or instructional in nature, while developmental programmes can include experiences such as coaching, mentoring, or rotational assignments.

Finally, designing for T&D should cover all of the activities associated with translating T&D needs into T&D programmes. At this stage, the organization should take into consideration other variables to ensure proper design of the programme, for example, reschedule employees work time to suit T&D programmes, guarantee an appropriate environment during activities, as well as other comfort factors like lighting, refreshment, heating and ventilation (GAO, 2004).

#### **2.3.4.3 Implementation stage:**

This stage is also called the transfer stage. Baldwin and Ford (1988) define it as the degree to which gained skills, knowledge and attitudes can effectively be applied at work. Velada *et al.* (2007) indicate that although several studies have been conducted to understand the transfer process, conceptual models for understanding this stage are limited. Holton (1996) developed the Learning Transfer System Inventory (LTSI) to evaluate factors affecting implementing of knowledge, skills or attitudes acquired through T&D programmes to workplace. The LTSI includes 16 factors that either assist or inhibit the transfer. Velada *et al.* (2007) based Holton (1996) model considered three main influences factors as, T&D programme design, individual characteristics and work environment, as follows:

**Figure 2.7 Factors influencing implementation stage**



Source: Velada *et al.* (2007:284).

Velada *et al.* (2007) state that organizations should design their programmes to include factors that increase the likelihood of implementation. In this context, they argue that transferable design refers to the degree to which a programme has been designed in a way that provides trainees the ability to transfer learning back to the job (Holton, 1996). The second factor refers to individual characteristics; they argue that there are several individual characteristics that affect the implementation of acquired skills and knowledge. Some of these characteristics are cognitive ability, locus of control, conscientiousness, achievement motivation, motivation to learn and to transfer, anxiety, self-efficacy, and valence. Others are job involvement, organizational commitment, organizational cynicism and job satisfaction. Of these characteristics, performance self-efficacy has been argued to strongly relate to both learning and transfer of T&D. Furthermore, they suggest that trainees must have the ability to retain the knowledge instilled during the programme to facilitate the transfer process. Similar to cognitive ability, training retention is the degree to which trainees retain the content after the programme is completed. Thirdly, the work environment variables include organizational culture and climate. Velada *et al.* (2007) indicate that when employees perceive that the organizational climate is supportive, they are more likely to apply their new knowledge in the work environment. Furthermore, performance feedback, specifically, feedback regarding the newly learned knowledge and skills and how these

relate to job performance increases the likelihood of its transfer to the work context. Finally, supervisor support can be described as the extent to which supervisors support and reinforce the use of newly learned knowledge and skills on the job. In this regard, they argue that the dominant literature suggests that when trainees perceive that their supervisors support the application of newly developed knowledge and skills, they are more likely to transfer these competencies back to the job.

Furthermore, the motivational theory tells that behaviour which is not rewarded is not willingly engaged in again (Mumford,1997). Thus, using an appropriate rewards and incentives system, and ensuring their fair and equitable use could be considered as a critical factor that affects the T&D implementation. Kontoghiorghes (2001) who conducted research investigating factors affecting training effectiveness in the context of the introduction of new technology give a broader view of this criterion, as he implies that a training intervention would have a better chance of becoming successful when implemented in a participative organization where the employees are not only encouraged to learn and apply new skills and knowledge, but also recognized for doing so. What can also be inferred from the findings of this study is that training effectiveness is dependent not only on the appropriate of the training programme and the prevailing training transfer climate, but on the entire organization as a whole. It seems that high performance work systems not only act as catalysts to higher levels of performance but are also prime motivating forces for learning and its application back to the workplace.

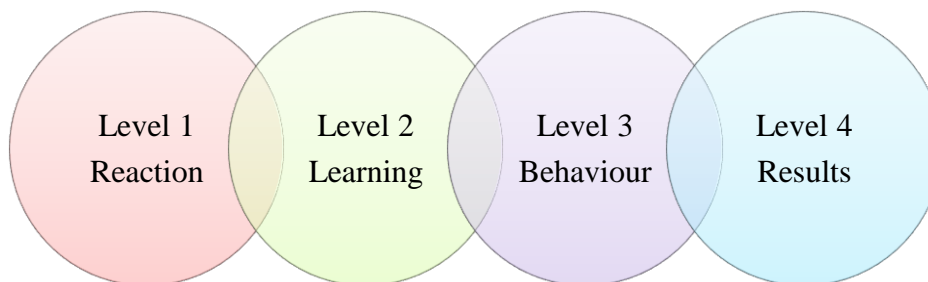
Overall, the implementation stage involves ensuring effective and efficient delivery of T&D opportunities in the workplace. This stage is affected by several factors that could be related to the organizational learning culture, management support, the nature of the job performed and individual's differences. Holton *et al.* (2000) argue that the transfer of learning is *perhaps* the most critical outcome of HRD effort. Finally, this stage is highly connected with the evaluation stage.

#### 2.3.4.4 Evaluation:

Evaluation is trying to assess whether or not T&D efforts are producing relevant and valued output through an efficient and well managed process (Hackett,1997). Albahussain (2000:55) defines it as “*assessing the validity and adequacy of the T&D objectives, appropriateness of the content of the programme, the instructional approach and techniques used in reaching the objectives, the material used, content of the programme and the instructors and the methods used in training*”. Regarding the last definition, Beevers and Rea (2010) state that T&D evaluation is likely to include validation which concerns whether T&D objectives have been achieved, but evaluation includes other factors like `the value of money`. Therefore, Beevers and Rea (2010) state that a useful way of viewing evaluation is by recognizing four main purposes of evaluation, **prove**, to demonstrate that T&D has worked and it has had the desired outcome; **control**, to check and ensure that T&D initiatives are being delivered in the way that is required; **improve**, to explore and identify how T&D programmes can be adapted and improved, and **learn**, to aid and reinforce individual learning.

Traditionally, organizations have mainly focused on evaluating the T&D performance on activities or processes (such as number of participants, courses, and hours). This method of assessment ignores the role of T&D efforts in performance improvement, cost reduction, or fulfilment of T&D goals (Robinson and Robinson, 1989; GAO, 2004). On the other hand, in 1959, Kirkpatrick introduced his ideas regarding techniques for evaluating T&D programmes, to describe how training would lead to learning, which would lead to on-the-job application, in turn leading to desired results. These ideas were modified later to become Kirkpatrick`s model for evaluating T&D effectiveness at four levels as shown next:

**Figure 2.8 Kirkpatrick model for evaluating T&D outcomes**



Source: Kirkpatrick and Kirkpatrick (2009:21)



**Level 1:** the reaction level, refers to the trainees' reaction to their T&D experience, and should reflect the participants' reaction to the content of the programme, method, general learning conditions and the degree to which the objectives of the programme have been achieved (Buckely and Caple, 1990). Such information could be collected through a questionnaire, feedback forms, on-line evaluation or verbal reactions.

**Level 2:** the learning level, refers to the degree to which participants acquire the intended knowledge, skills and attitudes based on their participation in learning events. Thus, this level seeks to establish whether trainees did actually learn. There are many different measures of learning performance including, for example, paper-and-pencil tests, learning curves and job components (Goldstein, 1974).

**Level 3:** the behaviour level, the measurement of the extent to which trainees apply what they learned during T&D programmes on the job. At this level, the assessment of the effectiveness of learning moves from the programme context into the work environment, in other words, how well has the T&D programme enabled the trainee to perform certain duties, tasks and responsibilities to the required standards?.

**Level 4:** the result level; also known as organizational level. It refers to the measurement of the targeted outcomes that occur as a result of the learning events. At this level the value of T&D needs to be viewed from a wider and long –term perspective, as the organization needs to know what organizational improvements and results T&D has brought (Buckley and Caple,1990). Some of the results that could be examined include productivity, cost, profit, turnover, absenteeism, complaints and morale.

Devins and Smith (2010) argue that Kirkpatrick's model is a systematic route for gathering data, allowing the purpose of T&D evaluation to be met, but its effectiveness is clearly linked to activities which could identified and completed within a limited time. On the other hand, various HRD involves a variety of activities at work and beyond. Furthermore, there is a time-lag between any learning event and its use. Another difficulty arises from diverse variables that affect learning at work, which may not be related to the programme or the trainee, like the management requirement and/or learning culture. Moreover, Beevers and Rea (2010) added that other models of

evaluation could include **Return on investment (ROI)** which refers to a measure of the financial impact of T&D activities on the organization. In other words, it is concerned with comparing total T&D costs with derived benefits. The difficulty of this model refers to the complicatedness of transferring the T&D efforts as well as the T&D results -which may vary from change in behaviour, to acquisition of new skills or knowledge- to monetary value (GAO,2004). Whereas, ROI explores quantitative factors and specifically financial return, the **Return on expectation (ROE)** is another model for evaluating T&D that is more concerned with stakeholders' satisfaction and whether T&D initiatives have met the expectations of learners, managers, customer or other related stakeholders. It is more concerned with intangible and relatively longer term benefits of T&D. Finally, it is important to recall that the evaluation is part of a T&D cycle whose components are dynamic and flow into others (Beevers and Rea, 2010). Thus it is crucial to consider evaluation as something to be done on an ongoing basis and as a fundamental part of continuous improvement that could affect and amend, before or following any of the T&D stages.

#### **2.4 Strategic approach of T&D:**

There has been debate on whether the distinction between HRD and SHRD is useful. For example, Stewart *et al.* (2010) state that HRD has been distinguished from T&D as being more strategic while T&D is more operational; thus the term HRD is already reflects a strategic focus. On the other hand, McCracken and Wallace (2000:281) state that SHRD refers to *“the creation of a learning culture, within which a range of training, development and learning strategies both respond to corporate strategy and also help to shape and influence it. It is the reciprocal, mutually enhancing, nature of the relationship between HRD and corporate strategy which lies at the heart of SHRD and at the heart of the development of a learning culture”*.

McCracken and Wallace (2000) propose criteria for SHRD. Their classification is based on Garavan`s (1991) nine characteristics of SHRD, as follows:

**Figure 2.9 Key SHRD characteristics**

1. Integration with organizational mission and goals
2. HRD plan and policies
3. Top management support
4. Line managers commitment and involvement
5. Environmental scanning
6. Existence of complementary HRM activities
7. Expanded trainer role
8. Recognition of culture
9. Emphasis on evaluation

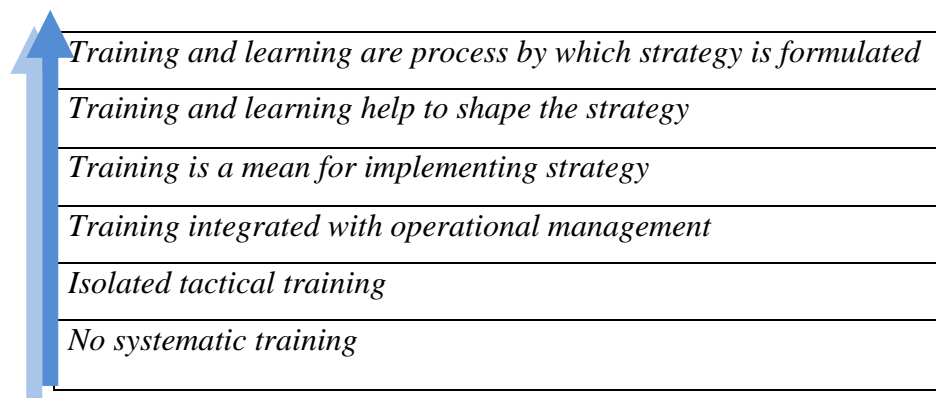
Source: McCracken and Wallace (2000).

- **Integration with organizational mission and goals:** the alignment of T&D strategy with the requirement of the overall business organizational strategy is the first condition of effective management of the T&D function (Carr,1992; Bowen, 1994; Olian *et al.*, 1998; Beardwell and Holden, 2001; Bee and Bee, 2003; Alhiti, 2003). This idea was proposed to ensure that all T&D efforts are linked to, driven from and integrated with the organization`s overall objectives and strategies, to confirm that all these efforts will reflect positively on the performance of the organization. In the same context, Wang (2008) argues that one of the factors that inhibits T&D effectiveness in most organizations is that its related activities are practised in a `piecemeal– style` where T&D strategies are isolated from the overall picture of a given organization. Abdalla and Al-Homoud (1995) stress that among many problems that face T&D functions in Arab organizations, the most influential one is that training is considered as a `standalone` procedure without any link to other parts of the total organizational system.

Many advocators stress that T&D should play a more effective role in the organization by contributing in formulating the organization strategy. In other words T&D should shift from only being reactive to play a more proactive role (Lee, 1996; McCracken and Wallace, 2000; Anderson, 2010). In this regard, Lee (1996) introduced the term training maturity which is used to describe the level of sophistication which the organization has with regard to training and the extent to which training helps to shape and formulate the organizational strategy. Thus a model was proposed starting from no systematic training

where organizations rely on an unstructured and informal process of learning. The next level shows the organizations that develop their training in response to emergent problems. Moving upward shows more maturity in dealing with T&D, which start to play more proactive role by helping in shaping the organization`s strategy. At the top of the model, there are organizations with a learning strategy, where T&D could shape the strategy rather than simply follow it.

**Figure 2.10 T&D Maturity model**



Hence, McCracken and Wallace (2000) propose that the word `integration` with organization mission and goals should be replaced by `shaping` the organizational mission and goals.

- **HRD policies and plans:** as discussed in 2.3.4 for T&D to be effective, the plans should be formulated in a manner that ensures the proper implementation of the organization`s strategy. McCracken and Wallace (2000) state that it is acknowledged that HRD plans should influence, rather than simply react to organizational plans. Accordingly, it is crucial to clarify this point, The T&D **plan** is concerned with a shorter time horizon than HRD strategy, and covers a number and range of programmes and activities, the focus of which is `operational` rather than `strategic` (Stewart *et al.*, 2010). Policies describe the framework within which decisions about T&D activities are taken (Stewart *et al.*, 2010). Thus the matter is about the present and future direction of the organization. While plans and policies are dealing with the present, HRD strategy is perceived to have a long term influence. Therefore, McCracken and Wallace (2000) state that for SHRD to succeed, HRD policies and plans need to be supplemented by HRD strategies.

- **Top management support and line managers' commitment and involvement:** although Garavan (1991) listed top management support and line management commitment in separated points, many authors perceive they are inseparable. In this context, Albahussain (2000) states that T&D is a joint responsibility. Therefore, for T&D to be effective and productive, it has to have the support of management, supervisor, and line managers. Furthermore, T&D units should work jointly in cooperation with all levels of the organization. Harrison (2002) highlights the necessity of having involved in the T&D process; she proposed the basic role of each party in the T&D function as shown in Table 2:3.

**Table 2.3 Rationale of different managerial levels' involvement in T&D interventions**

Managerial levels	Rationale for involvement
Top management	Responsible for the corporate vision, goals, and for the overall direction and resourcing of T&D; Their involvement is needed in order to ensure the commitment of all management.
Middle management	Responsibility for the T&D of their staff, their active support is needed in order to ensure the commitment of the teams and individuals to T&D.
Supervisors	They see the operation of T&D at the operational level and identify important performance-related needs; they must be committed to T&D activity intended to improve performance.
Specialist staff	Where they are employed, they play a leading role in the planning, provision and evaluation of T&D, and operate the T&D systems.

Source: Harrison (2002:112)

Top management role should be active and supportive as they provide the overall direction, mission and vision (Olian *et al.*, 1998). Besides, they should communicate across the organization that investment in T&D is expected to produce clearly identified results (GAO, 2004). Middle management should make every effort to demonstrate the linkage between the organization vision and objectives and its T&D activities. The supervisors' role includes providing objective data about T&D needs. They also play a key part in encouraging employees and in creating the right conditions for them to receive feedback and engage in subsequent T&D activities (Boydell and Leary, 2003).

Kontoghiorghes (2001) indicates that one of the most influential variables for training transfer is supervisory support and encouragement for the acquiring and application of new skills and knowledge. McCracken and Wallace (2000) added that top management support should be active rather than passive and supportive. Thus, top management `support` should be replaced by the term, `management leadership`.

Some authors go further by asserting the need for employees` involvement. In this context, Harrison (2009) states that employees should understand the role that T&D plays in the organization, because this has a direct impact on their motivation to learn the skills, knowledge and attitudes needed for the effective performance and development of future-related capabilities. Boydell and Leary (2003) added that employees hold much information about what is going on. They can help analyse the situation and decide what needs changing or modifying. Thus they are likely to get a much higher level of commitment to any programme or change.

Consequently, it could be argued that if managers from all levels believe in, support and lead the T&D function, they can provide opportunities for employees to successfully engage in T&D efforts and effectively implement new skills and knowledge acquired at work.

- **Environmental scanning:** this standard implies that the T&D function should be responsive to any changes in the environment. McCracken and Wallace (2000) argue that continuous scanning of the external environment, in terms of opportunities and threats for the organization and for T&D specifically is a vital element of SHRD. They emphasize the role of all managers including HRD professionals who could have a role of facilitator or change agent in this process. Another critical element is whether the SWOT or PEST analysis is done specifically in HRD terms or not. SHRD should consider changes in the internal or external environment, to ensure that T&D needs are assessed and analysed critically.

- **Existence of complementary HRM activities:** Garavan (1991) argues that HRD must view itself as part of a wider package of HRM. A vertical and horizontal integration is a decisive requirement for the success of HRM as well as HRD function. McCracken and Wallace (2000) state that without such real alliance and integration

between HRM and HRD, there is probably little hope of either having much impact on the achievement of corporate objectives.

- **Expanding trainer role:** Garavan (1991) states that a SHRD function requires trainers who can be innovators and consultants, rather than simply providers or managers of training. Furthermore, Stewart *et al.* (2010) state that HRD specialist should operate as a `partner` alongside various business units, and as `agents` to facilitate change.

- **Recognition of culture:** Garavan (1991) states that the HRD function must be aware of organizational culture and take into account the need for a match between culture and the manner in which HRD activities are managed. On the other hand McCracken and Wallace (2000) state that SHRD role goes beyond matching the culture and various HRD activities; it is about the role that SHRD might have in changing corporate culture. From a broader perspective, Kyriakidou *et al.* (2010) state that national culture may impact HRD, particularly the manner in which programmes are designed and delivered and their acceptance of feedback style. Albahussain (2000) claims that T&D activities are influenced by national cultural factors; for this reason, any initiative must start with an understanding of the value of the individual as well as cultural levels.

- **Emphasis on evaluation:** Garavan (1991) stresses that the SHRD function must evaluate the outcome of its related activities. McCracken and Wallace (2000) stress the need for conducting evaluation that focuses mainly on results and involve to some degree the cost-effectiveness evaluation. Thus the evaluation should take place at the organization level as illustrated in 2.3.4.4 However, they admitted some difficulties that are associated with pay-back calculations which can lead to a concentration on achieving quantifiable results within a short timeframe and it is vital not to undermine the importance of HRD as an investment with long-term and less tangible benefits, such as attitude or cultural change.

Overall, McCracken and Wallace (2000) stress that in reality the above characteristics are not so easily separated. They are interlinked and should complement and mutually support one another. Moreover they stress that for a strategic approach to HRD to

emerge, it is essential, not only that the nine characteristics exist, but that they should be integrated and interrelated. If one is missed or quite weak, this could considerably weaken the development of SHRD. Thus they proposed SHRD as an open system. Furthermore, according to the illustrated criteria, McCracken and Wallace (2000) propose a SHRD model that classifies the organization`s HRD activities as being either,

- Training: these organizations are strategically immature in HRD, where training is reactive and based on ad hoc implementation of part of the organization strategy. Training specialists tend to have an administrative and delivery role, providing standardized services to the organization. Generally, these organizations have no learning culture.
- HRD: the organization is beginning to develop a maturity in HRD terms. Generally, this kind of activity could be labeled as T&D, which is reactive and supportive to HRD. Organizations at this level have a systematic implementation role, but show some signs of beginning to shape corporate strategy. HRD specialists have an internal learning consultancy role, providing nonstandardized services to line managers. However, such organizations are still characterized by a weak learning culture.
- SHRD: the organizations here are more strategically mature in HRD terms and show evidence of all nine of the Garavan (1991) characteristics. The HRD is more proactive in both shaping and responding to corporate strategy. SHRD specialists have a strategic and innovative role as organizational change consultants, as well as facilitators and change agents. Overall, such organizations have a strong learning culture.



## 2.5 Summary:

This chapter set up a theoretical foundation for the current research by delineating a range of theoretical and empirical work in HRD as disciplines, terminology and functions. Furthermore this chapter discussed the main philosophical perspectives of HRD paradigms by characterizing three main related philosophies: Social Constructionism, Managerialist, and Critical Theory. Reviewing the related literature highlight the way HRD and its various components have been justified, perceived and constructed from Western perspectives. However, this area has not received adequate attention in Arab literature. Therefore, this research aims to contribute in filling this gap by focusing on one of the HRD components, which is T&D.

T&D, which is considered as a main component of HRD, was identified as a “planned process that aims to maintain and improve employees’ current and future performance by enhancing their ability to perform, changing their attitudes or increasing their skills and knowledge to improve the employees’ and organization’s overall effectiveness”. Conversely, Critical theorists, stressing the realisation of a more rational society, ultimately depend on the collective learning of people themselves (O’Donnell, 1999). It has been claimed that the American school interpret HRD by focusing on the learning aspect, being developmental, organizational and outcome focused. In contrast, HRD was defined in the European school by stressing investment in people and emphasizing the humanist outlook. The review of the literature revealed that the feature of the Arab school is still unclear due to the shortage of previous studies that reflect Arab construal and understanding of T&D. Therefore; this research attempts to contribute in filling this gap by exploring how T&D is conceptualized, defined and talked about by the electricity companies’ members.

Furthermore, this chapter examined T&D as a function and as an area of practice. Therefore T&D as a systemic perspective was discussed. The literature illustrates that although there are some limitations of considering T&D as a planned systematic process, various opinions indicate several benefits of doing so. Therefore, T&D as a system and process were covered by discussing T&D’s cycle main components, TNA, designing, implementation and evaluation.

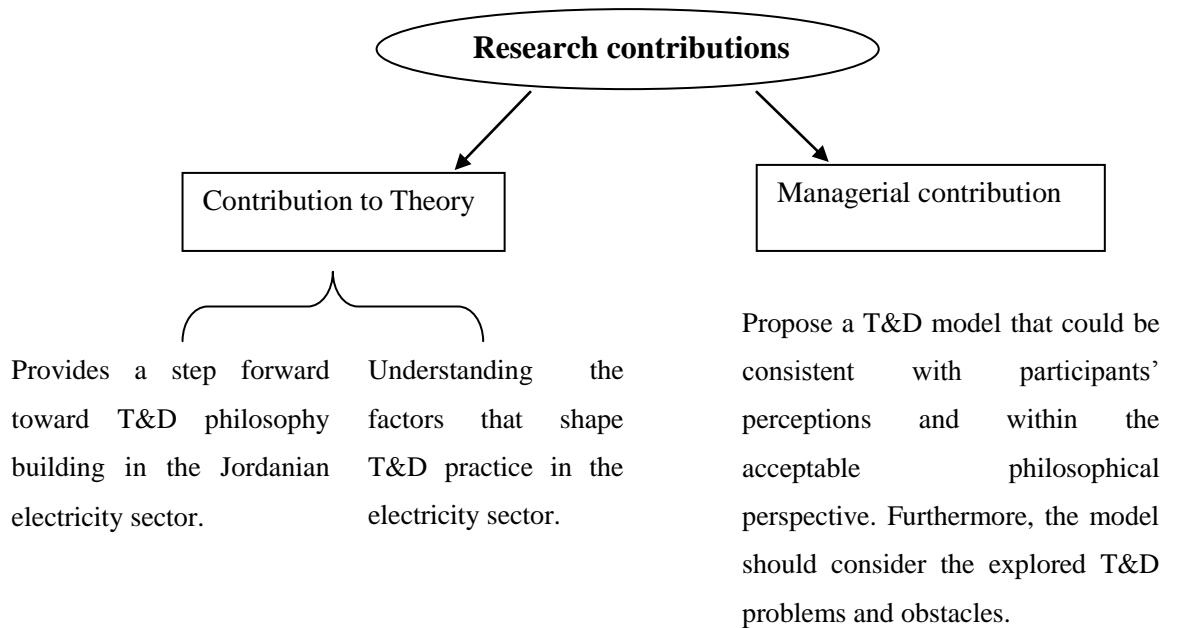
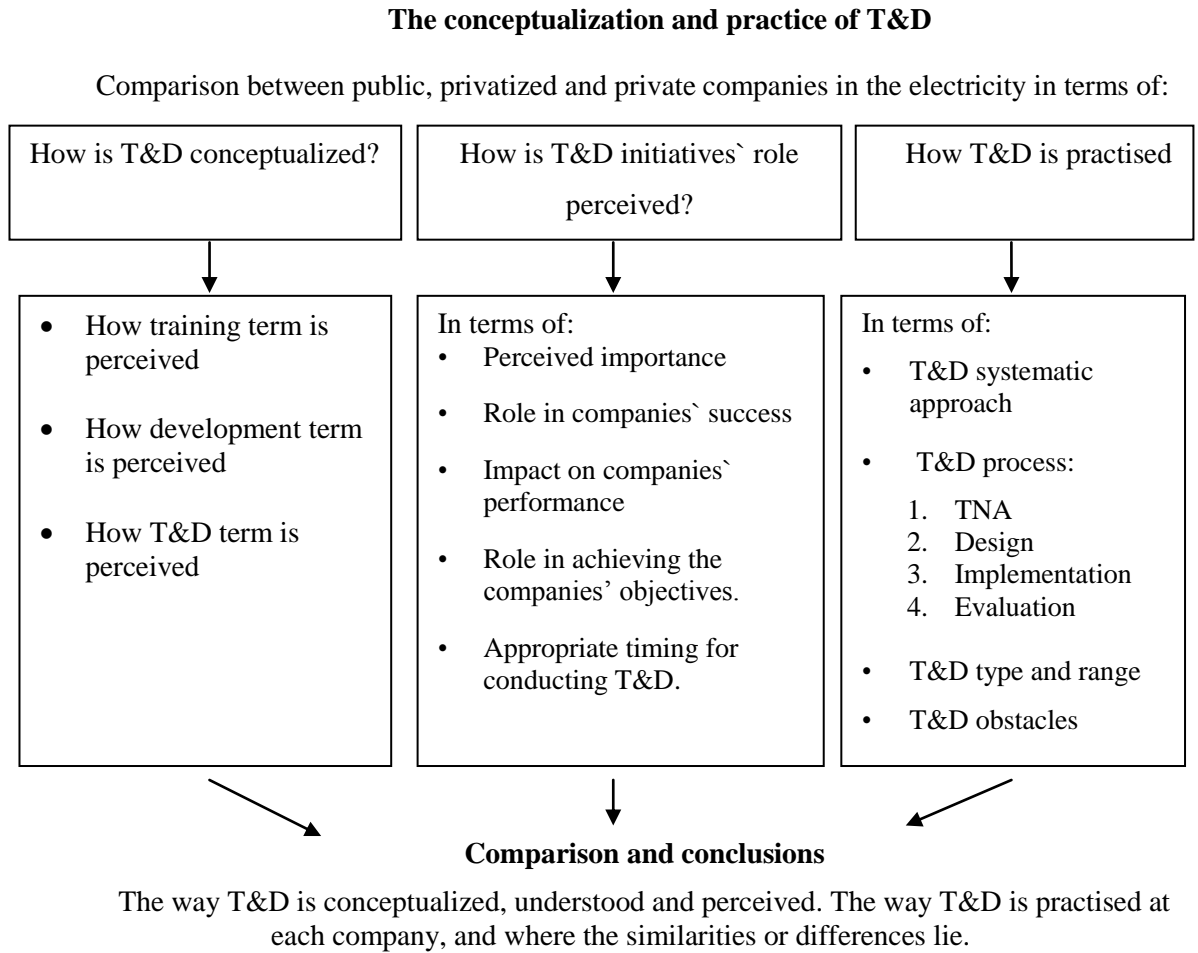
To meet the requirements of this research, T&D as a process will be investigated, by focusing on the manner in which T&D strategy and plans were formulated, and by whom, and how priorities, criteria and standards were set.

The T&D cycle will be explored by studying first, TNA levels and techniques used by the electricity companies to assess their T&D needs. Second, the manner in which they design their T&D programmes, the standards utilized for selecting the appropriate design and techniques. Third, the implementation stage, concerning the steps taken by the companies to ensure proper implementation of the acquired skills and knowledge in the workplace. Finally the evaluation methods and procedures. With the aim of understanding how and why T&D is practised in a particular manner, the researcher intends not only to report the actions but also to explore why and how these actions are being conducted. Thus the explanations for using a particular technique or procedure will be considered.

The literature indicates that T&D range is divided into knowledge, skills, techniques, attitude and adjustment. Therefore, for precise understanding of the actual T&D practice, the T&D type and range should be highlighted.

This chapter also underscored the differences and linkage between strategic T&D, HRD and strategic HRD. The main focus of SHRD is that T&D should play a more proactive role by helping in shaping the organization strategy and creating a more learning culture rather than being reactive and simply following the organization strategy. For this research, it is hoped that exploring the characteristics of T&D, and the way in which T&D is managed and handled, could shed light on the strategic position of T&D in the electricity companies. The overall research framework is shown next:

**Figure 2.11 The Research Theoretical Framework**



## Chapter Three: Research Methodology

### 3.1 Introduction:

This chapter aims to present the theoretical assumptions underpinning the methodological procedures that were employed to conduct the research. This chapter begins with description and justification of the chosen research philosophy, strategy and methods. Furthermore, this chapter presents a profile of the selected case, samples and participants and justifications of the selection. Details of data collection and analysis approaches are highlighted. Finally, the chapter ends by listing the main difficulties that faced the researcher during the fieldwork.

### 3.2 The Research Methodology and Rationale:

Remenyi *et al.* (1998) indicate that research methodology refers to a procedural framework within which the research is conducted. It describes an approach to a problem that can be put into practice in a research process. Social science research may follow various methodologies, approaches and designs. For this research, the chosen research methodology is justified as follows:

#### 3.2.1 Research philosophical paradigm:

Panterotto (2005,127) defines the paradigm as a “*set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organized study of the world*”. Gelo *et al.* (2008) indicate that scientific paradigms contain a basic set of beliefs or assumptions that guides our inquiries. In this regard, authors incorporate different paradigmatic schemas to conceptualize and classify their research. Panterotto (2005) argues that the most concise and manageable paradigm classification is; **positivism**, which adopts the stance of realism and relies on the assumption of an objective world external to the mind that is mirrored by scientific data and theories. **Post-positivism** holds the idea that a principle may be established not by proving it to be so but by the inability to prove it to be not so (Panterotto, 2005). **Interpretivism**; interpretive paradigm researchers reject what they perceive as the positivist over-deterministic orientation toward an understanding of human action and behaviour. Instead they argue that unlike physical objects, people are able to attach

meaning to the events and phenomena that surround them (Gill and Johnson,1991). **Critical theory**; critical researchers describe the historical emergence of social structures and the contemporary contexts in which these structures form contradictions with implications for social actions and human freedom. Furthermore, critical research seeks to transform the social order and allow emancipation from unwanted structures of domination (Gephart, 2004).

Gelo *et al.* (2008) summarise the philosophical paradigms into three main paradigms: **objectivism**, according to which reality exists independent from consciousness; **subjectivism**, according to which subjective experience is fundamental to any knowledge process and **constructivism**, according to which knowledge is a construction resulting from the interaction between individuals and their social world.

The differences between paradigms are reflected in diverse conceptions about the nature of reality and being (ontology), whether the object of investigation is the product of consciousness (nominalism) or it exists independently (realism). The other concern is the nature and purpose of knowledge (epistemology). Panterotto (2005) indicates that epistemology refers to the study of knowledge, the acquisition of knowledge and the relationship between the knower (research participant) and would-be knower (the researcher). The positivist paradigm sees reality as single and tangible, where the knower and the known are considered as relatively separate and independent. The non-positivist paradigms view reality as a multiple, socially and psychologically constructed phenomenon, where the knower and the known are inextricably connected to each other (Gelo *et al.*, 2008). However, the various philosophical paradigms were classified into two main approaches, quantitative researches (positivist and post positivist) and qualitative approach with include the all the non- positivist paradigms (Hussey and Hussey, 1997).

Rowlands (2003) based on Trawth (2001) states that the choice of paradigms, depends mainly on, the nature of research problem, and the researcher`s theoretical lens.

In respect of the nature of the research problem, Rowlands (2003) states that what we want to learn influences the way one should go about learning it; furthermore, it shapes the research questions. On the other hand, the questions posed will depend on the stage of knowledge accrual about the phenomena. Regarding the present research problem,

previous studies conducted in the Arab world identify some aspects of T&D practices. For example, it has been argued that T&D as a systematic approach is not found in most Arab organizations. T&D functions in Arab organizations are considered as piecemeal, fragmented and isolated from the organization's overall strategies. Another criticism is that T&D is not considered a significant function to be conducted regularly. With reference to Jordan, a review of literature shows a lack of relevant studies in the field of T&D management. However, most of the available Jordanian literature agrees with general aspects of the Arab practice of T&D. Accordingly, it could be argued that half of the picture is clarified, as previous research efforts have concentrated on the practical part of the T&D, described T&D as a function, portrayed its managerial practices and listed its features. However, the remaining side of the picture, that explains why and how this situation is constructed, is not clear. Furthermore, the theoretical background that underpins practice as well as the forces that shape the situation, are still an uncovered area. From this standpoint, this research aims to provide answers to some questions relating to the theoretical background of T&D. specifically, how is T&D conceptualized? How is T&D conceived? And how are T&D practices described and justified? Therefore, the intention is to get deeper understanding of how employees' attach meaning to elucidate T&D, and seeks to explore, describe and interpret T&D from participants' viewpoint. Additionally, it aims to illustrate the employees' perceptions of T&D's role, and to gain understanding of what they assume T&D should perform. Furthermore, as for the practical side, this research does not endeavour only to list the actions that are taken, rather, it focus on the description and the sequence of events that characterize T&D management; these objectives are best met through the non-positivist paradigms, as it allows deep insight into the complex world of 'social phenomena' from the point of view of those who lived it. The social phenomenon here is perceptions and practice of T&D.

The second influencing factor was the researcher's theoretical lens; frankly speaking, before embarking on this study, the researcher did not have special predilection toward any of the various philosophical assumptions. Therefore, forthright questions were posed regarding what exactly is there to be explored? How could you go there? This led to an in depth diagnosis of the research problem and considering how this dilemma could be solved. As a result, it was concluded that the research lent itself to the non-

positivist paradigm, for the following reasons: first, the researcher understands that the theoretical background of T&D is not an objective phenomenon; rather, it is solely subjective, influenced by participants' experience and discernment. Second, this research focuses on the human aspect of T&D, assuming that factors shaping T&D interventions are created and affected by people, the social environment and milieu of the situation. Therefore, the study of these concerns is to be done through exploring the human beliefs, attitudes, feelings, behaviours and social factors that give rise to the prevailing situation. Similarly, Orlikowski and Baroudi (1991) state that understanding social reality requires understanding how meaning and practices are informed and formed by tacit norms shared by humans working toward some shared goals.

Overall, the researcher's assumptions regarding the existence of multiple realities, and belief that study of realities is best achieved through people's interpretations in the context of their historical and social practices, were consistent with the ontological and epistemological stance of the non-positivist paradigm.

### **3.2.2 Research design:**

This study is designed as an exploratory qualitative research. Exploratory research aims to discover ideas, to provide insight and better understanding of a situation where little information exists (Maxwell, 2005). Matthews and Ross (2010) state that exploratory research looks for possible reasons, possible ideas about the reasons for and from of a behaviour or a situation. Mills *et al.* (2010) claim that exploratory research investigates a distinct phenomenon which is characterized by a lack of detailed previous research. These assumptions are applicable to this research in the following areas:

**First**, the literature review shows that most of the T&D studies in Arab countries were interested in the practical part of T&D, whereas the philosophical side of T&D in Arab and Jordanian organizations is a neglected area. Therefore, it could be claimed that there is inadequate understanding regarding the Arab philosophical perspective of T&D. Thus, this research aims to contribute in filling the gap in this area by exploring how T&D is conceptualized, defined and talked about, as well as to explore how the role of T&D is understood, perceived and justified.

**Second**, the literature review revealed that the T&D situation has been addressed mostly from a positivistic perspective, which reports actions, but does not address how or why they occur. Consequently, there is a need to go beyond what is already known, and to provide better understanding of factors that stand behind the actions, through exploring how and why the situation was formulated in a particular manner.

**Third**, there is a lack of comparative T&D research, particularly after privatization. Hence, this study aimed to explore whether or not there were differences in how T&D is conceptualized, perceived and practised, to highlight where the differences and/or similarities lie and why.

**Overall**, and as discussed in Chapter One, there is a lack of extensive previous empirical work in the field of T&D in the Arab countries, particularly in Jordan. The deficient and inadequate pre-existing theoretical material to utilize enhanced the need for an exploratory study to generate data for deeper understanding of T&D interventions to fill the gap in this area through an inductive approach. This assumption is compatible with the assertions of many researchers, such as Rowlands (2003); Maxwell (2005) and Mansourian (2007).

### **3.2.3 Research strategy:**

The research strategy provides the overall direction of the research including the process by which the research is conducted (Remenyi *et al.*, 1998). With regard to this study, the research questions and objectives sought to understand how participants perceive T&D's concept and role, and to get in-depth understanding of how and why the current situation is constructed in a particular manner. Accordingly, the case study approach is an appropriate strategy to utilize, as this research is concerned basically with *how* questions (Yin, 2003). Moreover, Remenyi *et al.* (1998:50) indicate that "*The philosophy behind the case study is that sometimes only by looking carefully at a practical, real life instance can a full picture be obtained of the actual interaction of variables or events*".

Moreover Yin (2003) argues that case study is a distinctive form of empirical inquiry, because it provides in-depth understanding of the phenomena under investigation, helps to understand complex real life situations, and allows the researcher to study the phenomenon in its natural setting. Furthermore, the case study method can be used to



accomplish various aims, such as providing description, testing theory, generating theory or even verifying a theory; as a result, the case study could be explanatory, descriptive or exploratory. Overall, the case study approach is a comprehensive research strategy, which includes all-encompassing methods– starting from shaping the logic of design, data collection techniques, and specific approaches to data analysis.

Nevertheless, this is not to argue that there are no weaknesses in this research strategy. Case studies are often seen to produce *soft* data, with problems of credibility or generalization and with the difficulty of drawing boundaries around the subject matter of the case (Ryan *et al.*, 2003). However, taking into account the strengths and weaknesses of case study, the researcher believes that there are strong justifications for adopting this strategy. The advantages of case study apply to this research in five main ways: **First**, as discussed earlier, this research aims to shed light on some aspects that have not received sufficient attention from previous research, namely, T&D theoretical background and how the process is managed. Therefore, this study is basically concerned with *how* questions, not *how much* or *how many*. Accordingly, from the interpretive perspective, such questions will provide rich and deep ideas that are consistent with the nature of the research questions. Thus, the case study is a suitable design for this type of question. This assumption is compatible with Yin (2003) and Andrade`s (2009) views regarding the nature of case study research questions. **Second**, the case study allows the researcher to gain deep and holistic understanding and exploration of people`s perceptions of the T&D function and role, and overcome the lack of understanding in the Arab world of the theoretical background underpinning T&D. **Third**, the case study allows the researcher to study the phenomenon in its real life context, since this research aims not only to uncover people`s awareness of T&D but also to describe, explain and clarify T&D management as a `lived experience` by participants. Therefore, a need to study the phenomenon in its natural course becomes evident. In this regard, Remenyi *et al.* (1998) claim that case study can allow the researcher to retain a more holistic perspective, and meaningful exploration of real-life events than can be easily achieved by other approaches. **Fourth**, it allows the researcher to use multiple sources of evidence (interview, observation and documents) for a deeper and more comprehensive understanding of the phenomenon as well as to enhance the research findings. **Finally**, it allows a better basis of comparison, as all the investigated

companies are working within the same industry (the electricity industry) as will be discussed later.

#### **3.2.4 Research method:**

Research method refers to those procedures and techniques involved in data collection, analysis and interpretations which allow valid answers to the research questions (Gelo *et al.*, 2008). For this study, and based on the research objectives and questions, the use of multiple sources of evidence is more appropriate to get a comprehensive and thorough understanding of people's conceptualization and perceptions of T&D's function and role. Moreover; as this research investigates perceptions, views and conceptions, flexible methods needed to be used to extract ideas and opinions from participants' minds. Thus, the researcher relied basically on interview and documents. Observation was utilized as a supplementary method, to enhance the research findings and to avoid some limitations of the interview technique, as will be discussed later.

The interview should enable the researcher to investigate in-depth, and obtain a more holistic understanding of the research topic. This technique is thought to be very useful for generating data because:

- Basically, this study aims to explore how people in the electricity industry conceptualize T&D, what is their T&D philosophy and how they understand its role. Thus, the best way to get there is by letting people talk to obtain detailed, deep insight of their understanding, consideration and beliefs, rather than imposing or proposing ideas for them. In other words, the interview allows the participants to talk in the manner they want.
- The interview is a flexible method, since it allows the researcher to adjust the interview questions to suit the situation and ask follow up question when needed, which is difficult by other methods. Furthermore, this technique allows the interviewer to ask complicated questions and explain terms and language.
- It provides a high level of certainty, due to the direct contact between researcher and interviewee, which allows the researcher to explain things more clearly (Alvesson, 2003).

- By utilizing the interview, the researcher can reach areas of reality that would otherwise remain inaccessible and vague, like people`s subjective experience and thoughts (Perakyla, 2005).
- Besides, it takes into account the feelings, attitudes, facial expressions and behaviour of the interviewee, so the data will be rich and thick (Alvesson, 2003).

Like any other technique, the interview has some disadvantages, as it could be considered as loosely structured, open to what the interviewee feels is relevant and important to talk about, especially in the open interview (Alvesson, 2003). Furthermore, interview clearly relies on getting co-operation from the respondents (Remenyi *et al.*,1998). Interviews can be expensive and time consuming. Another drawback of this technique is that the interviewer may affect the responses of interviewee, and this may affect the validity and reliability of the research. Accordingly, and to avoid some limitations of a highly unstructured loose interview, in this study the interview was guided by basic questions to allow the interviewer to determine the direction of the discussion and to make the optimal use of time. In addition, several procedures were taken into consideration by the researcher to minimize her influence on the interviewees, as will be discussed in 3.5. Furthermore, utilizing multiple data collection techniques could help in obtaining more accurate data. Therefore, observation was utilized to supplement and clarify the research findings regarding the actual situation of T&D in the selected case. In this context, Miller and Dingwall (1997) argue that “*where interviewers construct data, observers find it*”. Observation as a data collection technique gives a closer understanding of the production of everyday life in a much wider range of environment. Remenyi *et al.* (1998) indicate that the argument for adopting observation as a data –collection strategy is that real understanding will come about through extended observation as it enables an understanding of both the context and processes of behaviour.

For this study, using both techniques (interview and observation) could benefit the researcher in three main areas.

**First**, to address the argument that the interview technique provides answers the employees decide to give, or answers may even be caused by the researcher`s spontaneous influence, observation can correct any misunderstanding in the researcher`s

mind. This assumption is consistent with Mulhall (2003) who indicates that by using observation, it is possible to compare what people say they do and what they do in reality, or what people perceive that they do and what they actually do.

**Second**, observation may provide a more focused and multidimensional picture of the real T&D management procedures in the selected case study. Ritchie (2003) states that observation is a particularly useful approach when the research is concerned with investigating a process involving several players. In this context, Hennink *et al.* (2010) indicate that observation gives access to more nuanced information which may not be obtainable by only asking.

**Third**, by utilizing observation the researcher can capture the whole social setting in which people function.

Overall, the observation was expected to help the researcher realize and understand people's actions in their real context. Therefore, the researcher tried to capture the following points: the steps taken and procedures followed to nominate the employees for T&D programmes, the criteria followed to decide who will attend a specific programme, nomination responsibility, commitment to T&D plans, the training rooms and any other physical aspects and facilities provided at these rooms. Finally, through observation, the researcher noted the employees' discussions, conversation, actions and interactions related to T&D, which enhance the researcher's understanding of the employees' actual conceptions of T&D and the application of their perceptive.

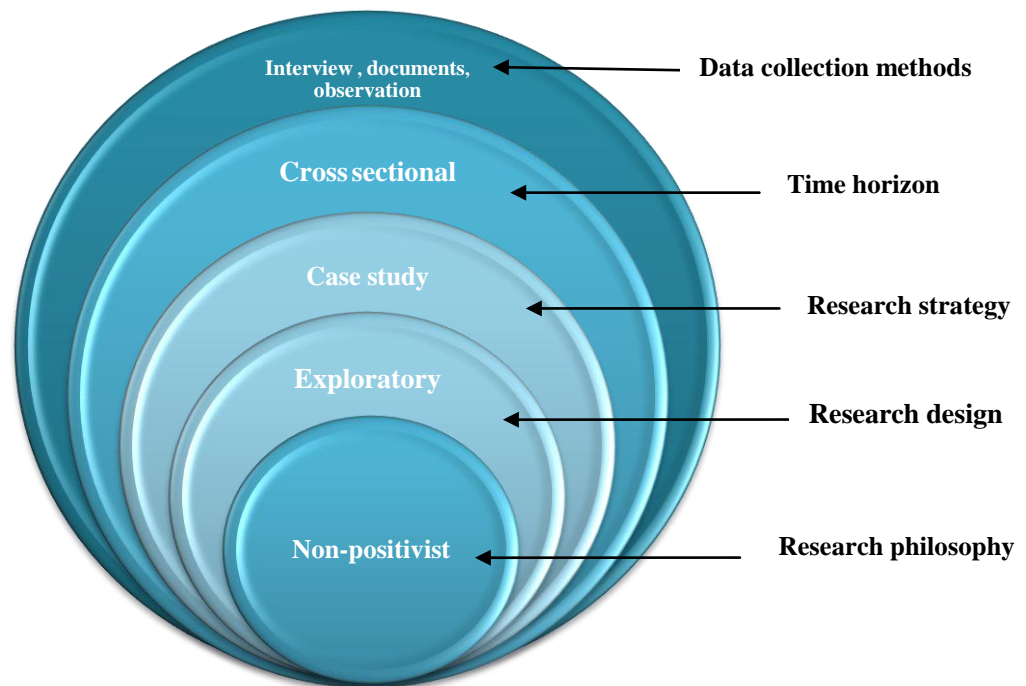
Moreover, it could be argued that one of the strengths of case study method is the use of multiple and different sources that can corroborate evidence found from each of different sources (Remenyi *et al.*, 1998). Accordingly the researcher benefited from this feature and enriched the research findings by making use of another source of evidence, that is, **documents** to provide some formality for the research findings (Gillham, 2005). The researcher took the view that method offered a way to help deeper understanding of what was really going on and how training was practised. Therefore the researcher collected companies' annual reports, T&D plans; T&D regulations and guidelines; T&D monthly and annual reports. Furthermore, the researcher was permitted to access training related daily correspondences during the period she spent at these companies.

### 3.2.5 Time Horizon:

There are two types of time horizon for doing any study, the cross-sectional and the longitudinal. *The cross-sectional* study is designed to gain information at a single point of time. *Longitudinal study* is a strategy which involves the study of a variable or group of subjects over a long period of time (Collis and Hussey, 2003).

For this study, the chosen time horizon was cross sectional design, because the study aimed at understanding the differences between companies in terms of T&D perceived concept, T&D role and range after a change of companies' ownership. It did not intend to study the situation before and after restructuring and privatization. Moreover, due to time constraints regarding the thesis completion time, the cross-sectional time horizon was more suitable.

**Figure 3.1 The chosen research methodology**



### 3.2.6 Sample of the study:

Qualitative researchers make use of almost solely purposive sampling strategies (Gelo *et al.*, 2008). For this study, and as aforementioned, the economic reform programme adopted by the Jordanian government has created sectors with distinctive characteristics such as the electricity sector, which currently includes two *public* companies, two *private* companies and three companies that have been *privatized*. Therefore, the electricity case is appropriate to address the research question and objectives, to verify whether there are differences on people's perceptions regarding the T&D concept and role in different ownership styles, as well as to explore if there are differences in the way T&D interventions were managed and conducted under different ownership styles. Another justification for choosing the electricity sector is that the researcher was working there, specifically at Central Electricity Generating Co. for almost 10 years; thus the researcher is familiar with this sector and there were no difficulties regarding access to these companies.

The government of Jordan has decided to restructure the electric power sector by separating generation, transmission and distribution business; while attracting private investment into generation and distribution (Gokgur and Christen,2009). The Council of Ministers certified on Sep 1<sup>st</sup> 1996 the restructuring of the electricity sector by corporatizing the former Jordan Electric Authority (JEA) into National Electric Power Company (Privatization News 2005). On Oct 4<sup>th</sup> 1997 the decision was taken to unbundle NEPCO into three companies, each responsible for basic electrical activity (ETC, 2005). It was not until Sep 1<sup>st</sup>, 1999 that the decision to set up these companies was implemented, creating:

- **National Electricity Power Co. (NEPCO):** to become the legal and actual successor of JEA. It has remained fully owned by the government. Its main duties are power transmission and control, buying electricity from generating companies and selling to distribution companies. Besides it transmits and exchanges electrical power through electrical connection networks with Egypt and Syria (<http://www.cegco.com.jo/?q=en/node/207>).
- **Central Electricity Generating Co. (CEGCO):** responsible for electricity generation, producing 70% of electric power generated in Jordan. The government of Jordan approved on May 8<sup>th</sup> 2007 the sale of a 51% stake of

CEGCO to Enara consortium; a further 9% was sold to the Social Security Corporation. The government of Jordan retained a 40% stake in the company (Gokgur and Christen,2009).

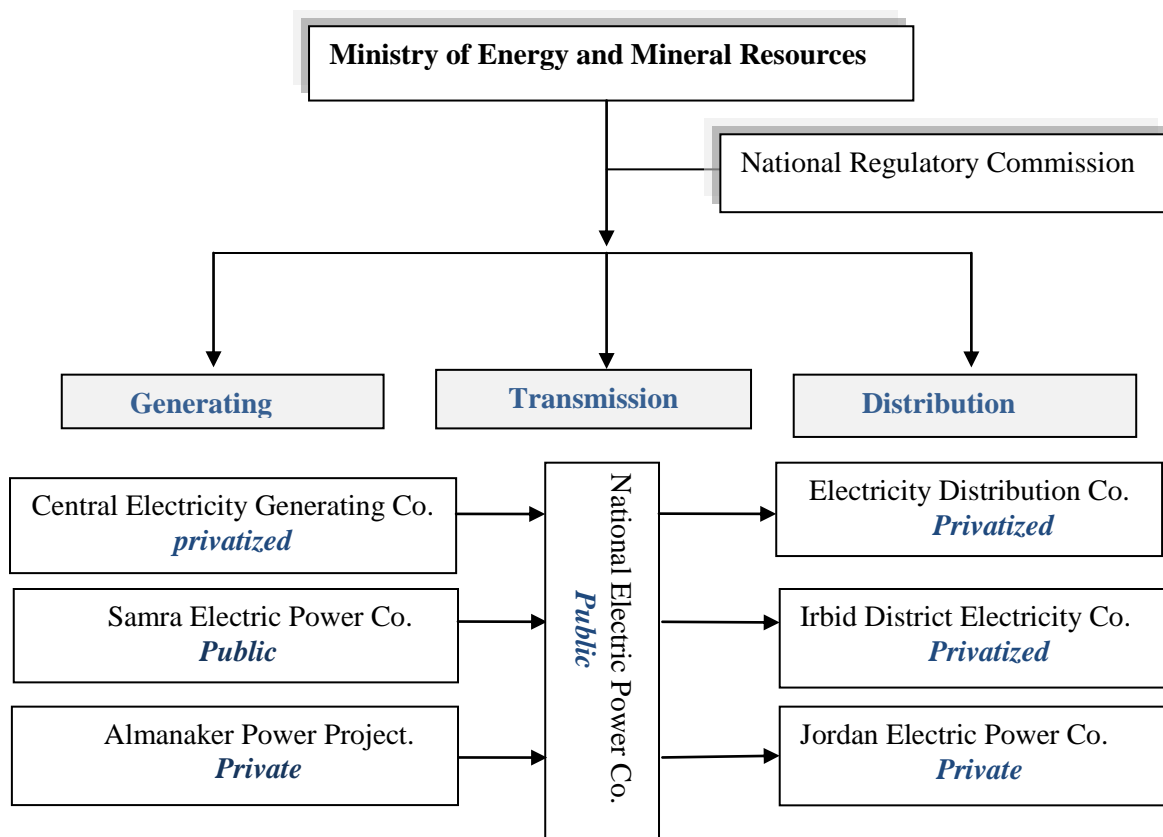
- **Electricity Distribution Company (EDCO):** It is in charge of electrical power distribution in the areas of the NEPCO. It devolved property of distribution networks outside the franchise parameters of the two other electric distribution companies (<http://www.cegco.com.jo/?q=en/node/207>). In 2008 the government sold its 100% stake to Kingdom Electricity Company (Gokgur and Christen,2009).

The mentioned companies were produced by unbundling of NEPCO's core activities. Besides, the electricity market in Jordan has other organizations responsible for distribution outside the area of NEPCO; they are:

- **Irbid District Electricity Co. (IDCO):** it is a distribution Company serving only Irbid province. Sale agreements for 55.4 % of its stake were signed on November 18<sup>th</sup> 2007 and the deal was closed on July 2<sup>nd</sup> 2008 with Kingdom Electricity Company.
- **Jordan Electricity Company (JEPCO):** has been operating under a fifty- year concession contract since 1962, distributing electricity to four governorates including Amman, which represents about two-thirds of total electricity consumers in Jordan (Gokgur and Christen, 2009).

Thereafter, to meet the growing and emergent demand for power in Jordan; the cabinet approved the establishment of a new generating company on 26<sup>th</sup> Aug 2003 under the name of **Samra Electric Power Co**, to generate electricity alongside CEGCO (Samra annual report 2004). The government also permitted the establishment of **Almanakher power project**, also known as Amman East power plant, the first independent power project in Jordan. This project was undertaken by the American– Japanese consortium, AES Corporation and Mitsue. Thus, the current structure of the electricity sector in Jordan could be summarized as follows:

**Figure 3.2 Electricity sector structure**



**Table 3.1 Characteristics of electricity sector companies**

Company name	Ownership style	Core business	Establishment date	No. of employees as shown 31/12/2009
NEPCO	Public	Transmission, Control Arabic Grid	1/9/1996 As Successor of JEA	1455
Samra Electric Power Co.	Public	Generating	26/8/2003	256
CEGCO	Privatized	Generating	1/9/1999	1512
Electricity Distribution Co	Privatized	Distribution	1/9/1999	1138
IDCO	Privatized	Distribution	1957	1012
JEPCO	Private	Distribution	15/3/1938	2747
Almanaker Power Project.	Private	Generating	26/10/2009	45

Source: companies` annual reports.



Regarding sample selection, four criteria were used:

1. Type of ownership: According to this criterion, the seven working companies are located under three groups; two public, two private and three privatized. The following criteria were used to compare between companies within these three ownership groups.
2. Operational period: there is a big difference between the ages of companies in the electricity sectors, particularly the private companies which consist of two working companies; the oldest is 73 years old, whereas the youngest is less than two years old (at the date of field work). Therefore, the newly established company was excluded, since this short period of operation did not enable the company to establish a formal structure of work procedures. Furthermore, its age is much less than the average age of the electricity sector companies, which is 25.14 years. Moreover, the average number of electricity companies' employees was 1166.4 whereas the newly established company employed 45 employees, which is much lower than the case average. Accordingly, to obtain consistency, and to create a satisfactory comparison group, one company was selected from the remaining ownership groups (public and privatized) according to the following criteria:
3. Market share: companies were selected according to their market share in their business specialization. Therefore, NEPCO was chosen to represent the public companies as it is the only transmission company in Jordan. CEGCO was chosen to represent the privatized companies as it is the main producer of electricity in Jordan, producing 70% of Jordan electricity.
4. Number of employees: the chosen companies were verified according to employees' numbers. As Table 3:1 shows, the three participating companies were the biggest in term of employee number each in its ownership style category.

Accordingly, a sample of three companies was deliberately chosen to form the research case study covering different ownership styles. Furthermore, it is reasonable to suggest that the three companies are homogeneous in terms of national external environment, business nature, and size of workforce.

### 3.3 Research validity:

In qualitative research, validity concerns whether the researcher has gained full access to the knowledge and meanings of respondents (Remenyi *et al.*, 1998). Yin (2003) indicates that in order to construct validity for case study research; the researcher should establish correct operational measures for the concept being studied. To meet the test of construct validity, there are three tactics to increase validity when doing phenomenological case study research, which are:

- a) Multiple sources of evidence: a major strength of case study data collection is the opportunity to use different sources of evidence, aiming at corroborating facts or phenomena. For this study, the researcher made use of three methods: interview, observation and documents to collect data, to ensure that findings from one method would be validated by the findings from other methods. The interviews and the documents was the main source of evidence, while observation was also utilized to recognize how T&D interventions actually conducted, to verify the participants' views, facial expressions and feeling; finally, observation was a useful tool to explore the extent of adherence to the written documents.
- b) Chain of evidence: this point stresses the need for allowing the external observer (the reader) to follow the derivation of any evidence, ranging from initial research questions to the ultimate research conclusion. The researcher represents in this chapter all the procedures and steps that were followed throughout the fieldwork, as well as, the techniques used in data analysis, to ensure that readers can smoothly trace the steps in either direction, from questions to conclusion and from conclusion back to initial research questions.
- c) Have the draft (interview transcripts) reviewed by the respondents themselves. The researcher was keen to transcribe the recorded interviews and arranges the ideas in the written interviews by herself. First, all the interviews were transcribed in Arabic –participants' original language- and then translated into English. Second, an email was sent to each participant inviting him/her to review the transcript of his/her interview in both languages (Arabic and English) to ensure that the ideas written were the same as they expressed, and to ensure

that the translation did not distort the original content of their ideas. In this regard, only two interviewees made amendments and clarifications to their interview transcript, whereas the other participants confirmed the accuracy of Arabic transcripts and the translation. Finally, it is important to mention that the English language is the second formal language in Jordan, which is formally taught in schools starting from year one, with Arab and English lessons in the ratio 2:1 for elementary grades and the English increased to have the same teaching times as Arabic in the secondary grades ([www.moe.gov.jo/MenuDetails.aspx?MenuID=91](http://www.moe.gov.jo/MenuDetails.aspx?MenuID=91)), which indicates that all the participants sufficiently understood English.

### **3.4 Research reliability:**

Reliability is concerned with how replicable the research is (Remenyi *et al.*, 1998). Yin (2003) describes reliability as a demonstration that the operations of the study can be repeated, with the same results. The objective of this yardstick is to be sure that if a later researcher followed the same procedures as described by an earlier investigator and conducted the same research all over again, the later investigator should reach the same findings and conclusions. However, some phenomenologists argue that all circumstances and organizations are different and thus the same results cannot ever be obtained again, and consequently reliability per se is not a critical issue (Remenyi *et al.*, 1998). For this reason, Ritchie and Lewis (2003) claim that the idea of seeking reliability in qualitative research is often avoided. Instead, they argue that qualitative writers discuss reliability in terms of conformability of findings, trustworthiness, consistency and dependability of evidence. From this standpoint, the research could not claim extreme objectivity and full detachment from the research process. Instead, she believes that the data could only be generated by interaction with the interviewees; furthermore, the researcher is the main player in the analytical process. Therefore, seeking neutrality and avoiding bias is the target rather than claiming full objectivity. This assumption is consistent with many qualitative writers (Alexiadou, 2001; Spencer *et al.*, 2003, Ritchie and Lewis 2003; Legard *et al.*, 2003).

Consequently, the researcher endeavoured to achieve these points, by (1) clarifying the theoretical assumptions and principles that support the choice of research design and

methods; (2) identifying the criteria for selecting the cases and participants; (3) providing an explicit outline of interview questions, types of document collected and the main occurrences that were observed, (4) describing the steps that were followed to conduct the research and the data analysis process, (5) discussing and justifying any changes to the predetermined research plan.

In supporting this procedure, Yin (2003) suggests that for the case study research, a study protocol (standardized agenda for the investigators line of inquiry) could be considered as a major way of increasing the reliability of research, as the protocol contains the instrument as well as the procedures and general rules to be followed.

### **3.5 Preparation for Fieldwork:**

#### **3.5.1 Piloting the interview:**

Pilot testing is a small trial run of the research investigation to check out whether the procedures and methods that it is intended to use will actually work (Walsh, 2001). The purpose of the pilot study is to identify any faults or weaknesses in research methods before using them in the actual research. Moreover, it helps the researcher to gain more confidence and develop basic research technique before embarking on a large scale study (Walsh, 2001).

Pilot interviews took place on 10/5/2011 and 25/5/2011 with Senior HR Assistant-University of Hull Business School and with the Head of Staff Development-University of Hull. During the pilot study, the researcher had the opportunity to have conversation about the interview content, the criteria that each question covered, along with the quality of the questions. Moreover the researcher obtained direct feedback from the interviewees. One of the feedbacks was, *“Those are smart and challenging questions, they forced me to think. Your questions drew my attention to the differences between training and development. Maybe I have to review them.”*

On completion of the pilot study, the researcher specified some questions to be answered by HR Managers and T&D staff only, particularly those related to the T&D budget and expenses. Indeed, the questions regarding budgeting, resources, and the actual spending on T&D activities could be answered only by the related manager and staff, which in turn helped the researcher to decide which questions should be targeted

to T&D staff, as will be discussed in 3.5.3. On the other hand, other questions regarding T&D conceptualization, perception as well as the description of T&D process were targeted to Training staff and other candidates. Moreover, after examining the data obtained, the researcher decided which areas should be examined in more details. Thus, the researcher redesigned some questions and added other questions, particularly to explore the T&D process. For example, questions like How does the company assess employees` individual T&D needs? did not provide enough information, so the researcher realized that follow up question like, Why this method(s)? were necessary in order to understand how and why this/these methods were used, to obtain deep data for the study.

### **3.5.2 Linguistic and cultural considerations:**

After preparing the interview questions, the researcher trained herself repeatedly on how to pose the questions, and tested her techniques with three colleagues, to reach -as much as possible- a neutral manner in asking the research questions. Many tips were considered regarding mistakes to be avoided, as recommended by Legard *et al.* (2003), like posing leading questions, making assumptions and commenting on answers, since the aim was to seek participants` views rather than express the researcher`s own view or enter a debate with them.

On the other hand, language, culture and social courtesies could not be ignored during the interviews. First, in Jordanian colloquial dialect, statements usually end with questions, like “*isn`t it?*”, “*what do you think?*” Or “*do you agree?*” Accordingly, the researcher kept this in mind and prepared herself not to be dragged into debates with participants, as this was not the focus of this study, while also seeking to avoid the participants` alienation. Consequently, neutral answers like “*I understand you*” and “*I see*” were used instead of “*I agree*” or “*I do not agree*” to express communication without partiality.

Second, it is not socially acceptable to interrupt somebody`s speech, as it is considered to be insulting and disrespectful. Therefore, the researcher prepared and used polite statements to direct the conversation back to the research subject, like “*I appreciate that, but what do you think about...*” and “*Thank you for clarifying this, but I need more explanation for...*”.

Third, taking into account the indirect nature of conversations in the Arab world in general, particularly, when people are to discuss a sensitive issue, the researcher allocated enough time for each interview so as to give enough opportunity for each participants to speak freely. Furthermore, sufficient time between interviews was arranged. In this regard, Deresky (1994) states that Arabs avoid going directly to the point; instead they prefer to loop around, as they begin with social talk, loop round to general issues, and then go back to the main issue.

Furthermore, the researcher was eager to conduct the interviews and the observation before the middle of August (Ramadan). From the researcher`s personal experience, people in Ramadan are more slothful and idle, avoiding long debate and sometimes people become slightly more irascible and irritable. Further, the working hours are shortened; accordingly, since the aim of the study was to understand and interpret T&D in the electricity sector, the observation needed to be conducted in normal circumstances to explore how companies actually manage and run everyday T&D activities, without the interference or influence of any other external factors.

Overall, complete and absolute objectivity and neutrality may be a chimera (Legard *et al.*, 2003); as an alternative, striving for balance is the most important issue.

### **3.5.3 Interview structure and content:**

As mentioned earlier, interviews were utilized at this study. Rubin and Rubin (1995) stress the importance of breaking the overall topic into several related questions in a way that provides unity to the interview. With these points in mind, the researcher interpreted the main topic of the research into three main sections, each aimed at answering one of the research questions. Besides, there were open and unstructured parts of the interview, retaining flexibility, to enable all the participants to express their ideas, thoughts and beliefs, to define the situation based on their experience, and to focus on what they considered relevant. On the other hand, there were some more structured parts consisting of specific questions to get particular data. Therefore, the research questions were designed to achieve breadth to cover all issues of the research phenomena and depth of coverage within each phenomenon. For this reason, although the researcher prepared the basic interview questions before the fieldwork starts, during

the interviews she asked numerous follow up, clarifying and challenging question according to the requirement of different situations.

The primary interview structure was set up by reviewing the related literature and the researcher`s frequent discussion with her supervisor. Furthermore, as mentioned earlier, piloting the interview showed the need to add, modify and reformulate some questions. The interview included the following parts:

**Opening questions:**

This introductory part consisted of 7 main questions, of which one was targeted to HR Manager and T&D employees only, as follows,

- 1- What is your present title?
- 2- How many years of work experience do you have in total?
- 3- How many years of work experience do you have in the T&D field? (For T&D workers)
- 4- Do you have a separate unit/department in your company for T&D? If yes, what are its main responsibilities? If not, who is responsible for T&D?
- 5- How long has your T&D unit/department been established?
- 6- Does your company have a T&D centre? What are its main responsibilities?
- 7- How many employees are currently working in the T&D unit/ department?

**Part one:** This was intended to answer the first research question, How is T&D conceptualized by the organizations` members? This part was concerned with exploring the employees` understanding of the T&D concept. It aimed to understand how they conceptualized these terms individually and collectively. Therefore it included questions regarding their definition of training, development, and T&D, as follows:

- How do you define the term training?
- How do you define the term development?
- How do you define the term training and development?

**Part two:** This was intended to answer the second research question, How is T&D initiatives` role perceived, explained and justified by organizations members? This part was concerned with exploring employees` perceptions regarding the role T&D initiatives were supposed to play. Thus it included open ended questions to verify

whether the participants believed in the importance of T&D. This section was also concerned with participants' perceptions regarding T&D's role in the company's performance, success, goal achievement and the perceived need for T&D, as follows:

- Do you believe in the importance of T&D? Why, why not?
- What do you think the T&D role should be?
- Do you think T&D functions and programmes are important for the company's success? If yes, how? If no, why not?
- Do you think that T&D initiatives influence the company's performance in any way? If yes, how? If no, why?
- How do you think that T&D efforts can help in meet company's current and future goals?
- When do you think the company should conduct T&D? Why?

**Part three:** This part aimed to answer the third research question, How is T&D actually practised in the electricity organizations? It consisted of four main categories. The first category included questions regarding T&D strategies, plans, criteria and priorities. This part also contained a section addressed to HR Managers, because it included questions about the T&D budget, resources, and the actual spending on T&D activities. The second category consisted of questions regarding the T&D process (TNA, designing, implementation and evaluation stages). The third category aimed to explore employees' perceptions regarding T&D effectiveness. The last category sought to identify the type and range of T&D initiatives at the investigated companies, in order to clarify exactly what was covered by their efforts and what was not, as follows:

**A. In terms of T&D systematic approach: (strategies and plans)**

**Strategic perspective:**

- Does the company have a T&D strategy? If not why?
- If yes, who is responsible for formulating such a strategy?
- What are the criteria used to build T&D strategy?
- Are there T&D strategic objectives? What are they?
- Are there general objectives for the T&D unit? What are they?
- Does the company have clear T&D goals that are consistent with organization goals? If not why?



- How does the company link T&D goals to its overall goals and objectives? If yes how? If not why?
- Does the company have a target level of performance? If no, why?
- How does the company determine the desired performance level?

**Planning perspective:**

- Is there a T&D plan? Who is responsible for setting such a plan?
- How are T&D plan objectives formulated?
- What are the criteria used to build T&D plans?
- How does the company determine T&D priorities?
- How does the company link T&D plan goals to its overall goals and objectives?

**For HR manager or T&D staff only.**

- Who is responsible for planning the T&D budget?
- What was the T&D budget for the last three years?
- Was the amount allocated for T&D enough? How? Why not?
- What percent of your company budget does the T&D investment represent?
- How much did your company actually spend on T&D last year?

**B. In terms of T&D process (TNA, Designing, Implementation, Evaluation),**

**TNA stage:**

- Does the company conduct formal T&D need assessment at three levels (individual, job and company)?
- How does the company assess employees` individual T&D needs? Can you describe its methods? Why this method(s)?
- How does the company assess job T&D needs? Can you describe its methods? Why this method(s)?
- How does the company assess its T&D needs? Can you describe its methods? Why this method(s)?
- How often does the company conduct T&D need assessment?
- Is there any responsible body (e.g. union) that receives employees` complaints about unfair selection?

**Designing stage:**

- Does the company design its T&D programme?
- What criteria do they utilize to choose the best strategy of designing?
- What are the methods and techniques used? Why?
- How is the choice made between on-the-job and off- the job training?

**Implementation stage:**

- What are the steps taken to ensure proper implementation of the acquired skills and knowledge on the work place?
- What are the top management, middle management and supervisors' role in this stage?
- Is there are any rewards of incentives? Why? On what basis?
- Do you think that there is a supportive culture for T&D?

**Evaluation stage:**

- How does the company evaluate the effectiveness of T&D? Why this method(s)?
- Do you perceive the methods used as effective? Why? Why not?
- At which level does the company evaluate the effectiveness of its T&D programmes? For example individuals, groups, job or company? Why?

**C. In terms of T&D success and/ or failure**

- Do you think that the T&D function in the company is successful in achieving its objectives? If no, why? If yes, how efficient?
- Describe the barriers that face the T&D function?
- What are the strengths of the T&D function at your organization?

**D. In terms of T&D type and range:**

- What range of T&D initiatives does the company conduct?
- What type of training and development programmes does the company conduct?
- For whom?

### **3.6 The Fieldwork:**

The main fieldwork of this study was conducted in Jordan- the country of the researcher- from June to September 2011. An initial stage of the field work process was a personal visit to chosen electricity companies` headquarter in Amman (the capital). The researcher aimed during these visits to introduce her study and ask for formal permission to carry out the research. For this purpose, the researcher met the General Manager of CEGCO in the presence of the HR Manager, and the General Manager ordered preparation of a separate room so the interviews could be conducted in privacy.

At NEPCO the researcher met the General Manager`s deputy for Administrative Affairs along with the HR Manager; they also expressed their approval and sincere cooperation. JEPCO was represented by the Secretary of the Board of Directors and HR manager. The researcher explained the purpose of the study and its main objectives, and they were convinced and permitted the researcher to carry out the fieldwork. It may be important to clarify that the researcher has obtained approvals form signed and stamped by the companies.

#### **3.6.1 Selection of participants:**

Deciding who would take part in the research was relatively easier than deciding the adequate sample size of interviewees. To make this matter more complicated, there was a lack of theoretical practical guidance for qualitative research sampling. In this regard, Mason (2010) states that as a result of numerous factors that can determine the sample size in qualitative researcher, many authors shy away from suggesting what constitutes a sufficient sample size.

The idea of saturation was a critical point in deciding *when* enough is, but it does not provides a starting point or even an indication of *what* is enough. Mason (2012) stated in a qualitative social research forum that, "*PhD researchers do understand the concept of saturation but they find it easier to submit theses based on larger samples than are needed `just to be on the safe side` and therefore feel more confident when it comes to their examination`*".

Mason (2010) cites Creswell`s (1998) argument that in qualitative research a sample of 5-25 is acceptable. He also sites Morse`s (1994) suggestion of the minimum acceptable sample size as six. On the other hand, Ritchie (2003) argue that qualitative research

studies samples are often under 50. Furthermore, they claim that the interview number is usually reduced when interview is combined with other data collection methods. Furthermore, Mason (2010) warns PhD students against completing their samples based on what they can defend only, rather than what the work requires

Accordingly, the starting point for deciding who would participate was linked to the research questions, as follows:

1. How is T&D conceptualized by organization members? Since this question is concerned with `employees`, participants were chosen from different theoretical and occupational backgrounds (administrators, financial, engineers and technical staff) and from different managerial levels (senior managers, middle managers, section heads, supervisors, and non managerial level).
2. How is T&D initiatives` role perceived by organization members? Similar to the previous question, to fulfil the second question requirement, participants from all the managerial levels across different working fields were interviewed.
3. How is T&D actually practised in the electricity organizations? This question should be answered from the pointed view of those directly engaged in T&D activities (HR manager, training managers and staff ) since this professional category can describe in details how T&D initiatives are formally and informally managed. Furthermore, other profession`s views are also important, to investigate how they perceive, justify and describe T&D initiatives.

The characteristics of the interviewees, including their companies, position title, experience and gender, are shown in Table 3:2.

**Table 3.2 Key features of participants**

<b>Company</b>	<b>People interviewed</b>	<b>Gender</b>	<b>Experience</b>
The privatized company	Executive Manager/HR	Male	21 years
	Executive Manager/ Engineering Services	Male	17 years
	Hussein Thermal Power Station Manager	Male	28 years
	Technical Planning Manager	Male	6 years
	Instrument Section Head	Male	7 years
	Financial Reports Section Head	Male	14 years
	Administration Department Manager	Male	18 years
	Personnel Department Manager	Male	11 years
	Supervisor/ mechanical maintenance	Male	19 years
	Head of Exchange Control Section	Male	11 years
	Training administrator	Female	9 years
The public company	HR Manager	Female	32 years
	Electric Training Centre Manager	Male	27 years
	Generating Planning Section Head	Male	9 years
	Section head/working as trainer	Male	9 years
	Technical supervisor	Male	24 years
	Training Section Head	Female	11 years
	Administrator – Training section	Female	3 years
	Administrator –Studies and Development Section	Male	2 years
The private company	HR and Administration Manager	Male	18 years
	Technical Training Manager	Male	22 years
	Financial Manager	Male	30 years
	Managerial studies supervisor	Male	6 years
	Project and planning engineer	Female	3 years
	Board of Directors' Secretarial Head	Female	16 years

As shown above, the researcher was keen to conduct interviews with employees across the organizational hierarchy, covering all the managerial levels and considering HR staff and technical staff at each level. For more clarification, the HR managers and the training staff or who were in charge of training activities were interviewed.

Accordingly, the HR managers were interviewed at the three participating companies. The training manager at the public company was also interviewed. For the privatized company and due to the resignation of training manager, the administration department manager was interviewed instead, according to the Executive Manager/HR's recommendation. In the private company, the Managerial studies supervisor replaced the training staff as he was in charge of training activities and since this company did not have specialized training staff. Furthermore, the training staff were interviewed at the privatized and the public company.

Second, technical senior managers were interviewed (with respect to the differences in the titles) as they are responsible for managing the affairs of the engineers and technicians that represent the majority of the case companies' workforce. The Executive Manager/ Engineering Services of the privatized company was interviewed as he is in charge directly of development of policy to improve the performance of the resources and potential of the company in terms of technical staff. Furthermore, the eldest and second rated generation power plant manager was interviewed to represent this category. In the public company the Electric Training Centre Manager was the representative of this category as he is directly engaged in electrical training activities. Similarly at the private company the Technical training manager was interviewed.

Third, as for lower technical managerial levels (section head, supervisors or non managerial), it is important to declare that the engineers and the technicians that were interviewed were recommended by the HR managers and/or their direct managers. This procedure was followed since these companies are relatively large in term of the workforce size, such that it would be impracticable for the researcher to recognize all the technicians' titles or type of duties. Secondly, due to the engineers' and technicians' shift times schedules, their direct supervisors were able to identify who were available to be interviewed and who were not.

Finally, in order to meet the requirement of meeting all the managerial categories from all professions backgrounds; financial staff were interviewed (the financial manager when reachable and/or staff recommended by the financial manager).

Overall, it is important to clarify that the researcher targeted the sampling procedures toward the study discipline, to gain richness and details data rather than being concerned

about increasing the sample for the sake of the expansion only and away from the statistical logic. Furthermore, although the idea of saturation is largely emphasized by many qualitative authors, the researcher prefers to claim comprehensive and in-depth understanding of the subject than claiming full and absolute saturation. However, this point could be referred to the researcher`s conviction that there would never be full saturation of a social phenomenon.

### **3.6.2 Interviews procedures:**

It was planned that the field work would start with the interviews, followed by the observation and document collection. This sequence could not be followed, due to the attacks on the Egyptian gas pipeline to Jordan and Israel. There were several attacks at this line in February, April, July and September 2011 by Egyptian protesters as an expression of their anger about the divisive deal signed by the former president, Husni Mubarak. The attacks put the privatized and public companies` staff on high alert, as these companies were directly affected by this harassment. Accordingly, it was hard to arrange close dates for interviews, especially with engineers and technicians. Thus, to utilize the vacant dates between the interviews, the researcher made observations and took field notes meanwhile.

The primary field work at the privatized company took place from 19<sup>th</sup> June till 10<sup>th</sup> July 2011. Eight interviews were carried out along with the observation. However, some interviews with senior engineers and plant managers did not follow this sequence, but were fitted into their unfilled schedule, so the researcher went to Zerqa -approximately 30 km northeast of the capital Amman- to meet AL-Hussien Thermal Power Plant Manager, Instrument Section Head, and mechanical maintenance supervisor on 4<sup>th</sup> -7<sup>th</sup> September 2011 to conduct the remaining interviews.

The fieldwork at the public company was carried out during the period 11<sup>th</sup> July till 28<sup>th</sup> July 2011. The researcher carried out six interviews during the period from 31st July till 8<sup>th</sup> August at the private company. The vacant time between interviews were spent at the managerial studies supervisors` office, to observe the way they managed T&D activities.

The researcher accomplished most of the interviews as well as all the observation before the fasting month. The second half of August (Ramadan) was used to collect the documents required for analysis, and carefully read and listen to the interviews to find out if there were some missing or unclear points. This revision allowed the researcher to capture some missing data. Accordingly she returned in September to the privatized and public companies to clarify, ask some follow up questions and request some further documents (like the ETC training plan).

It is worth mentioning that all the interviews were conducted in Arabic- the mother language for all the candidates- since the basic aim of this study is to understand how people in the electricity industry conceptualize T&D, to explore the philosophy that underpin T&D and how they describe T&D initiatives at this sector. Thus, it was easier for them to express their understanding, ideas, feeling, attitudes and beliefs in their own mother tongue. The interview duration varied from 50 minutes to 2:30 hours, depending on the interviewee`s knowledge, experience and willingness to discuss. The researcher began the interviews by:

- Introducing herself, the university she is studying at and her sponsor.
- Describing the goals of the study; why the evidence was required, and how the information given would be used.
- Asking the interviewees permission to record the interview and informing them of the reasons behind that.
- Assuring them of their right to stop recording at any part of the interview or even withdrawal from the interview.
- Emphasizing to the interviewee that all the information would be handled confidentially and for research use only.

It is important to mention that when accepted, a digital recorder was used (16 interviews). This technique allowed the researcher to dedicate her full attention to listening to the interviewee and probing depth. Moreover, the researcher took notes regarding the interviewees` feelings, emotions, body language and the way they answered the questions. On the other hand, for those who refused to be recorded, the researcher wrote down their answers and ideas on interview sheets prepared for this purpose.



### 3.6.3 The Collected Documents:

Documents related to T&D were collected. Table 3.3 gives details about the documents which had been gathered from each company.

**Table 3.3 The collected documents**

Document	The privatized co.	The public co.	The private co.
Company's Annual reports	√	√	√
Training plans	√	√	*
Annual Training unit reports	√	√	*
Monthly training unit reports (last 3 months)	√	√	*
Training rules and regulations	√	√	*
Training centre's plan	*	√	*
Other miscellaneous documents	√	√	*
Company's websites	√	√	√

\*: means that the company does not have the document.

### 3.6.4 Observation procedures:

The researcher allocated 34 days to conduct the observation. As mentioned earlier, it was planned that the observation would follow the interviews, unfortunately, the plan could not be followed due to uncontrollable factors. Accordingly, the researcher conducted the interviews and during the vacant days between interviews, observation was made. The researcher allocated 16 working days at the privatized company and 14 working days at the public company. Only 7 working days were utilized at the private company, since the researcher found very close similarity in the way T&D correspondence and activities were managed, the same type of T&D invitations and, furthermore, similar role of HR and training staff in the T&D function; therefore, the researcher considered no benefit would be desired by expending further time.

Although the interview questions were designed to capture the manner in which T&D is actually managed in the electricity sector, observation was utilized to assist, and to provide a more focused picture of T&D actual practice. Therefore, observation was utilized to help in answering the third research question, which relates to the following points:

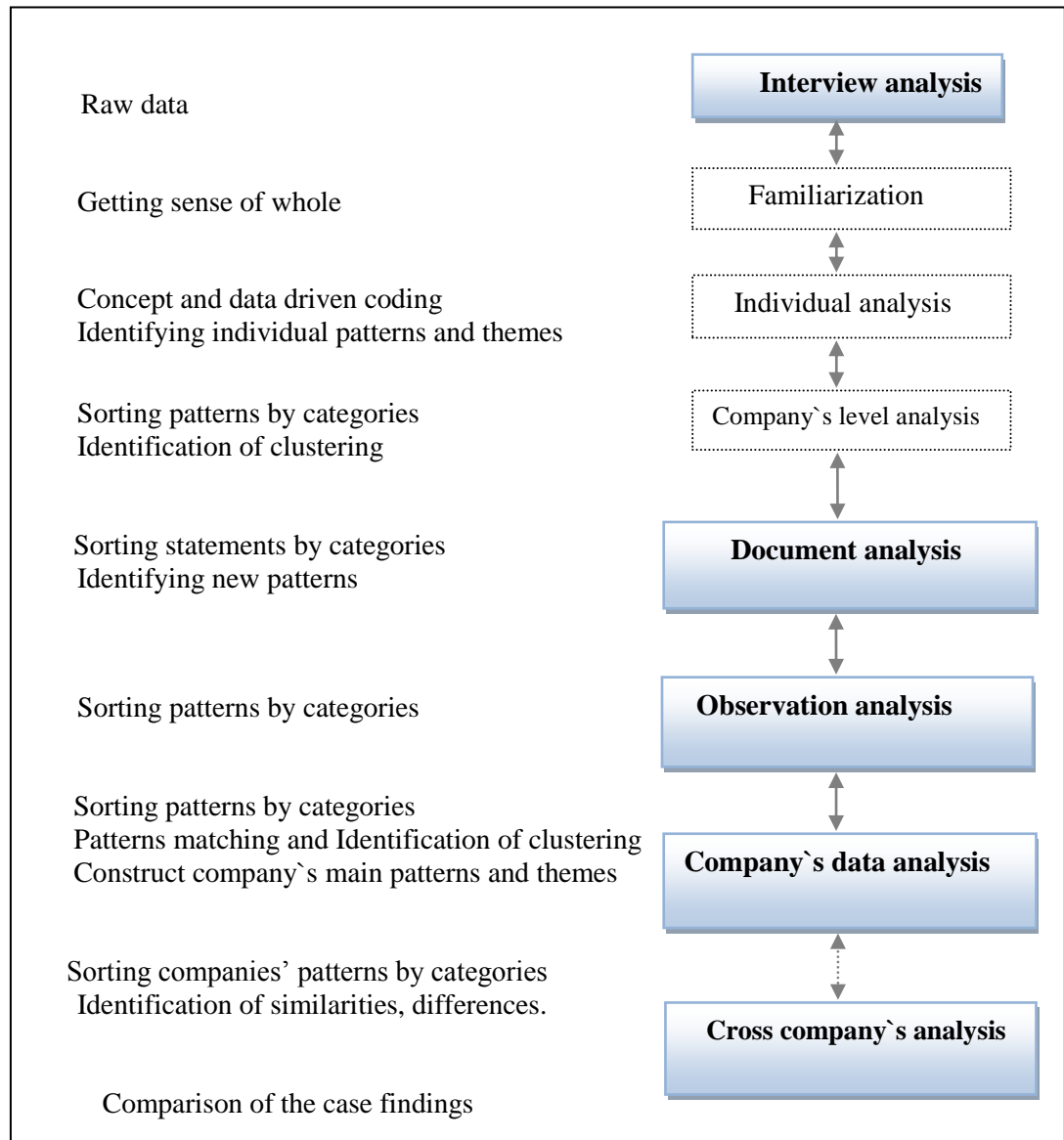
1. Steps taken and procedures followed to nominate employees for T&D programmes,
2. The criteria followed to decide who will attend a specific programme, nomination responsibility, and the extent of commitment to T&D plans.
3. T&D units staff roles and responsibilities,
4. It was hoped that observation could help the researcher to note the discussions, conversation, actions and interactions related to T&D engaged in by employees.

It is important to mention that the researcher wrote the comments in a field notebook, classified by time and date. Furthermore, the researcher wrote down discussion with employees who were not formally interviewed, conversations and their expression during conversations.

### **3.7 Data Analysis and Interpretation:**

Analysing the gathered data was the hardest challenge that faced the researcher. Although the interview was designed in an organized manner, with each part intended to answer a specific research question, the interviews did not follow the planned arrangement, since the respondents moved from one subject to another unexpectedly. However, Gelo *et al.* (2008) declare that qualitative analysis is concerned with creating a useful way of arranging, grouping and coding the data which should be systematically identified across the data set so as to create meaningful and consistent explanations, understanding, conceptual framework or theories. Therefore, since each qualitative research has its specificity, the analysis of the data was developed in a manner that responded to the study requirements. Thus, the data analysis was conducted in five basic phases; interview analysis, document analysis, observation analysis, company`s level analysis (to engender basic patterns and themes for each company) separately, and finally, cross-companies analysis (comparison between companies). Furthermore, each unit of analysis (interview, document, field notes and observation) was subjected to the same analytical procedures as will be discussed next. The analysis process framework is portrayed in the figure next,

**Figure 3.3 Data analysis procedures**



**3.7.1 Interview analysis:**

Kvale and Brinkmann (2009) state that there are no standard methods to arrive at the meaning of what is said in interviews; no standard method of text analysis exists that correspond to the multitude of techniques available for statistical analysis. Accordingly, the analysis procedures that were followed was built in a manner that responded to the requirements of this study. The analysis of the interviews was conducted in three stages as follows:

- **Stage one:** familiarizing with data and coding the interviews. As an initial step, the researcher read and re read the interview transcripts and repeatedly listened to the recorded tapes, to get familiarization and understanding of the provided data as a whole. This early step was recommended by Alexiadou (2001), Spencer *et al* (2003) Graneheim and Lundman (2004) and Wang (2008). Furthermore, at this stage, each interview transcript was given a code to indicate the company, managerial level and interview order as follows:

**Table 3.4 Interview codes**

Character	Code	Explanation of code
<b>Company name</b>	C,N,J	<b>C</b> = CEGCO. <b>N</b> = NEPCO <b>J</b> = JEPCO
<b>Managerial Level</b>	Se, M, Su, E	<b>Se</b> = Senior Manager <b>M</b> = Middle Manager <b>Su</b> = Supervisor <b>E</b> = Employee
<b>Interview order</b>	1,2,....	<b>1</b> = first interview <b>2</b> = second interview  <b>25</b> = last interview

**Stage two:** individual level analysis: this stage was conducted at two phases,

- Text coding phase: According to Kvale and Brinkmann (2009), the interview analysis should be started by coding and categorizing the text. They claim that coding involves attaching one or more keywords to the text segment in order to permit later identification of a statement. They also state the coding can be either concept-driven where the codes are developed in advance by the researcher, on data driven, which implies that the researcher starts out without codes, and develops then through reading of the material. For this study, the starting point for the analysis was concept-driven coding based on the research basic questions. Each research question formulates a basic theme; which are: 1) The conceptualization of T&D 2) The perceived role of T&D 3) The actual practice of T&D. Furthermore, each theme has its preset categories and subcategories formulated based on the review of the available T&D literature. For example, in the theme of actual practice of T&D, a category of T&D process was predetermined. This category has the sub categories TNA, designing, implementation and evaluation. At this stage, the ideas and concepts that were

related to the preset categories were identified. Next a constellation was made, by grouping words and statements that related to the same central meaning under individual's patterns, which were located under the related subcategory, categories and themes.

- Data driven coding phase, this technique was utilized for unplanned issues that emerged through the interviews. As mentioned earlier, each main theme has many pre determined categories and subcategories based on research needs. Additional ideas emerged through the interviews. In these situations, interviewees' opinions were labelled according to metaphorical, symbolic or direct meaning. The labelled statements were grouped to form new patterns, which were also coded. Thereafter, patterns were placed under relevant categories, or in other situations, they formed new categories or subcategories by grouping the emergent patterns according to relevance to formulate new subcategories which were grouped again to figure new categories. For example, the first category was intended to have three subcategories (the conceptualization of training, development and T&D), but it ended up with six subcategories (the conceptualization of training, the perceived outcome of training, the conceptualization of development, the perceived outcome of development, the conceptualization of T&D, and the perceived outcome of T&D). The emergence of patterns, subcategories and categories kept evolving during the whole analysis process. It is worth mentioning that some expressions were given two or more codes, since they could be allocated under two or more subcategories.

At the end of each interview analysis, revision of the text was made to make sure no part of the data was lost or ignored, as well as, to search for unmarked or uncoded statements and further meaning, terminology or phrases that may not be noticeable or even incompatible with the basic themes of the study. The mentioned stages were applied to each interview separately. This procedure allowed the researcher to carefully analyse the interviews by focusing on individuals. Furthermore, it facilitated recognition, identification and understanding the essence of particular individual view, ideas and perceptions wholly and independently, and subsequently the building of coherent themes for each participant. A sample of one participant's interview analysis is shown next:

**Table 3.5 Example of one interview analysis**

Theme	Category	Sub	Clarification	Notes
<b>Conceptualization of T&amp;D</b>	Training	Concept	<ul style="list-style-type: none"> <li>- The connection between the employees' background and their current position, it is the difference between what you know and what you should know in order to accomplish the job.</li> <li>- For example, to work at a power plant you could be a Mechanical Engineer (regardless of specific specialization) with some proper training you could become qualified Boiler Engineer.</li> </ul>	<p>-Remedying a knowledge deficiency</p> <p>-Training present current need</p>
		Outcome	<ol style="list-style-type: none"> <li>1. .... in order to accomplish the job</li> <li>2. Other example is the story he mentioned above.</li> </ol>	Job oriented
	Development	Concept	Development is an idiom used when the employee fulfils satisfactorily what is requested of him, but their company looks for more than that. In other words it is upgrading the current employees` knowledge/skills to prepare them for future work challenge.	<p>1.Progressive Improvement</p> <p>2.Development is future oriented</p>
		Outcome	<ol style="list-style-type: none"> <li>1. The company looks for further..</li> <li>2. Future work challenge.</li> </ol>	Mostly job oriented
	T&D	Concept	T&D are rearrangement of the sentences I mentioned earlier together, it means complete and comprehensive preparation of the staff for now and then. Furthermore T&D jointly should serve a wider purpose than each one ought to do separately. That means T&D is supposed not only to improve the employee personally but also to increase the company's overall performance.	<p>-T&amp;D are more comprehensive when combine</p> <p>-Fulfil Present and future needs for the employee and the company.</p>
		Outcome	<ol style="list-style-type: none"> <li>1. ..not only to improve the employee personally...</li> <li>2. the company's overall performance</li> </ol>	Person-job oriented.

**Stage three:** company`s level analysis. This stage aimed to construct the basic patterns and themes for each company. Therefore, the interviewees` analysis output was organized in tables sorted by categories to observe consistencies, differences and contradictions. Thereafter, patterns which were interrelated to each other were clustered to formulate a company`s basic pattern. Those patterns were allocated under relevant subcategories and categories to formulate a set of basic themes for each company. Subsequently, the relations and/or contradictions of patterns for each company`s participants became evident. The formulation of company`s themes are shown in Chapters Four, Five, Six`s Tables.

Finally, it is important to mention that the analysis process was not always linear; as there was always a constant need to return the original and synthesised data to search for new clues, to check assumptions or to identify underlying factors. In this regard, Spencer *et al.*(2003) indicate that revisiting helps to diagnose how a coherent picture could be drawn and to verify if there are missing or untidy bits.

### **3.7.2 Document analysis:**

The companies` T&D documents were also studied and analysed. The analysis procedures were based basically on the third research question (the actual practice of T&D). The analysis procedures were as follows:

- Analysis of each company`s document separately. At this stage, the written statements were identified and coded based on what had been already determined, either through the concept driven method or the data driven analysis that emerged from the interview analysis. The researcher considered in this method as a useful starting point for organizing and reduction of the huge amount of statements and articles.
- Further ideas were identified and coded according to their meaning and purpose; those emergent ideas were clustered to formulate patterns, which were located under relevant categories, or in some cases new subcategories formulated, for example, the training unit structure and formal role subcategories.
- Summarize the companies` basic patterns, categories and sub categories that emerged from the documents analysis. This serves as a base for further analysis

of each company`s basic patterns and themes based on different data collection methods. Finally, the main themes, categories and sub categories and their codes are listed in Table 3.6

**Table 3.6 Research themes, categories and subcategories codes.**

Themes	Category		Subcategory	Code	
The conceptualization of T&D	Training		Conceptualization of training	T Concept	
			Perceived outcome of training	T Outcome	
	Development		Conceptualization of development	D Concept	
			Perceived outcome of development	D Outcome	
	T&D		Conceptualization of T&D	T&D Concept	
			Perceived outcome of T&D	T&D Outcome	
The perceived role of T&D	Understanding T&D role		Perceived importance of T&D	P Importance	
			Expected role in company`s success.	P Success	
			Perceived impact on company`s performance	P Impact	
			Expected role in goals achievement	P Goal	
			Appropriate timing for T&D	P Timing	
The actual practice	Training unit structure and role		Position in organizational structure	U structure	
			Training staff status	Staff S	
			Training unit/staff role	Staff R	
	T&D strategy and plans	T&D Strategy		Explanations of strategy absence	Strategy A
				Explanations of T&D unit objectives absence.	Objective absence
				T&D objectives	Objectives
				Performance indicator	PI
		T&D plan		Insignificance of training plan	Plan S
				T&D plan objectives	Plan O
				T&D criteria and priorities	Plan basis
	Budgeting for training activities			Budget	
	T&D process		Individual TNA	ITNA	
			Job TNA	JTNA	
			Company TNA	CTNA	
			Explanations for TNA centralization	TNA centralization	
			Designating stage	Designing	
			Implementation stage	Implementation	
			Evaluation stage	Evaluation	
	T&D effectiveness		Perceived success	Effectiveness	
			Obstacles to T&D	Obstacles	
	Type and range of T&D		Type of T&D programmes	Type	
			Range of T&D interventions	Range	
Understanding of T&D		Understanding of T&D function	Actual understanding		



### 3.7.3 Observation and field note analysis:

Spencer *et al.* (2003: 221) state that “*in case of field notes, the data are not strictly raw, and entries are selective having already been filtered according to the particular focus of the study*”. In this regard, it is important to recall that the observation was planned to assist in answering the third research question, which relates to actual practice of T&D, to capture the steps taken and procedures followed to nominate the employees for T&D programmes, the criteria followed to decide who will attend a specific programme, nomination responsibility, and commitment to T&D plans. The observation analysis procedures were as follows:

- During the field work, notes were written according to the date and time. However, before sorting these notes, the researcher read them again to understand the events based on their actual chronology.
- Analysis of each company`s field notes separately. At this stage, the notes were identified and coded based on what had been already determined, either through the concept driven or the data driven analysis that emerged from the interviews and document analysis, as shown in Table 3:6.
- Further ideas found that were not mentioned during the interviews and were not found in the formal documents were also added under the relevant categories.
- It is appropriate to mention that the observation analysis- although it produced new data, basically regarding the actual duties that training employees were engaged in- did not construct totally new categories.
- Since the researcher had conversations with employees who were not formally interviewed, their ideas were coded and sorted according to the categories that were created by the interview and the document analysis, and were placed with the company`s overall analysis, with a mark to indicate that they were not generated by interviews.

Overall, although the observation was a very useful technique for building a better understanding of how T&D is managed and practised, and although it generated some new ideas, observation did not construct new categories. Thus, the `ideas` that were generated from the observation analysis were added under the appropriate `categories`

which had been already determined, through the interviews and/or document analysis, as shown- for example- in Tables, 4.20, 4.21, 5.20 and 6.17 with a mark to indicate that they were generated by observation.

#### **3.7.4 Company- level analysis:**

The analysis of interviews, documents and observation was the base for reaching each company`s basic patterns and themes. To accomplish this purpose, a table was constructed that included the basic companies` patterns, sub categories and categories which emerged from the data analysis process. The left side of the table was the for the interview analysis outputs, the right side was for the documents and observation analysis output. To facilitate pattern matching, each pattern was marked with a different colour, for example, centrality of authority was marked with orange, evaluation procedures was marked with red. This method smoothed the progress of pattern matching. Thereafter, comprehensive tables were drawn that contained a summary of the companies` basic patterns, categories and themes as shown in Tables 4:26, 5:23 and 6:19.

#### **3.7.5 Cross company`s analysis:**

Comparison was made between companies` basic patterns and themes so as to engender the similarities and differences among the participating companies. Therefore, tables were constructed for each category to verify consistency, matching and discrepancy that appears between the companies, related to each category. Sorting by categories rather than themes gives more focus on the subject, and allows more spotlighting of the phenomenon. This stage was carried out to create an overall and comprehensive picture about T&D philosophy and management in the electricity industry in Jordan.

Once the completion of the analytical process; another review was made of the original interview transcripts, taped interviews and documents. The purpose of this general revision was to ensure a correct, comprehensive and compatible reflection of participants` views and the actual situation. In this regard, Ritchie and Lewis (2003) state that there is a need to verify whether the findings have been portrayed in a way that remains true to the original data.

Finally, it is important to mention that the researcher analysed the data manually. The researcher did not perceive computer assisted analysis software packages as of fundamental assistance in analysis for this study. In this regard, while Spencer *et al* (2003) list several benefits for using these programmes, they claim that CAQDAS are for data administration and archiving, not software that provide data in a form that is ready for analytic clarification in the way that SPSS or SAS do for quantitative data. Furthermore, in line with the researcher's epistemological assumption, she was keen to construct the analysis based on statement meaning; thus she preferred to test out meaning within its context, and looking constantly for the overall analysis structure in light of the original data. Overall, there is agreement among authors that CAQDAS should not obviate the critical role of the researcher within the analytical process; rather it should be viewed as a tool for analysis (Spencer *et al.*, 2003).

#### **3.7.6 Further data collection:**

The final stage of the analysis revealed close similarities in various aspects of T&D, therefore, the researcher gathered the patterns that related to the same point, to form comprehensive assumptions that were perceived as factors that shape T&D practice. An example of the assumption formulation is shown - for example- in Tables 4:27, 5:24 and 6:20.

Hence, the researcher conducted four telephone interviews to verify her assumptions. It is important to clarify that these phone calls were not targeted to collect new data; rather it was to verify whether the participants agreed with the researcher's basic findings and to explore their opinions regarding the factors that seem to shape the T&D activities.

Accordingly, on September 2012, the researcher conducted phone calls with the responsible staff mentioned earlier to gain their agreement to contacting the companies' staff again. Moreover, the contacted persons expressed their wish to have a copy of the research finding and willingness to discuss the results. They also allowed the research to contact employees based on their willingness to participate. Thereafter, in September and October 2012, the researcher sent emails attached with the basic research findings and the perceived factors that shape the practice in the electricity sector to six employees working in different occupations, other than those interviewed earlier. The

researcher asked the participants to appoint date and time to call them to discuss their perceptions regarding the research findings. From these approaches, the researcher received four acceptance responses. The participants' characteristics were as follows:

**Table 3.7 Telephone interviews participants' characteristics**

<b>Job title</b>	<b>Company</b>	<b>Gender</b>	<b>Years of experience</b>
Compensation and Benefit Manger	Privatized company	Male	22 years
HR Project Manager	Privatized company	Male	12 years
Personnel Section Head	Public company	Male	13 years
Administrator	Private company	Female	15 years

Finally, the participants expressed their agreement with the research findings; they also made comments on the relations that govern the factors that shape T&D practice, as will be discussed in the next chapters.

### **3.8 Research difficulties:**

Jordan has been seriously affected by what is called the Arab spring. Although there was no local revolution, the Syrian and Egyptian events were very influential. Since the electrical interconnected system in Jordan consists of the generating power station 132kv, and 400 kv transmission, the system also includes 230kv and 400 kv tie lines with Syria and 400kv tie lines with Egypt ([www.nepco.com.jo](http://www.nepco.com.jo)). Moreover, the Egyptian gas pipeline to Jordan and Israel was attacked several times, on February, April, July and September and November 2011 and March 2012, by Egyptian protesters as expressions of their anger about the divisive deal signed by the former president, with the Israeli government. This explosion greatly affected the Jordanian electricity system. First; according to the Ministry Of Energy and Mineral Resources` minister Dr. Khaled Tokan`s speech to *Alrai* newspaper on 5/10/2011, the closure of the pipeline deprived of Jordan 100 million cubic feet of natural gas per day. Thus, Jordan was forced to run power plants on diesel and heavy fuel. Therefore the kingdom`s consumption of diesel doubled 100% to eight tons daily, and the consumption of heavy fuel increased by 50% to 6 tons daily.

Second, the management of the electricity companies were on high alert, and declared a state of emergency for a fear of any interruption in power supply. Thus, contact with the engineers was extremely difficult. Most appointments were postponed infinitely with a promise to call the researcher when it was possible to carry out the interviews. Thus the planned schedule for the fieldwork has been modified to suit the situation. The researcher utilized the vacant days to carry out the observation, document collections, reading and arranging the previously conducted interviews.

Another difficulty was the geographical spread of the companies' branches and power plants. Although all the companies' headquarters are located in Amman (the capital) where the researcher lives, meeting the engineers from the ETC centre and AL Hussein Thermal Power Plant required the researcher to travel -at their convenience - to Zarqa city, which is located to the northeast of Amman.

### **3.9 Summary:**

The research aims to explore the concept, philosophy and practice of T&D, by investigating and comparing T&D conceptualization and practice between the public, private and privatized electricity companies.

From this standpoint, the exploratory qualitative perspective was chosen. The justification of the chosen research paradigm and methods were also discussed. Multiple data collection techniques were used: interviews, documents and observation. The structure of the interview and the documents collected were also highlighted.

The electricity industry was the chosen case. The participating companies, justification for selecting these companies and criteria for interviewee selection were discussed. In addition, the qualitative data analysis procedures that were applied to analyse and interpret the data were highlighted. Finally, the chapter ends with various difficulties that faced the researcher during the fieldwork.

## Chapter Four: The Privatized Company Data Analysis

### 4.1 Introduction

This chapter aims to present the data analysis of the privatized company. The chapter is divided into four main sections: interview analysis, document analysis, pattern matching and factors that shape T&D practice. Furthermore, other data collected through observation, field notes and conversations with employees who were not formally interviewed are also presented.

### 4.2 Interview Analysis:

The interviews were divided into three main sections, each consisting of a number of different questions which were designed to answer one of the research questions as follows:

**Figure 4.1 The interviews` main sections**

Conceptualization of T&D	The perceived role of T&D	The actual practice of T&D
<ul style="list-style-type: none"> <li>• How training is perceived</li> <li>• How development is perceived</li> <li>• How T&amp;D are perceived</li> </ul>	<ul style="list-style-type: none"> <li>• In terms of:                             <ul style="list-style-type: none"> <li>• Importance</li> </ul> </li> <li>• Role in companies` success</li> <li>• Impact on companies` performance</li> <li>• Role in achieving the Co. objectives.</li> <li>• Appropriate timing for conducting T&amp;D.</li> </ul>	<ul style="list-style-type: none"> <li>• In terms of:                             <ul style="list-style-type: none"> <li>• T&amp;D unit structure</li> </ul> </li> <li>• Strategy and plans</li> <li>• T&amp;D process</li> <li>• T&amp;D effectiveness</li> <li>• T&amp;D type and range</li> </ul>

The main themes, categories and subcategories were extracted from the basic research questions. Furthermore, new categories and subcategories emerged from the data analysis. Accordingly, interviewees` opinions were clustered according to metaphorical, symbolic or direct meaning to form patterns. Patterns were grouped according to relevance to formulate sub-categories, which were grouped again under the appropriate categories and themes. Throughout the chapter, vivid quotations are utilized to express the interviewees` viewpoints. Each vivid quotation is cited by interviewee code, as shown in Table 3:4, to indicate the company, the managerial level of the participant and the interview order.

#### **4.2.1 Employees' perceptions regarding T&D:**

This section is divided into three categories: employees' conceptualization of training, development, and T&D.

##### **4.2.1.1 How training is perceived:**

The researcher started the discussion with a direct and open question about the employees' perceptions regarding training. Surprisingly, there was widespread agreement among employees about the concept of training, and they used similar words and expressions in defining it. 70% of participants stated that training is improving the employee's current skills, acquainting them with new skills and knowledge; and teaching them about the latest technology, in order to develop their performance. The following quotation clarifies this opinion:

*“Training is the activity of educating and developing staff to equip them with new skills and knowledge in order to keep abreast of modern developments and techniques”*(CE2).

Only 20% of interviewees revealed another opinion. They considered training as a complete process that aims to remedy deficiency in the employees' skills and knowledge. The following quotation reflects this view:

*“The connection between the employees' background and their current position, it is the difference between what you know and what you should know in order to accomplish the job. For example, to work at a power plant you could be a Mechanical Engineer (regardless of specific specialization) with some proper training you could become qualified Boiler Engineer”*(CM5).

Only one employee defined training as *“exploring strengths and weaknesses of the company staff, to enhance their strength and address the weakness”*(CM6).

The analysis of the interviewees' viewpoints regarding training shows that the employees conceived training using two main distinct focuses of meaning. The dominant pattern was associated with learning, for example, they used the phrases *“teach the employees”*(CM7), and *“educate”*(CE2). The second extracted meaning was associated with remedy knowledge deficiencies, for example, *“filling the gap”*(CSe1) and *“the difference between...”*(CM5).

The interviewees` definitions regarding training could be also interpreted from the perspective of the perceived outputs. From this standpoint, the majority of respondents, 60%, considered training as a means to improve the employees` skills and enhance their knowledge only, and no indicators in their words could be linked to the job or the company`s performance. The following quotation illustrates this idea:

*“....training may address the skills that can be unrelated to the employee`s current work, but in order to develop the individual on a personal level”*(CSu4).

In contrast 40% of respondents linked training initiatives with employees` and job performance. In this regard an interviewee said:

*“Training is the process of providing training courses, sessions and seminars to improve the employee`s....in order to enable them to work with high efficiency”*(CE3).

**Table 4.1 CEGCO`s participants` perceptions regarding training concept**

Examples of Keywords	Patterns	Subcategories	Category
<ul style="list-style-type: none"> <li>- Activity of educate...</li> <li>-Teach the employees...</li> <li>-Provide new knowledge...</li> <li>- filling the gap...</li> <li>-connection between what is known and should be known</li> <li>-Search for employees` strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>1.Training is a learning process</li> <li>2.Remedying a knowledge deficiency</li> <li>3.Diagnose employees` knowledge and skills</li> </ul>	Conceptualization of training	<b>Conceptualization of training term</b>
<ul style="list-style-type: none"> <li>- ..unrelated to current work</li> <li>- personal level</li> <li>-..even if training is not related to their core business</li> <li>-work with high efficiency</li> <li>-accomplish the job</li> </ul>	<ul style="list-style-type: none"> <li>1.Training is for employees` interest.</li> <li>2.Training aims to improve company`s performance.</li> </ul>	Perceived outcome of training	



#### 4.2.1.2 How development is perceived:

The researcher asked the same group about their definition of development. Unlike training, the term development forced the respondents to think relatively longer before answering this question. However, in contrast to training, there was no general agreement regarding development definition. The respondents' viewpoints could be grouped as follows:

- 40% of participants considered development as a process of improving the employee's skills and knowledge to bring about a better level of performance. For example an interviewee defined development as,  
*"The process of upgrading the employees to a broader and higher level of performance, Training is just one function of development"*(CSe1).

- Only 20% of respondents defined development in a more confident tone. Furthermore, they were relatively faster in their replay. For example, an interviewee said; *"Development is an idiom used when the employee fulfils satisfactorily what is requested from him, but their company looks for farther than that"*(CM5).

Another participant stated;

*"Development is moving from good to better, in other words; the employee may have the necessary skills, but their organization needs more improvement"*(CM7).

- 20% of participants could not provide any explanation of development; they only conceived development as being a broader term than training. For example, one said, *"Development includes training. Training is the base and the initial stage of development....however, in life experience, there is renewal knowledge"*(CSu17).
- The views of another 20% were not consistent with the previous categories. An interviewee limited the development to one's own specialty when he stated,  
*"I think that development is concerned with the person's own specialty or educational background. So development is to gain new knowledge and experience that is related to one's own occupation"*(CE3).

Another respondent provided a different clarification for development: “*Development is subject to complete and fundamental improvement in one’s life, like self-study and gaining a higher certificate. Moreover development is to keep up with technology. Eventually the goal of training is development in order to increase productivity or profitability...*”(CSe8).

Accordingly, the analysis of the interviewees’ perceptions regarding development revealed further interpretations; First, and despite some differences between the first two groups of respondents regarding the instance of development, it could be argued that employees conceived development using one domain meaning, which was associated with progressive improvement, as inferred from the words and phrases they utilize to interpret development, like “... *to promote him/her to a higher position*”(CE2), “...*a broader and higher level of performance...*”(CSe1), and “...*farther than that....*”(CM5).

Secondly, it is noted that the phrase “upgrading the employees’ knowledge and skills” was repeated several times. This may refer to the terms *development* and *upgrading*; as they are used synonymously in colloquial Arabic. In other words, most of the interviewees -especially those who did not have a clear picture of what development should be- described it with the most common word that could replace the word development. Moreover, 40% of the interviewees stated during their conversation that development it is broader term that includes training as a part of it, without offering an explaining for that.

Finally, 80% of the interviewees’ visions concerning development outputs were correlated to the person’s welfare, whilst they did not make a connection to its impact on the company’s interest or performance.

**Table 4.2 CEGCO`s participants` perceptions regarding development concept**

Examples of Keywords	Patterns	Subcategories	Category
-training is just one function of development. -training is a base for development  -A higher level of performance. -further than satisfactory.  -gaining higher certificate...  -filling the gap....	1.Development is a broad term  2.Development is progressive improvement  3.Higher level of education  4.Remedying a knowledge deficiency	Conceptualization of development	<b>Conceptualization of development term</b>
- In the field of speciality. - gaining higher certificate.  -higher level of performance -looks for more than that...	1.Linked to personal interests  2.Linked to work performance	Perceived outcome of development	

**4.2.1.3 How T&D is perceived:**

This section concerns interviewees` perceptions of T&D. in general the interviewees` answers were short, concise and did not indicate a deep awareness or understanding about the subject. However, there was near-consensus represented by 50% of respondents that T&D is a process starting with training to provide the employees with new skills and knowledge for a broader purpose, which is development. For example, one respondent`s explanation was,

*”Training is to keep abreast of the latest developments whether they are related to the work or not. All these efforts are directed toward development”*(CSu4).

Another definition was,

*“Training is an activity to increase knowledge and increase their efficiency, for a broader purpose, which is development”*(CSu17).

Indeed, these answers reformulated what they had previously said about training, followed by the phrase “to be developed”.

The second pattern was represented by 20% of respondents who considered T&D as a complete process starting by remedying skill deficiencies, followed by improving skills and knowledge in order to advance the performance of the employee and the company.

For example one respondent said:

*“T&D is an ongoing process that includes reviewing the progress of work and finding the missing and required skills. T&D is a broader term and more comprehensive than each single term separately”*(CSe1).

Only one employee identified T&D as filling the gap between the existing skills and the required skills. The final view stated that T&D is an ongoing process that is intended to bring about changes in the employees` behaviour and performance.

From a different perspective, the first pattern holds the meaning that the relation between training and development is sequential. Phrases like *“then to upgrade the knowledge and skills they gained through training”*(CM7), *“directed toward development”*(CSu4) and *“for a broader purpose, which is development”*(CSu17) illustrate that development ought to happen as a result of training. Furthermore, although the first two patterns differ in the planned view of T&D, they both consider T&D to be more comprehensive when combined.

Furthermore, 70% of participants indicated that T&D are targeted toward the company`s and the person`s interest, 10% linked it to the person`s welfare, while only 20% linked its impact to the company`s interest only.

Overall, the participants perceived T&D as activities aiming to improve the employees' current skills, to equip them with new skills and knowledge, and teach them about modern and latest technology, in order to be developed.

**Table 4.3 CEGCO's participants' perceptions regarding T&D concept**

Examples of Keywords	Patterns	Subcategories	Category
<ul style="list-style-type: none"> <li>- toward development</li> <li>-for a broader purpose, which is development</li> <li>-..complete process</li> <li>- More comprehensive</li>   <li>-bring about changes in workforce skills, abilities and attitudes</li> <li>- filling the gap...</li> </ul>	<ul style="list-style-type: none"> <li>1.Development is the output of training</li> <li>2.T&amp;D are planned process</li> <li>3.Change of employees' skills and attitudes.</li> <li>4.Remedying a knowledge deficiency.</li> </ul>	Conceptualization of T&D	<b>Conceptualization of T&amp;D term</b>
<ul style="list-style-type: none"> <li>- progress of work</li> <li>-upgrade company's functioning</li>   <li>-self improvement</li> </ul>	<ul style="list-style-type: none"> <li>1.Link to company's interest</li> <li>2.Link to personal interest</li> </ul>	Perceived outcome of T&D	

Ultimately, participants' viewpoints regarding (training, development and T&D are summarized in the following table:

**Table 4.4 CEGCO`s participants perceptions regarding training, development and T&D**

Theme	Perceptions of Training and development					
Categories	Training		Development		T&D	
Sub	Concept	Outcome	Concept	Outcome	Concept	Outcome
<b>Patterns</b>	1.Training is a learning process	1.Targeted to employees` interest.	1.Development is a broad term	1.Targeted to employees interest	1.Development is the output of training	1.Linkd to company`s interest.
	2. Remediing a knowledge deficiency	2.Targeted to company`s interest	2.Progressive improvement	2.Targeted to company`s interest	2.T&D are planned process	2.Linkd to personal interest
	3.Diagnose employees` knowledge and skills.		3.Higher level of education		3.Change in employees` skills and attitudes	
			4.Knowledge deficiency		4.Remediing a knowledge deficiency.	
Senior managers	1&2	1	1,2 &3	1&2	1&2	1&2
Middle managers	1,2 &3	1&2	2 &4	2	1,2&4	1&2
Supervisors	1	1	1	1	1	1&2
Employees	1	1&2	2 &3	1&2	1 &3	1&2
HR staff	1,2&3	1&2	1&2	1&2	1,2,3&4	1&2
Other professions	1&2	1&2	1,2&3	1&2	1&2	1&2

As shown above, participants expressed almost the same perceptions regarding T&D. Remarkably, middle managers expressed a variety of viewpoints; conversably, supervisors` viewpoints were almost convergent, and their answers were the shortest. They perceived training to be a learning process aiming at increasing employees`

knowledge. Supervisors were unable to define development; their perceptions regarding this term were vague and unclear, and they indicated that development is a broader term that includes training as a part of it, without offering more clarifications. Employees' perceptions regarding T&D were more varied than those of their supervisors; although they shared the same perceptions regarding training, they linked training efforts to staff as well as company welfare. For development, they believed that, besides being a broader term, it could also be related to education. T&D was considered as an ongoing and comprehensive process that aims to change employees' skills and attitudes. HR staff perceptions regarding T&D were not different than those of other professions; the only difference was that they added other viewpoints, namely, "diagnose employees strength and weakness" and "address knowledge deficiencies" to T&D.

#### **4.2.2 The perceived role of T&D:**

This part is interested in employees' perceptions of the T&D role, and their understanding of the place that T&D could fill in their organization. In order to explore these points, five main points were investigated,

- The perceived importance of the T&D.
- The expected role of T&D initiatives in company success.
- The perceived impact of T&D activities on company performance.
- The expected role of T&D functions in achieving company goals.
- Perceived timing for conducting T&D.

##### **A) Perceived importance of the T&D:**

With the aim of exploring whether the privatized company's employees were aware of the magnitude of T&D, they were asked whether or not they believed T&D to be important and why?. The importance of T&D obtained the interviewees' consensus. Basically there were two dominant justifications for the perceived importance of T&D; the first reason was associated with coping with the rapid change of technology. The second was allied with the improvement in job-related skills, which respondents conceived as essential to perform job requirements properly.

It was found that 40% of respondents linked the importance of T&D to the rapid changes in technology and the need to keep abreast of environmental evolution.

The second dominant pattern was associated with practical training on employees' actual work tasks; 40% of interviewees linked the importance of training to the proper accomplishment of their job requirements. In that respect one interviewee explained,

*“Training is important especially for the technical careers. Since the technicians- especially when they are newly hired- have insufficient experience in dealing with equipment. Our job is very sensitive and any mistake could cost the company a lot as well as the employee himself”*(CSu18).

Another employee stated,

*“I do believe in training. For example when I was fresh graduate I was afraid to search for any job – although I graduated with an honours degree- because I did not have the requested practical experience...I was not confident with my practical experience. At that time I was not familiar with the engines, I did not have the practical and applied training that would enhance the theoretical basis I learned at the university. That’s exactly what training should do”*(CM5).

Finally, only 10% of participants linked the importance of T&D to the necessity of adaptation to the company's own culture. Overall, interviewees' views regarding T&D importance are summarized in the following table.

**Table 4.5 CEGCO's participants' views regarding T&D importance**

Examples of keywords	Patterns	Category
-..accelerating changes in technology...cope with changes - latest technology -practical experience -familiar with the engines - applied training -adapted to the culture of the company	1. Coping with technology changes.  2.Appropriate performance of job requirements.  3. Adaptation to company's culture.	<b>Perceived importance of T&amp;D</b>

Accordingly, it could be said that participants believed that training should be developed in a manner that responds to any emergent change either in technology or in the environment. Moreover, they considered training to be a learning technique to perform their job appropriately.



### **B) The expected role of T&D in company success:**

The role of T&D in company success opens the way for participants to visualize T&D's role in different way. They expressed several opinions and ideas about the perceived role of T&D. Most of their viewpoints were overlapping and intertwined with each others, but the majority of the interviewees, representing 70%, acknowledged the significance of T&D for company success. However, some participants shared common views of the T&D task, while others expressed different perceived tasks. The first dominant pattern was the role of training in improving employees' performance and productivity, which would positively affect the company's productivity.

The analysis of this part of interviews shows other views that were perceived to contribute in company success, like changing the employees' way of thinking to be more innovative. In this context, an interviewee said,

*“Through T&D employees may learn new, innovative and pioneering ways and techniques to perform their jobs effectively....”*(CM7).

The least perceived element for success was the training role in increasing employees' commitment and loyalty. Only one employee linked T&D efforts to employees' commitment. In this respect, he said,

*“Training increases workers' knowledge, develops their skills and helps to build strong commitment. I'm sure that if the employees are satisfied with their performance, achievement and progress, their relation with the company will be stronger”*(CSe8).

30% of the interviewees had opposite views on T&D's contribution to company success. They claimed that T&D's role is not essential, since success is a complex and long process and there is no direct role for T&D in it. Unexpectedly, 20% of the interviewees who were from the HR staff were among the employees who did not consider training as a means to company success. The following quotation reflects this viewpoint:

*“Training could help in preventing the company from failure, but could not Leads to success....success requires many elements rather than training”*(CSe1).

This answer forced the researcher to ask a follow up question to understand how training could prevent failure, the respondent claimed,

*“Proper training could help to reduce work expenses, work accidents and loss in machinery. Training also could help the company in retaining the qualified staff; all these elements shall prevent the company from failure and allow the company to operate satisfactorily. But satisfaction is not success”.*

Overall, the respondents perceptions regarding T&D role in company`s success are summarized in the following table:

**Table 4.6 CEGCO`s participants` views regarding T&D role in company`s success**

Examples of keywords	Patterns	Category
<ul style="list-style-type: none"> <li>- to work better...</li> <li>- to perform their jobs effectively</li> <li>-reduction in work mistakes</li> <li>- pioneering ways and techniques</li> <li>- create solutions</li> <li>- Success has many ingredients</li> <li>....training could be one of them</li> <li>-could not lead to success</li> <li>-strong commitment....love their job</li> </ul>	<ul style="list-style-type: none"> <li>1.Improvement in job related skills</li> <li>2. Innovative way of thinking</li> <li>3. T&amp;D have no role in success.</li> <li>4.Employees` commitment</li> </ul>	<p><b>Expected role in company`s success</b></p>

**C) The perceived impact of T&D in company performance:**

All of the respondents confirmed the role that T&D could play in affecting the company`s performance. Basically, there were two main views of this issue.

- The foremost viewpoint represented by 60% of the interviewees indicated that the company`s performance is the outcome of its staff performance; whenever their performance is improved and enhanced by training, the company`s performance will be positively affected. In this regard, an interviewee said, *“The employees are the foundation of the company...the company`s overall level of performance is linked to its staff qualification level, the more proficient and skilled they are, the fewer the losses of machines and human injuries at work and thus it will improve the performance of the company as a whole”*(CE18).

- The second view indicated that T&D helps the employees to be more creative and innovative in handling their tasks, which leads to a better way of dealing with work problems and challenges, which eventually will affect the company's level of performance.
- Only one interviewee claimed that training would have no effect on performance unless the top management believes in and supports training.  
*"Theoretically, training should influence the company's performance. But we should take into consideration the top management belief and support, whether they really consider training as an effective tool to improve performance or not. I think that their support will positively affect each aspect of training effort"(CM6).*
- Senior managers were the only respondents who linked the T&D results to the employees' morale. They believed that T&D could increase the employees' morale and generate satisfaction. In that respect they stated that getting the employees away from the routine work environment and daily mood would show its impact on their performance.

**Table 4.7 CEGCO's participants' views regarding T&D role in company's performance**

Examples of keywords	Patterns	Category
-perform their jobs professionally -...sum of its workforce performance - The more proficient and skilled they are..... -create ingenious solutions - innovation.... create solutions - a part of the training objectives is to raise staff morale....in order to create a sense of job satisfaction -whether they really consider training as....	1.Linked to advancement of employees' performance  2. Innovative way of thinking  3.Increase the employees' moral  4.Depends on top management support	<b>Perceived impact on company's performance</b>

#### **D) The expected role of T&D in achieving the company's goals:**

Despite the absence of complete agreement regarding T&D's role in meeting the company's goals, the respondents' views considered T&D as a possible means to accomplish the company's objectives, if it was linked to the company's overall objectives. Others indicated that T&D could serve the company's objectives under appropriate training management, and some considered T&D as a method to create a suitable environment for creativity. The following points clarify these views:

- 30% of interviewees stated that the possibility of T&D role in achieving the company's goals was subject to appropriate T&D management. The appropriateness was perceived either in providing the HR Management with the company's strategic goals, so they could prepare T&D plans based on it and determine what would be required in the next phase, to be fulfilled by training activities, and/or through paying more attention in selecting training programmes.
- 20% of respondents stated that T&D is a possible method to create a suitable environment for creativity so the employees can provide new and innovative ideas.
- Another 20% of respondents linked the company's success to the general changes in the company's ownership style and the government's regulations. In that respect, one employee stated that T&D could help in achieving the company's goals but it is not the only reason, as government rules, regulations and change in the company's ownership could influence goal fulfilment rather than training. In this content, another employee added that each stage of a company's life has its own requirements, and training is required to equip employees to pass through each stage. The following quotation clarifies this point:

*"Each company passes through different life stages. Accordingly if the employees failed to train on what's new, they would not be able to perform their job satisfactorily. Therefore the company's strategic goal would never be achieved. For our company we passed through several stages like restructuring, privatization and downsizing. At each stage the requirements were higher. For example, during the downsizing stage each employee became responsible for more than one task. This could not be done without intensive training"*(CE2).

- 20% of participants stated that T&D could help, without explaining how they perceived the assistance role of T&D. In this regard, an interviewee stated, *“I don’t know exactly how T&D could help in achieving the company’s goals. But I think that the fulfilment of objectives and eventually overall success depend on the qualifications and ability of its human resources”*(CSu17).

**Table 4.8 CEGCO’s participants` views regarding T&D role in goal achievement**

Examples of keywords	Patterns	Category
-Company’s goals are the basis that all activities should be linked to -if we were informed about the company’s goals... -under appropriate conditions... more attention in selecting training courses -...open new areas -good environment for generating ideas.....promising future. -Could have...but definitely it is not the only one -Even if they could not contribute directly.	1.Subject to appropriate training management and proper integration with company`s goals 2.Environment of creativity 3.Minor role.	<b>Expected role in goal achievement</b>

**E) The perceived appropriate timing for conducting T&D:**

In order to enhance the understanding of employees` perceptions about T&D and to get a clearer and comprehensive picture about their opinions regarding these terms; the interviewees were asked about their thoughts concerning when the company should train the employees. In this regard, the respondents listed several situations in which the companies should train the workforce, as follows:

- 70% of respondents assumed that orientation and basic training should be provided to the newly recruited employees in order to familiarize them with the work procedures and their actual job requirements.

- 40% of participants assumed that training should be provided when the company introduces a new production line, new technology and new working methods.
- 40% of respondents indicated that training should be provided when employees are upgraded to a higher position.
- 30% of interviewees stated that training should be given when the company's or the employees' performance shows deficiency.
- 30% of participants stated that training is an ongoing process that should start with recruitment and continued till retirement.
- Only one employee stated that training should not be a reaction to a situation; the company should draw a career progress path for each job where training requirements are predetermined. In contrast, another respondent claimed that training should be given as a reaction to government regulations.

**Table 4.9 CEGCO`s participants` views regarding appropriate timing for T&D.**

Examples of keywords	Patterns	Category
-newly recruited.....new employees -to become familiar with their job requirements -when the company changes the production lines -new technology -Before upgrade... to higher position -Employee progresses to a higher position.	1.Orientation  2.Introduction of new technology  3.Upgrade to higher position	<b>Appropriate timing for T&amp;D</b>
-whenever their performance falls below the satisfactory level - performance shows deficiencies	4.Performance deficiency	
-...never stop -...yesterday, today and tomorrow -do not stand at a certain point - continuous and nonstop activity	5.Ongoing /nonstop process	
-law requirements..any international amendments, - fulfil government regulations	6.Government regulation fulfilment	

Finally, the illustrated respondents' views show that participants recognized the T&D function as a reactive instrument that follows the company's strategy and objectives, since they confirmed the necessity for orientation, reaction to certain situations like introducing new production lines, and as a response to governmental regulations.

**Table 4.10 CEGCO`s participants views regarding T&D role**

Theme	The perceived role of T&D				
	Importance	success	performance	Goal achievement	Timing
<b>Patterns</b>	1.Coping with technology changes.	1.Improvement in job related skills	1.Linked to advancement of employees` performance	1.Subject to appropriate training management and proper integration with company`s goals	1.Orientation
	2.Fulfilment of job requirements	2.Innovative way of thinking	2.Innovative way of thinking	2.Environment of creativity	2.Introduction of new technology
	3.Adaptation to company`s culture.	3. T&D have no role in success.	3.Increase the employees` morale.	3.Minor role.	3.Upgrade to higher position
		4.Employees` commitment	4.Depends on top management support		4.Performance deficiency 5.Ongoing process 6.Government Regulation fulfilment
Senior managers	2& 3	1,3 &4	1,2&3	1&3	1,2,3,4 &5
Middle	1&2	1,2 &3	1,2 &4	1&2	1,2,3 &5
Supervisors	1 &2	1	1	-	1&5
Employees	2	1,2 &3	1	1 &2	1,2,3,5 &6
HR	1&3	2&3	1,2&4	1,2&3	1,2,3,4&5
Other professions	1&2	1,2,3&4	1,2&3	1,2&3	1,2,3,4,5&6

As shown above, all the managerial levels, confirmed the importance of T&D in fulfillment of job requirements. Senior managers were the only functional group that linked T&D to adaptation to the company`s culture. Regarding T&D`s role in the company`s success, improvement in job related skills received participants agreement. On the other hand, senior managers were the only category who linked T&D to employees` morale and commitment.

Concerning T&D`s role in the company`s performance, advancement of employees` performance was highlighted by all managerial levels. Only senior managers emphasized the role of T&D in increasing employees` morale.

The need for appropriate training management and proper integration with the company`s goals was emphasized to ensure T&D contribution in achieving the company`s goals. In this regard supervisors did not classify their perceptions regarding this dimension.

As mentioned earlier, 20% of interviewees who were members of the HR staff were among the employees who did not consider training as a means to company success and considered it as a complementary rather than an essential function. Only one member of HR staff claimed that T&D could help in creating a suitable environment for innovation. The minor role of T&D was raised again when the HR staff expressed their opinions regarding T&D`s role in objectives fulfilment. Therefore, it was clear that the HR staff were not fully aware and convinced of the importance or the necessity of T&D activities.



### **4.2.3 The Actual Practice of T&D:**

The third theme aims to explore how T&D initiatives were actually conducted and managed at the privatized company. Accordingly five basic categories were formed to address this issue as follows:

#### **4.2.3.1 T&D unit structure:**

All the participants agreed that there is a specialized training department located under the HR directorate. Furthermore, 30% of participants stated that although there is a specialized unit, there is a shortage of qualified staff. The HR Manager explained this shortage by saying,

*“After privatization, the new management was interested in downsizing. So a financial incentives was offered on 21<sup>st</sup> January 2010 to encourage the employees to resign. The package includes 20 months` salary plus all the employees` rights, saving and financial entitlement. Thus, most of our qualified staff that had a chance to find a new job somewhere else left the company to utilize the offer. There is no need to say that the company follows a non appointment policy. Frankly; even if they wish to, we cannot attract a qualified HR staff due to our salary scale.”*

In this context, one of the training staff said,

*”Our section head quit the job more than two years ago and has not been replaced yet. This situation itself says a lot about the section!!”*

With regard to the training unit`s role and responsibilities, 60% of participants expressed their unawareness of the actual role that this department performed. However, the training department`s formal structure, staff responsibilities will be discussed in more details in 4.3.1.

Participants` perceptions regarding training staff role was perceived to be as a clerical job. This point was highlighted several times during the discussion of training activities. Therefore, the researcher prefers to mention them within their real context, as will be shown in the following sections. Moreover, the qualifications of the HR staff received considerable attention and debate; this issue was perceived to be the reason behind many training defects, therefore, to avoid repetition, it is better to locate them within their original context.

**Table 4.11 CEGCO`s training unit structure and role**

Examples of keywords	Patterns	Category	
<ul style="list-style-type: none"> <li>- most of our qualified staff... left the company</li> <li>-...nor are the HR staff mature enough to prepare a</li> <li>- not enough experience in HR..</li> <li>-our section head quit the job more than two years</li> <li>-.....left the company to utilize the offer</li> <li>-I don't think they perform a vital job</li> <li>- It is decoration</li> <li>Training section responsibilities are limited</li> </ul>	<ul style="list-style-type: none"> <li>1.HR staff are not qualified enough</li> <li>2.Shortage of training staff</li> <li>3.Ambiguity of training department`s strategic role</li> <li>4.Clerical job of training staff</li> </ul>	<p><b>Training unit structure and role</b></p>	
Senior managers	1,2,3&4		
Middle managers	1,2,3&4		
Supervisors	3&4		
Employees	1,2,3&4		
HR	1&2		
Other professions	1,2,3&4		

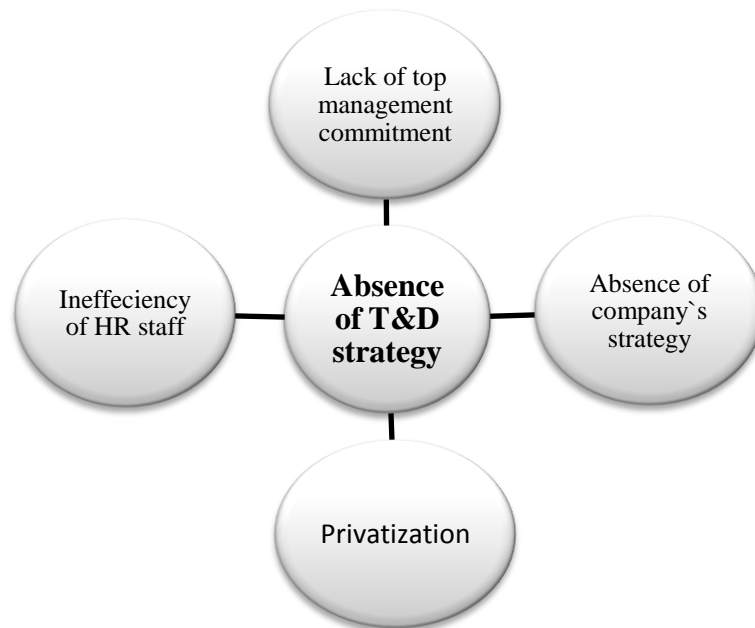
**4.2.3.2 T&D strategy and plan:**

This section aims basically to explore how T&D strategy and plans are formulated. Therefore, participants were asked several questions to explore how the company aligns T&D activities, effort and resources to support outcomes related to the company's missions, objectives, and goals and whether they build a clear and structured linkage between the company's objectives and the goals of the T&D efforts.

➤ **Strategy formulation:**

Employees were asked whether the company has a formal T&D strategy, T&D goals and whether training strategies and goals are integrated with the overall company strategy and how. All the respondents declared that they do not have T&D strategy. Explanation of the absence of T&D strategy was linked to four main reasons as shown below:

**Figure 4.2 Explanation of T&D strategy absence**



The majority of the respondents linked the absence of T&D strategy to the lack of top management conviction and beliefs in T&D. In that regard, 60% of participants stated frankly that their management is not interested in preparing T&D strategy. Furthermore, it is important to note that the answers were expressed in sarcastic tones. For example, one interviewee began his speech with a smile that quickly turned to a loud laugh, saying,

*“...That refers to our management, they don't want to put the basis for selection, they want to keep on sending their friends and relatives to the good courses or external courses (outside Jordan).....they prefer to keep things chaotic...”(CM5).*

Another participant stated,

*“Frankly there is no strategy and I don’t even understand the system they depend on....Generally there is no belief in training importance....Our management considers training as a paid vacation”*(CM7).

Another point raised by 30% of participants refers to HR staff qualification. They claimed that HR staff are not qualified enough to prepare a T&D strategy, whereas, 20% of interviewees linked the absence of T&D strategy to the absence of the company’s strategy and HR strategy. In this context, an employee said,

*“The company itself doesn’t have a clear strategy! Accordingly there is no HR strategy! If the basis does not exist, then nothing could be built properly”*(CM6).

Privatization was another reason for the absence of T&D strategy according to 20% of participants. However, they explained it differently as 10% said that each owner has its own agenda which not related to the employees` welfare. The other 10% argued that privatization has produced a weak HR department, since the new management are not familiar with the qualified candidates to hire in sensitive positions like HR and development functions.

It was noted that HR staff responded to this point differently. They used phrases as a kind of self defense, like, *“There is no corporate strategy to have training strategy. But at least we have a plan”*(CE2). Another HR member stated that they were thinking of building a T&D strategy.

- **T&D objectives:**

The participants were asked about T&D general objectives. However, the absence of formal T&D objectives was asserted by all participants. In this context, three patterns emerged:

- 40% of interviewees stated that the absence of training objectives could be referred to the ambiguity or absence of the company’s goals and objectives. Within this pattern of viewpoints, some believed in the total absence of the company’s objectives while the others stated that the training functions were not perceived to be strategic by the top management, so they were not informed

about the company's strategies and future plans. The following quotations clarify how they considered this issue:

*"The company's objectives and strategic goals are always not clear and there is always uncertainty with respect to these matters. They are the preserve of senior management"*(CE2).

A relevant explanation was:

*".....the goals of the company itself are not clear and not known to the training staff. Training section responsibilities are limited. Furthermore top management doesn't consider it strategic to be informed about the company's objectives or strategic plans"*(CM6).

- Another explanation for the absence of T&D goals was revealed by 20% of respondents, who claimed that this situation is related to the perceived state of training itself. The interviewees stated that since training is considered to be a vacation, then the company will not pay much attention to it.
- The HR staff admitted the absence of formal written objectives. On the other hand, they claimed that the training objectives were extracted from the company's objectives, even if those objectives were not written. To explore this point, examples were given by HR staff to clarify the situation:

*"I don't think it could be considered as a formal policy...But in some cases, training is being conducted to fulfil the company's basic needs. For example, when the company changed the electricity generating line to be run by natural gas instead of heavy fuel, the company technicians were sent in groups to Egypt to train on gas generating"*(CM7).

*"Somehow yes. For the basic objectives or goals that should be performed"*(CSe1).

This answer prompted the researcher to ask a follow up question regarding the methods used to link T&D goals to the company's overall goals and objectives, the interviewee contradicted his previous answer by saying

*"If we are informed of the company's goals, then we do our best to accomplish them"*.

- **Performance indicators:**

In order to understand how the company decides its desired level of performance and how it determines the gap between the existing level of performance and the desired one, the interviewees were asked about the target level of performance and the actual level.

Analysing the interviewees' views regarding these points revealed that the company as a whole has a target level of performance determined by the company's contribution to the total capacity of the country's electricity system. The power plants have indicators of performance; which are all technical indicators like capacity, MW production, contribution to MW production and availability. However, these broad indicators were not broken down into section, job or individual indicators. This point was asserted by all respondents, with different explanations.

- Two employees, as previously mentioned in relation to the HR department, said that HR department is not qualified and capable to carry out this issue. In that one respondent stated:  
*"HR is newly established department; we just can't expect lot from them"*(CSu17).
- Senior managers were the only category who linked the absence of individual performance indicators to the general opposition against establishment of a performance pay system. To explain, one manager said,  
*"Establishing performance indicators without linking them to pay is meaningless. The employees armed with their union protested against this project"*(CSe8)
- Another respondent stated that it was impossible to determine the target level of performance since the company did not prepare job descriptions to decide what is actually required in job.
- Only one employee expressed a different explanation. He claimed that there is neither harmony nor integration between different jobs, sections and departments Thus it is impossible to decide exactly what you expect from each task.

Overall, the analysis of this part of the interviews highlighted other dimensions, like top management commitment, integration with the company's overall strategies and goals and HR staff qualifications. However, the absence of a T&D strategy and the related emergent patterns are summarized in the following table:

**Table 4.12 T&D strategy and objectives**

Examples of Keywords	Patterns	Subcategories	Category
<ul style="list-style-type: none"> <li>- That refers to our management...</li> <li>-There is no belief in training importance.</li> <li>-our management doesn't consider training as a vital activity.</li> <li>-...nor the HR staff is mature enough</li> <li>- not enough experience in HR....</li> <li>The company itself doesn't have clear strategy</li> <li>- there is no corporate strategy</li> <li>-After privatization successive administrations handled the HR....</li> <li>- each owner has its own agenda</li> <li>- I really don't know why</li> <li>- I don't think there is strategy...I don't know why</li> </ul>	<ul style="list-style-type: none"> <li>1.Lack of Top management interest.</li> <li>2.Inefficiency of HR staff</li> <li>3.Absence of clear company strategy.</li> <li>4.Privatization</li> <li>5.Uncertainty of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Explanations for training strategy absence</li> </ul>	<b>Strategy formulation</b>
<ul style="list-style-type: none"> <li>-company's objectives and strategic goals are always not clear.</li> <li>-If we were informed of the company's goals....</li> </ul>	<ul style="list-style-type: none"> <li>1.Ambiguity of company's goals.</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of Training unit objectives absence</li> </ul>	

**Continued**

<p>-Somehow yes. For the basic objectives</p> <p>- training is conducted to fulfil the company's basic needs</p> <p>-The company's objectives and strategic goals...are the preserve of senior management.</p> <p>-will not be shared with a small section like training.</p> <p>-top management doesn't consider it strategic .....</p>	<p>2.Training objectives are extracted from company's objectives.</p> <p>3.Training department is not perceived strategic to be informed about company's goals.</p>		
<p>-Plant availability, planned inspection, programmed inspection and forced outage.</p> <p>- MW production, GWh sale</p> <p>-Performance measures are not effective.</p> <p>- for each job no, not yet</p> <p>-HR is a newly established department</p> <p>-the union with its desire to achieve....</p>	<p>1.The company as a whole has a target level of performance.</p> <p>2.The sections, jobs and individuals have no target level of performance</p> <p>3.Inefficiency of HR staff</p> <p>4.Unions` pressure</p>	<p>Performance indicators</p>	

➤ **T&D plan:**

All the respondents agreed that the training department prepares a formal (written) training plan on a regular basis every year under the direct supervision of the Executive Manager/HR. The training plan is followed by preparation of an action plan to clarify the schedule and the timing for the training programmes and preparation of the training budget as well. Moreover, the training plan, action plan and the budget need the approval of the GM and the BOD to become official. Conversely, some respondents



considered the existence of a training plan as a formal procedure that does not have a vigorous role. This viewpoint was illustrated by 40% of respondents. In this context, one interviewee said,

*“If they call what they do planning, then yes we have training plan”*(CM5).

Another interviewee stated,

*“For me I can’t consider what they do to be a training plan. Neither our management nor the HR staff are mature enough to prepare strategy or a real training plan that can influence performance”*(CSe8).

20% stated that although there is a formal and written plan, the management is not fully committed to it. In this regard, an interviewee said:

*“Sometimes they conduct courses that are not listed at the plan according to the top management orders”*(CM5).

However, the existence of formal training plan led the conversation to the following subjects in order to clarify the way annual plans were built.

**a) T&D plan Objectives:**

The interviewees were asked questions regarding T&D plan objectives, how these objectives were set, what was the basis for these objectives and how T&D objectives were linked with the overall company objectives. Conversely, and although the training plan is written, it has no clear or written goals from the point view of 80% of respondents. They argued that the company training plan is a nominal plan without real objectives. To explain the absence of training objectives, the respondents mentioned various reasons which were almost the same as those for the absence of the formal T&D objectives mentioned earlier. Accordingly, to avoid replication, a summary of this part patterns is shown in Table 4.12.

**b) T&D criteria and priorities:**

The majority of the respondents declared that the company prepared a training plan regularly every year. The training department begins with preparation of the annual training plan in October of each year, by sending a special form to be filled by the company’s departments’ managers. The training section role is to collect these filled

forms, assemble them in a single file and estimate the approximate cost to be presented to the BOD in order to gain the final approval and become an official plan.

According to respondents' viewpoints, direct managers' opinions, preferences and other personal considerations are the bases for building the training plan. The training section has no real or active role in this matter. The HR Staff –including training staff- admitted the above mentioned method of preparing the training plan, but they added that this method has been improved as they utilized –starting from 2011- performance appraisal for this purpose.

However, the majority of the respondents declared that there were no specified criteria for building the training plan. In this context, 40% of interviewees expressed their dissatisfaction with this situation by saying,

*“There are no criteria. Training is spur of the moment”*(CM7).

It is worth mentioning that although the researcher was asking about the training plan, all the respondents' answers, including those of the HR staff, were about the TNA. It is noted that they considered TNA as the criterion for building the plan, which explains the respondents' complaints about the plan.

In order to get a deeper and clearer picture of the basis on which T&D was handled, the researcher asked about how T&D priorities are being determined. The interviewees' answers were short and concise. However, there was almost agreement that there is no methodological way to determine the priority.

- 80% of the interviewees admitted that there is no procedural way to decide T&D priorities. Some answers carried the meaning of condemnation and ridicule, like *“Our general manager's preference. If he signed the nomination request, then it will be a priority”*(CSu17).

*“I wish the company's priorities were identified first”*(CSe8).

- 20% of the participants, all HR staff, revealed another opinion; they expressed positive views regarding T&D priorities. They linked T&D priorities to the company's strategy, goals and government laws and regulations. Furthermore,

technical courses were perceived to have priority as the core business of the company is technical. For example an interviewee said,

*“There is no permanent policy, but according to custom the technical programmes have priority”*(CM4).

- Accordingly, the researcher asked HR staff further questions to clarify how, in practice they determine the priorities. In this regard, one T&D employee said, *“Core business and technical courses should have the priority over other types of training activities. But again this is not a system and nothing is formal concerning this”*(CE2).

To summarize, it was found that CEGCO prepares an annual training plan based mainly on managers` viewpoints regarding their subordinates` training needs. The plan was built based on TNA forms. It was also found that there were no clear objectives or priorities to prepare the plan based on them. The conversation led to the identification of some further problems like lack of top management commitment, low strategic importance given to the training department and incompetence and inexperience of training and HR staff.

### **c) Budgeting for T&D activities:**

Questions concerning T&D budgeting, such as who is responsible for planning and preparing the budget, and how adequate the budget is for achieving T&D objectives, were directed to the HR manager and training department staff only, since they are directly concerned with this matter. Furthermore, some interviewees brought up this point during the conversation held with them.

It was found that the training budget is prepared by the training staff under the direct supervision of the HR manager according to the training plan data. The training staff collects the training needs from various company`s sections and departments in order to prepare the training plan. Accordingly, they try to estimate the costs of each programmes listed to calculate the total cost. The estimated amount along with an action plan of how and when these amounts are going to be spent should be presented to the BOD to gain formal approval.

The allocated amount for 2010 was 50000 JD, representing less than 1% of the company's current budget. This amount has been reduced to 30000 JD for 2011. In this regard an employee said that training is considered as a cost that could be reduced when needed. However, the HR manager claimed that this amount is sufficient for the current stage, seeing that after downsizing the employees were suffering from work pressure, so no time was left for training. He explained,

*“The training budget is adequate to fulfil the need of the current interim. We have passed through downsizing after privatization, so we need each minute of every employee. Currently we cannot discharge employees for long periods to get training. We cannot send them on too many training courses. Therefore, our budget is sufficient for the number of courses that we intend to carry”.*

Again, the view that training function status is as a second priority appears in the previous quotation. Furthermore, it could be said that training is not considered to be part of the work requirements.

Another non HR interviewee indirectly turned the conversation to this point, as he argued that focusing on and properly training and qualifying a few employees each year could be more useful than fragmentation of efforts and money on unusual programmes, stating:

*“I think the training budget is enough. In my opinion, proper training for 10 employees each year would be much better than all these courses that bring out nothing”*(CM5).

Some employees claimed that the company pays for training in order to meet government requirements or avoid pay tax. Finally, it was found that the training budget had been reduced during the previous five years. While the budget reached 150000 JD in 2007, this amount had been reduced gradually each year. This situation was linked directly to privatization and the downsizing policy.

**Table 4.13 Characteristics of training plan**

Examples of keywords	Patterns	Subcategories	Category	
<ul style="list-style-type: none"> <li>- I can't consider what they do to be a training plan</li> <li>- it's not a really useful plan</li> <li>-they just prepare it because they have to.</li> <li>-..that are not listed in the plan</li> <li>- even if they are not listed in the training plan</li> </ul>	<ol style="list-style-type: none"> <li>1.Training plans are considered to be nominal</li> <li>2.No full commitment to training plan.</li> </ol>	<p>Insignificance of training plan</p>	<p><b>Training plan</b></p>	
<ul style="list-style-type: none"> <li>-...they cannot set objectives in a vacuum...</li> <li>-should be based on company's objectives and strategic goals.</li> <li>-...doesn't consider it strategic to be informed about the company's objectives</li> <li>-For the basic objectives or goals that should be performed</li> </ul>	<ol style="list-style-type: none"> <li>1.Ambiguity of company's goals</li> <li>2.Training department is not perceived as strategic.</li> <li>3.Linked to company's basic goals</li> </ol>	<p>plan objectives</p>		
<ul style="list-style-type: none"> <li>-there is no base for the whole subject</li> <li>- Training is spur of the moment</li> <li>- The basis... is not clear for me or for anybody.</li> <li>-I wish the company's priorities were identified first</li> <li>-as far as I know there are no priorities.</li> <li>- according to custom the technical programmes have the priority</li> <li>- The company's goals and strategy are our priority</li> </ul>	<ol style="list-style-type: none"> <li>1.No formal criteria for building training plan</li> <li>2.Ambiguity of training priorities.</li> <li>3.Linked to company's core business</li> </ol>	<p>T&amp;D criteria and priorities</p>		

Finally, participants' viewpoints regarding T&D strategy and plans are illustrated in the following table:

**Table 4.14 Participants' views regarding T&D strategy and plans**

Category	Strategic position of T&D					
Sort	T&D strategy			T&D plan		
Sub	Explanations of absence	T&D objectives	Performance indication	Insignificance of plan	Objectives	Criteria and priorities
Patterns	1.Lack of Top management interest 2.Inefficiency of HR staff 3.Ambiguity of company strategy 4. Privatization 5.Uncertainty of reasons	1. Ambiguity of company's goals. 2.Training objectives are extracted from company's objectives 3.Training department is not perceived as strategic	1.The company as a whole has a clear target level of performance. 2.Sections, jobs and individuals have no target level of performance 3.Inefficiency of HR staff 4.Union's pressure	1.Training plans are considered to be nominal 2.No full commitment to training plan.	1. Ambiguity of training objectives 2.Training department is not perceived strategic. 3.Linked to company's basic objectives	1.No formal criteria 2. Ambiguity of priorities. 3.Linked to company's core business
Senior managers	2&3	1&2	1, 2&4	1	1,2&3	1,2&3
Middle managers	1,2&3	1,2&3	1&2	1&2	1,2&3	1&2
Supervisors	3&5	3	1,2&3	-	1&2	1&2
Employees	5	1&2	3	1&2	1&2	1&2
HR staff	1&3	1&2	1&2	-	1&3	1,2&3
Other professions	1,2,3,4&5	1&2	1,2&3	1&2	1&2	1&2

Ambiguity of training objectives, criteria and priorities and absence of strategy were a point of consensus among employees. Some were uncertain about the reasons, while others blamed the inefficacy of HR staff. All functional categories agreed that the company has a preset target level of performance, but this level is not broken down to sections, jobs or individual level of performance. HR staff shared the same perceptions regarding training strategy and objectives, except they claimed that the lack of top management interest was the issue, not the HR staff competence.

#### **4.2.3.3 Training process:**

Interviewees were asked whether or not the training activities follow the traditional cycle (TNA, design, implementation and evaluation). The respondents' answers were as follows:

##### **1. Training needs assessment:**

The interviewees were asked about the TNA process in their company, how this process was conducted and how the trainees were nominated. Therefore, the researcher started this section by an introductory question about need analysis, to find out whether or not the Training department analysed training needs at three levels (company, jobs and individuals). However there were no differences in participants' views regarding this point:

- 70% of participants' answers were firmly negative. They admitted that the company did not conduct TNA at three levels.
- 30% of participants stated that they did not know exactly whether or not the company assessed the training needs on three levels. One participant said, *"I'm not sure if HR Department determines the training needs, but if they do so, then it must be something new"*(CSu17).
- The opinion of senior managers was not different from that of other respondents.
- The HR staff including training staff admitted the previous points, but they added that limited efforts were made to conduct TNA for departments and jobs.

However, this question was followed by more specific questions regarding each level separately, to find out how the company assessed each level of training needs.

- **Individuals TNA:**

Analysing the participants' viewpoints regarding the management of individuals' TNA, and candidate selection revealed that the respondents were not satisfied with TNA methods, as they considered this process was not carried out in a professional and systematic manner.

- According to 60% of participants, the only method used to assess the employees' training needs was employees' direct managers' observation and recommendations. According to this category of interviewees, managers generally did not use an objective and systematic way to determine their subordinates training needs. The interviewees expressed their dissatisfaction with TNA techniques in different ways. The following quotation reflects their viewpoints

*“Currently, they determine the training needs based on managers' estimation of their subordinates weakness point. This method reflects the high degree of our management centralization”*(CSu17).

- The HR staff, along with the senior managers, representing 40% of participants admitted that the managers' viewpoints used to be the only method applied, but they claimed that they utilized performance appraisal for that purpose in 2011. This opinion was illustrated by the following quotation:

*“Training needs are determined according to the competencies analysis (which is a part of performance appraisal). In other words, we tried to analyse the weakness points at each appraisal. Unfortunately, we utilized this method only one time when we prepared the training plan for 2011. I'm not sure if this would become a policy or not? However there is nothing written”*(CM6).

- As a result of the conflict between HR staff opinion and that of other respondents; the researcher confronted the interviewees with HR staff claims regarding utilizing performance appraisal for employees' TNA. However, again 50% of them were not aware if this happened. Furthermore, one participant



stated that even if this was true, it would make no difference as the performance appraisal was filled by employees' direct managers. He claimed, *"Two sides of the same coin...if my boss fills the TNA form or the performance appraisal form, what is the difference? It would always be his opinion!!"*(CM7).

According to the majority of the interviewees, training needs are being assessed annually. Moreover, the TNA process starts when the training department sends the annual training needs form to be filled by the departments' managers, or in other cases when external centres offer a particular training programme. The training department's role here is to circulate these brochures to the relevant department to decide whether these programmes are important, and if they want to participate in these programmes. In the case of nomination, the approval of the GM is required.

Another interviewee criticized the role of the training department and described it as a clerical job with no active role in the TNA process, as they only circulated the external providers' training courses, collected managers' nominations and prepared the nomination letter.

Managers' training needs were assessed by themselves as asserted by 70% of participants, 30% of participants claimed that the GM assessed his deputies' needs, whereas he did not attend training programmes. Instead, he attended seminars or workshops selected by himself. Regarding the GM deputies' role in the TNA process, 60% of participants claimed that their recommendation was the most influential factor in nomination.

- **Job TNA:**

The majority of CEGCO's respondents stated that there is no specific way to job TNA,

- 70% of respondents claimed that the company does not assess job training needs or even units', departments' or sections' training needs in a methodical manner.

The following quotation reflects this opinion:

*"Managers' views in determining the individual training needs is the only way being used in our company, because there is no distinction between individual, job or company's needs"*(CM5).

- Among the mentioned group of respondents, 30% added that the job needs are identified only in particular cases and on a very small scale, like “occupational health and general safety” which should be provided to each technician in two stages. The first one is “basic safety” while the second is “advanced occupational health and general safety”. This means that the job itself creates a need for a special kind of training. However, the respondents claimed that this occurs only in a very limited extent, which could not be considered a policy.

Another aspect of job TNA was mentioned by financial staff. They stated that particular types of positions require a professional certificate according to accounting profession law No.73 of 2003. Some professions, like financial manager and auditing manager, require passing a particular examination and gaining a professional certificate (Jordanian Certified Public Accountant). In this regard, the company offers the training course and the examination cost on one time occasion for each participant. However, they stated also that the company has offered the opportunity for all accountants and auditors in the company to attend these courses and examinations in order to prepare them for higher positions.

Another interviewee added that some managers and section heads try to estimate the units` training needs and ask for group training for almost all the department employees. They call this method customized training. The responsible manager lists the required topic, subjects to be covered and in some cases the trainer, whereas the training department`s role is to search for the best provider to conduct the required course.

In this respect, in conversation with an employee who was not formally interviewed, the researcher observed that she was not satisfied with this kind of training, since the department managers tried to assess the departments` training need with no respect to individuals` differences, abilities, experience and educational backgrounds.

On the other hand, 20% of respondents claimed that job descriptions were utilized for TNA of 2011. In this regard, the researcher had a discussion with the HR manager and staff; who stated that after privatization the company hired two consultant companies. The first company was in charge of studying and evaluating the core HR functions (salaries, allowances, communication system and performance appraisal system).The second company was responsible for evaluating and developing all the functions of the

HR department. Accordingly, the consultant company drew up a proposed job description but it had not yet been certified by the BOD yet. In this context, the HR manager said:

*“The proposed model for job description is quite good as a start point....However, this needs lot of amendments and modifications”.*

Finally, only one employee stated that he did not know whether or not there was a system for job TNA.

- **Company TNA:**

Similar to the job TNA, none of the respondents considered that the company undertook analysis at the company level. In this regard an interviewee said,

*“If there is no methodological or logical analysis for individual and job needs, do you imagine that there is analysis for the company!!! Of course not.....I’m really sorry for the money they pay for nothing. Unfortunately training is not being handled seriously”(CM5).*

The HR staff opinions were no different from the other interviewees’ views; they admitted that there was no procedural method to assess the company’s overall training needs. But they added some note regarding their efforts toward fulfilling government laws and regulations, like health and safety issues, financial requirements, and ICDL. Furthermore, they added that fundamental changes in company generating sources and the introduction of new production lines were fulfilled through training.

On the other hand, 10% of participants linked the deficiency of TNA to the absence of the company’s strategy and goals. In this matter, one participant claimed,

*“In order to identify the company training needs we onset needs to know the strategy and the goals in order to build training efforts in a way that serves the company’s strategic goals”(CM6).*

Finally, the interviewees’ viewpoints regarding TNA show that the company assesses individual training needs annually. Jobs as well as company training needs are assessed within a limited scope, depending on the requirement of the job, to fulfil governmental requirements, or as a reaction to a particular situation and to meet emergent need.

- **Fair selection:**

The employees were asked whether or not there is any responsible unit that receives the employees` complaints and grievances regarding unfair selection for training courses. The employees` answers were a mixture of sadness and irony. However, all the respondents were negative on this point, as they declared that there is no particular unit deals with this issue. Although the responses were short and brief, the vocabularies used deserve to be highlighted, for example,

*“No there is not...(big laugh)....You are optimistic”(CSe8).*

Another employee added,

*“Complaints? No, the HRM in the Arab world thinks itself qualified to think instead of others”(CM5).*

The participants` perceptions regarding TNA stage are summarized next.

**Table 4.15 Participants` views regarding TNA stage**

Examples of keywords	Patterns	Sub categories	Category
<ul style="list-style-type: none"> <li>-we do not rely on a systematic way..</li> <li>- managers` estimation of...</li> <li>- ..select people randomly</li> <li>- supervisors` opinions...</li> <li>-part of performance appraisal</li> <li>-..to use the competencies` analysis</li> </ul>	<ol style="list-style-type: none"> <li>1. Based on managers` recommendation.</li> <li>2. Competencies analysis</li> </ol>	Individual TNA	<b>TNA stage</b>
<ul style="list-style-type: none"> <li>-there is no distinction between individual, job or company needs</li> <li>- don`t have TNA on three levels</li> <li>-..to limit extent- the job needs....</li> <li>- like customized training...</li> <li>-first time to utilize the job specification</li> </ul>	<ol style="list-style-type: none"> <li>1. No systematic way for analysing job needs</li> <li>2.Limited extent of job TNA</li> <li>3.Job description</li> </ol>	Job TNA	
<ul style="list-style-type: none"> <li>-we don`t analyze the needs of the company</li> <li>-..in some cases they conduct training to fulfil the company`s needs</li> </ul>	<ol style="list-style-type: none"> <li>1. No analysis</li> <li>2.Limited extent of company TNA</li> </ol>	Company TNA	

## **2. Designing stage:**

As mentioned earlier, the participants' answers show clearly that training initiatives were limited to TNA and nomination of the staff. There were no indicators that other functions exist. The company does not design the required programmes; rather, it depends on external providers, either locally or internationally to design and carry out the programmes, which leads to a different kind of problems, like the generality of training programmes provided by those centres as they design their programmes to fit all the organizations in the market without taking into consideration the characteristics and specificity of each organization.

The timing of training programmes received considerable debate, especially among the women, either among the formally interviewed or through the researcher's chat with employees. For example, an employee said,

*“For me, I would like learning, but most of the programmes are after the working hours, honestly, when all we want is to go home and lie down”.*

From a different perspective, 30% of participants claimed that limited efforts were given for designing training programmes, particularly those designed for groups. As mentioned earlier, the related department manager decides the topic, the course subjects, timing and in some cases the lecturer, although he/she should be invited through the official centre.

On the other hand, participants admitted the informal existence of on-the-job training, particularly for newly recruited employees. In this regard, 60% of participants claimed that, although there was nothing written, it was commonly understood that the training of new employees was the responsibility of their direct supervisors. The techniques used, methods of delivery and timing of training were subject to the supervisors' and the job requirements issues.

## **3. Application of the acquired T&D knowledge at work:**

The interviewees were asked about the application of the skills and knowledge acquired through T&D programmes in the work place; whether or not trainees apply what they acquired at their work, and what steps are followed to ensure proper implementation. The employees' answers revealed many important factors which may influence the application process.

- 63.6% of respondents emphasized that the nature of the programme could influence its applicability in the actual workplace. In their opinion the application process depends on the subject of the training programme. Thus, if the training programme is about a practical issue then its impact will be clearer at work. For example, they claimed that some financial courses like Accounting Standards and the technical courses in general are more applicable at work since they deal with specific and determined subjects that could be applied.
- Two employees stated that the nature and the core business of the organization influence the applicability of training programmes at work. They believed that service companies depend more on training to improve their performance.
- Another employee stated that the management always expects employees to perform tasks the way that they used to be done. The interviewee said, *“It’s hard to change the old and fossilized mentalities of our top management....They just don’t accept change”*(CSe1)

This point was raised again during the researcher’s informal conversation with CEGCO’s employees. In this context another employee who had not conducted an interview made the same point as follows:

*“Why should I learn?!!! While innovation and creativity is unwelcome.....no one would listen to our ideas or appreciate our thoughts....Even if we wish to, communicating our ideas to top management is something extremely difficult”.*

Although this short speech was focused on the unwelcoming of response to new skills and ideas at work, it could illustrate further important points, first: it reflects deep frustration and unwillingness to improve, second: it indicates the ineffectiveness of communication channels and the difficulty of conveying employees’ views to top management.

#### **4. Evaluation stage:**

With regard to the evaluation stage, all the respondents declared that there is no methodological way to assess training activities’ outcomes. Moreover, 36.3% of the respondents claimed that the absence of programme evaluations is among the reasons that lead to training function failure.

Another respondent added that the HR department is not interested in evaluating the outcomes of training efforts or estimating the extent to which training programmes contribute to overall performance improvements. Instead, they consider training as their own performance indicator. He said

*“Unfortunately Arab training management consider training as their performance indicator, I mean that they are concerned about the number of training hours and number of training courses only, while the returns on training or what we really gain from training are completely neglected areas”*(CM5).

This matter brought the conversation back to the efficiency and capability of the HR department and staff to undertake and properly conduct the training function as a continuous and systematic process.

**Table 4.16 Training process**

Category	Training process					
Sub-categories	TNA			Designing	Implementation	Evaluation
	Individual	Job	Company			
Patterns	1. Based on managers` recommendation	1. No systematic analysis	1. No analysis	1. No programme design.	1. Depends on programme nature	1.No evaluation
	2. Based on competencies analysis.	2.Limited extent of job TNA	2.To limited extent	2.Limited extent of design aspects	2. Depends on company nature	2.Training dept. is not interested
		3.Based on job description			3. Top management encouragement	3. HR staff are not qualified enough
Senior managers	2	1&3	1	1	1&3	1&3
Middle managers	1&2	1&3	1&2	1	1&2	1,2&3
Supervisors	1	1&2	1&2	1	1&2	1&3
Employees	1&2	1,2&3	1&2	1	1	1&3
HR staff	2	1,2&3	1&2	1	3	1
Other professions	1	1&2	1&2	1	1&2	1,2&3

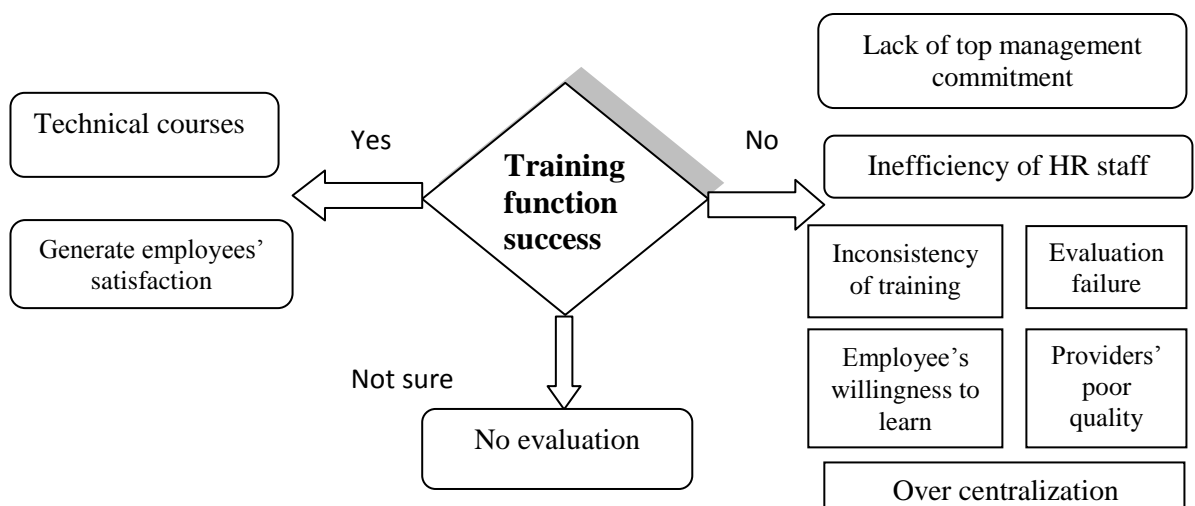
Senior managers claimed that although there was no formal strategy for TNA, the competencies analysis for individual needs and job descriptions for job needs were utilized in 2011. Unlike senior managers, Middle management argued that there is a total absence of job TNA, whereas the company`s training needs are assessed in particular cases. Supervisors` standpoint reflected negative views as they denied the use of formal methods to assess individual, job and company needs, although they claimed that job needs were assessed to a limited extent. Employees` perceptions were no different from those of other managerial categories.

It is important to mention that the HR staff emphasized the use of competencies analysis for individual TNA. They argued that job and company training needs are identified to a limited extent. They also indicated that top management commitment is the most important facilitator to implementing the acquired skills and knowledge on the job.

**4.2.3.4 Perceptions of training function`s effectiveness:**

Before presenting employees` perceptions regarding the success of training functions in their company, it is important to mention that this issue received more comments and discussion than any other factors discussed in the interview. The discussion about training success involved three perspectives. The figure below indicates views of training function success and the explanations of each perspective.

**Figure 4.3 Perceived training success**





The participants' viewpoints were as follows:

- Unfortunately most of the interviewed staff were not satisfied with their training programmes. 45.4% of the participants stated that the training programmes were not successful in achieving the desired goals.
- 9% of participants stated that they could not decide whether or not the training programmes were successful, since there is no systematic way to evaluate the return on training. The following quotation reflects this view:  
*“I cannot decide.....Things are chaotic. The company sends the employees to training programmes; it spends too much money on this issue, but they never follow them up, they even never assess whether or not training produces benefits to the employees or the company. So I cannot tell if training generates real value”*(CM6).
- 27% stated that they were satisfied to some extent, especially regarding the technical programmes. They claimed that these programmes were effectual since they are based on real and specific needs. In this regard one employee stated,  
*“I can say that 70% of the technical courses are successful, because they are specified, accurate and based on real needs. The other types of training are vacations...even for me!!!”*(CM7).
- Another two employees of HR staff, revealed a different view, as they considered training programmes to be relatively effective in achieving the intended goals.

Training effectiveness raised a lot of controversy and generated many issues. However, employees' perceptions regarding their dissatisfaction with the T&D function and programmes led the discussion to T&D problems. The interlacing ideas provided by participants forced the researcher to categorize the participants' views into seven patterns. The participants' dissatisfaction was associated with the following reasons:

- **Poor top management commitment:**

According to 54.5% of the interviewees, the top management is not fully convinced that training is a fundamental and essential activity; therefore training has never been

considered a priority for them. Participants cited many examples to support their views. For example whenever the management decides to retrench its expenses, the training budget would be the first one to be cut.

Another manifestation of training`s minor position in the company is the way top management deal with training programmes, as they consider them as grants that are distributed to relatives and friends. Surprisingly 81.8% of interviewed staff, including two senior managers asserted this point and criticized the top management for that. The following quotation reflects this view,

*“...external training sessions (outside Jordan) are like an endowment from the top management to their chosen staff and relatives”*(CSe25).

- **Lack of well-qualified HR staff:**

The experience and quality of HR staff in general and Training staff in particular aroused a lot of debate. This issue was raised several times and was linked to many deficiencies in training activities. According to 45.4% of respondents, the HR department is not qualified and mature enough to handle training activities in way that could create a difference or improvement in employees` behaviour and abilities. For example an employee said,

*“We have an HR department in the structure only.....but in practice no; they still working as a personnel department”*(CM6).

According to 36.3% of respondents, the training department is regarded as a functional rather than strategic one. This point was raised once again by another member of training staff who was not formally interviewed. However during the researcher`s conversation she said,

*“I used to be the American consultant`s secretary during the transition phase, after he finished his work contract I was asked where I wanted to go....I asked to be a training employee since I lack financial experience and I`m not an engineer either”*.

This speech shows clearly how training is perceived and how the training employees are hired. Unlike the financial or the technical staff, the training staff are not expected to have a particular education, related experience or knowledge in the field of T&D. In this regard, the researcher tried to figure out the procedures and the criteria that are followed to hire the T&D workforce. The HR manager claimed that among eight employees who

had worked at training section since it was established, only two of them underwent appointment examination, four were transferred from other departments and two were hired by “Wastah” an Arabic word used to describe connection to or influence of a person in a very high or sensitive position like CEO, MP or Minister.

- **Inconsistency of training:**

36.3% of employees stated that one of the problems that impede training is the inconsistency of training initiatives. They claimed that training activities are not considered to be important enough to be handled continuously. They assumed that top management does not consider training to be priority. For example, all training activities were stopped in 2010 as the company was passing through restructuring after privatization.

This incident of postponing training activities for a whole year, along with other indicators like cutting and reducing the money allocated for training reinforce the idea that T&D is not perceived to be a strategic function for the company, but one that could easily be cancelled or delayed as necessary.

- **Failure to evaluate training outcomes:**

As mentioned earlier. 36.3% of the respondents claimed that the absence of programme evaluations is among the reasons that lead to training failure at CEGCO. However, this point has been discussed in 4.2.3.3.

- **Employees` willingness to learn:**

Employees` willingness to learn is another issue that contributes to training success from the viewpoint of 36.6% of respondents; they claimed that people in their company were not aware of the importance of T&D. In this regard, an employee stated,

*“There is no self desire to improve. The employees prefer training courses that held out of Jordan. If they are forced to attend local ones, they choose Aqaba or the Dead Sea as a kind of tourism.....The employees don` t attend the courses for the sake of learning; on the contrary they are seeking for tourism or pocket money”*(CSe25).

Another interviewee considered that the employees themselves could be an obstacle to training success if they were forced to attend the training programmes.

- **Poor quality of external providers:**

As will be discussed in 4.3; off-the-job programmes were the most commonly used T&D approach in CEGCO. In this regard, 27.2% of the interviewees indicated that one reason for training failure is the poor quality of training providers and the training courses provided. They claimed that training centres work on a commercial basis, and the quality of the programmes is second in priority. Moreover, the provided programmes are designed in a general way that does not suit the participants` or company`s particular needs, as no serious effort is paid in designing these programmes. Another problem is the basis for selecting training centres. They claimed that this matter is affected by personal relations. The following quotations reflect these viewpoints,

*“...another problem worth mentioning is the courses themselves; some course titles do not match their content. This related to the failure of training centres and the absence of control over these centres”*(CE3).

The participant added,

*“They rarely investigate the qualifications of the trainer; they choose the training centres according to personal relations with them”*

The previous point led to conversation with the participants who raised it to a related issue, which is on-the- job training. However, although that on-the-job- training is being considered as a cost effective and practical method of training, there were no indications that the company formally utilizes this technique.

- **Over centralization:**

Previously it was mentioned that 70% of respondents indicated that training needs are assessed by departments` managers and the annual training plan requires the approval of the GM. Those indicators reflect a high level of centralization.

As mentioned earlier, the majority of respondents indicated that TNA and nomination is considered to be highly centralized decisions. This issue was raised again by 18% of interviewees when the researcher asked about the extent to which training function were perceived to be successful. They indicated that the high level of centralization is a barrier to effective training. In this regard, an interviewee gave an example of the way that centralization constrains effective training; he claimed that the training department

is concerned with the formal hierarchal flow of correspondence rather than the content of the course itself. He explained,

*“We received an offer for training course titled “Negotiation Skills”. This course was useful -for me at least- but since we received it in our department directly and it was not passed by the training department, they refused it a statement saying “please follow the formal procedures” (CM5).*

**Table 4.17 Obstacle to effective training**

Category	Perceived training effectiveness		
	Successful	Failure	Not sure
Patterns	1. Technical programmes were successful 2. Programmes were successful	1. Poor top management commitment 2. Lack of well-qualified HR staff. 3. Inconsistency of training 4. Failure to evaluate training outcomes 5. Employees` willingness to learn 6. Poor qualities of external T&D providers 7. Over centralization	1. Due to absence of a basis.
Senior managers	2	1,2,3,4 &5	-
Middle managers	1	1,2,3,4,6 &7	1
Supervisors	1	1,2,3,4 &7	-
Employees	2	1,2,5 &6	-
HR staff	2	1&4	1
Other professions	1	1,2,3,4,5,6&7	-

It was remarkable that the HR staff were the only functional category who denied the failure of the training programmes. Besides, poor top management commitment was perceived to be the foremost obstacle to effective training. On the other hand, senior managers agreed with other functional groups regarding the training obstacles expect for the point about management being highly centralized. On the contrary, they blamed the employees for their poor willingness to learn. Employees also admitted this point, but at the same time they considered the management as a part of the problem.

#### **4.2.3.5 Type and range of T&D:**

All participants declared that the company provides all types of training programmes (technical, administrative, financial). Furthermore; they admitted that no functional categories are prevented from attending training programmes.

The term training range required more clarification to explain. However, 60% of participants claimed that the skills programmes which were interested in, “doing things”, techniques and problem solving programmes, were limited to technical professions and to a limited extent to financial and IT professions, the knowledge programmes were available to all the companies` professions. On the other hand, 40% of participants claimed that the type of programme and the combination of knowledge or skills provided were the responsibility of the training provider.

#### **4.2.3.6 Understandings of T&D function:**

It was clear from general conversation with CEGCO`s interviewees, in addition to many further comments made by employees during the period the researcher spent at the company and from other indicators, such as the allocated time and money for T&D, that there is no full commitment to or belief in T&D.

Although all the interviewees expressed a strong belief in the importance, phrase such as “training is decoration” and “training is luxury” were repeated 11 times. In this regard, the employees and their managers exchanged accusations. The employees accused managers of being not fully committed to T&D; the managers expressed their dissatisfaction with their employees` lack of awareness of T&D importance. In this regard, senior managers admitted one benefit of training could be to increase employees` morale or to allow employees to have some leisure time, but the employees -in senior managers` opinion- are only searching for tourism and pocket money.

In contrast, 63.6% respondents considered that the problems with their top managers` view to training. They claimed that top management does not consider T&D to be as important necessity. As an example of top management`s irresponsible vision of T&D, 81.8% of the interviewees stated that the top management utilize their authority to distribute the good courses to their relatives and friends, and complained of reduction of training budget, inconsistency of training and the unclear basis for training staff appointment.

Conversely, 9% of participants claimed that the top management may believe in the importance of T&D but there is a difference between theoretically believing in something and practical application in real life, given that money, relations and tribe are among the strongest issues that influence all managerial decisions, not only training.

Further evidence concerning respondents' perception of training was the standards they utilized to judge good training. Many criticisms carried the meaning that good training means external programmes (outside Jordan) where pocket money is obtained. For example, an employee said:

*“Programmes in France and the United States are for the elite employees, our top management and their relatives and friends“(CSe25).*

Another evidence of this point was,

*“The worthwhile programmes are for a particular group of employees...They nominate themselves or their retinue for the external courses!!(CE3).*

Accordingly, the vocabulary used by some respondents reflected the way training is considered at CEGCO, and the criteria they use to judge the quality of the programme, while the content of the programme does not carry the same importance.

Moreover, the training function was not perceived to be a complete process; the researcher noted confusion between the training process and the training techniques. This point was demonstrated when the researcher asked about the effectiveness of the training function. All respondents evaluated the training by assessing the training programmes were held rather than evaluating the training function as a whole, whereas only 18% of participants tried to evaluate the function besides presenting their opinions regarding the training programmes' success. This point clearly shows how T&D is perceived. Moreover, this point was shown also by two interviewees' definition of training. For example, as participant said, *“Training is the process of providing training courses, sessions and seminars...”(CE3).*

It was mentioned in 4.2.3.2, that participants considered TNA as the basis of training plan formulation, which shows confusion between priorities and criteria and the TNA procedures. Furthermore, it indicates that the process is confined to only one stage, which is individual TNA. Finally, it should be mentioned that although the researcher

explained to all the interviewees that the research is about T&D, all the respondents during their conversation used the term training alone. The same point was noted from other company employees whenever they chatted with the researcher.

**Table 4.18 Understanding of T&D function**

Examples of keywords	Patterns	Category
<ul style="list-style-type: none"> <li>- training is decoration</li> <li>-training is vacations</li> <li>- consider training as a luxury</li> </ul> <p>Extract from their answers</p> <p>Extract from their answers.</p> <ul style="list-style-type: none"> <li>-providing training courses, sessions and seminars...</li> <li>- through attending training sessions and programmes</li> <li>- The worthwhile programmes are for a particular group...</li> <li>-Programmes in France and US.</li> <li>-good courses or external courses.....</li> </ul>	<p>1.Training is perceived to be luxury</p> <p>2.Confusion between training function and the training techniques</p> <p>3.Confusion between training plan and TNA.</p> <p>4.Limitation of training techniques to courses and seminars.</p> <p>5.Poor criteria for judging good courses.</p>	<p><b>Understanding of training function</b></p>
Senior managers	1,2,3&5	
Middle managers	1,2&3	
Supervisors	1,2&3	
Employees	2,3,4&5	
HR staff	2&3	
Other profession	1,2,3,4 &5	

Remarkably, all categories considered training to be a luxury rather than a necessity, except employees and HR staff. The confusion between training process and techniques, plans and need identification was common in all functional categories.



### **4.3 Document Analysis:**

This section aims to represent the T&D document analysis. The purpose is basically to explore the third theme of the research, which is concerned with the actual practice of T&D. Accordingly, the following issues are explored;

- The construction of the T&D unit, in terms of: positioning in organizations structure, training staff status, training staff/unit roles and responsibilities.
- T&D strategies and plans, in terms of: T&D strategy formulation, overall T&D objectives, performance indicators, plan formulation, plan objectives and T&D priorities and criteria.
- T&D process, in terms of TNA, designing, implementation and evaluation stages.
- T&D type and range.

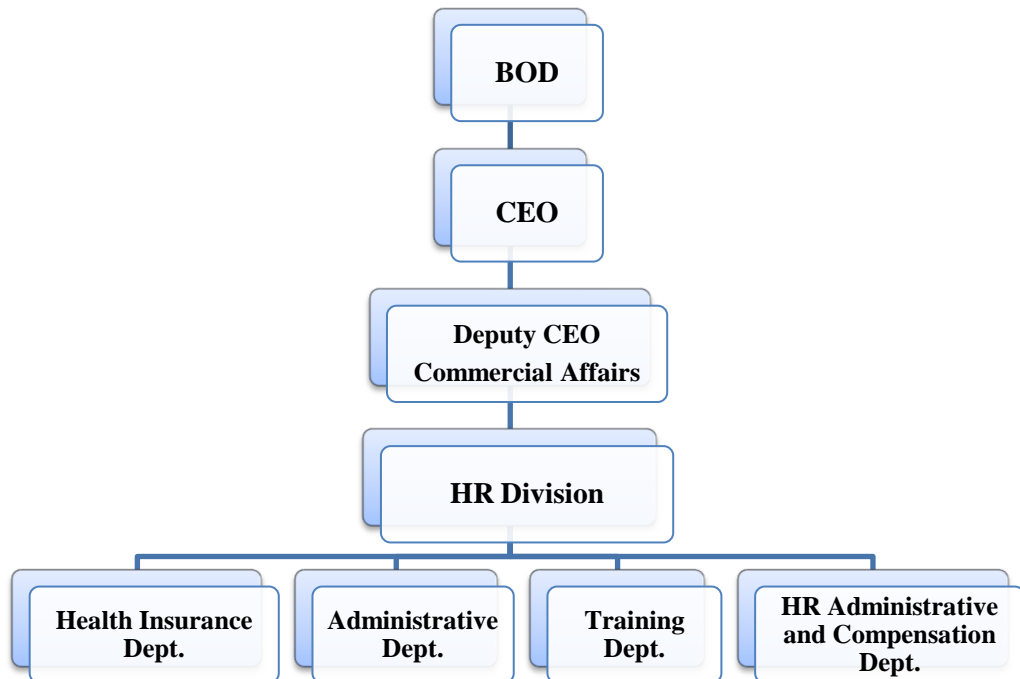
Moreover, the observation notes are analysed and placed under the appropriate categories. In addition, some vivid quotations are introduced to illustrate some issues as needed.

#### **4.3.1 Training department structure and role:**

##### **4.3.1.1 HR division structure:**

Initially, it is important to describe the HR division structure as the training department is located under this directorate`s supervision. In this regard, the HR division was established along with the establishment of the company. It used to be titled “The Administrative and personnel affairs department” until 2010, when it was upgraded to become the “HR division”. The HR division is affiliated with CEO Deputy for Commercial Affairs. According to this company`s classification, HR directorate is considered to be within the middle managerial level. Basically; the HR division consists of four main departments: the HR Administrative and Compensation Department; Training Department; Administrative Department and Health Insurance Department. The organizational structure of the HR division is as follows,

**Figure 4.4 CEGCO`s HR Division structure**



Despite the formal existence of four departments in the organization structure, the HR Division suffers from a shortage of staff with only 10 employees distributed in all departments. The number of HR staff represents 0.9% of the total company's employees (Annual report, 2010).

Furthermore, only two departments of this division are in charge of HR activities while the other departments could be considered as service departments. This point reinforces the idea that the HR division is considered to be functional division rather than a strategic one. Since this research is interested basically in T&D activities, the status and structure of the T&D department will be discussed at the following section.

#### **4.3.1.2 Training department structure:**

CEGCO has a separate training department located in the HR Division. The training department was initially established as a training section in 1999, along with the establishment of the company. The section was upgraded to become a department in 2010. However, the training department is located at lower managerial level. Currently, three employees are working in the training department, one employee as training manager and two employees as administrative, as shown below,

**Table 4.19 CEGCO`s training department staff characteristics**

Position	Educational background	Experience in T&D field
Training Department Manager	Electronic Engineer	1 year
Training Administrator	Business administration	5 years
Training Administrator	English literature	1 year

The average experience of the training department staff in the field of T&D is 2.3 years, which is a relatively short period of experience. This refers to the resignation of the training section head in 2009, followed by resignation of the senior training administrator in 2010; thus- under its non-appointment policy- the company was forced to replace the employees who had left with one of the secretaries to work as training administrator.

As shown in the table above, the training department`s employees had different educational backgrounds; this could refer to the absence of job description and specification that determines the qualifications of job holders.

According to the organizational structure, the training department should report to the HR division manager who reports to the CEO Deputy for Commercial Affairs. The latter reports to the CEO. This long hierarchal line indicates that the training department is not considered to be significant enough to report to the CEO directly. Moreover, it shows that it does not have sufficient independence to make autonomous decisions.

#### **4.3.1.3 Training department responsibilities:**

Despite the absence of a formal strategy for HR division and the training department as well, it is stated in the company`s website that “*The HRM Department aims through its Training Department to develop and maintain its human resources by developing the capabilities of the employees and providing them with the necessary skills and knowledge they need to achieve integrated management and active performance*” (<http://www.cegco.com.jo/?q=en/node/57>). It is also stated that the Training Department is responsible for:

- Evaluating training needs, and preparing an annual training plan for all the company`s departments.
- Preparing and following up the implementation of training plans in accordance with the needs of each department.
- Following up the results of training courses, workshops and seminars to make sure that the expected results have been achieved.

More detailed tasks and responsibilities of the training department are set out in the Regulatory Instruction of Training Section Article 62 of Workforce Legislation No.3 of 1999. Basically the training department`s responsibilities are:

- Circulating training offers to the relevant department and summarizing their viewpoints regarding employees` nomination.
- Referring the nominated candidates to the General Manager to gain approval.
- Following up the nomination procedures with the programme provider.
- Providing copies of the nomination correspondence to the financial department to pay the programme fees, and to the personnel department in order to consider the nominated employee as formally absent.
- Informing the financial department of employees` eligibility for expenses.

Nominations for programmes outside Jordan generally follow the same procedures, taking into consideration the following points:

- The training department should inform the public relations department to make the travelling reservations.
- Nomination is subject to the BOD estimation of the cost and the length of the programme. In some cases their approval requires a work contract with the candidate to ensure his/her continuity at work for a period equal to twice the length of the training programme. Accordingly, the training department is in charge of preparing the proper contract in cooperation with the company`s lawyer and assuring the signature of the court notary.

On the other hand, it was found from the researcher`s observation during the period she spent at CEGCO and from questions she posed to the training department`s employees regarding their actual duties, that they were in charge of more informally assigned tasks. However, most of these tasks are considered to be community services like:

- Providing work experience for college and university`s students at diploma and bachelor levels in different disciplines for graduation purposes. The training department`s role here is to receive the training requests from various universities and colleges, carry out all the correspondences regarding this issue with the company`s power stations to facilitate the students` entry to these stations, follow up the students during the period they train at the company and send the assessment forms to their university or college by the end of their training period.
- Organize field visits for Jordanian university students to CEGCO`s power stations.

First of all, there is a clear contradiction between the training department`s responsibilities that are publically listed on the company`s website and the formal responsibilities of the same department issued and approved by the BOD, since the formal roles and regulations of training department do not indicate any issue regarding the training plan, implementation or training evaluation.

Furthermore, according to the written rules and regulations, it is noted that all the tasks assigned to the training department are service and functional tasks; there is no effective or influential role for the training department and staff during the whole training process. Likewise, even with the extra duties that the training staff is in charge of, none of these tasks could be considered to be strategic.

Moreover, it is noted that the training section was upgraded to become a department in 2010, yet its scope of work has not been expanded, none of the training rules and regulation have been upgraded nor have any of its functions been developed. Even more, all the rules and regulations are still titled “rules and regulation ... of training **section**”. Accordingly, the only change that has occurred to the training section is its name. It is also noted that although the company hired two Consultant Companies after privatization in order to develop the HR functions as a whole, the training function has not been affected, as shown by the formal documents.

In addition to the above, the researcher was allowed to access all the daily training correspondence during the period she spent at CEGCO. Basically, the correspondence consisted of training programmes offers from various local and international providers,

transportation allowances claimed by employees who were delegated to training programmes, authentication requests from the financial department to pay training programme fees and university/college requests for student field training.

It was found that the training department receives a huge number of training programme offers every day from various local and international providers. However, most of these offers were considered as junk mail. The training department staff only took into account the courses that were listed on the training plan. If they found any match, they circulated the offer to the relevant department manager obtain nominations. They also claimed that they received many offers on the same topic, so they considered this procedure necessary to enable the content and subjects of the offers to be assessed and preferences decided by the related and specialized department manager.

Overall, the training department is responsible the correspondence between the company and external providers, as well as between company departments related to financial issues like. Additionally, the training department is responsible for notifying the relevant departments about the place and timing of programmes. This correspondence supports the idea raised previously by interviewees that training department`s work is clerical and service-related.

Finally, like all the company professions, training department staff do not have a clear job description. Accordingly, what training staff are expected to do is subject to the HR manager`s distribution of tasks among the department`s employees.

The basic findings regarding HR and training unit structure and employees status are summarized next:

**Table 4.20 CEGCO`s HR and training unit structure and status**

Source	Patterns	Subcategories	Category
<ul style="list-style-type: none"> <li>- Annual report</li> <li>- Annual report</li> <li>- Regulatory instruction of training section article 62</li> </ul>	<ul style="list-style-type: none"> <li>- Shortage of HR staff</li> <li>- Middle managerial level</li> <li>- Functional department</li> </ul>	HR unit structure	<b>Unit structure staff and responsibilities</b>
<ul style="list-style-type: none"> <li>- Annual report</li> <li>- Manpower document</li> <li>- Manpower document</li> <li>- Company`s Annual report</li> </ul>	<ul style="list-style-type: none"> <li>- Shortage of training staff</li> <li>- Different educational backgrounds.</li> <li>- Short period of experience.</li> <li>- Lower managerial level</li> </ul>	Training unit structure	
<ul style="list-style-type: none"> <li>- Regulatory instruction of training section article 62 And company`s official website</li> <li>- Regulatory instruction of training section article 62</li> <li>- Daily correspondence .</li> <li>- Researcher`s field note</li> <li>- Regulatory instruction of training section article 62</li> </ul>	<ul style="list-style-type: none"> <li>- Contradiction between announced and formal responsibilities</li> <li>- Service tasks.</li> <li>- Nominal upgrade to training department.</li> </ul>	Training unit responsibilities	

#### **4.3.2 T&D strategy and plan:**

The company has no T&D strategy, furthermore; the company`s overall strategic goals were all technical, related to the availability and consistency of electric supply. The training department was not guided formally by written objectives. Nevertheless, although the Regulatory Instruction of Training Section Article 6 of workforce legislation No.3 of 1999 has no articles regarding training plan formulation, the training department prepares annual training plans. In this regard, by October of each year, the training department circulates a special form to all company departments to be filled with their estimated training needs for the coming year. The training department`s role is to collect these forms back, and classify them according to sections, departments and divisions. They are also responsible for estimating the costs of each programme listed on the plan to calculate the total cost. The estimated amount, along with an action plan

of how and when these amounts are going to be spent, should be presented to the BOD to gain formal approval.

Training staff were allowed to utilize the annual performance appraisal for the company's staff of 2010, in order to determine the weaknesses of the employees as well as managers' recommendation of how to overcome these limitations. The employees' performance appraisal is a highly confidential document, which the researcher was not able to access. Instead the training staff described the process for the researcher as follows:

*“In preparing the training plan for 2011, we were able for the first time to access the performance appraisals of the previous year, to record the weaknesses of the employees, match and compare what was listed for each employee with the requested training course. If there was something missing or any contradiction we reported to his/her supervisor for clarification and correction”.*

Furthermore, the researcher was allowed to investigate the training plan. The plan was the sum of TNA forms. More specifically, the plan consisted of a list of candidates' names, their working location, suggested programme and expected cost.

Contrary to the above procedure, during the period the researcher spent at the company, she noticed two training offers which were directly circulated from GM to the Financial Department Manager to express an opinion regarding finance department's staff participation in these programmes, while all offers for technical seminars and workshops were directed to the CEO Deputy for Technical Affairs directly. This indicates a lack of full commitment to the stated training plan, as indicated by 40% of participants. It was also indicated that the actual and final decision regarding employees' nomination and participation in training programmes depends on the GM deputies' recommendation and the approval of the GM.



**Table 4.21 CEGCO`s training strategy and plan**

Source	Patterns	Subcategories	Category
-	- Absence of formal T&D strategy.	T&D strategy	<b>T&amp;D strategies and plans</b>
-	- Absence of T&D objectives.		
Company`s annual report	- Technical performance indicators for the company as a whole.		
-Daily correspondence -Researcher`s field note	- No full commitment to training plan.	T&D plan	
Training plan	- Absence of T&D objectives.		
Training plan	- Absence of plan`s priorities, standards or criteria. - Based on TNA		

### **4.3.3 Training process:**

Based on Regulatory Instruction of Training Section article 62 of workforce legislation No.3 of 1999, the training process is limited to individual TNA. Furthermore, the regulatory documents confine TNA methods to departments managers` recommendations and the GM`s approval. As mentioned earlier, the training department has a very limited assigned role in TNA. Moreover, there is nothing mentioned in the official rules and regulations about job, section and company training needs.

As shown in the monthly and annual reports, CEGCO does not formally conduct on-job- training or design its required programmes. Furthermore, the official regulations do not assign any tasks to the training department regarding this stage. The implementation stage is no different than the design stage in this respect.

The training department`s annual reports show that the evaluation of training programmes is limited to calculating the total training hours, number of trainees and total cost of the conducted training courses and lectures only. Moreover, these outcomes were considered to be training department performance indicators, as they were mentioned in the department`s annual report to show how much effort was expended.

Conversely, how T&D efforts contributed to employees` and company performance, employees` behaviour, improvement in the skills or reduced costs were not measured.

**Table 4.22 CEGCO`s formal training process**

Source	Patterns	Subcategories		Category
-Regulatory instruction of training section -Training plan	- Training process is limited to individual TNA.	Individual TNA	TNA	<b>T&amp;D process</b>
-Regulatory instruction of training section.	- TNA techniques are formally confined to managers` recommendations.			
-Annual training plan	- Newly introduction of competencies analysis			
	Not mentioned	Job TNA		
	Not mentioned	Company TNA		
-Training department`s annual report	- Not mentioned - Depends on external providers	Design		
-	Not mentioned	Implementation		
-Regulatory instruction of training section.	-Limited to calculating training programme numbers, hours and numbers of trainees and costs.	Evaluation		

#### **4.3.4 Type and range of training activities:**

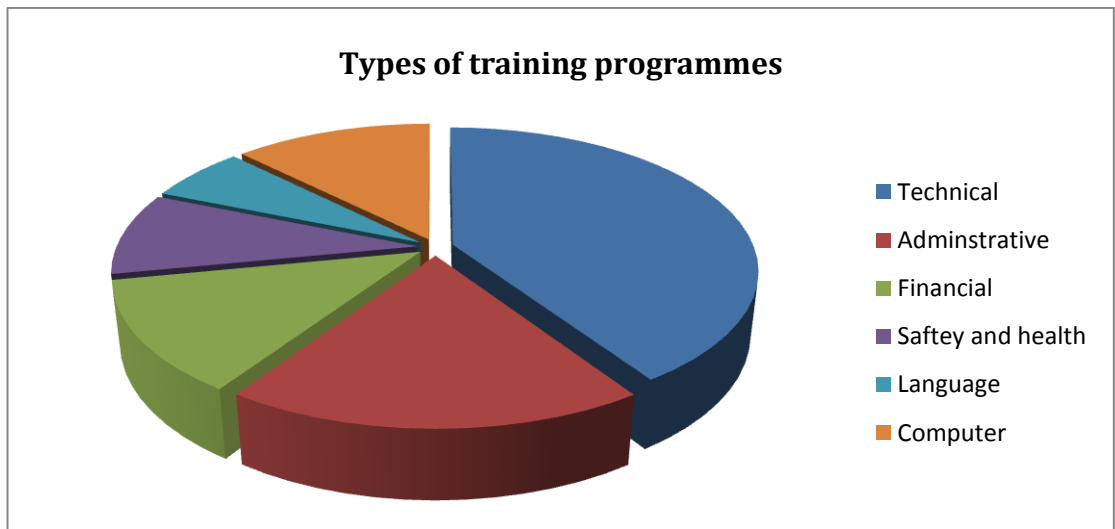
For better understanding of the type and range of T&D activities at CEGCO, the training department`s annual report for 2010 was analysed. In this regard, the report consisted of three main categories: training programmes, workshops and seminars and student training. The annual report focussed mainly on the number of training programmes, trainees, training hours and programmes cost. The programmes conducted for 2010 were as follows:

- The company nominated 175 employees to attend 32 training programmes, producing 5391.5 training hours, at a total cost of 32072.5 JD. The training programmes were located in Jordan, United Arab Emirates and Korea, as follows:

**Table 4.23 Type of CEGCO`s training programmes conducted in 2010**

Type of programme	Number of programs	Percentage
Technical	13	40.6%
Administrative	6	18.7%
Financial	4	12.5%
Safety and occupational health	3	9.3%
English language courses	2	6.25%
Computer courses	4	12.5%
<b>Total</b>	<b>32 program</b>	<b>100%</b>

**Figure 4.5 Distribution of CEGCO`s training programmes according to types**

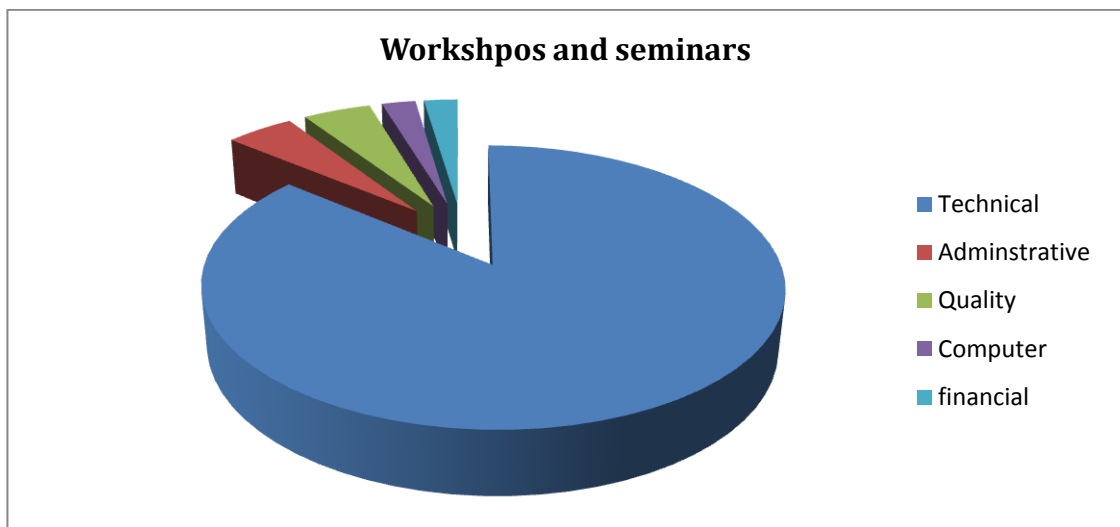


- The company nominated 183 employees to attend 43 seminars and workshops located at Jordan, Oman, Egypt and France, as follows,

**Table 4.24 Type of CEGCO`s seminars and workshops in 2010**

Type of workshop	Number	Percentage
Technical	37	86.04%
Administrative	2	4.65%
Quality	2	4.65%
Computer	1	2.32%
Financial	1	2.32%
<b>Total</b>	<b>43</b>	<b>100%</b>

**Figure 4.6 Distribution of CEGCO`s workshops and seminars in 2010**



Accordingly, CEGCO provides a variety of types of training (technical, administrative, computer, language and financial programmes) to its employees. It could be noticed that the company concentrates on technical programmes; this could be explained by the technical nature of the company, where the technical staff represent 78.4% of the total workforce, with 66.8% working as Technicians and 11.6% as Engineers.

Moreover, as shown in the annual report, the training techniques utilized were limited to courses, lectures, workshops and seminars, while other types of training methods like simulation, role playing, tutorial or computer- based coaching were not found.

In this context, although the company concentrates mainly on four main training methods, the training department calculates the training hours for training courses and lectures only. The training hours that are produced by workshops and seminars are not

calculated; which indicates that workshops and seminars are not considered to be training activities. This point was raised in the travel and transport regulatory instructions of 1999 (p:1-2), which distinguish between training programmes and official duties. It indicates that training refers to *“any course or lecture either locally or internationally that aims to equip the employees with new skills without providing an academic certificate”*, while official duties refers to *“conferences, workshops, seminars, exploratory trips, or any other similar issue for the purpose of the company interest, either locally or internationally”*.

According to the previous definitions, the official regulations indicate the following points:

- The scope of training is limited to improvement in skills.
- The training function is limited to two types of training techniques. This leads to the conclusion that there is confusion between training as a function and training techniques.
- Courses and lectures are the only techniques that are formally considered as training, whereas all other types of techniques are not classified as training.

Finally, the training annual report shows that the training department trained 41 students for graduation purposes at various power plants. The students mentioned were from diverse Jordanian and Palestinian colleges and universities.

The basic findings regarding training interventions type and range at the company are shown below:

**Table 4.25 Type and range of training interventions at CEGCO**

Source	Patterns	Category
-Training department annual report	- Company provides all types of training programmes.	<b>Type and range of T&amp;D</b>
-Travel and transport regulatory instructions of 1999	-Limitation of training range to improvement in skills only.	
--Travel and transport regulatory instructions of 1999	-Limitation of training function to two types of training techniques.	
- Training department annual report	-Courses and lectures are the only techniques that are formally considered as training.	
-Travel and transport regulatory instructions of 1999		

**4:4 Pattern matching:**

The patterns that were revealed through the data analysis of all the utilized methods are summarized and compared in the following table:

**Table 4.26 CEGCO`s pattern matching of data analysis**

Theme	Categories	Interview analysis	Document analysis
<b>Conceptualization of T&amp;D</b>	<b>Training</b>	1.Training is a learning process. 2.Training is reform of knowledge deficiency. 3. Diagnose employees' knowledge and skills	Training refers to any course or lecture that aims to equip the employees with new skills without providing an academic certificate

**Continued**

	<b>Development</b>	<ol style="list-style-type: none"> <li>1. Development is a broad term</li> <li>2. Progressive improvement</li> <li>3. Higher level of education.</li> <li>4. Knowledge deficiency</li> </ol>	Not defined
	<b>T&amp;D</b>	<ol style="list-style-type: none"> <li>1. Development is the output of training</li> <li>2. T&amp;D are planned process</li> <li>3. Change of employees' skills and attitudes.</li> <li>4. Reform of knowledge deficiency.</li> </ol>	Not defined
<b>Perceived role of T&amp;D</b>	<b>Importance</b>	<ol style="list-style-type: none"> <li>1. Coping with technology changes.</li> <li>2. Appropriate performance of job requirements.</li> <li>3. Adaptation to company's culture.</li> </ol>	Not mentioned
	<b>Success</b>	<ol style="list-style-type: none"> <li>1. Improvement in job related skills</li> <li>2. Innovative way of thinking</li> <li>3. T&amp;D have no role in success.</li> <li>4. Employees' commitment</li> </ol>	Not mentioned
	<b>Performance</b>	<ol style="list-style-type: none"> <li>1. Linked to advancement of employees' performance,</li> <li>2. Innovative way of thinking,</li> <li>3. Increase the employees' morale.</li> <li>4. Depends on top management support</li> </ol>	Not mentioned
	<b>Goal Achievement</b>	<ol style="list-style-type: none"> <li>1. Subject to appropriate training management and proper integration with company's goals</li> <li>2. Environment of creativity</li> <li>3. Minor role.</li> </ol>	Not mentioned
	<b>Timing</b>	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Introduction of new technology</li> <li>3. Upgrade to higher position</li> <li>4. Performance deficiency</li> <li>5. Ongoing /nonstop process</li> <li>6. Government regulation fulfilment</li> </ol>	Not mentioned

Continued

<b>The actual practice of T&amp;D</b>	<b>Unit structure and staff</b>	<b>HR directorate structure</b>	- Shortage of qualified workforce	- Shortage of HR staff - Middle managerial level - Functional department
		<b>Training unit structure</b>	- Shortage of training staff	- Shortage of training staff - Different educational backgrounds. - Short period of experience. - Lower managerial level
		<b>Training unit responsibilities</b>	Ambiguity of training department strategic role. Clerical job of training staff	- Contradiction between announced and formal responsibilities - Service tasks. - Nominal upgrade of training department.
	<b>T&amp;D strategy</b>	<b>Explanation of strategy absence</b>	1.Lack of Top management interest. 2.Ineffectiveness of HR staff 3.Absence of clear company strategy. 4.Privatization 5.Uncertainty of reasons.	- Absence of formal T&D strategy.
		<b>Explanations of Training unit objectives absence</b>	1.Ambiguity of company's goals. 2.Training objectives are extracted from company's objectives. 3.Training department is not perceived as strategic.	- Absence of T&D objectives.



**Continued**

		<b>Performance indications</b>	<p>1.The company as a whole has a clear target level of performance.</p> <p>2.Sections, jobs and individuals have no target level of performance</p> <p>3.Ineffectiveness of HR staff</p> <p>4.Unions` pressure</p>	<p>- Technical performance indicators for the company as a whole.</p>
	<b>T&amp;D plan</b>	<b>Insignificance of plan</b>	<p>1.Training plans are considered to be nominal</p> <p>2.No full commitment to training plan.</p>	<p>- No full commitment to training plan</p>
		<b>T&amp;D objectives</b>	<p>1.Ambiguity of company`s objectives</p> <p>2.Training department is not perceived as strategic.</p> <p>3.Linked to company`s basic goals</p>	<p>- Absence of T&amp;D objectives</p>
		<b>T&amp;D criteria and priorities</b>	<p>1.No formal criteria for building training plan</p> <p>2.Ambiguity of training priorities.</p> <p>3.Linked to company`s core business</p>	<p>- Absence of plan`s priorities, standards or criteria.</p> <p>- Based on TNA</p>
		<b>T&amp;D process</b>	<b>Individual TNA</b>	<p>- Based on managers` recommendations.</p> <p>- Competencies analysis</p>

**Continued**

		<b>Job TNA</b>	1.No systematic way of analysing job needs 2.Limited extent of job need analysis 3.Job description	Not mentioned
		<b>Company`s TNA</b>	- No analysis - Limited company needs analysis	Not mentioned
		<b>Designing</b>	1.No programme design 2.Limited extent of design aspects	- Not mentioned -Off the job training
		<b>Implementation</b>	- Depends on programme nature - Depends on company nature - Top management encouragement	Not mentioned
		<b>Evaluation</b>	- No evaluation - Training dept. is not interested - HR staff are not qualified enough	-limited to calculating training programme numbers, hours and numbers of trainees and costs.
	<b>T&amp;D effectiveness</b>	Failure	1. Poor top management commitment 2. Lack of well-qualified HR staff. 3. Inconsistency of training 4. Failure to evaluate training outcomes 5. Employees` willingness to learn 6. Poor qualities of external T&D providers 7. Over centralization	No evaluation procedures.

**Continued**

		Successful	<ul style="list-style-type: none"> <li>- Technical programmes were successful</li> <li>- Programmes were successful</li> </ul>	
		Not accessible	<ul style="list-style-type: none"> <li>- Due to absence of basis.</li> </ul>	
	<b>Type and range</b>		<ul style="list-style-type: none"> <li>- Company provides all types of training programmes.</li> <li>- Range depends on type of training programmes.</li> <li>- Range depends on the provider.</li> </ul>	<ul style="list-style-type: none"> <li>- Company provides all types of training programmes.</li> <li>-Limitation of training range to improvement in skills only.</li> <li>-Limitation of training function to two types of training techniques.</li> <li>-Courses and lectures are the only techniques that are formally considered as training.</li> </ul>
	<b>Understanding of training function</b>		<ol style="list-style-type: none"> <li>1.Training is perceived as a luxury.</li> <li>2.Confusion between training function and training techniques</li> <li>3.Confusion between training plan and TNA.</li> <li>4.Limitation of training techniques to courses and seminars.</li> <li>5. Poor criteria for judging good courses.</li> </ol>	

The table above shows the basic patterns, subcategories, and categories that emerged through the data analysis of the privatized company. The patterns above revealed numerous similarities. Furthermore, the document analysis highlighted further issues that were not fully recognized in interviews.

Although training was defined in the transport regulatory instructions, it was restricted to courses and lectures, which support the pattern which indicates as confusion between training as a function and training techniques. Otherwise, there was nothing formally written regarding the expected role of training in the company`s performance and/or success.

Regarding training unit structure and staff, the participants criticized regarding HR and training staff qualification, which were mentioned to explain the absence of strategy, performance indicators and evaluation procedures. This was supported by the analysis of the actual HR and training staff number, years of experience and educational background. In addition, the document analysis showed that the training department is located within lower managerial levels. This finding supports the participants` claim regarding the un-strategic position of the training department.

The analysis of the interviewees` views regarding training staff responsibilities revealed that they considered it to be clerical work; moreover, it was found through the document analysis and observation, that the actual tasks that were assigned to the training department staff were predominantly service tasks.

Participants` views regarding T&D strategy and overall objectives were completely supported by the document analysis, as there was neither formal strategy nor formally written objectives to guide training interventions. Within this category, a pattern match was found between the interviewees and the documents, as both indicated incomplete commitment to the written plan.

Regarding the TNA process, the document revealed that the process is limited to individual TNA only, managers have formal authority for nominations. Accordingly, the pattern that indicates a confusion between the training plan and TNA stage could be linked to the formality of organizing training from the perspective of TNA as well as the formulation of the training plan, which was built on TNA. On the other hand, there was nothing written that could be referred to job and company need analysis, which is relatively compatible with the interviewees` views, expect for a second pattern which revealed that job and company needs were analysed to a limited extent. Furthermore, the document analysis showed complete absence of the design and implementation stages, whereas, a second pattern for the design stage among the employees considered

the existence of a limited aspect of design, particularly for group programmes. Finally, the company provides all types of training programmes, as shown by all methods of data. However, participants failed to define specifically the range of training activities provided, moreover, the documents limited the training range to improvement in skills only. Furthermore, courses and lectures are the only techniques that are formally considered as training.

#### **4:5 Factors shaping training practice at the privatized company:**

After all the data analysis was completed, the researcher set broad assumptions, based on the analysis of this company and other companies, to explore the overall shaping factors that influence T&D. For this company, the patterns that were highly emphasized and appeared in different categories were accumulated to form shaping forces. Other factors that were emphasized by different companies' participants were also identified. Finally, participants were asked to explore their opinions regarding the actual factors that shape the overall manner in which T&D activities were managed. The assumptions were: Managerial style, industry type, cultural influence, inadequacy of Western managerial models and unions' influence.

Regarding this company, the data analysis revealed several patterns located in different categories, but related to specific factors, which shows that those factors affect training intervention in more than one aspect. Thus, it would be more appropriate to accumulate these patterns in one or more points as T&D shaping factors.

Table 4:27 shows underlined factors which point to one broad factor, which is the managerial style which is characterized by low delegation of authority, centrality of decision making and limiting the strategic decisions and even strategic goals to top management only. This was associated with tall organizational structure. As shown in Figure 4:5, the company's structure shows many managerial levels with excessive distance between the higher and lower managerial levels.

The pattern that was shown in the TNA category which indicates nomination decisions rest with managers was supported by review of the formal training document. From a different perspective, the patterns which were placed to explain the absence of training strategy and objectives, relate to the ambiguity of company objectives, or to be more

specific, the restriction of strategic objectives to top management only. Furthermore, over-centralization was also among the perceived obstacles to training effectiveness.

Overall, since the training process at the privatized company was confined to TNA, and since the TNA was limited formally to managers' assumptions, it is reasonable to assume that the managerial style and the organizational structure had a major impact on training activities. This was agreed by participants who were asked their opinions regarding this point.

**Table 4.27 Examples of managerial style patterns**

Category	Subcategories	Interview analysis	Document analysis
Unit structure and staff	HR directorate structure	- Shortage of qualified workforce	- <u>Middle managerial level</u> - Functional department
	Training unit structure	- Shortage of training staff	- Shortage of training staff - <u>Lower managerial level</u>
	Training unit responsibilities	- Ambiguity of training department strategic role. - <u>Clerical job of training staff</u>	- Contradiction between announced and formal responsibilities - <u>Service tasks</u>
T&D strategy	Explanation of strategy absence	-Lack of Top management interest. <u>3.Absence of clear company strategy.</u>	- Absence of formal T&D strategy.
	Explanations of Training unit objectives absence	<u>1.Ambiguity of company's goals.</u> 2.Training objectives are extracted from company's objectives.	- Absence of T&D objectives.
	T&D objectives	<u>1.Ambiguity of company's objectives</u> 2.Training department is not perceived as strategic	- Absence of T&D objectives
T&D process	Individual TNA	- <u>Based on managers' recommendations.</u> - Competencies analysis	- Training process is limited to individual TNA. - <u>TNA techniques are formally confined to managers' recommendations.</u>
T&D effectiveness	Failure	- Poor top management commitment - <u>Over centralization</u>	No evaluation procedures.

Another shaping factor for this company was union pressure. Although this point was explicitly mentioned by senior managers only, its impact was obvious in many situations. As discussed earlier, the impact of strikes against the performance- pay system, was evident not only in the pay system, but also in the absence of individual performance indicators, which also was translated in the absence of a performance base as a point of comparison. From a different perspective, this situation was linked to employees' lack of enthusiasm to learn and develop.

**Table 4.28 Unions influence on T&D**

Category	Subcategories	Interview analysis	Document analysis
<b>T&amp;D strategy and objectives</b>	<b>Performance indicators</b>	- <u>Union`s pressure</u>	- Technical performance indicators for the company as a whole.
	<b>T&amp;D criteria and priorities</b>	<u>1.No formal criteria for building training plan</u> <u>2.Ambiguity of training priorities.</u>	- <u>Absence of plan`s priorities, standards or criteria.</u>
<b>T&amp;D effectiveness</b>	Failure	<u>Lack of employees` willingness to learn</u>	No evaluation procedures.
	Not accessible	- <u>Due to absence of a basis.</u>	

It is appropriate to mention that the researcher proposed the culture influence as one of the shaping forces, since the participants mentioned this point in the TNA process, as an aspect of top management lack of interest and as an influential factor in choosing external providers also. Furthermore, since the training process was to some extent limited to TNA, it is reasonable to assume that culture affects the way training was managed. However, although the participants emphasised this point on many occasions, it seems to be considered as an aspect of absence of a motive to or in other words related to the nature of the electricity industry. This point was asserted by two thirds of the participants who were asked this question in the telephone interviews. Placing this assumption could explain many phrases made by other participants like “*our managers may believe in training but they don’t want it*”(CM5).

**Table 4.29 Examples of patterns indicate apathy in dealing with T&D**

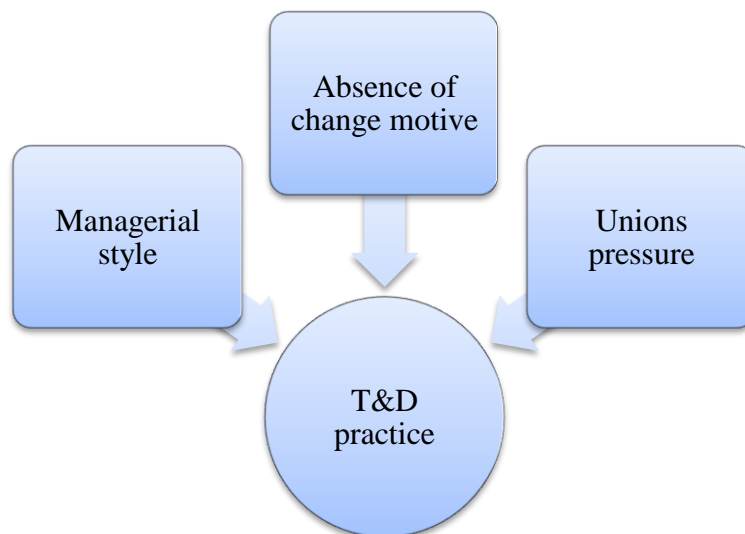
Category	Subcategories	Interviews analysis	Document analysis
Unit structure and staff	HR directorate structure	- Shortage of qualified workforce	- <u>Shortage of HR staff</u> - <u>Middle managerial level</u> - <u>Functional department</u>
	Training unit structure	- <u>Shortage of training staff</u>	- <u>shortage of training staff</u> - <u>Lower managerial level</u>
	Training unit responsibilities	- <u>Clerical job of training staff</u>	- <u>Service tasks</u> - <u>Nominal upgrade of training department.</u>

Finally, the inapplicability of Western models in Arab organizations, was extracted from the many patterns, for example the nominal upgrade of training department or even the change of the personnel department to be HR, which was associated with the shortage of the workforce, and the location in the organizational structure as shown in Table 4:26. This point was explained by one interviewee as follows:

*“Let’s be clear, the problem is not in the models.....these models require motive, desire and capability to be applied”*(CM28).

Therefore, the basic factors that were perceived to affect the training interventions at the privatized company were as follows:

**Figure 4.7 Factors shaping the T&D practice at the privatized company**





## **Chapter Five: The Public Company`s Data Analysis**

### **5.1 Introduction**

This chapter aims to present the public company`s data analysis. The chapter is divided into four main sections: interview analysis, document analysis, pattern matching and factors shaping T&D practice. Furthermore, other data collected through the observation, field notes and chats with employees who were not formally interviewed are also presented.

### **5.2 Interview Analysis:**

This part represents the analysis of the governmental company`s interviews. The interviews were divided into three main sections as shown in Figure 4:1. Each consisted of different questions which were designed to answer one of the research questions. The analysis structure follows the same procedures as the previous company`s analysis in the Chapter Four.

#### **5.2.1 Employees` perceptions regarding T&D:**

This section is divided into three categories: employees` conceptualization of training, development, and the term T&D as follows,

##### **5.2.1.1 How training is perceived:**

The researcher started the interview with a direct question regarding the term training. The interviewees` answers were short and succinct; they expressed their perceptions in very short sentences. Unlike the practice part of training, interviewees did not converse much about this issue. However, the majority of NEPCO`s participants` perceptions indicated that training is associated with improving employees` competencies, like acquiring new skills, knowledge and abilities. Specifically, the participants` views were as follows:

- 75% of participants described training by the perceived outcome of training; they claimed that training aims to equip the employees with necessary skills, attitudes, information and knowledge. The following quotation reflects this viewpoint, *“Learning activities that aim to equip the employees with necessary skills, desired attitudes and required new knowledge”*(NSE9).

- 12.5% of participants claimed that training is filling the gap between the employees' current performance and the desired one, as demonstrated in the following quotation:

*“Training is the activity of determining and filling the gap between the employee's current status and the desired one”(NSe14).*

- Another 12.5% claimed that training is knowledge transfer. The following quotation reflects this view:

*“Training is transferring of knowledge and skills from highly skilled people (the trainer) to knowledge and skills seekers (the trainee)”(NM15).*

Therefore, the majority of participants interpreted training from one dominant perspective which was improvement by learning, since within the dominant pattern of training conceptualization, the sense of learning was clear, in phrases like *“learning activities”(NSe9)* and *“to educate and equip”(NE13)*.

From a different perspective, 62.5% of participants linked training outcomes to a person's interest, while 37.5% linked training outcomes to the company's interest. Remarkably, the interviewees' viewpoints were unilateral either to the employees' interest or to the company's interest. Participants' viewpoints regarding training could be summarized as follows:

**Table 5.1 NEPCO`s participants` perceptions regarding training concept**

Examples of keywords	Patterns	Subcategories	Category
-increase the employee`s skills, abilities... -improving the staff skills and gaining experience... -developing skills, providing the employees with new...  -filling the gap between the employee`s current.....  -transforming of knowledge.....from trainer.. to.... Trainee	1.Improve competencies by learning.  2.Remedying a knowledge deficiency.  3.Transfer of knowledge and experience	Conceptualization of training	<b>Conceptualization of training term</b>
-improving the staff skills and gaining experience.. -providing the employees improve them in various areas of work -..in the areas where their performance shows deficiencies	1.Targeted to employees` interest  2.Targeted to company`s interest	Perceived outcome of training	

**5.2.1.2 How development is perceived:**

NEPCO`s participants` perceptions regarding the term development show close similarity to CEGCO`s participants` views, as development was interpreted by the closest synonyms in Arabic, like upgrading and improvement. The following quotation reflects this view:

*“It aims to develop the employees` performance as well as improve the working conditions”*(NM15).

In the same perspective, 50% of participants claimed that development is the desired result of training. In this regard an interviewee said,

*“I think that development is the desired result of training. All training efforts such as improving the employee’s skills, abilities and knowledge are harnessed to develop the staff eventually”*(NM10).

25% of interviewees claimed that development is a broader term than training, which may include learning something totally new and/or influence on one’s character. They claimed also that unlike training, development should include research and studies. In this regard an interviewee said,

*“I think that training and development are inseparable...But I assume the development is broader and more comprehensive than only training. It must include studies and research so that the company can keep on moving ahead”*(NSu12).

Only 12.5% of the participants linked development to top management only. Other 12.5% claimed that development is associated with technological development. The following quotation reflects this viewpoint:

*“We always face new technologies and new equipment. So development aims at teaching the employees how to operate and maintain this new equipment”*(NSe14).

The sequential relation that links training to development was obvious in the first two patterns, where development was proposed to be the outcome of training and/or to include training as a part of it.

From a different perspective, 37.5% of participants perceived development to be targeted to employees’ interest, 25% viewed development as targeted to the company’s interest, and 37.5% conceived its impact was to improve both.

Ultimately, the participants utilized the outcomes of development to interpret the term development, whereas development as a planned process was not mentioned.

**Table 5.2 NEPCO’s participants’ perceptions regarding development concept**

Examples of keywords	Patterns	Subcategories	Category
<ul style="list-style-type: none"> <li>-is the desired result of training</li> <li>-The man trains in order to be developed</li> <li>-broader and more comprehensive than only training</li> <li>- is broader than training,</li> <li>-for top management level....</li> <li>-new technologies and new equipments</li> </ul>	<ul style="list-style-type: none"> <li>1.Desired outcome of training</li> <li>2.More comprehensive than training.</li> <li>3.Limited to top management.</li> <li>4.Cope with technology</li> </ul>	<ul style="list-style-type: none"> <li>Conceptualization of development</li> </ul>	<p><b>Conceptualization of development term</b></p>
<ul style="list-style-type: none"> <li>-develop the staff eventually</li> <li>- Development is for people</li> <li>- ..we want to cope with others and compete</li> <li>- the company can keep on moving ahead</li> </ul>	<ul style="list-style-type: none"> <li>1.Targeted to employees` interest</li> <li>2.Targeted to company’s interest</li> </ul>	<ul style="list-style-type: none"> <li>Perceived outcome of development</li> </ul>	

**5.2.1.3 How T&D is perceived:**

Previously, 50% of participants had claimed that development is the desired result of training, whereas other participants tried to construe development by different interpretations. However, when the participants were asked about their perceptions and understanding regarding the term T&D, 87.5% of respondents declared that training is one step toward development. The following quotation reflects this viewpoint:

*“T&D are simultaneous; I train the employee to develop his/her expertise and personal skills that they apply at the work. Furthermore any development should improve the organization performance and not only on the personal level”*(NSu12).

This definition supports the idea mentioned earlier regarding the sequential relation between training and development, which is clear in the phrase, “*I train the employee to develop..*”.

On the other hand, only one employee linked T&D to knowledge deficiency, as he claimed,

*“Initially T&D should be concerned with filling the gap between the employees` actual performance and the desired one, then to upgrade the employees to a higher level of knowledge”*(NSe14).

Furthermore, the analysis of this part of the interview shows that T&D as a complete and systematic process was not recognized by the respondents. Conversely, only one interviewee mentioned the planned process in his conversation. In that regard he said:

*“T&D together give a broader meaning to me; they mean a complete process starting with training as a means to improve. Training is not the idea, development is the purpose”*(NSu16).

Moreover, research and studies were pointed out by HR staff as one function of T&D. In this regard an interviewee stated:,

*“T&D is nearly like development, but with extra studies and research that aim to improve employees”*(NE13). However, this point could be explained by the nature of the development section`s responsibilities at this company, since the development section is in charge of “*preparation of various studies in different administrative areas that aim to improve the work*” (Research and Development Annual Report: 2010).

The participants` views could be interpreted from another perspective, which is the perceived outcome of T&D. In this regard 62.5% of participants perceived T&D as a means to improve the employees, 25% linked T&D to the company`s improvement, and only 12.5% claimed that T&D ought to improve the company and the workers as well.

**Table 5.3 NEPCO`s participants` perceptions regarding T&D concept**

Examples of keywords	Patterns	Subcategories	Category
-Training is not the idea, development is the purpose - is one step toward the development -...then to upgrade  -...filling the gap between the employees...then to upgrade the employees to higher	1.Training is basis of development  2.Remedying a knowledge deficiency.	Conceptualization of T&D	<b>Conceptualization of T&amp;D term</b>
-developing the employee`s skills -develop the staff eventually. - to improve the work -development of individuals and company	1.Targeted to employees` interest  2.Targeted to company`s interest	Perceived outcome of T&D	

The table below summarizes the participants` perspectives regarding the terms training, development and T&D.

**Table 5.4 NEPCO`s participants perceptions regarding training, development and T&D**

Theme	Employees` perceptions of Training and development					
Categories	Training		Development		T&D	
	Concept	Outcome	Concept	Outcome	Concept	Outcome
<b>Patterns</b>	1.Improve competencies by learning	1.Targeted to employees` interest	1.Desired outcome of training	1.Targeted to employees` interest	1.Training is basis of development	1.Targeted to employees` interest
	2.Remedying a knowledge deficiency.	2.Targeted to company`s interest.	2.More comprehensive than training.	2.Targeted to company`s interest	2. Remedying a knowledge deficiency.	2.Targeted to company`s interest.
	3.Transfer of knowledge and experience		3.Limited to top management			
			4.Cope with technology			
Senior managers	1&2	1	3&4	2	1&2	1&2
Middle managers	1&3	1	1	1&2	1	1&2
Supervisors	1	1&2	1&2	1&2	1	1&2
Employees	1	1	1&2	1	1	1
HR staff	1	1&2	1,2&3	1&2	1	1&2
Other professions	1,2&3	1	1&4	1&2	1&2	1&2

As shown above, senior managers perceived training to be a means to improve competencies and to remedy knowledge deficiency. Senior managers were the only functional category that limited development to top management and technology changes. Moreover, they conceived training to be the basis of development.

Middle managers perceived training to be a means to improve employees` competencies; furthermore, they were the only functional category that considered



training to be transfer of knowledge and experience. On the other hand, Middle managers perceived development to be the desired outcome of training.

Supervisors conceived training to be a means to improve competencies; furthermore, they were the only functional category that linked training to employees` and company`s performance. They claimed that development is more comprehensive and the desired outcome of training. Like other categories, employees shared the same perceptions regarding training and development.

Finally, the HR staff were the only professionals that linked training, development and T&D to employees` and company`s interest.

### **5.2.2 The perceived role of T&D:**

This part is interested in employees` perceptions of the T&D role, In order to explore this point, five main points were investigated:

- The perceived importance of the T&D.
- The expected role of T&D initiatives in company success.
- The perceived impact of T&D activities on company performance.
- The expected role of T&D functions in achieving company goals.
- Perceived timing for conducting the T&D.

#### **A) Perceived importance of T&D:**

The importance of T&D got the interviewees` consensus; all NEPCO`s interviewees admitted the importance of T&D. There were three main justifications for the perceived importance of T&D; the first one was associated with coping with the rapid change of technology. Second, it was allied with innovation; thirdly T&D was associated with practical training, which respondents conceived as essential to enable employees to perform their jobs appropriately.

- 37.5% of participants linked the importance of T&D to technology and environmental changes. To clarify this point an interviewee said,  
*“Every day the technology bring up new techniques, new equipment, new ways to perform our jobs –especially for the engineers- so we have no choice but train to keep pace with this embryonic environment”*(NM10).

- 37.5% of participants linked the importance of T&D with innovation. Within this pattern, T&D was perceived to create a suitable environment for creativity. This view was pointed out by participants in different phrases like “*new ways to perform our jobs*”(NM10), “*discover their inherent strength.....possibly will learn new things and new ways of doing their work.....better possibility of exploring new ideas*”(NSu12).
- 25% of participants linked the importance of T&D to proper performance of the present job, mainly, regarding orientation. In this regard an interviewee said:  
“.....*We cannot just allow the employees to operate generators or transformers without training him on simulators. They also become more confident in dealing with equipment*”(NSe14).
- Employees` morale was another perceived importance for T&D. This issue was pointed out by members of HR staff only, representing 12.5% of participants.

A summary of interviewees` perceptions is presented in the following table,

**Table 5.5 NEPCO`s participants` views regarding T&D importance**

Examples of keywords	Patterns	Category
<ul style="list-style-type: none"> <li>-...technology brings up new techniques..</li> <li>-everything is changing at a surprising pace</li> <li>-learn new things and new ways of doing their work.</li> <li>- new ways to perform our jobs</li> <li>-training as a way to safely and efficiently deal with instruments</li> <li>- without training him on simulators</li> <li>- is a kind of well-being of staff.</li> <li>-sending the employees to a training course improves their morale</li> </ul>	<ul style="list-style-type: none"> <li>1.Coping with technology changes</li> <li>2. Innovative way of thinking</li> <li>3.Practical training on actual job requirements</li> <li>4. Increasing employees` morale</li> </ul>	<b>Perceived importance of T&amp;D</b>

### **B) The expected role of T&D in company success:**

Participants expressed several views about the perceived role of T&D in the company's success. The majority of the interviewees, representing 75% of the interviewed employees, acknowledged the significance of T&D for the company's success. In this regard, 50% of the interviewees linked T&D to the improvement in job related skills. In this context an interviewee said,

*".....Since the development of individuals leads to improvement of their job performance, collectively the level of the company will be improved"(NM10).*

Another employee added,

*"....When each employee becomes expert in his job, the company as a whole will improve"(NM15).*

25% of the interviewees had opposite views. They claimed that the T&D function is not one of the foremost factors in success, but the competition, employees' incentives and/or the nature of the company could have a more influential role in this respect. This view is reflected in the following quotations:

*"A qualified workforce is a competitive advantage for their companies. But it is not the main element of success. Don't forget the marketing plans, competition and incentives"(NSe14).*

*".....The service sector is more affected by T&D because their success depends heavily on their personnel and the way their staff deal with the customers"(NE11).*

The analysis revealed other views regarding T&D's contribution in company's success, like facing the emergent competition in the electricity sector in the light of the entry of the private sector.

The last perceived element for success was the role of training in coping with technology changes. Only one employee linked T&D efforts to this issue. In this respect she said,

*"There is nothing stable in our environment; moreover it is wrong to keep the work within an unchanging routine. Training is important to keep the company abreast of the latest work developments and most up-to-date technology"(NSu12).*

Finally, the respondents considered T&D as a means to improve the employees' performance, which would show its results on the company's performance and success. Second, T&D should help the company to compete with other private companies in the sector and cope with technology changes, whereas others did not consider training as a vital element in success. In summary, the interviewees' viewpoints were as follows:

**Table 5.6 NEPCO's participants' views regarding T&D role in companies success**

Examples of Keywords	Patterns	Category
- When each employee becomes expert in his job, the company... -Since the development of the individuals leads to -it is not the only element of success. Don't forget.. - The service sector is more affected by T&D -...to compete with the private sector electricity companies -...latest development and most up-to-date technology	1.Improvement to job related skills 2.T&D have a minor role in success. 3.Face the competition 4. Cope with technology	<b>Expected role in company's success</b>

**C) The perceived role of T&D in company performance:**

All of the respondents confirmed the role that T&D could play in affecting the company's performance. They explained the T&D role by two views, as follows:

- The main viewpoint, represented by 62.5% of the interviewees, indicated that the company's performance is positively affected by the staff performance. In that regard an interviewee said,
 

*“Training is supposed to develop the employees' performance, improve their skills and gain them new talent which will affect the company's broad performance”*(NE13).
- Similarly, one interviewee admitted that the company's performance is the outcome of its staff performance; thus T&D could affect the overall

performance. However, he claimed that training is not the only factor, as follows:

*“The company’s performance is affected by the employees` performance. If each employee performs his job proficiently, the company performance will be positively affected. However we should note that this case is subject to external factors that may influence the company’s performance, like government regulations and so on”*(NM10).

- 37.5% of NEPCO participants pointed out that T&D helps in reduction of work injuries and accidents. In that respect an interviewee argued, *“Training may influence the company’s performance, especially for technical companies, where any misuse could lead to a real disaster for the company and the person himself. It is not logical to allow any person to deal with high voltage electricity equipment without proper and sufficient training...it’s a tragedy”*(NSu16).

**Table 5.7 NEPCO`s participants` views regarding T&D impact on company’s performance**

Examples of Keywords	Patterns	Category
<p>-whenever the capabilities...of the employees are high, their performance would be better.</p> <p>- If each employee performs his job proficiently, the company performance will be positively affected</p> <p>-any misuse could lead to a real disaster for the company and the person himself.</p> <p>- health and safety training sessions should reduce the work injuries, and consequently reduce....</p>	<p>1.Linked to advancement of employees` performance</p> <p>2.Reduction of cost and work accidents.</p>	<p><b>Perceived impact on company’s performance</b></p>

**D) The expected role of T&D in achieving the company goals:**

Participants` viewpoints regarding T&D`s role in meeting the company`s objectives were inconsistent and varying from no perceived role, a conditional role or a positive role. In more details, respondents` viewpoints were as follows:

- 50% of interviewees stated that T&D`s role in achieving the company`s goals stems from improvement of the employees. Moreover, they perceived that a qualified workforce is the basis of goal achievements. In this regard, an employee said:  
*“The company`s goals could only be fulfilled by having qualified and well trained staff; therefore the staff should be aware of the company's goals”*(NSe9). Another employee added *“...goals are not self-fulfilling, they need qualified staff to be performed”*(NE13).
- 25% of respondents claimed that T&D`s role depends on other factors like the nature of the organization and the top management commitment. In this regard some interviewees employed phrases like *“This depends on the top management belief in training”*(NM15), and *“Some companies – especially the services- depend heavily on their staff capabilities”*(NE11).
- 25% of respondents claimed that T&D has a minor role in achieving the company`s goals compared with other external factors like government regulations and competition. Finally, the participants` viewpoints are summarized in the table below,

**Table 5.8 NEPCO`s participants` views regarding T&D role in goal achievement**

Examples of Keywords	Patterns	Category
-maintain capable and strong workforce to help the company in achieving..... - the goals are achieved by the superior performance of its members	1.Depends on qualified staff	<b>Expected role in goal achievement</b>
- especially service companies - depends on the top management belief in training	2.Depends on other factors	
-government regulations and competition... - the external factors that strongly affect the.....	3. Minor role	

**E) The perceived appropriate timing for conducting the T&D:**

Concerning when the company should train the employees, the majority of respondents, 87.5%, claimed that T&D is a continuous and nonstop process. Moreover, the respondents listed several positions in which the companies should train their workforce, as follows:

- 37.5% of respondents agreed that orientation should be provided to newly recruited employees in order to familiarize them with the work procedures and their actual job requirements.
- Only the HR Staff representing 37.5% pointed out that T&D should follow the company`s replacement policy. In this regard an interviewee said:  
*“I think there must be a clear plan for replacement, when an employee gets promotion or a higher post, then he/she must be well trained for the responsibilities of the new job. At the same time we should prepare someone else to fill the vacancy”*(NSu12).
- Similar to the previous point, 25% of respondents –among the HR staff- indicated that training should be provided when employees are upgraded to a higher position.

**Table 5.9 NEPCO`s participants` views regarding the appropriate timing for T&D**

Examples of keywords	Patterns	Category
-a continuous process - Learning never stops -Training should be on a regular basis. -Especially for newly recruited employees -the beginning of his career life -especial concern of newly recruited employees -..you must train someone to replace him -a clear plan for replacement, -...prepare someone else to fill the vacancy -when an employee gets promotion or a higher post -you prepare someone for promotion	1. Ongoing /nonstop process  2.Orientation  3.Replacement  4.Upgrade to higher position	<b>Appropriate                      timing for                      T&amp;D</b>

**Table 5.10 NEPCO`s participants` views regarding T&D role**

<b>Theme</b>	<b>The perceived role of T&amp;D</b>				
<b>Categories</b>	<b>Importance</b>	<b>Company`s success</b>	<b>Company`s performance</b>	<b>Goal achievement</b>	<b>Timing</b>
<b>Patterns</b>	1.Coping with technology changes  2.Innovative way of thinking  3.Practical training on actual job requirements  4.Increase employees` morale	1.Improvement to job related skills  2. Minor role  3.Face the competition  4.Cope with technology	1.Linkd to advancement of employees` performance  2.Reduction of work accidents	1.Depends on qualified staff  2.Depends on other factors  3. Minor role	1.Ongoing process  2.Orientation  3.Replacement  4.Upgrade to higher position
Senior managers	3	2&3	1&2	1&3	1,2&3
Middle managers	1&2	1	1	2&3	1
Supervisors	2,3&4	1&4	1&2	1	1,3 &4
Employees	1	1&2	1	1&2	1,2,3 &4
HR staff	1,2,3&4	1,2&3	1&2	1&2	1,2,3 &4
Other professions	1,2&3	1&2	1&2	1,2&3	1&2

As shown above, the senior managers limited the importance of T&D to fulfilment of job requirements. Moreover, they did not perceive T&D to have an influential role in the company`s success and in goal achievement. However, the only conceived roles for T&D were the barest of competition and to reduce cost and work accidents. Remarkably, the HR staff were the only ones who linked T&D to employees` morale. They considered it to be a means to improve employees` satisfaction. Moreover, in regard to the company`s success, they were the only professionals who mentioned competition. Regarding the timing of training, they suggested two additional situations when training is needed, compared to other professions.



### **5.2.3 The Actual Practice of T&D:**

The section aims to explore how T&D initiatives were actually conducted and managed at the public company. Accordingly five basic categories were formed to clarify this issue as follows:

#### **5.2.3.1 T&D unit structure:**

All the participants agreed that there is a particular unit for training, titled the training section, working under the supervision of the HR directorate located in the headquarters in Amman. Furthermore, the company has a specialized training centre titled the Electrical Training Centre (ETC). The Centre's total building area is approximately 6000 sq. m, of which 3500 sq.m. are designated for laboratories and workshops, and 2500 sq.m. are for study rooms and the administration building ([www.nepco.com.jo](http://www.nepco.com.jo)). ETC provides more than 71 electrical programmes (ETC Training plan 2011) and contains 16 laboratories and 8 workshops. It was mentioned that the training centre is run on a commercial basis and concerned with technical courses only. Furthermore, respondents admitted that the basic target of this centre is the neighbouring and local market. The centre accepts the nomination of the company's employees to participate in its predetermined programmes if requested, as stated by the centre's manager.

Since this study is concerned with the HR perspective of T&D not the commercial aspect, the concentration will be on the training unit's activities. However, the roles and responsibilities of the training section as stated by formal rules and regulations will be discussed in more details in 5.3.

### 5.2.3.2 T&D strategy and plan:

#### ➤ T&D strategy:

NEPCO`s employees were asked whether the company has a formal T&D strategy and plans, T&D goals and whether training strategies and goals are integrated with the overall company strategy and how. Initially, it is important to mention that 62.5% of respondents were confused between the terms strategy and plan; this was evident from their answers regarding the strategy question as they answered it in terms of the existence of training plan. The following quotation reflects this issue:

*“There is a training plan.....aren` t they the same?”(NSu16).*

Therefore, the researcher explained this question to the participants in more detail and gave some explanation regarding what she meant by T&D strategy. However, all the respondents declared that the company has no T&D strategy. Accordingly, the researcher asked a follow up question to explore the reasons behind the absence of T&D strategy.

75% of the participants could not answer this question, as they could not explain the absence of T&D strategy. However, the senior managers, representing 25% of respondents tried to explain this issue from different perspectives. One of them stated that the company is seriously interested in preparing a strategy in the coming years, while the other said,

*“Building a strategy is a serious issue; it needs relative stability in the electricity environment, which is not offered nowadays. We are facing accelerating changes for example, after splitting Jordan Electricity Authority into three companies, two of them were sold to private investors...moreover, what is happening in neighbouring countries is affecting the Arab grid electric system...this of course has affected our priorities”(NSe14).*

#### 1. T&D objectives:

The interviewees were asked questions relating to T&D objectives, how these objectives are set, what are the bases for these objectives and how they are linked with the overall company`s objectives.

62.5% of participants claimed that there are no formal or written training objectives. Moreover, they claimed that since there are no written training objectives, consequently, there is no connection between training and company objectives. In this regard, an interviewee said,

*“No I don’t think that training objectives are consistent with the organization’s goals, simply because training reflects manager own desire”*(NE11).

37.5% of participants claimed that failure of TNA was the reason behind the poor linkage with the objectives. 25% of participants explained the absence of proper links between training objectives and the company’s overall objectives in terms of the perceived importance of training; In this regard, phrases like *“training is just decoration”*(NSe14) and *“training is tourism”*(NM15) were voiced during their conversations.

On the other hand, 37.5% claimed that the training objectives are linked to the company’s objectives, and among them, 25% claimed that the technical programmes are specifically linked to the company’s goals, as they are based on tenders or projects. In this regard an interviewee said,

*“...Our technical training programmes are specific, practical and most importantly they are linked with company tenders like purchasing new equipment, maintenance contracts and project tenders. So they are very precise”*(NM10).

## **2. Target level of performance:**

The interviewees were asked about the target level of performance, in order to identify how the company determines the gap between the existing level of performance and the desired one. Analysing the interviewees’ viewpoints revealed that the company as a whole has a target level of performance determined by technical indicators like continuity of supply of electric energy and transmitting of electrical power inside Jordan and neighbouring countries. Similar to the situation at CEGCO, the main broad performance indicators for NEPCO were not broken down into sections, jobs or individual indicators. However, raising this point created a situation of confusion among the respondents. For example an interviewee refused to give an answer for the absence of performance indicators, saying *“Sorry, I cannot answer this question...”*(NSe9). Another interviewee replied in an ironic tone *“What are you talking about!?”*(NM15).

On the other hand, one senior manager said, “*The performance system....Did not you know what happened at CEGCO*”, referring to the protest and strikes that occurred over a performance pay system.

Only one respondent tried to explain the situation by saying,

*“There are no job descriptions...we don’t know formally what we ought to do...we receive orders day by day from our managers.....accordingly how could they decide the target level of performance?”*(NE13).

The absence of T&D strategy and the related emergent patterns are summarized in the following table:

**Table 5.11 NEPCO’s participants’ views regarding T&D strategy**

Examples of Keywords	Patterns	Sub-categories	Category
<ul style="list-style-type: none"> <li>-There is a training plan aren’t they the same?</li> <li>-Extract from respondents’ answers.</li> <li>-I don’t know why</li> <li>- it needs relative stability in the electricity environment,....We are facing accelerating changes</li> </ul>	<ul style="list-style-type: none"> <li>1.Confusion between training strategy and plan.</li> <li>2. Ambiguity of reasons</li> <li>3.Requirement of stable environment</li> </ul>	<ul style="list-style-type: none"> <li>Explanations of strategy absence</li> </ul>	<b>Strategy formulation</b>
<ul style="list-style-type: none"> <li>-continuity of supply of electric..</li> <li>-transmitting rate of electrical power inside Jordan and neighbouring countries</li> <li>-purchase price.. Gas price..</li> <li>-No, I don’t know why.</li> <li>- There is no specific target performance.</li> <li>what happened at CEGCO?</li> <li>There are no job descriptions</li> </ul>	<ul style="list-style-type: none"> <li>1.The company has a target level of performance.</li> <li>2.The sections, jobs and individuals have no target level of performance</li> <li>3.Unions’ pressure</li> <li>4.Linked to absence of job description</li> </ul>	<ul style="list-style-type: none"> <li>Performance indicators</li> </ul>	

**Continued**

<p>-There is no connection at all...training is decoration          - I don't think so... there is no real analysis of training needs            - linked with company's tenders          - requirements that are created by tenders and big projects...</p>	<p>1.No preset training objectives.            2. Technical programmes are linked to the company's objectives.</p>	<p>T&amp;D objectives</p>	
<p>-Needs are not assessed accurately so it's not expected to achieve goals and vice versa.            -Training is not being handled seriously to establish objectives.</p>	<p>1. Failure of TNA            2.Training is not perceived as strategic.</p>	<p>Explanations of T&amp;D objectives absence.</p>	

➤ **T&D plan:**

Initially, it is important to distinguish between two types of training plans that are prepared by NEPCO. The first training plan is prepared by the HR department and covers the administrative, financial and technical programmes that are not covered by ETC and the technical programmes that are included within the company's tenders. On the other hand, the ETC prepares an annual technical plan (offers) that covers most electrical aspects. Since the ETC is run on a commercial basis, its plan is targeted basically to the local and the neighbouring market. As this study is interested in the HR perspective of training and not the commercial perspective, the concentration will be on the HR department's training plan.

In this regard, all the respondents agreed that the training section prepares a formal (written) training plan regularly every year under the direct supervision of the Human Resources Manager. The training section is responsible for preparing an action plan to clarify the schedule and the timing of the training programmes and preparation of the training budget as well. Furthermore, the training plan, action plan and the estimated training budget need the approval of the GM and the BOD to become official.

**a) Training Plan Objectives:**

The interviewees were asked some questions relating to training plan objectives, how these objectives were set and what were the bases for these objectives. The interviewees' answers were similar to their previous answers regarding the general objectives of T&D, as they considered that training plan objectives ought to be similar to the T&D general objectives.

However, despite the training plan being written, it contained no clear or written objectives in the view of 62.5% of the participants, while 37.5% declared that training objectives are not written but the company's general objectives are the bases of all the company's activities. This viewpoint is reflected by the following quotation:

*“We take into consideration the main goals of the company and the training needs of departments; then we try to fulfil these training needs by sending staff on training courses that they previously asked for, or even in some cases we are forced to hire an expert in a particular area”*(NSu12).

**b) T&D criteria and priorities:**

As mentioned earlier, all NEPCO's respondents declared that the training section prepares a plan every year. Accordingly, it was important to explore the criteria and priorities for training plans to get a deep understanding of how these plans are built and on what base they stand. Initially, it is important to mention that training criteria, from the interviewees' perspectives, are the same as training need analysis techniques, since 87.5% of respondents answered the question regarding training plan criteria by explaining how they actually prepared the training plan. The following quotation reflects this view:

*“All the departments are asked to fill specific forms regarding their demands of training for the coming year. All these forms are returned back to the HR department to build the plan”*(NE13).

Accordingly, the researcher explained to the interviewees exactly what she meant by training criteria, standards and rules on which decisions can be based. However, it was found that all the training decisions are taken by the departments' managers.

Furthermore the managers' recommendations require the GM's approval. In this context an interviewee said,

*"Basically determining the training needs depends on supervisors' opinions. Some supervisors seek their subordinates' view, but first and foremost it depends on the managers' estimations"*(NSu16).

One HR interviewee said,

*"Our training plan depends mainly on the training needs we receive from the departments (we only collect these needs and get the approval from top management). Actually we- as a training section- do not interfere with the managers' opinion regarding the needs of their department. Training first and last depends on them"*(NSu12).

Moreover, all the respondents declared that the direct managers' opinions and estimations are the bases for building the training plan. Only one interviewee added that besides the managers' recommendation, they utilized employees' performance appraisal and the requirements of new contracts, projects and tenders approved by the company, to build the training plan.

The interviewees were asked about the way T&D priorities are determined in order to understand the basis of the training plan. In this regard 62.5% of participants claimed that there is no formal basis for determining T&D priorities. In this context one employee answered ruefully,

*"I hope to reach this level of transparency where the priorities are known"*(NSe14).

The HR staff, representing 25% of respondents expressed different perspectives regarding this issue. For example one member of HR staff stated,

*"Our priorities are the main Strategic plan of the company"*(NSe9).

Finally, only 12.5% of participants, from the HR staff, as well, declared that they did not know whether or not there were specific priorities to organize training activities.

**c) Budgeting for training activities:**

The HR manager and training and development sections staff only were asked questions regarding the training budget, since they are directly concerned with this matter.

As mentioned earlier, the training budget is prepared by the training section staff under the direct supervision of the HR manager according to the training plan data collected from various sections and departments. Afterwards, they estimate the costs of each programme listed, to calculate the total cost. The estimated amount, along with an action plan of how and when these amounts are going to be spent, should be presented to the Board of Directors to gain formal approval.

The allocated amount for 2011 was 30000JD, representing .003% of the company's current working budget, while the amount for 2010 was 48000JD. In this regard the HR manager stated that whenever the company wanted to reduce expenditures, the first thing they thought about was the training budget. Although all the HR staff claimed that the preparation of the training budget follows the preparation of the training plan, they added that after the determination of the training budget they returned to the training plan to make the adjustment. In this regard an interviewee said,

*“The top management usually reduces the financial allocations of the training section. Therefore the training budget always becomes inadequate to implement the demands of the company's various departments. Accordingly we ask all the managers once more to determine what courses are fundamental, or cannot be postponed. Consequently we reduce again the number of courses to match our approved budget”(NSu12).*

Moreover, all the HR staff claimed that the training budgets were never sufficient to conduct the training plans. Furthermore, they stated that the personal effort and relations of the HR manager helped greatly this issue, as she had a good reputation and relationships in the training market in Jordan, where she would obtain special offers and sometimes free invitations for employees. In this regard, they added that being a governmental company helped as well, as they received many invitations from local and international institutions.

Overall, it was found that NEPCO prepares the annual training plan based mainly on managers' viewpoints regarding their subordinates' training needs. The plan is based on



TNA forms. It was also found that there were no clear objectives, criteria or priorities to prepare the plan. Moreover, the preparation of the training budget depended on the training plan, which may have to be modified to fit the allocated budget.

**Table 5.12 Characteristics of NEPCO`s Training plan**

Examples of keywords	Patterns	Sub-categories	Sort
<ul style="list-style-type: none"> <li>-no formal objectives...</li> <li>- don't perceive it as important</li> <li>- the main goals of the company</li> <li>- Through the main strategic plan of the company</li> </ul>	<ul style="list-style-type: none"> <li>1.Ambiguity of training objectives.</li> <li>2.Linked to company`s objectives</li> </ul>	<b>Plan objectives</b>	<b>Training plan</b>
<ul style="list-style-type: none"> <li>-There is a formal way to handle this issue</li> <li>-Training plan is built based on supervisor's observations</li> <li>- According to manager's decision</li> <li>-No formal priorities</li> <li>-Till now there is no clear basis to arrange the priorities</li> <li>-...no clear or understandable priorities</li> </ul>	<ul style="list-style-type: none"> <li>1.No formal criteria for building training plan</li> <li>2.Ambiguity of training priorities.</li> </ul>	<b>T&amp;D criteria and priorities</b>	
<ul style="list-style-type: none"> <li>-...reduces the financial allocations</li> <li>- It is not adequate at all</li> <li>-we always suffer from insufficient budget.</li> </ul>	Inadequate training budget.	<b>Budgeting</b>	

**Table 5.13 Characteristics of NEOCO`s T&D strategy and plan**

Category	T&D strategy and plan						
Sort	Strategy				Plan		
Sub	Explanations of absence	Performance indicators	T&D objectives	Explanations of objectives absence	objectives	plan basis	Budgeting
Patterns	1.Confusion between strategy and plan.  2.Ambiguity of reasons  3.Requirement of stable environment  4.Strategy in preparation	1.The company has a target level of performance.  2.The sections, jobs and individuals have no target level of performance  3.Unions` pressure  4.Linkd to absence of job description	1.No preset training objectives.  2.Technical programmes are linked to the company`s objectives.	1.Failure of TNA  2.Training is not perceived as strategic.	1.Ambiguity of training objectives.  2.Linkd to company`s objectives	1.No formal criteria for building training plan  2.Ambiguity of training priorities.	Inadequate training budget.
Senior managers	3&4	1,2&3	1&2	1&2	1&2	1&2	1
Middle managers	1&2	1&2	1&2	1&2	1&2	1&2	-
Supervisor	1&2	1&2	1	2	1	1&2	-
Employees	1&2	1,2&4	1&2	1	1&2	1&2	-
HR staff	1,2&3	1&2	1&2	-	1&2	1&2	1
Other professions	1,2&4	1&2	1&2	1&2	1&2	1&2	-

As shown above, there were no major differences between participants` perceptions regarding the T&D strategy and plan, unless that HR staff did not give explanations for

absence of overall T&D unit objectives since they previously claimed that although the objectives were not written, it is understood that they are extracted from the company`s overall objectives. On the other hand, senior managers were the only category who could give an explanation for the absence of T&D.

### **5.2.3.3 Training process:**

Participants were asked some questions to explore how the training process is run at NEPCO, specifically regarding the traditional training cycle (TNA stage, designing, implementation and evaluation). The respondents` answers were as follows:

#### **1. Training needs assessment:**

The interviewees were asked about TNA in their company, to find out whether or not the Training section analyses the training needs at three levels (company, job and individual). However there were no differences in participants` views regarding this point as 75% of participants declared that the training section does not analyse the training needs at three levels. The following quotation by one of the HR staff reflects this view:

*“We send a form at the end of each year, specifically in October for all the company`s departments in order to determine their training needs for the coming year. After the department managers fill these forms they send it back to us to transmit these needs and we present it to our top management for final approval. This method is used to determine the individual, the job and the company training needs and no other ways are used”*(NSu12).

Only the HR manager answered affirmatively to this question. For example, the HR manager tried to explain this situation, as she said that although there was nothing written and no formal way to handle this point, still they tried to extract the upcoming training needs from the company`s strategic objectives and future projects. In contrast, 12.5% of respondents stated that they were not sure.

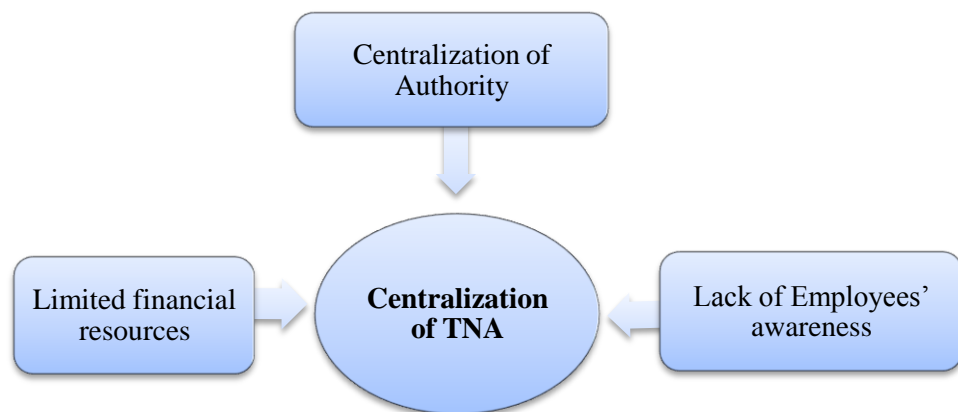
It is important here to mention that this question was followed by more specific questions regarding each level separately, to find out how the company assesses each level of training needs.

- **Individual TNA:**

Considering the participants' perspectives regarding how the company assesses individuals' training needs and how the employees are nominated revealed that the respondents were not satisfied with the TNA method, as they considered it to be an unprofessional and unsystematic process.

- According to 87.5% of participants, the only method used to assess the employees' training needs is employees' direct managers' observation. The interviewees expressed their dissatisfaction with TNA techniques in different ways. In this regard, they listed several reasons for using this method, as shown below,

**Figure 5.1 Explanations for TNA centralization**



- Half of the participants linked the utilization of managers' opinion in TNA to the lack of employees' awareness of the importance of training. In this regard an interviewee said,  
*"I'm sure that if employees were given the choice, they would select unrealistic courses"*(NSu12).
- On the other hand 37.5% of the participants claimed that centralization of authority is the reason behind this situation, as all the decisions are limited to the top management. In this regard an interviewee argued,

*“...That refers to the centralization of decisions. Every tiny decision needs the General Manager`s approval”(NE13).*

*“This method is used since our management is characterized by centralization with a tall hierarchy structure. Accordingly you cannot expect training management to be flexible!!!”(NSe14).*

This point arose indirectly during the researcher`s chat with the interviewees on more than one occasion; Remarkably, the HR manager stated that even free invitations for training programmes require the general manager`s approval as an act of precaution, since any accident during a training programme is considered to be a work accident. Accordingly, the employee should be paid all the benefits and financial compensations for which he/she is eligible as if they were at their workplace.

- 12.5% of participants claimed that the limited financial resources were an obstacle to effective TNA, since it was necessary to assess only the foremost needs each year.
- On the contrary, 12.5% of participants claimed that besides depending on the managers` direct observation, they utilized employee' performance appraisal and the requirements of new contracts, projects, and tenders to assess training needs.

Regarding senior managers` training needs, 60% of participants claimed that they were assessed by themselves. 40% claimed that the GM assesses his deputies` needs.

- **Job TNA:**

The majority of NEPCO`s respondents, represented by 62.5% of participants, claimed that the HR department does not analyse job training needs, whereas 25% claimed that they were not aware of the differences between individual, job or company training need. In that respect an interviewee said,

*“I don`t know the differences between levels you are talking about”(NM10).*

Only 12.5% of participants claimed that job training needs are assessed through work requirements. In this regard an interviewee said,

*“ Job needs are assessed through work requirements; whenever there is a new substation, tower, or any expansion, for such issues, training is always considered as a priority”* (NSe9).

On the other hand, 37.5% of the participants pointed to this issue indirectly during their conversation, as they claimed that particular professions require specific types of training due to the dangerous nature of these jobs.

To summarize, the assessment of training needs according to the job requirements is very limited at NEPCO, related only to technical (electrical) professions. However, there are no formal methodical procedures to handle this issue.

- **Company TNA:**

Similar to the job TNA, the respondents did not consider that the company carried out analysis at this level. In this regard 75% of respondents agreed on this point. For example an interviewee said,

*“They don’t do this either. I don’t think that training analysis reaches this level!!”* (NSu16).

On the other hand, 25% of participants claimed that the requirements of new contracts and projects are taken into consideration when preparing the training plan. In this context, the HR manager said

*“Our training plan covers the training courses that are associated with tenders, projects and/or expansion of any plant.”*

Another employee argued,

*“We try to match between the company’s goals and aspirations to decide what exactly is needed from training”* (NM10).

As there was conflict between the employees’ answers, the researcher asked the HR manager for more clarification about how project requirements are taken into consideration in preparing the training plan. However, it was found that new projects

are usually associated with training contracts. Hence, the training courses included in new projects and tenders had to be listed in the training plan to follow the implementation of these courses.

Overall, individual training analysis at NEPCO depends mainly on department managers' opinions and estimations of their subordinates' needs. Job and company training needs are not assessed on a specific timetable, except in some limited cases where the requirements of a particular profession require a specific type of training, basically regarding the safety issue.

- **Fair selection:**

The employees were asked whether or not there is any responsible unit that receives the employees' complaints and grievances regarding unfair selection for training programmes. Similar to the situation at CEGCO, the employees' answers were a mixture of depression and irony. However, 87.5% of the respondents declared that there is no specialized unit to deal with this issue. Nevertheless, some of the HR staff, representing 12.5% of participants, tried to express a more positive view regarding this point. In this context, one interviewee said,

*“Any employee can send his complaint about unfair selection or any notes or recommendations to the top management through an email (PORTAL system)”(NSe9).*

Accordingly the researcher raised this point in the interviews that followed the mentioned reply, to explore the extent to which the employees were aware of such a procedure. However, the participants' answers held the same meaning but with some more clarification, for example,

*“Our managers are responsible for the nomination from the first beginning...if any employee was not satisfied with their opinion, is it logical to let them judge the situation again?!”(NE13).*

Overall, the participants' views regarding the TNA stage are shown below,

**Table 5.14 NEPCO`S participants` views regarding TNA procedures.**

Examples of keywords	Patterns	Sub categories	Category
<ul style="list-style-type: none"> <li>-Every department manager states his/her subordinates` training needs</li> <li>-The supervisor`s recommendations.</li> <li>- There is a no formal way to.....</li> <li>- Employee's performance appraisal</li> </ul>	<ol style="list-style-type: none"> <li>1. No systematic way of analysing individual training needs.</li> <li>2.Performance appraisal</li> </ol>	Individual TNA	<b>TNA stage</b>
<ul style="list-style-type: none"> <li>- They don`t analyse it this way.</li> <li>- We don`t analyse the job training needs</li> <li>- new substation, tower, or any expansion</li> </ul>	<ol style="list-style-type: none"> <li>1.No systematic way of analysing job needs.</li> <li>2. Limited extent of job TNA</li> </ol>	Job TNA	
<ul style="list-style-type: none"> <li>-We don`t analyse company`s training needs</li> <li>- There is no one way to analyse training needs.</li> <li>- no methods used to determine the company`s needs</li> <li>-Requirements of new contracts, projects, tenders approved by the company</li> </ul>	<ol style="list-style-type: none"> <li>1.No analysis</li> <li>2.Limited extent for company TNA</li> </ol>	Company TNA	
<ul style="list-style-type: none"> <li>-if we give the employees the choice... then they will select unrealistic courses</li> <li>- They are not fully convinced about training</li> </ul>	1.Lack of employees awareness	Explanation for centralization of TNA	
<ul style="list-style-type: none"> <li>- our management is characterized by centralization with....</li> <li>-first and last it`s the general manager`s decision</li> <li>-..But it is bureaucracy</li> </ul>	2.Centralization of authority		
<ul style="list-style-type: none"> <li>-..due to the limited financial resources</li> </ul>	3.Limited financial resources		



## 2. Designing stage:

Firstly, it is important to recall that NEPCO has a separate electronic training centre. Accordingly, they design their own electrical programmes. However, they depend on external providers to cover other areas, like administrative and financial courses. In this context the ETC manager stated,

*“We only carry out the technical programmes, while the HR department manages the other types of training courses (administrative and financial). The HR department also handles other types of technical programmes that we don’t provide, as well as the technical courses that are part of contracts or tenders”.*

On the other hand, having their own ETC did not prevent employees from participating in local and international workshops and seminars to keep up with the latest development in the electricity market. This point was asserted in the NEPCO`s monthly and annual training reports, as several seminars and workshops were listed, as will be discussed in more details in the following section. In this regard an interviewee said,

*“Personally I’ve attended several national and international workshops and seminars; they helped me in realizing where we are in the electricity industry, comparing ourselves with other countries and it opened new areas of knowledge, broader prospects and wider perceptions”*(NM10).

In order to get deep understandings regarding how the company designs its training programmes, the researcher asked the ETC managers some questions regarding this issue, and the following points were explored:

**First**, as ETC is basically run on a commercial basis, the centre tries to cover all electrical aspects, even if they were not requested by NEPCO.

**Second**, the programmes provided depend on the facilities (laboratories, workshops and simulators) available and the professional staff at ETC. Moreover; they utilize several types of training techniques, like lectures, workshops, simulators and demonstrations.

**Third**, the design and the contents of some programmes depend on the client`s request, as some companies- especially from neighbouring countries- ask for particular topics and subjects; the programmes in these cases are designed specifically for them.

**Fourth**, ETC provides training programmes for undergraduate students. Those programmes are designed in cooperation with the engineering technology faculty at Yarmouk University, in order to create alignment between what the students study theoretically and what they should be practically trained on. The HR manager said,

*“ETC practically train the students of the various universities either from Jordan or Palestine as graduation requirements. We –as the HR department- manage the whole process from correspondence to students’ numbers. The subjects that are covered by these programmes are set and reviewed with the Engineering Technology Dean.”*

**Fifth**, according to the HR literature, the organization should translate the determined training needs into training programmes and decide the tactics or training methods that are going to be used at the designing stage. In this regard the researcher asked the ETC manager to explain how they handle these points. He said,

*“Actually, the situation is to the contrary, we offer what we can offer according to the availability of facilities and staff. We prepare the training plan and list the programmes that we could carry out and circulate it to the various company departments for nomination....On the other hand, we develop specific programmes for other electrical companies in Jordan and neighbouring countries when they ask for them.....again, this depends upon our facilities”.*

In conclusion, the ETC design and carry out the technical electronic programmes for NEPCO and other companies trainees. They utilize several training techniques like lectures, workshops and simulators. The nature and contents of these programmes depend on the availability of facilities, simulators and qualified staff. There was no clear link between TNA stage and the designing stage.

Finally, the researcher asked about the on-the job training between supervisors, employees and/or colleagues, all participants admitted the informal existence of on-the-job training, particularly for the newly recruited employees. In this regard, all participants claimed that, although there is nothing written, but it is commonly understood the training of new employees is the responsibility of their direct supervisors. The techniques used, methods of delivery and timing of training are subject to the supervisors` and the job requirements issue.

### 3. Application of the acquired T&D knowledge at work.

The interviewees were asked about the application of the skills and knowledge acquired through T&D activities at the workplace. They revealed many factors which may influence the application process, as follows:

- 50% of respondents claimed that implementation of acquired skills and knowledge depends heavily on the type and the nature of the programme. They considered that technical programmes could and should be implemented at work, while other types of programmes are not easily implemented. In that respect an interviewee said,

*“The technical programmes are the easiest courses to be implemented and the most important programmes to be applied as well. However, other types of programmes like communications and negotiation skills are vague, depend on personal skills and are hard to implement”*(NSe14).

- 12.5% of participants claimed that besides the nature of the programmes; implementation of the acquired skills and knowledge depends on the employee him/ herself. The following quotation reflects this viewpoint:

*“It depends on the person.....For example, the newly recruited employees implement what they learn, because they depend heavily on training to learn the basics of their technical work. Moreover youth are more interested in training, they are fascinated in learning new things. But the problem lies with older people; they are not convinced about training. Unfortunately they are the managers”*(NSu16).

- 12.5% of respondents claimed that implementation depends on the nature of the organization, as they considered that service companies depend more on training.
- HR staff declared that each employee who was nominated for training programmes should give a lecture to all his/her colleagues representing the subjects that were addressed at the programmes. However, they claimed that although this issue is expressed in an article of the training activities regulations of 2011, there is no full commitment to this issue.

Thus, participants highlighted the nature of the company, nature of the programme and employees themselves instead of discussing the steps taken to ensure the implementation of the new skills or knowledge at work.

#### **4. Evaluation stage:**

Employees were asked some questions regarding the evaluation stage and how the company measures the outputs of the training initiatives. In this regard 50% of the respondents declared that there is no methodical way to assess the training activities' outcomes. In this context one ETC employee stated,

*"...They always ask us about the profit we gain only and never ask us about return on training or even employees' satisfaction"(NSe14).*

On the other hand the HR staff referred in their answers to the training instruction and regulations of 2011, which stated that:

- Each nominated employee should present a training certificate to the HR department once the training programme is completed.
- He/she should prepare a report on the training activity he/she attended within two weeks from the termination of the activity.
- He/she should provide the HR department with the academic material that was covered in the training programme to be kept in the company's library.
- The nominated employee should give a lecture for all his/her colleagues representing the subjects that were addressed at the programme.

Moreover, the HR staff stated that the training hours, numbers of trainees and programmes are counted at the end of each year.

In theory, the evaluation stage is supposed to assess the validity and adequacy of the T&D objectives, the appropriateness of the content of the programmes, the effectiveness of the techniques used in reaching the objectives, the material used, the instructors and the methods used in training (Albahussain,2000). However, these issues were not addressed in NEPCO's evaluation process.

**Table 5.15 NEPCO`s participants` perceptions regarding training process**

category	Training process						
Sub	Need assessment				Designing	Implementation	Evaluation
	Individual	Job	Company	Explanations			
<b>Patterns</b>	1. No systematic analysis.	1. No analysis	1. No analysis	1.Lack of employees` awareness	1. Designing is limited to technical electronic programmes	1. Depends on programme nature	1.No evaluation
	2. Based on performance appraisal	2. Limited extent of job TNA	2.Limited extent of company TNA	2.Centrality of authority  3.Limited financial resources	2. Designing is not connected to TNA.	2. Depends on employees  3.Depends on company nature	2.Limited procedures for evaluation.
Senior managers	1&2	1&2	1&2	1&2	1&2	1	1&2
Middle managers	1	1&2	1&2	1	1	1	1
Supervis-ors	1	1&2	1	1,2&3	1	1&2	1&2
Employee	1	1	1	2	1	3	2
HR staff	1&2	1&2	1&2	1,2&3	1	1&3	2
Other profession	1	1&2	1&2	1&2	1&2	1&2	1

As shown above, the senior managers were the only managerial level who claimed that TNA is based on performance appraisal besides the managers` opinion. Regarding the designing stage, they also claimed that designing is limited to technical programmes and not linked to need assessment. Supervisors were the only managerial level who claimed a high degree of centralization as an explanation for the centrality of TNA.

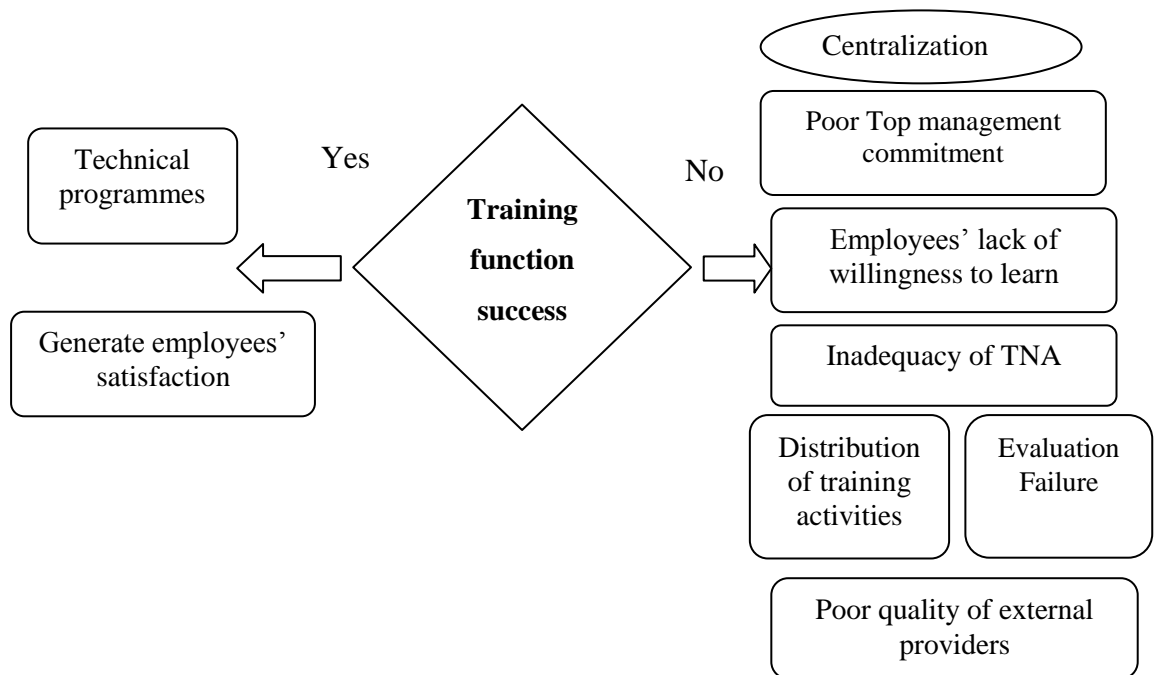
From the professional perspective, the HR staff were the only ones who claimed that TNA is based on performance appraisal and the managers` opinion. They held the same

perceptive as other professions regarding the designing and implementation stages. However, they rejected other professionals' argument of complete absence of an evaluation stage, as they claimed that there are limited procedures to be followed to evaluate training effectiveness. Finally, only the HR staff stated that limited financial resources are an obstacle to effective training.

#### 5.2.3.4 Perception of training function effectiveness:

Similar to the situation at CEGCO, employees' perceptions about training functions success in their company received more remarks and discussion than any other topics discussed in the interviews. However, the discussion about training function success involves two perspectives. The figure below indicates training function success and the rationale for each perspective.

**Figure 5.2 NEPCO's participants' perceptions regarding training success**



- 12.5% of participants claimed that training activities were successful and generated employee satisfaction as well, while 37.5% saw the success of training activities as limited to technical programmes only. In this regard an interviewee said,

*“It depends on the type of training. To explain, the technical training programmes has achieve the desired level, because these courses are based on specific needs and pre prepared”*(NSe9).

- Unfortunately, 50% of participants perceived training activities at their company to be failures. In this regard they mentioned several reasons for the deficiencies of such activities, as follows:
  1. **Over centralization:** 62.5% of participants claimed that centralization of decisions is one of the foremost reasons behind the failure of training. They claimed that limiting the authority of nomination to managers creates an environment of bias and unfair selection. Furthermore, words like “bureaucracy”, “tall hierarchy” and “centralization” were used by participants to indicate this situation and the absence of authority delegation.
  2. **Poor top management commitment:** 62.5% of participants linked the failure of training to their top management`s lack of commitment. They claimed that top management was not fully convinced of training importance, and did not view training as a priority. In this regard they gave several examples to clarify this point, like the reduction of training budget and the way training programmes were distributed.
  3. **Employees` lack of willingness to learn:** employees` lack of awareness of training importance and their lack of enthusiasm and willingness to learn is another obstacle to effective training, in the view of 50% of participants. In this regard they claimed that employees are not interested in learning but in money and the free time away for their job pressure. In this context several comments were made such as:

*“Employees are responsible for the current situation. They are only looking for external courses (outside Jordan) or -if they could not have it – they will prefer any course that is far away from the city he where they live....They are not fully convinced about training, it’s only a means to have some days off”*(NSe14).

One of the ETC centre’s interviewees added,

*“Another serious problem lies in linking the training courses with financial returns; we always notice that Aqaba branch employees prefer to attend our courses. Since*

*Aqaba is far away from our centre; accordingly the company pays them pocket money. They don't come for the sake of the course*"(NSu16).

Furthermore, an interviewee claimed that the problem lies in the employees, not the company's management; giving an interesting example of this issue, he stated, "*...for me I'm trying to be more creative. I usually prepare working papers for conferences; if my proposals are accepted then I will gain free participation at the conference. Our company doesn't fight innovation; managers only encourage the hard working employees*"(NM10).

It is important to mention that employees' lack of willingness to participate in training was associated with other problems like the inadequacy of TNA techniques.

- 4. Inadequacy of TNA techniques:** 37.5% of participants claimed that one of the training problems is the failure of TNA, as they did not consider it to be methodical and it does not stand on a formal or clear basis. The following quotation reflects this viewpoint:

*"Sadly I can say that the efforts of training are not linked to explicit objectives and do not stand on a proper base, so we cannot assess what we really need. Accordingly we can't expect good results"*(NE13)

Furthermore, phrases like "*it depends heavily on managers' opinion*" and "*depends on your relations with top managers*"(NM15) were repeated several times to indicate this situation.

- 5. Distribution of training activities:** as mentioned earlier, the training activities at NEPCO were divided between the training section which is located at the HR department and the ETC department. While the training section is responsible for administrative, financial and some other types of training that are not covered by ETC programmes, the ETC is responsible for electronic programmes. 37.5% of participants considered that there is no rational justification for this division. They claimed that both should follow the same department to facilitate the nomination of NEPCO's employees to ETC programmes and to create better control of the whole training process, either for their own staff or external trainees. In this regard an employee stated,



*“For me I see no reasonable answer for dividing the responsibilities.....only to bring up vacancies”(NSe14).*

- 6. Failure to evaluate the training activities:** as mentioned in 5.2.3.3, 50% of participants claimed that the company does not evaluate the training activities to measure whether or not they are producing valuable outcomes. This point was raised again as an obstacle to training success from the view of 12.5% of participants.
  
- 7. Poor quality of external providers:** the poor and unsatisfactory performance of training providers was another reason for unsuccessful training, in the view of 12.5% of participants. In this regard they claimed that external training providers do not make real effort in preparing their programmes, and that their techniques depend mostly on lectures, as they are inexpensive and do not require superior trainer skills. The following quotation reflects this view:  
*“Most courses are failures; this may refer to an endless list of reasons, but one of the most important reasons is the weakness of training centres....they are all working on a commercial basis and don't pay attention to the quality of training. Moreover, they hold the programmes in attractive resorts and hotels to attract candidates....But they only depend on lecture..to save time and money”(NE11).*

**Table 5.16 NEPCO`s participants` perceptions regarding training success**

Category	T&D effectiveness	
	Perceiver success	Obstacles to effective training
Patterns	1. Training activities were not a success  2. Technical training activities were a success.  3. Training activities were a success	1. Over centralization 2. Poor top management commitment 3. Employees` willingness to learn 4. Inadequacy of TNA. 5. Distribution of training activities: 6. Failure to evaluate training outcomes 7. Poor quality of external T&D providers
Senior managers	1,2&3	1,2,3,4 &5
Middle managers	1&2	1,2,3,4&5
Supervisors	2&3	1,2,3&5
Employees	1	1,3,4&7
HR staff	1,2&3	1,2,3,4&7
Other professions	1&2	1,2,3,4,5&6

As shown above, the HR staff were the only ones who pointed out that some training programmes were successful. Moreover, they did not consider the splitting of training activities or evaluation as an obstacle to effective training.

**5.2.3.5 Type and range of T&D activities:**

All participants agreed that the company covers all types of training for all professions (technical, financial and administrative, safety and health). Furthermore, the range of training was not a clear concept for them. However, after the explanation was offered, they claimed that training interventions covers all aspects (knowledge, skills, attitudes, technique and adjustment). This point will be discussed in more details in the document analysis section.

### 5.2.3.6 Understandings of T&D function:

Although all NEPCO's interviewees expressed their belief in the importance of T&D, the phrases "*training is decoration*" and "*tourism and pocket money*" were repeated six times during the interviews. In a similar context 25% of participants claimed that none of the staff (managers and employees) are fully aware of training importance. In this regard an interviewee said,

*"Employees are not fully convinced about training...Believe me they are exactly like their managers"*(NSe14).

Moreover, an ETC manager related an interesting story to indicate that training is not considered a priority, but seen as an activity that could be eliminated when needed, as he said:

*"Mentality in understanding training is also a big dilemma; I can remember one situation where a department manager refused to send any of his subordinates to our training courses for two years, due to a personal dispute between me and him"*.

From the previous examples and other indicators, it was found that training was not perceived to be a part of the job requirements. In this regard, an interviewee said,

*"Employees also don't consider training as a critical part of their career path"*(NSe14).

An additional indicator regarding respondents' perception of training was the way they judged good training. Similar to the situation at CEGCO, many of the expressions used indicated that good training programmes are external programmes (outside Jordan) or in those for which pocket money is received, whereas the real value, or content of the programmes did not carry the same importance. For example the researcher asked a complaining interviewee whether he would choose a training programme in Sharm Elshiek (a resort) or in Amman (the capital). He replied, with big laugh: "*I choose to swim at Sharm... and I will learn later*".

On the other hand, it was mentioned earlier that 62.5% of respondents were confused between the terms training strategy and training plan. Moreover, there was confusion between the training plan and TNA. All the respondents answered the questions regarding preparation of training plans by the way they assessed individual training needs. Thus, they considered the plan as the final result of the individual TNA process.

A third confusion was found between the training process and the training techniques. This point was discovered when the researcher asked about the effectiveness of the training function at NEPCO. All of the respondents evaluated the training programmes held by the company rather than evaluating training as a function that should have different components.

Finally, it should be mentioned that although the researcher explained to all the interviewees that this study is about T&D, all the respondents during their conversation used the term training alone. This could refer to the nature of the development section's responsibilities, as they are in charge of preparing managerial studies only. However, this issue will be discussed in the following section. Finally, participants' understanding of the training function is summarized in the following table

**Table 5.17 NEPCO's participants understanding of training function**

Examples of keywords	Patterns	Category
- training is decoration - training is tourism  Extract from their answers  Extract from their answers regarding training plan.  Extract from their answers.	1. Training is perceived to be a luxury  2. Confusion between training function and the training techniques  3. Confusion between training plan and training need identification  4. Poor criteria for judging good programmes.	<b>Understanding of training function</b>
Senior managers	1,2,3&4	
Middle managers	1,2,3&4	
Supervisors	2,3&4	
Employees	1,2,3&4	
HR staff	1,2,3&4	
Other profession	1,2,3&4	

### 5.3 Document Analysis:

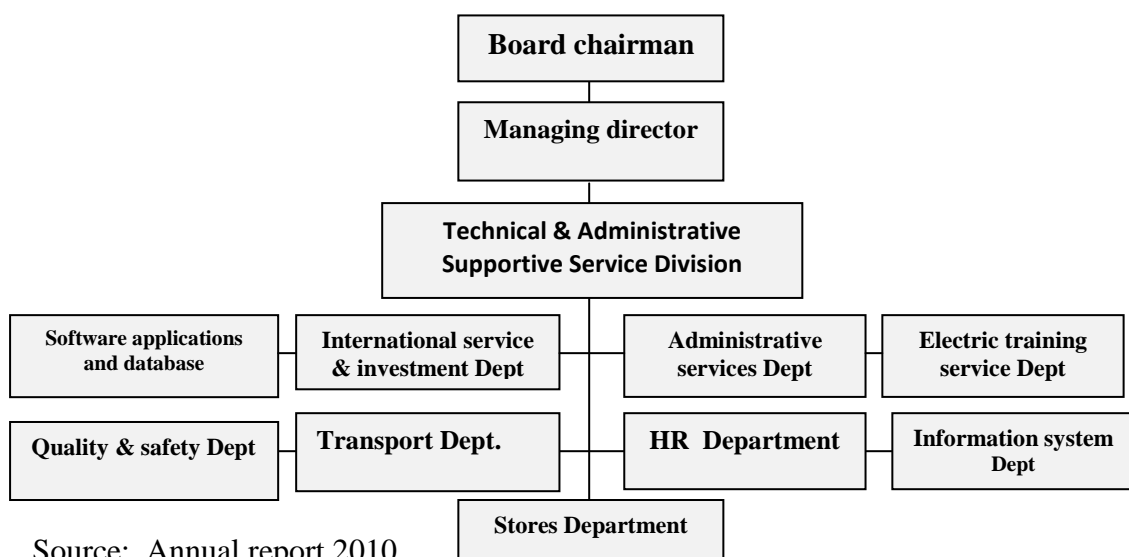
This section reports on the analysis of the public company's documents. For this purpose, the training section regulatory instruction, annual report, company's annual report, travel and transport instruction and daily correspondence were investigated and analysed. As discussed in Chapter Three, the analysis procedures were based basically on the third research question (the actual practice of T&D). The written statements were identified and coded based on what had been determined from the interview analysis. Further ideas were identified and coded according to their meaning and purpose; those emergent ideas were clustered to formulate patterns, which were located under relevant categories, or in some cases new sub-categories, were formulated. Finally, observation notes were analysed and placed under the appropriate categories

#### 5.3.1 Training unit structure and role:

##### 5.3.1.1 HR division structure:

As mentioned in Chapter Three, NEPCO is the legal and actual successor of JEA. The HR division was established along with the establishment of the JEA in 1967; it used to be titled the "Administrative and Personnel Affairs Department". The department has been upgraded to become the "HR division" under NEPCO patronage. The HR department is affiliated with the Technical and Administrative Support Services Division; the location of the HR department in the organizational structure is shown next:

**Figure 5.3 HR department organizational structure**



Source: Annual report 2010.

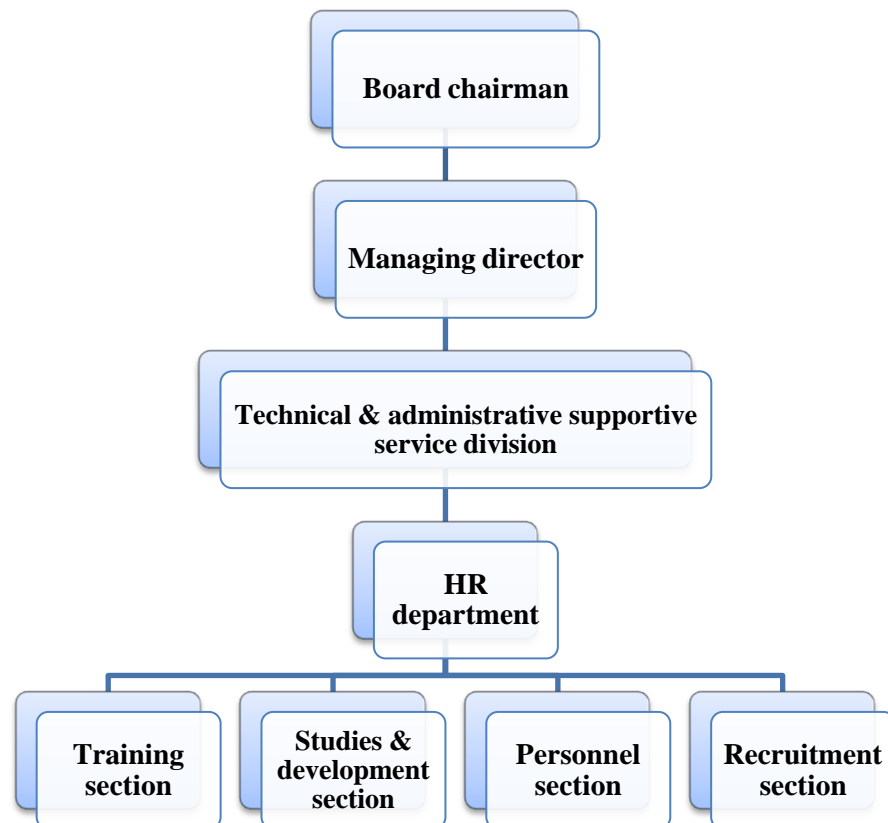
What is remarkable here is the location of HR department under the support service division, along with service departments like the transportation department, stores department and administrative services. This location indicates that HR activities are considered to be a supportive function rather than a strategic one.

The HR department is located within the middle managerial level; the long hierarchy indicates that the HR department is not seen as significant enough to report the general manager directly. Besides, this structure shows that the HR department does not have adequate independence to make autonomous decisions.

### 5.3.1.2 T&D sections structure:

The HR department consists of four sections (Training, Personnel, Recruitment, and Studies and Development). The structure of the HR department is as follows:

**Figure 5.4 Training and development sections` organizational structure**



Based on company`s annual report 2010.

As shown, NEPCO has two separate units for T&D; the Training Section and the Studies and Research Section. Both sections are located under the direct supervision of the HR Department manager. The total number of HR Department staff is 19 employees, which represent 1.3% of the total company workforce. There are four employees in the training section and two in the studies and development section. The average experience for both sections is 4.37 years. The distribution of employees, with their experience and backgrounds, is shown below:

**Table 5.18 NEPCO`s Training section employees**

<b>Position</b>	<b>Educational background</b>	<b>Experience in T&amp;D field</b>
Training section head	Business administration	11 years
Training administrator	Management information system	3 years
Training administrator	Management information system	1 year
Clerk	Business administration	2 years

**Table 5.19 NEPCO`s Development section employees**

<b>Position</b>	<b>Educational background</b>	<b>Experience in T&amp;D field</b>
Development section head	Accounting	7 year
Administrator	Business administration	2 years

As shown above, the training and studies and development sections` employees held different educational backgrounds; two hold a master degree, three Bachelors` degrees and one held a diploma. This situation was explained by the absence of any job description and specification that determines the qualifications of the job holders.

Furthermore, according to the organizational structure, the training section should report to HR department manager who reports to the Technical & Administrative Support Service division, the latter reports to the GM. Thus, the training department is located within the lower managerial level. This long chain indicates that the Training Section is not considered to be significant or strategic enough to report to the GM directly.

### **5.3.1.3 Training section responsibilities:**

The training section`s tasks and responsibilities are set out in the regulatory instruction of training section article of 2011, based on the provision of Article 68 of workforce legislation No 2 of 1997 and its amendments. Basically the section`s responsibilities are to:

- Identify the training needs of various company departments, in coordination with department managers and prepare the annual training plan.
- Circulate training offers to the related department and summarize their viewpoints regarding employees` nomination.
- Notify the General Manager of candidates to gain approval.
- Fill all the required forms and/or applications; follow up the nomination procedures with the programme provider and forward copies of the nomination correspondence to the financial department to pay the fees.
- Enter all the data in the E.R. P system.
- Inform the Personnel department, in order to have the nominated employee considered as formally absent.
- Inform the financial department of employees` eligibility for pocket money.
- Inform the candidate in case of cancellation or delay in the programme timing.
- Save a copy of all correspondence and the programme certificate in the candidate`s personal file.
- Sign a work contract with the candidate to ensure his/her continuity at work for a period equal to twice the length of the training programme if the fees are 500JD or more.

Besides, it was found from the researcher`s observation during the period she spent at NEPCO and from questions she posed to the HR manager and staff regarding their actual duties, that they are responsible for more tasks than those listed in the regulations. Most of these tasks are considered to be community services, for example:

- Cooperation with The International Association for the Exchange of Students for Technical Experience (IAESTA) by offering training opportunities to guest students.



- Cooperation with the Jordan Engineers Association by providing training opportunities for new graduates (six months for each trainee) in order to help them gain the required experience.
- Cooperation with the Ministry of Public Works and Housing in their new graduates training programmes by providing training opportunities for new graduates (one year for each trainee).
- Training of undergraduate students in different disciplines for graduation purpose.
- Organizing field visits for Jordanian university students to NEPCO`s power stations.

The training section`s role in all the mentioned tasks is to receive training requests from various institutions, universities and colleges, conduct all the correspondence regarding this issue with the company`s sites, follow up the trainees during their training period and send the assessment forms to their ministries, universities or colleges at the end of their training period.

The researcher was allowed to access the daily training correspondence during the period she spent at NEPCO. Basically, the correspondence was training programme offers from various local and international providers, training opportunity requests from various colleges and universities, and transportation allowances and authentication requests from the financial department to pay the training programme fees.

The training section receives an enormous number of training programme offers every day. However, most of these offers are considered as junk mail, since the training staff takes into account only the programmes that were previously listed in the training plan. Once more, the managers are asked to confirm their previous nomination and the suitability of topics and timing.

Unlike CEGCO, adhered NEPCO completely to their training plan, unless they received a free invitation to a training activity. This issue was explained by the training section head as she said:

*“As we are a governmental company, we receive a lot of invitations either from local institutes, governmental institutions like the Ministry of Planning or international foundations like Japan International Cooperation Agency (JICA) and Swedish International Development Cooperation Agency (SIDA). Those programmes are not listed in our plan, but we nominate for them as the grants are excluded from the plan.”*

Finally, the training section is responsible for correspondence between the company and the external providers, and between company departments to arrange financial matters. Additionally, the training section is responsible for notifying the relevant department about the place and timing of programmes. This correspondence supports the idea raised previously, that the training section is a service section and its role does not extend beyond organizing and preparation of correspondence. The actual decision regarding employees’ participation in training activities is based on managers’ assessment and the GM’s decision as well.

Regarding the above, several comments may be made. First, according to the written rules and regulations, it is noted that all the tasks assigned to the training section are service and functional tasks; there is no effective or influential role during the whole training process. Likewise, even with the extra duties that training staff perform, none of these tasks could be considered to be strategic.

Second, the regulations manage the training function from the perspective of need identifications and nomination, whereas other stages of the training function are not mentioned.

Finally, the regulations indicate a high degree of centralization, as any decision should be approved by the departments’ managers and all decisions should be approved by the General Manager. This issue is confirmed by Article 5/2, which indicates that *“training activities that are announced in the newspapers, websites, received by the employee personally or asked for by the employee will not be considered.”*

#### **5.3.1.4 Studies and Development section responsibilities:**

The Studies and Development section has no formal written regulations or instructions. Rather, the section`s responsibilities are listed at the section`s annual report as follows:

- Carry out managerial and administrative studies that aim to develop the work and improve performance.
- Contribute in developing the regulations and suggest any amendments.
- Improve the company`s workforce legislation as well as all the company`s regulations.
- Orientate newly recruited employees to their job requirements.

Based on the mentioned tasks that are assigned to the development section, those responsibilities are basically concerned with organizational development, like improving the company`s legislation and regulations, not the employees` development. Moreover, the stated tasks are broad and loose, as there are no guidelines or procedures to identify exactly what is required of staff. In this regard, one of the development section staff stated,

*“We do not have the authority to take the initiative; we just wait for our manager to tell us what we should do next...”*

Finally, since this study is interested in development from the perspective of future and longer-term improvement of people throughout their career, thus the studies and development section at NEPCO could be considered to serve a different perspective.

#### **5.3.1.5 Electric Training Centre Department:**

The ETC is specialized in technical training. It is located at the Technical and Technology Division and staffed by 46 employees (engineers and technicians). ETC was established in 1986 according to an agreement between JEA and Japan International Corporation Agency (JICA). The agreement states that JICA provides equipment and experts, while JEA offers land, equipment and working staff. ETC officially opened on 13<sup>th</sup> November 1988 (Annual report, 1988). Since then, the centre has provided its programmes to neighbouring countries, free of charge, except for countries that were under proscription at that time, like Iraq, Libya and Sudan. At the end of 1996, ETC started to provide programmes on a commercial basis, besides its main responsibility of providing free programmes and consultation.

The centre offers many programmes in the electricity field (generating, distribution and transformers) for NEPCO staff and other companies either locally or abroad. ETC is also in charge of (ETC annual report 2011):

- **Train to recruit programme:** this programme aims at training students who hold the General Secondary Certificate (scientific and industrial) or university/college graduates. The length of study is two years for General Secondary Certificate holders and one year for Diploma or university graduates. Trainees are circulated to essential specializations (Generation, Transmission, and Distribution) in order to be recruited at the company (www.nepco.com.jo).
- **Undergraduate training programmes:** those programmes are designed in cooperation with the engineering technology faculty at Yarmouk University, in order to create alignment between what students theoretically study and they what should be practically trained on.
- Offering a variety of training programmes for the local market and neighbouring countries.
- Carrying out capacity upgrade programmes for NEPCO employees.

As this study is interested in the HR perspective of training and not the commercial perspective, the concentration will be on the HR department`s training documents.

**Table 5.20 NEPCO`s HR and training section structure and status**

Source	Patterns	Subcategories	Category
-Company`s annual report	-HR is supportive directorate - Middle management	HR unit structure	<b>Unit structure, staff and responsibilities</b>
-Manpower documents  -Company`s annual report	-Short period of experience -Different educational backgrounds -Low level management	Training unit structure	
-Regulatory Instruction Of Training Section Article of 2011  -Researcher`s field note	-Functional tasks -Minor role in training process -Manage training from TNA perspective -High degree of centralization	Training unit responsibilities	

### **5.3.2 T&D strategy and plan**

NEPCO does not have a training strategy or formal objectives for training section. On the other hand, the regulatory instructions of the training section article of 2011, based on the provision of Article 68 of workforce legislation No 2 of 1997 and its amendments, states that the training section is responsible in cooperation with department managers to assess the employees` training needs and prepare the training annual plan. Conversely, Article 4/1/2 states that the training section is responsible to “circulate training offers to the related department and summarize their viewpoints regarding employees` nomination. Furthermore, Article 4/1/3 states that training section is responsible “to follow up the departments` nomination, taking into consideration those who were not have attended these programmes before, and afterwards Notify the GM of candidates to gain approval”. Accordingly, there is an apparent contradiction between these articles, as Article 4/1/1 declares the need for predetermination of training needs and Articles 4/1/2 and 4/1/3 indicate the unconditional requirement of circulating received training offers to the related departments to express their opinions regarding the nominations. Furthermore, along with the absence of guidance training objectives, the related regulation does not state standards, criteria or priorities to guide training plan formulation.

However, the training section prepares an annual training plan. In October of each year, training section circulates a special form to all the company`s departments to fill in their estimated training needs for the coming year. The section`s role is to collect these forms, classify them according to departments and estimate the costs of each programme listed in the plan, to calculate the total cost. The estimated amount, along with an action plan of how and when these amounts are going to be spent, should be presented to the BOD to gain formal approval. The investigated training plan of 2011 was not guided by specific objectives; rather, it was a list of candidates` names, working departments, suggested programme and expected cost.

### **5.3.3 Training process:**

Based on the regulatory instruction of the training sections articles of 2011, and as mentioned earlier, the training section has a very limited role in the TNA stage, where the only method mentioned at the regulatory instruction article No. 4/1/1 for individual TNA is the departments managers' recommendation. Moreover, there is nothing mentioned in the official rules and regulations about job and company training needs.

Regarding the design stage, NEPCO's training centre designs only the electrical programmes; other types of programmes are outsourced. The nature and contexts of these programmes depend on the availability of facilities, simulators and qualified staff as mentioned in the previous section. In support of this claim, there was nothing written to build a link between TNA stage and the design stage. In other words, the design of the technical programmes is not extracted from the employees' training needs. Finally, the regularly instruction does not assign any role to the training section at this stage.

The training section's regulations do not contain any articles on managing the implementation stage. On the other hand, regarding the evaluation stage, the regulations contain some articles, for example, Article 4/1/7 states that the training section is responsible for following up nominees' reports regarding the attended training programme, and arranging with their managers to conduct a lecture for the participant's colleagues. Article 4/1/15 states that the training section is responsible to archive a copy of the training programme certificate in the participant's file. Moreover, the training section is interested in calculating the total training hours, number of trainees and total cost of the conducted training programmes, as will be discussed in 5.3.4. Moreover, these outcomes are considered to be training section performance indicators, as they are mentioned in the section's annual report to show how much effort has been expended. Conversely, how T&D efforts contribute to employees' and company's performance, employees' behaviour, improvement in skills or reduction of costs are not measured.

**Table 5.21 NEPCO`s formal training process**

Source	Patterns	Subcategories		Category
Regulatory instruction of training sections article of 2011	-Training process is limited to individual TNA.  - TNA techniques are formally confined to managers` recommendations.	Individual TNA	TNA	<b>T&amp;D process</b>
-	Not mentioned	Job TNA		
-	Not mentioned	Company TNA		
-	Not mentioned	Design		
-	Not mentioned	Implementation		
Regulatory instruction of training sections article of 2011	-Limited procedures for evaluation stage	Evaluation		

#### **5.3.4 Type and range of training activities:**

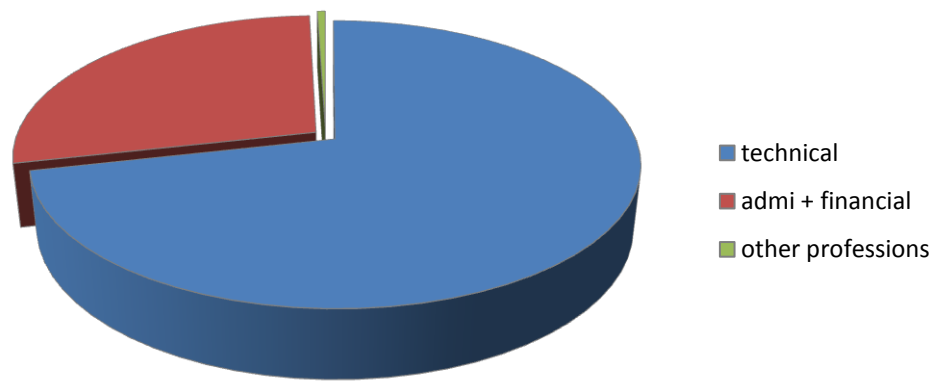
The type and range of training activities are shown in the annual training report. Before illustrating the training annual report for 2010, it is important to indicate that the annual report begins with the definition of the term training, as *“those efforts that aim to provide the employees with knowledge or improve their current level of knowledge and skills to perform their current job satisfactorily and prepare them for higher level positions”*. NEPCO annual reports consist of three parts:

- Training activities either locally or internationally;
- Official duties (seminars, workshops and meeting) outside Jordan.
- Training of undergraduate students in cooperation with IAESTA and other local institutions and training of newly graduated engineers.

The analysis of NEPCO`s annual report on the training section for 2010 shows that it focuses mainly on the number of training programmes, number of trainees, training hours and programme cost, as follows:

- Nomination of 633 employees to attend 128 training programmes, producing 2335 training days, with a total cost of 44326JD. The training programmes were as follows:
  1. 108 Local training programmes, with 578 participants producing 2335 training days. as follows:

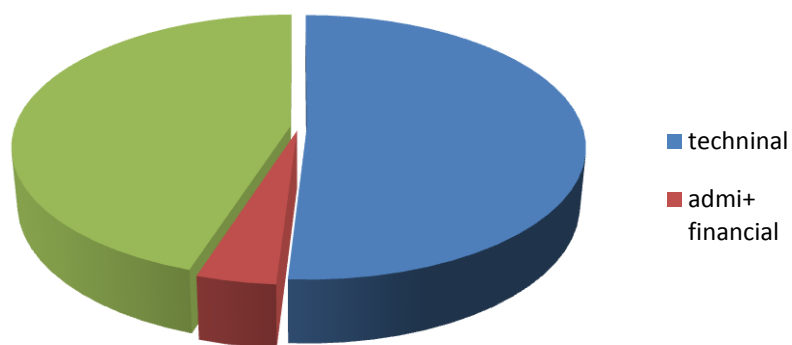
**Figure 5.5 Types of NEPCO`s training programmes in 2010**



2. 20 external (outside Jordan) training programmes with 55 participants producing 696 training days, as follows:

**Figure 5.6 Types of NEPCO`s external programmes in 2010**

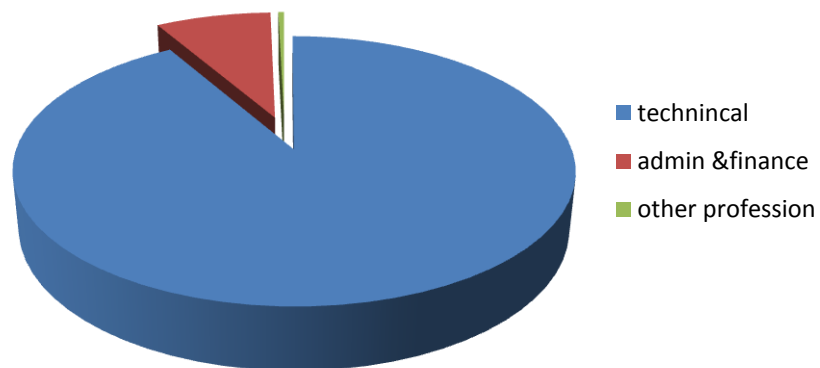
**External programmes**





3. 233 employees were nominated to attend 193 official duties (seminars, conferences and workshops) as follows:

**Figure 5.7 Types of NEPCO`s official duties in 2010.**



Accordingly, NEPCO provides all types of training programmes (technical, administrative, computer, and financial). However, the company concentrates on technical programmes; this could be justified by the technical nature of the company.

Besides, the training activities were divided into two main categories training programmes and official duties. This indicates that workshops, seminars and conferences were considered to be training activities but not training programmes.

The previous point was raised in Article 5/1 of the regulatory instructions of the training section article of 2011, based on the provision of Article 68 of workforce legislation No 2 of 1997 and its amendments. The instructions distinguish between training programmes and official duties. It is indicated that training refers to “*any programme that aims to equip the employees with new skills without providing an academic certificate inside the country*”, while official duties refers to “*conferences, workshops, forums, seminars, exploratory trips or any scientific meeting*”.

Accordingly, there is a contradiction between the definitions of training that are presented at the annual report and the formal regulatory instruction.

Furthermore, although NEPCO has its own training centre, it depends on external providers to design and conduct the required training programmes.

Finally, the annual training report shows that the training section has trained 52 students for graduation purposes in cooperation with IAESTA, local universities and other Arab universities. Moreover, 95 undergraduates engineering were trained at the ETC.

To summarize, NEPCO`s annual training report consists of lists of training programmes, training days, number of trainees, and the estimated costs of training, as a basis to evaluate the section`s annual work.

**Table 5.22 Type and range of training interventions at NEPCO**

Source	Patterns	Category
-Training sections annual report -Regulatory instructions of the training section article of 2011	<ul style="list-style-type: none"> <li>- Company provides all types of training programmes.</li> <li>- Limits training range to skills improvement.</li> <li>- Limits training interventions to local programmes.</li> </ul>	<b>Type and range of T&amp;D</b>

#### 5.4 Pattern Matching:

The company's patterns that were revealed through the interview analysis and the document analysis are summarized and shown in the table below,

**Table 5.23 NEPCO's pattern matching of the data analysis**

Theme	Categories	Interview analysis	Document analysis
Conceptualization of T&D	<b>Training</b>	1.Improve competencies by learning 2. Remedying a knowledge deficiency. 3.Transfer of knowledge and experience	Refers to any programme that aims to equip the employees with new skills without providing an academic certificate inside the country
	<b>Development</b>	1.Desired outcome of training 2.More comprehensive than training. 3.Limited to top management 4.Cope with technology	Not defined.
	<b>T&amp;D</b>	1.Training is base of development 2. Remedying a knowledge deficiency.	Not defined
Perceived role of T&D	<b>Importance</b>	1.Coping with technology changes. 2. Innovative way of thinking. 3.Practical training on actual job requirements 4. Increasing employees' morale.	Not mentioned
	<b>Success</b>	1.Improvement to job related skills 2. T&D have minor role in success. 3.Face the competition 4. Cope with technology	Not mentioned
	<b>Performance</b>	1.Linkd to advancement of employees` performance 2.Reduction of cost and work accidents.	Not mentioned
	<b>Goal Achievement</b>	1. Depends on qualified staff 2.Depends on other factors 3. Minor role.	Not mentioned
	<b>Timing</b>	1. Ongoing /nonstop process 2.Orientation 3.Replacement 4.Upgrade to higher position	Not mentioned

**Continued**

<b>The actual practice of T&amp;D</b>	<b>Unit structure and staff</b>	<b>HR directorate structure</b>	-	- HR is supportive directorate - Middle management
		<b>Training unit structure</b>	-	- Short period of experience -Different educational background s. - Low level management.
		<b>Training unit responsibilities</b>	-	-Functional tasks -Minor role in training process -Manage training from TNA perspective -High degree of centralization
	<b>T&amp;D strategy</b>	<b>Explanations of T&amp;D strategy absence</b>	-Confusion between training strategy and plan - Ambiguity of reasons - Requirement of stable Environment	Absence of formal T&D strategy.
		<b>T&amp;D objectives</b>	1.No preset training objectives. 2.Technical programmes are linked to the company's objectives.	Absence of T&D objectives.
		<b>Performance indications</b>	1.The company has a target level of performance. 2.The sections, jobs and individuals have no target level of performance	Technical performance indicators for the company as a whole.
<b>Explanations of T&amp;D objectives absence</b>		1.Failure of TNA 2.Training is not perceived as strategic.	Absence of formal T&D objectives	
<b>T&amp;D plan</b>	<b>T&amp;D objectives</b>	1.Ambiguity of training objectives. 2.Linked to company's Objectives	Not mentioned	

Continued

	<b>T&amp;D process</b>	<b>T&amp;D criteria and priorities</b>	1.No formal criteria for building training plan 2.Ambiguity of training priorities.	-Absence of plan`s priorities, standards or criteria.
		<b>Individual TNA</b>	1.No systematic way of analysing individual training needs.  2.Performance appraisal	-Training process is limited to individual TNA.  - TNA techniques are formally confined to managers` recommendations.
		<b>Job TNA</b>	1.No systematic way of analysing job needs. 2. Limited extent of job need analysis	Not mentioned
		<b>Company`s TNA</b>	1.No analysis 2.Limited extent of company needs analysis	Not mentioned
		<b>Explanations for TNA centralization</b>	1. Lack of employees` awareness 2. Centralization of authority 3. Limited financial resources	
		<b>Designing</b>	1.Designing is limited to technical electronic programmes. 2. Designing is not connected to TNA stage.	Not mentioned
		<b>Implementation</b>	1.Depends on programme nature 2. Depends on employees 3.Depends on company Nature	Not mentioned
		<b>Evaluation</b>	1.No evaluation 2.Limited procedures for evaluation.	-Limited evaluation procedures.

**Continued**

	<b>T&amp;D Effectiveness</b>	<p><b>Success</b></p> <p>1.Technical training activities were a success. 2.Training activities were a success</p> <p><b>Failure</b></p> <p>1.Over centralization 2.Poor top management commitment 3.Employees` willingness to learn 4.Inadequacy of TNA. 5.Distribution of training activities: 6.Failure to evaluate training outcomes 7.Poor quality of external T&amp;D providers</p>	No evaluation procedures.
	<b>Type and range</b>	<ul style="list-style-type: none"> <li>- Company provides all types of training programmes.</li> <li>- Training programmes cover all ranges of training.</li> </ul>	<ul style="list-style-type: none"> <li>- Company provides all types of training programmes.</li> <li>- Limits training range to skills improvement.</li> <li>- Limits training interventions to local programmes.</li> </ul>
	<b>Understanding of training function</b>	<p>1. Training is perceived to be a luxury 2.Confusion between training function and the training techniques 3.Confusion between training plan and TNA 4.Poor criteria for judging good programmes.</p>	-

The table above shows that the company defined and limited training to the improvement in employees` skills and to the local interventions. Regarding the actual practice of training, a match was found between the absence of strategy, overall training objectives, formal standards and priorities to guide training interventions. Furthermore,

the training plan is formed based on the TNA analysis which is consistent with the regulatory instructions of the training section articles of 2011 which manage the training function from a TNA perspective, which is in turn consistent with the pattern that indicates confusion between training plan and TNA.

Moreover, the dominant pattern in the TNA category that argues the absence of a formal basis for this purpose is relatively consistent with the documents, from the perspective that TNA is confined to managers, which in turn could explain the pattern raised by participants indicating that Inadequacy of TNA is among the reasons that impede training.

A further match was found regarding the absence of other training process functions (job and company TNA, designing and implementation). On the other hand, the document analysis revealed limited procedures for evaluation which is consistent with the second pattern of interviewees, and accordingly could be linked to the pattern which pointed to the failure to evaluate training outcomes as a barrier to training. Moreover, participants indicated over centralization as an obstacle to training, which could have its root in the document, as shown in the training section`s roles and responsibilities.

Finally, unmatched patterns were found regarding the range of training intervention, as employees argued that the company provides a full range of training activities, whereas, the document limited the range to skills improvement only.

#### **5.4 Factors shaping T&D practice:**

It is important to recall that this part was done after all the data analysis was completed. Therefore, the researcher set some broad assumptions made based either on the analysis of this company or the analysis of other companies, to explore the overall shaping factors that influence T&D practice. For this company, the patterns that were highly emphasized, and/or appeared in different categories were accumulated to form shaping forces. Other factors that were emphasized by different companies' participants were also identified. Finally, participants were asked to explore their opinions regarding the actual factors that shape the overall manner in which T&D activities were managed. The assumptions were: managerial style, industry type, cultural influence, inadequacy of western managerial models and union`s influence.

With respect to this company analysis, Table 5:24 shows underlined factors which point to one broad factor, which is the managerial style, which is characterized over centralization. Furthermore, Figure 5:4, shows many managerial levels with excessive distance between the higher and lower managerial levels where the training unit lies. This situation was associated with centralization, which was perceived to negatively affect the TNA process from many perspectives. This point was supported by the review of the formal training document. Furthermore, over-centralization was also shown in the perceived obstacles to training effectiveness. However, the influence of managerial style was reemphasized by interviewees at this stage.

**Table 5.24 Examples of managerial style patterns**

Categories	Sub categories	Interview analysis	Document analysis
Unit structure and staff	HR directorate structure	-	<u>-Middle management</u>
	Training unit structure	-	<u>-low level management</u>
	Training unit responsibilities	-	<u>-Minor role in training process</u> <u>-High degree of centralization</u>
T&D process	Individual TNA	<u>1.No systematic way of analysing individual training needs.</u>	<u>-TNA techniques are formally confined to managers` recommendations.</u>
	Explanations for TNA centralization	<u>-Centralization of authority</u>	
	T&D Failure	<u>-Over centralization</u> <u>-Inadequacy of TNA.</u>	

The influence of culture was also seen on many occasions, particularly in the TNA stage. Failure of TNA was also linked to the influence of culture, moreover, and since the training function was based on TNA, it is logical to assume that the influence of culture has a great impact on T&D. Regarding whether culture was the cause or an effect of other factors affecting T&D, an interviewee said,

*“I see the things as related, where one thing leads to another....Training is not being considered seriously, thus it is the best area where managers could fulfil some of their obligations to their families....This situation leads to general carelessness about training”*(NM26).



The industry type was previously mentioned by participants in expressing their perceptions regarding the implementation stage. They believed that service companies could benefit more from T&D. Moreover, this point was highly emphasized by the private company`s participants. Therefore, the researcher added this assumption to the overall shaping factors and asked the interviewees-who were interviewed at the end of the analysis stage. About it, one member of HR staff said,

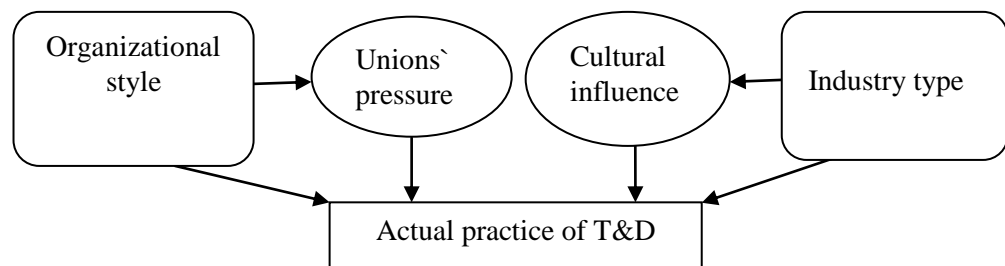
*“Frankly, I have never thought of this factor before, but when pose this assumption; you forced me to think differently....Yes, considering the picture from this dimension would explain many vague issues”.*

Finally, union pressure was previously mentioned by one of the senior managers as a main case of absence of individual performance indicators. When interviewees were asked about this issue they admitted their deep resistance to this project, and they added that they were totally aware of some of its implications, which could – somehow- affect employees’ performance, but in any case, the negative implication would be less than if the proposed project was put into practice. Accordingly the researcher asked to explore the reasons behind this situation. The interviewee said,

*“If this project was put into practice, it would be legal cover for our managers to distribute salaries according to their desires. Thus the gap between managerial levels would be much.. much bigger and the relative fairness that exists would be totally eliminated... yes, you can say a good intention is not perceived”(NM26).*

Finally, the assumption that argues the inadequacy of Western managerial models in the Arab world was totally denied by participants. In this regard, participants gave many examples of successful Western organizations working in Jordan. Overall, the forces perceived to shape T&D were as follows:

**Figure 5.8 Factors shaping T&D at the public company**



## **Chapter Six: The Private Company Data Analysis**

### **6.1 Introduction**

This chapter presents the private company's data analysis. The first section presents the interview data analysis whereas the second is concerned with the document analysis. The third section presents pattern matching and the last section deals with the overall factors that shape T&D practice. Furthermore, other data collected through the observation, field notes and chat with employees who were not formally interviewed are also presented.

### **6.2 Interview Analysis:**

The structure of the interview analysis will follow the same structure applied in the previous companies' interview analysis. Accordingly, the following topics will be discussed:

- Conceptualization of T&D
- The perceived role of T&D
- The actual practice of T&D

#### **6.2.1 Employees' perceptions regarding T&D:**

This section is divided into three categories; employees' conceptualization of training, development, and the term T&D.

##### **6.2.1.1 How training is perceived:**

There was wide agreement among JEPSCO's employees about the concept of training, as 83.3% of the interviewed employees stated that training improves employees' current skills, equips them with new skills and knowledge and teaches them about modern and latest technology, in order to develop their performance. The following quotation shows this view:

*“Training is a process of teaching the employees something new which they don't know yet, or to acquire and improve their current skills”*(JSu23).

Only 16.6% claimed that training is the process of reducing and filling the gap between the present level of performance and the desired level.

The analysis of the interviewees' views regarding training shows that they conceive training using two distinct centres of meaning. The first and the dominant one is associated with learning. For example, they used the phrases "Training is courses..."(JE24) "Teach the employees"(JSu23). The second meaning was associated with overcoming knowledge deficiencies, for example, "Training is to measure and fill the gap..."(JM20).

The employees' perceptions regarding training could be interpreted from the perspective of the perceived training outputs. From this stance, the majority of JEPCO's respondents, represented by 66.6%, considered training as a means to improve employees' skills and enhance their knowledge only.

**Table 6.1 JEPCO's participants' perceptions regarding training concept**

Examples of keywords	Patterns	Subcategories	Category
-teach the employees -training is courses that.... -Providing employee... required skills....new knowledge.  -measure and fill the gap between	1.Training is a learning process  2.Remedying a knowledge deficiency.	Conceptualization of training	<b>Conceptualization of training term</b>
-increase the skills and abilities of the staff -enhance the employees' knowledge.  -to deal properly with the subordinates, supervisors and customers	1.Targeted to employees' interest.  2.Targeted to employees' and company's interest	Perceived outcome of training	

### 6.2.1.2 How development is perceived:

Unlike the term training, there was no general agreement concerning the definition of development, as the respondents expressed different viewpoints regarding this term as follows:

- Half of JEPSCO`s participants considered development as a process of improving employees` skills, knowledge and performance to a better level. In this regard an interviewee said,  
*“Development is the process that aims to upgrade the employees from a certain level of performance to a higher one or to improve the employees’ skill and abilities to occupy a higher position”*(JE19).

Within this category, the sequential relation that links training and development was obvious, for example phrase like *“development is another step forward”*(JSu23) could clarify the relation.

- 16.6% of participants claimed that development aims to improve employees’ knowledge and skills so as to improve the company’s performance as well.
- 16.6% of participants claimed that development is targeted to senior managers only, for example,  
*“Training stops at a certain level and the development starts. Thus we can say that Development is for senior staff that have a relatively long experience at work”* (JSe21).
- 16.6% of participants stated that unlike training, development is not related to one’s own profession. In this regard, an interviewee said:  
*“Development is provided for qualified employees, to enhance their knowledge in other areas rather than their profession.....”*(JE24).

Thus, according to the first two patterns, development was interpreted from the perspective of improvement. From a different perspective, 33.3% of respondents linked development solely to employees’ welfare, while 66.6% of participants linked development to employees` and the company’s interest.

**Table 6.2 JEPCO`s participants` perceptions regarding development concept**

Examples of keywords	Patterns	Subcategories	Category
<p>-from a certain level of performance to a higher one</p> <p>-...needs to upgrade this knowledge</p> <p>-progress the employees to higher level of performance</p> <p>-improve the required skills, abilities....</p> <p>- ....for senior staff</p> <p>-...in other areas rather than their profession</p> <p>-...rather than their profession</p>	<p>1.Development is progressive improvement</p> <p>2.Improve competencies.</p> <p>3.Development is for top managers.</p> <p>4.Development is not related to employees' profession.</p>	<p>Conceptualization of development</p>	<p><b>Conceptualization of development term</b></p>
<p>-increase the profitability of the organization....</p> <p>-...from a certain level of performance to a higher one.</p> <p>-other areas rather than their profession</p>	<p>1.Linked to work performance</p> <p>2.Linked to personal interests</p>	<p>Perceived outcome of development</p>	

### 6.2.1.3 How T&D is perceived:

JEPCO's participants were asked to communicate their perceptions regarding T&D. The interviewees' responses were almost a reformulation of their previous answers regarding the terms training and development. On the other hand 33.3% of participants indicated that T&D together should serve a wider purpose than each one does separately. For example an interviewee said:

*“T&D is drawing a career path for each employee. Drawing the path is development while entering the employee on this path is training. Eventually development is not only training; training is simply one step towards development”*(JE19).

16.6% of participants stated that T&D aims to improve the employees' capabilities in order to increase their effectiveness. 50% of participants represented different viewpoints regarding these terms, like, *“T&D together are for someone who knows nothing”*(JSu23), or *“T&D is to overcome problems that may face the employees during their daily work”* (JSe21). Remarkably this participant had previously stated, *“Training stops at a certain level and the development starts. Thus we can say that Development is for senior staff that have a relatively long experience at work”* yet afterward he claimed that T&D is for overcoming everyday problems.

The last perceived view was *“I think that training is for routine tasks or specifications of your current career. But development is for issues totally new and not related to one's own profession”*(JE24).

Further, 50% of participants linked T&D to the company's and employees' performance, whereas 33.3% of participants limited T&D to the company's interest.

**Table 6.3 JEPCO`s participants` perceptions regarding T&D concept**

Examples of Keywords	Patterns	Subcategories	Category
<p>- rehabilitate and increase the skills and abilities of the staff...to preogress them to a higher level of performance.</p> <p>-development is not only training...</p> <p>-aims to improve the capacities, skills and abilities of the individual</p> <p>-...to overcome any problems that may face the employees during their daily work</p> <p>-T&amp;D together are for someone who knows nothing.</p> <p>-Training is for routine tasks....But development is... not related to one`s own profession</p>	<p>1.T&amp;D are more comprehensive when combined.</p> <p>2.Improve employees` competencies.</p> <p>3.T&amp;D are targeted to overcome work daily problems.</p> <p>4.T&amp;D are for unqualified employees.</p> <p>5.T&amp;D serve different purposes.</p>	<p>Conceptualization of T&amp;D term</p>	<p><b>Conceptualization of T&amp;D term</b></p>
<p>-current career...</p> <p>- ....their daily work</p> <p>-...career path for each employee</p> <p>-not related to one`s profession</p>	<p>1.Linkd to company`s interest</p> <p>2.Linkd to personal interest</p>	<p>Perceived outcome of T&amp;D</p>	

Participants` viewpoints regarding (training, development and T&D are summarized in the following table:

**Table 6.4 JEPCO`s participants` perceptions regarding training, development and T&D**

Theme	Employees` perceptions regarding training and development					
Categories	Training		Development		T&D	
	Concept	Outcome	Concept	Outcome	Concept	Outcome
<b>Patterns</b>	1.Training is a learning process.	1.Targeted to employees` interest	1.Progressive improvement	1.Targeted to employees` interest	1.T&D are more comprehensive when combined.	1.Linked to company`s interest.
	2.Remedying a knowledge deficiency.	2.Targeted to company`s interest.	2.Improve competencies.  3.Development is for top managers.  4.Not related to employees` profession.	2.Targeted to company`s interest.	2.Improve employees` competencies.  3.T&D are targeted to overcome work daily problems. 4.T&D are for unqualified employees.  5.T&D serve different purposes	2.Linked to personal welfare
Senior managers	1	2	2	1	3	1
Middle managers	1&2	2	1&4	1&2	1&2	1&2
Supervisors	1	1	1	1&2	4	1&2
Employees	1	1	1&3	1&2	1&5	1&2
HR staff	1&2	1&2	1&4	1&2	1&2	1&2
Other professions	1	1&2	1,2&3	1&2	1,3,4&5	1&2



Remarkably, all the categories considered training to be a learning process. The middle managers are the only category who added the reform of knowledge deficiency as a training definition. Development was perceived in different ways; top managers linked development to senior managers only, middle managers claimed that development is related to competencies improvement while employees claimed that development may not be related to one's own profession. Middle managers and employees claimed that T&D are more comprehensive when combined. Senior managers stated that T&D are targeted to overcome work daily problems. Supervisors are the only category who claimed that T&D is for unqualified employees.

### **6.2.2 The perceived role of T&D:**

This part is interested in employees' perceptions of the T&D role, and their understanding of the task that T&D could play in their organizations. Therefore, five main points were investigated:

- The perceived importance of the T&D function.
- The expected role of T&D initiatives in company success.
- The perceived impact of T&D activities on company performance.
- The expected role of T&D functions in achieving company goals.
- Perceived timing for conducting the T&D.

#### **A) Perceived importance of T&D function:**

The importance of T&D received agreement from interviewees; all JEPCO's interviewees admitted the importance of T&D, from different perspectives. Mainly, there were three explanations of the perceived importance of T&D; first T&D importance was associated with development on a personal level. Secondly it was allied with coping with the rapid change of technology, and thirdly, it was linked to improvement in job related skills.

Half the participants linked the importance of T&D to development on a personal level, reflected in comments like *"Someone who doesn't train will never move forward"*(JSe21) and *"I like to be distinguished, I like to learn new things and gain up-to-date knowledge. That's why I love training"*(JSu23),

While another employee added,

*“Organizations are always searching for qualified and trained employees. For example, if I want to send my C.V to any company, a well- trained candidate`s recruitment opportunity is greater than others”*(JE24).

Half the interviewees claimed that T&D are essential so as to enable employees to perform their job appropriately. Phrases like *“accomplishing my work satisfactorily”*(JSu23) and *“especially in specialized and job related training”*(JSe21) illustrate this view.

Finally, 33.3% of employees linked T&D importance to technology changes. In this regard, an interviewee said,

*“Organizations need qualified employees with certain skills, attitudes and knowledge.... there is unlimited need for training which is created from the technical changes, technological development and environmental changes”*(JE19)

Respondents’ viewpoints regarding this part are summarized as follows:

**Table 6.5 JEPCO`s participants` views regarding T&D importance**

Examples of keywords	Patterns	Category
-who doesn’t train will never move forward -I like to be distinguished, -..well trained candidate`s recruitment opportunity is greater than others	1.Development at personal level	<b>Perceived importance of T&amp;D</b>
-accomplishing my work satisfactorily - job related training	2.Appropriate performance of job requirements	
-we have to cope with the environment -technological development and environmental changes	3.Cope with technology changes	

According to this part of the interview, JEPSCO`s employees considered training to play a reactive role and to keep pace with environmental and technological changes, they supposed that training should be developed in a manner that responds to any change either in technology or in the environment. Moreover, they conceived training to influence the employees on a personal level. Finally training importance was linked to job performance, as they deemed training to be a learning guidance to help in job performance.

Furthermore, it is noted that during the interviewees` conversation, they used the term training only, although the researcher asked about T&D; similar to the situation at CEGCO and NEPCO, it was noticeable that the employees ignored the term development spontaneously.

#### **B) The expected role of T&D in company`s success:**

All participants acknowledged the significance of T&D for the company`s success. In this context they expressed several opinions and ideas; the first dominant pattern was related to the improvement in employees` capabilities that ought to positively affect the company`s performance. The second perceived role of success was linked to T&D`s role in coping with technology and environmental changes. Reduction of work problems and innovation were another conceived role for T&D in the company`s success.

Two thirds of participants claimed that the company`s success depends on the qualifications and abilities of its workforce. The following quotation reflects this viewpoint:

*“For me, I consider training as an essential element of success. What is hoped from training is to improve the employees` behaviour, skills and habits of doing their job in order to reach the higher level; that leads to the company`s overall success”*(JM20).

Another interviewee added,

*“No organization can succeed without the efforts of its employees....qualified employees are more capable of success”*(JE19).

On the other hand, 33.3% of participants claimed that organizations need to cope with rapid change in technology in order to succeed. An interviewee stated,

*“Companies have to cope with environment changes, otherwise they will become out of the game”*(JM22)

16.6% of participants stated that T&D could help in avoiding work problems, which would eventually help the company to succeed.

Finally, 16.6% linked T&D role to creation of an innovative environment. In this regard one participant stated,

*“Whenever the person learns new things he/she will probably innovate more. Attending training sessions may give the person new ideas to create even if the courses were not at the core of his career”*(JSu23)

The employees’ perceptions regarding T&D’s role in company’s success are summarized as follows:

**Table 6.6 JEPCO’s participants’ views regarding T&D role in company’s success**

Examples of keywords	Patterns	Category
-improve the employees` behaviour, skills and habits of doing their job... -when the employees become well trained and qualified that will positively affect the organization`s performance...	1.Improvement in employee`s capabilities	<b>Expected role in company`s success</b>
-technological development and environmental changes.... -...to cope with environment changes....	2.Cope with technology changes	
-to overcome work problems....reduce mistakes	3.Reduction of work problems	
-...probably innovate more.....new ideas to create.....	4.Innovative way of thinking	

### **C) The perceived impact of T&D on company performance:**

The role of T&D in company performance has raised long debate; in this regard 50% of participants stated that T&D`s role in company performance is constrained by other factors, like proper management of the T&D function, accurate TNA and top management support. The following quotations reflect these views:

*“If T&D was properly managed and really built on the actual needs of the employees, then training must positively affect the organization performance”(JSe21).*

*“Theoretically T&D should affect the performance.....But in practice each organization has its own system, policies and procedures. What they really need and expect from their employees is to follow their rules and be familiar with them. It`s not the employee`s responsibility to think or innovate, their responsibility is to accomplish what they are out to do”(JSu23).*

On the other hand, 33.3% of employees confirmed that the company`s performance is positively affected by T&D, as the company`s performance is the sum of its staff performance. In this context an interviewee said,

*“Training ought to improve the staffs` behaviour, skills and abilities .... Training should help employees to do their job properly and to reach a higher level of performance, thus improving the overall performance of their organizations”(JM20).*

Finally, 16.6% of participants claimed that they were not certain how T&D could affect the company`s performance; as one participant said,

*“I think that T&D may influence the company`s performance indirectly. But I can`t decide how”(JE24).*

The participants` viewpoints are summarized in the following table:

**Table 6.7 JEPCO`s participants` views regarding T&D role in company`s performance**

Examples of keywords	Patterns	Category
-If training is well managed and appropriately directed ... - Theoretically training must influence the company`s performance... -If T&D was properly managed and really built on the actual needs of ....	1.T&D influence is subject to other factors	<b>Perceived role in company`s performance</b>
-The company`s performance is the outcome of its employees` performance. -Training ought to improve the staffs` behaviour, skills and abilities ....	2.Linkd to advancement of employees performance	

**D) The expected role of T&D in achieving the company`s goals:**

Employees were asked about their perceptions concerning T&D`s role in goal achievement; raising this issue surprised the participants. Fifty percent of participants stated that they were not sure whether T&D could help in achieving the company`s overall objectives. In this regard one participant stated,

*“I have never thought of such a relation before....”*(JM22).

On the other hand 50% asserted that the availability of a suitable environment, like proper T&D management and communication the company`s objectives with the staff, would affect T&D`s contribution in goal achievement. For example an interviewee stated,

*“Everything depends on proper management of this issue... ”*(JSe21).

Another interviewee stated,

*“Through delivering the organization`s aspiration, vision and objectives to their employees. It`s better to inform the employees of the future objectives and goals to direct their efforts toward goal fulfilment”*(JSu23).

Remarkably, the HR staff were not aware of the role that T&D could play in fulfilment of the company's goals. In this context one of the HR staff expressed a vague statement by saying,

*“Everything could be accomplished by employees. They can even exceed expectations”*(JE19).

**Table 6.8 JEPCO's participants' views regarding T&D role in goal achievement**

Examples of keywords	Patterns	Category
-I don't know. -Everything could be accomplished by employees -depends on proper management of this issue.... -if they send the employees to training programmes according to their actual needs, not just as vacations ...	1.No clear relation between T&D and goal achievement. 2.Under appropriate training management.	<b>Expected role in goal achievement</b>

### **E) The appropriate timing for conducting the T&D:**

Interviewees were asked about their perceptions concerning when T&D are required. In this regard the respondents listed several situations in which companies should train the workforce. Their perceptions were as follows:

- 66.6% of participants claimed that T&D programmes should be constant; they linked the need for continuous T&D to response to the quick changes of technology. The following quotation reflects this point:

*“We have to cope with environment; we have to train our employees so as to catch up the speedy change of technology....Technology is no more leisure...it is a matter of life or death for the companies”*(JM22).

- A third of participants asserted the necessity of orientation for newly recruited employees on their actual job duties.
- A third of participants' pointed to the introduction of new technology or production line as a case that requires training.

- 16.6% of interviewees stated that any changes in the company’s strategy require T&D programmes to fulfil the new requirements. In this context an interviewee indicated,  
*“When an organization sets a new strategy or new vision, this situation creates an urgent need for training so as to prepare the employees for new technology, new culture and new skills”*(JE19).

Finally, it is important to indicate that 33.3% of participants claimed that training should be expanded to include other areas rather than the formal profession of the employee, so they improve on the personal level. The following quotation reflects this view:

*“I think that any employee needs continuous training, not only regarding the job, but also in different subjects and areas to improve him/her as an employee and as a person”* (JE24).

**Table 6.9 JEPSCO`s participants views regarding appropriate timing for T&D**

Examples of keywords	Patterns	Category
- continuous training -training should never stop. -only one word...always - employee needs training continuously	1.Ongoing process	<b>Appropriate timing for T&amp;D</b>
-orientation for newly recruited employees -Training is required for the newly recruited	2.Orientation	
-Train the employees on new technology -...new technology also needs training	3.Introduction of new technology	
-Even for issues that seem not to be relevant to his job... -In different subjects to improve him/her as an employee and as a person	4.Personal training	
- New strategy or new vision....	5.Follow the company strategy.	

Overall, the respondents’ perceptions regarding T&D role are summarized as follows:



**Table 6.10 JEPCO`s participants` views regarding T&D role**

Theme	The perceived role of T&D				
Categories	Importance	Success	performance	goal achievement	Timing
<b>Patterns</b>	1.Development at personal level.  2.Appropriate performance of job requirements  3.Cope with technology changes	1.Improvement in employee`s capabilities.  2.Cope with technology changes  3.Reduction of work problems  4.Innovative way of thinking	1.T&D influence is subject to other factors  2.Linkd to advancement of employees` performance	1.No clear relation  2.Under appropriate training management	1.Ongoing process  2.Orientation  3.Introduction of new technology  4.Personal training  5.Follow the company strategy.
Senior managers	1&2	1&3	1	2	1
Middle managers	3	1&2	2	1	1,2&3
Supervisor	1&2	1&4	1	2	1,2,3&4
Employees	1,2&3	1&2	1	1	1,3,4&5
HR staff	2&3	1&2	1&2	1	1,3&5
Other	1,2&3	1,2,3&4	1&2	1&2	1,2,3&4

The importance of T&D is linked to improvement at a personal level from the point of view of senior managers, supervisors and employees, and to cope with technology in the views of middle managers and employees. All the categories agreed that T&D ought to improve employees` capabilities, through which the company as a whole could be positively affected. Middle managers, employees and the HR staff could not perceive the link between T&D and goal achievement. Finally, all categories agreed that T&D is a continuous process and should be designed in a manner that responds to any changes in the company`s strategy or technology.

### 6.2.3 The Actual Practice of T&D:

#### 6.2.3.1 T&D unit structure:

All participants declared that JEPCO does not have particular T&D unit. Instead training activities were carried by the research and studies supervisor under the supervision of the HR manager. Furthermore, 33.3% of participants claimed that the existing staff are not qualified enough to manage training activities. However, to avoid the repetition, since the reasons that were mentioned to explain the absence of a specialized T&D unit, and the perceived cause behind the absence of T&D strategy and plan were interrelated, these issues will be discussed in more detail in the following section.

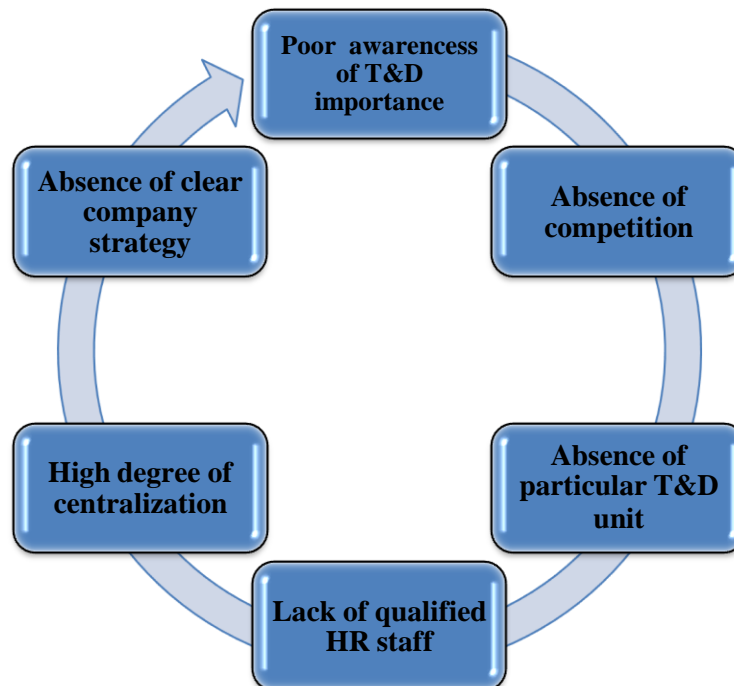
**Table 6.11 JEPCO`s participants` perceptions regarding T&D structure and role**

Examples of key words	Patterns	Category
<ul style="list-style-type: none"> <li>-No particular unit for training</li> <li>-HR staff are responsible for training</li> <li>-they did not establish separate T&amp;D unit</li> <li>-creates weak HR management which cannot handle training issues or even take decisions</li> <li>-regrettably HR management is only decoration</li> <li>-we don't have a training section or specialized staff ...</li> <li>- we don't have qualified training staff</li> </ul>	<ol style="list-style-type: none"> <li>1. Training activities are allocated with HR management</li> <li>2.No active role for HR directorate</li> <li>3.Lack of experienced staff in the field of training</li> </ol>	<p><b>Training unit structure</b></p>

#### 6.2.3.2 T&D strategy and plan:

Participants were asked whether the company has formal T&D strategy and plans, T&D goals and whether training strategies and goals are integrated with the overall company strategy and how. However, all the respondents declared that the company does not have T&D strategy, plans or any written policies. Their explanations were linked to five main reasons as shown below:

**Figure 6.1 Reasons for absence of T&D strategy and plan**



Moreover, participants claimed that the mentioned elements are highly overlapping and inseparable. In this regard, an interviewee said,

*“Things are complicated, since there is poor commitment to T&D, logically, they did not establish a separate T&D unit....And since there is no particular unit for T&D, no written objectives or plan could be found.....On the other hand, absence of a specialized T&D unit means that we don’t have qualified training staff and vice versa”(JSe21).*

Participants’ viewpoints are summarized as follows:

- 83.3% of participants claimed that the absence of T&D strategy, plan and procedures is linked to the poor awareness of T&D’s importance and role. 33.3%, among this category accused top management of being uninterested in T&D, while 66.6% blamed the employees themselves for being unaware of T&D’s importance.
- Half of the participants stated that the company has had distribution concession since 1938 over 66% of the total consumers, including the biggest and most crowded cities in the kingdom. The following quotations illustrate this issue,

*“Our top management is not interested in spending money on training while they don’t face competition!!!”*(JSu23).

- 33.3% of participants stated that the absence of a specialized T&D unit or division is the reason behind the absence of a T&D strategy and plan. In this context one participant said,  
*“Training is an unplanned process....There are no clear training objectives, no policy, no procedures to manage the issue; because we don’t have a training section or specialized staff to perform them”*(JSe21).
- 33.3% claimed that along with the absence of a specialized and qualified T&D workforce, the existing HR staff are not capable enough to prepare T&D strategy and plan. In this regard an interviewee argued,  
*“It is hard to find qualified HR managers or staff. Even if appropriate staff were found, it would be impossible to pay the requested salary according to our salaries scale. This situation creates weak HR management which cannot handle training issues or even take decisions”*(JSe21).
- 33.3% of participants stated that there is no need for rules and regulations as long as authority is centralized in the GM’s hands. In this context, one participant claimed,  
*“Everything here is centralized and controlled by the General Manager. So things cannot follow a strategy or plan”*(JE24).
- 16.6% linked the absence of T&D strategy and plans to the ambiguity of company strategy and goals. In this regard an interviewee said,  
*“The company does not prepare either corporate strategy or functional strategy. So, on what basis do you think we will prepare a training strategy?”*(JE19).

Finally, the interviewees` explanations of the absence of T&D strategy, plan and policies are summarized below:

**Table 6.12 JEPCO`s participants explanations for T&D strategy, plan and policies absence.**

Examples of keywords	Patterns	Category
<p>-our management doesn't appreciate training</p> <p>-depends on our manager`s mood, tribes and friendship.</p> <p>-if we face any competition or if we face pressure from government or customers then the situation may change.</p> <p>-..not interested in spending money on training while they don't face competition.</p> <p>-we don't have a training section, no policy, no procedures to manage the issue</p> <p>-We don't have a T&amp;D department, consequently...</p> <p>-regrettably HR management is only decoration</p> <p>-we don't have qualified training staff</p> <p>-everything is centralized and controlled by the GM.</p> <p>-GM is everything at the company.</p> <p>-neither corporate strategy nor functional strategy</p>	<p>1.Poor awareness of T&amp;D importance</p> <p>2.Absence of competition</p> <p>3.Absence of particular T&amp;D division</p> <p>4.Lack of qualified HR staff</p> <p>5.Over centralization</p> <p>6.Absence of clear company strategy</p>	<p><b>Explanations of T&amp;D strategy, plan and policies absence</b></p>
Senior managers	1,3,4&5	
Middle managers	1	
Supervisors	1,2&4	
Employees	1,2,3,5&6	
HR staff	1,2,3&6	
Other professions	1,2,3,4&5	

### 6.2.3.3 T&D process:

All JEPCO`s participants declared that training activities do not follow the traditional cycle (TNA, designing, implementation and evaluation stage), as elaborated below:

#### 1. Training needs assessment:

Even though all the respondents stated that training activities do not follow the traditional cycle, the researcher asked detailed questions to clarify how employees are selected and nominated for training programmes.

##### ➤ Individuals` TNA:

All respondents stated that the observation of employees` direct managers is the only technique used to assess the employees` training needs and nomination. In this regard the HR manager said,

*“Currently, there is no methodology to manage training need analysis; accordingly employees are nominated based on their managers` direct observation, as they decide what kind of training their subordinate needs”.*

In this matter, 75% of participants criticized this method as they considered it a highly biased method. In this context an interviewee stated,

Furthermore, the HR staff stated that the top management`s remarks and observation is another method for individual TNA. In this regard one of the HR participants gave the following example:

*“One of the managers (top management) recognized that the operating staff don`t possess the necessary tact in reply to formal phone calls, so he told us to send them to appropriate programmes on dealing with customers and communication skills....although he was not their direct supervisor but he is one of the top managers!!”(JE19).*

##### ➤ Job TNA:

There were no differences in participants` responses regarding job TNA. They all agreed that there are no methodological techniques to manage this issue. In this context, one of the HR employees claimed that the absence of job TNA could be linked to the absence of clear job descriptions. The following quotation reflects this view

*“We don’t analyse the training needs for the job since we don’t have written job descriptions to measure what is really required for each job”*(JE19).

On the other hand, 33.3% of participants claimed that despite the absence of formal procedures to manage this issue, there are personal attempts by some department managers and section heads to overcome this deficiency, as they try to measure the section, department or unit’s training needs. In this regard one of the supervisors said:

*“There is no written methodology, but we are trying hard to overcome this problem. For example I always nominate the secretaries for up- to- date correspondence and secretarial sessions. Whenever they appoint a new secretary I make sure to send her on similar courses, in order to gain the skill obtained by former staff”*(JSu23).

On the other hand, an HR interviewee stated that department managers assess departmental training need by requesting a particular type of training programmes that should fit most of the department staff. In this case the assessment is for the job requirement, not the individual.

➤ **Company TNA:**

Employees’ responses regarding company TNA were not different from those related to the previous levels. All the respondents declared that there are no procedural methods to assess the company’s training needs. In this matter an interviewee said,

*“They do not analyse the individual, job or company’s training needs because we don’t have a clear process or regulations for training”*(JE19)

The HR staff confirmed the previous point, but they claimed that the company’s basic needs are taken into consideration. The following quotations explain these views:

*“In some cases training becomes necessary in response to changes at the company – like introducing new technology-. For example in 2007 we introduced the electronic archiving system; accordingly we sent all the related employees to archiving courses. In another situation we sent the IT Department employees to Oracle courses to become familiar with this program in order to start utilizing it”*(JE19).

*“Currently, there is no methodology to manage TNA at any level, but we take some points into consideration regarding these things. For example, last year the profits*

*were less than usual, so we gave the employees training courses on cost reduction and improving productivity”(JM20).*

## **2. Designing stage**

JEPCO does not design its own training programmes, although the company has its own training centre. The training centre is utilized basically for orientation and vocational training for students. The technical training manager, who is responsible for the centre, claimed that the centre was opened in particular cases. As he said,

*“There is a training centre...but it is under call; as we only open it when we need to conduct a training course for a group of employees for example, when contracting with experts or for any related purposes. Sometimes we utilize it to train the students of the Vocational Training Corporation”.*

It was important to explore the reasons for not utilizing the centre for T&D purposes. The technical training manager listed several reasons for the temporary opening of the centre as follows:

- Permanent opening would require specialized staff and trainers, which would require a huge budget.
- The centre suffers from a shortage of required instruments and simulators.
- The top management is not interested in spending large amounts of money on such a project while there is a cheaper alternative.
- Sending employees to external centres (outside the company) is much cheaper than designing the required course.

Participants were asked whether there were any kind of informal on-the-job training, all participants admitted the informal existence of on-the-job training, particularly for the newly recruited employees. It is understood that the training of new employees is the responsibility of their direct supervisors.

## **3. Implementation and evaluation stages:**

All the respondents declared that there are no systematic methods to ensure proper implementation of the acquired skills and knowledge in the workplace, nor are there procedures to assess the outcomes of the training programmes.



In this regard an interviewee claimed that the application of newly skills is highly affected by the managers, as they do not encourage new behaviour. The following quotation reflects this view:

*“What we have been taught at training courses is not permitted to be implemented at work. Simply they have their way of getting the things done and any new modifications are not welcomed. For me, I call them the aging centralized management”*(JSu23).

**Table 6.13 JEPCO`s training process**

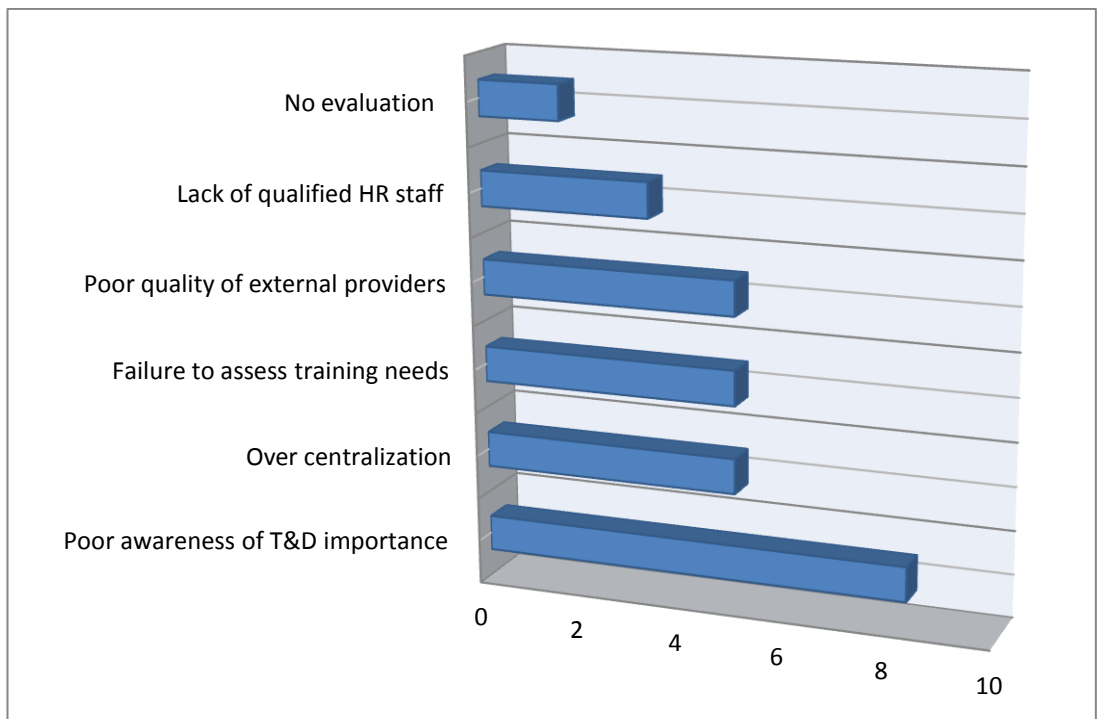
category	Training process					
Sub categories	TNA			Designing	Implementation	Evaluation
	Individual	Job	Company			
<b>Patterns</b>	1. Based on managers` recommendations.	1. No systematic analysis  2. Personal attempts to job TNA.	1. No analysis  2.Limited extent of company TNA	1. No designing.	1.No formal procedures to ensure implementation  2.Depends on managers` support	1.No evaluation
Senior managers	1	1	1	1	1	1
Middle managers	1	1	1&2	1	1	1
Supervisors	1	1&2	1	1	1&2	1
Employees	1	1&2	1&2	1	1	1
HR staff	1	1&2	1&2	1	1	1
Other professions	1	1&2	1	1	1&2	1

As shown above, participants demonstrated a high degree of consensus with regard to the training process. Supervisors and employees claimed the existence of informal and limited procedures for analysing job needs, while, middle managers and employees argued the limited extent of the company`s TNA.

#### 6.2.3.4 Participants` perceptions of training function success:

Participants claimed that training programmes were not successful and did not achieve what was hoped for. In this matter participants mentioned a variety of reasons that caused training failure, as shown below:

**Figure 6.2 JEPCO`s participants` perceptions regarding T&D obstacles**



#### 1. Poor awareness of T&D importance:

66.6% of participants agreed that JEPCO`s staff are not fully aware of T&D`s role and importance. The following quotation reflects this view:

*“Employees consider training as a journey or a trip....They only seek some days off” (JM22).*

Moreover, 33.3% of employees claimed that the top management is not committed to T&D, since they do not consider T&D activities as critical to be handled seriously. In this matter they referred the conversation back to the absence of a T&D specialized unit and staff as an example of T&D`s minor position in the company. Furthermore, phrases like *“there is no belief in the importance of training”* and *“they even don`t believe in training as a means to improve. They hardly take care of the technical department to worry about training!!!”* (JE24) were used to point towards this issue.

## **2. Over centralization**

50% of participants linked the failure of T&D activities to the high degree of centralization. Initially, they expressed their dissatisfaction with this situation by using remarkable phrases like, *“The General Manager is everything at the company”* (JSe21), *“Top management want to control everything, even the nomination for sessions”*(JSu23) and *“We suffer from horrible centralization”*(JE24).

Moreover, they claimed that depending mainly on the managers` selection without basing the decisions on formal or systematic procedures creates ineffective training outcomes. The following quotation reflects this view:

*“If they stop sending their friends and relatives to the external courses (outside Jordan) then things may become better”*(JSe21).

## **3. Failure of TNA process:**

Failure to assess training needs is highly associated with the centralization of authority. According to participants` views, preserving the nomination decision in the managers` hands leads to inadequate TNA which impedes the training activities` effectiveness. In this regard 50% of participants claimed that poor need assessment is among the reasons that lead to T&D failure. For example, one participant stated,

*“Training courses do not achieve the purposes hoped for; because training is not linked with the real needs of the staff. We never analyse the strengths or weaknesses to be managed and/or developed”*(JE19).

## **4. Poor quality of external providers:**

50% of participants criticized the quality of T&D programmes provided by external providers. Furthermore, they claimed that the choice of providers is not based on the institution`s capability and facilities as much as on personal relations. The following quotation reflects this view:

*“Another big problem is related to training providers or training centres, they all are working on a commercial basis with inadequate facilities. Furthermore, friendship and tribes extend their influence to affect the selection of training centres.....They don` t select the providers according to fair criteria”*(JSe21).

From different perspective one non-interviewed employee, when she realized that the researcher was conducting research on T&D, commented,

*“I’m a widow with three children, of course I would like to improve and go forward in my career, but above all I’m a single mother.....nominating me for after work programmes is tragedy for me... I can’t afford after school club prices... if the programmes are mandatory, I ask my relatives to pick the children up from school and take care of them....But I do believe if the management is really interested in training, why not offer training during the working hours???”*

#### **5. Lack of well-qualified HR staff:**

33.3% of the participants claimed that the inadequate experience of HR staff in the field of T&D is among the reasons that stand behind the failure of T&D activities. Furthermore, when this issue was raised, participants referred the conversation back to the high centralization problem, as they linked the weakness of HR staff to the top management’s authority. In this regard an interviewee said,

*“The HR department is decoration, to complete the morphological manifestation. Our top management is not interested in appointing well qualified and experienced HR staff, as they want to keep on taking decisions”(JSu23).*

On the other hand 16.6% of participants stated that the lack of qualified staff is linked to the absence of a specialized T&D unit; they claimed that the employees who handle the T&D activities are not specialized in these areas.

#### **6. Failure to evaluate T&D outcomes:**

16.6% of participants claimed that the failure to evaluate the outcomes of training activities is one of the reasons for disappointing T&D outcomes. In this context an interviewee said,

*“There is no real follow-up of the employee before and after training, they never assess whether or not training programmes have positive effect on performance, nor do they assess the suitability of training procedures”(JM22).*

Finally, participants` views regarding training effectiveness were as follows:

**Table 6.14 Obstacles to effective T&D**

Category	Obstacles to effective T&D
Patterns	1.Poor awareness of T&D importance 2.Over centralization 3.Failure to assess training needs: 4.Poor quality of external providers 5.Lack of well-qualified HR staff 6.Failure to evaluate T&D outcomes
Senior managers	1,2,4&5
Middle managers	1,3,4&6
Supervisors	1,2&5
Employees	1,2,3&4
HR staff	3&4
Other professions	1,2,3,4,5&6

The table shows that middle managers emphasized the need for evaluating T&D outcomes to enhance the training function. Only senior managers and employees pointed to the qualification of HR staff as an obstacle to training. On the other hand, HR staff referred to the poor TNA and the external providers to interpret the failure of T&D.

#### **6.2.3.5 Type and range of T&D activities:**

Similar to the situation at the previous companies, all participants agreed that there are no functional categories or professions excluded from participating in T&D activities. Furthermore, 66.6% claimed that the type of the programme decides the range of the training activities, not the company. In that regard, an interviewee said,

*“It depends on the type of the programme.....for example how can you train an engineer on using instruments by lecture?? ...of course it should be the technical aspect”.*

### 6.2.3.6 Understanding of T&D function:

It was apparent from the conversation with JEPSCO's participants, and from other indicators, such as the absence of a specialized T&D unit and budget, that there is no full commitment to or belief in T&D.

Initially, although all the interviewees expressed belief in the importance of T&D, expressions like `decoration` and `vacations` were repeated four times within the interviews. As mentioned earlier, 66.6% of respondents considered that the problems are attributable to the employees themselves, since they consider T&D to be a vacation. On the other hand, 33.3% of participants claimed that top management do not consider T&D to be a significant necessity. As an example of top management's irresponsible vision toward T&D, they stated that the top management utilize their authority to give out external (outside Jordan) programmes to their relatives and friends. In this regard phrases like "*favouritism and cronyism*" and "*relatives and friends*" were used. Furthermore, 16.6% of participants stated that top management do believe in the importance of T&D, but personal relations and tribe are the strongest issues that influence managerial decisions; thus there is a contradiction between the theory and the actual practice.

Furthermore, respondents' criteria for a good training programme depend on the location and the country in which the programme is to be held, and how much money they will earn from it. Besides, there was confusion between the training process and the training techniques, as training activities were not perceived as a complete process by the respondents. This point was evident in all the researched companies, when the researcher asked about the effectiveness of the training function. All of the respondents evaluated the training by assessing the training programmes held by the company, rather than evaluating the training function as a whole. The following quotation reflects this view:

*"No... training courses do not achieve the purposes hoped for...."*(JE19)

Besides, 83.3% of participants limited the training techniques to courses and sessions only. They even used the term course, to replace the term training, which indicates that training as a complete function was not fully understood by the respondents. The following phrases illustrate this issue:

“what we have been taught at training **courses**.....They need to control everything, even the nomination for **sessions**”(JSu23) and “...an employee may be nominated for a training **course**....”(JSe21).

Finally, although the researcher explained to all the interviewees that the research is about T&D, all the respondents during their conversation used the term training only.

**Table 6.15 Understanding of T&D function**

Examples of keywords	Patterns	Category
-training is vacations -training is decoration -some days off	1.Training is perceived to be vacation	<b>Understanding of T&amp;D function</b>
-Extracted from participants` answers	2.Confusion between training function and training techniques	
-Extracted from participants` answers	3.Limitation of training techniques to courses and sessions.	
-relatives and friends...external courses -favouritism and cronyism affect the choice...	4.Poor criteria for judging good programmes.	
Senior managers	1,2,3&4	
Middle managers	1,2,3&4	
Supervisors	1,2,3&4	
Employees	1,2,3&4	
HR staff	2&3	
Other profession	123&4	

Remarkably, all categories except HR staff considered training to be a luxury rather than a necessity. The confusion between the training process and techniques was common in all functional categories.

### 6.3 Document Analysis:

This section reports on the analysis of the private company's document. As discussed in Chapter Three, the analysis procedures were based basically on the third research question (the actual practice of T&D). Moreover, observation notes were analysed and placed under the appropriate categories. In addition, some vivid quotations are introduced to illustrate some issues as needed. It is important to clarify that this company do not has separate training unit, thus the related documents found were very limited.

#### 6.3.1 HR department structure and role:

JEPCO has no separate unit for T&D. The HR Manager along with the Managerial studies supervisor are responsible for running T&D activities, due to the absence of a specialized independent unit. The characteristics of those who were responsible of training activities are shown below:

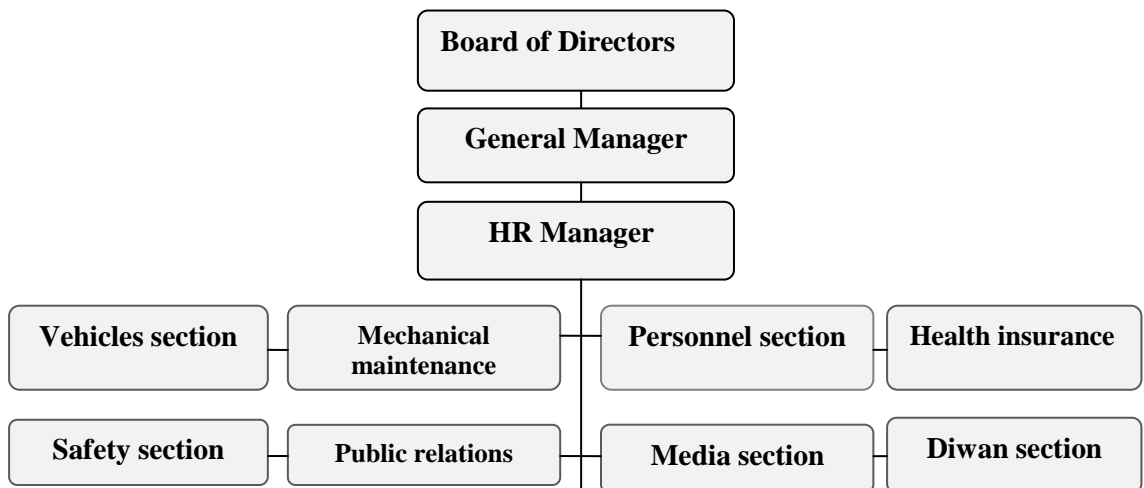
**Table 6.16 Characteristics of NEPCO's staff responsible of training**

Position	Educational background	Experience in T&D field
HR Manager	Business administration	18 years
Managerial studies supervisor	Engineer	4 years

Based on manpower documents

The HR Department includes ten different sections as shown below:

**Figure 6.3 JEPCO's HR department structure**







As shown above, the HR department is directly supervised by the GM. Furthermore, the HR department is responsible for different types of activities which are not related to HR, like vehicles, mechanical maintenance and media. In this regard the HR manager said, “*The HR department is responsible for all the activities that are not related to the core business of the company.*”

Accordingly, the type and nature of tasks that are assigned to the HR division were service-oriented and functional rather than strategically HR related. On the other hand, the absence of specialized training unit is associated with the absence of regulatory instruction to manage T&D activities. Therefore, no formal tasks, duties or responsibilities are assigned. From this standpoint, the daily correspondence along with researcher’s observation of how training activities were handled was utilized to replace such a document. However, the basic findings derived from the annual report were as follows:

**Table 6.17 JEPCO’s HR unit structure and staff**

Source	Patterns	Category
-Annual report -Researcher field notes	1. Mostly service-oriented duties for the HR directorate  2. Shortage of staff who are engaged directly in training activities.	<b>Unit structure</b>

JEPCO does not prepare training plan. Instead, training activities are handled separately and upon request. Although the company receives numerous training offers daily- similar to the situation at the previous companies- most of them are considered to be junk unless a match is found with what was previously requested by one of the department managers. In this context, the researcher noted a number of previous requests from different department managers for particular training programmes for a specific employee or sometimes employees. The managerial studies supervisor’s role is to circulate the offer back to the relevant manager to confirm his/her previous request, check the appropriateness of programme content and timing, thereafter, to conduct the requested correspondence with the providers, and to notify the financial department for

payment issues. Accordingly, the HR staff role in the training process is very limited and restricted basically correspondence. Second, there was no training function, since all the training activities are confined to nomination. Finally, the way people are nominated shows a high degree of centralization as it completely depends on managers' recommendation, as shown in the table below:

**Table 6.18 JEPCO`s daily correspondence basic findings**

Source	Patterns
-Daily correspondence -Researcher`s field notes	1.Limited role of HR staff in training activities 2.Training function is limited to individual TNA 3.High degree of centralization

#### 6.4 Pattern matching:

This section aims to compare the patterns that were revealed through the data analysis of all the utilized methods. Thus, patterns are placed according to the themes, sorted by categories as shown in the table below:

**Table 6.19 JEPCO`s pattern matching of the data analysis**

Theme	Categories	Interview analysis	Document analysis
Conceptualization of T&D	<b>Training</b>	1.Training is a learning process. 2. Remediating a knowledge deficiency.	Not defined
	<b>Development</b>	1.Development is progressive improvement 2. Improve competencies. 3.Development is for top managers. 4.Development is not related to employees' profession.	Not defined
	<b>T&amp;D</b>	1.T&D are more comprehensive when combined. 2.Improve employees' competencies. 3.T&D are targeted to overcome work daily problems. 4.T&D are for unqualified employees. 5.T&D serve different purposes.	Not defined

	<b>Importance</b>	1.Development at personal level 2.Appropriate performance of job requirements 3.Cope with technology changes	Not mentioned
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**Continued**

<b>Perceived role of T&amp;D</b>	<b>Success</b>	1.Improvement in employee’s capabilities. 2.Cope with technology changes 3.Reduction of work problems 4.Innovative way of thinking	Not mentioned
	<b>Performance</b>	1.T&D influence is subject to other factors 2.Linked to advancement of employees performance	Not mentioned
	<b>Goal Achievement</b>	1. No clear relation between T&D and goal achievement. 2.Under appropriate training management.	Not mentioned
	<b>Timing</b>	1.Ongoing process 2.Orientation 3.Introduction of new technology 4.Personal training 5.Follow the company strategy.	Not mentioned
	<b>Unit structure and staff</b>	<b>HR directorate structure</b> -Training activities are allocated with HR management -No active role for HR directorate -Lack of experience in the field of training	- Shortage of HR staff - Serviceable task - Limited role in training
<b>The actual practice of T&amp;D</b>	<b>T&amp;D strategy</b>	<b>Reasons behind T&amp;D unit, strategy and objectives absence</b> 1.Poor awareness of T&D importance 2.Absence of competition 3.Absence of particular T&D division 4.Lack of qualified HR staff 5.Over centralization 6.Absence of clear company strategy	-Absence of formal T&D strategy.
		<b>Performance indications</b>	- -Technical performance indicators.
	<b>T&amp;D process</b>	<b>Individual TNA</b> - Based on managers` recommendation.	- Training function is limited to individual TNA
		<b>Job TNA</b> - No analysis procedures - Personal attempts to job TNA	

		<b>Company`s TNA</b>	- No analysis procedures - To some extent	- Based on managers` recommendation
		<b>Designing</b>	- No designing	

### Continued

		<b>Implementation</b>	-No formal procedures to ensure implementation -Depends on manager support	
		<b>Evaluation</b>	-No formal procedures for evaluating	
	<b>T&amp;D effectiveness</b>		Training activities were not successful because of: 1.Poor awareness of T&D importance 2.Over centralization 3.Failure to assess training needs: 4.Poor quality of external providers 5.Lack of well-qualified HR staff 6.Failure to evaluate T&D outcomes	Over centralization
	<b>Type and range</b>		-The company provide all types of training programmes - The range depends on the programme type	Not mentioned
	<b>Understanding of training function</b>		1.Training is perceived to be a vacation 2.Confusion between training function and training techniques 3.Limitation of training techniques to courses and sessions. 4.Poor criteria for judging good programmes.	-

The table above shows that the private company did not establish a theoretical foundation for T&D. Although the company was engaged in training activities, training was not formally defined and the expected outcomes were not stated.

Regarding the actual practice of training, particularly regarding the training unit, a match was found between the participants` views regarding the HR staff role in training intervention and what was found through analysis of the daily correspondence.

Regarding training process, the interviews` dominant patterns were highly supported by investigating correspondence, since the training was limited to individual training analysis, not based on an accurate procedure and the designing, implementation and evaluation stages were absent.

Some of the perceived obstacles could be supported by the available documents, such as over-centralization, which was indicated by the analysis of the correspondence as discussed earlier. Other obstacle was Lack of well-qualified HR staff, which could be linked to the absence of a training unit, so that the training duties were assigned to other functional groups, and failure to evaluate T&D outcomes, which is associated with limiting training function to individual TNA.

### **6.5 Factors shaping T&D practice at the privatized company:**

This part was done after all the data analysis was completed. Therefore, the researcher set broad assumptions, based on the analysis of all the participating companies, so as to explore the overall shaping factors that influence T&D practice. Accordingly, the patterns that were highly emphasized and appeared in different categories were accumulated to form shaping forces. Other factors that were emphasized by different companies` participants were also identified. Finally, participants were asked to explore their opinions regarding the actual factors that shape the overall manner in which T&D activities were managed. The assumptions were:

1. Managerial style
2. Industry type
3. Cultural influence
4. Inadequacy of western managerial models
5. Union influence

Regarding this company, the data analysis revealed several patterns located in different categories, applied in specific factors, which indicate that those factors affects training intervention in more than one aspect. Thus, it would be more appropriate to accumulate these patterns in one or more points as T&D shaping factors, as follows:

Table 6:20 shows factors which point to one broad factor, which is the managerial style. For example, over centralization was mentioned in many occasions, in explaining the

absence of T&D unit and strategy, as an obstacle to effective training and in the actual way people were nominated to training programmes. The only technique utilized to identify TNA was managers` recommendation which also reflects the centrality of decision making. This point was agreed by participants who were later asked their opinions.

**Table 6.20 Examples of managerial style patterns**

Theme	Categories	Interview analysis		Document analysis
The actual practice of T&D	T&D strategy	Reasons behind T&D unit, strategy and objectives Absence	- <u>Over centralization</u> - <u>Absence of clear company strategy</u>	-Absence of formal T&D strategy.
	T&D process	Individual TNA	- <u>Based on managers` recommendation</u>	- <u>Based on managers` recommendation</u>
	T&D effectiveness		- <u>Over centralization</u>	<u>Over centralization</u>

Second, absence of competition was strongly emphasized by participants on many occasions, either to explain the absence of specialized training unit, staff, strategies and plans, or to justify the top management`s lack of interest in investing in T&D. This point was asserted again by the later telephone interviews.

Cultural influence was also mentioned by participants to express their dissatisfaction with the unfairness of the basis for employees` nominations and the selection of external providers. From different a perspective, since the whole training function at this company was handled in term of employees` selection and nomination only and since social ties affect this aspect, it is logical to assume that culture considerations were a seriously influential factor. This assumption was also confirmed by participants.

The inapplicability of Western managerial models in Arab organizations was assumed based on the nature and type of activities that were handled by HR staff; as shown in Figure 6:3 the HR department is responsible for different types of activities like

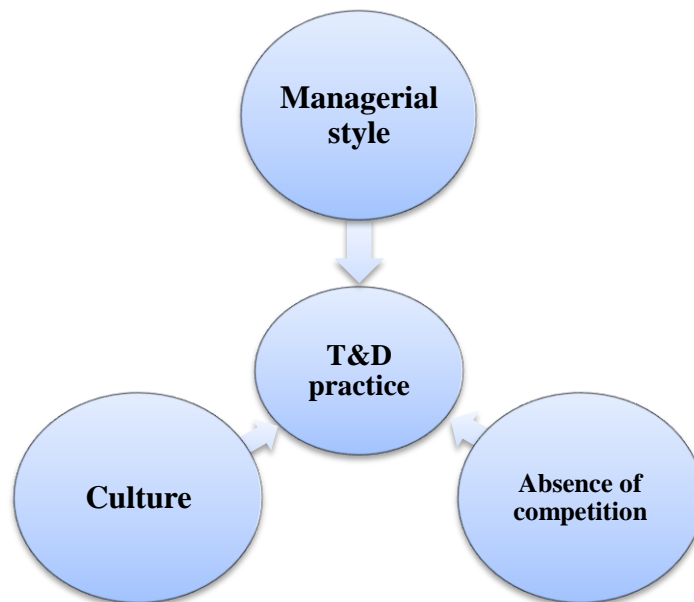
vehicles, mechanical maintenance and media, which are not compatible with the nature of HR responsibilities as proposed in Western HR management. In this regard, it is important to recall that the nature of the HR duties and the qualification of the related staff was explained in two different ways, first, over-centralization which limits strategic planning and critical issues to the top management, and second, the inflexible nature of the salary scale, which could not attract professional HR candidates. However, this point reverses the attention back to the nature of the managerial style. Moreover, the unqualified HR department was asserted by the telephone interviewees but they could not decide whether the problem related to the models or in their application.

Regarding union pressure, participants did not explicitly mention this point, but when the researcher posed this assumption one interviewee said,

*“I think our management would not dare to suggest CEGCO’s performance pay proposal; they learned their lesson”*(JE29).

Accordingly, the shaping forces that affect T&D practice in the private company were as follows:

**Figure 6.4 Factors shaping the T&D practice at the private company**

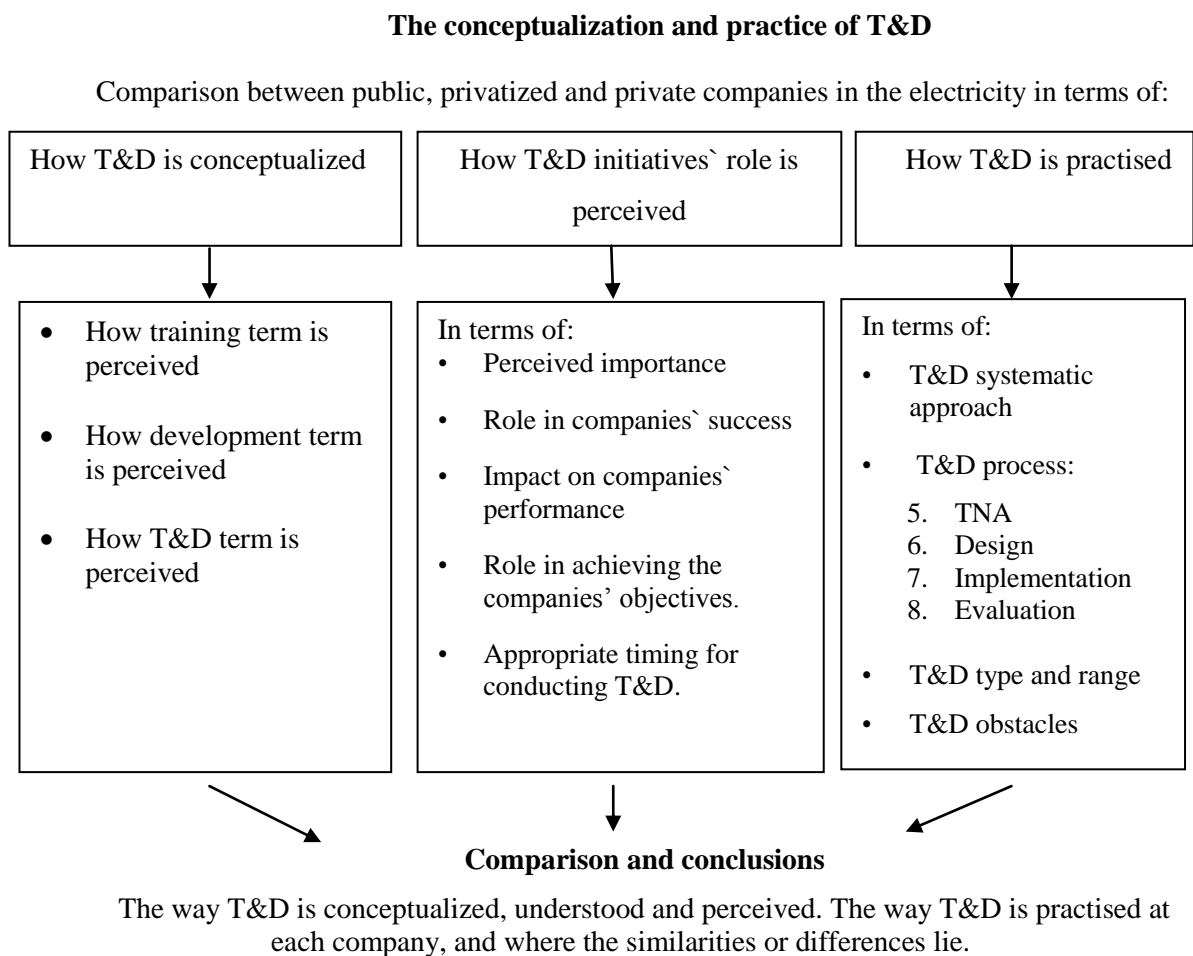


## Chapter Seven: Findings Comparison and Discussion

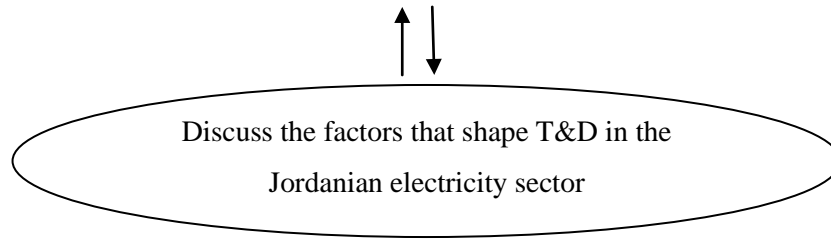
### 7.1 Introduction:

This chapter aims to discuss and compare the findings that emerged from the data analysis presented in chapters Four, Five and Six, and to link the theoretical literature with the empirical side of this research. Therefore, it would be appropriate to present the chapter structure in the light of the research framework as follows:

**Figure 7.1 Chapter structure**







Before representing the research findings, it is important to emphasize the following points:

**First**, the theoretical background that underpin T&D interventions and the manner T&D activities were managed at the electricity industry, have not being studied in term of being right or wrong. Rather, the aim was to describe how people perceive and interpret the situation, T&D actions and participants` interaction with them, the story behind the aspects, and how far respondents were satisfied.

**Second**, although a comparison against Western HRD schools is not the focus of this study, the existence of two fundamental schools (European and American) cannot be easily ignored when studying the field of HRD or any of its aspects. This issue was associated with the shortage of previous Arab and Jordanian studies and theoretical literature. In a similar context, Ali (1995) claims that the study of Arab managerial thoughts is still in its infancy. However, existing Arab literature was utilized according to its availability and accessibility, otherwise, Western models were employed to provide a meaningful picture of the situation, but not as a basis of judgment.

The analysis of the public, privatized and private electricity companies revealed the existence of key similarities and some differences. It is important to point out that all the differences lay in the practice part of T&D, as follows:

**Table 7.1 Similarities and differences in T&D conceptualization and practice**

<b>Themes</b>	<b>Categories</b>	<b>Similarities</b>	<b>Differences</b>
<b>Concept</b>	<b>T&amp;D concept</b>	Employees' conceptualization of the terms training, development and T&D.	
<b>Perceived role</b>	<b>Perceived role</b>	Employees' awareness concerning T&D role and importance.	
<b>Actual practice</b>	<b>Training unit structure and status</b>	<ol style="list-style-type: none"> <li>1. The structural arrangement regarding the HR management location and the nature of the assigned tasks.</li> <li>2. The location of training activities within the HR directorate.</li> <li>3. Training staff status in terms of number of employees, qualification and experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Absence of specialized training unit in the private company.</li> </ol>
	<b>T&amp;D strategy and plans</b>	<ol style="list-style-type: none"> <li>1. Common absence of T&amp;D strategy and/or philosophy statement.</li> <li>2. Approaches to plan formulation in the public and privatized companies</li> <li>3. Vagueness of T&amp;D objectives, criteria and priorities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Absence of training plan for the private company.</li> <li>2. Introduction of competencies analysis for the privatized company training plan formulation</li> </ol>
	<b>T&amp;D cycle</b>	<ul style="list-style-type: none"> <li>• TNA techniques.</li> <li>• Depends mostly on off- the- job training, especially in the private and privatized companies.</li> <li>• Common absence of formal procedures regarding delivery and implementation of T&amp;D outcomes at work.</li> <li>• Limited and ineffective evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• In-house technical programmes in the public company.</li> <li>• Complete absence of evaluation procedures in the private company.</li> </ul>

		procedures in the privatized and public companies.	
	<b>T&amp;D obstacles</b>	<ul style="list-style-type: none"> <li>• Sharing almost the same training problems</li> </ul>	<ul style="list-style-type: none"> <li>• Some obstacles were related to nature of the companies.</li> </ul>
	<b>T&amp;D Strategic position</b>	Same T&D strategic position in compared with Garavan <i>et al`s</i> (1995) and Wallace and McCracken`s (2000) models for strategic HRD.	

## 7.2 Understanding of T& Concepts and Role:

Hull and Shunk (1966) claim that every human activity can be shown to have a basis in theory, a centralizing idea of what it is all about, what it is trying to do and how it operates in human experience. Wang (2008) claims that how people perceive T&D has a great influence on what they do about it. From this perspective, this study aimed to explore how the participants conceptualized T&D and how they perceived and understood its role.

### 7.2.1 The conceptualization of T&D:

Ketter (2006) discusses the debates related to the terms training and development, referring to Fitzgerald`s (1992) suggestion that understanding the distinction between training and development will help to understand the process that characterises them and the way in which they affect the short and long-term success of the organization. Moreover, Garavan (1997) argues that the extent to which an organization's HR specialist views them as synonymous or distinct will significantly influence the way in which these activities are approached and managed.

Hansen and Lee (2009) argue that there are continuing struggles to define HRD. Each of these efforts has emerged out of a specific cultural context with specific assumptions, values, and beliefs. According to this study, Jordanian electricity sector employees' perceptions showed close similarities in defining the terms training, development and T&D. Moreover, they used almost the same phrases and expressions in communicating their ideas and opinions.

As explored in the previous three chapters, training could be defined, according to over 76% of participants, as learning activities that are provided to improve employees' skills, knowledge and performance. This designation is close to Karthick's (2012) definition of training as an organized procedure by which people learn knowledge and skills. In contrast, Bramley (2003) claims that training involves learning, but training implies learning to do something and when it is successful, it results in things being done differently.

Thus, training was defined by participants in terms of learning, with an emphasis on the developmental aspects. In other words, training was defined in terms of *what* it is rather than *why* or *when* it should be done. The specific purpose of training, which type of skills and knowledge needed to be improved or when the training was required were not highlighted.

Although participants did not decide who needs training, what and when training is needed, training was assumed to contribute basically to person development; secondly, toward employee development, toward companies' development. To explain, individual development received more attention, being cited by over 63% of participants, whereas almost 36.9% linked it to enhancing performance in the present job, which would lead eventually to company development.

In a second and minor pattern, training was defined as managing of knowledge deficiency. 16.3% of participants linked the need for training to lack of specific skills, knowledge, or ability needed to perform their current job. This view is consistent with the perspectives of Fairfield and James (1987), Hackett (1997), and Armstrong (2006).

Although participants did not provide a unified picture of their perceptions regarding the term development, the ideas which were extracted from their words either directly or semantic meaning through metaphors like "*river composed of drops*"(NE13), "*in life experiments, there is appellat knowledge*"(CSu17) and "*man does not have all from birth*"(CM6), indicated that development could be defined according to almost 53.3% of Jordanian electricity sector employees as progressive improvement that occurs as a result of continuous and proper training and learning .

Furthermore, the interviewees' perspectives revealed that the relation that links training and development is sequential; this relation had been cited by almost 68.3% of participants. They distinguished between training and development in terms of scope. Consistent with this perspective, Currie (2006) argues that development refers to a broader landscape; it relates to future and longer-term development of people. Fitzgerald (1992) suggests that development differs from training in that it looks beyond today; it does not occur during a class. It is what happens afterwards that leads to real development.

Overall, it could be argued that participants distinguished between training and development in term of time frame, but did not identify the distinction in terms of focus and goals as proposed by Nadler (1974); Fairfield and James (1987); Garavan *et al.* (1995); Hackett (1997) and Armstrong (2006). The participants drew the following distinctions between training and development:

**Table 7.2 Participants' perceived distinctions between training and development**

<b>Training</b>	<b>Development</b>
Learning process.	Desired result of continuous learning.
Could be a managed process	Occurs as a consequence and sum of training and experience.
Short term focus	Long run impact.
Training is one step toward development	Development is a broad term that includes training as one part of it.

From these perspectives, it is reasonable to assume that the absence of development as a function at the electricity companies was allied to the companies' members' perceptions, since they assumed that development is an unmanageable issue that occurs spontaneously as a consequence of appropriate and continuous training and experience.

As mentioned earlier, the concept of development was more difficult to define. It is worth mentioning that almost 26% of participants expressed incompatible perceptions regarding development, such as, development is limited to top managers, it involves a higher level of education, it is to remedy knowledge deficiency, to enable coping with technology and development is not related to employees' profession.

T&D were considered to be concomitant and more comprehensive when combined from the viewpoint of almost 67.7% of all companies' participants. Within this pattern, 45.8% of participants conceived training activities to be targeted eventually toward development; more specifically, they reformulated and combined the training definition with its outcome (development) to identify T&D.

From this standpoint, it could be argued that the interviewees could not draw a clear distinction between training and T&D, as they considered them to be training activities that teach and develop people. As discussed in Chapter Two, although Garavan (1997) argues that it is perhaps more appropriate to view training, development and education as an integrated whole, with the concept of learning as the glue which holds them together, Fairfield and James (1987), Hackett (1997), Armstrong (2006) and Robinson (2006) distinguish between training and T&D, they consider training as a means to equip the employees with or modify their skills, knowledge, or ability to perform their current job satisfactorily, while T&D is considered to be a planned, sustained and more comprehensive process that includes current and future needs. This view was cited by 21.9% of participants, representing a second and minor pattern of T&D.

Conversely, the majority of participants failed to consider T&D as a planned process as proposed by Western HR literature (Lynton and Pareek, 1976; Buckley and Caple, 1990; Hackett, 1997; GAO, 2004; Armstrong, 2006 and Anderson, 2010) and Arab literature (Al-Ali, 1999; Belhaj, 2000). This finding is consistent with Al Hadad's (1996) description of training activities in Arab countries as a group of lectures, followed by certificates, without any serious attempt to see the training as a complete system.

McGuire *et al.* (2001) suggest two distinct schools of HRD based on the analysis of the way it was defined in the related literature. The American school mostly defines HRD in terms of learning, stressing the developmental aspect in the term "HRD", and holding a utilitarian perspective. The European school adopts a more pluralist perspective, focusing on the resource potential of employees inherent in the term "HRM" and stressing the link between HRD and strategy.

According to this study, the participants' perceptions show similarity to the American school in many perspectives, particularly, interpreting T&D in terms of learning, being

developmental focused and emphasizing the utilitarian outlook. On the other hand, the European outlook, which focuses on strategic fit, was not realized by the majority of participants. The unitarist perspective that stresses the concurrence of interest between labour and management was cited by over 44.1% of participants. Conversely, the pluralist perspective of the European school was not comprehended. In this context, McGuire *et al.* (2001) indicate that “*the historical philosophical tradition of European states allied to developments such as the welfare state and corporatist models of industrial relations have helped contribute to the creation of more inclusive models of HRD*”.

Participants’ perceptions oscillated between the US school and European school in terms of orientation, as their views considered T&D to have an organizational and/or individual orientation. The table below shows the participants’ perceptions in compared to US and European schools. Finally, the managerialist and utilitarian outlook that was perceived by participants will be discussed in more details in the following section.

**Table 7.3 Participants’ views compared with US & European Schools of HRD**

American School	European school	Participants’ definition
Developmental focus	Strategic focus	Developmental focus
Managerialist bottom-line approach	Interpretative holistic approach	Managerialist approach
Emphasis on learning processes	Emphasis on skill acquisition	Emphasis on learning as a mean for skill acquisition.
Organizational orientation	Individual orientation	Dual orientation
Structured learning methodology	Philosophy for investing in people	Learning activities
Utilitarian outlook	Humanist outlook	Utilitarian outlook
Directly managed	Indirectly managed	Training activities are manageable.
Unitarist perspective	Pluralist perspective	Tendency toward Unitarist

However, the embracing of the American and to some extent the European schools of T&D could be linked to the absence of purely Arab T&D thoughts, which must have originated and evolved on the basis of the needs and requirements of these nations

within the crucible of their culture. In a similar context, Ali (1995) claims that the majority of Arab management writings are mere translation and recurrence of American and to some degree, European management theory, whereas McGuire *et al.* (2001) claim that the American as well as the European schools of HRD reflect in the main the historical tradition in which both societies are rooted.

Although this study does not endeavour to evaluate people`s definition of T&D in terms of being right or wrong, rather it is a substance of understanding the philosophy, value and motive for T&D; the limited and unclear vision regarding T&D concept provided by participants indicates that training management characteristics in the investigated companies –as will be discussed later- emanate from the absence of mature training philosophy, since the ideas presented do not justify clearly the need for T&D, when T&D needs are raised and how they will be fulfilled. Furthermore, the formal document did not provide a clear definition of what training means or the justification of espousal of these activities. In this regard, Hull and Shunk (1966) claim that training philosophy has to come before effective training can occur, as theory checks and judges practice. Moreover, what employees express reflects general knowledge or more clearly is derived from the word signified, like the terms *development*, *upgrading* and *improvement*, as they serve almost the same meaning in colloquial Arabic.

Finally, training was perceived to be learning activities that aim to improve employees` skills, knowledge and performance, the ultimate aim being to achieve continuous improvement (development). The combination of the present and future impact of learning was perceived to be T&D.

### **7.2.2 Awareness of T&D need, role and importance:**

Interviewees` perceptions regarding their awareness of T&D role showed high overlap between the conceived importance of T&D, its perceived role in companies` success, performance, and in goal achievement. However, since the qualitative analysis is not about providing numeric data only but rather to explore, interpret and understand the situation, and since this section of the interview consisted of open ended questions, it is reasonable to suggest that the participants expressed convergent views, meanings and ideas with some differences in the importance ranking, as shown in the following table.



**Table 7.4 Perceptions of T&D role:**

		CEGCO	NEPCO	JEPKO
<b>Importance of T&amp;D</b>	Cope with technology changes	40%	37.5%	33.3%
	Appropriate performance of job requirements.	40%	25%	50%
	Adaptation to company's culture	10%	-	-
	Innovative way of thinking	-	37.5%	
	Increase employees` morale	-	12.5%	
	Improvement in personal level	-	-	50%
<b>Role in companies Success</b>	Improvement to job related skills.	40%	50%	75%
	Innovative way of thinking	20%	-	16.6%
	Employees` commitment	10%	-	-
	No role in success	30%	25%	-
	Face the competition	-	12.5%	-
	Cope with technology	-	12.5%	33.3%
	Avoid work problems and accidents	-	-	16.6%
<b>Role in companies performance</b>	Linked to advancement of employees` performance	60%	62.5%	33.3%
	Innovative way of thinking	20%	-	
	Increase the employees` morale	10%	-	
	Depend on top management support and other factors.	10%	12.5%	50%
	Not sure	-	-	16.6%
	Reduction of work problems and accidents	-	37.5%	-
<b>Role in Goals achievement</b>	Depends on other factors	30%	25%	-
	Environment of creativity	20%	-	-
	Minor role	20%	25%	50%
	Not sure	20%	-	50%
	By maintaining qualified staff	-	50%	-
<b>Appropriate timing for T&amp;D interventions.</b>	Orientation programmes	70%	37.5%	33.3%
	Introduction of new technology	40%	-	-
	Upgrading to higher position	40%	25%	-
	Performance deficiency	30%	-	-
	Should be constant process	30%	87.5%	66.6%
	Before any problem	10%	-	
	Replacement policy	-	37.5%	

	Follow the company strategy	-	-	16.6%
	Personal areas	-	-	33.3%

It is argued that exploring the concept of T&D, the conceived role and the importance of T&D will highlight the philosophy under which T&D activities were conducted (Hull and Shunk, 1966). However, this issue was not so simple to explore. The complexity of this area, along with the shortage of previous related studies, particularly in the Arab world, confounds this issue and makes it difficult to determine the features of the Arab philosophy of T&D.

Conversely, many Western authors stressed the importance of understanding and building proper T&D under wider HRD philosophies (Hull and Shunk, 1966; Swanson, 2001; Kuchinke, 2004, Ruona and Lynham, 2004). Moreover, as discussed in Chapter Two, McGuire *et al.* (2001) present a detailed discussion of various HRD philosophies and paradigms. They characterize five related philosophies: systemic wholism, traditional functionalism, developmental humanism, utilitarian instrumentalism and radical/critical theory.

With respect to this study, the participants showed a tendency toward social constructionism. They defined T&D by proposing three elements of T&D: training, learning and development, which are assumed to contribute to employees` and organizational effectiveness (dual-focus). They distinguished between the limited scope of training and the longer –term development. This point was manifested by one of the participants who said, *“Before I joined the company I used to think that T&D is concerned with training undergraduate students or new graduates to prepare them for the labour market...afterward I realized that T&D is targeted to the company`s employees...I understand that Training is improving the employee`s skills, providing new knowledge and experience in order to be developed”*(NE11).

On the other hand, the participants` perspectives show a propensity toward a Managerialist approach, which proposes the instrumental role of T&D in improving organizational performance (McGuire *et al.*, 2001). The instrumental role of T&D was manifested by privatized, public and private company employees. Participants conceived the improvement in job related skills as the foremost role of T&D in companies` success. Furthermore, the participants of the public and privatized

companies explained the importance of T&D as a means to cope with technology changes. The privatized and the private companies' employees claimed the importance of T&D is linked to appropriate performance of job requirements. It is noticeable that the private company's interviewees gave the same significance to improvement on the personal level.

The instrumental role of T&D was highlighted in participants' perceptions of the need for T&D, particularly, the privatized participants; as they explained the need for T&D in terms of orientation of new employees, to enable new recruits to learn the requirements of their jobs. Introduction of new technology, promotion to a higher position and managing performance deficiency are other aspects of perceived instrumental role of T&D. The public and the private companies' participants stressed the need for continuous T&D along with the orientation of new employees. Moreover, participants pointed to the instrumental role of T&D in other situations. The privatized and public companies' participants assumed that the primary role of T&D in improving the companies' performance is linked to proper accomplishment of job requirements, whereas, the private company respondents claimed that T&D's role is significantly affected by other factors.

Contrary to what was proposed by McGuire *et al.* (2001) that the managerialist approach focuses on the active use of HRD to achieve organizational objectives, T&D was not perceived to have an important role in goal achievement from the viewpoint of the privatized and the private companies' participants, as their answers were divided between "goals achievement depends on other factors rather than T&D" and "T&D has a minor role in this issue". On the other hand the public participants ranked these points as second in importance as they argued that goals could be achieved by a qualified workforce.

In terms of McGuire *et al.*'s (2001) model, the participants' perceptions fall under the Traditional functionalism school, which assumes T&D as a practical problem-solving approach to dealing with organizational problems.

Furthermore, participants' views show some tendency toward Developmental humanism, particularly regarding the enhancement and growth of an individual's skills and abilities. In contrast, other assumptions of this school, like employees' broad degree

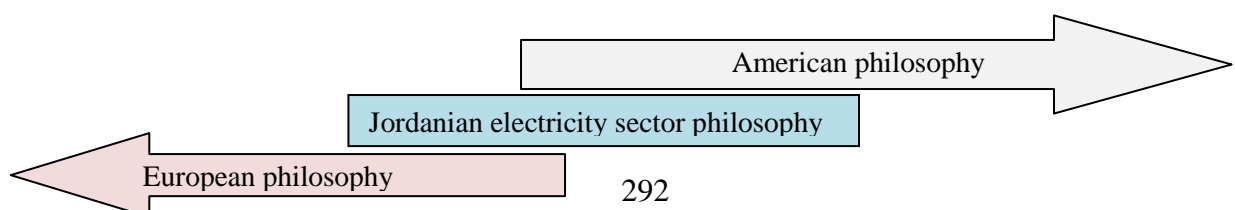
of self-control and self-regulation on the basis that they will actively work towards fulfilling the aims of the organization were not mentioned by interviewees.

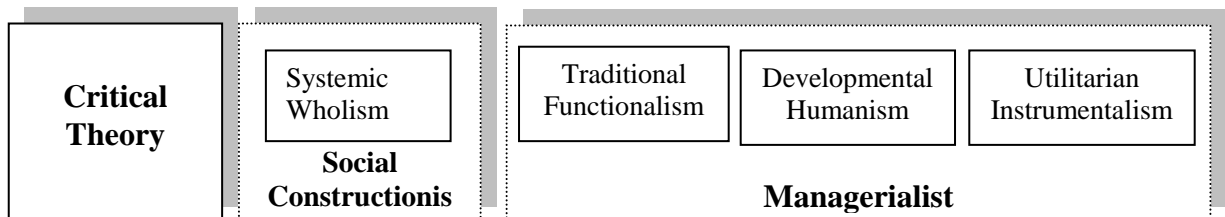
Conversely, Utilitarian instrumentalist ideas such as that the “rational” management of employees lead to the ultimate aim of increased competitive advantage and shareholder returns, and a close “fit” between HRD and strategic organizational imperatives, were not cited by participants.

Finally, participants’ views regarding T&D did not reach the complexity and the depth of the Critical theory. Fenwick (2005) claims that Critical HRD is difficult to envision without dissolving into idealistic prescriptions, a Critical theory would challenge the subjugation of human knowledge, skills, and relationships to organizational or shareholder gain and focus on transforming workplaces and HRD practice toward justice, fairness, and equity (Long, 2007; Fenwick, 2005). McGuire *et al.* (2001) argue that Critical theory views HRD as an ideological colonizing tool of systemic capitalism, from which employees must retake the emancipatory imperative that has been the foundation of critical theory since Marx. It emphasizes the value of education and of raising consciousness in confronting and demanding some revision of oppressive social structures. As an example of the this school perspective, Pont (1991:1) in identifying training claims that “*training is about developing people as **individuals** and helping them to become more **confident** and competent in their **lives** and their jobs*”

Overall, although social constructionism is common to both US and European schools, the American school shows a strong managerialist and unitarist focus, while the European school displays a more social constructionist and critical theory focus (McGuire *et al.*, 2001). In this research, participants’ thoughts showed some tendency toward constructionsim and a stronger inclination to `instrumentalism` which is highly compatible with the traditional functionalism perspective. However, more empirical studies are needed to verify this conclusion.

**Figure 7.2 Participants’ views compared with the US and European HRD philosophies.**





Overall, Swanson (2001:300) stated that *“our present available theory limits how far we can go and what that we do is too important to wallow in a theoretical explanation”*.

From this standpoint, it is reasonable to assume that the participants` understanding of T&D concept and role is clearly reflected in the manner related activities are practised, particularly, in the following points:

1. **Training unit title:** Considering development as an unmanageable process that occurs instinctively as a result of learning leads to the relevant units being called training section/ department rather than T&D in the privatized and the public companies.
2. **T&D strategic role:** Participants` views regarding T&D role that is supposed to play in their companies` emphasize the instrumental role of T&D, assuming T&D as a practical problem-solving approach in dealing with companies` problems. Accordingly, they perceive T&D to play a reactive role and to be developed in manner that respond to any emergent changes either in technology or in environment. Though, their awareness have not reach the advanced levels, of being more proactive and helping or even shaping the organizational strategy as proposed by the European school. This designation is almost coherent with the reality. However, the actual strategic position of T&D will be discussed in 7.3.3.
3. **Training methods:** Perception of training as general learning activities led to heavy reliance on traditional training techniques like lectures, especially in the privatized and private companies, and limitation of simulators and coaching in the public company to technical programmes only. This point will be discussed in more detail in the following section.
4. **Training cycle:** Failure to think of T&D as managed and planned practice, and considering training as separated activities, explains why T&D was not handled

as an organized process, but confined to the selection of programmes and employees. Other parts of the system, like designing, delivering, implementation and evaluation, were not formally addressed. However, this point will be discussed in detail in 7.3.2.

### **7.3 The Actual Practice of T&D:**

#### **7.3.1 Training unit status and role:**

Reid *et al.* (2004) indicate that there is no one correct way of positioning the department within organizations as they vary in such respects as employee numbers, employee types, geographical sites, organization charts, culture and management style. For this study, the structure of the training function and activities within the selected companies was investigated in terms of the existence of a separate T&D unit, the location in the organizational structure and the chain of command. It was found that the public and the privatized companies had a separate section/department for training. The private company did not have a specialized unit; instead training activities were integrated with the personnel section.

##### **7.3.1.1 Training unit structure:**

In all the participating companies, the training activities were supervised directly by the HR department manager. Moreover, the HR departments' locations in the organizational structure in the public and the privatized companies were within the middle managerial levels, which indicated that they were not considered to be central, and not significant enough to report to GM directly. Moreover, as discussed in the previous chapters, the nature of the tasks that the HR departments were responsible for showed that the HR departments in the electricity industry were considered to be service and functional departments rather than strategic ones.

For the public and the privatized companies, the training units' location in the organizational structure was at the lower managerial levels with insufficient independence to make autonomous decisions. This finding is consistent with Belhaj (2000), who claims that training does not have full independence within the organizational structure of most Yemeni banks.

Furthermore, although the privatized company has eleven branches distributed over different kingdom geographical locations and the public company had four branches, the training units were central and located at the headquarters in Amman, the capital. In contrast, Reid *et al.* (2004) state that in large organizations spread over different geographical sites, it would be unlikely that a single unit can adequately handle the wide variety of training responsibilities.

The absence of a specialized T&D unit in the private company was associated with other T&D problems like absence of T&D strategies, plans, policies and regulations. Moreover, having the T&D activities run by the managerial studies supervisor and the HR manager showed that the people responsible for T&D were not specialized in T&D. In addition, it implies that limited time and effort was allocated to T&D activities.

#### **7.3.1.2 Training staff status:**

Exploring the characteristics of the people who were in charge of the T&D function in the participating companies was an important requirement for addressing the third research question. Accordingly, the number of training staff, their qualifications and length of experience were investigated. These elements provide insight into the importance of training at the investigated companies.

As shown in Table 7:5 there was no difference between the companies in terms of the numbers of employees engaged directly in training activities. All the investigated companies suffered from a shortage of expert training staff and complete absence of specialized development staff. Moreover, the numbers of training employees did not reflect the actual size of the organizational workforce. Furthermore, in the private company the employees in charge of training activities were responsible for other tasks rather than training, since they were basically the HR manager and Managerial studies supervisor. Similarly, Belhaj (2000) found a shortage of staff in the training sections of Yemeni banks. Conversely, Garavan *et al.* (1995) based on Hyman (1992), states that most Scottish organization employing less than 50 employees did not have a specialist T&D unit.

**Table 7.5 Number of Training staff at the participant companies**

<b>Company</b>	<b>No. of training staff</b>	<b>No. of company employees</b>	<b>Percentage</b>
<b>Public Co.</b>	4	1455	<b>.0027</b>
<b>Privatized Co.</b>	3	1512	<b>.0019</b>
<b>Private Co.</b>	2	2747	<b>.0007</b>

Regarding training staff education level, as shown in Tables 4:19, 5:18 and 6:16, it was found that almost 88.8% of the training staff held a Bachelor's degree. All the privatized and private companies' training staff were Bachelor's holders, whereas 75% of the public company's training staff had a Bachelor's degree. Therefore, it could be said that training staff in the electricity industry are well-educated. Similarly, Altarawneh (2005) indicates that T&D managers and staff in Jordanian banks are highly educated. Al-Faleh (1987) claims that possession of a first university degree is becoming the minimum academic requirement for appointment in large Jordanian organizations.

On the other hand, the training staff had different educational backgrounds as shown in the mentioned tables, like Business Administration, Accounting, MIS, English literature and Engineering. This could be referred to the absence of T&D job specifications that determine the characteristics and qualification that are required to perform a particular job (Martine, 2008). Moreover, this situation was linked by participants to the employment policy adopted, which gave priority to personal relations rather than actual need in appointment. As discussed in Chapter Four, in the privatized company, the training staff -unlike the financial or the technical staff-, were not perceived to have a particular education, related experience or knowledge in the field of T&D, furthermore, it was found that among eight employees worked at training section since it was established, only two of them underwent appointment examination, 4 were transferred from other departments and 2 were hired by (Wastah). In this regard, the HR manager of the public company expressed her dissatisfaction with the qualification of her staff by saying:

*“even if top management may interfere the appointment of technical and the financial staff, but at least the preferences is among the successful candidates and within the acceptable criteria... unfortunately, this is not the issue here...we are forced to employ people without any standard or examinations....Thus most of HR staff were the output of Wastah”*



However, this finding consistent with Altarawneh`s (2008) claim that, although T&D people in Jordan were well educated, they were educated in different fields.

According to training staff length of experience, as shown in Table 7:6, the private company`s employees had the longest average experience in the training field, whereas the privatized company`s training employees had the least. This could be explained by two reasons: first, the HR manager`s years of experience were considered, since he was engaged directly in the training activities in the private company, which raised the average. Second, the downsizing policy that was adopted by privatized company led to experienced staff resigning, which directly affected T&D staff average length of experience.

**Table 7.6 Average years of experience for training staff**

	<b>Average experience for training staff</b>
<b>Public Co.</b>	4.25 years
<b>Privatized Co.</b>	2.3 years
<b>Private Co.</b>	11 years

Therefore, training employees in the electricity sector were well educated but they lacked the required experience in the field of training. This finding is consistent with the findings of many other researchers like Al-Faleh (1987) and Atiyyah (1993). Bu Qefel (1998) found that UAE governmental organizations suffered from a shortage of professional competent training officers due to the fact that the majority of the training officers have not received any training in the areas of training need analysis and evaluation. Al-Ali (1999) claims that the T&D staff in Kuwaiti Government organizations were not sufficiently trained to achieve their job requirements. PRO Group consultation (2008), having conducted research to evaluate HR activities at the privatized Co., pointed out that the HR staff were generally very well educated, but lacked the required experience in the field of HR. However, in spite of all these recommendations, no improvement in training staff status was found based on this study`s findings.

### **7.3.1.3 Training unit role and responsibilities:**

This section is concern with the privatized and the public companies only, as the private company did not have a separate T&D unit. It was found that training units were not guided by strategies, philosophy statements or specific policies. Instead, the written documents were regulatory documents designed to guide the daily activities and correspondence. Furthermore, it was noticed that the training units' rules and regulations for the both companies were almost the same regarding the training units' role, authority and responsibilities assigned to training staff. This finding could be explained by the fact that those companies were working under the heritage of JEA before unbundling in 1999.

According to the written rules and regulations, it was noted that all the tasks assigned to the training units were service and functional tasks, which aimed to facilitate the training correspondence within the companies' departments and/or with the external providers. In this context, over 36.3% of privatized company`s respondents criticized the functional and uninfluential role of training units. Conversely, Hailey (1999) argues that the need for administrative function, welfare function and personnel management function would decline.

Regarding the formulation of plans, the training staff role was minor, as they were responsible for circulating a special form to all company departments, collecting and classifying them according to sections, departments and divisions. They were also responsible for estimating the costs of each programme listed at the plan to prepare the budget. The estimated amount along with an action plan of how and when these amounts were going to be spent had to be presented to the BOD to gain formal approval.

In the training process, training units had a very limited role in the TNA stage. Moreover, there was nothing mentioned in the official rules and regulations about job, section and company training needs. No responsibilities were assigned to training units that could be linked to the designing or implementation stages. Regarding the evaluation of training programmes there were limited procedures required of training staff, like calculating the total training hours, number of trainees and total cost of the conducted training courses and lectures. These outcomes were considered to be training units'

performance indicators, which were mentioned in the departments` annual report to show how much effort had been expended.

Even with the extra duties that training staff performed, which were observed by the researcher, none of these tasks could be considered to be strategic and they did not conform to the status and role of training staff as proposed in the Western HR Literature (Robinson and Robinson, 1989; Anderson, 1993; GAO, 2004). On the other hand, the regulations indicated a high degree of centralization, as any training decision had to be approved by the departments` managers and all decisions had to be approved by the GM.

Finally, training department profession did not have a clear job description. Accordingly what training staff expected to do was subject to custom and the HR manager`s distribution of tasks among the department employees. In contrast, Clardy (2008) states that Human Capital officers at US federal agencies` are responsible for setting the development strategies for the agencies` workforce, assessing workforce characteristics and future needs in respect of agencies mission and goals, matching HR policies and programmes to the mission, and developing a “culture of continuous learning”.

### **7.3.2 Managing training process:**

As discussed in Chapter Two, many frameworks have been developed to organize T&D activities. Most of these models tend to cover four main stages: TNA, design, implementation and evaluation stage. With respect to this study, there was a general confusion between the training process and training techniques. This viewpoint was also reflected in the manner in which T&D activities were handled, since the training process was confined to the TNA stage. There was limited scope of the designing stage, nothing was found either in the spoken words or in the documents that referred to managing the implementation stage, and there was very limited effort to evaluate training outcomes in the privatized and the public companies, and none in the public company. Similar to this finding, Al-Ali (1999) indicates that T&D programmes in Kuwaiti organizations were carried out on a piecemeal basis rather than via a systematic long-term policy.

#### **1. Training need assessment:**

With the aim of exploring the TNA process, participants were asked different questions regarding the individual, job and companies` TNA, regularity of conducting TNA process, and TNA methods and techniques. It was found that the formal TNA at the electricity sector is confined to the individuals, depending mainly on managers` observation to assess employees` needs. All the private company interviewees, 70% of the privatized company and 75% of the public company participants claimed that the companies did not follow methodological procedures to assess training need at three levels (individual, job and company).

All participants from the privatized and public companies agreed that individual training needs were assessed regularly every year, while the job and the company`s training needs were not assessed regularly. This was confirmed by a reviewing of the annual training plans of these companies. Conversely, the public company participants claimed that individual training needs were not assessed based on a specific timetable.

Regarding methods used to assess individual training needs, 82.5% of interviewees stated that individual training needs were identified based on managers` assumptions. The public company`s participants explained the use of this technique by: first, employees` lack of awareness of T&D importance, so it was assumed that employees would choose unrealistic programmes if they were asked. Secondly, the nature of the management style, as the dominant manner was centrality of decision- making in all management aspects. Finally, limited financial resources were another perceived reason. In this regard, managers were assumed to decide the foremost needs in order to fit with the allocated budget.

On the other hand, 40% of the privatized company respondents and 12.5% of the public company`s participants claimed that performance appraisal was utilized along with the mentioned method for TNA purpose. However, it was noticeable that only the HR staff and senior managers mentioned this point. This could be justified by the newly introduction of this procedures in 2011 - as stated by privatized company`s HR staff- accordingly other employees were not aware of the new procedures. However, other methods of TNA, like development centres, self assessment, peers` assessment, interview and questionnaire, were apparently not used. In this regard, Albahussain (2000) found that the main TNA techniques in Saudi organizations were direct observation followed by performance appraisal reports. Conversely, Altarawneh (2005)

found that the most commonly TNA in Jordanian banks were questionnaire followed by interviews, then direct observation.

On the other hand, managers' needs were assessed by themselves particularly the higher managerial levels (GM and GM Deputies) as the HR department did not have the authority to assess the training needs for any managerial levels.

With regard to job TNA, 70% of the privatized company's participants claimed that there were no methodological procedures to assess this dimension, within this group, 30% argued that although there were no formal manner to manage this issue, there were some sporadic efforts to evaluate job requirements and in particular cases, mainly to fulfil the governmental requirements of safety and occupational health for technicians and engineers and some financial certificates, which indicate that the job itself creates a need for special kind of training. Conversely, 20% of the same company's respondents claimed that the job description had been utilized for assessing training needs in 2011. Furthermore, 10% claim that some managers and section heads try to estimate the units training needs and ask for group training for almost all the unit employees, which is called (customized training).

Regarding the public company, although 62.5% of interviews confirmed the absence of formal procedures, 50% of participants claimed that the job training is generally extracted through the profession requirements, particularly the technical and electrical tasks. The private company's interviewees' views were no different than the mentioned companies, since all admitted that absence of formal procedures, on the other hand, 33.3% of them indicated to the requirements of performing a particular job as a mean to assess this level and or to ask for group training.

Similar to job training assessment, there were no formal procedures to assess the companies' training needs, this point was assured by all the privatized and private company's participants and 75% of public company's participants. On contrary, 30% of the privatized company's interviewees, 25% of the public companies and 20% of the private company's interviewees, stressed that the requirements of new projects, contracts and introduction of new technology were taken into consideration when preparing the training plan, furthermore, they listed several examples to highlight this procedures as discussed in the previous chapters.

Furthermore, the mandatory training programmes those were associated with government requirements like the general health and safety, or linked to companies' policies like TQM at the privatized company's production unit, and the English courses at all the companies were taken into account as companies basic needs to be fulfilled by training programmes.

In contrast to these findings, Wilkins (2001) argues that 82% of UAE companies have a formal process for assessing their employees' training needs. Furthermore, he claims that both UAE and European organisations use a similar range of methods for ascertaining training needs, including analysis of business plans, training audits, performance appraisal, requests by line management and requests from the employee.

Generally, the TNA stage is formally limited to assessment of *individual* needs, based mainly on managers' assumptions. This method was criticised by employees since it was considered to be unsystematic, highly subjective and influenced by personal factors rather than the real needs. Moreover, this method indicates that employees were not engaged or did not even discuss their training needs. In support of this finding, a poor TNA process was considered to be one of the training obstacles from the viewpoint of 50% of the private company and 37.5% of the public company's interviewees.

## **2. Designing stage:**

Patrick (1992) argues that the training design covers all of the activities associated with translating training content into training programmes. Galanaki *et al.* (2008) and Hackett (1997) list several benefits of outsourcing training; furthermore, they suggest several conditions in which training is preferred to be provided internally. As for this study, the participants' answers show clearly that the privatized and the private companies did not carry out on- the-job training. Instead, they depended on external providers to design and conduct the training programmes. Furthermore, 30% of the privatized company and one-third of the private company's interviewees claimed that although they do not conduct on-the-job training, there were limited efforts to design training programmes in cooperation with external providers, particularly, for the group programmes. In these situations, the related department manager decides the topic, the course subjects, timing and in some cases the lecturer. Additionally, the HR staff of the privatized company added that in claiming for group programmes they are not allowed

to contract with individuals, although the company -in some cases- decided the lecturer, but he/she should be invited through official centre. In contrast to this finding, Albahssain (2000) found that on-job-training was the most frequently used approach in the Saudi private manufacturing sector. Altarawneh (2005) claims that the Jordanian banks make use of all training approaches, on- the- job, off- the -job and external programmes. Bramley (2003) claims that rather more than half of the training in the UK is delivered on-the-job.

On the other hand, participants admitted the informal existence of on-the-job training, particularly for the newly recruited employees. In this regard, all participants claimed that, although there is nothing written, it is commonly understood the training of new employees is the responsibility of their direct supervisors. The training technique, methods of delivery and timing for training is subject to the supervisors` and the job requirements issue.

The public company designed and carried out the technical electronic programmes for its staff and other companies` trainees through ETC. In designing their technical courses, ETC utilizes several training techniques like lectures, workshops and simulators. The nature and contents of these programmes depend on the availability of facilities, simulators and qualified staff. Beardwell and Holden (2001) argue that in the designing stage, organizations should translate the determined training needs into training programmes. Contrary to this assumption, there was no clear link between the TNA and the designing stages at the public company. In other words, ETC offers what it is able to provide, followed by preparing the annual ETC plan and receives nominations for its programmes. Thus, the in-house electrical programmes were not built on the results of TNA process. Finally, the public company depended on external providers to cover other areas, like administrative, financial courses and any other technical programmes that were not provided by ETC. This point was asserted in the company`s monthly and annual training reports.

Although the private company had its own technical training centre, the centre was not utilized to carry out training courses; instead it opened only when the company needed to train newly recruited employees and/or for training of vocational training students. The explanations offered were: first, permanent opening would require specialized staff

and trainers, which would require a huge budget. Second, the centre suffered from a shortage of required instruments and simulators. Third, the top management were not interested in spending large amounts of money on such a project while there was a cheaper alternative, the external centres.

Regarding the training methods used, it was found that there was heavy reliance on traditional training techniques, particularly regarding the non technical programmes. In this context, the privatized company`s annual report shows that there were limited training techniques utilized (courses, lectures, workshops and seminars) while other types of training methods, like simulation, role playing, tutorial or computer- based coaching were not found. In this context, it is important to recall that the privatized company documents stated that courses and lectures were the only techniques formally considered as training, whereas all other types of techniques were not classified as training.

On the other hand, participants condemn the timing of training, in this context, especially females, were unhappy with the programmes that were after the working hours, in this context, they claimed that after eight working hours the person will be not able to comprehend new information. On the other hand, social responsibilities impeded the willingness to participate in training programmes,

Overall, participants expressed their dissatisfaction with the heavy reliance on external providers to design and carry out training programmes. Participants listed several reasons for their dissatisfaction: the courses provided are designed in a general way that does not suit the participants` or company`s particular needs. They also claimed that no serious effort is paid to designing the training courses; moreover, the techniques used depend mostly on lectures, as they are inexpensive and do not require superior trainer skills. Another criticism concerned the basis for selecting training centres, since it is affected by personal relations rather than the capabilities of the centres. This point was considered to be one of the training problems and obstacles. In this regard, Hackett (1997) argues that the choice between external and internal providers should be applied systematically, taking into account reputation, competence, cost, location fitting with values, exclusivity and availability.



Finally, the contradiction between the reliance on external providers and the perceived poor quality of these providers, highlights the need for more empirical studies that show up the real capabilities and facilities of these centres; the requirements and the governmental legislation that govern the establishment and running these centres.

### **3. Implementation of the acquired T&D knowledge at work.**

Wills (1998:217) defines this stage as *“the post-training application of the newly acquired knowledge and skills to improve the business”*. For this study, the researcher was looking for the procedures that were to be followed to ensure effective and efficient transfer of acquired knowledge and skills in the workplace. However, there was nothing written in the formal training documents that could be related to the management of this stage. Moreover, the participants' perceptions regarding this phase strongly emphasized the nature of the programme rather than the actions that ought to be followed to ensure the success of this stage.

In this context, over 63.6% of the privatized company's respondents and 50% of the public company's interviewees emphasized that the nature of the programme ought to influence its applicability in actual work place. Furthermore, 18.1% of the privatized company's participants and 12.5% of the public company's respondents stated that the nature and the core business of the organization influence the applicability of training programmes at work. They believed that service companies depend more on training to improve their performance. Finally, 9% of the privatized company and 16.6% of the private company's participants argued that their management prefer the things to be accomplished the way it used to be done.

### **4. Evaluation stage:**

The T&D evaluation function tries to assess whether or not T&D is producing relevant and valued output through an efficient and well managed process (Rae, 1991; Hackett, 1997). Furthermore Applegarth (1991) argues that evaluation should not only provide the justification of training, but also evidence of value for money.

In order to illuminate the procedures for evaluating T&D initiatives at the electricity industry, participants were asked about the evaluation process in their companies and

the evaluation methods and techniques used when evaluating T&D programmes. It is important to recall that there was confusion between training programmes and training function, as the participants' answers indicated that they were considered the same; this was shown in their answers regarding the evaluation of programmes, not the whole training process. This finding supports the previously mentioned point regarding employees' lack of realization of training as a systematic process.

All the privatized and the private companies' respondents and 50% of the public company's interviewees declared that there was no methodological way to assess the training activities' outcomes. On the other hand, 50% claimed that there were limited procedures, like calculating the training hours, numbers of trainees and programmes at the end of each year. Moreover, there were some articles in the public company's instruction and regulations of 2011 that aim to manage the post training activities, such as the presentation of training certificates, programme reports and materials of each trainee. Moreover, trainees are required to give a lecture on the acquired knowledge to their colleagues.

Overall, the control activities followed by the privatized and the public company- as shown in their annual reports- did not determine how T&D activities actually contributed or affected performance; rather, they indicated the amounts paid and the programme numbers/hours generated. Furthermore, the control procedures were targeted to the training programmes only, with no indicators of evaluation of the other stages of the training process. Such a situation was characterized by Robinson and Robinson (1989) as an aspect of training for activity, not training for impact, since the training is handled as an end itself as T&D staff usually report on their activity (number of programmes offered, number of participants, and cost). Regarding the private company, there was a complete absence of this stage. This could be explained by the absence of a specialized training unit and regulations. Contrary to these findings, Altarawneh (2005) claims that the effectiveness of learning programmes is evaluated based on the reaction and learning gain levels in most Jordanian banks.

### **7.3.3 Strategic position of T&D:**

In the previous chapters, the T&D strategies, plans, objectives criteria and priorities were investigated. In order to bring a comprehensive picture of training interventions, it

seems more appropriate to figure out the strategic position of training activities. In this regard, no adequate Arab or Jordanian T&D model was found to explore the strategic position of T&D functions in the electricity sector. No HRD practice map particularly designed for Jordanian or Arab organizations was set to serve as a comparative base. On the other hand, Lee (1996) made a valuable contribution in the field of strategic HRM, by presenting the concept of training maturity. The basic idea is that T&D should be linked to, driven from and integrated with the organization's strategic objectives and that T&D should play a more effective role within the organization by contributing in formulating the organization's strategy (Lee, 1996, McCracken and Wallace, 2000; Anderson 2010).

Furthermore, Altarawneh (2005) adopted Lee's (1996) model of training maturity and Garavan *et al's* (1995) model of strategic HRD. Wang (2008) adopted Lee's (1996) model, depending on its clarity and comprehensiveness. McCracken and Wallace (2000) utilized Garavan (1991) and McCracken's and Wallace (1999) models of strategic HRD toward a redefinition of strategic HRD. for this study, based on Garavan (1991) and McCracken's and Wallace (2000) models, the basics for examining the strategic position of T&D were as follows:

➤ **Integration with overall organizational goals and strategies:**

Many authors have argued that for T&D initiatives to be effective, an appropriate alignment should be established between T&D strategy and organizational strategy (Carr, 1992; Bowen, 1994; McCracken and Wallace, 2000; Alhiti, 2003; GAO, 2004; Wang, 2008).

It was found that none of the investigated companies prepared T&D strategies. The absence of training strategy at the privatized and the private companies was explained by top management lack of interest, lack of qualified HR staff and absence of companies clear strategy and objectives. On the other hand, variant explanations were placed which relate to specific company, for example, the privatized companies claimed that privatization is another reasons behind T&D strategy absence. The public company's participants linked it to employees' unawareness of T&D importance, absence of competition, absence of particular unit specialized in training and over centralization. On the other hand, 75% of the public company's participants could not

explain the reasons behind the absence of T&D strategy since 62.5% of respondents were confused between the terms strategy and plan and consequently considered them the same. The senior managers explained this issue from different perspectives; HR manager claimed that the company was interested in preparing a strategy in the coming years, while 12.5% claimed that building a strategy needs a relatively stable environment, which did not prevail in the current situation.

Overall, the absence of T&D strategy was common feature in the investigated companies, but with variant explanations, as shown below:

**Table 7.7 Explanations of T&D strategy absence**

Explanations	Privatized Co.	Public Co.	Private Co.
Lack of top management interest	60%	-	33.3%
Lack of HR qualifications	30%	-	33.3%
Absence of companies strategies	20%	-	16.6%
Privatization	20%	-	-
Environmental uncertainty	-	12.5%	-
Poor employees' awareness of T&D	-	-	66.6%
Absence of competition	-	-	50%
Absence of specialized unit	-	-	33.3%
Over centralization	-	-	33.3%
Confusion between the terms strategy and plans	-	62.5%	-

Moreover, 80% of the privatized company's participants and all the private companies agreed that there were no specified T&D objectives. Besides, there were nothing written in the documents that could draw a clear path for training activities. Regarding the public company, nothing was found in T&D documents that could be viewed as objectives, criteria or priorities, consistent with this view, 62.5% participants agreed that there were no written objectives for T&D.

Conversely, 20% of the privatized company's participants and 37.5% of the public company's interviewees claimed that although T&D objectives were not formally written, but they are generally directed by and derived from the company's objectives. Furthermore, 25% of this group claimed that the technical programmes are specifically

linked to the company's goals, as they are associated with company's tenders or projects.

Over 80% of the participants argued that there were no links or integration between T&D initiatives and companies' overall strategy and objectives. This was justified by 37.5% of public company's participants by failure of TNA, 25% of participants explained the absence of proper links in terms of the unawareness of training importance. 40% of the privatized company's interviewees claimed that the ambiguity of company's overall objectives is the reason behind this situation, whereas 30% claimed that the company as a whole has its strategic objectives, but training department is not perceived strategic enough to be informed about the company's objectives.

This finding is consistent with Abdalla and Al-Homoud (1995) claimed that training was considered as a standalone procedure without any link to other organizational parts of the total system in Kuwaiti organizations. Abu Doleh (1995) found that the majority of Jordanian organizations did not have formal management development systems, and training programmes were carried out on a piecemeal basis rather than being part of a long-term policy. Belhaj (2000) indicates that Yemeni banks did not have long term plans for training; most of the existing plans were annual.

➤ **Integrating T&D plans with the companies' overall plans:**

Al-Ali (1999) suggests that the effectiveness of T&D plans depend on how well training policies and plans are developed and integrated into the organization strategy. According to this study, the privatized and the public companies prepared formal training plans annually. The training plans were built based on the individual TNA forms, filled by managers' departments, collected and organized by the training department/section under the direct supervision of the HR manager. The companies training needs that provided with the projects contracts (which are usually considered as a part of the contract) were not listed on the privatized company's training plan. This point was justified by training staff as being not related to the training department's job, since the annual plan aims to draw the activities map of the training staff, besides, it is out to serve as base for budget preparation, accordingly, that kind of efforts are included.

According to 70% of the privatized company's participants and 62.5% of the public company's interviewees, these plans were not based on clear criteria and priorities. In contrast, Beardwell and Holden (2001) argue that priorities should be identified to guarantee most advantageous use of resources. Reid *et al.* (2004) claim that an organization's philosophy toward learning and development is reflected in its policies which govern the priorities, standards and scope of T&D activities. From this standpoint, the absence of an overall T&D philosophy in the investigated companies was reflected the vague of training priorities criteria and standards.

Conversely, 30% of the privatized company's participants and 25% of the public company's interviewees, who were among the HR staff revealed another opinion, they linked T&D priorities to the company's strategy, goals and the government laws and regulation; furthermore they claimed that the technical courses have the priority as the core business of the company. Furthermore, 40% of the privatized participants criticized the insignificant role of the training plan and 20% claimed that there was no full commitment to these plans. This point was proven by the observation made by the researcher, as discussed in Chapter Four.

Besides, the document analysis of the training plans of the privatized and the public companies revealed that these plans consisted of candidates' names along with the programmes required. This point was raised spontaneously by participants, as all the respondents answered the questions regarding preparation of training plans by the way they assess individual training needs. Thus, they considered the plan as the final result of individual TNA process. Accordingly, it is reasonable to assume that there is confusion between training plans and assessment techniques. In contrast, Ried *et al* (2004) stress that plans result from a reconciliation of priority HRD needs, policy for HRD and available resources.

On the other hand, the private company did not prepare T&D plan; rather, they depended on department managers' separate requests for training programmes. Overall, due to the complete absence of a training plan for the private company and the lack of any evidence of a link between training objectives and companies' overall objectives, or how these plans are intended to serve companies' overall plans for the privatized and the public companies, it is reasonable to assume that there was no proper integration

between T&D plans and electricity companies` overall plans. This finding contrast with Altarawneh`s (2005), claim that T&D plans at the Jordanian banks were consistent with the banks` overall plans.

➤ **Top management support and commitment:**

It is been argued that top management commitment is one of the most influential factors for T&D success (Garavan *et al.*,1995; Olian *et al.*, 1998; Albahussain, 2000; Harrison, 2002). With respect to this study, over 50% of interviewees claimed that top management were not committed to T&D. Furthermore, they claimed that top management were not fully convinced that training is a fundamental and essential activity. In contrast to this finding, Al-Ali (1999) argues that the top management of Kuwaiti organizations were aware of the importance of the T&D functions for their organization's growth and they were committed to changes.

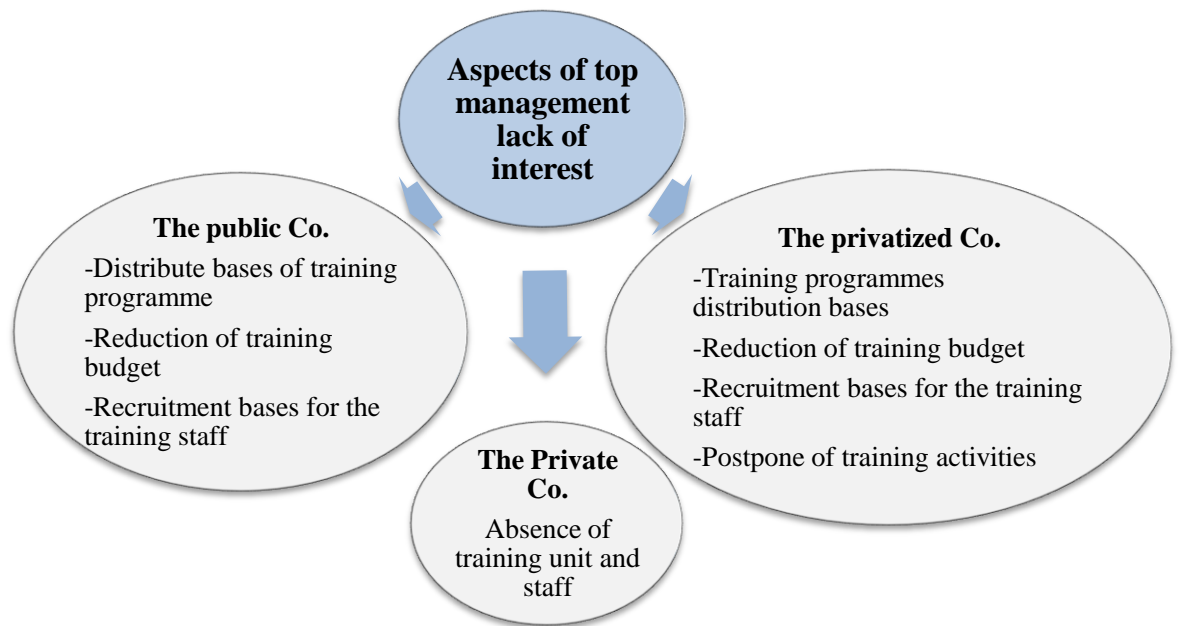
Aspects of poor top management commitment was pointed out by participants in many situations, for example, the way top management deal with training programmes and the distribution bases which was signified by 81.8% of the privatized company`s interviewees and 37.5% of the public company`s participants. Inconsistency of training which was pointed out by 36.6% of the privatized company`s participants. Reduction of training budget, and recruitment bases for the training staff as discussed in 7.3.1.2. In similar context, 33.3% of the private company`s interviewees claimed that the major aspect of lack of top management commitment to T&D is manifested in non establishment of training unit.

The shortage of allocated money for training activities was another aspect of poor top management commitment to T&D. In the privatized company, it was found that the training budget represents less than .05% of the company`s current budget. According to the public company, the allocated amount for 2011 was 30000JD, representing .003% of the company`s current working budget. In this regard, the HR manager stated that whenever the company wanted to reduce expenditures, the first thing they thought about was the training budget.

The private company did not have a separate training budget. Instead, each department assigned its administration expenditure in the annual department budget, which included the cost of training programmes and other administration expenditure; thus it is not possible to calculate exactly how much the company spent on training. In contrast to these findings, Bataineh (2003) claims that the financial support for training programmes was sufficient at the Jordanian Telecommunication Company/ northern region. Wilkins (2001) indicates that 22% of Emirati organizations spent between .5 -1% of their organization payroll and 17% paid over 2.5% of the payroll, even though he found that UAE organizations spent less on training than those in most Western European countries. However, Wills (1998) argues that determining the training budget is one of those perennial questions which are always difficult to answer.

However, interviewees` perceptions regarding top management lack of interest aspects are summarized as follows:

**Figure 7.3 Aspects of top management poor commitment to training**



GAO (2004) represent several indicators to diagnose top management support to T&D, like (1) steps taken by managers to communicate the importance of T&D to employees, their expectations for T&D benefits, and expected impact of T&D efforts throughout the companies; (2) comprehensive communication strategies to encourage and reward



employees for participation in T&D activities; (3) mechanisms for employees to provide feedback on their perceptions and specific experiences with T&D; (4) availability of transparent information through memoranda, announcements, and intranet Web sites related to career maps and paths, competency models, and other professional requirements such as licenses and certifications, and finally, appropriate funding for T&D activities. According to this study, there was nothing written to reflect top management support for and commitment to T&D in any of the training documents (training rules and regulations, training plans, annual reports and daily correspondence). Moreover, the researcher studied the companies' strategies, vision, missions and objectives seeking for any evidence of top management support. Unfortunately, all the companies' objectives were technical goals related to availability and consistency of electricity generating and transmission.

➤ **Line managers' commitment and involvement:**

It is argued that if managers from all levels believe in, understand and support the objectives of T&D, they can provide opportunities for employees to engage successfully in T&D efforts and effectively implement new skills and knowledge acquired at work (Garavan *et al.*, 1995). Kontoghiorghes (2001) stresses the role of supervisory support and encouragement for the acquisition and application of new skills and knowledge.

In this study, the interviewees expressed their dissatisfaction with the high degree of centralization; this point will be discussed in details in 7.4. Furthermore, the training units' rules and regulations in the privatized and the public company limited the authority for nomination to department managers only, conditional on general managers' approval. Additionally, the regulations did not contain any articles stating the line managers' role in facilitating knowledge transfer to the workplace. On the other hand, the private company had no training rules or regulations.

➤ **Expanded trainer role:**

Garavan (1991) and McCracken and Wallace (2000) suggest that a strategic HRD function requires trainers who can be innovators and consultants, rather than simply providers of training. However, this dimension was impossible to assess, since the investigated companies depended basically on external providers. Even in the public

company that had its own training centre, this centre was targeted toward job- related technical programmes only. Furthermore, Stewart *et al* (2010) state that HRD specialist should operate as a `partner` alongside various business units, and as `agents` to facilitate change. In the contrary, the participating companies` training staff provide standard services, which could be also described as serviceable tasks as discussed in 7.3.1.3.

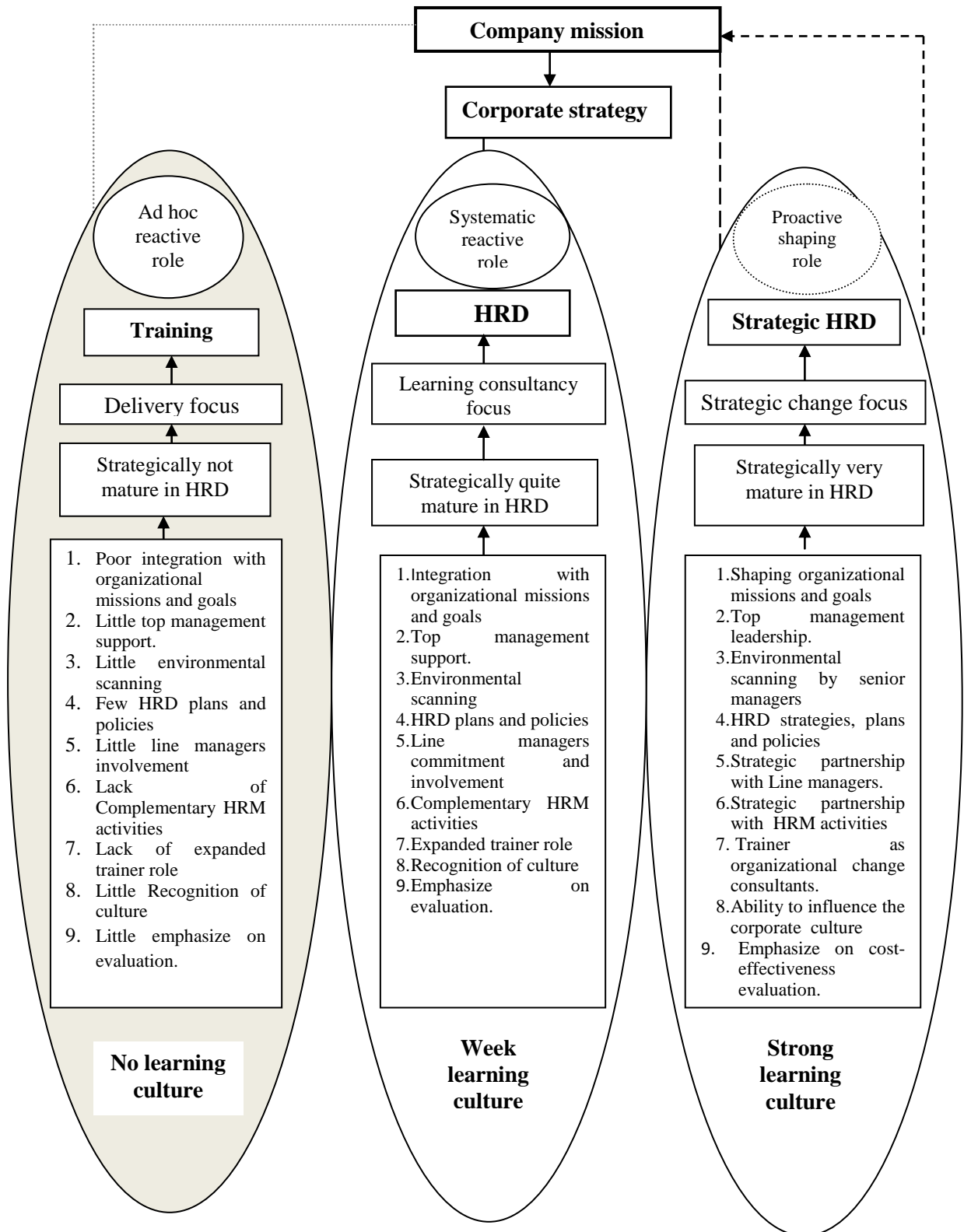
Other proposed characteristics of strategic HRD were not found, for example:

1. Emphasis on evaluation: As discussed in 7.3.2 there limited efforts at the privatized and the public company to evaluate training. Whereas there were no methodological or formal procedures that aimed to assess the outcomes of training efforts in the private company.
2. Existence of complementary HRM activities; since the HR divisions/ departments in the investigated companies did not have HR strategies or training strategies, it would be unreachable to examine the integration and complementarily between them.

Overall, and compared with the Garavan (1991) McCracken and Wallace`s (2000) models of SHRD, it is logical to infer that the T&D in the Jordanian electricity industry has a reactive role and ad hoc implementation in relation to companies` strategy. Furthermore, training staff tend to have an administrative and delivery role. Compared with Lee`s (1996) maturity model, T&D in the investigated companies could be described as immature, as the organizations relied on an unstructured and informal process of training. In some situations, companies developed their training in response to emergent problems, but they generally had no evident learning culture. Similarly, Altarawneh (2005) states that the T&D function at the Jordanian banking sector is not characterized by SHRD criteria and plays a reactive role rather than a proactive role.

The companies` strategic position is shown in the figure next:

**Figure 7.4 Electricity companies T&D strategic situation**



Source: McCracken and Wallace,(2000:287).

As shown in the figure above, the analysis of electricity companies' strategic position, compared to McCracken and Wallace's (2000) model, revealed that the three investigated companies had no positive culture for T&D. The training interventions were carried out in ad hoc manner without clear link to the companies' strategies and overall objectives. Furthermore, it was found that there was a lack of top management support, little line managers' and supervisors' involvement, a lack of cultural recognition and little emphasize on evaluation. Furthermore, the training policies at the privatized and the public companies were regulatory and functional and the training plans were the sum of individual TNA. Finally, as mentioned earlier, the private company did not have T&D policies or regulatory frameworks.

#### **7.3.4 T&D implication on companies' performance:**

Wills (1998) states that the relationship between training and organizational results is a very complex one, since the results are affected by many varying influences. Nguyen *et al.* (2011) suggest that training is positively related to organizational performance. Glaveli and Karassavidou (2011) suggest an indirect relation between training and organizational performance, whereas Malallah (2010) found a positive relation between managers' training and both context and overall job satisfaction. Costen and Salazar (2011) indicate that employees who perceive they have the opportunity to develop new skills are more satisfied with their jobs, more loyal and more likely to stay with their organizations. Khawaja (2012) stresses the need to concentrate on building employee capacity and focus on employee development to attain job satisfaction.

Regarding this study, exploring the impact of T&D to companies' performance was among the hardest and most complicated issues. The participants' views were highly overlapping and swung between the effectiveness of T&D as a function, the successfulness of T&D programmes and the absence of training objectives that could serve as a basis for estimation

From a general perspective, the electricity companies' performance –according to the Electricity Regulatory Commission- met the governments' objectives, which concern the provision of a secure and reliable supply of electricity at minimum cost to Jordan's population and to the different sectors of the economy through a modern and reliable electricity system based on large central power plants, reliable high voltage network, and electrification of all villages and rural attachments and interconnection with neighbouring countries (<http://www.erc.gov.jo/English/AboutTheSector/Pages/default.aspx>). Furthermore, regarding the private company (distributor), it is responsible for distributing electricity to 66% of the total consumers in the country. Also, the company's concession contract, which was signed with the government in 1962, was renewed on November 2012, which indicates that the government is satisfied with the company's performance. Regarding the privatized company (generator), it recorded 94.69% availability. Furthermore, the company is continuing in achieving improvement in its profit, which totalled \$ 36.14 million in 2010 compared with \$ 23 million in 2009 (Annual Report 2010). On the other hand, the public company's (transformer) performance in 2011 shows the growth rate in capacities of main substations amounted to about 6.2%, while the growth rate of the lengths of the 132 kV National Transmission Network amounted to 2.8%. The statistical data showed 4.7% growth in maximum load of the electrical system compared to 15.2% in 2010, while added generating capacity amounted to about 269 MW with a growth rate of 8.7%. Regarding technical indicators of the company, electrical losses on National Transmission Network totalled to about 2.2% in 2011 compared to 2.1% in 2010. These rates are considered among the best rates internationally indicating efficiency of equipment on the high voltage network and effectiveness managing, operating, and connecting of the network (Annual report 2011).

Regarding this study, 27% of the privatized company's participants and 37.5% of the public company's participants claimed that the only effective programmes were the technical ones. As discussed in the previous chapters, the proper and safe running of the risk-prone electrical turbines, generators and transmissions was strongly emphasized. However, this point supports the previous finding regarding the 'instrumental' role of T&D as discussed in 7.2.2, where employees perceived that the successful programmes were those which provided the employees' job related skills that enabled them to perform their tasks efficiently.

The absence of training objectives and/ or any formal goals that could serve as a reference for evaluating training effectiveness was highlighted by 9% of the privatized company's participants. Surprisingly all the private company's participants claimed that training activities were not successful.

The evaluation procedures shown in the annual training reports of the public and the privatized companies, like assembly data on the number of training programmes, training hours, trainees' numbers, training cost were fruitless, as they could not show how much the companies benefited from training interventions and did not reflect the actual contribution of training initiatives to individual, company and other performance indicators. In a similar context, Applegarth (1991) states that the average number of training per day per person is a measure which has often been used as a basis for comparison between years or between companies, but it cannot indicate the productivity, as it focuses on training itself, not on the impact of training. Even worse, the private company did not follow any evaluation procedures for its training activities.

This situation is not unique to Jordan. Bu Qefel (1998) argues that no effort was made by the ministries and IAD in the United Arab Emirates to evaluate the relevance and adequacy of training programmes to job performance within the workplace. Similarly, Al-Ali (1999) found that the majority of Kuwaiti organizations did not have a formal T&D system and there was a lack of effective procedures for T&D evaluation.

### **7.3.5 The type and range of T&D initiatives conducted by the participating companies:**

The participating companies provided training to all types of professions (technical, electrical, maintenance, financial, administrator and IT). This point was asserted by the participants from all the companies. Furthermore, the analysis of the training documents of the privatized and the public companies revealed that all the employees had equal opportunities of participating in training activities, as there was nothing written at the training roles and regulations to prevent any employee or profession from participating in training activities. Although the private company had no training rules and regulations, the HR manager along with all the private company participants insisted that there were no job categories excluded from training.

Anderson (1993) states that the training 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).

From this perspective; the privatized and the public companies limited training initiatives to skills (improvement in doing things) as stated in Article 5/1 of the public company regulatory instructions of the training section article of 2011, based on the provision of Article 68 of workforce legislation no 2 of 1997 and its amendments, and the travel and transport regulatory instructions of 1999 (P:1-2) of the privatized company. Other aspects of training, like acquisition of knowledge and techniques, changes in attitudes and/or training role in problem solving were not mentioned in the related documents. However, the contradiction between participants' views regarding training and the written description highlight the need to reform the companies' formal document as will be discussed in Chapter Eight.

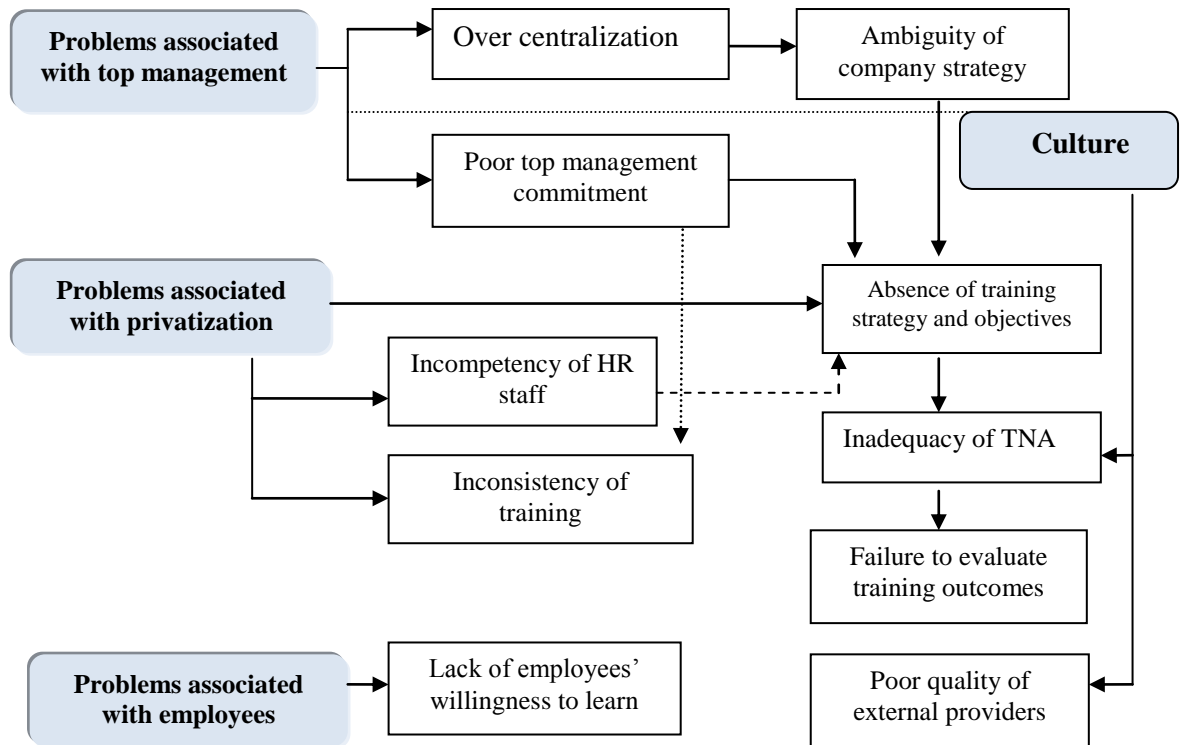
It is important to recall that conferences, forums, seminars, discussion groups, explanatory trips or any scientific meetings were considered to be official duties and not classified as training activities at the privatized company, whereas the public company beside limiting training range to skills improvement, it stipulated it to local activities., Although it is engaged in international activities, but they classify them as official duty.

However, this issue highlights the need for a clear T&D philosophy statement, strategy and policies to clarify what those companies want and expect from T&D initiatives. This applies to the private company also, since the absence of training documents made it impossible to verify exactly the range of its training activities.

#### **7.4 Findings related to training problems and obstacles:**

Participants expressed many reasons for their dissatisfaction with the way T&D were managed. The participants' criticisms were linked together to illustrate a clearer picture of training obstacles for each company. The privatized company's overlapping and interrelated training obstacles are shown in Figure 7:5.

**Figure 7.5 The privatized company's training obstacles**



The figure above shows interrelated factors that were perceived to negatively affect training interventions. Accordingly, it is better to look at the complicated relation from the foremost factor that was perceived by 54.4% of the participants as an obstacle to effective training, which was lack of top management interest. More specifically, since the decision making authority was limited to top management; the general strategy and main objectives of the company were not communicated to other managerial levels. This situation restricted the ability to build a proper T&D strategy or determine the main objectives of training interventions. Failure to determine what was expected from training, made the role that this department played unclear as declared by 60% of interviewees.



Limiting the authority of training decision making to top management without specifying the basis of training interventions, taking into account the influence of local culture; created a situation of anarchy regarding who attends what. The impact of this extended to the choice of who provided the required training programmes.

Failure to evaluate training activities could not be dissociated from the aforementioned factors, as the vagueness of what was desired and expected from training, along with the absence of a governing basis, led to lack of a clear benchmark against which to compare training effectiveness.

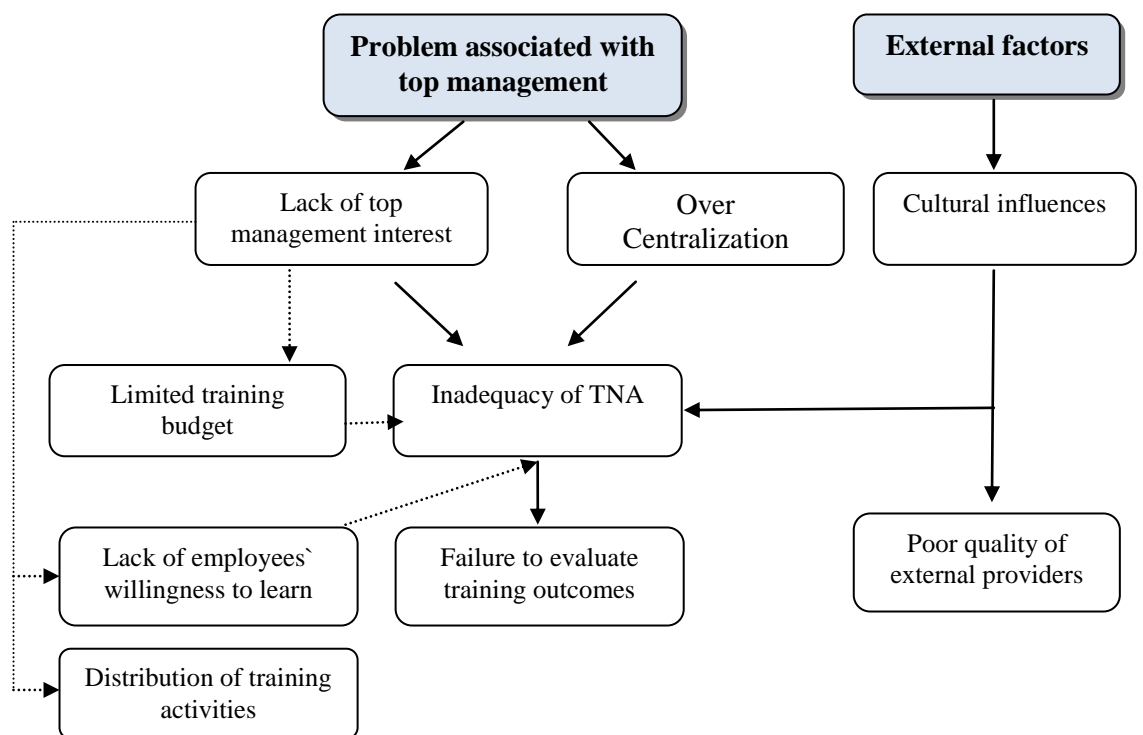
From a different perspective, the absence of T&D strategy and objectives, chaotic candidate selection, allowing personal relations to affect the training intervention and lack of interest in evaluating the training outcomes, could be interpreted from a different perspective that is lack of top management conviction and enthusiasm toward T&D. Accordingly, it could be argued that the top management attitudes was the most influential factor on training interventions, as it affected almost all aspects of training in the privatized company. This finding leads to suggestion that training reform programme should start with top management.

Privatization was another perceived reason for training failure, as inconsistency of training mentioned by 36.3% participants was a problem created by privatization. This could be explained by the restructuring procedures that followed the ownership changing procedures. Participants utilized this situation to prove their argument regarding poor management awareness of training, as they claimed that training activities are not considered to be significant enough to be handled continuously which could be cancelled when needed. Furthermore, lack of qualified HR staff and absence of training strategy were conceived to be problems created by changing the ownership style of the company. However, the effects of these issues do not stop at certain point. The impediments that were created by privatization affected other aspects of the training function; for example, the inefficiency of HR staff was perceived to be one reason for absence of T&D strategy. In this regard, 30% of the participants claimed that HR staff were not competent to prepare a strategy. Furthermore, inconsistency of training during the restructuring period indicated to participants that the new management did not consider training as a priority or necessity. Finally, although all participants expressed

their belief in the importance of the T&D function, 36.3% of participants claimed that employees` lack of enthusiasm to participate in training activities, particularly if the programme was local, was a barrier to training effectiveness. This point could be associated with top management lack of interest in T&D.

The situation in the public company shared similarities with the privatized company, particularly with regard to centralization and lack of top management interest. The interrelated factors that affect the effectiveness of training initiatives are shown below:

**Figure 7.6 The public company’s training obstacles**



As shown above, most of the training problems were associated with top management. Limiting the authority of training decisions to top management was perceived as an obstacle to effective training by 62.5% of participants. Furthermore, the same percentage claimed that top management was not interested in training. In this regard, limiting the authority to those who do not believe in training creates other problems, as it indicates lack of seriousness in dealing with training interventions, represented in inadequacy of TNA procedures. As stated by 37.5% of participants, unfair selection and cultural influence on selection of trainees were aspects of inefficiency of TNA procedures. Failure to evaluate training outcomes was perceived to be an obstacle to

effective training. Moreover, as well as an indicator of the management's lack of care about training.

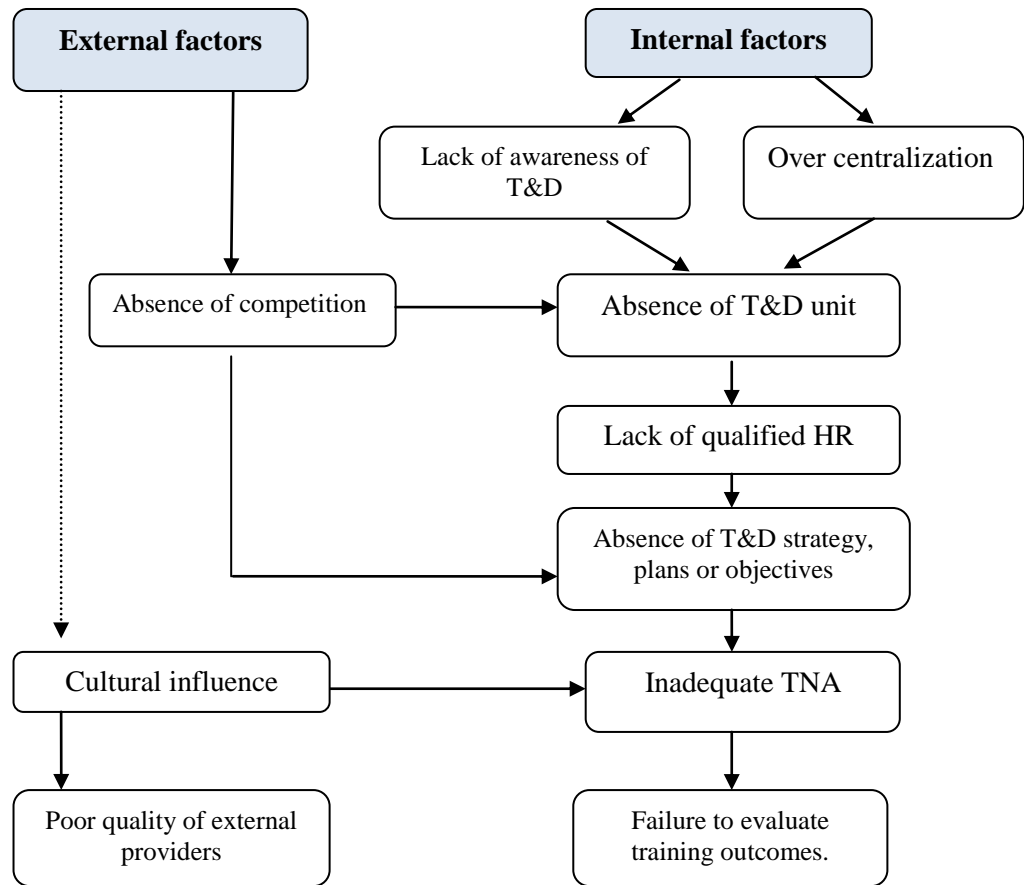
Limited training budget and the reduction of allocated money for training was another indicator of top management disregard for training. Additionally, the limited financial resources was perceived as an impediment to TNA. This was explained by the HR staff by the fact that within the limited training budget, the priority was given to urgent and specific need rather than anticipated future need or employees' requests. Moreover, it was claimed by 50% of participants that employees were not willing to learn, but preferred the international programmes that gave them the opportunity for tourism and substantial pocket money.

As discussed in Chapter Five, training activities were distributed between departments, the training activities were divided between the training section which is located in the HR department and the ETC department. The training section was responsible for administrative, financial and some other types of training; while the ETC was responsible for electronic programmes. In this regard, 37.5% of participants considered that there is no rational justification for this division and considered it as duplication of effort and time. Besides, they claimed the only reason for this situation was to create vacancies; moreover, this was another indicator of top management lack of commitment and seriousness in dealing with training. Distribution of training activities was a problem highlighted by the public company's participants only.

On the other hand, the absence of training strategy and objectives were not perceived to be a problem by the participants. This could be explained by the confusion between the terms strategy and plan, that was noticed from 62.5% of participants.

The private company's participants expressed simpler relations to explain the grounds of training failure at their company as follows:

**Figure 7.7 The private company`s training obstacles.**



The figure above shows that the basic internal barriers were causal. However, similar to what has been discussed previously, the starting point for this situation, as stated by 50% of participants, was the high degree of centralization, which was connected with lack of interest in training. The poor awareness and interest in T&D was demonstrated in the absence of a specialized T&D unit. Accordingly, there were no specialized T&D staff; even the HR staff who were in charge for managing the training activities did not have the experience and or the time to manage the training function properly, as conceived by 33.3% of participants. Accordingly, the absence of a particular T&D unit and staff led to absence of related strategy, objectives, plans or any regulatory documents. Under this situation, the selection of candidates was subject to the

managers' estimations of their subordinates' training needs. Furthermore, the selection practice was affected by friendships and relations, as asserted by 33.3% of participants. The choice of training providers was also influenced by personal relations. Finally, 50% of participants claimed that in the absence of competition, the company had no need to improve its workforce, so there was no impetus to prepare related strategy and plans.

It is useful to recall that this part of the interview was open to what participants considered important to mention. The researcher did not propose any suggestions to the interviewees, so as to explore freely what they considered obstacles to effective training. Comparing the obstacles that were illustrated by participants, it is logical to suggest that the electricity companies shared almost the same training problems, particularly, poor top management commitment, employees' lack of willingness to learn, a high degree of centralization, poor quality of external T&D providers and failure to evaluate training outcomes, as shown in Table 7:8.

**Table 7.8 Common training problems and obstacles.**

	<b>Perceived training problems</b>	<b>Privatized company</b>	<b>Public company</b>	<b>Private company</b>
1.	Lack of top management interest	54.4%	62.5%	33.3%
2.	Poor employees' willingness to learn	36.3%	50%	66.6%
3.	High degree of centralization	18%	62.5%	50%
4.	Poor quality of external T&D providers	27.2%	12.5%	50%
5.	Failure to evaluate training outcomes	36.3%	12.5%	16.6%
6.	Inadequacy of TNA	-	37.5%	50%
7.	Lack of well-qualified HR staff.	45.4%	-	33.3%
8.	Distribution of training activities	-	37.5%	-
9.	Inconsistency of training	36.3%	-	-

The foremost common problem highlighted by over 50% of participants was lack of top management interest in T&D. However, this point has previously been discussed in 7.3.3. Employees' poor willingness to learn was the second dominant obstacle to effective training, raised by 50.9% of interviewees. In this context, Albahussain (2000) claims that Saudi workers are poorly motivated when it comes to T&D. Pettinger (2002) lists many reasons behind employees' unwillingness to learn, like lack of known, believed or perceived support, lack of work-based support, lack of knowledge or

understanding of training, and known, believed or perceived lack of benefits or opportunities to put into subsequent practice what is learned.

A high degree of centralization was a common problem among all the participating companies, highlighted by 43.5% of participants. This finding agrees with Belhaj (2000), who states that centralization was one of the most important problems facing the Yemeni banks.

Poor quality of external providers was viewed by 29.9% of participants as a barrier to training. As mentioned earlier, participants expressed their dissatisfaction with different aspects like the poor design of the programmes, which were very general to suit any organization, regardless of the special requirements of each organization; the limited range of training techniques and the selection of training centres, which is affected by personal relations rather than the capabilities of the centres. In supporting this, Zubi (1994) stresses the need for improved training centres that are provided with all the equipment needed to increase programme effectiveness.

Failure to evaluate training outcomes was highlighted again as an obstacle to effective training by 21.8% of all the companies' participants. Zubi (1994) argues that trainees in the Libyan oil industry do not get feedback related to their participation in the training process, which makes them unwilling to participate in the training process.

Inadequacy of TNA was also perceived to be an obstacle to effective training from the point of view of 37.5% of the public company's participants and 50% of the private company's participants. The same point was emphasized by Al-Bisher (2003), who claims that there was no scientific planning of employees' nomination for training programmes at Saudi Hydrocarbon and Mineral Company; thus the training process did not fulfil what was intended.

### **7.5 Participants' perceptions regarding training interventions:**

Participants' metaphors, phrases and descriptions were analysed to extract their perceptions regarding training interventions at their companies. In this regard, phrases like "*training is decoration*", "*training is luxury*" and "*tourism*" were repeated 21 times within the interviews. These phrases hold meaning that could be explained in two

ways: first, the artificial and nonstrategic role of training unit at these companies; second, the way candidates were selected for training programmes. In this regard, the participants from the three companies agreed that employees were not selected to attend training programmes based on their actual needs. They bitterly claimed that friendship and tribalism determined who attended what.

Further phrases were used to indicate the previous points, like “*favouritism and cronyism*” and “*pocket money*”. These statements hold a deeper sign than criticism. For the first one, the whole training process was reduced to become selection of candidates, which draws the attention again to what has been discussed previously regarding the limitation of the training process to individual selection. For the “*pocket money*” metaphor, it was surprising how the whole T&D function and process was narrowed to become a specific amount of money.

From a different perspective, the previous points direct attention to the standards participants utilized to judge good training. Many criticisms made by participants carried the meaning that good training is the external programmes (outside Jordan), for which pocket money is obtained. In brief, the location of the programme, and how much money they would earn, were the criteria they used to judge the quality of the course, while the content of the programme did not carry the same importance.

It is important to clarify that the contradiction that exists between the participants’ conceptualization of T&D and its role, which has been previously discussed in section 7.2 and what appears in their metaphoric analysis, highlights the gap between what they considered the *ideal* T&D and the *current* situation and practice of training. This directs the attention to what training should be and how it should be structured and managed at these companies, as will be discussed in Chapter Eight.

The analysis of participants’ vocabulary used during the interviews show that the training function was not perceived to be a complete process. This point was demonstrated when the researcher asked about the effectiveness of training function at the three companies. All respondents evaluated the training by assessing the training programmes rather than evaluating the training function as a whole. In short, this indicates that there was confusion between the training as *process* and the training as

*techniques*. This finding supports what was suggested previously in 7.2, that participants failed to consider T&D as a planned and complete process.

Finally, it is important to recall that although the researcher has explained to all the interviewees that the research is about T&D, the respondents during their conversation used the term training alone. The same point was noticed from other non interviewee employees whenever they chatted with the researcher. As mentioned earlier, this could refer to their perceptions regarding the term development, as it was considered to be the natural result of training efforts.

## **7.6 Factors Shaping T&D Practices in Jordanian Electricity Industry:**

Previously, the main characteristics of T&D philosophy and practices in the electricity industry were discussed. The similarities of various T&D aspects that were revealed, irrespective of the differences in ownership style, indicate that there were other factors shaping T&D interventions in the Jordanian electricity sector. The influential factors appear to be more complex and extend beyond mere ownership. However, before discussing the impact of industry, culture and managerial style on T&D, the influence of ownership will be highlighted.

### **7.6.1 The impact of ownership on T&D functions in Jordanian electricity sector:**

As shown in Table 7:1, the three participating companies shared almost the same characteristics concerning T&D. Furthermore, the differences in ownership did not affect people's way of thinking regarding T&D terms and role. Also, the absence of a training unit at the private company did not greatly affect the practice of T&D, since all the investigated companies followed almost similar procedures in conducting training activities. Overall, the participating companies shared the same strategic and maturity position on T&D. Therefore, it is logical to assume that ownership status has no effect on T&D conceptualization and practice in the Jordanian electricity sector. This contrasts Al-Shqairat's (2009) claim that there is a developmental gap between the public and the private sector in Jordan, with the private sector more developed than public agencies.



Additionally, 54.5% participants of the privatized company perceived privatization as an obstacle to effective training, in three main areas, training inconsistency, loss of qualified staff, and T&D strategy absence.

The gradual reduction of training budget was another indicator of privatization's negative effect on training. The training budget had been reduced during the previous five years, from 150000 JD in 2007 to 30000 JD for 2011. An opposite finding was reported by Gokgur and Christen (2009), who conducted research on behalf of the Jordanian Executive Privatization Commission to investigate the impact of restructuring and privatizing state-owned infrastructure and non-infrastructure enterprises in Jordan (1994-2008). They point out that new investors and operators increased their spending on training existing and new employees. For example, they claimed that France telecom, the investors in Jordan telecommunications focused on developing employees' capabilities and considered this issue as a priority. Royal Jordanian Airlines introduced intensive and concentrated training programmes for their employees. Albahussain (2000) argues that the majority of Saudi managers perceive that investment in T&D must be increased in terms of both quantity and quality after privatization as the privatized organizations are expected to demonstrate their ability to supply high quality goods and services that have hitherto been the sphere of influence of the public sector.

However, while the training section was upgraded to become a department after privatization; the new training department's responsibilities, rules, regulations, policies, and all related documents remained the same as before privatization. Moreover, there were no changes in managing the training process. In this context, Reid *et al* (2004) state that the essential need for a suitable training infrastructure is not simply a matter of choosing titles; the function must attempt to fit all strategic, political and cultural issues and furthermore it must be integrated with the overall HR management function and other operating functions.

In contrast to these findings, Al-Husan (2004) carried out research on HRM reforms introduced by three French MNCs in privatized Jordanian companies. He reports that a wide range of changes and improvement had been made to the previously existing HRM policies, in recruitment, selection, staffing, T&D, communication and consultation. This contradiction could be explained by the type of privatization adopted; Al-Husan's cases

each involved a single French enterprise that successfully spread its culture in the Jordanian subsidiaries. In contrast, CEGCO was privatized by selling 51% of its stocks to Enera Energy Investment (owned 65% by Jordan Dubai Capital, 25% by Malakoff Corporation of Malaysia and 10% by Consolidated Contractors of Greece), 9% was sold to the Social Security Corporation Investment Unit and the government kept the remaining stocks. This raises the question of the impact on HRM and T&D practices of the selected type of privatization method, the investors' country of origin and experience in managing foreign subsidiaries. These points show the need for future studies to find out if there are any preferable privatization methods that could be suggested to operate successfully in Jordan.

### **7.6.2 The impact of industry type on T&D practices:**

The industry type has considerable influence on T&D. Participants considered it as an inhibitor to T&D in various aspects, basically due to the absence of competition. Before discussing this point, it is important not to neglect the employees' perceptions regarding the need for training, related to the nature of the industry. For example, one participant said *"Our professions are very sensitive and any mistake could cost the company and the employee himself a lot"*(CE18). Another participant claimed, *"I really believe in training as a way to safely and efficiently deal with instruments. The company must train, it's not a choice, since any misuse may cause serious trouble to the equipment or sometimes to the entire system"*(NSu16). However, the participants here were talking about their perceived need for orientation.

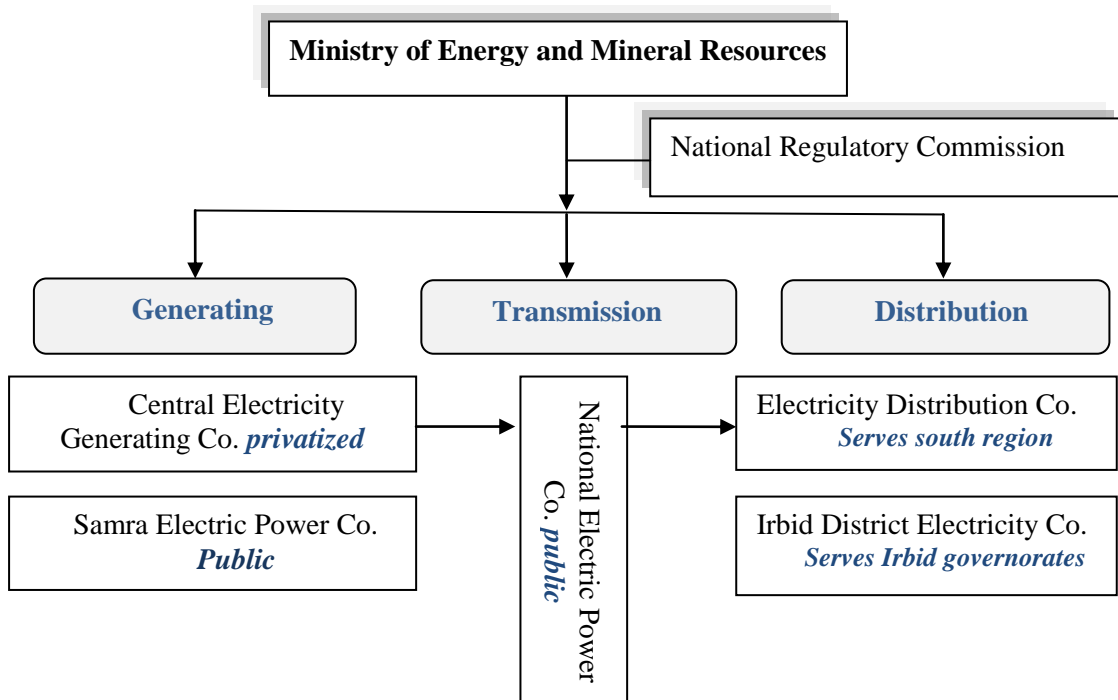
On the other hand, it was mentioned earlier that 50% of the private companies' participants stated directly that the absence of competition is one of the obstacles to training. Furthermore, 18.1% of the privatized company's participants and 12.5% of the public company's respondents stated that the nature and the core business of the organization influence the applicability of training programmes at work, as service companies depend more on training to improve their performance. These indicators direct the attention to the impact of industry type on T&D.

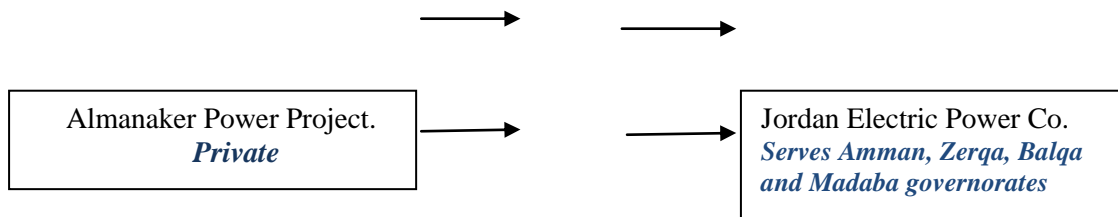
As discussed in Chapter One, the Jordanian government has embarked on a national economic reform programme, followed by deregulation of the electricity sector by

restructuring JEA into three companies in 1999. The restructured electricity industry arrangement in Jordan consists of seven companies. One company is responsible for transmission, while three companies work in distribution, each being responsible for a particular location. JEPCO is responsible for distributing electricity to four governorates including Amman, the capital and has been operating under a fifty- year concession contract since 1962. IDCO serves only Irbid province, while EDCO consist of distribution networks outside the franchise parameters of the two other companies (<http://www.cegco.com.jo/?q=en/node/207>). Accordingly, in the areas of transmission and distribution, each company is working alone in its respective field. With regard to power generation, there are three companies. CEGCO produces 70% of electric power generated in Jordan, and it was given a long term licence to sell bulk supply to NEPCO. Samra Electric Power Co was established by the government on 26<sup>th</sup> Aug 2003 to meet the growing and emergent demand for power in Jordan and to generate electricity alongside CEGCO. This company remains government- owned (Samra annual report 2004). Recently, the government permitted the establishment of Almanakher power project, on 26/10/2009 as the first independent power project in Jordan.

Accordingly, the electricity companies in the transmission and distribution were not facing any competition, whereas the generation field is almost monopolized by CEGCO. In a similar context, the EPC (2006) indicated that all these companies are large scale entities and still monopolistic players in their respective market. The current structure of electricity sector in Jordan could be summarized as follows:

**Figure 7.8 Electricity sector structure**





In relation to industry structure, interesting examples were given by participants. For example, an interviewee said,

*“We can see the improvement in the health sector due to the strong competition between the public and the private hospitals...more clearly between the private hospitals themselves...patients nowadays know what is the latest medical improvement...they refuse to have surgery where they can replace it with laser. So training on new technology is a matter of live or die. But unfortunately it is not for us. We are not facing any competition....if we face real competition or pressure from government or customers then the situation may change”*(JE19).

The limited number of companies operating in this sector becomes evident when compared with other successful sectors in Jordan like the health sector, with 108 hospitals and 1464 health centres. Of the hospitals, 65 were private and 43 public and/or military hospitals. It is important to mention here that these hospitals have different branches distributed all over the country. According to the World Health Organization statistics 2012, Jordan was ranked at highest among the regional countries, with satisfactory and normal rates compared with the global averages for selected health indicators like: life expectancy at birth, child and adult mortality rate, maternal mortality, prevalence of tuberculosis, and immunization system (<http://www.who.int/countries/jor/en>). Another example is the banking sector, in Jordan there are 25 working banks with 619 branches distributed over the country (Association of Banks in Jordan, 2010).

In contrast, in the electricity sector, since the first electricity company was established in 1938, only one independent entity has entered the market. Although three companies were privatized, they were initially established by the government. From this perspective, it is reasonable to assume that the unattractiveness of the electricity sector as an industry which requires enormous investment creates a situation of almost full monopoly over the various power aspects, which was an inhibitor to T&D. From this standpoint, some phrases expressed by interviewees start to make sense, like *“We are*

*not a hotel*”(CSu4), and “*The company did not find itself forced to improve*”(JE24). Another satirical metaphor used to describe the management style was “*cattle and the lord patron*” (JSe21), which refers to the absence of development planning where life and death refers to God. Another metaphor was “*wheeling*”(CM6) to indicate that things are going automatically without careful management.

In this regard, the ETC recommendation for 2006 asserted the need for further privatization programmes in the infrastructure sector, where the investment needed is huge. Although the ECT recommendations were not targeted to T&D, they could support the idea of difficulty of breaking into this industry. However, the reluctance to enter the infrastructure sector should direct attention to the reasons behind this situation, and the role that should be played by government to encourage investment through enactment of appropriate laws and legislations, better commitment to the private sector or promotion of investment in Jordan. However, this assumption needs further empirical research to clarify the situation and provide recommendations on how to enact reform.

Moreover, it is perhaps appropriate to recall what has been discussed in 7.3.4 regarding the electricity companies performance. As mentioned earlier, the electricity companies’ performance –according to the Electricity Regulatory Commission- met the government’s objectives, which concern the provision of a secure and reliable supply of electricity at minimum cost to Jordan’s population and to the different sectors of the economy through a modern and reliable electricity system based on a reliable high voltage network, electrification of all villages and rural attachments and interconnection with neighbouring countries. A review of the companies’ visions and missions indicates that meeting the ‘local’ electricity needs accordance to government standards is the focus of these companies, and searching for excellence, expansion, competing or entering another market was not the target.

Overall, the absence of foreseen threats in the electricity industry, along with the companies’ strategic goals, has influenced the way training activities were managed. This could explain the lack of interest in constructing a strategic training unit, as discussed in 7.3.1. However, the influence of the industry extends to include other aspects of managerial practices, as will be discussed next.

### **7.6.2.1 Influence of the adoption of Western models on T&D practices:**

Despite the fact that the Jordanian government officially adopted an openness policy in 1997, there is a lot of evidence to indicate that the entry of foreign organizations and Western management to Jordan occurred earlier. Some authors ascribe the introduction of foreign management techniques to the British mandate for Jordan during the period (1923-1946). For example, schools were established according to the British system and even more, the English language was the only formal language taught in schools (Smmady,1998). Another example was the establishment and running of the Italian Hospital by the Italian Missionary Association in 1927 (Narah, 2011).

However, the adoption and the applicability of Western management principles in Arab organizations have attracted considerable debate. In this context, Al-Amaj (2001) summarized the debate into three basic arguments: the first group claimed that the reason behind the weakness of Arab management refers to replication of Western models that remained since the era of Western colonialism. The second group rejected this claim and explained the reasons as political, social and economic forces, having nothing to do with the Western models. The third group tried to link the previously mentioned opinions together to explain the failure of Arab management.

In this study, the investigated companies` attempts to copy and adopt Western perceptions of HR management are evident in changing the title of the traditional personnel department to become HR management. However, as discussed earlier, although the departments were renamed, there has been no change in the departments` role, nature of their professions or responsibilities. For example, in the privatized company, the related rules and regulations still labeled referred to the personnel department. Although the public company`s regulatory documents were modified after the upgrading of the department as shown at the amendment date, the modifications were not strategic and did not actually change or enrich the department`s role in the organization. In contrast, Martin (2008) stresses the need for HRM as an approach to the management of people that represents more managerial, strategic activity than only

personnel management. Beardwell and Claydon (2010) indicate that HRM encompasses a new approach to managing people that is significantly different from traditional practice. The private company does not have regulatory documents for a HR department. In this context, 36.3% of the privatized company`s interviewees argued that the existence of a training department is only nominal. However, the actual roles and responsibilities of these companies are discussed in Chapters Four and Five. In this context, an interesting story was related by an interviewee, who said,

*“After privatization our management filled the company`s walls with frames telling the company`s mission and vision. Even the colours chosen were the similar to those of the Malakoff Corporation (one of the new owners) without any concern for the decoration, or logo consideration....they are trying to tell the new owners that they are consistent with their management”*(CM5).

Another example of the artificial copying of Western models is the existence of the training unit without a clear philosophy, base or even objectives to guide the related activities. In this regard one employee stated,

*“It is kind of show off, they have no idea what a training section ought to do, it is just to tell that we are developed and modern!!”*(CM7).

Another example was,

*“We have a HR department on the structure only. I mean on paper yes; but in practice no; they are still working as a personnel department”*(CM6).

Another participant from the private company stated,

*“The HR department is decoration, to complete the morphological manifestation”* (JSu23).

Accordingly, it is reasonable to assume that the electricity companies are engaged in training activities without establishing the sound foundation indispensable for coping with the demands of Western T&D management and thoughts.

However, it is difficult to link this situation to the argument which claim the inadequacy of Western models to be applied in the Arab world, which is headed by Ferrel Heady, or exclusively to the second argument, that the problem is related to social, economic or political factors (Al-Amaj, 2001). Both these arguments could be refuted by the

successful models of Western organizations working in Jordan, such as, France Telecom, as discussed in 7.6.1. Another example was Fanek`s (2005) argument that Lavarge (Cement Company) which used to be called the Jordan Cement Factories before the introduction of the French strategic partner, Lavarge, by 33% of the company`s total shares, is more efficient, provides better quality product, has high profit distribution, and a higher share price as a testament to its success. However, it is important here to mention that although Jordan Lavarge company is following the international Lavarge company`s management procedures, it is managed by a Jordanian CEO, GM and staff, which indicates that the Jordanian workforce are capable of managing and running organizations based on Western models; furthermore, the employees are willing to accept these models if they are fairly applied and properly communicated.

This point was asserted by five interviewees. They referred to numerous examples of Western organizations that are successfully applying their management approach in Jordan as an expression of their disappointment with the outcomes of privatization, examples in the banking sector include HSBC, City Bank, Standard Chartered and Societe General de Banque, as confirmed by a quick review of the Association of Banks in Jordan report for 2010. In the education sector, the New English school, the American school, New York IT University and German University are examples. In this context, an employee stated:

*“Nowadays we see many Western organizations entering the Jordanian market in different field. They are applying their philosophy in management.....of course they take into consideration some political or cultural issues like changing the weekend days so as to be consistent with the whole country, national and religious holidays, shortening the working hours in Ramadan...but all these are artificial, and do not affect their philosophy”.*

Therefore, this issue leads to the assumption that the problem does not lie in borrowing Western models, nor in social- cultural factors that are assumed to inhibit management practices; but in the genuine desire to apply the values and concepts of Western schools. Furthermore, it is reasonable to assume that in the absence of motive and a critical governor at the electricity industry to guide and control actions, managers are not keen to apply the values of the Western schools or to benefit from their thoughts.



Subsequently, managerial actions would be subject to other considerations as will be discussed next.

#### **7.6.2.2 The influence of cultural consideration on T&D:**

The influence of culture on various HRM aspects and practices in the Arab world has received considerable attention (Al-Faleh, 1987; Ali, 1995; Al-Amaj, 2001; Metcalfe, 2007; Budhwar and Mellahi, 2007; Hammoud, 2011), Metcalfe (2007) claims that HRM policies are designed in relation to the socio cultural context within which the organization operates, including the national culture, ideology, economic conditions, legal system and religion.

However, although this issue has received considerable attention in previous studies, this issue could not be disregarded in this research, since the influences of cultural factors were raised by participants from all the investigated companies. Participants claimed that social relations negatively influence T&D in three areas, **first**, HR staff capabilities, **second**, selection of candidates, and **third**, selection of T&D providers.

With respect to T&D staff, and as discussed in 7.3.1.2, participants perceived that the deficiency of T&D staff which affects several aspects of T&D, was the outcome of the adopted appointment policy. For example, in the privatized company, the inefficiency of HR staff was perceived to be one reason for absence of a T&D strategy. In this regard, 30% of the participants claimed that HR staff were not competent to prepare a strategy. As for the private company, 33.3% of participants claimed that T&D staff did not have the experience to manage the training function properly. It was claimed that the appointment policy was guided by `wasta`. As discussed in Chapter One, "Wasta" is an Arabic word used to describe connection to or influence of a person in a very high or sensitive position. Loewe *et al.*, (2007) proposed many expressions to describe Wasta, like `favouritism` and `connection`.

Second, participants claimed that wasta affected the training process, particularly the TNA stage, with a negative impact on the effectiveness of training activities. In this regard, family, tribe and friendship had direct influence on the selection of trainees.

More specifically, 81.8% of the privatized company interviewees, 50% of private company participants and 25% of the public company participants claimed that the selection of candidates for training programmes was heavily affected by personal relations, especially when it came to external (outside Jordan) programmes. Similar results were found by many other researchers who studied T&D in different Arab countries, Al-Homoud (1995); Bu Qefel (1998); Al-Ali (1999) and Wilkins (2001) report that social considerations affect the way employees are selected to participate in T&D programmes.

Third, Wasta was claimed to influence the selection of T&D providers, Moreover, 50% of private company participants and 12.5% of public company participants argued that the selection of training providers was also affected by personal relations rather than the qualifications and capability of the provider. In a similar context, Al-Faleh (1987) states that managers count on family and friends to get things done within the organisation or in the society in general.

However, although the participants emphasised this point on many occasions, they considered the influence of culture as an `obstacle` to effective training as discussed in 7.4, but at the same time, two thirds of the participants shied away from considering it as a `factor` that shapes T&D perceptions and practices in the electricity sector. It seems that they preferred to consider it as an aspect of absence of a motive and desire to change (as discussed in 7.6.2). In other words, they perceived that the absence of foreseen external threat allowed other considerations to interfere in training, particularly cultural values. In this context one participant claimed,

*“...Training is not being considered seriously, thus it is the best area where managers could fulfil some of their obligations to their families....”*(NM26).

Moreover, although the following example was mentioned in Chapter Four, on this occasion it was mentioned to illustrate a different point, as follows:

*“I do not deny the impact of culture, but it is not an independent factor....for example, years ago when fuel prices were dramatically increased, the company was forced to search for a quick and practical solution which was running the power plants by gas.... accordingly, the company changed its main plants` generating system....the point is that the situation was associated with the biggest training tender in the company`s*

*history...employees were sent in groups to Egypt for training, all the trainees were picked according to accurate criteria and based on their expected role in the new generating system.....what I'm trying to say is that our managers knew exactly when the situation could not allow any external interference.....at that point, the company was forced to change, or else it would face the possibility of bankruptcy....in this situation there was no place for friendship or any other considerations”(CSe27).*

Overall, participants admitted the influence of the culture consideration on T&D, and considered it as a `barrier` to effective T&D, but did not believe it to be an independent factor and though it did not count as a `factor that shapes` T&D.

### **7.6.3 The impact of Managerial style on T&D:**

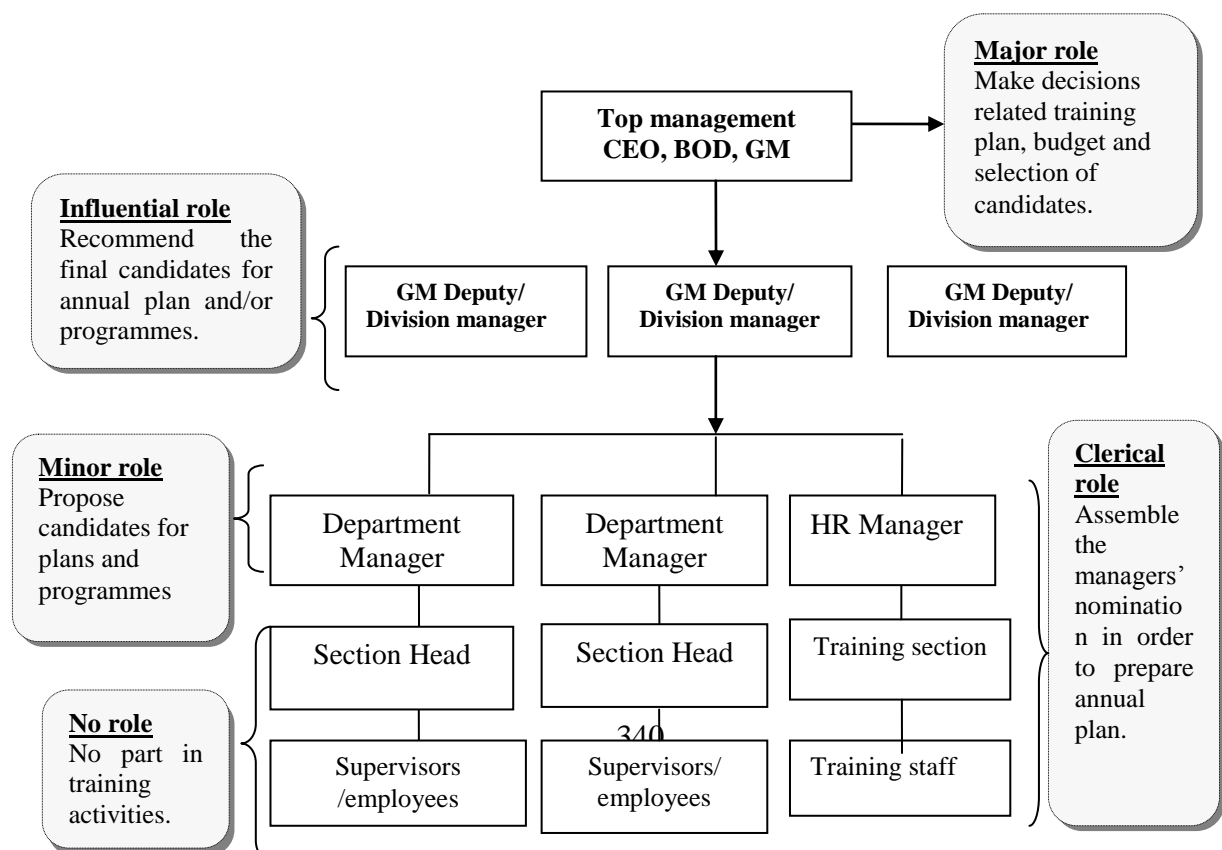
The analysis of the data obtained from the interviews, documents and field notes reveals that the investigated companies shared the same management style, which was characterized by low delegation of authority, centrality of decision making, downward and poor communication channels and a tall organizational structure. These characteristics affected the training interventions in many areas (training unit structure and role, training process and training effectiveness). It is important to indicate that those characteristics do not differ from the findings of many authors who studied the characteristics of Arab management style (Atiyyah, 1993; Ali, 1995; Tayeb, 1997; Al-Ali, 1999). Furthermore, Hammoud (2011) argues that the patriarchal style that characterizes Arabs societies has significant impact on the adoption of a highly centralized management style, as do norms of social relations like respect for older people, and obedience to authority. It is important not to neglect this area for two main reasons; **first**, this research is concerned particularly with T&D; therefore, the impact of managerial style on T&D interventions is the focus of this study, rather than the inclusion of administration specifications. **Second**, this point was referred to frequently by participants.

Figures 4:4, 5:3 and 6:3 showed that the organizational structures of the participating companies contain many managerial levels, with excessive distance between the lowest and top levels. Similarly in two restructuring studies conducted in the public company by European consultants during 2010, O'Brien claims that the organizational structure

was very traditional and could not enable the company to face the emergent competition in the electricity sector. Vattenfall claims that the organizational structure was unorganized and inflexible. The location and the type of tasks assigned to the HR and Training units were discussed in section 7.3.

As mentioned in the previous chapter, all training decisions were taken by the top management (BOD and GM) only, which indicates that few people were involved in making training decisions; indeed, the other managerial levels had no authority to make any, as stated in the investigated documents. The training staff responsibilities were purely clerical. This point was asserted by participants and confirmed by the investigated documents and through the researcher's observation. However, limiting the training decisions to top management caused employees' dissatisfaction, as 43.5% of the participants from the three participating companies considered the high degree of centralization as an obstacle to effective training. Furthermore, 60% of the privatized company's participants expressed their dissatisfaction with the TNA process as they considered it to be highly subjective and based on managers' whims only. Moreover, 37.5% of the public company's participants and 50% of the private company's respondents declared that inadequacy of the TNA process was a barrier to training. The training responsibilities in the investigated companies were as follows:

**Figure 7.9 Organizational training decisions chart**



On the other hand, Tayeb (1997) claims that it is very difficult to disentangle the effects of Islam on HRM from those of other social, economic and political factors which make up the character of a society as a whole. Conversely, Branine and Pollard (2010) argue that a gap exists between the theory of Islamic management and the practice of management in Arab countries. Management in Arab countries is informed and heavily influenced by non-Islamic traditional and national cultural values and norms of different countries, rather than Islamic principles derived from the Holy Quran.

In this regard the holy Quran states “*This reward will be for those.. who conduct their affairs with consultation among themselves*” (Holy Quran, 42:38), and “*Consult them in affairs of the moment, then, when you reach a decision, trust God*” (Holy Quran 3:159). Accordingly, a clear contradiction appears between what is ordered by Islamic principles and the actual practice of decision making, which could be called according to Child (1976) mental cheating, where ideal Islamic principles are held officially but violated in practice.

Furthermore, the one-way, top-down, decision making style could be linked to the nature of communication. The communication style in the three companies was similar in that the managers took the lead in making all the training decisions. In this regard, 40% of the privatized company`s participants stated that the training department was not able to determine its objectives since it was not informed about the company`s overall goals and objectives. Similarly, Obeidat (2008) found that a lack of communication, especially vertical communication between the different levels, is common practice within the banking sector in Jordan.

Poor communication channels were obvious among the interviewees` responses. For example, in the public company, only the HR staff claimed that training could increase the employees` morale; moreover, they were the only group who considered training to be effective, while all the other functional groups considered training to be a failure and

disappointing. In the privatized company, the senior managers assumed that training generates employees' commitment, and HR staff considered training activities to be successful, whereas other functional categories did not share the same opinions.

The deficiency of communication channels was highlighted in another situation, when the interviewees expressed their dissatisfaction with the ambiguity of companies' strategy and basic objectives. Furthermore, they claimed that the overall strategies and goals were monopolized by the top management. Furthermore, vertical communication channels seem to suffer from deficit. For example, in the privatized company HR staff were the only functional category who were aware of the introduction of competencies analysis in individual TNA.

The centralization of management creates staff unwillingness to learn or develop. This assumption could explain the argument raised by 45.5% of participants regarding employees' lack of enthusiasm. This postulation clarifies many phrases made by participants like, "*it is not the employee's responsibility to think or innovate; their responsibility is to accomplish what they are out to do*"(JSu23).

Overall, it is reasonable to assume that employees' frustration could be linked to and derived from two main points: *first*, the sense that employees are not nominated to training programmes according to fair standards and/or based on real needs; *second*, bureaucratic procedures, deficiency of communication channels, centrality of decision making, and lack of flexibility have led to lack of conviction of the usefulness of training.

As previously discussed, many researchers investigated the impact of T&D on employees' satisfaction. For example, Malallah (2010) found a positive relation between managers' training and both context and overall job satisfaction. Costen and Salazar (2011) indicate that employees who perceive they have the opportunity to develop new skills are more satisfied with their jobs, more loyal and more likely to stay with their organizations. Khawaja (2012) highlights the needs of business to concentrate on building employee capacity and focusing on employee development to attain job satisfaction. The inverse relation that links employees' satisfaction regarding their work atmosphere and overall managerial style with their enthusiasm and desire to learn and develop has not received the same attention. However, this assumption opens the door

for more empirical research to investigate the effect of managerial style on employees' willingness and eagerness for T&D. On the other hand, employees' lack of eagerness to develop was interpreted from a different viewpoint, as will be discussed in the following section.

#### **7.6.4: The impact of the electricity workers' union on T&D:**

Although this point was highlighted by the senior managers and HR managers only, the indirect and unexpected relation that they perceived between the union's influence and T&D, needs to be addressed. This point was indirectly mentioned by one of the senior managers, who said,

*“Currently, training in our company is not effective because the performance measures are not effective”*(CSe8)

In another occasion he claimed, *“establishing performance indicators without linking them to pay is meaningless. The employees, armed with their union, protested against this project”*(CSe8).

This issue was described in detail by the HR manager, who is at the same time the company's official negotiator with the union, as follow,

*“...it is the company's utmost interest to link the training to performance, thereafter to link performance with pay....Indeed, we want to gain the best of our employees without denying their rights to allowances....But, we are not the only players on the field...the company with its desire to achieve the best, and the union with its desire to achieve a fair standard of living for workers....Therefore, all our attempts to propose a salary system that is based on performance went unheeded. Even worse, they went out on strikes several times against this suggestion. Their demands were centered on a standard salary increase for each functional category. They justified their demand as, first, to achieve reasonable standard of living (which was understood and accepted from our side), second, to decrease the gap between the different functional groups (this created the dispute). We agreed to increase all the employees' salary for their welfare, but not by the same amount....We don't believe this is fair...they went on many strikes almost every two years and whenever the company proposed the performance salary system, each time the company bow to their demands under the government's pressure....which refuses the interruption of power supply for any reason...finally,*

*employees reached a conviction that the increase is coming inevitably, without a need for immense effort.. Eventually, they are not keen to create, innovate or even to develop”.*

To gain better understanding of the situation, the researcher asked him about the annual allowance. He claimed,

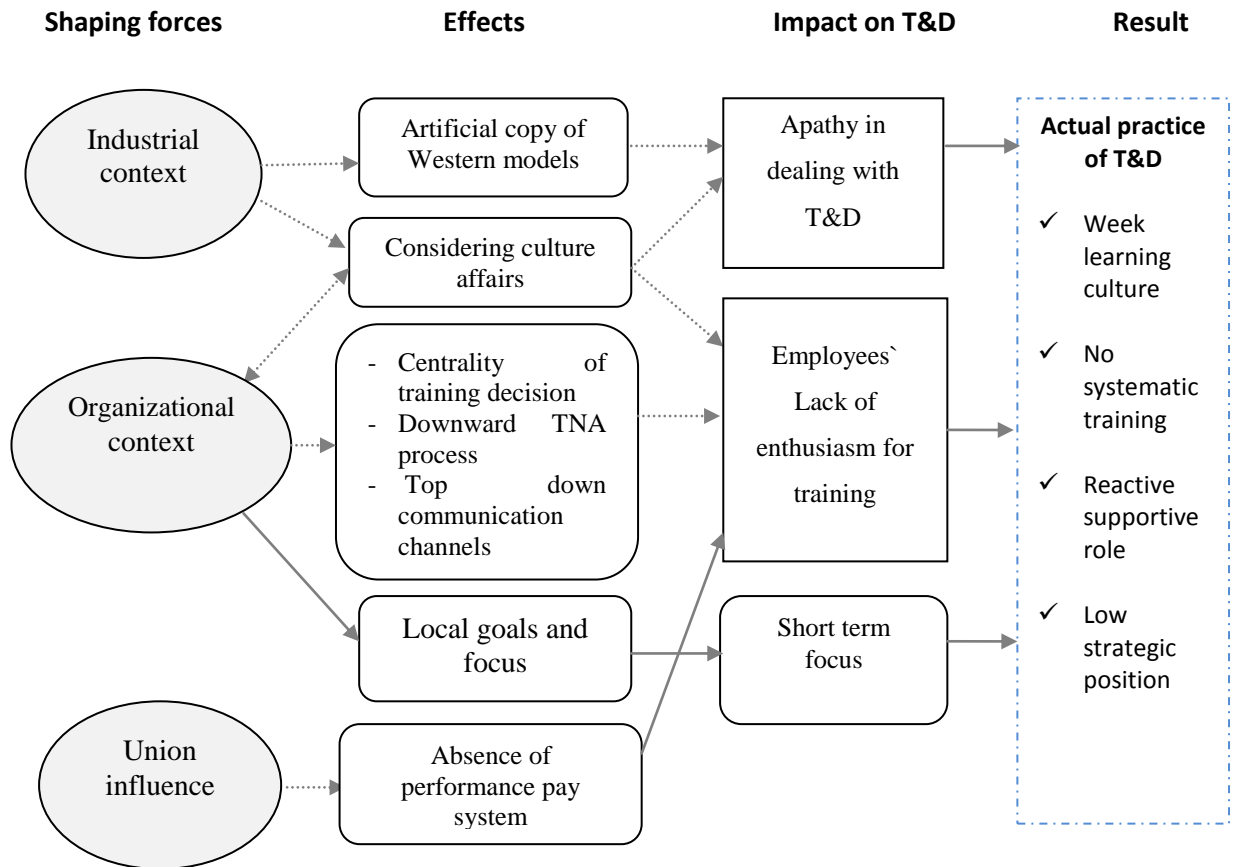
*“The annual allowance for an employee who achieved excellent performance is 5% of his basic salary, 4% for the very good and so on.....However, it does not compare to what all the employees gain through the union`s strikes.....for example, the last settlement included 30 JD to be added to the basic salary, 50 JD to living cost, the shift allowance to be increased by 30 JD, all these amounts plus one month`s salary”.*

Therefore, employees` unwillingness to learn could be linked,- besides what has been discussed in 7.6.3- to the lack of motive to change. This assumption could explain some phrases like *“The employees don’t attend the courses for the sake of learning”(CSe25)* and *“The employees themselves are not responsible; they are only looking for time out from their job”(NM15).*

This point was perceived from an opposite viewpoint by employees. They firmly believed that their management would never apply a performance- pay system on a fair basis, and this is why they went on several strikes through the unions. This issue indicates a trust crisis between the two parties. Although this point is not the focus of this study, it opens a new area of research to understand the nature of the relations between the electricity workers` union and the working companies. Finally, the influential factors, their aspects and impact on T&D are summarized in the following figure:



**Figure 7.10 Factors shaping T&D practice**



Unattractiveness of investment in electricity sector, which limits to a great extent the competition in this sector, was perceived as an inhibitor of T&D. These companies were not forced or challenged to change, which is shown in their visions and the stated strategic goals. The absence of a work development requirement was replaced by fulfilling social obligations and securing social status. In other words, absence of foreseen external threat allowed other considerations to interfere in training, particularly cultural values, as managers seem to be highly prone to nepotism. Another manifestation behind the industry context was the superficial application of Western models and the lack of a genuine desire to adopt them.

The managerial style that characterizes Arab organizations, which is linked to and derived from national culture, along with the mentioned factors, resulted in employees' frustration and therefore they were unwilling to learn and develop, based on employees' sense that they were not nominated to training programmes according to fair standards. Secondly, bureaucratic procedures, deficiency of communication channels, centrality of decision making, and lack of flexibility have led to a conviction that training is useless.

Employees' lack of enthusiasm to learn was linked by senior managers to the Union's influence. Therefore, it is reasonable to suggest that the above mentioned factors have stronger influence over T&D than the type of ownership. In contrast to these findings, Al-Ali (1999) proposed six factors that influence T&D practices in Kuwaiti organizations, which were: top management commitment, mutual support between organizational philosophy and T&D activities, line management support, T&D involvement in organization strategy, T&D policies and plans, and T&D effects on employees' self- development.

It is acknowledged that qualitative explanations are not able to specify invariant, deterministic causal relations, since the causal mechanism will be inherently unstable (Spencer *et al.*,2003). Nevertheless, the mentioned explanations shed some light on the nature and interrelationships of different contributory factors that helps to explain why and how outcomes have occurred.

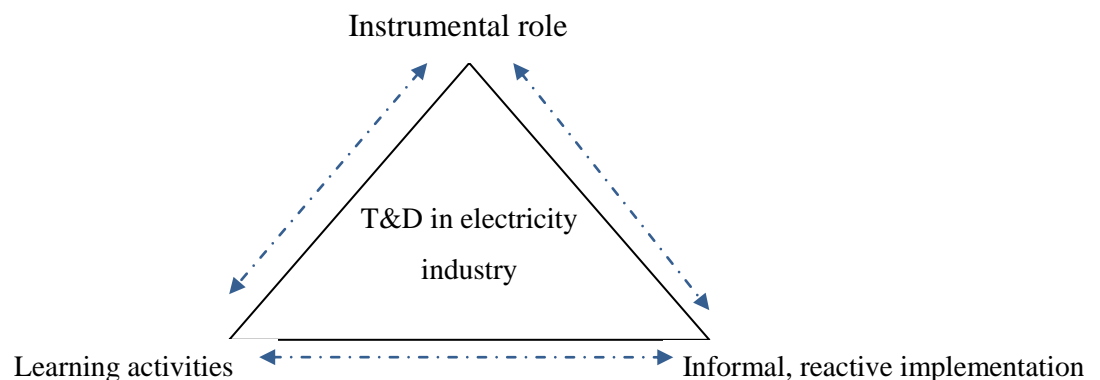
## **7.7 Conclusions:**

This study attempted to get a deep understanding of T&D as a philosophy and as a field of practice in the Jordanian electricity companies. Thus T&D was explored through three basic themes, concept, perceived role and practice. The study finds that the majority of participants conceived T&D to be 'learning activities', and T&D role was perceived to be 'instrumental'. Participants stressed the role of T&D in the improvement of job related skills, coping with technology changes, appropriate performance of job requirements, orientation of new employees, preparation for promotion to a higher position and managing performance deficiency as the foremost role of T&D.

Consistent with these perspectives, T&D activities were carried out in an unstructured manner, conducted as separated activities. The T&D traditional training cycle (TNA, designing, implementation and evaluation) was found to be truncated and limited to identification of `individual` training needs, mainly to meet particular or short term needs of the companies, which indicates that T&D has a reactive role. This assumption in turn is highly compatible with the scope of the perceived explanations and definitions of T&D.

Therefore, it appears that the way T&D is perceived shapes how T&D could be performed. On the other hand, the manner T&D is practised, the actual extent and purpose of T&D activities are reflected in the way T&D is conceived. Consequently, - as discussed throughout the chapter- how T&D is managed influences the way in which employees were able to think about T&D. Thus, T&D countenance for the Jordanian electricity sector was found to be as follows:

**Figure 7.11 T&D countenance for the Jordanian electricity sector.**



The mentioned tripartite view of T&D in the Jordanian electricity industry did not seem to come out of a vacuum. Among many factors and reasons participants provided to explain the situation, the most influential factors that have a fundamental impact on T&D philosophy and practice, relate basically to (1) industry context, which includes level of competition, volume of investment and type of product or service provided; (2) internal context, which includes companies` aspiration and strategic goals, decision making style, communication channels, recognition of initiatives, performance system and job security.

This study argues that in the large investment industries, like electricity, the competition is low, which affects the perceived necessity for pressing change. This was associated with the relatively bureaucratic and over centralized management, preference for convention, high job security and absence of an individual performance-pay system; these factors restrict T&D to be perceived as `activities`, `instrumental`, `job- related` and conducted `as needed` to fulfil `immediate necessities`.

Overall, this study argues that:

**First**, the perceptions, understanding and application of T&D are shaped in the crucible of industry and organizational internal specification. Therefore, it could be said that these dimensions may have greater influence on T&D`s philosophy and practice than national or very external factors. This assumption contradicts what has been proposed by Abdulla (2009), who claimed that the theoretical and conceptual context of HRD are heavily influenced by the country`s economy, government and legislation.

**Second**: T&D has been presented through the prism of the perceived utility of T&D. However, this study acknowledges what has been argued regarding the role of T&D theory in guiding the related actions (see for example, Hull and Shunk, 1966; Stewart *et al*, 2010; Wang, 2008). At the same time, however, it emphasizes that the theory is formulated based on what is *actually* thought to be crucial; therefore, immediate needs inform both the theory and practice of T&D.

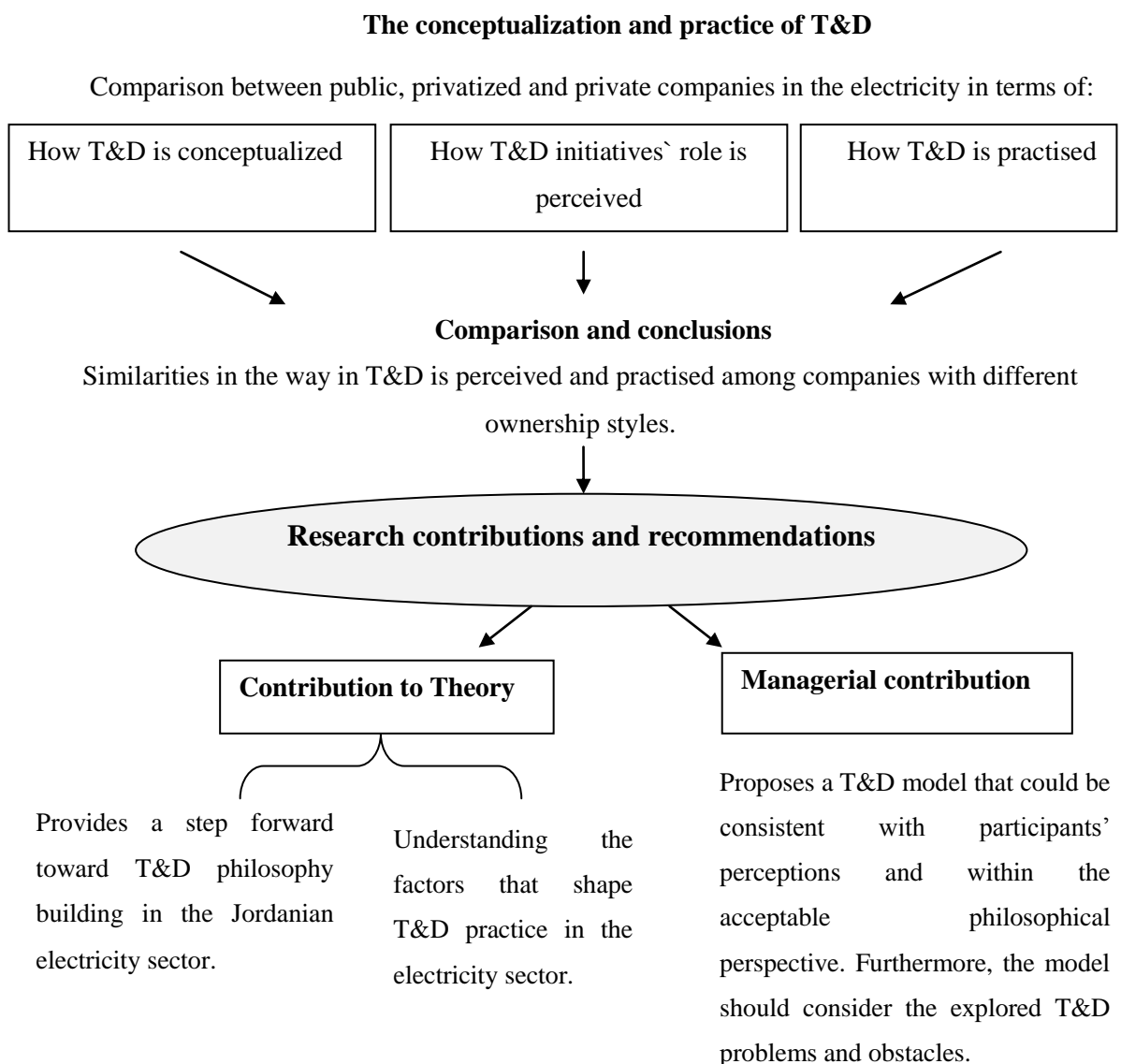
The research contributions will discussed in details in the following chapter.

## Chapter Eight: Recommendation, Contributions and Implications for Future Studies:

### 8.1 Introduction:

This chapter aims to present the research's original contribution to knowledge on academic and practical levels. For the latter level, the contribution was manifested in proposing a practical T&D model. The chapter also highlights the limitations of the research, and ends by proposing areas for future studies. However, before presenting these issues, it would be useful to represent the chapter context, in the light of the research framework

**Figure 8.1 The chapter context**



## **8.2 Major contributions of the study:**

Before presenting the contribution made by this research to the body of knowledge, it is useful to recall what seem to be gaps in the available T&D literature. Reviewing the literature on T&D management and effectiveness in Arab organizations in general and in Jordan in particular shows that there is general agreement about T&D deficiencies and weaknesses. Most of the available literature studied T&D in terms of what is done, or what is not. Consequently, this study aimed to go beyond what is already known about the practical part of T&D to understand T&D philosophy, and how it is perceived, to examine and contribute to the establishment of an Arab conceptualization and philosophy of T&D. Furthermore,

- Few studies investigate people's perceptions, descriptions and explanations of T&D functions and activities.
- Most of the available studies have revealed that there is a deficiency and immaturity of T&D performance in Arab organizations based on Western criteria and models, but there has been very little focus on the real Arab philosophy of T&D and their expectations regarding its role or the function that it is supposed to perform.
- There was a lack of previous literature highlighting the appropriate Arab T&D model, to serve as a road map for T&D activities and to provide a base for assessment.
- Only limited research attention has been paid to explore and compare T&D perspectives and practices under different ownership style.

This study was specifically designed to address the mentioned gaps in the literature with qualitative research. From these standpoints, this study brings original contributions to knowledge at two levels, academic and practical.

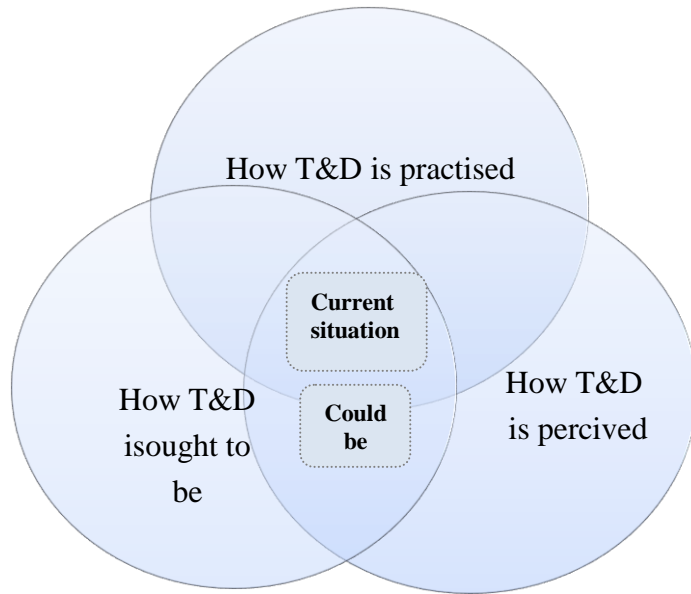
### **8.2.1 Managerial contribution:**

For practitioners, the findings of this study have revealed several important implications for T&D professionals, HR staff and organizational management. Since it includes all issues related to T&D theory and practice, it highlighted the ideal T&D as perceived by participants, activities` management, obstacles and factors that shape practice in an articulate manner. Exploring these points draws a clearer path of how T&D could be managed within these companies; therefore, a proposed model of T&D will be presented as follows:

#### **8.2.1.1 Proposed model of T&D:**

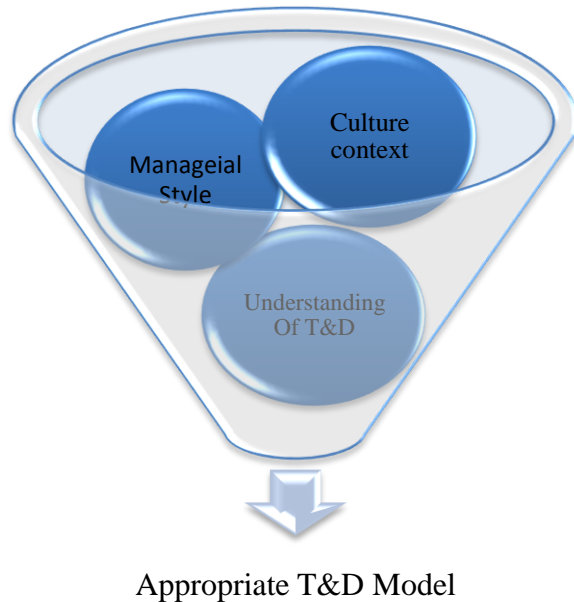
Previously, the participants` theoretical background regarding T&D was explored. The way training interventions were carried out was also highlighted and contrasted against the modern HRD literature. Although comparison with Western management was not the focus of this study, demonstrating these issues could draw attention to the extent and the way in which T&D activities could be improved and directed. However, exploring the previous points illustrates certain areas of similarities and divergence. It is important at the outset to exemplify what appear to be similarities. As discussed earlier, participants` views regarding the `instrumentalism` and functional role of T&D is shown in the reaction and supportive manner in which training interventions were handled. On the other hand, this position has a root in the Western Managerialist perspective of HRD. Therefore, how training is *perceived*, how T&D is *practised* and how T&D *ought* to be were explored, as comparing and combining these points could theoretically guide the direction to how T&D *could* be managed (see figure 8.2).

**Figure 8.2 Factors that guide the direction of T&D management**



Conversely, proposing a T&D model that could be acceptable and practical, such a model, besides being compatible with people`s perceptions regarding T&D, needs alignment with other considerations, basically, the national culture and managerial style (see figure 8:3).

**Figure 8.3 Factors influencing appropriate T&D model**



Many authors have studied the Arab culture (Al-Faleh, 1987; Ali, 1995; Al-Amaj, 2001; Metcalfe, 2007; Hammoud, 2011). However, although Hofstede`s (1983) classification of cultural dimensions generate some debate and critiques, it is widely used by many



authors, particularly those studying Arab societies. Before presenting the general characteristics of Arab societies, it would be appropriate to recall the overall managerial characteristics of the participating companies. As explored in the previous chapter, the investigated companies shares almost the same managerial style which was characterized by centrality of decision making, low delegation of authority, downward communication channels and tall organizational structure. The Arab cultural characteristics and the perceived impact on T&D are discussed below:

- High power distance: is defined as the degree to which unequal distribution of power is expected and accepted (Orr and Häuser,2008). In this regard, Arabs` relationships to others tend to be hierarchical. This is revealed by respect for seniority, authority, conformity, obedience and vertical values. At the micro level, organizations are characterized as bureaucratic with hierarchical communication and highly authoritative (Hammoud, 2011). From a different perspective, Coget (2011) based on Peretz and Rosenblatt`s (2006) study, claims that in countries with high power distance, investment in training is less favoured because it might reduce the power gap by making skills and competencies more widely available across the organization.
- High uncertainty avoidance: is the extent to which people feel threatened by ambiguous situations and have created beliefs and institutions that try to avoid these (Orr and Häuser, 2008). Furthermore, Coget (2011) argues that societies with high uncertainty avoidance rely on social norms, rules and procedures to alleviate ambiguity about future. Peretz and Rosenblatt (2006) claim that training may be seen as a way to reduce uncertainty and unpredictability of future events, and therefore be favourably viewed by those societies` organizations.

The high power distance and uncertainty avoidance of Arab countries points to authoritarian leadership that develops strict rules and regulations to support its authority and control (Hammoud, 2011). Workers also prefer detailed and clear rules and regulations so they as to know exactly what is expected from them. This indicates that the T&D function would better be constructed within restricted, clear and formal rules and regulations. From a different perspective,

Leat and El-Kot (2007) see the rules of Islam as a pedestal of cultural characteristics. For example, they claim that the importance placed by Islam upon hard work, living by the rules, along with consultation as a means of avoiding mistakes, might all be indicative of the desire to avoid uncertainty.

- Collectivism: a situation in which people belong to in-groups or collectives which are supposed to look after them in exchange for loyalty. According to Hofstede's classification, Arab culture is strongly collectivist, where people are born into extended families and tribes which protect them in exchange for loyalty and where harmony should always be maintained (Hammoud, 2011). This is shown by respect for seniority and authority as determined by age, family and sex, and preference for hierarchical communication which is associated with bureaucratic organizations characterized by systems and structures that tie the individual to the group. In a similar context, Leat and El-Kot (2007) claim that HRM policies and practices in Arab countries should have a relationship and team focus. Furthermore, they linked collectivism to Islam, since Islam emphasises the importance of relationships and cooperation, which are consistent with low individualism. This point could be utilized in proposing a group or unit performance focus rather than an individual performance focus system, which has been strongly opposed as discussed in the previous chapter.
- On the Masculinity index, Arab countries were scored moderate to slightly higher than the average. Masculinity-femininity refers to the division of social roles between women and men in a society. The main socialization pattern is for men to be more assertive and for women to be more nurturing. Masculinity is defined as a situation in which the dominant values in society are success, money and things (Orr and Häuser, 2008). However, Leat and El-Kot (2007) refer to their previous study conducted in 2002 which studied work-related values of middle managers; their results show tentative support for higher scores on both the individualism and masculinity dimensions as compared to Hofstede's original findings.
- Low future orientation. The future orientation refers to the degree to which individuals and companies engage in future oriented behaviours, such as

planning, investing in the future, and delaying gratification. This point is relatively compatible with these research findings regarding the lack of training strategy and long term objectives. According to Peretz and Rosenblatt (2006) societies with a high future orientation would invest more in training.

Moving from listing the basic characteristics of the current perceived concept and role of T&D, culture dimensions and managerial style, toward building a suitable T&D model that could be commensurate with the previous dimensions, requires clarification of the following points and assumptions:

**Table 8.1 Future T&D model**

	<b>Current</b>	<b>Opportunities/ Challenges</b>	<b>Requirements</b>
<b>Perceptions of T&amp;D</b>	<ul style="list-style-type: none"> <li>- Tendency toward Functionalism within the Managerialist perspective</li> <li>- Instrumental focus</li> </ul>	<ul style="list-style-type: none"> <li>- Possibility of forward shift toward Developmental Humanism within the Managerialist perspective</li> <li>- Opportunity of designing T&amp;D to be more job focus</li> <li>- Introduction of on-the-job training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Establishment of theoretical ground consistent with people`s understanding of T&amp;D and within the philosophical perspective that is already practiced.</li> <li>- Link T&amp;D goals to the company`s overall objectives.</li> <li>- Assignment of training duties to specialized staff across departments</li> </ul>
<b>Culture dimensions</b>	<ul style="list-style-type: none"> <li>- High power distance</li> </ul>	<ul style="list-style-type: none"> <li>- Approval of seniority, authority, conformity, and vertical values.</li> </ul>	<ul style="list-style-type: none"> <li>- T&amp;D function should be constructed within restricted, clear and</li> </ul>

			formal rules and regulations.
	- High uncertainty avoidance	- T&D could be viewed as a mean to reduce uncertainty	- Employees would prefer clear T&D objectives and plans telling what exactly is expected.

**Continued**

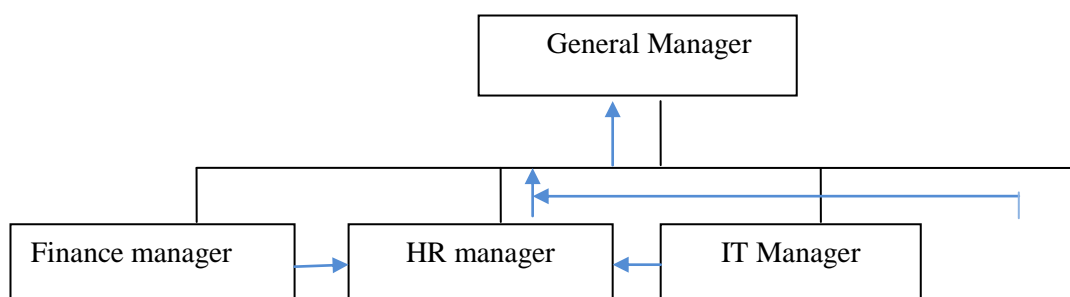
	- Collectivism  - Moderate Masculinity  - Low future orientation	- Team relation focus  - Prospect to perceive T&D as a mean to success  - Could inhibit the strategic planning for T&D	- Performance should by “unit focus”.  - T&D should be linked to performance  - Set T&D objectives and plans that could fill the strategic perspective absence.
<b>Managerial style</b>	- Relatively bureaucratic - Low delegation of authority  - Hierarchical communication	- Could restrain employees` engagement and acceptance of T&D  - Restriction of information flow  - Negative effect on TNA	- Could be relatively overcome by distribution of T&D tasks  - Construction of T&D function and communications in a formal manner

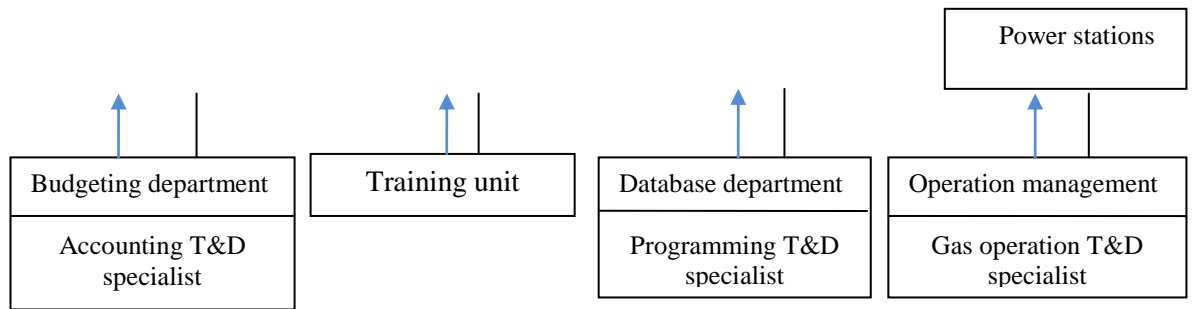
<b>Other Consideration</b>	<ul style="list-style-type: none"> <li>- Relatively large workforce size</li> <li>- Different geographical locations</li> </ul>	<ul style="list-style-type: none"> <li>- Better chance of expert and specialized staff to assign for T&amp;D duties.</li> <li>- Challenging for T&amp;D to be properly manage.</li> <li>- Suitable atmosphere for experience transfer</li> <li>- Different T&amp;D requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Create T&amp;D specialist profession</li> <li>- Distribution of T&amp;D tasks</li> </ul>
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In short, the requirements of the proposed T&D model are as follows:

- A. Establishment of an effective theoretical foundation within the Managerialist perspective so as to be consistent with people`s perspective of T&D.
- B. Establishment of formal T&D strategies, objectives and policies to direct T&D units` activities, which should be consistent with the companies` strategic goals to achieve the requirements of the Managerialist perspective and to achieve balance with the highly authoritarian and formal nature of the companies.
- C. Introduction of T&D specialists to conduct on-the-job training as well as to contribute with managers in analysing workforce as well as units` training needs. This point aims to direct the T&D to be more business focused as well as to ensure effective techniques for knowledge transfer. Accordingly, an example sketch of T&D structure could be, as shown in Figure 8:4

**Figure 8.4 Proposed structure of T&D model**





### A) Theoretical foundation for T&D:

Companies are advised to establish an effective theoretical ground consistent with peoples accepting understanding of T&D and within the philosophical perspective that is already practised. In this regard, a step forward in the Managerialist perspective of HRD toward Developmental Humanism and thereafter Utilitarian Instrumentalism would not be easy but could be accessible. However, the issues of feasibility will be discussed in 8.2.1.4.

It is useful to recall that the Managerialist stance perceives T&D to have a primary purpose of enabling the organization to achieve its goals. Within this broad perspective falls the Functionalism approach, which perceives T&D as a reactive supply-led function, designed to provide solutions for operational problems. Accordingly, interventions are often short term, structured and instructional in nature (McGuire *et al.*, 2001). Although there is no single unified conception or boundaries when considering the Managerialist outlook, the developmental humanist perspective focuses more on providing T&D to meet present and organizational priorities, to encompass self, employee, management and organizational development; it is a tactically demand-led function. The strategic perspective links T&D to corporate and future needs to achieve strategic integration. It advocates a more utilitarian instrumentalist philosophy. However, finding an underpinning, which could shift perceptions and action, and thereafter shift the T&D contribution from operating at a reactive level to have an impact on a strategic level, is not that simple. It requires careful consideration of what is communicated regarding T&D activities. Accordingly, the following points should be reviewed:

1. The formal definition of training: the concept of training was not clearly defined at the privatized and the public company, since training was delineated to be

activities that aim to improve skills (doing things). So, there was a gap between employees' perceptions and the written documents regarding this standpoint. To explain, training could be defined, according to over 76% of participants, as learning activities that are provided to improve employees' skills, knowledge and performance. Accordingly, it is reasonable to suggest the need for expanding the formal conception of training to a broader sense that includes all the generally accepted training aspects, like improvement in knowledge, skills, techniques, attitude and adjustment.

Regarding the privatized company's formal assignment of training, the paradox is clear when we recognize that training was limited to improvement in skills, whereas, seminars, workshops, conferences, forums, discussion groups, explanatory trips or any scientific meetings were not considered training. Therefore, the training techniques identified need to be expanded to include, besides lectures, any other techniques that aim to improve or modify skills, behaviour and knowledge.

The public company's formal definition limited training to improvement in skills; another limitation was confining training to local programmes. This contradiction also needs to be reconsidered since –as shown in Chapter Five- the company sent its staff to external training programmes. Thus this limitation to local activities sounds meaningless.

Overall, widening the T&D range at the privatized and public companies and establishment of appropriate training identification at the private company would be compatible with employees' perceptions regarding T&D. Moreover; accomplishing this requirement would probably narrow the gap between the current situation and the perceived ideal T&D. Additionally, companies are advised to identify formally the term development, so as to facilitate the inclusion of related activities in the specialized units. It is worth mentioning that the term development was seen to be an unmanaged issue. Therefore, defining what the companies denote by and expect from development would thereafter facilitate the operationalization of this term. In this regard, Barmley (2003) claims that if what is to be learned can be described or specified, activities can

be planned in a manner that facilitates the process by making it clearer, easier and quicker.

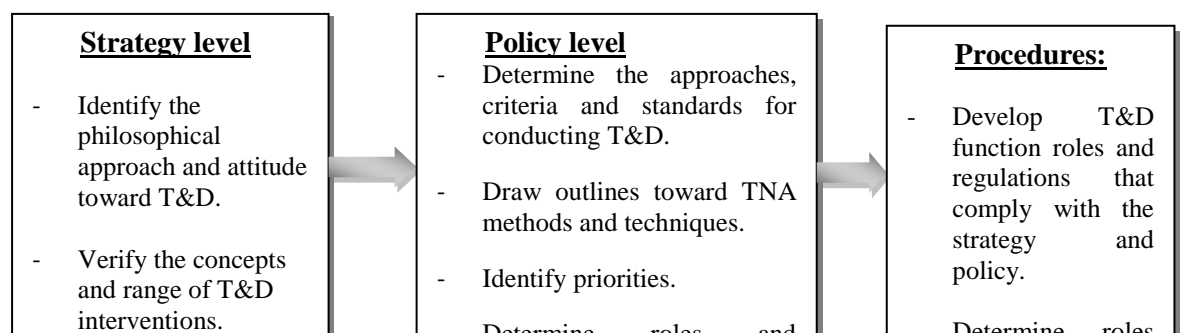
2. The second concern should be targeted toward establishing fundamental principles or philosophical statements to direct and guide T&D expectations and interventions. Therefore, determining and communicating the company's attitudes, values and importance attached to T&D is expected not only to clarify the features of the adopted T&D approach, but also to demonstrate the extent of top management commitment to T&D. Developing and communicating a proper T&D philosophy should limit the criticism of managers' poor commitment and conviction, which were expressed by participants. Furthermore, it should furnish the general outlines to guide T&D interventions in a specific manner, to reduce the chaotic procedures reported earlier.

In a similar context, McGuire *et al.* (2001) suggest that the development of good theory is essential for maturation and professionalization of the field of HRD. Furthermore, Swanson (2001) states that without a theoretical ground of HRD within an organizational system and improvement context, T&D specialists would be left starting from zero for each HRD challenge they face. Or worse, they would charge ahead in a trial and error mode.

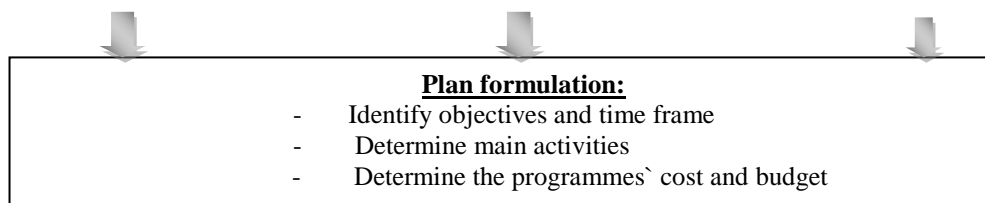
### **B) Establishment of formal T&D strategies, objectives and policies:**

While the first level concern falls under the strategic level of T&D, this level focuses on how policies, procedures and plans could be established. Thus, it concerns the steps that ought to be followed in order to shift the current practice of training interventions to have a more strategic focus. Operating T&D at the strategic level would probably help the companies to focus on its basic requirements, and thereafter give it a better chance to grow. However, it is admitted that raising this assumption is easier than implementing it, as the ideal accomplishment requires substantial and comprehensive reform measures. Therefore, it is easier to simplify the process by categorizing the required procedures as follows:

**Figure 8.5 Proposed guidelines for improving T&D function**







**1. At policy level:**

- Establish a proper policy to demonstrate how T&D could contribute to the fulfilment of companies' strategic objectives. The need to relate T&D objectives to overall business objectives was emphasized by many authors (Applegarth, 1991; Carr, 1992; Bowen, 1994; Bee and Bee,2003; Wang, 2008; Harrison, 2009). In this regard, it is important to accentuate the need for communicating the companies` overall strategies and goals with other managerial levels, to enable them recognize the needs of each stage and determine the needed T&D. Furthermore, clarifying the companies` strategies would facilitate the prioritization of T&D interventions. On the other hand, it is useful to recall that limiting the strategic goals of the company to the top management has attracted considerable debate and was linked to training deficiency on more than one occasion.
- At this level the companies should decide how they intend to carry out the T&D activities, whether on-the- job or off -the-job, internally (locally) or externally (outside the kingdom), why and on what basis. In this regard, Hackett (1997) stresses that working with external providers requires absolute clarity about who is going to do what, when and to what standard. Furthermore, predetermination of such procedures should limit the influence of personal relations in selecting

providers and minimize the employees' dissatisfaction that was associated with this point.

- A firm and clear policy should be set on how individual T&D needs are going to be assessed to ensure the fair selection of candidates in order to minimize interference of social relations and to overcome the drawback of limited individual TNA procedures utilized. In a similar context, Pettinger (2002) stresses that equality of treatment, opportunities and values is a central element of all effective organization practice, including participating in development programmes. Furthermore, methods and techniques to assess job and company training needs should also be established to overcome the absence of formal procedures for assessing company and job needs as discussed in the previous chapter. Additionally, at this level, the companies should decide how the emergent needs are to be prioritized, bearing in mind Beardwell and Holden's (2001) assertion that priorities should be identified to guarantee the most advantageous use of resources
- Roles and responsibilities are to be decided at this level. These should be distributed in a compatible manner that ensures the fulfilment of strategic objectives, policies and procedures. It is useful to suggest the need for involvement of the largest segment of staff in TNA, giving the employees the opportunity of self assessment or peer assessment, or at least discussing T&D needs with the staff. Considering this point may create stronger commitment and acceptance of T&D. Additionally, it could reduce the impact of centralization, which was criticized by 43.5% of participants. Furthermore, the responsibility of line managers, supervisors' and department managers in facilitating the implementation of the acquired knowledge and skills in the workplace should also be identified to ensure proper transfer of knowledge to more involvement of all managerial levels.

## **2. At procedural level:**

- Companies need detailed rules and regulations to manage and direct the T&D function. These regulations should be expanded to include the whole T&D process (TNA, designing, implementation and evaluation), rather than managing

the training from an individual TNA perspective, and organizing the daily correspondence, as the current regulations state.

- This in turn would mean expanding the roles and responsibilities of training staff at the privatized and the public companies and the HR staff at the private company to include new roles in managing all training activities beyond what the current regulations state. However, this point should be associated with improving the current staff capabilities to enable them to fulfil the new responsibilities effectively.

### **3. At plan formulation level:**

Initially, the training plan should identify the basic objectives required to be achieved within a particular period of time. Furthermore, the companies should decide what aspects of performance are to be changed or modified and to what level. This returns the discussion to the need for target levels of performance, based on units or teams, to reveal the gap between the desired and the actual performance. Determining the T&D objectives would facilitate the measurement procedures at the end of the specified period. In this context, Karthick (2012) claims that training objectives are one of the most important parts of the training function. The training objectives actually lead the training design, they provide a clear guidelines and enable the training programme to be developed in less time because objectives focus specifically on needs. Moreover, this helps in adhering to a plan.

Second, the activities that ought to be conducted during the determined timeframe should be identified. Furthermore, the costs of T&D activities should be estimated in order to prepare the T&D budget.

Third, the current training plans for the privatized and the public companies identify the candidates, programmes and estimated costs. Accordingly, in planning for T&D, the companies should improve the plan to determine basically the objectives. Additionally,

the plan should clarify who needs training, in what area, how these needs could be accomplished, within what budget, and over what period of time. Finally, the private company is advised to build a T&D plan to manage and guide the related activities.

### **C) Introduction of T&D specialists:**

The proposed structure requires assignment of T&D specialists in different professions, rather than limiting T&D duties to the training unit and recommendation of departments' managers only. Before presenting the perceived objectives of the model, it is appropriate to explain what is meant by T&D specialists.

T&D specialists here refers to qualified staff in a particular area. The researcher does not argue for a T&D specialist to be assigned in each department, but in each professional category. For example, in the privatized company, there are three power plants run by gas. Accordingly, one specialized gas operator with adequate experience, preparation and training would be sufficient. This specialist could work within the three power plants, and in turn should report to a single manager, the "power stations manager", to achieve formality of reporting and to be consistent with the general structure of the company.

Those specialists could work on two dimensions: on the job training for the less qualified staff and assessing employees' needs that could not fulfilled internally and therefore would be outsourced. Accordingly, the objectives of T&D specialists' introduction are as follows:

1. To give more profound insight into the employees' actual T&D needs, this ought to be done by specialized staff, as they could better decide what is required and how it is to be fulfilled, therefore placing more focus on the job requirements.
2. The specialized T&D staff could decide more accurately individuals' requirements of T&D as they are more close to the everyday performance of the staff. Hence, the final decision about who attends what, would not be restricted to the managers only, as there will be a third party recommendation. Of course, a role would still be played by department managers' points of view, so as to avoid resistance to change and to achieve balance with the formal structure of most Arab organizations.

3. The specialized T&D staff would conduct on-the-job training for the workforce. In this regard, an example of certified accountants could be given. For example, as mentioned in Chapter Four, according to Jordanian accounting profession law No. 73 of 2003, financial and auditing managers must pass a particular examination and gain a professional certificate (Jordanian Certified public accountant). In this regard, companies offer the training course and the examination cost for one time for each participant. Furthermore, companies should give the opportunity to all their accountants and auditors to attend these courses and examinations in order to prepare them for higher positions. Accordingly, certified accountants could be assigned as T&D specialists to prepare other accounts for the examinations.
4. The companies are relatively large in their workforce size. Furthermore, they contain different professions, which requires more flexibility and distribution of T&D duties, which could be accomplished by assignment of T&D specialists from different backgrounds.
5. This method would give more opportunity to maintain and transfer the knowledge with the organization and to minimize what has been described as “brains loss”. Therefore, there would be better opportunity for creating a learning culture within the companies.

Needless to say, the specialists should be well experienced, prepared and trained in order to perform their new duties satisfactorily. In this context, proposing programmes like training for trainers would be useful to help those new trainers to acquire the necessary skills of knowledge transfer, and to overcome the barrier that could arise from their being perceived as inexperienced in training. Furthermore, according to the researcher`s experience as a member of Arab culture and based on what has been discussed earlier, the specialist would preferably be in a higher position than those whom he/she is supposed to train, as generally people highly respect seniority and authority; therefore placing T&D specialists in high positions would create a more acceptable situation.

It is important to understand that T&D specialists are not created to replace T&D units` responsibilities. On the contrary, these professions are proposed to supplement and complement the gaps that could not overcome by T&D staff, caused by the large

workforce size, different geographical locations and different professional categories. However, it may be useful to highlight what T&D units are perceived to perform:

1. Establish and follow up the implementation of T&D plans under the umbrella of companies` overall strategy and objectives. Under this point, budgeting and the conducting of action plans will also be the task of T&D staff. As a direct impact of the proposed model on training units` responsibilities, creating on-the-job training would require the introduction of internal programmes to the annual plan in order to avoid duplication and waste of effort.
2. At designing level, on-the- job training programmes would possibly create further requirements which would undoubtedly be the responsibility of T&D units, for example, preparation of the materials needed along with the T&D specialists, timing, spaces, and rooms for training would all be extra duties for training staff.
3. Managing the daily correspondence regarding employees` nominations within the company and with external institutions.
4. It would be reasonable to suggest planned meetings between the T&D specialists and the training staff in order to discuss and plan the actions needed to be performed within a specific time.

Overall, the T&D roles and responsibilities are to be distributed as follows:

**Table 8.2 Distribution of T&D roles within the company**

	<b>Responsibilities</b>	<b>Reporting system</b>
<b>Top Management</b>	<ul style="list-style-type: none"> <li>- Setting T&amp;D strategy, philosophy and overall objectives</li> <li>- Communicate the value they place to T&amp;D with</li> </ul>	<ul style="list-style-type: none"> <li>- Various departments managers</li> <li>- HR manager</li> </ul>
<b>Department Managers</b>	<ul style="list-style-type: none"> <li>- Working with T&amp;D specialists on T&amp;D departments employees need analysis</li> <li>- Coordinating with T&amp;D specialists regarding on-the-job programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Vertical communication with T&amp;D specialists</li> <li>- Horizontal communication with HR manager</li> </ul>
<b>HR manager</b>	<ul style="list-style-type: none"> <li>- Participating with top management in setting T&amp;D strategy and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Upward communication with top management</li> </ul>

	- Supervision and follow up the execution of the annual plan.	- Vertical communication with departments managers - Downward communication with T&D unit staff
<b>T&amp;D unit staff</b>	- Formulation and follow up the implementation of T&D plan (internally and externally) - Follow up the daily correspondence regarding employees nomination - Arrange, facilitate and follow up the conduction on the on-the-job programme	- Vertical communication with HR manager
<b>T&amp;D specialists</b>	1. Carry on the job training 2. Analysis of employees training need – each specialist according to his field-	3. Upward reporting with department managers

- **Opportunities of application:**

1. The proposed model was designed within the actual formal structure of the companies. Thus it does not require a fundamental change of the existing structure to maintain applicability.
2. The reporting system could still fit the companies` overall communication channels as the specialists should report to their managers, who in turn report to HR managers. Consequently, overlapping authorities is avoided.
3. T&D specialists could be selected from the existing staff. The relatively large staff size could give a better opportunity to locate specialized T&D staff.

Overall, the framework was designed in response to employees` perceptions and conceptualization of ideal T&D. Furthermore, the problems and obstacles which were highlighted by participants and extracted from the related documents were taken into consideration. However, the ideas mentioned are intended as basic outlines and starting points for what could be applied. Subsequently, and through practice, modifications and improvement ought to be made to reach the best model of T&D.

### **8.2.1.2 The need for a new model of T&D:**

Devins and Smith (2010:178) state that “*measuring the cost of not doing something could be difficult to predict*”. Therefore, it is difficult to state exactly what these companies lose by not applying a methodological approach in handling T&D activities. Furthermore, it is important to emphasize that the relation between T&D and various organizational outcomes is not the focus of this study. However, as discussed in the previous chapter, many researchers studied the relation between T&D and a variety of aspects of organization outcomes. For example, the relation between T&D and improving organizations performance was highlighted by Nguyen *et al* (2011) and Glaveli and Karassavidou (2011). Second, the relation between T&D and employees` satisfaction, which in turn boosts the organization`s performance, was highlighted by Malallah (2010), Costen and Salazar (2011) and Khawaja (2012). Wirtz *et al* (2008) claim that HR practices including extensive training contribute to service excellence and competitive advantage. Additionally, Stewart *et al.* (2010) state that even if the company does not have competitors, the purpose of T&D will be related to satisfying potential stakeholders and most importantly, long term survival.

Moreover, it is logical to suggest that neither employees nor their management were totally satisfied regarding what is being practised. Therefore- although the proposed model does not cover all the perceived challenges and obstacles to effective T&D- it attempts to overcome most of the limitation that were emphasized by participants.

Overall, the proposed model attempts to help organizations maintain and improve their workforce skills, knowledge and attitudes, to meet current, future and unforeseen challenges.

### **8.2.1.3 Requirements for successful introduction of new T&D function:**

The previous chapter shows a multiplicity of factors which affect the way training interventions were managed. Admittedly, many of these factors were beyond the control of T&D management. However, considering the following points may revitalize T&D management:



- **The need for involvement of different managerial levels in T&D activities:**

As shown in Figure 7.9, training decision making is limited to department managers' nomination, highly affected by GM Deputies' recommendation and the final decision rests with the GM. This point was highly criticized by participants. In contrast, many authors emphasized the need for engagement of all managerial levels in T&D, starting from senior managers to communicate their commitment and the value they place on T&D across the organization, Middle management should facilitate the linkage between the strategic and operational level. Supervisors' roles are to provide objective data about TNA as well as to encourage employees and create the right conditions for them to implement what they have learned (Garavan, 1991; Olian *et al.*, 1998; Harrison, 2002, Boydell and Leary 2003, GAO 2004). On the other hand, employees should understand the role of T&D within their companies, since it could have a serious impact on their motivation to learn and develop (Harrison, 2002).

- **The need for more flexible communication channel:**

The deficiency of communication channels and its implication for training effectiveness was shown in the previous chapters. The lack of a top- down channel was highlighted by participants' criticism of the limitation of the strategic objectives to top management which in turn affects the proper linkage of T&D activities to companies' objectives. The deficit of horizontal channels was shown on many occasions; for example, the HR staff at the privatized and the public companies were the only functional group who perceived training interventions to be successful, whereas some other functional group perceived the technical programmes to be successful, and the majority perceived training activities to be failures. Another aspect was the unawareness of informal procedures that were utilized by the training unit in TNA and therefore the preparation of training plans. Another serious aspect of the dearth of communication was participants' perception of unfair selection for training programmes which was associated with the absence of a responsible unit to receive employees' complaints and grievances. Therefore, for T&D to be effective, vertical communication channels should be reconsidered. Furthermore, training staff should be involved in or at least informed about the companies objectives to facilitate the integration between their function and

the company`s. Furthermore, horizontal communication channels should be established to enable the training unit to receive actual and valuable feedback regarding T&D activities, and subsequently, to modify, amend and improve the related activities accordingly.

- **The need for well-qualified training staff and specialists:**

The qualification and experience of HR and training staff was a controversial issue. Therefore, it is reasonable to suggest the need for introducing training staff to advanced T&D courses, first to enhance their qualification in related skills; secondly and perhaps more importantly, to enhance their awareness of the importance of T&D and the role that T&D could perform to their organizations. This point was raised since 50% of the privatized company`s HR staff did not perceive T&D to have a role in the company`s success. This point deserves to be tackled, since if the HR staff are not convinced of what they do, they will lack enthusiasm in what they perform, and in turn would be unable to spread a positive and influential T&D culture.

#### **8.2.1.4 Challenges that could face the reform programme:**

It could be said that the current practice of T&D in the Jordanian electricity sector was the outcome of many intertwined factors. Thus, many factors that shape T&D management were beyond the control of the proposed guidelines mentioned earlier, for example,

- **Resistance to change:**

Change is not expected to occur without facing resistance. Stanislaio and Stanislaio (1983) list several reasons for change resistance, like inertia, which refers to an innate desire to retain the status quo, and the tendency to do things in the accustomed manner. Other reasons are fear of the unknown, fear of failure, resentment of criticism, obsolescence and a fear of not being proficient in the new system. Chin *et al.* (2012) claim that employees are often reluctant to accept change, because they typically experience it as intrusive and disrupting of the routine. Besides, they may fear undermining of social relations formerly relied upon to complete work tasks, increased workloads resulting from the assignment of the new work tasks, and the need to adjust to new work relations. Giangreco and Peccei (2005) in their investigation of middle

managers` resistance to change claim that the antecedents have a significant impact not only on middle managers` attitude to change but also on their propensity to engage in various forms of resistance. However, the area of change management has received considerable attention and has been studied by many researchers who provide useful guidelines for efficient management of this critical period (Manning, 2012; Merrell, 2012; Smet *et al.*, 2012).

- **Managerial style:**

Although the proposed model of T&D considered the requirements of managerial style, this style of management could still be a hindrance to the requirements of strategic T&D.

Framing T&D intervention to be more strategic in focus needs the involvement of HR staff, particularly, training staff, which is highly restricted within the existing organizational structure, with excessive distance between lower managerial level (training units) and top management (centre of strategic decision making). Moreover, the centrality of decision making and its impact on T&D –as illustrated in the previous chapter- requires not only the exclusion of training units from its general policies, but more space of freedom for all managerial levels to play a vital part in training interventions, which would be unreachable within the current managerial style that is associated with inflexibility of organizational structure.

- **Cultural influence:**

The proposed model for T&D considered many aspects of Arab culture; on the other hand, various aspects of culture are still beyond the control of the proposed model. In this regard, it is understood that families remain the strongest and the fundamental unit of social composition in Arab counties, and that their influence extends to interference in managerial decisions. Furthermore, Hammoud (2011) argues that it is not unusual for two Arab individuals to bond on the basis of having the same family name. Additionally, according to the researcher`s personal experience as a member of these societies, considering family`s, friends` and neighbours` interests is a fundamental issue to be socially accepted. Otherwise, a person will be accused of arrogance and ingratitude. Therefore, complete isolation from the national culture could be pure fantasy.

On the other hand, it is important to mention that considering social welfare has another bright side, where one's relatives would not allow him/her to be affected by or accused of exploitation of position for personal interest. In a similar context, Hammoud (2011) claims that the tribe distinguishes itself from others as a collective, pursuing the common good and interest of its members. Therefore, under firm and deterrent regulations, interference of culture in managerial actions would be minimized. Conversely, the establishment of such regulatory requires substantial modifications to the companies' basic regulations and instructions, which could reduce top management authority; therefore, under the authoritarian aspect of Arab culture, limitations of managers' power would probably be rejected.

Overall, from a practical point of view, the study's findings achieved the following:

- Exploring the theoretical perceptions regarding T&D or in other words, what is being considered *ideal* of T&D, and comparing it against what is being actually *practised*, highlighted many gaps and opportunities that could be reformed through the earlier discussed guidelines. Furthermore, considering the previous Arab literature in this field, which revealed similarities in the ways T&D activities have been practised, the proposed model could serve as a guideline for other Jordanian and Arab organizations which conduct T&D in a similar manner.
- It could be argued that neither employees nor their management were completely satisfied regarding what was being practised. Considering the limitation of communication channels reported earlier, it is logical to assume that the findings of this study could reduce the gap in viewpoints.
- Finally, although the proposed guideline does not cover all the perceived challenges and obstacles to effective T&D, recognizing the real and influential factors would focus the effort toward reform and overcoming barriers. In the words of a local proverb, recognizing the illness is the first step toward therapy, and understanding the question is half of the answer. By identifying the problem, this study provides the first step towards finding solutions.

### 8.2.2 Contributions to theory:

Initially, it is important to recall what has been discussed in Chapter Two regarding the evolving nature and relative youth of the HRD discipline. For the materialization of this field, more studies dealing with the philosophical and conceptual perspective are needed (Ruona, 2000; Swanson, 2001; Ruona and Lynham, 2004; Dirani, 2006). Furthermore, Mclean and Mclean (2001:2) state that “*the field will continue to discuss its definitions, without having to agree on a specific definition. Furthermore, global perspectives may help us all gain new insights and move us beyond our own ethnocentrism*”. Besides, Festing (2012) states that the field of HRD is still dominated by Anglo-American research studies. Given that T&D is one of the major components of HRD, this study contributes to the body of knowledge in the conceptual perspective of HRD, by introducing the manner in which T&D is defined, conceptualized and perceived in Jordan, particularly in the electricity industry.

In the area of `Arab` T&D literature, the review of the literature has revealed a gap and a need for more research to understand the theoretical and conceptual logic that governs T&D interventions in the Arab world. Thus, this study contributes toward developing a better understanding of T&D as a philosophy and as an area of practice. It explained `how` T&D initiatives were managed, and it has helped to clarify `why` they were conducted in a specific manner, to provides a coherent and holistic picture of T&D. This is hoped to provide a step forward toward T&D philosophy building in the Jordanian electricity sector. Therefore, this research could be considered as groundwork toward Jordanian and subsequently Arab theory building in the field of T&D.

The findings of this study revealed that T&D was perceived through the traditional Functionalist school of T&D. It is appropriate to acknowledge that this perspective is relatively consistent with the US-Managerialist approach. On the other hand, some of the Functionalist perspectives were not cited. Thus T&D was perceived through a narrow view of Functionalism, emphasizing T&D role in certain reactive aspects. Therefore, it would be suitable to limit the illustrated perceptions under the `Instrumental` perspective of T&D.

Consistency was found between T&D`s conceived role and T&D as an area of practice. This study acknowledges what has been argued by other Arab researchers regarding

T&D function, as having a reactive role rather than a strategic or proactive role (see for example, Al-Ali, 1999; Abdalla and Al-Homoud, 1995; Altarawneh, 2005). On the other hand, the study argues that the reactive position of T&D was *not* perceived to be a problem. T&D interventions are understood to follow naturally changes in technology, legislation and the environment.

Moreover, the perceptions, understanding and application of T&D are shaped in the crucible of **industry context**, which includes level of competition, volume of investment and type of product or service provided, and **organizational context**, which includes companies' aspirations and strategic goals, decision-making style, communication channels, recognition of initiatives, performance system and job security. Therefore, it could be said that these dimensions may have greater influence on T&D's philosophy and practice than the external factors. This assumption contradicts what has been proposed by Mclean and Mclean (2001) and Abdulla (2009), who claimed that the conceptual context of HRD is heavily influenced by political and economic factors and government legislation.

Overall, the study findings support the general argument proposed in HRD literature regarding the role of T&D philosophy in guiding the related actions, (see for example, Hull and Shunk, 1966; Stewart *et al.*, 2010; Wang, 2008). but also added that the way of thinking about T&D and thereafter, the way of carrying the related actions are viewed through the prism of the 'situation needs' and T&D 'utility'.

Moreover, this study contributes to knowledge by being the first empirical study investigating T&D as a concept and practice conducted in the electricity sector after the introduction of the national economic reform programme. Thus, this study compares various T&D aspects under different ownership styles, and most importantly, reveals new ideas challenging the widespread argument regarding the advancement of the private sector in this regard.

Finally, this study has produced many new ideas and questions which could be considered as avenues for future research.

### **8.3 Limitations of the study:**

Every research project is limited by constraints; this research is no exception. The limitations are as follows:

- This research is limited to the Jordanian electricity sector; consequently generalization of the study findings is limited to other companies working in the Jordanian electricity industry. Generalization to other sectors is not possible due to the various differences in industry type, working environment, economic and political issues.
- The fieldwork was conducted basically in Amman-the capital- since the training management is located in the Headquarters. Accordingly, meetings with the HR staff, training staff, observation and data collection were held there. Furthermore, interviews were held in Zarqa city branches to meet the ETC staff, engineers and technicians. Although, companies have different branches located in other cities, these could not be reached due to the conflict in neighbouring countries, which affected the gas supply to Jordan, and created difficulty in arranging dates with branch staff. This situation, together with time constraints, limited the possibility of conducting interviews with other staff in other locations.
- There was limited literature on T&D in Jordan as well as in Arab countries, investigating the philosophical side of T&D; most of the available literature emphasized the practical side in terms of what is or what is not done. Therefore, there is a lack of related studies that could serve as a benchmark to build on, or even to contrast against. Furthermore, strategic T&D is a relatively new concept, so there was a lack of a purely Arab strategic T&D map to compare with.
- Unfamiliarity of participants with data collection methods, particularly, the interviews, with was associated with the indirect nature of conversations in the Arab world in general, particularly when people are to discuss a sensitive issue, consumed a lot of the researcher`s time, to direct the conversation -politely- to the research questions and at the same time, to capture the whole picture of the situation. Moreover, given the time constraints the researcher`s ability to capture `all` the informal T&D procedures that could be followed by companies` to

compensate for the absence of formal T&D policies and procedures was relatively limited.

#### **8.4 Further areas of research:**

Yin (2003:120) indicates that “*the overall goal of research is not to conclude a study but to develop ideas for further study*”. For this research, the research findings revealed issues that deserve to be investigated. Moreover, the limitations of this study could be considered as opportunities for future research. Thus, this study opens new horizons for future research as follows:

- This research was conducted within the scope of the electricity industry; therefore, a research sample studying T&D theory and practice within two or more sectors would be a valuable contribution to verify similarities, differences and/or other factors that affects T&D in various sectors.
- The comparison of T&D concept and practice at this research was conducted within different ownership styles within the electricity sector. Therefore, a study comparing T&D concept and practice on other sectors within different ownership style would provide more detailed and focused insight into this phenomenon.
- Research investigating HRM practices within various privatized organizations could provide valuable insight regarding the influence of privatization type on HRM and T&D practices, and the impact of investors` country of origin and experience in managing foreign subsidiaries on HRM practices. Thus might enable a preferable method of privatization to be proposed.
- The research findings emphasized the impact of external providers on T&D`s various aspects, though this research was not targeted toward investigating the capabilities of these centres or their role. Thus, research could be designed to study the real aptitude and facilities of these centres; the requirements and the governmental legislation that govern the establishment and running of these centres.



- The data indicate that the Jordanian electricity industry was perceived as an unattractive sector for investment; therefore, a study could be designed to investigate the reasons behind this reluctance, and to explore the steps, legislation, and promotion programmes that could attract investors to enter this sector, furthermore, to explore the role of the Jordan Investment Board in this issue.
- This research highlights a relation between employees' satisfaction regarding their work atmosphere and overall managerial style and their enthusiasm and attitude toward T&D. This assumption opens the door for more empirical research to investigate the effect of managerial style on employees' willingness and eagerness for T&D.
- Finally, this research opens new areas of further studies to investigate and understand the nature of the relation between the electricity workers' union and the working companies.

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