# Attitudes of Senior Managers Towards Management Training and Development in Libyan Organizations

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*Abstract—* **An examination of attitudes of senior managers towards Management Training and Development within Libyan public sector organisations, and delineation of factors slowing their MTD progress. Looking specifically at the oil and banking sectors, considered the most representative of public sector organisations in Libya, a survey was conducted across ten oil organisations and seven commercial banks. The data collection methods involved both face-to-face interviews (structured and semi-structured) and a self-completion questionnaire.**

*Index Terms—* **Management Training and Development, Libya, Public Organisations, Senior Managers**

## I. INTRODUCTION

This paper seeks to examine the current state of Management Training and Development (MTD) in Libyan public-sector organizations, as well as expectations for future change, through the medium of senior managers' opinion. In the wake of the recent conflict and its attendant disruptions to the social and commercial fabric of the nation, there is a pressing and urgent need for Libya to find ways to modernise and make more efficient the workings of the public sector. To this end, the author devised a questionnaire to take the pulse of senior management in the public sector, specifically towards both current and optimal design and implementation of MTD in their organizations. This was supplemented by structured and semi-structured interviews.

Overall, this survey revealed senior managers' commitment to MTD efforts, their appreciation of MTD's value, and their perception of the need to enhance MTD programmes. The results also indicate dissatisfaction with reward systems and motivation, with the impacts of social and political factors, with the stability of the system, with the way MTD programme results are evaluated, and with the lack of co-ordination between MTD plans and development plans.

The paper will first introduce the Methodology, followed by a brief Review of history and practice in MTD. The Observations section is next, breaking down the various results obtained with analysis, followed by a Conclusion with ideas for future work, and some Recommendations based on this work. Finally, the bibliography is appended.

## II. METHODOLOGY

The respondents were selected from senior managers (fifty-four in total), of whom twenty-nine represented the oil companies, and twenty-five the commercial banks. This questionnaire was designed to explore the attitudes of these senior managers to Management Training and Development in the following areas:

- environmental susceptibility to MTD;
- extent and flexibility of policy and plans;
- organizational support and commitment by senior managers to MTD efforts;
- appreciation of the value of MTD and the need to enhance MTD quality;
- reactions to the training environment;
- reinforcement and follow-up of the newly developed skills.

The responses to the statements were based on a five-point ranking scale, with closed-ended questions concerning obstacles facing MTD practice and progress, an evaluation of the current status of MTD programmes, and future expectations of MTD in Libyan organisations. The SPSS suite of programs was used to analyse the survey data. The questionnaire and the interviews were conducted in Arabic, and have been translated here to English; statistical analyses were conducted in English.

## III. REVIEW AND HISTORY

The training and development of human resources is an important activity in all types of organisation. U.S organisations spend more than $200 billion a year on the planning and implementation of all types of training and development programmes, ranging from technical skill training to management development [10].

Providing the organisation with the most suitable human resources for the task and environment involves not only recruitment and selection, but also the training and development of employees. In the last thirty years, management training and development have witnessed an important development, especially in the USA and UK, where employers have come to realise that appropriately-trained human resources are indeed vital to achievement of business goals. Training and development was identified by Toppins [24] as the most important in a survey of research into different areas of human resource management practices in the USA. Similarly, China has invested significantly in management training and development in recent years [25].

In the UK, the Industrial Training Act 1964 and its amendment, the Employment and Training Act 1973, were aimed at organising and improving management training programmes to benefit both employers and employed. In addition, industrial training boards and the Manpower Services Commission (since replaced by local Training and

Enterprise Councils) were set up to improve MTD performance by providing advice and practical help [18].

Benabou [5] emphasises that "now, more than ever, organisations are using human resource development as a competitive weapon to create a distinct advantage". Employers in Britain in 1986 and 1987 spent £18 billion on their training programmes. Expenditure on management training and development had increased, particularly among larger organisations, and these organisations were likely to spend more in the future. These organisations claim to analyse their needs systemically and to monitor the effectiveness of their training programmes using a variety of methods. One of the most urgent needs for HR directors is to align HR with business issues so that training can promote business results and improve performance [9].

## IV. RESPONSIBILITIES FOR TRAINING AND DEVELOPMENT

Many parties share responsibilities for training and development, including senior managers, human resource management, supervisors, employees, professional bodies, examining and awarding bodies, training providers, and training professionals. These contributions are usually coordinated - and even initiated - by a specific function or department, under the banner of HRM.

An important feature of HRM is that it has changed the position of HR staff within the company. Previously, the personnel department generally was heavily weighted towards the centre, whereas HRM has a tighter focus on integration and decentralisation [16] HRM is not only a subject for professionals; the activities of line managers and HR staff must be integrated. The line managers provide information about possible change coming within the company, while the HR staff provide information concerning the supply and characteristics of labour now and in the future [16]; line managers identify training needs, HR staff seek to fulfill them.

Unless top management is convinced of the importance of training and development, all educational programmes are doomed to failure in the long run. Absolute commitment to an organisational educational plan is a prerequisite for all company training and development efforts. It is senior managers who, to a large extent, reflect the overall company philosophy or attitude in relation to human resources education programmes in general [21].

Furthermore, Christie [8] emphasises that line managers and supervisors should participate in all phases of training: "Managers contribute to the success or failure of training programmes. When they participate in the needs analysis and design of training programmes, when they match performance problems to training design, and when they sell training to their subordinates, managers cause results to happen. The human resources staff must have input and commitment from managers in order to produce training results".

In summary, training is a joint responsibility. For training to be effective and productive, it has to have the support of top management, supervisors, and line managers. Each has to take responsibilities for promoting training for their staff, and the training and development department should work jointly with all levels of the organisation concerned. An important goal of this paper will be to examine whether this is the situation in the Libyan organisations studied.

## V. OBSERVATIONS

### A. Environmental Susceptibility to Management Training and Development Efforts

Table 1A lists the statements related to environmental susceptibility to MTD efforts; that is, these managers' perceptions of how open to change their organization is, and the frequency of each response. It is clear that the majority of respondents (54% - statement 1-1) agreed that the work environment in their organisation is conducive to productive work, whereas only 31% expressed disagreement.

For statement 1-2, a majority of responses (53%) agreed that the five-year directional outlook was clear, with 29% disagreeing. It is worth mentioning here that most of the positive responses came from the oil sector, and most of the negative responses from the banking sector. This may reflect differences in stability in the two sectors, related to the different nature of their activities. With the importance of the oil sector to the Libyan economy, and of other factors related to the volume of production required for obligations to the oil-importing countries, as well as to the international market, stability in this sector is important. The banking sector, in contrast, may have more difficulty in setting long-term plans and strategies, because it must respond to changes in the financial markets, a more volatile entity than the oil market. However, in order to achieve successful MTD programmes, stability in socio-cultural, economic, and political aspects are necessary prerequisites for success. This perceived greater stability in the oil sector, therefore, may help to explain their greater satisfaction with MTD, as the responses to 1-1 show.

Statement 1-3 asked about wages, finding that 26% of the respondents reported having fair and competitive salaries, and 45% expressed dissatisfaction. There was also a very high percentage of undecided responses to this item. In fact, salaries are a common problem among public sector employees, as they are widely considered to be low, particularly for an oil-rich country with a very small population. Employees of the oil sector, in particular, have suffered much since Law 15 was passed in 1981 (Libyan Law 15/1981 froze public-sector wages and more or less ended merit-based wage rises). As a consequence of this regulation, employees of the oil sector lost some of their previous advantages, as their salaries were regulated in the same way as those of their counterparts in other public sectors.

Financial insecurity, undoubtedly, represents a negative factor as far as MTD is considered. According to the interviews, most of those nominated to attend MTD programmes expect such programmes to enhance their financial situation and social status; in fact, they are more concerned with this than with improving their job skills. Such attitudes are not consistent with the purpose and the designed goals of MTD programmes.

The non-parametric (Mann-Whitney) test was performed on the data in Table 1A; the results are as outlined in Table 1B. There was no statistically significant difference between the sectors for any of the items, indicating convergent responses.

## B. The Flexibility and Dynamism of MTD Policy & Plans

To gain a clear insight into the extent and flexibility of MTD policy and plans in their organisations, the senior managers were asked to express their attitudes by responding to the items shown in Table 2A. As can be seen, a large majority of respondents (78%) reported agreement with the Statement 2-1, that there are many internal and external pressures that demand clear MTD policy and plans. This indicates awareness among the senior managers of the pressures, whether internal or external, that constrain day-to-day management practice. This, indeed, is a first step towards appreciation of the vital role of MTD in upgrading the skills and abilities of senior managers to keep pace with rapid change in culture, technology, and economics. In order to develop an effective MTD policy there is a need to integrate development plans and activities with business strategy, HR planning, and related employment policies, and to delineate responsibilities for development.

For Statement 2-2, whether the organisation ensures that their organisational development plans are integrated with MTD plans, there was agreement from 49% of respondents – but more than a third (40%) did not think that their organisations successfully integrate their plans. This is a clear deficit in integration of organisational development with MTD planning, because top-down planning in this area is clearly better than a bottom-line-targeted performance. The opinions of the respondents reflect to a certain degree the orientation of their organisations and suggest that in many cases, MTD is not an integrated part of the organisation's development plans. In order to enhance organisational and managerial performance, MTD should be considered an essential part of workforce development. This will encourage improvement in workforce planning, product quality, external image, and other benefits, all of which lead to organizational success.

Half the senior managers agreed with Statement 2-3 regarding flexibility of their organisations' MTD policy and plans. A degree of flexibility is preferable to rigid, restricted, and limited policies and plans. In this case, though, the problems facing these organisations (in relation to MTD) are not always caused by lack of or inappropriate policies and plans, but are induced by human factors involved in practice and application. Bureaucracy, delay, bias, and unpredictable behaviour are the major factors influencing MTD policy and plans. From the interviews, most of the problems currently facing management practice in Libyan organisations are related to randomness in application. There are clear contradictions between the actual practices and the written rules, regulations, and laws. Behaviour, mood, and benefits affect practice more than policy and plans can.

The fourth Statement (2-4: whether MTD policies and plans are translated into measurable and workable programmes) drew responses showing that 52% of the respondents thought that this occurred in their organisations, while 33% thought it did not. In fact, the results show that despite all the similarities encountered between the organisations surveyed, there are still noticeable differences among them in reality, especially within the oil companies. Whereas the commercial banks show general consistency in management theory and practice, this is not the case among the oil companies. Some of the oil companies still follow the principles of Western democratic management, which helps these companies keep up-to-date with recent developments in the field of training and development, including MTD.

On whether the planning of MTD is congruent with corporate culture (Statement 2-5), this was again thought to be the case by 52% of the respondents, while 33% disagreed. It is good practice to consider culture as a determinant factor when planning for MTD, as MTD plans and programmes may be resisted if not congruent with culture. In practice, however, most MTD programmes are either imported from or conducted in foreign countries with a different culture from Libya's. This, in fact, is one of the major issues facing not only Libyan organisations, but Arab organisations in general, especially where there exists a conflict between Islamic values and democratic Western values in certain basic principles. Thus, plans for transfer of technology, ideas, and experience, including MTD, should bear these differences in mind.

The results of the non-parametric test for differences in attitudes of senior managers in the two sectors towards dynamic extent and flexibility of MTD policy and plans are shown in Table 2B. As this indicates, there were statistical differences at the 0.01 level of significance between the responses obtained from the oil sector and the banking sector for two items. The first concerned integration of development plans and MTD (2-2), with mean ranks of 3.76 and 2.28 for the oil and banking sectors, respectively. The second concerned the translation of MTD policies and plans into measurable, workable programmes (2-4), with mean scores of 3.72 and 2.52 for the oil and banking respondents, respectively. In other words, the respondents in the oil sector were significantly more likely than their counterparts in the banking sector to agree with each of these two statements.

For the other items in this group, there was no statistically significant difference between the two sectors, indicating that there was a similarity in managers' perceptions.

## C. Organisation Support and Creation of Desire to Change

It is assumed that the role of an organisation in supporting MTD efforts and creating a desire for change among individual managers strongly influences MTD practice and progress. For this reason, the senior managers were asked to respond to the Sample statements listed in Table 3A.

These results show clearly that the majority of respondents (61%) indicated that their organisations encourage managers to attend MTD programmes, while only 15% of respondents disagreed. When managers were interviewed, their complaints mainly concerned bias and favouritism in the selection of who gets to attend MTD programmes, as well as about the length of time between MTD programmes/courses.

Asked whether the organisation provides managers with formal incentives (e.g., bonus, promotion) to engage in MTD (3-2), more than half of the respondents (58%) reported the existence of such incentives - but almost a third (33%) said there weren't any. The provision of such incentives can be interpreted as a sign of recognition of the importance of MTD activity in the organisations concerned, but it should also be noted that some organisations may be better able than others to afford to provide such incentives. Moreover, given the feelings of frustration expressed by managers who feel that

selection for MTD is based on bias and personal considerations rather than competence, need, and eagerness, those who feel excluded not only from MTD but also from the accompanying financial rewards, will have an additional source of dissatisfaction.

With regard to the third statement "whether the system supports the managers in applying what they have learned in their in-house MTD courses" (3-3), 54% of the respondents indicated the existence of such support, while one-third of the respondents (33%) thought that the system does not encourage managers to apply their newly- developed knowledge. In fact, there are certain constraints, mainly social factors and bureaucracy, which play a role in impeding the application of newly acquired knowledge and techniques.

Compared with the previous statement, a slightly greater proportion of respondents (3-4: 57%) believed that the climate/culture in their organisation is supportive to MTD efforts, with 28% disagreeing. In fact, organizational climate and culture shape attitudes among managers towards the organisation's MTD efforts. While the climate measures the degree of accord and understanding among personnel, culture reflects both historical development and successive corporate strategies. Both are important factors to take into account when seeking to establish successful MD plans.

Furthermore, MTD has to adapt to the organisation's culture so as to work with it, and can be used either to change it or reinforce it; learning transfer requires a suitable and encouraging environment, so the extent of learning is not likely to be high unless the organisational climate is supportive.

The results of the Mann-Whitney U test are as outlined in Table 3B, showing that there was consistency in the two sectors' responses to Statements 3-1, 3-3, and 3-4: "the organisation encourages managers to attend MTD programmes," "in this organisation the system provides the managers support in applying what they have learned in their in-house MTD courses," and "the climate/culture is supportive to MTD efforts". This is indicated by the close values obtained for the mean score and the mean rank - no statistically significant difference existed.

On the other hand, there was a statistically significant (at the 0.01 level) result regarding the statement, "The organisation provides the managers with formal incentives (e.g, bonus, promotion) to engage in MTD". This finding reflects inconsistency among responses, showing that there was particular disagreement with the statement by those in banking. This leads to the conclusion that the banking organisations do not provide enough incentives for managers to engage in MTD.

According to the interviews, managers do all the selection and background work for other employees to attend training, but themselves find it difficult to access MTD programmes.

Some of the oil-sector senior managers said that although MTD programmes are a great advantage for them, there are definitely some issues with implementation. Some of these are related to culture, since most MTD programmes/courses are conducted outside the country. The other problems are financial and social considerations, since managers consider being selected for MTD programmes both as a path to solving some of their financial problems and a way to take their families abroad and provide an opportunity for their children to learn a foreign language, more than as a road to change and personal development. In fact, it seems that MTD programmes which extend for a long period of time are considered better by senior managers in the oil sector.

### D. Commitment and Support of Senior Managers to MTD

The sample statements related to commitment to MTD efforts are as listed in Table 4A. As indicated in Table 4A, Libyan senior managers are committed to MTD efforts, as indicated by the large majority of respondents (74%) who agreed with item 4-1, against only 11% who disagreed. This finding reflects the commitment that Libyan senior managers have towards MTD efforts, which is definitely an important factor in successful MTD programmes. Senior managers' commitment is a critical factor for the implementation and maintenance of training and development activity. Brown and Read [6] and Hussey [12] argue that companies should take a strategic view of training policies, and that these should be developed and reviewed by top management.

According to Scherer [19], all management levels throughout the organisation have to accept responsibility, not only for their own development, but also for that of their subordinates. Top management involvement and commitment to MTD efforts provides an extra push towards development of ability and enhancement of skills of the organisation's leading managers. For that reason, managers must publicly commit themselves to action, as they must aim to make a real return on the cost of the investment.

Although respondents indicated that senior managers are committed to MTD, when it comes to investing financially in MTD activities (4-2), the responses present a much different picture, with almost as many respondents disagreeing as agreeing with the statement. One of the main reasons for this, according to the interviews, is that, due to the restrictions imposed by NOC and CBL on expenditure related to training activities, many managers hesitate to invest financially in MTD activities. As a consequence, the available financial resources do not always cover the costs of the planned MTD programmes. It is this, rather than unwillingness of senior managers to spend on MTD activities, that explains the high proportion of negative responses.

Surprisingly, most of the respondents (4-3: 63%) agreed that they are reluctant to admit their own management training needs, with only 20% having no such reluctance. It may be that senior managers prefer not to disclose their need to enhance their skills and experience for reasons of social pressure. Some of the interviewed managers indicated that some of their colleagues were reluctant to disclose any shortcomings or weaknesses in knowledge and skills, as a psychological trait related to family social attitudes.

In response to Statement 4-4 asking whether the management of this organisation generally believes that MTD is cost-effective, a large majority, 70%, supported that statement, against only 7% who rejected the statement. Effective MTD is not without cost but its positive effects - enhancement of knowledge and competence/skills, and its link to business performance - make MTD a desirable investment choice for any organisation.

The non-parametric test applied to the statements having to do with 'commitment of senior managers to MTD efforts' gave results shown in Table 4B. From this U-test analysis, it can be seen that there was a statistically significant difference between the two groups concerning willingness to invest financially in MTD activities (4-2). Comparison of means shows that respondents in the oil sector were more likely than those in the banking sector to perceive willingness to invest in MTD.

No statistically significant differences were found for the rest of the statements, suggesting that the responses were mostly consistent, and that senior managers in both sectors are generally committed to MTD efforts.

### E. Appreciation of MTD's Value and Its Impact on Skills and Performance

In order to investigate how much senior managers appreciate MTD and its impact on developing their skills and improving performance, the respondents were asked to rate the statements in Table 5A. The responses show that a large majority, 72%, were of the opinion that MTD programmes do provide the means to meet managers' personal needs, as against 11% of the respondents who disagreed (5-3).

The statement about adequacy of the present volume of MTD to solve current performance problems (5-4) was the only one in this group for which disagreement was greater than agreement. Only a third of respondents reported satisfaction with the present volume of MTD. This suggests that MTD programmes are insufficient to solve performance problems encountered in the organisations surveyed, which calls for re-evaluation of MTD in relation to organisational activities and the need to enhance performance.

According to Storey [22], management development has become 'a tool' in the pursuit of quality, cost reduction, and profitability, through excellence in equipping managers for new roles and responsibilities, and then supporting them in those roles. A high percentage of the respondents, 67%, believed that efficiency and profitability are the main results of MTD programmes (5-5), whereas only 15% of the respondents disagreed.

Despite the generally positive attitude towards MTD, managers were, however, divided on the issue of whether it could be considered central to performance improvement (5-6). This may be attributable to the opinions expressed in item 5-4 regarding the adequacy of the current volume of MTD. Also, senior managers may have thought that other factors were equally significant in improvement efforts.

According to the non-parametric test results listed in Table 5B, there was a statistically significant difference (at 0.01 level of confidence) for Statement 5-2, suggesting that MTD helps managers in making decisions about their jobs for the factors they have control of. This difference in responses between the two sectors is shown by the difference in the obtained mean scores, 3.93 and 2.12, for the oil and banking sectors, respectively. This shows that the oil respondents had more positive perceptions of the effect of MTD on decision-making than their counterparts in the banking sector.

For the other Statements included in this section, there were no statistically significant differences, indicating that the perceptions of senior managers in the two sectors were similar.

### F. Suitability and Applicability of MTD Programmes

This section reviews attitudes and perceptions towards the degree of suitability and applicability of MTD programmes in the organisations surveyed. The respondents were asked to rate their perceptions concerning the Statements included in Table 6A.

This shows that the great majority of respondents (81%) agreed that their organisations ensure that MTD programmes are presented systematically rather than on an *ad hoc* basis (6-1). This clearly shows that the basis for an integrated framework for planning MTD programmes should be systematic. Respondents were divided on whether MTD programmes should be organised locally within each division, rather than centrally (6-2); 48% of respondents agreed, while 33% disagreed.

In their responses to the Statement (6-3) that "the content of MTD programmes should be designed in such way as to acquaint the manager with how to manage rather than what management is", more than half (59%) agreed, and only 13% disagreed - but there was also a high proportion of 'not sure' responses to this item. This reflects the perception of the majority of managers concerning their leadership role, and how managers should be prepared to face both internal and external changes.

Although just over half the respondents supported the fourth statement 'the external MTD courses you have attended have been appropriate to your training needs', more than a quarter (28%) disagreed, and a relatively high proportion (20%) were not sure (6-4). This means that not all MTD short courses attended by the respondent senior managers were appropriate to training needs. In fact, in order for external courses to be effective there is a need to find a correlation between the course objectives, the training needs, and the training methods. External courses are best used when only a few managers need training, while in-house MTD programmes are preferred when there is a larger number of managers.

In relation to MTD programmes attended by the respondents, a high level of endorsement was given to their effectiveness in integration of the interests of personnel and the organisation, with 65% agreeing and only 15% disagreeing to Statement 6-5. This opinion is somewhat contradicted by the level of agreement given to the next two items, concerning possible mismatch between the training and work conditions. According to Burgoyne and Stuart [7], although many different learning methods were used - lectures, games and simulations, projects, case studies, experiential analysis, guided reading, role playing, seminars, and software-based approaches - in education and training, their abstract, detached, and artificial nature can never approach the learning provided by the reality of dealing with everyday managerial problems and issues.

The respondents, however, showed a low perception of formal support by the organisation for what is learned in external courses, as indicated by their responses to Statement 6-6. Almost half the respondents (46%) agreed with the statement, 'what you have learned at external training courses cannot be put into practice when you return to your

organisation because these courses are not formally supported by the organisation'. This finding suggests that in many organisations, the beneficial results of MTD programmes cannot be achieved in reality because of obstacles inherent to the current organisational system and thus, although the training may benefit the individual, it may not similarly benefit the organisation. A systematic approach to MTD should consider the real needs of the organisation, and training must be formally supported by the system (rules and regulations). In practice, however, some of the interviewed managers indicated that MTD programmes are treated as a part of the reward system to be offered to lucky or favoured managers, rather than designed to meet the needs of individuals and organisations.

This may explain why, in response to the last statement (6-7), 39% reported agreement with the statement, "What you have learned at external training courses cannot be put into practice when you return to your organisation because these courses are not tailored to your organisation's needs".

In sum, MTD programmes should be applicable to the real work situation in order to bring about the desired change. This means there should be congruence between the formal organisational systems or work procedures and the content of MTD programmes. Generally speaking, in order to have more adaptable, flexible, suitable, responsive, and proactive programmes, there is a need for identifying, analysing and monitoring the influences that constrain the organization's adaptability.

The non-parametric test results presented in Table 6B indicate statistically significant differences at the 0.01 level of significance for all but the fifth and sixth statements of this section. For 6-1, the mean scores of 4.03 for the oil sector and 2.60 for the banking sector indicate that oil sector managers were more inclined than those in banking to agree that their organisations' MTD programmes are presented systematically, rather than on an *ad hoc* basis.

For 6-2, the mean score for oil was 3.83 while the mean score for banking was 2.24, indicating that oil industry managers were more inclined than their colleagues in banking to favour local organisation of MTD programmes over central. On statement 6-3, too - "The content of MTD programmes should be designed in such a way as to acquaint the manager with *how* to manage, rather than what management is" - the difference in mean scores of 4.17 and 3.16 for oil and banking respectively indicates that the oil respondents had a stronger tendency to think that MTD programmes should be designed to acquaint managers with how to manage.

For statement 6-4, the mean score obtained for the oil sector was 4.00, while in banking it was 2.58, showing that oil managers believed that the external MT short courses attended had been appropriate to their training needs more than their banking counterparts. The oil respondents, on the other hand, showed more agreement with Statement 6-7 proposing that external training courses cannot be put into practice on return to the organisation, because of lack of congruence with organisation needs. This is indicated by a mean score of 3.31 obtained from the oil sector, and 2.12 from banking. This means that the managers in the oil sector are aware of a gap between theory and practice, and that external MD courses are meaningless if not adapted to the work environment.

For statements 6-5 and 6-6, there were no statistically significant differences between the two sectors, which is an indication of consistency in responses.

### G. Opinions Regarding the Training Environment

This section was designed to measure attitudes toward the training environment (both techniques and trainers), as shown by the statements listed in Table 7A, which reveals that the majority of respondents (59%) agreed with Statement 7-1, 'Staff external to the organisation, in addition to internal staff, are very beneficial on in-house MTD courses' as against 18% who disagreed. This indicates that most respondents are aware of the vital role of trainers, and how training can be useful when the efforts of both internal and external staff are combined. Only a minority of respondents, however (24%), believed that most of the training techniques used by internal or external training providers are conventional and do not involve the trainees in the learning process, while 57% of respondents disagreed with this statement (7-2). On this subject, Atiyyah [2] reported that Arab managers generally prefer training techniques which facilitate interactions among them, and which allow them to lead and participate actively in the social activities they organize.

In response to whether in-house MTD is better than externally run courses (7-3), 43% of the responses were in favour of in-house MTD, whereas 41% of the responses were in favour of externally run courses. This finding, surprisingly, contradicts the interviews, where there was a general trend among managers to favour courses run outside their organisations. According to Kenny and Reid [13] in-house courses might be regarded as 'maintenance courses', which can include updating courses in specific topics, or they may be general courses such as those for junior, middle, or senior managers, where attendance by those eligible for promotion is a routine practice.

According to the same researchers, external courses are broadly of two kinds: the short-term variety, run by consultants, colleges, and universities, and longer (usually part-time courses) ones often leading to a formal qualification. Generally speaking, in-house MTD involves better learning than externally run courses, because training can focus on real organisational problems, rather than on specialised knowledge.

The majority of respondents indicated their willingness to work with training providers whether external or internal (7-4 A,B); 56% reported willingness to work with external staff, and 57% with internal staff. Although there are certain requirements trainers must have, the responses reflect a matter of judgment based on previous experience. In fact, the responses to the statement 'it would be better to rely on the organisation's training staff than external training staff' (7-5) showed only a small minority of respondents (13%) disagreeing, while nearly seven in ten expressed support for the statement. This leads us to the conclusion that almost all highly-educated managers were in favour of external training staff, whereas the less-educated managers showed a preference for internal training staff. This tendency was explained by some of the interviewed managers as based on cost and availability. These managers believed that it is always

easier and less costly to deal with internal training staff than with external training staff.

Surprisingly, half the respondents indicated a lack of real mutual trust with the training department on statement 7-6, whereas only 35% reported having a flexible and trusting relationship with the training department. This finding suggests the existence of a gap between senior management and the training department. This gap, as interpreted by some of the interviewed managers, is basically related to favouritism in the selection of managers for MTD programmes. In fact, mutual trust should exist between the top management and the training department, or training in general - and MTD in particular - will have a low chance of success.

The results obtained for the non-parametric (U-Value) test are listed in Table 7B below, which shows that there is a statistically significant difference at the 0.01 level of significance for statement 7-3, 'In-house MTD is better than externally run courses'. The large difference in mean rank, 36.70 for the banking sector and 19.57 for oil, indicates that the bankers were more inclined to prefer in-house MTD than the oil managers.

Another statistically significant difference, at the 0.05 level of significance, was found for 7-4B, 'line managers are keen to work with internal training staff'. A mean rank of 32.80 for banking as against 33.93 for oil suggests that the bankers were more willing to work with internal training staff than their counterparts in the oil sector. There were no significant differences by sector in responses to the rest of the items.

### H. Need to Enhance MTD Programmes

There is almost as great a need to *enhance* MTD programmes as there is just to *implement* MTD programmes, in light of rapidly increasing work requirements. Kolb [14] and Honey and Mumford [11] introduced the concept of the learning cycle, whereby managers can learn through implementation, reflection, making changes, and initiating further action. The purpose of MTD is largely to change the behaviour of an individual, which is a function of the values and attitudes held, by providing managers with the needed knowledge or skills. A great deal of MTD is formalised through two main alternatives, on-the-job or off-the-job programmes. Changes in the world political climate, economic fluctuations, rapid advances in technology, and the increasing globalisation of markets require managers with high-quality skills.

In line with this argument, Beardwell and Holden [4] provided a list of techniques that can be used to develop international managers including:

- In-house cultural and language courses.
- Overseas secondments for younger managers.
- Tailored development programmes for host country managers.
- Transferring host country managers to local offices.
- Undertaking educational courses with an international base.

The statements in Table 8A were intended to measure attitudes to the need to enhance MTD programmes. As it shows, the majority of respondents, 64%, showed a perception of the need for more MTD programmes because of recent dramatic changes in technology and product/services, as

against 23% who disagreed (8-1). Managers explained in interviews that their views were based on the philosophy that the most important need is quality ahead of quantity: fewer better courses are to be preferred to more frequent, less-effective courses.

This view was also reflected in responses to the Statement 8-2, where 65% of the respondents reported seeing the need to enhance the quality of MTD programmes while only 15% disagreed with the statement, these latter perhaps believing that the quality of MTD programmes is satisfactory.

In fact, successful MTD programmes must be based on real work projects, which in turn must be seen by senior managers as having a significant impact on the future success of the organisation, as it is senior managers who must initiate real action and change. In fact, there is a feedback relation between changes in management style and changes in MTD programmes; changes and development in the organisation can lead to a positive or negative feedback loop. In other words, enhancement of MTD programmes can lead to positive change in the organisation's development, which in turn can lead to further development of managers through competitive MTD programmes, which leads to organizational change, et c..

For Statement 8-3, that MTD should be directed to either enhance or change the culture of the organisation if the MTD programme is to achieve results, 59% of respondents supported the statement, while 19% expressed disagreement. In fact, the positive responses obtained are an indicator of the strong perception of positive utility held by the majority of respondents regarding the effect of MTD programmes on the culture of the organisation.

However, the responses for whether MTD has recently became a topic of interest in the boardroom (8-4) showed that, apart from the 11% who were unsure, managers were equally divided between those who agreed and those who disagreed, indicating that MTD is not yet appropriately drawing the attention of top management in many organisations.

The results of the non-parametric test are shown in Table 8B. There were no significant differences between the two sectors for any of the statements.

### I. Reinforcement and Follow-up of the Newly-Developed Skills

This section investigates the attitudes of senior managers regarding reinforcement and follow-up procedures used by their organisations as part of the evaluation process. In this regard, researchers consider evaluation of the impact of MTD programmes on the trainees as an integral part of the development process.

Thus, the evaluation process aims at reinforcement and follow-up of newly-developed skills, and to make decisions about the effectiveness of each aspect of the training programme, the trainees, and the trainers. The statements included in Table 9A were designed to investigate attitudes concerning reinforcement and follow-up of the newly-developed skills. From Table 9A it is clear opininons were closely divided on statement 9-1, 43% agreeing and 40% disagreeing with "Success of MTD programmes is strictly a function of managers' performance." The small difference between opposite responses may reflect both a lack of

recognition that systematic evaluation of MTD programmes is essential for any organisation that is serious about development, and concern about the money spent on such programmes. This result may also reflect the view among managers that managers' performance is sometimes impeded by factors having nothing to do with training, such as instability of the formal organisation system, external interference, favouritism, and structural rigidity, and so does not show much impact from MTD. Therefore, MTD should be associated with stability of work procedures and flexibility of management structure in order to achieve high managerial performance.

On statement 9-2, the number of respondents who disagreed with the statement 'Your organisation ensures evaluation of MTD programmes' was only a plurality of those surveyed, at 46%, with 35% agreeing with this. Evaluation of MTD programmes provides a clear picture about the impact of such programmes on the trainee in terms of increased knowledge, enhanced skills and improved performance, which can be considered as practical evidence of the development of individuals and, hence, the organisation. There is a real need to assess the participants' reactions to their training so as to identify the strengths and weaknesses of training programmes. From the interviews, it was found that evaluation procedures are routine and mainly take the form of asking trainees to write a report.

However, this may not be the most effective method of evaluating newly acquired skills, especially as the interviews also indicated that the written reports are rarely read. A better alternative is to employ other methods of evaluation such as questionnaires, individual interviews and group discussion, in order to obtain a clear picture about what has been achieved and what needs yet to be done.

The non-parametric (Mann-Whitney) test results are tabulated in Table 9B. These reveal that there was a statistically significant difference between the two manager groups at the 0.05 level of significance on 9-1. That is to say, the mean scores of 2.41 and 3.56 from oil and banking respondents respectively, show that the bankers were more likely to see the success of MTD programmes as strictly a function of managers' performance than their oil industry counterparts. This may be reasonably explained by the fact that senior banking managers deal with customers more than senior oil managers do, so their training is more likely to account for customer service and multiple responsibilities.

### J. Obstacles Facing MTD Activities

This section highlights difficulties and obstacles that face MTD practice and progress in Libyan organisations. It would be expected that Libyan organisations face similar problems and obstructions common to developing countries in general, and particularly to other Middle Eastern and North African countries. Libyan organisations face challenges at the beginning of the millennium as an accumulated heritage of the last century. These complex and heterogeneous challenges act as barriers to the establishment of sound MTD programmes capable of providing eager managers with needed experience and competencies. The problems faced by Libyan organisations, as with other African and Arab organisations, include organisational, economic, political, and social factors.

To highlight the factors that influence current MTD practice, and those which may act as a barrier for its future progress, Table 10 below presents the findings on senior managers' ratings of the effect of three categories of factors, including the values of the non-parametric correlation (Kendall's-tau).

It can be seen from Table 10 that the majority of respondents (52%) overall agree that there is a notable impact of organisational factors on MTD practice and progress, while 22% found them to have an insignificant impact. Kendall's-tau is computed to be ($\tau$ =0.56), indicating that the correlation is significant at the 0.01 level of significance - the agreement between the two sectors was above average.

Concerning economic factors, 61% of the respondents reported that this had a low influence on MTD in their organisations, as against 17% of the respondents who found it to be more influential. Moreover, the non-parametric correlation revealed that Kendall's-tau value was ($\tau$ =518), indicating a relatively high correlation between the responses obtained for both sectors, significant at the 0.01 level.

When political factors are considered, half of the respondents recognized an impact of politics on MTD practice and progress in their organisations, against only 26% who denied such a role. The non-parametric correlation ($\tau$ =0.312) was significant at the 0.05 level.

Returning to the first statement, there are many organisational factors that have a direct impact on MTD practice and progress, and which can result in a gap between theory and practice. These include the mission statement, strategy, structure, culture, and behaviour. The mission statement is influential only because it represents the identify of an organisation. In fact, mission statements are of very little value on their own, and should be confined to issues which have lasting validity, such as the purpose of the company and some explanation of why it exists. Since the mission statement is a pre-existing construct, it is not always feasible and appropriate to change it. Furthermore, mission statements can influence MTD progress if they do not present an integrated guidance system that links present management with future management. According to the interviews, one of the newly-created problems within Libyan organisations is related to ambiguity, such that at times, it seems as if the organisation is taking an opposite path to the direction declared in the mission statement. The interviews also found that far below a lofty mission statement, 'individualism' or the one-man decision was observed as one of the negative aspects of management practice in Libyan organisations.

Strategy, on the other hand, is necessarily complementary to the mission statement, as it lights the way forward for management activity. According to Taylor [23], factors that influence business strategy include skill gaps, work redesign, and downsizing. It was clear from the interviews conducted with senior managers that skill gaps and work redesign are the most important issues to be considered in the case of Libyan organisations. Due to rapid changes in technology and work needs, Libyan managers find themselves lacking in the skills required for future activities. Furthermore, many of the surveyed companies needed to redesign their work activities because of changes in the work process, and the

implementation of TQM (Total Quality Management). This is because recent trends in the oil and the banking sectors, including economic fluctuation and a dramatic change in technology and products, call for a new breed of managers equipped with special characteristics to realize their organisation's strategies, as well as to meet the requirements of the challenging economic market.

Organisational structure is one of the most influential factors that can affect MTD progress and practice. This is because structure has a direct impact on management interactions, specifically in the degree of flexibility or rigidity. A very flexible organisational structure helps keep focus on certain objectives, and provides a basis for the development of complementary experience concerning the business. In contrast, rigidity of structure is associated with diversity. Structure is required to translate the training philosophy into active training plans for individuals, or there is risk of breakdown between intention and implementation [17].

Generally speaking, most of the organisations investigated have rigid, highly differentiated structures. Such a form of structure induces bureaucracy, bias, and unethical practices, which are observed to form part of the daily management practices. Bureaucracy plays a major part within structures characterised by hierarchical and autocratic modes of operation, which encourage favouritism and loyalty to the tribe and social groupings, rather than to the organisation. Moreover, Libyan organisations experience incoherence of structure as a result of instability in rules and regulations which affect work relationships. As a consequence, formal and informal reporting relationships are based on personal rather than objective evaluation. Organisational relationships must take a new form based on a feeling of unity, sharing, cooperation, and mutual trust, so that instead of hierarchies, managers become like colleagues. In this regard, Margerison [15] refers to management team development as one way to enable managers to know their management colleagues as 'people rather than in their formal roles'.

The recent trend in management practice in Libyan organisations to respond most closely to organisational factors ignores the fact that time is money, and that work relationships are based on personal benefits, rather than on mutual understanding and cooperation. To make the argument clear, it is fair to say that organisational structure must be flexible to be open to MTD practice and progress. Organisational culture, along with skills and behaviour, is one of the features of interest in MTD programmes. Culture change involves the willingness of individuals to adopt new ideas and embrace new attitudes, specifically in relation to organisational goals, job clarity, and the surrounding environment.

According to Williams *et al.* [26] "culture is the ways things are done round here". Culture is represented by various elements, including shared values, norms, customs, beliefs, and motivations, that can determine individual behaviour. It can act in such a way as to enhance or inhibit opportunities for learning and development. For this reason, culture change is necessary for managers to learn more effectively through the training process. Senge [20] indicated that organisations learn only through individuals who learn – but that individual learning does not guarantee organisational learning. Creation

of a learning organisation demands changing the culture of an organisation.

Culture has a significant impact on managers' behaviour in Libyan organisations. For instance, there is a cultural gap among managers from differences related to many factors, such as educational background, family upbringing, and their root culture. Badaway [3] concludes that organisational characteristics and management practices are strongly influenced by the indigenous culture. Differences in educational background arise as a result of diversity in systems of education and approach, as Libyan managers graduate from various schools, including both Western schools (mainly U.S.A. and U.K.-based) and schools in Africa and Asia. This in turn colours the background of these managers; this multi-cultural context can both enrich and frustrate the work experience.

Favouritism is another factor related to culture that managers report as leading to frustration. In fact, social group conflict can lead to bias and disloyalty to the organisation. Individuals who do not come from a favoured group or tribe have no support to sustain their existence in management positions, and are disadvantaged in selection for MTD programmes, short MTD courses, or even exceptional promotions. Qualities such as high performance rate, work productivity, loyalty to the organisation, and spirit of innovation are all ignored when it comes to evaluating an individual's training needs, if the individual has no access to patronage or strong in-group ties. Unfair bias, unequal opportunities, and unjust evaluation of an individual's efforts are all aspects of a false reward system. As one of the interviewed managers said, 'We hardly hear about incentives, but when we do, we wish we did not'. This comment conveys the frustration, disappointment, and dissatisfaction caused by unfair treatment. Another manager expressed the feeling that "We may suffer when we work hard and receive little in return, that is hard enough, but it is a kind of cruelty to suffer twice, in seeing the less-loyal and the less-qualified take all the rewards".

Other factors related to cultural characteristics, including lack of teamwork, a low degree of customer care, centralisation, job ambiguity, absence of a sound MIS (Management Information System), and fluctuating work relationships, among other characteristics, also constitute obstacles to MTD practice and progress.

In fact, Libyan managers can reasonably be described as being humble, serious, and very ambitious, but at times it can also seem that their expectations exceed their abilities.

The interviews indicated that organisational pressures and focus on providing basic training to new employees make it hard for their organisations to pay much attention to the needs of managers. Dependence on traditional programmes will not bring skill enhancement or behaviour change. Most of the interviewed managers reported that they knew little or nothing about the most advanced training methods, such as management grids, team building, or sensitivity analysis. Managers' lack of up-to-date knowledge and understanding will inevitably have an impact on MTD practice and progress, as do political factors such as instability in management positions and the proliferation of new laws, rules, and regulations. According to Atiyyah [2] political instability and

the authoritarian nature of most Arab regimes make it extremely difficult to predict political developments in the region with any degree of certainty.

Such an unstable environment certainly has a negative impact on managers' behaviour and performance. Moreover, the centralization of authority, and too-common unethical practices, make it hard for MTD to achieve its intended purpose. The political conflict the country experienced with Western countries is a major reason for the systematic instability of Libyan organisations. As the country is seeking more stability in its foreign relations, its expected that most of the factors impeding MTD practice and progress will be diminished, and more attention will be paid to the threats to economic development of the country, including management problems, for which MTD may be a solution.

The economic factor is probably the least significant factor in relation to MTD progress, because in reality, the organisations surveyed have adequate financial resources to cover MTD needs. Economic conditions affect MTD practice through direct impact on the MTD training budget. As political stability improves and Libya takes its normal place in the world's institutions, greater economic stability will arrive.

In their responses regarding whether the allocated budget satisfies the need for MTD, 41% of the respondents agreed, with 37% disagreeing. Other difficulties for MTD practice and progress are related to one of the already-discussed factors, such as those related to technology, and social factors which represent the legacy of the past. Social factors include family obligations and kinship/tribal relationships and their associated excessive complaisance, which interfere with managers' responsibilities and duties and therefore should be considered as impediments to MTD practice and progress.

The shortage of qualified managers is another factor that influences MTD practice and progress. Absence of knowledge concerning the role of MTD in socio-economic development plans, and the lack of new skills and innovation, are a barrier that only MTD can eliminate.

### K. Evaluating the Current Status of MTD Programmes

In this section an attempt is made to evaluate the current status of MTD programmes. The first question asked how the managers evaluate the role of Libyan universities' business schools in creating a new breed of managers for certain programmes. The responses, along with the non-parametric correlation Kendall's-tau values, were as shown in Table 11 below, where almost half the respondents (48%) had negative attitudes toward the role of Libyan universities' business schools in creating a new breed of managers for their MBA programme, whereas only a third reported positive attitudes. The non-parametric correlation provided was ($\tau$ =0.35), showing a statistically significant difference at the 0.05 level of significance between the respondents in the two sectors.

In looking at the MTD short courses, 52% of the respondents provided negative responses, and once again, a third of the respondents expressed positive views. With regard to undergraduate management programmes, there was a particularly high level of 'not sure' responses, accounting for more than half the respondents. Furthermore, 37% of the respondents indicated that the role of undergraduate programme is generally unsatisfactory, with only 24%

describing this as satisfactory. There was no statistically significant difference between the two sectors, as the value for the non-parametric correlation ($\tau$ =0.124) indicated a low correlation between the responses.

The responses to the previous question in terms of developing managers for the same programmes are found in Table 12, wherein we can see that favourable and unfavourable views of the role of Libyan universities' business schools in developing managers through MBA programmes are evenly divided, 37% in each case.

Concerning MT short courses, 48% of the respondents expressed negative attitudes, while 31% of the respondents had positive views; almost half, 46%, viewed the role of the undergraduate management programmes as not beneficial.

There was no statistically significant difference in responses between the two sectors, with Kendall's tau statistics for MBA programme, MT short courses, and undergraduate management programme of 0.231, 0.267, and 0.160 respectively. In fact, there is much to say about the education system in Libya in the last two decades, but in brief it must simply be said that the education system needs to be reviewed and re-oriented. Lack of a mature and integrated policy, as well as instability and fluctuations in orientation and decisions, random distribution of education centers, illogical increases in the number of institutes, and the low caliber of teachers and instructors especially at the elementary and secondary levels, are among the factors of concern. This situation poses challenges for the educational system in Libya, despite the work done to develop education, and this is a major factor affecting the present status of MTD programmes.

Generally speaking, the situation is similar to that elsewhere in the Arab world. Many Arab researchers have criticised regional education systems. For just a single example, Al-Rashead [1] criticized what he identified as a traditional education system and non-innovative management scholarship. In order to evaluate the importance of certain forms of training, the respondents were asked to rate the overall importance of the form/method of training in their learning. Their responses are as indicated in Table 13.

Analysis of the responses reveals that the majority of respondents (81%) had a stronger preference for external training ($\tau$ =0.147) and off-the-job training (80%), with ($\tau$ =0.156). Special projects ranked third, with 67% of the sample rating them important ($\tau$ =0.292). Formal in-house training ranked fourth, being favoured by 65% and the second highest value of ($\tau$ =0.416) obtained, along with a statistically significant difference at the 0.01 level of significance. On-the-job training ranked fifth, with positive evaluations from 48% of the respondents. The obtained value for the non-parametric correlation was ($\tau$ =0.385), associated with a statistically significant difference at the 0.05 level of significance between the sectors.

University or college training came second to last in rank, considered important by 44% of the respondents, with the non-parametric correlation of ($\tau$ =0.325) accompanied by a statistically significant difference at the 0.05 level. The senior managers showed less inclination to see experience as the only way of learning; this was favoured by 39% of respondents and yielded the highest value for the non-parametric correlation

($\tau$ =0.462). There was a statistically significant difference at the 0.01 level of significance.

In conclusion, the majority of respondents gave priority to external training, off-the-job training and special projects over on-the-job training, university or college training, and experience as the only means of learning. Formal in-house training was considered moderately important. It is interesting to note that the oil respondents had the highest score on off-the-job training, while the banking respondents had the highest scores on external training, special projects, on-the-job training, formal in-house training, experience and university or college training. In fact, managers may prefer MTD far away from their organisations for many reasons, including a change of climate, a chance to meet new people and discuss problems related to work, and avoiding stress resulting from social commitments.

With regard to evaluating the results of MTD programmes in meeting the objectives of their organisations, the results indicated that 65% of the respondents thought programmes were very successful to totally successful in meeting the objectives of their organisations, while only 19% of the respondents evaluated MTD programmes as unsuccessful. Furthermore, the Kendall's-tau was $\tau$ =0.357, with a statistically significant difference at the 0.05 level. In relation to the degree of satisfaction with MTD's overall value, the responses indicated that 50% of the respondents were satisfied, whereas 35% expressed dissatisfaction. The computed non-parametric value was $\tau$ =0.401, indicating a moderate correlation between the respondents in both sectors. It is worth mentioning that the highest score was obtained by the oil respondents, statistically significant at the 0.05 level.

In sum, the senior managers showed satisfaction with the overall results of MTD programmes, as they believed that the results of MTD programmes were successful in meeting the objectives of their organisations.

## VI. FUTURE EXPECTATIONS FOR LIBYAN MTD

This section considers the future prospects for MTD in Libyan organisations, according to attitudes and views of the senior managers. On a personal level, Libyan managers showed enthusiasm for MTD. In their responses to whether are there any managerial skills they would like to develop now or in the future, all indicated their willingness to develop managerial skills in the future. Foreign languages and computer programming skills were the most requested managerial skills. On the organisational level, the respondents were asked to forecast MTD's future in their organisations. Almost half (46%) of the respondents anticipated a clear to very clear future for MTD in their organisations, while 31% of the respondents thought the future of MTD in their organisations was unclear. The computed value for the non-parametric correlation Kendall's-tau was ($\tau$ =0.217) indicating a low correlation between the responses obtained by the respondents in the two sectors; the highest score was obtained by the oil sector which indicates that the oil respondents are more optimistic about the future of MTD in their organisations than their counterparts in the banking sector.

On the national level, again the responses indicated cautious optimism, with 44% of the respondents optimistic about MTD's future in Libya, whereas 35% disagreed that "there exist clear future expectations for MTD in Libya". Again, the highest score was obtained by the oil respondents, indicating that the senior managers in the oil sector see MTD's future more clearly. The Kendall's-tau was ($\tau$ =0.419) which indicates a reasonable value for the non-parametric correlation.

## VII. CONCLUSION

Overall, the study shows that the current need for organized and effective MTD is urgent, but that successful implementation will require careful attention to a multitude of factors, including political, social, and cultural, in addition to the usual business/strategic factors. There is much to be learned, and much research to be done, to bring about the goal of modernisation and efficiency in the public sector, but there are also great opportunities here, for Libya to develop a dynamic and well-educated workforce, capable of competing in global markets. This will require study at all levels of organizations, and a willingness to embrace new innovations and ideas to improve management practice in the Libyan context, and to induce and lead to optimal performance from the workers who would be the backbone of any such effort, and whose talents and efforts are currently being wasted in inefficient ways.

Future work should look at ways of transferring institutional and researched knowledge from a foreign context to a Libyan one, perhaps through trans-national versions of comparative studies like this one. Effective comprehension of what learning strategies work well in other places and why, will lead to better comprehension of the best strategies to use in the Libyan context, when allowing for the specific social, cultural, and political factors inherent to Libya. In fact there are signs that Libyan organisations are ready for change in the right direction, but only time will show for sure.

## VIII. RECOMMENDATIONS TO SENIOR MANAGERS

The author recommends the following for implementation:

1. Senior managers as trainees should bear in mind that the most important outcome of MTD is enhanced behaviour and skills, rather than material benefits (incentives, promotion, et c.).
2. Senior managers should consider training seriously as the way to improve their abilities, and recognize that care, attention and concentration are pre-requisites for successful training. They should also be required to create and promote a positive attitude towards HRD.
3. Senior management are responsible for providing an adequate environment for MTD, including flexible training policies and an appropriate reward system.
4. Senior managers' commitment to and unstinting support of MTD activities is an important factor in increasing the occurrence and effectiveness of training. This requires that senior management should be involved in the implementation and maintenance of training.
5. Senior managers are advised to set up a MD group with training managers from other organisations.

6. Senior management are directly responsible for developing the training department/unit. This includes assigning the most qualified training managers, and providing access to the training unit including providing references on training and facilitating members' roles. Furthermore, good communication and a cooperative relationship should be established between senior managers and training departments.

7. Senior management should be aware of factors and problems the training department/unit face, and should be ready to intervene to help in solving those problems. Senior managers are also called on to lead the necessary changes in corporate culture.

8. Senior managers should maintain effective lines of authority and communication with the training department, acquire resources, monitor quality standards, and control activities, in order to achieve effective and successful MTD programmes.

9. Senior management should insist on allocation of an adequate MTD training budget that is sufficient to meet training needs.

10. Senior managers should never be reluctant to ask for training, since their positive cooperation helps in the phase of needs assessment.

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Table 1A
Environmental susceptibility to MTD efforts(N=54)

| Statement # | Responses * (%) | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1-1 The work environment in this organisation is conducive to productive work. | 9.26 | 22.22 | 14.81 | 33.33 | 20.37 |
| 1-2 Managers of this organisation have a clear direction for at least the next five years.** | 15.69 | 13.72 | 17.65 | 33.33 | 19.61 |
| 1-3 I have a fair and competitive salary.*** | 18.87 | 26.41 | 28.30 | 18.87 | 7.55 |

* 1= Strongly disagree /  2= Disagree /  3= Undecided /  4= Agree /  5= Strongly agree
** Three responses were unavailable
*** One response was unavailable


Table 1B
The non-parametric test results for attitudes of towards environmental susceptibility to MTD efforts (N=54)

| Statement # | Sector | | | | | | U-Value |
|---|---|---|---|---|---|---|---|
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
| 1-1 | 3.38 | 28.09 | 1.293 | 3.48 | 26.82 | 1.308 | 345.000 |
| 1-2 | 3.21 | 28.52 | 1.424 | 2.96 | 26.32 | 1.645 | 333.000 |
| 1-3 | 2.38 | 24.17 | 1.237 | 2.96 | 31.36 | 1.207 | 266.000 |


Table 2A
Dynamic flexibility and flexibility of MTD policy and plans (N=54)

| Statement # | Responses % | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 2-1  There are many internal and external pressures that demand clear MTD policy and plans. | - | 7.41 | 14.81 | 57.41 | 20.37 |
| 2-2  Your organisation ensures that its organisational development plans are integrated with MTD plans.* | 13.21 | 22.64 | 15.09 | 35.85 | 13.21 |
| 2-3 Your organisation has flexible MTD policy and dynamic plans. | 1.1 | 20.37 | 18.52 | 31.48 | 18.52 |
| 2-4 MTD policies and plans are translated into measurable, workable programmes. | 16.67 | 16.67 | 14.81 | 37.04 | 14.81 |
| 2-5 The planning of MTD is congruent with your corporate culture | 9.26 | 24.07 | 14.82 | 31.48 | 20.37 |

* Only 53 responses were available (one response by a banking respondent was unavailable)


Table 2 B
The non-parametric test results for attitudes towards dynamic nature and flexibility of MTD policy and plans (N=54)

| Statement # | Sector | | | | | | U-Value |
|---|---|---|---|---|---|---|---|
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
| 2-1 | 3.90 | 27.69 | 0.860 | 3.92 | 27.28 | 0.759 | 357.000 |
| 2-2 | 3.76 | 35.24 | 0.988 | 2.28 | 18.58 | 1.275 | 138.000* |
| 2-3 | 3.24 | 27.38 | 1.354 | 3.28 | 27.64 | 1.242 | 259.000 |
| 2-4 | 3.72 | 33.76 | 1.099 | 2.52 | 20.24 | 1.327 | 181.000* |
| 2-5 | 3.31 | 27.29 | 1.365 | 3.28 | 27.16 | 1.242 | 354.000 |

* $P < 0.01$


Table 3A
Organisational support and creation of desire for change (N=54)

| Statement # | Responses (%) | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 3-1 The organisation encourages managers to attend MTD programmes | - | 14.82 | 24.07 | 44.44 | 16.67 |
| 3-2 The organisation system provides the managers with formal incentives (e.g., bonus, promotion) to engage in MTD.* | 15.38 | 17.31 | 9.61 | 40.38 | 17.31 |
| 3-3 In this organisation the system supports the managers in applying what they have learned in their in-house MTD courses. | 12.96 | 20.37 | 12.96 | 40.74 | 12.96 |
| 3-4 In this organisation the climate/culture is supportive to MTD efforts | 9.26 | 18.52 | 14.81 | 38.89 | 18.52 |

* Two responses, one in the oil sector and one in the banking sector, were unavailable.

Table 3B
The non-parametric test results for attitudes towards organisational support and creation of desire for change (N=54)

| Statement # | Sector | | | | | | U-Value |
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
|---|---|---|---|---|---|---|---|
| 3-1 | 3.76 | 29.45 | 0.912 | 3.48 | 25.24 | 0.963 | 306.000 |
| 3-2 | 3.14 | 27.57 | 1.552 | 3.16 | 27.42 | 1.405 | 360.500 |
| 3-3 | 3.31 | 28.59 | 1.228 | 3.08 | 26.24 | 1.352 | 331.000 |
| 3-4 | 3.38 | 29.90 | 1.115 | 3.40 | 28.20 | 1.414 | 245.000 |

Table 4A
Commitment and support for MTD efforts

| Statement # | Responses (%) | | | | |
| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 4-1 Senior managers are committed to MTD efforts. | - | 11.11 | 14.81 | 48.15 | 25.93 |
| 4-2 Senior managers are ready to invest financially in MTD activities. | 12.96 | 25.93 | 16.67 | 29.63 | 14.81 |
| 4-3 Senior managers are reluctant to admit their own management training needs. | 11.11 | 9.26 | 20.37 | 44.44 | 18.52 |
| 4-4 The management of this organisation generally believes that MTD is cost effective. | - | 7.41 | 22.22 | 46.30 | 24.07 |

Table 4B
The non-parametric test results for commitment and support of MTD efforts (N=54)

| Statement # | Sector | | | | | | U-Value |
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
|---|---|---|---|---|---|---|---|
| 4-1 | 4.00 | 28.91 | 0.842 | 3.76 | 25.86 | 0.913 | 321.500 |
| 4-2 | 3.48 | 32.24 | 1.153 | 2.60 | 22.00 | 1.323 | 225.000* |
| 4-3 | 3.41 | 27.24 | 1.191 | 3.44 | 27.80 | 1.227 | 355.000 |
| 4-4 | 3.93 | 28.57 | 0.842 | 3.80 | 26.26 | 0.913 | 331.500 |

* $P < 0.05$

Table 5B
Appreciation of MTD's value and its impact on skills and performance (N=54)

| Statement # | Responses (%) | | | | |
| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5-1 MTD provides managers with the opportunity to keep up-to-date with skill and knowledge relating to both technological and job change.* | 7.55 | 5.66 | 9.43 | 47.17 | 30.19 |
| 5-2 MTD help managers to make decisions about their jobs with regard to those factors that managers can affect. | 16.67 | 16.67 | 14.81 | 37.04 | 11.11 |
| 5-3 MTD programmes provide the means to meet managers' personal needs. | 3.70 | 7.41 | 16.67 | 46.30 | 25.92 |
| 5-4 The present volume of MTD is adequate to solve current performance problems. | 20.37 | 27.78 | 18.52 | 24.07 | 9.26 |
| 5-5 Efficiency and profitability are the main results of MTD programmes. | 3.70 | 11.11 | 18.52 | 44.44 | 22.22 |
| 5-6 The management of this organisation believes that MTD is central to improving the organisation's performance. | 14.81 | 25.93 | 12.96 | 29.63 | 16.67 |

* One response was unavailable

Table 5B
The non-parametric test results for appreciation of MTD's value and its impact on skills and performance (N=54)

| Statement # | Sector | | | | | | U-Value |
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
|---|---|---|---|---|---|---|---|
| 5-1 | 3.97 | 29.88 | 1.180 | 3.60 | 25.13 | 1.323 | 293.500 |
| 5-2 | 3.93 | 36.98 | 0.753 | 2.12 | 16.50 | 1.130 | 87.000* |
| 5-3 | 4.03 | 30.93 | 0.981 | 3.60 | 23.52 | 1.041 | 263.000 |
| 5-4 | 2.17 | 29.36 | 1.184 | 2.16 | 25.34 | 1.025 | 308.000 |
| 5-5 | 3.79 | 28.91 | 1.048 | 3.60 | 25.86 | 1.080 | 326.000 |
| 5-6 | 3.10 | 27.84 | 1.372 | 3.04 | 27.10 | 1.369 | 352.000 |

* P < 0.05

Table 6A
Suitability and applicability of MTD programmes (N=54)

| Statement # | Responses (%) | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 6-1 This organisation ensures that its MTD programmes are based on a systematic scheme rather than an *ad hoc* process. | - | 3.77 | 15.09 | 49.06 | 32.08 |
| 6-2 MTD programmes should be organised locally within each division, rather than centrally. | 16.67 | 16.67 | 14.81 | 37.04 | 11.11 |
| 6-3 The content of MTD programmes should be designed in such way as to acquaint the manager with *how* to manage, rather than *what* management is. | - | 12.96 | 27.78 | 35.19 | 24.07 |
| 6-4 The external MT short courses you have attended have been appropriate to your training needs. | 14.81 | 12.96 | 20.37 | 33.33 | 18.52 |
| 6-5 The MTD programmes you have attended were very effective at integration of the interests of both staff and the organisation. | 3.70 | 11.11 | 16.67 | 42.59 | 22.22 |
| 6-6 What you have learned at external training courses cannot be put into practice when you return to your organisation, because these courses are not formally supported by the organisation. | 14.81 | 25.93 | 12.96 | 29.63 | 16.67 |
| 6-7 What you have learned at external training courses cannot be put into practice when you return to your organisation because these courses are not tailored to your organisation's needs.* | 15.38 | 26.92 | 19.23 | 26.92 | 11.54 |

* Two responses were unavailable

Table 6B
The non-parametric test results for suitability and applicability of MTD programmes (N=54)

| Statement # | Sector | | | | | | U-Value |
|---|---|---|---|---|---|---|---|
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
| 6-1 | 4.03 | 34.16 | 0.823 | 2.60 | 19.78 | 1.500 | 169.500* |
| 6-2 | 3.83 | 36.07 | 1.071 | 2.24 | 17.56 | 1.052 | 114.000* |
| 6-3 | 4.17 | 34.59 | 0.711 | 3.16 | 19.28 | 0.987 | 157.000* |
| 6-4 | 4.00 | 35.22 | 0.756 | 2.58 | 18.54 | 1.327 | 138.000* |
| 6-5 | 2.47 | 28.16 | 1.375 | 2.84 | 26.74 | 1.281 | 343.000 |
| 6-6 | 2.28 | 28.34 | 0.996 | 2.16 | 26.52 | 1.028 | 338.000 |
| 6-7** | 3.31 | 33.66 | 1.072 | 2.12 | 20.36 | 1.364 | 184.000* |

*P < 0.01. **Two responses of the oil senior managers were missing

Table 7A
Attitudes toward the training environment (N=54)

| Statement # | Responses (%) | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 7-1 Staff external to the organisation, in addition to internal staff, are very beneficial on in-house MTD courses. | 7.41 | 11.11 | 22.22 | 40.74 | 18.52 |
| 7-2 Most of the training techniques used by internal or external training providers are conventional, and do not involve the trainees in the learning process. | 29.63 | 27.78 | 18.52 | 14.81 | 9.26 |
| 7-3 In-house MTD is better than externally-run courses. | 12.96 | 27.78 | 16.67 | 31.48 | 11.11 |
| 7-4 Line managers appreciate the value of MTD and they are keen to work with: A- External training staff; B- Internal training staff | 14.81 14.81 | 18.52 14.81 | 11.11 12.96 | 37.04 35.19 | 18.52 22.22 |
| 7-5 It would be better to rely on the organisation's training staff than external training staff. | 3.70 | 9.26 | 18.52 | 40.74 | 27.78 |
| 7-6 I have a flexible and trusting relationship with the training department. | 16.67 | 33.33 | 14.81 | 25.93 | 9.26 |

Table 7B
The non-parametric test results for attitudes toward the training environment (N=54)

| Statement # | Sector | | | | | | U-Value |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
| 7-1 | 3.59 | 28.22 | 1.086 | 3.44 | 26.66 | 1.227 | 341.500 |
| 7-2 | 2.28 | 25.62 | 1.192 | 2.68 | 29.68 | 1.435 | 308.000 |
| 7-3 | 2.34 | 19.57 | 1.143 | 3.76 | 36.70 | 0.926 | 132.500* |
| 7-4 A | 3.31 | 27.98 | 1.339 | 3.20 | 26.94 | 1.414 | 348.500 |
| 7-4 B | 2.90 | 22.93 | 1.520 | 3.88 | 32.80 | 0.971 | 230.000** |
| 7-5 | 3.79 | 27.57 | 1.114 | 3.80 | 27.42 | 1.041 | 360.000 |
| 7-6 | 2.79 | 27.67 | 1.292 | 2.76 | 27.30 | 1.268 | 357.000 |

* $P < 0.01$.  ** $P < 0.05$

Table 8A
Need to enhance MTD programmes (N=54)

| Statement # | Responses (%) | | | | |
| --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 |
| 8-1 Recent dramatic changes in technology and product/ services demand more MTD programmes.* | 5.66 | 16.98 | 13.21 | 41.51 | 22.64 |
| 8-2 There is a great need to enhance the quality of MTD in this organisation. | - | 14.81 | 20.37 | 48.15 | 16.67 |
| 8-3 MTD should be directed to either enhance or change the culture of the organisation, if the MTD programme is to achieve results. | 1.85 | 16.67 | 22.22 | 42.59 | 16.67 |
| 8-4 MTD has recently become a topic of interest in the boardroom. | 20.37 | 24.07 | 11.11 | 33.33 | 11.11 |

* One response of an oil respondent was unavailable

Table 8B
The non-parametric test results for need to enhance MTD programmes (N=54)

| Statement # | Sector | | | | | | U-Value |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
| 8-1 | 3.69 | 29.00 | 1.198 | 3.40 | 25.76 | 1.323 | 319.000 |
| 8-2 | 3.55 | 25.66 | 0.910 | 3.80 | 29.64 | 0.957 | 309.000 |
| 8-3 | 3.62 | 28.12 | 0.903 | 3.48 | 26.78 | 1.159 | 344.500 |
| 8-4 | 2.97 | 28.21 | 1.375 | 2.84 | 26.68 | 1.375 | 342.000 |

Table 9A
Reinforcement and follow-up of the newly-developed skills (N=54)

| Statement # | Responses (%) | | | | |
| --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 |
| 9-1 Success of MTD programmes is strictly a function of managers' performance. | 18.87 | 20.75 | 16.98 | 33.96 | 9.43 |
| 9-2 Your organisation ensures evaluation of MTD programmes | 22.22 | 24.07 | 16.67 | 25.93 | 9.26 |

Table 9B
The non-parametric test results for reinforcement and follow-up of newly-developed skills (N=54)

| Statement # | Sector | | | | | | U-Value |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Oil | | | Banking | | | |
| | MS | MR | SD | MS | MR | SD | |
| 9-1 | 2.41 | 21.59 | 1.323 | 3.56 | 34.36 | 1.193 | 191.000* |
| 9-2 | 2.28 | 23.64 | 1.099 | 3.04 | 31.98 | 1.620 | 250.500 |

*$P < 0.05$

Table 10

Statistical correlation and responses to factors influencing MTD practice and progress in Libyan organisations (N=54)

| Influencing factor | Responses (%) | | | | | Kendall's- $\tau$ |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| Organisational | 7.41 | 14.82 | 25.92 | 33.33 | 18.52 | 0.56*@ p<0.01 |
| Economic | 20.37 | 40.74 | 22.22 | 16.67 | - | 0.518*@ p<0.01 |
| Political | 5.56 | 20.37 | 20.37 | 37.04 | 12.96 | 0.312**@p<0.05 |

*Correlation is significant at 0.01 level.  **Correlation is significant at 0.05 level.

Response #: Very low / Low / Neutral / High / Very high

Table 11

Responses and Kendall's-tau for evaluation of the role of the universities' business schools in creating new managers for certain programmes (N=54)

| Programme type | Responses (%) | | | | | Kendall's- $\tau$ |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| MBA programme | 18.52 | 29.63 | 18.52 | 31.48 | 1.85 | 0.35* |
| MT short courses | 29.63 | 22.22 | 14.81 | 24.07 | 9.26 | 0.334* |
| Undergraduate management programme | 16.67 | 20.37 | 38.88 | 16.67 | 7.41 | 0.124 |

* P<0.05.  Response #: Very dissatisfactory / Dissatisfactory / Neutral / Satisfactory / Very satisfactory

Table 12

Responses and Kendall's-tau obtained for evaluation of the role of the universities' business schools in developing managers (N=54)

| Programme type | Responses (%) | | | | | Kendall's- $\tau$ |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| MBA programme | 11.11 | 25.93 | 22.22 | 29.63 | 7.41 | 0.231 |
| MT short courses | 13.22 | 35.19 | 7.41 | 22.22 | 9.26 | 0.267 |
| Undergraduate management programme | 14.81 | 31.48 | 38.89 | 14.81 | - | 0.160 |

Table 13

Responses and Kendall's-tau value obtained for evaluation of the importance of training forms and methods in enhancement learning (N=54)

| Training form/method | Responses (%) | | | | | Kendall's- $\tau$ |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| University or college training | 11.11 | 20.37 | 24.07 | 35.19 | 9.26 | 0.325** |
| Formal in-house training | 11.11 | 14.81 | 9.26 | 50.00 | 14.81 | 0.416* |
| External training | 1.85 | 5.56 | 11.11 | 48.15 | 33.33 | 0.147 |
| On-the-job training | 9.26 | 20.37 | 22.22 | 25.93 | 22.22 | 0.385** |
| Off-the-job training | 1.85 | 1.85 | 16.67 | 51.85 | 27.78 | 0.156 |
| Special projects | - | 14.81 | 18.52 | 48.15 | 18.52 | 0.292 |
| By experience only | 16.67 | 27.78 | 16.67 | 31.48 | 7.41 | 0.462* |

* P <0.01. ** P <0.05.

Response #: Irrelevant / Unimportant / Neutral / Important / Very important