NOTTINGHAM TRENT UNIVERSITY

Towards an Intelligent Holy City:

Assessing the Current Training Needs for the Ministry of Hajj and Umrah

Khalid DakhilAllah Al Jahdali

BSc, MBA

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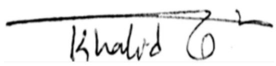
Declaration

The thesis was submitted according to the rules and regulations of Nottingham Trent University (NTU) for the submission of a research degree thesis. I hereby declare that I am the sole author of this thesis. To the best of my knowledge this thesis contains no material previously published by any other person except where due acknowledgement has been made. This thesis contains no material which has been accepted as part of the requirements of any other academic degree or non-degree programme, in English or in any other language.

Signature: Khalid 

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Dedication

To the spirit of my mother and father (may Allah have mercy on them) who I have missed while writing this thesis. I would also like to mention all my family members, especially my son, Faris, and my daughters, Nadin and Linda, who supported and encouraged me with their love and patience during those times. It was important for me in my difficult situation with the death of my parents and Covid 19, and I was a single parent to care for them for a long time in 2020 and 2021.

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Above all, I would like to express my gratitude to Almighty God (Allah) for giving me the courage to complete this thesis and face challenges along the way.

This research is the culmination of about four years of work that many people have assisted and helped me with. It is a joy for me now to share my thanks for them all:

Firstly, I would like to express my gratitude, appreciation, and respect for Prof. Amin Al-Habaibeh, my study supervisor. He encouraged and guided me to complete this work with his wealth of wisdom, understanding, and dedication; always taking the time to listen, always willing to contribute, always open to discussion, and ready to assist when I called him at any time. Dr. Ani Raiden, my second supervisor, deserves special gratitude for her guidance and assistance in the study process. Working with them has been a great privilege for me, and I thank them unreservedly for their unwavering support for my studies and doctoral thesis, as well as their patience, inspiration, passion, and expertise. I especially appreciated them during the tough times when my parents were ill, when they recently passed away, and when I was acting as a single parent for my children during the Covid-19 pandemic. I can't imagine better advisers and doctoral studies mentors. I have experienced a great deal that will stay with me for the rest of my life and will have an effect on my academic future.

In addition to, I would like to thank Dr. Hynda Aoun Klalib, who served as an internal assessor, for his guidance, thoughtful comments, and challenging questions.

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For helping me to complete my thesis, I express my most grateful thanks to all my friends, without mentioning their names, who contributed directly or indirectly to my PhD journey. Also, I would like to express my thanks to my colleagues at the School of Architecture, Design and the Built Environment at Nottingham Trent University (NTU) for their support and encouragement during the period of this study. Also, my special thanks to the Cultural Affairs Office of the Saudi Embassy in London for their efforts to facilitate my study in the UK.

Last, but not least, my love and deepest gratitude to my parents' spirit (May Allah have mercy upon them), who insisted that I travel to study despite their illness, and my family, my daughters and my son, for their morally generous support and for sacrificing so much for me throughout my studies abroad. During these times, they are the most valuable and treasured for me, and their support has been invaluable. Finally, I would like to thank everyone who helped in a direct or an indirect way whose names do not appear here and who contributed to the successful completion of this thesis.

Abstract

The Hajj represents the fifth pillar of Islam, and more than three million pilgrims travel to Saudi Arabia every year to fulfil this obligation. Managing the Hajj effectively and ensuring the safety of the pilgrims is a complex process that requires highly specialised skills and expertise. The Ministry of Hajj and Umrah (MHU) is responsible for Hajj planning. It is constantly striving to improve the services provided to pilgrims, notably by enhancing its crowd management capabilities. According to its Vision 2030, Saudi Arabia intends to increase its capacity to accommodate a larger number of Hajj pilgrims to increase income from non-oil products. As a result, the MHU is seeking to develop its employees' knowledge and skills and raise their capabilities in the field of technology and management of large crowds.

Therefore, this research aims to assess the current training needs in the MHU, identify current challenges, skills and knowledge gaps, and develop a training needs analysis (TNA) framework to support the strategic development of up-skilling of employees. A mixed approach of using literature review, questionaries, and interviews is utilised with qualitative and quantitative analysis methods to achieve these aims. The use of more than one method of collecting data was implemented to achieve data triangulation. The qualitative data was analysed using thematic analysis, and the quantitative data were analysed using statistical analysis. The findings showed a lack of understanding of TNA, lack of support from top management, poor communication, lack of technical skills, and a lack of professional expertise. The results also recognised some unique barriers to the adoption of TNA, including undesirable attitudes toward TNA; a lack of enforcement (putting into practice) towards training in general; no systematic attempts to address the most significant performance problems, and a lack of strategic planning in the conduct of training. However, all these challenges can be reduced by effectively implementing the suggested TNA framework and the recommendations of this research work. This study's original contribution is developing a comprehensive understanding of adopting training needs analysis (TNA) in the MHU in Saudi Arabia, one of the first practical studies about TNA in the MHU. Therefore, the study's findings will reinforce the current literature about TNA associated barriers in organisations and fill the gap in knowledge relating to the strategic development of training at MHU in particular; and in Saudi Arabia and other Arab countries in general.

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List of Abbreviations

AG	Alharamain Gate
COFEAD	Council of Economic Affairs and Development
DCOMM	The Development Commission of Makkah Al Mukarramah and Mashaaer
GAZT	General Authority Zakat and Tax
GDP	Gross Domestic Product
GPH	General Presidency of Two Holy Mosques
GP	Government Publications
HR	Human Resource
HRSD	Ministry of Human Resources and Social Development
HMM	Holy Makkah Municipality
IOFEF	Index of Economic Freedom
KAPL	The King Abdul Aziz Public Library (KAPL)
KSA	Kingdom of Saudi Arabia
KSAs	Knowledge, Skills and Ability
MHU	Ministry of Hajj and Umrah of Saudi Arabia
MFA	Ministry of Foreign Affairs
MCI	Ministry of Commerce and Investment
MCCI	Makkah Chamber of Commerce & Industry
MEP	Ministry of Economy and Planning
MGov	The government of Makkah (2014)
MMRA	Ministry of Municipal and Rural Affairs
NTP	The Saudi National Transformation Program 2020
NWC	National Water Company
REDC	Royal Embassy of Saudi Arabia-Washington D.C.
SABQ	SABQ online newspaper
SAW	Salaa Allah ealayh Wasalam (Peace be upon him)
SMEs	Small and medium enterprises
SNeGP	Saudi National e-Government Portal.
STATS	The KSA office of statistics (Central Authority for statistics KSA)
SAGIA	Saudi Arabian General Investment Authority
SAMA	The Saudi Arabian Monetary Agency SAMA
SBG	Saudi Binladin Group
SPA	Saudi Press Agency
SNC	The serial numbers of countries
USD	United state (American) Dolar
UN	United Nations
UNESCO	United Nations for Education, Science and Culture Organization,
TNA	Training Needs Analysis
V2030	The Vision 2030 of Saudi (2016)
WAS	Saudi Press Agency
WEF	The World Economic Forum

Chapter 1: Introduction

1.1. Introduction

This research investigates the current training needs analysis process in the Ministry of Hajj and Umrah (MHU) in Saudi Arabia in order to improve the knowledge and skills of its employees and partners and promote an intelligent Holy City (Makkah) for the future. This chapter introduces the research area, describes the rationale behind the study, sets out the research questions, and presents the aim and objectives. It goes on to outline the research design and methodology adopted for the study and explains the thesis structure. It concludes by indicating the contributions to knowledge which emerge from the achievement of the research aims and the limitations and constraints which affected the research process.

1.2. Rationale of the Research

1.2.1. The Kingdom's Vision

The Kingdom of Saudi Arabia (KSA) has a long-term vision (to 2030) to strengthen the pillars of power in the country. The first part of this vision involves harnessing the country's energies and potential for the service of *Diouf Al Rahman* (the guests of Allah) and providing high levels of service for Hajj pilgrims and Umrah performers. The MHU has been entrusted with achieving this part of vision, and this will involve promoting and raising the efficiency of employees in this Ministry. Therefore, analysing the training needs of these employees to help them develop the skills and knowledge needed to improve the services for pilgrims is an important first step (V2030, 2016).

The Government's Vision 2030 anticipates that the number of pilgrims (including both Hajj and Umrah) will increase to 20 million by 2020 and to 30 million by 2030. This goal was not achieved in 2020 as the COVID-19 pandemic obliged the Kingdom to place the holy places under lockdown in February 2020 and stopped the Hajj and Umrah. These restrictions have been eased gradually, with a limited number of pilgrimages permitted in 2021, but only for citizens and residents inside the Kingdom. However, the current growth of the Hajj should be understood in the perspective of the present pandemic-related challenges facing the Kingdom, and the Hajj sector still needs to be improved in order to avoid any negative effects on Saudi Arabia's reputation once normal conditions resume. This improvement can only be reached by training, and the first step in any training programme is the training needs analysis (TNA); (V2030, 2016).

The Kingdom of Saudi Arabia has recognized the value and impact of the non-oil economy on productivity-led growth, and the Hajj is one of the areas identified for investment in order to boost the country's economy and reduce dependence on oil as an source of foreign currency. Currently, the Hajj and Umrah contribute approximately 12 billion USD to GDP, equivalent to 3% of Saudi country's total GDP (MCCI 2014). However, with further development, the Hajj and Umrah could become one of the biggest contributors to the economy.

1.2.2. Makkah and Madinah as Smart Cities

Al-Habaibeh (2016) defines a smart or intelligent city as "A smart or intelligent city is a city with changeable characteristics that can respond with minimum human interference to change in the external and internal environments for the benefit and comfort of its inhabitants taking into consideration safety, financial perspective and reduction in energy use".

Therefore, Professor Amin Al-Habaibeh in an interview with the author has define Smart or Intelligent city as "A smart or intelligent city is a city with changeable characteristics that can respond with minimum human interference to change in the external and internal environments for the benefit and comfort of its inhabitants taking into consideration safety, financial perspective and reduction in energy use". Furthermore, for Makkah and Madinah to become smart cities, this would require not only intelligent infrastructures but also trained staff to be able to deal with organizing Hajj and Umrah activities within such future cities. This means adding further level of complexity to dealing with the organization and managing of Hajj and Umrah activities and the level of expectations from pilgrims. The smart city concept should lead to more efficient management and a better quality of service including a safer environment. But it could be argued that the start should be within the training needs analysis and its evolution over the years to achieve this.

1.2.3. Safety and Security Concerns for Pilgrims

There are significant safety issues associated with the Hajj, and a number of serious incidents have taken place over the past years, claiming many lives. Table 1-1 shows the history of fatal accidents during the Hajj season between 1978 and 2020. As can be seen, these were due to a lack of effective crowd management, fires, construction work, political disturbances, and infectious disease and took place at different stages of the Hajj process, each entailing different activities. The complexity of these issues arises from the huge numbers of people gathering to perform the Hajj ceremony within 5 days and within a relatively small area of land with different languages and cultures. As a result, the safe conduct of the Hajj requires huge efforts to be made at each step of its process.

Despite numerous efforts made by the Saudi government, fatalities are still taking place (Alyami, A. et al. 2020) and see Appendix (A.3.C), (G), (H),and (I) for more details, and much of this is due to the lack of large population management skills, poor communication amongst the different stakeholders, and a lack of effective planning (Yamin, M. et al. 2016). The MHU bears the responsibility for reducing the suffering which affects hundreds of pilgrims every year, and identifying the problems they face is a vital first step.

1.2.4. The Human Resources Challenge

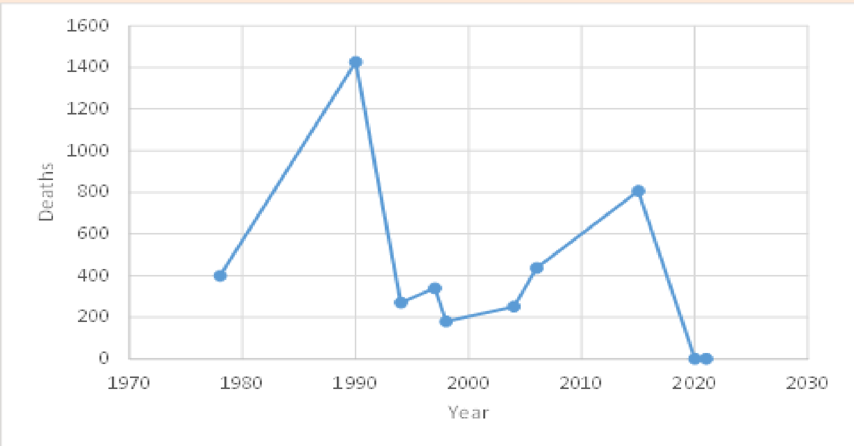
Avoiding further such incidents during the Hajj requires effective human resource management, and this forms one of the biggest challenges for the MHU. As the success of this Ministry is highly reliant on the success of the individuals charged with delivering its objectives, It is important to have a framework because we need to find a strategy and a solution to the problem, thus, It is important to produce a framework that improves the Hajj processes and helps them understand and set processes into a classifying structure to understand how work gets done and the relationship between processes within the organisation. This can be achieved by analysing the structure of the MHU in order to identify gaps between expected performance and the actual performance, then trying to eliminate them through targeted training to enhance employees skills and knowledge. Conducting a TNA is a vital step to enhancing the skills, knowledge, andabilities of employees with the purpose of improving Hajj services. This is because TNAs are creating a baseline of understanding individuals' current skills and capabilities against the skills, knowledge, and abilities required for the MHU to meet its objectives processes.

1.2.5. The Lack of Practical Studies

There is a lack of practical research on the implementation of the TNA process in service organisations in Arab countries. To the best of this researcher’s knowledge, the researcher has worked for 24th years in MHU, none of the research available was conducted in Saudi Arabia or in the area of the Hajj. Consequently, this study will be adding to the understanding and knowledge in this field.

Table 1-1: History of Fatal Accidents in the Hajj Season (1978-2020).

Year	Incidents	Causes	Source
1978	400 people died due to clashes between Iranian pilgrims and the Saudi Police	Political	CNN News, (2016)
1990	1426 pilgrims died due to suffocating and trampling caused by overcrowding in a tunnel	Crushes and failures in crowd control	
1994	270 pilgrims died due to trampling when throwing their stone pebbles on a bridge in Mina	Crushes and failures in crowd control	
1997	340 died and 1500 injured due to tents catching fire in Mina	Fire	
1998	180 pilgrims died due to trampling when throwing stones in Mina	Crushes and failures in crowd control	
2004	251 died and 244 injured due to trampling when throwing stones in Mina	Crushes and failures in crowd control	
2006	76 pilgrims died due to a hotel collapse in Makkah	Accident due to poor construction	
2006	360 pilgrims died due to trampling when throwing their stone pebbles on a bridge in Mina	Crushes and failures of crowd control	
2015	107 died and 238 injured when a crane fell onto pilgrims due to strong winds	Accident	
2015	700 died and 244 injured in Mina due to trampling on road 204	Crushes and failures in crowd control	
2020	A numbers of deaths due to Covid-19 and hundreds of infections. Suspension of Hajj & Umrah.	Infectious disease	BBC, (2020)
2021	Pilgrimages suspended in the 2021 season for those outside KSA. Hajj limited to 60,000 local pilgrims due to ongoing Covid-19 crisis and emergence of new variants.	Infectious disease	WPA, (2021)



Source: Compiled by the Author

1.3. Background of the Study

The Hajj is one of the pillars of Islam, an annual pilgrimage which is obligatory for all Muslims who are physically and financially capable of visiting Makkah in Saudi Arabia at least once in their lifetime. It forms the largest human gathering in the world, with an average of three million people performing the ceremony every year, and it lasts for a period of 5 days. The MHU in Saudi Arabia takes responsibility for hosting and managing the human resources and all the activities around the Hajj to make all the pilgrims feel at ease and able to have a great religious experience. This is evidenced by the numerous efforts of the Saudi government and the MHU to introduce initiatives and schemes to improve the capacity of the Hajj and the resources available.

The Hajj process is composed of a number of stages with different stakeholders (Stakeholders are private entities that work during the Hajj season only and deal directly with pilgrims in cooperation with the employees of the Ministry of Hajj and Umrah and under their supervision) at each stage. Next section presents these steps and the involvement of the different stakeholders at each stage of the Hajj process.

1.3.1. The Process of the Hajj

Although the Hajj ceremony lasts for a period of just 5 days, pilgrims who arrive from outside KSA are allowed to stay for the Hajj season which lasts for three months. According to official statistics, one third of the pilgrims are Saudi citizens or residents and two thirds arrive from outside the Kingdom. (KSA Office of Statistics, 2017). As a result, the process involves numerous internal and external stakeholders, spanning internal and external affairs, transportation and health.

1.3.1.1. The Major Stakeholders

The major stakeholders include: Services for pilgrims (external and internal), External Hajj travel services under the Mission for Hajj Services (these belong to independent and external companies), Service offices working in the field of international pilgrims' services (National Tawafa Establishments) and the field of internal pilgrims, Pilgrims Affairs Office and Mission Visit Hajj, and MHU, Ministres: Interior, Foreign Affairs(KSA embassies), Health and General Authority of Civil Aviation and Syndicate of Cars (MHU, 2014).

It is important to mention that different stakeholders have involvement at each stage of the Hajj process (Hatiba p.5. 2005) (Details can be found in literature review see Chapter 2:)

1.3.1.2. The Stages of the Hajj

There are several stages in the Hajj process, each with a designated geographical location. Certain religious activities take place at each location, each with time restrictions. Pilgrims begin to prepare for the Hajj in the Holy City of Makkah, before starting their journey from the city on 8th Dhul Hijja (as the first day of the Hajj is known in the Islamic calendar). It is worth noting here that the Islamic calendar is based on the lunar year, so the dates of the Hajj move forward by around 10 days every year. Pilgrims travel first to Mina, then to the plain of Arafat, then to Muzdalifah, then back to the plain of Mina, and, finally, they return to Makkah, where the Hajj ends. Figure 1-1 shows the key locations for the activities at each stage of the Hajj and the route pilgrims take between them.

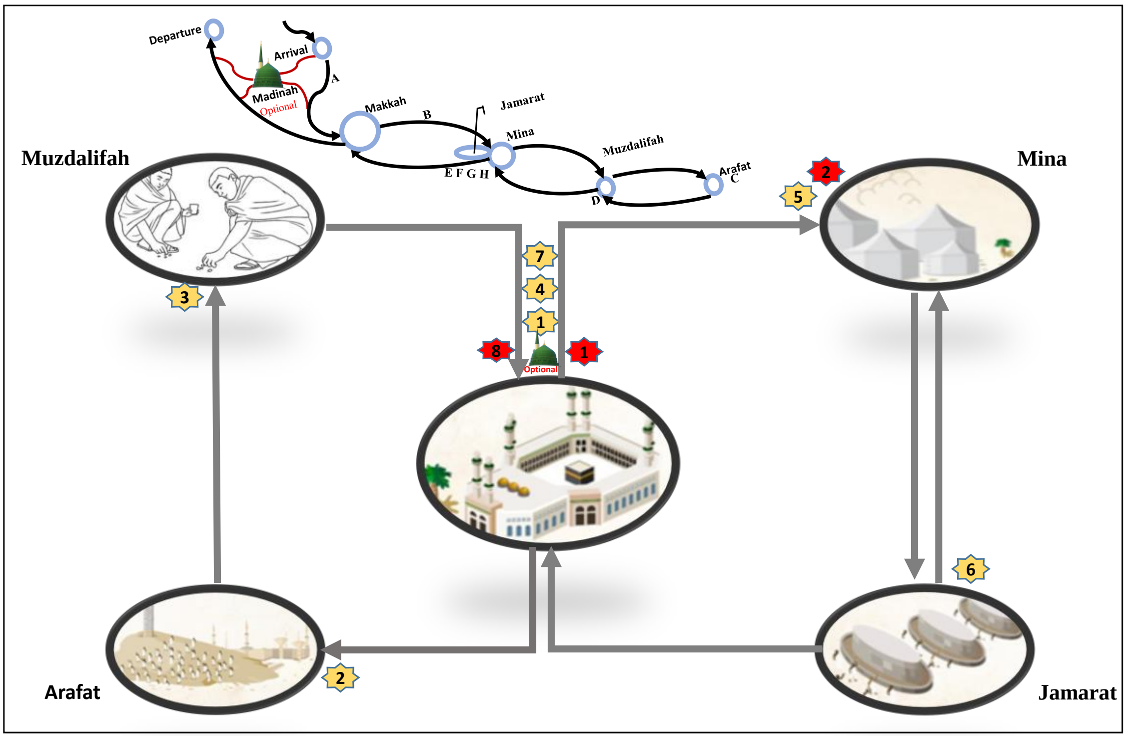


Figure 1-1: The Holy Sites of the Hajj and the Journeys Between Them.
Source: Created by the Author

1.3.2. The Management of the Hajj

The MHU with other stakeholder are responsible for managing the Hajj and Umrah pilgrimages. as mention in Figure 1-2 stakeholders are private bodies working during the Hajj season only in cooperation with the employees of the MHU and under their supervision. While the Umrah can take place at any time throughout the year, the Hajj only takes place once a year and effectively lasts for 5 days (as mentioned earlier). This study focuses on the role the MHU plays in relation to the Hajj ceremony, particularly its liaisons with agencies and brokers and the ministries of Foreign Affairs, Health, Finance and Justice. Figure 1-2 shows the links between the Hajj and Umrah sectors of the MHU and the other stakeholders.

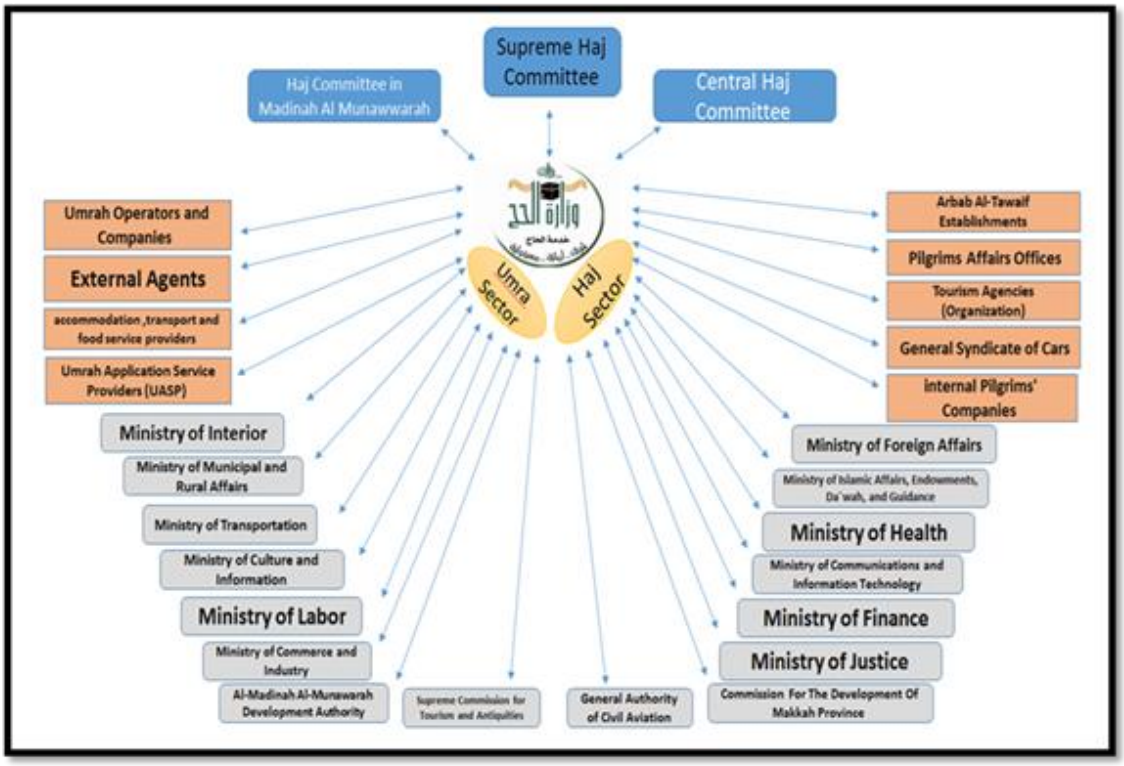


Figure 1-2: The Stakeholders Who Support the MHU in Managing the Hajj.
Source: MHU, 2017

This research examines these links in relation to the different stages of the Hajj process to identify the skills needs, knowledge gaps and training required to help improve the efficiency of the Hajj. It is therefore important to understand the training concept and theories that are relevant to this study MHU and all stakeholders that MHU there is with and to identify the most suitable TNA techniques for this study. These are set out below.

1.3.3. Training – Key Concepts and Theories

Training is the action of developing the skills, abilities and expertise of an employee to do a specific job (Nischithaa and Narasimha, 2014). According to Truelove (1992), training usually involves gaining the skills, knowledge and approaches essential to performing a job-related task in order to directly enhance job performance. From another point of view, Sommerville (2007) defines training as the process that gives employees the expertise and knowledge necessary to work within the criteria established by management. Any successful training programme should firstly define the need for training in the organisation, identify the type of training required, plan and deliver appropriate training, and, lastly, evaluate its effectiveness (Boydell, 1976; McGehee and Thayer, 1961).

Conducting a TNA is an important place to start a training sequence, as it provides a firm basis for different kinds of training programmes inside the organization (Denby, 2010). The TNA offers a means to identify the gap between the skills, knowledge, and approaches employees have and those thought to be required - in other words, it detects the improvements required to achieve an organisation's targets (Truelove, 2001) (More details can be found in LR).

1.3.4. Training Needs Analysis (TNA)

According to Nischithaa and Narasimha (2014) TNA is fundamental to reforming the future in all organisations. TNA is the main point of departure for any training programme. It defines and categorises the gap between what an individual needs to perform his duties proficiently and his actual capacities as a basis for starting corrective action. TNA is a process that will bridge the gap between the required performance and the real performance. It is a technique for establishing if a training gap exists, how and why it exists, and what type of training is required to fill this gap.

The core of TNA is to observe the general areas of work then find out where improvement is needed, identifying needed inputs, defining programme contents, then setting programme aims. In this regard, McGehee and Thayer (1961) categorised TNA into three levels:

- Organisation analysis, that is identifying where the training is needed in the organisation;
- Operations or task analysis, that is focusing on the knowledge, skills and abilities analysis to identify the contents of the training;
- Person analysis, that is individual analysis, focusing on how each employee is undertaking the various tasks that make up their job.

According to Iqbal et al. (2012), the TNA process involves answering a number of key questions that influence the process of the training, such as 'Why', 'What', 'When', 'Where', 'With Whom' and 'How' to conduct the TNA. These key questions will be used to guide the TNA process for MHU and provide answers to the following questions:

What are the general training needs during the overall Hajj process?

What are the current problems at each stage of the process?

What are the training needs to overcome these problems?

What type of training is needed?

Who needs training?

When is the training needed?

Where should the training take place?

Hence, this research intends to examine the different processes of the Hajj in order to identify the skills and knowledge gaps and the training needs to help improve the efficiency of the Hajj. In order to achieve this, the following research questions have been formulated. (More details can be found in LR).

1.4. Research Questions

Three research questions have been identified to address the aims of the study. These are:

Q1. What are the methods currently used to identify training needs within the MHU?

Q2. How can employees of the MHU fulfil their roles more efficiently?'

Q3. What is the most suitable model of training that can be adopted in the MHU to improve Hajj processes?

1.5. Research Aim

The main aim of this research is to assess the current training needs analysis in the MHU in order to enhance their (MHU employees) performance and to promote an intelligent Holy City for the future. This study assesses the current training provision within the MHU, identifies knowledge and skills that are needed by employees and stakeholders to manage the Hajj safely and effectively and proposes a conceptual framework to improve training needs analysis processes within the organisation.

1.6. Research Objectives

This aim is to be achieved via the following objectives:

1. To identify relevant concepts in TNA theories and frameworks by reviewing the associated literature;
2. To develop a suitable methodology to capture the needed information and data to achieve the aims of this study.
3. To evaluate the current implementation of TNA (if any) offered by the MHU;

4. To identify the difficulties and barriers affecting the implementation of TNA in the MHU;
5. To establish a conceptual framework based on TNA processes to improve the performance of the MHU;
6. To draw up a list of recommendations to help decision-makers in the MHU develop effective training programmes for employees and stakeholders.

1.7. Research Design and Methodology

This section explains the research design for the study, starting with the research philosophy, approach, strategy, research population, research instruments, and includes a diagram showing the overall methodology and research design.

1.7.1. Research Philosophy

Literature shows that the philosophy of research depends on the development of knowledge and the nature of that knowledge, and this involves two main paradigms: Positivism and Interpretivism (Saunders et. al (2016). Positivists deal with explorations as problems that could only be based upon observed and captured ‘facts’ through direct data or information. Whereas, interpretivists deal with exploration through the way people feel and behave, as well as observations and recorded facts. Given that this research is looking to explore the training needs at the MHU based on an understanding of the employees in the MHU and the stakeholders’ perceptions and interpretations of the actual and expected ‘organisational’, ‘operational’, and ‘individual’ performances, this research follows the interpretivism philosophy in the main part of the research; however, positivism is also used to improve the quality of the research.

1.7.2. Research Approach

This research adopts both deductive and inductive approaches, as implemented by researchers such as Martin and Cepeda (2005), Sekaran (2003), and Saunders et al. (2016) to create a conceptual framework that maps the training needs in the MHU; this is based on an evaluation of the requirements of the different stakeholders involved in the management and organization of the Hajj ceremony and an assessment of the actual training needs.

1.7.3. Research Strategy

This research adopts a single case study strategy focused on the stakeholders related to the MHU, using relevant data collection tools to help answer the research question.

1.7.4. Research Population

The Population and the Sample of the study will comprise employees working in MHU. Proportional strata sample will be selected based on managerial level.

1.7.5. Research Instruments

In this research, semi-structured face-to-face interviews were selected as the main source of data collection, combined with questionnaires, documentation and observations. The data collected from the face-to-face interviews were analysed using thematic , whereas the data collected from the questionnaires were analysed using Excel software. All details are discussed in Chapter 5: Research Methodology.

1.7.6. Research Design

A summary of the research methodology and design is provided in Figure 1-3.

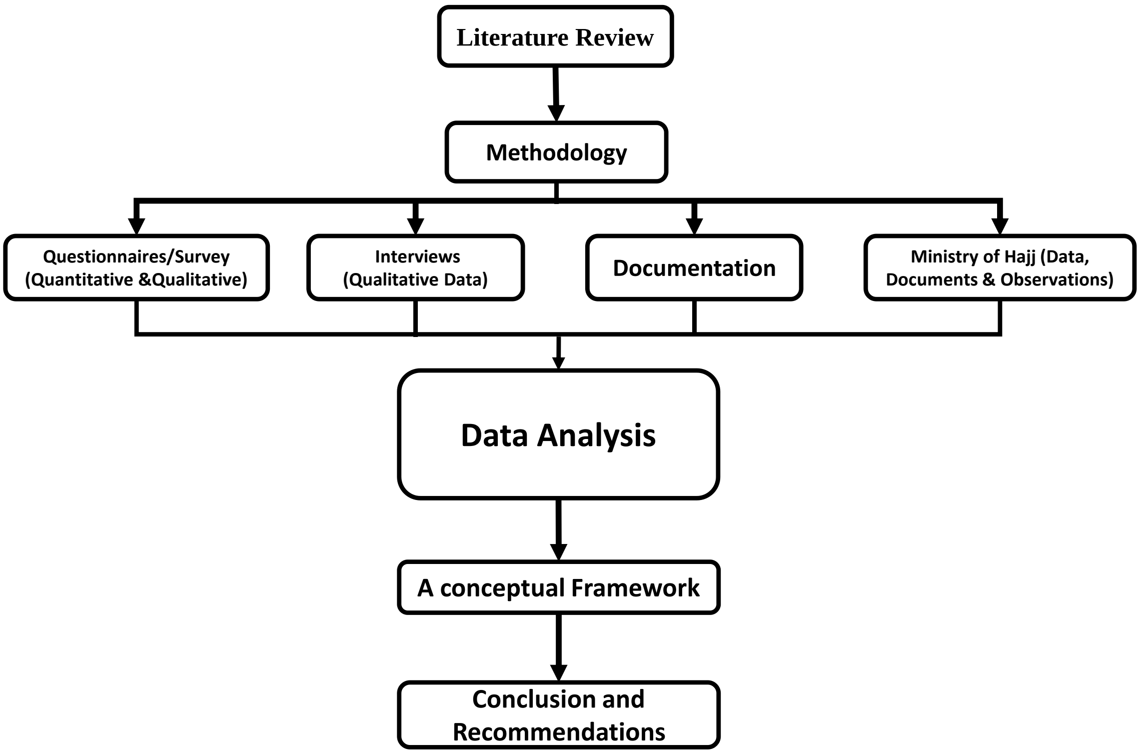


Figure 1-3 The Summarized Methodology and Design
Source: Created by the Author

1.8. Thesis Structure

The thesis is divided into the following chapters:

Chapter One: introduction to the research. It includes the rationale for the research, the context of the study and the research questions, along with the aim and objectives. It also outlines the research methodology, the contribution to knowledge, and finally, the exclusions, limitation and constraints of the research.

Chapter Two: review of literature on Saudi Arabia and the Hajj. This chapter describes the history and background of Saudi Arabia and provides further information about the Hajj, including the major sites and rituals involved, and identifies the factors associated with the pilgrimage which have led to serious accidents in the past.

Chapter Three: review of literature on the MHU and Hajj management. This chapter explains the history and background of the MHU, sets out its specific roles and responsibilities, and identifies the main stakeholders in the Hajj process. It describes the key programmes the MHU runs and the current training provision for employees and stakeholders. It concludes by considering the administrative challenges they face at each stage of the Hajj process.

Chapter Four: review of literature on training and training needs analysis. This chapter reviews the main concepts and theories in the literature relating to training needs analysis (TNA) in order to create a conceptual framework for this study and identify appropriate data-collection techniques. It also identifies common barriers to effective TNA implementation, both in general and in Arab countries in particular.

Chapter Five: research methodology This chapter describes the methodology which underpins this research; it explains the research design and provides a justification for the methods adopted in the study. It concludes by describing the analysis of the data collected from the case study organisation and the statistical tests conducted.

Chapter Six: research findings and analysis. This chapter introduces the results of the data collected from fifteen semi-structured interviews with managers in the in the MHU and two questionnaires. The first questionnaire was completed by 201 employees in different areas of the MHU and by stakeholders, and the second by 534 pilgrims who participated in the Hajj.

Chapter Seven: discussion of the research findings. This chapter discusses the findings of the research and their implications in relation to assessing the current training needs in the MHU and improving its training programmes. It brings together findings from the literature review chapters and the results of the interviews and questionnaires to identify the main obstacles to TNA implementation in the MHU to propose a revised conceptual framework which can address them.

Chapter Eight: conclusions and recommendations. This final chapter summarises the main findings from the literature reviews, questionnaires, face-to-face interviews, documentation reviews, and observations conducted in this study to draw conclusions and make recommendations to enhance the services provided to Hajj pilgrims in line with the Kingdom's 2030 vision (MHU 2020).

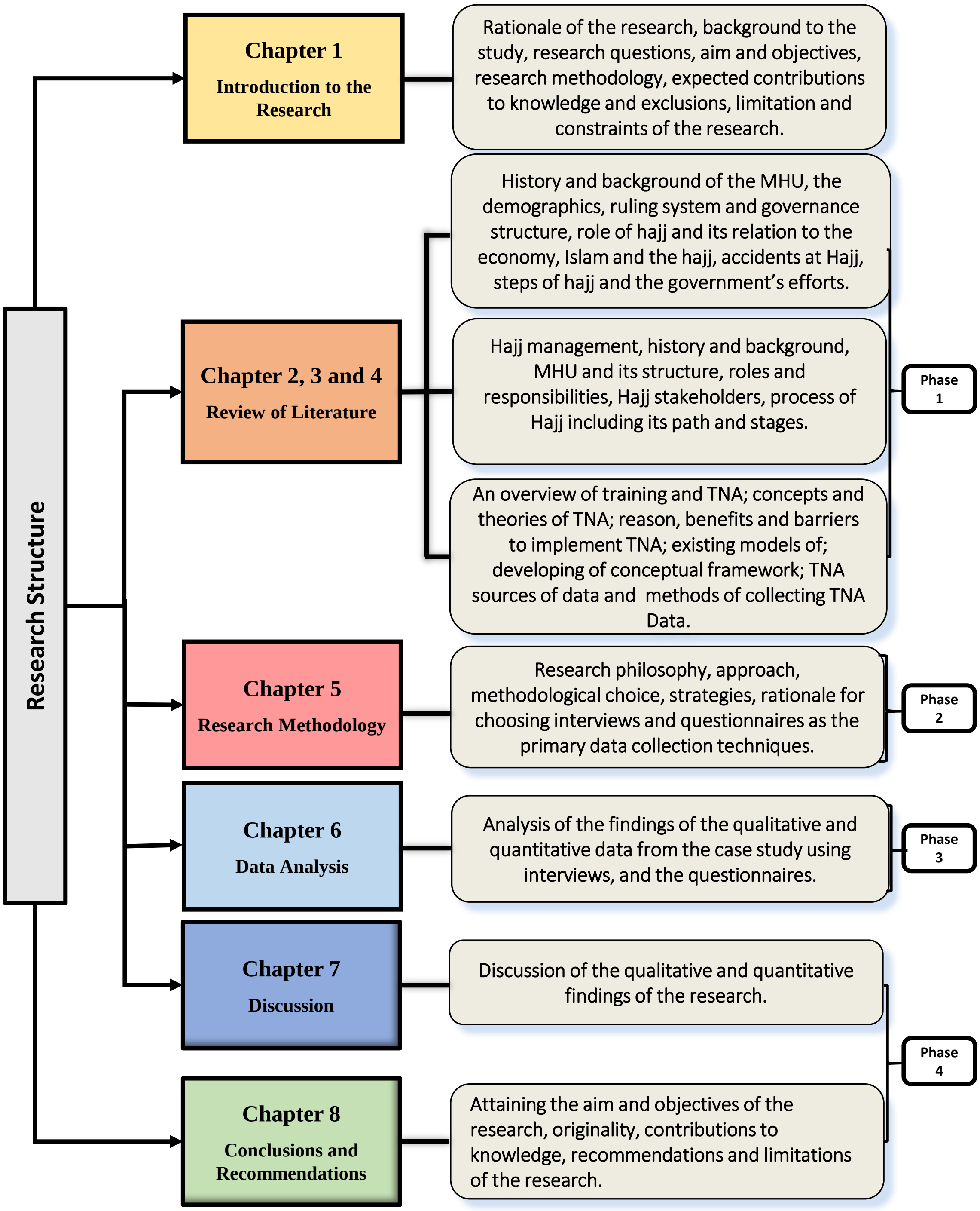


Figure 1-4: Thesis Structure.
Source: Created by the researcher

1.9. Contribution to Knowledge

- As far as the researcher is aware, this is the first practical study carried out in Saudi Arabia to evaluate the current training needs and develop a strategy to enhance the skills and knowledge of the employees in the MHU. By doing this, it fills a gap in the literature related to this field and contributes to the practical understanding of the significance of TNA within this environment.
- This study also identifies the challenges and the barriers to the implementation of TNA which adds knowledge to the field of TNA and narrows the gap in this field.
- By critically examining the MHU to identify issues associated with the training and development of their staff, this study has the potential to improve the Hajj process significantly. The achievement of this research will help the Saudi government achieve its aim of enabling more pilgrims to participate, improving the services available to them, and diversifying the economy.
- One of the main contributions in this study was the conceptual framework for TNA implementation in the MHU context. This framework identifies the main elements that can enhance the TNA process within the MHU and determine the skills and the knowledge needs for training, as well as the barriers that hinder the training processes. TNA is needed to develop a training strategy and process to upscale the employees.
- This study is a good resource for practitioners and researchers who have a high interest in understanding training and the effective implementation of training programs. Therefore, this study offers considerable knowledge that could help the administrators in the Saudi government to understand the different issues that might affect the perfection of the training programs provided in Saudi organizations.

1.10. Exclusions and Constraints in the Research

This study was conducted in order to assess the current training needs in the MHU in respect of the conduct of the annual Hajj pilgrimage. The Ministry is also responsible for the safety and security of Umrah performers and visitors to the sites associated with the Prophet Mohammed (Peace be upon him); however, these are not investigated in this research. This is because all the most serious incidents have taken place during the Hajj season as a result of the presence of very large numbers of pilgrims in relatively small areas who need to complete the prescribed rituals within the five-day period. . Hajj and Umrah Have the same procedures from everything there is more density during the Hajj season.

Given the unique nature of the Hajj, there is no other ministry or governmental organisation which is directly comparable to the MHU. As a result, this study is limited to a single case study as the nominated research strategy (See Section 5.3.4). However, the conceptual framework proposed in this study could be used by entities which organise other large-scale events, notably sport activities or festivals which attract large crowds, both in Saudi Arabia and beyond such as the huge Kumbh Mela for the Hindu religion (More details can be found in Chapter 2; Section 2.4.2) . Further research could use multiple case studies for possible improvements to the research process and the generalisability of the research findings.

Restrictions imposed by the Covid-19 pandemic meant that the meeting with senior and middle management in the MHU to validate the revised conceptual framework had to be held via Microsoft Teams. However, all the attendees had previously participated in the interviews so were familiar with the research and researcher, and there were no technical issues during the session. Despite the fact that the meeting was conducted remotely, the researcher was able to explain the framework and describe the rationale behind it, and it was well-received by the participants.

1.11. Chapter Summary

This chapter has provided a detailed introduction to this research study, explaining the rationale behind it and providing contextual background regarding the management of the Hajj and the Training Needs Analysis process. It has set out the research questions, the research aim, and the objectives through which the aim will be achieved. It has explained the research design, introduced the research methodology, and described the thesis structure. It has outlined the contributions to knowledge the study is expected and identified the main exclusions and constraints on the research process. The next chapter describes the history and background of Saudi Arabia and provides further information about the Hajj.

Chapter 2: Literature Review - Saudi Arabia and the Hajj

2.1. Introduction

This chapter describes the history and background of Saudi Arabia and provides further information about the Hajj, including the major sites and rituals involved, and identifies the factors associated with the pilgrimage which have led to serious accidents in the past. It begins by describing the Kingdom's geographical location, demographics, economy and governing structures, then considers the Hajj's contribution to the Saudi economy and the role it plays in Vision 2030. It goes on to explain the importance of the Hajj as one of the pillars of Islam, and the significance of the holy city of Makkah and The Holy Mosque. It traces the enormous rise in pilgrim numbers over time and identifies some of the reasons behind it. It then considers the causes behind overcrowding incidents and identifies the issues associated with the Hajj which increase their likelihood. It goes on to describe the separate stages of the Hajj, highlighting those which have witnessed most accidents in the past, and explains some of the measures the government has taken to try to improve pilgrim safety, including the health care facilities provided for pilgrims. The chapter concludes by setting out the measures taken by the authorities to safeguard pilgrims, citizens and residents during the current Covid-19 pandemic.

2.2. The Kingdom of Saudi Arabia - History and Background

The Kingdom of Saudi Arabia (KSA) was founded by King Abdul-Aziz in 1932. It is considered as one of the most influential countries in the Middle East due to its geographical position, and the political, religious and economical influence it enjoys due to its vast oil resources and the holy city of Makkah's status as the birthplace of Islam (Jaffe, 1997). This section describes the kingdom's geographical position, demographics, government structure, economy, and its vision for the future, known as Vision 2030.

2.2.1. Geographic Location

Geographically KSA is the largest country in the Middle East and on the Arabian Peninsula, occupying nearly 80% of the landmass, and stretching to around 830,000 square miles, which is equivalent to 2,150,000 square kilometres (MFA, 2016). Half of its land is formed of desert, with the western region being rich in minerals and sand deposits, notably gypsum and limestone, while the eastern region has the richest reservoirs of oil across the world (MFA 2016).

2.2.2. Demographics

According to the General Authority for Statistics (STATS) (2020) the total population of the country at the time of the last census in 2019 was 34,218,196. The number of Saudi citizens was 20,702,536, which means that approximately 13 million non-nationals also reside in the country. According to the Saudi Arabian Monetary Agency (SAMA), over half of the population is below the age of 25 (Al-Kibsi et al. 2015), with the latest statistics suggesting that 67% of the population are children or young people aged 35 or under (STATS, 2021). Figure 2-1 shows the population by nationality and gender.

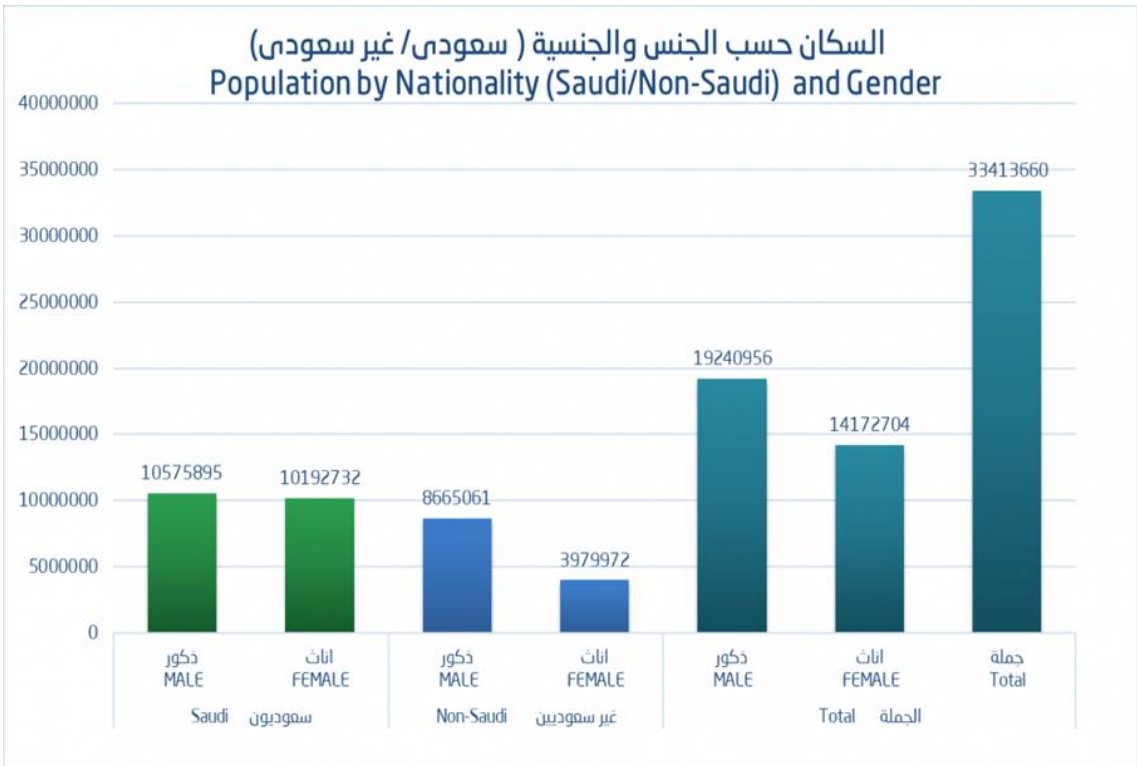


Figure 2-1: The Population by Nationality (Saudi/Non Saudi) and Gender. Source: General Authority for Statistics, 2018

The annual growth rate of the population is currently 2.55%, and the size of the country's population has risen steadily since 2004, as shown in Figure 2-2.

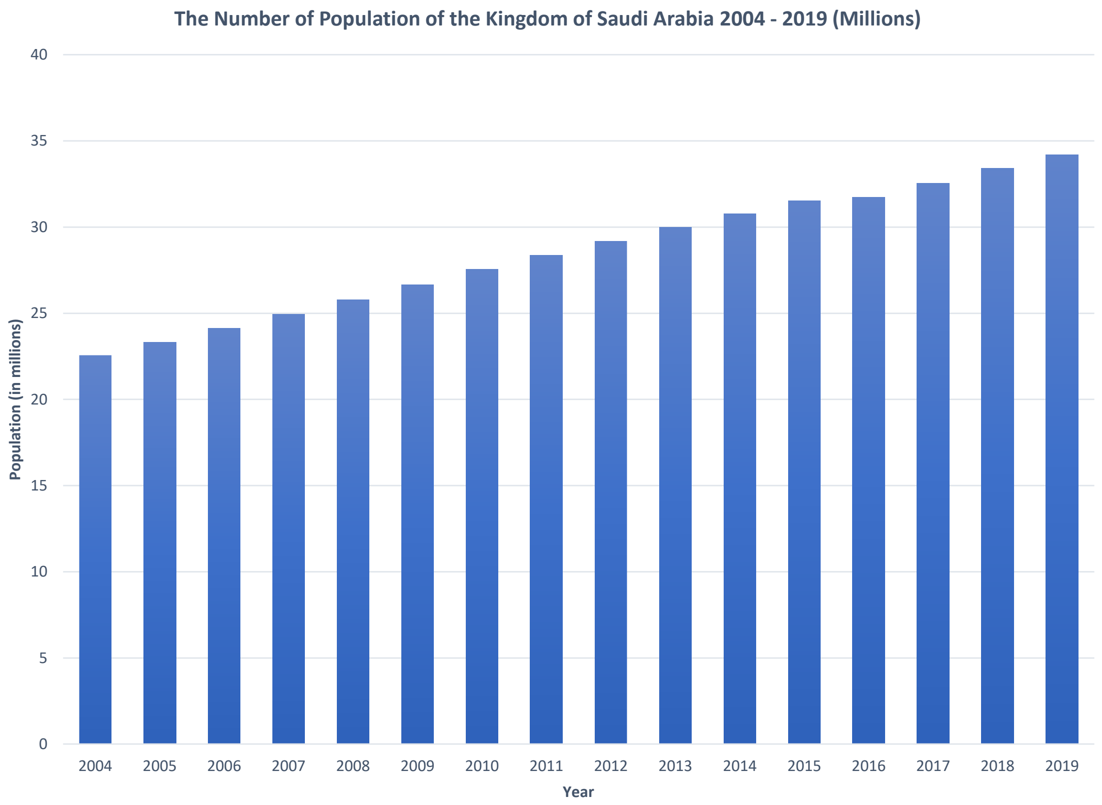


Figure 2-2: Population of Saudi Arabia from 2004-2019.
Source: Created by the Author (based on STATS 2021).

2.2.3. The Economy

The Kingdom has a gross domestic product (GDP) per capita of 149, 365 GBP (207,207 USD) and an annual GDP growth rate of 3.35%. The cost of living index is approximately 130.1. According to STATS (2016), in 2019 the overall rate of unemployment (for Saudi citizens and non-Saudi residents) stood at 2.6% and at 5.9% for Saudi citizens. However, due to the COVID-19 pandemic, , this rate rose to 8.5% overall in 2020, and to 15% for Saudis citizens (STATS, 2020). The rate of enrolment in primary school stands at about 108.17% and has increased from 101.1% in 2019 (World Bank Group, 2021). These figures indicate that there may be more educated people in the future, with the risk of higher unemployment figures, which will have negative implications for the economy.

Saudi Arabia has a well-established oil-based economy that is principally controlled by the government (Forbes 2015). The country has one-fifth of the world’s recognized petroleum reserves, making the oil and gas industry the major industrial sector (Talib and Malkawi 2011). The oil sector contributes 52.4% to the country’s GDP, while the government and private sectors contribute 18.6% and 29%, respectively (Bashehab and Buddhapriya 2013, 268). According to SAMA (2011), the revenue from oil contributes up to 90% of the nation’s entire budgetary revenue.

When oil prices increased between 2003 to 2013, rising to over $100 a barrel, Saudi Arabia's GDP doubled. However, prices have dropped drastically in recent years, and this has had an enormous impact on its exports and economy. The country was rated 24th out of a possible 144 countries by the World Economic Forum in 2014 (see Appendix E for 2014-2015), but this ranking dropped to 29th in 2016 (WEF, 2016, 2017).

These figures prompted the Saudi Government to seek alternative ways to use its resources to recover its global position and support its economy. Prior to 2018, the citizens of Saudi Arabia, together with foreign employees, paid no tax, other than the 2.5% collected by the government from firms as a religious tax, and not as corporate tax as practiced in many countries. This regulation is stipulated by Islamic law (IOFEF 2016). However, new laws applied from 1 January 2018 imposed VAT of 5% for Saudi nationals, residents and businesses (Ministry of Finance, 2017). Also, on the 18th of May 2020, new laws were enacted which increased the tax rate from 5% to 15% due to the drop in the economy (GAZT, 2020).

2.2.4. Ruling System and Governance Structure

The Kingdom of Saudi Arabia is a sovereign Arab Muslim state. Arabic is the official language and Islam is the official religion. The capital city is Riyadh. King Abdul-Aziz bin Abdurrahman al Saud founded the country in 1932, and his descendants continue to rule and guide the country today. The Kingdom is an absolute monarchy, and the monarch is the highest executive.

The legal system in Saudi Arabia is built on Islamic Law, with the Qur'an and Sunnah as the main sources. All regulations and laws in the country are in accordance with these sources which are centred on equality and justice according to the law of Islam (SNeGP, 2016). (More details See Appendix E:1)

2.2.5. Hajj and the Saudi Economy

Given its place at the centre of the Islamic world, Saudi Arabia receives millions of pilgrims annually to visit the holy cities of Makkah and Madinah, and it is the only country in the world that has a Ministry of Hajj and Umrah to care for pilgrims' needs.

The Hajj pilgrimage has been carried out for more than 1400 years, and it cannot be achieved anywhere else. Therefore, despite the discovery of oil in Saudi Arabia, the annual pilgrimage is a major source of revenue, and Long (2013) describes it as the backbone of the country's economy. Although the government no longer relies on Hajj as its major source of revenue (as it did in pre-oil times), recent fluctuations in the Saudi economy have led the Kingdom to recognize the impact of the non-oil economy on productivity-led growth, and Hajj is becoming even more important (Hübner and Pintér, 2014).

In addition, achieving budgetary balance is one of the key goals in Saudi Arabia's Vision 2030 (V2030, 2016). As part of this, the Saudi National Transformation Programme 2020 has attempted to consolidate financial management and governance, increase income from non-oil products, and improve the expenditure on projects and programs (NTP, 2020). In this respect, the Hajj and Umrah could play a significant role in enabling other industries in Saudi Arabia, notably those in Makkah Municipality, to advance.

It is also becoming increasingly evident that the Hajj and Umrah could once again become the major contributor to the economy. They currently contribute approximately 12 billion USD to Saudi Arabia's GDP, which is equivalent to 3% of total GDP (MCCI, 2014). However, this is based on only around seven to eight million pilgrims coming specifically for Umrah. The Government's Vision 2030 anticipated the number of pilgrims increasing to 20 million by 2020, and to 30 million by 2030, with the potential to generate more than $54 billion USD by the year 2020 (V2030, 2016). To this end, significant infrastructure projects have been undertaken in the holy city of Makkah to accommodate greater numbers of pilgrims, notably the Haramain Express Train, the extension of Taif airport, the new King Abdulaziz International Airport, and various projects within the holy city (MCCI 2014) (See Appendix G).

2.2.5.1. Economic Impact in the Makkah Municipality

Recent economic research conducted by the Makkah Chamber of Commerce and Industry (MCCI) indicated that, on average, every pilgrim spends between $1,870 and $4,000 (Rashid 2012). During the pilgrimage season, accommodations is the sector that receives most revenue, at the rate of 40%, followed by the souvenirs and gifts sectors at 14%, income from food at 10%, and then heath and transport. Gold shops also receive a substantial turnout (MCI, 2017). However, according to the Ministry of Commerce and Investment (MCI) the services currently provided to participants in the Hajj do not meet the standards expected by some pilgrims. As a result, these sectors need to improve in order to provide world-class services, notably in the holy city of Makkah.

The Makkah Municipality is well positioned to support the development of the Hajj. It has set a vision to be a leader in quality of life, and is among the top ten cities in supporting high standards and improving the quality of living. The municipality achieves this by using expertise and technology to help achieve its vision (HMM 2017). Makkah joined the United Nations Human Settlements Programme by founding the Makkah Urban Observatory in the year 2012. The purpose of the Urban Observatory is to support the municipality in matters of policy formulation for the city. Its aim is also to find appropriate solutions that can improve the services provided to the citizens. The observatory also had the responsibility of conducting research surveys for city residents and pilgrims based on 90 indicators which include: General background Indicators, Transport Indicators, Economic and Social Development Indicators, Shelter Indicators, Accessibility of Basic Services, Regional Administration Indicators, Umrah and Hajj Indicators, Environment Management Indicators. This will therefore be a way of encouraging and attracting more investments for Hajj and Umrah pilgrims.

2.2.6. Hajj and Vision 2030

The Hajj plays a key role in Vision 2030. The plan is focused on three central pillars:

1. To benefit fully from its major role at the centre of the Islamic and Arab world;
2. To utilize its investment power to establish a more sustainable and diverse economy;
3. To utilize the advantage of its strategic location interconnecting the three continents of Asia, Europe, and Africa for global trade (COFEAD, 2016)

In order to achieve these, it has established 16 goals, several of which are related, either directly or indirectly, to the Hajj and Umrah pilgrimages. These include ambitions to:

- Increase capacity to be able to welcome 8 to 30 million Umrah visitors annually.
- Double the total number of heritage sites in the Kingdom that are registered with UNESCO.
- Raise the foreign direct investment from the current 3.8 to 5.7 % (international level).
- Improve the contribution of the private sectors from the current 40% to higher target of 65%.
- Move from the present 19th position to be among the top 15 largest economies globally.
- Reduce the level of unemployment from the current 11.6% to 7%.
- Increase the contribution of SMEs to GDP from the current 20% to 35%.

Vision 2030 is intended to ensure that the Kingdom is recognized globally as the heart of the Islamic and Arabic world, and as the guardian of the two holy places (Makkah and Madinah). To facilitate this, the Saudi government established the 2020 National Transformation Programme (NTP) to help fulfil its 2030 vision.

In response to this, the MHU has established the ‘Vision Realisation Centre’ to act as a medium to connect with the rest of the world and engage with Hajj and Umrah stakeholders to take forward the vision for 2030. The mission of this centre is a) to form strategic partnerships with the private sector and businesses to enable larger numbers of pilgrims to attend Hajj and Umrah, and b) to educate the pilgrims as well as the workers who serve the interest of the pilgrims within the MHU through effective coordination and collaboration of the Hajj activities and processes.

The next section will therefore focus on the historic importance of the Hajj as one of the pillars of Islam, as well the importance of the historic holy city of Makkah, which is the focal point of the Hajj ceremony, and the associated challenges facing the pilgrims.

2.3. Islam and the Hajj Pilgrimage

This section describes the historical importance of the Hajj and the holy city of Makkah to Islam and explains why millions of Muslim pilgrims visit the Kingdom each year.

2.3.1. Islam

In Arabic, the term ‘Islam’ means ‘submission to God’. It originates from the Semitic root word *silm* which implies submission to a higher power, as well as the peace resulting from this submission. Muslims believe that Allah (God) is incomparable and unique. Furthermore, they hold the view that the reason for human existence is ‘Ibadah’, which is service to Allah.

Muslims also believe that Islam is the universal and complete version of the faith that was revealed at different times and in many places, including those of Abraham, Moses, and Jesus, whom they regard as prophets (Rohan and Mohamed, 2015). (More details See Appendix E.2; Section:1).

Islam is the second largest religion in world, with about 1.6 billion members. It was founded on the Prophet Muhammad’s revelations sent to earth around 570CE - 632CE. (More details See Appendix E.2; Section: 2)

The belief of Islam is grounded in five core Pillars. These pillars define the ritual practices that must be adhered to by all Muslims. They include the 'Shahadah', which is the profession of Islam's two key beliefs; 'Salat', praying five times every day; 'Sawm', fasting through the month of Ramadan; and 'Zakat', that involves giving or helping others (Davids, 2006). The final pillar is the 'Hajj'. It is an obligation placed on every adult Muslim to perform the pilgrimage at least once in their lives, as long as they have the necessary financial and physical capabilities. (Abbas, 2012).

This fifth pillar 'Hajj' makes the holy city of Makkah of great historic and religious importance, and it is a focal point for to Muslims. Every year, over three million pilgrims come from different parts of the world to perform the ritual in the holy city of Makkah (Bianchi 2004). (More details See Appendix E.2; Section: 3)

One of the most important places in Makkah is the Holy Mosque (More details for The Holy City of Makkah see Appendix E:3; Section:1), with the Kaaba at its centre. The Holy Mosque, also known as Al Masjid Al Haram, is regarded as Islam's holiest site, and the magnitude of its significance to Muslims is immeasurable. The Holy Mosque covers 88.2 acres of land (356,800 square metres), including indoor praying spaces and four outdoor plazas, and it can accommodate up to 2 million believers with a 4 ppm2 (people per square meter) mean crowd density level. However, the density level can increase to 6-8 ppm2 at certain locations as people get closer to the Kaaba (MFA 2014, Alnabulsi and Drury 2014, and Alkhadim et al, 2018).Figure 2-3 shows the Holy Mosque and the magnitudes of gathering crowds.

Figure 2-3: Pilgrims Praying at Al Haram (Holy Mosque) in Makkah
Source: MHU, 2017

The city has attracted large numbers of immigrants compared to other Saudi cities. This is attributed to the religious status of the city as people seeking stability move closer to the Holy City. The population in 1843 was about 19,000 people and this rose to around 25,000 people by the year 1871 (Halabi, 2006). However, in the past 146 years, Makkah's population has increased more than 150 times (Al-Saadi 2012) and existing data indicates that it reached approximately 2,200,000 residents in 2018 (World Population Review, 2019). The population is currently growing at the rate of 5.2% annually, and was forecast to reach five million people by the year 2020 (Halabi, 2006). The authorities have paid considerable attention to this population growth as it could result in social and environmental problems if not managed properly. Similarly, by 2029, it is anticipated that the users of the transport system in the city could involve 5 million visitors for Umrah, 3.5 million pilgrims coming for Hajj, 2.2 to 2.9 million local residents, as well as other domestic visitors. (More details See Appendix E:3; Section:2),

According to Hariri (1986), the Holy Mosque is located in a low-lying end of the city known as the Valley of Ibrahim. The area of Makkah, together with the borders of Al Haram, is approximately 554 million square metres. However, only 22% of this surface (122 million square metres) is currently utilized (Al-Lehadani 2014). The remaining space cannot be used since the city is bounded by the Sirat Mountains, all of which are solid granite MGov (2014). As a result, the landscape of this city is not like that of other cities within the Kingdom; its uniqueness has limited its horizontal expansion and, hence, its urban development (Halabi, 2006) Figure 2-4 shows the locality of the Holy City of Makkah..

Figure 2-4: Map of Saudi Arabia and the Geographical Position of the Holy City of Makkah. Source: Adapted by the Author from www. maptiler.com

Makkah is among the cities that experience the highest temperatures in the world (Bin Deheish 2009). For instance, temperatures in the summer range from 35°C to 45°C, with 48°C being the highest temperature ever recorded (Halabi 2006). Various parts of this city also encounter floods during heavy rains, making it more difficult to link the city with surrounding regions (Hekki 1988). Figure 2-5 shows the average variations in temperatures and rainfall over a period of 12 months.

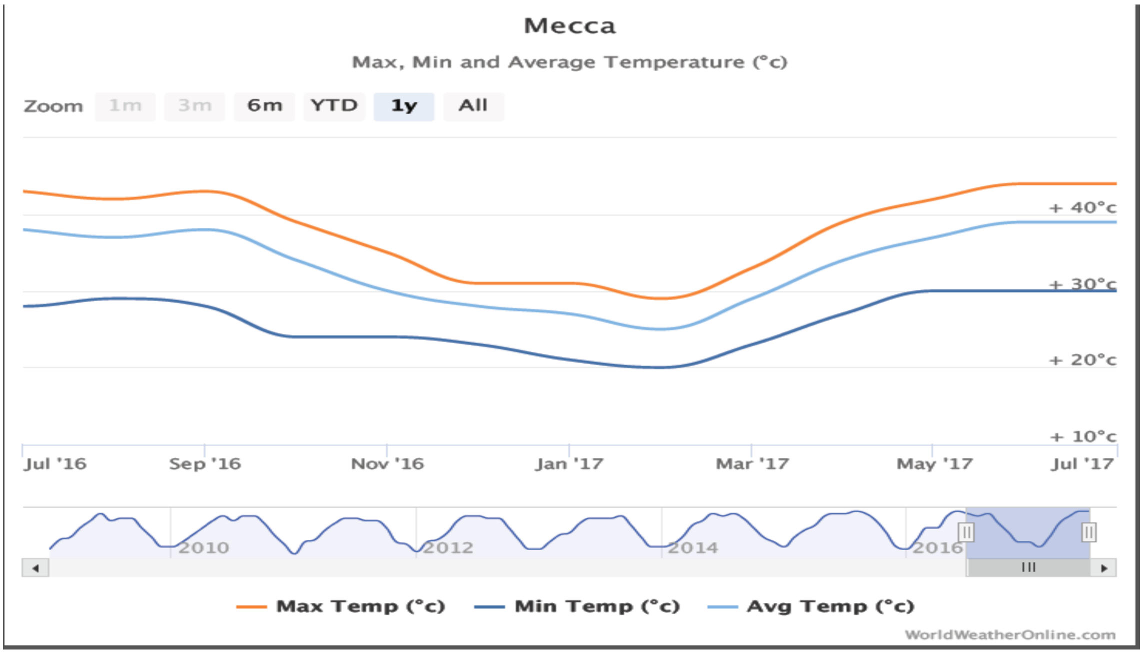


Figure 2-5: Average Annual Temperature and Rainfall for Makkah.
Source: World Weather, 2017)

Despite the challenges posed by its extreme weather conditions, rapid population growth, and the limits on expansion imposed by its geography, Makkah remains one of the most widely-visited cities in the world due to its religious importance and its role in the Hajj.

2.4. The Hajj

According to Coleman and Elsner (1995) many religions have spiritual journeys that encourage one to focus greatly on faith, each with a final destination that is particularly significant within that religion.

The name 'Al Hajj' in Arabic generally means 'heading or moving toward a place' (Islam Web, 2010b); however, in English it means 'pilgrimage', which is a religious term that is used among different faiths, including Buddhism, Hinduism, Islam, and Christianity (Alamoudy 2013). Muhaiyaddeen (2008) argues that this pilgrimage substantially confirms Muslims' commitment to God by showing their willingness to abandon material interests for Him. According to Muslims, the Hajj is believed to be a foretaste of the magnificent assembly of the ceremonious day of resurrection, a time when all believers will stand on an equal basis before the eyes of God as they await their ultimate fate.

For the purpose of this study, a clear distinction should be made between the understanding of 'the Hajj' and 'Umrah', as both entail journeys to Makkah to practice Islamic rituals. The Hajj takes place once a year during the twelfth month of the Islamic year (according to the Islamic lunar calendar) and the actual Hajj ceremony is confined to four days. Umrah, however, is the pilgrimage to Makkah that is undertaken outside the duration of Hajj. For instance, believers may visit the Holy City during Ramadan. In Arabic, Umrah relates to the term *i'timaar*, which implies ‘a visit’ and it is categorized as a minor practice of pilgrimage (Islam Web 2013). Umrah does not require a person to complete all the rites associated with the Hajj, not is it mandatory for every Muslim (Nourudhin 1999, 40). It is also worth noting that although the word ‘pilgrimage’ denotes a journey to a sacred place, it is not sufficient to describe the Hajj since there are a number of prescribed rituals that takes place at different stages during Hajj (See Chapter 1), More details about Origins of the Hajj See and The Pilgrims – Facts and Figures (Appendix E:4; Section:1&2).

2.4.1. Numbers of pilgrims attending the Hajj

There are no existing records to show the number of pilgrims who have attended the Hajj since the introduction of Islam. (More details See Appendix E:5)

The available statistical data shows that the lowest recording of attendance was in 1917, when the number of pilgrims was 8,500. This was attributed to the First World War. However, the number of pilgrims has significantly increased since then, and the Hajj is now one of the largest annual mass gathering events in the world (Memish 2013). According to Al-Zahrani and Temple (2013), Makkah welcomes approximately 2.8 million pilgrims for Hajj, and, the period before the Covid-19 pandemic witnessed over 3 million pilgrims. This is alongside the 5 million visitors who come from outside Saudi Arabia to perform the rites of Umrah at the great Mosque (Al Masjid Al Haram). According to statistics provided by the MHU (2016), pilgrims from more than 167 (See Table K.A.1 in Appendix K.A; Section: 3) countries across the Middle East, South Asia, Europe, North America and Australia participate in the Hajj each year.

It is possible to estimate the number of overseas pilgrims, and it normally ranges between 1.2 million to 1.5 million people. Figure 2-6 shows the number of pilgrims attending Hajj from outside the Kingdom of Saudi Arabia between years 1926 to 2019, and reveals a steady but significance increase in numbers, notably since the early 1990s. The number of pilgrims from inside KSA has also increased in recent years, as shown in Figure 2-7. The high numbers of people attending the Hajj have made it more complex to plan and organize the event to ensure its success. The large number of attendees has also affected the reverence and spirituality of the pilgrims’ experience (MHU 2016). In response to overcrowding challenges, and the projected growth in pilgrim numbers, the government has established various mechanisms to try to manage the Hajj process more effectively, both within and outside Makkah. It is interesting to observe that the highest number of pilgrims (3.16 million) was recorded in the year 2012 yet the lowest (1.98 million) was just a year later in 2013. According to the MHU (2013), this was due to a government initiative to reduce foreign pilgrims' numbers by around 20% and subsequently reduce the domestic number by 50% (See Figure 2-6 and Figure 2-7) . However, this was a short-term measure due to the expansion projects that were on going in Makkah at that time.

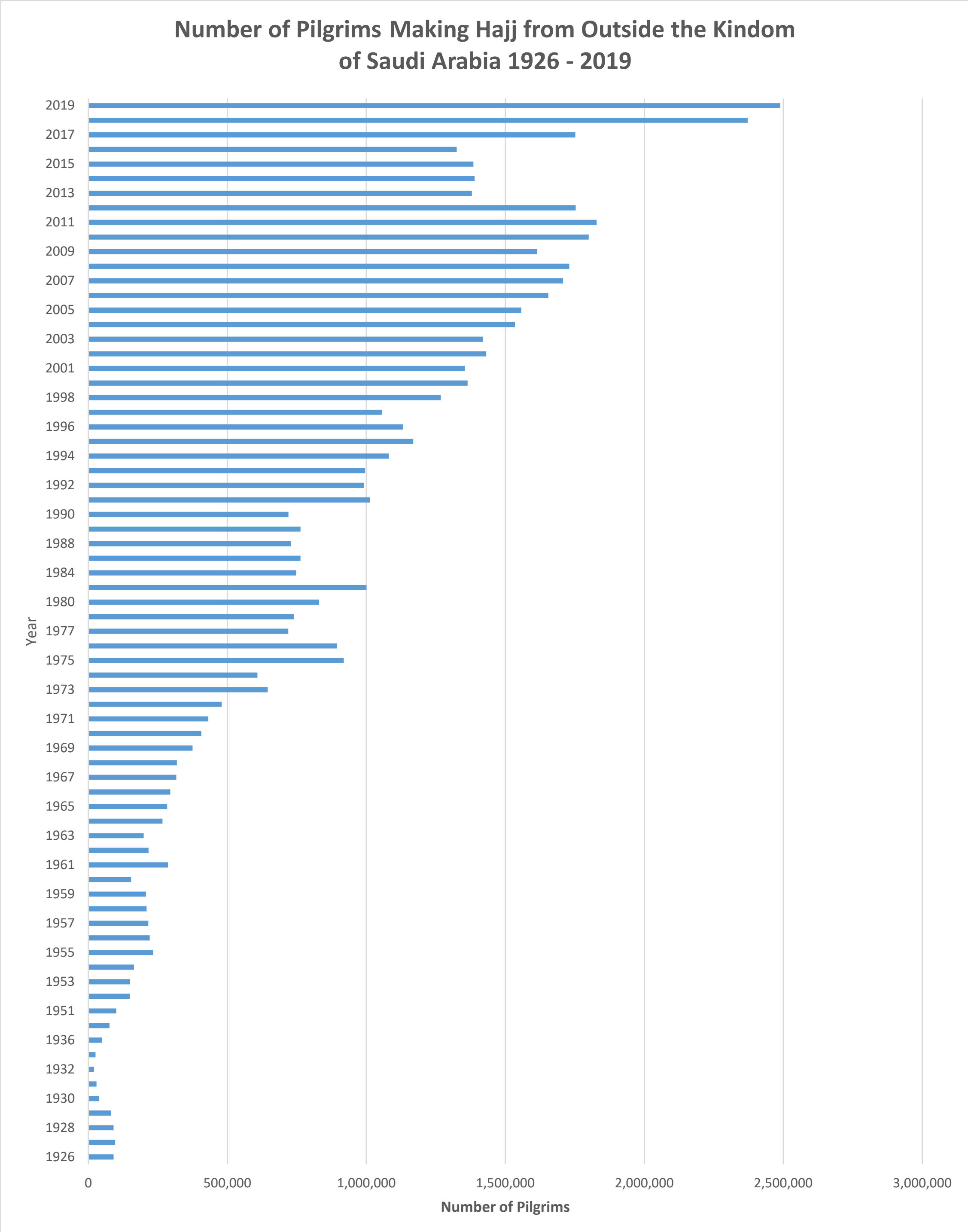


Figure 2-6: Numbers of Hajj Pilgrims from Outside the Kingdom (1926 to 2019). Source: Created by the Author (based on STATS 2021, MHU 2021 and Bianchi, 2004).

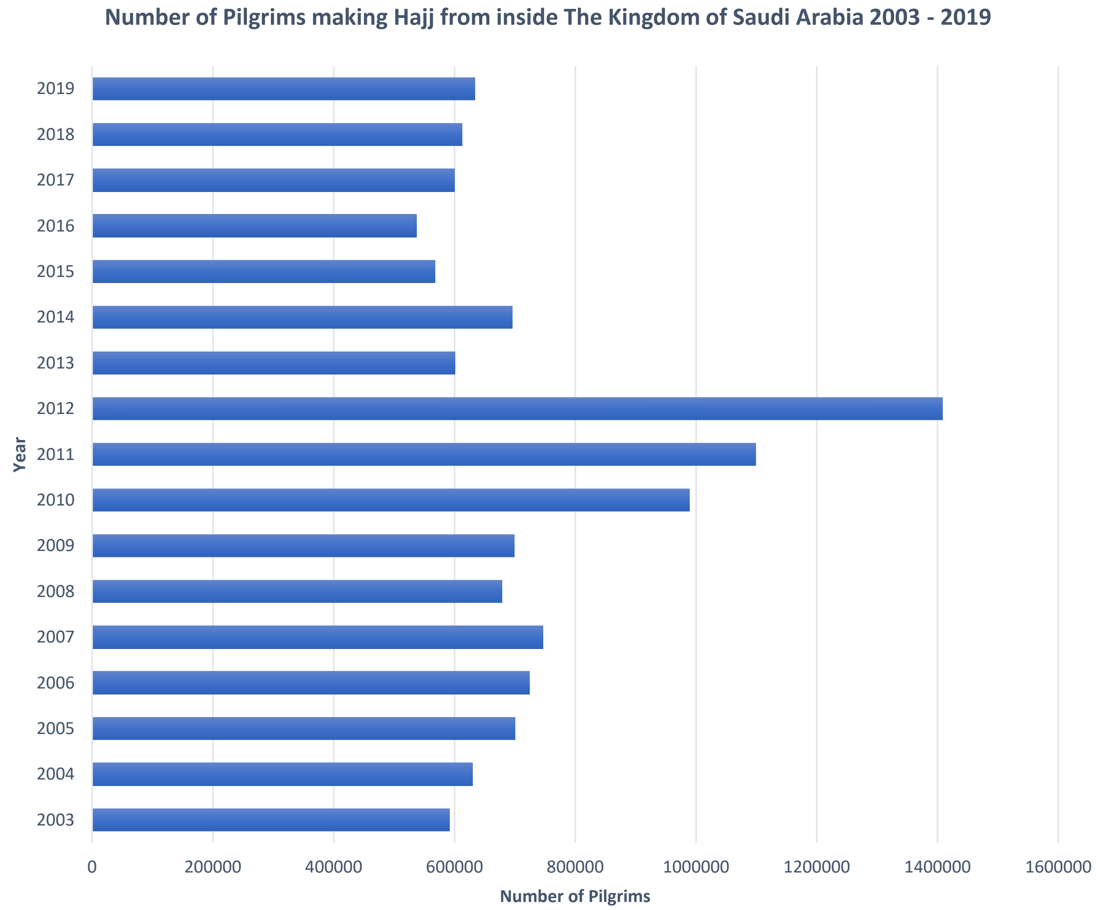


Figure 2-7: Numbers of Hajj Pilgrims from the Kingdom of Saudi Arabia (2003-2019)
Source: Created by the Author (based on STATS and MHU 2003-2021)

The recent increase in the number of pilgrims travelling to the country to attend the Hajj is unprecedented. Pilgrims from abroad remained below 100,000 every year prior to the 1950s, but since the mid-1990s numbers have never fallen below one million (See Figure 2-6). This growth has been boosted by a number of reasons, with the most common being modernized transportation systems like intercontinental air travel which has ensured safe, quick, and affordable travelling for pilgrims (Bianchi 2004). However, a number of other factors have also contributed to the rapid rise in the number of pilgrims (Aborzzizh, 2005), and these are outlined below. (More details for Factors affecting the increase in pilgrim numbers can be found in Appendix E.6).

2.4.2. Hajj in Hinduism and Its Comparison with Hajj in Islam

The Kumbh Mela is a huge Hindu pilgrimage that takes place in various locations along the Ganges River, attended by tens of millions, and may reach 30 million. It periodically takes place and is rotated between four cities every three years. It is spread on the banks of the river with open and wide areas that facilitate its management. The pilgrims perform washing and burial ceremonies in a wide area. It is also an event that does not require permission to attend. This is why the numbers reach the huge tens of millions, and most

Hindu pilgrims are from within the Indian continent and have very similar customs, languages and cultures.

As for the Islamic pilgrimage, approximately 3 million people from different continents perform the same rituals in five days, in a narrow area, and at a specific time (reference). Most of the pilgrims are from outside Saudi Arabia and not from within it; there are different languages, cultures and races from the five continents. The pilgrimage is also carried out with organizational policies and agreements for Hajj permissions and a quota that determines the number of pilgrims for each country.

Therefore, in Hajj, there are difficulties and challenges in managing these crowds, which require the capabilities and efforts of qualified and well-trained human beings.

2.4.3. Accidents at Hajj

Given the importance of the Hajj pilgrimage to Muslims, it is no surprise that it has become the oldest and largest global mass gathering (Khan, 2012). According to Fruin (2013) the space occupied during the Hajj ceremony is approximately 7 attendees per square metre, and this can have serious implications for the safety of pilgrims.

For example, the fact that large numbers of people move in the same direction at the same time means there are higher chances that the crowd will become almost a fluid mass. This is dangerous, as shock waves can easily move through the crowd, with enough force to lift attendees off their feet and into the air. Pilgrims can be lifted out of their shoes or even have their attire torn off. Similarly, such crowd pressures can be intensified by anxiety, resulting in difficulties in breathing. In addition, the high temperatures and thermal insulation resulting from the congested areas can make people faint. It is often difficult to access those who need first aid in these situations, and the only option is usually to lift them up so that they can be passed overhead to an open area where the necessary support can be provided. Unfortunately, this isn't always possible, and a number of crushes have occurred in crowds causing loss of lives.

According to the Ministry of Municipal and Rural Affairs (2013), the main cause of crowd risk during the Hajj is associated with incidents where pilgrims are densely packed into a relatively small space. Therefore, many of the incidents that have taken place are associated with crushes and failures of crowd control. However, other reasons for fatal accidents during the Hajj include political tensions (security issues), fires, construction work and epidemics. (See Table 1-1 in Chapter 1).

When the disaster occurred in the Holy Mosque as result of crowd density, it was reported that the probability of such an incidence occurring due to crowds was exceedingly high (BBC 2015) In this regard, Alnabulsi and Drury (2014) note that the major crowd-related accidents recorded in 1994, 1998, 2001 and 2004 coincided with the period in which the number of pilgrims attending the Hajj doubled from one to two million (1982-2010). This suggests that there was a correlation between crowd density and crowd safety in that period. Likewise, Gidado and Alkhadim (2020) in their study provide strong evidence that perceived safety has a significant impact on safety in crowded spaces because anything that significantly affects crowd behaviour can lead to an unsafe situation in large crowds and lead to disaster. However, literature reports on the causes of crowd disasters have tended to focus on the context of physics rather than psychology (see, for example, AlGadhi et al., 1991; Curtis et al., 2011; Al-Haboubi and Selim, 1997; Khan, 2012; Khan and McLeod, 2012; and Sarmady et al., 2007). Therefore, persons (event managers and police) who plan and organize these events need to understand both the impacts of physical forces in mass gatherings and the psychological factors to help them develop appropriate precautions and prevention mechanisms.

The Hajj is a very complex event, and according to Khan (2012), there are a number of issues associated with it which may have contributed to the causes of accidents. These include the following:

- Millions of pilgrims participate in the Hajj each year, and the numbers keep increasing year on year;
- Pilgrims with diverse cultures, nationalities and languages converge in this Holy place (Makkah).
- The Hajj involves certain ritual ceremonies which must be conducted in a certain order at four holy sites situated at a distance of 20 km from Makkah;
- Pilgrims need to perform the rituals in the same order within the specified period of time, and move from site to site within specific time frames, sometimes during the night. For example, pilgrims have to move from Mina to Arafat between noon and sunset and from Arafat to Muzdalifah between sunset and dawn.
- Although the transportation system in Makkah has recently been improved, the enormous numbers of pilgrims can overwhelm the transportation systems within the other sites where the Hajj takes place.

- The Hajj involves physical hardship because the rituals are held in an outdoor desert environment which has insufficient modern amenities. This can be particularly challenging for the young, the old, and physically weak pilgrims.

The Saudi government has spent over 200 billion dollars in an effort to re-engineer the Hajj environment in order to reduce the risks and develop prevention strategies. With the principle of crowd safety at their centre, these were informed by analysis reports of the causes of previous accidents and intended to ensure that pilgrims are safe, both in normal conditions and in emergency situations. However, despite numerous efforts and steps taken by the government, fatalities are still taking place, and some of these are due to the complex nature of the Hajj ceremony and the need to complete each step within five days and within a relatively small area of land. Therefore, in order to identify the problems faced by the pilgrims and the MHU, it is important to explain the steps of the Hajj.

2.4.4. The Hajj Journey

The Hajj has its own content and form; it is not a single event, but one which is carried out over several days and involves a number of rituals. These include the performances of Tawaf; the ritual of *Sa'ee*; travelling to Arafat, Mina, and Muzdalifah to throw pebbles; and sacrificing a camel or a sheep Each of these stages is described below.

2.4.4.1. Tawaf

One of the most important rites that pilgrimages perform during the Hajj is *Tawaf*, the circumambulation of the Kaaba. During Hajj and Umrah, it is a requirement for pilgrims to walk around the Kaaba seven times in a counter-clockwise direction (See Figure 2-8). This circling is understood to demonstrate the togetherness of Muslims in the love and respect of one God, as they walk together at the Kaaba then pray to Allah behind Ibrahim's (Abraham's) station (also called Maqam Ibrahim). (More details See Appendix E.7; Section 1)

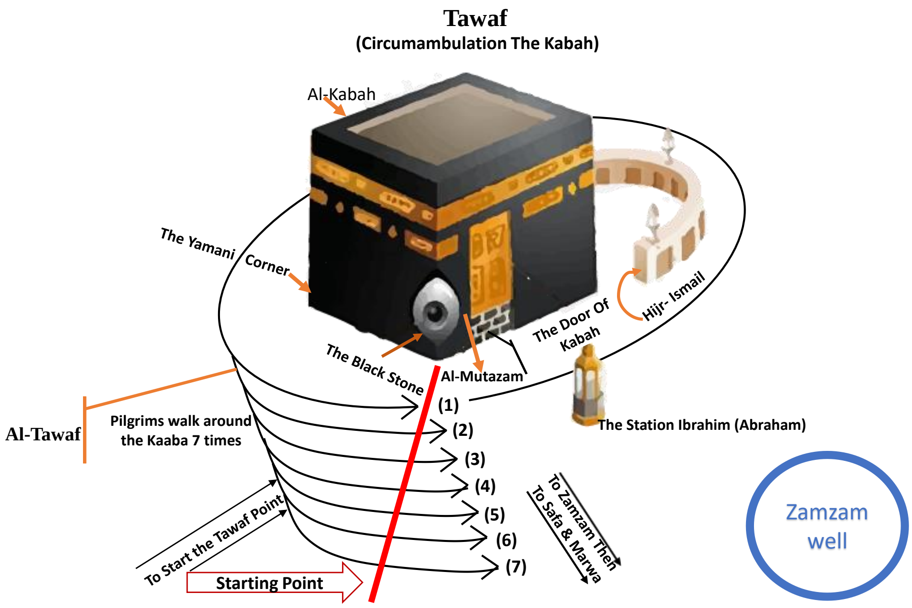


Figure 2-8: How Pilgrims Circumambulate the Kaaba During Tawaf
Source: Reproduced Figures by the Author

1. *Tawaf al-Hajj* or *Tawaf al-Ifadah* is performed after sacrificing animals, casting stones, and shaving the hair.
2. *Tawaf al-Qudum* is performed by pilgrims coming from other places once they reach Makkah.
3. *Tawaf al-Wada* (Farewell Tawaf) is performed before pilgrims leave Makkah.
4. *Tawaf al-Umrah* is specifically performed for Umrah (Dalil Al Haj and Umrah. 2012).

2.4.4.2. Steps of the Hajj

Most pilgrims from outside begin or end the pilgrimage by visiting Medinah, and few pilgrims without visiting them. In contrast to pilgrims from inside Saudi (MHU 2019).

Figure 2-9 provides a visual demonstration of the steps of Hajj, showing the path that pilgrims take starting from the *Mikat*. In Arabic, this means ‘the meeting place for pilgrims’, a designated geographical location for each group of pilgrims outside Makkah. (More details See Appendix E.8)

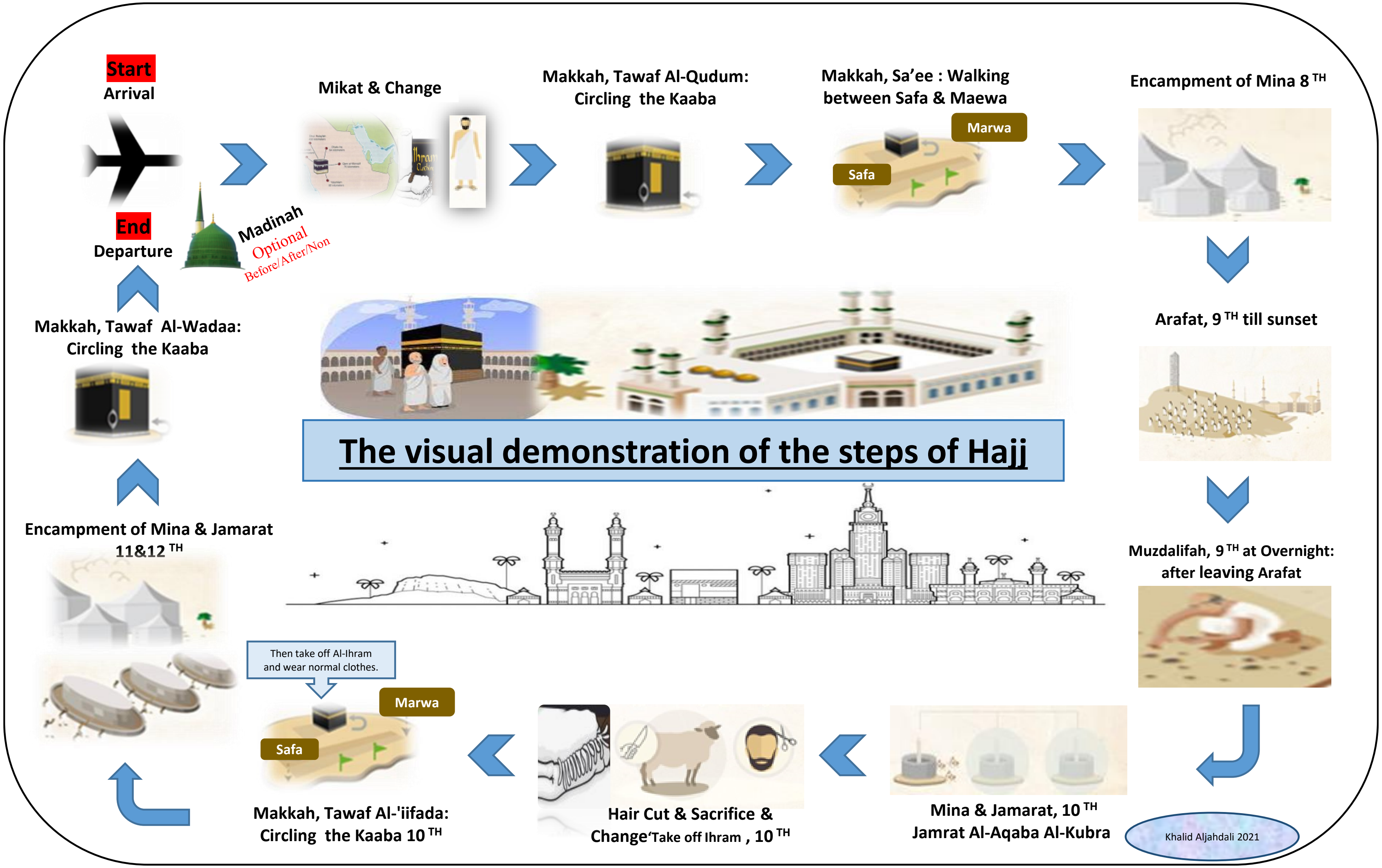


Figure 2-9: Steps of the Hajj
Source: Created by the Author.

Step 1 - Departure from Mikat to Makkah (See Appendix E.8:1)

Step 2 – Rising to Mina (See Appendix E.8:2)

Step 3 - Day of Arafat (See Appendix E.8:3)

Step 4 -Leaving Arafat for Mina (See Appendix E.8:4)

Step 5: Stoning at Mina (See Appendix E.8:5)

Step 6: Tawaf Al-Wada (See Appendix E.8:6)

Despite the Saudi government's efforts, there continue to be accidents and fatalities during specific steps of the Hajj process, notably during the steps at Mina. The ritual of 'Stoning the devil' has been particularly problematic with enormous crowds gathering to throw stones at each *jamarah* (known collectively as *jamarat*), the largest of which is known as *Jamarat al-Aqba*. Table 2-1 shows the location and fatalities of incidents which took place during steps 4 and 5 of the Hajj between 1983 and 2006. However, the number of accidents associated with the ritual has reduced since the government built the Jamarat Bridge in 2012, a footbridge which enables pilgrims to throw pebbles from above as well as from the ground (KAPL 2012).

Table 2-1: Crowd Accidents Associated with Mina (1983-2006)

YR	Day (Hijjah)	Time	Location	Number Dead	Number Injured
1983	10	Not-available	Lower level of Al-Jamrat bridge	Not-available	Not-available
1988	12	Not-available	At small *jamarah*	34	Not-available
1990	-	Not-available	At small *jamarah*	20	Not-available
1994	12	13:25 PM	North of small *jamarah*	266	98
1997	12	15:10 PM	North side of entrance to *Al-jamarah*	22	43
1998	12	1:30 PM	North side of entrance to Al-jamarah	118	434
2001	10	8:12 AM	North side of Jamarat al-Aqba	35	179
2004	10	8:45 AM	North side of Jamarat al-Aqba	249	252
2006	12	13:30 PM	North side of eastern entrance to Al-jamarah	363	249

(Source: Alnabulsi and Drury. 2014).

(More details for Saudi government efforts to improve Hajj facilities can be found in Appendix E.9)

2.4.5. The Impact of Covid-19 on Hajj Practices

The Kingdom has developed a unique and robust experience with regard to public health related to Hajj and crowd management (Memish et al, 2012) (More details about Health Services in Hajj See Appendix E:10).

The Saudi government took the Covid-19 pandemic seriously and made timely decisions to introduce measures to limit the spread of the virus. Given the global significance of the Hajj, particular efforts were made to ensure these were implemented in an integrated, comprehensive, and non-exclusionary manner, consistent with the international nature of the pandemic. Among these measures, in February 2020 the authorities suspended the arrival of pilgrims and visitors to the two Holy Mosques (Al Masjid Al Haram in Makkah and the Prophet's Mosque in Madina); it also barred the arrival of Hajj pilgrims from abroad and imposed limits on the movement of citizens and residents.

The first case of COVID-19 was recorded in Saudi Arabia on March 2020 (MOH, 2020), and at that stage, the MHU began to quarantine pilgrims who had arrived before the ban was imposed and were found to have been infected. It also quarantined those who had been in contact with them. Widespread testing and treatment of pilgrims infected with Covid-19 was introduced in cooperation with the Ministry of Health, the Red Crescent and the World Health Organization, including the transfer of those who needed care to hospitals. In addition, field hospitals were established in the cities of Makkah, Jeddah and Madinah. The government also took steps to arrange the return of pilgrims, in coordination with their countries, as well as facilitating procedures for cancelling hotel reservations and guaranteeing refunds (SPA 2020).

In addition to that, the two Holy Mosques were closed on 6 March 2020, and thoroughly cleaned and sterilised (BBC, 2020). (More details See Appendix E:11).

2.5. Chapter Summary

This chapter has provided an overview of the Kingdom of Saudi Arabia, the location of this study, and described the economic and religious significance of the Hajj. It has explained the enormous increase in pilgrim numbers since the 1970s and the dangers associated with overcrowding that this has created. It has set out the stages of the Hajj and identified the areas where most accidents have occurred. It has concluded by outlining some of the measures the government have taken to reduce the risks to pilgrims, including the provision of healthcare facilities and measures to address the spread of COVID-19.

This study focuses on how the MHU can overcome these challenges and meet pilgrims' needs more effectively. Chapter 3 therefore provides a detailed review of the management of the Hajj process, which is led by the MHU, and the role the different stakeholders play.

Chapter 3: Literature Review - The Management of Hajj

3.1. Introduction

The government of Saudi Arabia has the great responsibility of protecting visitors who travel to the country to participate in the Hajj. The King is referred to as “the Custodian of the Two Sacred Mosques,” a title which signifies the responsibility he bears to protect the sacred sites at Madinah and Makkah (Hickey, 2013) and the cities themselves. As part of this responsibility, the King ordered the establishment of a ministry dedicated to serving the Hajj and Umrah pilgrimages in 1381 A.H, (1961/1962) under the name of the Ministry of Hajj and Umrah and Endowments. Although the Ministry has evolved over time, and is now known simply as the Ministry of Hajj and Umrah (MHU), it continues to play the leading role in providing services to pilgrims throughout the Hajj and Umrah.

Even though the rituals held at the holy sites have remained unchanged from the time of Prophet Muhammad, the current conditions of the pilgrimage are more highly developed than those which existed in the past. While hardship was once endured as an expectation during Hajj, nowadays pilgrims are provided with the best possible facilities and services, including accommodation in hotels (Al Yafi 1991). This is intended to enable pilgrims to focus only on the spiritual side of the Hajj, unlike their forbearers who encountered numerous distractions during the period (Dodge, 2009). Given the enormous numbers who participate in the Hajj each year, management of the event now requires robust planning, sound infrastructure to support transport, proper logistics, as well as modern techniques and technology to successfully oversee the rituals (Al Yafi, 1991).

The MHU works with a wide array of stakeholders to support the planning, management and provision of the Hajj. These include other government bodies, public and private organisations, and commercial service providers. This chapter explains the history and background of the MHU, sets out its specific roles and responsibilities, and identifies the main stakeholders in the Hajj process groups. It goes on to describe the key programmes the MHU runs in conjunction with these stakeholders and the measures the MHU is taking to train both its own staff and the stakeholders involved in these programmes. It concludes by identifying the involvement of the MHU and respective stakeholders at each stage of the Hajj process and considers the administrative challenges they face.

3.2. History and Background of the MHU

The MHU was established in 1961 under the name of ‘Ministry of Hajj and Endowments’. Its role was to manage and supervise the affairs of the Hajj, including providing the covering for the Kaaba in Makkah, the endowments (known as *Al-Waqf,* these include various assets and investments, notably the King Fahad Glorious Qur'an Printing Complex in Madinah whose income is used for charitable endowments), and the Two Holy Mosques in Makkah and Madinah, along with other mosques (MHU 2017). However, responsibility for the mosques and endowments, and for printing the Qur’an in Madinah, moved to an independent ministry in 1994 under the name ‘Ministry of Islamic Affairs, Endowments, and Dawah’ (‘Dawah’ is Calling for Allah and Islamic Guidance). The management and supervision of the Two Holy Mosques also became an independent administration known as the ‘General Presidency for the Affairs of the Kaaba Mosque and the Prophet's Mosque’. Its duties include the manufacture and care of the black silk cloth, inlaid with gold, which covers the Kaaba, at a cost of more than five million dollars each year. The remaining part became identified as ‘The Ministry of Hajj’, and its responsibilities centred on implementing the KSA's guidelines relating to the provision of services for Hajj pilgrims, Umrah performers, and visitors to the mosque of the Prophet Mohammed (Peace be upon him). This involves preparing laws and implementing regulations, monitoring the activities and performance of private sector organisations subject to the Ministry’s control, and initiating suggestions for improvement. In 2016 the Ministry of Hajj was named as the Ministry of Hajj and Umrah, carrying on with the same duties and responsibilities (Hajj Ministry, 2017).

3.3. Objectives of the Ministry of Hajj and Umrah (MHU)

According to MHU (2017), its primary objectives are to carry out the KSA's wishes concerning Hajj and Umrah affairs, in addition to improving the level of services provided for guests of Allah (pilgrims). This involves:

- Tightening control over service suppliers;
- Responding promptly to pilgrims’ complaints, taking necessary measures to address problems, and accountability for breaching the law;
- Making the best use of the latest technology;
- Developing procedures to improve the safety of the Hajj and Umrah;
- Developing the financial and administrative management in the MHU as well as in the private entities that are subject to its supervision.

These objectives have changed and developed over time, and the most recent five-year developmental plan (MHU 2017) introduced additional objective relating to the further development of the holy sites in order to facilitate the rituals performed there and enhance the services provided to pilgrims and visitors. These include the following:

- Raising the level of services provided to pilgrims and Umrah performers from the moment they arrive in KSA until they leave;
- Improving the performance of the parties charged with providing Hajj and Umrah services;
- Improving the structure of the MHU and its supervised bodies;
- Educating pilgrims and Umrah performers about the regulations pertaining to pilgrims and their rights and responsibilities to enable them to perform the rituals without difficulty;
- Developing pilgrim guide centres and increasing their numbers in Makkah and Madinah.

The administration and preparation of the Hajj is extremely complex, and twelve months of rigorous planning is involved Al Yafi (1993). Numerous government agencies are involved in planning aspects of the Hajj and ensuring the best logistics and actions are put in place to prevent problems occurring. However, the overall responsibility for the pilgrimage rests with the MHU, and it is essential that it has appropriate structures in place to safeguard pilgrims and ensure the event is a success. This section therefore describes the organisational structure of the MHU and the main activities it conducts.

3.4. Structure of the MHU

The MHU has its headquarters in Makkah and includes a number of departments and undersecretaries, with approximately 1300 employees in total. Five undersecretaries work under the MHU’s direct line management, the Undersecretaries for Umrah Affairs, for Planning and Development, for the Transfer of Pilgrims and Umrah, the Undersecretary of the Ministry of Hajj for Visiting Affairs in Madinah, and the Undersecretary for Hajj Affairs. The 630 employees working within these parts of the Ministry deal directly with Hajj pilgrims and Umrah visitors. In addition, there are two Ministry branches, one in Jeddah, with 107 employees, and the other in Makkah, with 173 employees. Figure 3-1 illustrates the organisational structure and the number of employees in each section (The Organizational Structure of Undersecretaries within the MHU, See Appendix J).

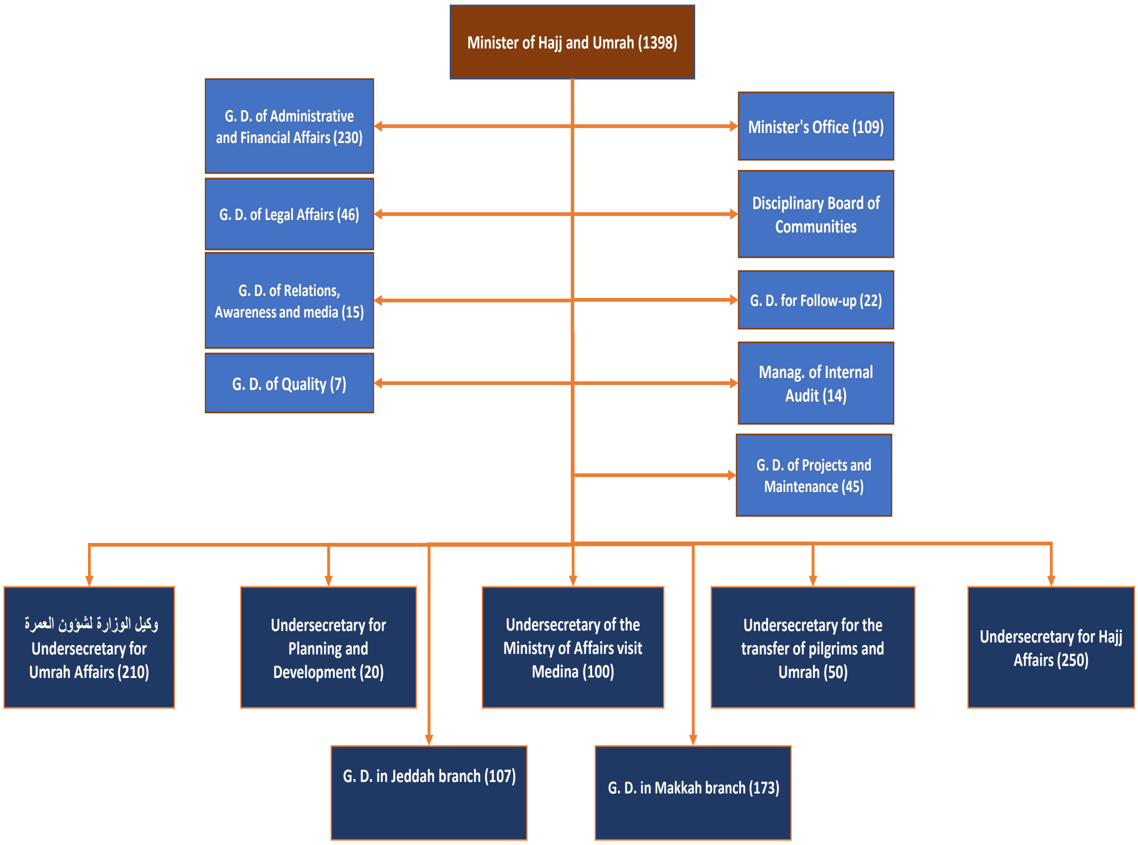


Figure 3-1: The Structure of the MHU with Numbers of Employees
Source: MHU (2017)

3.5. Roles and Responsibilities of the MHU

The MHU assumes overall responsibility for pilgrims from the moment they arrive in the Kingdom until they leave to return home. Its activities centre on the supervision, regulation and control of the Hajj (MHU 2017), and the most prominent of these include:

- Obtaining the necessary licenses for accommodation for pilgrims and Umrah performers as well as visitors to the Prophet Mohammed's Mosques; ensuring availability of transportation;
- Issuing licenses for companies and institutions that provide pilgrims with direct services under the supervision of the MHU, including online services.
- Monitoring and reporting deficiencies in providing services and the consequences that result from them, imposing penalties on those who are negligent in serving pilgrims;
- Promptly resolving complaints received from pilgrims;
- Confirming the operational plans to provide services in the Holy Places, in Makkah and Madinah, and in Jeddah and Yanbu Port, and assessing their effectiveness;

- Monitoring arrival rates and the number of over stayers among pilgrims and Umrah performers and applying the appropriate regulations in this regard;
- Holding meetings with stakeholders to coordinate the management of pilgrims and improve crowd safety;
- Guiding lost pilgrims in coordination with the relevant authorities, notably the Saudi Arabia Scout Association which works with the MHU to provide assistance to pilgrims each year.

The MHU is also responsible for the procedures at each stage of the Hajj; this includes providing services to external pilgrims before they leave their native countries, on arrival in KSA, when reaching the Mikat points, during their stay in Makkah and Madinah, while performing the rituals, and when they leave the Kingdom after the Hajj. Figure 3-2 shows the MHU's responsibilities at each stage, which include:

a) Approving each country's visa numbers for Hajj and Umrah according to the agreed quota;
b) Organising pilgrim arrivals and departures via the airports in Madinah and Jeddah, the seaports in Yanbu and Jeddah, and eleven land access points into and out of the Kingdom;
c) Transporting pilgrims between Makkah and Arafat and Mina;
d) Monitoring the services provided by 5,000 private corporations in Madinah and Makkah during the time of the Hajj and Umrah;
e) Receiving and investigating complaints raised by pilgrims and penalising offenders;
f) Contributing to committees concerned with pilgrims.

Fulfilling these responsibilities is a complex process which requires the MHU to depend on a large number of stakeholders for support. The major stakeholders in the Hajj process are discussed in more detail in the next section.

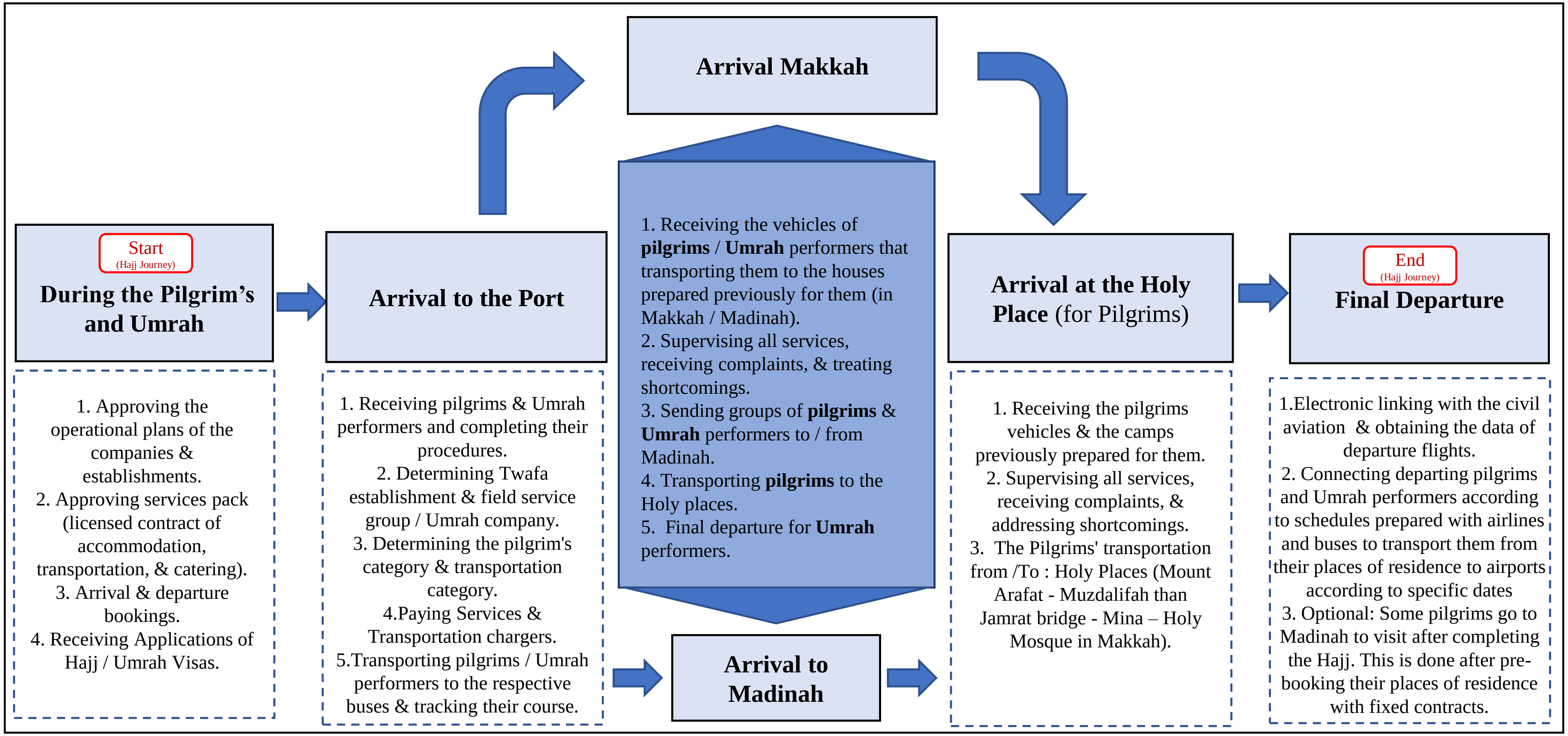


Figure 3-2: The MHU's Responsibilities at Key Moments in the Hajj Journey
Source: Created by the Author

3.6. Hajj Stakeholders

Due to the complexity of the Hajj process, the work of the MHU is supported by a number of stakeholders in both the public and private sector. More than 3466 companies and private sector organisations provide services to pilgrims, notably the Tawafa Establishments, and more than fifteen public sector bodies are involved in various aspects of the Hajj process. The major stakeholders are shown in Table 3-1.

Table 3-1: Private and Public Sector Stakeholders.

Stakeholder Groups	Organisations Involved (figures are approximate)
Approx. 3466 private sector businesses, including:	• 9 official Tawafa establishments, with 400 field services groups. • 3200 service organizers for external pilgrims (including Pilgrims Affairs Offices, Hajj Missions and Tourism Agencies). • 240 internal companies for domestic pilgrims, with 700 branches in different cities. • 17 pilgrim transportation companies.
More than 15 bodies from the public sectors, including:	• Ministry of the Interior (MOI), with its various security sectors • Ministry of Foreign Affairs • Sectors of the Ministry of Municipal and Rural Affairs • Ministry of Commerce • General Authority for Tourism and Antiquities • Ministry of Health • Ministry of Transportation and the Saudi Ports Authority • Ministry of Civil Service • Ministry of Islamic Affairs • Saudi Arabian Monetary Agency (SAMA) • Ministry of Justice • Board of Grievances • Ministry of Finance (Customs) • Ministry of Labor (Social Insurance)

Source: Adapted by the Author from MHU (2017)

The MHU usually begins to prepare for the following Hajj season once the current season's events have begun, and one of its first activities is to organise workshops for key stakeholders, pointing out deficiencies that need to be addressed or avoided, and identifying strengths for guidance during the next year. These stakeholders and service providers for pilgrims contribute to the Ministry's arrangements at different stages of the Hajj process, and their contributions are described below. (More details about: 1. Hajj Missions for External Pilgrims See (Appendix K:A.1) , 2. Internal Pilgrims Programme See (Appendix K:A.2), 3. Tawafa Establishments See (Appendix K:A.3) and 4. ‘Mutawif’ (Hajj guides) See Appendix K:A.4).

3.7. Links Between MHU and Stakeholders

The relationship between the MHU and the stakeholders who participate in the Hajj process is complex; this is due to the nature of the event itself and the huge number of people involved. According to the most recent statistics, more than 350,830 employees from the security and government agencies and the private sector now provide services to pilgrims (General Authority for Statistics, 2021). However, this workforce requires good management and training and the application of comprehensive quality standards to improve the services provided to pilgrims, especially as if we consider the increase in the number of pilgrims.

As discussed in Chapter 2, part of the Kingdom’s Vision 2030 is devoted to investing in the Hajj and Umrah sector due to their economic importance for the country. As a result, a number of new projects have been undertaken to improve the facilities available for pilgrims. These include the establishment of evacuation centres, follow-up and control rooms, the comprehensive service and care centres, and initiatives such as Makkah Road, the unified route, and the central reservation platform “Maqam”. Responsibility for developing these projects falls on the MHU and its partner organisations. The following section explains some of the most significant initiatives and the relationships between the MHU and various participating bodies and stakeholders they entail.

3.7.1. Holy Shrines Programme

This programme makes use of ITC technology, with a high level of accuracy, in order to ensure the fair distribution of spaces at Mount Arafat and the camps in Mina between the Tawafa establishments and the domestic pilgrim companies. In addition, in 2018 the MHU and its stakeholders piloted a scheme to increase capacity by providing bunk beds for pilgrims (Okaz, 2018), and in 2019, a system of multi-levels tents was implemented in Mina (Al-Watan, 2019). Thus, this development requires skills in managing human and technological resources as well as in determining the appropriate training for these initiatives.

3.7.2. The Hajj E-track “Massar”

In a major development, the MHU now offers an e-service portal which facilitates a number of key processes in conjunction with the Ministry of the Interior (MOI) and the Ministry of Foreign Affairs. These include:

1. Processing Hajj Visa Applications (Appendix K.B:1).
2. Approval of Specific Services (Appendix K.B:2).
3. Approval of Operational Plans (Appendix K.B:3).
4. Approval of Foreign Agents (Appendix K.B:4).

3.7.3. Supervising and Monitoring Programme (All Rituals and Pilgrim Sites) (See Appendix K.C for More ditals).

- Ensure good services are provided.
- Establish corrective actions to deliver immediate solutions if problems arise.
- Take actions against offenders including issuing penalties

3.7.4. Transportation Programme for Pilgrims

Transportation is a core issue for the period of the Hajj with about 16 companies responsible for transportation, including over 19336 buses under the umbrella of the General Cars Syndicate. Bus tickets are usually booked online through the MHU, and the Ministry works closely with the Ministry of Transport and the MOI through the General Directorate of Traffic to provide shuttle trips for pilgrims.

3.7.5. Tafweej (Dispatching) of External Pilgrims Programme

This programme is designed to manage the enormous numbers of pilgrims arriving and leaving the country during the Hajj. It controls pilgrims’ departures by air, sea, or road according to their arrivals, and involves a number of major stakeholders, (For More ditals See Appendix K.D**)**.

3.7.6. Tafweej to the Jamarat Facility

This aspect is considered very important by the MHU and Hajj stakeholders as several trampling accidents have occurred at the Jamarat facility during the Stoning the Devil rituals, resulting in hundreds of deaths and injuries to thousands of pilgrims (See Chapter 2:). Accordingly, the MHU has initiated a separate system to manage the Tafweej at this location, supervised by specialist committees and task teams for More ditals (See Appendix K.E).

In view of the importance of this Tafweej, the MHU has issued a document that includes a precise and clear definition of the responsibilities, specializations and application mechanisms for each party participating in the Tafweej, including private entities, Hajj missions, and Hajj Affairs offices; this document is considered as a reference for the tasks, responsibilities, and also for evaluation.

The MHU also presents seminars, workshops and assemblies on Tafweej to the Jamarat facility and the policies established for crowd management at the holy places. It is worth mentioning that international experts in crowd management are invited to these workshops via the Ministry of Municipal and Rural Affairs.

The MHU has also developed a plan to supervise how the programme’s aims are to be accomplished and met. This involves hiring around a thousand people and preparing introductory reports about the programme's demands. It is not a secret that employing a thousand people requires training consisting with the tasks entrusted to them. Therefore, the MHU has a great responsibility which extends beyond its direct employees to all those involved in the Hajj seasons, and those workers are many and varied.

3.7.7. Tafweej from Makkah to Madinah

The readiness of the pilgrims' accommodation in Madinah is checked before their departure from Makkah. Buses are also provided, and the safety and security of pilgrims during the journey is assured. All these procedures take just a few minutes due to the prior coordination of the competent authorities responsible for accommodating pilgrims in the city and arranging their travel, and the use of the E-accommodation Contracting Scheme.

The MHU has widely adopted the electronic system which was developed by the Ministry's branch in Madinah. As a result, the process of arranging accommodation has undergone a complete paradigm change. The contracting parties (Landlords and Tenants) may enter into lease agreements using the E-system from any venue, at any time, without having to verify in person with the establishments, as long as they both meet the required criteria. In addition, SMS notifications can now be sent to hotel owners and landlords in cases where the dispatching of pilgrims (Tafweej plans) do not go as expected.

3.7.8. Receiving Pilgrims' Complaints and Guiding Lost Pilgrims Programme

The MHU has established more than 30 service centres to receive pilgrims' complaints, guide missing pilgrims, receive reports about missing pilgrims, especially children, and provide appropriate care for them. This programme also uses the Ministry’s website technologies, distributed screens, TV and radio stations in various locations in Makkah and Madinah and all holy places, notably Mina and Arafat, and operates in cooperation with the security authorities, the Mutawif, and the Scouts. Thousands of local Scouts volunteer at the Hajj, helping to guide pilgrims, particularly the elderly, and providing support at hospitals and health clinics amongst other tasks.

3.7.9. Investigating Whistleblowing Reports

The MHU conducts investigations into alleged violations or complaints against parties participating in the Hajj. These are monitored by the follow-up committees and observers through the legal department of the MHU. Once a violation or complaint has been verified it is referred to the most appropriate government agency, each within its own specialty, and decisions are implemented with the operators in terms of dismissing the case, or issuing warnings, fines, or other penalties.

3.8. Qualification and Training of MHU Personnel and Stakeholders

The MHU is particularly interested in training and qualifying its employees and those of the bodies operating under its supervision to ensure that the everyone providing services to pilgrims has the required qualifications to carry out this difficult task. Most of the training is provided by two organisations:

3.8.1. The Institute of Public Administration (IPA)

The IPA provides training for employees across all government sectors. More than 122 members of MHU staff have attended training courses in areas that include administrative training, report writing, and other professional courses.

3.8.2. Training Centre for Hajj and Umrah Workers

The MHU has founded its own training centre for private sector employees working in the field of Hajj and Umrah and operating under its supervision. This is intended to enhance their qualification and competencies by meeting their training needs so that their assigned tasks are carried out accurately in delivering services for the advantage of Allah guests. Successfully completing these training courses is a prerequisite to work in services that provide for pilgrims and Umrah performers. This Centre offers a full range of courses including:

- Specialized courses in the field of Islamic jurisprudence related to Hajj and Umrah
- Communication in the languages used in Islamic countries
- Specialized courses in the fields of computers and information technology.
- Specialized courses for team leaders on crowd and time management.
- Courses in executive leadership and improving performance, and in excellence and creativity.
- Specialized courses in control systems, Public Safety and First Aid.

The activities of the centre are commonly supervised by one of the Ministry's undersecretaries along with participants from the Ministry's Training Affairs department, the Tawafa establishment, internal pilgrims companies, and Umrah agencies and operators. Table 3-2 shows the list of training activities carried out and the number of participants attending in 1432 A.H (2011/2012).

Table 3-2: Courses Offered By the MHU's Training Centre and Number of Participants

Training Course or Workshop	Number of Attendees
Communication Skills in English	18
Communication Skills in Urdu	10
Communication Skills in Malay	14
Creative Thinking and Development of Strategic Options	84
Developing Action Plans and Turning Ideas Into Action Programmes	130
Developing Middle Management Skills and Boosting Leadership Roles	42
Communication and Persuasion Skills in Problem-Solving	61
Skills in Dealing With Pilgrims to Perform Services	70
Time Management and Work Pressures	50
Hajj Jurisprudence in Islam	135
Organizing Departures of Pilgrims to Their Homelands	260
Human Relationships Analysis and Use.	120
Stoning The Devil Scheduling	500
Total Number	1494

Source: MHU 2017

The MHU is currently working on a strategy to improve the level of training provided at its training centre. This is concentrated on analysing the work requirements of each job position and determining the training needed for every employee through electronic systems specially designed for this purpose.

This study examines the 'training needs assessment' at the MHU and stakeholders to identify the existing needs, and whether the training currently offered fulfils these needs. It also considers the extent to which employees are equipped to meet pilgrims needs and expectations at each step within the Hajj process. The rest of this chapter will therefore examine the Hajj process from an administrative perspective and develop a preliminary process map that captures the stakeholders' involvement during each stage. This will benefit the study by identifying the challenges faced by the MHU and relevant stakeholders at key points in the Hajj processes.

3.9. Administrative Stages of the Hajj Process

Although there is significant latent demand from the world's 1.5 billion Muslims to attend the Hajj, various issues limit the number of pilgrims who can participate at a particular time. These include capability and infrastructure constraints as well as the inability to control the crowds performing rituals within a given place and time. In addition, pilgrims come from different nationalities, races, genders, backgrounds, social classes, ages, and languages, and that requires the management of the Hajj to respect this diversity whilst guiding them through this unique, multi-stage process. Thus the Hajj requires both efficient logistical support and highly effective human resources management.

3.9.1. The Path of the Hajj for Pilgrims

There are certain official procedures that the Saudi government has put in place for pilgrims who wish to perform the Hajj rituals. These are enacted around the world through its embassies. Pilgrims should also observe the set religious requirements for the rituals. to be accepted on completion. The route through the Hajj followed by worshippers is shown in Figure 3-3.

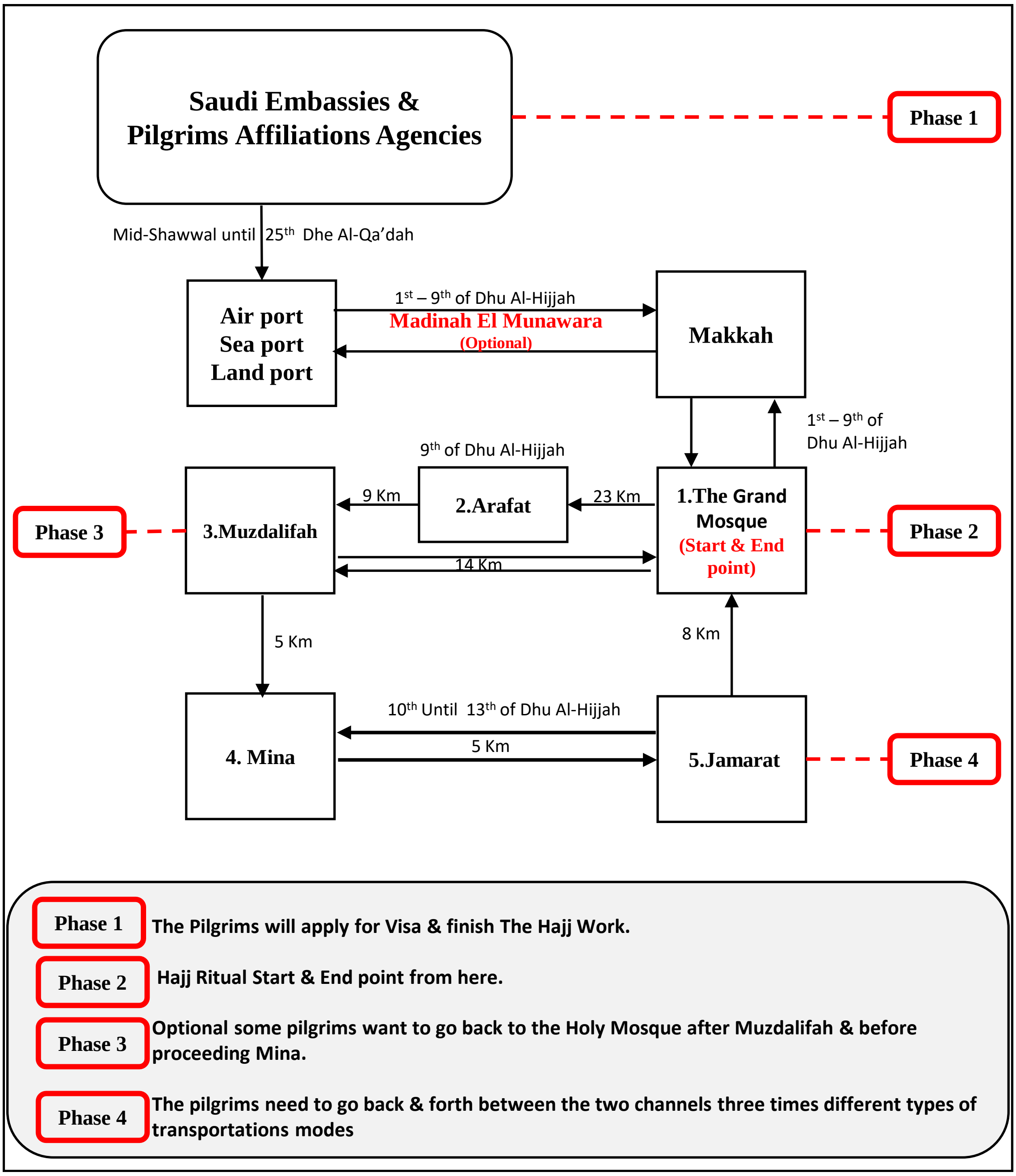


Figure 3-3: The Path of the Hajj for Pilgrims
Source: Created by the Author based on (MHU, 2017)

3.9.2. Stakeholder Involvement at Each Stage of the Hajj

Although the Hajj ceremony lasts for a period of 5 days, pilgrims who arrive from outside KSA are allowed to stay for the season of Hajj which lasts for a period of three months. The Hajj process can therefore be broken down into a number of stages, beginning before pilgrims arrive in KSA and ending after the rituals themselves have ended. A number of different stakeholders are involved at each stage of the process as described in Figure 3-4.

In addition, Table 3-3 shows the Hajj process map which includes the 6 stages that pilgrims go through to complete the pilgrimage.

Table 3-3: Stakeholder Involvement at Each Stage of the Hajj Process.

Stage	Milestones	Actions	Stakeholders
Before Hajj	Intention for Hajj	• Pilgrims seek information on how to do Hajj. • Seek information about Hajj arrangements. • Contact agent and seek permissions. • Make travel arrangements.	• Pilgrims (External & Internal). • Agents (External and Internal). • Pilgrims Affairs Offices • MHU, MOI, Ministry of Foreign Affairs • General Authority of Civil Aviation. • General Syndicate of Cars. • Ministry of Health.
Travelling to Saudi Arabia	Arrival and approvals	• Pilgrims arrive by plane, boat or road. • Saudi agents assigned by the MHU receive their own groups of pilgrims, assist with their entry, and direct them to buses. • Pilgrims are dropped at the Mikat or taken directly to Makkah to start Hajj.	• Pilgrims from Arab and Islamic countries received by Pilgrims Affairs Offices. • Pilgrims from non-Islamic countries received by External & Internal agents • MHU, MOI, Ministry of Health, Ministry of Foreign Affairs • General Authority of Civil Aviation. • General Syndicate of Cars.
Travelling within KSA	Arrival and approvals	Internal pilgrims are received directly by Saudi agents.	• Internal Pilgrims' Companies. • MHU
Going to Madinah		This is optional. Some pilgrims go before Hajj, and some go after Hajj. Internal pilgrims do not need to go to Madinah.	• MHU, Ministry of Health • Agents (External & Internal). • Accommodation, transport and food services • General Syndicate of Cars.
Starting Hajj	The seven steps of Hajj	Starting and ending in Makkah.	• Arab Tawafa Establishments • Pilgrims Affairs Offices • General Syndicate of Cars

			• Internal Pilgrims' Companies • Accommodation, transport and food services • MHU, MOI, Ministry of Health, Ministry of Finance, Ministry of Labour, Ministry of Communications and Information Technology, Ministry of Commerce and Industry • Ministry of Culture and Information, Ministry of Transportation, Ministry of Municipal and Rural Affairs, Ministry of Islamic Affairs, Endowments, Da'wah and Guidance.
After Hajj	Return to entry and exit points	If pilgrims head back to their home destination.	• Pilgrims (External & Internal). • Agents (External & Internal). • MHU, MOI, Ministry of Foreign Affairs, Ministry of Health. • General Authority of Civil Aviation. • General Syndicate of Cars.

Source: Created by the Author based on MHU, 2017

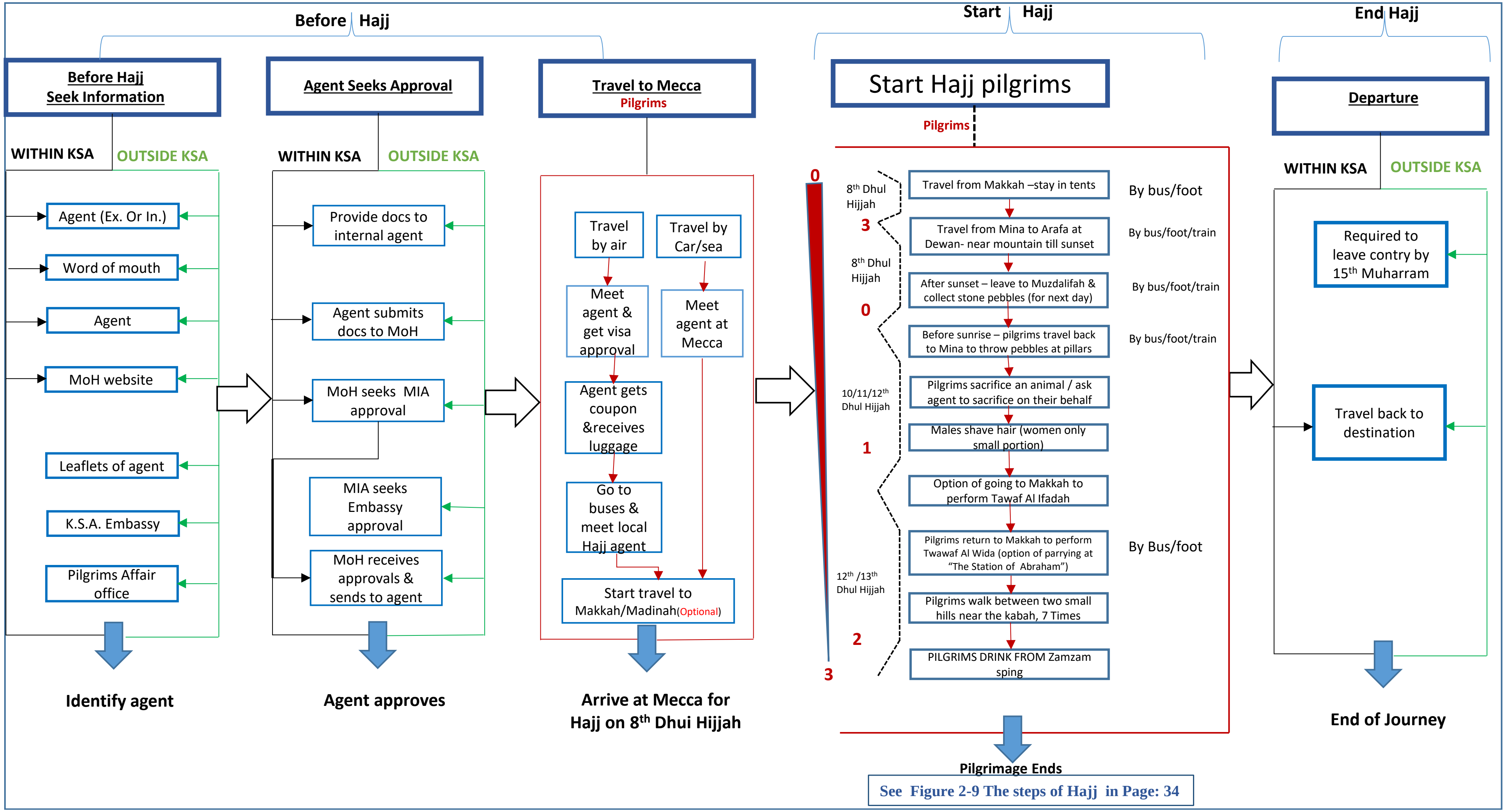


Figure 3-4: Hajj Process Map with Stakeholder Involvement.
Source: Adapted by the Author from MHU (2017)

This research assesses the current training needs analysis processes in the MHU. In order to do this, it is important to understand the different stages of the Hajj and the challenges they pose in order to identify the skills and knowledge gaps and training needs to improve the efficiency of the Hajj process.

There are several lessons learned from the TNA in a large gathering of populations. In the context of this research and as previously mentioned, the Hajj is a complex and intertwined process in which employees from the MHU, stakeholders and several volunteers participate in this ceremony. Therefore, all the work undertaken by these bodies requires harmony among them. Accordingly, TNA should be taken advantage of to analyse training needs and develop an integrated plan that considers the priorities first and then the available budget.

For that process to be effective and efficient, one needs to conduct a prior in-depth analysis of the contextual background of local administration, corporation between MHU and local governance monitoring systems, assessments of performance, and the quality of services provided.

The processes of TNA can be started by identifying problems and needs and then identifying the training and development needs of the participants in the Hajj operations so that they can do their job effectively. It involves a complete analysis of training needs required at various levels of the MHU and various stages of the Hajj. Finally, the TNA will identify needs that require addressing. It provides clear direction for identifying training needs and helps to evaluate how effective previous training programs have been done in the past.

3.9.3. Chapter Summary

This chapter has described the history and background of the MHU, set out its overall structure and explained its specific responsibilities in relation to the planning and organisation of the Hajj. A large number of stakeholders support the work of the MHU and the most significant groups have been described here, along with the major programmes they are involved with. The steps currently taken by the MHU to train both its own employees and these stakeholders have also been presented. The chapter has concluded by setting out the stakeholders involved at each stage of the Hajj process in order to identify the specific challenges they face. These will inform later discussion of the training needs within the MHU. In order to prepare for this, the next chapter describes the training concepts, theories and models that are relevant to implementing a Training Needs Analysis (TNA) and identifies the most suitable TNA techniques for this study.

Chapter 4: Literature Review- Training and Training Needs Analysis (TNA)

4.1. Introduction

This chapter reviews the main concepts and theories in the literature relating to training needs analysis (TNA) in order to create a conceptual framework for this study and identify appropriate data-collection techniques. It begins by introducing the TNA process, setting out its objectives, describing its components and stages, and explaining the benefits derived from it. Barriers to effective implementation of TNA are also identified, including those most commonly encountered in Arab countries. Seven major TNA models are then examined, and the most appropriate model to use within this study is identified. The chapter goes on to present the conceptual framework developed for this research and explains each of its components. The final section discusses the sources of data used for TNA and the need to collect data at different levels within the organisation. It concludes by describing the main data collection techniques used in TNA and identifying their strengths and weaknesses.

4.2. Training and Training Needs Analysis: Concepts and Theories

The expertise and awareness of the employees in any organization would be improved through training; this is the case in both developed and developing states (Glenda, 1992). Surface (2012) identifies training as a methodical process by which individuals gain the technical and other skills and knowledge required to work effectively within an organization. In the same vein, Patrick (1992) asserts that training is a systematic development of knowledge essential for individuals to perform efficiently for a specific task. Grubb (2007) described training as a small period of time for a methodical learning process by which employees learn practical knowledge and expertise for a certain purpose. Likewise, Osseo-Asare and Longbottom (2002) describe it as a fundamental component in the attainment of knowledge and expertise leading to high performance for all individuals. Thus, the purpose of training in a work situation is to develop the abilities of individuals and to satisfy the current and future needs of the organisation.

Furthermore, Thomes (1992) specified that training is the link between an individual's present performance levels and those required by an organisation in dealing with the challenge of improvement and rising competition. Likewise, Armstrong (1996) explains that training is a procedure undertaken by persons to assist them to improve their performance, and Kitching and Blackburn (2002) describe training as a method to increases the knowledge and skills of staff in the organisation. Researchers such as Uttal et al. (2013) and Latham and Russo (2008) have defined training and development as organised endeavours aligned to staff needs designed to enhance their capabilities and competence through various programmes conducted by the organisation. Training enables employees to enhance their performance in terms of boosting productivity and attaining organisational goals. As a result, businesses should regard offering training programmes to their employees as an investment because training increases confidence and work excellence along with productivity (Elnaga and Imran, 2013).

Scholars generally recognise that the first major phase in planning and developing a training programme is to determine the needs for such a programme within an organisation (Boydell, 1976; McGehee and Thayer, 1961). In addition, according to Salas et al., (2012), assessing the ability of workers within an organization to perform well is the first step in identifying their training needs. Thus, the route to effective training is composed of four steps: a) determining the training needs; b) designing the training; c) delivering the training; and, finally, d) evaluating the training (Bowman and Wilson, 2008). Figure 4-1illustrates this sequence.

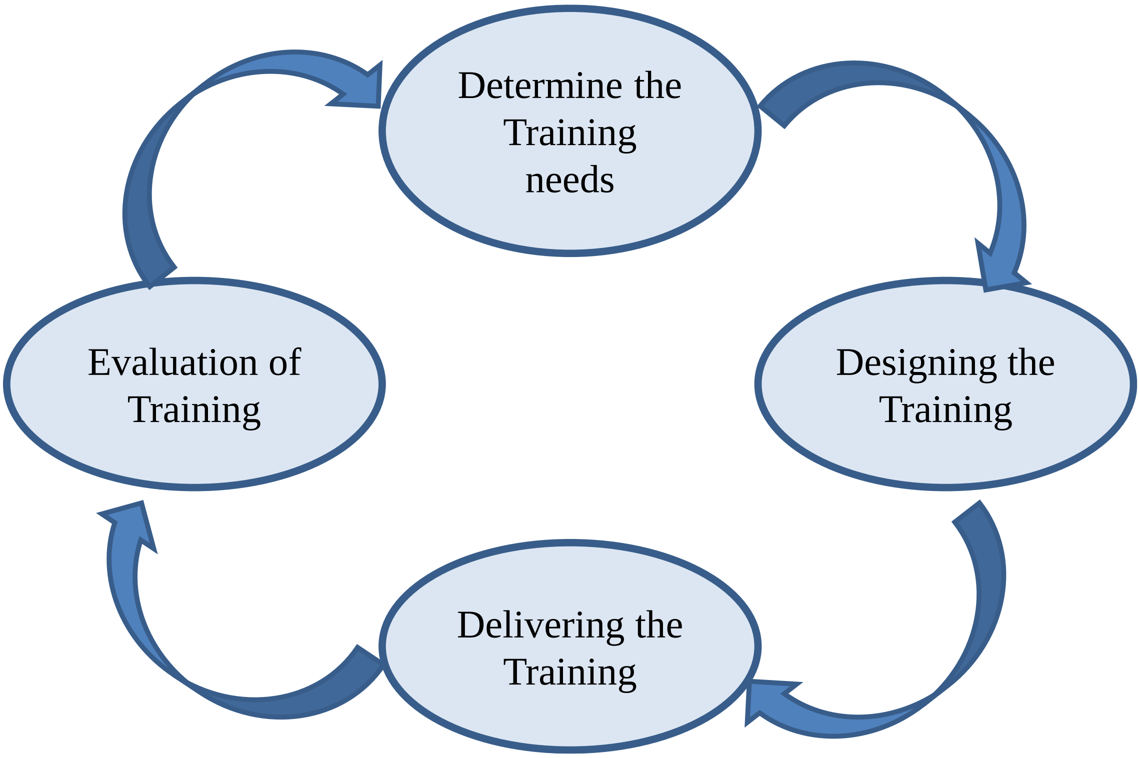


Figure 4-1: The Stages of an Effective Training Programme
Source: Created by the Researcher based on Bowman and Wilson (2008)

As Figure 4-1 shows, Training Needs Analysis (TNA) is the first step in the training sequence, and it paves the way for various types of training interventions within an organization (Denby, 2010). TNA is related to the evaluation of the gap between employees' existing skills, knowledge, and approaches, and those deemed necessary for the effective performance of their roles; thus, it detects the improvements required to achieve an organisation's goals (Truelove, 2001).

4.3. Training Needs Analysis (TNA)

According to Gould et al. (2004), training needs analysis is the first step in any training programme for the employees in an organization or a specialised group within a corporation. The TNA is the process by which the organization identifies the various skills and competencies to be developed within an employee so they can carry out the tasks allotted to them in their job description (Cohen et al., 2012; Denby, 2010). In addition, Armstrong (1996) indicates that TNA is partly concerned with finding the gap between what is happening and what should happen. This is the gap that has to be filled by training, and therefore this helps to set the direction for the training, including who requires training and what the training content should be.

It is important for an organization to assess the various development needs of its staffs so that they can accomplish organizational goals and contribute to the present and future of the organization. However, it is also a fact that not all employees will be suited to any particular training programme regarding business necessities, and this makes it difficult for the organization to concentrate on developing all the skills its staff need. Therefore, it is essential to bridge the gap between workers' existing competencies and knowledge and the set of skills required to meet established organizational objectives (Mandip, 2012; DeakinCo, 2015).

Jen-Chia et al. (2012) and Nag (2011) have shown that productive training and development is based on the specific training needs of both the individual and the department where they work. However, the training needs of the individual have to be assessed first, otherwise employees may select or be made to attend inappropriate training programmes which lack the content required to overcome their particular knowledge gaps (Silberman, 2013; Ferreira and Abbad, 2013). It is important to note that the analysis of training needs is not the sole responsibility of the managers of an organization as there are various other priority management activities within a firm. However, the training and development needs of a team should be specified by the team manager based on a clear understanding of the likely training needs of the individuals within the team (Salas et al., 2012). In this particular study, the researcher focused on directors, middle managers, and administrators in the MHU so that a proper assessment of training needs and programmes could be made.

Planning in a standardised way, in-depth analysis, and cooperation within the organization are the main components of TNA. These ensure that the priorities of the organization can be achieved, the chance of overlapping training efforts are reduced, and most importantly, economies of scale can be achieved. In addition, effective training programmes can only be provided by staff who have themselves had appropriate training. Therefore, besides providing training for their staff, managers are also entitled to be offered training during the TNA process to enable them to assess their focus of achievement and identify the most likely approaches. The trainer also has to be provided with an appropriate briefing before rendering the training.

4.3.1. Objectives of TNA

Kher (2015) identifies five basic objectives of TNA as follows:

- Establishing reasons for training: TNA involves identifying organizational-wide needs such as gaps in skills-acquisition among employees, low productivity, or the need to adopt new technology to enhance performance and boost productivity. Hence, TNA is deployed to identify the specific reasons for an organization to conduct training programmes.
- Defining skill gaps: One of the primary reasons for TNA is to identify the gaps between current and expected proficiency among employees so that appropriate training can be offered to fill the specified gaps.
- Training cost justification: It is always important to establish that the benefits an organisation will derive from a training programme justifies the costs incurred.
- Being clear about the expected result: With the help of TNA, the organization is able to assess staff training needs by listing the precise developments required to meet their training expectations.
- Assessing required training types: It is important to select the most appropriate types of training, for example in-house or external, the best period for the training, and which groups should be included in the training.

4.3.2. Components and Stages of TNA

According to Sokolowski (2016) and Nazli et al., (2014), the TNA process has three distinct components, namely:

- Organisational analysis: Identifying existing training procedures within the organisation and making certain the alliance between business aims and training strategies.
- Analysis of tasks: A job is divided into various parts and the tasks required to fulfil it successfully are listed. This is typically done by identifying the skills required for every task and provides a strong base for designing the training.
- Analysis of person: This is mainly used to identify individuals who have already increased their competency levels and those who need to acquire further knowledge. Through this, the personal traits of individuals can be understood and used to inform the training.

In addition, Wilson et al. (2013) and DeakinCo (2015) have observed that there are four separate stages of the TNA process, all of which must be considered in the formulation of a productive training programme. These stages are:

1. Organisational stage: The organizational stage involves the assessment of the overall organizational objectives so they can be incorporated within the TNA;
2. Individual stage: The level of training and the design of the training programmes are specified according to individual staff criteria, including attainment, job safety, aspirations, loyalty towards the organization, and satisfaction with their specific role;
3. Job role stage: In this particular stage, the allotted job roles of staffs are analysed to identify the skills and knowledge required to fulfil the allocated duties. The TNA is established based on the gaps in their knowledge needed for their specified job role;
4. Legislative stage: This stage focuses on the legislative rules of the organization, for example competency tags and the qualifications required to be capable in an assigned role. Incorporation of new legislative rules is also considered when identifying gaps.

4.4. Barriers to Implementing TNA

Organizational culture can form a significant challenge to embedding TNA within an organization (Haslinda, 2009). The effectiveness of any TNA process is also influenced by the character and responsibility of the various stakeholders, who play a central role in the TNA process and can be useful in identifying barriers to successful TNA implementation. Therefore, it is essential to understand the challenges and barriers in the pre-TNA processing period as well as the post TNA period, for employers, employees and stakeholders.

According to Cekada (2010), several factors can play a role in hindering implementation of the TNA programme, as follows:

1. The difficulty of separating out the organizational factors that contribute to the current level of performance;
2. Lack of clear processes to determine the performance standards required by individual employees to meet the organization's vision;
3. A lot of time is spent for adhering to exact TNA facility for resolving overall problem.
4. In many cases, tasks are not properly evaluated, so it is difficult to determine the needs of employees to enable them to act optimally in their job role.
5. Misconceptions of stakeholders regarding the training needs of staff which may hinder the successful implementation of the training programme.

Furthermore, research has shown that the challenges in implementing TNA may differ according to the organization's culture and the culture of the society in which it operates. In this respect, Altarawneh (2009) and Reed and Vakola (2006) have identified additional issues which can create barriers to the successful implementation of TNA in Arab countries. These include:

- Lack of financial resources;
- No precise job descriptions for the staff;
- Lack of expertise and knowledge;
- No systematic method of TNA implementation;
- Lack of support from senior authorities;
- Employees are found to be less interested in training programmes;
- No communication between employees who require training and management bodies;
- Lack of appropriate policies and procedures in selecting employees for training.

4.5. Benefits of TNA

TNA provides an in-depth analysis of skills, talents and competences within an organization for the effectual preparation and delivery of training programmes. This helps the organization to direct training budgets to areas where training is particularly needed and will have the greatest impact (Palmer, 2005; Kaufman, & Guerra-Lopez, 2013).

TNA's significance is best understood in terms of the analytical decisions which the management of the organization takes based upon TNA. This directly affects the organization's overall awareness of the specific skills needed to enhance their products and services (Sleezer et al., 2008; Narasimhan and Ramanarayanan, 2014). Hence, it can be said that implementing TNA within an organization acts as a problem-solving technique; however, effective implementation requires significant investment in terms of both effort and resources to avoid poor training outcomes (Ibid). Equally, if an organization relies on training and development programmes to resolve problem instead of sustaining an effective strategy, they risk losing both time and money in the process (Cekada, 2010; Cohen et al., 2012).

4.6. Existing Models and Frameworks of TNA

Providing models through which TNA can be managed is important, and the literature shows that there various models of TNA have been used in organisations (Atoki, 2013). Seven models of TNA are acknowledged as useful in understanding TNA; these are: McGehee and Thayer's (1961) organisation-task-person analysis framework; Ostroff and Ford's (1989) content-levels approach; Latham (1988); Goldstein and Ford (2002); Gupta (2007); Kissack and Callahan (2010); and Blanchard and Thacker's model (2003). These models are discussed in more detail below, and the most relevant techniques for TNA of the Hajj process, at an organisational, operational and employee level within the MHU, are identified.

4.6.1. McGehee and Thayer's Framework (1961)

The framework proposed by McGehee and Thayer is based on three levels: the organizational level, the task level and the individual level. For an effective training programme which provides both organizational and individual benefits, the focus should be directed to operational, organizational and individual assessments and the identification of appropriate methods for collecting data from all three levels (Brown, 2002; Horng and Lin, 2013).

Organizational analysis involves the main area where the emphasis on training must be supplied. For this, it is important to analyse the workforce of an organization, its internal environment, its organizational objectives, and other proficiency points. Organizational analysis also includes evaluation of strategies, the mind-set of managers and staff towards training programmes, and the allocation of training resources such as time and budgets (Noe, 2005; Ghufli, 2014). Other significant considerations at this level are whether the training format will align with the organization's culture and fundamental objectives, and how training of individual staff can help them achieve specified organizational aims (Horng and Lin, 2013; Erasmus et al., 2000).

Task analysis involves identifying the precise nature of tasks allotted to staff along with the skills and competencies required to complete them successfully. In this regard, the task or operational analysis is designed to ensure the attainment of the competences and skills needed for each job role by comparing them with employees' actual knowledge and skills and identifying the gaps to be filled by training (Cekada, 2010; Vasudevan, 2014).

Individual analysis in this framework focuses on the staff to be selected for training according to their individual needs. It involves an assessment of the performance of each employee in order to target training programmes most effectively. This includes reviewing their performance standards to identify their most crucial training needs (Ghufli, 2014; Stone, 2002).

This framework has proved to be highly influential, and many subsequent models incorporate some or all of these elements, as can be seen in the descriptions below.

4.6.2. Ostroff and Ford (1989): Content-Levels Approach

The conceptual framework identified by Ostroff and Ford in 1989 builds on the framework developed by McGehee and Thayer (1961). This content levels approach includes three chief components: training content, levels of training, and application of training.

The training content includes the same areas as McGehee and Thayer (1961): organizational, task and individual analysis. However, the levels of training are divided into three: organizational, job subunit, and individual levels. The organizational task evaluation is concerned with identifying all the different tasks performed within the organisation, the subunit level considers tasks set for teams, and the individual level focuses on employees' individual tasks (Ostroff and Ford, 1989; Vasudevan, 2014).

The application of training level has three distinct components; conceptualization, interpretation and operationalization (Ostroff and Ford, 1989). The content level approach deals with each of these components in detail, while the main implication of the framework stands for putting on stress over theoretical definition of the formation and their various measures for resolving any issues within the constructs (Salvend, 1994; Narasimhan and Ramanarayanan, 2014). Figure 4-2 illustrates Ostroff and Ford's model.

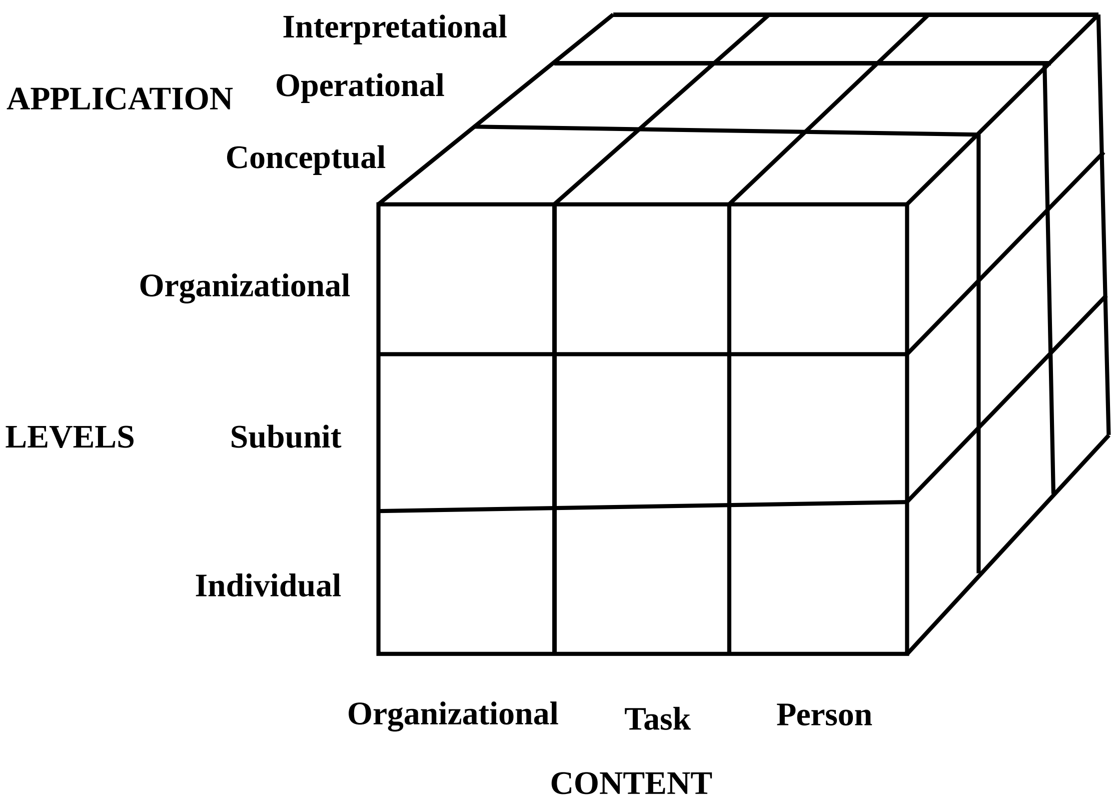


Figure 4-2: Ostroff and Ford's Model of TNA.
Source: Ostroff and Ford (1989)

4.6.3. Latham's TNA Model (1988)

Latham's (1988) model is founded in McGehee and Thayer's (1961) framework in that three of its four steps are the same: organisational analysis, task analysis, and individual analysis. However, Latham added a fourth step: the macro-type dimension. Latham's model also connects individual analysis to another step, namely demographic analysis (Latham, 1988).

Demographic analysis detects the needs of diverse groups of employees in an organisation. This step focuses on the demographic changes in terms of ethnic minorities, gender, older workers, and workers with limited elementary skills and poor literacy, as each of these categories may require different training approaches to be planned (Latham et al., 1998).

4.6.4. Goldstein and Ford's Model (2002)

Goldstein and Ford's (2002) model involves five levels of analysis: a) organisational support, b) organisational analysis, c) task requirement analysis, d) knowledge, skills and abilities analysis, and e) person analysis. Three of these are the same as the McGehee and Thayer (1961) model; the other two are organisational support and requirement analysis.

Organisational support refers to the relations between senior management and the organisation's employees at different levels as their cooperation is necessary to assist the TNA process. Requirement analysis involves preparing for the next levels by identifying the target work, defining who has the data and how it can be obtained, selecting the best methods to gather data at each level, anticipating problems, and, finally constructing protocols for data collection (Goldstein and Ford, 2002). As a general rule, this model highlights the importance of initial preparation to successful TNA implementation. Figure 4-3 illustrates Goldstein and Ford's model.

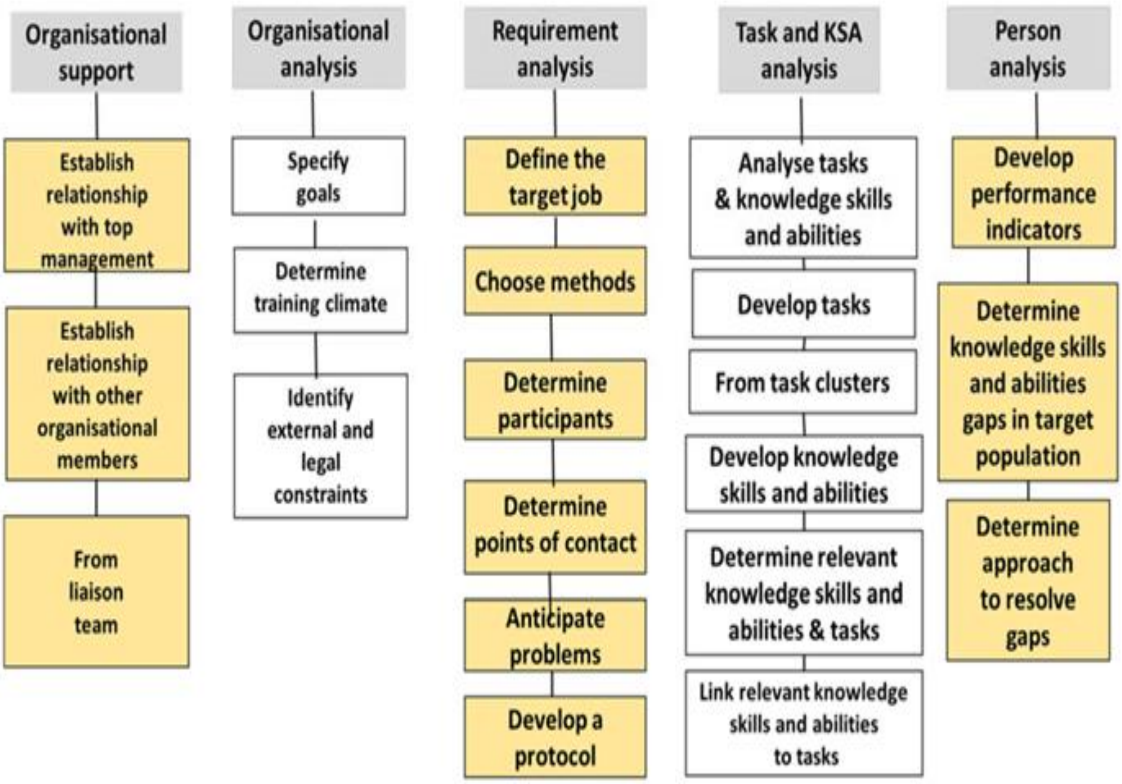


Figure 4-3: Goldstein and Ford's Model of TNA.
Source: Goldstein and Ford (2002)

4.6.5. Gupta's Model (2007): Hierarchy of Needs Assessment Approaches

Gupta's (2007) model creates a hierarchy of needs assessments as follows:

1. Tactical needs valuation: emphasises the performance and learning gaps in the business strategy of the organisation;
2. Assessment based on competency: focuses on the awareness, skills, approaches, beliefs, and motivations that workers require to be effective in their work;

3. Task analysis: is concerned with the responsibilities, purposes, and duties of specific job roles;
4. Awareness and skills evaluation: centres on current skills and understanding to identify needs that may be present.

4.6.6. Kissack and Callahan's Model (2010)

Kissack and Callahan's (2010) model builds on McGehee and Thayer's (1961) model with the addition of a fourth step, culture analysis. Kissack and Callahan consider that culture analysis in TNA increases understanding and awareness among trainers and organizations about any contradictions or problems that may occur and thereby thwart the programme. Furthermore, they believe that the culture of organisation and training are closely linked; therefore, analysing an organisation's culture provides valuable information that can affect the success of the training programme (Kissack and Callahan, 2010).

4.6.7. Blanchard and Thacker's Model (2003)

Blanchard and Thacker's (2003) framework involves three stages: inputs, process, and outputs. The input stage is composed of organisation, operations (task), and person analysis, which is same as McGehee and Thayer's model. This step focuses on the significance of the core environment of the organisation, including its structure, policies, approach, strategy, procedures and job plan. It also considers the achievement of organisational goal as well as the influence of these issues on work performance. The operations stage focuses on employee tasks and performance, plus the awareness, skills and methods necessary to perform the roles well; obstacles are also recognised at this point (Blanchard and Thacker, 2003). In the person analysis stage, the difficulties individual employees face in the course of their work are identified. This commonly includes a review of real performance to help organisations identify staff who are not performing well or effectively (Ibid).

The process step is founded on the importance of evaluating performance levels and detecting gaps between expected and real performance. Inconsistency of performance is identified by considering the outcomes of the operational analysis and person analysis conducted at the input stage. However, this step emphasises the importance of making accurate decisions about whether the organisation needs to invest in performance improvement or not to address any gaps identified (Blanchard and Thacker, 2003).

The outputs step in this model focuses on prioritising training needs using the data collected during the organisational, operational, and person analyses stages. When a decision is taken to address performance issues through training, it is necessary to make a distinction between needs which result from a lack of knowledge, abilities, skills, where training will be beneficial, and non-training needs due to other reasons (Blanchard and Thacker, 2003). Figure 4-4 illustrates Blanchard and Thacker's model.

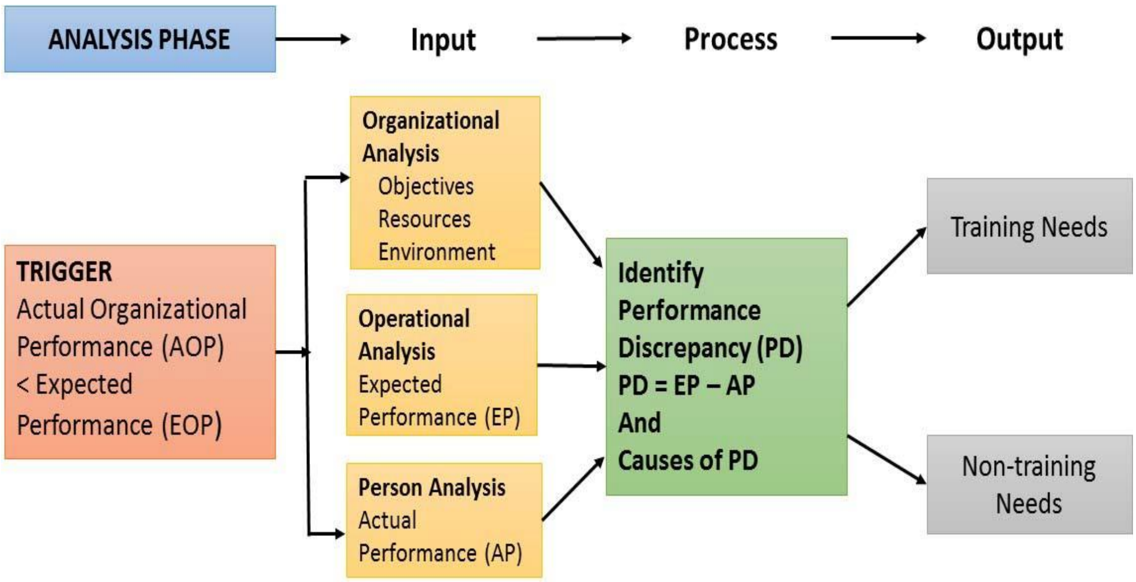


Figure 4-4: Blanchard and Thacker's Model.
Source: Blanchard and Thacker (2003).

4.6.8. Discussion of the Existing Models and Frameworks

The first and most influential model of TNA is the one established by McGehee and Thayer (1961), and it presents a triple-level TNA structure involving organisation, task and person analysis. This model covers all the angles and parts of the organisation, analyses the training required to meet organisational necessities, task and job requirements, and the personal needs of each employee. Consequently, this model is considered as the most popular model in the literature (Clarke, 2003).

Latham's (1988) model is based on McGehee and Thayer's model, but it incorporates a fourth element, demographic analysis. This element was added to recognise the differences among employees in an organisation, such as gender, age, level of seniority etc., which may affect the need for training. Meanwhile, Ostroff and Ford (1989) have attempted to develop McGehee and Thayer's model by highlighting organisational characteristics and incorporating several levels of analysis. Likewise, Goldstein and Ford (2002) tried to expand the McGehee and Thayer model by considering the importance of the initial preparations in the effective implementation of TNA.

Gupta (2007) created a hierarchy approach to needs assessments; however, the four levels used in this model are also included in McGehee and Thayer's model. Kissack and Callahan also build on McGehee and Thayer's model with the addition of culture analysis; in other words the organisational levels are expanded. Equally, while the Blanchard and Thacker (2003) framework involves three phases for TNA, the first and second phases are similar to the McGehee and Thayer model, while the third phase addresses training needs along with their priorities.

The purpose of studying these models was to identify the most relevant techniques to conduct a TNA of the Hajj process at an organisational, operational and personal level within the MHU. Given the fact that all the above models and frameworks are constructed on the basis of McGehee and Thayer's (1961) philosophy, their approach remains essentially as a typology of TNA techniques and sources of information. As a result, their model will be used in conjunction with the Hajj process map (See Chapter 3, Figure 3-4) to guide this study in identifying the actual and expected performance at each stage of the Hajj, the skills and knowledge gaps within the MHU, and the types of training required to help improve the efficiency and safety of the Hajj.

4.7. Development of the Conceptual Framework

A theoretical framework is a collection of theories, models and conceptions for a certain topic derived from the literature (Collis and Hussey, 2014). It is considered as a fundamental part of any research. The use of a suitable framework assists the effective implementation of TNA in several areas, including knowledge, skills and abilities (KSAs), training decisions, training designs and setting the goals. The next sections present the conceptual framework for TNA implementation which was developed by the researcher from the review of the literature.

This proposed framework is based on the review of the previous TNA models. It is based mainly on the McGehee and Thayer (1961) models, which is considered the most effective model in the literature in that all models were based on its design with some minor changes (Clarke, 2003). It is covers the three levels of analysis: the organizational, operational and individual; by covering all these parts of the MHU, the analyses of the training required will meet the ministry goals. This framework will be used in integration with the Hajj process to leader this study in recognize the actual and expected performance at each stage of Hajj, the KSAs gaps within the MHU, and the kind of training needed to help improve the efficiency and safety of the Hajj.

This proposed framework connects the main TNA conceptsrevealed in the literature. It is worth mentioning that the effectiveness of any TNA processis influenced by the character and responsibility of the various stakeholders (Everyone who participates in the Hajj process) involved. Stakeholders play a central role in the TNA process because they can be useful in identifying barriers to TNA. Figure 4-5 shows the conceptual framework adopted for this study, and the individual steps are described below.

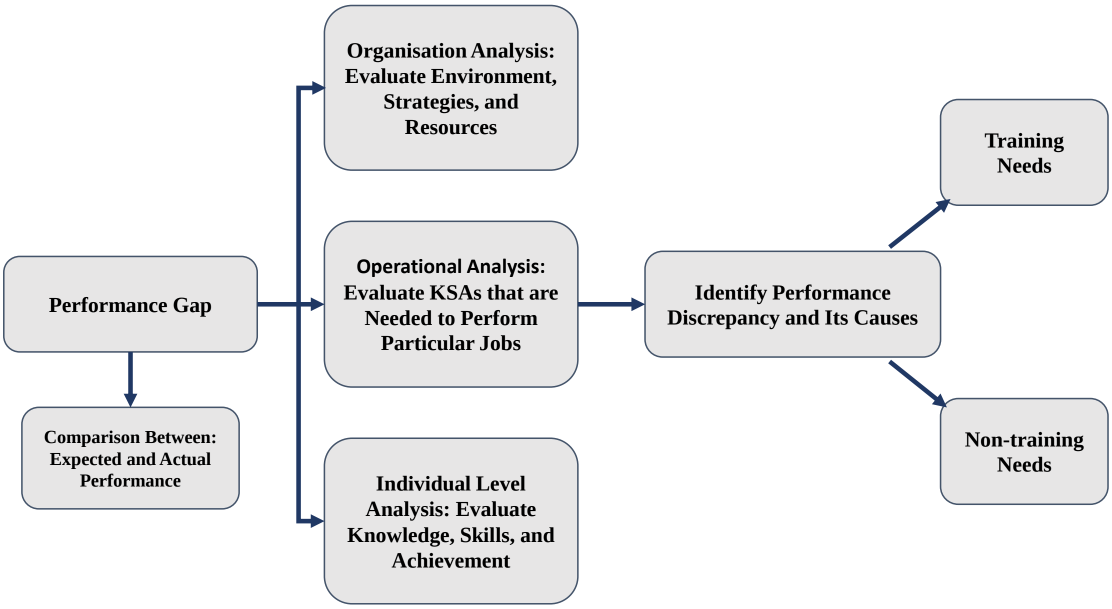


Figure 4-5: The Conceptual Framework for TNA Implementation.
Source: Adopted /Created by the Author

4.7.1. Performance Gap

Recognizing gaps in performance levels is central to the TNA process and involves a comparison between expected and actual performance. Performance gaps usually occur when the job needs (from the task analysis) are not reflected in an individual's performance (from the person analysis). While it is desirable that all performance gaps are filled, this step also highlights the importance of considering the organisation's attitude towards investing in performance enhancement (Blanchard and Thacker, 2003).

4.7.2. Organisation Analysis

Organisation analysis aims to assess the performance of the organization and highlights performance problems in the departments within it. It identifies the KSAs that workers need (Blanchard and Thacker, 2003), and shows where training should be conducted among the specific departments. This can be achieved by determining the objectives and goals of the organization, and the availability of resources, in terms of HR, budget, time, capability for training, and expertise of trainers. Throughout organisational analysis, care must be taken to ensure the suggested training matches the organisation's goals and its internal culture (Erasmus et al., 2000; Goldstein, 1993).

Analysis in this level covers areas related to incomes, including earnings and loss reports for the different departments, worker turnover, downtime, and the overall plan and objectives of the organisation (Ibid). Analysis in this level can be done by PEST analysis and SWOT analysis.

PEST is an abbreviation of Political, Economic, Social and Technological. It is a technique used by organisations to evaluate the factors that affect its work in order to strengthen its market position. As the name suggests, there are four principal parts in this model. PEST analysis is usually used by large organisations, and is often combined with SWOT analysis, which is used to analyse strengths, weaknesses, opportunities, and threats (Kenton, 2020).

SWOT is an acronym of Strengths, Weaknesses, Opportunities, and Threats. It is a method for evaluating these four aspects of an organisation (Parsons, 2018) and provides a framework to assess the organisation's situation in order to develop tactical planning. This involves evaluating both external and internal influences and their potential impact. By using this method the organization's strength, weaknesses, opportunities, and threats can be recognised (Grant, 2020).

4.7.3. Operational Analysis

In operational level analysis, job descriptions and related information are examined in order to identify the activities and actions performed in certain jobs and the responsibilities they entail. Performance reviews are a key element in detecting training needs at this level as they provide an opportunity to analyse the work objectives set during the previous year and those agreed for the year ahead.

During operational analysis, it is important to identify exactly what Knowledge, Skills and Abilities (KSAs) are needed to perform particular jobs. These can be obtained by interviewing directors of departments, examining job descriptions, as well as by reviewing the outcomes of quality assurance processes.

4.7.4. Individual Level Analysis

In this level, the performance of individual employees is analysed. A variety of techniques are used to assess the KSAs of individuals, notably interviewing them about their jobs, as well as by using direct observation and job outlines., This level also identifies which workers need training and which do not, with the purpose of helping an organization to prioritise those workers.

It is important to consider the employee's desires and personal career development objectives at this stage. In simple structural organisations, employees may feel unmotivated if there is no opportunity to improve in their work and no chance to progress up the career ladder. However, it is important to be practical about what can be offered to increase opportunities, without any exaggeration. It is useful to use feedback techniques to get a clear image of an individual's performance and aspirations by asking questions about personal development plan and what they wish to get from their work; for example, 'What are their strong points?', 'What talents would they like to develop?', 'What kind of training would make them feel more positive about their work and career development?', 'What areas would they like to progress in?', and 'What are the obstacles to their development?' The results of the analysis at this level form the basis of the training development plans, which summarize the individual's training needs and goals, and connects them to approved work goals.

4.8. Sources of Data in TNA

Many sources of data are used for training needs analysis, and the data required should be extracted at the organisational level, the operational level and the individual level (Moore and Dutton, 1978). The sources commonly used at each level are set out below.

4.8.1. Organisational Level

- Training targets: where should the training be employed, and how can it improve performance toward its objectives;
- Workforce: in regard to filling gaps caused by turnover, age, retirement, etc. and finding out what training is needed to fill these gaps;
- Skills Records: in terms of skill levels of employees, which in turn enables estimation of the level of specific training needs plus the cost of training;
- Organisational Environment Indices: such as productivity, employee behaviour, accidents, turnover and non-attendance. These issues may indicate problems and difficulties that affect the training components at the organisational level.

4.8.2. Operational Level

- Job Descriptions: in this level the typical responsibilities associated with generic job roles are identified, which in turn assists in explaining any performance differences.
- Job Specifications: this is more specific than a job description; it identifies all the tasks performed in each role, and this informs decisions about the training required.
- Performance Standards: this is about the aim and objectives of each job role and the standards they are governed by.
- Literature review related to the job area: such as studies in other businesses, journal articles, text books, government reports and other research. This may help in evaluation of the job structures and the level of performance needed.

4.8.3. Individual Level

- Appraisals or Performance Indicators: these reveal issues such as illness, poor productivity, absence or delay, complaints by customers, low quality output, and waste. This data is of benefit in determining the training required.
- Assessment of employees' skills, job understanding, and achievement: this assessment measure the qualities of the role each employee performs.
- Analysis of individual attitudes: this is beneficial in defining the confidence, enthusiasm, and job-satisfaction of each worker.
- Assessment Centres: these involve numerous techniques and provide a concentrated valuation programme.

4.9. Collecting TNA Data

Similar processes are used to collect TNA data at the organisational, operational and individual level across organisations and institutes worldwide (Blanchard 2003; Hartoyo and Efendy, 2017). According to many authors in the area of training and development, for example, Hartoyo and Efendy (2017), Kumar (2016), Erasmus et al. (2009) and Blanchard (2003), there are several methods for collecting the data for TNA and all are essential to create an effective training platform. Although each method can be implemented independently, mixed methods provide a complete assessment of the training needs inside an organisation. The following sections illustrate the most common methods according to the above referenced authors:

4.9.1. Surveys Technique

The surveys technique is the most commonly applied method to collect input data from the workforce in an organisation. It is usually conducted in the form of a questionnaire distributed among the staff . However, the questions in the questionnaire must be precise and concentrate on the current practices of the respondents, instead of looking for comprehensive views or opinions about a situation in general (Hartoyo and Efendy, 2017).

Used carefully, the surveys technique is helpful in discovering the performance deficits in an organisation. It can also be effective in defining satisfaction levels, but it is unlikely to produce solid notions about how to improve different aspects in the organisation. Also the fact that questionnaires may be completed anonymously can raise questions about the credibility and reliability of the answers. As a result, the surveys technique should not be used as the only way to collect employees' input but supplemented with other methods of data collection.

4.9.2. Interviews Technique

The interviews technique is one of the main methods used to collect data from employees in order to uncover the performance gaps in an organisation. It is also suitable for collecting data from stakeholders such as senior management, supervisors, executives, agencies, customers, and external clients. Interviews with stakeholders can supplement those with employees and bring reliable and representative input into the data collection procedure. Interviews can be conducted personally, face-to-face or by telephone. Again, it is important that the interview questions are clear, understandable, and carefully structured. However, the main disadvantage of the interview is that it is time consuming (Erasmus et al., 2009; Kumar, 2016).

4.9.3. Observations Technique

Observation in the work place is a complete technique that allows the observer to comprehend the environment and the real-life work situation in an organisation in a way that is difficult to achieve using other methods, for instance surveys or interviews. Place of work observation will also detect the resources that employees use to assist their work. Overall, observation in the workplace is a worthy technique as it provides the wider context of the current performance (Erasmus et al., 2009). However, it is important to think through official, practical, and behavioural issues during the observation. Thus, observation requires skilled and unbiased observers with process and field knowledge to avoid the employees in the organisation feeling that they are being watched.

4.9.4. Focus Groups Technique

Focus groups technique is a focused discussion about a specific issue among a group of participants, facilitated by a skilled mediator. The main benefit of focus groups is the facility to accumulate input from a greater quantity of stakeholders. However, it is essential that focus groups are managed well in order to gather meaningful data. For example, the presence of many senior staff in a focus group can discourage open discussions among workers, and affect the value of the data collected. Thus it is important that, where possible, employees at different levels do not participate in the same focus groups.

4.9.5. Documentation Review Technique

The review of documentation in TNA is used to define the problems and difficulties that influence development and training in an organisation. This technique is commonly combined with other data collection methods to discover where the problems exist (Erasmus et al., 2009, Kumar, 2016).

4.9.6. Nominal Groups Technique

The nominal groups technique is generally used to inspire inventive thinking in an organisation and solve problems. It involves a collection of individuals who are experienced and well-informed about a certain matter combined with a mediator. They are asked to answer several questions regarding the matter at hand, and then asked to rank the notions and recommendations suggested by this group. The mediator then gathers this information and records the ranking choices.

Nominal group sessions typically involve in four stages: a) Group members creating ideas and writing them secondly; b) reporting these ideas to the whole group; c) discussion of these ideas in terms of clarifying and justifying them; and d) prioritising and ordering these ideas. It is important that the questions put to the nominal group are clear and holistic and these should be piloted.

4.9.7. Performance Appraisals Technique

This technique is a good way to obtain the necessary information for assessing the skills of employees in an organisation. Reviewing performance appraisals is a valuable tool for identifying individual needs in respect of development and training issues. However, it is important that the performance appraisals are written in an accurate and precise way in order to be considered reliable sources for data collection.

4.9.8. Customer Feedback Technique

The customers feedback technique is one of the ways to discover the strengths and weaknesses in an organization. It can reveal where the shortages and deficiencies occur and is particularly useful for specifying improvement areas. The main advantage of this technique is that it develops valuable understandings about the target customers. However, it is important that the questions in the feedback form relate directly to a particular product or/and service. In addition, low reply rates and not having enough time to give detailed feedback are weaknesses in this method.

4.10. Chapter Summary

This chapter has introduced the concept of TNA, including its objectives, components, and the benefits associated with it. Barriers to its effective implementation have also been identified. It has examined the most well-known TNA models and frameworks in the literature and identified their key components. Based on this, a conceptual framework for the TNA implementation in this research has been developed and its components explained in detail. The chapter has concluded by identifying the sources of data used in TNA and discussing the most appropriate techniques to collect this data at different levels within the organisation. The next chapter describes the philosophical and methodological approaches which underpin this study.

Chapter 5: Research Methodology

5.1. Introduction

This chapter describes the methodology which underpins this research; it explains the research design and provides a justification for the methods adopted in the study. To this end, it begins with the philosophy of the research and explains why interpretivism was selected as the main research paradigm. It goes on to discuss the research approach and the research strategy, giving the rationale for selecting qualitative as the main approach and explaining why case study was adopted as the research strategy. Methodological choices are also considered, and the mixed methods approach is identified as most appropriate for this research. Time horizons are also addressed. The chapter moves on to discuss the data collection methods used in the study, explaining the interview questions and questionnaire design processes and the piloting conducted. Triangulation processes, validity and reliability measures, and the ethical considerations involved in the research are also explained.

Theoretical discussion (methodology) research method summarised in the Appendix (L), which includes: Research Design (Research Philosophy), Research Approaches (Deductive and Inductive Approaches) but this chapter focus on the key reasoning behind the selected.

5.2. Type of research

There are many types of research, such as descriptive, exploratory, or explanatory research (Saunders et al., 2016). In descriptive research, the researcher describes a phenomenon as it exists and tries to understand what is occurring and gain information about the characteristics and features of an actual problem. In the case of exploratory research, the researcher's intention is to understand phenomena by asking questions and evaluating them from different angles (Ibid). In this respect, Collis and Hussey (2014) notes that exploratory research usually occurs when there are limited studies about the research problem. Explanatory research is an extension of descriptive research, as it goes beyond simply describing to explaining how and why the phenomenon is occurring (Ibid).

Based on the above, this study is both exploratory and explanatory research. This is because there are no other empirical studies about TNA for employees in the MHU (exploratory), and the researcher aims to obtain a full understanding of the phenomenon by answering questions such as 'what', 'how' and 'why' in the study (explanatory).

5.2.1. Quantitative and Qualitative Approaches

Depending on the type of data required to address the research questions, there are two kinds of research approach, namely, the quantitative and the qualitative (Creswell, 20017; Easterby-Smith, et al. 2014).

The qualitative approach focuses on data that can aid the formulation of novel theories, whilst the quantitative approach prioritises data that can shed light on how facts are correlated and how those correlations relate to existing theories and the results of earlier studies (Fellows and Liu, 2003).

Numerous specialists in research methodology suggest that the qualitative approach is more appropriate than the quantitative approach in investigating complex issues that relate to people's behaviour or social activities (Ghauri and Gronhaug, 2005).

The qualitative method in this research is appropriate, as the researcher is looking for people's perception and concept of training and its importance in determining the skills that are lacking to perform their corresponding tasks in terms of identifying training needs and their priorities.

Based on the features of these approaches and the nature of the present study, the qualitative approach has been chosen for the main part of the research; however, the quantitative approach is also used to increase the overall validity and enhance the quality of the research.

5.2.2. Methodological Choices

The methodological choices, according to Saunders et al. (2016), spans six categories: mono-method quantitative, mono-method qualitative, multi-method quantitative, multi-method qualitative, mixed-method simple and mixed-method complex. Figure 5-1 illustrates the methodological choices as defined by Saunders et al. (2016).

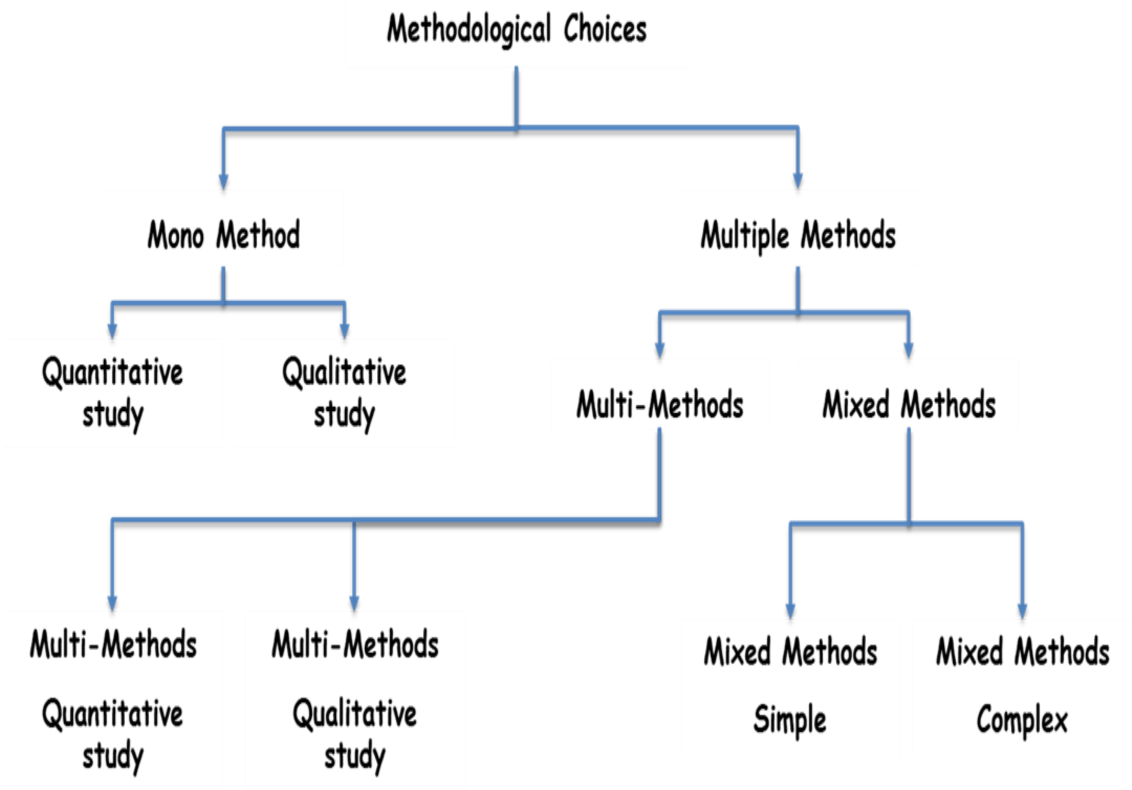


Figure 5-1:Methodological Choices.
Source : Saunders et al. (2016)

Among these methodological choices, mixed methods offers a combination of quantitative and qualitative methods, which provides greater coverage, depth, and understanding within a study (Johnson et al., 2007). This approach has a variety of strengths because it is more valuable than a sole method and enables a researcher to gather more data from different angles and aspects of what is being researched (Ibid).

In this research, the mixed methods approach was adopted. Qualitative data was gathered through the semi-structured interview with deputies, general managers, and heads of departments in the MHU. This type of interview will provide the researcher with an opportunity to delve deeper when inquiring about the training needs of interviewees and to determine the main training programs to advance the services provided by the Ministry of Hajj to pilgrims. However, the quantitative data was collected from survey questionnaires distributed to employees working in the MHU and stakeholders. In addition, documentation review and observation were used to increase the validity of the study.

5.2.3. Research Strategies

As discussed in Appendix L, the research design for this study is based on Saunders et al.'s (2016) six-layered onion model, and the fourth ring of the onion addresses the research strategies. Yin (2013) identified three aspects that direct the choice of research strategy, namely: a) research question types, b) the researcher's involvement, and c) emphasis on current events. Table 5-1 lists the main research strategies based on their relationship with these aspects.

Table 5-1:Types of Research Strategies.

Strategy	Form of research question (1)	Requires control over behavioural events? (2)	Focuses on contemporary events? (3)
Experiment	How, Why	Yes	Yes
Survey	Who, What, Where	No	Yes
Case study	How, Why	No	Yes
Archival analysis	Who, What, Where, How many, How much	No	Yes/No

Source: Yin (2003)

As the table shows, experiment, survey, case study, and archival analysis are appropriate research strategies to answer 'what' and 'how' questions. However, the experiment strategy is not appropriate for the purposes of the present research as neither the training environment nor the behaviour of individuals participating is regulated. On the other hand, survey and case study would be plausible research strategies for this study due to its concern with current events.

Multiple strategies can be employed by a study, provided that every strategy is appropriate for particular conditions (Yin, 2003). However, Yin (2013) stated that the case study strategy is advantageous because it allows researchers to use many types of data collection; this enables them to gain a deeper understanding about the phenomenon by describing the real-life setting, which can be difficult with some data-collection techniques. Furthermore, this strategy is useful for exploratory research such as this study (Saunders et al. 2016).

This strategy was important in this research as it provided the researcher with a great opportunity to view some documents related to the previous training courses and view the minutes of the meetings held in the Ministry related to performance development in general.

In the case study strategy, the researcher can use a single case, such as one organization, society or business, or multiple cases (more than one organization, society or business). However, according to Yin (2013), the single case model should be adopted only if it is: a) representative or typical; b) critical; c) unique; d) revelatory; or e) a longitudinal case.

Both single cases and multiple cases can be holistic or embedded in design (Yin, 2013). Figure 5-2 demonstrates these designs for a single case study strategy.

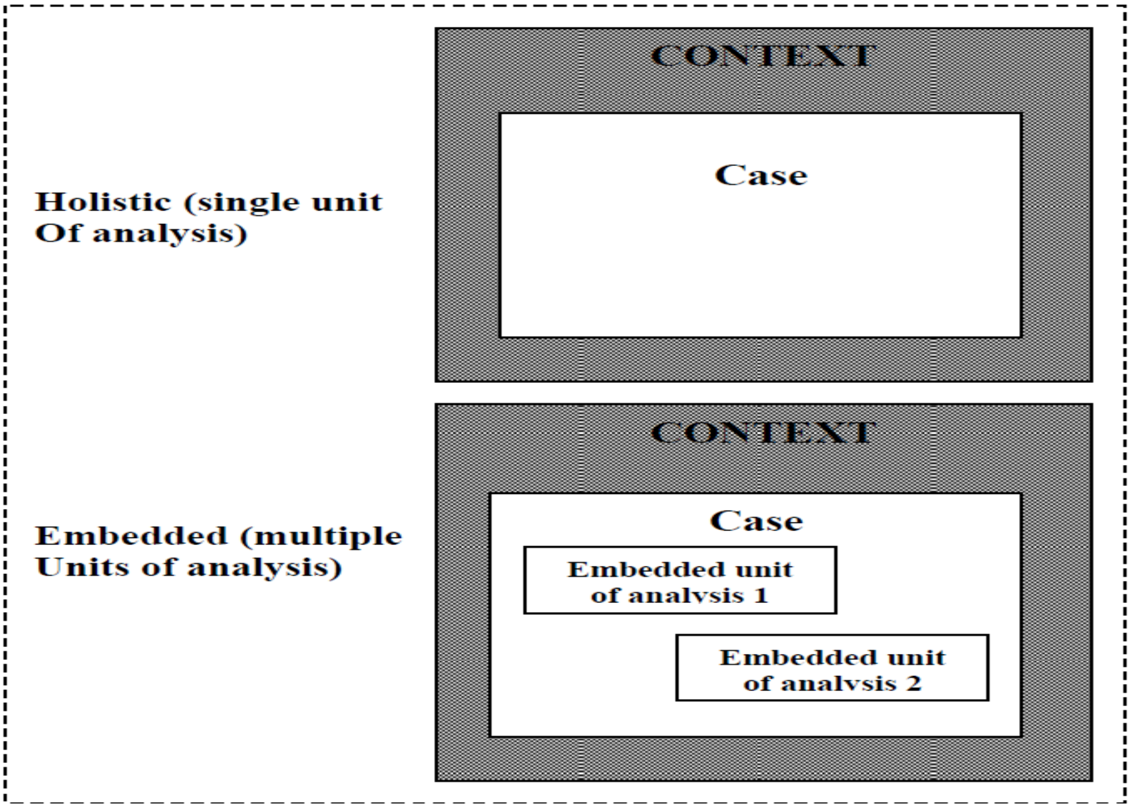


Figure 5-2: Holistic and Embedded Designs for a Single Case Study.
Source: Yin, (2013)

In light of the above discussion, this research adopts a single holistic case study (single unit of analysis) to evaluate the MHU, using relevant data collection tools to help answer the research question and achieve a deep understanding of the data necessary to assess its current training needs.

5.2.4. Time Horizons

There are two types of time horizon when conducting a research study. These are either cross-sectional, if the researcher tries to explore an exact phenomenon at an exact time, or longitudinal, if the researcher tries to explore changes over a period of time (Saunders et al., 2016).

Although the longitudinal type of research is time consuming, it provides a fuller picture of reality. However in the case of doctoral research, time is restricted and governed by the postgraduate research rules of the universities involved. Therefore, this research uses the cross-sectional time horizon since it is most appropriate for this study.

5.2.5. Data Collection Methods

In organisational research, there are two main groups of data: primary data and secondary data (Collis and Hussey, 2013). Primary data in research is the data collected by the researcher for the purposes of the study. Secondary data is data collected for a different reason but which is relevant to the area of the research (Saunders et al., 2016). Sources of secondary data include peer-reviewed papers, books, theses, magazines, journal articles, research reports, newspapers and websites.

According to Yin (2013) the case study and survey strategies are compatible with numerous methods of data collection. The major methods of collecting data in the context of the case study are interviews, observations, archival records, and documentation. For the purposes of the present study, interview has been selected as the most viable method; this is due to the lack of archival records and the unsuitability of employing observation, as this method does not provide high-quality data in cross-sectional case studies.

The main methods associated with surveys are questionnaires and structured interviews; these can provide data that facilitates generalisation of results from the sample to the wider population (Creswell, 2003). Surveys rely on statistical sampling, whereby the target population is sampled representatively (Fellows and Liu, 2003). The use of questionnaires to gather data for surveys has both advantages and disadvantages. It is advantageous because questionnaires preserve the anonymity of the respondents and this reduces interviewer bias; however, it is disadvantageous because the conditions of questionnaire completion are completely out of the researcher's control (Neuman, 2005), and poor response rates can also be a problem (Hussey and Hussey, 1997; Yin, 2013). In spite of this, questionnaires constitute a suitable approach for investigating several different issues, as is the case with the present study.

Table 5-2 sets out the strengths and weaknesses of each data collection technique. In light of the research aim, objectives and the gaps identified via the literature review, interview and questionnaire have been adopted as the main data collection methods in this research. These are discussed in more detail in the following sections.

Table 5-2: Strengths and Weaknesses of the Main Data Collection Techniques.

Source of data	Strong point	Weaknesses
Review of Literature	Low in cost and time; important in generating a conceptual framework for the research	Requires high skill in collecting the relevant evidence and data
Document review	Supports interviews and enhances exploratory research	Documents may not be highly representative; access might be constrained and controlled
Archival Records	Simple to analyse and offered in a variety of subjects	May be of limited value in answering research questions; access may be difficult because of privacy concerns
Interviews	Gives in-depth interpretation and exploration	Consuming of time and cost; biases may exist
Focus group	Effective in exploring thoughts and concepts	May be dominated by certain participants
Observation	Gives an understanding of the real life context	Time consuming; challenging in terms of data analysis
Questionnaire	Low in cost and simple to analyse	Response rates mostly low; and respondent may misunderstand questions if they are not clear

Source: Yin (2013).

5.2.5.1. Interviews

Interviews are one of the most highly valued data collection methods, especially in qualitative research, as they offer a way to determine what participants are feeling, thinking or doing (Collis and Hussey, 2012). There are three types of research interviews: structured, semi-structured, and unstructured.

The structured interview involves asking interviewees a set of fixed questions, without any follow-up, whereas the unstructured interview is more free-flowing, with the researcher providing a short introduction to the topic and then giving interviewees free rein over their answers (Fellows and Liu, 2003). The semi-structured interview has features from both the other types. Thus, the researcher can begin with a series of pre-formulated questions but then pose follow-up questions depending on the interviewees' answers (Fellows and Liu, 2003; Collis and Hussey, 2012).

Accordingly, the semi-structured interview has been identified as the most suitable method of collecting data in this study to understand the function of each department of the MHU, to identify the departments that directly deal with the Hajj process and pilgrims, and the responsibilities and challenges within each of these departments. It is also used to identify the training programmes that are offered to employees, how often they are offered, and the type of training needed to fill the training gaps.

Designing the Interview Questions: According to Saunders et al. (2016) the design of the interview questions and strictness of the pilot study strongly affect the reliability and validity of the research. Thus, each question should address a different aspect of the topic, and the aspects to be covered must be selected carefully. In addition, effective piloting must be conducted, despite any time constraints.

The findings from the review of the literature on training needs analysis (Chapter 4) and the Hajj process map (developed in Chapter 3) informed the design of the interview questions and were used to ensure that most appropriate aspects were incorporated. Once the questions had been formulated, they were reviewed and refined in response to the comments received during the pilot study.

The Methodology Outline:

This research was carried out in stages, starting with choosing the topic and identifying the research problem and linking it to the aim and objectives of the study. Figure 5-3 demonstrates the Phases of this study.

In the phase one the literature review was conducted to enable the researcher to understand the theories, concepts, models and relevant knowledge about TNA, as well as assist the researcher to develop a conceptual framework and the research methodology for this study.

In Phase two the research methodology was chosen after extensive review of literature where the interpretivism philosophy used as the main part of the research, however, the positivism also used in terms of the survey questionnaires to enhance the quality of the research.

The inductive and deductive approach was used according to a recommendation from many experts in research methodology. The research strategy was case study as it is the most appropriate method for this study to gain rich data and full understanding of the issue.

For data collection a three methods were used to get triangulation to increase the results of reliability and validity of the result. An interview with 15 employees of top and middle management in the MHU were conducted. Also, a 201 questionnaire where distributed in the MHU. Besides, documents review of documents that relevant to ministries which are involved in the hajj ceremony and documents from MHU. This was combined with participant observations, due to working in this ministry for long time and has experience in this ministry. In addition to, and to increase the reliability and validity of the research a pilot study for questionnaire and interview Questions was conducted with five employees in MHU. The questions then were modified according to the feedback from the respondents.

In the Phase three the questionnaire survey was conducting online, however the interview with top and middle management in MHU were conducted face to face.

The results from the questionnaire and the interview analyzed using thematic analysis and Excel software.

In the Phase four the conceptual framework was modified according to the finding from the questionnaire and the interview.

After that In the Phase five, the modified framework was validated then lastly a conclusion and recommendation was drowning.

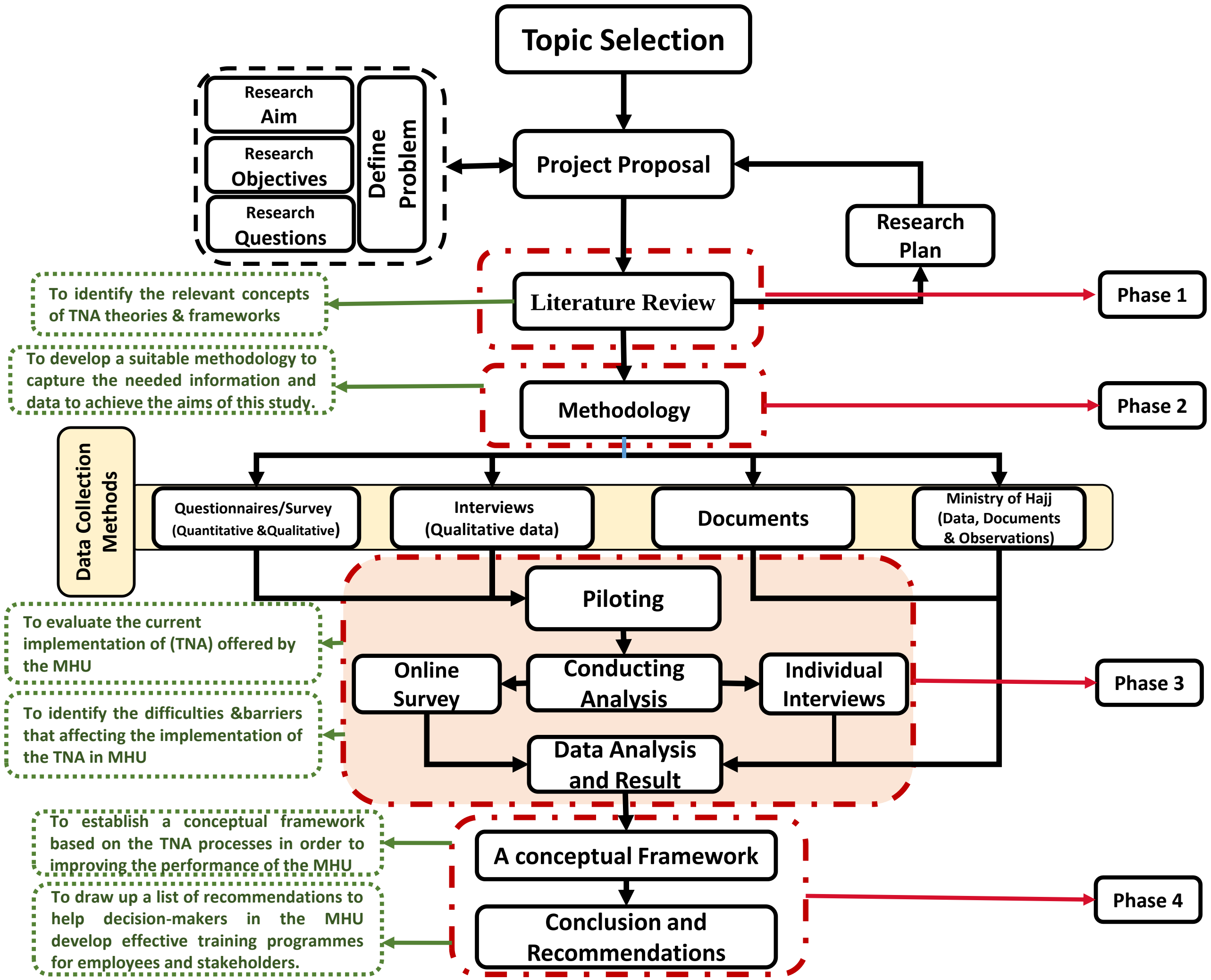


Figure 5-3: The Phases of This Research.
Source: Created by the Author

Sample of the Study: In this study the senior and middle management of the MHU in Makkah, Madinah and Jeddah were identified as the most dependable sources of data. Randomly selected employees within a structural organization at different levels Interviews at these levels provided a comprehensive understanding of perceptions of a number of issues associated with the TNA process, as interviewees at these levels had full information regarding the current state and future prospects for TNA in the MHU. Therefore, participants were chosen according to one specific criteria: their position and experience of the management of the Hajj activities in the Kingdom of Saudi Arabia.

As there are no exact specifications regarding the number of participants in qualitative interviews (Collis and Hussey, 2012), the interviews in this study were continued until the responses come to be repetitive. verall fifteen interviews were conducted with senior and middle management in the MHU and stakeholder organisations. The three senior managers were interviewed once, while the three middle managers were interviewed four times. Table 5-3 shows the position, number of interviews, interview code, and location for each of these interviewees. It is important to mention here that all the interviewees were granted anonymity in accordance with the ethical approval for this study.

Table 5-3: List of Interviewees, No. of Interviews, Interview Code and Location of Interviewees

Ministry of Hajj and Umrah		Interviewees Level Management	Number of Interviews	Interview Code	Location
		Top Management	1	TM 1	Makkah
		Top Management	1	TM 2	Madinah
		Top Management	1	TM 3	Jeddah
		Middle Management	4	MM 1, 2, 3 & 4	Makkah
		Middle Management	4	MM 5, 6, 7 & 8	Madinah
		Middle Management	4	MM 9, 10, 11 &12	Jeddah
		Total	**15**		

Source: Created by the Author

5.2.5.2. Questionnaires

Questionnaires are effective instruments for collecting data which can be analysed statistically; as a result, the questionnaire survey is commonly used for quantitative data collection (Oppenheim, 2000). Saunders et al. (2016) described the questions in a questionnaire as a valuable way to gather thoughts and perceptions from large numbers of participants. Sekaran (2003) suggested that the main difference between the questionnaire and the interview is that respondents can complete a questionnaire anonymously. The use of the questionnaire in this study was to enhance the validity and reliability of the interview data and to increase the quality of the study by providing a way to quantify the main points which emerged from the interviews.

Questionnaire Design: Previous literature was considered when developing a suitable questionnaire for the current study, and several drafts were considered in discussion with the supervisory team. To facilitate completion of the questionnaire, close-ended questions based on the Likert scale were used, and the questionnaire was structured carefully to encourage the respondents to answer all the questions. Randomly selected employees within the MHU organization at different levels. Figure 5-4 shows the questionnaire design process.

The targeted sample was 1000 employees working in the MHU and stakeholders; these were selected in order to understand the challenges the Ministry staff and service providers face before, during, and after the Hajj and to determine the essential training required to improve their performance. Neuman (2005) suggested that response rates for questionnaires ranges between 10 and 50 percent; however, Baruch (1999) thought that a response rate of around 35% would be more realistic. In the present study, 201 questionnaires out of the 1000 distributed were returned, thus a response rate of 20.1% was reached.

Pilgrims' questionnaire: As the field of this study is to assess the current training needs of the MHU to raise the level of services provided to pilgrims, thus there was a need to make a questionnaire for pilgrims to know their opinions about the services provided to them.

This questionnaire was designed a similar manner as the employee questionnaire when previous research was examined to create a questionnaire relevant to the current study, and several drafts were discussed with the supervisory team. Closed questions based on Likert scale were used to promote questionnaire completion, and the questionnaire was more intuitive and carefully worded to encourage respondents to answer it in full. (Figure 5-4) and was consisted of 11 questions divided into two sections that include all stages of the Hajj. Randomly selected pilgrims during the Hajj to catch the information as (feedback customer).

The differences in languages among the pilgrims were taken into consideration, therefore, the questionnaires were written in several languages which are the most frequently used languages among the pilgrims according to their different ethnicities. These languages include Arabic, English, French, Urdu, Malay, and African Swahili.

Questionnaires were distributed to heads of service offices in the holy sites due to the restrictions on security permits and the difficulty of movement because of the security measures related to the safety of pilgrims.

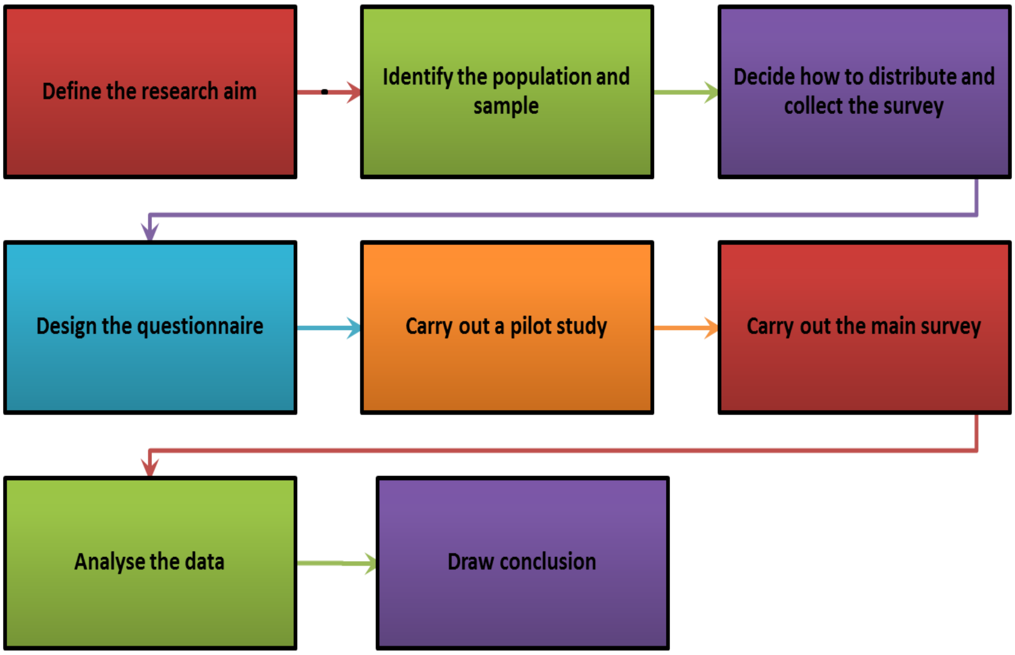


Figure 5-4: The Questionnaire Design Process.
Source: Created by the Author

As mentioned above, both the interview and questionnaire questions were piloted; this enabled the researcher to refine the research instruments and make changes to the research plans before the data collection started (Creswell, 2003). It also provided an opportunity to ensure that the questions were correct, their meaning was clear, and respondents could answer them without difficulty. In addition, it enabled the researcher to make an initial valuation of the validity and reliability of the questionnaire and interview questions in advance of the real field study (Saunders et al., 2016). The piloting was conducted by interviewing five employees working in the MHU. The feedback from these interviewees was then used in redrafting the interview and questionnaire questions.

Although the questions for the interviews and the questionnaires were formulated in English, Arabic is the official language of Saudi Arabia and the majority of the participants do not understand English. Consequently, the questionnaire and interview questions were translated into Arabic. Both versions were then given to two academics who are fluent in English and Arabic to check the translations. Figure 5-5 summarises the research methodology for this research.

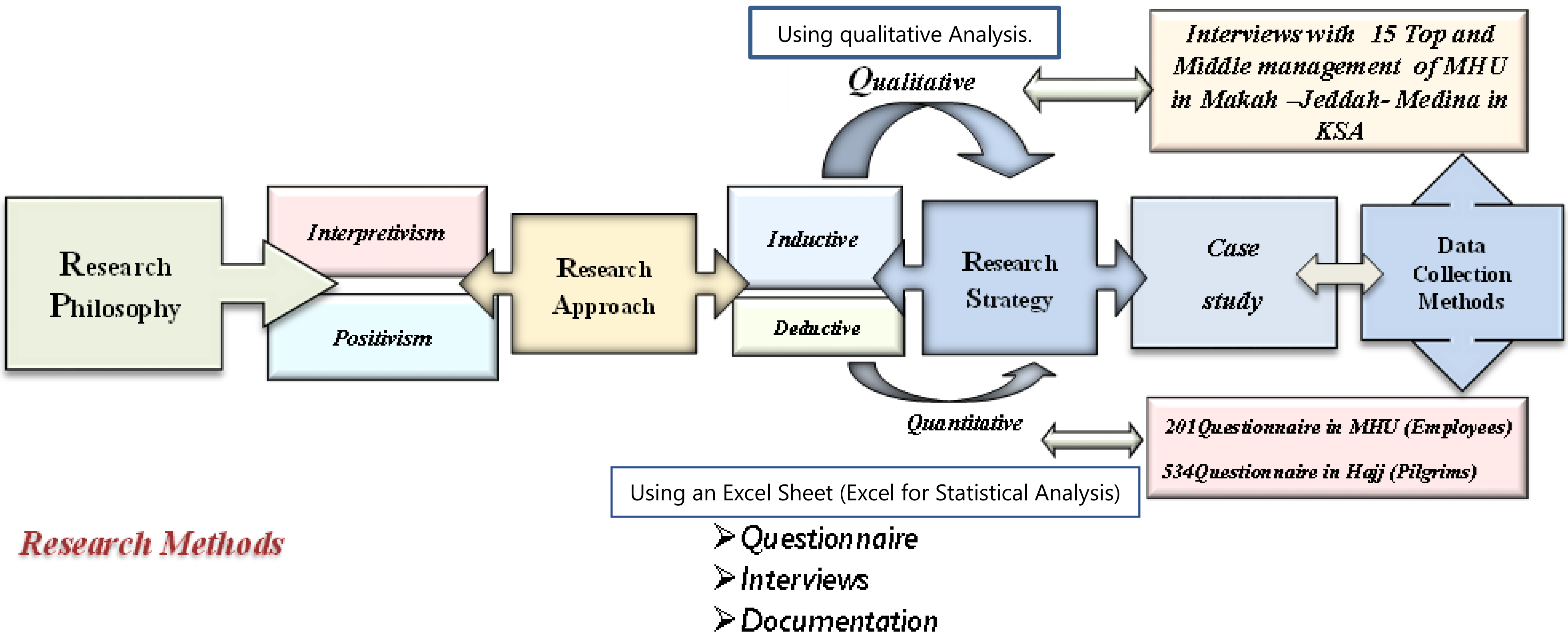


Figure 5-5: The Research Methodology for This Research, Created by the Author

5.3. Triangulation

The present study achieves triangulation of data, theory and methods through the application of a multi-method approach. Data from the different levels of management within the MHU was triangulated with the data from their employees, who deal with the daily management of Hajj activities. Training theories related to TNA (See Chapter 4) were used while examining the primary data generated, and triangulation of the research findings was performed on the basis of the methods of interview and questionnaire.

5.4. Validity and Reliability

Yin (2013) argued that both reliability and validity for a research study means that the same findings would be reached if the data collection was repeated in other research. In this research, the researcher sought to enhance its validity and reliability through techniques such as being consistent at all times, building a strong research design, and using suitable methods that provide high internal reliability. In respect of data collection, the most appropriate strategy was selected and the operational steps followed as closely as possible. Furthermore, the researcher has documented all the methods and procedures that have been used. In addition, and in order to avoid bias in the interviews, the researcher tried to improve the thoughts of participants by building a friendly relationship with them as well as providing a clear introduction to the research.

5.5. Ethical Considerations

This research was conducted following Nottingham Trent University's Research Ethics Code, and the approval of the relevant committees was obtained before commencing the data collection stage. A letter of consent was prepared for all interviewees to explain the purpose of the research, to assure them of their confidentiality, and to provide them with the option of withdrawing from the interviews without needing to provide an explanation. In the same vein, the questionnaire responses were anonymised, and another covering letter explained the purpose of the surveys. All personally identifiable data for the study is kept on a secure, password-protected computer, and all hard copies are stored securely. As the researcher works for the MHU and has been sponsored to conduct this research for the benefit of the organisation, there were no difficulties approaching relevant stakeholders; however, all approval protocols were followed.

5.6. Data Analysis

Data analysis is an important stage in the research. The central aim of analysing data is to manage the information and evidence collected for the study to produce logical, rational conclusions and eliminate alternative explanations or interpretations (Yin, 2013).

Generally, there are two types of data analysis: quantitative data analysis and qualitative data analysis; however, there is no typical way to analyse data that estimates or describes phenomena (Saunders et al., 2016). Collis and Hussy (2014) classified the analysis of qualitative data into two categories, quantifying methods and non-quantifying methods; these include grounded theory, thematic analysis, and general analytical procedures. This research used thematic analysis to analyse the qualitative data from this interviews via the following steps:

- Become familiar with the data through reading and rereading all interview transcripts;
- Start coding the data as early as possible to refer to the contents;
- Explore the themes in your codes through all the interviews.
- Look at the explored themes and review them.
- State and define the names of the themes.

The quantitative data from the questionnaires were analysed using Excel software, as Excel is one of the data analysis programmes commonly used in quantitative analysis and the qualitative data were discussed and reflected upon.

5.6.1. Statistical Tests

Statistical analysis mainly depends on the aims and objectives of the research; in this case, the objective established for the questionnaire was to obtain data and information about the situation of the sample of employees working in the MHU.

The first statistical task was to work on the descriptive test of variables. In this analysis it was important to present the results acquired for all variables, so the association between variables and predictive analytics could be analysed. The primary statistical run therefore was to complete a descriptive analysis of factors and variables.

With respect to the objectives and research questions presented in the first chapter, a number of statistical approaches were used for the analysis of the questionnaire. Some questions required single basic answers, for example, demographic questions, and others required a simple ‘Yes/No’ response, e.g. Have you participated in training courses in the past?) However, others involved multiple choices, scales, or asked for a series of interconnected responses, for example, a) “What are the main obstacles to meeting the training needs in your administration?”, b) “How are the most important training needs identified?”, and c) “What are the most important factors contributing to the success of these methods of identifying training needs?”

A quantitative statistical analysis was applied starting with Cronbach’s alpha test for reliability data for questions 16, 22 and 23 (See Appendix C). Cronbach’s alpha tests were fulfilled through the use of Excel software where the values for the internal consistency of the scale and the items were all above standard agreed measures of 0.81 (for question 16), 0.77 (for question 22), and 0.89 (for question 23) thereby indicating good internal consistency (i.e., greater than 0.70).

In this study, mean average, percentages, graphical method and standard deviation were applied, as well as the Likert-style scale. The five-point Likert-style scale was engaged to discover facts or opinions and behavioural variables among the questionnaire respondents, ranging from ‘strongly disagree’ to ‘strongly agree’ and/or ‘strongly dissatisfied’ to ‘strongly satisfied’.

The measurement of the value of each element was determined based on a set of questions using a five-point Likert-style scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree). The range was investigated (5-1=4), then divided by the numbers of cells to acquire the correct length for the cell (4/5=0.80).

This value was then added to the lowest value in the scale (= 1) to determine the maximum range of the cell indicated. Table 5-4 shows the: (scales-ranges-interpretations).

Table 5-4: Likert Scale Interpretations.

Scale	**1) Interpretation**	**2) Interpretation**
1	Very low	No influence
2	Low	Slight influence
3	Moderate	Moderate influence
4	High	Significant influence
5	Very high	Very significant influence

Source: Likert (1932)

5.7. Summary

This chapter has described the philosophical decisions and methodological choices made in this study to reach the research aim and objectives. It has provided a justification for the adoption of the interpretivist philosophy and both deductive and inductive approaches. It has also explained why the single case study was selected as a research strategy, given a rationale for the choice of a mixed methods approach, and justified the data collection measures used. The measures taken regarding triangulation, validity and reliability, and ethical issues have also been identified. The chapter has concluded by explaining the data analysis process and the statistical tests used to analyse the quantitative data. The next chapter present the results of the analysis of the primary data collected via the interviews and questionnaires.

Chapter 6: Research Findings

6.1. Introduction

This chapter introduces the results of the data collected from fifteen semi-structured interviews with managers in the in the MHU and two questionnaires. The first questionnaire was completed by 201 employees in different areas of the MHU and by stakeholders, and the second by 534 pilgrims who participated in the Hajj.

As discussed in the methodology chapter (see Chapter 5), this study employs a qualitative approach as its main method through the semi-structured interviews, while the quantitative method (in terms of the questionnaire) is used to increase the quality of the research. This chapter covers the results generated from both approaches. The use of the qualitative approach as the principal method of data collection was because the researcher sought the opinions of the participants in order to investigate the elements linked to the implementation of TNA. These elements are set out in the conceptual framework (See Figure 4-5) and were derived from the literature review.

6.2. Part A - Analysis of the Findings of the Interviews

The following section describes the results obtained from the semi-structured interviews. The justification for selecting this technique (semi-structured interview) was explained in the methodology chapter. As stated in that chapter, there were fifteen interviewees in total, incorporating deputies, general managers, heads of department of the MHU, and other stakeholders within the organisation.

The findings from the interviews have been analysed through thematic analysis. Thematic analysis is a widely used means of analysing data in qualitative research and is considered a helpful technique in data analysis. It is focused on classifying, describing and categorising themes that emerge within the data collected. More details about the rational for adopting this technique are found in in the methodology chapter (see Chapter 5:).

6.2.1. Experience and Characteristics of the Interviewees

The interviews were conducted with fifteen decision-makers, including deputies, general managers, and heads of department of the MHU with the intention of exploring the current training situation in the MHU.

The majority of participants had significant role experience (that is between four and twenty years in their positions as managers) and had spent between twelve and thirty-three years with their current employer. The experience of the selected staff at the MHU was very important for answering questions smoothly and gathering rich information based on their experiences and understanding. Thus, their responses will strengthen the research findings. However, details of all interviews can be found in Appendix (M); Section (A).

6.2.2. Activities and Services Provided by MHU Departments

The interviewees were asked an open question regarding: “What are the activities and services provided in your department?

The respondents from the case study mentioned a list of activities and services provided by their departments, including: providing pilgrim’s services; development of pilgrimage-related programmes and systems; procurement; Raft services (providing services directly to pilgrims during the Hajj, including accommodation, transportation and guidance); education; communications; supervision (of external partners), and personnel management (Personnel Affairs Section of the General Directorate of HR). Figure 6-1 shows the activities and services provided in the departments.

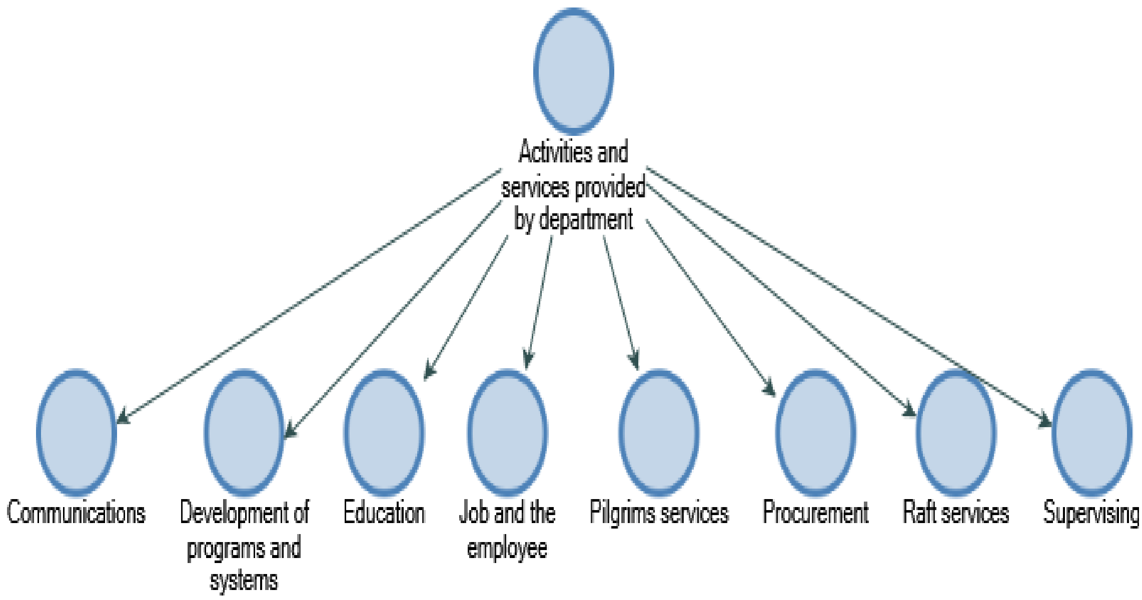


Figure 6-1: Activities and Services in the MHU
Source: Created by the Author

In relation to pilgrims services, the majority of interviewees mentioned carrying out many Hajj services tasks, for example, participant MM1 mentioned:

“*Receiving tents and facilities from the official authorities of the Ministries of Finance and Municipalities, and handing them over to the guides and agents entrusted to serve the pilgrims both inside and outside [KSA]*.” (MM1) (see Appendix (M) Section; (A); n1 for more detile).

6.2.3. Participation of Employees in Additional Activities

The question posed to the interviewees was open ended: “What activities do you participate in in addition to the duties of your job?”

The interviewees mentioned many activities in addition to the duties of their jobs, including: development of plans and programmes; publications; committees; guidance; workshops and seminars; and projects. Only one of interviewees stated that there were no other activities beside the duties of his job. Participation in the development of plans and programmes to manage personnel and human resources and improve and organize work were declared by respondent TM1. Another interviewee (MM9) mentioned directing and designing visualizations and publications for the Ministry and its affiliated initiatives, and guiding, training and coordination of the content of training workshops in consultation with the supervising departments (MM9). (See Appendix (M); Section (A); n2 for more detile).

6.2.4. Participation in Training and Development

The question posed to the interviewees was open ended: “Have you participated in any form of training and development in management? Please explain.”

Although the Institute of Public Administration (IPA) provides training for employees from different ministries, just over half of the interviewees said they weren't involved in any way in training and development processes in their department (See Figure 6-2 and see Appendix (M); Section (A); n3 for more detile).

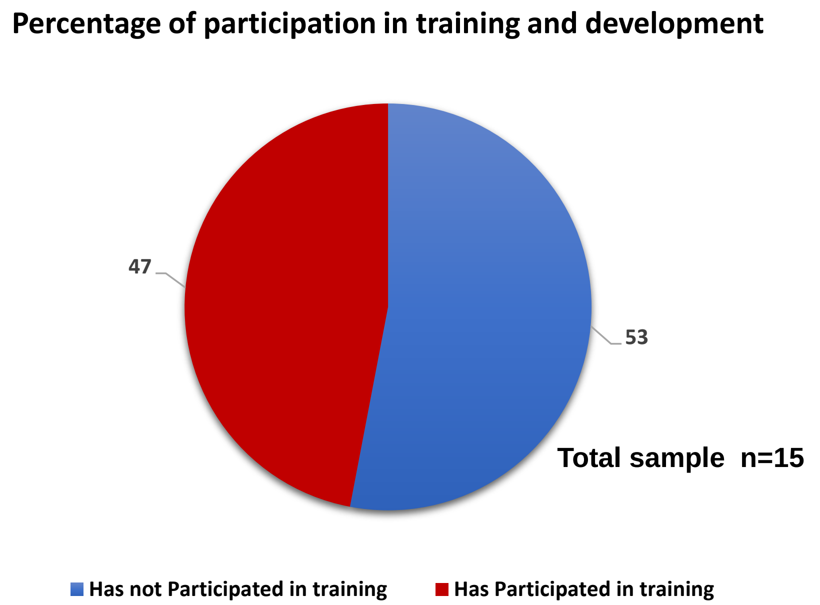


Figure 6-2: Employee Participation in Training and Development
Source: Created by the Author

6.2.5. Types of Training Used By Departments

The question posed to the interviewees was open ended: “Can you outline the types of training used by the department?”

The interviewees identified a variety of training types used by their departments, including internal and external training, training on initiatives, and project management. Only two interviewees said they didn’t know or didn’t haven’t any information about the training used by their departments. However, some interviewees said there was no specific training in their departments and their administration had no training profile.

One of the interviewees (TM2) stated that the types of training used by his department were internal and external training as follows:

“*In our administration there are two types of training: Firstly, internal training, which is the training for new employees on the techniques used and lasts from three months to a year. The second is external training. This training* is *provided through training companies and institutes, and it is usually short-term training i.e. from three to five days*.” (TM2)

External training, that is training delivered outside the MHU, was mentioned by seven participants, and included technical, behavioural, and leadership course, as well as courses in change management and communication. An interviewee from another department also said that there were two training types: the first on the job and about involvement with the public and the other through approved international centres. (See Appendix (M); Section (A); n4 for more detile).

6.2.6. Responsibility for Human Resource Development in the MHU

The question posed to the interviewees was open ended: “What is the department responsible for human resource development in the MHU?”

It is notable that the majority of participants (80%, n=12) said that the HR department was the only department in the MHU responsible for the management of training and development. Only one interviewee reported that the Quality department coordinates with the HR department and the Development and Training department to achieve the objectives of human resources development. Another interviewee (MM10) stated that his department did not have expert trainers to manage human resources development.

Additionally, TM1 explained the procedures used from his point of view:

"*the department of Human Resources Development, after the decision of the MHU in 1437H approving the establishment of the General Directorate for Human Resources and its associated departments, including the Development and Training Department, was assigned the tasks and responsibilities of the development work of human resources: to continuously improve the quality standards and development of professional skills, to enhance capabilities and competencies by creating a special working environment, and [create] a complete system of policies, procedures and quality services.*" (TM1) (See Appendix (M); Section (A); n5 for more detile).

6.2.7. Goals of Human Resource Development in Departments

The question posed to the interviewees was open ended "What are the goals of human resource development in the Department?"

The findings from some interviewees revealed that the primary goals of human resource development in the department are to expand existing areas of expertise and develop new ones in order to create a highly efficient working environment and attract skilled personnel, and leading the shift in personnel affairs to Human Resources.

Improving performance and increasing competence were other goals mentioned by interviewees related to developing the capabilities of employees in accordance with the Kingdom's progress and development aims, as well as training cadres. In this respect, MM11 said he had started working on the management of the performance and training of the temporary staff and following-up on their subsequent performance See Appendix (M); Section (A); n6 for more detile).

6.2.8. Involvement of Human Resources in Developing Training Plans and Policies

The question posed to the interviewees was open ended "How involved is human resource management in the development of training plans and policies?"

Two of the interviewees stated that there was no participation of HR in developing training plans and policies in their department because of a lack of experience with human resources management (MM2 and MM10). Other respondents answered that they didn't know because they had been informed of no such initiatives by their administrations.

However, the majority of interviewees stated that HR management played an essential and crucial part in developing training plans and policies in the department. As interviewee TM1 stated, its participation is essential since it is the specialized authority to do so in the MHU. He added that the Human Resources Department ensures that the training plan conforms to the skills required for each job according to the job description. It is the first body responsible for developing training programmes for employees (See Appendix (M); Section (A); n7 for more detile).

6.2.9. Process of Preparing Training Plans

The interviewees were asked an open question regarding: “What is involved in the preparation of the training plan in your department”?

The answers provided by respondents varied from ‘Through meetings’; ‘No Plan’; ‘General plan’; ‘Monitoring the required skills’; ‘It’s developing’; and ‘I do not know’ (See Appendix (M); Section (A); n8 for more detile).

6.2.10. Factors Affecting the Training Plan

The question posed to the interviewees was open ended: “What are the factors that affect the plan when training needs are identified and plans developed”?

Two answers were identified by interviewees: ‘Budgets’ and ‘Resignation and Job rotation’. Three of the interviewees said they didn’t know of any factors affecting the plan when training needs are identified and plans developed (See Figure 6-3).

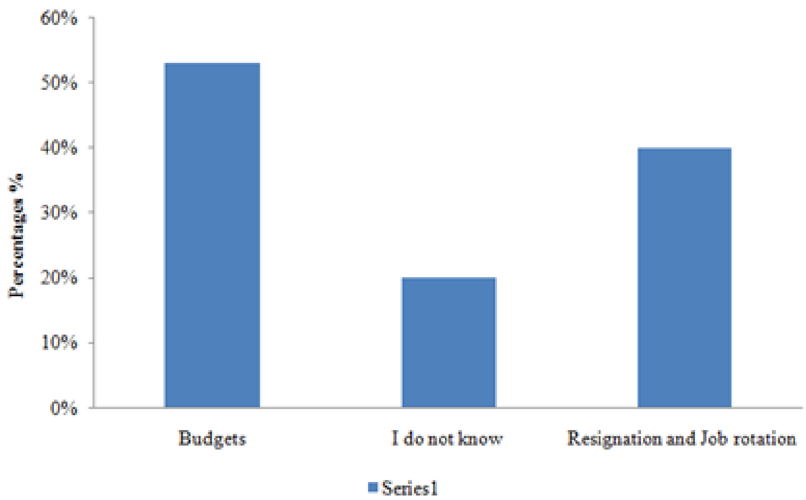


Figure 6-3: Factors Affecting the Training Plan
Source: Created by the Author

A majority of the interviewees (53%, n=8) stated that budgets are the main factors affecting training plans. On this matter, five interviewees expressed the view that financial matters and the lack of adequate budgets to include programmes in an integrated manner was the main factor (See Appendix (M); Section (A); n9 for more detile).

6.2.11. Implementation Stages of the Training Plan

The question posed to the interviewees was: "What are the stages of implementation of the training plan?"

The findings show that there is no single way for training plans to be implementation; it depends on the nature of the work in each department. Some respondents to this question declared that the implementation stages of the plan started with: identification of training providers and the timetable; adoption of budgets; staff nomination; and, finally, performing the training. Giving another view, TM1 said the stages of the plan were needs analysis and training planning, and involving small numbers to measure the utilization rate of the training as a technique to implement the training plan effectively (See Appendix (M); Section (A); n10 for more detile).

6.2.12. Approaches Used To Establish Training Needs

The question posed to the interviewees was open ended: "What approach does the department use to establish its employees' training needs?"

The findings revealed that several management methods are used to determine the training needs of MHU staff, namely: questionnaires; a specific website; regular meetings; measuring performance; and determining the needs of training and work (See Figure 6-4).

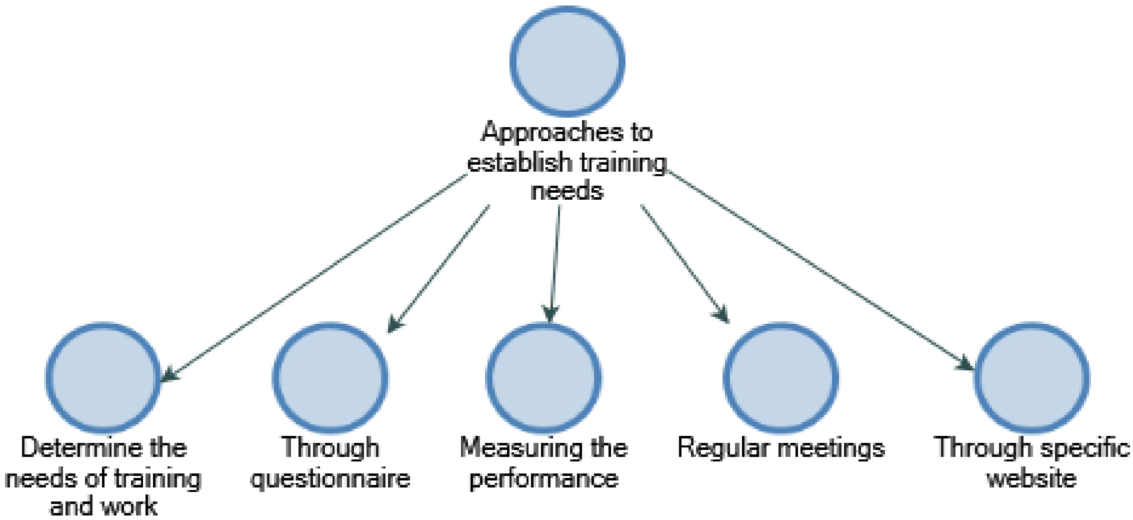


Figure 6-4: Approaches Used to Establish Training Needs
Source: Created by the Author

Only two interviewees stated that there were no such approaches in their department, and one said that people in management with experience in their field should establish training needs, and at an earlier stage rather than just before the start of the Hajj season (MM2).

Several interviewees mentioned that establishing employees' training needs was done through a questionnaire from a consulting firm and through a specific website which included types of training programmes. They also cited functional analysis of job descriptions and measuring the performance of employees to determine their actual needs and the theoretical and practical training specifications (See Appendix (M); Section (A); n11 for more detile).

6.2.13. Experience in Identifying Training Needs

The question posed to the interviewees was open ended: "Through your experience: How many years have you been involved in identifying training needs?"

The years of experience stated by interviewees varied from one to six years. However, forty percent of interviewees said they had no experience in identifying training needs. One respondents explained his lack of experience in the following way:

"*No, as my administration, we were not asked to participate in identifying the training needs and [just] relying on the Institute of Public Administration. And there is no special centre responsible for training Ministry staff*." (MM2)

On the other hand, Interviewee MM12, who has more experience in management, stated that participation in identifying training needs continues between the departments concerned, in conjunction with other parties.

6.2.14. Role of Officials in Determining Needs and Plans

The interviewees were asked an open question: "What is the role of officials in determining needs and organizing plans?

The majority of respondents (67%, n=10) described the role of officials using words such as 'it is the basis', 'important', 'effective', 'an influential role' and 'a major role', as well as 'a full role' in identifying training needs and developing plans for field and administrative workers. Only one respondent (MM6) said that the role of officials in determining needs and organizing plans was poor and inadequate (See Appendix (M); Section (A); n12 for more detile).

6.2.15. Relationship between Training and Performance Assessment

The question posed to the interviewees was open ended: "Is there a relationship between training and performance assessment? Yes. How? /No. Why?"

The majority of interviewees agreed that there is a relationship between training and performance assessment; three said 'No', and three didn't know'.

In regard to the answer 'No', the findings revealed that this was because there was no evaluation programme to see the impact of training on employees.

In terms of 'Yes', all eight respondents explained the link between training and performance assessment (See Appendix (M); Section (A); n13 for more detile).

6.2.16. Participation of Employees in Identifying Training Needs

The interviewees were asked an open question regarding: "Does the employee participate in identifying training needs?"

The communication between management and employees is key to the successful identification of training needs, and the process of developing training needs should be transparent, with all members of staff having the chance to feed into discussions about courses, skills, needs, and priorities.

The majority of respondents (73%, n=11) stated that employees didn't participate in identifying training needs while just 27% (n=4) said they did (See Figure 6-5 and Appendix (M); Section (A); n14 for more detile).

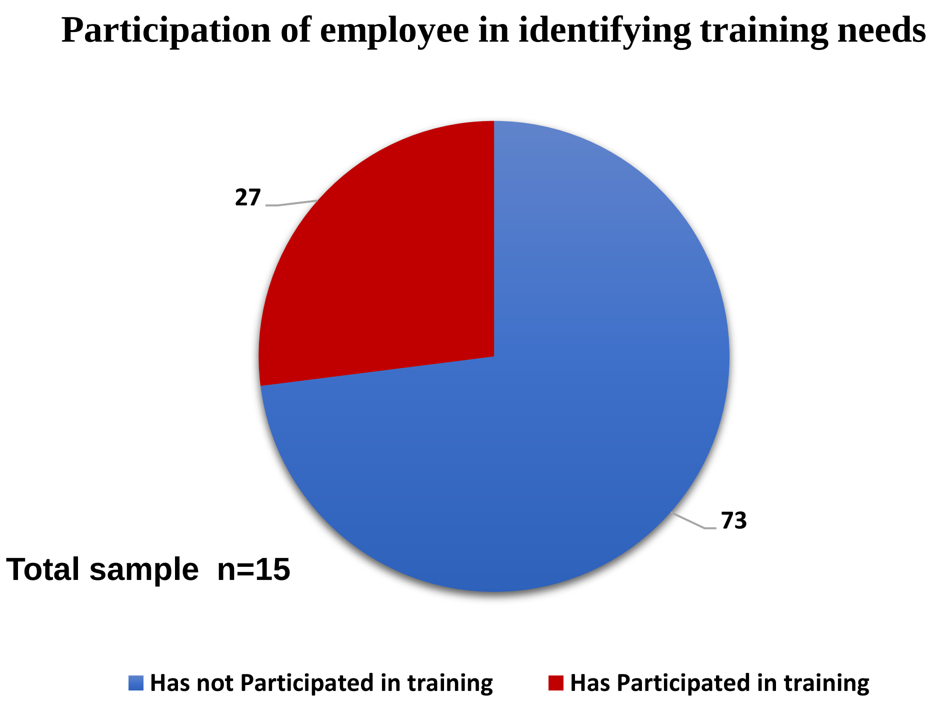


Figure 6-5: Employee Participation in Identifying Training Needs
Source: Created by the Author

6.2.17. Suitability of the Budget

The questions posed to the interviewees were open ended: “Is the budget adequate to meet the objectives of human resources development and staff training in the period specified? What training facilities are available?”

Most of the participants (80%, n=12) said the budget was ‘Not enough’, with only one saying that he didn’t know. However, TM1 said that the management was not involved in the preparation of the staff training budget; there was a designated authority in this regard. Figure 6-6 illustrates the interviewees’ answers (See Appendix (M); Section (A); n15 for more detile).

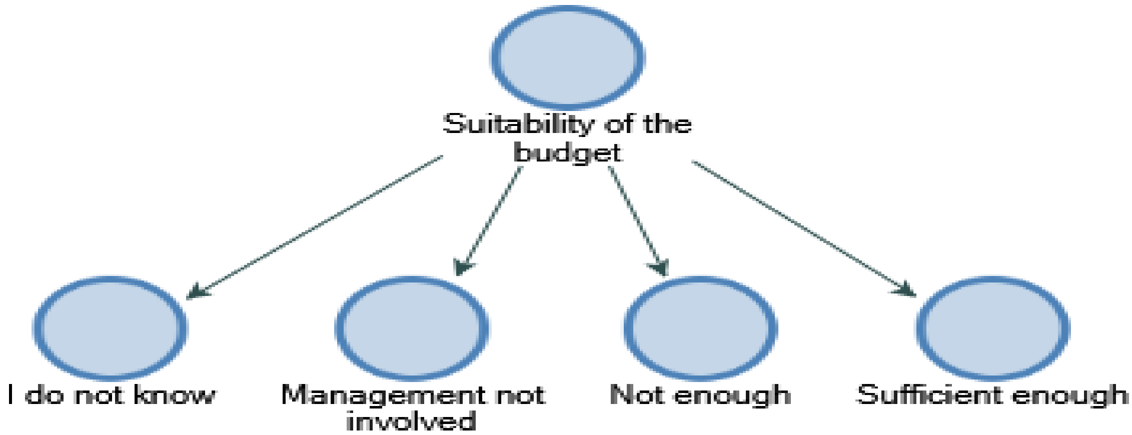


Figure 6-6: Interviewees’ Responses About the Suitability of the Budget
Source: Created by the Author

6.2.18. Training Approaches To Develop the Skills of Employees

The question posed to the interviewees was open ended: “What are the training methods adopted by the Ministry to develop the skills of employees?”

The responses to this question reveal that the MHU has adopted different ways to develop the skills of employees, including internal trainers, training through the Institute of Management or the Institute of Public Administration (IPA), external training, and distance learning (See Appendix (M); Section (A); n16 for more detile).

6.2.19. Dealing With Employees’ Complaints Regarding Training

The question posed to the interviewees was an open ended: “How are employees' complaints about training handled by the Ministry?”

The answers provided by the participants were ‘Improve the contents’, ‘Employees' Rights’ or ‘No complaints’ (See Figure 6-7 and Appendix (M); Section (A); n17 for more detile).

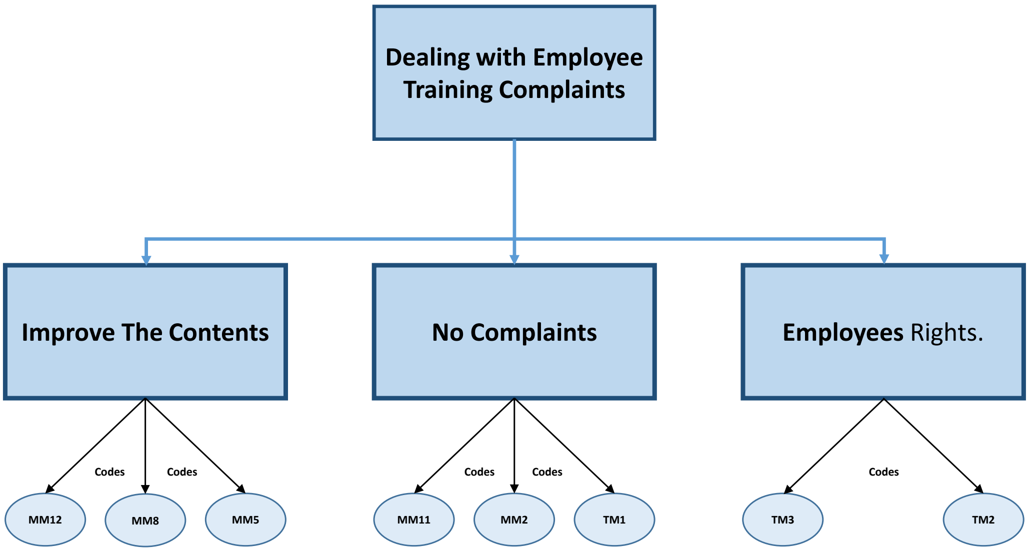


Figure 6-7: Responses of Interviewees About Dealing with Employee Training Complaints
Source: Created by the Author

6.2.20. Methods of Assessment

The question posed to the interviewees was: “What is the method of evaluating the Ministry's training plans?”

The respondents mentioned three approaches to evaluating the MHU's training plans. These were questionnaire, evaluation, and performance indicators (See Figure 6-8 and and Appendix (M); Section (A); n18 for more detile).

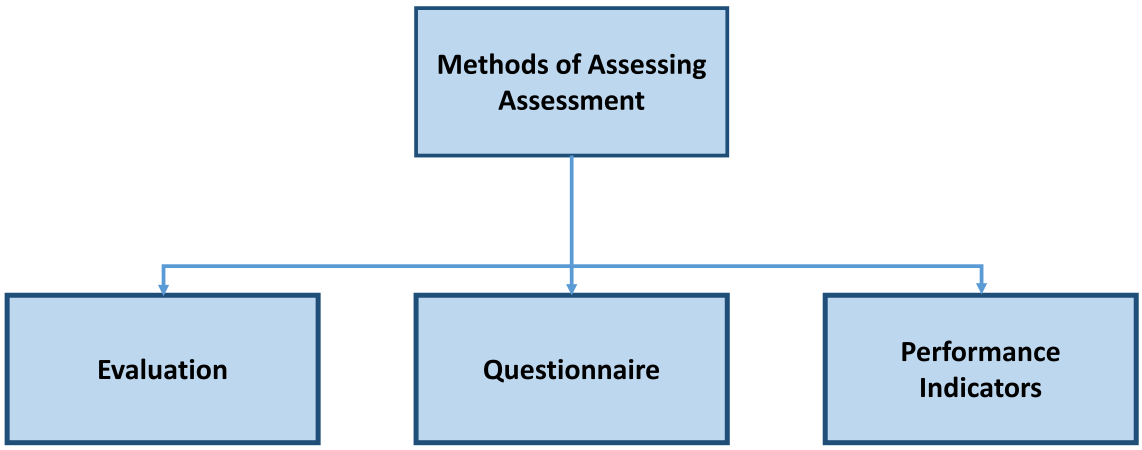


Figure 6-8: Methods of Assessing the Ministry's Training Plans
Source: Created by the Author

6.2.21. Obstacles to Determining Training Needs

In this section the interviewees were asked: “What obstacles have you encountered in identifying training needs?”

The interviewees specified a list of obstacles, including: lack of budget; lack of planning; lack of global courses; and, lack of specialists. The responses ‘I do not know’ and ‘No obstacles’ were also provided (See Figure 6-9 and Appendix (M); Section (A); n19 for more detile).

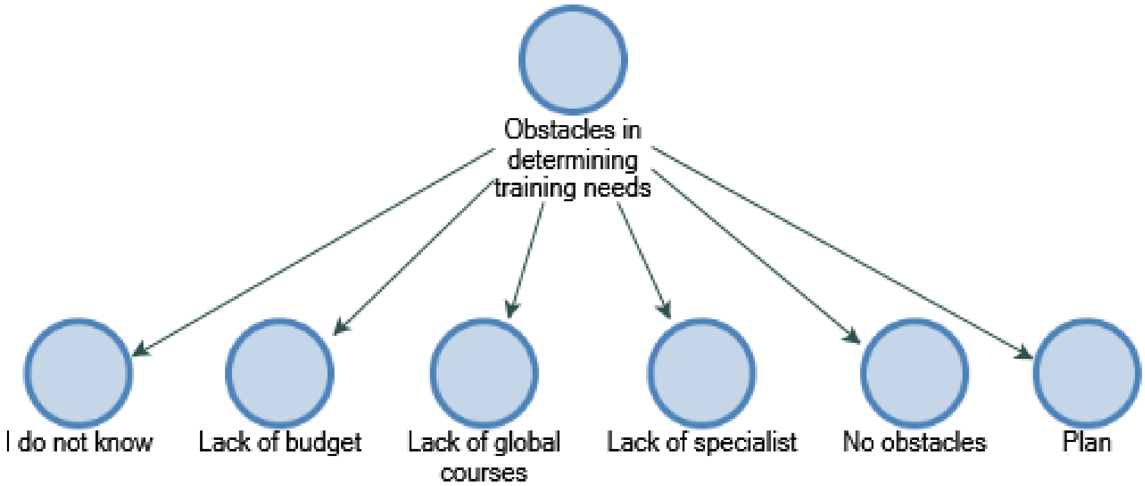


Figure 6-9: Obstacles in Determining Training Needs
Source: Created by the Author

6.2.22. Methods of Improving the Training

The question posed to the interviewees was open ended: “How do you think the training methods can be improved?”

The respondents identified three ways to improve training methods in the departments of MHU: improving the management, determining needs more effectively, and greater participation of staff.

Four interviewees stated that management improvement was important as training is linked and influenced by the applicable management model. By enhancing the management approach, training methods can be improved to achieve management objectives. Furthermore, as MM12 pointed out, combining efforts and working together to present an appropriate image of the Ministry is our goal, so steps should be taken to enhance the availability of programmes which are commensurate with the existing staff in order to find final solutions to any problem in the future and to be proactive in improving our services to the public.” However, this is difficult as there is a lack of specialists in this management area.

Six interviewees identified determining needs more effectively as a way to improve training methods, and described the importance of following the latest methods and techniques in identifying the actual requirements and competencies for each job. In this context (See Appendix (M); Section (A); n20 for more detile)..

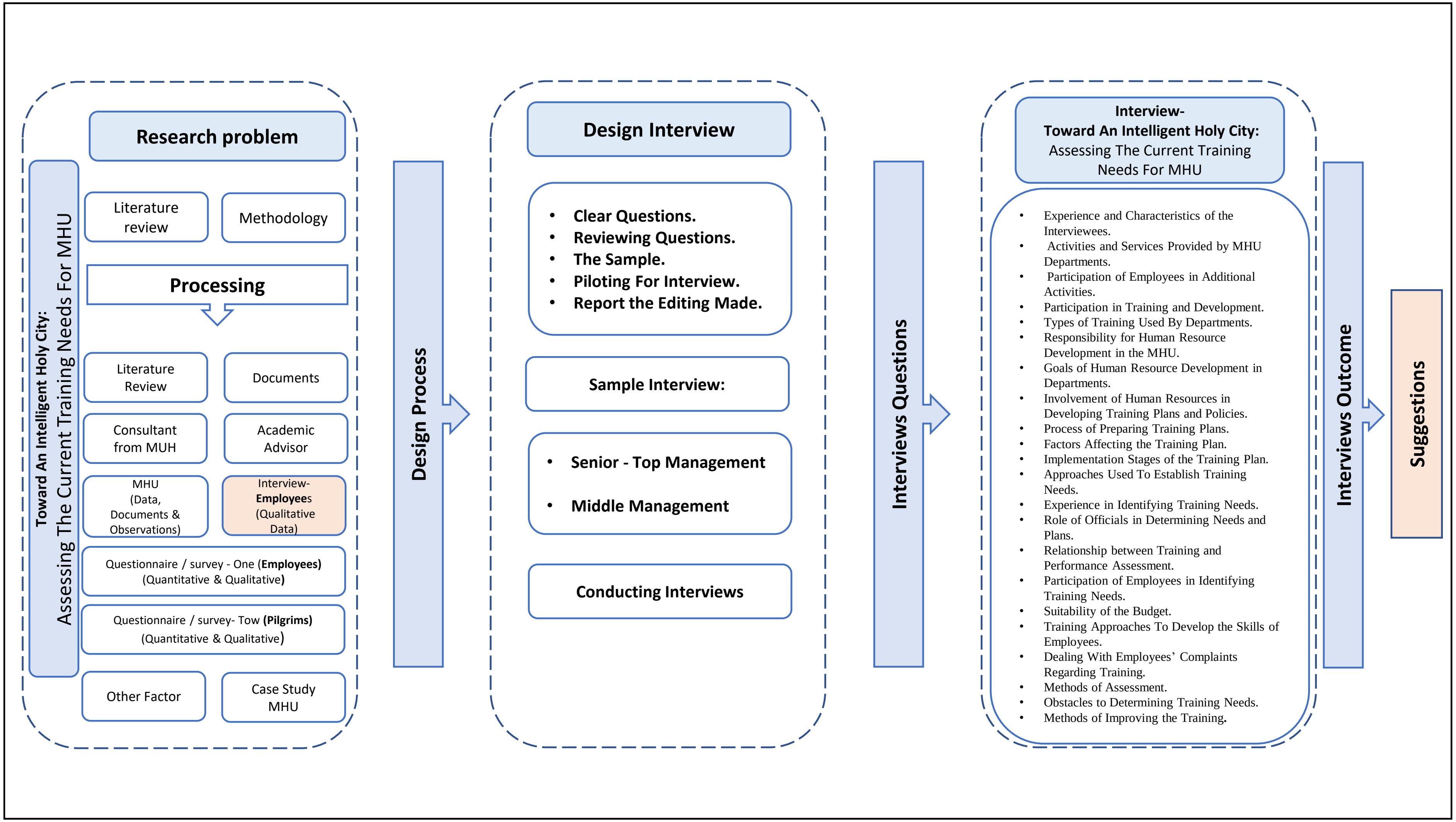


Figure 6-10: The Framework Of Interviews
Source: Created by the Author

6.3. Part B - Questionnaire Results and Analysis (Employees)

This part describes the results that were collected from the questionnaire which was completed by 201 employees working in different areas of the MHU and by stakeholders.

As mentioned in the methodology chapter (See Chapter 5), a number of descriptive statistical tests, graphical methods, measures of association, and statistical trend detection methods were used to analyse the finding of the questionnaire.

The questionnaire was divided into four sections, the first of which asked a number of demographic questions. The results from this section are described below (See Appendix (M); Section: (B). for more details).

6.3.1. Section A: Demographic Questions

Respondents were asked a series of questions about themselves, the nature of their work, and their previous experience. These covered age, overall work experience, education level, the nature of their employer, employment status, current role, number of years in any previous role, and whether they had a written job description for their current role.

6.3.1.1. Q1- Working Experience

All of the participants (n=201) responded to this question about their working experience in Saudi Arabia. Their responses are shown in Figure 6-11 and see (Appendix (M); Section (B); Table 1).

The largest group had "more than 20 years" experience (26.9%) followed by "from 16 to 20 years" (21%). Next came "from 6 to 10 year" (19.9%) with slightly fewer respondents reporting "from 11 to 15 years" experience (18.4%). Just 14% of participants had "less than 5 years" experience.

It is clear that the ratios are relatively close, ranging from slightly less than 14% to slightly less than 27%. This indicates the presence of a diversity of years of practical experience among the employees of the MHU and the stakeholders.

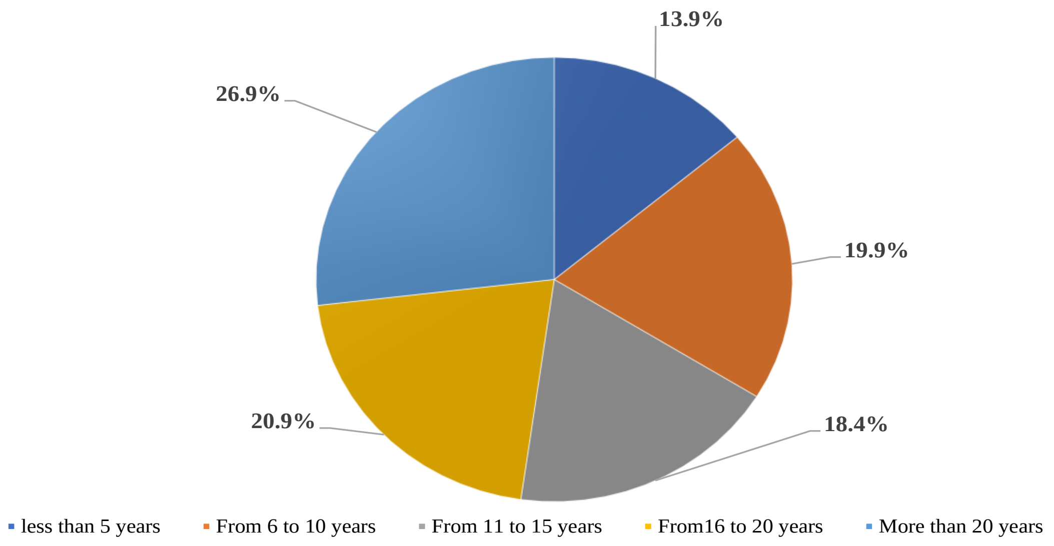


Figure 6-11: Frequency distribution for working experience
Source: Created by the Author

6.3.1.2. Q2 - Education Level

All of the respondents (n=201) replied to this question about the educational qualifications they held. Their responses are shown in Figure 6-12 and see (Appendix (M); Section (B); Table 2).

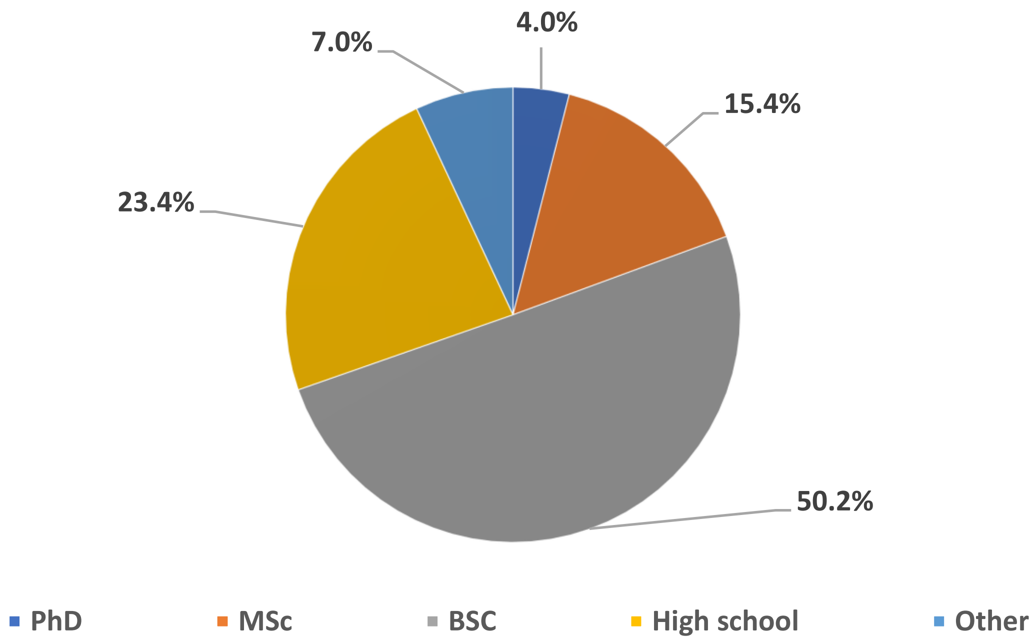


Figure 6-12: Frequency Distribution for Education Level
Source: Created by the Author

As can be seen, over half of the respondents (50.2%) held a BSc but the number of respondents only High School qualifications was relatively high at just under one-quarter (23.4%). 15.4% of respondents had an MSc and just 4.0% held a doctorate. The remaining 7.0% held other certificates.

The data indicates that the group who graduated with a BSc is the largest (101 of 201 respondents) which demonstrates the importance of a university educational for the employees in the MHU and for stakeholders. Meanwhile, the highest and lowest educational levels have low percentages, indicating the limited importance of PhDs, MScs, and High School certificates for employment in the MHU and for stakeholders, because education levels are important to the type of training that is provided to employees.

6.3.1.3. Q3 - Nature of Employer

All of the respondents (n=201) answered this question about the nature of their employee (government or private). Their responses are shown in Figure 6-13 and see (Appendix (M); Section (B); Table 3).

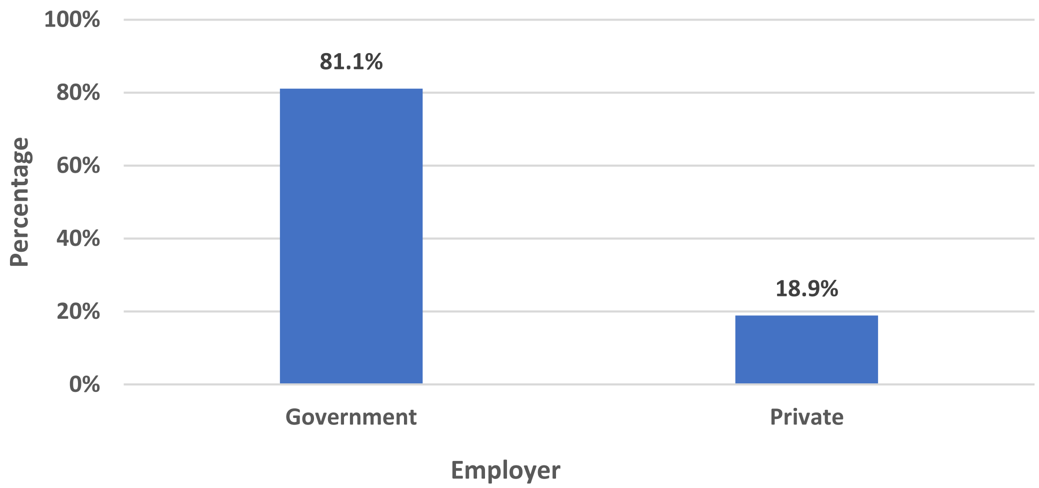


Figure 6-13: Frequency Distribution for Nature of Employer
Source: Created by the Author

As can be seen, the largest group (n=163) came from government organisations, including the MHU, with only 38 respondents (20%) reporting that they worked for private organisations. This reflects the fact that the Hajj and Umrah are currently managed by the Saudi government, and this requires large numbers of staff commensurate with the number of pilgrims coming to perform Hajj and Umrah each year.

6.3.1.4. Q4 - Employment Status (Permanent or Temporary)

All of the respondents (n=201) answered this question about the status of their employment (permanent or temporary). Their responses are shown in Figure 6-14 and see (Appendix (M); Section (B); Table 4).

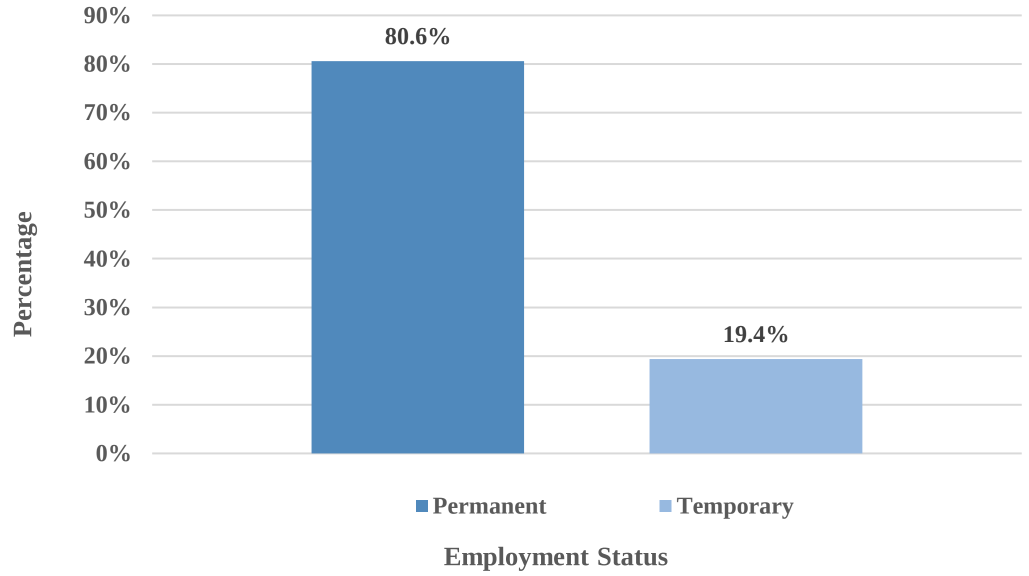


Figure 6-14: Frequency Distribution for Employment Status
Source: Created by the Author

As can be seen, more than 80% (n=162) of respondents held permanent positions, with just under 20% (n=39) on temporary contracts. This is due to the Hajj and Umrah currently needing permanent employees who can work continuously throughout the year.

6.3.1.5. Q5 - Job Position

All of the respondents (n=201) answered this question which asked them to identify their current position (employee, manager or head of department). Their responses are shown in Figure 6-15 and see (Appendix (M); Section (B); Table 5).

Just over half of the respondents (55.2%) described themselves as employees, 25.9% were managers (n=52), and the remaining 18.9% (n=38) were heads of department.

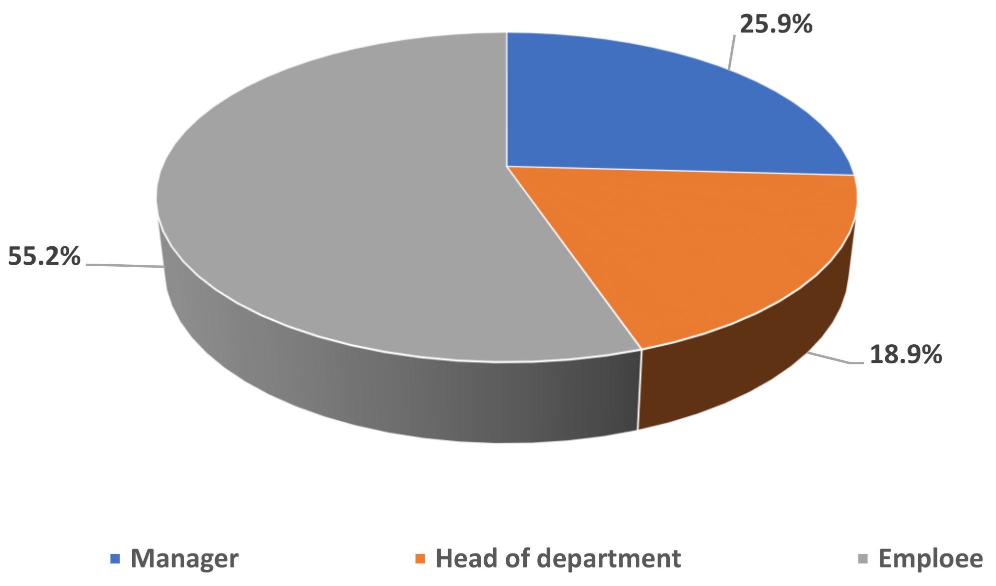


Figure 6-15: Frequency Distribution For Job Position
Source: Created by the Author

6.3.1.6. Q6 - Number of Years of Employment in the Last Post Filled

All of the respondents (n=201) answered this question which asked about their previous work experience. Their responses are shown in Figure 6-16 and see (Appendix (M); Section (B); Table 6).

Just under 40% of respondents (n. 80) said they had no previous work experience. The remaining respondents were distributed relatively evenly, with 16.4% (from 3 to 5 years), 15.4% (more than 10 years) 14.4% (less than 2 years) and 13.9% (from 6 to 10 years).

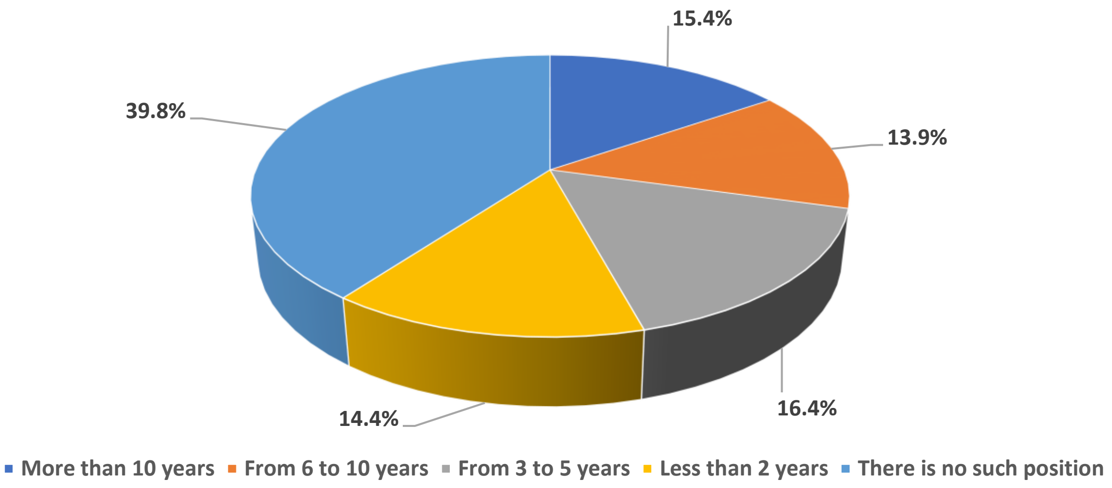


Figure 6-16: Frequency Distribution for Years in Previous Employment
Source: Created by the Author

6.3.1.7. Q7- Presence of Written Job Description

All the respondents (n=201) answered this question which asked if they had a written job description. Their responses are shown in Figure 6-17 and see (Appendix (M); Section (B); Table 7).

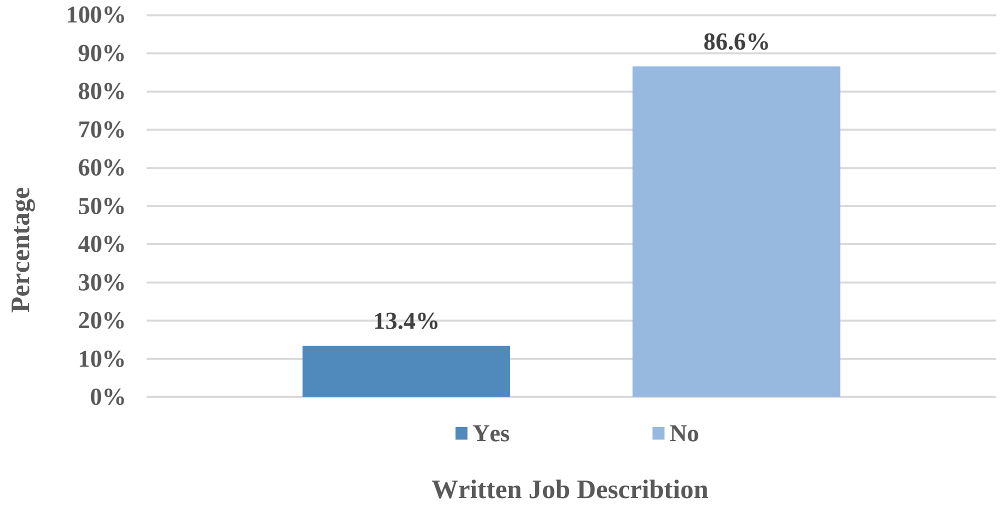


Figure 6-17: Frequency distribution for Written Job Description
Source: Created by the Author

As can be seen, just 13% of the respondents said they had a written job description that described the duties and responsibilities of their current role. The majority (86.6%, n=74) said there was no written job description.

These results indicate mismanagement in the MHU and in stakeholder organisations, including negligence of staff, which may have led to declining performances.

6.3.2. Section B: Administrative Development and Training Courses

Respondents were then asked a series of question which explored their opinions about the administrative development and management training courses available within the MHU.

6.3.2.1. Q8 - Appropriateness of Pre-Employment Training Courses

All the respondents (n=201) answered this question which asked if it was appropriate for employees to receive pre-employment training. Their responses are shown in Figure 6-18 and see (Appendix (M); Section (B); Table 8).

The majority of respondents (92.5%, n=186) agreed that it was appropriate. Just 7% (n. 15) disagreed. This indicates the desire of employees to participate in training before beginning their jobs with the MHU or with stakeholders.

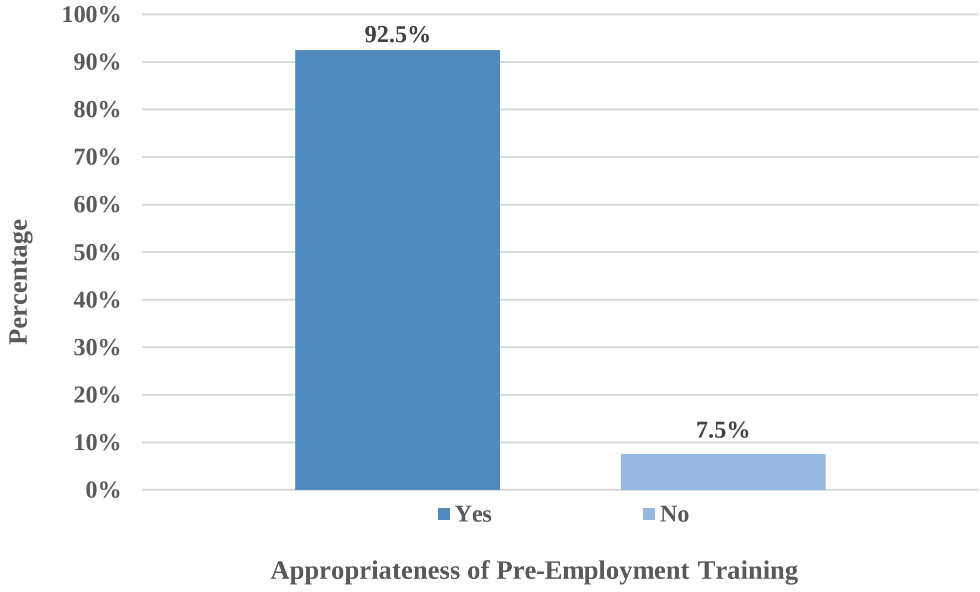


Figure 6-18: Frequency Distribution for Appropriateness of Pre-Employment Training
Source: Created by the Author

6.3.2.2. Q9 - Importance of Training in Enhancing Employees' Development

All the respondents (n=201) answered this question which asked if in-service training courses enhanced employees' experience and development. Their responses are shown in Figure 6-19 and see (Appendix (M); Section (B); Table 9).

Selected as a leading question because went to judge they want to know the number of employees, who really disagree totally.

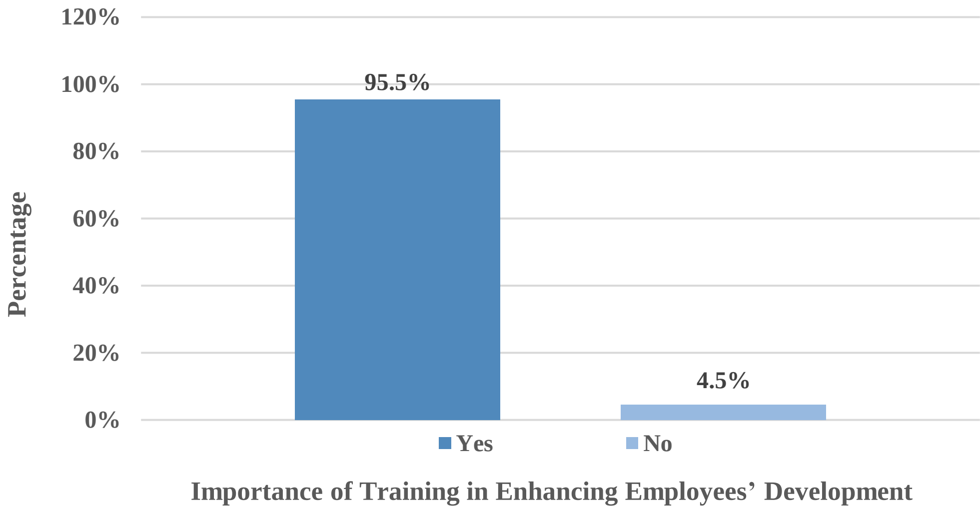


Figure 6-19: Frequency Distribution for Importance of Training in Enhancing Employees' Development
Source: Created by the Author

95% of respondents (n=191) believed training courses helped employees enhance their experience and development. Only 4.5% of the respondents (n=8) did not believe this.

This finding shows that an overwhelming majority of employees in the MHU and stakeholder organisations believe that training courses helped them to enhance their expertise and development. This should encourage the MHU and other stakeholders to pay more attention to training courses.

6.3.2.3. Q10 - Attending Training Courses Before or During Employment

All the respondents (n=201) answered this question which asked if they had attended training courses before employment, during employment, or not at all. Their responses are shown in Figure 6-20 and see (Appendix (M); Section (B); Table 10).

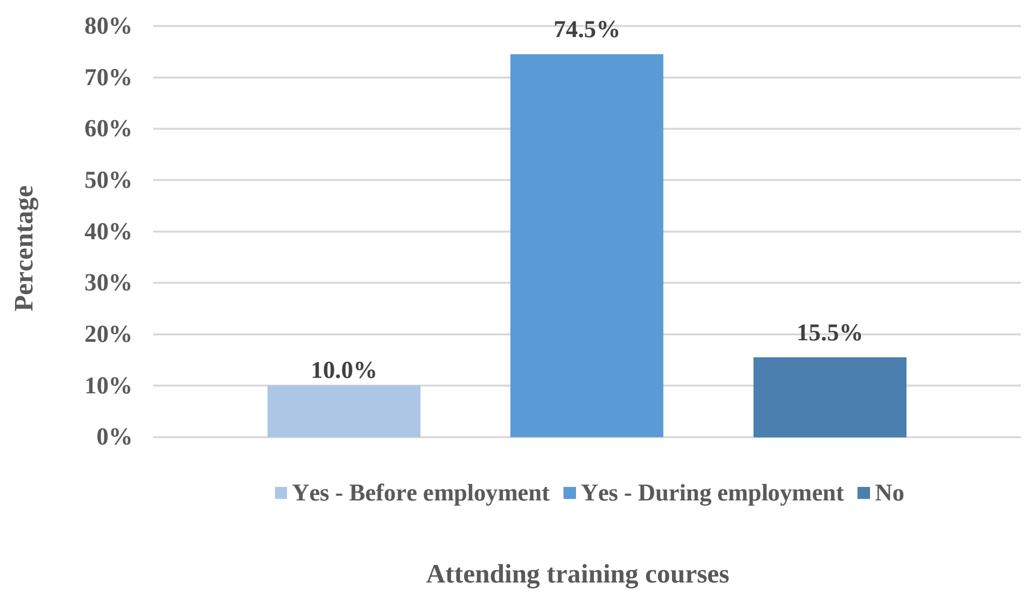


Figure 6-20: Frequency distribution for Attending Training Courses Before or During Employment
Source: Created by the Author

Almost three-quarter of the respondents (74.5%, n=149) said that they had attended training during employment, with just 10% (n=20) saying they had participated in training before starting work. 31 respondent (15.5%) had not attended any training at all.

This result indicates the interest of the MHU and stakeholders in providing training courses as the majority of employees had received training during their employment.

6.3.2.4. Q11- Personal Assessment of Training Courses Attended

173 respondents answered this question which asked them to assess the quality of the training they had attended. Their responses are shown in Figure 6-21 and see (Appendix (M); Section (B); Table 11).

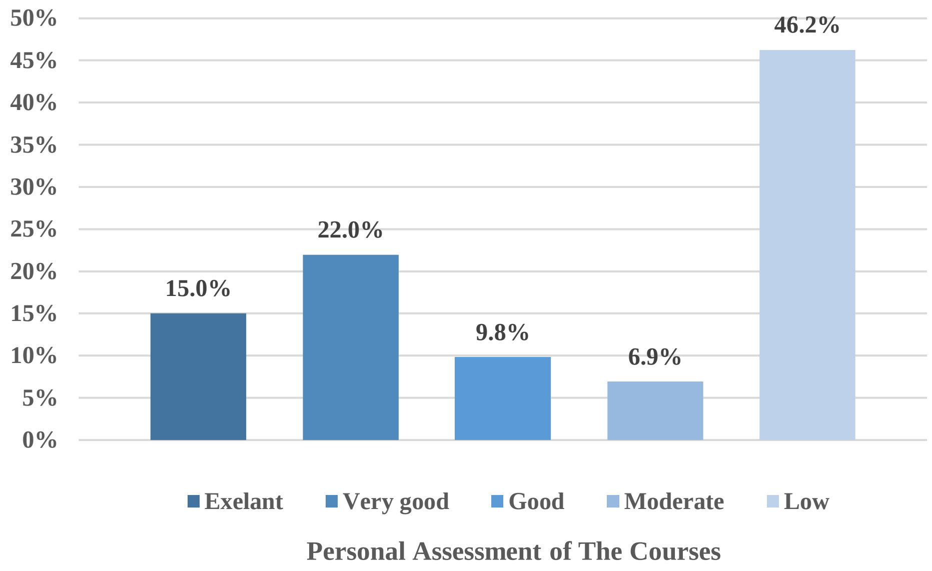


Figure 6-21: Frequency Distribution for Personal Assessment of Training Courses Attended
Source: Created by the Author

80 respondents (46.2%) ranked the quality of their training as "low", with 12 (6.9%) rating their training as "moderate". However, 26 respondents (15%.) assessed their training as "excellent", 28 (22.0%) as "very good", and 17 (9.8%) as good.

More than 50% of respondents rated the quality of their training as moderate or poor. This supports the previous results which suggested that the MHU currently fails to provide adequate and appropriate training courses for its employees.

6.3.2.5. Q12- Number of Training Courses Attended

173 respondents answered this question which asked how many times they had attended training course during their current employment. Their responses are shown in Figure 6-22 and see (Appendix (M); Section (B); Table 12).

Almost half of the respondents (42.2%, n=73) had attended more than five training courses, with more than one-quarter (26.6%, n=46) enrolled onto two or more courses. Just over 17% (n=30) had attended four to five and slightly less than 14% (n=24) only once.

This data also indicates that the MHU is interested in providing training courses as the majority of respondents (42.2%) had attended more than five courses during their work in the Ministry.

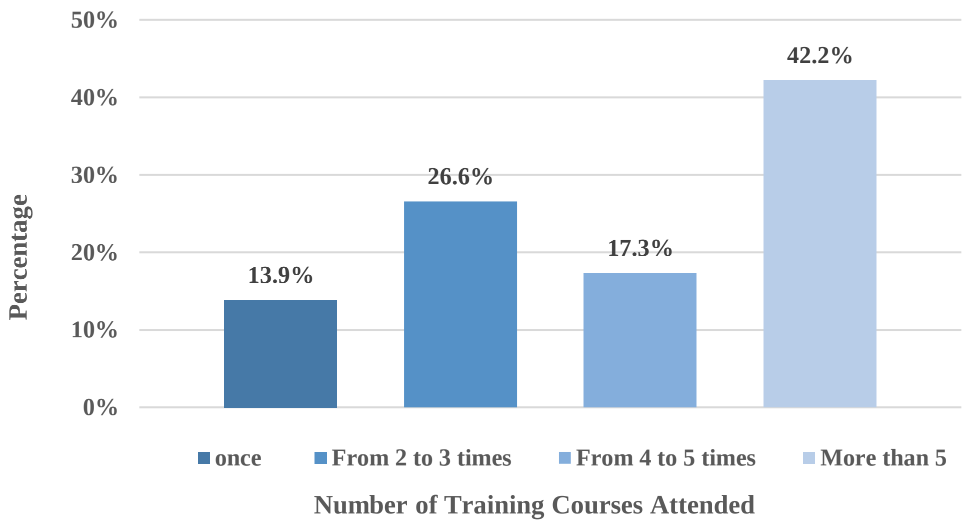


Figure 6-22: Frequency Distribution for Number of Training Courses Attended
Source: Created by the Author

6.3.2.6. Q13- Appropriateness of Length of Training Courses

173 respondents answered this question which asked them about the duration of the training courses they attended. Their responses are shown in Figure 6-23 and see (Appendix (M); Section (B); Table 13).

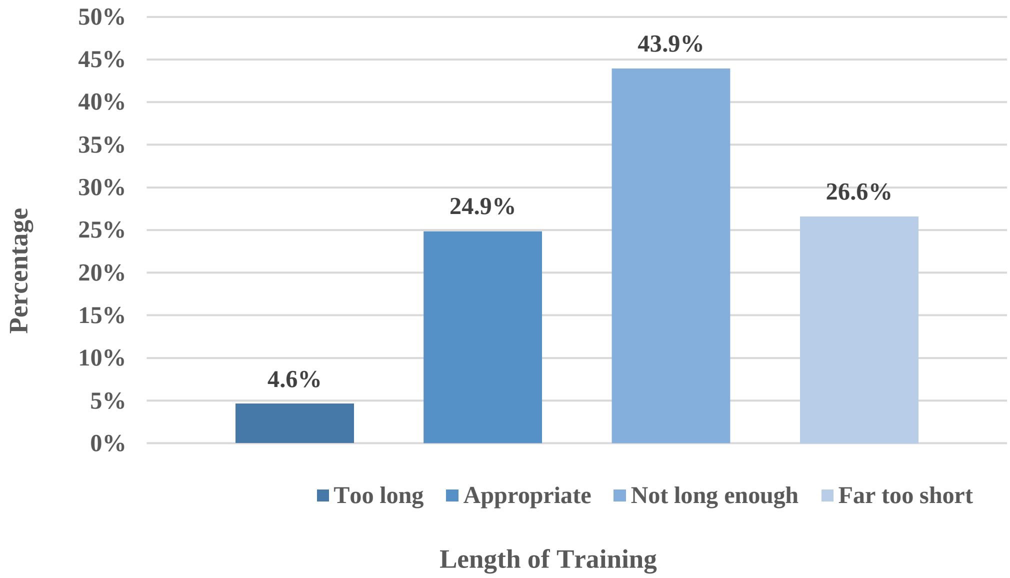


Figure 6-23: Frequency Distribution for Duration of Training Courses
Source: Created by the Author

As can be seen, just under 25% of respondents thought the duration of their training was appropriate. The most common response was ‘not long enough’ (43.9%, n. 72) while 46 respondents (26.6%) thought the duration of their training was much too short. Just 8 respondents (4.6%) though their training courses lasted too long.

6.3.2.7. Q14 - Reasons For Not Attending Training Courses

Only 87 out of 201 respondents (43%) answered this question about the reasons why participants had not been able to attend training courses. They were asked to select responses from a pre-defined list. The items in the list were: a) have not been informed about the courses, b) course was not appropriate for the nature of their work and their location in the MHU (i.e. the training location was not suitable), c) the course was not interesting and d) other reasons. The responses received are shown in Figure 6-24 and see (Appendix (M); Section (B); Table 14).

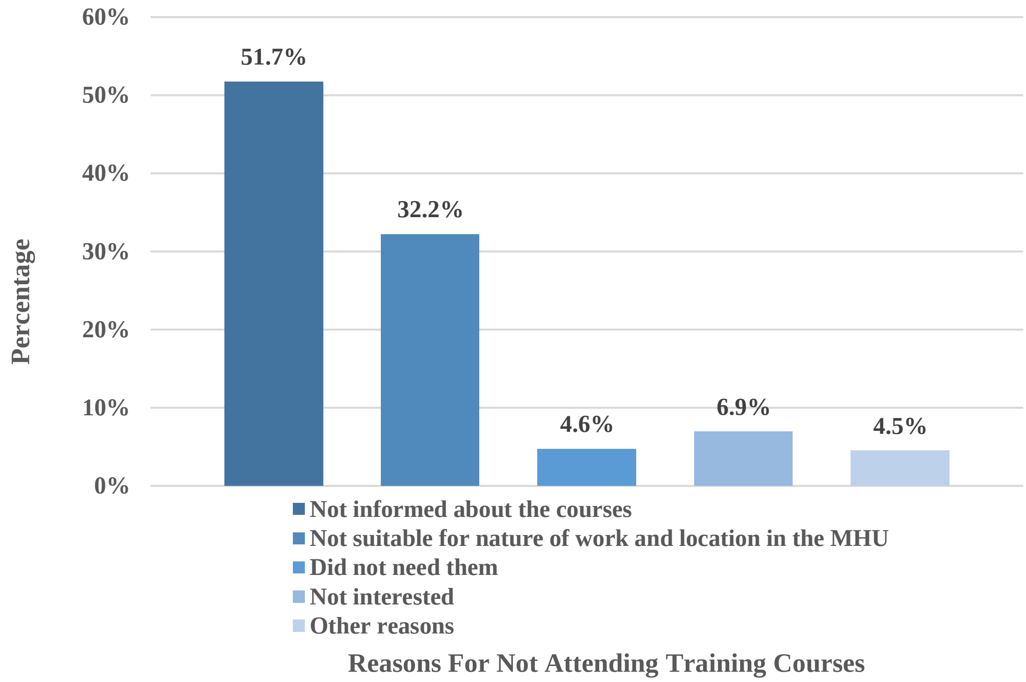


Figure 6-24: Frequency Distribution for Reasons for Not Attending Training Courses
Source: Created by the Author

More than half the respondents (51.7%, n. 45) selected “have not been informed about the courses” as the reason that prevented them attending training courses. This was followed by “was not suitable for the nature of their work and location in the MHU” (32.2%, n=28) and “not interested” (6.9%, n=6), with “other reasons” and “did not need course” both selected by just 4 respondents (4.6%).

The data indicates the weakness of the administration in the MHU in general as the majority of those who did not attend the training courses said this was because they were not informed about them. Weaknesses in training needs analysis are also suggested by the fact that more than 30% of respondents believed the training courses available were not suitable for the nature of their work or their location in the MHU.

6.3.3. Section C: Examination of Training Needs

Respondents were then asked a series of questions which explored training needs and training needs analysis within the MHU. The questions in this section related to the extent to which employees in the Ministry required specialist training programmes.

6.3.3.1. Q15 - Frequency of Formal Periodic Reviews of Training Needs

192 respondents answered this question which asked if there were periodic reviews to identify training needs in their department. Their responses are set out in Figure 6-25 and see (Appendix (M); Section (B); Table 15).

More than 40% of respondents (n=82) said formal periodic training reviews never took place, and more than 25% (n=49) said they seldom took place. Only 9 respondents (4.7%) said that such reviews always took place, with 21 (10.9%) saying they usually did and 31 (16.2%) saying they sometimes took place.

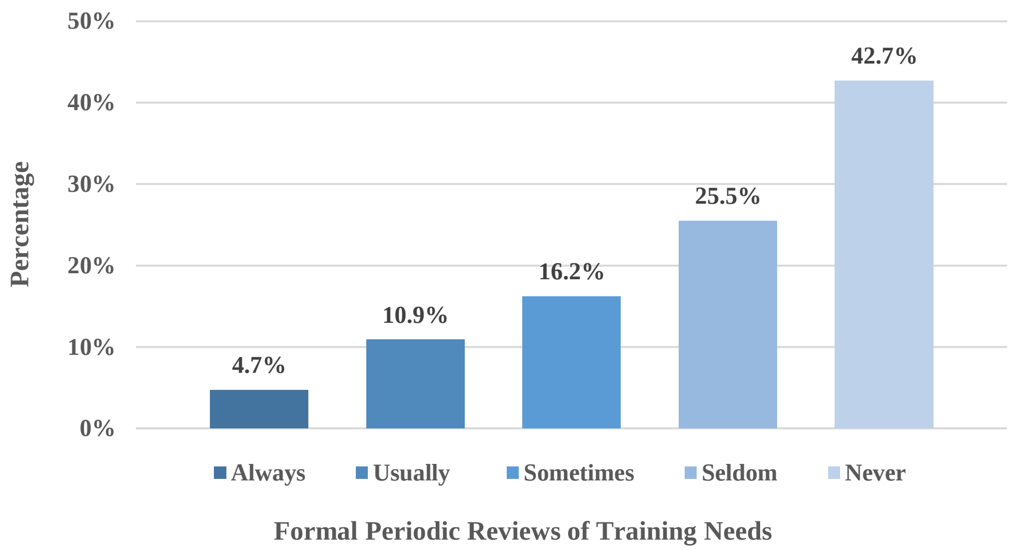


Figure 6-25: Frequency Distribution for Frequency of Formal Reviews of Training Needs
Source: Created by the Author

6.3.3.2. Q16 - Factors That Negatively Affect the Workflow

All the respondents (n=201) answered this question which asked respondents to evaluate the importance of a number of pre-defined factors which negatively affect the workflow. The items in the list were: a) Technical and technical problems; b) Poor communication and communication between employees; c) Administrative problems; and d) Lack of professional cadres with the skills and knowledge required. Respondents were asked to rate their importance from ‘Extremely Important’ to ‘Not at all important’. Their responses are set out in Table 6-1 and Figure 6-26.

As can be seen, “Technical and technical problems” was rated “extremely important” by 55.20% of respondents with a further 37.50% saying they were “very important”. “Lack of professional cadres with the skills and knowledge required” was considered “extremely important” by 51% of respondents, with a further 40.6% rating it as “very important”. 46.4% of respondents described “Poor communication and communication between employees” as “extremely important” with the same percentage saying it was “very important”. “Administrative problems” were considered “extremely important” by 31.8% of respondents, with a further 59.4% saying they were “very important”.

Table 6-1: Importance of the Factors that Negatively Affect the Workflow

Factors that negatively affect the workflow	Extremely Important	Very Important	Moderate	Slightly Important	Not at all Important	Average	Standard Deviation
Technical problems	55.2%	37.5%	5.20%	1.60%	0.50%	4.45	0.715
Poor communication and communication between employees	46.4%	46.4%	4.20%	3.10%	0.00%	4.36	0.710
Administrative problems	31.8%	59.4%	5.20%	3.10%	0.50%	4.19	0.714
Lack of professional cadres with the skills and knowledge required	51.0%	40.6%	3.60%	3.60%	1.00%	4.37	0.808

Source: Created by the Author

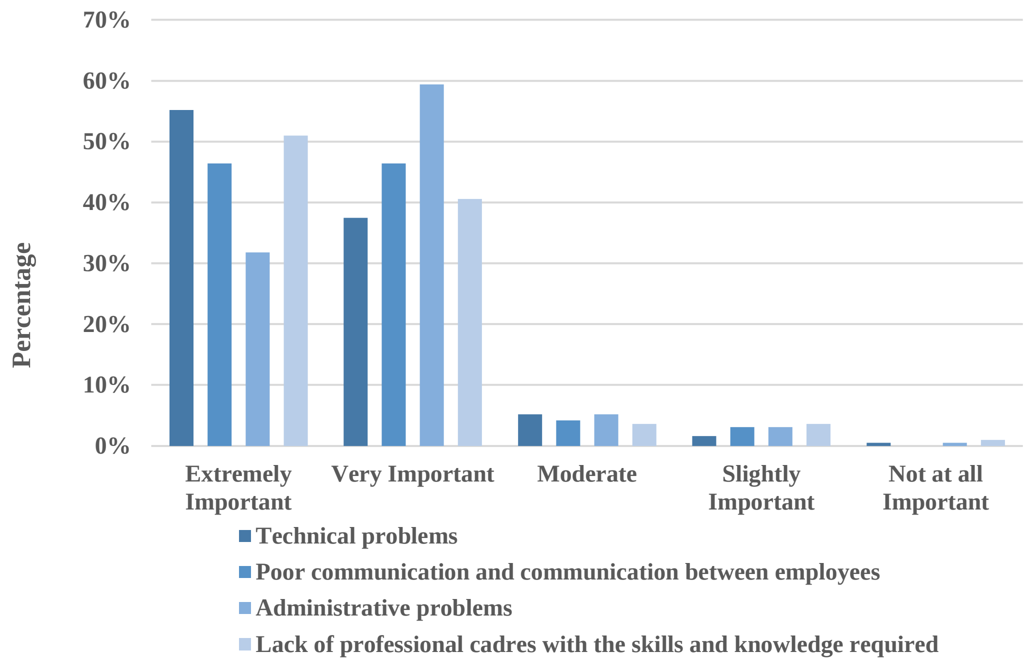


Figure 6-26: Importance of the Factors that Negatively Affect the Workflow
Source: Created by the Author

Very few respondents identified these issues as “not at all important”; 1.0% thought the lack of professional cadres was not at all important, with 0.5% saying the same for technical and for administrative problems. However, 0% of respondents thought that poor communication was strongly disagree. The group of “moderately important” and “slightly important” also had low percentages, ranging from 5.2% down to 1.6%. The relative importance of each statement is described below.

Technical and technical problems: the mean of importance is slightly higher than the others at 4.45 with low standard deviation of 0.715 (See Figure 6-26). The percentage of participants who described this factor as “very important” or “extremely important” is just under 93% of the total who responded to the questionnaire survey. The percentage of participants who rated it as “not at all important” or only “slightly important” was lower at just over 2.0% of the total. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) and that makes the influence of this factor on the workflow very high.

Poor communication and communication between employees: the mean of importance is slightly higher than previous one at 4.36 with the lowest standard deviation of 0.710 (See Figure 6-26). The percentage of participants who described this factor as “very important” or “extremely important” was the highest percentage at just under 93% of the total who responded to the questionnaire survey. The percentage of participants who rated it either “not at all important” or “slightly important” was lower at 3.1% of the total. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor on the work flow very high.

Administrative problems: the mean of importance is slightly higher than the previous one at 4.19 with low standard deviation of 0.714 (See Figure 6-26). The percentage of participants who described this as “very important” or “extremely important” was 91.4% of the total, and the percentage who rated it as either “not at all important” or “slightly important” was less than 4.0% of those who responded to the questionnaire survey. According to the Likert Scale Interpretation, the mean value ranges between (3.40 and less than 4.19) and that makes the influence of this factor on the work flow high.

Lack of professional cadres with the skills and knowledge required: the mean of importance is slightly higher than the previous one at 4.37 with relatively high standard deviation of 0.808 (See Figure 6-26). The percentage of participants who regarded this factor as “very important” or “extremely important” was just below 92% of the total. The percentage who rated it as “not at all important” or “slightly important” was lower at3.7%

of the total participants who responded to the questionnaire survey. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor on the work flow very high.

6.3.3.3. Q17 - Participation in Training Courses in the Past

192 respondents answered this question which asked if they had attended training courses in the past. 75% of respondents indicated that they had not done so, while only 25% said they had (See-Figure 6-27 and see Appendix (M); Section (B); Table 16). These results may indicate an overall lack of interest in training among employees in the MHU.

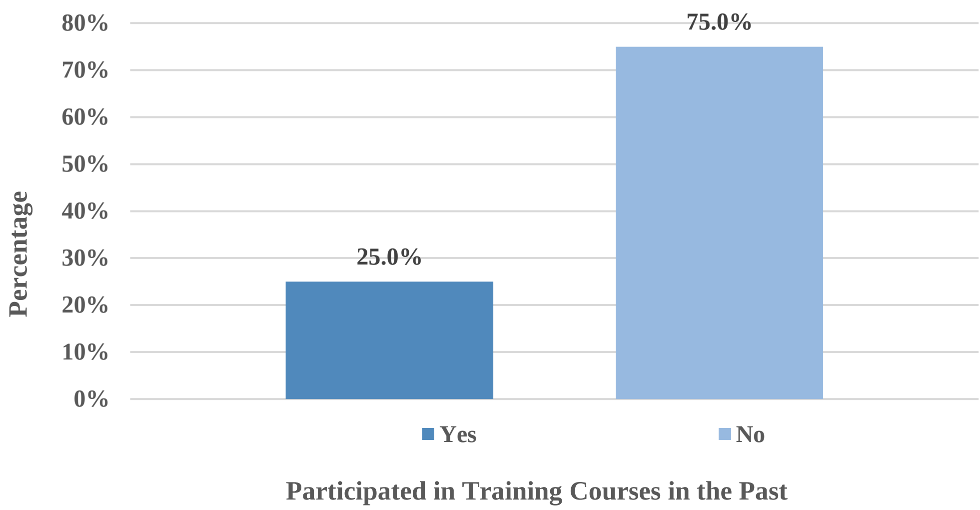


Figure 6-27: Frequency Distribution for Participation in Training Courses in the Past
Source: Created by the Author

6.3.3.4. Q18 - Analysis of Training Needs of Employees in Departments

90 out of the 201 respondents answered this question which asked how often training needs analysis was conducted for employees in their departments. Their responses are shown in Figure 6-28 and see (Appendix (M); Section (B); Table 17).

More than half of respondents (53.9%, n=48) stated that this “never” happened, 19 (21.1%, n=19) said it occurred “annually”, and 10% (n=19) reported this happened “every six months”. Just 6 respondents (6.7%) said “every two to three years”, with 4 (4.4%) opting for “every four to five years” or “more than five years”.

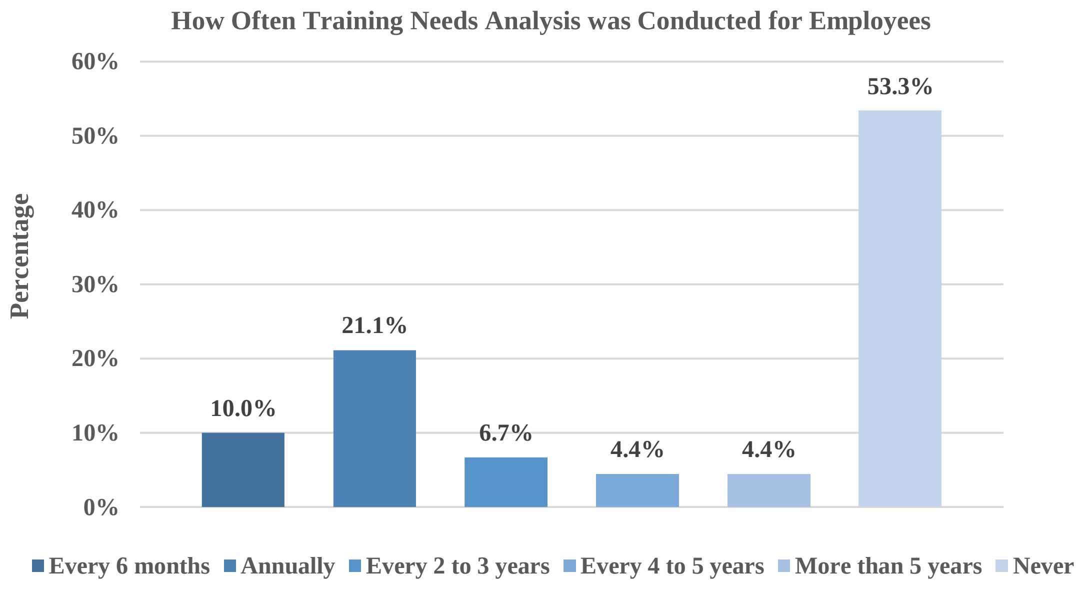


Figure 6-28: Frequency Distribution for Analysis of Training Needs in Departments
Source: Created by the Author

This data also indicates a weakness in training policy administration and planning in all departments of the MHU, as the majority of the respondents (53.9%) said that their departments made no effort to assess their future training needs.

6.3.3.5. Q19 - Main Obstacles to Meeting Training Needs In the Administration

93 respondents answered this question (46%) which asked about the main obstacles to meeting training needs within the administration. Respondents were asked to select from a pre-defined list as follows: a) Lack of funding b) Lack of experience c) Job description is unclear d) Lack of systematic training strategy e) Senior management is not supportive

and f) Other. Respondents were able to select more than one option, and a total of 208 responses were received. These are shown in Figure 6-29 and see (Appendix (M); Section (B); Table 18).

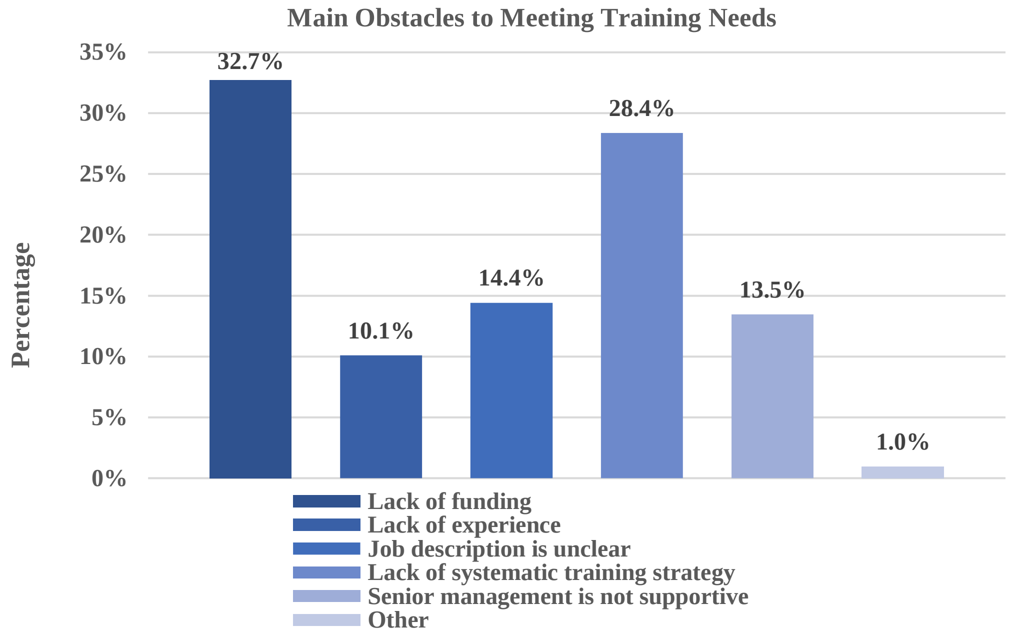


Figure 6-29: Frequency Distribution for Main Obstacles to Meeting Training Needs
Source: Created by the Author

Around a third of respondents identified “lack of funding” (32.7%, n=68) and “lack of systematic training strategy” (28.4%, n=59) as major obstacles. These were followed by “job description is unclear” (14.4%, n=30), “senior management is not supportive” (13.5%, n=28) and “lack of experience” (10.1%, n=2). Just 2 respondents (1.0%) suggested other obstacles to meeting training needs in the administration. These included “not having someone to do this (No one is responsible for this work)”, “Administration doesn't care about that”, “focusing on other tasks and ignoring this” and “too busy with other work in peak season”.

6.3.3.6. Q20 - The Most Important Methods for Identifying Training Needs

192 respondents answered this question which asked which methods for identifying training needs were most important. Respondents were asked to choose from a list of six options: a) questionnaires and interviews; b) direct observations; c) specialized training committees, evaluation centres and consultancy; d) performance evaluation models, appraisal forms and notes; e) by analysing job descriptions and duties; and f) other. Participants were able to select more than one option, and 550 responses were received in total. These are shown in Figure 6-30 and see (Appendix (M); Section (B); Table 19).

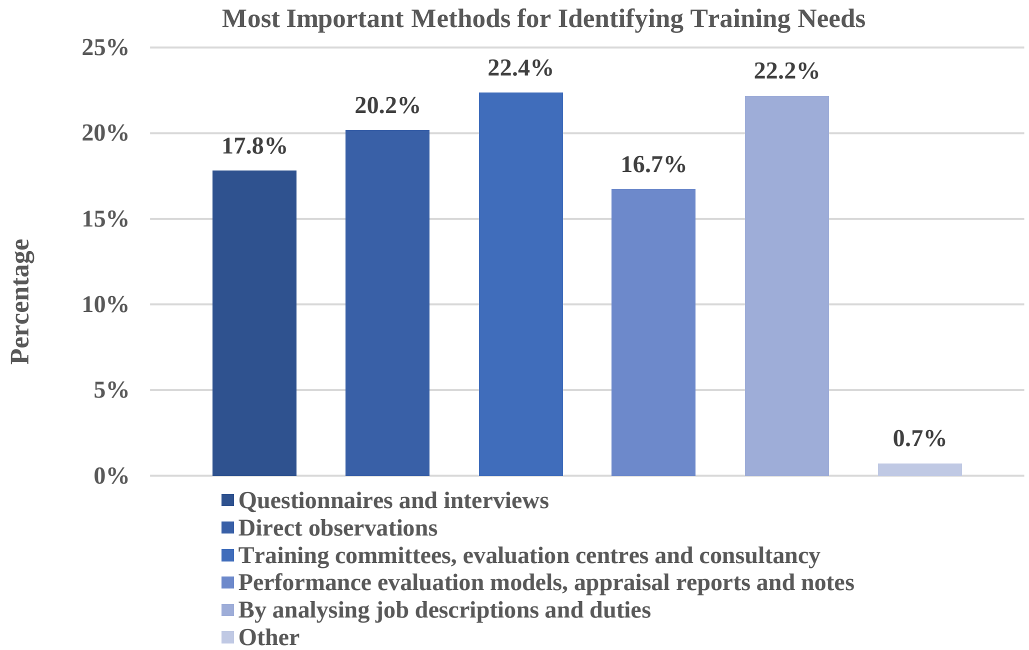


Figure 6-30: Frequency distribution for Most Important Methods to Identify Training Needs
Source: Created by the Author

As can be seen, “specialized training committee, evaluation centres and consultancy” and “by describing job descriptions and duties” were identified as the most important methods for identifying training with frequencies of 123 (22.4%) and 122 (22.2%) respectively. In addition, “direct observations” was 111 times (20.2%), with “questionnaires and interviews” selected 98 times (17.8%) and “performance evaluation models, appraisal forms and notes” selected 92 times (16.7%). Only 4 respondents selected ‘Other’, and all of them mentioned ‘experience and skills of managers” as an important method to identify training needs.

6.3.4. Section D: Evaluation of Methods for Identifying Training Needs in Departments

Respondents were then asked a series of questions which explored the methods for identifying training needs used in their departments. The purpose of this section was to obtain information on how to assess ways to identify training needs in their departments.

6.3.4.1. Q21 - Most Important Elements in Successful Training Needs Analysis

183 respondents answered this question about the most important factors contributing to the success of methods of identifying training needs. Respondents were asked to choose from a list of six options: a) improve training efficiency; b) clarity in achieving organizational objectives; c) training costs can be reduced by identifying training needs; d) ability to manage change in your administration; e) employees who receive training are more knowledgeable and skilled; and f) Other. Respondents were able to select more

than one option, and 525 responses were received in total. These are shown in-Figure 6-31 and see (Appendix (M); Section (B); Table 20).

The data shows that “improve training efficiency” was the most important factor with the highest frequency of 146 out of 525 (27.8%). In addition, the factors of “training costs can be reduced by identifying training needs”, “ability to manage change in your administration” and “clarity in achieving organizational objectives” were selected 109 times (20.8%), 106 times (20.2%) and 102 times (19.4) respectively. The factor “trained staff are more knowledgeable and skilled” was selected 57 times (10.9%) while ‘Other’ was selected only 5 times. Respondents identified “good job descriptions”, and “clear, easy tasks”, but one said that he was not clear about which elements were most important.

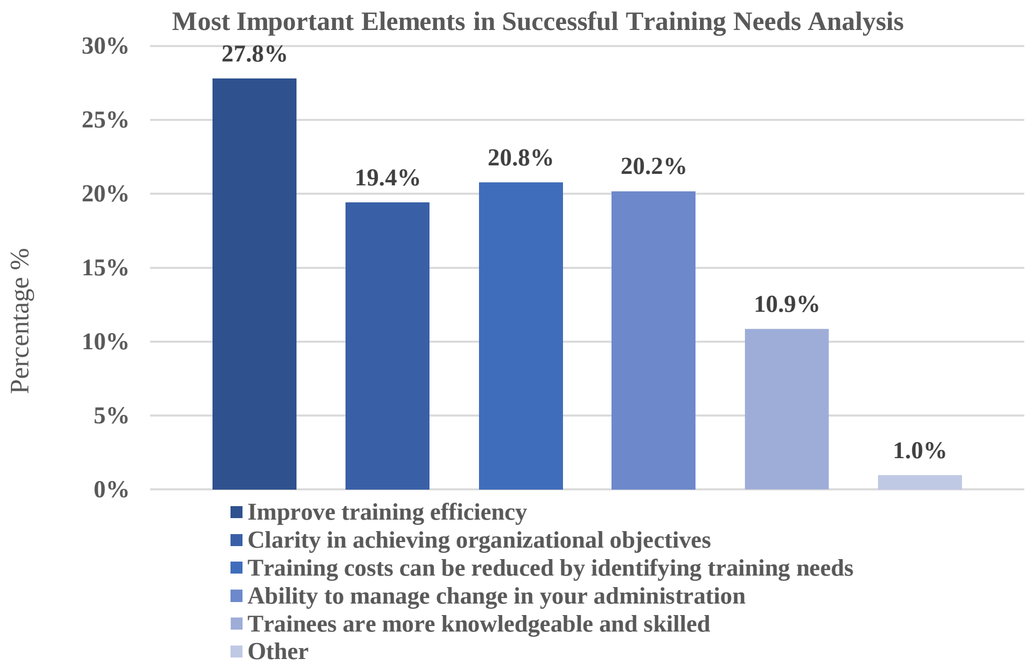


Figure 6-31: Frequency Distribution for Most Important Factors Contributing to Successful Training Needs Analysis
Source: Created by the Author

6.3.4.2. Q22 – Most Important Skills in Respondents’ Areas of Work

192 respondents answered this question which asked them about the relative importance of certain key skills in their work. The list of skills was provided, and respondents were asked to rate them on a scale ranging from “extremely important” to “not at all important”. Their responses are shown in Table 6-2 and Figure: 6-32.

As can be seen, most respondents rated these skills as “extremely important” or “very important” with only around 8.0% describing them as “slightly important” or “strongly disagree”.

Table 6-2: Relative Importance of Certain Key Skills in Respondents' Areas of Work

Prioritize the following skills in your business	Extremely Important	Very Important	Moderately Important	Slightly Important	Not at all Important	Mean	Standard Deviation
Technical skills and new and smart work methods	75.4%	20.8%	3.8%	0.0%	0.0%	4.72	0.531
Management skills	35.5%	59.6%	2.7%	1.6%	0.5%	4.28	0.650
Communication skills with others	52.5%	42.6%	3.8%	0.5%	0.5%	4.46	0.652
Ability to manage smart operations with business partners (for the stages and sequence of services provided)	65.0%	21.9%	10.9%	2.2%	0.0%	4.50	0.777

Source: Created by the Author

The data shows that the highest percentage was for "technical skills and new and smart work methods" which was rated as "extremely important" by 75.4% of respondents, while "Ability to manage smart operations with business partners" was rated as "extremely important" by 65% of respondents. "Management skills" received the highest rating in the 'very important' category (59.6%) with "Communication skills with others" selected by 42.6% of respondents. The responses for each skill set are discussed below.

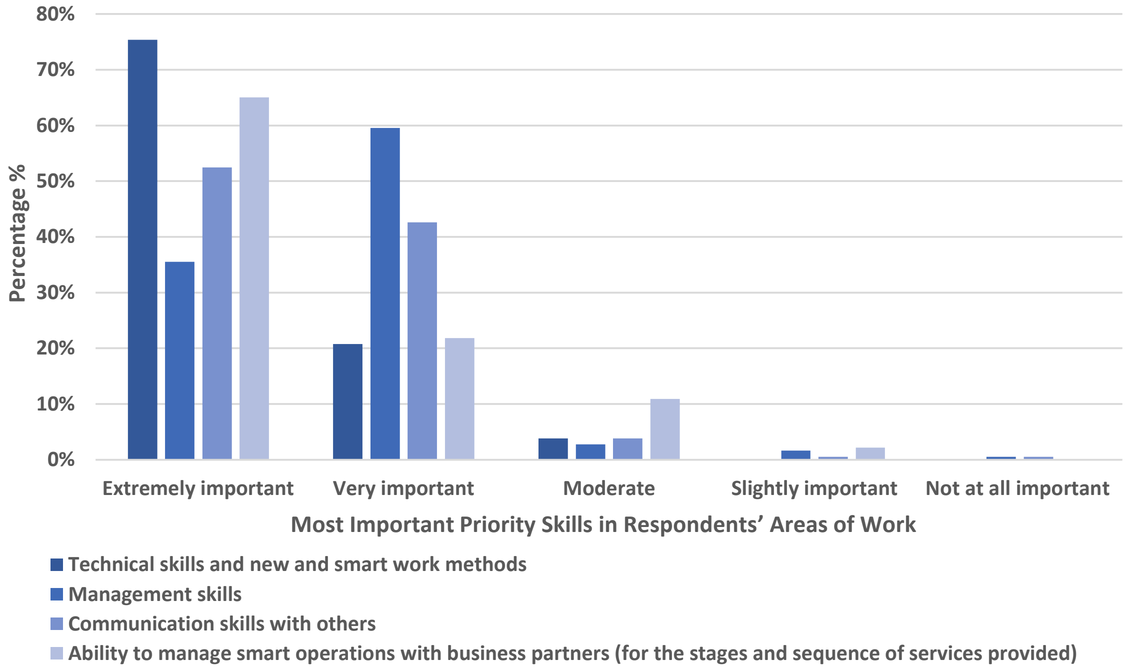


Figure: 6-32: Relative Importance of Certain Key Skills in Respondents' Areas of Work
Source: Created by the Author

"Technical skills and new and smart work methods": the mean of importance is relatively high at 4.72 with the lowest standard deviation of 0.531 (see Figure 6-33 The percentage of the participants who regarded this as “very important” and “extremely important” was just over 96% of the total participants who responded to the questionnaire survey. The percentage of participants who rated it as “not at all important” or “slightly important” was 0.0%, with 3.8% of the total participants regarding it as “moderately important”. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor very high.

“Management skills”: the mean of importance is similar to the previous one at 4.28 with low standard deviation of 0.650 (see Figure 6-33). The percentage of participants who rated this as “very important” or “extremely important” was just over 95% of the total participants who responded to the questionnaire survey. The percentage of participants who rated this statement as either “not at all important” or “slightly important” was lower at less than 2.0% of total participants. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor very high.

“Communication skills with others”: the mean of importance is slightly higher than the previous one at 4.46 with standard deviation of 0.652 (see Figure 6-33). The percentage of participants who regarded this as “very important” or “extremely important” was similar at 95.1% of the total participants who responded to the questionnaire survey. The percentage of participants who rated it as either “not at all important” or “slightly important” was lower at just under 0.5% of total participants. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor very high.

“Manage smart operations with business partners”: the mean of importance is slightly higher than the previous one at 4.50 with relatively high standard deviation of 0.777 (See Figure 6-33). The percentage of participants who regarded this as “very important” or “extremely important” was relatively low at just over 87% of the total participants who responded to the questionnaire survey. The percentage of participants who rated it as “not at all important” or “slightly important” was lower at 2.2% and the percentage who rated it as “moderately important” was relatively high at just under 11% of total participants. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor very high.

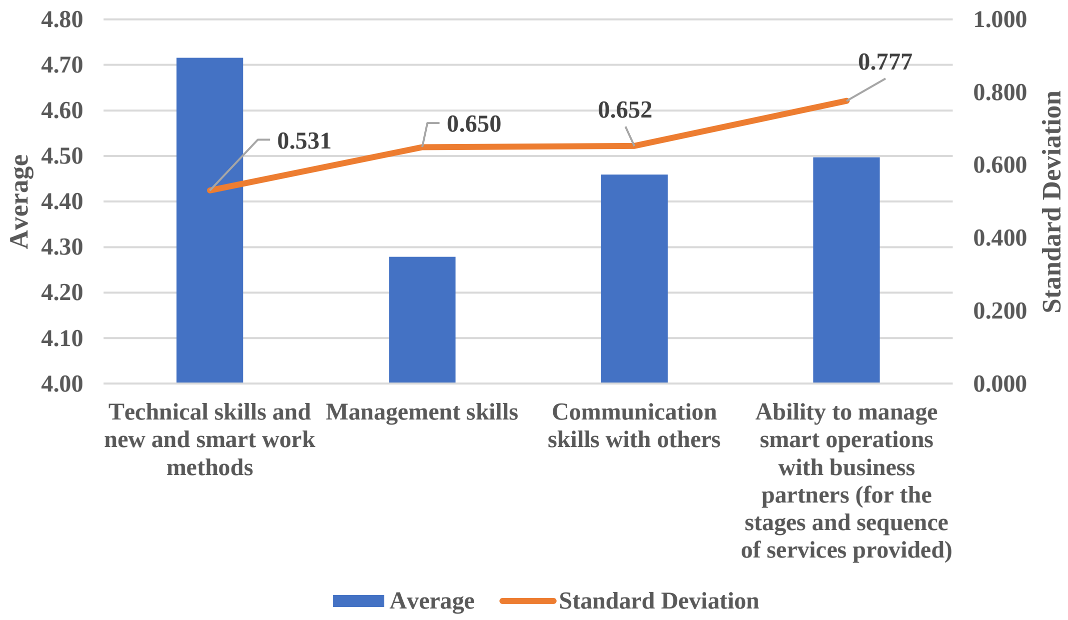


Figure 6-33: Mean and Standard Deviation for Relative Importance of Certain Key Skills
Source: Created by the Author

6.3.4.3. Q23 - Difficulties Encountered In Determining Training Needs

192 respondents answered this question which asked for their personal evaluation of the most important difficulties encountered in determining training needs. A list of statements was provided, and responses were provided on a five-point scale, ranging from "strongly agree" to "strongly disagree". Their responses are shown in Table 6-3 and Figure 6-34.

Just over 79% of respondents selected "strongly agree" or "agree" as their response, with slightly more than 8.0% selecting "disagree" or "strongly disagree".

Table 6-3: Respondents' Views of the Most Important Difficulties in Determining Training Needs

Most important difficulties encountered in determining training needs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation
No written job description for each department	62.3%	23.5%	9.8%	3.3%	1.1%	4.43	0.879
Senior managers do not want to send workers to train	39.3%	23.5%	25.7%	9.8%	1.6%	3.89	1.089
Weak resources for training	59.0%	21.3%	9.8%	9.3%	0.5%	4.29	1.015
Lack of performance evaluation criteria	43.2%	36.6%	12.0%	7.1%	1.1%	4.14	0.960
Training objectives are unclear and their effectiveness is not reviewed	61.7%	25.7%	6.0%	6.0%	0.5%	4.42	0.891

Source: Created by the Author

The data in Table 6-3 shows that the highest percentage was for the statement "there is no written job description for each department" with 62.3% of respondents strongly agreeing with it, followed by 61.7% for the statement that "training objectives are unclear and their effectiveness is not reviewed".

Moreover, "strongly agree" and "agree" had the highest proportion with an average of 53.1% and 26.1%, respectively, that ranged from 39.3% (senior managers do not want to send workers to train) to 62.3% (there is no written job description for each department) and from 21.3% (weak resources for training) to 36.6% (lack of performance evaluation criteria) of the total participants who responded to the questionnaire survey.

The data shows that "strongly disagree" had the least proportion with an average of 1.0%, ranging from 0.5% for both "weak resources for training" and "the objectives of the training are unclear and their effectiveness is not reviewed" to 1.6% for "senior managers do not want to send workers to train)" of the total participants. A relatively high proportion of respondents were "neutral" about certain statements at just under 13.0% of the total participants who responded to the questionnaire survey, ranging from 6.0% (the objectives of the training are unclear and their effectiveness is not reviewed) to 25.7% (senior managers do not want to send workers to train). The responses for each statement are discussed below.

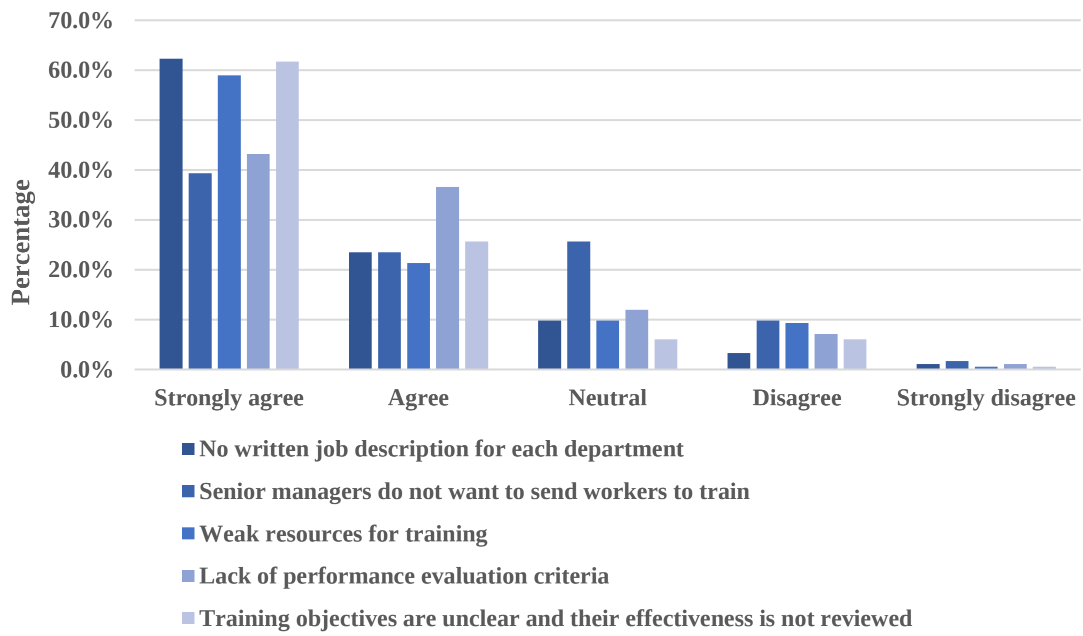


Figure 6-34: Most Important Difficulties in Determining Training Needs
Source: Created by the Author

"There is no written job description for each department": the mean of importance with is 4.43 with the lowest standard deviation of 0.879 (See Figure 6-35). The percentage of participants who responded with “agree” or “strongly agree” was just under 86.0% of the total participants who responded to the questionnaire survey. The percentage of participants who “strongly disagree” or “disagree” was relatively high at 4.4% of the total. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor very high.

“Senior managers do not want to send workers to train”: the mean of importance is lower than the other statements at 3.89 with the highest standard deviation of 1.089 (See Figure 6-35). The percentage of participants who responded with “agree” or “strongly agree” was the lowest at just under 63% of the total participants who responded to the questionnaire survey. The percentage who selected “strongly disagree” or “disagree” was relatively high at 11.4% of total participants, and the percentage of respondents who felt “neutral” about this statement was the highest at 25.7% of total participants. According to the Likert Scale Interpretation, the mean value ranges between (3.4 and less than 4.19) and that makes the influence of this factor high.

“Weak resources for training”: the mean of importance is high by comparison with the previous statement at 4.29 with high standard deviation of 1.015 (See Figure 6-35). The percentage of participants who responded to this statement with “agree” or “strongly agree” was 80.3% of the total participants who responded to the questionnaire survey. The percentage of participants who selected “strongly disagree” or “disagree” was below 10.0% of the total. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor high.

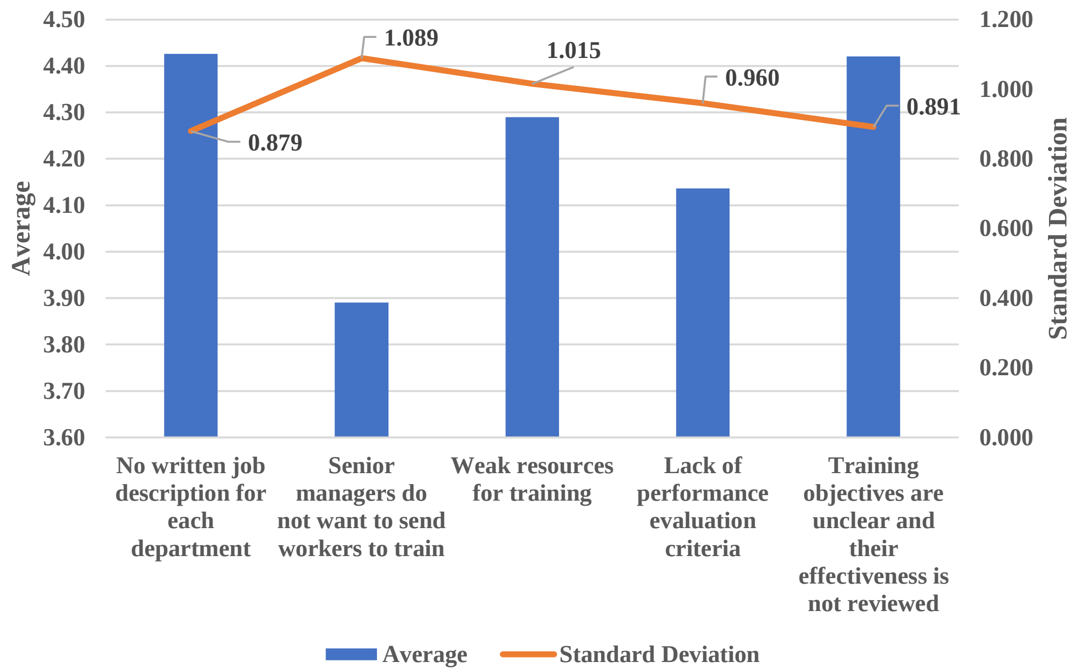


Figure 6-35: Mean and Standard Deviation for Most Important Difficulties Encountered in Determining Training Needs
Source: Created by the Author

“Lack of performance of evaluation criteria”: the mean of importance is slightly lower than the previous one at 4.14 with relatively lower standard deviation of 0.960 (See Figure 6-35). The percentage of participants who responded with “agree” or “strongly agree” was similar to the previous statement at 80.8% of the total participants who responded to the questionnaire survey. The percentage of participants who selected “strongly disagree” or “disagree” was lower at 12.0% of the total, and the percentage who were neutral was the highest at 36.6% of the total participants who responded to the questionnaire survey. According to the Likert Scale Interpretation, the mean value ranges between (3.40 and less than 4.19) which makes the influence of this factor high.

“The objectives of the training are unclear and their effectiveness is not reviewed”: the mean of importance with this statement is slightly higher than the previous one at 4.42 with relatively low standard deviation of 0.891 (See Figure 6-35). The percentage of participants who responded to this statement with “agree” or “strongly agree” was the highest at just under 88.0% of the total participants who responded to the questionnaire survey. The percentage of participants who selected “strongly disagree” or “disagree” was low at 6.0% while the percentage of participants who felt “neutral” about this statement was 25.7% of the total. According to the Likert Scale Interpretation, the mean value ranges between (4.20 and less than 5.00) which makes the influence of this factor very high.

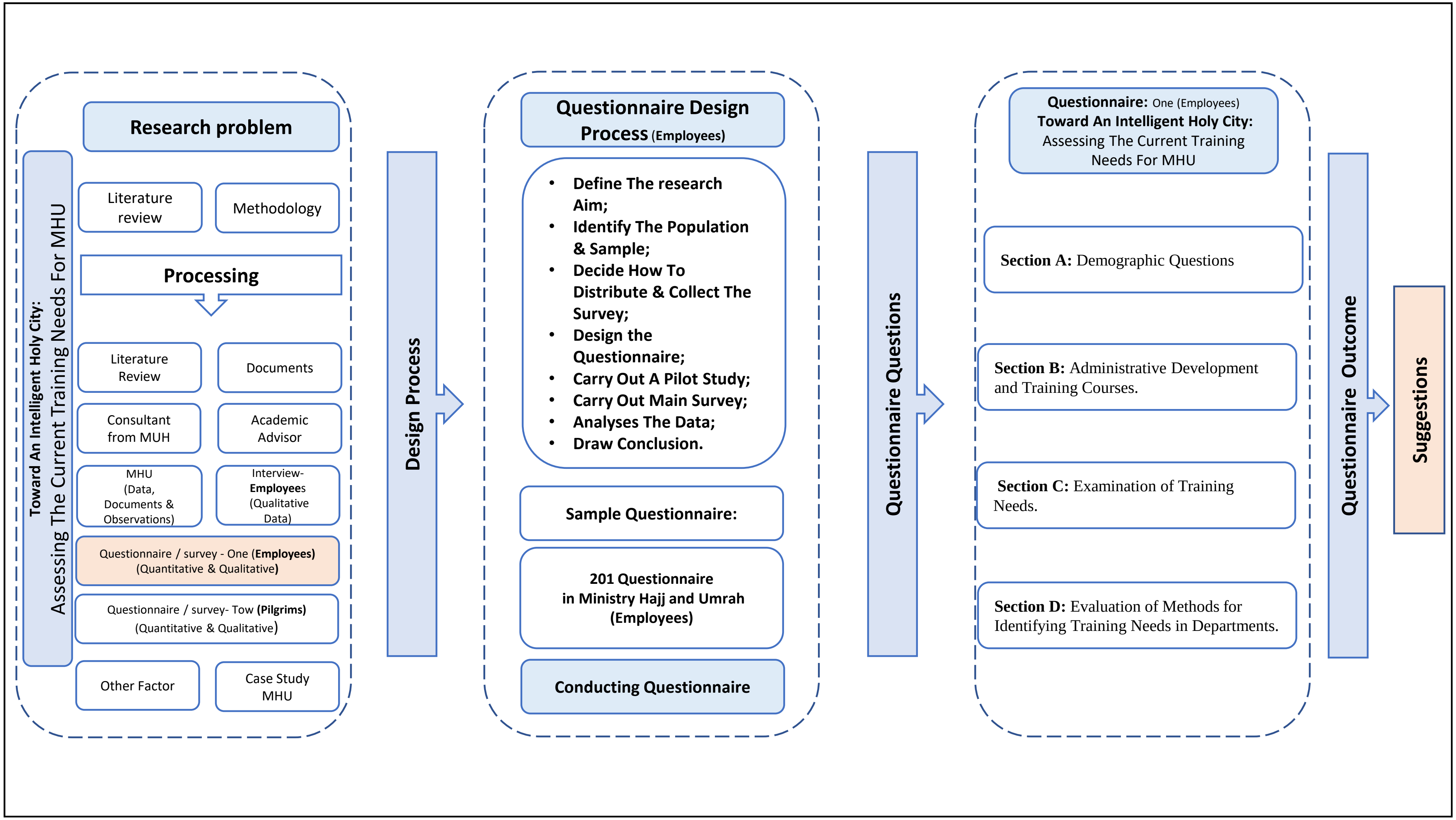


Figure 6-36:The Framework Of Questionnaire- One (Employees)
Source: Created by the Author

6.4. Part C - Questionnaire Results and Analysis (Pilgrims)

This section focuses on the results collected via the questionnaire which was administered to 534 pilgrims who participated in the 2018 Hajj. The purpose of gathering data from pilgrims was to validate the data gathered via the employees' questionnaire and the interviews. As pilgrims participating in the Hajj come from many countries, the questionnaire was provided in Arabic, English, French, Urdu, Malay, and Swahili (the language commonly used in Muslim communities in East Africa).

The pilgrims were asked eleven questions about the services they received during the Hajj trip and if these services meet their expectations. The questions covered the following issues: procedures for obtaining permits, visas and travel; quality of transportation, hotels and camps; readiness of bathrooms; quality of the health services; availability of food and drinks; quality of guides in the rituals; and quality of the services in Madinah.

6.4.1. Q1: Overall services you received during the Hajj trip?

Respondents were asked to rate the overall quality of the services they received during the Hajj using a five-point scale ranging from "very poor" to "excellent". The results are shown in Figure 6-37.

The mean of agreement is relatively high at 4.13 (based on the Likert scale), with standard deviation of 1.045. Just under half of the total respondents rated the services they received as "excellent", with slightly less than 30% rating them as "very good". Just 3.0% of participants rated the quality of services as "very poor" with 5.2% rating them as "poor". According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19, making quality for this question high (See Table 6-4 and Figure 6-48).

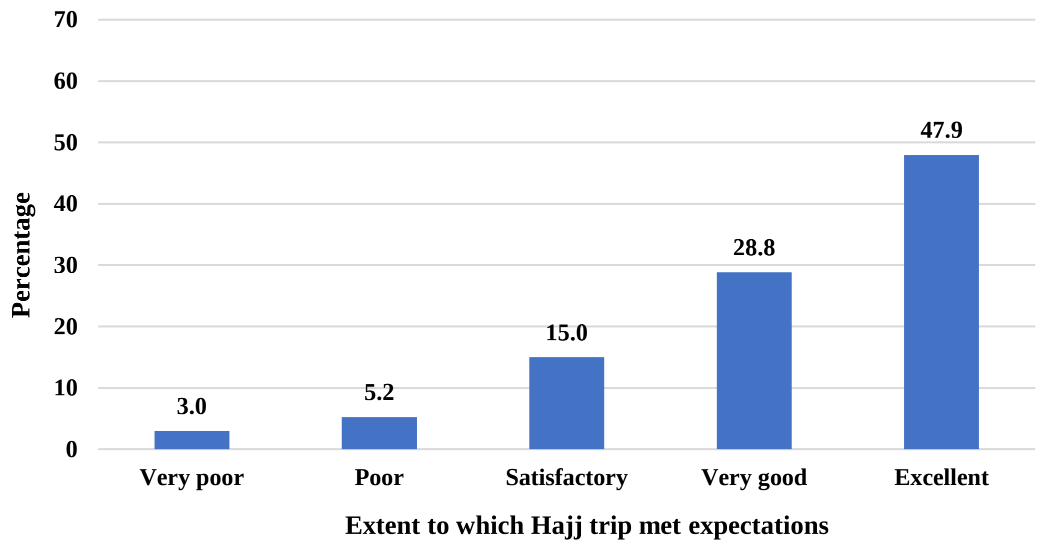


Figure 6-37: Quality of the Services Pilgrims' Received During the Hajj Trip
Source: Created by the Author

6.4.2. Q2: Services provided by the external Hajj organizer (agent / Hajj offices in home country)

Respondents were asked to rate the quality of the services provided by the external Hajj organizer using a five-point scale ranging from "very poor" to "excellent". The results are shown in Figure 6-38.

The percentage of participants who assessed the services they received as "very good" is highest at just under 40.0% of the total participants who responded to the questionnaire. This is followed by the percentage who responded with "excellent" at slightly less than 34% of total participants. The smallest percentages were those who rated services as "very poor" (3.0%) or "poor" (2.6%). The mean of quality is relatively high at 3.99 (based on the Likert scale), with relatively low standard deviation of 0.946. According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19 making quality for this question high (See Table 6-4 and Figure 6-48).

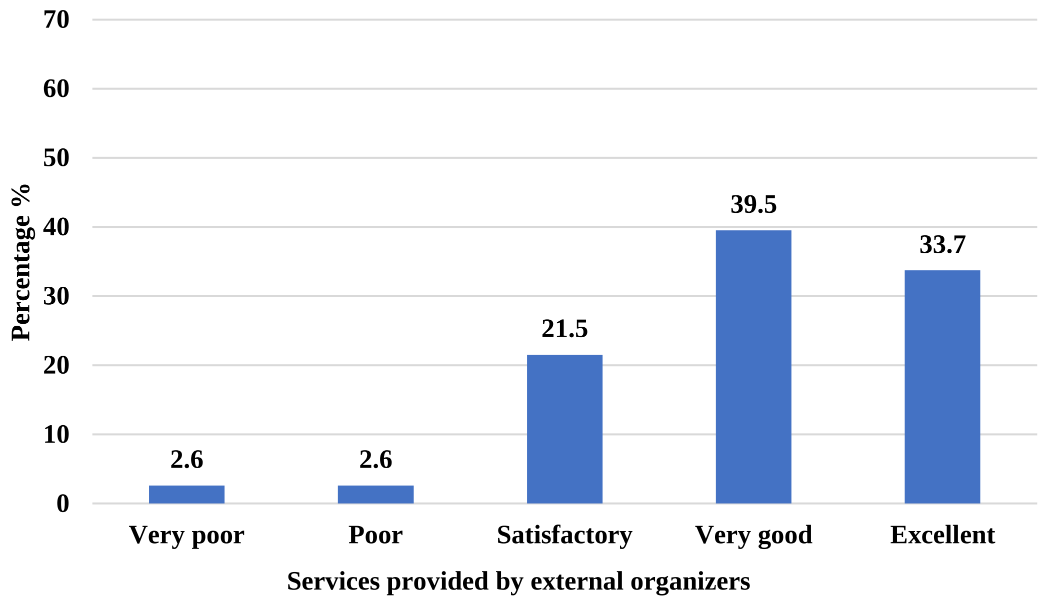


Figure 6-38: Quality of Services Provided by External Organizers
Source: Created by the Author

6.4.3. Q3: Services provided by the Internal Services office in the Holy Places, Makkah and Madinah?

Respondents were asked to rate the quality of the services provided by the internal services office using a five-point scale ranging from “very poor” to “excellent”. The results are shown in Figure 6-39.

The percentage of participants who rated the services as “very good” is the highest at just under 34% of the total participants who responded to the questionnaire. This is followed by the percentage who rated them as “excellent” at just over 28% of total participants. The smallest percentage of participants is those who rated them as “poor” (less than 3.0%). The mean of quality is higher than the previous question at 3.70 (based on the Likert scale), with relatively high standard deviation of 1.164. According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19 making quality for this question high (See Table 6-4 and Figure 6-48).

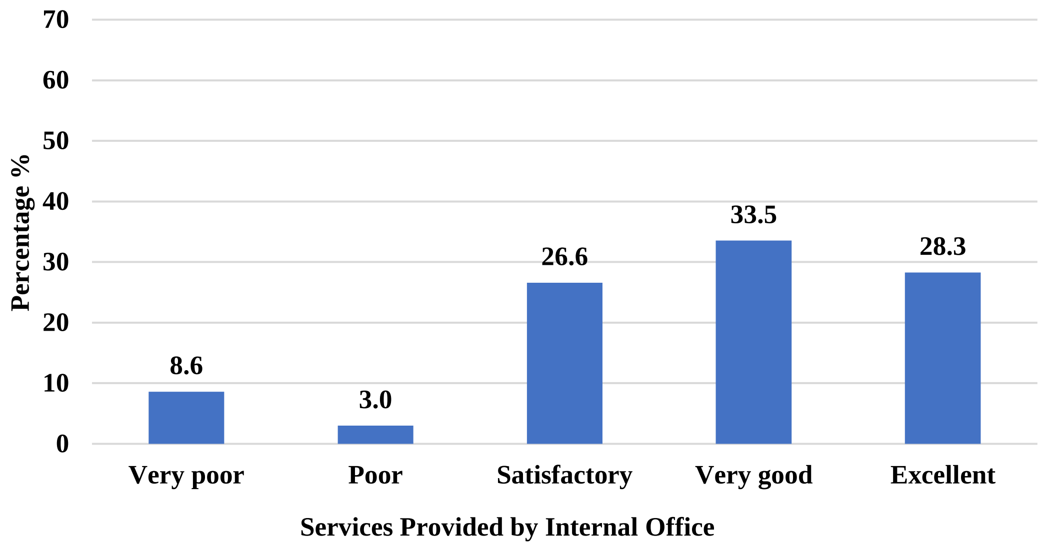


Figure 6-39: Quality of Services Provided by the Internal Services Office
Source: Created by the Author

6.4.4. Q4: Procedures for obtaining permits and visas for performing the Hajj and the procedures of travel, arrival and departure.

Respondents were asked to rate the quality of the travel procedures associated with the Hajj, including the procedures for obtaining permits and visas for travel, and the arrival and departure procedures in KSA using a five-point scale ranging from “very poor” to “excellent”. The results are shown in Figure 6-40.

The percentage of participants who rated procedures as “excellent” is the highest at 53% of the total participants who responded to the questionnaire. This is followed by the percentage who rated them as “very good” at 30%. The smallest percentage of participants is those who rated them as “poor” (3.0%) followed by “very poor” (5.2%). The mean of quality is high at 4.23 (based on the Likert scale), with relatively high standard deviation of 1.077. According to the Likert Scale Interpretation, the mean value ranged between 4.20 and 5.00 making quality for this question very high (See Table 6-4 and Figure 6-48).

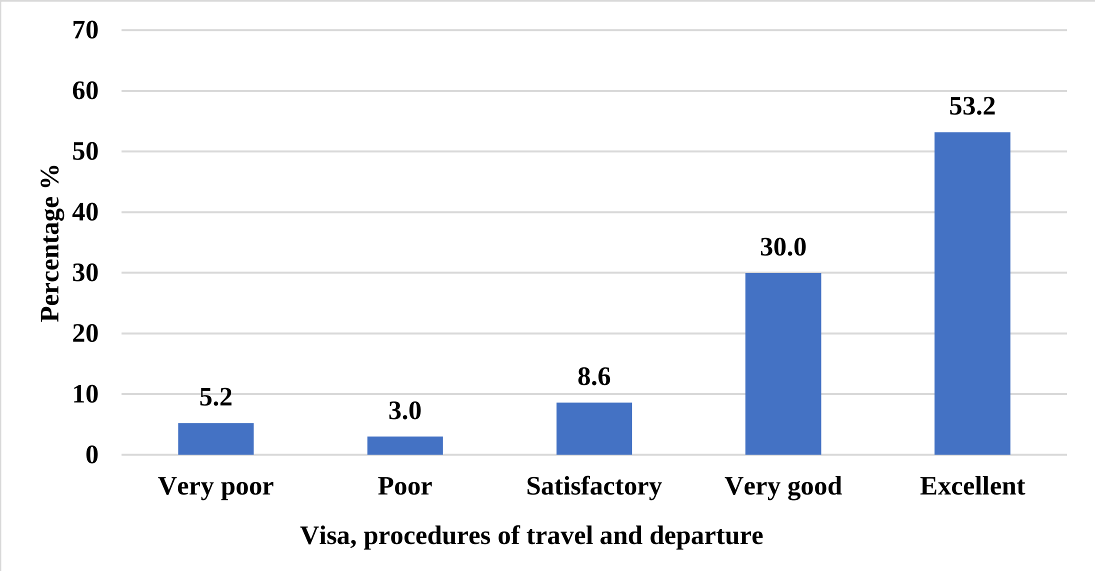


Figure 6-40: Quality of Visa and Permit Procedures and Arrival/Departure Procedures in KSA
Source: Created by the Author

6.4.5. Q5: Mobility and transportation

Respondents were asked to rate the quality of mobility and transportation between Hajj sites using a five-point scale ranging from "very poor" to "excellent". The results are shown in Figure 6-41.

The percentage of participants who rated them as "very good" is the highest at 40.6% of the total participants who responded to the questionnaire. This is followed by the percentage who rated them as "excellent" at just under 28% of total participants. The smallest percentage of participants is those who rated them as "poor" (2.6%) followed by "very poor" (less than 10.0%). The mean of quality is relatively low; 3.73 (based on the Likert scale), with relatively high standard deviation of 1.182. According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19 making quality for this question high (See Table 6-4 and Figure 6-48).

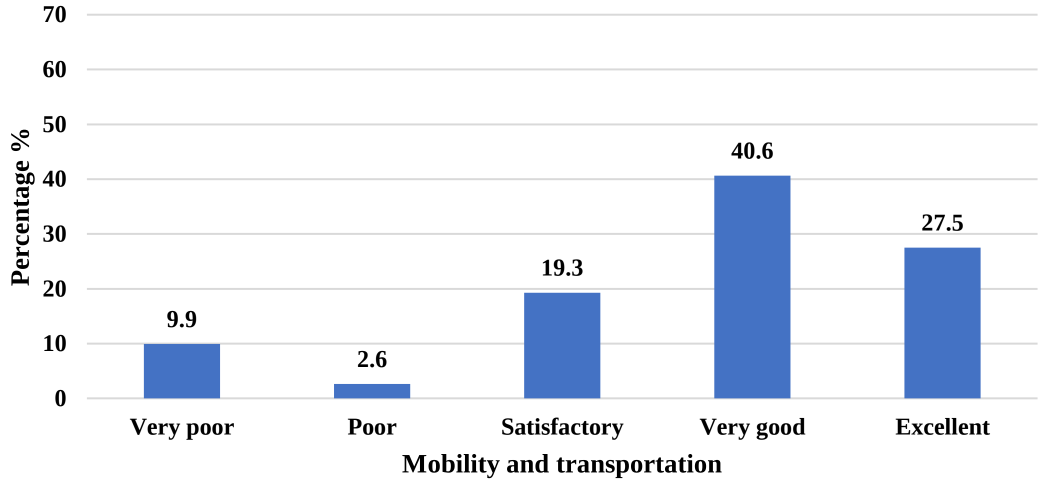


Figure 6-41: Quality of Mobility and Transportation Between Hajj Sites
Source: Created by the Author

6.4.6. Q6: Quality of hotels and camps

Respondents were asked to rate the quality of the hotels and camps using a five-point scale ranging from "very poor" to "excellent". The results are shown in Figure 6-42.

The percentage of participants who rated these as "very good" is the highest at 37.8% of the total participants who responded to the questionnaire. This is followed by the percentage of participants who rated them as "excellent" at just under 29% of total participants. The smallest percentage of participants is those who rated them as "poor" (3.6%) followed by "very poor" (less than 14.0%). The mean of quality is the lowest at 3.34 (based on the Likert scale), with relatively high standard deviation of 1.179. According to the Likert Scale Interpretation, the mean value ranged between 2.60 and 3.39 making quality for this question moderate (See Table 6-4 and Figure 6-48).

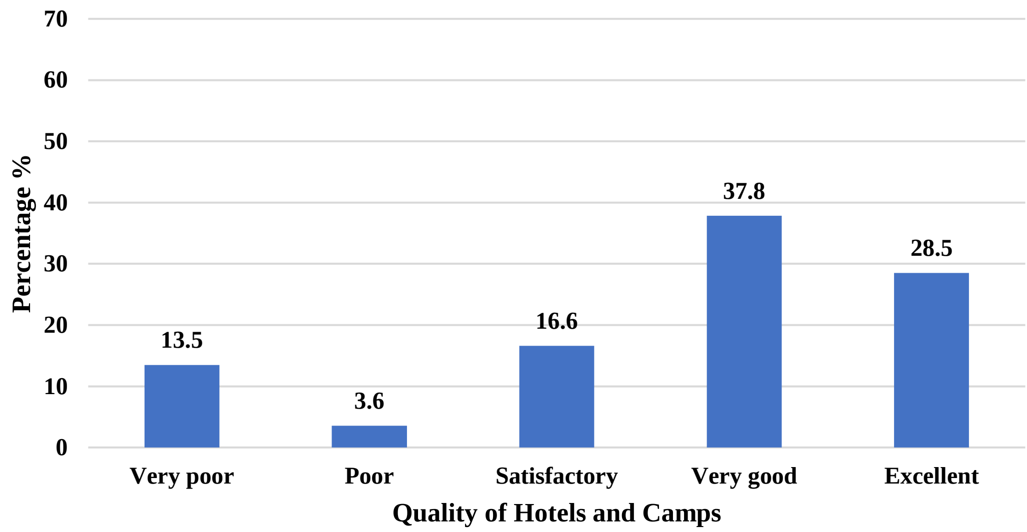


Figure 6-42: Quality of Hotels and Camps
Source: Created by the Author

6.4.7. Q7: Availability and cleanliness of bathrooms and toilet facilities

Respondents were asked to rate the availability and cleanliness of bathrooms and toilet facilities using a five-point scale ranging from “very poor” to “excellent”. The results are shown in Figure 6-43.

The percentage of participants who rated these as “satisfactory” is the highest at 42.9% of the total participants who responded to the questionnaire. This is followed by the percentage of participants who rated them as “excellent” (24.7%) and “very good” (just under 18%). The smallest percentage of participants were those who rated them as “poor” (3.0%) followed by “very poor” (less than 12%). The mean of quality is relatively low at 3.41 (based on the Likert scale), with the highest standard deviation of 1.223. According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19 making quality for this statement high (See Table 6-4 and Figure 6-48).

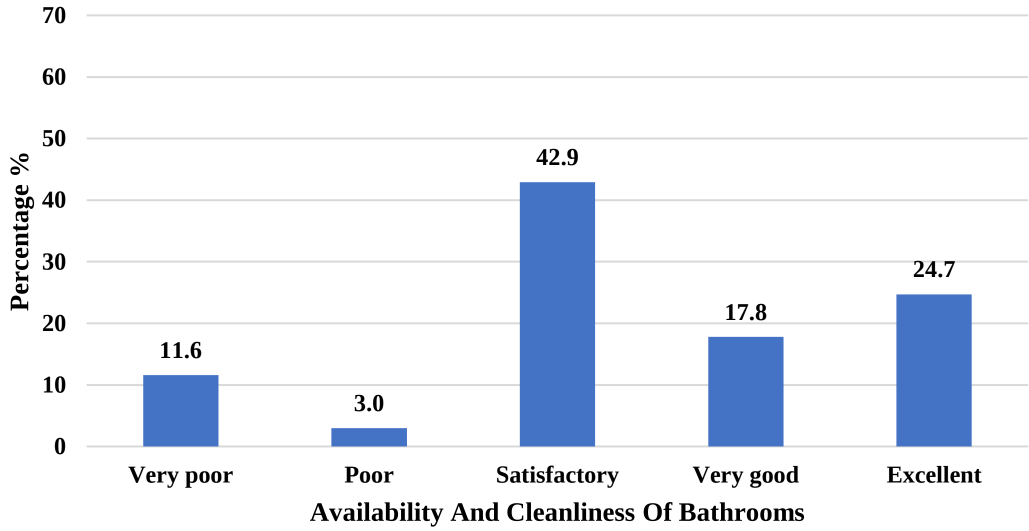


Figure 6-43: Availability and Cleanliness of Bathrooms and Toilet Facilities
Source: Created by the Author

6.4.8. Q8: Quality of the health services (health clinics and field hospitals)

Respondents were asked to rate the quality of the health services provided using a five-point scale ranging from “very poor” to “excellent”. The results are shown in Figure 6-44.

The percentage of participants who rated these as “very good” is the highest at 41.6% of the total participants who responded to the questionnaire. This is followed by the percentage who rated them as “excellent” at just under 33% of total participants. The smallest percentage of participants is those who rated them as “poor” (less than 1.0%) followed by “very poor” (less than 3.0%). The mean of quality is relatively high at 4.02

(based on the Likert scale), with low standard deviation of 0.884. According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19 making quality for this question high (See Table 6-4 and Figure 6-48).

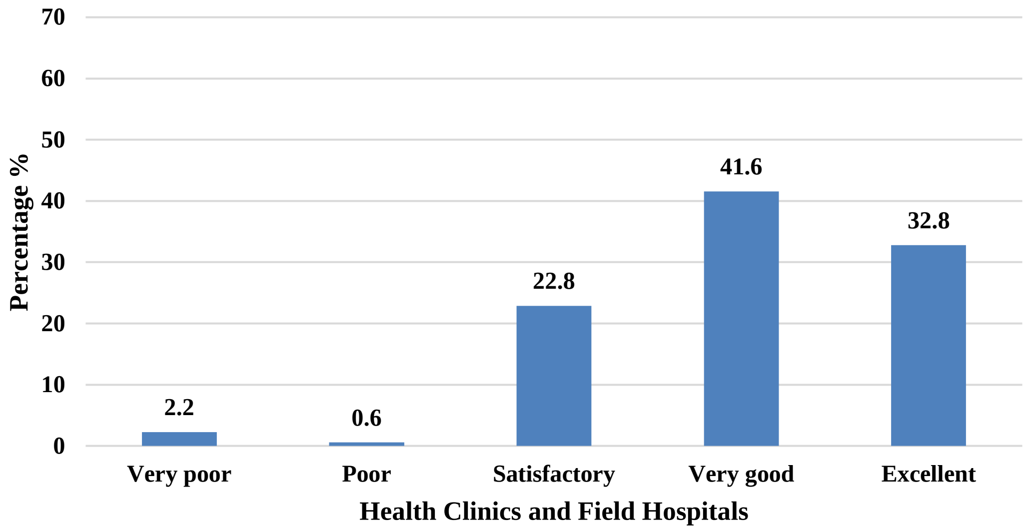


Figure 6-44: Quality of Health Clinics and Field Hospitals
Source: Created by the Author

6.4.9. Q9: Provision of food and drinks

Respondents were asked to rate the quality of the provision of food and drinks using a five-point scale ranging from “very poor” to “excellent”. The results are shown in Figure 6-45.

The percentage of participants who rated this as “excellent” is the highest at 38.4% of the total participants who responded to the questionnaire. This is followed by the percentage who rated it as “very good” at just under 36% of total participants. The smallest percentage of participants is those who rated it as “poor” (less than 1.0%) followed by “very poor” (less than 3.0%). The mean of quality is relatively high at 4.06 (based on the Likert scale), with low standard deviation of 0.940. According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19 making quality for this question high (See Table 6-4 and Figure 6-48).

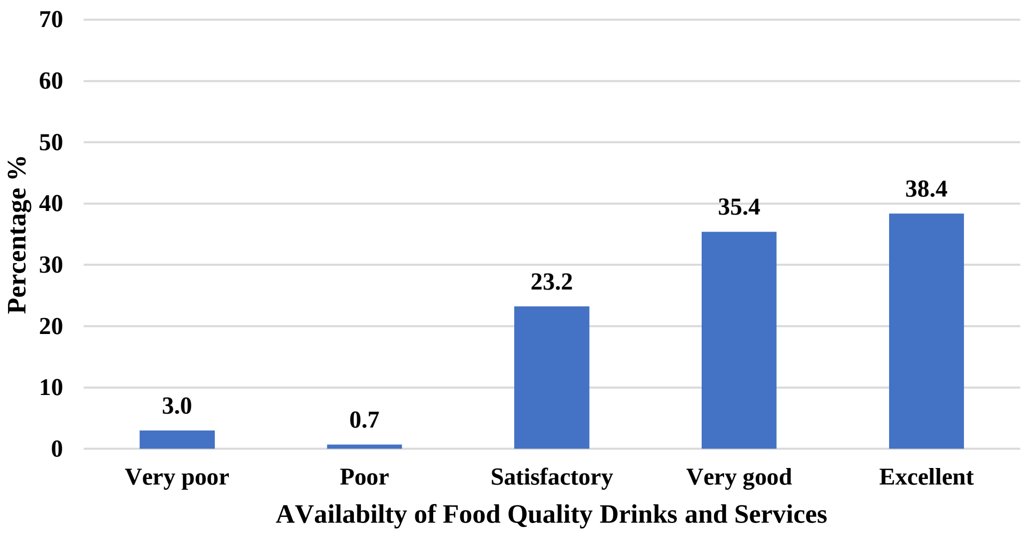


Figure 6-45: Quality of Provision of Food and Drinks
Source: Created by the Author

6.4.10. Q10: Quality of Hajj guides in all the rituals

Respondents were asked to rate the quality of Hajj guides during the rituals using a five-point scale ranging from “very poor” to “excellent”. The results are shown in Figure 6-46.

The percentage of participants who rated them as “excellent” is the highest at just over 36% of the total participants who responded to the questionnaire. This is followed by the percentage who rated them as “very good” (25.8%) and “satisfactory” (25.7%). The smallest percentage of participants is those who rated as “very poor” (6.0%) followed by “poor” (6.4%). The mean of quality with this statement is relatively low at 3.80 (based on the Likert scale), with high standard deviation of 1.173. According to the Likert Scale Interpretation, the mean value ranged between 3.40 and 4.19 making quality for this statement high (See Table 6-4 and Figure 6-48).

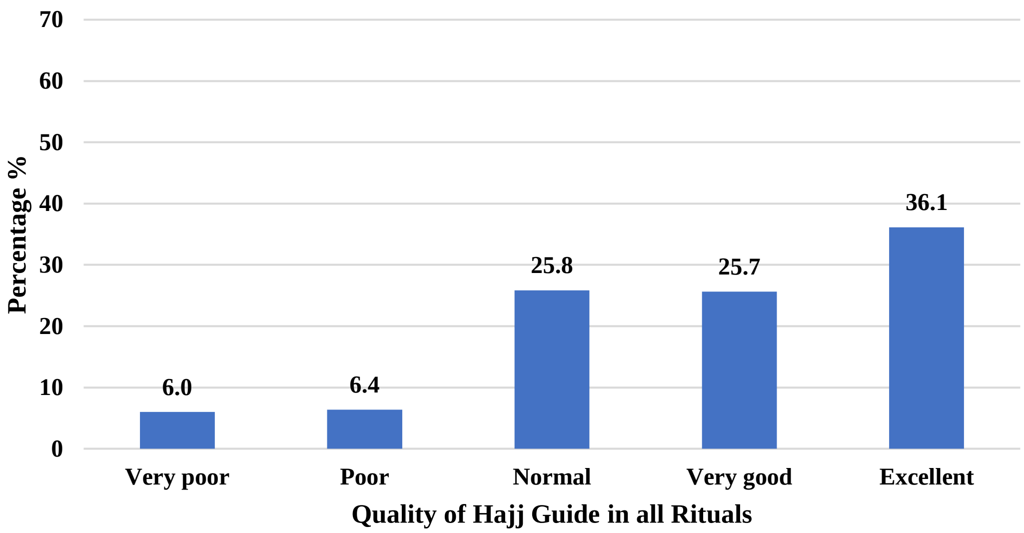


Figure 6-46: Quality of Hajj Guides in Rituals
Source: Created by the Author

6.4.11. Q11: Quality of the services in Medinah

Respondents were asked to rate the quality of the services in Madinah using a five-point scale ranging from "very poor" to "excellent". The results are shown in Figure 6-47

The percentage of participants who rated them as "excellent" is the highest at 68% of the total participants who responded to the questionnaire. This is followed by the percentage who rated them as "very good" at 17.6% of total participants. The smallest percentage of participants are those who rated them as "very poor" (less than 1.0%) followed by "poor" (less than 1.0%). The mean of quality with this statement is the highest at 4.52 (based on the Likert scale), with the lowest standard deviation of 0.774. According to the Likert Scale Interpretation, the mean value ranged between 4.20 and 5.00 making quality for this question very high (See Table 6-4 and Figure 6-48).

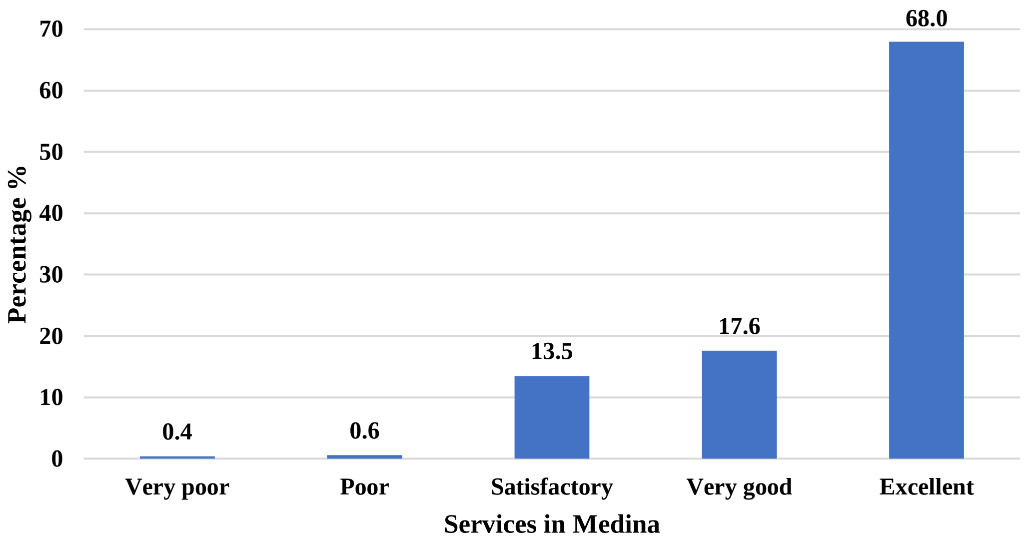


Figure 6-47: Quality of Services in Madinah
Source: Created by the Author

6.4.12. Overall Satisfaction with Services and Facilities

Table 6-4 and Figure 6-48 show the views of the respondents regarding the quality of services and facilities discussed above.

The percentage of participants who regarded these as "excellent" ranges from 24.7% (availability and cleanliness of bathrooms) to 68.0% (quality of services in Madinah) of the total participants who responded to the questionnaire. The percentage who rated them as "very good" ranges from 17.6% (quality of services in Madinah) to 41.6% (quality of health services). The percentage who rated them as either "poor" or "very poor" ranges from 0.9% (quality of services in Madinah) to 14.8% (quality of hotels and camps) of the total participants who responded to the questionnaire.

The mean average of the responses to these questions ranges from 3.34 (quality of hotels and camps) to 4.53 (quality of services in Madinah) with standard deviation ranges from 0.748 (quality of services in Madinah) to 1.223 (availability and cleanliness of bathrooms) (See Table 6-4 and Figure 6-48). According to the Likert Scale Interpretation, the mean values for all responses range between 2.60 and less than 5.00 which means the quality of these facilities ranges from good to excellent.

Table 6-4: Overall Satisfaction with Services and Facilities

Statements	Very poor	Poor	Satisfactory	Very good	Excellent	Average	Standard Deviation
1. Quality of overall services during the Hajj trip	3.0%	5.2%	15.0%	28.8%	47.9%	4.13	1.045
2. Quality of services provided by external Hajj organizer	2.6%	2.6%	21.5%	39.5%	33.7%	3.99	0.946
3. Quality of services provided by internal services office	8.6%	3.0%	26.6%	33.5%	28.3%	3.70	1.164
4. Procedures for obtaining permits, visas and travel	5.2%	3.0%	8.6%	30.0%	53.2%	4.23	1.077
5. Quality of transportation	9.9%	2.6%	19.3%	40.6%	27.5%	3.73	1.182
6. Quality of hotels and camps	13.5%	3.6%	16.6%	37.8%	28.5%	3.34	1.179
7. Quality of bathrooms	11.6%	3.0%	42.9%	17.8%	24.7%	3.41	1.223
8. Quality of health services	2.2%	0.6%	22.8%	41.6%	32.8%	4.02	0.884
9. Quality of food and drinks	2.3%	0.7%	23.2%	35.4%	38.4%	4.06	0.940
10. Quality of guides at rituals	6.0%	6.4%	25.8%	25.7%	36.1%	3.80	1.173
11. Quality of services in Madinah	0.4%	0.6%	13.5%	17.6%	68.0%	4.53	0.748

Source: Created by the Author

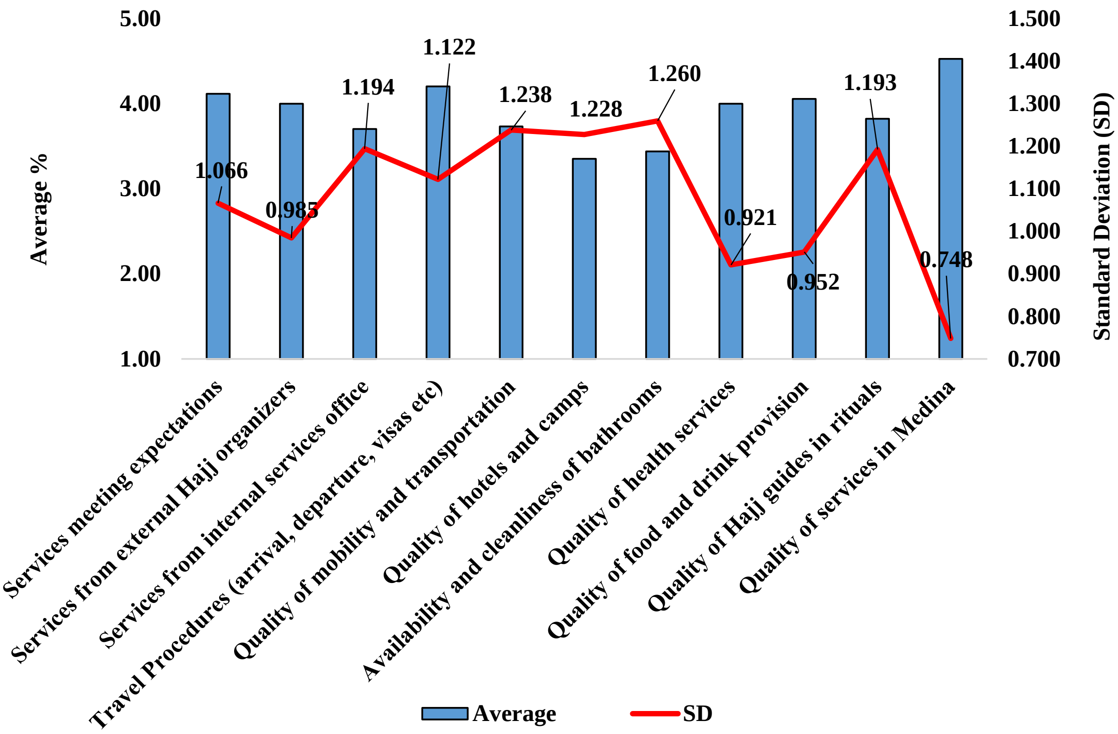


Figure 6-48: Mean and Standard Deviation for Overall Satisfaction with Services and Facilities
Source: Created by the Author

The results of the pilgrims' questionnaire indicated high levels of satisfaction with the services provided to pilgrims. This satisfaction of Hajj pilgrims seems very high, which could be related to their low level of expectation or the avoidance of any complaints due to the nature of Hajj as a religious activity. this result may be due to the belief that pilgrims should not be complaining during the performance of religious rites, and they have to sacrifice and bear all hardships patiently hoping for a reward from God. In addition, most pilgrims expressed high levels of satisfaction with the services they received in Madinah and described them as excellent. This may be due to the absence of temporal or spatial restrictions affecting the comfort of pilgrims in Madinah as compared to Makkah or Mina.

However, Madinah is not part of hajj anyway (Optional). Thus, Madinah has got different nature from Makkah.

Makkah is a mounting area while Madinah is a flat area, but what is more important is that in Makkah, People do Tawaf around Al-Kabah every time to go to Grand Mosque; this is not needed in Madinah. Therefore, the constraints are completely different, and the feeling of satisfaction is also different. Hotels are located typically around Madinah, and they can access from every side, while in Makkah, everybody gets to go to hotels that are far away. They end have to go to a central area where the Kabah is. Moreover, that also reflects on people's satisfaction.

So, overall people density will be higher in Makkah, which will reflect the demand for services in concentrated areas and hence this will affect people's satisfaction.

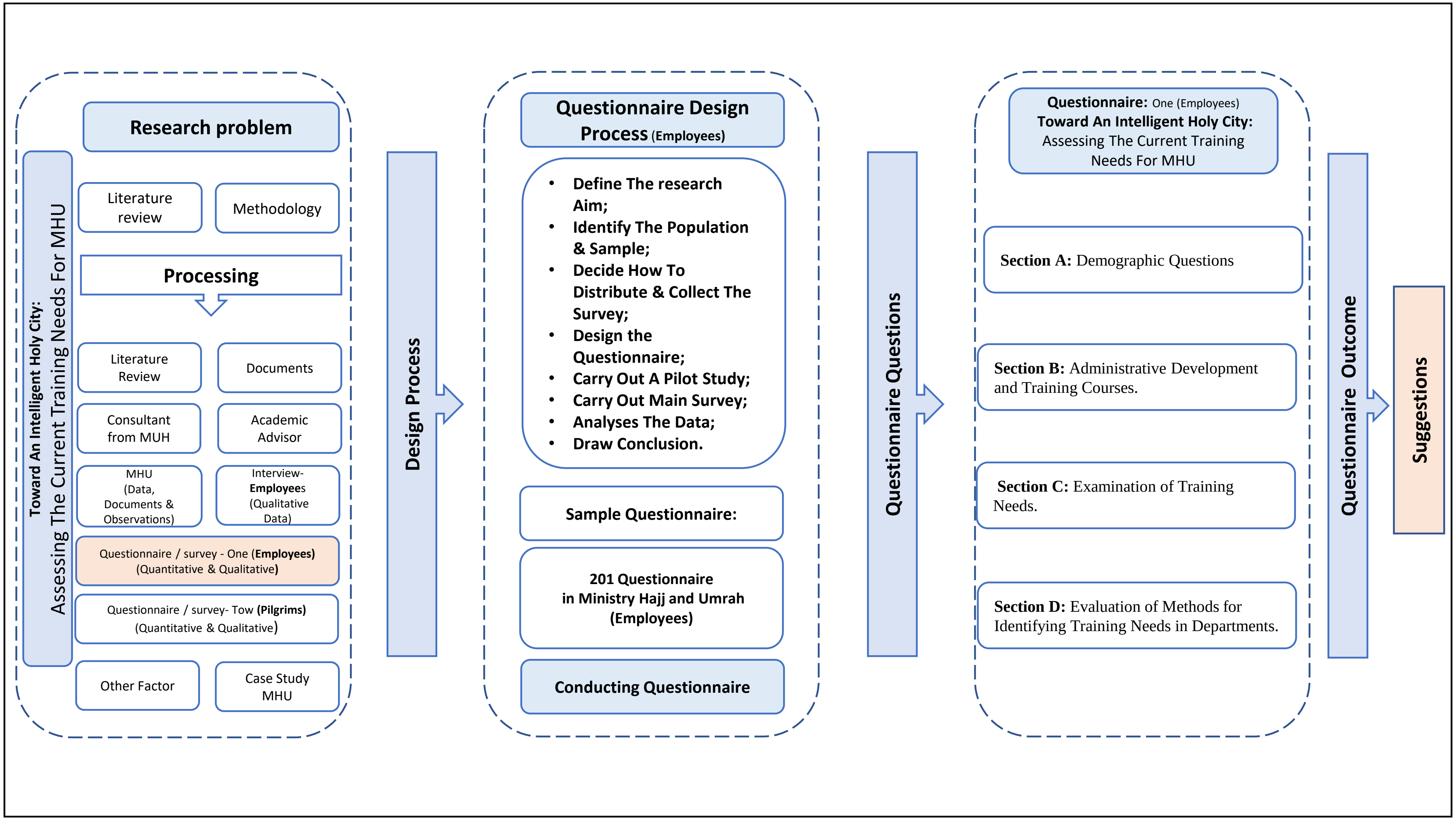


Figure 6-49: The Framework of Questionnaire- Tow (Pilgrims)
Source: Created by the Author

6.5. Triangulation of Analysis

By reviewing the results of interviews and questionnaires, it was found that there is an agreement between the results of interviews and questionnaires in regard to the factors that negatively affect the workflow, such as technical problems, poor communication, administrative problems; and lack of professional cadres with the skills and knowledge required. In respect of the obstacles to implementing TNA, there was a concord between the results of interviews and questionnaires. For example, all the interviewees and respondents' questionnaires believe that lack of budget, lack of planning, lack of international training courses and lack of specialists where the main obstacles to implementing TNA. However, there are some differences in the questionnaire results in terms of adding some obstacles, such as the objectives of the training are unclear, and their effectiveness is not reviewed, senior managers do not want to send workers to train and lack of performance evaluation criteria.

On the other hand, the statistical analysis shows that the mean of the importance of technical problems is slightly higher than the others at 4.45, with a low standard deviation of 0.715 (See Figure 6-26). The percentage of participants who described this factor as "very important" or "extremely important" is just under 93% of the total who responded to the questionnaire survey. The percentage of participants who rated it as "not at all important" or only "slightly important" was lower at just over 2.0% of the total. According to the likert scale interpretation, the mean value ranges between (4.20 and less than 5.00), which makes the influence of this factor on the workflow very high.

Regarding Poor communication between employees, it was found that the percentage of participants who described this factor as "very important" or "extremely important" was the highest percentage at just fewer than 93% of the total who responded to the questionnaire survey. Also, the mean of the importance of administrative problems and the lack of professional cadres with the skills and knowledge required was the highest percentage which makes the influence of these factors on the workflow very high.

6.6. Chapter Summary

This chapter has presented the thematic and statistical analysis of the results from the 15 semi-structured interviews conducted for this study and the two questionnaire surveys. The first of these was administered to 201 employees in the MHU and to stakeholders, the second to 534 pilgrims. Considerable evidence about training implementation in the MHU was gathered from the interview respondents, and this was supplemented by the results of the first questionnaire. In addition, pilgrims' personal views of the quality of the services and facilities they received during the Hajj have been presented. The results from both the quantitative and qualitative data analysis are discussed in the next chapter in relation to the objectives of the research.

Chapter 7: Discussion of the Research Findings

7.1. Introduction

This chapter discusses the findings of the research and their implications in respect of assessing the current training needs in the MHU and improving its training programmes. It brings together findings from the literature review chapters, particularly the review of TNA literature and the conceptual framework developed in Chapter 4 can be found in Appendix (N), with the results of the interviews and questionnaires to identify the main obstacles to TNA implementation in the Ministry and to propose a revised conceptual framework which can address them.

It begins by reviewing the main elements of the conceptual TNA framework generated from the literature review (see Appendix N) which informed the questionnaire and interview questions and which forms the basis for this discussion. In line with this model, the chapter goes on to assess the MHU's current performance in relation to TNA at the organisational level, including the depth of understanding of TNA in the Ministry and the current level of TNA implementation. Particular attention is paid to the Human Resources department and its participation, or lack of participation, in TNA and training development.

The chapter then discusses the major barriers to TNA implementation and the reasons behind them. While many of these are consistent with the literature, others emerge which are specific to the MHU. As a result, the conceptual framework for TNA implementation is revised and expanded to reflect the specific circumstances within the MHU. The elements of this model are discussed in detail in relation to the research findings, and the process of validating the model and its underlying concepts is described. The chapter concludes by discussing the responses of senior MHU staff to the findings and their views on the value of the framework, both for the Ministry and for other Saudi organisations.

7.2. Current Performance of the Ministry in Relation to TNA

The analysis shows that all respondents were in agreement about the relationship between training and performance assessment in terms of developing plans to enhance staff performance, measure their productivity, and describe their training needs. There was also universal consensus that the officials and administrators have a major role in determining needs and plans. This mean that administrators should accept their responsibility as decision-makers and linking between employees and the HR department.

However, the weakness of the administration in the MHU in general was also apparent; For example, the majority of participants reported that they had not attended any training courses because they “have not been informed about these training courses”; furthermore, about 32% of employees said they received training which was not suitable for the nature of their work or position in the Ministry. It appears that the managers do not consider what their employees require to increase their knowledge, awareness and skills. Moreover, there is no mechanism for training courses in all departments and most of the departments did not appear to care about their future training needs.

This failure to develop the potential of their employees suggests there is a lack of expertise in analysing the training needs associated with the roles and responsibilities in the Ministry, and no systematic training strategy. It also indicates a lack of interest in training in general within the MHU. Considering the growing numbers of pilgrims and the challenges this causes in the effective planning and management of the Hajj, any weakness in the administration is likely to have a negative impact on pilgrims’ experiences. Indeed, evidence of this was provided by Numbeo (2016) who reported that the Hajj services provided did not meet the standards expected by some pilgrims.

This finding indicates the weakness of administrative strategies and planning with respect to current and future training needs and a lack of training within all departments of the MHU. It can be concluded that what the MHU lacks is effective planning for training, enthusiasm for training, and an awareness of the importance of TNA in this context.

7.3. Level of Understanding of TNA Within the Ministry

Both the interviews and questionnaires results show that the participants’ general level of awareness and understanding of TNA was low. This leads to a lack of awareness of the skills gap between the current performance and the preferred performance in the Ministry. Although the respondents indicated that several management methods were used to determine the training needs of the staff, including regular meetings, measuring performance, and the annual staff assessment, the results of this research indicate that these methods have not resulted in any improvement in the provision of effective training.

The complex nature of the Hajj process requires a large number of permanent staff working throughout the year in coordination with the relevant authorities (stakeholders). This calls for excellent planning and training in modern techniques and technology to support the pilgrims. Whilst the results of the pilgrims’ questionnaire reveal that levels of pilgrim satisfaction with the services provided are generally high, weaknesses remain in managing the public safety risks that may occur, such as a stampede, a fire, a building collapse or a failure in some services. These significant issues are unlikely to be addressed effectively if the majority of MHU employees and stakeholders do not attend appropriate training and there are no meaningful mechanisms to identify their training needs.

7.4. Level of TNA Implementation Within the Ministry

As authors such as Boydell (1976) and McGehee and Thayer (1961) demonstrate, the first major step in planning and implementing a training programme is determining the needs for such a programme within an organisation. However, the results of this research indicate that there is currently no assessment of the specific training needs within the MHU; instead it is assumed that employees should be satisfied with the training provided by the Institute of Public Administration (IPA). While the IPA offers a range of general courses, due to a lack of suitably qualified experts and the lack of attention to training in the MHU, few of them provide specific training in the field of pilgrim management.

The Ministry does provide some training courses for new employees, both internally and externally, on technical, behavioural and leadership topics, as well as courses in change management and communication. However, the provision of these courses does not appear to involve any meaningful TNA and no evaluation of the knowledge and skills gaps in the Ministry. As a result, the finding of this research suggest that they do little to improve overall performance within the MHU.

These findings indicates that two of the major reasons behind the lack of successful training programmes the MHU are its failure to follow TNA processes and its dependence on institutions, such as the IP, which do not provide appropriate training courses. This is in line with findings by Palmer (2005) and Kaufman and Guerra-Lopez (2013) in their related research. This suggests that the MHU should introduce a more systematic approach to training in order to receive the maximum benefit. They should begin by determining the training needs and finish by evaluating the training provided. This is supported by Bowman and Wilson (2008), and Denby (2010) and Cohen et al. (2012), who found that TNA assists an organization to identify the skills and competencies in employees which require development so they can perform their allotted roles effectively.

The Ministry has established a training centre for workers in the field of Hajj and Umrah from the Ministry's own staff and personnel from private sectors operating under the supervision of the Ministry. It would be useful to have this centre designed on a scientific basis which incorporates the TNA process so that it can perform the function assigned to it more efficiently. Also, in this context, private training companies can contribute by inviting them to involve in enhancing the group training available.

This would help to advance staff training and improve the services provided by the Ministry to achieve security and safety for Hajj and Umrah pilgrims.

However, care must also be taken to ensure that errors commonly associated with the TNA process are avoided. These include relying on training and development programmes to solve problem which ought to be addressed elsewhere and failing to prioritise training needs effectively, both of which can result in a loss of time and resources and little improvement in the skills, knowledge and abilities of the employees.

7.5. Human Resources Department and its Role in TNA

The results reveal that there is awareness among all respondents that the development of any organisation starts with the development of its human resources. Furthermore, they all believe that HR management is essential in developing training plans and policies.

In this respect, the researcher asked which department in the MHU is responsible for human resource development. The majority of participants confirmed that the HR department is the only department responsible for training plans and development in the MHU. However, the results indicate that the HR department does not have a systematic approach to managing human resources development due to a lack of professional skills. The results also reveal that there are no long-term plans for training, therefore most training programmes are short-term, and the contents of programmes is too general. This suggests that planning for training in the MHU is neither effective nor forward-thinking; therefore, the HR department must establish a strategy for training and development.

All the respondents were clear that the main goals of this department are to train employees and prepare qualified cadres to carry out their roles effectively. However, the fact that respondents were unaware of any HR initiatives within their administrations suggests that the department’s involvement in training is very modest due to a lack of experience in effective human resources management.

7.6. Impediments to TNA in the Ministry

Findings on this theme reveal that there are many obstacles to effective TNA within the MHU. These obstacles include:

7.6.1. Lack of Budgets for Training

The allocation of sufficient resources is one of the most vital aspects of any training plan; without adequate financial investment, the objectives of human resources development and staff training cannot be achieved within the period specified. However, a lack of resources for training was identified as a central obstacle by the majorities of participants and one of the major reasons why staff do not get the chance to receive training.

Moreover, as a result of this lack of budget, the MHU is dependent on other institutes, notably the IPA, to provide training programmes for its staff, even though they are not able to provide the specialist courses required. Lack of funding combined with lack of planning also makes it difficult for employees to receive advanced international-level training, as external training requires adequate financial support. In general, the findings demonstrate that the lack of a dedicated budget for training within the MHU is a significant causal factor in the lack of adequate and appropriate training and inadequate performance among employees. This is in line with existing research, notably Mandip (2012), Silberman (2013), Ferreira and Abbad (2013), and DeakinCo, 2015. However, implementing TNA will assist the Ministry in setting appropriate training budgets and directing resources to areas where training is most urgently needed.

7.6.2. Lack of Job Descriptions

A job description gives a clear picture of the duties, tasks, and responsibilities for a specific job and provides a basis for assessing employee performance and training needs. However, the majority of participants reported that there was no written job description in their department setting out the individual duties and responsibilities of their role.

This is another important obstacle to the development of an effective training programme as the lack of job descriptions makes it more difficult to assess the training needs within the organisation. Job descriptions are also beneficial in recruitment, human resource management, and in developing performance planning (Dent, 2018). Without knowing what employees are supposed to do in their roles, it is difficult to identify performance and training gaps. Consequently, where training is provided, its objectives are often unclear and its effectiveness is not reviewed. This is a deficiency in the management of the MHU which needs to be addressed in order to avoid a decline in performance among employees and stakeholders.

7.6.3. Lack of Professional Expertise

Lack of professional expertise was identified as an obstacle by all the participants in the case study. This deficit in skills and knowledge, along with a lack of support from senior management, causes difficulties for the administration in seeking to advance the Ministry to achieve the objectives set out in the Kingdom's Vision 2030.

The findings indicate that the lack of professional expertise in the field of human resource management means that HR staff are not able to adequately fulfil the roles assigned to them. While HR should be involved in developing training plans and policies, respondents reported that these did not exist in some departments. It was also evident from respondents' answers that there is no systematic approach within the MHU to training staff to manage human resources development and no analysis of their training needs. Greater participation by HR in developing training plans and policies in the department is an essential step in improving the performances of the Ministry.

7.6.4. Lack of Support from Senior Management

The support of senior and middle management is crucial for successful implementation of TNA. Without support from management, it is hard to fully evaluate each employee's needs for training and thus determine the training needs for all departments in the Ministry. Without managerial support, the effective accomplishment of the assessment becomes difficult. However, the finding reveals that there is no support from the top management.

7.6.5. Poor Communication

Effective communication between management and employees and amongst different stakeholders is a key factor in TNA implementation. The process of developing TNA should be transparent and all staff must be able to participate and have the chance to discuss their courses, skills needs, and priorities. Furthermore, the Ministry deals with a large number of different nationalities and cultures; therefore they require effective means of understanding and communicating with others.

However, lack of communication between management and employees was identified as an obstacle by the majority of case study respondents, and this indicates the weakness of policy administration among all departments of the MHU. This finding suggests that it is necessary for the Ministry to work on developing employees' communication skills and improving communication between the MHU and international stakeholders, especially overseas pilgrims. This is in line with previous studies, such as Ahmed et al. (2012), which emphasized the need to pay attention to training and improve training programmes.

7.6.6. Lack of Technical Skills

Lack of technical skills was identified by respondents as another obstacle that hinders the Ministry in implementing TNA. Technical skills and new smart work methods are crucial to managing smart operations with business partners for the stages and sequence of Hajj services provided by the Ministry. These include skills that provide managers with the facility, capability, and knowledge to use different technical solutions to reach their goals.

7.6.7. Lack of Planning Processes

Planning is an important aspect in any organization; without effective planning, nothing valuable can be achieved. This is particularly true in the TNA process as it requires clear organisational goals and objectives and detailed planning to achieve those goals in a manner which is consistent with the organisation's vision and values.

However, it was obvious from the finding of this research that there is currently no planning process or systematic training strategy for TNA in the MHU. If the Ministry seeks to advance the services it provides to meet the requirements of the Kingdom's Vision 2030, it needs to establish clear goals and develop a plan to improve its performance by analysing employees' training needs and providing appropriate training in a way which is consistent with its vision and values.

7.6.8. Lack of Understanding of TNA Principals

TNA provides an effective way to improve performance by identifying the knowledge and skills gaps then determining the training required to fill them. However, successful implementation requires an understanding of the principles of TNA, and faults in training implementation often result from a lack of adequate awareness and understanding. The findings suggest that this is exactly what happened with the MHU.

It is clear from the results of this research that the objectives of the training courses conducted by the Ministry are unclear and their effectiveness is not reviewed in a systematic way; where evaluation does take place, it is often done in an unplanned and ineffective manner. This is due to a lack of understanding of the principles which underpin the TNA, along with the lack of an adequate and targeted training budget.

In order to create a successful training programme, it is essential for the Ministry to adopt a methodical approach to training based on a clear understanding of core TNA principles. This should include defining the objectives and evaluating the effectiveness of training programmes, analysing the job tasks, and, finally, communicating the outcomes to upper management. Steps should also be introduced to ensure that limited training budgets are directed towards areas which require most improvement. This is the only way that may help the Ministry to identify which training courses are needed and the priority for them.

7.6.9. Lack of Effective Crowd Management Capacities

Some of the most serious problems associated with the Hajj ceremony arise from the huge numbers of pilgrims gathering to perform the rituals within a limited time-frame and within relatively small areas of land. Although numerous efforts have been made by the Saudi government, fatalities are still occurring due to ineffective crowd management.

The aim of human resource training within the MHU is to create an integrated team capable of serving the needs of local and international pilgrims and Umrah seekers. However, the findings of this research indicate that intensive and focused training of employees on how to manage large gatherings is not widely available. This appears to be a result of the overall lack of experience with human resources management and the failure of the Ministry to identify this significant skills gap and prioritise it as an urgent training need. Unless the MHU introduces specialised training for staff and stakeholders in managing large gatherings, humanitarian disasters, such as those associated with the 'Stoning the Devil' ritual at Mina, are likely to be repeated.

7.6.10. Administrative Obstacles and Other Barriers

A number of other obstacles were identified, most of which related to administrative processes within the MHU. Some of the respondents mentioned administrative problems as a factor that negatively affected the workflow, while others cited the complexity of obtaining approval for training. Likewise the lack of properly equipped training classroom, inconvenient training locations, inappropriate duration and content of training courses were identified as barriers to effective training. Staff turnover, due to job rotation or resignation, was also mentioned, as some courses depend on the previous experience of particular staff so cannot take place if they are no longer available.

When the results of the interviews and survey questionnaires were compared with the conceptual framework for TNA implementation generated from the literature review (See Figure 4-5), a considerable level of consistency was found; however after examining and discussing the results, some unusual factors related to the implementation of TNA within the MHU were identified. These were:

- Negative attitude toward TNA;
- False impressions regarding the TNA process and its role in development;
- Lack of enforcement (putting into practice) toward training in general;
- Inadequate management commitment to training;
- No systematic attempts to address the most significant performance problems
- Lack of strategic planning with regard to conducting training;
- Educational requirements not considered in the staff appointment process;

The findings of this research reveal that there is awareness from all respondents that development of any organisation start with the development of its human resources. They all believe that HR management is essential in developing training plans and policies, within the context of a cleary defined framework. In order to facilitate this, these obstacles were then incorporated into a revised version of the conceptual framework for TNA implementation (See Figure 7-1). The next section presents this revised framework and discusses its main elements.

7.7. Revised Conceptual Framework for TNA Implementation in the MHU

While the original conceptual framework was based on the TNA principles identified in the literature, revisions to the model were required to reflect the specific circumstances relating to the MHU identified in the study. Figure 7-1 illustrates the revised conceptual framework which incorporates the factors that affect operational implementation of TNA within the MHU. Each element of the framework is described in more detail below.

When comparing Figure 4-5 and Figure 7-1the individual gap in training has been replaced by an integrated organisational, operational and individual analysis to identify a comprehensive approach to the barriers and gaps. Therefore, an integrated approach to training was illustrated below.

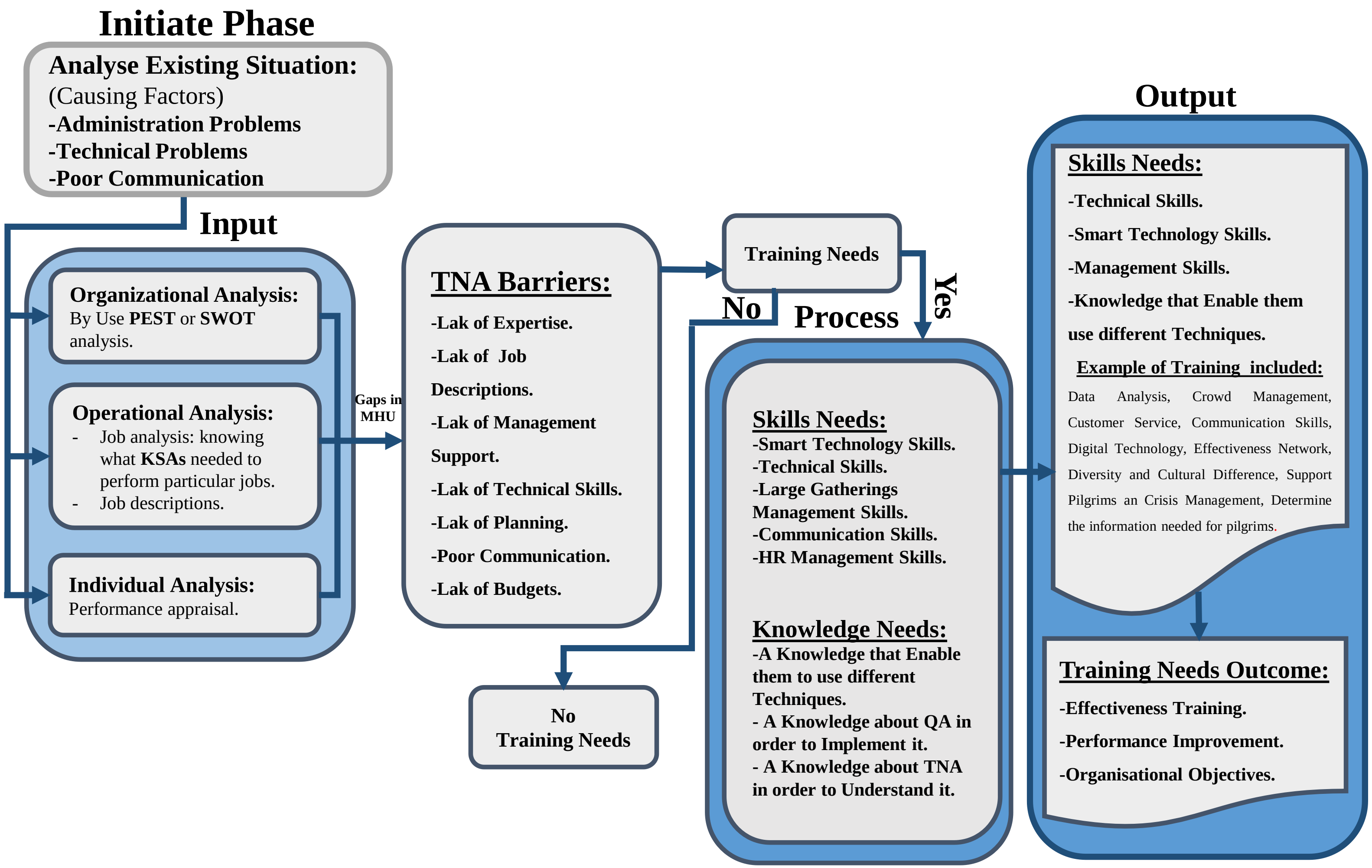


Figure 7-1: The Revised Conceptual Framework for TNA Implementation in the MHU
Source: Created by the Author

The proposed framework has been revised based on the results of the face-to-face interviews and the questionnaires. For example, it was found that the performance gaps were referred to as administrative problems, technical problems, and lack of communication between the ministry's employees on the one hand and private entities on the other hand.

Also, through the organizational analysis, where the training need is identified, and through the operational analysis the knowledge, skills, and abilities are identified to determine the types of the training, as well as through the individual analysis the tasks for employees to make up their job were known. By doing this, the most important factors that hinder the implementation of TNA are summarized in the following:

1. Lack of expertise; lack of job descriptions; lack of technical skills; lack of management support; lack of planning; lack of budgets, and poor communication.
2. The most important skills and knowledge needed to overcome these hindrances were placed in the process stage.
3. In the output phase, eleven elements were identified, and the Ministry must have adhered to them.

The following is an explanation of each stage of the proposed framework:

7.7.1. Initial Phase

Any systematic approach to training should start by finding the performance problems, as identifying training needs is considered as the first phase in any training programme (Leigh, et al., 2000). The training needs within an organisation are usually linked to a) the skills and abilities necessary to perform tasks, b) the need to develop current performance and c) identifying obstacles that may affect future performance.

The initial phase of the framework identifies the main factors causing poor performance in the MHU: administration problems, technical problems, and poor communication. These are due to several reasons, notably a lack of professional expertise, no strategic training plan or clear vision, no systematic attempts to address performance problems, and staff turnover. These are the issues which must be addressed if TNA is to be implemented effectively in the MHU.

7.7.2. Input Phase

According to Brown and Read (1984) the needs analysis process has to be done at three levels: the organisation level, the operational level and the individual level. The organisational analysis aims to identify the organisational goals, resources, and human resource needs and competencies in order to define where training is needed and how it should be implemented. The operational analysis identifies all the tasks and jobs performed within the organisation and the knowledge and skills needed to perform them in order to determine what training is needed. At the individual level, the performance of each individual is assessed against the job requirements to identify any differences between current and required performance, and to identify skills and knowledge gaps.

It is important that equal consideration is paid to all three levels in order to conduct TNA comprehensively. However, the results of this research demonstrate that the MHU do not consider all the levels when investigating the needs of training; they focus mainly on the individual level. The reason for that lies partly in the fact that the senior management believe they do not require any training as they already have all the capabilities that their duties require (illusion of competence). However, this also speaks to the Ministry's lack of professional experience in developing human resources and methods of analysing their training needs. This is in line with Abdalla and Al-Homoud (1995) who found that training is often seen as free time for the participants, just a chance to have some fun and enjoy a change of scene, so the training needs assessment is often not conducted or incomplete. In this respect, establishing a specific section in the HR department to analyse training needs, supported by qualified and experienced staff, is a critical issue.

7.7.3. TNA Barriers

In the proposed framework, the obstacles are not placed on priorities because they all have the same importance as well as they are intertwined and not built on each other. For example; the lack of budgets as an obstacle has no impact on the lack of specialists or poor communication in the MHU. as well as the Lack of job description or the lack of senior management support is not caused by lack of budget and has no impact on the lack of prior planning for training and so on for the rest of obstacles, therefore it was not listed as priorities.

This obstacle identifies the difficulties that might obstruct the process of conducting TNA in the MHU. The results of the interviews and questionnaires indicate that lack of senior management support and the absence of written job descriptions were considered the most significant barriers. The lack of senior management participation in training was also viewed as a major obstacle which made implementing training needs analysis more difficult. Again, this reluctance to engage appears to be due to the fact that most of the top management believes they already have the skills and competencies to do their jobs perfectly and to their lack of professional experience. Likewise, the lack of written job descriptions detailing each individual's roles and responsibility and the fact that the management of the MHU does not appear to be aware of how necessary TNA is for their Ministry may also be ascribed to these factors. This supports the study by Agnaia (1996) who found that the selection of executives in most Arab organizations does not rest primarily on their experience and competence but rather on tribal affiliations and kinship.

For that reason, it should be noted that the research findings indicated that managers within the MHU were less proficient in most cases, and they had a little knowledge about the importance of training needs analysis. As a result, they should pay greater attention to their own training needs and give greater support for TNA in their Ministry.

7.7.4. Process Phase

This element involves deciding whether the barriers identified in the previous stage indicate training or no-training needs, and then identifying the specific knowledge and skills gaps which should be addressed through training. Identifying non-training needs at this stage helps decisions makers to find alternative solutions for them and prevents the common error of the TNA process being expected to address non-training related needs.

The duties, obligations, responsibilities and roles of MHU employees in dealing with pilgrims and Umrah performers has become progressively more critical and requires an increasingly diverse set of skills. However, as shown in the framework, there are significant gaps in management, technical, and communication skills within the MHU, all of which directly affect its capacity to manage the Hajj safely and effectively. Lack of technical knowledge, lack of awareness of the importance of quality assurance processes, and a limited understanding of the value of TNA, its principles, and the best ways to implement it are the specific knowledge gaps which need to be filled.

7.7.5. Output Phase

This phase identifies the specific training required to address the skills and knowledge gaps identified in the previous phase, and then lists the desired training outcomes.

The importance of the MHU is increasingly being recognised, especially during the Hajj ceremony and Umrah season, particularly in the month of Ramadan, and the role it plays is not comparable to any other ministry, within Saudi Arabia or beyond. As a result, the training provided for MHU employees and stakeholders in the Hajj process should take account of their individual role requirements and address their specific needs, both as they are now and as they change and develop in the future. Analysis of training needs should focus on employees' current and future needs of skills. Improving the effectiveness of its training and development programmes will enhance the MHU's performance and enable it to achieve both its own goals and those laid out for it in the Kingdom's Vision 2030.

The next section describes the measures taken to test the validity of the conceptual framework and the research findings.

7.8. Validation of the Research Findings

Validity refers to the extent to which the research findings represent what is actually happening in the situation. According to Easterby-Smith et al. (2012), tests for validity should be made at the initial stage of the research, that is, before the data collection stage. Furthermore, Yin (2013) specified that the quality of any research is achieved through construct validity, internal validity and external validity:

Construct validity: accomplished by using multiple sources of data collection (Triangulation). To increase the construct validity in this research, the researcher used multiple source of evidence including interview, questionnaire, documentation, and direct observations. Also, all the interviewees were shown transcripts of their interviews, and they all confirmed their answers after the interviews to validate them.

Internal validity: relates to how well a study is conducted. In this regard, Saunders et al., (2016) asserted that the internal validity of interview and questionnaire data depends on the clarity and structure of the interview and questionnaire questions, along with the strictness of the pilot testing of these questions. In order to increase the internal validity of the data in this study, the researcher first generated the questions for both the interview and questionnaire from the literature review and according to the conceptual framework, then modified the questions after two pilot studies, redrafting them in light of the feedback received. To enhance the internal validity, the researcher ensured that all the interviewees were senior and middle managers in the MHU and were drawn from the three cities involved in the Hajj ceremony (Makkah, Madinah and Jeddah). Interviewees at this level had sufficient knowledge and experience to enhance the validity of their interviews, and choosing interviewees from two management levels meant related data could be cross-checked, thereby enriching the results and providing greater confidence in the reliability of the research in general.

External validity: is about generalising the research findings outside the setting in which the research took place (Yin, 2013). This is not straightforward when the research addresses a subject, the Hajj, which is a unique event, and a government ministry, the

MHU, which has no counterpart in any other country. However, Yin (2013) claimed that case studies such as this one depend on analytical generalisation as a way to achieve external validity, whereby particular conclusions are generalised to some wider theory. In this regard, the researcher has linked the research to the existing theory with the aim of achieving the generalisability of the findings (Saunders et al., 2016). As a result, the findings can be generalised to the wider field of TNA studies (by providing additional knowledge to the TNA literature). In addition, the findings may be generalised from the MHU to other institutions that provide services to very large numbers of people in similar circumstances or settings.

7.9. Validation of the Conceptual Framework

This research aims to evaluate the current training needs in the MHU and develop a model for TNA implementation to enhance the skills and knowledge of employees and promote an intelligent holy city for the future. As a result, it was essential to test the validity of the proposed conceptual framework to ensure that it was fit for purpose. Equally, as the framework is intended to be used by staff in the MHU to implement TNA within the Ministry, it is important to ensure that the concepts and methodologies applied in creating the model are understood by users. As a result, a series of steps were taken to test the validity of the proposed framework. The stages in this process are described below.

7.9.1. Validation Process Within the MHU

To start the validation process, the researcher invited six senior and middle management decision-makers with long experience in the MHU from the three cities involved in the Hajj to attend a seminar to validate the revised conceptual framework. This was held using Microsoft Teams due to the Covid-19 pandemic and the social restrictions. All six had previously participated in the interviews so were familiar with the research.

The researcher gave a PowerPoint presentation which outlined the pillars of the proposed conceptual framework for TNA and its role in determine the training needs for staff; it also identified the barriers to its implementation in the MHU. The reason behind the presentation was to confirm and consider the influences this proposed framework could have on the progression of the MHU.

The researcher then presented the proposed framework in order to confirm whether it matched the training-related operations in the MHU, and to test its validity and reliability. The participants were then asked to complete a questionnaire. These were distributed by email due to the COVID-19 pandemic. The questionnaire was created in English and translated into Arabic for distribution to these participants. The contents of the questionnaire were derived from the research findings and presented the factors and steps identified in the conceptual framework. Participants were asked to judge these using a five-point Likert-type scale as follows: A- strongly disagrees, B- disagrees, C- neutral, D- agrees, and E- strongly agrees. Likert Scale is used to measure respondents' attitudes to a particular question by arranging answer options starting from strongly agree and ending to disagree strongly. Survey researchers have widely used this type of question (Indeed Editorial Team, 2021). The respondent to the questionnaires will answer questions more accurately, as will provide the respondent with more distinction in expression in survey responses to analyze.The questionnaire contained 5 themes and space was provided at the end for comments about the proposed framework and its application within the MHU.

7.9.2. Participants' Views of the Findings and the Conceptual Framework

Table 7-1 illustrates the extent to which the participants agreed with the main factors identified in the research and thought the theoretical framework would help to enhance employee efficiency and overall performance in the MHU.

Table 7-1: Participants' Views of the Research Findings and the Conceptual Framework.

No.	THEMES	Five-point Scale A= strongly disagrees E = strongly agrees				
		A	B	C	D	E
Theme One: Introduction of the Training Needs Analysis (TNA) Implementation		No. of responses				
1	TNA has a crucial role in ensuring training effectiveness improvement.				2	4
2	Implementation of TNA enhances the skills and knowledge of employees in the MHU and promotes an intelligent holy city for the future.			1	2	3
3	TNA has a major role in reducing training costs.				2	4
4	TNA should be initiated at all levels (not just at the individual level), and include strategic decision makers and policy implementers to improve their capabilities to perform their duties in the best way.				2	4
5	Inadequate understanding of TNA and its principals leads to a lack of awareness of the skills gap between current and preferred performance in the organisation.				1	5
6	Staff who are responsible for training should be helped to gain the knowledge, skills and approaches needed to conduct TNA properly.				1	5
7	Effective implementation of TNA could be beneficial to increasing lines of communications with trainers.				2	4
8	All staff must participate in TNA and have the chance to discuss training courses and improve their self-motivation and commitment			1	2	3
9	The location and timing of training course should reflect the wishes of the participants to increase motivation and commitment.			2	2	2
10	After each training course, participants must be asked to evaluate the training, and excellent attendees should be given a financial incentive to encourage them to attend further courses and increase their commitment.					6
11	Once training programmes are over, an assessment is essential to decide if the training objectives have been reached and whether further training is needed.					6

12	Enrolment in training programmes should be made a condition for employee promotions in the Ministry.			1	3	2
13	Annual performance reviews should be conducted in all departments to identify performance issues; where training needs are identified, appropriate training should be arranged.			1	2	3
Theme Two: Initial stage (Trigger event)		No. of responses				
1	Before beginning TNA process, the existing situation should be analysed to identify why TNA is required (Causing Factors) Administration problems (key factor to initiate training) Technical problems Poor communication				2	4
Theme Three: Organisational, Operational, and Individual Analysis		No. of responses				
1	Analysing, technological, economic, social and political factors at the organisational level will help the MHU to identify and target training needs, evaluate strengthens weaknesses, opportunities, and threats, and measure external and internal influences.				2	4
2	At the Operational level, TNA needs to collect information about specific tasks, e.g. through job descriptions, to determine the required knowledge, skills, and ability for certain roles to be accomplished.				4	2
3	**3.** Individual analysis should be used to identify performance-related problems, including: Lack of performance appraisals Lack of knowledge Lack of skills This means the character and work environment of the individuals who will take part in training programmes will be known in advance.				4	2
4	For maximum benefit, MHU training should be designed in relation to individual and organisational factors, such as long term planning and the KSAs of individuals based on their education and experience.			1	2	3

5	To implement TNA correctly, heads of all departments should have the responsibility to ensure their staff are well trained and perform their duties according to their job descriptions.					6
Theme Four: Barriers to TNA Implementation		No. of responses				
1.1	1. Lack of financial resources Lack of financial resources is the main barrier for any training plan. Shortage of monetary resources is a stumbling block for training in any organisation that seeks to improve its human resources to fully perform its assigned work.					6
1.2	Due to the lack of budget, many MHU staff members may not get a chance for training or they may rely on institutes providing general training programmes which are not specified to their particular needs.					6
1.3	Possibilities for external training in advanced skills and sophisticated technologies are adversely affected by the lack of budget as this training is expensive.				2	4
1.4	By using TNA, the MHU can set training budgets according to their needs and priorities.				1	5
2.1	2. Lack of written job descriptions Lack of written job descriptions is an obstacle facing the MHU, as the job description gives a full picture of the responsibilities, duties, and tasks in each job role.					6
2.2	Lack of written job description in all departments make the objectives of training unclear and means its effectiveness cannot be reviewed.					6
2.3	Absence of written job descriptions is considered a lack of proper management and contributes to declining performances of the MHU and stakeholders.				1	5
2.4	Without written job description, it is hard to analyse employees' training needs; also essential information related to employing persons properly may lost.					6
2.5	Written job description help in recruitment, performance planning, jobs adverts, and managing the human resources department, so enhance employment.					6

3.1	3. Lack of professional expertise Lack of professional expertise makes managing work affairs within the organization complicated, and finding solutions to problems very difficult.				2	4
3.2	Lack of professional expertise and lack of support from senior management in the MHU makes it difficult for administrators to advance their services and play the roles assigned to them.				2	4
3.3	Lack of professional expertise causes management to undervalue the role of training in raising employees' efficiency and misunderstand the analysis of training needs in all sections and departments within the MHU.				1	5
3.4	Lack of training leads to a lack of professional experience in how to develop human resources and methods of analysing their training needs. Thus, establishing a specific section in the HR department to analyse their training needs, supported by qualified and experienced staff, is a critical issue.				1	5
4.1	4. Lack of support from senior management Senior management support is critical for successful TNA adoption and makes it much easier to determine the training needs for all sections and employees. Support and commitment from senior management is vital for gathering information from all employees during the TNA implementation and evaluation.					6
5.1	5. Poor communication Effective communication between management, employees and Hajj stakeholders plays a vital role in the TNA process.			1	2	3
5.2	The process of establishing TNA should be transparent and all staff must participate and have the chance to discuss courses, skills needs, and priorities.				3	3
5.3	Lack of communication between management and employees indicates the weakness of policy administration among all departments of the MHU.				1	5
5.4	Training courses for senior and middle management in communications skills are very important.				1	5

5.5	As MHU staff deal with many different nationalities and cultures, they require effective ways to understand and communicate with others. It is necessary to work on developing staff communication skills and improve languages of communication between employees and international pilgrims.			1		5
6.1	6. Lack of technical skills Technical skills and new smart working methods are crucial to managing smart operations with business partners for the stages and sequences of services provided by the MHU. Implementing TNA is crucial to determine current and future technical skills gaps among employees. These technical skills include skills which provide managers with the facility, capability and knowledge to use different technical solutions to reach the MHU’s goals.				1	5
7.1	7. Lack of planning Planning is an important aspect in any organization. Planning is all about identifying goals and developing the necessary tactics to achieve these goals.				2	4
7.2	Without planning, nothing valuable can be reached and it is hard to improve the performance of MHU or conduct effective training for its employees.					6
7.3	If the MHU seeks to advance their service provision, they should understand that improvement requires clear goals and planning, and effective implementation methods to achieve those goals.					6
8.1	8. Lack of awareness and understanding of TNA Lack of awareness and understanding of TNA is the main reason why training is not successful as TNA is the only way to improve performance by identifying knowledge and skills gaps then determining the training required to fill these gaps.				1	5
8.2	Understanding the philosophy of TNA is the only way to implement it effectively.				2	4
8.3	Any fault in implementing training inevitably results from a lack of understanding of TNA principles.				1	5

8.4	Without TNA, training courses objectives are unclear and their effectiveness cannot be reviewed easily. Understanding and implementing TNA is the only approach for successful training, so it is essential for the MHU to adopt a methodical attitude, to target limited training budgets where it is most needed, etc.					6
8.5	The MHU should outline the objectives and evaluate present and past training programmes, then analyse the job tasks, and finally communicate the outcomes to upper management. This is the only way to identify which training courses are needed and their priority.					6
9.1	9. Lack of Effective Crowd Management Skills Large crowds during the Hajj rituals sometimes leads to accidents, causing fatalities and injuries; many of these accidents can be owed to the lack of effective crowd management.				1	5
9.2	MHU should develop intensive and focused training for employees on how to manage large gatherings.				1	5
9.3	Lack of analysis of training needs in the MHU means the acute shortage of crowd management skills has been neglected, contributing to humanitarian disasters such as those in recent years during the Hajj season.			1	2	3
Theme Five: Proposed Conceptual Framework		No. of responses				
5.1	The proposed conceptual framework will help to enhance the efficiency of employees and improve the performances of the MHU in general.				1	5

Source: Created by the Author

As demonstrates, most respondents “strongly agree” or “agree” with the statements and the fact that proposed conceptual framework will enhance employee efficiency and overall performance in the MHU. The responses to the statements in each theme are discussed in more detail below.

7.9.2.1. Theme One: Introduction of TNA Implementation

The responses to the theme indicate that TNA has a crucial role in ensuring training effectiveness and enhancing the skills and knowledge of employees in the MHU. It was widely agreed that poor understanding of TNA and its principles leads to a lack of awareness of the skills gap between current and preferred performance within the organisation. Thus, the staff who are responsible for planning training should be supported to gain the knowledge needed to conduct TNA properly.

All the participants believed that all staff in the MHU should participate in the TNA process, including strategic decision makers, and have the chance to discuss the training courses. Moreover, there was agreement from respondents that once training programmes had been completed, an assessment should be done to see whether training objectives have been reached or if further training is needed; furthermore each year, the performance of all departments should evaluated to identify performance gaps and provide training to address these deficiencies.

7.9.2.2. Theme Two: Initial Stage (Trigger event)

The responses show a full understanding from participants that before beginning training need analysis, the MHU should analyse the existing situation and identify underlying administration issues, such as technical problems and poor communication.

7.9.2.3. Theme Three: Organisational, Operational, and Individual Analysis

The majority of participants strongly agreed that TNA should occur on the three levels detailed in the proposed framework. They accepted that analysis of political, economic, social and technological factors at the organisational level would help the MHU to identify training needs in each department or section, enable it to evaluate strengthens weaknesses, opportunities, and threats, and measure the external and internal influences on them.

Likewise, there was also agreement that operational analysis of information about specific tasks was necessary to determine the knowledge, skills, and abilities required for certain task to be accomplished, and so the character and natural of the individuals who take part in training programmes will be known in advance. In addition, the participants agreed that all heads of departments should have the responsibility for ensuring that their staff are well trained and perform their duties according to their job descriptions.

7.9.2.4. Theme Four: Barriers to TNA Implementation

Participants in the validation session were given a schedule of statements describing the barriers to the implementation of TNA in the MHU identified in the research. The vast majority of participants either agreed or strongly agreed that these were major obstacles.

Lack of financial resources: All the participants agreed that lack of financial resources is a stumbling block for training in any organisation that seeks to improve its human resources to fully perform its assigned work. They also accepted that using TNA would enable the MHU to set training budgets according to their needs and priorities.

Lack of written job descriptions: They also agreed or strongly agreed that the lack of written job descriptions describing the duties and responsibilities of each role was a serious obstacle. Without written job description it is difficult to identify employees' training needs and set training objectives, meaning training is less effective, and this negatively impacts the performance of the MHU and of stakeholders. They also accepted that information essential to employing persons may lost as job descriptions help in developing performance planning, jobs advertising, and recruitment.

Lack of professional expertise: Another obstacle that was agreed or strongly agreed on by most participants is the deficit in professional expertise in the MHU. This makes it difficult for the administration to advance their services. It also means management do not fully appreciate the importance of training in raising efficiency levels, a lack of understanding which results in fewer training opportunities and thus contributes to the lack of professional experience. There was widespread agreement that there was a critical need to establish a specific section for analysing training needs in the HR department, supported by qualified staff with experience in the field of training and needs analysis.

Lack of management support: In regard to the lack of management support, all the participants strongly agreed that support from senior managers is a key success factor for TNA implementation. They understood that such support is essential in order to identify performance gaps and determine training needs in the MHU as it is difficult to evaluate each employee's need for training without senior management support. Thus support and commitment from management is necessary for TNA during the implementation and evaluation processes.

Poor communication: There was also widespread agreement that poor communication is a significant obstacle to effective TNA implementation. The participants agreed that effective communication between management and employees and amongst the different Hajj stakeholders plays a vital role in TNA implementation, and that all staff must participate in the TNA process and have the chance to discuss courses, skills needs, and priorities. They appreciated that MHU staff deal with many internal and external bodies, including people from other nations and cultures, so strong communication skills are important in developing the Ministry's performance. They also accepted that the lack of communication between management and employees indicated a weakness in policy administration at all levels in the Ministry.

Lack of technical skills: There was also widespread agreement that the lack of technical skills was a significant barrier as technical skills and new smart working methods are crucial to managing smart operations with business partners. The participants agreed that implementing TNA was an important step in dealing with this problem by determining the need for training to raise the technical skills. These include skills that provide the managers with the facility, knowledge and capabilities to use different technologies to reach the MHU's goals.

Lack of planning: The majority of participants also strongly agreed or agreed that planning is an important aspect of any organization, and without planning it is hard to improve the performance of MHU or conduct effective training for its employees. They agreed that the MHU should know that all improvement requires clear goals, careful planning, and viable methods to put plans into practice to achieve the desired goals.

Lack of understanding of TNA: The vast majority of participants were convinced that lack of awareness and understanding of TNA leads to unproductive training programmes as analysis of training needs is the first step to identifying employees' knowledge, skills and abilities gaps and then determining the training needed to fill these gaps. Most of the participants also strongly agreed that any fault in implementing training was certain to result from a poor understanding of the basics of TNA. In addition, there was unanimous agreement that understanding and implementing TNA could transform ineffective training courses into successful and effective training programmes with clear objectives. Finally, there was widespread agreement from all respondents that the MHU should establish their objectives, evaluate current and previous training programmes, analyse job tasks, and then share the outcomes with senior management.

Lack of crowd management skills: Participant agreed that the lack of effective crowd management may have contributed to some of the accidents that occurred in previous Hajj seasons, causing many fatalities and injuries. The majority of participants shared the feeling (strongly agreed or agreed) that the MHU should work on intensive and focused training courses for their employees on how to manage large gatherings. They also agreed that the current lack of effective training needs analysis in the MHU meant that the acute shortage of skills and experience in managing large gatherings had been neglected.

7.9.2.5. Theme Five: Revised Conceptual Framework

All the participants either agreed or strongly agreed that the revised conceptual framework would assist the MHU to enhance the efficiency of their employees and improve the performance of the Ministry in general. They also provided further validation for the proposed framework in the space left for comments. One participant wrote: “I believe that this framework will be effective for training and development of the MHU”. Another participant mentioned possible external application, saying that: “the proposed framework will benefit other national businesses, such as football stadiums and various festivals that involve large numbers of people, by providing a benchmark to guide the management process of training and development in these businesses in Saudi Arabia.”

As Crosby (1979) observed, obstructions in any organisation are caused by two things; the first one is the lack of knowledge and the second is the lack of attention. The first can be reduced by training and learning, but the second requires a commitment to quality and consideration of all the details. This framework provides a means for the MHU to demonstrate this commitment and attention by generating training programmes, based on identified needs, which will enhance its capabilities and enable it to achieve its goals.

7.10. Leadership and Training

Flat management hierarchy for training is needed to empower middle managers and employees to lead their own training requirements. As top management might not be aware of all the details on operational levels, top management needs to empower employees as part of the TNA process**.**

Training facilitates learning of the required innovative skills that further assist workers in growing professionally. However, leadership in training is crucial in any organisation. In this respect, a study by Khan and Begum (2016) about analyzing the training needs on innovative leadership skills of Pakistani university librarians found that leadership skills ultimately ensure job best fit and perhaps facilitate optimal performance. Furthermore, in a study by Christina et al., (2017), they demonstrated that leadership training improves trainee reactions. In contrast, Nelson (2016) stated in a study that most leadership training programs are minimally effective; In the same esteem, Morgan (2015) declares that leadership cannot be taught because “managers are created, leaders are born”.

7.11. Chapter Summary

This chapter has discussed the findings from the interviews and questionnaires in relation to the literature reviews presented in Chapters 2, 3 and 4. Following the conceptual framework proposed in Chapter 4, it has examined the MHU at the organisational level, and assessed current performance in relation to TNA, including the level of understanding of TNA within the organisation and the current level of TNA implementation. It has also highlighted the weakness of the Human Resource department in this regard. Further barriers to TNA implementation have also been discussed and the reasons behind them identified. The conceptual framework has been revised and expanded to take account of the specific obstacles within the MHU, its elements have been explained, and the measures taken to test its validity and useability have been described.

The next chapter concludes the research by presenting its overall conclusions, explaining in detail how the study has achieved its aim and objectives, and proposing a set of recommendations for researchers and the decision makers in the MHU. It also explains the contributions to knowledge and society made by the study, discusses its limitations, and suggests possible avenues for further research.

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Chapter 8: Conclusion and Recommendations

8.1. Introduction

This final chapter summarises the main findings from the literature reviews, questionnaires, face-to-face interviews, documentation reviews, and observations conducted in this study to draw conclusions and make recommendations to enhance the services provided to Hajj pilgrims in line with the Kingdom's 2030 vision.

It begins by recapping the methodological choices which guided the research, and then demonstrates how each of the objectives set for the study has been met. It goes on to summarise the main findings, highlighting the need to advance employees’ technical skills in order to develop a smart Holy City in Makkah. It then proposes a list of actionable recommendations for policy-makers to enhance TNA processes within the MHU, thereby raising the level of services provided to pilgrims while ensuring their safety and improving the MHU’s strategic partnership with businesses and other stakeholders to promote the Hajj and Umrah sectors.

The chapter concludes by describing the originality of the research, setting out its limitations and the steps taken to mitigate these, then detailing the contribution it makes to knowledge, in terms both of its contribution to theory, and to wider society, including the millions of pilgrims from many nations who participate in the Hajj each year.

8.2. Selecting the Most Appropriate Methodology

The selection of the methodology for this study came after a critical review of the literature on the research area, the setting of the aims and objectives, and a careful review of literature about research methodology. Given that the study explores the training needs within the MHU based on understanding stakeholders’ perceptions and interpretations of actual and expected performance, the research mainly follows the interpretivist philosophy. However, positivism is also used to improve the quality of the research. In addition, the researcher adopted both deductive and inductive approaches, whereby the conceptual framework that maps the Hajj process and the expected performance at each step of the process and the relevant training needs were evaluated targeting different stakeholders involved in the management and organisation of the Hajj ceremony to assess the actual training needs.

The case study was selected as the best strategy for this research having considered the advice of Yin (2009) regarding the appropriateness of this strategy. The required secondary data was collected through critical reviews of the literature relating to the Hajj, and the issues associated with each of its stages; the MHU, its responsibilities and stakeholder partners; and the principles and implementation of TNA. Primary data was collected via semi-structured interviews, questionnaires, documentation reviews, and observation to assess the TNA implementation in the MHU. Using more than one method for data collection was beneficial and assisted in the validation of the research finding. In addition, the technique of data analysis was based on the systematic analytical procedure.

8.3. Meeting the Research Aim and Objectives

The main aim of this research was to assess the current training needs analysis in the MHU in order to enhance their performance and to promote an intelligent Holy City for the future. This aim has been accomplished by meeting the research objectives as follows:

Objective 1: To identify relevant concepts in TNA theories and frameworks by reviewing the associated literature;

To attain this objective, a review of TNA literature was conducted and reported in Chapter 4. This introduced the concept of TNA, including its objectives, components, and the benefits associated with it. It examined the most well-known TNA models and frameworks in the literature and identified their key components. The most common barriers to effective TNA implementation were also identified. The chapter concluded by identifying the sources of data used in TNA and the most appropriate techniques to collect this data at different levels within the organisation. Accordingly, the first objective was achieved.

Objective 2 : To develop a suitable methodology to capture the needed information and data to achieve the aim of this study.

To achieve this objective: the best research methods were adopted, bearing in mind the aim of the study. Consequently, this choice facilitates the collection of all the detailed information and knowledge, which leads the researcher to the aim of this study. Thus, this goal has been achieved.

Objective 3: To evaluate the current implementation of TNA offered by the MHU;

To fulfil this objective, a case study strategy was adopted. Data and information about the current status of TNA processes within the MHU was collected via interviews, questionnaires, documentation review, and observation. The interviews were held with senior managers in the MHU who were familiar with the organisation’s processes and the questionnaires targeted employees in the Ministry and other Hajj stakeholders who work under the direct supervision of the MHU. The interview and questionnaire questions were carefully designed and piloted to enhance their validity. The results were analysed in accordance with the findings of the TNA literature review, and a clear understanding of the current level of TNA implementation in the MHU was obtained. Therefore, the second objective was accomplished.

Objective 4: To identify the difficulties and barriers affecting the implementation of TNA in the MHU;

To achieve this objective, the data gathered from the interviews and questionnaires conducted in the case study were categorized and examined in light of the barriers to effective TNA implementation identified in the TNA literature review. While a high level of consistency was found, some unusual barriers were identified which were specific to the MHU; these included: a negative attitude toward TNA, based on misunderstandings of the TNA process; inadequate management commitment to training; and lack of strategic planning with regard to conducting training. Triangulation of the data was accomplished, and the validity of these findings was tested and approved by senior managers in the MHU. Thus, the third objective was achieved.

Objective 5: To establish a conceptual framework based on TNA processes to improve the performance of the MHU;

After an extensive review of the existing TNA models and frameworks in the literature, a preliminary conceptual framework for TNA implementation was developed. This was based on the TNA concepts and processes revealed in the literature and built on previous models. However, the framework did not take account of the specific circumstances within the case study context, so a revised version was developed for use in the MHU. This combined the theoretical framework with the findings from the interviews and questionnaires. The validity and suitability of the revised conceptual framework was tested with senior management within the MHU, and they agreed that it would help the MHU to improve staff efficiency and enhance overall performance. Therefore, the fourth objective was accomplished.

Objective 6: To draw-up a list of recommendations to help decision-makers in the MHU construct effective training programmes for their employees.

To meet this objective, the findings from the face to face interviews and survey questionnaires were categorized then analysed in light of the findings from the literature review in order to create a list of actionable recommendations. These are intended to help the MHU raise the level of service it provides by ensuring that employees and stakeholders receive the training required to manage the Hajj in accordance with high quality and safety standards. The recommendations are set out in section 8.8 of this chapter. Accordingly the fifth and final objective was achieved.

8.4. Summary of the Main Findings

This study was conducted to assess the current training needs in the MHU, to identify the barriers to TNA implementation, and find ways to overcome them. These solutions included developing a conceptual framework for TNA implementation and proposing a set of recommendations for policy-makers within the Ministry.

8.4.1. The Status of TNA in the MHU

The results of the research indicated that the importance of TNA management was not properly acknowledged within the MHU and few steps had been taken to initiate TNA processes. This was due to an inadequate understanding of TNA principles, a lack of effective planning and management expertise, and a lack of awareness of the specific skills required to enhance the Ministry's performance. This in turn had a negative impact on the quality of training provided, directly affecting employees' efficiency and their ability to fulfil their duties effectively.

The Impediments to TNA Implementation

A number of major impediments to TNA implementation were identified, including: a) lack of awareness and understanding of TNA, b) lack of planning, c) lack of professional expertise, d) lack of budgets for training, e) lack of written job descriptions, f) poor communication, g) lack of technical skills, h) lack of crowd management skills, and e) other administrative problems. Among these barriers, the most frequently observed failings related to the lack of understanding of TNA and the lack of planning. Understanding the principles of TNA is the sole way to implement it effectively and achieve a successful training; therefore, it is essential for the Ministry to adopt a methodical attitude towards TNA and ensure that limited budgets for training are targeted in the areas which require most improvement, and so on. Equally, without planning, nothing valuable can be reached, and was obvious from the research findings that more time and effort must be invested in planning for TNA and training development if the MHU wishes to advance the services it provides and achieve the aims set out in Vision 2030.

The findings suggest these barriers might be due to the lack of awareness of the significance of management skills as the lack of support from senior management and the lack of professional expertise reinforce these problems. It is also clear that the MHU does not consider all levels when investigating training needs, but focuses mainly on the individual level. The reason for that lies in the fact that senior management believe that they do not need training as they already have all the capabilities their duties require (illusion of competence). This also indicates a lack of professional experience in how to develop human resources and methods of analysing training needs. Thus, establishing a specific section in the HR department responsible for analysing training needs, supported by qualified and experienced staff, is a critical issue. Also, the managers in the MHU should also participate in training courses that address TNA and its role in improving the services provided by the MHU.

The MHU is still behind in identifying training needs and using systematic approaches for training. Thus, it is important for the ministry assume its responsibility in this area. It should begin by implementing a policy of creating written job description for each role. The descriptions should be clear and brief, covering only the essential information, but should enable anyone reading the job description to understand exactly what the person in that position does. It should also identify sources of specialist training for MHU staff in how to deal with pilgrims and raise their capabilities to serve pilgrims and Umrah performers to the fullest. These should include specialist crowd management training and advanced technical skills.

8.5. Developing a Smart Holy City (Makkah)

As part of Vision 2030, the MHU is charged with improving its services and ensuring the safety of increasingly large numbers of pilgrims. This involves developing strategic partnership with businesses and other stakeholders in Hajj activities, and finding smart solutions to a variety of management issues and processes. The Hajj E-track “Massar” portal, run in conjunction with the Ministry of the Interior, now facilitates a number of key processes, but few MHU staff have the technical knowledge and skills required to manage such platforms or develop new services and applications, such as multi-lingual mobile phone apps. As a result, particular attention should be paid to developing employees’ technical capabilities to meet current and future demand and transform Makkah into a smart city for pilgrims and visitors.

8.6. Leadership and Training

As it has been mentioned in Chapter 7:section (7.10), the flat hierarchy of training is required to empower middle managers and employees to lead their own training needs. As the senior or executive management might not be aware of all the details on the operational and individual levels thus, top management needs to empower employees as part of the TNA process. However, the senior management and executive management in the MHU need to be level-headed when their ideas about training or their strategy to improve the ministry's performance are challenged by fellow workers above or below them. They have to be able to take criticisms and feedback from all angles. That means that all employees need to have influence and involve in decision making.

8.7. Recommendations

The findings of this research indicate that adopting a systematic approach to training and implementing a formal training needs analysis process will overcome many of the problems which adversely affect the overall performance of the MHU. To this end, the researcher proposes the following recommendations to facilitate TNA implementation:

1. Flat management hierarchy for training leadership is nassecery at the MHU; the senior management needs to grow their emerging leaders via internal leadership development programmes, creating actual relationships with their staff through more than just performance reviews.
2. The MHU should introduce clear goals and planning to identify the training needs of their employees and enable the Ministry to achieve the aims set out in Vision 2030.
3. The MHU should identify clear objectives for training based on the needs identified and evaluate the effectiveness of training programmes in improving employee performance.
4. The TNA process should be developed in line with the objectives of the MHU, and include analysis of training needs at the organisational, operational level and individual levels, rather than relying only on individual level analysis. Senior managers should also expect to attend training programmesin order to enhance their skills.
5. The MHU should also admit the challenges associated with overcoming the existing barriers to TNA implementation. The creation of a dedicated section within the HR department, supported by qualified and experienced staff, would help with this.

6. Senior management should commit to supporting the implementation of TNA, and attend training on the TNA process to ensure its principles are correctly understood. Managers should also accept responsibility for evaluating the training needs in their departments.
7. Clear job descriptions should be drawn up for each role within the MHU, and education level and qualifications of applicants must consider in the employment process in order to begin to address the knowledge and experience gaps.
8. The MHU must identify further sources of specialist training for its employees, notably in relation to technical skills and methods to manage smart operations which contribute to improving the services provided to pilgrims while reducing costs.
9. The MHU must take further measures to ensure the safety of Hajj pilgrims and Umrah performers, especially when they congregate in very large groups. This should include specialist training in crowd management and crisis management to help staff manage the current Covid-19 pandemic and other health issues which may occur in future.
10. The TNA process should be clear and transparent, and enable all employees and stakeholders under the supervision of the MHU to participate. The Ministry will need to convey positive messages about TNA among all levels in the MHU and develop effective communication methods to support this.
11. It is highly recommended that the MHU consider incorporating the administration of all bodies involved in the rituals of Hajj to ensure effective security for the pilgrims.
12. Further training in cross-cultural communication should be provided to enable MHU staff to collaborate with countries around the world in order to manage pilgrim numbers more effectively and educate pilgrims about their duties, rights and responsibilities.
13. The Ministry must work towards obtaining feedback from pilgrims at every stage of the Hajj journey in order to evaluate the MHU’s current services and identify additional training needs. This would help to improve the performance of the MHU and thus improve the services provided to pilgrims, Umrah performers and visitors.
14. To get Comprehensive feedback for Ministry of Hajj and Umrah to sponsor several pilgrims each country so, could provide details report about the experience thorough journey of hajj on contract of service in the season.

8.8. Originality of the Research

The originality of this research emanates from its evaluation of training needs analysis implementation in the MHU. To the best of the researcher’s knowledge, this research is the only study carried out into TNA implementation in Saudi Arabia, whether in the public or the private sector. It also appears to be the first theoretical study involving the Ministry, as no other research on this subject was identified in the literature. Consequently, this study offers a foundation for the development of further practical research in this area

What is more, given the dearth of attention paid to TNA in developing countries, and especially in Arab countries, this research will add to the body of knowledge about the implementation of TNA, notably in non-Western contexts. This is particularly true in respect of identifying barriers to TNA implementation, as the limited studies conducted were in other sectors. Therefore, by identifying the barriers to implementation within the Hajj and Umrah sector, this study adds unique understanding to the field. Exclusive barriers were recognised in this study affecting the implementation of TNA within the MHU in Saudi Arabia; these are:

1. Negative attitude toward TNA;
2. False impressions regarding the TNA process and its role in development;
3. Lack of enforcement (putting into practice) toward training in general;
4. Inadequate management commitment to training;
5. No systematic attempts to address the most significant performance problems
6. Lack of strategic planning with regard to conducting training;
7. Educational requirements not considered in the staff appointment process;

8.9. Limitations of the Research

According to Yin (2013) every research has its limitations and this research is no exception. However, all consideration was taken in this research to ensure the validity and reliability of the data collected for this study, and these limitations do not affect the research results.

Perhaps the most obvious limitation is that the research is limited to one case study (MHU) hence, the findings of the research was only generalised to the theory according to Yin (2013).

There was a scarcity of literature about studies on TNA carried out in Arab countries, especially in Gulf states which have the same culture, customs and traditions as Saudi Arabia. There was also a shortage of information on TNA within the MHU, and some of the information was considered private. Consequently, this has restricted the capacity to prove or disprove answers from the interviewees, and thus triangulation was not always possible in some circumstances.

It was not always possible to record the face-to-face interviews, and this may have led to the details of some information being missed occasionally; to reduce this risk, the researcher tried to make as many notes as possible during the interviews, and these were written up straight after every interview when all the information and ideas were easy to recall.

Difficulties were also encountered in distributing questionnaires to pilgrims as a result of crowding on the one hand, and on the other hand, the difficulty of entering pilgrims' tents, as a prior permit must be obtained from the person in charge of pilgrim service for security purposes. Therefore, the researcher gave the questionnaires to the internal agents responsible for serving the pilgrims and they were distributed as desired. As a result, it was not possible to check the identity and characteristics of all the respondents, and this affected the reliability of the questionnaire results. However, this data was used primarily to enhance the validity of the findings from the interviews and employees questionnaires.

It is also very difficult to stop the pilgrims while performing the rituals, such as standing at Arafat or during the stoning of the Jamarat, because this has risks for the pilgrim and for the researcher and may harm the stampede and the resulting fall of the pilgrims. Therefore, the researcher gave the questionnaires to the person responsible for serving the pilgrims and they were distributed as desired.

8.10. The leadership and management barriers

Leadership training substantially ensures job properly and simplifies most favorable performance. It supports the ministry culture and improves communication, as well as secures the consistency between top managements, leaders and the various stakeholders. However, there are several barriers hindering MHU from implementing effective leadership approach. The barriers include:

Lack of skills: according to the results of this research, the present leaders indicates a lack of the skills, thus the top management support is needed here to developing new leaders. This support from upper management must be existent in the culture and environment of the ministry.

Lack of commitment: is also found as a hinder to training in general, consequently this will hinder the leadership training, as the top and middle management does not supposed that training of the employees is part of their duty and they believe that training of the employees is duty of human resources department.

To overcome this barrier it needs from MHU to communicate with a clear leadership development culture through the ministry. Also the upper management has to insistence on the role of present leaders in improve and development of a newly leaders.

Lack of written job descriptions: Leaders need to know the descriptions of each job and what competencies are needed for the future prosperity. The absence of a job description makes it difficult for leaders to prioritize training, develop staff competency, and successfully train emerging leaders and enhance the leadership growth philosophy.

Lack of knowledge and information: if there is no perquisite knowledge and information, leaders do not effectively train newly leaders. They want to know the current role, the main steps they have to go in their profession, the capability and the competency that are needed to improve their upcoming future.

8.11. Contribution to Knowledge

To the best of the researcher's knowledge, this is the first practical study carried out in KSA to evaluate the current training needs in the MHU and develop a strategy to enhance the skills and knowledge of its employees. As such, it fills a gaps in the literature related to this field; it also increases the practical understanding of the significance of TNA within this environment.

This study has identified unique challenges and barriers to TNA implementation within the MHU, thereby adding knowledge to the field of TNA and narrowing the gaps in this area by documenting the distinct obstacles that may hinder TNA implementation in Saudi Arabia.

Recommendations from this study will help move the Hajj and Umrah sector from the traditional general training approach to an integrated TNA approach, thereby improving the services the MHU offers to Hajj pilgrims and Umrah performers. This will directly benefit pilgrims from around the world and enable the Kingdom of Saudi Arabia to enhance and expand the Hajj and Umrah in line with its vision for 2030.

This study highlights the significance of TNA in the context of the MHU and the importance of developing the ability to train people from the sector and other parties involved in the rituals of Hajj and Umrah in its methodology and practical application.

The implementation of TNA according to the conceptual framework developed in this study will prevent critical skills gaps being neglected, for example the lack of crowd management skills. Improving the capacity of MHU staff and stakeholders to manage large gatherings more effectively will reduce overcrowding at key points in the Hajj and prevent further humanitarian disasters occurring during the pilgrimage season.

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Appendix A: Ethical Approval

NOTTINGHAM
TRENT UNIVERSITY

JOINT INTER COLLEGE ETHICS COMMITTEE

ETHICAL CLEARANCE CHECKLIST

College of Art, Architecture, Design and Humanities; College of Science and Technology; and the Centre for Academic Development and Quality (CADQ)

(TO BE COMPLETED FOR ***ALL*** INVESTIGATIONS INVOLVING PARTICIPANTS)

All staff and PGR students wishing to conduct an investigation involving participants in order to collect new data in either their research projects or teaching activities are required to complete this checklist before commencement. It may be necessary after completion of this form to submit a full application to the Joint Inter College Ethics Committee (JICEC). Collecting primary data in the absence of ethical approval, or in the face of an adverse ethical opinion, may constitute a disciplinary offence.

If, after receiving ethical approval, factors beyond your control change your project such that the information provided in this form no longer holds, the approval will automatically become void, and you should re-apply for ethical approval. The approval process should take no longer than one month.

IF YOUR RESEARCH IS BEING CONDUCTED OFF CAMPUS AND ETHICAL APPROVAL FOR YOUR STUDY HAS BEEN GRANTED BY AN EXTERNAL ETHICS COMMITTEE, PLEASE SEND DETAILS TO THE PROFESSIONAL SUPPORT RESEARCH TEAM FOR CONSIDERATION BY THE CHAIR. YOU WILL BE EXPECTED TO PROVIDE EVIDENCE OF APPROVAL FROM THE EXTERNAL ETHICS COMMITTEE AND THE TERMS ON WHICH THIS APPROVAL HAS BEEN GRANTED.

IF YOUR RESEARCH IS TRANSFERRING INTO NOTTINGHAM TRENT UNIVERSITY AND APPROVAL WAS OBTAINED FROM YOUR ORIGINATING INSTITUTION, THERE IS A REQUIREMENT ON THE UNIVERSITY TO ENSURE THAT APPROPRIATE APPROVALS ARE IN PLACE.

If you believe either of these statements applies to your research, please contact the Professional Support Research Team AHDResearchteam@ntu.ac.ukwith evidence of former approval and the terms on which this approval has been granted.

IT IS THE RESPONSIBILITY OF INDIVIDUAL INVESTIGATORS AND/OR SUPERVISORS TO ENSURE THAT THERE IS APPROPRIATE INSURANCE COVER FOR THEIR INVESTIGATION.

If you are at all unsure about whether or not your study is covered, please contact the Finance & Planning Manager in your Finance team to check.

Name of Applicant:		KHALID DAKHILALLAH AL-JAHDALI	
School:		Architecture, Design and Built Environment	
Title of Investigation:		**Towards an intelligent holy city**: Assessing the current training needs for Ministry of Hajj	
STAFF	☐	**STUDENT**	✓(*If student, please complete)
RESEARCH	☐	**CONSULTANCY**	☐
Degree Title and Level*:		**PhD/ 1ST YEAR**	
Supervisor (List Lead supervisor first)		1. **PROF. AMIN AL-HABAIBEH** 2. **DR. ANI RAIDEN**	
Names of co-investigators (CIs) (If any of the CIs are not employed at NTU, please give the name of their organisation)			
Project start date		**1ST APRIL 2017**	
Estimated end date of the project		**31ST OCTOBER 2021**	
Who is funding the project? Has funding been confirmed?		**SCHOLAR SHIP** **YES**	

Briefly outline the objectives of the research. [75 words]

1

Research objectives:

- Develop the appropriate quality assurance management tools, methods, processes, and concepts that underpin the key performance indicators for the Hajj.
- Propose a conceptual framework for developing the required skills and knowledge for the Ministry of Hajj employees.
- Create a process map for the training needs of Ministry of Hajj employees to develop the knowledge and skills required to support and accommodate Hajj activities.
- Evaluate the proposed plans to identify the problems or difficulties that face the pilgrims, the Ministry of Hajj and associated stakeholders.
- Devise a strategic approach towards developing a smart city of Makkah through the Ministry of Hajj and other stakeholders.

Briefly describe the principal methods, the sources of data or evidence to be used, and the number and type of research participants who will be recruited to the project. [150 words]

Methodology:

This research supports the use of mixed methods that comes into contact with the research objectives, which include both quantitative and qualitative techniques. Specifically, the mixed model research (Saunders et. al., 2007), which stresses the combination of quantitative and qualitative data collection techniques and analysis procedures that will be adopted for this research to achieve reliable data.

Questionnaires:

The questionnaires method have proven to be useful and consistent when the researchers want information from a large population. The subtle statistical analysis is significant when the size of data provided is significant for accurately displaying patterns. It also functions an operational strategy to achieve the above objectives. Researchers can collect information on specific components and general mechanisms using appropriate questionnaires. To collect large volumes of data in an organised process, this method is indispensable. As a consequence, the quantitative data will be tested using SPSS software or MS Excel software which will prove to be helpful.

Interviews:

This method has numerous benefits and advantages, one of which is that it seeks the views of professionals and motivators. When researchers need more inevitable outcomes for others who are unable to produce information on the subject, the interviews are most appropriate.

Summary:

High Managers of Hajj → Interviews

Employees and pilgrims of Hajj → Questionnaires

2

Do you intend to use questionnaires, scales, psychometrics, vignettes, etc that someone else has published? No If YES, complete the next 3 questions If NO, proceed 4 questions
Have you included with this application a full electronic copy or link to the above?
If you are using published the above, do you have permission to use them in the way that you intend to use them?
What steps will be taken to ensure compliance with the requirements of copyright rules for the use of published scale?
Are you developing your own research resources/instruments to collect data? Yes If YES, complete the questions below. If NO, proceed to the next section.
Briefly describe the research resources/instruments you are developing. [50 words] **The researcher will use semi-structured interviews and questionnaires. (Attached)**
If applicable, please include an electronic copy of your own bespoke/self-developed research instrument(s) that you will use to collect data with this application.

A. **Familiarisation with policy** - Please answer *as appropriate*			
Please confirm if you are fully acquainted with the policies for guiding ethical research named below:			
NTU research ethics policy, and the procedures for ethical approval	**Yes✓**	No☐	N/A☐
The guidelines for ethical research promulgated by a professional association, as appropriate	**Yes✓**	No☐	N/A☐
NTU Data Management Policy	**Yes✓**	No☐	N/A☐
The Regulations for the Use of Computers (*see* NTU website)	**Yes✓**	No☐	N/A☐
Guidelines for Risk Assessment in Research	**Yes✓**	No☐	N/A☐
If you answered **NO** to any of these questions, please note that you must study these guidelines and regulations before proceeding to complete the remainder of this form.			

B. **External Ethical Review** – *Please answer as appropriate*			
Has a favourable ethical opinion already been given for this project by any other external research ethics committee[1]? An external research ethics committee means any research committee *other* than those at Nottingham Trent University. Submission of this form is *not* a submission to an external research ethics committee.	Yes☐	**No✓**	N/A☐
Will this project be submitted for ethical approval to any other external research ethics committee[2]? An external research ethics committee means any research committee *other* than those at Nottingham Trent University. Submission of this form is *not* a submission to an external research ethics committee.	Yes☐	**No✓**	N/A☐
If you answered **YES** then sign the declaration and submit with the letter of confirmation to the Research Office to keep on file.			

C. **Investigators**			
Do investigators have previous experience of, and/or adequate training in, the methods employed?		**Yes✓**	No**☐
If involved will junior researchers/students be under the direct supervision of an experienced member of staff?	**Yes✓**	No**☐	N/A☐
If involved will junior researchers/students be expected to undertake physically invasive procedures (not covered by a generic protocol) during the course of the research?	Yes**☐	**No✓**	N/A☐
Are researchers in a position of direct authority with regard to participants (e.g. academic staff using student participants, sports coaches using his/her athletes in training)?	Yes**☐	**No✓**	N/A☐
** If you select ANY answers marked **, please submit your completed Ethical Clearance Checklist accompanied by a statement covering how you intend to manage the issues (indicated by selecting a ** answer) to the JICEC.			

D. **Participants**		
Clarify whether or not your research involves any do the following vulnerable groups.		
Children under 18 years of age (please refer to published guidelines)	Yes*☐	**No✓**
People over 65 years of age	Yes*☐	**No✓**
Disabled people	Yes*☐	**No✓**
People with mental illness	Yes*☐	**No✓**
Prisoners/Detained persons	Yes*☐	**No✓**
Is a DBS/Overseas Police Check required?	Yes☐	**No✓**

[1] This includes the research ethics committee of another academic institution.
[2] This includes the research ethics committee of another academic institution.

4

If required, do you have a DBS/Overseas Police Check? *Please contact NTU Disclosures, details can be found on the address book.*	Yes☐	No✓
What actions will you take to ensure the safety of yourself and the participants? A. **All participants will be provided with a code, only to the researcher know that to ensure that the identity of these persons remains confidential.** B. **Participants' details must be stored on a protected computer.** C. **All collected data, for example questionnaires, must be encrypted and unnamed, and hard copies of data should be stored securely.** D. **All data publications must be written in a manner that prevents the identity of the participants in the research. Data that can determine an individual should not be used unless the prior consent of the individual concerned has been obtained.** E. **They can withdraw at any time (their right).**		
How will you recruit your participants? **The questionnaires will be distributed to several individuals in the Ministry of Hajj in the KSA. The research community will include all employees of the Ministry of Hajj in Saudi Arabia and temporary employees during the Hajj season. The questionnaires will be prepared in English and Arabic, and distributed through the Internet (using a monkey survey). Furthermore, interviews will be selected from the same sample above.**		
Have you completed a risk assessment form? Please attach to the application.	Yes*☐	No✓

Risk		
To the best of your knowledge, please indicate whether the proposed study:		
Involves procedures likely to cause psychological, social or emotional distress to participants	Yes*☐	No✓
Is designed to be challenging psychologically in any way	Yes*☐	No✓
Exposes participants to risks or distress greater than those encountered in their normal daily life	Yes*☐	No✓

E. Special Risks		
Does the project involve access to websites normally prohibited on university servers, for example pornography or sites of organisations proscribed by the UK Government.	Yes*☐	No ✓
Does the project involve access to investigation into extremism or radicalisation.	Yes*☐	No ✓
Does the project involve accessing and using data of a potentially damaging nature which has been obtained from a source which may not have the requisite authority to provide it. Here, potentially damaging can mean anything from information on cases of domestic abuse to data on international spy networks. In case of uncertainty please consult the Research Support Office or your School Associate Dean for Research.	Yes*☐	No ✓
Does the project involve the acquisition of security clearances, including the Official Secrets Act.	Yes*☐	No ✓
If you responded yes to any of these questions then this is classified as 'Special Risk Research' please refer to the guidance in Appendix B and ensure that these items are covered in the Risk Assessment (Appendix A). Please note that your application must be approved by your School Associate Dean for Research. This applies to both members of staff and Postgraduate Research Students.		
Is there any foreseeable risk that your project may lead to:		
Physical harm to participants or researchers?	Yes*☐	No ✓
Significant psychological or emotional distress to participants • i.e. Is designed to be challenging psychologically in any way	Yes*☐	No ✓

5

• Exposes participants to risks or distress greater than those encountered in their normal daily life			
Harm to the reputation of participants, or their employers, or of any other persons or organisations?	Yes*☐		No ✓

Chaperoning Participants

If appropriate, e.g. studies which involve vulnerable participants, taking physical measures or intrusion of participants' privacy:

Will participants be chaperoned by more than one investigator at all times?	Yes☐	No*☐	N/A✓
Will at least one investigator of the same sex as the participant(s) be present throughout the investigation?	Yes☐	No*☐	N/A✓
Will participants be visited at home?	Yes*☐	No ☐	N/A✓

If you have selected N/A please provide a statement in the space below explaining why the chaperoning arrangements are not applicable to your research proposal:

Interviews will be conducted in the work environment and government organisations (their site). All of them are adults in the work environment. The research proposal does not require the chaperone arrangements because the research work will be with a decision makers and consumers to collect data by interviews and questionnaire for Assessing the current training needs for Ministry of Hajj. Furthermore, no special arrangements are needed for define gender and no need for a home visit.

If you have selected any of the * answers for any question in section E please explain/confirm:

- Explain why it is necessary to conduct the research in such a way as to qualify it as Special Risk research
- If applicable, confirm that access to websites which may be proscribed by the UK Government or may be subject to surveillance by security services will be undertaken using the University network
- Explain what, if any, steps will be taken, in addition to those listed in Section 6, to ensure that data obtained during the research project will be stored securely
- If applicable, confirm that the transmission of data obtained during the research project to any co-investigators outside of the University network will be in encrypted format and using Zend, which encrypts files during transmission.
- If applicable, explain why the transportation of research data or materials is required and that an encrypted memory stick will be used where such transportation is necessary or unavoidable

If the answer to <u>any</u> of the remaining questions is YES, please explain:

- the nature of the risks involved, and why it is academically necessary for the project to incur them
- how you propose to mitigate them
- the arrangements by which you will ensure that participants understand and consent to these risks
- any arrangements you will make to refer participants to sources of help, if they are seriously distressed or harmed as a result of taking part in the project
- your arrangements for recording and reporting any adverse consequences of the research

Advice to Participants following the investigation

Investigators have a duty of care to participants. When planning research, investigators should consider what, if any, arrangements are needed to inform participants (or those legally responsible for the participants) of any health related (or other) problems previously unrecognised in the participant. This is particularly important if it is believed that by not doing so the participants well-being is endangered. Investigators should consider whether or not it is appropriate to recommend that participants (or those legally responsible for the participants) seek qualified professional advice, but should not offer this advice personally. Investigators should familiarise themselves with the guidelines of professional bodies associated with their research.

6

F. **Observation/Recording** - *Please answer: yes or no*		
Does the study involve data collection, or the observation or recording of participants? Note that data collection includes the re-use of material originally collected for a non-research purpose (e.g. client or student data already in your possession) and includes anonymous data	**Yes✓**	No☐
Will those contributing to the data collected (or being observed or being recorded), or the appropriate authority, be informed that the data collection, observation or recording will take place?	**Yes✓**	No☐
If you have answered **NO** to question to the first question in section E, because you are not undertaking empirical work, proceed to the declaration at the end of this form. If you have answered **NO** to question the second question, an application for ethical approval needs to be made to the JICEC.		

G. **Consent and Deception** - *Please answer: yes or no*		
Informed Consent & Data Withdrawal Will participants, or the appropriate authority, be fully informed of the objectives, and of all other particulars of the investigation (preferably at the start of the study, but where this would interfere with the study, at the end)?	**Yes✓**	No☐
Will participants, or the appropriate authority, be fully informed of the use of the data collected (including, where applicable, ownership of any intellectual property arising from the research)?	**Yes✓**	No☐
For detained persons, members of the armed forces, employees, students and other persons who may not be in a position to give fully independent consent, will care be taken over the gaining of freely informed consent? **NOT APPLICABLE**	Yes☐	No☐
If your research involves children under the age of 18 or participants who have impairment of understanding or communication:		
- will consent be obtained (either in writing or by some other means)? **N / A**	Yes☐	No*☐
- will consent be obtained from parents or other suitable person? **N / A**	Yes☐	No*☐
- will they be informed that they have the right to withdraw regardless of parental/ guardian consent? **N / A**	Yes☐	No*☐
For investigations conducted in schools, will approval be gained in advance from the Head-teacher and/or the Director of Education of the appropriate Local Education Authority? **N / A**	Yes☐	No*☐
For detained persons, members of the armed forces, employees, students and other persons judged to be under duress, will care be taken over gaining freely informed consent? **N / A**	Yes☐	No*☐
Will participants, or the appropriate authority, be informed of their right to withdraw from the investigation at any time (or before a specific deadline) and to require their own data to be destroyed?	**Yes✓**	No*☐
Deception		
Is deception part of the study? **NOT APPLICABLE** If the answer is no, proceed to section G	Yes☐	**No***☐
If yes, please explain the rationale and nature of deception (50-75 words): **N / A**		
Will participants be de-briefed and the true object of the research revealed at the earliest stage upon completion of the study? **N / A**	Yes☐	No*☐
Has consideration been given on the way that participants will react to the withholding of information or deliberate deception? **N / A**	Yes☐	No*☐

7

G. Storage of Data and Confidentiality		
Please see University guidance on https://www.ntu.ac.uk/intranet/policies/legal_services/data_protection/16231gp.html. If you are a member of NTU staff you can obtain direct access to this with your staff username and password. If you are not a member of NTU staff, please request of copy from your supervisor or course leader.		
Does the funder of your research require you to comply with policy around data management planning and access to publically funded research (RCUK funders, Horizon 2020, Welcome Trust, etc). If yes, please attach your data management plan (please use https://dmponline.dcc.ac.uk/ to design your plan based around your funder's requirements. If you have any queries or require support please email: LIBResearchTeam@ntu.ac.uk).	Yes☐	**No✓**
Will all information on participants be treated as confidential and not identifiable unless agreed otherwise in advance, and subject to the requirements of the law of the relevant jurisdiction?	**Yes✓**	No☐
Will storage of data comply with the Data Protection Act 1998 and the law of any non-UK jurisdiction in which research is carried out? **All data will be saved anonymously**	**Yes✓**	No☐
Will any video/audio recording of participants be kept in a secure place and not released for use by third parties? **N / A**	Yes☐	No☐
Will video/audio recordings be destroyed within six years of the completion of the investigation? **N / A**	Yes☐	No☐
If your study involves video/photography please ensure that participants have completed a release form.		

Have you taken steps to ensure full security and confidentiality of any personal or confidential data collected for the project. **All data collected will be saved in protected place.**	**Yes✓**	No☐
I confirm that any data will be stored in line with the University Data Management Policy. Files will be stored in a password protected computer with data coded and anonymised appropriately.	**Yes✓**	No☐

H. Incentives		
Have incentives (other than those contractually agreed, salaries or basic expenses) been offered to the investigator to conduct the investigation?	Yes**☐	**No✓**
Will incentives (other than basic expenses) be offered to potential participants as an inducement to participate in the investigation?	Yes**☐	**No✓**
** If you select ANY answers marked **, please submit your completed Ethical Clearance Checklist accompanied by a statement covering how you intend to manage the issues (indicated by selecting a ** answer) to the JICEC.		
The design of the participant information sheet/consent form and of any research instrument (including questionnaires, sampling and interview schedules) that will be used, have been discussed with my supervisor(s).		
Compliance with Ethical Principles If you have completed the checklist to the best of your knowledge and selected an answer marked with * or ** your investigation you will need to seek full formal approval from the JICEC. Please return to completed Ethical Approval Checklist with the following documents as necessary to the Research Team, Arkwright 204, City Campus, or via email AHDresearchteam@ntu.ac.uk: • A copy of the research tool you are using • Consent Form (if necessary) • Data Management Policy (if necessary) • Risk Assessment (if necessary) Please note that the ethics form does not abrogate your need to complete a risk assessment		

8

Declaration

✓I have read the Ethics & Governance Statement https://www.ntu.ac.uk/research/research-at-ntu/research-integrity . I confirm that the above named investigation complies with published codes of conduct, ethical principles and guidelines of professional bodies associated with my research discipline.

✓I have read this form and confirm that appropriate steps have been taken to mitigate the special risks associated with the proposed project.

✓I agree to notify the Research Office of any changes or modification that may have an influence on ethical approval.

Signature of Applicant *(Research Student or Principal Investigator)* Date	KHALID DAKHILALLAH AL-JAHDALI N0621733
Signature of Supervisor/Line Manager *(Director of Studies/ATL)* Date	PROF. AMIN AL-HABAIBEH
Signature of JICEC Chair Date	20-7-18

9

Appendix B: Interview Form

Semi-structured Interview Schedule for deputies, general managers, and heads of departments of the Ministry of Hajj and Umrah and stakeholders. (English Version and Arabic Version)

Cover Letter

Academic Research Questionnaire

Assessment of training needs in Saudi Arabia: Towards Makkah Holy city is smart

Dear Interviewee**,**

This questionnaire is designed as part of a PhD study in the field of organizational development entitled "Assessing Training Needs in Saudi Arabia: Towards Mecca, a Smart Holy City." This questionnaire is voluntary and is expected to take little of your time to complete. The current training needs and assess them and develop a future strategy for the public sector and their partners in the Kingdom of Saudi Arabia.

Researcher name: Khalid Al – Jahdali

Research: University of Nottingham Trent - United Kingdom. School of Art & Design and the Built Environment, Nottingham Trent University, Nottingham

For inquiries about this questionnaire, you can contact us by e-mail below:

E-mail: *khalid.aljahdali2016@my.ntu.ac.uk*
Tel.: +447472670847
Tel.: +966541795961

I would like to thank you very much for dedicating part of your precious time to this questionnaire.

Interview Form

Interview Protocol (English Copy)

1. How long have you been at your current employment?

2. What is your present position within the administration?

3. How many years have your been working in this position?

4. What are the activities and services provided by your department?

5. What activities do you participate in, besides your job duties?

6. How many employees are in your deparment?

7. Have you been involved in any way in training and development processes in the department? How?

8. Can you outline the types of training used by the department?

9. Which department division is in charge of the development of human resources?

10. What are the goals of human resource development in the department?

11. How involved is human resource management in the development of training plans and policies?

12. What does the process of training plan preparation involve?

13. What variables impact the plan when the training needs are delineated and the plan is structured?

14. What are the phases of training plan implementation?

15. What approach does the department use to establish its employees' training needs? What training specifications are there?

16. Through your experiences: How long have you been participating in training needs identification and analysis? How?

17. What is the role of managers in the identification of the needs and plan organisation?

18. Is there a correlation between training and performance assessment? Yes How? No Why?

19. Do your employees participate in their training needs assessment? How?

20. Is the budget suitable enough to attain the aims of human resource development and employee training in the given period? What training facilities are available?

21. What training approaches are adopted in the Department to develop employees' skills?

22. How are employees' complaints regarding training dealt with by the Department?

23. What are the methods of assessment for the Department's training plans?

24. What obstacles have you faced in determining training needs?

25. How do you think methods for identifying training needs could be improved??

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Last but not least, is there anything else you would like to add about identification of training needs?

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Thank you for your time and your valuable contribution to this study.

Khalid Al-Jahdali

khalid.aljahdali2016@my.ntu.ac.uk

نموذج مقابلة

Interview Protocol (Arabic Copy)

نموذج مقابلة بالعربية

دليل أسئلة المقابلة

- منذ متى وانت موظف بهذا الإدارة؟
- ما هو منصبك الحالي داخل الادارة؟
- ما هو عدد سنوات خبراتك في هذا المنصب؟
- ماهي الانشطة والخدمات المقدمة في أدارتكم؟
- ما هي الأنشطة التي تشارك فيها، بالإضافة إلى واجبات وظيفتكم؟
- كم عدد الموظفين في إدارتك؟
- هل شاركت بأي شكل من الأشكال في عمليات التدريب والتطوير في الادارة؟ وضح ذلك؟
- هل يمكن أن تعطينا لمحة عن أنواع التدريب التي تستخدمها أدارتكم ؟
- ما هو القسم المسؤول عن تنمية الموارد البشرية في الادارة ؟
- ما هي أهداف تنمية الموارد البشرية في أدارتكم؟
- ما مدى مشاركة إدارة الموارد البشرية في تطوير خطط وسياسات التدريب في قسمكم ؟
- ما الذي تنطوي عليه عملية إعداد خطة التدريب في قسمكم ؟
- ما هي المتغيرات التي تؤثر على الخطة عندما يتم تحديد احتياجات التدريب ووضع خططها ؟
- ما هي مراحل تنفيذ خطة التدريب؟
- ما هي الطريقة التي تستخدمها الادارة لتحديد احتياجات التدريب لموظفيها؟ ما هي مواصفات التدريب؟
- من خلال خبراتك: كم سنه كنت مشاركاً في تحديد الاحتياجات التدريبية؟
- ما هو دور المسؤولين في تحديد الاحتياجات وتنظيم الخطط؟
- هل هناك علاقة بين التدريب وتقييم الأداء؟ نعم. كيف؟ / لا. لماذا؟
- هل يشارك الموظف في تحديد احتياجات التدريب؟
- هل الميزانية مناسبة بدرجة كافية لتحقيق أهداف تنمية الموارد البشرية وتدريب الموظفين في الفترة المحددة؟ ما هي مرافق التدريب المتاحة؟
- ما هي أساليب التدريب المعتمدة في الوزارة لتطوير مهارات الموظفين؟
- كيف يتم التعامل مع شكاوى الموظفين حول التدريب من قبل الوزارة؟
- ما هي طريقة تقييم الخطط التدريبية للوزارة؟
- ما هي العقبات التي واجهتك في تحديد الاحتياجات التدريبية؟
- كيف تعتقد أن أساليب التدريب يمكن تحسينها؟

أخيرًا وليس آخرًا ، هل هناك أي شيء آخر تود إضافته حول تحديد احتياجات التدريب:

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شكرا لك على وقتك ومساهمتك القيمة ف استكمال الاستبيان

خالد الجحدلي

. (khalid.aljahdali2016@my.ntu.ac.uk

Appendix C: Questionnaire Form (Employees Survey)

Part 1 - Questionnaire for the Ministry of Hajj and Umrah employees and stakeholders (English version, Arabic version).

Cover Letter

Academic Research Questionnaire

Assessment of training needs in Saudi Arabia: Towards Makkah Holy city is smart

Dear participant,

This questionnaire is designed as part of a PhD study in the field of organizational development entitled "Assessing Training Needs in Saudi Arabia: Towards Mecca, a Smart Holy City." This questionnaire is voluntary and is expected to take little of your time to complete. The current training needs and assess them and develop a future strategy for the public sector and their partners in the Kingdom of Saudi Arabia.

Researcher name: Khalid Al – Jahdali

Research: University of Nottingham Trent - United Kingdom. School of Art & Design and the Built Environment, Nottingham Trent University, Nottingham

For inquiries about this questionnaire, you can contact us by e-mail below:

E-mail: *khalid.aljahdali2016@my.ntu.ac.uk*

Tel.: +447472670847

Tel.: +966541795961

I would like to thank you very much for dedicating part of your precious time to this questionnaire

The Study Questionnaire (English Copy)

Section one: Personal Details; the questions in this section are intended to get to know you better as a participant in this research.

Q1. How long have you been at your current employment?

☐ Less than 5Yrs ☐ 6-10Yrs. ☐ 11-15Yrs. ☐ 16-20Yrs ☐ More than20Yrs

Q2. What is your highest academic qualification?

☐ Primary Schol. ☐ Secondary Schol. ☐ High School. ☐ Diploma. ☐ Diploma.

☐ Bachelor ☐ Master ☐ PhD ☐ Other

Q3. What is your position?

(Please tick one)

1	Top management	
2	Middle management	
3	Lower management/ supervisory	
4	Officer of training department unit	
5	Field officer	
6	Other, please specify………………………………………………	

Q4. How many years have your been working in this position?

☐ Less than 2Yrs ☐ 3-5Yrs ☐ 6-10Yrs ☐ 11-20Yrs ☐ More than10Yrs

Q5. Have been participated in training courses in the past?

☐ Yes ☐ No ☐ Don't remember

Section two: Existing Practices Regarding Management Training and Development; the questions in this section aim to shed light on training and development within the Ministry.

Q6. From your perspective:

6. 1. Are pre-service training courses gives you the confidence to do your work of suitable?

☐ Yes ☐ No ☐ Don't know

6. 2. Are in-service training courses needed to do work as suitable?

☐ Yes ☐ No ☐ Don't know

Q7. Have you been on any training courses offered by the Public Administration Institute in line with the Hajj and Umrah?

☐ Yes ☐ No ☐ Don't know

If you responded Yes, please answer the following:

7. 1. What did you think of those courses?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

7. 2. How many courses have you been on?

☐ One ☐ 2-3 ☐ 3-5 ☐ 6 and more

7. 3. How long were the courses you have been on?

☐ One day ☐ 2-3 days ☐ A week ☐ More than one week

If you responded No, please answer the following:

7. D. Why did you not attend training courses?

(Please tick one)

1	I did not know about the courses	
2	The courses took place at a distant location	
3	I had no need for the courses	
4	Not interested	
5	Other reasons (please specify)……………………………	

Section three: The Training Needs Analysis (TNA). The questions in this section are related to the analysis of training needs in the Ministry.

Q8. Is formal TNA undertaken in you department?

☐ ever ☐ Rarely ☐ Sometimes ☐ Mostly ☐ Always

Q9. Did you take part in the organisation of training courses in the past?

☐ Yes (If yes please answer Q.10 & Q.12) ☐ No

Q10. What is the frequency with which Training needs Analysis (TNA) is undertaken in your department?

☐ Never ☐ Every 6 Month ☐ Annually

☐ Every 2-3 years ☐ Every 4-5 years ☐ 5 years and more

Q11. To what degree do you attribute ineffective management during the work process to the following;

Please tick in the box that best reflects your answer where:

	Very important	Important	Neutral	Somewhat important	Not important
Technical issues with the processes					
Poor communication					
Management problems					
Lack of skilled and knowledgeable staff					

In expressing your opinion:

Q12. What are the main obstacles to training needs in your department?

Please tick in the box that best reflects your answer where:

	Very important	Important	Neutral	Somewhat important	Not important
Unavailability of funding					
Unavailability of expertise					
Unavailability of job descriptions					
Lack of systematic training strategies					
Unsupportive top management					
New employees' disinterest in courses for skills development					
Wasting of time and money					

Q13. To what degree do you agree/disagree with the following approaches for TNA determination in your department?

Please tick in the box that best reflects your answer where:

TNA methods	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Questionnaires					
Direct Observations On-site.					
Specialist training committee					
Document reviews or assessments					
Focus Groups					
Performance assessment forms					
Evaluation and consulting centres					
Requests of the employees					
Personal face-to-face interviews with employees.					
Group interviews with managers and supervisors					
Performance assessment feedback					
Job descriptions					
Other (please specify)					

Q14. To what degree do you agree/disagree with the following potential criteria for determination of TNA in your department?

Please tick in the box that best reflects your answer where:

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The availabilities of HR expertise					
Preference of top management					
The amount of time needed					
Cost-efficiency					
Facility availability					

<u>Section four: The Training Needs Analysis (TNA) assessment.</u> The purpose of this section is to obtain information about how (TNA) assessment in the **department**.

Q15. What is the significance of training needs in your department?

Please tick in the box that best reflects your answer where:

	Very important	Important	Neutral	Somewhat important	Not important
Evaluation of training needs is essential to improve training efficiency					
Evaluation of employees' training needs makes training a valuable contributor to achievement of organisational aims					
The costs of training can be decreased through TNA					
Assessing training needs helps manage change in your department					
Workforce improvement can be achieved through TNA					
Stimulation of professional and personal development					
Feedback from training needs evaluation can be used for career advancement					
Evaluation of training needs provides employees with motivation to refine their skills and knowledge					
Participants become more knowledgeable and skilled and develop a more positive attitude					

Q16. Please indicate how important you think the following skills are in your department

Please tick in the box that best reflects your answer where:

	Very important	Important	Neutral	Somewhat important	Not important
Technical skills					
Management skills					
Conceptual skills					
Enterprise skills					
Business skills					
Interpersonal skills					
Communication skills					

Q17. Please indicate the extent to which you had the following skills that are needed for your daily work/task when you started the job:

Please tick in the box that best reflects your answer where:

	Excellent	Good	Average	Fair	Poor
Management skills					
Interpersonal skills					
Enterprise skills					
Technical skills					
Labour skills					
Conceptual skills					
Communication skills					

Q18. Please indicate the extent to which you have the following skills that are needed for your daily work/task while you are on the job:

Please tick in the box that best reflects your answer where:

	Excellent	Good	Average	Fair	Poor
Management skills					
Interpersonal skills					
Enterprise skills					
Technical skills					
Labour skills					
Conceptual skills					
Communication skills					

Q19. Please indicate how important you think the follow knowledge in your department:

Please tick in the box that best reflects your answer where:

	Very important	Important	Neutral	Somewhat important	Not important
Administration process management					
Knowledge of Hajj Process & Stages					
Knowledge on Services on site					
The Technology needed on site					
Got feedback about quality of service.					

Q20. Please indicate the extent to which you have the following skills

Please tick in the box that best reflects your answer where:

	Excellent	Good	Average	Fair	Poor
Management of administration Hajj process					
The processes related to different stages of Hajj					
On-site service & facilities					
The technology					
Got feedback about quality of service					

Please, if you have any other comments you can write as follows:

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Thank you for your time and your valuable contribution to this study.

Khalid Al-Jahdali. (*khalid.aljahdali2016@my.ntu.ac.uk*)

رسالة تمهيد:

(النسخة العربية)

استبيان لبحث أكاديمي:

تقييم الاحتياجات التدريبية في المملكة العربية السعودية: نحو مكة المكرمة مدينة مقدسه ذكية

عزيزي المشارك،

تم تصميم هذا الاستبيان كجزء من دراسة أكاديمية لدرجة الدكتوراه في مجال التطوير التنظيمي بعنوان "تقييم الاحتياجات التدريبية في المملكة العربية السعودية: نحو مكة المكرمة مدينة مقدسه ذكية" وبالتالي هذا الاستبيان تطوعي ومن المتوقع أن لا يأخذ من وقتكم الكثير لاستكماله، وتهدف هذه الدراسة الى تقييم الاحتياجات التدريبية الحالية وتقييمها ووضع استراتيجية مستقبلية للقطاع العام وشركائهم بالمملكة العربية السعودية.

اسم الباحث: خالد الجحدلي

جهة البحث: جامعة نوتنجهام ترنت -المملكة المتحدة.

School of Art & Design and the Built Environment,

Nottingham Trent University, Nottingham

للاستفسارات بشأن هذا الاستبيان، يمكنكم التواصل من خلال البريد الالكتروني أدناه:

E-mail: khalid.aljahdali2016@my.ntu.ac.uk

وتقبلوا شكري الجزيل لتخصيصكم جزء من وقتكم الثمين لهذا الاستبيان.

نموذج الاستبيان:

The Study Questionnaire (Arabic Copy)

القسم الأول: يحتوي هذا القسم على مجموعة من الأسئلة الخاصة بطبيعة العمل والخبرات لديك.

1. سنوات العمل: -

اقل من خمس سنوات ☐ من 6-10 سنوات ☐ من 11- 15 سنة ☐ من 16- 20سنة. ☐ يزيد عن 20 سنة ☐

2. المؤهل العلمي: -

دكتوراه ☐ ماجستير ☐ بكالوريوس ☐ الثانوية ☐ أخرى ☐ ☐

3. جهة العمل: -

قطاع عام (جهات حكومية) ☐ قطاع خاص (شركات /مؤسسات) ☐

4. صفة العمل: -

رسمي ☐ مؤقت ☐

5. المستوى الوظيفي: -

(فضلاً: ضع علامة على جوابك)

1	مدير	
2	رئيس قسم	
3	موظف	

6. يرجى تحديد سنوات العمل في أخر منصب وضيفي شغلته: -

أكثر سنوات ☐ من0 ☐ من 6-10 سنوات ☐ من 3 -5 سنوات ☐ اقل من سنتان ☐ ليس لدي منصب ☐

7. هل يوجد وصف وظيفي مكتوب يوضح واجبات ومسؤوليات وظيفتك الحالية؟

☐ نعم ☐ لا

<u>القسم الثاني:</u> التطوير الإداري والدورات التدريبية بالإدارة: -

8. برأيك الشخصي، هل ترى من المناسب ان يحصل الموظف على دورات تدريبيه قبل التوظيف.

☐ نعم ☐ لا

9. برأيك الشخصي، الدورات التدريبية أثناء العمل تساعد الموظف على زيادة الخبرة والتطوير

☐ نعم ☐ لا

10. هل حصلت على دورة تدريبية؟

☐ نعم (قبل التوظيف) ☐ نعم (أثناء الوظيفة) ☐ لا

إذا كانت الاجابة بـ (نعم) في سؤال 10، يرجى الإجابة على ما يلي:

11. ما هو تقييمك الشخصي للدورات.

ممتاز ☐ جيد جدا ☐ جيد ☐ مقبولة ☐ ضعيفة ☐

إذا كانت الاجابة بـ (نعم) في سؤال 10، يرجى الإجابة على ما يلي:

12. كم عدد الدورات التي حصلت عليها.

مرة واحدة ☐ 3-2 ☐ 5-3 ☐ أكثر من 6 ☐

إذا كانت الاجابة بـ (نعم) في سؤال 10، يرجى الإجابة على ما يلي:

13. برأيك الشخصي، مدة الدورات

أكثر مما يجب ☐ مناسب ☐ قليل ☐ قليل جداً ☐

إذا كانت الاجابة بـ (لا)في سؤال 10، يرجى الإجابة على ما يلي:

14. في حالة عدم حصولك على دورات تدريبية مسبقاً، يرجى تحديد السبب.

(فضلاً: ضع علامة على جوابك)

1	لم يتم اعلامي عن الدورات	
2	لبعد موقع انعقاد الدورة لم يكن مناسب لي	
3	لم يكن لدي الحاجة للدورات	
4	غير مهتم	
5	أسباب أخرى (يرجى التحديد)	

<u>القسم الثالث: دراسة مدى الاحتياجات التدريبية؛</u> تتعلق الأسئلة الواردة في هذا القسم لمعرفة مدى احتياجات الموظفين للحقائب التدريبية.

15. هل يتم إجراء دوري ورسمي بدراسة مدى الاحتياجات التدريبية في أدارتك؟

☐ دائماً ☐ غالباً ☐ بعض الاحيان ☐ نادراً ☐ لا نهائيا

16. برأيك الشخصي، قيم العوامل التالية التي تؤثر بشكل سلبي على سير العمل:

يرجى وضع علامة في المربع الذي يعكس جوابك على أفضل وجه حيث (1هام جدا ،..،5غير هام)

العوامل	5 غير هام	4 قليل الاهمية	3 محايد / عادي	2 هام	1 هام جداً
المشاكل الفنية والتقنية					
ضعف الاتصال والتواصل بين الموظفين					
مشاكل ادارية					
عدم توفر الكوادر المهنية من الموظفين أصحاب المهارات والمعرفة المطلوبة					

17. هل شاركت في تنظيم دورات تدريبية في السابق؟

☐ نعم ☐ لا

(إذا كانت الإجابة بنعم، يرجى الإجابة على14&15)

18. هل يعمل قسمك على دراسة مدى الاحتياجات التدريبية للعاملين؟

كل 6 أشهر ☐ سنوياً. ☐ كل 2-3سنوات ☐

. كل 4 – 5 سنوات ☐ 5 سنوات وأكثر ☐ لا نهائياً ☐

19. برأيك الشخصي، ما هي العقبات الرئيسية أمام احتياجات التدريب في أدارتك؟

يرجى اختيار الاجابة المناسبة: -

(يمكنك اختيار أكثر من اجابة)

☐ عدم توفر التمويل ☐ عدم توافر الخبرة ☐ توصيف وظيفي غير واضح

☐ عدم وجود استراتيجية منتظمة للتدريب ☐الإدارة العليا غير الداعمة ☐ أخرى(يرجى التحديد) ....

20. برأيك الشخصي، يرجى تحديد أهم طرق تحديد الاحتياجات التدريبية: -

يرجى اختيار الاجابة المناسبة: -

(يمكنك اختيار أكثر من اجابة)

☐	الاستبيانات والمقابلات
☐	الملاحظات المباشرة
☐	لجنة تدريب متخصصة ومراكز التقييم والاستشارات
☐	تقارير وملاحظات نماذج تقييم الأداء
☐	من خلال وصف مهام وواجبات الوظيفة وتحليلها
☐	أخرى (يرجى التحديد) ....

القسم الرابع: تقييم طرق تحديد الاحتياجات التدريبية. الغرض من هذا القسم هو الحصول على معلومات حول كيفية تقييم طرق تحديد الاحتياجات التدريبية في أدارتك.

21. برأيك الشخصي، قيم أهم العناصر التي تساهم في نجاح طرق تحديد الاحتياجات التدريبية: -

يرجى اختيار الاجابة المناسبة: -

(يمكنك اختيار أكثر من اجابة)

☐	تحسين كفاءة التدريب
☐	وضوح في تحقيق الأهداف التنظيمية
☐	يمكن تخفيض تكاليف التدريب من خلال تحديد الاحتياجات التدريبية
☐	قابلية إدارة التغيير في ادارتكم
☐	المتدربون أكثر دراية ومهارة ويطورون موقفًا أكثر إيجابية
☐	أخرى (يرجى التحديد) ....

22. يرجى تقييم أولوية المهارات في عملك:

يرجى وضع علامة في المربع الذي يعكس جوابك على أفضل وجه حيث (1هام جدا ،..،5غير هام):

1 هام جداً	2 هام	3 محايد/ عادي	4 قليل الاهمية	5 غير هام	العوامل
					مهارات تقنية وأساليب عمل جديده وذكية
					المهارات الإدارية (يعتبر جزء من المهارات الإدارية تحمل مسؤولية أعلى)
					مهارات التواصل مع الاخرين
					إدارة عمليات ذكيه مع شركاء العمل لمراحل وتسلسل الخدمات المقدمة

23. برأيك الشخصي، قيم أهم الصعوبات التي تواجه طرق تحديد الاحتياجات التدريبية

يرجى وضع علامة في المربع الذي يعكس جوابك على أفضل وجه حيث (1موافق بشده ،..،5غير موافق بشده):

	5 غ م بشده	4 غ موافق	3 محايد / عادي	2 موافق	1 م بشده
لا يوجد وصف وظيفي مكتوب للعاملين بكل إدارة					
عدم رغبة الرؤساء في أرسال العاملين للتدريب					
ضعف الموارد المخصصة للتدريب					
عدم وجود معايير لتقييم الأداء					
عدم وضوح أهداف التدريب ومراجعة فعاليتها					

من فضلك، إذا كان لديك أي تعليقات أخرى يمكنك كتابتها على النحو التالي:

....

....

....

....

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....

....

شكرا لك على وقتك ومساهمتك القيمة ف استكمال الاستبيان

خالد الجحدلي

. (khalid.aljahdali2016@my.ntu.ac.uk).

Appendix D: Questionnaire Form (Pilgrims Survey)

Part 2 – Questionnaire for Pilgrims (English version and Arabica version, French version, Urdu version, Malay version, and Afrikaans ‘’ Swahili East of Africa’’ version).

Cover Letter

Academic Research Questionnaire

Assessment of training needs in Saudi Arabia: Towards Makkah Holy city is smart

Dear participant,

This questionnaire is designed as part of a PhD study in the field of organizational development entitled "Assessing Training Needs in Saudi Arabia: Towards Mecca, a Smart Holy City." This questionnaire is voluntary and is expected to take little of your time to complete. The current training needs and assess them and develop a future strategy for the public sector and their partners in the Kingdom of Saudi Arabia.

Researcher name: Khalid Al – Jahdali

Research: University of Nottingham Trent - United Kingdom. School of Art & Design and the Built Environment, Nottingham Trent University, Nottingham

For inquiries about this questionnaire, you can contact us by e-mail below:

- E-mail: *khalid.aljahdali2016@my.ntu.ac.uk*
- Tel.: +447472670847
- Tel.: +966541795961

I would like to thank you very much for dedicating part of your precious time to this questionnaire.

The Study Questionnaire (English Copy)

Section I: This section contains a set of questions regarding the evaluation of the services provided to the pilgrims in general.

1. In your personal opinion, did the services you received during the Hajj trip meet your expectations?

(Please mark your answer) Where the satisfaction rate (10 equals 100%,..,1 equals 10%)

☐	☐	☐	☐	☐
Excellent	Very Good	Satisfied	Not Good	Poor

2-What is your personal assessment of the services provided by–the external Hajj organizer (agent / Hajj offices in home country)?

Please tick the box that best reflects your answer where (5 Excellent,..,1 Poor).

☐	☐	☐	☐	☐
Excellent	Very Good	Satisfied	Not Good	Poor

3. What is your personal assessment of the services provided by the Internal Services office in the Holy Places, Makkah and Madinah?

Please tick the box that best reflects your answer where (5 Excellent,..,1 Poor).

☐	☐	☐	☐	☐
Excellent	Very Good	Satisfied	Not Good	Poor

Section II: This section is specific to the set of services provided to pilgrims during the Hajj journey from the beginning until their return to their home countries (before - during - the end): -

Part One:

4. In your personal opinion, evaluate the procedures for obtaining the necessary permits and visas for travel, travel, arrival and departure procedures to/from Saudi Arabia. Procedures for obtaining permits and visas for performing the Hajj and the procedures of travel, arrival and departure.

Please tick the box that best reflects your answer where (5 Excellent,..,1 Poor).

☐	☐	☐	☐	☐
Excellent	Very Good	Satisfied	Not Good	Poor

Part Two:

In your personal opinion, evaluate the following services during / during your pilgrimage.

Please tick the box that best reflects your answer where (5 Excellent,., 1 Poor).

	Services	Excellent	V. Good	Satisfied	Not good	Poor
5	Mobility and transportation.					
6	Hotel and camps					
7	Availability and cleanliness of toilets					
8	Quality of the health services (health clinics and field hospitals)					
9	Eating and providing services needed by pilgrims.					
10	Internal Agent (Almotawif)					
11	Services provided in Madinah					

Please, if you have any other comments you can type as follows:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………

Thank you for your time and valuable contribution in completing the questionnaire

Khalid Al-Jahdali. (*khalid.aljahdali2016@my.ntu.ac.uk*)

(النسخة العربية): (Arabic version)

رسالة تمهيد

استبيان لبحث أكاديمي:

تقييم الاحتياجات التدريبية في المملكة العربية السعودية: نحو مكة المكرمة مدينة مقدسه ذكية

عزيزي المشارك،

تم تصميم هذا الاستبيان كجزء من دراسة أكاديمية لدرجة الدكتوراه في مجال التطوير التنظيمي بعنوان "تقييم الاحتياجات التدريبية في المملكة العربية السعودية: نحو مكة المكرمة مدينة مقدسه ذكية" وبالتالي هذا الاستبيان تطوعي ومن المتوقع أن لا يأخذ من وقتكم الكثير لاستكماله، وتهدف هذه الدراسة الى تقييم الاحتياجات التدريبية الحالية وتقييمها ووضع استراتيجية مستقبلية للقطاع العام وشركائهم بالمملكة العربية السعودية.

اسم الباحث: خالد الجحدلي

المملكة المتحدة. -ترنت نوتنجهام جهة البحث: جامعة

School of Art & Design and the Built Environment,

Nottingham Trent University, Nottingham

للاستفسارات بشأن هذا الاستبيان، يمكنكم التواصل من خلال البريد الالكتروني أدناه:

- E-mail: khalid.aljahdali2016@my.ntu.ac.uk
- Tel.: +447472670847
- Tel.: +966541795961

وتقبلوا شكري الجزيل لتخصيصكم جزء من وقتكم الثمين لهذا الاستبيان.

نموذج الاستبيان:

The Study Questionnaire (Arabic Copy)

<u>القسم الأول:</u> يحتوي هذا القسم على مجموعة من الأسئلة الخاصة بتقييم الخدمات المقدمة لحجاج بيت الله الحرام بشكل عام.

1. برأيك الشخصي، هل الخدمات التي حصلت عليها فعلا خلال رحلة الحج ما تم الاتفاق عليه.

(فضلاً: ضع علامة على جوابك)

☐ نعم ☐ لا

ممتاز ☐ جيد جدا . ☐ مرضي ☐ سيئ ☐ سيئ جداً

2. ما هو تقييمك الشخصي،

للخدمات المقدمة من منظم الحج الخارجي (الوكيل/ مكاتب الحج من بلد قدومك):

يرجى وضع علامة في المربع الذي يعكس جوابك على أفضل وجه حيث (5ممتاز،..،1ضعيف)

ممتاز ☐ جيد جدا . ☐ مرضي ☐ سيئ ☐ سيئ جداً

3. ما هو تقييمك الشخصي،

للخدمات المقدمة من مكتب الخدمات الداخلي بالمشاعر المقدسة ومكة المكرمة والمدينة المنورة (مؤسسات وشركات الحجاج الوكيل الداخلي المطوف) :

يرجى وضع علامة في المربع الذي يعكس جوابك على أفضل وجه حيث (1ممتاز،..،5ضعيف)

ممتاز ☐ جيد جدا . ☐ مرضي ☐ سيئ ☐ سيئ جداً

<u>القسم الثاني:</u> هذا الجزء خاص بحزم الخدمات المقدمة للحجاج خلال رحلة الحج من بدايتها حتى عودتهم الى أوطانهم (قبل - خلال - نهايتها): -

الجزء الأول:

4. برأيك الشخصي، قيم إجراءات الحصول على التصاريح والتأشيرات اللازمة للسفر وإجراءات السفر والوصول والمغادرة.

يرجى وضع علامة في المربع الذي يعكس جوابك على أفضل وجه حيث (1ممتاز،..،5ضعيف)

☐ ممتاز ☐ جيد جدا ☐ مرضي ☐ سيئ ☐ سيئ جداً

<u>الجزء الثاني:</u> برأيك الشخصي، قيم الخدمات التالية خلال/ أثناء ادائك لرحلة الحج

يرجى وضع علامة في المربع الذي يعكس جوابك على أفضل وجه حيث (1ممتاز،..،5ضعيف)

	الـــــخـــــدمـــــــات	1 ممتاز	2 جيد جداً	3 مرضي	4 سيئ	5 سيئ جداً
5	التنقل والمواصلات					
6	الفندق والمخيمات					
7	توفر ونظافة دورات المياه					
8	الخدمات الصحية (توفر عيادة داخل كل مخيم وكذلك المستشفيات الميدانية والعامة)					
9	الأكل والخدمات اللوجستية					
	المطوفين					

من فضلك، إذا كان لديك أي تعليقات أخرى يمكنك كتابتها على النحو التالي:

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

شكرا لك على وقتك ومساهمتك القيمة ف استكمال الاستبيان

خالد الجحدلي

. (khalid.aljahdali2016@my.ntu.ac.uk).

Lettre de motivation (French version)

Questionnaire de Recherche Académique

Évaluation des besoins de formation en Arabie saoudite: Vers la ville sainte de La Mecque est intelligent

Cher participant,

Ce questionnaire est conçu dans le cadre d'une étude de doctorat dans le domaine du développement organisationnel intitulée «Évaluation des besoins de formation en Arabie saoudite: vers la Mecque, une ville sainte intelligente». Ce questionnaire est volontaire et ne devrait prendre que peu de temps à remplir. Les besoins de formation actuels et les évaluer et développer une stratégie future pour le secteur public et leurs partenaires au Royaume d'Arabie saoudite.

Nom du chercheur: Khaled Al-Jahdali

Recherche: Université de Nottingham Trent - Royaume-Uni. École d'art et de design et de l'environnement bâti, Université de Nottingham Trent, Nottingham

For inquiries about this questionnaire, you can contact us by e-mail below:

E-mail: *khalid.aljahdali2016@my.ntu.ac.uk*
Tel.: +447472670847
Tel.: +966541795961

Je tiens à vous remercier infiniment d'avoir consacré une partie de votre temps précieux à ce questionnaire.

Le questionnaire d'étude (French Copy)

Section I: Cette section contient une série de questions concernant l'évaluation des services fournis aux pèlerins en général.

1. À votre avis, les services que vous avez réellement reçus pendant le voyage du Hajj sont-ils convenus.

(Veuillez marquer votre réponse) Où le taux de satisfaction (10 équivaut à 100%,..,1 équivaut à 10%)

☐ ☐ ☐ ☐ ☐

Excellent Très bon Satisfait Pas bon Faible

2- Quelle est votre évaluation personnelle des services fournis par l'organisateur externe du Hajj (agent / bureaux du Hajj de votre pays de destination)?

Veuillez cocher la case qui correspond le mieux à votre réponse (5 excellents, ..., 1 médiocre).

☐ ☐ ☐ ☐ ☐

Excellent Très bon Satisfait Pas bon Faible

3. Quelle est votre évaluation personnelle des services fournis par le Bureau des services internes dans les lieux saints, à La Mecque et à Médine?

Veuillez cocher la case qui correspond le mieux à votre réponse (5 excellents, ..., 1 médiocre).

☐ ☐ ☐ ☐ ☐

Excellent Très bon Satisfait Pas bon Faible

Section II: Cette section est spécifique à tous les services fournis aux pèlerins pendant le voyage du Hajj du début jusqu'à leur retour dans leur pays d'origine (avant - pendant- la fin): -

la première partie:

4. **À votre avis,** évaluez les procédures d'obtention des permis et visas nécessaires pour les procédures de voyage, de voyage, d'arrivée et de départ vers / depuis l'Arabie saoudite.

Veuillez cocher la case qui correspond le mieux à votre réponse (5 excellents, ..., 1 médiocre).

☐	☐	☐	☐	☐
Excellent	Très bon	Satisfait	Pas bon	Faible

la deuxième partie:

À votre avis, évaluez les services suivants pendant / pendant votre pèlerinage.

Veuillez cocher la case qui correspond le mieux à votre réponse (5 excellents, ..., 1 médiocre).

	Services	Excellent	Très bon	Satisfait	Pas bon	Faible
5	Mobilité et transport.					
6	Hôtel et camps					
7	Disponibilité et propreté des toilettes					
8	Services de santé (cliniques dans chaque camp ainsi que hôpitaux de campagne et publics)					
9	Manger et fournir les services nécessaires aux pèlerins.					
10	Agent interne (Almotawif)					
11	Services fournis à Médine					

S'il vous plaît, si vous avez d'autres commentaires, vous pouvez taper comme suit :

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………

Merci pour votre temps et votre précieuse contribution en remplissant le questionnaire

Khalid Al-Jahdali. (*khalid.aljahdali2016@my.ntu.ac.uk*)

تعارفی خط :

(Urdu version)

تعلیمی تحقیقی سوالنامہ

سعودی عرب میں تربیت کی ضروریات کا اندازہ: مکہ مکرمہ کے مقدس شہر کی سمت

عزیز شریک ،

ہ ، سمارٹ ہولی سٹی کے Smart اس سوالنامے کو "سعودی عرب میں تربیت کی ضروریات کا اندازہ: مک پاس" کے عنوان سے تنظیمی ترقی کے شعبے میں پی ایچ ڈی کے مطالعے کے حصے کے طور پر ڈیزائن کیا گیا ہے۔ یہ سوالنامہ رضاکارانہ ہے اور امید کی جاتی ہے کہ آپ کو مکمل ہونے میں بہت کم وقت لگے گا۔ موجودہ تربیت کی ضرورت ہے اور ان کا جائزہ لیں اور سعودی عرب کی بادشاہی میں عوامی شعبے اور ان کے شراکت داروں کے لئے مستقبل کی حکمت عملی تیار کریں۔

محقق کا نام: خالد الجہدالی

تحقیق: یونیورسٹی آف ناٹنگھم ٹرینٹ - برطانیہ۔ اسکول آف آرٹ اینڈ ڈیزائن اور بلٹ انوائرمنٹ ، ناٹنگھم ٹرینٹ یونیورسٹی ، ناٹنگھم۔

اس سوالنامے کے بارے میں پوچھ گچھ کے ل you ، آپ ہم سے نیچے ای میل کے ذریعے رابطہ کرسکتے ہیں:

E-mail: *khalid.aljahdali2016@my.ntu.ac.uk*

Tel.: +447472670847

Tel.: +966541795961

میں آپ کے قیمتی وقت کا کچھ حصہ اس سوالنامے کے لئے وقف کرنے کے لئے آپ کا بہت بہت شکریہ ادا کرنا چاہتا ہوں۔

مطالعہ سوالنامہ (Urdu Copy)

سیکشن I: اس حصے میں عام طور پر حجاج کو فراہم کی جانے والی خدمات کی تشخیص کے سلسلے میں سوالات کا ایک مجموعہ ہے۔

☐	☐	☐	☐	☐
Excellent عمدہ	Very Good بہت اچھا	Satisfied مطمئن	Not Good اچھا نہیں	Poor کمزور

1. **آپ کی ذاتی رائے میں** ، کیا آپ کو سفر کے دوران دراصل موصولہ خدمات پر اتفاق کیا گیا ہے؟

(براہ کرم اپنے جواب کو نشان زد کریں) (جہاں اطمینان کی شرح (10 کے برابر 100٪ ، .. ، 1 برابر 10٪)

☐	☐	☐	☐	☐
Excellent عمدہ	Very Good بہت اچھا	Satisfied مطمئن	Not Good اچھا نہیں	Poor کمزور

2. بیرونی حج منتظم (آپ کے مقصود کے ملک سے ایجنٹ / حج دفاتر) کے ذریعہ فراہم کردہ خدمات کا آپ کا ذاتی جائزہ کیا ہے؟

براہ کرم اس باکس پر نشان لگائیں جو آپ کے جواب کی بہترین عکاسی کرتا ہے جہاں (5 بہترین ، .. ، 1 ناقص)۔

☐	☐	☐	☐	☐
Excellent عمدہ	Very Good بہت اچھا	Satisfied مطمئن	Not Good اچھا نہیں	Poor کمزور

3. مقدس مقامات ، مکہ مکرمہ اور مدینہ منورہ میں دفتر برائے داخلی خدمات کے ذریعہ فراہم کردہ خدمات کا آپ کا ذاتی جائزہ کیا ہے؟

براہ کرم اس باکس پر نشان لگائیں جو آپ کے جواب کی بہترین عکاسی کرتا ہے جہاں (5 بہترین ، .. ، 1 ناقص)۔

☐ ☐ ☐ ☐ ☐

Excellent عمده　Very Good بہت اچھا　Satisfied مطمئن　Not Good اچھا نہیں　Poor کمزور

سیکشن II: یہ حصہ شروع سے حج سفر کے دوران حجاج کرام کو ان کے آبائی ممالک (وطن سے پہلے - آخر تک) واپسی تک خدمات فراہم کرنے کے لئے مخصوص ہے۔

پہلا حصہ:

4.اپنی ذاتی رائے میں ، سعودی عرب جانے / جانے ، سفر ، سفر ، آمد اور روانگی کے طریقہ کار کے لئے ضروری اجازت نامے اور ویزا کے حصول کے طریقہ کار کا اندازہ کریں۔

براہ کرم اس باکس پر نشان لگائیں جو آپ کے جواب کی بہترین عکاسی کرتا ہے جہاں (5 بہترین ، .. ، 1 ناقص)۔

☐　☐　☐　☐　☐

Excellent عمده　Very Good بہت اچھا　Satisfied مطمئن　Not Good اچھا نہیں　Poor کمزور

دوسرا حصہ:.

اپنی ذاتی رائے میں ، اپنے سفر کے دوران / دوران میں درج ذیل خدمات کا جائزہ لیں۔

براہ کرم اس باکس پر نشان لگائیں جو آپ کے جواب کی بہترین عکاسی کرتا ہے جہاں (5 بہترین ، .. ، 1 ناقص)۔

	Services خدمات	Excellent عمده	V. Good بہت اچھا	Satisfied مطمئن	Not good اچھا نہیں	Poor کمزور
5	Mobility and transportation. نقل و حرکت اور نقل و حمل۔					
6	Hotel and camps ہوٹل اور کیمپ					
7	Availability and cleanliness of toilets بیت الخلاء کی دستیابی اور صفائی					
8	Health services (clinics within each camp as well as field and public hospitals)					

	صحت کی خدمات (ہر کیمپ کے اندر کلینکس نیز فیلڈ اور سرکاری اسپتال)					
9	Eating and providing services needed by pilgrims. حجاج کرام کے لئے درکار خدمات کھانے اور فراہم کرنا۔					
10	Internal Agent (Almotawif) اندرونی ایجنٹ (المطوف)					
11	Services provided in Madinah مدینہ منورہ میں خدمات مہیا کی گئیں					

براہ کرم ، اگر آپ کے پاس کوئی اور تبصرہ ہے تو آپ ذیل میں ٹائپ کرسکتے ہیں:

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سوالنامے کو مکمل کرنے میں آپ کے وقت اور قابل قدر شراکت کا شکریہ

خالد الجہدالی

Khalid Al-Jahdali. (*khalid.aljahdali2016@my.ntu.ac.uk*)

Surat Sampul (Malay version)

Soal Selidik Penyelidikan Akademik

Penilaian keperluan latihan di Arab Saudi: Ke arah Kota Suci Makkah itu pintar

Peserta yang dihormati,

Soal selidik ini dirancang sebagai sebahagian daripada kajian PhD dalam bidang pengembangan organisasi yang berjudul "Menilai Keperluan Latihan di Arab Saudi: Menuju Mekah, Kota Suci yang Cerdas." Soal selidik ini sukarela dan diharapkan dapat meluangkan sedikit masa anda untuk disiapkan. Latihan semasa memerlukan dan menilai mereka dan mengembangkan strategi masa depan untuk sektor awam dan rakan mereka di Kerajaan Arab Saudi.

Nama Penyelidik: Khalid Al - Jahdali

Penyelidikan: University of Nottingham Trent - United Kingdom. Sekolah Seni & Reka Bentuk dan Persekitaran Buatan, Universiti Nottingham Trent, Nottingham

Untuk pertanyaan mengenai soal selidik ini, anda boleh menghubungi kami melalui e-mel di bawah:

E-mail: *khalid.aljahdali2016@my.ntu.ac.uk*

Tel.: +447472670847

Tel.: +966541795961

Saya ingin mengucapkan terima kasih banyak kerana telah meluangkan sebahagian masa berharga anda untuk soal selidik ini.

The Study Questionnaire (Malay Copy)

Soal Selidik Kajian

Bahagian I: Bahagian ini berisi sekumpulan pertanyaan mengenai penilaian layanan yang diberikan kepada para jemaah secara umum.

1. Pada pendapat peribadi anda, adakah perkhidmatan yang sebenarnya telah anda terima semasa perjalanan Haji disepakati.

Sila tandakan jawapan anda) Di mana kadar kepuasan (10 sama dengan 100%, .., 1 sama dengan 10%)

☐	☐	☐	☐	☐
Cemerlang	Sangat Bagus	Berpuas Hati	Tidak Baik	Buruk

2-Apakah penilaian peribadi anda terhadap perkhidmatan yang diberikan oleh penganjur Haji luar (ejen / pejabat Haji dari negara tujuan anda)?

Tandakan kotak yang paling sesuai dengan jawapan anda di mana (5 Cemerlang, .., 1 Buruk).

☐	☐	☐	☐	☐
Cemerlang	Sangat Bagus	Berpuas Hati	Tidak Baik	Buruk

3. Apakah penilaian peribadi anda terhadap perkhidmatan yang diberikan oleh Pejabat Perkhidmatan Dalaman di Tempat Suci, Makkah dan Madinah?

Tandakan kotak yang paling sesuai dengan jawapan anda di mana (5 Cemerlang, .., 1 Buruk).

☐	☐	☐	☐	☐
Cemerlang	Sangat Bagus	Berpuas Hati	Tidak Baik	Buruk

<u>Bahagian II:</u> Bahagian ini khusus untuk rangkaian perkhidmatan yang diberikan kepada jemaah haji dalam perjalanan Haji dari awal hingga mereka kembali ke negara asal mereka (sebelum - selama - akhir): -

Bahagian Pertama:

4. Pada pendapat peribadi anda, menilai prosedur untuk mendapatkan izin dan visa yang diperlukan untuk prosedur perjalanan, perjalanan, ketibaan dan keberangkatan ke / dari Arab Saudi.

Tandakan kotak yang paling sesuai dengan jawapan anda di mana (5 Cemerlang, .., 1 Buruk).

☐	☐	☐	☐	☐
Cemerlang	Sangat Bagus	Berpuas Hati	Tidak Baik	Buruk

Bahagian kedua:

Pada pendapat peribadi anda, menilai perkhidmatan berikut semasa / semasa haji anda.

Tandakan kotak yang paling sesuai dengan jawapan anda di mana (5 Cemerlang, .., 1 Buruk).

	Perkhidmatan	Cemerlang	Sangat Bagus	Berpuas Hati	Tidak Baik	Buruk
5	Mobiliti dan pengangkutan.					
6	Hotel dan perkhemahan					
7	Ketersediaan dan kebersihan tandas					
8	Perkhidmatan kesihatan (klinik di setiap kem serta hospital lapangan dan awam)					
9	Makan dan menyediakan perkhidmatan yang diperlukan oleh jemaah.					
10	Ejen Dalaman (Almotawif)					
11	Perkhidmatan yang disediakan di Madinah					

Sekiranya anda mempunyai komen lain, anda boleh mengetik seperti berikut:

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Terima kasih atas masa dan sumbangan berharga anda dalam mengisi soal selidik.

Khalid Al-Jahdali. (*khalid.aljahdali2016@my.ntu.ac.uk*)

Barua ya maombi (Afrikaans – Swahili: East of Africa- version)

Hojaji ya Utafiti wa Taaluma

Tathmini ya mahitaji ya mafunzo huko Saudi Arabia: Kuelekea Makkah mji mtakatifu ni busara

Mpendwa mshiriki,

Hojaji hii imeundwa kama sehemu ya utafiti wa Shahada ya Uzamivu katika uwanja wa maendeleo ya shirika inayoitwa "Kutathmini Mahitaji ya Mafunzo huko Saudi Arabia: Kuelekea Makka, Jiji Takatifu La Smart." Hojaji hii ni ya hiari na inatarajiwa kuchukua muda wako kidogo kukamilisha. Mafunzo ya sasa yanahitaji na kuyapima na kukuza mkakati wa baadaye kwa sekta ya umma na washirika wao katika Ufalme wa Saudi Arabia.

Jina la mtafiti: Khalid Al – Jahdali

Utafiti: Chuo Kikuu cha Nottingham Trent - Uingereza. Shule ya Sanaa na Ubuni na Mazingira yaliyojengwa, Chuo Kikuu cha Nottingham Trent, Nottingham

Kwa maswali kuhusu dodoso hili, unaweza kuwasiliana nasi kwa barua pepe hapa chini:

E-mail: *khalid.aljahdali2016@my.ntu.ac.uk*

Tel.: +447472670847

Tel.: +966541795961

Ningependa kukushukuru sana kwa kujitolea sehemu ya wakati wako wa thamani kwenye dodoso hili.

The Study Questionnaire (Afrikaans /Swahili Copy)

Hojaji ya Utafiti

<u>Sehemu ya 1:</u> Sehemu hii ina maswali kadhaa kuhusu tathmini ya huduma zinazotolewa kwa mahujaji kwa ujumla.

1. Kwa maoni yako binafsi, je! Huduma ambazo umepokea wakati wa safari ya Hija zimekubaliwa..

(Tafadhali weka alama kwenye jibu lako) Ambapo kiwango cha kuridhika (10 ni sawa na 100%, .., 1 sawa na 10%)

☐	☐	☐	☐	☐
Bora	Vizuri sana	Kuridhika	Si nzuri	Poor

2-Je! Ni nini tathmini yako ya kibinafsi ya huduma zinazotolewa na mratibu wa Hajj wa nje (wakala / ofisi za Hajj kutoka nchi unayoenda)?

Tafadhali weka alama kwenye kisanduku kinachoonyesha vizuri jibu lako wapi (5 Bora, .., 1 Maskini).

☐	☐	☐	☐	☐
Bora	Vizuri sana	Kuridhika	Si nzuri	Poor

3. Je! Ni nini tathmini yako ya kibinafsi ya huduma zinazotolewa na Ofisi ya Huduma za Ndani katika Maeneo Matakatifu, Makka na Madinah?

Tafadhali weka alama kwenye kisanduku kinachoonyesha vizuri jibu lako wapi (5 Bora, .., 1 Maskini)..

☐	☐	☐	☐	☐
Bora	Vizuri sana	Kuridhika	Si nzuri	Poor

<u>Sehemu ya II:</u> Sehemu hii ni maalum kwa seti ya huduma zinazotolewa kwa mahujaji wakati wa safari ya Hija tangu mwanzo hadi warudi katika nchi zao (kabla - wakati - mwisho): -

Sehemu ya Kwanza:

4. **Kwa maoni yako binafsi,** tathmini taratibu za kupata vibali na visa muhimu kwa safari, safari, kuwasili na kuondoka kwa kwenda / kutoka Saudi Arabia.

Tafadhali weka alama kwenye kisanduku kinachoonyesha vizuri jibu lako wapi (5 Bora, .., 1 Maskini).

☐	☐	☐	☐	☐
Bora	Vizuri sana	Kuridhika	Si nzuri	Poor

Sehemu ya Pili:

Kwa maoni yako ya kibinafsi, tathmini huduma zifuatazo wakati wa / wakati wa hija yako.

Tafadhali weka alama kwenye kisanduku kinachoonyesha vizuri jibu lako wapi (5 Bora, .., 1 Maskini).

	Huduma	Bora	Vizuri Sana	Kuridhika	Si nzuri	Maskini
5	Uhamaji na usafirishaji.					
6	Hoteli na kambi					
7	Upatikanaji na usafi wa vyoo					
8	Huduma za afya (zahanati ndani ya kila kambi pamoja na hospitali za uwanja na za umma)					
9	Kula na kutoa huduma zinazohitajika na mahujaji.					
10	Wakala wa Ndani (Almotawif)					
11	Huduma zinazotolewa Madina					

Tafadhali, ikiwa una maoni mengine unaweza kuandika kama ifuatavyo:

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Asante kwa wakati wako na mchango muhimu katika kukamilisha dodoso.

Khalid Al-Jahdali. (*khalid.aljahdali2016@my.ntu.ac.uk*)

Appendix E:Chapter Two: Literature Review

Saudi Arabia and the Hajj

Appendix E.1: Ruling System and Governance Structure

Appendix E.2: Islam

Appendix E.3: The Holy City of Makkah

Appendix E.4: Hajj **:**

Origins of the Hajj

The Pilgrims – Facts and Figures

Appendix E.5: Numbers of pilgrims attending the Hajj

Appendix E.6: Factors affecting the increase in pilgrim numbers

Appendix E.7: Tawaf

Appendix E.8: Stepof the Hajj

Appendix E.9: Saudi government efforts to improve Hajj facilities and services,

Appendix E.10: Health Services in Hajj

Appendix E.11: more detail about The Impact of Covid-19 on Hajj Practices

Appendix E: Saudi Arabia and the Hajj

Appendix E.1: Ruling System and Governance Structure

In addition, there is also a legislative body, known as the Shura Council. It is ordained by royal decree and must comprise the speaker and one hundred and fifty members selected by the King from suitable specialists, scholars, and other experienced persons. 20% of the seats on the Council are now reserved for women (MFA, 2016 and Shura 2020). The Council makes decisions and gives opinions on various political matters. In addition, it presents the overall plan for economic and social growth (Shura, 2020). It also analyses and studies systems, agreements, lists, and contracts with other countries, and then provides the necessary recommendations. All high level policies and decisions must be passed and approved by the Shura Council which is chaired by the King.

Local governance is based on a regional administrative system that is made up of thirteen governorates. These are comprised of cities, towns, villages, and desert communities that are related administratively to the municipality and governorate (MFA 2016). Furthermore, every village, town, or city within a province has a mayor who is responsible and accountable to the Ministry of Municipal and Rural Affairs (SNeGP 2016). According to REDC (2013) the mayors are subordinate to their governors who are appointed by the King.

Appendix E.2: Islam and the Hajj Pilgrimage

Appendix E.2.A: Islam

1. Islam as a faith that can be traced back through prophets such as these, and, as a result, Islam recognises Judaism and Christianity as true denominations sent by God (Asaeed, 2016).

2. Islam is also a social and religious organisation established on the teachings of the Prophet Muhammad (peace be upon him) as outlined in the Qur'an. These teachings provide instructions that regulate all aspects of the communal and personal life of every Muslim around the world (Rohan and Mohamed, 2015). Additionally, Ernst (2004) claims that Islam is a religion practiced alongside certain rituals, and perhaps the greatest of these is the Hajj.

Islam on its own is a comprehensive way of life. It governs dress, business ethics, economics, justice and punishment, rates of taxation, politics, measures and weights, war and peace, inheritance, and family and marriages (Horrie and Chippindale, 2003). It also governs domestic life, diet, education, social behaviour, care of animals, sexual relations, and greetings and hospitality. The main guide for Muslims is the Holy Qur'an, which Muslims believe is authored by God and is the final revelation made by God. Muslims believe that the Qur'an was revealed by God approximately fourteen centuries ago, through the Prophet Muhammad (peace be upon him)

3. Muslims believe that Makkah is a holy place, beloved by God. It is the site where Muhammad (peace be upon him) prayed to God and where God revealed His message to him (Ernst 2004), and various hadiths (teachings of the Prophet Mohammed), attest to and explain Makkah's virtues and its powerful status.

Appendix E.3: The Holy City of Makkah

1. According to Ascoura (2013), Makkah is one of the oldest cities in the world. Hekki (1988) claims that its history dates back to 1892 BC. In pre-Islamic times, the city was a commercial centre where various forms of trade took place. As a result, the city attracted traders from different regions of the world (Al-Qarni and Al-Quraishi 2005). Mokbel (2008) states that the merchants in this city traded with Ethiopia, Somalia, China, and India, bringing goods to the marketplaces of the Byzantine Empire.

Approximately a billion Muslims turn to face Makkah five times a day when they perform their obligatory prayers, and millions visit the Holy City each year, making it host to diverse nationalities and cultures.

One of the most important places in Makkah is the Holy Mosque, with the Kaaba at its centre. The Holy Mosque, also known as Al Masjid Al Haram, is regarded as Islam's holiest site, and the magnitude of its significance to Muslims is immeasurable. The Holy Mosque covers 88.2 acres of land (356,800 square metres), including indoor praying spaces and four outdoor plazas, and it can accommodate up to 2 million believers with a 4 ppm2 (people per square meter) mean crowd density level. However, the density level can increase to 6-8 ppm2 at certain locations as people get closer to the Kaaba (MFA 2014, Alnabulsi and Drury 2014, and Alkhadim et al, 2018).

2. Beside its historic and religious importance, Makkah occupies a strategic geographical position, which is at the heart of the globe, connecting people from different continents. It is situated on the western side of the Arabian Peninsula, approximately 75km from the Red Sea. It is located about 277 metres above sea level within a region of alluvial valleys, and surrounded by five of the biggest mountains across the Arabian Peninsula, known as the Sirat Mountains (Alamoudy, 2013). These include Jabal Al Kaaba, Jabal Abu Qubays,

Jabal Qaliqu'an, Jabal QalatJiyad, and Jabal Umar (Hariri, 1986) and vary in height, ranging from 375 to 766 metres SPA (2017).

Appendix E.4: Hajj

1.Origins of the Hajj

The origins of the Hajj can be traced back to the time of the Prophet Abraham and his son Ishmael (c. 2000BC) when the Kaaba building was completed in Makkah and declared to be the place for pilgrimage (Peters 1995). Muslims believe that Abraham was ordered by Allah to build the Kaaba (See Figure E-4.1); however, in ancient times, the pilgrimage was undertaken by both Muslims and those of other faiths, even pagans. It was not until the time of the Prophet Muhammad in 631 AD that the first Hajj was performed by Muslims alone. Marking the tenth year after his migration to the city of Medina, the Prophet Muhammad (peace be upon him) performed the first truly Islamic pilgrimage. He cleansed the Kaaba, smashed all the idols, and then re-consecrated the building as the Holy Household of God. Since then, the Hajj has been counted among the five pillars of Islam, and a very important event for Muslims around the world (Ibrahim Riffat Pasha 1925; Muhammad Tahir Al-Kurdy 2000).

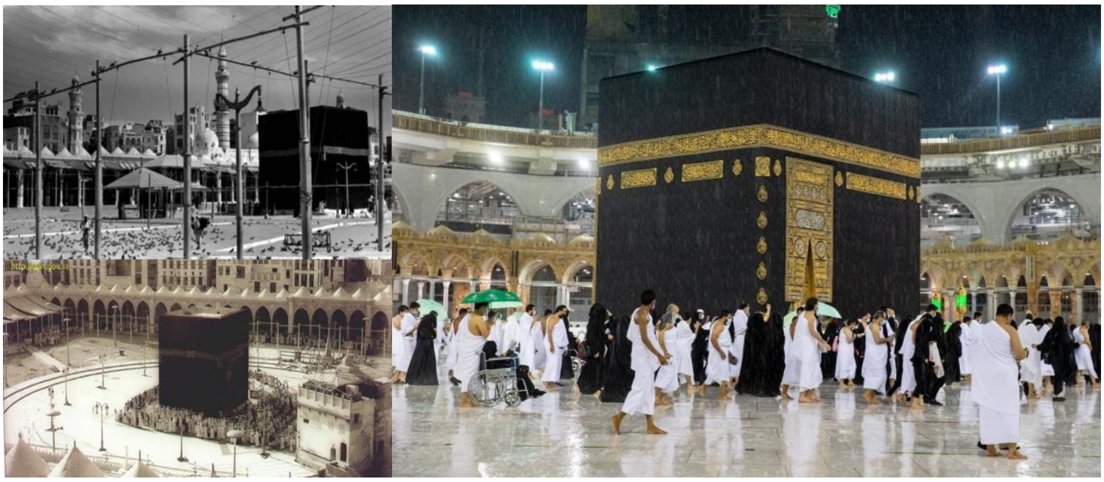

Figure E-4.1: The Kaaba in Makkah (Past and Present)

Source: (GPH, 2020)

The Hajj cannot be regarded only as an act of religious performance, but also as a public proclamation of belief as groups from diverse backgrounds assemble together to repeat a single call and declare a single faith. It is intended to show that there is no conflict in Islam or between human beings, regardless of race, wealth, religious doctrine, region, or language (Gatrad and Sheikh, 2005). Hajj: journey of a lifetime. Bmj, 330(7483), 133-137.). It therefore encourages Muslims to believe that the conflicts and problems facing the globe can be resolved by social cooperation that is greatly dependent on nations understanding each other. The Hajj draws Muslims closer to Allah as they come together to seek spiritual rewards, as the Holy Qur'an confirms that pilgrims will come to Allah on foot from every distant path, and pronounce the Name of Allah on appointed days, so that they may obtain the spiritual benefits in store for them, and feed the needy or the distressed (Holy Qur'an, 22:27-28). The Hajj's spiritual content includes sacrifice, love, patience, devotion, mercy, unity, and harmony (Gatrad and Sheikh, 2005). Indeed Muslims hold the view that Allah prefers this Holy place (Makkah and Madinah) to be the universal Mosque that brings together people of all ethnicities, colours, and races so that they remain united.

The Hajj also brings pilgrims, social, political, economic, and educational benefits. In order to show brotherhood and equality, and to surrender to their faith, all pilgrims are required to put on 'Ihram', simple clothing made from two sheets of unstitched white cloth. This is the dress code for all, irrespective of any demographic attributes, and conveys unity, universality, and equality. All the pilgrims converge in the same places and respect the same rituals. Above all, they are expected to exhibit discipline and unity because this helps to eliminate any artificial boundaries and build a sense of one society and togetherness among the pilgrims (Ibrahim Riffat Pasha 1925; Muhammad Tahir Al-Kurdy 2000).

It is said that pilgrims from the West and East acquaint themselves with each other and discuss domestic and international matters during the Hajj. As a result, they exchange experiences, knowledge and skills. This religious, political, social, and intellectual interchange results in new projects, social and economic centres, and a shared platform to share experiences of people coming from different parts of the world. Furthermore, the Hajj enables Muslims to gain from the increased circulation of skills, understanding, knowledge, and economic values. Therefore, the effect of the Hajj is not only limited to matters relating to the pilgrimage; it is also associated with other social benefits within the surrounding environment, and for all these reasons it is the focus of this study.

2. The Pilgrims – Facts and Figures

In the past, few people could afford to travel to Makkah to participate in Hajj celebrations. This was mainly attributed to the hardships experienced, the expense, and the long periods of travelling involved. Pilgrims who came from the furthest parts often dedicated an entire year to travel, and some perished along the way for lack of basic facilities as they travelled

(Abu-Resize 2005). However, the conditions for the Hajj started to advance during the era of King Abdul Aziz Ibn Abdul Rahman Al-Saud, who founded the Kingdom in 1932, and introduced measures to improve the safety, security, and comfort of the pilgrims. Cities were also required to improve housing, transport, and sanitation services for pilgrims (Ahmed, Yaseen, and Memish 2012).

Appendix E.5: Numbers of pilgrims attending the Hajj

However, various historical literature has noted that in 600 AD the number was approximately 10,000. This was just an estimation because therewas no advanced means of documenting data during that period, and numbers could decrease or increase every year depending on the economic, security, and political stability during that time. Documenting the attendance using scientific means was only introduced after the fourteenth century of Islam.

Appendix E.6: Factors affecting the increase in pilgrim numbers

A major factor governing the number of pilgrims able to attend the Hajj is the quota system. Due to the tremendous increase in the number of pilgrims, the Organisation of Islamic Conference (OIC) established an approved quota system in 1989 (Esposito 2004). This system sets out the minimum and maximum number of pilgrims from each country situated outside Saudi Arabia, and the quota for every Muslim state is 1,000 pilgrims per one million of the Muslim population (Bianchi 2004). The country with the largest group of Hajj pilgrims is Indonesia because of its large Muslim population of about 200 million, meaning over 200,000 Indonesians are permitted to visit Makkah each year (Darmadi 2013). The system has, however, been confirmed to be unfriendly to Arab states neighbouring Saudi Arabia. This is mainly because they previously made up 60% of pilgrims, but this dropped to 20% after the introduction of the quota (Esposito 2004).

Measures have also been introduced to try to regulate internal pilgrim numbers. Citizens and other people in Saudi Arabia working in Makkah have to be registered in the Ministry of Hajj and are obliged to make their pilgrimage bookings using licensed companies entrusted with the responsibility of organizing the Hajj. This rule is aimed at limiting the number of Saudi pilgrims as each person is entitled to a permit that expires every five years. However, Ascoura (2013) asserts that the Saudi authorities are facing a number of hurdles in their attempts to organize the Hajj as some Saudis, together with other pilgrims, travel without permits. This creates overcrowding issues, notably at Mina (the valley near Makkah that pilgrims pass by during the Hajj journey). Space per pilgrim here is already inadequate at just 2.6m^2, but large number of non-permitted pilgrims can shrink the area per person to only 1.8 m^{2}Saudi Gazette (2013b). According to Ascoura (2013), more than a million Saudi pilgrims have performed the Hajj without the necessary permits, and this has resulted in the introduction of stricter procedures to prevent people participating in the Hajj without proper authorization. This has gone as far as the imposition of prison sentences or fines, as well as deportations and a 10-year prohibition on returning to the Kingdom (Saudi Gazette 2013).

The number of pilgrims is forecast to increase even further (See Figure E-6.1) and there is no doubt that the growing crowds cause challenges in the planning and management of the Hajj process. One of the most serious of these revolves around the fatalities and accidents that take place during the Hajj, and these are discussed in the next section.

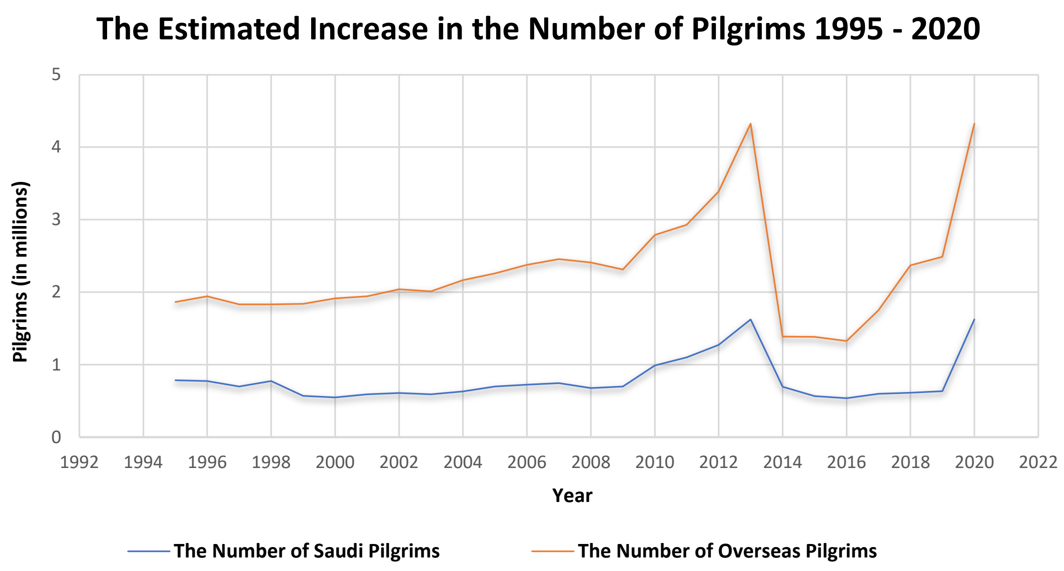

Figure E8-6.1: Estimated Increase in the Number of Pilgrims until 2020.

Source: Created by the Author (based on STATS 2021, Ascoura 2013, MHU 2013)

<u>Appendix E.7</u>: Tawaf

1. Figure E 7.1, shows, the circle starts at the corner of the Kaaba, and pilgrims are supposed to touch or to kiss the black Stone. However, this is not usually possible due to the large crowds, so pilgrims are allowed to just raise one hand toward the stone or point at it on every lap, just as they are about to finish the circle. Pilgrims then go to Maqam Ibrahim to pray. They also drink water from Zamzam (the sacred well) before proceeding to the next ritual, *Sa'ee*.

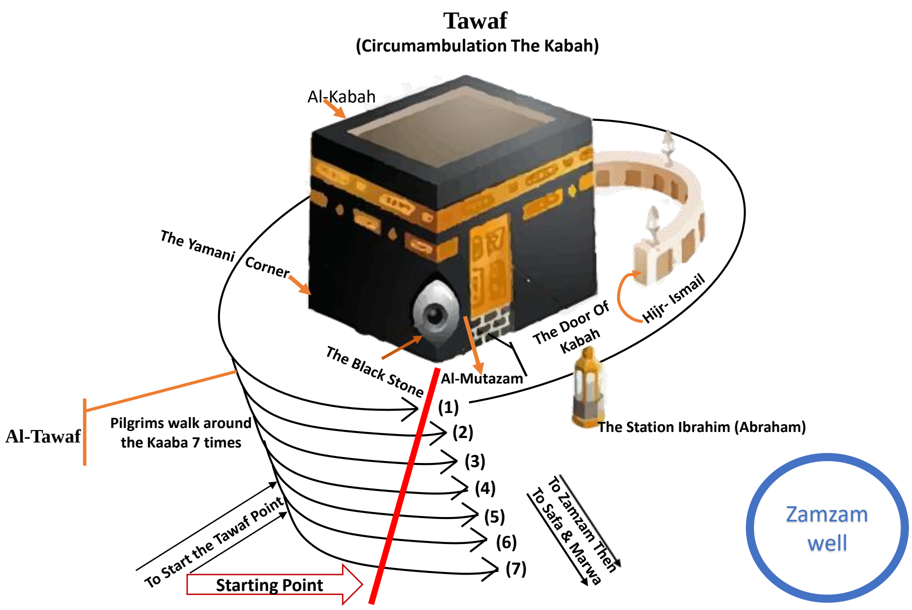

Figure E 7.1: How Pilgrims Circumambulate the Kaaba During Tawaf

Source: Reproduced Figures by the Author

There are several different forms of *Tawaf* that can be performed;

These forms of Tawaf will be referred to in the next section when discussing the other steps of the Hajj.

<u>Appendix E.8:</u> Stepof the Hajj (more detail)

Here pilgrims prepare for the Hajj ceremony by entering into Ihram, a state of spiritual purity which involves cleansing the body, dressing in Ihram garments, and abstaining from certain behaviours. A number of religious activities and practices are then performed, each within time restrictions and each at their own location. These activities are described below: within time restrictions and each at their own location. These activities are described below:

<u>Appendix E.8:1</u>

On the 7th day of Dhu al-Hijjah, pilgrims put on ‘Ihram’, simple white clothing worn for the duration of the pilgrimage, declare their intentions for the Hajj, and then travel to Makkah, forming mass crowds for the first Tawaf. Often pilgrims fly into Jeddah (45 miles from Makkah) and then travel with their Hajj group to Makkah. Some stop at one of the designated Mikat areas to shower, change their clothing and pray, while others do this in advance, so travel directly to Makkah. This all depends on the travel plans and agreements with their Hajj agents (Dalil Al Haj and Umrah., 2012).

Appendix E.8:2

On the 8th of Dhu al-Hijjah, pilgrims gather to travel from Makkah to the hill of Mina (a small village east of the city). This is the first day of the Hajj, and pilgrims spend it praying, reading the Qur'an, and resting in preparation for the next day. They stay overnight in tents,

Appendix E.8:3

On the 9th of Dhu al-Hijjah, pilgrims wake at dawn and travel from Mina to the Plain of Arafat where they spend the day standing (or sitting) by the Mount of Mercy, asking Allah for forgiveness from noon to dusk. This act is known as *Waquf* (standing before Allah). After sunset they travel together to a nearby open plain called Muzdalifah, roughly halfway between Arafat and Mina. There they spend the night praying and collecting small stone pebbles to take to Mina (Maqsood, 2008).

Appendix E.8:4

On the 10th of Dhu al-Hijjah, pilgrims move back to Mina before sunrise to participate in a ritual known as 'Stoning the devil'. This involves pilgrims throwing their pebbles at one of three stone structures known as *jamarat* that symbolize the temptations of Satan. This recalls the time Allah ordered Abraham to ritually kill his son Ismail (Ishmael) and how Satan tried to persuade him not to do so. After casting their pebbles, most pilgrims then slaughter an animal (often a sheep or a goat) and give the meat away to the poor, or to friends and family. Others arrange for their agents to do this on their behalf. This recalls the sheep provided by Allah which Abraham sacrificed in place of Ismail. Then male pilgrims shave their heads, while females cut off a small portion of their hair. The pilgrims then return to Makkah to perform *Tawaf al-Ifadah* and a *Sa'ee*.

Sa'ee is derived from the Arabic word *Sa'a*, which means 'to walk', 'to strive' and 'to pursue', and involves walking between the small hills of Safa and Marwah (inside the Holy Mosque) a total of seven times. It commemorates the time when Hajar, the wife of the Prophet Ibrahim (Abraham), ran between Safa and Marwah desperately searching for water for her baby son, Ismail. The angel Jibril (Gabriel) appeared and brought forth water from the ground, saving Ismail's life, and Hajar later built a well at the site, which is the source of Zamzam water. Because of the sanctity of Zamzam water, all Hajj pilgrims and Umrah performers drink from the well after performing *Tawaf* and *Sa'ee*, and it is customary for Zamzam water to be presented as gifts by pilgrims and Umrah performers when they return home to friends and family.

Some pilgrims may not wish to go to Makkah to perform the *Tawaf al-Ifadah* so they return to Mina by bus, by train or on foot (Hammoudi, 2006).

Appendix E.8:5

On the 11th of Dhu al-Hijjah, pilgrims return to Mina at midday to throw twenty-one pebbles at the three *jamarat* (seven stones at each), travelling by bus or walking (Dalil Al Haj and Umrah., 2012).

Appendix E.8:6

On the 12th of Dhu al-Hijja, pilgrims continue to throw their pebbles at the *jamarat*. After that, they return to Makkah and perform *Tawaf al-Wadai,* the 'Farewell Tawaf'. Those who did not perform *Tawaf al-Ifadah* while in Mina, may perform this as part of *Tawaf al-Wada* . Pilgrims may also complete a *Sa'ee* and pray near Maqam Ibrahim, but this is not obligatory. Lastly, pilgrims drink from the ancient spring, known as Zamzam. Pilgrims from outside Saudi Arabia are required to leave the country by the 15th of Muharram, about 15 days after the completion of the pilgrimage (Dalil Al Haj and Umrah., 2012).

Appendix E.9: Saudi government efforts to improve Hajj facilities and services,

As the construction of the Jamarat Bridge demonstrates, the Saudi government has taken significant steps to improve Hajj facilities and the infrastructure of the city of Makkah and the surrounding Holy Places. These include the expansion of Makkah's Holy Mosque (See Appendix F, G, and H), the Al Jamarat project, and the improvement of the Zamzam wells. In this context, the author, after launching this study, was able to participate in publishing a paper related to the carbon emissions produced by airlines due to the weight of Zamzam water packages and the possibility of reducing these by using other means, such as land or sea transportation. The paper concentrated on the main cities and airports worldwide that Hajj pilgrims and Umrah performers travel to and from, and found that more than 81,000 tons of carbon dioxide could be saved annually, with an estimated reduction of more than 96% tons of carbon dioxide (Al-Habaibeh et al., 2020). This paper can be accessed at: https://doi.org/10.1016/j.rtbm.2020.100523. More information about the Jamarat Bridge and other projects is provided in Appendix H. Measures have also been introduced to improve the Hajj environment, including water, food services, security and transportation (See Appendix I). However, a number of challenges remain that pose a risk to pilgrims' health and physical safety, so the next section considers the medical services which are available during the Hajj.

Appendix E.10: Health Services in Hajj

Ill-heath can be a significant issue amongst Hajj pilgrims. The large crowds attending include women, men, and children of all different ages, all of whom will be in good health; indeed, some pilgrims attend in wheelchairs. Although the Hajj is an obligation imposed only on those whose health allows them to perform all the obligatory duties required, some Muslims are led by the belief that it is better to perform the Hajj before their health worsens, even if they die while doing so, as seeking the pleasure of God is first and foremost (Memish, 2010). Therefore effective healthcare provision is important.

In Makkah, health services are classified as either seasonal services related to the Hajj or permanent services (King Abdul Aziz Public Library, 2012a). Throughout the Hajj period, the Ministry of Defence, the Ministry of Health, the Internal Security Forces, and the Saudi National Guard provide 24 hospitals equipped with the latest emergency equipment with a full bed capacity of 4,964 patients, along with 547 intensive care units (Memish, 2010). In addition, 17,609 experts in well-equipped health centres provide healthcare advice as well as treatment to pilgrims. Among, 139 provide their services without charge (Memish, 2010).

One of the biggest challenges facing the Saudi authorities is that about 200,000 pilgrims come from low-income countries where healthcare can be difficult to access; as a result they may attend the Hajj with previously untreated or undiagnosed conditions (Memish et al., 2012). In addition to that, it easy to spread infectious illnesses during the Hajj due to the large crowds which congregate in relatively small areas (Rattue 2012). Consequently, the Hajj provides a yearly opportunity for researchers across the world to coordinate views regarding interventions aimed at reducing the infection risk (Shafi et al, 2008). In this respect, the Hajj has become a model for international cooperation to understand the nature of these risks and their effective management (Memish et al., 2012).

As a result, the Kingdom has developed a unique and robust experience with regard to public health related to Hajj and crowd management (Memish et al, 2012). The Saudi authorities now ask all pilgrims to receive certain vaccinations before their arrival in order to help prevent the spread of infectious diseases such as tuberculosis, Ebola virus, yellow fever, influenza, and meningitis. They also co-operate closely with the World Health Organisation (WHO) and this has proved effective effect in combating diseases such as SARS in 2003 and Swine Flu (H1N1) in 2009 (Rattue 2012). As a result, it would be advantageous for Saudi Arabia to share their best practices with other nation states in order to advance their management of large occasions from a healthcare perspective.

Appendix E.11:

They were gradually reopened for experimental periods with additional precautions to reduce infection, such as spacing and wearing face masks; however, they were closed again several times following the spread of the virus. The Saudi authorities also imposed a series of measures to restrict movement and enforce physical distancing within the Kingdom, including implementing lockdown periods, quarantining cities that were badly affected by the virus, and enforcing general closures in all public places. Travel was also suspended; land borders, airports and sea ports were closed, and travel between cities within the country was prohibited. These measures greatly contributed to controlling the spread of the epidemic. Furthermore, Saudi Arabia was one of the first countries to start a free vaccination campaign for citizens and residents from 15 December 2020. The vaccination campaign continues for all residents and citizens without differentiation and according to priority (Ministry of Health, 2020).

Appendix E.A: Saudi Arabia as the 24th Most Competitive Economy (2014 - 2015).

Table: Saudi Arabia is the 24th of world's Top 25 most competitive economies 2014 – 2015

Table 4: The Global Competitiveness Index 2014–2015

	OVERALL INDEX		SUBINDEX					
			Basic requirements		Efficiency enhancers		Innovation and sophistication factors	
Country/Economy	Rank	Score	Rank	Score	Rank	Score	Rank	Score
Switzerland	1	5.70	4	6.17	5	5.49	1	5.74
Singapore	2	5.65	1	6.34	2	5.68	11	5.13
United States	3	5.54	33	5.15	1	5.71	5	5.54
Finland	4	5.50	8	5.97	10	5.27	3	5.57
Germany	5	5.49	11	5.91	9	5.28	4	5.56
Japan	6	5.47	25	5.47	7	5.35	2	5.68
Hong Kong SAR	7	5.46	3	6.19	3	5.58	23	4.75
Netherlands	8	5.45	10	5.95	8	5.28	6	5.41
United Kingdom	9	5.41	24	5.49	4	5.51	8	5.21
Sweden	10	5.41	12	5.86	12	5.25	7	5.38
Norway	11	5.35	6	6.05	13	5.24	16	5.08
United Arab Emirates	12	5.33	2	6.20	14	5.24	21	4.83
Denmark	13	5.29	13	5.85	17	5.11	9	5.19
Taiwan, China	14	5.25	14	5.75	16	5.14	13	5.11
Canada	15	5.24	18	5.70	6	5.37	24	4.72
Qatar	16	5.24	5	6.12	20	4.98	15	5.09
New Zealand	17	5.20	9	5.96	11	5.26	25	4.61
Belgium	18	5.18	22	5.53	18	5.07	12	5.11
Luxembourg	19	5.17	7	6.02	22	4.97	18	4.93
Malaysia	20	5.16	23	5.53	24	4.95	17	4.95
Austria	21	5.16	16	5.71	23	4.96	14	5.11
Australia	22	5.08	17	5.71	15	5.16	26	4.55
France	23	5.08	26	5.42	19	5.07	19	4.86
Saudi Arabia	24	5.06	15	5.72	33	4.64	32	4.19
Ireland	25	4.98	31	5.19	21	4.97	20	4.85
Korea, Rep.	26	4.96	20	5.55	25	4.83	22	4.78
Israel	27	4.95	36	5.12	26	4.75	10	5.16
China	28	4.89	28	5.34	30	4.68	33	4.14

Source: (WEF, 2014).

Appendix F: The History of the Expansion of Makkah's Holy Mosque Over 1400 years.

Table F.1: The History expansions of Makkah's Holy Mosque.

Ruler	Year (CE)	The amount of increases (m2)	Expansion %	Post-expansion area (m2)	Holy Mosque Capacity
Quraish Era				2,126	3,324
Leader of the Faithful Omar Ibn Al-Khattab	638	1,487	70%	3,613	5,650
Leader of the Faithful Othman Ibn Affan	646	869	24%	4,482	7,008
Abdullah Ibn Al-Zubair	684	2,983	67%	7,465	11,673
Waleed Ibn AbdulMalik	709	2,805	38%	10,270	16,059
Abu Ja'far Al-Mansour	754	5,221	51%	15,491	24,223
Muhammad Al-Mahdi Al-Abbasi	776-783	12,512	81%	28,003	43,788
Al-Mu'tamid Billahi AI-Abbasi	897	1,340	5%	29,343	45,882
Al-Mugtadir Billahi Al-Abbasi	918-919	715	2%	30,058	47,008
King Saud and King Faisal: Saudi expansion (I)	1955	13,104	436%	16,109 9	313,000
King Fahd: Saudi expansion (II)	1986-1992	206,000	128%	366,16 8	560,720

(Source: AG).

Appendix G: The Major Projects to Expand Makkah’s Holy Mosque By Different Leaders.

Table G.1: The Major Projects to Expand Makkah's Holy Mosque By Different Saudi Leaders.

Project	Year	Goal
The expansions of Makkah's Holy Mosque		
The First Saudi Expansion of the Holy Mosque (1955-1968)		
1. Expansion of the Holy Mosque	1955-1965	The expansion by 436% of the Sacred Mosque to address the issue of overcrowding caused by the increased numbers of pilgrims and worshippers attending the ritual.
2. Rainwater Drainage	1968	To implement a substantial solution to curb the repeated flooding.
The Second Saudi expansion of Holy Mosque (1983-1993)		
1. Expansion Holy Mosque	1983-1993	The expansion 128% of the Sacred Mosque, which needs to address the issue of overcrowding caused by, increased number of pilgrims and worshippers attending the ritual.
2. Al Mataf marble resurfacing		Due the high temperatures, particularly during the summer season, it is very difficult for the pilgrims to carry on with their rituals in open air around Kaaba and the surrounding places which is a cause of discomfort and hazard due to crowd the large crowd. Studies showed that while marble has a cooling effect in such climate, which was used in the project.
The Third Saudi expansion of Holy Mosque (20112015)		
The Third Saudi expansion of Holy Mosque	2011-2015	In order to increase its capacity. This is meant to give room for more worshippers to conduct their prayers at the same time, as well as performing Kaaba circumambulation. The renovations were done in different forms as clarified in the section below.

The first phase comprised of the expansion of the Holy Mosque		The ability to accommodate a larger number of people.
The second phase involved the extension of the outdoor area, including fixture of more toilet facilities, tunnels, walkways, as well as supporting services		In order to make it easy for entrance and exit of pilgrims to the Mosque and need it for increase number of pilgrims.
The last phase encompassed the expansion of the service area including, fitting of newly functional air conditioning systems, water plants, and electricity stations		Provide necessary services and ventilation for the Holy Mosque and facilities.
The Al-Mataf expansion		
This project aimed at increasing the open surface area around the Kaab, as well as reducing the number of column to 40% of the existing numbers within the three Mataf area around Kaaba in order to increase the follow of crowds and reduced the crowd gathering around Kaaba.	2011-2016	This phase of project expansion intends to raise al Mataf's capacity

The Temporal Mataf Which was removed in April 2016.	2011-2016	It aimed at presenting pilgrims from carrying out their rituals during the construction work, for health and safety reasons .
Expansion of Al Massah		
Since Massah was performed, there has not been special buildings, other than a flat and rocky path between the Alsafa and Marwa, while surrounding by shops and commercial services.		
1-The first person to recommend the expansion of Al Masah was King Abdul Aziz. He granted it with granite and Al Massa's roof was enhanced with paving and improvement works.	1925	To shelter and protect pilgrims from the dust and dirt of the road and to protect the pilgrims from excessive heat of the sun.
2- The first Saudi extension was the construction of a two-story enclosed structure joining the hi,lls of Marwa and Safa, which currently form a significant portion of the Holy Mosque.	1955-1965	Increase the capacity of Massah
3- Another extension to Al Masa,	2008-2010	
The first phase comprised of the expansion the walkway of Al Masa was three stories high and 20 meters wide. which still rests within the strict restrictions of the principles of Islamic Shariah.		Massah to increase the capacity of accommodating 44,000 pilgrims to around 118,000 Muslims per hour.

Then, After the efforts by King Abdullah to have it expanded, its width increased to 40 meters. Similarly, Al Masa has now four stories, and also with four tracks.		After this expansion, the total building's active space housing the Holy Mosque and its activities has increased to 125,000 m2, a rise of about 29,000, and there is the capability of adding more floors in due time
Zamzam Well Improvement		
1. Installation of an electric pump.	1953	This was a great improvement that made the extraction of water easier and faster.
2. It became very important to eliminate the structure and well is below the ground level. This project eliminated the Zamzam building, which by replaced by two compartment one for men and one for women, with air-conditioning facilities and cold water.		To allow the follow of pilgrims including the disabled Because modernization has facilitated the extraction of water and it made it difficult to control the crowd during circumambulation.
3. The cleanliness of Zamzam well using specialized equipment with ultra-violate rays for further research and biological investigation.	1975&1979	To combat some of the claims in 1971 that Zamzam water is polluted.

4. The project has a capacity of purifying up to five million litres of water daily at a cost of 18,665 million dollars (NWC 2010). The plant has the mandate of distributing water to pilgrims and other visitors in various locations within and outside the Mosque. This water is contained in 15,000 large water coolers surrounding the mosque.	2010	posits that the project aims at ensuring that clean Zamzam water is continuously supplied, Zamzam spring is maintained, as well as to oversee that the water is packaged and distributed based on modern, hygienic conditions. Also, the plant is in charge of producing Zamzam water bottles to be taken home by pilgrims. As the British Broadcasting Corporation has repeatedly aired various stories regarding the alarming rate of contamination of Zamzam water bottles that emanate from Saudi Arabia (British Broadcasting Corporation 2006, 2007, 2010). This is because after the pilgrims complete their Hajj or Umrah, they carry Zamzam water bottles from Makkah to their homes as gifts to relatives and friends. However, other Muslims purchase these water bottles from street vendors without checking their condition, thus resulting in problems (BBC 2010)

Source: Created by the Author (from literature reviewed in Appendix H).

Appendix H: Expansion projects in Makkah and the Holy Places

- A.H.1 The Expansions of Makkah's Holy Mosque.
- A.H.2 The Al Mataf expansion.
- A.H.3 Expansion of Al Massah.
- A.H.4 Zamzam Well Improvement.
- A.H.5 Mina's Housing options.
- A.H.6 Al Jamarat project.

A.H.1. The Expansions of Makkah's Holy Mosque

The renovation and expansion history of the Mosque is greatly connected to Islam's social, political, and urban expansion (Na'asan,), given that all leaders who have ascended to power throughout the Islamic history have significantly expanded and developed the Holy Mosque.

Halabi (2006) posits that initially, the Holy Mosque was just an open space surrounding the sacred Kaaba. This open space had neither walls nor doors throughout the period when the Quraish ethnic group inhabited Makkah, which was Prophet Muhammad's lifetime as well. This never occurred until 632-634 CE when Caliph Abo Baker was the ruler. Al Azragi (864) claims that between 634 CE and 644 CE, the then ruler, Omar Ibn Khatab, supported the expansion of the Holy Mosque by purchasing a number of buildings around the Kaaba. This Caliph was the first leader to construct a short wall surrounding the sacred Kaaba.

These early developments marked the commencement of the expansion process of the Sacred Mosque. Table F.1 shows the thirty-seven restoration projects and ten expansions that existed before Saudi commenced its first expansion of the Mosque in 1995. This was later, followed by the second expansion, which was conducted between 1986 and 1992 (AG).

According to Alharamain Gate, development and expansion of the sacred Mosque throughout the ages had been supported due to following reasons:

- The need for leaders of Makkah to receive blessings from God by building the Sacred Mosque and related places that are regarded Holy in the Islamic faith.
- The continuous need to attend to any damage the Holy Mosque has encountered regarding natural disasters or any other causes.
- The need to address the issue of overcrowding caused by increased number of pilgrims and worshippers attending the ritual.

Saudi Arabia Kingdom was founded by King Abdul-Aziz in 1932. This was around 1,000 years since the first expansion of the Holy Mosque was carried out by Al-Mugtadir Billahi in 919 CE. It was also 400 years since the last extension and repairs of the sacred Mosque was carried out by Salim Khan during the Empire of Ottoman in 1631 CE (GPH 1998).

According to Abdulaziz Public Library KAPL (2012), the king demanded a complete plan in line with maintenance of the Sacred Mosque. This plan included the renovation, modernisation, expansion, and installation of lights. He also appointed a group of Makkah scholars, dignitaries, residents, expansion contractor (Bin Laden Group), and government representatives to supervise and ensure a follow-up. A working group was also, established to supervise and follow up the maintenance of the Holy Mosque. (Abbas 1995).

The photographs shown in Figure AH.1.1 and AH.1.2 illustrate the condition of the Holy Mosque before and immediately after the initial repairs that were made during King Abdulaziz Empire.

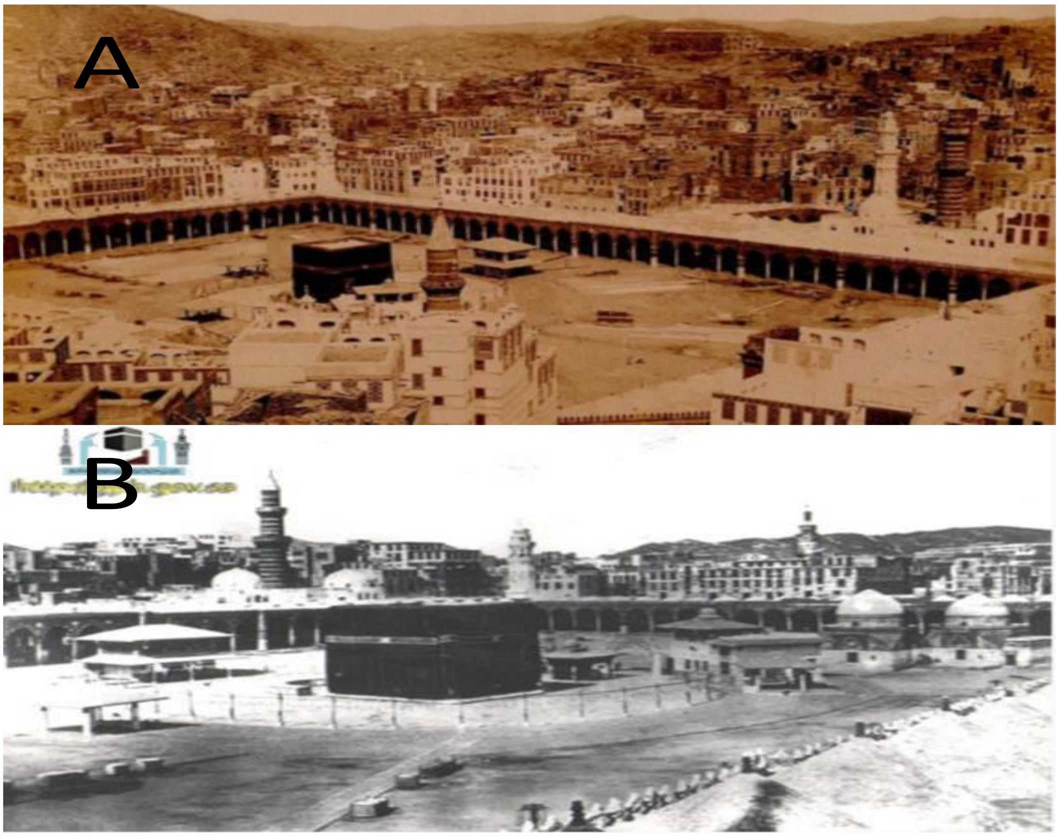

Figure A4.1.1: The Mosque's Holy Mosque during the Ottoman Empire in 1881 (Source: AG).

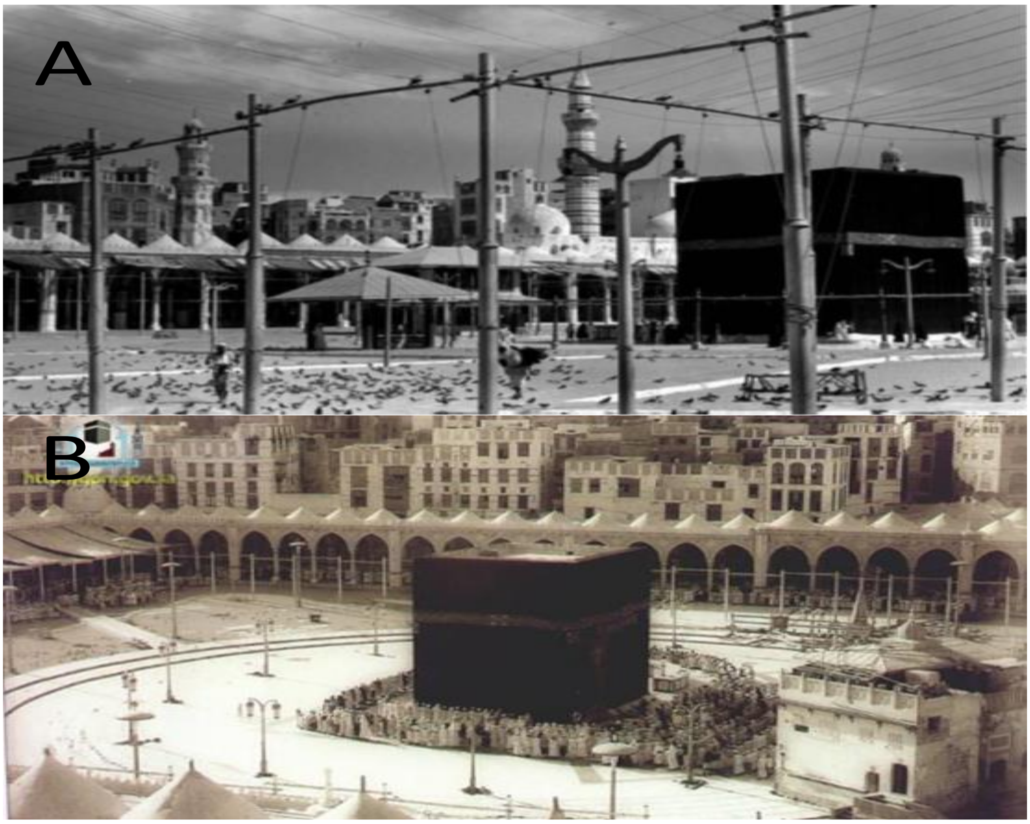

Figure AH.1.2: The improvement of Makkah's Holy Mosque in1947 during the rule of King Abdul-Aziz.
(Source: AG)

The sections below show the major stages that have guided the expansion and extension of the Holy Mosque by different leaders.

First Saudi expansion (1955-1965)

According to GPH (1998), the extension and expansion of the Holy Mosque cost the government of Saudi around 165,740,261 dollars. A good number of this amount was being given as compensations to owners of houses and shops around Kaaba. This was a great step toward the expansion of the Sacred Mosque.

Rainwater Drainage (1968)

Another extension occurred during King Faisal's rule. The king directed his administration to get a substantial solution to curb the repeated flooding. The solution entailed the excavation of a wide storm drain passing underneath the sacred Mosque. This new innovation measured 7 Km long by 5 Metres Wide by 6 Metres high (GPH 1998).

Second Saudi expansion (1983-1993

The second expansion and extension of the Mosque was carried between 1983 and 1993. A considerable amount of money ($16.66 billion) was used to aid the expansion of the Holy Mosque, compensate the owners of houses around the Mosque, and conduct other improvements. The second expansion was carried out by the Bin Laden group under the supervision of the Finance Ministry and King Fahd himself.

Al Mataf marble resurfacing

It was realised that worshipping outdoors from noon till late afternoon was greatly unbearable due to the baking temperatures often reached around that time. Initially, Al Mataf was surfaced by marble. This marble areas were constructed during the first Saudi expansion, but they did not prevent the area from heating up like any other surfaces. For this reason, a lot of research was required to find out a long-term solution to curb the heat in order to encourage more pilgrims to worship outdoors until afternoon rather than crowding into the mosque.

The discovery of a white-coloured marble from Greece marked a significant step toward curbing the problem of the heating Al Mataf. The marble comes from the Aegean Island of Thassos. The marble has a unique and special characteristic of absorbing moisture at night through its spores and releasing it during the day. This ensures that the surface is constantly kept cool, especially in the afternoon when most pilgrims prefer to worship (GPH 1998). This marble resurfacing on Al Mataf has significantly reduced overcrowding in the mosque at night by allowing more pilgrims to perform the ritual during the day because the temperatures have been reduced considerably.

The third Saudi expansion

An enormous expansion that constituted a major development to be carried out ever in the history of the Holy Mosque was ordered by King Abdullah from the years 2005-2015. However, the ground-breaking of the project started in August 2011 and was brought to completion in the year 2015. The project was sub-divided into three main phases due to its large size, as follows:

The first phase comprised of the expansion of the Holy Mosque’s ability to accommodate a larger number of people. The second phase involved the extension of the outdoor area, including fixture of more toilet facilities, tunnels, walkways, as well as supporting services in order to make it easy for entrance and exit of pilgrims to the Mosque.

The last phase encompassed the expansion of the service area including, fitting of newly functional air conditioning systems, water plants, and electricity stations as attested by Abu Al Naja (2011). These new developments are estimated to cover a total area of about 456,000 M2, thus doubling the existing space to around 1,150,000 M2 with the sole purpose of simultaneously accommodating approximately 2 million pilgrims (SBG 2013). According to Abu AI Naja (2011), the project was approximated to cost a total of 21.33 billion dollars. The resultant changes and appearance in the Holy Mosque, together with its environs after the end of the third phase, is shown in Figure AH.1.3.

Figure AH.1.3: The expansions of Makkah's Holy Mosque since the founding of the kingdom of Saudi Araba (Source: AG).

Nevertheless, there are some basic design reforms that have already been undertaken on the Mosque in order to increase its capacity. This is meant to give room for more worshippers to conduct their prayers at the same time, as well as performing Kaaba circumambulation. The renovations were done in different forms as clarified in the section below.

AH.2 The Al Mataf expansion

This phase of project expansion intends to raise al Mataf's capacity, which is currently standing at 48,000 pilgrims per hour. On completion, al Mataf will be able to accommodate 150,000 pilgrims per hour during peak hours. Al-Siddiqui (2013) says that an extra area of 25,000 M2 was to be added to the existing space. However, the most common hurdle in the expansion of al Mataf was that the ancient site that comprises the Ottoman portico situated in the ground floor, which dates back to the last 400 years. It was built with so many columns that obstruct the motion of pilgrims while performing circumambulation, as illustrated in Figure AH.2.1. Kamch (2013) maintains that the project plan will be able to cut the Holy Mosque's number of pillars by about 44%, thus resulting in a more free circulation of worshipers.

Figure AH.2.1: The portico of Makkah's Holy Mosque of the ruling on Ottoma (Source: AG)

Some citizens in Makkah have conversely criticized the issue of doing away with the Ottoman portico, citing that Ottoman portico is the only remaining historical piece that has never changed for the last hundred years, as argued by Alamadoahi (2014). Additionally, Hatoon Al Fassi (2012) objects to the anticipated impact on the portico that Bin Ladin Group aims at converting Mecca to Las Vegas. According to an interviewee tasked with the responsibility of reviewing the 3rd Saudi Expansion design, the project design was done by Bin Laden group after King Abdullah approved the expansion. The group has been in charge of key projects within the Kingdom from the 1950s. This was evident when King Abdullah requested Makkan dignitaries and intellects to give him their opinions prior to the commencement of construction. The scholars and dignitaries have, however, suggested that Makkah's citizens be consulted for their views regarding the development plan as well as evade complaints, since the project will cover a large area surrounding the mosque.

As a result, King Abdullah responded by appointing about 50 experts and academic engineers from all the universities in Saudi to conduct a review of the plan as well as evaluate the places and quality of life for the pilgrims and citizens. Besides, emphasis has been directed to the history and the fact that the construction did not have an impact on the heritage. For instance, a solution was provided to restore the Ottoman portico through dismantling it then re-installing it after completion of the expansion works in the Holy Mosque. Recommendations have been provided to the King and have been approved and contractor asked to do.

On the other hand, the project supervising authority in charge of the duo Holy Mosques Affairs and Bin Ladin Group SBG (Saudi contractor) have been ordered to engage Gursoy from the start of the project. Gursoy is a Turkish company that has specialized in refurbishment of historic mosques and structures around Turkey. The company's task is to dismantle sections of the Ottoman portico associated with the expansion and then re-install the sections in the Mosque after the completion of the expansion project (SBG Alamadoahi 2014).

Figure A.H.2.2: Parts of the Ottoman portico re-assembly (Source: SBG2014).

The temporal Mataf

The ongoing expansion has really had an impact on the flow of worshipers to Makkah as nearly the whole of northwest side of the Mosque is out of bounds when construction is underway (Jiffry 2013). Figure A.H.2.3 illustrates the two levels of the temporary circular bridge, their length, as well as the height.

According to SL Rasch GmbH (2013), the project completes in three years as the number of worshipers keeps on increasing yet they cannot be prevented from making their way to the Holy Mosque. However, the problem has been corrected by erection of a short-term mataf for easy access of pilgrims as construction continues. The remedy was designed in consideration of older people and the disabled (Al-Siddiqui 2013). The impermanent structure was made of a light carbon compound that can accommodate the largest load capacity. SL rasch GmbH (2013) states that the composite is very tough and shielded from vibrations.

Figure A.H.2.3: The Temporary Mataf at the Kaaba.
(Source: AG, SABQ, 2013).

A.H.3 Expansion of Al Massah

The first person to recommend the expansion of Al Masah was King Abdul Aziz in 1925 (KAPL 2012). He granted it with granite to shelter and protect pilgrims from the dust and dirt of the road, as shown in the picture of the region back in 1953. After a while, Al Massa's roof was enhanced to protect the pilgrims from excessive heat of the sun (General of Two Holy Mosques 1998).

The first Saudi extension was the construction of a two-story enclosed structure joining the hills of Marwa and Safa, which currently form a significant portion of the Holy Mosque (AbuSulaiman 2008). In another incident, the King in 2008 proposed another extension to Al Masa, which still rests within the strict restrictions of the principles of Islamic Shariah (KAPL 2012). This order by the King made it possible for Al Masa to double its capacity of accommodating 44,000 pilgrims to around 118,000 Muslims per hour. Initially, the walkway of Al Masa was three stories high and 20 meters wide. After the efforts by King Abdullah to have it expanded, its width increased to 40 meters. Similarly, Al Masa has now four stories, and also with four tracks. After this expansion, the total building's active space housing the Holy Mosque and its activities has increased to 125,000 m2, a rise of about 29,000, and there is the capability of adding more floors in due time (KAPL 2012).

The majority of Muslim researchers and scholars have supported this extension, and defended their positions in their publications. For instance, Abdul Wahab Abu Sulaiman, a scholar and Council of Senior Scholars member in Saudi Arabia, investigated this dilemma in his publication, known as the expansion of Al Masa, a book that was published in 2008. In this book, he researched on the expansion in a jurisprudential, geological, historical, and environmental context. He confirmed to having identified thirty centenarian adult residents of the city of Makkah who walked between Marwa and Safa before the first expansion of Saudi. The residents were also witnesses who gave testimonies in court ascertaining the old pathway. The author claimed that the geological analyses that tested the rocks in the area being recommended for expansion has shown these rocks relate to those of Safa and Marwa.

Figure A.H.3.1: The Expansion of Al Massah.
(Source: AG).

AH.4 Zamzam Well Improvement

The Zamzam well, which had been in continuous use for 100 years, made use of the traditional hand-hauling method by using buckets to fetch water. The only improvements made were the addition of a roofing to cover the well, as well as to protect its walls. The ancient way of transporting water to the people compromised its sanitation as well as causing overcrowding during water extraction because the whole process was slow.

The first significant change was carried out during the regime of King Abdullah when he ordered the installation of an electric pump. This was a great improvement that made the extraction of water easier and faster.

The initial building that housed the well was positioned at Al Mataf. As the number of pilgrims increased, it became very important to eliminate the structure because it made it difficult to control the crowd during circumambulation. Al Mataf was greatly improved in the first Saudi expansion by eliminating all the houses and shops that impeded the movement of pilgrims. Now, modernization has facilitated the extraction of water because the well is below the ground level (Islam Web 2007).

There were speculations that water from the Zamzam well had been contaminated by regular flooding as well as the effect of the expansion process at that time. As a result, Zamzam water samples were tested in 1971 in a number of European laboratories in order to ascertain its potability. The investigation results indicated that Zamzam water possessed some distinctive qualities that are very beneficial. Tyhese qualities made the water suitable for human consumption (Zuhair and Khounganian 2006). Makkah's then director of Water Authorities, Yahya Koshak, conducted a thorough research of Zamzam's water. Study found out that underground water was possibly leaking into Zamzam from various sources, despite the fact that the major source of the well itself was free from contamination. Koshak also proved that external usage of water by pilgrims contributed to its contamination. Therefore, it was recommended that ultraviolet rays could be used as a secure means of sterilizing the water (Zuhair and Khounganian 2006).

Recently, the BBC has aired various stories regarding the alarming rate of contamination of Zamzam water bottles that emanate from Saudi Arabia (BBC 2006, 2007, 2010). This is because after the pilgrims complete their Hajj or Umrah, they carry Zamzam water bottles from Makkah to their homes as gifts to relatives and friends. However, other Muslims purchase these water bottles from street vendors without checking their condition, thus resulting in problems (BBC 2010).

King Abdullah launched a new Zamzam Water Project in 2010. The project has a capacity of purifying up to five million litres of water daily at a cost of 18,665 million dollars (NWC 2010). KAPL (2012) posits that the project aims at ensuring that clean Zamzam water is continuously supplied, Zamzam spring is maintained, as well as to oversee that the water is packaged and distributed based on modern, hygienic conditions. Also, the plant is in charge of producing Zamzam water bottles to be taken home by pilgrims. Finally, the plant has the mandate of distributing water to pilgrims and other visitors in various locations within and outside the Mosque. This water is contained in 15,000 large water coolers surrounding the mosque (Alharamain Gate).

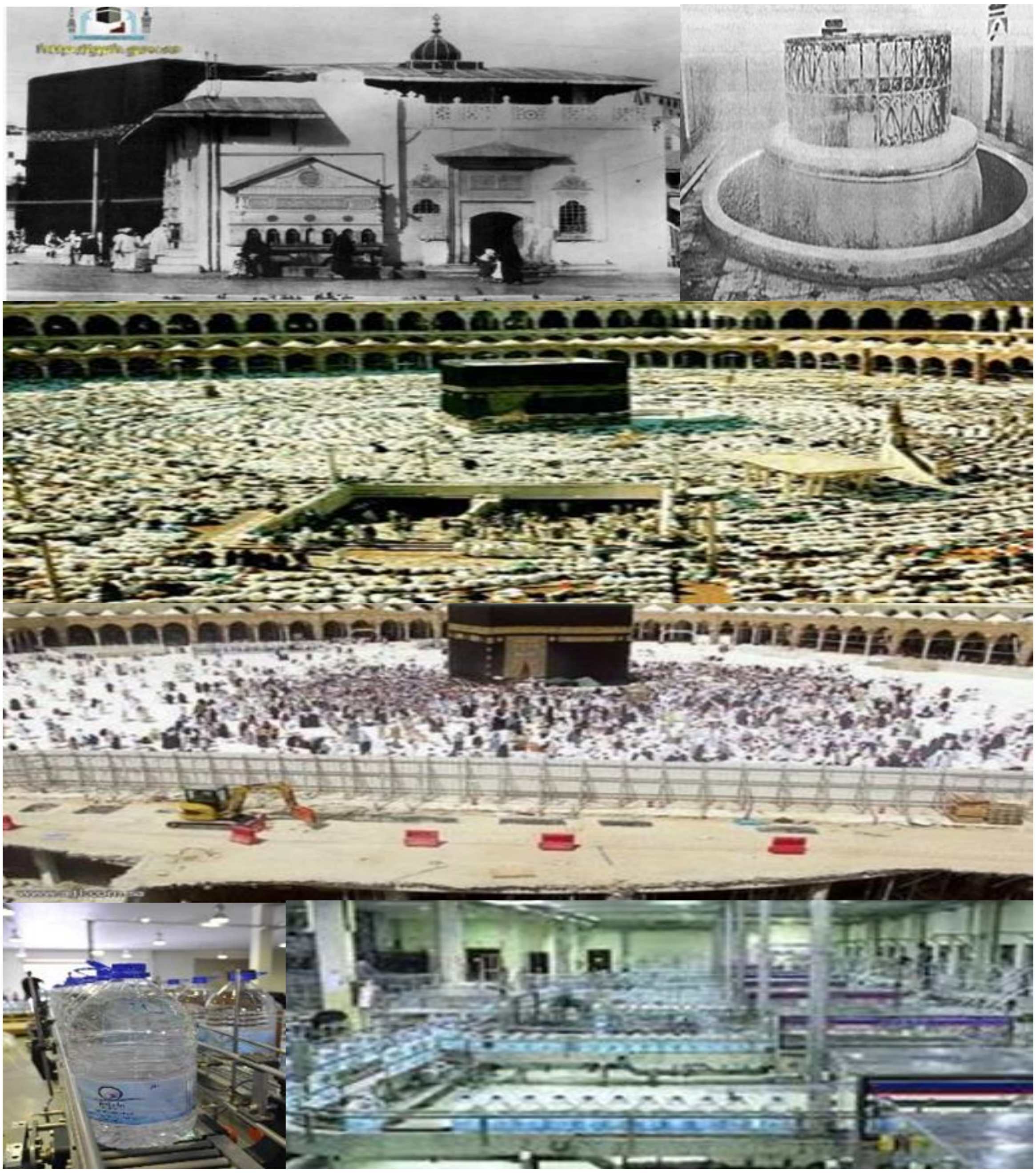

Figure A.H.4.1: The Expansion of Zamzam
(Source: AG).

A.H.5 Mina's Housing options

Pilgrims often tour Makkah in groups that are organized by agents in their home countries, and who are in charge of making accommodation arrangements. Hotels in Makkah range from shabby tents to 7-star suites.

In fact, the better part of the year Mina is deserted, but becomes overcrowded during the month of Hajj. For a long time, there have not been any improvements in Mina apart from the development of transport systems in paths leading there as well as the setting up of a municipal water facility. Muslims who go to Mina used to carry their own tents and camp for a number of days waiting for the pilgrimage season. However, there has always existed a stiff competition between pilgrims in an attempt to put up their tents closer to Al Jamarat.

Figure AH.5.1: The pilgrims in1940 at Mina.
(Source: AG).

As stated in the start of this section, a number of reasons have led to serious accidents during the time of Hajj, including fires, malfunctioning of crowd control, crushes, and construction work. Bianchi (2004) claims that the dramatic increase in the number of pilgrims in the last 3 decades has led to the destruction of about 2,700 fatalities from the mid-1970s. This has resulted in crowd control issues and campsite fires.

The worst disaster occurred in 1997 due to overcrowding in Mina. During this season, tents were not organised into sections according to the nationality of pilgrims and were randomly pitched, thus brooding a disastrous fire that razed the campsite. As a result, 1,500 persons were affected, 343 fatalities, and 70,000 cotton tents burnt (Bianchi 2004). In its recent effort to re-design Mina's tent city, the government of Saudi Arabia has spent no less than \$25 billion to procure durable fire-resistant tents that are made of Teflon and fibreglass coated with PTFE (Zhenghua 2009).

The materials used for this construction are highly effective and resistant to fire. Similarly, they do not emit poisonous gases that cause suffocation unless when temperatures are extremely high (KAPL 2012). The project had three phases and the final phase was in 2000, with installation works of over 100,000 air-conditioned tents being made. According to KAPl (2012), the final phase also saw more than 2.5 m2 of space being completed, and the house could now accommodate about 2.6M pilgrims, as indicated in Figure A.H.5.2 the tents at the place have been spread in a manner that ensures effective utilization of the land in Mina. The layout of the new tent city takes a number of key features into consideration. They include features such disaster management and prevention by having a detailed fire safety network for the entire area of Mina (Al Majalla 2013).

Figure A.H.5.2: The fireproof tents in Mina
(Source: KAPL 2012).

According to Al Majalla (2013), the area of Mina has now been separated into different regions, each of with its own exterior wall, and is connected to other areas by pathways. There are three varying tent sizes of 8 x 12 M, 8 x 8 M, and 8 x 6 M. Furthermore, the design of tents allow them to provide protection against wind. Similarly, the coated tents are designed to withstand high temperatures that reaches 700°C. Also, the tents have a life span of up to 25 years.

Studies are ongoing to establish about 60,000 effective and fireproof tents for Arafat. at a cost estimated to be SR 2 billion. This will also extend to Mina to accommodate 7M pilgrims and then the start of construction on the mountains in Mina. This will be part of the effort by the government to improve service delivery to pilgrims (MMRA government report 1997).

However, despite numerous efforts and steps taken by the Saudi government, these fatalities are still taking place, and much of it can be owed to the lack human resource management and effective communications amongst different stakeholders of the Hajj ceremony. The complexity of these issues arise from the huge numbers of crowds gathering that intend to perform the Hajj ceremony within 4 days and within a relatively small area of land. Therefore, to enable this research identifies the problems faced by the pilgrims and the Ministry of Hajj, it is important to explain the steps of Hajj.

Despite a number of steps and efforts taken by the government of Saudi, these accidents are still occurring. Most of them are as a result of ineffective communication and inadequate human resource management strategies amongst Hajj ceremony stakeholders. The density of these issues emanates from overcrowding of pilgrims during the Hajj ceremony that only takes 4 days in a limited area of land. Therefore, to enable this study to point out the key challenges encountered by the Ministry of Hajj and the pilgrims, it is necessary to explore the steps of Hajj.

A.H.6 Al Jamarat project

Al Jamarat, just like Mina, was never changed from Prophet Mohammed's time, thus remaining with only three stone columns laid down in small ponds as illustrated in Figure AH.6.1.

Figure AH.6.1: The pillars of Al Jamarat that symbolizes of represent the temptations of Satan in the 1950. (Source: AG).

Construction of the first Al Jamarat Bridge took place in the year 1975 to address the escalating number of pilgrims. This project was therefore provided in two levels in order to make the stoning ritual easy (KAPL 2012). As the number of pilgrims surpassed the average level, constant expansion of the bridge became necessary in order to control overcrowding. According to Sultani (2011), the bridge was expanded in 1985, 1990, as well as in 2004.

Klüpfel (2005) states that the Al Jamarat became the world's focal point in the study of crowd dynamics, and the issues it causes have already been studied by a number of researchers, like Selim and Al-Rabeh (1991); Al-Haboubi (2003); AlGadhi, Saad AH, and Mahmassani (1991); Hughes (2003); and Helbing, (2007). All these researchers aimed at coming up with remedies to the problems caused by the Al Jamarat Bridge. However, they proposed that a new layout be designed. Koshak (2005) recommended the use of Geographic Information Systems (GIS) to enhance the smooth movement of pilgrims. The authorities in Saudi are committed at whatever cost to find out an effective solution to the problem (Al-Haboubi 2003).

AlGadhi and Still's proposal in 2003 was one of the most outstanding works to date. They proposed that the Municipal and Rural Affairs Ministry, together with caretakers of the Two Hajj Holy Mosques Institute Research, collaborate in order to come up with a durable solution for Al Jamarat. They also recommended a five-level design in favor of Al Jamarat Bridge with the aims of reducing the bridge's congestion at any point in time, as well as do away with fatal accidents witnessed in the past events. Six hundred and ninety five million dollars was approved by King Abdullah for the new multilevel facility. Construction of the bridge began soon after the 2006 Hajj season came to an end. The new structure measures 80 meters wide by 950 meters long with five levels that each measure 12 meters high (Ilyas 2013). The levels are fitted with air-conditioners and water sprinklers to lower temperature levels to 29 degrees Celsius. Worldfolioa (2012) maintains that the roof on the fifth floor has special awnings (as indicated in Figure AH.6.2). There are 12 entrances and exits in the development and these can accommodate around 3 million pilgrims during peak hours.

Moreover, there are civil defence forces, emergency services, and public security in the new bridge. The two helicopter landing pads available in the bridge help pilgrims should an accident occur (Worldfolio 2012). The furnished project is anticipated to be a 12-floor structure with the capacity to accommodate up to five million pilgrims if necessary (Ilyas 2013). Al Jamarat was completed in about two years because the pilgrim rituals could not be disrupted by the construction process (KAPL 2012). See Figure AH.6.2.

Figure A4.6.2: The Al Jamarat Bridge in 2012.(Source: KAPL 2012).

Appendix I: Transportation and The Hajj Environment Projects and Services.

A.I.1 Transportation.

A.I.2 The Hajj Environment.

Appendix I: Transportation's and The Hajj Environment' projects and Services.

A.I.1 Transportation

Makkah has for a long time been a transportation hub that remains to be a focal point for roads connecting it with other cities within the Arabian Peninsula (Hekki 1988). During the Islamic age, there were seven key pilgrimage routes to Makkah that the Arabian Peninsula established (Al-Rashed 2001). The routes were followed traditionally by the pilgrims from different parts of Arabian Peninsula, as follows: the Egyptian route, the Shami route (Palestine, Jordan, and Syria), the Omani route, Yemeni interior and coastal routes, as well as the Iraq routes that include Basrai and Kufai. At the points of intersection among the routes, dignitaries and local leaders provided food and water to the worshipers and their animals. Along the routes, such facilities as wells, guesthouses, dams, markets, and mosques were also available for the pilgrims (Al-Rashed 2001). Moreover, Memish, Stephens, Steffen, and Ahmed (2012) argued that the routes were so familiar that they gained literal attention in a number of nations. For instance, the passage to or from Makkah was known as Adab Al Rihlain the Arabic language and Safarnameh in the Persian literature denoting a travel letter.

A.I.1.1 Buses and cars

Pilgrims need to move from one particular place to the other, including Arafat, Mina, the Holy Mosque, Muzdalifah, and their environs that possess certain temporal and geographical framework during Hajj (KAPL 2012). Movement among these sites has greatly been enhanced as time goes by. The only means of transport permitted to ferry the pilgrims from one holy site to the other has for a long time been the use of buses. However, KAPL (2012) states that buses have increased in number thus creating problems like long waiting times, traffic jams, and increased pollution. It should be understood that transferring over 3 million pilgrims from one place to the other is not a joke, but a logistical challenge faced by Hajj organizers. In contrast with other public events like the Olympics, all pilgrims should carry out the rites in specified places within the same range of time during the Hajj. Thousands of taxis and over 20,000 buses transport pilgrims to and from Makkah (holy sites), while so many others walk on foot. The organizers of Hajj recently banned the use of cars whose capacities are less than 9 passengers. They have also improved the road systems within the Holy City.

A.I.1.2 The Holy Places Train

For a number of years, pilgrims have been suffering from the impediments caused by the problems, especially when conducting their rituals. A new means of transporting pilgrims, commonly known as Al Mashaaer Metro, was therefore built in 2010 to make the process of Hajj as easy as possible. The sole purpose of building Al Mashaaer Metro was to reduce the number of buses ferrying worshipers during Hajj by about 75%. A light rail system with the capacity of 72,000 people per hour has also been procured to transport people to and from Makkah's pilgrimage sites, as illustrated in Figure A.I.1.2.1. The light rail system connects Mina, Arafat, and Muzdalifah based on railway-technology.com.

Figure A.I.1.2.1: The Mashaaear train station in Holy Places.
Source: DCOMM

A.I.1.3 Tunnels

Makkah's specific physical features include a number of steep-sided valleys and mountains that surround the Mosque as well as other holy sites (Hekki 1988). The topography constitutes the key issues that affect the city's shape and development in Makkah. It has also created issues in connecting the city's different areas, as argued by Hekki (1988).

Figure A.I.1.3.1: The Tunnels in Makkah and Holy Places.
Source: DCOMM

According to Al-Thaqafi (2012), the local mountains have hard rocks. As a result, Makkah's authorities have been figuring out since 1980 how the different cities could be connected. The authorities realized that parts of the Holy City could best be linked by way of drilling tunnels through the mountains. However, the tunnels have greatly impacted the city's connectivity by making the distance between different locations shorter and shorter (Hekki 1988). The number of tunnels in Makkah currently stands at 62, covering a total distance of 30km (Ibrahim 2009). This makes Makkah one of the cities with the largest number of tunnels of such nature (Al-Thaqafi 2012). Of these tunnels, 10 are entirely used by pedestrians, while 52 are used by vehicles (Ibrahim 2009).

A.I.2 The Hajj Environment

The management of Hajj has the obligation of ensuring that all the Muslims who travel from different parts of the world to attend Hajji are secure and in a conducive environment.

A.I.2.1 Water and Food Services

It is not an easy task to provide water and food to the large number of people who attend Hajj. The meals are prepared on a huge scale. They are prepared in various kitchens and then shared with the pilgrims. According to Zain Al-Abideen (2001), over 3 million pilgrims attend and there is need to supply around 100 million bottles of water to satisfy everyone. The Hajj generates large quantities of purified water across the world during the pilgrimage season to quench the thirst of massive crowds. Mohamed F.al-Ghamdi, the General Manager of the General Establishment for Water Desalination West Coast, via the Sabq online newspaper of 2013, affirmed that the administration had taken up its responsibility of supplying desalinated water to pilgrims. He went on say that Shuaiba plants supplied 677,000 m3 of water daily to be used by Makkah, together with the holy sites, without cases of shortages or other interruptions. During this season, food vendors provide extra suppliers, together with more staff, who help in distributing water and meals. However, these meals are always tested by the Municipality of Makkah to confirm if they meet established standards and hygiene before they are redistributed to pilgrims (Zain Al-Abideen 2001).

A.I.2.2 Security of the Hajj

The authorities in charge of security in Makkah and other Holy sites have the major tasks of managing the crowd and controlling security. Hajj poses a significant challenge with regard to security as a result the massive diversity of languages, cultures, and age groups among the pilgrims (KAPL 2012). The major security concerns include stampedes, violence, terrorist attacks, natural disasters such as floods, and accidents such as fires (Associated Press 2008).

One could expect that Hajj, a spiritual event, would be free from crime. However, such assumption has never been the case. For instance, cases of theft have been reported. As a result, 50,000 additional extra police and other related security officers are deployed to the holy city to ensure public safety and order during the Hajj. The public safety control areas are also fed with about 3,000 CCTV cameras. Recently, the local telecommunication firms began to give pilgrims free SIM cards upon arrival to enhance communication amongst themselves. One of the worst terrorist attacks at the Mosque was on the 20th Nov. 1979, when a number of armed Muslim radicals occupied the place. The incident was neutralization by the Saudi army with the support of French and Pakistani troops. However, about 600 people were injured while 250 were killed during this event. The dead included worshippers, troops, and the insurgents (Alamri 2010).

In some cases, there is usually some intergroup conflict when one group acts in an aggressive way toward the other. An example is when some pilgrims are profiled based on the region they come from, such as Indonesians or Africa. Other groups, like Iranian groups, use the Hajj to protest. It is also possible to have squatters in this event. These are the people who manage to attend the event without using the right procedures. Because they are not accounted for, it becomes difficult to identify their number and this affects safety and planning of the Hajj. During the Hajji, the local administration cannot predict how many squatters could be sleeping on the streets. Certainly, the local authorities have an important task to do to address this concern even though there are no major conflicts most of the time.

The Hajj of 1987 saw thousands of pilgrims from Iran rioting. The rioting intensified after an assault on some security men and pilgrims. The incident ended with 649 wounded and another 402 dead (Alamri 2010). As a result of this incident, pilgrims from Iran were barred from attending the Hajj for the following years of 1988 and 1989. This was principally attributed to the political tension that existed between the two countries during that time.

Currently, Saudi Arabia recruits 95,000 security guard officers. They are then equipped with modern equipment and technologies provided by the Ministry of the Interior, Ministry of Defense, the General Intelligence, and National Guard, with ultimate aim of ensuring a secure and safe Hajj period (Al Arabiya 2013).

Another security concern is to control and manage the entrances to Makkah during Hajj. Having an effective mechanism will enhance the smooth flow of pilgrims and ensure that access is only to those with Hajj permits (Al Arabiya 2013). During Hajj, there are other zones that can be overcrowded at different phases, such as Saee, Tawaf, or when stoning the Devil. During these phases, it can reach a point at which the number of pilgrims exceed four persons per m2 (Al-Turki 2010). The key challenge for the security team and other authorities is planning and managing the movement of pedestrians and buses to and from Muzdalifah, Arafat, Mina, and the Mosque. According to KAPL (2012), security authorities also have the responsibility of controlling the movement of pilgrims in different zones, and also ensure that they are separated from the local traffic. The need for local authorities to enhance and control movements was as a result of crises that have been witnessed for the last three decades. This is illustrated in table 7.2. One of the major deaths that ever occurred during Hajj was in 1990, when a ventilation system within one of the tunnels connecting the holy sites failed. Bianchi (2004) claims that the failure of the system created a human stampede that resulted to asphyxia that eventually led to the death of 1,426 pilgrims.

Appendix J: The Organizational Structure of Undersecretaries within the MHU.

Appendix J: The organizational structure of undersecretaries within the MHU.

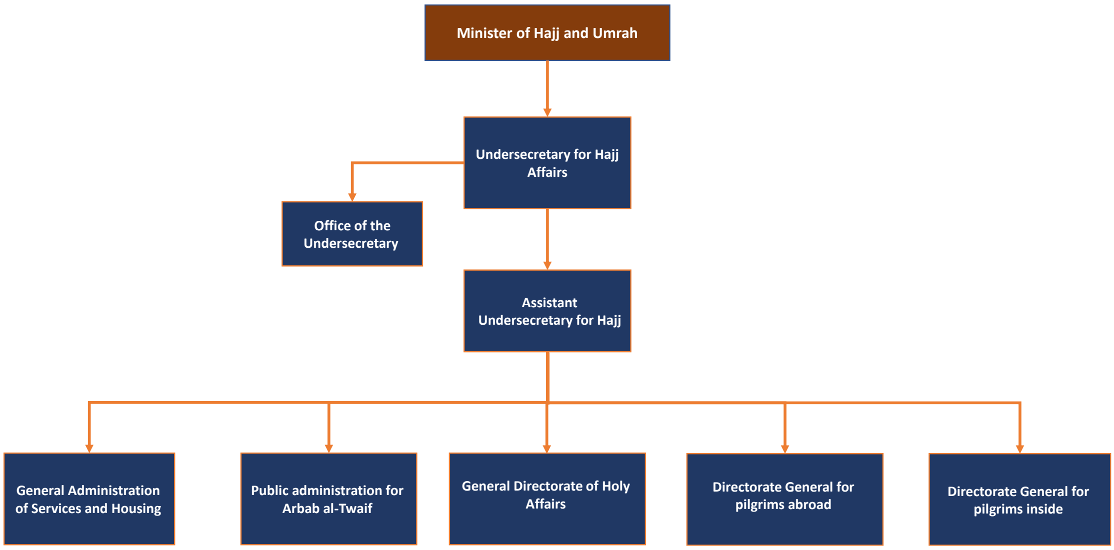

Figure J.1: Structure for the Undersecretary for Hajj Affairs Affairs (Source: MHU, 2017).

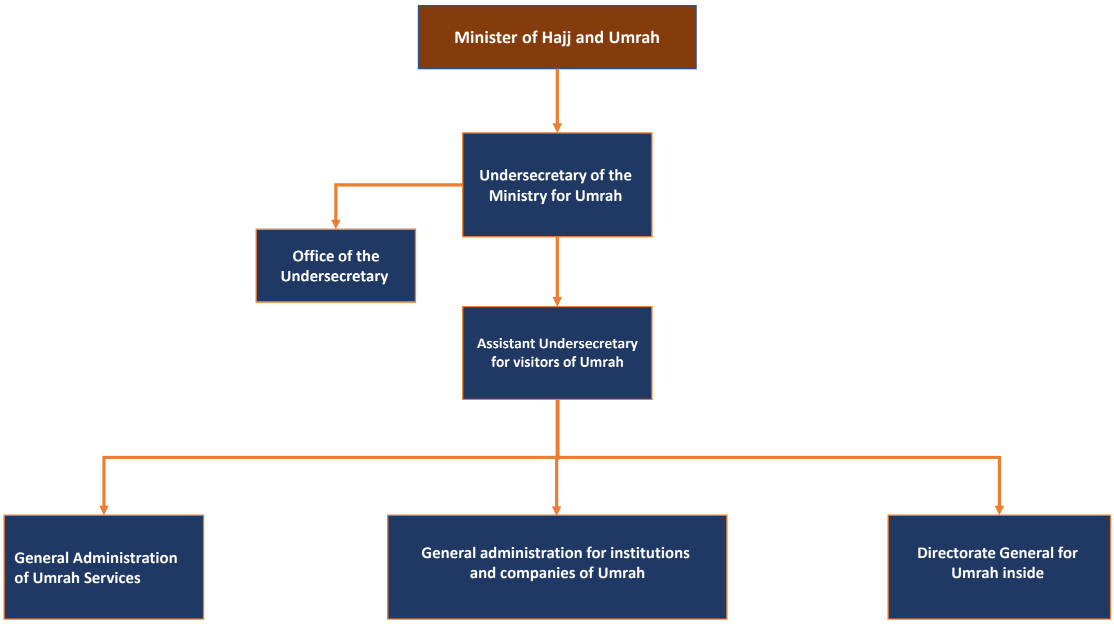

Figure J.2: Structure for the Undersecretary of the Ministry for Umrah (Source: MHU, 2017).

Appendix J: The organizational structure of undersecretaries within the MHU.

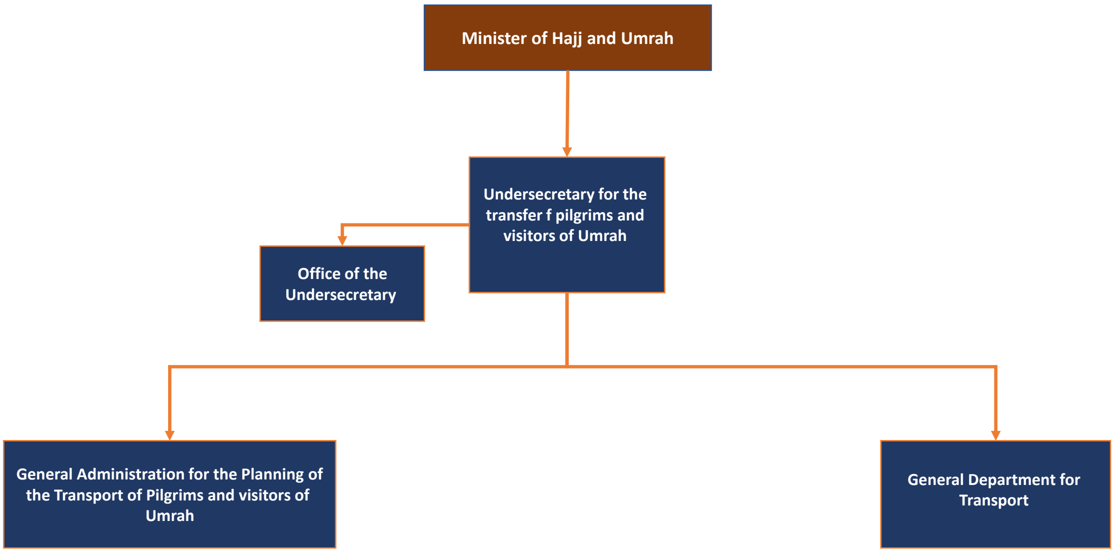

Figure J.3: Structure for the Undersecretary for the Transfer of Pilgrims and Umrah Visitors (Source: MHU, 2017).

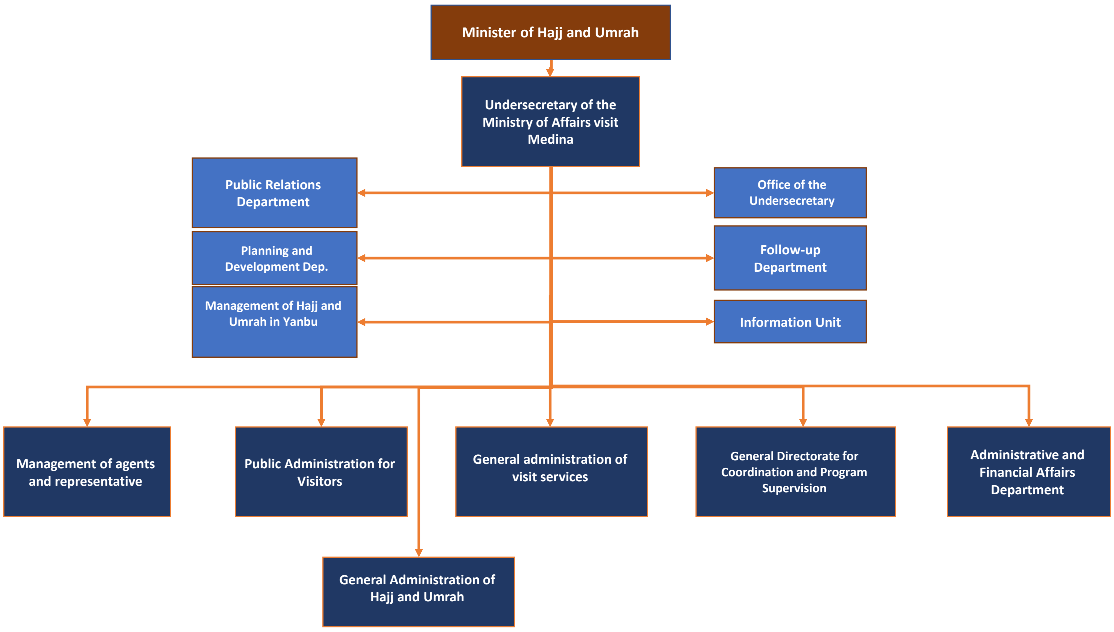

Figure J.4: Structure for the Undersecretary of the Ministry of Affairs Visit (Madinah) (Source: MHU, 2017).

Appendix J: The organizational structure of undersecretaries within the MHU.

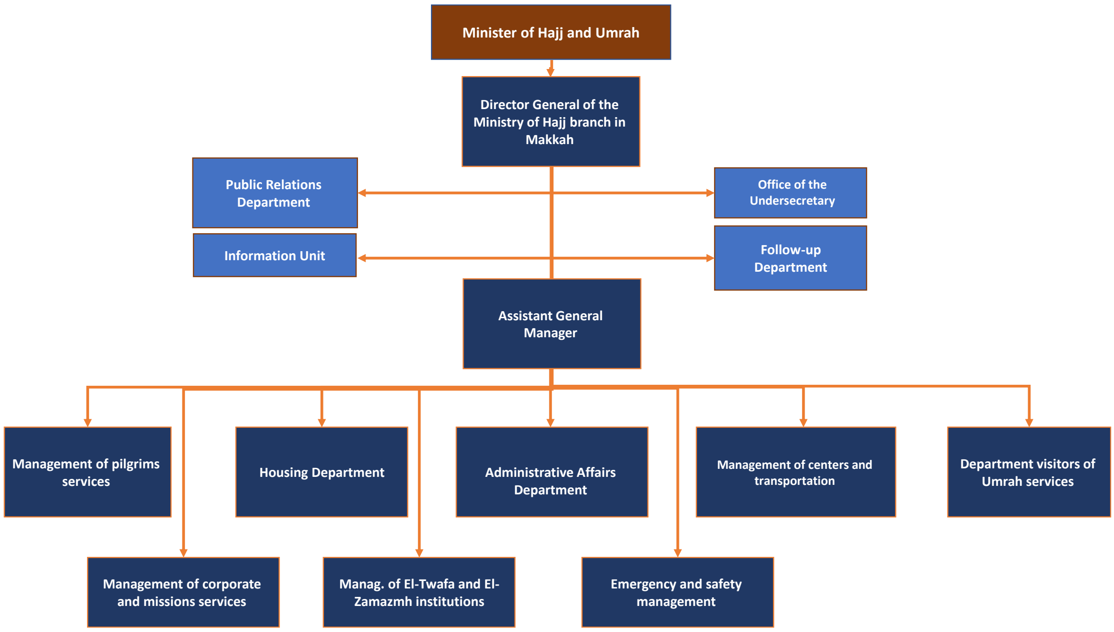

Figure J.5: Structure for the Director General of the Ministry of Hajj (Makkah branch) (Source: MHU, 2017).

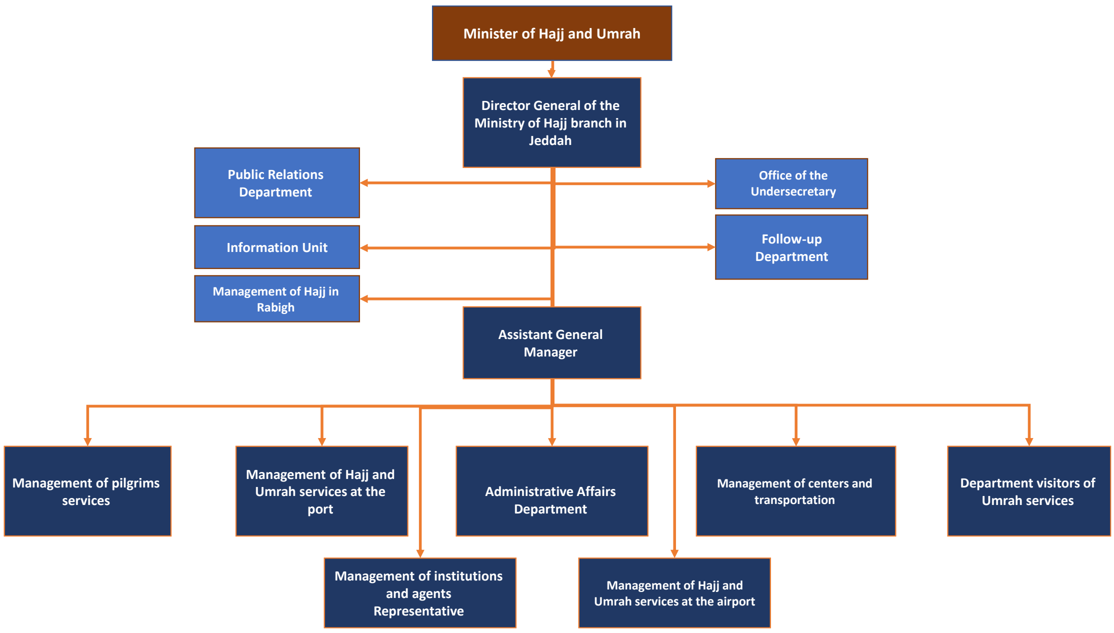

Figure J.6: Structure for the Director General of the Ministry of Hajj (Jeddah branch) (Source: MHU, 2017).

Appendix K: The Management Hajj

Appendix K.A: Hajj Stakeholders

1. Hajj Missions for External Pilgrims.
2. Internal Pilgrims Programme.
3. Tawafa Establishments.
4. ‘Mutawif’ (Hajj guides)

Appendix K.B: The Hajj E-track “Massar

1. Processing Hajj Visa Applications.
2. Approval of Specific Services
3. Approval of Operational Plans
4. Approval of Foreign Agents

Appendix K.C: Supervising & Monitoring Programme

(All Rituals and Pilgrim Sites)

Appendix K.D: Tafweej of External Pilgrims Programme

(Dispatching):

1. Travel by Air
2. Travel by Sea
3. Travel by Road

Appendix K.E: Tafweej to the Jamarat Facility

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Appendix K.A: Hajj Stakeholders

1. Hajj Missions for External Pilgrims.

Around 80% of pilgrims come to the Kingdom via Hajj missions with just 20% coming via private companies or tourist agencies (MHU, 2020). Almost all Islamic states have authorised bodies identified as Hajj missions, whose function is to take over the responsibility of preparing and following up the affairs of their pilgrims. MHU officials hold regular meetings with delegations of official representatives regarding all the issues associated with the services provided for the pilgrims during the Hajj period, including accommodation, transportation, and catering. The permitted number of pilgrims from each country or region is also set through these official missions.

The number of states having official Hajj missions with which the MHU holds meetings is about 70. The meetings take place over a period of around four months that ends with the beginning of Ramadan. The feedback received from the MHU branches about the previous Hajj season are evaluated and any deficiencies are addressed, and each Hajj mission is required to sign transcriptions of agreements with the Ministry.

2. Internal Pilgrims Programme.

The Ministry appoints a number of employees assigned to carry out monitoring tasks on the activities of internal pilgrims during the Hajj season, such as receiving complaints, ensuring the speed of response, preserving data about violations detected, and investigating and issuing defaulters. Legal fines are also imposed. The programme also runs mass-media campaigns to educate and inform citizens and residents about approved and legitimate companies and institutions. From mid-Dhu al-Qa'dah onwards (approximately a month before the Hajj begins), the Ministry launches citizen information campaigns using all types of media, including print (newspapers and magazines), broadcast (radio), and visual (TV and online) to help people avoid the dangers of Hajj scam projects. The Ministry also maintains a toll-free hotline to answers questions and deal with requests during this period.

One of the main concerns for internal pilgrims identified by this programme is the shortage of space for internal pilgrims at the holy sites, notably at Mina, where the number of pilgrims is often higher than the internal pilgrims camps can accommodate. As a result, the MHU now provides information about the numbers of pilgrims arriving in Mina and the available tent capacity to help to manage crowds more effectively.

3. Tawafa Establishments.

Most of the pilgrims who participate in Hajj have never visited Makkah before; they require food, transportation, accommodation, and information, especially those who do not speak Arabic. Such pilgrims are guided by their respective Tawafa establishments, which operate in coordination with tourist companies, the official Hajj Missions, and the Pilgrims Affairs Offices, and support pilgrims from their arrival until they complete the pilgrimage. The services they provide include accommodation in Mina, Arafat, and Makkah, as well as delivery of food and guiding pilgrims within the historic sites.

Figure K.A.1.shows the nine official Tawafa groups with the responsibility of serving pilgrims who attend the Hajj. Together they form the Tawafa Establishment, which now works under the MHU and has transformed the responsibility from an individual to a corporate enterprise (MHU, 2017). Six of these establishments are found in the Holy Sites and in Makkah, each serving pilgrims based on the region from which they come. The other three are private establishments based in Makkah, Arafat, Muzdalifah, Mina, Madinah, and Jeddah, and provide services to all pilgrims throughout the Hajj process.

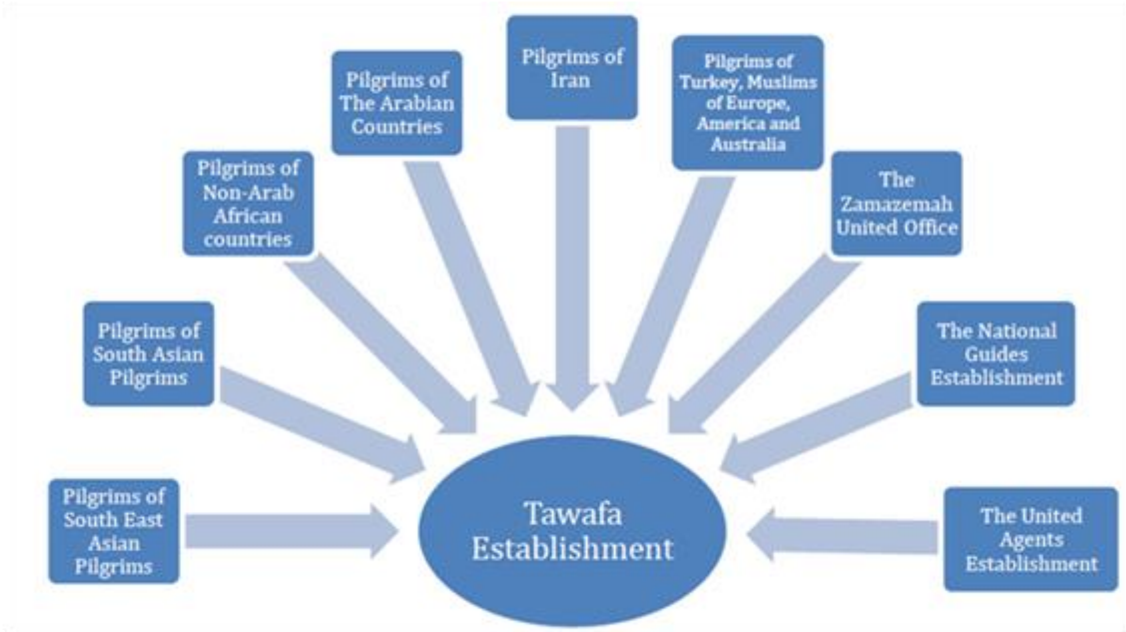

Figure K.A.1: The Official Tawafa Establishment
Source: MHU, 2017

According to MHU (2017), Tawafa establishments are spread in such a way as to serve pilgrims of more than one nation, and there are currently establishments for pilgrims from; Arab Countries, Iran, South Asia, South East Asia, Non-Arab African Nations, and Turkey, Europe, Australasia and the Americas, and they currently provide services to 167 countries and regions in total. The MHU has made it a policy that each establishment serves only pilgrims from its specific region except in exceptional circumstances. Table K.A.1 shows the countries each establishment is responsible for.

Table K.A.1: The Countries and Regions Each Tawafa Establishment is Responsible For

1, Tawafa Establishment for Pilgrims of Arab Countries, which acts as an internal agent to these countries under the supervision of the MHU.					
	country		country		country
1	Kuwait	9	Oman	17	Tunisia
2	Syria	10	Lebanon	18	Djibouti
3	Morocco	11	Algeria	19	Palestine
4	Sudan	12	Yemen	20	Somalia
5	Libya	13	Egypt	21	Mauritania
6	Bahrian	14	Iraq	22	Eritrea
7	U.A. E	15	Comoros		
8	Jordan	16	Qatar		
2, Tawafa Establishment for Pilgrims of Iran which acts as an internal agent to this country under the supervision of the MHU.					
			country		
1			Iran		
3, Tawafa Establishment for Pilgrims from South Asian Countries, which acts as an internal agent to these countries under the supervision of the MHU.					
	country		country		country
1	Pakistan	4	Afghanistan	7	Sri Lanka
2	The Maldives	5	Myanmar	8	Nepal
3	India	6	Bangladesh		
4, Tawafa Establishment for Pilgrims from Southeast Asian Countries which acts as an internal agent to these countries under the supervision of the MHU.					
	country		country		country
1	Indonesia	7	Malaysia	13	P. R. China
2	Thailand	8	Taiwan	14	Philippines
3	Singapore	9	Brunei (Dar es Salaam)	15	Vietnam
4	Cambodia	10	South Korea	16	Macao
5	North Korea	11	Mongolia	17	Japan
6	Guam	12	Hong Kong		
5, Tawafa Establishment for Pilgrims from Non-Arab African Countries which acts as an internal agent to these countries under the supervision of the MHU.					
	country		country		country
1	Senegal	16	South Africa	31	Lesotho
2	Niger	17	Ethiopia	32	Botswana
3	Chad	18	Liberia	33	Zambia
4	Burkina Faso	19	Ghana	34	Seychelles
5	Gabon	20	Uganda	35	Congo

6	Cameroon	21	Kenya	36	Central Africa
7	Mauritius	22	Sierra Leone	37	Madagascar
8	Mali	23	Mozambique	38	Réunion
9	Togo	24	Guinea-Bissau	39	Saint Helena
10	Benin	25	Swaziland	40	Zaire
11	Guinea-Conakry	26	Equatorial Guinea	41	Mayotte
12	Ivory Coast	27	Burundi	42	Angola
13	Nigeria	28	Malawi	43	Cape Verde
14	Gambia	29	Namibia	44	South Sudan
15	Tanzania	30	Rwanda	45	Democratic Republic of the Congo
6, Tawafa Establishment for Pilgrims from Turkey, Europe, Australia and the Americas which acts as an internal agent to these countries under the supervision of the MHU.					
Central Asia and Eastern Europe					
	country		country		country
1	Turkey	10	Uzbekistan	19	Dagestan
2	Chechnya	11	Nesterovskaya (Analgesia)	20	Ocarina
3	Kazakhstan	12	Bashkortostan	21	Kyrgyzstan
4	Tajikistan	13	Russia	22	Georgia
5	Azerbaijan	14	Kosovo	23	Slovenia
6	Albania	15	Macedonia	24	Slovakia
7	Macedonia & Serbia	16	Bosnia & Herzegovina	25	Turkmenistan
8	Croatia	17	Romania	26	Czech Republic
9	Poland	18	Hungary	27	Bulgaria
Australasia					
28	New Zealand	29	Australia	30	Fiji
Europe					
31	U.K	38	Cyprus	45	Germany
32	Italy	39	Luxembourg	46	Belgium
33	Ireland	40	Monaco	47	Denmark
34	Spain	41	France	48	Greece
35	Portugal	42	Norway	49	Finland
36	Netherlands	43	Switzerland	50	Austria
37	Iceland	44	Malta	51	Sweden

South America					
52	Brazil	57	Ecuador	62	Bolivia
53	Guatemala	58	Uruguay	63	Panama
54	Haiti	59	Argentina	64	Bolivia
55	Colombia	60	Paraguay	65	Panama
56	Venezuela	61	Peru		
Central America					
66	Jamaica	69	Costa Rica	72	Cuba
67	Guyana	70	Nicaragua	73	Mexico
68	Dominican	71	Suriname		
North America					
74	U S A	75	Greenland	76	Canada
Total: 169 Countries and regions					

Source: Adapted by the Author from MHU (2016)

4. ‘Mutawif’ (Hajj guides):

The Ministry has committed a lot of resources to enhance diversity in Makkah and to ensure a range of services is available to pilgrims who cannot speak Arabic. Key partners in this process are the Hajj guides, known as ‘Mutawif’, who work as part of the Tawafa establishments under the supervision of the MHU. Drawn from diverse backgrounds and speaking both their native language and Arabic, Mutawif have been guiding Hajj pilgrims for over 700 years, with the profession inherited from generation to generation. Pilgrims instantly feel more at ease when they realise the Mutawif speaks a language they understand, and this greatly helps to minimize angry outbursts, upset and confusion.

The following section examines the links between the MHU and these establishments in relation to the different stages of the Hajj, demonstrating the wide-ranging scope of these partnerships and the responsibilities they bear.

<u>Appendix K.B</u>: The Hajj E-track "Massar

1. Processing Hajj Visa Applications.

This involves a wide range of stakeholders, notably Saudi embassies across the world, the Tawafa establishments, the Pilgrims Affairs Offices, the Hajj missions, agencies of Hajj organising companies, and Hajj Application Service Providers (HASPs), all under the overall control of the MHU.

One of the MHU's key duties includes receiving visa applications from prospective pilgrims. However, these cannot be approved unless the legal requirements, standards and conditions are met according to the quota system agreed with the Hajj missions. As a result, the MHU has created a global electronic network intended to process Hajj visa applications. Through the Hajj E-track, all the rules relating to pilgrims' arrivals and departures are applied, and no via is issued unless these requirements are satisfied. This involves a wide range of stakeholders, notably, Saudi embassies worldwide, the Tawafa establishments, the Pilgrims' Affairs Offices, the Hajj missions, agencies of the Hajj organising companies, and Hajj Application Service Providers (HASPs), all under the overall control of the MHU.

2. Approval of Specific Services

The MHU has issued a special regulation to follow-up the establishments involved in organising the Hajj in terms of their legal status and ensuring their services meet the legal necessities specified for them. The Hajj E-track system enables them to approve specific services offered by the Tawafa establishments, the Pilgrims Affairs Offices, Hajj missions, and Hajj organising companies, including accommodation in Makkah and Madinah, transportation (provided through the General Cars Syndicate), and other services, such as food.

3. Approval of Operational Plans

Countries which do not have Pilgrims Affairs Offices or Hajj missions, mostly in Europe or the Americas, maintain links with the MHU through "Hajj organising companies". These companies are required to present comprehensive operational plans to the MHU for approval. These detail their businesses and routines during the whole Hajj period, and must comply with the quota allocated to each company and the appropriate service standards.

4. Approval of Foreign Agents

Groups or individual wishing to organise and arrange Hajj trips are required to submit an official contract to the MHU for authentication and approval to ensure they meet the conditions of the Tawafa Establishment. The responsibilities and duties of the foreign agent are determined by the companies organising the Hajj and the Tawafa institutions.

Appendix K.C: Supervising & Monitoring Programme

(All Rituals and Pilgrim Sites):

This is one of the main duties of the MHU. The programme's purpose is to tightly control all the service providers for pilgrims, including Tawafa formations, internal pilgrims companies, pilgrim transport providers, and companies supplying hospitality services.

The MHU appoints qualified and experienced seasonal workers to provide 24-hour a day supervision at all pilgrimage sites in order to:

- Ensure good services are provided.
- Establish corrective actions to deliver immediate solutions if problems arise.
- Take actions against offenders including issuing penalties

The programme has adopted a consistent monitoring of hospitality services for pilgrims' at all the holy sites. Also, a specific centre equipped with the latest technical tools has been established in Madinah to support the programme, with a particular emphasis on improving leadership and logistics support.

Appendix K.D: Tafweej of External Pilgrims Programme

(Dispatching):

1. Travel by Air

94% of the total number of external pilgrims arrive by air (Statistics Authority, 2019). This part of the programme aims to reduce the number of hours they wait at airports in the Kingdom and to complete all departure procedures in the shortest possible time.

Pilgrims' journeys are managed through an electronic link between the MHU, the General Authority of Civil Aviation, and Saudi Arabian Airlines in order to obtain dates and flight schedules. The programme also involves the General Syndicate of Cars, the Raft establishments in Makkah, the National Scouts Foundation in Makkah and Madinah, the Ministry of Health, and the Departments of Immigration and Customs.

2. Travel by Sea

The arrival and departure of pilgrims by sea through the City of Jeddah and Yanbu Port is controlled to ensure pilgrims arrive on time and ship loading processes are completed as efficiently as possible. This involves a similar range of stakeholders, including the Ministry of Health, the Departments of Immigration and Customs, the Raft establishments, travel agencies, and transportation companies.

3. Travel by Road

Pilgrims are obliged to leave the country at the same place they arrived; this enables the MHU to monitor numbers and ensure compliance with departure regulations. This involves many of the same stakeholders as the other travel route management processes.

Appendix K.E: Tafweej to the Jamarat Facility

- A top supervisory committee directed by HE the Deputy, Head of Makkah region, the Undersecretary of the MHU, the Undersecretary of the Ministry of Municipal and Rural Affairs, the Commander-in-Chief of the Hajj Security Forces, the Dean of the Custodian of the Two Holy Sites, the Director of the Hajj Research Institute The permanent and private units, comprising those concerned with Tafweej responsibilities at every Tawafa organisation or internal pilgrims company.
- A field superintendent team who observe the Tafweej at every field service supplier or internal pilgrims company 24 hours a day under the supervision of the MHU and Hajj missions in conjunction with the Ministry of Municipal and Rural Affairs. This team focuses in particular on monitoring the readiness of establishments and companies, and assessing the Tafweej plans at the Jamarat facility to avoid overcrowding and its consequences.

Appendix L: Research Method Summarised

A) Research Design

A.1 Research Philosophy

A.2 Research Approaches

A.2.1 Deductive and Inductive Approaches

A. Research Design(5.3)

Several types of design may be used in research, notably those described by Crotty (1998), Kagioglou et al., (2000), and Saunders et al. (2016).

Crotty (1998) identified four aspects that any research design should include, namely: a) the epistemological framework of the research; b) the theoretical perspective underpinning the research; c) the methodology that guides method choice; and, finally, d) the method proposed for use in the research. Table L-1 illustrates Crotty's research design.

Table L-1: Crotty's Research Design

Research Design Dimensions	Explanation
Epistemology	The theory of knowledge, specifically relating to methods and validity. This covers subjectivism, constructivism and objectivism.
Theoretical perspective	The philosophical paradigm which guides one's thinking, such as positivism, interpretivism, critical inquiry, feminism, or postmodernism.
Methodology	The strategy, plan, process or design that connects methods and outcomes, and governs the choice and use of research methods. Types of methodology include experimental research, survey research, ethnography, phenomenological research, grounded theory, action research, and discourse analysis.
Method	Methods of data collection and analysis, such as questionnaire, interview, focus group, case study, statistical analysis, and cognitive mapping.

Source: Crotty (1998)

The nested research design developed by Kagioglou et al. (2000) includes three stages: the research philosophy; the research approaches; and the research techniques. However, this model does not differ significantly from Crotty's model.

In this design, the 'research approaches' are the methods used to produce and assess theories (e.g. case study, action research, survey, and experiment), while 'research techniques' are the methods used to collect data (e.g. interview, questionnaire, focus group, and observation). This nested research design is illustrated in Figure L-1 .

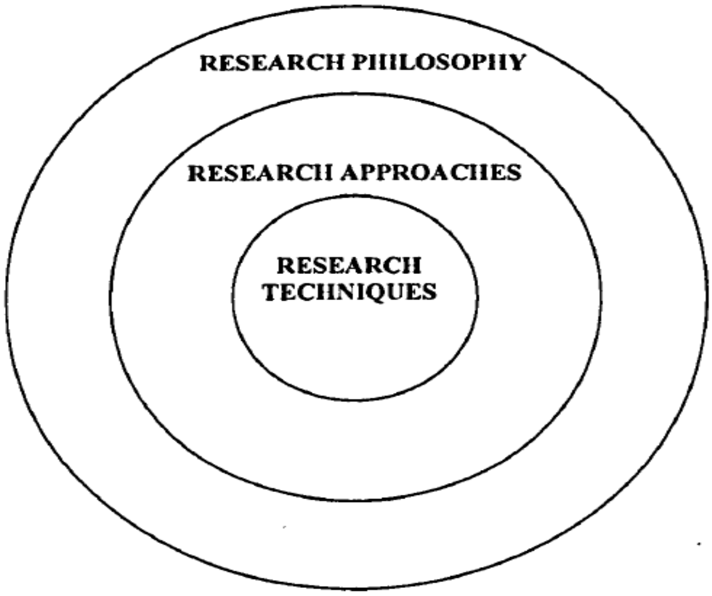

Figure L-1: The Nested Research Model for Kagioglou et al.
Source: Kagioglou et al. (2000)

The nested research model was enhanced by Saunders et al. (2016) through the addition of three extra layers, creating the so-called 'research onion', which derived its name from the resemblance of the six layers of the model to the rings of an onion. This model is illustrated in Figure L-2.

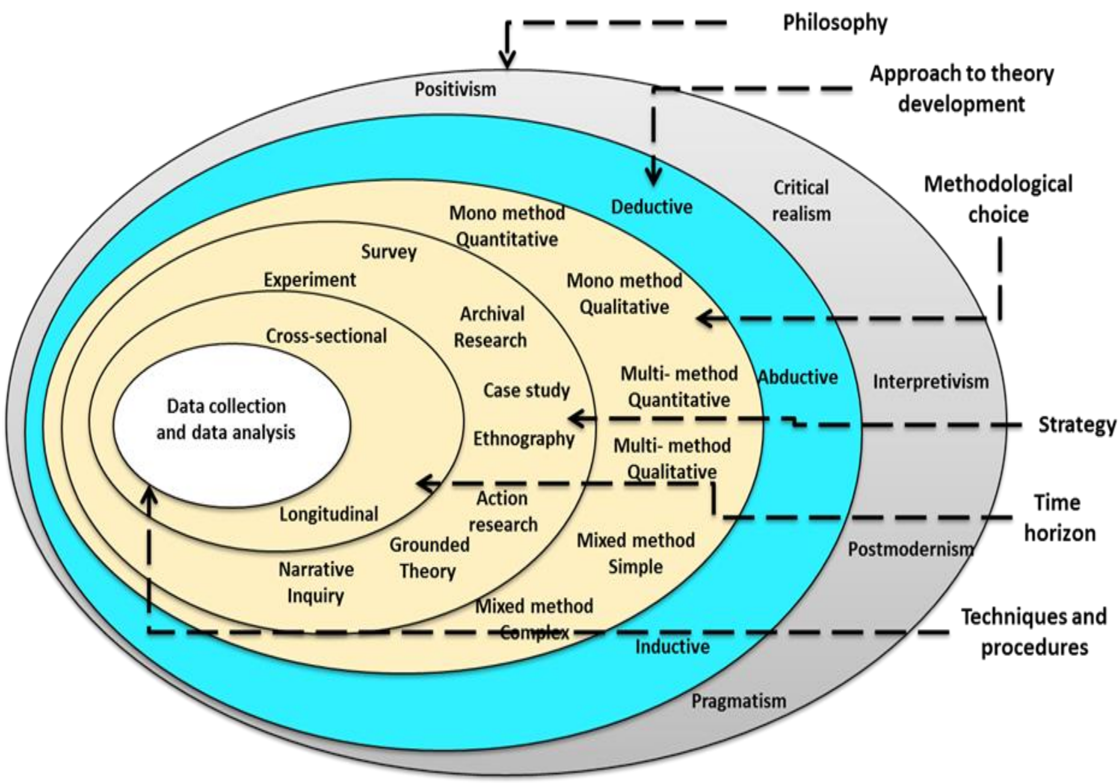

Figure L-2: The 'Research Onion' Model.
Source: Saunders et al. (2016)

A comparative analysis of the three models highlights the aspects in which they differ and those in which they are similar. Both the nested research model and the research onion offer a layered approach, but the 'research approach' in the former is equivalent to the 'research strategies' in the latter. Table L-2 provides a summary of the similarities and differences between the three models.

Table L-2: A Comparison of the Models Proposed by Crotty (1998), Kagioglou et al. (2000), and Saunders et al. (2003)

Research design elements (Crotty, 1998)	Nested research model (Kagioglou et al., 2000)	Ring onion (Saunders et al., 2016)
Epistemology Theoretical Perspective	Research Philosophy	Research Philosophy
		Research Approaches
Methodology	Research Approaches	Research Strategies
		Time Horizons
		Choices
Method	Research Techniques	Data Collection Methods

Source : Crotty (1998), Kagioglou et al. (2000), and Saunders et al. (2003)

The research design for the present study uses the six-layered onion model proposed by Saunders et al. (2016) as a guide. The preference for this model is that it puts forward a detailed outline that enables the researcher to go over each step methodically. As a result, in line with Saunders et al.'s (2016) model, the research model for this study includes the research philosophy, research approach, research strategy, time horizons, methodological choices, and data gathering and data analysis methods.

A.1. Research Philosophy (5.3.1)

Research philosophy is concerned with the production and character of knowledge (Saunders et al., 2016). Although there is a lack of consensus among researchers regarding the exact nature of research philosophy, many philosophical stances identify positivism and interpretivism as the major research philosophies (Easterby-Smith et al., 2012). Positivism employs rational approaches to identify general laws and cause-effect relationships, while interpretivism seeks to gain insight into individuals' perceptions of the world as a way of elucidating human actions (Sexton, 2003). Positivism relies on direct data or information to observe and extract 'facts', without which the concrete and external world cannot be investigated. By contrast, interpretivism perceives the world as a social construction of a subjective rather than objective nature, within which individuals engage in creative action and maintain interactions with one another (Easterby-Smith et al., 2012). This means that, within interpretivism, individuals' perceptions and behaviours have the same importance as observations of their behaviour.

Both positivism and interpretivism involve three main philosophical assumptions: ontology, epistemology, and axiology. Collis and Hussey (2014) provided a comparison of these assumptions in the respective philosophies (See Table L-3), and each one is described in further detail below.

Table L-3: A Comparison of the Assumptions in Positivism and Interpretivism.

Assumption of the Philosophy	Positivism	Interpretivism
Ontological assumption: The reality of the knowledge; in other words, the nature of reality.	Reality: Objectivism; Apart from the research; Singular, one truth.	Reality: Subjectivism; Several, according to the research participants
Epistemological assumption: what establishes the validity of knowledge.	Researcher: Independent of what is being investigated.	Researcher: Cannot be removed from what is being investigated.
Axiological assumption: The character of values.	Research is: Value-free or neutral as well as unbiased	Research is: Value laden and may be biased.

Source: Collis and Hussey, (2014)

The ontological assumption is about the nature of reality, in other words, the reality of the knowledge. In positivistic philosophy, reality is objective and outside the control of the researcher. Consequently, this assumption relies on one reality, experienced by all of us, and is often found in the area of the natural sciences. By contrast, interpretivism considers that reality is incomprehensible, a perspective more commonly associated with social sciences research. In this type of research, each individual has their own logic of knowledge or reality which in turn means that any understanding of the social world is shaped by the viewpoint of the examined participants. As a result, interpretivism considers multiple knowledges (realities) which are socially generated by individuals in different ways (Sutrisna 2011).

The epistemological assumption is about the knowledge or the reality of the world and how is obtained and received (Sexton, 2008). Positivist philosophy is concerned with the correct methods of obtaining knowledge and its validation (Collis and Hussey, 2014). Conversely, interpretivism emphasises the meaning rather than the measurement of reality and focuses on understanding reality by answering ‘what’, ‘why’ and ‘how’ questions (Ibid). In interpretivism, the researcher is seen as independent of what is being investigated; hence, reality can only be understood and interpreted (Sutrisna, 2011).

The axiological assumption is linked to the role of values. Positivist philosophy regards research as neutral, value-free, and unbiased for the reason that the researcher is independent of what is being investigating. However, interpretivism regards research as value-laden because the researcher is part of the research process and makes judgements about what is being investigated (Collis and Hussey, 2014).

This study explores the training needs at each stage of the Hajj process based on the stakeholders’ perceptions and interpretations of actual and expected performances. It is grounded in social sciences research and embedded in the concept of real-life experience. Therefore, interpretivism forms the main philosophy of this research, where the ontological assumption is that reality is socially built, the epistemological assumption is that knowledge is collected by exploring the views and opinions of relevant individuals, and the axiological assumption is that research is value-laden, consequently biases may be expressed by participants and by the researcher (as he/she interacts with what is being investigated). As a result, the researcher in interpretivist research must consider how to avoid these biases. Although interpretivism is the main philosophy in this research, positivism is also used in order to validate the findings of the research.

A.2. Research Approaches (5.3.2)

The research approaches define the roles of the existing body of knowledge, as collected in the study of the literature, and the methods used by the researcher in gathering and analysing the data (Sutrisna, 2011). The research approach is directed by the philosophy, aims, and objectives of the research.

A.2.1. Deductive and Inductive Approaches (5.3.2.1)

The two main research approaches are the deductive and the inductive approach. The deductive approach involves formulation of the research theory and hypothesis, followed by the creation of a research strategy by which to assess the hypothesis, while in the inductive approach, the outcomes of the data analysis informs the theory formulation (Saunders et al., 2016). The deductive approach is a theory-testing procedure that starts by deducing a hypothesis or a theory from the existing knowledge through a review of the literature and then aims to confirm or refute the hypothesis. As such, it moves from the general to the specific and usually goes with positivism.

Conversely, the inductive approach is an investigation of a social or person dilemma from several points of views (Yin, 2013). It involves formulating a theory by collecting data from interviews, documentation, observations, etc. and then constructing a theory in response to the data analysis (Saunders, et al. 2016). Thus the inductive approach moves from the specific to the general, and it typically goes with interpretivism.

According to Pathirage, et al. (2008), the central distinction between the deductive and the inductive approach is in their use of the existing body of knowledge and their role in data-gathering. Table L-4 provides a comparison of the two approaches.

Table L-4: A Comparison of the Deductive and Inductive Approaches.

Deduction	Induction
Moves from existing theory to data	Starts from data to build a theory
Often goes with natural sciences	Often goes with social sciences
A well-controlled approach	Flexible formation to allow changes
Explains the fundamental relationships between variables	Considers the meanings of humans in connection to events
Requires a sufficient sample size to generalise the conclusions	Not as much concern about the need to generalise

Source: Pathirage, et al. (2008)

However, there is further type of approach known as the abductive approach. This approach begins with finding the facts and then moves on to explanations about observable facts (Saunders et al., 2016). Facts usually appear as the researcher encounters experimental phenomena that cannot be accounted for using existing theories. In adopting an abductive approach, the researcher needs to choose the best explanation of the facts that were found in the initial data collection stage. In addition, the researcher combines cognitive and numerical approaches to account for each fact that is uncovered (Ibid).

It is also worth mentioning that Martin and Cepeda (2005) affirm that no research is free of theory as all practical study begins with some fundamental thought and proceeds via some sort of conceptual framework. In this regard, Saunders et al. (2016) suggest combining deduction and induction approaches to create a highly constructive approach.

Based on the above discussion and the nature of this research project, the researcher firstly began with a review of the literature to understand the phenomenon from the theoretical angle before dealing with the phenomenon from its practical side. For that reason, this research follows both the deductive and inductive approaches.

Appendix M: Details of Research Finding

A. More details of the Results Analysis (the Interviews)

B. More detail of the Results for the Questionnaire & Analysis (Employees).

A. More details of the Results Analysis (the Interviews)

1. According to interviewee MM8, the department he works in is responsible for supervising the affairs of licensed Hajj and Umrah companies, institutions and pilgrimage organizers from tourist companies licensed to bring pilgrims and visitors from outside the Kingdom.

Interviewees MM2 and MM7 also reported that they provided transport services for pilgrims, as well as following up the Ministry's indicators and initiatives related to the Kingdom's Vision 2030 in this field.

Another activities and services provided were mentioned by MM10, who described preparing developmental and operational studies for MHU projects and following up projects in the Holy Places, for example, preparing studies on distribution sites and transportation.

Communications are considered one of the essential activities and services provided to help and guide pilgrims, especially communications with pilgrims themselves and the MHU's Hajj partners in the public and private sector. MM9 explained that internal communication among ministry staff now uses state of the art ICT, particularly social media, to consult about pilgrims' services and the steps to take to improve them.

The responsibility to educate and develop both pilgrimage staff and visitors was affirmed by one of participants, who mentioned that:

"*the services provided vary from the internal clients (the pilgrimage staff) and the external customers (pilgrims and visitors), where we seek to educate and develop the internal client to suit the needs of the work and the external customer at the same time*." (MM8)

In addition, interviewees mentioned that all matters related to jobs, employees, and the application of the civil service system and its executive regulations, were dealt with in one department, while another was concerned with procurement and disbursement of dues of executing companies.

In regard to the 'Development of programmes and systems', interviewees reported that the MHU management offers several services, namely: software and systems development, the provision of reports and statistics, the supply of computer hardware and accessories, wired and wireless networks provision, computer maintenance and technical support, and information security services for systems and beneficiaries. As the MHU provides a number of services for pilgrims in Saudi Arabia and in countries that will send pilgrims, this department also develops programmes, applications and websites designed to facilitate these services and communicate with the Ministry.

Furthermore, MM11 referred to the institutions that serve pilgrims in the holy sites of Makkah and Madinah and explained the services his department oversee or provide:

"*All activities of Raft and Hajj institutions that supervise the services of international pilgrims in Makkah, the holy sites, and Madinah, and all the services provided to them, such as accommodation, transportation, allowance and guidance, in cooperation with the Hajj representatives and pilgrimage missions from the Islamic countries, organizers of the pilgrims in Europe and America, and Muslim minorities, in addition to the MHU's affairs, including supporting local pilgrims and supervising the institutions and companies of the Hajj and the medical missions*." (MM11)

The progress of pilgrims' services at the MHU has an impact on the SA economy. It also has an impact on other issues, like resolving the problems of unemployment and reviving internal markets such as public transportation, the services sector, restaurants, business, and shops.

2. TM2 reported that, in addition to his work, he was involved in a number of different committees, each with a different domain, such as the IT Committee, the Staff Proposals Committee, the Optimization of Resources Committee, and the Committee of Electronic Relations. These were also mentioned by another interviewee who said he shared in the preparation of reports for some departments and the supervision of other departments at certain times of the year, including seasonal employment and participation in the committees working during the Pilgrimage.

Furthermore, MM2 described directly participating in Hajj activities and guidance, for example by guiding buses and groups of pilgrims to their accommodation and their next rite. He also mentioned handing pilgrims on to the contractors from their respective pilgrim offices who are responsible for their services, as each group has a dedicated office that is responsible for all the services provided to them within the holy sites in and around Makkah. MM3 also spoke about:

"*Welcoming guests of the holy sites, such as pilgrims and visitors, at ports such as airports, seaports and land ports, and preparing programmes to receive them and facilitate their procedures and guidance*." (MM3)

MM12 mentioned attending workshops and seminars as other activities in addition to the duties of his role, among a wider range of activities, including conferences, workshops, and communication with other countries to educate and raise pilgrims' awareness in order to improve their comfort and security. He also mentioned participating in seminars and workshops related to the MHU. For example, workshops between officials in the Ministry, or with the bodies involved in services for pilgrims from the public sector ministries, security agencies, and the private sector companies involved in pilgrim transportation, allowance and housing. Organizing and participating in workshops and events inside and outside the Ministry, such as seminars related to Hajj and its programmes with stakeholders and participants in the work of Hajj, were mentioned.

Other interviewees described sharing in project management and activities related to the follow-up on transactions and projects with bodies within the MHU and coordination with outside entities. In this respect, both MM5 and MM10 said that they contribute by studying new projects and developing and implementing previous MHU projects in line with the Kingdom's vision to develop services and facilities for pilgrims. Participation in ministry initiatives to conform to Vision2030 with regard to the holy sites and the development of the services provided to pilgrims were also mentioned. In this context, MM4 described participating in the:

"*Preparation of all programmes and tasks, also preparation of legal studies that help in the completion and success of projects, whether studies or projects related to the services for pilgrims directly*." (MM4)

3. Those who answered 'Yes' mentioned participation in training and development in a variety of subjects.

One respondent (TM1) suggested changing the pattern of training as most courses are run by the IPA, which follows the Ministry of Public Service, and provides only general and non-specialized courses for MHU staff. As a result, he felt that the MHU should take advantage of experts who specialize in staff training and use diverse training methods.

However, two interviewees identified the training programmes they had participated in and said they were organised through the National Centre for Performance Measurement (ADAA) an independent government body responsible for monitoring the performance of public entities and disseminating the culture of performance within KSA. In the same context, MM10 mentioned training and development focusing on technology and:

"*developing special programmes for archiving transactions electronically and receiving and sending transactions with one reference number and sequence of powers in electronic transactions*." (MM10)

Interviewees also revealed that field training is offered to new employees as well as to students who are given internships in summer (TM2). Others mentioned participating in the provision of training courses for workers on the Hajj and Umrah, for Hajj and Umrah institutions, and for companies supporting the Hajj under the supervision of the MHU.

4. MM5 and MM7 both said that training courses were arranged in agreement with external training offices such as the Management Institute. On this matter, MM7 said they were usually arranged through third parties such as the National Centre for Measuring Performance (for KPIP, Strategic Management, Strategic Planning, and Change Management), as well as the IPA.

Two other types of training used by the departments were mentioned by interviewees; these were training on initiatives related to the MHU and performance indicators, and training courses on project management at the Institute of Public Administration.

5. Interviewee MM12 had the same opinion when talking about the department, declaring that it was fully responsible for training, and that the management of training and development falls to Personnel under the supervision of the HRs Department.

The responses to this question make it clear that the HR management is responsible for training and development in all departments in the MHU.

6. In this context, another participant (TM2) talked from his point of view and experiences, and revealed his sense of responsibility towards their work:

"*The main aim and objectives of our HR training is to create an integrated work team seeking to serve the local and international pilgrims and Umrah seekers. This is a great honour which we appreciate*." (TM2)

He also identified an additional human resource development goal related to improving employee performance, improving productivity, and achieving the required level of competence for all staff within three years.

7. MM12 echoed this and described the importance of engaging with the HR department:

"*Effective participation between personnel affairs and our management is very fruitful, as the nature of the work assigned to management and its involvement with the public is* *what the training department lacks, so there is a need to get help from the team to be complementary to each other*" (MM12)

8. Two interviewees (TM3 and MM2) stated that preparation of the training plan was done through meetings only, and insisted that it needed to be achieved through meetings only.

In case of the response 'I do not know', four interviewees said they hadn't thought about what is involved in the preparation of the training plan in the department. Only one amongst them provided an explanation of his answer, saying "I do not know, because there is no coordinator or specialist in our administration who is qualified for that." (MM7). He added that the HR department in the Ministry did not provide them with any plans or ask them to identify their needs until they know the roadmap for such requirements. Only one participant (MM11) stated that there is no preparation of training plans in his department.

Monitoring the required skills and needs is considered one of the essential techniques used in the preparation of training plan in the department. In this context, participant TM2 mentioned the plan includes the following points: monitoring the required skills according to the strategic plan requirements and assessing existing staff skills. Moreover, MM6 and MM12 stated that the training plan involves achieving employee satisfaction by understanding his needs, and providing the training required by informing the competent authority about the management staff's needs.

The response 'General plan' refers to a mechanism adopted by the MHU in the preparation of the training plan in the departments. Interviewee TM1 spoke from his own experience and explained the steps involved:

"*There is a general plan for the Ministry as follows: a) Preparation of strategic objectives for training and the development of workers' performance; b) gathering information to identify training needs from all sources; c) adopting annual training plans and prioritizing the programmes that cover them; d) contracting with the appropriate training bodies and centres, or with specialized experts, to carry out the training programs; e) cooperation with different sectors and departments in the Ministry to determine the training objectives of each programme, its duration, its targets, and the trainers in the training bodies that can be used in its implementation; and f) setting timetables for the implementation of training programs in coordination with the participants and training destinations that benefit from them.*" (TM1)

In response to this question, MM5 also confirmed that there is an annual study of staff training needs.

The development of effective training plans and courses to address gaps, identify priority areas and consider how they will be addressed is crucial. Developing plans were mentioned by three of the interviewees, for example, TM2 said they were developing a training course for each group of employees and a training plan for each department, and also increasing the academic and practical capacities of employees.

From the responses to this question, the MHU should have a process of training plan implementation to discuss the requirements and principles of training needs.

9. Moreover, another interviewee mentioned this factor amongst others, namely: the lack of staff, lack of financial resources, and the limited budget. In the same context, TM2 identified an additional issue, noting that budgets for training can change according to circumstances; funds may be allocated to training at the beginning of the year, but they may be used for something else that is considered more important.

With respect to resignations and job rotation, TM1, MM1, MM7 stated that identifying training gaps and considering which courses and areas to develop was useless if staff resigned or moved to another job, thereby disrupting the training plan. TM2 added:

"*the resignation and mobility of staff confuse the plan and the provision of training to achieve the desired objectives either because of the lack of training or because of a lack of commitment to the employee*." (TM2)

This view was echoed by MM2 who said that frequent changes of officials and employee promotions affected the training plan and the training itself because some training programmes depended on previous experience from existing staff. Another interviewee made a similar point, and identified further issues, stating "*the circulation of employees due to promotions or resignations. Also, the overlap between the seasons of Hajj and Umrah and the training period, and the low budget affect the continuation of training programmes."* (MM8)

The responses to this question indicate that the training budget has considerable importance for senior staff in the MHU; they can track courses expenses for different types of training, decide how they can reduce costs, and how they could continue to benefit from training despite the turnover rate of the work log will not be known, but most retired employees are replaced on retirement or after promotion and staff resignations.

10. However, MM2 expressed the view that there were no stages because basically there was no training.

Establishing employee willingness to participate, determining functional merit, assessing performance of employees, and determining the actual training needs were also mentioned by different interviewees as crucial stages in the implementation of the training plan. They identified four key aspects associated with employees, including training contents, career status of the trainee, qualifications and experience, and desire and determination of functional merit. They added that this was also dependant on the number of full- and part-time staff, their scientific qualifications, the location of their work, and the extent of their readiness to participate in the process of development.

Furthermore, two interviewees from different departments had the same view that the training plan should be implemented quarterly or annually in their departments, saying, "*The implementation of the training plan shall be conducted quarterly and in cooperation with the concerned administration*." (MM12), and "*Quarterly plans and annual plans [are] based on the needs of all departments [determined] through meetings*." (MM5)

11. Regular meetings was also mentioned. Interviewee MM12 expressed his view that:

"*the administration depends entirely on periodic meetings with its employees, since they know what is happening on the site, and also on modern techniques in order to ease the facilitation of the stages of Hajj and Umrah. In terms of training specifications, it cannot be limited to one scope and the main reason for this is the different languages of communication between employees and international pilgrims*." (MM12)

Furthermore, the majority of participants stated that determining the requirements of work and training were used as methods for specifying the training needs of the staff and the department. In this context it was declared that each department in the MHU determines its annual needs, on the basis of which annual training plans are developed to raise the efficiency of employees (MM3). Knowing the job tasks required and the need to develop employees in line with the Kingdom's vision for 2030 was also mentioned.

Participant TM3 explained the approaches used in his department to determine the training needs of the staff:

"*training needs are developed through the following: After analyzing and reviewing the results of the annual staff assessment, the aspects that need to be developed are identified; or through new job requirements that require specific skills*." (TM3)

12. Another interviewee (TM2) declared that the role of officials in determining needs and organizing plans was a supervisory role rather than participation in the selection process or evaluation of the employee after training or by following the performance of their staff. In this respect, the official has an important role to make sure that the training plan is aligned with both the management functions and the strategic plan of the entity.

The responses to this question suggest that it is the responsibility of the officials because they are the decision makers and play a key role in liaising between the General Directorate, Human Resources, and the IPA. This is especially important in the MHU because its training needs cannot all be met by the IPA, as there are no special courses in the institute for the staff of the Hajj and how to deal with pilgrims and their services.

13. Interviewees MM5 and MM11 had the same view that performance appraisal is used to develop plans to boost staff performance, and this is supplemented by measuring employee productivity.

TM2 also identified a relationship between training and performance evaluation as the training plan has several factors, the most important of which are the performance evaluation results for employees.

Furthermore, MM7 stated that there is a strong and significant relationship between training and performance assessment as assessing the performance identifies the training needs and, after the training, the benefit of these programmes is measured by evaluating the performance and observing whether there is an improvement or not.

TM1 explained the relationship in detail and mentioned the importance of preserving the rights of employees:

“Yes, which characterizes the functional need. Evaluating the performance of employees is linked to their training in order to prepare them for career paths and future projects in all specialized professions. It is normal to have a relationship between training and performance evaluation, and the reason [is] for knowing the extent of benefit from these programs and also from the principle of preserving the rights of employees.” (TM1)

The responses to this question identify the relationship between training and development and performance assessment, and show that training is one of the important factors needed to obtain maximum results from HR and improve employees’ job performance.

14. In the case of the interviewees who answered ‘Yes’, all of them mentioned the importance of involving employees, both in order to learn about any deficiencies in employees that the supervisor sees, and also because they might be able to suggest skills that have not been noticed before but should be included in the training plan.

In this context, both TM3, and MM12 said that employees should be asked about the training programmes they wished to attend and the benefits they would obtain from them; this should be done by submitting a request to the competent authority, as well as by sharing the training needs with the staff, as they are the basis of the training.

However, it is clear from Figure 6-5 that the majority of interviewees acknowledged that they didn't share in identifying training needs. Interviewee TM1 answered 'No' to this question and explained the situation in the departments from his perspective:

"*No, [the employee] does not participate in planning [the training], because its performance is specific to the need for training and the quality of training according to need; training is not based on the employee, but on the development of the employee to contribute to the development of performance plans*." (TM1).

Interviewee MM2 also confirmed that there is no mechanism for such participation in any of the departments in the MHU.

The responses to this question suggest that officials and employee should spend more time and effort participating in determining their training needs and organizing plans.

15. MM12 was the only respondent who stated that there were sufficient funds in the budget, commenting:

"*As a general budget, it is sufficient due to determining the nature of training in advance. The budget for the training facilities is between average and good, as most training is outside the Ministry of Hajj and Umrah and through the institute of Public Administration*." (MM12)

Of those who thought the budget was inadequate, TM3, MM1, MM3, MM5, MM6, and MM11 gave the answer that the budget didn't meet the objectives of human resources development and staff training as the upper limit of training was high and there was no budget for this. Another interviewee echoed this, stating that the budget was not appropriate and did not cover the actual training requirement for comprehensive training for national transformation.

Moreover, Interviewee MM2 said that, in his experience, there was a training course for the participating staff of the rafting institutions, the specialists in transport, and the guides, but this did not include MHU staff because no funds were allocated for such training.

However, one of the interviewees (TM2) said that some training facilities were available, and these included specially equipped training rooms, meeting all the requirements to set up internal training programmes, and meeting rooms that could be used for training but contained minimal training facilities. However, he also stated that the training budget was often insufficient to meet the objectives of the training plan.

The responses to this question indicate that the budget is one of the most vital aspects of any training plan designed to meet the objectives of human resources development and staff training in the period specified.

16. One interviewee (TM3) reported that he had worked with an internal trainer from within his department, who drew on previous experience only to support his colleagues. He helped to assign supervisor or team leader responsibilities and functioned as an assistant lead while learning.

On the other hand, three of the interviewees mentioned the IPA, which follows the Ministry of Civil Service, and confirmed that there are currently no specific approaches for the MHU. However, TM1 felt that "the employees should be satisfied with what is provided by the Institute of Public Administration."

Interviewee MM2 had the same view that the training methods adopted by the Ministry depended on the IPA for staff, but he added that employees involved with the Transport Department could access a training centre under the supervision of the Transport Agency.

Internal and external training were mentioned by five interviewees, with some of them declaring that there were only two types of training. Although there is some distance learning, it has not yet been fully approved. While some staff are trained internally, the MHU also has contracts with external institutes, and these play an important role in meeting its development aims. As TM2 and MM8 noted, the Ministry seeks to engage with everything that is new in the world of training, and this is with the support of the Minister himself (TM2 and MM8).

17. Improving the contents of the training was mentioned by three interviewees (MM5, MM8, and MM12). MM5 said that employees' complaints regarding training were very useful as they were used to improve the content of courses and raise the efficiency of the trainers.

MM12 felt that complaints were dealt with in a professional way, and, this reflected the fact “that the employees are the main gates of the Ministry because they work to make our services reach everyone easily.”

MM8 provided more information about the way his department gather feedback and identify complaints about training events, using questionnaire as a technique:

“*There is a questionnaire that is prepared for the employee after completion of the training to find out how to benefit from it and for recording notes*.” (MM8)

Interviewees TM2 and TM3 explained how they dealt with employees' complaints about training handled by the Ministry by referring them to the Employees’ Rights section:

“*the formal procedure is carried out, and complaints by employees shall be dealt with by referring them to the Rights of Employees [section] for consideration and response*." (TM2 & TM3)

Three interviewees said that they had received no complaints in the field of training. MM2 expressed the view that this was because ‘There are no complaints and employees basically have no desire to do so” (MM2).

18. Two of the respondents declared that there were no approaches to evaluating such plans, and they blamed the training organizers who did not ask training participants to fill out any sort of questionnaire or survey. This was affirmed by MM12 who mentioned that “No method of evaluation has been requested from the competent authority of the Ministry.”

Two other interviewees also mentioned questionnaires. TM1 felt that “the questionnaire of utilization and questionnaire on the ability of the trainer are essential. It is possible to sample the questionnaires as well as the results”, while MM8 said “The questionnaire is filled out only by the trainer, in addition to the comprehensive assessment that is prepared at the end of each season for the employee.”.

MM12 spoke about the use of performance indicators to assess the Ministry's training plans, stating that “*Training plans are evaluated through the development of performance indicators and monitoring of these indicators to achieve objectives*.” (MM12)

In the case of ‘Evaluation’ as an approach to assessing the MHU's training plans, most interviewees agreed about the importance of evaluation at the end of each training course.

Evaluating and implementing training plans and aligning them with management and employee appraisals by various techniques is essential. The responses to this question suggest that the questionnaire is an important tool for assessing the MHU's training plans, along with evaluation and performance indicators. However, these methods of assessment appear to be insufficient, and the MHU should also adopt other suitable techniques to assess their training plans.

19. Two participants stated that they don’t know what the obstacles were, and MM5 explained that this was because there were “no training initiatives for employees that have been informed to our administration”.

In the same context, MM2 stated that there are no obstacles because basically there is no training. However, he added that used his own experience to train employees himself during work hours.

MM11 listed “Lack of budget, lack of adequate and appropriate training, also lack of appropriately trained employees” and commented that “the procedures to obtain approval are relatively complex.”

The lack of appropriately equipped training classrooms was mentioned by MM12 who said “*The main obstacle to each training programme is to provide the right place in each location, as this makes it easy for employees to quickly know the programme*.” (MM12)

TM2 also referred to the lack of adequate and appropriate training. He said that one of the greatest obstacles he faced in determining the training need was the lack of a complete plan in the case of disparity in the capabilities of the staff. Another was the difficulty of developing a plan for each employee because there was no department specializing in training, just a section that performs this task voluntarily.

The lack of availability of training specialists was mentioned by a number of interviewees as a reason for not actively participating in this area. Also, the lack of different types of training programmes and the lack of availability of global courses that drawn on international of experience were reported as obstacles to identifying training needs. Some of these obstacles arise because of the MHU’s dependence on the IPA for training, and the fact it does not provide specialized courses for employees who work with pilgrims.

It is important to overcome the obstacles identified here, as they directly affect the MHU's ability to meet its training goals. The responses indicate that the lack of resources and budget for training purposes is one of the main obstacles to identifying training needs. Where budgets allocated for training staff and employees are not sufficient to meet the training needs, staff do not get a chance for training. Increasing the budget would allow more employees to attend training, but there remain difficulties getting budget approval.

20. **One interviewee stated that training could be improved:**

"*Through the identification of real needs which is possible by surveying managers' opinions, finding the appropriate place and time to hold the training, [and] working on the design of specialized courses*." (MM11)

MM10 expressed the same view, saying that training could be improved by determining the need of each individual employee, then the needs of each section or department.

Two of the interviewees mentioned the importance of staff participation in identifying training needs, and linking training courses to evaluating employee performance and each department's annual requirements.

The use of modern techniques and integrating up-to-date technology in training is important for the departments in the MHU, as they deal with pilgrims from many different nationalities and cultures, and therefore require effective means of understanding and ways of communication.

B. More detail of the Results for the Questionnaire & Analysis

1. Table 1

Table M.B.1: Frequency Distribution for Working Experience

Whole working experience		Number	Percentage
Less than 5 years		28	13.9%
From 6 to 10 years		40	19.9%
From 11 to 15 years		37	18.4%
From 16 to 20 years		42	20.9%
More than 20 years		54	26.9%

Source: Created by the Author

2. Table 2

Table M.B.2: Frequency Distribution for Education Level

Education Level	Number	Percentage
PhD	8	4.0%
MSc	31	15.4%
BSc	101	50.2%
High School	47	23.4%
Other	14	7.0%

Source: Created by the Author

3. Table 3

Table M.B.3: Frequency Distribution for Nature of Employer

Employer	Number	Percentage
Government	163	81.1%
Private	38	18.9%

Source: Created by the Author

4. Table 4

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Table M.B.4: Frequency Distribution for Employment Status

Employment Status	Number	Percentage
Permanent	162	80.6%
Temporary	39	19.4%

Source: Created by the Author

5. Table 5

Table M.B.5: Frequency Distribution for Job Position

Career Level	Number	Percentage
Manager	52	25.9%
Head of department	38	18.9%
Employee	111	55.2%

Source: Created by the Author

6. Table 6

Table M.B.6: Frequency Distribution for Years in Previous Employment

Experience in previous role	Number	Percentage
More than 10 years	31	15.4%
From 6 to 10 years	28	13.9%
From 3 to 5 years	33	16.4%
Less than 2 years	29	14.4%
There is no such position	80	39.8%

Source: Created by the Author

7. Table 7

Table M.B.7: Frequency Distribution for Written Job Description

A written job description that describes the duties and responsibilities of current role?	Number	Percentage
Yes	27	13.4%
No	174	86.6%

Source: Created by the Author

8. Table 8

Table M.B.8: Frequency Distribution for Appropriateness of Pre-Employment Training

Appropriate for employees to receive pre-employment training courses?	Number	Percentage
Yes	186	92.5%
No	15	7.5%

Source: Created by the Author

9. Table 9

Table M.B.9: Frequency Distribution for Appropriateness of Pre-Employment Training

Appropriate for employees to receive pre-employment training courses?	Number	Percentage
Yes	186	92.5%
No	15	7.5%

Source: Created by the Author

10 Table 10

Table M.B.10: Frequency Distribution for Attending Training Courses Before or During Employment

Attending training courses	Number	Percentage
Yes - before employment	20	10.0%
Yes - during employment	149	74.5%
No	31	15.5%

Source: Created by the Author

11 Table 11

Table M.B.11: Frequency Distribution for Personal Assessment of Training Courses Attended

Personal Assessment of The Courses	Number	Percentage
Excellent	26	15.0%
Very good	38	22.0%
Good	17	9.8%
Moderate	12	6.9%
Low	80	46.2%

Source: Created by the Author

12 Table 12

Table M.B.12: Frequency Distribution for Number of Training Courses Attended

Number of times training courses were attended	Number	Percentage
Once time	24	13.9%
From 2 to 3 times	46	26.6%
From 4 to 5 times	30	17.3%
More than 5 times	73	42.2%

Source: Created by the Author

13. Table 13

Table M.B.13: Frequency Distribution for Duration of Training Courses

Duration of Training Courses	Number	Percentage
Too long	8	4.6%
Appropriate	43	24.9%
Not long enough	72	43.9%
Far too short	46	26.6%

Source: Created by the Author

14. Table 14

Table M.B.14: Frequency Distribution for Reasons for Not Attending Training Courses

Reasons why you have not attended training courses	Number	Percentage
Not informed about the courses	45	51.7%
Not suitable for nature of work and location in the MHU	28	32.2%
Did not need them	4	4.6%
Not interested	6	6.9%
Other reasons	4	4.6%

Source: Created by the Author

15 Table 15

Table M.B.15: Frequency Distribution for Frequency of Formal Reviews of Training Needs

Frequency of formal periodic reviews of training needs	Number	Percentage
Always	9	4.7%
Usually	21	10.9%
Sometimes	31	16.2%
Seldom	49	25.5%
Never	82	42.7%

Source: Created by the Author

16. Table 16

Table M.B.16: Frequency Distribution for Participation in Training Courses in the Past

Participation in training courses in the past	Number	Percentage
Yes	25	25%
No	151	75%

Source: Created by the Author

17. Table 17

Table M.B.17: Frequency Distribution for Analysis of Training Needs in Departments

Future training courses needs of employees	Number	Percentage
Every 6 months	9	10.0%
Annually	19	21.1%
Every 2 to 3 years	6	6.7%
Every 4 to 5 years	4	4.4%
More than 5 years	4	4.4%
Never	48	53.9%

Source: Created by the Author

18. Table 18

Table M.B.18: Frequency Distribution for Main Obstacles to Meeting Training Needs

The main obstacles to meeting training needs	Number	Percentage
Lack of funding	68	32.7%
Lack of experience	21	10.1%
Job description is unclear	30	14.4%
Lack of systematic training strategy	59	28.4%
Senior management is not supportive	28	13.5%
Other	2	1.0%

Source: Created by the Author

19. Table 19

Table M.B.19: Frequency Distribution for Most Important Methods For Identify Training Needs

Most important methods for identifying training needs	Number	Percentage
Questionnaires and interviews	98	17.8%
Direct observations	111	20.2%
Training committees, evaluation centres and consultancy	123	22.4%
Performance evaluation models, appraisal reports and notes	92	16.7%
By analysing job descriptions and duties	122	22.2%
Other	4	0.7%

Source: Created by the Author

20. Table 20

Table M.B.20: Frequency Distribution for Most Important Factors Contributing to Successful Training Needs Analysis

The most important factors contributing to the success of the methods of identifying training needs	Number	Percentage
Improve training efficiency	146	27.8%
Clarity in achieving organizational objectives	102	19.4%
Training costs can be reduced by identifying training needs	109	20.8%
Ability to manage change in your administration	106	20.2%
Participants are more knowledgeable and skilled	57	10.9%
Other	5	1.0%

Source: Created by the Author

Appendix N:Conceptual TNA Framework for MHU

Conceptual TNA Framework for the Ministry of Hajj and Umrah:

As Stanley (1987) noted the TNA process concentrates on organisational, operational, and individual analysis, and uses appropriate techniques to gather information about the performance of the organisation and its employees at each of these levels. These analyses should be connected and build on each other to provide a comprehensive picture of the training needs within the organisation.

The discussion in this chapter is based on the conceptual framework for TNA which was generated from the literature review in Chapter 4. The framework was constructed according to the TNA principles identified by analysing the most well-known TNA models in the literature. It consists of four main elements, namely Performance gap identification, Organisational analysis, Operational analysis, and Individual level analysis (SeeFigure 4-5). A brief reminder of these elements is provided below.

Performance gaps: gaps in performance are identified by comparison of the actual performance and the expected performance. It is important to consider the organisation's attitude towards investing in performance enhancement at this stage. This should be accomplished before the three-level analysis takes place.

Organisational level: analysisatthis level evaluates the environment, strategies, and resources within the organisation. It aims to define which departments require training in order to achieve organisational aims, and it is intended to ensure that training aligns with the culture and fundamental objectives of the organisation. SWOT and PEST analysis are often used at this level to facilitate effective planning.

Operational level (Task level): this levels involves collecting information about the specific tasks involved in each role, typically by examining job descriptions and other related documents. It is important to identify exactly what knowledge, skills and abilities (KSAs) are needed to perform particular jobs at this stage.

Individual level: In this level, the performance of individual employees is analysed and their knowledge, skills and abilities assessed in order to identify which workers require training. The results of the analysis form the basis of their training development plans and connects them to approved organisational work goals.

In line with the conceptual framework, the researcher began by considering the MHU's overall attitude and approach to TNA as an organisation.