

**Haigazian University**

**THE IMPACT OF TRAINING AND DEVELOPMENT  
ON THE CAREER PATH OF EMPLOYEES  
IN LEBANON**

**By**

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**THE IMPACT OF TRAINING AND DEVELOPMENT  
ON THE CAREER PATH OF EMPLOYEES**

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## **DEDICATION**

*I would like to dedicate my thesis to my beloved parents, family and friends and to the person  
who was the reason behind pursuing my MBA.*

## **ACKNOWLEDGEMENTS**

First, I thank God for giving me the patience, strength and dedication to complete my paper.

A special thank you goes to Dr. Ghassan Constantine, my advisor, for believing in me and for providing me with his support at a critical point for my thesis completion. Dr. Constantine's background and knowledge were an addition to this study and I believe that I wouldn't have done it without his guidance.

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## **ABSTRACT**

**Of the Thesis of Leila Said Sleiman for Master of Business Administration**

**Title: The Impact of Training Development on Career Path of Employees in Lebanon**

The purpose of this study is to examine the impact of effective training and development on the career path of employees.

An empirical study was conducted using a questionnaire that was made up of 14 questions. The sample was randomly selected from different companies and industries under the condition that they have attended training courses at training institutes or in-house trainings at the companies they work for. The total number of questionnaires that were filled and used in this study was 145 questionnaires.

Descriptive statistics, reliability test, simple linear regression analysis, T-tests, ANOVA tests, factor analysis, and STEPWISE multiple linear regression were conducted for the data that was collected.

Empirical evidence from this study showed that effective training and development has a statistically significant positive relationship with employee benefits and career path of employees.

## TABLE OF CONTENT

DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
TABLE OF CONTENT.....	vii
LIST OF FIGURES.....	ix
CHAPTER ONE: INTRODUCTION.....	1
1.1 Statement of the Problem and Motivation of the Research Project.....	2
CHAPTER TWO: LITERATURE REVIEW.....	4
2.1 Putting things into Perspective.....	4
2.2 Drivers of Training and Development.....	12
2.3 Types and Methods of Delivering Training and Development.....	16
2.4 Process of Training and Development.....	19
2.5 Benefits of Training and Development.....	23
2.5.1 Benefits for the Company.....	23
2.5.2 Benefits for the Society.....	29
2.5.3 Benefits for the Employees.....	30
2.6 The Rights of Employees at Work: Training, Development and Promotion.....	32
2.7 Summary of Literature Review.....	33
CHAPTER THREE: RESEARCH FRAMEWORK AND METHODOLOGY.....	37
3.1 Independent and Dependent Variables.....	37
3.1.1 Independent Variables.....	38

3.1.2 Dependent Variables.....	39
3.2 Research Question and Hypotheses.....	40
3.3 Methodology.....	45
3.3.1 Sample.....	45
3.3.2 Instruments.....	45
CHAPTER FOUR: STATISTICAL ANALYSIS.....	47
4.1 Descriptive Statistics.....	47
4.2 Reliability Test.....	48
4.3 Simple Linear Regression.....	48
4.4 T-Tests for Gender.....	72
4.5 The One-Way Analysis of Variance (ANOVA).....	76
4.5.1 ANOVA Test for Age Groups.....	76
4.5.2 ANOVA Test for Job Ranks.....	78
4.6 Factor Analysis.....	80
4.7 STEPWISE Multiple Linear Regression.....	83
CHAPTER FIVE: SUMMARY OF FINDINGS AND RECOMMENDATIONS.....	92
5.1 Findings.....	92
5.2 Conclusion and Limitations.....	94
5.3 Recommendations.....	96
APPENDIX.....	97
REFERENCES.....	101



## LIST OF FIGURES

Figure 1. The Model that Shows the Relationships between Dependent and Independent

Variables.....	41
Figure 2. Gender Pie Chart.....	47
Figure 3. Age Group Bar Chart.....	47
Figure 4. Rank at the Company Bar Chart.....	47
Figure 5. Summary of Variables Dependencies.....	92
Figure 6. Summary of STEPWISE Multiple Linear Regression Dependencies.....	93

## **CHAPTER ONE**

### **INTRODUCTION**

Thousands of students are graduating each year from different schools and majors while job opportunities in the Lebanese market are much less than the supply. This puts employers at an advantage to choose from among these graduates those that are mostly qualified and best fit their requirements. It also gives employees an insecure feeling and serves as a motive for them to keep on enhancing their skills, knowledge and eventually their profiles. Employees have become more conscious and interested in their career path and seek opportunities that will help them advance and reach their career goals. From both perspectives, the employer and the employee, training and development can serve as a mean to help employers meet their performance expectations by training their employees on the skills and knowledge required for the job; and help employees by equipping them with the resources and tools needed for the current job and for future jobs and positions.

Training and development can benefit both organizations and their employees. Jehanzeb and Bashir (2012) said that by training employees companies will be investing in their most important resource, and they will be ensuring that they have the ability, knowledge and expertise to perform and compete on the market level. Salas et al. (2012) also quoted Boudreau and Ramstad (2005) who suggested that an organization's most sustainable competitive advantage is its trained workforce. However, the scope of this paper will only cover how employees can benefit from training and development and how their career path will be affected.

Employees perceive training as the tool to become competent in their job while they view development as the mean that supports them in gaining the required skills and knowledge for the

next step in their career path. Career Pathing being the process by which employees progress through stages as defined by Noe (2008).

## **1.1 Statement of the Problem and Motivation of the Research Project**

Despite the fact that organizations benefit from training and development when employees benefit too, organizations are still implementing company oriented training strategies rather than strategies involving their employees' benefits. Employees' main focus is their career path, whether it be in the organization itself or elsewhere; and that is why they evaluate each step they take and they try to ensure that it has a positive impact on the path they planned. Why do organizations train their employees, is it to benefit them or to benefit the employees as w? Why do employees register for training sessions, is it because they were sent by their employers or is it a personal initiative to improve their skills and knowledge for self-career pavement?

As an observer in the outsourced training field, my observation usually stopped at the time employees got trained. I was interested to know about what happens to employees after they get trained, whether their performance actually improves, and whether they get a reward for a performance improvement and if they get better career opportunities within the same company or elsewhere.

There are not enough studies conveying the relationship between training and development and career path of employees especially in the Lebanese market. This got me to think whether the relationship between training and development and their benefits is only theoretical and sometimes coincidental, or whether there is a proof or evidence to it. Financial incentives are

important but are no longer the only drivers in today's world; employees are in demand for knowledge and knowledge can be attained by training and development.

This paper will focus on Lebanon as a market and it aims at bringing light on the impact of training and development on the career path of employees.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

In this literature review we will be putting things into perspective by defining the main concepts of this study which are training, development and career pathing. Afterwards, we will be talking about the drivers that were behind the increased demand for training and development. We will then briefly list the types and methods of training and development programs, and describe the process of their implementation. Finally we will go over the benefits of training and development with emphasis on their impact on the career path of employees and the rights of employees to receive training and development and progression as well.

#### **2.1 Putting things into Perspective**

In this section, we will define the main concepts of this paper that are training, development and career pathing. Our aim is to understand the essence of these concepts before proceeding with finding the relationship between them.

##### **Definition of Training**

Salas et al. (2012) defines training as a planned effort done by the company to help its employees learn their job related competencies. The ultimate goal of training is to master the knowledge, skills, and behaviors trained on and apply them to the day-to-day activities.

## **Definition of Development**

Aguinis and Kraiger (2009) on the other hand, defines development as the systematic activities designed to affect employees' knowledge, skills and attitudes for the purpose of personal growth for future jobs and roles.

Training and development are both conducted for improvement. They complement each other as one is done to enhance employees' competencies for the short term or daily activities, and the other is done to help them grow in the future. For simplicity in this thesis paper, the two terms training and development will be interchangeably used.

Training and development is not a one-time activity, it is more like a continuous process to ensure that the company's employees have the skills and knowledge required said Salas et al. (2012).

They talked about how the market dynamics are changing and how it is becoming more difficult to find and maintain a competitive edge with the advancement of technology since all information and techniques are accessible by everyone and easy to imitate. Consequently, companies are relying on skills, commitment, and talent of workforce because they are unique. Companies are now working on developing their labor force and are also concerned about motivating and satisfying them and that is why they have included the development of their needs within their strategic plan.

Salas et al. (2012) introduced a new concept related to training and development. As the desired outcome of training is learning, transfer of learning is now the new concern of people involved in training. Transfer of learning refers to the extent to which what was learned during the training session is related and applied later to the job performance. Basically companies are cautious about this concept because they want to make sure they are investing in the right place.

Aguinis and Kraiger (2009) believed that employees can also benefit from training and development by learning the competencies needed for their current job and for positions they might consider in the future, increasing their job performance and consequently having financial gains and subsequently heightening their job satisfaction, boosting their innovation, lifting their adaptive expertise, enhancing their technical skills, revealing their self-management skills, being exposed to cross-cultural environments, developing their communication skills, and refining their planning skills.

Jones et al. (2011) suggests that there are two main concerns that companies have about training, are the extent to which training will affect the performance after being conducted and the degree of benefit to the company versus the benefit to the employee himself.

### **Definition of Career Pathing**

Suzan M. Heathfield defined career pathing on About.com as the process of charting a course within an organization for the career path and/or development of employees. This process requires an employee to understand the characteristics, knowledge, skills, and experience required from an employee to progress through that career path.

Career pathing requires an employee to look at the characteristics he has and matches them with the goals he aims at achieving. An employee must also identify the knowledge, skills, and experience he lacks in order to achieve these goals and set an action plan to work on attaining them. Career pathing and career path will be interchangeably used throughout this paper.

Noe (2008) Growth and career path are what talented employees are looking for. To attract and retain employees companies can use training and development. A recent study done in the United States showed that employees are concerned about mentoring opportunities and growth

opportunities rather than job security and stable employment. These studies show that the two reasons behind staying at a job are being faced by new challenges, and learning new things by training and development and eventually growing in the company. On the other hand the reason behind leaving a company is the lack of training. Training increases satisfaction because it increases opportunities for advancement.

Wiersma and Hall (2007) demonstrated how the responsibility for career planning shifted from organizations to employees. Today it is being argued that individuals are responsible for their own career planning. Hence this practice has become less central to the organizational management practices.

Employees are also responsible for coming up with means to measure their success in this career path since it is no longer measured by hierarchical progress in one particular organization but rather by marketability and employability. That being said, employees should now develop portable skills and acquire flexible know-how in addition to new attitudes such as resilience and adaptability.

Even though the responsibility on employees has grown bigger, organizations should in turn facilitate the career planning process for employees by providing them with job security, employability, investing in training and development, in addition to other benefits that come with employment contracts.

Individual and organizational approaches to career development should not be independent of one another, on the contrary; they should complement each other. Both individuals and organizations work for their benefit, but what they should consider is collaborating to maximize positive outcomes for both parties.



An article published on the Society for Human Resource Management SHRM website in 2013 also mentioned that employees feel more engaged when employers are concerned about their well-being along with the organization's bottom line. Career development improves employees' morale, career satisfaction and motivation, and productivity and responsiveness in meeting objectives and goals. Career development also gives the employee the incentive to continuously work on new skills and knowledge to meet the upcoming objectives both personal and organizational.

This article suggested that by aligning the strategic goals of the organization with the career goals of employees, the company will be engaging its employees in achieving corporate goals.

Noe (2008) also talked about career development as being one way to create and sustain a continuous learning environment in the company. Career development is the process by which employees progress through stages in their career path.

A study done by PwC on companies in different industries showed that companies that focus on their recruitment, career development, culture orientation, and communication are those that were successful in business expansion and increased demand for their products and services. These companies emphasized that employees are responsible for career management, yet they provide the right resources for this to happen such as career counseling, development opportunities, mentoring, and managerial training. Companies' biggest challenge is to retain their skillful employees while attracting new employees with new skills.

Because employees spend most of their time working, they expect to satisfy a number of needs while doing so such as affiliation, achievement, power, and growth. Career management helps in satisfying these needs.

Companies do not do career management for employees. Instead, employees should take the initiative to choose the type of career they want, their long term goals, and consequently the skills they should develop or acquire.

There are two types of careers; the first is the protean career which is the type of career that depends on employees. With this type of career employees are responsible for their own career success and consequently must identify their goals, set their mental model, and plan their upcoming steps. The second is the traditional career which is the type of career that depends on high performance to receive employment and advancement in their career path.

Career management is important to both employers and employees. If the company did not realize the importance of career management, employees will be demotivated and leave the company. They will be frustrated and feel value-less and will not be able to find the suitable opportunities for them internally or externally.

Companies should help employees manage their careers in order to maximize their career motivation. There are three aspects of career motivation:

### **Career Resilience**

The extent to which employees can overcome the problems they face at work.

### **Career Insight**

Involves the employees' awareness of their strengths and weaknesses and how to relate these to their career goals

## **Career Identity**

The degree to which employees can define their personal values according to their work.

Career motivation is of a value to both employees and the company. From one side employees will have opportunities to grow and the company will benefit too using the skills that motivated employees will be willing to deploy.

There are four stages for career development. Employees begin by exploring their skills, identify their interests, and locate themselves between self and work. They then start to establish themselves by advancing and growing in their career and they also start building some kind of security. Thereafter comes the maintenance during which employees hold on to accomplishments and update their skills through training. Finally comes the disengagement and that is when they start to phase out of work by planning their retirement.

Isaacson and Brown (1993) advocated the idea that both individuals and the companies are responsible for the career development of individuals at the corporate level. Career development can be accomplished by two processes: “career planning which is individual, and career management, which is institutional process”. Corporations are now realizing the importance of career development of their employees and are materializing its benefits to the company and hence are integrating it within their systems.

Companies must reconcile the two goals which are employees’ development and being profitable.

The concept of career development is traced back to the 1970 when the governmental regulation placed pressure on businesses to provide equal employment opportunities in addition to fairness in the recruitment, retention and promotion processes. Later on the link between career development and motivation was proved and it was believed that motivation is based on career resilience, insight, and identity.

Career development has its benefits internally in a company. Career development gives companies the chance to take advantage of their employees' skills, increase their loyalty and retention, maintain the company's competitive advantage, enhance communication, serve as the bases to appraisal and promotion, and help in classifying organizational goals.

While management is concerned with maintaining a profitable status, they must also be concerned with the impact of the programs they design on their employees.

Career development benefits employees by growing their morale, engaging them in planning, developing their sense of responsibility and ownership, increasing their awareness of career opportunities within the company, ensuring that they are convinced in the career path that awaits them, and improving their attitudes, communication and performance.

The scope of career planning is increasing with the increase of the proved consequent benefits. The implementation of career planning will vary from one company to another from one industry to another based on the needs of employees and the resources of the company itself yet the essence of it will always be the same and the expected results and benefits must be more or less the same.

## **2.2 Drivers of Training and Development**

Experts in the field of training and development agree that the market dynamics have changed dramatically and that both companies and employees are having a hard time competing at the market level. They realized based on the factors that have changed, that training and development is essential to be able to cope with this change.

Noe (2008) specifically listed the changes in the market that led to the renewed focus on training and development. He believed that globalization, the need for leadership, the increased value placed on human capital, the importance of aligning employees with the company's strategy, the urge for attracting and retaining talent, the improved vision about quality and customer service, the changing demographics and diversity of the work force, the invasion of technology, and the fluctuating economic situation; were all reasons behind driving companies and employees towards training and development.

### **Globalization**

Globalization affecting all types of organizations especially those with international operations that are exporting their products overseas, as well as local companies purchasing goods from international suppliers.

Some companies are also sending employees to manage operations from international locations and therefore these employees must attend cross-cultural training to the culture and norms of the country they will be operating from.

Due to globalizations countries are opening up to each other forcing companies within their region to comply with international operating methodology to work in synergy with companies

in other geographic locations. With training, employees will be able to understand and comply with international standards.

### **The Need for Leadership**

Due to the aging of the workforce, companies must train and prepare new employees to become the future managers and leaders.

They should start by identifying the areas of weakness that their employees have and work on enhancing them. Managers must then work on new skills required by jobs to be handled by employees in the future.

### **Increased Value Placed on Intangible Assets and Human Capital**

In today's world, companies are depending on their intangible assets to gain competitive advantage in the market. The reason behind this shift is because intangible assets are hard to duplicate and imitate. Examples of intangible assets are human capital, customer capital, social capital and the intellectual capital.

A study done by the American Society for Training and Development on more than 500 publicly traded US based companies showed that companies that invested in their people had an 86% higher return for their shareholders investment than the bottom half and 46 % higher than the market share.

Hence, if a company is to depend on its human capital, it has to invest in them by training and developing them in order to ensure that they are productive.

Ekot (2010) agreed with Noe that organizations today are valued based on their intellectual capital rather than their physical capital and this is exactly why the development of skills and knowledge is pivotal for the health of the organizations. Ekot, confirmed that training is a key method used to enhance the company's intellectual capital. If you think about cost, untrained employees cost more than training employees because they will need significant support.

### **Focus to link Employees to Business Strategy**

Training is needed to align all working employees in the company with the strategic goals of the management. This will make the implementation easier and deficiencies very few.

### **Attracting and Retaining Talent**

Population is expected to increase and on the other hand labor will decrease due to death, retirement, workers leaving the labor force for education or simply staying at home. With the increase in population demand will increase for goods and services and hence companies will have to replace those who left and add skilled workers to their current labor force.

That being said it is very important for companies to attract and retain valuable knowledge. Also companies are being more specific in their employees search to ensure that the best and most relevant is being selected. Despite all that employees will still need the training to get acquainted with the company's operations and to develop the skills that they have. Since training is a tool to retain talent, companies must use it to retain the talents they have attracted.

### **Customer Service and Quality Emphasis**

With training and Total Quality Management (TQM) companies should find it easier to satisfy their knowledgeable customers at the time of increased competition.

## **Changing Demographics and Diversity of the Work Force**

The increased diversity in the work force causes several challenges to companies. This diversity is due to age, culture, gender, race, ethnicity, and nationality. Companies must come up with training programs to help all of their working force adapt to this diverse work environment and learn how to work as a team.

## **New Technology**

Technology has changed the way business is done and that is why employees must be trained to make use of the technologies they have to perform their jobs faster, more effectively and efficiently all while saving cost.

Training and development is also now easier with technology as employees can attend trainings at any time and place with the specifications required and as convenient as it may sound.

## **Economic Changes**

Economic instability in the market causes economic struggles inside the company. With that in mind companies should still be attracting, developing and retaining employees to maintain their competitive advantage.

To wrap up and confirm the above, an article published on the Society for Human Resource Management website in 2013 talked about how employee development is universally known as a strategic tool for an organization's growth, efficient productivity, and increased power to retain



valuable employees. To engage employees in achieving the corporate goals, the company must align the strategic goals of the organization with the employees' career goals.

## **2.3 Types and Methods of Delivering Training and Development**

We can list thousands of training and development topics if we wish, yet each of these topics must fall under one of the two types of training and development depending on their content and aim. In this section we will differentiate between the two types and then going into the methods that organizations adopt to deliver them.

### **Types of Training and Development**

Salas et al. (2012) categorized training into two types, job specific and generalizable skills trainings.

#### **Job Specific Trainings**

Job specific trainings tackle areas related to a specific job and are applicable only to this type of job.

Presentation of Financial Statements, Introduction to Digital Marketing, Insurance training course, Procurement Strategy Development, and Selling Techniques are few job specific training topics. We can also add to these some specific certification training programs such as the Certified Public Accountant for external auditors, Chartered Financial Analyst from Investment bankers, the Professional Human Resources for HR professional, and the Professional Diploma in Marketing for Marketers just to name a few. As you can realize these trainings transfer skills

and knowledge only applicable in certain departments and industries and cannot be used elsewhere or attended by people from a different background.

### **Generalizable Skills Trainings**

Generalizable skills trainings are those that transfer general knowledge and skills required from employees in different positions, departments, companies, and even industries.

Some examples of generalizable trainings could be organizational training, managerial training, leadership development, error management training, team building training, and behavioral modeling training. While job specific training programs are meant to enhance employees' skills and knowledge in a specific area, generalizable skills trainings equip employees with soft skills and knowledge that can be applicable to the job currently occupied by the employee or any job in any department, industry or level.

Jones et al. (2011) believes that since training increases employees' productivity, a company must compensate for this improvement otherwise employees will start looking for better opportunities elsewhere. That happens especially if they attended a generalizable skills training, and this is one reason behind companies preferring to sponsor job specific training sessions.

### **Methods of Delivering Training and Development**

Ekot (2010) considered the various methods organizations can adopt in training and development of their employees, depending on their needs. They include role playing, job rotation, on-the-job training, vestibule training (where employees are trained off their regular work areas but in an

environment closely resembling their work place), public classroom training, onsite training, conferences which allow employees to quickly develop skills on a number of topics, technical seminars which provide employees benefits similar to conferences but with less flexibility because of focused contents, instructor-led online training, mentoring where the skills gap to be bridged is substantial, e-learning modules which allow for employee independent learning and exercises are repeatedly done to reinforce or refresh understanding of content, and embedded learning which helps employees learn through modules built into products or equipment (embedded learning solutions are often customized to fit an organization's requirement). There is also reference cards which provide instant access to essential learning, such as Frequently Asked Questions, paper reference cards, web-based cards, etc.

An article about the Need and Importance of Training on [managementstudyguide.com](http://managementstudyguide.com) emphasized in particular on “On the Job” and “Off the Job” training methods since they are the most commonly used methods and explained them as follows.

### **On the Job Training**

On the job training methods are those that are given to the employees within the everyday working of a concern. It is a simple and cost-effective training method. The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is “learning by doing.” Instances of such on-job training methods are job-rotation, coaching, temporary promotions, etc.

## **Off the Job Training**

Off the job training methods are those through which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period. Off the job training is also called as vestibule training, i.e., the employees are trained in a separate area (may be a hall, entrance, reception area, etc. known as a vestibule) where the actual working conditions are duplicated.

## **2.4 Process of Training and Development**

For a training session to successfully accomplish the goal it was initially assigned for, there are certain logistics that must be done and steps that must be followed.

Tannenbaum and Yukl (1992) described a process that should be followed in order to ensure that a company is implementing the right training methodology.

### **1. Conduct a Training Needs Analysis**

In order to have the right training objective and methodology, a needs analysis must be conducted. The needs assessment involves an *organizational analysis* to know exactly when and where the training is needed in the organization, a *task analysis* to understand the nature of the tasks performed in the organization and the skills, abilities and knowledge required from employees to perform them; and a *person analysis* to identify those who must attend the training from among employees.

2. Choose the design of the training.
3. Decide on the training methods (simulations and games, high technology methods, behavior modeling).
4. Select the trainees characteristics (ability, skills, motivation, attitude, expectations and aptitude treatment interactions and of course their role in the company).
5. Prepare the pre-training environment (environmental cues and choice, trainee input and choice, and pre-training preparation).
6. Arrange for the post-training environment.

The company might do an excellent job while preparing the training and actually conducting it, but that is not enough. After attending a successful training session, employees will be well equipped with new skills and strong intentions to apply what was learned. If the company does not provide its employees with the right environment to make use of these skills and information, their investment in people will not bring any return.

7. Make sure to have a transfer environment.

A transfer environment is the extent to which trainees effectively apply what they have learned from skills, knowledge and attitudes back on the job. That was actually the generalization part of the transfer environment, but there is also the maintenance part which tests the length of time that employees continue to use the attained skills, knowledge and attitudes on the job in.

8. Conduct post-training activities also known as follow up sessions.

Employees expecting a follow up session by their company are more likely to maintain their high performance and include whatever learned in the training sessions than those

who are not expecting their company to constantly check on their performance. Each company has its own post-activities depending on their operations. Some examples may include buddy systems, booster sessions and relapse-prevention programs.

9. Ask for feedback through training evaluation which is an important part of the training system.

Salas et al. (2012) also described a similar process to be implemented while planning a training session. They agreed with Tannenbaum and Yukl that a training session must commence with a needs assessment and that the organization must provide its employees with a transfer environment in order to implement what was learned during the training session and finally that companies must be interested with the attendees feedback after attending the training session for the purpose of future improvements.

Salas et al. (2012) added one more step to be considered while planning a training session. They believed that for a training session to be successful, attendees must be put in the right mindset. To do so training organizers can work on the self-efficacy of attendees by making them believe in their own ability, they can also set the goal orientation of the training along with its objectives in a way that fosters a learning-oriented behavior from the trainees' side, and finally they can motivate attendees to learn by showing them the link between the training content and the company's learning needs and by providing them with support needed for the learning achievement.

Aguinis and Kraiger (2009) also shared the vision with Tannenbaum and Yukl and Salas et al. they believed that a well-structured process includes all what they said but also had their additions to this theory.

Aguinis and Kraiger (2009) suggested that trainees are encouraged to organize the training content and to put the effort in the acquisition of new skills. Also trainees must be provided with an opportunity to make errors and then given instructions to correct them and learn from their mistakes.

They also did not forget to incorporate technology into the process. They believe that the best way to deliver a training session is by using technology and to facilitate this process trainees must be provided by some guidance.

They also think that all stakeholders in the process must benefit from the training itself, the attendees, the facilitators and the company.

Jehanzeb and Bashir (2012) also discussed the aspect of effective training. Yet they believed that there isn't one method for developing training programs; however any training program must have defined measurable criteria.

It is the company's responsibility to provide its employees with the training relevant to their job in a timely manner. Trainings should develop abilities and improve knowledge and skills.

There cannot be a guarantee that if the company trains its employees it will keep them forever and still they should train them to improve their performance and consequently benefit the company, on the other hand; training increases employees' satisfaction and increases the chances of retaining employees.

## **2.5 Benefits of Training and Development**

Research talked about the benefits of training and development from different perspectives and on different levels. You can realize from the following section that most resources focused on the benefits that companies gain when training their labor force. In this literature review, we are going to state our findings by listing the advantages that the company, the society and the employees can benefit from; to then explore further the benefits for employees through the study that we have made since the scope of this paper only covers this aspect.

### **2.5.1 Benefits for the Company**

Salas et al. (2012) believe that if companies train and develop their employees they will be able to adapt, compete, excel, innovate, produce, be safe, improve services, reach goals, reduce errors and yield greater results.

Training and development can be useful in different situations. Companies can train new joiners on specific skills and knowledge needed to do the work. Current employees can also be trained to acquire new skills needed for a new task or project. Development on the other hand can help advance existing skills they have. Training can make a difference for aging or cross-cultural workforce by helping them adapt. Development and training can familiarize employees with emerging technologies and can develop an adaptive and flexible workforce that can adjust to change.

Jehanzeb and Bashir (2012) explained how companies can benefit from training and developing their employees. The benefits that they emphasized on were the market growth, improved organizational performance, and employee retention.



## **Market Growth**

Even though training and development programs are costly, they are crucial for reasons related internally and externally to the company. From an external perspective, these programs help companies maintain their financial status, remain competitive and improve performance and market share.

## **Organizational Performance**

Training is the main contributing factor the organizational effectiveness. That is why the amounts spent each year on training are justified.

## **Employee Retention**

There is no particular way used to retain employees but studies revealed that training and development is one of the top methods used. As long as employees find themselves learning new things and being faced with new challenges the higher the chances that they will stay.

Aguinis and Kraiger (2009) clarified an important aspect about measuring the effectiveness of training and development. Very few companies measure training effectiveness on the basis of its financial return to the company. Mainly companies are concerned about the organizational performance.

Organizational performance includes: profitability, effectiveness, productivity, operating revenue per employee as well as reduced costs, and improved quality and quantity in addition to reduced employee turnover rate, organization's reputation, social capital.

Effectiveness and profitability as results are positively related to on the job trainings.

They also added that human capital development trainings result in employee, customer and shareholders satisfaction.

Aguinis and Kraiger (2009) quoted Benson et al. (2004) who concluded through a study that companies that reimburse training fees had low turnover rates at the time of the training and increased rates after the completion of the training program if the company did not give trained employees the suitable promotions. Hence companies should align their training supply with the career plan they have for their employees.

Aguinis and Kraiger (2009) also quoted Clardy (2005) who said that training practices can affect an organizations reputation and that is why organizations invest more in training.

Carter McNamara, in his article about the reasons for training and development, listed benefits that companies can realize from training their employees. McNamara believed that training employees can increase efficiencies in processes resulting in financial gain, increase capacity to adopt new technologies and methods, increase innovation in strategies and products, reduce employee turnover, enhance the company image, and regulate risk management.

Ekot (2010) on the other hand had his way in listing the benefits of training and development for companies. From his point of view, training and development helps companies keep up with the market and remain in business, create a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, and enhance the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff. Ekot also thinks that training and development can build a more efficient, effective and highly motivated

team, which enhances the company's competitive position and improves employee morale. Finally he concludes by saying that training and development ensures adequate human resources for expansion into new programs, and pilot or test the operation of a new performance management system.

An article on [managementstudyguide.com](http://managementstudyguide.com) about training of employees also conferred the benefits of training from the organization's perspective. It is believed that training is crucial for organizational success, but it is also noted that training can benefit both organizations and employees. The article starts with mentioning the incidents that will require the company to conduct a training session for its employees such as welcoming new joiners and getting them started, refreshing the knowledge of existing employees, and preparing employees for their promotions and new roles in the company.

Then it goes into the benefits that the company can get out of the training session. The benefits stated in the article came as follows.

### **Improved Morale**

Training helps the employee get job the feeling of security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover.

### **Less Supervision**

A well trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts.

## **Fewer Accidents**

Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes.

## **Increased Productivity**

Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.

Noe (2008) talked about several benefits for development worth mentioning. He said that development can be used to improve quality, meet the challenges of global competition and social change, incorporate technological advances and changes in work design, and help in talent management particularly for senior managers and employees with leadership potential.

Finally, Frost in her article The Importance of Training & Development in the Workplace came up with new benefits for companies out of training and development.

## **Addressing Weaknesses**

Most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks.

Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

### **Improved Employee Performance**

Employees that receive the necessary training are better able to perform their job. They become more aware of safety practices and proper procedures for basic tasks. The training may also build employees' confidence because they have a stronger understanding of the industry and the responsibilities of her job. This confidence may push them to perform even better and think of new ideas that help them excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry.

### **Consistency**

A structured training and development program ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks. Putting all employees through regular training in these areas ensures that all staff members at least have exposure to the information.

## **Employee Satisfaction**

Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

### **2.5.2 Benefits for the Society**

Aguinis and Kraiger (2009) were among the few to discuss the impact of training and development on the society. They believed that an improved quality of labor force due to training and development leads to a national economic growth and other related financial outcomes. In addition to that, they conferred that countries that adopt a training strategy among its organizations has a chance to enter a powerful economic block such as the European Union due to a requirement imposed by such blocks stating that human capital development must be a national policy in the countries that enter the block.

Training also helps countries that consider their people as the most important building block for social, cultural and economic development achieve societal prosperity.

To improve the skills of their workforce, some countries such as the United Kingdom, encourages their organizations to implement lifelong training programs for their employees by giving these organizations awards for implementing excellence programs.

### **2.5.3 Benefits for the Employees**

Some researchers also observed how employees can benefit from training and development sessions they attend. There are some commonalities between the benefits for the company and the benefits for the employees and those will be repeated in this section.

Jehanzeb and Bashir (2012) realized 3 advantages for training and development that employees can benefit from.

#### **Acquiring Career Competencies**

Through training and development, employees can acquire soft and technical skills required from to do their job. They can learn these competencies and can use them not only in their current job but also in jobs and positions they might consider in the future.

#### **Employee Satisfaction**

Training can enhance the employees' satisfaction and consequently lower turnover. When employees start to realize that what they do is of a value to the company, they become more loyal to the company.

#### **Employee Performance**

By training employees companies are improving working skills the thing that will in turn boost performance.

Aguinis and Kraiger (2009) also believed that training and development can help employees improve their performance, boost their innovation, lift their adaptive expertise, enhance their

technical skills, reveal their self-management skills, expose them to a cross-cultural environment, develop their communication skills, and refine their planning skills.

O'Connell and Byrne (2010) likewise studied the benefits of training and development for employees. They concluded that training leads to higher earnings, involvement in highly participative or consultative working arrangements, in addition to performance reward systems and progressive employment policies.

Due to the benefits they get, those that are highly skilled or with a solid educational background have higher chances to attend trainings sponsored by their employers.

O'Connell and Byrne added that even though research shows that training results in a positive salary increase for trainees, yet this increase is still not that significant.

They concluded by saying that employees can benefit from trainings in two ways, either by receiving return on their investment within the company they currently work for or by using their new skills to grab a better opportunity elsewhere. Employees can especially benefit from general trainings as the knowledge gained from such trainings are transferable, whereas specific trainings addresses skills related to the current job only.

Furthermore, Carter McNamara in his article about the reasons for training and development tackled how employees can benefit from training and development. McNamara found that training and development increases job satisfaction and morale among employees, increases employee motivation, increases efficiencies in processes resulting in financial gain, and increased capacity to adopt new technologies and methods.



Ekot (2010) similarly saw that there are benefits for training and development to employees. The following were among the benefits that were mentioned: productivity is increased, employee confidence is built, employees are kept current on new job-related information, employees are updated on new and enhanced skills, and finally job satisfaction, employee motivation and morale are increased.

## **2.6 The Rights of Employees at Work: Training, Development and Promotion**

A guide published in July 2011 by the Equality and Human Rights Commission clearly states that an employee has the rights to equality at work. This guide specifically tackles the employee rights to receive training and development, and to also get a promotion and transfer.

It mentions that if an employer is making a decision about improving the employees' skills and/or promoting them or transferring them to another job or role in the organization; equality law applies to what they are doing. This law is applicable irrespective of the size of the organization, which sector it works in, the number of employees at the organization, whether or not there is a formal process in making decisions, and finally regardless of whether the training is conducted at the organization's premises or at an outsourced provider.

From among the protected characteristics in this guide are the age and gender. In other words this guide describes how these benefits being discussed, i.e. the training and promotion, are the rights of employees notwithstanding of age and gender.

Kay Bosworth in his article about Promotion and Discrimination in the Workplace on [chron.com](http://chron.com), discussed how the discrimination in promotion can affect employees. He emphasizes

that workplace discrimination of any kind is unacceptable and illegal, but that promotion discrimination is especially damaging and it affects the career prospects, income potential and reputation of employees.

On the UK government website there is a whole section about the rights of employees to receive training at work. In this section the government explains to employers that it is from among the rights of employees to receive training at their work and to also study topics relevant to their job. This section of the website lists the rights of employees as well as the responsibilities of employers in details. It lists the processes that employers and employees must abide by while applying their responsibilities and benefiting from their rights in order to ensure compliance and satisfaction.

## **2.7 Summary of the Literature Review**

The literature review shared facts about training and development and their benefits based on the findings of different researchers in this field. As this paper aims at testing the relationship between training and development and the career path of employees, data collected mainly focused on this aspect of the topic.

We started by defining the main topics of this paper starting with training as being the planned effort done by the company to help its employees learn their job related competencies. The ultimate goal of training is to master the knowledge, skills, and behaviors trained on and apply them to the day-to-day activities.

Then we defined development as being the systematic activities designed to affect employees' knowledge, skills and attitudes for the purpose of personal growth for future jobs and roles. And we agreed that for the purpose of this paper we will be using training and development interchangeably.

We also defined career pathing as the process of charting a course within an organization for the career path and/or development of employees.

After defining career pathing, we showed how this process has evolved and changed over time and how employees are now responsible for it with the support of their employers. Employees should work on the design while organizations on the supporting environment as both parties are benefiting. And lastly we theoretically discussed how training and development is involved in this process.

We then discussed the drivers of training and development or the reasons behind the renewed focus on training and development. The main reasons were common among all researchers but each had his addition to the list. The change in market dynamics, globalization, the need for leadership, the increased value placed on human capital, the importance of aligning employees with the company's strategy, the urge for attracting and retaining talent, the improved vision about quality and customer service, the changing demographics and diversity of the workforce, the invasion of technology, and the fluctuating economic situation were all the reasons behind the increased demand for training and development.

Afterwards we differentiated between the two types of training and development that are the job specific and the generalizable skills trainings. Job specific trainings are those that tackle areas related to a specific job and are applicable only to this type of job, and generalizable skills

trainings are those that transfer general knowledge and skills required from employees in different positions, departments, companies, and even industries.

In the same section we discussed the methods of delivering training and development and explained more able the most commonly used methods that are on the job training which are the trainings that are given to the employees within the everyday working of a concern, and off the job trainings which are those in which training is provided away from the actual working condition.

Next we described the process that should be followed in order to ensure that a company is implementing the right training methodology. Again the major steps were common among researchers and we saw some additions by some of them. The major steps were conducting a needs assessment, providing employees with a transfer environment and of course asking for the attendees' feedback.

Finally we listed the benefits of training and development. We discussed benefits for the company, benefits for the society and benefits for the employees. Since we are mainly interested in the benefits for employees following are what we found. Training and development helps employees in acquiring the competencies they need for their current and future job, they also boost performance and innovation, and increase self-confidence and job satisfaction. There is a financial benefit for training and development as some studies showed that trained employees tend to receive higher earnings. Trained employee will be at an advantage because organizations must work on providing them with a healthy environment for improvement in order to retain them otherwise they will be ready to search for opportunities elsewhere.

We concluded with the rights of employees to receive training and promotion. We referred to reliable resources from the US and the UK to show how countries are imposing this law due to its importance and impact on employees.

## **CHAPTER THREE**

### **RESEARCH FRAMEWORK AND METHODOLOGY**

#### **3.1 Independent and Dependent Variables**

Several benefits for training and development were mentioned in the literature review, and those benefits were classified into three categories: the benefits for organizations, the employee, and the society. Yet the scope of this paper will only cover the benefits for employees and especially the impact on their career path. This is why the benefits that are related to and are affecting career path will be considered as the constructs of this study.

The independent variables cover the characteristics of successful training and development sessions. They describe what ultimately organizations should do in order to not only build a strong labor force but also to put them on a progressive track in their career path. The characteristics include conducting training on continuous basis, creating trainings based on employees' needs assessments, undergoing an evaluation for the training session for future enhancements, in addition to the two types of trainings: the job related and the generalizable skills training that help employees gain the appropriate skills and knowledge for their upcoming career steps.

On the other hand, the dependent variables represent the outcomes of training and development with emphasis on those related to career path of employees. Outcomes such as improved employees' personal abilities, enhanced employee efficiency and productivity, boosted career motivation and increased marketability and employability are what companies should aim at

achieving while planning their training and development programs in order to ensure that they have included their employees' career pathing within their plans.

The relationship between the characteristics and the outcomes is to be tested in the following model in order to clarify the gap realized in the studies considered for this paper.

### **3.1.1 The Independent Variables**

Are the 5 characteristics of a successful training.

### **The Continuous Process of Training**

Training is conducted on continuous bases meaning that it is a recurrent activity at the organization. In this case employers set a training agenda for the upcoming year to make sure that their employees receive the right amount of training annually. They also define a structure for their training systems whereby they link courses to job level to ensure that employees receive the skills and knowledge required from them at each level of their career and to also be certain that their employees' skills and knowledge are up to date.

### **Training Needs Assessments**

Training is done based on needs assessments whereby employers undergo a study inside the organization to identify the needs of their employees by testing their skills and finding the gap between the skills and knowledge that are expected from them and what they actually know.

## **Training Evaluation**

Training programs are enhanced based on the evaluation of previous trainings. This requires employers to collect the feedback of trainees at the end of each session to ensure that the training has met its goals by transferring the intended information to the audience. By doing so, the company can recognize the weak points of the training program and work on improving them for future sessions.

## **Job Specific Training Programs**

The first type of training is the one that is directly related to the attendees' job tasks. In this case the information transferred is technical and teaches trainees how to better perform their job technically.

## **Generalizable Skills Training Programs**

The second type of training is the one that provides attendees with generalizable skills. This type of training is related to the attendees more than the job itself because trainees will learn how to develop attributes they can apply to any type of job and at any level. Generalizable skills teach employees how to become better elements in the organization and usually prepare them for the next step in their career.

### **3.1.2 The Dependent Variables**

Are the outcomes affecting the career path of the employees whether by advancing within the same company or elsewhere.



### **Improved Personal Abilities**

Those are the career competencies that are soft and technical skills required from the employee to do the job. By training and development employees can learn these competencies and can use them not only in their current job but also in jobs and positions they might consider in the future.

### **Enhanced Employee Efficiency and Productivity**

Training and development improves the working skills of employees and develops both procedural and strategic knowledge. These skills and knowledge enhance employees' efficiency and productivity and consequently the job performance of employees.

### **Boosted Career Motivation Based on Career Resilience, Insight, and Identity**

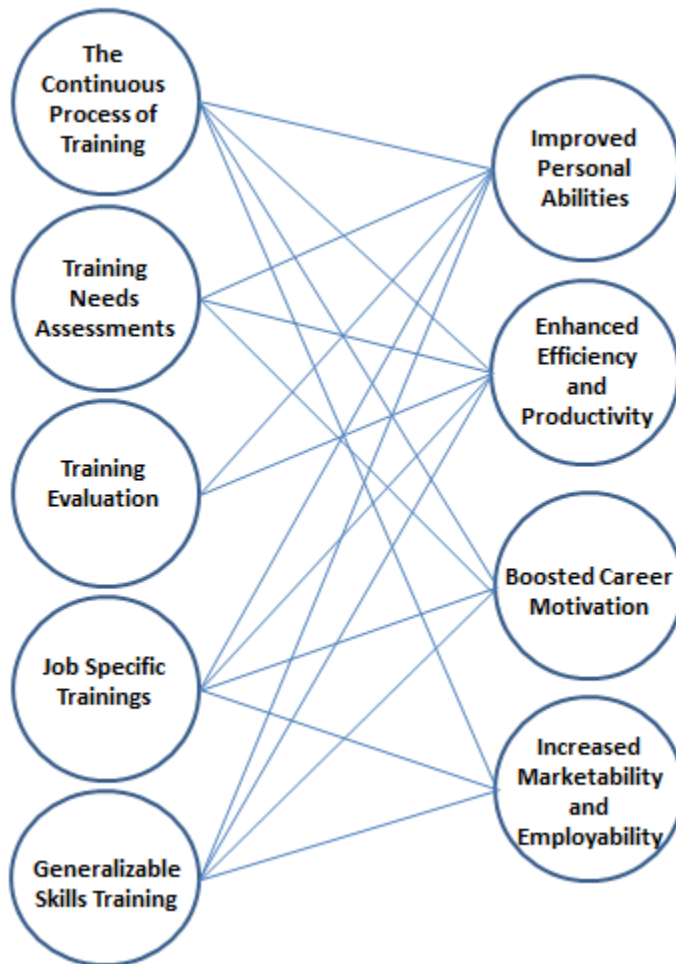
When companies help their employees manage their career, they maximize their career motivation. There are three aspects of career motivation: resilience, insight and identity. Career resilience is the extent to which employees can overcome the problems they face. Career insight involves the employees' awareness of their strengths and weaknesses and how to relate these to their career goals. While career identity is the degree to which employees can define their personal values according to their work.

### **Increased Marketability and Employability**

Marketability and Employability are the means used to measure the employees' success in their career path. Marketability is the degree to which an employee can advance within the same organization and employability represents their chances of finding opportunities elsewhere.

The following model shows the relationship between each of the characteristics of a successful training along with each of the outcomes.

Figure 1. The Model



### 3.2 Research Question and Hypotheses

After conducting the research and writing the literature review, the need to know more about the impact of training and development on the career path of employees became of an interest and hence the general research question came as follows:

*What are the impacts of training and development of employees on their career path?*

In order to find an answer to our general research question, several other research questions were identified based on the dependent variables specified earlier in this study. Following each research question are a set of hypotheses linking the dependent variables to the independent variables as suggested by the model.

**Research Question # 1:** Would training and development improve the personal abilities of employees?

**Hypothesis # 1:** the more a company runs training and development on continuous basis, the stronger the personal abilities of employees grow.

**Hypothesis # 2:** the more a company assesses the needs for training for its employees, the stronger the personal abilities of employees grow.

**Hypothesis # 3:** the more a company conducts an evaluation for the training sessions, the stronger the personal abilities of employees grow.

**Hypothesis # 4:** the more a company delivers job related trainings, the stronger the personal abilities of employees grow.

**Hypothesis # 5:** the more a company delivers generalizable skills trainings, the stronger the personal abilities grow.

**Research Question # 2:** Would training and development enhance efficiency and productivity of employees?

**Hypothesis # 6:** the more a company runs training and development on continuous basis, the higher is the efficiency and productivity of employees.

**Hypothesis # 7:** the more a company assesses the needs for training for its employees, the higher is the efficiency and productivity of employees.

**Hypothesis # 8:** the more a company conducts an evaluation for the training sessions, the higher is the efficiency and productivity of employees.

**Hypothesis # 9:** the more a company delivers job related trainings, the higher is the efficiency and productivity of employees.

**Hypothesis # 10:** the more a company delivers generalizable skills trainings, the higher is the efficiency and productivity of employees.

**Research Question # 3:** Would training and development boost employees' career motivation?

**Hypothesis # 11:** the more a company runs training and development on continuous basis, the higher is the career motivation of its employees.

**Hypothesis # 12:** the more a company assesses the needs for training for its employees, the higher is the career motivation of its employees.

**Hypothesis # 13:** the more a company delivers job related trainings, the higher is the career motivation of its employees.

**Hypothesis # 14:** the more a company delivers generalizable skills trainings, the higher is the career motivation of its employees.

**Research Question # 4:** Would training and development increase marketability and employability of employees?

**Hypothesis # 15:** the more a company runs training and development on continuous basis, the greater is the marketability and employability of its employees.

**Hypothesis # 16:** the more a company delivers job related trainings, the greater is the marketability and employability of its employees.

**Hypothesis # 17:** the more a company delivers generalizable skills trainings, the greater is the marketability and employability of its employees.

### **3.3 Methodology**

#### **3.3.1 Sample**

The target audience was randomly selected from different companies and industries under the condition that they have attended training courses at training institutes or in-house trainings at the companies they work for.

I visited companies and training institutes in order to physically fill the surveys to ensure faster and higher response rate.

#### **3.3.2 Instruments**

A survey was conducted to assess the level of dependency of the progression of employees in their career path on the effective training they have received from the employees' perspective.

The survey was made up of 14 questions developed based on the independent and dependent variables extracted from the research literature. Consequently, the number of surveys that was filled was 145.

Before administering the actual survey, a pilot test was done to a sample of 10 employees who have attended training sessions to test the clarity of the questions. Upon ensuring that all questions of the survey were clear to the audience, the survey was conducted.

Respondents were asked to answer questions based on a five points Likert scale ranging from “Strongly Disagree” to “Strongly Agree”.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Respondents had to choose the answer that best indicated their level of agreement with the implementation of the mentioned practices in their organization.

Results were used to conduct descriptive statistics, reliability test, simple linear regression analysis, T-tests, ANOVA test, factor analysis, and STEPWISE multiple linear analysis; using the Statistical Package for the Social Science SPSS.

## CHAPTER FOUR

### STATISTICAL ANALYSIS

#### 4.1 Descriptive Statistics

Figure 2. Gender

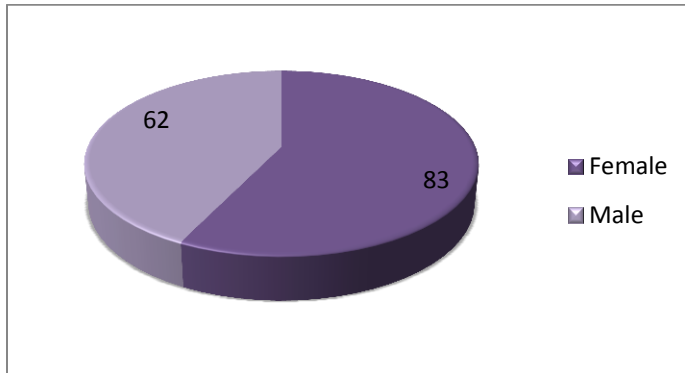


Figure 3. Age Group

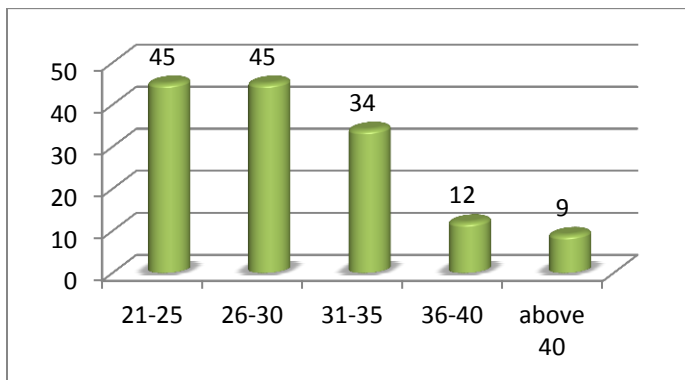
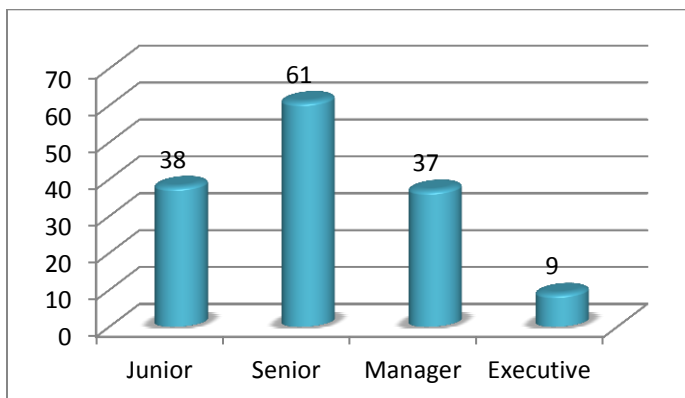


Figure 4. Rank at the Company





## 4.2 Reliability Test

This test is used to check the internal consistency of the data in hand. The data is said to be reliable if it produces similar results under consistent conditions. Following is the reliability test for our data.

Reliability Statistics	
Cronbach's Alpha	N of Items
.942	14

Cronbach's Alpha is the indicator for this test, it proves that there is correlation between two variables should it have a result greater than 0.7. As the above table confirms, Cronbach's Alpha for our data is 0.942 which is greater than 0.7 and which means that there is consistency in the data being tested and hence the data is valid for dependency analysis.

## 4.3 Simple Linear Regression

It is the process through which we use the value of one variable X which is the independent variable to predict the value of Y which is the dependent variable. Following is the formula that shows the relationship.

$$Y = A + BX$$

Since we are only interested in the impact of each independent variable on each dependent variable separately, we will only be using the simple linear regression method to test if there is dependency between the two variables.

We will not be looking into the  $r^2$  in this study because we used a Likert scale questionnaire and therefore it is expected to get a low  $r^2$  on all the hypothesis.

*Hypothesis 1: the more a company runs training and development on continuous basis, the stronger the personal abilities of employees grow.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.675	1	33.675	53.453	.000 <sup>b</sup>
	Residual	90.090	143	.630		
	Total	123.766	144			

a. Dependent Variable: Improved Personal Abilities

b. Predictors: (Constant), The Continuous Process of Training

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore as the amount of training and development sessions varies, the personal abilities of the employees are affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.061	.230		8.944	.000
	The Continuous Process of Training	.435	.060	.522	7.311	.000

a. Dependent Variable: Improved Personal Abilities

Since B of the independent variable is positive and equals to 0.435, therefore the dependency is positive. A positive dependency means that the more training and development is provided by the company, the stronger the personal abilities of employees grow. ( $Y = 2.061 + 0.435X$ )

*Hypothesis 2: the more a company assesses the needs for training for its employees, the stronger the personal abilities of employees grow.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.614	1	32.614	51.166	.000 <sup>b</sup>
	Residual	91.151	143	.637		
	Total	123.766	144			

a. Dependent Variable: Improved Personal Abilities

b. Predictors: (Constant), Training Needs Assessments

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore whether a company assesses the training needs of its employees, affects the personal abilities of the employees.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.296	.204		11.260	.000
	Training Needs Assessments	.418	.059	.513	7.153	.000

a. Dependent Variable: Improved Personal Abilities

Since B of the independent variable is positive and equals to 0.418, therefore the dependency is positive. A positive dependency means that assessing training needs leads to a stronger employees' personal abilities. ( $Y = 2.296 + 0.418X$ )

*Hypothesis 3: the more a company conducts an evaluation for the training sessions, the stronger the personal abilities of employees grow.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.536	1	23.536	33.579	.000 <sup>b</sup>
	Residual	100.230	143	.701		
	Total	123.766	144			

a. Dependent Variable: Improved Personal Abilities

b. Predictors: (Constant), Training Evaluation

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their

perception about the dependent variable. Therefore whether a company conducts an evaluation for the training sessions attended affects the personal abilities of its employees.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.360	.237		9.942	.000
Training Evaluation	.358	.062	.436	5.795	.000

a. Dependent Variable: Improved Personal Abilities

Since B of the independent variable is positive and equals to 0.358, therefore the dependency is positive. A positive dependency means that the more a company conducts an evaluation for the training sessions, the stronger the personal abilities of employees grow. ( $Y = 2.360 + 0.358X$ .)

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.716	1	30.716	47.205	.000 <sup>b</sup>
	Residual	93.049	143	.651		
	Total	123.766	144			

a. Dependent Variable: Improved Personal Abilities

b. Predictors: (Constant), Feedback used to Enhance Upcoming Sessions

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if a company used the feedback collected from attendees to enhance future training sessions, the personal abilities of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.088	.241		8.674	.000
Feedback used to Enhance Upcoming Sessions	.462	.067	.498	6.871	.000

a. Dependent Variable: Improved Personal Abilities

Since B of the independent variable is positive and equals to 0.462, therefore the dependency is positive. A positive dependency means that the more employees' feedback is used to enhance the training sessions, the stronger the personal abilities of employees grow. ( $Y = 2.088 + 0.462X$ )

*Hypothesis 4: the more a company delivers job related trainings, the stronger the personal abilities of employees grow.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.793	1	46.793	86.933	.000 <sup>b</sup>
	Residual	76.972	143	.538		
	Total	123.766	144			

a. Dependent Variable: Improved Personal Abilities

b. Predictors: (Constant), Job Specific Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if the company delivers job related trainings, the personal abilities of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.132	.280		4.052	.000
	Job Specific Trainings	.633	.068	.615	9.324	.000

a. Dependent Variable: Improved Personal Abilities

Since B of the independent variable is positive and equals to 0.633, therefore the dependency is positive. A positive dependency means the more a company delivers job related trainings; the stronger the personal abilities of employees grow. ( $Y = 1.132 + 0.633X$ .)

*Hypothesis 5: the more a company delivers generalizable skills trainings, the stronger the personal abilities grow.*

H0: Slope = 0

H1: Slope  $\neq 0$

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.797	1	46.797	86.946	.000 <sup>b</sup>
	Residual	76.968	143	.538		
	Total	123.766	144			

a. Dependent Variable: Improved Personal Abilities

b. Predictors: (Constant), Generalizable Skills Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if the company delivers generalizable skills trainings, the personal abilities of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.667	.224		7.447	.000
	Generalizable Skills Trainings	.560	.060	.615	9.324	.000

a. Dependent Variable: Improved Personal Abilities

Since B of the independent variable is positive and equals to 0.560, therefore the dependency is positive. A positive dependency means the more a company delivers generalizable skills trainings, the stronger the personal abilities grow. ( $Y = 1.667 + 0.560X$ )



*Hypothesis 6: the more a company runs training and development on continuous basis, the higher is the efficiency and productivity of employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.196	1	25.196	36.707	.000 <sup>b</sup>
	Residual	98.156	143	.686		
	Total	123.352	144			

a. Dependent Variable: Enhanced Efficiency and Productivity

b. Predictors: (Constant), The Continuous Process of Training

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore as the amount of training and development varies, the efficiency and productivity of employees are affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.245	.241		9.331	.000
	The Continuous Process of Training	.376	.062	.452	6.059	.000

a. Dependent Variable: Enhanced Efficiency and Productivity

Since B of the independent variable is positive and equals to 0.376, therefore the dependency is positive. A positive dependency means the more a company runs training and development on continuous basis, the higher is the efficiency and productivity of employees. ( $Y = 2.245 + 0.376X$ )

*Hypothesis 7: the more a company assesses the needs for training for its employees, the higher is the efficiency and productivity of employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.943	1	28.943	43.840	.000 <sup>b</sup>
	Residual	94.409	143	.660		
	Total	123.352	144			

a. Dependent Variable: Enhanced Efficiency and Productivity

b. Predictors: (Constant), Training Needs Assessments

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore whether a company assesses the training needs of its employees, affects the efficiency and productivity of the employees.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.342	.208		11.284	.000
Training Needs Assessments	.394	.060	.484	6.621	.000

a. Dependent Variable: Enhanced Efficiency and Productivity

Since B of the independent variable is positive and equals to 0.394, therefore the dependency is positive. A positive dependency means the more a company assesses the needs for training for its employees, the higher is the efficiency and productivity of employees. ( $Y = 2.342 + 0.394X$ )

*Hypothesis 8: the more a company conducts an evaluation for the training sessions, the higher is the efficiency and productivity of employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.390	1	22.390	31.713	.000 <sup>b</sup>
	Residual	100.961	143	.706		
	Total	123.352	144			

a. Dependent Variable: Enhanced Efficiency and Productivity

b. Predictors: (Constant), Training Evaluation

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their

perception about the dependent variable. Therefore whether a company conducts an evaluation for the training sessions attended affects the efficiency and productivity of its employees.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.358	.238		9.897	.000
Training Evaluation	.349	.062	.426	5.631	.000

a. Dependent Variable: Enhanced Efficiency and Productivity

Since B of the independent variable is positive and equals to 0.349, therefore the dependency is positive. A positive dependency means the more a company conducts an evaluation for the training sessions, the higher is the efficiency and productivity of employees. ( $Y = 2.358 + 0.349X$ )

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.414	1	26.414	38.964	.000 <sup>b</sup>
	Residual	96.938	143	.678		
	Total	123.352	144			

a. Dependent Variable: Enhanced Efficiency and Productivity

b. Predictors: (Constant), Feedback used to Enhance Upcoming Sessions

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if a company used the feedback collected from attendees to enhance future training sessions, the efficiency and productivity of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.169	.246		8.827	.000
Feedback used to Enhance Upcoming Sessions	.429	.069	.463	6.242	.000

a. Dependent Variable: Enhanced Efficiency and Productivity

Since B of the independent variable is positive and equals to 0.429, therefore the dependency is positive. A positive dependency means that the more employees feedback is used to enhance the training sessions, the higher is the efficiency and productivity of employees. ( $Y = 2.169 + 0.429X$ )

*Hypothesis 9: the more a company delivers job related trainings, the higher is the efficiency and productivity of employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	45.666	1	45.666	84.060	.000 <sup>b</sup>
Residual	77.686	143	.543		
Total	123.352	144			

a. Dependent Variable: Enhanced Efficiency and Productivity

b. Predictors: (Constant), Job Specific Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if the company delivers job related trainings, the efficiency and productivity of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

<b>Coefficients<sup>a</sup></b>					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	1.129	.281		4.020
	Job Specific Trainings	.625	.068	.608	9.168

a. Dependent Variable: Enhanced Efficiency and Productivity

Since B of the independent variable is positive and equals to 0.625, therefore the dependency is positive. A positive dependency means the more a company delivers job related trainings, the higher is the efficiency and productivity of employees. ( $Y = 1.129 + 0.625X$ )

*Hypothesis 10: the more a company delivers generalizable skills trainings, the higher is the efficiency and productivity of employees.*

H0: Slope = 0

H1: Slope  $\neq 0$

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.423	1	43.423	77.687	.000 <sup>b</sup>
	Residual	79.929	143	.559		
	Total	123.352	144			

a. Dependent Variable: Enhanced Efficiency and Productivity

b. Predictors: (Constant), Generalizable Skills Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if the company delivers generalizable skills trainings, the efficiency and productivity of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.707	.228		7.480	.000
	Generalizable Skills Trainings	.540	.061	.593	8.814	.000

a. Dependent Variable: Enhanced Efficiency and Productivity

Since B of the independent variable is positive and equals to 0.540, therefore the dependency is positive. A positive dependency means the more a company delivers generalizable skills trainings, the higher is the efficiency and productivity of employees. ( $Y = 1.707 + 0.540X$ )

*Hypothesis 11: the more a company runs training and development on continuous basis, the higher is the career motivation of its employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.769	1	25.769	51.088	.000 <sup>b</sup>
	Residual	72.129	143	.504		
	Total	97.898	144			

a. Dependent Variable: Career Motivation

b. Predictors: (Constant), The Continuous Process of Training

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore as the amount of training and development varies, the career motivation of employees is affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.991	.206		9.655	.000
	The Continuous Process of Training	.381	.053	.513	7.148	.000

a. Dependent Variable: Career Motivation



Since B of the independent variable is positive and equals to 0.381, therefore the dependency is positive. A positive dependency means the more a company runs training and development on continuous basis, the higher is the career motivation of its employees. ( $Y = 1.991 + 0.381X$ )

*Hypothesis 12: the more a company assesses the needs for training for its employees, the higher is the career motivation of its employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.359	1	35.359	80.852	.000 <sup>b</sup>
	Residual	62.539	143	.437		
	Total	97.898	144			

a. Dependent Variable: Career Motivation

b. Predictors: (Constant), Training Needs Assessments

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore whether a company assesses the training needs of its employees, affects the career motivation of the employees.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.967	.169		11.645	.000
	Training Needs Assessments	.436	.048	.601	8.992	.000

a. Dependent Variable: Career Motivation

Since B of the independent variable is positive and equals to 0.436, therefore the dependency is positive. A positive dependency means the more a company assesses the needs for training for its employees, the higher is the career motivation of its employees. ( $Y = 1.967 + 0.436X$ )

*Hypothesis 13: the more a company delivers job related trainings, the higher is the career motivation of its employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.797	1	34.797	78.858	.000 <sup>b</sup>
	Residual	63.101	143	.441		
	Total	97.898	144			

a. Dependent Variable: Career Motivation

b. Predictors: (Constant), Job Specific Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their

perception about the dependent variable. Therefore if the company delivers job related trainings, the career motivation of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.210	.253		4.782	.000
Job Specific Trainings	.546	.061	.596	8.880	.000

a. Dependent Variable: Career Motivation

Since B of the independent variable is positive and equals to 0.546, therefore the dependency is positive. A positive dependency means the more a company delivers job related trainings, the higher is the career motivation of its employees. ( $Y = 1.219 + 0.546X$ )

*Hypothesis 14: the more a company delivers generalizable skills trainings, the higher is the career motivation of its employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	41.002	1	41.002	103.051	.000 <sup>b</sup>
Residual	56.897	143	.398		
Total	97.898	144			

a. Dependent Variable: Career Motivation

b. Predictors: (Constant), Generalizable Skills Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if the company delivers generalizable skills trainings, the career motivation of employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.523	.192		7.914	.000
	Generalizable Skills Trainings	.524	.052	.647	10.151	.000

a. Dependent Variable: Career Motivation

Since B of the independent variable is positive and equals to 0.524, therefore the dependency is positive. A positive dependency means the more a company delivers generalizable skills trainings, the higher is the career motivation of its employees. ( $Y = 1.523 + 0.524X$ )

*Hypothesis 15: the more a company runs training and development on continuous basis, the greater is the marketability and employability of its employees.*

H0: Slope = 0

H1: Slope  $\neq 0$

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.970	1	24.970	42.722	.000 <sup>b</sup>
	Residual	83.581	143	.584		
	Total	108.552	144			

a. Dependent Variable: Marketability & Employability

b. Predictors: (Constant), The Continuous Process of Training

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq 0$  and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore as the amount of training and development varies, the marketability and employability of employees are affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.851	.222		8.339	.000
	The Continuous Process of Training	.375	.057	.480	6.536	.000

a. Dependent Variable: Marketability & Employability

Since B of the independent variable is positive and equals to 0.375, therefore the dependency is positive. A positive dependency means the more a company runs training and development on continuous basis, the greater is the marketability and employability of its employees.

$$(Y=1.851+0.375X)$$

*Hypothesis 16: the more a company delivers job related trainings, the greater is the marketability and employability of its employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.615	1	21.615	35.555	.000 <sup>b</sup>
	Residual	86.936	143	.608		
	Total	108.552	144			

a. Dependent Variable: Marketability & Employability

b. Predictors: (Constant), Job Specific Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if the company delivers job related trainings, the marketability and employability of its employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.513	.297		5.093	.000
	Job Specific Trainings	.430	.072	.446	5.963	.000

a. Dependent Variable: Marketability & Employability

Since B of the independent variable is positive and equals to 0.430, therefore the dependency is positive. A positive dependency means the more a company delivers job related trainings, the greater is the marketability and employability of its employees. ( $Y = 1.513 + 0.430X$ )

*Hypothesis 17: the more a company delivers generalizable skills trainings, the greater is the marketability and employability of its employees.*

H0: Slope = 0

H1: Slope  $\neq$  0

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.930	1	24.930	42.633	.000 <sup>b</sup>
	Residual	83.622	143	.585		
	Total	108.552	144			

a. Dependent Variable: Marketability & Employability

b. Predictors: (Constant), Generalizable Skills Trainings

Sig. < 0.05 therefore we reject the hypothesis which means that the slope  $\neq$  0 and that dependency exist between the respondents' perception about the independent variable and their perception about the dependent variable. Therefore if the company delivers generalizable skills trainings, the marketability and employability of its employees will be affected.

To check whether it is a positive or negative dependency, we look at the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.775	.233		7.608	.000
Generalizable Skills Trainings	.409	.063	.479	6.529	.000

a. Dependent Variable: Marketability & Employability

Since B of the independent variable is positive and equals to 0.409, therefore the dependency is positive. A positive dependency means the more a company delivers generalizable skills trainings, the greater is the marketability and employability of its employees.

$$(Y = 1.776 + 0.409X)$$



#### 4.4 T-Test for Gender

T-Test is a statistical examination of two population means. A two-sample t-test examines whether two samples are different and is commonly used when the variances of two normal distributions are unknown and when an experiment uses a small sample size.

In this study we will use the T-Test to check whether there is equal treatment between the 2 gender groups.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Continuous Process of Training	Equal variances assumed	7.576	.007	-.748	143	.456	-.1397	.1868	-.5090	.2296
	Equal variances not assumed			-.768	141.266	.444	-.1397	.1820	-.4994	.2200
Training Needs Assessments	Equal variances assumed	.184	.669	-1.424	143	.157	-.2709	.1902	-.6469	.1051
	Equal variances not assumed			-1.422	130.753	.157	-.2709	.1905	-.6478	.1060

Training Evaluation	Equal variances assumed	2.315	.130	-.607	143	.545	-.1154	.1900	-.4911	.2602
	Equal variances not assumed			-.618	138.654	.538	-.1154	.1868	-.4848	.2540
Feedback used to Enhance Upcoming Sessions	Equal variances assumed	.114	.736	-.513	143	.608	-.0863	.1681	-.4185	.2459
	Equal variances not assumed			-.515	133.208	.607	-.0863	.1675	-.4176	.2450
Job Specific Trainings	Equal variances assumed	.797	.373	.424	143	.672	.0643	.1517	-.2355	.3642
	Equal variances not assumed			.429	137.016	.668	.0643	.1498	-.2319	.3606
Generalizable Skills Trainings	Equal variances assumed	.976	.325	-.601	143	.548	-.1030	.1712	-.4415	.2355
	Equal variances not assumed			-.608	136.309	.544	-.1030	.1694	-.4380	.2320
Improved Personal Abilities	Equal variances assumed	.975	.325	.524	143	.601	.0818	.1560	-.2266	.3902
	Equal variances not assumed			.517	124.383	.606	.0818	.1582	-.2312	.3949
Enhanced Efficiency and Productivity	Equal variances assumed	.016	.898	-.042	143	.966	-.0066	.1559	-.3148	.3016

	Equal variances not assumed			-.042	127.193	.967	-.0066	.1572	-.3178	.3045
Career Resilience	Equal variances assumed	1.301	.256	.016	143	.987	.0025	.1587	-.3113	.3163
	Equal variances not assumed			.016	121.937	.988	.0025	.1616	-.3175	.3225
Career Insight - Weaknesses into Strengths	Equal variances assumed	1.487	.225	.090	143	.928	.0146	.1614	-.3044	.3335
	Equal variances not assumed			.089	122.025	.929	.0146	.1643	-.3106	.3398
Career Insight - Use Strength to Reach Career Goals	Equal variances assumed	2.069	.152	- 1.358	143	.177	-.2192	.1614	-.5383	.0999
	Equal variances not assumed			- 1.321	116.370	.189	-.2192	.1660	-.5479	.1095
Career Identity	Equal variances assumed	.625	.431	-.684	143	.495	-.1063	.1554	-.4135	.2009
	Equal variances not assumed			-.685	132.560	.494	-.1063	.1551	-.4131	.2005
Career Motivation	Equal variances assumed	.712	.400	-.556	143	.579	-.07710	.13874	-.35134	.19715
	Equal variances not assumed			-.546	122.683	.586	-.07710	.14109	-.35638	.20219

Increased Marketability	Equal variances assumed	.201	.654	-.314	143	.754	-.0531	.1692	-.3874	.2813
	Equal variances not assumed			-.311	127.075	.756	-.0531	.1707	-.3908	.2847
Increased Employability	Equal variances assumed	2.367	.126	-.552	143	.582	-.0898	.1627	-.4114	.2319
	Equal variances not assumed			-.539	118.818	.591	-.0898	.1666	-.4197	.2401
Marketability & Employability	Equal variances assumed	.750	.388	-.489	143	.626	-.0714	.1461	-.3603	.2174
	Equal variances not assumed			-.479	120.618	.633	-.0714	.1491	-.3667	.2239

For the first independent variable which is The Continuous Process of Training, the Sig. is equals to 0.007 which is smaller than 0.05 and in this case we cannot assume the equality of variances. We then look at the Sig. (2-tailed) in case the equal variances is not assumed for the equality of means, to find that it is equals to 0.444 which is greater than 0.05 and therefore the equality of means is proven.

The rest of the independent variables have the same scenario. All of their Sigs is greater than 0.05 and therefore we do not reject the equality variance.

The first variable's case is slightly different than the others but we reached the same conclusion for all of them. Our conclusion is that both females and males are receiving the same treatment from their organizations.

## 4.5 The One-Way Analysis of Variance (ANOVA)

The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups.

$$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$$

In this section we will be examining whether there is a difference between the means of age groups and between the means of job ranks.

### 4.5.1 ANOVA Test for Age Groups

*Improved Personal Abilities*

#### ANOVA

Improved Personal Abilities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.597	4	.149	.170	.954
Within Groups	123.169	140	.880		
Total	123.766	144			

Sig. = 0.954 which is greater than 0.05 and therefore we do not reject the equality of means among the age groups. This means that no difference proved to exist among the age groups in what is concerning the perceived improvement of personal abilities.

### *Enhanced Employee Efficiency and Productivity*

#### **ANOVA**

##### Enhanced Efficiency and Productivity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.164	4	.291	.333	.855
Within Groups	122.188	140	.873		
Total	123.352	144			

Sig. = 0.855 which is greater than 0.05 and therefore we do not reject the equality of means among the age groups. This means that no difference proved to exist among the age groups in what is concerning the perceived enhancement for efficiency and productivity.

### *Boosted Career Motivation Based on Career Resilience, Insight, and Identity*

#### **ANOVA**

##### Career Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.472	4	.118	.169	.954
Within Groups	97.427	140	.696		
Total	97.898	144			

Sig. = 0.954 which is greater than 0.05 and therefore we do not reject the equality of means among the age groups. This means that no difference proved to exist among the age groups in what is concerning the perceived career motivation.

### *Increased Marketability and Employability*

#### **ANOVA**

##### **Marketability & Employability**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.600	4	.650	.859	.490
Within Groups	105.952	140	.757		
Total	108.552	144			

Sig. = 0.490 which is greater than 0.05 and therefore we do not reject the equality of means among the age groups. This means that no difference proved to exist among the age groups in what is concerning the perceived increase in marketability and employability.

#### **4.5.2 ANOVA Test for Job Ranks**

##### *Improved Personal Abilities*

#### **ANOVA**

##### **Improved Personal Abilities**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.197	3	1.732	2.060	.108
Within Groups	118.568	141	.841		
Total	123.766	144			

Sig. = 0.108 which is greater than 0.05 and therefore we do not reject the equality of means among the job ranks. This means that no difference proved to exist among the job ranks in what is concerning the perceived improvement of personal abilities.

*Enhanced Employee Efficiency and Productivity*

**ANOVA**

Enhanced Efficiency and Productivity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.807	3	1.602	1.906	.131
Within Groups	118.545	141	.841		
Total	123.352	144			

Sig. = 0.131 which is greater than 0.05 and therefore we do not reject the equality of means among the job ranks. This means that no difference proved to exist among the job ranks in what is concerning the perceived enhancement for efficiency and productivity.

*Boosted Career Motivation Based on Career Resilience, Insight, and Identity*

**ANOVA**

Career Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.910	3	1.637	2.482	.063
Within Groups	92.988	141	.659		
Total	97.898	144			

Sig. = 0.063 which is greater than 0.05 and therefore we do not reject the equality of means among the job ranks. This means that no difference proved to exist among the job ranks in what is concerning the perceived career motivation.



### *Increased Marketability and Employability*

#### **ANOVA**

##### **Marketability & Employability**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.137	3	.712	.944	.421
Within Groups	106.415	141	.755		
Total	108.552	144			

Sig. = 0.421 which is greater than 0.05 and therefore we do not reject the equality of means among the job ranks. This means that no difference proved to exist among the job ranks in what is concerning the perceived increase in marketability and employability.

#### **4.6 Factor Analysis**

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. Factor analysis is used to test the validity of the construct and the degree to which the set of measures represent the concept of study.

In factor analysis we have two indicators the Barlett Test of Sphericity and the Kaiser Meyer Olkin Measure of Sampling Adequacy KMO MSA. The Barlett Test of Sphericity tests the overall significance of all correlations within a correlation matrix. A Barlett Test of Sphericity is said to be significant if alpha is less than 0.05 and therefore the null hypothesis will be rejected and factor analysis can be conducted on the study.

The KMO MSA is used to quantify the degree of inter-correlations among the variables. It ranges from 0 to 1 and when it reaches 1 it means that each variable is perfectly predicted without error by the other variable.

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	1517.108
	df	91
	Sig.	.000

### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.076	57.688	57.688	8.076	57.688	57.688	5.474	39.101	39.101
2	1.418	10.127	67.816	1.418	10.127	67.816	4.020	28.715	67.816
3	.888	6.345	74.161						
4	.585	4.178	78.339						
5	.501	3.577	81.916						
6	.455	3.247	85.163						
7	.393	2.804	87.967						
8	.352	2.515	90.481						
9	.304	2.171	92.652						
10	.279	1.993	94.645						
11	.235	1.676	96.321						
12	.219	1.566	97.887						
13	.169	1.209	99.096						
14	.127	.904	100.000						

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix<sup>a</sup>**

	Component	
	1	2
The Continuous Process of Training	.241	.850
Training Needs Assessments	.347	.804
Training Evaluation	.191	.885
Feedback used to Enhance Upcoming Sessions	.346	.735
Job Specific Trainings	.560	.462
Generalizable Skills Trainings	.604	.440
Improved Personal Abilities	.804	.319
Enhanced Efficiency and Productivity	.833	.262
Career Resilience	.833	.226
Career Insight - Weaknesses into Strengths	.810	.259
Career Insight - Use Strength to Reach Career Goals	.828	.302
Career Identity	.658	.415
Increased Marketability	.531	.578
Increased Employability	.607	.188

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The Barlett Test of Sphericity is less than 0.05 and therefore the null hypothesis is rejected and factor analysis can be conducted on the study.

In this factor analysis we included all independent and dependent variables. KMO was 0.92 which means that a high degree of consistency exists in the data.

The aim of the factor analysis is to reduce the number of factors. Originally, we had 14 factors; and from table “Total Variance Explained” we extracted two new factors which accounted for 67.816% of the total variance in the original structure.

To interpret the new factors, let us look at the table “Rotated Component Matrix.” The highlighted components in column 1 represent the first factor, while the highlighted components

in column 2 represent the second factor. The first factor can be interpreted as the self enhancement perception of trainees due to several training sessions attended, whereas the second factor can be explained as the perception of the trainees regarding the training process itself.

#### **4.7 STEPWISE Multiple Linear Regression**

We previously used the simple linear regression to test the effect of each independent variable on each dependent variable affected by it separately. We will now conduct a multiple linear regression analysis using the stepwise method to identify the most significant independent variable/variables that affect each of the dependent variables.

##### **Improved Personal Abilities**

The first STEPWISE multiple linear regression was conducted to find the most significant independent variables that affects the improved personal abilities of employees. Following is a model summary for the results showing that the most significant independent variables are: the generalizable skills trainings, job specific trainings and the continuous process of training.

**Model Summary<sup>d</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615 <sup>a</sup>	.378	.374	.7336
2	.692 <sup>b</sup>	.479	.472	.6736
3	.712 <sup>c</sup>	.506	.496	.6583

a. Predictors: (Constant), Generalizable Skills Trainings

b. Predictors: (Constant), Generalizable Skills Trainings, Job Specific Trainings

c. Predictors: (Constant), Generalizable Skills Trainings, Job Specific Trainings, The Continuous Process of Training

d. Dependent Variable: Improved Personal Abilities

The above results can be explained by saying that these independent variables significantly affect the personal abilities of employees. The results provided a model with  $R^2$  of 0.506.

To check whether the dependency between the independent and dependent variables is positive or negative, we need to check the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
3	(Constant)	.644	.264	2.439	.016
	Generalizable Skills Trainings	.306	.068	.336	4.483
	Job Specific Trainings	.329	.079	.320	4.162
	The Continuous Process of Training	.165	.059	.198	2.773
					.006

a. Dependent Variable: Improved Personal Abilities

As revealed by the positive coefficients of the independent variables displayed in the table, the dependency that exists is a positive dependency as suggested by the simple linear regression

conducted previously in this study. Therefore the more the generalizable skills trainings and job specific trainings are conducted on continuous bases, the better the employees' personal abilities become.

The final table demonstrates the variables that haven't been included in the final model of STEPWISE.

Excluded Variables <sup>a</sup>						
Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
3	Training Needs Assessments	.047 <sup>d</sup>	.513	.609	.043	.419
	Training Evaluation	-.035 <sup>d</sup>	-.376	.708	-.032	.415
	Feedback used to Enhance					
	Upcoming Sessions	.031 <sup>d</sup>	.366	.715	.031	.502

a. Dependent Variable: Improved Personal Abilities

b. Predictors in the Model: (Constant), Generalizable Skills Trainings

c. Predictors in the Model: (Constant), Generalizable Skills Trainings, Job Specific Trainings

d. Predictors in the Model: (Constant), Generalizable Skills Trainings, Job Specific Trainings, The Continuous Process of Training

Hence, we can conclude that training needs assessments and training evaluation are the variables that do not have an impact on the personal ability improvement sought from training and development.

### Enhanced Employee Efficiency and Productivity

The second STEPWISE multiple linear regression was conducted to find the most significant independent variables that affects the enhanced employee efficiency and productivity. Following is a model summary for the results showing that the most significant independent variables are: the job specific trainings and generalizable skills trainings.

Model Summary <sup>c</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608 <sup>a</sup>	.370	.366	.7371
2	.677 <sup>b</sup>	.458	.450	.6861

a. Predictors: (Constant), Job Specific Trainings

b. Predictors: (Constant), Job Specific Trainings, Generalizable Skills Trainings

c. Dependent Variable: Enhanced Efficiency and Productivity

The above results can be explained by saying that these independent variables significantly affect the employees' efficiency and productivity. The results provided a model with  $R^2$  of 0.458.

To check whether the dependency between the independent and dependent variables is positive or negative, we need to check the following table.

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
2 (Constant)	.810	.270		3.005	.003
Job Specific Trainings	.410	.078	.399	5.272	.000
Generalizable Skills Trainings	.330	.069	.363	4.799	.000

a. Dependent Variable: Enhanced Efficiency and Productivity

As revealed by the positive coefficients of the independent variables, the dependency that exists is a positive dependency as suggested by the simple linear regression conducted previously in this study. Therefore the more job specific and generalizable skills trainings are conducted the more enhanced the employees' efficiency and productivity become.

The final table demonstrates the variables that haven't been included in the final model of STEPWISE.

Excluded Variables <sup>a</sup>					
Model	Beta			Partial Correlation	Collinearity Statistics
	In	t	Sig.		Tolerance
2 The Continuous Process of Training	.108 <sup>c</sup>	1.461	.146	.122	.689
Training Needs Assessments	.119 <sup>c</sup>	1.544	.125	.129	.634
Training Evaluation	.104 <sup>c</sup>	1.452	.149	.121	.732
Feedback used to Enhance Upcoming Sessions	.075 <sup>c</sup>	.946	.346	.079	.616

a. Dependent Variable: Enhanced Efficiency and Productivity

b. Predictors in the Model: (Constant), Job Specific Trainings

c. Predictors in the Model: (Constant), Job Specific Trainings, Generalizable Skills Trainings

Hence, we can conclude that the continuous process of training, training needs assessments and training evaluation are the variables that do not have an impact on the enhancement of the employee's efficiency and productivity sought from training and development.

### Boosted Career Motivation

The third STEPWISE multiple linear regression was conducted to find the most significant independent variables that affects the boosted career motivation of employees. Following is a model summary for the results showing that the most significant independent variables are: the generalizable skills trainings, training needs assessments and job specific trainings.



**Model Summary<sup>d</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647 <sup>a</sup>	.419	.415	.63078
2	.719 <sup>b</sup>	.516	.510	.57739
3	.738 <sup>c</sup>	.545	.535	.56207

a. Predictors: (Constant), Generalizable Skills Trainings

b. Predictors: (Constant), Generalizable Skills Trainings, Training Needs Assessments

c. Predictors: (Constant), Generalizable Skills Trainings, Training Needs Assessments, Job Specific Trainings

d. Dependent Variable: Career Motivation

The above results can be explained by saying that these independent variables significantly affect employees' career motivation. The results provided a model with  $R^2$  of 0.545.

To check whether the dependency between the independent and dependent variables is positive or negative, we need to check the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
3 (Constant)	.822	.221		3.717	.000
Generalizable Skills Trainings	.301	.059	.371	5.118	.000
Training Needs Assessments	.207	.052	.286	4.008	.000
Job Specific Trainings	.204	.069	.223	2.974	.003

a. Dependent Variable: Career Motivation

As revealed by the positive coefficients of the independent variables, the dependency that exists is a positive dependency as suggested by the simple linear regression conducted previously in this study. Therefore the more generalizable skills trainings, training needs assessments and job specific trainings are conducted the higher the employees' career motivation becomes.

The final table demonstrates the variables that haven't been included in the final model of STEPWISE.

Excluded Variables <sup>a</sup>					
Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
3 The Continuous Process of Training	.034 <sup>d</sup>	.402	.688	.034	.455
Training Evaluation	.057 <sup>d</sup>	.701	.484	.059	.491
Feedback used to Enhance Upcoming Sessions	.083 <sup>d</sup>	1.055	.293	.089	.527

a. Dependent Variable: Career Motivation

b. Predictors in the Model: (Constant), Generalizable Skills Trainings

c. Predictors in the Model: (Constant), Generalizable Skills Trainings, Training Needs Assessments

d. Predictors in the Model: (Constant), Generalizable Skills Trainings, Training Needs Assessments, Job Specific Trainings

Hence, we can conclude that the continuous process of training and training evaluation are the variables that do not have an impact on the boosted career motivation sought from training and development.

### Increased Marketability and Employability

The fourth STEPWISE multiple linear regression was conducted to find the most significant independent variables that affected the increased marketability and employability of employees. Following is a model summary for the results showing that the most significant independent variables are: the training needs assessments, training evaluation and generalizable skills trainings.

**Model Summary<sup>d</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595 <sup>a</sup>	.354	.350	.7002
2	.632 <sup>b</sup>	.400	.391	.6774
3	.645 <sup>c</sup>	.417	.404	.6702

a. Predictors: (Constant), Training Needs Assessments

b. Predictors: (Constant), Training Needs Assessments, Feedback used to Enhance Upcoming Sessions

c. Predictors: (Constant), Training Needs Assessments, Feedback used to Enhance Upcoming Sessions, Generalizable Skills Trainings

d. Dependent Variable: Marketability & Employability

The above results can be explained by saying that these independent variables significantly affect the employees' marketability and employability. The results provided a model with  $R^2$  of 0.417.

To check whether the dependency between the independent and dependent variables is positive or negative, we need to check the following table.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
3 (Constant)	1.162	.228		5.091	.000
Training Needs Assessments	.297	.064	.389	4.645	.000
Feedback used to Enhance Upcoming Sessions	.174	.076	.201	2.288	.024
Generalizable Skills Trainings	.140	.069	.164	2.015	.046

a. Dependent Variable: Marketability & Employability

As revealed by the positive coefficients of the independent variables, the dependency that exists is a positive dependency as suggested by the simple linear regression conducted previously in this study. Therefore the more training needs assessments, training evaluations and generalizable skills training are conducted, the better the marketability and employability of employees will be developed.

The final table demonstrates the variables that haven't been included in the final model of STEPWISE.

Excluded Variables <sup>a</sup>					
Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
3 The Continuous Process of Training	-.009 <sup>d</sup>	-.095	.924	-.008	.424
Training Evaluation	-.023 <sup>d</sup>	-.231	.818	-.019	.405
Job Specific Trainings	.054 <sup>d</sup>	.630	.530	.053	.563

a. Dependent Variable: Marketability & Employability

b. Predictors in the Model: (Constant), Training Needs Assessments

c. Predictors in the Model: (Constant), Training Needs Assessments, Feedback used to Enhance Upcoming Sessions

d. Predictors in the Model: (Constant), Training Needs Assessments, Feedback used to Enhance Upcoming Sessions, Generalizable Skills Trainings

Hence, we can conclude that the continuous process of training, training evaluation and job specific trainings do not have an impact on the increased marketability and employability of employees sought from training and development.

## CHAPTER FIVE

### SUMMARY OF FINDINGS AND RECOMMENDATIONS

#### 5.1 Findings

The aim of this paper was to study the impact of training and development on the career path of employees. We constructed a model to show the relationships between the dependent and independent variables under study as suggested by the literature review. We then tested each relationship separately using simple linear regression. Following is a table that summarized the results of the tests done.

Figure 5. Summary of Variables Dependencies

Dependent Variables \ Independent Variables	Improved Personal Abilities	Enhanced Employee Efficiency and Productivity	Boosted Career Motivation	Increased Marketability and Employability
The Continuous Process of Training	+	+	+	+
Training Needs Assessment	+	+	+	
Training Evaluation	+	+		
Job Specific Training Programs	+	+	+	+
Generalizable Skills Training Programs	+	+	+	+

The table shows how all of tests proved that there is a positive dependency between the respondents' perception about the independent variable and their perception about the dependent variable. In other words, if employees attend training sessions that comply with the effective rules of training, they will obtain career and personal benefits.

The T-Test verified that there is no discrimination in the treatment between females and males in organizations providing their employees with effective training and development.

The ANOVA tests showed that no difference proved to exist between age groups and job ranks in organizations when receiving the benefits of training and development.

The factor analysis conducted verified the consistency of the data. Through this analysis we reduced the data we were studying and came up with 2 new factors the first factor was interpreted as the self enhancement perception of trainees due to several training sessions attended, whereas the second factor was explained as the perception of the trainees regarding the training process itself.

Finally we piloted a STEPWISE multiple linear regression analysis whereby we were able to identify the independent variables that seem to have the most impact on each dependent variable separately and also were able to exclude the independent variables that had less impact on the dependent variable being tested because of the dominating correlation with the ones that were chosen by STEPWISE. Following is a table showing us the summary of the relationships suggested.

**Figure 6. Summary of STEPWISE Multiple Linear Regression Dependencies**

Dependent Variables	Improved Personal Abilities	Enhanced Employee Efficiency and Productivity	Boosted Career Motivation	Increased Marketability and Employability
Independent Variables				
The Continuous Process of Training	+			
Training Needs Assessment			+	+
Training Evaluation				+
Job Specific Training Programs	+	+	+	
Generalizable Skills Training Programs	+	+	+	+

## **5.2 Conclusion and Limitations**

### **Conclusion**

After examining the findings, we were able to prove the dependency of the employee benefits and career progression on the characteristics of an effective training and development session. We examined five characteristics which were the continuous process of training, training needs assessments, training evaluation, job specific trainings, and generalizable skills trainings. These characteristics were picked out of many for training and development due to their importance and because most resources believed that they have the major influence. On the other hand, we observed four benefits for training and development which were the improved personal abilities, enhanced efficiency and productivity, boosted career motivation, and increased marketability and employability. These benefits were chosen from among various benefits for training and development due to their direct impact on the career path of employees.

The simple linear regression analysis proved the validity of the original model we were testing. It verified the dependencies that exist between each of the characteristics of training and development with each benefit separately. Whereas the multiple linear regressions revealed the characteristics that have the most impact on each benefit separately and by that we evidenced that the dependencies do exist using the two methods.

### **Limitations**

When I first decided to prepare a study on training and development, my expectation was to least spend time on gathering resources. It came to my surprise that there aren't enough resources that

tackled training and development from the perspective I am undertaking. This forced me to extend the search time and to do some twists in the study. Obviously the resources and findings were what defined the variables and shaped the study.

The second limitation was that not all companies in Lebanon conduct training and development for their employees, nor all employees are aware of the impact of training and development on their career path and hence they do not take the initiative to attend sessions on their own. Hence I had to do a small research to identify the industries and types of companies that require training and development in order to target their employees while filling the surveys. I was aiming at asking people who are attending training classes at training institutes to take part in filling the survey, but the problem was that when I was ready to distribute the questionnaire it was midseason time at training institutes and therefore they did not have the amount of attendees I expected to meet.

Another limitation I faced while filling the surveys was that employees are mainly influenced by the impact of the last training session they attended. So for example if the last training session was not beneficial from their point of view, they tend to consider all training sessions as not beneficial and they filled the questionnaire based on that opinion.



### **5.3 Recommendations**

This study showed that employees are aware of the dependency that exists between training and development and their improved abilities and enhanced career path. Employees should make use of training and development based on their desired outcome. They should understand first what they are intending to get from the training they will attend before joining it. That is being said because different characteristics of training and development lead to different results.

For example if an employee desires to improve his abilities he should work on continuously receiving job specific and generalizable skills trainings. Whereas if he wishes to increase his marketability and employability he should aim at attending generalizable skills trainings that tackle his areas of weakness as suggested by the training needs assessment conducted prior to attending training.

Training and development is a tool used by everyone in the market irrespective of the gender, age and career level. This should always be the case and training should be used to improve the quality of labor in the market and to equip them with the right resources for a better future.

## **APPENDIX**

## **MBA Thesis Survey**

### **The Impact of Training and Development on the Career Path of Employees in Lebanon**

Dear Participant,

As a partial fulfillment of the requirements for the Degree of Master in Business Administration at Haigazian University, I am conducting this survey about training and development in Lebanon and whether they are affecting employees in general and their career path in specific.

The purpose of this questionnaire is to examine whether training and development at companies in Lebanon are being successfully conducted and consequently resulting in the ultimate outcomes affecting the career path of employees.

Because you are attending training sessions at a training institute or in-house at your company, I am inviting you to participate in this research study by completing the attached survey.

Please note that this questionnaire will take a maximum of 5 minutes of your time and that your responses will remain confidential as the data collected from this survey will be reported in the thesis paper anonymously. To ensure anonymity, you are not required to disclose any personal information, or to identify yourself or your organization.

Please read each of the statements listed in the attached questionnaire and check the box that best indicates the level of agreement with the implementation of these practices at the company you work for based on the scale mentioned next to the statements.

Your time and effort are very much appreciated.

Sincerely,

Leila Sleiman

**MBA Thesis Survey**  
**The Impact of Training and Development on the Career Path of Employees in Lebanon**

		Yes	No
*	Have you attended training and workshop activities		

**Continue to fill this survey ONLY if your answer was YES.**

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1	The company I work for sends me regularly to attend training and development sessions.					
2	The company I work for examines what skills I need to improve or gain before sending me to attend a training and development session.					
3	The company I work for asks for my feedback after attending a training and development session.					
4	The feedback I provide about training sessions I attended is used to enhance upcoming training and development sessions.					
5	Training and development sessions I attended were related to my job or to what I do on daily basis.					
6	Training and development sessions I attended enhanced my interpersonal skills such as leadership, time and stress management, teambuilding etc...					
7	My soft and technical skills improved after attending training and development sessions.					
8	My job performance improved after attending a training and development session.					
9	I was able to learn how to overcome problems I face at work after attending training and development sessions.					
10	I was able to transform my weaknesses into strengths after attending training and development sessions.					
11	I was able to use my strengths to reach my career goals after attending training and development sessions.					
12	I was able to relate more to the company's values after attending training and development sessions.					

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
13	Growth opportunities within the company I work for increased after attending training and development sessions.					
14	Finding a new job has become more attainable after attending training and development sessions.					

		Female	Male
*	Gender		

*	Age	Check Category
	21-25	
	26-30	
	31-35	
	36-40	
	Above 40	

*		My level in the company is
	Junior	
	Senior	
	Manager	
	Executive	

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