

**“Training And Development Practices Of
MNCs: An empirical study of selected MNCs in Sana’s - Yemen”
by Dr. H.N.Ramesh^[a], & Mohammad Ahmed Abdullah Alsabri^[b]**

Abstract

Training and Development are like fuels in organizations, which accelerate the activities of human resources. The Training practices, in recent years, have adopted many innovative techniques to achieve twin objectives- enhancement of skills and abilities and cost reduction. In order to be competitive and survive in today’s uncertain environment, organization must develop avenues for their capacity building through continuous learning. Therefore, organizations have to determine the Training and Development need of their employees scientifically according to industrial needs and design human resource practices, which will help organization to gain the competitive advantage and increase its profitability. In fact, Organizations’ success depends largely on its people therefore; firms must cultivate human resource through Training and Development programs.

The current study attempts to explore the Training and Development practices of the selected MNCs from Sana’a, Yemen. The present study is considered to be very important as it examines and analyses the Training and Development practices of different MNCs. This paper aims to provide foundation for their understanding of Training and Development practices along with making relevant policies regarding the employees’ well-being.

Keywords: Training & Development, MNC, Yemen, Sana, employees, learning, transfer.

^[a] **Dr. H.N.Ramesh,**
Associate Professor,
Department of Business Management and
Research Studies, Kuvempu University,
Shankaraghatta – 57745,
Shimogga, Karnataka State, India.

^[b] **Mohammad Ahmed Abdullah Alsabri,**
Research Scholar,
Department of Business Management and
Research Studies,
Kuvempu University,
Shankaraghatta - 577 451,
Shimogga, Karnataka State, India.
Mobile No.9035410455,
Email: 31sabri@gmail.com



Acme Intellects

1. Introduction

Human resource is the most valuable and unique asset of an organization. In fact, among all the factors of production human resource is considered to be the most important because behind the production of every product or service there is a human brain, effort and man hour. Human being is the fundamental resource for making or constructing an organization and developing values out of the organized efforts. Nowadays, Training and Development play an important role in the effectiveness of organizations and in the experience of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in Training and Development. However, investment in Training and Development is generally regarded as good management practice to maintain appropriate expertise now and in the future. Recently, MNCs are the actors on the practice of human resources, which has been shaped tremendously by the impact of globalization. Only those MNCs willing to adapt their human resources practices to the change the global labor market conditions will be able to attract and retain high performing employees. Companies with the ability to foresee their business needs and their workforce needs, especially for high skills, will gain the decisive competitive advantage. The present study attempts to make a comparative analysis of Training and Development practices between the MNCs in Yemen. The present study is believed to add a good amount of knowledge to the pool of knowledge in Management studies in general and Training and Development in particular.

2. Literature Review

Warr, Allan and Birdie (1999)¹ in their research study titled “Predicting Three Levels of Training Outcome” evaluated a two-day technical training course involving 123 motor-vehicle technicians Training Evaluation 8 over a seven-month period in a longitudinal study using a variation of the Kirkpatrick Model. The main objective of this study was to demonstrate that training improved performance, thereby justifying the investment in the training as appropriate. They suggested that the levels in the Kirkpatrick Model maybe interrelated. They investigated six trainee features and one organizational characteristic that might predict outcomes at each measurement level. The six trainee features studied were learning motivation, confidence about the learning task, learning strategies, technical qualifications, tenure, and age. The one organizational feature evaluated was transfer climate, which defined as the extent to which the learning from the training was actually applied on the job.

Phillips and Pulliam (2000)² in their research work titled” Level 5 evaluation: Measuring ROI” reported an additional measure of training effectiveness, return on investment (ROI), was used by companies because of the pressures place don Human Resource Departments to produce measures of output for total quality management (TQM) and continuous quality improvements (CQI) and the threat of outsourcing due to downsizing. Great debate was found in the training and development literature about the use of ROI measures of training programs.

America Society for Training and Development (2002)³ assessed the nationwide prevalence of the importance of measurement and evaluation to human resources department (HRD) executives by surveying a panel of 300 HRD executives from a variety of types of U.S. organizations. Survey re-

¹ Warr, P., Allan, C., & Birdi, K. (1999). Predicting three levels of training outcome. *Journal of Occupational and Organizational Psychology*, 72(3), 351-375.

² Phillips, J., & Pulliam, P. (2000). *Level 5 evaluation: Measuring ROI*. Alexandria, VA: American Society of Training and Development.

³ American Society for Training and Development. (2002). *Training for the next economy: An ASTD state of the industry report on trends in employer-provided training in the United States*. Retrieved February 6, 2003 from <http://store.astd.org/default.asp>

sults indicated the majority (81%) of HRD executives attached some level of importance to evaluation and over half (67%) used the Kirkpatrick Model. The most frequently reported challenge was determining the impact of the training in ten organizations attempted to gather any results- based evaluation.

Asblomstrom and Kokko (2003) in their work titled “Effects of Training on business results” summarized that the amount of Training provided to MNCs employees vary depending on industry, mode of entry, size and time horizon of investment, type of operations, and local conditions. A possible reason is that Training implies economies of scales; and early empirical studies had found relatively little Training in small firms with less than 50 employee’s notices, large employers actually take a different approach to small employers with regard to the riskiness of investing in their employees, so that large firms tend to provide more Training.

Gaudine and Saks (2004) ⁴in their research work titled “A longitudinal quasi - experiment on the effect of post Training transfer interventions” found that there is no difference between a relapse prevention and transfer enhancement intervention for nurses attending a two-day Training program. They suggested that transfer climate and support were likely more potent determinants of transfer than were post-Training interventions.

Lim and Morris (2006) ⁵in their research work titled “Characteristic instructional satisfaction and organizational climate on perceived learning ad Training transfer” opined that the organizations seek to evaluate Training programs in order to foster job performance improvement, facilitate development of individual and organizational effectiveness, and establish and maintain market share within a rapidly changing business environment.

Taylor (2007) ⁶in his research work titled “Creating social capital in MNCs: the international human resource management challenge” argued that the IHRM system in MNCs should use Training programs to develop managerial and senior professional staff, particularly to help to build the self - awareness of their own cultural preferences in establishing relationships and the skills to create relationships with different kinds of people than they are accustomed to, and to form the relationships in ways that are novel to them. Company-wide Training and Development initiatives to build a cadre of staff that can network across sites and diffuse expertise concerning the application of organizational competencies may thus be a key aspect of an international logic in HR.

McNamara (2008)⁷ in his research work titled “Employee Training and Development. Reasons and benefits” argued that Development in the context of human resource management is a broad ongoing multi-faceted set of activities (Training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

Youngee Jessie Kong, M.A. (2009)⁸ in their research work titled “A comparison of the practices used by human resource development professional to evaluate web -based and classroom - based Training programs within seven Korean companies” opined that Web-Based and Classroom-Based Training programs were most frequently evaluated for the process evaluation component, followed by the input evaluation component. On the other hand, web-based and classroom-based Train-

⁴ Garavan, T.N. (2000), “Employability: the emerging new deal?”, Journal of European Industrial Training, Vol. 23 No. 1.

⁵ Lim, D. & Morris, M. (2006). Characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer. Human Resource Development Quarterly, 17 (1), 85-113

⁶ Taylor, S. (2007). Creating Social Capital in MNCs: the International Human Resource Management Challenge, Human Resource Management Journal, vol. 17, no. 4, 336–54.

⁷ McNamara, Carter. (2008). Employee Training and Development: Reasons and Benefits. New York Authenticity Consulting, LLC. [<http://www.managementhelp.org/index.html>], (Accessed 16/03/2009).

⁸ Youngee Jessie Kong, M.A. (2009).”A Comparison Of The Practices Usedby Human Resource Development Professionals To Evaluate Web-Based And Classroom-Based Training Programs Within Seven Korean Companies” Dissertation, The Ohio State University.

ing programs were least frequently evaluated for the organizational context evaluation component, followed by the output evaluation component. The results also showed that web-based and classroom-based Training programs were meaningfully different on the process evaluation component, while these Training approaches were not meaningfully different on the other types of component evaluation.

Katalin Dobrai, Ferenc Farkas, Zsuzsa Karolinyand Jozsef Poor (2012)⁹ in research work titled “Knowledge Transfer in Multinational Companies - Evidence from Hungary”, collected data from 74 Hungarian subsidiaries of MNCs and they analyze knowledge transfer aspects in the HR practice and compares them with international research results. Above study finds that Hungarian subsidiaries play important role of HR-related learning. The success of the knowledge transfer is dependent on the ability of the person to transfer knowledge and on the motivation to transfer knowledge, that is specifically his/her communication skills.

3. Human Resource Management Practices

Human resource is the most valuable and unique asset of an organization. In fact, among all the factors of production human resource is considered to be the most important because behind the production of every product or service there is a human brain, effort and man hour. Human being is the fundamental resource for making or constructing an organization and developing values out of the organized efforts. Today many experts claim that machines and technology are replacing human resource and minimising their role or effort. But even machines and technology have been invented by the human talent and besides companies have been continuously in search for talented, skilled and qualified professionals to further develop latest machines and technology, which again have to be controlled or used by humans to bring out products. Therefore, it is necessary for all managers to understand and give due importance to the different human resource policies and activities in organizations. According to Katou and Budwar (2006) HRM system aims at attracting and developing human resources. Among the HRM practices, attracting and developing employees’ recruitment, selection, Training and Development, retaining employees’ performance appraisals, reward and compensation systems are gaining more importance in recent years. Such activities have been lined to organizational competitiveness, increased productivity, higher quality of work life and great profitability.

Human Resource Management outlines the importance of HRM and its different functions in an organization. Human resource practice changed to reflect the changing face of people management, so the economic system of a country can influence HRM practices whether the system is capitalist or socialist. Even government involvement in the economy through taxes, price controls and other activities can influence HRM practices. A country’s political-legal system, its government, laws, and regulations strongly impinge on human resource management. The country’s laws often dictate the requirements of HRM practices, such as Training, compensation, hiring, firing and layoffs.

The roles and responsibilities of human resources departments are transformed due to the modern business face pressures of globalization. The global supply of talent is short of its long-term demand, and the gap is a challenge for employers everywhere. The shortage between the demand and supply of talent is likely to continue to increase, notably for high skilled workers and for the next generation of business executives.

Nowadays, organizations need to place greater emphasis on attracting human capital rather than financial capital. Hence, human resources and the potentiality they possess are key drivers for

⁹ Katalin Dobrai, Ferenc Farkas, Zsuzsa Karolin, Jozsef Poor, (2012). “Knowledge Transfer in Multinational Companies - Evidence from Hungary”, Acta Polytechnica Hungarica. Vol. 9, No. 3, 2012

any organization's success. Global staffing and management of workforce diverse in culture and language skills and dispersed in different nations are the key goals of global human resources.

Human resources management is changing as the modern business faces numerous and complex challenges, and exploit opportunities. The transformation of human resources today is a direct call of the rapid changes within businesses due to different factors one such factor is globalization. Thus, organizational change impacts not only the business but also its employees. In order to maximize organizational effectiveness, human potentials and individuals' capabilities, time, and talents must be managed and developed. Within MNCs, a major responsibility of the top management is to develop personnel through Training and Development.

4. Training and Development Practices

Every organization needs to have well trained and experienced people to perform the activities that have to be done. If the current or potential job occupant can meet this requirement, Training is not important but when that is not the case if it is necessary to raise the skills levels and increase the versatility and adaptability of employees. As the job becomes more complex, the importance of employees' developments are not only an activity that is desirable, but also an activity that an organization must commit resources to maintain a viable and knowledge work force. You can have the grains, the greatest business model in the world and the best system, but if your people cannot handle the growth, you will not find that they have got a good Training program and it is a part of their culture.

Historically, Training and Development in many organizations have had relatively short-term aim of enhancing current on the job performance with the important exception of succession planning arrangement for the potential senior managers of the future. More recently, however, changes in the product market environment, the introduction of new technology and changes in the organization characteristics have all had the effect of raising the profile of Training and Development in both the HRM literature and practice.

Training is always a means to an end and not an end in itself. Unless it leads to the effective performance of work it inevitably incurs a waste of valuable resources, these valuable resources are in terms of fundamental importance. In other words, Training improves, changes, melds the employees knowledge skills behaviour aptitude and attitude towards the requirement of the job and organization.

Training refers to the teaching and learning activities carried on for the primary purpose of helping member of an organization, to acquire and apply the knowledge, skills, abilities and attitude needed to by a particular job and organization. Organization and individuals should develop and progress simultaneously for their survival and attainment of mutual goals. Therefore, every modern management has to develop the organization through human resource development. Employee Training and Development in a sub-system of human resource development. Employee Training is a specialized function and is one of the functional operative functions for human resource management.

After an employee is selected, placed and introduced, he or she must be provided with Training facilities. Training is the act of increasing the knowledge and skill of an employee who is doing a particular job. Training is short-term educational process and utilizing a systematic and organized procedure by which employee learns technical knowledge and skill for a definite purpose.

Dale S. Beach (1980) ¹⁰stated that Training organized procedures by which people learn knowledge and skills for a definite purpose. In other words, Training improves changes and molds the employees' knowledge skill, behavior aptitude, and attitude towards the requirement of the job and organization. Training refers to the teaching and learning activities carried on for the primary purpose

¹⁰ Dale, S. Beach (1980). Personnel: The Management of People at Work, Macmillan, New York, NY, pp. 695 - 714

of helping members of an organization, to acquire and apply the Knowledge, skills, abilities and attitudes needed by a particular job and organization.

Thus, Training bridges the difference between job requirement and employees present specification. The importance of human resource management to a large extent depends on human resource development. Training is the most important technique of human resource development. No organization can get candidates who exactly match with the job and the organizational requirements. Hence, Training is important to develop the employees and make him suitable to the job.

Job and organizational requirement are not static. They are changed from time to time in view of technology advancement and change in the awareness of total quality and productivity management (TQPM). The objectives of the TQPM can be achieved only through Training as Training develops human skills and efficiency. Trained employees would be valuable assets to an organization. Organization efficiency, productivity, progress and development to a greater extent depend on Training. Organization objective like viability, stability and growth can also be achieved through Training. Training is important as it constitute a significant part of management control.

5. Future Trends in Training

The rate of change generally, technologically, and politically has been escalating at chaotic pace. Studies have indicated that changing composition of workforce by the next decades will mean more women and minorities and they must be trained for overseas management positions and technical skill areas.

Swanson and Dobbs (2006)¹¹ argued that for the current and future state of Training to be effective, both in theory and in practice, it is necessary to develop a clear classification to analyze commonalities and differences among various Training approaches.

Senge (1990)¹² discussed that the forces affecting human resource that would prompt managers to manage differently in the future. He proposed that an organization be perceived as a learning systems resource and to facilities the learning within organization, human resource professionals must employ and instruct the organization in systems in thinking to help made organizations more succeed.

Svenson and Rinderer (1991)¹³ stated that human resource budget must not only be better managed by Training personnel, but also alignment with business goal and more knowledge of instructional strategies and human resources system are critical success factors for Training personnel.

Stemburg (1990)¹⁴ opined that the role of the trainer is changing to include partnerships with the management and employees to design and facilitate Training.

6. Objectives of the study

The broad objective of the study is to compare Training and Development practices as perceived by the Employees of the selected MNCs in Sana'a, Yemen The specific objectives of the study are:

1. To analyze the Training and Development needs identification practices of selected MNCs.
2. To compare the perceived benefits of Training and Development by employees
3. To study the impact of employees Training on employees performance
4. To analyze the Training and Development practices of the selected MNCs

7. Hypotheses

¹¹ Swanson, R.A. & Dobbs, R.L. (2006). The future of systemic and systematic training. *Advances in Developing Human Resources*. 8 (4), 548-554

¹² Senge, P. (1990). *The fifth Discipline -The Art and Practice of Learning Organization*. New York : Doubleday.

¹³ Svenson and Rinderer (1991) *The Training and Development Strategic Plan Workbook*. Hardcover

¹⁴ Stemburg, C (1990). *Partnership With the Line Training and Development* PP 69 – 75 Virginia :ASTD.

- Ho1: There is no significant perceived difference in Training needs identification and assessment among respondents of MNCs in Sana'a, Yemen.
- Ho2: There is a significant improvement in the performance of employees after attending training and development program.
- Ho3: There is no significant difference perceived by Yemeni employees on the benefits of training and development.
- Ho4: There is no difference in Training and Development practices of MNCs among groups of respondents in Sana'a Yemen.

8. Scope of the Study

The present study is focusing on Training and Development practices of selected MNCs in Sana'a, Yemen. Five MNCs in Sana'a were selected for the study purpose. The selected MNCs were MTN, Arab bank, TOTAL, DHL and Nexen. Hence, this study is mainly comparing the Training and Development practices of selected MNCs. A survey research was carried on employees working for MNCs in Sana'a, Yemen to solicit opinions of respondents.

9. Methodology

The method or methodology used in the research play a very important role in enhancing the quality of the research. The methodology is all about the research design and data types used and the analysis and interpretation made in the research to meet the research objectives.

9.1 Research Design

In order to satisfy the objectives of the research, the study employs descriptive survey research. It is a type of research design, which has its primary objective and provision for insights into problem of the study and comprehension of the problem situation confronting the researcher. In the present context, descriptive design is used to measure and establish the relationship among the variables.

9.2 Sources of Data

The study uses both primary and secondary data for analysis and interpretation to meet the research objectives.

9.2.1 Primary Data

Primary data was collected from the employees working in MNCs functioning in Sana'a city. Five MNCs in Sana'a were selected to draw the sample respondents. Primary data was collected by adopting stratified sampling technique and a well-structured questionnaire. The respondents are middle level managers, lower level managers and non-managers working in different functional areas.

9.2.2 Secondary Data

The secondary data is published data, which was collected from among the published sources like books, journals, annual reports, bulletins, published articles, newspapers and dissertations. In addition, the study makes use of online journals and websites.

9.3 Sampling Design

The research study adopts stratified sampling design; firstly, the population is stratified into mutually exclusive sub-groups. Then judgment is used to select the subjects or units from each strata based on a specified proportion. The respondents of the study comprised of 150 employees from selected MNCs, 30 respondents which consists of middle, lower level managers and non – managers. The selected MNCs were MTN, Arab bank, TOTAL, DHL and Nexen.

9.4 Factor Analysis

The technique of factor analysis provides a fascinating way of reducing the number of variables in a research problem to a smaller and more meaningful number by combining related ones into factors. It relieves the researcher from the confusion arising through overlapping measures of the same underlying variables. In the present study, factor analysis has been used for identifying the Training and Development practices of selected MNCs.

9.5 Statistical Tools and Techniques used for the Study

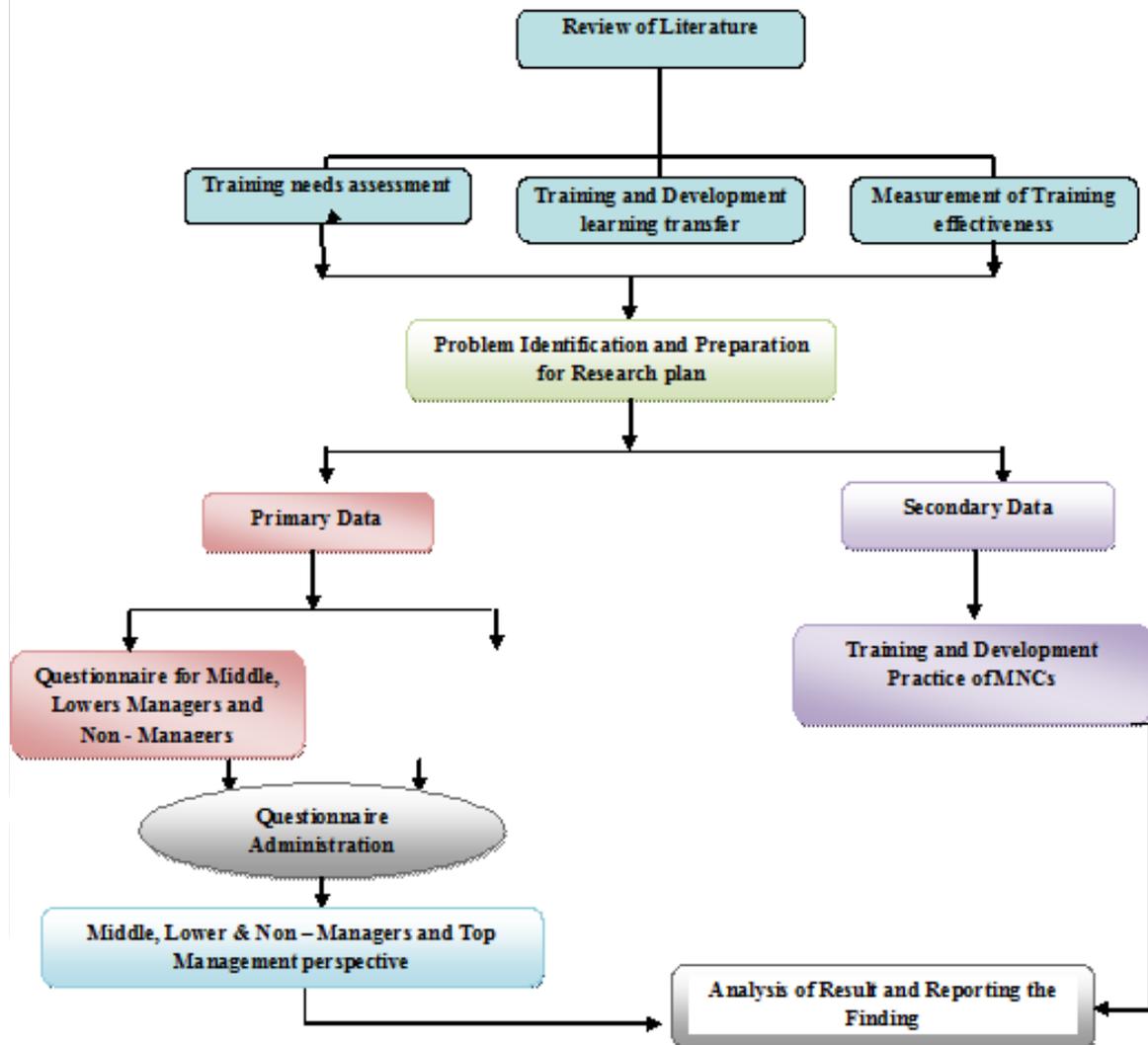
The data collected from different respondents were crosschecked and coded in Excel sheet. Later the coded data entered into master code sheet after cross checking. SPSS version 20 was used to analyze the data. Statistical tools have been used are percentage analysis, One way - ANOVA.

10. Limitation of the Study

The study has the following limitations

1. The study is being a survey research; there may be some personal biases in the opinions of respondents.
2. The study is limited only to five MNCs from Sana'a. So the outcome of the study is based on only these five MNCs.

Figure No. 1 The Research Framework



Obj1: To analyze the Training and Development needs identification practices of selected MNCs.

Ho1: There is no significant perceived difference in Training needs identification and assessment among respondents of MNCs in Sana'a city.

11.1 Descriptive Statistics on Training Needs Identification and Assessment

Work experience s	N	Mean	Std. Deviation
Less than 1 year	5	17.40	2.70
1 - 2 Years	21	19.28	2.79
2 - 3 Years	10	17.90	2.99
3 - 4 Years	19	20.00	4.38
Above 5 Y	95	18.68	3.77
Total	150	18.84	3.66

Source: Calculated from primary data

11.2 Analysis of Variance and 'F' Value on Training Needs Identification and Assessment

	Sum of squares	Mean Square	df	F
Between Groups	51.28	12.812	4	0.951
Within Groups	1952.912	13.468	145	
Total	2004.160		150	

*Significant at 0.05 level

The table No.11.1 and 11.2 reveal the statistics on the employees' perception on Training needs identification and assessment. According to the above table there is no significant perceptual difference among respondents working with MNCs in Sana'a on Training needs identification and assessment. It is evident from the statistics that, the 'F' value is 0.951 with d.f (4,146), which is less than the table value 3.37 at 0.05 level of significance. Also table No 11.1 shows that employees with 3 to 4 years of experience have positive perception on the frequency of Training needs identification and assessment with mean value 20.00 compared to other groups. Hence, **the null hypothesis is accepted.** Therefore, **there is no significant perceived difference on Training needs identification and assessment** among respondents with varied experience in Yemen.

Obj2: To compare the perceived benefits of Training and Development by employees

Ho2: There is no significant difference perceived by Yemeni employees on the benefits of training and development.

Table 11.3: Descriptive Statistics on Benefits of Training and Development

Work experience s	N	Mean	Std. Deviation
Less than 1 year	5	28.80	8.31
1 - 2 Years	21	30.47	4.24
2 - 3 Years	10	25.70	3.33
3 - 4 Years	19	30.63	7.42
Above 5 Y	95	30.14	5.60
Total	150	29.91	5.72

Source: Calculated from primary data

Table 11.4: Analysis of Variance and “F” Value on Benefits of Training and Development Programs

	Sum of squares	Mean Square	df	F
Between Groups	205.377	51.344	4	1.591
Within Groups	4680.496	32.279	145	
Total	4885.873		150	

*Significant at 0.05 level

The table No. 11.3 and 11.4 show the statistics on the employees’ perception on benefits of Training and Development. the perception among respondents working with MNCs in Sana’a on benefits of Training and Development is same. According to the table No.11.4 the ‘F’ value is 1.591 with d.f (4, 145), which is less than the table value 3.37 at 0.05 level of significance. Hence, there is a **sufficient evidence to accept the null hypotheses. Therefore, it is concluded that the benefits of Training and Development are perceived to be the same** among respondents with varied experience in Sana’a.

Obj3: To study the impact of employees Training on employees performance.

Ho3: There is a significant improvement in the performance of employees after attending training and development program.

Table 11. 5: Descriptive statistics on the Impact of Training and Development programs on Respondents Performance

Work experience s	N	Mean	Std. Deviation
Less than 1 year	5	19.00	2.82
1 - 2 Years	21	19.66	2.55
2 - 3 Years	10	17.70	2.16
3 - 4 Years	19	20.63	4.19
Above 5 Y	95	18.93	2.92
Total	150	19.17	3.064

Source: Calculated from primary data

Table 11.6 Analysis of variance and “F” Value on the impact of Training and Development programs on employees’ Performance

	Sum of squares	Mean Square	df	F
Between Groups	72.685	18.171	4	1.986
Within Groups	1326.809	9.150	145	
Total	1399.493		150	

*Significant at 0.05 level

The table No. 11.5 and 11.6 reveal the statistics on the employees’ perception on the impact of Training and Development on employees’ performance. According to table 11.6 there is, no significant perceptual difference among respondents working with MNCs in Sana’a on the impact of Training and Development on employees’ performance. It is evident from the statistics that, the ‘F’ value is 1.986 with d.f(4, 145), which is less than the table value 3.37 at 0.05 level of significance. **Hence, the null hypothesis is accepted and it can be concluded that there is no significant perceived difference on the impact of Training and Development programs on employees’ performance** among respondents with varied experience.

Obj4: To analyze the Training and Development practices of the selected MNCs

Ho4: There is no difference in Training and Development practices of MNCs among groups of respondents in Sana'a Yemen.

Table 11.7 Descriptive statistics on Training and Development Practices

Work experience s	N	Mean	Std. Deviation
Less than 1 year	5	203.40	34.80
1 - 2 Years	21	216.19	26.22
2 - 3 Years	10	189.10	26.10
3 - 4 Years	19	217.94	40.21
Above 5 Y	95	209.06	31.76
Total	150	209.66	32.28

Source: Calculated from primary data

Table 11.8 : Analysis of variance and “F” Value on Training and Development Practices

	Sum of squares	Mean Square	df	F
Between Groups	6657.427	1664.357	4	1.623
Within Groups	148679.907	1025.379	145	
Total	155337.333		150	

*Significant at 0.05 level

The table No. 11.7 and 11.8 disclose the statistics on the employees' perception on Training and Development practices. According to table No.11.8 there is, no significant perceptual difference among respondents working with MNCs in Sana'a on Training and Development practices. It is evident from the statistics that 'F' value is 1.623 with d.f (4, 145), which is less than the table value 3.37 at 0.05 level of significance. Hence, there is a sufficient evident to accept the null hypotheses at (0.05) level of significance. Therefore, **it is concluded that there is no significant perceived difference on Training and Development practices** among respondents with varied experience in Sana'a.

Table 11.9: Development programs for Managers

s. No	Development programs	opinions	Male	Female	%
01	Leadership	Yes	6	1	70
		No	3	0	30
		Total	9	1	100
02	Teamwork	Yes	5	1	60
		No	4	0	40
		Total	9	1	100
03	Interpersonal effectiveness	Yes	3	1	40
		No	6	0	60
		Total	9	1	100
04	Supervisory ability	Yes	4	1	50
		No	5	0	50
		Total	9	1	100
05	Initiatives development	Yes	3	0	30
		No	6	1	70

		Total	9	1	100
06	General Business knowledge	Yes	5	1	60
		No	4	0	40
		Total	9	1	100
07	Strong analytical Program	Yes	2	1	30
		No	7	0	70
		Total	9	1	100
08	Creativity Program	Yes	3	1	40
		No	6	0	60
		Total	9	1	100
9	Communication Program	Yes	9	1	100
		No	0	0	0
		Total	9	1	100
10	Problems solving abilities	Yes	9	1	100
		No	0	0	0
		Total	9	1	100
11	Flexibility Program	Yes	4	0	40
		No	5	1	60
		Total	9	1	100
12	Cross Culture Training Program	Yes	6	1	70
		No	3	0	30
		Total	9	1	100

Source: Field Survey

The above table 11.9 shows the Development programs for Managers. The table shows 70 percent of Managers working with MNCs in Sana'a opined that they attended leadership development program, 60 percent of Managers opined that they undergone teamwork development program, 60 percent of Managers opined they did not attended interpersonal effectiveness development program. The result also indicates that 50 percent of Managers opined that they are attending supervisory ability development program, 70 percent of Managers opined that, they did not attended initiatives development program, 60 percent of Managers, opined that they undergone general business knowledge development program. 70 percent of Managers opined that they did not attended strong analytical program. 60 percent of Managers opined that, they did not attended creativity development program, 100 percent of Managers opined that they are attending communication program also 100 percent of Managers have opined that they are attending problems solving abilities program, 60 percent of Managers opined that they did not attended flexibility program and 70 percent of Managers opined that they undergone cross culture program. Therefore, it is concluded that, the Managers working with MNCs in Sana'a undergone more development programs in communication, problems abilities solving, leadership and cross culture program than the other development programs.

12. Findings

- 1) The study indicates that, there is no significant perceived difference on Training needs identification and assessment among employees with varied experience of MNCs in Sana'a as the F value 0.951, which is less the table value at 0.05 level of significance..
- 2) The study reveals that, the benefits of Training and Development are the same among employees with varied experience working with MNCs in Sana'a, since among groups the 'F' value is 1.591, which is less than the table value at 0.05 level of significance.

- 3) The study encloses that there is no significant perceived difference on the impact of Training and Development programs on employees' performance among employees with varied experience working with MNCs in Sana'a since the 'F' is value 1.986, which is less the table value at 0.05 level of significance. Hence, it is concluded that the impact of Training and Development programs on employees' performance among employees working with MNCs in Sana'a is similar.
- 4) The study reveals that, there is no significant difference on Training and Development practices among employees with varied experience working with MNCs in Sana'a, since between groups 'F' is value 1.623, which is less the table value at 0.05 level of significance. Therefore, it accepted that the Training and Development practices among employees working with MNCs in Sana'a are unique.
- 5) The study indicates that, 70% of MNCs Managers opined that undergone leadership Development program, 60% of Managers opined that attended Teamwork Development program, 40% of Managers are opined that undergone interpersonal effectiveness Development program, 50% of managers opined that attended supervisory ability Development program, 30% of Managers opined that they undergone initiatives Development program, 50% of Managers attended general business knowledge Development program, 30% of Managers opined that attended strong analytical Development program, 40% of Managers opined that they undergone creativity Development program, 100% of Managers opined that they attended problems solving abilities and communication Development program and 40% of Managers attended flexibility Development program , 70% of Managers opined that they attended cross culture Development program. Hence, it is concluded that, the Managers working with MNCs in Sana'a undergone more development programs in communication, problems abilities solving, leadership and cross culture program than the other development programs.

13. Conclusion

It is a known fact that Training and Development are necessary investments to be made by the firm on its human resources. But to what extent the Training and Development Programs bring change in the attitude and skills of trainees is the real concern. The MNCs are clear about the Training objectives that they expect from Training and Development programs. The very purpose of Training and Development programs are to enhance the skills of their Employees and Managers. MNCs in most of the cases follow the scientific methods for assessing the Training needs of its employees and imparting the Training based on the current needs. Evaluation of the effectiveness of the Training effectiveness also made by the firms to understand the impact of Training. The success of a Training programme can be seen in the behavioural changes of the employees. Therefore, to develop highly motivated human resource MNCs need to further strengthen their employee Training and Development programs, with the support of top management.

14. References

- 1) *American Society for Training and Development. (2002). Training for the next economy: An ASTD state of the industry report on trends in employer-provided training in the United States. Retrieved February 6, 2003 from <http://store.astd.org/default.asp>*
- 2) *Dale, S. Beach (1980). Personnel: The Management of People at Work, Macmillan, New York, NY, pp. 695 - 714*
- 3) *Garavan, T.N. (2000), "Employability: the emerging new deal?", Journal of European Industrial Training, Vol. 23 No. 1.*
- 4) *Katalin Dobrai, Ferenc Farkas, Zsuzsa Karolin, Jozsef Poor, (2012). "Knowledge Transfer in Multinational Companies - Evidence from Hungary", Acta Polytechnica Hungarica. Vol. 9, No. 3, 2012*
- 5) *Lim, D. & Morris, M. (2006). Characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer. Human Resource Development Quarterly, 17 (1), 85-113*
- 6) *McNamara, Carter. (2008). Employee Training and Development: Reasons and Benefits. New York Authenticity Consulting, LLC. [<http://www.managementhelp.org/index.html>], (Accessed 16/03/2009).*
- 7) *Phillips, J., & Pulliam, P. (2000). Level 5 evaluation: Measuring ROI . Alexandria, VA: American Society of Training and Development.*
- 8) *Taylor, S. (2007). Creating Social Capital in MNCs: the International Human Resource Management Challenge, Human Resource Management Journal, vol. 17, no. 4, 336–54.*
- 9) *Senge, P. (1990). The fifth Discipline -The Art and Practice of Learning Organization. New York : Doubleday*
- 10) *Stemburg, C (1990). Partnership With the Line Training and Development PP 69 – 75 Virginia :ASTD.*
- 11) *Svenson and Rinderer (1991) The Training and Development Strategic Plan Workbook. Hardcover .*
- 12) *Swanson, R.A. & Dobbs, R.L. (2006). The future of systemic and systematic training. Advances in Developing Human Resources. 8 (4), 548-554*
- 13) *Warr, P., Allan, C., & Birdi, K. (1999). Predicting three levels of training outcome. Journal of Occupational and Organizational Psychology, 72(3), 351-375.*
- 14) *Younghee Jessie Kong, M.A. (2009). "A Comparison Of The Practices Used by Human Resource Development Professionals To Evaluate Web-Based And Classroom-Based Training Programs Within Seven Korean Companies" Dissertation, The Ohio State University.*