DEVELOPMENT OF BUSINESS TRAINING CRITERIA TO ENHANCE MANAGERIAL COMPETENCIES

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I.   RATIONALE

A wind of change is blowing across Lao firms and competition is getting fiercer day by day. When we ask any manager for a Lao firm, he or she will say that knowledge management holds the key to success. Nevertheless, many firms are groping in the dark about how to keep their flock informed. With rapid changes becoming the rule, firms can no longer take their external business environment for granted. In the great corporate game today, success and survival are not different things. Firms have to succeed in order to survive and it is not enough to just anticipate what will happen. Equally important, they should be able to build up new competencies among their personnel rapidly in order to cope with such changes.

In the current business environment, it is virtually impossible for a firm to hold on its position without being proactive. Competition, if anything, is bound to increase in the days to come. Every firm feel the need for upgrading its employees' skills constantly. Business establishments which fail to act would fall by the wayside. Competency building could be made possible through continuing education which is being quite effectively put into use in the West. Whether it is a seminar or a workshop or a training program, when tailored to a well-defined purpose, continuing education could go a long way in empowering the working executive. However, the continuing education on a learning curve is appearing in Lao P.D.R.

II.   OBJECTIVES

The ability to identify the skills and competencies required for today and tomorrow's leaders is essential for firms that hope to remain competitive. Identifying appropriate competencies helps senior managers in selecting, developing, and coaching future leaders, as well as mapping career paths and planning management succession. In this paper, we explore criteria for the development of a business training course in order to enhance managerial competencies. Our goal is to provide business training criteria based on a functional competency model that: (1) Organizations and business training courses can use to develop their own model for leadership development. (2) Employees and trainees can use to understand the competencies they need for advancement. (3) Business schools and business training centers can use to design curriculum and (4) Business participants can use to craft a career path. We first describe the nature

and use of competency models and then we describe our study. We examine the critical competencies that we find to be important (and those that, surprisingly, are not as important). Last, we consider the possible uses for the business training criteria model that we have developed. In order to achieve the objectives the research model is designed as follows: First, we try to measure the gap between our participants' expectation and perception of the actualities (from here on referred to as perception) to know what the business courses should have and what business courses actually have. Thereafter, we develop the business courses' criteria to enhance managerial competencies.
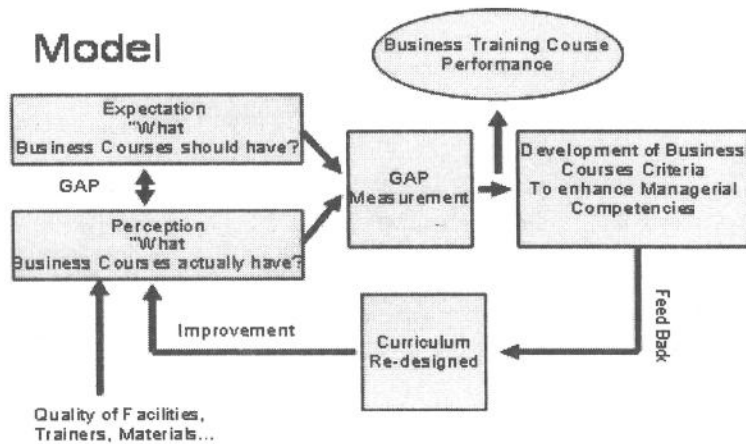

Figure 1

Source: Author designed

III. LITERATURE REVIEW

a. Managerial competencies

Research on managerial competencies in which many skills have been identified as necessary has been extensive. A degree of consistency leading to direction of certain skills relevant to a changing context exists. An extensive body of literature serves witness to the changing business environments that prompt organizations to adapt themselves to gain competitive edge (Senge, 1990; Pedler, Burgoyne, Boydell, 1991; Wick & Leon, 1993; Chan, 1994; Winter, 1995; Carr, 1997; Appealbaum, Reichart, 1997; Waldersee, 1997; Guns & Anandsen, 1998; Evans, 1998; Teare & Dealtry, 1998; Coad and Berry, 1998; Appelbaum & Gallagher, 2000; Bechtold, 2000; Zairi, 1999). In response to this changing context, new business strategies to gain competitive edge require management re-structuring, in particular call for the development of new management competencies.

Some of recent literature review, as established above, summarizes the desired managerial competencies relevant to change. To date, it would appear that there is a degree of consensus toward three orientations of managerial competencies that are relevant to changing context as follows: (1) Self-directed competencies.

(2) Team-directed competencies, and (3) Organization-directed competencies. The table 1 illustrates the skills according to its orientation.

Table 1: Summary of managerial competencies/skills

Items	Description	Researcher, time of publishing
Self–directed Competency		
Strategic thinking skills	Innovation, flexibility, and taking on risk to explore new alternative approaches	Thorne, 2000; Lewis, 1999; Lawrence, 1995
Entrepreneurial skills	Mastering business resources New product development	Hills and Fallis, 1995; Hill and McGowan, 1996; Hill and McGowan, 1999; Lloyd-Ellis, 2000
Self assessment skills / Personal development skills	Self reassessment against long-term goals, to bring about change Having guidelines to assessment competence needed	Sugarman and Barry, 2000; Hanno, Patton, Marlow, 2000; Wiklund and Hellsten, 1999; Seltzer, 1999; Alnasir and Grant, 1999; Gordon, 1999; Fazey, 1993
Creative thinking skills	Generating different and improved ways of doing things	Jubert, 1999; Basadur, 1993; Majaro, 1992; Nystom, 1979; Amabile, 1998; Lawrence, 1995; Louw, Bosch, Venter, 2001; Guns, 1998
Decision Making skills	Quick and accurate to differentiate among situations and selecting or adjusting best action for each situation	Lyles, 1994, Shaw, 2001, Field, 1989, Hill, Bullard, Capper, Hawes, and Wilson, 1998
Team-directed Competency		
Interpersonal communication skills	Communication and working with others	Domeyer, 2000; Soloman, 1999; Hubler, 2001; Wayne and Mitchell, 1992; Soloman, 1999; Hildula, 1996; Larson, 1992
Collaborative skills	Sharing ideas and tackling real problems with team	Carr, 1997; Storey, 2000; Storey & Barnett, 2000; Sugarman, 2000; Coleman, 1997; Chan, 1994; Newbold, 1982, Ingram, Biermann, Cannon, Neill, and Waddle, 2000; Bechtold, 2000
Championship and managing change	Create change-oriented environment. Developing and sustaining through education and training, involvement, and teamwork	Eskildsen, Dahlgaard, Norgaard, 1999; Grieves, 2000; Semas, 1997; Flatow, 1996; Carlberg, 1999; Beer, 2001
Organization-directed Competency		
System thinking skills	Thinking as a whole, rather than separate elements	Senge, 1990; Maccoby, 2001; Marquardt, 2000

Passionate, visionary leadership	Developing a compelling vision, investing in learning process, mandating personal growth, and being a good role model for the team	Senge, 1990; Guns and Anandsen, 1998; Kahle, 2000; Ills, 1994; Sugarman, 2000; Smith, Sohal, D'netto, 1995

The concept of competence remains at the forefront of management development (Wallence and Haunt, 1996) but the meaning and interpretation of the term "competency" continues to be surrounded by controversy with no proposed agreement in sight. It is suggested that this issue is due to the differing perspectives of professions involved in the competence movement, all using a different style of language when addressing the terms associated with skills and functions of effective management (Slater, 1992; Marginson 1993; Wallance and Hunt, 1996). Despite the volume of research in the areas of managerial skills and competencies and the resurgence of the competency based approach to training in many vocational areas, there still remains considerable confusion as to what constitutes competency (Miller, 1992). Much of the debate revolves around the interpretation of competency in terms of its scope. Some scholars suggest that individual's skills, attributes and qualities are highly context specific and may be evaluated precisely as they relate to specific job related tasks. (Barrow, 1991; Bowden and Masters 1993; Marginson, 1996) Others contend that many generic competencies such as problem solving and critical thinking are context bound as they depend on the individual situation and circumstances surrounding the implicational skills (Wallance and Hunt, 1996). On the other hand, as noted by Wallance and Hunt (1996), many practicing managers support a broader approach as they depend on the individual situation to define managerial competencies which recognize that managers use both specific and generalist knowledge to understand their work environments and in particular draw on experience. The broader view emphasizes the concept of "portability of competencies" and the recognition that knowledge can be applied and transferred across different situations and environments (Johson, 1992). Boyatzic (1992) defined competency as "an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one's self image or social role, or body of knowledge which he or she uses". This definition tends to focus on the qualities required for effective performance rather than on individual performance (Miller, 1998). Other definitions make reference to an individual's underlying characteristics leading to successful performance. From these conflicting definitions it is apparent that Woodruffe's summation of myriad definitions of competency may have merit. He stated that competency appears to be used as an umbrella term to cover almost anything that might directly or indirectly affect job performance. A major concern with applying a single definition to the term competence in the management filed is due to the complex nature and diversity of managerial behavior and work, which is incapable of standardization (Martin and Stainess, 1994). While disagreement remains as to what constitutes a competency it is generally agreed that a universal definition that could apply to all situations is difficult due to the inherent nature of the concept (Miller, 1998). As noted in this section the reviewed literature revealed there are variations to the definition of managerial competency. However, for the purpose of this study the definition of managerial

competency has been adopted as importance of professional skill, technological knowledge, managerial skill, ethical value, personal characteristics and the linkage between possessing these and performing certain tasks or roles.

b. Competency model

A competence model is useful for building an integrated framework for developing a company's human resources system (Beth G. Chung-Herrera et al, 2003). A competency model is a descriptive tool that identifies the knowledge, skills, abilities and behavior needed to perform effectively in an organization (A.D. Lucia and R. Lepsinger, 1999). Designed to help an organization meet its strategic objectives through building human resources capability, competency modeling has been in existence since the 1970s, starting with the first models created by David McClelland (R.J. Mirabile, 1997). Such models gained popularity in the late 1980s and remain in use today. Competency models focus on behavior rather than on personality traits because personality traits are usually hard to measure accurately. Expressing desirable traits in behavioral terms is essential for a competency model to be useful as a human resources tool because the model must not only define the competencies necessary for effective performance but also indicate how to tell when a particular competency is being demonstrated.

Most competency models express traits and characteristics in behavioral terms on the grounds that behavior is the observable manifestation of personality traits and characteristics. Competency models are less specific than a job analysis typically performed for a specific job or position, therefore, competency models can encompass a whole family of jobs. Competency models provide a common language for discussing capabilities and performance. The development of a competency model can help provide guidance for a host of different human resource practices to ensure that those practices are consistent. Specifically, competency models can be used as a foundation from which to establish criteria for a broad array of human resource systems (P.McLagan, 1996).

One of human resource activity that can be guided or enhanced with the use of a well-developed competency models is training and development. Assessing gaps between exiting employees' skills and those identified by a competency model can be extremely useful in devising a long-term strategic plan for a leadership training and development.

Identification of the skills needed to perform effectively makes it easier to ensure that the design and delivery of training are aligned with the organizations objectives. When a competency model is used as the foundation of training objectives, individual leadership gaps can be assessed and a training plan devised to address deficiencies. Competency model confers several advantages to a company. First, a competency

model is useful for building an integrated framework for developing a company's human resource system. Used consistently, such as a model should lead to improved and consistent performance standard.

Moreover, marking human resource decisions on the basis of carefully developed competency models reduces legal challenges to those decisions. Finally, well-developed competency models enhance a company's ability to communicate with its employees regarding the behavior connected with success, thereby increasing the firm's ability to achieve its business objectives. A competency model can be used as a foundation from which to establish criteria for a broad array of human resource systems such as recruitment and selection, training and development, performance appraisals, coaching counseling and mentoring, reward systems, career development, succession planning, and changing management (Beth G. Chung-Herrera et al, 2003).

G. Chung-Herrera et al, 2003 referred to "Great Idea Revised: Competency Models, Training and Development" Volume 50, No.1 (1996) in saying that the models when used to asses gaps between exiting employees' skills and those identified by a competency model can be extremely useful in devising a long term strategic plan for leadership training and development. Identification of the skills needed to perform effectively makes it easier to ensure that the design and delivery of training are aligned with the organizations objectives. When a competency model is used as the foundation for training objectives, individual leadership gaps can be assessed and a training plan devised to address deficiencies.

c. Empirical evidence of new managerial competencies in Lao P. D. R based on observation by the researcher

In the very near future, Lao business people will have to compete with their partners from ASEAN countries. When Lao P.D.R joins the ASEAN Free Trade Area (AFTA), it goes without saying they will need to strengthen their knowledge in marketing, business management, financial management and so forth. Learning what is going on in the economies of neighboring countries is definitely essential for a newcomer and competition is unavoidable if they want to survive the supremacy of others (Tuyen Donvan, August, 2003). The researchers observed that managers have changed their attitude and behavior about day-to-day tasks and future goals. Their concerns are developing strategic thinking skills, self-assessment skills, creative thinking skills, system thinking skills, and development of a company vision.

Additionally, Lao firms have shown a strong desire to participate in business training and they showed that academically, business management is very important for business to grow in the increasingly competitive environment. (Phosy Thipdavanh, 2003). By following the literature review, the research regarding the development of business training criteria to enhance managerial competencies should be done in order to explore the expectation and the perception of business courses based on competency model. Top

executives of Lao private sectors were approached and asked to evaluate the list of competencies they perceived to be emerging in the current economy.

IV.   RESEARCH METHODOLOGY

a.   *Research sample*

Prior to data collection, a screening process was implemented to decide which types of firms should be included in the study. The screening resulted in three decisions: (1) Selection of the firms from business course database at Lao Japan Human Resource Cooperation Center (LJC). (2) Sample selection of private firms instead of public firms, and (3) Sample selection of Small and Medium Enterprise (SME) instead of large Corporations. Unlike the public sector, the private sector is directly dependent on the economy and is the first to be affected by competitiveness.

The present condition of the private sector is categorized by high competition, low consumer purchasing power, and slowness to respond to the demand of local and global markets. Most importantly, the drive to change in the private sector is much more forceful because without competitive change an organization could face extinction. Hence, managerial competencies that are relevant to the new context of change and therefore adaptable are more likely to be useful.

The key targets of the study were top and middle executives of private firms in Vientiane. Initial interviews found marginal difference in feedback from executives of SMEs and larger corporations. In particular, SMEs were more concerned on competencies specific to their local companies, while larger corporations in Vientiane were mainly concentrated on change directed from head quarters or regional offices. Because this research is focused on managerial competencies the selected sample and the final sample of the study included 100 top and middle managers of private firms.

b.   *Procedure*

A total of 100 questionnaires addressed to directors, deputy-directors and personal managers who are LJC business course alumni were sent out together with a cover letter to different firms in Vientiane. At the same time, the researcher phoned each firm from the publicly available list and requested to talk to the relevant manager about participating in a study. The purpose of the study was explained to the potential respondents in the phone call.

Once the respondent verbally agreed to participate in the study, the information sheet, an invitation, and consent form were mailed, and an appointment was made for a personal interview for a convenient time to

the respondent (i.e., on initial contact, the researcher found that most respondents preferred to be personally interviewed). The respondent's confidentiality was preserved by not mentioning the firm's or the respondent's name in the report. Simply put in the report, there is only 63 respondents, 62 percent are female and 38 percent are male. The largest percentages of respondents age from 30 to 45 years old and have worked for firms between 5 to 10 years. Especially, for the education of respondents, 95 percent of them are holding university diploma, but only 5 percent have a master degree but none of them graduated in the field of economics and management.

c.   *Measurement and data analysis*

The questionnaire had 49 items, which were divided into two parts of four sections each, intended to measure the level of professional skill, capability skill, ethical values and emotional factors based on the participants' expectation and perception. All items use a 5-points Likert scale (where 1 = strongly disagree; 5 = strongly agree). Data collection and analysis were completed using SPSS statistical package, descriptive statistics such as the mean and the standard deviation are produced. Results from this analysis are shown in the following tables, with significance at 5% level.

d.   *Findings*

The mean, standard deviation and t-test at 5% of significant level were used to measure the expectation and perception for each dimension. The findings were in the following tables:

Table 2 (Professional Skill)

Factor: Professional skill	Expectation		Perception		Difference	
Items	Mean	S.D	Mean	S.D	t-value	
Creativity	4.11	0.59	4.37	0.70	-17.89	
Relationship management	3.98	0.70	4.24	0.66	-17.02	
Initiative	3.87	0.60	3.75	0.44	10.16	**
Knowledge about the macro-environment (external factors)	3.86	0.59	3.87	0.79	-0.63	
Knowledge about the micro-environment (internal factors)	3.86	0.59	3.90	0.90	-2.34	
Professional versatility (Adaptability and flexibility)	3.86	0.59	4.02	0.7	-11.01	
Commitment	3.62	0.49	4.00	0.5	-34.19	
Skill to fulfill the requirement of the job	3.49	0.50	4.11	0.78	-42.15	
Oral communication skills	3.38	0.70	3.75	0.84	-21.31	

Analytical problem solving skills	3.38	0.70	4.37	0.48	-73.48
Quantitative problem solving skills	3.37	0.48	3.87	0.33	-54.07
Judgmental acumen	3.37	0.70	4.00	0.50	-46.13
Written communication skills	3.24	0.66	3.38	0.70	-9.167

** = significant at 1%

Table 3 (Knowledge Skill)

Factor: Knowledge skill	Expectation		Perception		Difference	
Items	Mean	S.D	Mean	S.D	t-value	
Fundamental business knowledge	4.24	0.83	3.98	0.70	15.09	**
Fundamental technical knowledge	3.87	0.60	3.87	0.33	0.00	
Expert business knowledge in specialized fields	3.73	0.65	3.86	0.77	0.00	
Expert technical knowledge in specialized fields	3.73	0.82	3.51	0.71	-8.13	
Inter-disciplinary knowledge	3.49	0.71	3.87	0.60	12.78	**

** = significant at 1%

Table 4 (Capability Skill)

Factor: Capability skills (Managerial)	Expectation		Perception		Difference	
Items	Mean	S.D	Mean	S.D	t-value	
People and process management	4.00	0.50	4.25	0.67	-18.84	
Inquisitiveness about the current and future market events	3.98	0.49	4.13	0.33	-16.00	
Leadership development skills	3.98	0.70	4.11	0.78	-7.81	
Management of firm's resources	3.87	0.60	4.11	0.31	-22.39	
Evaluation skills	3.86	0.77	4.13	0.33	-20.30	
Management of workforce diversity	3.86	0.77	4.13	0.60	-17.43	
Ability to translate information into effective action by doing the right thing	3.73	0.65	4.11	0.59	-27.27	
Leadership skills	3.73	0.65	4.25	0.67	-35.09	
Team player skills	3.51	0.71	3.76	0.66	-16.25	
Coaching skills	3.49	0.71	4.25	0.44	-57.32	
Global business management	3.48	0.85	3.75	0.67	-15.72	
Time management	3.38	0.70	4.25	0.67	-56.57	

** = significant at 1%

Table 4 (Technology Skill)

Factor: Technological skills	Expectation		Perception		Difference
Dimension	Mean	S.D	Mean	S.D	t-value
Capability to use technology in product development aspect	3.60	0.85	4.11	0.59	-31.05
Capability to use technology to continuously improve the activities of the organization by carrying out incremental improvement.	3.49	0.71	4.00	0.5	-37.00
Capability to use technology to improve market driven aspects (distributing, selling, servicing, customer relations).	3.48	0.85	4.11	0.59	-38.36
Capability to acquire technology to prepare for upgrade of the exiting system	3.48	0.99	4.13	0.6	-35.37
Capability to use the available technology to monitor changes and improve operation	3.24	0.43	4.00	0.50	-72.60
Capability to carry out research and development on products and process innovation in order to compete in the face of rapid technological changes	3.10	0.90	4.11	0.59	-59.13

** = significant at 1%

Table 5 (Ethical value)

Factor: Ethical value	Expectation		Perception		Difference
Dimension	Mean	S.D	Mean	S.D	t-value
Ability to differentiate between good and bad	3.86	0.77	4.24	0.66	-23.61
Ability to train one's mind to become morally developed	3.62	0.49	4.11	0.78	-33.51
Ability to behave in accordance with moral code of conduct	3.62	0.7	3.76	0.43	-10.74
Ability to understand cause and effect of situation	3.60	0.98	3.87	0.60	-14.80
Ability to choose external foreign culture for adoption by their society	3.37	0.86	4.25	0.44	-57.39
Ability to uphold religious principles	3.37	0.70	3.38	0.70	-0.64

** = significant at 1%

Table 6 (Emotional value)

Factor: Emotional value	Expectation		Perception		Difference
Dimension	Mean	S.D	Mean	S.D	t-value
Ability to enthusiastically learn from others	3.98	0.70	4.37	0.48	-28.95
Ability to relate to other other's idea	3.87	0.33	4.11	0.59	-22.37
Ability to be modest and moderate	3.87	0.60	3.98	0.86	-6.61

Ability to posses socially correct behavior at work and with the family	3.75	0.67	3.89	0.59	-9.88	
Ability to be self-controlled	3.62	0.49	4.37	0.7	-55.30	
Ability to persevere	3.51	0.50	3.89	0.59	-30.96	
Ability to be self-disciplined	3.38	0.49	4.25	0.44	-83.23	
Ability to motive oneself in task achievement	3.24	0.43	3.87	0.60	-53.77	
Ability to understand and manage one's emotion	3.13	0.60	4.00	0.71	-58.96	
Ability to understand and manage other's emotion	2.87	0.33	3.98	0.70	-90.36	

** = significant at 1%

V.   DISCUSSION ON FINDINGS

This study found that in general there is no significant gap between the expectation and perception in case of LJC. However, the business course should more focus on how to create the initiative thinking and the fundamental business knowledge for the participants. Based on the findings the factors need to be considered to develop the business training criteria to enhance managerial competencies are given as follows:

Profession skill: 3 factors, creativity, managerial relationship and initiative thinking are the most important. There is no doubt that for a firm to remain competitive, professional skill such as creativity, relationship management, and initiative must become a way of life. To sustain creativity, relationship management and initiative, both stability and change are required. Stability allows scale of economy and incremental learning, whereas change and experimentation produces changes in products, processes, and technologies. The empirical study conducted by Ito (1995) finds that the development of specific new product or service is often a result of the practice to form teams at the initial stages and staff them with personnel selected from a range of departments. Another study by Gupta and Singnah (1993) found that effective human resource management in terms of profession skill development can make an organization become innovative and creative.

Knowledge skill: 2 factors, fundamental business knowledge and fundamental technological knowledge are the most important. Many researchers have asserted that the key to organizational success lies in developing intellectual capital, the acquiring of a new set of thinking (Roffle, 1999; Morgan, 1991), and developing human resources, the developing of intelligence, knowledge and creative potential of an organization's people (Morgan, 1991). Training managers understand how technology can change both the structure of the firms and the nature and lifecycles of their products. Firms without proper employees who have knowledge skills in business and technology cannot pursue competitive advantages by using behavior management.

Managerial skill: 3 factors, process and personal management, inquisitiveness about current and future markets, and leader development skills, are the most important. There is evidence that managerial skill consists of 3 factors. Morgan (1991) has asserted that leadership at all levels will be needed to generate and change in the organization. Leadership with vision and the unlocking of the potential of people by good communications, teams work and training, flattening the organization pyramid and creating a customer oriented culture are the best practice in western firms (Commission of European Community, 1995). In the study undertaken by Quinn; Baruch and Zien (1997) it was found that the most critical single role in stimulating innovation is top management leadership because only top mangers can establish the tangible visions, focused on strategies, and challenging, rewarding   support environments that encourage innovation.

Technological skill: the most important factors are: capability to use technology in product development aspect, the capability to use technology continuously to improve the activities of the organization by carrying out incremental improvement, the capability to use technology to improve the market driven aspects (distributing, selling, servicing, customer relations), and capability to acquire technology to prepare for upgrading of the exiting system. It is evident that the emergence of new technologies has significantly changed the nature and scope of business competitiveness. In a knowledge-based economy, technology -venture and management is a key factor of comparative advantage. Therefore the above mentioned skills need to be considered.

Ethical value: the most important factors are: the ability to differentiate between good and bad, the ability to train one's mind to become morally developed, and the ability to behave in accordance with the moral code of conduct. It can be said that virtually all the private Lao firms began as family-owned and controlled enterprises (Chandeng Keopraseuth, 2002). To date, some of largest corporations are still managed by the wealthy families. Historically, most of the Lao firms also were established by immigrants from China or Vietnam. Hence, it is not surprising to find that ideology of the "Chinese or Vietnamese management system" is one of the social controls. These organizations tend to be hierarchical and autocratic, but formal system of control; standard operating procedures and well-defined organizational structures are generally absent. Thus even though Laos is a Buddhist society, the entrepreneurial Chinese or Vietnamese families have introduced some degree of Confucian ideology into the workplace. The practices of Chinese or Vietnamese family-owned firms are complemented by traditional Lao culture practices at the workplace. Therefore, the ethical value concerns are with the ability to differentiate between good and bad, the ability to train one's mind to become morally developed, and the ability to behave in accordance with moral code of conduct.

Emotional value: the most important factors are: the ability to learn enthusiastically from others, the ability to relate to other's ideas, and the ability to be modest and moderate. Some of the Lao culture norms that are now well recognized among expatriates include the following: "Keng Jai", "Boon Khun" (reciprocity of goodness; exchange of favors), "Jai Yen" (take it easy), "Bor Phen Yang" (Never mind) and "Moun Lai" (very fun). Certainly, these norms are social values emphasizing harmonious social relations and consideration for others. They tend to reinforce the hierarchical structure in the society as well as in the workplace. Therefore, it can be expected that in the small to medium-sized family firms which are still run by the first generation of founders, the emotional value will tend to be reactive rather than proactive and systematic compared to the more developed and large sized family firms where professional staff are more prevalent.

VI.   CONCLUSION

This study has drawn together findings to the research objectives. The goals were to develop the business training criteria to enhance managerial competencies. The major limitations have been specified and empirical, theoretical and methodological contributions to knowledge have been identified. Finally, recommendations for future study were discussed based on the findings. The important factors are grouped into 5 dimensions and each dimension has the expected skills elements ranked according to the survey result:

1. Profession skills: creativity, relationship management and initiative.
2. Knowledge skills: fundamental business knowledge and fundamental technological knowledge.
3. Managerial skills: process and people management, inquisitiveness about the future markets event, leader development skills.
4. Technological skill: the capability to use the technology in product development aspect, the capability to use the technology to continuously improve the activities of the organization by carrying out incremental improvement, the capability to use technology to improve the market driven aspects (distributing, selling, servicing, customer relations), and the capability to acquire technology to prepare for the upgrade of the exiting system.
5. Ethical value: the ability to differentiate between good and bad, the ability to train one's mind to become morally developed, the ability to behave in accordance with moral code of conduct, the ability to enthusiastically learn from others, the ability to relate to other's ideas, and the ability to be modest and moderate.

Recommendations were given to develop the business training course criteria in order to enhance the managerial competencies.

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