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人力資源規劃、訓練目標與方法對組織績效影響：以蒙古為例

THE RESEARCH OF RELATION AMONG HUMAN RESOURCE PLANNING,  
TRAINING GOAL AND TRAINING METHOD, AND ORGANIZATION  
PERFORMANCE IN MONGOLIAN ORGANIZATION

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## 準碩士推薦函

本校企業管理學系管理科學碩士班研究生柏莎君在本系修業1.5年，已經完成本系碩士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：柏莎君已修滿39學分，其中必修科目：研究方法、決策專題、管理科學、經營專題等科目，成績及格(請查閱碩士班歷年成績)。

2、在論文研究方面：柏莎君在學期間已完成下列論文：

(1)碩士論文：人力資源規劃、訓練目標與方法對組織績效影響：

以蒙古為例

(2)研討會論文：The Research of Relation Among Human Resource Planning, Training Goal and Training Method, and Organization Performance in Mongolian Organizations

本人認為柏莎君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：人力資源規劃、訓練目標與方法對組織績效影響：以蒙古為例，以參加碩士論文口試。

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## **ABSTRACT**

Each organization endures to discover exact approach to approach their goal and maximize their performance due to survive in tough competitive business environment in recent era. This study attempts to defined the view that the relationship between Human Resource Planning and Training Goal, Training Method in Mongolian organizations employees which are important. Testing and growing the idea how to alter them Mongolian organization that related to improving employees need training goal and training method. Also, this paper that Human Resource Planning, Training and Development, and Training Goal, Training Method, are positively and partially mediation affected to Organization Performance. Furthermore, this study research to check moderation role of Human Resource Planning, Training Development on the relationship between Training Goal and Training Method and Organization Performance. Moreover, this study searched check moderation role of Human Resource Planning and Training Goal, Training Method on the relationship between Organization Performance. This study collected data from Mongolian five main business fields including Manufacturing, Service, Construction, Education and Technology and Software which are vital in Mongolian society recently. Totally 270 questionnaires were handled to respondents through

hardcopy and 250 responses collected with 90.7% returning. The findings of the research result are as follows: (1) both Human Resource Planning, Training Development and Training Goal and Training Method have a positive effect on the Organization Performance; (2) Training Goal and Training Method has a positive effect on the Organization Performance; (3) Human Resource Planning, Training Development is a partially mediator on the relationship between Training Goal and Training Method and Organization Performance.

**Keywords: Human Resource Planning (HRP), Training Development (TD), Training Goal (TG), Training Method (TM), Organization Performance (OP)**



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# **CHAPTER ONE**

## **INTRODUCTION**

One of the broadest and in the meantime most complex circles in Human Resources (HR) management is planning for the employee development. Contrasted to other types of resources (financial resources, technologies), HR management requires an expressly complex approach and long-term planning. Procurement of knowledge and creation of skills is a time-consuming process in which companies invest a lot of financial resources to ensure that employees get the important capabilities. Failure to evaluate the employees' skills important to execute strategy and to guarantee securing or development thereof at the necessary level and due time may significantly undermine the company's capacity to achieve its goals. It is typically hard to formalize the HR development planning procedure or it can't be formalized at all as it is affected by many factors that are identified and it connects with other HR management processes, in this way no approaches exist currently that would allow formalizing this communication.

The imaginative ways to deal with human resource training should be applied to ensure organization with knowledgeable and skillful human resources. The quick "ageing" of knowledge and skills make sensible the development of short-term training as tasks that are worked out for particular training needs. To give maximal benefits the training projects must fuse interests of main stakeholders groups. The stakeholder theory is explained by Freeman (1984), has developing enthusiasm for different regions of management. The subject of stakeholder way to deal with training as such is popular in human resource development, however in the vast majority of studies, directed around there, the stakeholder are analyzed in the context of

training viewed as formative or standardized process (e.g. Michalski and Cousins, 2000) or with regards to the specific model of training evaluation (e.g. Nickols, 2005). Accordingly, this paper attempts to defend the view that the relationship between Human Resource plan, Training Development and Organization Performance in the case of Mongolian organizations is important and relevant.

More specially, I concentrate Human Resource have been viewed as one of the demanding elements to accomplish superior organizational performance in both to administer and public sectors. Truth be told, it is a broadly adhered reason that people afford organizations with an important wellspring of maintainable upper hand and the effective management of human capital might be a definitive information of organizational performance Lepak, 1996. Accordingly, Human Resource have gotten consistent consideration from researchers in an variety of controls and loads of research has been directed to research questions identified with HR, particularly in general society division. As an establishment of the entire research, this study first research is survey some broad concern of organization performance and measurement; analyze organization, its goals, and performance index; and examine Human Resource are managed in general society part.

In the common situations, employee training and their development have out most significance for enhancing the efficiency, which leads towards increasing competitive advantage (Quartey, 2012). However, employee training is considered as the planned stride towards encouraging the employee to seek job-related knowledge alluding behavior and skills (Dennis and Griffin, 2005). It is human resource development (Human Resource Management) the theories and empirical evident support Training and Development as strategic positioning which have an immediate association with development and accomplishing objectives definitely. The training and development of the

employee have direct contribution in the high accomplishments of organization which indicates better performance. Training increased the organizational performance which predicted by many types of research (Peteraf, 1993; Niazi, 2011). The performance of an organization is characterized as how effective managers use organization resource to fulfil customers and accomplish organization objectives and goals. The more employees is trained and is satisfied by their work and environmental conditions, the more they can improve their organization performance. Accordingly, this paper is also aimed to demonstrate the effect of Adversity on Human Resource plan Training Development and Training Goal Training Method, Organization Performance in Mongolian companies.



# **CHAPTER TWO**

## **LITERATURE**

### **2.1 Human Resource Planning**

Organizations need to develop strategic HR goals that are aligned with the overall organizational vision, mission, values and objectives.

Jonathan Rice (2011) expressed that Human Resource Planning is a durable procedure sorted out in a way that appropriately utilizes the human asset of the association. Planning for future balance by measure needed to the number of employees quantity of present representatives relied upon to stay with the organization, activity manager should give more time to the human resources professional to work on that Dwevedi (2012) describes.

HRP is generally determine as the process that find the number of employees organization have need in terms of high quality and quantity, wherefore it is seen as an successful process of ordinary and careful planning. The major target of human resource planning is to determine that employees have best level of communication with their jobs. HR planning process has four steps:

- Assessing the current HR capacity
- Forecasting HR requirements
- Developing HR strategies to support organizational strategies

#### **Assessing current HR capacity**

Based on the organization's strategic plan, the first step in the strategic HR planning process is to assess the current HR capacity of the organization. The knowledge, skills and abilities of your current staff need to be identified. This can be done by developing a skills inventory for each employee.

The skills inventory should go beyond the skills needed for the particular position. List all skills each employee has demonstrated. For example, recreational or volunteer activities may involve special skills that could be relevant to the organization. Education levels and certificates or additional training should also be included.

An employee's performance assessment form can be reviewed to determine if the person is ready and willing to take on more responsibility and to look at the employee's current development plans.

### **2.1.1 Objectives of Human Resource Planning**

Head servant et al (1991) clarify that there is an imperative part of human resource management to create competitive for the organization against the contenders present in the industry. Manzini (1988) Emphasized that all need integration with the HR practices for effectively integrating corporate strategies. When all key activity i.e. development, innovative production methods, better customer service improvements in after sale services, mergers, etc. have an arrangement with HR practices and strategies of the association e.g. with organizing, communicating, developing, appraising, and rewarding employees, and watching out for the future capacities of the organization, the chances of successful and better coming resulting implementation of strategic plans increase.

The HR practices additionally should be adjusted to goals of the organization. Walker (1990) outlined that “Like most organizational practices, however, the adequacy of HR arranging relies on upon the point of view inside which it is utilized” HR planners need clear and exact objective at the top of the need list remembering the end goal to better execute HR planning process. Similarly, Ulrich (1987) included that HR planning is perceived as a source of



development of organizational capacities in light of missions and objectives of the business.

### **2.1.2 Significance of Human Resource Planning**

Significant amount of planning is required for all this in order to put attractive advertisement to attract talented candidates. A while later, job descriptions and job specification are advanced to give subtle elements important to the work, the obligations to handle in a specific job, required capabilities, technical and other needed skills. In human resource planning, turnover rate of employees is additionally determined. In conclusion, interviews are done and competitors are selected to whom training is provided so they lead all their job exercises exceptionally well.

This successful working persuades the employees and lessens the turnover rate of workers. Likewise, the managerial exercises of HR department, for example, execution evaluation, employee pay management need legitimate planning and management of all the functions. Gopikrishna (2011) additionally highlighted the criticalness of human resource planning process by saying that objectives of the organization are accomplished when planning is done appropriately.

### **2.1.3 Human Resource Planning Training Program**

Each preparation program should be planned separately, and the design will continually evolve as new learning needs develop or when input shows that progressions are required. It is essential to consider carefully the objectives of the training program to be achieved if training is to be regarded as successful. This should be a definition of what trainees will be able to do at the end of training program, or when they return to work on completing a shorter course. Decisions

will need to be taken on where the training should take place. The choice is between one or other of the following locations (Micheal Armstrong 2003).

#### **2.1.4 Training and Development**

Training involves an expert working with trainee to relocation to them certain areas of knowledge or skills to increase in their present jobs (McNamara, 2008). Development is a broad, ongoing multi-faceted set of exercise (preparing exercises 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 (McNamara, 2008).

As indicated by workers must be trained, and where conceivable created to meet their own particular profession needs and the need of the organization Asare-Bediako (2002). It goes for empowering people to perform better on the employments they are presently doing. Development on the other hand, is career oriented rather than job-oriented.

Although some human resource specialist consider training and development an after recruitment programmer, believes that it must be incorporated into direction programmer for newly recruited staff Asare-Bediako (2002).

Composing on the average purposes behind worker Training and Development, McNamara (2008) expressed that Training and Development can be started for an assortment of explanations behind a representative or gathering of workers including:

1. At the point when an execution evaluation shows execution change is required
2. To "benchmark" the status of change so far in an execution change exertion
3. As part of an overall professional development program

4. As a component of progression wanting to help an employee be qualified for an arranged change in part in the organization
5. To "pilot", or test, the operation of another execution administration framework
6. To train about a specific topic

Whether training is essential and, assuming this is the case, what kind, are issues that need significantly more precise and watchful investigation. The arrival on interest in training for an organization will be negligible or nil if training is not taking into account successful requirements. Training plans should be based upon job skills requirements and strategic initiatives of the organization and the substance ought to be tweaked to the particular needs of the organization.

Training can be considered as peopling to learn:

- For the present and future soundness of the organization
- For personal fulfilment within the organization and
- Helping the organization to learn, to adapt better to its quickest evolving environment (Leopold, Harris and Watson, 1999).

Career development exercises adapted towards improving the capabilities of workers in foresight of advancing into management position higher (Asare-Bediako, 2002). Therefore necessary that organization's draw up career development plan for employees that will help them gain the significant skills to accept particular administrative positions over the long haul. As indicated by Asare-Bediako (2002), development are intended to fortify quality, overcome restrictions, give important, new abilities, and expand standpoint. Such development exercises as a rule incorporate formal courses, acting task, connections, work pivot, and designation. As indicated by him, preferably, at the season of utilizing staff or soon after work, a career development plan should be arranged for the representative. This ought to plainly demonstrate

individual profile of the staff, the instructive capability and preparing, work involvement with dates, past preparing and time, significant qualities, real impediments, movement projections and timings and training furthermore, development plan and timing.

### **2.1.5 Knowledge and Skill**

Knowledge and Skills Development happens inside the setting of a present reality and favored future. The crevices in many development countries between current reality and favored future are gigantic and the difficulties for knowledge and skill development that will bring the future nearer are consequently huge and considerable. Knowledge and skills development and long lasting learning are planned and sought after with regards to a quickly becoming however unevenly and flawed acknowledged knowledge economy. The significant, required skills and abilities that should be development to construct effective knowledge economies, should be adjusted and incorporated with the skills and capabilities expected to manufacture secure and open knowledge social orders Hargreaves, A. (2003).

### **2.1.6 Training Program**

Training program may consist of a short formal training course, a series of training modules, or fairly lengthy continuous period of craft training, as in a modern apprenticeship. Planning the overall training program means prioritizing training activities in the light of analyses of learning needs and deciding on the resource required, bearing in mind the funds available in the training budget.

### **2.1.7 Relationship between HR Planning Training and Development, Training Goal and Training Method**

In a few organization, training is a stand-alone capacity or office. In many organizations, in any case, training or human resource development is a piece of a bigger HRM division. Human Resource Management (HRM) can be characterized as the compelling determination and usage of representatives to best accomplish the objectives and procedures of the association, and also the objectives and necessities of workers. A vital indicate push is that the duty regarding HRM is (or, at any rate, ought to be) shared by human resource masters and line management. How the HRM capacity is completed changes from association to organization. A few associations have an incorporated HRM office with exceedingly specialized staff, however in different associations, the HRM capacity is decentralized and directed all through the organization.

As there is no single method to convey training, trainers continue on searching for the best method to exhibit focused on data to students. With the constantly changing innovative advances of our time and the ceaseless improvement of learning speculations, there are currently more opinions than any other time in recent memory by train employees.

### **2.1.8 Relationship between HR Planning Training and Development, Organization Performance**

As indicated by Edwards and Pearce (1988) "Human asset arranging is especially critical for rising, fast development and cutting edge business. Mature business needing new items, service, markets, acquisitions or divestitures should likewise plan to distinguish, pull in or reallocate the ability vital for rejuvenation and proceeded with rivalry". For fulfilling training and profession advancement needs of employee and satisfying hierarchical requests,

succession training also organization development occupy an important role. In the event that, on the off chance that, the in-house supply of work is more than required, this issue of asset revamp should be managed.

As indicated by Craft 1980, HRP possesses a noteworthy part in choosing and determining the qualities of candidates, with a specific end goal to choose the best fit that organization searches for. Noe et al (2003) expounded that it is critical to appropriately actualize human asset arranging so as to make the lead time important to go up against potential issues and dangers to the organization aggressive edge.

McMahan 1992, As indicated by the HRM field has tried to become unified into the strategic management process through the development of another order alluded to as strategic HRM. This is characterize as the example of Human Resource deployment and exercises proposed to implement an organization to achieve it is objective. This study review some of a the generally referred to SHRM examines Jackson and Schuler 1995 and recognize contentions (counting analysis) about HR from a strategic point of view, hoping that the idea of relationships between Human Resource Management practices and organizational strategies may help to understand the consequences of study since investigate Human Resource Management attributes of the cosmopolitan police departments have effect on crime control performance and turnover effects in the exposition.

## **2.2 Training Goal and Training method**

The Goal of the training system ought to relate directly to the requirements controlled by the evaluation procedure plot above. Course destinations ought to obviously state what behavior or skill will be changed as a consequence of the preparation and ought to identify with the mission and vital arrangement of the organization. Goals ought to incorporate developments to take the

employee from where he or she is today to where the firm needs him or her later on. Permitting workers to take part in setting goal builds the likelihood of accomplishment McNamara (2008).

### **2.2.1 Training Methods**

There are two wide sorts of training accessible to businesses: at work and off-the-employment techniques. Individual circumstances what's more, the "who," "what" and "why" of your readiness program figure out which method to use.

At work training is conveyed to employees while they perform their normal employments. Along these lines, they don't lose time while they are learning. After an arrangement is development for what ought to be taught, employees ought to be educated of the points of interest McNamara (2008). A timetable ought to be built up with occasional assessments to advise representatives about their advancement. At work systems incorporate introductions, work guideline preparing, apprenticeships, temporary jobs and assistantships, work revolution and coaching.

The job techniques include lectures, special study, films, television conferences or discussions, contextual analyses, pretending, recreation, customized, programmed instruction and laboratory training. Most of these techniques can be utilized by private companies albeit, some might be too expensive.

Some organizations use verbal presentations while others have composed presentations. Small businesses pass on these themes in one-on-one introductions. Regardless of what technique is utilized, it is critical that the newcomer comprehend his or her new residence of employment.

Lecture present preparing material verbally and are utilized when the goal is to show a lot of material to numerous individuals. It is more cost effective to

lecture to a group than to train people individually. Lecture is one-way correspondence and all things considered may not be the best approach to prepare. Additionally, it is difficult to guarantee that the whole crowd comprehends a subject on the same level; by focusing on the normal participant you may under train a few and lose others. Despite these disadvantages, lecturing is the most financially savvy method for achieving vast gatherings of people.

Pretending and recreation are training techniques that endeavor to convey sensible basic leadership circumstances to the trainee. Likely issues and option arrangements are introduced for discourse. The proverb there is no preferable mentor over experience is exemplified with this kind of training. Experienced workers can portray true encounters, and can help in and gain from building up the answers for these reproductions. This method is cost effective and is used in marketing and management training.

Visual methods such as television, video tapes and films are the most effective means of providing real world conditions and position in a short time. One favorable position is that the presentation is the same regardless of how often it's played. This is not valid with lectures, which can change as the speaker is changed or can be impacted by outside imperatives. The significant defect with the varying media method is that it doesn't take into account inquiries and communications with the speaker, nor does it take into consideration changes in the presentation for various gatherings of people.

Job turn includes moving employee through a progression of job so he or she can get a decent vibe for the errands that are connected with various job. It is typically utilized in training for supervisory positions. The employee takes in somewhat about everything. This is a decent technique for little organizations as a result of the numerous occupations a employee might be requested that do.



Programmed learning, computer supported direction and intuitive video all make them thing in like manner: they permit the student to learn at his or her own pace. Likewise, they permit material officially figured out how to be avoided for material with which a student is experiencing issues. After the starting period, the teacher need not be available, and the learner can learn as his or her time permits. These strategies sound great, however might be past the assets of some small businesses.

Laboratory training is led for gatherings by skill training. It more often than not is led at an impartial site and is utilized by upper-and center management trainees to development a soul of cooperation and an expanded capacity to deal with management and peers. It can be excessive and ordinarily is offered by larger small businesses.

For an extensive preparing program, McNamara (2008) proposed some topical issues specifically:

1. Communications: The expanding differing qualities of today's workforce brings a wide assortment of dialects and traditions.
2. Computer skills: Computer aptitudes are turning into a need for leading authoritative and office assignments.
3. Customer service: Increased rivalry in today's worldwide commercial center makes it basic that employees understand and address the issues of customer.
4. Diversity: Diversity preparing ordinarily incorporates clarification about how people have alternate points of view and sees, and incorporates methods to esteem assorted diversity.
5. Ethics: Today's general public has expanding assumptions about corporate social obligation. Also, today's assorted workforce brings a wide assortment of qualities and ethics to the work environment.

6. Human relations: The expanded burdens of today's working environment can incorporate mistaken assumptions and strife. Training can people to get along in the work environment.
7. Quality activities: Initiatives, for example, Total Quality Management, Quality Circles, benchmarking, and so on, require fundamental training about quality ideas, rules and models for quality, and so on.
8. Safety: Safety preparing is basic where working with substantial hardware, unsafe chemicals, redundant exercises, etc., however can likewise be valuable with useful guidance for staying away from attacks, etc.
9. Sexual harassment: Sexual harassment preparing for the most part incorporates watchful portrayal of the association's strategies about lewd behavior, particularly about what are unseemly practices (McNamara, 2008).

### **2.2.2 Relationship between Training Goal, Training Method and Organization Performance**

Behn (2003) additionally comparatively brought up eight unique determination that public managers have for measuring organization performance – assess, be control, account, advertise, advance, observe, learn, and enhance and contended that the attributes for performance estimation would be distinctive, contingent upon the diverse motivations behind measuring Organization Performance. The Balanced Scorecard requires an organization to development goals, measures, and activities for four points of view: (1) the monetary viewpoint, in which run of the mill measures incorporate quantifiable profit and financial esteem included, (2) the client viewpoint, including such measures as consumer loyalty and maintenance, (3) interior point of view, including measures of value, reaction time, item presentation,

and (4) the learning and growth viewpoint, in which goal and measures concentrate on such element as representative fulfillment and data framework accessibility.

Training is given inside a training program. In an organization, needs evaluations are led to examine issue zones and to distinguish potential arrangement procedures. In the event that the distinguished need is training, then a training program is produced, which starts with acknowledgment of training needs and method, leads to training, and accordingly, assessment (to inspect the degree to which the recognized needs are met and the issues are determined).

### **2.3 Organization Performance**

In this study, I utilize the expression, "organization performance" instead of "organization production our study assess effectively and effortlessly organizations are doing in accomplishing our objectives in their statements of purpose. In spite of the fact that as Kearney and Berman 1999 clarified, performance is like profitability as the effective and efficient use of resource to attain conclusion, performance in people in general segment has more extensive significance than efficiency, and it is guided and evaluated by different, similarly essential measures of adequacy, productivity, and value.

Quinn 1978 Even utilize organizational productivity that is the subspace of the organizational performance, there still remain an issue of translating profitability as called attention to. Quinn 1978 recorded that one of the most concerning issues confronting people in general efficiency development is the supposition typical meaning of the term profitability. As Quinn 1978, while financial analysts and modern architects have an exact definition yield over contribution with quality treated of profitability, administrators or managers have a vague definition that needs to do with general execution of an

organization with specific meaning differing from circumstance to circumstance.

This study part performance instead of profitability of in light of the fact that while productivity concentrates on the proportion of info and yield, execution covers more extensive parts of police departments. What's more, execution is a more generic term than profitability. As in Hatry's 1980 definition that performance estimation for authority is the deliberate evaluation of services are being conveyed to a group regarding both how proficiently and successfully, in this study the term performance comprises of efficiency and effectiveness, in which efficiency concerns the connection of info required to the measure of yield created and effectiveness alludes to the impacts and nature of the service delivery.

### **2.3.1 Performance Measurement**

Gaebler and Osborne 1992 clarified a scope of well purposes behind measuring execution in people in general part: (1) to enhance conveyance of open administrations, (2) what gets measured, completes, (3) to identify blunders, (4) to perceive achievement, (5) to take into account hierarchical learning and change, (6) to prepare bolster, (7) to enhance responsibility for spending uses, and (8) to enhance open correspondence. In spite of the fact that there are a few explanations behind evaluating organization performance as said above, selecting the results that ought to be followed is basically a careful decision Hatry, 1999. Performance measures are goals, quantitative indicators of different parts of the performance of public projects or offices. In this manner, various types of Performance measures are characterized to track specific measurements of performance, for example, viability, working proficiency, profitability, service quality, consumer loyalty, and cost-adequacy (Poister, 2003).

# **CHAPTER THREE**

## **METHODOLOGY**

### **3.1 Introduction**

The purpose of this study is to examine the relationships among HRP T&D, TG&TM, and OP. Hence, questionnaire consists of measurements of HRP T&D, TG&TM, and OP Jonathan Rice (2011) Human Resource Planning and Training and Development of knowledge or skills to increase in their present jobs (McNamara, 2008).

Some its' items and factors are modified based on literature research and pilot test. In addition, Likert scale between one and seven is used to measure variables. Moreover, settled questionnaire is translated into Mongolian and a pilot test is carried on to strengthen questionnaire. Pilot test consist of 50 respondents and it is apart from sampling data. There was some customization on the questionnaire after analyzing pilot test and research questionnaire is finalized in both English and Mongolian latter. The empirical data collection is aimed to cover five main business fields including mining, whole and retail sale, service, construction and civil service due to those fields are vital in Mongolian social recently. 270 questionnaires were handled to respondents through hardcopy and 250 responses collected returning. Finally, factor analyze, reliability test, mean value and mediator analysis, moderator analysis are used to SPSS.

### **3.2 Construct Definition**

There are three major constructs in this study: Human Resource Planning Training and Development, Training Goal and Training Method, Organization

Performance. The following definitions of those constructs are utilized in the study.

Human Resource Planning is a durable procedure sorted out in a way that properly employs the human resource of the organization Jonathan Rice (2011).

Training and Development is the field of human resource management, training and development are the field worried about organizational movement went for bettering the performance of people and groups in organizational settings. It has been known by a few names, including worker development, human resource development, and learning and development (Harrison 2005).

Training Goal and Training Method is there are different techniques for Training, which can be partitioned into intellectual and observable Methods. Trainers need to explain the advantages and disadvantages of each method, likewise its effect on trainees remembering their experience and abilities before giving training (Chris, 1999).

Organization Performance is as a rule, the idea of organization Performance is based upon the possibility that an organization is the deliberate relationship of profitable resources, including human, physical, and capital resources, with the end goal of accomplishing a common reason (Alchian and Demsetz, 1972).

### **3.3 Research Model and Hypotheses**

According to the literature review and hypotheses as developed in the above section, the study formulates the research framework that is illustrated in Figure 3.1. There are four major variables and following three hypotheses are considered for testing in the in the research framework.

Hypothesis 1: Human resource planning, Training, and development are positively influenced Training Goal and Training method

Hypothesis 2: Training Goal and Training method are positively influenced Organization Performance

Hypothesis 3: Human resource planning, Training, and development are positively influenced Organization Performance

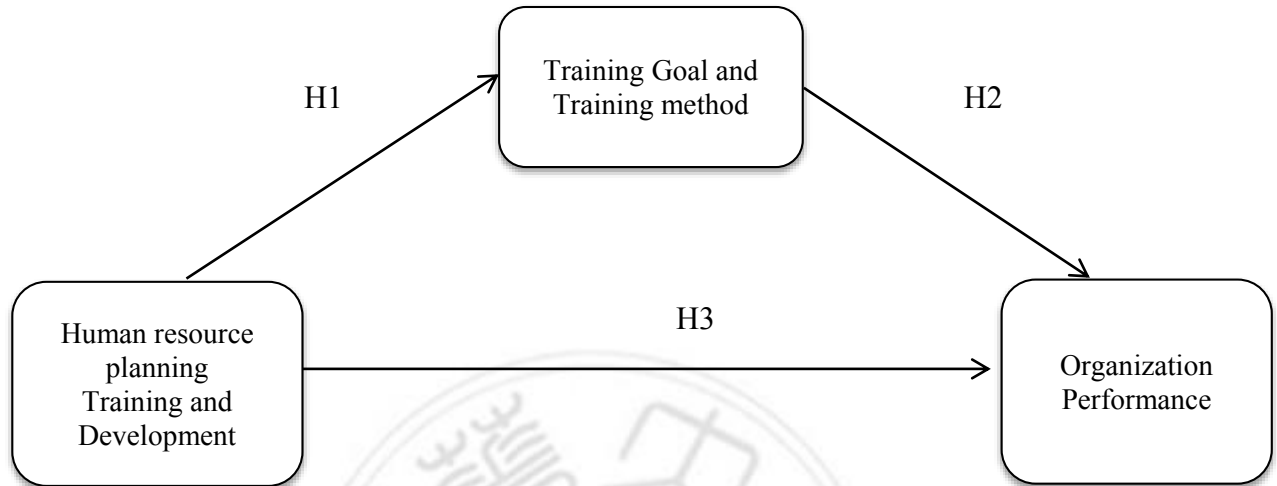


Figure 3.1 Research model

Data source: This Research Summarized

### 3.4 Instrument (Questionnaire; Scaling)

A self-administered questionnaire is used to collect sampling data to estimate constructs of Human Resource Planning Training and Development, Training Goal Training Method, Organization Performance. The study chooses questionnaire items from previous studies. As well as some of them are altered for effectively accomplish the objective of the study. Research questionnaire is designed into two parts that are to first with, to quantify variables listed in the measurement section and second, to sample characteristics. The questionnaire contained 41 questions: 15 items relate to HRP T&D, 10 items refer to TG TM and OP includes 16 items and there are 8 questions conducted to estimate sampling characteristics. Moreover, Likert-type scale is used in the questionnaire with in seven scales between 1 and 7. Respondents are involved

the questions to indicate their agreement toward each statement between 1= strongly disagree to 7 strongly agree.

### **3.5 Measurement**

In this study three major constructs are implemented: (1) Human Resource Planning Training and Development (2) Training Goal and Training Method (3) Organization Performance. The operational declarations of each portion are described as follows:

#### **3.5.1 Measurement of Human Resource Planning Training and Development**

This study selects questionnaire items from the research of (McNamara, 2008). There are 15 items to measure the level of Human Resource Planning Training and Development.

- The company do requisite human resource planning for achieving objective
- Satisfaction improvement of employees after human resource planning process
- You think company is doing HR planning according to the skills, knowledge and education of existing employees
- The skill your companies employee performance, trainings were done, experience existing employees track keeps.
- Human resource process is Job satisfaction, working conditions, employee salaries and motivation of employees.
- What is your opinion about present training system
- Colleagues support the use of learning on the job
- I will try to learn as much as I can from the training program
- If I can't understand some part of the program , I will try harder



- I am willing to exert considerable effort to improve my knowledge by taking this program
- Organization require in determining the employee training need
- Training helps in expanding efficiency of employees, to accomplish organizational objectives.
- When employees arrive from training, supervisors encourage them to share what they have learned with other employees
- I can develop myself via learning
- If training result is effective, I can improve my job position

### **3.5.2 Measurement of Training Goal and Training Method**

Items measuring TG and TM adopted from McNamara (2008). There are 10 items to measure the level of Training Goal and Training Method.

- Training must be for enhancing productivity and execution
- Your opinion about improvement of knowledge after training program
- Do you like attend the training program
- Whether training is relevant to the needs of the organization
- Are you satisfied with the effectiveness of training program
- I think training lecture method is more effective
- I think class training method is more effective
- I think group discussion training method is more effective
- I think practical training method is more effective
- The quality of the Instructors of the program

### **3.5.3 Measurement of Organization Performance**

The study chooses questionnaire items from the research of Kearney and Berman (1999). There are 16 items to measure the level of Organization Performance.

- Your organization considers training as a part of organization strategy.
- Enough practice is given for us during training session.
- This organization provides a great deal of personal needs
- My company employees are given appraisal in order to motivate them to attend the training.
- How well the workplace of the training is physically organized
- Our organization includes timely training when it is needed
- Our training organization is effective
- Our organization defines training correctly
- Our organization receives comments from our employee to take determine training needs
- Our organization develops training programs well
- Our organization chooses correct way for training
- Our organization comprehends occupation training
- Our organization comprehends upgrade training courses
- Training programs are adequate term.
- Training is regular assessed and improvement.
- The books/materials and other resources available

All the above items will be measured on a seven-point Likert scale. Respondents are asked to indicate their level of agreement toward each statement between 1=strongly disagree and 7=strongly agree.

### **3.6 Translation**

The survey use in this study was at first framed in English. After that, it is translated into Mongolian than transplant to English for validity. The data collected from Mongolian organization. Each item of survey is discussed respectively with a business consultant in Mongolia. According to their suggestion, some questions are modified. Before being sent, the questionnaires were translated from English to Mongolian by professional Mongolian translators.

### **3.7 Pilot test**

Mongolian version to fortify into a trial test is conducted questionnaire's effectiveness. The pilot test comprises of 50 respondents and it is separated from inspecting data. There was some customization on the survey after analyzing pilot test and research survey is settled in both English and Mongolian latter. This trial data is analyzed in reliability test to get internal consistence of each items and factors. The Cronbach's  $\alpha$  is used as measurement and the criteria was higher than 0.6 for Human Resource Planning Training and Development, Training Goal and Training Method, Organization Performance. Cronbach  $\alpha$  of four constructs meet settled criteria. According to the respondents' recommendation, a few questions are for more possible.

### **3.8 Sampling Plan**

The Data collection is aimed to essentially cover five major business areas. In recently, the fields of mining industry, whole and retail sale, construction and civil service are prospering in Mongolia and most people of population work in those areas. Therefore those fields are considered as represents in Mongolian organizations.

### **3.9 Data Collection Procedures**

The hardcopy is used for data collection. Totally 270 questionnaires are given to employees and 260 questionnaires returned. 10 questionnaires were not effective to analyze because respondents missed some questions, when they filled up questionnaires. In addition, some of them have chosen two answers in one question. Finally, 250 usable observations are used in this survey.

### **3.10 Data Collection Procedures**

In order to test the hypotheses, this study used SPSS 18.0 software as main tool to analyze data. To examine the hypotheses, the following data analysis methods are utilized.

#### **3.10.1 Descriptive Statistic Analysis**

To better understand the characteristics of each sample, descriptive statistical analysis used to illustrate the means, and standard deviation of each research variable.

#### **3.10.2 Purification and Reliability of the Measurement Variables**

Components factor analysis with varimax rotation and Reliability test will be used to canvass the collected data to purify the measurement scales and to identify their dimensionality and to confirm the reliability of each research factors.

##### **1. Factor Analyze**

The aim of this analyze is the underlying variance structure of a set of correlation coefficients for summarizing data and exploratory or confirmatory

purpose. This study, measurement items with factor analysis above than 0.6 will be selected as the member of a specific factor. Also, Eigen value with above that one and Explained variance “accumulative” is larger than 60 percent will be accepted.

## 2. Reliability test

It should be analyzed after factor analysis. Item-to-total correlation estimates the correlation of each item to the sum of the remaining items within one factor. Items with correlation lower than 0.5 will be deleted. Cronbach’s alpha ( $\alpha$ ) will be engaged to test the internal consistency of each factor. Factors with  $\alpha$  is greater than 0.7 are assumed that they have high reliability.

### **3.10.3 Pearson product moment correlation coefficient**

It is used to measure of the correlations variables +1.00, and -1.00 a correlation of 0.00 is no correlation two variables. Therefore, where 1 is total positive correlation and -1 is total negative correlation.

### **3.10.4 Multiple Regressions**

Multiple regressions analysis will be used to analyze the relationships between a single dependent variable and several independent variables to understand of the relationships between all the variables and to test mediator and mediator roles in this study. Following criteria are used in the regression analysis.

# **CHAPTER FOUR**

## **FINDINGS**

### **4.1 Introduction**

This study aimed to research the moderator role of Human Resource Planning, Training and Development between Training Goal and Training Method and Organization Performance. Regarding this research, descriptive analyze is utilized to describe sampling characteristics.

In the addition, factor analysis and reliability test are used to explore the underlying variance structure of a set of correlation coefficients and internal consistency respectively. The data was analyzed using factor analysis and reliability test, Pearson correlation, multiple regressions are presented this Chapter. Sampling data consists of 250 participants that is collected through hardcopy and internet. SPSS 23.0 is used as major tools to help us analyze the collected data. To test the hypotheses, the following data analysis methods adopted.

### **4.2 Sample Characteristics**

Totally 270 questionnaires are given to employees and 260 questionnaires returned. 10 questionnaires were not effective to analyze because respondents missed some questions, when they filled up questionnaires. In addition, some of them have chosen two answers in one question. Finally, 250 usable observations are used in this survey.

Table 4.1 Frequency of Sectors

No	Sector	Frequency	Valid Percent
1	Manufacturing	15	6%
2	Service	162	65%
3	Construction	38	15%
4	Education	16	6%
5	Technology and software	19	8%
<b>Total</b>		<b>250</b>	<b>100%</b>
<b>Std. Deviation</b>		<b>1.112</b>	

Data source: This Research Summarized.

Sampling questionnaire collected five sectors of full time employees in Mongolian organization it includes Manufacturing, Service, Construction, Education, Technology and software.

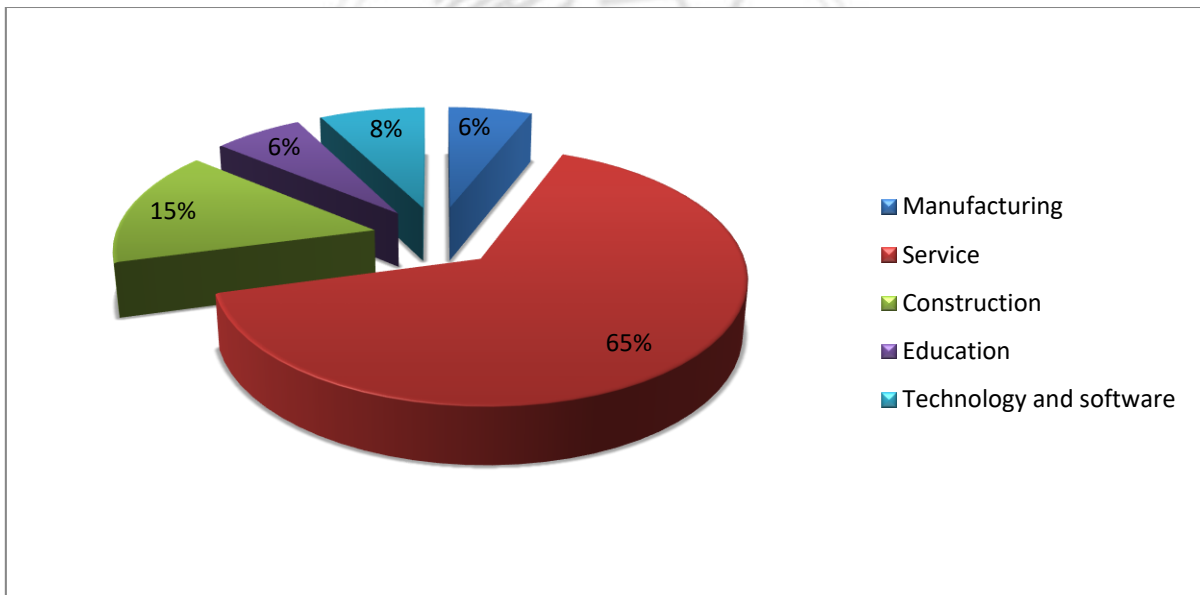


Figure 4.1 Percentage of organization's sector

Data source: This Research Summarized.

Sampling questionnaire included 5 sectors of Mongolian Organizations which are the following sectors: Manufacturing (6%), Service (65%), Construction (15%), Education (6%), and Technology and software (8%). Figure 4.1 shows percentage of organization's operational fields.

Table 4.2 Frequency of Employee Number

No	Total Employee	Frequency	Valid Percent
1	Less than 50	128	51%
2	51-100	77	31%
3	101-250	45	18%
4	251-500	0	0%
5	Over than 501	0	0%
<b>Total</b>		<b>250</b>	<b>100%</b>
<b>Std. Deviation</b>		<b>0.650</b>	

Data source: This Research summarized.

Companies contained in the sample distinguished their employees' number between below 50 and over employees. In all, 250 employees work in the companies (51% companies have less than 50 employees, 31% company have employees between 51 and 100, companies they have employees between 101 and 250 constitute 18%).

Table 4.3 Frequency of Participant's age and Gender

No	Total Employee	Frequency	Valid Percent
1	23	16	6%
2	24-29	79	32%
3	30-34	49	20%
4	35-39	37	15%
5	40-44	61	24%
6	Above 45	8	3%
7	Male	98	39%
8	Female	152	61%
<b>Total</b>		<b>250</b>	<b>100%</b>

Data source: This Research Summarized.

Table 4.4 Frequency of Participant's Education Level

No	Total Employee	Frequency	Valid Percent
1	Basic Education	3	1%
2	General Education	5	2%
3	College	67	27%
4	Bachelor	136	54%
5	Master	36	15%
6	Professor/Doctor	3	1%
<b>Total</b>		<b>250</b>	<b>100%</b>
<b>Std. Deviation</b>		<b>0.354</b>	

Data source: This research Summarized.



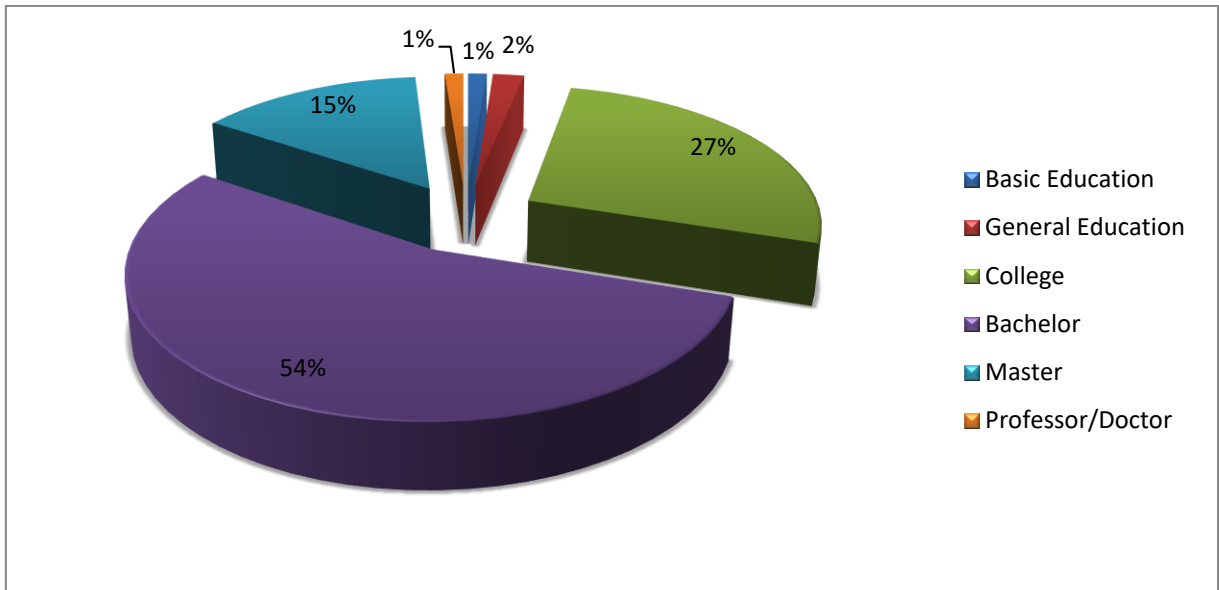


Figure 4.2 Percentages of Education Level

Data source: This Research Summarized.

Most employees are educated the following level: Basic Education (1%), General Education (2%), College degree (27%), Bachelor degree (54%), Master degree (15%), Professor /Doctoral degree (1%). See Table 4.4.

Table 4.5 Frequency of Participant's Experience Level

No	Tenure	Frequency	Valid Percent
1	Below 1 year	33	13%
2	2-5 years	162	65%
3	6-11 years	47	19%
4	12-20 years	3	1%
5	Over 21 years	5	2%
<b>Total</b>		<b>250</b>	<b>100%</b>

Data source: This Research Summarized.

Table 4.5 presented frequency of participants working experience level. From table, the sampling data includes 46 types of professional and 58 kinds of position.

### 4.3 Factor Analysis and Reliability Test

Factor analysis and Reliability test are conducted in this study for verifying the dimensionality and reliability of the variables. Factor analysis is initially used to choose the items with higher factor loading and then to compare with the theoretically suggested items for examining the staple structure of the data. After factor analysis, reliability test is organized to furnish the internal consistency measurement to each variable as well as it patronizes the multicollinearity among variables besides Cronbach's alpha asserts the internal consistency of each construct.

Table 4.6 presented the questionnaire items and the result with explanation each variable and following criterion were followed for the factor analysis:

Factor analysis:

- Factor loadings  $>0.6$
- Eigen value  $>0.1$
- Explained variance (accumulative)  $> 60\%$

Reliability Test:

- Item to total correlation  $>0.5$
- Cronbach Alpha ( $\alpha$ )  $>0.5$

Table 4.6 Factor Analysis and Reliability Test

Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
Human Resource Planning	<b>(Human Resource Planning)</b>			<b>2.175</b>	<b>98.890</b>		<b>0.674</b>
	HRP5	Human resource process is Job satisfaction, working conditions, employee salaries and motivation of employees.	0.999			0.734	
	HRP2	Satisfaction improvement of employees after human resource planning process	0.999			0.734	
	HRP3	You think company is doing HR planning according to the skills, knowledge and education of existing employees	0.988			0.519	
	HRP4	The skill your companies employee performance, trainings were done, experience existing employees track keeps.	0.986			0.502	
	HRP1	The company do requisite human resource planning for achieving objective	0.333 DELETED				
Training & Development	<b>(Training and Development)</b>			<b>2.337</b>	<b>75.591</b>		<b>0.527</b>
	TD8	When employees arrive from training, supervisors encourage them to share what they have learned with other employees	0.907			0.526	
	TD1	What is your opinion about present training system	0.894			0.530	
	TD7	Training helps in expanding efficiency of employees, to accomplish organizational objectives.	0.838			0.513	
	TD2	Colleagues support the use of learning on the job	0.986			0.547	
	TD5	I am willing to exert considerable effort to improve my knowledge by taking this program	0.984		89.394	0.608	
	TD3	I will try to learn as much as I can from the training program	0.738			0.521	
	TD6	Organization require in determining the employee training need.	0.718			0.537	
	TD9	When employees arrive from training, supervisors encourage them to share what they have learned with other employees	0.606			0.527	
	TD4	If I can't understand some part of the program , I will try harder	0.964			0.574	
	TD10	I can develop myself via learning	-0.359 DELETED				

Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
Training Goal		<b>(Training Goal)</b>		<b>1.638</b>	<b>54.253</b>		<b>0.595</b>
	TG3	Do you like attend the training program	0.735			0.547	
	TG1	Training must be for enhancing productivity and execution	0.708			0.628	
	TG2	Your opinion about improvement of knowledge after training program	0.678			0.509	
	TG4	Whether training is relevant to the needs of the organization	0.841			0.711	
	TG5	Are you satisfied with the effectiveness of training program	0.629			0.543	
Training Method		<b>(Training Method)</b>		<b>2.120</b>	<b>96.764</b>		<b>0.670</b>
	TM3	I think group discussion training method is more effective	0.987			0.588	
	TM4	I think practical training method is more effective	0.986			0.618	
	TM5	The quality of the Instructors of the program	0.979			0.731	
	TM2	I think class training method is more effective	0.978			0.730	
	TM1	I think training lecture method is more effective	0.369 DELETED				
Organization Performance		<b>(Organization Performance)</b>		<b>3.256</b>	<b>74.888</b>		<b>0.716</b>
	OP12	Our organization comprehends occupation training	0.960			0.675	
	OP11	Our organization chooses correct way for training	0.960			0.675	
	OP1	Your organization considers training as a part of organization strategy.	0.746			0.700	
	OP5	How well the workplace of the training is physically organized	0.614			0.677	
	OP9	Our organization receives comments from our employee to take determine training needs	0.600			0.688	
	OP3	This organization provides a great deal of personal needs	0.580			0.693	
	OP2	Enough practice is given for us during training session.	0.569			0.708	
	OP16	The books/materials and other resources available	0.963			0.703	
	OP10	This organization provides a great deal of personal needs	0.960			0.701	

Construct	Variables	Items	Factor Loading	Eigenvalue	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
	OP7	Our training organization is effective	0.909			0.709	
	OP13	Our organization comprehends upgrade training courses	0.884			0.705	
	OP15	Training is regular assessed and improvement.	0.866			0.723	
	OP14	Training programs are adequate term.	0.682			0.717	
	OP4	My company employees are given appraisal in order to motivate them to attend the training.	0.921			0.722	
	OP8	Our organization defines training correctly	0.345 DELETED				
	OP6	Our organization includes timely training when it is needed	0.494 DELETED				

Data source: This Research Summarized

Total of 41 items in three constructs including Human Resource Planning and Training & Development (15 items), Training Goal and Training Method (10 items), and Organization Performance (16items) Following explained detailed factor analysis and reliability test of each construct.

#### 4.3.1 Human Resource Planning and Training & Development

Total 15 items were designed to represent the factor of HRP and Training & Development, divided into two factors. This resulted in factor 1 consisting of 5 items, factor 2 with 10 items. The factor analysis showed average Factor loading score of all factors with all above 0.6. The one item factor 1 “HRP” deleted this item is (HRP1) has low score as (0.333). Second deleted item is factor 2 “T&D” this item is (TD10) has low score as (-0.359). It was lower than 0.6 in the factor. After this items deleted, rest items’ factor loading are higher than 0.6.

There is eigenvalue extracted in HRP from the factor analysis is 2,175 and T&D from the factor analysis is 2.337. Accumulative explanation is HRP

98.890% and TD accumulative explanation is 75,591% Human Resource Planning and Training & development in indicate a Cronbach's Alpha of HRP 0.674, TD Cronbach's Alpha is 0.527 therefore it is highly reliable as a result of higher internal consistency. The Cronbach's Alpha if item deleted values in all items significant with values close to 0.5.

#### **4.3.2 Training Goal and Training Method**

There are a total 10 items in this construct that used to explain the Training Goal and Training Method. It is divided into two factors. In the factor analysis of the first factor is Training Goal. There are 5 items no item deleted. The factor analysis showed average factor loading score of all items with above the 0.6. The item "Training Goal" (TG3) had the highest factor loading of 0.735, indicating this item had highest relation to Training Goal. This Factor explained up to 54.253% of the variance in this factor. Eigenvalue extracted in Training Goal from the factor analysis 1,628. The reliability test showed an average internal consistency as indicated by the TD Cronbach's Alpha is 0.527 therefore it is highly reliable as a result of higher internal consistency Reliability test Cronbach's Alpha is higher than 0.5.

There are a total of 5 items in this construct that used to explain the Training Method. The one item is deleted. Because not significant factor loading requirement. The item "Training Method" (TM1) has low score as (0.369). After this item deleted, rest items' factor loading are higher than 0.6. Factor loading of all variables are higher than 0.6. Among all the items, item TG and Training Method (TM3) had the highest Factor loading of 0.987.

Reliability test showed all variables are significant since the Cronbach's Alpha if item deleted are above 0.5 contributing to high value of  $\alpha = 0.670$ , thus representing a high internal consistency within the Training Method. There is

eigenvalue extracted in Training Method from the factor analysis is 2.120. Accumulative explanation is TM 96.764%.

### **4.3.3 Organization Performance**

There are a total 16 items in this construct that used to explain the Organization Performance. This part is only one factor. There are 16 items, and two items deleted. Factor loading of all items of Organization Performance are higher than 0.6 while an item (OP8, Our organization defines training correctly) has low score as (0.345). Second item deleted is (OP6, Our organization includes timely training when it is needed) has low score as (0.494). It was lower than 0.6 in the second factor. After this item deleted, rest items' factor loadings are higher than 0.6.

Eigenvalue of this factor are 3.256. As well as this factor explain the construct within 74,888% of Accumulative Explanation. In the reliability test, all items to-total correlations are higher than 0.5 and Cronbach's  $\alpha$  0.716.

## **4.4 Correlation Analysis**

This study used Pearson's  $r$  statistic Table 4.7 for examining the correlation between independent four variables.

Table 4.7 Correlation for Key Study Variables

No	Variables	1	2	3	4
1	Human Resource Planning, Training Development	1			
2	Training Goal	0.863**	1		
3	Training Method	0.951**	0.907**	1	
4	Organization Performance	0.081	0.279**	0.116**	1

**Note:** \*\*\*. Correlation is significant at the 0.01 level (2-tailed).

Data source: This Research Summarized

There are strong relationships among three major variables. Human Resource Planning, Training Development is positive correlated to all Training Goal and Training Method, Organization Performance with acceptable correlation coefficient ( $r=0.863^{**}, P<0.001$ ), and ( $r=0.951^{**}, P<0.001$ ) separately. In addition, there is a statistically significant correlation between Human Resource Planning, Training and Development and other two variables at the 0.01 level (2-tailed). But Organization Performance is not significant ( $r=0.081, P<0.001$ ). Training Goal have statistically significant positive correlation with both Training Method ( $r=0.907^{**}, P<0.001$ ) and Organization Performance ( $r=0.279^{**}, P<0.001$ ). As well as the correlation ( $r=0.116^{**}, P<0.001$ ) between Training Method and Organization Performance indicates that when the amount of employees' Training Method increases Organization Performance also significantly.

#### 4.5 Regression multiple regression

Simple and multiple regression analysis are used to test research hypothesized. First, Hypothesis H1a to hypothesis H1b is examining Hypothesis H1 focus on the relation of Human Resource Planning, Training and Development. Hypothesis H2 and H3 consider the relation of Training Goal and Training Method on Organization Performance. Second this study



examine mediator role of Human Resource Planning, Training and Development between Training Goal, Training Method and Organization Performance in Hypothesis H3.

***Hypothesis H1a: Human Resource Planning, Training and Development has significant positive influence on Training Goal***

Table 4.8 Result of Influence of Human Resource Planning, Training and Development on Training Goal

Independent Variable	Dependent Variable- Training Goal (TG)
Human Resource Planning, Training and Development (HRP, T&D)	Beta ( $\beta$ )
HRP T&D	0.863***
R <sup>2</sup>	0.744
Adj-R <sup>2</sup>	0.743
F-value	722.534
P-value	0.000
VIF	1.000

Note: \*\*\*p<0.001, \*\*p<0.01, \* p<0.05

Data source: This Research Summarized

Table 4.8 shows the linear regression coefficient between Human Resource Planning, Training and Development and Training Goal which is 0.863\*\*\* and coefficient of Determination is  $R^2 = 0.744$  and the adjusted  $R^2$  is 0.743, refers that 75% of the variance in Training Goal can be predicted from Human Resource Planning, Training and Development. F value is 722.534 (p=0.000). In addition, Tolerance value is 0.256 (1-R<sup>2</sup>) together with VIF range is 1. In overall, hypothesis 1a is supported.

***Hypothesis H1b: Human Resource Planning, Training and Development has significant positive influence on Training Method***

Table 4.9 Result of Influence of Human Resource Planning, Training and Development on Training Method

Independent Variable	Dependent Variable- Training Method (TM)
Human Resource Planning, Training and Development (HRP, T&D)	Beta ( $\beta$ )
HRP T&D	0.951 ***
R <sup>2</sup>	0.905
Adj-R <sup>2</sup>	0.905
F-value	2372.048
P-value	0.000
VIF	1.000

Note: \*\*\*p<0.001, \*\*p<0.01, \* p<0.05

Data source: This Research Summarized

Table 4.9 shows the linear regression coefficient between Human Resource Planning, Training and Development and Training Method which is 0.951\*\*\* and coefficient of Determination is  $R^2 = 0.905$  and the adjusted  $R^2$  is 0.905, refers that 90% of the variance in Training Method can be predicted from Human Resource Planning, Training and Development. F value is 2372.048 (p=0.000). In addition, Tolerance value is 0.095 ( $1-R^2$ ) together with VIF range is 1. In overall, hypothesis 1b is supported.

***Hypothesis H1c: Training Goal and Training Method is a mediator between “Human Resource Planning, Training Development***

Table 4.10 Result of Mediator of Training Goal and Training Method between Human Resource Planning, Training and Development

Independent Variables	Dependent Variable		
	Model 1	Model 2	Model 3
	Training Goal (TG)	Training Method (TM)	Overall Model
	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )
Human Recourse Planning Training Development	0.863***	0.951***	-0.827***
Training Goal and Training Method			0.968***
<b>R<sup>2</sup></b>	0.744	0.905	0.119
<b>Adj-R<sup>2</sup></b>	0.743	0.905	0.112
<b>F-value</b>	722.534	2372.048	16.586
<b>P-value</b>	0.000	0.000	0.000
<b>D-W</b>	1.624	1.305	1.320
<b>VIF Range</b>	1.000	1.000	8.340

Note: \*\*\* $p < 0.001$ , \*\* $p < 0.01$ , \* $p < 0.05$

Data source: This Research Summarized.

The model 1 in a table 4.10 shows that the regression coefficient ( $\beta$ ), using one predictor, is 0.863\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.744$  and the adjusted  $R^2$  is 0.743, refers that 75% of the variance in Training Goal and Training Method can be predicted from Human Resource Planning and Training Development. F value is 722.534 ( $p = 0.000$ ). In this model, multicollinearity is secured due to the Tolerance value is equal to 0.256 ( $1 - R^2$ ) as well as VIF range is 1.000. In overall, it is concluded that there are positive regression between Human Resource Planning, Training and Development and Training Goal.

The model 2 in a table 4.10 shows that the regression coefficient ( $\beta$ ), using one predictor, is 0.951\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.905$  and the adjusted  $R^2$  is 0.905. Moreover,  $F = 2372.048$  ( $p = 0.000$ ) is significant. In this model, multicollinearity is secured due to the Tolerance value is equal to 0.095 ( $1 - R^2$ ) as well as VIF range is

1.000. In overall, it is concluded that there are positive regression between Human Resource Planning and Training Development and Training Method.

The Model 3 in table 4.10 shows that the regression coefficients ( $\beta$ ), using all the antecedents simultaneously, are -0.827\*\*\* and 0.968\*\*\* respectively. And coefficient of determination (R<sup>2</sup>) is 0.119 and the adjusted R<sup>2</sup> is 0.112. Thus, this model is predicting 12% of the variance in Task Performance. In addition, F= 16.586 (p < 0.001) is significant. In this model, since adjusted R<sup>2</sup> is 0.112 and 1-R<sup>2</sup> is about 0.888. As well as VIF range is 8.340.

Overall,  $\beta$  values are significant and positive whereby Human resource Planning and Training Development and it is two factors are positively related to Training Goal and Training Method. Therefore, hypothesis 3 is supported.

***Hypothesis H2a: Training Goal has significant positive influence on Organization Performance***

Table 4.11 Result of Influence of Training Goal on Organization Performance

Independent Variable	Dependent Variable- Organization Performance (OP)
Training Goal (TG)	Beta ( $\beta$ )
TG	0.279**
R <sup>2</sup>	0.078
Adj-R <sup>2</sup>	0.074
F-value	20.822
P-value	0.000
VIF	1.000

Note: \*\*\*p<0.001, \*\*p<0.01, \*p<0.05  
Data source: This Research Summarized.

Table 4.11 shows that the regression coefficient ( $\beta$ ), using one predictor, is 0.279\*\* within significantly and coefficient of Determination is R<sup>2</sup> =0.078 and the adjusted R<sup>2</sup> is 0.074, meaning 1% of the variance in Organization Performance can be predicted from Training Goal. F=value is 20.822 (p=0.000).

Tolerance value is equal to 0.993 (1-R2) as well as VIF range is 1. This hypothesis 2a is supported.

***Hypothesis H2b: Training Method has significant positive influence on Organization Performance***

Table 4.12 Result of Influence of Training Method on Organization Performance

Independent Variable	Dependent Variable- Organization Performance (OP)
Training Method (TM)	Beta ( $\beta$ )
TM	0.664**
R <sup>2</sup>	0.327
Adj-R <sup>2</sup>	0.329
F-value	16.356
P-value	0.000
VIF	1.000

Note: \*\*\*p<0.001, \*\*p<0.01, \*p<0.05  
Data source: This Research Summarized.

Table 4.12 shows that the regression coefficient ( $\beta$ ), using one predictor, is 0.664\*\* within significantly and coefficient of Determination is R2 =0.327 and the adjusted R2 is 0.329, meaning 33% of the variance in Organization Performance can be predicted from Training Method. F=value is 16.356 (p=0.000). Tolerance value is equal to 0.671 (1-R2) as well as VIF range is 1. This hypothesis 2b is supported.

***Hypothesis 2c: The moderator role of Training Goal and Training Method on the relationship between “Human Resource Planning, Training and Development” and “Organization Performance”***

Table 4.13 Result of Mediator of Training Goal and Training Method on the relationship between Human Resource Planning, Training and Development and Organization Performance

Independent Variables	Dependent Variable			
	Model 1	Model 2	Model 3	Model 4
	Organization Performance	Organization Performance	Organization Performance	Organization Performance
	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )
Human Recourse Planning Training Development	0.081			-0.310
Training Goal		0.279***		0.981***
Training Method			0.664***	-0.480**
<b>R<sup>2</sup></b>	0.007	0.078	0.327	0.119
<b>Adj-R<sup>2</sup></b>	0.003	0.074	0.329	0.112
<b>F-value</b>	1.623	20.822	16.230	16.586
<b>P-value</b>	0.204	0.000	0.000	0.000
<b>D-W</b>	1.280	1.298	1.283	1.320
<b>VIF Range</b>	1.000	1.000	1.000	8.340

Note: \*\*\* $p < 0.001$ , \*\* $p < 0.01$ , \* $p < 0.05$

Data source: This Research Summarized.

The Model 1 in the table 4.13 indicates regression between Human Resource Planning, Training Development and Organization Performance. The study can see this model result from Table 4.14.

The Model 2 in the table refers relationship between Training Goal and Organization Performance which is introduced in the Table 4.11. It is concluded that the regression between significant.

The Model 2 in the Table 4.13 indicates regression between Training Goal and Organization Performance as well as the result and conclusion. See the result from Table 4.12.

The Model 4 in the table illustrates the moderating effect of Training Goal Regression  $\beta$  coefficient is 0.981 and significant ( $p < 0.001$ ).  $R^2 = 0.193$  and the adjusted  $R^2$  is 0.183 which refers that 20% of the variance in Organization Performance can be predicted from moderator role of Training Goal. F value

(19.537,  $p=0.000$ ). In addition, Tolerance value is 0.817 (1-R<sup>2</sup>) together with VIF range is 15.314 that refer to a situation in which two explanatory variables in a multiple regression model are highly linearly related. Thus, it is concluded that the Training Goal have negative and significant interaction on the relationship between Human Resource Planning, Training Development and Training Method.

***Hypothesis H3: Human Resource Planning, Training and Development has significant positive influence on Organization Performance***

Table 4.14 Result of Influence of Human Resource Planning, Training and Development on Organization Performance

Independent Variable	Dependent Variable- Organization Performance (OP)
Human Resource Planning, Training and Development (HRP, T&D)	Beta ( $\beta$ )
HRP T&D	0.081
R <sup>2</sup>	0.007
Adj-R <sup>2</sup>	0.003
F-value	1.623
P-value	0.204
VIF	1.000

Note: \*\*\* $p<0.001$ , \*\* $p<0.01$ , \*  $p<0.05$

Data source: This Research Summarized

Table 4.14 illustrates the linear regression between Human Resource Planning, Training Development and Organization Performance. Regression  $\beta$  coefficient is 0.081 it's not significant because of not fulfill the Regression  $\beta$  coefficient ( $p<0.001$ ). R<sup>2</sup> = 0.007 and the adjusted R<sup>2</sup> is 0.003 which refers that 1% of the variance in Organization Performance can be predicted from Human Resource Planning, Training Development. F value (1,623  $p=0.000$ ) places Human Resource Planning, Training Development is a significant presumed cause of Organization Performance when it entered by itself. In

addition, Tolerance value is 0.997 (1-R<sup>2</sup>) together with VIF is 1.000 that refers to a situation in which two explanatory variables are highly linearly related. Thus, hypothesis 3 is not supported.





# CHAPTER FIVE

## CONCLUSIONS

### 5.1 Summary

This research aimed to examine effect of antecedents of Organization Performance to stimulate its consequence based on the evidences of previous empirically and conceptually studies. Accordingly, there are three main hypotheses in this study (1) to canvass interdependent between Human Resource Planning Training, Development and Training Goal and Training Method, (2) to analyze direct effect of Training Goal and Training Method on Organization Performance, (3) to test influence Human Resource Planning Training, Development on Organization Performance.

The sample data is collected from 250 employees. Sampling questionnaire included 5 sectors of Mongolian organizations including Manufacturing (6%), Service 5%), and Construction (15%), Education (6%), and Technology and Software (8%).

Totally 250 employees work in the companies. The number of companies that had ranged less than 50 employees 51% and between 51 and 100 were same 31%. Companies they have employees between 101 and 250 constitute 18%.

Several statistical analyses in SPSS are conducted to examine sampling data including Descriptive analyze, Factor analyze, Reliability test, Pearson Correlation and Multiple regression in this study. Descriptive analyze is used to explain characteristics of samples. In order to test if items labeled to related factors and construct, this study utilized Factor analyze and Reliability test. Finally, main hypothesis is examined that is handled by multiple regression analyze. The results are presenter following paragraphs:

- The finding of the influence of Human Resource Planning Training Development on training Goal and Training Method was significant and positive ( $\beta=-0.827$ ,  $p<0.001$ ). Hypothesis 1 is supported.
- The finding of effect of Training Goal and Training Method on Organization Performance was significant and positive ( $\beta=0.981$ ,  $p<0.001$ ). Hypothesis 2 is supported.
- The result of the influence of Human Resource Planning, Training Development on Organization Performance was not significant ( $\beta=0.081$ ,  $p<0.204$ ). Hypothesis 3 is not supported.

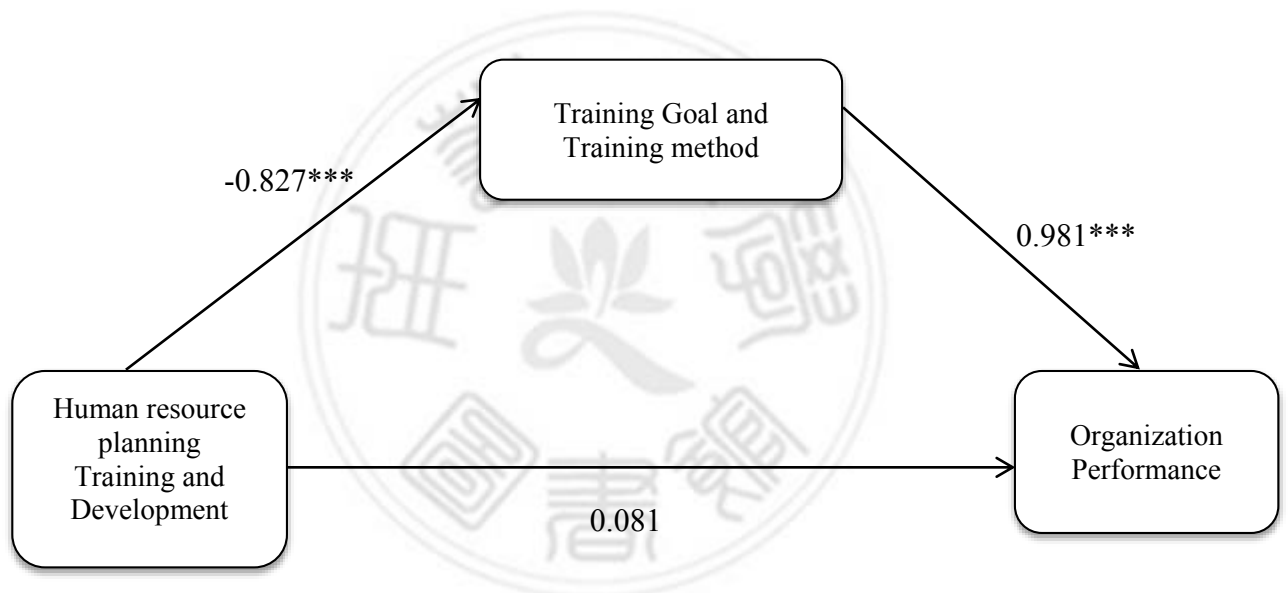


Figure 5.1 Human Resource Planning Training Development on Training Goal Training Method and Organization Performance

Data source: This Research Summarized.

## 5.2 Discussion

Following points that are organized by research questions and hypotheses are discussed based on the result of this study.

## **1. What are the contributions of Human Resource Planning Training Development, Training Goal and Training Method, on Organization Performance?**

Every organization suffers to find accurate way to approach their goal and maximize their performance due to survive in tough competitive business environment in current era. This paper attempts to defend the view that the relationship between Human resource Planning, Training and Development and Training Goal and Training method in the case of Mongolian organization's employees which are important. In addition, there is a concept which can enhance Human resource planning Training Development, Training Goal and Training Method from employee's side in competitive business environments. Result of this research is typically supportive all of hypotheses. Human Resource Planning Training and Development strongly influenced through between Training Goal, Training Method and Organization performance. Following sections discuss their respective impact on Organization performance.

## **2. Human Resource Planning Training and Development on Training Goal and Training Method**

Head servant et al (1991) clarify that there is an imperative part of human resource management to create competitive for the organization against the contenders present in the industry. HR practices and strategies of the association e.g. with organizing, communicating, developing, appraising, and rewarding employees, and watching out for the future capacities of the organization, the chances of successful and better coming resulting implementation of strategic plans increase.

As there is no single method to convey training, trainers continue on searching for the best method to exhibit focused on data to students. With the

constantly changing innovative advances of our time and the ceaseless improvement of learning speculations, there are currently more opinions than any other time in recent memory by train employees McNamara (2008). In the firmness of purpose, induction of Human Resource Planning to Training Goal and Training Method is reiterated significantly ( $\beta=0.968$   $P<0.000$ ).

### **3. Training Goal and Training Method on Organization performance**

Behn (2003) additionally comparatively brought up eight unique purposes that public managers have for measuring organization Performance – assess, control, budget, promote, advance, celebrate, learn, and enhance and contended that the attributes for performance estimation would be distinctive, contingent upon the diverse motivations behind measuring Organization Performance.

Training is given inside a training program. In an organization, needs evaluations are led to examine issue zones and to distinguish potential arrangement procedures. In the event that the distinguished need is training, then a training program is produced, which starts with acknowledgment of training needs and method, leads to training, and accordingly, assessment Pearce (1988). In the result of this study, Training Goal and Training method included to Organization Performance had strong relationship ( $\beta=0.981$   $P<0.000$ ).

### **4. Human Resource Planning and Training on Organization Performance**

As indicated by Edwards and Pearce (1988) "Human asset arranging is especially critical for rising, fast development and cutting edge business. Mature business needing new items, service, markets, acquisitions or divestitures should likewise plan to distinguish, pull in or reallocate the ability vital for rejuvenation and proceeded with rivalry".

As indicated by Craft (1980), Human resource planning possesses a noteworthy part in choosing and determining the qualities of candidates, with a specific end goal to choose the best fit that organization searches for. Noe et al (2003) expounded that it is critical to appropriately actualize human asset arranging so as to make the lead time important to go up against potential issues and dangers to the organization aggressive edge. The result indicate that HRP and Organization Performance are result is not good ( $\beta=0.081$   $P<0.204$ ).

### **5.3 Limitation & Recommendation**

Outcomes of this study are generally supportive of hypotheses. However, there are some limitations in the research design that could be addressed in the future research.

Firstly, the degree to which our results would generalize to other countries' organizations and employees is unknown. For example, level of Human Resource Planning Training Development and Training Goal and Training Method, and Organization Performance of the Mongolian organization may have different from other countries organizations and employees. Thus, future research can address to test another countries' sample.

Secondly, Jonathan Rice (2011) expressed that Human Resource Planning is a durable procedure sorted out in a way that appropriately utilizes the human asset of the association Walker (1990) outlined that "Like most organizational practices, however, the adequacy of HR arranging relies on upon the point of view inside which it is utilized" HR planners need clear and exact objective at the top of the need list remembering the end goal to better execute HR planning process. . It is essential to consider carefully the objectives of the training program to be achieved if training is to regarded as successful (Micheal Armstrong 2003). Therefore, if this research involves more important Human

Resource, the result would empirically signify entire Human Resource Planning training program.

Thus, Human Resource Planning training program can be used in the future research.

Finally, this study followed by Kearney and Berman's research of Organization Performance. In this case, Quinn's papers should be used for extra explanation. In spite of the fact that there are a few explanations behind evaluating organization performance as said above, selecting the results that ought to be followed is basically a careful decision Hatry, 1999. Performance measures are objective, quantitative indicators of different parts of the performance of public projects or offices. In this manner, various types of Performance measures are characterized to track specific measurements of performance, for example, viability, working proficiency, profitability, service quality, consumer loyalty, and cost-adequacy Poister, 2003.

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## **APPENDIX A: Survey Questionnaire in English**

Dear Sir,

This academic questionnaire is to investigate relationship between Human Resource Planning, Training Goal and Training Method, and Organization Performance in Mongolian organizations, which covers sectors of Manufacturing, Service, Construction, and Education, Technology and Software.

Researcher sincerely invites you to spend a few minutes to complete the questionnaire and return back at your earliest convenience. No personal or corporate information will be made public. Please be assured that your answers will be kept in strict confidence and take the time to fill out this questionnaire as accurately as possible. Your help is crucial to this research and deeply appreciate your kind cooperation.

Thank you

Advisor: Chi Hsin Kuang Ph.D.

Researcher: Bolortungalag Altansukh

Nahua University Master Program in Management Sciences Department of Business Administration

Email:



# APPENDIX A: Survey Questionnaire in English

## A questionnaire for Human Resource Planning Training Development, Training Method, and organization Performance

**Purpose of the survey:** To test relationships among Human Resource Planning Training and Development, Training goal and Training method, Organization Performance

**Instruction to answer questions:** Please read each statement carefully and give a score how much you agree based on following table.

1	2	3	4	5	6	7
Strongly disagree	Disagree	Rather disagree	Neither agree nor disagree	Rather agree	Agree	Strongly agree

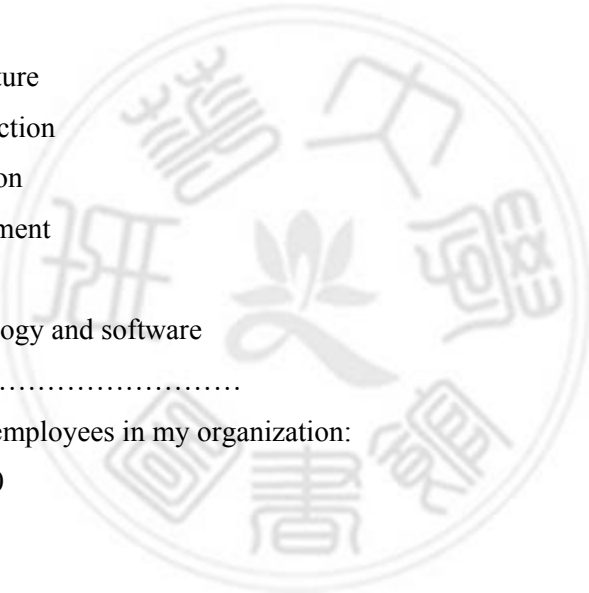
No.	Statements	Frequency of your feeling
1.1	The company do requisite human resource planning for achieving objective	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.2	Satisfaction improvement of employees after human resource planning process	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.3	You think company is doing HR planning according to the skills, knowledge and education of existing employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.4	The skill your companies employee performance, trainings were done, experience existing employees track keeps.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.5	Human resource process is Job satisfaction, working conditions, employee salaries and motivation of employees.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.6	What is your opinion about present training system	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.7	Colleagues support the use of learning on the job	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.8	I will try to learn as much as I can from the training program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.9	If I can't understand some part of the program , I will try harder	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.10	I am willing to exert considerable effort to improve my knowledge by taking this program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.11	Organization require in determining the employee training need.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.12	Training helps in expanding efficiency of employees, to accomplish organizational objectives.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.13	When employees arrive from training, supervisors encourage them to share what they have learned with other employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.14	I can develop myself via learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
1.15	If training result is effective, I can improve my job position	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.1	Training must be for enhancing productivity and execution	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.2	Your opinion about improvement of knowledge after training program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.3	Do you like attend the training program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.4	Whether training is relevant to the needs of the organization	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.5	Are you satisfied with the effectiveness of training program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.6	I think training lecture method is more effective	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.7	I think class training method is more effective	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.8	I think group discussion training method is more effective	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.9	I think practical training method is more effective	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
2.10	The quality of the Instructors of the program	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.1	Your organization considers training as a part of organization strategy.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

3.2	Enough practice is given for us during training session.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.3	This organization provides a great deal of personal needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.4	My company employees are given appraisal in order to motivate them to attend the training.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.5	How well the workplace of the training is physically organized	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.6	Our organization includes timely training when it is needed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.7	Our training organization is effective	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.8	Our organization defines training correctly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.9	Our organization receives comments from our employee to take determine training needs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.10	Our organization develops training programs well	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.11	Our organization chooses correct way for training	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.12	Our organization comprehends occupation training	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.13	Our organization comprehends upgrade training courses	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.14	Training programs are adequate term.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.15	Training is regular assessed and improvement.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.16	The books/materials and other resources available	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

**General information:**

1. Your age:
  - a. Under 22
  - b. 25~29
  - c. 30~37
  - d. 38~45
  - e. 46~50
  - f. Above 50
2. Gender
  - a. Male
  - b. Female
3. Education:
  - a. Elementary school
  - b. High school
  - c. College
  - d. Bachelor
  - e. Master
  - f. Professor/Doctor
4. Occupation: .....
5. Position: .....
6. How long have you been working this company?

- a. 1 year
  - b. 2~5 years
  - c. 6~10 years
  - d. 11~15 years
  - e. 15~20
  - f. Over 21 years
7. Company main business:
1. Finance and Insurance
  2. Manufacturing
  3. Retail and whole sale
  4. Mining
  5. Transportation
  6. Service
  7. Agriculture
  8. Construction
  9. Education
  10. Government
  11. Health
  12. Technology and software
  13. Other .....
8. The number of employees in my organization:
- a. Less than 50
  - b. 51-100
  - c. 101-250
  - d. 251-500
  - e. Over than 501



## Appendix B: Survey Questionnaire in Mongolian

### Хүний нөөцийн сургалт ба хөгжлийн судалгаа

**Судалгааны зорилго:** Хүний нөөцийн сургалтын хэрэгцээг зөв тодорхойлох сайжруулахтай холбоотой олон улсын түвшинд чухал гэж үзээд байгаа ойлголтуудыг Монголын нөхцөл байдалд хир тохиромжтойг шалгаж, улмаар эдгээр ойлголтуудыг дэлгэрүүлэх зорилготой болно.

**Судалгаанд хариулах заавар:** Та доорхи ойлголтуудыг уншаад санал нийлж байгаагаа 1-7 оноогоор үнэлнэ үү.

1	2	3	4	5	6	7
Огт санал нийлэхгүй	Санал нийлэхгүй	Заримдаа	Дунд зэрэг	Байж болох юм	Санал нийлж байна	Яг тийм
<b>№</b>	<b>Хүний нөөцийн сургалт ба хөгжлийн талаархи миний үзэл бодол</b>				<b>Үнэлэмж</b>	
1.1	Манай байгууллага зорилгодоо хүрхийн тулд шаардагдах хүний нөөцийн төлөвлөлтийг хийдэг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.2	Хүний нөөцийн төлөвлөлтийн дараа ажилчдын сэтгэл ханамж сайн байдаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.3	Манай байгууллага ажилчдын ур чадвар, мэдлэг, мэргэжилд тохирсон хүний нөөцийн төлөвлөлт хийж чаддаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.4	Манай байгууллага ажилчдын сургалтын гүйцэтгэл сургалтын үр дүнг хянадаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.5	Хүний нөөцийн үйл явц нь ажлын байрны сэтгэл ханамж, ажлын нөхцөл, ажилчдын цалин, ажилтны сэтгэл ханамжтай шууд холбоотой				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.6	Одоогийн сургалтын системийн талаархи таны бодол				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.7	Манай ажлын хамт олон ажлын байран дээрхи суралцах хэрэгцээг дэмжин тусалдаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.8	Би сургалтын хөтөлбөрөөс аль болох их зүйл сурахыг оролддог				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.9	Би сургалтаас зарим хэсгийг ойлгож чадахгүй бол би илүү хичээн суралцдаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.10	Би сургалтаар өөрийн мэдлэгээ сайжруулахын тулд хүчин чармайлт гаргах хүсэлтэй байна				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.11	Байгууллагын ажилчдын сургалтын хэрэгцээг тодорхойлох шаардлагатай.				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.12	Байгууллагын зорилгыг биелүүлэхийн тулд сургалт нь ажилчдын үр ашгийг нэмэгдүүлдэг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.13	Ажилчид сургалтанд хамрагдсаны үр дүнд бусад ажилтантай сурсан зүйлээ хуваалцахыг урамшуулан дэмждэг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.14	Би сургалтаар өөрийгөө хөгжүүлж чаддаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
1.15	Сургалтын үр дүн сайтай бол албан тушаал ахих боломжтой				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.1	Сургалтын бүтээмж болон гүйцэтгэлийг дээшлүүлэх байх ёстой				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.2	Сургалтын дараа мэдлэг сайжруулах талаархи таны бодол				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.3	Та сургалтанд хамрагдах хүсэлтэй байна уу				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.4	Сургалт нь байгууллагын хэрэгцээнд хамаатай				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.5	Та сургалтын хөтөлбөрийн үр дүнд сэтгэл хангалуун байдаг уу				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.6	Миний хувьд лекцийн сургалтын арга нь үр дүнтэй				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.7	Миний хувьд танхмийн сургалтын арга нь үр дүнтэй				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.8	Миний хувьд бүлгээр хэлэлцэх сургалтын арга нь үр дүнтэй				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.9	Миний нувьд дадлагын сургалтын арга нь үр дүнтэй				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
2.10	Сургалтын багшын чанар				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
3.1	Танай байгууллагын стратегийн нэг хэсэг нь сургалт гэж үздэг үү				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
3.2	Манай байгууллага практик сургалтыг, сургалтын турш зөвхөн бидэнд зориулан зааж сургадаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
3.3	Энэ байгууллага миний хүссэн хэрэгцээг хангаж чаддаг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	
3.4	Манай байгууллага ажилчид сургалтад хамруулж тэднийг урамшуулах зорилгоор үнэлгээ өгдөг				□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7	

3.5	Манай байгууллага ажлын байран дээрхи цогц сургалтуудыг сайн зохион байгуулдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.6	Манай байгууллага хэрэгцээтэй байгаа сургалтанд цаг тухайд нь хамруулдаг.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.7	Манай байгууллагаас явуулдаг сургалтууд үр дүнтэй	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.8	Манай байгууллага сургалтыг зөв тодорхойлдог	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.9	Манай байгууллага сургалтын хэрэгцээг тодорхойлохдоо ажилчдаас санал авдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.10	Манай байгууллага сургалтын хөтөлбөрийг сайн боловсруулдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.11	Манай байгууллага сургалтын аргыг зөв сонгодог	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.12	Манай байгууллага дахин мэргэжил эзэмших сургалтанд хамруулдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.13	Манай байгууллага мэргэжил дээшлүүлэх сургалтанд хамруулдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.14	Манай байгууллагын сургалтын хөтөлбөрийн цаг нь хангалттай	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.15	Манай байгууллага сургалтыг тогтмол үнэлж, сайжруулдаг	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
3.16	Ном / материал, бусад нөөцийн хангамж	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7

### Ерөнхий мэдээлэл:

1. *Нас:*

- а. 24 хүртэл    б. 25-29    в. 30-34  
г. 35-39    д. 40-44    е. 45 –аас дээш

2. *Хүйс:*

- а. Эрэгтэй    б. Эмэгтэй

3. *Боловсрол:*

- а. Бүрэн бус дунд  
б. Бүрэн дунд  
в. Тусгай дунд  
г. Бакалавр  
д. Магистр  
е. Профессор/Доктор

4. *Мэргэжил:* \_\_\_\_\_

5. *Албан тушаал:* \_\_\_\_\_

6. Та энэ байгууллагад хэд дэх жилдээ ажиллаж байна вэ?

- а. 1 жил хүртэл    б. 2-5 жил    в. 6-11 жил  
г. 12-20 жил    д. 21-ээс жилээс дээш

7. Байгууллагын үйл ажиллагааны чиглэл:

- а. Банк, санхүү, даатгалын салбар  
б. Худалдааны салбар  
в. Боловсруулах үйлдвэрийн салбар

- г. Уул уурхайн салбар
- д. Үйлчилгээний салбар
- е. Тээвэр, агуулахын салбар
- ж. Барилгын салбар
- з. Хөдөө аж ахуй, газар тариалангийн салбар
- и. Төрийн байгууллага
- к. Боловсролын салбар
- л. Эрүүл мэндийн салбар
- м. Техник, технологи, программ хангамжийн салбар
- н. Бусад \_\_\_\_\_

8. Таны ажилладаг байгууллагын нийт ажиллагсдын тоо:

- а. 50-аас бага
- б. 51-100
- в. 101-250
- г. 251-500
- д. 501-ээс их

