

**A CASE STUDY OF SUSTAINABLE CAPACITY BUILDING AND
EMPLOYEES' PERFORMANCE IN THE TELECOMMUNICATION
INDUSTRY IN MYANMAR**



KAY KAY KHAING TUN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE GRADUATE SCHOOL
STAMFORD INTERNATIONAL UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION
ACADEMIC YEAR 2017**

**A CASE STUDY OF SUSTAINABLE CAPACITY BUILDING AND
EMPLOYEES' PERFORMANCE IN THE TELECOMMUNICATION
INDUSTRY IN MYANMAR**



KAY KAY KHAING TUN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE GRADUATE SCHOOL
STAMFORD INTERNATIONAL UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION
ACADEMIC YEAR 2017**



©2016

Kay Kay Khaing Tun

All Rights Reserved

**The Research has been approved by
Stamford International University
The Graduate School**

Title: A Case Study of Capacity Building and Employees'
Performance in the Telecommunication Industry in Myanmar

Researcher: Kay Kay Khaing Tun

The Thesis Committee:

Chairman



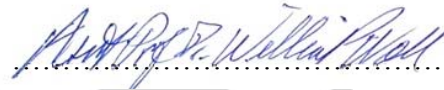
.....
(Assoc. Prof. Dr. Chow Rojanasang)

Advisor



.....
(Dr. Martin Goerlich)

Committee member



.....
(Assist. Prof. Dr. William P. Wall)

Committee member



.....
(Dr. Scott Shaw Roach)



.....
(Mr. Adam Tyler Thompson)
Asst. President, Academic Affairs &
Dean of Business and Technology

October 2016

Title: A Case Study of Capacity Building and Employees' Performance in the Telecommunication Industry in Myanmar

Researcher: Kay Kay Khaing Tun **Student ID:** 015171006

Degree: Master of Business Administration

Advisor: Dr. Martin Goerlich

Academic Year: 2016

Abstract

The main objective of this study is to explore the main factors which have influence on the improvement of capacity of employees in telecommunication industry in Myanmar such as training and development programs and the experience in work. It will support the management to know the progress of the employees. Suitable training and development programs support the employees to realize how their capacities, abilities and resources can be used in their assigned tasks and work and also helps them to make progress in their professional life. It has been shown in the previous studies that training and development programs are related to the improvement in the capacity of employees and the long-term commitment of employees in an organization not only in the telecommunication industry but also in other industries. This research highlights the importance of training and development programs and the experience gained in the organization on the capacity of employees.

Research Methodology: This study is the quantitative research. The sample size includes 120 questionnaires from one of the biggest telecommunication company in Myanmar. The data was analyzed through frequency, percentage, mean and standard deviation. The hypotheses are tested by using descriptive statistics and simple linear regression.

Research findings were as follows: 1. Employees of the company trust that training and development programs within their company are the main source of capacity building. 2. They also believe that their experience gained in the workplace supports them in the improvement of their capacity.

Keywords: Telecommunication industry, Training and Development Programs, Work Experience, Capacity Building

ACKNOWLEDGEMENT

I would like to express my deep gratitude to Dr. Martin Goerlich, my research advisor, for his patient guidance and encouragement. I also would like to thank Dr. Scott, who patiently taught us about the Research. I would to say thank to all my professors from Stamford International University for sharing their knowledge.

My thanks goes to all the managers and employees from Telenor, Myanmar who gave time and took part in interviews and answering questionnaires.

I would like to extend my thanks to my friends and family for their support during my study.

Kay Kay Khaing Tun



CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
LIST OF TABLES	v
LIST OF FIGURES	vi
CHAPTER 1 INTRODUCTION	
1.1 Rationale	1
1.2 Statement of the Problems	1
1.3 Research Questions.....	2
1.4 Objectives	3
1.5 Scope of the Research.....	3
1.6 Limitation of the Study.....	3
1.7 Significance of the Study.....	4
1.8 Conceptual Framework.....	5
1.8.1 Independent Variables	5
1.8.2 Dependent Variable	5
1.9 Research Hypotheses	6
1.10 Definition of Key Terms.....	6
CHAPTER 2 LITERATURE REVIEWS	
2.1 Background History of Telecommunication Industry in Myanmar.....	8
2.2 Historical Background of the Researched Company	9
2.3 Human Resource Management.....	10
2.4 Capacity Building	12
2.4.1 The Theoretical Base of the Concept of Capacity Building (CB)	13
2.4.2 Application of Capacity Building Process Internationally and in Myanmar	14
2.4.3 Human Capital Theory.....	14
2.5 Training and Development Programs	15
2.5.1 Training Cycle	17

CONTENTS (Cont.)

2.6 Employees' Performance	19
2.7 Training and Development Programs and Employees' Performance	20
2.8 Work experience of Employees in the Field.....	21
2.9 Work Experience and Job Performance.....	22
CHAPTER 3 RESEARCH METHODOLOGY	
3.1 Research Design	23
3.2 Data Collection	24
3.2.1 Secondary Data Collection	24
3.2.2 Primary Data Collection	24
3.3 Sample Respondents.....	24
3.4 Primary Data Collection Procedures.....	25
3.4.1 Questionnaire Survey.....	25
3.5 Data Analysis.....	25
3.5.1 Analysis of Questionnaire.....	25
3.6 Hypothesis Testing	26
CHAPTER 4 RESEARCH FINDINGS	
4.1 General Data of Respondents	27
4.2 Results of Hypothesis Testing	29
CHAPTER 5 SUMMARY, DISCUSSIONS AND CONCLUSION	
5.1 Summary.....	32
5.2 Discussion.....	32
5.3 Limitation of the Study	33
5.4 Conclusion	33
5.5 Recommendation of the Study.....	34
REFERENCE.....	35
APPENDICES.....	40
Appedndix A.....	41
BIOGRAPHY.....	44

LIST OF TABLES

Table 3.1 Questionnaire Arrangement	21
Table 4.1 Respondents' Personal Data from Questionnaire Survey Classified by Gender	23
Table 4.2 Respondents' Personal Data from Questionnaire Survey Classified by Age	24
Table 4.3 Respondents' Personal Data from Questionnaire Survey Classified by Education	24
Table 4.4 Respondents' Personal Data form Questionnaire Survey Classified by Work Experience	24
Table 4.5 Descriptive Statistics of Respondents' Answers of Training and Development Programs	25
Table 4.6 Training and Development Programs and Employees' Performance	26
Table 4.7 Working Experience and Employees' Performance	26
Table 4.8 Summary of Hypothesis Testing	26

LIST OF FIGURES

Figure 1.1 Conceptual Framework	5
Figure 2.1 Functions of Human Resource Management	10
Figure 2.2 Training Cycle	14
Figure 2.3 Performance Gap Analysis	14
Figure 2.4 Attributes of Higher Levels of Performance	16



CHAPTER 1

INTRODUCTION

1.1 Rationale

Since the competition among companies has been increasing in recent years, senior management of organizations has been more focusing on excelling in all areas. Organizations have paid more attention in the activities that are designed to increase access to resources involving man, money, material, machine, and time so that they will be able to survive, compete with other companies successfully in this dynamic environment, and reach the corporate goal and vision of their organizations. For growing companies or organizations, it is critical to have sustainable growth in these resources and improvement in the performance of organizations that can react to the rapid changes of the environment (Sripirabaa, 2008).

Among resources such as finance and human resources, the latter one – human resources are more critical and possess the ability to deliver competitive advantages to an organization than any other resources (Rukhmani, 2010). Also, according to other researchers, (Wright, 1994; Barney, 1998; Shee, 2005), people who possess knowledge and skills are the most valuable assets to any organization to gain sustainable competitive advantages. Moreover, to increase effectiveness and efficiency of the organizations, it is important to improve skills and knowledge of these people. Therefore, building their capacity and maximizing their potential are the critical requirements for any firm.

1.2 Statement of the Problems

Employees are the most strategically important resource of any organization (Coker, 2012). Especially in knowledge-based economies, having skillful labors can bring sustainable competitive advantages to business. Subsequently, not only retaining these skillful employees is important, but also developing their capacity is essential. Both organizational capacity building and individual capacity building are critical to all kinds of businesses no matter what sector they are in.

Number of mobile users in Myanmar has been increasing rapidly during two years of time and also, Myanmar telecommunication market is one of the fastest markets in ASEAN region. Furthermore, as both state-of-the-art technology and high-skilled labors are mandatory for telecommunication companies to be able to survive in the business world and to attain their vision and goals, it is essential for them to improve the capability of employees who are expert in technology as well as that of employees who have to communicate with dealers and customers. Since telecommunication companies in Myanmar had limited amount of time in training their employees between the time they got license and the time they launched their mobile network, they have faced many problems in terms of technology and services.

These problems could be due to many reasons. Sometimes, technological breakdown could be because of poor infrastructure of Myanmar as it is one of the least developing countries in the world. However, much improvement in infrastructure of Myanmar can be seen during these years, but there are still problems in logistics and infrastructure. According to Logistic Performance Index (LPI) 2014, Myanmar is at the 145th place out of 160 countries.

Although there were training and development programs for the employees in that industry in Myanmar, there are still problems in their unsatisfactory services in terms of internet service, mobile services and complaint handling. Even though it is true to say that all these problems cannot be avoided completely, it is important to provide stable services to consumers in the case of complaint handling. The main problem is that there is a lack of providing stable service. Here, it is also vital to point out the constraints that companies face in training their employees. This could be due to the limited amount of time they had for training and development programs, logistic issues, resources available for them, etc.

1.3 Research Questions

(1) How important is the sustainable employees' capacity building for the company to gain competitive advantage within the industry?

(2) How important is individual capacity building to improve the performance of employees in that industry?

(3) What needs are the most critical ones to increase the productivity of employees?

1.4 Objectives

The objectives of this research study are as follows:

(1) To know the importance of sustainable employees' capacity building for the company to gain competitive advantage within the industry.

(2) To explore the importance of individual capacity building to improve the performance of employees

(3) To explore the needs that are the most critical to increase the performance of employees.

1.5 Scope of the Research

This research aims to study the sustainable capacity building for employees and their performance in a specific industry in a specific country which is the telecommunication industry in Myanmar. The telecommunication industry is one of the fastest-growing markets in Myanmar and it needs high-skilled labors as well as latest technology.

Targeted respondents of this study are people who are currently working for one of the companies from telecommunication industry in Myanmar, which is Telenor, Myanmar. These targeted respondents from the case example company include multi-level participants: middle management level, lower-level management and front-line staff.

Questionnaires will be distributed to all levels of employees through Google Forms. Conduction of questionnaires would be in the timeframe of March to April 2016. Financially, the budget would be approximately 12,000 baht (USD \$350) which includes printing thesis books, interviews and questionnaires, and transportation charges.

1.6 Limitation of the Study

The significant limitation of this research study should be well noted. In this study, only the relationship between the capacity building activities and employees'

performance will be conducted. There might possibly be many factors that have effect on the performance of employees. However, in this study, other factors, such as employees' satisfaction and employees' motivation will be ignored.

Studying improvement in individual capacity is a longitudinal study and every single employee will have to be watched and their performance will be measured through performance appraisals step by step. However, this research will be done in a very short period of time due to time limitation.

Although there are three companies in Myanmar telecommunication industry - Telenor, Ooredoo, and MPT, only one company, Telenor will be focused on in this study as a form of case study. Therefore, findings in this research cannot represent the situation of the whole industry. However, it can be used as the reference for other studies in the future.

1.7 Significance of the Study

The key findings from this study will be beneficial and useful to the companies in telecommunication industry and will be able to be applied to other highly skilled labor-intensive organizations. Moreover, this research will be good for a future research avenue to explore the individual capacity building in the organizations in other businesses or industries as well. The findings from this research will be helpful in future capacity building in telecommunication industry of Myanmar, which can support the whole industry to develop in the future.

The factors influencing employees' capacity building will be explored and the most influencing factors will be identified. The human resource managers will be able to apply these findings in building the capacity of existing employees as well as new employees. Organizations will enhance the capacity of their employees, which will assist them not only in developing the performance of the whole organizations but also in gaining competitive advantages to be able to survive and compete against other competitors in the dynamic and highly competitive environment. All these benefits can also lead to the improvement of the capacity of the entire workforce.

1.8 Conceptual Framework

A conceptual framework shows the interrelated sets of ideas about how a specific phenomenon works or is connected to its parts (Svinicki, 2010). It is presented to look at the problem statement within the context of this specific research. The conceptual framework drawn here is useful to classify the significant variables of this research study and to clarify the relationship among those variables. According to the conceptual framework illustrated in Figure 1.1, capacity building activities and employees' performance are linked and working experience and employees' performance are related.

As the main features of a conceptual framework, the following one will consist of both independent variables and dependent variables which are as follows.

1.8.1 Independent Variables

According to the conceptual framework, independent variables can be specified as follows;

(1) Training and Development Programs

(Training and development programs are provided to educate and empower the employees to improve their skills, knowledge and abilities in their respective fields.)

(2) Working Experience of Employees

(Work Experience is the placement of an employee on the premises of an employer, performing his or her task or duty or a range of tasks or duties.)

1.8.2 Dependent Variable

(1) Employees' Performance

(Employees' performance normally measures how much an employee can contribute to his or her organization in achieving its goal, mission and vision.)

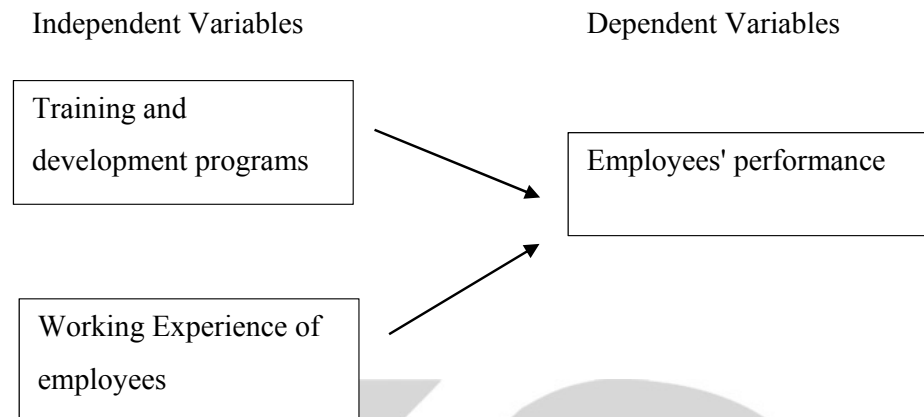


Figure 1.1 Conceptual Framework

1.9 Research Hypotheses

H1: Training and development programs have positive influence on the capacity building of individual employees.

H2: There is a relationship between employees' working experience and their performance.

1.10 Definition of Key Terms

The following terms are used in the context of this study:

Capacity Building Capacity building process is the planned process of improving skills, productivity, knowledge and other abilities of an organization by providing training and technology.

Human Resources Human resources are the staff or employees who work for the organization. Human Resource Management (HRM) is the process of recruiting right people for the right job, and training them to increase their ability and retaining a motivated team of these people.

Training and Development Programs Training and development play critical roles in human resource management. It aims to educate every employee of the organization according to their respective fields. The means of training and

development differ from one organization to another in accordance with which industry they are in, their mission, strategy, values and goals, the requirement of employees and the resources available for these programs such as time and finance.

Employees' Performance Employees' performance is the measurement of the contribution of an employee to his or her organization in gaining its mission and vision. Employees' performance is the critical source of achieving competitiveness in the labor- intensive industry.

Telecommunication industry This industry covers a number of areas including cabling, wireless, switching, transmission, RF and optical communications, media and IP networks

CHAPTER 2

LITERATURE REVIEWS

Introduction

This chapter will look through the theories, concepts and related researches about the capacity building and independent variables used in the conceptual framework. The literature reviews cover background history of Telecommunication Industry in Myanmar, historical background of Telenor, Myanmar, human resource management and the definition and related researches of:

- (1) Capacity Building
- (2) Training and Development Programs
- (3) Employees' Demographic Factors
- (4) Employees' Performance.

2.1 Background History of Telecommunication Industry in Myanmar

Myanmar was under military control for nearly half a century. During this time, there was economic sanction and little Foreign Direct Investment (FDI) in all sectors. In telecommunication industry, there was no foreign investment and thus, Myanmar Post and Telecommunication (MPT), the state-owned company, was the only company which had mobile network throughout the country. Under the monopoly of MPT, a SIM card cost for USD\$2,000 – sold for USD\$4500 in black market.

In 2010, there was a change in political situation in Myanmar. Myanmar has changed into democratic country, and welcomed FDIs for its economic growth. After reforming country, MPT reduced its price to USD\$250. Still it was the only and monopolistic company in the telecommunication industry.

In 2013, Myanmar opened the application for license for telecommunication. In the competition for the license among 92 entrances, Telenor, a Norwegian Company and Ooredoo, a Qatar-based Company stood out as the victorious winners for the license in June 2013. In August 2014, Ooredoo started selling a data-enabled SIM card with 3G internet connection with USD\$1.50. In September 2014, Telenor started 2G and 3G networks across the country. Both companies charged just 2¢ to 4¢ per minute.

According to Deputy Communications and IT Minister U Thaung Tin, mobile penetration already had soared to 30 percent by the end of 2014, who added that Internet use has also grown. (Phyo, 2015)

By 2015, subscribers of Telenor reached to over 10 million and Ooredoo boasted over 5 million subscribers. Myanmar Post and Telecommunication, which has reached joint-ventured with a Japan-based Company called KDDI Corporation and Sumitomo Corporation, remained as the leader in the industry with over 14 million subscribers. Now, more than 12.3% of total population has access to telephone network. Now, there is perfect competition among these three companies and there will be another company entering the market at the end of 2016 because the government is planning to allow one telecommunication company to invest in Myanmar, which will be the last company entering the market.

By 2020, Myanmar has the target to gain that over 90% of total population will have access to telephone service, over 85% will have access to internet service and over 50% will have access to high-speed internet. (Dujacquier, 2015)

2.2 Historical Background of the Researched Company

The researched company is a Norwegian multinational telecommunications company. The head office is at Fornebu in Bærun. It is one of the largest telecommunication companies which operate in Eastern Europe and Asia.

Telenor participated in the bidding for the newly Myanmar telecom license in February 2012. Telenor won the license for telecommunication on 27 June, 2013, followed by the license negotiation process. Telenor signed an agreement with Myanmar Government for nationwide telecommunication license on 30 January, 2014.

The first launch of mobile network in Myanmar by Telenor is in Mandalay on 27th September 2014. Later, network in Nay Pyi Taw, the capital city and the military-based city of Myanmar was switched on 3rd October 2014. After that, network in Yangon, the largest and most populated city, was turned on 26th October 2014. Now, expanding network into other cities and rural regions is now in progress. As initial offering, Telenor launched voice and data services over 2G and 3G commercially. Telenor uses HSPA and LTE-ready technologies to build mobile network throughout the country.

The headquarter of Telenor, Myanmar is in Yangon, the commercial city of Myanmar. In 2015, Telenor has 476 employees. The chief executive officer, CEO is Peter Furberg.

Five- year objectives of the organization are:

- Network coverage for 90% of the population
- 8,000 base station
- 100,000 points of sale
- Generating local employment.

2.3 Human Resource Management

Every organization requires man, money, material, management and man (which are known as 5^{Ms}) in order to be able to perform its tasks. Among these five items, the first three are non-living resources and the last one is the living resource which utilizes the first three resources, lay down the suitable management system, gives output and support the improvement in the other resources. Without the proper manpower resource, other resources will become unworkable no matter how much the organization possesses. It is true to say that ignoring the importance of the non-living resources can lead to the decrease in profit and low production. However, paying no attention to human resource can be disastrous.

Moreover, nowadays, organizations can easily change their materials, products or services to another organization. However, human resource is the most difficult to exchange among other resources. Human resource or human asset or employees working for the organization are the most valuable resources for any organization (Zameer, 2014). Therefore, it is necessary for any organizations or businesses to have effective human resource management to gain competitive advantage through possessing the most critical resource for them.

In accordance with the definition of human resource management that one will make, its aims can change. Since definition of human resource management differs from one researcher to another, the purposes of HRM can change according to the perspective of the researchers. The general purpose of human resource management (HRM) is to ensure that the organization is able to be successful through people (Armstrong, 2006). Moreover, he stated that human resource management strategies

target to assist activities for enhancing effectiveness and efficiency of organization by developing policies in areas like knowledge management, talent management, and generally creating a better and pleasant workplace for all employees. Furthermore, human resource management and organizational behavior theories discuss that the use of right people in the right place at the right time improves organizational effectiveness and efficacy – the HRM practices (e.g. effective selection) influence human resource outcomes (e.g. employee performance and retention), which in turn influence organizational outcomes (e.g. customer satisfaction) (Koys, 2001).

Human resource management functions will be classified differently in accordance with different theorists. According to (Dessler, 1999), main functions of human resource management consist of supporting the organization in recruiting the qualified candidates who are necessary for the organization in accordance with the mission, vision, strategy, staffing needs and desired culture. Moreover, HRM is responsible for assisting to increase productivity and skills of employees through orientation, training, internship, job design, effective communication and performance appraisal, assisting to create a good situation for working where employees are able to develop and utilize their skills and capabilities and assisting to establish and maintain healthy working condition. All functions lead to the achievement of goals and missions set up by the organization.

Nevertheless, the basic functions of HRM includes staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety (Briscoe, 1995) which are illustrated in the following figure.

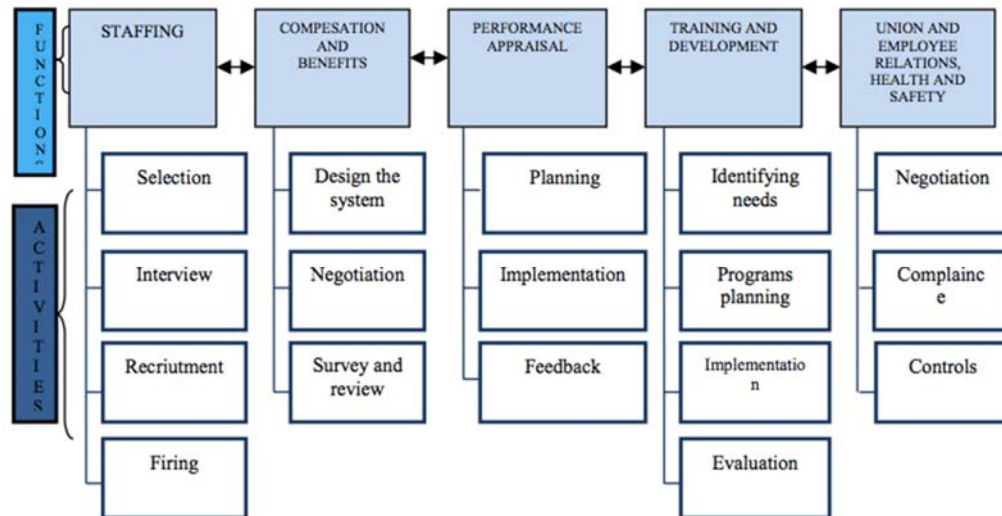


Figure 2.1: Human Resource Management Functions

Source: Briscoe, 1995

2.4 Capacity Building

The definitions of capacity building are different from one author to another because of their different perspectives. In general, it is accepted that as a concept, capacity building is connected to training, education and human resource development. According to International Atomic Energy Agency (IAEA), individual capacity building sometimes means the improvement of skills and knowledge of individuals to empower them to accomplish particular tasks in particular fields. Thus, the application of individual capacity building is regarded as the part of the organizations' responsibility.

United Nations Development Programme (UNDP) states that capacity building is the creation of an enabling environment with appropriate policy and legal frameworks, institutional development, including community participation, human resources development and strengthening of managerial systems. From this statement, capacity building can be said as the means of achieving sustainable development.

The definition of capacity building is relatively wide. It is a holistic enterprise, including a number of activities. It means building capability, values and relationships so that individuals, groups and organizations will be able to develop its performance and attain their improvement goals. The process contains all development efforts to

enhance the impact of collective and individual behavior and performance of processes, systems and rules. It also means strengthening people's technical ability and willingness to play the role of a new development, adapt to new needs and circumstances.

Capacity building for employees often means the enhancement in the capability of every employee to accomplish their suitable jobs within the set of performance standards of the organization through educating, and training employees. Besides this, empowerment is also a part of capacity building of employees (Brew, 1994). According to him, activities in capacity building process educate empowered employees to attain objectives and vision set by the organization.

Moreover, (Groot, 2000) stated that capacity building can be stated as the enhancement of attitudes, skills, abilities, and knowledge in individuals or groups of people in their respective fields.

2.4.1 The Theoretical Base of the Concept of Capacity Building (CB)

The process of Capacity Building (CB) is the one of the methods widely applied by community development agencies, civil organizations, non-profit organizations, and non-government organizations (NGOs) to evaluate the effectiveness and efficiency of programs that they organize by measuring their present level of ability as well as subsequently identifying strategies to build the capability. The concept of capacity building was first applied to organizations by (Kaplan, 1995). Then, the World Bank applied the concept of capacity building to gain the national development goals by combining people, institutions and practices. Accordingly, there have been various definitions of capacity building evolved over the years when its contextual application has been increased (Blumenthal, 2003; Eade, 1997; James, 2002; Lewis, 2001).

In the context for organization, capacity building process is considered a procedure that is able to support an organization to improve its capability to attain the vision. (Blumenthal, 2003) considered capacity building as a process to improve the capability of each and every employee and the whole organization to produce or perform. Capacity building can be applied horizontally, through the emphasis on improving capacity of individuals, and vertically, with the effort on developing capacity of organization. Organizational capacity building observes detailed where the organization is right now comparing with the situation or position in the market that it

aims to stand in the future, and improve abilities and resources intended to gain the objective (Blumenthal, 2003).

2.4.2 Application of Capacity Building Process Internationally and in Myanmar

The capacity building process has been increasingly and prominently applied in international context over the past several decades due to circumstances arising from the significant advantages from its application. The notable fields of application involve community development, strengthening public sector and private organizations, enhancing the competence of non-profit organizations, corporate governance and improve the literacy rate. NGOs, community development agencies, civil society organizations and the United Nations (UN) launched a vast number of these activities at the international level to address community issues relevant countries and regions (De Vita, 2001) (Jones, 2001). In Myanmar, capacity building process, through training and development programs have been applied by many local NGOs, international NGOs and the United Nations (UN) agencies with the aim of empowering human resources in development activities and organizational development. The studies mentioned above pointed out that no limitation in the field of application of capacity building concept, which could also be appropriate for with-profit organizations is found. In addition, all these studies have one thing in common that capacity building concept focuses on evaluating the current stage of capacity and developing strategies to improve capacity in the future.

2.4.3 Human Capital Theory

Human Capital Theory, which is the theoretical framework for the wholesales adoption of education and development policies, was based on the work of some economists such as (Becker, 1964).

Generally, human capital relates to any kinds of skills or knowledge of workers or employees, which is either innate or acquired, that can support to increase their productivity or performance. This definition is broad and it has pros and cons. The advantage is that it can enable ones to think that schooling and other various characteristics such as school quality, training and attitude towards work are part of human capital investment. However, the difference in earning does not only rely on schooling differences alone.

Human Capital Theory suggests that formal education highly contributes to the improvement in the productive capacity of a population. In other words, educated population is a great asset to the nation. Therefore, it is essential to invest in educating and training people to improve their productivity. In other words, to increase the performance and capacity of labors, training and development programs play critical roles.

Whilst many countries have expanded formal education quickly, a huge amount of human capital accumulation in the form of on-job training and other forms for adults who are working is happening both inside and outside the workplace. Vocational training has been strengthened to be able to meet the needs of capabilities improvement of employees in the global economy. There are also some findings that both education and training and development programs are available for skill acquisition and several other paths are also available for skill development for a specific occupation (Spiegel, 1994).

2.5 Training and Development Programs

The effectiveness of the organization depends on the effectiveness of the employees working for it. It cannot be denied that the quality of products and services that an organization offers to its customers relies on the quality and productivity of its workers or employees. In order to improve effectiveness and efficacy of employees, training and development programs play one of the most essential roles in human resource management. In other words, training and development programs are directly linked to employees' performance.

Training is a learning process through which employees develop knowledge, improve skills, or changing attitudes in order to increase their capacity in completing their tasks (Khan, 2012). According to (Milkovich, 1994), "training is a systematic process to foster the acquisition of skills, rules, concepts or attitudes that results in an improved match between employee characteristics and employment requirement." Moreover, (Hu, 2004) defines that training is a process, which accomplishes to instruct knowledge, abilities, attitude and aptitude which are essential in completing job-related task which targets to develop the job performance in a direct way.

According to (Cole, 1993), training is any learning activity that is focused on acquiring particular skills and knowledge for the aims of a task or job.

Therefore, training is essential in improving the performance of employees. After training courses, they become well attentive to ability necessary to accomplish the job effectively, their job specification and become able to utilize latest technology. Subsequently, the motivation level of all employees is improved. As a consequence, it will be valuable in development of performance. Moreover, as management behavior will result in the maximized performance, the goals of organization will be achieved successfully. Competitiveness stems from the idea of performance, which is related to that of training (Melanie, 2008).

Also, training and development programs provide skills that make the employees to be more effective and productive in their respective fields of work (Thomas, 1997). Moreover, employees who obtain regular training have more tendencies to adapt to change and be more creative and able to learn new skills which assist them to improve their capacity. As a consequence, they have more chances to be promoted because they have presented their capability to acquire, maintain and use resources available for them effectively. Furthermore, these skillful employees can be empowered to give training to other workers so that it lessens potential burden for the management team (Devins, 2012).

According to (Kalleberg, 1994), training and development programs can bring positive effect on perceived performance of organization whereas (D' Arcimoles, 1997) stated that training and development programs are linked to impact on both profitability and productivity. Human Resource Management research has focused primarily on capturing the impact of training but there have been few studies on examining the factors influencing the decision on training determinants. However, research in labor economics has dedicated to factors that have impact on deciding to train employees, but it mainly emphasizes on the individual basis (Hansson, 2002).

There are many researches on the nature of training. (Barrett, 1998) stated that specific training has bigger positive effect on efficiency of the employees than general training. According to (Huselid, 1998), general training can be stated as a kind of training course which enhances performance in the organization where it was supported

and in other organizations equally whereas specific training improves performance just in the organization supporting it.

Moreover, among Human Resource Management (HRM) activities, many organizations spend a large portion of their earnings on training and development programs for their employees because they start to realize that to be able to stand out in this competitive and diverse business environment, the efficacy of employees play critical roles and only training and development programs can narrow the skills gaps of employees which are identified through performance appraisals.

Organizations should design and deliver trainings to fulfill the requirement of every employee, and employees should see that they all are being treated equally and fairly regarding to the amount of training they receive. Training and development programs that consider the diversity in employees of a firm can bring positive outcome to the employees and the firm itself. Similarly, negative outcomes can result from lack of training or training that is not able to fulfill the employees' requirement (Schmidt, 2009). According to (Tannenbaum, 1991), "training can bring either constructive or destructive impressions and aptitude which trainees bring into the work." Employees' aptitudes are also critical that they would be measured as consequences of training.

Hence, investing in training and development programs is required for any organization because it can support employees to develop specific skills and capabilities which are essential in accomplishing a giving task or responsibilities in the most effective and efficient way (Cohen, 1984)

2.5.1 Training Cycle

Training cycle follows four simple steps:

- (1) Analyze the needs of training
- (2) Design training programs
- (3) Deliver training programs
- (4) Evaluate training programs (Palmer, 2002)

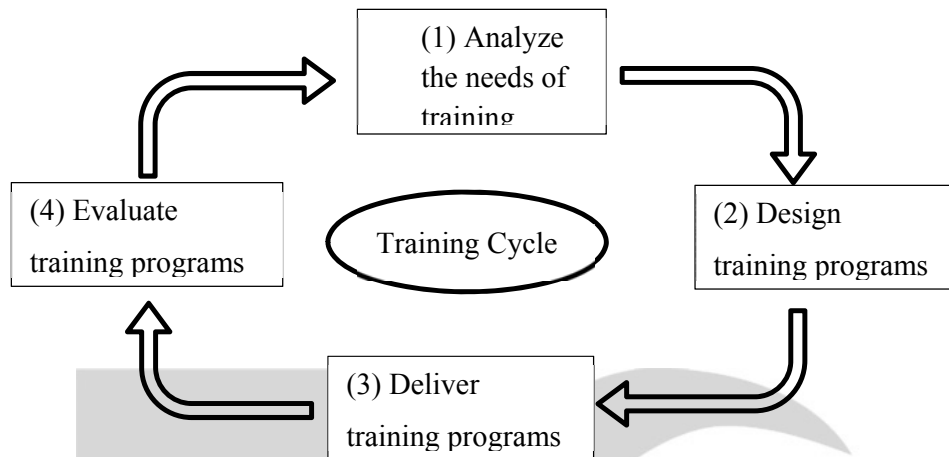


Figure 2.2: Training Cycle

Source: Palmer, 2002

(1) Analyze the Needs of Training

The first step of training cycle is analyzing the needs of training. This is the critical step and the most foundation of all other steps.

Training is needed when employees cannot accomplish their given tasks in the given time period. When employees cannot meet the target that they are supposed to reach, it can be said that they are not working up to the efficiency level they required.

It can be analyzed in the form of performance gap analysis.

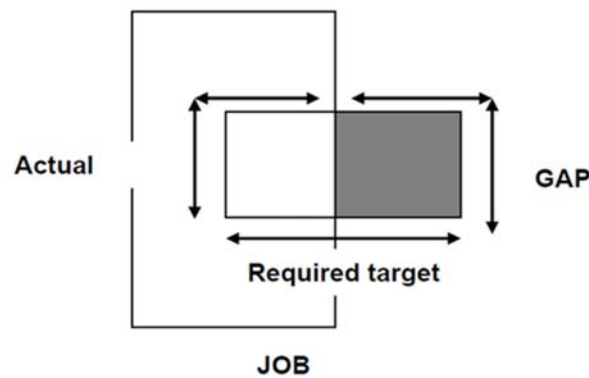


Figure 2.3: Performance Gap Analysis

Source: (Pepper, 1984)

In the figure mentioned above, the bigger rectangle refers to the actual job of employees in the organization when the smaller rectangle symbolizes the required target that employees should meet. The non-shaded part of the smaller rectangle refers

to the actual target that the employees meet and the shaded part represents the gap between the required target to be met and the actual target that the employees meet. The gap shows the needs of training programs in the organization.

(2) Design the Training Programs

After assessing the needs of training, the training can begin. However, before training starts, it is important to set the training objective. Here, objectives would be to select the trainees through pre-test if required. Trainees can be new employees or current employees. Training programs should be designed according to the requirements of the trainees and also, timing, schedules and training materials should be considered in this step.

(3) Deliver the Training Programs

The third step of the training cycle is conducting the training programs. Training delivered by the professionals and experts in given fields are more successful. In this stage, it is essential to allow employees to participate in order to improve their skills and broaden knowledge. There are many methods that trainers can use in this step.

(4) Evaluate the Training Programs

This is the final stage of training cycle. Testing and evaluating is essential to measure the success of training programs. Assessing at the end of the training helps to determine the learning achieved by the trainees and also gives a chance the employees to use the skills and knowledge they gained immediately. Also, the managers can have an opportunity to observe whether the employees gain new skills or knowledge and whether they are able to apply them in their respective fields. Moreover, evaluating can help the managers to realize whether the training is effective or not and whether it fulfilled the training objectives so that they can make improvement in following training programs (Stanley, 1987).

2.6 Employees' Performance

Job performance or employee performance is a typical term in the Human Resource field. It is everything about performance of employees or workers who are working in an organization or a firm. It contains all the perspectives that directly or indirectly relate to the work or productivity of the employees. Furthermore, performance can be referred to an employee's accomplishment in their given tasks or

assigned jobs (Cascio, 1992). However, (Aguinis, 2009) stated that employee performance concerns only with the behaviors of the employees, but not with the results of employees' behaviors.

Hawthorne Studies and other researchers stated that employee performance is dependent on the satisfaction on their job or work (Landy, 1985). The more satisfied with their job the employees are, the higher performance they tend to give to the organization. If they are not satisfied, they feel demotivated to give good performance. Happy and satisfied workers are likely to show better performance and the management finds it easy to motivate higher performers to achieve the targets or goals. In other words, employees feel satisfied when they feel competent in their given tasks, which can be gained through training and development programs.

Components of the system and the interactions of these components have great effect on the performance of a system. Likewise, employees' performance or organizational performance level depends on the components such as level of identity, level of skill, level of knowledge, context of performance, and personal factors. Among these factors, some can be altered but some are immutable. For example, level of skills and knowledge can be affected by other things such as training and experience.

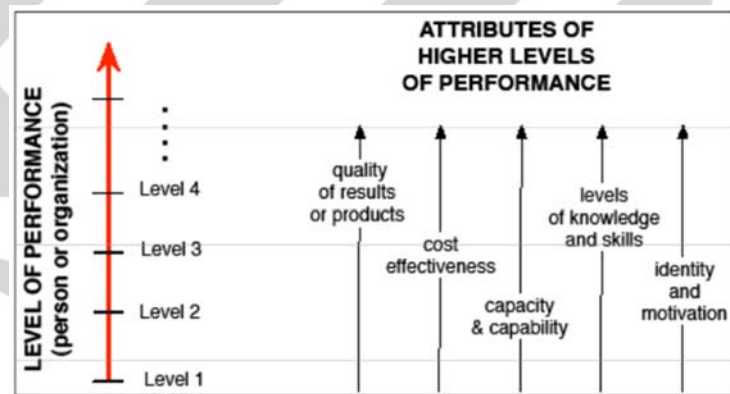


Figure 2.4: Attributes of Higher Levels of Performance

Source: Elger (2007), Online

2.7 Training and Development Programs and Employees' Performance

Implementation of effective training and development programs creates potential advantages to quality job performance in the organizations. Training can support the organization with human resources needed for its growth and expansion. It

can also create motivation and satisfaction among employees which are also important in increasing productivity and performance of employees. Moreover, it can also help the business to be able to adapt with the dynamic business environment which is changing day by day. Therefore, training becomes one major element for organizations when considering enhancing the performance of human resources.

There are many literatures in the history showing the relationship between training and development programs and employees' performance. Also, it is accepted that effective training programs play crucial roles in enhancing not only employees' performance but also organizational performance.

Study done by (Adegbite, 2014) showed that capacity building activities or training and development programs have great positive impact not only on employees' productivity or performance but also on their creativities on system improvement.

According to Adeniyi (1995), constant training and development programs are essential for organizations if they want their employees perform well. If the organization is able to provide right training and development programs for employees, it can enable employees to develop their knowledge, loyalty, productivity and contribution to the company's growth.

According to (Abay, 2008), there is a significant link between training and development programs and performance of employees in completing different tasks. His study showed that employees who have received training programs have more capability to accomplish their given tasks and there is a direct relationship between training and employees' performance. Training programs not only increase employees' performance but also their motivation which makes employees feel that the organization has invested in their development and capacity. It helps to reduce the turnover rate (Thomas 1997). Similar findings can be found in the studies of Elnegal and Imran (2013), Saeed and Asghar (2012), and Tennant et al (2002).

2.8 Work experience of Employees in the Field

Experience of employees is not firm-specific, but industry-specific. It also leads to development in employee's performance, skills and most importantly outcomes of their given tasks (Parent, 2000). Furthermore, according to human capital theory, work

experience of an employee in a specific industry is one of the main factors influencing his or her job performance (Ang, 2002).

Moreover, productivity, self-efficacy, response time to job-related challenges and job performance are enhanced by knowledge and abilities attained from previous work experience in a particular industry (Rynes, 1997) (Morrison, 1992).

Work experience is measured in terms of the number of months or years worked by employees.

2.9 Work Experience and Job Performance

In human resource management study, impact of work experience on job performance is one of the most popular topics and there are many studies done for this. Many organizations wish to hire someone who has prior work experience so that they can bring required knowledge and skills to their organizations which is considered to be important for accomplishing their given tasks (Drazin, 2002)

The study on education and work experience and their impact on job performance done by (Kotur, 2014) showed that once the employees have worked more in the field, their performance grows on some extent. However, when the experience reaches to some point, their performance is getting lower again.

Moreover, the study done by (Mujtaba, 2010) on experience and job performance among American employees had proved that experience has a significant effect on performance of the employees.

CHAPTER 3

RESEARCH METHODOLOGY

The following chapter will describe research methodology which had been used in this study. This chapter will provide information about the selected research design, research instrument, the process of data collection, and what statistical tools are used for data analysis and hypotheses tests.

3.1 Research Design

The purpose of this study is to conduct the sustainable capacity building and employees' performance in the telecommunication industry. This research used the quantitative descriptive case study design to examine the impact of sustainable capacity building activities on the performance of employees.

A quantitative approach is used in researches which involve the administration of a set of structured questions with predetermined response options to a large number of respondents (Burns, 2014). Therefore, it is also called "survey research". Quantitative research usually involves a sizable number of sample population and a formalized process of collecting data.

Descriptive research is used to describe the existing phenomenon. In this research, either qualitative or quantitative approach can be carried out. Typically, a survey is used to carry out the data collection and these data are analyzed using a range of descriptive statistics. Moreover, findings from descriptive researches can lead to further research. Case study design is used because the researcher wants to inquire into a current phenomenon within its real-life context (Yin, 2003). In this study, one company is taken as a case and will be investigated for the factors influencing sustainable individual capacity building of employees within that organization. However, as among numerous companies, only one is focused, results finding from the case study do not represent the whole industry. On the other hand, it can be used as a reference in the similar future studies.

3.2 Data Collection

Data collection procedure for the purpose of the current research included the collection of secondary and primary data. Each part is discussed more detail below.

3.2.1 Secondary Data Collection

Secondary data are "data that have been collected by other researchers" (Wilson, 2014). Data gained from sources like internet, reports, books, articles, magazines and other materials can be said as secondary data. Secondary data can help the researcher to save time and money (Chisnell, 2005)

The process of secondary data collection started from searching for the literature on research by identifying key words. The priority on the search for journal articles and books was set up. Then, the author looked for computerized database which are reviewed by other researchers and provide full-text copies of articles, such as Social Science Research Network (SSRN), Google Scholar and EBSCO host.

3.2.2 Primary Data Collection

Primary data are collected by the researcher him/herself. The researcher uses a variety of collection tools like interviews, focus group and surveys, rather than simply depending on sources that are available. The data collected are distinctive to particular study of each researcher (Wilson, 2014).

In this research, primary data will be collected through questionnaire survey.

Questionnaire Survey

Questionnaire is used as a data collection method which includes a set of questions intended to produce data appropriate for attaining the aims of a research project (Wilson, 2014). In this research, questionnaires are developed through the Google Forms as the online survey. An Internet link leading to the questionnaire is sent to the Human Resource Manager of the company via e-mail. The survey does not include personal information and contact details for the purpose of anonymity and confidentiality. Responses are saved to the secured online database where only the researcher has access.

3.3 Sample Respondents

The desired sample respondents in this research are specified as the employees who are working in the case example company. Questionnaire survey is sent to the

employees from all departments of the company. To be convenient, online survey is conducted.

3.4 Primary Data Collection Procedures

3.4.1 Questionnaire Survey

Questionnaires are sent out to all participants consisting of every employee from all departments apart from the top managers of departments. Questionnaire will be in the form of Google Forms. This designed questionnaire uses twelve questions with a combination of multiple choice questions and questions with a Four-Point Likert Scales ranging from strongly disagree, somewhat disagree, somewhat agree and strongly agree. Most researchers use Five-Point Likert Scales which include 'neutral'. In this study, the research will leave 'neutral'. The purpose is to get more reliable results. As the research is conducted in Myanmar and most people in Myanmar are hesitated to show their real opinion, it will be difficult to get the specific answers if 'neutral' is included in the Likert Scales. The first four questions are multiple choice questions about the employee's demographic factors and the rest are Likert Scales questions to find out about the training and development programs, work experience and employees' performance. Questionnaire arrangement is as mentioned in the Table 3.1.

Table 3.1 Questionnaire Arrangement

Variables	Sub-variables	Type of Questions	No. of Question
Employee's Demographic	Gender, Age, Education Level, Experience	Multiple Choice	1-4
Training and Development Programs		Likert Scales	5-12

3.5 Data Analysis

3.5.1 Analysis of Questionnaire

120 questionnaire surveys using twelve questions are returned. Each question about variables is prior evaluated, interpreted. Questions about employees'

demographic factors are multiple choice questions and questions about training and development programs and employees' performance are in four Likert scales ranging from strongly disagree (1) to strongly agree (4). The scales from strongly disagree (1), somewhat disagree (2), somewhat agree (3) and strongly agree (4) from eight questions out of twelve questions are summarized into the table as raw data with the assumption of impact on employees' performance by capacity building activities and demographic factors.

The raw data table with seven questions and completed answers given are divided and categorized to sub-table for each variable. The total score for each set returned questionnaire survey is calculated together with total averaged score and total averaged percentage. The ending results of total averaged scores from each variable are determined and represented the most common value among variables.

This research use measurement values by Likert scaling techniques as follows:

$$\text{Interval (I)} = (\text{Rang (R)})/(\text{Class (C)})$$

$$R = \text{Highest score} - \text{Lowest score} = 4-1$$

$$C = \text{Interval Scale} = 5$$

$$\text{Interval (I)} = (4-1)/4 = 0.75$$

Interpretation measurement

The score	1.00 – 1.75	means Strongly disagree
The score	1.76 – 2.50	means Somewhat disagree
The score	2.51 – 3.25	means Somewhat agree
The score	3.25 – 4.00	means Strongly agree

3.6 Hypothesis Testing

Inferential Statistics

Descriptive statistics will be used to analyze the demographic data in every analysis, and frequency and percentage will be used to show the result data.

Simple Linear Regression test will be used to find the relationship between the independent variables (training and development programs and experience in the work) and the dependent variable (employees' performance).

CHAPTER 4

RESEARCH FINDINGS

This chapter presents the data analysis of "A Case Study of Sustainable Capacity Building and Employees' Performance in the Telecommunication Industry in Myanmar." The findings of this research will also discuss the literature and several tables are used to present the results.

4.1 General Data of Respondents

The case example company is a multinational company with the total employees of around 400 in Myanmar. The number of targeted respondents for the questionnaire survey is 120 employees.

This chapter begins with describing the demographic characteristics of the respondents. The hypothesis test results are also presented.

N = Number of population

% = Percentage

X = Means

S.D = Standard Deviation

.Sig = Significant level

The general data of respondents from returned questionnaire survey are classified by their demographic factors in following tables. All the data are analyzed by frequency and percentage.

Table 4.1 Respondents' Personal Data from Questionnaire Survey Classified by Gender

Gender	Frequency	Percentage (%)
Male	49	40.8
Female	71	59.2
Total	120	100

From table 4.1, the respondents personal data from questionnaire survey by gender were 49 males and 71 females. It shows that 40.8% of the total respondents are males and 59.3% is females.

Table 4.2 Respondents' Personal Data from Questionnaire Survey Classified by Age

Age	Frequency	Percentage (%)
Under 23	12	10
23 to 26 years	57	47.5
26 to 30 years	29	24.2
Above 30	22	18.3
Total	120	100

Table 4.2 describes the respondents according to their age. Majority of the respondents are from the age group of 23 to 26 years old, with a total of 57 out of 120 respondents (47.5% of the total respondents). 29 respondents (24.2%) are from the age group of 26 to 30 years old. The respondents from the age groups of under 23 and above 30 are 12 and 22 respectively. It shows that majority of the respondents is between the age of 23 and 26.

Table 4.3 Respondents' Personal Data from Questionnaire Survey Classified by Education

Education level	Frequency	Percentage (%)
High School	1	0.8
Graduate	86	71.7
Master Degree	33	27.5
Ph.D.	0	0
Total	120	100

Table 4.3 categorized the respondents according to their education level. The respondents are divided into four categories and most of the respondents are bachelor degree holders with total 86 (71.7% of the total respondents). The second majority of the respondents are master degree holders with 33 (27.5%) out of 120 respondents. There is only one high school graduate with 0.8% and no Ph.D. degree holders are in the respondents.

Table 4.4 Respondents' Personal Data from Questionnaire Survey Classified by Working Experience

Working Experience	Frequency	Percentage (%)
Less than one year	48	40
One to three years	70	58.3
More than three years	2	1.7
Total	120	100

According to table 4.4, the majority of employees have working experience of one to three years with 70 employees out of 120 (58.3%). Only a few people have working experience of more than three years.

Table 4.5 Descriptive Statistics on Respondents' Answers on Training and Development Programs

Training and Development Programs	Mean	SD
You have regular training programs in your organization.	3.21	.659
Training experience has been useful in your work in the long run.	3.29	.556
Induction training is of sufficient duration.	3.30	.588
You have received training related to your job responsibilities and also which helps in your overall development.	3.33	.623
You have learned new skills after training programs.	3.37	.593
You have experienced valuable changes in working efficacy after training.	3.36	.577
Overall, training and development programs positively affect your job performance.	3.32	.569
The experience you gained from work helps you perform better in your assigned job.	3.28	.598

As shown in Table 4.5, the results show that employees receive regular training and development programs with mean of 3.21 and standard deviation of .659. Also, these training and development programs help them to learn new skills and to have changes in working efficacy in their given tasks.

4.2 Results of Hypothesis Testing

Hypothesis 1: Training and development programs have positive effect on employees' performance.

Table 4.6 Training and Development Programs and Employees' Performance

	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	Beta	Std. Error	Beta	t	
Training and Development Programs	.468	.075	.501	6.282	.000

From table 4.6, the significant level of .000 which is less than 0.05 indicated that training and development programs have positive effect on employees' performance.

Hypothesis 2: There is a relationship between employees' working experience and performance.

Table 4.7 Working Experience and Employees' Performance

	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	Beta	Std. Error	Beta	t	
Experience	.146	.109	.122	1.33	.185

From Table 4.7, it is indicated that there is no positive relationship between working experience and employees' performance due to the significant level of .185 which is larger than p value 0.05.

Table 4.8 Summary of Hypothesis Testing

Hypothesis 1	Training and development programs have positive effect on employees' performance.	Accepted
Hypothesis 2	There is a positive relationship between work experience and performance.	Not Accepted



CHAPTER 5

SUMMARY, DISCUSSIONS AND CONCLUSION

This chapter describes the summary of results of the study, which involves all the information that the researcher had gathered, analyzed and organized in the previous chapters. Also, there will be comparison of this study and previous studies made by other researchers. It will enable readers to consider the findings, decisions, benefits of the study and recommendations for the future research.

5.1 Summary

The purpose of the study was to assess the effects of the sustainable capacity building activities on performance of employees in the telecommunication industry in Myanmar.

This study was conducted through the collection and analysis of a questionnaire given to 120 employees in the case example company. The capacity building programs or training and development programs and its influence on employees' performance was the major point analyzed in the study.

5.2 Discussion

This study aims to investigate and analyze the capacity building training and development programs and job performance in the telecommunication industry in Myanmar. This survey was conducted among 120 employees in the case example company.

When demographic information of the respondents is looked at, the majority of respondents are females and most of them are graduated with a Bachelor's Degree. Half of the respondents are between 23 to 26 years old. Most of the respondents have one to three years of work experience in the company. It can conclude that the majority of the employees have good education and it helps the respondents to understand that training and development programs can create opportunities to learn and grow their potential.

The result revealed that capacity building activities or training and development programs plays critical roles in human resource management. Majority of the

respondents who have received training and development programs thought that these programs are important in improving their knowledge and their skills in the long run and also help them to have positive changes in their performance. It accords with the previous studies done by Abay, (2008), Saeed and Asghar (2012), and Tennant et al (2002).

In this study, the researcher found out that the performance of employees is not directly linked with the length of their experience of years working in the company. Employees who have worked for the maximum length of years in the company may or may not feel that they have the improvement in their performance just only because of the experience. The possible reason is that the case example company just started their business just few years ago and the maximum working length of employees is only under three years.

5.3 Limitation of the Study

The present research has certain acknowledgeable limitations. The research only focused on one company in a specific industry, limiting the generalizability. Findings may be sensitive to the specific industries. It cannot draw the conclusion that the findings found in this study are true for every industry in the business environment. Also, in this research, training and development programs and work experience are considered to have influence on the job performance. There are other factors that can have effects on job performance such as job satisfaction, motivation, leadership style and so on.

5.4 Conclusion

Capacity building activities are essential in human resource management in organizations or firms because they give new skills, knowledge and better capabilities as an output and also contribute to reach the targets that are set by the organizations or firms themselves.

Hence, it can be suggested that organizations should provide right kind of capacity building activities to the employees and also improve their programs to be more effective so that they will be able to facilitate higher performance of employees. Moreover, these activities should be sustainable in the long term in order to enhance capabilities of human resources which is critical in strengthening organizations.

5.5 Recommendation of the Study

This study only focuses on capacity building programs, work experience and their impact on job performance of employees of the case example company in the telecommunication industry in Myanmar. Further researchers would be recommended as follows:

- Study on other companies or the whole industry in Myanmar that can provide different results because of different demographic factors and different styles and quality of training and development programs. The benefit from the study would be used in the development of job performance.
- Since this study only emphasizes on capacity building programs and work experience as independent variables, in the future researches, other variables such as job satisfaction, motivation and leadership styles can be emphasized.
- In questionnaire, more detailed aspects of the employee capacity building programs in the industry can be involved which may have impact on their performance.
- Moreover, the same questionnaire can be conducted in the same industry in the other country and compare and contrast to the results of the current study. It can support the whole industry in Myanmar to learn or gain knowledge about other countries and adopt significant features to be able to develop more and more.

REFERENCE

- Abay, A. (2008). The HRM agenda of process focused organizations, *Paper presented to the national workshop of the millennium civil service*. Federal Civil Service Agency, Addis Ababa, Ethiopia.
- Aguinis, H. (2009). *Performance Management* (2nd ed.). Person Education Inc.
- Ang, S. S. (2002). *Human Capital and Institutional Determinants of Information Technology Compensation: Modeling Multilevel and Cross-level Interactions*.
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. London: Kogan Page Limited.
- Barney, J. B. (1998). On Becoming a Strategic Partner: The Role of Human Resources in Gaining Competitive Advantage. *Human Resource Management*,
- Bartlett, K. (2001). The Relationship between Training and Organizational Commitment: A Study in the Health Care Field. *Human Resource Development Quarterly* 12, 335-52.
- Becker, G. S. (1964). *A theoretical and empirical analysis with special reference to education*. New York: Columbia University Press.
- Blumenthal, B. (2003). *Investing in Capacity Building: A Guide to High-Impact Approaches*.
- Brew, A. (1994). *The Capacity Building Debate, Organization Development and Training*.1-46.
- Burns, A., & Bush, R. (2014). *Marketing Research* (7th ed.), Harlow, Pearson Education Limited.
- Cascio, W. F. (1992). *Managing Human Resources: Productivity, Quality of Work Life, Profits* (3rd ed.). New York: McGraw-Hill Inc.
- C.Burns, R. F. (2014). *Marketing Research* (7th ed.). Harlow: Pearson Education Limited.
- Chisnell, P. M. (2005). *Marketing Research*.
- Cohen, P. (1984). *The Impact of Work Life Programs on Firm Performance*. 1225
- Coker, U. (2012). Incentive Schemes, Employee Motivation and Productivity in Organizations in Nigeria: Analytical Linkages. *Journal of Business and Management*, 32-39.
- Cole, G. (1993). *Personnel Management*. London: DP Publication.

REFERENCE (Cont;)

- D' Arcimoles, C. (1997). Human Resource Policies and Company Performance: A Qualitative Approach. *Organization Studies*, 857-874.
- Dessler Gray, C. N. (1999). *Human Resources Management in Canada* (7th ed.). Scarborough, Ontario: Prentice-Hall Canada Inc.
- De Vita & Fleming, C. (2001). *Building Capacity in Nonprofit Organizations*. Washington, DC: The Urban Institute.
- Devins, D, J. S. (2012). Employee Training Benefits to Small Businesses. *Journal of Small Business and Enterprise Development*, 11(4).
- Eade, D. (1997). *Capacity Building: An Approach to People-Centered Development*. Oxford.
- Elger, D (2007). *Theory of Performance*. Retrieved from https://www.webpages.uidaho.edu/ele/scholars/Results/Workshops/Facilitators_Institute/Theory%20of%20Performance.pdf on 24, August, 2016
- Elnaga1, A. & Imran, A (2013). The Effect of Training on Employee Performance, *European Journal of Business and Management*, Vol. 5 (4).
- Feldman, T. W. (2009). *How Broadly Does Education Contribute to Job Performance*.
- Groot, R. (2000). *Workshop on Capacity Building in Land Administration for Development Countries*. The Netherlands: ITC.
- Hansson, B. (2002). *Company-based determinants of training and the impact of training on company performance: Results from an international HRM survey*.
- Hollenbeck, K. L. (2015). Leadership Over-Emergence in Self-Managing Teams: The Role of Gender and Countervailing. *Academy of Management Journal*.
- Hu, S. (2004). *Design an Effective Model for Training the Trainers*.
- Huselid, B. (1998). *Human Resources Strategies, complementarities and Firm Performance*. SUNY Buffalo.
- Hyde, K. F. (2000). Recognising Deductive Processes in Qualitative Research. *Qualitative Market Research: An International Journal*, 82-89.
- James, R (2002). *People and Change*. Oxford
- Jones, M. (2001). Sustainable Organizational Capacity Building: is Organizational Learning a Key. *International Journal of Human Resource Management*, 91-98.

REFERENCE (Cont;)

- Kalleberg, A. & Moody. J.W (1994). *Human Resource Management and Organizational Performance*. American Behavioral Scientist, 948-962.
- Kaplan, A. (1995). Capacity building – myth or reality. *Institutional Development*, 2.
- Khan, M. I. (2012). The Impact of Training and Motivation on the Performance of Employees. *Business Review*, 7, 84-95.
- Koys, D. J. (2001). *The Effects of Employee Satisfaction, Organizational Citizenship Behavior, and Turnover on Organizational Effectiveness*.
- Landy, F. (1985). *The Psychology of Work Behavior*. Homewood, IL: Dorsey Press.
- Lewis, D. (2001). *Management of Non-Governmental Development Organizations: An Introduction*. London: Rutledge.
- Melanie K. Jones, R. J. (2008). *Training, Job Satisfaction and Workplace Performance in Britain: Evidence from WERS 2004*.
- Milkovich, G. T. (1994). *Human Resource Management*. USA.
- Morrison, R. F. (1992). What Enhances or Inhibits Learning a New Job? A Basic Career Issue. *Journal of Applied Psychology*, 926- 940.
- Palmer, R. (2002). *Training with the Midas Touch: Developing the Organization's Greatest Asset*. London
- Parent, D. (2000). Industry-specific Capital and the Wage Profile: Evidence from the National Longitudinal Survey of Youth and the Panel Study of Income Dynamics. *Journal of Labor Economics*, 306-23.
- Pepper, A. D. (1984). *Managing the Training and Development Functions*. England: Gower Published Company Limited.
- Pfeffer, J. (1985). Organizational Demography: Implications for management. *California Management Review*, 67-81.
- Riordan, C. W. (2001). The Effects of Pre-entry Experiences and Socialization Tactics on Newcomer Attitudes and Turnover. *Journal of Managerial Issues*, 159- 177.
- Rao, H., R. Drazin. 2002. Overcoming resource constraints by recruiting talent from rivals: A study of recruitment and product innovation in the mutual fund industry 1986–1994. *Acad. Management Journal*. 45(3) 491–507

REFERENCE (Cont;)

- Rukhmani, K. R. (2010). Effect of Leadership Styles on Organizational Effectiveness. *European Journal of Social Sciences*, 365-369.
- Rynes, S. O. (1997). Experienced Hiring Versus College Recruiting: Practices and Emerging Trends. *Personnel Psychology*, 309-339.
- Saeed, M. & Asghar, M. A. (2012). Examining the Relationship between Training, Motivation and Employees Job Performance – The Moderating Role of Person Job Fit, *Journal of Basic and Applied Scientific Research*,
- Schmidt, S. W. (2009). *Employee Dimensions of Diversity and Satisfaction with Job Training between Dimensions of Diversity and Satisfaction with Job Training*. Carolina.
- Shee, H. K. (2005). Managing people and technology for enhancing competitiveness: Software industry perspective. *Journal of Transnational Management*, 65-82.
- Skirberk, V. (2003). *Age and Individual Productivity*.
- Spiegel, J. B. (1994). The role of human capital in economic development: evidence from aggregate cross-country data. *Journal of Monetary Economics*, 143-173.
- Sripirabaa, R & Krishnaveni, B. (2008). Capacity building as a tool for assessing training and development activity: an Indian Case Study. *International Journal of Training and Development*.
- Stanley, L. A. (1987). *Guide to Training Curriculum Development*, Ljubljana, International Center for Public Enterprises in Developing Countries.
- Svinicki, M (2010), A Guidebook on Conceptual Framework for Research in Engineering Education, 5.
- Tannenbaum S.I, J.E Mathieu, Salas. E & Cannon-Bowers J. A. (1991). Meeting Trainees' Expectations: The Influence of Training Fulfillment on the Development of Commitment, Self-efficacy, and Motivation. *Journal of Applied Psychology*, 759- 69.
- Tennant, C., Boonkrong, M. and Roberts, P (2002). The design of a training program measurement model, *Journal of European Industrial Training*, Vol. 26 Iss: 5.
- Thomas, A. (1997). Training the knowledge worker: A Descriptive Study of Training Practices in Irish Software Companies. *Journal of European Industrial Training*, 27(2/3/4).

REFERENCE (Cont;)

- Truxillo, D. M. (2003). *Age and Work Performance: Reality and Myth*.
- Wilson, J. (2014). *Essentials of Business Research: A Guide to Doing Your Research Project* (2nd ed.). London: Ashford Colour Press.
- Wood, J. T. (2012). *Gendered Lives: Communication, Gender and Culture*.
- Wright, P. M. (1994). Human resources and sustained competitive advantages: A resource-based perspective. *International Journal of Human Resource Management, 301-326*
- Yin, R. (2003). *Case Study Research, Design and Methods* (3rd edn ed.). Newbury Park: Sage.
- Zameer. H, Ali. S, Nisar. W, & Amir. M. (2014). The Impact of the Motivation on the Employee's Performance in Beverage Industry of Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*.





Questionnaire for Survey on Sustainable Capacity Building

Please provide the correct answer for you.

Employees' Demographic Factors

- Gender of Employee (Please circle only one.)

Male

Female

- Age of Employee (Please circle only one.)

Under 23

23- 26

26- 30

Above 30

- Highest education level (Please circle only one.)

High School

Graduate

Master

Ph.D.

- How many years have you been working in this organization? (Please circle only one.)

Less than one year

one to three years

three to five years

How much do you agree or disagree with the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Disagree
You have regular training programs in your organization.				
Training experience has been useful in your work in the long run.				
Induction training is of sufficient duration.				
You have received training related to your job responsibilities and also which helps in your overall development.				

How much do you agree or disagree with the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Disagree
You have learned new skills after training programs.				
You have experienced valuable changes in working efficacy after training.				
Overall, training and development programs positively affect your job performance.				
The experience you gained from work helps you to perform better in your assigned job.				

BIOGRAPHY

NAME Miss Kay Kay Khaing Tun

DATE OF BIRTH 01 June 1992

NATIONALITY Myanmar, Myanmar

EDUCATION

2016 Master of Business Administration
Stamford International University
Rama 9 Campus

2011 Bachelor of Art (English)
Yangon University of Foreign Languages

HOME ADDRESS 23, Kyaung Street, Maubin, Ayeyarwady Region,
Myanmar

WORKING ADDRESS Infinity Yangon Co., Ltd
First Floor, Sanpya Yankin Market, Sayar San Road,
Yankin Township, Yangon, Myanmar.

POSITION Coordinator

EMAIL ADDRESS kaykaykt5@gmail.com