

NEAR EAST UNIVERSITY

FACULTY OF ECONOMICS & ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MAN-400

GRADUATION PROJECT

"THE EFFECTIVENESS OF TRAINING
AT N.E.U CATERING SERVICE"

SUBMITTED BY: ALİ GÜNER (20000458)

SUBMITTED TO: DR. ERFE EYÜPOĞLU

JUNE 2005

ACKNOWLEDGEMENT

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Key words: Training and Development

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TABLE OF CONTENT

ACKNOWLEDGEMENT	ii
ABSTRACT	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Human Resource Management	1
1.3 Human Resource Management Functions	2
1.4 The Objective of the Study	4
1.4.1 Training and Development	4
1.5 The aim of the study	5
1.6 Conclusion	5
CHAPTER 2 HRM FUNCTIONS OF TRAINING AND DEVELOPMENT	6
2.1 Introduction	6
2.2 Training and Development Defined	7
2.3 Training and Development Process	7
2.3.1 Assessment Phase	7
2.3.2 Training and Development Phase	8
2.3.3 Evaluation Phase	8
2.4 Training and Development Methods	9
2.4.1 Adventure Learning	13
2.4.2 Apprenticeship Training	13
2.4.3 Business Games	13

2.4.4	Case Study	14
2.4.5	Coaching	14
2.4.6	Computer Based Training using CD-ROM	14
2.4.7	Computer Based Training using Internet	14
2.4.8	Computer Based Training using Intranet	15
2.4.9	In-Basket Training	15
2.4.10	Job Rotation	15
2.4.11	Laboratory Training	15
2.4.12	Lecture	15
2.4.13	On-the-job Training	16
2.4.14	Programmed Learning	16
2.4.15	Role Playing	16
2.4.16	Simulation	16
2.4.17	Vestibule Training	17
2.4.18	Videotapes	17
2.4.19	Virtually Reality	17
2.5	Factors influencing on the Effective Training and Development	17
2.5.1	Learning Principles	17
2.5.2	Use of Technology during Training	18
2.5.3	Use of right method for Training	18
2.5.4	Other Human Resource Functions	19
2.5.5	Motivation of Trainee	19
2.6	Conclusion	19
CHAPTER 3	THEORETICAL FRAMEWORK	20
3.1	Introduction	20

3.2	A Theoretical Framework for Effective Training	20
3.3	Explanation of Theoretical Framework for Effective Training	21
3.4	Conclusion	21
CHAPTER 4	RESEARCH METHODOLOGY	22
4.1	Introduction	22
4.2	Design of the Study	22
4.2.1	Technical Purpose	22
4.2.2	Type of Investigation	22
4.2.3	Extent of Interference	22
4.2.4	Setting of the Study	22
4.2.5	Unit of Analysis	23
4.3	Sample Selection	23
4.4	Questionnaire Design	24
4.5	Data Collection	24
4.6	Response Analysis	24
4.7	Limitations of the Study	25
4.8	Conclusion	25
CHAPTER 5	RESULTS OF THE STUDY	26
5.1	Introduction	26
5.2	Results of Questionnaires	26
5.3	Results of Interview conducted with Dr. Ahmet Ertugan	32
5.4	Results of Interview conducted with Fikri Kaynak	32
5.5	Demographic Distribution of Respondents	34
5.6	Conclusion	36

CHAPTER 6 CONCLUSION	37
6.1 Introduction	37
6.2 Conclusion of Theoretical Findings	37
6.2.1 Conclusion on Effective Training theory	37
6.3 Conclusion of Empirical Findings	37
6.4 Conclusion on Project questions asked	38
6.5 Limitations of the Study	40
6.6 Recommendations of the Future Projects	40
REFERENCES	41
APPENDIX-1 QUESTIONNAIRE IN ENGLISH	1
APPENDIX-2 QUESTIONNAIRE IN TURKISH	1

LIST OF TABLES

PAGE

Table 2.1	Learning Principles in different T & D Methods	11
Table 4.1	Breakdowns of N.E.U Catering Staff	23
Table 5.1	Experiences	26
Table 5.2	Participation	27
Table 5.3	Relevance	27
Table 5.4	Transference	28
Table 5.5	Performance	28
Table 5.6	Feedback	29
Table 5.7	Pre-test	29
Table 5.8	Technology	30
Table 5.9	On-the-job training	30
Table 5.10	Pre-test for on-the-job	31
Table 5.11	Past-test for on-the-job	31
Table 5.12	On-the-job versus off the job	32
Table 5.13	Distribution of Gender	34
Table 5.14	Distribution of Age	34
Table 5.15	Distribution of Job	35
Table 5.16	Distribution of Years of Services	35

CHAPTER 1

INTRODUCTION

LIST OF FIGURES

PAGE

Figure 1.1	Human Resource Management Functions	3
Figure 2.1	Training and Development Process	9
Figure 2.2	(%) of Usage of T&D Methods in the U.S.A	12
Figure 3.1	Theoretical frameworks for effective Training	20

Human Resource Management

People are vital for the success and continuing success of any organization. Their knowledge, skills, and abilities must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization.

HRM is a strategic, ethical, and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management.

This study of Human Resource Management describes the HRM efforts of managers and shows how personnel professionals contribute to these efforts.

David (1993)

HRM is a critical factor for any organization. Hiring, selecting and keeping high quality people can become a source of sustained competitive advantage. In a global market,

HRM factors (forces companies). If companies have a consistent and effective HRM, they will take advantage against competitors.

HRM improves the quality of sales, production and marketing in order to improve the quality of products and services. HRM is a key to success in a competitive market.

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1.1 Introduction

This chapter gives a brief introduction into the field of human resource management, outlines the research objectives, and presents the aim of the study and questions of the project.

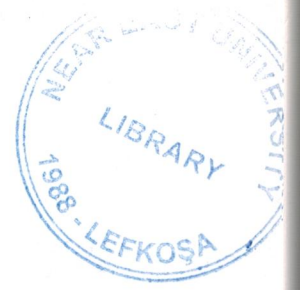
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Companies increase the quality of sales, production and marketing in order to competitive advantage. Companies began to attach importance human factor.



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LIST OF TABLES

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Companies increase the quality of sales, production and marketing in order to competitive advantage. Companies began to attach importance human factor.

HRM (Human Resources Management) is based on four fundamental principles. First human resource are the most important assets an organization has their effective management is the key to its success. Second this success is most likely to be achieved. If the personnel policies and procedures of the enterprise are closely linked with make a major contribution to the achievement of corporate objective and strategic plans. Third the corporate culture and the values, organizational climate and managerial behaviour that emanate from the culture will exert a major influence on the achievement of excellence. This culture must therefore be managed which means that organizational values may need to be changed or reinforced and continuous effort starting from the top will be required to get them accepted and acted upon. Finally HRM (Human Resource Management) is concerned with integration: Getting all the members of the organization involved and working together with a sense of common purpose (Pearson 1991)

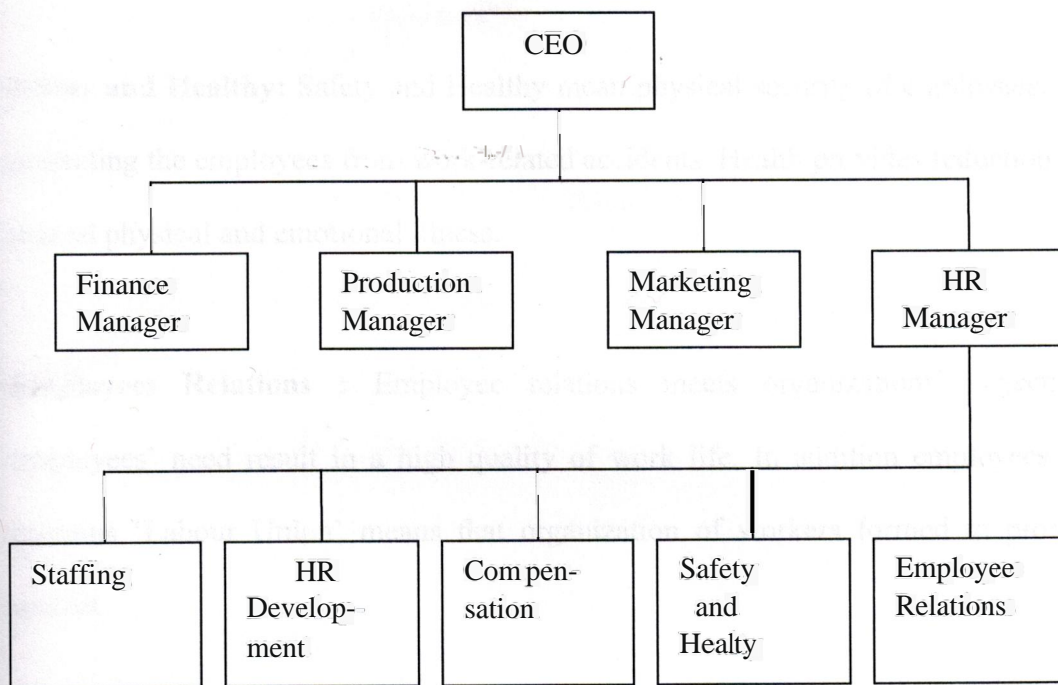
1.3 Human Resource Management Functions

HRM (Human Resource Management) contains five functional areas. These functions:

- Staffing
- HR Planning
- Compensation
- Safety and Healthy
- Employee Relations

Human Resource Manager is a staff manager. Staff manager give to advice about organizational activities.

Figure 1.1 Human Resource Management Functions



*Whether, W.B. & Davids, K. (1993) HRM

- **Staffing:** Staffing is filling and keeping with right people that have appropriate skills. Staffing contains Job analysis, HR Planning, Recruitment and Selection. In addition staffing is a function of management.
- **HR Development:** Human resource development is major HRM function that only training and development. HRD (Human Resource Development) concern career planning, development activities and performance appraisals that activities emphasize training and development needs.

- **Compensation:** Compensation is the total prize of financial benefits, non- financial benefits and compensation is concern 'Compensation Equity' in the organization.
- **Safety and Healthy:** Safety and Healthy mean physical security of employees. Safety is protecting the employees from work-related accidents. Health provides reduction of work-related physical and emotional illness.
- **Employees Relations :** Employee relations meets organizational objectives and employees' need result in a high quality of work life. In addition employees relations contains 'Labour Union' means that organization of workers formed to promote and protect.

1.4 The Objective of Study

1.4.1 Training and Development

Until the 1980s, training and development in most organizations were inadequate. However, there has been a growing awareness of the importance of training over the past decade, this being heavily influenced by the intensification of competition and the relative success of economies such as Japan, Germany, and Sweden where investment in employee development is emphasized. Technological developments and organizational change have gradually led employers to realise that success relies on skills and abilities of their employees, and this means considerable investment in training and development.

This has also been underscored by the rise in HRM, with its emphasis on the importance of people and the skills they possess in enhancing organizational effectiveness.

The main goal of training and development is to help the organization achieve its objectives by adding value to its key assets; the people it employs. Training and development means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

1.4.2 The Aim of Study

The aim of study is to research the human resource function of training and development. More specifically, the study aims to identify the factors influencing training and development in the Near East University training programs for its employees in the catering services, and the measure the effectiveness of the programs given.

1.5 Conclusion

This chapter described a brief explanation of HRM and objective of the study, aim of the study and questions of the project.

CHAPTER2

THE HUMAN RESOURCE MANAGEMENT FUNCTIONS OF TRAINING AND DEVELOPMENT

2.1 Introduction

This chapter gives information on the training and development process and briefly outlines the different training and development methods.

2.2 Training and Development Defined

Training and development refers to the planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

The purpose of training and development is to improve employees' job performance. It is the basic objective of training and development and strategic goal for any organization. In addition training and development provides to reduce the resistance to change.

There are more benefits training and development for any organization:

- Leads to improved profitability and more positive attitudes profit orientation
- Aids in organizational development
- Aids in understanding and carrying out organizational policies
- Organization gets more effective decision making and problem solving
- Aids in developing leadership skill, motivation, loyalty, better attitude and other aspects that successful workers and managers usually display.
- Aids in improving organizational communication

Aids in handling conflict thereby to prevent stress and tension.

Companies are experiencing great change due to new technologies, rapid development of knowledge, globalization of business and development e-commerce. Also companies have to take steps to attract, retain and motivate their work forces. Training is not a luxury; it is a necessity if companies are to participate in the global and electronic marketplaces by offering high quality products and services. Training and Development prepares employees to function in new work systems such as virtual teams and communicate and cooperate with peers or customers who may be from different cultural background (Raymond 2001).

2.3 The Training and Development Process

The Training and Development Process is systematic approach to developing training programs. It includes three phases:

2.3.1 Assessment Phase: Assessment phase contains determining of T&D needs and derive objectives

***Determining of Training and Development:** It is called need assessment. Need assessment refers to the process used to determine if training is necessary. Need assessment is the first step in the design process. For example a poorly conducted needs assessment can result in training needs not being identified, a training program will not achieve. Need assessment involves three steps: organizational analysis, person analysis and task analysis. So organization obtains need assessment by observation, interviews and questionnaires.

≠**Derive Objectives:** Organization establishes specific objectives. It gives information about what should be learned employees from training? These objectives should state the desired behaviour and the conditions under which it is occur. Established objectives are as broad summary purpose of training and development programs.

2.3.2 Training and Development Phase: This phase involves selecting of training and development programs and conducting of training and development programs.

≠**Selecting of Training and Development Programs:** Organization considers organizational objectives and goals for selecting of training and development methods. Selected method should suitable to this objectives and goals.

≠**Conducting Training and Development Program:** Manager start to implementing selected programs and learning process is start for employees.

2.3.3 Evaluation Phase: This phase contains evaluation criteria, pre-test, training, past test and transfer to job and feedback.

"**Evaluation Criteria:** What is objective of the program?

"**Pre-test:** What person know before training program

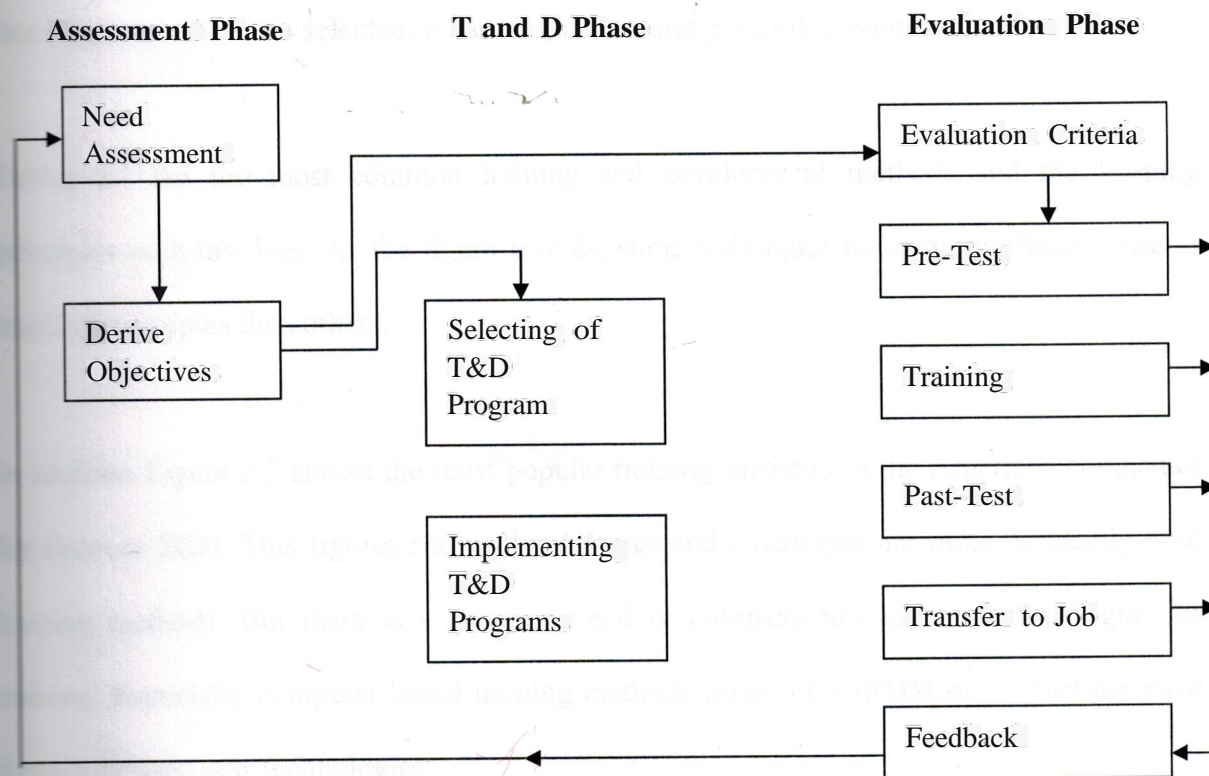
"**Training:** Implementation of training

"**Past-test:** Measure differences of knowledge of employees after training

"**Transfer to job:** It refers to trainees effectively applying what they learned in training

"**feedback:** Information employees receive while they are performing concerning how well they are meeting

Figure 2.1 Training and Development Process



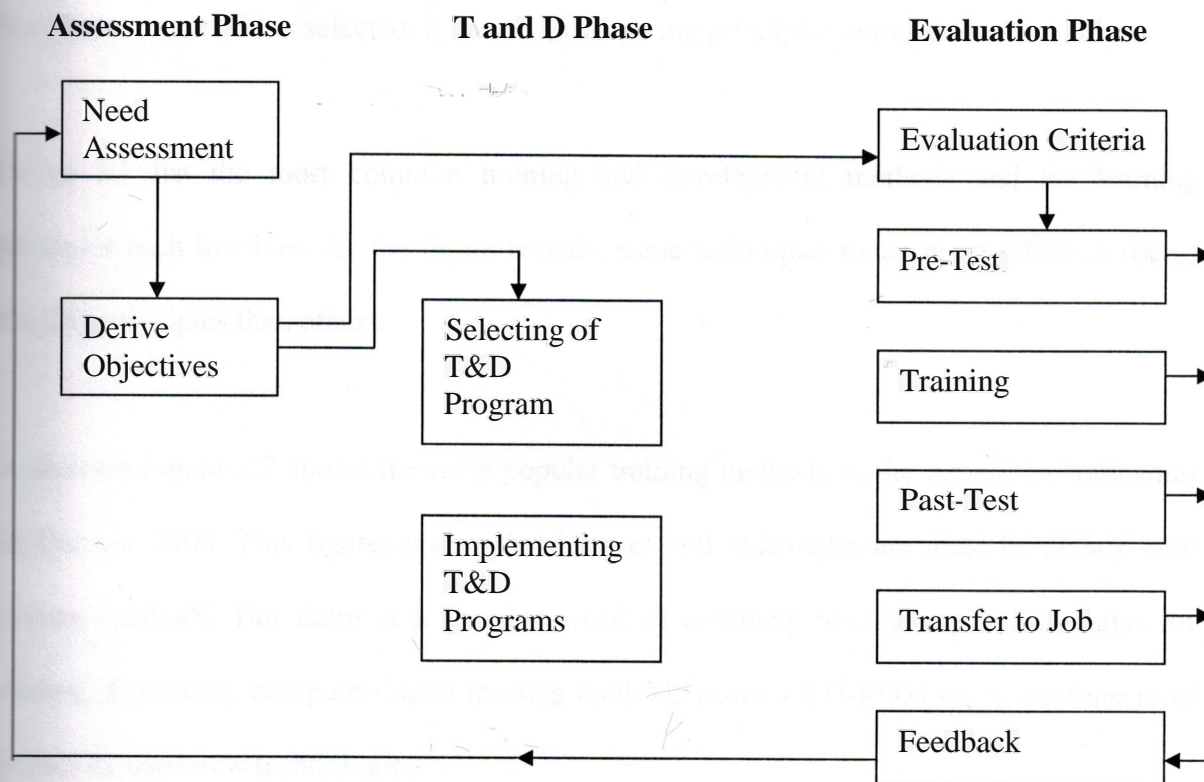
*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

In selecting a particular technique to use in training or development, there are several tradeoffs. That is no one technique is always best; the best method depends upon:

- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

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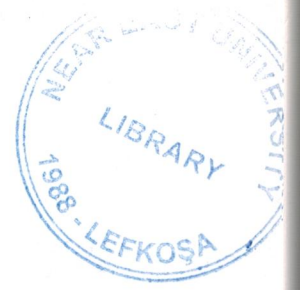
- Learning principles

The importance of these six tradeoffs depends upon the situation. For example cost-effectiveness may be a minor factor when training an airline pilot in emergency manoeuvres.

But whatever method is selected, it has certain learning principles associated with it.

Tables 2.1 list the most common training and development methods and the learning principles each involves. As the figure reveals, some techniques make more effective use of learning principles than others.

In addition Figure 2.2 shows the most popular training methods in the American companies for October 2000. This figure shows that lectures and videotapes are most frequently used training methods. But there is a growing trend of company use of new technologies for training. Especially computer-based training methods using a CD-ROM or internet are most frequently used new technologies.



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4.2	Design of the Study	22
4.2.1	Technical Purpose	22
4.2.2	Type of Investigation	22
4.2.3	Extent of Interference	22
4.2.4	Setting of the Study	22
4.2.5	Unit of Analysis	23
4.3	Sample Selection	23
4.4	Questionnaire Design	24
4.5	Data Collection	24
4.6	Response Analysis	24
4.7	Limitations of the Study	25
4.8	Conclusion	25
CHAPTER 5	RESULTS OF THE STUDY	26
5.1	Introduction	26
5.2	Results of Questionnaires	26
5.3	Results of Interview conducted with Dr. Ahmet Ertugan	32
5.4	Results of Interview conducted with Fikri Kaynak	32
5.5	Demographic Distribution of Respondents	34
5.6	Conclusion	36

CHAPTER 6 CONCLUSION	37
6.1 Introduction	37
6.2 Conclusion of Theoretical Findings	37
6.2.1 Conclusion on Effective Training theory	37
6.3 Conclusion of Empirical Findings	37
6.4 Conclusion on Project questions asked	38
6.5 Limitations of the Study	40
6.6 Recommendations of the Future Projects	40
REFERENCES	41
APPENDIX-1 QUESTIONNAIRE IN ENGLISH	1
APPENDIX-2 QUESTIONNAIRE IN TURKISH	1

LIST OF TABLES

PAGE

Table 2.1	Learning Principles in different T & D Methods	11
Table 4.1	Breakdowns of N.E.U Catering Staff	23
Table 5.1	Experiences	26
Table 5.2	Participation	27
Table 5.3	Relevance	27
Table 5.4	Transference	28
Table 5.5	Performance	28
Table 5.6	Feedback	29
Table 5.7	Pre-test	29
Table 5.8	Technology	30
Table 5.9	On-the-job training	30
Table 5.10	Pre-test for on-the-job	31
Table 5.11	Past-test for on-the-job	31
Table 5.12	On-the-job versus off the job	32
Table 5.13	Distribution of Gender	34
Table 5.14	Distribution of Age	34
Table 5.15	Distribution of Job	35
Table 5.16	Distribution of Years of Services	35

CHAPTER 1

INTRODUCTION

LIST OF FIGURES

PAGE

Figure 1.1	Human Resource Management Functions	3
Figure 2.1	Training and Development Process	9
Figure 2.2	(%) of Usage of T&D Methods in the U.S.A	12
Figure 3.1	Theoretical frameworks for effective Training	20

Human Resource Management

People are vital for the success and continuing success of any organization. Their knowledge, skills, and abilities must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization.

HRM is a strategic, ethical, and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management.

This study of Human Resource Management describes the HRM efforts of various managers and shows how personnel professionals contribute to these efforts.

David (1993)

HRM is a critical factor for any organization. Hiring, selecting and keeping high quality people can become a source of sustained competitive advantage. In a global market,

HRM factors (forces companies). If companies have a consistent and effective HRM, they will take advantage against competitors.

HRM improves the quality of sales, production and marketing in order to improve the quality of products and services. HRM is a key to success in a competitive market.

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter gives a brief introduction into the field of human resource management, outlines the research objectives, and presents the aim of the study and questions of the project.

1.2 Human Resource Management

People are vital for the success and continuing success of any organization. Therefore organization must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization in ways that are strategically, ethically and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management. This study of Human Resource Management describes the HR related efforts of operating managers and shows how personnel professionals contribute to those efforts. (Werther & Davids 1993)

HRM is critical factor for any organization. Finding, selecting and keeping high quality employees can become a source of sustained competitive advantage. In global market competitive factors forces companies. If companies have a consistent and success management of people and companies will take advantage against competitors.

Companies increase the quality of sales, production and marketing in order to competitive advantage. Companies began to attach importance human factor.

HRM (Human Resources Management) is based on four fundamental principles. First human resource are the most important assets an organization has their effective management is the key to its success. Second this success is most likely to be achieved. If the personnel policies and procedures of the enterprise are closely linked with make a major contribution to the achievement of corporate objective and strategic plans. Third the corporate culture and the values organizational climate and managerial behaviour that emanate from the culture will exert a major influence on the achievement of excellence. This culture must therefore be managed which means that organizational values may need to be changed or reinforced and continuous effort starting from the top will be required to get them accepted and acted upon. Finally HRM (Human Resource Management) is concerned with integration: Getting all the members of the organization involved and working together with a sense of common purpose (Pearson 1991)

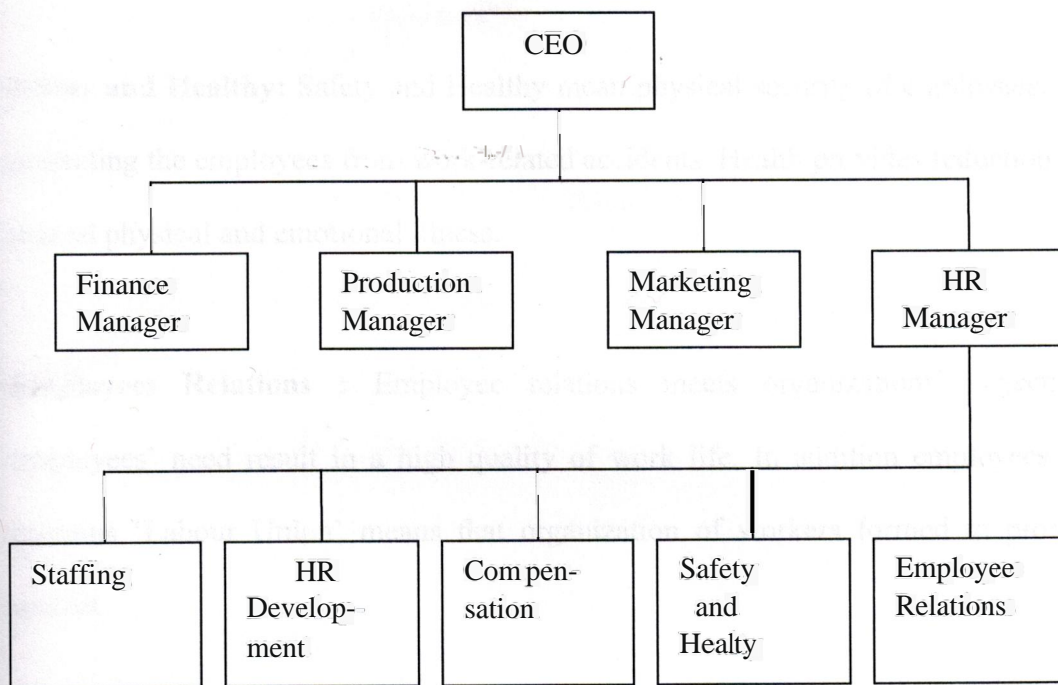
1.3 Human Resource Management Functions

HRM (Human Resource Management) contains five functional areas. These functions:

- Staffing
- HR Planning
- Compensation
- Safety and Healthy
- Employee Relations

Human Resource Manager is a staff manager. Staff manager give to advice about organizational activities.

Figure 1.1 Human Resource Management Functions



*Whether, W.B. & Davids, K. (1993) HRM

- **Staffing:** Staffing is filling and keeping with right people that have appropriate skills. Staffing contains Job analysis, HR Planning, Recruitment and Selection. In addition staffing is a function of management.
- **HR Development:** Human resource development is major HRM function that only training and development. HRD (Human Resource Development) concern career planning, development activities and performance appraisals that activities emphasize training and development needs.

- **Compensation:** Compensation is the total prize of financial benefits, non- financial benefits and compensation is concern 'Compensation Equity' in the organization.
- **Safety and Healthy:** Safety and Healthy mean physical security of employees. Safety is protecting the employees from work-related accidents. Health provides reduction of work-related physical and emotional illness.
- **Employees Relations :** Employee relations meets organizational objectives and employees' need result in a high quality of work life. In addition employees relations contains 'Labour Union' means that organization of workers formed to promote and protect.

1.4 The Objective of Study

1.4.1 Training and Development

Until the 1980s, training and development in most organizations were inadequate. However, there has been a growing awareness of the importance of training over the past decade, this being heavily influenced by the intensification of competition and the relative success of economies such as Japan, Germany, and Sweden where investment in employee development is emphasized. Technological developments and organizational change have gradually led employers to realise that success relies on skills and abilities of their employees, and this means considerable investment in training and development.

This has also been underscored by the rise in HRM, with its emphasis on the importance of people and the skills they possess in enhancing organizational effectiveness.

The main goal of training and development is to help the organization achieve its objectives by adding value to its key assets; the people it employs. Training and development means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

1.4.2 The Aim of Study

The aim of study is to research the human resource function of training and development. More specifically, the study aims to identify the factors influencing training and development in the Near East University training programs for its employees in the catering services, and the measure the effectiveness of the programs given.

1.5 Conclusion

This chapter described a brief explanation of HRM and objective of the study, aim of the study and questions of the project.

CHAPTER2

THE HUMAN RESOURCE MANAGEMENT FUNCTIONS OF TRAINING AND DEVELOPMENT

2.1 Introduction

This chapter gives information on the training and development process and briefly outlines the different training and development methods.

2.2 Training and Development Defined

Training and development refers to the planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

The purpose of training and development is to improve employees' job performance. It is the basic objective of training and development and strategic goal for any organization. In addition training and development provides to reduce the resistance to change.

There are more benefits training and development for any organization:

- Leads to improved profitability and more positive attitudes profit orientation
- Aids in organizational development
- Aids in understanding and carrying out organizational policies
- Organization gets more effective decision making and problem solving
- Aids in developing leadership skill, motivation, loyalty, better attitude and other aspects that successful workers and managers usually display.
- Aids in improving organizational communication

Aids in handling conflict thereby to prevent stress and tension.

Companies are experiencing great change due to new technologies, rapid development of knowledge, globalization of business and development e-commerce. Also companies have to take steps to attract, retain and motivate their work forces. Training is not a luxury; it is a necessity if companies are to participate in the global and electronic marketplaces by offering high quality products and services. Training and Development prepares employees to function in new work systems such as virtual teams and communicate and cooperate with peers or customers who may be from different cultural background (Raymond 2001).

2.3 The Training and Development Process

The Training and Development Process is systematic approach to developing training programs. It includes three phases:

2.3.1 Assessment Phase: Assessment phase contains determining of T&D needs and derive objectives

***Determining of Training and Development:** It is called need assessment. Need assessment refers to the process used to determine if training is necessary. Need assessment is the first step in the design process. For example a poorly conducted needs assessment can result in training needs not being identified, a training program will not achieve. Need assessment involves three steps: organizational analysis, person analysis and task analysis. So organization obtains need assessment by observation, interviews and questionnaires.

≠**Derive Objectives:** Organization establishes specific objectives. It gives information about what should be learned employees from training? These objectives should state the desired behaviour and the conditions under which it is occur. Established objectives are as broad summary purpose of training and development programs.

2.3.2 Training and Development Phase: This phase involves selecting of training and development programs and conducting of training and development programs.

≠**Selecting of Training and Development Programs:** Organization considers organizational objectives and goals for selecting of training and development methods. Selected method should suitable to this objectives and goals.

≠**Conducting Training and Development Program:** Manager start to implementing selected programs and learning process is start for employees.

2.3.3 Evaluation Phase: This phase contains evaluation criteria, pre-test, training, past test and transfer to job and feedback.

"**Evaluation Criteria:** What is objective of the program?

"**Pre-test:** What person know before training program

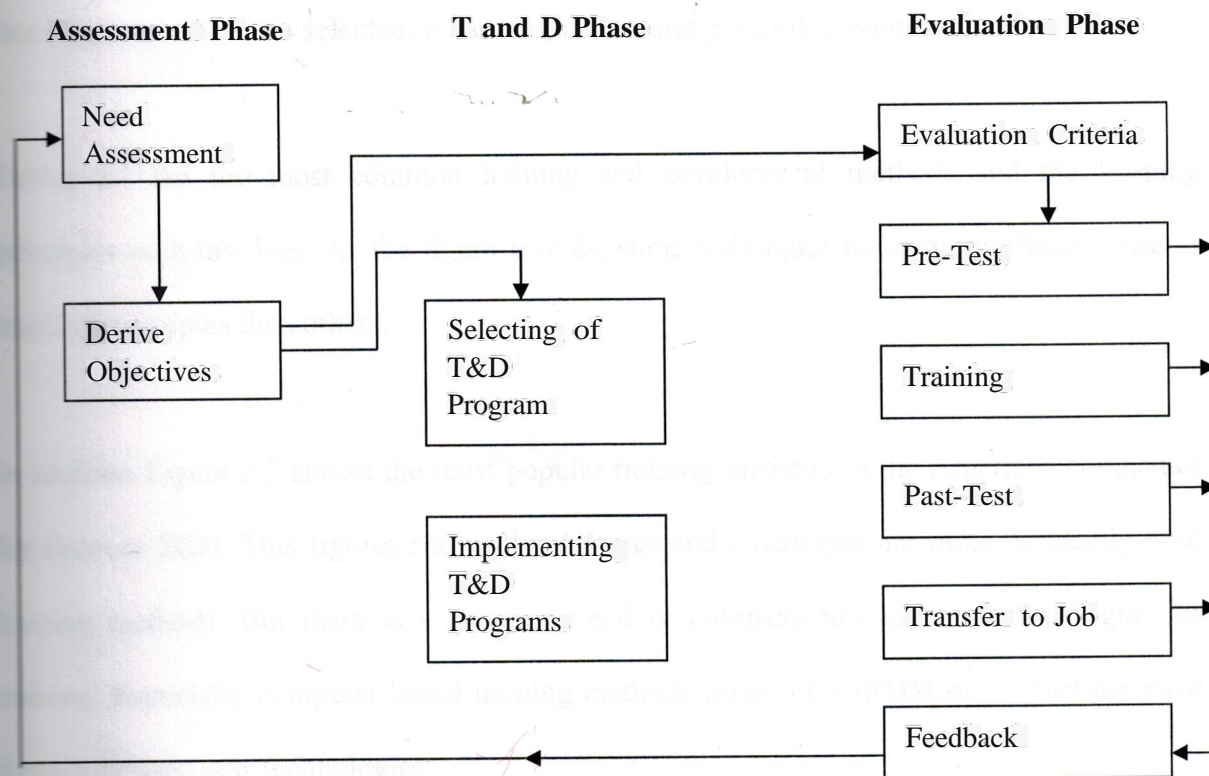
"**Training:** Implementation of training

"**Past-test:** Measure differences of knowledge of employees after training

"**Transfer to job:** It refers to trainees effectively applying what they learned in training

"**feedback:** Information employees receive while they are performing concerning how well they are meeting

Figure 2.1 Training and Development Process



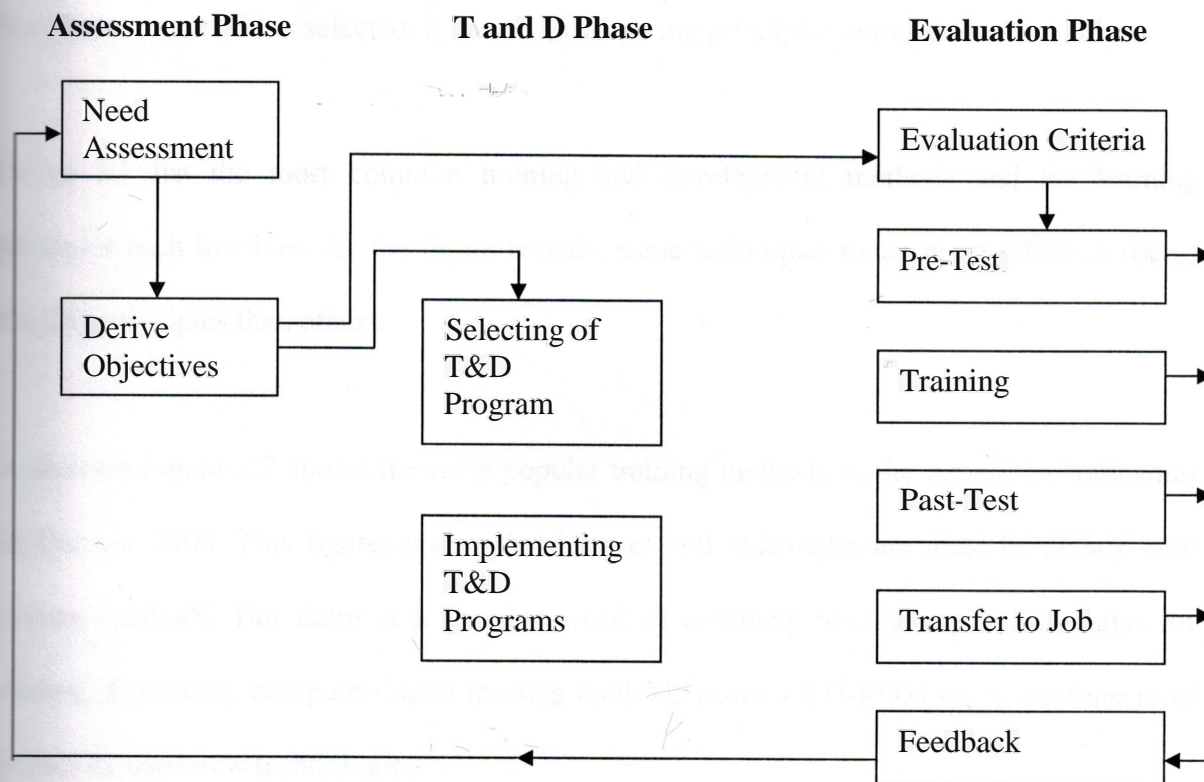
*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

In selecting a particular technique to use in training or development, there are several tradeoffs. That is no one technique is always best; the best method depends upon:

- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

Figure 2.1 Training and Development Process



*Wayne, F.C. (1992) Managing HRM

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- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

- Learning principles

The importance of these six tradeoffs depends upon the situation. For example cost-effectiveness may be a minor factor when training an airline pilot in emergency manoeuvres.

But whatever method is selected, it has certain learning principles associated with it.

Tables 2.1 list the most common training and development methods and the learning principles each involves. As the figure reveals, some techniques make more effective use of learning principles than others.

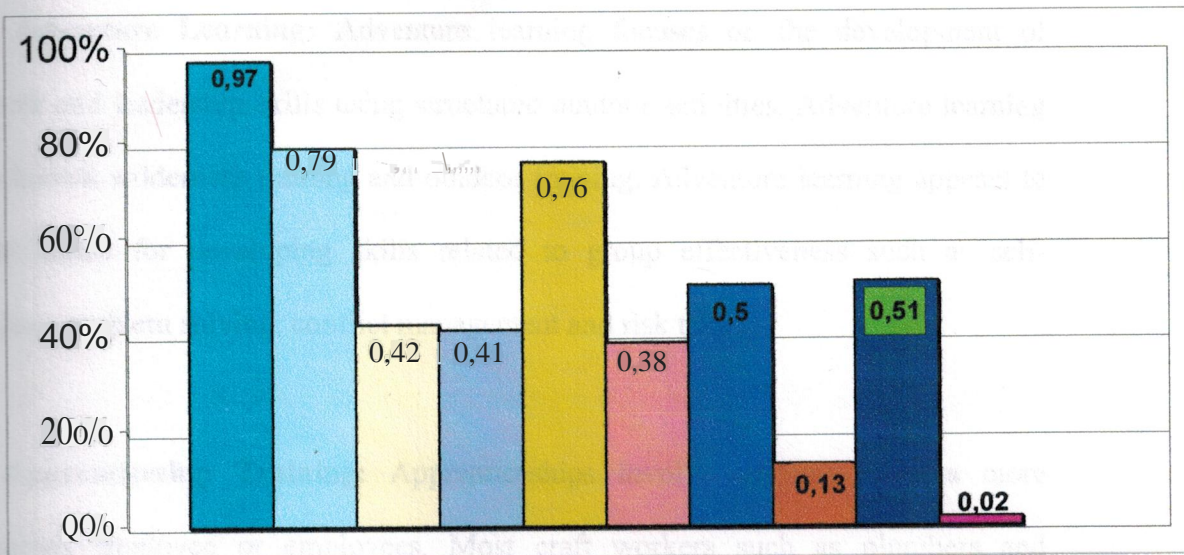
In addition Figure 2.2 shows the most popular training methods in the American companies for October 2000. This figure shows that lectures and videotapes are most frequently used training methods. But there is a growing trend of company use of new technologies for training. Especially computer-based training methods using a CD-ROM or internet are most frequently used new technologies.

Table 2.1 Learning Principles in different Training and Development Methods











METHODS	PARTICIPATION	REPETITION	RELEVANCE	TRANSFERENCE	FEEDBACK
On-the-job	Yes	Yes	Yes	Yes	Sometime
Coaching	Yes	Sometime	Yes	Sometime	Yes
Lecture	No	No	No	Sometime	No
Videotapes	No	No	No	Yes	No
Vestibule	Yes	Yes	Sometime	Yes	Sometime
Role Playing	Yes	Sometime	Sometime	No	Sometime
Case Study	Yes	Sometime	Sometime	Sometime	Sometime
Simulation	Yes	Sometime	Sometime	Sometime	Sometime
Programmed	Yes	Yes	No	Yes	Yes
Laboratory	Yes	Yes	Yes	No	Yes
Apprenticeship	Yes	Sometime	Yes	Sometime	Sometime
Job Rotation	Yes	Sometime	Yes	Sometime	Sometime

•Wayne, F.C. (1992) Managing HRM

Figure 2.2 (%)of Usage of Training and Development Methods in the ItS.A



*Raymond, A.N. (2001) Employment Training and Development

Methods	(%)of Usage
 Classroom	97
 Videotapes	79
 Role Play	42
 Case Study	41
 Computer-Based Using CD-ROM	72
 Business Games	38
 Computer-Based Using Intranet	50
 Adventure Learning	13
 Computer-Based Using Internet	51
 Virtually Training	2

2.4.4 Case Study: Case study is a description about how employees or an organization dealt with a difficult situation. Trainers are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery.

2.4.5 Coaching: A coach is peer or manager who works with an employee to motivate him, help him and provide reinforcement and feedback. There are three roles that a coach can play. Part of coaching may be one-on-one with an employee. Another role is to help employees to learn for themselves. Finally coaching may involve providing resources such as mentors, courses or job experiences that the employee may not be able to gain access to without the coach's help.

2.4.6 Computer-Based Training Using CD-ROM: Computer-based training is an interactive training experience in which the computer provides the learning stimulus, the responses and feedback to the trainee. This includes interactive video, CD-ROM and other systems when they are computer-driven. CD-ROMs and DVDs utilize a laser to read text, graphics, audio and video off an aluminium disc.

2.4.7 Computer-Based Training Using Internet (E-learning): Internet-based training refers to training that is delivered on public or private computer networks and displayed by a 'web browser'. E-learning or online learning refers to instruction and delivery of training but computer online through the internet or the Web.

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2.4.8 Computer-Based Training Using Intranet: Intranet-based training refers to training delivered using the company's own computer network. The training programs are accessible only to the company's employees, not to the general public.

2.4.9 In-Basket Training: In-basket training is a simulation of the administrative tasks of the manager's job. The exercises include a variety of documents that may be appearing in-basket on a manager's desk. In this method the trainee assigns a priority to each particular situation before making any decisions.

2.4.10 Job Rotation: Job rotation involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department. Rotational training programs help new employees understand a variety of jobs and their interrelationships.

2.4.11 Laboratory Training: Laboratory training is a form of group training primarily used to enhance interpersonal skills. It can be used to develop desired behaviours for future job responsibilities. Laboratory training involves sharing experiences and examining the feelings, behaviours, perceptions and reactions that result.

2.4.12 Lecture: Lectures are particularly useful for imparting standard, basic information which can then be built upon by other training methods. Lecture is a popular approach because it offers relative economy and a meaningful organization of materials.

2.4.13 On-the-Job Training: On-the-job training (OJT) refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behaviour. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced cross-training employees within a department or work unit and orienting transferred or promoted employees to their new jobs.

2.4.14 Videotapes: Video is also a major component of computer-based training and

2.4.14 Programmed Learning: Usually programmed materials are printed booklets that contain a series of questions and answers. After reading and answering a question, the reader's answer the reader proceeds. If not the reader is directed to review accompanying materials.

2.4.15 Role Playing: Role-playing involves having trainees act out characters assigned to them. Information regarding the situation is provided to the trainers. Role plays differ from simulations on the basis of response choices available to the trainees. This method is used change attitudes (for example, to improve racial understanding). It also helps develop interpersonal skills.

2.4.16 Simulation: A simulation is training a method that represent a real-life situation with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. Simulation exercises are in two forms. One forms a mechanical simulator that replicates the major features of the work situation. Computer simulations are another technique. For training and development purposes this model often takes the form of games.

2.4.17 Vestibule Training: Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job. A primary advantage of vestibule training is that it removes the employees from the pressure of having to procedure while learning. This emphasis is focused on learning the skills required by the job.

2.4.18 Videotapes: Video is also a major component of behaviour modelling and naturally, interactive video instruction. The use of video in training has a number of advantages. First the trainer can review slowly down or speed up the lesson which gives him flexibility in customizing the session depending on the trainers' expertise. Second trainees can be exposed to equipment problems and events that cannot be easily demonstrated such as equipment multifunction angry customers or emergencies. Finally trainers are provided with consistent instruction.

2.4.19 Virtually Reality: Virtually reality is a computer-based technology that provides trainees with a three-dimensional learning experience. Technology is used to stimulate multiple senses of the trainee.

2.5 Factors Influencing on the Effective Training and Development

There are five factors very important for effective training and development that allows training success.

2.5.1 Learning Principles: Learning principles are guidelines to the ways in which people learn most effectively. The more these principles are reflected in training the

more effective training is likely to be. Learning principles contains participation, repetition, relevance, transference and feedback.

***Participation:** Learning usually is quicker and more long lasting when learn can participate actively. Participation improves motivation and apparently engages more sense that reinforce the learn process.

***Repetition:** Although seldom fun repetition apparently etches a pattern into our memory. Likewise most people learned the alphabet by repetition.

***Relevance:** Learning is helped when the material to be learned meaningful. Trainers usually explain to overall purpose of the trainees before explaining specific tasks.

***Transference:** The closer the demands of the training program match the demands the job a transfer a person learns to the master.

***Feedback:** Trainers give information on their progress with feedback-motivated learners can adjust their behaviour to achieve the quickest possible learning.

2.5.2 Use of Technology during Training: New training technology includes multimedia, distance learning, expert systems, electronic support and training software application. Use of learning provides to increase the effectiveness of training environment.

2.6 Conclusion

2.5.3 Use of Right Method for Training: Depending on what is objective depending on the employees involved in the program the methods will change according to the program. If organization select best-suited method to these situations then training will be effective.

The chosen method should meet the minimal conditions needed for effective learning to take place; that is, the training method should: (Wayne 1992)

- Motivate the trainee to improve his or her performance.
- Clearly illustrate desired skills
- Provide some means for reinforcement while the trainee learns.
- Be structured from simple to complex tasks.
- Be adaptable to specific problems.

2.5.4 Other Human Resource Function: Successful accomplishment of other human resource functions can also have a crucial impact on T&D. For example organizations pay systems or progressive health and safety programs will find it easier to attract workers who are capable of hitting the ground running and to retain employees require less training.

2.5.5 Motivation of Trainee: This factor is critical determinant for effective training. Because if employee (trainee) don't want to get training then employee don't motivate then training will not be effective.

2.6 Conclusion

This chapter described training and development process and the different training and development methods.

CHAPTER 3

THEORETICAL FRAMEWORK

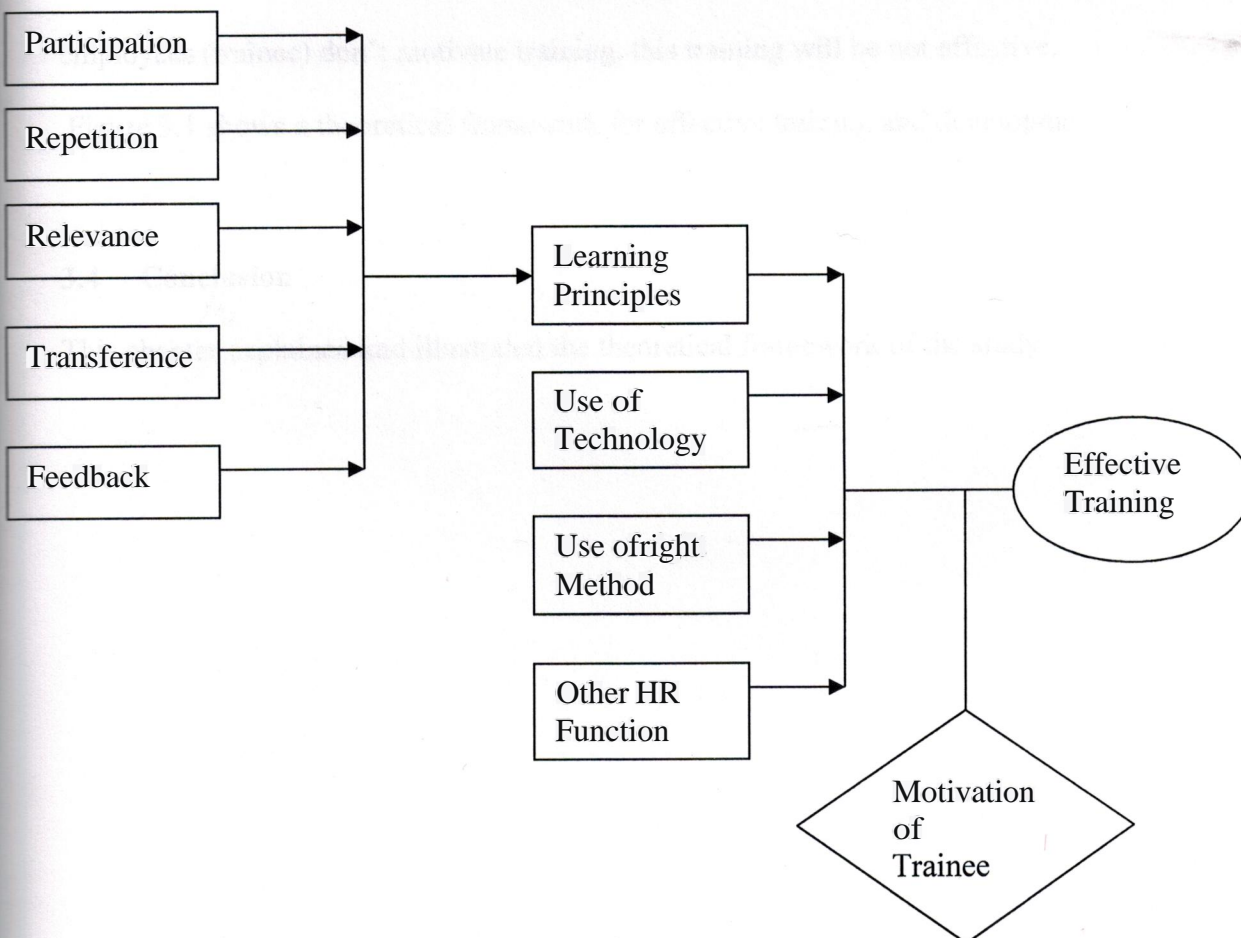
3.1 Introduction

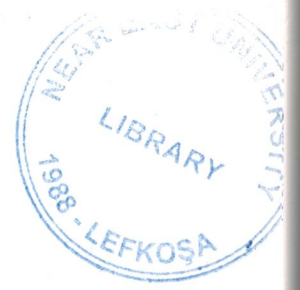
This chapter explains and illustrates the theoretical framework of the study

3.2 A Theoretical Framework for Effective Training

This study proposed the following framework to understand and explain the factors that affect training at work. The variables presented below in figure 3.1 are further explained and measured in this study report.

Figure 3.1 Theoretical Framework for Effective Training





NEAR EAST UNIVERSITY

FACULTY OF ECONOMICS & ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MAN-400

GRADUATION PROJECT

"THE EFFECTIVENESS OF TRAINING
AT N.E.U CATERING SERVICE"

SUBMITTED BY: ALİ GÜNER (20000458)

SUBMITTED TO: DR. ERFE EYÜPOĞLU

JUNE 2005

ACKNOWLEDGEMENT

Firstly, I would like to thank Dr. Feriye Eyüpoğlu is my advisor for never leaving me alone during my project.

Thank to Dr. Ahmet-Ertugan-fec~e of his contributions of my project.

Thanks also to Mr. Kaynak (who is catering service manager) and Mrs. Nazlı (who is catering service asst. manager) for providing the necessary information about my project.

The purpose of study was to identify influencing factors of training and development that Near East University given training for employees of catering services.

In this study, a questionnaire was administered to catering staff in NEU to understand the training given. This questionnaire was based on the literature survey based on effective training and development.

Key words: Training and Development

TABLE OF CONTENTS

ABSTRACT

In past years, training and development was not viewed as an activity that could help companies create "value" and successfully deal with challenges. Today that view has change. Companies use innovative training and development practices are likely to report better financial performance than their competitors that do not and also helps it to meet competitive challenges.

The purpose of study was to identify influencing factors of training and development that Near East University gives to training for employees of catering services.

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TABLE OF CONTENT

ACKNOWLEDGEMENT	ii
ABSTRACT	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Human Resource Management	1
1.3 Human Resource Management Functions	2
1.4 The Objective of the Study	4
1.4.1 Training and Development	4
1.5 The aim of the study	5
1.6 Conclusion	5
CHAPTER 2 HRM FUNCTIONS OF TRAINING AND DEVELOPMENT	6
2.1 Introduction	6
2.2 Training and Development Defined	7
2.3 Training and Development Process	7
2.3.1 Assessment Phase	7
2.3.2 Training and Development Phase	8
2.3.3 Evaluation Phase	8
2.4 Training and Development Methods	9
2.4.1 Adventure Learning	13
2.4.2 Apprenticeship Training	13
2.4.3 Business Games	13

2.4.4	Case Study	14
2.4.5	Coaching	14
2.4.6	Computer Based Training using CD-ROM	14
2.4.7	Computer Based Training using Internet	14
2.4.8	Computer Based Training using Intranet	15
2.4.9	In-Basket Training	15
2.4.10	Job Rotation	15
2.4.11	Laboratory Training	15
2.4.12	Lecture	15
2.4.13	On-the-job Training	16
2.4.14	Programmed Learning	16
2.4.15	Role Playing	16
2.4.16	Simulation	16
2.4.17	Vestibule Training	17
2.4.18	Videotapes	17
2.4.19	Virtually Reality	17
2.5	Factors influencing on the Effective Training and Development	17
2.5.1	Learning Principles	17
2.5.2	Use of Technology during Training	18
2.5.3	Use of right method for Training	18
2.5.4	Other Human Resource Functions	19
2.5.5	Motivation of Trainee	19
2.6	Conclusion	19
CHAPTER 3	THEORETICAL FRAMEWORK	20
3.1	Introduction	20

3.2	A Theoretical Framework for Effective Training	20
3.3	Explanation of Theoretical Framework for Effective Training	21
3.4	Conclusion	21
CHAPTER 4	RESEARCH METHODOLOGY	22
4.1	Introduction	22
4.2	Design of the Study	22
4.2.1	Technical Purpose	22
4.2.2	Type of Investigation	22
4.2.3	Extent of Interference	22
4.2.4	Setting of the Study	22
4.2.5	Unit of Analysis	23
4.3	Sample Selection	23
4.4	Questionnaire Design	24
4.5	Data Collection	24
4.6	Response Analysis	24
4.7	Limitations of the Study	25
4.8	Conclusion	25
CHAPTER 5	RESULTS OF THE STUDY	26
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5.2	Results of Questionnaires	26
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5.4	Results of Interview conducted with Fikri Kaynak	32
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5.6	Conclusion	36

CHAPTER 6 CONCLUSION	37
6.1 Introduction	37
6.2 Conclusion of Theoretical Findings	37
6.2.1 Conclusion on Effective Training theory	37
6.3 Conclusion of Empirical Findings	37
6.4 Conclusion on Project questions asked	38
6.5 Limitations of the Study	40
6.6 Recommendations of the Future Projects	40
REFERENCES	41
APPENDIX-1 QUESTIONNAIRE IN ENGLISH	1
APPENDIX-2 QUESTIONNAIRE IN TURKISH	1

LIST OF TABLES

PAGE

Table 2.1	Learning Principles in different T & D Methods	11
Table 4.1	Breakdowns of N.E.U Catering Staff	23
Table 5.1	Experiences	26
Table 5.2	Participation	27
Table 5.3	Relevance	27
Table 5.4	Transference	28
Table 5.5	Performance	28
Table 5.6	Feedback	29
Table 5.7	Pre-test	29
Table 5.8	Technology	30
Table 5.9	On-the-job training	30
Table 5.10	Pre-test for on-the-job	31
Table 5.11	Past-test for on-the-job	31
Table 5.12	On-the-job versus off the job	32
Table 5.13	Distribution of Gender	34
Table 5.14	Distribution of Age	34
Table 5.15	Distribution of Job	35
Table 5.16	Distribution of Years of Services	35

CHAPTER 1

INTRODUCTION

LIST OF FIGURES

PAGE

Figure 1.1	Human Resource Management Functions	3
Figure 2.1	Training and Development Process	9
Figure 2.2	(%) of Usage of T&D Methods in the U.S.A	12
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David (1993)

HRM is a critical factor for any organization. Hiring, selecting and keeping high quality people can become a source of sustained competitive advantage. In a global market,

HRM factors (forces companies). If companies have a consistent and effective HRM, they will take advantage against competitors.

HRM is a key to success in the quality of sales, production and marketing in order to compete in the global market. HRM is a key to success in the quality of sales, production and marketing in order to compete in the global market.

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter gives a brief introduction into the field of human resource management, outlines the research objectives, and presents the aim of the study and questions of the project.

1.2 Human Resource Management

People are vital for the success and continuing success of any organization. Therefore organization must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization in ways that are strategically, ethically and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management. This study of Human Resource Management describes the HR related efforts of operating managers and shows how personnel professionals contribute to those efforts. (Werther & Davids 1993)

HRM is critical factor for any organization. Finding, selecting and keeping high quality employees can become a source of sustained competitive advantage. In global market competitive factors forces companies. If companies have a consistent and success management of people and companies will take advantage against competitors.

Companies increase the quality of sales, production and marketing in order to competitive advantage. Companies began to attach importance human factor.

HRM (Human Resources Management) is based on four fundamental principles. First human resource are the most important assets an organization has their effective management is the key to its success. Second this success is most likely to be achieved. If the personnel policies and procedures of the enterprise are closely linked with make a major contribution to the achievement of corporate objective and strategic plans. Third the corporate culture and the values, organizational climate and managerial behaviour that emanate from the culture will exert a major influence on the achievement of excellence. This culture must therefore be managed which means that organizational values may need to be changed or reinforced and continuous effort starting from the top will be required to get them accepted and acted upon. Finally HRM (Human Resource Management) is concerned with integration: Getting all the members of the organization involved and working together with a sense of common purpose (Pearson 1991)

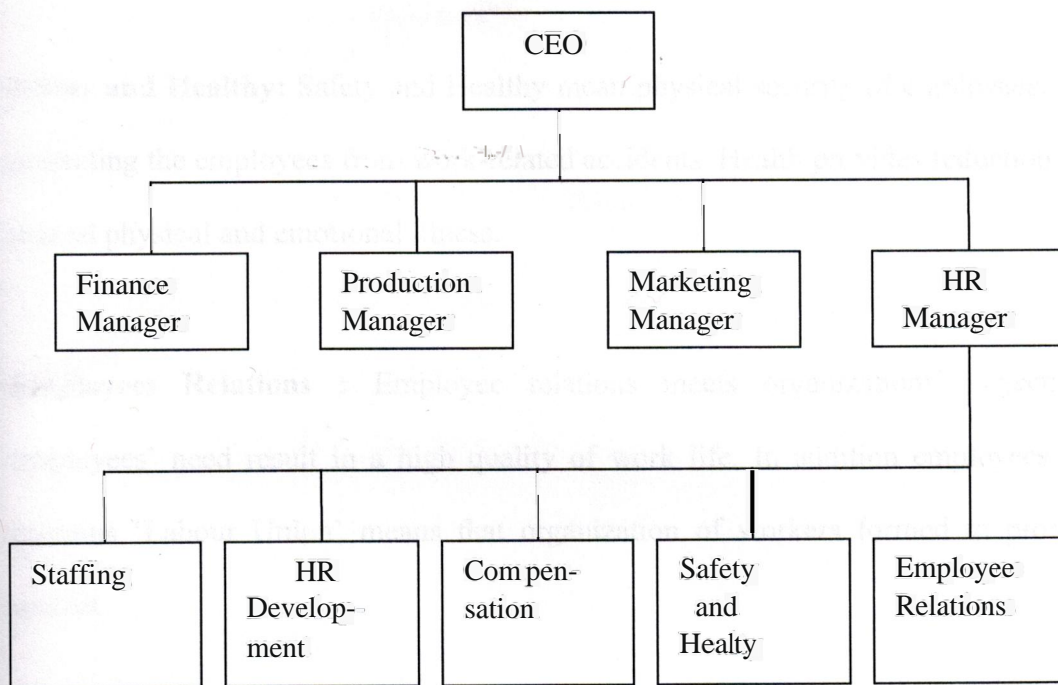
1.3 Human Resource Management Functions

HRM (Human Resource Management) contains five functional areas. These functions:

- Staffing
- HR Planning
- Compensation
- Safety and Healthy
- Employee Relations

Human Resource Manager is a staff manager. Staff manager give to advice about organizational activities.

Figure 1.1 Human Resource Management Functions



*Whether, W.B. & Davids, K. (1993) HRM

- **Staffing:** Staffing is filling and keeping with right people that have appropriate skills. Staffing contains Job analysis, HR Planning, Recruitment and Selection. In addition staffing is a function of management.
- **HR Development:** Human resource development is major HRM function that only training and development. HRD (Human Resource Development) concern career planning, development activities and performance appraisals that activities emphasize training and development needs.

- **Compensation:** Compensation is the total prize of financial benefits, non- financial benefits and compensation is concern 'Compensation Equity' in the organization.
- **Safety and Healthy:** Safety and Healthy mean physical security of employees. Safety is protecting the employees from work-related accidents. Health provides reduction of work-related physical and emotional illness.
- **Employees Relations :** Employee relations meets organizational objectives and employees' need result in a high quality of work life. In addition employees relations contains 'Labour Union' means that organization of workers formed to promote and protect.

1.4 The Objective of Study

1.4.1 Training and Development

Until the 1980s, training and development in most organizations were inadequate. However, there has been a growing awareness of the importance of training over the past decade, this being heavily influenced by the intensification of competition and the relative success of economies such as Japan, Germany, and Sweden where investment in employee development is emphasized. Technological developments and organizational change have gradually led employers to realise that success relies on skills and abilities of their employees, and this means considerable investment in training and development.

This has also been underscored by the rise in HRM, with its emphasis on the importance of people and the skills they possess in enhancing organizational effectiveness.

The main goal of training and development is to help the organization achieve its objectives by adding value to its key assets; the people it employs. Training and development means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

1.4.2 The Aim of Study

The aim of study is to research the human resource function of training and development. More specifically, the study aims to identify the factors influencing training and development in the Near East University training programs for its employees in the catering services, and the measure the effectiveness of the programs given.

1.5 Conclusion

This chapter described a brief explanation of HRM and objective of the study, aim of the study and questions of the project.

CHAPTER2

THE HUMAN RESOURCE MANAGEMENT FUNCTIONS OF TRAINING AND DEVELOPMENT

2.1 Introduction

This chapter gives information on the training and development process and briefly outlines the different training and development methods.

2.2 Training and Development Defined

Training and development refers to the planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

The purpose of training and development is to improve employees' job performance. It is the basic objective of training and development and strategic goal for any organization. In addition training and development provides to reduce the resistance to change.

There are more benefits training and development for any organization:

- Leads to improved profitability and more positive attitudes profit orientation
- Aids in organizational development
- Aids in understanding and carrying out organizational policies
- Organization gets more effective decision making and problem solving
- Aids in developing leadership skill, motivation, loyalty, better attitude and other aspects that successful workers and managers usually display.
- Aids in improving organizational communication

Aids in handling conflict thereby to prevent stress and tension.

Companies are experiencing great change due to new technologies, rapid development of knowledge, globalization of business and development e-commerce. Also companies have to take steps to attract, retain and motivate their work forces. Training is not a luxury; it is a necessity if companies are to participate in the global and electronic marketplaces by offering high quality products and services. Training and Development prepares employees to function in new work systems such as virtual teams and communicate and cooperate with peers or customers who may be from different cultural background (Raymond 2001).

2.3 The Training and Development Process

The Training and Development Process is systematic approach to developing training programs. It includes three phases:

2.3.1 Assessment Phase: Assessment phase contains determining of T&D needs and derive objectives

***Determining of Training and Development:** It is called need assessment. Need assessment refers to the process used to determine if training is necessary. Need assessment is the first step in the design process. For example a poorly conducted needs assessment can result in training needs not being identified, a training program will not achieve. Need assessment involves three steps: organizational analysis, person analysis and task analysis. So organization obtains need assessment by observation, interviews and questionnaires.

≠Derive **Objectives:** Organization establishes specific objectives. It gives information about what should be learned employees from training? These objectives should state the desired behaviour and the conditions under which it is occur. Established objectives are as broad summary purpose of training and development programs.

2.3.2 Training and Development Phase: This phase involves selecting of training and development programs and conducting of training and development programs.

≠Selecting **of Training and Development Programs:** Organization considers organizational objectives and goals for selecting of training and development methods. Selected method should suitable to this objectives and goals.

≠Conducting **Training and Development Program:** Manager start to implementing selected programs and learning process is start for employees.

2.3.3 Evaluation Phase: This phase contains evaluation criteria, pre-test, training, past test and transfer to job and feedback.

"**Evaluation Criteria:** What is objective of the program?

"**Pre-test:** What person know before training program

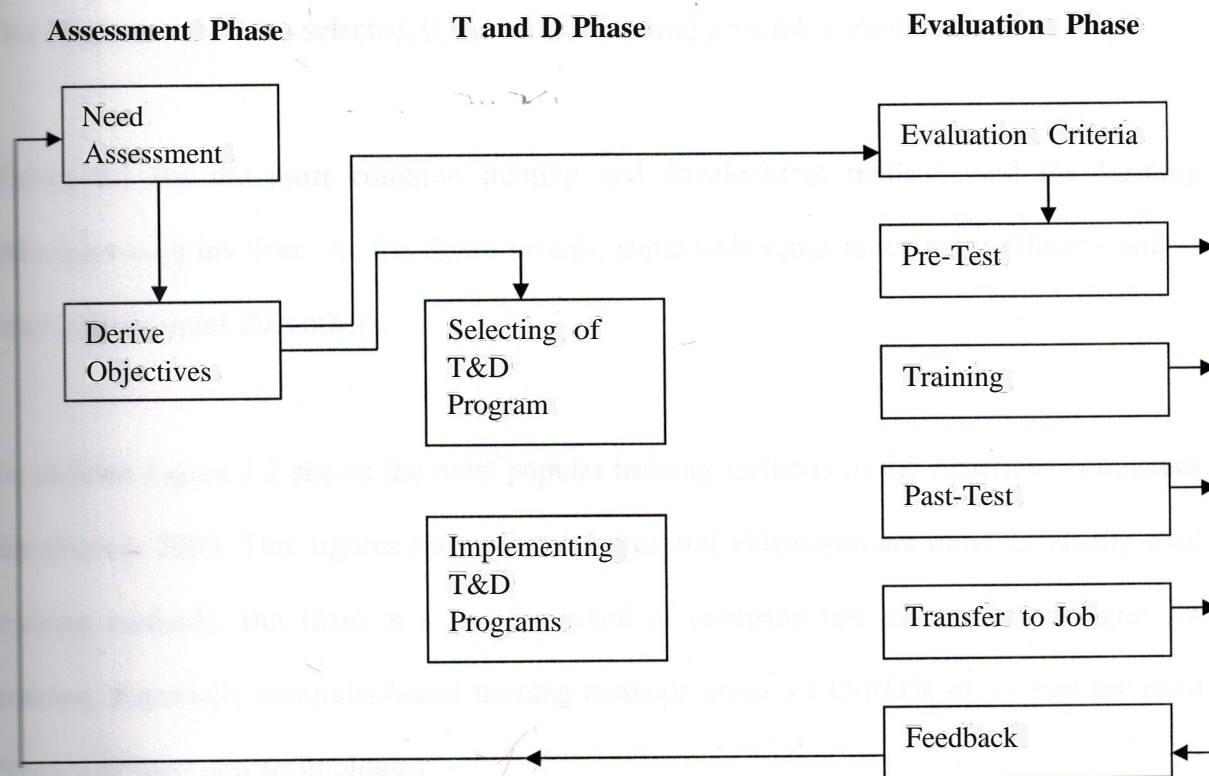
"**Training:** Implementation of training

"**Past-test:** Measure differences of knowledge of employees after training

"**Transfer to job:** It refers to trainees effectively applying what they learned in training

"**feedback:** Information employees receive while they are performing concerning how well they are meeting

Figure 2.1 Training and Development Process



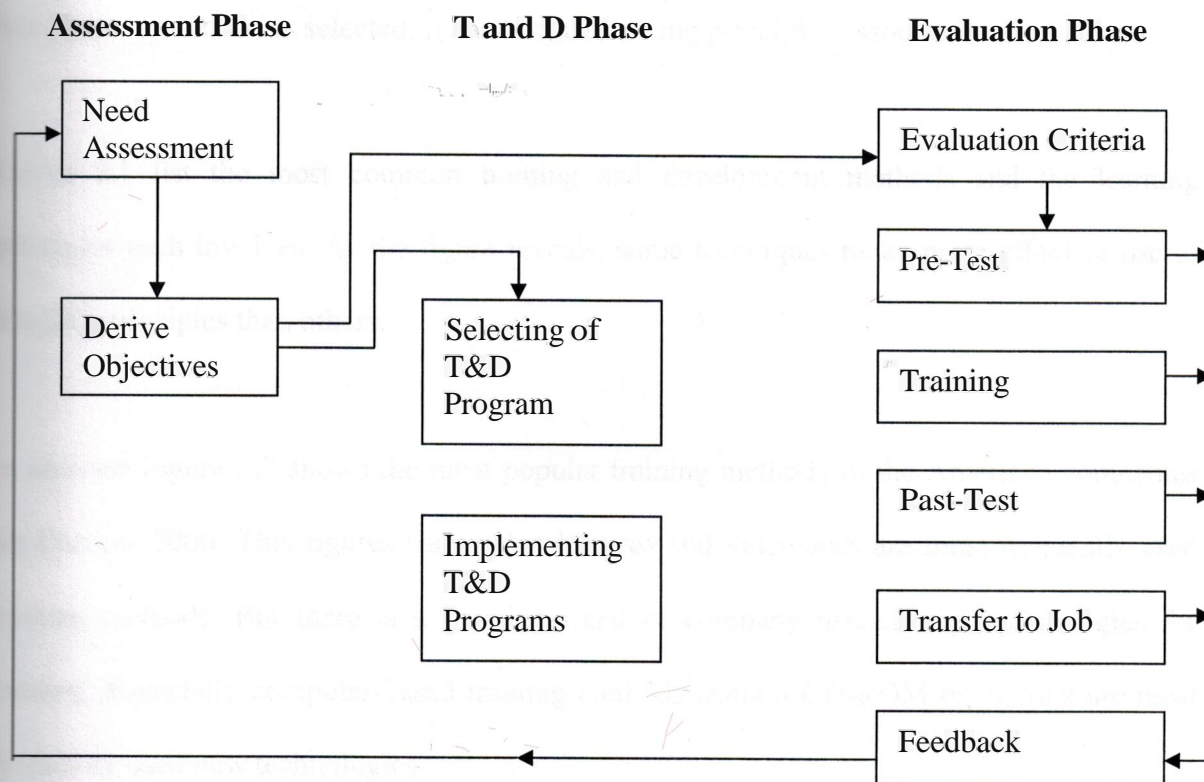
*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

In selecting a particular technique to use in training or development, there are several tradeoffs. That is no one technique is always best; the best method depends upon:

- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

Figure 2.1 Training and Development Process



*Wayne, F.C. (1992) Managing HRM

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- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

- Learning principles

The importance of these six tradeoffs depends upon the situation. For example cost-effectiveness may be a minor factor when training an airline pilot in emergency manoeuvres.

But whatever method is selected, it has certain learning principles associated with it.

Tables 2.1 list the most common training and development methods and the learning principles each involves. As the figure reveals, some techniques make more effective use of learning principles than others.

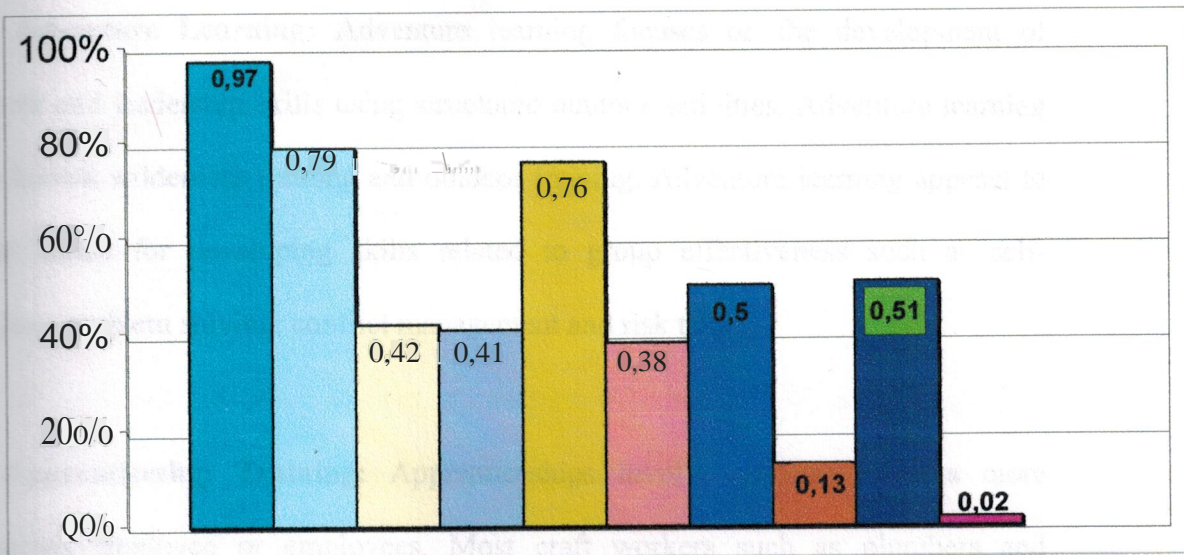
In addition Figure 2.2 shows the most popular training methods in the American companies for October 2000. This figure shows that lectures and videotapes are most frequently used training methods. But there is a growing trend of company use of new technologies for training. Especially computer-based training methods using a CD-ROM or internet are most frequently used new technologies.

Table 2.1 Learning Principles in different Training and Development Methods











METHODS	PARTICIPATION	REPETITION	RELEVANCE	TRANSFERENCE	FEEDBACK
On-the-job	Yes	Yes	Yes	Yes	Sometime
Coaching	Yes	Sometime	Yes	Sometime	Yes
Lecture	No	No	No	Sometime	No
Videotapes	No	No	No	Yes	No
Vestibule	Yes	Yes	Sometime	Yes	Sometime
Role Playing	Yes	Sometime	Sometime	No	Sometime
Case Study	Yes	Sometime	Sometime	Sometime	Sometime
Simulation	Yes	Sometime	Sometime	Sometime	Sometime
Programmed	Yes	Yes	No	Yes	Yes
Laboratory	Yes	Yes	Yes	No	Yes
Apprenticeship	Yes	Sometime	Yes	Sometime	Sometime
Job Rotation	Yes	Sometime	Yes	Sometime	Sometime

•Wayne, F.C. (1992) Managing HRM

Figure 2.2 (%) of Usage of Training and Development Methods in the ItS.A



*Raymond, A.N. (2001) Employment Training and Development

Methods	(%) of Usage
 Classroom	97
 Videotapes	79
 Role Play	42
 Case Study	41
 Computer-Based Using CD-ROM	72
 Business Games	38
 Computer-Based Using Intranet	50
 Adventure Learning	13
 Computer-Based Using Internet	51
 Virtually Training	2

2.4.4 Case Study: Case study is a description about how employees or an organization dealt with a difficult situation. Trainers are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery.

2.4.5 Coaching: A coach is peer or manager who works with an employee to motivate him, help him and provide reinforcement and feedback. There are three roles that a coach can play. Part of coaching may be one-on-one with an employee. Another role is to help employees to learn for themselves. Finally coaching may involve providing resources such as mentors, courses or job experiences that the employee may not be able to gain access to without the coach's help.

2.4.6 Computer-Based Training Using CD-ROM: Computer-based training is an interactive training experience in which the computer provides the learning stimulus, the responses and feedback to the trainee. This includes interactive video, CD-ROM and other systems when they are computer-driven. CD-ROMs and DVDs utilize a laser to read text, graphics, audio and video off an aluminium disc.

2.4.7 Computer-Based Training Using Internet (E-learning): Internet-based training refers to training that is delivered on public or private computer networks and displayed by a 'web browser'. E-learning or online learning refers to instruction and delivery of training but computer online through the internet or the Web.

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2.4.8 Computer-Based Training Using Intranet: Intranet-based training refers to training delivered using the company's own computer network. The training programs are accessible only to the company's employees, not to the general public.

2.4.9 In-Basket Training: In-basket training is a simulation of the administrative tasks of the manager's job. The exercises include a variety of documents that may be appearing in-basket on a manager's desk. In this method the trainee assigns a priority to each particular situation before making any decisions.

2.4.10 Job Rotation: Job rotation involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department. Rotational training programs help new employees understand a variety of jobs and their interrelationships.

2.4.11 Laboratory Training: Laboratory training is a form of group training primarily used to enhance interpersonal skills. It can be used to develop desired behaviours for future job responsibilities. Laboratory training involves sharing experiences and examining the feelings, behaviours, perceptions and reactions that result.

2.4.12 Lecture: Lectures are particularly useful for imparting standard, basic information which can then be built upon by other training methods. Lecture is a popular approach because it offers relative economy and a meaningful organization of materials.

2.4.13 On-the-Job Training: On-the-job training (OJT) refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behaviour. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced cross-training employees within a department or work unit and orienting transferred or promoted employees to their new jobs.

2.4.14 Videotapes: Video is also a major component of computer-based training and

2.4.14 Programmed Learning: Usually programmed materials are printed booklets that contain a series of questions and answers. After reading and answering a question, the reader's answer the reader proceeds. If not the reader is directed to review accompanying materials.

2.4.15 Role Playing: Role-playing involves having trainees act out characters

assigned to them. Information regarding the situation is provided to the trainers. Role plays differ from simulations on the basis of response choices available to the trainees. This method is used change attitudes (for example, to improve racial understanding). It also helps develop interpersonal skills.

2.4.16 Simulation: A simulation is training a method that represent a real-life situation with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. Simulation exercises are in two forms. One forms a mechanical simulator that replicates the major features of the work situation. Computer simulations are another technique. For training and development purposes this model often takes the form of games.

2.4.17 Computer-Based Training: Computer-based training (CBT) is a method of training that uses a computer to deliver training materials. It can be used for a wide range of training purposes, from basic skills training to advanced technical training. CBT has several advantages over traditional training methods. It is self-paced, allowing learners to progress at their own speed. It is also interactive, providing immediate feedback and allowing learners to practice skills in a safe environment. CBT is also cost-effective, as it can be used repeatedly without the need for additional resources. Finally, CBT is accessible, allowing learners to access training materials from anywhere at any time.

2.4.17 Vestibule Training: Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job. A primary advantage of vestibule training is that it removes the employees from the pressure of having to procedure while learning. This emphasis is focused on learning the skills required by the job.

2.4.18 Videotapes: Video is also a major component of behaviour modelling and naturally, interactive video instruction. The use of video in training has a number of advantages. First the trainer can review slowly down or speed up the lesson which gives him flexibility in customizing the session depending on the trainers' expertise. Second trainees can be exposed to equipment problems and events that cannot be easily demonstrated such as equipment multifunction angry customers or emergencies. Finally trainers are provided with consistent instruction.

2.4.19 Virtually Reality: Virtually reality is a computer-based technology that provides trainees with a three-dimensional learning experience. Technology is used to stimulate multiple senses of the trainee.

2.5 Factors Influencing on the Effective Training and Development

There are five factors very important for effective training and development that allows training success.

2.5.1 Learning Principles: Learning principles are guidelines to the ways in which people learn most effectively. The more these principles are reflected in training the

more effective training is likely to be. Learning principles contains participation, repetition, relevance, transference and feedback.

***Participation:** Learning usually is quicker and more long lasting when learn can participate actively. Participation improves motivation and apparently engages more sense that reinforce the learn process.

***Repetition:** Although seldom fun repetition apparently etches a pattern into our memory. Likewise most people learned the alphabet by repetition.

***Relevance:** Learning is helped when the material to be learned meaningful. Trainers usually explain to overall purpose of the trainees before explaining specific tasks.

***Transference:** The closer the demands of the training program match the demands the job a transfer a person learns to the master.

***Feedback:** Trainers give information on their progress with feedback-motivated learners can adjust their behaviour to achieve the quickest possible learning.

2.5.2 Use of Technology during Training: New training technology includes multimedia, distance learning, expert systems, electronic support and training software application. Use of learning provides to increase the effectiveness of training environment.

2.5.3 Use of Right Method for Training: Depending on what is objective depending on the employees involved in the program the methods will change according to the program. If organization select best-suited method to these situations then training will be effective.

The chosen method should meet the minimal conditions needed for effective learning to take place; that is, the training method should: (Wayne 1992)

- Motivate the trainee to improve his or her performance.
- Clearly illustrate desired skills
- Provide some means for reinforcement while the trainee learns.
- Be structured from simple to complex tasks.
- Be adaptable to specific problems.

2.5.4 Other Human Resource Function: Successful accomplishment of other human resource functions can also have a crucial impact on T&D. For example organizations pay systems or progressive health and safety programs will find it easier to attract workers who are capable of hitting the ground running and to retain employees require less training.

2.5.5 Motivation of Trainee: This factor is critical determinant for effective training. Because if employee (trainee) don't want to get training then employee don't motivate then training will not be effective.

2.6 Conclusion

This chapter described training and development process and the different training and development methods.

CHAPTER3

THEORETICAL FRAMEWORK

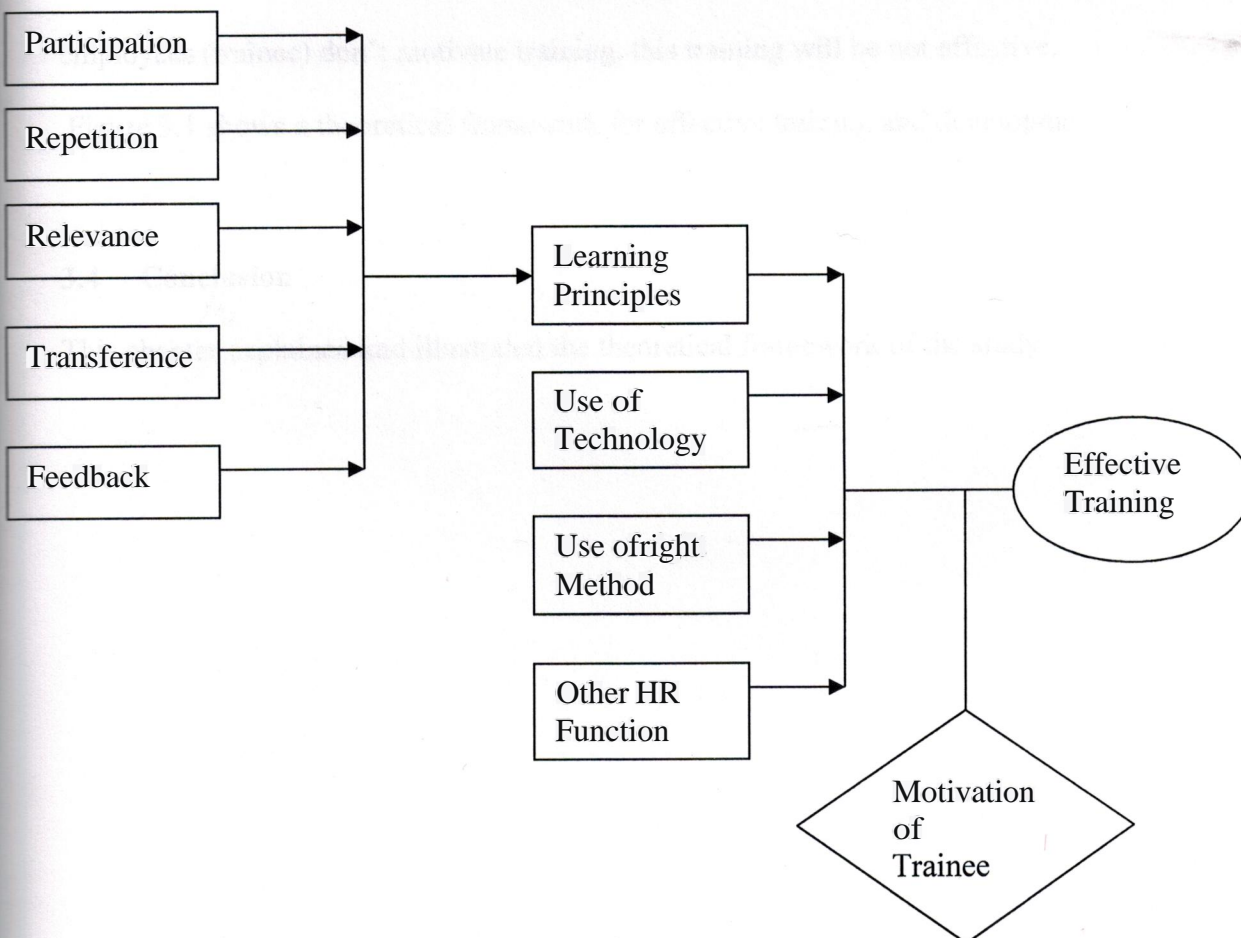
3.1 Introduction

This chapter explains and illustrates the theoretical framework of the study

3.2 A Theoretical Framework for Effective Training

This study proposed the following framework to understand and explain the factors that affect training at work. The variables presented below in figure 3.1 are further explained and measured in this study report.

Figure 3.1 Theoretical Framework for Effective Training



3.3 Explanation of Theoretical Framework for Effective Training and Development

If employees participate to training (participation), repeat the subject who learned during training (repetition), interest the subject of training (relevance), convert from theory to practice this learned subject (transference) and receive the information about the training (feedback) then this training will be effective learning. Learning principles contain these factors. If organizations use the learning principles, this training will be effectively on training success.

If organizations use the equipment of technology such as electronic support system, this situation increases the interest of employee for training.

Before organization chooses the method of training organization will consider structure and objective. For example on-the-job method is suitable for catering services.

If other human resource function such as staffing, recruitment, selection complete properly then this training will be effective.

Finally motivation of employees (trainee) is most important factor for effective training. If employees (trainee) don't motivate training, this training will be not effective.

Figure 3.1 shows a theoretical framework for effective training and development

3.4 Conclusion

This chapter explained and illustrated the theoretical framework of the study

CHAPTER 4 RESEARCH METHODOLOGY

4.1 Introduction

This chapter describes design of the study and methods that are to be used during the investigations of the study.

Table 4.1 Breakdowns of N.E.U Catering Staff

4.2 Design of the Study

Area of Work	Number of Employees
Kitchen	42
Office	19

4.2.1 Technical purpose

The purpose of study is descriptive study that undertaken in order to ascertain and able to describe the characteristics and relationships between the factors for effective training.

4.2.2 Type of Investigation

This study is a correlation study that conducted to identify the important factors associated with effective training.

4.2.3 Extent of Interference

Extent of interference is minimal because interviews employees and managers questionnaires at work place in the routine functioning of the system.

4.2.4 Setting of Study

This study is the field study because study at work place during the routine functioning of the system.

4.2.5 Unit of Analysis

The Near East University catering services staffs constitutes the scope of the study. Based on the information given by the University's administration there are 160 personnel working in the catering service.

This catering staff can be broken down as follows:

Table 4.1 Breakdowns of N.E.U Catering Staff

Area of Work	Number of Employess
Cafeteria	42
Canteen	38
Kitchen	28
Various location in N.E.U	19
Restaurant	15
Office	10
Warehouse	8

4.3 Sample Selection

As mentioned above there are a total of 160 catering employees in the N.E.U. It would be ideal if all of these employees were included in the study. However, due to the limited amount of time to conduct the study this would not be possible, therefore a simple size of 60 employees and 2 managers.

A nonprobability sampling design in which information or data for the research are gathered from members of the population conveniently accessible to the research (Sekaran 2003)

4.4 Questionnaire Design

Two questionnaires were constructed to carry out the investigation. The questionnaires contained items concerning the variables found in the theoretical framework. One of the questionnaires was administered to catering staff and the other was administered to a member of N.E.U Training Institute, Yabem and catering staff managers.

The questionnaires were prepared in English and then translated into Turkish. The questionnaires were pre-tested using 3 catering staff in order to assess issues such as statement clarity, the perceived time required to complete the questionnaire, questionnaire layout and appearance. Improvements were made based on the comments received. The revised version of the questionnaire administered to catering staff consisted of 60 items and the revised version of the questionnaire administered to Yabem and catering staff consisted of 2 items.

4.5 Data Collection

The revised questionnaire was distributed to randomly selected members in the catering service. In some cases a personal interview was arranged to explain the questionnaire in more detail. The data collection process was conducted between the dates 23rd - 21st May 2005.

4.6 Response Analysis

The process resulted in the completion of 62 questionnaires; 60 from the catering staff and 2 from Yabem and manager.

4.7 Limitations of Study

The study conducted was hampered by many limitations, which prevented the study producing solid results;

- Due to the limited amount of time to conduct the study this would not be possible
- Some employees don't want to answer the questionnaire because they are afraid of losing their own job.
- Especially female employees tended to answer politically.
- Yabem (N.E.U Training Institute) didn't support this study.

4.8 Conclusion

This chapter described the basic design of the study and methods that are to be used during the investigations of the study.

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in their career before. The majority, 88 % of the respondents received no training before joining the N.E.U.

CHAPTERS

RESULTS OF THE STUDY

5.1 Introduction

This chapter depicts the results obtained through the questionnaire that was conducted with 60 employees of the N.E.U catering division. The results of the two interviews that took place between Dr. Ahmet Ertugan, Yabem executive member and Fikri Kaynak, manager of the N.E.U catering division are also separated below.

5.2 Results of the Questionnaire

A questionnaire was prepared on the basis of the theoretical framework formulated by this study with 19 questions (see Appendix-1). Some of questions are open-ended type's questions and this type questions analysing in Chapter 6. The finding one:

Q.1) Have you received any kind of training before joining the N.E.U?

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in another establishment. The majority, 88 % of the respondents received no training before joining the N.E.U.

Q.2) Did you participate in any way during training?

Table 5.2 Participation

Reply	Frequency	%
Yes	18	30
No	42	70
Total	60	100

30 % of the respondents have been participated during training. The majority, 70 % of the respondents participated through asking the questions and explain own ideas during training.

Q.3) Was what you learnt related to your job?

Table 5.3 Relevance

Reply	Frequency	%
Yes	55	92
No	5	8
Total	60	100

8 % of the respondents think that training no related to own jobs. The majority, 92 % of the respondents said that training related to own jobs.

Q.4) Are using what you learnt on your job?

Table 5.4 Transference

Reply	Frequency	%
Yes	39	65
No	21	35
Total	60	100

35 % of the respondents couldn't use learned information in own jobs. The majority, 65 % of the respondents could transfer from learned theory to practice.

Q.5) Has what you have learnt made difference in your performance?

Table 5.5 Performance

Reply	Frequency	%
Yes	38	63
No	22	37
Total	60	100

37 % of the respondents have not made difference in own performance. The majority, 63 % of the respondents believe that made difference in own performance.

Q.6) At the end of the training program did you receive any kind of feedback?

Table 5.6 Feedback

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents have not been received feedback after end of the training program.

Q.7) Were you measured in any way before the training?

Table 5.7 Pre-test

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the employees have not been measure before the training program.

Q.8) Were any visual aids used in the training program?

Table 5.8 Technology

Reply	Frequency	%
Yes	60	100
No	0	0
Total	60	100

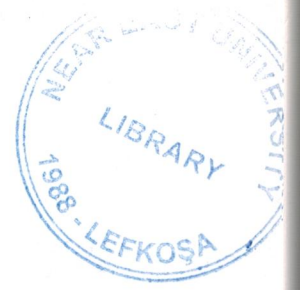
All of the respondents said that trainer used Power Point program during training program.

Q.9) Did you receive "on-the-job" training program?

Table 5.9 On-the-job training

Reply	Frequency	%
Yes	45	75
No	15	25
Total	60	100

25 % of the respondents have not been received on-the-job training at first working day. The majority, 75 % of the respondents have received.



NEAR EAST UNIVERSITY

FACULTY OF ECONOMICS & ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MAN-400

GRADUATION PROJECT

"THE EFFECTIVENESS OF TRAINING

AT N.E.U CATERING SERVICE"

SUBMITTED BY: ALİ GÜNER (20000458)

SUBMITTED TO: DR. ERFE EYÜPOĞLU

JUNE 2005

ACKNOWLEDGEMENT

Firstly, I would like to thank Dr. Feriye Eyüpoğlu is my advisor for never leaving me alone during my project.

Thank to Dr. Ahmet-Ertugan-fec~e of his contributions of my project.

Thanks also to Mr. Kaynak (who is catering service manager) and Mrs. Nazlı (who is catering service asst. manager) for providing the necessary information about my project.

The purpose of study was to identify influencing factors of training and development that Near East University given training for employees of catering services.

In this study, a questionnaire was administered to catering staff in NEU to understand the training given. This questionnaire was based on the literature survey based on effective training and development.

Key words: Training and Development

TABLE OF CONTENTS

ABSTRACT

In past years, training and development was not viewed as an activity that could help companies create "value" and successfully deal with challenges. Today that view has change. Companies use innovative training and development practices are likely to report better financial performance than their competitors that do not and also helps it to meet competitive challenges.

The purpose of study was to identify influencing factors of training and development that Near East University gives to training for employees of catering services.

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TABLE OF CONTENT

ACKNOWLEDGEMENT	ii
ABSTRACT	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Human Resource Management	1
1.3 Human Resource Management Functions	2
1.4 The Objective of the Study	4
1.4.1 Training and Development	4
1.5 The aim of the study	5
1.6 Conclusion	5
CHAPTER 2 HRM FUNCTIONS OF TRAINING AND DEVELOPMENT	6
2.1 Introduction	6
2.2 Training and Development Defined	7
2.3 Training and Development Process	7
2.3.1 Assessment Phase	7
2.3.2 Training and Development Phase	8
2.3.3 Evaluation Phase	8
2.4 Training and Development Methods	9
2.4.1 Adventure Learning	13
2.4.2 Apprenticeship Training	13
2.4.3 Business Games	13

2.4.4	Case Study	14
2.4.5	Coaching	14
2.4.6	Computer Based Training using CD-ROM	14
2.4.7	Computer Based Training using Internet	14
2.4.8	Computer Based Training using Intranet	15
2.4.9	In-Basket Training	15
2.4.10	Job Rotation	15
2.4.11	Laboratory Training	15
2.4.12	Lecture	15
2.4.13	On-the-job Training	16
2.4.14	Programmed Learning	16
2.4.15	Role Playing	16
2.4.16	Simulation	16
2.4.17	Vestibule Training	17
2.4.18	Videotapes	17
2.4.19	Virtually Reality	17
2.5	Factors influencing on the Effective Training and Development	17
2.5.1	Learning Principles	17
2.5.2	Use of Technology during Training	18
2.5.3	Use of right method for Training	18
2.5.4	Other Human Resource Functions	19
2.5.5	Motivation of Trainee	19
2.6	Conclusion	19
CHAPTER 3	THEORETICAL FRAMEWORK	20
3.1	Introduction	20

3.2	A Theoretical Framework for Effective Training	20
3.3	Explanation of Theoretical Framework for Effective Training	21
3.4	Conclusion	21
CHAPTER 4	RESEARCH METHODOLOGY	22
4.1	Introduction	22
4.2	Design of the Study	22
4.2.1	Technical Purpose	22
4.2.2	Type of Investigation	22
4.2.3	Extent of Interference	22
4.2.4	Setting of the Study	22
4.2.5	Unit of Analysis	23
4.3	Sample Selection	23
4.4	Questionnaire Design	24
4.5	Data Collection	24
4.6	Response Analysis	24
4.7	Limitations of the Study	25
4.8	Conclusion	25
CHAPTER 5	RESULTS OF THE STUDY	26
5.1	Introduction	26
5.2	Results of Questionnaires	26
5.3	Results of Interview conducted with Dr. Ahmet Ertugan	32
5.4	Results of Interview conducted with Fikri Kaynak	32
5.5	Demographic Distribution of Respondents	34
5.6	Conclusion	36

CHAPTER 6 CONCLUSION	37
6.1 Introduction	37
6.2 Conclusion of Theoretical Findings	37
6.2.1 Conclusion on Effective Training theory	37
6.3 Conclusion of Empirical Findings	37
6.4 Conclusion on Project questions asked	38
6.5 Limitations of the Study	40
6.6 Recommendations of the Future Projects	40
REFERENCES	41
APPENDIX-1 QUESTIONNAIRE IN ENGLISH	1
APPENDIX-2 QUESTIONNAIRE IN TURKISH	1

LIST OF TABLES

PAGE

Table 2.1	Learning Principles in different T & D Methods	11
Table 4.1	Breakdowns of N.E.U Catering Staff	23
Table 5.1	Experiences	26
Table 5.2	Participation	27
Table 5.3	Relevance	27
Table 5.4	Transference	28
Table 5.5	Performance	28
Table 5.6	Feedback	29
Table 5.7	Pre-test	29
Table 5.8	Technology	30
Table 5.9	On-the-job training	30
Table 5.10	Pre-test for on-the-job	31
Table 5.11	Past-test for on-the-job	31
Table 5.12	On-the-job versus off the job	32
Table 5.13	Distribution of Gender	34
Table 5.14	Distribution of Age	34
Table 5.15	Distribution of Job	35
Table 5.16	Distribution of Years of Services	35

CHAPTER 1

INTRODUCTION

LIST OF FIGURES

PAGE

Figure 1.1	Human Resource Management Functions	3
Figure 2.1	Training and Development Process	9
Figure 2.2	(%) of Usage of T&D Methods in the U.S.A	12
Figure 3.1	Theoretical frameworks for effective Training	20

Human Resource Management

People are vital for the success and continuing success of any organization. Their knowledge, skills, and abilities must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization.

HRM is a strategic, ethical, and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management.

This study of Human Resource Management describes the HRM efforts of managers and shows how personnel professionals contribute to these efforts.

David (1993)

HRM is a critical factor for any organization. Hiring, selecting and keeping high quality people can become a source of sustained competitive advantage. In a global market,

HRM factors (forces companies). If companies have a consistent and effective HRM, they will take advantage against competitors.

HRM improves the quality of sales, production and marketing in order to improve the quality of products and services. HRM is a key to success in a competitive market.

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter gives a brief introduction into the field of human resource management, outlines the research objectives, and presents the aim of the study and questions of the project.

1.2 Human Resource Management

People are vital for the success and continuing success of any organization. Therefore organization must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization in ways that are strategically, ethically and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management. This study of Human Resource Management describes the HR related efforts of operating managers and shows how personnel professionals contribute to those efforts. (Werther & Davids 1993)

HRM is critical factor for any organization. Finding, selecting and keeping high quality employees can become a source of sustained competitive advantage. In global market competitive factors forces companies. If companies have a consistent and success management of people and companies will take advantage against competitors.

Companies increase the quality of sales, production and marketing in order to competitive advantage. Companies began to attach importance human factor.

HRM (Human Resources Management) is based on four fundamental principles. First human resource are the most important assets an organization has their effective management is the key to its success. Second this success is most likely to be achieved. If the personnel policies and procedures of the enterprise are closely linked with make a major contribution to the achievement of corporate objective and strategic plans. Third the corporate culture and the values, organizational climate and managerial behaviour that emanate from the culture will exert a major influence on the achievement of excellence. This culture must therefore be managed which means that organizational values may need to be changed or reinforced and continuous effort starting from the top will be required to get them accepted and acted upon. Finally HRM (Human Resource Management) is concerned with integration: Getting all the members of the organization involved and working together with a sense of common purpose (Pearson 1991)

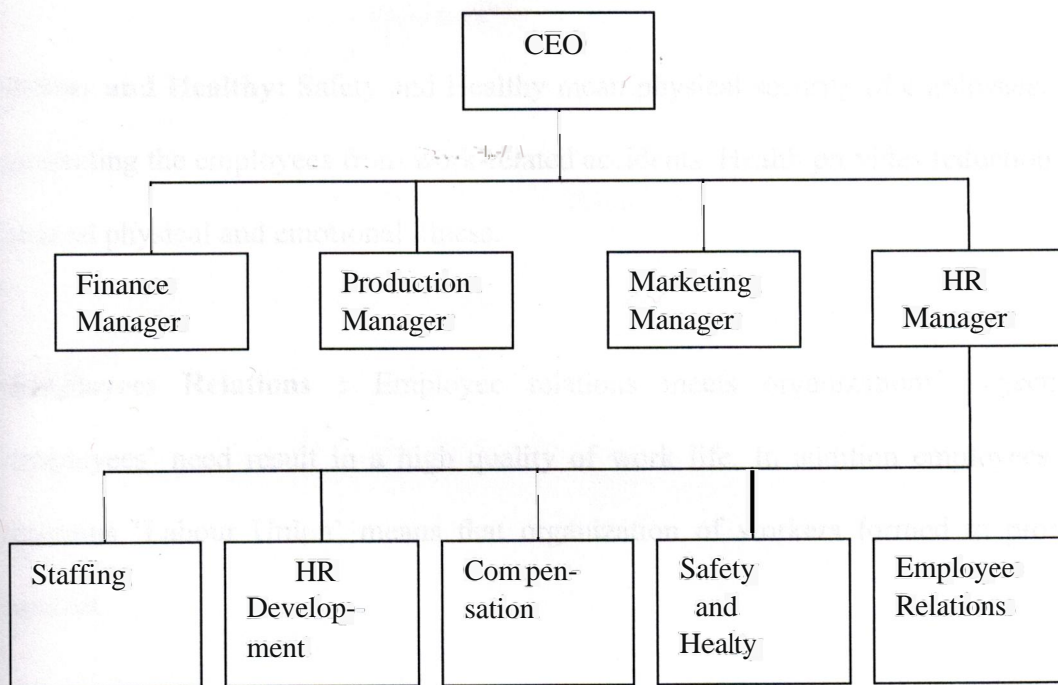
1.3 Human Resource Management Functions

HRM (Human Resource Management) contains five functional areas. These functions:

- Staffing
- HR Planning
- Compensation
- Safety and Healthy
- Employee Relations

Human Resource Manager is a staff manager. Staff manager give to advice about organizational activities.

Figure 1.1 Human Resource Management Functions



*Whether, W.B. & Davids, K. (1993) HRM

- **Staffing:** Staffing is filling and keeping with right people that have appropriate skills. Staffing contains Job analysis, HR Planning, Recruitment and Selection. In addition staffing is a function of management.
- **HR Development:** Human resource development is major HRM function that only training and development. HRD (Human Resource Development) concern career planning, development activities and performance appraisals that activities emphasize training and development needs.

- **Compensation:** Compensation is the total prize of financial benefits, non- financial benefits and compensation is concern 'Compensation Equity' in the organization.
- **Safety and Healthy:** Safety and Healthy mean physical security of employees. Safety is protecting the employees from work-related accidents. Health provides reduction of work-related physical and emotional illness.
- **Employees Relations :** Employee relations meets organizational objectives and employees' need result in a high quality of work life. In addition employees relations contains 'Labour Union' means that organization of workers formed to promote and protect.

1.4 The Objective of Study

1.4.1 Training and Development

Until the 1980s, training and development in most organizations were inadequate. However, there has been a growing awareness of the importance of training over the past decade, this being heavily influenced by the intensification of competition and the relative success of economies such as Japan, Germany, and Sweden where investment in employee development is emphasized. Technological developments and organizational change have gradually led employers to realise that success relies on skills and abilities of their employees, and this means considerable investment in training and development.

This has also been underscored by the rise in HRM, with its emphasis on the importance of people and the skills they possess in enhancing organizational effectiveness.

The main goal of training and development is to help the organization achieve its objectives by adding value to its key assets; the people it employs. Training and development means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

1.4.2 The Aim of Study

The aim of study is to research the human resource function of training and development. More specifically, the study aims to identify the factors influencing training and development in the Near East University training programs for its employees in the catering services, and the measure the effectiveness of the programs given.

1.5 Conclusion

This chapter described a brief explanation of HRM and objective of the study, aim of the study and questions of the project.

CHAPTER2

THE HUMAN RESOURCE MANAGEMENT FUNCTIONS OF TRAINING AND DEVELOPMENT

2.1 Introduction

This chapter gives information on the training and development process and briefly outlines the different training and development methods.

2.2 Training and Development Defined

Training and development refers to the planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

The purpose of training and development is to improve employees' job performance. It is the basic objective of training and development and strategic goal for any organization. In addition training and development provides to reduce the resistance to change.

There are more benefits training and development for any organization:

- Leads to improved profitability and more positive attitudes profit orientation
- Aids in organizational development
- Aids in understanding and carrying out organizational policies
- Organization gets more effective decision making and problem solving
- Aids in developing leadership skill, motivation, loyalty, better attitude and other aspects that successful workers and managers usually display.
- Aids in improving organizational communication

Aids in handling conflict thereby to prevent stress and tension.

Companies are experiencing great change due to new technologies, rapid development of knowledge, globalization of business and development e-commerce. Also companies have to take steps to attract, retain and motivate their work forces. Training is not a luxury; it is a necessity if companies are to participate in the global and electronic marketplaces by offering high quality products and services. Training and Development prepares employees to function in new work systems such as virtual teams and communicate and cooperate with peers or customers who may be from different cultural background (Raymond 2001).

2.3 The Training and Development Process

The Training and Development Process is systematic approach to developing training programs. It includes three phases:

2.3.1 Assessment Phase: Assessment phase contains determining of T&D needs and derive objectives

***Determining of Training and Development:** It is called need assessment. Need assessment refers to the process used to determine if training is necessary. Need assessment is the first step in the design process. For example a poorly conducted needs assessment can result in training needs not being identified, a training program will not achieve. Need assessment involves three steps: organizational analysis, person analysis and task analysis. So organization obtains need assessment by observation, interviews and questionnaires.

≠**Derive Objectives:** Organization establishes specific objectives. It gives information about what should be learned employees from training? These objectives should state the desired behaviour and the conditions under which it is occur. Established objectives are as broad summary purpose of training and development programs.

2.3.2 Training and Development Phase: This phase involves selecting of training and development programs and conducting of training and development programs.

≠**Selecting of Training and Development Programs:** Organization considers organizational objectives and goals for selecting of training and development methods. Selected method should suitable to this objectives and goals.

≠**Conducting Training and Development Program:** Manager start to implementing selected programs and learning process is start for employees.

2.3.3 Evaluation Phase: This phase contains evaluation criteria, pre-test, training, past test and transfer to job and feedback.

"**Evaluation Criteria:** What is objective of the program?

"**Pre-test:** What person know before training program

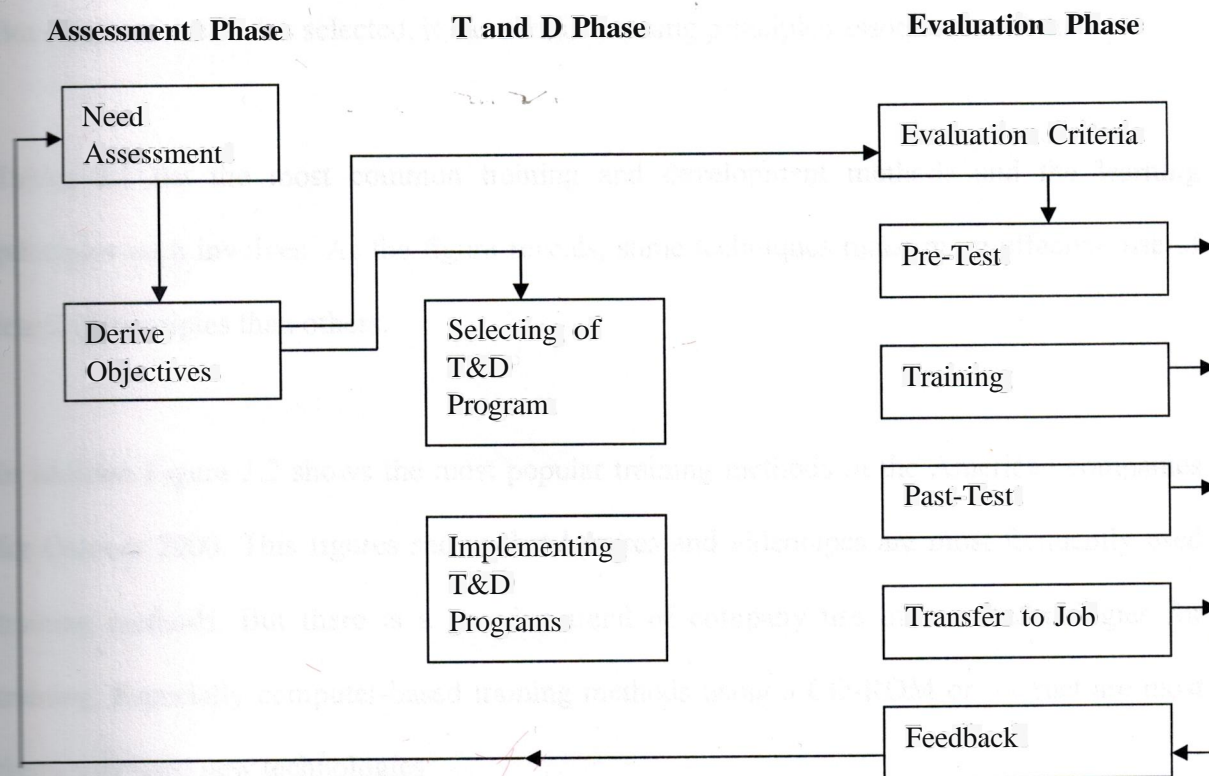
"**Training:** Implementation of training

"**Past-test:** Measure differences of knowledge of employees after training

"**Transfer to job:** It refers to trainees effectively applying what they learned in training

"**feedback:** Information employees receive while they are performing concerning how well they are meeting

Figure 2.1 Training and Development Process



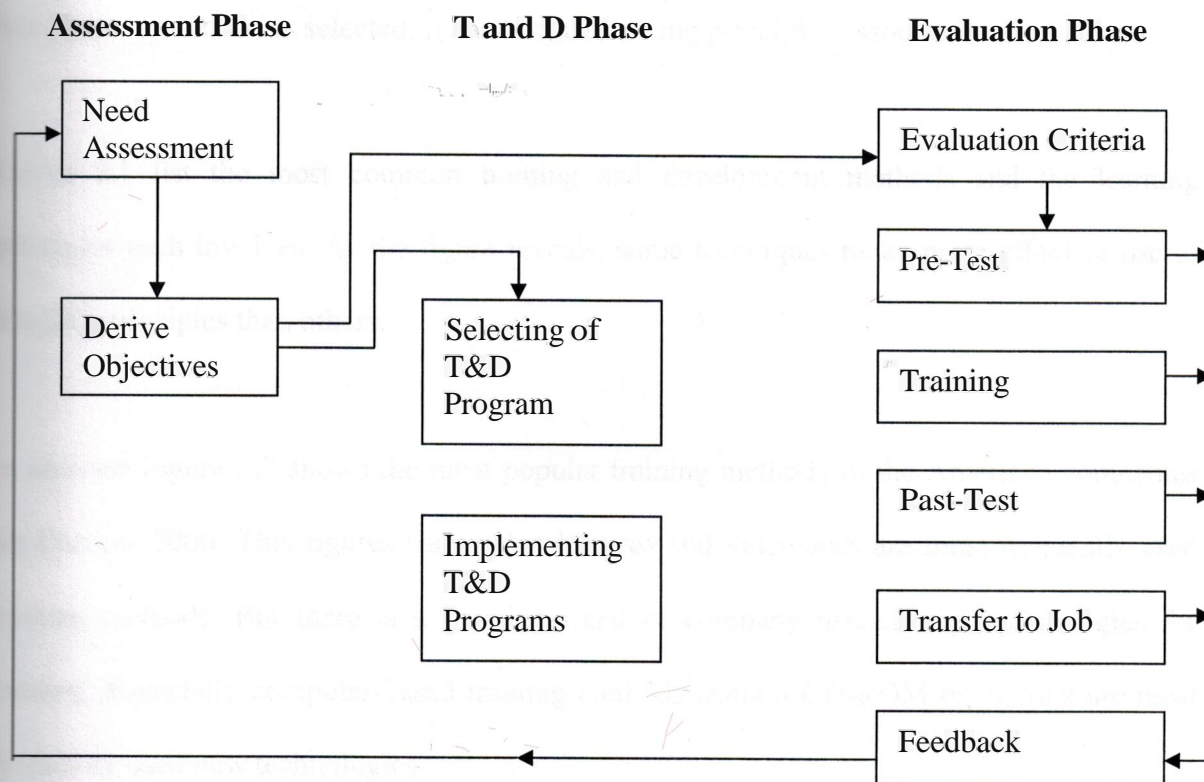
*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

In selecting a particular technique to use in training or development, there are several tradeoffs. That is no one technique is always best; the best method depends upon:

- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

Figure 2.1 Training and Development Process



*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

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- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

- Learning principles

The importance of these six tradeoffs depends upon the situation. For example cost-effectiveness may be a minor factor when training an airline pilot in emergency manoeuvres.

But whatever method is selected, it has certain learning principles associated with it.

Tables 2.1 list the most common training and development methods and the learning principles each involves. As the figure reveals, some techniques make more effective use of learning principles than others.

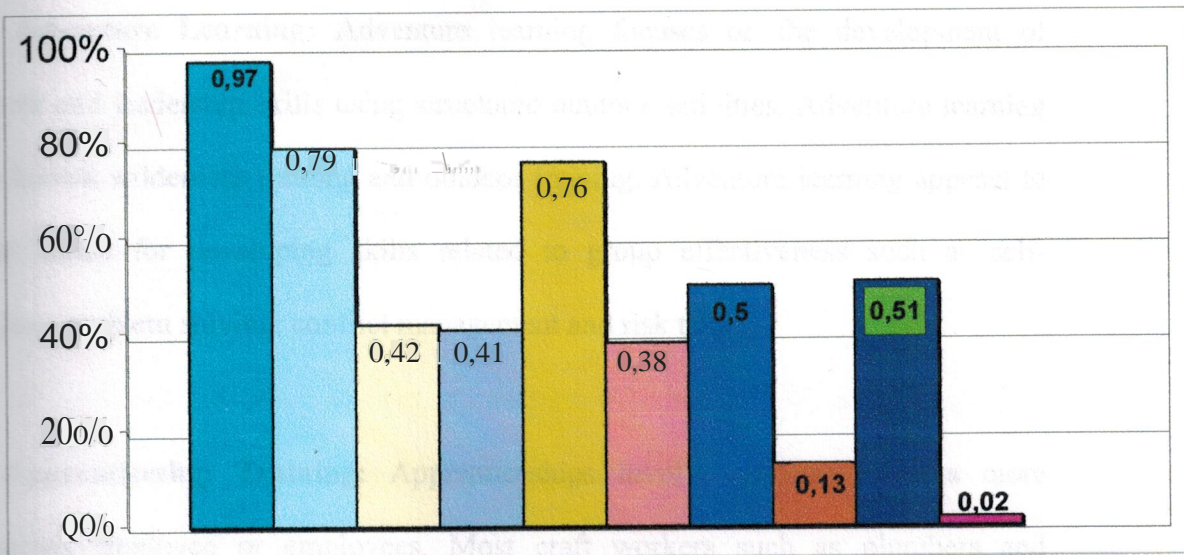
In addition Figure 2.2 shows the most popular training methods in the American companies for October 2000. This figure shows that lectures and videotapes are most frequently used training methods. But there is a growing trend of company use of new technologies for training. Especially computer-based training methods using a CD-ROM or internet are most frequently used new technologies.

Table 2.1 Learning Principles in different Training and Development Methods











METHODS	PARTICIPATION	REPETITION	RELEVANCE	TRANSFERENCE	FEEDBACK
On-the-job	Yes	Yes	Yes	Yes	Sometime
Coaching	Yes	Sometime	Yes	Sometime	Yes
Lecture	No	No	No	Sometime	No
Videotapes	No	No	No	Yes	No
Vestibule	Yes	Yes	Sometime	Yes	Sometime
Role Playing	Yes	Sometime	Sometime	No	Sometime
Case Study	Yes	Sometime	Sometime	Sometime	Sometime
Simulation	Yes	Sometime	Sometime	Sometime	Sometime
Programmed	Yes	Yes	No	Yes	Yes
Laboratory	Yes	Yes	Yes	No	Yes
Apprenticeship	Yes	Sometime	Yes	Sometime	Sometime
Job Rotation	Yes	Sometime	Yes	Sometime	Sometime

•Wayne, F.C. (1992) Managing HRM

Figure 2.2 (%) of Usage of Training and Development Methods in the ItS.A



*Raymond, A.N. (2001) Employment Training and Development

Methods	(%) of Usage
 Classroom	97
 Videotapes	79
 Role Play	42
 Case Study	41
 Computer-Based Using CD-ROM	72
 Business Games	38
 Computer-Based Using Intranet	50
 Adventure Learning	13
 Computer-Based Using Internet	51
 Virtually Training	2

2.4.4 Case Study: Case study is a description about how employees or an organization dealt with a difficult situation. Trainers are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery.

2.4.5 Coaching: A coach is peer or manager who works with an employee to motivate him, help him and provide reinforcement and feedback. There are three roles that a coach can play. Part of coaching may be one-on-one with an employee. Another role is to help employees to learn for themselves. Finally coaching may involve providing resources such as mentors, courses or job experiences that the employee may not be able to gain access to without the coach's help.

2.4.6 Computer-Based Training Using CD-ROM: Computer-based training is an interactive training experience in which the computer provides the learning stimulus, the responses and feedback to the trainee. This includes interactive video, CD-ROM and other systems when they are computer-driven. CD-ROMs and DVDs utilize a laser to read text, graphics, audio and video off an aluminium disc.

2.4.7 Computer-Based Training Using Internet (E-learning): Internet-based training refers to training that is delivered on public or private computer networks and displayed by a 'web browser'. E-learning or online learning refers to instruction and delivery of training but computer online through the internet or the Web.

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2.4.8 Computer-Based Training Using Intranet: Intranet-based training refers to training delivered using the company's own computer network. The training programs are accessible only to the company's employees, not to the general public.

2.4.9 In-Basket Training: In-basket training is a simulation of the administrative tasks of the manager's job. The exercises include a variety of documents that may be appearing in-basket on a manager's desk. In this method the trainee assigns a priority to each particular situation before making any decisions.

2.4.10 Job Rotation: Job rotation involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department. Rotational training programs help new employees understand a variety of jobs and their interrelationships.

2.4.11 Laboratory Training: Laboratory training is a form of group training primarily used to enhance interpersonal skills. It can be used to develop desired behaviours for future job responsibilities. Laboratory training involves sharing experiences and examining the feelings, behaviours, perceptions and reactions that result.

2.4.12 Lecture: Lectures are particularly useful for imparting standard, basic information which can then be built upon by other training methods. Lecture is a popular approach because it offers relative economy and a meaningful organization of materials.

2.4.13 On-the-Job Training: On-the-job training (OJT) refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behaviour. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced cross-training employees within a department or work unit and orienting transferred or promoted employees to their new jobs.

2.4.14 Videotapes: Video is also a major component of computer-based training and

2.4.14 Programmed Learning: Usually programmed materials are printed booklets that contain a series of questions and answers. After reading and answering a question, the reader's answer the reader proceeds. If not the reader is directed to review accompanying materials.

2.4.15 Role Playing: Role-playing involves having trainees act out characters assigned to them. Information regarding the situation is provided to the trainers. Role plays differ from simulations on the basis of response choices available to the trainees. This method is used change attitudes (for example, to improve racial understanding). It also helps develop interpersonal skills.

2.4.16 Simulation: A simulation is training a method that represent a real-life situation with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. Simulation exercises are in two forms. One forms a mechanical simulator that replicates the major features of the work situation. Computer simulations are another technique. For training and development purposes this model often takes the form of games.

2.4.17 Vestibule Training: Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job. A primary advantage of vestibule training is that it removes the employees from the pressure of having to procedure while learning. This emphasis is focused on learning the skills required by the job.

2.4.18 Videotapes: Video is also a major component of behaviour modelling and naturally, interactive video instruction. The use of video in training has a number of advantages. First the trainer can review slowly down or speed up the lesson which gives him flexibility in customizing the session depending on the trainers' expertise. Second trainees can be exposed to equipment problems and events that cannot be easily demonstrated such as equipment multifunction angry customers or emergencies. Finally trainers are provided with consistent instruction.

2.4.19 Virtually Reality: Virtually reality is a computer-based technology that provides trainees with a three-dimensional learning experience. Technology is used to stimulate multiple senses of the trainee.

2.5 Factors Influencing on the Effective Training and Development

There are five factors very important for effective training and development that allows training success.

2.5.1 Learning Principles: Learning principles are guidelines to the ways in which people learn most effectively. The more these principles are reflected in training the

more effective training is likely to be. Learning principles contains participation, repetition, relevance, transference and feedback.

***Participation:** Learning usually is quicker and more long lasting when learn can participate actively. Participation improves motivation and apparently engages more sense that reinforce the learn process.

***Repetition:** Although seldom fun repetition apparently etches a pattern into our memory. Likewise most people learned the alphabet by repetition.

***Relevance:** Learning is helped when the material to be learned meaningful. Trainers usually explain to overall purpose of the trainees before explaining specific tasks.

***Transference:** The closer the demands of the training program match the demands the job a transfer a person learns to the master.

***Feedback:** Trainers give information on their progress with feedback-motivated learners can adjust their behaviour to achieve the quickest possible learning.

2.5.2 Use of Technology during Training: New training technology includes multimedia, distance learning, expert systems, electronic support and training software application. Use of learning provides to increase the effectiveness of training environment.

2.5.3 Use of Right Method for Training: Depending on what is objective depending on the employees involved in the program the methods will change according to the program. If organization select best-suited method to these situations then training will be effective.

The chosen method should meet the minimal conditions needed for effective learning to take place; that is, the training method should: (Wayne 1992)

- Motivate the trainee to improve his or her performance.
- Clearly illustrate desired skills
- Provide some means for reinforcement while the trainee learns.
- Be structured from simple to complex tasks.
- Be adaptable to specific problems.

2.5.4 Other Human Resource Function: Successful accomplishment of other human resource functions can also have a crucial impact on T&D. For example organizations pay systems or progressive health and safety programs will find it easier to attract workers who are capable of hitting the ground running and to retain employees require less training.

2.5.5 Motivation of Trainee: This factor is critical determinant for effective training. Because if employee (trainee) don't want to get training then employee don't motivate then training will not be effective.

2.6 Conclusion

This chapter described training and development process and the different training and development methods.

CHAPTER 3

THEORETICAL FRAMEWORK

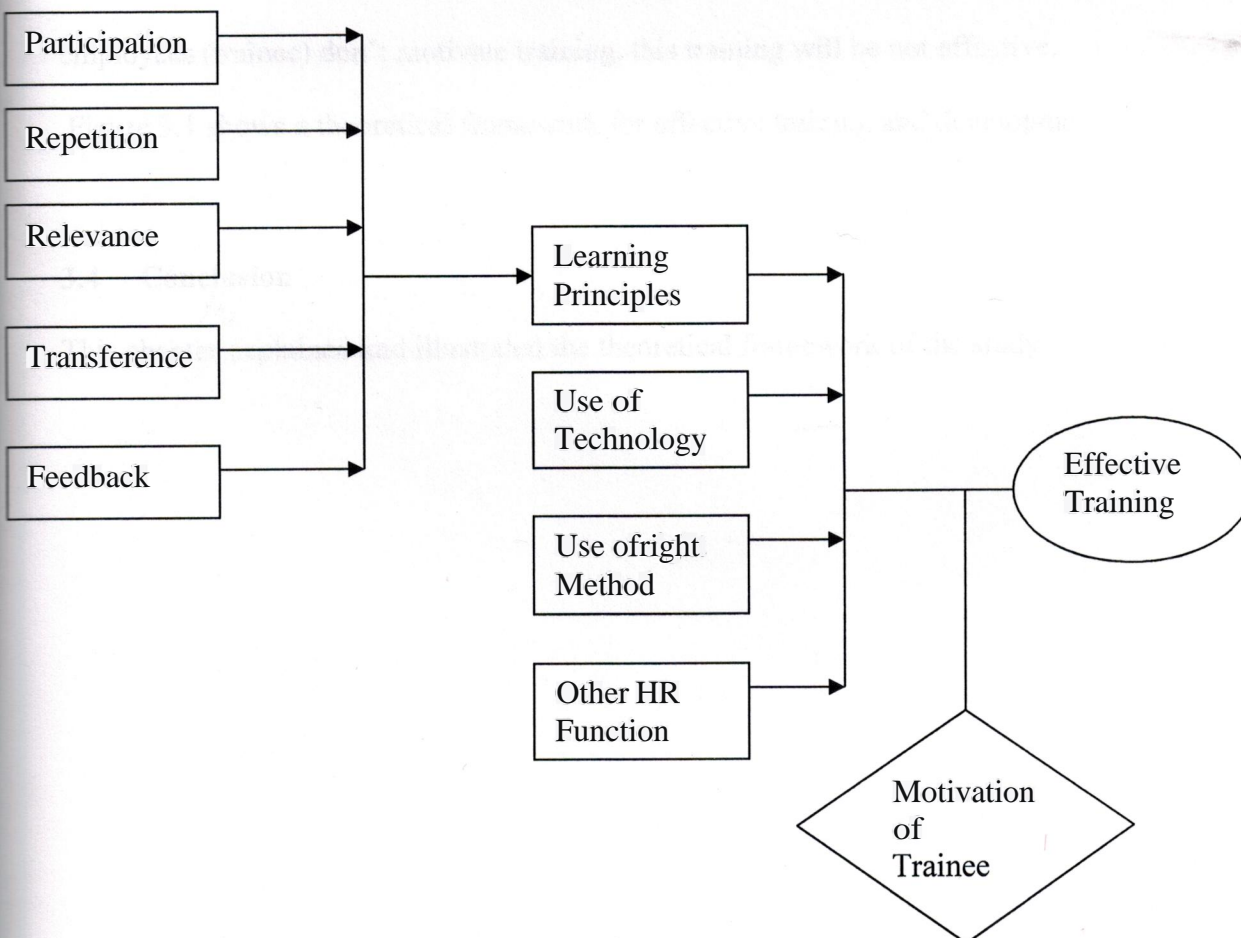
3.1 Introduction

This chapter explains and illustrates the theoretical framework of the study

3.2 A Theoretical Framework for Effective Training

This study proposed the following framework to understand and explain the factors that affect training at work. The variables presented below in figure 3.1 are further explained and measured in this study report.

Figure 3.1 Theoretical Framework for Effective Training



3.3 Explanation of Theoretical Framework for Effective Training and Development

If employees participate to training (participation), repeat the subject who learned during training (repetition), interest the subject of training (relevance), convert from theory to practice this learned subject (transference) and receive the information about the training (feedback) then this training will be effective learning. Learning principles contain these factors. If organizations use the learning principles, this training will be effectively on training success.

If organizations use the equipment of technology such as electronic support system, this situation increases the interest of employee for training.

Before organization chooses the method of training organization will consider structure and objective. For example on-the-job method is suitable for catering services.

If other human resource function such as staffing, recruitment, selection complete properly then this training will be effective.

Finally motivation of employees (trainee) is most important factor for effective training. If employees (trainee) don't motivate training, this training will be not effective.

Figure 3.1 shows a theoretical framework for effective training and development

3.4 Conclusion

This chapter explained and illustrated the theoretical framework of the study

CHAPTER 4 RESEARCH METHODOLOGY

4.1 Introduction

This chapter describes design of the study and methods that are to be used during the investigations of the study.

Table 4.1 Breakdowns of N.E.U Catering Staff

4.2 Design of the Study

Area of Work	Number of Employees
Kitchen	42
Office	19

4.2.1 Technical purpose

The purpose of study is descriptive study that undertaken in order to ascertain and able to describe the characteristics and relationships between the factors for effective training.

4.2.2 Type of Investigation

This study is a correlation study that conducted to identify the important factors associated with effective training.

4.2.3 Extent of Interference

Extent of interference is minimal because interviews employees and managers questionnaires at work place in the routine functioning of the system.

4.2.4 Setting of Study

This study is the field study because study at work place during the routine functioning of the system.

4.2.5 Unit of Analysis

The Near East University catering services staffs constitutes the scope of the study. Based on the information given by the University's administration there are 160 personnel working in the catering service.

This catering staff can be broken down as follows:

Table 4.1 Breakdowns of N.E.U Catering Staff

Area of Work	Number of Employess
Cafeteria	42
Canteen	38
Kitchen	28
Various location in N.E.U	19
Restaurant	15
Office	10
Warehouse	8

4.3 Sample Selection

As mentioned above there are a total of 160 catering employees in the N.E.U. It would be ideal if all of these employees were included in the study. However, due to the limited amount of time to conduct the study this would not be possible, therefore a simple size of 60 employees and 2 managers.

A nonprobability sampling design in which information or data for the research are gathered from members of the population conveniently accessible to the research (Sekaran 2003)

4.4 Questionnaire Design

Two questionnaires were constructed to carry out the investigation. The questionnaires contained items concerning the variables found in the theoretical framework. One of the questionnaires was administered to catering staff and the other was administered to a member of N.E.U Training Institute, Yabem and catering staff managers.

The questionnaires were prepared in English and then translated into Turkish. The questionnaires were pre-tested using 3 catering staff in order to assess issues such as statement clarity, the perceived time required to complete the questionnaire, questionnaire layout and appearance. Improvements were made based on the comments received. The revised version of the questionnaire administered to catering staff consisted of 60 items and the revised version of the questionnaire administered to Yabem and catering staff consisted of 2 items.

4.5 Data Collection

The revised questionnaire was distributed to randomly selected members in the catering service. In some cases a personal interview was arranged to explain the questionnaire in more detail. The data collection process was conducted between the dates 23rd - 21st May 2005.

4.6 Response Analysis

The process resulted in the complementation of 62 questionnaires; 60 from the catering staff and 2 from Yabem and manager.

4.7 Limitations of Study

The study conducted was hampered by many limitations, which prevented the study producing solid results;

- Due to the limited amount of time to conduct the study this would not be possible
- Some employees don't want to answer the questionnaire because they are afraid of losing their own job.
- Especially female employees tended to answer politically.
- Yabem (N.E.U Training Institute) didn't support this study.

4.8 Conclusion

This chapter described the basic design of the study and methods that are to be used during the investigations of the study.

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in their career before. The majority, 88 % of the respondents received no training before joining the N.E.U.

CHAPTERS

RESULTS OF THE STUDY

5.1 Introduction

This chapter depicts the results obtained through the questionnaire that was conducted with 60 employees of the N.E.U catering division. The results of the two interviews that took place between Dr. Ahmet Ertugan, Yabem executive member and Fikri Kaynak, manager of the N.E.U catering division are also separated below.

5.2 Results of the Questionnaire

A questionnaire was prepared on the basis of the theoretical framework formulated by this study with 19 questions (see Appendix-1). Some of questions are open-ended type's questions and this type questions analysing in Chapter 6. The finding one:

Q.1) Have you received any kind of training before joining the N.E.U?

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in another establishment. The majority, 88 % of the respondents received no training before joining the N.E.U.

Q.2) Did you participate in any way during training?

Table 5.2 Participation

Reply	Frequency	%
Yes	18	30
No	42	70
Total	60	100

30 % of the respondents have been participated during training. The majority, 70 % of the respondents participated through asking the questions and explain own ideas during training.

Q.3) Was what you learnt related to your job?

Table 5.3 Relevance

Reply	Frequency	%
Yes	55	92
No	5	8
Total	60	100

8 % of the respondents think that training no related to own jobs. The majority, 92 % of the respondents said that training related to own jobs.

Q.4) Are using what you learnt on your job?

Table 5.4 Transference

Reply	Frequency	%
Yes	39	65
No	21	35
Total	60	100

35 % of the respondents couldn't use learned information in own jobs. The majority, 65 % of the respondents could transfer from learned theory to practice.

Q.5) Has what you have learnt made difference in your performance?

Table 5.5 Performance

Reply	Frequency	%
Yes	38	63
No	22	37
Total	60	100

37 % of the respondents have not made difference in own performance. The majority, 63 % of the respondents believe that made difference in own performance.

Q.6) At the end of the training program did you receive any kind of feedback?

Table 5.6 Feedback

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents have not been received feedback after end of the training program.

Q.7) Were you measured in any way before the training?

Table 5.7 Pre-test

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the employees have not been measure before the training program.

Q.8) Were any visual aids used in the training program?

Table 5.8 Technology

Reply	Frequency	%
Yes	60	100
No	0	0
Total	60	100

All of the respondents said that trainer used Power Point program during training program.

Q.9) Did you receive "on-the-job" training program?

Table 5.9 On-the-job training

Reply	Frequency	%
Yes	45	75
No	15	25
Total	60	100

25 % of the respondents have not been received on-the-job training at first working day. The majority, 75 % of the respondents have received.

Q.10) Were you tested in any way before on-the-job training?

Table 5.10 Pre-test for on-the-job

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents didn't test before the training.

Q.11) Were you tested in any way after on-the- job training?

Table 5.11 Past-test for on-the-job

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents didn't test after the training.

Q.12) If you have received both types of training which has been more useful?

Table 5.12 On-the-job versus off the job

Reply	Frequency	%
On-the-job	38	63
Off the job	12	20
Both	10	17
Total	60	100

20 % of the respondents said that off the job training is more useful. 17 % of the respondents said that both on the job and off the job training are more useful. The majority, 63 % of the respondents said that on the job training is more useful.

5.3. Results of the Interview conducted with Dr. Ahmet Ertugan

Dr. Ahmet Ertugan, executive member of Yabem (Training Institution) was approached with a set of questions about the training given to the catering services employees during October 2004 period. (As a copy the questions asked and supplies obtained are as in Appendix)

The major findings from interview are summarized as:

Dr. Ertugan said that N.E.U has been starting to given training October 2004. They have been given training 150 members of catering service each Saturday. Catering service and Yabem didn't conduct need assessment and didn't determine objectives of the training program. They has been select conference/seminar methods for training and used PowerPoint program for support to training. They didn't conduct pre-test

Mr. Ertugan said that employees' motivation went up not because of training because through training the training employees came to gather and as a group they felt that are part of something.

5.4 Results of the Interview conducted with Fikri Kaynak

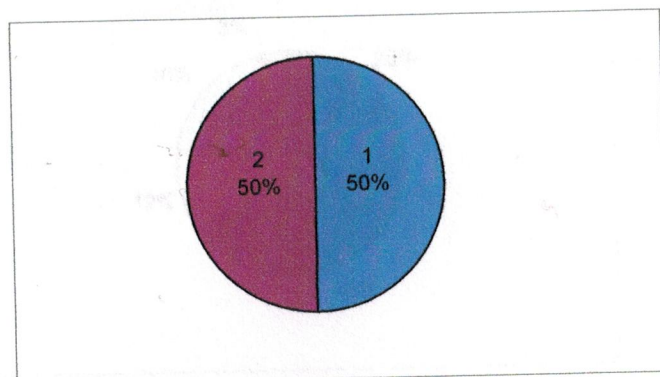
Fikri Kaynak, manager of the N.E.U catering division was approached with a set of questions about the training given to the catering services employees during October 2004 period. (As a copy the questions asked and supplies obtained are as in Appendix)

The major findings from interview are summarized as:

Mr. Kaynak said that N.E.U has been starting to given training October 2004. Training has been conduct by Yabem and catering service. They have been given training 150 members of catering service each Saturday. Catering service and Yabem didn't conduct need assessment. They determined objectives of training program such as cleanness, communication. They has been select conference/seminar methods for training and used PowerPoint program for support to training. They didn't conduct pre-test. But they has been done exam after training program. They didn't explain results of exam to employees and only take average of results of exam.

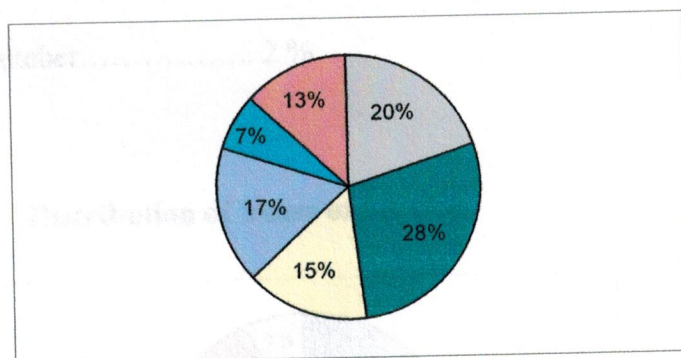
5.5 Demographic Distribution of Respondents

Table 5.13 Distribution of Gender



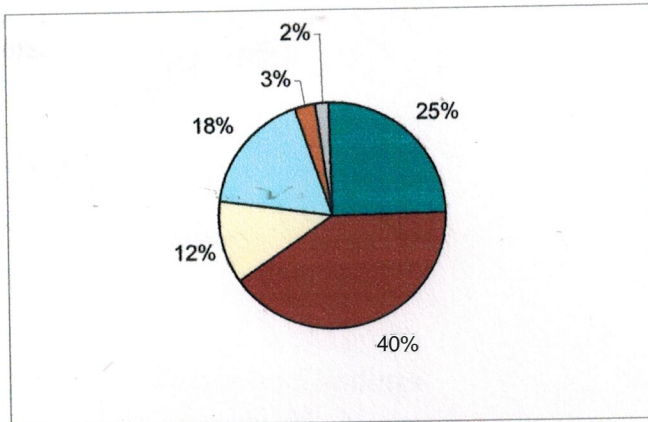
- 1 Female Sample Employees... 50 %
- 1 Male Sample Employees... 50 %

Table 5.14 Distribution of Age



- C=J 18-24.....20 %
- C=J 25-29.....28 %
- C=J 30-34.....15 %
- C=J 35-39.....13 %
- C=J 40-44.....17%
- C=J 45+.....7%

Table 5.15 Distribution of Job









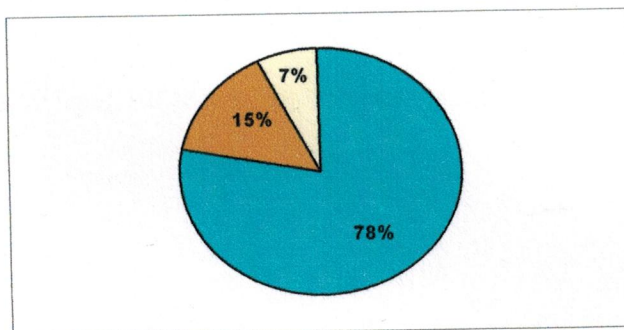



	Cook	25 %
	Cashier.....	40 %
	Waiter.....	12 %
	Cleaner.....	18 %
	Driver.....	3 %
	Butcher.....	2 %

Table 5.16 Distribution of Years of Services



	→ 0-4 Years.....	78 %
	• 5-9 Years.....	15 %
	▨ 10+ Years.....	7 %

5.6 Conclusion

This chapter presented results of questionnaires of 60 employees and results of interviews of 2 administrators.

5.1 Introduction

This chapter lists the conclusions reached by this study.

5.2 Conclusions on Theoretical findings

The followings are the main conclusion on theory of effective employee training reached by this study.

5.2.1 Conclusion on Effective Training theory

According to theory, there are five important factors that influencing the effectiveness of training. These factors:

- Learning principles (Participation, relevance, repetition, transference and feedback)
- Learning
- Usage of right method for training program
- Other human function (Planning, development and selection)
- Motivation of trainee

5.3 Conclusions on empirical findings

Yabon (Training Institution) has been working learning principles partially. 64% of the respondents have been participating during training. 92% of the respondents think that training is related to work job. Yabon has given training to employees for improve the learned theory.

CHAPTER 6

CONCLUSION

6.1 Introduction

This chapter lists the conclusions reached by this study.

6.2 Conclusions on Theoretical findings

The followings are the main conclusion on theory of effective employee training reached by this study.

6.2.1 Conclusion on Effective Training theory

According to theory, there are five important factors that influencing on effectiveness of training. These factors:

- Learning Principles (Participation, relevance, repetition, transference and feedback)
- Technology
- Usage of right method for training program
- Other human function (Planning, recruitment and selection)
- Motivation of trainee

6.3 Conclusions on empirical findings

Yabem (Training Institution) has been considering learning principles partially. 70 % of the respondents have been participating during training. 92 % of the respondents think that training is related to own job. Yabem has given homework to employees for repeat the learned theory.

65 % of the respondents could transfer from learned theory to practice. But, all of the respondents haven't received feedback about training.

Yahem has used the technology device such as computer support system during training. Yahem has selected conference / seminar method but 63 % of the respondents think that on the job training method is more useful. Yabem couldn't select right methods properly because of they didn't determine set of objectives.

Only, 12 % of the respondents said they received training in another establishment. 88 % of the respondents experienced their first training with N.E.U. So, 78 % of the respondents have worked in N.E.U since at most 4 years.

Some of the respondents couldn't motivate training because of they couldn't understand subject of training because trainer have used sophisticated words during training.

In addition, Yabem haven't conduct need assessment and pre-test on catering service staff.

6.4 Conclusions on Project questions asked

1.) How many employees working for catering service in the N.E.U?

Based on the information given by the University's administration there are 160 personnel working in the catering service.

Q What is training and development?

Training and development refers planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

3.) How is training measured?

In this study prepared questionnaires for measuring of training. Questionnaires contained items concerning items the variables found in the theoretical framework. One of the questionnaires was administered to catering staff and the other was administered to a member of N.E.U Training Institute, Yabem and catering staff managers. (See Appendix)

4.) What are factors leading to effective training?

Five important factors are leading to effective leading. These factors:

- Learning Principles (Participation, relevance, repetition, transference and feedback)
- Technology
- Usage of right method for training program
- Other human function (Planning, recruitment and selection)
- Motivation of trainee

5.) What factors involved in N.E.U catering service training?

In N.E.U catering service training, trainer considered learning principles partially. During training, conduct participation, relevance, transference, but didn't received feedback to employees.

In training program, trainer used computer support system for effective training.

For training program, trainer couldn't select right method because they didn't determined objectives of training program.

Trainer hasn't conduct need assessment and pre-test on catering service staff.

Trainer couldn't consider situation of motivation of trainee during training.

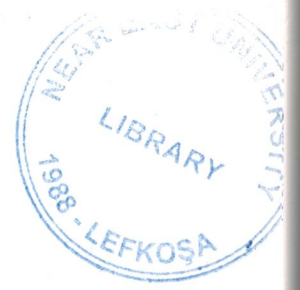
6.5 Limitations of study

The study conducted was hampered by many limitations, which prevented the study producing solid results;

- Due to the limited amount of time to conduct the study this would not be possible
- Some employees do not want to answer the questionnaire because they are afraid of losing their own job.
- Especially female employees tended to answer politically.
- Yabem (N.E.U Training Institute) didn't support this study.

6.6 Recommendations of future projects

- N.E.U should keep job specification to understand what are skill requirements of the job and job description to understand what are duties of the job. This information is important in analysing training needs.
- Trainer should pre-test the trainee before training program
- Trainer should give feedback to trainee about training program
- Trainer should determine set of objectives for training program



NEAR EAST UNIVERSITY

FACULTY OF ECONOMICS & ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MAN-400

GRADUATION PROJECT

"THE EFFECTIVENESS OF TRAINING

AT N.E.U CATERING SERVICE"

SUBMITTED BY: ALİ GÜNER (20000458)

SUBMITTED TO: DR. ERFE EYÜPOĞLU

JUNE 2005

ACKNOWLEDGEMENT

Firstly, I would like to thank Dr. Feriye Eyüpoğlu is my advisor for never leaving me alone during my project.

Thank to Dr. Ahmet-Ertugan-fieç~e of his contributions of my project.

Thanks also to Mr. Kaynak (who is catering service manager) and Mrs. Nazlı (who is catering service asst. manager) for providing the necessary information about my project.

The purpose of study was to identify influencing factors of training and development that Near East University given training for employees of catering services.

In this study, a questionnaire was administered to catering staff in NEU to understand the training given. This questionnaire was based on the literature survey based on effective training and development.

Key words: Training and Development

TABLE OF CONTENTS

ABSTRACT

In past years, training and development was not viewed as an activity that could help companies create "value" and successfully deal with challenges. Today that view has change. Companies use innovative training and development practices are likely to report better financial performance than their competitors that do not and also helps it to meet competitive challenges.

The purpose of study was to identify influencing factors of training and development that Near East University gives to training for employees of catering services.

In this study, a questionnaire was administered to catering staff in N.E.U to understanding the training give. This questionnaire was based on the literature survey based on effective training and development.

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TABLE OF CONTENT

ACKNOWLEDGEMENT	ii
ABSTRACT	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Human Resource Management	1
1.3 Human Resource Management Functions	2
1.4 The Objective of the Study	4
1.4.1 Training and Development	4
1.5 The aim of the study	5
1.6 Conclusion	5
CHAPTER 2 HRM FUNCTIONS OF TRAINING AND DEVELOPMENT	6
2.1 Introduction	6
2.2 Training and Development Defined	7
2.3 Training and Development Process	7
2.3.1 Assessment Phase	7
2.3.2 Training and Development Phase	8
2.3.3 Evaluation Phase	8
2.4 Training and Development Methods	9
2.4.1 Adventure Learning	13
2.4.2 Apprenticeship Training	13
2.4.3 Business Games	13

2.4.4	Case Study	14
2.4.5	Coaching	14
2.4.6	Computer Based Training using CD-ROM	14
2.4.7	Computer Based Training using Internet	14
2.4.8	Computer Based Training using Intranet	15
2.4.9	In-Basket Training	15
2.4.10	Job Rotation	15
2.4.11	Laboratory Training	15
2.4.12	Lecture	15
2.4.13	On-the-job Training	16
2.4.14	Programmed Learning	16
2.4.15	Role Playing	16
2.4.16	Simulation	16
2.4.17	Vestibule Training	17
2.4.18	Videotapes	17
2.4.19	Virtually Reality	17
2.5	Factors influencing on the Effective Training and Development	17
2.5.1	Learning Principles	17
2.5.2	Use of Technology during Training	18
2.5.3	Use of right method for Training	18
2.5.4	Other Human Resource Functions	19
2.5.5	Motivation of Trainee	19
2.6	Conclusion	19
CHAPTER 3	THEORETICAL FRAMEWORK	20
3.1	Introduction	20

3.2	A Theoretical Framework for Effective Training	20
3.3	Explanation of Theoretical Framework for Effective Training	21
3.4	Conclusion	21
CHAPTER 4	RESEARCH METHODOLOGY	22
4.1	Introduction	22
4.2	Design of the Study	22
4.2.1	Technical Purpose	22
4.2.2	Type of Investigation	22
4.2.3	Extent of Interference	22
4.2.4	Setting of the Study	22
4.2.5	Unit of Analysis	23
4.3	Sample Selection	23
4.4	Questionnaire Design	24
4.5	Data Collection	24
4.6	Response Analysis	24
4.7	Limitations of the Study	25
4.8	Conclusion	25
CHAPTER 5	RESULTS OF THE STUDY	26
5.1	Introduction	26
5.2	Results of Questionnaires	26
5.3	Results of Interview conducted with Dr. Ahmet Ertugan	32
5.4	Results of Interview conducted with Fikri Kaynak	32
5.5	Demographic Distribution of Respondents	34
5.6	Conclusion	36

CHAPTER 6 CONCLUSION	37
6.1 Introduction	37
6.2 Conclusion of Theoretical Findings	37
6.2.1 Conclusion on Effective Training theory	37
6.3 Conclusion of Empirical Findings	37
6.4 Conclusion on Project questions asked	38
6.5 Limitations of the Study	40
6.6 Recommendations of the Future Projects	40
REFERENCES	41
APPENDIX-1 QUESTIONNAIRE IN ENGLISH	1
APPENDIX-2 QUESTIONNAIRE IN TURKISH	1

LIST OF TABLES

PAGE

Table 2.1	Learning Principles in different T & D Methods	11
Table 4.1	Breakdowns of N.E.U Catering Staff	23
Table 5.1	Experiences	26
Table 5.2	Participation	27
Table 5.3	Relevance	27
Table 5.4	Transference	28
Table 5.5	Performance	28
Table 5.6	Feedback	29
Table 5.7	Pre-test	29
Table 5.8	Technology	30
Table 5.9	On-the-job training	30
Table 5.10	Pre-test for on-the-job	31
Table 5.11	Past-test for on-the-job	31
Table 5.12	On-the-job versus off the job	32
Table 5.13	Distribution of Gender	34
Table 5.14	Distribution of Age	34
Table 5.15	Distribution of Job	35
Table 5.16	Distribution of Years of Services	35

CHAPTER 1

INTRODUCTION

LIST OF FIGURES

PAGE

Figure 1.1	Human Resource Management Functions	3
Figure 2.1	Training and Development Process	9
Figure 2.2	(%) of Usage of T&D Methods in the U.S.A	12
Figure 3.1	Theoretical frameworks for effective Training	20

Human Resource Management

People are vital for the success and continuing success of any organization. Their knowledge, skills, and abilities must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization.

HRM is a strategic, ethical, and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management.

This study of Human Resource Management describes the HRM efforts of managers and shows how personnel professionals contribute to these efforts.

David (1993)

HRM is a critical factor for any organization. Hiring, selecting and keeping high quality people can become a source of sustained competitive advantage. In a global market,

HRM factors (forces companies). If companies have a consistent and effective HRM, they will take advantage against competitors.

HRM improves the quality of sales, production and marketing in order to improve the quality of products and services. HRM is a key to success in a competitive market.

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter gives a brief introduction into the field of human resource management, outlines the research objectives, and presents the aim of the study and questions of the project.

1.2 Human Resource Management

People are vital for the success and continuing success of any organization. Therefore organization must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization in ways that are strategically, ethically and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management. This study of Human Resource Management describes the HR related efforts of operating managers and shows how personnel professionals contribute to those efforts. (Werther & Davids 1993)

HRM is critical factor for any organization. Finding, selecting and keeping high quality employees can become a source of sustained competitive advantage. In global market competitive factors forces companies. If companies have a consistent and success management of people and companies will take advantage against competitors.

Companies increase the quality of sales, production and marketing in order to competitive advantage. Companies began to attach importance human factor.

HRM (Human Resources Management) is based on four fundamental principles. First human resource are the most important assets an organization has their effective management is the key to its success. Second this success is most likely to be achieved. If the personnel policies and procedures of the enterprise are closely linked with make a major contribution to the achievement of corporate objective and strategic plans. Third the corporate culture and the values, organizational climate and managerial behaviour that emanate from the culture will exert a major influence on the achievement of excellence. This culture must therefore be managed which means that organizational values may need to be changed or reinforced and continuous effort starting from the top will be required to get them accepted and acted upon. Finally HRM (Human Resource Management) is concerned with integration: Getting all the members of the organization involved and working together with a sense of common purpose (Pearson 1991)

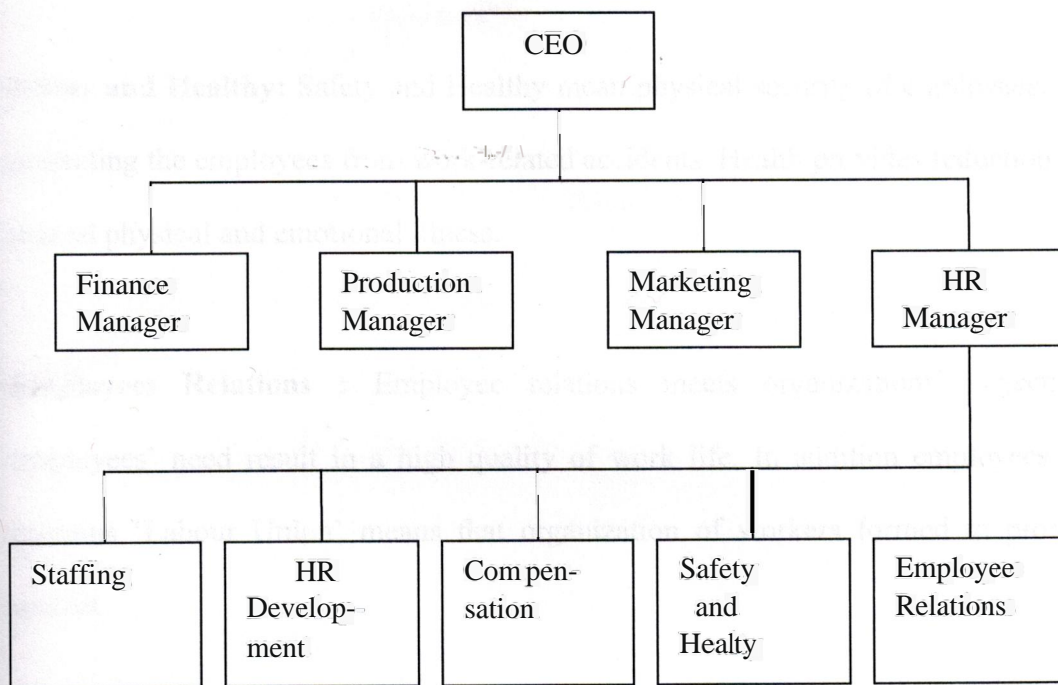
1.3 Human Resource Management Functions

HRM (Human Resource Management) contains five functional areas. These functions:

- Staffing
- HR Planning
- Compensation
- Safety and Healthy
- Employee Relations

Human Resource Manager is a staff manager. Staff manager give to advice about organizational activities.

Figure 1.1 Human Resource Management Functions



*Whether, W.B. & Davids, K. (1993) HRM

- **Staffing:** Staffing is filling and keeping with right people that have appropriate skills. Staffing contains Job analysis, HR Planning, Recruitment and Selection. In addition staffing is a function of management.
- **HR Development:** Human resource development is major HRM function that only training and development. HRD (Human Resource Development) concern career planning, development activities and performance appraisals that activities emphasize training and development needs.

- **Compensation:** Compensation is the total prize of financial benefits, non- financial benefits and compensation is concern 'Compensation Equity' in the organization.
- **Safety and Healthy:** Safety and Healthy mean physical security of employees. Safety is protecting the employees from work-related accidents. Health provides reduction of work-related physical and emotional illness.
- **Employees Relations :** Employee relations meets organizational objectives and employees' need result in a high quality of work life. In addition employees relations contains 'Labour Union' means that organization of workers formed to promote and protect.

1.4 The Objective of Study

1.4.1 Training and Development

Until the 1980s, training and development in most organizations were inadequate. However, there has been a growing awareness of the importance of training over the past decade, this being heavily influenced by the intensification of competition and the relative success of economies such as Japan, Germany, and Sweden where investment in employee development is emphasized. Technological developments and organizational change have gradually led employers to realise that success relies on skills and abilities of their employees, and this means considerable investment in training and development.

This has also been underscored by the rise in HRM, with its emphasis on the importance of people and the skills they possess in enhancing organizational effectiveness.

The main goal of training and development is to help the organization achieve its objectives by adding value to its key assets; the people it employs. Training and development means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

1.4.2 The Aim of Study

The aim of study is to research the human resource function of training and development. More specifically, the study aims to identify the factors influencing training and development in the Near East University training programs for its employees in the catering services, and the measure the effectiveness of the programs given.

1.5 Conclusion

This chapter described a brief explanation of HRM and objective of the study, aim of the study and questions of the project.

CHAPTER2

THE HUMAN RESOURCE MANAGEMENT FUNCTIONS OF TRAINING AND DEVELOPMENT

2.1 Introduction

This chapter gives information on the training and development process and briefly outlines the different training and development methods.

2.2 Training and Development Defined

Training and development refers to the planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

The purpose of training and development is to improve employees' job performance. It is the basic objective of training and development and strategic goal for any organization. In addition training and development provides to reduce the resistance to change.

There are more benefits training and development for any organization:

- Leads to improved profitability and more positive attitudes profit orientation
- Aids in organizational development
- Aids in understanding and carrying out organizational policies
- Organization gets more effective decision making and problem solving
- Aids in developing leadership skill, motivation, loyalty, better attitude and other aspects that successful workers and managers usually display.
- Aids in improving organizational communication

Aids in handling conflict thereby to prevent stress and tension.

Companies are experiencing great change due to new technologies, rapid development of knowledge, globalization of business and development e-commerce. Also companies have to take steps to attract, retain and motivate their work forces. Training is not a luxury; it is a necessity if companies are to participate in the global and electronic marketplaces by offering high quality products and services. Training and Development prepares employees to function in new work systems such as virtual teams and communicate and cooperate with peers or customers who may be from different cultural background (Raymond 2001).

2.3 The Training and Development Process

The Training and Development Process is systematic approach to developing training programs. It includes three phases:

2.3.1 Assessment Phase: Assessment phase contains determining of T&D needs and derive objectives

***Determining of Training and Development:** It is called need assessment. Need assessment refers to the process used to determine if training is necessary. Need assessment is the first step in the design process. For example a poorly conducted needs assessment can result in training needs not being identified, a training program will not achieve. Need assessment involves three steps: organizational analysis, person analysis and task analysis. So organization obtains need assessment by observation, interviews and questionnaires.

≠Derive **Objectives:** Organization establishes specific objectives. It gives information about what should be learned employees from training? These objectives should state the desired behaviour and the conditions under which it is occur. Established objectives are as broad summary purpose of training and development programs.

2.3.2 Training and Development Phase: This phase involves selecting of training and development programs and conducting of training and development programs.

≠Selecting **of Training and Development Programs:** Organization considers organizational objectives and goals for selecting of training and development methods. Selected method should suitable to this objectives and goals.

≠Conducting **Training and Development Program:** Manager start to implementing selected programs and learning process is start for employees.

2.3.3 Evaluation Phase: This phase contains evaluation criteria, pre-test, training, past test and transfer to job and feedback.

"**Evaluation Criteria:** What is objective of the program?

"**Pre-test:** What person know before training program

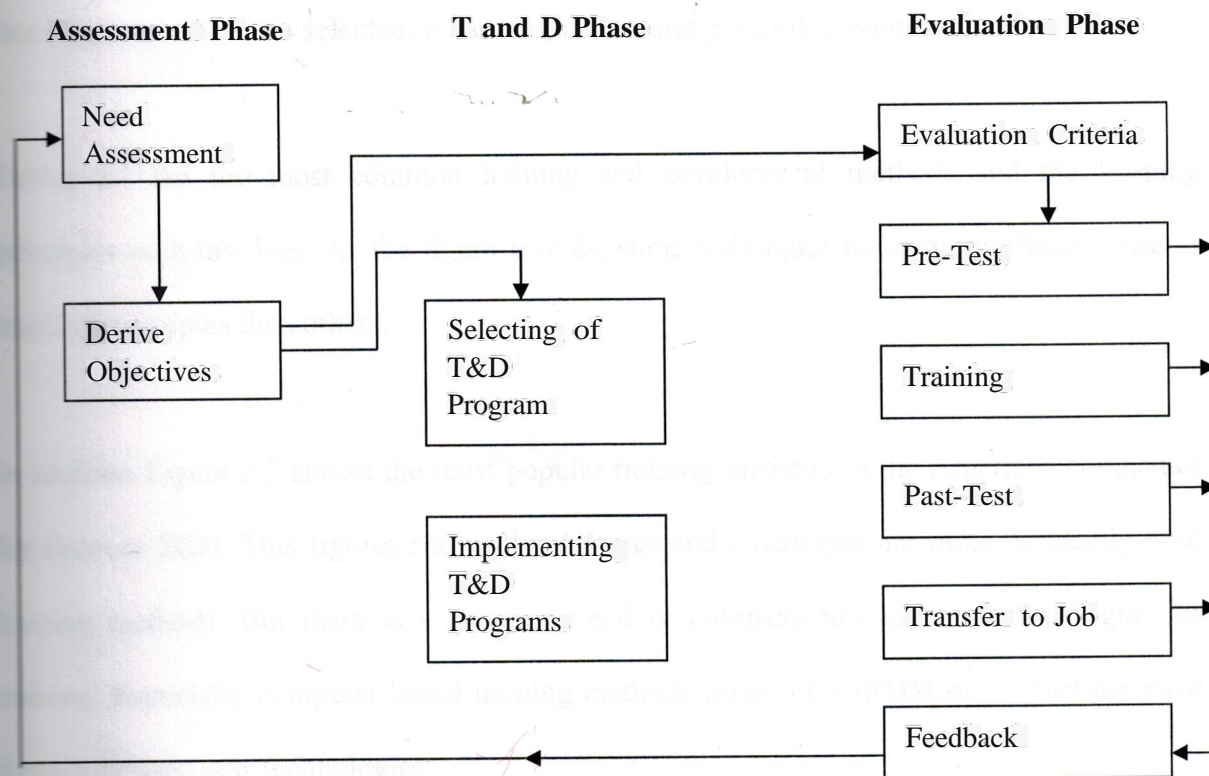
"**Training:** Implementation of training

"**Past-test:** Measure differences of knowledge of employees after training

"**Transfer to job:** It refers to trainees effectively applying what they learned in training

"**feedback:** Information employees receive while they are performing concerning how well they are meeting

Figure 2.1 Training and Development Process



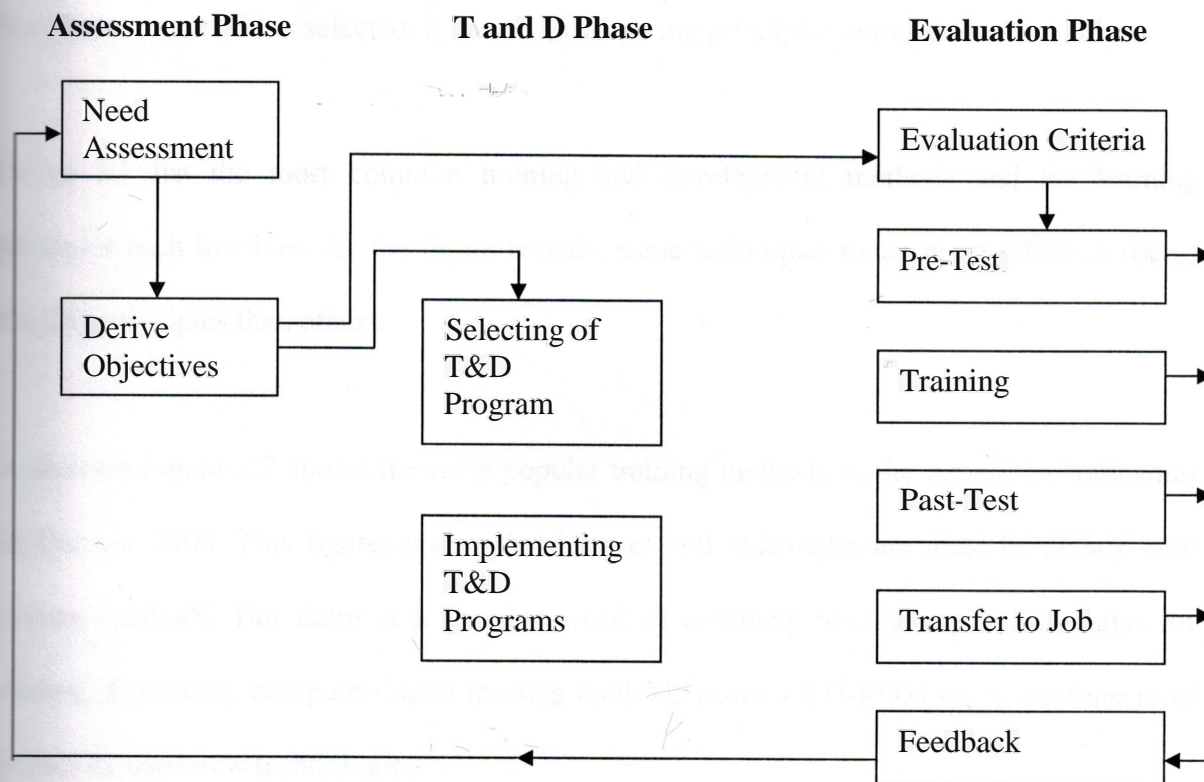
*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

In selecting a particular technique to use in training or development, there are several tradeoffs. That is no one technique is always best; the best method depends upon:

- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

Figure 2.1 Training and Development Process



*Wayne, F.C. (1992) Managing HRM

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- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

- Learning principles

The importance of these six tradeoffs depends upon the situation. For example cost-effectiveness may be a minor factor when training an airline pilot in emergency manoeuvres.

But whatever method is selected, it has certain learning principles associated with it.

Tables 2.1 list the most common training and development methods and the learning principles each involves. As the figure reveals, some techniques make more effective use of learning principles than others.

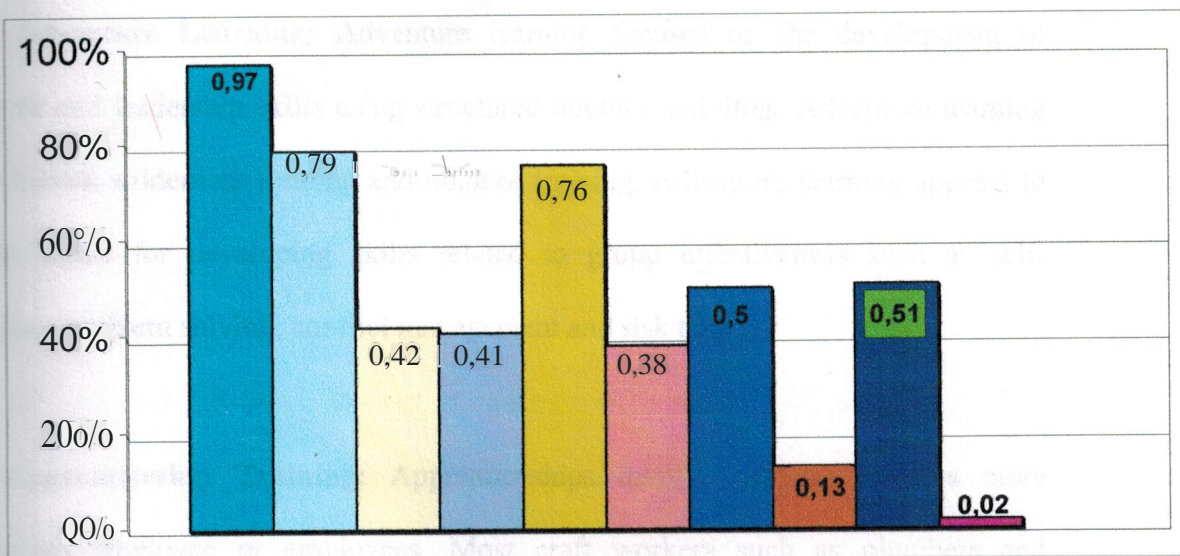
In addition Figure 2.2 shows the most popular training methods in the American companies for October 2000. This figure shows that lectures and videotapes are most frequently used training methods. But there is a growing trend of company use of new technologies for training. Especially computer-based training methods using a CD-ROM or internet are most frequently used new technologies.

Table 2.1 Learning Principles in different Training and Development Methods











METHODS	PARTICIPATION	REPETITION	RELEVANCE	TRANSFERENCE	FEEDBACK
On-the-job	Yes	Yes	Yes	Yes	Sometime
Coaching	Yes	Sometime	Yes	Sometime	Yes
Lecture	No	No	No	Sometime	No
Videotapes	No	No	No	Yes	No
Vestibule	Yes	Yes	Sometime	Yes	Sometime
Role Playing	Yes	Sometime	Sometime	No	Sometime
Case Study	Yes	Sometime	Sometime	Sometime	Sometime
Simulation	Yes	Sometime	Sometime	Sometime	Sometime
Programmed	Yes	Yes	No	Yes	Yes
Laboratory	Yes	Yes	Yes	No	Yes
Apprenticeship	Yes	Sometime	Yes	Sometime	Sometime
Job Rotation	Yes	Sometime	Yes	Sometime	Sometime

•Wayne, F.C. (1992) Managing HRM

Figure 2.2 (%)of Usage of Training and Development Methods in the ItS.A



*Raymond, A.N. (2001) Employment Training and Development

Methods	(%)of Usage
 Classroom	97
 Videotapes	79
 Role Play	42
 Case Study	41
 Computer-Based Using CD-ROM	72
 Business Games	38
 Computer-Based Using Intranet	50
 Adventure Learning	13
 Computer-Based Using Internet	51
 Virtually Training	2

2.4.4 Case Study: Case study is a description about how employees or an organization dealt with a difficult situation. Trainers are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery.

2.4.5 Coaching: A coach is peer or manager who works with an employee to motivate him, help him and provide reinforcement and feedback. There are three roles that a coach can play. Part of coaching may be one-on-one with an employee. Another role is to help employees to learn for themselves. Finally coaching may involve providing resources such as mentors, courses or job experiences that the employee may not be able to gain access to without the coach's help.

2.4.6 Computer-Based Training Using CD-ROM: Computer-based training is an interactive training experience in which the computer provides the learning stimulus, the responses and feedback to the trainee. This includes interactive video, CD-ROM and other systems when they are computer-driven. CD-ROMs and DVDs utilize a laser to read text, graphics, audio and video off an aluminium disc.

2.4.7 Computer-Based Training Using Internet (E-learning): Internet-based training refers to training that is delivered on public or private computer networks and displayed by a 'web browser'. E-learning or online learning refers to instruction and delivery of training but computer online through the internet or the Web.

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2.4.8 Computer-Based Training Using Intranet: Intranet-based training refers to training delivered using the company's own computer network. The training programs are accessible only to the company's employees, not to the general public.

2.4.9 In-Basket Training: In-basket training is a simulation of the administrative tasks of the manager's job. The exercises include a variety of documents that may be appearing in-basket on a manager's desk. In this method the trainee assigns a priority to each particular situation before making any decisions.

2.4.10 Job Rotation: Job rotation involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department. Rotational training programs help new employees understand a variety of jobs and their interrelationships.

2.4.11 Laboratory Training: Laboratory training is a form of group training primarily used to enhance interpersonal skills. It can be used to develop desired behaviours for future job responsibilities. Laboratory training involves sharing experiences and examining the feelings, behaviours, perceptions and reactions that result.

2.4.12 Lecture: Lectures are particularly useful for imparting standard, basic information which can then be built upon by other training methods. Lecture is a popular approach because it offers relative economy and a meaningful organization of materials.

2.4.13 On-the-Job Training: On-the-job training (OJT) refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behaviour. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced cross-training employees within a department or work unit and orienting transferred or promoted employees to their new jobs.

2.4.14 Videotapes: Video is also a major component of computer-based training and

2.4.14 Programmed Learning: Usually programmed materials are printed booklets that contain a series of questions and answers. After reading and answering a question, the reader's answer the reader proceeds. If not the reader is directed to review accompanying materials.

2.4.15 Role Playing: Role-playing involves having trainees act out characters

assigned to them. Information regarding the situation is provided to the trainers. Role plays differ from simulations on the basis of response choices available to the trainees. This method is used change attitudes (for example, to improve racial understanding). It also helps develop interpersonal skills.

2.4.16 Simulation: A simulation is training a method that represent a real-life situation with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. Simulation exercises are in two forms. One forms a mechanical simulator that replicates the major features of the work situation. Computer simulations are another technique. For training and development purposes this model often takes the form of games.

2.4.17 Computer-Based Training: Computer-based training (CBT) is a method of training that uses a computer to deliver training materials. It can be used for a wide range of training purposes, from basic skills training to advanced technical training. CBT has several advantages over traditional training methods, including the ability to provide personalized learning experiences, track progress, and deliver training on demand.

2.4.17 Vestibule Training: Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job. A primary advantage of vestibule training is that it removes the employees from the pressure of having to procedure while learning. This emphasis is focused on learning the skills required by the job.

2.4.18 Videotapes: Video is also a major component of behaviour modelling and naturally, interactive video instruction. The use of video in training has a number of advantages. First the trainer can review slowly down or speed up the lesson which gives him flexibility in customizing the session depending on the trainers' expertise. Second trainees can be exposed to equipment problems and events that cannot be easily demonstrated such as equipment multifunction angry customers or emergencies. Finally trainers are provided with consistent instruction.

2.4.19 Virtually Reality: Virtually reality is a computer-based technology that provides trainees with a three-dimensional learning experience. Technology is used to stimulate multiple senses of the trainee.

2.5 Factors Influencing on the Effective Training and Development

There are five factors very important for effective training and development that allows training success.

2.5.1 Learning Principles: Learning principles are guidelines to the ways in which people learn most effectively. The more these principles are reflected in training the

more effective training is likely to be. Learning principles contains participation, repetition, relevance, transference and feedback.

***Participation:** Learning usually is quicker and more long lasting when learn can participate actively. Participation improves motivation and apparently engages more sense that reinforce the learn process.

***Repetition:** Although seldom fun repetition apparently etches a pattern into our memory. Likewise most people learned the alphabet by repetition.

***Relevance:** Learning is helped when the material to be learned meaningful. Trainers usually explain to overall purpose of the trainees before explaining specific tasks.

***Transference:** The closer the demands of the training program match the demands the job a transfer a person learns to the master.

***Feedback:** Trainers give information on their progress with feedback-motivated learners can adjust their behaviour to achieve the quickest possible learning.

2.5.2 Use of Technology during Training: New training technology includes multimedia, distance learning, expert systems, electronic support and training software application. Use of learning provides to increase the effectiveness of training environment.

2.5.3 Use of Right Method for Training: Depending on what is objective depending on the employees involved in the program the methods will change according to the program. If organization select best-suited method to these situations then training will be effective.

The chosen method should meet the minimal conditions needed for effective learning to take place; that is, the training method should: (Wayne 1992)

- Motivate the trainee to improve his or her performance.
- Clearly illustrate desired skills
- Provide some means for reinforcement while the trainee learns.
- Be structured from simple to complex tasks.
- Be adaptable to specific problems.

2.5.4 Other Human Resource Function: Successful accomplishment of other human resource functions can also have a crucial impact on T&D. For example organizations pay systems or progressive health and safety programs will find it easier to attract workers who are capable of hitting the ground running and to retain employees require less training.

2.5.5 Motivation of Trainee: This factor is critical determinant for effective training. Because if employee (trainee) don't want to get training then employee don't motivate then training will not be effective.

2.6 Conclusion

This chapter described training and development process and the different training and development methods.

CHAPTER 3

THEORETICAL FRAMEWORK

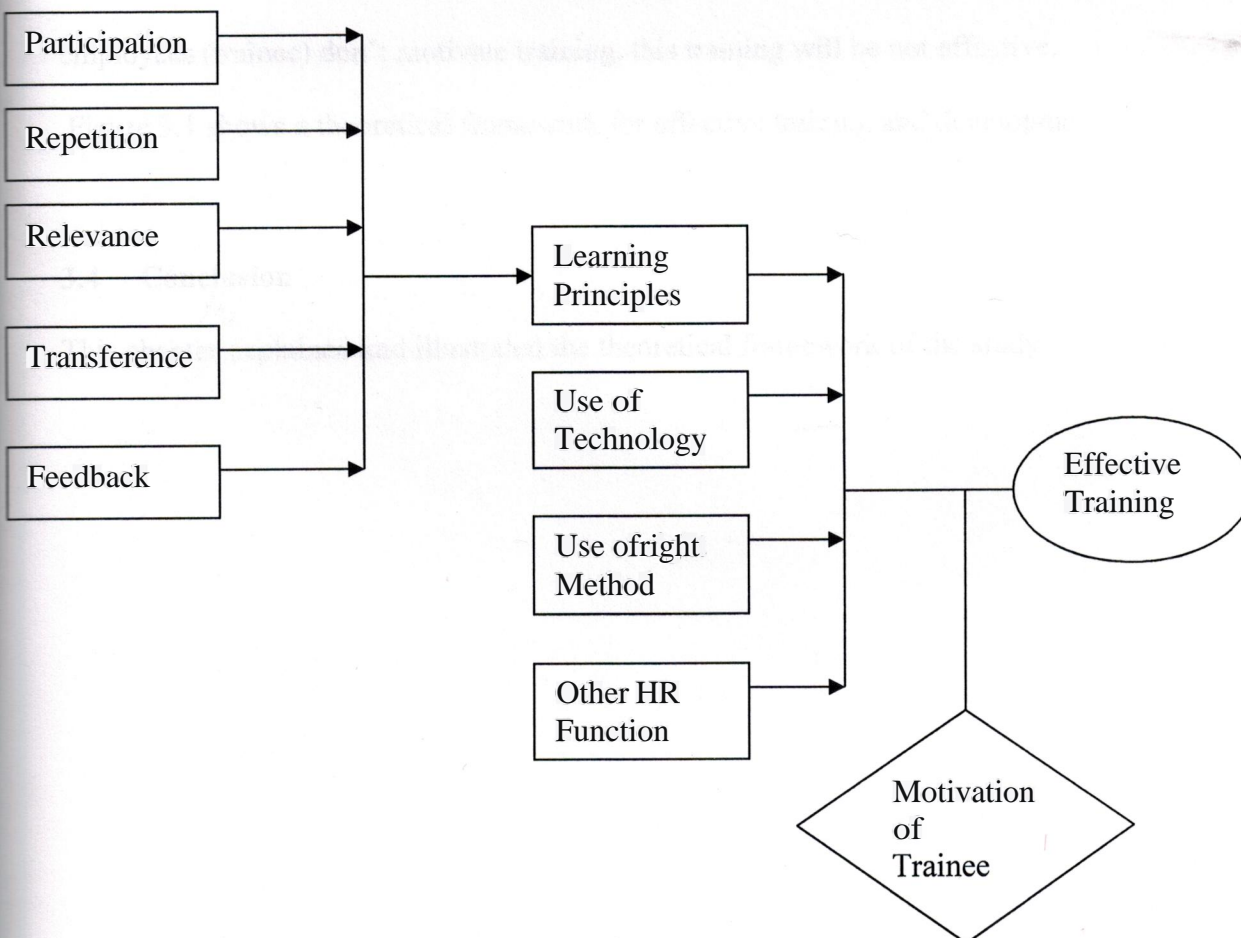
3.1 Introduction

This chapter explains and illustrates the theoretical framework of the study

3.2 A Theoretical Framework for Effective Training

This study proposed the following framework to understand and explain the factors that affect training at work. The variables presented below in figure 3.1 are further explained and measured in this study report.

Figure 3.1 Theoretical Framework for Effective Training



3.3 Explanation of Theoretical Framework for Effective Training and Development

If employees participate to training (participation), repeat the subject who learned during training (repetition), interest the subject of training (relevance), convert from theory to practice this learned subject (transference) and receive the information about the training (feedback) then this training will be effective learning. Learning principles contain these factors. If organizations use the learning principles, this training will be effectively on training success.

If organizations use the equipment of technology such as electronic support system, this situation increases the interest of employee for training.

Before organization chooses the method of training organization will consider structure and objective. For example on-the-job method is suitable for catering services.

If other human resource function such as staffing, recruitment, selection complete properly then this training will be effective.

Finally motivation of employees (trainee) is most important factor for effective training. If employees (trainee) don't motivate training, this training will be not effective.

Figure 3.1 shows a theoretical framework for effective training and development

3.4 Conclusion

This chapter explained and illustrated the theoretical framework of the study

CHAPTER 4 RESEARCH METHODOLOGY

4.1 Introduction

This chapter describes design of the study and methods that are to be used during the investigations of the study.

Table 4.1 Breakdowns of N.E.U Catering Staff

4.2 Design of the Study

Area of Work	Number of Employees
Kitchen	42
Office	19

4.2.1 Technical purpose

The purpose of study is descriptive study that undertaken in order to ascertain and able to describe the characteristics and relationships between the factors for effective training.

4.2.2 Type of Investigation

This study is a correlation study that conducted to identify the important factors associated with effective training.

4.2.3 Extent of Interference

Extent of interference is minimal because interviews employees and managers questionnaires at work place in the routine functioning of the system.

4.2.4 Setting of Study

This study is the field study because study at work place during the routine functioning of the system.

4.2.5 Unit of Analysis

The Near East University catering services staffs constitutes the scope of the study. Based on the information given by the University's administration there are 160 personnel working in the catering service.

This catering staff can be broken down as follows:

Table 4.1 Breakdowns of N.E.U Catering Staff

Area of Work	Number of Employess
Cafeteria	42
Canteen	38
Kitchen	28
Various location in N.E.U	19
Restaurant	15
Office	10
Warehouse	8

4.3 Sample Selection

As mentioned above there are a total of 160 catering employees in the N.E.U. It would be ideal if all of these employees were included in the study. However, due to the limited amount of time to conduct the study this would not be possible, therefore a simple size of 60 employees and 2 managers.

A nonprobability sampling design in which information or data for the research are gathered from members of the population conveniently accessible to the research (Sekaran 2003)

4.4 Questionnaire Design

Two questionnaires were constructed to carry out the investigation. The questionnaires contained items concerning the variables found in the theoretical framework. One of the questionnaires was administered to catering staff and the other was administered to a member of N.E.U Training Institute, Yabem and catering staff managers.

The questionnaires were prepared in English and then translated into Turkish. The questionnaires were pre-tested using 3 catering staff in order to assess issues such as statement clarity, the perceived time required to complete the questionnaire, questionnaire layout and appearance. Improvements were made based on the comments received. The revised version of the questionnaire administered to catering staff consisted of 60 items and the revised version of the questionnaire administered to Yabem and catering staff consisted of 2 items.

4.5 Data Collection

The revised questionnaire was distributed to randomly selected members in the catering service. In some cases a personal interview was arranged to explain the questionnaire in more detail. The data collection process was conducted between the dates 23rd - 21st May 2005.

4.6 Response Analysis

The process resulted in the completion of 62 questionnaires; 60 from the catering staff and 2 from Yabem and manager.

4.7 Limitations of Study

The study conducted was hampered by many limitations, which prevented the study producing solid results;

- Due to the limited amount of time to conduct the study this would not be possible
- Some employees don't want to answer the questionnaire because they are afraid of losing their own job.
- Especially female employees tended to answer politically.
- Yabem (N.E.U Training Institute) didn't support this study.

4.8 Conclusion

This chapter described the basic design of the study and methods that are to be used during the investigations of the study.

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in their career before. The majority, 88 % of the respondents received no training before joining the N.E.U.

CHAPTERS

RESULTS OF THE STUDY

5.1 Introduction

This chapter depicts the results obtained through the questionnaire that was conducted with 60 employees of the N.E.U catering division. The results of the two interviews that took place between Dr. Ahmet Ertugan, Yabem executive member and Fikri Kaynak, manager of the N.E.U catering division are also separated below.

5.2 Results of the Questionnaire

A questionnaire was prepared on the basis of the theoretical framework formulated by this study with 19 questions (see Appendix-1). Some of questions are open-ended type's questions and this type questions analysing in Chapter 6. The finding one:

Q.1) Have you received any kind of training before joining the N.E.U?

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in another establishment. The majority, 88 % of the respondents received no training before joining the N.E.U.

Q.2) Did you participate in any way during training?

Table 5.2 Participation

Reply	Frequency	%
Yes	18	30
No	42	70
Total	60	100

30 % of the respondents have been participated during training. The majority, 70 % of the respondents participated through asking the questions and explain own ideas during training.

Q.3) Was what you learnt related to your job?

Table 5.3 Relevance

Reply	Frequency	%
Yes	55	92
No	5	8
Total	60	100

8 % of the respondents think that training no related to own jobs. The majority, 92 % of the respondents said that training related to own jobs.

Q.4) Are using what you learnt on your job?

Table 5.4 Transference

Reply	Frequency	%
Yes	39	65
No	21	35
Total	60	100

35 % of the respondents couldn't use learned information in own jobs. The majority, 65 % of the respondents could transfer from learned theory to practice.

Q.5) Has what you have learnt made difference in your performance?

Table 5.5 Performance

Reply	Frequency	%
Yes	38	63
No	22	37
Total	60	100

37 % of the respondents have not made difference in own performance. The majority, 63 % of the respondents believe that made difference in own performance.

Q.6) At the end of the training program did you receive any kind of feedback?

Table 5.6 Feedback

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents have not been received feedback after end of the training program.

Q.7) Were you measured in any way before the training?

Table 5.7 Pre-test

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the employees have not been measure before the training program.

Q.8) Were any visual aids used in the training program?

Table 5.8 Technology

Reply	Frequency	%
Yes	60	100
No	0	0
Total	60	100

All of the respondents said that trainer used Power Point program during training program.

Q.9) Did you receive "on-the-job" training program?

Table 5.9 On-the-job training

Reply	Frequency	%
Yes	45	75
No	15	25
Total	60	100

25 % of the respondents have not been received on-the-job training at first working day. The majority, 75 % of the respondents have received.

Q.10) Were you tested in any way before on-the-job training?

Table 5.10 Pre-test for on-the-job

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents didn't test before the training.

Q.11) Were you tested in any way after on-the- job training?

Table 5.11 Past-test for on-the-job

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents didn't test after the training.

Q.12) If you have received both types of training which has been more useful?

Table 5.12 On-the-job versus off the job

Reply	Frequency	%
On-the-job	38	63
Off the job	12	20
Both	10	17
Total	60	100

20 % of the respondents said that off the job training is more useful. 17 % of the respondents said that both on the job and off the job training are more useful. The majority, 63 % of the respondents said that on the job training is more useful.

5.3. Results of the Interview conducted with Dr. Ahmet Ertugan

Dr. Ahmet Ertugan, executive member of Yabem (Training Institution) was approached with a set of questions about the training given to the catering services employees during October 2004 period. (As a copy the questions asked and supplies obtained are as in Appendix)

The major findings from interview are summarized as:

Dr. Ertugan said that N.E.U has been starting to given training October 2004. They have been given training 150 members of catering service each Saturday. Catering service and Yabem didn't conduct need assessment and didn't determine objectives of the training program. They has been select conference/seminar methods for training and used PowerPoint program for support to training. They didn't conduct pre-test

Mr. Ertugan said that employees' motivation went up not because of training because through training the training employees came to gather and as a group they felt that are part of something.

5.4 Results of the Interview conducted with Fikri Kaynak

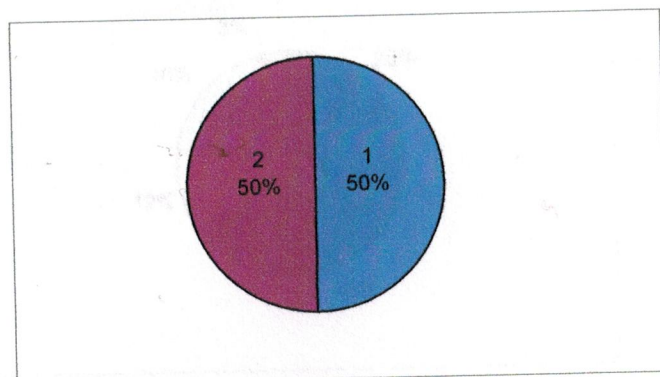
Fikri Kaynak, manager of the N.E.U catering division was approached with a set of questions about the training given to the catering services employees during October 2004 period. (As a copy the questions asked and supplies obtained are as in Appendix)

The major findings from interview are summarized as:

Mr. Kaynak said that N.E.U has been starting to given training October 2004. Training has been conduct by Yabem and catering service. They have been given training 150 members of catering service each Saturday. Catering service and Yabem didn't conduct need assessment. They determined objectives of training program such as cleanness, communication. They has been select conference/seminar methods for training and used PowerPoint program for support to training. They didn't conduct pre-test. But they has been done exam after training program. They didn't explain results of exam to employees and only take average of results of exam.

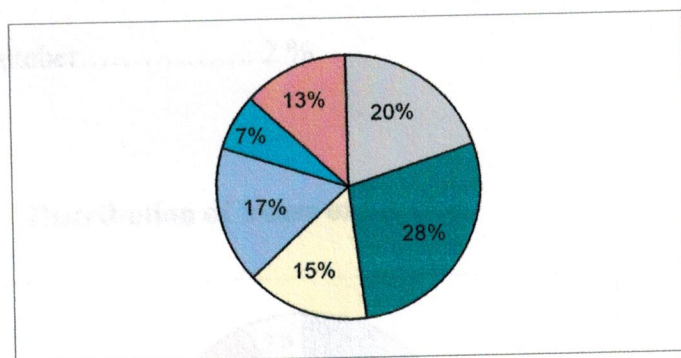
5.5 Demographic Distribution of Respondents

Table 5.13 Distribution of Gender



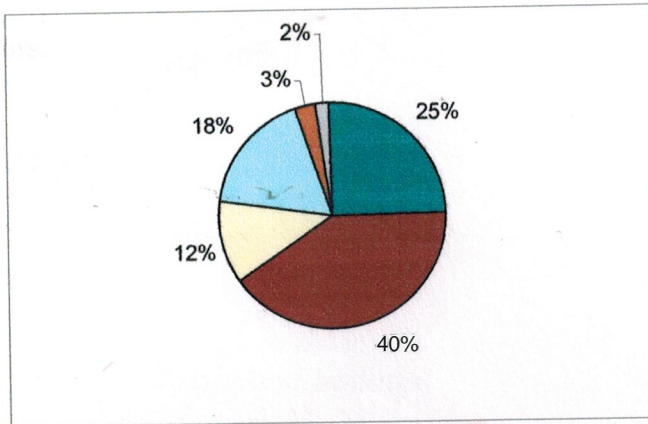
- 1 Female Sample Employees... 50 %
- 1 Male Sample Employees... 50 %

Table 5.14 Distribution of Age



- C=J 18-24.....20 %
- C=J 25-29.....28 %
- C=J 30-34.....15 %
- C=J 35-39.....13 %
- C=J 40-44.....17%
- C=J 45+.....7%

Table 5.15 Distribution of Job









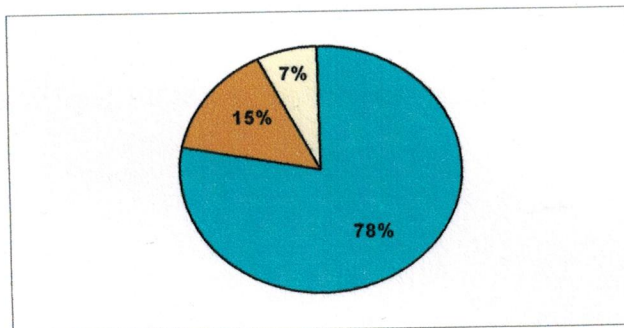



	Cook	25 %
	Cashier	40 %
	Waiter	12 %
	Cleaner	18 %
	Driver	3 %
	Butcher	2 %

Table 5.16 Distribution of Years of Services



	→ 0-4 Years	78 %
	• 5-9 Years	15 %
	▨ 10+ Years	7 %

5.6 Conclusion

This chapter presented results of questionnaires of 60 employees and results of interviews of 2 administrators.

5.1 Introduction

This chapter lists the conclusions reached by this study.

5.2 Conclusions on Theoretical findings

The followings are the main conclusion on theory of effective employee training reached by this study.

5.2.1 Conclusion on Effective Training theory

According to theory, there are five important factors that influencing the effectiveness of training. These factors:

- Learning principles (Participation, relevance, repetition, transference and feedback)
- Learning
- Usage of right method for training program
- Other human function (Planning, development and selection)
- Motivation of trainee

5.3 Conclusions on empirical findings

Yabon (Training Institution) has been working learning principles partially. 64% of the respondents have been participating during training. 92% of the respondents think that training is related to work job. Yabon has given training on management for employees that learned theory.

CHAPTER 6

CONCLUSION

6.1 Introduction

This chapter lists the conclusions reached by this study.

6.2 Conclusions on Theoretical findings

The followings are the main conclusion on theory of effective employee training reached by this study.

6.2.1 Conclusion on Effective Training theory

According to theory, there are five important factors that influencing on effectiveness of training. These factors:

- Learning Principles (Participation, relevance, repetition, transference and feedback)
- Technology
- Usage of right method for training program
- Other human function (Planning, recruitment and selection)
- Motivation of trainee

6.3 Conclusions on empirical findings

Yabem (Training Institution) has been considering learning principles partially. 70 % of the respondents have been participating during training. 92 % of the respondents think that training is related to own job. Yabem has given homework to employees for repeat the learned theory.

65 % of the respondents could transfer from learned theory to practice. But, all of the respondents haven't received feedback about training.

Yahem has used the technology device such as computer support system during training. Yahem has selected conference / seminar method but 63 % of the respondents think that on the job training method is more useful. Yabem couldn't select right methods properly because of they didn't determine set of objectives.

Only, 12 % of the respondents said they received training in another establishment. 88 % of the respondents experienced their first training with N.E.U. So, 78 % of the respondents have worked in N.E.U since at most 4 years.

Some of the respondents couldn't motivate training because of they couldn't understand subject of training because trainer have used sophisticated words during training.

In addition, Yabem haven't conduct need assessment and pre-test on catering service staff.

6.4 Conclusions on Project questions asked

1.) How many employees working for catering service in the N.E.U?

Based on the information given by the University's administration there are 160 personnel working in the catering service.

Q What is training and development?

Training and development refers planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

3.) How is training measured?

In this study prepared questionnaires for measuring of training. Questionnaires contained items concerning items the variables found in the theoretical framework. One of the questionnaires was administered to catering staff and the other was administered to a member of N.E.U Training Institute, Yabem and catering staff managers. (See Appendix)

4.) What are factors leading to effective training?

Five important factors are leading to effective leading. These factors:

- Learning Principles (Participation, relevance, repetition, transference and feedback)
- Technology
- Usage of right method for training program
- Other human function (Planning, recruitment and selection)
- Motivation of trainee

5.) What factors involved in N.E.U catering service training?

In N.E.U catering service training, trainer considered learning principles partially. During training, conduct participation, relevance, transference, but didn't received feedback to employees.

In training program, trainer used computer support system for effective training.

For training program, trainer couldn't select right method because they didn't determined objectives of training program.

Trainer hasn't conduct need assessment and pre-test on catering service staff.

Trainer couldn't consider situation of motivation of trainee during training.

6.5 Limitations of study

The study conducted was hampered by many limitations, which prevented the study producing solid results;

- Due to the limited amount of time to conduct the study this would not be possible
- Some employees do not want to answer the questionnaire because they are afraid of losing own job.
- Especially female employees tended to answer politically.
- Yabem (N.E.U Training Institute) didn't support this study.

6.6 Recommendations of future projects

- N.E.U should keep job specification to understand what are skill requirements of the job and job description to understand what is duties of the job. This information is important in analysing training needs.
- Trainer should pre-test the trainee before training program
- Trainer should give feedback to trainee about training program
- Trainer should determine set of objectives for training program

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APPENDIX-1

QUESTIONNAIRE IN ENGLISH (Manager and Yabem)

1. Since when has training been given to catering staff in NEU?

2. To how many members of the catering staff has training been given?

3. How often is training given?

4. Is a need assessment conducted?

Yes.....

No.....

How.....

5. Are objectives set for training programs?

Yes.....

No.....

(If Yes) What are these objectives?

6. Which training methods are used?

7. How training methods to be used are selected? According to what criteria?

8. Which visual aids are used during training?

9. Are training programs tested in any way before implementation?

QUESTIONNAIRE IN ENGLISH 11 (For employees)

10. Is a pre-test conducted?

Yes.....

No.....

(If Yes) How.....

11. Is a post-test conducted?

Yes.....

No.....

(If Yes) How.....

12. Is feedback given to employees?

Yes.....

No.....

(If Yes) How.....

PART II:

1. Have you received any kind of training before joining the N.E.I.P?

Yes.....

No.....

If respondent's answer is "yes," then will ask questions 2, 3 and 4

2. When you received any kind of training in your job?

.....

3. How many times did you take?

.....

4. Which type of training did you take?

On the job.....

Off the job.....

Both.....

QUESTIONNAIRE IN ENGLISH II (For employees)

Job:.....

Age: 18-24.....

25-29.....

30-34.....

35-39.....

40-44.....

45 +

Sex: Female..... Male.....

Years of Service: 0-4 Years.....

5-9 Years.....

10+ Years.....

PART I:

1. Have you received any kind of training before joining the N.E.U?

Yes.....

No.....

If respondent's answer is "yes" then will ask question 2, 3 and 4

2. When you received any kind of training in your job?

.....

3. How many times did you take?

.....

4. Which type of training did you take?

On-the-job.....

Off-the-job.....

Both.....

PART II:

In this section questions related to "off-the-job" training program. And it is related to given the training last October.

5. When did you receive "off-the-job" training program?

.....

6. What was the duration of the training program?

.....

7. Did you participate in any way during training?

Yes.....

No.....

(If Yes) How.....

8. Was what you learnt related to your job?

Yes.....

No.....

(If Yes) How.....

9. Are using what you learnt on your job?

Yes.....

No.....

(If Yes) How.....

10. Has what you have learnt made difference in your performance?

Yes.....

No.....

(If Yes) How.....

11. At the end of the training program did you receive any kind of feedback?

Yes.....

No.....

(If Yes) How.....

12. Were you measured in any way before the training?

Yes.....

No.....

(If Yes) How.....

13. Were any visual aids used in the training program?

Yes.....

No.....

(If Yes) How.....

Why.....

PART III:

In this section questions related to "on-the-job" training program. And this section related to given the training last October.

14. Did you receive "on-the-job" training program?

Yes.....

No.....

15. By whom?

16. How long did you take?

17. Were you tested in any way before on-the-job training?

Yes

No

(If Yes) How

18. Were you tested in any way after on-the- job training?

Yes

No

(If Yes) How

19. If you have received both types of training which has been more useful?

Why

APPENDIX-2

QUESTIONNAIREIN TURKISH (Müdürler ve Yabem için)

1. Ne zamandan beri Yakın Doğu Üniversitesi hizmet içi eğitim veriyor?

Hayır.....

2. Kaç kafeterya ve kantin çalışanına eğitim veriliyor?

Hayır.....

3. Hangi aralıklar ile eğitim veriliyor?

Hayır.....

4. Bir ihtiyaç tespiti yapıldı mı?

Evet.....

Hayır.....

(Eğer Evet ise) Nasıl.....

5. Eğitim programının hedefleri belirlendi mi?

Evet.....

Hayır.....

(Eğer Evet ise) Hedefler nelerdir?

.....

6. Hangi method veya methodlar kullanıldı?

.....

7. Kullanılacak method nasıl seçildi? Hangi kriterlere uygun olarak?

.....

8. Eğitim içinde hangi teknik destek araçları kullanıldı?

.....

9. Uygulamadan önce e itim programı test edildi mi?

.....

10. E itim öncesi alı anları bir test yapıldı mı?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

11. E itim sonrası alı anlar bir test yapıldı mı?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

12. alı anlara geribildirim verildi mi?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

QUESTIONNAIRE IN TURKISH II (Çalışanlar için)

.....

Ya : 18-24.....

25-29.....

30-34

35-39.....

40-44.....

45+.....

Cinsiyet: Bayan..... Erkek

Hizmet Yılı: 0-4 Yıl:.....

5-9 Yıl:.....

10+ Yıl:

BÖLÜM I:

1. İminiz ile ilgili herhangi bir eğitim aldınız mı?

Evet.....

Hayır.....

Eğer katılımcının cevabı "Evet" ise soru 2, 3 ve 4 sorulacaktır.

2. İminiz ile eğitimi ne zaman aldınız?

.....

3. Kaç kez eğitim aldınız?

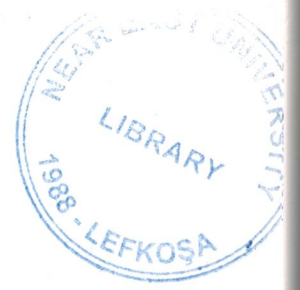
.....

4. Hangi eğitim tipini aldınız?

İçerisinde

İçerisinde

Her ikisini birden



NEAR EAST UNIVERSITY

FACULTY OF ECONOMICS & ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

MAN-400

GRADUATION PROJECT

"THE EFFECTIVENESS OF TRAINING

AT N.E.U CATERING SERVICE"

SUBMITTED BY: ALİ GÜNER (20000458)

SUBMITTED TO: DR. ERFE EYÜPOĞLU

JUNE 2005

ACKNOWLEDGEMENT

Firstly, I would like to thank Dr. Feriye Eyüpoğlu is my advisor for never leaving me alone during my project.

Thank to Dr. Ahmet-Ertugan-fieç~e of his contributions of my project.

Thanks also to Mr. Kaynak (who is catering service manager) and Mrs. Nazlı (who is catering service asst. manager) for providing the necessary information about my project.

The purpose of study was to identify influencing factors of training and development that Near East University given training for employees of catering services.

In this study, a questionnaire was administered to catering staff in NEU to understand the training given. This questionnaire was based on the literature survey based on effective training and development.

Key words: Training and Development

TABLE OF CONTENTS

ABSTRACT

In past years, training and development was not viewed as an activity that could help companies create "value" and successfully deal with challenges. Today that view has change. Companies use innovative training and development practices are likely to report better financial performance than their competitors that do not and also helps it to meet competitive challenges.

The purpose of study was to identify influencing factors of training and development that Near East University gives to training for employees of catering services.

In this study, a questionnaire was administered to catering staff in N.E.U to understanding the training give. This questionnaire was based on the literature survey based on effective training and development.

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TABLE OF CONTENT

ACKNOWLEDGEMENT	ii
ABSTRACT	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Human Resource Management	1
1.3 Human Resource Management Functions	2
1.4 The Objective of the Study	4
1.4.1 Training and Development	4
1.5 The aim of the study	5
1.6 Conclusion	5
CHAPTER 2 HRM FUNCTIONS OF TRAINING AND DEVELOPMENT	6
2.1 Introduction	6
2.2 Training and Development Defined	7
2.3 Training and Development Process	7
2.3.1 Assessment Phase	7
2.3.2 Training and Development Phase	8
2.3.3 Evaluation Phase	8
2.4 Training and Development Methods	9
2.4.1 Adventure Learning	13
2.4.2 Apprenticeship Training	13
2.4.3 Business Games	13

2.4.4	Case Study	14
2.4.5	Coaching	14
2.4.6	Computer Based Training using CD-ROM	14
2.4.7	Computer Based Training using Internet	14
2.4.8	Computer Based Training using Intranet	15
2.4.9	In-Basket Training	15
2.4.10	Job Rotation	15
2.4.11	Laboratory Training	15
2.4.12	Lecture	15
2.4.13	On-the-job Training	16
2.4.14	Programmed Learning	16
2.4.15	Role Playing	16
2.4.16	Simulation	16
2.4.17	Vestibule Training	17
2.4.18	Videotapes	17
2.4.19	Virtually Reality	17
2.5	Factors influencing on the Effective Training and Development	17
2.5.1	Learning Principles	17
2.5.2	Use of Technology during Training	18
2.5.3	Use of right method for Training	18
2.5.4	Other Human Resource Functions	19
2.5.5	Motivation of Trainee	19
2.6	Conclusion	19
CHAPTER 3	THEORETICAL FRAMEWORK	20
3.1	Introduction	20

3.2	A Theoretical Framework for Effective Training	20
3.3	Explanation of Theoretical Framework for Effective Training	21
3.4	Conclusion	21
CHAPTER 4	RESEARCH METHODOLOGY	22
4.1	Introduction	22
4.2	Design of the Study	22
4.2.1	Technical Purpose	22
4.2.2	Type of Investigation	22
4.2.3	Extent of Interference	22
4.2.4	Setting of the Study	22
4.2.5	Unit of Analysis	23
4.3	Sample Selection	23
4.4	Questionnaire Design	24
4.5	Data Collection	24
4.6	Response Analysis	24
4.7	Limitations of the Study	25
4.8	Conclusion	25
CHAPTER 5	RESULTS OF THE STUDY	26
5.1	Introduction	26
5.2	Results of Questionnaires	26
5.3	Results of Interview conducted with Dr. Ahmet Ertugan	32
5.4	Results of Interview conducted with Fikri Kaynak	32
5.5	Demographic Distribution of Respondents	34
5.6	Conclusion	36

CHAPTER 6 CONCLUSION	37
6.1 Introduction	37
6.2 Conclusion of Theoretical Findings	37
6.2.1 Conclusion on Effective Training theory	37
6.3 Conclusion of Empirical Findings	37
6.4 Conclusion on Project questions asked	38
6.5 Limitations of the Study	40
6.6 Recommendations of the Future Projects	40
REFERENCES	41
APPENDIX-1 QUESTIONNAIRE IN ENGLISH	1
APPENDIX-2 QUESTIONNAIRE IN TURKISH	1

LIST OF TABLES

PAGE

Table 2.1	Learning Principles in different T & D Methods	11
Table 4.1	Breakdowns of N.E.U Catering Staff	23
Table 5.1	Experiences	26
Table 5.2	Participation	27
Table 5.3	Relevance	27
Table 5.4	Transference	28
Table 5.5	Performance	28
Table 5.6	Feedback	29
Table 5.7	Pre-test	29
Table 5.8	Technology	30
Table 5.9	On-the-job training	30
Table 5.10	Pre-test for on-the-job	31
Table 5.11	Past-test for on-the-job	31
Table 5.12	On-the-job versus off the job	32
Table 5.13	Distribution of Gender	34
Table 5.14	Distribution of Age	34
Table 5.15	Distribution of Job	35
Table 5.16	Distribution of Years of Services	35

CHAPTER 1

INTRODUCTION

LIST OF FIGURES

PAGE

Figure 1.1	Human Resource Management Functions	3
Figure 2.1	Training and Development Process	9
Figure 2.2	(%) of Usage of T&D Methods in the U.S.A	12
Figure 3.1	Theoretical frameworks for effective Training	20

Human Resource Management

People are vital for the success and continuing success of any organization. Their knowledge, skills, and abilities must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization.

HRM is a strategic, ethical, and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management.

This study of Human Resource Management describes the HRM efforts of managers and shows how personnel professionals contribute to these efforts.

David (1993)

HRM is a critical factor for any organization. Hiring, selecting and keeping high quality people can become a source of sustained competitive advantage. In a global market,

HRM factors (employees) across companies. If companies have a consistent and effective HRM, they will take advantage against competitors.

HRM improves the quality of sales, production and marketing in order to improve the quality of products and services. HRM is a key factor in the success of an organization.

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter gives a brief introduction into the field of human resource management, outlines the research objectives, and presents the aim of the study and questions of the project.

1.2 Human Resource Management

People are vital for the success and continuing success of any organization. Therefore organization must match right people and right job for organizational objectives.

Human Resource Management (HRM) is the management of people. The purpose of Human Resource Management is to improve the productive contribution of people to the organization in ways that are strategically, ethically and socially responsible. This purpose guides the study and practice of Human Resource Management which is also commonly called Personnel Management. This study of Human Resource Management describes the HR related efforts of operating managers and shows how personnel professionals contribute to those efforts. (Werther & Davids 1993)

HRM is critical factor for any organization. Finding, selecting and keeping high quality employees can become a source of sustained competitive advantage. In global market competitive factors forces companies. If companies have a consistent and success management of people and companies will take advantage against competitors.

Companies increase the quality of sales, production and marketing in order to competitive advantage. Companies began to attach importance human factor.

HRM (Human Resources Management) is based on four fundamental principles. First human resource are the most important assets an organization has their effective management is the key to its success. Second this success is most likely to be achieved. If the personnel policies and procedures of the enterprise are closely linked with make a major contribution to the achievement of corporate objective and strategic plans. Third the corporate culture and the values organizational climate and managerial behaviour that emanate from the culture will exert a major influence on the achievement of excellence. This culture must therefore be managed which means that organizational values may need to be changed or reinforced and continuous effort starting from the top will be required to get them accepted and acted upon. Finally HRM (Human Resource Management) is concerned with integration: Getting all the members of the organization involved and working together with a sense of common purpose (Pearson 1991)

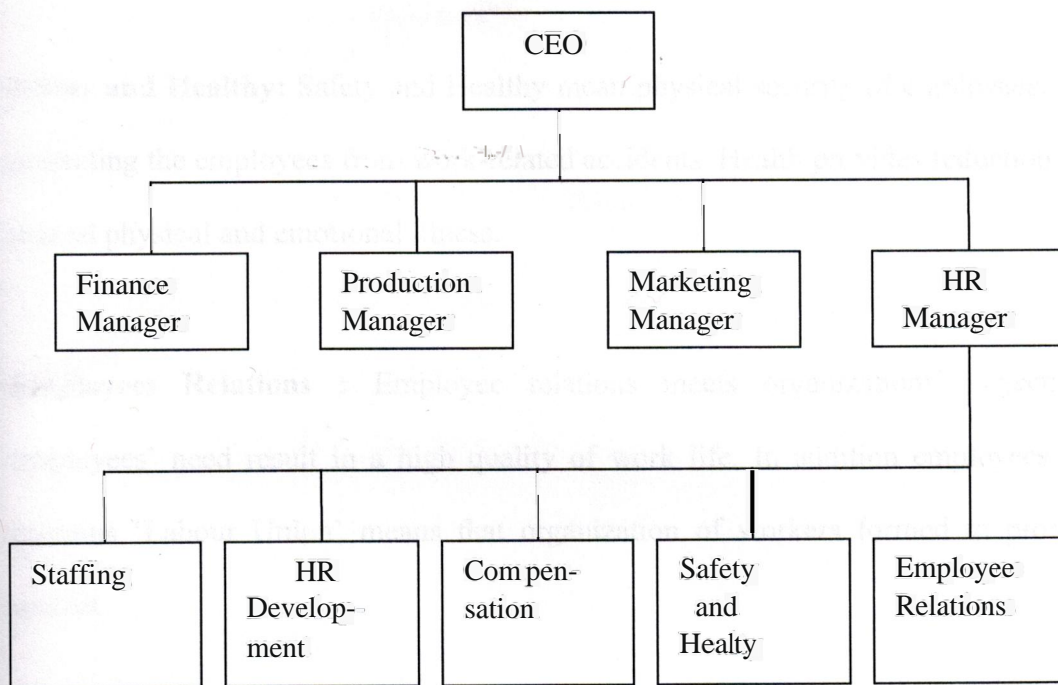
1.3 Human Resource Management Functions

HRM (Human Resource Management) contains five functional areas. These functions:

- Staffing
- HR Planning
- Compensation
- Safety and Healthy
- Employee Relations

Human Resource Manager is a staff manager. Staff manager give to advice about organizational activities.

Figure 1.1 Human Resource Management Functions



*Whether, W.B. & Davids, K. (1993) HRM

- **Staffing:** Staffing is filling and keeping with right people that have appropriate skills. Staffing contains Job analysis, HR Planning, Recruitment and Selection. In addition staffing is a function of management.
- **HR Development:** Human resource development is major HRM function that only training and development. HRD (Human Resource Development) concern career planning, development activities and performance appraisals that activities emphasize training and development needs.

- **Compensation:** Compensation is the total prize of financial benefits, non- financial benefits and compensation is concern 'Compensation Equity' in the organization.
- **Safety and Healthy:** Safety and Healthy mean physical security of employees. Safety is protecting the employees from work-related accidents. Health provides reduction of work-related physical and emotional illness.
- **Employees Relations :** Employee relations meets organizational objectives and employees' need result in a high quality of work life. In addition employees relations contains 'Labour Union' means that organization of workers formed to promote and protect.

1.4 The Objective of Study

1.4.1 Training and Development

Until the 1980s, training and development in most organizations were inadequate. However, there has been a growing awareness of the importance of training over the past decade, this being heavily influenced by the intensification of competition and the relative success of economies such as Japan, Germany, and Sweden where investment in employee development is emphasized. Technological developments and organizational change have gradually led employers to realise that success relies on skills and abilities of their employees, and this means considerable investment in training and development.

This has also been underscored by the rise in HRM, with its emphasis on the importance of people and the skills they possess in enhancing organizational effectiveness.

The main goal of training and development is to help the organization achieve its objectives by adding value to its key assets; the people it employs. Training and development means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities.

1.4.2 The Aim of Study

The aim of study is to research the human resource function of training and development. More specifically, the study aims to identify the factors influencing training and development in the Near East University training programs for its employees in the catering services, and the measure the effectiveness of the programs given.

1.5 Conclusion

This chapter described a brief explanation of HRM and objective of the study, aim of the study and questions of the project.

CHAPTER2

THE HUMAN RESOURCE MANAGEMENT FUNCTIONS OF TRAINING AND DEVELOPMENT

2.1 Introduction

This chapter gives information on the training and development process and briefly outlines the different training and development methods.

2.2 Training and Development Defined

Training and development refers to the planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

The purpose of training and development is to improve employees' job performance. It is the basic objective of training and development and strategic goal for any organization. In addition training and development provides to reduce the resistance to change.

There are more benefits training and development for any organization:

- Leads to improved profitability and more positive attitudes profit orientation
- Aids in organizational development
- Aids in understanding and carrying out organizational policies
- Organization gets more effective decision making and problem solving
- Aids in developing leadership skill, motivation, loyalty, better attitude and other aspects that successful workers and managers usually display.
- Aids in improving organizational communication

Aids in handling conflict thereby to prevent stress and tension.

Companies are experiencing great change due to new technologies, rapid development of knowledge, globalization of business and development e-commerce. Also companies have to take steps to attract, retain and motivate their work forces. Training is not a luxury; it is a necessity if companies are to participate in the global and electronic marketplaces by offering high quality products and services. Training and Development prepares employees to function in new work systems such as virtual teams and communicate and cooperate with peers or customers who may be from different cultural background (Raymond 2001).

2.3 The Training and Development Process

The Training and Development Process is systematic approach to developing training programs. It includes three phases:

2.3.1 Assessment Phase: Assessment phase contains determining of T&D needs and derive objectives

***Determining of Training and Development:** It is called need assessment. Need assessment refers to the process used to determine if training is necessary. Need assessment is the first step in the design process. For example a poorly conducted needs assessment can result in training needs not being identified, a training program will not achieve. Need assessment involves three steps: organizational analysis, person analysis and task analysis. So organization obtains need assessment by observation, interviews and questionnaires.

≠**Derive Objectives:** Organization establishes specific objectives. It gives information about what should be learned employees from training? These objectives should state the desired behaviour and the conditions under which it is occur. Established objectives are as broad summary purpose of training and development programs.

2.3.2 Training and Development Phase: This phase involves selecting of training and development programs and conducting of training and development programs.

≠**Selecting of Training and Development Programs:** Organization considers organizational objectives and goals for selecting of training and development methods. Selected method should suitable to this objectives and goals.

≠**Conducting Training and Development Program:** Manager start to implementing selected programs and learning process is start for employees.

2.3.3 Evaluation Phase: This phase contains evaluation criteria, pre-test, training, past test and transfer to job and feedback.

"**Evaluation Criteria:** What is objective of the program?

"**Pre-test:** What person know before training program

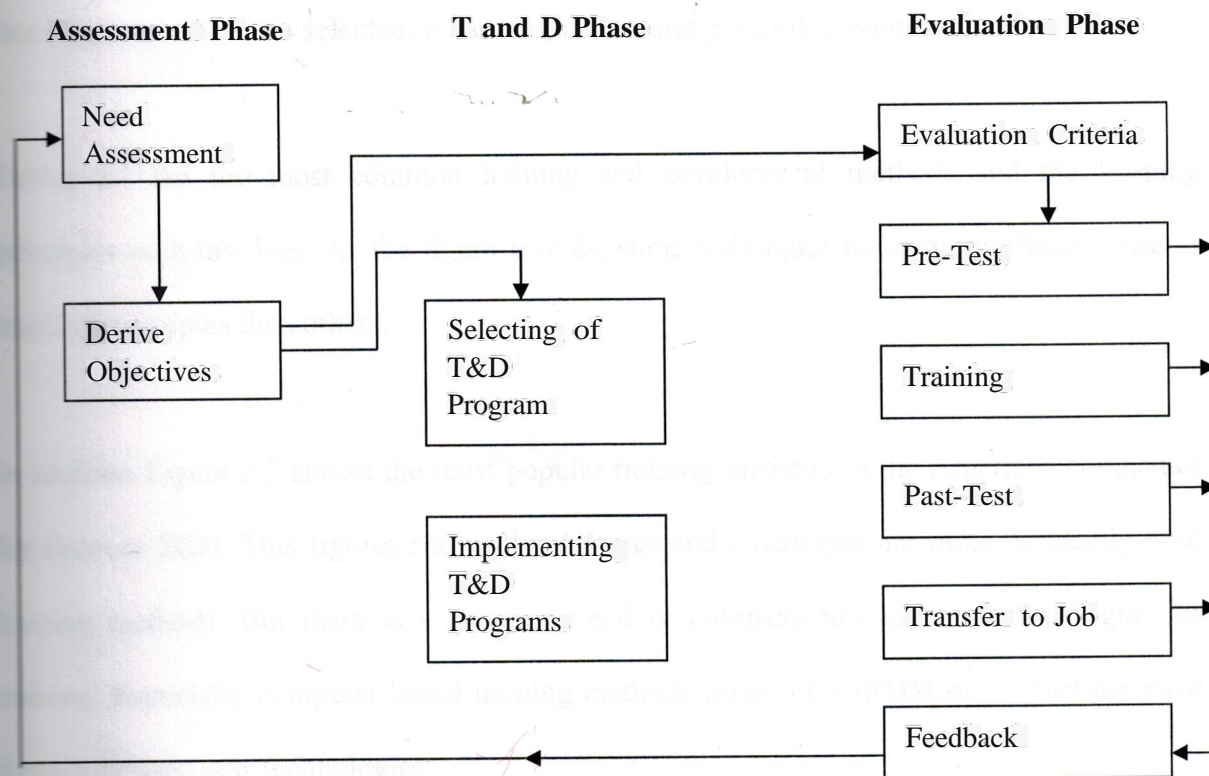
"**Training:** Implementation of training

"**Past-test:** Measure differences of knowledge of employees after training

"**Transfer to job:** It refers to trainees effectively applying what they learned in training

"**feedback:** Information employees receive while they are performing concerning how well they are meeting

Figure 2.1 Training and Development Process



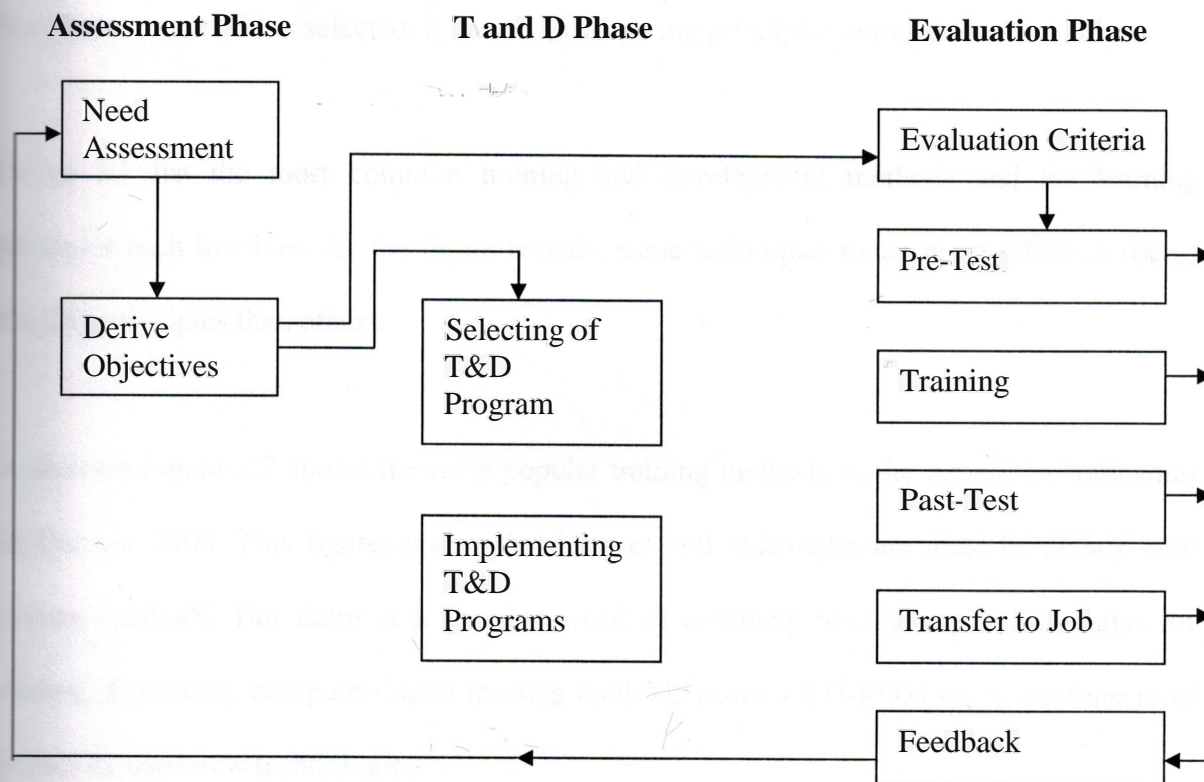
*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

In selecting a particular technique to use in training or development, there are several tradeoffs. That is no one technique is always best; the best method depends upon:

- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

Figure 2.1 Training and Development Process



*Wayne, F.C. (1992) Managing HRM

2.4 Training and Development Methods

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- Cost-effectiveness
- Desired program content
- Appropriateness of the facilities
- Trainee preferences and capabilities
- Trainer preferences and capabilities

- Learning principles

The importance of these six tradeoffs depends upon the situation. For example cost-effectiveness may be a minor factor when training an airline pilot in emergency manoeuvres.

But whatever method is selected, it has certain learning principles associated with it.

Tables 2.1 list the most common training and development methods and the learning principles each involves. As the figure reveals, some techniques make more effective use of learning principles than others.

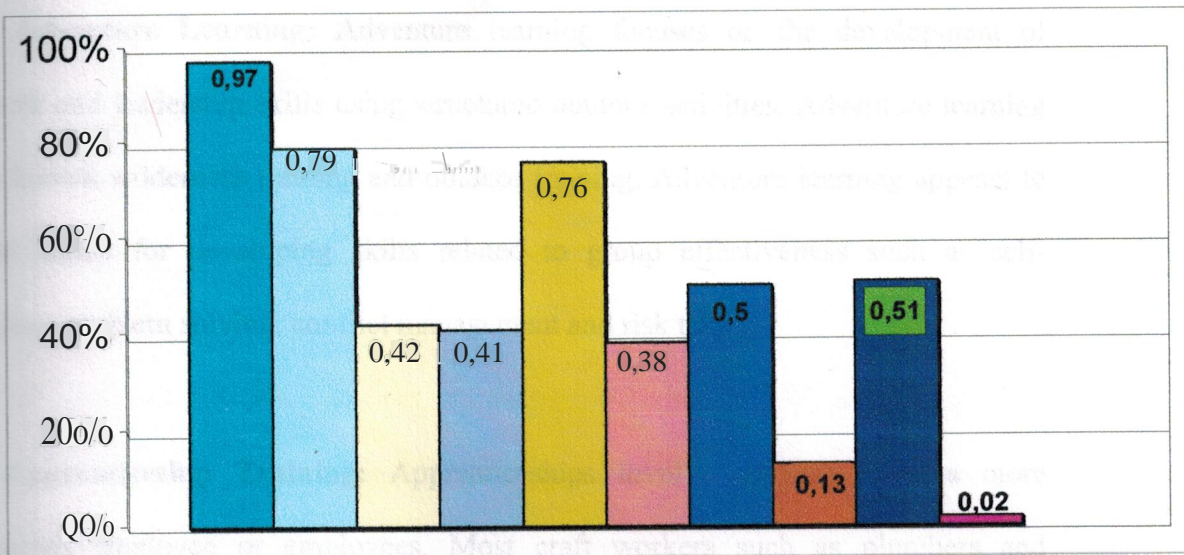
In addition Figure 2.2 shows the most popular training methods in the American companies for October 2000. This figure shows that lectures and videotapes are most frequently used training methods. But there is a growing trend of company use of new technologies for training. Especially computer-based training methods using a CD-ROM or internet are most frequently used new technologies.

Table 2.1 Learning Principles in different Training and Development Methods











METHODS	PARTICIPATION	REPETITION	RELEVANCE	TRANSFERENCE	FEEDBACK
On-the-job	Yes	Yes	Yes	Yes	Sometime
Coaching	Yes	Sometime	Yes	Sometime	Yes
Lecture	No	No	No	Sometime	No
Videotapes	No	No	No	Yes	No
Vestibule	Yes	Yes	Sometime	Yes	Sometime
Role Playing	Yes	Sometime	Sometime	No	Sometime
Case Study	Yes	Sometime	Sometime	Sometime	Sometime
Simulation	Yes	Sometime	Sometime	Sometime	Sometime
Programmed	Yes	Yes	No	Yes	Yes
Laboratory	Yes	Yes	Yes	No	Yes
Apprenticeship	Yes	Sometime	Yes	Sometime	Sometime
Job Rotation	Yes	Sometime	Yes	Sometime	Sometime

•Wayne, F.C. (1992) Managing HRM

Figure 2.2 (%) of Usage of Training and Development Methods in the ItS.A



*Raymond, A.N. (2001) Employment Training and Development

Methods	(%) of Usage
 Classroom	97
 Videotapes	79
 Role Play	42
 Case Study	41
 Computer-Based Using CD-ROM	72
 Business Games	38
 Computer-Based Using Intranet	50
 Adventure Learning	13
 Computer-Based Using Internet	51
 Virtually Training	2

2.4.4 Case Study: Case study is a description about how employees or an organization dealt with a difficult situation. Trainers are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery.

2.4.5 Coaching: A coach is peer or manager who works with an employee to motivate him, help him and provide reinforcement and feedback. There are three roles that a coach can play. Part of coaching may be one-on-one with an employee. Another role is to help employees to learn for themselves. Finally coaching may involve providing resources such as mentors, courses or job experiences that the employee may not be able to gain access to without the coach's help.

2.4.6 Computer-Based Training Using CD-ROM: Computer-based training is an interactive training experience in which the computer provides the learning stimulus, the responses and feedback to the trainee. This includes interactive video, CD-ROM and other systems when they are computer-driven. CD-ROMs and DVDs utilize a laser to read text, graphics, audio and video off an aluminium disc.

2.4.7 Computer-Based Training Using Internet (E-learning): Internet-based training refers to training that is delivered on public or private computer networks and displayed by a 'web browser'. E-learning or online learning refers to instruction and delivery of training but computer online through the internet or the Web.

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2.4.8 Computer-Based Training Using Intranet: Intranet-based training refers to training delivered using the company's own computer network. The training programs are accessible only to the company's employees, not to the general public.

2.4.9 In-Basket Training: In-basket training is a simulation of the administrative tasks of the manager's job. The exercises include a variety of documents that may be appearing in-basket on a manager's desk. In this method the trainee assigns a priority to each particular situation before making any decisions.

2.4.10 Job Rotation: Job rotation involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department. Rotational training programs help new employees understand a variety of jobs and their interrelationships.

2.4.11 Laboratory Training: Laboratory training is a form of group training primarily used to enhance interpersonal skills. It can be used to develop desired behaviours for future job responsibilities. Laboratory training involves sharing experiences and examining the feelings, behaviours, perceptions and reactions that result.

2.4.12 Lecture: Lectures are particularly useful for imparting standard, basic information which can then be built upon by other training methods. Lecture is a popular approach because it offers relative economy and a meaningful organization of materials.

2.4.13 On-the-Job Training: On-the-job training (OJT) refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behaviour. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced cross-training employees within a department or work unit and orienting transferred or promoted employees to their new jobs.

2.4.14 Videotapes: Video is also a major component of computer-based training and

2.4.14 Programmed Learning: Usually programmed materials are printed booklets that contain a series of questions and answers. After reading and answering a question, the reader's answer the reader proceeds. If not the reader is directed to review accompanying materials.

2.4.15 Role Playing: Role-playing involves having trainees act out characters

assigned to them. Information regarding the situation is provided to the trainers. Role plays differ from simulations on the basis of response choices available to the trainees. This method is used change attitudes (for example, to improve racial understanding). It also helps develop interpersonal skills.

2.4.16 Simulation: A simulation is training a method that represent a real-life situation with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. Simulation exercises are in two forms. One forms a mechanical simulator that replicates the major features of the work situation. Computer simulations are another technique. For training and development purposes this model often takes the form of games.

2.4.17 Computer-Based Training: Computer-based training (CBT) is a method of training that uses a computer to deliver training materials. CBT can be used for a wide range of training purposes, from basic skills training to advanced technical training. CBT has several advantages over traditional training methods. First, CBT is self-paced, which means that learners can progress through the material at their own speed. Second, CBT is interactive, which means that learners can receive immediate feedback on their answers. Third, CBT is consistent, which means that all learners receive the same information. Finally, CBT is cost-effective, which means that it can be used for a wide range of training purposes without the need for expensive equipment or facilities.

2.4.17 Vestibule Training: Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job. A primary advantage of vestibule training is that it removes the employees from the pressure of having to procedure while learning. This emphasis is focused on learning the skills required by the job.

2.4.18 Videotapes: Video is also a major component of behaviour modelling and naturally, interactive video instruction. The use of video in training has a number of advantages. First the trainer can review slowly down or speed up the lesson which gives him flexibility in customizing the session depending on the trainers' expertise. Second trainees can be exposed to equipment problems and events that cannot be easily demonstrated such as equipment multifunction angry customers or emergencies. Finally trainers are provided with consistent instruction.

2.4.19 Virtually Reality: Virtually reality is a computer-based technology that provides trainees with a three-dimensional learning experience. Technology is used to stimulate multiple senses of the trainee.

2.5 Factors Influencing on the Effective Training and Development

There are five factors very important for effective training and development that allows training success.

2.5.1 Learning Principles: Learning principles are guidelines to the ways in which people learn most effectively. The more these principles are reflected in training the

more effective training is likely to be. Learning principles contains participation, repetition, relevance, transference and feedback.

***Participation:** Learning usually is quicker and more long lasting when learn can participate actively. Participation improves motivation and apparently engages more sense that reinforce the learn process.

***Repetition:** Although seldom fun repetition apparently etches a pattern into our memory. Likewise most people learned the alphabet by repetition.

***Relevance:** Learning is helped when the material to be learned meaningful. Trainers usually explain to overall purpose of the trainees before explaining specific tasks.

***Transference:** The closer the demands of the training program match the demands the job a transfer a person learns to the master.

***Feedback:** Trainers give information on their progress with feedback-motivated learners can adjust their behaviour to achieve the quickest possible learning.

2.5.2 Use of Technology during Training: New training technology includes multimedia, distance learning, expert systems, electronic support and training software application. Use of learning provides to increase the effectiveness of training environment.

2.5.3 Use of Right Method for Training: Depending on what is objective depending on the employees involved in the program the methods will change according to the program. If organization select best-suited method to these situations then training will be effective.

The chosen method should meet the minimal conditions needed for effective learning to take place; that is, the training method should: (Wayne 1992)

- Motivate the trainee to improve his or her performance.
- Clearly illustrate desired skills
- Provide some means for reinforcement while the trainee learns.
- Be structured from simple to complex tasks.
- Be adaptable to specific problems.

2.5.4 Other Human Resource Function: Successful accomplishment of other human resource functions can also have a crucial impact on T&D. For example organizations pay systems or progressive health and safety programs will find it easier to attract workers who are capable of hitting the ground running and to retain employees require less training.

2.5.5 Motivation of Trainee: This factor is critical determinant for effective training. Because if employee (trainee) don't want to get training then employee don't motivate then training will not be effective.

2.6 Conclusion

This chapter described training and development process and the different training and development methods.

CHAPTER3

THEORETICAL FRAMEWORK

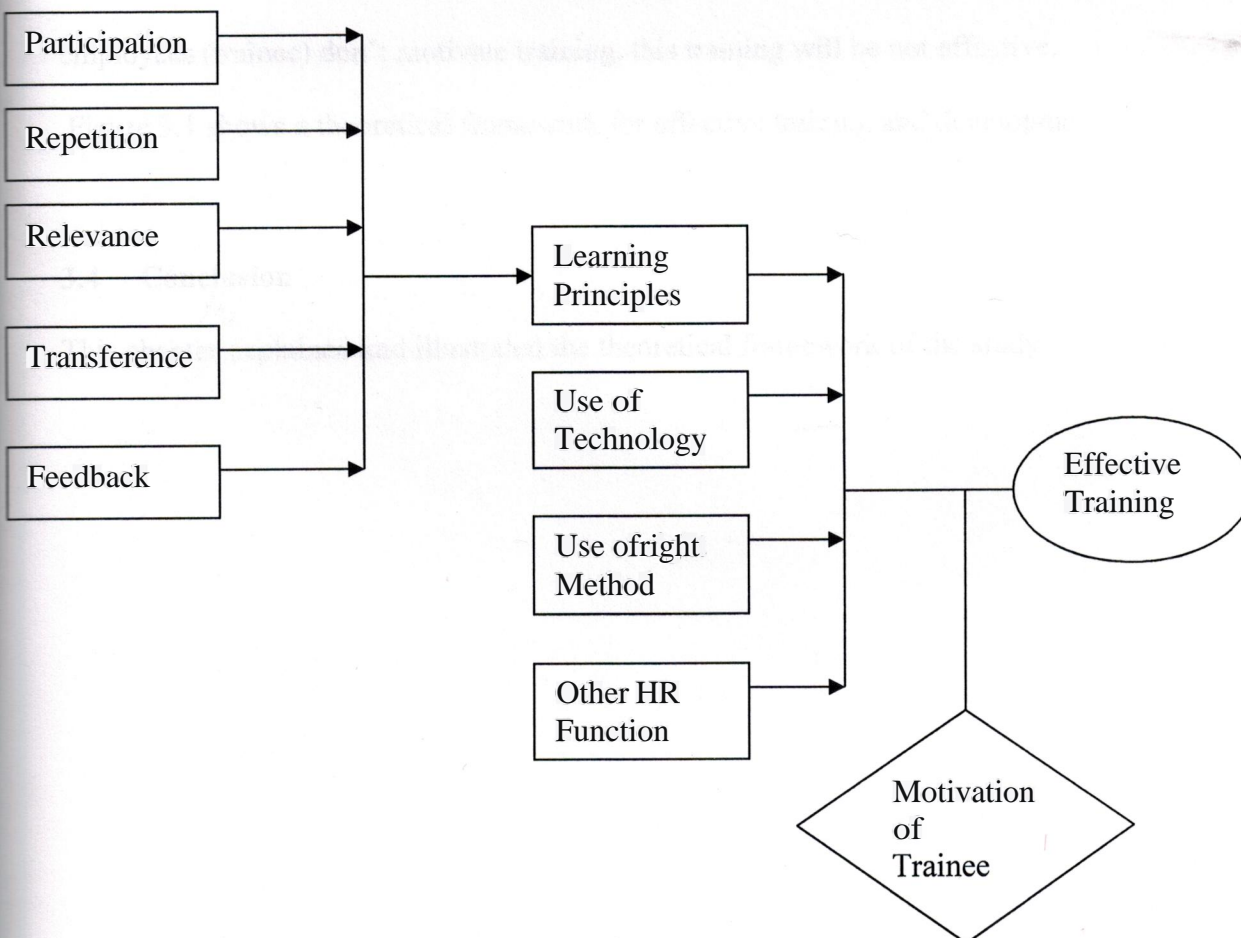
3.1 Introduction

This chapter explains and illustrates the theoretical framework of the study

3.2 A Theoretical Framework for Effective Training

This study proposed the following framework to understand and explain the factors that affect training at work. The variables presented below in figure 3.1 are further explained and measured in this study report.

Figure 3.1 Theoretical Framework for Effective Training



3.3 Explanation of Theoretical Framework for Effective Training and Development

If employees participate to training (participation), repeat the subject who learned during training (repetition), interest the subject of training (relevance), convert from theory to practice this learned subject (transference) and receive the information about the training (feedback) then this training will be effective learning. Learning principles contain these factors. If organizations use the learning principles, this training will be effectively on training success.

If organizations use the equipment of technology such as electronic support system, this situation increases the interest of employee for training.

Before organization chooses the method of training organization will consider structure and objective. For example on-the-job method is suitable for catering services.

If other human resource function such as staffing, recruitment, selection complete properly then this training will be effective.

Finally motivation of employees (trainee) is most important factor for effective training. If employees (trainee) don't motivate training, this training will be not effective.

Figure 3.1 shows a theoretical framework for effective training and development

3.4 Conclusion

This chapter explained and illustrated the theoretical framework of the study

CHAPTER 4 RESEARCH METHODOLOGY

4.1 Introduction

This chapter describes design of the study and methods that are to be used during the investigations of the study.

Table 4.1 Breakdowns of N.E.U Catering Staff

4.2 Design of the Study

Area of Work	Number of Employees
Kitchen	42
Office	19

4.2.1 Technical purpose

The purpose of study is descriptive study that undertaken in order to ascertain and able to describe the characteristics and relationships between the factors for effective training.

4.2.2 Type of Investigation

This study is a correlation study that conducted to identify the important factors associated with effective training.

4.2.3 Extent of Interference

Extent of interference is minimal because interviews employees and managers questionnaires at work place in the routine functioning of the system.

4.2.4 Setting of Study

This study is the field study because study at work place during the routine functioning of the system.

4.2.5 Unit of Analysis

The Near East University catering services staffs constitutes the scope of the study. Based on the information given by the University's administration there are 160 personnel working in the catering service.

This catering staff can be broken down as follows:

Table 4.1 Breakdowns of N.E.U Catering Staff

Area of Work	Number of Employess
Cafeteria	42
Canteen	38
Kitchen	28
Various location in N.E.U	19
Restaurant	15
Office	10
Warehouse	8

4.3 Sample Selection

As mentioned above there are a total of 160 catering employees in the N.E.U. It would be ideal if all of these employees were included in the study. However, due to the limited amount of time to conduct the study this would not be possible, therefore a simple size of 60 employees and 2 managers.

A nonprobability sampling design in which information or data for the research are gathered from members of the population conveniently accessible to the research (Sekaran 2003)

4.4 Questionnaire Design

Two questionnaires were constructed to carry out the investigation. The questionnaires contained items concerning the variables found in the theoretical framework. One of the questionnaires was administered to catering staff and the other was administered to a member of N.E.U Training Institute, Yabem and catering staff managers.

The questionnaires were prepared in English and then translated into Turkish. The questionnaires were pre-tested using 3 catering staff in order to assess issues such as statement clarity, the perceived time required to complete the questionnaire, questionnaire layout and appearance. Improvements were made based on the comments received. The revised version of the questionnaire administered to catering staff consisted of 60 items and the revised version of the questionnaire administered to Yabem and catering staff consisted of 2 items.

4.5 Data Collection

The revised questionnaire was distributed to randomly selected members in the catering service. In some cases a personal interview was arranged to explain the questionnaire in more detail. The data collection process was conducted between the dates 23rd - 21st May 2005.

4.6 Response Analysis

The process resulted in the complementation of 62 questionnaires; 60 from the catering staff and 2 from Yabem and manager.

4.7 Limitations of Study

The study conducted was hampered by many limitations, which prevented the study producing solid results;

- Due to the limited amount of time to conduct the study this would not be possible
- Some employees don't want to answer the questionnaire because they are afraid of losing their own job.
- Especially female employees tended to answer politically.
- Yabem (N.E.U Training Institute) didn't support this study.

4.8 Conclusion

This chapter described the basic design of the study and methods that are to be used during the investigations of the study.

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in their career before. The majority, 88 % of the respondents received no training before joining the N.E.U.

CHAPTERS

RESULTS OF THE STUDY

5.1 Introduction

This chapter depicts the results obtained through the questionnaire that was conducted with 60 employees of the N.E.U catering division. The results of the two interviews that took place between Dr. Ahmet Ertugan, Yabem executive member and Fikri Kaynak, manager of the N.E.U catering division are also separated below.

5.2 Results of the Questionnaire

A questionnaire was prepared on the basis of the theoretical framework formulated by this study with 19 questions (see Appendix-1). Some of questions are open-ended type's questions and this type questions analysing in Chapter 6. The finding one:

Q.1) Have you received any kind of training before joining the N.E.U?

Table 5.1 Experiences

Reply	Frequency	%
Yes	7	12
No	53	88
Total	60	100

Only 12 % of the respondents said they received training in another establishment. The majority, 88 % of the respondents received no training before joining the N.E.U.

Q.2) Did you participate in any way during training?

Table 5.2 Participation

Reply	Frequency	%
Yes	18	30
No	42	70
Total	60	100

30 % of the respondents have been participated during training. The majority, 70 % of the respondents participated through asking the questions and explain own ideas during training.

Q.3) Was what you learnt related to your job?

Table 5.3 Relevance

Reply	Frequency	%
Yes	55	92
No	5	8
Total	60	100

8 % of the respondents think that training no related to own jobs. The majority, 92 % of the respondents said that training related to own jobs.

Q.4) Are using what you learnt on your job?

Table 5.4 Transference

Reply	Frequency	%
Yes	39	65
No	21	35
Total	60	100

35 % of the respondents couldn't use learned information in own jobs. The majority, 65 % of the respondents could transfer from learned theory to practice.

Q.5) Has what you have learnt made difference in your performance?

Table 5.5 Performance

Reply	Frequency	%
Yes	38	63
No	22	37
Total	60	100

37 % of the respondents have not made difference in own performance. The majority, 63 % of the respondents believe that made difference in own performance.

Q.6) At the end of the training program did you receive any kind of feedback?

Table 5.6 Feedback

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents have not been received feedback after end of the training program.

Q.7) Were you measured in any way before the training?

Table 5.7 Pre-test

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the employees have not been measure before the training program.

Q.8) Were any visual aids used in the training program?

Table 5.8 Technology

Reply	Frequency	%
Yes	60	100
No	0	0
Total	60	100

All of the respondents said that trainer used Power Point program during training program.

Q.9) Did you receive "on-the-job" training program?

Table 5.9 On-the-job training

Reply	Frequency	%
Yes	45	75
No	15	25
Total	60	100

25 % of the respondents have not been received on-the-job training at first working day. The majority, 75 % of the respondents have received.

Q.10) Were you tested in any way before on-the-job training?

Table 5.10 Pre-test for on-the-job

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents didn't test before the training.

Q.11) Were you tested in any way after on-the- job training?

Table 5.11 Past-test for on-the-job

Reply	Frequency	%
Yes	0	0
No	60	100
Total	60	100

All of the respondents didn't test after the training.

Q.12) If you have received both types of training which has been more useful?

Table 5.12 On-the-job versus off the job

Reply	Frequency	%
On-the-job	38	63
Off the job	12	20
Both	10	17
Total	60	100

20 % of the respondents said that off the job training is more useful. 17 % of the respondents said that both on the job and off the job training are more useful. The majority, 63 % of the respondents said that on the job training is more useful.

5.3. Results of the Interview conducted with Dr. Ahmet Ertugan

Dr. Ahmet Ertugan, executive member of Yabem (Training Institution) was approached with a set of questions about the training given to the catering services employees during October 2004 period. (As a copy the questions asked and supplies obtained are as in Appendix)

The major findings from interview are summarized as:

Dr. Ertugan said that N.E.U has been starting to given training October 2004. They have been given training 150 members of catering service each Saturday. Catering service and Yabem didn't conduct need assessment and didn't determine objectives of the training program. They has been select conference/seminar methods for training and used PowerPoint program for support to training. They didn't conduct pre-test

Mr. Ertugan said that employees' motivation went up not because of training because through training the training employees came to gather and as a group they felt that are part of something.

5.4 Results of the Interview conducted with Fikri Kaynak

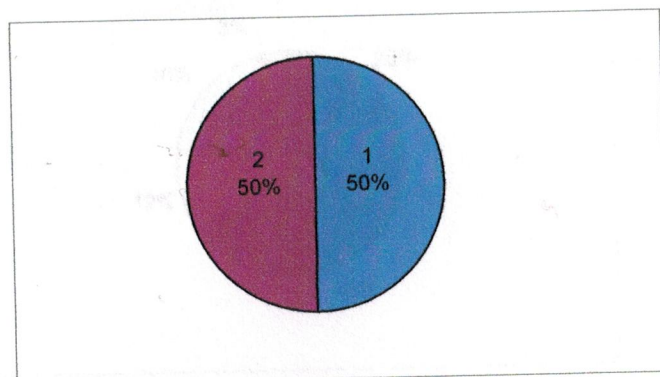
Fikri Kaynak, manager of the N.E.U catering division was approached with a set of questions about the training given to the catering services employees during October 2004 period. (As a copy the questions asked and supplies obtained are as in Appendix)

The major findings from interview are summarized as:

Mr. Kaynak said that N.E.U has been starting to given training October 2004. Training has been conduct by Yabem and catering service. They have been given training 150 members of catering service each Saturday. Catering service and Yabem didn't conduct need assessment. They determined objectives of training program such as cleanness, communication. They has been select conference/seminar methods for training and used PowerPoint program for support to training. They didn't conduct pre-test. But they has been done exam after training program. They didn't explain results of exam to employees and only take average of results of exam.

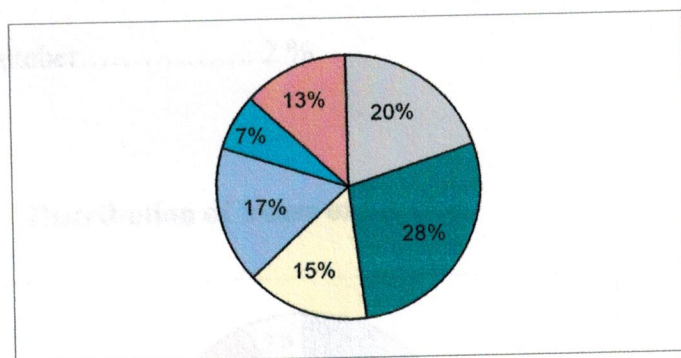
5.5 Demographic Distribution of Respondents

Table 5.13 Distribution of Gender



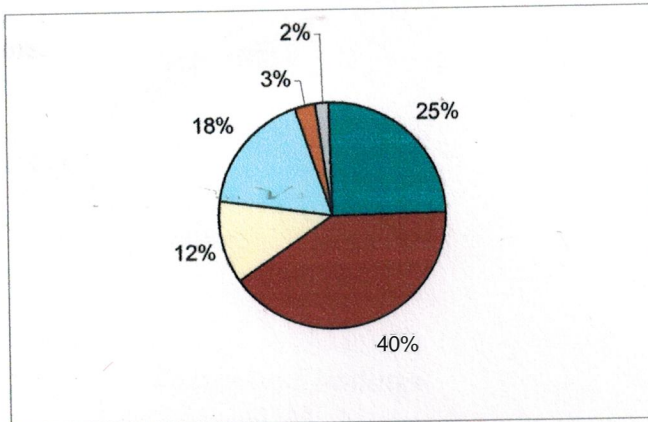
- 1 Female Sample Employees... 50 %
- 1 Male Sample Employees... 50 %

Table 5.14 Distribution of Age



- C=J 18-24.....20 %
- C=J 25-29.....28 %
- C=J 30-34.....15 %
- C=J 35-39.....13 %
- C=J 40-44.....17%
- C=J 45+.....7%

Table 5.15 Distribution of Job









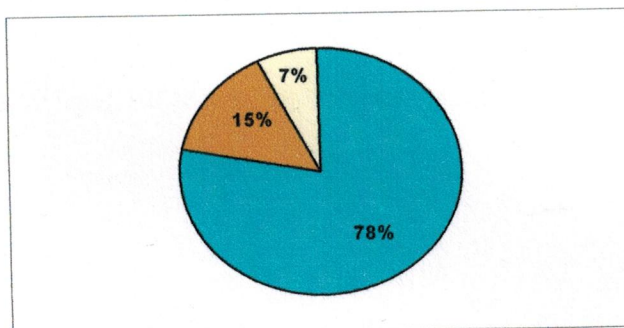



	Cook	25 %
	Cashier.....	40 %
	Waiter.....	12 %
	Cleaner.....	18 %
	Driver.....	3 %
	Butcher.....	2 %

Table 5.16 Distribution of Years of Services



	→ 0-4 Years.....	78 %
	• 5-9 Years.....	15 %
	▨ 10+ Years.....	7 %

5.6 Conclusion

This chapter presented results of questionnaires of 60 employees and results of interviews of 2 administrators.

5.1 Introduction

This chapter lists the conclusions reached by this study.

5.2 Conclusions on Theoretical findings

The followings are the main conclusion on theory of effective employee training reached by this study.

5.2.1 Conclusion on Effective Training theory

According to theory, there are five important factors that influencing the effectiveness of training. These factors:

- Learning principles (Participation, relevance, repetition, transference and feedback)
- Learning
- Usage of right method for training program
- Other human function (Planning, development and selection)
- Motivation of trainee

5.3 Conclusions on empirical findings

Yabon (Training Institution) has been working learning principles partially. 64% of the respondents have been participating during training. 92% of the respondents think that training is related to work job. Yabon has given training to employees for improve the learned theory.

CHAPTER 6

CONCLUSION

6.1 Introduction

This chapter lists the conclusions reached by this study.

6.2 Conclusions on Theoretical findings

The followings are the main conclusion on theory of effective employee training reached by this study.

6.2.1 Conclusion on Effective Training theory

According to theory, there are five important factors that influencing on effectiveness of training. These factors:

- Learning Principles (Participation, relevance, repetition, transference and feedback)
- Technology
- Usage of right method for training program
- Other human function (Planning, recruitment and selection)
- Motivation of trainee

6.3 Conclusions on empirical findings

Yabem (Training Institution) has been considering learning principles partially. 70 % of the respondents have been participating during training. 92 % of the respondents think that training is related to own job. Yabem has given homework to employees for repeat the learned theory.

65 % of the respondents could transfer from learned theory to practice. But, all of the respondents haven't received feedback about training.

Yahem has used the technology device such as computer support system during training. Yahem has selected conference / seminar method but 63 % of the respondents think that on the job training method is more useful. Yabem couldn't select right methods properly because of they didn't determine set of objectives.

Only, 12 % of the respondents said they received training in another establishment. 88 % of the respondents experienced their first training with N.E.U. So, 78 % of the respondents have worked in N.E.U since at most 4 years.

Some of the respondents couldn't motivate training because of they couldn't understand subject of training because trainer have used sophisticated words during training.

In addition, Yabem haven't conduct need assessment and pre-test on catering service staff.

6.4 Conclusions on Project questions asked

1.) How many employees working for catering service in the N.E.U?

Based on the information given by the University's administration there are 160 personnel working in the catering service.

Q What is training and development?

Training and development refers planned effort by facilitate employees' learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance.

3.) How is training measured?

In this study prepared questionnaires for measuring of training. Questionnaires contained items concerning items the variables found in the theoretical framework. One of the questionnaires was administered to catering staff and the other was administered to a member of N.E.U Training Institute, Yabem and catering staff managers. (See Appendix)

4.) What are factors leading to effective training?

Five important factors are leading to effective leading. These factors:

- Learning Principles (Participation, relevance, repetition, transference and feedback)
- Technology
- Usage of right method for training program
- Other human function (Planning, recruitment and selection)
- Motivation of trainee

5.) What factors involved in N.E.U catering service training?

In N.E.U catering service training, trainer considered learning principles partially. During training, conduct participation, relevance, transference, but didn't received feedback to employees.

In training program, trainer used computer support system for effective training.

For training program, trainer couldn't select right method because they didn't determined objectives of training program.

Trainer hasn't conduct need assessment and pre-test on catering service staff.

Trainer couldn't consider situation of motivation of trainee during training.

6.5 Limitations of study

The study conducted was hampered by many limitations, which prevented the study producing solid results;

- Due to the limited amount of time to conduct the study this would not be possible
- Some employees do not want to answer the questionnaire because they are afraid of losing their own job.
- Especially female employees tended to answer politically.
- Yabem (N.E.U Training Institute) didn't support this study.

6.6 Recommendations of future projects

- N.E.U should keep job specification to understand what are skill requirements of the job and job description to understand what are duties of the job. This information is important in analysing training needs.
- Trainer should pre-test the trainee before training program
- Trainer should give feedback to trainee about training program
- Trainer should determine set of objectives for training program

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APPENDIX-1

QUESTIONNAIRE IN ENGLISH (Manager and Yabem)

1. Since when has training been given to catering staff in NEU?

2. To how many members of the catering staff has training been given?

3. How often is training given?

4. Is a need assessment conducted?

Yes.....

No.....

How.....

5. Are objectives set for training programs?

Yes.....

No.....

(If Yes) What are these objectives?

6. Which training methods are used?

7. How training methods to be used are selected? According to what criteria?

8. Which visual aids are used during training?

9. Are training programs tested in any way before implementation?

QUESTIONNAIRE IN ENGLISH 11 (For employees)

10. Is a pre-test conducted?

Yes.....

No.....

(If Yes) How.....

11. Is a post-test conducted?

Yes.....

No.....

(If Yes) How.....

12. Is feedback given to employees?

Yes.....

No.....

(If Yes) How.....

PART II:

1. Have you received any kind of training before joining the N.E.I.P?

Yes.....

No.....

If respondent's answer is "yes," then will ask questions 2, 3 and 4

2. When you received any kind of training in your job?

.....

3. How many times did you take?

.....

4. Which type of training did you take?

On the job.....

Off the job.....

Both.....

QUESTIONNAIRE IN ENGLISH II (For employees)

Job:.....

Age: 18-24.....

25-29.....

30-34.....

35-39.....

40-44.....

45 +

Sex: Female..... Male.....

Years of Service: 0-4 Years.....

5-9 Years.....

10+ Years.....

PART I:

1. Have you received any kind of training before joining the N.E.U?

Yes.....

No.....

If respondent's answer is "yes" then will ask question 2, 3 and 4

2. When you received any kind of training in your job?

.....

3. How many times did you take?

.....

4. Which type of training did you take?

On-the-job.....

Off-the-job.....

Both.....

PART II:

In this section questions related to "off-the-job" training program. And it is related to given the training last October.

5. When did you receive "off-the-job" training program?

.....

6. What was the duration of the training program?

.....

7. Did you participate in any way during training?

Yes.....

No.....

(If Yes) How.....

8. Was what you learnt related to your job?

Yes.....

No.....

(If Yes) How.....

9. Are using what you learnt on your job?

Yes.....

No.....

(If Yes) How.....

10. Has what you have learnt made difference in your performance?

Yes.....

No.....

(If Yes) How.....

11. At the end of the training program did you receive any kind of feedback?

Yes.....

No.....

(If Yes) How.....

12. Were you measured in any way before the training?

Yes.....

No.....

(If Yes) How.....

13. Were any visual aids used in the training program?

Yes.....

No.....

(If Yes) How.....

Why.....

PART III:

In this section questions related to "on-the-job" training program. And this section related to given the training last October.

14. Did you receive "on-the-job" training program?

Yes.....

No.....

15. By whom?

16. How long did you take?

17. Were you tested in any way before on-the-job training?

Yes

No

(If Yes) How

18. Were you tested in any way after on-the- job training?

Yes

No

(If Yes) How

19. If you have received both types of training which has been more useful?

Why

APPENDIX-2

QUESTIONNAIREIN TURKISH (Müdürler ve Yabem için)

1. Ne zamandan beri Yakın Doğu Üniversitesi hizmet içi eğitim veriyor?

Hayır.....

2. Kaç kafeterya ve kantin çalışanına eğitim veriliyor?

Hayır.....

3. Hangi aralıklar ile eğitim veriliyor?

Hayır.....

4. Bir ihtiyaç tespiti yapıldı mı?

Evet.....

Hayır.....

(Eğer Evet ise) Nasıl.....

5. Eğitim programının hedefleri belirlendi mi?

Evet.....

Hayır.....

(Eğer Evet ise) Hedefler nelerdir?

.....

6. Hangi method veya methodlar kullanıldı?

.....

7. Kullanılacak method nasıl seçildi? Hangi kriterlere uygun olarak?

.....

8. Eğitim içinde hangi teknik destek araçları kullanıldı?

.....

9. Uygulamadan önce e itim programı test edildi mi?

.....

10. E itim öncesi alı anları bir test yapıldı mı?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

11. E itim sonrası alı anlar bir test yapıldı mı?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

12. alı anlara geribildirim verildi mi?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

QUESTIONNAIRE IN TURKISH II (Çalışanlar için)

.....

Ya : 18-24.....

25-29.....

30-34

35-39.....

40-44.....

45+.....

Cinsiyet: Bayan..... Erkek

Hizmet Yılı: 0-4 Yıl:.....

5-9 Yıl:.....

10+ Yıl:

BÖLÜM I:

1. İminiz ile ilgili herhangi bir eğitim aldınız mı?

Evet.....

Hayır.....

Eğer katılımcının cevabı "Evet" ise soru 2, 3 ve 4 sorulacaktır.

2. İminiz ile eğitimi ne zaman aldınız?

.....

3. Kaç kez eğitim aldınız?

.....

4. Hangi eğitim tipini aldınız?

İçerisinde

İçerisinde

Her ikisini birden

BÖLÜM II:

Bu bölüm içerisindeki sorular "i dı e itim" ile ilgilidir ve geçen ekim ayında verilen e itim ile ilgilidir.

5. Ne zaman i dı ı e itim aldınız?

.....

6. E itim programının zaman aralı ı neydi?

.....

7. E itim sırasında katılım (mental+ fiziksel) gösterdiğiniz mi?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

8. Ö rendikleriniz i iniz ile ilgili miydi?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

9. Öğrendiklerinizi i iniz üzerinde kullanıyor musunuz?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

10. Öğrendikleriniz performansınızda farklılık oldu mu?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

11. Eğitim öncesi bir ölçüm yapıldı mı?

Evet.....

Hayır.....

(Eğer Evet ise) Nasıl.....

12. Eğitim sonrası bir ölçüm yapıldı mı?

Evet.....

Hayır.....

(Eğer Evet ise) Nasıl.....

13. Eğitim içinde teknik destek araçları kullanıldı mı?

Evet.....

Hayır.....

(Eğer Evet ise) Nasıl.....

14. Eğitim sonrası bir ölçüm yapıldı mı?

Evet.....

Hayır.....

(Eğer Evet ise) Nasıl.....

15. Eğer iki eğitim tipini de kullandıysanız hangisi daha yararlı?

.....

Neden.....

BÖLÜM III:

Bu bölüm içerisindeki sorular "i üzerine e itim" ile ilgilidir ve geçen ekim ayında verilen e itim ile ilgilidir.

14. Ne zaman i üzerinde e itim aldınız?

.....

15. Kimden?

.....

16. Hangi aralıklar ile aldınız?

.....

17. E itim öncesi bir ölçüm yapıldı mı?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

18. E itim sonrası bir ölçüm yapıldı mı?

Evet.....

Hayır.....

(E er Evet ise) Nasıl.....

19. E er iki e itim tipini de almı sanız hangisi daha yararlı?

.....

Neden.....