

FACTORS AFFECTING TRANSFER OF TRAINING

by

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Research report in partial fulfillment of the requirements for the degree of Masters of
Business Administration

MARCH 2004

DEDICATION

To.....

My father, Saleh A. Abujazar,

My Mother, Amena,

My sisters,

And my brothers.

ACKNOWLEDGEMENTS

First and foremost, I would like to extend my greatest thanks to Allah the Almighty. Without the strength, knowledge and good health awarded to me it would be impossible to complete this study.

My sincere gratitude to my research supervisor, Dr. Zainal Ariffin Ahmad and co-supervisor, Dr. Anees Janee Ali, who have coached and gave their invaluable advice throughout this project.

In appreciation to the support of my beloved family, for the patience, understanding and encouragement given throughout this study and my MBA. Special thanks to my father, Saleh Abujazar; my mother, Amena; my sisters, Isra, Wessam, Lobna, and Manal; and my brothers, Mhd. Shadi, Feras, and Malek.

I would like to express my gratitude and thanks to my lecturers and staff of the School of Management, USM for their support and assistance throughout my MBA courses. Beside that I shall not forgot my colleagues and fiends who gave me encouragement and support throughout my MBA courses.

I would like also to thank the management of the four factories that share their opinions and experience by allowing me to distribute the present study questionnaire on their factories.

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ABSTRAK

Latihan kakitangan adalah sesuatu aktiviti yang penting bagi satu organisasi. Pasaran global dan domestik menjadi semakin mencabar. Untuk terus kekal dan berjaya di pasaran, organisasi harus mempunyai kelebihan kompetitif. Pekerja yang mahir adalah satu kelebihan kepada organisasi untuk mereka terus bersaing. Latihan adalah satu cara yang boleh digunakan oleh organisasi untuk meningkatkan skil para pekerja. Latihan kakitangan melibatkan kos yang tinggi dan secara amnya kebanyakan program latihan tidak mencapai matlamatnya disebabkan wujudnya pelbagai masalah dan halangan. Kajian ini melihat kesan sokongan yang diberikan oleh penyelia dan rakan sekerja terhadap latihan yang telah diikuti oleh seseorang pekerja. Kajian ini juga mengkaji kaitan antara kesan moderator seperti latar belakang pendidikan, pengalaman kerja dan tempoh masa latihan dengan perpindahan pengetahuan yang dipelajari semasa latihan ke tempat kerja. Kajian ini dijalankan dalam kalangan 144 orang operator pengeluaran yang menjadi responden utama kajian ini di empat buah kilang di sekitar Pulau Pinang. Hasil kajian menunjukkan bahawa sokongan yang diberikan oleh penyelia dan rakan sekerja membantu dalam proses perpindahan pengetahuan latihan ke tempat kerja. Kajian ini juga mendapati latar belakang pendidikan dan pengalaman kerja boleh memoderatkan kesan sokongan yang diberikan oleh penyelia terhadap pekerjanya. Walau bagaimanapun, tempoh latihan tidak memberi sebarang kesan. Hasil kajian bagaimanapun tidak menunjukkan sebarang kaitan antara latar belakang pendidikan, pengalaman kerja dan tempoh latihan dengan sokongan yang diberikan oleh para pekerja di dalam proses perpindahan pengetahuan latihan.

ABSTRACT

Training today is a crucial part of an organization's activities. The global and the domestic market are becoming more competitive. To survive and keep their existing on the market, companies should acquire competitive advantages. Skilled employees and workers is one of the most important advantages that companies can take over their competitors. Training is one of the ways that companies follow to improve their employees' skills. Training is costly, and generally speaking, training programs does not achieve their goals, due to many problems and barriers. The present study looks at the effect of supervisors support and co-workers support on transfer of training, and the moderating effects of educational background, working experience, and duration of training on the relationship between supervisors support and co-workers support and transfer of training. The present study was carried out among 144 operator's level at four factories in the Island of Penang. The results indicate that supervisor support and co-workers support significantly affect the transfer of training process. Also the present study found that, educational background and duration of training did not moderate the effect of supervisor support on transfer of training, while working experience moderates the relationship between perceived supervisors support and transfer of training. Furthermore the results of the present study indicate that working experience moderate the relationship between perceived coworkers support and transfer of training. Working experience has no effect on the relationship between perceived coworkers support and transfer of training. Furthermore educational background partially moderates this relationship.

Chapter 1

INTRODUCTION

1.1 Introduction of Study

The need for employees training programs have significantly increased in the recent years. Companies are beginning to recognize that training truly is a lifelong endeavor. Development activities have profound positive impacts on employee's job satisfaction, productivity and overall profitability (Hughey and Mussnug, 1997). Employees training programs are the element in ensuring that there is a continuous improvement process. Organizations will achieve competitive advantage as a result of training programs.

The need to achieve goals as effectively as possible is common to all organizations, public and private, large and small. Carrel, Kuzmits and Elbert (1997) argued that there are six major purposes of training:

1. To improve performance.
2. To update employees with new skills.
3. To promote job competency.
4. To solve problems.
5. To prepare for promotion.
6. To orient new employees.

Many trainers and instructional designers have experienced the frustration of designing and delivering training programs. Many of them find out those employees

are not performing as expected after following the programs. Supervisors also experience frustration when staff members who had participated in training programs but then do not use their new knowledge and skills to improve their work.

Upon completion of the training programs, most of the participants demonstrated the skills competently and passed the knowledge test. Nevertheless, why most of them are now unable to perform those same skills that they learnt at their workplace? The answer is simple, that is the problems of transferring the training to workplace problems (<http://www.reproline.jhu.edu/English/6read6issues/6jtn/v5/tn0202trng.htm>).

Training has been regarded as an expensive investment. Sadly, Only 10 percent of total training expenditures could lead to positive transfer of training (Farnborough, 1997).

When an organization sends its employees for training, employees may acquire new skills and knowledge from the classroom but the problem, is they cannot transfer the new acquired skills and knowledge to their workplace due to many reasons. In addition, transferring the training back to workplace face many barriers such as organizational barriers, trainee barriers, training design and the lack of perceived supervisors support (Ridge, 2002).

As training has become more and more important as a tool to enhance employees' knowledge, skills and abilities in performing their task, almost all organizations have undertaken necessary steps in providing the necessary training to all levels of employees. This training covers all areas such as technical, conceptual, and attitude

aspects aiming to improve the competency of employees. One major problem regarding training faced by these organizations is that they have spent huge amount of money for training programs but their employee cannot transfer what they have acquired in the classroom to their workplace. Thus, the present study will attempt to investigate whether the perceived superior support and co-workers support affect the training transfer. Noe (1999) stated that coworkers support could enhance transfer of training. This enhancement will occur if the coworker more supportive and encourage the workers to apply the new skills.

1.2 Problem Statement

Business world nowadays is very competitive. Some organizations perform better than others, because these organization improve their performance by training and development programs. So companies always try to improve their employees by train them, but these training programs are very costly.

Unfortunately the training programs did not hit their goals. The employees went for training and receive new knowledge and skills, but they did not transfer every thing that they have acquired from the training. This problem called transfer of training problem, and this problem cause lose for the companies. The present study attempts to study the effect of supervisors support and coworkers support on the transfer of training.

1.3 Purpose of The Study

The present study will focus on the effect of perceiving superior support and co-workers support on the training transfer in four factories in Penang. Specifically, the purpose of this study is to find out whether the demographic factors (educational background, work experience, and duration of training) moderate the relationship between perceived supervisor support and the transfer of training, and perceived coworkers support and transfer of training.

1.4 Research Questions

1. Does perceived superiors' support affect the transfer of training to the workplace?
2. Does perceived co-workers support affect the transfer of training to the workplace?
3. Does educational background, work experience, and duration of training moderate the relationship between perceived superiors' support and transfer of training?
4. Does educational background work experience and duration of training moderate the relationship between perceived co-workers support and transfer of training?

1.5 Scope of the Study

The present study attempts to identify whether the transfer of training is affected by support from both supervisors and co-workers. The level of supervisors' support and coworkers' support are measured in term of operators' perception. Similarly, the transfer of training is measured in term of respondent perception of transfer of skills from the training class to the workplace.

1.6 Significance of the Study

One of the main reasons that let people to have negative perception about training is the failure of transferring the training to the workplace to enhance the organization's performance. Instead of concentrating on the training program as the only solution to solve organization problems, companies should take into account the aspect that contribute to the effective training transfer to the workplace. Superior support is one of the most important factors that facilitate the transfer of training (David, 1997). Taking into account certain characteristics, such as, work experience, educational background, and duration of training, as moderating variables would create a better understanding of the relationship between superiors' support and the transfer of training (David, 1997).

In addition the present study is different from previous research in a sense that it tests the affect of two factors on the transfer of training which are superior support and coworkers support.

1.7 Definition of Terms

Training: A process whereby people acquire capabilities to aid in the achievement of organizational goals (Mathis and Jackson, 2003).

Training: is a planned learning experience for the acquisition of new knowledge, attitudes or skills (David, 1997, Campbell, 1970; Goldstein, 1980).

Development: Effort to improve employees' ability to handle a variety of assignments (Mathis and Jackson, 2003).

Transfer of training: According to Swinney (1989), transfer of training is defined an almost magical link between classroom performance and something which is supposed to happen in the real world Foxon (1993).

Transfer of training: Is the process of successfully moving knowledge, skills attitude from classroom to workplace, which is the ultimate goal of training (Ridge, 2002).

Chapter2

LITERATURE REVIEW

2.1 Introduction

Literatures related to the transfer of training and training effectiveness reviewed are presented below in order to understand the related knowledge on the training transfer.

2.1.1 Training

This section will discuss the definition of training and the difference between training, development, and education.

Cherrington (1991) differentiated training, development and education. *Training* is the acquisition of specific skills or knowledge, *development* is the improving of the intellectual or emotional abilities needed to do better job and *education* is something more general that attempts to provide student with general knowledge that can applied in many different settings (David ,1997). *Training* also can be defined as a planned learning experience for the acquisition of new knowledge, attitudes or skills (David, 1997, Campbell; 1970; Goldstein, 1980).

On the other hand, training could be defined as the organized procedure by which people learn knowledge and/or skills for definite purpose with objective to achieve change in the behavior of those trained. Training and education often occurs at the

same time but education is thought of as being broader in scope- it is purpose to develop the individual, while training has a more immediate utilitarian purpose (Beach, 1985; David, 1997).

There are many different kinds of training programs. The major ones include (1) orienting and informing employees, (2) skill development, (3) refresher training, (4) professional and technical education and (5) supervisory and managerial development (Cherrington, 1991). According to Broad and Newstrom (1992), as cited in Ridge (2002), the amount of time and money being spent on training is astounding. An estimated of US \$50 billion is spent annually on formal training, with additional US \$90 to US \$120 billion spent on less-structured, informal training. While this may seem impressive, it was suggested that after one year only 10 to 15 percent of training content is retained (Ridge, 2002).

2.1.2 Conducting Training Program

Many billion of dollars has been spent on training and corporate education. In America, nearly 41 million corporate employees were predicted to have received training during the 1992/93 year (Foxon, 1993). From a human performance technology perspective, training is appropriate for overcoming skills or knowledge gap. The question about why organizations go for training looks simple but actually this question needs complex answers. One of the obvious answers is to make employees perform better in their jobs (Stolovitch, 1992). Sadly most of the investment in organizational training is wasted because most of the knowledge and

skills gained (well over 80% by some estimation) were not fully applied by the employees (Stolovitch, 1992).

Stolovitch (1992) studied the causes for the wasted training expenditures. Among the causes are: (1) poor selection of person to attend training, (2) lack of clear expectations from supervisor, (3) lack of on-job support, and (4) lack of post-training monitoring, and (5) lack of resources to implement the new skills. So what can we do about this? Some strategies suggest that: (1) only provide training when a systemic front-end analysis has identified a performance gap whose cause is essentially a lack of, (2) never provide training as single solution, (3) train only those who will be able to apply the new skills or knowledge, (4) prepare trainees for both training and post-training transfer, and (5) ensure the post-training support (Stolovitch, 1992).

There are many steps that must be followed when an organization aims in conducting training programs. To ensure success, the need for training must be clearly identified. Once needs are identified, clear objectives must be developed. These first two steps describe what the trainee will do, state the conditions under which they will do it, and establish criteria by which successful performance will be judged (Molenda, 1999; Ridge, 2002).

Training objectives are often written to ensure performance in the classroom. Ideally, the objectives should address the performance expected in the workplace after the training had been carried out (Ridge, 2002).

2.1.3 Evaluating Training

After training, an organization must evaluate the training to make sure that these training programs lead to improving on-the-job performance. This is done for the reason of checking whether employees can transfer what they are taught in the classroom to the workplace. Evaluation is an important part of training in order to understand the level of transfer of training. Among other benefits, evaluation can help understand the strengths and weaknesses of the current training program, the impact of training on individuals and the impact of training on the organization (Reeves, 1994).

Odiome and Rummler (1988) proposed the following criteria in evaluating training programs. First, do in-course evaluation of participant's progress which measures the progress learners made in the training room. Second, impact on the participants after the training was finished. This means measuring the effects of the course upon the subsequent modified behavior. This is usually measured by the transfer of class behavior onto the job and the extent and duration of change, and to see whether the changes were in the right direction, and similar gives after effects behavior.

Upon completion of the training intervention, the trainees had demonstrated the skills competently and passed the knowledge test. But, why are they now unable to perform those skills at their workplace? There are many possible reasons. Historically, training interventions have rarely been successful in resolving job performance problems caused by factors other than lack of knowledge and skills. In some situations, learners acquired knowledge and skills during training only to find out that they are not

supported in using this new information in their work environment. Before embarking on the design of a learning intervention and making an investment of resources in training, it is imperative to make certain that you are dealing with a performance issue that can be “fixed” by training (<http://reproline.jhu.edu/English/6read/6issues/6jtn/v5/t0202trng.htm>).

2.2 Transfer of Training

There are some questions posed regarding how do practitioners know whether or not transfer has occurred. Whether the transfer has occurred? If post training levels of performance are compared to or equal or greater than those achieved by on-the-job training? By observing the original performance problems, if the training has positive impact on the original performance, that mean transfer is said to have occurred (Broad, 1982; Cormier, 1984; Foxon, 1993).

Foxon (1993) considered transfer as one of the training products or outcome, whether the transfer has occurred or not, then this product or the outcome can be identified and measured. Foxon (1993) further argued that in many cases like the intellectual skills it is difficult to identify whether the transfer has been occurred or not. Transfer-as-product approach has some difficulties to be measured in many cases, so Foxon (1993) provided another approach which gives the transfer process certain stages, through this stages transfer of training can be identified.

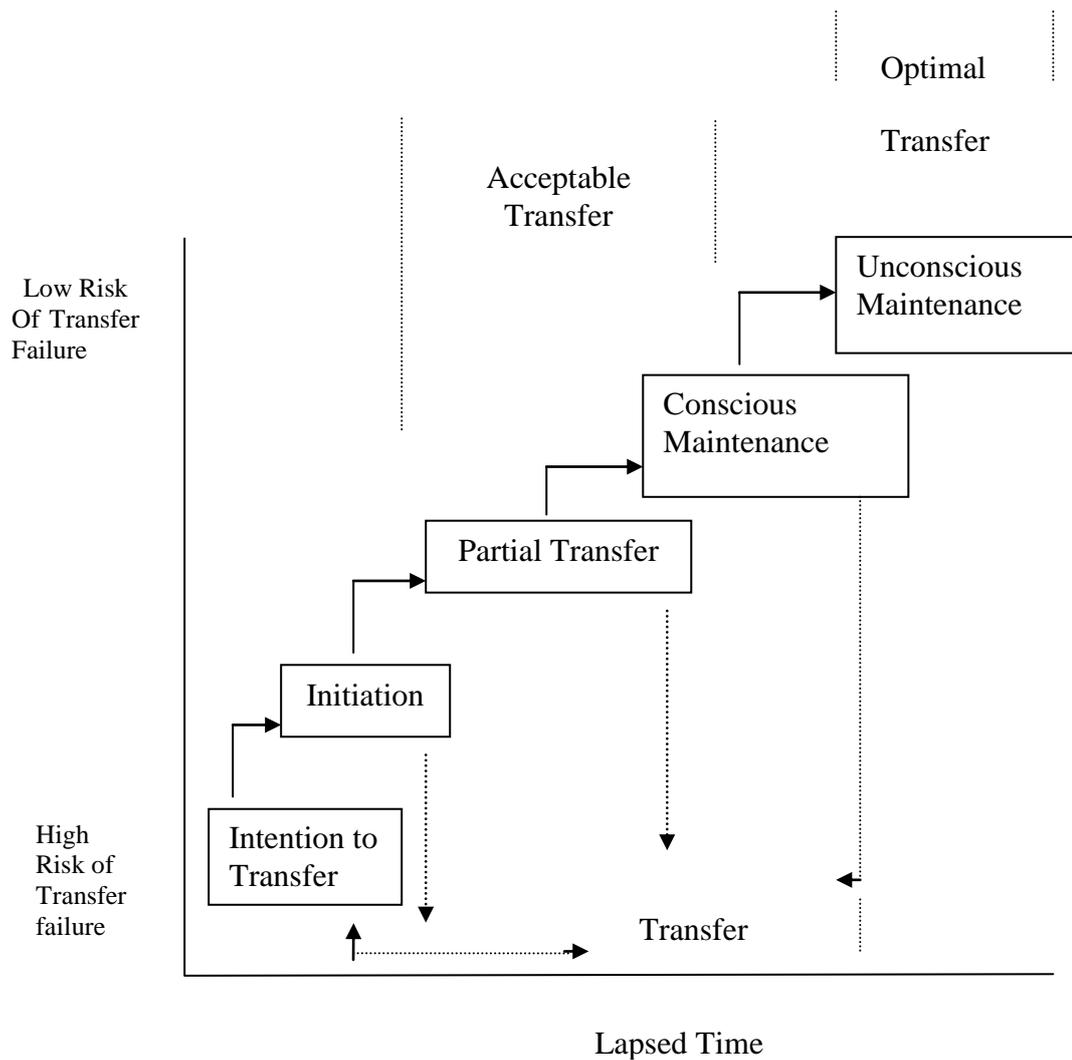


Figure 2.1. Stages of the transfer of training.

A process approach explains what actually happens to the knowledge and skills that trainees have been learned through the transfer process, whether the trainees will practice them, discontinue practicing this new skills, or fail to use this new skills. Process approach helps to measure transfer at different points on the transfer time, and the degree of transfer at those points, so there are many stages of transfer of training such as acceptable degree of transfer or optimal degree. Each stage on the process approach depends or related to the previous one. The risk of transfer failure is greater in the early stages. The stages are as follows:

Intention to transfer: It is a stage directly after finishing the training course. In this stage the trainees have the motivation to apply what they acquired during the training in their workplace. Then, if the trainees finish the training course with a low level of transfer intention that will lead to low level of training transfer to the workplace (Hu czynski & Lewis, 1980, Noe; 1986 , Foxon ,1993).

Transfer initiation: At this stage, the trainee attempts to apply what they learn to the workplace. This stage is very crucial to partial transfer stage and transfer maintenance stage (Foxon,1993; Laker, 1990).

Partial transfer: Foxon (1993) described this stage as the stage in which the trainees start to apply and transfer some skills to the workplace, in this stage some or all skills are being used from time to time.

Transfer maintenance: This stage is the final stage of transfer process and refers to maintaining the application of the learning to the job over time, so in this stage the performance is permanently enhanced. In the first stage of maintenance the learners make a conscious choice to use the new skills and knowledge whenever their use is appropriate. When the use of the new skills and knowledge move to the unconscious use, the skills have been integrated into the job behavior, at this point the transfer is considered to be completed (Baldwin & Ford, 1988; Georgenson, 1982; Foxon, 1993).

The purpose of organization investing in training is to enhance on-the-job performance. Thus the effectiveness of training should be measured by its outcome,

which is an enhancement of on-the-job skills or behavior. A good training program that produces change within the training context itself is still inadequate if it fails to induce significant new behavior on-the-job (Bell & Kerr, 1987; London & Stumpf, 1982, in David, 1997).

Transfer of training could be either positive, negative or could be no transfer at all. While organizations expect positive *transfer* (enhanced on-the-job performance), it is unfortunately not always guaranteed. There is always the possibility of either *negative transfer*, where the learning in the training situation results in poorer performance on-the-job, or no *transfer*, where learning in the training situation has no effect on the job performance (Ellis (1965) as cited in David, 1997).

According to Caravaglia (1993), just 40% of skills learned in training are transferred immediately, 25% remain after six months, and only 15% remain a year later. Transfer of training is believed to influence primarily by three general characteristics: (1) trainee characteristics (working experience, duration of training, and educational background), (2) the design of training program, and (3) the work environment.

2.2.1 Factors Inhibiting Transfer

Balwin and Ford (1988), as cited in McSherry and Taylor (1994), have identified antecedents to training transfer related to: (1) trainees individual characteristic; (2) the design of training programs; and (3) trainees' work environment.

According to Foxon (1993), there are many factors that inhibit the transfer of training. These factors can significantly inhibit transfer intention and transfer initiation. It is difficult to make sure the percentage of training actually has been transferred. Broad and Newstrom (1992), Georges (1988), Gradowski (1983) and Kelly (1982) as cited in Foxon (1993) reported that transfer of training can be distinguished over time. Further Foxon (1993) reported a study by Marx (1986) that transfer failure may be as high as 90% for some training courses. In the study by Huczynski and Lewis (1980) (as cited in Foxon, 1993), it was reported that only 35% of the trainees attempted to transfer the learning on the job. There are 128 inhibiting factors, which can be grouped into four major categories (Foxon, 1993):

Organizational climate factors: The negative effect of an unsupportive organizational climate on the transfer process accounts for 42% of the identified inhibiting factors. The failure of supervisors (and, to a lesser degree, the co-workers) to encourage application of the training on-the-job is the most commonly cited factor inhibiting transfer. Other factor that inhibits the transfer is the lack of opportunity to apply the learning, and the failure to provide the resources or technology necessary for application.

Training design factors: This inhibitor accounts for 22% of the inhibiting factors, and refers to course content that is too theoretical or not practical enough, that is perceived to be in conflict with the values of the organization, or which is presented out of the nature of the on-the-job requirements.

Individual learner characteristics: Learner characteristics account for 21% of the inhibiting factors. The major inhibitor is the low level of learner motivation to apply

the training (13% of the inhibiting factors). Other factors identified refer to the learner's difficulty with skill or knowledge application.

Training delivery factors: The training delivery factors represent for 13% of the total transfer, and refer to inappropriate methods, media and delivery style. Low level of trainer credibility is also mentioned as a factor inhibiting transfer.

2.2.2 Transfer Model

The model of transferring training to the workplace by Foxon (1993) shown in Figure 2.2 was based on Lewin's (1951) force field theory. It conceptualizes the transfer process in terms of inhibiting or supporting factors. Lewin (1951) reported that the individuals behave according to the total force acting on them.

According to Foxon (1993) training inputs is one of the factors that supporting and inhibit transfer and which will depends on learner's motivation to use the training in the workplace. For example, when the trainers fail to see the relationship between the trainee and their job. In this case the content itself is considers inhibiting factor.

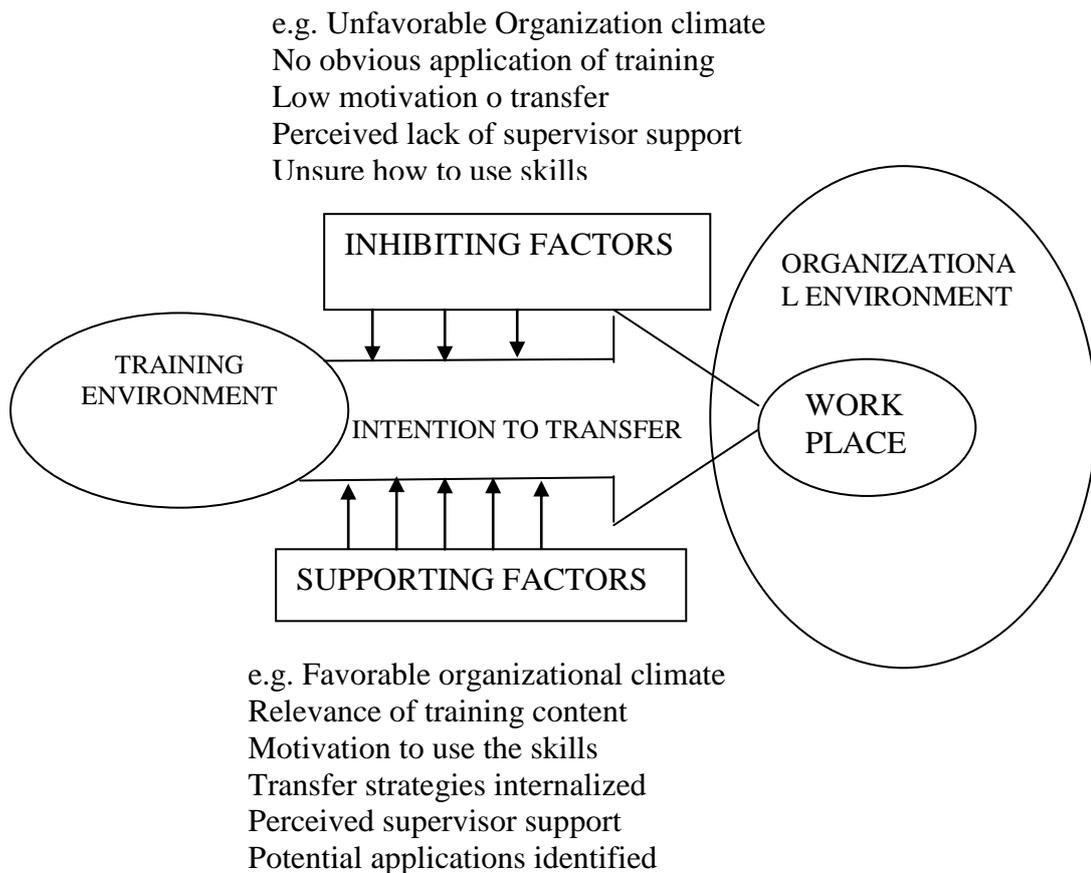


Figure 2.2. Transfer model of inhibiting and supporting factors influencing intention to transfer.

Source: Foxon (1993)

2.2.3 Transfer Strategy

Caravaglia (1993) suggested that trainers could use various approaches to strengthen management support, for example, trainers should involve supervisors and employees in the training assessment. The trainers should ensure that supervisor provides enough time for employees to follow the training programs, and they also should contact all supervisors asking them to encourage employees to attend the training programs. Supervisors also have a very important role to facilitate the transfer process by

shifting trainees' work to other employees. In addition, Caravaglia (1993) stated that supervisors should be pushed to facilitate the use of new skills by providing employees' time to practice these new skills.

Caravaglia (1993) suggested some tips for increasing transfer of training, by using realistic example of how the skills might be used during the training programs. Trainers should give learners meaningful contexts for the application concepts rather than presenting theory without useful association which resemble the real work. Trainers should use attractive ways while presenting the information in order to heighten retention of information. The information should be presented in a conceptual context before asking learners to use these skills.

The way that trainers present and deliver the information to the trainees is very important; Caravaglia (1993) suggested some advice during the training programs to ensure high benefits from the training programs. Caravaglia (1993) suggested that training programs should include practices of skills in the design of the learning event. Furthermore he suggested that training programs should present new concept in several different ways. The equipment that is used to clarify the training ideas should be used. Training programs should also include different ways in presenting the new concept. The concept and skills must resemble the working situation performed by participants. One of the most important factors to ensure high benefit of training is the post training follow-up with participants, and encourage the organizations to develop supportive environment for continuous learning in the workplace after training has taken place.

How to ensure transfer of training? According to Caravaglia (1993), human resource department needs to prove to organizations that they are getting good returns on their investment. In order to do those, HRD needs to find out whether the skills and knowledge taught in training are transferred to the job.

In measuring transfer of training through evaluation, Caravaglia (1993) posed the following questions: (1) why training transfer should be measured? Training transfer should be measured in order to demonstrate the value of training to an organization and to verify the effectiveness of training curricula. (2) When transfer should be measured? Transfer of training could be measured in different times. Some evaluators collect the initial data immediately after training ends, and others wait one, three, or six months. (3) Who should measure transfer? The responsibility of measuring training transfer is very critical. Thus, the person who will measure the transfer of training should be selected carefully in order to avoid some problem such as some training staff neglect evaluation because they do not have the time or because of the lack of senior managers. It may be necessary to contract professional evaluators to determine whether on-the-job behavior change occurred. One important note here is that the training designer should not involve in evaluating the process. (4) How to measure transfer? The ways that organizations measure the transfer of training differ from one organization to other. Some organizations measure transfer of training by obtaining reports from supervisor, conduct surveys and questionnaires, develop action or implementation before completing training. Next participants create action plans and send copies to their supervisor, and interview trainees and supervisor in order to validate certain evaluation findings.

2.3 Barriers to Transfer of Training

There are many barriers to transfer the training to the workplace. Ridge (2002) specified certain barriers occur after determining the training that may inhibit the transfer of this training to the workplace: (1) lack of reinforcement on the job; (2) transference from the immediate environment; (3) no supportive organizational culture or climate; (4) the employee's views that the training is impractical or irrelevant, and (5) lack of technology or equipment to support training.

There are some barriers to transfer the training that occur through the manager's practices. Ridge (2002) mentioned that managers may not have the knowledge to support the information that the employees have learned. For example, if an employee wears a respirator for a specific task but the supervisor has never worn one or attend respirator protection training, then the supervisor might not fully understand the issue involved.

2.4 Actions to Ensure Transfer of Training

Transfer of training from classroom to the workplace is the ultimate goal of the training programs. Organization measure the transfer of training to ensure that what employees have learned is later applied at the workplace. The end result is to improve the overall performance of individuals and organizations. It is critical that transfer of training process be considered before the training, during the training, and after the training. We also need to know individuals who will be affected by the training: the

trainees, the trainees' supervisors, and the trainer. The basic yet the most powerful transfer of learning strategy is to ensure that the information and skills being taught are the ones that trainees and their supervisors perceive as important (<http://p2001.health.org/LESSONSL/trndeliv.htm>).

Before the training: Before the training takes place, supervisors can make a significant contribution to the transfer of training process by ensuring that only those appropriate individuals are selected for the training. Another strategy for effective transfer of training is that both supervisors and trainees train at the same time. Transfer of training will be greatly enhanced if both supervisors and trainees are involved because the members would be able to support each other after the training. There are some steps that should be followed in order to help for full transfer of training. Among the steps are: Training goals should be application-oriented. The optimum time to provide training to any one is when that person can immediately use the skills being taught, and make sure that there is a sufficient amount of time spent on action planning. (<http://p2001.health.org/MHS02/TRGTRANStr.htm>).

Supervisors can help the transfer of training during the training program from early stage by making it easy for the trainee to attend the training. With this type of support, trainees will get the message that training is important and they should be prepared to use the new skills and implement it in the workplace (<http://p2001.health.org/MHS02/RGTRANStr.htm>)

During the training: During the training there are several activities that trainees can perform that will allow the transfer of training process to be more effective. During

training there are several actions that a trainer can take in order to support the transfer of learning process. Firstly, a trainer can invite former trainees to attend the class to share their experience and successes with the transfer and implementing the training strategies. Secondly, a trainer can provide feedback to allow trainees to know how their performance is compared to what is expected of them. Thirdly, a trainer can do follow-up on and support trainees while on the job, (<http://p2001.health.org/MHS02/TRGTRANStr.htm>).

After training: After training, a trainer can still play a significant role in making sure that the transfer of learning process takes place.(1) The trainers can establish a mentoring system.(2) The trainer and the training organization in general can provide feedback to trainees about other trainees who have successfully implemented. (3) Technical assistance for trainees and their supervisors can be built into any training system to provide structured follow-up on course deliveries (<http://p2001.health.org/MHS02/TRGTRANStr.htm>).

2.5 The Relationship between Supervisors and Training Transfer

Next, let us discuss the relationship between supervisors and transfer of training. There is a link between an unsupportive organizational climate and transfer failure. Training will only be transferred to the workplace if supervisors' support exist (Foxon, 1993; Mosel, 1957).

Organization climate is the type of support or discouragement the trainees will be likely to encounter to their job situations, concerning their use of the training (Foxon, 1993; Rouiller, 1989).

Organization climate is very important factor to facilitate the transfer process. According to Baumgartel (1984) as cited in Foxon (1993), the trainees' perception of supervisor's support and availability of resources and necessary technologies will create culture of transfer, which positively encourages both the motivation to learn and to transfer (Foxon, 1993; Richey, 1992 Rouiller, 1989; Russell et al., 1985).

Supervisors' supports have more effect than co-workers' support on the trainees' decision to apply training. Huczynski and Lewis (1980) as cited in Foxon (1993) emphasized the role of the supervisors in the transfer process. They reported that supervisors are the single most important influence on the transfer process. When a trainee receives this kind of supervisors' support they are more likely to apply the new skills (Broad & Newstrom, 1992, Foxon, 1993).

According to Ridge (2002), supervisors can provide support for trainees to put the training to work. They can achieve this by providing a reduced workload so that trainees can have the time they need to plan for the application of the new skills. Supervisors may be able to provide opportunities for trainee to use new skills. However, a training organization cannot guarantee that the supervisor will be willing to do anything to support the training beyond allowing someone to attend.

Ridge (2002) specifies four main categories that have become barriers to transfer of training. They are: (1) time pressures; (2) peer pressures; (3) limited opportunities to

practice; and (4) learner attitude. First, supervisor felt that the company exerted time pressure on employees in cutting the cost of having the trainees in class for an extended period of time. As cited by Ridge (2002) one supervisor expressed, " This company wants the learners back to their job as quickly as possible due to the high cost of replacement." This pressure may have an adverse effect that is trainees may feel the company doesn't value the training or the trainee's development. This tension may also affect the opportunity for learning if the pressure manifests itself into shortened training session and discourages the trainees in taking future classes (Ridge, 2002).

Second, the supervisors identified the lack of time to implement new skills if these skills are outside of the immediate job requirement as another element of time pressure. As one supervisor indicated, the trainees do not always have the time to practice applying the skills to the job. If training is not specially related to the job, the attitude of the trainees is that "course is over and we're back to work" (Ridge, 2002).

According to Ridge (2002) peer pressure was also identified by a number of supervisors as significant barriers that existed within the workplace. Often trainees are subject to co-workers' criticism of their involvement in a program and this discourage them from using the new skills.

Awoniyi , Griego and Morgan (2002) identified some factors that help to perceive superior support: (1) supervisory encouragement; (2) sufficient resources; (3) freedom to decide how to accomplish tasks; (4) workload pressure; and (5) an all over assessment of support for creativity.