



FACTORS AFFECTING TRANSFER OF TRAINING AT WORKPLACE: STUDY OF SSGC, HYDERABAD

*Qurat-ul-Ain Qureshi
Mehran University Institute of Science, Technology and Development (MUISTD),
MUET, Jamshoro

*Dr. Arabella Bhutto
Mehran University Institute of Science, Technology and Development (MUISTD),
MUET, Jamshoro

*Dr. Zahid A. Memon
Mehran University Institute of Science, Technology and Development (MUISTD),
MUET, Jamshoro

ABSTRACT

Purpose: This study focuses on feasible work environment supporting transfer of learning achieved through training to workplace. The purpose of this research is to explore factors within the working environment influencing employees to transfer what they learnt during their trainings to their workplace and then observe its extent in the context of Sui Southern Gas Company SSGC.

Methodology/Sampling: The study was carried out within working environment of (SSGC), Hyderabad. The data was collected through survey questionnaire. This research study used the Quantitative approach in order to collect and analyze the data. The opinion of those employees and managers was sought who have attended the training programs in SSGC.

Findings: The results indicate that the company believes on training and development and frequently send their employees for training during time off from their routine work. In addition, employees receive adequate support from the management. The study suggests that irrelevant workload on employees need to be reduced as it influences the effective transfer. Furthermore, the company should review evaluation criterion for the trained skills.

Practical implications: The academic researchers and practitioners endorse that transfer of training will become possible when trainees possess positive perception of the work environment. The study therefore adds value to relevant literature, emphasizes the importance of on-job trainings, and identifies the barriers in the smooth transfer of skills acquired through trainings to workplace.

Keywords : Training, Transfer of training, Environmental factors, Evaluation, Workplace.

Jel Classification: F23, M13

*The material presented by the author does not necessarily portray the viewpoint of the editors and the management of the Institute of Business & Technology (IBT)

¹ Qurat-ul-Ain Qureshi : quratulain-queshi53@yahoo.com

² Dr. Arabella Bhutto : co.director@admin.mueta.edu.pk

³ Dr. Zahid A. Memon : zahid.memon@faculty.mueta.edu.pk

© IBTJBS is published by the Institute of Business and Technology (IBT).
Main Ibrahim Hydri Road, Korangi Creek, Karachi-75190, Pakistan.

1. INTRODUCTION

Training is necessary to improve quality and competitiveness of the workforce in an organization. Many organizations spend a considerable amount of money on training, believing that training will improve their employees' performance and enhance the firm's productivity (Yamnill, 2001). Several other organizations spend significant time and money on training programs and therefore it is crucial for these organizations to ensure that transfer of learning through these trainings occur within the organization. According to Nijman et al. (2006), transfer of training is the essential element for training programs to be effective and efficient.

Despite the ambiguities surrounding transfer of learning through training, the field of training research has recently undergone a major paradigm shift with the development of several integrative models designed to explain the measuring factors affecting transfer of learning and training (Holton et al, 2000). Persistently low estimates of the application rates generated from corporate training expenditures suggest that, despite an explosion of literature attention to transfer in recent years, the 'training problem' remains acute (Anthony & Norton, 1991; Garavaglia, 1993).

Unfortunately, the research on training and development in the human resource management area has not fully addressed the critical aspects of the transfer process or has not generated the comprehensive body of knowledge. While approximately \$100 billion are spent annually on organizational training programs, only an estimated 10 per cent of this investment results in actual behavioral change on the job (Georgenson, 1982). Although this level may be highly immediate after training, and decline over time (Newstrom, 1986), highlighting a glaring gap between training efforts and organizational outcomes. Consequently, this has generated significant interest in the specific issue of transfer of learning through training. The major purpose of the transfer of learning through training is to enhance the return on investment in trainings. Therefore, organizations must understand factors associated with effective transfer of learning through training, so supportive factors may be promoted to enable transfer and inhibiting factors may be intervened (Baharim, 2008).

Performance is a key to success (Swanson, 1995) and there are many factors to consider within the workplace to achieve required performance level. The important factors that influence transfer of learning through trainings are supervisor support, workplace support / transfer climate, peer support, subordinate support, frequency of use, and continuous learning culture. Yamnell et al., (2001) stated "*if we believe that training truly makes a difference in organizational and individual performance, we must understand how to support transfer of training in organizations*". There appears to be less research in the field of transfer of learning through training specifically designed to focus on work environment. Similarly, organizations in Pakistan are facing problem of staff turnover, due to lack of motivation and low employee's satisfaction level. These two factors could be addressed through extending opportunities of learning, developing and imparting trainings and workforce experiences. The private organizations in Pakistan like SSGC are actively engaged in offering regular trainings to their employees to upgrade their professional profile and ultimately improving the performance of their organizations.

Sui Southern Gas Company (SSGC) is Pakistan's leading integrated gas company. In SSGC, the Human Resource department is divided in three divisions namely: Operational, Industrial Relations, Organizational Development and Training. In order to upgrade the competence of employees and their skills the company established the Gas Training Institute (GTI) in January 2001. The purpose was to conduct specialized training courses for the gas sector which no other institution provides. GTI offers almost 200 courses and almost 1,000 persons attend these courses every year. However, it is quite relevant to know whether SSGC has ever evaluated the impact of these trainings or not. It is hence important to understand:

- types of trainings SSGC offers to its employees.
- overall employees' perception regarding conducive training environment in SSGC.
- mechanisms SSGC implements to support training transfer at the workplace.
- indicators or evaluation criteria implemented by SSGC for transfer of training in order to make employees accountable to use the learned skills on their jobs.
- which work environment factor in SSGC is more powerful for the effective transfer of training and which factor can further be improved in the company.

2. LITERATURE REVIEW

The training transfer review will focus on the factors that impact training transfer. Factors that affect learning are "learning climate", "sustained use of skills", "constraints" and "opportunities". Research has demonstrated that training efforts are unlikely to result in positive changes in job performance unless the newly trained competencies are transferred to the work environment (Baldwin & Ford, 1988; Montesino, 2002; Rouiller & Goldstein, 1993). As a result, there has been an increased effort to understand the antecedents and consequences of the transfer of training process.

Many empirical studies have examined training from several different perspectives, but the unique contribution of this research is to narrow the discussion down to work environment factors that impact the transfer of training. There have been a number of work environment factors studied, including evaluation, top management, supervisor and peer support (Facteau et al., 1995), task constraints and opportunity to perform, and learning transfer climate (Bates & ford et Khasa wneh, 2005). The goal of this research is to examine these factors in the workplace in the context of SSGC.

2.1 Factors Inhibiting Transfer

Foxon (1993) conducted a content study of literature spreading over 30 articles and found that the following four areas (comprising 128 inhibiting factors) exerted negative influence on transfer of training in the magnitude mentioned against each of the following:

- Organizational Climate Factor: 42 %

- Training Design Factor: 22 %
- Individual Learner Characteristics: 21 %
- Low Learner Motivation: 13 %
- Training Delivery Factor: 13 %

The above data shows a high percentage of influence attached to organizational factors that should be primarily focused in studying effects on transfer of training.

2.2 Barriers to Transfer of Training

There are many barriers to transfer the training to the workplace. Ridge (2002) had specified certain barriers that could 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.

2.3 Transfer Problem and its Relation with Work Environment

Researchers and practitioners involved in training consider training transfer of vital importance since a fraction of skills, behaviors and attitudes actually get transferred through application in the workplace. Previously, researchers such as Newstorm (1984), had maintained that "positive transfer" was the application of skills and knowledge learnt in training at the workplace. In addition to learning, studies identified the transfer phenomenon to signify actual implementation by the trainee on the job-setting (Atkinson, 1972; Fleishman, 1953). Hence, due to significant managerial implications, the problems related to transfer received greater focus by the researcher community. But, recent researchers consider trainee and the organizational context the key factors that affect transfer to the work environment (Brinkerhoff and Montesino, 1995; Garavaglia, 1993; Gist, Bavetta, and Stevens, 1990; Rouiller and Goldstein, 1993)

2.4 Work Environmental Factors and Trainees' Motivation

Transfer of training is, however, complex and includes many factors that influence in many facets the work in organizations. However, significantly less research is reported to understand how transfer-related factors present themselves in organizations and how these factors can be effectively changed or managed (Holton et al., 2003). A review of the literature included factors that mostly affect transfer of training. These can be classified into two categories: factors related to the work system and people-related factors (Handy, 2008). Some researchers (Baldwin et al., 1991; Holton et al 2001) have defined work environment factors also as motivation in transfer of training. Measuring these factors separately makes it easier to delineate the specific factors in the work

environment that influence transfer (Handy, 2008).

This study focuses on the following environmental factors at the workplace. Within the organizational context, the element of social support plays a key role in facilitating training transfer. Particularly, social support system within an organization seems to exert significant influence in the transfer of training.

2.4.1 Supervisor Support

Training will only be transferred to the workplace if supervisors' support exist (Foxon, 1993; Mosel, 1957). Supervisors' support has more affect than co-workers' support on the trainees' decision to apply training. Huczynski and Lewis (1980) as cited in Foxon (1993) emphasized the role of supervisors in the transfer process. 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. Similarly, Lim & Johnson (2002) confirm that work environment factors related to supervisors were among the strongest factors that influenced transfer of training.

2.4.2 Peer Support

The element of peer support has its significance in the training environment for performance results. Peer support is the extent to which employees of an organization reinforce and support the application of learning on the job such as goal setting, assistance, positive feedback. The influence of learning from peers is strong especially when peers operate on the same task, project or department Clark et al., (1993). Ruona Leimbach, Holton & Bates (2002) find that many studies demonstrate a positive effect of peer support on motivation to transfer. Hawley and Barnard (2005) suggest that peer support is significant factor even across geographic distances.

2.4.3 Managerial support

Managerial support has been identified as also a key environmental variable affecting transfer (Ford et al., 1992; Huczynski and Lewis, 1980). Managers must encourage trainees to use new skills and tolerate employee mistakes as they progress. The ability for managers to allow trainees the latitude to self-manage may also increase transfer and help trainees overcome the obstacles in using new skills and increase performance (Gist, Bavetta, & Stevens, 1990).

2.5 Transfer Climate

Trainees have some understanding about the general extent to which factors in the workplace support employee training. These general perceptions of workplace support are referred to as "the transfer climate". Rouiller & Goldstein, (1993). Tracey *et al.*, (1995) Tracey *et al.* (1995) stressed the importance of both transfer of training climate

and continuous learning culture as work environment variables that have a significant impact on the post-training behaviors. Research has indicated that when employees perceive that the organizational climate is supportive, they are more likely to apply their new knowledge in the work environment (see Baldwin & Ford, 1988; Tracey *et al.*, 1995). Overall, a positive transfer climate is critical for the application and maintenance of new skills on the job as shown in figure 2.10

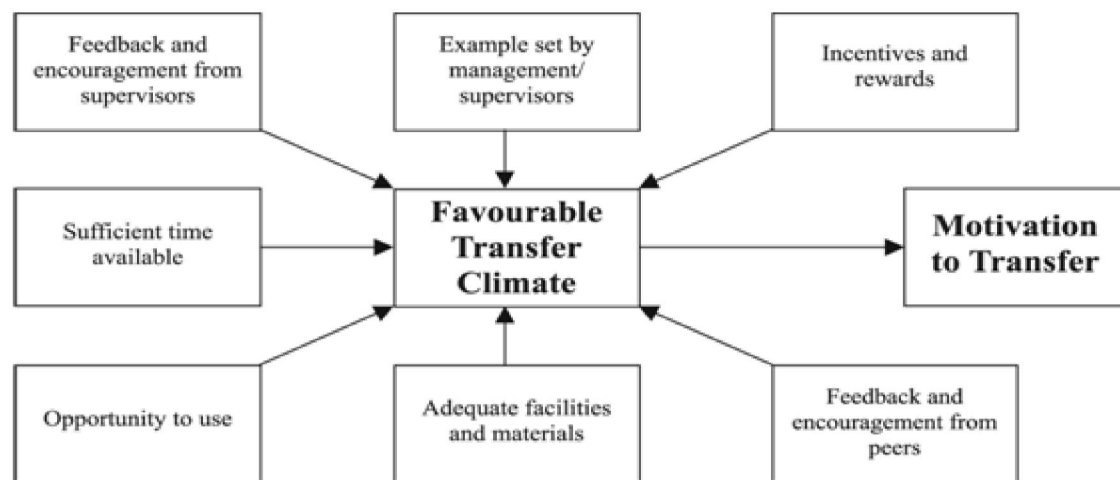


Figure: 1. Favorable Transfer Climate

Source: <http://www.emeraldinsight.com/journals.htm?articleid=870734&show=html>

2.5.1 Opportunity to Perform

Opportunity to perform actually enables trainees with adequate resources to use their learned skills on the job (Holton *et al.* 2000). Providing employees an opportunity to apply training benefits can increase chances of effective application. It could be achieved by connecting learning from training to actual job or task environment, and vice versa. More recent work comes from Lim and Johnson (2002) who reveal that the opportunity to use trainees' new learning on the job was the primary reason for transfer to occur. Similarly, they found lack of opportunity to apply on the job as the biggest reason for low transfer.

2.5.2 Workload

Generally, workload pressure is the influence of work quantity, high performance expectations in less time, or simply more work per given time. The concept may be interpreted in two ways: excessive workload and insufficient time.

2.5.3 Identical Elements or Contextual variability

The principal of identical elements, first proposed by Thondike and Woodworth (1901a, 1901b, 1901c), suggests that the similarity between the training and performance situations in terms of the stimuli presence and responses required will lead to a greater likelihood of transfer of training. When the physical characteristics of the transfer environment match the learning environment, the actual stimuli may be identical. This occurs when equipment used in training is identical to that used in the workplace. The difference between the training context and the "applied" context will significantly restrict the effective transfer of trained skills.

2.6 Transfer of Training: Measurement and Evaluation

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). According to English (2003), there are number of theoretical and empirical studies available on assessing training such as Kirkpatrick (1998), Brinkehoff (1987) and Phillip (1997). 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. Framework designed for this research study includes various criteria through which employees are assessed. It consists of feedback forms filled by the employees, lectures to the others, self reporting, workshops or seminars arranged by the company in order to assess them.

3. MATERIALS and METHODS

3.1 Research Design

This research study used the Quantitative approach in order to collect and analyze the data. The first objective of this study consists of what types of training SSGS offer to its employees. However, the close ended questionnaire was developed in order to achieve rest of the objectives. The opinion of those employees and managers was sought who have attended the training programs in SSGC. All the factors were scored through 5-point likert type scale (1= strongly disagree to 5= strongly agree). The questionnaires were randomly distributed among the participants of the company who attend the different training programs arranged by their organization.

3.2 Data Collection

For data collection, questionnaire was used as an instrument. The questionnaire consisted of 41 questions divided into sub sections, including questions regarding evaluation, support, transfer climate and suitable working condition. For this research study, two categories of variables were being investigated to analyze the data. They were known as the independent variable and dependent variable. The independent variable was the work environment factors which further divided into evaluation criteria, supervisor support, peer support, identical elements, and transfer climate opportunity to perform. Meanwhile, transfer of training was labelled as the dependent variable in the research.

3.3 Data Analysis Tool

Statistical Package for Social Sciences (SPSS) is used for this purpose. Descriptive statistics is used for this purpose, which includes Mean values; Standard deviation and Percentage rate of the different attributes included in questionnaire. The Pearson correlation coefficient ‘2 tailed’ was used to identify the relationship between work environment factors (management support, peer support and opportunity to perform) and the level of transfer of training in SSGC

4. RESULTS and DISCUSSION

Following types of different training courses are offered by the SSGC to their employees, which are divided in to three categories that is managerial, different computer courses and Technical.

Table 1. List of Trainings for Executives / Engineers in SSGC

Types of Training Courses		
MANAGERIAL COURSES	COMPUTER COURSES	TECHNICAL COURSES
<ul style="list-style-type: none"> • MOTIVATION SKILLS. • PUBLIC SPEAKING SKILLS. • TEAM BUILDING. • TRAIN THE TRAINER. • LEADERSHIP / • DECISION MAKING SKILLS. • COMMUNICATION / PRESENTATION SKILLS. • MANAGERIAL SKILLS. • CUSTOMER SERVICE SKILLS. • PROJECT MANAGEMENT 	<ul style="list-style-type: none"> • MS-OFFICE 2007. • MS-PROJECT. • MS EXCEL ADVANCE-2007. • BASIC COMPUTER SKILLS. • MS ACCESS. • MS POWERPOINT. • CUSTOMER CARE & BILLING (CC&B). • DATA PROCESSING TRAINING FOR BILLING STAFF 	<ul style="list-style-type: none"> • CATHODIC PROTECTION TECHNIQUES. • CONSTRUCTION AND MAINTENANCE POLYETHYLENE PIPE. • DEVELOPING HSE CULTURE. • GAS DISTRIBUTION OPERATIONS. • GAS LEAK DETECTION AND RECTIFICATION TECHNIQUES. • GAS QUALITY MEASUREMENT AND GAS CHROMATOGRAPHY. • ORIENTATION AND APPLICATION OF GEOGRAPHICAL INFORMATION SYSTEM. • UNDERSTANDING AND CONTROLLING UFG. • VEHICLE MOUNTED GAS LEAK DETECTORS SYSTEM. • ELECTRO CORRECTOR INSTALLATION AND MAINTENANCE. • HOT TAPPING & STOPPLING. • MANAGING PIPELINE INTEGRITY. • ORIENTATION AND APPLICATION OF AUTOCAD. • PLC OVERVIEW AND PROGRAMMING.

The above table presents the types of trainings the SSGC offered to its employees. The first research question inquires the types of training offered by the company to its employees. SSGC consists of a knowledge resource center called GTI. The GTI is based on trainings particularly in the area of oil and gas sector. As SSGC is the gas company so the technical skills trainings were mostly conducted for the employees. More than 1000 employees are trained by the institute every year. From July 2012 to

Jan 2013 there were 38 trainings arranged by the company, and 840 employees were trained during this period.

4.1 Employee’s perception regarding Conducive Training Environment in SSGC

4.1.1 Supportive Mechanism for Transfer of Training in SSGC

The second and third objective of this research study relates to the implementation measures that company has taken in order to motivate their employees for effective transfer. These measures include support by management, coworkers and supervisors, working conditions and incentives or benefits. In order to get the results, correlation test was applied, which showed the following results as mentioned in the table below

a. Support in Organization

a. Support in Organization

Table 2

No	Variables	Value	Significance
1	Training Frequency in SSGC	.553	.000
2	Support o Supervisor support o Peer support	.402 .310**	.002 .007
3	Incentives (Employees satisfaction & management support in terms of incentives)	.323 ⁰⁰⁰	.005

Results show that in SSGC most of the employees were satisfied with the support of their company provided during the training transfer environment. This support comes from the supervisors, colleagues and the managers. Most of the staff members were satisfied with the quality of feedback received from each other about their work. A significant evidence of teamwork found amongst the employees of the company and group conflicts rarely happened. Hence, employees working in SSGC received immense support from the other staff members and helped each other whenever problem arose during the application of the new skills as it is the critical factor in the workplace environment.

One of the significant implementing factor an organization should consider in its workplace environment is about different incentives that can motivate employees to give their best on their jobs. Employees in SSGC perceived incentives offered to them by the company to be helpful to motivate them to work hard. But finding of the result also represents that certain respondents were also not that much satisfied and have

opined that company do not offer much incentives or benefits to employees. Overall, management of the company supports their employees by giving them various benefits and incentives.

b. Evaluation of Employees

Statistical representation of the employee’s opinion working in SSGC regarding the evaluation system implemented in their company is mentioned below:

Table 3

No	Variables	Value	Significance
1	Evaluation		
	o SSGC evaluation criterion verses employees encouragement by this assessment process	.149	.202
	o Training weight age in performance appraisal	-.048	.680

The above findings of the table suggest that there is an evaluation criterion in order to assess the learned skills of employees implemented by the company, but it is not very efficient that can motivate or encourage employees for transfer of skills and to perform well in the work environment. Therefore, the evaluation system of the company needs to be improved a bit. The correlation coefficient for the relation between training assessment in performance appraisal and its influence on employee’s performance is negative and statistically non-significant as shown in the table. Hence, company should give more importance to the employees training performance in evaluation criteria.

c. Evaluation criteria in SSGC

b. Evaluation criteria in SSGC

Table: 4

Statement	Percentages (%)				
	Self Reporting	Workshops / Seminars	Feedback Forms	Lectures To others	None of these
Criteria is used for evaluation in SSGC	6.7	-	69.3	8	16

Above table, consist of different forms of criteria, which SSGC uses to assess their employees after they return from training in order to know whether they transfer the new skills on the job. In response to this question, many employees replied that they fill a feedback form after the completion of training program. The result shows that only training is evaluated, but there is no assessment of the trained skills of the employees in the actual work environment of the company.

4.1.2 Supporting Variables in Conducive Working Environment

Conducive work environment consists of favorable transfer climate or the learning culture for the training in which employees can apply their new skills without any hesitation and hindrance. Opportunities available to the employees to develop and update their skills and freedom to present their ideas and suggestions that helps them in positive transfer includes contextual variability and suitable transfer climate

a. Identical Elements or Contextual Variability

Statistical analysis of the working conditions the SSGC offers to its employees is mentioned below in the light of employee’s perspective.

Table 5

No	Variables	Value	Significance
1	Identical Elements (Similarity between the actual & training working conditions i.e. equipments & Machines)	.239*	.039

The findings suggest that company’s working conditions to apply the trained skills is positively related to the physical working environment for training transfer. Therefore, when company provided necessary workplace attribute, it motivates employees to apply new skills without any hindrance.

b. Transfer Climate and Opportunity

Conducive work environment consist of favorable transfer climate or the learning culture for the training in which employees can apply their new skills and are free to present their ideas and suggestions.

Table 6

No	Variables	Value	Significance
1	Transfer Climate & Opportunity		
	o Existence of opportunities in SSGC for new skills & ideas	.550**	.000
	o Workload hinder the practice of new skills at the workplace	-.098	.402

The correlation coefficient for the relationship between existence of opportunities for the new skills and to what extent company encourages employees’ ideas is positive and strong and statistically significant. The findings suggest that opportunities exist in the company for developing new skills, which encourages employees to give ideas and suggestions while applying new skills on the job with the support of their organization. The negative value indicates that delay due to workload on the employees can hinder the conducive environment and hence the training transfer.

On the other hand, it is shown that there is a negative or a weak relationship between the workload or a work pressure and the time period between the completion of training

session and the implementation of the learned skills on the job.

Framework for Training Transfer in SSGC

Types of Training

Mechanisms for Implementation

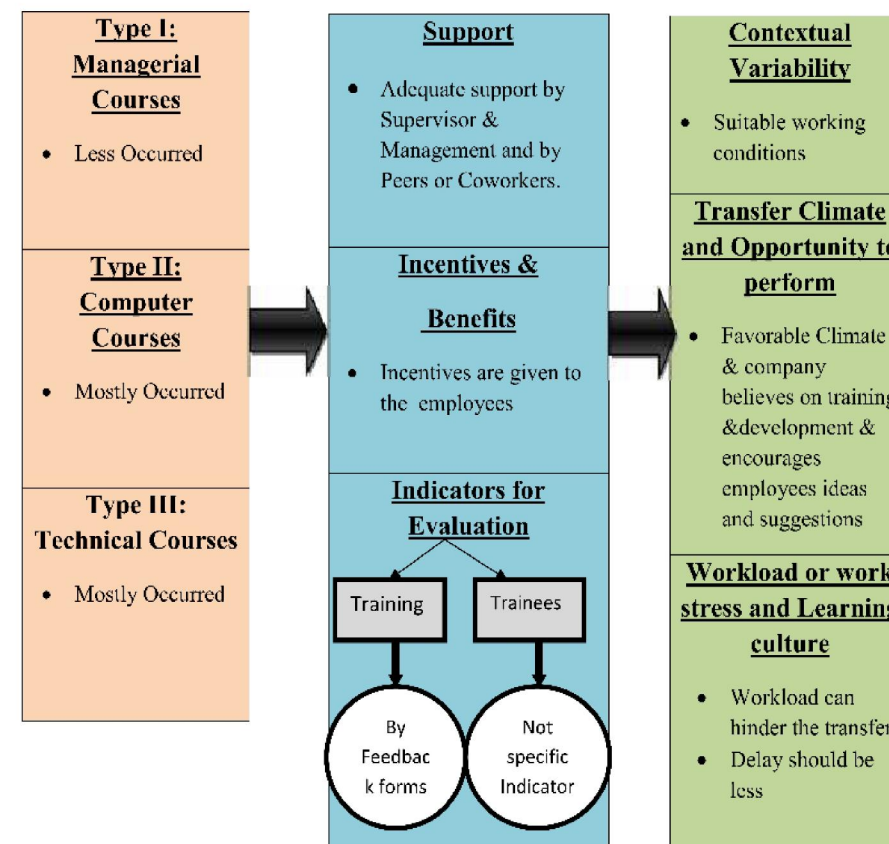


Figure 2 Framework for training Transfer

The figure above is the framework model of training for the SSGC which represents the findings of this study in a precise manner.

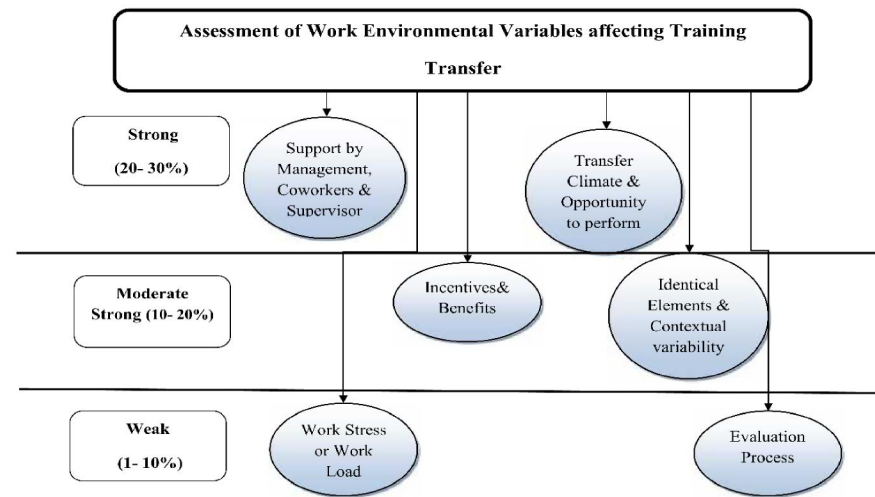


Figure 3 Assessment of work environmental factors

Figure 3 Assessment of work environmental factors

The above figure 4.25 indicates the stronger and the weaker environmental factors in the perspective of SSGC. According to the contribution of the various factors, the impact of these factors is analyzed in to three categories which is strong, moderate and weak. The factors that were considered strong include support given by the company, supervisors and the coworkers to the employees as well as various incentives and benefits were also given to employees in order to motivate them. While on the other hand there were also some factors which can be further improved if company gives some attention to those areas such as evaluation criteria implementing by SSGC focuses more on assessing the trained skills of employees along with the training as present evaluation system is more concentrating on evaluation of training. Another factor includes transfer climate and opportunity to perform the trained skills on the job which were pretty suitable but demands little focus on work stress or pressure on the employees at the time of transfer which can hinder the positive transfer that need to be reduced and the work related to the application of the new skills should be given to them. Similarly, identical elements were also appropriate for transfer as company provides similar physical characteristics in the work environment but the delay between the learning and the application of the new skills were recorded due to installations of equipments and machines that can be seen as a barrier in training transfer so that time period should be minimized.

CONCLUSION

This research helps SSGC to determine and examine the different critical factors that can affect training transfer. The research outcome shows that technical training was the type of training that mostly occurred at the SSGC. The results also show that organizations need not to focus on one particular variable to increase transfer but to put trainees in an environment where all of the factors can play a role. Results of this study suggest that company needs to polish its evaluation method by assessing trained skills of the employees besides assessing training and timely assessment of application of the new skills is also very important for maximum transfer to avoid barriers. The company provides suitable working condition and adequate support from the managers to their employees but the time lag needs to be minimized between the learning of new skills and their implementation. This study helps the company to focus on those areas that can be improved and try to enhance the employees' ability to transfer simply by paying more attention to those influential areas. As company believes on training and development of their employees and enough amount of money is being spent on training of employees, so company should get the due advantage. Hence, managers and supervisors by focusing on their environmental factors can tailor their training programs to benefit themselves, get the best results from their employees, and to achieve smart return of investment.

RECOMMENDATIONS

The results of this study suggest that:

- SSGC needs to develop and implement the adequate evaluation criteria or the specific indicators need to be set for the trainees to assess the performance of a trainee in the actual work environment at the time of implementing the trained skills.
- There should be a training related workload for employees. Routine work pressure on the employees can hinder the positive transfer of skills.
- The company should work on minimizing the delay or the time period between the learning of the new skills and its implementation on the job as it can hinder the effective transfer

ACKNOWLEDGEMENT:

This research was partially supported by Mehran University Institute of Science, Technology and Development (MUISTD), MUET, Jamshoro, Pakistan. I thank to my colleagues who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations of this paper. I also thank to Mr. Arabella Bhutto and Mr. Zahid A. Memon from Mehran University Institute of Science, Technology and Development (MUISTD), MUET, Jamshoro for assistance with particular technique, methodology, for comments that greatly improved the manuscript.

I would also like to show our gratitude to my institute of business & technology, Karachi, Pakistan for sharing their pearls of wisdom with us during the course of this research. I am also thankful to (Mr. Arabella Bhutto and Mr. Zahid A. Memon) for their comments on an earlier version of the manuscript.

REFERENCES

- Alliger, G.M., Tannenbaum, S.I., Bennett, Jr., W., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria. *Personnel Psychology*, 50, 341-358.
- Axtell, C.M., Maitlis, S., Yearta, Shawn K., (1997). Predicting immediate and longerterm transfer of training. *Personnel Review*, 26(3): 201-213.
- Baldwin, T. T., & Ford, K. J. (1988). Transfer of Training: A Review and Directions for Future Research. *Personnel Psychology*, 41, 63-105.
- Bennett, J. B., Lehman, Wayne, E. K., & Forst, J. K. (1991). Change, Transfer Climate, and Customer Orientation: A contextual model and analysis of change-driven Training. *Group & Organization Management*, 24(2): 188-216.
- Clarke, N. (2002). Job/Work Environment Factors Influencing Training Transfer within a Human Service Agency: Some Indicative Support for Baldwin and Ford's Transfer Climate Construct. *International Journal of Training and Development*, 6(3), 146-162.
- Facticeau, J.D., Dobbins, G.H., Russell, J.E.A., Ladd, R.T., & Kudisch, J.D. (1995). The influence of general perceptions of the training environment on pre training motivation and perceived training transfer. *Journal of Management*, 21: 1-25.
- Foxon, M. (1993) A process approach to the transfer of training. *Australian Journal of Educational Technology*, 9(2), 130-143.
- Ford, K. J., Quinones, M.A., Sego, D. J, & Sorra, J.S. (1992). *Factors affecting the opportunity to perform trained tasks on the job*. *Personnel Psychology*, 45: 511-526.
- Garavaglia, P. L. (1993). How to ensure transfer of training. *Training and Development Journal*, 47(10): 63-68.
- Holton III, E. F., Bates, R. A., Ruona, W. E., (2000). Development of a Generalized Learning Transfer System Inventory. *Human Resource Development Quarterly*. 11(4): 333 – 360.
- The Influence of General Perceptions of Training Environment on Pretraining Motivation and Perceived Training Transfer. *Journal of Management*, 21(1), 1-25.

- Mathieu, J. E., Tannenbaum, S. I., & Salas, E. (1992). Influences of individual and situational characteristics on measures of training effectiveness. *Academy of Management Journal*, 35(4), 828-846.