Global Scientific JOURNALS

"EFFECTIVE TRAINING CONDITIONS FOR TRANSFER OF TRAINING"

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In order to achieve, overall goal of performance improvement, training must lead to the enhancement of professional knowledge and skills both at individual and collective levels. It should also equip personnel to respond appropriately to emerging challenges. Training should also bring about appropriate changes in attitudes and should strive for that unique synthesis between improvement of the individual's competencies and promotion of organizational objectives. Here we discussed on Transfer of Training to make a system to train the workers and the workers are able to utilize the competencies at the work place. We estimate the Baldwin ad Ford (1988) Model Transfer of Training.

Training has been defined as "The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job". Training has also been defined in the Glossary of Training Terms (Manpower Services Commission, U.K.) as "a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy current and future manpower needs of the organization". It clearly implies that the role of training is to improve the overall performance of the organization. The term 'performance' is, therefore, interwoven with training.

THE BALDWIN AND FORD MODEL FOR TRANSFER OF TRAINING

Broad and Newstrom (1992)[i] In the book Transfer of Training, discussed the Human Resource Development (HRD) model of transfer as lacking a research base and conceptually restricted, i.e. it has one extremely important characteristic that has been missing from the more academic instructional model of transfer. A dissimilarity of HRD model of transfer that is exactly

absent from either academic direction or research and do not accepted the organizational or social support system for facilitating or sustaining transfer if and when it should occur (Haskell, 1998)[ii]. Baldwin and Ford (1988) [iii]conceptualized the HRD transfer mode and examine the factors that affect the level of knowledge and skills are transferred to the work environment as shown in Figure.

Baldwin and Ford's Model of the Transfer Process
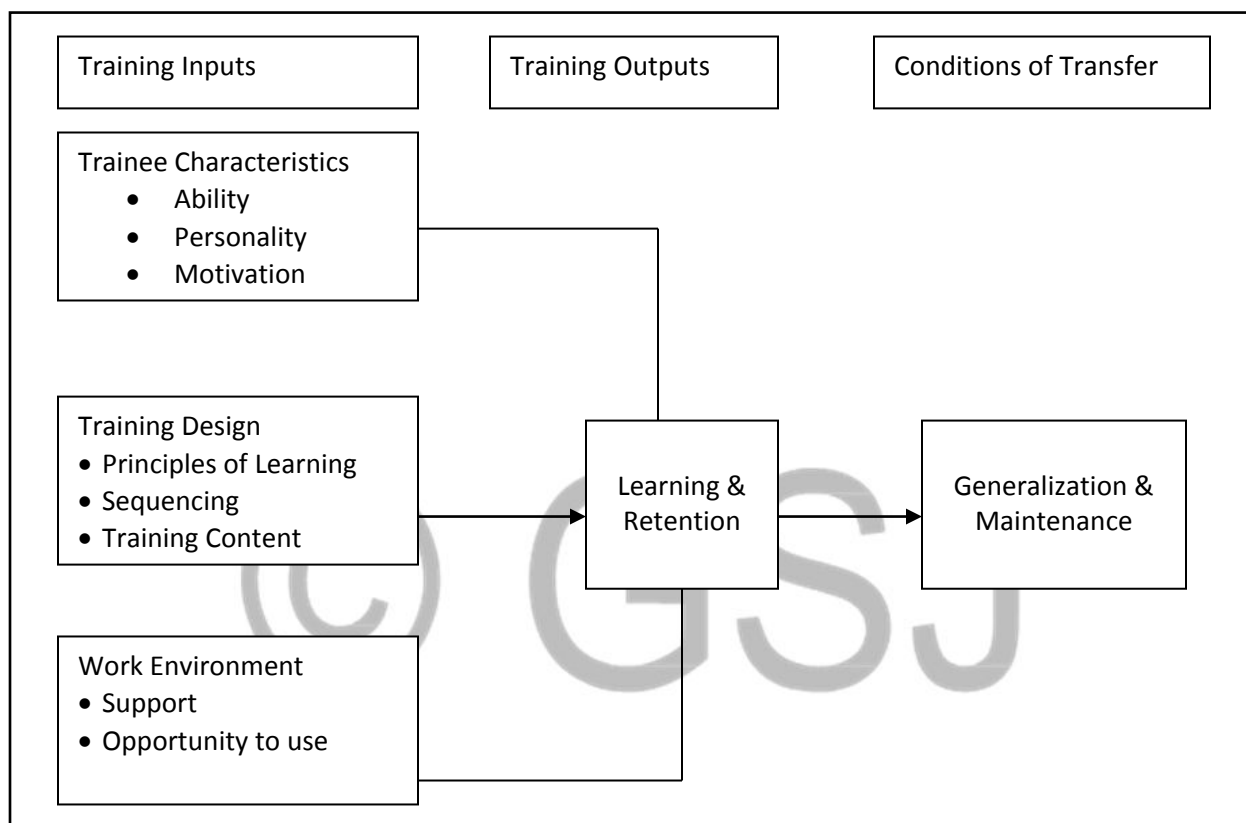
The research in the behavioral sciences, in organization and personnel administration, Baldwin and Ford (1988) construct a model to explain the factors that affect the transfer of learning from the training site to work environment. This importance of this model is it is highlighted the close link to major factors of the trainee, the training program and the work place that design and delivery for training programs as a return of effectiveness of transfer of learning to the real environment. This model also explains the insight elements of the factor that could be potentially supported or barricaded to individual knowledge and skill programs. The Baldwin and Ford model argue about the transfer process in conditions of training inputs, training outputs/outcomes and conditions of transfer. The trainee input factor consists on the various elements of the (a) trainee characteristics, (b) training design and (c) the work environment. The conditions of transfer consist of two more elements (a) the ability of trainee to learn generalize skills or behaviors in training within job context

(b) the ability to maintain the learned skills or behaviors on the job. As per model, it is regardless during the primary training program, the factors of trainee characteristics and work environment directly effect on professional development and the ability of trainee to get generalized learning and to use getting knowledge as well to maintain it in the job and seen as additional learning in the professional development of employees.

Hence, it is the responsibility of HRD professional to create and understanding to the employee and their work environment. This model also explain that the plan of training program directly effects on competency development and the factors i.e. technique of instructions and training contents also effect competency development. Competency development creates an ability to get generalized learning and implement it in "real life" situation and maintain the philosophy of learning organization. The Baldwin and Ford model gives a frame work for this research by accepting one of its prominent points-conditions of transfer. However, according to it we need to include competence-related and socio-demographical variables

EFFECTIVE CONDITIONS FOR TRNASFER OF TRAINING:

GENERALIZATION AND UPHOLDING

Generalization goes to the raising of level to which what was achieved in a training program and is used in different state on the job. Royer (1979)[iv] choose the term stimulus generalization to explain generalization as abovementioned definition. Suitable measures of generalization require a connection of needs assessment information, a clear understanding of the content to be learned in the training program and how the learning is to be used on the job (Baldwin and Ford, 1988)

Study regarding to upholding behavior, Michalak (1981) got a perfect correlation between the upholding activities of amount and quality of behavior and the outcomes of transfer obtained by departments in a manufacturing setting. Upholding activities that might be organized outside the classroom consist on positive reinforcement, feedback, removal of obstacles, changes in work system, performance appraisals and an accountability system (Michalak, 1981). Ungsrithong (1991)[v], in a research on the affect of transfer, explain that the training professionals cannot bear to leave the transfer issues to chance. Since transfer issues have not been consistently supposed in the past, variable related to during training and it applicability back on the job, have long been neglected. These variables, which find in the way of a successful transfer of training, could be thought to as barriers. Broad and Newstrom (1992)

gently make a sequence of the points that barriers are briefly explained and pointed out as much as easily remove.

TRANSFER BARRIERS

After completion of training program, trainees are come back to their jobs and thinking about their capabilities to know as they learned but drastically some barriers may hang up their newly learned skills, knowledge and attitude. Such barriers consist on management and/or supervision (Broad and Newstrom 1992). Peers/Colleagues behavior is another barrier that trainees also face; they do not accept new ideas and the fear of new changes (Broad and Newstrom 1992).

People resist and try to keep the status as and when situation. They are avoid to accept new changes due to lack of interest in new ideas, knowledge and skills as well as fear of change itself and lack of incentive reward which resulting in an employee trying to delay the intervention or avoiding it totally (Brinkerhoff and Montesino, 1995) . A number of employees are listed to attend training sessions and get valuable skill and knowledge but do not transfer that education at work place. This lack of transfer also causes the organization to lose those resources. (Robinson and Robinson, 1985)

Brinkerhoff and Montesino, (1995) proposed that the new vision and future plan of an organization might be stop due to anti transfer culture and also organizations may face hurdles in adoption of new learning and implementation of new technology. Brinkerhoff and Montesino, (1995) also proposed that training other than job place very rarely successful or frequently fails because whenever trainee come back to job place organizational environment or culture regrets the newly getting skills, knowledge and values.

Brinkerhoff and Montesino, (1995) uses an example that we select two trainees who attended the same training program and trained with new knowledge and skills, however when they come back to their work environment , they both have different level of transfer of knowledge and skills. It happened that two trainees went to training for the same training program from two different organizations. The problem is, they both return in two different environments where the level of support given by the management in the separate organizations was different to each other. Because one organization culture is more supportive

for new skills and knowledge rather than other organization. Hence, organization's culture is one of the most important factor in the management of organizations.

TRAINING ENVIRONMENT

The training environment depends on the physical appearance of the training condition, methods and material to be used in learning. Setting can be formal or self-instructional (Bikson and Gutel, 1983). Formal training conditions based on a class room environment where a teacher or an instructor provides knowledge and trains with some hands-on practice. However, informal training is Self-guided and materialized on such tools involve as literature and computer aided guidance.

TRAINING METHODS

Bostrom et al. (1988) have suggested two particular training methods named as conceptual model and motivational planning and management. Conceptual Models consists on the frameworks of learning and conveying the initial concepts of the system is too learned. They help to format the mental model. Mental models are conceptualized on mental or internal representations of the software package.

Conceptual models are further divided in two other parts as the analogical and abstract models. Presentation of a system that is learning in term of another system is called analogical model like spreadsheet used as an analogy for a modeling language. Man-made model of a system based on mathematical logics is abstracts models Structural conceptual models are aimed at developing knowledge about the structure of the system to be learned, while functional conceptual models provide information about how a command can be used.

Motivational planning and management is the acknowledgement of the techniques by which motivation is upraised in a trainee to keep up a high motivation to continue to learn the system after training. The motivational planning approach has a target which consists on to increase the confidence of success, enhancing the confidence of success, managing reinforcement, connecting the instruction to important needs and motives, and arousing and maintaining curiosity and attention. This approach should be used in training before, during and after the training process.

The trainees need and experience can be assessed by instructors before training and utilize this information for motivational management. During training, the target is to design learning handouts, literature and tasks to generate the results. The overall design of the training session is based on two broad approaches which called syntactical (traditional) and application training. Bothe approaches might be integrated. The first approach emphasizes syntax through a specific language based on general exercise and examples. The second approach aims to providing a view how trainees use the relevant softwear for solving their own problems. For example, the application training approach could initially be used to demonstrate the importance of the software for solving trainees' problem and later on syntactical approach could be utilized to extend the knowledge about the functional capabilities of the software in training.

TRAINEE CHARACTERISTICS

A trainee characteristic is the behavior which shows the desire of a trainee about to learning and successfully achieving different task. These characteristics are cognitive traits, motivational traits and task domain knowledge. Cognitive traits are the initial problem solving attitude for example visual and spatial ability; and, individual preferences / cognitive styles, for example learning styles such as field independence / dependence. Motivational traits can be broadly classified as self-concept, that is, the trainees' view of their to learn target skills; and, need for achievement, that is, desire to succeed at the learning task

TRAINEE CHARACTERISTICS COGNITION

A cluster of literature is available in the context of the trainee's ability , attitudes and motivation associate to the level of success of training programs. In terms of ability and skill, Flavell's (1977) research is sometimes referred to in adult education literature since it deals with the development of adult cognition. According to Flavell (1977), the growth of adult cognition depends on the specific routine problems that are facing and addressing within and outside the work environment. Many adults face the problem as and when adults confront in their areas experiences and resolve these problems by its own ways in which adults use their cognitive skills. Recently, literature often refers the ability or skill with future concern that what ability or skill will be required in future work environments. Howell and Cooke's (1989) indicate that the computerization has moved the individuals from simple and procedure tasks to more complex tasks. It also makes them able to

inferences, diagnoses and judgments and more often is involved in decision making processes when they fell pressure. Fleischmann and Mumfor (1989) reported that it would be increasingly important to know how individuals are understanding transfer of learning effects on performance when they use the previously learning materials to perform new and more complex tasks.

Organizations usually sponsor training, education and development programs for their employees to improve their skills and ability as well as organizational functioning and productivity (Broad and Newstrom, 1992). Initial studies on transfer pointed out three necessary conditions for transfer (a) training content must be applicable for job (b) trainee must learn the content (c) trainee must be motivated to change job behavior in term to apply all that learned (Mosel, 1957)[vi]. Baldwin and Ford (1988) also pointed out two more individual factors that can affect transfer process. These are (a) ability of trainee (b) self-efficacy. Self-efficacy is explained as expectations or confidence of an individual by that he/she performs a task successfully. An individual's self-efficacy will impact on his/her motivation to transfer. (Noe and Schmitt, 1986) identified that self-efficacy is important and should not be ignored as and when people think that they are unable to perform a specific task and may even not try to do it. Many other researches has also pointed out meaningful relationship between self-efficacy and measures of training performance assessments (see Gist, 1989; Gist, Schwoerer, and Rosen, 1989; Mathieu, Martineau, and Tannenbaum, 1993)

With consider transferring of training, it would become visible that studies (Baldwin and Magjuka, 1991; Goldsten, 1986; Mathieu, Martineau, and Tannenbaum, 1993; Noe 1986) have found confirmation that a constructive relationship exists between trainee characteristics, motivation and self-efficacy and training outcomes. In the studies above, motivation is prior to training impact performance in training.

Hicks and Klimoski (1987) noticed that little attention should be given to the employee's point of view and relates to expectations, behaviors or finally find out for training programs. The objective of their study was to check how individuals got the information about training program and what kind of information/announcement was advertised for training program before starts training program. Hicks and Klimoski (1987) felt that employees would attend training program me because they would like to advantage more from the training that those who do not. They also observed that individual has limited choice felt more stress and significantly less freedom to attend than those with a high level of choice.

Researchers were also worked to find the effects of trainee motivation. Noe (1986) construct a model and attaché his motivational factors to the pre-training motivation to learn and post-training motivation to transfer. These variables have been confirmed to be related to training outcomes and individual pressures such as career planning.

Researcher observe personality factors like self-efficacy, career aims and behaviors toward learning and toward change often reflects the effects of these factors on an individual's motivation to learn. To improve the computer skills of an individual in the workplace, Hill, Smith and Mann (1987) suggested that an individual can find more chances for improvement of computer skills and perform more difficult and complex tasks on job if an individual has a high level of self-efficacy. Other researchers suggest that motivation to learn can be effected by the training programs to an individual's job and career aims. (see for example Knowles, 1980; Perry, 1990. Thibodeau, 1980). According to Knowles (1980), today the adult learners need to view learning as a lifelong endeavor in the changing work environment. The ancient belief that learning is basically a part of youth and the purpose of education is to provide all knowledge and skill for requirement of a better life that is no longer valid. The expediting pace of information processing change develops insufficient and outmoded skill in the learning of youth. Some individuals are eager for change while others may view change as a threat to their current position. Fuller (1969) and Hall, over a time period Changes can generate various perception, feeling and frustration in individuals thus discourage their learning process. In addition to the characteristics of the trainee, the design and delivery of training programs also affect the success of the transfer of learning to the job context.

TRAINING DESIGN

I   initial Researcher for Training focused on the amalgamation of learning principles in order to enhance training programs. This incorporates research in the areas of (a) identical stimuls-response elements both in training and the work environment (Ellis, 1965), (b) principles underlying training content (McGee and Thayer, 1961), (c) stimulus variability, which presents relevant training stimuli in multiple ways (Ellis, 1965), and (d) conditions of practice such as distributed sessions and various feedback mechanisms (McGee and Thayer, 1961; Naylor and Briggs, 1963; Wexley and Thorton, 1972). Afterward, researcher discovered the facilities of training transfer through self-management and goal setting (Wexley and Baldwin, 1986). The objectives of these approaches were to find how to maintain and simplify learning to facilitate the transfer of learning with the encouragement of self-directed behavior of the learner. Stems and Doverspike (1989) go through

these learning theories as well as Knowles' (1980) a dialogical model for adult learning and highlighted common factors within the design and delivery of training that they thought it has a positive impact on the transfer of training.

At first, training programs should be match to the trainees' job. Second, get sufficient feedback as per their needs during learning sessions that appraise self-confidence. To be ample feedback within learning sessions that promotes self-confidence. Third, training should be design on the element keeping in view of trainees' past learning and experience. Fourth, directive plan should be enhanced as per requirement of memory limit. Sterns and Dover spike (1989)[vii] believed that these elements could be principally important for older employees. They motivationally want to learn but hesitate due to lack of self-confidence or fear failure. They frighten   to compete with younger or more recently educated workers. Recently research has investigated instructional ways such as demonstration, discussions, case studies and role-play in the classroom (Bentley, 1994; Craig, 1996; Knowles, Holton and Swanson, 1998). These strategies try to generalize learning and create opportunities to use knowledge, skills and behavior on different situations and tasks. Presently, researchers are taking interest to find out the advantages of non-class room teaching method by the use of technology.

In many of the early studies finding training outcomes and focuses on training program factors. Baldwin and Ford (1988) found that approach to identifying ways that effects of training design fall into four basic principles. These principles are identical elements, general principle, stimulus variability and various conditions of practice. The principle of identical elements predicts that transfer will be at highest level that there are identical stimulus and response elements in the training and transfer setting (Baldwin and Ford, 1988).

A second study to training design is recognized by teaching of general principle. This kind of teaching maintains transfer of training; trainees not only learned jut applicable knowledge also learns the general rules and theoretical principle that underline the training content (McGee and Thayer, 1961).

Stimulus variability explains, the positive transfer is maximized when a variety of stimulus are employed. Moreover, several examples of a concept to be learned strengthen the trainee's understanding so that he/she is more likely to see the applicability of a concept in a new situation (Ellis, 1965).

At the End, conditions of practice include a number of specific design issues including massed or distributed training (Naylor and Briggs, 1963), whole or part training (Naylor and Briggs,

1963), feedback (Wexley and Thorton, 1972), and over learning (McGee and Thayer, 1961). While researchers have also pressured the important of design issues such as sequencing and the relevance of training content, empirical evidence is lacking (Baldwin and Ford,, 1988).

Hence, Gustafson (1985) suggested a combine pre-service and in-service training program useful for the administrator. Beyond organization other courses, in-service workshops, and other types of training session, workers can improve their technological competence by taking tutorials, research assessment, or attending vendor-supplied training (Kosakowski, 1998)

WORK ENVIRONMENT.

Organizational environment provides a scope that facilitates continuous learning of an individual. Continuous learning is another element, identified by research, that effect individual development and transfer of learning from a training program to the work environment. According to Ford (1994)[viii], during the new learning, when trainees come back to the work environment for training activity, trainee can face a wide range of problems occur as they interact with other people and their job environment. Educational experience, risk in adopting new behavior by trainee and lack of available resources from time and distance are the factors can hamper the process of transfer of learning. Perry (1990) suggests that learning of transfer in their work environment for an individual is important if and when individuals have sufficient opportunities to practice and implement their newly acquired knowledge and skills in order to enhance their abilities. In terms of learning environments, Diamond and Allcom (1986) state that work environment should be able to encourage individuals to ask more questions opportunities to acquire new meanings and insights into their jobs. They further included that helping environment in which sufficient opportunities are available to share experiences and consolidate new learning. It also promotes higher levels of intellectual thought. They indicates that successfulness of such type of environment is only depends on the willingness of individuals to share their experiences. Besides that, it is necessary for management to support and discuss their staff regarding organizational goals and objectives.

The research on the attribute of trainee, training design and work environment convince that a relationship is needed between transfer of learning process and those who design, implement, assess and organize professional development programs. Although, getting final decision, skilled lies with the learner, the interest of learner, trainer and supervisor those can facilitate the transfer of learning process. The Baldwin and Ford framework can be used before

enhancing, exploring or changing professional enhancement activities to categorize job-relevant training needs, supports, barriers and facilities that might be affect employee interaction and utilization of program. This model can be used after training to assess the scope to which the transfer of newly acquired knowledge and skills are being utilized on the work place.

ORGANIZATIONAL SUPPORT

McLagan and McCulloch organized early studies on transfer of training in 1981; the emphasis of the research was on examining the characteristics of both training program content and trainee characteristics (Dixon and Henkelman, 1991). Baldwin and Ford (1988) and Tannenbaum and Yuki (1992) identified that there had been limited study investigate the affects of post-training conditions on the transfer process.

The effectiveness of training program is reflected by the events occur after the trainee returns to the workplace. Trainees become more enthusiastic after leaving the training environment seeking to apply the newly learned skills and knowledge but face the barriers that interfere with that application. Mosel (1957) advised that favorable condition is also a factor in the transfer process onto the job. Many researchers (Goldstein, 1986: McGee and Thayer, 1961: Marx, 1982: Michalak, 1981) advise that a supportive organizational condition is required for transfer of training. Huezynski and Lewis (1980[ix]) identified that the single most important aspect influencing the trainee's aim to transfer was the supervisor's management style and attitude.

The Huezynski and lewis' (1980) research investigated the combine Analysis of a training program focused towards the construction and engineering organizations. In this research, researchers investigated trainee's behavior in response to motivation of transfer of training by using a questionnaire and semi-structure interviews from stating to ending of the course. The aim of the researchers to restrain or encouraging transfer for the transfer of training and organizational factors. The findings of their research showed that 35 percent trainees made an effort to transfer what they had understood back on the job. Of the 35 percent, the majority mentioned that supervisor's favor was an indentifying factor in transferring the skills they got to their job. Supervisor's favor was defined as "the boss's attitude and management style" (Huezynski and Lewis, 1980)

Trainees start to gain knowledge about the details of training early in their careers, especially during the socialization process (Feldman, 1989. Some training actions inform trainee

whether training is important or not and same as some others are expose the amount of control, participation or input to trainees they have in training process (Tannenbaum and Yuki, 1992).

Baldwin and Magjuka (1991) examined three retraining actions i.e. course information, accountability to supervisor and programs status (voluntary or mandatory) what they effect and resulting intentions on transfer program learning. They found that the amount of variance in transfer intentions defined was modest, variance in pre-training situations was also limited, and no consideration was provided for the type or degree of variables. Since, this research was bonded to retraining action so they acknowledge that affect of trainee characteristics and training design on transfer of training is useful for future research. Ford et al. (1992) study added the idea that post-training behaviors could be affected by the elements of the job environment during the training.. The study organizes in Air force Graduate they were willing to do tasks on the job after successfully completion of four month technical training program. Ford et al. (1992) identified that in the during the training session, the graduates got multiple chances to execute trained tasks. The differences were related to the supervisory behavior: airmen perceived by their supervisor to be more eligible , got more tasks and workgroup favor, while airmen were designate to a high supportive work group accomplished more complex tasks.

Goldstein (1986) proposed that as a part of the needs assessment process transfer of training climate be investigated within organization. Rouiller and Goldstein (1993) investigated the association between organizational transfer climate and positive transfer of training. They organize their study on a fast-food restaurant having hundred branches and owing a large franchise shops in a big metropolitan area. They investigated a training program of a nine-week time period and compulsory for management which consists on both classroom knowledge and hands-on performance. Ten classes were arranged for one hundred and two assistant mangers to accomplish this training program and all were included in the study. The following measures, organizational climate, learning , transfer behavior, job performance and unit performance were focused by the researchers in their studies. Rouiller and Goldstein (1993) summarized that in response how much trainees learn in training, the working situation and climate of transfer in organization setting raised the level in which learning behavior would be transferred onto the actual job. Rouiller and Goldstein (1993) formulated a scale to check the level of transfer climate. Further, the research highlighted that climate learning by interaction was not much sufficient; however, the level of learning and the positive climate for transfer directly affect the level of behavior for transfer in the job situation.

Tracey, Tannenbaum, and Kavanaugh (1995) expended Rouiller and Goldstein's (1993) work by discovering couple of specific branches of organizational training climate and continuous learning culture, and investigate their influence on the transfer of supervisory skills and learning behavior and additional program. This study used Rouiller and Goldtein's (1993) items as instrument and plus an additional concept in the context of working terms as "continuous learning culture". The training in context of transfer which is defined as transfer climate and continuous learning culture, found is an important factor of newly got skills and behavior in the application. In addition, Tracey, Tannenbaum, and Kavanaugh (1995) got the link between this climate and culture perception and after training behavior supported the theoretical importance of the condition of transfer. This study is helpful and increases the growing knowledge and based on the relative element that look in the work environment and affect the transfer process of post –training behaviors

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SUPPORT OF MANAGEMENT

This support is seen as an important work-environment variable that affects the transfer process. (Broad, 1982; Fleishman and Mumford, 1989; Huezynski and Lewis, 1980; Nadler, 1982). Bates, Holton and Seyler (1996) explained this support as an increase to which supervisors reinforce and support the learners on the job. Short (1997) explained supervisor support as the level or stage to which supervisor support set performance achievements, give opportunities to apply newly getting skills, and degree to which the trainee's supervisor helped set performance achievements, provided opportunities to use newly learned skills, and acknowledge and rewarded the use of newly learned skills on the job.

Nadler (1982) suggested a model of support systems for training. This early studies acknowledge the enhancement of supportive training system within an organization. In Nadler's model, five systems were presented: organizational involvement, pre-training preparation, training activity, job linkage, and follow up. In the study, Nadler (1982) tried to choose one of five elements of training program and got it to that is not possible due to its reality that trainer's share in the study highlighted that even though they had the positive opinion on the system and it's elements, each trainer's status was distinctive and strangers would have difficulty to understand the system. Although the realty is different, Nadler's (1982) model was helpful to highlight support systems, he said that:

…many people find model of support system extremely useful, but then have difficulty in identifying specific actions. Even those who can specify actions are hard-pressed to identify who in their organization would have responsibility for initiating or approving a specific action. In other words, the good intentions are apparent on all sides, but the trainer stills needs to know much more about how to influence the organization in order to bring specific actions which support a particular training activity. (P-6)

Broad (1982) accomplished a research that gather selected group of HRD leaders to checkout a list of seventy four actions those can be used by the management to support the transfer of training. The leaders were put to identify and decide the importance of each action they had actually experimented in organization. as well as include any new actions that were not on the list. Broad (1982) selected the five categories on Nadler's (1982) study and examined these by using a questionnaire emphasize on the following variables: Upper Management involvement, Pre-training preparation, Support during Training, Job Linkage and Follow-up. The questionnaire got a high response rate of 80 percent. Broad (1982) highlighted that of the 74 listed actions, 71 (96 percent) were rated important while only 36 (49 percent) had been focused by most of the leaders. Broad identified that actions focused by different leaders among the different groups and the eight actions rated most important by HRD leaders highlighted the lowest levels of findings. This study discovered an important space by listing the action that management could utilize to improve transfer of training.

Ford et al. (1992) go through the effects of individual and characteristics of transfer environment on the chances to do trained tasks. The research investigated the working of graduates of an Air Force technical training course. Data were gathered from 118 graduates and their relevant Supervisors. Surveys were finalized by trainees of the training program frequently following their graduation and four months after the graduation. Supervisors got a survey to finalize during the four-month duration. The survey calculate individual characteristics (locus of control, career motivation, and learning), transfer environment (supervisor's attitude and work group support), and chances to perform. The observation of the study record that supervisor's behavior and support of work group were found to have a direct impact on the opportunity to perform trained tasks.

Facteau et al (1992) investigated the increase to which the favorable training conditions affect on pre-training motivation and perceptions of training of transfer. Four types of social support (colleagues, subordinates, supervisors, and top management support) were researched. Except colleague, only subordinated, supervisor, and top management support become visible to interrelated with pre-training motivation. The findings identified that managers who get a high level support from their respective supervisors reported high level of motivation to attend and learn from training. In addition, managers who ensured about the support of their subordinates and peers for their training efforts were more confident to possible more transfer of their training skills.

Influenced management behaviors, consist on helpful activities and provide guidance in between the training program, are important in the transfer of training. Managers' perception and other perception both may differ regarding their effectiveness. Kolb (1995) found the effectiveness and differences in how leader performance is seen by the team leaders and team members. The assessment of research, after comprising the study of self and other assessment of leader performance, self assessment of leader's performance was more favorable than assessment of team members for 12 of 13 calculated dimensions of leader's behavior. Both leaders and members agreed, for the most part, on leader's qualities and drawbacks (Kolb, 1995). The results of the similarities and differences in between management support and its effects on transfer of training identified in leader/member assessment are important so as to information about trainees and managers might assess the subordinate actions they use to make possible the transfer of training.

SUPPORT OF COLLEAGUE

Researchers found and suggested that very few research is available to highlight that supervisory support encourage transfer of training (Baldwin and Ford, 1988), however few empirical researchers have been identified influence of peer support on transfer of training. Some researchers study the transferring of safety training in work organizations and observed the importance of the immediate job context that working environment of the employee as difficult to transfer of training. (Ford and Fisher, 1994). This job context which consist on managerial and co-worker support, workplace environment and the restriction or opportunities can either support or hamper to transfer knowledge, skills and attitudes to the job.

One of the first studies presented in this regard by Huezynski and Lewis (1980). They suggested that the support of a trainee's "role set" was affective in the transfer process. Huezynski

and Lewis (1980) explained the trainee's role set as one that consisted on supervisor, colleagues and subordinates. The study consists of two groups who participated in a management course on Network Analysis. One group consisted of 17 participants, and the course was initiated at a university. The second group was started as an in-house company course and consisted of 33 participants. Data were gathered using questionnaire fulfill by all participants before and after training course. The first part of the questionnaires designed to find the initial level of motivation of the trainee's before the training. The second part, launched after training, to obtain the perception of the trainee's about their abilities to implement new skills on their jobs. Seventeen of the 48 participants answered to transfer what they had learned in the course during the training, despite the suggestion that the support of the trainee's role set was affected in the transfer process.

Yelon (1992)[x] designed a model of M.A.S.S for preparing transfer which focused on four principles: motivation, awareness, skills and support. Yelon (1992) introduced hypothetical examples using the M.A.S.S. model. To acknowledge the support he used an example that there is one obstacle to transfer of training the trainees would get the support after ending of training. Yelon (1992) defined that to control a situation on the job by a police recruit who come back after completing his training , he or she might be discourage by his senior police officers to use his/her newly learned skills because of their own ideas and views about to control the situation. Ford et al. (1992) got the factors obstacle the opportunity to use trained tasks on the job. Graduates from an Air Force technical training program and their supervisors (n=180) were given questionnaires that identified three dimensions (breadth, activity level and type of tasks performed) linked with the chances to avail opportunity to perform tasks. The researchers considered three factors in context of work that were highlighted to be concern in affecting the chances to perform: Supervisory behavior, work group support, and the speed of the workflow in the work group. The result highlighted that working environment variables were concern to task type $(p<0.01)$ and that work group is a considerable forecaster of performance. Ford et al. (1992) stated that supportive work groups were linked with performance of more difficult task.

Bates, Holon and Seyler (1996) tried to update Rouiller and Goldstein's (1993) study related an anticipated structure for a transfer environment instrument. This study was designed a part from larger study of computer based training program focused towards plant operator training consented by occupational safety and health act (OSHA). Bates et al. (1996) used a transfer environment instruments consist on 48 items structured by Rouiller and Goldstein (1993). The sample involved the 189 operating techniques from four production units at a petrochemical manufacturing facility.

The instrument used a Liker type scale, and fifteen of the original items contained in Rouiller and Goldstein's (1993) instrument were not utilized as they were inappropriate for the organization. Six factors were highlighted with peer/task support. Bates, Holton and Seyler (1996) found that transfer instrument perceptions are structured by the group and that trainees perceive transfer climate by different group.

TRAINING RESULT

With reference to Michalak (1981), successful training program consist of two parts: involve two phases: possession of knowledge or skill and the maintenance of behavior once on the job. Moreover, study on a vast literature review, Baldwin and Ford (1988) gave a basic idea that before transferring of any skill to the job place it must be learned or retained on the job. Furthermore, how precious the transfer of competencies is based on a relationship between trainee's characteristics, training design and the job environment.

Whatever that is achieved must be kept in mind or the ends of transfer process. Broad and Newstrom (1992) highlighted that chances of more practice and backup information given by the manager are the more acceptable steps that might be helpful in competency retention. Further, the trainer can manage follow-up sessions and problem solving periods with the help of mangers. The trainee and the others who have successfully completed the training program before can jointly revised the training topics and keep close liaising in order to improve common competencies get from the training.

CONCLUSION:

Training is played an important role in the development of human resource. It is the only tool to reduce the lack of knowledge and develop a competency level in workers. To study the role of effective training and investigating the missing characteristics we select Baldwin and Ford (1988) Model Transfer of Training and Bostrom et al. (1988) Learning / using Software Model in this study. We estimate the Baldwin and Ford (1988) Model Transfer of Training and discussed the Human Resource Development (HRD) model of transfer as lacking a research base and conceptually restricted, i.e. it has one extremely important characteristic that has been missing from the more academic instructional model of transfer. The Baldwin and Ford model argue about the transfer

process in conditions of training inputs, training outputs/outcomes and conditions of transfer. However, according to it we need to include competence-related and socio-demographical variables. Cognitive and educational psychology with IT is much important to design any IT related training program. Bostrom et al. (1988) introduced the learning / using Software model by accumulating and considering all these above stated factors

The model explains that it is difficult to learn and use software through continuous process as one thinks much easier task. This model introduces two step process of computer training. Initially, training organized, and introduces the software to trainee.

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