

The Impact of Trainee Characteristics, Training Design, and Work Environment on the Transfer of Training: A Study of Executive Level Employees of a Selected Tea Manufacturing Company in Sri Lanka

Rebecca, E. & Sangarandeniya, Y. M. S. W. V.
HRM, University of Kelaniya

DOI: <https://doi.org/10.47772/IJRISS.2023.7453>

Received: 20 February 2023; Accepted: 03 March 2023; Published: 03 May 2023

ABSTRACT

The primary purpose of this study was to identify the factors affecting the Transfer of Training. The current study was designed to study three main factors: Trainee Characteristics, Training Design, and Work Environment which were identified as possible factors that influence the Transfer of Training. Standard questionnaires were used to collect primary data for the study. This is a cross-sectional study done in a non-contrived setting. The study respondents were the entire population of 105 executive-level employees who had attended training programs in the selected organization and the final sample was 88 executive-level employees. Descriptive statistics, correlation analysis, simple regression analysis, and multiple regression analysis were used to analyze the data. According to the results of correlation analysis, it was revealed that there is a positive relationship between all three independent variables (Trainee Characteristics, Training Design, and Work Environment) and the Transfer of Training. The results of simple regression analysis revealed that Trainee Characteristics, Training Design and Work Environment significantly and positively impact the Transfer of Training. Moreover, the multiple regression analysis results indicate that there is a significant impact of the Work Environment and Training Design on the Transfer of Training, compared to the influence of Trainee Characteristics. Therefore, this study suggests that organizations can successfully achieve the expected outcomes from their training programs by ensuring the transfer of training through proper designing of the training programs and improving factors related to the work environment. This study was carried out only on one organization that operates in the tea manufacturing industry in Sri Lanka, and future researchers can extend the scope of this study by investigating other industries and other country contexts.

Keywords: Trainee Characteristics, Training Design, Work Environment, Transfer of Training

INTRODUCTION

In a changing environment, organizations in many countries devote special attention to human capital in order to establish a larger labor pool that will allow them to preserve their competitive edge in a knowledge-based economy (Wendy, 2010). These rapid changes necessitate the advancement of a more robust set of concepts on the development and management of people (Kirkpatrick, 1979 as cited by Bates, 2004). Firms in today's knowledge-based economy have become more reliant on their employees' abilities and expertise. As a result, many firms have recognized that "Training" is advantageous in acquiring a competitive advantage because training programs are increasingly perceived as profitable to an organization rather than an additional cost (Noe & Schmitt, 1986). Therefore, firms are investing more resources in training to improve their employees' work skills (Kelloway & Barling, 2000 as cited by Cheng & Hampson, 2008). Organizations and employees can achieve their training objectives when the knowledge, skills, and attitudes

acquired through training are successfully transferred to the workplace. As a result, training output has become an important research area in human resource management (Holton & Baldwin, 2003). Previously, training efforts were focused on ensuring trainee learning rather than ensuring the transfer of that learning to the actual work environment. In today's competitive global economy, organizations view appropriate employee work performance as a strategic tool that can be used to overcome obstacles to improve job performance (Burkett, 2010). Training transfer is a vital part of determining the effectiveness of a training program (Porter, 2010 as cited by Tumendemberel, 2013). As a result, organizations invest considerable time, money, and effort in Human Resource Development (HRD) programs and training transfer can be viewed as a continuous application by assessing its relevance to the actual workplace. Furthermore, training transfer is an important component to consider in evaluating trainee effectiveness in the organization (Ford & Weissbein, 1997).

Research problem

The selected organization for this study is a leading tea company that operates both globally and locally. Based on initial discussions with management, it was discovered that the organization has serious challenges with poor employee performance, as evidenced by its annual performance reports. The company currently invests over Rupees one million in training programs each year (The training database of the organization, 2015). However, despite the fact that this company has provided enough training for its employees depending on their needs, the company's management has stated that employees are hesitant to adapt what they have learned in training to the workplace. This is a significant disadvantage for the company, and it raises questions about the transfer of training. Thus, the researchers undertook an initial survey on the transfer of training using a sample of 30 employees in the selected organization and it was revealed that 65% had a very lower level of training transfer while only 20% at a moderate level, and 15% at a higher level of training transfer after their training programs. Hence, it is essential to study the significant factors affecting the transfer of training to the work environment. The preceding discussion leads to the problem statement;

Problem Statement: "What factors affect the transfer of training?"

Research Questions

1. Do Trainee Characteristics affect the Transfer of Training to the actual work environment?
2. Does Training Design affect the Transfer of Training to the actual work environment?
3. Does the Work Environment affect the Transfer of Training to the actual work environment?

Objectives of the study

This study will examine three aspects that may affect training transfer: Trainee Characteristics, Training Design, and Work Environment. As a result, the researchers has focused on the following objectives in this study.

General Objective

The main objective is to identify the factors that significantly impact the Transfer of Training of executive-level employees in the selected tea exporting company.

Specific objectives

1. To examine the relationship between each factor (i.e., Trainee Characteristics, Training Design, and Work Environment) with Training Transfer.
2. To identify the impact of Trainee Characteristics on Training Transfer.

3. To identify the impact of Training Design on Training Transfer.
4. To identify the impact of Work Environment on Training Transfer.

Significance of the study

According to Baldwin and Ford (1988), Trainee Characteristics, Training Design, and the Work Environment influence the Transfer of Training. Therefore, this study attempts to discover the significant factors that affect Training Transfer, and the findings will be beneficial for human resource professionals who design training programs for employees. This study will provide quantifiable information on the most influential factors affecting workplace training transfer effectiveness. Furthermore, findings will provide researchers with new avenues to pursue to understand the influences on Training Transfer better. Moreover, This is the first empirical research employing the selected organization to examine factors influencing executive-level employee training transfer. The current research is especially relevant for the tea industry since there are few existing studies on training transfer. The findings of the study will enable the identification of significant factors of training transfer and the achievement of training program objectives.

LITERATURE REVIEW

Training

Training can be defined as a technique for efficient learning (Kind, 1968). Lin and Sharif (2018) describe training as strengthening an employee's understanding of how to perform a particular job. The role of training can be defined as "ensuring that the company has the perfect combination of skills by providing appropriate learning opportunities and motivating employees to learn, enabling them to perform at the finest levels of quality and service" (Alipour, Salehi, & Shahnavaz, 2009). As a result, training focuses on establishing the necessary knowledge, skills, and attitudes to perform a job more effectively than previously. Training is a learning opportunity that allows individuals to improve their current job performance while also preparing them for future changes in job needs. Organizations have made significant investments in training initiatives in recent years. Organizations must assist their employees in applying what they have learned in training programs to their job in order to reap the benefits of their training investments (Salas & Cannon-Bowers, 2001). To compete in a rapidly changing global economy where innovation, speed, and efficiency are frequently required for success, organizations must constantly work to improve and strengthen their employees' skills (Ford & Weissbein, 1997).

Transfer of Training

According to Edwards (2013), Transfer of Training is "the effective and continued application of knowledge and skills gained in learning activities by learners to their employment performance or another individual, organizational, or community responsibilities." Furthermore, Broad and Newstrom (1992) defined Transfer of Training as the practical and ongoing application of trainees' knowledge and skills to both on and off-work areas. Furthermore, the Transfer of Training could be a potent indicator of training effectiveness (Bhatti & Kaur, 2010).

Determinants of the Transfer of Training

Organizations must be aware of the factors determining training transfer. This knowledge will assist them in supporting factors that facilitate transfer and avoiding those that slow down transfer. Baldwin and Ford (1988) surveyed the literature on training transfer and found three types of training input factors that influence training transfer: Trainee Characteristics, Training Design, and Work Place (Ford & Weissbein, 1997).

Trainee Characteristics

Trainee characteristics significantly impact training transfer (Burke & Hutchins, 2007). According to Pruetipibultham (2010), such characteristics explain most of the variability in training outcomes. Individual motivation and cognitive ability have the most significant and consistent impact on Training Transfer (Noe & Schmitt, 1986). Training motivation is defined as a trainee's specific desire to learn the knowledge of the training program (Noe & Schmitt, 1986). It refers to an individual's determination, focus, and perseverance in achieving a goal (Robbins & Judge, 2009, cited by Tumendemberel, 2013). Trainees must comprehend that they can learn, that their effort to learn will change their performance and that an improvement in their performance will lead to desired outcomes for the Transfer of Training (Facteau, Dobbins, Russell, Ladd & Kudisch, 1995).

Training Design

Training Design is described as the extent to which training has been designed and delivered to offer trainees the ability to transfer learning to the job, with training instructions being commonly linked to job requirements (Chen 2003; Bates & Holton 2004; Holton 2005). Training design includes with training objectives, content, instructional method, feedback, etc. The training objectives are the goals or expected outcomes of training programs. As a result, trainees must comprehend the training program's objectives. In other words, in order to understand the benefits of the training program, trainees must be aware of the training program's objectives. According to Wexley and Nemeroff (1975), training objectives are based on training needs, and training needs are based on current performance. It helps employees understand why they require training and what they must learn (Noe, 2010). The instructional method is a strategy to deliver the training content of the training program content (Tim, 1993 as cited by Tumendemberel, 2013). Feedback on the training describes is a critical factor in achieving learning and a critical variable that influences its consequences. It is possible to gain awareness of the efficacy of the training program's objectives by examining feedback.

Work Environment

The work environment, known as the transfer environment, has been identified as a significant influencer of transfer outcomes (Becker, 1962). This is another factor that might have a substantial impact on an organization. As a result, the workplace must provide opportunities for trainees to work with new skills, and trainees should be provided training opportunities to practice their skills.

Peer support

Peer support refers to how peers' behavior affects the Transfer of Training (Holton & Yamkovenko, 2008). According to Baldwin and Ford (1988), there will be numerous opportunities to transfer knowledge into the workplace if there is positive peer support. It can even be considered that colleagues' behavior will be an even stronger predictor of transfer than trainees' actual learning outcomes at the end of training.

Supervisory support

Supervisory support positively affects the trainee's attitude towards training, where he/she will be highly motivated to apply the newly learned skills, which directly impacts the effective transfer of training (Huczynski & Lewis, 1980 cited by Elangovan & Karakowsky, 1999). Supervisory guidelines with good practice will improve employees' talent for applying training knowledge to the workplace (Elangovan & Karakowsky, 1999).

Opportunities to use training

The extent to which a trainee is provided with or actively obtains work experience relevant to the duties for which he or she was trained, is defined as opportunities to employ training on the job (Ford, 1992).

METHODOLOGY

Population and Sample

The population of the study consisted of executive-level employees of selected tea company. The researchers selected executive-level employees engaged in various training programs based on their training requirements identification for this study. As a result, the unit of analysis is the individual. To ensure maximum accuracy of the result, the researchers considered the entire population of executive employees of the selected organization who had participated in training programs as the study's sample. The researchers distributed 105 questionnaires to the entire population and collected 88 questionnaires from the 105 that were distributed (the response rate was 83.80 percent). The total number of valid cases in the final sample size was 87. (Response rate = 82.85 percent). The current study was primarily based on the quantitative technique, and data was collected through a survey questionnaire.

Data Collection

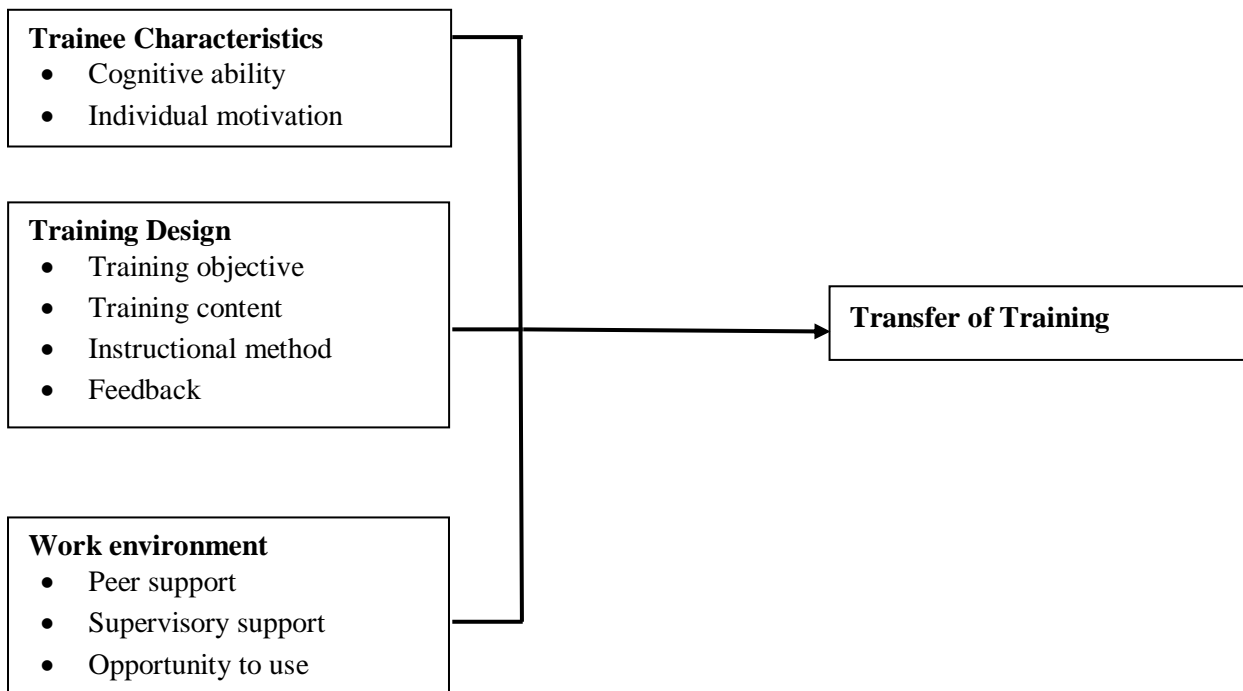
Primary data and secondary data were used for this study. Secondary data were identified and collected by analyzing financial reports and the organization's training database. The questionnaire consists of two parts: Part A and Part B. Part A comprised statements regarding demographic data and was used to demonstrate the sample composition during analysis. Part B is divided into two sections that measure the independent and dependent variables. Three independent variables (Trainee Characteristics, Training Design, Work Environment) were assessed using fifty-six (56) items: Trainee Characteristics were measured using eleven (11) items on two dimensions, i.e., cognitive ability, and individual motivation. Training Design was measured using twenty-eight (28) items on four dimensions, i.e., training objective, training content, instructional method, and feedback. Work Environment was measured using seventeen (17) items on three dimensions, i.e., supervisory assistance, peer support, and opportunity to use. The dependent variable of the study, Transfer of Training was measured using nine (09) items in the following section. In total, sixty-five (65) items were used (Tumendemberel, 2013). Part B items were scored on a Likert scale ranging from "1= strongly disagree" to "5= strongly agree," intending to assess the variables under study.

Conceptual Framework

Baldwin and Ford (1988) have suggested three main training input factors, i.e., trainee characteristics, Training design, and work environment that affects training transfer. Burke and Hutchins (2007) also suggest that trainee characteristics are significant in training transfer. Supporting this notion Broad and Newstrom (1992) has shown a set of trainee characteristic that influence training transfer such as abilities and aptitudes for new skills, personality traits such as high achievement needs, and internal locus of control. Further, Frazis et al. (2000 as cited in Merriam and Leahy, 2005) emphasized that the participant's motivation is also a critical factor that affects the training transfer. Further, the second important factor suggested by Baldwin and Ford (1988) is the Training design. Merriam and Leahy (2005) also suggested that the organization has to use strategies that link to transfer in the program design. Thus, training design is more critical in training transfer. Velada et al. (2007 as cited in Bhatti et al., 2014) also suggest that transfer of training will be maximized when trainees understand and learn the training content, when the content is similar to their work, and when they have adequate time to practice the newly learned skills. Further, Stevens and Gist (1997) have found that the trainees having more interim skill-maintenance activities exert

more effort and show more positive effects compared to performance-oriented trainees. Furthermore, Baldwin and Ford (1988) identified the work environment as the third most influential factor for training transfer. Some researchers also have agreed with the notion that the organization needs to provide a climate of learning for the convenience of the trainees when organizing training programs (Alawneh, 2008; Merriam & Leahy, 2005). Some researchers (Garavaglia, 1993) argue that when trainees do not get support from their work environment and when they feel that the training is not relevant, the extent of training transfer will be reduced. Considering the above literature, a conceptual framework was developed for the study which depicts in Figure 3.6.1. Accordingly, the framework consists of three independent variables, i.e., Trainee Characteristics, Training Design, and Work Environment, and one dependent variable, i.e., Training Transfer.

Figure 1: Conceptual Framework of the Study



Further, based on the above literature, the researchers developed the following three hypotheses in order to achieve the research objectives.

H₁: There is a significant, positive impact of Trainee Characteristics on the Transfer of Training.

H₂: There is a significant, positive impact of Training Design on the Transfer of Training.

H₃: There is a significant, positive impact of the Work Environment on the Transfer of Training.

FINDINGS

A correlation test was conducted to examine the relationship between each of the Independent Variables: Trainee Characteristics, Training Design, and the Work Environment and the Dependent Variable: Transfer of Training. The results revealed that Pearson's correlation coefficient takes the values 0.351, 0.544, and 0.550, respectively, showing a significant, positive relationship between the independent variables and the dependent variable. Further, the Simple Regression Analysis results revealed that each independent variable significantly impacts the Transfer of Training. Trainee Characteristics, Training Design, and the Work Environment explain 12.3%, 29.6%, and 30.30% of the significant impact on the Transfer of Training, respectively. Multiple Regression Analysis was used to identify the impact of all three independent variables on the Transfer of Training. Standardized coefficient beta values were used to compare the relative importance of each independent variable. The work environment was more important than the training design as the standardized coefficient beta of the work environment (beta value = 0.356) was higher than the standardized coefficient beta of the training design (beta value = 0.342). However, calculating multiple regression by combining all the variables, provides results only for Training Design and Work Environment.

According to the second research question of the study, it was found that training design impacts the transfer of training. Also, it has been found that when all independent variables are combined, there is no significant impact of Trainee Characteristics on the Transfer of Training compared to Training design and Work Environment.

DISCUSSION

According to Burke and Hutchins (2007); Baldwin and Ford (1988) and Broad and Newstrom (1992), Trainee Characteristics are critical in Training Transfer. This study discovered that Trainee Characteristics have a significant, positive impact on Training Transfer. The study's findings show that when trainees believe the importance of adopting training knowledge, they are more likely to believe that they can transfer their training to the workplace. Since it is difficult for an organization to modify the characteristics of individual trainees, organizations should consider the individual traits of trainees when deciding which employees should participate in specific training. This will assist in improving the expected result from training programs. Training Design and Training Transfer have a positive and significant relationship. According to Noe (2010), learning occurs when trainees clearly understand the training program's objective. Furthermore, the study's findings indicate that the Work Environment has a significant, positive impact on Training Transfer. This suggests that trainees who received more support from their supervisors, subordinates or peers may report high degrees of learning transfer.

CONCLUSION

The dynamic and competitive global workplace forces organizations to become more effective in hiring and training a talented and efficient workforce. Organizations can utilize training as a valuable tool to develop their employees' knowledge and skills to attain this goal. The current study's findings recommend that it is essential to evaluate the results of the knowledge gained from training programs to be transferred efficiently into the actual workplace. The current study discovered a statistically significant impact of Trainee Characteristics, Training Design, and Work Environment on Training Transfer. According to the findings, training design and work environment has identified as most critical factors affecting Training Transfer. As a result, this simplified review might serve as a basic guideline for professional trainers interested in determining the factors affecting Training Transfer. Furthermore, the current study's findings will be used to advance research in the domain of training transfer. Furthermore, as a managerial contribution, organizations may be able to modify their training programs to benefit themselves and obtain the best benefits from their training program investments.

RECOMMENDATION

The study's results suggest that Trainee Characteristics, Training Design, and the Work Environment play a significant role in Training Transfer. Training programs should be designed according to the Transfer of Training Determinants to obtain expected outcomes of the training programs. The study's findings revealed that Trainee Characteristics positively influence Training Transfer. As a result, organizations should hire people who can adapt what they have learned in training to their work. This study's findings indicate that Training Design has a considerable, beneficial impact on Training Transfer. Therefore, organizations should pay attention to the design of the training program as well. Since the design of the training program may vary depending on the specific training program, it is not advised that the same methods and techniques be used for all training programs. According to the multiple regression analysis, the work environment has been identified as the most important factor among other independent variables. Therefore, the management of the organization has the responsibility of creating an effective work environment in order to achieve the outcomes of the transfer of training. Thus, it is important to design the training in a way that facilitates training transfer. Furthermore, if there is no support from the Work Environment, where employees cannot

use their knowledge and abilities received through training, the organization will not achieve the intended outcomes from training programs. As a result, the organization should consider the work context into which the trainees will be transferred in order to achieve the expected outcomes of the training programs.

Limitations and directions for future researchers.

The researchers primarily used the quantitative method to collect data. However, a qualitative method can also be used to identify individual behavior related to the Transfer of Training. Furthermore, under the primary independent variable, Trainee Characteristics, the current researchers examined two dimensions: cognitive ability and Individual Motivation. However, it is proposed that future researchers consider other dimensions that fall under the variable Trainee Characteristics. Furthermore, the respondents' psychological state and other external factors may have influenced the study's findings at the time of data collection. To alleviate the constraint above, it is suggested that certain future research studies be undertaken as longitudinal studies rather than cross-sectional studies.

REFERENCES

1. Alawneh, M. K. (Ed.). (2008). Factors Affecting Training Transfer: Participants' Motivation to Transfer Training. *In the Conference Proceedings of International Research Conference in the America*, Academy of Human Resource Development. <https://files.eric.ed.gov/fulltext/ED501629.pdf>
2. Alipour, M., Salehi, M., & Shahnava, A. (2009). A Study of on the Job Training Effectiveness: Empirical Evidence of Iran. *International Journal of Business and Management*, 4(11),63.
3. Baldwin, T. T., & Ford, J. K. (1988). Transfer of Training: A review and directions for future research. *Personnel psychology*, 41(1), 63-105.
4. Bates, R.A. (2003). Managers as transfer agents: Improving learning transfer in organizations. In E. F. Holton & T. T. Baldwin (Eds.), *Improving learning transfer in organizations*. (243-270). San Francisco, CA: Jossey Bass Publishers.
5. Bates, R. A (2004), A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and program planning*, 27(3), 341-347.
6. Bates, R, & Holton, E (2004). Linking workplace literacy skills and transfer system perceptions' *Human Resources Development Quarterly*, 15(2), 153-170, viewed 12 October, 2009, retrieved from Ebscohost Database.
7. Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *The Journal of Political Economy*, 9(49).
8. Bhatti, M. A., Ali, S., , M. F. M., & Battour, M. M. (2014). Training Transfer and Transfer Motivation: The Influence of Individual, Environmental, Situational, Training Design, and Affective Reaction Factors. *Performance Improvement Quarterly*, 27(1), 51–82. doi:10.1002/piq.21165.
9. Bhatti, M., & Kaur, S. (2010). The role of individual and training design factors on training transfer. *Journal of European Industrial Training*, 34(7), 656-672.
10. Broad, M. L., & Newstrom, J. W. (1992). *Transfer of Training: Action-Packed Strategies To Ensure High Payoff from Training Investments*. Corporate and Professional Publishing Group, Addison-Wesley Publishing Co., One Jacob Way, Reading, MA 01867.
11. Burke, L. A., & Hutchins, H. M. (2007). Transfer of Training: An integrative literature review. *Human resource development review*, 6(3), 263-296.
12. Burkett, H. J. A. (2010). Change capacity as a determinant of sustainable ROI implementation in human resource development practice, [Doctoral Thesis, The University of Southern Mississippi],ProQuest Dissertations Publishing.
13. <https://www.proquest.com/openview/29cb21285733c0bc9ac66829d4434a61/1?pq-origsite=gscholar&cbl=18750>
14. Chen, H. C (2003). ?Cross-cultural construct validation of learning transfer system inventory in Taiwan? [LSU PhD dissertation, Louisiana State University, Baton Rouge, LA] LSU Digital

- Common. https://digitalcommons.lsu.edu/gradschool_dissertations/2254/
15. Cheng, E. W., & Hampson, I. (2008). Transfer of Training: A review and new insights. *International Journal of Management Reviews*, 10(4), 327-341.
 16. Edwards, J. S. (2013). Factors affecting Transfer of Training in supervisors and hourly employees in a manufacturing organization, [A PhD thesis, Southern Cross University, Lismore], NSW.
 17. Elangovan, A. R., & Karakowsky, L. (1999). The role of trainee and environmental factors in transfer of training: An exploratory framework. *Leadership & Organization Development Journal*, 20(5), 268-276.
 18. Fecteau, J. D., Dobbins, G. H., Russell, J. E., Ladd, R. T., & Kudisch, J. D. (1995). The influence of general perceptions of the training environment on pretraining motivation and perceived Transfer of Training. *Journal of management*, 21(1), 1-25.
 19. Ford, J. K., & Weissbein, D. A. (1997). Transfer of Training: An updated review and analysis. *Performance improvement quarterly*, 10(2), 22-41.
 20. Ford, M. E. (1992). *Motivating humans: Goals, emotions, and personal agency beliefs*. Sage Publications.
 21. Garavaglia, P.L. (1993). How to ensure transfer of training. *Training & Development*, 24(2), 63-68.
 22. Holton, E. F., & Baldwin, T. T. (2003). *Improving learning transfer in organizations*. USA: Jossey-Bass.
 23. Holton, E. F., & Yamkovenko, B. (2008). Strategic Intellectual Capital Development: A Defining Paradigm for HRD? *Human Resource Development Review*, 7(3), 270-291. <https://doi.org/10.1177/1534484308321360>
 24. Holton, E. F. (2005). Holton's Evaluation Model: New Evidence and Construct Elaborations. *Advances in Developing Human Resources*, 7(1), 37-54. <https://doi.org/10.1177/1523422304272080>
 25. Kind, D. (1968). *Training within the Organization*, Cox & Wyman Ltd.
 26. Lin, A., & Sharif, M. Y. (2008). Factors affecting training effectiveness. A study of semiconductor wafer fabrication industry in Malaysia. *In the Proceedings of 4th National Human Resource Management Conference 2008*, Tiara Beach Resort, Port Dickson.
 27. Merriam, S. B., & Leahy, B. (2005). Learning transfer: A review of the research in Adult Education and training. *Journal of Lifelong Learning*, 14, 1-24.
 28. Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel psychology*, 39(3), 497-523.
 29. Noe, R. A. (2010). *Employee training and development*. McGraw-Hill/Irwin.
 30. Nunes, C. (2002). *The Effects of Trainee Ability and Motivation on the Transfer Process* Master of Commerce [Industrial Psychology Thesis]. University of Stellenbosch.
 31. Pruetipibultham, O. (2010). The sufficiency economy philosophy and strategic HRD: a sustainable development for Thailand. *Human Resource Development International*, 13(1), 99-110.
 32. Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of Progress. *Annual review of psychology*, 52(1), 471-499.
 33. Stevens, C. K., & Gist, M. E. (1997). Effects of self-efficacy and goal-orientation training on negotiation skill maintenance: What are the mechanisms? *Personnel Psychology*, 50(4), 955-978. <https://doi.org/10.1111/j.1744-6570.1997.tb01490.x>
 34. Tumendemberel, T. (2013). Factors affecting the Transfer of Training of civil servants in Mongolia [Doctoral dissertation, National Institute of Development Administration].
 35. Wendy, A. M. (2010). Considering human capital theory in assessment and training: mapping the gap between current skills and the needs of a knowledge-based economy in northeast Iowa. [Doctoral Dissertation, Iowa State University].
 36. Wexley, K. N., & Nemeroff, W. F. (1975). Effectiveness of positive reinforcement and goal setting as methods of management development. *Journal of Applied Psychology*, 60(4), 446.
 37. Wexley, K. N., & Thomson, C. L. (1972). Effect of verbal feedback of test results upon learning. *The Journal of Educational Research*, 66(3), 119-121.