THE INFLUENCE OF INDIVIDUAL AND ORGANIZATIONAL FACTORS ON THE POST-PROGRAM TRANSFER OF TRAINING: A STUDY OF MANAGEMENT DEVELOPMENT PROGRAMS OF BANGLADESH CIVIL SERVICE

Md. Sanwar Jahan Bhuiyan

A Dissertation Submitted in Partial
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ABSTRACT

Title of Dissertation	THE INFLUENCE OF INDIVIDUAL AND ORGANIZATIONAL FACTORS ON THE POST-PROGRAM TRANSFER OF TRAINING: A STUDY OF MANAGEMENT DEVELOPMENT PROGRAMS OF BANGLADESH CIVIL SERVICE
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The management development programs of the Bangladesh Civil Service are traditionally seen as using a piecemeal approach; no linkage is found among the program performance, transfer performance, and career advancement of trained officials. Moreover, no effective mechanism is found in public organizations to assess or monitor the issue of the post-program transfer of training. This study conducted an in-depth investigation into the factors affecting the post-program transfer of training. The study made a detailed investigation into the ultimate effectiveness of management development programs by examining the contribution of three sets of influencing factors under individual characteristics, work environment (social and logistic support), and perceived practices of learning organization the post-program transfer of training. The study was conducted on two management development courses, the Advanced Course on Administration and Development (ACAD) course and the Senior Staff Course (SSC) course, by administering a survey on 212 purposively-selected participants that took courses. Mixed methods, both qualitative and quantitative, were followed in the study. Other than the questionnaire, survey data were collected from the supervisory officers of the graduated participants through 10 in-depth interviews. Moreover, in order to cover a 360-degree dimension of the key stakeholders, 6 focus group discussions (FGDs) were conducted with peer-groups from different ministries, subordinates from district administrations and departments, and expert trainers from the Bangladesh Public Administration Training Centre and Bangladesh Civil Service Administration Academy.

In order to get answers to the research questions, five hypotheses were tested statistically and a detailed data analysis was carried out employing univariate, bivariate, and multivariate statistical techniques. All of the objectives of the research were obtained by testing the five hypotheses. Standard multiple regression analysis was used as the main technique to test the predictability of the independent variables in relation to the dependent variable—the post-program transfer of training. The findings of the study suggest that predictors such as post-program motivation and self-efficacy to transfer, peer support, and learning organizational practices, such as collaboration and team learning and the strategic link of transfer performance with career advancement, have a direct and positive influence on the post-program transfer of training. Moreover, the findings also revealed that the cohorts of the SSC graduates are better in transfer performance in comparison to the ACAD graduates. According to the model fit statistics of the multiple regression analysis of the combined factors, it was revealed that the factors explained around 39% of the total variance (adjusted $R^2 = .393$, $p < 0.001$) of the post-program transfer of training. That means that there are other factors that were not included in the transfer model and that could have an influence on the post-program

transfer of training in addition to the explained factors. The findings of the quantitative data were also validated by the quantitative findings. Though supervisory support, opportunity to use, and some other practices of learning organization ("inquiry and dialogue", "capturing and sharing new learning", "opportunity for continuous learning and self-development", "leadership for learning and transfer", "empowering people to have a collective vision") were not found to be responsive to the post-program transfer of training in the quantitative analysis, from the qualitative findings it was seen that in public organizations of Bangladesh the supervisors are a bit reluctant to monitor the transfer issues of subordinates. In the same way, the graduated officers were not given sufficient logistic support for the replication of their KSAs on the job. The participants in the interviews and FGDs also opined that in public organizations, the practices of the learning organization are seldom found.

The study summarized a set of recommendations for policy planners as well as future researchers in this area. First, the sponsoring organization should create a congenial environment by extending incentive and supportive mechanisms for the transfer of training. The provision for formulating and implementing individual action plans (IAPs) for the acquired KSAs by the graduated participants and employing follow-up mechanisms may help to improve the level of the post-program transfer of training. Secondly, the sponsoring organization should promote and institutionalize the practice of team-building for the learning and sharing of ideas. Actually, in the team situation, practices such as mutual learning, sharing of ideas, joint problem solving, and collective responsibility expedite learning as well as the transfer of that learning on the job. Thirdly, considering training and development interventions as strategic issues, the sponsoring organization should make provision to link transfer performance with placement and promotion activities. The strategic linkage of training and development with career advancement has implications for the validation of human capital theory as well as the resource-based view of strategic HRD. Fourthly, further study could be embarked on using the proposed model in different contexts and settings, and future study may include training design issues in the model. The prospective researcher may amalgamate work conditions and perceived practices of learning organization the predictors of the transfer of training. Fifthly, in the current study, the definition of transfer of training was extended to include "zeal for continuous self-development" in addition to the generalization and maintenance of learning. In the current research, the extended definition of the transfer of training was validated by both qualitative and quantitative analysis. Therefore, further research could be initiated in different settings and contexts in order to establish an extended definition of the transfer of training. Lastly, in order to understand the all-out success of training and development interventions, the transfer research was found to be a piecemeal venture. In order to obtain a complete picture of the training and development process, a series of horizontal study is imperative—from training need analysis (TNA) to in-course evaluation, to end-of-course evaluation, to post-training utilization, to impact study, and finally to return on investment (ROI) research.

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Md. Sanwar Jahan Bhuiyan
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ABBREVIATIONS AND SYMBOLS

Abbreviations	Equivalence
A2i	Access to Information
ACAD	Advanced Course on Administration and
ACOD	Advanced Course on Organizational Development
ACR	Annual Confidential Report
AMDP	Advanced Management Development Program
BASC	Bangladesh Administrative Staff College
BCSAA	Bangladesh Civil Service Administration Academy
BPATC	Bangladesh Public Administration Training Centre
CPT	Career Planning and Training
CPU	Central Processing Unit (of a computer)
CSP	Civil Services of Pakistan
DLOQ	Dimension of Learning Organization Questionnaires
DNA	Development Need Analysis
DS	Deputy Secretary
DG	Director General
FGD	Focus Group Discussion
GOTA	Gazetted Officer's Training Academy
GIU	Governance Innovation Unit
GRIPS	Graduate School of Public Policy Studies (in Japan)
HC	Human Capital
HRD	Human Resource Development

IAP	Individual Action Plan
ICS	Indian Civil Services
ICT	Information Communication Technology
IIPA	Indian Institute of Public Administration
INTAN	Institut Tadbiran Awam Negara (The National Institute of Public Administration, Malaysia)
JS	Joint Secretary
KDI	Korean Development Institute
KSA	Knowledge, Skill and Attitude
KMO	Kaiser-Meyer-Olkin
LTSI	Learning Transfer System Inventory
NIPA	National Institute of public Administration
MATT-2	Managing At The Top-2
MoPA	Ministry of Public Administration
PATP	Public Administration Training Policy
PIP	Performance Improvement Project
PTU	Post-Training Utilization
ROI	Return on Investment
SSC	Senior Staff Course
STS	Socio-Technical System
TNA	Training Need Analysis
TQM	Total Quality Management
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

1.1 Background

The training and development function for the civil services of almost all countries is considered one of the important policy interventions for managing and retaining capable human resources in the public administrative system. Modern, forward-looking, dynamic, and goal-oriented public organizations with well-trained, motivated, result-oriented, and visionary human resources are important antecedents for dynamic, effective, and efficient public management (Salima, Rahman, Monem, & Bhuiyan, 2009: 198) However, due to the influence of globalization, technological changes, and the virtualization of communication, public organizations have to face some obvious challenges in the HR management in civil services irrespective of the economic status of the countries concerned. In order to face those challenges, public organizations have no option but to manage their HR, strategically linking training and development goals with the corporate vision and mission of the organization. The training and development activities of the organization also have enormously important roles in managing change in the organization in order to keep pace with the waves of globalization and technological changes.

Having realized the reality of the globalized world and its changing environment, the government of Bangladesh has declared its firm commitment to gearing up and imparting quality training programs in order to improve the leadership and management capacity of the civil servants (MoPA, 2003: 1). As a part of manifestation of that commitment, the government of Bangladesh enacted the Public Administration Training Policy in 2003 specifying the detailed responsibility of all stakeholders. The policy articulated eight objectives of training and development as follows: i) to enhance the capacity of the public administrative system to analyze,

develop, and implement public policies; ii) to build an effective and innovative, accountable and transparent, honest and committed public service capable of delivering quality and cost-effective services to the people; iii) to equip public servants at all levels with the requisite knowledge, skills and techniques to enable them to make productive use of their potentials, and to ensure balanced and sustainable economic growth and development; iv) to develop civil servants of Bangladesh as capable leader and agent of change to manage public organizations effectively and efficiently; v) to develop a modern and dynamic administrative system for materializing the innovative and progressive ideas for facing the challenges of globalization; vi) to promote understanding of the inter-relationships among the social, economic and political environment and the implications of governmental decisions on the socio-economic system of the country; vii) to create a congenial environment in order to attract trainees as well as trainers so that the training at various levels is attractive, enjoyable, and rewarding; and viii) to facilitate congenial environment for the officers of public administration to develop institutional capacity through training and development interventions for ensuring promotion of efficiency and result-based mangement (MoPA, 2003: 1-2).

The objectives of the training and development programs that have been articulated in the Public Administration Training Policy, 2003 are very much focused, robust, and result-oriented. The policy is intended for need-based and effective program interventions for developing knowledgeable and dynamic managerial leaders for formulating and implementing prudent public polices, rendering cost-effective services to people, innovating citizen-centric services, maintaining capable administrative systems, and managing change for transforming the public organization into a productive and result-oriented agency. It has been 14 years since its enactment in 2003, but no significant study has been conducted yet for evaluating or reviewing the policy impact of the Public Administration Training Policy. Whatever was intended in the Public Administration Training Policy is not possible to achieve until and unless the organization creates a congenial environment for applying and maintaining the learned competencies from the programs. The current study will not investigate the overall impact of the policy but will investigate one of the ignored but important areas of training management of Bangladesh Civil Service;

that is, the individual and organizational factors that influence the post-program transfer of training which has been imparted to the levels of Deputy Secretaries and Joint Secretaries of the government.

However, the programmed training and management development interventions have their definite goals and objectives to achieve. On completion of the training and management development program, the participating officers have to acquire a certain level of knowledge, skills, and attitudes which are generally articulated in course-specific objectives in program manuals. The program objectives, in another sense, intended as a primary outcome of the specific program, are traditionally limiting its scope to the learning level but sponsoring organizations have more expectations than what has been intended as primary program outcomes. The sponsoring organization generally wants to observe and check whether the graduated participants are contributing more to achieving organizational objectives in comparison to their non-trained forms. If not, what are the causes? What are the factors that affect the non-transfer or poor transfer of acquired knowledge, skills and attitude (KSAs) in the work place? Are there any other factors that need to be addressed for creating a smooth environment for effective transfer of training? In order to answer these questions, researchers like Baldwin and Ford (1988); Ford and Weissbein (1997); Holton (2005); Velada, Caetano, Bates, and Holton (2009); Bates and Khasawneh (2005) and other scholars have conducted a series of studies on the transfer of training (Holton, Bates, Bookler, & Yamkovenko, 2007). Through their research they tried to identify the valid factors related to training programs, individual characteristics, organizational support systems for applying and maintaining the learned KSA on the job by graduated participants.

After attending the Foundation Training Course (FTC) at the entry level, the two most important career development courses offered for the mid-level (Deputy Secretaries) and senior level (Joint Secretaries) officers of the Bangladesh Civil Service are respectively Advanced Course on Administration and Development (ACAD) and the Senior Staff Course (SSC). Both programs are intended to develop the managerial leadership capacity of the participants. This study will conduct a professional investigation in order to explore the level of influence of individual characteristics, organizational environment, and perceived organizational learning

practices on the transfer of training of two management development programs, the ACAD and SSC. A detailed description of these two management development programs has been delineated in the succeeding section.

1.2 Management Development Programs in Bangladesh Civil Service: An Overview

Traditionally, Bangladesh Civil Service inherited the legacy of British colonial rule of about two hundred years (1757-1947). During the colonial administration, the recruitment, training and promotion, and career development of the then British-Indian civil service were developed and formalized under a series of trials and errors. Pitt's India Act of 1784 was the first legal instrument where appointment, training, promotion, etc. were provisioned explicitly and meticulously (Lowell & Stephens, 1900: 8). At the beginning of the 19th century the mercantile role of the East India Company was reduced and the administrative role of the company was increased gradually (Lowell & Stephens, 1900: 9). Realizing the reality of the administrative environment, Governor General Lord Wellesley founded a college at Fort William, Calcutta, on August 18, 1800, justifying the reasons for doing so in a minute in council (Lowell & Stephens, 1900: 10). The probationers recruited for Indian Civil Service had to undergo a training course of six months to two, three, or four years on law, liberal, and oriental studies (Lowell & Stephens, 1900: 10). The Fort William College had continued to impart pre-service and in-service training and education for the civil servants of British-India up to 1854 and the college was abolished when the competitive examination for the Civil Service of India was introduced (Lowell & Stephens, 1900: 10)-11. Another important initiative taken by the British government was to establish another college for the training and education of the civil servants in England, named the East India College of Haileybury, in 1806, which subsequently became the regular door of entrance into East India Civil Service (Lowell & Stephens, 1900: 11). The college used to impart general education and training in the special subjects needed by the Indian Civil Servants and nearly two-thirds of the duration was spent on liberal studies, which were developed following the course at the University of Cambridge (Lowell & Stephens, 1900: 12). In the long run, according to Lowell

and Stephens, (1900), the college successfully developed some essential management capabilities, such as *esprit de corps,* mutual understanding and learning, and mutual confidence for increasing their moral force (Lowell & Stephens, 1900: 14). According to (Khan, 2013: 99), from 1857 to 1947 the recruits into the Indian Civil Service were sent to a British university initially for a period of two years and this was reduced to one year in 1937.

With the above-mentioned historical background on the training and executive education in the British-Indian civil service, it is evident that a series of significant steps had been taken by the British government for developing and retaining educated, skilled, capable, and liberal managerial leaders for running the colonial administration in India.

Rashid (2008: 140) opined that when the British left India, they also left a legacy of generalist bureaucracy, which was a self-trained, self-confident, and efficient public administrative system. However, after independence in 1947, the Pakistan government felt the necessity of restructuring the civil service and accordingly it had been restructured and renamed as the Civil Service of Pakistan and the Civil Service Academy was established in 1949 with a view to developing capable, dynamic, and efficient administrative leaders to run the development and administration of new territories (Chaudhuri, 1969: 170). The restructuring of the Civil Services of Pakistan (CSP) merely internalized the needs of the people. According to (Ferdous, 2016: 268), the elitist character and style of British-India Civil Service also had been continued by the CSP officers of the Pakistan regime. She also contends that administrative deficiency occurred due to impartial recruitment and inappropriate training as well as repeated interfering in the name of so-called reform. However, a conference report on Public Sector Training in Pakistan opines that from 1947 to the 1960s, Pakistan's (united Pakistan) civil bureaucracy took the challenge perfectly and as a result premier training institutes, such as the Administrative Staff College and Civil Service Academy were established with a view to developing the managerial and leadership capacity of civil servants to undertake emerging administrative and development responsibilities (EDI & RSPN, 2012: 10).

Khan (2013: 99) contends that the training and development programs for the members of the Civil Service of Pakistan (CSP), successor of the ICS, were

systematic and highly institutionalized. An eight-month off-the-job foundation training of the probationary CSPs had been imparted by the Civil Service Academy of Lahore, covering civil and criminal law, history, philosophy, public administration, economics, Islamic studies, and languages such as Urdu and Bangla. After completion of the foundation training the probationary officers had to attend on-the-job training under the direct supervision of the Deputy Commissioners of the districts. There were separate institutions for imparting the management development and career development courses for the mid-level and senior-level officers of the Civil Service of Pakistan. The National Institute of Public Administration, at Dhaka, Karachi, and Lahore were entrusted to conduct management development programs for the CSPs at the mid-level and the Administrative Staff College of Lahore was responsible for conducting leadership development programs for the CSPs at the senior level. As a part of executive education, a good number of CSPs got a chance to obtain Master and Ph.D. degrees from reputed university like Boston University in economics and public administration (Khan, 2013: 99). Whatever was the duration and level of the courses, all were intended to develop "well-rounded individuals" with managerial capacities and qualities for managing the affairs of a welfare state, necessary KSAs for working efficiently as front-line bureaucrats in district administration, and capable policy managers in the ministries of the federal desks of the government.

Immediately after independence in 1971, the training and development activities for the civil service of Bangladesh were not very comprehensive or organized due to inadequate physical and institutional facilities (Khan, 2013: 99), A small number of training institutions, which were located in Bangladesh, had been suffering from an inadequate number of expert faculty, insufficient budgetary allocation, non-existence of policy support from the line ministry, and poor infra-structure. Among the two training institutions, the National Institution of Public Administration (NIPA) was for conducting management development courses for mid-level (Deputy Secretary) officers, and the Gazetted Officer's Training Academy (GOTA) was for Gazetted Officers (the then provincial level officers) of the country. Considering the training need of the senior officers of newly-independent Bangladesh the government set up the Bangladesh Administrative Staff College. Naturally, after independence in 1971, the training and management development of the Bangladesh

Civil Service had a new spirit and philosophy for reconstructing and rebuilding a war-trodden nation.

Traditionally, the management development programs for the midlevel (Deputy Secretary) and senior level (Joint Secretary) were conducted by the National Institute of Public Administration (NIPA) and the Bangladesh Administrative Staff College (BASC) respectively until 1984. After establishment of the Bangladesh Public Administration Training Centre (BPATC), both the mid-level and senior-level courses were conducted by the BPATC. For a better understanding, a brief account is given below of both management development courses.

1.2.1 Advanced Course on Administration and Development (ACAD)

The ACAD is the career development compulsory program for the officers of the rank of Deputy Secretaries for the government and equivalents from different departments. The mid-level officials should participate in the ACAD course after having been promoted as Deputy Secretary and equivalent positions to the government. Traditionally, the mid-level management development course was conducted by the National Institute of Public Administration and at that time it was titled the Advanced Management Development Program. The NIPA conducted 30 AMD programs in its 23 years of existence (1961-1983). The first mid-level management development course during the BPATC regime was conducted from the 30th of September 1984 to the 30th of December 1984 in the name of the Advanced Course on Organizational Development (ACOD). Subsequently the course was re-named as the Advanced Course on Administration and Development (ACAD) with almost the same objectives and curriculum (Rahman, 2002).

Considering the importance of the mid-level positions of the Deputy Secretaries and equivalents, the course has been designed to improve the knowledge of modern management, public administration, HRM, development economics, and financial administration, governmental systems, project management, ICT, and negotiation and communication skills. The delivery methods which are followed in ACAD course are lecture and discussion, group-works, individual assignments, case-study and simulations. Among the delivery methods, lecture and discussion dominates the whole program. Both internal and external resource persons are entailed to

conduct the session. The evaluation method is mainly based on group-exercise, individual assignments and class-room examination.

The specific course objectives of the ACAD are displayed in the Table 1.1(BPATC, 2016: 7).

Table 1.1 The Program Objectives of ACAD

After completion of the training the participants will be able to ▪ *assist apex authority of public organizations in policy making process after analysing the socio-economic contexts of the national and international arena and implement, monitor and evaluate those public policies in a professional way;* ▪ *Formulate strategic plan after analysing internal and external environments of the organization using different tools and techniques and implement thereof effectively and efficiently;* ▪ *Assess and review the existing public delivery system and devise simple, innovative, effective and efficient ways of service delivery (using ICT wherever needed) for the clients;* ▪ *Identify and analyse the issues of development priorities of government and to design development projects, implement and manage them properly; and* ▪ *Build intra vis-s-vis inter-institutional networks and deal trans-border trade and aid negotiation effectively for upholding organizational and national interest.*
Source: Training Calendar of BPATC, 2015-2016: 07

1.2.2 Senior Staff Course (SSC)

The two-month long Senior Staff Course (SSC) is one of the career development core courses of Bangladesh Civil Service. The main focus of the course is to provide participants with insight into the dynamics of the socio-cultural, politico-economic, and natural environment of the country so that they can contribute more effectively in formulating pragmatic policies, strategies, plans, and programs as well

as implementing the development programs of the government effectively (BPATC, 2013: 2). Previously, the course was conducted by the Bangladesh Administrative Staff College (BASC) but since 1984 the course has been conducted by the BPATC.

The evolving administrative and financial planning, together with environmental challenges, are reshaping the responsibilities of public officials, and for the senior officials in particular. Officials must possess an analytical mind to deal effectively with diverse challenges and develop capacities for innovation, receptivity, and adaptability and the courage for dealing with issues of injustice.

The SSC is structured to provide senior officials with advanced knowledge and skills on development management, climate change, and information and communication technologies. Furthermore, this course provides them with opportunities of sharing ideas and experiences in the areas of the national and global context (BPATC, 2013: 6). Considering the current global and national socio-economic challenges, the SSC course has been designed. The specific objectives and learning outcomes of SSC were illustrated in Table 1.2 and Table 1.3 respectively.

Table 1.2 The Program Objectives of SSC

The specific objectives of the course are: ▪ *to enhance capability to analyse the relationship of institutions, systems and processes of social, political, economic, cultural and environmental dynamics;* ▪ *to improve the problem solving, decision making and communicating skills;* ▪ *to develop the capability of dealing with the decision-makers & other key stakeholders;* ▪ *to enhance the capability of effectively dealing with issues of intellectual discourse; and* ▪ *to inculcate the attitudes towards innovativeness in governance.*

Source: 64th Senior Staff Course: Course Guideline. BPATC, 2013: 2

Over the period of 1984 to 2015, the BPATC conducted 102 ACADs and 66 SSCs covering 4,512 (3,060+1,452) participants (BPATC, 2016). Quantitatively the BPATC is good at conducting the two management development courses. For evaluating the effectiveness of those management development courses, the BPATC has conducted a very limited number of follow-up studies on the ACAD and SSC, but any empirical study on the transfer of training of those management development programs has not yet been done.

Table 1.3 Expected Program Outcomes of SSC

Expected Outcomes from SSC ▪ *Participants' capability to analyze the relationship of institutions, systems and processes of social, political, economic, cultural and environmental dynamics enhanced;* ▪ *Problem solving, decision making and communicating skills of the participants' improved;* ▪ *Participants' capability of dealing with decision makers and other key stakeholders developed;* ▪ *Participants' capability of effectively dealing with issues of intellectual discourse enhanced; and* ▪ *The participants' attitudes towards innovativeness in governance inculcated.*
Source: 64th Senior Staff Course: Course Guideline. BPATC, 2013: 2

1.3 The Problem Statement

Training is a costly investment for transforming human resources into human capital for the organization, both public and private. The organization has definite targets on training investment. Before investing in training the organization assumes some tangible and intangible results to be achieved through program intervention. In

order to achieve sustainable and specific improvements in performance and in the positive impact of business results, the sponsoring organizations generally invest a huge amount of money in training and development interventions. Therefore, after completion of the program, organization must arrange detailed audit of training effectiveness in terms of the utilization of acquired KSAs for improving performance.

The Bangladesh Civil Service has its legacy of British colonial rule. Lord Wellesley was the first person that deeply felt the need for training of servants of the East India Company (Khan, 2013). Since 1800 the formal and institutional efforts for the training and development of civil servants has been implemented with the intention of developing and maintaining an effective bureaucratic system (Khan, 2013). The Bangladesh Public Administration Training Centre (BPATC) with other 24 public training institutions, under the guidance of the Public Administration Training Policy, 2003, has been imparting different types training and management development programs and has trained about 1,03,776 officers of the Bangladesh Civil Service (Khan, 2013). Whatever were the political objectives of regime to regime (British, Pakistan and Bangladesh) the general and broader purpose of civil service training remained the same, and that was to maintain a credible administrative system with well-trained and capable human resources. However, are the training and management development interventions of the Bangladesh Civil Service contributing to achieving that broad objective? This is a valid question.

The previous empirical studies and research on this field, though no one has investigated the transfer of training, depict either partial or mixed results of the effectiveness of the training and management development programs of the Bangladesh Civil Service. First, the results of the empirical studies are mixed in the sense that a group of researchers (Zafarullah & Khan, 1988; Kader, 2012; Khan, 2013; Rezvi, 2013) found civil service training and development interventions ineffective, whereas other groups (Alam & Sundar, 2007; Hasan, 2009) found mid-level training and development programs moderately effective. Second, the previous research works can be termed as partial in the sense that the particular group of researchers (Zafarullah & Khan, 1988; Kader, 2012; Khan, 2013; Rezvi, 2013) studied the effectiveness of the design, implementation and evaluation process of the programs, which were mainly related to achieving the primary objectives of the

training and the management development programs of BCS. The studies of that group ignored the areas of post-training utilization, the effect of training and management development program in enhancing individuals as well as organizational, performance; finally, they ignored the most important strategic objectives of training and management development, which is the level of contribution of trained leaders in formulating and implementing envisioned policy decisions for a dynamic organization.

The previous studies also have not addressed the issues of the transfer of training. The main limitation of the works of later groups of researchers is that they studied limited areas of evaluation that covered only learning and the reaction levels of the graduated trainees. The reaction and learning levels actually provided the opinions and the satisfaction of the participants about course objectives, contents, delivery methods, course coordination, accommodation, and some other issues of course management, which are primary, immediate and spontaneous reactions, but far from the ultimate purpose of the training. such as issues of the transfer of learning into positive behavior, better performance, more customer orientations, etc. The acceptable level of learning achievements, positive and satisfactory feedback on the overall training management, and the implementation process of the program do not necessarily mean that the graduated participants will apply those acquisitions or learning achievements when they are back on the job. Therefore, one may not be successful in the evaluation of the effectiveness of programmed training and management development until and unless one extends the coverage of evaluation criteria to the levels of “behaviour” and “result” or the level of transfer of training (D. L. Kirkpatrick & Kirkpatrick, 2005).

Hasan (2009: 29), conducted study on assessing the level of the development of the capacity of civil servants of Bangladesh as an impact of the Public Administration Training Policy 2003. In his conceptual framework, he assessed the level of capacity building in terms of nine competencies: managing resources, managing and developing people, customer service, communication skills, leadership, administrative ethics, teambuilding and networking, managing change, and strategic decision-making. In his research, he studied Foundation as well as Law and Administration Training Courses, which are generally arranged for new entrants to the

Bangladesh Civil Service. Both courses are induction in type and less focused on management and leadership development issues. The study found that both courses have either “little” or a “moderate” positive impact on enhancing the leadership competencies required for the civil administration of the country (Hasan, 2009: 47). Finally, the report concluded with the observation that the PATP had failed to make the courses effective in developing the needed competencies for civil servants. Before making this fallacious conclusion, the study did not investigate the following issues: i) the implementation level of the PATP provisions by training providing institutions; ii) the role of regulatory ministries in enforcing the PATP provisions; iii) the impact of career development courses such as the ACAD and SSC; iv) the main reasons for the non-transfer of training on the job; and finally; v) the role of sponsoring organization for ensuring smooth transfer of training.

Kader (2012: 165-160) did a study on the problems and prospects of civil service training in Bangladesh. He then empirically explored a long list of problems and as well as prospects of training management regarding the Bangladesh Civil Service. He contends that TNA is not professionally done for any courses, the resource person pool for training institutes is not developed professionally, post-training utilization is not monitored, graduated participants are reluctant to transfer their learning back to the job, and there is no strategic link of training performance with transfer and promotion. Moreover, Aminuzzaman (2013: 7) categorically identified the missing link between the civil service training and promotion as one of the crucial problems of career planning and development of the Bangladesh Civil Service.

In another study, conducted by (Rezvi, 2013: 8), he argues that after completion of the training program, the graduated trainees will have enough confidence to discharge their job responsibility effectively and efficiently. He further contends that the effectiveness of training depends on the applicability of the learning from the program (Rezvi, 2013: 11). He observed that generally, training objectives are not achieved due to a mismatch between the contents and the job responsibility, the misplacement of officers, and the absence of proper planning for replication of new KSAs on the job (Rezvi, 2013: 18). Finally, he suggested that for making the training and development program of Bangladesh Civil Service effective, there should

be an all-out professional study and review of overall training and management development systems of Bangladesh (Rezvi, 2013: 18-19).

According to Blume, Ford, Baldwin, & Huang (2010: 1068), the history of transfer research goes back more than one hundred years and the research in this area received momentum after introducing the transfer model of Baldwin and Ford in 1988. Though a good amount of research has been conducted on the transfer issue, issues such as the transfer of training have also failed to attract the attention of HRD policymakers in the public sector. No reflection of the issues can be found either in the public administration training policies of Bangladesh or the National Training Policy of India. However, in a very limited way the issues of post-training utilization and follow-up study have been provisioned in public administration training policies. At the same time, traditionally, the training providing organizations such as the BPATC in Bangladesh are used to assess and evaluate the effectiveness of conducted training and development programs only using the “learning” and “reaction” levels of Kirkpatrick. However, the Ministry of Public Administration is mandated to monitor on a regular basis the level of post-training utilization of conducted programs (MoPA, 2003: 16). The PATP has vested the responsibility of monitoring, assessing, and the reporting of the post-training evaluation of the conducted training and management development programs to the Ministry of Public Administration as a sponsoring organization as well as the central agency of government for HRM (MoPA, 2003: 16). However, it is a matter of regret that since the enactment of the PATP in 2003, no initiative has yet been taken nor has any institutional mechanism yet been set up to monitor and evaluate the post-training utilization (PTU) of the conducted training and management development programs. The current study, in this regard, is expected to partially contribute to the responsibility of the Ministry of Public Administration as a sponsoring organization of management development programs such as ACAD and SSC.

This study will employ an in-depth investigation into the factors affecting the post-program transfer of training. It will make a detailed investigation into the ultimate effectiveness of training by examining the contribution of three sets of influencing factors under individual characteristics, the work environment (social and logistic support), and the organizational climate as perceived organizational learning

practices of the transfer of training.

1.3.1 Specific "Transfer Problems" with the Management Development Program

The current study concerns the transfer of training of two management development programs of the Bangladesh Civil Service. One is a 10-week (now reduced to 8 weeks) program titled the "Advanced Course on Administration and Development (ACAD)" for the mid-level (Deputy Secretaries to Govt.) officers of Bangladesh Civil Service, and the other one is an 8-week (now reduced to 6 weeks) program titled the "Senior Staff Course (SSC)" for the senior officers (Joint Secretaries to Govt.) of the Bangladesh Civil Service. For a better understanding of the nature and features as well as purpose and objectives of both the course are illustrated in Table 1.1, Table 1.2 and Table 1.3.

The Advanced Course on Administration and Development is the only compulsory management development program for the Deputy Secretaries to the government. The position of the Deputy Secretaries is critical for two reasons: first, hierarchically it is a mid-level position and the position bridges the junior level with the senior positions of bureaucracy; second, the most important position of the field administration, such as that of the Deputy Commissioner of District, is also manned by them. Considering the reality and their job requirements, the 8-week management development course is designed and traditionally conducted by the BPATC.

The objectives of the ACAD course tell the nature and features of the course. It is for enhancing the policy analysis capacity, strategic planning skill, negotiation and decision-making ability, and the public service management and implementation of different types of public policies in their own organizations (BPATC, 2016: 7).

In every consideration, the ACAD is a management development program and it is intended to enable the mid-level civil servants with management and leadership capacity and competency to better manage public services. Since it is a career development course, the implications of learning are long-term, strategic, and inter-personal. The managers have prior knowledge and experience (Laker & Powell, 2011: 114) of at least ten years' experience with the public management process and on the basis of their performance and merit they are promoted to such a position. The

trainees are mature enough and have already attained certain patterns of behavior; most of them are retaining and harboring pre-conceived ideas and prejudices. For this reason, the acquisition and application of the new skills that they are being trained for are interfered with (Laker & Powell, 2011: 115).

What is usually learnt by the participants of the ACAD in the management development program is not very easy to transfer to the organizational context. The practices and procedures in the public organization are rule-bound and influenced by long tradition and culture. Therefore, introducing team-building or creative exercises or innovative practices or changes in management or new styles of management are not an easy job for the newly-trained public managers. The organizational practices and climate are not very congenial to the transfer of learning of soft skills like learning from management development compared to hard-skill learning (Laker & Powell, 2011: 115).

Moreover, the management development training such as that of the SSC and ACAD contains such types of soft skills, which are not possible to apply immediately and to the exact situation taught in the programs. Rather, the graduated trainees may not get posted at a proper desk, may not get an opportunity to work in similar or identical situations immediately after their return to the desk and may not get the target of a specified performance goal of the supervisor. Another issue is that the soft-skill training is related to open tasks, which are difficult to prescribe, make boundaries for, or count tangibly. According to Yelon and Ford (1999: 63), open tasks have no hard and fast rules by which to perform them; rather there are a variety of ways to do things and require a high level of adaptability to the changing situations of the organization as well as individual flexibility in the approach to doing a job.

Laker and Powell (2011: 118) concluded that managers with soft skills are usually required to reinforce transfer. They also opined that although the feedback from different corners is very ambiguous and inaccurate, in the post-training transfer process the role of subordinates, peers, and supervisors is critical for the successful transfer of soft skills. In the case of hard-skill training, it is very possible to create almost identical situations to the actual work setting on the job. However, it is not possible to create training situations that are similar to the real-life environment for soft-skill training, like that found in management development programs (ACAD and

SSC). The real-life situation is more vibrant, volatile, complex, wicked, multi-dimensional than what can be presented in training sessions of management development programs (Laker & Powell, 2011: 118).

Finally, in terms of post-training self-efficacy, the graduates of soft-skill programs are found to be less efficacious than the graduates of hard-skill programs. Because of the clear specificity of the contents and learning outcomes, the graduated managers from a hard-skill program feel more confident in applying the acquired KSA than the participants in a soft-skill program (Laker & Powell, 2011: 119) like the ACAD and SSC. From the forgoing discussions, the research problem spotlights the following issues.

First, among the key stakeholders of the management development programs of the Bangladesh Civil Service, the BPATC, the only training providing agency, traditionally knows what the primary outcomes (reaction and learning) of those management development programs are. The limited number of follow-ups and impact studies actually display mixed and incomplete findings concerning the effectiveness of those programs and based on those partial studies it is not possible to policy planners to formulate HRD strategy for the senior civil servants of Bangladesh.

Second, being the sponsoring organization of those two management development programs, the Ministry of Public Administration (MoPA) is mandated to assess, monitor, and study the problems and barriers to the post-program transfer of training. However, in a real sense, the MoPA does not know the level of transfer of the training for the sponsored programs, nor does it have enough information about the level of post-training utilization or level of the ultimate outcome and impact of those management development programs.

Third, there is a clear policy gap regarding the guidelines for post-training utilization or transfer monitoring at the organizational level. What type of policy interventions or what type of monitoring mechanism can be effective to ensure optimum utilization or transfer of training must be known to HRD policy planners. The PATP vests the responsibility of making proper strategy and institutional arrangements for assessing, monitoring, and the evaluation of post-training utilization in all concerned ministries. The prospective findings and recommendations of the

current study will create essential recipe for the formulation and implementation of strategies for the post-program transfer of training.

Lastly, the management development programs of the BCS have been seen as a piecemeal approach; no linkage has been found among the program performance, transfer performance, and career development of trained officials. The study's findings will guide policy planners to formulate prudent policies and strategies to link training performance (performance of learning acquisition as well as post-program transfer) and career advancement (placement and promotion).

1.4 Objectives of the Study

The ultimate outcome of training and management development is to utilize the acquired KSAs for enhancing the performance of the organization. The intended ultimate outcome of training and development cannot be achieved until and unless smooth transfer of training has occurred. Therefore, the general purpose of this study is to assess the influence of different factors in the post-program transfer of training of the management development programs of the Bangladesh Civil Service. The specific objectives for the undertaken research are defined below:

1) to assess the contribution of individual characteristics like post-training motivation to the transfer and self-efficacy of graduated trainees of the management development programs in the post-program transfer of training;

2) to evaluate the level influence of the work conditions, such as the opportunity to use, supervisory and peer supports, for the graduated trainees of management development programs in the post-program transfer of training;

3) to investigate the effect of perceived practices of organizational learning in facilitating the post-program transfer of training;

4) to investigate the influence of individual characteristics, work conditions, and perceived practices of organizational learning in post-program transfer of training; and

5) to explore the essential issues that contribute to and expedite the post-training utilization and post-program transfer of training for formulating prudent management strategy for the improvement of the overall effectiveness of the

management development programs of Bangladesh Civil Service.

1.5 Research Questions

This research investigates the level of the post-program transfer of training of the management development program of the Bangladesh Civil Service. Specifically, the study investigated the direct influence of the factors of individual characteristics, the support mechanism of the workplace, and the perceived practices of organizational learning in the post-program transfer of training in the public organizations of Bangladesh. The main focus of the study was to investigate the post-program transfer of training of graduated participants of the two management development courses of Bangladesh Public Administration Training Centre. The specific research questions are:

1) Is there any influence of "post-training individual motivation" and "post-training self-efficacy" in the post-program transfer of training? And if yes, to what extent does it influence the transfer of training?

2) Is there any influence of "supervisory supports,", "peer support," and "opportunity to use" in the post-program transfer of training? And if yes, to what extent does it influence the transfer of training?

3) Is there any influence of "perceived practices of organizational learning" such as "inquiry and dialogue," collaboration and team-learning," "nurturing innovation," "capturing and sharing new learning", "opportunity to continually learning and develop", "leadership for learning and transfer", "empowering people for a collective vision", and the "strategic link with career development" in the post-program transfer of training? And if yes, to what extent does it influence the transfer of training?

4) To what extent are the factors such as individual characteristics, work condition, and perceived practices of organizational learning justifiable as the predictors of the post-program transfer of training?

5) What are the essential issues that contribute to and expedite post-training utilization as well as the post-program transfer of training? What are the effective management strategies for improvement of the overall effectiveness of the

management development programs of the Bangladesh Civil Service?

1.6 Scope and Limitations of the Study

The focus of the study is to investigate the post-program transfer of training of the management development programs of the Bangladesh Civil Service. It is imperative to mention here that the government of Bangladesh arranges a good number of foreign and domestic management development programs for the members of the Bangladesh Civil Service. The programs can be categorized according to duration, nature, level, contents, and location. Some special courses are designed and delivered under development projects and programs. However, this study has confined its scope only to two management development courses, the ACAD and SSC, which are being generally and continuously arranged for developing the managerial leadership capacity of the mid-level (Deputy Secretary) and senior level (Joint Secretary) officers of the Bangladesh Civil Service. Both the courses are regularly conducted in BPATC and they are considered as representative for the study.

The size of the administrative system in Bangladesh is large and pervasive. Under the current study, it was not possible to cover every dimension of the administrative system. Considering the limitations of time and resources the area of study the selection of respondents has been done carefully. The study has covered the respondents that have participated in management development programs such as the ACAD, and SSC and that hold hierarchical positions of Deputy Secretary and Joint Secretary in various public organizations, including ministries, departments and directorates, district administrations, and training institutions and local government organizations. The Deputy Secretary and Joint Secretary to the government are integral and a mainstream part of the civil administration of Bangladesh and from the findings and observations obtained from the graduated participants it will be possible to generalize the Bangladesh context, but care should be taken in attempting to generalize to other settings and contexts.

Secondly, the study investigated the post-program transfer of training, which means that pre-training transfer or during training transfer were outside the current

study area. Generally, during training transfer outcomes are called learning transfer. The study assumed that assessment up to learning is the responsibility of the training providing agency. However, the concern of the current study was to investigate the post-program transfer of training from the platform of the sponsoring organization—the Ministry of Public Administration.

Lastly, in a qualitative investigation, the study covers key stakeholders such as the supervisors, peer-groups, and subordinates of graduated trainees. However, another important stakeholder—the service recipient—are not covered in qualitative or quantitative investigation. The main responsibility of a civil servant is to render services to the common people of the country. Because of time and resource limitations, it was not possible to cover service recipients for collecting the data.

1.7 Significance of the Study

The current research is evaluative in nature and the main intention of the research is to test a modified model of the transfer of training originally given by Baldwin and Ford (1988). In preparing and testing the transfer model, Baldwin and Ford (1988) presumed that the transfer of training is a psychological and cognitive process. However, the current research took a different perspective in proposing the new model of the transfer of training. The prospective results and findings for testing the proposed model in the Bangladesh context regarding the post-program transfer of training in terms of the management development interventions of the senior officials of the BCS are expected to contribute in the following ways.

The traditional transfer model of Baldwin and Ford (1988) and (Holton, 1996) assumes that transfer is a psychological and cognitive issue. However, the current research views the transfer issue as an organizational management issue. Considering the above issue, the proposed model took three important management issues—individual characteristics, work environment, and perceived practices of organizational learning—as prospective predictors of the transfer of training. The research findings will help concerned organizations devise sound strategies for the transfer of training after completion of the program.

Almost all the policies, procedures, and attention to training management

concentrated on during the training activities—how training inputs and the acquisition of learning could be made more effective. Saks and Belcourt (2006: 645) opined that organizations are not giving due attention to pre- and post-program activities for improving the level of the transfer of training. Their study recommended improving post-program organizational support networks such as those for supervisory support, a supportive work environment, evaluation, booster training, the buddy system, discussion and dialogue, feedback, accountability, and arranging incentives for supervisors that are dedicated to supporting their supervisees (Saks & Belcourt, 2006: 633-641). After completion of the study, the expected recommendations will help sponsoring organization such as the Ministry of Public Administration formulate effective support networks and systems for the efficient post-program transfer of training.

The current research assumes that "real" transfer begins after completion of the training program. The primary transfer outcome of program intervention is the acquisition of KSA, but the ultimate transfer outcome, which is the main emphasis of the current research, occurs when the graduated trainees return to the job. The research presumed that the acquired learning that has happened outside the program intervention is an issue of assessment by the training providing agency using the two primary evaluation criteria (reaction and learning levels) of Kirkpatrick's evaluation model. For the current study, "post-program learning" has been taken as one of the input factors for the post-program transfer of training. The findings of the study will show how post-training individual characteristics, the organizational environment, and perceived practices of organizational learning are important in the post-program transfer of training.

In the traditional transfer model of Baldwin, Ford and Holton have seen the "work environment" in terms of three types of support: "supervisory support", "peer support" and "opportunity to use". In current study, the horizon of the "work environment" has been extended to "organizational learning practices" as supportive of the transfer of training (Lim & Nowell, 2014; Watkins & Marsick, 1993:16). The practices in the learning organization as supportive of transfer are "opportunity for life-long learning and self-development" (Lim & Nowell, 2014; Watkins & Marsick, 1993:16), "inquiry and dialogue" (Watkins & Marsick, 1993:16), "collaboration and

team-learning" (Watkins & Marsick, 1993:16; Senge, 1990), "nurturing innovation" (Senge, 1990), "capturing and sharing new learning" (Watkins & Marsick, 1993:16), and the "strategic link of training and transfer performance with career advancement" (Watkins & Marsick, 1993:16; Tannenbaum, 1997). Therefore, beyond the purview of the traditional transfer model of Baldwin, and Ford and Holton, in the current research, the post-training transfer has been taken as an integrated, strategic, and continuous process of organizational efforts and environment. In this way, the current study is expected to contribute new dimensions to the transfer of training literature.

Management development is a strategic intervention and the main purpose of management development is to create a sustained competitive advantage for the organization. However, counting the ultimate results of the transfer of training as only the "generalization" of learning and "maintaining learning from the training program" over a period of time may not serve the strategic goals of management development. Tannenbaum (1997: 447) opines that more training interventions are not necessarily better but training could be an effective part of continuous learning. Moreover, according to him, in addition to quality, appropriateness, a supportive work environment and appropriate training policies and practices, it is "continuous learning" that must be considered as one of the core issues and distal outcomes of program interventions Tannenbaum (1997: 447). According to Tannenbaum (1997), it is the supervisor who can contribute significantly to the continuous learning of the people under his/her surveillance. First, the supervisor can contribute to "continuous learning by developing employees" competence directly and clarifying the "big picture" of the organization; second, by ensuring the effectiveness of the training through his/her actions both before and after the program Tannenbaum (1997: 448). In the current study, in addition to Baldwin & Ford's (1988) definition of the transfer of training (generalization and learning maintenance), the "zeal for continuous learning and self-development initiative" on the part of the graduated trainee him/herself has been included as the third dimension of the transfer outcome definition.

Under the transfer research model of Baldwin and Ford (1988) and Holton (1996), the distinct effect of transfer regarding soft-skill training and hard-skill training has not been considered categorically. The study of soft-skill training as in a

management and leadership development program demands a more robust but customized model of the transfer of training. The current research is expected to contribute to developing a robust and customized model of the post-program transfer of training specifically for soft-skill training such as management development program like ACAD and SSC.

The Public Administration Training Policy of Bangladesh was formulated in 2003 which is already became backdated. The existing policy paper (PATP) tells more about the process of conducting training and ignores the issues of post-training utilization as well as the transfer of training. The research outcome will help the public policy planners of Bangladesh to formulate strategies for the transfer of training in order to optimize the potentialities of human resources for the benefit of the organization. Moreover, there is a strategic gap between training performance and career management (specifically promotion and transfer) in the HR practices of Bangladesh Civil Services. The study results will contribute to formulating prudent and updated career development policy linking strategically the issues of training and transfer performance with promotion and placement.

1.8 Brief Definitions of Terms

A single term may possess different meanings in different settings and contexts. The key concepts and terms used in the study also have definite meaning and understanding for the current study. The concepts, constructs, and key terms used in the study are defined below.

Bangladesh Civil Service is defined as the person in the services of the Republic structured under Schedule-I, who is directly appointed on the recommendation of the Bangladesh Public Service Commission and also the specified posts structured in Schedule-II for appoint by promotion prescribed in Bangladesh Civil Service Recruitment Rules, 1981. The BCS includes the officers of the 27 cadre services of Bangladesh.

Human Resource Development is defined as the process developing needed competencies for discharging job responsibilities effectively and efficiently regarding

the human resources of the organization through intervening training and management development programs.

Training is the process of developing the knowledge, skills, and attitudes needed for discharging effectively and efficiently the job-specific responsibilities. It is generally a specific skill-based educational process arranged for non-managerial positions.

Management Development Program is a long-term educational process to learn the conceptual knowledge and theoretical issues for improvement of the managerial and leadership competencies essentially linked with one's career growth and self-development. It is thus an in-service program intervention generally arranged for managerial and leadership positions of the organization (Bhuiyan, 2017: 27).

Post-training Utilization refers to the application of the knowledge, skills, and attitudes acquired from training and development programs to the job.

Post-program Transfer of Training refers to the extent to which the acquired knowledge and skills are utilized on the job (generalization), how the KSA has been maintained over a period of time (maintenance), as well as, how the zeal for continuous learning and self-development has been nourished in graduated participants.

Individual Characteristics/Factors refer to the levels of confidence and self-efficacy as well as the post-training motivation that drive an individual to utilize and maintain the acquired KSA on the job.

Organizational Factors are the issues and conditions that ensure supervisory support, peer support and the opportunity to be used for applying and maintaining the acquired KSA from the training and development program on the job.

Learning Organization is a flexible form of social entity where individual, group, and organizational learning initiatives are welcomed, innovations are entertained, mistakes in the trial and error process are tolerated, new ideas are valued, and barriers to learning and development are reduced and minimized (Bhuiyan, 2017: 28). It is thus such types of organization where all types of learning initiatives are recognized, practised, and maintained for developing distinct competitive advantages

both for the individual as well as the organization.

Perceived practices of organizational learning refer to the process of learning and knowledge management practices that includes inquiry and dialogue, collaboration and team-learning, nurturing innovation, capturing and sharing new learning, opportunity for continuous learning and self-development, leadership for learning and transfer, empowering people to achieve a collective vision, and the strategic link of learning performance with career development (Senge, 1990).

1.9 Organization of the Report

The study report has been organized under following five chapters: 1. introduction, 2. literature review and conceptual framework, 3. methodology and research design, 4. data analysis and results, 5. discussions, conclusions, and recommendations. Chapter One is a brief introduction of the research. It begins with a detailed background of the study. The section background is followed by an overview of the management development programs for the Bangladesh Civil Service, a statement of the problem, objectives and research questions, the scope and limitations of the study, the significance of the study, and brief definitions of terms. Chapter Two is comprised of the literature review and conceptual framework. The chapter reviews existing theories, literature, and previous studies. On the basis of the comprehensive literature review, the conceptual frameworks, the theoretical model, and hypotheses are proposed for the study. The chapter consists of relevant theories on strategic HRD, concepts of management development, concepts of training, different perspectives on the transfer of training, transfer variables, a review of transfer models, and the conceptual framework for the current research and hypothesis. Chapter Three concerns the methodology and research design. The chapter three covers the research design, the unit of analysis, operational definitions, measurements and the instruments of measurement, validity and reliability, the procedure of the qualitative and quantitative data collection, the procedure of the qualitative and quantitative data collection, and ethical statements. Chapter Four focuses on the data analysis and results of the analysis. This four covers univariate analysis, descriptive analysis of the

independent variables, bivariate analysis, a test of reliability, a test of validity, test of the hypotheses, and the results and summary of the regression analysis. The concluding part of chapter four concerns the qualitative data analysis. Chapter Five consists of a discussion of the findings, and conclusions and recommendations. Chapter Five is illustrated with the results and discussions of the independent and dependent factors of the research, the practical and theoretical implications of the study, the limitations of the research, and policy recommendations and indications for further study. The last part of the report consists of the appendices and bibliography.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Concepts of Training and Management Development

In HRD literature, training is a generic term for denoting all kinds of educational programs of employees of an organization. Though training has its specific meaning, the terms “training and development” are used interchangeably. DeSimone, Werner, and Harris (2002: 10) define “training and development” as a process of changing or improving the knowledge, skills, and attitudes of individuals. However, typically training is an intervention that provides the employee with job-specific knowledge, skills, and attitudes. Developmental activity, in contrast, is a long-term program for developing the managerial capacity and capability of the employee for preparing him or her for current as well as future responsibilities. In the succeeding section, the concepts of training and management development as well as the nature of training have been discussed elaborately.

2.1.1 Specific Meaning of Training

The specific meaning of training for an individual is learning something practical and new by means of doing. It is thus job-specific and skill-oriented educational intervention targeted to achieve a certain level of performance by utilizing the learned KSAs. It is very specific, arranged under a program, either in the form of on-the-job or off-the-job. In order to develop the needed knowledge, skills, and attitudes for performing a specific job, a training program is arranged as a process to achieve certain pre-determined objectives. The main feature of a training program is its job specificity. In the educational literature, the term training is considered as synonymous with vocational and technical education, which is like trade-specific, heterogeneous, and skill-oriented.

According to Armstrong (2001: 443), the term “training” is used to indicate the process by which the attitudes, skills, and abilities of employees in performing specific job are increased.

According to Watson (1985: 4), training is concerned with the teaching of specific, factual, narrow-scoped subject matter and skills primarily of a motor or mechanical nature. Therefore, training is a such type of educational interventions which is short-term and is generally arranged for non-managerial personnel for teaching them technical and vocational knowledge and skills for performing in a specific job. It is firm-specific, and an organization is very choosy and fussy in arranging such types of training programs. The sponsoring organization usually analyses the need of the training and then accordingly arranges training courses. Therefore, it is justifiable that sponsoring organization would expect intended outputs and outcomes from the graduated participants of those courses. Sometimes, training is considered as a piece-meal type of intervention designed for achieving specific skills and knowledge gaps arising out of technological change. It is; thus, tailor made and can be implemented either on-the-job or off-the-job setting.

Beyond the typology of off-the-job and on-the-job training, considering the nature and content of a training program, it could be further categorized as hard-skills and soft-skill training. However, the singular perspective of the training program typically ignores the reality of the whole training process—from the TNA to design to implementation to the evaluation of the ROI. The traditional singular view ignores the differences of content, delivery methods, the category of trainees, the evaluation process, and the contexts of application, and maintenance of training acquisition. Laker and Powell (2011), illustrated five reasons for making a distinction between hard and soft skills. First, the difference between the two is very distinct. Second, the methods of training delivery are quite different from each other. Third, for achieving success in a higher position, one must have soft skills and it is better if this is in addition to hard skills. Fourth, hard-sill training is the most dominant form of training. Finally, though very limited empirical evidence is available, most researchers would agree that hard-skill training is readier to be transferred than soft-skill one (Laker & Powell, 2011: 113). For a better understanding, the differences between hard- and soft-skilled training are described below.

Table 2.1 Difference between hard-skill training and soft-skill training

Hard-skill Training	Soft-skill Training
Hard-skill trainings are technical in nature; trade-specific and closed; they are instrumental and immediately applicable.	Soft-skill trainings are inter-personal and management types of programs; conceptual in nature and develop the incumbent for future higher positions.
For hard-skill training, trainees must have aptitudes like technology sensitiveness, convergence ability, inter-operability, mathematical reasoning, etc.	For soft-skill training, the trainee must have aptitude such as decision-making ability, situation analysis, strategic thinking, interpersonal relation, etc.
Enrolled participants may not have prior knowledge or experience.	Enrolled participants have prior learning and experience.
The basis of the skill is IQ-based and generally taught in academic institutes.	The basis of skill is EQ-based and generally trained in executive development centres.
Training need is very specific and skill gaps, performance gaps and competency gaps are easy to identify.	Training need is not very distinct and skill gaps, performance gaps and competency gaps are not easily identifiable.
Training objectives are very specific and it is easy to evaluate program effectiveness.	Training objectives are not so specific and it is not easy to evaluate program effectiveness.
The chance of achieving proficiency and mastery of a specific area is high.	Since the skills are open, it is difficult to achieve proficiency and mastery.
Since the learning situation and application situation are identical, in this case the degree of self-efficacy is higher.	Since the learning situation and application situation are different, in this case the degree of self-efficacy is comparatively lower.

Table 2.1 (continued)

Hard-skill Training	Soft-skill Training
Since the learning situation and application situation are identical, in this case the degree of self-efficacy is higher.	Since the learning situation and application situation are different, in this case the degree of self-efficacy is comparatively lower.
Methods followed in hard-skill training are very instructive and directly demonstrable.	Methods followed in soft-skill training are constructive and not directly demonstrable.
Implications of learning outcomes are closed, technology lenient, applicable in skill-specific similar contexts.	The implications of learning outcomes are open, applicable in the long term, and implementable in different situations for decision-making.
Transfer climate is comparatively better and less resistance is found from managers of the organization.	Transfer climate is more challenging, a higher level of resistance is found, and the context is frequently changeable.
Example: IT training, training on aeronautics, automobile training, net-work programming, Accounting etc.	Example: leadership development, management development, team-building, strategic planning, etc.

Source: From the researcher's own study and experience

2.1.2 Specific Meaning of Management Development

In contrast to "training,", the term "management development" denotes a broader concept of human resource development. The scope of a development program is more general than that of a training program. It refers to creating learning opportunity and avenues for the employees targeted to improve their managerial or leadership capacity and capability for taking higher responsibility in the organization. Management development, thus, is a long-term educational process imparted under a systematic and organized procedure by which managerial personnel learn conceptual

knowledge and theoretical orientations for a general purpose (Jahan et al., 2009: 183). According to Watson (1985), though management development can be done both formally and informally, it is certainly a deliberate process by which managerial ability is developed (Watson, 1985: 3).

Management development is not a one-shot intervention; rather it is a process of development throughout one's career. According to Daly (1976), the term "development" comprises all interventions such as on-the-job coaching as well as classroom training within or outside an organization that are intended to enhance the job-performance of the employees of an organization (Daly, 1976: 22). Moreover, Brown (1983: 73) defines management development as a generic form of training intervention that is targeted to help individual managers by upgrading their conceptual knowledge and skills as members of the managerial staff.

Therefore, the main objective of management development is to improve professional managerial skills and leadership qualities which are supposed to be linked with career growth and self-development. For surviving in competitive situations, the organization must create core competence; and a management development program, which is one of the important interventions for developing and sustaining a competitive edge over rival entities.

Table 2.2 changing context of public management

Changing Context of Public Management
1. *Technological change, which frequently require changes in strategies, structure, and management style and practices* 2. *Changes in public expectations and demands, which require pro-people management style in public administration* 3. *Changes in strategies and structure of organization, which require adaptive, flexible and dynamic managerial skills* 4. *Changes in employees' values, life styles and educational levels, which call for transformational leadership skills for leading and motivating employee*

Source: Adapted from Watson, 1985: 5

If we analyze the context and reality as well as the constant need of the modern organization which are faced by the managerial staff of the organization, then it is easy to understand the importance of management development. Typically, the managers of every modern organization are facing multidimensional problems and challenges in their own work domains. Watson (1985) summarized the following challenges mentioned in Table 2.2, which ask for management development in every organization:

Considering the reality of managerial challenges, the organization has to prudently formulate programs. Typically, the objectives of development programs are to develop general competencies to take strategic decisions, proper out-looks to manage organizational changes, and needed attitudes to develop interpersonal relationships with peers and colleagues. Another objective of the development program is to create critical human resources for maintaining a higher level of performance of the organization. Through development interventions, the organization intends to create and maintain a good number of successors for higher level managerial and leadership positions. Therefore, the focus of development intervention is long-term, strategic, and future-oriented; that means that it helps to prepare employees to take higher responsibility in the organization. The recent trend of management development has graduated to the level of talent development, which is an integral part of talent management. Talent development is a more up to date and upgraded concept of the human resource development. It focuses on identifying and developing a need-based talent pool to meet the current and future needs of the critical mass of an organization in order to achieve the strategic purposes effectively.

All types of strategic HRD interventions such as management-development and talent-development programs are definitely intended to develop the competencies designed to improve employees' performance in decision-making that contribute to the achievement of organizational strategic goals. The HRD interventions are also required for the career development of prospective leaders of the organization. Though a lot of money is spent on arranging training and development interventions, sometimes they fail to achieve their specified goals. For making training and development programs successful, training and development needs have to be

identified correctly, the training method has to be selected carefully, and the training impact and level of transfer of learning have to be evaluated professionally.

2.2 Theories of Strategic Human Resource Development

Training and management development interventions in organization are validated with the resource-based view, human capital theory, and motivational theories of strategic HRD. The resource-based view and human capital theory have contributed a lot to the transformation of HRM practices—from a traditional paradigm to a strategic paradigm. The functional and theoretical realms of training and development, knowledge management, the learning organization, and performance management and leadership development have been enriched with the contributions of those theories. Enhancing individual as well as organizational performance to a sustained level through creating a critical mass and distinct competencies are the main purpose of that academic endeavour. The chain of activities of training and management development such as TNA/DNA, developing a curriculum, conducting a program, evaluation and assessment, and conducting transfer and follow-up study are interlinked and ultimately targeted to transform (DeNisi, Hitt, & Jackson, 2003) substandard performers into hi-performing resources for the organization. Behind the training and development activities there are several management theories. Therefore, it is relevant and rational to introduce the theoretical background of training and management development. In the following section, some important but selective management theories that validate the theoretical basis of the current study on the post-program transfer of training have been discussed.

2.2.1 The Resource-Based View of HRD

The basic assumption of the resource-based view of HRM is that the organization has a chance to be successful if it obtains and maintains a competitive advantage. Further, a competitive advantage can only be obtained through a value-creating strategy which is unique, rare, valuable, and difficult to imitate (DeNisi et al., 2003: 4). Tangible resources such as buildings, machines, and the physical infra-structure of the organization are easy to imitate but intangible resources such as

competence, capability, leadership quality, management skill inventory are not very easy to imitate or replace. In the context of the ever-changing environment and volatile situation of the globalized era, the importance of intangible resources has increased. Moreover, in the situation of the rapid change in technology, communication, distribution, the market mechanisms, fashion and the expectations of customers, service-rendering organizations are now bound to think about the future, think again about the present reality, and think across the boundary. Therefore, in order to manage the volatile environments, the organization has no option but to acquire, develop and retain human resources with high potential leadership capability. Highly-potential leadership with exceptional competence, such as vision with strategic thinking ability, innovation, interpersonal skills, a high level of emotional and cultural intelligence, analytical ability, dynamism, flexibility, being energetic, self-motivated etc. for contributing to the organization in order to create core competence for managing competitive advantages.

The resource-based view of human resource management is, thus, a strategic, integrated, sustainable, and dynamic type of management of people in the organization for sustainably maintaining a credible organization. The resource-based approach of strategic HRD views people in the organization as a unique source of competitive advantage (Wright, Dunford, & Snell, 2001: 4). The concept of the RBV of HRM refers to the cross-cutting issues of knowledge management, organizational learning, and management development as the sources of a competitive advantage to be derived from the interaction of strategy and HR management.

Further, organizations, whether they are public and private, are supposed to be dedicated to their strategic goals. However, it is not possible for the organization to realize or achieve strategic goals without developing core competence in the organization. Again, developing core competence for the organization largely depends on a system of developing and retaining competent and talented people in organization. Therefore, the organizational must possesses unique competence that enables it to develop, choose, and implement value-creating strategies (Wedchayanon, 2012: 4).

Wedchayanon (2012) has affirmed that organizational competencies includes different types of firm-specific resources, knowledge, skills and capabilities

embedded in the organization's structure, and technology, processes, and impersonal relationships. However, it is also noteworthy that maintaining a strategic link between core competence and organizational goals is critical for the achievement of the articulated vision of the organization. The civil service systems everywhere, traditionally, play a crucial role in acquiring, developing, and retaining the best people in order to obtain the strategic goals of the public sector (Wedchayanon, 2012: 4). However, a study conducted by Wedchayanon (2012) revealed a set of weaknesses in the whole process of training and management development, such as the limited role of the head of the unit, lack of being able to address development needs professionally, and using a piecemeal approach of management development that is not integrated into the broader practice of administrative system (Wedchayanon, 2012: 9-10).

The resource-based view of HRM categorizes organizational resources into two types: one, resources that create competitive advantages; two, resources that sustain a competitive advantage. In order to maintain a sustainable competitive advantage, an organization must endeavor to obtain both categories of resources but mostly those that are heterogeneous, rare, difficult to imitate, low substitutable, stable, consistent, and capable of rendering distinctions for a long period. The leadership and management competences and skills that are embedded with the human resources of the organization possess both types of characteristics for simultaneously creating and sustaining competitive advantages for the organization.

The grave concern of today's modern organization is to maintain a sustainable competitive advantage for being relevant in the volatile and changing situations, both the internal and external. However, maintaining of sustainable competitive advantage is not just a "function of single or isolated components;" it is a unique result derived from a balanced and integrated "combination of human capital elements" such as relevant skills inventory, strategically-linked behaviors, and supported HR system (Wright et al., 2001: 11). The resource-based view of HRM considers knowledge, skills, ability, and competence as valued and strategic resources for a credible organization. Therefore, for developing and maintaining such strategic knowledge resources in the people of the organization interventions such as management development, executive education, talent management, on-the-job training,

knowledge management, and an organizational learning culture are critical. Among the important value-creating interventions, management development has been seen as one of the important career development strategies in Bangladesh Civil services.

2.2.2 The Human Capital Theory

The concept of human capital (HC) was first coined by Nobel Laureate economist Theodore Schultz (1961) in the early 1960s as a way of exploring and explaining the impacts of investing in education at the macro level of a country. Later on, Becker (1964) developed the theory in an extensive way and suggested that education and the skill formation of an individual enhance the return on investment as future income. Therefore, traditionally, the concept of human capital theory mostly concentrates on economics rather than human resource management theory. However, the HC theory also credibly attracted the attention of strategists of HRD, accounting, and education. Over the last couple of decades, in the area of human resource development, specifically in the area of training and management development, the theory of human capital has been supporting practitioners and investors in justifying and validating their investment in the training and management development regarding the organizational level.

DeNisi et al., (2003: 4) affirmed that among the tangible resources of organization, human capital is the most valuable and critical resource for creating a competitive advantage because of its inimitable, peerless, and unique character.

Traditionally, human labor was considered as one of the four traditional factors of productions by the classical economists. The elements such as physical strengths, endurance, and dexterity were considered as the main labor inputs for production. Theodore Schultz (1961) was the first scholar that put forward the concept of human capital beyond the traditional view of labor as a factor of production. According to him, human capital includes the elements of the abilities, knowledge, skills and qualifications embedded in individuals as productive forces (Afiouni, 2013: 20). Using Irving Fisher's capital theory, Schultz (1961) then empirically proved that the proper utilization of human capital benefits individuals, the organization, the community, and society and the region. Later, Becker (1962) added the components of time, health, and life expectancy with Schultz's suggested

components such as the ability, knowledge, skills and competences of human beings (Afiouni, 2013: 20).

Conceptually, human capital development refers to a process of imparting training, education, and management development programs with a view to enhancing the knowledge, skills, abilities, values, and social assets of an individual that will lead the employee satisfaction and ultimately positively impact both individual and organizational performance (Marimuthu, Arokiasamy, & Ismail, 2009: 266).

Healy & Côté (2001: 18) identified the benefits of human capital in individual to socio-economic levels. They defined human capital as "the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being."

As a general term, DeNisi et al., (2003: 6) defined human capital as all of the resources that individuals directly contribute to an organization: physical, knowledge, social, and reputational. They re-emphasized that in the current economic landscape, human capital is more likely to be valued for the qualities of intellect, social skills, and reputation.

The business environment of today's organization is dynamic, volatile, and uncertain. In this context, the organization now must acquire, develop, and retain human resources with dynamic capacity, diversified knowledge and skills, and broader outlooks and strategic thinking. However, acquiring ready resources is not always possible; that is why the organization needs to develop its human capital on the basis of firm-specific needs. Therefore, developing and managing human capital is an issue of investment in the sense that in return the organization will gain competitive advantages that will lead to individual and organizational productivity. According to Jackson and Schuler (1995, quoted in Tumendemberel, 2013: 7), since knowledge, skills, and experience have economic value for the organization, they enable the organization to be productive and adaptive and this is the way people become human capital from a simple labor force.

Afiouni (2013: 27) thus defines HC as both individual-level competencies and organizational factors that assist in enabling, capturing, and transferring individual-level competencies into knowledge-based competitive advantages. He then explains human capital according to five integrated dimensions in the following:

> a cognitive component residing in employees' KSAs, a behavioral component residing in employee's willingness and ability to deploy those KSAs, a fit component residing in the alignment of the cognitive and behavioral component with strategic imperatives, a flexibility component assessing the ability for HC to different business strategies and create value at the present and future time and a measurement component assessing HC's contribution to value creation residing in the appropriateness of the alignment between the cognitive and behavioral approach on the other hand, and the strategic imperatives on the other hand (Afiouni, 2013: 27).

Becker (1993) specified two distinguished sets of human capital: firm-specific and general-purpose human capital. Becker categorized human capital into two categories: the general-purpose human capital and the firm-specific human capital. The human capital that educated from the educational system of a country as a part of human resource development are called general-purpose human capital. The human capital that obtained the KSAs, abilities, and expertise through education and training in accounting, MIS, programming, system analysis, TQM, and six-sigma are in the category of firm-specific human capital. Irrespective of the category, Becker emphasized that investment in education, training, and the health system is the best form of investment for a country or an organization (Marimuthu et al., 2009: 267)

In the evolution of the theory of human capital, micro-level organizations found importance in training and management development for retaining productive and creative human capital. Therefore, the perspective of human capital gradually evolved to individual and micro-level organizations. The organization now considers actively investing in training and education to develop firm-specific human capital with updated knowledge, skills, and abilities in performing activities that contribute to the enhancement of the economic values of the organization. The competent human capital of the organization contributes directly to optimizing under-utilized resources, maintaining efficient processes for improved productivity, creating unique products for capturing the market, and ensuring quality for obtaining customer satisfaction.

The value-adding capacity and unique expertise of the human capital of an organization can contribute in many ways; first, in the volatile and changing contexts of organization, they can formulate best-fit strategies for the firm; second, they can encounter and neutralize the upcoming threats and exploit forthcoming opportunities for the benefit of the organization; and third, they can possess shared vision, and a sense of purpose and urgency for creating the core competence of the organization.

There is a lot of empirical evidence in favor of the proposition that the greater is the stock of human capital, the greater is the chance to improve the productivity of the organization. Channar, Sareeta, and Bai (2015), in their research, found that employees' performance excelled when qualifications were developed, when they were placed in a proper job, when they were supported by supervisors and when they were involved in the decision-making process (Channar et al., 2015: 229)

Josan (2013) empirically proved that among the strategic triad of business strategy, human capital strategy, and HR strategy, human capital theory is the most critical component for creating a competitive advantage. In the empirical studies conducted by Tayeh (2010), Salim et al. (2004), Marimutthu et al. (2009), Katou (2008), Oforegbunam and Okorafor (2010), and Magoutas et al. (2009), a significant positive correlation was found between the development of human capital through training and management development programs and individual and organizational performance (qouted in Channar et al., 2015: 230-232).

Since the development and management of human capital through investing in raining and development programs significantly contribute to both individual and organizational performance, the issue of the transfer of training becomes a grave concern for the researcher to investigate what the factors are that affect the transfer of training. The extent to which the imparted training is effective in terms of learning, reactions, behavior, and results can be answered by using Kirkpatrick (1996) model of training evaluation. However, the factors that affect the transfer of training positively or negatively are not possible to arrive at through using Kirkpatrick's model of training evaluation. Jack Phillip's ROI model is another technique of evaluating and calculating return on investment in overall human capital formation. However, the HRD researcher should know about the factors influencing the transfer of training and skill formation interventions.

The undertaken areas of transfer research on the factors influencing transfer of training of human capital should answer the following questions: what are the individual factors that affect transfer?; what are the training design and delivery factors that affect learning and transfer?; what are the organizational factors that affect transfer and utilization?; what are the environmental factors that affect the transfer of training and the application of learned KSAs?; and what are the perceived practices of organizational learning that support or inhibit the transfer of training?

2.3 The Transfer Theories

The theories under transfer of training can be categorized into two distinct domains. First are the motivational theories that influence the zeal for learning and transfer. Second are the design theories that influence and support the transfer process practically though creating a favorable organizational environment. All of these domains of transfer theories are discussed below.

2.3.1 Motivational Theories of Learning and Transfer

Motivation is a critical factor in obtaining the overall effectiveness of a training and management development program. In whole process of training intervention, from pre-training motivation to the transfer of training, motivational activities can play facilitating and inspiring roles for the successful management of a program. Motivation is the inner force of a person to act positively in a situation. It is an important factor for success in every level of the training process: pre-training, during training, and after training. Tannenbaum and Yukl (1992) stated that training motivation refers to the intensity and persistence of efforts that trainees apply in learning-oriented activities, before, during, and after training (Tannenbaum & Yukl, 1992). In a good number of training researches, motivation-relevant constructs such as pre-training motivation and motivation to learn were examined. According to Blume et al. (2010: 1071), motivation to learn was found to be significantly related to learning measures and transfer measures. Post-program motivation and self-efficacy have also been considered as important predictors of the post-program utilization and transfer of training.

The **expectancy theory** of motivation (Vroom, 1964) suggests that an individual demonstrates performance when he or she predicts that such action will beget valued outcomes. After completion of the assigned responsibility, if he/she sees that the agreed reward is not awarded then as a result the employee concerned will reduce his or her level of performance. The expectancy theory has a strong influence over human behavior. In the whole process of learning to transfer, it has very practical implications. First, a trainee wants to know about how well he/she is able to learn from the ongoing program. Second, a trainee's beliefs about what the outcome will be come out if he/she is successful in learning from the program (Blanchard, Thacker, & Ram, 2012). The expected outcome and its possibility of occurrence make up the expectancy. Finally, is how far the obtained goal carries the expected level of value and desirable outcome. The **Needs Theory** of motivation helps the training manager to formulate a needs-based curriculum and effective methods for delivery. According to Blanchard et al. (2012: 70), needs theory leads the implications for the whole training process even after completion of the program. The training providing agency must ensure that the acquired KSAs will help them to fulfill their job-requirements after going back from the program. **Goal-Setting** theory has a direct and indirect influence on the behavior of trainees during and after the training program. According to Noe (2013), learning as well as transfer can be accelerated by setting challenging goals. Curriculum designers can follow the goal-setting theory in designing training and management development programs. Noe (2013: 158) also suggested that the goals can be set by introducing individual action plans (IAPs) or performance improvement projects (PIPs) for ensuring a better level of post-program transfer of training. **Reinforcement theory** is concerned with learning as well as transfer after the completion of learning. The supervisor of the graduated trainee could use the theory as an instrument for reinforcing positively or negatively in order to ensure the desired level of performance on the job. **Self-efficacy** (Bandura, 1982) is another important motivational theory that relates the confidence of the ability or competency of the trainee with resultant behaviors. One of the objectives of training and management development programs is to develop sufficient confidence of trainee officers for taking higher responsibility. In the process of building a better level of self-efficacy, there is the strong role of the trainer, facilitator, demonstrator,

supervisor, and peer in different levels of teaching to transfer. The more self-efficacious graduates will naturally take more responsibility than less-efficacious graduates. Since transfer is related to replication and the maintenance of acquired KSAs, so the better level of self-confidence and self-efficacy directly influences the transfer of training. Finally, the adult-learning or **Andragogic Learning Theory** of Malcolm Knowles has implications both in designing contents as well as methods of delivery. Experienced learners want to learn in a constructive and self-directed way. If they perceive the possibility of the immediate application of a lesson (transferability), they will be motivated to learn (Noe, 2012: 161). Therefore, according to andragogic theory, learning and transfer will be maximized when the adult learner gets immediately-transferable and useful contents, constructive and self-directed methods, and participative development of the training curriculum.

Holton (1996), Yamnill and McLean (2001) and Noe (2012) contended that the above-discussed motivational theories have direct positive implications on transfer motivation. They categorized the influences of transfer motivation into four categories. First is intervention fulfillment, which refers to the extent to which the expectations from the training and development interventions are fulfilled. If the trainees perceive that what they learn is relevant to their assignment or HRD interventions and are ready to fulfill their learning needs related to performance goals, they will be motivated better to transfer of the training to the job. Second is learning outcomes, which confirm that the learning intensity of a successful learner would be expected to be transferred better back in the job. Third is job attitude; this is the prediction that people with high job-satisfaction and commitment would be more likely to use transfer interventions on the job. Lastly is expected utility of rewards; if the trainee officers perceive that there is a strategic link of transfer performance and career advancement, they will obviously feel committed to change their behavior positively to the transfer of training for improving their performance on the job. Finally, from the literature review, it is evident that the motivational theories, such as expectancy theory, needs theory, reinforce theory, self-efficacy theory and goal-setting theory has the direct influence on learning and transfer behaviors of trainees of the management development courses.

2.3.2 Theories of Transfer Design

There are three theories behind transfer performance that have direct implications in creating a favorable learning environment through designing programs. Holton (1996), Yamnill and McLean (2001) and Noe (2012) summarized the theories for transfer design and categorized the theories into identical element theory, stimulus generalization, and cognitive theory.

The **Theory of Identical Elements** indicates that the degree of similarity of designed contents and methods with the actual work setting expedites the transfer of training. Blanchard, Thacker, and Ram (2010: 190) categorized similarity into two areas: first is the similarity of tasks and responsibility; second is the similarity of the environments where the tasks and responsibility are to be performed. The theory, however, was found to best fit the training of motor or technical skills where the trainee gets the maximum similarity of the job situation with the imparted training.

The **Theory of Stimulus Generalization** advocates in favor of providing the general principles of management and leadership for making decisions in different situations and contexts. In the case of the improvement of leadership and managerial skills, the identical elements theory is not applicable. In managerial and leadership development programs, it is not possible to present the exact situation or context of decision-making in the training sessions. The managerial situation and context are ever-changing and in line with the changing situation, and the organization is also adaptive to business strategies. In this situation, it is better to provide general principles and theories of managerial and leadership skills so that the graduated trainees can apply the acquired KSAs in different situations and contexts in the long run.

The Organizational Theory for the smooth transfer of training extends its supportive mechanism from traditional social and logistic support to creating a flexible form of learning environment in the workplace, where the graduated trainees has the best platform to maintain, share, and replicate their acquired ideas on the job. In that form of open system organization, learning and sharing, trial and error, dialogue and debate, collaboration and team learning, and innovation and creativeness are found to be embedded practices in the organization. This type of learning organization allows the managers of the organization to learn continually and to

receive appropriate management development programs (Blanchard & Thacker, 2004: 214). The learning organization is, thus, an important tool as well as a conspicuous platform to facilitate learning and transfer for those learning on the job in order to enhance performance both at individual and organizational levels (Buhler, 2002; Davis & Daley, 2008).

2.4 Concepts of the Transfer of Training

The ultimate purpose of any training and development program is to utilize the learning acquired from the program in the workplace for improving individual as well as organizational performance. Learning and acquisition, of course, re important for the transfer of training but they are not the end but an obvious pre-condition for the transfer of training. After conducting TNA professionally by an organization, the contents should be chosen on the basis of the TNA findings, then it must create a congenial environment for learning, and the following step is to make sure that the trainees apply on the job what they have learned from the training program. The concepts related to the definitions of transfer, dimensions of training, transfer problems, different perspectives of transfer, and conditions of transfer are described below.

2.4.1 Understanding the Transfer of Training

The prime concerns of training interventions are nothing but a process of developing the participant's knowledge, skills, and abilities to achieve organizational goals (Bhatti, Battour, Sundram, & Othman, 2013). The transfer of training has been seen and described as an outcome of the training program, which is just a continuous manifestation of learned KSA on the job (Noe, 2008: 169). Noe (2008) also mentioned that the transfer of training refers to applying learned knowledge, skills, attitudes, and capabilities by the trainees to their respective jobs (Noe, 2008: 169). According to Olsen (1998), "**[**t]ransfer is an evidence that what was learned is actually being used on the job for which it was intended" (Olsen, 1998: 61).

In simple terms, transfer is the translating and maintaining of learning from any training into practice on the job. It is like a positive and practical response and

reaction to learning in solving a problem. It is not all about just learning something from the training program for being a master only, but according to Baldwin and Ford (1988: 63), transfer occurs when the is learning generalized to the job context and maintained over a period of time on the job in the organization. Consequently, the transfer of training is not an abstract feature; rather, it has to be manifested and demonstrated into practical behaviors in the job situation. According to Noe (2008: 169), generalization means the trainee's ability and positive intension to utilize acquired competencies from the training program to the job situation to solve problems in different contexts and to take action for improved performance; and maintenance refers to the process of carrying over the application of learned capability over a reasonable period of time.

Transfer covers more than what an individual has learned from a program; it is the demonstration and manifestation of learned competencies applied on the job that the graduated trainee has intended to obtain (Wenzel & Cordery, 2014: 2). The transfer of training, according to Xiao (1996), refers to the application of acquired knowledge, skills, and attitudes (KSA) on the job as well as their maintenance over a period of time (Xiao, 1996: 56).

Blume et al. (2010) described transfer as two main outcome processes, as follows:

(1) **"Generalization**—the extent to which the knowledge and skill acquired in a learning setting are applied to different settings, people, and/or situations from those trained; and

(2) **Maintenance—**the extent to which changes that result from a learning experience persist over time" (Blume et al., 2010: 1067-1068).

The terms "transfer of training" and "transfer of learning" are generally used interchangeably. According to Baldwin and Ford (1988), it starts during the period of the training session when somebody acquires new KSAs from the program with a view to applying that learning to the job. However, real transfer begins when the graduated participants utilize the learned KSA to the job. Actually, when we experience the changed behavior in graduated participants as an outcome of training interventions, it can be termed transfer.

Foxon (1994: 132-134) contends that transfer is a product and outcome of training as well as a process comprising four steps of behavioral change. According to her, at the end of the course when a graduated participant feels interested in applying the learned KSA to his/her job situation it is called “transfer intention.”. The second step is “transfer initiation,”, which begins when a graduated trainee attempts to utilize the learned KSA in his/her work environment. The third step is “partial transfer”—this happens when some of the learned KSA is transferred partially and the rest is not transferred due to a lack of opportunity, a low level of confidence and motivation, etc. The fourth step is “transfer maintenance”—this occurs when the graduated participant manages to maintain utilization of l the earned KSA over a reasonable period of time. It is a mature stage where the graduated participant is enabled to maintain transfer behavior without permanent relapse and that transfer behavior becomes fully integrated into the repertoire of his or her day-to-day work. At this stage, the graduated participant is fully confident of being able to transfer the behavior to other situations and to maintain a mature level of transfer behavior over a period of time.

The critical questions about the maintenance and continuity of transfer behavior over a reasonable period of time are: what is the manner of maintenance and what is the length of a reasonable period of time? The literature on the transfer of training seldom answers the questions or even raises such types of questions. Gilpin-Jackson and Bushe (2007: 985-986) did research on the post-training determinants of the transfer of training. They affirmed that it is the post-training environment that supports the long-standing maintenance of transfer. Strategies such as relapse prevention, goal-setting, feedback mechanism, and accountability are critical for the maintenance of the transfer effort. Moreover, Goldstein and Ford (2002: 128) raised a critical question, which concerns how “frequently continuing education experience is needed to ensure continued use and enhancement of the KSAs obtained through the initial training experience.” They opined that only the reinforcement of KSAs previously learned was not sufficient for the constant maintenance of transfer behaviors. They suggested arranging refresher training for the long-term retention and maintenance of the learned KSAs.

Actually, in defining the transfer of training only through “generalization” and “maintenance”, Baldwin and Ford (1988) ignored the issues of further education and

continuing self-development. The only way that a smooth and constant level of maintenance of learned KSAs can be gained from a management development program is by creating the zeal of continuous self-development among the graduated participants. The nature of management development programs is strategic, long-term, and futuristic, which demands continuous learning and self-development in order to maintain and sustain a credible level of competency, comprising updated knowledge, skills, and attitudes. In the current research, thus, the horizon of the definition of transfer of training has extended to "continuous self-development" in addition to two traditional dimensions: "generalization" and "maintenance.".

2.4.2 Dimensions of Transfer

Transfer has several dimensions: near transfer and far transfer; lateral transfer and vertical transfer. Near transfer occurs when learning objectives, contents and outcomes are highly similar to the job-description of the trainees, and after completion of the program the person applies the learned KSAs in that identical situation. For example, in a simulation practice when a hardwire technician learns to assemble a desktop CPU within 45 minutes and after completion of the training when he assembles the same type of CPU successfully within 45 minutes on the job, it is called a task of near transfer. In a near transfer the graduated trainees generally finds similar or identical situations on the job where the transfer of training is comparatively easy, congenial, and immediate. Other than identical situations, when even the acquisition of learning occurs out of the training intervention, it is also called near transfer.

Far transfer occurs when learning objectives, contents, and outcomes are quite different from the job situation. In a far transfer the graduated trainees find highly different situations and dissimilar transfer settings in the organization. Sometimes, in a far transfer situation, the trainees may train in lower-graded technological skills but after returning from the program the graduated trainees may face comparatively higher-graded and more complex technological problems to solve. Far transfer is a regular feature in the management development program, where the graduated trainees may face very dissimilar situations and quite different contexts in their work

settings. In this case, the graduated trainee of the management development program applies general rules and models that he has learned to solving management problems.

In a transfer process, generalization may occur either vertically or laterally. Lateral transfer occurs when the acquired skill spreads laterally over the working situation with the same level of complexity (Blume et al., 2010: 1067). In the case of lateral transfer, the same level of learning and skill is supposed to be applied in similar situations of an organization. It is repetitive and horizontally covered. For example, when a leader applies team-building skills after learning from the training sessions in solving different team-related problems in the organization it is lateral transfer. However, vertical transfer is quite different from lateral; it occurs when transfer situations demand more complex and superior (Blume et al., 2010: 1067). skills beyond the acquired set of skills. For example, when an aeronautical engineer at NASA also learns leadership skills and applies them in maintaining composite signal management teams on the ground it is an example of vertical transfer.

2.4.3 Transfer Problems

Goldstein and Ford (2002: 126) observed that in today's HR practices learning as well as the utilization of learning are given strong emphasis for ensuring the competitive advantage of the organization. In that sense, they opined that the "transfer problem" has become a key issue in the job requirements in ever-changing environment of the organization. Very recently, HRD professionals have identified and recognized "transfer" as a "problem" in the whole process of training and management development interventions. Therefore, understanding the nature and effects of a problem will help people use prudent strategies in solving problems for sound HR practice.

It is a common expectation that the entire management trainee team will utilize the learned KSAs optimally in appropriate settings of the job. In order to clarifying the "transfer problem" Goldstein and Ford (2002) raised two questions; one, in what setting and what types of behavior are to be applied, and two, how long can the acquired KSA be maintained and what factors can contribute to further improvement of KSA on the job? For clarifying the first question, they opined that training is transferred when one applies the acquired KSA generalizing in identical

contexts as well as in changing situations. For answering the second question, they opined that the maintenance of learning transfer includes long-term retention of the acquired KSA by reinforcing and producing new learning (Goldstein and Ford, 2002: 126-128). The second issue is critical and there are some unanswered questions in the transfer literature. Baldwin and Ford (1988) defined the term maintenance as retaining and maintaining the learned KSAs over a reasonable period of time. The unanswered questions are, for example, what is the range of a reasonable period of time, and what is the manner of maintaining the acquired KSAs over a reasonable period of time? In a study, Burke and Baldwin, (1999: 236) found that the full set of relapse prevention strategies is effective in improving transfer performance both in more supportive and less supportive climates. However, continuous self-development was not included in their full set of transfer enhancing strategies. On the other hand, Goldstein and Ford (2002:136) suggested that a continuous learning climate as well as zeal for self-development on the part of graduated trainees would improve transfer performance.

Therefore, the forgoing literature review validates the idea that the practices of continuous learning and self-development also may be an effective strategy for the retention and maintenance of previously-learned KSAs for better transfer performance.

2.4.4 Different Perspectives of the Transfer of Training

The term transfer of training has been seen from different perspectives by the researchers and HRD experts. In the following section, the transfer of training is described according to evaluation, psychological, and management perspectives.

2.4.4.1 Transfer as Evaluation

Praslova (2010: 119) contended that Kirkpatrick's model provides an up-front context of relevant criteria and indicators, "tiles in the overall mosaic of assessment, as specific indicators are mapped onto four levels of criteria—reaction, learning, behavior, and results criteria." According to Praslova (2010), the levels of "reaction and learning" are considered as *internal* and the levels of "behavior and results" are considered as *external*. Internal criteria judge what is happening in the training program and external criteria judge what types of changes are happening

outside the program, specifically after completion of the training (Praslova, 2010: 220).

Other than Kirkpatrick's periphery of training evaluation, there are a good number of researchers that have discussed transfer in terms of the effectiveness of the imparted training program. Bruce, Boyd and Dooly (2005: 51-61) for example did their study as a part of the evaluation of conducted training program to assess how far the organizational environment facilitated the transfer of training to improve organizational efficiency and effectiveness.

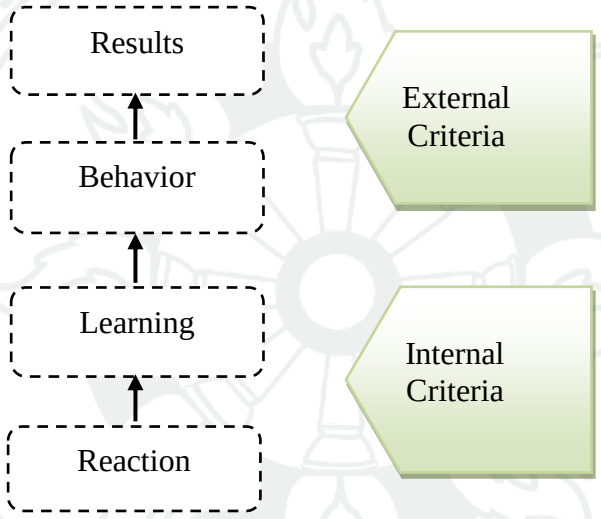

Figure 2.1 Peripheries of evaluation criteria

Wehrmann, Shin, and Poertner (2003) conducted an evaluative study where they assessed the level of the acquisition of KSAs as well as the level of the utilization of the learned KSAs on the job. They contended that taking transfer of training was a matter of evaluation assistance in identifying the insights into and outside factors in the training process for improving or impeding the transfer, as well as creating a congenial environment for the smooth transfer of training by obtaining empirical recommendations for the sponsoring organization (Wehrmann et al., 2003: 23-37).

Quesada-Pallares (2012) did a transfer study on the public administration of Catalonia in Spain for evaluating the level of effectiveness of

customized training program in terms of learning transfer performance. The researcher suggested that diagnosing the factors that facilitate or impede the effectiveness of training could be one alternative way of measuring the perceived level of effectiveness of the imparted training program (Quesada-Pallares, 2012: 1751-1755).

Therefore, there have been at least a couple of studies where transfer performance was considered as part of the effectiveness of the training and management development program. This type of evaluation may not produce summative types of results as with the ROI, but it clearly indicates the level of influence of individual, organizational, and environmental factors on the effective transfer of training.

2.4.4.2 Transfer as a Psychological Issue

The issue of the transfer of training was first cognized as a psychological issue by early psychologists (Blume et al., 2010: 1065). Desse (1958) for example strongly argued that the transfer of training is the most important topic in the whole of education psychology. After conducting a meta-analysis of 89 empirical studies on the transfer of training, (Blume et al. (2010) recognized and confirmed such transfer factors as cognitive ability, conscientiousness, motivation, and a supportive work environment as being some of the strongest predictors of the transfer of training. In the transfer process, generalization of learning is one of the important components and in several studies, support for the generalization responses when there was a similarity in the stimuli and responses in the learning and transfer environment was found (Blume et al., 2010: 1067).

Subedi, (2004), after an extensive literature review, opined that both concepts, learning transfer and training transfer, derived from the realm of pedagogic psychology. He further affirmed that the evolution of transfer research concentrates on the issues of behavioral and educational psychology, such as motivation, learning, cognition, meta-cognition, conditioning behavior, etc.

2.4.4.3 Transfer as a Management Issue

Beyond the psychological and evaluation frameworks, transfer can be seen as an organizational management issue. The effectiveness of training or transfer of training depends on an interlinked management process which starts from TNA and

ends at the generalization and maintenance of new KSAs on the job. In the whole process of training there are various types of involvement of several stakeholders. In the transfer process, the role of management in every organization is crucial. At the stage of imparting training, the training-providing agency must consider the issue of developing needs-based training materials, selecting proper resource persons, adopting appropriate methodology to deliver the contents, maintaining a correct feedback system, etc., which are purely issues of the overall management of training cycle.

Moreover, after completion of the training program, the transfer of training also mostly depends on creating a congenial environment and available logistic support, providing supervisory and peer support, encouraging innovation and creative ideas, maintaining a learning platform, etc., which are also part of the organizational management issue. Das (1991) stated that the achievement of ultimate training objectives obviously depends on the effective administration of training processes. He further emphasized that the effectiveness of training in terms of the administration of the training processes and effectiveness in terms of the achievement of training objectives after the training are two important aspects of training activity (Das, 1991: 30). He re-emphasized that the effectiveness of training as well as its outcome mainly depend on the proper management of the whole process (Das, 1991: 37).

Finally, the overall success of the training and development program depends on effective support from the entire management class, ranging from top to bottom, including first line supervisors. Swanson (2003: 119) contends that the transfer of training is a system problem, where up-front analysis or organizational diagnosis is the best technique for analyzing the whole system for ascertaining the positive and negative contributors to organizational performance as well as transfer performance.

Subedi (2004) also contended that a limited number of studies have been conducted focusing on organizational contextual issues such as the conditions, characteristics, and the nature of the transfer of training.

Merriam and Leahy (2005) indicated that early studies on the transfer of training tended to focus on the structure of learning and cognitive mechanisms for learning and transfer but since the mid-nineties the organizational support system and

the work environment have been treated and recognized as important determinants of the transfer of training.

Lastly, it is imperative to mention that for attaining an efficient and effective level of transfer performance, there should be a strategy of integrated efforts regarding conditions and mechanism, including social support (such as supervisory support and peer support), a favorable climate and support from the organization, positive supervisory and managerial behavior, and the perceived practices of organizational learning that facilitate transfer initiatives.

Therefore, the current study attempts to study the influence of the perceived practices of organizational learning, along with individual characteristics and a supportive organizational environment, in the post-program transfer of training.

2.4.5 Conditions of Transfer Climate

Managers of every organization are generally responsible for developing a congenial environment in organizations with the intention that the graduated participants will apply the learning in new situations of the workplace. Goldstein and Ford (2002: 132-133) opined that the participants who participate in a program are faced with a problem; they are required to learn something in one environment (program situation) and apply the acquisition in another situation (working situation). Since management a development program is a social activity, application of that learning from the program essentially depends on the social situation of the work conditions. Thus, Goldstein and Ford (2002: 133) concluded that it is not fully possible to understand the level of transfer performance without understanding the social situations in which it occurs.

The organizational transfer climate, according to Schneider (1975), is the practices and procedures used in an organization that tell the people what is important. The transfer climate signals, directs, or influences people's perception about the level of congeniality of the environment of transfer of training back to the jobs of their own organizations. The transfer climate of an organization actually creates confidence or creates hopelessness on the part of management trainees concerning the applicability and relevance of the training program at three stages: pre-training motivation, during program learning-transfer, and post-training practice-transfer.

Rouiller and Goldstein, (1993) made a significant contribution to development of the concepts of the transfer climate of the organization. According to them, the transfer climate influences the degree to which the management trainees transfer their behavior learned in the training program to their job responsibilities. They further confirmed empirically that the organizational transfer climate is instrumental and a potential facilitator in improving the transfer of training to w the work environment. The more favorable is the organizational transfer climate, the greater is the chance of transfer of important behavior to the job by the trainee that has been learned in the training program (Rouiller & Goldstein, 1993: 379).

Rouiller and Goldstein (1993) categorized the transfer climate items into two areas: (1) Situational Cues, and (2) Consequences. The situational cues are responsible for reminding the management trainees of their training or providing them with opportunity to implement the acquired learning while they on the job. The situational cues include goal cues, social cues, task cues, and self-control cues (Rouiller & Goldstein, 1993: 183). They define consequences cues as the organizational environmental factors that encourage or discourage management trainees from utilizing or applying what they have learned in the training program (Rouiller & Goldstein, 1993: 183).

Rouiller and Goldstein, (1993) finally concluded that the factor of the organizational climate is predictive of the transfer of the training to the job—that means that the higher is the level of a favorable organizational transfer climate, the higher will be the level of transfer of training (Rouiller & Goldstein, 1993: 386). They also found a significant positive relationship between level of learning intensity (based on achievement test results) and the performance of the transfer behavior to the job. That means that management trainees who perform better on the learning measures from the training program tend to perform better on the transfer behavior measures on the job (Rouiller & Goldstein, 1993: 383).

The research concluded with the finding that in addition to learning intensity, it is the congeniality of the organizational transfer climate that affects the level of transfer behavior in the actual job situation (Rouiller & Goldstein, 1993: 377). The perceived climate of transfer in organization is found positive influence of transfer of training.

2.5 The Transfer Variables

For conducting the current study, two types of variables have been chosen: independent and dependent. This study concerns the determination of the factors influencing the post-program "transfer of training.". So, "transfer of training" is here the dependent variable. The literature review and the assumptions discussed in previous sections suggested that "transfer of training" is directly influenced by three independent factors: individual characteristics as well as the work conditions in the form of opportunity to use, supervisory and peer supports, and perceived practices of organizational learning (Baldwin & Ford, 1988; Holton, 1996). A brief account of the chosen variables is furnished in the following section.

2.5.1 Individual Characteristics and the Transfer of Training

Baldwin and Ford's (1988) model of the transfer of training assumes that individual characteristics have an important role in learning as well as in the transfer of that learning on the job. The elements of individual characteristics specified in the conceptual framework are post-training motivation and self-efficacy in terms of the transfer. The individual ability to learn and transfer is validated by the "self-efficacy" theory of Bandura (1988: 275-302). Warr, Allan and Birdi (1999); Smith-Jentsch, Salas and Brannick (2001) affirmed that personal attributes, such as cognitive ability, level of intelligence, personal traits, and age, have a positive influence in learning in the training situation as well as the transfer of that learning on the job. According to Porter and Lawler (1968), the individual will be more interested if he or she perceives that his/her contribution will lead to reward that he/she values. The variables post-training motivation and self-efficacy to transfer under individual characteristics are discussed below.

2.5.1.1 Post-Training Motivation to Transfer

Beyond the impact of motivation to learn, there is another significant role in the training process; that is, motivation to transfer. Motivation to transfer induces and provokes the participants to apply and maintain the acquired learning from training on the job. It contributes to the creating of readiness and eagerness on the part of the participants for utilizing the acquired KSA on the job. Yamnill and

McLean (2001: 195) extensively reviewed the relevant theories of motivation for validating factors such as motivation to transfer. They also affirmed that behavioral changes occur when the participants learn the presented contents in the training and have the desire to apply the acquired KSA to their job activities (Yamnill & McLean, 2001: 197). In order to understand the degree of behavioral change for applying and transferring the acquired KSA to the job activities, it is imperative to examine the influence of the factors behind the changed but expected behavior. Yamnill and McLean (2001: 197) extensively examined and reviewed the relevant theories of motivation that contribute to improved performance on the job and the transfer of training in the workplace. Kupritz (2002: 427-447) recognizes importance of employee's post-program motivation to transfer of training including other organizational supports.

Foxon (1993: 136) contended that the post-training intention to transfer is a strong predictor of the transfer outcome. She further emphasized that the trainees, those that have comparatively stronger motivation or intention, are likely to take self-initiative to transfer. Poteet (1996) also strongly argued that a trainee with a higher level of motivation is likely to engage in behavioral change, and is even more likely to learning and transferring (quoted in Bauer, 2013: 20).

Actually, the "expectancy theory," "path-goal theory," and "equity theory" of motivation oblige us to hypothesize that individuals with strong commitment and motivation are likely to be more interested in transferring their training for the benefit of the organization.

2.5.1.2 Post-Training Self-Efficacy in Transfer

Self-efficacy refers to the ability and competency of individual to perform any job or assignment confidently. Bandura (1982) defined self-efficacy as self-belief and self-confidence about one's capability to perform an assigned task. According to Noe (2008), self-efficacy is the employees' belief that they can perform their job or learn the content of the training program successfully (Noe, R, 2008: 107).

Pre-training self-efficacy has a positive influence on achieving ultimate training mastery (Mathieu, Martineau & Tannenbaum, 1993). Goldstein and Ford (2002: 116) defined self-efficacy as one's capability to perform a task. They also

concluded that self-efficacy is a very important factor and there is strong evidence in favor of self-efficacy; that is, it enhances training performance.

There is also evidence that learning is a predictor of improving self-efficacy and that improved self-efficacy ultimately improves performance on the job (Goldstein & Ford, 2002: 117). They further contended that there is strong evidence that self-efficacy enhances learning performance as well as contributes to enhancing performance on the job.

Post-training self-efficacy has been found to be positive in the transfer of training (a) when self-management strategies with goal setting are included in post-training transfer interventions and (b) when verbal self-guidance is used as part of a transfer intervention (Brown & Morrissey, 2004; Gist, Stevens, & Bavetta, 1991). It is, thus, the capability, confidence, and self-reliance felt by participants for implementation of acquired KSAs and for the solving of problems and obstacles on the job using developed competencies.

Ford et al. (1992) concluded empirically that the graduated trainees perform better on the tasks and the transfer of higher level of learning when they were found with higher levels of self-efficacy. In this way, they proved that "individual level factors accounted for a significant increment in prediction with self-efficacy as the significant predictor" (Ford, Quinones, Sego, & Sorra, 1992: 521-522).

Grossman and Salas (2011: 7) concluded in their meta-analysis that the graduated trainees must have confidence in their ability to exert certain skills before they are to be placed in their own jobs. Individuals with higher levels of self-efficacy will be found to be more self-confident in their capability to learn and use new things and also to be motivated to transfer training. One of the important objectives of management development is to enhance the self-efficacy and confidence of the managerial leaders of the organization for utilizing the learned KSAs on the job. Management development is one of the ways of improving the moral courage and values of the participants (Mahler, 1976: 22-29). Specifically, the public managers and administrators have to face different types ackward situations and wicked problems while working in field administrations. Therefore, developing confidence and self-efficacy are to important objectives of the management development programs.

Actually, self-efficacy contributes to an individual feeling that he/she is prepared enough to take on challenges of an assignment; it is indeed one's confidence in the capability and capacity developed in the training program for applying and maintaining the learning in workplace. Therefore, for the current study, self-efficacy is assumed to be a strong predictor of learning new knowledge and skills, as well as transferring of training on the job.

2.5.2 Work Environment and the Transfer of Training

The work environment is the situation that facilitates the utilization of learning from the management development program in the workplace. The work environment includes support from supervisors, peers, and the opportunity to use the acquired KSAs in workplace. Velada, Caetano, Michel, Lyons and Kavanagh (2007) and Noe, (2013) discussed the importance of favorable working conditions for the smooth transfer of training. The relevant literature supports supervisory support, peer support, and opportunity to use as strong predictors of the transfer of training.

2.5.2.1 Supervisory Support

Supervisory support is the top-down agreement of creating favorable conditions so that officers under surveillance can apply the acquired KSA with full confidence. The process of supervisory support validates the positive reinforcement theory of motivation. Xiao (1996), Holton III and Baldwin (2003), Russ-Eft (2002) and Montesino (2002) found a positive correlation between level of support from top and effective transfer of training. According to Martin (2010: 90) supervisory support has a comparatively stronger influence in the transfer of training than peer support.

Coestsee, Eiselen and Basson (2006: 48) specified that in a package of supervisory support a manager clarifies performance expectations, sets goals based on training objectives, identifies opportunities to apply acquired KSA, helps mitigate adverse situations for creating congenial environments, and provides feedback on the successful application of new competencies. Therefore, setting performance targets, moral support for initiatives, approving innovations and rewarding for utilizing new ideas are some of the measurement items that can be considered in assessing supervisory support in the transfer of training.

2.5.2.2 Peer Support

Transfer of training will be a difficult task for an individual unless and until support from peers and subordinates is obtained. Peer support is also important for the sustainable generalization of the transfer of training. Yaghi (2006: 8) and Xiao (1996) found a positive and significant correlation between peer support and the transfer of training. Moreover, Taylor (2000) affirmed that negative peer attitude and non-cooperation may inhibit transfer.

A study conducted by Martin (2010: 87) concluded that both the work environment and peer support impacted positively the transfer of training. The study revealed that transfer results are better when the workplace and peer support facilitate the favorable climate. Even peer-support also potentially mitigates the effects of the negative climate of workplace (Martin,2010: 87).

Coestsee et al., 2006: 48) specified that peer support includes joint efforts to identify opportunity and to implement learned KSA, facing jointly the adverse situation for application and appreciation by peers for applying and maintaining new KSAs on the job.

According to Martin (2010: 90) peer support enhances learning transfer through feedback, inspiration, assisting with problem-solving, supplementing information, and providing coaching assistance to trainees.

2.5.2.3 Opportunity to Use

The opportunity to use is the extent to which a graduated trainee is provided with necessary logistic support, relevant tasks, and all sorts of material and moral support from the organization (Holton III & Baldwin, 2003: 67). In other studies, it was also found that a lack of favorable procedures and excessive workloads inhibit the transfer of training. This type of negative situation even affects negatively the management skill inventory of the employees of the organization (Bennett & O'Brien, 1994; Tharenou, 2001). Early studies on the transfer of training tended to focus on the structure of learning and the cognitive mechanisms regarding learning and transfer, but since the mid-nineties organizational support systems and the work environment have been treated and recognized as important determinants of the transfer of training (Merriam & Leahy, 2005).

Saks and Belcourt (2006: 637-639) studied four post-training factors: supervisor support, organization support, accountability, and evaluation and feedback.

The items included by them under supervisor support were “providing support to trainees”, “opportunity to practice”, and “rewarding and praising for applying acquired KSA”. The included items under organizational support were “favorable policy supporting transfer”, “making available resources for application”, “appraisal system that values application of KSA learned from training”. Similarly, the accountability factor included “post-training report” and “post-training interview”. Finally, the factor feedback and evaluation included “level of utilization of acquired KSA”, “pairing with other employees” and “providing feedback”.

Therefore, creating a favorable condition through formulating policies and procedures is an important antecedent for the sustainable and successful transfer of training. Moreover, the influence of opportunity to use can be assessed by employing such items as “right placement”, “favorable feedback system”, “administrative support for scaling-up innovation”, and “making available logistic support”.

2.5.3 Perceived Practices of Organizational Learning and the Transfer of Training

The main limitation of Kirkpatrick’s model of evaluation is that under this model the individuals are assumed to take the whole responsibility for effective use of training. According to Kirkpatrick’s model, the evaluator assesses issues such as the trainees’ reaction to the program, what has been learnt from the program, how far the graduated trainees apply what they learnt from the program, and lastly, how far the organization experienced comparatively better performance contributed by the graduated trainees. However, the model does not consider the influence of other factors such as peer support, organizational climate, management support, etc., as positive or negative predictors for the application or the transfer of training. Goldstein and Ford (2002) explored three benefits of the system approach of training. The first benefit is that it integrates the traditional view of training, which is at the shop-floor level, with a broader framework that includes the organizational and social level. Second, it shifts focus from individual-based traditional training effectiveness to organizational strategies that are supportive for continuous learning and development over time. The third benefit is that it helps to develop shared goal, aligning training

and development interventions with the organizational goals (Goldstein & Ford, 2002: 133). This approach views training as a systematic effort of integrating organizational support and strategies for the greater benefit of both the graduated trainees and organization.

Moreover, Ford and Weissbein (1997: 38) emphasized conducting more research on the transfer of training from the organizational perspective. They also contended that more and more explorative research is needed to explore the influence of departmental and organizational factors on the transfer of training.

The following section examines the contribution of the perceived practices of organizational learning for the effective transfer of training.

2.5.3.1 Concepts of Learning Organization

The learning organization is a flexible form of social entity where individual learning initiatives are welcomed, innovations are entertained, mistakes in trial and error processes are tolerated, new ideas are valued, and barriers to learning and development are reduced and minimized (Bhuiyan, 2017: 28). The graduated trainees face comparatively less challenge in the congenial environment of the learning organization in applying and maintaining their KSA over a reasonable period of time.

According to Watkins and Marsick (1993: 16), for becoming a learning organization it must (i) create an environment which continuously supports learning, (ii) promote inquiry and dialogue, (iii) encourage collaboration and team learning, (iv) create opportunity to capture and share learning, (v) facilitate a shared vision for people, (vi) integrate organization with changing environment, and (vii) create leadership that facilitates strategic support for learning.

According to Senge, (1990: 3), in a learning organization (i) people develop their own capacity to achieve desired results, (ii) new thinking and innovation are nurtured, (iii) common aspirations are emancipated, and (iv) workers continuously obtain the techniques of group-learning. For Bennett and O'Brien (1994: 42), a learning organization is a type of organization that strives continuously to develop the capability to learn, adapt, and change its culture. Goldstein and Ford (2002: 133) stated that developing a learning climate continuously creates an atmosphere where employees feel the importance of regular learning and development.

Basically, a transfer climate in an organization includes three levels of interactions: the individual level, group level, and organizational level. Improving and adopting learning transfer strategies at both micro and macro levels are considered beneficial for the organization (Weldy, 2009: 59). However, among the all levels of the learning platforms, the learning organization, can be considered the best forum where an effective level of learning as well as transfer is practically possible to occur. The ultimate target of the transfer of learning is to improve organizational performance. The learning organization is a type of entity that makes change initiatives regularly on the basis of learning from both external and internal environments. In a learning organization, the individual also gets an opportunity to utilize and generalize the learning gained from training and development interventions. The learning organization requires integrated initiatives through mobilizing actions at the individual, team, and organizational level to acquire continuously new knowledge, skills, and attitudes and thus create business values for the organization as a whole (Weldy, 2009: 61).

In several studies (Buhler, 2002; Dougherty, 2004), it was suggested that the perceived practices of organizational learning as well as training interventions are critical for developing human capital. Moreover, in order to survive in volatile and turbulent situations the organization has no option but to develop core competencies through qualifying as a learning organization and in transferring training (Buhler, 2002; Dougherty, 2004; Velada et al., 2007; Davis & Daley, 2008). The learning organization is, thus, an important tool as well as a conspicuous platform for facilitating the learning and transfer of those learning on the job for enhancing performance both at individual and organizational levels.

Weldy (2009: 64) stated that the learning organization and transfer of training both ultimately aim at making improvements in performance. He further affirmed that the learning organization attributes continuous learning for making improvements in performance and that the transfer of training is important in the sense that it helps members of the organization to learn, retain, and apply valuable KSAs for improving performance (Weldy, 2009:64).

The acts of learning as well as transfer of learning are not occurred fully in isolation in organization; rather, as Stacey (2003) states, it is a process that occurs

in an interdependent manner. Therefore, it is a process of continuous interactions, dialogues, and debates generally occurring at individual, team, and organizational levels. An organization is an intricate entity where every individual has to perform and learn interdependently. The transfer of learning is also an inter-related and interdependent business where individual initiative is obviously important, but help, support, and collaboration from peers, colleagues, and supervisors are also equally imperative. Therefore, issues such as organizational learning practice, knowledge management practice, opportunity of continuous learning, and the strategic link of transfer performance with career development and promotion are some of the important practices that expedite the transfer of training.

The concept of the learning organization is a paradigm shift—from traditional organizational behavior to an open and natural system of organization. The learning organization is thus viewed as one of the best social platforms for utilizing and transferring the KSAs learned from training and development programs. According to Kim and Callahan (2013), a good number of researchers have suggested different solutions for transfer problems on the basis of empirical studies focusing on individual characteristics and training designs. They further affirmed that focusing only on individual characteristics and design issues may not be sufficient for optimizing the benefits of the transfer of training for the dynamic environment of modern organizations (Kim & Callahan (2013: 184). Weldy (2009) also emphasized that in order to improve the performance of the organization, the issues of the organizational learning and learning transfer must be taken together. Senge (1990) defined the learning organization in following way:

> Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive pattern of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together (Senge, 1990:3).

According to the definition above, it is clear that the learning organization is the best form of an organization where individuals get an opportunity

to develop their capacity as per their desire, where innovation and creative ideas are welcomed and nurtured, where common aspirations are valued, and where all are accustomed to seeing the image of the organization as a big picture. Therefore, it is the best platform where the individual gets the best possible cooperation and environment to maintain, nurture, and utilize his or her learning from the training programs. This type of organization is flexible, adaptive, and organic, and is very responsive to the rapid changes of the business environments. Within the environment of the learning organization, every individual gets expected cooperation and support from the boss, peers, and subordinates for the acquisition of essential learning as well as the application of learned KSAs.

Marsick and Watkins (2003) defined the learning organization as an organization "that has embedded the capacity to adapt or to respond quickly" and that supports "the ability to use learning to improve performance" (Marsick & Watkins, 2003: 135-136). Therefore, one of the distinct features of the learning organization is its capacity for utilizing and applying the learning embedded with individual as a member of a dynamic organization.

Watkins, Milton, and Kurz (2009) affirmed that individual- and group-level learning activities such as facilitating opportunity for constant learning, practicing inquiry and dialogue, promoting mutual and team learning, leading the employees to common vision—all of the practices have the indirect but significant level of effects on organizational performance.

2.5.3.2 Organizational Learning and the Learning Organization

The terms learning organization and organizational learning are not used interchangeably. The learning organization is the level of graduation where the organization has already acquired the ability to create, share, and sustain learning at individual, group, and corporate levels for managing competitive advantages. However, organizational learning is a natural process of learning by the individual as a member of the organization. According to Huber (1991), organizational learning is a process of interpreting information and the acquisition of knowledge that influences and recognizes potential behaviors useful for the organization. It is thus the active promotion of learning activities within the organization (Finger & Woods, 1994 quoted in Hunter-Johnson, 2012). Organizational learning is an activity and process

where interaction is expanded throughout the organization for developing knowledge resources and ultimately resulting in systematic and collective learning for being a learning organization.

2.5.3.3 Organizational Learning in Public Management

The public organization is a rigid form of entity where generally innovation, creativeness, and flexible practices are not encouraged. However, learning organizational practices could not be possible in the existing form of public organizations, which are bureaucratic and rule-bound in nature. The bureaucratic organization does not allow informal communication and dialogues. Team-building practices are also very limited in public organizations, and the leadership roles of seniors are very authoritative and transactional. However, due to pressure of the new public management (NPM) and the Neo-NPM, public organizations of all over the world are becoming flexibility in encouraging knowledge management practices and organizational learning. Osborne and Brown (2005: 4-5) summarized the contexts where the public organization has to transform itself as a flexible entity. They contended that public organizations should shift their focuses from an administrative approach to managerial, from incremental growth to result-oriented efficiency, from silo to the distribution of governance authority to multi-levels agencies to fulfil the expectations of the citizen clients. However, the question is how far the public organizations of developing countries are enabled to transform according to global demands. In this respect, the best practices and success stories could not be generalized in developing countries like Bangladesh and other south Asian countries. Therefore, expecting rapid transformation of the public organizations of Bangladesh from a traditional form to a learning organizational form is still a challenge. There are limited levels of organizational learning practices, according to the findings of the present study, which considered the public organization as at the level of the organizational learning stage with limited practices of knowledge management such as “inquiry and dialogue”, “collaboration and team-learning”, ‘nurturing innovation”, “capturing and sharing new learning’, “opportunity to continuous learning & self-development’, “leadership for learning & transfer’, ‘empowering people to collective vision” and “strategic link with career development”.

The perceived practices of organizational learning in public management are discussed below, and are assumed to be the predictors of the post-program transfer of training.

2.5.3.4 Perceived Practices of Promoting Inquiry and Dialogue

The transfer of learning depends on the openness, flexibility, and tolerant environment of the organization. It should have enough scope and opportunity to share new ideas, accepting mistakes as a part of the learning process, and allowing trial and error as a learning exercise. According to Marsick and Watkins (2003), in an organization an individual obtains productive reasoning skills in order to share his/her views, and to earn the capacity to listen and inquire into the views of colleagues. In the process of organizational learning there should be a congenial environment and the practice of accepting questioning, flowing feedback, and allowing for experimentation (Marsick & Watkins, 2003: 139). Bates and Khasawneh (2005) opined that the learning culture of an organization should be flexible enough to allow the open exchange of ideas and a free flow of information for encouraging and facilitating learning and creative application thereof. They also affirmed that the organizational learning process is a critical factor for leveraging creativity and innovation because it allows open dialogue, questioning and inquiry, trial and error, and even risk-taking (Bates & Khasawneh, 2005: 98).

Therefore, perceiving enough opportunity to create experiments using learned KSA as well as organizational arrangement for regular dialogue and inquiry are presumed to be among the important predictors of the transfer of learning.

2.5.3.5 Perceived Practices of Collaboration and Team Learning

Collaboration and team-learning are among the important practices of organizational learning. Team learning is more effective than individual learning. The team is a type platform where there is scope to learn mutually, to perform interdependently, and to optimize outcomes synergistically. Goldstein and Ford (2002: 294) mentioned that for building an effective team there must be a process of capturing, exchanging, and sharing of new knowledge and information clearly and accurately among the members of the team. According to Senge (1990), team learning is process of “aligning and developing the capacities of a team to create results its members truly desire” (Senge, 1990: 236). The process of team learning brings out

desired results not only for the organization but also for its members. Under the DLOQ, Marsick and Watkins (2003: 139) defined team learning as a collective and mutual working pattern to develop organizational capacity to achieve common goals. The team learning process also converges and streamlines different ways of doing work, and harmonizes the complementary skills and styles of doing jobs through collaboration and cooperation (Marsick & Watkins, 2003: 139). Therefore, the perceived practices of collaborative effort and team learning are presumed to be among the strongest predictors of the transfer of training.

2.5.3.6 Perceived Practices of Nurturing Innovation

In the process of organizational learning, nurturing innovation is one of the important practices. However, developing and facilitating a creative and innovative environment, especially in public organizations, is not an easy job. For ensuring an innovative environment in public organizations a grapevine-type of communication is needed, an informal and flexible environment, tolerance of mistakes under the trial and error simulation modeling, engagement of employees in learning practices, recognizing the unique contribution of individual, and the scaling-up and showcasing of innovation outcomes. According to Holton (2005), a learning organizational culture recognizes the importance of learning and its creative application to solving business problems and also links knowledge resources with articulated goals and results. Considering knowledge management and a learning-friendly environment, organizations should formulate creative and innovation-friendly policies, practices, and SOPs that support the transfer of learning of graduated trainees. According to Bates and Khasawneh, (2005), this type of creative climate facilitates innovation and enhances organizational outcomes and productivity through influencing and motivating them individually. In fact, when graduated trainees perceive an innovative culture and climate in organization, they feel motivated to re-create and the utilize learned knowledge and skills on the job. Therefore, a perceived innovation climate in public organization is presumed to be one of the important predictors of the transfer of training.

2.5.3.7 Perceived Opportunities for Continuous Learning

Every organization today should create opportunity for continuous learning and the development of its employees. The perceived opportunities of

continuous education and development motivate newly-trained managers for transferring their KSAs in the workplace. Goldstein and Ford (2002: 136) opined that organizations need to develop a continuous learning environment where they feel interested in learning and developing continuously. In DLOQ, opportunities for continuous learning have been defined under the category of people-level dimensions (Marsick & Watkins, 2003: 139).

According to Senge (1990: 7), organization can only learn through individuals. He defines personal mastery as the discipline of continuously refreshing, reviewing, and deepening the personal vision of individuals. It is not only the acquisition of certain competence, skills and proficiency; rather it goes beyond them. According to Senge, (1990: 142), it is a lifelong discipline, which is vocational, practical, and recalling and re-creating one's self-actualization. Employees with higher levels of personal mastery are self-motivated to continuously develop their capabilities to reframe their own future.

Moreover, the issue of opportunities of continuous learning is similar to the LTS inventory "extent to which an employee is given the opportunity to apply what he or she learned during training" (Holton et al., 2007: 394). Therefore, for the current study, the perceived opportunity to learn has been assumed as a predictor of the transfer of training.

2.5.3.8 Perceived System of Capturing and Sharing New Learning

The practice of the capturing and sharing of new learning in the organization is pivotal for the transfer of training. If the organizational practice does not allow for discussing, capturing and sharing of new learning and ideas, the graduated trainee will obviously not feel encouraged to transfer his/her KSAs acquired in the management development program. Farrukh and Waheed (2015: 77) opined that sharing of information is critical for being graduated to a learning organization from an ordinary apprentice organization. Therefore, it is the featuring practice of organizational learning where the organization encourages and ensures the capturing and sharing of new learning offered by graduated trainees. Under the DLOQ of Marsick and Watkins (2003), this dimension of the learning organization has been defined as an integrated system of capturing, preserving, and sharing learned knowledge and skills for utilization in the workplace (Marsick & Watkins, 2003:

139). Therefore, the perceived practices of capturing and sharing of new learning are presumed among the important predictors of the transfer of training.

2.5.3.9 Perceived Practices of Leadership for Learning and Transfer

The leadership role for learning and sharing in any form of organization is critical. In any form of organization, the role of leadership is more important for multiple reasons; one, for facilitating the acquisition of knowledge and skills; two, for providing positive feedback; three, for leading debates and dialogue; four, for reinforcing learned KSA; five, for motivating people in the intrinsic way, and finally, for creating a shared vision for the learning organization. True leaders empower their followers through mentoring and guiding followers in developing needed competence and capabilities.

Blume et al., (2010: 1092) found that managerial or leadership support (synonymous to supervisor support) depicted the most consistent relationship with learning transfer. They concluded that managerial or leadership support (synonymous with supervisor support) is a strong predictor of learning transfer in the organization. According to Noe (2013) the manager's/leader's support provides opportunities for trainees to apply learned KSAs. In a conceptual framework developed on the basis of empirical studies, Kim and Callahan (2013: 195) affirmed that leadership for learning and supervisory support were found to have a consistent and significant influence on the transfer of learning in the organization.

2.5.3.10 Perceived Practices of Empowering People to Have a Collective Vision

Building a shared vision is one of the five disciplines of Senge's learning organization. It is critical to building a shared vision for a dynamic organization involving and engaging people in real forms of learning (probably generative learning). This type of shared vision is one that is beyond an "articulated vision-statement;" rather, it is self-grown, self-motivated, and self-reliant. According to Senge (1990: 9), when there is a shared vision, the people involved in envisaging the future makeup and identity of the organization feel a sense of urgency and genuine commitment to enroll and engage them. In a graduated learning organization with a shared vision, people demonstrate a self-propelling force to excel and learn without instructions from others. In another sense, according to Marsick and Watkins (2003),

it is “empowering people toward a collective vision” so that employees engage in developing and implementing a common vision in that direction in which the entire organization is engaged. It is a situation where all employees get more space for learning and have windows for contributing to achieving the shared vision (Marsick & Watkins, 2003: 139). Therefore, considering the empirical support from the literature, the perceived practice of empowering people to have a shared vision has been taken as one of the predictors of the transfer of training.

2.5.3.11 Perceived Strategic Link of Transfer Performance with Career

Learning as well as its application and transfer to the workplace are also a matter of motivation. Almost all motivational theories match the learning transfer activities of employees of the organization. The theory of self-efficacy is also related to learning as well as the transfer of training on the job.

Specially, the expectancy theory of Vroom (1964) definitely validates the trainees’ interest in learning and transfer if those two events have deliberately been connected with valued incentives such as salary increases, peer and supervisor recognition as instrumentality and promotion, and career advancement as a valence type of outcomes (Noe, R, 2013: 160). The expectancy theory also explains that the training program is entitled to achieve valence value when the participants expect more outcomes. In this situation learning from training becomes a lower-level outcome and that instigates participants to transfer their training for achieving higher-level outcomes such as increments in salary, and job-enrichment and promotion (Goldstein & Ford, 2002: 124).

Another validation comes from the equity theory of motivation. The theory has a series of impact on the transfer of training in relation to career advancement linkage. When a graduated participant perceives that non-trained employees are also treated equally as trained employees, then the trained employee feels demotivated. According to Goldstein and Ford (2002: 125), in the case of promotion if non-trained and non-performers are treated equally as trained and good performers, then the latter group would obviously be demotivated. Under the needs theory, the trainees with a high level of achievement motivation (nAch) also are likely to achieve superior grades in learning as well as the transfer of learning, as they regard the grade and transfer performance as important for career success (Goldstein

& Ford, 2002: 126). Lin (2007: 117) opined that employees feel satisfaction when intangible and intrinsic rewards are given, which motivate them to transfer their learned KSA for ultimately obtaining the opportunities for career advancement. Therefore, organizational strategy linking transfer performance with career advancement is not a "one-shot" business; rather, organizations should institutionalize this strategy for effective transfer of training. Considering the theoretical base and empirical evidence, the perceived linkage of transfer performance with career advancement is presumed to be a strong predictor of the transfer of training.

2.6 Research Gap in the Literature

A management development program is a strategic type of intervention and the main purpose of management development is to create competitive advantage for the organization. However, counting the ultimate results of the transfer of training as only the "generalization" of learning and "maintaining the learning from training" over a period of time may not serve the strategic goals of management development. Tannenbaum (1997: 447) stated that more training interventions are not necessarily better but training could be an effective part of continuous learning. Moreover, according to him, in addition to quality, appropriateness, the supportiveness of the work environment and appropriate training policies and practices, it is the "continuous learning" that must be considered as one of the core issues and distal outcomes of program interventions (Tannenbaum, 1997: 447). According to Tannenbaum (1997: 448), it is the supervisor who can facilitate significantly the continuous learning of her/his under surveillance. First, the supervisor can contribute significantly to continuous learning by developing employees' competence directly and by clarifying the "big picture" of the organization; second, by ensuring effectiveness of training through his actions both before and after the program. Therefore, in defining "transfer," a good number of researchers, including Baldwin and Ford (1988: 63), have ignored the "zeal of continuous learning for self-development" as one of the components of the transfer of training.

It is generally assumed that management trainees that have learned more in training programs will perform comparatively better in the workplace; but Goldstein

and Ford (2002: 45) found that the interaction between learning intensity and the transfer climate was not significant. Rather, transfer climate is considered a potentially powerful tool that organizations should actively consider in creating a congenial transfer climate for facilitating training transfer (Baldwin & Ford, 1988: 45).

Sup (2007: 46) stated that previous studies concentrated, firstly, only on the validation of the measurement tools for the transfer climate; and secondly, the sub-variables included in those studies mainly concerned the participation in training. According to him, transfer happens after completion of training program and in the transfer process, the context and reality of the job situation in the workplace is very important. In his study, he included two sub-variables, the changeability of the organization and organizational rewards, as important predictors of the transfer process.

In most of cases scholars have ignored the issue of the type and nature of training interventions. Most of the studies considered the training program as homogeneous. This type of uni-pooler perspective engulfs a gap in understanding the specific problems of transfer regarding soft-skill-based training as in management or leadership development programs. The singular perspectives of researchers assumed that all training programs are the same and that this type of perspective has generated misguided findings in transfer research (Laker & Powell, 2011: 111).

Open and closed skills in training intervention are two important factors for learning as well as the transfer of training. The nature and feature of training has a significant influence on training delivery, learning, retention, and the utilization and maintenance of learning outcomes. In the transfer research and literature, the issues of open and closed skills are neglected and seldom discuss the nature of skills being taught in training programs (Blume et al., 2010: 1072).

Open-skill training is quite different from closed-skill training and it is such type of skills that are open, broad, diversified, and theoretical, and like general guidelines, applicable in frequently-changing situations. However, getting opportunity to apply learned open skills is a matter of chance and graduated participants may wait for the potential scope to use the trained principles, policies, and guidelines on the job (Blume et al., 2010: 1073). The graduated trainees with soft and open skills can enjoy

more autonomy regarding how and when they apply the learned guidelines, policies, and concepts to the job. Therefore, in the case of applying and transferring open skills on the job, the role of the supervisor has to be proactive and vigilant for sorting out and offering such opportunities (Blume et al., 2010:1073). In this connection, it can be assumed that supervisory support may differ in relation to transfer on the basis of the category of the trained skills.

Another perspective of open-skill training is that the trainees that are found to be more motivated to learn soft skills are likely to seek opportunities for applying those skills in the workplace, and to even mobilize peers' support in favor of their transfer initiatives. Therefore, the relationships of some predictor variables such as the motivation to learn, the motivation to transfer, post-training self-efficacy, and peer and supervisory support may vary in regard to the skill category (Blume et al., 2010: 1073). After conducting a meta-analysis on 89 studies on the transfer of training, Blume et al. (2010: 1095) finally concluded that future research on the transfer of training should include the nature and objectives of training in order to examine the moderating relationships for open- versus closed-skill training programs.

The transfer of training is not a piecemeal intervention; rather, it is an interlinked process of transforming learning outcomes into application. Transfer happens through a social process of interaction, support, complementary efforts, and reinforcement mechanisms (Laker & Powell, 2011: 116). Management development courses such as the ACAD and SSC are soft-skill based training and the support from supervisor is critical for application of those skills in the workplace. Since the supervisor has sufficient knowledge and experience with the soft skills in which under-surveillances have been trained, the supervisors often interfere with the new actions and initiatives of the trained officers, even sometimes creating barriers to the transfer of training. The feedback and evaluation criteria for successful outcomes of soft-skill transfer re almost always subjective in nature, and this is why Laker and Powell (2011: 116) opined that managers play a more critical role in the transference of soft skills than of hard skills. In many cases, this special role of the supervisor was not considered.

There is a significant research gap regarding soft-skill training in the transfer literature. Leadership and management development programs are completely

different types of programs consisting of interpersonal relationship, mixed forms of attitudes, strategic outlooks, and cognition and behavior to be developed effectively (Jackson & Bushe R, 2007: 982). Therefore, a common and singular view of transfer research irrespective of the category of the skill may not generate authentic results. As a result of singular views, the transfer research many times has generated misguiding findings and results.

Moreover, Salas, Milham and Bowers (2003) argued that in the case of soft-skill training, it is not only difficult to train but this type of skill also requires higher-graded cognitive ability, such types of skills are rapidly decay-able, and finally a more supportive environment for the effective transfer of training. Blume et al. (2010: 3-16) also opined that supervisor support for transfer of open skill training is more critical than that of closed-skill training. Since the managers of mid- and higher-level of organization are highly involved in strategic decision-making, innovation management, quality and productivity control, therefore, beyond the supportive role of supervisor, those are the perceived practices of organizational learning which are assumed as the critically essential for the long-term retention and utilization of the acquired KSAs.

Hunter-Johnson, (2012: 77) stated that there are limited numbers of studies that focus on the impacts of learning organizational practice and culture that promote the transfer of training at individual, team, and organizational levels. Hunter-Johnson, (2012) conducted research to explore the influence of the learning organization and work environment factors on the transfer of training. In her research, she followed mixed-method approaches for obtaining the answers to research questions. For getting answers concerning the level of influence of perceived practices of organizational learning on the transfer of training, she analyzed survey data using descriptive statistics only from where it was difficult to infer a correlation between the dependent and independent variables (Hunter-Johnson, 2012: 139). Furthermore, she did not propose any conceptual framework or theory supporting her model for her research (Hunter-Johnson, 2012: 80).

Tumendemberel (2013) studied the effects of individual characteristics, training design, and work environment on the transfer of training of civil servants in Mongolia using a slightly modified model of (Baldwin & Ford (1988). The study

suggests that for obtaining maximum benefits from the training, the sponsoring organization should have value-creating strategies (Tumendemberel, 2013: 181). All three major recommendations of the study indicate the crucial roles of training providing agency, the sponsoring organization, and other relevant stakeholders (Tumendemberel, 2013: 181). However, what is not addressed in the study is the specific role of the sponsoring organization for the effective transfer of training. The prime emphasis of the current study was given to the specific role of the sponsoring organization.

2.7 The Conceptual Framework

The conceptual framework for the current research was developed on the basis of the literature review in the foregoing section and an exhaustive review of transfer models. The following section is a review of transfer models.

2.7.1 Review of Existing Transfer Models

The transfer of training is one of the widely-discussed issues in the literature on strategic human resource development. Traditionally, it is seen as a horizontal and linear linkage between training and performance (Yamnill & McLean, 2001: 196). However, Weldy (2009: 61) describes it as a three-step process involving learning or acquiring KSAs from training, using those on the job, and finally maintaining those changed behaviors over a period of time. Similarly, training evaluation Guru Donald Kirkpatrick (1967, 1996, 2009) first described a four-step model of evaluating the effectiveness of training and development consisting of assessing feedback from the reaction level to the result level (from reaction to learning to behavior and to results). Though it is widely used in the evaluation of training, Kirkpatrick's model is criticized for its over-simplified technique which ignores contextual issues and is based on wrong assumptions concerning the casual linkages from one level to the preceding level and the incremental importance of information (Bates, 2004: 342). The limitations of Kirkpatrick's model have induced researchers of the HRD field to come up with alternative models for the transfer of training.

Baldwin and Ford in 1988, first categorized the factors influencing the transfer

of training as well as from the linkages of those three areas into a single model. The model is a horizontal but linear flow of the following three steps: (i) training inputs; (ii) training output; and (iii) the condition of transfer. In defining their model of the transfer of training, Baldwin and Ford (1988) did not create a linkage between learning and performance. Under their model of the transfer of training they considered learning as the "output" of management development programs and finally considered the "generalization and maintenance" of that learning over a period of time as the "outcome." However, a state of learning must not be completed unless and until it is utilized in the organization for enhancing the expected performance both at individual and organizational levels.

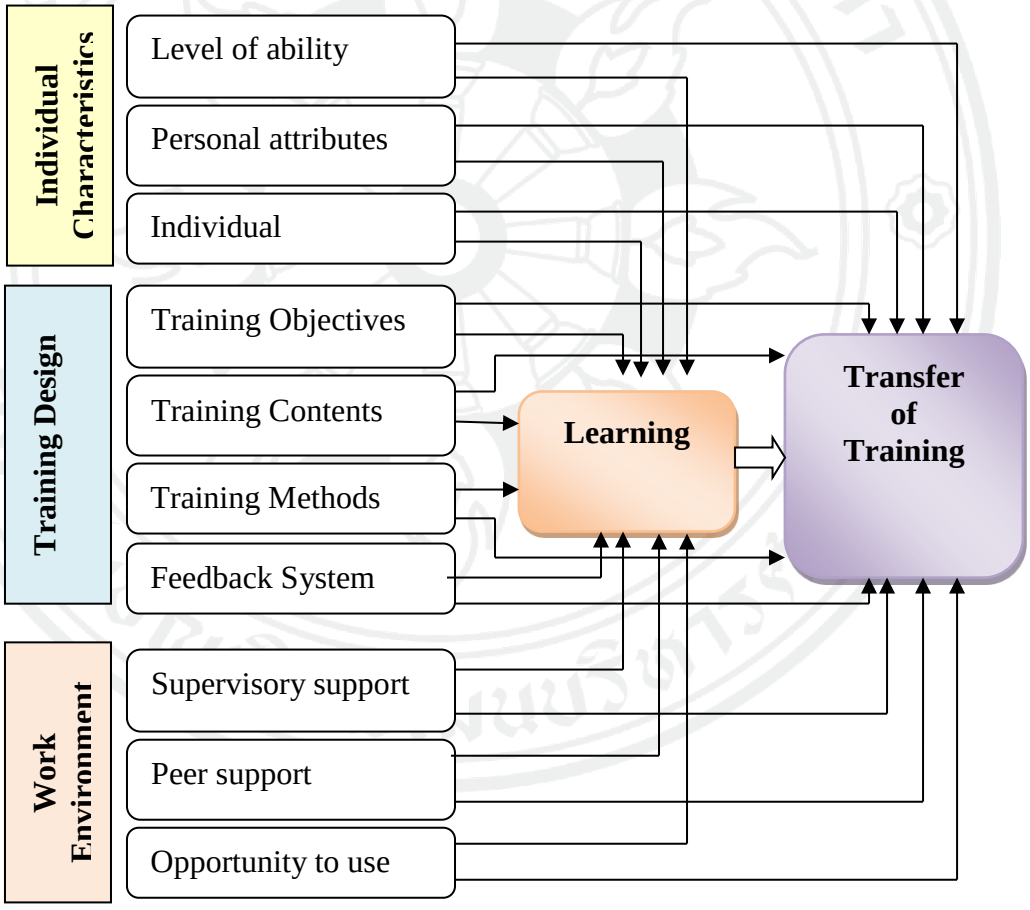

Figure 2.2 Model of Transfer of Training (Baldwin and Ford, 1988; Holton, 1996)

According to Holton, learning carries few values to the organization unless it is transformed into performance (Holton, 1996). For every sponsoring organization,

learning is obviously viewed as a means of achieving targeted individual performance. The ultimate outcome from training and management development program—what the sponsoring organization expects—is not just "some graduated masters' for the organization but 'some graduated masters" with correct attitudes and motivation to utilize those KSAs for improving performance in the organization. Learning has obvious importance in the training process but the sponsoring organization expects more tangible outcomes beyond the learnings and achievement of the intended program objectives. The importance of the achievement of learning objectives lie in the measurement of the success of program interventions as a primary output. Therefore, learning and fulfillment of program objectives are not just the end of the whole process; rather they create ultimate effects in the enhancement of expected performance on the job. Leaning is an internal process of the acquisition of needed KSAs and it can be measured even by applying various forms of achievement tests; but what is the justification of that mastery level of achievement unless and until it is manifested as increased performance on the job? Therefore, in evaluating the effectiveness of management development programs, emphasis should be given to individual and organizational performance as an outcome of the transfer of learning.

Holton's (1996, 2005) model hypothesizes three types of primary outcomes—learning, individual performance, and organizational results—which are regarded as the function of motivation (motivation to transfer, transfer effort to performance to outcomes), environment or transfer climate (feedback, peer support, supervisor support and openness to change, personal outcomes—positive, personal outcomes—negative and supervisor sanction) and ability (content validity, transfer design, personal capacity to transfer and opportunity to use). However, the motivation to transfer, from transfer effort to performance and performance to outcomes, has a direct influence and performance self-efficacy and learner readiness have a secondary influence on learning outcomes (HoltonIII, Bates, Seyler, & Carvalho, 1997). Finally, learning will lead to an increase in individual performance when the primary influences such as motivation to transfer, the training environment, and training design are found at appropriate levels (Yamnill & McLean, 2001: 21).

Kirwan and Birchall (2006) identified a couple of limitations in Holton's model of the transfer of training. First, this model describes only a sequence of

influences on the outcome of a particular learning event and does not exhibit any feedback loops. Second, the model does not explain the far-reaching consequences and possibilities of particular factors, for example, the acquisition of learning, which may enhance further motivation to learn. Third, Holton's as well as other successive models do not explain the possibility of interaction between the factors of the same type; for example, the model does not explain whether there is a relation among the factors such as peer support, supervisory support, allowing innovation and sharing knowledge in the organization. Fourth, the model does not explain how the factors affect the transfer of training; rather, it explains only the guiding role of the factors, not the real examination of the effects of the factors (Kirwan & Birchall, 2006: 257).

Other than the models given by Baldwin and Ford (1988) and (Holton (1996), there are a couple of transfer models that have also attracted the attention of transfer researchers. Thayer and Teachout (1995) developed a model based on the findings of previous studies. Subsequently, Machin and Fogarty (2004) developed a transfer model following Thayer and Teachout (1995), with a small modification. Kontoghiorghes (2002) developed a system model, giving emphasis to the socio-technical system (STS) and total quality management Hunter-Johnson (2012: 37-41). None of the three models is basically very different from Baldwin and Ford's. However, Kontoghiorghes (2002) gave emphasis to the assessment of the individual's transfer performance in an organizational environment where transfer opportunity is conducive and there is the practice of continuous learning (Hunter-Johnson, 2012: 41).

After reviewing the existing models of the transfer of training, it is evident that the transfer model of Baldwin and Ford (1988) is the basic one. However, the forgoing review of the literature also suggests that there is enough scope to expand the horizon of the model, including the perceived practices of organizational learning as important predictors of the transfer of training.

2.7.2 Proposed Transfer Model for the Current Research

A management development program is quite different from job-specific but skill-based typical training programs. Moreover, there are some special difficulties also found in developing the capacity of the managerial staff of an organization through management development programs. The outcomes of management

development programs are not easy to translate or transfer into an improved performance in the workplace. Kirwan and Birchall (2006: 2) opined that among the models of the transfer of training few are perfectly tested or found to be suitable for studying in management training context. The proposed model considered the issues of “soft vs. open skills”, “long-term effects of learning utilization”, “far-reaching impacts of transfer”, and "social support and learning organizational practices”.

However, in developing the provisional theoretical model of the current research, the following assumptions were taken into consideration:

1) Individual characteristics; for example, post-training self-efficacy and post-training motivation to transfer have a direct influence on the post-program transfer of training.

2) The training design (program objectives, training contents, method and feedback) has a direct influence on learning but as those are fixed and constant for the whole process; therefore, they have no direct influence on the transfer of training. Tumendemberel (2013: 53) also proved that training feedback and instructional methods have no significant influence on the transfer of training. Moreover, according to Baldwin and Ford (1988) training content has a direct influence on learning but an indirect influence on the transfer of learning.

3) The study also assumes that individual characteristics, work conditions, and perceived the practices of organizational learning have a direct influence on the post-program transfer of training, which is under the third level (change in behavior) evaluation of Kirkpatrick (1998) model.

4) The effectiveness of the training design, delivery methods, and learning achievements of the program are generally evaluated using the two primary levels of Kirkpatrick and Kirkpatrick (2005) evaluation model (reaction and learning levels) by the training-providing institute immediately after completion of the program, which are not directly related to the current study.

5) In Bangladesh contexts, the Ministry of Public Administration allocates the budgets for the two management development programs. Therefore, the current study has undertaken behalf of sponsoring organization (the MoPA) and concern of sponsoring organization (the MoPA) is to assess how far the trained employees are utilizing and retaining their learning on the job for the enhancement of their

performance. The current study focuses on the behavioral level (3rd level) of Kirkpatrick's model (Figure 2.3).

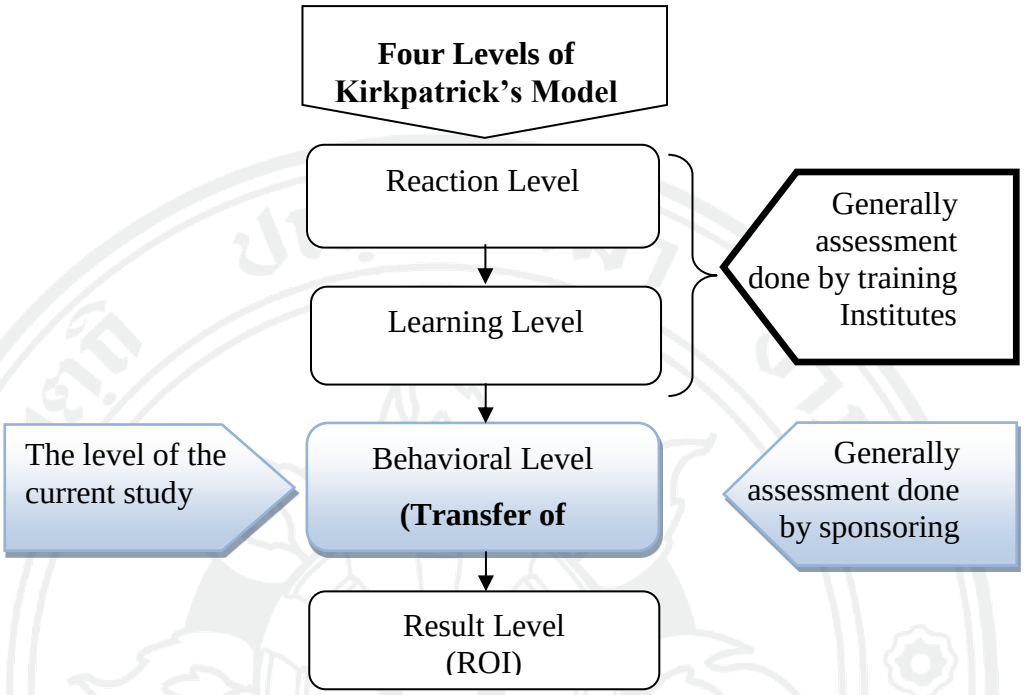

Figure 2.3 Level of evaluation of the current study

Considering the above assumptions and convictions obtained from the literature review, the following transfer model (figure 2.5) has been proposed for the current study.

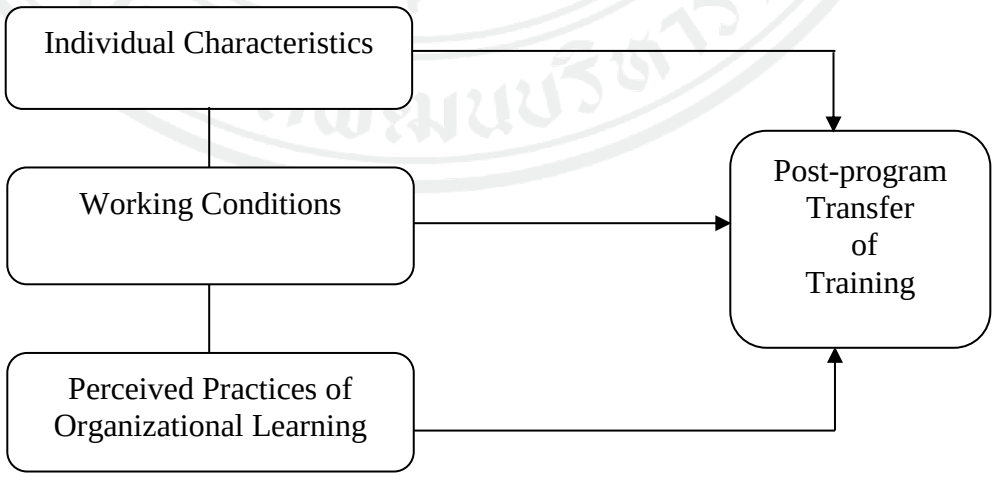

Figure 2.4 Proposed Model for Studying the Post-Training Transfer of Training

In the proposed model, individual characteristics, work conditions, and the perceived practices of organizational learning are taken as the predicting factors of the post-program transfer of training. Specifically, predictors such as "post-training self-efficacy" and "post-training motivation to transfer" constructed the factor "individual characteristics" and predictors such as "supervisory support", "peer-support" and "opportunity to use" constructed the factor "work condition". The variables such as

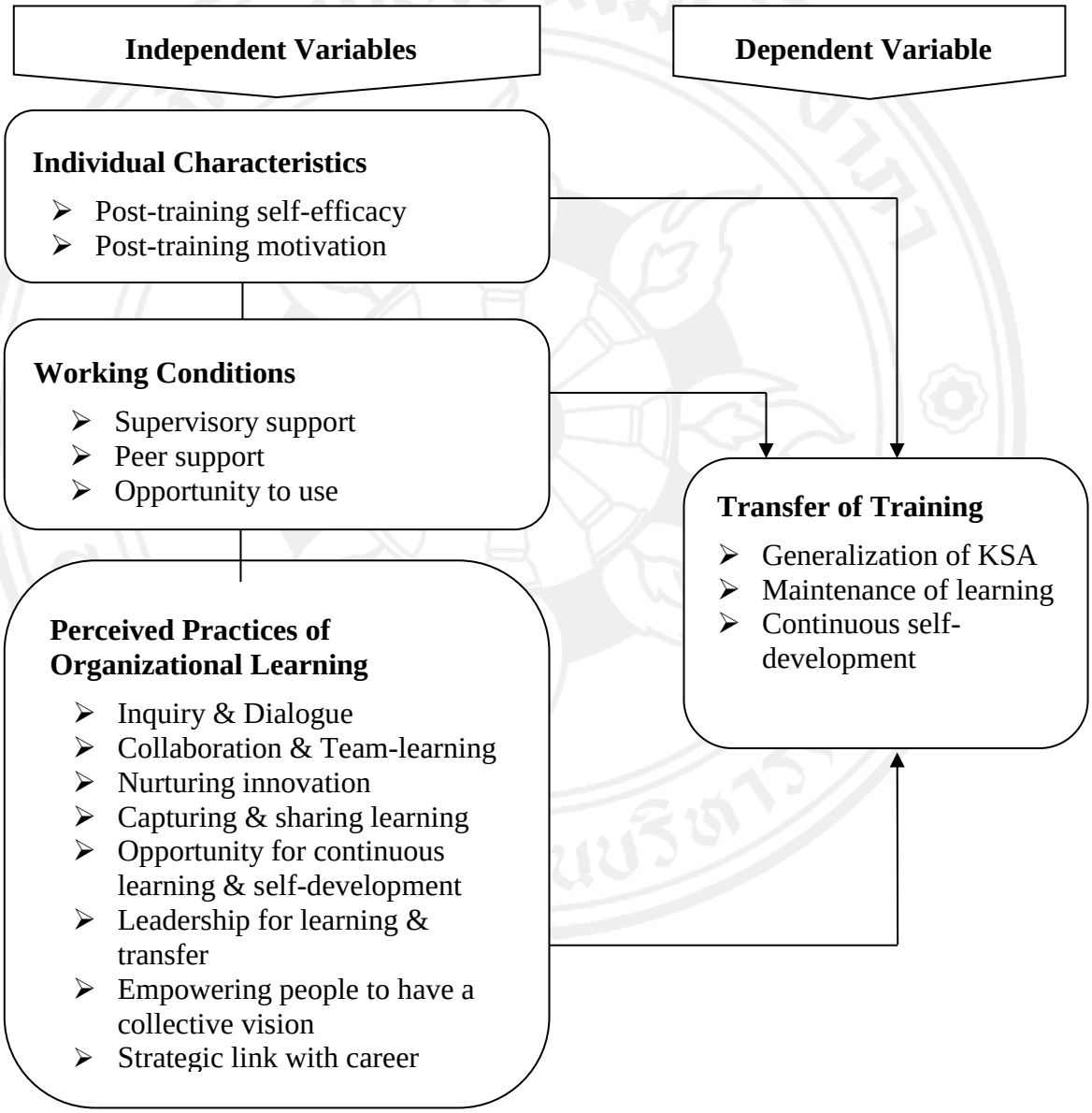

Figure 2.5 The Conceptual Framework (Dependent and Independent Variables)

perceived "inquiry and dialogue", "collaboration and team-learning", "nurturing innovation", "capturing and sharing new learning", "opportunity for

continuous learning and self-development", "leadership for learning and transfer", "empowering people to have a collective vision" and "strategic link with career development" constructed the factor-perceived practices of organizational learning. The variables "generalization of KSAs", "maintenance of learning" and "continuous self-development" constructed the dependent variable "transfer of training".

From the provisional model for the transfer of training, the following dependent and independent variables have been specified.

2.8 Hypotheses

On the basis of literature review and conceptual framework, the following four hypotheses have been proposed to test the transfer of training model:

H1: There is a positive influence of individual characteristics such as "post-training individual motivation" and "post-training self-efficacy" on the post-program transfer of training.

H2: There is a positive influence of the work condition, such as 'peer support', 'supervisory support' and 'opportunity to use," on the level of the post-program transfer of training.

H3: There is a positive influence of the perceived practices of organizational learning, such as "promoting inquiry and dialogue", "collaboration and team-learning", "nurturing innovation", "capturing and sharing new learning", "opportunity for continuous learning", "leadership role for learning", "empowering people to have a shared vision", and "strategic link with career development" on the post-program transfer of training.

H4: There is a positive influence of "individual characteristics", "work condition" and the "perceived practices of organizational learning" on the post-program transfer of training.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

3.1 Methodology

The research was employed following mixed methods. Data were collected and analyzed using both qualitative and quantitative methods for getting proper interpretation. Creswell (2009) defined mixed methods as "There is more insight to be gained from the combination of both qualitative and quantitative research than either form by itself. Their combined use provides an expanded understanding of research problems" (Creswell, 2009: 203). There is a good deal of logic behind the employment of mixed methods in social research. First, each form of method has some limitations. Employing mixed methods comprising qualitative and quantitative may help reduce the weaknesses of each method. There is a scope to integrate both qualitative and quantitative data for combining, comparing, and complementing gaps of either form of data. Second, the interpretation of statistical analysis using quantitative data can be further expanded for exploring facts or understanding the phenomena. Third, there is a scope to collect follow-up data after the quantitative analysis with in-depth interviews or focus-group discussions. It is thus a process of connecting the quantitative phase to the qualitative phase for generating a complete sense of interpretations. Holton III, and Burnett (2005:30) opined that both the qualitative and quantitative methods are valuable but they are found more powerful when used together.

In the current research, a triangulated mixed method has been employed to collect both types of data simultaneously. According to Creswell and Creswell (2005: 320), this type of triangulation helps the researcher to make comparisons between heavily-contextualized qualitative data and heavily-normative quantitative data. Thus, both types of techniques were administered to obtain qualitative and quantitative data

to perform the current study, which helped with the explanation and interpretation for more reliable and valid.

3.1.1 The Unit of Analysis

This study concerns the influence of individual characteristics, the work environment, and learning organizational practices on the post-program transfer of management development programs of the members of the Bangladesh Civil Service. Naturally, the unit of analysis is individual—the graduated participants of the management development programs. For collecting quantitative data, a survey was conducted through a self-reporting questionnaire with the graduated participants of the two management development programs. The qualitative data were collected from individuals such as secretaries, additional secretaries, joint secretaries, the DGs of directorates and heads of different divisions and departments by conducting in-depth interviews. Moreover, in order to cover the 360-degree coverage of stakeholders 6 FDGs were conducted with the subordinates, peer groups, and expert trainers. A detailed description of the recruitment of the participants for the interviews, FGDs, and the survey is illustrated in section 3.5.

In the following sections, sampling techniques, operational definitions, the measurements and instruments of measurements, validity and reliability, the data collection procedure, the data analysis procedure, data screening and the techniques of the data analysis of the quantitative part are described. Moreover, the recruitment of the participants, the techniques of the data collection, and the techniques of the qualitative data analysis are described in the next sections.

3.2 Designing the Quantitative Part of the Study

The study is based on mixed methods, employing both qualitative and quantitative techniques. Every method has strengths and weaknesses. Generally, the method of any research is selected considering the sample size, the nature and complexity of the research problem and purpose, and future implications of the study undertaken. According to Holton III and Burnett (2005: 30), HRD researchers used to follow both methods but traditionally, the quantitative method contributed a

substantial part of HRD research.

In social science research, a scientifically-valid and theoretically-reliable method is important for drawing a conclusion. Quantitative research generally embarks on its journey with either established or proposed theories, which leads to specific hypotheses for testing by using established quantitative instruments. It is, thus, a rigorous process of describing, analysing, and predicting a phenomenon of interest using numerical data randomly sampled from a large population (Pant, 2009). According to Curtis and Curtis (2011: 11) quantitative research begins with a theory or hypothesis about the relationship between and among the variables; at the same time, it needs to test the proposition across a number of cases generally drawn by the sampling from a large number of population. In the following section, a detailed description of the sampling process, operational definitions, the measurements and instruments of measurement, and the validity and reliability and techniques of the data analysis re illustrated.

3.2.1 Sample Design

Every survey research is based on collecting and analysing certain variables to be collected from individual cases. Therefore, in the process of quantitative research, one of the most important aspects is ascertaining the unit of analysis as well as applying the proper technique for drawing a sample from the population. A detailed description of the sampling technique for the quantitative part of the study is illustrated below.

3.2.1.1 Population

There are two main techniques for obtaining a sample from a population: probability and non-probability sampling. For the current study, a non-probabilistic sampling technique was followed by considering the characteristics, availability, and access of the respondents. The study concerns the influence of the individual characteristics and organizational environment in the post-program transfer of training of management development programs of the Civil Servants of Bangladesh. Therefore, apparently, a full gamut of the Bangladesh Civil Service would be under the population of the study, but for this study the scope of the population was narrowed to the graduated participants of management development

programs such as the ACAD and SSC. As a result, specifically, the population of the study is the whole number of Deputy Secretaries and Joint Secretaries of the Bangladesh Civil Service that have completed either of the management development courses, ACAD or the SSC.

Table 3.1 Population Size and Sample Frame

Designations	Number of officers (Population)	Sampling frame		Total graduates under sampling frame
		ACAD graduates	ACAD & SSC graduates	
Joint Secretary	881	-	387	387
Deputy Secretary	1,296	719	-	719
Total	**2,177**	**719**	**387**	**1,106**

Source: PACC of Ministry of Public Administration, the 27th April 2016

At present, the total number of the joint secretary and deputy secretary are 2,177, which is considered the population of the study. Almost all of them are working in different ministries and in local-level (district) administrations. According to information given by the PACC of the Ministry of Public Administration, the number of graduates that attended either the ACAD or SSC or both courses was 1,106. Therefore, for the current study, the number of graduates that are in the sampling frame is 1,106.

3.2.1.2 Determining Sample Size and Frame

In a quantitative study, selecting a representative sample is crucial for achieving reliable and valid results. For the quantitative part of the study, the sampled population was drawn purposively from the graduated participants of the ACAD and SSC. The characteristics of the respondents and the nature of the study lead to purposive sampling. Since the study was evaluative in nature and the main problem was to assess the influence of individual characteristics, work environment and learning organizational practices on the transfer of training of graduated participants of the management development program, the sample size was determined by

following the cohorts of graduated trainees. Scholars have differences of opinion in determining a credible size sample from a population. Cooper and Schindler (2003) affirmed that if the drawn sample size exceeds five percent of the total population it also is possible to reduce the sampled number without compromising the level of precision (quoted in Thapa, 2013: 72). Moreover, Roscoe (1975) contended that in the case of multivariate study, as with multiple regression analysis, the sample size can be even 10 times the number of variables to be studied (Roscoe, 1975; Cooper & Schindler, 2003; quoted in Thapa, 2013: 72). The number of variables studied in the study is 19, so the minimum sample size, according to Roscoe (1975) is 190 (19*10). Again, according to Cooper and Schindler (2003) (quoted in Thapa, 2013: 72), the maximum sample size for the current study is 55 (5% of 1,106). Therefore, considering the attributes of the respondents and criteria given by the above-mentioned experts, the sample size of the study was determined to be 225.

In order to select a representative sample size for the study, 115 SSC graduates and 110 ACAD graduates were selected from the population as respondents. There are a good number of senior Joint Secretaries that have participated in the SSC course for about 15 years and similarly there are some Deputy Secretaries that had undergone the ACAD course at least 10 years ago and most of them were superseded by juniors in promotion and remained “out of desk” for a long time. Therefore, in selecting the respondents for the study the senior but superseded officers were purposively avoided and the recently graduated 225 participants of the two management development courses were included. The graduated participants from the 97th to the 100th ACAD courses and from the 71st to the 67th SSC courses were included purposively in the sample frame as respondents for the study (APPENDIX A). All of them were successfully graduated within the period of 16/09/2014 to 17/06/2015.

3.2.2 Operational Definitions

There is a difference between conceptual and operational definitions. Conceptual definitions are generalized and more academic, and are universally accepted. In the other hand, operational definitions are very much contextual and customized versions of the definitions for operationalizing a particular research. It

provides a clear definition of variables, the measurement process and the scope of meaning. An operational definition helps in selecting appropriate measurement techniques—the way it could be measured as well as shows how far it is different from the conceptual meaning. The operational definitions of relevant variables and corresponding items for the current research are illustrated in Table 3.2

Table 3.2 Operational definitions and corresponding items

Features	**Definitions of Variables/Factors/Items**
Variable	Post-training Motivation to Transfer
Definition	Conceptually, motivation is the passion and persistence of an individual towards his assigned job. For the current study, post-training motivation is the self-propelling force and spontaneity of the graduated participants of the ACAD and SSC to transfer learned KSAs on the job.
Corresponding Items	1) I get excited when I plan to utilize acquired knowledge and skills in my current job. 2) My job performance improves when I apply my new knowledge and skills that I have learned from the training program. 3) I feel encouraged when I experience improved job-performance. 4) I like to get such types of rewards for my improved performance, which is worthwhile to me.
Variable	Post-training Self-efficacy
Definition	Conceptually, self-efficacy is the general belief and confidence of the individual in his/her own capability and capacity to perform an assigned job (Bandura, 1982; Noe, 2008). For the current study, post-training self-efficacy means the self-belief, readiness, and confidence of the graduated participants of the SSC and ACAD obtained from the management development programs that can be utilized and maintained for the improvement of performance on the job.

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable	Post-training Self-efficacy
Corresponding Items	1) I am confident enough in my ability to apply newly-learned knowledge and skills. 2) I have time, energy. and mental space to utilize my learning in the workplace. 3) I get expected rewards when I transfer my newly-learned knowledge and skill.
Variable:	Supervisory Support
Definition:	Literally, it is the support, encouragement, and reinforcement efforts extended by the supervisor to the people under him/her for encouraging the transfer of training on the job (Martin, 2010). For the current study, it is the positive attitudes, encouragement, and reinforcement activities of the controlling officer (supervisor) of the graduated trainees of the ACAD and SSC for expediting post-training utilization and maintenance of the learned KSA on the job.
Corresponding Items	1) My supervisor sets performance targets for me to utilize the knowledge and skills learned from the training program. 2) My supervisor pays attention to the issues (knowledge and skills) I have learnt from the training program. 3) My supervisor pays attention to how I apply the learned knowledge and skills in my job. 4) My supervisor discussed the contents and topics of the program after my return from the training program. 5) My supervisor allows me to meet with him to discuss how to apply new learning in my job.

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable	Supervisory Support
Corresponding Items	6) My supervisor supports me in solving the problems encountered while applying the new learning. 7) My supervisor recognizes me when I successfully apply my new learning in my job. 8) My supervisor provides moral support for my initiatives in using my newly-learned knowledge and skills. 9) My supervisor approves of my innovations and nurses those innovations while I am on the job. 10) My supervisor rewards me for utilizing new ideas acquired from the program.
Variable	Peer Support
Definition	Conceptually, peer support includes joint efforts to identify opportunities and implement learned KSAs, facing jointly adverse situations for application as well as appreciation by peers for applying and maintaining new KSAs on the job (Coestsee et al., 2006). For the current study, it is the agreement, cooperation, and encouragement extended to the graduated trainees of the ACAD and SSC by their colleagues (subordinates and co-workers) for the utilization of the learned KSAs on the job.
Corresponding Items	1) My co-workers encourage me to learn new knowledge and skills from the training program. 2) The experienced co-workers of my section/branch/wing/group are supportive of me when I use new learning on the job. 3) My colleagues discussed the contents and topics of the program after my return from the training program

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable	Peer Support
Corresponding Items	4) My colleagues accept and encourage new ideas (learned from programs) shared by me. 5) My colleagues jointly (with me) identify opportunities to apply new knowledge and skills. 6) My colleagues actively participate with me when I apply new knowledge and skills acquired in the training. 7) My colleagues show tolerance with difficulties associated with applying new learning. 8) My co-workers generally prefer to use new ways of doing things learned in the training rather than using existing traditional methods.
Variable	Opportunity to Use
Definition	Conceptually, it is the extent to which a graduated trainee is provided with necessary logistic support, relevant tasks and all sorts of material and moral support from the organization (Holton III & Baldwin, 2003: 67). For the current study, it is the physical and non-physical facilities and logistic support, including placement to the right job at the right time, for the graduated trainees of the ACAD and SSC for optimum utilization and maintenance of the learned KSAs on the job.
Corresponding Items	1) I have been placed in the right job so I can get opportunities to utilize my acquired knowledge and skills. 2) At my work, I have enough access to logistic support (equipment, information, materials, budget, and supplies) to help me apply the new knowledge and skills that I have acquired from the training program.

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Corresponding Items	3) My overall work environment is favorable for the utilization of the knowledge and skills I learned from the training program. 4) My performance feedback system (ACR system) is favorable for new initiatives to use the learned knowledge and skills. 5) If I show my capacity and interest to train my subordinates and colleagues, it is reflected in my Annual Confidential Report. 6) I get necessary administrative/managerial support for "selling" and sharing my new ideas and initiative in my organization. 7) I get the necessary logistic support (such as funds, a vehicle, technology, etc.) for implementing new initiatives.
Variable	Inquiry and Dialogue
Definition	Conceptually, it is a situation of allowing open dialogue, questioning and inquiry, trial and error, and even risk-taking as a part of the organizational learning process for leveraging creative ideas for prudent decision-making (Velada et al., 2009). For the current study, it is one of the practices in the organizational learning process where decision-making is taken after sharing knowledge and experience through detailed inquiry and dialogue among the employees.
Corresponding Items	1) My organization is open to providing feedback on my performance of transfer of training (applying and maintaining new knowledge and skills). 2) My organization often asks what others think (in meetings and dialogue sessions) before taking a particular decision. 3) My organization allows for experiment, trial and error, and embraces new ideas.
Variable	Collaboration & Team-learning

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable:	Collaboration & Team-learning
Definition:	Conceptually team-learning is a pattern of working and learning collectively and mutually to develop the organizational capacity to achieve common goals (Marsick & Watkins, 2003). For the current study, those are the practices of the organizational learning process where the organizational environment is made ready for mutual learning, team-learning, and collaborative-learning so that the graduated trainees can transfer their learned KSAs in the organization.
Corresponding Items	1) My organization is liberal enough to allow our team to ascertain our performance goals by ourselves. 2) My organization allows mutual learning and collective effort for applying new learning. 3) My organization allows for diverse perspectives of learning new things and applies them collectively. 4) My organization is ready to act on the recommendations and information placed by its members.
Variable	Nurturing innovation
Definition	Conceptually, it is the situation of a creative climate that facilitates innovation and creativity in the organization for enhancing distinct capacity, outcomes. and productivity (Bates & Khasawneh, 2005). For the current study, it is the practice of the organizational learning process where every innovative initiative of the graduated participants is encouraged, nourished, and scaled-up.
Corresponding Items	1) My organization encourages me about my new ideas and creative thinking learned from the training. 2) My organization approves my innovation; nurses and scales up those innovation for better service delivery.

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable	Nurturing innovation
Corresponding Items	3) My organization rewards me for utilizing my new ideas and innovation acquired from the training program.
Variable	System for capturing and sharing new learning
Definition	This dimension of the organization is defined as an integrated system of capturing, preserving, and sharing of learned knowledge and skills for utilization in the workplace (Marsick & Watkins, 2003). For the current study, it is the featuring practice of organizational learning process where the organization encourages and ensures capturing, preserving and sharing of new learning put up by graduated trainees of the organization.
Corresponding Items	1) My organization learns new ideas from newly trained employees for better service delivery 2) My organization creates system for recognizing and capturing new learning for better service delivery 3) My organization makes repository (like database) of new ideas captured from newly trained employees and applies those ideas for better service delivery
Variable	Opportunity to continuous learning and self-development
Definition	It is such types of environments where a learning organization facilitates the practices of continuous learning that encourages people to learn and develop themselves consistently (Goldstein & Ford, 2002). For this study, it is one of the featuring practices of the learning organization where graduated trainees are provided with the opportunity for continuous learning and self-development.

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable	Opportunity for continuous learning and self-development
Corresponding Items	1) My organization facilitates mutual learning (encouraging and helping each other to learn). 2) My organization spends sufficient time and resources to facilitate learning as well as sharing that learning for decision-making. 3) My organization rewards for continuous learning as in for example the executive MBA, diploma. and other training courses.
Variable	Leadership for Learning and Transfer
Definition	Conceptually, it is the roles of the top management of the organization where juniors are mentored, guided, and assisted for the learning and the transfer of the acquired KSAs (Noe, R, 2013). For this study, it is the leadership roles of the apex management of the organization where the graduated trainees of management development programs are guided, mentored, and helped to achieve continuous learning and the transfer of learned KSAs on the job.
Corresponding Items	1) The top management of my organization provides mentoring/coaching to me for learning and transfer. 2) The top management of my organization creates opportunities for learning new things and application thereof. 3) The top management of my organization takes consistent actions for learning, applying, and rewarding for transfer performance.
Variable	Creating Vision for Learning
Definition	Conceptually, it is the shared vision which is beyond “the articulated vision statement;” rather it is a self-grown and self-motivated sense of purpose and commitment for engaging oneself in continuous earning and sharing in one’s organization (Senge, 1990; Marsick & Watkins, 2003).

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable	Creating Vision for Learning
Definition	For this study, it is the situation where the graduated participants are recognized and appreciated for creating a shared vision for learning and implementation for enhancing the performance of the organization.
Corresponding Items	1) My organization recognizes me for taking initiatives for learning and the transfer of that learning on the job. 2) My organization supplies the necessary resources for learning and development as well as for transfer initiatives. 3) My organization creates enough space for learning and creating a sense of purpose for achieving a shared vision.
Variable	Strategic Link with Career
Definition	Conceptually, it is the practice of the organizational learning process where there is a minimum provision of linking training, learning and transfer performance with career advancement for motivating people for continuous learning and development (Goldstein & Ford, 2002). For this study, it is assumed that the public organizations of Bangladesh would make provisions for strategically linking training, learning, and transfer performances with such HR practices as promotion and placement.
Corresponding Items	1) My organization establishes a mechanism for evaluating and assessing learning and transfer performance. 2) My organization rewards for innovation and new ways of doing things. 3) My organization links the overall performance of training and transfer to career advancement aspects.

Table 3.2 (Continued)

Features	**Definitions of Variables/Factors/Items**
Variable:	Strategic Link with Career
Corresponding Items	4) I feel encouraged to use and maintain my learned KSAs when I see my organization link transfer performance to career advancement (promotion and placement).
Variable	Generalization of Learning
Definition	Conceptually, it is the extent to which the acquired KSAs are applied to different settings, situations, and people trained (Blume et al., 2010: 1067). For this study, it is one of the components of the transfer outcome, which means the graduated participants are capable enough to utilize the acquired KSAs in different situations and contexts of the organization for taking prudent decisions.
Items	1) I apply what I have been instructed in the training program by changing the traditional ways of performing on the job. 2) I perform better in the job by using new learning from the training program and am ready to take higher responsibilities. 3) I confidently use my newly-learned knowledge and skills in similar situations as I have been taught in the training programs. 4) I confidently use my knowledge and skills in decision-making even in different situations.
Variable	Maintenance of Learning
Definition	Conceptually, it is the extent to which the changed behaviors that result from a learning experience sustained over time (Blume et al., 2010: 1067). For this study, it is considered as one of the components of transfer outcomes, which means that the improved behavior of the graduated participants persists over a reasonable period of time.

Table 3.2 (Continued)

Features	Definitions of Variables/Factors/Items
Variable	Maintenance of Learning
Items	1) I share new ideas and learning with my colleagues acquired from the training program. 2) I devise new ways of doing things and innovate service delivery for better performance of the organization. 3) I feel interested in retaining and maintaining the new learning form training program throughout my career. 4) The new learning helps me to perform in a better way and thus enhances organizational performance.
Variable	Zeal for continuous self-development
Definition	Conceptually, it is the self-propelling force of the graduated participant which creates zeal for continuous self-development and the refreshment of the acquired learning (Goldstein & Ford, 2002) from the management development programs. For this study, it is the zeal of the graduated participants for continuous self-development earned from the attended program.
Corresponding Items	1) The learning and understanding of the training program encourage me to continue life-long self-development. 2) Now (immediately after completion of the program), I am used to acquiring new knowledge and skills continuously for facing complex situations on the job. 3) I already plan to complete more management development training or executive education (like executive MBA, Master, and Diploma, etc.) for my self-development.

3.2.3 Measurement and Instruments of Measurement

In social science research, the term “construct” refers to a conceptual idea which is not possible to observe directly or indirectly. In order to clarify a phenomenon of theoretical interest, it is generally measured by quantifying the degree

of agreement of a respondent about the particular construct. The constructs are measured by applying survey questions—normally self-administered. Before selecting the constructs for the current study, a rigorous review of the literature was done. On the basis of provisional constructs, a pre-test survey was administered and on the basis of the results of the Cronbach alpha the scale was finalised. The wording of the questionnaire and the scale of measurement has been revised as per the comments obtained from the respondents of the pre-test survey. The following section describes the measurement of constructs, scale construction, and issues of the validity and reliability of the measurements.

3.2.3.1 Scale Construction

Formulating a valid and reliable scale for measuring constructs is a challenging job for every researcher of social science. Before formulating a measurement scale, the researcher must consider the context of the study, the nature of the constructs, the profile of the respondents, and the analytical tools and issues of the data management. Since the study is about the behavioral aspects of human resource development and measuring the influence of some predicted behaviors on outcome behaviors, the best-fit measurement scale for conducting the survey was a Likert scale. According to Cook (1980), among the various measurement scales, the Likert scale is the most commonly used in survey research. For the current study, other than demographic information, a seven-point Likert scale was used for measuring every item under both types of constructions—predicted and outcome.

There is a debate concerning the number of option points in a Likert scale. Some researchers (Lee, Jones, Mineyama, & Zhang, 2002:1) empirically proved that it is a matter of cultural difference in preferring odd or even-number response choices. The Japanese prefer it when there are seven points of choices, while the Americans and Chinese prefer four-point choices.

The Likert-type scale was invented for providing a full range of possible alternatives. (Malhotra, 2006: 187-188) opined that the Likert-type scale was originally a balanced rating scale with an odd number of categories including a neutral point at the middle. The researchers of the field of social sciences are divided in their opinion about the number of choices in a Likert-type scale. Champney and Marshall (1939) reported that the practice of limiting rating scales to five or seven

may often generate inaccurate results (quoted in Matell & Jacoby, 1971: 658). Another group (Jahoda, Deutsch, and Cook, 1951; Ferguson, 1941, quoted in Matell & Jacoby, 1971: 658) has opined that the reliability of the scale increases if the alternatives of the responses increase. Symonds (1924) strongly takes a position in favor of the 7-point scale (quoted in Matell & Jacoby, 1971: 658). However, Matell and Jacoby, (1971: 666) empirically tested the validity and reliability of the Likert scale in terms of number of the scale points and concluded that both reliability and validity are independent of the number of scale points. Moreover, Johns, (2010: 11) arguably takes the position in favor of an odd number of points. He argued that Likert himself included a neutral midpoint labeled as "undecided". Johns, (2010: 11) also strongly opined that data from a Likert scale become comparatively less accurate when the points of choices drop below five or goes above seven.

(Malhotra, 2006: 187) strongly contends that the appropriate number of categories should be seven or minus two. He opined that a good number of respondents may not have any opinion or other reasons to disclose the opinion, therefore, the researcher should not force the respondent to grant either type (agree or disagree) of opinion. Croasmun and Ostrom (2011: 20) contended that researchers such as Cohen, Manion, and Morrison (2011: 209) prefer a scale with 7-point choices. They added that a scale with more than 7-point choices would not add any significant level of reliability. Hinkin (2005) also takes the position in favor of using a seven-point Likert scale with a neutral mid-point or a "does not apply" option for survey research. Considering the analysis given above, a 7-point Likert scale was used in developing the questionnaires for the study.

Moreover, Croasmun & Ostrom (2011: 20) opined that the testing of the reliability of the data using the Cronbach alpha is essential for the data collected using a Likert scale. According to (Pallant, 2010: 6), the Cronbach alpha measures the internal consistency of relevant items under a construct that really measures all of the attributes of that construct. The alpha value ranges from 0 to 1, but nearest to 1 indicates better consistency of the scale reliability. Therefore, after receiving data from the pre-test, the reliability of the scale was tested using the Cronbach alpha.

On the basis of argument placed in the above section, the survey questionnaire was formulated using a 7-point Likert scale with the denominations of 1

is for “strongly disagree”, 2 is for “disagree”, 3 is for “moderately disagree”, 4 is for “neither agree nor disagree”, 5 is for “moderately agree”, 6 is for “agree” and 7 is for “strongly agree” for measuring each item (APPENDIX B).

3.2.4 Validity and Reliability

The study has been cautiously operationalized in order to achieve valid and reliable results at the stage of the data analysis. The manner of testing for the validity and reliability of the study is described below.

3.2.4.1 Validity

Validity is concerned with the coverage of the concepts to be measured. It refers to the extent to which a research assignment assesses the all-around concept that a researcher is endeavoring to measure. It is not only about the issue of accuracy; rather, it wants to see whether the coverage of the concept undertaken to measure is sufficient or not. It is thus the rate of success in measuring what a study embarks to measure. According to Babbie (2008: 160), it is “a term describing a measure that accurately reflects the concept it is intended to measure.” In other words, it is the conceptual clarification of the research instrument that accurately and sufficiently describes the concept it is targeted to measure. Two types of validities were imperative for the current study, i.e. content validity and construct validity.

Content validity is the process of making a rational judgment by a researcher for checking and ensuring that the items delineated are conceptually and operationally sufficient to explain and measure each construct. According to Babbie, (2008: 161), it “refers to how much a measure covers the range of meaning included within a concept.” In order to obtain an acceptable level of content validity, a comprehensive literature review has been done in the second chapter covering the conceptual as well as the empirical literature. The conceptual and operational definitions, including corresponding items, were empirically and theoretically supported by the relevant literature. Secondly, the validity of the content was obtained after adjustment from the recommendations and observations from the prospective respondents of the pre-test survey using provisional questionnaires. Thirdly, before developing the operational definitions, outlining the corresponding items and the ascertaining the measurement scales, two widely-accepted survey instruments, the

Learning Transfer System Inventory (LTSI) of Holton III et al. (1997) and the Dimensions of Learning Organization Questionnaires (DLOQ) of Marsick and Watkins (2003) were consulted exhaustively. A good number of measurement items were included in this research from the LTSI and the DLOQ after the required modification and customization. Finally, the questionnaires were validated by the panel of HRD experts of the Graduate School of Public Administration of the National Institute of Development Administration, Bangkok, Thailand after presentation of the proposal defense. The panel was headed by the learned Advisor of Ph.D. research, Professor Nisada Wedchayanon, Ph.D., including 3 more subject matter specialists. The panel approved the questionnaire with 69 items under 16 variables for measuring using a 7-point Likert scale (APPENDIX B).

Construct validity is another type of validity that is considered for valid and credible study. The core of construct validity is to ensure that the corresponding items of the operational definitions actually measure the construct that is planned to measure. According to Nachmias (1979), it involves relating to evaluate whether the concepts and theoretical assumptions behind the research framework are enough to justify rationally the framework being proposed for the study. For ensuring an acceptable level of validity for the proposed conceptual framework, the relevant theories, models, and assumptions of the transfer of training were reviewed exhaustively and intensively. The proposed theoretical framework was strongly supported by the training evaluation theory of Kirkpatrick and Kirkpatrick (2009), different theories of motivation, theories of learning and transfer, Senge (1990) theory of the learning organization and organizational learning, the transfer models of Baldwin and Ford (1988) and the transfer outcome model of (Holton, 1996).

Moreover, for obtaining of the construct validity for the study, relevant literature and previous studies were reviewed exhaustively. Specifically, for determining the questionnaire items for the study, two widely-accepted survey instruments, the LTSI of Holton et al. (2007) and the DLOQ of Marsick and Watkins (2003) were consulted. The LTSI is an item inventory for measuring the level of transfer of training which was revealed in the USA and according to Devos et al. (2007: 185), the LTSI has been replicated in some countries of Asia and the Middle East and found to be valid. The DLOQ is an item inventory for measuring the

dimensions of learning organization constructed by Marsick and Watkins (2003) and a good number of studies have been conducted in the USA, Colombia, China, and Taiwan and the internal consistency of the items were found to be reliable Song, Joo and Chermack (2009: 49). Therefore, the theoretical basis of the proposed research framework was considered strong enough to satisfy its construct validity.

In addition to the theoretical backup, an exploratory factor analysis was done to examine the construct validity of the survey instrument. Factor analysis is an important technique of data summarization and reduction by defining the underlying structure among the variables. The purpose of an exploratory factor analysis is to determine the structure of factors by examining the correlation between the variables. A KMO (Kaiser-Meyer-Olkin) value greater than >.70 indicates that the sample is moderately adequate and a value greater than >.50 indicates the usefulness of running the factor analysis. The multivariate normality and absence of an identity matrix are confirmed when Bartlett's test of sphericity significant is found at $p < .05$ (Thapa, 2013: 80). However, Pallant (2010: 192) opined that a KMO value at .60 and above also can be considered as statistically significant. Moreover, the usefulness and validity of constructs are generally confirmed by examining factor loadings. A greater level of loading signifies comparatively a better measure of the factors.

3.2.4.2 Reliability

Reliability refers to the extent that the measurement tools used in the study is consistent enough to produce the same result repeatedly using the same set of data or the same conceptual framework at different points of time. According to Babbie (2008: 157), it is the quality of the measurement method that suggests that "a particular technique, applied repeatedly to the same object, yields the same result each time." The issue of reliability is important for every research because the positive result of the reliability test validates the level of reliability of the instruments, tools, methods used for the measurement, as well as the theoretical foundation behind the research design.

The internal consistency of the measurement of the construct was tested by examining Cronbach's alpha on the pre-test data of 30 cases. Berman and Wang, (2012: 56) opined that Cronbach's alpha is generally used for measuring the internal reliability of variables. They also suggested that an alpha value between 0.80 and 1.00

is desirably reliable, between 0.70 and 0.80 is moderately reliable, and below 0.70 is poorly reliable.

3.2.4.3 Pre-Test of Measurement

Pre-testing of the provisional questionnaire is one of the important steps for ensuring the reliability and validity of a study. The purpose of the pre-testing of the questionnaire is to identify different types of errors, to detect inconvenient issues regarding the response to questions, and to assess the length of the answers to all the questions. A pre-test was carried out on 30 prospective respondents for obtaining opinion about questionnaire. The respondents identified some grammatical mistakes and ambiguous and confusing terms in questionnaire. Some of the respondents identified two questions that were almost duplicated. Other than these two problems, the respondents were found to be very spontaneous and comfortable in answering the questions. On the basis of the observations obtained in pre-test, the questionnaires were corrected and modified accordingly and made ready for the final survey.

3.2.5 Procedure of Data Collection

After obtaining validity of questionnaire through pre-test, data were collected using the final questionnaire. The purpose of the questionnaire survey was to examine the factors affecting the post-program transfer of training of members of the Bangladesh Civil Service working in different ministries, departments, and local administrations. The questionnaire was developed after an exhaustive review of the relevant literature and consultation of the empirically validated survey instruments like the LTSI and the DLOQ. A detailed description of the survey process is given below.

3.2.5.1 Survey Administration

The survey was conducted using the finalized version of the questionnaire. The questionnaires were distributed to 225 officers of the Bangladesh Civil Service that graduated during the period from the 3rd of August 2014 to the 17th of June 2015. The graduated participants that completed the 97th ACAD to the 100th ACAD and the 67th SSC to the 71st SSC, ranking as Deputy Secretary and Joint Secretary to the government respectively, were included as respondents.

One hundred and forty-eight questionnaires were sent by postal mail and the rest were distributed during the feedback seminar (like knowledge

dissemination seminar) of the 100th ACAD, 70th and 71st SSC courses. Batch-wise contact lists of the graduated participants were collected from the BPATC (APPENDIX A). Following the contact addresses, the questionnaires were sent with return envelops with a forwarding letter to the graduated officers of above-mentioned batches and the rest of the questionnaires were personally distributed in the feedback seminars of the courses. Since the researcher persuaded the respondents by telephone as well as by personal contact, the rate of returning the questionnaires was very good. Among the distributed questionnaires a total of 214 questionnaires were returned to the researcher. Therefore, the rate of return was 95%. After final checking, a total of 212 cases were found to be valid and correct. Two unfinished questionnaires were declared invalid. The survey was conducted during the period of September 2016 to December 2016.

All questionnaires were coded and decoded by the researcher himself. The data input also was done by the researcher himself in order to maintain high quality of data.

3.3 Procedure of Quantitative Data Analysis

The "IBM SPSS Statistics Version 23," was used for the data management as well the data analysis. The quantitative part of the study was designed to test the hypotheses as well as the conceptual model. Another objective of the statistical analysis was to explore the latent variables for the conceptual framework. Before running the multiple regressions or descriptive analysis, the fundamental assumptions of the statistics were tested step by step. In order to obtain a reliable conclusion and findings, a detailed screening of the data was done step by step. Under the screening process, outliers and missing data were taken care of, normality of the data was checked, and linearity, heteroscedasticity, and multicollinearity issues were tested carefully.

3.3.1 Screening Process of the Data

3.3.1.1 Handling Outliers and Missing Data

An outlier in a data set is an extreme value that affects statistical analysis. Tabachnick and Fidell (2007: 72) defined an outlier as “a case with an extreme value on one variable (a univariate outlier) or such a strange combination of scores on two or more variables (multivariate outlier) that it distorts statistics.” Therefore, in order to obtain reliable results, the issue of outliers was managed using steam and leaf techniques and scatter plots. The real outliers were identified and replaced by the nearest smaller values in the data set. Moreover, missing entries were also checked and no missing entries were found in the data set.

3.3.1.2 Test of Normality

Normality, one of the most fundamental assumptions of statistical analysis, refers to the normal distribution of variables. Tabachnick and Fidell (2007: 78) defined multivariate normality as the assumption that each variable and all linear combinations of the variables are normally distributed. The usual techniques of testing univariate normality are a histogram, kurtosis and skewness and the Kolmogorov-Smirnov test. The normal range of the kurtosis and skewness is within -1 to +1. However, a liberal range that is also acceptable is -2 to +2. Both the Kolmogorov-Smirnov and Shapiro-Wilk tests are considered significant at the level of $p<.001$.

For the current study, the univariate normality of data was tested through a histogram, kartusis and skewness, and the Kolmogorove-Smrinov test; and in the same way multivariate normality was tested and ensured through examining of the Normal P-P plots, scatter plots, and a histogram of the standardized residuals (APPENDIX G).

3.3.1.3 Test of Linearity

The assumption of linearity expects that there is a straight-line relationship between two variables or combined variables when the number of variables is greater than two. In the case of multivariate analysis, the test of linearity can be done by examining the scatter plot of the regression-standardized residuals and the regression of the standardized predicted values. For the current study, the multivariate linearity assumption was checked by examining the linear pattern of the regression standardized predicted values in the scatter plot and was found to be satisfactory (APPENDIX F).

3.3.1.4 Test of Heteroscedasticity

In multivariate analysis, specifically in multiple regression analysis, checking for homoscedasticity is one of the basic assumptions that ensures that the dependent variables have an equal level of variability across a range of predictor variables. The violation of this assumption is called heteroscedasticity. Tabachnick and Fidell (2007) opined that heteroscedasticity is related to normality and it is considered to be homoscedastic when the assumption of multivariate normality is found to be valid. When it is found that the "bivariate scatterplots between two variables are of roughly the same width all over the some bulging toward the middle," it is an indication of homoscedasticity (Tabachnick & Fidell, 2007: 85).

The current study was mainly based on regression analysis; therefore, homoscedasticity was checked and validated by examining the scatter plot for the regression standardized residual as well as the regression standardized predicted values (APPENDIX F).

3.3.1.5 Test of Multicollinearity

Multicollinearity is the presence of unexpected correlations between or among the set of independent variables. If the correlation is very strong between the independent variables, it is an indication of the imperfection of the proposed model. A correlation matrix is used for detecting and checking the problem of multicollinearity. A Pearson correlation found to be >.75 or a variance inflation factor (VIF) found to be >10 is an indication of multicollinearity (Hair, Black, Babin, & Anderson, 2010). However, for this research, the cut-off value of the Pearson correlation for multicollinearity was fixed at <.95. If the problem of multicollinearity is found in a correlation matrix, the independent variables with high correlation can be combined together or either of the variables can be taken out of the model.

In the current research, the problem of multicollinearity was checked for and taken care of by examining the correlation matrix and variance inflation factor. From the correlation matrix (Table 4.4), the highest correlation coefficient found was .909, which was less than .95. From the regression analysis, the highest VIF statistic was 9.462 (Table 4.7, 4.8, 4.9, 4.10), which is also less than 9.5. Therefore, between and among the variables, there was no problem of multicollinearity.

3.3.1.6 Test of Autocorrelation

In a multiple regression analysis, there must not be autocorrelation; that means that the predicted value must not be related to any other prediction (Hair et al., 2010: 185). According to Thapa (2013: 101), the absence of autocorrelation is ensured when the "errors or residuals are assumed to be independent of each other." The presence of autocorrelation is generally tested using the Durbin-Watson statistic. The Durbin-Watson value within 1 and 3 indicates an acceptable range of autocorrelation and the non-violation of the assumption of independence of error (Thapa, 2013: 101).

In this study, the autocorrelation was tested using the Durbin-Watson statistic. As seen in Table 4.7, 4.8, 4.9, 4.10, the Durbin-Watson statistics were found to be 2.033, 1.955, 2.147 and 2.278 respectively, which indicated no autocorrelation.

3.4 Techniques of the Quantitative of Data Analysis

Both descriptive and inferential statistical techniques were employed for analysing the collected data of the study. By employing a three-steps analysis—univariate, bivariate, and multivariate statistical techniques—the quantitative data were analysed.

3.4.1 Univariate Analysis

Univariate analysis of descriptive statistics is generally used for explaining and describing any attribute under investigation. It is not possible to generalize or predict anything using univariate analysis. In the current study, univariate analysis has been applied to describe the mean, standard deviation, and percentages of the demographic data. Moreover, for checking the normality of the data, the kurtosis-skewness and the Kolmogorove-Smrinov tests were done. For getting a level of agreement for every item, mean, standard deviation, and percentile were analysed and described.

3.4.2 Bivariate Analysis

Generally, bivariate analysis is done in order to examine the relationship between two variables. It describes the association and correlation among the variables. The main bivariate technique used in study is correlation analysis. The

Pearson correlation was obtained by employing the different techniques of the bivariate descriptive analyses.

3.4.3 Multivariate Analysis

The focal analysis of the current study was done by using multivariate inferential statistics. The main inferential statistical technique used in the study was multiple regression analysis. Multiple regression analysis, according to Pallant (2010: 148), is "a family of techniques that can be used to explore the relationship between one continuous dependant variable and a number of independent variables or predictor." Considering the nature of the research questions and the theoretical model, multiple regression analysis was chosen as the main technique of statistical analysis. The main research question of the study is: how is the set of independent variables (13 variables) under individual characteristics, work environment, and perceived organizational learning practices able to predict the post-program transfer of training (the dependant variable)? The study also intended to answer the question concerning which was the best predictor and at the same time, if the effects of other variables were kept controlled, how well it can predict the outcome variable. Moreover, under this study a provisional model for the transfer of training has been proposed to test. The standard regression analysis was also used for obtaining valid information concerning the fitness of the model.

According to Berman and Wang (2012: 253), multiple regression analysis is carried out in four steps: (i) specifying the model, (ii) testing of assumptions, (iii) correcting the violations of assumption, and (iv) obtaining and reporting the results of the regression model. In the current study, accordingly, the transfer of the training model was specified first; secondly, all the relevant assumptions of the regression were tested; thirdly, the violating factors against all the assumptions were checked and corrected; and then (iv) the final regression was run to test the models for obtaining the results.

3.5 Qualitative Methods

A substantial part of this research was conducted following techniques and

methods of qualitative study. The qualitative form of research, according to Creswell (2009: 4), "is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem." The process involves forming research questions, determining procedures, collecting data from the participant's setting, interpreting the meaning of the data, and finally analysing the data in an inductive way for making generalizations.

The current research was not exclusively qualitative; rather mixed methods were employed. Therefore, the qualitative part is not very separate from the quantitative part. Rather, both methods can be seen as complementary to each other. In the current research, the triangulation design was followed where the data were collected using techniques from both methods in order "to make comparison between detailed contextualized qualitative data and the normative quantitative data" (Creswell & Creswell, 2005: 320). This type of mixed methods research was chosen for validating the quantitative results with the qualitative results obtained from several sources. The other reason for choosing mixed methods was to compare the context-specific particular findings and conclusions with the generalized findings and conclusions. The type of mixed methods used in the research was "triangulation mixed methods," which were operationalized in the following way:

Figure 3.1 Triangulation of quantitative and qualitative methods

Creswell (2009: 203) contends that mixed method research is able to generate stronger results and conclusions than either form of research. Under the mixed methods a researcher has the freedom to supplement qualitative experience and understanding with statistical analysis and thus strengthen the generalized arguments.

The social constructivist theory is the main argument for the qualitative part of the study. Constructivism refers to the world view and subjective understanding of a member of any social entity which is obtained by experience. It is more than a simple narration of any problem; rather it looks into the matter asking questions of "how"

and "why." A social constructivist views the complexity of the problem or phenomenon beyond the simple categorization of symptoms (Creswell, 2009: 8).

The qualitative phase of the study was administered by conducting in-depth interviews and focus group discussions (FGD). The researcher himself facilitated the in-depth interviews with senior officers of the Bangladesh Civil Service that were also in the position of supervisor of graduated trainees. In the same way, the researcher also conducted 6 FGDs with different types of stakeholders of the management development programs.

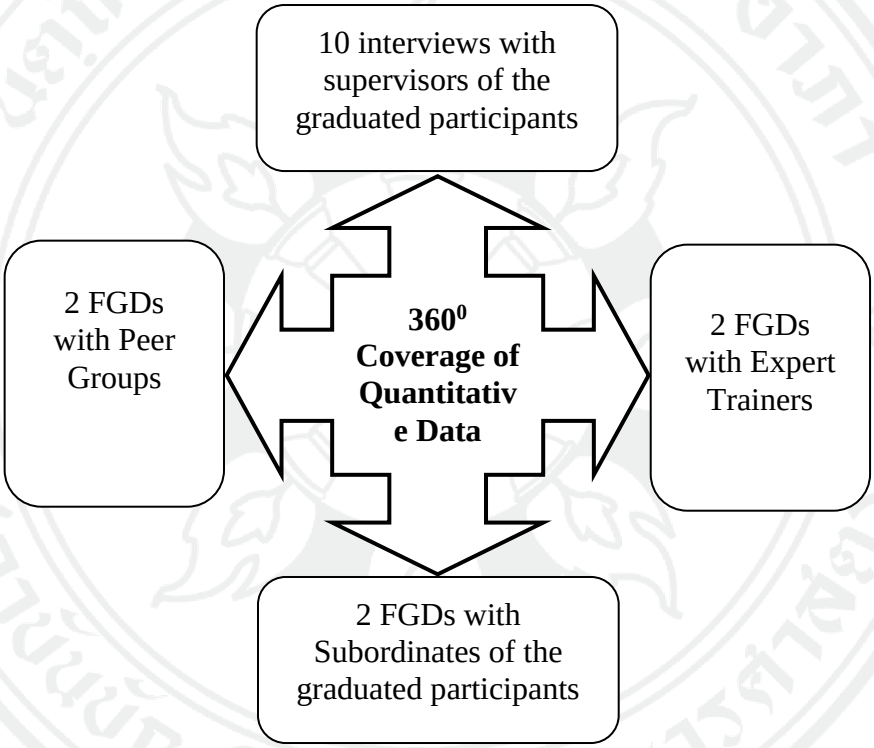

Figure 3.2 A 360 degree coverage of the qualitative data

In order to cover all of the dimensions (360 degree) of the stakeholders, the study interviewed 10 supervisors, and conducted 6 FGDs with peer groups, subordinates and expert trainers. Two FGDs were conducted with the peers-groups, two FGDs were conducted with the subordinates of graduated officers and other two FGDs were conducted with the expert trainers of BPATC and BCSAA. The

qualitative data were used for interpreting, validating, and even complementing the quantitative results and findings.

3.6 Process of the Qualitative Data Collection

3.6.1 In-depth Interviews

In-depth interviews are a widely-used technique for collecting qualitative data. In the process of an in-depth interview, the researcher needs to involve him/herself fully with the process. Creswell (2009: 8) contends that the constructivist way of study demands maximum attention to the participant's opinions and understanding of problems. Therefore, in order to obtain the personal understanding and perceived views from the participants, in-depth interviews with broad and open-ended questions were the best-fit technique of data collection. In an in-depth interview, the participants get sufficient scope to construct the meaning of the situation under study.

For the current study, one-to-one interviews were conducted with a checklist of open-ended questions. A checklist of the interview questions (APPENDIX C) was formulated for the convenience of conducting all the interviews systematically. The questions were piloted and pre-tested and then revised accordingly. The researcher personally conducted all the interviews and summarised the gist of the conversations in indirect form for further analysis. The researcher used an electronic recorder as well as hand notes for recording the conversations. After every interview, the researcher made a summary of the conversations with the help of the recording device as well as hand notes. In case of ambiguity at any point, he got clarification from the interviewees by telephone. Since the researcher himself is a member of the civil service and worked for a decade in training institutes, he did not face any difficulty in getting access to high officials of the Bangladesh Civil Service. Before conducting the interviews, the researcher got prior appointments with high officials and accordingly called on their offices for conducting the interview sessions personally. All of the interviews were conducted in a very cordial manner and all of the interviewees were found to be very frank and sincere in expressing their valuable remarks about the transfer of training from the management development programs of the Bangladesh Civil Service. While interviewing, some supplementary questions were asked for

getting greater clarification about a variety of issues. A total number of 10 interviews were conducted covering Secretaries (02), Additional Secretaries (02), Joint Secretaries of Ministries (03), Director/Director-Generals (01) of departments, and Deputy Commissioners (02) of Districts.

The purpose of the interview was to seek opinions about the concept of the transfer of training, the influence of individual characteristics, peer and supervisory support, and opportunity for using the learned KSAs on the job. Secondly, the interviews also covered the influence of the perceived practices of organizational learning in the transfer of training. Thirdly, the interviewees were asked to give their opinion about the organizational support mechanisms for the transfer of training. They were also asked to identify existing barriers to the transfer of training. Finally, the dignified respondents were asked to provide opinions about the required institutional mechanism, including probable policy and regulatory interventions for enhancing the effective transfer of training of management development programs of the Bangladesh Civil Service. Since a good number of interviewees are working at the top level of bureaucracy of Bangladesh, their concerns and views about the issues of transfer of training would realistically help in creating recommendations from the research.

3.6.2 Focus Group Discussion (FGD)

A FGD is a group discussion where individuals of similar interests and affiliations are selected and assembled in a particular place generally convened by the researcher to make a discussion, comment, and share personal experience with a specific problem or issue. It is, thus, a very effective technique for collecting qualitative data from a particular group of respondents. The role of the researcher in FGD is to initiate and facilitate the discussion in a targeted direction so that essential information for the study can be obtained easily and sufficiently.

Other than in-depth interviews, 6 focus group discussions were held with subordinates, peers, and expert trainers of training institutes. Two FGDs were held with peer groups of graduated trainees in the Office of the Deputy Commissioners of Barishal and Patuakhali districts, two were held with the subordinates of officers of different ministries, and two were held with expert trainers of the BPATC and BCSAA. For conducting the FGDs, a check list of questions was developed and

followed while facilitating discussions (APPENDIX C).

The purpose of conducting FGDs with subordinates and peers was to explore the post-program behaviours of the graduated participants; specifically, whether the graduated participants were used to utilize, maintain and share the acquired KSAs on the job. The purpose of conducting FGDs with the faculty members of training institutes was to cover the views of the supply side. The faculty members of the training institutes were asked how effective the imparted program as, specifically, how far the contents, feedback, and delivery methods were effective for learning as well as creating an urge for the post-program transfer of training. The views of the faculty members of the training institutes would help in making conclusions about the delivery and supply-side problems of the management of the development programs. All of the FGDs were conducted in very cordial environments and it was ensured that all of the participants could have chance to participate actively. The researcher initiated the discussions and facilitated successfully following the checklist of the FGD questions. Two research assistants were present to take notes on discussions and they were assigned to transcribe the whole discussion into narrative form. Finally, the researcher edited the transcripts and approved them for analysis.

3.7 Techniques of Qualitative Data Analysis

Analysis of qualitative data is quite different from that of quantitative data. The process is more inclined to manual and non-electronic analysis. The data analysis process involved the following steps: i) preparing and organizing the data; ii) familiarization through obtaining a general sense of information; iii) coding of data by labelling on the basis of context, theme, process activity, strategy, etc.; iv) generating a description of the settings; v) narrating the passage to induct findings; and finally, vi) making an interpretation. Moreover, since it is a mixed form of study, the quantitative inferences were compared, validated, complemented and even cancelled with the qualitative understanding from the data.

The transcriptions of the interview sand FGDs were taken together to interpret the qualitative data. The transcriptions were gone through again and again and an attempt was made to understand the underlying meaning of the conversations. The

meanings and messages were than transformed as arguments for comparing, validating, and even complementing the results and findings of the quantitative inferences. Moreover, the unique points and arguments were also considered to supplement the quantitative analysis. Before taking any conclusive findings, the issue of corroboration, cross examination, and repeated arguments were considered carefully.

For ensuring the validity and reliability of the findings, the following issues were checked. First, before concluding a finding from the qualitative data, the validity of the argument was checked with the ground reality of the research plot. It was ensured that the findings obtained from of the analysis of the qualitative data were consistent with the whole problem and that those findings made credible sense and were accepted by the respondents as well as other users of the research outcome. Second, for obtaining dependable and consistent findings, the conclusion drawn was checked with similar research of identical types of problems. Eccentric types of findings were avoided for the sake of valid and reliable research outcomes. Third, the transferability or external validity was checked and ensured by examining the transferability of the findings in other settings and contexts.

Moreover, in the current research, triangulation of mixed methods was followed in the data collection. Both qualitative and quantitative data were collected simultaneously. Therefore, in analysing the qualitative data, a comparison was made between the extreme contextual qualitative data and extreme normative quantitative data. Finally, the quantitative findings were validated with the qualitative findings.

3.8 Ethical Statements

Ethical considerations are an important aspect of social research. In conducting the current study, all types of ethical standards and norms were observed strictly. First, before collecting the data from the graduated participants, the purpose of the study was explicitly described to them. At every step of the data collection, prior consent was obtained from the respondents. Second, before conducting the in-depth interviews, the researcher made appointments with the respondents in advance, explaining the purpose of the meeting. Third, before conducting the FGDs, the

researcher requested the concerned authority to arrange a meeting place and time. Before staring the FGDs, the purpose of the meeting as well as the objectives of the study were explained elaborately. The participants were requested to express their views and opinions freely and neutrally. Fourth, it was declared before the respondents that all types of confidentiality would be maintained strictly. The collected information would be used only for academic purposes. Fifth, in order to maintain confidentiality, the identities of the interviewees and FGDs participants were kept confidential. A pseudo form of the names was used in the documentation and interpretation of their statements. Finally, the researcher tried his best to maintain the neutral position of a professional researcher. His service affiliation was managed carefully so that it would not hamper standard form of neutrality or impartiality.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

Analysis of data using proper statistical techniques is an important step to obtain the intended results from the collected data. Sometimes a single technique may not be sufficient to infer the statistical findings from the collected data. Therefore, in this chapter a set of statistical techniques were employed for analysing the quantitative data. However, qualitative data and information were also analysed simultaneously for obtaining empirically-valid and reliable findings.

The first part of the chapter discusses the quantitative data analysis and the latter part discusses the qualitative data analysis. The quantitative data were analysed in multiple steps including univariate, bivariate, and multivariate descriptive and inferential analyses.

4.1 Univariate Analysis

Univariate analysis was done to present and describe a demographic profile of the respondents as well as to assess the rate of responses to the particular question-items for the independent and dependent variables. Moreover, the normality of the data was also tested through univariate analysis.

4.1.1 Demographic Profile

The demographic profile of the respondents included age, gender, designation, educational qualification, service length, place of posting, etc. Table 4.1 presents the basic information regarding the demographic profile of the respondents. Among the 212 respondents, the females represented only 13.2%. The percentage shows the poor level of proportion of female officers at mid- and senior levels of the Bangladesh Civil Service. The mean age of the respondents was 50.41 years ranging from 41 to

56. About 84% of the respondents were within the age of 46 to 55. The average work experience of the respondents was 23.33 years, which is quite a lot. About 75% of the respondents had 21 years to 30 years of service experience. In terms of educational qualifications, a good number of respondents had a master degree (87%) while about 10.5% hold a Ph.D. degree. A small number of officers have (about 2.5%) a bachelor degree, which can be ignored. The educational qualifications of the mid- and senior-levels officers depict the rich scholastic level of the Bangladesh Civil Services.

Among the 212 respondents, 83% (176) were from different Ministries and departments. Only 36 (17%) of the respondents were from field administration and local government institutions.

Table 4.1 demographic profile of the respondents

Characteristics	**Category**	**Frequency (f)**	**Percentage%**
Designations	Deputy Secretary	106	50%
	Joint Secretary	106	50%
Working Places	Ministry	176	83%
	Field Administration	36	17%
Course Attended	ACAD	106	50%
	SSC	106	50%
Gender	Female	28	13.2%
	Male	184	86.8%
Age (mean 50.41 yrs)	<= 40	04	1.9%
	41-45	18	8.5%
	46-50	72	33.1%
	51-55	108	50.9%
	56=>	10	4.7%

Table 4.1 (Continued)

Characteristics	Category	Frequency (f)	Percentage%
Service Experience (mean 23.33 yrs.)	<=15	18	8.5%
	16-20	34	16%
	21-25	85	40.1%
	26-30	73	34.4%
	31=>	02	1%
Educational Qualifications	Bachelor	05	2.4%
	Masters	185	87.3%
	Ph D	22	10.4%

4.1.2 Descriptive Analysis of the Independent and Dependent Variables

Though the descriptive statistical analysis is not a very strong form of analysis but it is used for making a summary of the measurements. In this study, descriptive statistical analysis was done to describe the mean score, standard deviation, and the skewness and kurtosis of the quantitative data for all the variables. The main part of the descriptive statistics depicts the level of agreement or disagreement of the respondents regarding the items under each variable (APPENDIX D). Every item-statement was evaluated by the respondents with the close-ended question within the scale denominated by 1, 2, 3, 4, 5, 6, and 7 for “strongly disagree”, “disagree”, “moderately disagree”, “neither agree nor disagree”, “moderately agree”, “agree” and “strongly agree” respectively.

In Table 4.2, with the descriptive statistics, it is revealed that the respondents agreed about the post-training motivation (mean score was 5.87), post-training self-efficacy (mean score was 5.51), and peer support (mean score was 5.06) at the highest levels. Moreover, from the frequency analysis, it was found that about 90%, 84% and 73% (Table E1, E2 and E4) of the respondents agreed respectively that the post-program motivation to transfer, self-efficacy and peer support had a positive influence on the post-program transfer of training. The standard deviations for the three

variables were also comparatively lower. The rest of the independent variables were not found within the agreement level

Table 4.2 Descriptive statistics of variables

			Skewness		Kurtosis	
	Mean	Std. Deviation	Statistics	Std. Error	Statistics	Std. Error
MT	5.87	.772	-1.063	.167	1.402	.333
SET	5.51	.837	-.313	.167	-.322	.333
SS	4.94	1.236	-.739	.167	.082	.333
PS	5.06	.972	-1.079	.167	1.399	.333
OU	4.83	1.239	-.802	.167	.374	.333
ID	4.58	1.224	-.555	.167	-.374	.333
TL	4.88	1.192	-.810	.167	.075	.333
IN	4.92	1.169	-.981	.167	.685	.333
SL	4.84	1.252	-.695	.167	-.041	.333
CL	4.57	1.279	-.541	.167	-.514	.333
LL	4.61	1.298	-.670	.167	-.205	.333
VL	4.62	1.234	-.573	.167	-.348	.333
StL	4.68	1.246	-.477	.167	-.222	.333
GL	5.56	.826	-.782	.167	.780	.333
ML	5.77	.818	-1.090	.167	1.558	.333
SD	5.81	.752	-.434	.167	-.007	.333

Similarly, the sub-variables of the dependent factor like generalization, maintenance and continuous self-development were also shown to have comparatively better levels of agreement (mean were 5.56, 5.77 and 5.81 respectively). Moreover, from the frequency analysis, it was found that about 87%, 87% and 92% (Table E14, Table E15 and E16) of the respondents agreed respectively that they usually generalize and maintain the acquired KSAs as well as try to develop self as part of the post-program transfer of training. The standard deviations for the

three sub-variables were also cooperatively lower.

4.1.3 Test of Normality

Moreover, the Skewness and Kurtosis statistics for all the independent variables were examined and it was found that they were not normally distributed (Table 4.2). For all the independent variables, the Skewness and Kurtosis statistics were found within the range of minus two to plus two, which is the liberal rule of thumb to check the normality of variables (Thapa, 2013: 121). However, the standard errors were not sufficient to reject the null hypothesis ($p>0.05$) for all the cases.

Table 4.2 reveals that among the three sub-variables of the dependent factor, the Skewness and Kurtosis statistics were found to be within the range of minus two to plus two. However, the standard errors were not sufficient to reject the null hypothesis ($p>0.05$) for all the cases. Therefore, none of the dependent and independent variables and sub-variables of this study was found to be normally distributed. Therefore, in order to obtain a more reliable result, another sophisticated test was done using Kolmogorove-Smrinov statistics.

In the Table 4.3, it is evident that none of the dependent and independent variables of the study was found to be normally distributed. The p-values for all the variables were less than 0.05, and this was not sufficient to reject the null hypothesis. However, according to (Pallant, 2010 : 63), violation of the assumption of normality is quite common in large sample sizes.

Now, the question is whether an accurate and reliable inferential conclusion is possible with non-normally distributed data. According to Pallant (2010: 63) and Field (2009), if the sample size is 40 and above, the violation of normality assumption would not be a serious problem. The sample size for this current study is 212, which is far greater than the threshold level of the normality limit. Therefore, the absence of normality in the data was not a serious problem for this study. Moreover, Field (2009) contends that it is also possible to achieve significant results even though a small deviation from normality exists. Elliott and Woodward (2007), however, opined that obtaining a true level of normality is a myth. He further confirmed that it is possible to use parametric analysis even though data are not normally distributed.

Table 4.3 test of normality (Kolmogorov-Smirnov Test)

Variables	Kolmogorov-Smirnov[a]		
	Statistic	df	Statistic
MT	.214	212	.000
SET	.109	212	.000
SS	.141	212	.000
PS	.132	212	.000
OU	.125	212	.000
ID	.143	212	.000
TL	.152	212	.000
IN	.177	212	.000
SL	.123	212	.000
CL	.152	212	.000
LL	.127	212	.000
VL	.100	212	.000
StL	.128	212	.000
GL	.145	212	.000
ML	.129	212	.000
SD	.137	212	.000

4.2 Bivariate Analysis

Bivariate analysis for this study was done for obtaining two objectives. First, to assess the correlations between and among the variables. Second, to examine whether there was a problem of multicollinearity between the variables.

4.2.1 Correlation Analysis

Correlation refers to a positive, negative or no association between two variables. The correlation coefficient ranges from -1 to +1. The positive correlation ranges from 0 to 1 and the negative correlation ranges from -1 to 0; and an absolute 0 denotes no relations between two variables, while +1 or -1 signifies perfect positive or

negative relations. The correlation coefficient closer to 1 signifies comparatively more strength of association and on the other hand, the correlation coefficient closer to 0 signifies comparatively less strength of association.

Table 4.4 demonstrates the correlation matrix of both the independent and dependent variables of the study. From the correlation matrix, it was revealed that other than two demographic variables (age and service lengths), all other dependent and independent variables showed a significant positive correlation between and among the variables.

Only a few variables showed a weak correlation with other variables. Most of the variables showed a correlation within the range of medium to very strong. Moreover, no Pearson Correlation Coefficient was found greater than 0.95; so, the conclusion could be drawn that there was no multicollinearity between and among the variables.

Table 4.4 Correlation Matrix of Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	1																		
2	.860**	1																	
3	-.011	.012	1																
4	.017	.015	.644**	1															
5	.080	.073	.442**	.509**	1														
6	.003	-.032	.458**	.471**	.693**	1													
7	.012	-.028	.347**	.467**	.626**	.666**	1												
8	-.023	-.059	.389**	.441**	.583**	.620**	.664**	1											
9	-.022	-.053	.347**	.303**	.584**	.641**	.705**	.801**	1										
10	-.008	-.039	.324**	.326**	.673**	.777**	.721**	.739**	.844**	1									
11	-.041	-.039	.197**	.329**	.625**	.721**	.648**	.587**	.702**	.755**	1								
12	-.029	-.023	.329**	.422**	.571**	.668**	.703**	.716**	.754**	.738**	.822**	1							
13	-.011	-.037	.276**	.390**	.506**	.597**	.671**	.737**	.749**	.722**	.651**	.835**	1						
14	-.014	-.022	.327**	.366**	.581**	.671**	.779**	.716**	.787**	.820**	.779**	.855**	.842**	1					
15	.017	-.011	.323**	.344**	.620**	.705**	.655**	.637**	.727**	.797**	.759**	.818**	.742**	.862**	1				
16	.000	-.031	.465**	.457**	.363**	.437**	.346**	.336**	.384**	.276**	.352**	.369**	.355**	.408**	.436**	1			
17	.001	-.058	.387**	.350**	.330**	.437**	.309**	.369**	.374**	.328**	.356**	.332**	.281**	.333**	.394**	.713**	1		
18	-.022	-.019	.369**	.339**	.178**	.219**	.164*	.157*	.270**	.100	.211**	.223**	.097	.179**	.190**	.626**	.585**	1	
19	-.006	-.043	.469**	.441**	.346**	.434**	.326**	.345**	.400**	.285**	.362**	.362**	.298**	.367**	.408**	.909**	.896**	.804**	1

Note: ** Correlation significant at the 0.01 level
* Correlation significant at the 0. 05 level

4.3 Test of Reliability

During the pre-test, a reliability test was done for each set of items. The pre-test was piloted using the collected data from the 30 respondents. The reliability of each variable was measured and checked by using an indicator called the Cronbach alpha. A total of 69 items under 16 constructs were measured against 4 dependent and independent factors. Table 4.5 shows the Cronbach alpha coefficient for each construct.

Table 4.5 results of the reliability test for each variable

Variables/Indicators	Sample Questions	Item Code	No. of Items	Alpha Coefficient
1. Individual Characteristics				
1.1 Post-program Motivation to Transfer	I get excited when I plan to utilize the acquired knowledge and skills in my current job.	MT01-MT04	4	.747
1.2 Post-training Self-efficacy to Transfer	I am confident enough in my ability to apply the newly-learned knowledge and skills.	SET05-SET07	3	.522
2. Working Conditions				
2.1 Supervisory Support	My supervisor sets performance targets for me to utilize the knowledge and skills I learned from the training program.	SS01-SS10	10	.942

Table 4.5 (Continued)

Variables/Indicators	Sample Questions	Item Code	No. of Items	Alpha Coefficient
2.2 Peer Support	My co-workers encourage me to learn new knowledge and skills from the training program.	PS01-PS08	8	.929
2.3 Opportunity to Use	I have been placed in the right job so I get opportunity to utilize my acquired KSAs.	OU01-OU07	7	.920
3. Perceived practices of organizational learning				
3.1 Inquiry and Dialogue	My organization is open to providing feedback on my performance of the transfer of training (applying and maintaining new knowledge and skills),	ID01-ID03	3	.831
3.2 Collaboration and Team Learning	My organization is liberal enough to allow our team to ascertain performance goals by ourselves.	TL04-TL07	4	.899
3.3 Nurturing Innovation	My organization encourages me about the new ideas and creative thinking I learned from the training.	IN08-IN10	3	.879

Table 4.5 (Continued)

Variables/Indicators	Sample Questions	Item Code	No. of Items	Alpha Coefficient
3. Perceived practices of organizational learning				
			3	.881
3.4 Capturing and Sharing Learning	My organization learns new ideas from newly-trained employees for better service delivery.	SL11-SL13		
3.5 Continuous Learning and Self Development	My organization facilitates mutual learning (encourages and helps us to learn from each other).	CL14-CL16	3	.875
3.6 Leadership for Learning and Transfer	The top management of my organization provides mentoring/coaching to me for learning and transfer.	LL17-LL19	3	.915
3.7 Collective Vision for Learning	My organization recognizes me for taking initiatives for learning and the transfer of that learning on the job.	VL20-VL22	3	.909
3.8 Strategic Links with Career	My organization establishes mechanisms for evaluating and assessing learning and transfer performance.	StL23-StL26	4	.905

Table 4.5 (Continued)

Variables/Indicators	Sample Questions	Item Code	No. of Items	Alpha Coefficient
4. Transfer of Training				
Generalization of Learning	I apply what I have been instructed in the training program by changing the traditional ways of performing on the job.	GL01-GL04	4	.882
Maintenance of Learning	I share new ideas and learning with my colleagues acquired from the training program.	ML05-ML08	4	.861
Zeal for Self-development	The learning and understanding of the training program encourage me to further my self-development.	SD09-SD11	3	.692

In Table 4.5, it is evident that the level of reliability of the 69 items is more or less satisfactory. Other than the items under post-training self-efficacy, all 66 items were found to be satisfactory as indicated by Cronbach's alpha. The Cronbach's alpha coefficient of 0.70 and above indicates an acceptable level of internal consistency in the constructs. The constructs supervisory support, peer support, opportunity to use, leadership for learning, collective vision for learning, and strategic links with career advancement obtained Cronbach alpha coefficients above 0.90, which is regarded as highly reliable. The constructs inquiry and dialogue, collaboration and team learning, nurturing innovation, capturing and sharing learning, continuous learning and self-development, generalization of learning, and maintenance of learning obtained Cronbach alpha coefficients above 0.80, which is regarded as quite reliable. The rest

of the constructs, such as post-program motivation to transfer, post-program self-efficacy and zeal for self-development, obtained Cronbach alpha coefficients at around 0.70, which is regarded as fairly reliable. Three items under post-program self-efficacy obtained an alpha value of .522, which can be termed moderately reliable.

In conclusion, it can be summed that all of the 66 items out of 69 demonstrated an acceptable level of scale reliability.

4.4 Test of Validity

The measurement scale used in the study was derived from two widely-accepted survey instruments, the LTSI of Holton et al. (2007) and the DLOQ of Marsick and Watkins (2003). In addition to the theoretical validity of the scale, an explorative factor analysis was run to obtain the latent variables of the study in operation.

4.4.1 Factor Analysis

There are two types of factor analysis: confirmatory and exploratory. confirmatory factor analysis is a deductive process of determining whether the hypothesized model fits the empirical data. On the other hand, the purpose of exploratory factor analysis is to determine the structure of factors by examining the correlation between the variables. In order to examine the construct validity of the measurement scale of the current study, an exploratory factor analysis with varimax rotation and principal component analysis (PCA) was employed.

An explorative factor analysis was done for the 69 items employed for administering the survey. The objective of the factor analysis was to test the validity of the survey instrument. Item-wise factor loading and alpha coefficients for dependent and independent variables were displayed in following Table 4.6.

As seen in Table 4.6, it is evident that the factor analysis was found to be significant at the level of $p<.001$. The KMO statistics greater than 0.70 indicated a moderate level of sampling adequacy for conducting the factor analysis. Moreover, Bartlett's test of sphericity was found to be significant at <0.05, which confirmed the multivariate normality and absence of the identity matrix. Total variance explained

79.881 for 13 constructs (APPENDIX E).

Table 4.6 item-wise factor loading and alpha coefficient for variables

Variables/Constructs	**Items No**	**Factor Loadings**	**Alpha Coefficient**
Post-program Motivation to Transfer			.747
	MT01	.714	
	MT02	.796	
	MT03	.737	
	MT04	.725	
Post-training Self-efficacy to Transfer			.522
	SET05	.769	
	SET06	.453	
	SET07	.513	
Supervisory Support			.942
	SS01	.438	
	SS02	.516	
	SS03	.589	
	SS04	.665	
	SS05	.616	
	SS06	.820	
	SS07	.835	
	SS08	.851	
	SS09	.817	
	SS10	.715	
	SS07	.835	
Peer Support			.929
	PS01	.527	
	PS02	.419	
	PS03	.771	

Table 4.6 (Continued)

Variables/Constructs	Items No	Factor Loadings	Alpha Coefficient
Peer Support			.929
	PS04	.816	
	PS05	.658	
	PS06	.578	
	PS07	.582	
	PS08	.568	
Opportunity to Use			.920
	OU01	.479	
	OU02	.636	
	OU03	.655	
	OU04	.616	
	OU05	.547	
	OU06	.600	
	OU07	.606	
Inquiry and Dialogue			.831
	ID01	.530	
	ID02	.633	
	ID03	.663	
Collaboration and Team Learning			.899
	TL04	.680	
	TL05	.677	
	TL06	.667	
	TL07	.599	
Nurturing Innovation			.879
	IN08	.677	
	IN09	.567	
	IN10	.722	

Table 4.6 (Continued)

Variables/Constructs	Items No	Factor Loadings	Alpha Coefficient
Capturing and Sharing Learning			.881
	SL11	.620	
	SL12	.724	
	SL13	.723	
Continuous Learning and Self Development			.875
	CL14	.822	
	CL15	.831	
	CL16	.722	
Leadership for Learning			.915
	LL17	.723	
	LL18	.757	
	LL19	.805	
Collective Vision for Learning			.909
	VL20	.819	
	VL21	.768	
	VL22	.786	
Strategic Links with Career			.905
	StL23	.756	
	StL24	.785	
	StL25	.798	
	StL26	.597	
Generalization of Learning			.882
	GL01	.669	
	GL02	.534	
	GL03	.682	
	GL04	.826	

Table 4.6 (Continued)

Variables/Constructs	Items No	Factor Loadings	Alpha Coefficient
Maintenance of Learning			.861
	ML05	.820	
	ML06	.816	
	ML07	.761	
	ML08	.644	
Zeal for Continuous Self-development			.692
	SD09	.567	
	SD10	.584	
	SD11	.769	
Kaiser-Meyer-Olkin Measures statistics 0.776, Bartlett's Test of Sphericity 20719.996; df. 2346, P<.001, Variance explained 79.881 for 13 construct			

In the Table 4.6, it is clear that the factor loadings greater than 0.40 for all the observable items confirmed the validity of the observed items for the corresponding factors.

According to the previous factor analysis, it is evident that the validity of the constructs and the reliability of measurement-scales were found to be valid and acceptable.

4.5 Hypothesis Testing

This research studies the influence of individual characteristics, the work environment, and the perceived practices of organizational learning on the post-program transfer of training. The specific research questions were: i) is there any influence of "post-training individual motivation" and "post-training self-efficacy" on

the post-program transfer of training, and if yes, to what extent do they influence the transfer of training?; ii) is there any influence of “supervisory supports”, “peer supports”, and “opportunity to use” on the post-program transfer of training, and if yes, to what extent do they influence the transfer of training; and iii) is there any influence of “perceived practices of organizational learning” on the post-program transfer of training, and if yes, to what extent does it influence the transfer of training?; and finally, iv) how far the factors like individual characteristics, work conditions and the perceived practices of organizational learning are justifiable as the predictors of the post-program transfer of training?

Multiple regression analysis was run to test four hypotheses: 1) how well are variables such as “post-training individual motivation” and “post-training self-efficacy” able to predict the post-program transfer of training?; 2) how well are variables such as “peer support”, “supervisory supports” and “opportunity to use” able to predict the post-program transfer of training?; 3) how well are variables such as “promoting inquiry and dialogue”, “collaboration and team learning”, “nurturing innovation”, “capturing and sharing new learning”, “opportunity for continuous learning”, “leadership role for learning”, “empowering people to have a shared vision”, and “strategic link with career advancement” in the post-program transfer of training able to predict the post-program transfer of training?; and lastly 4) how well are the factors such as “individual characteristics”, “work condition”, and “perceived practices of organizational learning” able to predict the post-program transfer of training?

4.5.1 Results of the Regression Analysis

The regression analysis was done with 13 variables under three main independent factors: individual characteristics, work conditions, and perceived practices of organizational learning as the predictors of the post-program transfer of training.

Before running the regression analysis, the important assumptions such as multicollinearity, normality, and outliers were checked in section 4.1.3 and 4.2.1. Moreover, multivariate assumptions such as heteroscedasticity, auto-correlation, and collinearity were checked visually from the scatter plots as well as relevant statistics.

4.5.1.1 Hypothesis 1

The first hypothesis was to check the influence of individual characteristics such as post-training individual motivation and post-training self-efficacy on the post-program transfer of training. In order to test the hypothesis multiple regression analysis was run using SPSS. The result of the regression analysis is presented in Table 4.7. According to the ANOVA table (APPENDIX F), it was found that the regression analysis was statistically significant (F= 35.431) at the level of $p< 0.001$. In the model summary, it is evident that the R^2 and adjusted R^2 were .253 and .246 respectively, which means that the factors explain around 25% of the total variance of the post-program transfer of training. The Durbin-Watson statistic was 2.033 for the model. The D-W value within 1.5 and 2.5 confirmed the assumption that there was no serial (auto) correlation between the variables. The collinearity statistics having a VIF value of 1.709 (less than 10) and a tolerance value of .585 confirmed (greater than 0.10) that there was no multi-collinearity. No heteroscedasticity was found in the scatter plot of the regression standardized residual and standardized predicted values (APPENDIX F).

Table 4.7 Regression Summary for Model 1

Model 1	Unstandardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	31.991	3.702		8.641	.000		
MT	.795	.196	.317****	4.051	.000	.585	1.709
SET	.732	.241	.237***	3.035	.003	.585	1.709

Note: N=212; *p< 0.10, **p<0.05, ***p<0.01, ****p<0.001; R^2= .253, Adjusted R^2= .246; F= 35.431, p< .001; Durbin-Watson statistics= 2.033

Dependent Variable: Transfer of Training

According to Coefficient Table 4.7, it was revealed that both post-training motivation to transfer and self-efficacy were found to have a significant, positive influence on the post-program transfer of training. The independent variable

"post-training motivation to transfer" (β=.317, t=4.051, p<.001) was found to be one of the strong predictors of the post-program transfer of training. Similarly, another independent variable, "post-program self-efficacy" (β=.237, t=3.035, p<.01), was found to be one of the strong predictors of the post-program transfer of training. Therefore, Hypothesis 1 was fully supported and accepted as per the regression results. The regressed equation for Hypothesis 1 has been, thus, got the shape as below:

Transfer of Training = 31.991 + 0.317*MT + 0.237*SET

Where

MT: Post-program motivation to transfer

SET: Post-program self-efficacy to transfer

4.5.1.2 Hypothesis 2

The second hypothesis was to check the influence of work conditions such as supervisory support, peer support and opportunity to use on the post-program transfer of training. In order to test the hypothesis, multiple regression analysis was run using SPSS. The results of the regression analysis are presented in Table 4.8. In the ANOVA table (APPENDIX F), it can be seen that the regression analysis was statistically significant (F= 16.628) at the level of p< 0.001.

Table 4.8 Regression Summary for Model 2

Model 2	Unstandardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	44.879	2.584		17.369	.000		
SS	.046	.057	.073	.808	.420	.471	2.122
PS	.353	.094	.354***	3.736	.000	.432	2.317
OU	.039	.079	.044	.501	.617	.504	1.983

Note: N=212; *p< 0.10, **p<0.05, ***p<0.01, ****p<0.001; R^2= .193, Adjusted R^2= .182; F= 16.628, p< .001; Durbin-Watson Statistics= 1.955

Dependent Variable: Transfer of Training

From the model summary, it is evident that the R^2 and adjusted R^2 were .193 and .182 respectively, which means that the factors explain around 18% of the total variance of the post-program transfer of training. The Durbin-Watson statistic was 1.955 for the model. The D-W value within 1.5 and 2.5 confirmed the assumption that was is no serial (auto) correlation between the variables. The collinearity statistics having VIF values 2.122, 2.317 and 1.983 (less than 10) and tolerance values of .471, .432 and .504 confirmed (greater than 0.10) that there was no collinearity. No heteroscedasticity was found in the scatter plot of the regression standardized residual and standardized predicted values (APPENDIX G).

According to Coefficient Table 4.8, it is revealed that both post-training motivation to transfer and self-efficacy were found to have a significant influence on the post-program transfer of training. The independent variable "supervisory support" (β=.073, t=.808, p>.420) was found to be a insignificant predictor of the post-program transfer of training. Similarly, another independent variable, "opportunity to use" (β=.044, t=.501, p>.617), was also found to be an insignificant predictor of the post-program transfer of training. However, in this model, the only significant predictor found was peer support. In coefficient Table 4.8, it is evident that the independent variable peer support (β=.354, t=3.736, p<0.001) was found to be a strong predictor of the post-program transfer of training. Therefore, Hypothesis 2 was partially supported and accepted as per the regression results. The regressed equation for Hypothesis 2 has been, thus, got the shape as below:

Transfer of Training = 44.879+ 0.354*PS

Where

PS : peer support

4.5.1.3 Hypothesis 3

The third hypothesis was to check the influence of perceived practices of organizational learning such as "promoting inquiry and dialogue", "collaboration and team-learning", "leadership role for learning", "empowering people to shared vision", and "strategic link with nurturing innovation", "capturing and sharing new learning", "opportunity to continuous learning", "leadership career development" on the post-program transfer of training. In order to test the hypothesis, multiple regression analysis was run using SPSS. The results of the regression analysis are

presented in Table 4.9. According to the ANOVA table (APPENDIX F), it was found that the regression analysis was statistically significant (F= 8.707) at the level of p< 0.001. From the model summary, it is evident that the R^2 and adjusted R^2 were .255 and .226 respectively, which means that the factors explain around 23% of the total variance of the post-program transfer of training. The Durbin-Watson statistic was 2.147 for the model. The D-W value within 1.5 and 2.5 confirmed the assumption that there was no serial (auto) correlation between the variables. The collinearity statistics having VIF values of 3.375, 4.897, 5.413, 4.096, 7.050, 4.841, 7.321 and 4.843 (less than 10) and tolerance values from .137 to .296 confirmed (greater than 0.10) that there was no collinearity. No heteroscedasticity was found in the scatter plot of the regression standardized residual and standardized predicted values (APPENDIX F).

Table 4.9 Regression Summary for Model 3

Model 3	Unstandardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	49.366	2.169		22.761	.000		
ID	.350	.235	.166	1.492	.137	.296	3.375
TL	.708	.218	.435****	3.247	.001	.204	4.897
IN	-1.207	.311	-.546****	-3.876	.000	.185	5.413
SL	.394	.253	.191	1.558	.121	.244	4.096
CL	-.230	.325	-.114	-.709	.479	.142	7.050
LL	-.312	.265	-.157	-1.175	.241	.207	4.841
VL	.124	.343	.059	.361	.719	.137	7.321
StL	.676	.207	.434****	3.260	.001	.206	4.843

Note: N=212; *p< 0.10, **p<0.05, ***p<0.01, ****p<0.001; R^2= .255, Adjusted R^2= .226; F= 8.707, p< .001; Durbin-Watson Statistics= 2.147

Dependent Variable: Transfer of Training

According to Coefficient Table 4.9, it was revealed that among the 8 independent variables only 3 were found to have a significant influence on the post-program transfer of training. The independent variable “collaboration and team

learning" (β=.435, t=3.247, p=.001) and "strategic link with career development" (β=.343, t=3.260, p=.001) were found to be significant predictors of the post-program transfer of training. However, the independent variable, "nurturing innovation" (β= -.546, t= -3.876, p<.001), was found to be a negatively significant predictor of the post-program transfer of training. The rest of the independent variables, such as "promoting inquiry and dialogue", "capturing and sharing new learning", "opportunity for continuous learning", "leadership role for learning", and "empowering people to have a shared vision", did not show any influence on the post-program transfer of training. So, the Hypothesis 3 is partially supported and accepted as per regression result. The regressed equation for the Hypothesis 3 has been, thus, got the shape as below:

Transfer of Training = 49.366 + .435*TL - .546*IN + .434*StL

Where,

TL : Collaboration and Team Learning

IN : Nurturing Innovation

StL : Strategic Link with Career Advancement

4.5.1.4 Hypothesis 4

The fourth hypothesis was to check the combined influence of individual characteristics, work conditions, and the perceived practices of organizational learning on the post-program transfer of training. In order to test the hypothesis, multiple regression analysis was run using SPSS. The results of the regression analysis are presented in Table 4.10. According to the ANOVA table (APPENDIX F), it was found that the regression analysis was statistically significant (F= 9.546) at the level of p< 0.001. From the model summary, it is evident that the R^2 and adjusted R^2 were .439 and .393 respectively, which means that the factors explain around 39% of the total variance of the post-program transfer of training. The Durbin-Watson statistic was 2.279 for the model. D-W value within 1.5 and 2.5 confirmed the assumption that there was no serial (auto) correlation between the variables. The collinearity statistics having VIF values of less than 9.50 (less than 10) and tolerance values from .137 to .296 confirmed (greater than 0.10) that there was no collinearity. No heteroscedasticity was found in the scatter plot of the regression standardized residual and standardized predicted values (APPENDIX F).

Table 4.10 Regression Summary for Model 4

Model 4	Unstandardized coefficients		Standardized coefficients			Collinearity statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	21.144	8.515		2.483	.014		
age	.282	.223	.138	1.266	.207	.241	4.154
SL	-.462	.235	-.266*	-1.966	.051	.157	6.386
CCA	2.254	1.317	.146*	1.712	.089	.397	2.517
MT	.524	.204	.209**	2.566	.011	.435	2.300
SET	.712	.255	.231***	2.788	.006	.420	2.380
SS	-.019	.056	-.030	-.331	.741	.355	2.814
PS	.285	.106	.286***	2.688	.008	.254	3.936
OU	-.098	.090	-.110	-1.097	.274	.287	3.488
ID	-.083	.219	-.039	-.380	.704	.266	3.757
TL	.896	.206	.551****	4.352	.000	.179	5.580
IN	-1.541	.308	-.697****	-5.008	.000	.148	6.739
SL	.351	.257	.170	1.365	.174	.185	5.412
CL	-.426	.297	-.211	-1.433	.153	.133	7.526
LL	-.283	.244	-.142	-1.156	.249	.191	5.236
VL	.376	.345	.179	1.088	.278	.106	9.462
StL	.495	.194	.318**	2.549	.012	.185	5.419

Note: N=212; *p< 0.10, **p<0.05, ***p<0.01, ****p<0.001; R^2= .439, Adjusted R^2= .393; F= 9.546, p< .001; Durbin-Watson Statistics= 2.279

Dependent Variable: Transfer of Training

According to Coefficient Table 4.10, it was revealed that among the 16 independent variables (including 3 demographic variables), only 8 were found to have a significant influence on the post-program transfer of training. The independent variables “category of course attended” (β=.146, t=1.712, p<.10), “post-program motivation to transfer” (β=.209, t=2.566, p<.05), “post-program self-efficacy to transfer” (β=.231, t=2.788, p<.01), ‘peer support’ (β=.286, t=2.688, p<.01),

"collaboration and team learning" (β=.551, t=4.352, p<.001), and "strategic link with career" (β=.318, t=2.549, p<.05) were found to be positively significant predictors of the post-program transfer of training. However, independent variables such as "service length of participants" (β=-.266, t=-.1966, p<.10) and "nurturing innovation" (β=-.697, t=-5.008, p<.001) were found to be negatively significant predictors of the post-program transfer of training. The rest of the independent variables such as "age of the participants", "supervisory support", "opportunity to use", "inquiry and dialogue", "capturing and sharing new learning", "opportunity for continuous learning", "leadership role for learning", and "vision for learning" showed no influence on the post-program transfer of training. Therefore, from the empirical analysis of the multiple regressions, it was evident that hypothesis 4 was partially supported and accepted. The regressed equation for Hypothesis 4 has been, thus, finally got the shape as below:

Transfer of Training = 21.144 –.266*SL + .146* CCA + .209*MT + .231*SET + .286*PS + .551*TL—.697*IN + .318*StL

Where

SL	:	Length of Service
CCA	:	Category of Course Attended
MT	:	Post-program Motivation to Transfer
SET	:	Post-program Self-efficacy to Transfer
PS	:	Peer Support
TL	:	Collaboration and Team Learning
IN	:	Nurturing Innovation
StL	:	Strategic Link with Career Advancement

On the basis of the forgoing analysis of the results, it is evident that all of the models showed statistically significant and valid relations with the dependent variable. In terms of model fit statistics, Model 1, Model 2, Model 3 and Model 4 obtained adjusted R^2 .246, .182, .226 and .393 respectively, for social research, which is quite acceptable. However, among the four models, the highest level of model fit was obtained by Model 4, which was .393, meaning that the factors explained around 39% of the total variance of post-program transfer of training.

The regression results suggested the final transfer model displayed in

Figure 4.1.

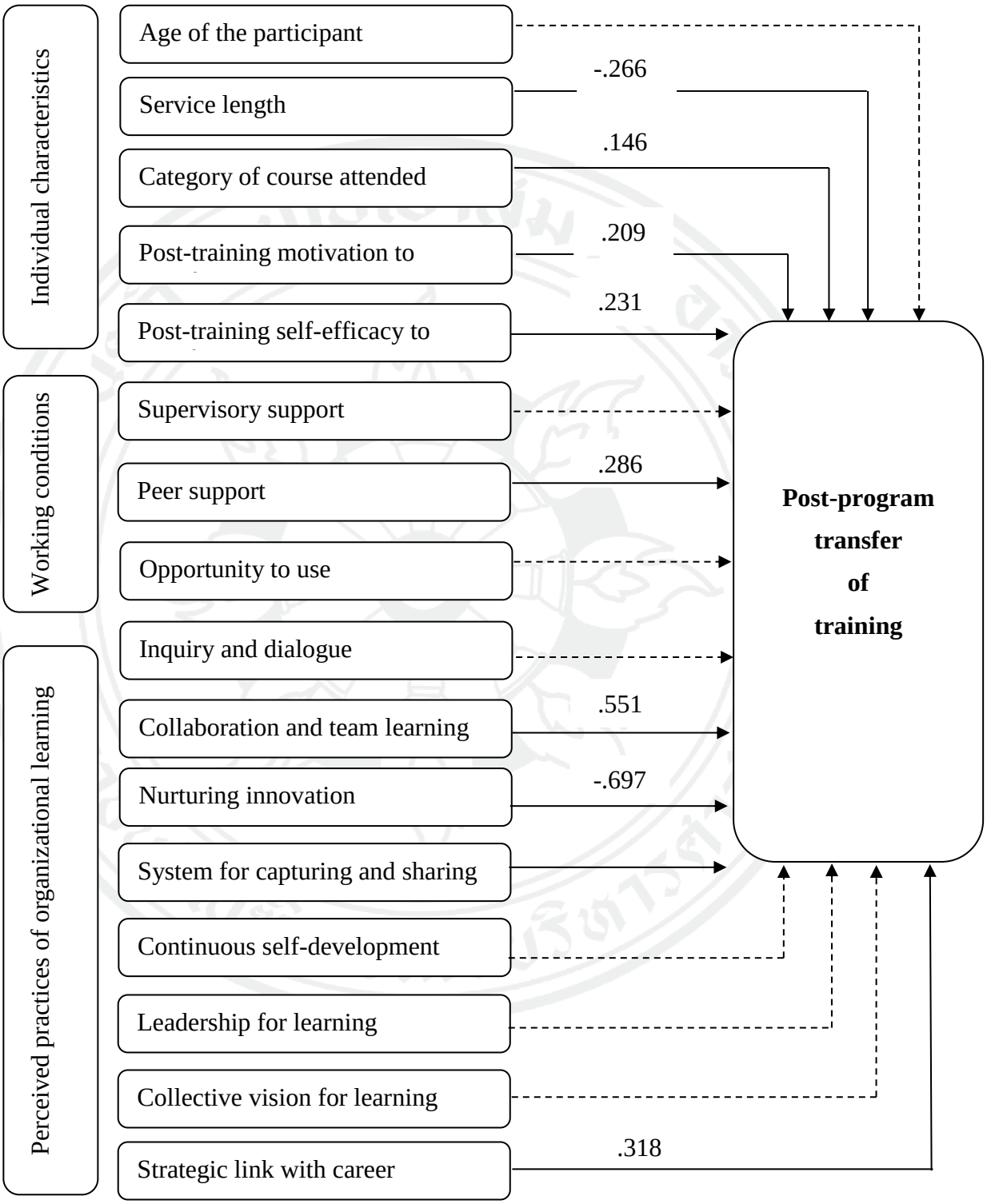

Figure 4.1 The final shape of the Transfer Model as per the regression results

4.5.2 Summary of the Regression Analysis

For this current study, regression analysis was taken as the main instrument to test the proposed model of the post-program transfer of training. the proposed model of the transfer of training was the theoretical basis from where the set of independent variables was taken as the predictor of the post-program transfer of training. Four hypotheses were crafted for testing statistically using the four regression models. Among the four hypotheses only H1 was fully accepted and the rest of the hypotheses were partially accepted. A detailed discussion of the tested hypotheses is done in next chapter. The summary results of the regression analysis are illustrated below:

Table 4.11 Summary of regression analysis

Hypothesis	Predicted Variables	Nature of Relationship	Remarks
H1	➢ *post-training motivation*	+	Fully Accepted
	➢ *post-training self-efficacy*	+	
H2	➢ *Peers support*	+	Partially Accepted
H3	➢ *collaboration & team-learning*	+	Partially Accepted
	➢ *nurturing innovation*	-	
	➢ *strategic link with career*	+	
H4	➢ *Service lengths*	-	Partially Accepted
	➢ *Mgt Dev Course attended*	+	
	➢ *post-training individual motivation*	+	
	➢ *post-training self-efficacy*	+	
	➢ *Peers' support*	+	
	➢ *collaboration & team-learning*	+	
	➢ *nurturing innovation*	-	
	➢ *strategic link with career development*	+	

4.6 Results of the Qualitative Data Analysis

The research was conducted following mixed methods; both quantitative and qualitative techniques were employed for the data collection and analysis. Two qualitative techniques were followed in collecting the qualitative data. Ten in-depth interviews with supervisors, 2 FGDs with subordinate officers, 2 FGDs with peer groups, and 2 FGDs with expert trainers were conducted as a part of the qualitative data collection. There were many reasons for collecting qualitative data; one, to explore the exact level of the post-program transfer of training; two, to explore the factors facilitating the post-program transfer of training; three, to identify the problems and contextual barriers to transfer performance in public organizations; and four, to cover the key stakeholders of the whole process of management development programs following 360-degree approach. The specific purpose of conducting FGDs with subordinate officers and the peer-groups of the graduated trainees was to obtain opinions about the influence of peer support, supervisory support, and opportunity to use for the smooth transfer of training. The purpose of conducting the FGD with expert trainers was to explore the influence of training contents, delivery methods, and objectives in the transfer of training. The expert opinions about the existing training policy and HRD strategies were also obtained from the latter group. The checklist of questions of interviews and FGDs are illustrated in APPENDIX C. In order to maintain ethical standards, pseudo names were used in the analysis. The gist of the interviews and FGDs is summarized in indirect narration and accordingly analysed below.

4.6.1 Understanding Transfer of Training

During the interview sessions with senior officers and expert trainers, a common question was asked regarding the perceptions of the transfer of training. A good number of interviewees and FGD participants had no prior knowledge about the transfer of training; rather they had some ideas about post-training utilization (PTU). However, respondents such as Mr. Das, Dr. Kabir and Mr. Haroon agreed on three dimensions of the transfer of training. Traditionally, the concept of the transfer of

training is explained through two dimensions, generalization and maintenance of acquired KSAs. However, for this research, a third dimension, “zeal for continuous self-development”, was proposed in addition to the two traditional dimensions. Finally, the expert trainers of the BPATC and BCSAA also agreed on the third dimensions of the transfer of training. Mr. Das and Mr. Haroon asked if the management development program failed to develop zeal for continuous self-development in the graduated participants, then what is the justification of management development? Both of them emphasized continuous learning as a part of life-long self-development. Mr. Imran opined that a good number of officers felt the need for continuous learning and self-development after participating in the ACAD, SSC and other training courses.

Regarding the post-training utilization of the acquired KSAs, Mr. Haroon said that after going back to the job, the graduated participants used to fall into the traditional structure of the organization. For the public organization, the structure is not very congenial for the transfer of training. He identified the traditional structure of the organization as one of the strongest barriers to the transfer of training.

Mr. Rajib and Mr. Das opined that the MATT-2 leadership development program was unique in the sense that whatever was taught in program, the participants had to apply and transfer immediately. MATT-2 followed the experiential learning method where, they opined, that the level of transfer was the highest. For the ACAD and SSC there should be a system of post-training action plans for utilizing the learned KSAs. Mr. Das mentioned that as a part of the Individual Action Plan (IAP) of the SSC and MATT-2, he did a lot of work in his organization. Almost all the interviewees opined that there should be a mechanism to monitor post-training utilization and the transfer of training.

4.6.2 Influence of Training Design in the Transfer of Training

In the FGDs with HDR expert groups, it was established that there was a direct and indirect influence of training design and delivery method in the post-program transfer of training. The group categorically mentioned that the primary objective of the training program was to equip the participants with needed KSAs. The training institute generally does not interfere up to the level of post-training

utilization of the acquired KSAs. Dr. Zahir said that design is important for delivery as well as the transfer of training. He indicated that if the design is not needs-based and delivery is not appropriate, in this case the learning intensity obviously will be low. The group agreed on the issue that an appropriate delivery method is important for learning. If the delivery method is appropriate enough, then the participants would acquire techniques to apply the learned KSAs on the job. They all opined that in the case of skill based contents, methods such as simulation, practical demonstration, learning by doing, role-play, and project work would help them to transfer the acquired KSAs to the workplace. The proper method of training helped the participants to apply and maintain the acquired KSAs. The participants of two FGDs with expert trainers made a consensus regarding the point that the level of learning and transfer depend on the degree of the similarity of contents with job assignments. Mr. Rajib, in his interview, categorically mentioned that the contents of the ACAD and SSC are general in nature and the transfer of this soft-skilled type of content is also not possible to transfer immediately after completion of the program.

Dr. Huq stated that the training institutes are not very professional in developing curricula on the basis of real training needs. All of the participants of the two FGDs agreed that the training institutes lack professional trainers as well as curriculum experts. The BPATC did a very limited number of follow-ups and impact studies on the existing ACAD and SSC courses. They opined that there was no regulatory framework for guiding training institutes for conducting regular TNA, follow-up study, or impact study on the exiting management development courses. They asked reverse questions, “how can a training course have realistic features without having regular TNA or follow-up study.”

The FGD participants opined that the management development courses must have a definite purpose and specific objectives linking the career prospects of the participating officers. Dr. Mobarak said that the curriculum for the management development courses should have a strong basis, as with a competency-based curriculum.

Dr. Huq mentioned that the delivery method of training is one of the important issues that obviously influence learning to transfer. MATT-2 created an extraordinary example in the delivery method for the leadership development program. The

experiential learning method was the main theory of training delivery under the MATT-2 program. The ACAD and SSC courses should follow the delivery method of MATT-2; then learning and transfer will be maximized.

Dr. Azhar suggested that the feedback and assessment system has no strong influence on the transfer of training; rather it influences the learning process. He said that the BPATC has a unique evaluation system and feedback mechanism. All of the members of FGDs agreed that better learning intensity does not guarantee a better level of transfer of training. Organizational support and practices are important issues for the transfer of training.

4.6.3 Individual Characteristics of the Transfer of Training

In response to the question about the influence of post-program motivation and self-efficacy on the transfer of training, the participants of the FGDs replied positively. Dr. Zahir said that motivation depends on the incentive and positive feedback from the superior authority. If someone perceives and believes that whatever taught in the training program has practical implications, then the participants will be motivated enough. Dr. Azhar said that when a graduated participant feels that whatever is taught in training program is easy to replicate by him, then he or she will be efficacious in replicating the acquired KSAs in the job. Dr. Mubarak said that when participants of management development programs foresee fair placement and promotion after completion of the programs, then they feel motivated to learn and transfer. All of the interviewees in the supervisor's category also agreed with this point.

4.6.4 Work Conditions and Transfer of Training

Work conditions include supervisory support, peer support, and opportunity to use for the transfer of training. In conducting the interviews and FGDs, a common question of all the participants was how far supervisory support, peer support, and opportunity to use influence the transfer of training. In response to the question about supervisory support, Mr. Rajib said that the supervisor has a specific role to supervise and monitor the transfer performance of the officer under his surveillance. He added that a good number of supervisors are very indifferent to their subordinates. He added

that in the performance appraisal system, to train one's subordinate is one of the indicators of the appraisal report. However, this issue has not received due attention by the senior officers.

All of the participants of the FGDs admitted that supervisory support was a very important issue for the transfer of training but in this context the supervisors were found to be unresponsive in providing such type of support. The participants in the FGDs with subordinate officers accused that they were not given due attention from supervisors for facilitating the transfer of training. They also stated that subordinate officers did not even get access to senior officer due to formal nature of the communication in public organizations. However, it was also recognized by the participants of the FGDs of subordinate officers that the formal culture and rigid hierarchical mentality were being reduced day by day. Recently, the senior officers give attention and support if something is raised in the name of innovation. They argued that this was because of the innovation and e-service delivery campaign of the A2i (Access to Information) project and Governance Innovation Unit (GIU) of the Prime Minister's Office. They also opined that since 2015, the government has introduced 60-hour compulsory training for every officer. While conducting the training sessions of this compulsory training, the senior officers get a chance to share their new knowledge and skills with junior officers. Therefore, the system of sharing knowledge and skills is important for the transfer of training.

In terms of peer support, the participants of the FGDs with peer-groups stated that the graduated officers sometimes share their new learning with them. This happened very well at the time of the MATT-2 Leadership Development Program. Actually, they said that there was no system of sharing new knowledge or skills in public organizations, but recently, due to the implementation of the 60 hours of training per year, the senior officers are getting a chance to share their learning with colleagues. They agreed that peer support is important for learning in the training environment. They also agreed that whenever their colleagues seek help from them, they extent the necessary support to them.

In terms of opportunity to use new learning in the organization, all of the participants agreed that the graduated participants are not getting a congenial environment to use their learning on the job. The participants of the FGDs of all

groups said that the logistic support was very limited in every organization. No financial resource was found available in organization to implement new initiatives or innovations. They all agreed with the proposition that true innovation is not possible without a proper incentive package. Recognition for outstanding performance and distribution of rewards for applying new learning are two important issues for the sound management of transfer of training.

4.6.5 Perceived Practices of Organizational Learning for the Transfer of Training

All of the participants in the FGDs and interviewees agreed that was no organized and systematic practices of organizational learning in the public organizations of Bangladesh. One interviewee, Mr. Das, said that in the Ministry of Finance (MoF) there is a system of learning organizational practices, even though it is very limited. He affirmed that at regular intervals, every officer in the Finance Division has to make a presentation on a specific topic. After coming back from any executive development course, the graduated participant of the MoF must make a presentation in a knowledge dissemination seminar. All of the interviewees also mentioned that after going back from a foreign exposure visit, the graduated participant has to conduct a feedback seminar for disseminating their learned knowledge and skills with other participants. Mr. Rajib said that through the feedback seminar real transfer does not take place; rather it is a way of sharing KSAs with other colleagues. During the FGDs a good number of participants further said that 60 hours of compulsory training was a good system for sharing learned KSAs. It creates opportunity for vertical interactions between bosses and subordinates. They also opined that real transfer is beyond sharing; it is about applying, maintaining, and sustaining KSAs for better performance.

In the FGDs, a good number of participants opined that the new generation officers are more open and less formal than those of the previous period. Dr. RK Shaha said that the senior officers are now better in encouraging innovation and new initiative for better service delivery. He used the example of the learning organization. where learning, sharing, and transferring are fundamentally recognized. He also added that individual initiative to apply the learned KSAs is the subject of approval of the

senior officers of the organization. Mr. Basir indicated that the organizational culture is changing positively towards recognizing innovation and new initiatives by the senior officers in public organizations. Sharing and disseminating new learning by arranging systematic feedback seminars also depends on leadership style and organizational practices. In public organizations, the practice of knowledge management and knowledge sharing is seen in a limited scale.

4.6.6 Barriers to the Transfer of Training

The interviewees and participants of the FGDs identified some barriers to the transfer of training. Mr. Habib said that the poor level of post-program transfer of training occurs due to a lack of proper supervision and follow-up mechanisms. The participants of FGDs said that the Public Administration Training Policy covers only input issues and ignores issues such as post-training utilization, follow-ups and monitoring mechanisms, refresher activities, incentives for transfer performance, and relapse prevention interventions which are imperatives for the post-program transfer of training.

Ms. Bhowmik indicated that conducting a training session following proper a delivery method is imperative for effective learning as well as better transfer. However, in many cases the training institutes fail in following the best-fit delivery technique. Other members of the FGD agreed that organizational structure and culture are critical for facilitating or inhibiting the transfer of training. Public organizations are traditionally nourishing very a formal culture and hierarchical structure. They opined that under this structure, the subordinate officers generally feel reluctant to share new learning with senior officers. Therefore, proactive action from senior officers can expedite the post-program transfer of training.

All of the participants and interviewees agreed on a point; that is, the graduated participants usually fail to replicate new learning on the job due to a lack of logistical support. They also mentioned that the absence of favourable legal provisions is also a strong barrier to the transfer of training. All of the interviewees and participants of the FGDs opined that the graduated participants become demotivated when they do not perceive any linkage between training performance and career advancement (promotion and placement).

Moral support is important for the innovation and replication of new learning in one's organization. The participants of the FGDs with subordinate officers agreed that a good number of officers do not morally encourage new initiatives in the organization. At the same times, they also mentioned that the officers of the new generation are more liberal than the previous generation in encouraging innovation and creative thinking.

In his interview, Mr. Das said that misplacement and unfavorable conditions are strong barriers to the post-program transfer of training. He affirmed that a favorable work environment, including organizational support, social support, and the perceived practices of organizational learning, are some of the critical factors for the smooth transfer of training but unfortunately those are not systematically managed in public organizations. He also opined that another barrier to the transfer of training is the absence of a system of knowledge capturing, sharing, and preserving in public organizations. The public organizations are also reluctant to conduct policy research and education. He gave strong arguments for establishing a national-level development institution where policy research, policy training, and executive education on policy management for senior officers as well as credible publications for disseminating research observations will be the mandates of that prospective institution. He used the examples of the KDI of Korea, the Indian Institute of Public Administration (IIPA), and the Administrative Staff College of India, NIDA of Thailand, GRIPS in Japan, and INTAN of Malaysia.

4.6.7 Suggestions for Effective Post-Program Transfer of Training

The interviewees and participants of the FGDs made some important suggestions for the effective transfer of training. A summary of those suggestions is provided below.

The public organization should develop a system for the enforcing, monitoring, and evaluation of the transfer of training. In the interviews, the senior officers of the Bangladesh Civil Service opined that in the PATP, it is provisioned that after participating in any training the graduated officers would be placed at the relevant desk. They opined that the sponsoring organization should strictly follow this provision. Moreover, the interviewees opined that the sponsoring organization should

devise knowledge creating, capturing, categorizing, storing, retrieving, and a sharing mechanism and system for a better level of transfer of KSAs. They also suggested that the transfer issue also be included in the design phase of the training with specific follow-up mechanisms.

The senior officers of different ministries suggested that every sponsoring organization should have a training transfer strategy. At the organizational level, the role of supervisors, peers, colleagues, and graduated trainees is to be specified. The mentoring role of apex management and the monitoring role of supervisory officers for smooth transfer of training can be part of the HRD strategy of the organization. The incentive package, and a reward scheme and appraisal system, should be revised to make transfer friendly.

The participants of the FGDs and interviews opined that the Bangladesh Civil Service has no specific HRD vision. The career planning and development wing of the Ministry of Public Administration has failed to formulate and implement any time-befitting HRD strategy for the Bangladesh Civil Service. All of the participants in the FGDs and interviews gave suggestions for formulating an HRD strategy for the Bangladesh Civil Service, addressing issues such as formulating a competency framework, developing a competency-based training curriculum, developing a training and management development manual for the training institute, outlining techniques of transfer of training for the sponsoring organization, and linking training and transfer performance with career development and promotion. The above-mentioned findings are also validated by the scholastic observation made by (Aminuzzaman, 2013: 47-50). He recommended that there should be a competency-based career development and promotion policy in Bangladesh Civil Service. He then advocated for allocating certain weightage on the performance of training and management development programs in promotion criteria of the Bangladesh Civil Service.

A good number of participants and interviewees opined that in PATP, 2003 some provisions were included for the monitoring, evaluating, researching, and reporting of post-training utilization. They suggested that training institutions should have specific plans to assess at regular intervals the level of the PTU and the transfer of training. Moreover, the sponsoring organization should also conduct research and

study on the post-program transfer of training. The participants of the FGDs with expert trainers also opined that the research and follow-up mechanisms of the training institutions are not very strong. Moreover, they opined that the sponsoring organizations should also know whether the value for the money they spend for arranging the management development program is achieved or not. They suggested that there should be a joint-council in the sponsoring organization and training institutions for assessing, following-ups, and researching the impact as well as the level of transfer of training by graduated participants.

In order to conduct credible policy research, policy training, executive education and publications, all the senior officers stated that establishing a national-level policy and development institute was a good idea. The prospective institute would be a national centre of excellence in policy research and education.

Finally, it is mention-worthy that a consensus was arrived at, that "zeal for continuous self-development" is to be included as the third dimension of the definition of the transfer of training. From the qualitative data analysis, it was revealed that the training design has a strong and direct influence on learning; specifically, the contents and delivery methods have an influence on the post-program transfer of training.

The post-program motivation and self-efficacy also have a direct and positive influence on the transfer of training. In terms of work conditions, it was revealed that supervisory support is critical in has transfer of training but has role of has supervisor in this regard is found to be typically passive in has public organizations of Bangladesh. The quantitative data also supported the proposition that has perceived practices of organizational learning such as "promoting inquiry and dialogue", "collaboration and team-learning", "nurturing innovation", "capturing and sharing new learning", "opportunity to continuous learning", "leadership role for learning", "empowering people to shared vision", and "strategic link of transfer performance with career advancement" have a positive influence on the transfer of training. However, in the public organizations of Bangladesh, the practices of organizational learning are found on a very limited scale.

The participants of the FGDs and interviews suggested that for better transfer management the organization should develop a system for enforcing, monitoring, and

evaluation; specify the role of supervisors, peers, colleagues, and graduated trainees; formulate a competency framework, develop a competency-based training curriculum, develop a training and management development manual for training institutes, outline techniques for the transfer of training for sponsoring organizations, link training and transfer performance with career development and promotion, and finally strengthen research and follow-up mechanisms.

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This chapter, consisting of three major sections, contains the discussion, conclusion, and recommendations of the study. This first section discusses the findings of the study on the basis of the results of the qualitative and quantitative data analysed in the previous chapter. The second section summarizes the whole study with theoretical and practical implications. The last section illustrates policy recommendations and provides indications for further study.

5.1 Results and Discussion

The main purpose of the study was to assess the influence of individual characteristics, work conditions, and perceived practices of organizational learning as the predictors of the post-program transfer of training. The specific research questions investigated in this study, as mentioned in the first chapter, were: The specific research questions were: i) is there any influence of "post-training individual motivation" and "post-training self-efficacy" on the post-program transfer of training, and if yes, to what extent do they influence the transfer of training?; ii) is there any influence of "supervisory supports", "peer supports", and "opportunity to use" on the post-program transfer of training, and if yes, to what extent do they influence the transfer of training; and iii) is there any influence of "perceived practices of organizational learning" on the post-program transfer of training, and if yes, to what extent does it influence the transfer of training?; and finally, iv) how far the factors like individual characteristics, work conditions and the perceived practices of organizational learning are justifiable as the predictors of the post-program transfer of training?

These four research questions were stated in four hypotheses. The proposed hypotheses were tested with quantitative data using multiple regression analysis under a provisional theoretical model of the transfer of training. The results of the multiple regression analysis depicted a moderate level of influence of the independent variables such as characteristics, work environment, and perceived practices of organizational learning on the dependent variable—transfer of training. Moreover, the quantitative data also were collected in order to validate and supplement the results of the quantitative analysis. The results and the findings regarding the quantitative and qualitative analyses are discussed below.

5.1.1 Influence of Individual Characteristics

The first research objective was to assess the influence of "post-training individual motivation" and "post-training self-efficacy" on the post-program transfer of training. In order to obtain this research objective Hypothesis 1 was tested. Hypothesis 1 was, "there is a positive influence of individual characteristics such as "post-training individual motivation" and "post-training self-efficacy" on the post-program transfer of training."

From the descriptive statistics, it was found that about 90% and 84% of the respondents are agreed respectively that the post-program motivation to transfer and self-efficacy had positive influences on the post-program transfer of training. Moreover, in the correlation analysis, the variables post-training motivation and post-training self-efficacy showed a medium positive relationship with the transfer of training. From the multiple regression analysis, the independent variable 'post-training motivation to transfer' was found to be one of the strong predictors (β=.317, t=4.051, p<.001) of the post-program transfer of training. Similarly, another independent variable, 'post-program self-efficacy,' was also found to be one of the strong predictors (β=.237, t=3.035, p<.01) of the post-program transfer of training. Therefore, Hypothesis 1 is fully supported and accepted as per the regression results.

Individual characteristics, however, is a strong predictor of the transfer of training. The variables under individual characteristics such as port-program motivation to transfer and self-efficacy were found to be strongly correlated with the post-program transfer of training. Foxon (1993), Yamnill and McLean, (2001), and

Kupritz (2002) also contended that post-program motivation to transfer is a strong predictor of the transfer of training. Similarly, according to the results of the descriptive statistics and multiple regression analyses of this study, it was found that the post-program motivation to transfer was a strong predictor of the transfer of training, which validated the findings of previous studies.

In various studies, variables such as post-program self-efficacy under the factor individual characteristics were also found to be a strong predictor of the post-program transfer of training. Bandura (1982), Noe (2008), Tracey, Hinkin, Tannenbaum and Mathieu (2001), Brown and Morrissey (2004), Gist et al. (1991), Ford et al. (1992) and Grossman and Salas (2011) empirically found self-efficacy to be a strong predictor of the transfer of training. The results of the descriptive statistics and multiple regression analyses of the current study also proved the proposition which validated the findings of previous studies.

The findings from the qualitative data analysis also validated the results of regression analysis about the predictability of post-program motivation and self-efficacy regarding the transfer of training. All of the participants in the FGDs and interviews said that motivation and incentive were imperative for the transfer of training. The graduated participants will be interested in taking new initiatives and applying their knowledge when they perceive due rewards and incentives for extra performance regarding the transfer of training.

5.1.2 Influence of Work Conditions

The second research objective was to assess the influence of supervisory support, peer support, and opportunity to use as the predictors of the post-program transfer of training. In order to obtain the second objective, Hypothesis 2 was set to test. Hypothesis 2 was, “there is a positive influence of the work condition, such as ‘peer support’, ‘supervisory support’ and ‘opportunity to use,” on the level of the post-program transfer of training.” According to the descriptive statistics, it was found that about 69%, 73%, and 66% of the respondents agreed respectively that supervisory support, peer support, and opportunity to use had a positive influence on the post-program transfer of training. Moreover, in the correlation analysis, the variables ‘supervisory supports’, ‘peers’ support’, and ‘opportunity to use’ showed a

medium positive correlation with the transfer of training. From the multiple regression analysis, the independent variable 'supervisory support' (β=.073, t=.808, p>.420) was found to be an insignificant predictor of the post-program transfer of training. Similarly, another independent variable, 'opportunity to use' (β=.044, t=.501, p>.617), was also found to ben an insignificant predictor of the post-program transfer of training. However, in this model, the only significant predictor found was peer support. Among the three independent variables under the factor work conditions, only peer support (β=.354, t=3.736, p<0.001) was found to be a strong predictor of the post-program transfer of training. So, Hypothesis 2 was partially supported and accepted as per the regression results.

The work environment is a combination of the social and logistic support systems in an organization, which are supposed to be supportive of the transfer of training. The social support system is comprised of supervisory and peer support. In the transfer literature, supervisory and peer support have been found to be strong predictors of the transfer of training. Holton III and Baldwin (2003), Russ-Eft (2002), Xiao (1996), Montesino (2002), Martin (2010) and Coestsee et al. (2006) found a positive correlation between the level of support from the top and peers and the effective transfer of training. According to Martin (2010) supervisory support has a comparatively stronger influence on the transfer of training than peer support. In the current research, from the descriptive analysis, it was found that supervisory and peer support, and opportunity to use, had a positive correlation with the post-program transfer of training. However, from the multiple regression analysis, among the three variables under work conditions, only peer support was found to be a strong predictor of the transfer of training. Supervisory support and opportunity to use were not found to be significant predictors of the transfer of training. However, the opportunity to use under the factor work conditions was also empirically found to be a predictor of the transfer of training in many studies. Holton III and Baldwin (2003) and Tumendemberel (2013) proved empirically that the variable "opportunity to use" is a predictor of the transfer of training. The correlation analysis of the study depicted that the variable opportunity to use has a positive correlation with the transfer of training. However, from the multiple regression analysis, it was found that opportunity to use was not a significant predictor of the transfer of training. Among the three variables

under the factor work conditions, only peer support was found to be a predictor of the transfer of training, which partially validates the results of previous studies.

The study has been done in the context of the public organizational practices of Bangladesh Civil Service. In order to explore the reasons for the unexpected results regarding supervisory support and opportunity to use, in-depth interviews and FGDs were conducted. From the qualitative data analysis, it was revealed that supervisory support is an important factor in the transfer of training. However, from the same source of data, the supervisors of the graduated participants of management development programs of the public organizations in the Bangladesh context are reluctant to extend the necessary support for the transfer of training. This is because of the formal communication system, wide power distances between the boss and subordinates, the senior's inclination toward routine work, the limited access of juniors to seniors, etc. In the qualitative analysis, it as also revealed that the formal culture of the public organization is reducing day by day, but still it is not that congenial for obtaining sufficient support from the supervisor by the graduated trainees of management development programs regarding the post-program transfer of training.

Moreover, the opportunity to use acquired KSAs on the job was also found to be positively correlated in the qualitative data analysis. The logistic support and sufficient funding for implementing new initiatives were also found to be essential in the qualitative data analysis. However, the participants of the FGDs and interviews opined that public organizations in Bangladesh are very conservative in terms of extending logistic support and financial allocations to new initiatives.

5.1.3 Influence of Perceived Practices of Organizational Learning

The third objective of the study was to assess the influence of the perceived practices of organizational learning on the post-program transfer of training. In order to obtain the third objective, Hypothesis 3 was tested. Hypothesis 3 was, "There is a positive influence of the perceived practices of organizational learning, such as "promoting inquiry and dialogue", "collaboration and team-learning", "nurturing innovation", "capturing and sharing new learning", "opportunity for continuous learning", "leadership role for learning", "empowering people to have a shared

vision", and "strategic link with career advancement" on the post-program transfer of training." From the descriptive statistics, it was found that 60%, 68%, 70%, 67%, 60%, 61%, 59% and 60% of the respondents respectively agreed that "promoting inquiry and dialogue", "collaboration and team-learning", "nurturing innovation", "capturing and sharing new learning", "opportunity for continuous learning", "leadership role for learning", "empowering people to have a shared vision", and "strategic link with career advancement" has positive influence on post-program transfer of training. Moreover, in correlation analysis, the variables "promoting inquiry and dialogue", "collaboration and team-learning", "capturing and sharing new learning", "opportunity for continuous learning", "empowering people to have a shared vision", and "strategic link with career development" showed a medium positive correlation and variables such as "nurturing innovation" and "leadership role for learning" showed a weak positive correlation with the transfer of training. However, in the multiple regression analysis, among the 8 independent variables only 3 were found to have a significant influence on the post-program transfer of training. The independent variables "collaboration and team learning" (β=.435, t=3.247, p=.001) and "strategic link with career advancement" (β=.343, t=3.260, p=.001) were found to be significant predictors of the post-program transfer of training. However, the independent variable such as "nurturing innovation" (β= -.546, t= -3.876, p<.001) was found to be a negatively significant influence on the post-program transfer of training. The rest of the independent variables, such as "promoting inquiry and dialogue", "capturing and sharing new learning", "opportunity to continuous learning", "leadership role for learning", and "empowering people to shared vision", did not show any influence on the post-program transfer of training. Therefore, Hypothesis 3 was partially supported and accepted as per the regression results.

Organizational learning is a flexible form of social activity where acquisition, retention, and transfer of knowledge and skills are supposed to be encouraged and supported. In their studies, Buhler (2002), Davis and Daley (2008), Dougherty (2004), Velada et al. (2009) empirically proved that the perceived practices of organizational learning are predictors of the transfer of training. In the current study, from the descriptive statistical analysis, other than nurturing innovation and leadership role for learning, the other 6 variables were found to have a medium level of correlation with

the transfer of training. However, in the multiple regression analysis, only two variables—collaboration and team learning and strategic link of tranfer performance with career advancement—were found to be significantly positive predictors, and the variable nurturing innovation was found to have significantly negative influence on the transfer of training.

The practices of organizational learning are new for the public organizations of Bangladesh. Though it is a new phenomenon for the public organization but it is obviously an important factor for the transfer of training. When the graduated participants perceive that the practice of the organizational learning is a regular phenomeanon, they will be motivated to learn as well as transfer of that learning. In the context of Bangladesh Civil Service, the parctice of learning in the organization as also found to be very limited in the qualitative inquiry. The particiapants in the FGDs and interviews stated that in the public organizations of Bangladesh the systematic pactice of organizational learning was not found. Though in the qualitative analysis, it was found to be a very important factor for the transfer of traning, but the practices of the organizational learning were found to be exceptionally limited in the public organizations of Bangladesh. From the findings of the qualitative analysis, the practice of inquiry and dialogue before every decesion was not found, and a system for capturing and sharing new learning was found almost absent; opportunity for continuous learning was found to be very limited, and the leadership role for learning was found to be not so vivrant. The feedback seminar on foreign exposure visits, 60-hour compulsory training in every organization, knowledge dessimination seminars, and refresher courses are some of the limited practices of organizational learning found commonly in public organizations. The qualitative data of the study, however, supported the proposition that the perceived practices of organizational learning and training transfer activities for better performace in the public organizations of Bangladesh are gradually increasing.

5.1.4 Combined Influence of Individual Characteristics, Work Conditions, and Perceived Practices of Organizational Learning

The last objective was to assess the combined influence of individual characteristics, work conditions, and perceived practices of organizational learning on

the post-program transfer of training. In order to obtain the last objective, Hypothesis 4 was tested. Hypothesis 4 was, “there is a positive influence of “individual characteristics”, “work condition” and the “perceived practices of organizational learning” on the post-program transfer of training.” Actually, Hypothesis 4 was set to test the proposed transfer model; whether or not, the model was validated in the context of Bangladesh Civil Service. The proposed transfer model hypothesized that individual characteristics, work conditions, and perceived practices of organizational learning are influential factors in the post-program transfer of training. Specifically, predictors such as “post-training self-efficacy” and “post-training motivation to transfer” constructed the factor “individual characteristics” and predictors such as “supervisory support”, “peer support’ and “opportunity to use” constructed the factor “work condition”. The predictors such as “inquiry and dialogue”, ‘collaboration and team-learning”, “nurturing innovation”, “capturing and sharing new learning”, “opportunity for continuous learning and self-development”, “leadership for learning and transfer”, “empowering people to have a collective vision” and “strategic link with career advancement” constructed the factor perceived practices of organizational learning.

From the descriptive statistics, it was found that 57% to 97% of the respondents agreed that all of the variables under individual characteristics, work conditions, and perceived practices of organizational learning had a positive influence on the post-program transfer of training. Moreover, other than “nurturing innovation” and “leadership role for learning,” all of the other 11 independent variables were found to have a medium to a very strong correlation with Double quotes. post-program transfer of training.

From the regression analysis, it was found that among the 16 (including 3 demographic variables) independent variables, only 8 were found to have a significant influence on the. post-program transfer of training. The independent variables “category of course attended” (β=.146, t=1.712, p<.10), “post-program motivation to transfer” (β=.209, t=2.566, p<.05), “post-program self-efficacy to transfer” (β=.231, t=2.788, p<.01), “peer support” (β=.286, t=2.688, p<.01), “collaboration and team learning” (β=.551, t=4.352, p<.001), and “strategic link with career” (β=.318, t=2.549, p<.05) were found to be positively significant predictors of the post-program transfer

of training. However, independent variables such as “service length of participants” (β=-.266, t=-.1966, p<.10), and “nurturing innovation” (β=-.697, t=-5.008, p<.001) were found to be negatively significant predictors of the post-program transfer of training. From the model summary, it was evident that the R^2 and adjusted R^2 were .439 and .393 respectively, which means that the factors explained around 39% of the total variance in the post-program transfer of training.

From the multiple regression analysis, variables such as “category of course attended”, “post-program motivation to transfer”, “post-program self-efficacy to transfer”, “peer support”, “collaboration and team learning”, and “strategic link with career” were found to be positively significant predictor of the post-program transfer of training. However, independent variables such as ‘service length of participants’ and ‘nurturing innovation’ were found to be negatively significant predictors of the post-program transfer of training.

Foxon (1993), Mathieu et al. (1993), Yamnill and McLean (2001), Kupritz (2002), Bandura (1982), Noe (2008), Mathieu et al. (1993), Brown and Morrissey (2004), Gist et al. (1991), Ford et al. (1992), Grossman and Salas (2011) contended that the post-program motivation to transfer and post-program self-efficacy are two strong predictors of the transfer of training. The multiple regression results regarding the predictability of post-training motivation and self-efficacy validated the findings of previous studies.

Among the three variables under work conditions, only peer support was found to be significantly predictable of the transfer of training. However, variables such as supervisory support and opportunity to use were not found to be significant predictors of the transfer of training. this result does not validate the findings of previous studies. Saks and Belcourt (2006), Grossman and Salas (2011) and Tumendemberel (2013) found supervisory support, peer support, and opportunity to use as the predictors of learning as well as the transfer of training. The findings of the current study regarding work conditions for the transfer of training do not validate fully the findings of previous studies. From the qualitative data analysis, it was also found that the public organizations of Bangladesh are neither learning friendly nor are they transfer friendly. Supervisors were found to be reluctant to mentor junior officers for better utilization of learned KSAs. Similarly, the public organizations also have

failed to create congenial work conditions providing logistic and financial support to the graduated participants for applying and maintaining learned KSAs on the job.

The perceived practices of organizational learning in the public organization were assumed to be facilitating aspects for the transferring of training. However, the contextual reality is different from assumptions regarding the ideal situation. Among the eight variables under the factor perceived practices of organizational learning only two variables, collaboration and team learning and strategic link of transfer performance with career advancement, were found positively predictable of the transfer of training. The findings also validated by the research findings of Kader (2012: 167). He opined that the trained officers will be motivated enough in the transfer of training when they perceive a fruitful strategic link of training performance with career advancement, specifically in the placement and promotion practices of the MoPA.

However, one variable—nurturing innovation—was surprisingly found to be negatively significant for the transfer of training. In this regard, it can be mentioned that the research has been done on the basis of the real situation of the public organization. The graduated participants were asked to evaluate the existing situations in public organizations with respect to learning and the transferring of training. They were not asked "what could have been obtained" in the ideal situation of the organizations. Rather, they were asked to assess how the existing work conditions help them with learning and the transferring of training. Therefore, the results of the regression analysis that have been obtained here from gathered real-life data paint a realistic picture of public organizations in Bangladesh. The public organizations of Bangladesh have not yet been fully transformed into learning organizations. Graduating to a learning organization from a traditional one is a challenging task and achieving the attributes of learning organization is a long-standing endeavour.

From the analysis of the qualitative data, it as also found that the public organizations, as a whole, are not practising learning organizational activities. A limited number of ministries and departments are exceptionally different from other organizations and they practice organizational learning activities. An acceptable level of the practices of the organizational learning is seen in two ministries of Bangladesh: the Ministry of Finance and the Ministry Information. This is because of the

leadership type of the secretaries of the concerned ministries. The officers of the two ministries have to make presentations in learning dissemination seminars after coming back from any training program. Moreover, the graduated trainees of those two ministries have to submit an individual action plan (IAP) for implementing the acquired KSAs on the job. All other ministries can take it (IAP) as an instance and replicate the experience of the practices of organizational learning in their respective ministries.

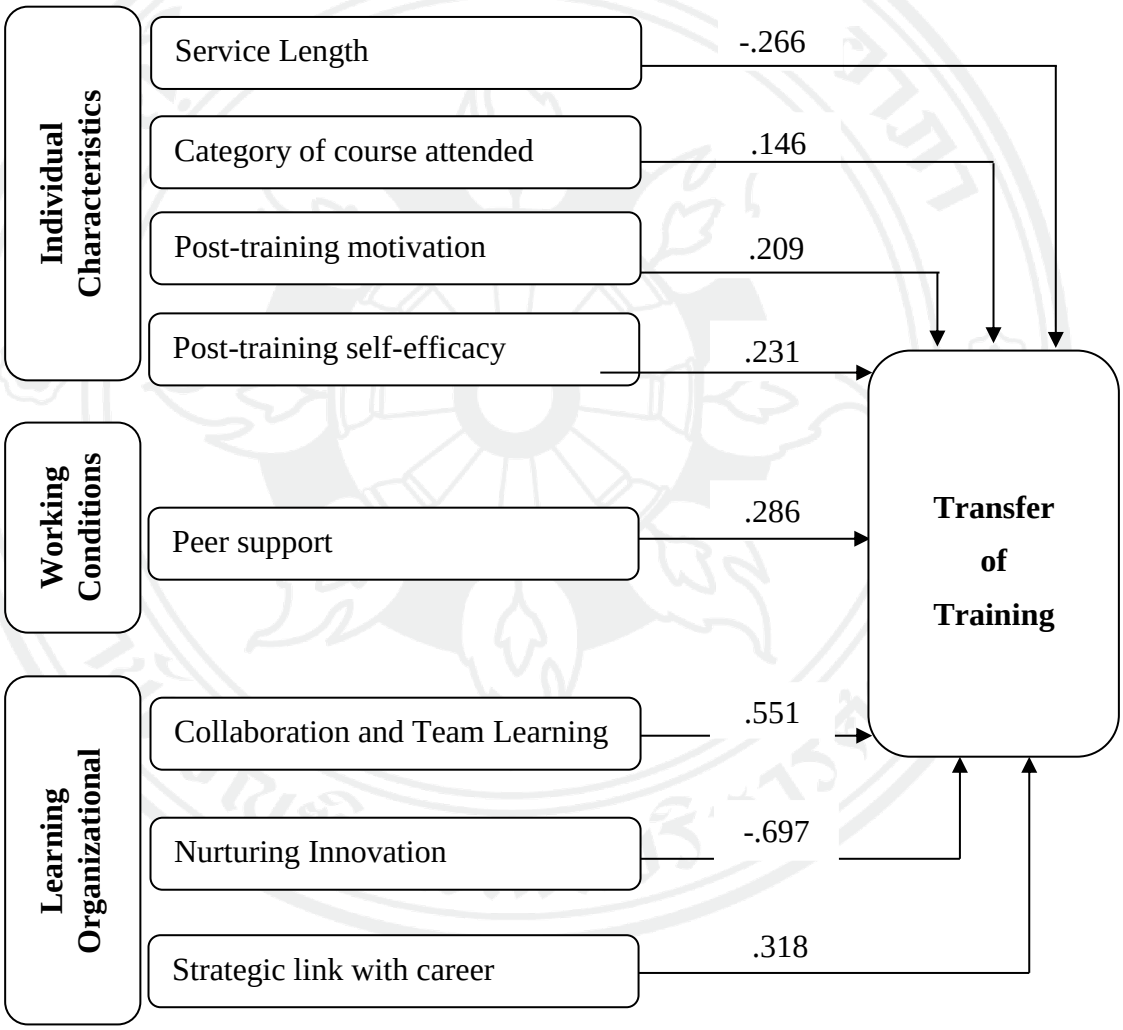

Figure 5.1 Final Shape of Model on the Post-Program Transfer of Training

Moreover, from the multiple regressions analysis, it was found that service lengths and nurturing innovation were negatively significant for the transfer of

training. Now, the question is how service length adversely affects the transfer of training. The officers with the longest service lengths in both categories (DS and JS) are the cohorts of the officers that were deprived regular promotion. That is why they are naturally demotivated to apply the acquired KSAs on the job. However, in terms of nurturing innovation, the senior officers are still reluctant to take new ideas from the junior officers. The bureaucratic practice and its formal nature of public organization seldom encourage creative initiative and innovation. Though the situation is improving day by day, the qualitative data revealed that the public organizations have yet to create a congenial environment for encouraging innovation, nurturing, and scaling up of the innovation discovered by graduated participants.

Based on empirical evidence obtained from qualitative and quantitative analysis, the final post-program transfer of training model for the Bangladesh context has got the shape as illustrated in Figure 5.1.

The final model does not suggest that training design and learning intensity have no influence on the transfer of training. However, the findings from the qualitative analysis suggest that training design, training objectives, delivery method, and learning intensity may have a substantive amount of influence on the post-program transfer of training.

5.2 Conclusion

The purpose of the study was to empirically understand the influence of the factors affecting the post-program transfer of training of the management development programs of the Bangladesh Civil Service. The study was expected to reveal the impacts of the factors that affect the post-program transfer of training as well as the relative importance of those factors in the transfer process. The study was done in the context of the Bangladesh Civil Service and it enriched our understanding regarding the transfer of training in Bangladesh context.

The objectives of the study were grouped into four domains: first, to assess the contribution of individual characteristics such as post-training motivation to transfer and the self-efficacy of the graduated trainees of the management development programs in the post-program transfer of training; second, to evaluate the level of

influence of work conditions such as opportunity to use, supervisory support and peer support for the graduated trainees of the management development programs in the post-program transfer of training; third, to investigate the effect of the perceived practices of organizational learning in facilitating the post-program transfer of training; fourth, to investigate the influence of individual characteristics, work conditions, and the perceived practices of organizational learning on the post-program transfer of training and to explore the essential factors that contribute to and expedite the post-training utilization and post-program transfer of training for formulating prudent management strategy for the improvement of the overall effectiveness of the management development programs of the Bangladesh Civil Service. Four hypotheses were set to test statistically and both qualitative and quantitative data analyses were done to get answer the research questions.

All of the objectives of the research have been obtained by testing four hypotheses as well as analyzing the qualitative data. The standard multiple regression analysis was used to test the predictability of the independent variables on the dependent variable—post-program transfer of training. The results of the quantitative and qualitative analysis were validated with empirical evidence from relevant literature.

The reliability of 69 items under 16 constructions was measured for 4 factors. A total of 66 items out of 69 were demonstrated to have acceptable level of scale reliability with reference to Cronbach's alpha. The measurement scale used in the study was derived from two widely-accepted survey instruments, the LTSI of Holton III and Baldwin (2003) and the DLOQ of Marsick and Watkins (2003). In addition to theoretical validity of the scale, an explorative factor analysis was run to obtain the latent variables of the study in operation. From the factor analysis, the validity of the constructs and reliability measurement-scales were found to be valid and acceptable.

The descriptive statistics such as mean, standard deviation, percentage, kurtosis, and skewness were used to analyze the demographic data. The level of agreement on the individual items under the independent variables was examined by using the percentage of respondents that responded positively. The correlation analysis of the variables revealed a positive (medium or strong) correlation between

the sets of variables, and other than a limited number of control variables, no significant negative correlation was found with the predicting variables.

Before running the multiple regression analysis, the univariate normality assumption of the data was checked through a histogram, kartusis and skewness, and the Kolmogorov-Smrinov test; and in the same way multivariate normality was tested and ensured through the Normal P-P plot, scatter plots, and a histogram of the standardized residuals. For the current study, the multivariate linearity assumption was checked by examining the linear pattern of the regression standardized predicted values and was found to be satisfactory. Similarly, the heteroscedasticity was checked and ensured by examining the scatter plot of the regression standardized residual as well as the regression standardized predicted values. In the current research, the problem of multicollinearity was checked and taken care of by examining the correlation matrix and variance inflation factor. From the model summary of the multiple regression analysis, the Durbin-Watson statistics indicated no autocorrelation and no-violation of assumption of independent of error.

For the current study, a regression analysis was used as the main instrument to test the hypotheses as well as the proposed model for the post-program transfer of training. The proposed model of the transfer of training was the theoretical basis from where the set of independent variables was taken as the predictors of the dependent variable—transfer of training.

Four hypotheses were crafted for the test. Among the four hypotheses only H1 was fully accepted and the rest of the hypotheses were partially accepted. From the multiple regression analysis, it was revealed that the variables such as service lengths (negatively), types of courses attended, post-training motivation to transfer, post-program self-efficacy, peer support, collaboration and team learning, nurturing innovation (negatively), strategic link of transfer performance with career development (promotion and placement) were found to be significant predictors of the post-program transfer of training. Interestingly, the independent variables such as the length of service and nurturing innovation were found to be negatively influential on the transfer of training. The strongest predictor of the post-program transfer of training was found to be “collaboration and team learning” under the perceived practices of organizational learning. The second and third strongest predictors of post-

program transfer of training were found “strategic link of transfer performance with career advancement (promotion and placement)” and “peer support” respectively.

The findings from the quantitative analysis suggest that the post-program transfer of training has a better chance of becoming successful when the graduated participants have a high level of motivation and self-efficacy, when peer support is made available, when practices such as collaboration and team learning in the organization are encouraged, and when there is a policy to link training and transfer performance with career advancement.

From the model-fit statistics of the multiple regression analysis, it was revealed that the factors explained around 39% of the total variance (adjusted R^2 = .393, $p < 0.001$ and the model was statistically significant) of the post-program transfer of training. That means that there are other factors that were not included in the transfer model and that could have had an influence on the post-program transfer of training in addition to the explained factors. Now, the question is what are those factors? From the qualitative data analysis, it was found that the graduated participants are not gathered transferable KSAs only from the management development courses titled SSC and ACAD. Rather, there may be other courses such as the Foundation Training Course (FTC), the MATT-2 leadership development program, foreign training courses, executive masters and diplomas from where the graduated participants might gather transferable KSAs in addition to the ACAD and SSC. Moreover, from the qualitative data, it was revealed that training content, training objectives, and delivery methods also have a substantial amount of impact on the transfer of training. However, in this model, the training design part was not included purposively.

Finally, the study suggests (obtained from both types of findings) that the variables such as post-program motivation and self-efficacy, training content, training delivery method, training objectives, types of training attended, supervisory and peer support, opportunity to use, perceived practices of organizational learning such as collaboration and team learning, and the strategic link of transfer performance with career advancement have a direct and positive influence on the post-program transfer of training.

The obtained findings of the study have both practical and theoretical implications, which are illustrated in the following sections.

5.2.1 Implications of the Study

The study possesses a set of credible implications, both theoretical and practical. The following sections are dedicated to analyzing both the theoretical and practical implications of the study.

5.2.1.1 Theoretical Implications

The study has been performed to contribute to the theoretical domain of the transfer of training. The proposed model of the post-program transfer of training for this study has been derived from several theories of strategic HRD. The management development and transfer of training are strongly validated by background theories such as human capital theory, the resource-based view of strategic HRM, theories of learning and transfer, and motivational theories of management.

1) The study contributes to the traditional model of transfer of training by extending the scope of independent variables such as the perceived practices of organizational learning. The proposed model has been developed on the following assumptions: i) real transfer begins after completion of the program; ii) the training design has a direct impact on learning but an indirect influence on the transfer of training; and iii) the organization has a role beyond supervisory support, peer support. and opportunity to transfer.

2) Secondly, the proposed model extends the role of the sponsoring organization by including the perceived practices of organizational learning as influential factors for the transfer of training. The traditional transfer model of Baldwin and Ford (1988) specifies and confines the traditional role of the organization within supervisory support, peer support, and opportunity to use, but the proposed model extended the role of the organization by including the perceived practices of organizational learning such as “promoting inquiry and dialogue”, “collaboration and team-learning”, “nurturing innovation”, “capturing and sharing new learning”, “opportunity to continuous learning”, “leadership role for learning”, “empowering people to have a shared vision”, and “strategic link with career

development" as facilitating factors of the transfer of training. Though not all of the variables under the perceived practices of organizational learning were proved to be predictors (except collaboration and team learning, and strategic link with career) of the transfer of training, further study is needed in other contexts for validation.

3) Thirdly, the concept of the transfer of training was extended by including a third dimension, zeal for continuous learning and self-development in addition to two traditional dimensions, "generalization" and "maintenance." The arguments in favor of including "zeal for continuous learning and self-development" were validated empirically.

4) Fourthly, there are a limited number of studies in the transfer literature that address the issue of the post-program transfer of training. this study specifically opens a window for further study on the factors that influence the post-program transfer of training.

5) Finally, the study did not provide a substantial empirical contribution to human capital theory or the resource-based view of strategic HRM. Rather it validated the model of the transfer of training (Baldwin & Ford, 1988), the perceived practices of organizational learning for the transfer of training (Marsick & Watkins, 2003), individual characteristics for transfer of training (Bandura, 1982; Ford et al., 1992; Mathieu et al., 1993; Goldstein & Ford, 2002; Grossman & Salas, 2011), and lastly, the work environment for better transfer (Baldwin & Ford, 1988; Holton III & Baldwin, 2003; Coestsee et al., 2006; Xiao, 1996; Yaghi, 2006; Martin, 2010). One of the new issues validated in this study as a predictor of the transfer of training under the perceived practices of organizational learning is "strategic link of training and transfer performance with career advancement" (Watkins & Marsick, 1993:16; Tannenbaum, 1997) as a value-creating strategy for the transfer of training. Another value-creating strategy included in the concepts of the transfer of training, the "zeal for continuous learning and self-development," as the third dimension of transfer definition beyond the generalization and maintenance (Baldwin & Ford, 1988), was also validated by the findings. Therefore, the model of the current study validates the resource-based view of strategic HRM and deserves further study to uphold the proposed theoretical model.

5.2.1.2 Practical Implications

The research findings pin-pointed the issues to be addressed by the training providing as well as training sponsoring organizations for ensuring better forms of the transfer of training. The role of training-providing agencies was identified and specified in the findings of the research.

1) The needs-based curriculum, competency-based objectives, and constructive delivery methods were suggested for effective program management as well as effective levels of the transfer of training. From the findings, it was also revealed that training institutes should have a chain of evaluation like that of the TNA, including curriculum development, end-of-course evaluation, follow-up study (post-training utilization and impact study), and again curriculum updating.

2) Second, the study also explored the policy gap between the training program and career advancement. The management development programs are always considered as the career development interventions. But, the missing link between the two is a serious strategic gap for HRD interventions of the Bangladesh Civil Service. Therefore, the study findings regarding policy gap between the program and career advancement would guide the HRD strategists and policy planners for formulating prudent HRD policy.

3) Third, the individual characteristics were found toe e very influential factors for the transfer of training. Post-training motivation and self-efficacy are two factors that expedite the post-program transfer of training. The sponsoring organization should have strategies to utilize post-program motivation and self-efficacy for enhancing the transfer performance of the graduated trainees of management development programs. The organization may devise better mechanisms and strategies for the effective mentoring and monitoring of the transfer of training.

4) Fourth, the role of the sponsoring organization was found to be important in the transfer of training. Specifically, in this study, the peer support, a favorable environment, and supervisory support were found to be important factors for the transfer of training. Sponsoring organization should specify the role of the supervisor, peer and other co-workers in facilitating the transfer activities of the graduated trainees of management development programs. The organizational structure of public sector is not very congenial for the transfer of training; so, the apex managers of public organizations should create flexible and congenial platforms for

facilitating the transfer of training. The sponsoring organization can formulate transfer policy specifying the role of different associates for effective transfer of training.

5) Fifth, it was revealed from the study that better forms of transfer are seen in the organization where there is a system of arranging feedback seminars for knowledge dissemination and formulating individual action plans by the graduated participants regarding the new learning from the training. The sponsoring organization, thus, should develop systems for knowledge dissemination or feedback seminars on the newly-acquired KSAs. The sponsoring organization may ask the graduated participants to formulate individual action plan for applying, maintaining, and further developing the acquired KSAs on the job. The sponsoring organization may develop a monitoring and mentoring mechanism for individual action plan and feedback seminars.

6) Sixth, the study also suggests that the learning practices of the organization (perceived practices of organizational learning) influence positively the transfer of training. In the present context, the public organizations are not yet graduated as learning organization but in the study collaboration and team learning as well as strategic link of the transfer performance with career advancement were found to be two strong predictors of the transfer of training. Since the other perceived practices of organizational learning do not exist in public organizations, those were found to be non-responsive in the quantitative part of the study. However, in the qualitative inquiry it was explored that all of the practices of organizational learning were positively influential on the transfer of training. The findings from both methods suggest that the sponsoring organization should strengthen the practices of organizational learning and knowledge management events for ensuring a better level of the transfer of training.

7) Finally, the Ministry of Public Administration should take a leading role in enhancing the overall performance of training management. Being the central agency of HRM in the public sector, the MoPA should take responsibility for evaluating the whole process of management development programs; specifically, after studying their problems and prospects, the MoPA should ensure the development and implementation of needs-based management and leadership development programs for the Bangladesh Civil Service. In this regard, the MoPA may take the

initiative to overhaul the Public Administration Training Policy and revise it, highlighting such issues as the transfer of training, post-training utilization, competency-based leadership development, and the strategic linkage of training performance with career advancement and the practices of organizational learning in public organizations.

5.2.2 Limitations of the Study

In the Bangladesh context, this is the first study on the transfer of training of the management development programs of senior officers of the Bangladesh Civil Service. Therefore, the study did not have any context-specific theoretical base for a foundation of the study, so it is natural that the current study has a good number of limitations.

The study was done employing mixed methods—both quantitative and qualitative. Regarding administering the quantitative method, a survey was conducted through a self-administered structured questionnaire. The sample size was selected purposively and the number of respondents was 212, which is a bit less than a randomly-calculated figure.

Secondly, both qualitative and quantitative data were collected from self-reported and peer-reported sources. According to Donaldson and Grant-Vallone (2004), neither self-reported nor peer-reported data are insulated from potential bias and the results can affect the validity and reliability obtained from such information. Therefore, the current research is also not free from that type of bias.

Thirdly, the research has been conducted to validate a proposed model of the transfer of training. The proposed model was formulated after an exhaustive review of available models and theories of the transfer of training. In the proposed model, for the first time, the perceived practices of organizational learning were included as one of the influential predicting factors for the transfer of training. However, most of the public organizations of Bangladesh are not still graduated as learning organization, nor do they have enough practice with organizational learning. In this regard, the study has been conducted in a pre-mature context of learning organization in the public sector of Bangladesh.

Fourthly, in collecting the data, the study has covered the graduated participants via a questionnaire survey; supervisors by interviews; subordinates, peer groups, and expert trainers by FGDs. However, one of the important stakeholders—the service recipients—was not examined. The behavioral change of the graduated participants can be observed better through the service recipients. Moreover, the main business of civil servants is to deliver effective and efficient services to the common people of the country. Therefore, it would have been better if the service recipients were examined and asked about the quality of s the service they receive from the graduated participants.

Lastly, the level of the post-program transfer of training is not the only resultant-outcomes of the two management development courses—the ACAD and SSC. Rather, the respondents of the study compulsorily participated in the Foundation Training Course and the Law and Administration Course before attending the ACAD and SSC. Moreover, a good number of participants completed executive masters and diplomas. It is natural that the level of transfer of training has also been influenced by other training and executive education courses. Therefore, bringing out the exclusive effects of two particular management development programs (ACAD & SSC) and isolating the exclusive effects from the combined effects is a challenging task. The current study is not free from this dilemma. That may be the one of the reasons for obtaining the low level of adjusted R^2 (.393) in the multiple regression analysis of the study.

The study has both theoretical and practical implications. Both types of implications created the foundation for making policy recommendation as well as indications for future research.

5.3 Recommendations

The conducted research is expected to solve the existing problems of the management and leadership development programs of the senior officers of the BCS through developing an effective mechanism and environment for the post-training transfer of the acquired KSAs. The findings and recommendations are expected to contribute to bringing needed change to the Public Administration Training Policy and contribute

to adapting an effective institutional mechanism and strategies for the needs-based and competency-specific leadership development process for the senior officers of the Bangladesh Civil Service. The proactive role of the Ministry of Public Administration is very crucial in this regard. On the basis of the findings of the study the following policy recommendations are proposed for further improvement of the management development programs. Indications for further research are also proposed in the last part of the section.

5.3.1 Policy Recommendations

5.3.1.1 The research findings of the study suggest that post-program motivation and self-efficacy are two important predictors of the transfer of training. For ensuring the maximum level of transfer, the sponsoring organization can take immediate measures for utilizing the capacity of the trained officers through maintaining the obtained motivation and self-efficacy of graduated participants. The organization can offer incentive packages for new initiative and innovative performance on the job. The post-program behaviors of the graduated participants could be evaluated by supervisors and reflected in their annual performance report.

5.3.1.2 Second, though the training design issue was not included in the transfer model, from the qualitative data analysis, it was found that the training contents, delivery method, and objective-congruence had a positive influence on the transfer of training. Therefore, the training institutes should devise a needs-based curriculum as well as learning and application-friendly delivery methods. Proper learning takes place when enjoyable and interesting methods of delivery re followed. In this regard, the delivery method of the MATT-2 Leadership Development Program frequently was used as an example of an effective method by the respondents of FGDs and interviews. In the MATT-2 Leadership Development Program, the workshop-based experiential learning method was followed. Therefore, the BPATC may consider adopting experiential learning methods in the ACAD and SSC. Blanchard et al. (2010: 65) opined that experiential learning is the most effective method of learning where the trainer creates an environment so that individuals can learn from their own experience. They emphasized that experiential learning is a kind of learning that is capable of overcoming the challenges of both personal development

as well as organizational growth. Moreover, there should be an alignment between program objectives and job assignments for maximizing learning as well as the transfer of learning.

5.3.1.3 Third, the career development of civil servants should be taken as a strategic intervention by the Career Planning and Training (CPT) wing of the Ministry of Public Administration. As a part of strategic HRD, the training providing agency and CPT wing should jointly formulate a competency framework for the three levels (entry, middle and senior) of civil servants, and following that the competency frameworks the curriculum of management development programs should be overhauled.

5.3.1.4 Fourth, from the quantitative and qualitative data analysis, it was revealed that the organizational support, specifically supervisory support, peer support, and opportunity to use, are important factors for the transfer of training. In the regression analysis peer support was found to be a strong predictor of the transfer of training. Considering the findings of the study, the sponsoring organization should devise a supportive mechanism for the transfer of training. The supportive role of the supervisor and peer groups should be specified. The provision for formulating and implementing individual action plans on acquired learning by the graduated participants and their follow-up mechanism may help to achieve a better level of transfer of training. The organization should specify relapse prevention strategies and the arrangement of refresher courses at regular intervals for better retention and maintenance of the learned KSAs from the participating programs. The sponsoring organization may formulate a monitoring and mentoring manual for better implementation and transfer of training.

5.3.1.5 Fifth, the perceived practices of organizational learning such as collaboration and team learning and the strategic link of training performance with career advancement were found to be two important predictors of the transfer of training. Among all the predictors, collaboration and team learning were found to be the strongest predictors of the transfer of training. Therefore, sponsoring organizations should promote and institutionalize the practice of team-building for learning and sharing ideas. Actually, in the team situation, practices such as mutual learning, sharing of ideas, joint problem solving and collective responsibility expedite learning

as well as the transfer of that learning on the job. The other practices of organizational learning such as inquiry and dialogue, a system for capturing and sharing learning, a leadership role for learning, and a vision for learning were also found to encourage learning and the transferring of learning on the job. Therefore, public organizations should make plans to transform themselves gradually from traditional organizational behavior to learning organizational behavior.

5.3.1.6 Sixth, the strategic link of training and transfer performance with career advancement was also found to be a strong predictor of the transfer of training. Actually, management development is a strategic intervention and the ACAD and SSC programs are also considered as career development courses for the Bangladesh Civil Service. If we examine the actual situation, we find that the training and development interventions are not given due attention by policymakers. Therefore, in the changing situation of the globalized era, it is the time to place training and development interventions in a strategic box. Considering training and development interventions as strategic issues and giving due weight to transfer performance for placement and promotion will obviously enhance the level of motivation of the officers concerned. The strategic linkage of training and development performance with career advancement has implications for the validation of human capital theory and the resource-based view of strategic HRD. Since the ACAD and SSC are two compulsory career development programs, the MoPA should consider giving at least 10% weight to training and transfer performance in promotion points for graduated officers. The public organizations of Bangladesh should, thus, should shift from a traditional view of HRD to a strategic view of HRD, interpreting HRD activities, performance management, and promotion and placement in an integrated way.

5.3.1.7 Seventh, the general contents of the Public Administration Training Policy are about TNA, curriculum development, effective training delivery, evaluation of training, and so on, and issues such as the transfer of training, post-training utilization, and post-program organizational role are not included in this important policy document. Therefore, the research findings suggest that issues such as the post-program transfer of training, the strategic link of training and development performance with career advancement, effective research and evaluation of program

impact, value-creating intervention and assessment of return on investment (ROI) should be included in training policy. Therefore, the Public Administration Training Policy should be revised for making it more output and result-oriented.

5.3.1.8 Eight, the sponsoring organization should strengthen the evaluation and assessment research on training and development interventions. The study revealed that there is no integrated or comprehensive study on training and HRD activities. The training-providing agencies should conduct integrated study on TNA, end-of-course evaluation, post-training utilization, impact, and ROI study in a horizontal manner. The research and development activities should be arranged in such a way that the results and findings of the studies could be utilized in making prudent policy and strategies for training and management development. In this regard, the government may develop an institutional arrangement for policy research and training for the senior officers of Bangladesh Civil Service. The government of Bangladesh may consider setting up a specialized institute (for example, Administrative Staff College or National Institute for Public Administration) for policy research and executive education exclusively for the senior officers of the Bangladesh Civil Service.

5.3.2 Recommendations for Further Study

This study has practical as well as theoretical implications that have been discussed in section 5.2.1. Moreover, the limitations of the study also induced the researcher to make recommendations for further study. The Arguments in favor of further study in the area of the transfer of training of management development programs are given below:

5.3.2.1 The Issue of Soft and Hard Skills

For the first time, the transfer issue of soft-skilled training and hard-skilled training has been raised in this study. The management development program is mainly based on soft-skilled contents and from the literature it was evident that the transfer of soft-skilled training is more difficult than hard-skilled training. Regarding the limitations of time and resources, this issue was not included in the current study. Therefore, in order to develop a separate transfer model for soft-skilled training a new study venture could be embarked upon.

5.3.2.2 Training Design Issue

Secondly, the training design issue was not included in the current model as a predictor of venture post-program transfer of training. However, the findings of the study revealed that training content, objective congruence, and effective delivery methods have a direct or indirect influence on the transfer of training. Further study could be done after including training content, objective congruence, and delivery method in the proposed transfer model of the study.

5.3.2.3 Perceived Practices of Organizational Learning

Ideally, the learning organization is considered as a transfer facilitating entity as well as the best platform for the transfer of training. So, the perceived practices of organizational learning in the public organizations of Bangladesh were assumed to be predictors of the transfer of training. In the current study, not all of the perceived practices of organizational learning were finally found to be responsive. This is because of the pre-mature stage of the organizational learning in the public sector of Bangladesh. Therefore, further study is recommended by amalgamating work conditions and the perceived practices of organizational learning as the predicting factors of the post-program transfer of training in other contexts of the world.

5.3.2.4 Learning Intensity as a Predictor

Fourthly, since the study was conducted to evaluate the level of post-program transfer and to determine the predictability of the independent variables on the dependent variable, it was assumed that the graduated participants had obtained a reasonable level of KSAs from the attended programs. In the current study, the issue of learning intensity was deliberately not included. Therefore, further study can be conducted including learning intensity as one of the prospective predictors of the post-program transfer of training.

5.3.2.5 Redefining the Transfer of Training

Fifthly, in the current study, the definition of the transfer of training was extended by including “zeal for continuous self-development” in addition to the generalization and maintenance of learning. It is probably the first time in the history of transfer research that transfer of training has been defined in line with a strategic outlook. In the current research, the respondents of both qualitative and quantitative

surveys agreed with the extended definition of the transfer of training. Therefore, further research could be initiated in other contexts to establish and generalize the extended definition of the transfer of training.

5.3.2.6 Conducting a Complete Round of Study

In order to obtain complete success of training and development interventions, a series of horizontal studies is imperative from the TNA to end-of-course evaluation to post-training utilization to impact study to ROI research. Another challenge for transfer research is to isolate the effect of particular program transfer from the combined influence of other training courses such as the Foundation Training Course (FTC), the Law and Administration Course, executive diplomas and masters' degree, etc. Therefore, in designing transfer research in the future, the researcher should consider the above directions for getting more reliable and valid empirical results.

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APPENDICES

Appendix A

Course-wise Number of Respondents

Course-wise Number of Respondents

Table B1 Advanced Course on Administration and Development (ACAD)

Course Number	Duration	Number of officer graduated
97th ACAD	21/09/14—19/11/14	33
98th ACAD	07/12/14—04/02/15	26
99th ACAD	15/02/15—15/04/15	26
100th ACAD	19/04/15—17/06/15	30
Total		115

Table B2 Senior Staff Course (SSC)

Course Number	Duration	Number of officer graduated
67th SSC	03/08/14—16/09/14	22
68th SSC	12/10/14—26/10/14	21
69th SSC	30/11/14—13/01/15	20
70th SSC	02/02/15—18/03/15	20
71st SSC	12/04/15—26/05/15	27
Total		110

Appendix B

Questionnaire

Graduate School of Public Administration
National Institute of Development Administration
Bangkok, Thailand

For graduated trainees

Code:

[The questionnaire is a part of Ph D research on **"Influence of Individual and Organizational Factors in Post-Program Transfer of Training: A Study on Management Development Programs of Bangladesh Civil Service".** The opinion to be given by the honourable respondents is a valuable input for this research. So, respondents are requested to pass their opinion sincerely and cautiously. The collected data will be used only for research purpose and all sorts of confidentialities will be maintained. In case of ambiguity about any question, please contact: Md. Sanwar Jahan Bhuiyan, Phone: 01716459158, sanwarsamia@gmail.com]

(Please read the questionnaire carefully and answer accordingly. Pls. put tick mark where applicable)

1.0 Demographic and General Information

1.1 Your Place of Posting : Your Designation/Official Position : ☐ Deputy Secretary ☐ Joint Secretary

1.2 Your Gender : Female ☐ Male ☐

1.3 Your age : ☐

1.4 Your Length of Service : ☐

1.6 Highest Educational Qualification : Bachelor ☐ Master ☐ M Phil/Ph D ☐

1.7 Which one of the following Management Development Program you have attended ? ACAD ☐ SSC ☐

2 Questions about Transfer of Training

2.1 Questions about Individual Characteristics

Code	The questions are about influence of **individual characteristics to transfer of training** of management development programs. Please read the following questions and put tick (√) mark in appropriate box.	Strongly Disagree	Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5	6	7
MT01	I get excited when I plan to utilize acquired knowledge and skill in my current job							
MT02	My job performance improves when I apply my new knowledge and skills that I have learned from training program							
MT03	I feel encouraged when I experience improved job-performance							
MT04	I like to get reward on my improved performance which is worthy to me							
ST05	I am confident enough in my ability to apply newly learned knowledge and skills							
ST06	I have time, energy and mental space to utilize my learning in working place							
ST07	I get expected reward when I transfer my newly learned knowledge and skill							

2.2 Questions about Supervisory Support

Code	The questions are about influence of **supervisory support** in transfer of training of management development programs. Please read the following questions and put tick (√) mark in appropriate box.	Strongly Disagree	Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5	6	7
SP01	My supervisor set performance targets for me to utilize knowledge and skills learned from training program							
SP02	My supervisor pays attention to the issues (knowledge and skills) I have learnt from training program							
SP03	My supervisor pays attention to how I apply learned knowledge and skills in my job.							
SP04	My supervisor discussed about the contents and topics of the program, after my return from the training program							
SP05	My supervisor allows me to meet with him to discuss how to apply new learning in my job							
SP06	My supervisor supports me to solve the problems encountered while applying new learning							
SP07	My supervisor recognizes me when I successfully apply my new learning in my job							
SP08	My supervisor provides morale support to my initiatives to use newly learned knowledge and skills							
SP09	My supervisor approves my innovations and nurses those innovations on the job							
SP10	My supervisor rewards me for utilizing new ideas acquired from program							

2.3 Questions about Peer Support

Code	The questions are about influence of **peer support** in transfer of training of management development programs. Please read the following questions and put tick (√) mark in appropriate box.	Strongly Disagree	Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5	6	7
PS01	My co-workers encourage me to learn new knowledge and skills from training program.							
PS02	Experienced co-workers of my section/ branch/wing/group are found supportive to me when I use new learning on the job.							
PS03	My colleagues discussed about the contents and topics of the program, after my returning from the training program							
PS04	My colleagues accept and encourage new ideas (learned from programs) shared by me							
PS05	My colleagues jointly (with me) identify opportunities to apply new knowledge and skills.							
PS06	My colleagues actively participate with me when I apply new knowledge and skills acquired in training.							
PS07	My colleagues show tolerance with difficulties associated with applying new learning							
PS08	My co-workers generally prefer to use new ways of doing thing learned in training, rather than using existing traditional methods.							

2.4 Questions about Opportunity to Use

Code	The questions are about influence of **opportunity to use** in transfer of training of management development programs. Please read the following questions and put tick (√) mark in appropriate box.	Strongly Disagree	Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5	6	7
OU01	I have been placed in a right job so that I can get opportunity to utilize my acquired knowledge and skills							
OU02	At my work, I have enough access to logistic support (equipments, information, materials, budget, and supplies) to facilitate me to apply new knowledge and skills that I have acquired from training program							
OU03	My overall work environment is favour able to utilize knowledge and skills learned from training program							
OU04	My performance feedback system (ACR system) is favour able for new initiatives to use learned knowledge and skills							
OU05	If I show my capacity and interest to train up my subordinates and colleagues it is reflected in my Annual Confidential Report							
OU06	I get necessary administrative/ managerial support for selling and sharing my new ideas and initiative in my organization							
OU07	I get necessary logistic support (like fund, vehicle, technology etc.) for implementing new initiatives							

2.5 Questions about learning organizational practices as supportive to transfer

Code	The questions are about influence of **learning organizational practices** in transfer of training of management development programs. Please read the following questions and put tick (√) mark in appropriate box.	Strongly Disagree	Disagree	Moderately Disagree	Neither Agree nor	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5	6	7
ID01	My organization is open to provide feedback on my performance of transfer of training (applying and maintaining new knowledge and skill)							
ID02	My organization often ask what other thinks (in meeting and dialogue session) before taking particular decision							
ID03	My organization allows experiment, trial and error and embraces new ideas							
TL04	My organization is liberal enough to allow our team to ascertain our performance goals by ourselves							
TL05	My organization allows mutual learning and collective effort for applying of new learning							
TL06	My organization allows diverse perspectives of learning new things and apply collectively							
TL07	My organization is ready to act on recommendations and information placed by its members							
IN08	My organization encourages me about my new ideas and creative thinking learned from training							
IN09	My organization approves my innovation; nurses and scales up those innovation for better service delivery							
IN10	My organization rewards me for utilizing new ideas and innovation acquired from training program							

Code	The questions are about influence of **learning organizational practices** in transfer of training of management development programs. . Please read the following questions and put tick (√) mark in appropriate box.	**Strongly Disagree**	**Disagree**	**Moderately Disagree**	**Neither Agree nor Disagree**	**Moderately Agree**	**Agree**	**Strongly agree**
		1	**2**	**3**	**4**	**5**	**6**	**7**
SL11	My organization learns new ideas from newly trained employees for better service delivery							
SL12	My organization creates system for recognizing and capturing new learning for better service delivery							
SL13	My organization makes repository (like database) of new ideas captured from newly trained employees and applies those ideas for better service delivery							
CL14	My organization facilitates mutual learning (encourages and helps each other to learn)							
CL15	My organization spends sufficient time and resource to facilitate learning and sharing that learning for decision-making							
CL16	My organization rewards for continuous learning like executive MBA, diploma and other training courses							
LL17	Top management of my organization provide mentoring/coaching to me for learning and transfer							
LL18	Top management of my organization creates opportunities of learning new things and application thereof							
LL19	Top management of my organization takes consistent actions for learning, applying and rewarding for transfer performance							
VL20	My organization recognizes for taking initiatives for learning and transfer of those learning							

Code	The questions are about influence of **learning organizational practices** in transfer of training of management development programs. Please read the following questions and put tick (√) mark in appropriate box.	Strongly Disagree	Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Agree	Strongly agree
		1	2	3	4	5	6	7
VL21	My organization supply necessary resources for learning and development as well as for transfer initiatives							
VL22	My organization creates enough space for learning and creating sense of purpose for achieving shared vision							
SL23	My organization establishes mechanism for evaluate and assessing learning and transfer performance							
SL24	My organization rewards for innovation and new ways of doing things							
SL25	My organization links overall performance of training and transfer to career advancement like promotion and placement (Innovation)							
SL26	I feel encouraged to use and maintain my learned KSA when I see my org. links transfer performance to career progress (promotion & placement)							

Appendix C

Checklist of Questions for Interview and FGD

Title of the Research: Influence of Individual and Organizational Factors in Post-Program Transfer of Training: A Study on Management Development Programs of Bangladesh Civil Service"

Checklist of Questions for FGD with subordinates of graduated trainees

1. Have you experienced any change in behavior of your boss after coming back from management development programs like ACAD or SSC?
2. What types of behavioural change would have you experienced/observed in your boss?
3. Have you observed your boss more motivated or confident after coming back from management development programs like SSC or ACAD?
4. Have you observed improvement of performance after coming back of your boss from mgt development training?
5. Have your boss shared his new learning with you after coming back from training?
6. Have you observed your boss more innovative in service delivery after coming back from training?
7. Have you observed new ways of doing work in your boss after coming back from training?
8. Do you show tolerance with difficulties to applying new KSAs by your boss?
9. Are you enough supportive to your boss while applying new learnings on the job?
10. To what extent the peer support is helpful in transfer of training?
11. Is support from supervisor helpful in transfer of training?
12. Is opportunity to use help in post-program transfer of training?
13. Is there any knowledge sharing activity in your office?

14. Is every decision taken after sufficient discussion?
15. Is the innovation team functional enough to service process simplification?
16. Is there any system for capturing and sharing new learning?
17. Do you think, our ACR system is favour able for learning and applying new KSAs ?
18. Is your organization sensitive enough to mentor juniors for learning and applying new KSAs?
19. Do you agree about the linkage between training and transfer performance with career growth?
20. Do you have anything more to share regarding transfer of training?

Checklist of Questions for FGD with Peer Groups of Graduated Trainees

1. Have you experienced any change in behavior of your colleagues after coming back from management development programs like ACAD or SSC?
2. What types of behavioural change would have you experienced/observed in your colleagues?
3. Have you observed your colleagues more motivated or confident after coming back from management development programs like SSC or ACAD?
4. Have you observed improvement of performance after coming back of your colleagues from mgt development training?
5. Have your colleagues shared his new learning with you after coming back from training?
6. Have you observed your colleagues more innovative in service delivery after coming back from training?
7. Have you observed new ways of doing work in your colleagues after coming back from training?
8. Do you show tolerance with difficulties to applying new KSAs by your colleagues?

9. Are you enough supportive to your colleagues while applying new learnings on the job?
10. To what extent the peer support is helpful in transfer of training?
11. Is support from supervisor helpful in transfer of training?
12. Is opportunity to use help in post-program transfer of training?
13. Is there any knowledge sharing activity in your office?
14. Is every decision taken after sufficient discussion?
15. Is the innovation team functional enough to service process simplification?
16. Is there any system for capturing and sharing new learning?
17. Do you think, our ACR system is favourable for learning and applying new KSAs ?
18. Is your organization sensitive enough to mentor juniors for learning and applying new KSAs?
19. Do you agree about the linkage between training and transfer performance with career growth?
20. Do you have anything more to share regarding transfer of training?

Checklist of Questions for FGD with Expert Trainers of Training Institutes

1. How do you like to assess the success of management development programs like ACAD and SSC?
2. If BPATC obtains 100 out of 100 in objective achievement of ACAD and SSC, does it signify the all-out success of the courses?
3. Don't you think that maximum emphasis of the PATP is given to supply side?
4. What are the issues to be considered for all-out success of management development programs like ACAD and SSC ?
5. Is there any relation between learning intensity and post-program transfer of training?
6. How the training providing institutes make more effective delivery of contents?

7. How contents and delivery method influence transfer performance?
8. How the sponsoring organizations maximize transfer performance?
9. What type of policy support is needed for maximizing the transfer performance of management development program?
10. What type of strategic link you suggest between transfer performance and career advancement?
11. What is your suggestion regarding effective management of management development programs?

Appendix D

Descriptive Statistics of Independent and Dependent Variables

Table E1 Respondents agreement about influence of post-program motivation in transfer of training

Scale	MT1	MT2	MT3	MT4	Total	%
Strongly disagree				6	6	
Disagree				4	4	
Moderately Disagree	12	2		2	14	
Neither Agree nor Disagree	10	6	8	32	56	
Moderately Agree	36	40	30	66	172	191.5
Agree	92	84	66	78	320	90%
Strongly Agree	62	80	108	24	274	

Table E2 Respondents agreement about influence of post-program self-efficacy in transfer of training

Scale	SET5	SET6	SET7	Total	%
Strongly disagree			6	6	
Disagree		8	14	22	
Moderately Disagree	4	0	8	12	
Neither Agree nor Disagree	6	14	40	60	
Moderately Agree	48	44	64	156	134
Agree	100	108	50	258	84%
Strongly Agree	54	38	30	122	

Table E3 Respondents agreement about influence of supervisory support in transfer of training

Scale	SS1	SS2	SS3	SS4	SS5	SS6	SS7	SS8	SS9	SS10	Total	%
SD	20	14	8	6	4	2	2	0	0	6	62	
D	20	18	26	32	36	14	12	10	16	18	202	
MD	16	12	6	10	14	6	6	10	2	8	90	
NAND	34	20	22	22	32	30	20	34	18	52	284	
MA	48	68	64	54	44	52	52	48	46	52	528	146
A	60	66	68	64	52	78	88	82	96	52	706	69%
SA	14	14	18	24	30	30	32	28	34	24	248	

Table E4 Respondents agreement about influence of peer support in transfer of training

Scale	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	Tttal	%
SD	2	0	2	4	2	4	2	2	18	
D	14	8	16	6	8	0	4	6	62	
MD	4	4	6	10	14	10	12	8	68	
NAND	36	26	42	32	36	46	36	46	300	
MA	58	58	40	74	80	78	86	68	542	156
A	82	102	92	74	58	66	66	66	606	73%
SA	16	14	14	12	14	8	6	16	100	

Table E5 Respondents agreement about influence of opportunity to use in transfer of training

Scale	OU1	OU2	OU3	OU4	OU5	OU6	OU7	total	%
SD	10	8	4	10	6	4	8	50	
D	22	20	20	10	14	8	12	106	
MD	6	16	18	24	16	8	14	102	
NAND	34	22	32	36	26	34	52	236	
MA	50	68	56	54	72	66	58	424	141
A	62	54	66	70	56	66	44	418	66%
SA	28	24	16	8	22	26	24	148	

Table E6 Respondents agreement about influence of inquiry and dialogue in transfer of training

Scale	ID1	ID2	ID3	Total	%
Strongly disagree		2	6	8	
Disagree	28	22	26	76	
Moderately Disagree	18	14	18	50	
Neither Agree nor Disagree	56	24	38	118	
Moderately Agree	62	74	66	202	128
Agree	40	62	50	152	60%
Strongly Agree	8	14	8	30	

Table E7 Respondents agreement about influence of collaboration and team learning in transfer of training

Scale	TL4	TL5	TL6	TL7	Total	%
Strongly disagree	8	4	2	0	14	
Disagree	24	10	12	14	60	
Moderately Disagree	26	14	12	8	60	
Neither Agree nor Disagree	28	32	34	36	130	
Moderately Agree	56	56	58	74	244	146
Agree	62	80	82	68	292	68%
Strongly Agree	8	16	12	12	48	

Table E8 Respondents agreement about influence of nurturing innovation in transfer of training

Scale	IN8	IN9	IN10	total	%	
Strongly disagree	0	0	8	8		
Disagree	14	12	16	42		
Moderately Disagree	10	10	12	32		
Neither Agree nor Disagree	26	32	54	112		
Moderately Agree	72	66	60	198		147
Agree	72	76	54	202		70%
Strongly Agree	18	16	8	42		

Table E9 Respondents agreement about influence of system for learning and sharing in transfer of training

Scale	SL11	SL12	SL13		%
Strongly disagree	4		6	10	
Disagree	20	12	12	44	
Moderately Disagree	12	18	26	56	
Neither Agree nor Disagree	32	28	38	98	
Moderately Agree	62	72	62	196	142
Agree	68	58	56	182	67%
Strongly Agree	14	24	12	50	

Table E10 Respondents agreement about influence of opportunity for continuous self-development in transfer of training

Scale	CL14	CL15	CL16		%
Strongly disagree		4	8	12	
Disagree	12	26	32	70	
Moderately Disagree	28	14	16	58	
Neither Agree nor Disagree	26	40	50	116	
Moderately Agree	66	70	60	196	126
Agree	64	48	38	150	60%
Strongly Agree	16	10	8	34	

Table E11 Respondents agreement about influence of leadership for learning in transfer of training

Scale	LL17	LL18	LL19	Total	%	
Strongly disagree	6	2	2	10		
Disagree	22	22	24	68		
Moderately Disagree	16	16	16	48		
Neither Agree nor Disagree	46	36	42	124		
Moderately Agree	68	68	54	190		128
Agree	50	60	64	174		61%
Strongly Agree	4	8	10	22		

Table E12 Respondents agreement about collective vision for learning in transfer of training

Scale	VL20	VL21	VL22	Total	%	
Strongly disagree		4		04		
Disagree	20	22	24	66		
Moderately Disagree	10	12	20	42		
Neither Agree nor Disagree	42	56	50	148		
Moderately Agree	74	66	56	196		125
Agree	54	44	54	152		59%
Strongly Agree	12	8	8	28		

Table E13 Respondents agreement about influence of strategic link between transfer performance and career advancement in transfer of training

Scale	StL23	StL24	StL25	StL26	Total	%
Strongly disagree	2	4	4	4	14	
Disagree	22	18	20	12	72	
Moderately Disagree	22	6	26	16	70	
Neither Agree nor Disagree	56	46	38	44	184	
Moderately Agree	54	72	64	54	244	127
Agree	44	48	46	62	200	60%
Strongly Agree	12	18	14	20	64	

Table E14 Respondents agreement about post-program generalization of learning on the job

Scale	GL1	GL2	GL3	GL4	Total	%
Strongly disagree						
Disagree	2			4	6	
Moderately Disagree	8	6	4	6	24	
Neither Agree nor Disagree	16	14	22	22	74	
Moderately Agree	64	58	48	62	232	186
Agree	108	110	108	80	406	87%
Strongly Agree	14	24	30	38	106	

Table E15 Respondents agreement about post-program maintenance of learning in transfer of training

Scale	ML05	ML6	ML7	ML8	Total	%
Strongly disagree						
Disagree	2	4	2		8	
Moderately Disagree	10	5	16	3	34	
Neither Agree nor Disagree	10	11	32	11	64	
Moderately Agree	48	63	104	49	264	186
Agree	98	97	58	99	352	87%
Strongly Agree	44	32	2	50	128	

Table E16 Respondents agreement about post-program zeal for continuous self-development

Scale	SD9	SD10	SD11	Total	%
Strongly disagree					
Disagree			3	3	
Moderately Disagree		2	2	4	
Neither Agree nor Disagree	13	12	18	53	
Moderately Agree	47	74	59	180	195
Agree	94	76	66	236	92%
Strongly Agree	58	48	64	170	

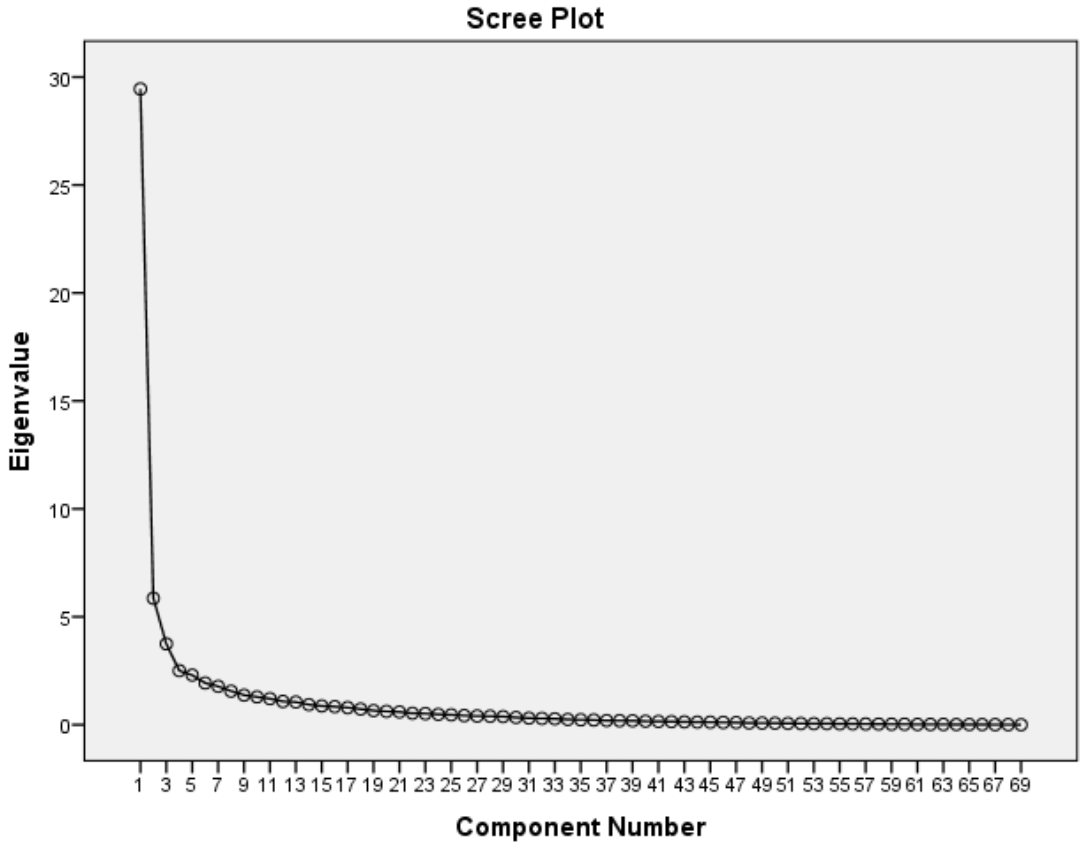
Appendix E

Scree Plot and Total Variance Explained

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	29.447	42.677	42.677	29.447	42.677	42.677	17.261	25.016	25.016
2	5.856	8.487	51.164	5.856	8.487	51.164	6.630	9.609	34.624
3	3.746	5.429	56.593	3.746	5.429	56.593	5.858	8.489	43.114
4	2.504	3.630	60.222	2.504	3.630	60.222	5.287	7.663	50.777
5	2.300	3.333	63.555	2.300	3.333	63.555	3.640	5.275	56.052
6	1.933	2.802	66.357	1.933	2.802	66.357	3.258	4.721	60.773
7	1.778	2.576	68.933	1.778	2.576	68.933	2.513	3.642	64.416
8	1.556	2.254	71.187	1.556	2.254	71.187	2.156	3.125	67.540
9	1.373	1.990	73.178	1.373	1.990	73.178	2.044	2.963	70.503
10	1.289	1.868	75.046	1.289	1.868	75.046	1.770	2.565	73.067
11	1.206	1.748	76.794	1.206	1.748	76.794	1.745	2.529	75.597
12	1.079	1.563	78.357	1.079	1.563	78.357	1.602	2.322	77.918
13	1.051	1.524	79.881	1.051	1.524	79.881	1.354	1.962	79.881
14	.933	1.353	81.234						
15	.868	1.258	82.491						
16	.841	1.218	83.710						
17	.794	1.151	84.860						
18	.729	1.056	85.917						
19	.654	.948	86.865						
20	.618	.896	87.761						
21	.591	.857	88.618						
22	.535	.775	89.392						
23	.516	.748	90.140						
24	.482	.699	90.840						
25	.458	.664	91.504						
26	.425	.615	92.119						
27	.405	.586	92.706						
28	.393	.569	93.275						

Extraction Method: Principal Component Analysis.


Scree Plot
Eigenvalue
30
25
20
15
10
5
0
1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49 51 53 55 57 59 61 63 65 67 69
Component Number

Appendix F

Model Summary, ANOVA, Histogram, Normal P-P Plot and Scatter Plot Regression Models

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.503[a]	.253	.246	6.735	2.033

a. Predictors: (Constant), SET, MT

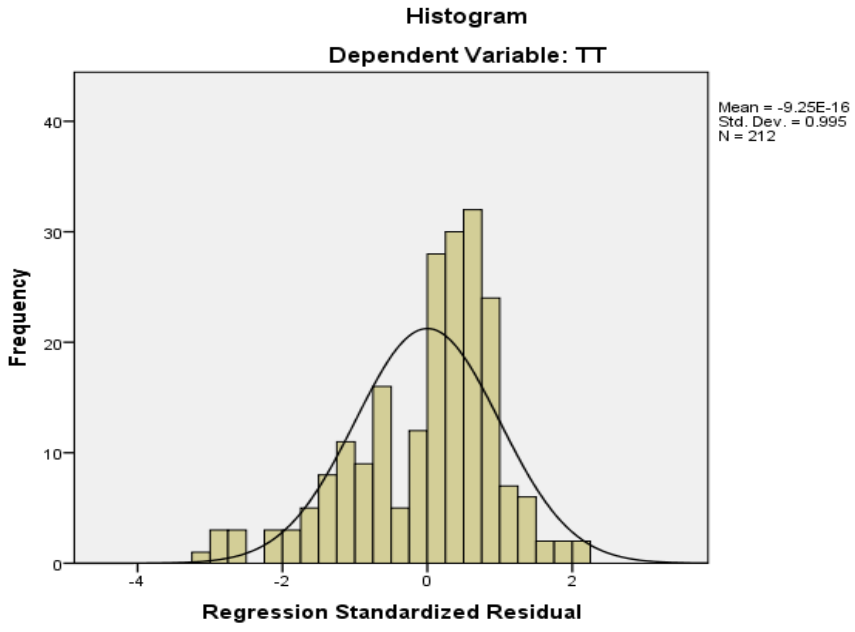
b. Dependent Variable: TT

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3213.908	2	1606.954	35.431	.000[b]
	Residual	9478.960	209	45.354		
	Total	12692.868	211			

a. Dependent Variable: TT

b. Predictors: (Constant), SET, MT



Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.440[a]	.193	.182	7.016	1.955

a. Predictors: (Constant), OU, SS, PS

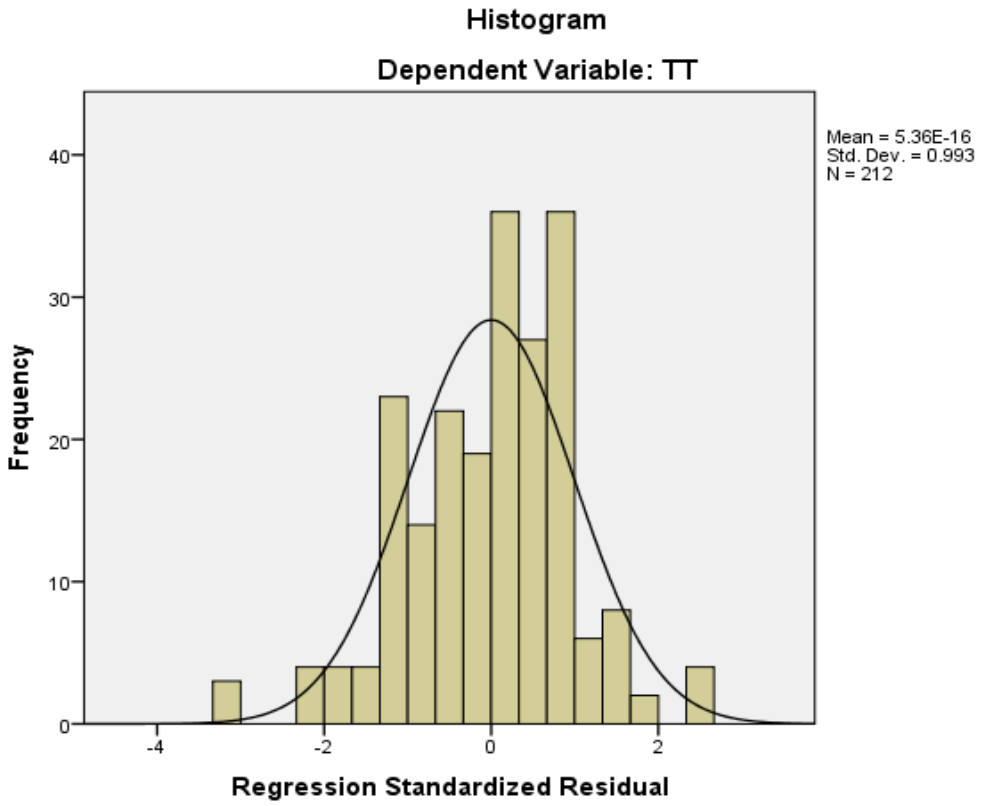
b. Dependent Variable: TT

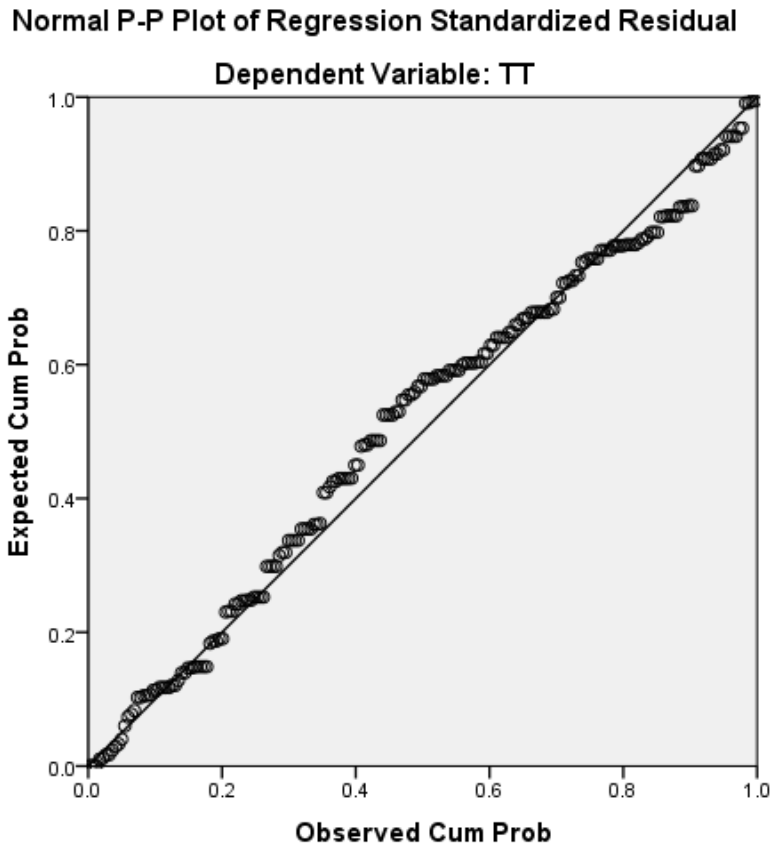
ANOVA[a]

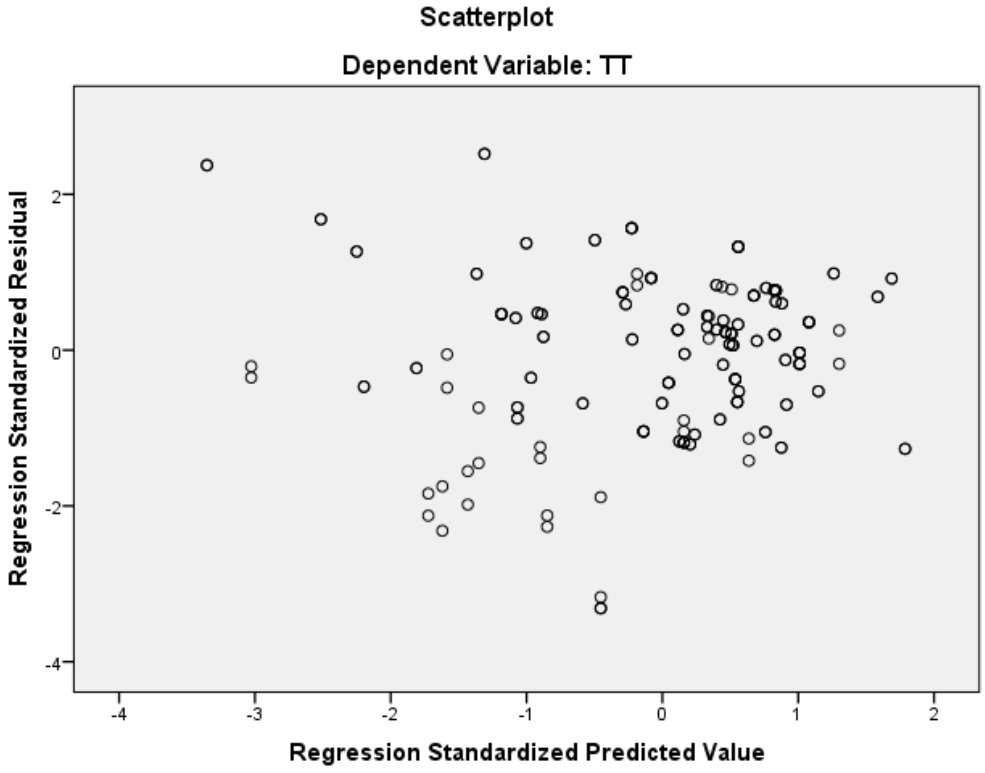
Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	2455.274	3	818.425	16.628	.000[b]
	Residual	10237.594	208	49.219		
	Total	12692.868	211			

a. Dependent Variable: TT

b. Predictors: (Constant), OU, SS, PS




Normal P-P Plot of Regression Standardized Residual
Dependent Variable: TT
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0


Scatterplot
Dependent Variable: TT
Regression Standardized Residual
Regression Standardized Predicted Value
2
0
-2
-4
-3
-1
1

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
3	.505[a]	.255	.226	6.823	2.147

a. Predictors: (Constant), StL, ID, SL, LL, TL, IN, CL, VL

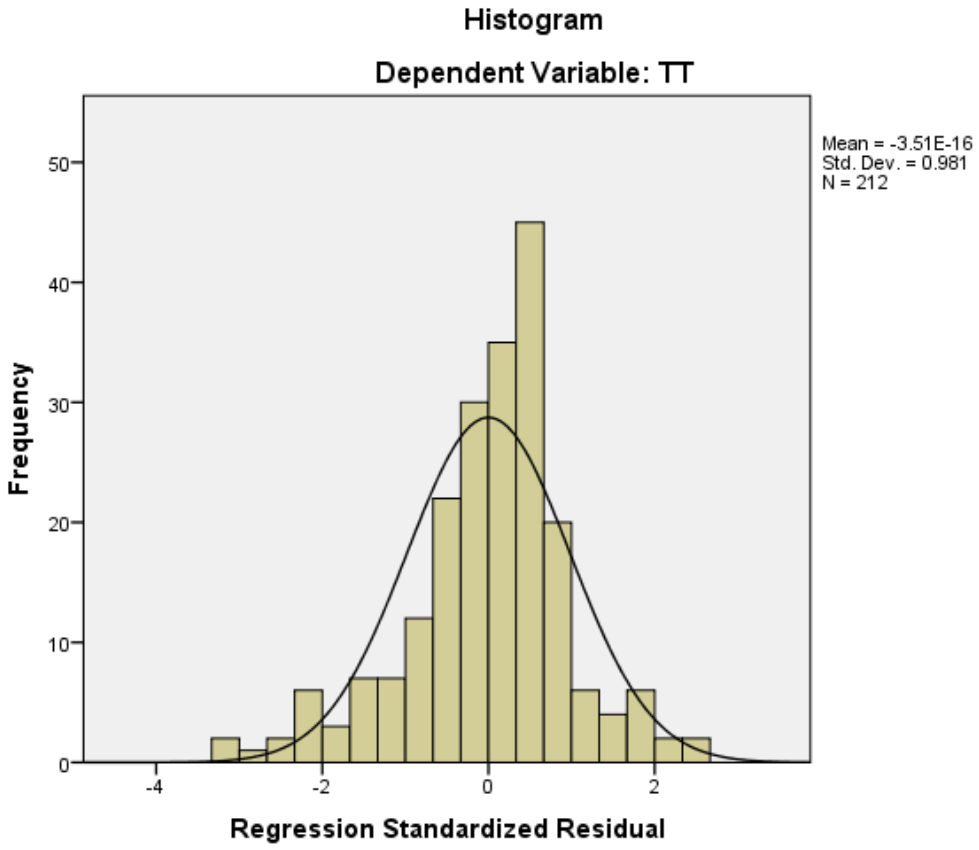
b. Dependent Variable: TT

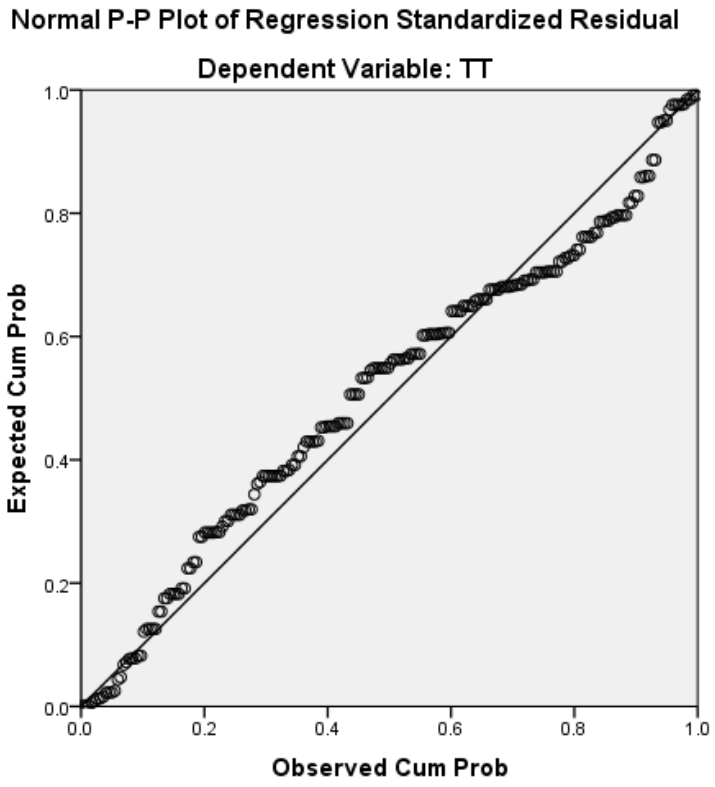
ANOVA[a]

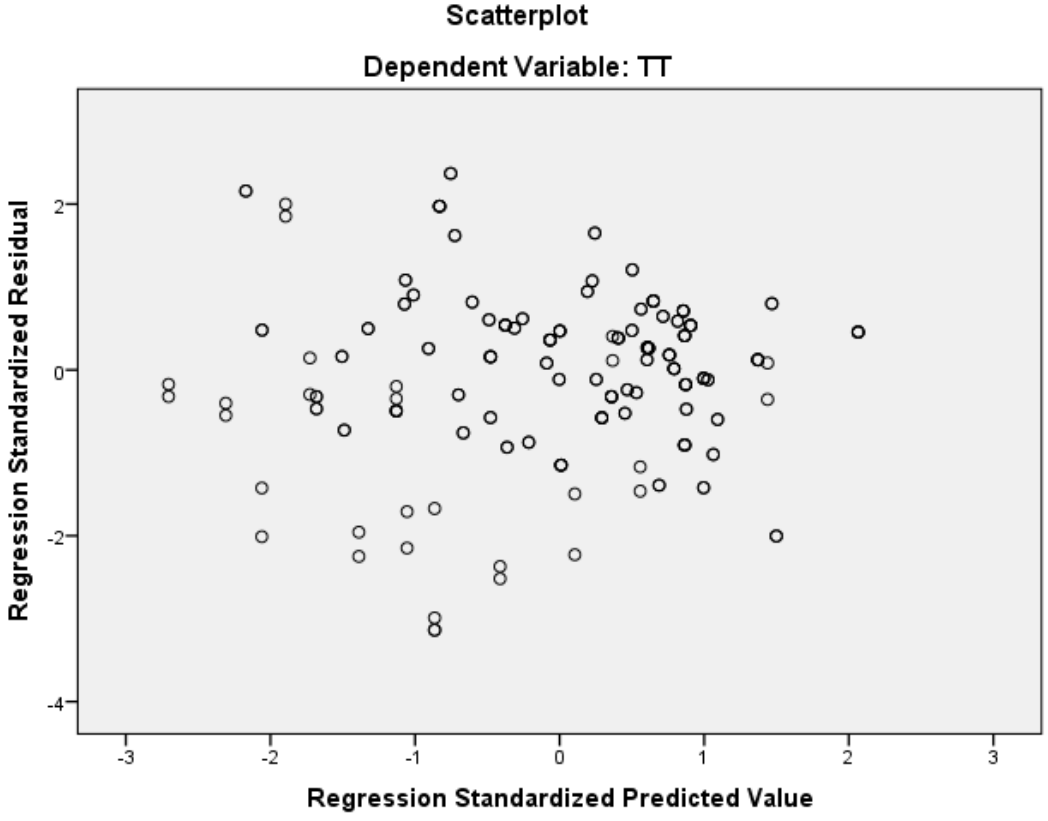
Model		Sum of Squares	df	Mean Square	F	Sig.
3	Regression	3242.536	8	405.317	8.707	.000[b]
	Residual	9450.332	203	46.553		
	Total	12692.868	211			

a. Dependent Variable: TT

b. Predictors: (Constant), StL, ID, SL, LL, TL, IN, CL, VL




Normal P-P Plot of Regression Standardized Residual
Dependent Variable: TT
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0


Scatterplot
Dependent Variable: TT
Regression Standardized Residual
Regression Standardized Predicted Value
2
0
-2
-4
-3
-2
-1
0
1
2
3

Model Summary[b]

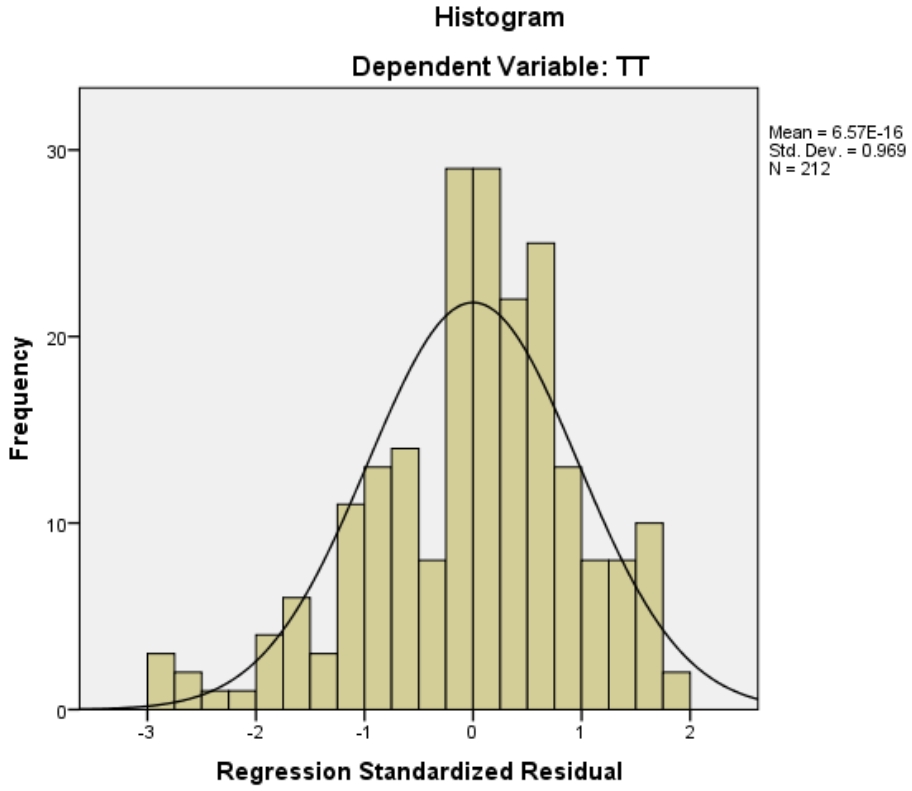
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.663[a]	.439	.393	6.042	2.279

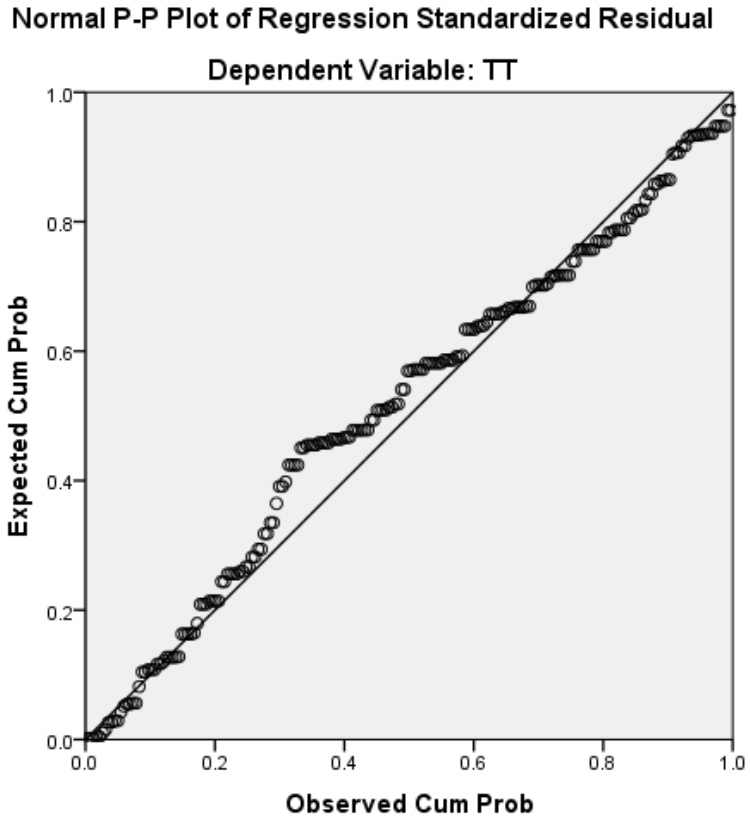
a. Predictors: (Constant), StL, MDCA, MT, age, SET, ID, SS, OU, PS, LL, SL, TL, Service length, IN, CL, VL

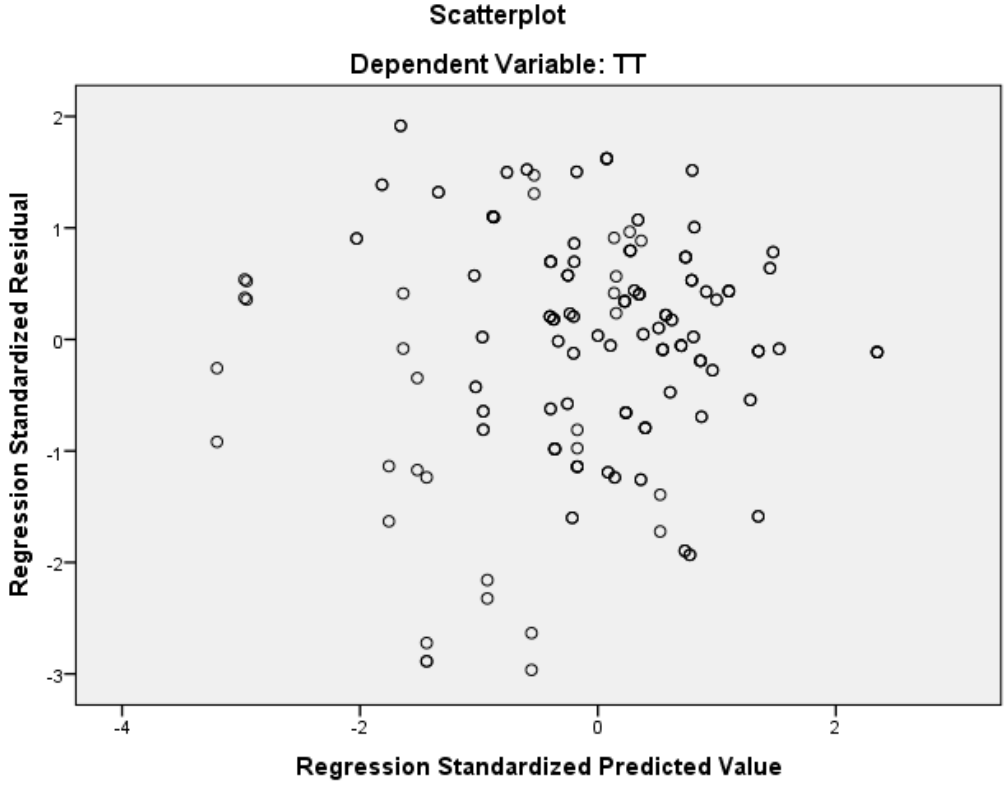
b. Dependent Variable: TT

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5575.071	16	348.442	9.546	.000[b]
	Residual	7117.797	195	36.502		
	Total	12692.868	211			




Normal P-P Plot of Regression Standardized Residual
Dependent Variable: TT
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0


Scatterplot
Dependent Variable: TT
Regression Standardized Residual
Regression Standardized Predicted Value
2
1
0
-1
-2
-3
-4
-2
0
2

BIOGRAPHY

NAME MD. SANWAR JAHAN BHUIYAN

ACADEMIC BACKGROUND

Executive Diploma in Leadership Management, Universiti Utara Malaysia (2010).

Master in Human Resource Planning & Development, Guru Gobind Singh Indraprastha University, Delhi, India (2007).

Master in Business Studies, Islamic University, Kushtia, Bangladesh (1989)

Bachelor in Business Studies, Islamic University, Kushtia, Bangladesh (1988)

Academic Award
Awarded IAMR President Medal for outstanding Academic Performance in Master of HRP&D program of GGS Indraprastha University, Delhi, India in 2007.

EXPERIENCES

Present Position
Deputy Secretary, Ministry of Public Administration, Dhaka, Bangladesh.

Previous Positions
Public Administration in different Districts and Sub-Districts (10 years)

Faculty Member in BCSAA and BPATC in the positions of Director and Deputy Director (10 years)

Teaching Strategic Management, Strategic HRM, Training & Development and Public Management as adjunct faculty member in different
universities in Executive Master and MBA program

Recent Publications
Influence of Individual Characteristics, Organizational Support System and Learning Organizational Practices in Post-program Transfer of Training: A Study on Management Development Programs of Bangladesh Civil Service. International Journal of Human Resource Studies. 2017, Vol. 7, No. 3.

Organization & Human Resource Management. (jointly authored Text Book). KMAC-KOICA, Seoul, Korea, 2009.

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