

UNIVERSITI TEKNOLOGI MARA

**TRAINING EFFECTIVENESS: THE
ROLE OF TRAINING DESIGN,
TRAINING PARTICIPANTS'
CHARACTERISTICS, WORK
ENVIRONMENT, MOTIVATION TO
TRANSFER, AND
ORGANIZATIONAL LEARNING
CULTURE**

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ABSTRACT

Training serves a key role for both public and private sectors in enhancing the knowledge, skills, and attitudes of employees within an organization. Expectedly, the training for the development of human resource contributes an added competitive advantage to the organization in delivering quality products and services. Addressing that, this study assessed the training effectiveness of leadership and management training programme at National Institute of Public Administration (INTAN) for Malaysian civil service employees in terms of their characteristics, work environment, and the training design. The model of training effectiveness by Saks and Haccoun (2007) and the four-level training evaluation model of Kirkpatrick (1996) established the underlying basis of this study. Using the mixed-methods approach, this study quantitatively assessed the relationships of training design, training participants' characteristics, and work environment with training effectiveness of Level 1 in terms of trainee's reaction. Furthermore, this study also assessed the extent of learning with respect to the evaluation of Level 2 (learning performance) based on the outcomes of pre-test and post-test. This study subsequently applied the qualitative approach to explore the transfer of learning (Level 3) at the workplace among the training participants after completed the training. Overall, the relationships of training design and work environment of training participants with training effectiveness were found significant. However, the training participants' characteristics exhibited not significant effect towards training effectiveness. Motivation to transfer was found fully mediated the relationship between training participants' characteristics and training effectiveness. In addition, the organizational learning culture was found to moderate the positive relationship between work environments and training effectiveness. This study further revealed that the training participants experienced effective learning and obtained adequate opportunities to apply the training content at the workplace. The findings of this study highlighted the significant roles of training provider and training practitioners in designing effective training programmes to provide rich learning experience for effective transfer of learning at the workplace. It is also imperative that the organizations cultivate continuous learning culture to promote knowledge-sharing and transfer of learning within the organization.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter focuses on the importance of training evaluation in an organization, the training practices, and the training policy for Malaysian civil service employees. In particular, this study addressed a significant gap pertaining to the training evaluation and training effectiveness of the civil service training in Malaysia. The lack of training evaluation to warrant the actual application of training content at the workplace was also discussed. Overall, this chapter presents the background of study, problem statement, objectives of this study, the corresponding research questions, and the significance of study. A chapter summary is provided at the end of this chapter.

1.2 Background of the study

Essentially, training is imperative for the development of the most valuable organizational asset, the human resource. Therefore, exceptional accomplishment of every employee in the workforce should be appropriately recognized for the success of an organization. Training systematically delivers the opportunities to gain new knowledge, skills, and attitudes (KSAs) for the respective job (Blanchard & Thacker, 2013). Besides that, training also represents an organized attempt of the organization to enhance the employees' essential professional competencies, including knowledge, aptitudes, or performance for progressive career development (Noe, 2010). With that, the organization should make use of the prospects of training in developing intellectual capital, which serves as an added competitive advantage (Noe, 2010). The knowledge these employees gain on their competitors and foreign cultures substantially benefit the organization to attain success in the foreign market (Noe et al., 2002).

Accordingly, the intellectual capital incorporates fundamental skills for the job, higher-level skills (such as technology-based information sharing skills), knowledge on the clients or the manufacturing system, and self-driven ingenuity