Transfer of Training & the Challenges: NADRA A Case Study

MAHWISH KHALID

NBS, National University of Sciences & Technology, Islamabad
Tel: +0092-335-5347236

Ms. AFSHAN HANIF

S3h, National University of Sciences & Technology, Islamabad
Email: afshan@s3h.nust.edu.pk
Tel: +923235950829

Dr. UME LAILA

S3h, National University of Sciences & Technology, Islamabad
Email: dr.umelaila@s3h.nust.edu.pk
Tel: +923329837967

Abstract

In the new paradigm of business studies, there is a growing realization to invest in people as it is the utmost requirement for the progress and success of the organizations. Hence, the focus of the organizations is not only on continuous enhancement of the KSA's (Knowledge, Skills and Attitudes) of the employees via training, but also on effective transfer of learning. This research paper explains the concept of transfer of training and the factors that impact transfer at NADRA. It is a case study which analyzes in detail the factors that facilitate and hinder transfer of training at NADRA. Results indicate that transfer of training is not a new term for the employees of NADRA but for effective transfer of training, the organization has a long way to go. Although there are many factors which challenge the implementation of learning, yet few facilitating factors also exist .Each factor either a facilitator or barrier is directly affecting the motivation to learn and transfer which ultimately affects the effective transfer of training. Currently the focus is to provide basic trainings to the employees but the future focus is to evaluate how much benefit an individual employee gets from a particular training and how this input adds value to his/her work. Hence, in future, NADRA needs to work on effective implementation of the learned knowledge, skills and attitudes.

Key Words: Transfer of Training, Class Privileges, Conversational Analysis, Facilitating and Inhibiting Factors of T of T, Membership Categorization Analysis.

Introduction

Market dynamics and work environment have changed in the 21st century and now the focus is on what the customer wants rather than focusing on the mass production policy. Due to growth in the competition, firms are continuously modifying their product mix, managerial methods and focusing on increasing the overall productivity of employees. Information technology, globalization, frequent knowledge transfers and diverse competition have transformed the human resources department in the organizations. Organizations have to continuously develop their employees otherwise they cannot survive in the volatile market. According to the recent study conducted by American Society for Training and Development (ASTD), American organizations are investing approximately $126 billion on training and development of employees annually (A., 2007).

With this growing emphasis on human resources, organizational leaders are pushing HR managers and line managers to focus on continuous training and development of the employees so that this intellectual capital and knowledge base can help the organization compete with the challenges of business world (Voogel, 1985). Traditionally, training and development was not considered an activity that could create any value for the company however, now the concentration is on continuous enhancement of the KSAs of the employees through training, and on the effective transfer of learning (Srivastava, 2000).

In spite of the huge investments in training programs, managers are not certain as to what degree the employees perform differently when they are back to their work. Therefore, concerns regarding transfer of training are increasing. There is a strong consent that knowledge, skills and attitudes acquired via training is of very little value if they are not used on the job and maintained with time. As one of the main purposes of training is to provide knowledge and skills for the future benefit and this advantage can only be gained if there is proper transfer of learning (Siriporn Yamnill, 2001).

Transfer of training is the effective application of the learned knowledge and skills on the job. But the results of many researches reflect that not more than 20% of the total learning is transferred and in some studies lack of support has been identified as the key factor for properly managing the transfer process. This paper is an attempt to inquire into such factors which hinder transfer of training in an organization. This study will also investigate why there is lack of support from the management apropos transfer of training.

Public sector of Pakistan enjoys a significant presence as being the major contributor towards the country's economics which makes the performance of this sector substantial for the government. In order to increase the performance and productivity of this sector, it has been realized that employees are the main source of enhancing the overall organizational performance and they need to be developed and trained on continuous basis. Dr. Ishrat Hussain (Chairman of National Commission for Government Reforms in 2006) in his article mentioned that in order to retain professional and high caliber civil servants, we need to focus on their continuous training and proper performance evaluation. He said that the employees should be given trainings at every level starting from post induction to senior level (Hussain, 2013). That is the reason government is taking reforms regarding trainings in this sector and for that purpose a conference entitled "Public Sector Training in Pakistan" was held in September 2012 to identify and resolve the issues of this sector by formulating a roadmap for incorporating proper training systems for this sector. The said sector has a lot of weaknesses like low craving for change, lack of managerial skills etc. In order to address these challenges, new training methodologies are needed to ensure proper learning and transfer of knowledge. Generally, there is no trend of evaluating training results because of the challenges faced by the government like political insatiability and terrorism. However, NADRA being a public sector organization is now seriously focusing on the area of training (Muhammad Maqsood Khalid, 2012)

NADRA

NADRA, founded in 1998, is an autonomous body of Interior Ministry of Pakistan. Its purpose was to develop an updated identity system where 150 million citizens of Pakistan can be registered. The electronic system was developed to reduce the identity theft and to have proper registration of the citizens. It has a workforce of more than 18000 people. The main Headquarters and Regional Headquarters of NADRA are located in Islamabad whereas customer care centers are present all over Pakistan.

At NADRA, training and development activities are conducted by NLDC, located on the 3rd floor of the Regional Headquarter building. Initially training section was the part of HR department and it was responsible for training and development activities but in 2010, NLDC was launched. It operates through HR department which monitors its activities. All the local and international trainings are organized by this department. This department bears the manual of training policies applicable to all NADRA employees and

all the trainings are planned according to these policies. NLDC is headed by Director General who has the highest authority next to the chairman and who is also engaged in strategic decisions.

The eligibility criteria for attending a training program is to have at least one year of service and an A grade in annual assessment report. Following are the generic objectives to be achieved through training programs at NADRA:

1. To improve professional competence of employees, in short and long term
2. To give continuous professional education to employees particularly to those working in technical or professional area
3. To bring attitude changes by giving job oriented training

Training Process at NADRA

NLDC initiates training by conducting TNA and their TNA is multipronged but it is not drawn from performance appraisals. At NADRA informal TNA is conducted through three ways:

- Regional Management identifies the issue and demand for training intervention from NLDC
- Issues observed and identified through interactions between the local trainers (recommended by NLDC) and participants from regional offices
- Individual employee requests for a training intervention. This request is accepted after foreseeing whether the training will add value to the individual's work or he is asking for intervention only to enhance his profile or for personal value addition.

After conducting the TNA, training program is planned and organized and approval for the budget is taken from the Chairman, NADRA. Ensuing, a formal email is circulated in the regions where the regional management is asked about the name of the participants. Then training program is launched on the mentioned date and NLDC manages all the resources. For the purpose of record, a document is maintained by Deputy Superintendent of NLDC department, which includes all the details of the trainings conducted in a year.

Transfer of Training

Training has been considered as an expensive investment because only 10% of the training will result in positive transfer (Ho, 1999). Transfer of training is defined as the extent to which the trainees apply the learned knowledge, skills and attitude on the work. It is what trainees effectively and continually apply what they have learned in training to their jobs (Noe,1999). The concept of transfer of training is becoming very important for the organizations because effective transfer of training will increase organizational performance and profitability (Nijman, 2004).

Researchers and scholars want to discover how to facilitate the implementation of new learning because it has been witnessed that only a small percentage of new learning is transferred. Recently Knowledge Advisors conducted a survey which indicated that after 90 days of the training, trainees had applied less than 40% of the learned knowledge. The rest of 60% is considered "scrap learning" which means learning investment is wasted. Such researches are raising concerns about the effectiveness of training as performance enhancement and improvement intrusion for the organizations (Hutchins, 2009). Therefore, it is very significant for organizations to incorporate strategies to improve and enhance learning transfer.

This paper aims at identifying the challenges that organizations face in transfer of training through investigating which factors inhibit and facilitate transfer of training. It also identifies the barriers to transfer of training in a particular organization.

Although transfer of training has received a lot of attention but it remains unexplored in the Pakistani context (ASP-RSPN, 2012). Although, Khalid et at. (2012) have conducted research on training transfer by analyzing the trainings' outcomes in the public sector of Pakistan but they didn't discuss the factors that create transfer problems and hinder transfer of training. This research is undertaken to fill the gap in the existent research in this area in Pakistan.

Thus, the aim of this research is to analyze the factors that affect transfer of training and create hindrance in transfer. For this purpose, the research revolves around the public sector of Pakistan, which contributes majorly towards the economics of Pakistan. It can be witnessed that for last few years, citizens' expectations from the state regarding the service delivery has increased. These growing expectations have built pressures on the public enterprises to improve their service delivery. Public officials are directing their efforts to infuse new skills, knowledge and attitudes but there is an immense need to identify whether the learned KSA's are being implemented on the job or not (Muhammad Maqsood Khalid, 2012). This research is conducted on NADRA, one of the biggest public sector organizations to classify the challenges that organizations face in the transfer of learning and to assess the readiness of firms to address the transfer problem.

Our research is divided into two major sections; literature review and the analysis. First section is organized into three parts. In the first part, we discuss training and development and its importance. The second part covers the concept of "*Transfer of Training*" in detail. Along with that, factors that impact transfer and that inhibit and facilitate it are also discussed in detail.

Literature Review

In this global and turbulent environment, one thing that can give competitive advantage to the organization is knowledge. Where this organization knowledge is built, developed and how it helps achieve organizational goals? It is the employees who are the carriers of this information and knowledge (Vemić, 2007).

As organizations are endeavoring to compete in the global world, differentiation on the basis of knowledge, skills and attitudes is on escalating importance. That is why organizations are investing billions of dollars in training and development of employees. Training refers to an effort organized by a company in order to facilitate their employees to learn competencies including knowledge, skills, attitudes and behaviors related to the job to enhance their performance. The purpose of training is that the employees should use the learned knowledge, skills and attitude in their daily activities and routine work. In order to gain competitive advantage, organizations are focusing on creating intellectual capital via training. Converting the human resources into intellectual capital requires development of basic skills which are required to perform the job, advance skills in which technology usage is involved and a deep understanding of the customer system. All of these things could be obtained only through training of the employees (Noe R. A., 2010).

Big organizations like Starbucks, Us Airways, Boston Pizza are investing a lot in training of their employees which have helped them gain advantage over their competitors. Investment in training and development of employees is returned in the form of more productive employees and more effectiveness in performing jobs hence, contributing towards the bottom line of the company in order to facilitate in gaining the competitive advantage (York, 2009).

When change is required managers focus on enhancing their employees' capabilities and KSA's (Knowledge, skills & attitude) and this could only be done through training and development. But the question arises whether such programs are effective or not? Have they resulted in improved productivity and performance of the employees? Hill & Lent (2006) and Satterfield & Hughes (2007) presented a research which proved that training related changes consequently result in improved performance on the

job and also in other positive changes like acquisition of advanced skills, enhancement of the knowledge base.

Researchers have defined transfer of training as the degree to which the trainee applies what he has learnt from a particular training. In other words, it can be stated as the degree to which the behavior is repeated by the trainees in the new situation. Transfer of training usually refers to the application of the trained knowledge, skills and attitude back to the job. Experts from different fields have defined transfer of training in similar but slightly different ways but the common theme of all the definition is focused on application of the newly learned KSA's acquired in one context to another context (UNDP, 2006).

In training literature the major theme is related to transfer problem in the organizations. This problem is getting serious day by day as the individuals are failing to improve on the job performance and behavior, thus organizational performance remains unaffected and no results of improvement can be fun out. Researchers have identified many strategies to facilitate transfer of training and also what role HR and other managers to avoid transfer failures (Richman-Hirsch, 2001).

Although there is a lot of literature available on transfer of training but there is no momentous literature available regarding factors inhibiting transfer of training. The present literature on transfer identifies many activities that are expected to facilities transfer of training before training begins (pre training environment), during the training and after a training program (post training working environment). Saks and Belcourt (2006) supported this point and identified such activities. Some activities that occur in the pre training environment are important for transfer of training.

Literature suggests that individuals' characteristics are an important factor while dealing with the transfer problem and the challenges of transfer of training. It has been argued that motivation to transfer and motivation to learn is dependent on individuals' characteristics. However, in some studies motivation is part of an individuals' characteristic that must be considered for transfer of learning. But the major crux of all the studies is that motivation has the key role to play in transfer of learning.

In extant literature, we can find that identical elements theory is suggested by many researchers as it results in higher transfer of learning in most of the cases. According to this theory, as proposed by Thorndike and Woodworth (1901), transfer of learning is assisted in the second situation (e.g. job) to the extent that it contains the identical or similar factors that occurred earlier in the learning situation. Holding (1965) further explained that if the tasks are identical or somewhat similar in both training situation and transfer situation then there will be positive transfer. But there can be negative transfer if the responses to the similar stimuli are different in two contexts.

Goldstein (1986) suggested that Principles theory is another theory that can encourage transfer of learning because it suggests that training should focus on the basic principles to learn a task so that the trainee can apply them to solve the issues in the transfer environment. This theory attributes to far transfer because the necessary principles can be connected to new problems whereas theory of identical elements influences the acquisition of near transfer.

Literature suggests that every factor plays a significant role in transfer whether its individuals' factors or organizational factors. If these factors are not properly identified, assessed and formulated then they can become a challenge towards transfer of training. For effective transfer, these variables should be properly identified and addressed by the HR department, accountable for the training and development activities.

Research Methodology

To date, the extant literature shows that there is a strong consensus that acquisition of knowledge, skills and attitudes via training is of limited value if learning is not transferred on the job and if work performance is

not increased. So it is reflected in literature that transfer of training plays a significant role in enhancing employees' productivity as well as organizational performance. This study intends to look into the concept of transfer of training and the factors that impact transfer in NADRA. Earlier researchers have not focused on the barriers restraining transfer of training. This thesis also centers on the barriers that resist application or implementation of the learned knowledge. Therefore, the main research objective is as follows:

"To find and analyze the existence of transfer of training in NADRA and the challenges faced that act as barriers to transfer of training"

To study the main research objective, it is further divided into following questions.

- Which factors hinder implementation of training?
- Which issues are faced during the applicability of learning?
- What are the challenges faced by NADRA in transfer of training?

Research Hypothesis

H1: There is a significant relationship between transfer of training and employees' performance.

Research Design

This research is an extension of the training conducted at NADRA. Our team "APEX Training Team" conducted training on "Stress Management & Emotional Intelligence" at NLDC on 13th May 2013. Our team conducted a TNA via mystery shopping and through interviews from different employees of NADRA. Through detailed TNA, it was identified that NADRA employees had stress related issues. Details of the participants were not given to us because it was the company's policy not to share these details with the external trainers. They mentioned that training programs should be designed in such a way that it should be multi linguistic (English and Urdu) and that there should be activities along with the content so that people can learn and enjoy as well. Thus, this training provided an exercise in stress management through multiple activities, icebreakers along with the main content.

This paper explores how and in what ways the program mentioned above benefited NADRA employees in their work performance. How did they apply the learning on their job and what issues they faced during the applicability period? It also ascertains what role the managers played regarding implementation of training. It will help recognizing the concept of transfer of training at NADRA and the factors that impede it.

Research Method

Qualitative research methodology is used to study the phenomena of transfer of training. It is a case based research where the case is NADRA. It's an instrumental case study as well as an exploratory study because it provides profound understanding of the issues as it is the first study on transfer of training at NADRA. Such kind of a case study is most relevant one, when one has to find a detail insight into a particular issue or issues (Stake, 2005).

In order to get the proximate views and insights of the respondents, ethnographic interviews were conducted. Such interviews are friendly conversations in which the informant expresses their interest, feels relaxed and comfortably shares the information and the researcher takes benefit of it and slowly and gradually extracts the required information (Spradley, 1979). These interviews greatly helped in extracting the relevant information for the analysis. Conversation analysis method was used to extract the results from the interviews.

Sample and Data

The data was gathered in February 2014. The purpose of this study was to discover the existence of transfer of training and the factors that hinder the applicability of the learned knowledge in the largest database company of Pakistan i.e. NADRA. The contact person was the Director of NLDC, who was asked to arrange a meeting with the participants of the "Stress Management" training. The data was collected purely via semi -structured interviews. A total of 35 participants were interviewed among which thirty were employees and five were executives.

Analysis

This portion presents the analysis of the data collected via interviews.

Political Issues In Nadra

Political issues are those on which observations can be made, laws can be made and that have the potential to be politicized. Through narrative analysis, following political issues were identified.

Interviews reflect that gender discrimination is an issue that can be politicized. Female employees face a lot of problems because majority of male employees at NADRA have not accepted females as working women. NADRA must formulate a policy regarding gender sensitivity and anti-harassment because this is a critical issue which is a barrier in transfer of training.

Nepotism is another political issue. It's a common belief among employees that if a person is has strong contacts then he/she will get much recognition and encouragement and it has been reflected in the interviews.

This is another political issue in NADRA that can be manipulated and which creates problems in transfer of training. This issue is really significant because it demotivates the employees who are hardworking and who really perform well.

This issue can be politicized because there are a lot of differences between juniors and seniors and junior staff is not given equal opportunities to progress so, this decreases their motivation to perform well.

Membership Categorization Analysis

This analysis technique was pioneered by an American Sociologist, Harvey Sacks. This analysis basically identifies the factors that unionize the employees of a particular organization. Through few instances I was able to extract membership analysis which reflects that that there is less association among the employees of NADRA. The absence of association among the employees caused the Director NLDC to observe that the employees needed training in relationship building and bonding. Although there was less alliance among employees, yet some instances reflected that there was a little association present. From the interviews conducted it was reflected that every employee had fear of loss of job. Some participants have acknowledged and some have unacknowledged fears about job loss. But the fear of being fired was mirrored in the responses of almost all the respondents. This was another factor on which majority of the interviewees were united and they mentioned that NADRA was a really good organization and that the organization was customer oriented.

Internal Validity

This research on NADRA shows that there is internal validity because analysis and findings, is aligned with the theory and it answers the research questions.

Reliability

If a research is repeatedly carried out in the same setup and the results are same, then reliability exists. This research is internally reliable because same findings will be found if this research is conducted again in NADRA but external reliability would not be there.

Generalization

If the same study is carried out in a different context and it produces the same results then there will be generalization. This research is first of its kind in Pakistan and it has reliability because the literature and results are in congruence. But it scores less on generalization because results will differ when it will be carried out in different organizations. This is proven through literature that factors which affect transfer of training will vary from organization to organization as similar factors can act as facilitators of transfer for one organization and for another organization they may become inhibitors.

Qualitative Research

In this research we can find evidences of gender differences and class privilege differences. More or less all the interviews mentioned gender discrimination and how it effects the intrinsic motivation of an employee to transfer knowledge. In NADRA, gender differences and class differences are greatly effecting the motivation to learn and transfer of knowledge.

It is evident from the interviews that gender discrimination is one of the major issues that de motivates female employees in implementing learning of their training because most of male staff members are not ready to accept the presence of a successful female employee and they could not process their promotion and rewards. As Pakistani society is a male dominated society and male employees lack the courage to appreciate female employees. In addition, male employees perceive that being males they have a power over females and are superior to them. Interesting fact is that they are jealous of the progress of female employees in NADRA.

Class Privilege Differences

Difference of classes is also a major issue that affects motivation of employees in transfer of knowledge. There is discrimination between junior and senior employees as junior staff is usually not involved in the training activities. Since, they are not given training opportunities, so their performance cannot be improved upon.

Knowledge Capital

NADRA considers its employees as knowledge capital and that is the reason they are now completely focusing on training and development. For that purpose, they created a separate learning and development center which is responsible for planning and organization and identifying good training opportunities for the employees so that they can improve their performance. Generally employees attend trainings because they consider that they might lack a certain skill, knowledge or attitude required for their job, hence they want to maximize their knowledge capital.

Findings and Discussion

This segment discusses the findings of this study mined from the analysis of the transcribed interviews. Information extracted from the interview responses have been thoroughly analyzed and is used as a resource for getting deep insights into the factors that facilitate and inhibit transfer of training in NADRA.

In the interviews, respondents specified certain factors that facilitated them in transferring some of the learning from stress management training. These factors are training design and individual motivation.

Holton (1996) suggested that training program can facilitate or hinder the transfer of training. If it is not well organized and managed then it can create problems in transfer but if the training content is well delivered and the learning objectives are well communicated, then implementation of learning becomes easier. From the responses it can be found that training facilitated the employees of NADRA to transfer some of the learning on their job. They explicitly mentioned that stress management training was well delivered and the key learning points were communicated due to which they remembered certain activities and a certain portion of the content delivered in the training. Trainers were well equipped with the required knowledge and they were successful in engaging the audience. As a result of it, they were able to implement some concepts from the training to their job. The respondents mentioned that stress management training was related to their job which benefited them a lot and was definitely required because every one of them faced some kind of stress either related to the boss or colleagues/ family.

Moreover, the transfer of training is also impacted by the repetition of learning. This factor can also be detected in the literature where Fisk and Hodge (1992) suggested that repetition improves transfer of learning. One of the respondents mentioned this repetition element and how it helped him in transferring some of the learning to his work place. Thus, it can be found that training design directly resulted in transfer of some of the learning. Participants were able to apply some of the learned knowledge and skills to their job.

Weissbein (1997) identified that trainee characteristics is one of the main factors that affect transfer of training and individual motivation plays a significant role towards learning transfer. Blume et al. (2009) suggested that usually motivation to transfer depends on oneself. From interviews, it can be extracted that motivation of an employee played a significant role in implementation of training. Mostly respondents stated that their internal desire was so strong that they themselves enhanced their performance levels and brought a positive change in them.

Mathieu et al. (1992) suggested that organizational support has direct relation with the transfer of training. Organizational support includes the support of the supervisor and the peers. If the supervisors and peers will not support the trainee, then their motivation to transfer will be effected which may result in no transfer or little transfer. The organization support was deficient in NADRA due to which participants faced a lot of issues in transfer of training.

Talking specifically about the supervisor support, it was very less and it was a big impediment towards transfer of training. The supervisor should cooperate with the employees and provide them some flexibility so that they can take some time out for implementation of training

Organizational support also includes support of the peers which also plays a significant role in transfer. In case of NADRA this support was completely lacking because there is resentfulness and trust deficit among the employees. In this height of suspiciousness, employees even try to damage the image of their peers in front of the bosses. Employees don't even encourage each other to implement some knowledge rather they discourage him/her which demotivates that person. According to the respondents there is lack of supervisor and peer support for transfer of training due to which employees are unable to completely transfer the knowledge and for some employees these factors act as de motivators.

This factor is linked with the supervisor's support. If the supervisor will not support you and create flexibility then the transfer becomes really difficult. Supervisors should facilitate employees by giving them some time to reflect about the knowledge that they had learnt from the training and should provide them resources to implement that knowledge. Even managers at NADRA realized this fact that operational pressures and lack of flexible work routines inhibit transfer of training on the employee's part. We can

repeatedly see in the responses of the interviewees that burden of work and inflexible work routines hinder the application.

These hindrances also demotivate the employees to apply the learning because they are not provided with the resources which will support them in transfer. It means that management is not providing major resources to them for transfer of learning. It was witnessed from some responses that few employees are facing work life balance issues and it is also one of the factors due to which they couldn't get time to think upon, recall and apply the training on their job. They were unable to manage their personal life issues and job and this factor has been completely ignored by NADRA because no steps have been taken to ease this issue. In literature, there is no evidence that issue of work life balance creates transfer problem but this study has extracted this fact from the information given by the respondents. In NADRA, this factor created resistance in transfer of learning for some participants.

Even young employees are jealous of female colleagues and pass degrading judgments on their character and it usually happens when a female colleague gets recognition, encouragement from the boss or is promoted to the higher level. Another alarming factor identified through the responses was that some male staff members consider that females lack the mental capacity to manage things on the job.

Some people are not even respectful towards females. This factor creates a lot of hindrance in implementing trainings because females face a lot of stress due to gender discrimination and they are de motivated. Although few female employees work really hard and try to apply the learning so that their performance on the job can be enhanced but gender discrimination creates a lot of resistance for them to take any such initiatives or to move them to the next level. Another barrier that junior employees face is that they are given less opportunities to move up in their career. Also, they are not considered for any training program. Senior staff treats them as people who only have to obey their orders otherwise they will be fired from the organization.

These are the factors which are playing significant role in inhibiting transfer of training. NADRA being a semi government organization is greatly influenced by the political changes in the country, change of government policies and reform. There is a lot of nepotism because political officials pressurize to get their people hired and make them part of this large organization. Moreover, there is no check and balance from the top, undue favors are given and favoritism is proliferating in NADRA. These factors are completely uncontrollable because they are part and parcel of the government organizations in Pakistan.

In Pakistan there is a lot of corruption and it has taken many forms like nepotism, favoritism etc. The level of corruption is always high in the government sector because the political parties have complete control over them and they use their authority in every possible way and the corruption goes on. We can see that when there PPP was in government it hired its own people by replacing the employees of the previous government and implementing their own policies. Now PML (N) is in the government and it is following the same procedures. So it shows that every government creates its own influences in public firms. So it is evident that there is a lot of corruption in government firms at the higher level. But within the organization these factors also play a significant role. Responses of the interviewees revealed that factors like nepotism, corruption etc. create a big hindrance in transfer of training because it is directly effecting the motivation of the employees to improve performance and to transfer learning.

Nepotism means hiring and favoring those people who have some strong connections with higher authorities or a political party. In NADRA, this factor plays a significant role in effecting the motivation to transfer training. Because most of the employees consider that even if they do transfer the knowledge, they will not get any engorgement or reward because they didn't enter the firm with strong intercedes. Due to this factor, employees perceive that they will not get any reward for implanting and applying the learned knowledge.

Clark (1993) supported this viewpoint that trainee's motivation is effected by the perception that the trainee has about the rewards both intrinsic and extrinsic. If they perceive that they will get the reward for their inputs then they will be highly motivated to transfer the learning. There are few exceptions as well, because some people implement learning for self-actualization and are least concerned about the rewards. But usually people apply training back on job because they expect the return for their inputs. That is the reason why many participants were not motivated to implement most of the learned knowledge. It can be found that all the above mentioned factors play a significant role in inhibiting implementation of training. These are the major barriers that employees of NADRA are facing in transfer of training.

It is evident from the above discussions that in NADRA, there is some concept of application of learned knowledge, skills and attitudes. Although this implementation is only around 1% to 2% but it can't be said that there is no concept of transfer of training. Because most of the respondents mentioned that they applied at least one or two KSAs on their job that they had learnt from the stress management training.

From the responses, it can be witnessed that employees have some concept of transfer of training but it is at the initial stage and will definitely take time to get matured. Although employees individually tried to implement some of the learned knowledge but management is not focusing much on transfer of training and it is deduced from the responses of the Director (NLDC).

He mentioned that in NADRA, initially there was no focus on trainings but for the last one year they have seriously focused on training and development of the employees. Currently they are in the exposure phase and they are exposing their employees to trainings and fulfilling the generic demands of training. That is why there is no formal TNA based on certain performance appraisals. Rather there is an informal TNA and needs are identified based on the issues faced by the regions related to lack of knowledge, skills or attitude. It can be found that at the management level the focus on transfer of training is less but they are aware of this fact and their current focus is to give trainings and in future they will focus on transfer of training.

From the above analysis and discussions, it can be stated that both employees and management are facing challenges regarding transfer of training.

There is no or little support from the peers and the supervisor. There is lack of resources like time availability, flexible work routines etc. This is a big challenge that employees are facing in implementation of learning. These factors are challenging for the employees of NADRA in transfer of the training because they affect the motivation of the employees and these factors are out of the control of individual capacity because they are generally organizational factors. Another challenge for employees towards transfer of training is gender and class differences as it creates discrimination and which ultimately affects employees' motivation to transfer. Consequently there is a culture of backbiting and jealousy in NADRA because trust factor is lacking among employees.

Another challenge is that employees consider that transfer of training is not very easy, it takes time and for that matter it is a time consuming process. They can't implement the whole training immediately. So time is also a big challenge for transfer of training

- Lack of positive attitude towards training from certain group of people in NADRA.
- Training is in initial phase and expose phase due to which transfer can't be focused right now.
- Lack of communication between the employees and the training department is a big challenge in NADRA towards transfer of training. Therefore, management wants to address this issue through trainings so that a bonding can be formed which will help in transfer of training in future. Because when the employees will interact then they will get to know about one another and can support each other in implementing the learned knowledge. These efforts are rarely appreciated but they will take a lot of time which is another challenge.So it can be witnessed that majorly those factors that act as barriers towards transfer of training become challenges. Findings also represent that in transfer of

training both the employees and management face challenges and both have to play a significant role to facilitate transfer of learning.

Conclusion and Recommendations

Through our in- depth analysis, it can be deduced that due to creation of awareness of transfer of training at the global level, now organizations are slowly and gradually changing their focus from investing in trainings to explore what degree the employees perform their job differently after getting training and how it increases the overall productivity of the organization. This idea is at infant stage in Pakistan and it will develop gradually.

But it can be said that the transfer concept is not new in Pakistan especially in the public sector. Public officials are now seriously focusing on training and development of the employees which is evident from the increase in investments in this area at NADRA. Our study has revealed that every year, approximately 20 million rupees are expensed for trainings in NADRA.

From the findings of this research, it can be concluded that employees and the management of NADRA is well aware of the concept of transfer of training but it is in very early stage because training itself is in exposure phase. The organization is taking juvenile steps to move forward as firstly they want to train their people and then they want to focus on effective transfer of training.

In addition to the training inhibitors and facilitators identified in literature, certain other factors were also uncovered in interviews. These factors may be specific to NADRA. Summarily, many factors affecting transfer of training are organization specific. NADRA needs to identify these factors and should manage them so that effective application of training could be possible.

It can also be found that motivation is a key player in transfer of training because all the challenging and facilitating factors identified in the findings were affecting the motivation to learn and transfer. Based on the conclusion, it can be generally recommended that management should take small steps for facilitating application of the knowledge. They could add some flexibility towards the work routines for those employees who attend the training. They can encourage the participants to at least implement few things that they have learnt. Proper feedback sessions should be organized in which employees, who applied the training, should be given rewards as this will boost their motivation level to learn and transfer. On the other hand, what trainees should do is that they can have multiple discussion sessions with the participants after the training, in which they can talk about what they have learned from the training and in this way they can easily implement learning. To some extent, the response of Director (NLDC) is also supporting these recommendations.

References

A., P. (2007). *State of the Industry: ASTD's Annual Review of Trends in Workplace Learning and Performance.* Alexandria: VA: ASTD.

A.Cannon-Bowers, E. S. (2001). *The Science of Training: A Decade of progress.* Orlando: Annual Reviews.

Abdullah, H. (2009). Major Challenges to the effective management of Human Resource Training and Development activities. *The Journal of International Social Research* , 11-25.

Aguinis, K. K. (2009). *Benefits of training and devlopment for individuals fo individuals , teams ad organizations.* Texas: Anual Review Psychology.

Ali, R. S. (2011). The Influence of Training Design on Training Transfer Performance among Support Staff of Higher Education Institution in Malaysia . *International Journal of Innovation Management and Technology* , 377-382.

ASP-RSPN. (2012). *Public Sector Training in Pakistan.* Islamabad: USAID.

Bainbridge, C. T. (2006). HR and the line: The distribution of HR activities in Australian Organizations. *Asia Pacific Journal of Human Resources* , 240-256.

Baumgartel, H. J. (1984). How personality and organizational climate variables moderate the effectiveness of management development programmes: A review and some recent research findings. *Management and Labour Studies* , 1-16.

Beer, M. (1997). THE TRANSFORMATION OF THE HUMAN RESOURCE FUNCTION: RESOLVING THE TENSIION. *Human Resource Management* , 49.

Belcourt, A. M. (2006). An investigation of training activities and transfer of training in organizations . *Human Resource Management* , 629-648.

Brian D. Blume, J. K. (2009). Transfer of Training: A Meta-Analytic Review. *Journal of Management* , 1-41.

Burke, L. A. (2001). *High Impact training solutions.* Westport: Quorum.

Chang, C.-C. M.-P. (2013). Training transfer in the Taiwanese Hotel Industry: Factros and outcomes. *Social behaviour and personality* , 761-776.

Clark, C. S. (1993). Exploratory field study of training motivation. *Group and Organization Management* , 292-307.

D. J. Nijman, N. W. (2006). Exploring differential effects of supervisor support on transfer of training. *Journal of European Industrial Training* , 529-549.

Dawn S. Carlson, D. P. (2000). Training Motivation In Organizations: An Analysis Of Individual-Level Antecedents. *Journal of Managerial Issues* , 271-287.

Driskell, J. E. (1992). Effect of overlearning on retention. *Journal of Applied Psychology* , 615-622.

Fisk, A. D. (1992). Retention of trained performance in consistent mapping search after extended delay. *Human Factors* , 147-164.

Fitzpatrick, R. (2001). The strange case of the transfer of training estimate. *Industrial-Organizational Psychologist* , 18-19.

Fogarty, M. A. (2003). Perceptions of Training-Related Factors and Personal Variables as Predictors of TransferImplementation Intentions. *Journal of Business and Psychology* , 51-71.

FORD, T. T. (1988). TRANSFER OF TRAINING: A REVIEW AND DIRECTIONS FOR FUTURE RESEARCH. *Personal Psychology* , 63-105.

Gist, M. E. (1989). The influence of training method on self-efficacy and idea generation among managers. *Personnel Psychology* , 787-805.

Goldstein, I. L. (1986). *Training in organizations: Needs assessment, development, and evaluation.* Pacific Grove: CA: Brooks / Cole.

Gueutal, R. D. (2011). *Transforming HR through technology.* SHRM Foundation .

Haque, A. a. (2008). Impact of Locus of Control, Trainer's Effectiveness &Training Design on Learning. *Indian Journal of Industrial Relations* , 89-98.

Ho, E. W. (1999). A review of transfer of training studies in the past decade. *Personnel Review* , 102-118.

Holding, D. H. (1965). *Principles of training.* New York: Pergamon Press.

Holton, E. F. (1996). The flawed four-level evaluation model. *Human Resource Development* , 5-25.

Hussain, D. I. (2013). *Reforming the government in Pakistan Rationale, Principles and proposed approach.* Retrieved March 2013, from Ishtrat Hussain.ibs.edu.pk: hrathusain.iba.edu.pk/.../reforming_the_government_in_pakistan_rationale.doc.

Hutchins, H. M. (2009). In the Trainer's Voice: A Study of Training Transfer Practices. *Performace Improvement Quarterly* , 69-93.

HUTCHINS, L. A. (2007). Training Transfer: An Integrative literature review. *Human Resource Development Review* , 263-296.

Importance Of Training and Development. (2012). Retrieved Nov 2013, from Training and Development Naukrihub.com: http://traininganddevelopment.naukrihub.com/importance-of-training.html

Jacobs, J. K. (2007). *The Effects of a Near Versus Far Transfer ofTraining Approach on Trainees' Confidence to Coach Related and Unrelated Tasks.* Pittsburg: Ohio State University.

John E. Mathieu, S. I. (1992). Influences of Individual and Situational Characteristics on Measures of Training Effectiveness. *The Academy of Management Journal,* , 828-847.

Jones, A. P. (1979). Psychological climate: Dimensions and relationships of individuals and aggregated work environment perceptions . *Organizational Behavior and Human Performance* , 201-250.

Kavanagh, M. T. (2012). Introduction to Human Resource Management and Human Resource Information Systems. In M. J. Mohan Thite, *Human Resource Information Systems* (pp. 3-23). New York: SAGE Publications.

Kraiger, H. A. (2009). *Benefits of Training and Development for Individuals and Teams, Organizations,and Society.* Annual Reviews .

L.A, B. (1975). Relationship of Internal-External control to work motivationa and performance in an Expectancy Model. *Journal of Applied Psychology* , 65-70.

Lee, C. D. (2000). The effect of a mastery learning technique on the per-formance of a transfer of training task. *Performance Improvement Quaterly* , 125-139.

Lee, K. &. (1998). The perceived impacts of supervisor reinforcement and learning objective importance on transfer of training. *Performance Improvement Quarterly* , 51-61.

Lim, D. H. (2006). Influence of trainee characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer. *Human Resource Quaterly Development* , 85-115.

M., G.-T. (1982). Educational training programs for service workers: a quantative and qualitative evaluation. *Journal of Social Service Research* , 85-93.

Machin, M. A. (2004). Assessing the antecedents of transfer intentions in a training context . *International Journal of Training & Development,* , 222-236.

Muhammad Maqsood Khalid, M. A. (2012). Proposing a Training Evaluation Strategy to Ensure Training Transfer in Public Sector Organizations inPakistan: An exploratory Account . *International Journal of Human Resource Studies* , 111-121.

Nijman, D.-J. J. (2004). *Supporting transfer of training : Effects of the Supervisor* . Netherlands: Leerstoelgroep CBB / Universiteit Twente .

Noe, R. A. (2010). *Employee Training & Development.* New York : McGraw Hill Irwin.

Noe, R. A. (1986). Trainees' Attributes and Attitudes: Neglected Influences on Training Effectiveness. *The Academy of Management Review* , 736-749.

Platt, J. (2012). The History of the interview. In J. A. Jaber F. Gubrium, *The SAGE Handbook of Interview Research* (p. 624). SAGE Publications, Inc .

Purcell, S. H. (2007). *Learning and the line, The role of line managers in training, learning and development.* England: CIPD.

Richman-Hirsch, W. L. (2001). Posttraining interventions to enhance transfer: The moderating effects of work environments. *Human Resorce Development Quaterly* , 105-120.

Rotter, J. B. (1996). Generalized expectancies for internal vs. external control of reinforcement. *Psychological Monographs* , 609.

Rouiller, J. Z. (1993). The relationship between organizational transfer climate and positive transfer of learning. *Human Resource Development Quarterly* , 377-399.

Schneider, B. (1972). Organizational climate: Individual preformance and organizational realities . *Journal of Applied Psychology* , 211-217.

Siriporn Yamnill, G. N. (2001). Theories supporting transfer of training. *Human Resource Development Quaterly* , 195-208.

Spector, P. E. (1982). Behavior in organizations as a function of employee's locus of control. *Psychological Bulletin* , 482-497.

Spradley, J. P. (1979). *The Ethographic Interview.* USA: Holt, Rinehart and Winston Inc.

Srivastava, K. B. (2000). Rethinking HR: Role of HR Professionals in a Changing Business Environment. *Indian Journal of Industrial Relations* , 532-544.

Stake, R. E. (2005). Qualitative Case Studies . In N. K. Lincoln, *Handbook of qualitative research.* London: Sage Publications Ins.

Subedi, B. S. (2004). Emerging Trends of Research on Transfer of learning. *International Education Journal* , 591-599.

Swanson, R. A. (2003). Transfer is just a symptom: The neglect of front-end analysis. In E. F. Holton, *Improving learning transfer in organizations* (pp. 119-137). San Fransisco: CA: Jossey-Bass.

Thorndike, E. L. (1901). The influence of improvement in one mental func-tion upon the efficiency of other functions. *Psychological Reviews* , 247-261.

Tony Filippone, D. Y. (2012). *Human Resources Transformation: Is it driving business performance.* HFS Research.

UCSF Human Resources. (2013). *Employee Development & Training.* Retrieved Nov 2013, from University of California : http://ucsfhr.ucsf.edu/index.php/pubs/hrguidearticle/chapter-11-employee-development-training/

Ulrich, D. (2013). *Transforming HR to Create Value.* Hong Kong: Michigan ROSS School of Business.

UNDP. (2006). *A practitioner guide to Transfer of learning and training.* NewYork Study: Intergovernmental Studies Program.

Vemić, J. (2007). EMPLOYEE TRAINING AND DEVELOPMENT AND THE LEARNING ORGANIZATION. *Economics and Organization* , 209-216.

Voogel, R. E. (1985). Transfer of Training Principles for Instructional Design. *Educational Communication and Technology* , 113-123.

Vroom, V. H. (1994). *Work and Motivation.* New York: Jossey-Bass.

Warr, P. B. (1995). Trainee characteristics and the outcomes of open learning. *Personnel Psychology* , 347-375.

Weissbein, J. F. (1997). Transfer of training: An updated review and analysis. *Performance improvemet quality* , 22-41.

Yelon, S. S. (2004). How do autonomous professionals become motivated to use new ideas? *Performance Improvement Quaterly* , 82-103.

York, K. M. (2009). *Applied Human Resources Management: Strategic Issues and Experiential Exercises.* Uttar Pardesh : Sage Pubns.