

# THE RELATIONSHIP BETWEEN MANAGEMENT SUPPORT, TRAINING MOTIVATION, INTENTION TO TRANSFER, AFFECTIVE REACTION, UTILITY REACTION, SUPERVISOR SUPPORT, AND LEVEL III AND IV LEADERSHIP TRAINING TRANSFER: A CASE IN INDONESIAN MINISTRY OF FINANCE

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## **ABSTRACT**

*The purpose of this research is to examine how training transfer is influenced by management support, training motivation, intention to transfer, affective reaction, utility reaction, supervisory support. To achieve this purpose, this study used the employees in Indonesian Ministry of Finance. A sample of 258 employees from level III and level IV leaders completed questionnaires that include measurements such as training motivation, supervisor supports, affective reaction, utility reaction, intention to transfer, training transfer, perceived training transfer, training retention, managerial transfer support, motivation to learn, training self-efficacy, and demographic characteristics. Hypothesis testing was done by using three steps of hierarchical regression analysis. The results of this study indicate that there are significantly positive relationships between the aforementioned independent variables and training transfer. Implications of this study were discussed.*

**Keywords:** management support, training motivation, intention to transfer, affective reaction, utility reaction, supervisory support, training transfer

## **1. INTRODUCTION**

### **1.1. Background**

Training is one of important function in human resources management that is frequently used to train and retrain employees to fulfil employer's expectation. On the other definition, training is systematic acquisition of skills, knowledge, and attitudes that are synergistically used to increase performance in certain circumstances (Grossman & Salas, 2011). More importantly, in the organization that has many employees, training is very important to fill the gap between employer's expectation and skills of employees. Many government organizations and non-government organizations spend a lot of money to establish employees training. Organizations spend increasingly huge investment in training because it is one of influential human resources development tools to their future survival (Stagl & Salas, 2009).

On the other hand, if organizations establish training poorly, in the future they will face many costly problems such as legal issues or injuries (Wilson, Salas, Priest, & Guthrie, 2006). The success of trainings depends on many factors. One of factors affected the success of trainings is the willingness to transfer training knowledge, training transfer, after employees get back to their workplace. Transfer can be defined as the evidence that trainee actually uses what is learned from training to their workplace (Olsen, 1998). Transfer training is quite important problem for organizations because if transfer training fails, the trainee attitude and performance will not develop based on training program goal that in some training program, the cost to conduct the trainings is very expensive. On the other words, the trainings have less effect on organizational performance that spends some money on trainings as future investment (Kozlowski,

Brown, Weissbein, Cannon-Bowers, & Salas, 2000).

Research conducted by Grossman and Salas (2011), shows key aspects that influence transfer of training. There are three main key factors affecting transfer of training such as trainee characteristics, training design, and work environment. Trainee characteristics consist of cognitive ability, self-efficacy, motivation, and perceived utility of training. Meanwhile, training design consists of behavioral modeling, error management, and realistic training environment. In addition, work environment consists of transfer climate, support, opportunity to perform, and continuation. However, both of them only make the key factors as guidelines to policy makers who design trainings. In specific trainings and in a certain area of research, the key factors may be different one and another.

As a public organization, Ministry of Finance relies on Level III and IV Leadership Training to improve the skills and knowledge of trainees who, in the future, will become leaders in the organization. Level III and IV Leadership Training have been conducted in Center for Education, Training, and Development of Human Resources, Finance Education Training Agency (FETA), Indonesian Ministry of Finance, since 2001. According to government regulation, National Institute of Public Administration's Head Decree Number: 540/XIII/10/6/2001 and Number: 541/XIII/10/6/2001, the Leadership Training goals are to increase knowledge, skill, and attitude so that trainees can do their jobs professionally, to create trainees who are capable to change the environment, to create trainees who are people service oriented, and to create the same vision among trainees in terms of good government. The trainings are evaluated periodically by post training evaluation and in time training evaluation. In addition, some

researchs related to post training evaluation are also conducted to improve the implementation of trainings. However, the research in term of key factors that influence training transfer is less available in the organizations.

## **1.2. Issues and Purpose of the Study**

Based on government regulation number 100 year 2000 which has been revised by government regulation number 13 year 2002 article 6 and 7, Leadership Training is a compulsory requirement before officers are promoted to higher management level. Both of the trainings are officially conducted in Leadership Training and Education Hall, Magelang-Central Java, Indonesia. Each of trainees has to fully stay in the hall for about 30 days. In the training process, trainees must learn five main lessons such as Attitude and Behavior Study, Public Management Study, Development Study, and Actualization.

To implement the trainings, FETA has to allocate certain budget to each trainee, in which the budget is allocated to pay teachers or facilitators, accommodation, stationary, and course materials. In addition, the other budget provisions Education Hall staffs. Beyond the budgets allocated to conduct the training, the training itself is very important for the future of Ministry of Finance organization. The training provides managerial skills and knowledge to be implemented in the trainee's workplace. In the future, the trainees may stand on strategic position in the organization that, in certain positions, they have to make important decisions to organization.

The success of the trainings depends on the training transfer. Because many factors influence the success of training transfer, much research is conducted to identify the factors. For example, Baldwin and Ford (1988) have conducted research related to training transfer. Their

research shows that at least three categories affecting the success of training transfer. They are trainee characteristics, training characteristics, and work environment (Baldwin & Ford, 1988).

By identifying key categories that influence most in training transfer, an organization can manage the categories in order to maximize the implementation of training knowledge and skills in the organization.

However, studies to identify the categories affecting training transfer in Leadership Training have not been focused sufficiently. Therefore, it will be very important to conduct a research that identifies what factors or categories influence training transfer in Leadership Training. Thus, the purpose of this study is to identify what factors or categories that influence training transfer in Leadership Training.

## **2. LITERATURE REVIEW**

This chapter discusses theories connected to this study that consists of training transfer, management support, intention to transfer, affective reaction, supervisor support, training motivation, and utility reaction. It will develop hypotheses.

### **2.1. Training Transfer**

Training transfer can be defined as the implementation level of knowledge and skill learned from the classes in the job in effective and continuous manner (Laker, 1990). Training transfer is considered to be important to some scholars. Even though staffs may receive knowledge and skill from training, the knowledge and skill acquired from training will be meaningless without apply the knowledge and skill on the workplace (Grossman & Salas, 2011).

Two dimensions of training transfer are a temporal dimension and a generalizability dimension (Laker, 1990). The temporal

dimension includes transfer initiation and transfer maintenance. Transfer initiation is the level to which trainees try to implement knowledge and skills they received on the workplaces. Transfer maintenance is the level to which trainees continuously apply knowledge and skills they received on the workplaces.

In addition, the generalizability dimension includes near transfer and far transfer. Near transfer is the extent to which the trainee applies knowledge and skills learned from training on his or her job that have many similarities with what were learned in the training. Far transfer is defined as the extent to which the trainee applies knowledge and skills learned from training on his or her job that are different with what were learned in the training (Laker, 1990).

There are many studies related to training transfer, however, Baldwin and Ford, (1988 as cited from Grossman & Salas, 2011) described clearly three factors affecting training transfer. The first is trainee characteristics that consist of cognitive ability, self-efficacy, motivation, and perceived utility of training. The second is training design that consists of behavioral modelling, error management, and realistic training environments. The third is work environment that consists of transfer climate, support, opportunity to perform, and follow-up.

Furthermore, another factor that can influence training transfer is management support. In the research conducted in German Bank organization shows that the intensive discussion after training between trainees and their supervisors enhances training transfer. The discussion was conducted in longer time than the experimental group (Van Der Klink, Gielen, & Nauta, 2001).

### **2.2. Management Support**

According to Burke and Hutchins (2007), one of work environment influences to training

transfer is supervisor or peer support. Management supports that influence training transfer can be formed as discussions between trainees and their supervisors on using new skills and knowledge, supervisor's involvement in training, and positive response from supervisors to trainees on the workplaces (Lim and Johnson, 2002 as cited from Burke & Hutchins, 2007).

Management support can be divided into two aspects. The first is involved with upper management or top management support that is usually mentioned as organizational support. The second is immediate superior of the trainee. Both of them are very important to training transfer. One research conducted by Tziner et al. (1991 as cited from McSherry & Taylor, 1994), shows that work environment support for training, most importantly supervisory support, improves training transfer. Accordingly, the first hypothesis is created as follows:

*Hypothesis 1: Management support is related to training transfer of Level III and IV Leadership Training*

### **2.3. Motivation to Transfer**

Motivation to transfer is the intention to use knowledge and skills acquired from training on the work place (Noe, 1986). Motivation to transfer training is not static because it constantly changes over time and is affected by various factors (Gegenfurtner, Veermans, Festner, & Gruber, 2009). The scholars have been continuously researching about factors determining motivation to transfer. One of the factors is attitude toward training. Attitude toward training relates to behavior (Ajzen, 2001 as cited from Gegenfurtner et al., 2009). Another factor is pre-training motivation to learn that predicts post-training motivation to transfer. One empirical research shows that the correlation coefficients between pre-training motivation and post-training motivation ranges from 0.33 to 0.75

(Bell & Ford, 2007 as cited from Gegenfurtner et al., 2009).

In addition, the way in which organizations frame training programs also contributes to motivation to transfer. Training framing toward trainee readiness consists of: (a) determining about the status of a training program (mandatory or voluntary), (b) providing realistic information before training implementation, (c) opening opportunity to trainees so that they can give feedback related to training (Holton et al., 2000 as cited from Gegenfurtner et al., 2009). Process in the training itself can influence motivation to transfer. Training instruction and training method have positive correlation with motivation to transfer. For example, by using simulations or game in the training, the trainees show higher motivation to transfer than using traditional classroom training method (Van Merriënboer, 1997 as cited from Gegenfurtner et al., 2009).

After trainees finish their training, motivation to transfer will be affected mostly from work environment factors. To do training transfer, trainees have to provide sufficient time and energy. However, sometimes job characteristics, such as autonomy, workload, and opportunity to perform will determine if the trainees transfer the knowledge and skill acquired from the training. One research shows that trainees who have high autonomy and low workload in their job tend to be more motivated to transfer than trainees who have low autonomy and high workload (Leitl and Zempel-Dohmen, 2006 as cited from Gegenfurtner et al., 2009). As a result, the second hypothesis is produced.

*Hypothesis 2: Motivation to transfer is related to transfer training of Level III and IV Leadership Training*

### **2.4. Reactions: Affective Reaction and Utility Reaction**

Reactions can be defined as an immediate,

probably spontaneous, response. Many scholars have agreed to classify the reactions into two facets, affective reaction and utility reaction (Alliger, Tannenbaum, Bennet, Traver, & Shotland, 1997). However, separately research shows that reactions consist of three measures: enjoyment of training, usefulness of training, and difficulty of training (Bunce & Warr, 1995). The third measure is rarely used to trainees, so that the measures will be limited in the first two measures. Affective reaction can be defined as the level in which the trainees like training program. On the other hand, utility reaction is the level in which the trainees see the training is practically important for their job (Alliger et al., 1997 as cited from Esfandagheh et al., 2012).

One research shows that utility reactions of the trainees have a stronger effect on training transfer than affective reactions. (Alliger et al, 1997 as cited from Bhatti et al., 2013). In addition, one research shows about the low correlation between affective reaction and training outcomes (Morgan & Casper, 2000). However, other scholars found in reverse that positive affective reactions to training have improved motivation to transfer (Cannon-Bowers, Tannenbaum, Mathieu, & Salas, 1991). Furthermore, other researchers also see that there is a positive correlation between affective reaction and transfer motivation (Liebermann & Hoffmann, 2008). In separate research, Ruona et al. (2002 as cited from Bhatti et al., 2013), adds that utility reactions have less significant effect to transfer motivation. Despite the different opinions among scholars, current studies pay attention to trainee reactions as an important factor affecting training outcome (Brown, 2005 as cited from Esfandagheh et al., 2012). If the trainees do not like the training and they feel that the training will not give any additional knowledge and skills used in their job, they will not get involve to the training seriously and as a matter of fact, they will

not be motivated to transfer the skill and knowledge on their workplace. Accordingly, the third and fourth hypotheses are generated.

*Hypothesis 3: Affective reaction is related to transfer training of Level III and IV Leadership Training*

*Hypothesis 4: Utility reaction is related to transfer training of Level III and IV Leadership Training*

## **2.5. Supervisor Support**

Supervisor support is one of work environment that affects training transfer other than peer support to training transfer (Scaduto, Lindsa, & Chiaburu, 2008). One leadership theory that can describe relationship between direct leader (supervisor) and subordinate is leader – member exchange (LMX) theory (Bennett & Liden, 1996). In relations of LMX theory, an underling should have commitment in multiple management level in the organization. Besides that, an employee should also have commitment in the organization in which the degree of commitment should be higher that commitment to multiple level of organization (Bennett & Liden, 1996). In addition, a supervisor as direct leader may increase the LMX quality by providing value encouragement such as inspiration and provision (Graen & Scandura, 1987). Therefore the fifth hypothesis is shaped as follows:

*Hypothesis 5: Supervisor support is related to transfer training of Level III and IV Leadership Training*

## **2.6. Training Motivation**

Training motivation can be defined as the way, passion, and diligence of learning-directed performance in training circumstances (Mathieu, Tannenbaum, & Salas, 1992). Training motivation can be influenced by personality and situational characteristics (Colquitt & LePine,



2000). Personality is more involved with reasonably steady personal characteristics that affect their perception and actions. For illustration, apprentices with high achievement motivation were more driven to study (Tannenbaum, Martineau, & Mathieu, 1993). Other personalities influencing training motivation are cognitive liveliness (Martocchio, 1992), positive and negative affectivity (Bretz & Thompsett, 1992), need for supremacy (Kabanoff & Bottger, 1991), and competitiveness (Mumford, Baughman, Uhlman, Constanza, & Threlfall, 1993).

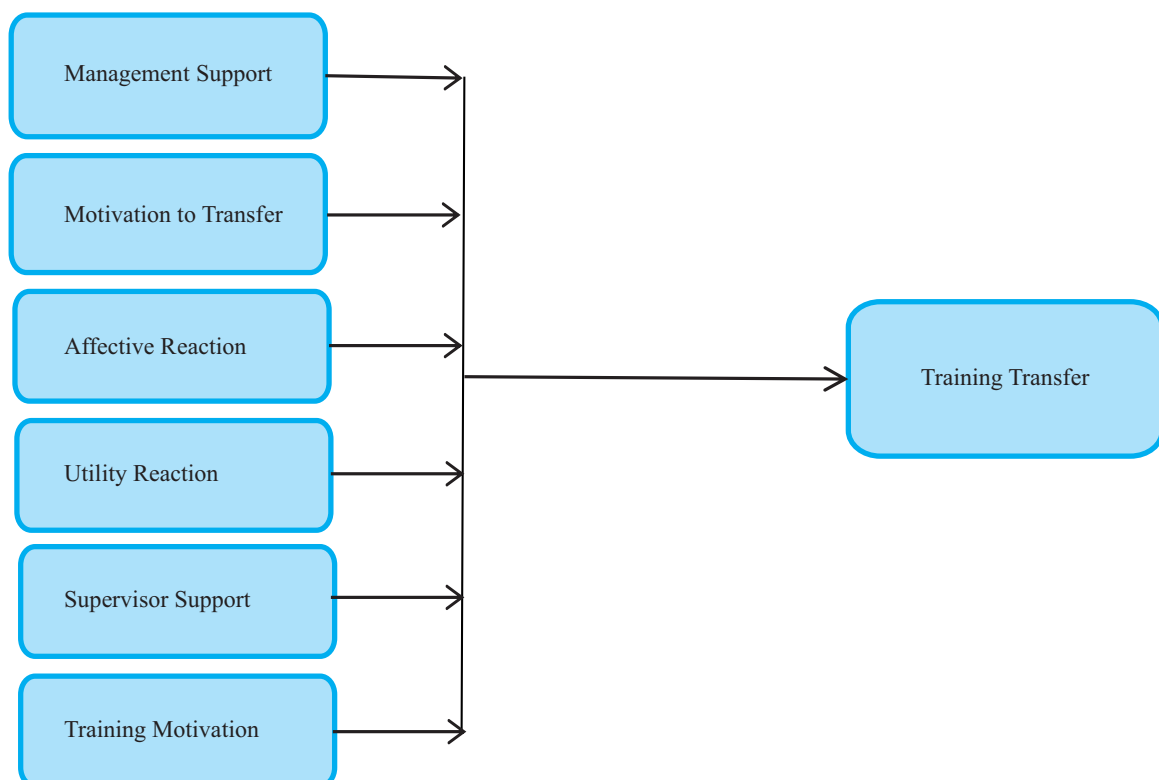
In addition to personality, situational characteristics also play as a significant part that affects training motivation that later on will affect training transfer. A situational characteristic

refers to organization's environment for transfer, which focuses on trainees' sensitivities about characteristics of the work environment that effect the usage of training content on the job. The main structures of a positive climate may contain acceptable possessions, signs that aid to remind trainees of what they have learned, occasions to use skills, frequent response, and promising consequences for using training content (Sego, Ford, Quinones, & Sorra, 1992). Hence, the sixth hypothesis is created as follows:  
*Hypothesis 6: Training motivation is related to transfer training of Level III and IV Leadership Training*

## 2.7. Theoretical Framework

The hypothesis model for this study will be shown in Figure 2.3.A.

**Figure 2.3.** A Relationship between Management Support, Training Motivation, Intention to Transfer, Affective Reaction, Utility Reaction, Supervisory Support, and Training Transfer.



### **3. RESEARCH METHOD**

#### **3.1. Research Design**

A survey was conducted to participants, at levels III and IV leaders in Indonesian Ministry of Finance, which are scattered all over Indonesia's territory. The final goal of the survey is to collect representative data of levels III and level IV leaders in Ministry of Finance in which the data then were generalized to describe all levels III and IV leaders in Indonesian Ministry of Finance.

#### **3.2. Research Sampling Procedures**

This research is specially conducted for the Ministry of Finance's employees who have been elected by the organization to be Echelon III and Echelon IV leaders. In 2013 the total number of Ministry of Finance Echelon IV leaders is 8,748 and the number of Echelon III is 1,675 people.

The research used non-probability sampling methods. Non-probability sampling method is used due to several reasons such as geographical constraint and time constraint. The samples are scattered all over Indonesia's region, furthermore the internal rotation in the organization make the samples location to change. The time to the collect the data is limited from July 1 to September 28, 2013.

To collect the data, this research used paper-based questionnaires. The four hundred questionnaires were distributed in hardcopy form to respondents who have had experience in Leadership Training Level III and Level IV in Leadership Training Hall Magelang, Central Java, Indonesia. The respondents were limited to have experiences maximum four years from their latest Leadership Training, from 2010 to 2013. The number of data collected was two hundred and fifty eight, at the return ratio of 64.5 % of total questionnaires distributed.

#### **3.3. Demographic Characteristics of Sample**

Demographic characteristics consist of

gender, tenure, rank, level of leader, and education background. Respondents were limited to leaders who have taken Leadership Training Level III and / or Level IV in Leadership Hall, Magelang, Central Java, Indonesia. The respondents were asked to check on the questionnaire table that identify their level of leader based on codes (level 1=1, level 2=2, level 3=3, and level 4=4). The number of level III leaders who participated in the research is 95 ( $n=95$ ) or 36.8 % of total sample. Meanwhile the number of level IV leaders who participated in the research is 63.2 % ( $n=163$ ). The level IV leaders who participated in the data collection are less than the level IV leaders because the level III leaders are chosen from level IV leaders to fill higher management level.

The respondents were taken from class 3 and class 4 employees' rank. The respondents were asked to check on the questionnaire table based on their current rank. The codes for employees rank are class II=1, class III=2, and class IV=3. A number of 194 ( $n=194$ ) or 75.2 % class 3 rank employees was taken as respondents. The number of class 4 rank employees is 64 ( $n=64$ ) or 24.8 % of total respondents.

The respondents were asked to fill their gender based on codes (male = 1, female = 0). The number of male respondents is 85.3 % ( $n=220$ ) and female respondents is 14.7 % ( $n=38$ ). Moreover, the respondents were asked to mention their tenure, years of service, by filling the number of months from the moment they were accepted as government officials to the time they finished Leadership Training. From all respondents ( $n=258$ ), the average of tenure is 241.81 months or 20.15 years and the standard deviation is 65.751 months or 5.47 years. The respondents were also asked to fill their age in the questionnaires. The average age of total respondents is 43.02 years old and standard deviation is 4.719 years old.

Education backgrounds of the respondents were also asked in the questionnaires. The respondents were asked to check the option available in the questionnaires based on codes (diploma=1, bachelor=2, master=3, and doctor=4). The number of respondents who have diploma background is 2.3 % ( $n=6$ ). The number of respondents who have bachelor background is 42.2 % ( $n=109$ ). A total number of respondents, 53.9 % ( $n=139$ ), has master background, and the rest respondents, 1.6 % ( $n=4$ ) of total respondents, have doctor background. Demographic characteristics are presented statistically in the Table 3.1.

**Table 3.1**  
Demographic Characteristics of Research  
Sample

|                        | No. of participants | (%)  |                       | No. of participants | (%)  |
|------------------------|---------------------|------|-----------------------|---------------------|------|
| <b>Gender</b>          |                     |      | <b>Tenure (month)</b> | Mean : 241.81       |      |
| Male                   | 220                 | 85.3 |                       | Std. Dev. 65.751    |      |
|                        |                     |      |                       | :                   |      |
| Female                 | 38                  | 14.7 | <b>Education</b>      |                     |      |
| <b>Rank</b>            |                     |      | Diploma               | 6                   | 2.3  |
| Class 3                | 194                 | 75.2 | Bachelor              | 109                 | 42.2 |
| Class 4                | 64                  | 24.8 | Master                | 139                 | 53.9 |
| <b>Level of Leader</b> |                     |      | Doctoral              | 4                   | 1.6  |
| Level III              | 95                  | 36.8 |                       |                     |      |
| Level IV               | 163                 | 63.2 |                       |                     |      |

### 3.4. Questionnaires

Questionnaires were designed to identify six hypotheses as mentioned in the previous chapter. The questionnaire consists of questions related to training motivation of trainees before attend to training (Kossek, Roberts, Fisher, & Demarr, 1998), supervisor supports in the training implementation (Guerrero & Sire, 2001), affective reaction and utility reaction of the trainee in the training implementation (Smith, Jayasuriya, Caputi, & Hammer, 2008), intention of the trainee to transfer the knowledge and skills benefited from the training (Smith, Jayasuriya, Caputi, & Hammer, 2008), and training transfer process in the trainee's workplace (Velada,

Michel, Lyons, Kavanagh, & Caetano, 2007). Furthermore, the questionnaire also consists of questions related to apprentices' perceive of training transfer in the workplace (Facteau, Dobbins, Russell, Ladd, & Kudisch, 1995), training retention in the workplace (Velada, Michel, Lyons, Kavanagh, & Caetano, 2007), managerial support on training transfer in the workstation (Guthrie & Schwoerer, 1994), motivation to learn (Tharenou, 2001), training self-efficacy (Guthrie & Schwoerer, 1994), general self-efficacy (Jones, 1986), career self-efficacy (Kossek, Roberts, Fisher, & Demarr, 1998), proactive personality (Bertolino, Truxillo, & Raccaroli, 2011), and affective commitment of the trainees (Allen & Meyer, 1990).

The questions for demographic information were designed so that respondents might check in or write on the certain places in the questionnaires. The next questions in the questionnaires use 5 point Likert scale which consists of strongly disagree (point = 1), disagree (point = 2), neutral (point = 3), agree (point = 4), and strongly agree (point = 5). In addition, the other questions use 7 point Likert scale which consists of strongly disagree (point = 1), moderately disagree (point = 2), slightly disagree (point = 3), neutral (point = 4), slightly agree (point = 5), moderately agree (point = 6), and strongly agree (point = 7).

### 3.5. Method of Analysis

Data acquired from the questionnaires were recorded to Excel spreadsheet and then analyzed using Statistical Product and Service Solution (SPSS). SPSS was used to measure and analyze correlation test, regression test, and descriptive statistical data.



**Table 4.1.** Correlation between Variables

|                          | mean   | s.d.  | 1      | 2       | 3       | 4       | 5      | 6      | 7      | 8      | 9      | 10     | 11     | 12     | 13     | 14     |
|--------------------------|--------|-------|--------|---------|---------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 Gender                 | 0.85   | 0.36  | 1      |         |         |         |        |        |        |        |        |        |        |        |        |        |
| 2 Age                    | 43.02  | 4.72  | -.157* | 1       |         |         |        |        |        |        |        |        |        |        |        |        |
| 3 Education              | 2.55   | 0.57  | 0.015  | -.221** | 1       |         |        |        |        |        |        |        |        |        |        |        |
| 4 Working Status         | 2.25   | 0.43  | -0.065 | .181**  | .299**  | 1       |        |        |        |        |        |        |        |        |        |        |
| 5 Tenure Month           | 241.81 | 65.75 | -0.054 | .846**  | -.247** | -0.039  | 1      |        |        |        |        |        |        |        |        |        |
| 6 Position               | 3.63   | 0.48  | 0.046  | -.334** | -0.072  | -.566** | -.127* | 1      |        |        |        |        |        |        |        |        |
| 7 LD Training Level      | 3.62   | 0.51  | 0.095  | -.296** | -0.079  | -.571** | -0.098 | .907** | 1      |        |        |        |        |        |        |        |
| 8 When TR month          | 10.18  | 13.53 | -0.028 | 0.007   | .189**  | .269**  | -0.107 | -0.022 | -0.053 | 1      |        |        |        |        |        |        |
| 9 Supervisor Support     | 3.91   | 0.54  | 0.119  | .137*   | 0.035   | 0.075   | 0.113  | -0.037 | -0.034 | 0.089  | 1      |        |        |        |        |        |
| 10 Training Motivation   | 3.88   | 0.50  | .131*  | 0.099   | 0.012   | 0.053   | 0.069  | 0.009  | 0.041  | 0.102  | .550** | 1      |        |        |        |        |
| 11 Affective Reaction    | 4.28   | 0.63  | 0.024  | 0.109   | -0.011  | 0.026   | .123*  | -0.008 | -0.018 | 0.066  | .445** | .528** | 1      |        |        |        |
| 12 Utility Reaction      | 4.17   | 0.65  | 0.098  | 0.116   | -0.012  | -0.02   | .154*  | 0.009  | 0.028  | 0.075  | .538** | .644** | .766** | 1      |        |        |
| 13 Intention To Transfer | 4.58   | 0.66  | 0.082  | 0.014   | 0.034   | 0.091   | 0.016  | -0.098 | -0.064 | 0.039  | .433** | .359** | .385** | .464** | 1      |        |
| 14 MGT Transfer Support  | 3.72   | 0.66  | .145*  | 0.098   | -0.004  | -0.063  | 0.096  | 0.053  | 0.06   | -0.052 | .729** | .464** | .301** | .510** | .360** | 1      |
| 15 Training Transfer     | 4.14   | 0.61  | 0.116  | 0.103   | 0.002   | 0.034   | 0.096  | -0.001 | 0.034  | 0.101  | .432** | .549** | .468** | .634** | .519** | .479** |

\* $p < 0.05$ 

#### 4. RESULTS

In order to identify the relationship among variables in this research, Pearson's product-movement correlation test was performed. The result of the analysis can be seen from the Table 4.1.

As shown in Table 4.1, the predictor variables have a positive correlation with training transfer. Supervisor support in the training has positive correlation with training transfer ( $r = 0.432$ ,  $p < 0.01$ ). Training motivation has positive correlation with training transfer ( $r = 0.549$ ,  $p < 0.01$ ). Affective reaction has significant positive correlation with training transfer ( $r = 0.468$ ,  $p < 0.01$ ). Utility reaction also has significant positive correlation with training transfer ( $r = 0.634$ ,  $p < 0.01$ ). The intention to transfer after finishing training also has significant positive correlation with training transfer ( $r = 0.519$ ,  $p < 0.01$ ). Management support to training transfer in the workplace has significant positive correlation with training transfer ( $r = 0.479$ ,  $p < 0.01$ ). Those data above showed that the more higher the number of predictor variables the higher the number of training transfer.

In addition, based on Table 4.1., there are

also significant positive correlations among predictor variables. Management support to training transfer in the workplace has significantly positive correlation with supervisor support in the training ( $r = 0.729$ ,  $p < 0.01$ ). Management support to training transfer in the workplace also has significantly positive correlation with training motivation ( $r = 0.464$ ,  $p < 0.01$ ). Management support to training transfer in the workplace also has significantly positive correlation with affective reaction ( $r = 0.301$ ,  $p < 0.01$ ). Management support has significantly positive correlation with utility reaction ( $r = 0.510$ ,  $p < 0.01$ ). Management support has significantly positive correlation with intention to transfer ( $r = 0.360$ ,  $p < 0.01$ ). According to the only results of correlation analysis, the six hypotheses received supports. However, in order to determine more accurately how six key intendant variables affect training transfer as a dependent variable, this study use the following analytical process.

The next process is to examine with rigor how the hypothesized relationship between independent variables that consist of training motivation, supervisor support in the training, management support in the workplace, affective

reaction, utility reaction, intention to transfer after finishing the training, and dependent variable that is training transfer by using hierarchical regression analysis. By controlling demographic variables, this study would show more rigorous results.

The first model, demographic variables that consist of gender, age, education, working status, tenure, position, leadership training level, the interval time after the latest training are used as independent variables. In the second model, in addition the first model, two predictors that consist of supervisor support in advance of the training session and training motivation are added in the independent variables. These two independent variables are common because they influence training transfer before training. In the third model, in addition to two independent variables described in the second model, four predictors such as affective reaction, utility reaction, intention to transfer, and management support to training transfer are added in the independent variables. These four independent variables are common because they affect training transfer after the training. Therefore, these three models are meaningful. The result of the regression analysis can be seen in the following Table 4.2.

Based on Table 4.2, Model one shows that among the demographic variable, only time lag of training that has significant positive relationship ( $\beta = 0.170, p < 0.05$ ) with training transfer. In other words, time between questionnaires distributed to respondents and the current respondents' participation in Leadership training is important factor affecting training transfer. Meanwhile, Model two explains that among independent variables, including participation of predictors 1, there are two

independent variables that have significant positive relationship with training transfer. The first independent variable is supervisor support in the training ( $\beta = 0.193, p < 0.05$ ), and another one is training motivation before joining training ( $\beta = 0.409, p < 0.05$ ). In Model two, time between questionnaires distributed to respondents and the current respondents participation in Leadership training is less significant factor ( $\beta = 0.193, p > 0.05$ ) compared to model one. It can be assumed that, in the model two, the two predictors which are supervisor support and training motivation have much stronger influence to training transfer compared to time interval factor. Hypothesis 1 states that supervisor support is related to training transfer, while Hypothesis 2 shows that training motivation is related to training transfer. Results of Model two supported these two hypotheses.

Finally, this study made Model three that showed different results. There are four independent variables that have significant positive influence with training transfer such as utility reaction ( $\beta = 0.434, p < 0.05$ ), intention to transfer ( $\beta = 0.252, p < 0.05$ ), and management support to training transfer in the workplace ( $\beta = 0.213, p < 0.05$ ). However, supervisor support ( $\beta = -0.165, p < 0.05$ ) in the training has negative significant relationship with training transfer. From four predictors that are added as key predictors of the step three, only one predictor that is affective reaction has no impact ( $\beta = 0.053, p > 0.05$ ) to training transfer. Compared to model two, the addition of the predictors makes training motivation less negative significant factor ( $\beta = -0.089, p > 0.05$ ).

As shown in Table 4.3, correlation coefficients among variables increases from Model one to Model three. The number of R square in Model three ( $R^2 = 0.544$ ) is bigger than

R square in the Model two ( $R^2 = 0.328$ ). Moreover, the number of R square of Model two is bigger than R square of model one ( $R^2 = 0.055$ ). It indicates that in the Model one the strength of correlation among independent variables is not so high, close to zero. In Model two, two predictors that are added as independent variables make the correlation among

independent variables stronger than Model one. Furthermore, in the model three, four predictors that are added as independent variables increase the strength of correlation among independent variables.

## 5. DISCUSSION

### 5.1. Summary of Hypothesis Testing

As showed in the results of Chapter 4, the

**Table 4.2**  
Summary of Hierarchical Regression Analysis for Training Transfer

| Variable                                       | $\beta$ (Beta) |
|--|----------------|
| <b>Step 1 (entry of demographic variables)</b> |                |
| Gender   | 0.093          |
| Age  | 0.118          |
| Education                                      | -0.011         |
| Working Status                                 | 0.012          |
| Tenure month                                   | 0.044          |
| Position                                       | -0.137         |
| Leadership Training Level                      | 0.201          |
| Time Lag of training                           | 0.170*         |
| Training Transfer                              | 0.097          |
| <b>Step 2 (entry of predictors 1)</b>          |                |
| Gender   | 0.011          |
| Age  | -0.022         |
| Education                                      | -0.018         |
| Working Status                                 | -0.012         |
| Tenure month                                   | 0.091          |
| Position                                       | -0.120         |
| Leadership Training Level                      | 0.131          |
| Time Lag of training                           | 0.105          |
| Training Transfer                              | 0.079          |
| Supervisor support                             | 0.193*         |
| Training motivation                            | 0.409*         |
| <b>Step 3 (entry of predictors 2)</b>          |                |
| Gender   | 0.019          |
| Age  | 0.040          |
| Education                                      | -0.028         |
| Working Status                                 | 0.045          |
| Tenure month                                   | -0.030         |
| Position                                       | -0.076         |
| Leadership Training Level                      | 0.103          |
| Time Lag of training                           | 0.070          |
| Training Transfer                              | -0.004         |
| Supervisor support                             | -0.165*        |
| Training motivation                            | -0.089         |
| Affective Reaction                             | 0.053          |
| Utility Reaction                               | 0.434*         |
| Intention to Transfer                          | 0.252*         |
| Management Support to Transfer                 | 0.213*         |

Note: N = 258; \* $p < 0.05$

**Table 4.3**  
R square of Three Models

| Model | R     | R2 square | Adjusted R2 square | Estimated Standard error | R2 square amount of change | F amount of change | F Value |
|-------|-------|-----------|--------------------|--------------------------|----------------------------|--------------------|---------|
| 1     | 0.234 | 0.055     | 0.019              | 0.60662                  | 0.055                      | 1.528              | 0.139   |
| 2     | 0.573 | 0.328     | 0.296              | 0.51374                  | 0.273                      | 47.723             | 0.000   |
| 3     | 0.737 | 0.544     | 0.514              | 0.42684                  | 0.216                      | 27.356             | 0.000   |

followings are summarized as results of hypothesis testing as illustrated in Table 5.1.

**Table 5.1.**  
Summary of Hypothesis Testing

| Hypothesis | Hypothesis Contents                                   | Support    |
|------------|---|------------|
| 1          | Management Support is related to Training Transfer    | Yes        |
| 2          | Intention to Transfer is related to Training Transfer | Marginally |
| 3          | Affective Reaction is related to Training Transfer    | Marginally |
| 4          | Utility Reaction is related to Training Transfer      | Yes        |
| 5          | Supervisor Support is related to Training Transfer    | Marginally |
| 6          | Training Motivation is related to Training Transfer   | Marginally |

## 5.2. Implications from Model One

Based on the model one results, one independent variable, that is time between questionnaires distributed to respondents and the current respondents participation in Leadership training, has positive significant impact ( $\beta = 0.170, p < 0.05$ ) to training transfer. Respondents who filled in the questionnaires were asked questions about their participation in the latest Leadership training. The questions were limited to maximum four years, year 2010 to 2013, from their latest participation in Leadership training because it is assumed that the skill and knowledge acquired from Leadership training will be less memorized by respondents if their participation in the training is under year 2010. The longer, in month, time from the last participation of Leadership training, the higher the number of training transfer. Respondents who participated in the Leadership training in 2010 have more time and chance to transfer knowledge and skill acquired from training in the workplace than respondents who participated in the current year, 2011-2013.

One research showed that to perform skill and knowledge acquired from training depends on three dimensions such as breadth, activity level, and type of task performed by trainee. In one training, not all the course offered can be

applied directly or indirectly in the workplace, it may be only one or two courses is appropriate to be implemented in the workplace. Breadth, or on the other words the scope of training, is important because the wider the scope of training or the more courses delivered in the training, the more higher the similarity with tasks in the workplace.

The second dimension is an activity level. An activity level is the repetition of certain skill and knowledge acquired from training in the workplace. A trainee who continuously repeats skills and knowledge acquired from training to tasks in the workplace will transfer the skill and knowledge more significant than a trainee who less repeats. Activity level is positively affected by the time period after finishing training. The research is suitable with the model one finding that shows the positive correlation between time interval and training transfer. The third dimension is type of tasks given in the training. Tasks are differentiated based on the tasks complexity and difficulty. A trainee will transfer the knowledge and skill acquired from training in the workplace that limited to type of tasks given in the training.

## 5.3. Implications from Model Two

In the model two, two predictors that are supervisor support and training motivation are added as independent variables. In terms of supervisor support, nine questions that were asked were focused on the support before respondents participated in the Leadership training. Based on findings, supervisor support has positive significant ( $\beta = 0.193, p < 0.05$ ) impact to training transfer.

One research showed that supervisor support may impact both pre-training motivation and training transfer. The research showed about model of the relationship between supervisor support to pre-training motivation and training transfer. However their findings showed that supervisor support was unrelated to both pre-

training motivation and training transfer directly. On the other hand, another research showed that supervisor support has correlation with transfer training. The form of supervisor support can be information sharing, direct feedback of performance, or access to incentives. Despite the divergent opinion, this research showed a positive correlation between supervisor support before training and training transfer. For further detail explanation about the correlation and what kind of support affecting training transfer, another research should be conducted.

In terms of training motivation, seven questions in the questionnaires were asked to identify respondents' training motivation before participating in Leadership training. Based on the findings that training motivation has positive significant impact ( $\beta = 0.409$ ,  $p < 0.05$ ) to training transfer. In this research, training motivation consists of factors related to respondents' future such as future self-development probability, future promotion probability, and future job security. In addition, factors related to motivation to learn and motivation to perform future job better are also involved. The positive significant correlation may be related to objective of Leadership training itself. The respondents' who participated in the Leadership training have known about their near future career in Ministry of Finance because Leadership training is one of requirements needed to be selected as Leader level III or Leader level IV. Hence, many trainees are eager to participate in the Leadership training, on the other words, they are motivated to participate the training.

One scholar proposed a model in which motivation to learn as a part of training motivation does not have direct correlation to training transfer, but it has correlation to learning outcomes such as skill acquisition, post training self-efficacy, reactions, and declarative

knowledge. The direct correlation in the model is between learning outcomes and training transfer.

#### 5.4. Implications from Model Three

In Model three, four predictors that are affective reaction, utility reaction, intention to transfer, and management support to transfer were added as independent variables. Based on the findings, affective reaction has ( $\beta = 0.053$ ,  $p > 0.05$ ) no significant correlation with transfer training. Affective reaction is respondents' feel about the training, the affective reaction can be like or dislike judgment about the training. The questions asked to the respondents were related to the like or dislike respondents feeling when they attended Leadership training and received information. The findings can be explained by considering the nature of the Leadership training. Leadership training curriculum was designed to increase leadership skills and knowledge before respondents hold certain management level in the Ministry of Finance; therefore the courses offered were tough and full of discipline regulation. Respondents had to wake up on 05.00 am in the morning every day and had to finish many tasks given by instructors in a given time limit. Moreover, they had to stay in Leadership Hall, far away from family, for about one and a-half month. The curriculum is so tough so that the respondents might feel that they were unhappy or dislike the training. Despite that, respondents still had to transfer the skills and knowledge acquired from Leadership training in the workplace to increase their performance. Those reasons may explain the finding.

The second predictor is utility reaction. Unlike affective reaction, utility reaction has positive significant correlation ( $\beta = 0.434$ ,  $p < 0.05$ ) with training transfer. The questions in the questionnaires distributed to respondents were used to know respondents' perception about the function of Leadership training for their future



career in Ministry of Finance. In general, utility reaction describes about perception in which training will help to perform their job better in the future. The findings showed that respondents' utility reaction affected skills and knowledge transfer in the workplace. The findings also indicate that even though respondents might feel dislike to Leadership training, they still believed that Leadership training is very important to support their future career in the organization.

The third predictor is intention to transfer. The result showed that intention to transfer has positive significant ( $\beta = 0.252, p < 0.05$ ) influence to training transfer. One question given to respondents was related to respondents' commitment to transfer skills and knowledge acquired from Leadership training. Intention to transfer is affected by outcomes gained from organization such as recognition, promotions, salary increases, and enlargement of job responsibility. Then, Kadish, et al. (1991) added one factor that is internal locus of control may affect also to willingness to transfer. Locus of control is an expectancy in which rewards and reinforcements acquired from organization can be controlled both by individual's actions (internality) and by external forces (externality). From the findings, it may be assumed that the intention to transfer is positively significant related to training transfer because respondents hope that transfer the skills and knowledge acquired from training may benefit financially and non-financially. However, to further convince the assumption, another research should be established.

Management support to training transfer is fourth predictors that has positive significant ( $\beta = 0.252, p < 0.05$ ) with training transfer. Questions related to managerial transfer support are focused on time after respondents went back to their workplaces. Various- different opinions among researchers exist about the relationship between

management support and training transfer due to the variety of support dimensions that are specific to training transfer aspects. In spite of the difference, in general, relationship between direct leader-follower (LMX) has positive relationship with training transfer with a condition in which each of direct leader and follower has high degree of social exchanges such as feedback from direct leader to follower and intensive discussion between direct leader and follower in the workplace. Hence, the findings may attract assumption that most of respondents have high degree of social interaction with their direct leader.

### 5.5. Practical Implication of these Results

The discoveries, Model three, exhibited that affective reaction, utility reaction, intention to transfer, and management support are significantly connected to training transfer. In terms of affective reaction, respondents did not like significantly the training process. Leadership Training Hall- Magelang, as Leadership Level III and IV Training organizer, can use this information to further study what issues that should be improved to increase the affective reaction of trainees in the forthcoming. Issues such as training period, facilitators, teaching materials, teaching methods, and tasks load given to trainees can be critical factors distressing the affective reaction. In addition, physical facilities such as comfortable training place and acceptable meals are also important factors that might determine the affective reaction.

Utility reaction result showed that the respondents felt that Leadership Level III and IV Training is exactly essential to their future career, importantly because the knowledge and skills given in the training are highly associated to their upcoming job. Similarly, the result of management support is positively related to training transfer. Using both of utility reaction

and management support information, Finance Education and Training Agency (FETA) can give recommendations to the user, Indonesian Ministry of Finance, about the importance of management support to the trainees after they finish their training. Management support can be variously implemented such as provide tasks similar to tasks given in the training, give spare time for intensive discussion about the results of the training and what kind of development that can be implemented in the workplace, and give feedback and recommendations to the trainees so that they might transfer skills and knowledge acquired from the training optimally.

In relations of intention to transfer, the finding indicated that intention to transfer is positively correlated to training transfer. Based on this evidence, Indonesian Ministry of Finance concluded FETA might consider future studies about what issues should be changed to increase intention to training transfer. For instance, approving from Holton et al., (2000), before trainees conduct Leadership Training Level III and IV, the trainee should join pre-training framing such as providing accurate information of training goals and implementations, defining around the importance of the training for their forthcoming career, and facilitating trainees' feedbacks, questions and suggestions, associated to the training. On top of that, after completion of Leadership Level III and IV Training, FETA can give recommendations to other echelon one institution in the Indonesian Ministry of Finance to arrange for promotions. Promotions in accordance with Leidl and Zempel-Dohmen (2006) provide high autonomy and opportunity in the workplaces which might increase intention to training transfer.

To end with, FETA can practice this research as preliminary investigation which can be implemented to study the other trainings such as Pre-service Training for New Officials,

Competency based Training for Management Level, and Basic Substantive Technical Training of Tax for Directorate of Tax employees.

## **6. CONCLUSION**

### **6.1. Overall Conclusion**

In conclusion, the results of the correlation analysis in this research obviously indicated that there are positive significant correlation between independent variables that consist of management support, training motivation, and intention to transfer, affective reaction, utility reaction, supervisory support, and training transfer. However, when considering the findings of the hierarchical regression analysis, the research is still far-off from closing deduction; the other subsidiary investigations should be accomplished to further clarify the relationship of each independent variable to transfer training. In addition, the other supporting researches should be conducted to identify what independent variable is most likely to be the most vital factor to training transfer in the Leadership Training Level III and IV, Ministry of Finance.

### **6.2. Limitations of this Research**

Despite the results, this research used the questionnaires that were used by previous studies in which the studies were conducted for different respondents and sites. Ideally, the questionnaires should be created considering each research location and respondent's organizations. Furthermore, the respondents might be bias to complete the questionnaires distributed since some of them hardly interpreted the questions based on their work environment context and experiences.

As a final point, respondents' psychological circumstances might affect the findings of this research. This study's goal is going to measure Level III and IV Leadership Training in which respondents might sense disconcerted to

contribute undesirable evaluation in the questionnaires. They might feel that providing negative evaluation to FETA, as one of echelon one institution in the Indonesian Ministry of Finance, will affect their future career.

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