

# THE SUPERVISOR'S ROLE IN TRAINING PROGRAMMES: AN EMPIRICAL STUDY IN ONE CITY BASED LOCAL AUTHORITY IN SARAWAK, MALAYSIA

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## ABSTRACT

*Training management literature highlights the notion that it is the ability of a supervisor to provide sufficient support and to use proper communication systems about training programmes that motivates individuals to learn, and that this may lead to increased transfer of competency. The nature of this relationship is given less attention in training programme models. Therefore, this study was conducted to measure the moderating effect of motivation to learn in the relationship between supervisor's role in training programmes and transfer of competency. The survey research method was used to gather 100 usable questionnaires from technical employees who worked in one city based local authority in Sarawak, Malaysia (CTLASM). The outcomes of hierarchical regression analysis showed that the interaction between motivation to learn and supervisor's role (i.e., support and communication) had increased transfer of competency. This result confirms that motivation to learn does act as a full moderating variable in the training programme models of the organizational sample. In addition, the implications of this study for training management theory and practice, methodological and conceptual limitations, as well as directions for future research are discussed.*

**Keywords:** Motivation to Learn, Supervisor's Role and Transfer of Competency

## INTRODUCTION

Supervisors are often viewed as experienced leaders, problem solvers and role models at the first level of organizational management. They work closely with their employers to design, implement and monitor organizational plans, policies and business aspects, including training programmes ((Elangovan & Karakowsky, 1999; Robbins & DeCenzo, 2004). The training programme is a strategic function of human capital management which focuses on developing employee competencies in order to overcome daily, routine and short-term problems. These competencies can also be used to support the development and growth of an organization in the future (DeSimone, Werner & Harris, 2002; MacNeil, 2004).

In line with the era of global competition, many organizations have changed their paradigms from traditional job based training to organizational business strategies and cultures (MacNeil, 2004; Ellinger, Ellinger & Keller, 2005). Under this approach, supervisors are empowered by their employers to effectively design and administer training programmes to develop useful competencies for future organizational development. In the design of training programmes, supervisors often work together with the management team and other employees in establishing objectives, selecting suitable trainers, developing lesson plans, selecting programme methods and techniques, preparing materials, scheduling the programme, as well as conducting training needs analysis (DeSimone *et al.*, 2002; Goldstein & Ford, 2002; Nijman, 2004).

Many scholars advocate that the supervisor's role is a critical organizational context that may support or discourage employees entering and participating in training programmes (Blanchard & Thackers, 2007; Noe, 1986, 2005). The ability of supervisors to properly carry out these challenging roles may strongly affect transfer of competency in organizations (Goldstein & Ford, 2002; Tsai & Tai, 2003). For example, support and communication are identified as two important types of supervisor role. If supervisors are able to provide sufficient support and use communication practices, this can increase employee competencies (Chiaburu & Takleab, 2005). Surprisingly, a thorough review of this relationship reveals that the supervisor's role indirectly affects transfer of competency via motivation to learn (Nijman, 2004; Chiaburu & Tekleab, 2005). More specifically, the ability of supervisors to provide sufficient support (e.g. encouragement and guidance) and openly communicate information about the training programme (e.g. feedback and discussion) to trainees invokes their motivation to learn, and this may lead to increased transfer of competency (Facteau, Dobbins, Russell, Ladd & Kudisch, 1995; Tsai & Tai, 2003). Although this relationship has been discussed, little is known about the indirect effect of motivation to learn in training management models (Nijman, 2004; Chiaburu & Takleab, 2005). Hence, this has motivated the researchers to measure the moderating effect of motivation to learn in the relationship between supervisor's role in training programmes and transfer of competency as it occurs in CTLASM. For confidential reasons, the name of this organization is kept anonymous.

### CONCEPTUAL FRAMEWORK

The conceptual framework of the study is shown in Figure 1, which highlights how the ability of a supervisor to provide adequate support and use good communication practices about training programs increases employees' motivation to learn new knowledge, skills and attitudes, thus leading to a possible increased transfer of competency (Facteau et al., 1995; Tsai & Tai, 2003). This finding is consistent with the notion of motivation to learn theories (see Adams, 1963, 1965; Wood & Bandura, 1989; Vrooms, 1964, 1973). The literature is used as a foundation to develop the framework for this study.

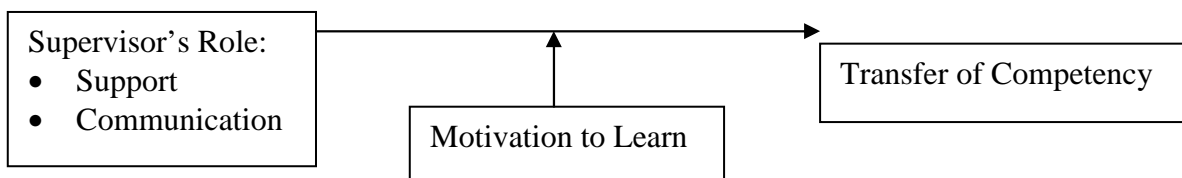


Figure 1

*Motivation to Learn Moderates the Relationship between Supervisor's Role and Transfer of Competency*

### DEFINITIONS OF THE CONSTRUCTS

Supervisor's role, transfer of competency and motivation to learn are distinct constructs. Supervisor's role has two major features: support and communication. Support is often viewed in terms of the supervisor encouraging and providing opportunities to employees to improve their performance in the organization (Robbins & DeCenzo, 2004). In workplace training, it is often defined in terms of the supervisor encouraging trainees to attend training programmes, helping employees before, during and after training programmes in terms of time, budgetary support and resources, involving employees in decision-making, and guiding trainees in applying competencies that they have learned in the

workplace (Elangovan & Karakowsky, 1999; DeSimone *et. al.*, 2002; Nijman, 2004; Nijman, Nijhof, Wognum & Veldkamp, 2006).

Communication is often defined as the activity or process of expressing ideas or feelings while giving people information, as well as exchanging ideas and information between two people or a group through symbols, actions, written or spoken words in order to impart information and ideas effectively (Harris, Simon & Bone, 2000; Hornby, 2000). In workplace training, communication refers to the supervisor openly delivering information about the procedures, content, tasks and objectives of the training programme, conducting discussions about tasks that should be learned, giving detailed explanations about the benefits of attending training programmes and providing performance feedback (Harris *et. al.*, 2000; Sisson, 2001).

Transfer of competency consists of two important words: transfer and competency. Transfer is often seen as the act of transferring something from one form to another while competency is usually viewed as the personal attributes, knowledge, experience, skills, and capabilities that enable individuals to successfully perform their jobs (Hornby, 2000; Nijhof, 2003; Toolsema, & Nijhof, 2003). In other words, competency is more than knowledge, skills and attitudes; it is the ability of an individual to incorporate and apply knowledge, skills and attitudes to perform a task successfully (Blanchard & Thacker, 2007). In a training programme, transfer of competency is often defined in terms of trainees effectively applying the knowledge, skills and abilities that they gain from a training programme to the job environment (e.g., positive behavioural changes and performing job better) (Baldwin & Ford, 1988; Blanchard & Thacker, 2007).

Motivation to learn consists of two components: motivation and learn. Motivation is often defined as direction, persistence and amount of effort that may be expended by an individual to achieve his/her particular objective (Blanchard & Thacker, 2007). Learning is usually viewed from human cognitive and behavioural perspectives. For example, cognitive theorists define learning as a relatively permanent change in cognition occurring as a result of experience. While, behaviour theorists define learning as “a relatively permanent change in behavior in response to a particular stimulus or set of stimuli” (Noe, 1986: 736-170). Many scholars believe that cognitive and behaviour based learning will work better if they are used in appropriate situations (Blanchard & Thacker, 2007; Knowles, 1984, 1989). In the training context, motivation to learn is seen as the intensity, persistence and direction of learning new knowledge, skills and attitudes affected by an individual who has clear goals, puts a high value on outcomes, has high self-efficacy and is satisfied with supervisors’ treatment (Adams, 1963, 1965; Noe, 1986, 2005; Vroom, 1964, 1973; Wood & Bandura, 1989). If an individual has a high enough motivation to learn, this will increase his/her ability to overcome discouraging learning factors. As a result, this may motivate an individual to follow, be involved in and commit to learning activities in order to increase employee competencies (Blanchard & Thacker, 2007; Miller, 1999; Parry, 1998).

Within a training programme framework, many scholars advocate that the constructs are highly interrelated. For example, the capability of a supervisor to provide proper support and use proper communication practices before, while and/or after his/her employee attends training programmes will strongly invoke the motivation to learn, and this may lead to increased transfer of competency in the organization (Chiaburu & Tekleab, 2005; Nijman, 2004; Nijman *et al.*, 2006).

## **LITERATURE REVIEW AND RESEARCH HYPOTHESIS**

The in-depth interview method was first conducted to obtain information about the nature of the supervisor’s role in CTLASM’s training programmes (as described in the research methodology section). Based on the information gathered from this interview, supervising positions are created by the top management to help professional groups (i.e., engineers, architects, quantity surveyors and managers) to develop and manage human resources. In the organization, supervising positions are filled by senior technicians and assistant managers who have worked in the technical department. In training programmes, supervisors are given the major responsibilities of providing technical support (e.g., budgetary, materials, facilities) and non-technical support (e.g., encouragement, and practicing good interaction), and of having a good communication style (e.g., providing constructive feedback

and open discussion) in order to motivate employees to attend and to participate in learning new competencies. The capability of supervisors to properly perform these roles has increased employees' motivation to learn up-to-date knowledge, skills and attitudes. As a result, this may have led to an increased transfer of competency. Conversely, supervisors who do not properly practise their roles have not motivated employees to focus on learning up-to-date knowledge, skills and attitudes during training. Consequently, this may have led to a decreased transfer of competency. Even though the nature of this relationship is interesting, little is known about the moderating effect of motivation to learn in the CTLASM training model because of the paucity of literature in this country (Azman, Sofiah & Kartinah, 2007; Azman, Sheela Chitra, Perry Tan, & Clara Ong, 2007).

The moderating role of motivation to learn in the training programme of an organization has gained strong support from the notion of human motivation theories, namely Wood and Bandura's (1989) social learning theory, Adams' (1963, 1965) equity theory, and Vrooms' (1964 & 1973) expectancy theory. Wood and Bandura's (1989) social learning theory reveals that self-efficacy affects an individual's competency. Application of this theory in training management shows that the ability of a supervisor to encourage employees to learn new knowledge, skills and abilities from good trainers and explain the importance of mastering new learning techniques for career development will strongly invoke employees' motivation to learn. Consequently, this may lead to an increased transfer of competency (Blachard & Thacker, 2007; Kozlowski, Gully, Brown, Salas, Smith & Nason, 2001).

Adams' (1963 & 1965) equity theory states that unfair or fair treatment has a significant impact on individual attitudes and behaviours. Application of this theory in training management shows that employees who receive fair support from their supervisors while applying for and attending training programmes will perceive equity. If individuals feel that they are fairly treated by their supervisors, this will invoke the motivation to learn, which in turn, leads to increased transfer of competency (Yamniil & McLean, 2001; DeSimone *et. al.*, 2002; Goldstein & Ford, 2002).

Vrooms' (1964 & 1973) expectancy theory highlights the notion that an individual will perform certain actions if he/she perceives that such actions may bring valued outcomes. Application of this theory in training management shows that the ability of a supervisor to openly and honestly communicate the value of attending training programmes and the importance of learning new competencies will strongly increase employees' motivation to learn. As a result, it may lead to an increased transfer of competency (DeSimone *et al.*, 2002; Gibb, 2003).

Based on the evidence, it seems reasonable to assume that the ability of a supervisor to play the proper role in a training programme will affect CTLASM employees' motivation to learn and that this may increase their competencies in the same way that this motivation affects Western employees. Motivation to learn theorists believe that the ability of a supervisor to motivate employees to learn in a training programme may lead to an enhanced transfer of competency in an organization. Therefore, it was hypothesized that:

- H1: Motivation to learn positively moderates the effect of supervisor support on transfer of competency
- H2: Motivation to learn positively moderates the effect of supervisor communication on transfer of competency

## **RESEARCH METHODOLOGY**

This study used a cross-sectional research design, which allowed the researchers to integrate training management literature, the in-depth interview, the pilot study and the actual survey as the main procedure for gathering data. This method may gather accurate and less biased data (Cresswell, 1998; Wright, 1996). At the initial stage of the study, in-depth interviews were conducted involving six experienced technical employees, namely one experienced technician, one assistant Human Resource Manager, the Head of the Training Unit, one supervisor, and two senior officers from the Technical Department. Information gathered from the interviews was used to develop the content of the survey questionnaire for the pilot study. Next, the pilot study was carried out by discussing the survey questionnaire with the above participants. Information gathered via the pilot study was used to

verify the content and format of the survey questionnaire for the actual study. The back translation technique was used to translate the survey questionnaire into Malay and English; this was intended to increase the validity and reliability of the instrument (Van Maanen, 1983; Wright, 1996).

The survey questionnaire had four sections. Firstly, supervisor support was measured using six items that were modified from the training research literature (Chiaburu & Takleab, 2005; DeSimone *et al.*, 2002; Tsai & Tai, 2003). Secondly, supervisor communication was measured using six items that were modified from the transfer of training literature (Xiao, 1996; Yamnill & McLean, 2001). Thirdly, motivation to learn was measured using seven items that were modified from the training programme literature (Tsai & Tai, 2003; Rodríguez & Gregory, 2005). Finally, transfer of competency was measured using six items that were also modified from the transfer of training literature (Axtell & Maitlis, 1997; Tsai & Tai, 2003; Rodríguez & Gregory, 2005). All items used in the questionnaire were measured using a 7-item scale ranging from “strongly disagree” (1) to “strongly agree” (7). Demographic variables were used as the controlling variable because this study focused on employee attitudes.

The population of this study was 195 technical employees who worked in CTLAS. Considering the constraints of the organization’s rules, a convenience sampling technique was used to distribute 150 questionnaires to technical employees through contact persons (e.g. secretary of department heads, assistant HR managers, supervisors and/or HR managers). Of this number, 100 usable questionnaires were returned to the researchers, yielding a response rate of 67 percent. The survey questionnaires were answered by participants based on their consent and on a voluntary basis. The Statistical Package for Social Science (SPSS) version 14.0 was used to analyze the questionnaire data.

## RESEARCH FINDINGS

In terms of sample profile, Table 1 shows that the majority respondent characteristics were male (92 percent), aged between 30 to 39 years old (47 percent), technicians who held a Malaysian Certificate of Education (45 percent), technicians who had worked less than 5 years (33 percent) and group leader and supervisor positions (39 percent).

Table 1

### *Participants’ Characteristics*

Gender (%)	Age (%)	Education (%)	Length of Service (%)	Position (%)
Male = 92	20-29 = 27	Degree = 9	1-5 years = 33	Engineer/Planner = 7
Female = 8	30-39 = 47	Diploma/STPM = 20	6-10 years = 20	Leader/Supervisor = 39
	40-49 = 22	MCE/SPM = 45	11-15 years = 20	Technician = 21
	>49 = 4	LCE /SRP/PMR = 12	16-20 years = 25	Landscape /Maintenance = 3
		Others = 14	> 20 years = 2	Architect = 7
				Others = 23

Note:

N=100

SRP/LCE/PMR: Sijil Rendah Pelajaran/Lower Certificate of Education/ Penilaian Menengah Rendah (Lower Secondary Assessment)

SPM/MCE: Sijil Pelajaran Malaysia/ Malaysian Certificate of Education

STPM/HSC: Sijil Tinggi Pelajaran Malaysia/Higher School Certificate

Table 2 shows the goodness of data for this study. In the validity and reliability analyses, the factor analysis with direct oblimin rotation was first done for four variables with 29 items. Further, the Kaiser-Mayer-Olkin Test (KMO), which is a measure of sampling adequacy, was conducted for each variable and the results indicated that it was acceptable. All research variables exceeded the minimum standard of Kaiser-Meyer-Olkin's value of 0.6, were significant in Bartlett's test of sphericity, had eigenvalues larger than 1, the items for each research variable exceeded factor loadings of 0.50, and the research variables exceeded the acceptable standard of reliability analysis of 0.70. These results support the theoretical and empirical evidence used in this study (Adams, 1963, 1965; Vroom, 1964, 1974; Tsai & Tai, 2003; Chiaburu & Takleab, 2005; Rodríguez & Gregory, 2005), signifying the data met the acceptable standard for construct validity and reliability analysis (Hair, Anderson, Tatham & Black, 1998; Nunally & Bernstein, 1994).

Table 2

*Goodness of Data*

Measure	Items	Factor Loadings	KMO	Bartlett's Test of Sphericity	Eigenvalue	Variance Explained	Cronbach Alpha
Support	6	0.785 to 0.899	0.878	536.29, p=.000	4.692	78.207	0.944
Communication	6	0.644 to 0.822	0.840	429.78, p=.000	4.259	70.978	0.916
Motivation to learn	7	0.709 to 0.900	0.906	673.33, p=.000	5.454	77.915	0.952
Transfer of competency	6	0.804 to 0.962	0.906	562.86, p=.000	4.788	79.800	0.948

Table 3 shows that the means for the variables are from 5.51 to 6.13, signifying that the levels of supervisor support, supervisor communication, motivation to learn, and transfer of competency range from high (5) to highest (7). The correlation coefficients for the relationship between the independent variable (i.e., support and communication) and the moderating variable (i.e., motivation to learn), and the relationship between the independent variable (i.e., support and communication) and the dependent variable (i.e., transfer of competency) were less than 0.90, indicating the data were not affected by serious collinearity problems (Hair et al., 1998).

Table 3

*Correlation Matrix Results for the Research Variable*

Variable	Mean	Standard Deviation	Pearson Correlation Analysis			
			1	2	3	4
Support	5.63	0.89	1			
Communication	5.51	0.81	.73**	1		
Motivation to Learn	6.13	0.73	.25*	.43**	1	
Transfer of competency	5.94	0.78	.31**	.44**	.75**	1

Note: Level of Significance = \*0.05 level (2-tailed); \*\* 0.01 level (2-tailed). N=100

A moderated multiple regression analysis was used to test the moderating effect of motivation to learn in the relationship between supervisor's role and transfer of competency. In this testing model, potential variables were determined based on regression tests and subjective decisions (e.g., prior knowledge, relevant research, in-depth interviews and pilot study). Moderating effects are types of interaction where the strength of the relationship between an independent variable and a dependent variable is changed when other variables are present (Jaccard, Turrissi & Wan, 1990).

Table 4 shows the results of testing H1 in Step 3. The regression analysis revealed that the interaction between motivation to learn and supervisor support positively and significantly correlated with transfer of competency ( $\beta=1.24$ ,  $p=.0005$ ), therefore H1 was fully supported. This result confirms that the strength of the relationship has positively been affected, which can be a signal that motivation to learn is a moderator in the organizational sample.

Table 4

*Results for Hierarchical Regression Analysis with Supervisor Support as the Moderating Variable and Transfer of Competency as the Dependent Variable*

Variable	Dependent Variable		
	Step 1	Step 2	Step 3
<u>Controlled Variable</u>			
Gender	.09	.07	.01
Age	.09	.07	.01
Education	.03	-.04	.01
Service	-.11	-.10	-.05
Training	.08	.11	.01
Learning	.08	.10	.06
Position	-.16	-.12	-.08
<u>Independent Variable</u>			
Supervisor Support		.34***	-.73***
<u>Moderating Variable</u>			
<b>Supervisor Support x Motivation to Learn</b>			<b>1.24***</b>
R Square	-.05	.15	.59
Adjusted R Square	-.03	.08	.55
R Square Change	.05	.11	.43
F	.64	2.05**	14.21***
F $\Delta$ R Square	.64	11.44***	94.56***

Note: Level of Significance = \* $p<0.05$ ; \*\* $p<0.01$ ; \*\*\* $p<0.001$

Table 5 shows the results of testing H2 in Step 3. The regression analysis revealed that interaction between motivation to learn and supervisor communication positively and significantly correlated with transfer of competency ( $\beta=1.32$ ,  $p=.0005$ ), therefore H2 was fully supported. This result confirms that the strength of the relationship has positively been affected, which can be a signal that motivation to learn is a moderator in the organizational sample.

Table 5

*Results for Hierarchical Regression Analysis with Supervisor Communication as the Moderating Variable and Transfer of Competency as the Dependent Variable*

Variable	Dependent Variable		
	Step 1	Step 2	Step 3
<u>Controlled Variable</u>			
Gender	.09	.07	.01
Age	.09	.03	-.00
Education	.03	-.03	.02
Service	-.11	-.09	-.03
Training	.08	.14	.02
Learning	.08	.09	.05
Position	-.16	-.10	-.09
<u>Independent Variable</u>			
Supervisor Communication		.46***	-.73***
<u>Moderating Variable</u>			
<b>Supervisor Communication x</b>			<b>1.32***</b>

Motivation to Learn			
R Square	.05	.25	.59
Adjusted R Square	-.03	.18	.55
R Square Change	.05	.20	.34
F	.64	3.74***	14.0***
F Δ R Square	.64	24.34***	75.26***

Note: Level of Significance = \*p<0.05; \*\*p<0.01; \*\*\*p<0.001

## IMPLICATIONS, LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The findings of this study show that the supervisor's role indirectly affects transfer of competency via motivation to learn. In the CTLASM sample, supervisors have provided proper support and used good communication practices when dealing with training programmes. This study provides a significant impact on three major aspects: theoretical contribution, robustness of research methodology, and practical contribution. In terms of theoretical contribution, these findings show two important outcomes: firstly, motivation to learn has increased the effect of supervisor support on transfer of competency. This outcome is consistent with studies by DeSimone *et al.* (2002), Chiaburu and Takleab (2005) and Nijman (2004). Secondly, motivation to learn has increased the effect of supervisor communication on transfer of competency. This outcome is consistent with the studies by Goldstein and Ford (2002) and Tsai and Tai (2004). In sum, the findings of this study have supported and broadened training research literature published in most Western countries. Thus, the notion of motivation to learn has been successfully applied within the training management model of the studied organization.

With respect to the robustness of the research methodology, the data gathered using training management literature, the in-depth interviews, pilot study and survey questionnaires has exceeded the acceptable standard of validity and reliability analysis, thus potentially leading to the production of accurate findings. In terms of a practical contribution, the findings of this study can be used as a guideline by practitioners (e.g., employer and management team) to improve the effectiveness of training programmes in their organizations. This objective may be achieved if management considers the following suggestions: firstly, sharpen the capability of supervisors through proper training programmes that emphasize up to date knowledge and the skills for training needs analysis and interpersonal communication, as well as managing change, conflict and problem solving techniques. Secondly, allow supervisors to become involved in organizational training committees which will motivate them to provide useful input in designing appropriate contents and methods for organizational training programmes. Thirdly, management should change human resource planning paradigms from traditional job based recruitment to one that emphasizes creative and innovation based recruitment. For example, hiring knowledgeable and experienced employees to hold supervising positions may help to improve the attitudes and working styles of operational employees in an organization. Finally, review the type, level and/or amount of reward for supervising positions so that rewards are adequately provided based on current organizational and job expectations. As a result, this may lead supervisors to be committed in the performance of their duties and responsibilities. If these suggestions are seriously considered, this may lead supervisors to support organizational and human resource management's strategies and goals.

The conclusions drawn from the results of this study should take into consideration the following limitations. Firstly, the study used a cross-sectional research design that did not capture developmental issues. Secondly, the study did not specify the relationship between specific indicators for the dependent variable, moderating variable and dependent variable. Thirdly, the study only focused on particular elements of the supervisor's role and neglected other important factors (e.g., employee's readiness, leadership styles of the supervisor and supervisor's training framing) in the hypothesized model. Fourthly, other training outcomes (e.g., job performance, job satisfaction and job commitment) that are significant for organizations and employees are not discussed in the study. Fifthly, although a substantial amount of the variance in dependent measures explained by significant predictors is identified, there are still a number of unexplainable factors that can be incorporated in order to identify the causal relationship among variables and their relative explanatory power (Tabachnick & Fidell, 2001). For this reason, one should be cautious about generalizing from the

statistical results of the study. Finally, the sample for the study was taken from only one department in the studied organization which allowed the researchers to gather data via survey questionnaires. The nature of this sample may reduce the viability of generalizing the results of the study to other organizational settings.

The conceptual and methodological limitations of the study need to be considered when designing future research. Firstly, organizational and personal characteristics as potential variables that can influence the effectiveness of employees' training need to be further explored. If several organizational (division and ownership) and personal characteristics (e.g., gender, length of service, education level and position) are used in research, this may provide meaningful perspectives for understanding the individual differences and similarities that affect training outcomes. Secondly, the weaknesses of the cross-sectional research design may be overcome if longitudinal studies are used to collect data and to describe the patterns of change and the direction and magnitude of causal relationships between variables of interest. Thirdly, the findings of the study may be improved if the study is carried out in more organizations (e.g., multinational and local companies). Fourthly, as an extension of the motivation to learn, other theoretical constructs of the transfer climate (e.g., transfer of competency and job performance) need to be considered in future research because they have been widely recognized as important links between supervisor support and training outcomes (DeSimone *et al.*, 2002; Goldstein & Ford, 2002; Nijman, 2004; Nijman *et al.*, 2006). The importance of these issues needs to be further explained in future research.

## **CONCLUSION**

This study confirms that motivation to learn acts as a full moderating variable in the relationship between supervisor's role and transfer of competency. Therefore, current research and practice within training management models needs to consider motivation to learn as a critical aspect of training systems. The findings of this study further suggest that motivation to learn should be seen as a crucial aspect of the organizational training system where motivating individuals to learn up to date knowledge, skills, abilities and have good moral values may strongly upgrade subsequent positive personal outcomes (e.g., satisfaction, performance, commitment, trust and good work ethics). Hence, these positive outcomes may lead employees to achieve and support both organizational and human resource management's strategies and goals.

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