

ABSTRACT

Every year, hundreds of hours and millions of dollars are spent on training employees in the organization, however, little empirical evidence can be found to demonstrate the transfer of training in workplaces. Most of that investment in organizational training and development is mostly wasted because most of the knowledge and skills gained in training is not fully applied by those employees on the job. Additionally, to remain competitive in the global marketplace, and to develop the highly skilled workforce that can contribute to solutions for the world's pressing problems, improving transfer of training must become top priority of the organization. This qualitative study represents a case study in the hotel industry in which, a model for the transfer of training knowledge, Action-Plan Training Model, is examined. The study was prompted by an interest in the transfer of training and perceived gaps in the literature and research in the field.

Theoretical analysis and multiple data collection methods were used to answer questions regarding the training processes and the utilization of Action-Plan Training Model for twelve months following the program. Five principal research methods: interview, focus groups, questionnaires, observations and documentary analyzes, were used to cast a wide net to ensure that the highest quality data are collected.

The most interesting finding was that Action-Plan Training Model is a highly effective method for making sure that training knowledge is taken back into workplaces and consequently utilized. This suggests that in the future, theory and practice should embrace the concept of Action-Plan Training Model as a useful tool for transferring learning to develop staff' competency (Knowledge, Skills/Abilities and Behaviors).

In addition, it was found that transfer is further enhanced by personal and organizational commitment. The engagement of employees to effectively seek out, acquire and utilize new and

existing resources together with strong support from the organization, enables this model to be very effective in the long-term.

The conclusions drawn as a result of this study address the importance of a holistic, system oriented focus on the training and transfer process by trainees, managers, management teams, and training organizations. Consequently, the conclusion establishes strong evidence for continued research and evaluation of the training process to further knowledge in the field.

