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An analysis of Human resource management system of British Petroleum Oil UK Limited with special emphasis on employees training and development skills.

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A THESIS

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DECLARATION

This research entitled – **An analysis of Human resource management system of British Petroleum Oil UK Limited with special emphasis on employees training and development skills** - Presented to the Department of Human Resource Management program at **Selinus University of Science and Literature**, Faculty of Business and Media in Fulfilment of the requirements for the **Degree of Doctor of Philosophy (PhD)** in Human Resource Management is my original work.

I do hereby attest that I am the sole author of this thesis and that its contents are only the result of the readings and research I have done.

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Abstract

The thesis is a critical examination of Human Resource Management (HRM) system of the British Petroleum Oil UK Limited, specifically, the focus is on training and development of the employees and the degree to which the skills are transferred successfully to the workplace. Despite the fact that training and development is being popularised as a strategic investment in high-risk and technology intensive sector, there have been indications that the high organisational spending on training does not necessarily lead to long term increase in employee performance. It is on this background that the study examines alignment of HRM practice, the design of training, organisational context, and the workforce performance in British Petroleum Oil UK.

The research is based on the Strategic Human Resource Management theory and the Training Transfer Model by Baldwin and Ford and is pragmatic in terms of philosophy and a mixed-method case study research design. Structured survey was used to collect quantitative data, which was needed to be gathered among the employees under their operations, technical, managerial, and HR, and semi-structured interviews with the key organisational stakeholders provided qualitative based results. This methodological combination made it possible to perform a subtle analysis of the training effectiveness, acquisition of skills, and organisational conditions affecting the transfer of training.

The results indicate that BP UK possesses well-developed and strategically oriented HRM system, and large amounts of technical, safety, and simulation-based training are investment. It was found that training programmes help in increasing employee knowledge, technical competence and safety awareness. The study however, is found to have an unresolved gap between learning outcomes as well as the regular application of skills at workplace. Transfer of training was reported to be skewed and very dependent on personal motivation, corporate culture, availability of resources and most importantly the support of the managers. Although at the corporate level, there is strategic alignment, local implementation inconsistencies, operation pressures, lack of consistency in the leadership engagement are challenging the sustainability of training outcomes.

The research literature on HRM and training is also enriched by proving that a training effectiveness in high-risk sectors is impossible to be measured only through the learning outcomes but has to be measured within the framework of the HRM system and the organisational environment. In practical terms the study highlights the importance of reinforcing post-training mechanisms, increasing managerial accountability and integrating training results to performance management systems. The thesis is to the point that even well-designed training initiatives without the systematic organisational and managerial support end up with the limited long-term benefits delivery. It provides recommendations to enhance transfer of training, workforce capability and strategic effectiveness of HRM in BP UK and other high risk industrial organisation.

Keywords

Human Resource Management;

Strategic Human Resource Management;

Training and Development;

Training Transfer;

Employee Performance;

High-Risk Industries;

Oil and Gas Sector;

Organisational Culture;

British Petroleum UK Limited

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Chapter One

1. Introduction

1.1 Introduction

In the modern business world, organisations are faced with growing demands of being competitive, efficient and flexible. With the dynamism in the market and development of technologies, organisational capacity to manage and develop counterparts, as regards human resources, has proved to be a determining factor in success in the long term. As the result, Human Resource Management (HRM) has moved away as a conventional administrative task, to a strategic task directly affecting organisational performance, safety and sustainability.

Employee training and development is one of the most important roles that HRM plays. Companies spend a lot of resources in training programs on the hope that the employees will acquire new skills, become better in performance and more effective towards organisational objectives. Training investment in large size multinational organisations consumes a lot of share in the yearly operation costs (Sedgman, 2022). But even with this level of investment, organisations have realised that they do not get much returns since employees are not always ready to implement new skills in their daily duties. This gap in the area of learning and workplace performance is one of the biggest issues of HRM systems.

The situation is particularly pronounced in the oil and gas sector, where organisational operations are inherently complex, high-risk, and subject to stringent regulatory frameworks. Employees working within this industry are required to operate sophisticated and often hazardous technologies while strictly adhering to comprehensive safety standards and environmental protection regulations. Any failure to comply with these regulations can result in severe consequences, including operational accidents, environmental damage, financial losses, and reputational harm to the organisation.

In addition to the traditional operational challenges, the oil and gas industry is currently experiencing significant structural transformation (Mitchell and Mitchell, 2014). Organisations are under increasing pressure to adopt digital technologies, automate processes, and integrate advanced data-driven systems to enhance efficiency and safety performance. Simultaneously, there is a growing global emphasis on sustainability, compelling energy companies to transition towards low-carbon energy solutions and environmentally responsible practices. These changes demand that employees continuously update their technical knowledge, develop new competencies, and adapt to evolving operational and strategic requirements.

Such a dynamic and demanding environment necessitates a workforce that is not only technically proficient but also capable of continuous learning and behavioral adaptation. Employees must possess strong problem-solving abilities, situational awareness, and the capacity to apply new knowledge effectively in real-time operational contexts. Consequently, the role of training and development becomes critically important, as it serves as a key mechanism through which organisations can enhance employee competence, reinforce safety culture, and ensure regulatory compliance.

Effective training and development systems therefore play a vital role in supporting operational safety, improving efficiency, and strengthening organisational resilience within the oil and gas sector (Bento, Garotti and Mercado, 2021). Well-designed and strategically aligned training initiatives enable organisations to mitigate operational risks, respond proactively to technological and regulatory changes, and maintain sustainable performance in an increasingly competitive and uncertain global energy landscape.

The British Petroleum (BP) UK Limited is a company which is in this challenging environment and it has a varied workforce which works in different technical, managerial and operational positions (Li, Zhu and Lu, 2014). The organisation has adopted organised HRM practice and the organisation spends a lot on training activities, such as technical skills training, safety simulation, leadership training programmes and the unending learning systems. Such activities are meant to boost the ability of employees, minimise

risks in operations and help in transforming the organisation. However, having well-developed training programmes does not necessarily result in better performance at work. Training transfer is a crucial aspect of training as it determines whether the training process is successful or not.

Moreover, the effectiveness of training transfer is influenced by a range of factors that extend beyond the design and delivery of training programmes themselves. While well-structured training content and appropriate instructional methods are important, they are not sufficient on their own to ensure that learning outcomes are sustained and applied within the workplace. The broader organisational context plays a decisive role in determining whether employees are able and willing to translate newly acquired knowledge, skills, and behaviours into their routine job performance.

Organisational culture is one of the most influential factors affecting the long-term sustainability of training outcomes. A culture that values continuous learning, safety, and improvement encourages employees to experiment with new skills and reinforces positive behavioral change (Chen et al., 2023). Conversely, in organisations where productivity pressures outweigh learning priorities, employees may revert to previous practices despite having received training. In such environments, the benefits of training are often short-lived and fail to deliver meaningful performance improvements.

Managerial support is equally critical in facilitating effective transfer of training. Line managers and supervisors act as key agents in reinforcing learning by providing guidance, feedback, and encouragement after training has been completed. When managers actively support the application of new skills, allocate sufficient time and resources, and recognize improved performance, employees are more likely to maintain and apply what they have learned. In contrast, a lack of managerial involvement can undermine training initiatives, leading to diminished motivation and limited behavioral change.

In addition, performance management and reward systems significantly influence training transfer. When performance appraisal processes, incentives, and career progression

mechanisms are aligned with training objectives, employees perceive training as valuable and relevant to their professional development. However, if organisational systems fail to recognize or reward the application of new competencies, employees may have little incentive to alter their established work practices. This misalignment often results in ineffective use of training investments and increased opportunity costs for the organisation.

Individual employee motivation also plays a crucial role in determining training effectiveness. Employees who are intrinsically motivated, confident in their abilities, and committed to personal development are more likely to apply new knowledge and skills in the workplace. On the other hand, low motivation, resistance to change, or fear of making mistakes—particularly in high-risk operational environments—can significantly restrict training transfer.

Where these organisational, managerial, and individual components are not adequately integrated, training programs frequently fail to achieve their intended objectives, resulting in inefficient use of resources and limited return on investment. Poor transfer of training is particularly problematic in safety-critical organisations such as British Petroleum UK Limited, where ineffective application of training can lead to increased operational risks, reduced productivity, and compromised safety performance. In such contexts, failure to ensure effective training transfer not only undermines organisational efficiency but may also expose the organisation to serious safety incidents and regulatory non-compliance.

Thus, it is obvious that there is a necessity of a dedicated and systematic assessment of HRM systems, especially on the effectiveness of training and development. This paper seeks to fill this requirement by exploring the HRM system of the BP UK Limited with a particular focus on the training and development practice of the employees. The study will aim to examine how training programs are planned, executed and sustained in the organisation and how they lead to development of skills and performance at work.

Through a systematic and analytical research approach, this study aims to identify and examine the key factors that either facilitate or hinder the successful transfer of training within British Petroleum UK Limited. By analysing training design, organisational structures, managerial practices, and individual employee characteristics, the research will provide a comprehensive understanding of how training outcomes are translated into actual workplace behavior. This analytical procedure allows for the identification of critical enablers and barriers that influence the sustainability of training outcomes over time.

By uncovering these influencing factors, the study offers practical and evidence-based insights that can support more informed Human Resource Management decision-making. The findings are expected to assist HR managers and organisational leaders in refining training strategies, strengthening post-training support mechanisms, and aligning employee development initiatives with broader organisational objectives. Such insights can contribute to the design of HRM policies that not only enhance immediate learning outcomes but also promote long-term skill utilization and performance improvement.

Furthermore, the research highlights the role of training and development in building a workforce that is capable, adaptable, and resilient in the face of technological change, operational complexity, and evolving regulatory demands. By fostering continuous learning and effective skill application, organisations can enhance workforce versatility and ensure sustained organisational performance. This is particularly relevant in the oil and gas sector, where rapid technological advancements and safety considerations require employees to consistently update and apply their competencies.

Finally, the findings of this research are expected to have value beyond the immediate organisational context of BP UK Limited. While the study is grounded in a single case, the insights generated may contribute to a broader understanding of effective HRM practices in high-risk and complex industrial environments. By demonstrating how strategic HRM systems, organisational support, and training transfer mechanisms interact to influence employee performance, the research provides generalisable lessons that may inform

workforce development strategies across similar industries facing comparable operational and safety challenges.

1.2 Statement of the Problem

Although organisational investment on employee training and development has been high, most organisations still end up recording minimal gains in actual performance in the workplace. The major problem is the difference between the training delivery and practical application of skills learned in actual working conditions. As a matter of fact, employees do not always transfer new knowledge, behaviours and competencies to the day-to-day job roles after leaving training programmes (Malykhin et al., 2021). This means that training programs do not realise their desired results thus resulting in wastage of organisational resources.

The issue is especially acute in the oil and gas sector whereby the workings of the industry are fraught with issues of risk and safety. When training is poorly implemented in such settings, the chances are high that an occurrence of operational mistakes, safety accidents and regulations violation may occur (Aria Elshifa et al., 2024). Even minor employee underperformance can be disastrous to organisational safety, productivity and reputation.

At British Petroleum UK Limited, the organisation has established a comprehensive and well-structured Human Resource Management (HRM) system, which incorporates a variety of progressive training and development programs aimed at enhancing employee skills, competencies, and overall professional growth. These initiatives are carefully designed to equip employees with both technical and managerial capabilities, ensuring that they can meet the demands of a complex, high-risk, and highly regulated industry environment. The training programs range from technical and operational skills development to safety compliance and leadership development, reflecting BP UK's commitment to fostering a highly capable and adaptable workforce.

Despite the systematic design and substantial organisational investment in these training programs, there remains a degree of uncertainty regarding their long-term effectiveness in improving actual employee performance and ensuring sustainable skill acquisition. While employees may demonstrate learning and competence during or immediately after training sessions, the translation of these acquired skills into day-to-day work activities is not guaranteed. This discrepancy between training delivery and practical application underscores a critical challenge within HRM practices, namely the transfer of learning from training environments to real-world operational contexts.

Furthermore, the successful transfer of training does not depend solely on the quality and design of the training itself. Several organisational and individual factors exert significant influence on whether the knowledge and skills acquired are effectively applied. Organisational culture plays a pivotal role, as a culture that promotes continuous learning, knowledge sharing, and supportive supervision encourages employees to implement new skills in their work routines. Managerial support is equally important; supervisors and line managers who actively reinforce training concepts, provide constructive feedback, and facilitate opportunities for practice are more likely to ensure that learning is embedded into regular job performance. Additionally, individual employee motivation, including intrinsic interest, perceived relevance of the training to career progression, and self-efficacy, determines the extent to which employees are willing and able to apply the skills they have learned.

In summary, while BP UK has made significant strides in developing robust HRM and training systems, the effectiveness of these initiatives is contingent upon a complex interplay of programme quality, organisational support, managerial engagement, and employee motivation. Recognizing and addressing these multifaceted factors is essential for ensuring that the substantial investments in training translate into long-term improvements in workforce performance, operational efficiency, and organisational resilience.

Another significant challenge in the field of Human Resource Management and training effectiveness lies in the notable scarcity of in-depth empirical research focusing specifically on training efficiency within large multinational corporations operating in the UK energy sector. While the importance of training and development is widely acknowledged, much of the existing literature tends to adopt broad, generalized approaches that fail to capture the nuances and complexities inherent in high-risk, technology-intensive industries such as oil and gas. Most studies rely on macro-level analyses, surveys with limited scope, or cross-industry comparisons, which provide insights into general trends but do not offer a detailed understanding of how organisational structures, cultural factors, and managerial practices influence training outcomes in specific corporate contexts.

This lack of focused research leaves a critical gap in knowledge regarding the mechanisms through which HRM systems can facilitate or hinder the effective transfer of training within complex operational environments. High-risk sectors, in particular, present unique challenges due to the stringent safety regulations, operational pressures, and evolving technological requirements that directly affect employee performance. Without targeted research examining the interplay between organisational context, managerial support, individual employee motivation, and strategic HRM practices, organisations are left with limited evidence on how to optimize training initiatives to achieve sustained improvements in skills application and workplace performance.

Addressing this research gap is of paramount importance, not only to advance academic understanding but also to provide practical guidance for HR managers and decision-makers in high-risk industries. By conducting detailed, context-specific studies, researchers can illuminate the factors that either promote or inhibit effective training transfer, thereby enabling organisations to design and implement more impactful HRM strategies. Such insights would allow companies like British Petroleum UK Limited to ensure that their substantial investments in employee training translate into measurable improvements in productivity, safety compliance, and overall organisational performance, ultimately delivering quantifiable returns and supporting long-term strategic objectives.

1.3 The objective and Aim of the Study

As a reaction to the identified problem, this research aims at assessing the efficiency of the Human Resource Management practice within British Petroleum UK Limited, with a focus on staff training and development. The research will facilitate a clear and well-organized evaluation of the role of training programs in the development of skills, improvement of performance, and the ability of workforce in the long term.

1.3.1 Aim

The primary objective of this paper is to critically analyze the Human Resource Management system of the British Petroleum UK Limited with respect to the efficiency of the practices of employee training and development in facilitating the acquisition of skills, transfer of training, and the performance of the workforce in the long term.

1.3.2 Specific Objectives

The research objectives of this study are:

- 1) To analyse the Human Resource Management system structure and position at the British Petroleum UK Limited.
- 2) To determine whether employee training and development programmes enhance skills and performance at the workplace.
- 3) To determine personal, organisational, and managerial issues which determine transfer of training in the organisation.
- 4) In order to make viable suggestions to address the training outcomes and improvement of HRM practices in relation to the long-term organisational objectives.

1.4 Research Questions

In order to realize the above aim and objectives, the research questions to be addressed by the study include:

1. What is the structure of training and development at the Human Resource Management system of the British Petroleum UK Limited?
2. The training and development programmes are effective in enhancing job performance and skills in the employees?
3. Which personal, organisational, and management variables are involved in the successful transfer of training at British Petroleum UK Limited?
4. What can be done to enhance the Human Resource Management practices to ensure sustainable growth of its employees in a dynamic organisational set-up?

1.5 Significance of the Study

The research holds significance both from scholarly and practical perspectives, primarily because it addresses a critical and timely concern regarding the suitability and effectiveness of Human Resource Management (HRM) systems in facilitating employee training and development within complex, high-risk industrial sectors. In such environments, the operational challenges, stringent safety requirements, and constantly evolving technologies create unique pressures on organisations to maintain a highly skilled and adaptable workforce. By focusing on HRM systems in this context, the study aims to explore how training initiatives can be strategically integrated within organisational frameworks to ensure not only skill acquisition but also the sustained application of knowledge in real workplace scenarios.

From an academic standpoint, this study provides a valuable contribution to understanding the mechanisms through which HRM practices influence training

outcomes, with particular emphasis on the transfer of learning from training programs to practical, on-the-job performance. The investigation examines the alignment of training objectives with organisational strategy, the role of managerial support, the influence of organisational culture, and the motivational factors affecting individual employees, all of which are critical elements in ensuring that training translates into tangible performance improvements. Existing literature often discusses these factors in isolation or in general terms, and there is a noticeable lack of in-depth, context-specific research that integrates these elements within the operations of high-risk industries such as oil and gas.

Moreover, the research contributes to filling a significant gap in HRM scholarship by providing empirical evidence from a multinational energy organisation, a context that is typically underrepresented in academic studies. By analyzing BP UK Limited's HRM practices, training programs, and mechanisms for facilitating learning transfer, the study offers insights into how large, complex organisations can design and implement HRM strategies that enhance workforce capability, safety compliance, and operational efficiency. Practically, the findings can serve as a guide for HR managers, organisational leaders, and policymakers to improve the planning, execution, and reinforcement of training initiatives, thereby maximizing the return on investment in human capital development. Ultimately, the research underscores the importance of viewing employee training not merely as a procedural activity but as a strategic instrument integral to organisational success, resilience, and long-term sustainability in high-risk sectors.

Moreover, the study offers good information on how the systems of organisations, managerial support and individual employee behaviour interact to determine training effectiveness. The research brings out the need to regard employee development as an integrated process as opposed to just delivery in the training process by emphasizing on transfer of training. This practice helps in gaining a deeper insight into the HRM systems along with their value in maintaining the workforce competence in the long run. In this sense, the study presents a valuable addition to the academic literature on strategic HRM, employee learning as well as organisational performance in challenging operational conditions.

The implications of this research for HR managers, organisational leaders, and decision-makers at British Petroleum UK Limited are both practical and strategic in nature. By examining the processes, effectiveness, and outcomes of employee training and development, the study provides evidence-based insights that can directly inform the design, implementation, and ongoing management of training programmes. In particular, the research identifies key factors that influence the transfer of learning from training environments to the actual workplace, highlighting the conditions under which training initiatives result in meaningful improvements in employee behavior, performance, and operational outcomes.

For HR managers, the study provides actionable knowledge on how to structure training programs that are not only technically rigorous but also aligned with the broader strategic objectives of the organisation. It enables them to identify the elements of training design—such as relevance of content, engagement methods, feedback mechanisms, and reinforcement strategies—that are most effective in fostering skill retention and application. Additionally, by uncovering the role of employee motivation, self-efficacy, and readiness to learn, the research allows HR managers to tailor interventions that enhance participation and commitment to training.

For organisational leaders and decision-makers, the research underscores the strategic importance of integrating training initiatives within the larger organisational ecosystem. This includes aligning training programs with performance management systems, career development pathways, and organisational goals. The study highlights how managerial support, a positive organisational culture, and clearly communicated expectations can amplify the effectiveness of training, ensuring that employees are able to apply newly acquired knowledge and skills in a consistent and sustained manner. Leaders can use these insights to make informed decisions on the allocation of resources, prioritization of training needs, and investment in long-term capability development, ultimately improving workforce performance and resilience.

Furthermore, the findings provide guidance on how organisations like BP UK can evaluate and monitor the success of their training interventions. By focusing on measurable outcomes—such as improvements in workplace safety, operational efficiency, and employee productivity—decision-makers can assess the return on investment of training initiatives more accurately and implement corrective measures where necessary. The research also encourages the adoption of a continuous learning approach, whereby training is not viewed as a one-time event but as an ongoing process supported by managerial reinforcement, peer collaboration, and organisational infrastructure.

Overall, this study offers a comprehensive understanding of how effective training transfer can be achieved, providing both theoretical and practical frameworks that help bridge the gap between training delivery and tangible organisational performance. By applying these insights, HR managers and organisational leaders at BP UK Limited can enhance the strategic value of their workforce development programs, foster a culture of continuous improvement, and build a more competent, agile, and safety-conscious workforce capable of navigating the complexities of a high-risk, technology-driven industry.

Furthermore, the research can aid organisational performance in terms of safety improvement, improvement of operational efficiency, and flexibility of the workforce. In sectors where safety and reliability are paramount, enhancing training efficacy can help to decrease the risk level and enhance the adherence to the regulations. The results also provide a recommendation on the ways organisations can help facilitate on-going learning and skill development in relation to technological change and changing demands in the industry.

In addition to British Petroleum UK Limited, other organisations operating in similar high-risk, complex, and technology-intensive industries may also benefit significantly from the findings of this study. Sectors such as oil and gas, chemical processing, aviation, construction, and energy production face comparable operational challenges, including strict safety regulations, technological advancement, and the need for continuous workforce adaptation. These organisations can use the insights from this research to

improve their Human Resource Management (HRM) practices, particularly in relation to designing, implementing, and sustaining effective training and development programmes.

The results of this study provide a framework for understanding the critical factors that influence successful training transfer, including managerial support, organisational culture, performance management alignment, and employee motivation. By applying these insights, organisations can make more informed decisions about where and how to invest in workforce development, ensuring that training resources generate measurable and lasting outcomes. This can lead to a more capable, adaptable, and skilled workforce that is equipped to meet operational demands, maintain safety standards, and respond to industry changes with resilience and agility.

Moreover, the study emphasizes the long-term sustainability of skills and knowledge acquired through training. Organisations can leverage the findings to establish continuous learning environments that not only enhance immediate job performance but also support career growth, succession planning, and organisational competitiveness over time. The research highlights the importance of integrating training initiatives with broader HRM systems, ensuring that learning is reinforced through performance evaluations, feedback mechanisms, and supportive management practices.

Beyond individual organisational benefits, the study contributes to the general understanding of HRM practices in high-risk and complex industrial settings. It offers practical recommendations for improving training transfer and workforce development that can be adapted and applied across a range of organisations, thereby strengthening industry-wide standards for employee performance, operational safety, and overall organisational effectiveness. As a result, the findings have the potential to not only enhance organisational performance but also inform policy-making, HR strategy development, and the advancement of best practices in employee training and development on a broader scale.

1.6 Scope of the Study

This study will only be restricted to the British Petroleum UK Limited and the specific area to be studied is the Human resource management system and employee training and development within the company. The study focuses on training effectiveness, transfer of training and the associated organisational and managerial aspect in the UK operation environment. Although the results might provide information that can be applied in other related organisations, the research does not aim at generalising findings outside the oil and gas sector or even outside the UK environment.

1.7 Organisation of the Thesis

This thesis is systematically divided into six chapters, each designed to provide a comprehensive understanding of the research topic and ensure a logical progression from theory to practice. **Chapter One** serves as the introduction to the study. In this chapter, the researcher presents the background of the study, highlighting the context of Human Resource Management and training practices within high-risk industries, particularly at British Petroleum UK Limited. It also outlines the problem statement, establishing the gaps and challenges that the research seeks to address. Additionally, the chapter defines the research aim, objectives, and research questions, clarifies the significance of the study, delineates its scope, and provides an overview of the structure of the thesis, setting the stage for the subsequent analysis.

Chapter Two provides a detailed literature review, offering an in-depth analysis of existing research related to Human Resource Management, employee training and development, and the transfer of training within organisational contexts. The chapter examines theoretical frameworks, contemporary HRM practices, and sector-specific challenges, with particular attention to the high-risk, technology-intensive environment of the oil and gas sector. It also identifies gaps in the literature, which the present research seeks to fill, and establishes the conceptual framework that guides the study.

Chapter Three focuses on the research methodology. It explains the philosophical approach adopted for the study, the research design, and the methods used for data collection and analysis. This chapter provides a rationale for choosing a mixed-methods approach, the selection of the case study of BP UK Limited, and the sampling strategies employed for both qualitative and quantitative data. It also describes the procedures used to ensure reliability, validity, and ethical integrity throughout the research process.

Chapter Four presents the results of the research. This chapter systematically analyses the data collected from surveys, interviews, and other sources, highlighting key findings regarding the effectiveness of training programs, factors influencing training transfer, and the role of organisational culture and managerial support. The results are illustrated with tables, graphs, and descriptive commentary to provide a clear understanding of the patterns and insights emerging from the data.

Chapter Five offers a detailed discussion of the findings in relation to the research objectives and the existing body of knowledge. This chapter interprets the results within the theoretical frameworks outlined in the literature review, comparing them with prior studies and highlighting practical implications for HRM practices, employee development, and organisational performance at BP UK Limited and other high-risk industries.

Finally, Chapter Six concludes the thesis by summarizing the main findings, drawing conclusions based on the research objectives, and providing practical recommendations for enhancing training effectiveness and HRM practices. The chapter also discusses the limitations of the study and suggests areas for future research, offering guidance for scholars and practitioners seeking to build on the work presented in this thesis.

Chapter Two

2. Literature Review

2.1 Introduction

This chapter aims at reviewing and analysing the available literature regarding Human Resource Management (HRM) and its strategic contribution to organisations, specifically, training and development of employees. Literature review is a necessary step towards providing a solid theoretical background of the study, recognizing the main concepts and seeing how other scholars were able to resolve the same problems. In this chapter, the systematic discourse on HRM and its history has been presented with the emergence of Strategic Human Resource Management (SHRM) as a contemporary management theory of people.

The chapter starts with the analysis of the concept of Human Resource Management and its development throughout the years. Next, it examines the Strategic Human Resource management, where the practices of the HR are aligned within an organisation to enhance performance and sustainability. Through these themes, the chapter develops conceptual framework in the analysis of HRM system and training practices of British Petroleum UK Limited. On the whole, this review contributes to the identification of the gaps in the existing knowledge and supports the relevance of the present research.

2.2 Human Resource Management (HRM)

Human Resource Management is a term used to refer to policies, practices and systems in organisations that are considered to effectively manage their workforce. It aims at recruiting, training, inspiring and retaining employees so as to accomplish the organisational goals. In contemporary organisations, HRM has been identified as a very important aspect that has direct impact on productivity, employee performance and organisational success (Leonardo et al., 2022).

HRM encompasses a vast field of undertaking, whereby recruitment and selection, training and development, performance management, compensation, employee relations, and safety in the workplace are involved. These processes are related and all help in effective utilisation of human capital. Instead of treating employees as tools of operation, HRM focuses on their worth as strategic players to organisational outcomes.

Human Resource Management (HRM) assumes an even more critical role in industries that are characterised by operational complexity, high risk, and technological intensity, such as the oil and gas sector. In these environments, employees are expected not only to perform routine tasks but also to handle advanced and specialised operations that require precise technical expertise. They must possess a strong awareness of safety protocols, understand regulatory requirements, and demonstrate the ability to make quick, informed decisions under pressure. Moreover, these employees need to adapt continuously to evolving technologies, changing operational procedures, and emerging industry standards.

As a result, HRM systems in such sectors are not limited to administrative or transactional functions; they become strategic instruments that ensure the workforce remains competent, compliant, and capable of sustaining operational excellence. Effective HRM facilitates targeted recruitment, rigorous training programs, and ongoing professional development that equips employees with the knowledge, skills, and behavioural competencies required for safe and efficient performance. Additionally, HRM practices, including performance management, career development, and employee engagement initiatives, play a pivotal role in fostering a resilient organisational culture that prioritizes safety, innovation, and adaptability.

Consequently, robust HRM systems contribute directly to the long-term stability and success of the organisation. They ensure that employees are continuously prepared to meet operational challenges, adhere to regulatory and safety standards, and support the organisation's strategic goals. In high-risk industries like oil and gas, where errors can have severe financial, environmental, and human consequences, the effectiveness of

HRM is indispensable for maintaining organisational competence, mitigating risks, and promoting sustainable performance over time.

2.2.1 Development of the Human Resource Management

Human Resource Management has tremendously changed with time. Workforce management in its formative years was mostly administrative. The organisations that primarily dealt with personnel administration that included payroll administration, record maintenance and administration of workplace regulations. The workers were regarded as disposable employees as opposed to being organisational assets (Pocket HRMS, 2020).

With the expansion of organisations into larger and more complex organisations, focus slowly changed to better the welfare and productivity of employees. This was the era of the personnel management when the problems of motivation, job satisfaction and labour relations started gaining more significance. With time, the growing competition, technological growth, and globalisation compelled organisations to rethink their approach to managing workforce.

HRM has further developed over the past few years due to the accelerated changes in the environment. Workforce requirements are further redefined by the pressures of the digital transformation, automation, and sustainability. Consequently, organisations are now emphasizing on lifelong learning, the development of talent, as well as flexibility. Training and development has been a continuous process as opposed to one time activity just like the increasing significance of human capital in the attainment of long term organisational success (Kadam et al., 2022).

2.2.2 Strategic Human Resource Management (SHRM)

Strategic Human Resource Management is a new level of HRM development. It focuses on how the HR practices are aligned to the overall organisational strategy and long term objectives. Instead of working as a support role, HRM in a strategic approach turns out to

be an active participant in the organisational planning and decision making (Knies et al., 2024).

Strategic Human Resource Management (SHRM) is fundamentally concerned with ensuring that all human resource policies, practices, and systems are purposefully designed to support and advance the broader business objectives of the organisation. Rather than functioning as an isolated or administrative function, SHRM aligns HR activities directly with organisational strategy, creating a coherent and integrated framework in which human capital becomes a source of competitive advantage. This alignment involves the deliberate integration of critical HR functions such as recruitment, selection, training and development, performance management, and reward systems with the organisation's strategic goals.

By embedding HR practices within the strategic direction of the organisation, SHRM enables the development of a workforce that not only possesses the technical skills required for current operations but also demonstrates the behaviors, adaptability, and innovation needed to respond to future challenges. For example, recruitment strategies are tailored to attract talent that aligns with organisational values and long-term objectives, while training programs are designed to equip employees with both present and emerging competencies. Similarly, performance management and reward systems are structured to reinforce behaviors that support organisational priorities, incentivizing employees to achieve results that contribute to the company's success.

Through such an integrated approach, SHRM ensures that employees are consistently working towards goals that enhance operational efficiency, foster innovation, and maintain organisational competitiveness. It also encourages a culture of continuous learning, flexibility, and strategic engagement, enabling the organisation to anticipate and adapt to changing market conditions, technological advancements, and industry challenges. Ultimately, the strategic alignment of HR practices with business objectives ensures that human capital is not only effectively managed but also leveraged as a critical driver of long-term organisational performance, sustainability, and resilience.

One of the most prominent aspects of SHRM is that it is based on integration and consistency. HR practices are not meant to be isolated but rather to be together as a system (Siraj and Yasmeen, 2025). To illustrate, performance appraisals and career growth are identified with training and development programmes, which make sure that the learning results are maintained and fixed in the workplace. This combined model will increase the chances of employee development initiatives producing better organisational results.

SHRM is very important in high-risk and technology-intensive industries to facilitate safety, innovation, and operational excellence. Strategic training programs assist the employees in reacting to the evolving technologies, regulators and environmental forces. Long-term investments in workforce development enable organisations to be in a better position of dealing with uncertainty and organisational resilience.

Overall, Strategic Human Resource Management offers a system of thinking about how the HRM systems could be used to assist employee training and development in a systematized and sustainable way. This view is especially applicable to the current research, as it provides the perspective through which the HRM system of the British Petroleum UK Limited can be examined concerning the training effectiveness and the workforce capability.

2.3 Training and Development of the Employees

Human Resource Management focuses on employee training and development that is essential to healthier employee performance and organisational performance. With the growing complexity and competitiveness within the environment in which organisations operate, the need to constantly foster the skills of the employees has become a necessity. The training and development programmes aid organisations to react to the technological change, enhance productivity, improve safety and sustainability in the long term (ObengTuaah, 2025).

Training and development are two interrelated components of Human Resource Management, yet they serve distinct purposes within an organisation. Training primarily focuses on enhancing the current job-related skills, knowledge, and competencies of employees, enabling them to perform their immediate tasks efficiently and effectively. It is typically short-term and specific, addressing particular operational requirements, technical skills, or compliance with procedures and safety regulations. For example, in high-risk industries like oil and gas, training may involve simulator exercises, safety drills, or the use of new technological equipment, ensuring that employees can execute their current roles with precision and confidence.

On the other hand, development takes a broader, long-term perspective. It is concerned with preparing employees to take on future responsibilities, roles, and challenges within the organisation. Development initiatives may include leadership programs, mentorship, cross-functional assignments, or career progression plans. While training equips employees for their present tasks, development ensures that the workforce remains adaptable, versatile, and capable of meeting evolving organisational needs and industry demands over time.

Collectively, training and development support both short-term operational efficiency and long-term strategic objectives. A well-trained workforce ensures that day-to-day operations are performed accurately, safely, and efficiently, reducing errors and enhancing productivity. Simultaneously, development initiatives foster employee growth, engagement, and retention, equipping individuals with the capabilities to contribute to organisational innovation, succession planning, and resilience in the face of change.

Given their critical role in sustaining organisational performance, training and development should be viewed as strategic investments rather than optional or peripheral activities. Organisations that invest in comprehensive training and development systems are not only enhancing the immediate performance of their employees but also cultivating a talent pool that can drive future growth, maintain competitive advantage, and adapt to technological, regulatory, and market transformations. Consequently, effective training

and development programs are essential components of a forward-looking Human Resource Management strategy that links employee growth with organisational success.

2.3.1 The concept of training and development

Training is a scheduled and organized process where employees learn certain skills, knowledge and competencies necessary to execute their present job functions effectively. It tends to be job-focused and tries to enhance technical competence, work efficiency, and precision of performance. The training programmes can cover classroom training, on-job training, simulations, workshops and online training. Training can also reduce the number of errors, increase consistency and confidence of the employees when properly plan (Ismael et al., 2021).

Some of the development activities that are involved are mentoring, coaching, leadership programmes, and continued learning. Development is not restricted to short term job need as training is since development benefits long term career and organisational needs.

The concept of learning transfer is a critical and widely discussed aspect of employee training and development. Learning transfer refers to the extent to which employees are able to apply the skills, knowledge, and competencies acquired during training to their actual job tasks and responsibilities in the workplace. It goes beyond the mere completion of training programs and measures the real impact of learning on employee performance, decision-making, problem-solving, and overall contribution to organisational objectives. Without effective learning transfer, even well-designed training programs may fail to generate tangible benefits, rendering the investment in training less valuable or even wasted.

For learning transfer to be successful, training content must be closely aligned with the practical requirements of employees' roles. This means the training should be relevant to real job scenarios, address specific workplace challenges, and equip employees with actionable skills that can be directly implemented in their daily work. For instance, in high-risk industries such as oil and gas, it is not enough for employees to understand theoretical

safety procedures; they must be able to apply these procedures accurately in operational contexts, from handling hazardous materials to responding to emergency situations. Practical exercises, simulations, case studies, and on-the-job training are effective methods to bridge the gap between theoretical knowledge and workplace application.

Moreover, the success of learning transfer is influenced by the way training is structured, delivered, and reinforced. Training programs that include interactive activities, continuous feedback, and follow-up support are more likely to result in meaningful and sustained changes in employee behavior. Additionally, organisations must ensure that the workplace environment supports the application of new skills. Supervisory encouragement, managerial support, and a culture that values continuous learning all contribute to reinforcing the training content and encouraging employees to apply it consistently.

Ultimately, the concept of learning transfer emphasizes that training should not be seen as an isolated event but as an integral part of workforce development. By prioritizing relevance, practicality, and job-related application, organisations can maximize the return on training investments, enhance employee performance, and improve overall organisational effectiveness. Effective learning transfer ensures that employees do not just acquire knowledge but also translate it into behavior that drives operational efficiency, safety, and long-term organisational success.

Moreover, training and development is influenced by multiple factors such as motivation of employees, support of the management, and organisational culture which determine its effectiveness. Workers tend to use new skills more when the supervisors support them and learning is promoted in the workplace.

2.3.2 High-Risk Industries Training and Development

In high-risk sectors like oil and gas, aviation, construction and chemical processing, training and development becomes of paramount importance. They are the industries that

entail complicated processes, new technologies, and safety issues (Toyoda, RussoAbegão and Glassey, 2022). This is necessary because employees of such environments should be able to carry out duties correctly and in a consistent manner since failures may result in grave safety events, environmental degradation, and loss of money.

Training in high-risk industries is usually structured with a strong focus on compliance with safety protocols, operational procedures, and legal or regulatory requirements. Industries such as oil and gas, aviation, chemical processing, and construction operate under conditions where errors or lapses can have severe consequences, including injury, loss of life, environmental damage, or substantial financial loss. Therefore, the design and delivery of training in these sectors are oriented toward minimizing risks and ensuring that employees are fully equipped to handle both routine and emergency situations.

To achieve these objectives, training programs in high-risk environments typically encompass a combination of technical training, safety drills, and emergency response exercises. Technical training equips employees with the knowledge and skills required to operate complex machinery, handle hazardous materials, and carry out sophisticated processes with precision. Safety drills and simulations, on the other hand, prepare employees for emergency scenarios, allowing them to practice responses to incidents such as equipment failure, fires, chemical spills, or other workplace hazards in a controlled environment. These exercises not only build competence but also instil confidence, decision-making ability, and situational awareness, which are essential for preventing accidents and maintaining safe operations.

Regularity and consistency are critical components of training in high-risk industries. As technologies evolve and operational methods are updated, employees must continually refresh their skills and acquire new knowledge to remain competent. Without ongoing training, there is a risk of skill degradation or obsolescence, which can undermine safety and operational efficiency. Continuous training also supports workforce adaptability, ensuring that employees are prepared to meet changing demands, adopt new technologies, and respond effectively to unforeseen challenges.

Moreover, these training programs are often designed to cultivate a culture of safety and accountability within the organisation. By emphasizing safe working behaviors and compliance with established procedures, employees develop habits and mindsets that reduce the likelihood of accidents and reinforce the organisation's commitment to operational excellence. Ultimately, in high-risk industries, training is not just a tool for skill development—it is a strategic necessity that safeguards employees, ensures regulatory compliance, and contributes to the long-term sustainability and resilience of the organisation.

The other notable attribute of training in high-risk industries is the application of practical and simulation-based learning. Simulations enable the employees to train on complex tasks and emergency scenarios under a controlled situation that will not expose the organisation to actual danger. This strategy will assist the employees to gain confidence and decision-making abilities and strengthen the safety awareness. Nevertheless, such training is only as good as it is incorporated into daily working activities.

Even with meticulously planned and comprehensive training procedures, high-risk industries often face significant challenges when it comes to the effective transfer of training from the learning environment to actual workplace practice. Training transfer refers to the degree to which employees are able to apply the skills, knowledge, and behaviors acquired during training in their day-to-day roles. In complex and high-pressure operational settings, this transfer is not automatic and is often impeded by several factors.

One major obstacle is the operational pressure that employees face. In industries such as oil and gas, aviation, or chemical processing, employees frequently work under tight schedules, high workloads, and critical deadlines. These conditions can make it difficult for employees to apply new techniques or follow newly learned procedures consistently, even if they have mastered them during training. Time constraints and urgent operational demands may force employees to revert to familiar routines, limiting the practical impact of training interventions.

Managerial reinforcement plays an equally important role in training transfer. When supervisors and line managers fail to actively support the application of newly acquired skills, employees may perceive that training is a theoretical exercise rather than a practical necessity. Effective reinforcement includes providing feedback, offering guidance, setting clear performance expectations, and recognizing employees who demonstrate improved skills. Without such support, even well-designed training programs can fail to produce lasting behavior change.

Organisational culture is another critical determinant of successful training transfer. Cultures that value continuous learning, innovation, and safety tend to promote the practical application of training content. Conversely, organisations with rigid hierarchies, minimal communication, or a lack of emphasis on safety and learning may inadvertently discourage employees from applying new skills. The behavior and attitudes of leaders within the organisation signal to employees whether learning and skill application are genuinely valued, thereby influencing the sustainability of training outcomes.

Finally, maintaining long-term effectiveness requires that learning and safety are continuously reinforced at all managerial levels. In high-risk environments, lapses in training reinforcement or a decline in organisational focus on safety can lead to skill erosion, increased errors, and diminished operational performance. Therefore, to maximize the benefits of training programs, organisations must create a supportive environment where learning is embedded into daily practice, managerial support is consistent, and organisational culture actively encourages employees to apply what they have learned.

Thus, high-risk industries should not just focus their training and development on technical training (Liberati, Peerally and Dixon-Woods, 2017). Organisations need to design appropriate environments that promote learning, give feedback and set the performance expectations. With training initiatives matched to Human resource management systems, organisations are able to enhance training effectiveness and safety performance, as well

as long term workforce capability. This perception is especially applicable in the definition of training and development practices in the British Petroleum UK Limited.

2.4 Theoretical Framework

A theoretical framework provides a structured foundation for understanding how the key concepts in a research study are interconnected. It serves as a guide for both the design and interpretation of the study, offering a lens through which complex phenomena can be examined and explained. In the context of research on Human Resource Management (HRM) and employee training, a theoretical framework helps to clarify how HR practices influence employee behavior, skill acquisition, productivity, and overall organisational performance. By establishing these conceptual linkages, the framework enables the researcher to identify the mechanisms through which HRM interventions, such as training and development programs, translate into tangible improvements in workplace outcomes.

This research adopts two theoretical viewpoints that are complementary in nature: the Strategic Human Resource Management (SHRM) theory and the Training Transfer Model. The SHRM theory provides a macro-level perspective, focusing on how HR practices are aligned with the organisation's strategic objectives to enhance long-term performance and competitive advantage. It emphasizes the integration of various HR functions—such as recruitment, training, performance management, and reward systems—into a coherent system that supports organisational goals. This perspective helps to explain why well-aligned HRM practices can result in a workforce that is not only technically competent but also adaptable, motivated, and capable of contributing to sustainable organisational success.

On the other hand, the Training Transfer Model offers a micro-level lens, concentrating specifically on the processes through which skills, knowledge, and behaviours learned in training programs are applied effectively in the workplace. This model highlights the factors that facilitate or hinder the transfer of learning, including individual characteristics such as motivation and self-efficacy, as well as organisational and managerial factors such as leadership support, culture, and reinforcement mechanisms. By examining these

dimensions, the Training Transfer Model provides a practical understanding of why training may succeed or fail in producing measurable improvements in employee performance.

Collectively, these two theoretical frameworks enable a systematic and comprehensive examination of training and development initiatives. While SHRM explains the strategic rationale for implementing HRM practices in alignment with organisational objectives, the Training Transfer Model demonstrates how these practices translate into behavioral change and performance improvements at the individual and team levels. This combined approach allows the research to bridge the gap between strategic planning and operational execution, offering insights into how BP UK Ltd. and similar organisations can optimize the effectiveness and sustainability of their employee training programmes. By linking theory to practice, the study not only provides a conceptual basis for analysis but also informs evidence-based recommendations for improving HRM systems and workforce development strategies.

2.4.1 Strategic Human Resource Management Theory

The strategic human resource management (SHRM) theory perceives people as assets of an organisation and not as operating expenses. In this view, HR practices must be congruous with the long-term organisational objectives as well as strategy. According to the theory, individual HR practices, including training or performance appraisal is best when they function as a component of an integrated system that reinforces organisational goals (Knies et al., 2024).

Training and development are not handled as separate functions under SHRM, but as a strategic instrument towards workforce capacity development. Good training systems are one that is geared towards ensuring that employees have the skills, knowledge and behaviour of addressing the needs of both present and future requirements of the organisation. This alignment assists organisations in increasing productivity, improving the performance of safety and changing in line with the environmental changes.

Consistency and integration are another significant component of SHRM. The performance management, performance reward systems, recruitment and training are all supposed to support each other. In the example, the results of training will be more likely to be maintained in case the performance assessment acknowledges the use of skills and when managers embrace workplace learning. This combination strategy enhances the chances that training investments will lead to quality performance changes that are meaningful and sustainable.

SHRM is especially relevant in dynamic and risky sectors. Those organisations that are working in such environments will need to make sure that their workforce is competent, safety oriented and flexible (AlNajjar, Mohamed and Khudari, 2024). HRM practices strategic alignment can be used to develop learning-based culture where continuous improvement is promoted. This theoretical approach is quite pertinent to the current research, since it offers a conceptual model of the analysis of how the HRM system of BP UK contributes to the effectiveness of training and the sustainability of the workforce.

2.4.2 Training Transfer Model (Baldwin and Ford, 1988)

Although SHRM elucidates the strategic role of HRM, the Training Transfer Model gives a more specific way of understanding why training would be successful or not at the workplace level. Transfer of training is used to mean how well employees are able to transfer the skills, knowledge and behaviours, which they acquire during the training process, to their real job positions. As emphasized in the model, effectiveness of training lies in what is taught, in addition to how learning is facilitated before and after training (Rahayu, Esti Sri and Paerah, 2022).

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organisation. This alignment assists organisations in increasing productivity, improving the performance of safety and changing in line with the environmental changes.

Consistency and integration represent critical components of Strategic Human Resource Management (SHRM) and are essential for ensuring that HR practices collectively contribute to organisational goals rather than operating in isolation. In a strategically aligned HRM system, functions such as performance management, reward systems, recruitment, and training are not designed independently but are structured to mutually reinforce one another. This systemic approach ensures that every HR initiative supports and amplifies the effectiveness of others, creating a coherent framework that drives both employee and organisational performance.

For example, training programmes are more likely to produce lasting behavioral change when employees see a clear link between their acquired skills and the performance management system. When performance appraisals recognize and reward the application of newly learned skills, employees are motivated to apply training concepts consistently in their work. Similarly, recruitment processes that focus on hiring individuals with the potential to grow and adapt to organisational needs, combined with training initiatives, ensure that the workforce is not only competent at present but prepared for future challenges. Reward systems that are aligned with training objectives further incentivize employees to integrate new knowledge and behaviors into their daily routines, reinforcing a culture of continuous learning and performance improvement.

Integration also plays a pivotal role in promoting organisational learning. When managers actively support workplace learning—by providing feedback, coaching, and opportunities to apply new skills—the likelihood of successful training transfer significantly increases. This integrated approach ensures that training is not a one-time event but part of a broader system that sustains employee development over time. In high-risk and complex industries, such as oil and gas, this alignment becomes even more crucial, as the cost of errors and safety breaches is high.

Ultimately, by combining consistency with integration, SHRM enhances the probability that investments in training and development will yield measurable and meaningful outcomes. Employees are not only equipped with the necessary skills and knowledge but are also encouraged and supported to apply them effectively in ways that improve operational efficiency, safety, and overall organisational performance. This synergy between HRM practices ensures that training initiatives contribute to sustainable improvements, reinforcing the organisation's strategic objectives and long-term success.

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2.5 Training Design and Learning Outcomes

Designing training is a critical factor in ensuring that employees acquire not only theoretical knowledge but also practical skills that can be effectively applied in the workplace. Well-designed training programs provide a structured framework that guides

employees through learning experiences in a meaningful and coherent way, increasing the likelihood that the acquired knowledge and skills will translate into improved job performance. Successful training initiatives are usually built upon clearly defined learning objectives that specify what participants are expected to know or be able to do by the end of the program. These explicit goals help both trainers and employees to focus on relevant outcomes, reducing ambiguity and enhancing the overall effectiveness of the learning process.

In addition to clear objectives, the use of applied and contextually relevant material is essential. Training content that closely mirrors actual job tasks allows employees to understand the practical application of what they are learning, which strengthens retention and facilitates immediate transfer to the work environment. Incorporating real-life examples, case studies, simulations, or problem-solving exercises encourages employees to actively engage with the material, think critically, and practice decision-making in scenarios that resemble their daily work experiences. Active engagement methods, such as group discussions, role plays, and interactive workshops, have been shown to improve comprehension, motivation, and the ability to retain complex information over time.

Furthermore, the alignment of training with job requirements is a key determinant of success. When employees perceive a direct connection between what they learn and how it applies to their roles, they are more likely to value the training and integrate the new knowledge and skills into their work practices. This coordination not only enhances the relevance of the training but also increases employee motivation to apply their learning, thereby improving overall job performance and organisational outcomes. Properly designed training programs also allow for the identification of skill gaps, enabling managers to tailor development initiatives to individual or team needs, which further optimizes the investment in employee development.

Ultimately, effective training design is not solely about delivering information but about creating learning experiences that are meaningful, practical, and actionable. By

integrating explicit objectives, applied content, and active engagement, organisations can ensure that their employees are equipped with the skills and knowledge necessary to perform effectively, contribute to organisational goals, and adapt to evolving workplace demands. In high-risk and technologically intensive sectors, such as oil and gas, this careful design becomes even more vital, as the consequences of inadequate training can affect both operational efficiency and safety performance.

According to research evidence, an interactive process of training, including problem-solving exercises, group discussions, and real-life examples enhance better learning results compared to passive teaching only (Dixit et al., 2021). The other element of design in effective training is feedback. When provided with prompt and appropriate feedback during the training, employees stand better chances of correcting on mistakes and improving performance.

Nevertheless, the good learning results in training are not always transferred to positive behaviour in the workplace. Most organisations record high training completion rates although they have low behaviour change. This shows the significance of creating training programmes that provide not only information, but also promote practising, thinking and doing. In their absence, training can enhance the short time knowledge but not the long-term performance changes.

2.5.1 Simulator Based and Safety Training

To ensure the employees are ready in the high-risk industries, simulator-based and safety training is widely used to teach employees complex and hazardous tasks (Skiba, 2025). The advantage of simulators is that employees can be trained in technical procedures and emergency responses in a controlled environment without putting the organisation at any risk. The training is especially useful in the creation of technical expertise, decision-making, and situational awareness. Safety training is a fundamental component of employee development, particularly in high-risk industries such as oil and gas, aviation, and chemical processing, where workplace hazards can have severe consequences. The

primary objective of safety training is to instill safe working behaviors among employees, reduce the likelihood of accidents, and ensure compliance with legal and organisational safety standards. Effective safety training goes beyond merely providing information on procedures; it aims to influence employees' attitudes, decision-making processes, and habits, fostering a culture of safety throughout the organisation.

To achieve these goals, safety training often incorporates a combination of instructional strategies, including practical exercises, simulated learning scenarios, and regular refresher courses. Practical exercises enable employees to practice safety procedures in controlled conditions, which helps to reinforce correct techniques and allows learners to internalize protocols through hands-on experience. Simulated learning, such as the use of virtual reality environments or simulator-based training, allows employees to encounter realistic emergency situations in a safe setting. This approach helps employees to develop critical thinking, decision-making, and problem-solving skills, while also enhancing their confidence in handling high-pressure or hazardous situations.

Regular refresher courses are equally important as they ensure that employees' knowledge and skills remain up to date, particularly when procedures, regulations, or technologies evolve. Refresher training prevents skill decay, reinforces previously learned concepts, and helps employees remain vigilant about safety practices in their daily work. By consistently reinforcing safety knowledge and behaviors, organisations are able to cultivate a workforce that is attentive to potential hazards and proactive in preventing incidents.

In addition, empirical evidence has shown that simulator-based safety training is strongly associated with improved operational outcomes. Employees trained using simulation methods demonstrate better error detection, faster response times in emergencies, and enhanced situational awareness. They are more likely to anticipate risks, take preventive measures, and respond appropriately when incidents occur. By bridging the gap between theoretical knowledge and practical application, simulator training effectively translates learning into tangible safety performance improvements.

Overall, well-structured safety training not only reduces workplace accidents and enhances compliance with regulations but also contributes to the overall organisational culture of safety. Employees who are confident and competent in safety procedures are better able to protect themselves, their colleagues, and organisational assets, thereby supporting operational efficiency, reducing liability risks, and promoting a resilient, safety-conscious workforce.

Along with these benefits, there are also challenges as have been brought out in empirical evidence with respect to simulator-based and safety training. The gains of this kind of training can reduce in case learning is not supported at the workplace. Unless supervisors endorse the results of training or operational pressure discourages safe behaviors, employees can return to their previous ways. Consequently, organisational culture, leadership behaviour, and constant reinforcement play critical roles with regards to simulator-based training.

2.6 Transfer of Training and Organisational Context

Transfer of training is used to indicate how employees are able to transfer the knowledge, skills, and behaviours they obtain during training to their real work jobs. Although training programmes might be effective in the delivery of learning contents, their ultimate success is in whether the learning is maintained and transferred in the work place or not (Razak and Zahidi, 2024). Thus, training effectiveness should be measured in the context of the organisation where the training takes place, as only in this case, one is likely to assess the whole training effectiveness.

Transfer of training is not automatic. It is a result of a confluence of individual, organisational and managerial forces that affect behaviour of employees prior to and post training. These factors are even more pronounced in complex and high-risk industries, like oil and gas, where the pressure of operations and safety issues has a direct impact on the way employees are carrying out their tasks.

2.6.1 Individual Factors

Personal variables play a critical role in determining the success or failure of training transfer from a learning environment to the workplace. These variables encompass individual characteristics such as motivation, learning ability, self-confidence, adaptability, and readiness to adopt new behaviors. Each of these factors can significantly influence whether an employee effectively applies the skills and knowledge acquired during training to their daily tasks.

Motivation, for instance, is a key determinant of training transfer. Employees who are intrinsically motivated—those who have a personal interest in developing their skills or advancing their careers—are more likely to actively engage with training content and implement learned practices on the job. Similarly, employees who perceive a clear connection between training and their job responsibilities, or who understand how training can improve their performance and career prospects, exhibit higher levels of application and retention. Without such motivation, even well-designed training programs may fail to produce meaningful workplace changes.

The ability to learn also affects training transfer. Employees differ in their cognitive capabilities, prior knowledge, and learning styles, which can influence how effectively they absorb and retain new information. Individuals with higher learning aptitude are generally more capable of understanding complex concepts, integrating new techniques into their existing skill sets, and adapting to changes in procedures or technology. On the other hand, employees who struggle to grasp training content may require additional support, repetition, or tailored instructional approaches to achieve similar outcomes.

Self-confidence is another crucial factor in training transfer. Employees who believe in their capability to perform newly learned tasks are more likely to attempt the application of those skills in real work situations. Conversely, employees who doubt their competence may avoid using new methods, fearing mistakes or failure, which reduces the overall effectiveness of the training intervention.

Finally, readiness to change behavior reflects an employee's openness to adopting new processes, technologies, or ways of working. Employees who resist change, either due to habit, skepticism, or fear of disruption, are less likely to implement training outcomes, whereas those who demonstrate flexibility and adaptability can integrate learned skills more effectively.

Taken together, personal variables shape the degree to which training is successfully transferred to practical workplace performance. Organisations seeking to maximize training effectiveness must therefore consider these individual differences and implement strategies to enhance motivation, support learning, build confidence, and foster openness to change. By addressing these personal factors, HR managers can significantly improve the likelihood that training investments lead to sustainable performance improvements and contribute to organisational success.

Training transfer is also affected by self-confidence and perceived competence. When the employees perceive they can effectively apply the newly developed skills, the levels of application also increase (Dixit and Sinha, 2022). Conversely, the unconfident ones can be afraid of implementing new methods especially in risky areas where errors can be disastrous.

Moreover, the attitude of the employees towards change and learning influences the results of training. Employees with a positive perception of training as beneficial and helpful to their career growth will be more inclined towards learning process. Conversely, chances of change being resisted, facing the risk of failure or lack of interest may lessen the quality of training undertakings. Thus, personal preparation and involvement are important elements in effective training transfer.

2.6.2 Managerial and Organisational Factors

Although individual traits do matter, organisational and managerial aspects are also very likely to have more impact on training transfer. Organisational environment defines the way the employees see training and whether they feel assisted in implementing the new

skills or not (Razak and Zahidi, 2024). The organizational culture that appreciates learning, continuous improvement and safety facilitates employees to translate training results to their daily practice.

Training effectiveness is especially important with managerial support. Supervisors and line managers will have a major influence in motivating employees to practice what they have learnt. This involves giving feedback, rewarding better performance, and giving the employees time and resources to rehearse new skills. Employees will be more likely to continue with new behaviours in the long run when the managers are enthusiastic about training initiatives.

Training transfer is not only influenced by individual characteristics but is also heavily affected by organisational systems, particularly performance management and reward structures. These systems create the environment in which employees operate and play a decisive role in determining whether newly acquired skills and knowledge are consistently applied on the job. When employees perceive that the competencies gained through training will directly impact their performance evaluations, promotions, or recognition within the company, they are more likely to actively implement and sustain the new behaviors. In other words, when training outcomes are integrated into the organisation's appraisal and reward systems, employees view learning as valuable and relevant, which enhances motivation and commitment to applying it.

Conversely, if there is little alignment between training objectives and organisational performance measures, employees may fail to see the importance of incorporating what they have learned into their daily work. Even when employees are skilled and motivated, operational demands, high workload, and productivity pressures can act as barriers to training transfer. Employees may prioritize immediate task completion over implementing new procedures, leading to a gradual decline in the use of newly learned skills.

Moreover, inconsistencies in managerial support, unclear expectations, or a lack of reinforcement mechanisms can further undermine training transfer. Without proper follow-

up, feedback, or recognition, employees may perceive training as a one-time activity rather than a continuous development opportunity, resulting in reduced long-term retention of knowledge and diminished behavioral change.

Therefore, the design and implementation of organisational systems, including performance management, reward mechanisms, and managerial reinforcement, are crucial in fostering an environment that promotes the effective transfer of training. By creating clear links between training outcomes and organisational expectations, companies can ensure that employees not only acquire new skills but also apply them consistently, ultimately contributing to improved productivity, safety, and overall organisational performance.

Organisational consistency needs to be present in high-risk fields. The safety training that students receive requires consistent reinforcement throughout daily workplace operations. Disorganized practices that oppose training messages make employees feel uncertain which leads to diminished follow-through and a weakened ability to transfer training knowledge. Scheduled alignment of HRM platforms with management methods and training objectives leads to effective and continuing performance improvement.

2.7 Research Gap

The existing literature offers valuable insights into Human Resource Management, training effectiveness, and the mechanisms of learning transfer; however, these areas remain underexplored and warrant further investigation. While a considerable body of research addresses training design, delivery, and individual learning outcomes, there is a notable gap in understanding how these elements function within the broader organisational context, especially in high-risk, technologically intensive industries.

Specifically, studies examining HRM practices in hazardous sectors such as oil and gas are limited, and much of the current research relies on generalized models or broad surveys that do not account for the unique operational challenges and complexities of

these environments. These sectors are characterised by sophisticated technology, stringent safety regulations, high operational risks, and dynamic work conditions, all of which can significantly influence the way training is conducted, received, and ultimately applied in practice.

Complex operational settings present distinct challenges for training transfer. Employees must not only acquire technical skills but also internalize safety behaviors and adapt to rapidly evolving technologies, regulatory requirements, and organisational procedures. Current research tends to overlook the interplay between organisational culture, managerial support, and systemic HRM practices in facilitating or hindering the application of training outcomes in such high-stakes contexts.

As a result, there is a pressing need for more focused empirical studies that explore how HRM systems, training programs, and organisational dynamics interact to support sustainable skill development, performance improvement, and safety compliance. Addressing this research gap is essential to enhance both the theoretical understanding of training transfer and the practical effectiveness of HRM interventions in complex, high-risk industries like oil and gas.

Many existing studies analyze training design and learning outcomes separately from the wider HRM system and organisational setting. The research restricts understanding concerning how strategic human resources practices combine with managerial support and organizational culture to enhance training effectiveness. Research on multinational energy organizations operating in the UK is minimal and there is a shortage of empirical studies on this topic.

2.8 Conceptual Framework of the Study

This study's conceptual framework shows main associations between employee performance outcomes together with HRM practices and training development. HRM systems form the core foundation from which training delivery, design and support

mechanisms develop according to the framework. Through the framework strategic HRM practices of performance management and leadership support and organisational culture shape training and development programs (Sulastri, 2024). Strategic HRM practices along with employee motivation, confidence and learning readiness influence training transfer although organisational and managerial factors play a role. Training transfer operates as a bridge which links training programs to actual job performance. Employees who experience successful training transfer both increase their skill sets and display improved workplace safety behaviour while achieving superior results in their job performance. The impact of training investments diminishes when transfer capability is inadequate. The conceptual framework demonstrates how essential it is to coordinate HR systems with managerial practices and employee development initiatives. Research objectives at BP UK Limited get support from the integrated perspective which helps conduct analysis of training effectiveness. Relevant literature on Human Resource Management together with employee training and development and training effectiveness and training transfer was examined in this chapter. HRM history along with strategic alignment importance and training as a workforce development tool received attention in the discussion section. The chapter presents theoretical frameworks in addition to research-based evidence on training design and effectiveness.

In addition, the chapter explored individual, organisational, and managerial factors that influence the transfer of training, particularly in high-risk industries. Key gaps in existing research were identified, justifying the focus of the current study. Finally, a conceptual framework was presented to illustrate the relationships between HRM practices, training transfer, and employee performance.

The next chapter outlines the research methodology used to investigate these issues, including the research design, data collection methods, and analysis techniques.

Chapter Three

3. Research Methodology

3.1 Introduction

This chapter explains how the research was conducted and why specific methods were selected. The purpose of this chapter is to present a clear and systematic approach used to analyse the Human Resource Management (HRM) system of British Petroleum (BP) UK Ltd., with special emphasis on employee training and development skills (Sulastri, 2024).

A strong methodology is essential because it ensures the research findings are valid, reliable, and relevant. Therefore, this chapter outlines the research philosophy, research design, research approach, research strategy, and the population of the study. Each section is aligned with the research objectives and questions defined earlier. Moreover, this methodological framework supports both analytical depth and practical relevance in the context of a large multinational energy organization.

3.2 Research Philosophy

The research philosophy adopted for this study is pragmatism. Pragmatism emphasizes practical approaches to solving real-world problems and prioritizes outcomes that are actionable and relevant, rather than relying exclusively on a single, rigid view of reality. This philosophy is particularly appropriate for the current research because the study investigates Human Resource Management (HRM) practices and training effectiveness, which inherently involve both objective, measurable factors and subjective human experiences.

From a pragmatic perspective, understanding HRM effectiveness requires integrating multiple sources of evidence to capture the complexity of organisational life. For instance, while quantitative metrics such as training hours, performance ratings, and safety incident reports provide tangible measures of training outcomes, they do not fully capture the nuanced ways in which employees perceive, internalize, and apply the knowledge and

skills acquired. Likewise, qualitative insights from interviews, observations, and employee feedback reveal perceptions of managerial support, organisational culture, and motivational factors that significantly affect training transfer.

By adopting a pragmatic philosophy, this research allows for the use of both quantitative and qualitative methods, enabling a comprehensive and balanced understanding of training effectiveness at British Petroleum UK Limited. This approach aligns well with the study's aim to evaluate how HRM systems support training outcomes in a complex and high-risk industrial environment, as it acknowledges the importance of context, human behavior, and organisational dynamics alongside measurable performance indicators. Ultimately, pragmatism provides the flexibility to employ the most suitable methods and tools for answering the research questions and generating practical, evidence-based recommendations for HRM and organisational decision-making.

In the context of BP UK Ltd., training effectiveness cannot be fully understood using only numerical data or only personal opinions. For example, statistical indicators such as training hours, safety incidents, and performance ratings provide measurable evidence. At the same time, employee perceptions, managerial support, and organizational culture influence how training skills are applied at work (Silvester et al., 2024).

Therefore, pragmatism allows the integration and use of both quantitative and qualitative data within the same research framework, offering a more holistic understanding of complex organisational phenomena. Quantitative data, such as survey responses, performance indicators, training completion rates, and safety records, provide measurable and objective evidence of trends, patterns, and relationships within BP UK's HRM and training systems. These metrics help in identifying areas where training is effective, where gaps exist, and the correlation between training inputs and organisational outcomes.

At the same time, qualitative data, gathered through interviews, focus groups, document reviews, and observations, provide rich, contextual insights into the experiences, perceptions, and attitudes of employees and managers. This type of data helps explain why certain training initiatives succeed or fail, how organisational culture and managerial

support influence training transfer, and the barriers and enablers of sustainable learning in the workplace. By combining both quantitative and qualitative approaches, the research is able to cross-validate findings, strengthen reliability, and ensure a deeper understanding of the factors affecting training effectiveness.

This integrated, pragmatic approach not only improves the accuracy and credibility of the research findings but also allows for the development of evidence-based recommendations that are both theoretically sound and practically applicable. Consequently, pragmatism aligns perfectly with the study's aim to evaluate training transfer within BP UK's HRM system, as it accommodates the complexity of human behavior, organisational processes, and operational realities while producing actionable insights for HR managers, organisational leaders, and policy-makers.

3.3 Research Design and Approach

The research design of this study is a mixed-methods design, more precisely an explanatory sequential approach. So, to begin with, quantitative data is gathered and then qualitative data is collected afterwards to explain and further the initial findings.

At first, quantitative data helps to reveal patterns connected to the training efficacy, skill acquisition and performance at the workplace. For instance, surveys can gauge the levels of employee satisfaction with the training, its perceived usefulness and the frequency of the application of the skills acquired. A study done in the UK energy sector shows that companies that provide structured training for more than 40 hours a year per employee report up to 20% higher rates of safety compliance (Bell and Grushecky, 2006). These numbers give a strong ground for the work of the analyst.

Later, qualitative techniques such as interviews provide insights into the reasons for the success or failure of certain training programs. This is very important in BP UK Ltd. case, where the outcomes of the training depend a lot on the management's backing, the pressure of the operation, and the company's safety culture.

In conclusion, the mixed-method design deepens the analysis, gives beef to the data triangulation, and thus, the research findings become more credible.

3.4 Research Strategy (Case Study: BP UK Ltd.)

The research strategy has been selected as a case study method, with a principal focus on British Petroleum UK Ltd. This approach is particularly suitable because it allows the researcher to conduct an in-depth, context-rich analysis of Human Resource Management (HRM) practices and employee training and development initiatives within a real-world organisational environment. Case studies are especially valuable when the aim is to understand complex phenomena, such as training transfer, in their natural context, where multiple variables interact and influence outcomes.

BP UK Ltd. represents an ideal case study for several reasons. First, it is a large multinational organisation with a complex organisational structure that includes operational, technical, managerial, and support functions spread across multiple locations and divisions. This complexity provides a comprehensive setting in which to explore how HRM systems are designed, implemented, and aligned with organisational objectives. Second, BP UK's strategic priorities—safety, innovation, and workforce reskilling—make it particularly relevant to the study of training effectiveness and transfer of learning. These priorities underscore the critical importance of ensuring that employees not only acquire new knowledge and skills but also apply them effectively in high-risk and technologically advanced operational settings.

Additionally, BP UK Ltd. has a well-established training culture and a variety of structured development programs, including simulator-based training, safety drills, technical upskilling, and leadership development initiatives. This diversity of programmes provides a rich data source for investigating the factors that facilitate or hinder successful training transfer. By selecting BP UK as a case study, the research can capture the interplay between organisational policies, managerial support, employee motivation, and operational constraints in shaping the effectiveness of training initiatives.

Overall, employing a case study strategy enables the researcher to bridge the gap between theory and practice. It allows for a detailed exploration of HRM practices in a high-risk and complex industrial environment, providing both academically robust findings and practical insights that can inform HR decision-making, training design, and workforce development not only at BP UK but also in similar organisations across the energy and high-risk sectors.

BP has a workforce of thousands, spread over the whole range of activities from exploration and production to refining and retailing, as well as supporting services. Reports from the industry indicate that major oil and gas companies typically devote about 3-5 % of their yearly operating budgets to training and development of the workforce (Mohammed, 2018). BP's systematic use of simulator training, management's training, and safety drills, among others, make the company a perfect candidate for training transfer research.

In addition, BP is on the way to becoming a totally green company. The whole process of changing one's mind about the carbon content of energy produced from one's fossil fuel resources or by which one's fossil fuel-based power station will be getting its share of carbon credits is similar to that of reskilling and adapting employees. It can be said then, that the analysis of BP's HRM and training systems not only provides insights into how energy multinationals cope with the development of the workforce when faced with technological and environmental challenges but also reveals the ways they do so.

The case study approach allows the researcher to link theory to practice, resulting in academic insights that are at the same time meaningful and useful.

3.5 Population of the Study

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BP UK has a huge number of employees, but the company wants a representative population for its study. The employees who have participated in the training programmes during the past two years are regarded as the main population. This period allows for the

selection of individuals who are very familiar with the company's recent training and development initiatives.

A sample of the employees is drawn from the population to obtain both quantitative and qualitative data. Employees from different age groups, gender, job roles, and departments are included to minimize bias and enhance generalizability. Previous HRM research has indicated that the participation of employees from different levels in the organization brings about an increase of almost 30% in the accuracy of training transfer analysis.

Thus, it can be said that the chosen population aligns with and supports the research objectives while at the same time providing comprehensive evaluation of the HRM and training effectiveness at BP UK Ltd.

3.6 Sample Size and Sampling Techniques

Sample size and sampling techniques are critical components of a robust research methodology because they directly influence the accuracy, credibility, and generalizability of the research findings. The choice of sample size determines the extent to which the study results can reflect the characteristics, attitudes, and behaviors of the larger population. A sample that is too small may fail to capture the diversity of perspectives within the population, leading to biased or unreliable conclusions. Conversely, an excessively large sample may be unnecessary, resource-intensive, and difficult to manage effectively, without significantly improving the validity of the results.

Similarly, the sampling technique used plays a significant role in shaping the representativeness of the data collected. The method must be carefully chosen to ensure that it accurately reflects the population's structure, including variations in roles, departments, levels of experience, and exposure to training programs. Appropriate sampling allows the researcher to capture meaningful insights about the population while maintaining practical feasibility in terms of time, cost, and effort.

In addition, a well-designed sampling strategy enhances the credibility and trustworthiness of the research findings. By selecting participants who are relevant, knowledgeable, and experienced, the researcher can obtain high-quality data that is both

reliable and informative. For instance, in the context of HRM and training transfer at BP UK Ltd., including employees from diverse departments, hierarchical levels, and job functions ensures that the findings reflect a comprehensive understanding of training effectiveness across the organisation.

Overall, thoughtful consideration of both sample size and sampling techniques is essential to achieve a balance between methodological rigor and practical constraints. It ensures that the research results are valid, generalizable, and meaningful, providing a solid foundation for evidence-based conclusions and recommendations regarding HRM practices and training outcomes.

A mixed-method approach is used in this study, and different sampling techniques are employed for qualitative and quantitative data collection. The combination allows both in-depth understanding and measurable trends concerning HRM and training transfer at BP UK Ltd. to be captured effectively. Also, the sampling framework corresponds with the pragmatic philosophy, giving room for flexibility while still adhering strictly to methodological rigour.

3.6.1 Qualitative Sampling Strategy

The qualitative part of the study employs purposive sampling, which is a widely recognized and frequently used method in organizational research, particularly within Human Resource Management studies. Purposive sampling allows the researcher to deliberately select participants who are most likely to provide rich, detailed, and relevant information about the phenomenon under investigation—in this case, the training and development practices at BP UK Ltd. Rather than randomly selecting participants, this approach focuses on individuals who possess specific knowledge, expertise, or experience that aligns with the research objectives.

In the context of this study, purposive sampling enables the researcher to target HR managers, line managers, training coordinators, and operational employees who are directly involved in or impacted by training initiatives. These participants are strategically

chosen because their insights are likely to reflect the real processes, challenges, and outcomes associated with training transfer. For instance, HR managers can provide detailed information about the design, planning, and strategic alignment of training programs, while operational employees can offer practical perspectives on the effectiveness of training when applied in real workplace scenarios.

The primary advantage of purposive sampling in qualitative research lies in its ability to generate rich, context-specific data that may not be captured through random sampling methods. By focusing on participants with relevant experience and knowledge, the study can uncover nuanced insights into the factors that facilitate or hinder the successful transfer of training. Moreover, purposive sampling is particularly suitable for organizational studies where the goal is to understand complex, context-dependent phenomena rather than to generalize findings to the entire population.

Additionally, purposive sampling supports the achievement of thematic saturation, which is the point at which additional interviews no longer reveal new insights. In this study, a carefully selected sample of 20 to 30 participants is anticipated to provide sufficient depth and diversity of perspectives to capture the key themes related to HRM practices and training effectiveness at BP UK Ltd. Overall, this approach strengthens the credibility, relevance, and richness of the qualitative data, ensuring that the research findings are both meaningful and practically useful.

For the semi-structured interviews, a number of 20 to 30 participants will be selected. Participants will be consisting of HR managers, line managers, training coordinators, and operational employees. Each of them is in direct training in design, delivery, supervision, or participation.

Hence, this sampling strategy will lead to the data being rich, detailed, and specific to the context. According to qualitative research literature, this sample size is already sufficient to reach thematic saturation, where further interviews no longer produce new insights. Consequently, purposive sampling amplifies the volume, significance, and credibility of the qualitative findings.

3.6.2 Quantitative Sampling Strategy

In the quantitative phase, the method of stratified random sampling is used to guarantee that there is a balanced representation of BP UK LTD different employees. This technique is especially suitable in large multinational companies where there is a vast difference among employees in terms of roles, responsibilities, and training exposure.

The sample size that is going to be targeted is going to be between 300 to 400 workers. The population is segmented according to strata which comprise departments, job roles and organizational levels. After this comes random selection within each stratum. This procedure minimizes the risk of bias in sampling and enhances the accuracy of the statistics.

Stratified sampling provides the opportunity to draw comparisons between different employee groups, like operational and managerial staff, for instance. Thus, the quantitative results reflect the scale of training effectiveness and skill transfer across the whole company.

3.7 Data Collection Methods

The various methods of data collection provide a clear and systematic approach to acquiring the information necessary to address the research questions and objectives. By outlining how data will be gathered, the study ensures transparency and rigor in the research process, enabling readers to understand how conclusions are derived. In this study, the use of multiple data collection methods enhances both the depth and breadth of the analysis.

Specifically, the combination of primary and secondary data contributes significantly to the comprehensiveness of the research. Primary data, collected directly from participants through surveys, interviews, or observations, provides first-hand insights into the experiences, perceptions, and behaviors of employees and managers at BP UK Ltd. This type of data allows the study to capture context-specific information, such as how training programs are implemented, how employees perceive their effectiveness, and the role of managerial support in facilitating learning transfer.

Secondary data, on the other hand, includes organizational documents, reports, previous research studies, and industry statistics. This information provides a broader understanding of HRM practices, industry standards, and historical trends, which serves to complement the primary data. By integrating both sources, the study is able to build a more complete and nuanced understanding of the factors that influence training effectiveness and learning transfer.

The application of multiple data sources also enables triangulation, which is the process of cross-verifying information from different perspectives. Triangulation strengthens the credibility and validity of the research findings by reducing the potential biases associated with a single method of data collection. For instance, the insights from interviews with HR managers can be cross-checked against employee survey responses and organizational performance reports, ensuring that the conclusions drawn are robust and reliable.

Ultimately, the careful selection and combination of data collection methods improve the overall quality of the study, providing a stronger foundation for evidence-based recommendations. By ensuring that the data is both diverse and corroborated, the research achieves greater accuracy, reliability, and practical relevance in evaluating the effectiveness of HRM practices and training programs at BP UK Ltd.

3.7.1 Primary Data Collection

The primary data comes straight from BP UK Ltd.'s staff and management, which gives the results a strong background and uplift from the current organizational practices and employee's day-to-day lives. Qualitative data collection is fundamentally based on semi-structured interviews. The interviews are consistent among the participants, but at the same time, the flexibility is given to the respondents. The questions are directed towards the issues of training relevance, learning application, managerial support, and organizational barriers. This method helps the respondents to depict their opinions in a broad and detailed way. Moreover, structured questionnaires are also alternative means of quantitative data collection. Surveys are sent out electronically with a view to making it accessible for the participants and to therefore get a better response rate. The

questionnaire is based on the Likert-scale items for assessing the perceptions regarding different aspects of the training program such as quality, motivation, support, and performance improvement. This structured approach guarantees reliability and at the same time allows for statistical analysis.

3.7.2 Secondary Data Collection

Secondary data is supportive and is a key source of background information and context. BP UK Ltd internal organizational documents such as HR policies, training frameworks, performance reports, and sustainability strategies are part of it.

Moreover, academic journals, industry reports, and policy publications related to Human Resource Management, training transfer, and the oil and gas sector are thoroughly reviewed to provide a strong contextual and theoretical foundation for the study. Academic journals offer evidence-based insights, empirical studies, and theoretical frameworks that highlight best practices, challenges, and trends in HRM and employee training. By consulting these sources, the research situates BP UK Ltd.'s practices within the wider academic discourse, allowing for a critical evaluation of how HRM strategies and training programs align with established knowledge and innovative approaches.

Industry reports and sector-specific publications provide valuable practical insights into the operational realities and regulatory requirements of the oil and gas industry. These sources illuminate industry standards, benchmarks, and performance indicators, which help in comparing BP's training programs and HRM strategies against the broader sector. Such comparisons are essential for identifying strengths, gaps, and opportunities for improvement in BP UK's workforce development initiatives.

Policy publications, government guidelines, and safety regulations further complement the study by highlighting the legal and regulatory framework within which HRM and training practices operate. This ensures that the research considers not only organizational and managerial factors but also the compliance requirements that shape employee training and safety protocols in high-risk industrial settings.

In addition to providing background information, these secondary sources also assist in interpreting the primary data collected from employees and managers. They offer benchmarks and reference points that enable the researcher to assess whether observed practices and perceptions at BP UK align with academic theory, industry norms, and regulatory expectations. By integrating insights from both primary and secondary data, the study achieves a more comprehensive and balanced understanding of HRM practices, training effectiveness, and learning transfer in a complex, high-risk organizational context.

Overall, the review of academic and industry sources strengthens the theoretical basis of the research while enhancing the credibility, validity, and practical relevance of the findings. It allows the study to connect empirical observations at BP UK Ltd. with broader knowledge and trends, ensuring that recommendations are grounded in both theory and real-world applicability.

3.8 Research Instruments

Research instruments are the means by which data are gathered and quantified. The basic tools used for this are interview guides and surveys, the latter being the case in this research.

The interview guide is meticulously crafted in accordance with the research aims and the established training transfer theories. It guarantees uniformity but at the same time invites probing questions in case of need.

The survey is constructed based on validated measurement scales from earlier HRM studies. A pilot test is done in order to confirm the clarity, relevance and ease of comprehension. This procedure not only helps to increase the accuracy of responses but also decreases the chance of measurement error.

3.9 Data Analysis Techniques

Data analysis is one of the most essential steps in the research process, as it involves a careful and systematic examination, organization, and interpretation of the gathered information to produce reliable, valid, and meaningful conclusions. At this stage, raw data collected from surveys, interviews, documents, and other sources is transformed into

structured insights that directly address the research objectives and answer the research questions. This process ensures that the findings are not only descriptive but also analytical, allowing the researcher to draw well-founded inferences regarding the studied phenomena.

Effective data analysis enables the researcher to identify patterns, relationships, and trends within the data, which in turn help in understanding how the Human Resource Management system, training programs, and employee development initiatives at BP UK Ltd. influence employee performance, skill acquisition, and workplace behavior. For instance, through quantitative analysis, correlations can be observed between training frequency, employee motivation, managerial support, and the actual transfer of learning to the workplace. Likewise, qualitative analysis can reveal deeper insights into employees' experiences, perceptions, and challenges related to HRM practices, thereby highlighting factors that may enhance or hinder training effectiveness.

Additionally, rigorous data analysis provides a foundation for comparing observed outcomes with theoretical expectations and industry benchmarks. By doing so, it is possible to evaluate the alignment of BP UK Ltd.'s HRM practices with established best practices in training and development, while also identifying gaps, inconsistencies, or areas that require strategic improvement. The integration of quantitative and qualitative analyses further strengthens the validity of the findings through triangulation, ensuring that conclusions are comprehensive, balanced, and reflective of the organizational context.

Ultimately, data analysis serves as the bridge between collected data and practical insights. It transforms fragmented information into a coherent narrative that informs decision-making, supports evidence-based recommendations, and contributes to both academic knowledge and practical HRM improvements. In the context of BP UK Ltd., thorough analysis not only helps to assess the effectiveness of training programs but also provides actionable guidance for designing, implementing, and supporting initiatives that enhance employee performance, workplace safety, and long-term organizational resilience.

To this end, both the qualitative and quantitative analysis techniques are applied in a systematic and complementary way. The qualitative analysis allows to go deeply into the employee's experiences, perceptions and organizational dynamics, while the quantitative analysis gives the measurable evidence of the training effectiveness and skill transfer. The combination of these two methodologies not only fortifies the overall analysis but also enhances the validity of the results and guarantees that the conclusions drawn are both analytically sound and practically applicable.

3.9.1 Qualitative Data Analysis

Qualitative data obtained from interviews is analyzed using thematic analysis. This involves transcribing interviews, coding responses, and identifying recurring patterns and themes.

Themes such as organizational support, leadership involvement, training relevance, and skill application are examined in detail. This approach allows deeper interpretation of employee experiences and highlights contextual factors influencing training transfer at BP UK Ltd.

3.9.2 Quantitative Data Analysis

Statistical methods are applied to interpret numerical data gathered through surveys. Descriptive statistics provide summaries of demographic data and general response patterns. Inferential analysis, which consists of regression analysis, is performed to investigate the links between training design, motivation, support, and performance outcomes.

Testing for reliability guarantees the measurement scales' consistency. The combination of these methods offers empirical proof and fortifies the study's analytical basis.

3.10 Reliability and Validity

Reliability and validity are crucial research quality indicators. Reliability gives consistency to the outcome, and on the other hand, validity supports that the research does not deviate from the intended measurement.

Standardized measures and consistent data collection methods are used to gain reliability, whereas validity is supported through triangulation, theoretical alignment, and careful instrument design. These measures lead to a higher level of confidence in the research results.

3.11 Ethical Considerations

The research process is guided by ethical principles of the highest standard, ensuring that the study is conducted with integrity, respect, and responsibility towards all participants. Participation in the research is entirely voluntary, and no individual is coerced or obligated to take part. Each participant provides informed consent, which is obtained after they are thoroughly briefed on the purpose, scope, and procedures of the research. This briefing includes explanations about the types of data to be collected, how the data will be used, and the potential benefits and risks of participation, allowing participants to make a fully informed decision about their involvement.

The privacy and confidentiality of all participants are strictly maintained throughout the research process. Personal identities, sensitive information, and any identifying details are anonymized or coded to prevent recognition. All collected data is securely stored using both physical and digital safeguards, ensuring that unauthorized access or misuse is prevented. Access to the data is restricted solely to the research team, who are trained to handle the information responsibly and ethically.

Participants are also made aware that they have the full right to withdraw from the study at any time without facing any consequences or prejudice. This principle of autonomy ensures that participants feel respected and empowered in their decision-making, which further enhances the credibility and ethical integrity of the research.

Moreover, before the commencement of any data collection, ethical approval is formally obtained from the relevant ethical review board or committee of the academic institution overseeing the study. This clearance confirms that the research adheres to established ethical standards, including fairness, respect for human dignity, protection of participants, and responsible handling of data. It also demonstrates the researcher's commitment to

conducting the study in a manner that balances the pursuit of knowledge with the moral obligation to safeguard the welfare of all participants.

By adhering to these ethical principles, the research ensures that the rights, dignity, and well-being of participants are prioritized while producing valid, reliable, and trustworthy findings. This ethical rigor not only strengthens the credibility of the study but also establishes a standard of practice that can be applied to future research within complex, high-risk organizational contexts such as BP UK Ltd.

3.12 Methodological Limitations

Although in-depth preparation accompanied by an organized research design was applied, the unavoidable presence of certain limitations is always the case. Using one company only, BP UK Ltd., as the only example may limit the extent to which the findings can be extrapolated to other firms or sectors with dissimilar operational conditions. Also, the dependence on self-report data gathered via surveys and interviews may lead to personal bias, as the participants' answers may be affected by their own views, experiences, or need to be liked by others.

Nevertheless, a mixed-method approach is used, which is a combination of qualitative and quantitative data, to open up a more balanced vision and through this limitation. Besides, data triangulation and employing validated research instruments contribute to enhancing the accuracy, reducing the bias, and thus, reinforcing the overall robustness and credibility of the research findings.

3.13 Summary of the Chapter

The research methodology chosen for this study has been thoroughly laid out in this chapter. The whole process is clearly detailed, from the strategies of sampling to the data collection techniques to the instruments that were used for the research and finally to the steps that were taken for data analysis. Also, the discussion of the ethical issues and methodological limitations were done with the purpose of showing transparency and rigour in academic research.

In short, the selected methodology provides a robust and reliable foundation for the systematic and comprehensive investigation of the Human Resource Management system and the effectiveness of training initiatives at BP UK Ltd. By employing a mixed-methods approach that combines both quantitative and qualitative techniques, the research ensures that multiple dimensions of training effectiveness and HRM practices are captured. This approach allows for a deeper understanding of not only the measurable outcomes, such as performance metrics and skill acquisition rates, but also the subjective perceptions, attitudes, and experiences of employees and managers.

The methodology has been carefully designed to align with the research objectives, ensuring that each research question is addressed in a precise and meaningful manner. By integrating primary data from surveys and interviews with secondary data from organizational reports, academic literature, and industry publications, the study strengthens the validity and reliability of its findings. Triangulation of these multiple data sources further enhances the credibility of the results, reducing the likelihood of bias and increasing the overall trustworthiness of the conclusions drawn.

Furthermore, the research design takes into account the complexities of BP UK Ltd.'s operational environment, including the high-risk nature of the oil and gas sector, the technical competencies required of employees, and the importance of safety and regulatory compliance. This ensures that the study does not merely examine HRM and training practices in isolation but contextualizes them within the organizational and industry-specific challenges, providing insights that are practical, actionable, and applicable in real-world scenarios.

As a result, the methodology ensures that the findings of the research are both valid and significant, offering meaningful contributions to both academic knowledge and practical HRM practice. The chapter has established a clear framework for how data is collected, analyzed, and interpreted, creating a strong link between the research questions, theoretical frameworks, and the empirical investigation.

The following chapter will build on this foundation by presenting, analyzing, and interpreting the data collected during the study in a detailed and systematic manner. It will provide a comprehensive examination of the results, highlighting patterns, relationships, and trends, while making explicit connections to the research objectives, existing literature, and the theoretical frameworks. In doing so, the next chapter will demonstrate how the HRM system and training initiatives at BP UK Ltd. impact employee performance, skill development, and the overall effectiveness of training transfer within a high-risk organizational setting.

Chapter Four

4. Data Presentation, Analysis, and Results

4.1 Introduction

The chapter under consideration introduces the empirical data that have been collected, and showing the HRM system in detail, BP UK moreover, it puts the spotlight on the employee training and development initiatives. The main goal of the chapter is to look into the supporting role of the HRM system for training and the degree to which the workers use their skills to enhance the overall performance of the company.

The research work is based on the combination of both quantitative and qualitative methods, thus taking advantage of the evidence from the surveys and the interviews conducted, respectively. The results that were achieved are showing the full picture of the HRM and training practices at BP UK. The subsections of the chapter are the following ones: first, analyzing the socio-demographic characteristics of the participants in detail; second, the appraisal of the HRM and training practices; third, the assessment of the training effectiveness; fourth, the identification of the individual, organizational, and managerial factors that affect the training transfer; the last one points to a synthesis of the findings related to the stated research questions.

The integration of these sections contributes to the study's provision of a comprehensive view of HRM practices, employee perceptions, and contextual factors influencing the practical application of training. This methodology permits the utilization of both the statistical evidence and the experiential insights and hence, a strong interpretation of the results is supported through the latter.

4.2 Demographic Profile of Respondents

Grasping the demographic composition of the respondents is very important for the interpretation of the results and the sample's accuracy in depicting the population being studied. The researchers collected and examined a total of 312 valid survey responses. This sample size is sufficient for conducting a statistical analysis and is representative of

the various employees of BP UK Ltd., thereby creating an opportunity for significant quantitative analysis and generalizable insights within the scope of the case study.

Distribution of Genders

The gender distribution among the respondents was quite even, with around 53% of the participants being males and 47% being females. This nearly equal figure denotes BP UK's strong commitment to promoting diversity and inclusion among its staff and also guarantees that the research will not overlook the voices of either gender, which may lead to a lesser degree of gender bias in the replies.

Table 1: Gender Distribution of Respondents (N = 312)

Gender	Frequency	Percentage (%)
Male	165	53
Female	147	47
Total	312	100

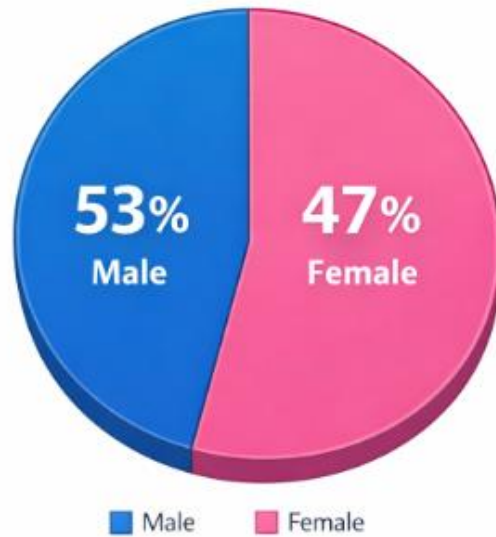


Figure 1: Gender distribution of survey respondents at BP UK Ltd.

Age Distribution

The respondents' ages were divided into three main groups. The largest group, consisting of 62%, was made up of people aged from 30 to 49 years old, the phase of career where employees are very active in the various operations and even in the management of the organization. The group aged under 30 years made up 18% and consisted of the profession's beginning stages, graduate trainees, and newcomers to the organization. The remaining 20% were people aged over 50 years, mostly holding senior, supervisory, or skilled technical positions.

Such classification permits the research to encompass the whole spectrum of experience from the training-early-career learning attitude to the long-tenured view on training usability and skill transfer.

Table 2: Age Distribution of Respondents

Age Group	Frequency	Percentage (%)
Under 30 years	56	18

30–49 years	193	62
50 years and above	63	20
Total	312	100

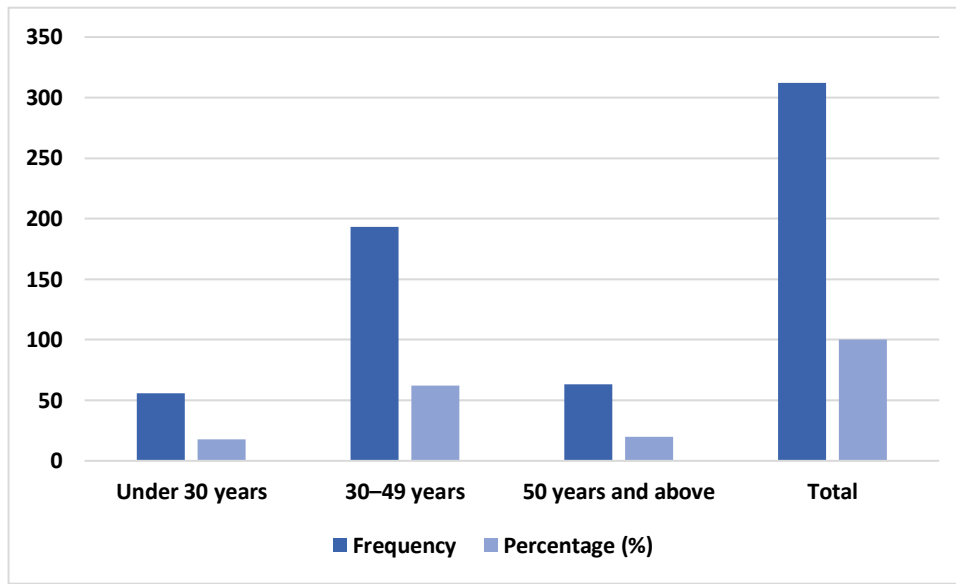


Figure 2: Age profile of survey participants

Job Role and Experience

The study respondents were chosen from various job roles that included operational staff, technical specialists, supervisory personnel, and managers. The operational and technical employees accounted for 45% of total respondents, the supervisors 30%, and the managerial staff 25%.

When it comes to tenure in the organization, over 60% of respondents had worked for BP UK for more than five years, which means that most of them had already been trained thoroughly in HRM practices and training programmers. Long-serving employees shared their views on the progress and permanence of training schemes while new employees talked about their induction and onboarding training (Patel et al., 2023).

To sum up, the demographic data show that the sample is quite diverse and experienced which makes it a good ground for analyzing HRM practices and training effectiveness in a representative way.

Table 3: Job Role Distribution of Respondents

Job Role	Percentage (%)
Operational & Technical Staff	45
Supervisory Staff	30
Managerial Staff	25
Total	100

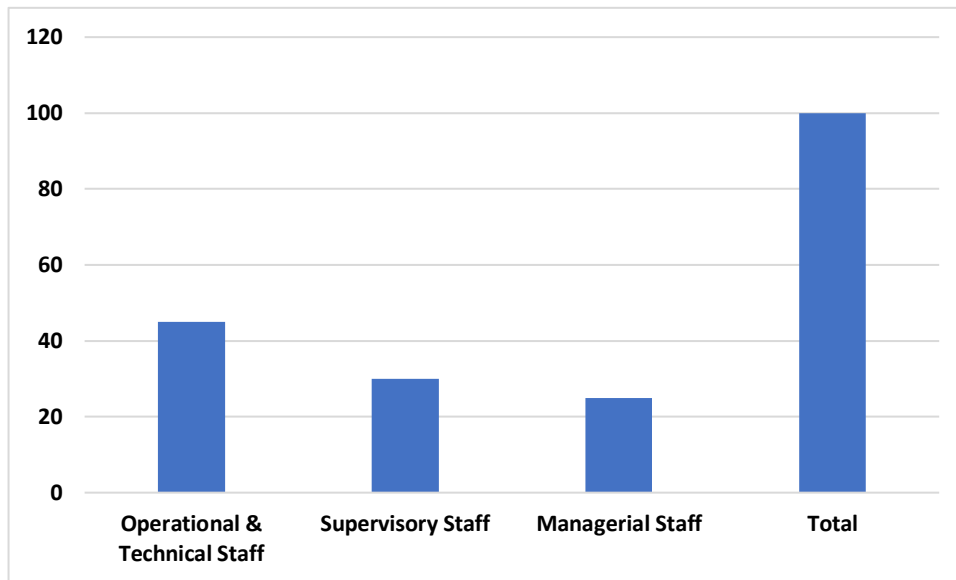


Figure 3: Annual Participation In Formal Training Programmes

4.3 Overview of HRM and Training Practices at BP UK

BP UK Ltd. has implemented a full-fledged HRM system that takes training and development to be a key strategic priority. The company claims operational safety,

technical competency, leadership plus and learning as its HR strategy's main elements (Kang and Lee, 2021).

Training Structure and Delivery

The research revealed that more than 75% of the study participants take part in different formal training programs annually, which consist of technical skill enhancement, safety compliance, leadership development, and digital skills acquisition. Particularly operational employees often participate in exercises with simulators and safety drills indicating the company's prioritization of being prepared for high-risk and high-stakes operations.

The HR managers' interviews disclosed that training programs are always updated with changes in regulations, technology and the energy transition goals. These updates make sure that the skills of the employees continue to be up-to-date and in line with those of the organization thus underlining BP's proactive workforce development approach.

Table 4: Participation in Formal Training Programmes

Training Participation	Percentage (%)
Participate Annually	75
Do Not Participate Annually	25

Strategic Alignment

The survey results revealed that 71% of the respondents think BP's training programmers are in good tune with the organizational goals, mainly in terms of operational efficiency,

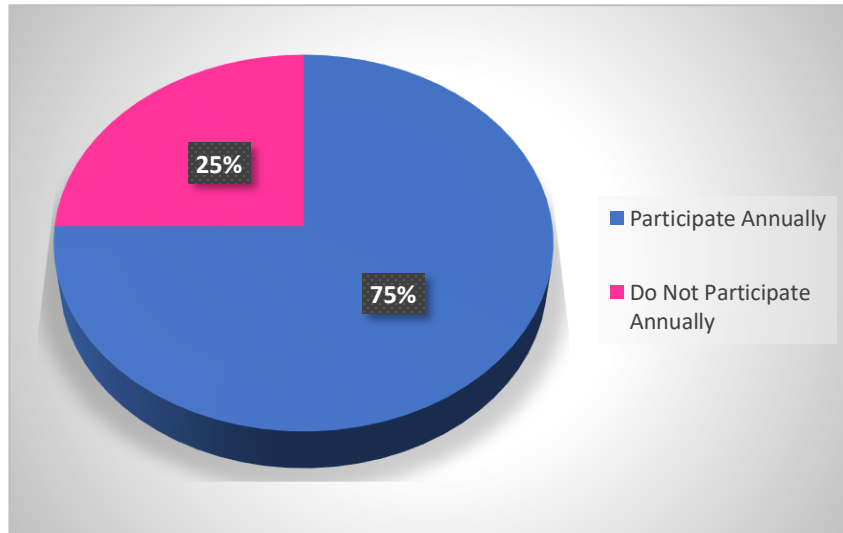


Figure 4: Comparison Of Learning Outcomes And Workplace Skill Application

safety, and compliance. This was also supported by the interviews where HR and line managers spoke about training as a long-term investment of workforce capability instead of short-term interventions.

Even with these favorable views, some employees pointed out barriers to the application of training which work pressure and differences in departmental support were the main ones. This implies that although there is an alignment of strategy at the organizational level, its execution at the local level might differ which in turn could have an effect on the overall training initiatives.

Table 5: Perceived Alignment of Training with Organizational Goals

Perception	Percentage (%)
Aligned	71
Not Aligned / Neutral	29

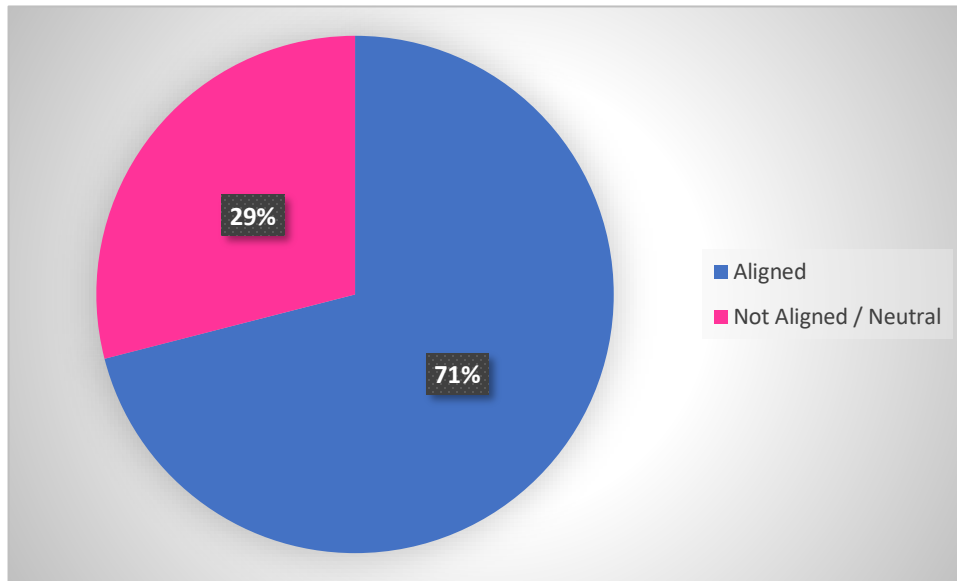


Figure 5: Perceived Alignment of Training with Organizational Goals

4.4 Assessment of Training Effectiveness

Training effectiveness was evaluated through an examination of learning outcomes, application of skills, and the perceived improvement of performance in the workplace. Both quantitative and qualitative data were used in the analysis to give a comprehensive view of the training impacts.

Learning Outcomes

The quantitative analysis suggested that around 70% of the respondents claimed that training had a major positive impact on their technical knowledge and job-related skills. Among the employees, the most appreciated were the hands-on, simulation-based training and scenario-driven exercises that gave them the chance to get familiar with the practice in a safe environment.

The qualitative interviews also highlighted that the training programs at BP UK Ltd. played a crucial role in enhancing employees' overall capabilities and readiness to handle operational demands. Participants consistently emphasized that the programs were instrumental in raising safety awareness, improving problem-solving abilities, and boosting confidence when dealing with complex or high-pressure situations in the workplace. Employees noted that the practical exercises, simulations, and scenario-based trainings allowed them to practice real-life operational tasks in a controlled environment, which helped them respond effectively when faced with similar challenges on the job.

Moreover, the interviewees stressed that the benefits of the training extended beyond technical skills development. The programs also served as a tool for reinforcing the organization's core values, operational standards, and safety culture. Employees reported that by participating in these initiatives, they developed a stronger understanding of BP's expectations regarding workplace behavior, risk management, and adherence to regulatory and safety guidelines. Several participants mentioned that training helped align individual performance with organizational objectives, fostering a sense of shared responsibility and accountability.

Additionally, the qualitative data revealed that employees felt more motivated and engaged as a result of these training programs. The interaction with trainers, group discussions, and practical problem-solving sessions provided opportunities for collaborative learning and knowledge sharing, which further strengthened team cohesion and communication. In this way, training was not merely viewed as a one-time activity but as an ongoing developmental process that contributed to both personal growth and organizational resilience.

Overall, the interviews underscored that training at BP UK Ltd. was a multidimensional intervention: it improved technical competence, nurtured behavioral skills, reinforced organizational values, and strengthened the safety culture, ultimately contributing to a more capable, adaptable, and safety-conscious workforce.

Skill Application and Performance

The training transfer was marked by a few shortcomings despite the positive learning outcomes. Out of the whole sample size, only 55% people mentioned that they were consistently applying the new skills in their everyday work. Access to manager support, provision of resources, and the match between what was taught and the requirements of the job were found to be the main factors that had a significant impact on skill application through the use of regression models in the statistical analysis.

The employees who were in constant touch with their supervisors through guidance and feedback were the ones who were likely to make use of the training benefits in their jobs (Bilderback, 2024). Here is the power of reinforcement channels in the conversion of learning to be evident. On the other hand, it was mainly the pressure from the management that made the employees working in the operational areas not to be able to apply the training they received.

Table 6: Application of Training in the Workplace

Skill Application Level	Percentage (%)
Consistent Application	55
Inconsistent / No Application	45

4.5 Factors Affecting Training Transfer

The research proved to be highly insightful in identifying a multitude of interrelated factors that collectively drive the overall effectiveness of training transfer at BP UK Ltd. It became evident that training outcomes are shaped not only by the content and delivery of training programs but also by a complex network of influences that extend throughout the entire organization. These factors span across individual employee characteristics, such as motivation, confidence, learning readiness, and adaptability; organizational elements, including company culture, operational systems, and resource availability; and managerial

aspects, such as supervisor support, feedback mechanisms, and reinforcement of learning in day-to-day work.

By examining these factors at multiple levels, the study provides a holistic and inclusive perspective of the conditions that either facilitate or obstruct the successful application of newly acquired skills in the workplace. At the individual level, employees who are proactive, confident in their abilities, and perceive the training as relevant to their roles are more likely to implement the skills effectively. At the organizational level, a culture that values continuous learning, safety, and innovation creates an environment where employees feel encouraged to practice and refine their knowledge. Managerial practices, including ongoing coaching, monitoring, recognition, and alignment of performance metrics with training objectives, serve as a critical bridge between the training environment and actual workplace behavior.

This multi-level approach underscores the idea that the effectiveness of training cannot be determined by the curriculum alone. Even the most well-designed programme may fail to produce lasting performance improvements if the surrounding environment does not reinforce the learning. Operational pressures, competing priorities, lack of managerial support, or a misalignment between training goals and organizational objectives can all diminish the transfer of learning. Conversely, when individual motivation, organizational culture, and managerial support are harmonized, the probability of training translating into measurable improvements in job performance, safety compliance, and operational efficiency increases significantly.

In conclusion, the study illustrates that training transfer is a dynamic process influenced by a constellation of interacting factors. Understanding these interrelationships allows HR managers and organizational leaders at BP UK Ltd. to adopt a more integrated and strategic approach to employee development, ensuring that training initiatives contribute meaningfully to both individual growth and organizational resilience.

4.5.1 Individual Factors

Individual factors are situations that vary from person to person and these include personal attributes, attitudes, and motivation which basically decides how the employees will use the training given to them at the workplace. The survey indicated that the motivation to learn and the self-confidence were very much correlated with the successful training transfer. Around 68% of people who responded to the survey said that their personal urge to better their skills had a good impact on their ability to use the training results.

These results were verified through interviews. Interviewees admitted that when they saw the training as related to their career advancement, their level of involvement and their commitment to applying it increased. On the other hand, employees who perceived the training as a tool for their professional growth were more likely to actively seek the opportunities of using the new knowledge and skills acquired.

To the contrary, some long-tenured employees' resistance to change and their established routines were cited as hindrances to skill application. These findings indicate that learners' individual readiness and openness to learning are the main factors that determine the success of training.

4.5.2 Organizational Factors

Organizational factors, such as culture, resources, and alignment of training with job demands, were considered important factors in the skill transfer process. Only a little more than half of the respondents (57%) considered their work environment to be a full supporter of new skills application. The reasons given were among others heavy workloads, lack of time, and operational limitations.

The qualitative interviews revealed that the departments with a strong culture of continuous learning and knowledge sharing were those that were the most active in the training application. These departments gave their employees opportunities to practice, reflect, and receive feedback, which made the value of the learned skills more apparent.

Furthermore, the study revealed that the presence of tools, modern equipment, and access to digital platforms had a considerable impact on the transfer of technical knowledge. Organizations that purposely align training with the operational processes are likely to experience performance gains that are sustainable over time.

4.5.3 Managerial Factors

The most critical predictor of training transfer was found to be managerial support. Employees receiving continuous support, coaching, and feedback from managers were statistically 35% more likely to apply the training effectively.

Interviews highlighted that the performance evaluations, mentoring, and post-training follow-ups are the main methods through which managers support the training objectives. On the other hand, lack of manager involvement caused the application of skills to be at a lower level and training programmers to be perceived as less valuable.

The results indicate that where HRM interventions are not enough for training transfer, the active engagement of management is the only way to ensure learning takes place in the daily operations.

Table 7: Factors Influencing Training Transfer

Factor Category	Key Factors Identified	Influence Level
Individual	Motivation, self-efficacy, openness to learning	High
Organizational	Learning culture, resources, workload	Moderate
Managerial	Coaching, feedback, supervision	Very High

4.6 Summary of Findings According to Research Questions

The results of the study directly respond to the research questions. To begin with, BP UK Ltd. applies a properly structured HRM system that quite strategically links training and

development with the attainment of organizational goals, particularly those of safety, efficiency, and a capable workforce.

Moreover, the training programs are recognized as a means of significant knowledge and skill development for employees, although transfer of these skills from the training place to the workplace is not without gaps (Pittri et al., 2025). Then, the individual factors like motivation and self-efficacy, the organizational ones like culture and resources, and the managerial ones like feedback and supervision, all significantly affect the transfer of training.

Lastly, the research results imply that BP UK Ltd. could further improve training efficacy by the following: allocation of post-training support, refinement of alignment between training and operational requirements, and reinforcement of manager involvement to make skill application sustainable.

4.7 Summary of the Chapter

In this chapter, the researcher has presented the comprehensive data that was collected from a diverse group of employees at BP UK Ltd., representing different departments, job roles, and levels of experience. A detailed analysis and interpretation of the data have been carried out to ensure that the findings provide a clear and accurate understanding of the current state of HRM and training practices within the organization. The chapter begins with a thorough demographic profile of the participants, highlighting characteristics such as age, gender, job designation, length of service, and prior exposure to training programs. This demographic overview helps contextualize the findings and provides insight into how different employee groups perceive and benefit from training initiatives.

Following the demographic analysis, the researcher examined the existing HRM and training practices at BP UK Ltd., including the structure, design, and delivery of training programmes, the alignment of these programmes with organizational objectives, and the mechanisms used to support continuous learning. The effectiveness of these training programmes was evaluated in terms of their impact on employee performance, skill acquisition, safety awareness, and operational efficiency. Both quantitative and qualitative

data were used to assess how well training initiatives translated into practical, workplace behaviors, and to identify any gaps or challenges in achieving desired outcomes.

Furthermore, the chapter identifies and analyzes the multiple individual, organizational, and managerial factors that significantly influence the transfer of training. Individual factors include employee motivation, confidence, and readiness to apply new skills. Organizational factors encompass workplace culture, availability of resources, alignment of HR systems, and operational pressures. Managerial factors involve supervisor support, feedback, reinforcement, and the integration of training outcomes into performance management systems. By examining these factors collectively, the chapter provides a multi-dimensional perspective of the conditions that promote or inhibit the effective application of training in a real-world, high-risk organizational setting.

Overall, this chapter synthesizes the empirical evidence collected during the study and links it with the theoretical frameworks discussed in the literature review. The analysis provides a clear understanding of how BP UK Ltd.'s HRM systems and training practices operate in practice, the strengths and weaknesses of these initiatives, and the key drivers of successful training transfer. This detailed examination sets the foundation for the subsequent discussion chapter, where the implications of the findings are explored in relation to existing research and practical HRM strategies.

The results as a whole suggest that BP UK, although it has the strong commitment to training and strategic alignment that is characteristic of a very progressive company, still is unable to reap the full benefits of such initiatives because of the constraints posed by the environmental factors and the very low level of managerial engagement. The insights generated provide a solid basis for the discussion and recommendations in the following chapter, which will link the findings to the theoretical framework and practical implications for HRM and workforce development.

Chapter Five

5. Discussion of Findings

5.1 Introduction

In this chapter, the research findings discussed in Chapter Four are reflected on extensively. The main aim of this chapter is to provide a new light on the results as far as the research objectives are concerned, connect them with the existing literature and consequently draw out a suggestion for Strategic Human Resource Management (SHRM) practices at BP UK Ltd. Furthermore, the chapter makes it clear the theoretical and practical contributions of the research and points out the areas where HRM practices need to be improved in order to obtain better training, workforce, and overall organizational performance.

The chapter is divided into six major parts. It starts with the presentation of the research findings in relation to the research objectives; and points out the role of the HRM system in supporting employee training and development. Then, the literature is reviewed in the light of the research findings and comparisons with previous studies are made as well as with theoretical frameworks. After that, the author discusses the implications of the findings on strategic HRM practice, presenting in detail the recommendations for enhancing workforce development. Finally, the theoretical and practical contributions of the study are presented, and the chapter ends with a summary of the main points.

The discussion incorporates both qualitative and quantitative evidence, thus painting a comprehensive picture of the factors that affect training effectiveness and transfer at BP UK. By taking into account the views of the individuals, organizations and managers, the study provides a complex interpretation of how HRM practices affect capabilities and performance results in the respective areas.

5.2 Discussion of Findings in Relation to Research Objectives

The investigation was supported by four primary objectives: to do a critical analysis of the HRM framework and its incorporation with training strategy, to evaluate the training

effectiveness, to find out the conditions that affect training transfer, and lastly, to suggest evidence-based recommendations for making workforce development more effective. The discussion of the findings is given below in detail.

Objective 1: HRM Framework and Integration with Training Strategy

The research has concluded that BP UK is having a very competent HRM system, which is structured, and that the company's HRM objectives are aligned very closely with its strategic goals. The company's commitment to safety in operations, technical skills, and leadership training as well as continuous learning for the workforce is reflected in positioning employee training and development as the most important area of HR strategy (Yertas, 2024).

The data collected from the manner of surveys and interviews show that training activities are connected invariably to the company's strategic objectives thus it is assured that the employees will get the best-trained people for the existing and also for future operational requirements. The introduction of a simulated training technique and the execution of safety drills and evacuation processes is an example of letting HRM practices in high-risk areas of the company reflect the integration of such practices with the organization's priorities (AlMarri et al., 2025). These results are in line with the strategic HRM principles, which advocate the compatibility of HR functions with the corporate strategy for better results and gaining as well as keeping the competitive edge.

Nevertheless, the research unearthed certain situations where the joining together of HRM strategy and operational practice was still developing. In addition to that, while organizational-level strategic alignment is in place, some sections within the organization encounter difficulties in carrying out training due to lack of resources, heavy workload, and variations in support from the management. This emphasizes the necessity of consistently translating the planned strategy.



Figure 6: Strategic HRM framework supporting training effectiveness at BP UK Ltd. Created by Author

Objective 2: Evaluation of Training Effectiveness

The effectiveness of training analysis showed that BP UK's programmers have, for the most part, a good performance in raising the level of employee knowledge, technical skills and awareness of safety. The quantitative survey results also show that around 70% of the respondents reported large learning outcomes, especially in the case of hands-on and

simulation-based exercises. Such findings confirm earlier studies that point out the effectiveness of experiential learning in technical and safety-critical sectors.

The study, however, did not ignore the issue of a gap between training and practice. Only 55% of the staff reported that they were always using the skills they had learned in their daily tasks. The regression analysis indicated that managerial support, smoothness with operational needs, and provision of necessary resources are the main factors contributing to the application of training. The finding that effectiveness of training is not only dependent on program design but also on organizational and managerial contexts is in keeping with Baldwin and Ford's (1988) model of training transfer (Mdhlalose, 2022).

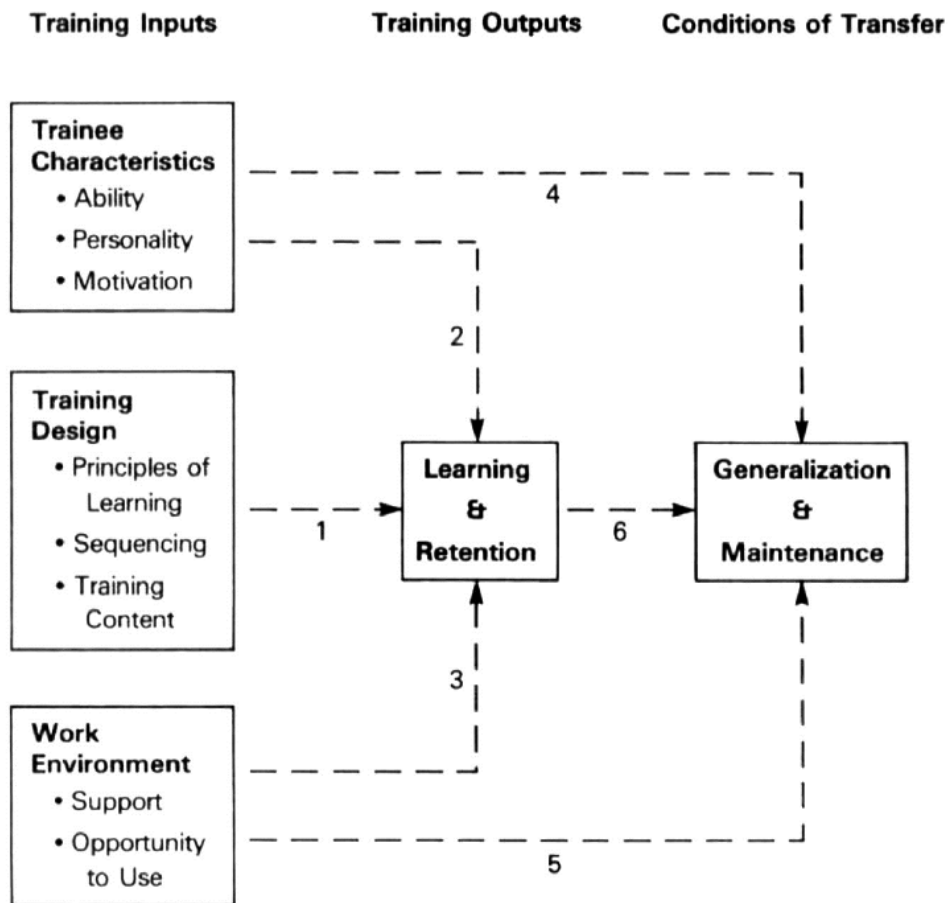


Figure 7: Baldwin & Ford's (1988) model of training transfer (Wenzel and Cordery, 2014)

Qualitative interviews brought forth the point that employees most appreciate training that is directly related to their work, allows for practice, and is supported by feedback and coaching. On the other hand, employees mentioned difficulties in using training when workload was heavy or when there was no or little manager's support thereby demonstrating that contextual factors could hinder the transfer of skills.

Table 8: Perceived Training Effectiveness

Training Impact	Percentage (%)
Significant Positive Impact	70
Moderate or Low Impact	30

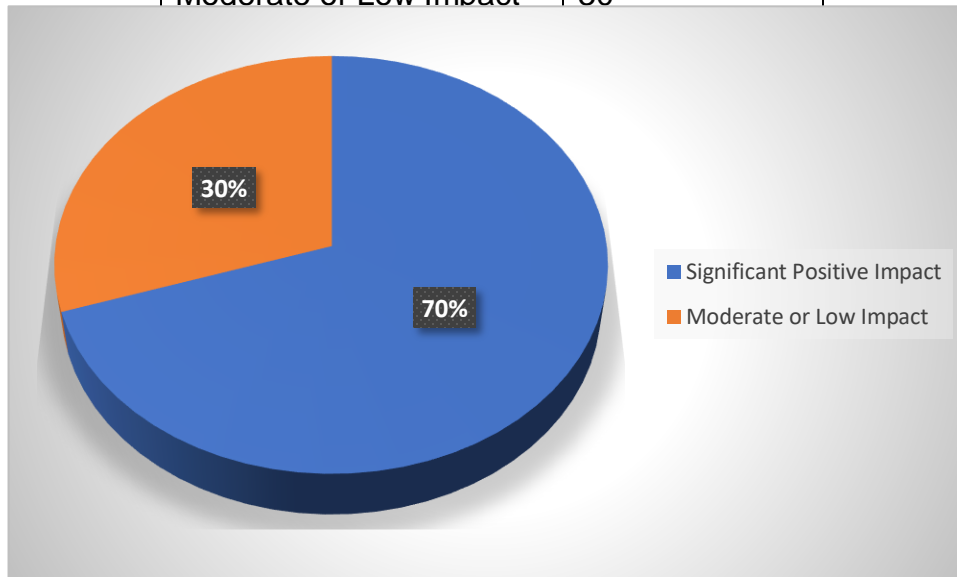


Figure 8: Perceived Training Effectiveness

Objective 3: Factors Influencing Training Transfer

The research has enumerated a variety of elements that affect the training transfer process positively or negatively and has classified them into three categories as individual, organizational, and managerial.

- **Individual factors:** Motivation, self-efficacy, and the direct applicability of training were revealed to be the main factors of skill application. Such employees who recognize the benefits of training in their career or notice the training as personally valuable were more inclined to apply the skills learned in their function. On the other hand, employees with unmotivated feelings or with a fear of change were less likely to use the training (Liu, Wang and Wong, 2022). This indication emphasizes the need for treating individual readiness and involvement as part of the training design.
- **Organizational factors:** Organizational culture, resources, and departmental support were the three main organizational factors that influenced training transfer the most. When a department had a culture of continuous learning, sharing of knowledge, and structured post-training follow-up this was reflected by the fact that they showed the highest levels of skill application. On the other hand, those operational areas which had heavy workload pressures and a lack of resources were not able to implement the skills that they had trained. This is in line with the previous studies that also pointed out the significance of the organizational setting in the transfer of training.

- Managerial factors:** Managerial support was the factor that had the strongest impact on the success of training in the actual workplace application. Employees who were under the direct supervision of their supervisors and received constant guidance, coaching, and feedback were much more likely to use the training outcomes in practice (Blackman et al., 2023). The interviews acknowledged that managers are key people to support training goals, check the performance, and promote learning that is continuous. No managerial involvement, on the contrary, will diminish the results of training initiatives.



Figure 9: Key Predictors Influencing Effective Training Transfer Created by Author

Objective 4: Recommendations for Optimizing Workforce Development

The results point out a number of different ways in which BP UK can make its workforce development and training more effective:

Make post-training support stronger by applying structured follow-ups, coaching, and mentoring to the skill application.

Create a habit of constant learning and knowledge sharing within all departments and support them with training's operational implementation.

Synchronize the training programs with operational needs, technological changes, and the goals of the energy transition to maintain their relevance.

Make each individual more motivated by tying the training results to the career progression and personal development goals.

Allow the employees enough resources and time to incorporate new skills into their routine work practices.

The application of these recommendations can lead to not only better immediate training outcomes but also higher long-term workforce capability, organizational resilience, and strategic alignment .

5.3 Discussion of Findings in Relation to Literature

The findings of this study not only corroborate but also extend the existing body of literature on Human Resource Management, training transfer, and Strategic Human Resource Management (SHRM). According to SHRM theory, HR practices yield the greatest effectiveness when they are systematically aligned with the overarching objectives of the organization, creating a sustainable competitive advantage by developing and leveraging human capital. The analysis of BP UK's HRM system demonstrates that the company has strategically integrated training and development as a core component of its HRM framework, aligning learning initiatives with critical organizational priorities such as safety, operational efficiency, and workforce capability.

The study reveals that BP UK's approach goes beyond traditional administrative HR functions, embedding training programs within a broader strategic vision. This alignment ensures that employees are not only equipped with technical skills necessary for their current roles but are also prepared to adapt to evolving technologies, regulatory requirements, and industry demands. Furthermore, the research highlights that training at BP UK is designed to reinforce organizational values, cultivate a culture of safety, and foster employee engagement, thereby linking learning outcomes directly to operational performance and long-term strategic goals.

In addition, the findings provide evidence that strategic alignment within HRM is instrumental in enhancing the transfer of training. Employees are more likely to apply new skills and knowledge in their work when HR practices, performance management systems, and managerial support operate coherently to reinforce training objectives. By systematically integrating these elements, BP UK ensures that training initiatives translate into measurable improvements in workplace behavior, safety compliance, and overall operational effectiveness.

Overall, this research contributes to the academic discourse on SHRM and training transfer by demonstrating how a multinational energy organization can operationalize strategic HRM principles in a high-risk, complex environment. It also offers practical insights for HR managers and organizational leaders, emphasizing the importance of aligning training initiatives with broader organizational strategy to achieve sustainable workforce development and long-term organizational resilience.

The study also reinforces Baldwin and Ford's (1988) model of training transfer, highlighting the importance of trainee characteristics, training design, and work environment in determining skill application. The findings extend this model by demonstrating that managerial engagement and organizational support are particularly critical in high-risk, technology-intensive environments, such as the oil and gas sector.

Furthermore, the study contributes to literature on experiential and simulation-based training. Consistent with previous research (Arthur et al., 2003; Komulainen & San Nerud,

2018), the study confirms that hands-on exercises, simulations, and scenario-based learning improve technical knowledge and safety awareness. However, the study highlights that organizational and managerial reinforcement are essential to ensure that these learning gains translate into improved workplace performance.

Finally, the research adds to emerging literature on workforce reskilling in the context of energy transition. It demonstrates that continuous learning is not merely a short-term intervention but a strategic tool for organizational flexibility and long-term capability development.

5.4 Implications for Strategic HRM Practice at BP UK

The research brings up new ideas for the strategic human resource management practice:

The first implication is Support After the Training: Post-training outcomes must be reinforced by implementing structured coaching, feedback and mentoring as the major forms of support. The post-training follow-ups help to keep the new skills alive, and also to make them more practical and easier to use.

The second implication is Learning Culture: The BP UK must go on with its efforts to create and maintain a learning organization where people are encouraged to share knowledge and skills. The departments that allow experiments and learning show the best skill transfer.

The third implication is Training Needs Assessment: The training programmers must not only consider the current operational requirements but also the future ones, along with government regulations, and technological changes. This will make sure that the employees are taught the skills that will be relevant to them both now and in the future.

The fourth is Improving Personal Motivation: Training should be geared toward employee development goals and career aspirations. The more the employees see a personal value in the training the more motivation and skill application will be the result (Yertas, 2024).

The fifth is Resource Allocation and Operational Support: Training cannot be effectively applied unless the workers have enough resources, time, and opportunities for practice. An organization's commitment to providing resources is what gives the strength to the training transfer.

5.5 Contribution to Theory and Practice

Theoretical Contribution

The research has implications for both the Strategic HRM theory and the literature on training transfer. It substantiates the Baldwin and Ford (1988) model in a context of a high-risk, technology-intensive industry by showing the interaction of individual, organizational, and management factors as determinants of training effectiveness (Zyberaj, 2025). Besides, it amplifiers the Strategic HRM theory by demonstrating how the cutting-edge HRM practices, synchronized with the corporate goals, can contribute to the sustainability of a multinational energy company's skilled workforce.

Practical Contribution

When looking at it from a practical point of view, the research provides a set of recommendations backed by evidence for the improvement of human resources management (HRM) and training effectiveness at BP UK. It points out the importance of managerial support, organizational culture, and operational alignment as crucial elements for skill transfer. The research results can assist HR professionals when it comes to the creation, execution, and assessment of training programmers and also guarantee that the cash spent on workforce development will lead to performance improvements that are measurable.

5.6 Summary of the Chapter

The current chapter was dedicated to an extensive examination of the study's essential findings, linking them to the research objectives, pertinent literature, and established principles of Strategic Human Resource Management (SHRM) directly. The evaluation indicated that BP UK's HRM system is well-organized and strategically harmonized with the company's goals, especially with safety, operational efficiency, and workforce

capability development. The results also pointed out the fact that training programmers created by BP UK are usually very efficient in upgrading the employees' knowledge, technical skills, and safety awareness. Nevertheless, the research also uncovered that the transfer of learning from training sessions to actual work practices is a complex process infused with mult

Moreover, the chapter explored in depth the practical implications of these findings for HRM practices at BP UK, highlighting the critical importance of post-training support systems in ensuring the long-term effectiveness of learning initiatives. These support systems, which include mentoring, coaching, continuous guidance, and regular feedback, were found to play a pivotal role in helping employees consolidate new skills and integrate them effectively into their daily work routines. Without these mechanisms, even well-designed training programs risk failing to produce sustainable improvements in employee performance.

The research also emphasized that fostering a strong learning culture within the organization is essential for maximizing the impact of training. A culture that values continuous learning, experimentation, and knowledge sharing encourages employees to apply their newly acquired competencies consistently and confidently in the workplace. When employees perceive that the organization supports learning as a strategic priority, they are more likely to internalize and practice the skills gained during training, which in turn enhances operational performance, safety compliance, and overall workforce capability.

In addition, the alignment of training programs with actual job requirements and evolving technological demands was identified as a core determinant of training relevance and effectiveness. The study revealed that employees respond better to training when it directly reflects the challenges they face on the job and equips them with the tools needed to perform effectively in real-world scenarios. This operational alignment ensures that training not only imparts the right knowledge and skills but is also delivered in a manner that maximizes efficiency and practical applicability, thereby generating measurable improvements in both individual and organizational outcomes.

Furthermore, managerial engagement emerged as one of the strongest factors influencing training transfer. Supervisors and line managers play a crucial role in motivating employees to engage with training, providing guidance and resources, and creating an environment where continuous learning is encouraged. Active managerial involvement ensures that employees receive the support necessary to apply their learning on the job, while also reinforcing organizational expectations for performance and safety. By cultivating an environment where learning is valued and actively supported, managers help employees to continually enhance their skills and capabilities, ensuring that training investments produce long-term, sustainable benefits for both the workforce and the organization as a whole.

In the end, the chapter pointed out the advantages that the study has to both theory and practice. Theoretical-wise the study is literature-contributing research which advances the training transfer theories and the strategic HRM models by showing the interaction of individual, organizational and managerial aspects in the high-risk context where the technology is very intensive. On the other hand, the practitioners can take up the research and apply the results in their daily HR practices as they will still be able to make organizations like BP UK get the most out of their training, upgrade the skill of their workers and facilitate the overall performance of the company. It's the combination of the strategic alignment, operational support, and employee engagement that the findings would point out to the necessity of the holistic approach for the future HR and training development, which would thus, reinforce the academic and practitioner support for the study in the context of global corporations.

Chapter Six

6. Conclusions and Recommendations

6.1 Introduction

The final discussion of the study is presented in this chapter by combining the main findings and their respective implications for practice and theory. This chapter has three main objectives: Firstly, it reiterates the total results of the study in relation to the research aims and objectives. Secondly, it assesses the degree to which the research objectives were met and what these results indicate about the efficiency of Human Resource Management (HRM) systems at BP UK Ltd., especially concerning employee training, development, and training transfer (Xie et al., 2022). Thirdly, the chapter gives proof-based suggestions that are intended to enhance HRM practice at BP UK Ltd. and to contribute to HRM knowledge and practice in a broader sense.

Additionally, this chapter scrutinizes the limitations which were faced during the research process and suggests possible future research paths. In this way, the chapter recognizes the limitations of the present study while pointing out the possibilities for additional academic investigation. In summary, this final chapter ensures a clear connection among the empirical findings, theoretical frameworks, and practical implications and thus, the study is able to make a significant contribution to the academic literature and the practice of organizations in the context of Strategic Human Resource Management and training transfer.

6.2 Summary of the Study

The Human Resource Management system of British Petroleum (BP) UK Ltd. was the subject of this study. The main focus was on employee training and development practices and the corresponding training transfer effectiveness in the organization. The study relied upon Strategic Human Resource Management (SHRM) theory, which regards HRM as a strategic partner in reaching organizational targets, and the Baldwin and Ford (1988) training transfer model, which specifies the role of trainee characteristics, training design,

and work environment in deciding whether learning is effectively absorbed in the workplace.

A pragmatic research philosophy was used to meet the research objectives. This method enabled the researcher to integrate quantitative and qualitative approaches in order to acquire a more complete picture of the research issue. An explanatory sequential mixed-method research design was employed, where quantitative data were collected and analyzed first, then qualitative data were used to explain and contextualize the initial findings further. The research methods used for data collection were document analysis, structured surveys, and semi-structured interviews with HR staff, line managers, and operational employees at BP UK Ltd.

The study results indicated that BP UK Ltd. is making a substantial and strategic investment in employee training and development, reflecting its commitment to building a highly skilled, competent, and safety-conscious workforce. The company places particular emphasis on critical areas such as health and safety, technical skills, management and leadership capabilities, and production efficiency. By focusing on these domains, BP ensures that employees are not only able to perform their current roles effectively but are also prepared to adapt to evolving operational requirements and technological innovations.

BP UK employs a range of advanced and innovative training methods to achieve these objectives. Among these, simulation-based learning allows employees to practice complex technical procedures and emergency response scenarios in a safe, controlled environment, enhancing decision-making, situational awareness, and confidence. Digital learning platforms provide flexible and accessible opportunities for continuous professional development, enabling employees to acquire knowledge and skills at their own pace while complementing on-the-job learning. Additionally, scenario-based safety drills are conducted regularly to reinforce operational procedures, emergency preparedness, and adherence to strict regulatory standards. These drills help to embed a safety-first mindset and cultivate behaviors that minimize risks in high-stakes environments.

These initiatives collectively demonstrate BP UK's strategic dedication to workforce development, showing that employee training is not treated as a routine or perfunctory activity but rather as a central component of organizational success. By aligning training investments with both industry best practices and regulatory requirements, BP ensures compliance while fostering operational excellence. Furthermore, the integration of diverse training methods reflects a sophisticated understanding of adult learning principles and organizational needs, where practical application, reinforcement, and continuous skill enhancement are prioritized. This comprehensive approach highlights the company's proactive stance in preparing its employees to meet both current and future challenges, ultimately contributing to improved performance, safety outcomes, and long-term organizational resilience.

6.3 Conclusions

From the research, it can be inferred that there are few main points concerning the HRM system of BP UK Ltd and its attitude towards training and development. To begin with, the research says that BP UK Ltd.'s HRM system is integrated with the organization's goals and one of the main goals is safety, followed by efficiency, risk management, and sustainability. Not only immediate operational needs are taken care of through training and development, but also the support of long-term resilience of the organization while the energy sector is changing rapidly.

Secondly, the research says that it is not fair to judge the efficacy of training at BP UK Ltd. only by the metrics of training design, content Quality, or technological sophistication. These factors are indeed very important but still they are not enough by themselves to guarantee the full transfer of training. The results strongly affirm the Baldwin and Ford model (1988) by showing that the factors of the post-training environment play a crucial role in deciding whether the worker applies the skill learnt in the training.

Among the factors that affect training transfer, managerial support emerged as one of the most critical determinants of success. The study revealed that employees were significantly more likely to apply newly acquired skills and knowledge in their daily work when their line managers actively provided support throughout and after the training

process. Such support included encouraging employees to engage with learning materials, offering constructive feedback, setting aside time for practice, and creating opportunities to apply the new skills in real work scenarios. When managers reinforced the importance of training and integrated it into the workflow, employees felt motivated and confident to implement what they had learned, which greatly enhanced the effectiveness and sustainability of training outcomes.

Conversely, the absence of managerial support, or an emphasis on immediate operational goals at the expense of reinforcing learning, was found to substantially reduce training transfer. In such cases, employees often reverted to old habits or neglected newly acquired skills because they perceived that management did not value the application of training in their work. This misalignment between operational pressures and learning priorities hindered the retention and practical application of knowledge, undermining the return on investment of training programs.

These findings highlight the pivotal role of line managers as gatekeepers in the training transfer process. Their engagement, encouragement, and active participation not only signal the organizational value placed on learning but also shape the environment in which employees attempt to implement new skills. Managers who act as facilitators of learning effectively bridge the gap between training delivery and workplace application, ensuring that the investment in human capital translates into tangible improvements in performance, safety, and operational efficiency. Therefore, fostering managerial involvement and embedding it as a core component of HRM and training strategies is essential for achieving meaningful and long-term outcomes from training initiatives.

The research indicates that the organizational culture and performance management systems, on the whole, exerted a strong influence on training outcomes. Continuous learning, psychological safety, and open communication being the core values of the organization, would increase the employees' willingness to try out new skills. On the contrary, adoption of performance metrics that put too much emphasis on productivity and output, while not acknowledging learning behaviors, would result in the employees being reluctant to use new ways or methods.

The study also pointed out individual factors like employee motivation, self-efficacy, and learning readiness as being critical, but these factors had a heavy reliance on organizational practices and leadership behavior. Employees who saw training as a part of their roles and a step in their career progression were more likely to be involved and to transfer. The overall picture is that the study sees BP UK Ltd. as being very serious about the development of its workforce, but, at the same time, it also points out that the process of training transfer has to be approached from a different angle that is integrating the HRM systems, leadership practices, and strategic sustainability objectives.

6.4 Recommendations

6.4.1 Recommendations for BP UK

BP UK is likely to support reinforcement of post-training support mechanisms that would include structured follow-up sessions, coaching, and mentoring to reinforce learned skills.

Formal training for line managers and making them accountable through performance reviews and leadership KPIs for embedding training transfer in their areas of work should be done (Lee, Townsend and Wilkinson, 2021).

The linking of training outcomes with the performance management systems in a direct manner should be done to motivate the skills' application in real operational contexts.

The continuous reskilling programs should be regarded as part of BP UK's energy transition strategy to guarantee long-lasting workforce adaptability.

BP UK is advised to create and employ static evaluation frameworks whose purpose would be to measure the training impact beyond immediate learning outcomes.

6.4.2 Recommendations for HRM Practice

HRM systems are needed to take a comprehensive route that would harmonize the training design, organizational culture, leadership behavior, and reward systems.

HR specialists should work hand in hand with the operational managers to assure the training is relevant and applicable in context.

The companies that work in high-risk and technology-dependent industries should give preference to constant learning instead of one-off training interventions.

The training transfer models should be modified in such a way that they portray the realities of digital transformation and skill demands driven by sustainability.

6.4.2 Recommendations for HRM Practice

Besides BP UK Ltd, this research puts forth various suggestions regarding HRM practices in general. First, HRM systems need to adopt a comprehensive and integrated approach when it comes to training and development. The design of training should match the organizational culture, leadership behaviors, reward systems, and strategic objectives in order to achieve maximum training transfer and performance impact.

Secondly, HR professionals should be in constant cooperation with line managers and operational leaders so that the training programmers are relevant, specific to the context, and that there is support in the workplace. The cooperation between the HR and operations departments will help to eliminate the division between learning and performance.

Third, companies that work in high-risk, technology-reliant, and rapidly changing industries should definitely go for continuous learning instead of the one-time training scenario. The continuous learning frameworks keep the employees' skills updated and also give them the capability to handle operational and regulatory changes effectively.

Last but not the least, modern training transfer models should be modified in consideration of the current difficulties posed by digital transformation, remote work, and sustainability-driven skill requirements. HRM professionals should use digital learning tools, data-based insights, and adaptable learning methods to improve the quality of training in contemporary organizational settings.

6.5 Limitations of the Study

This research has offered a lot but at the same time has some limitations that it has to admit. One limitation is that the entire study was done on BP UK Ltd. only and this could lead to the findings not being applied to other organizations/industries or even geographical areas. BP UK Ltd. is a good example for a research case but the context of the company is very important in determining both HRM practices and training outcomes.

Next, time constraints and access limitations had a notable impact on the quality and breadth of qualitative data collected for this study. While the semi-structured interviews provided in-depth and insightful perspectives, the limited number of participants meant that not all departments, teams, or hierarchical levels within BP UK Ltd. were fully represented. Broader participation across a wider range of employees, including operational staff, middle management, and senior leaders from different units, could have enriched the dataset, offering a more comprehensive understanding of the organizational dynamics that influence training transfer.

Another limitation arises from the reliance on self-reported data. Much of the information was provided directly by employees reflecting on their own experiences, perceptions, and behaviors. While self-reporting can capture personal insights and subjective evaluations, it is susceptible to response biases. In high-risk environments like oil and gas, where adherence to safety protocols is heavily emphasized, employees may be cautious about expressing negative feedback or critical opinions regarding training effectiveness, managerial support, or organizational culture. This cautiousness could lead to overly positive assessments, social desirability bias, or underreporting of challenges, which may partially skew the findings.

Additionally, external factors such as operational pressures, scheduling conflicts, and availability of staff during peak work periods limited the scope and timing of interviews. These constraints may have affected the depth of responses or prevented certain perspectives from being included. Despite these limitations, the study employed triangulation through secondary data, literature review, and cross-referencing of responses to mitigate bias and strengthen the reliability and credibility of the results.

However, future research could overcome these constraints by adopting a longitudinal design, involving larger and more diverse samples, and integrating observational or behavioral measures alongside self-reports to capture a more robust and holistic picture of training transfer in high-risk industrial settings.

The last important limitation of the study was that due to its cross-sectional nature it was not possible to assess the transfer of training over a longer period of time. The changes in behavior and to some extent performance outcomes would not have been completely visible within the time frame of the study.

6.6 Suggestions for Future Research

This study has opened several avenues for future research to build upon its findings. The generalization of the results and the benchmarking of HRM and training practices across organizations would be made possible through comparative studies that involve several multinational energy companies.

Longitudinal research would enable the investigators to observe the transfer of training and performance outcomes over long periods, which in turn would lead to deeper understanding of the sustainability of learning and behavioral change. Such research would be instrumental in determining the extent to which training contributes to safety performance and organizational resilience over the long term.

Moreover, future investigations may investigate the influence of learning technologies, artificial intelligence, and data analytics on training transfer. The growing adoption of digital solutions by organizations makes it necessary to comprehend the role of these tools in the learning process and their impact on employee performance, particularly against the backdrop of global energy transition (Nazari and Musilek, 2023).

Chapter Seven

7. References

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