

Training and Development
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Module - 04
Lecture - 18
Transfer of Training

Welcome to lecture 18 this is the 3rd lecture of module 4. In the previous lecture we learnt about theories of learning and today we are going to discuss about Transfer of Training. What we let us understand the concept of what is this transfer of training meaning. And when we make any employees anyone to go through any training programme what do we expect out of the training programme.

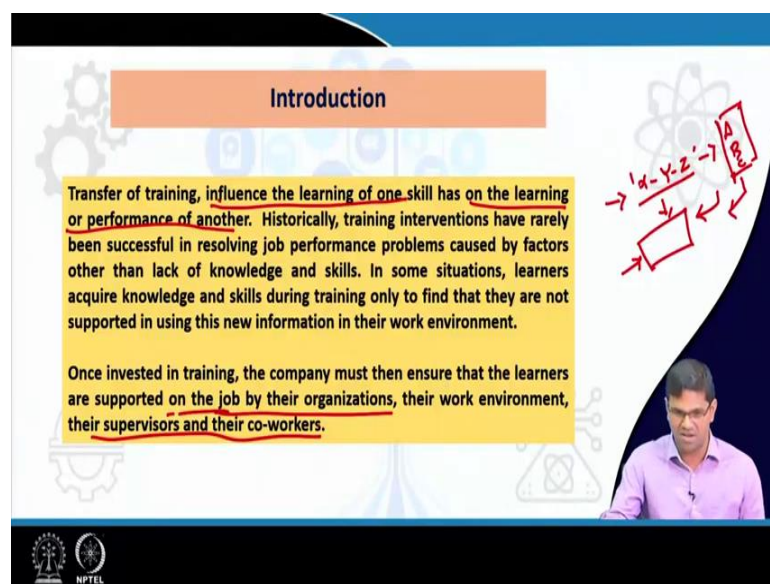
We want them to use whatever the knowledge or skills they have learnt during the training programme and their current workplace or in a future avenue where company will create certain situations. And now we need to understand the concept of transfer of training unless if an organization or the parties or stakeholders who are going to be involved in this training programme.

If they do not understand how the transfer of training will occur what should be the conditions that will facilitate the transfer of training then eventually all the input or the resources, which are spent on designing the training programme, delivering the training programme will be of no relevance to the organizations. So, let us understand the you know concept begin this transfer of training ok.

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So, now if you look at the transfer of training the so, this transfer of training, which essentially talks that you know influence of learning what is this transfer of training actually talks about, which it talks about the influence of learning one skill which you are learning a one skill which should have on the learning or a performance on the another.

If you are learning something we should reflect on the other sphere maybe you use some skill you learned a new skill we should be seen that yes you are using a skill in another instances or you are using it for a better performance. So, most often what we have seen

you know training interventions of rarely successful unless otherwise the training needs are owing to the lack of knowledge or a skill of an employee.

As we already discussed in the one of the lectures that yes you cannot always seek to go and provide training programme for your employees unless otherwise that will you know deficiency is resulting from the lack of knowledge or a skill. In some situations, we understand that you know the people who participate or employees who go through a training or you know individual who go through a training to acquire knowledge or skill.

They only try find out that yes, the training is not useful because that is not been supported in using this information in their current work environment. For example, you are sending set of employees let us say x 1 x 2 X Y and Z. So, let us say these employees been sent to learn a specific skill called A B C but after learning they come back to the workplace what do they expect they want the you know whatever they learn to be implemented or been at least used in a new workplace.

But, if your work environment does not support to use these skills whatever you learnt then what is that happening because you are essentially not letting this transfer of training to occur that is what it is very important, maybe many a times it happens that you know organization invests lot of money and resource to conduct training programmes.

But what do they fail is that you know they do not create the work environment, such a way that that work demands that whatever the new skills learnt by these group of employees are demanded in their current work place or the supervisors or the co-workers are providing support to use those new skills in a current work environment unless otherwise this is not happening the transfer of training will never occur, ok.

Sometime we should also understand when you are investing in training company must ensure that yes, learners are supported on the job by their organization ok, through their work environment their supporters and coworker.

As I was saying if you are sending somebody to learn a specific skill set and you when they come back you should create a situation, such a way that they will be given opportunity to use the skill in the current workplace or at least allow them to experience

or try out what they learnt in the current work place unless. Otherwise, you do not provide it what will happen they cannot use effectively whatever they learnt.

And they will feel disconnected with the training programme, if these set of employees again asked to go for a training programme individual employees will not show interest because my environment or my organization is not creating that opportunity to use the training programme. As I was saying in the previous lecture's adult learning, which says that do I have a relevance to my current workplace unless otherwise you do not create this then transfer of training cannot occur.

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The slide is titled "Defining Transfer of Training" in an orange box. It features three definitions of transfer of training on a yellow background, each with a red underline for key terms. A red dashed arrow points from the first definition to the second. A video inset in the bottom right shows a man in a purple shirt. The slide also includes decorative icons of gears and a molecular structure, and the NPTEL logo at the bottom left.

Defining Transfer of Training

"The carry-over of habits of thinking, feeling, or working of knowledge or of skills, from one learning area to another usually is referred to as the transfer of training." (Crow and Crow)

"Person learns through transfer to the extent that the abilities acquired in one situation help in another." (Sorenson)

"Transfer is the application of carry over the knowledge's, skills, habits, attitudes or other responses from the situation in which they are initially acquired to some other situation." (W.B. Kolesnik)

Let us understand the definition of transfer of training. Transfer of training is nothing but carry-over of habit of thinking, feeling, working knowledge or a skill from one learning area to another, which is usually referred as a transfer of training very simple. I would learn something X, which I want to use it here in the other place, which are essentially been used in this particular context which were transfer of training.

Which I used to have the knowledge or a skill which I learnt in this particular context I wanted to be used in this particular context that is where, the transfer of training is which is defined by Crow and Crow. And Sorenson which they also say very similar definition which says you know persons learns through transfer to the extent that yes abilities acquired in one situation which helps in another. Ideally that is the intention of the training also.

So, I train my employees in a training the three 3 days or a 5-day training programme or the experiential learning I essentially want them to use whatever they learnt during the training programme in their current workplace or in any other opportunities they will get to use that knowledge; that is where the intention of the training programme also.

The transfer is the application very similar to what crow and crow said carryover of knowledge skills habits and attitudes and other responses from one situation which they usually acquired to the other situation. So, essentially the transfer of training on a crux which talks about, if you are learning something either it can be a knowledge, it can be a skill, it can be an attitude or a behavior, which you want to use it in another situation that is what you are talking about a transfer of training ok.

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The slide is titled "Types of Transfer of Training" and contains the following text:

Transfer of training refers to trainees effectively and continually applying what they have learned in training to their jobs.

Training transfer is the realization of the investment – how training has affected the attendees: it will either be positive, negative or zero.

1. **Positive Transfer** – This is achieved when the attendees to training return to the workplace and perform better than they would have without the training.
2. **Negative Transfer** – This occurs training has a detrimental effect and results in training participants performing worse than they would have had they not gone to training at all.

Handwritten annotations on the slide include a diagram on the right side showing a vertical axis with levels 1, 2, 3, and 4. Level 2 is marked with a downward arrow and a minus sign, while level 4 is marked with an upward arrow and a plus sign. A box labeled "Level 4" is drawn around the top level. In the bottom right corner, there is a small video feed of a man in a purple shirt.

So, now, let us understand there are there are type of transfer of lining training ok, the transfer of training we are referring to you know how effectively my trainees apply what they learnt in the job role right. So, there are three different types of you know transfer of training one is a positive transfer.

What is this positive transfer? This is actually achieved when my employees who attended their training or who gone through the training are essentially able to you know use those learning and apply that in the current workplace that is the positive transfer. Where they able to show better performance let us say previously, they were in level 2 of the performance after the training I could see they move to level 4 of the performance.

Let us say they were in a rating of 2 now they are in a rating of 4. So, I could see there is an improvement in the performance which I say refer to as a positive transfer, yes, they are able to effectively use in their current workplace and it shows an improved performance, their performance is better than earlier situation. So, it is called a positive transfer yes, I could observe there is a change in my employees' performance.

Now, comes the negative transfer it can also be a counterproductive ok. So, that after the training it may have a detrimental effect, which result in training participants performing worse than they have been earlier doing. So, it could also be done maybe you know they have been you know doing with their earlier experiences they have been really doing well, but after that their training programme their performance went down.

Let us say some you know training on interpersonal skill or a customer relationship skill some training which are not properly designed, which resulted in negative transfer. So, which is actually lowering down their performance let us say somebody was in 4 rating then they you know downgraded to three points rating. So, this is called the negative transfer.

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The slide is titled "Types of Transfer of Training" and features a yellow text box with the following content:

3. Zero Transfer - This occurs when the acquisition of a new skill or new knowledge has absolutely no effect in the workplace. The productivity or performance of the staff who attended training is neither enhanced nor hindered.

If the trainer was fun and interesting but resulted in a zero transfer, the company has just invested in a good entertainment session for its staff.

Handwritten notes in red ink on the right side of the slide include:

- T_1 and T_2 in boxes with arrows pointing to X and Y .
- $X \rightarrow Y$ with an arrow pointing to the right.
- $\Delta \rightarrow$ with an arrow pointing to the right.
- $\Delta \rightarrow$ Change Occurs
- $\Delta \rightarrow$ with an arrow pointing to the right.
- $\Delta \rightarrow$ with an arrow pointing to the right.

The slide also features a small inset video of a presenter in a purple shirt and the NPTEL logo at the bottom left.

Now, comes the 3rd type which is zero transfer. So, this occurs when the acquisition of a new skill or a knowledge which has no effect on the workplace, which is let us say X is the training programme Y is the performance ok, there is no relationship at all, it is not related to each other at all. Meaning that the training programme you have invested on

something you expect their performance level to improve, but you see there is no relation at all it is zero.

So, it remains to be the same performance level and this is called as zero transfer ok. So, sometimes what will happen, we observe in many occurrences or many instances in an organizational set up that you know the trainer maybe, was very fun and you know my trainees or my participant enjoy the training programme. But it does not if it result in zero transfer, what is it actually happening company has actually invested in a good entertainment session for the employees.

Because any time organization invest the resources, they always expect some delta change delta positive change to occur right. Because I do not want to spend money or a resource on, which I will see there is zero change I always expect a positive change rather I also do not want a negative change to occur. So, now, you understand the importance of a transfer of training thus my training has a positive change on my employees or a targeted employee.

There can be some several causes one can be poor identification of a training need, another can be you provide training for employees who do not want to require a training at all or a wrong participants wrong employee been trained also a case where, it will result either in zero transfer or a negative transfer.

Every time organization interested to in having a positive transfer of training, I always want their performance to be improved post training right. So, yeah at time 1 and time 2 so, time 1 is before training, time 2 is after training I want them to have an improved performance so, positive transfer of training, ok.

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Certain Conditions of Transfer of Training

Irrespective of the training methods, certain conditions are important to have for learning to occur and employees to use what they have learned on their jobs:

- It may be providing opportunities for trainees to practice and receive feedback,
- Offering meaningful training content,
- Trainees need to complete the programme successfully,
- Allowing trainees to learn through observation and experience.
- There should have work environment to support learning and use of skills on job

Handwritten notes on the slide:

- Practice / Real → Training
- Spend to Job/Work
- Develop Skill
- Social Learning

The slide also features a small video inset of a man in a purple shirt and the NPTEL logo at the bottom left.

Now, what are the condition certain conditions, which will enable better transfer of training ok. There are certain condition which are important for a learning to occur and make employees to use whatever they have learnt in a training programme what are those. So, it may be providing opportunities for a trainee to practice and receive feedback.

The training should provide opportunity for the employees or a trainee to practice and also get feedback from the experts or a trainer. For example, if you are sending somebody some of your employees on programming or a coding or may be operating the machinery or lab testing you can take any example.

And if this training should give them some exposure to how to do this, how to code, how to do the programming, and how to run the program, how to test the you know software testing or how to handle the machines, how to fix any malfunction in a machine. Then if they do something wrong, they should get a feedback ok what they are doing is it wrong.

And if that training is providing this opportunity this will have a better transfer of time. Next offering a meaningful training content the training content should be adequate and you know sufficiently populated with a content, which are required to meet the deficiency we are trying to or the goal of a training, ok.

Goal of a training which what you are intended to, a goal of a training is always what you are intended to intend to improve right or develop a skill it can be anything you wanted to improve or a develop a skill new skill possible. So, the training content should be sufficient enough or adequate enough, which can improve or a develop the skill, which we are aiming to develop through a training.

And training needs to you know complete the programme successfully. So, trainees have to complete the programme successfully they should not be in a half way there are dropouts from the training programme. Somebody was busy cannot participate for a 5 days training rather they say you know I will attend 2 days of training programme then maybe later time I can attend the 3 days. So, no it cannot you know provide the overall outcome of the training programme.

So, trainee has to successfully complete the training programme. So, you have to schedule the training such a way that yes, my trainees will be able to successfully complete the training programme and allowing the trainees to learn through observation and experience this is you know I observing.

See if you look at observations you can relate social learning theory. Now, you will be able to see how these theories are related. So, as an expert or the trainer has to demonstrate. Then after that they will observe and learn something then give them the opportunity to experience it ok.

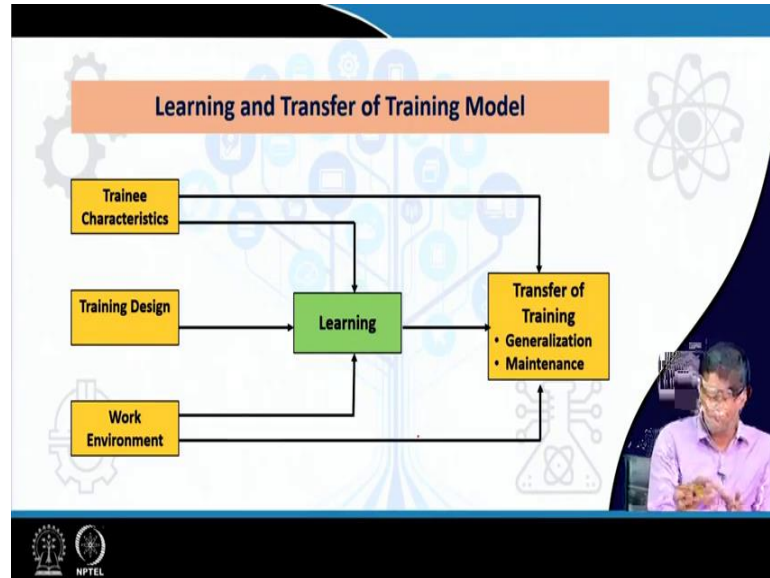
So, through experience by you know doing some simulations allowing them to repeat the exercise experience what they wanted to do through that you know you will be able to have a better transfer training and then my trainees will also develop a confidence to do this particular skill or a task, ok.

And there should have a work environment to support the learning or use of skill on the job which is very important. Your organization should create a work environment very supportive work environment, which will support to the learning and also use of this newly learned skill or their workplace, which is very important.

Let us say somebody is learnt new software how to work with the new software when they go back, they have to be provided some opportunity to use in their current

workplace ok. So, these are some of the conditions which are very critical for the successful transfer of training, which we are aiming to positive transfer of training ok.

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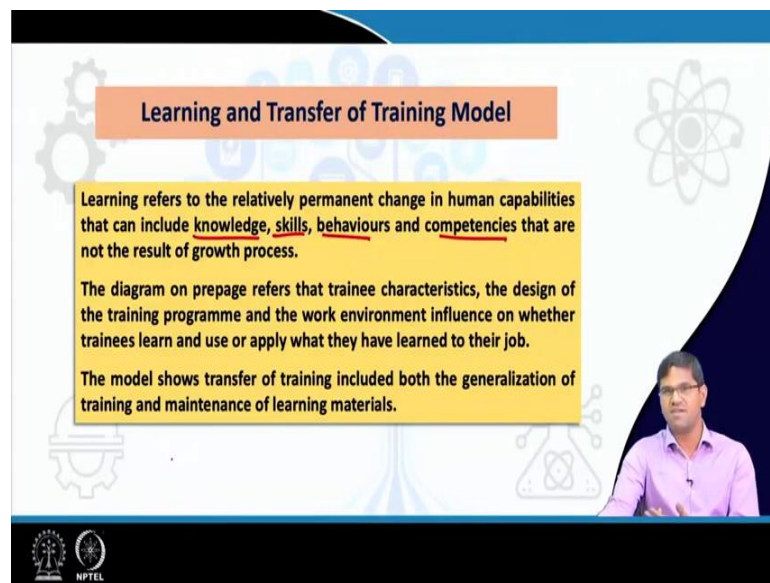
So, now we also understand the transfer of training model. So, first is trainee characteristics means trainee characteristics we are referring to employee or individual characteristics their motivation, interest, their skill level, all that comes is one of the important factors, which will lead to training and then of transfer of training.

Then comes the training design how the training has been designed the content of the training, the trainer delivery of the training, the schedule how it is been designed all that is very important for both for learning and also resulting in the transfer to occur ok. Then comes the work environment yes as I was saying work environment is also very important factor that will facilitate both the learning to occur and also transfer of training to occur.

So, these three factors, which will lead to a better learning because the trainee should have motivation interest in participating the training or at least they have an adequate you know educational qualifications to understand the concept being taught to them. This is very important to facilitate or create interest among the learning eventually that will lead to transfer of training.

Similarly, how do you design the training which will also enable better training experience for my employees or a trainee. Similar is the case the work environment, which will lead to transfer of training; there are two transfer of training one is about generalization and a maintenance. I will discuss in detail in the subsequent slides ok.

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Learning and Transfer of Training Model

Learning refers to the relatively permanent change in human capabilities that can include knowledge, skills, behaviours and competencies that are not the result of growth process.

The diagram on prepage refers that trainee characteristics, the design of the training programme and the work environment influence on whether trainees learn and use or apply what they have learned to their job.

The model shows transfer of training included both the generalization of training and maintenance of learning materials.

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Now, let us you know see and understand this training model in detail. So, the when you are talking about a learning, which are relatively a permanent change in human capabilities, which include either it can be a knowledge or it can be a skill or a behaviour or a competency.

Training where essentially trained to make a permanent change with respect to enhancing the knowledge skill or abilities or a competency of the individuals so, that not result of a growth process ok. The diagram which we have discussed in the earlier slide, which were focusing on three important factors which will influence whether the trainee will learn and it will apply in a workplace.

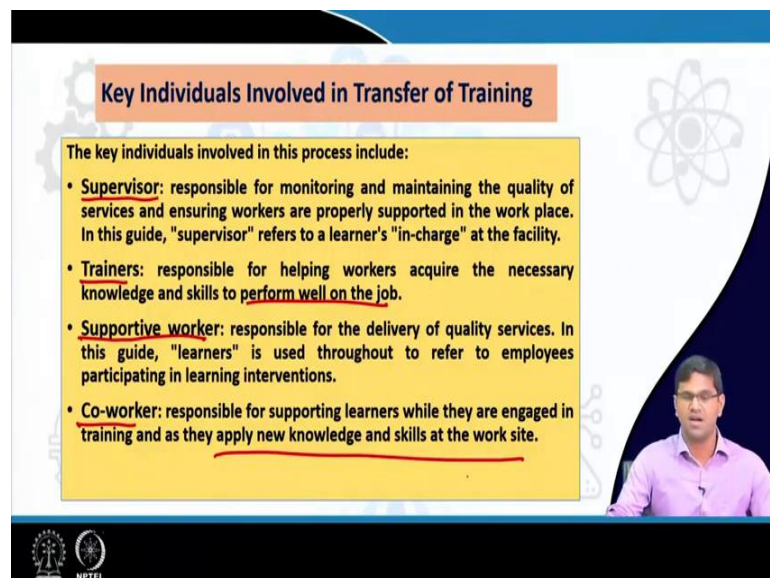
Which either a trainee characteristic or maybe a work environment or as we are looking at the training design, which will assure whether my trainees will have a better learning and also will apply in their workplaces ok. So, there of course, the transfer of training happens in two ways one is about generalization and another is a maintenance of training, which we will see in detail.

Probably you will actually have a scenario 4 in your workplace, but though the training programme focused on scenario 1 2 3, but the crux of skill, application of the skill may be you would have learnt that you should use in the scenario 4 which you are experienced in the job that is what the generalization on the transfer of training we are talking about.

Now, comes the maintenance what is this maintenance, which is referring to the process of training continued to use what they learnt over a time meaning that you are using whatever you learnt in a longer period ok. This is called you know maintenance factor, which whatever you learnt either a knowledge or a skill or you know abilities, which you are using it for a longer period of time, which is called a maintenance factor, whether the transfer of training stays for a longer period of time.

Maybe you know you would have seen the recency effect immediately after the training you will be using it only for a week or a month. Then the trainees would never even recollect or not using it at all. So, the transfer of training has to you know see that you know are they using it over a period of time that is what the maintenance is we are referring to ok.

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Key Individuals Involved in Transfer of Training

The key individuals involved in this process include:

- **Supervisor:** responsible for monitoring and maintaining the quality of services and ensuring workers are properly supported in the work place. In this guide, "supervisor" refers to a learner's "in-charge" at the facility.
- **Trainers:** responsible for helping workers acquire the necessary knowledge and skills to perform well on the job.
- **Supportive worker:** responsible for the delivery of quality services. In this guide, "learners" is used throughout to refer to employees participating in learning interventions.
- **Co-worker:** responsible for supporting learners while they are engaged in training and as they apply new knowledge and skills at the work site.

The slide also features a small video inset of a man in a purple shirt in the bottom right corner and the NPTEL logo in the bottom left corner.

Now, so who are the key individuals who are responsible also engaged in this you know transfer of training? So, first is a supervisor is responsible for monitoring and maintaining the quality of service. That and also ensures that yes workers are properly

supported in the workplaces ok. So, they have to observe and also support provide support to the trainees who will go through the training programme. So, that you know they will be able to use whatever they learn in their workplace.

Now, comes second person is a trainer. So, trainer is a responsible person to enable workers to acquire or learn the necessary knowledge and skills to perform well on the job. It is a responsibility of a trainer to ensure that yes whoever is attends my training they are able to learn whichever they lack either a knowledge or a skill so, that is the responsibility of the trainer.

Then comes a supportive worker so, they also responsible for delivery of a quality services ok. So, the learner he was used throughout to refer to employs in participating learning interventions. So, the you know supportive worker also is very important because they are also able to support when they want when these employees go for a training they come back when they use it.

They should be you know providing supportive environment to you know encourage the employees to use the skills they learnt during the training programme. Then coworker yes, the coworker plays a very critical role in you know providing supporting environment for the employees who went for a training in applying whatever they learnt in the training programme at the work site.

So, coworker has to support promote or and encourage so, that the trainees who went for a training programme they come back and appreciate. Where in a in some work places or you know most of us could even experience that some sort of employees would have gone for a training when they come back and then use the new skill set the coworker will not let you use it.

They will say you know see this I do not know or what you do I we do not like it, which may not be useful they will be discouraging you do not provide you opportunity to use it. Then that way what will happen that learning cannot be translated into the workplaces. So, that is why you know the coworker also plays a very critical role in you know transfer of training ok.

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The slide features a blue header with the title "Learning and Transfer of Training Model". Below the title is a yellow box containing the following text:

Role of Supervisor

Supervisors of employees that complete trainings should work closely with newly trained employees to ensure they apply course content to their work. It is assumed that hours spent in a classroom learning a new skill can be lost without adequate follow-up at the worksite. Supervisors can support employees by:

- serving as coaches; and
- encouraging continued learning through sharing with peers; and
- holding employees accountable for using course material on the job.

The slide also includes a small video inset of a man in a purple shirt in the bottom right corner and the NPTEL logo in the bottom left corner.

So, what are the roles of the supervisor? So, the supervisor of the employee has played a very critical role because they work very closely with the trained employees to ensure that they apply whatever they learnt to the workplace. So, when they spend a lot of time in a training programme to learn a new skill, it should not be lost without regular follow-up at the workplace.

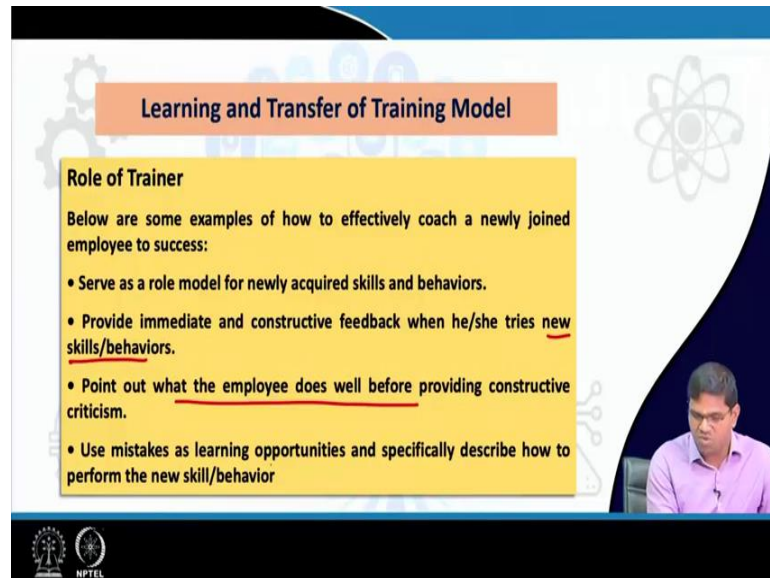
So, a supervisor plays a very critical role in providing support to trained employees who went for a training by serving as a coach. They should act as a coach in helping the employees who went for a training. And encourage continued learning through sharing with peers.

They should encourage trained employees to share their learning. When you attend some training programme and come back, share your learning with your other peers so that they will also appreciate what you have learnt new, and they can also learn from you. This has to be done by the supervisor.

And making employees accountable for using course material on the job. So, it is very important to make employees accountable to use whatever they learnt if they have course material that you please use it on the job. So, that there is an improved performance by this way, there is an effective transfer of training will take

place. So, these are the ways in which the supervisor can you know facilitate better transfer of training.

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The slide is titled "Learning and Transfer of Training Model" in an orange box. Below the title is a yellow box with the heading "Role of Trainer". The text in the yellow box reads: "Below are some examples of how to effectively coach a newly joined employee to success:" followed by a bulleted list of four points. The first point is "Serve as a role model for newly acquired skills and behaviors." The second point is "Provide immediate and constructive feedback when he/she tries new skills/behaviors." The third point is "Point out what the employee does well before providing constructive criticism." The fourth point is "Use mistakes as learning opportunities and specifically describe how to perform the new skill/behavior". In the bottom right corner of the slide, there is a small video inset showing a man in a pink shirt speaking. The NPTEL logo is visible in the bottom left corner of the slide.

Next comes the trainer. So, trainer as we already said yes trainer responsibility is that how do we; how do the trainer impart the knowledge or a skill which are required for the particular trainees. So, some of the examples you know the trainer can act as a model for showing the application of new skill and you know behaviors in the workplaces by way of demonstrating that yes this is how you will use the skill, this is how you exhibit a behavior.

By through that modeling behavior this learner will be observing, as I said the social learning theory comes into picture. By you know showing some role model and act or demonstrations that people will be trainees will be learning from them. Then provide immediate and constructive feedback when they try with a new skill or a behavior.

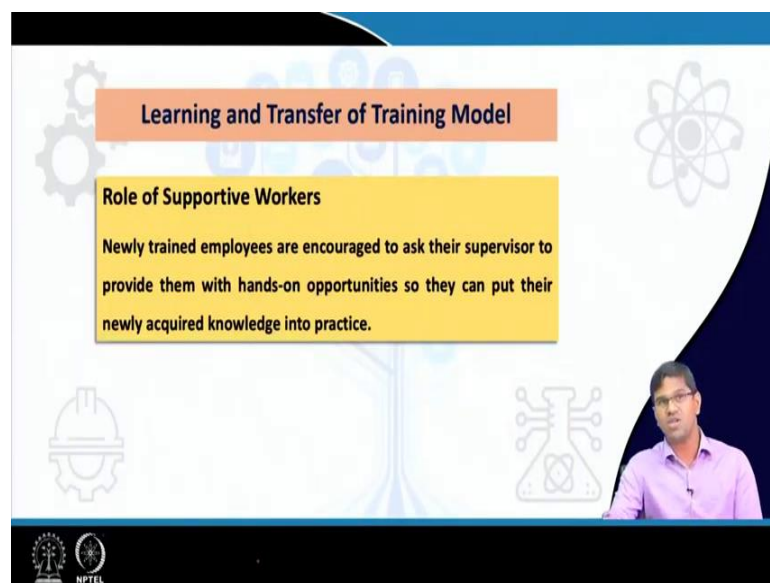
When they make mistakes, you provide feedback no you have to correct this, you have to do it in this way, this is where you are going wrong, you should allow the trainees to attempt to use the skill and when they attempt if they make mistakes, it is the responsibility of the trainer to correct them.

And point out what employees does well before providing a constructive criticism you know the trainer has also have to support and encourage and also appreciate when they

do well and also provide a constructive criticism. And also, trainer has to you know use the mistakes as a learning opportunity specifically to describe you know how to perform the new skill or a behavior.

In case you know they commit a mistake you have to trainer has to play a role of take it as an opportunity to correct them. Show them where did they go wrong so, that they do not repeat when they go back to their workplace. This is how the trainer can play a very critical role in ensuring a better transfer of training to occur.

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The slide features a blue header with the title "Learning and Transfer of Training Model". Below the title is a yellow box containing the text: "Role of Supportive Workers" followed by "Newly trained employees are encouraged to ask their supervisor to provide them with hands-on opportunities so they can put their newly acquired knowledge into practice." The slide is decorated with icons of gears, a hard hat, and a circuit board. A small video inset in the bottom right corner shows a man in a purple shirt speaking. The NPTEL logo is visible in the bottom left corner.

The next is role of a supportive worker, yes. Newly trained employees are to be encouraged to ask their supervisor to provide them hands-on opportunity so, that they put their newly acquired knowledge because the worker also has to ask can you give me an opportunity where I can use the newly learned skill.

I have learnt about handling a tool handling a particular machinery or a software can you give me an opportunity that I can apply I can use in my current workplace. So, this will also you know encourage them to have a better application of the learning they done through the training programme.

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The slide is titled "Importance of Training Transfer" in an orange box. Below the title, a yellow box contains the text "The Importance of Training Transfer are as follows:" followed by a bulleted list of five points. To the right of the text is a diagram with handwritten notes. The diagram shows two vertical boxes, one containing 'a b c' and the other 'd g h'. Above the boxes, it says "Learn Training" and "Requirement Job Role". Below the boxes, it says "Positive Transfer" and "Performance of Employee". A red arrow points from the boxes to the text "Performance of Employee". The NPTEL logo is in the bottom left corner.

Importance of Training Transfer

The Importance of Training Transfer are as follows:

- It helps employees to enhance their skills, knowledge and the thinking ability.
- The capabilities of employee are enhanced to apply new skills and knowledge in their jobs.
- Encourages managers to support employees with more skills and techniques
- Employees are encouraged to make thoughtful review and reflection following the training
- Ensures that employers and employees reap the positive impact of the time spend in the training

Learn Training Requirement Job Role
Positive Transfer Performance of Employee

Then you know why the transfer of training is important. We were talking about you know who can play a role catalyzing ensuring the transfer of training takes place. Now, we need to understand why this transfer of training is important. Because it helps employees to enhance their skills knowledge and their thinking ability and the capabilities of employees are enhanced when to apply newly learned skills and knowledge in their job roles.

Unless otherwise the transfer does not occur then it is about independent what I am saying about independent you will learn about a b c in training and your workplace require let us say d g h. If you look at these are all independent set right. So, this is what you learnt in training learning in training and this is required in job role.

So, the transfer of training essentially should see whether this is mapping this a b c what you learned is also reflected in the workplace and ensure that you know there is an opportunity for employees to use it. And encourage managers to support employees with more skills and techniques so, that you know they feel appreciated about attending training programmes.

An employees should be encouraged to make thoughtful review and reflections following the training programme ok. And ensures it the transfer of training also ensures that yes, employers and employees reap the positive impact of time spent in a training. What we are essentially talking about, positive transfer right.

Positive transfer is that improved performance of employee will happen, which is directly proportional to improved performance of organization. So, when there is an improvement in the performance of employee, which will definitely have an improvement in the performance of the overall organization. So, organization also have to read the positive benefit of the training programme.

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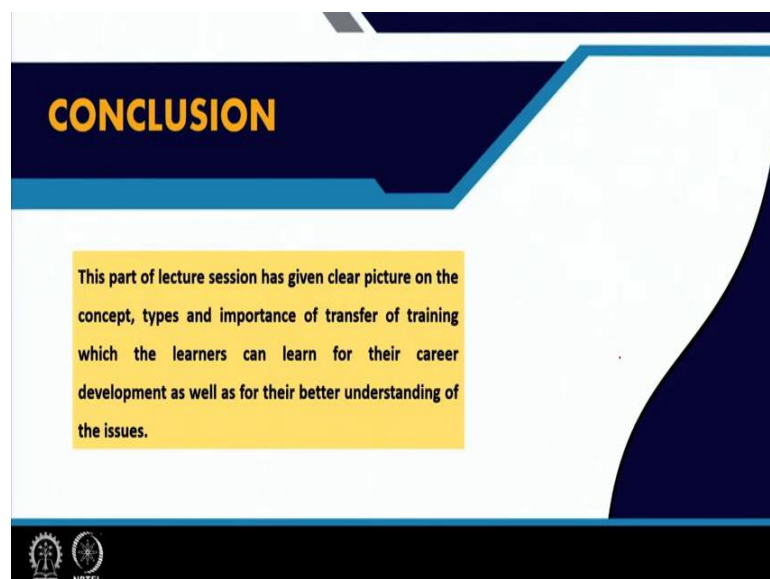


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CONCLUSION

This part of lecture session has given clear picture on the concept, types and importance of transfer of training which the learners can learn for their career development as well as for their better understanding of the issues.



So, these are the references and today we learnt about the concept of transfer of training, what are the you know why transfer of training is important what are the different types of transfer of training and we also understood the role of you know stakeholders, which we have talked about supervisor, co-worker and supportive work environment also we talked about a role of a trainer in ensuring that you know transfer of training takes place in an organizational context.

Thank you.