

**Training and Development**  
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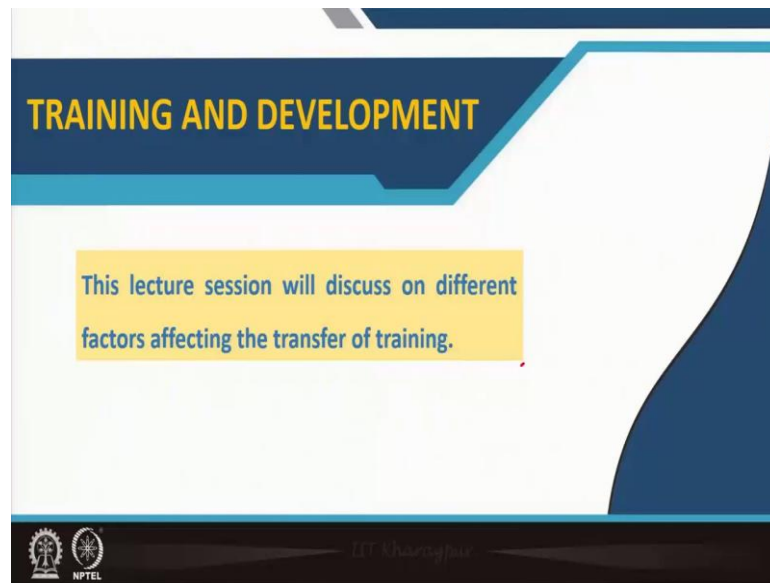
**Module - 04**  
**Lecture - 19**  
**Factors Affecting Transfer of Training**

Welcome to lecture 19. This is a 4th lecture in this particular module. And in the previous lecture we discussed about a transfer of training, why transfer of training is important, who are plays a critical role in transfer you know in ensuring the transfer of trying occurs when an employee takes place or takes part in any of the training program.

Today, we are going to talk about what are the factors which affect transfer of training, why it is becoming very important to understanding the factors that actually responsible for a transfer of training to occur in a workplace. So, that you as a potential manager or you as an employee and you as a person who is responsible to conduct training program or going to go through the training program you will understand.

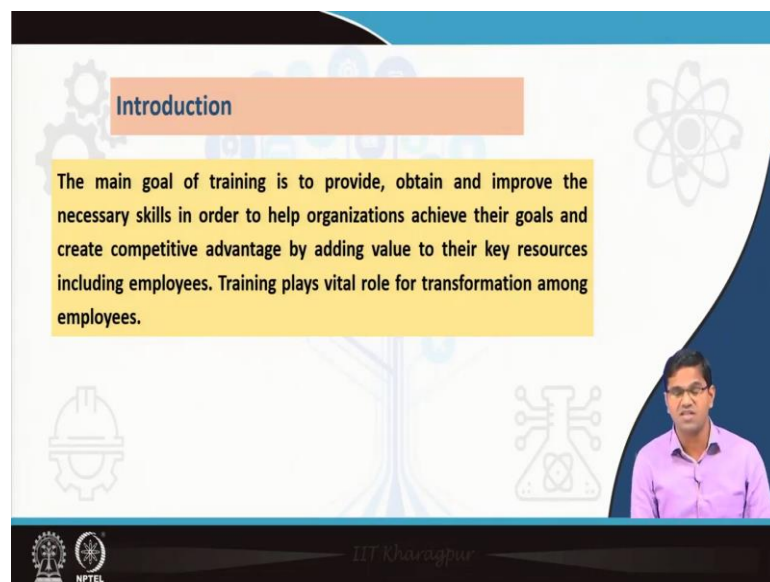
How I can actually ensure whatever I spend time my time in going through the training program, I plan a training program how do I ensure that; yes, there is a transfer of training occurs in my workplace. So, that I can see there is an improvement in my employee's performance compared to their earlier performance that is the main intention of understanding the factors which are affecting transfer of training.

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So, today we are going to primarily discuss on what are the factor which are affecting the transfer of training and we are also pay attention on how do we understand each of the factors from a larger view to a you know the very specific view on each of the factors.

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And when we talk about the goal of a training, we have been hearing this again. But you should also understand the goal of a training is to provide obtain and improve the necessary skill to in order to help the organization achieve their goals and creative competitive advantage by adding value to their key resources whose we are talking about

is an employee's see every time when we are in organization planning to for a training program or wanted to conduct a training program.

The intention is very clear organization wanted to you know add value by training programs when I wanted to understand how does a conducting a training program will add value because I am trying to help my employees or I am strategically planning to have a training program that will improve the knowledge, skill and abilities or competencies of my employees; you know from one state to the next level of performance.

So, that I see that has been reflected in the workplace through which I am going to add value for my organization in terms of better productivity in terms of better product development or in terms of having a higher competitive advantage amongst my market players or me with my competitors.

So, training plays a very vital role for transforming among the employees especially when we identify. Yes, my employees are facing some challenges in terms of performance deficiency or are we looking at any potential threat in terms of market situations, how do I approach the market by improving the knowledge level of my employees that is why training plays a very critical role.

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**Factors Affecting Transfer of Training**

The factors that influence the transfer of training are

- 1) The trainees' characteristics, such as cognitive ability and motivation to learn;
- 2) The training design, such as training content and instructional method; and
- 3) The work environment, such as supervisory and peer support, and organizational.

These may be learnt at a glance form the diagram in the next page.

*Handwritten notes:*  
Transfer Training  
"I/E"  
Input → Training → Output  
Training → Performance  
Actual Performance / Workplace Performance

The slide features a background with gear icons and a presenter in a purple shirt in the bottom right corner. Logos for IIT Madras and NPTEL are visible at the bottom.

And now, we are going to understand what are the factors which affect the transfer of training we know that; yes, organization have an intention to a conduct a training program keeping in mind that; yes, it is going to add a value it is going to create a competitive advantage or it will also improve my employee's knowledge skills and competencies.

But, however, is it going to be ensured that when I conduct a training program it is to be assured that yes, my employee will definitely show an improved performance it not always unless otherwise you ensure that transfer of training occurs it is like that now you are providing an input this is the input you are giving and you give this input with an expectation that there can be a desired output desired output is different from just an output.

You are expecting some specific output to occur right the desired output now comes it is not you know especially in a training context this I am talking about from a training context when you talk about from a training context it is not always going to be assured that; yes, you put this input and you are going to get this output not always unless otherwise you ensure that there are transfer of training occurs.

Unless otherwise, transfer of training is not taking place then employee the resource you spend in training your employees may not be so productive or useful. So, when we talk about a desired output how do we you know I decide the desired output it is not about immediately after the training program it is about after the training program lets talk about here is the end of training; end of training program ok.

Now, talking about after this training program is over am I seeing the desired output in my employees, am I seeing an improved performance; am I seeing the growth, am I seeing the increased productivity, am I seeing that. Now, my employee competency has increased all this is what we are talking about a desired output this is what when we see that this is happening increased competency, increase productivity, increased performance; then I am saying yes, the transfer of training was successful.

So, when we are talking about, we are interested in positive transfer of training when in the previous lecture we learned about, yes, there are different types positive negative and zero transfer of training we are in you know interested in seeing can I create a positive

transfer of training. So, that my employees what they learned through a training program are then they are coming and reflecting in their workplaces.

Now, we want to understand what are the factors which can actually I am talking about this particular stage where we are talking about ok. Yeah, I am specifically talking about this particular stage wherein these factors which can facilitate after the training program they are able to translate to their actual workplace whatever they learnt through a training program.

So, the there are larger level of factors the three important factors which are responsible for a transfer of training which influences the transfer of training to occur what I said, yes, end of a training program which I say end of training to the actual performance or otherwise call it workplace performance ok.

So, now, this is what we are seeing you here what we are saying these factors which you are talking about these three important factors which will influence to have an actual performance or a workplace problem what are those three factors.

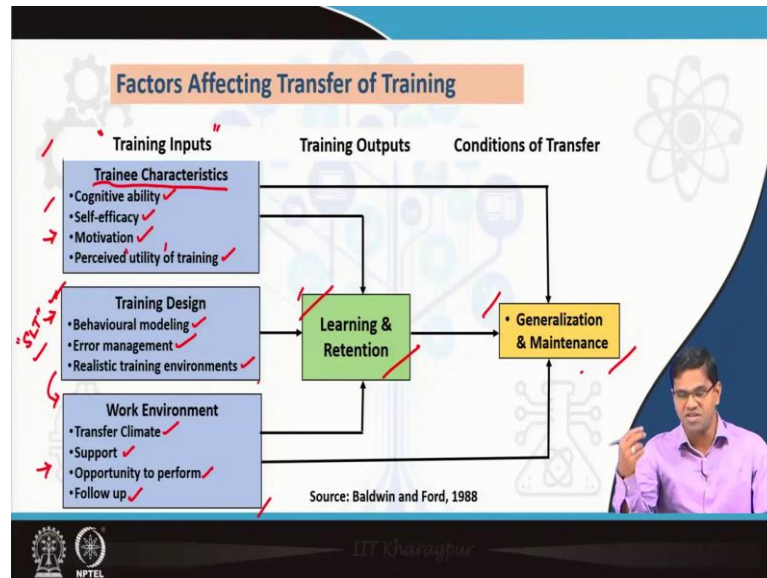
First is a trainee characteristic, which is about an individual employee or a participant of a training program which focuses on their cognitive ability and there are also a motivation in participating in a training program and motivation to learn a new concept or improve you know existing knowledge level or a skill level of an employee then training design itself yes how the training is you know been the program has been designed.

It also talks about what is a training content, what is the method of conducting training program, what type of an instructional method has been used are we using lecture based, are we using job assessment, are we using demonstration, are we giving them hands on practices, what type of an instruction method has been used, which actually going to effectively translate the employees learning to a workplace performance.

Then the work environment the very important factor which is are going to act as a catalyst that how the work environment is going to be supporting the training to occur and also helping the employees who trained to come back to their workplaces and use what they learned are they supervisor being very supportive or their peer provides

support and the organizational level resources which also plays a very critical role in ensuring that; yes, the transfer of training is going to take place.

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Let us look at in a framework this framework is going to give you better understanding. So, when you talk about a training input. Yes, these are the factors which you are talking about say input and you see the training output what is the output of a training we are looking at the learning my employees learn and they retain which is about.

Yes, whatever the new concept or the improvement whatever they are learning which has to stored and you know my employees has an ability to recall and use it in the workplaces and comes the transfer of training after my learning and retention we are also interested in transfer of training in terms of generalization and maintenance which we discussed in a previous lecture as well I am going to discuss in detail again.

But let us spend time on the input this is what we are saying now this input is very critical. So, to create the training output and also to lead to the transfer of training to occur in the workplace. So, the Baldwin and Ford have proposed this particular model which they say trainee characteristics trainee character is what is that when I talk about a trainee characteristic; yes, it is about employee or a participant of any training program.

So, it talks about their cognitive ability their own cognitive ability their self efficacy it is the belief of an individual employee whether they have a belief that; yes, they will be

able to learn and use effectively in their workplace and their motivation to participate in a training program and their learning motivations and perceived utility of training they should perceive that; yes, this training program is going to be of a use for me in what I am doing in current job role.

Unless otherwise, if somebody is not feeling that; yes, I am feeling there is a utility, there is a use of participating in the training program. If you recollect the principles one of the principles of learning which also say you know immediately immediacy relevance, where are they going to relate and see whatever I am going to be provided through my training module is it off going to be some use for me in my current work hold.

So, this plays a critical role in ensuring that my employees will show lot of learning and also, they will transfer this learning to the workplace or a current job role he or she is doing. Now, comes the second factor which is a training design. So, through training need assessment you all always already arrived at what is the requirement what should be the objective of a training program.

Now, comes how are you going to design your training program. So, are you looking at any behavioural modeling or you look you know if you remember social learning theory wherein, we will talk about yes you will have you know attention retention motor reproductions and the behavioural reinforcement which we are talking about are we going to apply of such thought that are we going to do demonstration are we going to ensure there is a behavioural modeling to occur some role plays or effective way of training method.

So, that my employees able to observe learn and replicate those behaviours or the performance in the workplace are we also creating a provision in a training module such a way that; yes, a possible error when we perform a particular job role can be you know seen during the training program. So, that my employees become so skillful enough to address those error which can occur in their potentially can occur during their workplaces.

And realistic training environments are you going to provide a replication of the work context or at least the job they perform or they may challenge they experience during the workplaces are you going to create the realistic training environment wherein they will

have more opportunity to learn and use that to their you know workplaces or to the current job role since, the training design plays a very critical role.

Then comes the work environment. When you talk about a work environment does the work this is about if you look at this training characteristics and training design which are very individualist about the employee and your training design comes from the you know the who the team which is going to design the training where manager will be involved a training department will be involved and the experts or the instructor will be involved in designing the module and the program or a content of the training program.

Wherein, if you come out come to the work environment where it is kind of an organizational culture organizational commitment towards creating the situations or a climate for an employee to have a better training avenue and also use those learning in the workplace. Transfer of training climate; yes, that is my organization promotes my employees to participate in training program are they going to appreciate employees to participate in any training program or do they provide adequate support in terms of.

Let us say there are ten people working in a particular team if few of them have to go for a training program; does the other team members going to support in their absence when 10 people are working in a team if 3 of them have to be away from the work for the week time for a training program the workload will be redistributed to the rest of the 7.

So, eventually that 7 has to be cooperative supportive to you know allow them to go and participate in a training program we are looking at or the company creating a such an environment where the supervisor and their co worker and peers will also support.

Then opportunity perform; does my company is going to provide an opportunity for those employees who participate in a training program to perform when they come back or they going to create the opportunity to use the new skill new set of two techniques what they learned in a training program in the current workplace.

And are they going to do a follow up about you know how well they are able to re recap whatever they learned and use it in the workplace. So, these three inputs which are very critical to facilitating in having a better learning and also leading to your transfer of training which is a generalization and maintenance.



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**Factors Affecting Transfer of Training**

**Trainee Characteristics**  
It is widely accepted that trainee characteristics play a powerful role in the transfer of training which may be understood from the following:

- Cognitive ability**  
Trainees higher in cognitive ability have more success in processing, retaining, and generalizing trained skills
- Self-efficacy**  
Trainees higher in self-efficacy have more confidence in their ability to learn and apply trained competencies, and are more likely to persist when performing difficult tasks.

The slide features a yellow text box on a white background with blue accents. A video inset in the bottom right shows a man in a purple shirt. Logos for IIT Kharagpur and NPTEL are visible at the bottom.

So, let us look at in each of the inputs for a learning and retention and transfer of training to occur see that training characteristics is one of the most powerful plays a very most powerful role in transfer of training to occur why because unless otherwise the employees who is going to participate in a training or and any individual is going to participate in a training if they do not have an intention or if they do not have the ability or efficacy it will be very difficult for any training module or content an organization to create such a transfer of training to occur.

So, the cognitive ability; yes, higher the trainee's cognitive ability more success in processing, retaining and you know generalizing the trained skills. So, if the employer cognitive skill is really good, they will be able to quickly learn whatever been you know been taught in the training program and they will be able to apply such a learning in a different context in workplaces not necessarily in identical situation maybe a very similar situation they may be able to use it.

Then comes self efficacy is self efficacy is nothing but having you know trust and believe that; yes, I will be able to do it higher the self efficacy they have more confidence in their ability to learn and apply the competencies and they more likely to persist when performing a difficult task.

So, if the employees or participants if they have a higher self efficacy, they will be able to you know become very confident and they will assure that; yes, I will be able to use

this and they show that yes you know during difficult tasks they will use those skill set and prove that they are able to perform well.

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**Factors Affecting Transfer of Training**

**Trainee Characteristics (continued)**

**Motivation**  
Motivation refers to the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal. Transfer is facilitated when trainees are motivated to learn and transfer throughout the training process.

**Perceived utility of training**  
Training has high utility or instrumentality when trainees perceive a clear link between required performance and outcomes that they value.

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Then motivation; the motivation refers to the process of that accounts an individual's intensity direction and persistence of effort toward attaining a specific goal. So, unless otherwise you know employees do not have the motivation to learn and it will become very difficult, they will be able to retain whatever they learnt and you know transfer it to their workplaces.

So, motivation of an employee is very important are they showing motivation to participate in a training program is my training program is motivating for my employees to participate for example, if you relate the need-based theories of learning wherein we are talking about; yes, individual motivation is subject to the saturation of the need what level of a need my employees if you remember recollect the Maslow's hierarchy of needs.

So, five you know five levels where we are talking about physiological, safety the belonging and esteem and self actualization; what I have ever need my employees are having, does my training program going to provide them that is going to motivate them to you know take the training program seriously which will affect them on serious learning and also show that learning in their workplaces.

Now, perceived utility of the training as I was already explaining unless otherwise my trainees do not feel that they are feeling that the training program will have lot of value for a what role I am doing for example, if you are a person who are doing a software testing or programming or a coding and your training programs is absolutely on something else and you do not feel that you know I am going to learn something which is going to be useful for my job.

So, it is very important whether the training has some utility when my employees perceive they believe that; yes, it has some potential for me to use in my workplaces then higher the learning and higher the transfer of training to occur its more likely that you know employees will show a lot of in intention to learn and also show more intention to transfer that learning to the current workplace ok.

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The slide is titled "Factors Affecting Transfer of Training" and is presented in a yellow box. It contains three main sections:

- Training Design**: The design and delivery of training programs significantly impact learning and, ultimately, transfer outcomes which include the following:
- Behavioural modeling:** Behavioral modeling facilitates transfer when both positive and negative models are used, and when opportunities to practice are provided.
- Error management:** Error management promotes the transfer of training by allowing trainees to anticipate potential issues, providing them with knowledge of how to handle such problems, and highlighting the negative outcomes that can occur if training is not transferred.

The slide also features a small video inset of a man in a purple shirt speaking, and logos for IIT Khargpur and NPTEL at the bottom.

Now, comes to the training design. So, a designing and delivery of training program has lot of impact on learning and the transfer of training to occur. So, when we talk about a training design, we are also talking about the content of a training is one and then also what type of a method one is going to use to ensure my learners are able to learn something which are going to be interesting for them when I talk about behavioural modeling.

So, behavioral modeling will facilitate a transfer when both and you know positive and negative models are used. So, for example, in this place you can refer to reinforcement

theory which we learnt a positive reinforcement and negative reinforcement, what type of a behavioral modeling are we going to use, if my participants show that behaviour how the how positively they are going to be reinforced, are you going to associate some rewards or incentives some scope for them to go back and create that in reinforcement to learn.

And also, error management; error management which promotes transfer of training by allowing or making my employees to anticipate potential issues yes there are chances of issues or there are chances of difficulties or challenges when carrying out my job and providing them knowledge with how to handle such problems and also inform them how what are the you know highlighting the negative outcomes of that can occur if the training is not transferred.

So, for example, somebody has been trained on how to respond to the customer escalations or queries or any complaints comes from them and if the trainee is not trained on different situations what type of complaints can potentially come and that creation of that kind of situations in a training place you know the trainee will learn ok; how do I handle if such queries comes.

And also, your trainee should say in case if you fail to address such queries or complaints from a customer what are the negative consequences, what will happen to the project, what will happen to the company, what will happen to the relationship between the customer and the organizations that will has to be you know modeled a part of your training program. So, that you know my trainees will become show a lot of intent in learning the training programs I eventually use it in their workplace.

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

**Training Design (continued)**

→ **Realistic training environment:**  
Many organizations go as far as conducting on-the-job training, which takes place in the actual physical and social environment where the tasks being trained will be performed. Conducting training and practice in environments that resemble the workplace increases the likelihood that trained competencies will transfer.

The slide also includes a small inset video of a man in a purple shirt speaking, and logos for IIT Kharagpur and NPTEL at the bottom.

And training design should be realistic in nature. So, many organizations conduct on the job training and you know which takes place in your actual work settings itself so, where the trainees are provided on the job training. So, they know that; yes, they are already trained on whatever they are doing which will makes more realistic in nature they feel like; yes, this training is more relevant for me.

For example, somebody has to be trained on using your recent tool or a technology and if you want to train them on a recent tool or a technology which they are going to use and you give them the tool you give them the particular technology or take them to you know how to handle the new missionary.

So, if you are conducting the training on the tool technology or a new machinery which you are talking about then it becomes more realistic in nature because they become more confident; yes, this is what we I am going to face in my workplace I am already getting more exposure in how to use the tool or how to use the technology which are going to be effectively used in my workplace.

So, training should be very realistic method; if you can go with a realistic method, its kind of very similar to what the current workplace looks like for the employee. So, that will become you know that will provide more opportunity for the employees to show interest towards learning and also use it when they go back to the workplace.

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The slide is titled "Factors Affecting Transfer of Training" and is presented by Dr. Khuram. It lists three key factors: Work Environment, Transfer climate, and Support. Handwritten red notes include "10 members" and "3 Training" with arrows pointing to the text.

**Factors Affecting Transfer of Training**

**Work Environment**  
The work environment following training has a significant impact on transfer outcomes. It has impact as follows:

**Transfer climate**  
Situational cues and consequences largely determine whether or not learned competencies are applied in the workplace.

**Support**  
Both supervisor and peer support are critical for the transfer of training

10 members  
3 Training

Dr. Khuram

NPTEL

Then comes the work environment; when we talk about a work environment the following work environment plays a significant role one of us is a transfer climate. Does my you know company provides a climate which determined you know promotes and appreciates transfer of training to occur.

When for example, when employees goes to a training if they learn a new competency does the current workplace appreciates them to use the competency, they learnt which means that my co-worker will support; yes, if somebody learn new thing and then come on trying out in a workplace and somebody has to appreciate it there is nobody should decline that you know somebody is using a new tech tool or whatever they learnt recently through a training program.

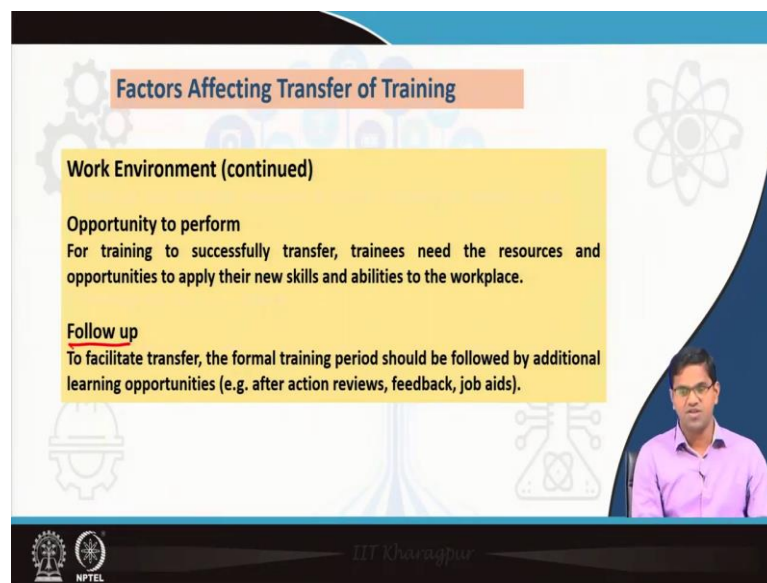
So, that will indicate to the other employees that yes, my organization has a better you know organization climate which promotes transfer of training to take place which supports the employees to learn and come back and use it in the workplace and both supervisor and peer should provide a support to the transfer of training to worker. So, unless otherwise my co-workers are not appreciative are not allowing to use for example, somebody has as I said this previous example which I was saying 10 members out of them 3 of them gone for learning training.

So, when they come back these 3 will wanted to use whatever they learned. Now, the rest of the 7, if they do not allow them to use the new skill what they learned then what will

happen over the time this 3 people who went for a training will either never use the whatever they learnt or they never show interest to learn.

So, it is very important the supervisor and peer has to ensure that you know transfer of training occurs through by showing support and enabling and allowing employees to use in the workplace.

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The slide is titled "Factors Affecting Transfer of Training" and is part of a presentation. It features a yellow background for the main text and a blue header. The text is organized into two sections: "Work Environment (continued)" and "Follow up". The "Work Environment" section includes a sub-heading "Opportunity to perform" and a paragraph explaining that trainees need resources and opportunities to apply their skills. The "Follow up" section includes a sub-heading and a paragraph stating that formal training should be followed by additional learning opportunities like action reviews and feedback. In the bottom right corner, there is a small video inset of a man in a purple shirt. The slide also includes logos for IIT Kharagpur and NPTEL at the bottom.

**Factors Affecting Transfer of Training**

**Work Environment (continued)**

**Opportunity to perform**  
For training to successfully transfer, trainees need the resources and opportunities to apply their new skills and abilities to the workplace.

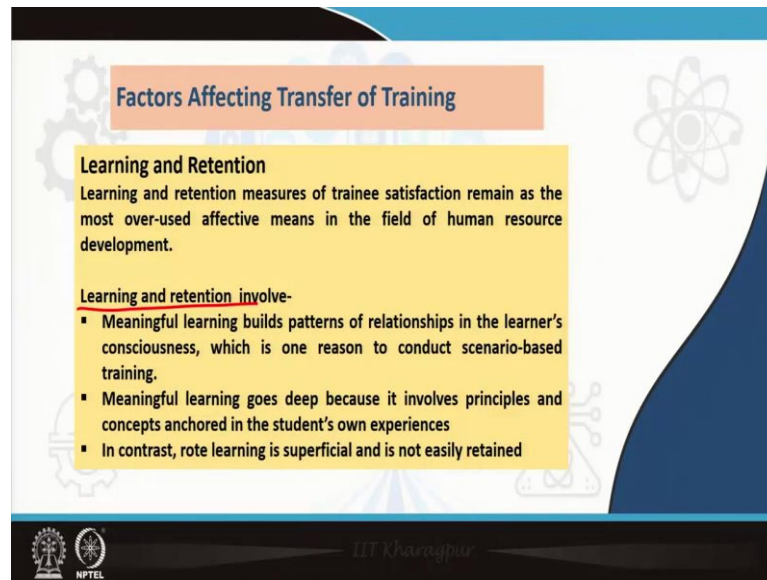
**Follow up**  
To facilitate transfer, the formal training period should be followed by additional learning opportunities (e.g. after action reviews, feedback, job aids).

Then opportunity perform as I was saying is you know the organization should ensure that yes the trainees are given opportunity practice what they learned in a training program if it requires some resources to be provided for example, you have some section of the employees went and used learnt a new tool or a technology and when they come back if an organization can provide them to supply with a new tool or a new technology in the current workplace that is that will actually encourage people to have a very effective transfer of training to.

Then follow up to facilitate transfer the formal training period should be followed by an additional training opportunity for example, when a training period is over after one month kind of a reflection sessions can occur so that you know they can go back and recap whatever they learned maybe after the training program when they go back to the current workplace, they would have experienced some challenge. So, they might go back to the reflection session and then say ok. So, I learned this in a training period, but when I actually try to implement, I face these challenges.

So, this review sessions will able to help them to adjust or handle those such challenges or problems arising out post the training program. So, this follow up will also help into ensuring effective transfer of training takes place ok.

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**Factors Affecting Transfer of Training**

**Learning and Retention**  
Learning and retention measures of trainee satisfaction remain as the most over-used affective means in the field of human resource development.

Learning and retention involve-

- Meaningful learning builds patterns of relationships in the learner's consciousness, which is one reason to conduct scenario-based training.
- Meaningful learning goes deep because it involves principles and concepts anchored in the student's own experiences
- In contrast, rote learning is superficial and is not easily retained

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So, now, when you talk about a learning and retention as we already discussed about the inputs. Now, we are going to the training output. So, learning and retention measures the trainees' satisfactions remains over used affective means for example, when you talk about a learning and retention which involves what does it actually talking about when you are talking about learning and retention as a training output which is you know meaningful learning builds a pattern of relationship in the learner's consciousness.

Is my training method developing a certain you know pattern on my learners with when they are consciously building that pattern one reasons to conduct the is you know scenario-based training can you create a scenario-based training what type of a scenario my organization will experience similarly you can bring that and then give them the opportunity to experience that scenario in the training period.

And meaningful learning also goes deep because it involves principle and concept anchored in student learners or students own experiences and you know it is also if you look at you know rote learning which is very repetitive learning so or which is a reading are very conventional method which is very superficial you know it cannot be is not easily trained.



So, the learning and retention is goes beyond you have to create more scenario-based training. So, that my participants learning goes deep because they have to connect and internalize the learning that is where the learning and retention takes place ok.

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The slide is titled "Factors Affecting Transfer of Training" and is presented by Dr. Khanna. It features a yellow background for the text and a blue header. The slide is divided into two main sections: "Generalization" and "Maintenance". The "Generalization" section is marked with a red checkmark and defines it as the ability to use knowledge or skills in a different setting. The "Maintenance" section is marked with a red underline and defines it as the ability to use knowledge and skills autonomously without support systems. A red handwritten note "KSA 'Pani'" with an arrow points to the "Maintenance" section. The slide also includes the NPTEL logo and the name "Dr. Khanna" at the bottom.

### Factors Affecting Transfer of Training

#### Generalization and maintenance

**Generalization**  
It involves being able to use knowledge or skills in a setting that is different from the one it was learned in. Because the setting is changing, generalization can be thought of as transfer across situations.

**Maintenance**  
It involves being able to use knowledge and skills autonomously, as support systems are taken away. Because maintenance is about training, learners to apply what they've learned without help, and that takes time to develop, maintenance can be thought of as transfer across time

Dr. Khanna

NPTEL

Now, comes the transfer of training when we talk about a transfer of training two things which we are discussing a part of a transfer of training which is about the generalization. What is the generalization? It involves you know the trainees when they learnt a new knowledge and skills are they able to use the learning or whether their improved knowledge skills level in a different situation and also in a various other situation also.

It is not always identical situation they are able to use it, but in a very similar situations or maybe something different situation they are not able to use it. So, transfer of training should ensure that yes even in a different changing situation they were able to use whatever they learnt during the training program neither their knowledge or a skill or a tool.

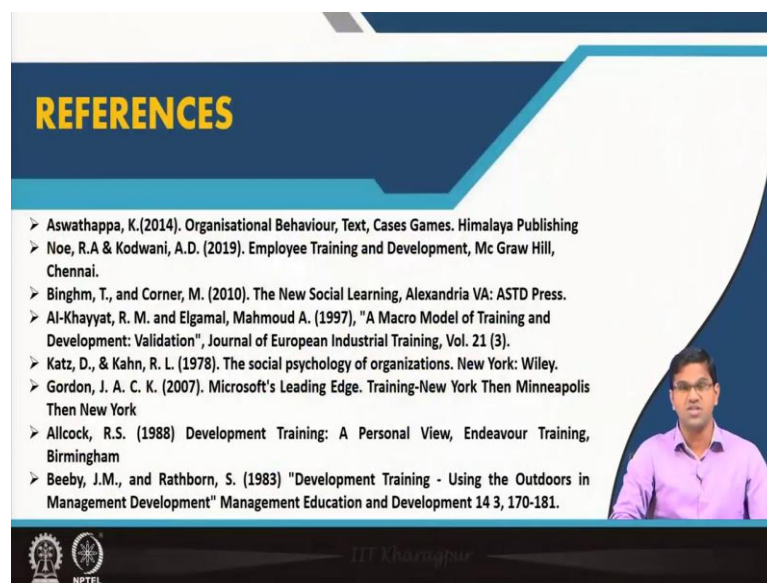
Then comes the maintenance; it involves you know whether the trainees being able to use the knowledge skills autonomously and also as a support system when the support system was taken away. Meaning that whether the KSA; which is a knowledge skill ability or a competency which are learned during the training program are my trainees are able to use it in a sustained period which is a longer period.

When I say sustained period, first few of weeks of post training you will have some supportive system from the trainer or with the instruction manuals or some you know you can always go back and get some inputs. Even after such period is over are they able to continue to use those new skills and competencies in the workplace that is what it talks about the maintenance of transfer of training.

So, the transfer of training is intending to focus on two concepts; one is about the generalization are they able to use whatever they learnt not even not necessarily always an identical situation and whatever they experience in training period are they able to use it in a very similar situation also.

Next is about are they able to use those learning you know over period of time even in the absence of you know support systems are taken away. So, this too ensures yes there is an effective transfer of training occurred in the workplace.

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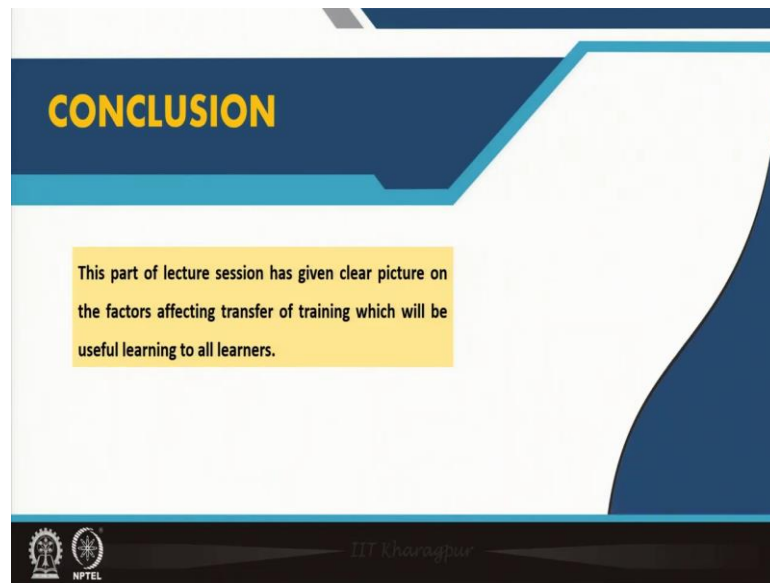
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So, these are the reference.

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Today, we learnt about very importantly to understand what are the factors which affects the transfer of training because we are we as an organization we are always interested that any training program has some very good outcome very good outcome we are referring to is my training program going to create a positive transfer the change which occur in employees post training period which are reflected in the workplace which are reflected in the workplace meaning that there is an improved performance there is an improved productivity.

Unless otherwise, if you do not connect the training to their improved performance then what is actually happening only my employees went for 5 days training program and they had a very good time maybe you know away time away from their workplaces and they come back and if it is independent of whatever different situation right. Now, the training is not linked to their performance then the training is actually failed to deliver the transfer of training to occur.

So, there is always a connection of a training program to the improved performance of the employees or at least change in their behaviour change in the way they do the approach in which they used to handle such problems earlier than after the training program.

So, the transfer of training is very important organizations are interested to create a positive transfer of training which expected yes after my training program I wanted to

see some improvement in my employee performance that will be attributed towards the training content and delivery of the training program.

Thank you.