



# “I will be aware of the appraisal, which will automatically change my work behaviour”: Evaluating Training Transfer

Mili Saha<sup>1</sup>

<sup>1</sup>Department of English, Jagannath University, Dhaka-1100, Bangladesh

Received 11 May 2020, Revised 16 October 2020, Accepted 11 December 2020, Published 01 January 2021

**Abstract:** The article re-examines the significance of transferring learning from in-service training to work places utilizing a critical perspective. Reviewed literature exposes that evaluating post-training behaviour or learning transfer has double benefits of measuring trainee's skills development and ascertaining individual strengths or weaknesses. The author attempts to study the training transfer practices, significance of transferring training, and how to transfer training using a mix-method research and surveying hundred professionals. Recommendations include evaluating transfer and providing necessary support to the trainees, to ensure a positive learning environment leading to changed work behaviour and better performances.

**Keywords:** Training Transfer, Learning Environment, Work Behaviour, Organizational Support.

## 1. INTRODUCTION

Training is generally referred to as a premeditated learning experience planned to create a long-term impact on an individual's knowledge, attitudes, or skills (Noe & Schmitt, 1986). It is acknowledged as a strategic force to increase competitiveness often found as a challenge in the human resource department (Stavrou et al., 2004). Trainers usually aim at 'providing, obtaining and improving' required skills to the workforce for adding value to the resources. It is advantageous for both organizations and trainees. Organizations gain from better performances and greater productivity of the workers while trainees grow by learning new expertise and acquiring improved work habits (Elangovan & Karakowsky, 1999). By arranging training, organizations enjoy few HR benefits including positive work attitudes, better company performances etc. However, this is feasible only when trainees apply the knowledge learned through the training (Saks & Burke, 2012), which is called training transfer, a need for trainees and organizers.

Kirkpatrick (1996) calls this “the transition between learning and behaviour on-the-job”. Training transfer is a complex dynamics and indicates the amount of learning occurred in a specific context, which can be effectively used through responses in another real-life context. It comprises positive functions of authentic learning and applying knowledge, skills, and attitude (KSA) to the job successfully over a considerable period of time. Considering the issues of high investment and allocated

resources, participants' ability to transfer and apply the learning in employment is counted in the training effectiveness documentation. Transfer can take three forms: positive transfer aids the target task, negative transfer inhibits the subsequent task, and zero transfer has no effect on-the-job. “What if there is a negative or zero transfer in a training program?” Evaluating Training transfer is the most complex and crucial part as the valid measure and key factor to determine training effectiveness (Holton et al., 2000). The concept of transfer has made a shift to be more associated with “the applications and improving the workplace” with learning than the educational issues (Goldstein, 1974). Hence, learning transfer needs to be evaluated to know the extent to which transfer has or has not occurred.

This research exploits the frameworks of socio-cognitive and adult learning theories focusing individuals' unique ways of acquiring and maintaining behaviour, which is shaped by the socio-cultural environment where they perform. Trainees' past experiences influence reinforcements, expectations, and expectancies, which predict a person's choices and reasons of behaviour. Such human functioning is a type of triadic reciprocal determination involving interactions among behaviour, personal factors (cognitive, emotional, and biological processes) and environmental forces. Transactions between self and society are a prominent determinant of learning behaviour too (Bandura, 1989). Most of the behaviour is multi-motivated and any learning



behaviour can be determined by several basic needs, including an individual's desire for self-esteem and self-actualization. Trainees might have self-esteem needs for achievement and mastery leading to self-actualization when they realize personal potential, self-fulfillment, personal growth, and peak of the experiences (Maslow, 1987 in McLeod, 2020).

As adult learners, trainees utilize different pedagogical assumptions including self-concept, experience, and relevance as autonomous, free, and growth-oriented learners. In addition, their learning is positively linked to readiness, orientation, and motivation to learning (Knowles, 1980). They need to be encouraged to challenge previous learning, use critical thinking, and question the existing working systems to check if their assumptions and beliefs are accurate. Adult professionals may demonstrate both instrumental and communicative learning through transforming schemes and perspectives (Mezirow & Taylor, 2009), which can promote learning transfer.

## **2. TRAINING TRANSFER**

In a recently expanded framework, Barnett and Ceci (2002) focus on the Training Content (what is to be transferred) and Training Context (where to be transferred) and measure these up to the notions of near and far transfer. Near transfer refers to the similarities of context (where) and far transfer refers to the learning (what) applied in the target situations. Blume et al. (2010) tags a temporal dimension regarding time to be applied. Near transfer is observed during the while-training period, although far transfer can continue to occur and be investigated after months or years. Long and short-term transfers of learning are the key predictors which vary with the time span after training. Trainees probably transfer key skills in the first month and little additions to the transfer occur subsequently (Axtell et al., 1997). This transfer indirectly impacts the long-term transfer through the perceived course relevance, usefulness, and motivation. Over the time, trainees become comfortable with new skills and create opportunities and environments to use them. However, researchers find transferring skills is initially critical although this immediate transfer is a significant prerequisite for subsequent skill applications. The transfer is fairly immediate instead of observed over a long time-frame (Tracy et al., 1995).

Direct transfer involves transmitting and applying almost all the learning immediately and effectively to trainee's work. Trainees' motivation, self-esteem, and self-efficacy are strongly connected to it. Indirect transfer, on the other hand, occurs through perceptions. Trainees report the perceived benefit received from training although they cannot apply the knowledge or skills. Few indirect results are there on soft-skills (personality, communication, and behaviour), such as being consistent, careful, professional, risk-taking, and reflective after the training (Nikandraou et al. 2009).

The Learning Transfer System Inventory (LTSI) in Holton et al.'s (2000) training transfer model comprises three crucial outcomes including learning, individual performance, and organizational results. Learning is the "achievement of the learning outcomes desired by the training or intervention"; individual performance is the "change as a result of learning being applied to the job"; and organizational results are the "changes at the organizational level as a result of changes in individual performance". The primary intervening variables in TOL (transfer of learning) included in LTSI are motivation, trainees' ability, outcomes of learning, transfer environment etc. However, the secondary intervening variables refer to performance self-efficacy and learner readiness, which include learning influence, learner characteristics, job attitudes, intervention fulfillment etc. But a model should be diagnosing more learner satisfaction, learning, and motivation to transfer (Pineda-Herrero et al., 2014). Besides, researchers including Grossman and Salas (2011) focus on some trainee-controlled and trainer-centered factors, such as (1) training content meeting the needs of the learners, (2) work environment supporting the implementation of learned skills, (3) training method designed to promote transfer, and (4) training evaluation measuring and monitoring the training transfer. Among these, training content, work environment, and training method act together with the trainee characteristics and are compensatory.

## **3. EVALUATING TRAINING TRANSFER**

Very little of the skills learned in a training is applied to the job (Broad & Newstrom, 1992) and "most of the training expenditures do not transfer to the job as benefit" (Grossman & Salas, 2011). This is called the transfer problem which has been an enduring problem in education and psychology. Forty percent learned skills are immediately transferred and 25% skills are transferred in six months of the training. While only 15% skills prevail for a year with no more than 10% investment in return (Nikandrou et al., 2009). Transfer problems indicate the organizational staff are not improving task behaviour. Training transfer is often considered as a leverage point to change the organizational-level outcomes positively. Saks and Burke (2012) mentioned the necessity of a formal programmatic training evaluation including learning transfer, which has been documented along with transfer problems as a challenge for the organizations (Twitchell et al., 2000).

Pineda et al. (2011) have framed two evaluation approaches. Direct Approach is used for measuring the evidence of learning outcomes and indirect approach is used for analyzing the factors facilitating the learning transfer (Cited in Pineda-Herrero et al., 2014). Direct transfer evaluation is a traditional approach and involves measuring the quantity of the transferred skills and knowledge using particular 'techniques and instruments' including questionnaires, pre/pro-tests, focus groups, and interviews etc. This is summative in nature and the transfer

is stated as the training outcome. On the other hand, indirect evaluation of transfer concentrates on the effective variables determining the level of transfer. It is formative and effective for detecting the variables impeding or facilitating training transfer.

The other method called intent to transfer suggested by Griffeth et al, (2000) (cited in Quesada-Pallarès, 2012) involves an increasing emphasis on motivation as a factor influencing training transfer and refers to “readiness to change” and “theory of planned behaviour” (Gegenfurtner et al., 2009; Ajzen, 1991). Also, Quesada-Pallarès (2012) introduced a unified model of motivation comprising pre-decisional phase, post-decisional phase, and action phase. Transfer intention and transfer commitment are specified at the very beginning of it. Transfer Intention is influenced and measured by attitudes towards transfer (beliefs, feelings, habits or construes), subjective norms towards transfer (colleagues, supervisors, subordinates, management, customers, trainers, trainees' important people) and perceived transfer control (self-efficacy, magnitude, strength, controllability). The post-decisional stage is the implementation of intention where the plans and commitment to performance are made. The action phase is transferring learning from training to the job and using self-report to study trainees' feelings and beliefs.

#### 4. RESEARCHER POSITIONALITY

The author plans the study to gain increased understanding about the ways professionals deal with new knowledge, skills, or attitudes derived from in-service training. As an EFL and ESL teacher educator, I find knowledge about how different other professionals compared to university ESL teachers perceive training's credibility, practicality and needs is significant. The way they transfer trained skills to the teaching practices and successfully develop training-integrated instruction effectively fostering students' particular skills and dispositions to improve overall achievement (Yang, 2012) is worthy of investigation. I have also attempted to compare the training facilities available for the local and international professionals and the way the groups transfer new learning to their workplaces. The research objectives include raising awareness about essential professional training facilities and sufficient training transfer to improve the current work conditions.

However, a linkage between transfer intentions, the initial attempts, and integrating feedback received from attempts has been found, which is usually enhanced by social support (Blume, Ford, Surface, & Olenick, 2019). Hence training transfer process is closely connected to motivation at individual and team level ensured by environment and practices (Massenberg, Spurk, & Kauffeld, 2015; Grohmann, Beller, & Kauffeld, 2014). Post-training meetings and discussions and experiencing positive reinforcement from the supervisors maximize the transfer support. However, culture, policies, and less support and encouragement are the worst perceived obstacles to training transfer. Also, training evaluation

frequency is positively correlated to training transfer (Lancaster, Milia, & Cameron, 2013). Only two of the Kirkpatrick's four levels evaluation criteria, such as behaviour and results are associated with higher rates of training and the perceived importance of organizational-level initiatives (Saks & Burke, 2012).

Ferdous & Razzak (2012) studied the importance of training needs assessment in the banking sector in Bangladesh, which concludes it as a prerequisite of successful training organization. Bhuiyan (2017) investigated the effectiveness of management development programs, which focus on the influence of individual characteristics, work environment, and learning organizational practices on transferring training in the civil service sector. Hence, the literature focuses on some specific factors and insufficiently illustrates the overall training transferring in Bangladesh. Although several European countries, including the UK and Sweden have made teacher training compulsory for higher education (HE) lecturers, the local teachers are devoid of such pre-service education (Trowler & Bamber, 2007). Also, the quantity and quality of university teachers' professional training both in Bangladesh and the other countries share similar hardships, which have not yet been addressed in any local research. This research aims at filling this gap.

#### 5. RESEARCH DESIGN

##### *Methodology*

I have used a survey to investigate different professionals' perceptions and reviewed researcher viewpoints regarding professional training transfer practices and the ways of increasing effective transfer. In addition to the quantitative section, the proposed research includes two probing questions and an open-ended question to examine details and triangulate the quantitative data involving participants' beliefs and recommendations. The study aims at analyzing the experiences of different participant groups instead of determining correlations among various variables.

##### *Research Questions*

- To what extent the professionals receive and utilize new learning in the workplace?
- How do these professionals benefit from transferring training?
- What employee support do the professionals need to transfer new learning to the workplaces?

##### *Data Collection and Analysis*

##### *Participants*

The respondents in this research are 100 different professionals including executive officer, manager, receptionist, journalist, first secretary, tax commissioner, banker, lieutenant commander, personal assistant to MP (Member of Parliament), engineers, researcher, program analyst, laboratory assistant, and teachers etc. A considerable number of teachers (58) working around the



world responded to the survey randomly. The participants of the study were connected with the author on Facebook and were communicated through Messenger. They were selected upon availability and consent. All of the respondents were informed about the proposed research and had sufficient work experience for receiving any professional training either at the workplace or outside. Eighty-five respondents work in Bangladesh while sixteen others work in the USA, Canada, UK, Australia, Iraq, Denmark, and India. Upon ethical clearance, all of the professionals responded to the cross-sectional study at their convenience.

TABLE I. TYPES AND NUMBERS OF THE PARTICIPANTS

Type of the participants	Total Number
Teacher	58
Non-teacher	42
Bangladeshi Nationals	91
Foreigners	9

The study focuses on a wide range of jobs including from corporate, creative, engineering, customer services and teaching from elementary levels to higher education etc. Many different contexts of eight different countries providing varied training facilities with the professionals have been included. The study also delves into the nature of training transfer in local and international binary sections.

#### Tools

An original questionnaire comprising five Multiple Choice Questions (MCQs) and four open-ended options including two probing questions directly asking about the barriers in learning transfer and suggestions for improving transfer was used to gather data. Later, I discussed the confusion arising between higher studies as academic training and professional training with five Bangladeshi university teachers. Clarifying the research purposes and nature of necessary data to them was effective since the study dealt with professional training and higher studies connected to university faculty's professional skills development. In addition, there was a section of the participants' demography at the top of the questionnaire to detect the maximum occupational varieties and contexts ensuring representative samples.

#### Analysis

Data has been analyzed using fully integrated mixed method designs and logical techniques in an interactive and top-down manner at conceptualization, methodological, analysis, and inferential stages. First, the quantitative data has been analyzed statistically using percentages and then the descriptive analysis is done. Both the quantitative and qualitative data have been manually analyzed using narrative framework and inductive coding.

Data include the number of participants experienced training evaluation, transferred learning successfully, and think training evaluation is useful. In addition, detailed responses on how to transfer learning, the barriers in transferring, how does training evaluation ensure learning transfer, and recommendations to increase transfer have been collected. Probing strategies have been used to support the conclusions drawn from numerical findings.

To avoid bias, the researcher considered all data provided by the participants and prevented any omission to be unbiased. In addition, the responses have been continually re-evaluated to ensure zero favor to the pre-existing hypothesis and assumptions. Also, the questions included simple yes-no and WH options with no leading questions stimulating favorable responses and wording biases.

## 6. RESULTS

### *Training Transfer Practices:*

Figure 1 shows, 79.2% of the total respondents have received any kind of relevant professional training, which is positive for human resource development and encouraging for the post training utilization research sector.

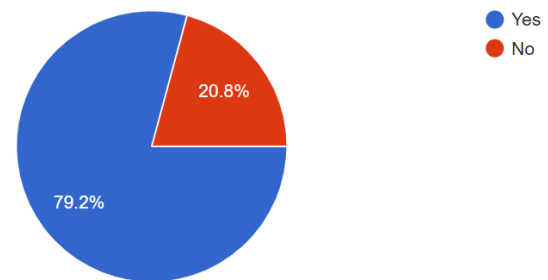


Figure 1. Participants received training

However, 67.3% respondents' new knowledge acquired through training was evaluated while 20.8% professionals are left untrained and 11.9% trainees' new learning is unevaluated, as shown in figure 2.

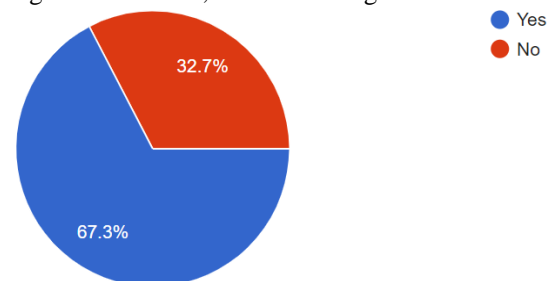


Figure 2. Participants received training evaluation

The research takes a shift when 90% professionals report that they could bring learning from training to the workplace and use it for improving performances producing better outcomes, as shown in figure 3. That indicates, at least half (60%) of the untrained professionals demand training which could equip them to work better



whereas approximately 10% trainees experience the learning useless and non-transferrable.

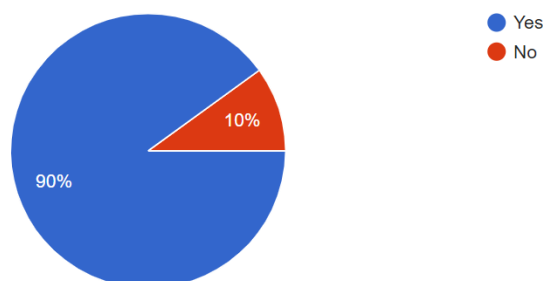


Figure 3. Participants transferring learning

In response to the follow up open-ended question “How do you use your new knowledge received from any training?”, the corporate participants focused mainly on sharing the received knowledge with the other office staff and colleagues. Teachers have some autonomy to apply training, although both the professional groups are considerably eager to implement new knowledge acquired from training.

TABLE II. OPINION REGARDING HOW TO USE NEW KNOWLEDGE

Other Professionals	Teachers
Discovering new ways to solve daily and emergent issues	Improving teaching techniques and methods
Changing work scopes	Incorporating into lectures
Cooperative and peer learning	Upgrading all academic purposes
Tracing personal progress and development	Applying in pedagogical design
Evaluating self-performances	Using for promotion
Exploring possibilities in groups	Peer learning
Implementing for organization growth	Making teaching more interactive
Performing assigned task competently and confidently	Performing new classroom evaluation
Designing tasks and answering client's query	Introducing new assessment system
Perceiving work definitions, making decision and expressing thoughts or explaining	Utilizing new research skills
Ensuring workplace safety	Being aware of the different teaching contexts
Handling customers and complex situations	Developing applied and inquisitive curricula

Learning about the useful and useless practices and choices	
Applying new knowledge to consult on a client-by-client basis	
Learning about decentralization local governance	

In response to the question “What are the barriers you had to do that?”, both the corporate workers and teachers report about some potential barriers in transferring training. Teachers identify more barriers than other professionals, which include insufficient time to prepare the intended lessons, limited class duration, lack of supporting staff, lack of recognition, professional jealousy, lack of labs or electronic resources, inadequate materials and equipment, adverse environment, etc. One of the respondents states,

*“Sometimes upper administration hinders individual teacher development by imposing managerial tasks and neglecting research support.”*

Most often transferring learning is difficult because of the differences between the imaginary classroom depicted by the trainers and the real life classroom regarding size and arrangements. Institutional requirements including schedule and traditional teaching style are also issues. Learners’ reluctance to play roles or participate in games which the trainer instructed the teacher to induce is also a barrier.

However, business and community professionals find applying new knowledge complicated since that often affects the whole system going in a conventional way. Sometimes, modifying the system is also an essential pre-step. Many staff have a mindset and are particularly uninterested in learning and applying new knowledge. Although logistic support is the main barrier, coping with new working systems is also hard.

The study takes a digression when respondents report less post training utilization check than training evaluation. Although 59% respondents experience training transfer tests, almost 40% training is not re-examined and the trainees do not need to demonstrate applying new learning in their work, as shown in figure 4.

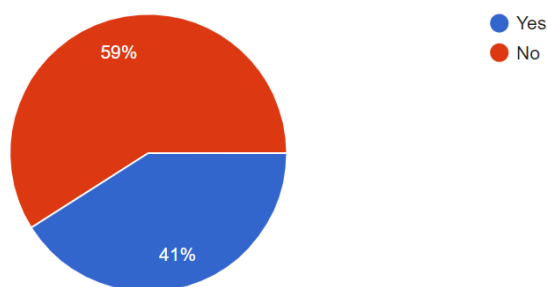


Figure 4. Participants having training transfer check

While responding to "How does your company examine if you have improved your performance after receiving any training?" foreign teachers mention about undergoing performance evaluation using student survey, Head and Dean's evaluation, and self-assessment. Besides these, local teachers experience other post training utilization checks including e-filing after training practices, post-training test, classroom visit, and observation etc.

Nevertheless, community professionals have different formal and informal evaluations including annual performance appraisal, follow up, half-yearly and yearly assessments, midyear performance review, performance evaluation and KPI, point based team and peer assessments on the given projects, new learning evaluation under supervision, written and MCQ tests, quarterly appraisal etc. In addition to the direct evaluations these trainees undergo some indirect assessments, such as focused group discussion on training effectiveness, ascertaining area of improvement, deciding further training required to close the gaps found, appreciation on positive performances, 360 degree feedback, self-assessment comments, delivering the same training to the junior officials, undertake a related compliance, consultancy on the training topic, and conducting sessions before higher authority, etc.

Seventy-two percent of the respondents believe if the training transfer is regularly evaluated, trainees would bring more new knowledge to the work. This could improve their performances besides raising the company's benefit. However, only 6% respondents do not believe in transferring training for professional development or company's ROI (Return on Investment). Also, 22% are unsure about it, as figure 5 shows.

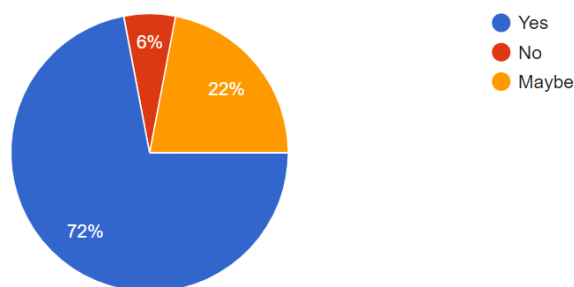


Figure 5. Participants find training transfer evaluation useful

In response to the follow up question "If evaluating training transfer can improve your performance and increase a company's benefits? How?" and "If not, why?", none of the respondents reports the training as disadvantageous to them. Conversely, those who responded positively emphasize on both individual resource development and company benefits drawn from transferring new learning to trainees' work place. "Regular evaluations of training transfer can ensure the best output to an organization from the trainees by ensuring accountabilities and raising awareness."

### Training Transfer Awareness:

#### A. Training transfer to office desk

##### Personnel development

Tracking progress is essential for improvement, without which "what is working fine or what is not" cannot be traced. One of the respondents reported,

*"If you don't measure it, you can't manage it"*

Also, training transfer evaluation automatically motivates the individuals to apply knowledge and improve practices. That will keep the employees learning, changing style, and discovering new ideas. Trainees' newly acquired skills and knowledge can be used to tackle many specific or emergent issues. Evaluating training transfer helps to learn from mistakes,

*"My knowledge becomes more perfect by sharing, reviewing, and applying it with others"*.

##### Organizational profits

Evaluation culture will awaken the corporate and community workers about transferring training. That can create cumulative learning and results in organizational benefits and reputation. The company can redesign their training programs based on the study of learning transfer. Even the highly experienced professionals can widen the way of thinking and review the work strategies through applying new knowledge, which ultimately increases company's productivity. Ensuring new practices increases company's efficiency by driving employees to improve skills.

#### B. Training transfer to pedagogy

##### Teacher Benefits

Transferring training helps the teachers to know more about practices and prevent forgetting anything learnt during the training. Feedback received from the re-examining process helps the trainees to understand if they are doing things right. Transfer evaluation promotes applying new knowledge at work in a better way and overcoming the problems faced earlier. This helps *"using new ways to solve problems I face in my work every day."* Teachers' increased sincerity will benefit students.

##### Strategy compensation

Transfer evaluation will ensure applying knowledge and developing particular skills and dynamic practices that

motivates learners and enhances learning. Well-equipped teachers will increase institutions' resources and reputation. Evaluation can open more discussions on the pedagogical issues and how to deal with them.

## 7. DISCUSSION

An in-depth analysis shows 100% corporate professionals received in-service professional training and 97.19% of them have experienced training evaluation, which is convincing. Also, 97.19% corporate trainees could transfer benefits of new learning to the workplace, which absolutely substantiates the effectiveness and significance of in-service training. Although 26.5% of the respondents did not experience training evaluation, 76.5% of them believe evaluating training transfer can ensure both personnel development and company's benefits. Hence, community sectors demonstrate a successfully created in-service training culture to raise quality human resources along with greater opportunities to help the communities and maintain global standards. Also, this group reports about possessing extensive experience and expertise of utilizing training step-by-step as required at the post-training period. Moreover, they have mentioned some meticulous ways and scopes of exploiting new learning by confronting fewer barriers than the teachers do.

Teachers' in-service training experiences demonstrate some frustrating features with a few training recipients and less transfer evaluation record. Although a great majority of them believe they need training and are well aware of the post training utilization, lack of training and evaluation reduces their professional growth and skills needed to raise an organization's reputation.

As the facts show, 39.13% teacher participants have received no in-service academic or professional training, which is quite less compared to the other professionals and discouraging too. However, a great majority of 91.3% of the teachers could bring benefits from training to teaching, which means they need in-service training. Also, only 28% of them experience training evaluation, which shows 11% teacher training has no evaluations. Although 17.4% participants are unsure, the big majority of 93.5% teachers believe evaluating training transfer can improve performances and organization's benefits.

Summing up, the untrained professionals are growing as less resourceful manpower for the society and the unevaluated training portion has been increasing wastage and reducing ROI.

## RECOMMENDATIONS AND CONCLUSION

Transferring training requires effective measurement of learning and variables affects transferring, without which detecting if a transfer really occurs or how to improve the process is difficult. Increasing trainee motivation, inducing higher levels of supervisor, peer support in the work environment, addressing learning outcome issues, ensuring post-training knowledge increase, raising self-efficacy, longer and impactful

interventions can enhance learning transfer (Blume et al., 2010). Using a "relapse prevention intervention" at the end of training might not be effective because of trainee fatigue (Pineda-Herrero et al., 2014). Rather, incorporating it throughout the training experience would be worth testing across different interventions.

In response to the question "What would you suggest to increase transferring learning and improve employee skills from professional training?", the respondents emphasize on appreciation, recognition, trainee needs, institutional concerns, logistic and environmental support, trainers' skills, and training topic relevance, etc. As the teacher participants describe, receiving incentive, reward, and appreciation to the user trainees will be motivating to stop forgetting new learning. Dermol & Čater (2013) also confirms a strong connection between supervisor support and the volume and quality of training as well as organizational incentives for training transfer and company-level training outcomes. A constructive organizational training tradition is positively correlated to the trainees' willingness to training transfer, which is impacted by the resistances to change and performance coaching (Banerjee, Gupta, & Bates, 2017). Learning by doing would be the best way to improve. Greater scopes of interaction and negotiation facilitate transferring new knowledge by allowing experiments:

*"Transferring training is urgent, but we need a friendly office environment to do that"*

Evaluation helps even the employees who fail to transfer the new knowledge to workplaces through asking and discussing the trainers' suggestions. Hence, evaluation itself is learning. Peer support is a significant work environment factor that influences positive transfer while lack of manager support negatively impacts transfer (Hawley & Barnard, 2007). Trainees' "high self-efficacy and low resistance to change learning culture" likely to have more influence on their motivation to transfer training (Islam, 2019:1):

*"After fixing the motives behind training, authorities need to create a conducive ambience to apply the skills acquired from training, which will be followed by an intensive monitoring system"*

A skilled and visionary worker should be properly recognized. Trainees' perceived organizational support (POS) in training transfer plays an intervening role in self-efficacy and job satisfaction (Islam & Ahmed, 2018). On the other hand, job satisfaction also mediates the correlation between POS and learning transfer (Zumrah & Byole, 2015).

Also, training should be given to the right employees who are interested and in need. Any training should be a complete coursework and if necessary, same groups should be provided with follow-up training to complete the learning. Training should involve a variety of learning methods as well. As in Iraq, active networking among scholars and professionals can ensure transferring training on the current issues and the possible resolutions:



*"Just gear up the learning and re-evaluate the transfer more and more to ensure effective application"*

Authority or upper management of an institution should be involved, present, and trained in a training program, so that they understand the necessity of changing the traditional mode of working and teaching. Interventions for reinforcing learning transfer should be made at the design and delivery phase after or during training that involves trainers and supervisors (Weissbein, Huang, Ford, & Schmidt, 2011):

*"Genuinely skilled resource persons should be invited to conduct the training or workshops for employees at least twice every year."*

In addition to the teachers' suggestions, corporate professionals recommend to use frequent follow up on employees if they are benefitted or not. Following up with the trained employees' time to time can encourage them to implement the new knowledge and strategic knowledge in the workplace. Also, relating training to trainees' real life by allowing some practical works during training is essential:

*"The training objectives should be concrete and assessable"*

Providing the trainees with the latest information and guidelines on transferring training is very important. Asking for projects that cover the area or topic being trained is also helpful. Creating ample opportunities to use the professional training skills to the workplace is essential:

*"Open Online Skill Sharing or MOOC, in house training session, blog posting, and case studies can be some timely options"*

Finally, *"not too much training"*; that should burden the natural experiential learning.

An organizational culture supporting training, reinforcement, coaching, and skills practice has the best strategies to improve learning transfer. Informal and unplanned observation, formal evaluation activity, surveys and interviews, formal job performance appraisal, different observational and examination techniques, and follow-up and reinforcement etc. can be effective techniques for measuring transfer. Organizational congruence between supportive culture and plans is the important catalyst to determine transfer while absence of this may hinder the better transfer results (Olsen, 1998). Transfer is not instantly perceptible or one-shot deals with little or no options to practice or reinforce. Transferring skills should not be measured; instead it should be documented through observing cognitive and affective performance improvement. Ensuring training is a very complicated and absolutely situational task. The general strategies for dealing with such situations are improvisation and acting based on the specific context with appropriate plans in hand and objectives in mind.

This research is limited to a basic feature analysis of training transfer across different professions. Also, the research is performed with limited samples using a single source of data. However, further research performed with

different participants and wider context using multiple sources of data could generate more reliable results. An in-depth and experimental approach to the barriers and institutional support in transferring, training design, trainee needs, differences between trainee motivation and actual transfer can add to the training transfer research literature.

## REFERENCES

- Ajzen, I. (1991). The theory of planned behaviour. *Organizational Behaviour and Human Decision Processes*, 50(2), 179–211.
- Axtell, C.M., Maitlis, S., & Yearta, S.K. (1997). Predicting immediate and longer-term transfer of training. *Personnel Review*, 26(3), 201–213.
- Benerjee, P., Gupta, R. & Bates, R. (2017). Influence of Organizational Learning Culture on Knowledge Worker's Motivation to Transfer Training: Testing Moderating Effects of Learning Transfer Climate. *Curr Psychol*, 36, 606–617. <https://doi.org/10.1007/s12144-016-9449-8>
- Bandura, A. (1989). *Social cognitive theory*. In R. Vasta (Ed.), *Annals of child development*, (6). Six theories of child development, 1–60. Greenwich, CT: JAI Press.
- Barnett, S.M., & Ceci, S.J. (2002). When and where do we apply what we learn?: A taxonomy for far transfer. *Psychological Bulletin*, 128(4), 612–637. doi: 10.1037/0033-2909.128.4.612
- Bhuiyan, J.S. (2017). Influence of Individual Characteristics, Organizational Support System and Learning Organizational Practices in Post-Program Transfer of Training: A Study on Management Development Programs of Bangladesh Civil Service. *International Journal of Human Resource Studies*, 7(3), 23–48.
- Blume, B.D., Ford, J.K., Baldwin, T.T., & Huang, J.L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065–1105.
- Blume, B.D., Ford, J.K., Surface, E.A., & Olenick, J. (2019). A dynamic model of training transfer. *Human Resource Management Review*, 29(2), 270–283. doi: 10.1016/j.hrmr.2017.11.004
- Broad, M.L., & Newstrom, J.W. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments*. Reading, MA: Addison-Wesley.
- Dermol, V., & Čater, T. (2013). The influence of training and training transfer factors on organisational learning and performance. *Personnel Review*, 42(3), 324–348. doi: 10.1108/00483481311320435
- Elangovan, A.R., & Karakowsky, L. (1999). The role of trainee and environmental factors in transfer of training: An exploratory framework. *Leadership and Organization Development Journal*, 20(5), 268–276.
- Ferdous, T., & Razzak, B.M. (2012). *Importance of Training Needs Assessment in the Banking Sector of Bangladesh: A Case Study on National Bank Limited (NBL)*.





- Gegenfurtner, A., Festner, D., Gallenberger, W., Lehtinen, E., & Gruber, H. (2009). Predicting autonomous and controlled motivation to transfer training. *International Journal of Training and Development*, 13(2), 124-38.
- Goldstein, I.L. (1974). *Training: Program development and evaluation*. Monterey, CA: Brooks/Cole.
- Grohmann, A.G., Johannes, B., & Simone, K. (2014). Exploring the Critical Role of Motivation to Transfer in the Training Transfer Process. *International Journal of Training and Development*, 18(2), 84-103. doi: 10.1111/ijtd.12030
- Grossman, R., & Salas, E. (2011). The transfer of training: what really matters? *International Journal of Training and Development*, 15(2), 103-120.
- Griffeth, R.W., Hom, P.S., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover. Update, moderator tests, and research implications for the next millennium, *Journal of Management*, 26, 463-488.
- Hawley, J.D. & Barnard, J.K. (2005). Work Environment Characteristics and Implications for Training Transfer: A Case Study of the Nuclear Power Industry. *Human Resource Development International*, 8 (1), 65-80. DOI: 10.1080/1367886042000338308
- Holton F.E., Bates, R.A., & Ruona, W.E.A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333-360.
- Islam, T. (2019). Motivation to transfer training in learning organizations. *Journal of Management Development*, 38 (4), 273-287. <https://doi.org/10.1108/JMD-03-2018-0098>.
- Islam, T. & Ahmed, I. (2018). Mechanism between perceived organizational support and transfer of training: explanatory role of self-efficacy and job satisfaction", *Management Research Review*, 41 (3). 296-313.
- Kirkpatrick, D.L. (1996). *Evaluating training programmes: the four levels*. San Francisco, CA: Berrett-Koehler Publishers.
- Knowles, M.S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Cambridge Adult Education.
- Lancaster, S., Di Milia, L., & Cameron, R. (2013). Supervisor behaviours that facilitate training transfer, *Journal of Workplace Learning*, 25(1), 6- 22. doi: 10.1108/13665621311288458
- Massenberg, A.C., Spurr, D., & Kauffeld, S. (2015). Social support at the workplace, motivation to transfer and training transfer: a multilevel indirect effects model. *International Journal of Training and Development*, 19(3), 161-178. doi: 10.1111/ijtd.12054
- McLeod, S.A. (2020). *Maslow's Hierarchy of Needs*. Simply Psychology. Retrieved from [www.simplypsychology.org/maslow.html](http://www.simplypsychology.org/maslow.html)
- Mezirow, J., & Taylor, E.W. (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. San Francisco, CA: Jossey-Bass.
- Nikandrou, I., Brinia, V., & Bereri, E. (2009). Trainee perceptions of training transfer: an empirical analysis. *Journal of European Industrial Training*, 33(3), 255-270.
- Noe, R.A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39, 497-523.
- Olsen, J.H. Jr. (1998). The evaluation and enhancement of training transfer. *International Journal of Training and Development*, 2(1), 61-75.
- Pineda, P., Quesada, C., & Ciraso, A. (2011). *Evaluating Training Effectiveness: results of the FET Model in the Public Administration in Spain*. 7th International Conference on Researching Work and Learning. Shanghai: Normal University of China.
- Pineda-Herrero, P., Quesada-Pallarès, C., & Ciraso-Calí, A. (2014). *Evaluation of Training Transfer Factors: The FET Model*. In K. Schneider (Ed.), *Transfer of Learning in Organizations* (p. 121-144). Heidelberg: Springer.
- Quesada-Pallarès, C. (2012). Training transfer evaluation in the Public Administration of Catalonia: the MEVIT factors model. *Procedia - Social and Behavioral Sciences*, 46, 1751-1755.
- Saks, A., & Burke, L.A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of Training and Development*, 16(2), 118-127. doi: 10.1111/j.1468-2419.2011.00397.x
- Stavrou, E., Brewster, C., & Charalambous, C. (2004). *Human resource management as a competitive tool in Europe*. Working Paper. Henley College. London.
- Tracey, J.B., Tannenbaum, S.I., & Kavanagh, M.J. (1995), Applying trained skills on the job: the importance of the work environment, *Journal of Applied Psychology*, 80(2), 239-52.
- Twitchell, S., Holton, E.F., & Trott, J.W. (2000). Technical training evaluation practices in the United States. *Performance Improvement Quarterly*, 13(3), 84-109.
- Trowler, P., & Bamber, R. (2005). Compulsory Higher Education Teacher Training: Joined-up policies, institutional architectures and enhancement cultures. *International Journal for Academic Development*. 10(2), 79-93. doi: 10.1080/13601440500281708
- Yang, C. Y-T. (2012). Cultivating critical thinkers: Exploring transfer of learning from pre-service teacher training to classroom practice. *Teaching and Teacher Education*, 28 (8), 1116-1130. <https://doi.org/10.1016/j.tate.2012.06.007>.
- Weissbein, D.A., Huang, J.L., & Ford, J.K. (2011). Influencing Learning States to Enhance Trainee Motivation and Improve Training Transfer. *J Bus Psychol*, 26, 423-435. <https://doi.org/10.1007/s10869-010-9198-x>
- Zumrah, A.R., & Byole, S. (2015). The effects of perceived organizational support and job satisfaction on transfer of training. *Personnel Review*, 44 (2). 236-254.