

Relationship of Training Design and use of Transfer Strategy with Transfer of Training

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ABSTRACT

Training is a tool used to enhance the competencies of employees to lead their job efficiently. Increased investment on training raised the concern for transfer of learning, which ensures return on investment over employee training. Transfer of training is drastically influenced by the factors like work environment, trainee characteristics and training design (Baldwin, T. T. and Ford, J. K., 1988). Purpose of this study is to ascertain the relationship of training design and use of transfer strategies on transfer of training. Result of correlation analyses showed the significant relationship between training design and transfer of training and between use of transfer strategies and transfer of training.

Keywords: Training design, transfer strategy, transfer of training, Competency

INTRODUCTION:

Training and development is an integral element of every organisational growth and development. Training is one of the most reliable human resource development techniques used to strengthen the organisational and individual productivity. Training is a short as well as long term intervention, where as it is short term because it instruct the employees with an adequate knowledge, skills and attitudes that requires to meet the environmental changes, where as it is long term intervention as it develops individual knowledge and competencies for the present and future jobs (Wen, M. L.-Y., & Lin, D. Y.-C. 2014). Ultimate objective of every training initiative is to transfer the learning into the workplace. But, many research findings revealed that only a least percentage of learning is being transferred to the job (Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J., 2007). Past research findings estimated that only 10 per cent of the training experience transferred back to job (Baldwin, T. T. and Ford, J. K.,1988). (Wexley, K. N. and Latham, G. P. (2002), reported that, immediately after the training 40 per cent of the training content generally transferred to the workplace, after 6 months transfer rate falls to 25 per cent and after 1 year transfer rate falls to 15 per cent of the total content learned in the training. Failure to transfer the knowledge and skills indicated the poor realised value of invest on training. Examination of transfer issues requires clear understanding of training transfer and factors that affect the extent to which learned knowledge and skills transferred back to the work environment. Transfer of training is the process of generalisation of knowledge and skills gained in the training to the job performance and maintenance of that learning in the future job.

Transfer efforts are expected to increase job performance (Holton, E. F., Bates, R. A., & Ruona, W. E. A. (2000). Transfer of training is the process of generalisation of knowledge and skills gained in the training to the job performance and maintenance of that learning in the future job. Transfer of learning generally arises due to the expectations of improved performance, future changes or change in productivity, reward and improved skills. Trainees believe that, generalisation and maintenance of trained skills will bring recognition, enhances allowance, salary and other benefits. Despite of major investment of money and time, return on investment is

not assured and poor evidence available for effective use of knowledge and skills gained in workplace. Transfer of training significantly diverting the attention of the managers and academicians. Success or failure of transfer of knowledge and skills generally depends on the work environment, trainee characteristics and training design. Previous research outcomes also identified that, work environment elements, trainee characteristics and training design factors acts as facilitator or inhibitors to transfer of training (Ford, J. K. , 1997). The purpose of this paper is to provide an evidence of relationship of training design and use of transfer strategies with perceived training transfer. Study used only self-reporting questions as measurement scale to collected data, which may not justify with a fair analyses of the factors. Study could have also considered other dimensions like supervisory ratings to validate the responses collected from the employees. Training design is the structure of learning principles, sequencing of learning materials and relevance of training material to the job. Training goals and contents must be relevant to the workplace. Trainees are likely to generalise and maintain their trained knowledge, if the training content materials are similar to their work setting (Yamhill, S. & McLean, G.N., 2001). Training content must be aligned personal and business goals and based on the need assessment results. Training design is the structured delivery principles of learning and training through valid and appropriate content and materials to reach the training objectives. Past studies have found that, training design enhances the training effectiveness, enables to provide right level of knowledge (Lim, D. H., & Morris, M. L., 2006). Need based training should be provided to maximise the organisational and employees performance. Training content and delivery mode must be developed with clear examples in connection to work environment and possible application of new knowledge and skills must be clearly demonstrated through activities and exercises. (Holton, E. F., Bates, R. A., & Ruona, W. E. A., 2000) explains that training must be designed to enhance the ability of trainees to transfer training outcomes into workplace. Training must be designed based on job requirement to enhance the ability of trainees to transfer the training outcomes into workplace. Previous study reveals that, training design contributed significant role in the transfer of training (Blume, B. D., Ford, J. K., Baldwin, T. T. and Huang, J. L. 2010; Burke, L., & Hutchins, H. (2007). Training design is primary component in the delivery of right knowledge and skills (Lim, D. H., & Morris, M. L., 2006). Similarity in the designed training and work culture make acquisition and generalisation of knowledge comfortable in the workplace. Perceived validity and suitability of training content of training programme enhances the trainees' satisfaction and confidence. Lack of content clarity can make it difficult for trainees to generalise and relate to the job (Holton et al., 2000). Workplace relevant training contents, and under stability of relationship between training and work practice makes the transfer of training (Axtell, C., Maitlis, S., & Yearta, 1997; Kontoghiorghes, C. 2002); Rouiller, J., & Goldstein, I. 1993).

LITERATURE REVIEW:

Mohd Yusof, A. N. (2012). This study investigated the relationship between work environment, training design and trainee characteristics towards transfer of training among employees of public sector around Shah Alam, Selangor, Malaysia. Study revealed that training transfer is significantly related with the work environment, trainee characteristics and training design. Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007). This study examined the predictor role of training design in transfer of training. Results indicated that training design significantly predicts the transfer of training. Study suggests that, training design must be developed to enhance the ability of trainees to materialise the knowledge and skills in the workplace and organisations should be aware of relateness of the training content, activities, examples and exercises which enhances application on the job. Bhatti, M. A., & Kaur, S. (2010). Study analysed the role of training design and individual factors on training transfer. Findings revealed that trainee centered method of training delivery and employment of workplace relevant training and contents maximises the training transfer. Perceived content validity develops positive reaction, which results in enhanced self-efficacy and motivational level of trainees. Enhanced efficacy and motivation level maximises the training transfer. Suzana, R., Kasim, R., & Ali, S. (2011). This paper investigated the influence of training design such as content validity and transfer design on training transfer performance. Result revealed that there is positive linear and significant relationship between the training design and training transfer performance and training design explains about 65 per cent of the variance in the training transfer performance. Foxon, (1994), Study revealed that transfer strategies increase the likelihood of transferring the knowledge and skills to the workplace by focusing on potential applications and opportunities through appropriate plans. Goal

setting and self management techniques taught in the training demonstrates a higher level and significant transfer of learning to the workplace.

OBJECTIVES OF THE STUDY:

1. To study the relationship between training design and perceived training transfer
2. To know the relationship between use of transfer strategies and perceived training transfer.

HYPOTHESIS:

1. There is no significant relationship between training design and training transfer
2. There is no significant relationship between use of transfer strategies and perceived training transfer.

METHOD:

Population and sample:

This study intended to analyse the relationship of training design with perceived training transfer and transfer intention. Population chosen for the study were the employees of the selected microfinance institutions in Karnataka. Approximately 8095 employees are working in the cadre of accountants, credit officers or field officers in the selected Microfinance Institutions in Karnataka, India. Based on sampling without replacement and finite population estimation, with 95% confidence level, minimum sample size estimated for the study was 367. Purposive sampling method was adopted and 500 questionnaires were distributed among the employees from the selected institution for the study. Only 426 usable questionnaires were returned with a response rate of 85.2 per cent.

Criteria / Procedure:

Data was collected using self-reporting questionnaire from the employees working in the cadre of clerk, credit officers or field staff who have completed at least 3 trainings on any of the topics of information technology, credit management, accounts and personality development topics.

Research Design:

The study is empirical in nature and survey method.

Research tool and statistical approach:

Primary data was collected administering self-reporting questionnaire containing questions to measure training design, perceived training transfer and transfer intention of the employees.

Instrument and measure:

Training design was measured using ten item scales from Rodríguez, C. M., & Gregory, S. (2005). An example item is "Training program designed based on a need assessment".

Use of transfer strategies was measured using the five item scale developed by (Burke, L. A, & Baldwin, T. T. , 1999); Chiaburu, D. S., & Tekleab, A. G., 2005). Two example items are "I consistently tried to mix desirable activities at work", "I identified work situations where the application of coaching skills would be useful"

Perceived training transfer was measured using nine item scale developed by; (Switzer, K. C., Nagy, M. S., & Mullins, M. E., 2005; Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J., 2007); Xiao, J.,1996); Massenber, A. C., Spurk, D., & Kauffeld, S.,2015). Two example items are "I remember the training topics learned in the training", "My actual job performance has improved due to the skills learned in their training course".

All the scales were measured using likert five point scale (1= strongly disagree, 2= Disagree, 3= neither agree nor disagree, 4 = Agree, 5= Strongly Agree).

Analyses:

Collected data was initially coded using Excel and exported data to the Statistical Package for Social Science for hypothesis testing. As the data were in the ordinal scale, data set were transformed standardised t value. Further Pearson's correlation was tested to estimate the relationship of training design with perceived training transfer and transfer intention.

Demographic Profile:

The demographic data of the study showed that 70.2 per cent of the respondents were males (n=299) and 29.8 per cent of the respondents were females (n=127). 54.5 per cent were aged 20-35, 35.9 per cent were aged below 25, 9.4 per cent were aged between 36-45 and only 0.2 per cent of the respondents were aged between 46-55. 58.9 per cent of the respondents experienced more than 5 years, 69.5 per cent of the respondents were graduates.

Table No 1: Training Design and Perceived Training Transfer

Correlations			
		Training Design	Perceived Training Transfer
Training Design	Pearson Correlation	1	.224**
	Sig. (2-tailed)		.000
	N	426	426
Perceived Training Transfer	Pearson Correlation	.224**	1
	Sig. (2-tailed)	.000	
	N	426	426

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1. shows the result of hypothesis analysis of relationship between training design and perceived transfer of training. The correlation coefficient between training design and perceived training transfer is positive $r = .224$, which is significant at 0.001 ($p = .000 < .001$).

Table No. 2: Use of transfer strategies and perceived training transfer

Correlations			
		Use of Transfer Strategies	Perceived Training Transfer
Use of Transfer Strategies	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	426	426
Perceived Training Transfer	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	426	426

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 indicates the relationship between use of transfer strategies and perceived training transfer. The correlation co-efficient between the use of transfer strategies and perceived transfer of training is positive ($r = .727$) and significant at the .001 ($p = .000 < .001$).

This study investigated the relationship of training design and use of transfer strategies with perceived transfer of training. The result of the Pearsons correlation analyses demonstrated positive findings. That is, training design and use of transfer strategies significantly related with perceived training transfer. The this findings supported the previous research outcomes (e.g., Raquel aleda, Xiao, J, Blume B D.

It can be interpreted that, training design (appropriateness of training content to the job, provision of time and resources, need based content positively influenced transfer of training (Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J., 2007).

Use of transfer strategies directly influence the transfer of training in terms of better performance, capacity building. Transfer strategies is the cognitive and behavioural ability of setting goals, analysing work environment, minimising difficulties, drawing peer and supervisory support and exploiting opportunities to use general knowledge and skills (Noe, R.A., Sears, J., & Fullenkamp, A.M., 1990; Pham, N. T. P., Gijsselaers, W.

H. and Segers, M. S. R., 2011).

FINDINGS AND CONCLUSION:

The purpose of this study was to explore the relationship of training design and use of transfer strategies with the transfer of training. The findings support that training design and transfer intention affects the transfer of training. Findings of the study confirms the importance of content validity, need assessment, use of advance teaching strategies, provision of sufficient infrastructure, sufficiency of time to content delivery will influence of the extent of transfer of training. Individuals desire to utilise the learned skills in the training mould the minds to adopt the strategies to implement the learned knowledge and skills to the workplace.

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