

A REVIEW OF ESSENTIALS OF TRAINING TRANSFER IN ORGANIZATIONS: HR PERSPECTIVE

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ABSTRACT: *This paper reviews some important previous studies that were conducted on the transfer and utilization of employees' of knowledge, skills, and attitudes for better work performance in the workplace. There is an increasing concern in organisations that the investment made in training should be justified in terms of improved organisational performance, such as higher productivity, profit, safety, reduced error, and enhanced market share. Organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance through transfer of training programmes. On the contrary, organizations are not getting their normal results from employee training. This study highlighted that organizations views training programs and its transfer not only as an investment on improving employees' capabilities and competencies but also as a device to connect improved job performance and behaviours to increased organizational effectiveness and higher organizational performance. , some of the essentials of training transfer may include: providing as much experience and practice as possible with the knowledge and skills being, designing the training content so that the employees can see its relevance to their, maximizing the similarity between the training climate and the work environment climate and providing trainees with the knowledge, skills, and feelings of self-efficacy to guide their own behaviours back on their job. Transfer of training is a vital field of study for training researchers and professionals in light of the fact that it is estimated that just a little rate of the training really brings about transfer to the job.*

Keywords: Training, Transfer of training, Organizations

INTRODUCTION

Nowadays, HR managers in organisations compete with one another by investing huge amount of resources in training programmes in an attempt to improve and make their employees capable of facing the challenges in their daily jobs [1]. As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance. [2] The interest put on organisations to compete in a competitive market place has brought about the nonstop need to improve employees' productivity. The world is witnessing a series of challenges ranging from Globalisation; technological advancement; talent wars in recruitments and selections to retention of high of high performers are some of the reasons why organisations hope for sound transfer of training. Owing to the fast changes in their environment, managers always need to get equip their employees with new knowledge or skills [3]. However, there is an increasing concern in organisations that the investment made in training should be justified in terms of improved organisational performance, such as higher productivity, profit, safety, reduced error, and enhanced market share [4]. Transfer of training is a standout amongst the most imperative investment in light of the fact that it upgrades the learning, abilities, mentality and conduct of employees [5]. Transfer of training at times refers to any of the following: transfer of training, transfer of learning, training transfer, skill maintenance, and skill generalization [6]. [7] Defines the transfer of training as employees' utilization of knowledge, skills, and attitudes for better work performance. Transfer of Training can be defined as the application of knowledge, skills and attitudes which trainees had learned from the training and subsequent maintenance of it over a

certain period of time [8]. This proposes that employees first need to learn new job related skills to transfer training [9]. These definitions not only emphasizes on continued training transfer in the post training environment but also highlights the important concepts of generalization and maintenance of training. Generalization of training refers to a trainee's ability to apply learned capabilities to the on-the-job work challenges and phenomena that are similar but not completely identical to these challenges and situations encountered in the learning environment [10]. Majority of the researchers agreed that the skills and knowledge that was learned from the training has to be applied to the job in order to bring benefits to the individual employee and organisation in general. Trainees' characteristics, training design and work environment are the tree major factors that may influence transfer of training (Baldwin & Ford, 1988). Considering the above-stated definitions, this study suggest the transfer of training as the extent to which a trained, learned and motivated employees efficiently and effectively deliver the acquired new knowledge and skills obtained in a training program.

TRANSFER OF TRAINING

Training and Development is concerned with changing or improving the knowledge skills and abilities needed for employees to perform a specific task or job, and it focuses on preparing for future work responsibilities while also increasing the capacities of employees to transfer and perform what they have learnt to their current job [11]. Training is said to be effective if the knowledge and skills learned on training can be transferred to the workplace and can be connected in the setting of the employment. It ought to likewise be kept up over the long period and can be generalized across context (Baldwin and Ford, 1988; E. F. Holton, 2005). [12] Claims

that opportunity for training ought to be offered to all employees in an organization. However, [13] argued that little of the training program content really gets transferred to the workplace.

Conversely, the consequences of training transfer could be positive, negative or zero. Positive transfer is the state to which trainees effectively apply the learning processes from training to the job performance [14]. That is to say, employees are able to apply the knowledge, skills and attitude learned from the training to the workplace. [10] Labelled the positive consequences of training transfer as Personal Outcomes-Positive and defined these as "the degree to which application of training on the job leads to positive outcomes or payoffs for the individual". Negative transfer is a consequence that conceivably upgrades transfer concerning the Negative outcomes that trainees may encounter when not utilizing new knowledge, skills and aptitudes on the job after training. Zero Transfer of Training is the consequences of transfer concerning the resistance to change at the working environment, which has been defined as the degree to which predominating group norms are seen by employee to resist or to oppose the utilization of skills and learning gained in training. The degree to which transfer of training occurs between two different tasks is often minimal and may be so small that it is called zero transfer [15]. Organizations hopes that their employees will be able to learn and acquire something new in the events of training and effectively transfer the training skills and Knowledge back into the workforce [16]. Learning generally is not merely considered as only a vital expense, is presently viewed as a weapon in the fight for competitive advantage [17]. Thus, organizations would procure huge benefits if employees had the capacity to effectively transfer training to the workplace. The wide research interest toward the subject can be clarified by the measures of cash put by organizations in employees' training programs and the way that learning obtained through training is not regularly transferred into managed workplace performance (Baldwin & Ford, 1988). Training-related changes ought to result in enhanced job performance and other positive changes that serve as antecedents of job performance [3]. However, different from physical and financial investment, investment in training brings unique advantages to organizations due to the fact that training upgrades organizational performance. It does this through expanding the skills, motivation and learning of employee [5]. Despite of using considerable sum of money (investment) on training and knowing its criticalness, there is confirmation that the assessment of training programs is frequently conflicting or missing [10 & 18]. It is assessed that just about 10% to 20% of training really transfer to the work setting when no endeavours are made by the organization to upgrade training transfer [19]. A study led by the American Society of Training and Development (ASTD) demonstrated that, though, most vast organizations recorded trainees' responses to training programs, just 10% of the organizations researched whether training prompted changes in employment conduct [20]. In this way, most organizations do not have an acceptable thought whether the amount of money they use on training is advantageous. Furthermore, the ASTD's findings propose that the transfer of skills

learned in training is not a priority for organizations, as not very many organizations really measure it. Consequently, training transfer continues to be a problem for organizations seeking to maximize training effectiveness. Training transfer is one of the important elements in the training effectiveness criteria which help the employees and organizations to improve their performance [12]. To achieve organizational goals and enhance employee performance, training program should be designed in such a way that they create a win-win situation for both organization and employees. Organizations and employees can accomplish their objectives if knowledge are transferred successfully to the work environment [21]. Ensuring that training investments yield performance improvement continues to be a vexing problem for organizations [22]. When trainees neglect to utilize their new knowledge to enhance performance, resources devoted to training are wasted and business results go undiscovered. Such outcomes are unwelcome to organizational management administrators requesting a positive return on investment [23]. [24] Reported that one of the main challenges human resources (HR) managers confronted in the 1990s included issues of training transfer. Organizations have been investing vigorously in training programs with a specific end goal to benefit from their investments in training, organizations requires their employees to apply what they have learned to the job setting [4]. Consequently, the engagement of employees with training activities can be increased by motivating them and making them acknowledge how training can help them in improving their performances and organizational productivity [25]. Transfer of training should therefore be considered essential for training programmes to be effective and efficient, and intended return on investments in training programmes will only be achieved to the extent that training is transferred [26]. Transfer occurs when the trainee exits training and applies what he has learned directly or indirectly to work [12]. [27] Stressed that organizations invest significant amount of money in HR development and it is important for organizations facing global competition to enhance employees' knowledge, skills, abilities and attitudes. Accordingly, researchers and training experts have concentrated on the variables influencing the transfer of training to the workplace, for example, content validity, self-efficacy, transfer design, the employee's reaction towards training, and training transfer motivation. Transfer of training has been used to acknowledge the different category of learning that is required by the contemporary workplace [28]. [29] Demonstrated that transfer of training can enhance employees' flexibility, gainfulness and willingness to act and also their remuneration and capacity to find a better job, while it can help organizations expand their output, efficiency and productivity, and reduction expenses, non-attendance and the number of work-related competencies [30]. In an effort to ensure transfer happen (Baldwin & Ford 1988) recommended that learned behaviour and training skills from training venue must be generalized to the job setting and maintained over a time on the job. Similarly, organizations can enhance transfer of training by guaranteeing that trainees accept that they have the capacities to effectively learn the new material and use their new knowledge, skills and abilities (KSAs) on the job. This can be improved by showing trainees that different

employees who have gotten the training have effectively enhanced their job performance. It has been comprehensively realized that the transfer of training is of most extreme importance to build performance and return on investment to an organization [31]. Hence, transfer of training is a multidimensional construct, and in the context of training, the transfer of training is the degree to which an individual has the capacity repeat learned behaviour from training programmes in new circumstances [32]. Organizational training has been discussed and assessed within a multidimensional structure comprising (1) support for training, (2) motivation to training, (3) access to training and (4) benefits from training [5]. Nevertheless, there are some approaches to consider as essential in order to enhance Transfer of Training these may include: providing as much experience and practice as possible with the knowledge and skills being learned [3 and 33]; designing the training content so that the employees can see its relevance to their job [34]; maximizing the similarity between the training climate and the work environment climate [35]; providing trainees with the knowledge, skills, and feelings of self-efficacy to guide their own behaviours back on their job [36] and [37] proposed that the transfer of learning will be maximized if the learning situation is similar to the work situation.

CONCLUSION

In conclusion, Organizations conceive training programs not only as an investment on improving employees' capabilities and competencies to better perform the job functions, but also as tools to link improved job performance and behaviours to increased organizational effectiveness and higher organizational performance [38; 39]. However, there is an increasing concern in organisations that the investment made in training should be justified in terms of improved organisational performance, such as higher productivity, profit, safety, reduced error, and enhanced market share [4]. Equally, organizations hopes that their employees will be able to learn and acquire something new in the events of training and effectively transfer the training skills and Knowledge back into the workforce [16]. Transfer of training is a vital field of study for training researchers and professionals in light of the fact that it is estimated that just a little rate of the training really brings about transfer to the job. (Baldwin & Ford, 1988) approximated that only about 10 per cent of all training experiences are transferred from the training environment to the job. Moreover, confirmations from different studies have reported that the expected transfer of knowledge, skills and attitude has not occurred [40; 41].

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