

## Development of Conceptual Framework of Transfer of Training: A Systematic Review

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### ABSTRACT

Digital age and knowledge era have introduced a paradigm shift in the corporate world. Organizations are experiencing tough competitions in the most dynamic, transforming and complex environment. Survival of an organization heavily depends on the ability of the firm to acquire a competitive advantage, flexibility of the firm to adapt and to respond to the environment with an innovative idea and a product. A company that follows creative and innovative strategies should have the most innovative and enterprising employees. Employees are the valuable assets to any institution and the role of employees in the success of the institution cannot be underestimated. To manage the challenges of today's competitive business climate and to maximize the job performance of the employees, a training program is imperative for all organizations. In this article a conceptual framework is designed which is based on critical reviews of current approaches in studies of transfer of training. This conceptual framework highlights the relationship between transfer of training, training design and its influencing factors for today's workplaces. The framework is a scientifically robust framework for transfer of training at various organizations. This study is significant in emphasizing the need for appropriate evaluation methods that can assist practitioners to develop transfer of training in a more credible manner.

**Keywords:** Training Transfer, Workplace Design, Conceptual Model

### I. INTRODUCTION

Training and development are universally recognised as critical. The government's commitment to skilled labour production may be seen in the establishment of two plans: the Industrial Master Plan 3, 2006-2020 (IMP3), and the Training and Development Master Plan, 2008-2020. (PILPKK). According to Economic Planning Unit (2010), the anticipated cost of training private workers to improve their present abilities is RM 500 million, whereas the expected cost of workforce training is RM 320 million (Mohd Najib Abdul Razak, 2011). While in the United States, the sum exceeded \$130 billion (American Society of Training and Development, 2009). These findings imply that workplaces are increasingly being recognised

as appropriate locations or situations for adult education (Billett, 2007). However, failures to transfer knowledge from one training programme to the workplace have often been scrutinised. This is backed by the literature in the field, which indicates that nothing has been learnt at the training centre that can be transferred to the workplace to fulfil the organization's needs (Berk, 2008; Burke & Hutchins, 2007; Ford, Yelon, & Billington, 2011). Indeed, Burke and Hutchins (2007) discovered that around 40% of students failed to transfer information immediately after training and 70% after a year. This renders investments in training programmes unjustifiable for some, since they are incapable of being translated to the job (Grossman & Salas, 2011). It has developed into a long-standing problem as a result of inefficient learning transfer among several trainees.

Human resource management practices are believed to be strongly embedded in business strategies to effectively promote innovations. Every organization strives to achieve flexible human resources management to stretch and adapt to the dynamic and diverse requirement of the business environment. Flexible human resource management is considered to be a very important element of a firm's productivity as it shapes the attributes of the employees (Knowledge, Skills, and Attitudes). Flexible human resource management practices will also influence the innovative work behavior of employees as they are targeted towards enhancing employee skills, abilities, motivation and opportunities in the workplace.

Human capital is the most critical element of an organization to acquire a competitive advantage, which is certainly achieved through moulding individual behaviours by manpower training (Lim and Morris, 2006). The emergence of knowledge era and advancement in the business environment demands more efficient manpower which must ensure training outcomes to facilitate individual and organizational productivity and market share (Lim and Morris, 2006). Rapid changes in the business world, environment, and content of work stressing the significance of human capital development.

Some organizations do not consider human capital as an asset, and poor treatment and work environment lead to a fall in the morale of the workers, which will directly impact the productivity of a firm. The vision and mission of the company need to be properly conveyed to the workers and employees must be satisfied to achieve productive human capital. Organizations providing employee training, higher education opportunities, medical benefits and rewards and recognition for the better performance will enhance the human capital value and employee motivation (Chiaburu and Tekleab, 2005). Training is defined as "A planned initiative designed to improve the individual performance and organizational productivity". Employee training is not only offered to foster skills, but also motivate employees to engage themselves for achieving full potential.

Training and skills development programs account for a broad range of activities and arrangements, which are initiated in the form of informal training, job rotation, traditional classroom courses, competency mapping, induction training for newly joined the people, mentoring and the use of new technologies in training, such as E-learning.

Training and development contribute to the human capital formulation for better knowledge, skills, and abilities to improve productivity by retaining and transferring the skills and knowledge obtained in training to the workplace (Rama Devi and Shaik, 2012). Training is a reciprocal activity which benefits both organization and employee. Training is crucial for all

kinds of organizations to update and enhance the knowledge, skills, and attitudes of manpower to build a strong human asset to survive in this competitive era (Hussain, 2011). Employee training is conducted in organizations to develop employee's skills and attitudes to enhance their efficiency and organizational performance. Training is also expected to prepare the employees for the present job as well as for the future higher responsibilities (Wen and Lin, 2014).

## II. TRAINING EFFECTIVENESS

Training effectiveness is an essential measure that assesses the degree to which training transformed the employee's ability and workplace behaviour as a result of the training. The effectiveness of training is a measurement of learning. Training in organizations is always focusing on achieving better performance or capability. Despite the significant investment of resources in terms of capital and time, return on investment is not guaranteed and available statistics on training effectiveness indicate very poor evidence about the contribution of training in improving the productivity of employees in the workplace. Employee's performance improvement through training activities involves financial expenditure. An organisation with more than 100 employees estimated to spend \$58.6 billion as a direct cost on formal training and the annual cost of informal job training inclusive of indirect cost in the small organisation could easily reach \$200 billion or more (Holton and Ruona, 2000).

Research indicates that only about 10-20% of training is transferred into the workplace. With so much being invested in employee training, it is surprising to know that approximately 90% of the new skills are lost and forgotten within a year. Increased investment of money and time raised the concern on the return on investment of training. Therefore, it is clear that a budget that allocated by the organization is not determining the success of training, but various elements influence the effective implementation of training. Effective implementation of training also generally termed as training transfer.

## III. THE TRAINING TRANSFER CONCEPT

Apparently, the notion of transfer of learning is not novel. Over the last decade, the concept has been studied under a variety of terms associated with the transfer of learning (Baldwin, Ford, & Blume, 2009; Barnett & Ceci, 2002; Blume, Ford, Baldwin, & Huang, 2010), i.e., beginning with a self-understanding of 'movement' or 'move' from one context to another before it is referred to as 'transfer'. The classic idea of learning transfer has been reinterpreted as a one-way movement as well as a time-based process (Vermeulen & Admiraal, 2009). (Figure 1). A one-way movement (learning transfer) is described as a process that happens only between training and the workplace; no transfer occurs from the workplace to the training. The models provide indications of learning transfer (Baldwin & Ford, 1988; Burke & Hutchins, 2007; Holton, Bates, & Ruona, 2000). Nonetheless, learning occurs in the workplace, and it is critical to maintain its sustainability, a process referred to as workplace learning. While the passage of time denotes the accumulation of knowledge throughout training as shown by performance on the job. It is critical, then, that the performance be sustained, since it is predicted to deteriorate with time (Burke & Hutchins, 2007). Additionally, there is a notion of learning transfer that is classified according to the kind of

transfer. Thorndike and Woodworth (1901) claimed that transfer may occur when the learning task's aims, techniques, and approaches are comparable to the transfer task. Generalization of responses happens when the stimulus and response are comparable in the learning and transfer environment. Blume et al. (2010) recognised transfer generalization as occurring when the task is comparable to the learning task, such as operating in a miniature aircraft (simulator) during training and in a real-world vehicle. Meanwhile, distant transfer tasks arise when the learning task and scenario are dissimilar to the actual world, like when applying thermodynamic concepts to air conditioner functioning. This process of generalization enables trainees to react appropriately to a novel circumstance based on comparable experiences gained in training facilities.

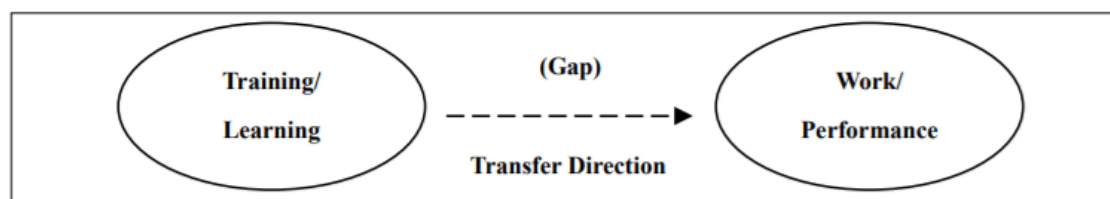


Figure 1. Traditional transfer concept (Vermeulen &Admiraal, 2009)

Gagne (1970) differentiates between lateral and vertical transmission. Lateral transfer happens when acquired abilities may be transferred to a scenario that is comparable in complexity and difficulty, such as implementing processes or techniques learnt in a similar setting. On the other hand, vertical transfer occurs when acquired abilities are required to permit the learning of extremely complicated talents. For instance, after pilots gain the essential information and abilities to fly an aircraft, they must also acquire the appropriate behaviours to fly a plane efficiently.

#### IV. TRANSFER OF TRAINING

Training transfer is an important element to measure training effectiveness, which helps to enhance the employees as well as organisational performance (Bhatti, Battour, Sundram and Othman, 2013; Ghosh, Chauhan, and Singh, 2015). Organizations intended to maximize the return on investment from employee training must have the clear understanding about the factors influencing on the process of learning and transfer of learning (Holton, Bates and Ruona, W. E. A., 2000). Training transfer occurs in a specific work environment. Comprehensive understanding of the work environment requires effective generalization and maintenance of learned knowledge and skills. As the organizational activities take place in a team context, support and feedback of supervisors and colleagues in identifying suitable opportunities to perform learnt skills will play a crucial role in the successful application of training inputs (Massenberg, Spurk, and Kauffeld, 2015).

Transfer of training is the state of applying the knowledge, skills, and behaviours acquired in the training in the workplace (Burke, L., and Baldwin, T. 1999). Generalization of knowledge and skills learnt in the training to the workplace and maintaining the same over a period of time in the work context enhances the job performance (Chiaburu, D. S., and Tekleab, A. G., 2005). Rate of transfer of training generally improves when trainees understand the

significance of the environment and based on the trainee's characteristics like personal ability and their concern and commitment towards the organization. The motivational level also enforces the individual to adopt the learnt knowledge and skills.

Transfer of training has gained vast acknowledgement and became one among the primary concern of institutional training effort. Even after the significant number of research on the training transfer, the low estimate of application of knowledge and skills rate generalized from the training denotes the existence of the acute problem in transfer of training.

Less attention was given on the transfer of training research resulting in the opinion that more research required in this area (Burke and Hutchins, 2007). Even though in recent years some authors investigated the effect of external issues have found that the organizational work climate is the major area and to specifically highlighted the importance of senior management support for effective training transfer.

The previous studies found that autonomy to set personal performance goals, management sensitivity to understand the feelings of the bottom level employees, degree to which organisation appreciates the innovation and experiments, degree of organisational anxiousness about the application of knowledge gained in management training by the employees and management willingness to invest in employee training, free and open communication are strongly correlated with trainees intention to apply the learning.

Transfer of training occurs when performance in a specific work context and customized materials are influenced by the learnings in different context and materials. Performance of an individual depends on identical elements and most of the performance during the training and after the training simply different, where roughly termed as near transfer and far transfer. Near transfer is more likely to happen than the far transfer (Perkins, 1992). Transfer of learning differs between the ordinary learning process and the work process. Ghosh, Chauhan and Rai, (2015) concluded that trainee characteristics and supervisory support indirectly affect the transfer of training. Trainee's confidence to receive the supervisory support, timely feedback, assistance in setting goals, discussion on the application of newly learnt skills can play the catalytic role in maximizing the training transfer.

Chauhan, Ghosh, Rai and Shukla, (2016) confirms that peer support is a predictive factor for transfer of training than supervisor's support, so peer members encouragement and cooperation with the trained coworkers to apply the newly learnt skills to maximize the possibility of transfer of training. Gil, Molina, and Ortega, (2016), indicated that in the management perspective transfer is related to organizational climate, while in the perspective of employees transfer it is related to employee motivation for training. Further, it is also indicated that there is a significant difference exist among the three contexts of size, location, and ownership, but according to the employees there are contextual differences and hypothesis result did not confirm the effect of training design on the transfer of training but other two identified factors i.e., satisfaction and supervisory support positively affect the transfer of training.

Wei Tian, Cordery, and Gamble, (2016) confirmed that the impact of support of peer and supervisory support on the transfer of training and support strongly associated with the higher task performance, reduced turnover, and organizational citizenship behavior. Further study results indicated that the strength of the relationship between supervisory support, peer

support, and organizational citizenship behavior varies from region to region within China. Duarte Moleiro Martins, J. (2016) revealed that provision of relevant information, flexibility to apply the knowledge to suitable circumstances, explanations and demonstrations foster the successful transfer of knowledge and continuous improvement. The study further suggested addressing the cultural issues to make knowledge transfer effective.

Baldwin, Ford, and Blume, (2017), the study provide three broad prescriptions for continuing transfer research in the future with a more consumer-centric approach. Najeemdeen, Abidemi, and Anuforo, (2018) examine the influence of peer support on the transfer of training at XYZ Malaysia. The result shows that there is a significant influence of peer support on the transfer of training. The study also revealed that feedback of peer employees is very essential to determine the employee's capacity and intention of applying the skills gained from the training.

## A. Classification of Transfer of Learning

The classifications of transfer of leaning are:-

- 1. Positive transfer:** The positive transfer is the progressive work performance resulted out of learning in another context. Positive transfer is the situation that enhances the learning outcome from one context to another.
- 2. Negative transfer:** Negative transfer is the situation of failure to generalize the skills and knowledge from the learning context to work context.
- 3. Near transfer:** Near transfer occurs when learning context and work context are similar or identical. Near transfer is a situation, where trainees generalize the new competencies in the similar context of learning.
- 4. Far transfer:** Far transfer is the transfer occurs when training and work setting are different in-terms of situations, work pressure, infrastructure and opportunity to perform. A far transfer is a situation where trainees need to apply the new competencies in a new working situation.
- 5. Automotive and mindful transfer:** Automotive transfer occurs spontaneously within a transfer situation similar to the learning situation. Whereas mindful transfer involves conscious intellectual efforts to generalize the skills acquired in the training to the workplace. Generally, a mindful transfer occurs in the situations, where there are significant gap and differences in the situations between learning and transfer.
- 6. Simple and complex transfer:** Simple transfer of training occurs when minimum or no effort is essential to apply the new skills and knowledge from the learning environment to the work environment. But complex transfer requires a substantial number of efforts to generalize the learning to the workplace.

## V. FACTORS INFLUENCING TRANSFER OF TRAINING

### A. Work Environment

Environment factors refer to various elements in the organizational environment which either facilitate or impede the effective transfer of training. Training will not automatically lead to changes in workplace performance. Application of knowledge and skills acquired during the training is subjected to the condition prevailing in the work environment because work

environment situations are different from the learning (Festner and Gruber, 2008). Training transfer is a process of connecting one social setting (workplace) to applications in a distinct social setting. A work environment or transfer climate may facilitate or inhibit the use of trained skills.

The dynamics of employee's work environment is versatile and highly depends upon the function of the company and the relationship of the employee with supervisors, peers, and clients of the organizations. Besides this stimulating environment, exchanging substantive information among colleagues on the training that has been followed also contributes to training transfer. Investigation on the role of work environment on the transfer of training can assist the trainees to recognize the situations under which new competencies can be implemented and higher authorities can create a favourable climate in the workplace to ensure the positive effect of training on the individual and organizational performance.

## **B. Time and Resources**

Provision of sufficient time and resources are crucial to ensure the experimentation of learnt skills in the workplace. Effective transfer of knowledge needs repeated application because perfection in a particular job may not arise in a single attempt, which might require more than single experimentation to adopt a specific strategy or method suitable for the organizational setup. Better transfer of training results in when employees are given lower workload, which ensures sufficient time to think about ways to apply and chart out strategies to apply the knowledge on the job. Heavy workload reduces the available time, energy and mental space to convert their knowledge into performance.

## **C. Supervisor Support**

Supervisors might become influential on the behaviours of the employees but can't change behaviours directly but he can be successful in influencing and motivating their employees in a team by involving in goal setting, personal meeting with every single trainee and discussing the progress and difficulties in training transfer, which in turn may result in transfer of training. Superior support defined as the extent to which managers/ supervisors create a favourable climate for trained employees to make use of learning on the job (Holton, Bates, and Ruona, 2000). Supervisor's limited interaction with trained employees due to the limited time and non-personal limited attention towards individual may act as a negative context, where employees may not show their interest to use their new skills, whereas continuous interaction, individual attention, and continuous productive feedback might enrich the intention to transfer the knowledge, skills, and attitudes to workplace. Supervisory support described as the extent to which supervisors/ managers support and create a positive climate to use learning on the job (Ghosh, Chauhan and Singh, 2015).

## **D. Opportunity to Perform**

Opportunity to perform is the situation under which trainees find the favourable opportunity to gain work experiences required to apply the knowledge and skills obtained in the training. The breadth, activity level and type of task performed in the workplace generally indicate the extent of opportunities available in the workplace to perform the specific skills. The breadth of opportunity indicates the number of the trained task performed on the job, and activity

level measures the number of training activity performed on the job and types of task denote how many are simplest and complex task is being performed on the job. The higher number of activity, a greater number of times of generalization and more complex task performed on the job denote the most favourable opportunity to perform. Organizational climate, work context, and individual characteristics make a greater impact on the opportunity to perform in the workplace. Creating opportunities for the employees to take every chance to use their creative and innovative ideas to improve work performance and allowing employees to commit errors while generalizing new leanings. A work environment facilitating the internalization of new knowledge and skills gives more space for the employees to make mistakes, which might bring a positive effect on generalization and maintenance of training transfer.

## **E. Accountability**

In general, accountability relates to responsibility. Professional accountability is the state of internalizing the values of responsibility, materializing the responsibility into actions and delivering the results to the shareholders. In training transfer literature, accountability is defined as the extent to which expectancy to transfer is conveyed to trainees within the organization. Accountability for training is the obligation of an employee to implement the competencies acquired from training to the workplace. Transfer accountability is a culture that appreciates the learning and transfer of learning with clear performance objectives, clearly defined responsibilities and system of performance, which is perceived to be more important for successful generalization and maintenance of learning's to the workplace.

## **F. Employee Feedback**

Employee feedback is the process of providing constructive suggestions on the basis of performances of the employees by their supervisors and peer fellows. Employee feedback is the mechanism of appraising the employee performance to ensure better productivity at their job and to develop a better workplace culture in the organization. Different forms of feedback can be adopted to promote employee morale, responsibility, commitment and to promote a healthy work culture.

## **G. Autonomy**

Job autonomy is the freedom to manage and control the work environment by the employees. Job autonomy enables the employees to execute their responsibilities to the best of their abilities. Greater autonomy helps the employees to choose a situation appropriate to utilize their talents, new knowledge and skills in the workplace. Employees who are enjoying the freedom of choosing the way to execute their responsibilities will be happier, loyal, committed, productive and satisfied and they will showcase the culture of engagement with a company. Every employee generally varies with personal attributes, skills, personal preferences towards a specific task. If managers or supervisors are more critical towards employee's mistake will disrupt the initiative, creativity and employee engagement, aggressive critical comments will create fear and might diminish employee engagement.



## H. Peer Support

Peer support is the level at which trainees' subordinates support the subordinates for the use of new skills in the workplace and provide constructive feedback to trainees. Peer support found to affect the motivation to transfer and transfer training by maximizing optimum use of learning in the workplace. Peer employees support in the learning process and assist in the process of generalizing the newly acquired competencies can make a greater difference in job performance. Support from a peer can be maximized when employees share work-related information's with their subordinates. Knowledge sharing among colleagues improves the transfer of training and also shared information contains solutions to work-related problems. Information sharing among colleagues gives an insight into the problems faced by the peer members, and the new methods to apply the acquired competencies on the job.

## I. Pre-training Orientation

Pre-training orientation is the process of introducing the key components of training to the aspirants before the training. Pre-training orientation prepares the participants to know the organizational expectations from the training, describes the pre-work assignments and goals of conducting specific training programs. Pre-training orientation will clarify the objectives of attending training, facilitate in better achievement of training goal and makes the easy achievement of training and organizational expectations.

## J. Reward and Recognition

Rewards are the benefits beyond the salary received for completing assigned tasks and responsibilities by the employees from their employers. Rewards are generally used as a trigger of motivation to foster productivity and enhance employee retention. Rewards could be monetary or non-monetary in terms of written appreciation, recognition or combination of monetary and non-monetary benefits. Reward system directly affects the motivation of the employee. Highly motivated employees generally show higher intensity to learn and transfer the learning to the job.

## K. Trainee Characteristics

Trainee characteristics are the basic individual traits which generally define the individual's nature, attitude and behaviour. Trainee's characteristics generally form the basis for the general understanding of a situation or problem. In this direction, this study makes an attempt to put limelight towards various trainee characteristics contributing to the successful implementation of training to the workplace.

- **Perceived Importance:** Perceived importance indicates the employee perceived significance of training in their career. Perceived importance of training depends upon the commitment and involvement of an employee in the organization. Application of knowledge and skills acquired in the training might depend on the level of interest shown by the trainee in leaning.
- **Self-efficacy:** Trainees with high self-efficacy are more likely to attempt and apply the learnt skills and abilities on the job (Ford, Quiñones, Sego, and Sorra, 1992; Lim and Morris, 2006). People who believe in their ability to perform better in training

will have a positive impression about the training usefulness. Individuals with a high level of self-efficacy are more likely to be open to new situations, capable of managing with new demands and effectively to handle setbacks in challenging situations, capable of attaining extrinsic rewards by an improved performance by applying trained knowledge and skills in the workplace (Switzer, Nagy and Mullins, 2005). Self-efficacy is positively related to training performance (Switzer, Nagy and Mullins, 2005). Self-efficacy is the individual's general belief about their ability to change their performance (Holton, Bates and Ruona, 2000). Self-efficacy predicts and mediates the training outcomes and moderates the effect of training on transfer. Employee training is provided with a fundamental objective of helping the employees to develop skills and to foster employee job performance. Self-efficacy of an employee is more likely to transfer the training to work performance. Self-efficacy significantly predicts the transfer of training (Velada, Caetano, Michel, Lyons and Kavanagh, 2007). Transfer of training can be enhanced by ensuring trainees beliefs about their ability to apply the new knowledge and skills to the workplace (Velada, Caetano, Michel, Lyons and Kavanagh, 2007). Self-efficacy of an employee can be improved by showing the employees that, training has successfully improved his performance using the trained knowledge, providing opportunity to use the training in the workplace, developing behaviour modelling in the training context to visualize the opportunities to apply the new competencies in the workplace and continuous follow-up and assessment will ensure the rate of application of newly acquired competencies in the workplace (Velada, Caetano, Michel, Lyons and Kavanagh, 2007). Self-efficacy has shown a consistently positive relationship with training transfer (Burke and Hutchins, 2007; Grossman and Salas, 2011). Individual's general ability to change their performance (Holton, Bates and Ruona, 2000). People who believe in their ability to perform better in training will have a positive impression about the training usefulness. An individual with high level of self-efficacy are more likely to be open up to a new situations, capable enough to manage the fluctuating demands and effective by handling setback in changing situations, capable of attaining extrinsic rewards for improved performance by applying trained knowledge and to the workplace (Switzer, Nagy and Mullins, 2005). Trainees with high self-efficacy are more likely to attempt and apply the learnt skills and abilities on the job performance. Self-efficacy significantly predicts the transfer of training (Velada, R., Caetano, A., Michel, Lyons and Kavanagh, 2007).

- **Commitment towards organization:** Employee's organizational commitment is the extent of intensiveness to show affiliation and involvement with the organization, organizations goals and objectives. Highly committed employees will be more motivated to learn during the training and to generalize and maintain the newly acquired competencies in the workplace.
- **Motivation to transfer:** Motivation is the process of putting efforts with intensity, direction and persistence towards attaining a goal (Robbins and Judge, 2009; Grossman and Salas, 2011). Trainee's motivation is the significant contributor for training outcome and pre-training motivation, motivation to learn and motivation to

transfer has exhibited the significant relationship with training transfer (Grossman and Salas, 2011; Burke and Hutchins, 2007). Motivation to learn plays critical role in the instructional environment to ensure the successful learning and motivation to transfer is necessary to trigger proactive behaviour to promote the actual transfer of training (Grossman and Salas, 2011). Motivation is essential in multiple stages to enhance the confidence and self-ability of learning to enhance performance and to attain the career and personal growth. Employee's motivation to learn and transfer could be enhanced by stressing the benefits of training, incentives, career utility and a better way of work. Recent studies have demonstrated a positive relationship between motivation to learn, motivation to transfer and transfer of training.

- **Transfer Intention:** The intention is the beginning of the motivational process followed by initiation. Transfer intention is the state of the motivation of a trainee to apply the knowledge, skills, and attitude acquired in the training to the workplace. Transfer intention is the perceived willingness of the trainees to support the accomplishment of training goals by initiating the directed responses by specifying when, where and how to implement. Transfer intention will help the trainees to identify the specific behaviours to be performed in the different situational context to achieve the goals. Past research found that only 22 percent of the cases, difficult goals were completed without an implementation intention, whereas 62 percent of the cases were completed with an implementation intention (Brandstätter, Lengfelder and Gollwitzer, 2001). Implementation intention of a person makes him commit himself to the goals directed behaviour, which facilitates in detecting, attending and recalling the situations to promote goal-directed actions (Brandstätter, Heimbeck, Malzacher and Frese, 2003). Goal intention specifies, what a trainee wants to achieve, in other side implementation intention specify the behavioural and situational context to be exercised in the different situations. Forming implementation after the training maximizes the likelihood of generalizing the newly acquired competencies on the job (Friedman and Ronen, 2015).
- **Transfer Strategies:** Transfer strategies is the cognitive and behavioural ability to set goals, analyzing work environment, minimizing difficulties, drawing peer and supervisory support and exploiting opportunities to use gained knowledge and skills (Pham, Segers and Gijsselaers, 2010). Transfer strategies increase the likelihood of transferring the knowledge and skills to the workplace by focusing on potential application by making plans. Goal setting and self-management techniques taught in the training demonstrate a higher level and significant transfer of learning to the workplace.
- **Goal Setting:** Training transfer can be potentially increased when appropriate interventions like goal setting are implemented to improve performance. Goal setting serves as a source of motivation, which is a well-established method to enhance motivation. Goal setting fosters the motivation by energizing and directing to utilize the existing resources, knowledge, strategies and technologies to attain the set goal (Locke and Latham, 2002). Goal setting provides clear links from training to

performance which facilitates the performance (Chiaburu and Lindsay, 2008; Grossman and Salas, 2011).

## L. Training Design

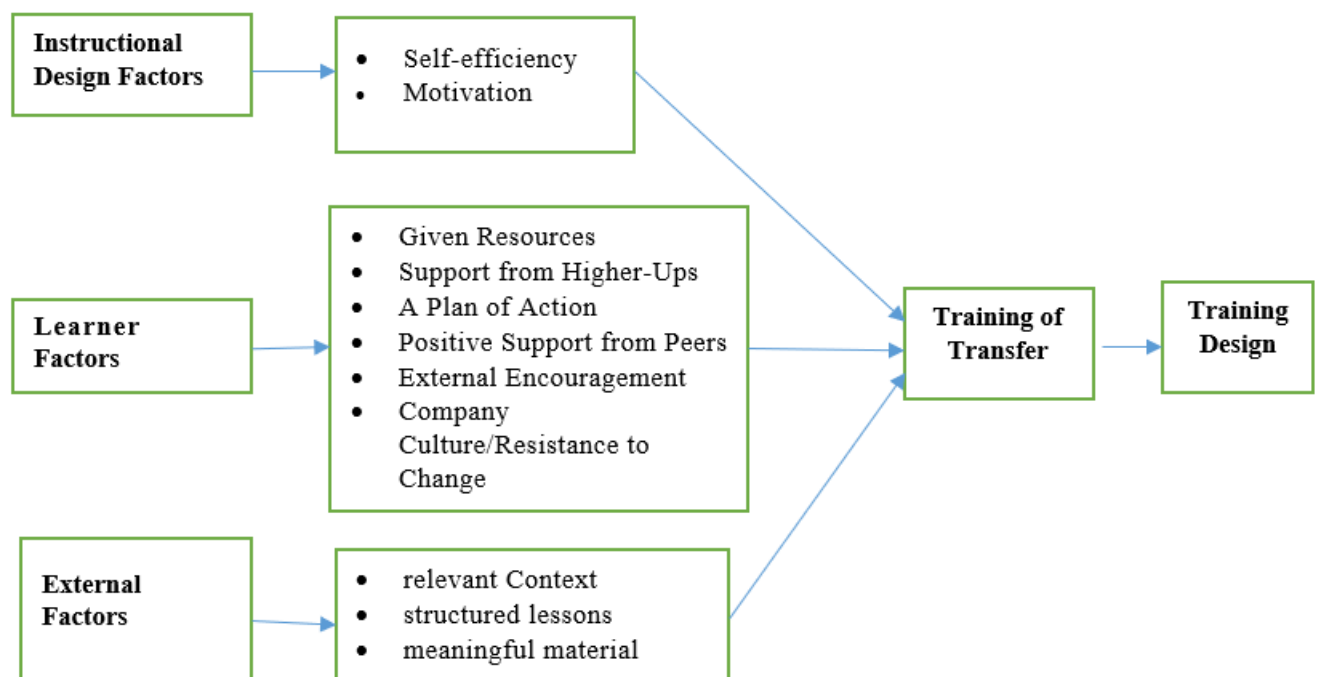
Training design is the framework for the structured delivery of principles of learning and training through valid and appropriate content and materials to achieve the training objectives. Training design is the structure of learning comprising of learning principles, sequencing of learning materials and relevance of training materials to the job. Training goals and contents must be relevant to the workplace. Trainees are more likely to generalize and maintain their trained knowledge if the training content and materials are similar to their work setting (Yamhill and McLean, 2005). Training content must be aligned with personal and business goals and based on the need assessment and results. Training design helps to understand the training program and shows the practical way in which new skills and knowledge can be used on the job (Bhatti and Kaur, 2010). Past studies have found that training design enhances the training effectiveness, enables to provide the right level of knowledge. Need-based training should be provided to maximize the employee's performance (Lim and Morris, 2006). Use of experience and expertise of existing supervisor and training facilitators can be used to diversify the mode of teaching. Curriculum developed for the training should be based on industry needs.

The structure of training design must favour the training transfer i.e., learning principles and instructional techniques that provide the ability to transfer of learning back to the job. Training content and instructional methods must be designed in accordance with the trainee's transfer need rather than learning needs (Lim, and Morris, 2006). Use of behavioural modelling, error management and realistic training environment in the training design has shown a strong relationship with the transfer of training (Grossman and Salas, 2011). Facilitating post-training interventions through action planning, mentoring and coaching also foster the transfer of training.

## VI. CONCEPTUAL MODEL

A conceptual framework has been developed in this research to highlight the interaction and connection between institutions and industry, the NOSS system, and workplace learning (Figure 2). Three major facets comprise the conceptual framework. The first is the development of learning transfer constructs based on the Baldwin and Ford (1988) model (Blume et al., 2010; Burke & Hutchins, 2007; Departement of Labour, 2011; Grossman & Salas, 2011; Holton et al., 2000; Hutchins, 2009; Rodrguez& Gregory, 2005; Saks & Burke, 2012; Velada, Caetano, & Bates, 2009; (2000). Baldwin and Ford (1988) developed a transfer process model that encompasses three major dimensions: training inputs (trainee characteristics, training design, and work environment), training outputs (learned knowledge and abilities during training), and state transfer (generalization of knowledge and skills acquired in training to work and retention of learning in the workplace). Baldwin and Ford's model is altered in the conceptual framework of the study since it was designed in response to criticisms of previous transfer studies, leaving potential for further suggestions (Baldwin et al., 2009). The model is centred on the qualities of the trainee, the work environment, and its

effect on learning transfer (Baldwin, et al., 2009; Blume, et al., 2010; Burke & Hutchins, 2007; Hutchins, 2009; Tziner, Fisher, Senior, & Weisberg, 2007; Velada, Caetano, Michel, Lyons, & Kavanagh, 2007). According to Blume et al. (2010), the model is effective for determining the amount to which trainees' individual qualities, work attitudes, and work environment might impact learning transfer. Baldwin et al. (2009) argue that the majority of research on learning transfer concentrate on the design of training programmes when determining the efficacy of a training programme. These studies' findings suggest a variety of interpretations, depending on the research context. This demonstrates that the adaptability of learning transfer is context-dependent and dependent on training and work environment variables.



## VII. CONCLUSION

The research framework highlighting the theoretical background for the study has been presented in this chapter. Following this, significant gaps in the “transfer of training” literature have been identified. The conceptual model, thus developed after a careful literature review and the identification of gaps in it has also been presented along with the significance and rationale of the present study. As such the present study intends to fill up those gaps by linking the crucial factor namely transfer intentions with transfer of training in the firms in India. This would aid to understand the transfer problem to a significant extent among the employees who participated in organizational training programs, which commands huge amounts of organizational resources.

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