

Learning and HRD



Part II



Transfer of Training

The transfer of new knowledge from training sessions into the workplace

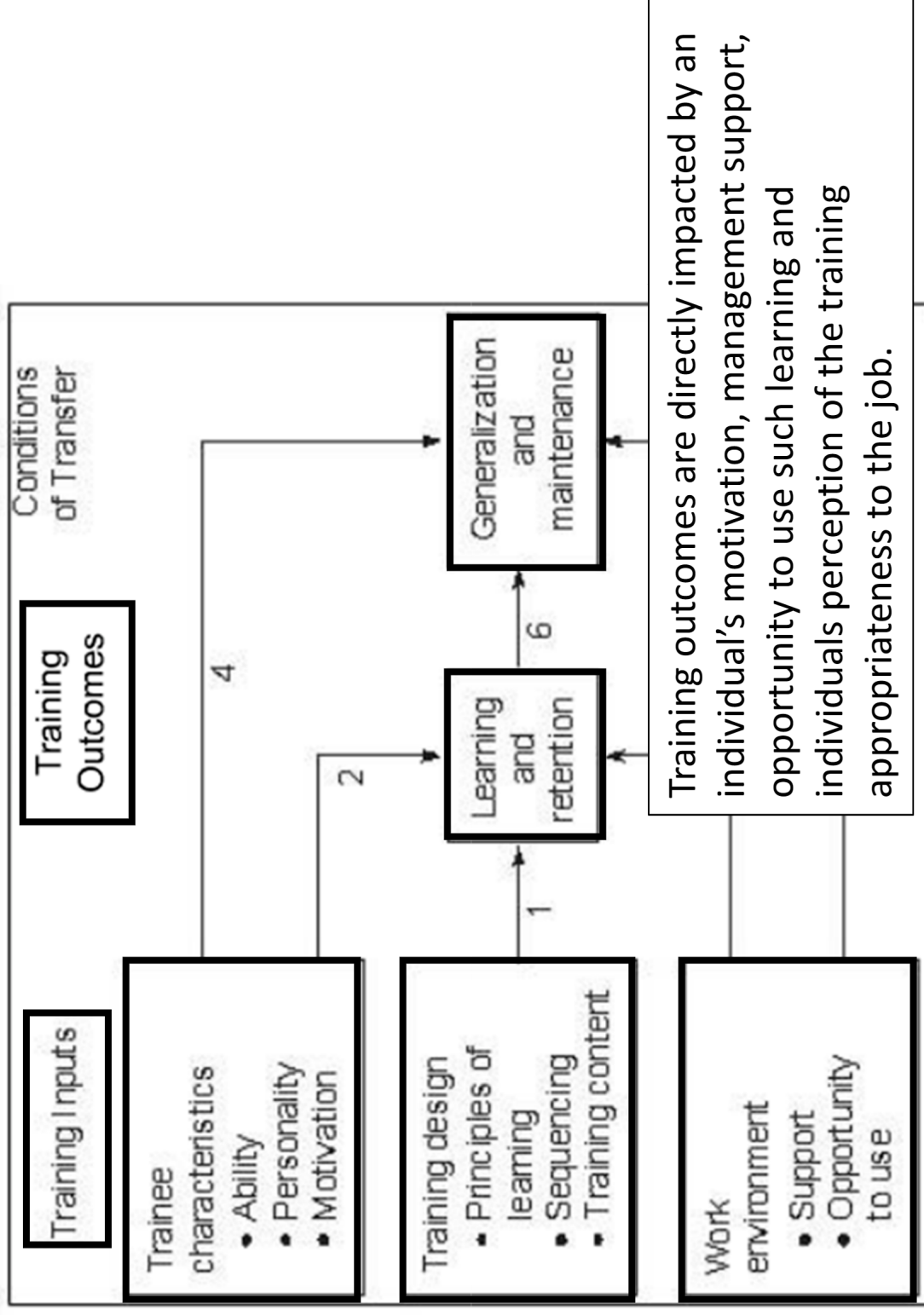
- **Positive Transfer** – Job performance improves because of training
- **Negative Transfer** – Job performance is worse because of training



Near and Far Transfer

- Near Transfer
 - Ability to directly apply on the job what has been learned in training, with little adjustment or modification
- Far Transfer
 - Expanding on what has been learned in new or creative ways

Baldwin & Ford's (1988) Transfer of Training Model



SOURCE: Baldwin, T.T. & Ford, J.K. (1988). "Transfer of training and directions of future research". Personnel Psychology, 41, 65, Reprinted by permission.



Identical Elements

- The more similar the **training** and the **work** situation, the better the transfer of learning
- Physical Fidelity
 - The extent to which the conditions of the training program, such as equipment, tasks, and surroundings, are the same as in the performance situation
- Psychological Fidelity
 - The extent to which trainees attach similar meanings to both the training and performance situations



Identical Elements

- Supervisory Support
 - Encouragement to attend training, goal setting, reinforcement, and behavior modeling have all been shown to increase transfer
- Organizational Support
 - Presence of both transfer of training climate and a continuous learning work environment affected behavior after training
- Management has a responsibility to initiate policies, procedures or programs to eliminate these obstacles



The Opportunity to Perform

- The number-one reason cited for low transfer (listed by over 62 percent of trainees!) was “lack of opportunity to apply on the job.”
- Strategies
 - For transferring training back to the job





Increasing Transfer to the Job

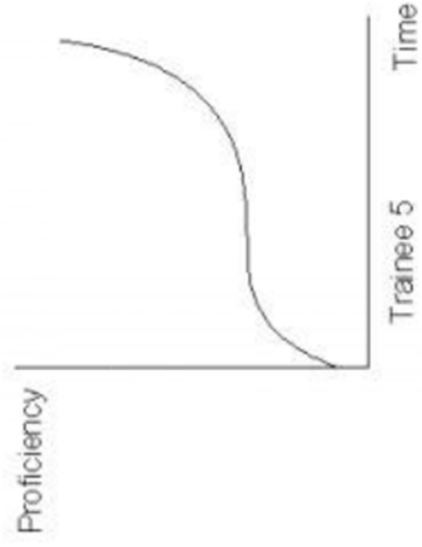
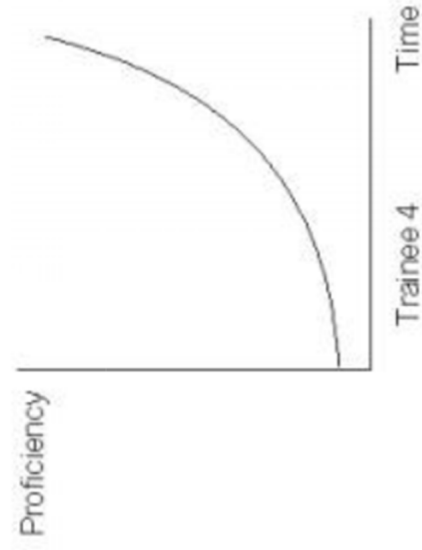
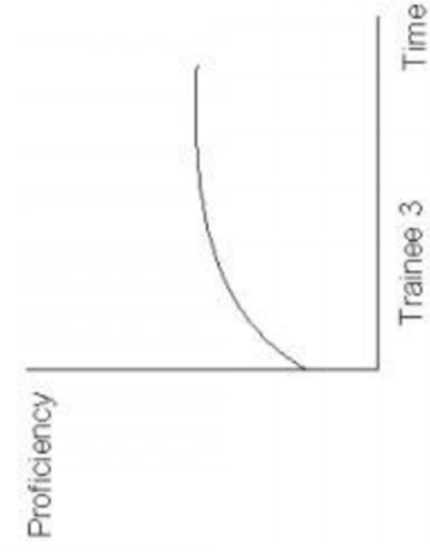
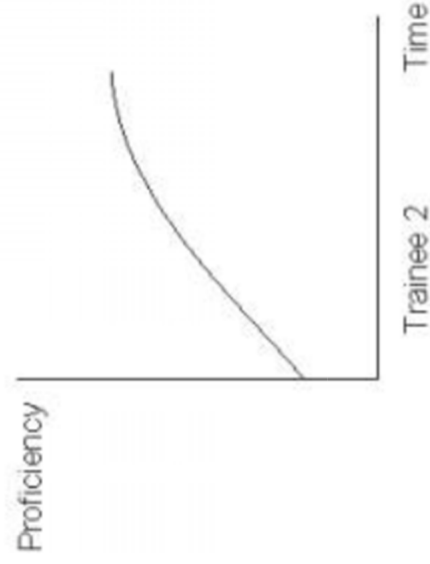
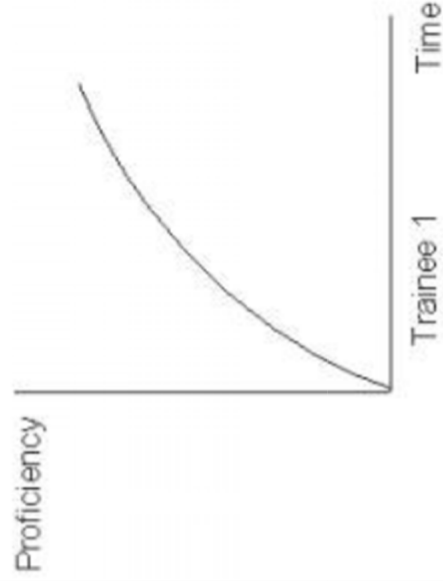
1. Develop (and follow) clearly stated learning objectives for the training
2. Maximize the similarity between the training situation and the job situation
3. Provide ample time during training to practice the task
4. Use a variety of situations and examples, including both positive and negative models of intended behavior
5. Identify and label important features of a task
6. Make sure trainees understand general principles
7. **Provide support back in the work environment, including clear goals, checklists, measurement, feedback, and rewards for using the new behaviors on the job**
8. **Provide ample opportunity to perform what is learned back on the job**



Individual Difference in Learning

- Different Rates of Learning
 - Charting individual proficiency against time
 - Provide valuable feedback for altering approaches according to individual needs
- Learning Curves
 - Understanding individuals differences

Learning Curves



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