# Training for Transfer

- Learning objective
  - Be able to develop a first version of a complete sequence of instruction for Assignment 4
- Core Literature
  - Textbook Chapter 7 & 8
- Additional literature
  - Mayer (1989) Models for Understanding
  - Chillarege et.al. (2003) Learning from our mistakes: error management training for mature learners
  - Grossman & Salas (2011) The transfer of training: what really matters

1

Transfer

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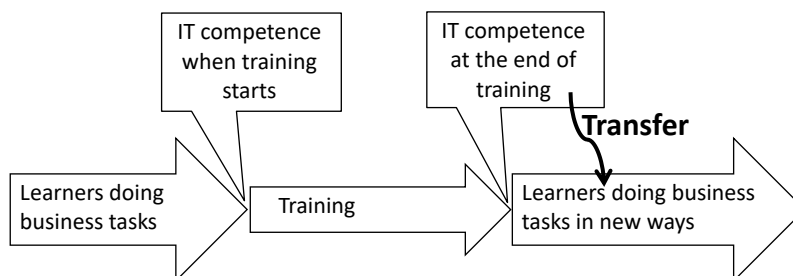
What went wrong – 1

Training

The training for the new corporate information system concerning accounting, stock and production, took place as planned.

During 50 training sessions, each lasting for 2 hours, a total of 1500 staff members were given hands on training on all of the functions in the system.

Use

When starting up, the three system support technicians were completely bogged down with all kinds of questions from users.

Most of these questions had been covered in the training.

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What went wrong – 2

Training

Each group of 20 staff were given training for the new workflow system for a whole day.

Two weeks were spent on training to cover all 200 users.

The system implementation was unfortunately delayed for a couple of months due to some software issues.

Use

When starting up, very few people actually used the system. Upon request, they said they didn't know how.

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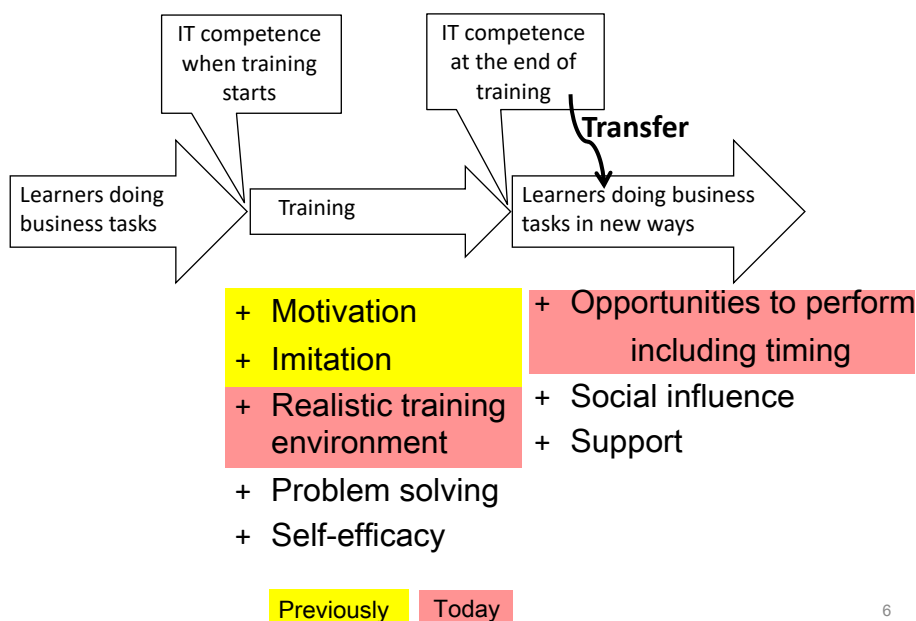Jens Kaasbøll

What went wrong – 3

Training

Training for the new client and customer system was carried out for one hour. In addition, the participants were requested to become member of the corporate FaceBook group where they could ask questions and find instruction videos.

Use

A big mess appeared at system implementation

Customers were double and triple registered, often with somewhat different contact information.

The customer statistics was completely flawed.

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Factors improving transfer

IT competence when training starts

IT competence at the end of training

Transfer

Learners doing business tasks

Training

Learners doing business tasks in new ways

+ Motivation
+ Imitation
+ Realistic training environment
+ Problem solving
+ Self-efficacy

+ Opportunities to perform including timing
+ Social influence
+ Support

Previously   Today

6

Timing

- When the system can be used immediately after the course
- Because
  - Forgetting half of what's learnt in one month
  - Waiting is demotivating

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30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	1	2	3	4
5	6	7	8	9	10	11

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Result of Training and Transfer

Learning outcomes after Training

- What the trainee is capable of doing after training

Outcomes of Transfer

- The change in the business as a result of training

Example

- Being able to use CustManager for
  - Updating
  - Correcting customer data
  - Reporting
  - Responding to alerts

- Monthly customer contact
- 10% sales increase

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Learners' background

Participants at the same level of competence

Too advanced
→ learners do not understand
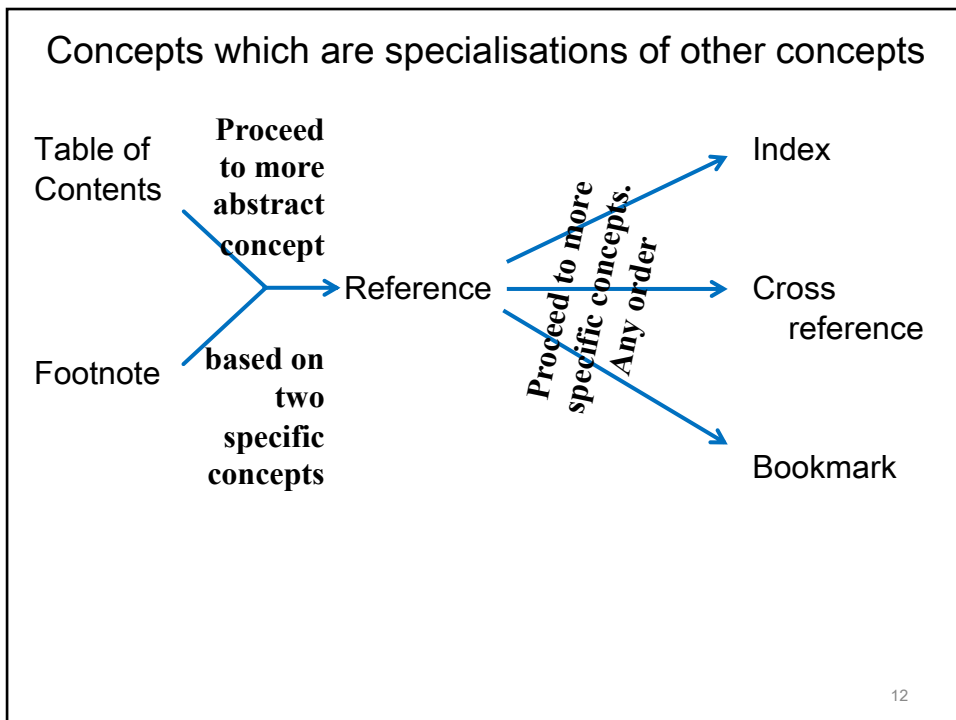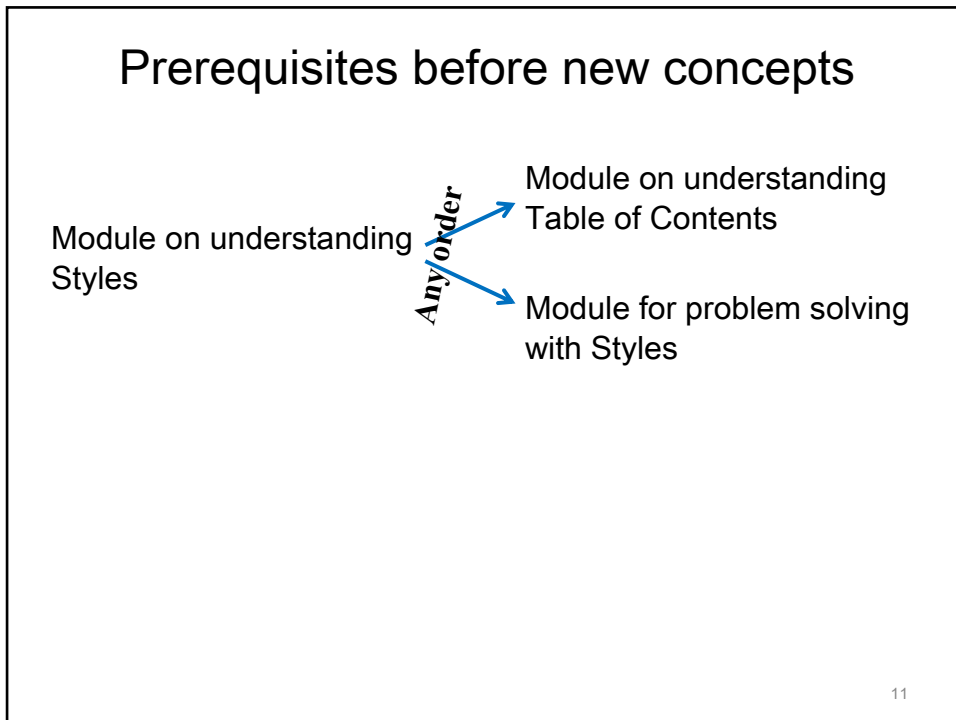
Too simple
→ learners get bored or disturb others

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Training module for skills and understanding

Training activities and scaffolds	**Learning outcomes**

20% 1. Introductory presentation of
   – Learning objective
     • Usefulness for Individual or Business
   – Business / Functional / Structural models	

	Vague understanding

60% 2. Practicals
   – Handing out Minimal Manuals, exercises
   – Guiding learners	

	Skills

20% 3. Summary
   – Discuss Usefulness with learners
   – Discuss Structure and functionality with learners
     • Possibly a test
   – Confront misconceptions	

	Understanding

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Prerequisites before new concepts

Module on understanding
Styles

Any order

Module on understanding
Table of Contents

Module for problem solving
with Styles

11

Concepts which are specialisations of other concepts

Table of
Contents

**Proceed
to more
abstract
concept**

Footnote

**based on
two
specific
concepts**

Reference

**Proceed to more
specific concepts.
Any order**

Index

Cross
reference

Bookmark

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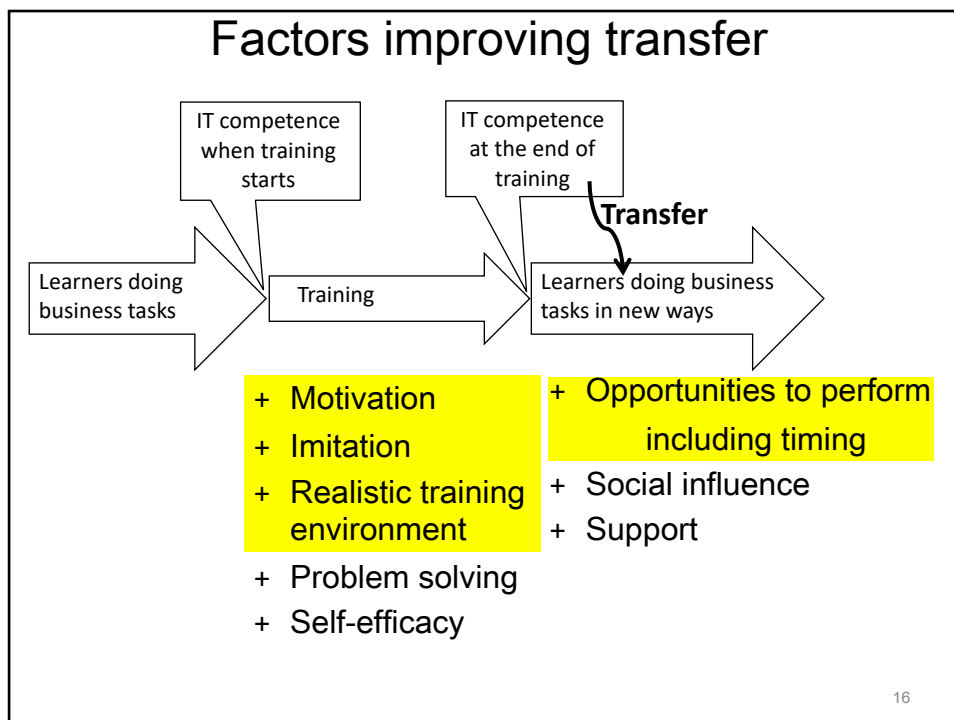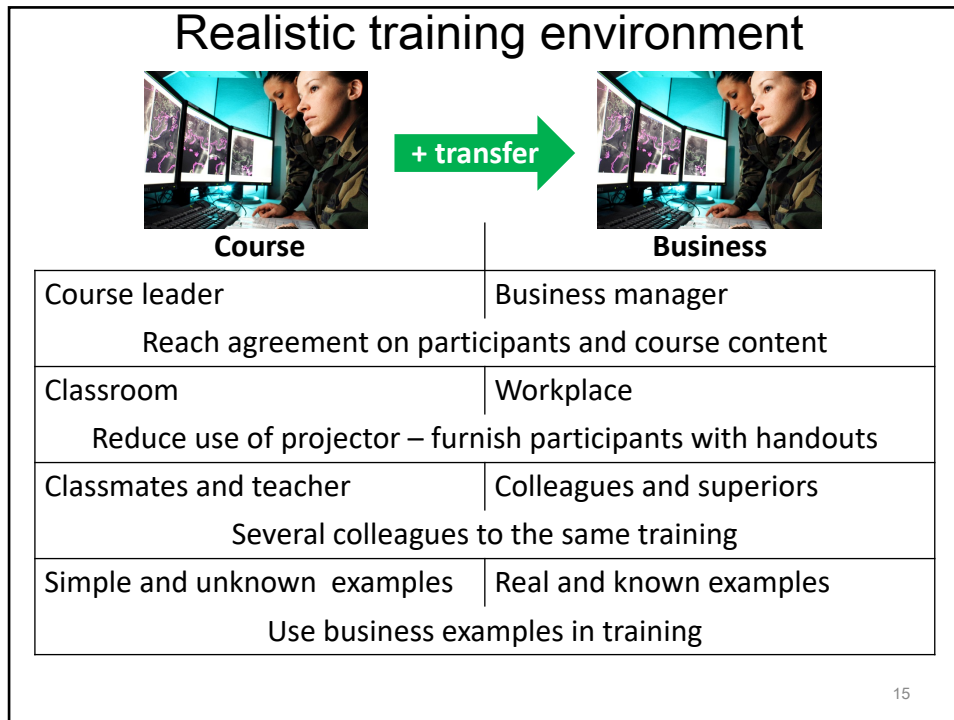## Pair working learners

- Improves understanding
- Prepares for continued conversation after training

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Training environment differs from use environment

- Negative for transfer

Course

– transfer

Business

– transfer

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Realistic training environment

Course	Business
Course leader	Business manager
Reach agreement on participants and course content	
Classroom	Workplace
Reduce use of projector – furnish participants with handouts	
Classmates and teacher	Colleagues and superiors
Several colleagues to the same training	
Simple and unknown examples	Real and known examples
Use business examples in training	

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Factors improving transfer

+ Motivation
+ Imitation
+ Realistic training environment
+ Problem solving
+ Self-efficacy

+ Opportunities to perform including timing
+ Social influence
+ Support

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Golden rules for IT user training

5. Divide training into 30 minutes modules and include problem solving modules
6. Organise training at the same time as the system is installed.

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