

SHRMTM

SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

Transfer of Training

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Syllabus and References



TRAINING AND
DEVELOPMENT



Syllabus and References

TOPIC AND BASIC DESCRIPTION: TRANSFER OF TRAINING

This module discusses the primary factors that influence training participants' ability to generalize and maintain knowledge and skills learned in a formal training setting back to the workplace.

At the completion of this module, learners will be able to discuss the role of learner characteristics, training design/delivery elements, and support resources within the work environment that impact successful transfer of training. Specific learning outcomes are outlined for each class session below:

- **Class 1 (50 minutes):**
Define transfer of training and the primary theories of transfer.
Discuss the role and importance of transfer in evaluating training outcomes.
- **Class 2 (50 minutes):**
Identify the three primary factors in successful training transfer.
Discuss how transfer can be supported before, during and after training.
- **Class 3 (50 minutes):**
Identify key stakeholders to support transfer strategies.
Summarize and extend key learning on transfer of training.

Activities: Introductory and review activities are embedded within each module section to help link module discussions and support knowledge transfer of content. Specific application activities are also included within each module section: a comprehension quiz (Class 1), a case study review (Class 2), and a case study completion (Class 3).

Module Length: 150 minutes. The module is designed to be taught over three 50-minute periods or two 75-minute periods.

Suggested Reading

Burke, L.A., & Hutchins, H.M. (2007). Training transfer: An integrative literature review and implications for future research. *Human Resource Development Review*, 6(3), 263-296.

Saks, A. M., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management*, 45(4), 629-648.

Zenger, J., Folkman, J., & Sherwin, R. (2005, Jan.). The promise of phase 3. *T+D*, 30-34.

Suggested Text

Broad, M.L. (2005). *Beyond transfer of training: Engaging systems to improve performance*. San Francisco, CA: John Wiley & Sons.

Noe, R.A. (2007). *Training Transfer*. In R. Noe's (4th ed.) *Employee Training and Development*. Boston, MA: McGraw-Hill.



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- Burke, L.A., & Hutchins, H.M. (2007). Training transfer: An integrative literature review and implications for future research. *Human Resource Development Review*, 6(3), 263-296.
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- Saks, A.M., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management*, 45(4), 629-648.
- Salas, E., Cannon-Bowers, J.A., Rhodenizer, L., & Bowers, C.A. (1999). Training in organizations: Myths, misconceptions, and mistaken assumptions. In G. Ferris (Ed.) *Research in Personnel and Human Resources Management* (Vol. 17, pp. 123-161), Greenwich, CT: JAI Press Inc.
- Salopek, J. (2005). 29 organizations that leverage learning to achieve amazing results. *T+D*, 26-69.
- Solem, L., & Pike, B. (1997). *50 Creative Training Closers*. San Francisco, CA: Jossey-Bass.
- Taylor, P.J., Russ-Eft, D.F., & Chan, D.W.L. (2005). A meta-analytic review of behavior modeling training. *Journal of Applied Psychology*, 90(4), 692-709.
- van Merriënboer, J.J.G. (1997). *Training complex cognitive skills: A four-component instructional design model for technical training*. Englewood Cliffs, NJ: Educational Technology Publications.