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## **TRANSFER OF TRAINING AND ITS ROLE IN HIGHER EDUCATION**

Transfer of training is a widely acknowledged concept nowadays. Basically, it implies the extent to which a trainee actually utilizes the obtained knowledge, learned skills and behaviors on the job. This concept refers to the effectiveness of prior knowledge and abilities, acquired during training, in the process of problem solving in other areas of later activity. If a trainee successfully applies the skills at work, one can consider this situation as a “positive transfer of training” [4, p. 5].

As a matter of fact, transfer of training is a primary concern of organizational training, since this notion extensively determines the quality of job performance and the competitive abilities of employees. According to D.J. Williams, “training transfer is a key factor for evaluating the effectiveness of people” [4, p. 3], and therefore, this concept must be carefully studied and analyzed. The point is that transfer of training to the job can range from being “simple and easy” to complex and even “next to impossible” [2, p. 313], since it involves the necessity to practice new behaviors.

In fact, transfer of training can be either propelled or inhibited by a number of external and internal forces. Thus, it is very important to observe the main factors which usually influence the transfer of training, determine its course and ultimate result. According to K. J. Ford and D. A. Weissbein, “examination of transfer issues requires ... the identification of factors that affect the extent to which knowledge and skills are transferred to the work environment” [3, p. 22].

In this context, P. Nick Blanchard and James W. Thacker list such factors as “supervisor and peer support; trainer support; post-training self-efficacy; learned KSAs (knowledge, skills, and abilities); relapse prevention and goal setting; supportive climate; and alignment of reward system” [2, p. 313]. The scholars contend that “all these inputs will increase the likelihood that transfer will occur” [2, p. 313]. Trainer support and relapse prevention are the two factors from this list which directly depend on the instructor, while the rest of them are not controlled by the trainer. Supervisor and peer support can actually stimulate a trainee to learn and master the new behaviors. The supportive workplace environment which provides opportunities to apply the

trainees' skills and knowledge can be quite beneficial for the transfer procedure. The post-training self-efficacy also encourages a trainee to practice the KSAs, acquired during training, at the workplace. Moreover, a decent reward system can also be quite an incentive for a trainee. At the same time, the scholars assert that peer support can turn out to be the most problematic factor of this process. As a matter of fact, if peers are satisfied with their old habits, a trainee can be affected by their pressure and as a result, it will eventually inhibit the process of transfer.

D. J. Williams distinguishes between two main factors of transfer: "relapse prevention training and supportive transfer climates" [4, p. 2]. As one can notice, these forces are quite congruent with the previous list. Besides, the scholar contends that "continuous learning culture" [4, p. 4] also has a significant impact on the process of training. Likewise, K. J. Ford and D. A. Weissbein point out such factors as training design (the material sequencing, the major training principles and so on) and work environment [3, p. 22]. Furthermore, the scholars emphasize one more specific factor, namely, personal characteristics of a trainee, the level of motivation, skills and abilities [3, p. 22]. Therefore, the trainer's primary objective should be "to foster the trainees' motivation to use new skills on the job" [1]. In alignment with this aim, a training program must be developed with the focus on practical relevance.

Thus, transfer of training is triggered by a number of numerous factors; their careful and consistent consideration is indispensable. In order to support the process of practicing the new behaviors on the job, it is necessary to use the knowledge about these factors, and consequently choose the ways and methods which are the most beneficial for a trainee.

#### References:

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