

Extended Abstract

Evaluating the Role of Individual Factor in Employees' Effective Transfer of In-service Trainings to the Workplace

*Abasalt khorasani*¹

*Gholamreza Shams morekani*²

*Zeinab Mokhtari*³

Shahid Beheshti University

Shiraz University

Introduction

In the current era, human investment is the most important factor in organizational development and education and training are the best media for human development (Mahdavi & Fayyaz, 2015). The educators' biggest obsession is providing chances to apply their knowledge in their workplace and practice what they have learned for professional development. Education and employees' training is one of the ways to gain the essential expertise and competence (Ford, 1997). Transferring training is a process that through evaluation its advantages and drawbacks could be recognized and thereby the organizational aims could be fulfilled. Scholars have defined the transfer of training as the degree to which the participants use their expertise, knowledge, skills and attitudes adopted at workplace. Long-term success at firms significantly depends on whether the employees are effectively learning and transferring new information to their workplace. The efficiency of training is ultimately dependent on whether the favored results are transferred to the workplace or not. Halton's pattern is one the training patterns to transmit training which has comprehensively introduced the individual aspects. Halton et. al (2000) defined seven individual factors: The learners' preparation, transfer motivation, the individual capacity for transfer, positive individual results, and negative individual results, the expectations of performance and self-efficacy of the performance. Based on the importance of this dimension, this study focused on evaluation of the role of individual factor in effective transfer of in-service training at Ansar Bank. The following research questions were raised:

- To what extent is the individual factor important in effective transfer of in-service trainings to the professional status at Ansar Bank of country?*
- Which aspect of individual factor is prominent in effective transfer of training to professional status at Ansar Bank?*
- Is there a significant difference between the employees' perception of the individual factors in efficient transfer of training with regard to their educational degree?*
- Is there a significant difference between the employees' perception of the individual factors in efficient transfer of training with regard to their years of service?*

Method

This study was an applied and descriptive survey. Using a random cluster sampling 535 employees working at Ansar bank were selected based on their demographic features, the period of service and academic degree. The participants were asked to fill out a self-

1 - Associate professor of higher education planning, Shahid Beheshti University, Tehran. Iran. Email: drkhorasanitr@gmail.com

2 - Associate professor of educational management, Shahid Beheshti University, Tehran. Iran. Email: gh_shams@sbu.ac.ir

3 - Ph.D. candidate of educational management, Shiraz University. Iran. Email: zmokhtari71@gmail.com

developed scale. The scale included 211 items based on a 5 point Likert whereby 5 means strongly agree to 1 strongly disagree. This scale have seven subscales : "The learners' readiness", self-efficacy of the performance, individual positive outcome, individual negative outcome, the expectations of results of the performance, the motivation to transmit and individual's capacity for transfer. For each subscale there were 3 items. The face validity of this scale was conducted through expert comments. The content validity of this scale has been conducted through item analysis and correlational coefficient among the items in each subscale was calculated. After calculating the reliability through the experts' opinions and item analysis and Cronbach alpha (.69 to .93), the scales were handed out among the participants. To analyze the data, SPSS 16 was used and T-test, multiple ANOVA and MANCOVA, MANOVA were used.

Results

Overall, the analysis of individual factor in effective transfer of in-service training to the professional status showed that the learners' preparation, the motivation of transmission, the expectations of the performance outcomes, the expectations of outcomes of transfer and self-efficacy were above the mean.

2. Among the several individual factors affecting the transfer of training, the highest mean belonged to the self-efficacy of the performance and the lowest mean was related to the positive individual outcomes.

3. There was a significant difference among the importance attached to the seven aspects of individual factors in efficient transfer of training to the employees at workplace.

4. There was a significant difference among the importance of the seven aspects of individual factors in effective transfer of training to the workplace with regard to the employees' years of experience.

Discussion and Conclusions

The aim of this study was to evaluate the individual factor in effective transfer of training from the view point of learners' preparation, the motivation of transmission, the individual capacity to transmit, the positive individual outcomes, the negative individual outcome, the expectations of the performance, and self-efficacy of the performance. The findings showed that significant differences existed among the aspects. At the end it is suggested that future evaluations get conducted through a more comprehensive set of variables that assess the individual factor. Moreover, the managers' viewpoints and stakeholders' views must also be evaluated in efficacy of training in individual factor.

Key words: Evaluation of effectiveness, Individual factor, Transfer of training, In-service training