Transfer of Learning: The Group versus Organizational Agenda

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ABSTRACT

Transfer is generally considered as the link between learning and performance. The conduct of Training Needs Analysis (TNA) exposes the individual's performance gap which is expected to be bridged through training. Apart from this, the organization is expected to create the right kind of environment and motivation that will facilitate learning and its transfer. The challenge facing all organization is to harmonize as much as possible these divergences of personalities of workers that will consistently achieve organisational objectives. Organisational members are expected to apply knowledge and skills acquired from training to work situation through learning transfer, but this is not always the case. For the organization, skill gaps must be bridged through learning transfer arising from training received. On the part of work groups/individuals, the following options are open for adoption regarding the organization's demand that learning should be transferred. They are to (i) Cooperate with the organization entirely; (ii) Cooperate partially; and (iii) Refuse to cooperate totally and remain indifferent to learning transfer. Each of the positions has its implications on both the work group and Management of organization. Learning transfer would be perfected only when the two sides do what they are supposed to do and which is not always the case. The divergences of view could be bridged or harmonized through recommended approaches.

Key words: Transfer of Learning, Group Agenda, and Organizational Agenda.

INTRODUCTION

The aim of education, from elementary to higher education, is to apply what we learn in different contexts, and to recognize and extend learning to diverse new situations. Collectively, this is called transfer of learning (Haskell, 2001). In a fast-paced changing society, it is becoming increasingly important for people to be able to transfer what they have learned from one situation to a myriad of different situations; but this is not often the case. Transfer is generally considered as the link between learning and performance. One of the main goals of training is to enable the learner use knowledge or skills learnt in one lesson or situation in a new or the same old environment. When this does not take place,

there is a transfer gap. Transfer is a key concept in adult learning theories, all forms of trainings and education are meant to be transferred.

The end goals of training and education are not achieved unless transfer occurs. Transfer does not just happen; it is a process that requires conscious implementation of carefully planned strategies to facilitate it positively. It is equally important to minimize the effects of factors that are recognized as barriers, or are causes of barriers to transfer of learning. Managers, desirous of positive change in performance of organizational members, expose them to training, either on the job or away from the job. That is the organizational agenda. And the issue

of whether learning acquired during training is applied on the job (transfer) rests with the training recipient working in a group. The considerations of training of personnel in organizations' and the training recipients' perception and application of training received (transfer of learning) are the focus of this study. The organization often perceives employees, working in groups and as individuals as not measuring up to required standard, while the employees see their performance as a function of several environmental variables. These two sides of the perspective would be examined with a view of making appropriate recommendations.

Transfer of Learning: Concept, Process and theories

Organizational top managers usually have visions of how and where they want the enterprise to be, and its output both in the short and long run. Hence, steps are taken in order to ensure that organizational members have what it takes to place the organization at the desired level of performance. Often, organizational members are perceived as not possessing what it takes to achieve top managers' vision of the organization. This perception may be as a result of change in technology, government policies, adverse change in the economic environment and the need for competitive advantage over those in similar industry. It may also be induced by internal factors like additional product line or job enrichment and job enlargement. This shortfall in competence or performance gap is identified through "training needs analysis". Organizations must make an assessment of "what is" and "what ought to be" before training needs could be established. Training Needs Analysis (TNA) is described as an examination of the organization's present operations, expected operations, present and future manpower requirements in order to identify the number of staff and manpower categories needing to be trained and retrained; individual training needs which will enable a person to reach the required standard of performance in the current job or the future job. (Osborne, 1996). It is usually the first step taken in systematic training. Training is said to be systematic when according to Armstrong (2009), it is specifically designed, planned and implemented to meet specific needs.

Personnel are usually exposed to training activities after their training needs have been identified and the implications are that: the training recipient would have to apply what he/she learnt during the training to work situation; and that failure to apply to the work situation what was learnt during the training programme, means that the organization cannot achieve its vision. It also means that the individual concerned is not competent enough or capable of effectively manning the position that he or she is occupying. One could also say that the

sponsoring organization had wasted resources invested in that training event.

The process of implementing knowledge skills and attitudes acquired during the training activity is referred to as "learning Transfer". According to Haskell (2001), "transfer refers to how previous learning influences current and future learning, and how past or current learning is applied or adopted to similar or novel situations". This definition indicates that transfer is fundamental to all learning because without it, we cannot engage in everyday reasoning, which is based on what one already knows. This also makes transfer responsible for most the achievements of humankind. Royer et al., (2005) defined transfer as "a situation where information learned at one point in time influences performance of information encountered at a later point in time". This definition is an indication that the two kinds of events under consideration may not be exactly identical, but that where an idea is borrowed from a previous knowledge in order to treat a current activity or matter, then transfer could be said to have occurred. There is a suggestion that to be exposed to training activity by a worker does not mean that the knowledge obtained from the training exposure would be exactly directly applicable to what obtains in work situation. Rather, based on one's previous knowledge, one could conceive a workable idea for performance improvement. One understands Royer et al., (2005) as saying that a trainee does not need to learn exactly what he/she expects to apply on the job, but to expose the individual to wider knowledge which would broaden his/her horizon and engender improved performance.

When the training recipient returns to the work environment where transfer of learning is to take place, he/she must relate with other members of a work group by whose cooperation effective transfer is expected to take place. Not being the sole determinant of what happens in the work group, the training recipient has to rely on others to make the transfer bid successful.

Transfer of learning is important because trainees must apply their new learning on the job. It is possible that someone may learn properly while on training, but cannot apply learning to work situation. The view is that failure to transfer learning to work environment has so many variables affecting it, and we need to do further research as to why this is so. Subedi (2004) insists that when learning in one context with one set of materials impacts on performance in another context, or with different but related set of materials, then transfer of training has occurred.

When employees undergo training but transfer of learning fails to occur, it is a source of disillusionment and worry to management and frustration and uncertainty to training recipients. The training event requires that the outcome must bring a harmony between the goals of the

organization which sponsored the trainee and the aspirations of the trainee; and between the goals of the sponsoring organization and that of the trainer. Hence, in any training activity, a tripod relationship obtains, affecting:

i.) The trainer/educator, who believes that the transfer of learning is the most significant issue for their practice;

ii.) The employer, who sponsors and desires transfer of learning for organisational growth and sustainability; and

iii.) The employee/learner, whose improved performance through transfer of learning assures personal "survival" and organisational sustainability.

Having seen that the organization sends employees on training for the purpose of transfer of learning in order to engender organisational sustainability, the trainee acquires the desired knowledge and then returns to a work group in the organization. Work groups in organization are arranged in numerous criteria and nomenclatures to which the individual returns after training, and in which the training recipient attempts to effect learning transfer. Our discussion in the next section would be devoted to discussion on "groups", to which the training recipient returns.

GROUPS IN ORGANIZATION

According to Jones and George (2003), one of the most important advantages of groups is the potential for synergy that they have. For this potential to be realized, they advised that group members should possess complementary skills and knowledge that will be relevant to carry out any given assignment. For the different roles groups make to organizational success, training and retraining will have to be given a maximum premium even after the general induction course would have been organized for all newly recruited staff. This diversity of personalities to a larger or smaller extent is usually brought to bear in the process of learning and its transfer. It is for this reason that recruitment exercises should be thoroughly done to bring together as much as possible workers whose knowledge, experience, goals and perceptions align at least very closely with those of the organization. Diversity is the basis of both formal and informal groups. The formal is a creation of the organization while the informal is spontaneous and based on self-interest. Whichever way they are created, groups affect transfer of learning.

Formal organizations affect their development in a number of ways. Organizations are often structured along production or occupational lines, requiring people to work physically close to each other on tasks that are interdependent. These conditions of proximity and common goals are of course, two important elements from which groups develop. The fact that some as

individuals belong to an occupational group or a service/production team, automatically places them in a group. Moreover, a myriad of events occur within an organization which affects the needs of individual members. Often, these events (for example, the introduction of new policies and regulations), cause people to feel threatened by, or hostile, to certain things in the organization. These feelings may induce some of an organization's members to form groups, often for protection against Management's policies. Sometimes, the reaction of organizational members towards a newly introduced policy may be that of total support and a move to influence other organizational members to support the policy.

At other times, organizational members' reaction to Management's policy may be that of resistance and outright confrontation. Thus, it is evident that support for, or resistance to any Management's policy, occurs and is done in groups. The effect of groups in organization is shared aspirations and actions. Hence, any organisational group can achieve any result which they aspire to. Groups have a sense of shared purpose and norms concerning matters of common interest. One of the interests to be shared by any member of a group is "continuity and progress" of the group. There are several ways by which a group can continue progressing, especially at the organisational level. This includes adequate training for skill and performance enhancement. A group, desirous of steady progress and organisational sustenance, must be anxious to see that group members bring back from training, ways that would support the attainment of desired group goals, and by implication organizational goals (Noe et al, 2003).

DEFINITION OF GROUPS

Because of the multiplicity of properties of "groups", Knowles and Knowles (1972) provided a guide which could be regarded as the essential differences between a "collection of individuals" that is a "group", and one that is not. They explained that In the collection that is not a group, there are no shared goals the goal arrows of the various individuals are pointing in different directions; there is no boundary around the collection, indicating lack of consciousness as a group and indefinable membership, there are no lines of interaction and interdependence connecting the individuals; and obviously the collection is unable to act in a unitary manner. In apparent agreement with the view expressed by Knowles and Knowles (1972), Kreitner and Kinicki (2001) defined a group as "two or more freely interacting individuals who share collective norms and goals and have a common identity". Many theorists have been especially interested in a form of interdependence known

interaction and have made it an essential part of their definition of a "group". The use of interaction as a measure of a group, is strengthened by the fact that if a collection of people engage in interaction frequently and over an extended period of time, it is likely that they will develop expectations concerning one another's behavior, and that they will come to identify one another as members of the same social entity.

Group members influence one another, and a group founded on the basis of steady progress could influence members sent on training programmes, to return with new skills for adaptation. Once a group has been formed, it becomes an on-going unit that can have a number of effects in the organization through the input of its members. For example, membership in cohesive groups may serve to increase job satisfaction and reduce absenteeism. Likewise, a group that is sincerely desirous of continuity and progress of its members can bring this about through improved knowledge and skills, acquired from participation in training programmes. Thus, the training recipient, therefore, is not expected to have problems transferring learning to work situation after exposure to training. This is because the group sees enhanced performance as a major task in order to remain in business, and if this has to be influenced, in order to see that the task of skills acquisition is done and knowledge transferred, then the group must stand solidly behind the training recipient. However, in many cases, this is not so.

MULTI-DISCIPLINARY GROUP COHESION

Performance groups in organization could be either on occupational criteria or on multidisciplinary basis. Traditionally, occupational groups are established, requiring them to provide a single-line product or service, which would be integrated into the total organisational output. A management policy, requiring an individual occupational group member, to acquire knowledge and skills to be applied on performance in a particular direction, could be perceived as "threatening" by those occupational group members, leading to resistance or sabotage on their part. Such resistance if pertaining to acquisition of new knowledge and skills, leads to resistance on transfer of knowledge. On the other hand, if the policy is on acquisition of knowledge and skills in a direction which that occupational group perceives as "favourable" or "juicy", the occupational group throws its support behind the training programme and sees to its success.

Thompson (1967) as cited by Jones and George (2003) was able to relate the ability of a high performing group on the effects on the kind of tasks it performs. To this end, it identified three types of task interdependence of

groups. They are the pooled, sequential and the reciprocal. According to him, pooled task interdependence exists when group members make separate and independent contributions to group performance. The overall group performance being the sum of the individual group members. It is sequential task interdependence when group members must perform specific tasks in a predetermined order and what One worker does affects the work of the others. The third category that was mentioned is the reciprocal task interdependence where the work performed by each group member is fully dependent on the work performed by the other group members.

A close study of these forms of task interdependence clearly shows that the ability, the proficiency or commitment, or otherwise of any member of a task group has profound effect on the total group performance. It is for this reason that task groups must be carefully selected. In enunciating management's policy on training, cognizance must have been taken about the "mission" and "vision" of the organization, and the part each member of the organization is expected to play through its occupational group. This implies that management takes a "helicopter view" of the organization whereas occupational groups see issues from only their own perception of the organization. The effect of the scenario described above is that in cases where an occupational group supports management moves on skills and knowledge acquisition, learning transfer is easily implemented, whereas in cases where an occupational group is not in support or does not appreciate the rationale for acquisition of skills and knowledge in a certain direction, learning transfer is resisted or stifled.

Managers have discovered that multi-disciplinary groups enhance productivity and by implication learning transfer, better than individual occupational groups Nord (1976) observed that group cohesion may be either task-oriented or socially oriented and that it is only in task-oriented group cohesion that we could expect productivity to be enhanced by the cohesion. Groups in organization are first and foremost task-oriented and the task includes survival or success of the organization, which is obtainable through effective performance. Transfer of Learning by training recipients is, therefore, a group task and requires full participation by all group members. Managers in modern organization should ensure that important tasks are tackled and executed through the use of "committees". This is because, apart from occupational and structural groups, to which members belong in organization, "committee" constitutes a third but very influential group in any organization. So, whatever an organization wants to achieve which it considers as central to its operations, it should do that through committee system. "Committee" is a group in an organization, which cuts across departmental and

occupational groupings, thereby making a committee stronger and more effective than any other group in the organization. Hence, the issue of transfer of learning could be more effectively handled through the committee system. A committee is multi-disciplinary in nature because it cuts across various occupational groups. It is also referred to as a "matrix organization". Galbraith (1967) quoted in Nord (1976) said that organizations are run by a techno structure, composed of everyone who participates in organizational decision making, and that the real accomplishments of large modern organizations depend on coordination of effort of many people, rather than on a genius. By this he meant that organizations are run by groups. This is because; such groups, by the authority conferred on them, defined the goals of the organization, and ultimately determine the allocation of resources.

The resulting allocation may be more in line with the goals of the techno-structure (committee) rather than with the stated goals of the organization. Either way, the organization stands to benefit more than the situation was, before the establishment of a committee. Hence, committees and task groups serve an important function in the operation of modern organization. Therefore, on the issue of transfer of learning by training recipients, the role of groups and committees will become even more important.

Much of the earlier literature on administration was devoted to how management can fight, or at least neutralize the work of groups. But in modern times, management's attitude towards groups is changing, and it is increasingly evident that work groups are essential for the success of the organization. Work groups are not always on occupational or structural basis, but sometimes in form of matrix groups, whereby experts are drawn from different professional cadres and constituted into a group or task-group, to look into the operations of the organization and proffer solutions. This practice has been applied beyond business organisational levels. For example, one could observe that group decision making and group processes are extremely important in the shaping of national policies. Thus, in legislative houses, decisions are taken, based on the recommendations of the different committees constituted in the given subject areas.

In today's complex business world, committees are often the only way of coordinating the functions of the business and promoting communication among departments. In addition, committees are seen as means of inducing people to think about problems more clearly and deeply. Hence, the problem of learning transfer by training recipients could be more deeply and thoroughly considered through the use of committee groups. Although there were many objections to committees, including feelings that they take too much time, it is incontrovertible that executives perceive committees as contributing significantly to the realization of organisational goals. In setting up Committees, the upper level executives have in mind special work groups that are capable of taking a wholistic view of the matter and coming up with acceptable and workable solutions. Nomination as a committee member challenges the individual, and advises him/her to put up his/her best because of the recognition received. They therefore put up high performance except where hampered by inevitable reasons.

PROCEDURE FOR LEARNING TRANSFER IN ORGANIZATION

An old adage says that "he, who wears the shoes, knows where it pinches". In our earlier sections of this paper, it was highlighted that organisational Managers, considering the mission and vision statements of their organization, take steps to ensure that both in the short and long run, their enterprises would perform as required. Forward looking managers are usually pro-active and never allow their organization to be relegated in the scheme of things. They therefore ensure this by putting the right kind of persons in the right places. This leads to the TNA which we had discussed much earlier. Top managers determine who amongst their personnel, who would man what position, based on set criteria, and they use this in conducting the TNA which as Osborne (1996) said, is "an examination of the organization's present operations, expected operations, present and manpower requirements; in order to identify the number of staff and manpower categories needing to be trained and retrained; individual training needs which will enable a person to reach the required standard of performance in the current job or the future job".

It is on the basis of the above premises that the organization sends its personnel on training, in order to acquire what it takes to be on an identified schedule. It is also on the basis of this premise that the organization determines what methods would be most suitable for the training exposure and which training consultant would be best placed to provide the required training event. We need to remind ourselves that in well-managed organization, "planning" precedes every activity. Hence, in order to ensure organisational sustainability, planning of human and material resources is usually carried out. Also, all executed plans are subjected to monitoring and evaluation, in order to ensure that every plan is executed to the letter without deviations. Having done a thorough assessment of the organization's needs for both the short and long term bases, Strategic Managers can say with certainty their reasons for sending certain individuals on training programmes. The aim of training in this regard, is

to equip training recipients with the wherewithal, for performance on either a current or future position. As defined by Kenny et al. (1979) training is helping an individual to learn how to carry out satisfactorily the work required of him in his present job. In agreement with Kenny et al. (1979) view, Marsick (1987) stated that training usually refers to short-term activities that emphasize practical skills immediately applicable to the job.

In other words, when an employee is exposed to an activity involving acquisition of skills to be applied on the job, we refer to it as training. These definitions indicate that if learning is not directed towards practical application of same, then it could not be referred to as training, it could at best be described as "enlightenment". The definitions also imply that when organisational members are sent on training, one expects, or rather it is expected that they should apply knowledge and skills acquired from that training to the job situation or work environment. This knowledge and skills acquired from training programmes can only be made available to the work situation through a conscious "learning transfer". So, as far as the organization is concerned, "transfer of learning" is the end product of an exercise originating from its vision and mission statements and the desire to attain organisational sustenance. In many cases, the organization falls short of doing the right thing. Sometimes, TNA is not conducted and people are sent on training for so many reasons other than for transfer of knowledge and skills. So for the agenda of the organization, what then is the perception and reaction of organisational groups in this desire of the organization? The organization is an abstract entity made alive by the individuals working in it. Hence, the organization, created by individuals, attains its goals through the active participation and cooperation of its members. These members who perform in work groups, have their perceptions on the organisational agenda on learning transfer, and it is instructive we examine their own dimension of learning transfer.

GROUP PERCEPTION OF LEARNING TRANSFER IN FORMAL ORGANIZATION

We have seen that as far as the organization is concerned, employees must bridge their skill-gaps through training that must be transferred to the job situation. The employee has three options in this regard. First, to endeavor and acquire the required knowledge and skills and transfer same to the work situation in order to progress on the job; to accept training but refuse to take steps to transfer learning or thirdly, to acquire the desired knowledge and skills without seriously or partially applying them to work situation. Whatever decision the

work group takes on learning transfer, could be summarized in the above three conditions, and we shall treat them one-by-one.

GROUP COOPERATION WITH ORGANIZATION ON LEARNING TRANSFER

Two groups are discernible in the quest for learning transfer. Those are the multi-disciplinary group (Committee System); and the Occupational group. Our discussion in an earlier section, indicates that "committee" constitutes a very influential group in any organization, because, it cuts across departmental and occupational groupings. Hence, implementation of any organisational goal assigned to a committee has higher chances of success. But performance in normal organisational setting is carried out on either occupational or departmental groupings, entailing if assigned to a committee, only a few committee members in any one particular occupational or departmental group may be available to implement effective learning transfer. The ideal would have been a situation in which all departmental or occupational group members team up to "enforce" learning transfer. Hence, for the rest of our study, we shall consider "group" in terms of "occupation" or "department" because they are more problematic in learning transfer and not "committee system" which is more effective.

In a situation where a group accepts to cooperate with Management on learning transfer, the following situations tend to be the case:
i.) Members perceive enhanced overall benefit from full compliance;
ii.) The derivable benefits have spill-over effects in their profession (in terms of change of jobs);
iii.) The group in question would have discovered some comparative advantages which it has over other occupational groups in the organization; and
iv.) The group has no other choice than to fully cooperate with Management.

The above four reasons could be adduced as to why an occupational or departmental group may fully cooperate with Management on learning transfer. It must be noted that this seeming total compliance is not permanent or a closed matter, because, every formal group keeps on reviewing its conditions of employment and pay package with a view to requesting for positive adjustment whenever the need arises or a new variable is advanced.

Refusal on Training and Learning Transfer

There are so many reasons that this group may have for refusing to transfer learning. This may include perceived inequity/injustice by Management, refusal to transfer due

to frustration suffered from other group members. Transfer to other jobs etc. This stand is usually taken as an extreme reaction to many organisational variables that negatively impact on training.

Partial Willingness to Learning Transfer

Having seen that implementation of learning transfer enables an organization to achieve its goals, reason tells us that the individual or group that values the existence of the organization, would work for its survival or perpetual sustenance, while the individual who feels that "anything can happen and he/she cares not" will damn the consequences. There are individuals who would cooperate with Management on matters of TNA and skills acquisition, but default partially in the area of Learning Transfer. Sometimes, this situation may be deliberate, but at some other times it is unintentional. These two positions would be treated separately.

Intentional Group Resistance to Learning Transfer

A group that is intentionally resisting learning transfer may suggest that members of that group disagree with Management due to one aspect of its policy that may or may not be related to training and training transfer. Such group members rather prefer to leave the organization than comply with the policy on learning transfer. Members of such a group may not leave the job immediately, perhaps for lack of immediate alternative. They may wait for Management to discover their non-compliance stance and take whatever the consequence that comes from it. This indicates presence of disagreements or conflict that could be mutually resolved for the benefit of all parties.

Unintentional Group Resistance to Learning Transfer

This resistance group to learning transfer could be defined or explained in several ways. First, this is a group of workers that willingly participate in training programmes but on their return to work environment, could not effect learning transfer adequately. Secondly, they could be defined as a group of workers, who imbibe learning and bubble with enthusiasm to transfer learning to work situation, but on return or re-entry, several factors stifled their attempt to transfer learning. In training recipients who could not transfer learning on return to work situation, the identifiable factors are mainly personal. The training recipient must have been affected by one or a combination of the following factors: Inadequate learning during training event, thereby returning to work situation with inadequate knowledge and skills; Faulty training methods used by the trainer (Training Consultant) thereby hindering proper learning;

Training environment having wide difference with that of work situation, hence, not providing identical environment for learning transfer; Lack of self-confidence by training recipient on learning transfer; Wrong approach by training recipient on learning transfer; Lack of motivation for training recipient; Lack of skill in learning transfer; and Personality/attitude of training recipient.

In the second case of learning transfer resistance, that is, re-entrants bubbling with enthusiasm but stifled by environmental/organisational factors. Causes of such lack of transfer could be one or a combination of the following:

i.) Unsupportive stance of work group members.

ii.) Unsupportive/uncooperative superiors/supervisors.

iii.) Organizational politics.

iv.) Change of work schedule to an entirely new and different one.

v.) Rivalry/personality clashes.

vi.) Lack of understanding by work group on essence of new methods or system; and

v.) Pre-agreed decision by work group or sabotage of learning transfer.

There are several other factors that lead to lack of learning transfer and Leberman et al. (2006) have summarized them as: A backlog of work or lack of work resulting in boredom; Unsupportive co-workers urging the trainee to revert to old behaviours; Other pressures such as restructuring, multi-cultural differences or personal problems, which distract the trainee from focusing on applying their new learning; Trainee doubts about using the new skills effectively; and Little or no management support to use new skills.

This group of training recipients affected by work environmental factors should be of great concern to every manager. Our concern here is that such training recipients are enthusiastic on learning transfer, but hindered by circumstances within their work environment. Meaning that if given the right work environmental support or conditions, they would be able to do effective learning transfer. As a matter of fact, such learning recipients could be regarded as an asset to any organization.

Narrowing the Gap between Group and Organisational Agenda on Learning Transfer

Our discussion so far in this study has revealed the existence of four categories of agenda on learning transfer and they are: Those who do not bother to cooperate with Management on learning transfer; Those who want to implement learning transfer but incapacitated by personal factors; Those who want to effect learning transfer but stifled/hindered by work environmental factors; and Those willing to cooperate

with Management on matters/issue of learning transfer. The first three situations could be remedied in the following ways:

Indifference on Organisational Learning Transfer

Certain members or groups in an organization may be indifferent to learning transfer. It is the duty of the Management to identify such groups or individuals. The exercise is not for the purpose of relieving them of their jobs, but for moving the organization forward in the following ways: Finding out their reasons for their views and actions in order to rectify matters; Engaging in dialogue with any aggrieved parties with a view to harmonizing any perceived differences, and stalling any future disagreements; Reaching an agreement with those adamant on indifference, on code of conduct while still being members of the organization; and Reviewing/re-planning organisational operational strategies.

Desire to Transfer Learning but Handicapped by Personal Inadequacies

Groups or individuals may be positive minded on learning transfer, but handicapped by personal inadequacies. A first step is to examine the situation with a view to finding out if this state of affairs is capable of being rectified through exposure to further training. Where the matter is assessed as not being that of training related, then management could use any other pertinent management technique in solving the problem. But where exposure to training would solve the problem, then that would be a better option. It is important to also state here, that mere training may not solve all the matters in a perceived training-related problem. A good measure of motivational benefits can make a turn-around in a hitherto difficult situation.

Desire to Transfer Learning but Inhibited by Work Environmental Factors

The workplace plays an important part in the transfer process as it is here that the learner is expected to demonstrate their new knowledge and skills. Learning transfer will be more successful if the whole organization is supportive of the training. This means that training needs to be an integral component of the organization's service management strategy. Nadler, cited in Broad and Newstrom (1992), suggests that the trainee needs to be supported, in order for transfer to take place. He argued that the level of management support is critical, and that the timing of the training plays a part in ensuring successful transfer. Byhan et al. cited in Broad and Newstrom (1992), suggests that three factors that support the transfer of learning involving all the participants in the transfer process. First, that trainees have acquired new skills the trainee's responsibility. Secondly, that they have the confidence to try their new-found skills on the job the trainee's responsibility. And thirdly, that the new skills are positively reinforced on the job the manager's responsibility. Noel and Dennehy (1991) argued for a partnership to be formed with the learner's supervisor.

This includes gaining the supervisor's input into the course, meeting with them and the learner prior to and after the course. Other writers like Brinkerhoff and Montesino (1995) support this, but argue for wider Management support, not just from the immediate supervisor. Their main reason for this is that the wider work environment may impact on their knowledge and skills. Moset, cited in Broad and Newstrom (1992), argued that three conditions must be present for effective transfer of learning to take place. First, the training content must be applicable to the job, secondly, the trainee must learn the content and thirdly, the trainee must then be motivated to change their job behavior to apply that new learning. The emphasis is on the trainee, who is responsible for ensuring that transfer took place, assuming that the training was relevant and successful.

CONCLUSION

The world is a world of interdependence and a necessary ingredient for learning transfer. For this reason, whether as families or work organization in pooled, sequential or reciprocal relationships, we must learn from one another. Progress is made when this learning is positively brought to bear in organisational settings. The end goals of training and education are not achieved unless transfer occurs. TNA is the main instrument for the determination of training beneficiaries in order to meet the organisational goals. The organization must create the right atmosphere that will encourage learning transfer as the challenges to learning transfer do not emanate from work groups/individuals alone. It is possible for one to be exposed to training without effecting learning transfer. There must be relevant changed work-behaviour before learning transfer could be confirmed. As far as the organization is concerned, learning transfer must follow training exposure, but the desire of Organisational Managers is not always that of work groups. The areas of divergence between the two stake-holders must be determined and bridged through appropriate management procedures.

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