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
  – Chillarege et.al. (2003) Learning from our mistakes: error management training for mature learners

Transfer

Learners doing business tasks

IT competence when training starts

Training

IT competence at the end of training

Learners doing business tasks in new ways

Transfer
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.
What went wrong – 3

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.

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.

Factors improving transfer

IT competence when training starts

IT competence at the end of training

Transfer

Learners doing business tasks

Learners doing business tasks in new ways

Factors improving transfer:

- Motivation
- Imitation
- Realistic training environment
- Problem solving
- Self-efficacy
- Opportunities to perform including timing
- Social influence
- Support

Previously | Today
Timing

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

Result of Training and Transfer

**Learning outcomes after Training**
- What the trainee is capable of doing after training
  - Updating
  - Correcting customer data
  - Reporting
  - Responding to alerts

**Outcomes of Transfer**
- The change in the business as a result of training
  - Monthly customer contact
  - 10% sales increase

**Example**
- Being able to use CustManager for
Learners’ background

Participants at the same level of competence

- Too advanced
  - learners do not understand

- Too simple
  - learners get bored or disturb others

Training module for skills and understanding

Training activities and scaffolds

1. Introductory presentation of
   - Learning objective
     - Usefulness for Individual or Business
     - Business / Functional / Structural models

2. Practicals
   - Handing out Minimal Manuals, exercises
   - Guiding learners

3. Summary
   - Discuss Usefulness with learners
   - Discuss Structure and functionality with learners
     - Possibly a test
     - Confront misconceptions

Learning outcomes

- Vague understanding
- Skills
- Understanding
Prerequisites before new concepts

Module on understanding
Styles

Module for problem solving
with Styles

Any order

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Module on understanding

Any order

Concepts which are specialisations of other concepts

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Proceed to more abstract concept

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Cross reference

Bookmarks

Proceed to more specific concepts

Any order

Based on two specific concepts

Jens Kaasbøll
Pair working learners

- Improves understanding
- Prepares for continued conversation after training

Training environment differs from use environment

- Negative for transfer
### Realistic training environment

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### Factors improving transfer

- **Learners doing business tasks**
  - IT competence when training starts
  - IT competence at the end of training
  - Learners doing business tasks in new ways
  - Transfer

- **Factors**
  - Motivation
  - Imitation
  - Realistic training environment
  - Problem solving
  - Self-efficacy
  - Opportunities to perform including timing
  - Social influence
  - Support
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.