



Literature review of transfer assessments in the context of in-service trainings.

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► To cite this version:

Carolin Göhring, Maïté Brunel. Literature review of transfer assessments in the context of in-service trainings.. Journée Scientifique des Jeunes Chercheurs en Psychologie, Dec 2022, Lille, France. 2022. hal-04380685

HAL Id: hal-04380685

<https://hal.univ-lille.fr/hal-04380685v1>

Submitted on 15 Jan 2024

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Background

Transfer, as the the “*effective and continuous application of the knowledge and skills acquired during training*” (Broad & Newstrom, 1992, p. 5), is the final purpose of in-service trainings. However, according to Saks & Belcourt (2006) only 1/3 of participants transfer the contents one year after training. With regards to these unsatisfying results, many researchers have explored different training transfer evaluations, aiming to understand the transfer problem. In line with these contributions, we analysed the major training transfer evaluations in order to propose a new approach.

System-based evaluations

- Focus: predicting training transfer
- Measure: Questionnaire after training
- Most accurate variables: *motivation; transfer design; transfer effort-performance expectation* (e.g. Hutchins et al., 2013)
- In short: these evaluations cannot measure transfer itself but can predict it reliably (e.g. Guerci et al., 2010)

Goal-based evaluations

- Focus: training transfer
- Measure: Questionnaire after training
- Most accurate variables: *key performance indicators; return on investment* (e.g. Venkatesh et al., 2003; Alliger et al., 1997)
- In short: these evaluations cannot predict transfer but can measure it reliably (Pineda-Herrero et al., 2012).

Confirmative evaluation

- Focus: the whole transfer process
- Measure: Questionnaires before, after and 4 months after training
- Most accurate variables: only attempt by González-Ortiz-de-Zárate et al. (2020) underlines *satisfaction with the training; content relevance; accountability and transfer*
- In short: yet no valid evaluation exists; the only attempt neglects the second measure and some variables that have been evaluated as important by previous research, especially *motivation* (e.g. Van de Bossche et al., 2010)

3 major training transfer evaluations (Zinovieff, 2008)

The current project

With regards to the state of art, a confirmative evaluation of training transfer as conceptualized by Zinovieff (2008) would be beneficial. Indeed, such an evaluation would make it possible to predict transfer, identify areas of improvement and provide a reliable measure of transfer.

Based on our literature review, we created a framework (see Figure 1.) of a confirmative evaluation of training transfer that includes variables that have been shown to be most accurate in previous research. A special attention has been paid to *motivation* to transfer for its excellent results both in system-based and goal-based evaluations. In order to fit Zinovieff's (2008) concept of a confirmative evaluation and since the results of Gegenfurtner & Quesada-Pallarès (2022) suggest that the type of *motivation* may be crucial for training transfer evaluation, we considered the latter as the second measure of our framework.

In conclusion, the first measure is a system-based evaluation, the second focuses on the type of *motivation* to transfer and the last measure is a goal-based evaluation. This framework will be tested in the context of a doctoral project.

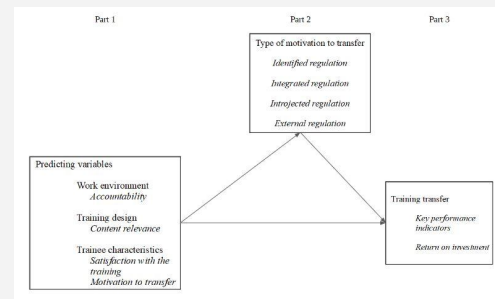


Figure 1. Conceptual model of a confirmative evaluation of training transfer