

**TRANSFER OF LEARNINGS:
EVALUATION OF AN INNOVATIO I**

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**TRANSFER OF LEARNINGS:
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A B S T R A C T

The paper describes an experiment in transfer of learnings from class-room to work situations. The experiment consisted of carrying out a 'Diagnostics' at the beginning of a training programme; regular writing of 'Learning diary' by participants; periodical 'Learning review' and preparation of an 'Action plan' to be implemented back home in work setting. After implementing the programme for a period of three years, a study involving about a thousand participants and an equal number of their superiors shows that substantial changes were observed in work behaviour of the participants and they were able to implement learnings in their respective work settings. The study has also identified facilitating and hindering factors related to participants and the organisation for implementation of learnings in work setting. Based on these findings, the paper suggests measures for improving effectiveness of training.

TRANSFER OF LEARNINGS : EVALUATION OF AN INNOVATION

An innovation is required to bridge a performance gap. Performance gaps are "discrepancies between what the organisation could do by virtue of a goal-related opportunity in the environment and what it actually does in terms of exploiting the opportunity" (Zaltman, et al., 1973, page2). Evaluation of an innovation can validate whether the performance gaps were bridged or not. This in turn, can help an organisation to decide to institutionalise, modify or to exnovate the innovation.

In the field of training and development, such a performance gap has been existing for long. My experience as a trainer as well as a practising manager had shown that many good training programmes do not necessarily lead to organisational change and development. A number of valid reasons are given by the practising managers for non-implementation of learnings from classroom to work situations, some of the

I am grateful to British Council, UK and India, Department of Public Enterprises, New Delhi and my previous organisation Hindustan Aeronautics Limited, Bangalore for sponsoring me under Colombo Plan to a training programme run by Industrial Training Services, UK. My sincere thanks are due to ITS, UK for my initial exposure to the concepts used in the experiment. My thanks are due to the faculty at HAL Staff College who experimented with the ideas discussed in the paper and subsequently helped me in evaluating the experiment.

reasons being:

a) While the programme was nice and conducted well, its contents were not relevant to my work setting.

b) Difficulties in my work situation are unique and were not discussed.

c) After coming back from the programme, I got so involved in the pending work that I could not get time to plan for implementing my learnings.

While attending a 12 weeks training programme "Sharing British Training Experiences", conducted by Industrial Training Services, UK, I got exposed to the concept of 'Learning diary', 'Learning review' and 'Action planning'. As a Programme participant, I had experienced that 'Learning diary' and 'Learning review' are excellent mechanisms to consolidate one's learnings from a training programme. I had also prepared an action-plan as a part of the programme. After coming back from UK, I was able to successfully implement my action-plan.

The above experience led to my previous organisation, Hindustan Aeronautics Limited (HAL) Staff College, adopting the mechanisms of 'Learning diary', 'Learning review' and 'Action-planning'. Prior to introduction of these mechanisms, the college had been conducting a

'Diagnostics' exercise for all long duration programmes. The exercise was modified and incorporated along with these three mechanisms. After implementing the experiment for three years, it was evaluated in terms of transfer of learnings to work situations.

The paper is divided into three parts. The first part of the paper briefly describes the college and mechanisms for transfer of learnings. The further details about these mechanisms and their formats are available in another paper (Agrawal,1991) which can be made available on request to the author. The second part of the paper describes evaluation of the experiment and its findings. The third part of the paper discusses factors related to individuals and organisations which either facilitate or hinder transfer of learnings to work situations.

P A R T I

Hindustan Aeronautics Limited Staff College, Bangalore is a premier training institute in India started in 1968. It conducts about 80 weeks of training per year for middle and senior level executives, mostly for in-house participants. It designs and conducts programmes in general management as well as functional programmes.

The general management programmes are designed at three levels, namely, senior executives, senior managers and middle managers. In addition, an advanced management programme of nine weeks and an organisation development programme is also conducted. The functional programmes are conducted in the area of quality management, export marketing, flight safety, project management, human resource development, etc. Some programmes also have project work as a part of the course structure. Next, we briefly discuss below the mechanisms used for transfer of learnings.

Diagnostics:

As a part of the diagnostics exercise, all the programme participants answer the following three questions during the first session of a training programme:

- a) In my opinion what are the organisation's expectations from me as a professional manager?
- b) What difficulties do I face in meeting these expectations?
- c) What do I look forward to learn in this programme to overcome the above mentioned difficulties in terms of knowledge, skills and attitudes?

The participants require about 45 minutes to write down their responses to the above three questions. Subsequently, the participants are divided into groups of five each. In small groups, the participants are expected to share their individual responses and develop a common group response. These group responses are presented to the total class and discussed by the participants.

Learning Diary:

Participants maintain a learning diary on a daily basis. The learning diary format includes the topic covered, significant learning points and its applications in the work setting. The participants are advised to write their "Learning diary" in first person starting sentences with 'I'. The participants should not try to summarize what was taught by the faculty but should recapitulate what is that they have learnt from a session.

During the first few days of a programme, a faculty asks participants on voluntary basis to share their learning diaries in the class. It helps the faculty to get a feedback whether the participants have correctly understood the concept of learning diary and what are their learnings from a session. Thus, the learning diary exercise forces the participants on a regular

basis to think through what they have learnt and how they can use that learning in their respective work situation.

Learning Review :

In the programmes of more than one week duration, at the end of each week, participants in small groups carry out a learning review. The participants who had worked together during diagnostics exercise, again work together for learning review. During the review, each member of the small group, shares his learnings from the sessions conducted and how he proposes to implement those learnings in his work setting. Based on the discussions, the group summarizes the learnings and how those learnings can be used in work situations.

Action-Plan:

The 'Diagnostics', 'Learning diary' and 'Learning review' become the basis for the participants to prepare an 'Action-plan' to be implemented back home in their work situations. The participants are given the following briefing for the preparation of their action plans.

a) Please read through your diagnostics exercise and learning diary before starting your Action-plan.

b) Your action-plan should necessarily be in your area of responsibility and should improve your own and your team's performance and effectiveness.

c) Your action-plan should be well thought out and a feasible one, not requiring resources beyond your reach. Secondly, it should not depend upon excessive assistance from others. In case it does, the difficulties involved must be foreseen and action plan in terms of activities to remove the obstacles must be fully worked out.

d) Your Action-plan should be specific and should result in bringing about change. You should be able to evaluate the impact of your action plan either quantitatively or qualitatively on pre-post basis.

e) Your action-plan should be time bound.

f) Please remember, it is your action-plan and you have complete freedom to decide what you want to plan and do.

As a part of the action-plan, participants specify objectives to be achieved, activities required to achieve a given objective, criteria to assess achievements and expected date of completion. The participants are encouraged to submit their action-

plans one day prior to the last day of the programme. Occasionally, in the action-plans submitted by the participants, either the objectives are very general or activities required to achieve an objective are not clearly spelt out. Sometimes, the time frame is not specified. In all such cases, the participants are helped to revise and rewrite their action-plans.

Being back to their respective work places, the participants share their action-plans with their superiors and after getting their consent, start implementing them. After completion of action-plans, the participants make presentation to the senior executives of their Divisions.

P A R T I I

After implementing the experiment for three years, a study was planned to evaluate its impact in terms of participants' learnings and changes in work behaviour as perceived by the participants as well as their superiors.

Objectives and Scope of the Study:

1. To evaluate level of satisfaction with respect to learning expectations in various training programmes and reasons for the same.
2. To find out whether there were any changes in work behaviour of the participants as perceived by their immediate superiors and next higher authorities (boss's boss).
3. To find out whether the participants were able to implement learnings in their respective work settings and if so, what are the types of improvements, being implemented in work settings.
4. To find out facilitating and hindering factors related to individuals and organisations for the implementation of learning in work settings.

Methodology and Data Collection:

The study was designed and conducted at three levels. All the participants who attended training programmes at the Staff College for three years after initiation of experiments were sent a questionnaire. The questionnaire was sent to 2018 participants, out of which 943 participants responded giving a response rate of 47 percent.

Another set of questionnaire was sent to the immediate superiors and the next higher authority of the participants. 1051 questionnaires were received back. In addition to questionnaires, some participants and their superiors were also interviewed.

FINDINGS AND ANALYSIS

LEARNING EXPECTATIONS:

Participants level of satisfaction with respect to their learning expectations are summarized in Tables 1 and 2. Major findings are:

a) About 80 percent of the participants were satisfied/fully satisfied with various programmes of the Staff College as against 18 percent of the participants who were either partially satisfied or not satisfied with respect to their learning expectations.

TABLE 1

**PARTICIPANTS LEVEL OF SATISFACTION WITH RESPECT TO
THEIR LEARNING EXPECTATIONS**

GENERAL MANAGEMENT PROGRAMMES

Sl. No.	Programme	No. of Respondents	Fully satisfied	Satisfied	Not sure	Partially satisfied	Not satisfied
1.	Senior Executives %	10	2 20.00%	5 50.00%	1 10.00%	2 20.00%	0 0.00%
2.	Senior Managers %	47	4 8.51%	32 68.09%	0 0.00%	11 23.40%	0 0.00%
3.	Advanced Management %	49	6 12.24%	34 69.39%	2 4.08%	7 14.29%	0 0.00%
4.	General Management Development (GMDP) %	455	48 10.55%	321 70.55%	11 2.42%	72 15.82%	3 0.66%
5.	Organisation Development %	17	1 5.88%	14 82.35%	0 0.00%	2 11.76%	0 0.00%
Total %		578	61 10.55%	406 70.24%	14 2.42%	94 16.26%	3 0.52%

TABLE 2

**PARTICIPANTS' LEVEL OF SATISFACTION WITH RESPECT TO
THEIR LEARNING EXPECTATIONS**

FUNCTIONAL PROGRAMMES							
Sl. No.	Programme	No. of Respondents	Fully satisfied	Satisfied	Not sure	Partially satisfied	Not satisfied
1.	Quality Management %	111	9 8.11%	74 66.67%	2 1.80%	25 22.52%	1 0.90%
2.	Special programme on Quality Management %	76	6 7.89%	54 71.05%	2 2.63%	14 18.42%	0 0.00%
3.	Export Marketing %	17	2 11.76%	13 76.47%	0 0.00%	1 5.88%	1 5.88%
4.	Marketing Management %	6	0 0.00%	5 83.33%	0 0.00%	1 16.67%	0 0.00%
5.	Flight Safety %	37	4 10.81%	26 70.27%	2 5.41%	5 13.51%	0 0.00%
6.	Project Management %	15	1 6.67%	8 53.33%	0 0.00%	6 40.00%	0 0.00%
7.	Integrated Materials Management %	39	2 5.13%	26 66.67%	2 5.13%	9 23.08%	0 0.00%
8.	Decision Support System & Office Automation %	8	2 25.00%	5 62.50%	1 12.50%	0 0.00%	0 0.00%
9.	Productivity & Cost Consciousness %	14	3 21.43%	10 71.43%	0 0.00%	0 0.00%	1 7.14%
10.	Workshop on HRD %	19	4 21.05%	14 73.68%	0 0.00%	1 5.26%	0 0.00%
11.	Computer Appreciation %	17	1 5.88%	13 76.47%	0 0.00%	3 17.65%	0 0.00%
Total		359	34 9.47%	248 69.08%	9 2.51%	65 18.11%	3 0.84%

b) At aggregate level, no significant difference was observed with respect to satisfaction level between general management programmes and functional programmes.

Discussions with the participants suggested that they had specific expectations related to current developments in specific subjects. In addition, they had also expectations to know about issues, opportunities and strategic plans of the company. It was felt by the participants that these learning expectations were more effectively met in need based inhouse training programmes as compared to external programmes. The diagnostics exercise also helped the participants to clarify their expectations to concerned faculty. In turn, the faculty could incorporate those learning expectations in the programme structure which were already not included earlier. Thus, diagnostics exercise facilitates meeting learning expectations of the participants from a training programme.

Implementation of Learnings

Participants responses about implementation of learnings in their respective work settings are summarized in Tables 3 and 4. Major findings are:

a) About 89 percent of participants of General Management had responded that they had implemented

**IMPLEMENTATION OF LEARNINGS IN WORK SETTING -
PARTICIPANTS RESPONSES**

General Management Programmes

Sl. Programmes No.	No. of Respondents	Implemented	Not Implemented	No response
1. Senior Executives	10	10	0	0
%		100.00%	0.00%	0.00%
2. Senior Managers	49	42	4	3
%		85.71%	9.52%	4.77%
3. Advanced Management	49	45	4	0
%		91.84%	8.16%	0.00%
4. General Management Development	453	399	37	17
%		88.08%	8.17%	3.75%
5. Organisation Development	17	17	0	0
%		100.00%	0.00%	0.00%
Total	578	513	45	20
%		88.75%	7.79%	3.46%

TABLE 4

**IMPLEMENTATION OF LEARNINGS IN WORK SETTING
PARTICIPANTS RESPONSES**

Functional Programmes

Sl. No.	Programmes	No. of Respondents	Implemented	Not Implemented	No response
1.	Quality Management	111	86	24	1
	%		77.48%	21.62%	0.90%
2.	Special programme on Quality Management	76	64	11	1
	%		84.21%	14.47%	1.32%
3.	Export Marketing	17	11	6	0
	%		64.71%	35.29%	0.00%
4.	Marketing Management	13	8	2	3
	%		61.54%	15.38%	23.08%
5.	Flight Safety	37	28	8	1
	%		75.68%	21.62%	2.70%
6.	Project Management	15	12	3	0
	%		80.00%	20.00%	0.00%
7.	Integrated Materials Management	39	23	15	1
	%		58.97%	38.46%	2.57
8.	Decision Support systems & office automation	8	8	0	0
	%		100.00%	0.00%	0.00%
9.	Productivity and cost consciousness	14	12	2	0
	%		85.71%	14.29%	0.00%
10.	Workshop on HRD	19	19	0	0
	%		100.00%	0.00%	0.00%
11.	Computer Appreciation	17	12	5	0
	%		70.59%	29.41%	0.00%
Total		366	264	76	26
	%		72.13%	20.77%	7.10%

some of the learnings from the training programmes attended by them. As against this, 72 percent participants of Functional programmes had stated that they could implement some of their learnings in work situations.

b) All the participants of Senior Executives' programmes, Organisation Development, Workshop on HRD and Decision Support System & Office Automation had stated that they had implemented their learnings. The programme for Senior Executives and Workshop on HRD were specifically monitored by the Corporate Office. This can possibly explain the 100 percent participants having implemented their learnings. In case of Organisation Development and Decision Support System programmes, discussions with the participants had suggested that each one of them had acquired some skills which could be used without depending upon others.

c) Only about 60 percent of the participants from Integrated Materials Management, Export Marketing and Marketing Management Programmes had stated that they could implement the learnings. Implementation of learnings from Integrated Materials Management Programme may require many systemic changes which in turn may require support from other departments. This

partially explains the comparatively low percentage of implementation. Marketing and Export Marketing were new functions in the organisation. In addition, a number of participants who attended the programmes were not directly responsible for these functions.

Superiors Perception about Change in Work Behaviour and Implementation of Learnings:

Perceptions of immediate superiors and the next higher authority (boss's boss) about change in work behaviour of the participants and implementation of learnings are summarized in Tables 5 and 6. Major findings are:

a) In case of general management programmes, 81 percent of the superiors had stated that they had observed some positive changes in work behaviour of the participants. As against this, only 75 percent of the superiors of the participants had stated that they discerned changes in work behaviour of the participants of functional programmes. Thus, general management programmes are found more effective in bringing about positive changes in work behaviour as compared to Functional programmes as perceived by superiors.

TABLE 5

CHANGE IN WORK BEHAVIOUR AND IMPLEMENTATION OF LEARNINGS IN WORK SETTINGS
RESPONSES FROM IMMEDIATE SUPERIORS AND NEXT HIGHER AUTHORITIES

General Management Programmes

Sl. Programme No.	Number of Respondents	Change in Behaviour			Implementation of Learning		
		Yes	No	No Response	Yes	No	No Response
1. Senior Executives' %	4	4 100.00%	0 0.00%	0 0.00%	4 100.00%	0 0.00%	0 0.00%
2. Senior Managers' %	37	30 81.08%	7 18.92%	0 0.00%	26 70.27%	10 27.03%	1 2.70%
3. Advanced Management %	54	41 75.93%	9 16.67%	4 7.41%	39 72.22%	11 20.37%	4 7.41%
4. General Management Development %	562	454 80.78%	92 16.37%	16 2.85%	411 73.13%	132 23.49%	19 3.38%
5. Organisational Development %	18	15 83.33%	3 16.67%	0 0.00%	15 83.33%	3 16.67%	0 0.00%
Total %	675	544 80.59%	111 16.44%	20 2.96%	495 73.33%	156 23.11%	24 3.56%

TABLE 6

CHANGE IN WORK BEHAVIOUR AND IMPLEMENTATION OF LEARNINGS IN WORK SETTINGS
RESPONSES FROM IMMEDIATE SUPERIORS AND NEXT HIGHER AUTHORITIES

Functional Programmes

Sl. Programme No.	Number of Respondents	Change in Behaviour			Implementation of Learning		
		Yes	No	No Response	Yes	No	No Response
1. Quality Management %	138	100 72.46%	30 21.74%	8 5.80%	91 65.94%	38 27.54%	9 6.52%
2. Special programme on Quality Management %	102	80 78.43%	13 12.75%	9 8.82%	79 77.45%	16 15.69%	7 6.86%
3. Export Marketing %	11	6 54.55%	5 45.45%	0 0.00%	5 45.45%	6 54.55%	0 0.00%
4. Marketing Management %	9	7 77.78%	2 22.22%	0 0.00%	5 55.56%	3 33.33%	1 11.11%
5. Flight Safety %	33	27 81.82%	6 18.18%	0 0.00%	25 75.76%	8 24.24%	0 0.00%
6. Project Management %	15	11 73.33%	3 20.00%	1 6.67%	9 60.00%	4 26.67%	2 13.33%
7. Integrated Materials Management %	25	16 64.00%	9 36.00%	0 0.00%	15 60.00%	9 36.00%	1 4.00%
8. Decision Support systems & office automation %	3	2 66.67%	1 33.33%	0 0.00%	2 66.67%	1 33.33%	0 0.00%
9. Productivity and cost consciousness %	16	12 75.00%	3 18.75%	1 6.25%	10 62.50%	5 31.25%	1 6.25%
10. Workshop on HRD %	14	14 100.00%	0 0.00%	0 0.00%	14 100.00%	0 0.00%	0 0.00%
11. Computer Appreciation %	10	7 70.00%	2 20.00%	1 10.00%	4 40.00%	5 50.00%	1 10.00%
Total %	376	282 75.00%	74 19.68%	20 5.32%	259 68.88%	95 25.27%	22 5.85%

b) Similarly, in terms of implementation of learnings in work settings, general management programmes seemed to be more effective as compared to functional programmes. Both participants' responses and responses from their superiors suggest that a greater percentage of participants from general management programmes had been able to implement their learnings in work situations (Figures 1 and 2). A possible explanation for these differences could be that the general management programmes provide greater opportunities to the participants to examine their roles and behaviours. Also, as discussed earlier, changes in functional areas sometimes requires systemic changes which may not be under the control of a participant.

Case Examples of Implementation of Learnings:

Participants were asked to share case examples of implementation of learnings in their work settings. Some of those examples are:

a) Senior Executives' Programme

- Cost monitoring through personal computer based data base system in Design Complex.
- Problem solving through "Transfunctional teams".

Implementation of Learnings General Management Programmes

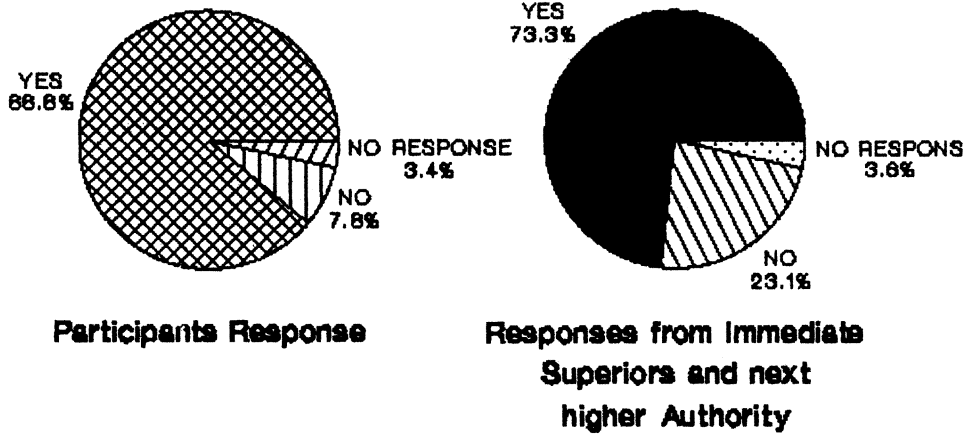


FIGURE 1

Implementation of Learnings Functional Programmes

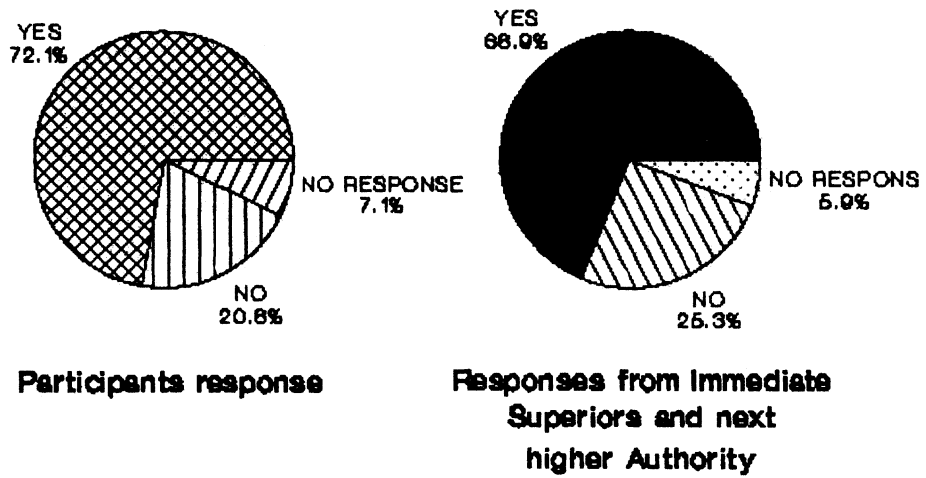


FIGURE 2

b) Senior Managers' Programme

- Implementation of TQM.
- Introduction of zero defect and self inspections in two divisions of the company, leading to reduction in rejection rate from five percent to one percent.

c) Organisation Development

- Counselling and constant interactions to bring attitudinal changes.
- Team building exercises in tool room of a division.

d) Advanced Management Programme

- Development of PC based package for release of purchase order resulting in substantial reduction in cycle time for release of purchase orders.
- Introduction to LAN leading to reduction in inventory levels.

e) Quality Management Programmes

- Introduction of control charts for process control in machine shop.
- Industrial experimentation for establishment of weld parameters and machining characteristics in Design Complex.
- Development of action-plan for ISO-9000 implementation.

f) Workshop on HRD

- Conducted training programmes on "Total Quality Management" for officers and employees.
- Review of divisional HRD activities.

- Identified and nominated employees for vocational trainings.
- Conduct of HRD activities on every Saturday.

Thus, the findings of the study clearly suggest that these mechanisms, namely, Diagnostics, Learning Diary, Learning Review and Action Planning can definitely facilitate transfer of learnings. These mechanisms have also been used by some other trainers and feedback from them have been positive.

PART III

This part of the paper discusses factors related to participants and organisation which either facilitate or hinder transfer of learnings to work situations.

Facilitating Factors related to Participants:

Participants were asked to identify factors related to themselves which facilitated them to implement learnings in work settings. Some of these factors as identified by the participants are:

a) Senior Executives' and Senior Managers' Programmes:

- Ability to experiment with new approaches for problem solving
- Self confidence to experiment with new ideas
- Improved self deiscipline
- Acquisition of communication skills
- Attitudinal changes
- Clarity about managerial role

b) Quality management Programme:

- Exposure to new ideas (ISO-9000)
- Enrichment of knowledge about quality systems and processes
- Greater quality consciousness
- Exposure to problem solving skills
- Aptitude for sharing ideas with colleagues and friends
- Felt need for and got interested in bringing change
- Freedom to work on a project from my department.
Hence, I had the support from other employees of the department

c) Export Management:

- Ability to take risk in decision making

d) Decision Support System and Office Automation:

- Desire to learn personal computer operation

e) Organisation Development:

- Acquired skills to resolve conflicts

f) General Management Development Programmes:

- Better communication skills
- Acquisition of leadership qualities
- Improved self confidence
- Change in attitude
- Self motivation
- Acquisition of time management skills
- Developed new habits
- Acquired communication skills

g) Human Resource Development:

- Desire to be effective
- Attitudinal change
- Desire to reduce wastages

Analysis and Recommendations:

The facilitating factors related to participants can be broadly classified into two categories: (a) existing aspects of the personality of a participant; and (b) acquired aspects from the programme.

Existing aspects of the personality included factors such as ability to experiment, self confidence and desire to improve work performance. This finding suggests that while nominating the participants for training programmes, participants having shown evidences for the presence of these factors can possibly be given preference.

Acquired aspects of the personality included knowledge about new subjects, managerial skills and attitudinal changes. Exposure to ISO-9000 and awareness about quality systems and processes are the examples of knowledge elements acquired by the participants. Communication skills, conflict resolution skills, problem solving skills and skills for time management are the examples of skills acquired by the participants. Finally, examples of attitudinal changes as listed by the participants included improvement in self motivation, self confidence and self discipline.

These findings suggest that relevant knowledge, skills and attitudes acquired by a participant empower him. In turn, this empowerment facilitates a participant to plan and implement changes in their work settings.

Participants have also reported that they had acquired greater role clarity due to participation in the training programmes. Further, it was stated by the participants that their communication with their superiors and subordinates had also improved. This improvement in communication amongst members of a role-set can further facilitate role clarity and development of linkages which empowers a participant to plan and implement a change.

Findings emerging from this section are placed at Figure 3.

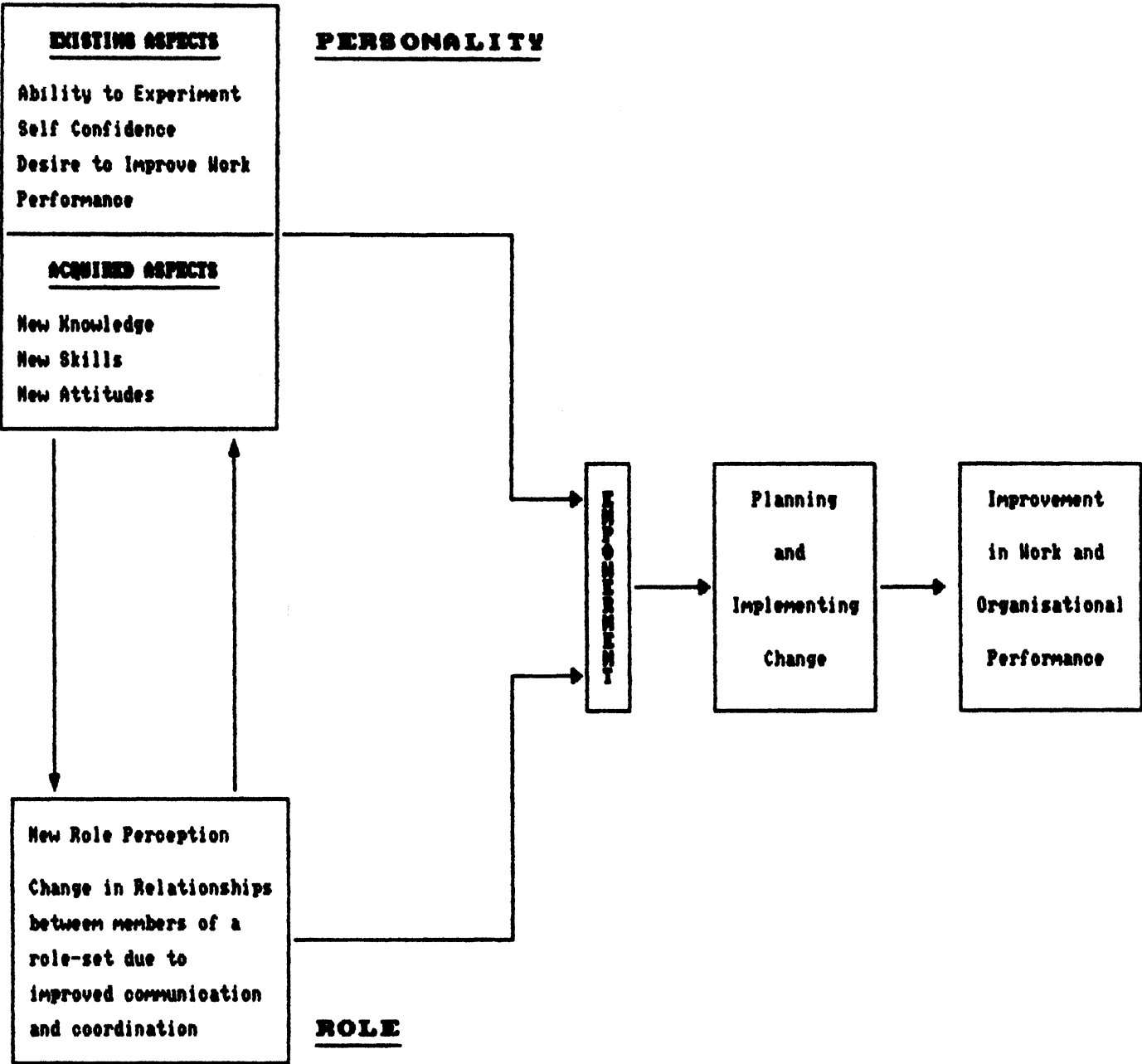
Facilitating Factors related to Organisation:

Participants had identified following factors related to their respective organisations which facilitated them to implement learnings in their work situations.

a) Senior Executives' and Senior Managers' Programme

- Freedom of action
- Backing by the Top Management

FIGURE 3



Facilitation factors related to Participants which contribute towards improved work performance

- Confidence of management in my initiatives
- Management being open to new ideas

b) Quality Management Programme

- Quality awareness in the Division
- Drive of higher management for implementing TQM
- Plans for implementation of ISO-9000 to capture export markets
- Project work being compulsory after the programme
- Facilities being made available to conduct project work

c) Export Marketing

- Divisional policy to set and achieve challenging export targets

d) Decision Support System and Office Automation

- A group of employees were well versed in personal computer operation

e) General Management Development Programme

- Less interference from the top
- Divisional plans for implementing TQM
- Divisional concerns about energy saving
- Problem identification in advance
- Commitment of the department head for achieving goals

Analysis and Recommendations

Divisional management consisting of top management, sectional heads and immediate superiors empowered the participants for implementing change by providing freedom and support for experimentation. Confidence of superiors in capabilities of subordinates was also experienced as empowerment by the participants.

Congruence in "Organisational Improvement Plans" and, objectives of and learning from a programme facilitates planning and implementation of learnings from a programme. Participants from a Division which had implemented TQM and had plans to implement ISO-9000 found it easier to plan and implement quality related improvement plans. Similarly, participants from a Division which had set challenging export targets could make action-plans based on their learnings towards export marketing efforts of the Division.

A change to be implemented requires a minimum number of people (critical mass) in a section or a department who can and are willing to work on an action-plan. For example, a participant had observed that he could implement learnings from a Decision Support System programme because other employees in the section were well versed in personal computer operation.

These findings suggest that an organisation desiring to improve effectiveness of its training efforts should ensure congruence in divisional improvement plans and objectives of a training programme. Further, it should train a critical mass of people who can initiate and implement a change.

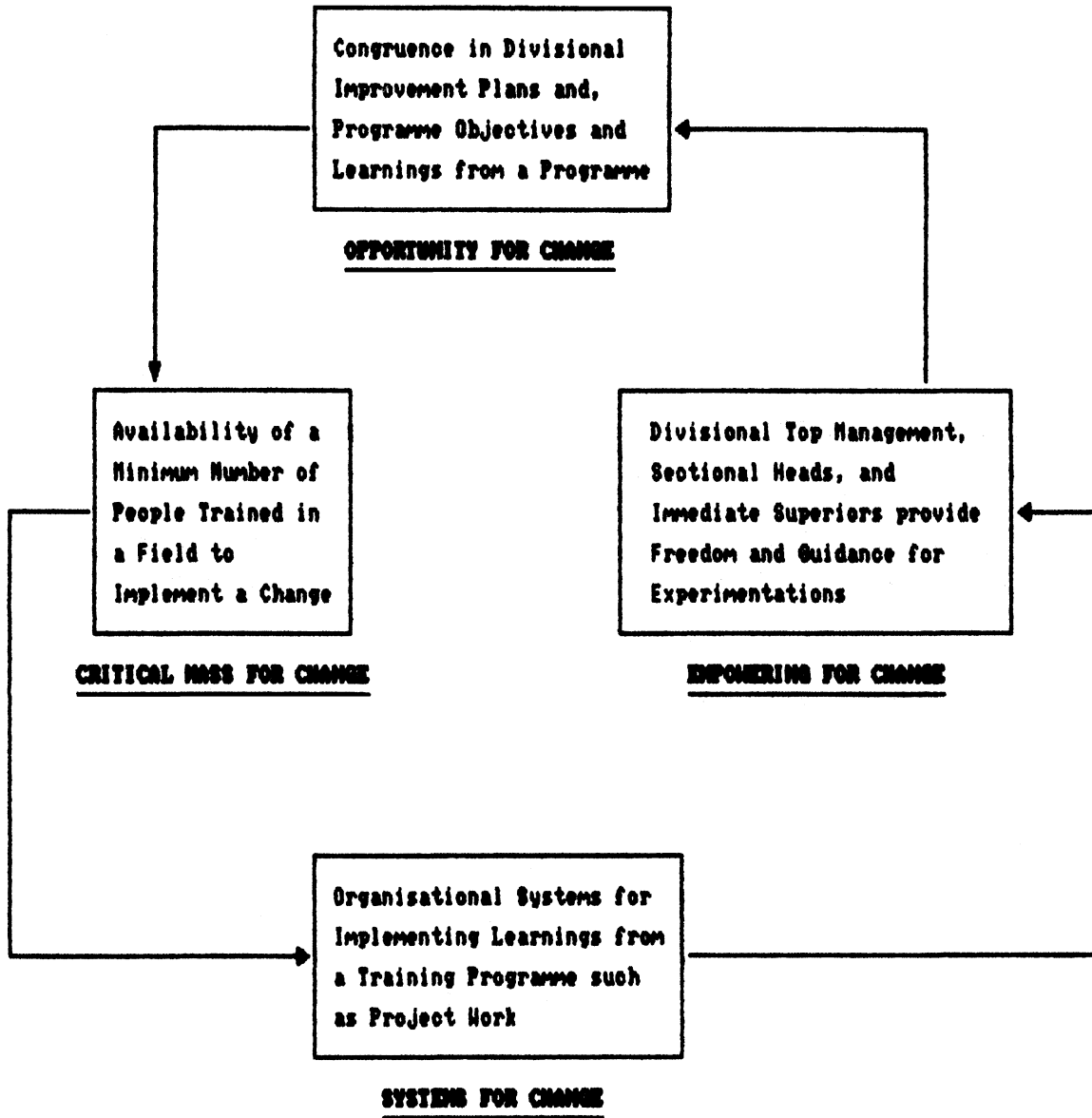
Existence of organisational systems such as compulsory project work being part of a training programme had also helped in implementing learnings. This finding suggests that an organisation should identify in advance specific project works to be handled by participants after they have attended a training programme. In fact, participants and training agencies should be informed about these project works before the start of a training programme. This will facilitate the participants to discuss their project requirements with concerned programme faculty.

Findings emerging from this section are placed at Figure 4.

Hindering Factors related to Participants:

Participants had identified following factors related to themselves which had hindered them to implement learnings in their work situations:

FIGURE 4



Facilitating Factors Related to an Organisation which contribute towards Improved Work Performance

a) Senior Executives' and Senior Managers' Programme

- Age old work habits
- Self ego
- Lack of confidence
- Lack of perseverance and follow up to push the new concepts

b) Quality Management

- Subordinates are senior in age and service and hence it is difficult to direct them to implement change
- Being busy full time on day to day basis
- The course was conducted during peak production period. Hence, after the course no time was available for experimentation.

c) Organisational Development

- Lack of recognition and appreciation by superiors

d) General Management Development Programme

- Due to pressure from union representatives, unable to be strict in implementing the new system
- Being busy with meeting production schedules and targets
- People around me, sometimes did not get tuned to my new ways of working

Analysis and Recommendations

Participants have been candid enough to accept some hindering factors such as self ego, lack of confidence and lack of perseverance as the reasons for not being able to implement their learnings. Awareness about the cause of a problem is a very important step towards solving the problem. The finding suggests that during a training programme, it needs to be emphasized that before planning for a change, a participant should be prepared for a change within oneself.

Being busy with day to day problems and non-availability of time is another major reason quoted by the participants for non-implementation of any improvement plans. The finding suggests that immediate superiors of the programme participants should insist on planning and implementation of some specific action-plans based on learnings from a training programme. Also, if required, participants can be relieved from routine responsibilities for a short period of time. As participants are relieved for attending a training programme, they can also be relieved for a short period to implement their learnings.

Another reason quoted by the participants and also often discussed in training sessions is interferences from

union representatives. The finding suggests that participants need to be trained in how to manage resistance to change and particularly how to deal with union members. In addition, participants' immediate superiors should also help them in managing the union members.

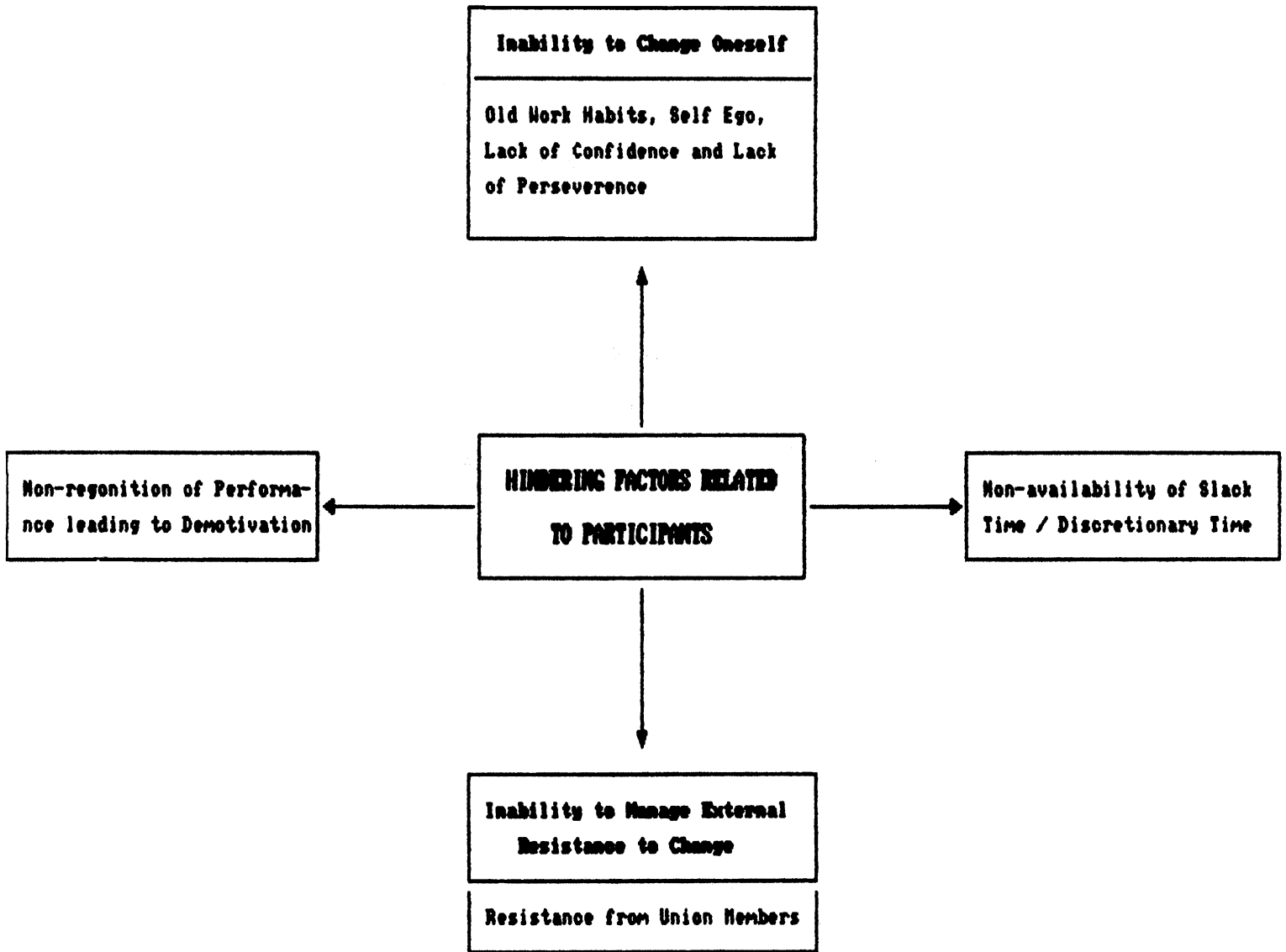
Lack of appreciation and recognition for improvements is another reason which is given by the participants as hinderance for implementing the learnings. The finding suggests that superiors should recognise and encourage the participants to plan and implement improvements in their work settings. But more importantly, the participants should become self sufficient and as a professional should implement improvement plans in their work settings irrespective of whether their efforts are recognised or not.

Findings emerging from this section are placed at Figure 5.

Hindering Factors related to the Organisation

Participants had identified following factors related to the organisation which had hindered implementation of learnings in their work situations:

FIGURE 5



Factors related to Participants which hinder Implementating of their Learnings in Work Settings

a) Senior Executives' and Senior Managers' Programme

- Organisation change being a cultural change is difficult
- Difficult to change the attitude of certain groups of people

b) Quality Management

- Fire fighting on day to day basis
- Greater emphasis on production targets
- Some experiments need materials, jigs and fixtures, and workorders for booking the manhours which are not made available

c) General Management Development Programme

- Organisation Culture
- Improper Planning
- Crisis Management
- Lack of motivation for subordinates
- Lack of job related knowledge at workers' level

Analysis and Recommendations

Existing work culture is a common constraint, quoted by the participants as a hindering factor at the organisation level. Work culture of an organisation is held by a collectivity of people who are part of that organisation. It is well established that training can

have only limited impact in terms of creating cultural changes in an organisation. The culture of a social system can change when the total group collectively learns new values, norms and work practices. Hence, Human Resource Development and Organisational Development Workshops being held in a family group will have a greater chance of bringing change in work culture. Thus the finding suggests that the training efforts should be supplemented by HRD and OD interventions.

Lack of job related knowledge amongst workers was another major hindering factor for implementing improvement plans. Overcoming such problems will require that officers at various levels should spend at least five percent of their time on a regular basis to educate their team members about products, technologies and organisation related issues.

Fire fighting and last minute handling of problems is in fact part of work culture of an organisation and need to be replaced by systematic problem solving at various levels in the organisation.

Finally, resistance from union members can be minimised by arranging extensive HRD/OD programmes for them. They can also be exposed to other organisations which have

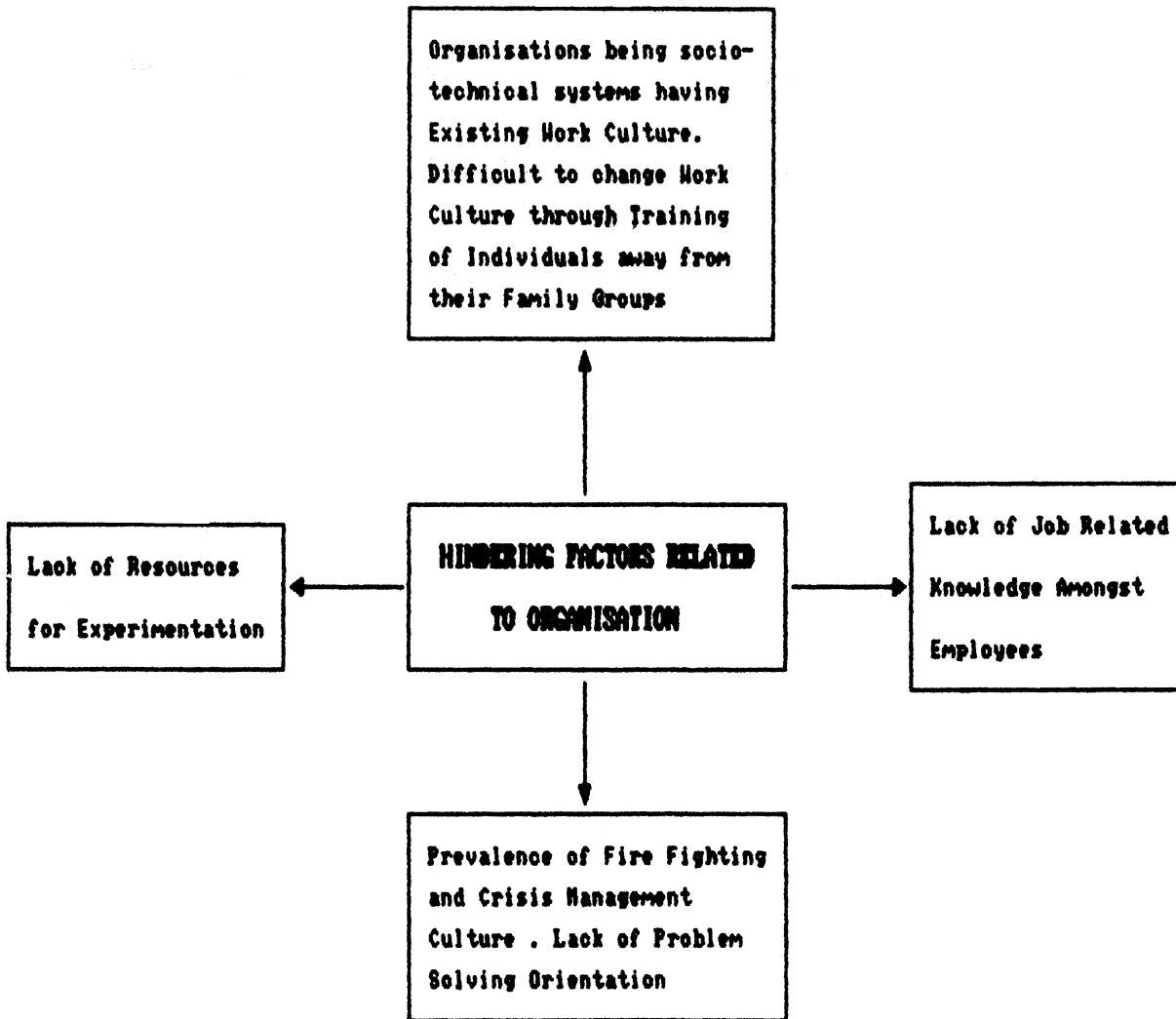
benefitted by adopting continuous improvements as a way of being.

Factors emerging from this section are placed at Figure 6.

Conclusion

Being a learning organisation has become a prerequisite for survival and growth in this borderless world. Effectiveness of training systems facilitates an organisation to learn on a continuous basis. Hence, improving training effectiveness by ensuring transfer of learnings should be the responsibility of every manager in an organisation. The successful implementation of various mechanisms for transfer of learnings, discussed in the paper, will require support and commitment at multiple levels. The pay off from such efforts on a long term basis can be truly rewarding for individuals as well as an organisation.

FIGURE 6



Factors Related to Organisation which hinder Participants in Implementating their Learnings in Work Settings

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