CLI Whitepaper

Understanding Team Building Transfer

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Organizations across the world use teams and teamwork as a basic unit of operation to accomplish goals. The popular notion of teams, that they are a group of people who get along well enough to get things done, has been thrown by the wayside.

Today, every conceivable measurement and training apparatus are employed to ensure that teams, like any other important resource within a company, are developed with strategic precision. Companies invest millions of dollars in training each year, because "they believe that their people do not have the right skills to compete effectively", (Cheese, 2004, p.12). A continuous challenge for developers of training programs is to ensure that training dollars are well spent and that training impact transfers to the work place.

How Real Training Dollars Can Translate to Real Learning Gains

In their monograph "Making it Sticky, How to facilitate the Transfer of Executive education experiences Back to the Workplace", researchers Haskins and Clawson (2005) of the University of Virginia found that there were three areas in their executive education program that would allow for "sticky" mechanisms to be embedded: before, during, and after the training. They believe that the "stickiness" of a mechanism increases as it moves from the pre-program to post-program phases.

The authors note that this phenomenon exists in both open enrollment programs as well as custom designed single corporation training programs. Additionally, they found

that adults learn best in response to immediate concerns, which implies that training must focus on the impact back in the workplace.

Traditional training transfer studies have explored the significance of trainee characteristics, training design, and work climate variables on training transfer in attempting to validate the influence of each of these independent variables on training transfer (Baldwin & Ford, 1988, Ford & Weinstein, 1997).

Why Training Transfer Can be Difficult to Ensure

After an extensive review of the literature, it was found that many different theories have been used to explain training transfer variables (Miles, 1975). Noël and Schmitt (1986) found that individuals might attend training to gain equity in pay or other rewards. Baldwin &Ford (2000) developed a training transfer construct composed of trainee's characteristics- ability and aptitude, personality and motivation, as well as work environment variables (supportive organizational climate, discussion with supervisor, opportunity to use knowledge and skills, post training goal setting and feedback). Holton et al (2000) created the Learning

Transfer Systems Inventory, which considers a comprehensive list of training transfer variables including trainee characteristics, motivation, work environment, and ability.

Mathieu and Martineau (1997) classified trainee's motivation in two areas: motivation to learn, and motivation to transfer learning. It is important that programs address both needs and deliver programs for adult learners with both preferences.

The Corporate Learning Institute offers a continuum of services from customized training to high-impact coaching, strategy facilitation and team building adventure programs.

Training and Development Workshops: Our customized training design and facilitation services includes leadership and management training, team building for intact and virtual teams and groups, and training on a variety of performance topics for individual contributors.

Performance Coaching: Our expert coaching for executives to front-line workers blends online access to eLearning materials with telephone or face-to-face coaching. We maintain a library of assessments and training materials to strengthen the coaching experience.

Adventure and Team Building Programs: We provide provocative indoor and outdoor team challenge and high ropes courses designed to target performance improvement. Our lively, well-orchestrated, and power packed events create awareness of your organizations goals.