

Doctoral Dissertation

**Post-Training Interventions for Transfer of Training**  
**(Summary)**

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The transfer of training is an invisible hand for improvements of individual performances as well as of organizations due to its subtlety and complexity in measures and indicators, concurrently, costly, and time-consuming nature in implementing transfer measures. How to maximize transfer impact, in other words, how to visualize or explicit transfer value, has been an important question in the field of transfer studies (Baldwin, Ford & Blume, 2017). Scholars in this field have established some significant techniques to enhance transfer of training. Conducting post-training interventions after the main training has been recognized as a one of the promising techniques for enhancing transfer of training (Baldwin, Ford & Blume, 2017). Concerning transfer problems, this dissertation focuses on post-training interventions as a technique to facilitate transfer of training which helps improve individual and organizational performances.

This dissertation has three main purposes. The first purpose was to validate inconclusive findings on the effectiveness of two relatively more utilized post-training interventions; full relapse prevention (RP) and proximal plus distal goal setting (GS) (Chapter 2). A Solomon four group experimental design was used. Subjects were management study undergraduate students from one college who participated in a three-hour time management workshop. Before the workshop, students were randomly divided into two groups: pretested and unpretested groups. They were randomly subdivided into three additional groups: full RP, proximal plus distal GS, and the control group after the workshop. Transfer of time management behaviors were measured by both self-reported and observer reports at before and three months after the training.

Contrary to prediction, results from both intervention groups were not significantly different from those of the control group. A significant difference, however, was found between full RP and proximal plus distal GS in terms of self-reported time-management behavioral change. It is difficult to conclude whether post-training interventions enhance the transfer of training. Further ideas for improving research designs were explored, such as increasing the time intervals between training and interventions so that trainees have opportunities to attempt transfers before the intervention.

The second purpose was to test the effect of another post-training intervention; implementation intentions (II) on transfer of training (Chapter 3). Subjects were trainees of three digital marketing trainings. They were randomly divided into two groups: with or without II after the training. Their general and specific transfer of digital marketing knowledges and skills were measured 12 weeks after the training. A significant positive effect of II was found on the specific measures of transfer of training while the effect was insignificant on the general measures of transfer of training. The possible explanation for the inconclusive results is the self-evaluation on the general measures, which was more troublesome as the respondents perceived them relatively vaguer. Only a few studies have tested the effectiveness of II as a post-training intervention in transfer studies. The findings of this study validated previous findings on the effect of II after a longer interval, 12 weeks rather than up to six weeks after training. The findings suggest that II can be a convincing answer for how to maximize transfer.

The third purpose of the dissertation was to examine the reactions of managers towards the implementation of post-training interventions. More specifically, when the managers face a post-training transfer intervention (implementation intention or proximal plus distal goal setting) and an information condition (research information or research information with utility analysis). Subjects were executive managers ( $n = 229$ ) who were attending the Executive Master of Business Administration Program (EMBA) of a University of Economics. A randomized,  $2 \times 2$  (post-training intervention  $\times$  information type) factorial design was used. MANOVA was conducted on both variables: understandability and acceptability. The results show that managers are more likely to understand the consultant's proposal on II intervention than on proximal plus distal goal setting. These interventions did not have a significant difference in the acceptance to the consultant's proposal. However, managers are more likely to accept the consultant's proposal on II intervention when research information with utility analysis information is provided with. The study adds to the literature by investigating two interventions, not previously examined, with two specific information conditions.

In conclusion, the above analysis results will be synthesized, from the perspective of how to enhance and exploit the post-training interventions to improve transfer of training. The present study contributed to the transfer of training literature, from the perspective of post-training interventions. To accomplish this goal, three empirical studies were conducted with experimental research designs, through the primary data. Two of them are on the effectiveness of post-training interventions on transfer of training (Chapter 2 and Chapter 3) while the other is on the determinants of a manager's decision on introducing post-training interventions (Chapter 4).

The specific contributions of each empirical study were already articulated in the relevant chapter. Moreover, overall contributions can be elaborated as the empirical studies on post-training interventions for transfer of training. One important point is the comprehensive scope of the study as a whole. Major three types of interventions, RP, GS and II were analyzed, though not in a single study. Furthermore, not only the intervention's effectiveness but the determinants of introducing the interventions are within the research scope. By doing so, a more comprehensive picture of the issue could be shown. The other point is the detailed investigation in the empirical analyses including different measures of transfer (self- and others-reported transfer, chapter 2), different specifications of transfer (general and specific transfer, chapter 3) and moderating variables (private or public sector, chapter 4) in the empirical analyses. The literature set more focus on the simple direct effect of interventions, particularly because whether the effect exists has been a main agenda among the researchers. The present study explored this direction, at least to some extent.

This study has several limitations. Among them, the most critical matter is that the theoretical foundations could not be identified clearly for the different results for the effectiveness of three types of interventions. This point has been one weakness of the literature, mainly because the researchers have focused too more on the confirmation of the effectiveness. The boundary conditions and underlying conditions have not been analyzed well in the literature. Therefore, such sort of analyses is demanded. Simultaneously, further theoretical discussions are also required. By advancing the research in this direction, the researchers would obtain more convincing evidence and the practitioners would be more certain to introduce the post-training interventions for transfer of training.