

## **Learning Transfer through Rewards System**

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**Abstract:** *Nomination for training connotes that the nominee has some performance gaps that could be bridged through training, and having been trained, knowledge acquired should be transferred to work situation creditably. Training Needs Analysis, being the source of selection for training, makes transfer of learning a matter of course. Every member of the work group should know why the individual was sent on training, and expectations on his/her return to work environment. Many employees do not see their employer's business as 'our' business, and so attach little seriousness to training and learning transfer. Where any seriousness is shown, it could not be far from personal benefits of the training recipient. For the employer, learning must be transferred, but it can only rely on employees to do so. The employer, who must succeed, facilitates effective learning transfer through 'rewards system' which is seen as motivational. Motivation and rewards form the very essential grease in the engine of learning transfer and eventual high productivity. Training without good motivation or vice versa would still be ineffective in learning transfer. Both the engine and the grease are a must if there will be a vehicle called organisation. Apparently, organisations do not get the desired result because, they do not make it clear to employees "what they are paying for", nor do organisational members know that learning transfer has specific rewards if at all. Hence, learning transfer is treated as a routine activity, which should not be. The elements of reward system include both financial and non-financial rewards and recognition.*

**Keywords:** *Learning Transfer, Rewards System.*

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### **I. Introduction**

Organisational members are often enthusiastic to attend training programmes and their enthusiasm emanate from so many factors including: desire to acquire knowledge and skills; identification with organisation; acceptance of recognition by Management; and marginal economic benefits, to mention but a few. Among the fore-going factors, it is only the training nominee that would be able to reveal the main factor which provides him/her with the enthusiasm being experienced. No other person can state categorically why organisational members feel enthusiastic about going on training programmes, but one would not be too surprised that their enthusiasm may stem from factors other than acquisition of knowledge and skills, for transfer to the work environment.

Nomination for training ordinarily connotes that the nominee has some performance/skill gaps to be 'bridged' through training; and that having been exposed to the training activity; the individual would be able to perform creditably on return through a process referred to as "Learning Transfer". Hence, in order to ensure that the requisite knowledge and skills are acquired and transferred, nomination for training is usually based on Training Needs Analysis. Therefore, on nomination to attend a training programme, it imposes the responsibility of transferring acquired knowledge and skills to work situation, on the training recipient. This is because, the Training Needs Analysis was able to identify things that the individual should know but does not know, and must be learned in order to enable the organisation achieve its objectives.

Having received training through the process involving Training Needs Analysis, and knowing the expectations on undergoing training, one wonders why Transfer of Learning would not take place as a matter of course. Chances are that while the organisation has one objective for sending the individual on training, the individual has quite a different objective for undergoing the training. Certainly, individuals have their personal objectives for joining an organisation, but the expectation is that such personal objectives would be subsumed under that of the organisation, so that when that of the organisation is achieved, the individual could then achieve his/her personal objectives. It is an expectation that organisational leaders must do certain things before training is undertaken by employees, in order to make all stake-holders have a common understanding on the outcomes of the training event. Where managers fail to do this, differential perception on outcomes ensues. Given this differential perceptions of outcomes, the organisation runs into myriad of problems in trying to affect "Learning Transfer". One major way of fostering commonality of understanding from the onset is through Induction Training. Here, organisational expectations are laid bare and members taught how to do the work and tools to use.

Should learning transfer not be automatic for training recipients? Does the issue of “Reward” arise in matters of training and transfer of learning? If the issue of ‘Reward’ must arise, which of the stakeholders should be rewarded? And why should that stakeholder be rewarded? If any of the stakeholders is to be rewarded, in what ways could this be done? What are the ways by which organisations have been rewarding personnel for Learning Transfer? These are some of the questions to be tackled in this study and we shall begin by elucidating the concepts of “Learning Transfer”. This would provide the background with which meaningful analysis of the issues could be undertaken.

### **The Concept of Learning Transfer**

At the adult and tertiary levels of education and training, the central importance of learning is now increasingly being related to job proficiency, personal employability and wellbeing. According to Craig (1976:18-11), learning is the principles, facts and skills which were understood and absorbed by the Learner. Hence, the learning recipient must show understanding of it, and absorb its intricacies well enough, to be able to explain it in all its ramifications. It is only on the attainment of this status that one can claim to have learned something. If an individual claims to have learned something, when can we say that he/she has been able to transfer learning? Or, put in a more direct way, what is meant by “transfer of learning?”

The concept “Learning Transfer” has been defined from different perspectives by different authors. According to Fogarty, Perkins and Barrell (1992) real transfer happens when people carry over something they learned in one context to a significantly different context. This definition implies that when we have a situation that is similar to the one providing the experience, it would not amount to real transfer. Hence, the situations being considered must be significantly different before one can say that real transfer has taken place. Gagne, Yekovich and Yekovich (1993:235), refer to “transfer of learning” as the application of knowledge, learned in one setting or for one purpose, to another setting and/or purpose. This definition did not consider the similarity or differences of the two situations under application, but requires that if one was able to apply knowledge from one situation to the other, then we can say that transfer of learning has taken place. We have another view by Darling-Hammond and Bransford (2005), who defined transfer of learning as the ability to apply previous learning to a new situation, problem, or to future learning. They also defined transfer of learning as carrying over knowledge, skills, understandings, attitudes, and habits of thinking, from one learning situation to another.

The foregoing definitions indicate that experience must be gained from a previous event and applied successfully to another event, before one can say that learning has been transferred. In other words, one must be able to understand or absorb a process and apply it to another situation, before transfer of learning could be confirmed. We have a new dimension to the definition of transfer of learning provided by Subedi (2004) and Broad and Newstrom (1992) which stated that it is the effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training (both on and off the job). Previous definitions made no mention of “on and off job” situation, but its inclusion in the latest definition is an indication that transfer of learning takes place during “on-the-job” training also. Our previous definitions say that transfer is applicable when the venue of learning is “off-the-job” environment, to warrant the learner’s understanding and absorbing of the skill being learned, before taking them to the job situation, where transfer would take place. But by the Subedi (2004) and Broad and Newstrom (1992) definitions, we are given the view that there is transfer of learning on the job.

Transfer is generally considered as the link between learning and performance. One of the main goals of training is to enable the learner use knowledge or skills, learnt in one lesson or situation in a new or the same old environment. When this does not take place, there is a transfer gap. Transfer is a key concept in adult learning theories, because most education and training aspire to transfer. The end goals of training and education are not achieved unless transfer occurs. Transfer does not just happen. It is a process that requires conscious implementation of carefully planned strategies to facilitate positive transfer. It is equally important to minimize the effects of factors that are recognized as barriers, or are causes of barriers to transfer of learning.

Managers, desirous of positive change in performance of organisational members, expose them to training, either on-the-job or off-the-job. Training recipients are expected to perform at a desired level after exposure to such programmes. The issue of whether learning acquired during training is applied on the job is the problem of the “transfer of learning”. Hamblin (1974:21) observed that whenever training (and learning) takes place away from the job, the problem of transfer arises.

Trainees often give the impression that learning was progressing, but on return to the job situation, they fail to apply their learning on the job. It is amazing that after learning while on training, trainees cannot apply learning to work situation. Subedi (2004:592) averred that when learning in one context with one set of materials impacts on performance in another context, or with different but related set of materials, then transfer of training has occurred. In the view of Tuijnman (1996), transfer of learning refers to the extent to which trainees apply the knowledge, skills and attitudes gained from the training back to the work-place. In other

words, there must be changed work-behaviour as a result of training interventions, before we can cite the instance of learning transfer.

Learning transfer is an activity which concerns the following stakeholders for its success: (i) the trainer/educator, who believes that the transfer of learning is the most significant issue for their practice; (ii) The employer, who desires transfer of learning for organisational growth and sustainability; and (iii) The employee/learner, whose improved performance through transfer of learning assures personal and also organisational survival. Among these three stakeholders, the employer's objective is most critical, because, if there is no organisational growth and sustainability, neither would there be patronage for the trainer/educator, nor organisational setting within which the individual would enjoy personal survival. The issue of learning and learning transfer arises from the desire by employers to achieve their organisational goals. In order to ensure that what they have is what they want, managers maintain a continuous assessment of factors, taking steps to adjust each of them to the desired level that would guarantee organisational survival. One of the factors usually assessed is "Human Resources". It is the human resource that utilizes all the production factors in order to give the organisation the desired result. A significant way by which this assessment is carried out is referred to as Training Needs Analysis (TNA). The result of TNA determines who should be trained and what skills to be transferred from learning. What is meant by the concept "Training Needs Analysis?"

### **Concept of Training Needs Analysis**

One of the most important steps in the training process is the establishment of the training needs. In using this term, we are implying that there are weaknesses somewhere in the systems which demand strengthening by means of training in some form or other. Even when there are no weaknesses observed, training can be embarked upon to introduce a new product line, new technology or a new process that will lead to enhanced performance. The sum total is that it will keep the organisation ahead of competitors. Osborne (1996:43) is of the view that a training need exists when the gap between 'actual' and 'required' performance (i.e training gap), can be most economically matched by a training intervention. This view was supported by Robinson (1988:37) who defined training need as the gap which exists between the true requirements of a given job and the present capabilities of the incumbent. Both Osborne (1996) and Robinson (1988) could be regarded as using performance gap as an indication of training need; and Maduabum (1992:184) joined both of them by saying that "a training need is a gap between the kind of performance or competence an employee has and the kind of performance or competence which he is expected to have". Peterson (1992:14) simply defined training need as the need for human performance that can best be met by training of some kind. This definition is easily applicable to so many situations because, for example, it did not specify the area of human performance, whether a job situation or mere social relationship. But, applied to the work situation, a training need stems from an equation which shows that a factor is missing and the training event is what supplies those missing factors. We shall take it that the existence of a training need states that a change is necessary: a change from a situation or performance which is below that level required to attain at least the minimum level. And, that the change agent is the training event. Craig, (1976:9) stated that:

A training need may be described as existing any time an actual condition differs from a desired condition in the human, or "people" aspect of organisation performance or more specifically, when a change in present human knowledge, skills or attitudes can bring about the desired performance.

Turrell (1980:14), concluded that a training need had been revealed if the results we get from the present organisation structure or present procedures are below an acceptable standard. This we can interpret to mean that when an organisation, or a procedure within it is operating below an acceptable level of effectiveness, it may be because the people who work and operate procedures have not been sufficiently well developed and trained. In other words they have a training need. Rae (1986:12) has the same view of training need with Turrell (1980) by defining training need as meaning that performance is not up to the level required, and this in turn means that both the existing level of achievement and that required have been measured and assessed. This indicates that in order to confirm that there is training need, both the existing level of achievement and that required must have been measured and assessed.

It is widely acknowledged that there has to be an assessment of "what is" and "what ought to be" before training need could be established. This assessment is done through what is termed as Training Needs Analysis (TNA). The Training Needs Analysis is described as an examination of the organisation's present operations, expected operations, present and manpower requirements in order to identify the number of staff and manpower categories needing to be trained and retrained, individual training needs which will enable a person to reach the required standard of performance in the current job or the future job (Osborne, 1996:138). The complete process of training needs analysis according to Peterson (1992:14) means specifying those gaps or discrepancies in performance that actually exist between what people are capable of doing now, and what you want them to do in the future.

Training Needs Analysis is recommended before nominating personnel for training because, in the view of Reilly (1990:17).

A tremendous amount of training resources are wasted when training needs are not properly assessed. First, training may not be the appropriate response to a particular organisational problem. Second, when training is the correct response it is important to identify what kind of training. Thus, managers and trainers should try to find out where training might improve the performance of an organisation before they commit resources to training.

Goldstein (1989:26) stated that training needs assessment provides information on where training is needed, what the content of the training should be and who within the organisation needs training in certain kinds of skills and knowledge. He further explained that once an organisational analysis has been conducted to identify where training is needed (for example, in a department or a work group), a task analysis determines the activities performed on the job and the conditions under which the jobs are done.

It could be seen from the foregoing, that if training need is not assessed, one would not be exact on the kind of training to administer and who deserves such training. Managers are expected to be asking if training is likely to help solve the organisation's problems, or whether the solution lies elsewhere. If training is the answer, or at least a potential answer, what kind of training would seem appropriate? The priority in training should be determined and strictly followed. The Manager or Supervisor is expected to lead the process of training needs assessment. This is because, he or she knows better, or is supposed to know better than anyone else what the jobs of his subordinates entail, and he/she should be able to assess to what extent the requirements are being met both before and after training.

### **Rewards System and Learning Transfer**

Seeing that nomination for training is expected to be derived from assessment of training needs, and that the identified needs are very necessary for continued effective and efficient performance of organisational functions, it follows that every stakeholder in the organisation should be supportive of training outcome through learning transfer. The learner/employee needs every encouragement to implement learning transfer emanating from training determined through Training Needs Analysis. It is an expectation that every member of the work group or organisation should know why the individual was sent on training and what he/she is expected to do on return in terms of Learning Transfer. This suggests that people with deep concern for the survival of their organisation, should advocate for regular TNA, and training, for the survival of their organisation. This also implies that organisational members on training must endeavour to acquire the requisite knowledge, skills and attitudes for the benefit of every stakeholder in the organisation.

In a formal organisational system, three stakeholders were earlier identified as involved in Learning Transfer and they are:

- (i) the trainer/educator, who believes that the transfer of learning is the most significant issue for their practice;
  - (ii) the employer, who desires transfer of learning for organisational growth and sustainability; and
  - (iii) the employee/learner, whose improved performance through transfer of learning assures personal survivals.
- Substantial rewards accrue from Learning Transfer and this reward is shared by the stakeholders as follows:

#### **Reward to the Trainer/Educator**

The Trainer/Educator obtains reward through patronage from the Organisation/Employer which constantly sends its personnel on training. The Trainer strives to impart requisite knowledge in the trainees in order to satisfy employers and engender regular patronage. The training profession has a lot of competition, so, no trainer/training consultant would give anything short of the best in order to regularly attract patronage. If a training outfit fails to deliver through the imparting of requisite knowledge that should be transferred to the work situation by training recipients, then that consultant becomes abandoned, leading to organisational failure. Hence, the training consultant is very much interested in learning transfer by training recipients in order to remain 'afloat'. The training consultant obtains his/her reward through proper mastery of the profession and effective delivery at every training event. The reward for ineffectiveness of training consultant is isolation and organisational failure.

#### **Reward to the Employer/Enterprise**

The Employer or Enterprise is the stakeholder that occupies the most delicate position amongst the three stakeholders. This is because, it must remain in business or shut down. Hence, it must make efforts to remain in business. The Training Consultant could get patronage from other clients and still remain in business after 'falling-out' with one customer after the training, or, that he/she wants to use the knowledge derived from the training as a stepping stone to other 'greener pastures'. All these are aimed towards personal survival.

Having identified employees training needs and being exposed to training, the employer expects learning transfer to take place, and Managers are anxious for performance to improve. But one finds that this may not always be the case. Managers in this situation wonder why learning could not be transferred: could it be that proper knowledge was not imparted by the trainer; that the learner did not take the training event serious; that the training recipient is not properly motivated or that there are other environmental issues preventing learning transfer?

### **Reward to the Employee/Learner**

The organisation is effective to the extent of the effectiveness of the individuals composing it. No matter the amount of financial resources available to an organisation, it has to depend on the individuals constituting its membership for its success. Managers are, therefore, of the view that with a motivated workforce, effective learning transfer could be achieved. Rewards are considered by managers as a veritable way of appreciating the efforts of organisational members. Rewards are motivational to the individual, and there are several motivational theories which explain how rewards affect the behaviour of individuals groups and teams. Motivational factors could be either extrinsic or intrinsic. When it is extrinsic, motivation is seen as coming from outside influences, that is, benefits derived from things happening outside the individuals. But when motivation is intrinsic, it comes from within the individual. Extrinsic rewards provided by the employer, including pay, will be important in attracting and retraining employees, but this is for limited periods. It enhances increasing effort and minimizing of dissatisfaction. But intrinsic rewards are related to responsibility, achievement and the work itself. These tend to have longer-term and deeper impact on motivation. It is advisable that reward systems should include a mix of extrinsic and intrinsic rewards. Employee reward is about how people are rewarded in accordance with their value to an organisation. It embraces both financial and non-financial rewards and considers that philosophies, strategies, policies, plans and processes used by organisations to develop and maintain reward systems. According to Armstrong (2002:4), an employee reward system consists of an organisation's integrated policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their market worth.

In providing motivation through rewards system for learning transfer, the manager is not oblivious of the fact that the employee should know the consequences of non-transfer of learning. The fact is that discerning managers should know that the individual requires a kind of drive to propel him/her to higher performance. Learning transfer often poses some difficulties for the work group especially where they have to "unlearn" what was learnt. But it takes determination and drive to go on with the new experiences. Employee reward systems communicate messages to employees about the beliefs of the organisation on what is felt to be important when valuing people in their roles. According to Armstrong (2002:490), they convey two messages: this is "how we are paying for". Apparently, organisations do not make it clear to their employees "what they are paying for" nor do organisational members know that learning transfer has specific reward. Hence, learning transfer is treated as a routine activity, which should not be. There has to be definite policy and awareness on matters relating to learning transfer and reward system.

### **Factors Affecting Learning Transfer**

Findings from Broad and Newstrom (1992), suggests that barriers to learning transfer often occur in organisations, particularly at the top management level, and that those barriers, inhibit change taking place in the workplace after training. Leberman *et al* (2006 – 17 – 18), identified that the dominant sources of barriers to transfer, came from the work organisation and management. Assuming that training has been successful, there are relapse indicators which appear in the workplace if trainees are not transferring their learning. These include:

- a backlog of work or a lack of work resulting in boredom;
- unsupportive co-workers, urging the trainee to revert to old behaviours;
- trainee doubts about using the new skills effectively;
- little or no management support to use new skills; and
- Other pressures such as restructuring, multicultural differences or personal problems which distract the trainee from focusing on applying this new learning.

The workplace plays an important part in the transfer process, as it is here that the learning recipient is expected to demonstrate his/her new knowledge and skills. Direct supervisor support is crucial since the supervisor often determines whether new learning can be implemented at the workplace or not. Sometimes, it appears that supervisors 'refuse' to assist training recipients experiencing learning transfer problems, perhaps, to prevent the subordinate from proving more competent than his/her boss. Nadler, cited in Broad and Newstrom (1992), suggests that the trainee needs to be supported, in order for transfer to take place. He argues

that the level of management support is critical, and that the timing of the training also plays a part in ensuring successful transfer.

Byham et al, cited in Broad and Newstrom (1992), suggest that three factors support the transfer of learning involving all the participants in the transfer process. Firstly, that trainees have acquired new skills – the trainee’s responsibility. Secondly, that they have the confidence to try their new-found skills on the job – the trainee’s responsibility. And thirdly, that the new skills are positively reinforced on the job – the manager’s responsibility. The factor on ‘positive reinforcement’ is very significant in the sense that it comes from the Manager to the training recipient as a motivation. In the view of Moset, cited in Broad and Newstrom (1992), three conditions also must be present for effective transfer of learning to take place. First, the training content must be applicable to the job; secondly, the trainee must learn the content and thirdly, the trainee must then be motivated to change their job behaviour to apply that new learning.

The emphasis is on the trainee, who is responsible for ensuring that transfer took place, but two authorities: Byham et al (1992) and Moset (1992) emphasise motivation as a way of inducing training recipient to transfer learning. An indepth consideration of our three stakeholders would suggest that the Employee/Enterprise would be worse hit if learning transfer fails to take place, but the Employer cannot transfer learning. It could only facilitate learning transfer. The employer, therefore, needs to put a method in place whereby employees would be motivated to transfer learning. The employer is literarily speaking, entreating the employees to effect learning transfer. This they do through the establishment of a rewards system. This is supported by the fact that without satisfied human resources, the enterprise would not make any progress.

### **Learning Transfer Imperative and Rewards System**

Ideally, learning transfer ought to follow every training programme undertaken by organisational members, since the exercise ought to have emanated from Training Needs Analysis undertaken. But, this is always not so. In order to put the training recipient on the right path of behaviour after training, managers or rather, organisations, apply different kinds of motivational theories. As we say earlier, the one which gives the recipient intrinsic satisfaction would last longer than that which gives extrinsic satisfaction, although both should be used.

If learning transfer is followed logically from training, the issue of ‘reward’ would not have arisen. But the human nature which we discussed earlier necessitated the issue of reward in learning transfer. According to Armstrong (2002:13), a reward system expresses what an organisation values and is prepared to pay for. It is governed by the need to reward the things in order to convey the right message about what is important in terms of expected behaviours and outcomes. In practical terms, learning transfer seldom gets overt reward. One hardly associates any reward with learning transfer. So, the training recipient grows into believing that learning transfer is not rewarded or believes that it is not rewarded. Hence, no training recipient expects to be rewarded for learning transfer. As Armstrong (2002) said, a reward system expresses what an organisation values and their reward for them. It is not just enough to reward outstanding performance through the Annual Appraisal exercise. These values ought to be specified, to motivate members into striving to follow them. The issue of specifying the values and rewards attached to them borders on “rewards management”. In the view of Armstrong (2002:25), the aims of reward management are to support the achievement of the organisation’s goals encourage appropriate behaviour, support the organisation’s core values and help to attract and retain high-quality employees. Hence, it is a requirement that organisations must practice rewards management if they want to send the right signals to their personnel.

The term “reward” according to the Longmans Dictionary of Contemporary English (n.d.f: 1217) means “something that you receive because you have done something good or helpful” Hence rewards are retrospective in nature and the individual must have done a thing of value before reward could be given to him or her. The common understanding on the use of reward is that it serves as an ‘incentive’ that would ginger the individual to higher performance. But since reward is retrospective in nature, using it as an ‘incentive’ could be out of place. It is necessary to be clear about the extent to which a scheme is designed to provide an incentive or a reward. “Incentives” are forward-looking whereas “rewards” are retrospective. Hence, using reward as an incentive is contradictory and would not last long. Perhaps, a rewards management policy could serve as an incentive, if one aspires to satisfy the provisions of the policy statement, in order to derive stated benefits, which may be financial or non-financial. On using finance as either an ‘incentive’ or a “reward”, Armstrong (2002:252) explained the two thus:

Financial incentives aim to motivate people to achieve their objectives, improve their performance or enhance their competence or skills by focusing on specific targets and priorities; while, Financial rewards provide financial recognition to people for their achievements in the shape of attaining or exceeding their performance targets or reaching certain levels of competences or skill.

Armstrong (2002:252) explained that financial incentives are designed to provide direct motivation – “Do this and you will get that”. A payment – by – result scheme and a sales representative’s commission system, are examples, of financial incentives; while an achievement bonus, is an example of financial rewards. The view is that financial rewards provide a tangible form of recognition and can therefore serve as indirect motivations, as long as people expect that further achievements will produce worth-while rewards. Armstrong (2002) cautioned that ‘reward schemes’ designed as ‘incentives’ and therefore motivate people may fail to do this directly, although they could be useful means of recognising contribution.

### **Ways of Effecting/Practicing Reward System**

Organisations tend not to be consistent or systematic about reward system. One manager introduces reward system and fails to continue with it after one or two exercises. Another manager takes over an office and jettisons his/her predecessor’s arrangements on ‘rewards management. These have demotivating effect on organisational members. Awareness of a functional reward system motivates organisational members to benefit from same, but the lack of continuity ‘teaches’ them not to take anything ‘reward’ from management serious.

The elements of reward are base pay, contingent pay, allowances, total earnings, employee benefits, total remuneration and, importantly, non-financial rewards and recognition. (Armstrong, 2002:24). These are the variables used by organisations in practicing their reward systems. Not all of them are used by every organisation because they select the variable that satisfies the organisational reward philosophy. Often, non-financial rewards tend to be more valued by the recipients especially in cases where the individual’s spouse or family benefits from the reward as well.

On components of a reward system, Armstrong (2002:4) observed that a reward system consists of financial rewards (fixed and variable pay) and employee benefits which together comprise total remuneration. The system also incorporates non-financial rewards (recognition, praise, achievement, responsibility and personal growth) and, in many cases, performance management processes. The combination of financial rewards, employee benefits and non-financial compensation comprises the total reward system.

Employees who are governed by ‘intrinsic motivation’ cherish rewards by ‘recognition schemes’ more than any other reward. When someone receives financial reward, organisational members that may know about the development may be limited to those working in the same division with him or her. But non-financial rewards like ‘recognition scheme’ cannot be hidden or restricted to one’s division. Recognition schemes aim to publicly acknowledge and reward the success. They are means of generating ‘applause’ for achievement. The recognition can be simply by nominating and publishing someone as “employee of the month” or as “team of the month”. Particularly, achievements can be recognised in the company magazine or on notice boards. This kind of reward motivates the individual for a long time and show the public the “stuff of which one is made of”.

Employee involvement is crucial to the development of reward policies and programmes. Where they are under one recognisable Workers’ Union, their Union representative could be part of this policy formulation. The wishes of the employees need to be ascertained. They should be involved in the initiation of new reward processes. They should continue to be involved in the development, implementation and evaluation of these processes.

## **II. Conclusion**

Performance gaps are often exhibited by employees, requiring supervisors/managers to conduct a Training Needs Analysis, which ends up indicating who and who needs training and in what areas. Hence, one sees learning transfer as an expectation after training exposure. Often, training recipients expect management to induce learning transfer through benefits that would be motivational in nature. So many theories of motivation if appropriately applied, will encourage the employee to higher productivity. The very reason for training is the new skills, knowledge and attitude acquired. While training in itself is a motivator, a greater motivator comes from the encouragement to use these new learning.

The employer, being the most disadvantaged in case of any failure, tries to sustain operations by introducing “rewards system” to motivate the training recipient into learning transfer. Apparently, the employers do not make it clear to employees “what they are paying for”. The employees also donnot know that learning transfer has specific reward. Hence, learning transfer gets treated as a routine activity. It is a requirement that organisations must practice rewards management if they want to send the right signals to their personnel. Reward should not be used as incentives because incentives are forward-looking, whereas rewards are retrospective.

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