

Learning Transfer System Audit Checklist

Based on our widely acclaimed and research validated assessment instrument, the Learning Transfer System Inventory™, this audit checklist provides a quick assessment of an organization's learning transfer system. It is especially well suited to small group discussions, organizations just beginning to explore learning transfer solutions, and to focus group facilitation.

This unique system is unlike anything in the world. Together with our Learning Transfer System Inventory™ and the Transfer of Learning Action Pak™, both of which are incorporated in our new online product TransferLogix™, it provides both diagnosis and solutions in one easy package.

How to Use the Checklist

The **Transfer Audit Checklist™** was developed as a quick and easy way to begin your journey toward training transfer improvement. While we would never suggest that it is as good as a full assessment using the Learning Transfer System Inventory™ (LTSI), it is the ideal way to get started.

We think it is the perfect tool for:

- Organizations that aren't quite ready for our more valid measurement tool, the LTSI
- Leading discussions with management to assess the need for transfer improvement
- Leading discussions with trainees about problems they face when trying to use their training
- Leading discussions with trainers about what areas need quick attention

We find that simply going through the audit with groups in an organization immediately creates a rich and meaningful dialogue about training transfer. Starting the dialogue is often half the battle. The audit checklist can open the door for much bigger discussions and interventions over time.

Learning Transfer System Audit Checklist

Ability to Use Knowledge and Expertise		
Potential Barrier	Definition	Audit Questions
1-Perceived Content Validity	The extent to which the participants judge the learning content to reflect job requirements accurately.	<input type="checkbox"/> Are the skills and knowledge taught similar enough to performance expectations to be viewed as credible? <input type="checkbox"/> Are they what the individual needs in order to perform more effectively? <input type="checkbox"/> Are the instructional methods, aids, and equipment used similar to those used in the work environment?
2-Transfer Design	The extent to which learning has been designed to match job requirements and give participants the ability to transfer learning to job application.	<input type="checkbox"/> Is the learning designed to clearly link it to on-the-job performance? <input type="checkbox"/> Do examples, activities and exercises clearly demonstrate how to apply new knowledge and skills? <input type="checkbox"/> Are the teaching methods used similar to the work environment?
3-Opportunity to Use Learning	The extent to which workers are provided with or obtain resources and tasks on the job enabling them to use their knowledge and expertise.	<input type="checkbox"/> Do workers have opportunities on the job to apply their knowledge and expertise? <input type="checkbox"/> Do they have the resources needed to use their learning (equipment, information, materials, and supplies)? <input type="checkbox"/> Are there enough funds to utilize learning? <input type="checkbox"/> Are there enough supporting people to allow workers to implement their learning?
4-Personal Capacity for Transfer	The extent to which individuals have the time, energy and mental space in their work lives to make changes required to use learning on the job.	<input type="checkbox"/> Are workers' workloads adjusted to practice their expertise? <input type="checkbox"/> Do workers have the personal energy to devote to new methods? <input type="checkbox"/> Are workers' stress-levels already so high they can not cope with more change?

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Motivation to Use Knowledge and Expertise		
Potential Barrier	Definition	Audit Questions
5-Motivation to Transfer Learning.	Are workers motivated to utilize their knowledge and expertise in their work?	<input type="checkbox"/> Do learners feel better able to perform? <input type="checkbox"/> Do they plan to use their knowledge and expertise? <input type="checkbox"/> Do workers believe their learning will help them to perform on-the-job more effectively?
6-Transfer Effort—Performance Expectations	The expectation that effort devoted to use learning will lead to changes in job performance.	<input type="checkbox"/> Do workers believe that applying their knowledge and expertise will improve their performance? <input type="checkbox"/> Do workers believe that investing effort to utilize new learning has made a difference in the past? <input type="checkbox"/> Do workers believe that doing so will affect future productivity and effectiveness?
7-Performance—Outcomes Expectations	The expectation that changes in job performance will lead to outcomes valued by the individual.	<input type="checkbox"/> Do workers believe the application of knowledge and expertise learned will lead to personal recognition that they value? <input type="checkbox"/> Does the organization demonstrate the link between development, performance, and recognition? <input type="checkbox"/> Does the organization clearly articulate performance expectations and recognize individuals when they do well? <input type="checkbox"/> Does the organization create an environment in which individuals feel positive about performing well?
8-Learner Readiness	The extent to which individuals are prepared to enter and participate in learning.	<input type="checkbox"/> Did individuals have the opportunity to provide input prior to the learning intervention? <input type="checkbox"/> Did they know what to expect? <input type="checkbox"/> Did they understand how training was related to job-related development and work performance?
9-Performance Self-Efficacy	Workers' general belief that they are able to change their performance when they want to.	<input type="checkbox"/> Do workers feel confident and self-assured about applying their abilities in their jobs? <input type="checkbox"/> Can they overcome obstacles that hinder the use of their knowledge and skills?

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Work Environment Designed to Support Use of Knowledge and Expertise		
Potential Barrier	Definition	Audit Questions
10-Supervisor/Manager Support	The extent to which managers support and reinforce learning on-the-job.	<input type="checkbox"/> Do managers clarify performance expectations after HRD experiences? <input type="checkbox"/> Do they identify opportunities to apply knowledge and expertise? <input type="checkbox"/> Do they set realistic goals based on new learning? <input type="checkbox"/> Do they work with individuals on problems encountered while applying new learning? <input type="checkbox"/> Do they provide recognition when individuals successfully apply new learning?
11-Supervisor/Manager Sanctions	The extent to which individuals perceive negative responses from managers when applying new learning.	<input type="checkbox"/> Do managers oppose the use of new knowledge and expertise? <input type="checkbox"/> Do managers use techniques different from those learned by workers? <input type="checkbox"/> Do they provide negative feedback when individuals successfully apply new learning on-the-job?
12-Peer Support	The extent to which peers reinforce and support use of learning on-the-job.	<input type="checkbox"/> Do peers mutually identify and implement opportunities to apply new knowledge and expertise? <input type="checkbox"/> Do peers encourage the use of or expect the application of new learning? <input type="checkbox"/> Do peers display patience with difficulties associated with applying new learning? <input type="checkbox"/> Do peers demonstrate appreciation for the use of new expertise?
13-Resistance to Change	Are work groups perceived by individuals to resist or discourage the use of new knowledge and expertise?	<input type="checkbox"/> Do work groups actively resist change? <input type="checkbox"/> Are they willing to invest energy to change? <input type="checkbox"/> Do they support individuals who use new techniques?

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14-Positive Personal Outcomes	The degree to which applying learning on the job leads to outcomes that are positive for the individual.	<input type="checkbox"/> Does use of new learning lead to rewards such as increased productivity and work effectiveness, increased personal satisfaction, additional respect, a salary increase or reward, the opportunity to further career development plans, or the opportunity to advance in the organization?
15-Negative Personal Outcomes.	The extent to which individuals believe that applying their knowledge and expertise will lead to negative outcomes.	<input type="checkbox"/> Does use of new learning lead to negative outcomes such as reprimands, penalties, peer resentment, too much new work, or the likelihood of not getting a raise if newly acquired expertise is used?
16-Supervisor Feedback/Performance Coaching	Formal and informal indicators from an organization about an individual's job performance	<input type="checkbox"/> Do individuals receive constructive input and assistance when applying new abilities or attempting to improve work performance? <input type="checkbox"/> Do they receive informal and formal feedback from people in their work environment (peers, employees, colleagues)?

Want to know more? Then use our **Online Training Transfer Management System - TransferLogix™** to get a more detailed assessment of your training transfer system and create training transfer in your organization. TransferLogix™ is powered by the Learning Transfer System Inventory™ (LTSI), which is the only validated survey in the world to assess barriers and catalysts to transfer of training in organizations. With over 15 years of research behind it, it offers unmatched validity and diagnostic information to significantly improve transfer of training. For more details visit our website.