

Evaluating Behavioral Transfer: A 360-Degree Kirkpatrick Level 3 Assessment of Learning Consultant Capacity Development

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Abstract : This study examines the effectiveness of a distance training program aimed at enhancing the role and capacity of learning consultants within a public sector training institution. Using Kirkpatrick's Level 3 (behavior) framework, the study evaluates post-training behavioral changes through a 360-degree assessment involving alumni, supervisors, and peers. Data were collected from 33 respondents, with a response rate of 96.7%. Findings indicate a significant increase in behavioral performance scores (from 6.80 to 8.29), with 100% of valid participants demonstrating positive behavioral change. Additionally, 81.8% of participants engaged in knowledge-sharing activities, indicating early diffusion of learning within organizational contexts. However, challenges related to job relevance, uneven prior knowledge, and limited practical exposure were identified. The study contributes to the literature by proposing a contextualized model of behavioral transfer in distance learning environments, emphasizing the role of organizational alignment and experiential learning design.

Keywords : Kirkpatrick Level 3, Behavioral Transfer, Distance Learning, Learning Consultant, Public Sector Training, 360-Degree Evaluation

Abstrak : Pelatihan Jarak Jauh (PJJ) semakin banyak digunakan dalam pengembangan kompetensi aparatur sipil negara, namun efektivitasnya perlu dibuktikan melalui perubahan perilaku peserta di tempat kerja. Penelitian ini bertujuan mengevaluasi penerapan kompetensi alumni Pelatihan Jarak Jauh Peningkatan Peran dan Kapasitas Learning Consultant menggunakan Model Evaluasi Kirkpatrick Level 3 (Behavior) dengan pendekatan evaluasi 360 derajat. Penelitian menggunakan metode mixed methods dengan desain evaluatif. Data kuantitatif diperoleh melalui survei terhadap alumni, atasan, dan rekan kerja, sedangkan data kualitatif diperoleh dari pertanyaan terbuka. Sebanyak 33 responden berpartisipasi dengan tingkat respons sebesar 96,7%. Hasil penelitian menunjukkan peningkatan rata-rata perilaku kerja alumni dari 6,80 sebelum pelatihan menjadi 8,29 setelah pelatihan. Uji paired-samples t-test menunjukkan bahwa peningkatan tersebut signifikan secara statistik ($p < 0,001$) dengan ukuran efek yang besar (Cohen's $d = 1,21$). Sebanyak 81,8% alumni juga telah melakukan knowledge sharing di lingkungan kerja sebagai bentuk transfer pembelajaran. Kendala implementasi meliputi ketidaksesuaian materi dengan tugas peserta, perbedaan kompetensi awal, dan terbatasnya kesempatan praktik.

Penelitian ini mengusulkan Model Transfer Perilaku Kontekstual yang menekankan pentingnya kualitas desain pembelajaran, kesiapan peserta, pembelajaran berbasis pengalaman, dan keselarasan organisasi sebagai faktor penentu keberhasilan transfer perilaku dalam pelatihan jarak jauh.

Kata Kunci : Kirkpatrick Level 3, Transfer Perilaku, Pelatihan Jarak Jauh, Learning Consultant, Pengembangan Kompetensi ASN, Evaluasi 360 Derajat

INTRODUCTION

The increasing demand for agile and responsive public sector organizations has led to a growing emphasis on capacity development through flexible learning modes such as distance training. Within this context, the role of the *learning consultant* has emerged as a strategic function bridging organizational needs and learning solutions. Learning consultants are expected not only to design instructional interventions but also to diagnose performance gaps, co-create solutions, and facilitate organizational learning processes (Gardner et al, 2021). This aligns with the evolving perspective of instructional design as a consultative and strategic practice rather than a purely technical function. Despite the expansion of distance learning programs, a critical issue remains: to what extent do training outcomes translate into actual workplace behavior? Traditional evaluation practices often focus on participant satisfaction or knowledge acquisition, neglecting the crucial dimension of behavioral transfer.

To address this gap, this study applies Kirkpatrick's Level 3 evaluation framework, focusing on behavioral changes in the workplace. Furthermore, it adopts a 360-degree evaluation approach, incorporating multiple perspectives to enhance validity. The objective of this study is to evaluate the effectiveness of distance training for learning consultants by investigating its influence on participants' behavioral change, the application of learning consultant competencies in workplace settings, the factors affecting learning transfer, and the extent to which knowledge-sharing practices demonstrate early organizational impact. Kirkpatrick's four-level model remains one of the most widely used frameworks in training evaluation. Kirkpatrick's Model measures training effectiveness in four levels: reaction, learning, behavior, and outcome. Level 3 (behavior) specifically examines whether participants apply what they learned in their work environment. Literature reviews indicate that Level 3 is evaluated far less frequently than Levels 1–2, primarily because it requires longer-term observation and data support from the workplace (Pradhika, 2026), (Nsouli, 2023), (Gallant, 2026)

Behavioral transfer is influenced by multiple factors, including individual readiness, training design, and organizational support (Nazli & Sheikh, 2018). In theoretical application, behavioral transfer is about learning application in the action, work habit, communication, and observable competency after the training (Carnel, 2022). Research consistently shows that training effectiveness is often overestimated when evaluation stops at Level 1 or 2, highlighting the importance of behavioral assessment. Recent literature positions learning consultants as strategic partners rather than instructional technicians. According to Gardner et al (2021), instructional design consulting involves stakeholder engagement, performance problem diagnosis, and solution co-creation. Similarly, Moore (2023) emphasizes that successful consultants demonstrate adaptive expertise, contextual awareness, and strong communication skills. Furthermore, Hesselgreaves et al. (2021) introduces the concept of *learning partner*, highlighting the collaborative and relational nature of learning roles in public sector reform.

Regarding transfer challenges, while distance learning offers flexibility and scalability, it presents challenges in ensuring behavioral transfer, including limited contextualization, reduced experiential learning, and weak post-training reinforcement. These challenges make Level 3 evaluation particularly critical in distance learning settings. A 360-degree evaluation of training enhances reliability by incorporating multiple perspectives. It is particularly relevant for behavioral assessment, as workplace behavior is socially constructed and observed by others. As Carnel (2022) stated that behavioral change may only be measured while a trainee is working in

a real-world context, this study ensures elicit real-world behaviors from participants in the evaluation.

RESEARCH METHOD

This study employed an evaluative mixed-methods design by integrating quantitative measurement and qualitative feedback to examine the outcomes of the training programme. This design was selected to provide a comprehensive understanding of the effectiveness of the programme by combining numerical evidence from participant responses with qualitative insights regarding participants' experiences and perceptions. The research participants consisted of 21 training alumni and 33 respondents in total, including supervisors and peers who provided evaluations related to participants' behavioural changes after completing the programme. Data were collected using a structured questionnaire developed based on the behavioural indicators established in the training programme framework. The instrument consisted of three main items measuring participants' contributions in three areas: contribution to learning needs analysis, contribution to instructional design, and contribution to evaluation-based design. Prior to data collection, the instrument was tested to ensure its validity and reliability. The validity test was conducted through item correlation analysis, which confirmed that each item met the required validity criteria. The reliability analysis produced a Cronbach's Alpha coefficient of 0.978, indicating that the instrument had a very high level of internal consistency. Quantitative data were analysed using descriptive statistics and comparative analysis to identify changes in participants' behavioural competencies before and after the training programme. Meanwhile, qualitative data obtained from respondents' feedback were analysed using thematic analysis. Thematic analysis was conducted through the identification, categorisation, and interpretation of recurring patterns within the qualitative responses to provide deeper insights into the implementation outcomes and perceived impact of the training programme.

RESULTS AND DISCUSSIONS

There were 21 alumni in total; however, the application of competencies could not be assessed for all of them due to changes in employment status for 10 individuals (specifically, transfers to other work units and study assignments), resulting in a final sample of 11 alumni. The study respondents comprised the alumni themselves, their colleagues, and their superiors or subordinates, totaling 33 individuals. A total of 30 questionnaires were returned, yielding a response rate of 96.70%. The results indicate a significant improvement in participants' behavioral performance following the training program. The average behavioral score increased from 6.80 before the training to 8.29 after the training, representing an improvement of 1.49 points. The paired-samples t-test showed that the increase was statistically significant ($p < 0.001$) with a large effect size (Cohen's $d = 1.21$). Furthermore, all valid participants (100%) demonstrated positive behavioral change, suggesting that the training was effective in enhancing participants' workplace performance and application of the competencies learned.

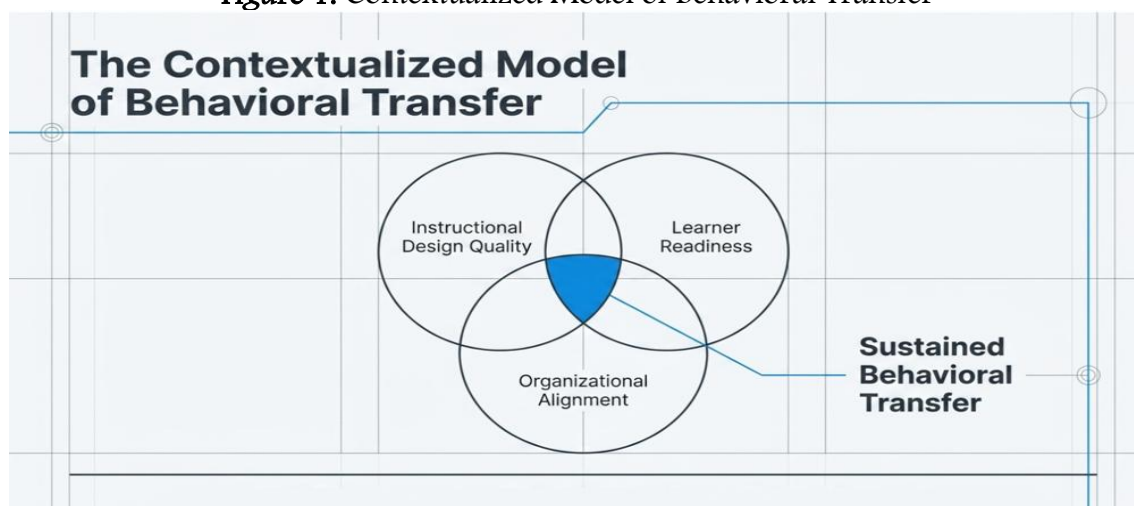
The findings also reveal a strong tendency among participants to disseminate the knowledge gained from the training. A total of 81.8% of participants reported engaging in knowledge-sharing activities after completing the program. Among these participants, 66.7% shared knowledge informally, such as through discussions with colleagues, while 33.3% conducted both formal and informal knowledge-sharing activities. These results suggest that the training not only benefited individual participants but also contributed to the broader transfer of knowledge within their organizations. Participants reported several benefits resulting from their participation in the training. The most frequently cited benefits included improved analytical skills, which enabled participants to better assess workplace challenges and training needs. Participants also noted enhanced service quality, indicating that the training contributed to more effective performance in their professional roles. In addition, the program strengthened participants' understanding of the learning consultant role, increasing their confidence and capability in carrying out related responsibilities.

Despite the positive outcomes, several challenges were identified during the implementation of the training. First, some participants reported a misalignment between the training content and

their specific job roles, making it difficult to fully apply the concepts learned. Second, variations in participants' prior knowledge and experience created differences in learning pace and comprehension. Third, participants highlighted limited exposure to practical applications, suggesting a need for more hands-on activities and real-world case studies to support effective learning transfer and implementation. Based on the findings, this study proposes a conceptual model as presented in Figure 1. The model explains that sustained behavioural transfer, defined as the successful and continuous application of knowledge, skills, and competencies gained from training into workplace practices, is achieved through the interaction of three interconnected dimensions. The first dimension is instructional design quality, which refers to the extent to which the training programme is systematically designed to meet learning objectives and support the development of relevant competencies. The second dimension is learner readiness, which represents the participants' preparedness, motivation, and ability to apply the acquired knowledge and skills in their professional context. The third dimension is organizational alignment, which reflects the extent to which workplace conditions, institutional support, and organizational expectations facilitate the implementation of learning outcomes. The proposed model suggests that behavioural transfer does not occur solely through effective training delivery but requires integration between the quality of instructional design, individual learner characteristics, and organizational support mechanisms.

The central overlap of these dimensions represents the successful transfer of learning into workplace behavior. The model further suggests that deficiencies in any of the three dimensions may weaken training effectiveness and limit the translation of learning outcomes into workplace impact.

Figure 1. Contextualized Model of Behavioral Transfer



Source: Conceptualized by the authors (2026)

Discussion

The findings of this study demonstrate that the training programme generated a significant improvement in participants' behavioural performance after the completion of the intervention. The increase in the average behavioural score from 6.80 before training to 8.29 after training, accompanied by a statistically significant difference and a large effect size, indicates that the programme successfully facilitated the transfer of learning into workplace practices. This finding supports previous research highlighting that effective training programmes should not only focus on knowledge acquisition but also facilitate the application of competencies within real occupational contexts (Baldwin et al., 2017; Gegenfurtner et al., 2020). The magnitude of behavioural improvement observed in this study suggests that the training intervention successfully addressed participants' competency gaps and strengthened their ability to perform learning-related responsibilities in their professional environments.

The results are consistent with the findings of Grossman and Salas (2019), who emphasised that training effectiveness is determined by the extent to which acquired knowledge and skills are

transferred and maintained in workplace settings. Similarly, Gegenfurtner et al. (2020) reported that successful learning transfer depends on the interaction between training characteristics, learner factors, and workplace conditions. Unlike studies that primarily evaluate training outcomes based on satisfaction or immediate learning achievement, this study evaluates behavioural change through multi-source assessments involving alumni, colleagues, and supervisors or subordinates. This approach provides stronger evidence regarding the practical application of competencies because behavioural transfer is assessed from multiple perspectives rather than relying solely on self-reported perceptions.

The findings further indicate that knowledge-sharing activities became an important consequence of the training programme, with 81.8% of participants reporting dissemination activities after completing the training. This finding suggests that the impact of training extended beyond individual competency development and contributed to organisational knowledge circulation. Previous studies have demonstrated that knowledge sharing represents an important mechanism through which individual learning outcomes are transformed into collective organisational capabilities (Kim & Park, 2020; Wang & Noe, 2021). Informal knowledge-sharing practices, such as discussions with colleagues, identified in this study reflect the role of social interaction in sustaining learning transfer. According to social learning perspectives, workplace learning is strengthened when individuals exchange experiences, provide feedback, and collaboratively construct solutions to professional challenges (Saks & Belcourt, 2021).

The improvement in analytical skills identified by participants represents one of the important outcomes of the training programme. Participants reported enhanced capability in analysing workplace challenges, identifying learning needs, and designing appropriate interventions. This finding demonstrates the importance of instructional design quality in supporting behavioural transfer. Training programmes that incorporate systematic analysis, contextual examples, and practical problem-solving activities are more likely to produce meaningful workplace application (Branch, 2021; Reigeluth et al., 2020). The present study reinforces this argument by showing that participants were not only able to understand theoretical concepts but also apply them in performing their professional roles.

The proposed conceptual model developed from the findings highlights three interconnected dimensions that influence sustained behavioural transfer: instructional design quality, learner readiness, and organisational alignment. The first dimension, instructional design quality, reflects the importance of designing training programmes that are aligned with workplace needs. The challenges identified by participants regarding limited practical exposure and insufficient real-world cases indicate that training design must provide more opportunities for authentic learning experiences. Previous studies have confirmed that workplace-oriented learning activities, including simulations, case-based learning, and practice-oriented tasks, enhance the likelihood of knowledge application after training (Noe et al., 2023; Sitzmann & Weinhardt, 2022). Therefore, improving instructional design quality requires a stronger connection between learning activities and actual professional responsibilities.

The second dimension, learner readiness, explains the role of individual characteristics in determining the success of behavioural transfer. The differences in participants' prior knowledge and learning pace identified in this study indicate that readiness influences how effectively individuals absorb and apply new competencies. Previous research has shown that motivation to learn, self-efficacy, and perceived relevance of training content significantly affect the transfer process (Blume et al., 2020; Gegenfurtner & Vauras, 2022). Participants who perceive training as valuable and relevant to their professional roles tend to demonstrate stronger commitment to applying acquired knowledge. Therefore, training implementation should consider participants' initial competencies and provide differentiated learning support to accommodate variations in experience levels.

The third dimension, organisational alignment, highlights that behavioural transfer cannot be achieved solely through individual capability development. Workplace support, organisational expectations, and opportunities to apply new competencies determine whether learning outcomes are sustained over time. The findings of this study indicate that participants encountered difficulties when training content was not fully aligned with their specific job responsibilities.

This finding corresponds with previous research demonstrating that supervisor support, organisational climate, and availability of workplace resources are critical factors influencing transfer effectiveness (Bates et al., 2021; Hutchins et al., 2020). Therefore, organisations need to establish supportive environments that encourage employees to implement, share, and continuously improve competencies acquired through training.

The integration of these three dimensions provides a contextualised explanation of behavioural transfer. Previous transfer models, such as the Holton transfer system model, have emphasised that training outcomes are influenced by multiple factors beyond the training intervention itself (Holton, 2005). The present study extends this perspective by proposing that sustained behavioural transfer requires alignment between the quality of instructional design, learner preparedness, and organisational support. The model developed in this study contributes theoretically by positioning behavioural transfer as an interactive process rather than a linear outcome of training participation. This perspective provides a more comprehensive understanding of why some training programmes produce sustainable workplace changes while others generate limited application.

From a practical perspective, the findings provide implications for training institutions and organisations in designing more effective competency development programmes. Training providers should strengthen needs analysis, incorporate authentic workplace cases, and provide opportunities for practical application during training. Organisations should complement training investment with supportive policies, supervisor involvement, and mechanisms for knowledge-sharing after training completion. The findings also suggest that evaluation of training effectiveness should move beyond participant satisfaction and knowledge assessment by incorporating behavioural indicators and workplace-based evaluation.

Despite these contributions, this study has several limitations. First, the assessment of behavioural transfer was conducted within a specific organisational context with a relatively limited number of participants, which may influence the generalisability of the findings to other settings. Second, although the study incorporated feedback from alumni, colleagues, and supervisors or subordinates, the evaluation relied primarily on behavioural perceptions rather than long-term observation of performance outcomes. Third, the study did not examine external organisational variables in depth, such as leadership style, organisational culture, and structural support mechanisms. Future research may expand this model through longitudinal designs, larger samples, and comparative studies across different organisational contexts to further validate the proposed behavioural transfer framework.

CONCLUSION AND RECOMMENDATION

This study demonstrates that distance training can effectively improve participants' behavioral performance, as evidenced by the positive changes observed following the training intervention. The findings also highlight the strategic role of learning consultants in facilitating knowledge transfer, not only by applying newly acquired competencies in their work environments but also by disseminating knowledge to colleagues through formal and informal channels. Furthermore, the study reveals that organizational and contextual factors play a significant role in shaping training outcomes. Factors such as job relevance, participants' prior knowledge, and opportunities for practical application influence the extent to which learning can be transferred and sustained in the workplace. These findings contribute to the existing literature by underscoring the importance of adopting contextualized evaluation frameworks when assessing the effectiveness of distance learning programs, particularly in professional and organizational settings. The contextualized model of behavioral transfer should ensure the translation of learning outcomes into organizational performance by aligning three key factors: instructional design quality, learner readiness, and organizational alignment.

Based on the findings of this study, several recommendations can be proposed to enhance the effectiveness of future distance training programs. First, training providers and organizations should ensure that participants are selected based on the relevance of their job roles to the training content. Such alignment will increase the likelihood that the knowledge and skills acquired can be applied directly in the workplace, thereby maximizing training impact. Second,

future training programs should incorporate more experiential learning components, including case studies, simulations, problem-solving activities, and real-world projects. These approaches can provide participants with greater opportunities to practice and internalize the competencies required for effective performance as learning consultants. Third, organizations should consider implementing pre-training standardization or preparatory activities to address differences in participants' prior knowledge and experience. Providing foundational materials, orientation sessions, or prerequisite learning modules may help create a more uniform learning environment and improve overall training outcomes. From a theoretical perspective, future research is recommended to expand Kirkpatrick's Level 3 evaluation framework by incorporating contextual factors that influence behavioral transfer, such as organizational support, job relevance, and opportunities for workplace application. In addition, further studies should explore the role of learning consultants as strategic organizational actors who facilitate knowledge sharing, organizational learning, and capacity development. Such research could provide a more comprehensive understanding of the mechanisms through which distance training contributes to individual and organizational performance.

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