Fundamentals of Effective Training

Transfer of Learning

Transfer of Learning

Training Outcome

Participants will define effective training and transfer of learning.
Participants will identify the people that are key to successful transfer of learning and why transfer of learning is a team effort.
Participants will select appropriate follow-up strategies that increase the probability that learning and skills will transfer from the training setting to the participant's workplace.
Participants will describe what an implementation/action plan is and why it's an important part of the training process.
Participants will complete an Implementation Plan/Action Plan.

Roadmap

- Explore the connection between the training experience and the actual transfer of learning back on the job.
- Discuss barriers that may prevent trainees from transferring knowledge and skills back in the workplace.
- Identify the people involved in a transfer partnership and their responsibilities.
- Explore and summarize a specific strategy that supports follow-up and transfer of learning back on the job.
- Define implementation plan/action plan and the rationale for including it in the training process.
- Identify what should be included on an implementation plan/action plan.
- Explore different transfer of learning strategies and develop a transfer activity for a future training.

Transfer Partnership
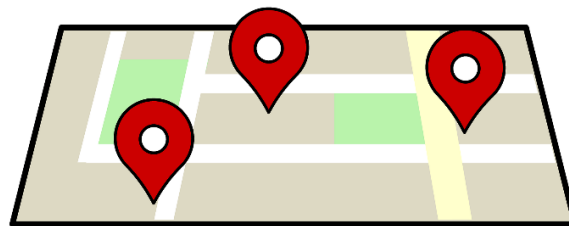
Trainer
_____
_____
_____
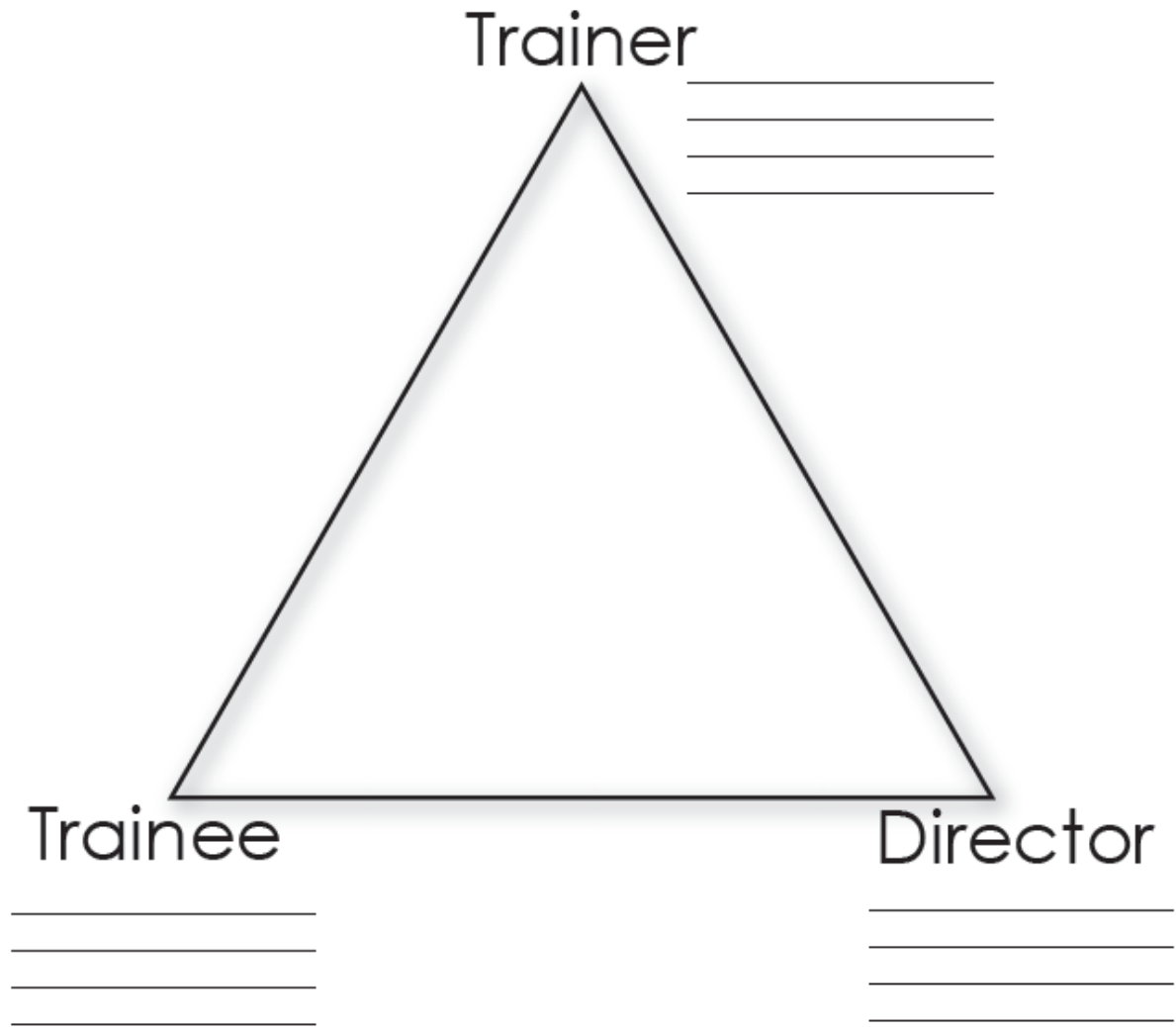
Trainee
_____
_____
_____

Director
_____
_____
_____

Effective Strategies For Supporting Transfer of Learning

BEFORE:

Trainer:

Trainee:

Director:

DURING:

Trainer:

Trainee:

Director:

AFTER:

Trainer:

Trainee:

Director:

Developing a Follow Up Plan

Important items and questions to consider when developing/creating your own useful Implementation Plan/Action Plan *form*:

- Identifying information; name, workshop title, outcome (skill/skill-set).
- The steps I need to take to implement the outcome.
- Where will I implement my plan?
- What obstacles stand in my way of implementation?
- What can I do to reduce/overcome the obstacles?
- What kind of support do I need?
- Who will support me in my implementation efforts?
- When will I evaluate my progress?

Implementation Plan (Short Version)

Name:	**Trainer:**
Training Title:	
My Goal is to:	
Activities to meet this goal. 1. 2. 3. 4.	**Resources Needed:**
Re-evaluation date:	

ACTION STEP IMPLEMENTATION PLAN and SELF-EVALUATION of PROGRESS

Name: _____ Training Coach: _____

Immediate Outcome: **Skill I want to implement:**	**Self-Evaluation Date:**
Steps I need to take to implement that skill:	**Steps I have successfully implemented:**
1)	1)
2)	2)
3)	3)
4)	4)
Where will I begin to implement this skill?	**Where I successfully implemented this skill:**
What obstacles stand in the way of implementation?	**Obstacles I have overcome:**
What can I do to overcome the obstacles?	**Strategies that worked to overcome obstacles:**
What kind of support will I need?	**Kind of support I received:**
Who will support me?	**I received support from:**
I will begin implementation…Date:	**I □am/□am not ready to move to my next goal.**
I will evaluate my progress…Date:	**Not ready & will re-evaluate my progress… Date:**

Implementation Plan and Self-Evaluation of Progress **form, created by Susan M. Terdan, Training Specialist, University of Kentucky**

Developing a Follow Up Plan

Follow-Up after the training by all members of the Transfer Partnership is the *gauge* for monitoring progress of participant's *change in behavior* based on their Implementation Plans.

- By the **Trainee,** at intervals, using some form of *self-evaluation* of the goals stated on their Implementation Plan.
- By the **Director/Administrator**, *monitoring and supporting* the trainee's efforts in working through the steps on their plan.
- By the **Trainer**, *monitoring and/or supporting* the trainee's efforts as they work through the steps on their Implementation Plan, via e-mail, phone or face-to-face contacts.

There are many different types of follow up with the trainee in the implementation process after the training:

- Check-in and see how the trainee is doing.
- Answer questions trainees may have.
- Offer support and provide feedback trainees may need.
- Provide encouragement and guide next steps.

Follow-Up options that encourage both 'trainer to participant' connections and 'participant to participant' connections:

- E-mail, individual e-mail or group e-mail
- Social Media such as Facebook
- Conference Calls
- Community Blog
- List Serves
- Webinars

Developing a Follow Up Plan

Learning Boosts are intentionally planned, brief, and precisely-timed follow-ups to training carried out via email or other social media/online platform.

Types of Learning Boosts

_____ **Boosts:** Involve simple recall of information presented during the training. Multiple-choice questions are good for this, but they must be designed to make people think. The answer CANNOT be obvious.

_____ **Boosts:** Call for thinking and composing an answer based on information from the training. Fill in the blank or open response questions that require application of knowledge work well for this.

_____ **Boosts:** Involve thinking, forming an opinion and sharing it with peers. Open response questions in a chat room environment or a poll where results are shared will get the job done here.

Keep boosts brief and be sure to provide feedback on how their responses compare to the correct answers or to peer responses.

Effective Timing

- 2-3 **RECOGNITION BOOSTS** within **2**_____of the training.
- 2-3 **GENERATIVE BOOSTS** within **2** _____ of the training.
- 2-3 **INTEGRATIVE BOOSTS 2** _____ after the training.

This summary of Art Kohn's concept of Learning Boosts (www.artkohn.com) was created by Beth Robinson.

Additional Resources to Support
Transfer of Learning

Books:

- ***50 Creative Training Closures*** - Lynn Solem and Bob Pike; "Action Planning" items
- ***Games Trainers Play*** – John W. Newstrom and Edward E. Scannell; pgs. 293 - 303
- ***Making Training Stick*** – Barbara Carnes and Dora Johnson; pgs. 57 – 90
- ***The Best of Creative Training Techniques*** – Dave Zielinski; pgs. 81 – 93
- ***Trainer's Bonanza*** – Eric Jensen; pgs. 105 – 108

(contact your Training Coach to access these titles and many, many more through our lending library)

Online:

maketraningstick.com – website with the mission of helping trainers "make training stick"

- offers a free e-newsletter called **STICKY NOTES** with actionable effective training tips
- contains a free downloadable "white paper" – **Training Transfer Technologies** - featuring research and reviews of technology tools that can help the transfer of learning process.

This is, by no means, a finite list of resources. However, it is a solid start of resources that offer a wide variety of **transfer of learning strategies** to implement with trainees.

- Remember, transfer of training is a **partnership** between the Trainer, Trainee and the Director/Administrator.
- Many of the strategies provided by the authors of these resources recognize this partnership and include all three parties in the processes they describe.
- You may also contact local training facilities, libraries, colleges and see what they have available amongst their cadre of resources.