





Making Training Stick®

Creating Your Sticky Toolkit



Make Training
Stick!®
tmeans@maketraining
stick.com

Please introduce yourself in the chat pod →
- Include name, work role, and industry

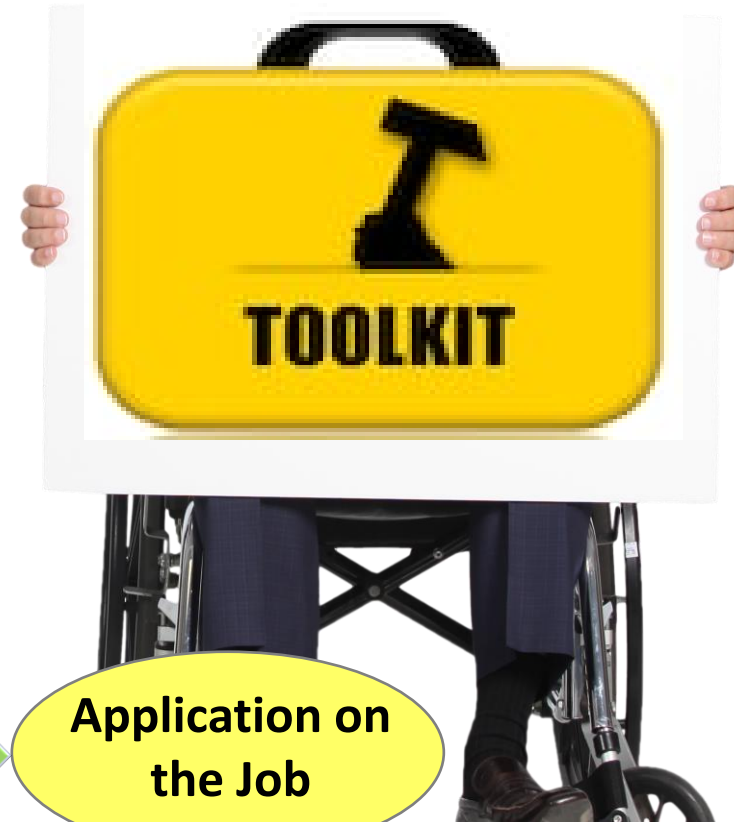
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 makingtrainingstick

Sticky Objective #2



(performance | conditions | criteria)

Learn how to create a sticky toolkit for the manager to increase leadership involvement in learner transfer in a specific learning and development initiative.



Sticky
Objective

Application on
the Job

TRAINING TRANSFER PROCESS DIAGRAM

LEARNER CHARACTERISTICS

(Role: Learner)

- Cognitive ability
- Self-efficacy
- Pre-training motivation
- Positive expectations
- Openness to experience
- Extrovert
- Perceived usefulness
- Career planning
- Commitment to the organization

BEFORE

ENVIRONMENT & SUPPORT—BEFORE

(Role: Leader)

- Strategic link
- Supervisor support
- Accountability
- Peer support

TRAINING DESIGN

(Role: Facilitator)

- Learning goals
- Content relevance
- Practice & feedback
- Behavior modeling
- Error-based examples
- Self-management strategies
- Testing
- Spaced practice & retrieval
- Feedback cues

DURING

Learning

ENVIRONMENT & SUPPORT—AFTER

(Role: Leader)

- Opportunity to perform
- Strategic link
- Transfer climate
- Supervisor support
- Accountability
- Peer support
- Spaced practice & retrieval
- Feedback cues

AFTER

**Job
Performance
&
Skill
Maintenance**



Environment & Support – Before

Short Version of the Training

- Recorded Video, Online, or In-person
- Share training outline, objectives
 - *Provide, Demonstrate, Evaluate*
 - *Gain knowledge, Empower, Enable*
 - *Design, Plan, Demonstrate*



Conduct Application Meetings: Briefing



Target Individual Objectives/Outcomes (pg 44)

To: *Joe Supervisor*

From: *Terry Trainer*

Subject: *Upcoming Training: Project Management*

STEP 1: Start with understanding the stated objectives/outcomes for the training program. Attached are the objectives/outcomes from the training program. Please read them if you have any questions you might contact the training department ___xxx-xxx__.

Then Focus on Your Own Objectives/Outcomes

STEP 2: With the set objectives/outcomes in mind:

- What additional objectives/outcomes do you want your employee to achieve during training program?
- What extended objectives/outcomes do you want from this training?

OUTCOMES	PLAN
1. Be able to lay out a project schedule a year ahead of time	I'll have one ready for him to work on within a week after the class
2. Be able to plan time for at least 3 other people on the project	
3. Track progress	
4.	
5.	

STEP 3: What happened? Your role in making training stick back to the work site is essential. We ask that you talk with your employee regarding the outcomes/objectives you specified. Periodically check the above outcomes and determine which ones have been achieved.

Assessments for Learner Characteristics

Cognitive Ability	Thurstone's Primary Mental Abilities Kaufman Brief Intelligence Test
Personality	Mini IPIP Eysenck Personality Questionnaire (short version) Rorschach Inkblot Test (short version)
Self-efficacy	MeasureU Psychologia
Career Goals	O*Net Interest Profiler John Holland's SDS
Organization Commitment	Organization Commitment Questionnaire (OCQ) Affective commitment (emotional) Continuance commitment (status) Normative commitment (obligation)

Subject: Hello from the Making Training Stick®
Team!

Welcome to Making Training Stick®: Practical Techniques for Trainers. We are excited that you are taking part in this learning experience to advance the learning transfer skills for yourself and your learners. This session is a two part series (June 18, 2020 and June 25, 2020) where we cover learner transfer and practical application strategies. We also go in depth on the key role you, the trainer/facilitator, play in the learning process. There is pre-work for both Part One and Part Two. Part One Pre-Work is attached to this email.

To get the most out of this learning event,

- 1) Complete the Pre-Assignment (blue section of Handout One)
- 2) let management, colleagues, and family know you need 1.5 to 2 hours of uninterrupted time providing them the date, time, and place of your learning session. Turn off all electronic notifications.
- 3) Log into the session 15 minutes before time to reduce any technology issues.
- 4) Have on Hand (printed or electronic): Handout One, Slide Deck, and Your Training Outline

Should you have any questions, feel free to email me

Sample Intro Email to the Learner

- Pre-training communication to trainee
- Overview/key learning points
- Application to job
- Benefits
- Pre-test
- Intention setting

~~WRONG~~

RIGHT

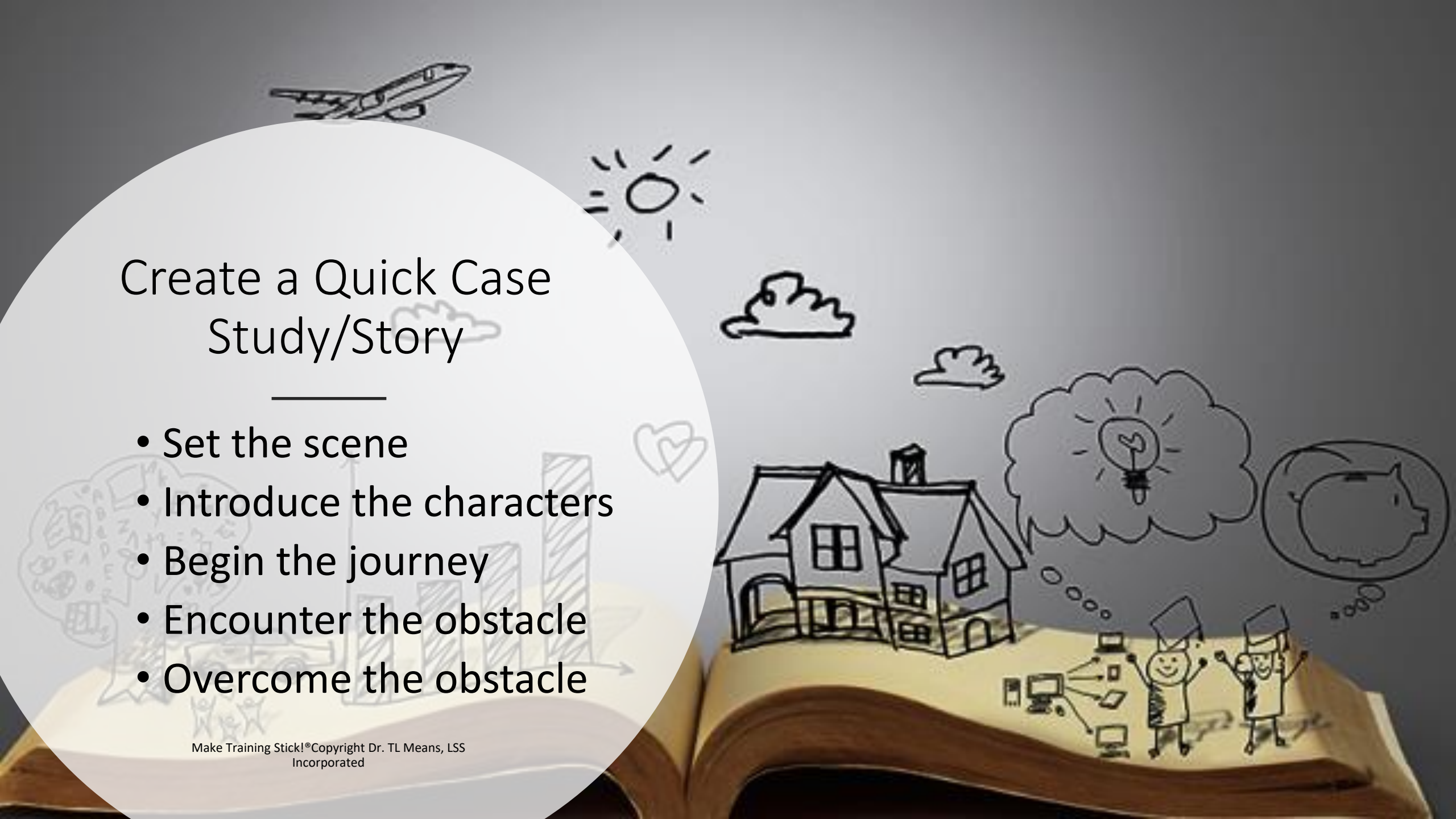


Critical Incidents

- Describes the incident and each step is used as discussion and analysis.
- Document horror stories, the situations when things didn't go right.
- Document when things did go right.

Create a Quick Case Study/Story

- Set the scene
- Introduce the characters
- Begin the journey
- Encounter the obstacle
- Overcome the obstacle



Strategy Link

Linkage between skills and organization strategy, mission, objectives

- What is the strategy link to the organization?
- What's the WHY? From Leadership
- Look for links. Ask if you need to
- Communicate linkage.





Environment & Support -- After

- Coaching
- Peer Support
- Contracts

Goal Card or Buddy Card (page 37)

My after-training goal is
(something I would like to try out): _____

My buddy/support person: _____

Email and Phone: _____

My buddy's after-training goal: _____

My buddy can help & support me by: _____

I can support and help my buddy by: _____

Our first after-training contact will be: (When) _____
(How) _____

Post-Training Participant Contact (pg 40-41)

To: darrellparticipant@anywhere.com
Subject: Your Project Management Training

Dear Darrell,

It's been two weeks since you completed Professional Project Management. In the class we focused on these objectives.

- Identify all stakeholders and agree on final and intermediate deadline
- Develop project budget, with input from all stakeholders
- Use the project calendar system to track due dates, deadline, and stakeholder communication

How have you been using what we learned? Please let me hear from you – call or email me with what's working, what isn't working, and what you would like input on.

If you haven't had an opportunity to use it yet, please remember that what you don't use, you lose! Make it a point to use or practice what you learned within the next week even if you don't have a real project to work on. You'll be glad you did.

Terri Trainer

LEARNING CONTRACT

Dora Johnson intends to participate in the training So You Want To Be A Supervisor. The objectives of this training are:

1. Identify key performance indicators (KPIs) involved with being a supervisor
2. Describe 3-5 key differences between being an individual contributor and a supervisor
3. Arrive at a decision about whether or not to pursue becoming a supervisor

Dora agrees to demonstrate these objectives by doing the following:

1. Have a post-training discussion with LaToya Johnson, her supervisor in which provides responses to objectives 1, 2, 3, above.

To support the training, Barbara Carnes, the trainer, agrees to conduct the training these objectives can be met, via lecture, discussion, demonstration, and other appropriate means, and to respond to questions and concerns of all participants.

To support this training, LaToya Johnson agrees to support Dora's learning by having training discussion with her (see above).

Signed:

/ss/ Barbara Carnes _____

Barbara Carnes, Trainer

/ss/ Dora Johnson _____

Dora Johnson, Participant

/ss/ LaToya Johnson _____

LaToya Johnson, Supervisor

Action Plan (detailed)

TRAINEE: WRITE AN ACTION PLAN.

TRAINER: PROVIDE SUGGESTIONS

MANAGER: PROVIDE SUPPORT, HELP
REFINE, AID IN ACCOUNTABILITY

SAMPLE ACTION PLAN		
Goal: Improve general communication and influencing skills to better gather requirements to ensure projects meet the stakeholders' needs and expectations.		
Improvement Strategies: 1. Attend other requirements gathering sessions to "watch and learn" 2. Mock requirements gathering session		
Tasks/Actions Steps	Support/Resources Needed	Timeline (Complete by)
1. Attend two other requirements gathering sessions as an observer	1a. Manager's help to ensure time to observe other requirements gathering sessions 1b. Manager's support in "paving the way" with other teams to sit in and observe the requirements gathering session 1c. Attendance as an observer at two other requirements gathering sessions 1d. Schedule time to meet with the lead business analysts from the sessions observed to debrief – discuss the process, how issues/problems were handled, etc. 1e. Lessons learned report to share with manager 1f. Develop a plan for utilizing what was learned and how those skills, along with skills learned in workshop, will be applied in the mock session	1a. Done 1b. July 6 1c. July 17 1d. July 22 1e. July 24 1f. July 28
2. Schedule a mock requirements gathering session	2a. Manager's help to ensure time to prepare for and conduct a mock session 2b. Manager's help to gather resources for the mock session to play various roles (e.g., an individual who won't show up for the meetings, another individual who wants something different from the rest of the group, etc.) 2c. Others in the organization to evaluate and provide feedback on performance at the end of mock session 2d. Creation of a sample project to use in the mock session – need assistance from the Process Improvement Office in developing a sample project 2e. Preparation time for mock session. (Use job aids from workshop)	2a. Done 2b. July 27 2c. July 27 2d. Aug 6 2e. Aug 14 2f. Aug 25 2g. Aug 28 2h. Sept 4

COOPERATIVE LEARNING OBSERVATION CHECKLIST – TEACHER

Group:					Date:							
Group members:	Focus on the content	Group members (circle the number of group member)					Focus on the group	Group members (circle the number of group member)				
1. _____							1. Almost always listens to, shares with, and supports the efforts of others. Often is a good team player.	1	2	3	4	5
2. _____							2. Sometimes listens to, shares with, and supports the efforts of others. Often is a good team player.	1	2	3	4	5
3. _____							3. Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	1	2	3	4	5
4. _____							4. Provides work that usually needs to be redone by others	1	2	3	4	5
5. _____							4. Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	1	2	3	4	5

Progress Report/
Report Card

Start with understanding the stated objectives/outcomes of the training program. Attached are the objectives/outcomes of the training program. Please read them if you have any questions. If you don't contact the training department ___xxx-xxx__.

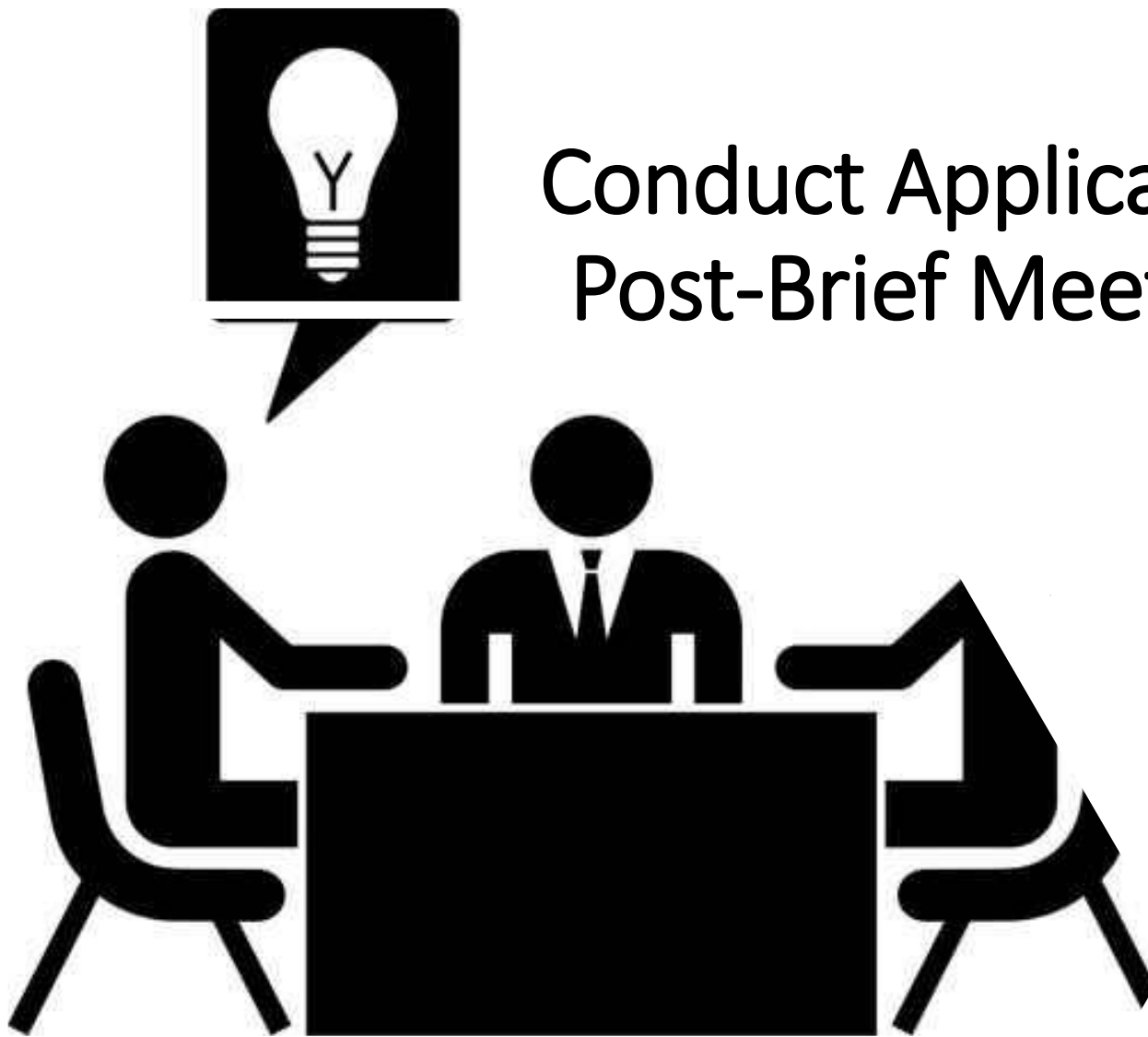
Conduct Application Post-Brief Meeting

Focus on Your Own Objectives/Outcomes

STEP 2: With the set objectives/outcomes in mind:

- What additional objectives/outcomes do you want your employee to achieve during training program?
- What extended objectives/outcomes do you want from this training?

OUTCOMES	PLAN
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2. Be able to plan time for at least 3 other people on the project	
Track progress	



A Sticky Kit!



**“Take your pick”
Package could include –**

- Pre/post briefing for employees: key points
- Content overview/objectives
- Planning sheets for skills practice after training
- Sample slides or recording of training segment
- Sample Emails (Intro → FU)
- Checklist
- Provide key points for manager-to-trainee Communication
- Plan practice assignments
- Case studies/situations to discuss with employee
- Post-training checklist to manager
- Provide practice opportunities
- Discuss application to the job
- Templates

Example (Bank Branch) Manager Sticky Kit

Role: Bank Branch Manager

Employees: Tellers, Loan Officers, Branch Supervisor

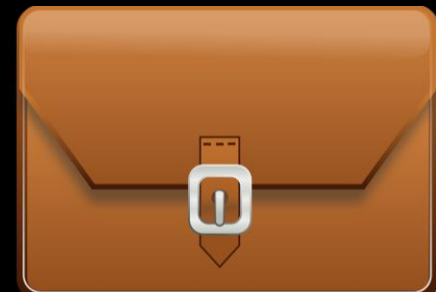
- 1. Briefing/Debriefing Key Points**
- 2. Meeting/Contact Tracking Sheet**
- 3. Planning Sheet for After Training Practice**
- 4. Suggestions for Reducing Interruptions (Backup Support Assigned)**
- 5. Feedback and On the Job Checklist**
- 6. Brief sample of the learning**





Create a Manager Sticky Toolkit

- *for yourself (leader)*
- *for a manager in your organization*
- *for a role in organization you consult with*
- *8 minutes*
- *Peer support*



Tips to Help Learners

Create a Manager Sticky Toolkit
Create a Manager Sticky Toolkit



Relevance



**On the Job
Assignments**



**Reflection
Time**



Action Plan



Obstacles



**Reinforce
Info on the
Regular**



**Error-based
Examples**



**Sticky
Objectives**