

**Welcome to
Making Training Stick®:
Practical Techniques for Trainers**

Hello



Please
introduce
yourself in the
chat.

Province,
Country
Role | Industry

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Welcome to today's event!

Making Training Stick®:
Practical Techniques for Trainers



Tammy Means, PhD

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maketrainingstick

@TammyMeans4

makingtrainingstick

Please introduce yourself in the chat →

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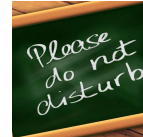
Sight? Sound?



Is my screen clear
and viewable?



How's my sound?



Do Not Disturb

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Today's Agenda

- The Training Transfer Process Model©
 - 3 Critical Roles
 - 3 Time Periods
 - Transfer and Application Strategies

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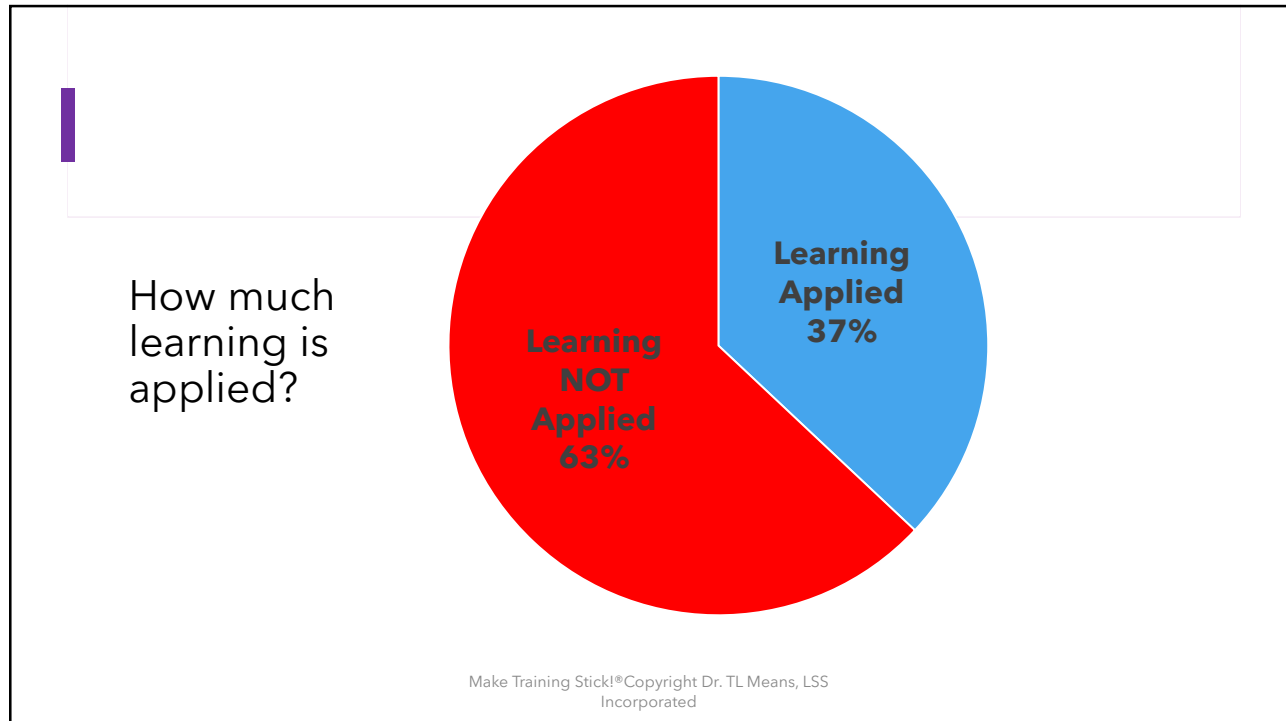


Learner Transfer

on the job application of skills, knowledge, and abilities acquired in a learning process.

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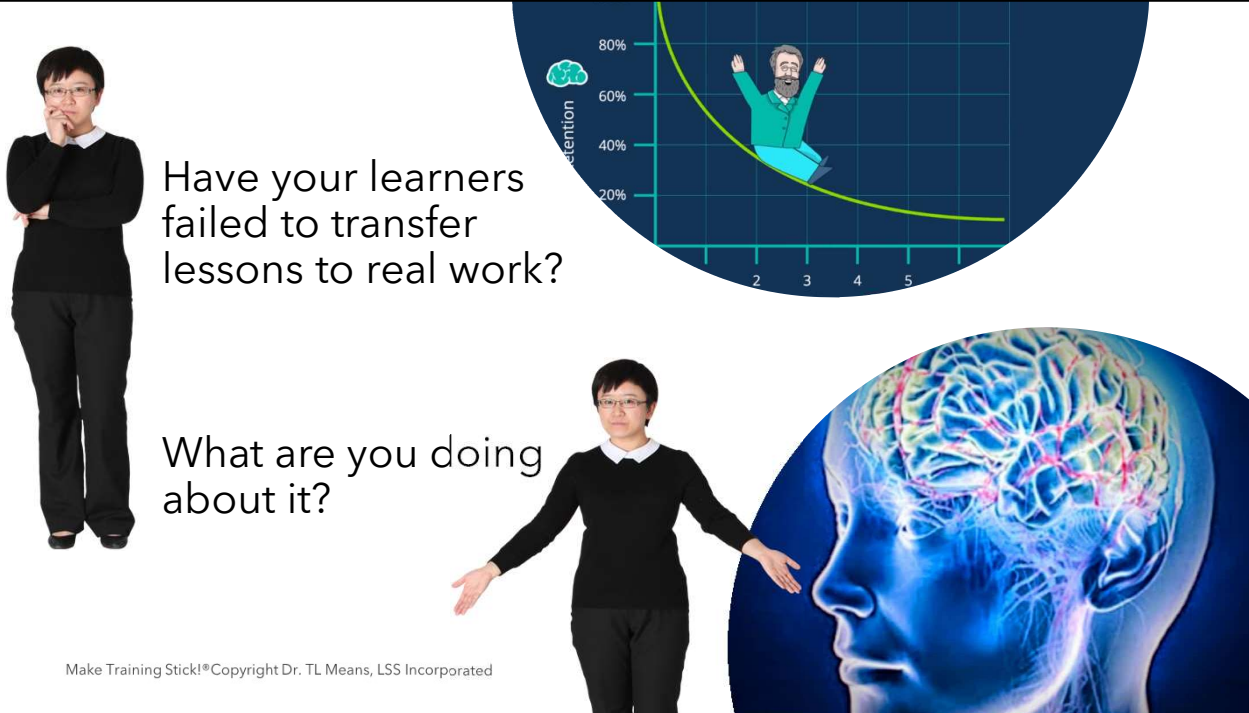
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Have your learners failed to transfer lessons to real work?

What are you doing about it?

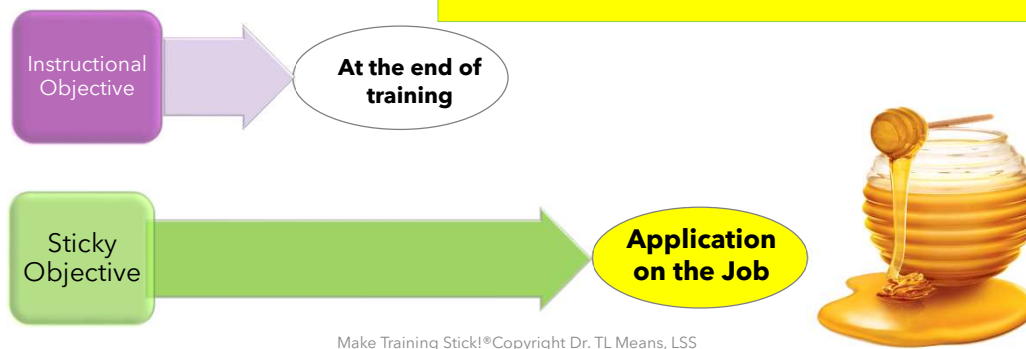


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Sticky Objectives

Performance | Conditions | Criteria



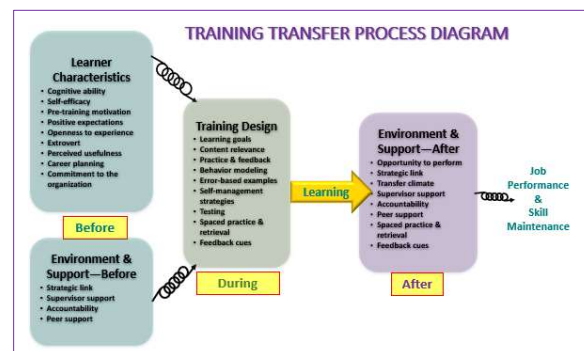
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Sticky Objective #1 (performance | conditions | criteria)



Apply the training transfer process model to your (employee) training, to increase effective transfer in all learning and development initiatives.



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Sticky Objective #2

(**performance** | **conditions** | **criteria**)

Learn, understand, and apply at least 3 specific techniques to increase training transfer in your organization with (employee) training.



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Sticky Objective #3

(**performance** | **conditions** | **criteria**)

Increase leadership involvement in the learning transfer process, to increase effective transfer in all learning and development initiatives.



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Reflection

Insert self-reflection questions throughout.



Before

What learning do I want to take away?

How will the learning help me be more successful?



During

What went on in your mind when ___?

Provide a safe space for self-reflection.



After

How will I apply the increased awareness of the topic?

What do I need to guide my class participants?

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Roles in the Training Transfer Process

THE TRAINER/ FACILITATOR



Trainee (Learner)

Learner Characteristics



Trainer (Facilitator)

Training Design



Manager (Leadership)

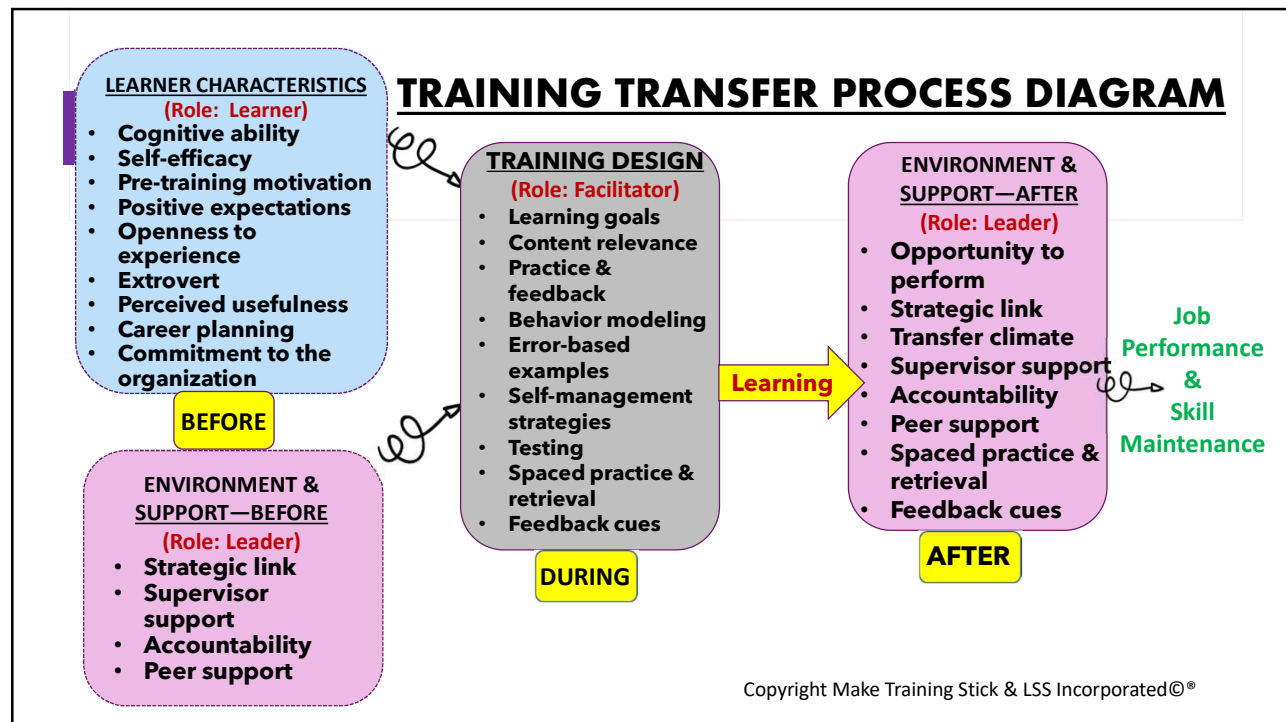
**Environment & Support
(Before | During | After)**



DIRECTOR

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Learner Characteristics

Learner Characteristics

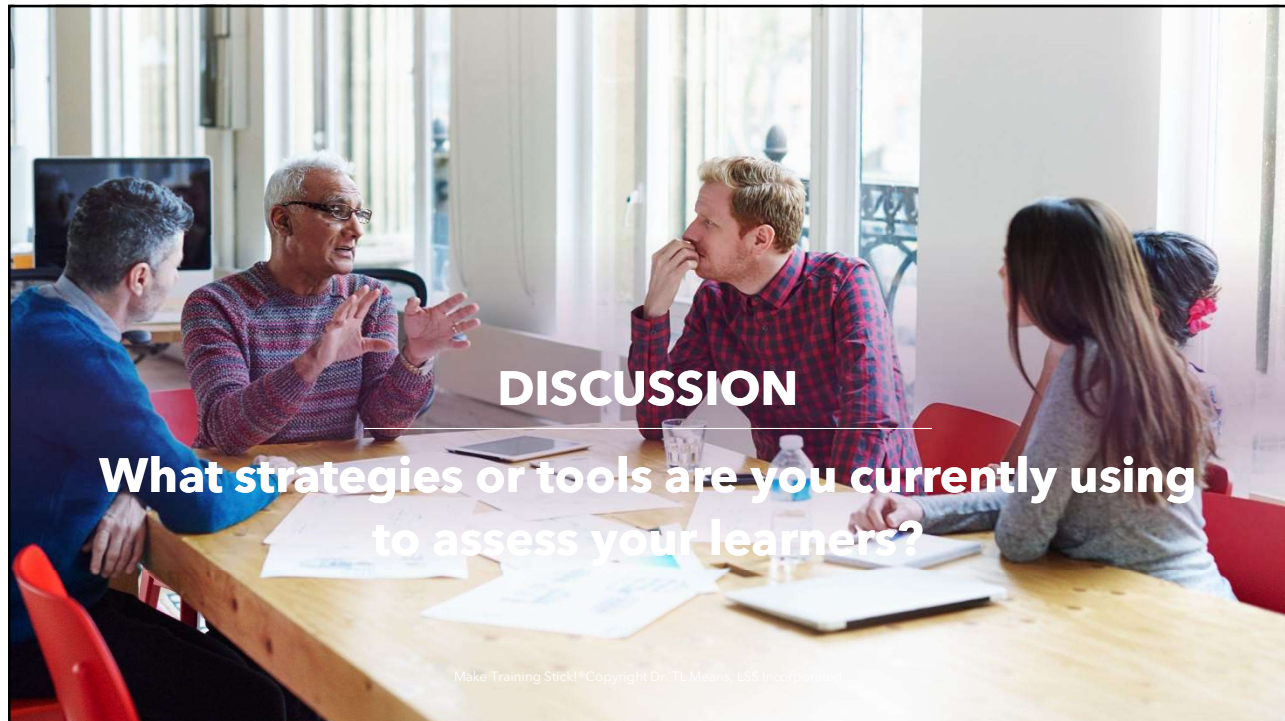
- Cognitive ability
- Self-efficacy
- Pre-training motivation
- Positive expectations
- Openness to experience
- Extrovert
- Perceived usefulness
- Career planning
- Commitment to the organization



INFANT/
TODDLER
CAREGIVER

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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)

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Sample Intro Email to the Learner

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

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

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Action Plan (Quick)

My after-training goal is
(something I would like to try out): Set performance objectives with Christy
Write goal here.

My buddy/support person: Janette D.

Email and Phone: Terrance@anywhere.com

My buddy's after-training goal: Use 3 steps in giving reviews
Write goal here.

My buddy can help and support me by: Call in 1 week to check up

I can support and help my buddy by: Listen to how it went for him

Our first after-training contact will be: (when) x/x/xx
(how) Email by close of business



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Use It Or Lose It Checklist

I recognize that I need to use the skills and information I have just learned in training or I will lose it/them. Therefore, I am listing below specifically what I will do AS SOON AS I RETURN TO MY JOB:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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Training Design

Training Design

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



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DISCUSSION: What's at Stake?

- Making the Case for Learner Transfer.
- What will happen if your learners do not apply knowledge gained?


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Show how to do it!



ERROR-BASED EXAMPLES



Show how not to do it, too!



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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.

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Create a Quick Case Study/Story

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

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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.

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Strategy Link (example)

Our organization's goal for this year is to reduce expenses by 10%.

Learning how to correctly use switching (skill) will enable you to work (more) efficiently and with few if any errors.

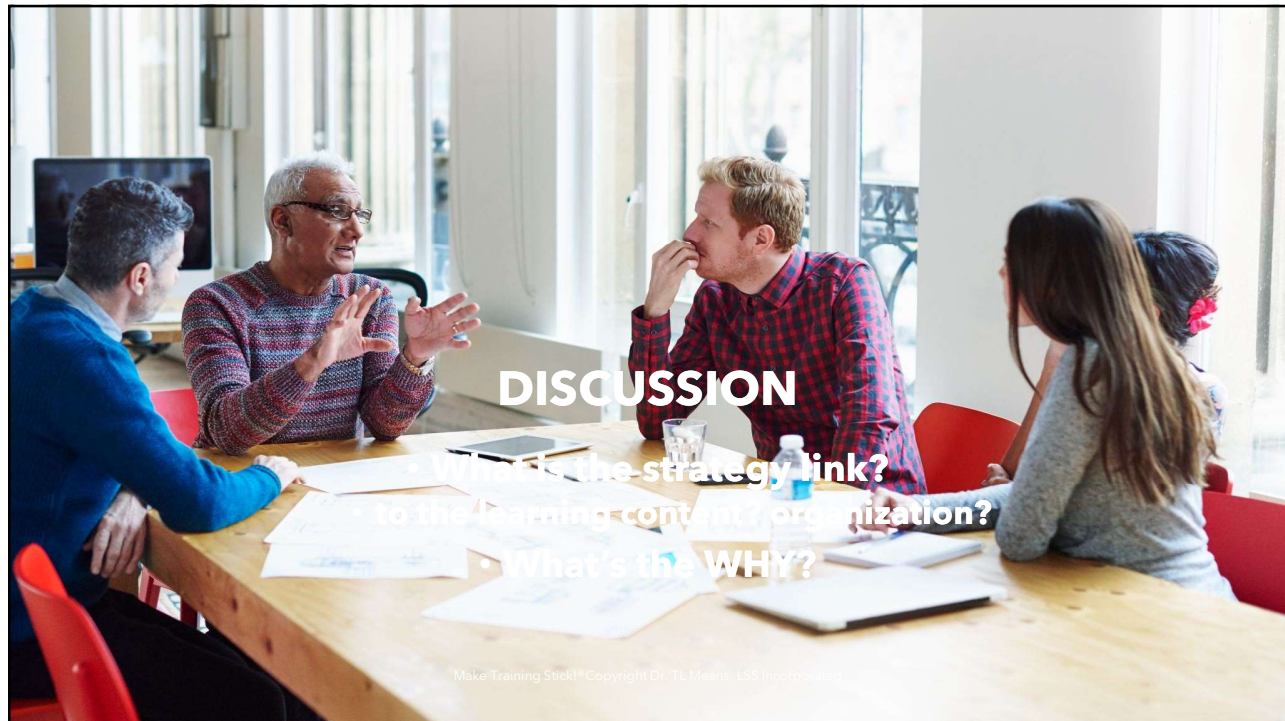
Errors and inefficiencies cost our organization money, so working efficiently and accurately will help us achieve our goal of reducing expenses and workplace accidents.

Doing *your* part can make a big difference!



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Intention Setting

- Being willing to do whatever it takes to get results
- Help learners set intentions to use skills to overcome obstacles



Target Your Own Objectives

To: Jackie Sweet
From: Dora Johnson
Subject: Managing Multiple Priorities training class

Before you attend the above training, please take a minute and think about what you would like to get out of the training: what you would like to learn and do differently.

The objectives of the training are:

- To increase your ability to discriminate among low, medium and high priority activities.
- To sharpen and review your department and job mission and purpose.
- To assign priorities to tasks based on mission purpose.
- To reduce stress caused from too many things to do.
- What are your personal objectives? What do you want to know? What do you want to be able to do better? What specific situations or issues (or people) do you want insight/new skills to deal with? Be as specific as possible.
- I need to be able to decide which things I should do every day, because I can't get them all done, most days.
- I need to learn how to tell people (especially my boss) when I can't get everything done.

It is a good idea to discuss this with your supervisor before you come to training on Jan. 15 (date).


Please fax this to me at xxx - xxx no later than Jan. 13 so I can be responsive to your needs. I'm looking forward to working with you.

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REPORT CARD

Participant Patty
 Session Performance Review
 Subject Management Training
 Trainer Jan



TRAINING OUTCOMES	TWO WEEK	FOUR WEEK	TWELVE WEEK
Identify objectives	B	B+	A
Prepare Form	A	A	A
Conduct Discussions	-	B	B+

A—A Best work **D**—Distinguished
B—Better than before **F**—Free from many errors
C—Creative besides

Specific Skills: _____ Comments: _____

Analyze performance _____
 Listen to employees _____
 Negotiate rating _____

U—Unsatisfactory

PERFORMANCE LEARNING OBSERVATION CHECKLIST – TEACHER

Date: _____

Focus on the content	Group members (circle the number of group member)					Focus on
1. Provides work of the highest quality	1	2	3	4	5	1. Almost always shares with, and the efforts of others to keep people working together.
2. Provides work of high quality	1	2	3	4	5	2. Usually listens with, and supports efforts of other cause "waves"
3. Provides work that occasionally needs to be redone by others	1	2	3	4	5	3. Often listens with, and supports efforts of other sometimes is not a team member.
						4. Rarely listens with, and supports efforts of other not a good team member.

Progress Report/Report Card

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POLL: Roles in the Training Transfer Process



Trainee (Learner)
Learner Characteristics





Trainer (Facilitator)
Training Design





Manager (Leadership)
Environment & Support



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Most Powerful Time/Role Combinations

	BEFORE	DURING	AFTER
MANAGER	1	8	3
TRAINER	2	4	9
LEARNER	7	5	6

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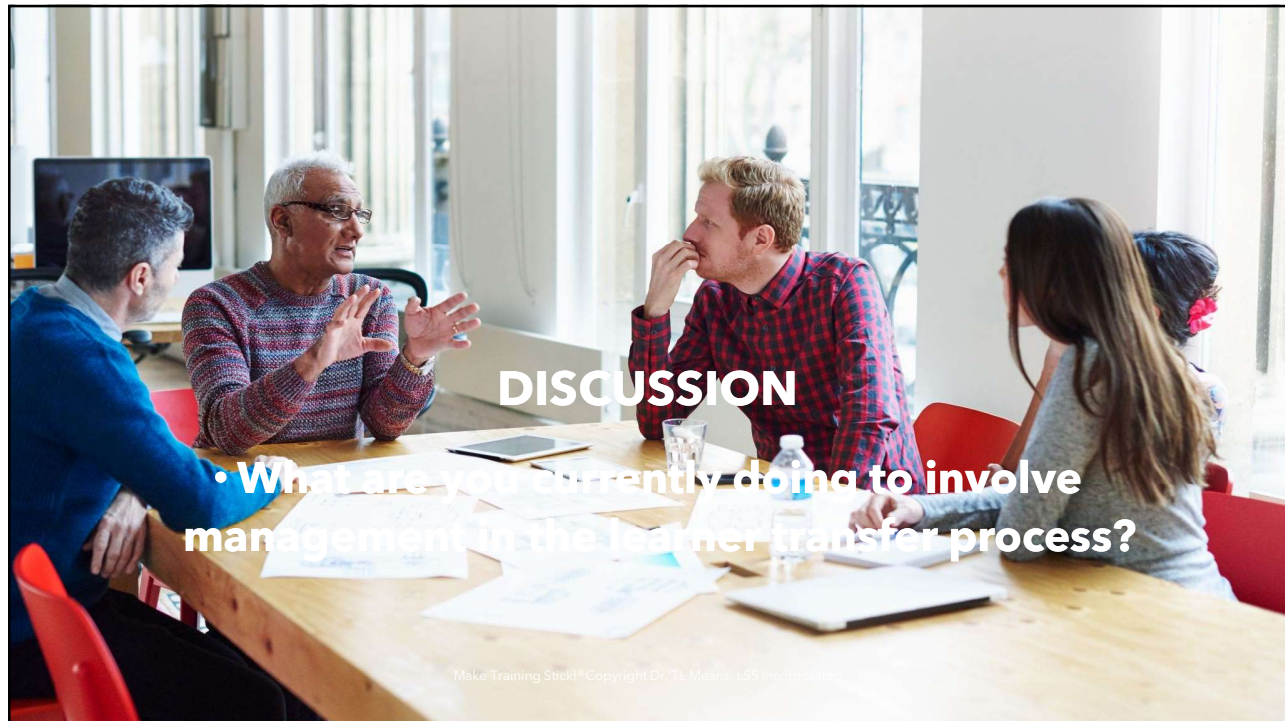
Sticky Objective #3 (performance | conditions | criteria)

Increase leadership involvement in the learning transfer process, to increase effective transfer in all learning and development initiatives.

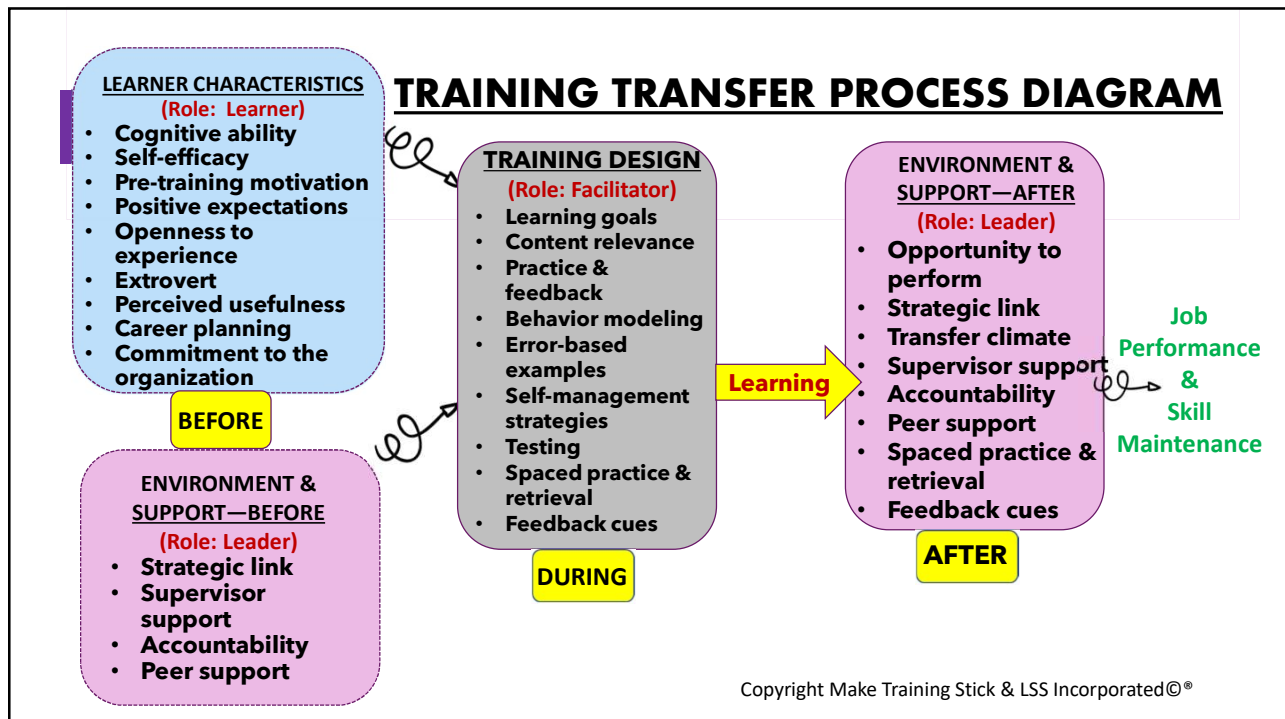


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Leadership can support learning transfer...

BEFORE	DURING	AFTER
<ul style="list-style-type: none"> • Build Anticipation. • Communicate expectations and goals. • Help the trainer get to know your employee. • Ask employees what they need and want to learn. 	<ul style="list-style-type: none"> • Prep the trainer to give relevant feedback. • Make sure the content is broken down. • Let employees decide when the training is completed. • Let employees decide how much training is done in one sitting. • Minimize distractions. • Unavailable on all messaging tools. • Implement Show-Do! 	<ul style="list-style-type: none"> • Celebrate course completion. • Make sure takeaways are provided. • Arrange/Support post-training follow-up sessions. • Reinforce key learning point using follow-up communication. • Allow for time to practice.

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Conduct Application Meetings: Before-Training and After-Training



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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.

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Relapse Prevention

Group	Group discussion: very specific, structured
Benefits	Discuss benefits of use
Obstacles	Discuss possible obstacles and ways to overcome obstacles
Encourage	Encourage note taking, reflection, application
Give	Give practice assignments

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Action Plan (Detailed)

TRAINEE: WRITE AN ACTION PLAN.

TRAINER: PROVIDE SUGGESTIONS

MANAGER: PROVIDE SUPPORT, HELP REFINE, AID IN ACCOUNTABILITY

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 see, 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.

Barri Trainer

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) _____

LEARNING CONTRACT

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

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

To demonstrate these objectives by doing the following:

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

During the training, Barbara Carnes, the trainer, agrees to conduct the training in a way that objectives can be met, via lecture, discussion, demonstration, and other methods to respond to questions and concerns of all participants.

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

Barbara Carnes, Trainer
LaToya Johnson, Participant
Dora Johnson, Supervisor

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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:

- Attend other requirements gathering sessions to "watch and learn"
- 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

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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

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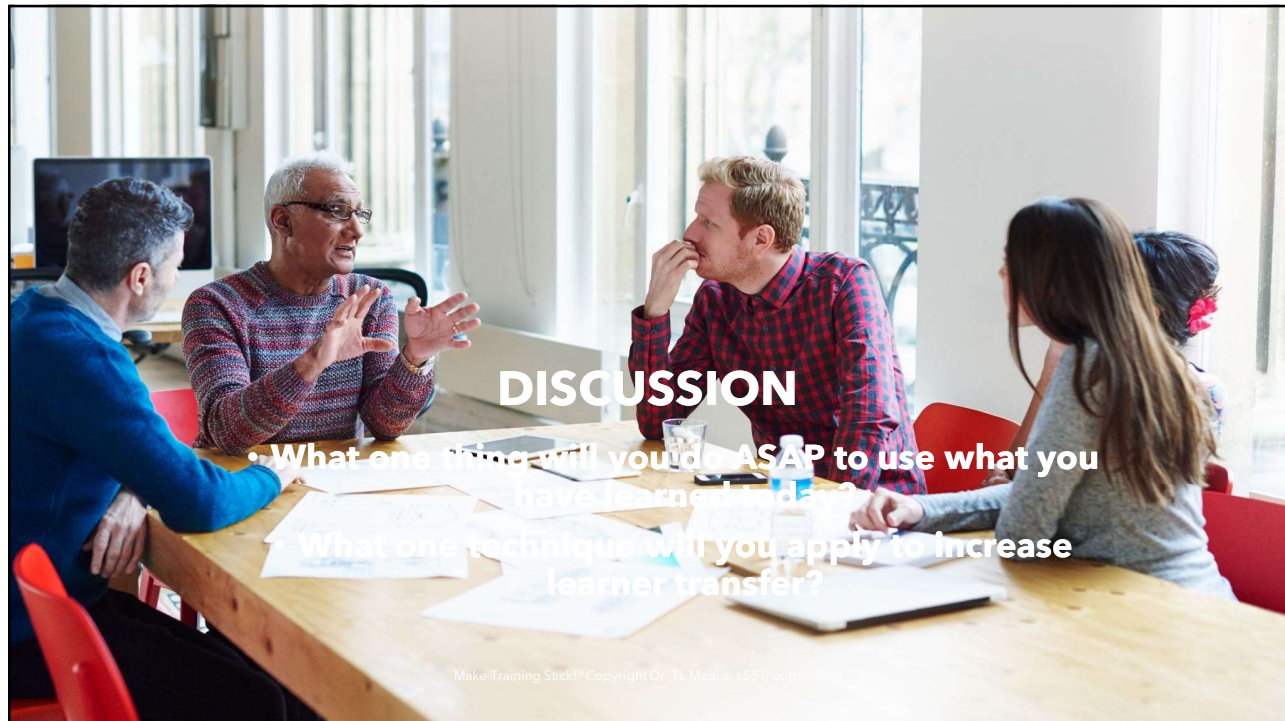


A Sticky Kit!

- 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)
- 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

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Upcoming for MTS

- Signature Webinars throughout Fall 2020
- Sticky Notes Blog
- Updated Training Transfer Technologies Whitepaper
- Custom Sticky Toolkit®

Make Training Stick!

TRAINING TRANSFER TECHNOLOGIES

By Barbara Carnes, Ph.D.

Introduction
Trainers frequently comment that it is difficult to make training stick. Reasons:

- "Management doesn't support it."
- "There's no reinforcement."
- "Trainees don't see how the training fits with their jobs."
- "Trainers aren't expected to or given time to do anything before or afterward."

And so on.

Finding time to build manager buy-in, create reinforcers for the training, and help trainees apply their learning to the job is a big challenge and a key reason that more strategies are not put into place to increase learning transfer. New new technologies are available to help trainers, managers, and participants more easily use strategies to increase learning transfer and strengthen the link between classroom – whether face-to-face or virtual – and the job.

What follows is a description of each of the technologies that have been introduced recently, most of them within the past year. Some of these tools have a variety of applications including learning transfer. Others were designed specifically for training transfer. Some of these technology tools are quite simple to use while with others, the learning curve is steeper. There are a variety of pricing options to fit every budget. Each of these new technologies can make the job of linking learning to the job faster and easier. It may be helpful to refer to my diagram on the training transfer process as you read about these technologies, and think about how you might use them in your setting.

TRAINING TRANSFER PROCESS DIAGRAM


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Tips to Help Learners



Relevance



OJT Assignments



Reflection Time


Action Plan


Obstacles


Reinforce Info on the Regular


Error-based Examples




Sticky Objectives

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Before We Close...

- What do I need to guide my employees? Class participants?
- What were your key takeaways of today's session? Indicate those in your notes.
- Are there any concepts you would like to add/apply to your training?
- Are there any questions?

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Thank you for your time!

Making Training Stick®: Practical Techniques for Trainers




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