



*Developed By
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What Gets In The Way of Making Training Stick?

Studies show that very little learning is actually applied back at the office.

- ❖ Heavy workloads
- ❖ “Crisis” work
- ❖ Lack of support for change
- ❖ Too much change

Why Should You Spend Time and Money on Training?

To find better ways to do the “business” of your department and improve:



Quality of work



Productivity



Customer Service



Employee Skills



Employee Morale



Cost Effectiveness

More Reasons to Make Training Stick:

It's just good supervisory practice to:



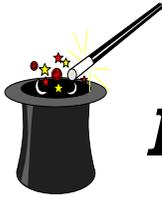
Show interest in your employees, their skills, and their work products.



Demonstrate your support for your subordinates and keep the lines of communication open.



Create opportunities to discuss skills and positively address the development of your employees.



How Do People Learn?

- They learn one thing at a time.
- They learn by building one concept onto another.
- They learn by repetition.
- They learn by reinforcement.



How Do Adults Learn?

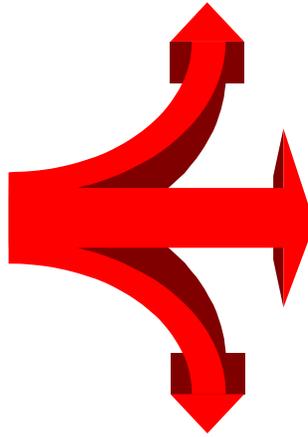
- They must want to learn.
- They must see application of learning to their work.
- They must be able to use previous experience, skills and knowledge.
- They have different styles of learning.

What Are The Implications Of Adult Learning Theory For Training Adults?

Training *must*:

- ✓ Recognize and integrate learners' prior learning and experience and build on it.
- ✓ Accommodate learners' different learning styles.
- ✓ Integrate opportunities for experimental learning.
- ✓ Provide for follow-up opportunities for learners to practice and receive feedback.

***Transferring Training
From The Classroom
To The Workplace Is
Everyone's Job!***





Role Of The Trainee



Before Training:

- Make commitment to attend all training.
- Prepare by developing specific goals to learn from the training.
- Complete all pre-training activities.

During Training:

- Stay attentive and participate.
- Think of ways you can apply learned information and skills on the job.
- Make action plan and job aids to help you reinforce training.

After Training:

- Meet with supervisor to discuss what was learned and how it can be used.
- Follow action plans to practice and get feedback on what was learned.
- Teach and/or model learning for others.



Role Of The Trainer



Before Training:

- Assess trainees' needs for appropriate levels of readiness.
- Encourage interest by giving pre-test, readings, activities and projects before training.
- Design training using Adult Learning Theory and Learning Styles.

During Training:

- Learn about trainees and their needs.
- Conduct training using Adult Learning Theory and Learning Styles.
- Provide goals and expectations of the training.
- Complete an evaluation of the learning.

After Training:

- Provide transfer action plans, post-tests, cards and projects to ensure transfer takes place.
- Communicate with supervisors and employees to discuss usage of learning on the job.



Role Of The Supervisor



Before Training:

- Accurately assess training needs of employee.
- Stress importance of training to top management and organization.
- Hold pre-training interview with trainee to discuss expectations and outcomes of training.
- Express support for trainee attending the training.

During Training:

- Assure coverage of work responsibilities for employee.
- Remove negative consequences of employee being away from work.
- Prevent work-related interruptions to the training.

After Training:

- Hold post-training interview with employee to discuss what was learned and how you will support its use.
- Act as coach/mentor to employee using new skills.
- Allow time for practice and give feedback on performance outcomes.
- Model desired behavior or skills.



Before Training

DISCUSS WITH EMPLOYEE:

- What the training will cover.
- Why the employee was selected/approved to participate.
- Why the training is important to the employee and the organization.
- How the content of the program will enhance the employee's strengths and assist their weaknesses.
- How the employee will apply the new skills back on the job.
- Ask employee how to overcome potential barriers to using new skills/knowledge.
- What the supervisor can do to support the employee through the training period and beyond.

During Training

ENSURE THAT:

- The employee is not interrupted with work-related concerns.
- The employee's work responsibilities are covered while the employee is at training.
- The employee will not have a negative consequence (example: more work) when he/she returns from training.



After Training

IMMEDIATELY DISCUSS WITH THE EMPLOYEE:

- What was learned in the training.
- How the learning will be useful to the employee and the work unit.
- Develop an action plan to ensure the employee uses the learning.
- When the employee can have time and opportunity to practice the new skills.
- What support the employee needs from the supervisor to meet the goals.

ONGOING -- OVER THE NEXT FEW MONTHS:

- Give the employee feedback on his/her progress.
- Encourage new skills and reduce barriers to their use.
- Be available to coach and counsel if problems arise.
- Act as an appropriate model of how skills are applied.



Contributors



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