

# Making Employee Training Stick

An Interactive Program for Supervisors

Terry McQuown & Andrew Sanderbeck

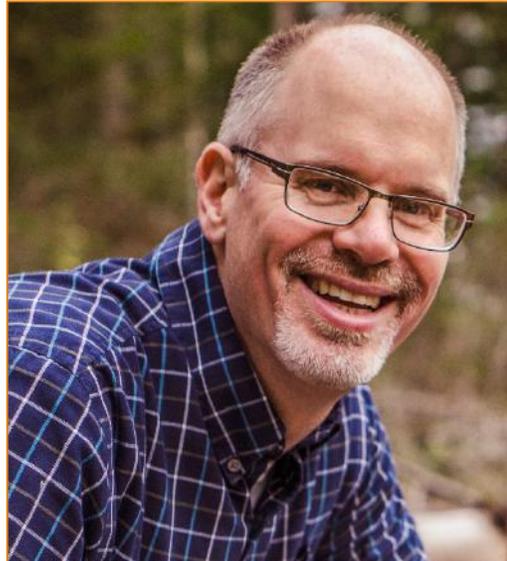
Washington Library Association

2017 Annual Conference

November 4, 2017

# Who We Are

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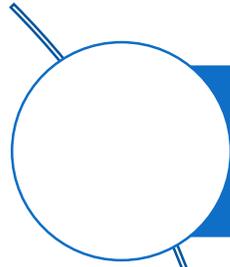


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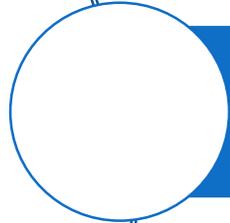


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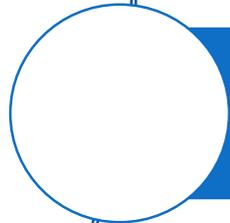
# Where we're going



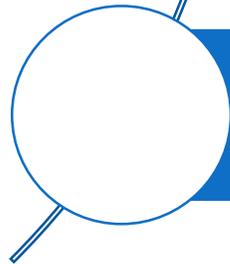
Why you need to be involved



How you think about training matters



What you can do to make training stick



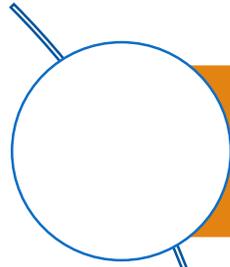
Getting started with transfer of training

# Where Are You Stuck?

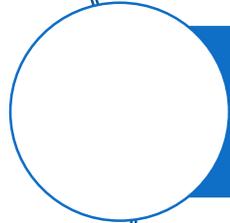
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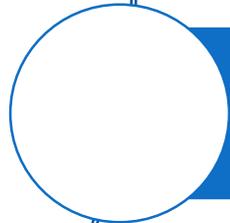
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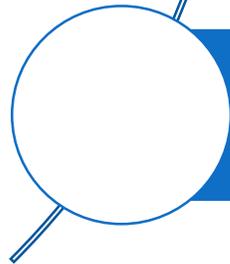
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# Three Important Stakeholders

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Stakeholder	Before	During	After
Supervisor	?	?	?
Trainer	?	?	?
Trainee	?	?	?

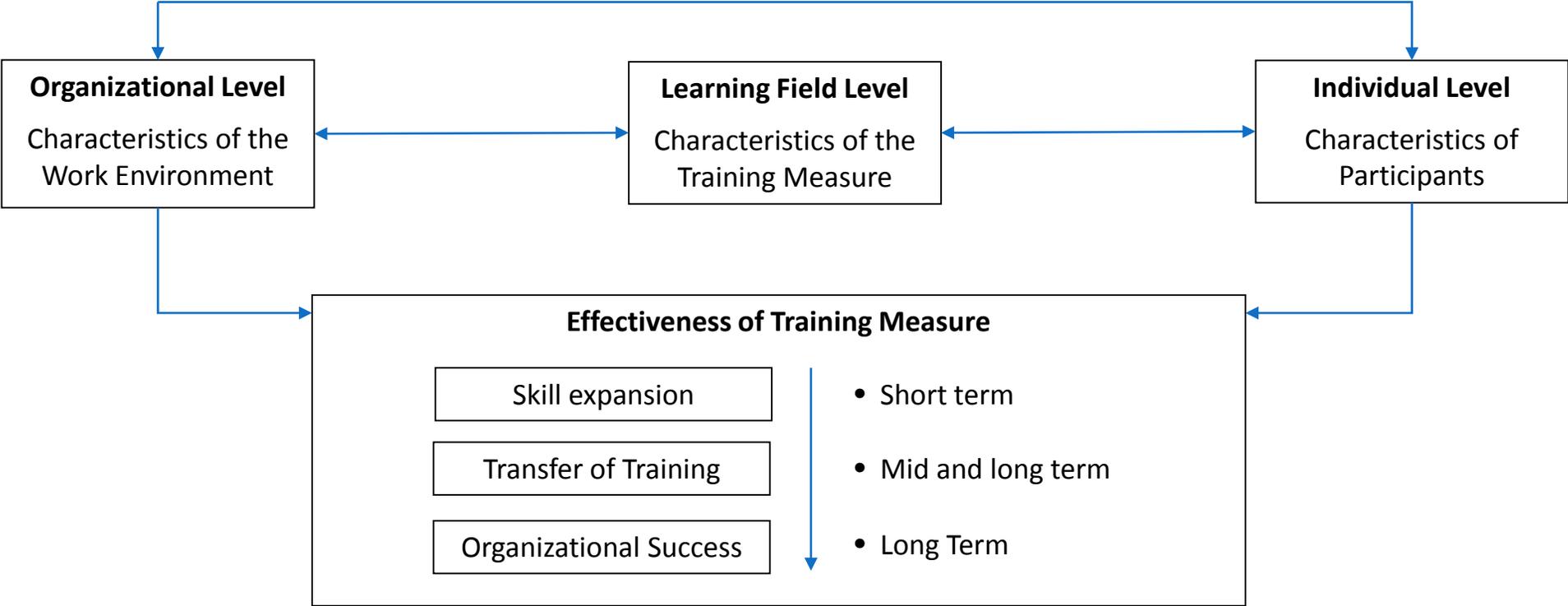
Adapted from Broad & Newstrom (1992), p. 52

# Three Important Stakeholders

Stakeholder	Before	During	After
Supervisor	1	8	3
Trainer	2	4	9
Trainee	7	5	6

Adapted from Broad & Newstrom (1992), p. 54

# Transfer Model



Adapted from Tonhauser & Buker (2016), p. 129

# Transfer Model Cont.

## Organizational Level

- Follow-up
  - After-action reviews
  - Feedback
  - Job Aids
- Social Support
  - Supervisor support
  - Peer support
- Structural & Organizational Circumstances
  - Accountability
  - Opportunity to use
  - Strategic link
  - Transfer climate
    - Situational cues prompting use
    - Consequences for using
    - Remediation for not using
  - Variability of work tasks

Based on Tonhauser & Buker (2016), Salas et al. (2012), Grossman & Salas (2011), Blume et al. (2010), Burke & Hutchins (2008), Burke & Hutchins (2007)

# Transfer Model Cont.

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## Individual Level

- *Cognitive ability*
- Commitment to organization
- Goal orientation
- Job involvement
- Motivation
  - Learning motivation
  - Training motivation
  - Transfer motivation
- Perceived utility
- Understand learning objectives
- Self-efficacy
- *Voluntary participation*

Based on Tonhauser & Buker (2016), Salas et al. (2012), Grossman & Salas (2011), Blume et al. (2010), Burke & Hutchins (2008), Burke & Hutchins (2007)

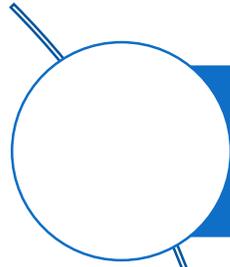
# Importance Of The Supervisor

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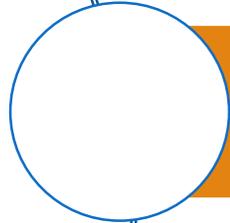
the role of supervisors in influencing and supporting trainee transfer has been widely supported in both empirical and qualitative studies

Burke & Hutchins (2007), p. 281

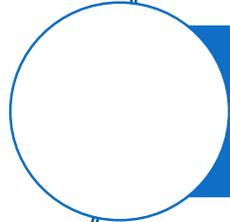
# Where we're going



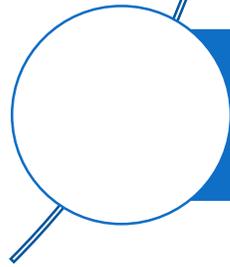
Why you need to be involved



How you think about training matters



What you can do to make training stick



Getting started with transfer of training

# How Many See Training

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Start

Finish



Training Event

# Where Is Your Focus?

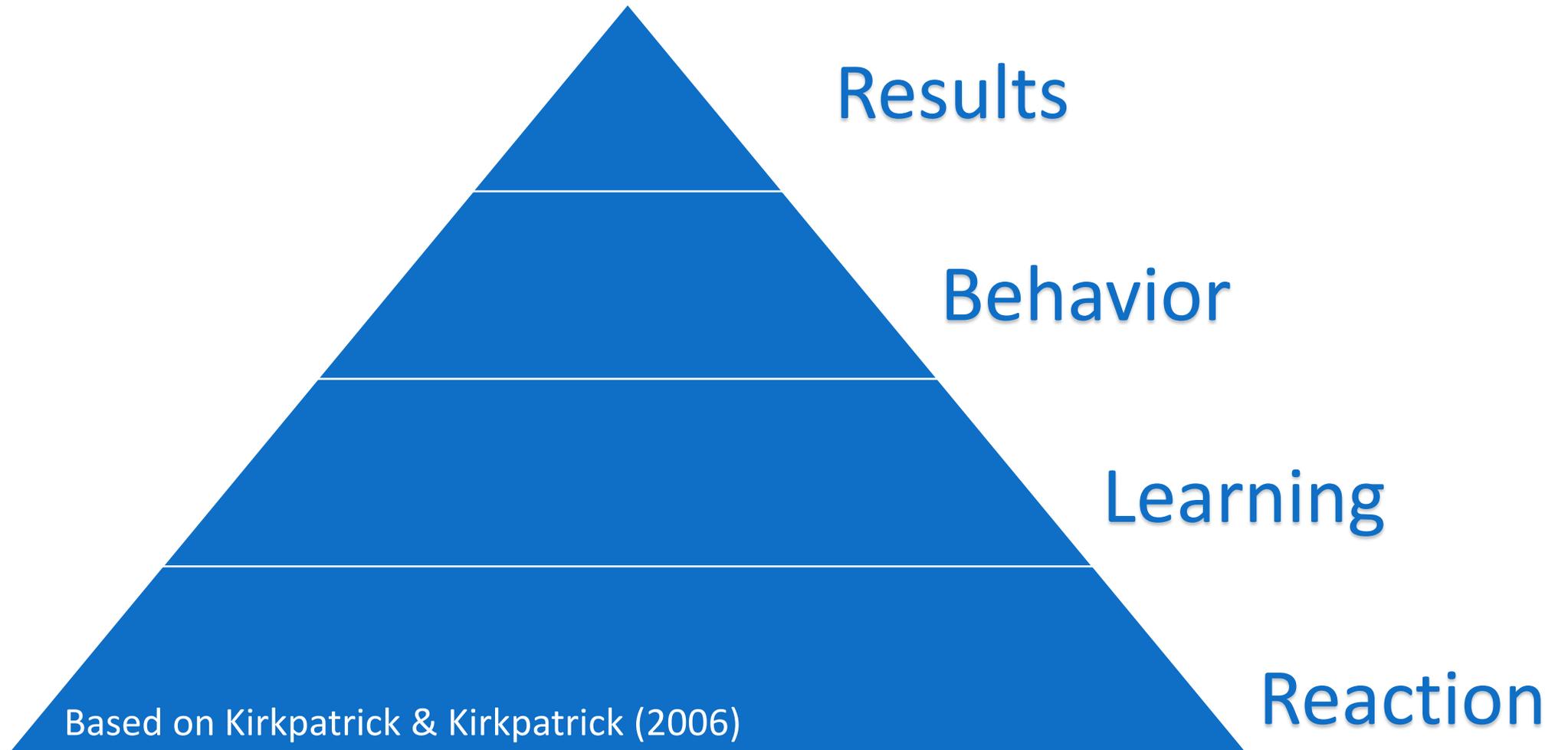
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too many organizations are focused  
on the wrong finish line

Weber (2014), p. 28

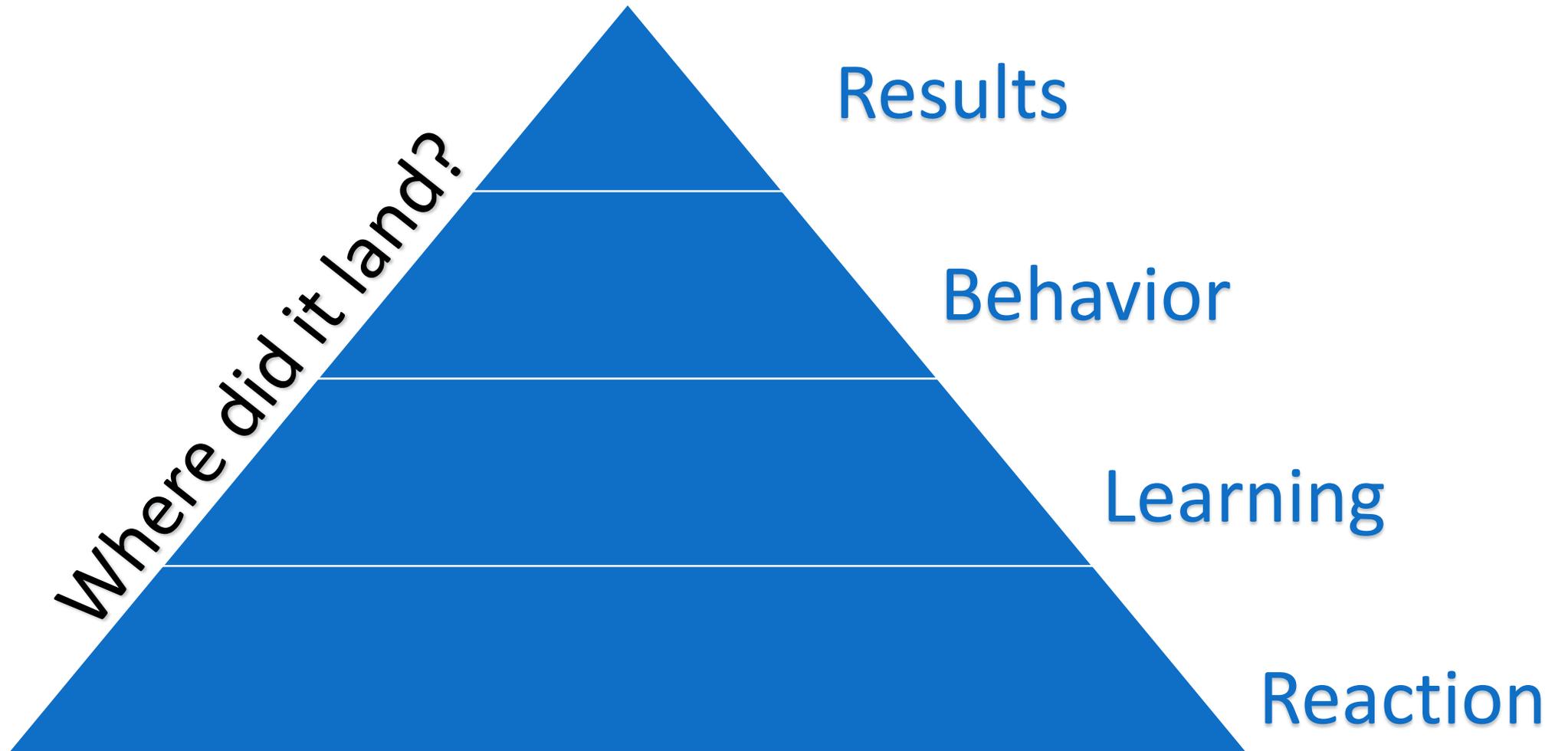
# Evaluation Of Training

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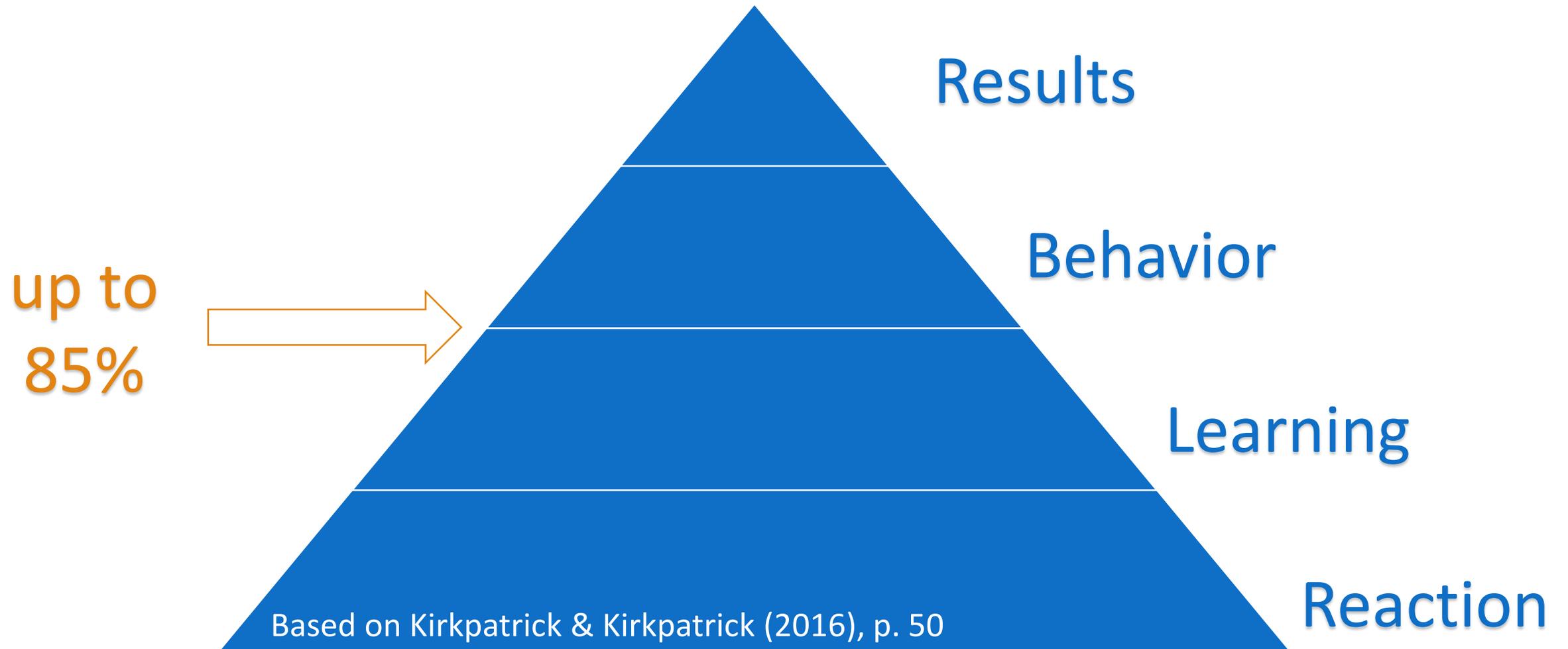


# Your Last Training

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# Learning Scrap



# What Leads To Learning Scrap?

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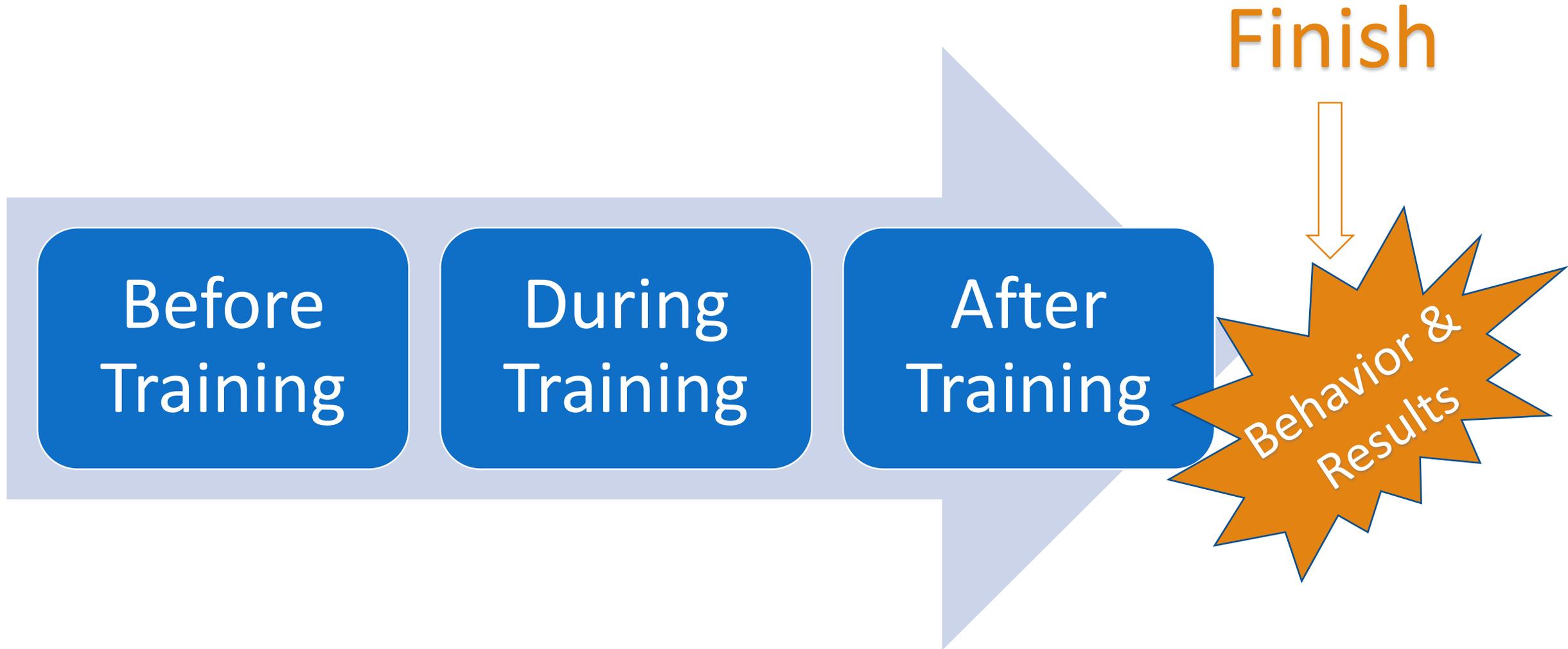


# Training Is A Process

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# The Real Finish Line



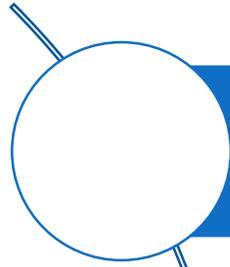
# Transfer of Training

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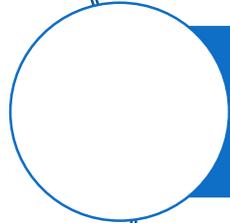
the effective and continuing application,  
by trainees to their job,  
of the knowledge and skills gained in training

Broad & Newstrom (1992), p. 6

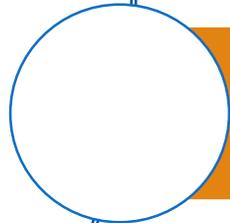
Where we're  
going



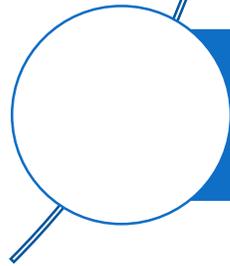
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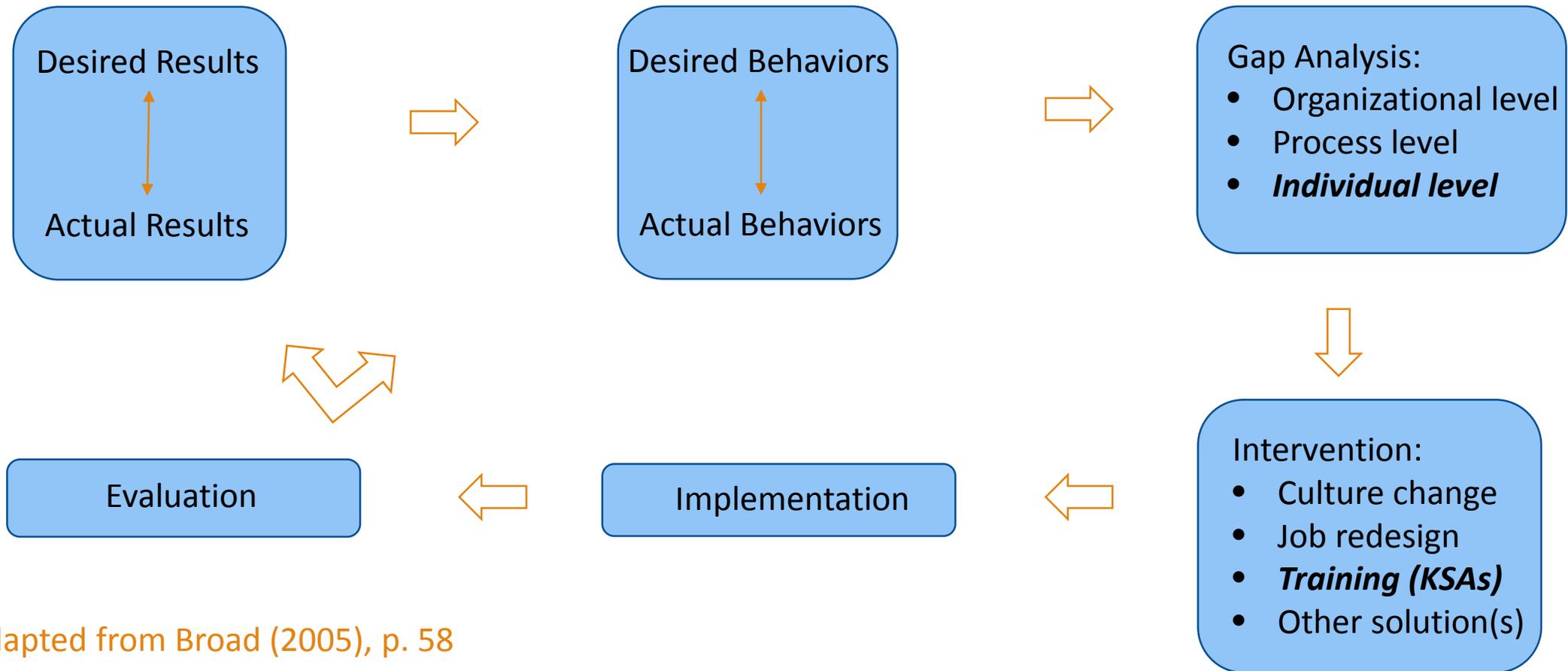
# Training Is Not A Silver Bullet

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not all perceived needs for  
training and coaching can in fact  
be resolved or addressed by training

Carnes (2010), p. 4

# Determine the Need For Training



Adapted from Broad (2005), p. 58

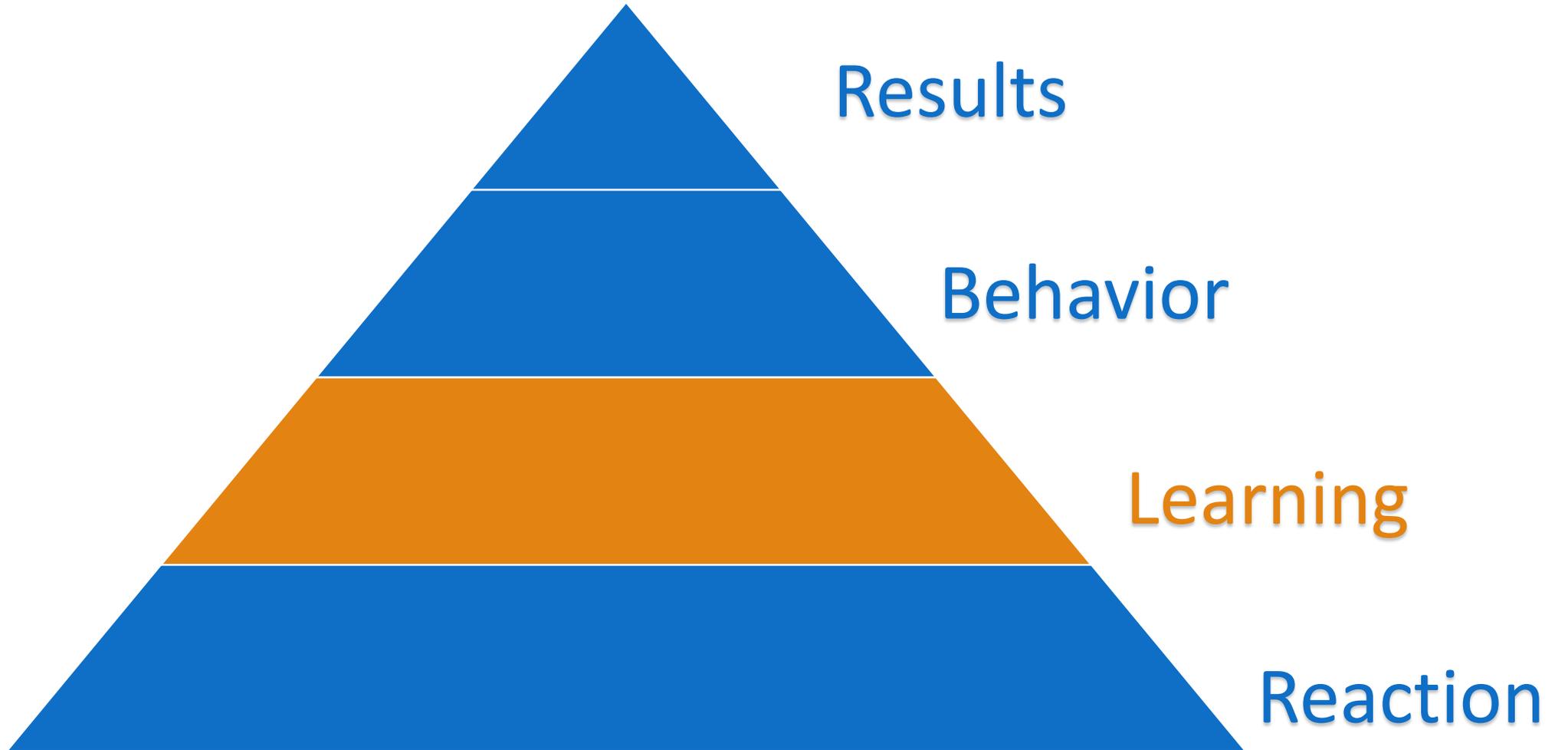
# Three Key Topics

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1. What your staff member **learned**
2. How your staff member will **apply** it on the job
3. How you can **support** your staff member

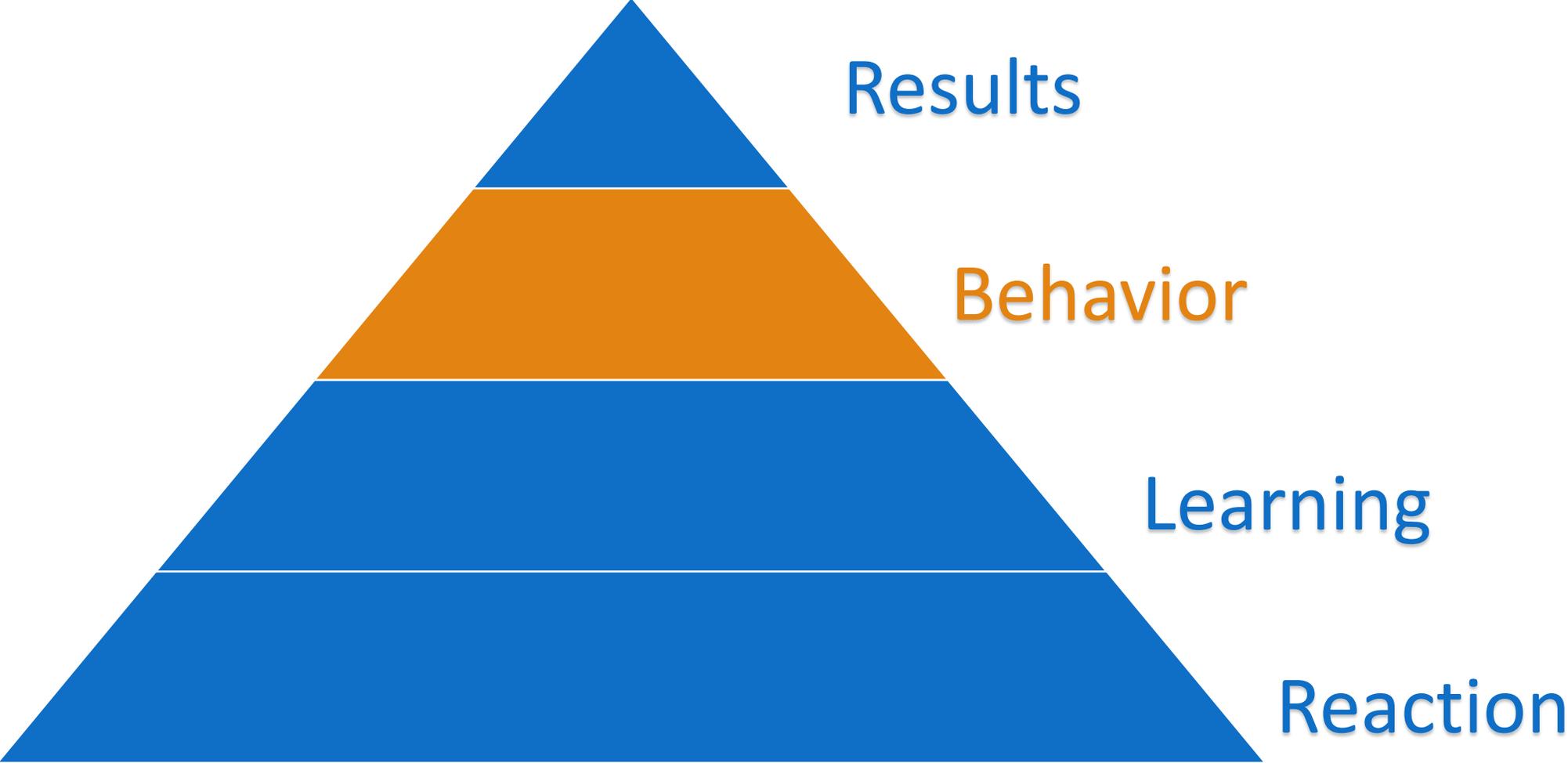
# What Your Staff Learned

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# How Your Staff Will Apply It On The Job

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Results

Behavior

Learning

Reaction

# Getting to Know Bob

Learning & Application Worksheet		
Training Ideas (what I learned in training)	Application (how I will use this on the job)	Support Needed (how my supervisor can help me)

# Bob Sr.

Learning & Application Worksheet		
<u>What I learned in training that I will use on the job</u>	<u>How I will use this learning on the job</u>	<u>The steps I will take to use this learning on the job</u>
<u>Why I want to use this learning on the job</u>	<u>The obstacles I see to using this learning on the job</u>	<u>How I will overcome these obstacles</u>



# No Single Thing

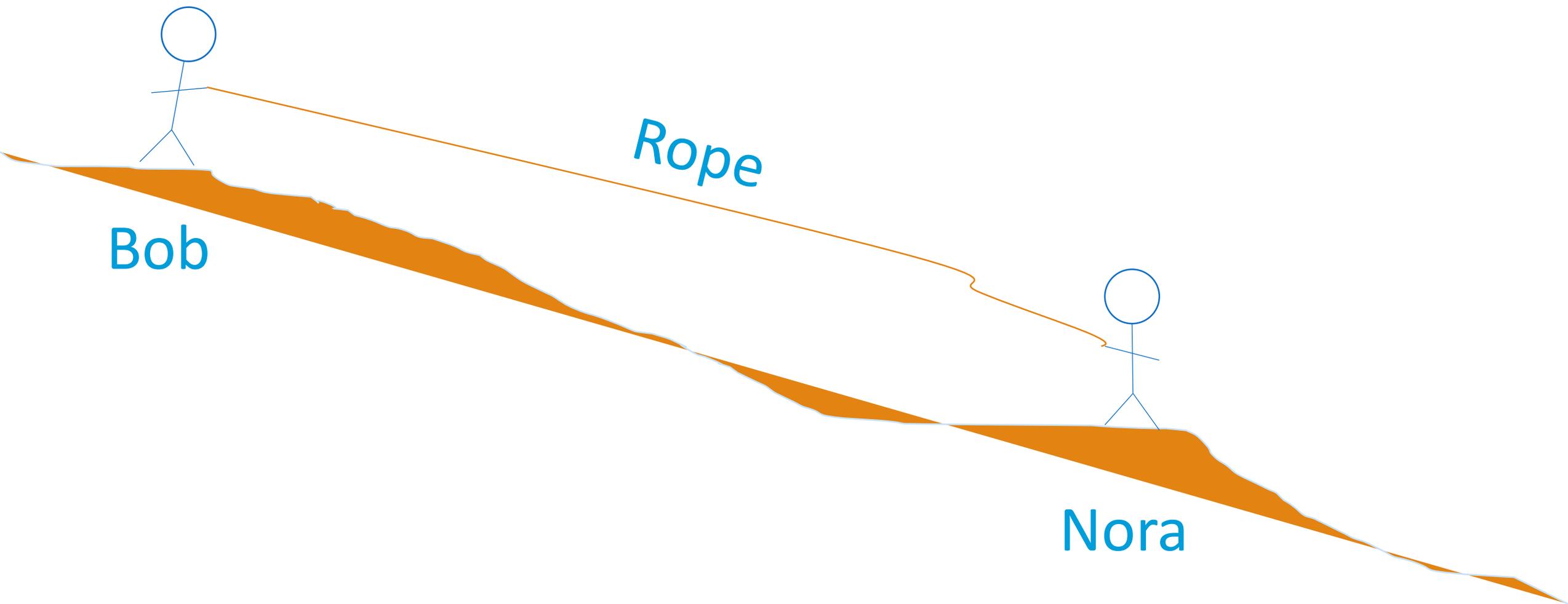
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supervisory support is clearly a  
multidimensional construct

Baldwin & Ford (1988), p. 93

# Multidimensional

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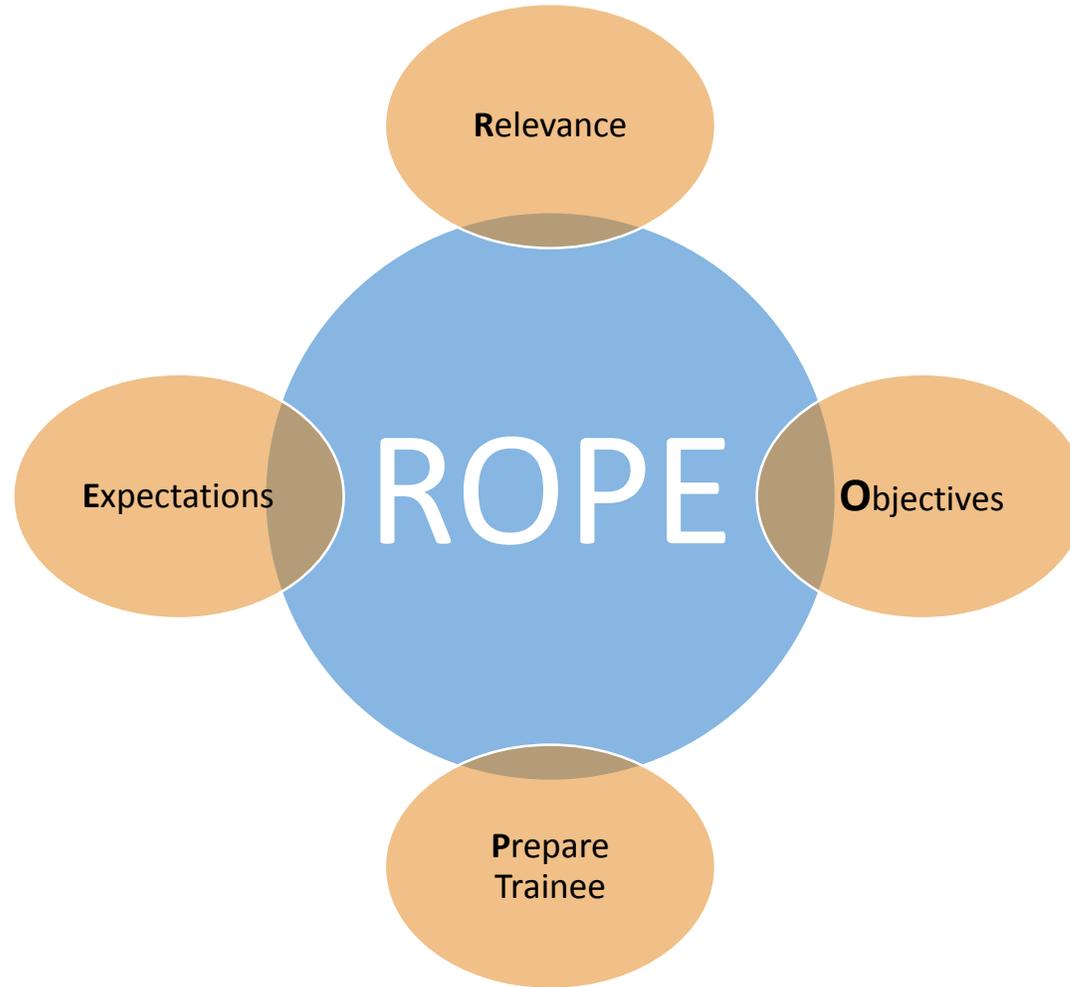
# Support *Before* Training

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by meeting with your direct report before training, you underscore the importance you place on getting a return for the time and money that will be invested, and you help your direct report focus on the most valuable elements of the program

# Support *Before* Training

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# Support *After* Training

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supervisors represent a potentially powerful influence for most workers, and only through individual coaching contacts can they ensure that transfer will occur

Broad & Newstrom (1992), p. 65

# Support *After* Training

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# Transfer of Training Checklist

<u>Transfer of Training Checklist</u>
Name: Training: Date:
<b><i>Before Training</i></b> Meeting Date: <ul style="list-style-type: none"><li>• Relevance</li><li>• Objectives</li><li>• Prepare Trainee<ul style="list-style-type: none"><li>○ Goal Orientation</li><li>○ Self-Efficacy</li></ul></li><li>• Expectations</li></ul>
<b><i>During Training</i></b> <ul style="list-style-type: none"><li>• Provide Time and Resources</li><li>• Avoid Interruptions</li></ul>
<b><i>After Training</i></b> Meeting Date: <ul style="list-style-type: none"><li>• Next Steps</li><li>• Obstacles</li><li>• Resources Needed</li><li>• Accountability</li></ul> Follow-Up Meeting(s):

# KCLS LEADS – Supervisor Handbook

## CONTINUOUS LEARNING

Optional Pre-meeting Prep:

- WATCH: Toyota's 8 Step Practical Problem Solving Methodology Overview, [https://www.youtube.com/watch?v=E\\_oUSZBgRDM&feature=youtu.be](https://www.youtube.com/watch?v=E_oUSZBgRDM&feature=youtu.be)

*Note: These optional materials are meant to give you a general understanding of the topic + the opportunity to learn along with your staff member. Please be assured you are NOT expected to be a content expert!*

Discussion Questions:

1. What was your Key Takeaway from class?
2. How might this apply to your Learning Goal?
3. How might you share what you're learning with your team? [if appropriate]
4. Do you have enough time to complete your assignments?

How can I best support you until we meet again?

Our next touch base meeting will be:

# Stakeholder Matrix (Page 1)

Transfer of Training Stakeholder Matrix (Supervisor)		
Actions Before Training	Actions During Training	Actions After Training
<p>Conduct an analysis of your staff's training needs</p> <p>Involve staff in determining their training needs</p> <p>Help staff recognize their training needs</p> <p>Identify appropriate trainings or other resources that meet staff needs</p> <p>Authorize staff to register for appropriate trainings</p> <p>For required trainings, notify staff (in a positive way) the reasons why they will be taking the training</p> <p>Approve appropriate requests for Individual Development funding for non-library trainings</p> <p>Inform Staff Development of perceived skill or knowledge gaps (if you are unable to locate appropriate trainings or other resources)</p> <p>Provide staff with <i>Learning &amp; Application Worksheet</i></p> <p>Discuss what staff hopes to learn in training</p> <p>Discuss how the learning will be applied at work</p> <p>Discuss the relevance and benefits of the training</p> <p>Discuss the training's objectives</p> <p>Connect the training to the strategic goals of the organization</p> <p>Set expectations for learning and application</p> <p>Demonstrate confidence in staff's ability to complete the training and apply it on the job</p>	<p>Provide time and resources for staff to attend the training</p> <p>Prevent staff from being interrupted while at the training</p> <p>Have the work of the staff member covered during the training</p> <p>Communicate support for the training</p> <p>Monitor attendance of staff who attend the training</p> <p style="text-align: center;">← <u>Throughout the Process</u> →</p> <p>Support and openly value participation in training</p> <p>Recognize staff participation in training</p> <p>Be open to new ideas</p> <p>Tolerate change and mistakes</p>	<p>Review staff's <i>Learning &amp; Application Worksheet</i></p> <p>Discuss what was learned in the training program</p> <p>Discuss how the learning will be applied on the job</p> <p>Reiterate the relevance and benefits of the training</p> <p>Reiterate the training's objectives</p> <p>Reconnect the training to the strategic goals of the organization</p> <p>Discuss your expectations for staff to transfer training to the job</p> <p>Assist staff member in creating next steps to apply learning on the job</p> <p>Explore anticipated barriers to transfer and possible countermeasures</p> <p>Remove barriers to applying learning on the job</p> <p>Talk with Staff Development about barriers actually preventing transfer of training to the job</p> <p>Provide time and opportunities to apply learning</p> <p>Provide equipment, materials, and supplies needed to apply learning</p> <p>Provide check-ins to communicate support</p> <p>Demonstrate confidence in staff's ability to complete training and apply it on the job</p>

Adapted from Broad (2005),  
Broad & Newstrom (1992)

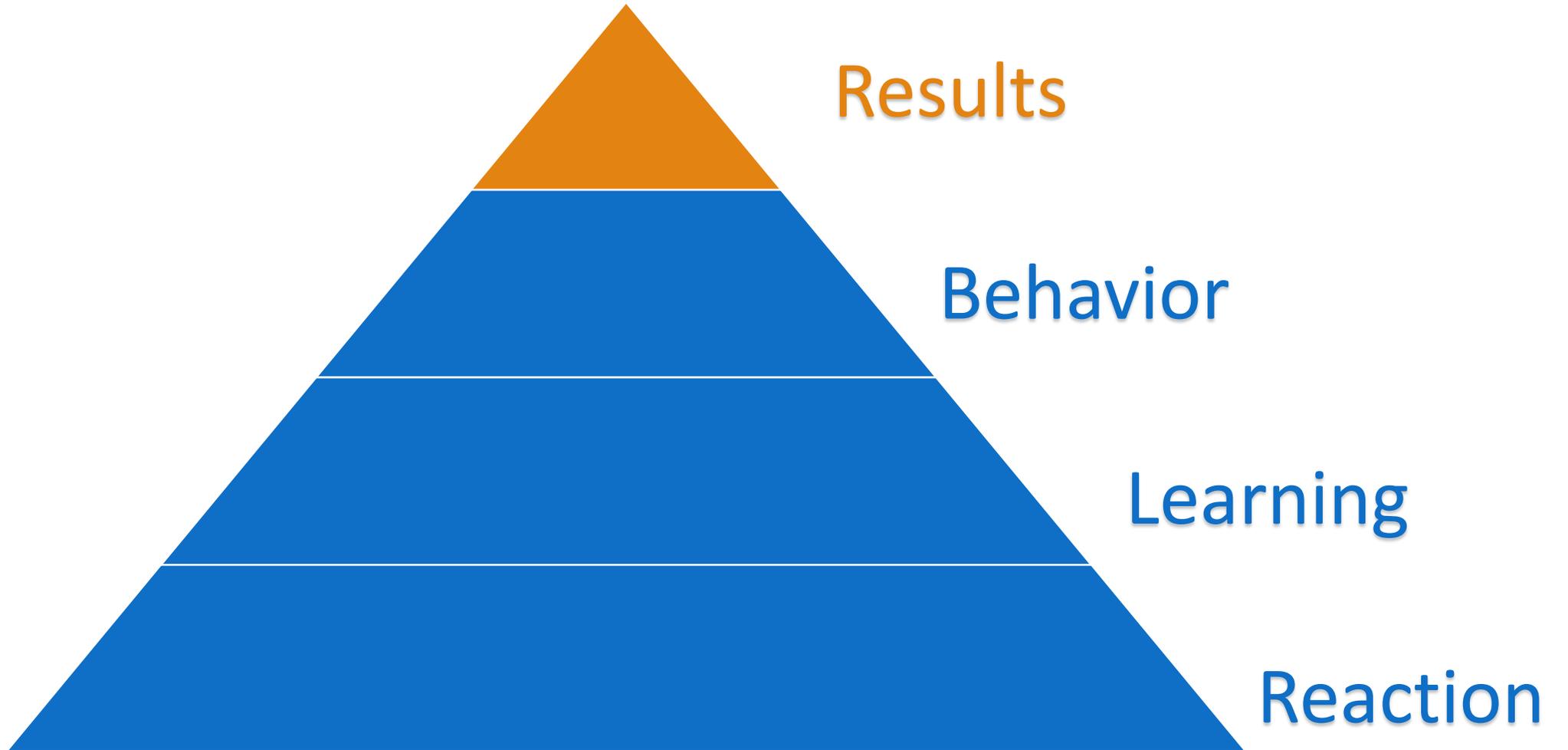
# Stakeholder Matrix (Page 2)

Transfer of Training Stakeholder Matrix (Supervisor)		
Actions Before Training	Actions During Training	Actions After Training
<p>Help staff focus on mastering new knowledge and skills</p> <p>Encourage active participation while in training</p> <p>Work with staff to increase job involvement and organizational commitment</p> <p>Attend training and/or review class materials to familiarize yourself with training content</p> <p>Demonstrate interest in staff's learning</p> <p>Model appropriate skills and behaviors on the job</p> <p>Provide time and resources to complete any pre-training assignments</p> <p>Assist with staff's preparation for training as appropriate</p> <p>Select staff to attend together (they can support each other with transfer as "training buddies")</p> <p>Become familiar with coaching skills to assist with post-training transfer of learning to the job</p> <p>Establish a space in your Cluster Notebook where staff can post training related information</p> <p>Talk with Staff Development about perceived barriers to transfer of training to the job</p> <p>Complete any pre-training evaluations of staff</p>		<p>Assure staff that lapses may occur and are not a sign of failure</p> <p>Demonstrate understanding if problems arise in the transfer of training</p> <p>Provide relevant job aids and other supportive resources</p> <p>Provide timely, relevant, and consistent feedback</p> <p>Continue to model appropriate skills and behavior on the job</p> <p>Continue to express interest in staff's learning</p> <p>Reward, recognize, and celebrate successful application of learning on the job</p> <p>Publicize successes resulting from the learning gained at training</p> <p>Provide time and resources for staff to complete any post-training assignments</p> <p>Encourage participation in follow-up training</p> <p>Have staff teach new learning to other staff members (e.g., at a meeting)</p> <p>Have staff mentor other staff members on the new learning gained from training</p> <p>Have staff post information about what was learned in your Cluster Notebook</p> <p>Complete any post-training evaluations of staff</p>

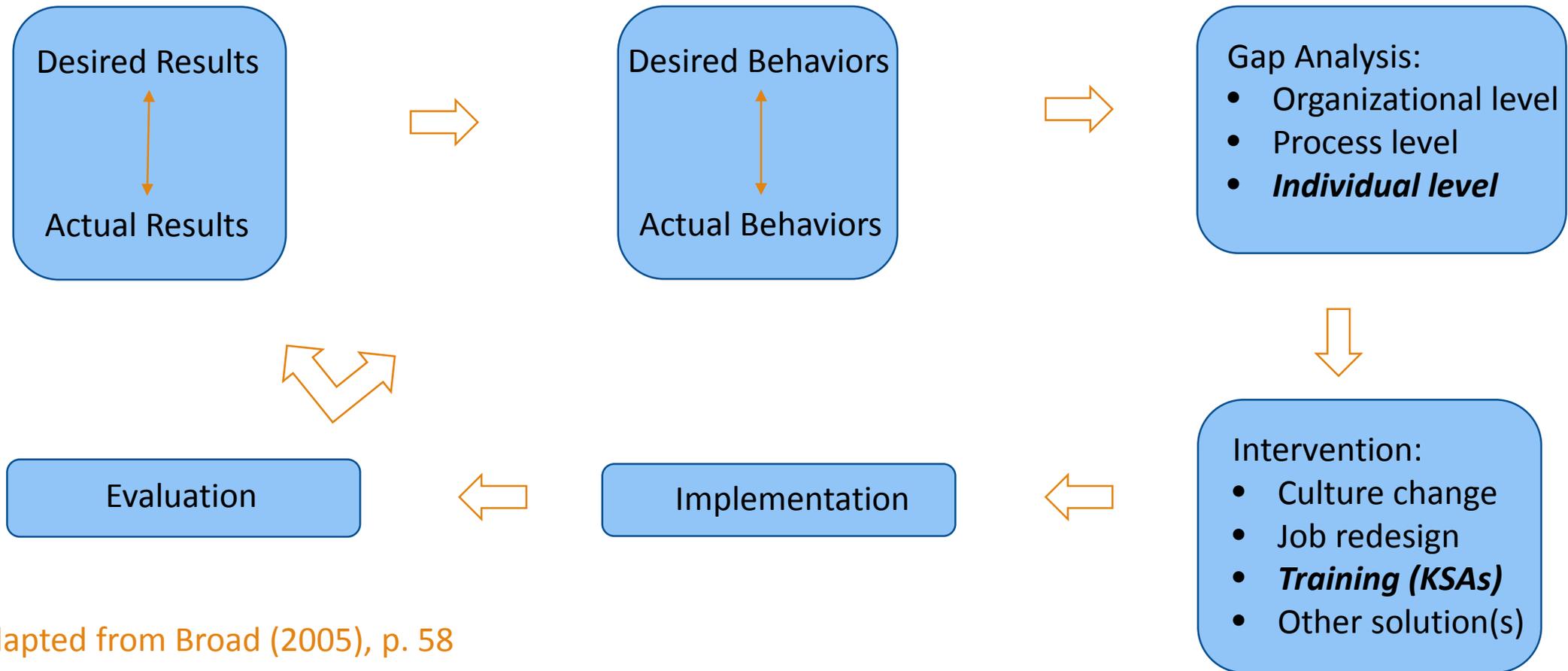
Adapted from Broad (2005),  
Broad & Newstrom (1992)

# Are Results Improved?

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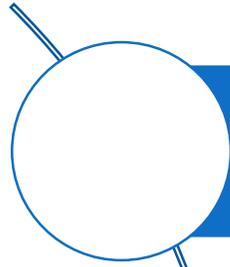


# Was Training Really the Answer?

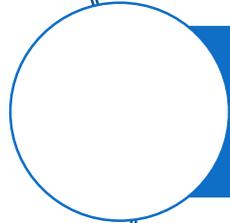


Adapted from Broad (2005), p. 58

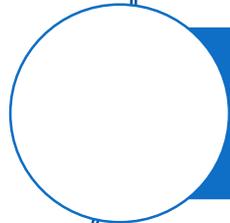
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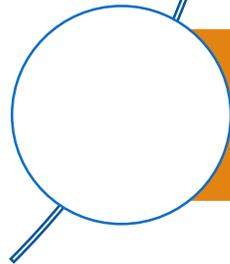
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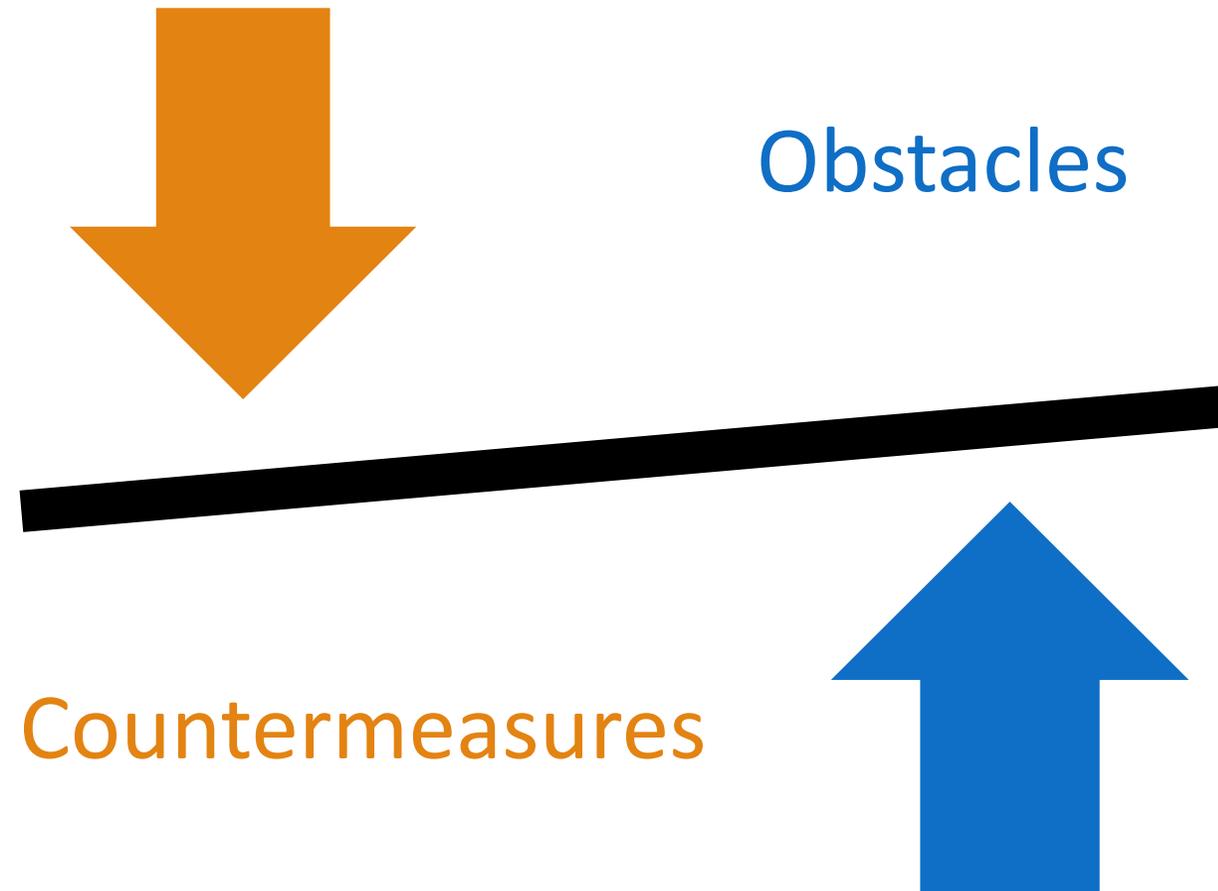
What you can do to make training stick



Getting started with transfer of training

# What's Stopping You?

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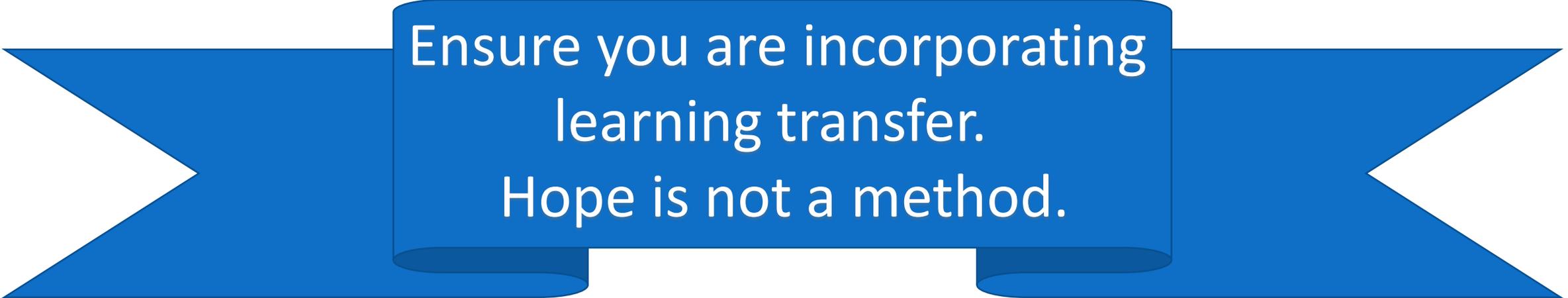
# What's In It For ...

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# Thank You!

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Ensure you are incorporating  
learning transfer.  
Hope is not a method.

Pollock, Jefferson, & Wick (2014), p. 415

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**Transfer of Training Stakeholder Matrix (Supervisor)**

Actions Before Training	Actions During Training	Actions After Training
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**Transfer of Training Stakeholder Matrix (Supervisor)**

Actions Before Training	Actions During Training	Actions After Training
<p>Help staff focus on mastering new knowledge and skills</p> <p>Encourage active participation while in training</p> <p>Work with staff to increase job involvement and organizational commitment</p> <p>Attend training and/or review class materials to familiarize yourself with training content</p> <p>Demonstrate interest in staff's learning</p> <p>Model appropriate skills and behaviors on the job</p> <p>Provide time and resources to complete any pre-training assignments</p> <p>Assist with staff's preparation for training as appropriate</p> <p>Select staff to attend together (they can support each other with transfer as "training buddies")</p> <p>Become familiar with coaching skills to assist with post-training transfer of learning to the job</p> <p>Establish a space in your Cluster Notebook where staff can post training related information</p> <p>Talk with Staff Development about perceived barriers to transfer of training to the job</p> <p>Complete any pre-training evaluations of staff</p>		<p>Assure staff that lapses may occur and are not a sign of failure</p> <p>Demonstrate understanding if problems arise in the transfer of training</p> <p>Provide relevant job aids and other supportive resources</p> <p>Provide timely, relevant, and consistent feedback</p> <p>Continue to model appropriate skills and behavior on the job</p> <p>Continue to express interest in staff's learning</p> <p>Reward, recognize, and celebrate successful application of learning on the job</p> <p>Publicize successes resulting from the learning gained at training</p> <p>Provide time and resources for staff to complete any post-training assignments</p> <p>Encourage participation in follow-up training</p> <p>Have staff teach new learning to other staff members (e.g., at a meeting)</p> <p>Have staff mentor other staff members on the new learning gained from training</p> <p>Have staff post information about what was learned in your Cluster Notebook</p> <p>Complete any post-training evaluations of staff</p>

**Learning & Application Worksheet**

**What I learned** in training that I will use on the job

**How I will use** this learning on the job

**The steps** I will take to use this learning on the job

**Why I want to use** this learning on the job

**The obstacles I see** to using this learning on the job

**How I will overcome** those obstacles

**Learning & Application Worksheet**

<p><u><b>What I learned</b></u> in training that I will use on the job</p>	<p><u><b>How I will use</b></u> this learning on the job</p>	<p><u><b>The steps</b></u> I will take to use this learning on the job</p>
<p><u><b>Why I want to use</b></u> this learning on the job</p>	<p><u><b>The obstacles I see</b></u> to using this learning on the job</p>	<p><u><b>How I will overcome</b></u> those obstacles</p>

## Transfer of Training Checklist (Supervisor)

Name:

Training:

Date:

### ***Before Training***

Meeting Date:

- Relevance
- Objectives
- Prepare Trainee
  - Goal Orientation
  - Self-Efficacy
- Expectations

### ***During Training***

- Provide Time and Resources
- Avoid Interruptions

### ***After Training***

Meeting Date:

- Next Steps
- Obstacles
- Resources Needed
- Accountability

Follow-Up Meeting(s):