

Making Employee Training Stick

An Interactive Webinar for Supervisors

TERRY MCQUOWN, ANDREW SANDERBECK, & BRENDA HOUGH

OCTOBER 24, 2017

Housekeeping

Participants are muted

Submit Questions at any time, answers at the end

Recording and Tutorial will be made available ASAP

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Who We Are



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Infopeople, a grant project of the Califa group, is supported in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.

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 we're going



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Three Important Stakeholders

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

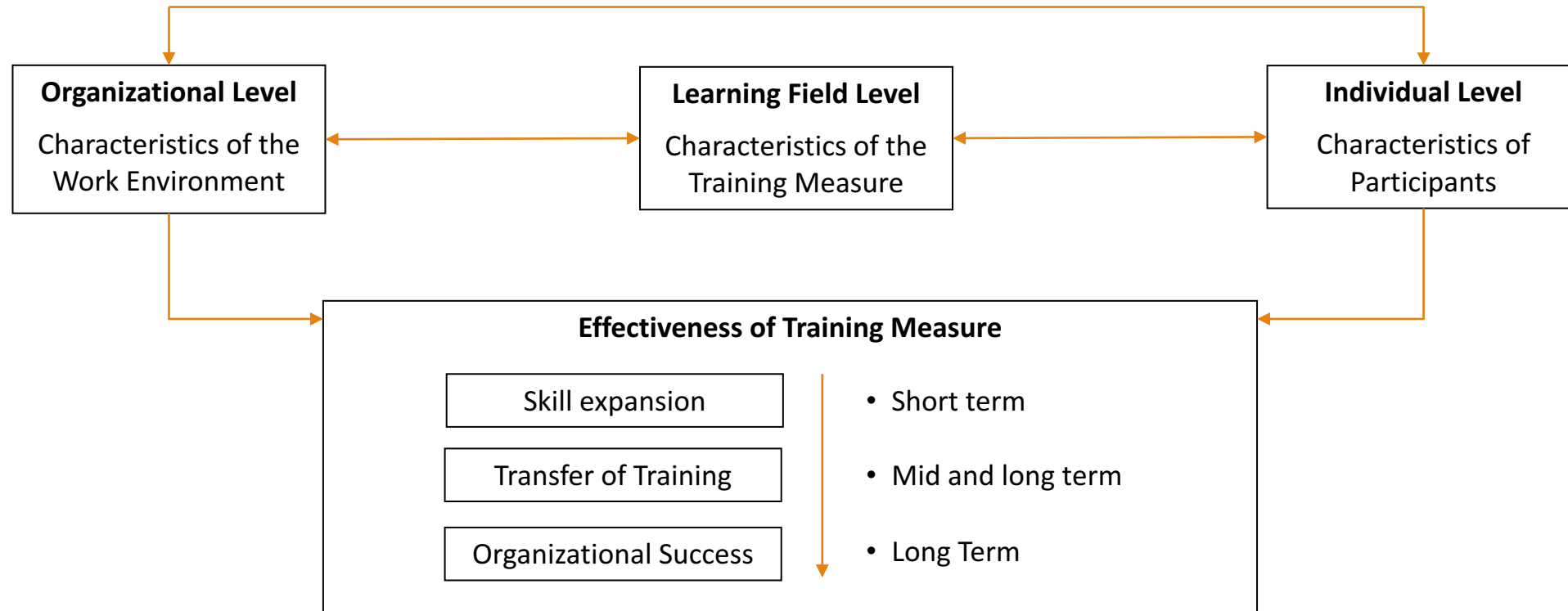
Adapted from Broad & Newstrom (1992), p. 52

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.

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

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

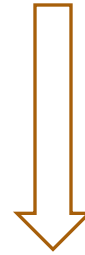
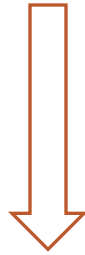
What you can do to make training stick

Getting started with transfer of training

How Many See Training

Start

Finish



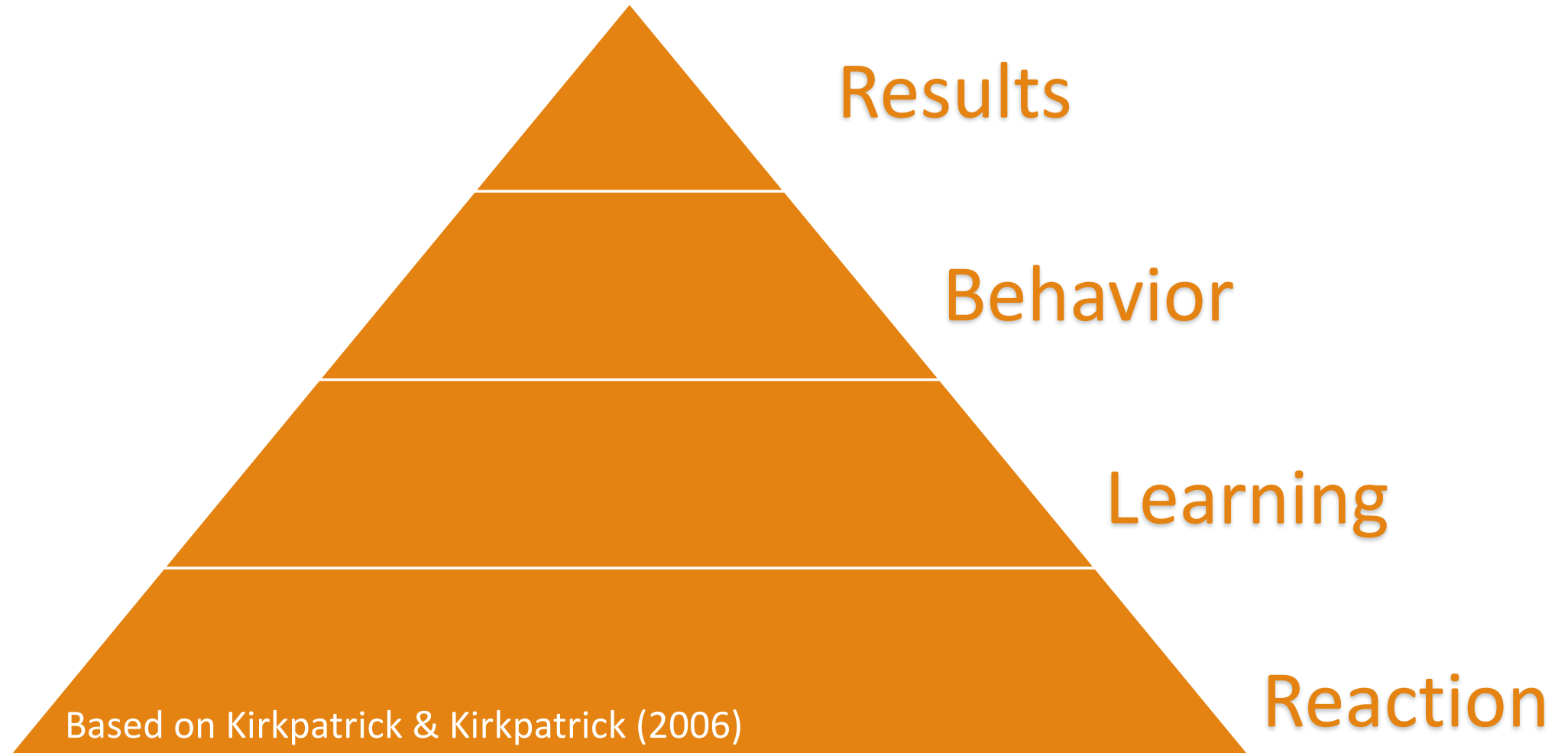
Training Event

Where Is Your Focus?

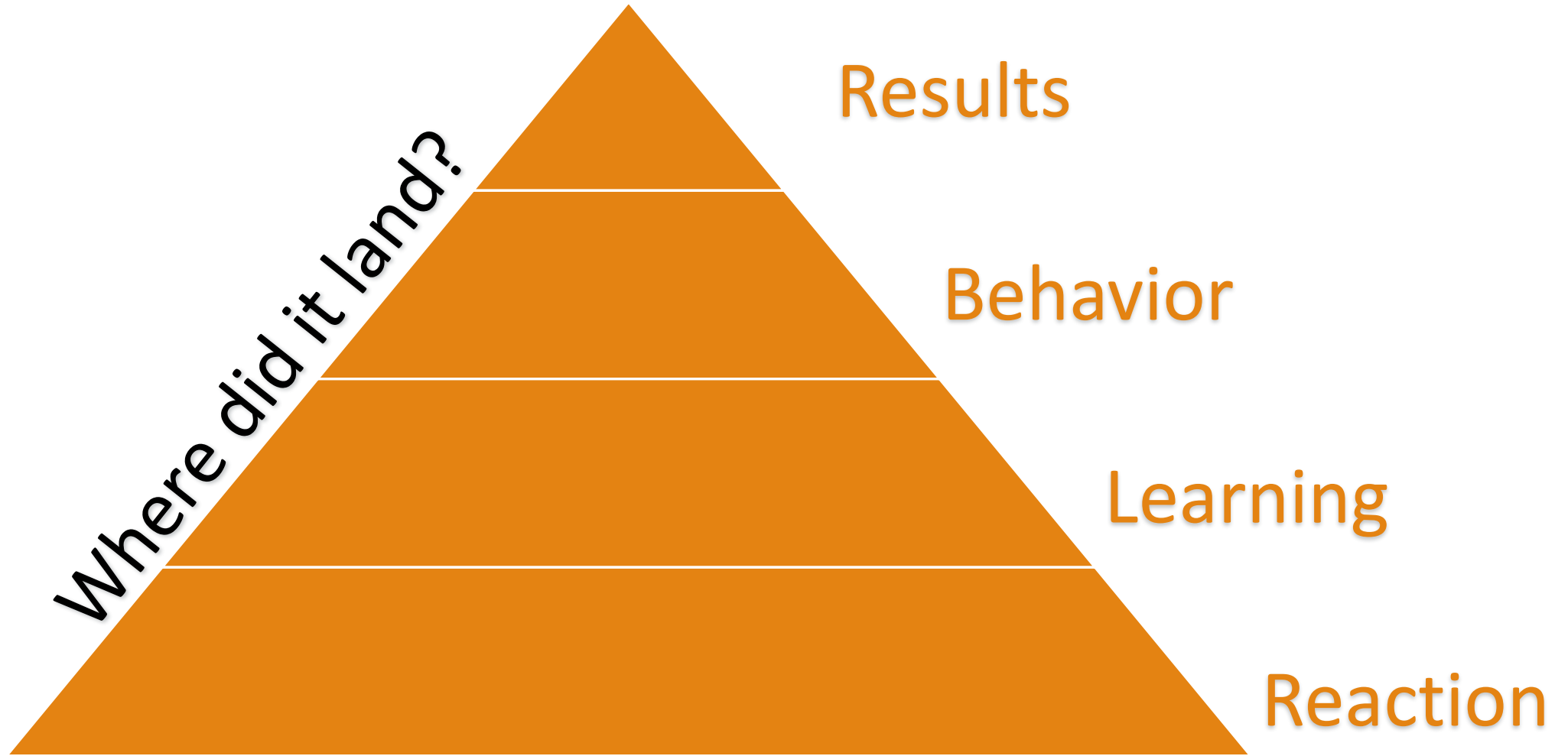
too many organizations are focused
on the wrong finish line

Weber (2014), p. 28

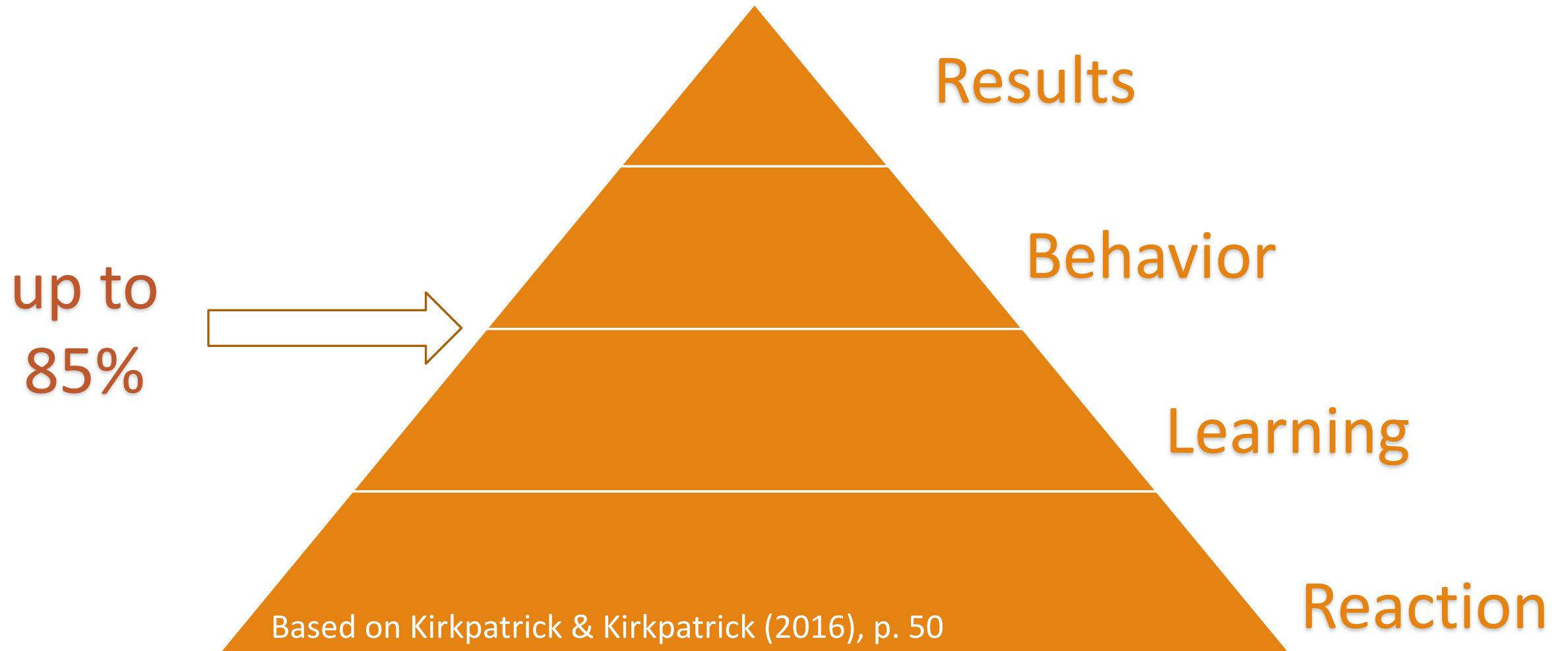
Evaluation Of Training



Your Last Training



Learning Scrap



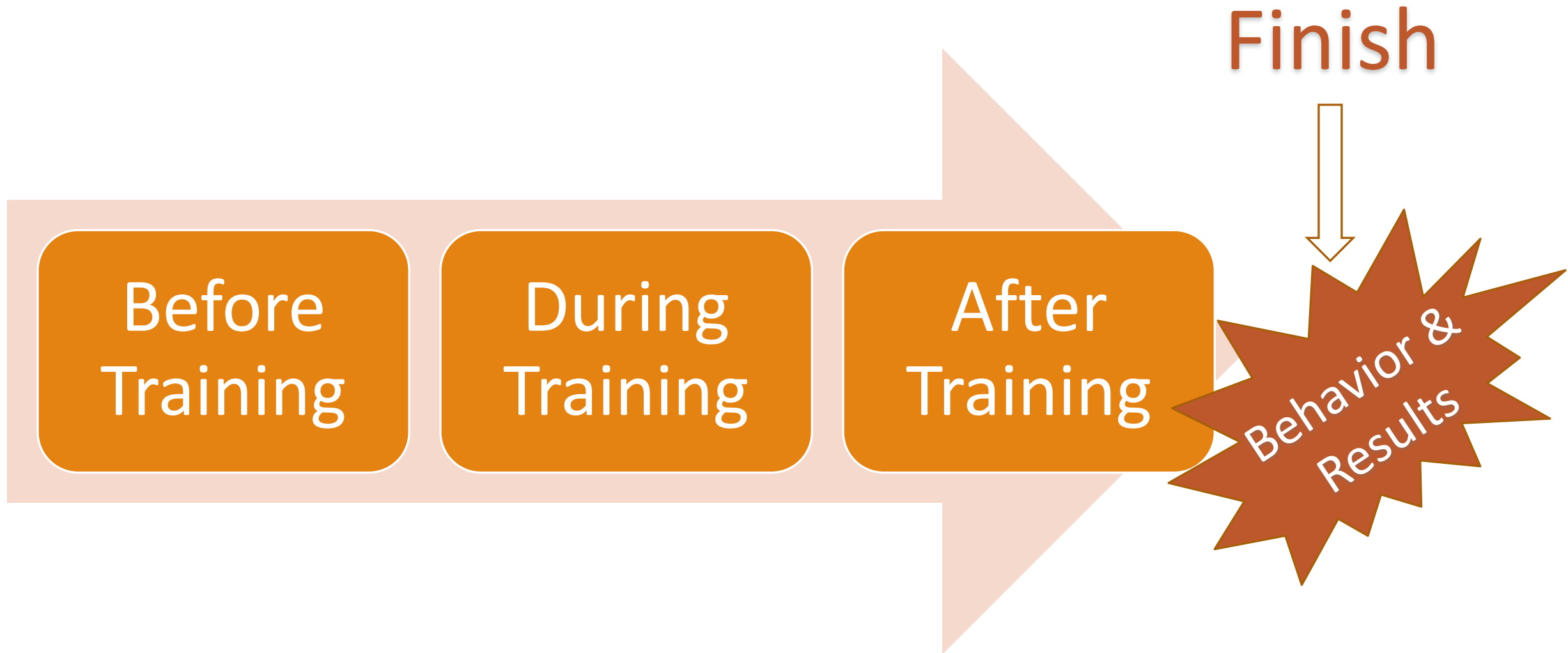
What Leads To Learning Scrap?



Training Is A Process



The Real Finish Line



Transfer of Training

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

Broad & Newstrom (1992), p. 6

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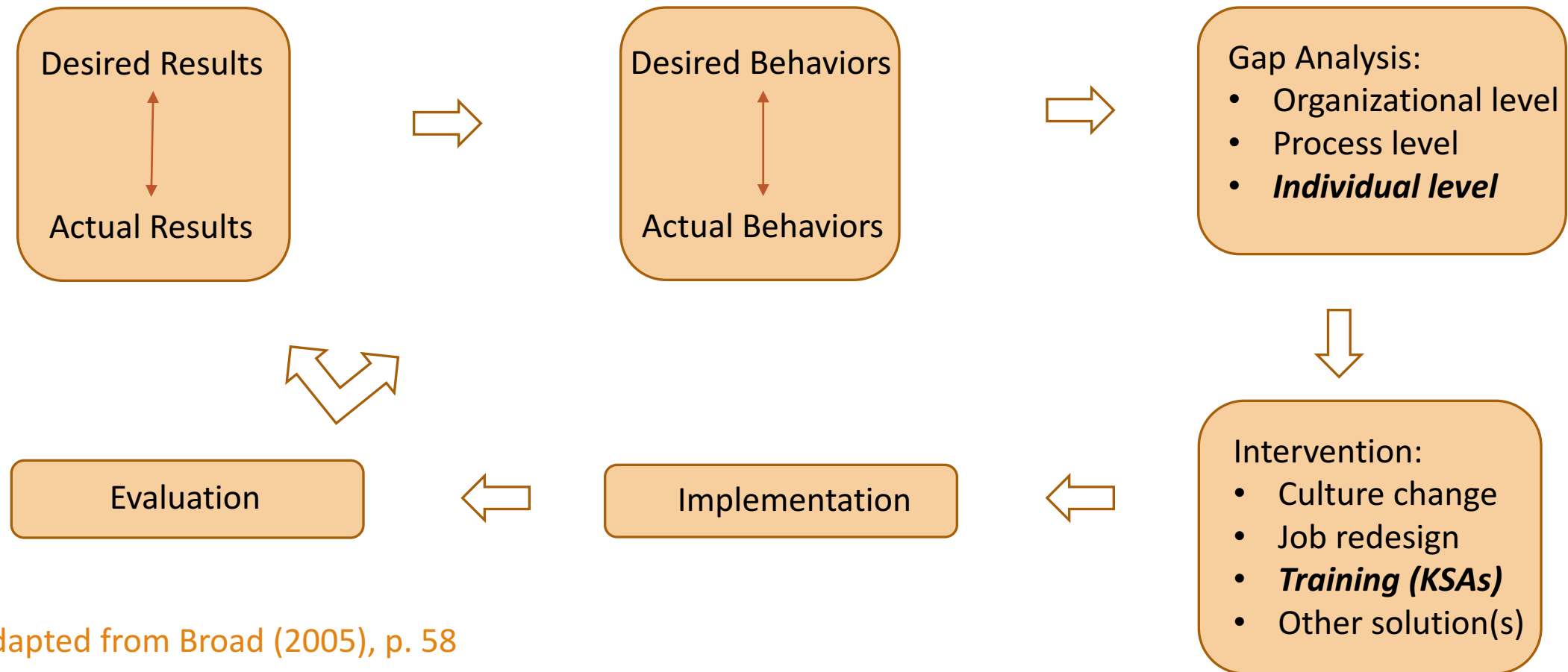
Getting started with transfer of training

Training Is Not A Silver Bullet

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

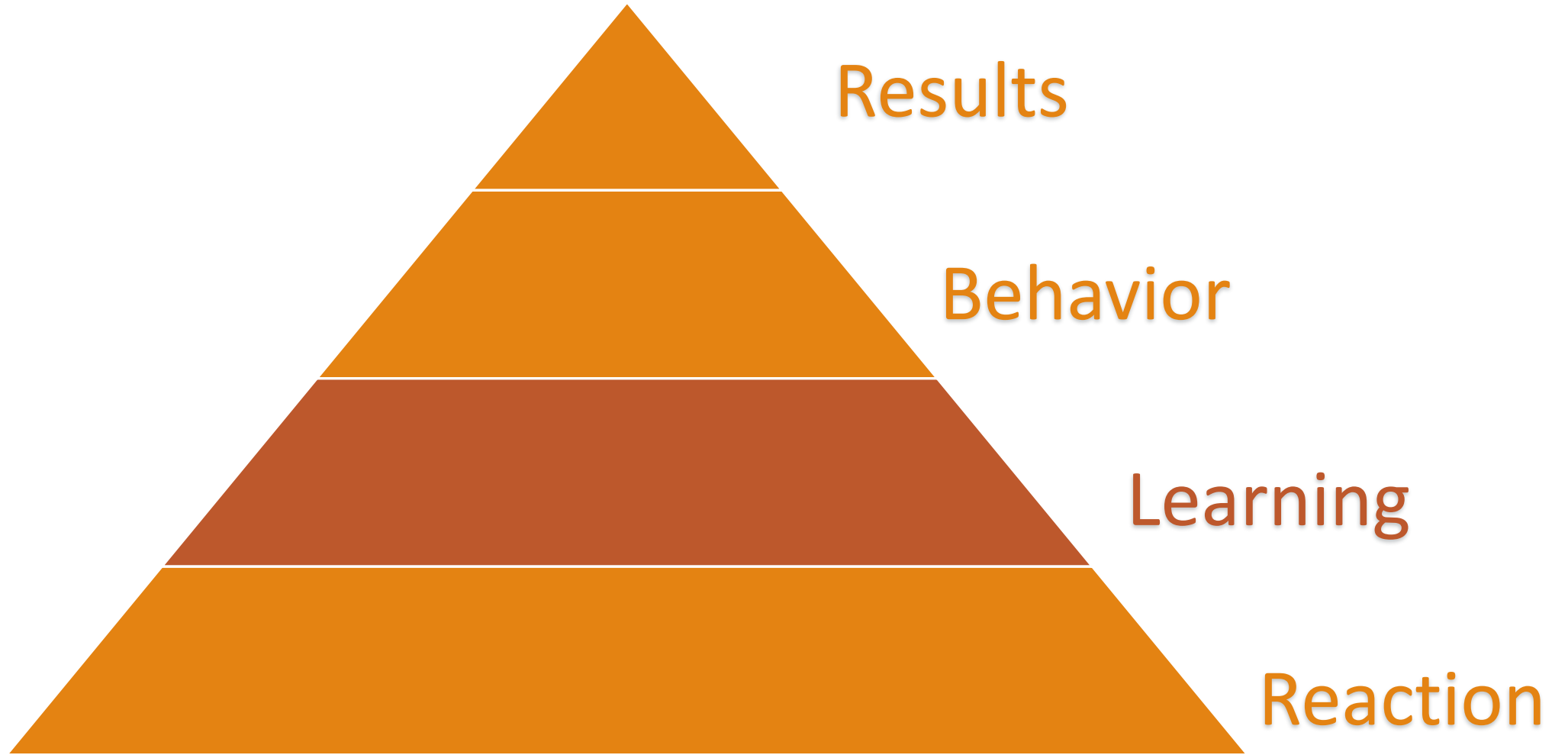


Adapted from Broad (2005), p. 58

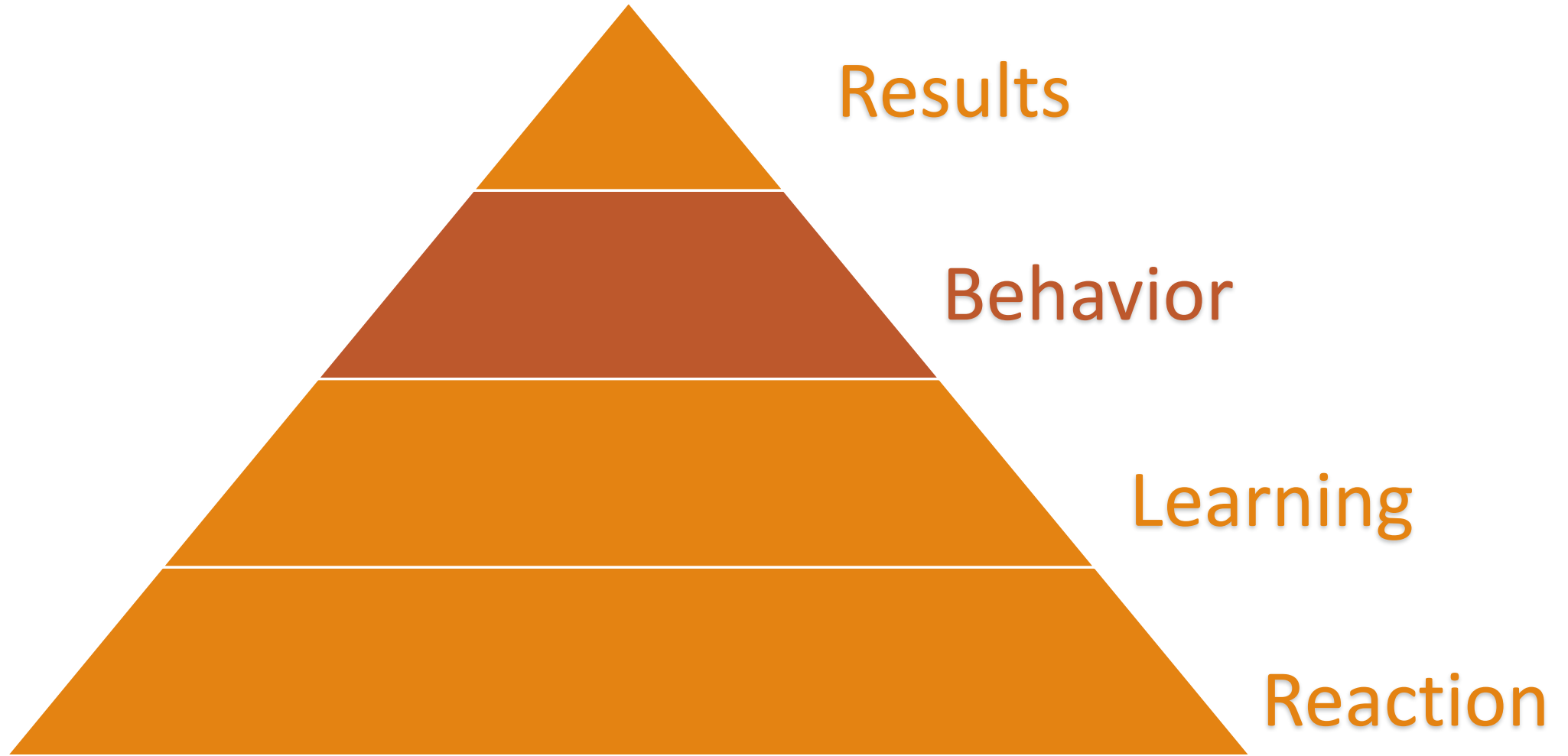
Three Key Topics

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



How Your Staff Will Apply It On The Job



Getting to Know Bob

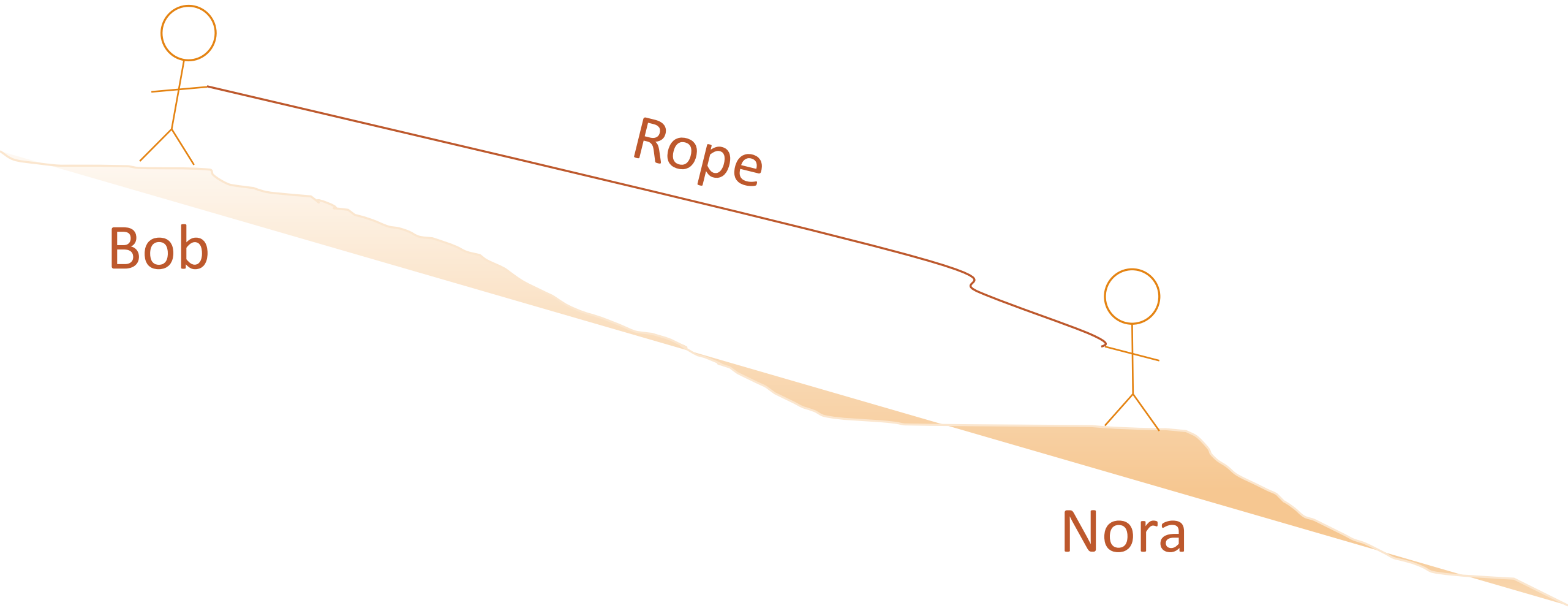
Learning & Application Worksheet		
<u>What I learned in training that I will use on the job</u>	<u>How I will use this learning on the job</u>	<u>The steps I will take to use this learning on the job</u>
<u>Why I want to use this learning on the job</u>	<u>The obstacles I see to using this learning on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

No Single Thing

supervisory support is clearly a
multidimensional construct

Baldwin & Ford (1988), p. 93

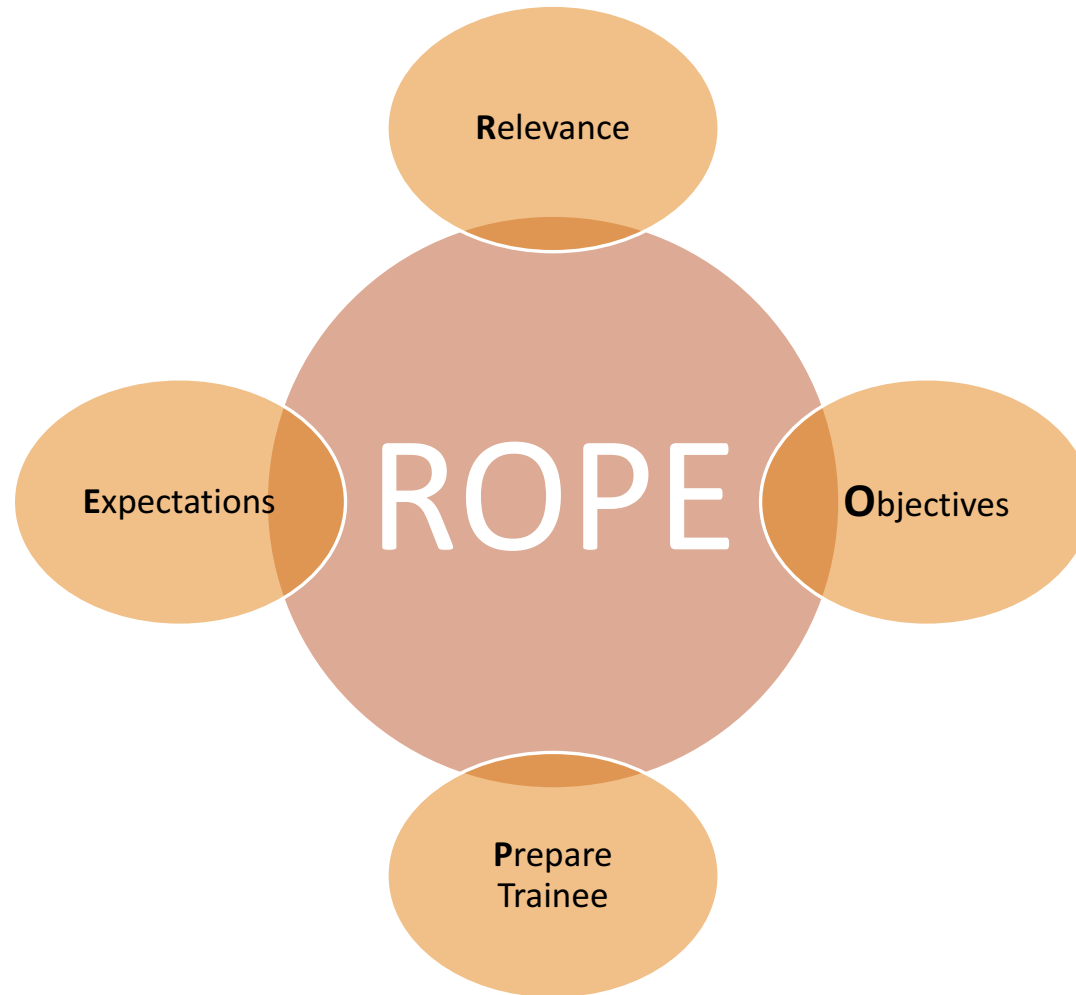
Multidimensional



Support *Before* Training

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





Introduce Yourself Forum

“How you hope to use what you learn in this course “

"to address a gap in my knowledge"

"looking for tips and tricks to improve what we already do"

"seeking new ideas"

"would like to learn how other libraries are doing this"

"to help me improve a program"

"I'm going to apply the knowledge to a project that I'm working on"

"to better meet the needs I see in my community"



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"I'm going to apply the knowledge to a project that I'm working on"

"to better meet the needs I see in my community"

~~"I don't know??"~~



Introduce Yourself Forum

"How you hope to use what you learn in this course"

Support *During* Training



Time and Space



Support *During* Training

- a. Seek training that includes **practical** and **relevant** exercises and activities.
- b. Be **available** and **interested** in talking about those exercises and

Support *During* Training

a. Seek training that includes **practical** and **relevant** exercises and activities.

b. Be **available** and **interested** in talking about those exercises and

“Hoping to get my director on board with trying this”

“Going to make a case with library administration that this is something we should implement here”

Support *After* Training

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





Course Evaluation

“What did you learn in this course that you can apply to your job?”

Transfer of Training Checklist

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

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 & 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>← Throughout the Process →</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 & 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>

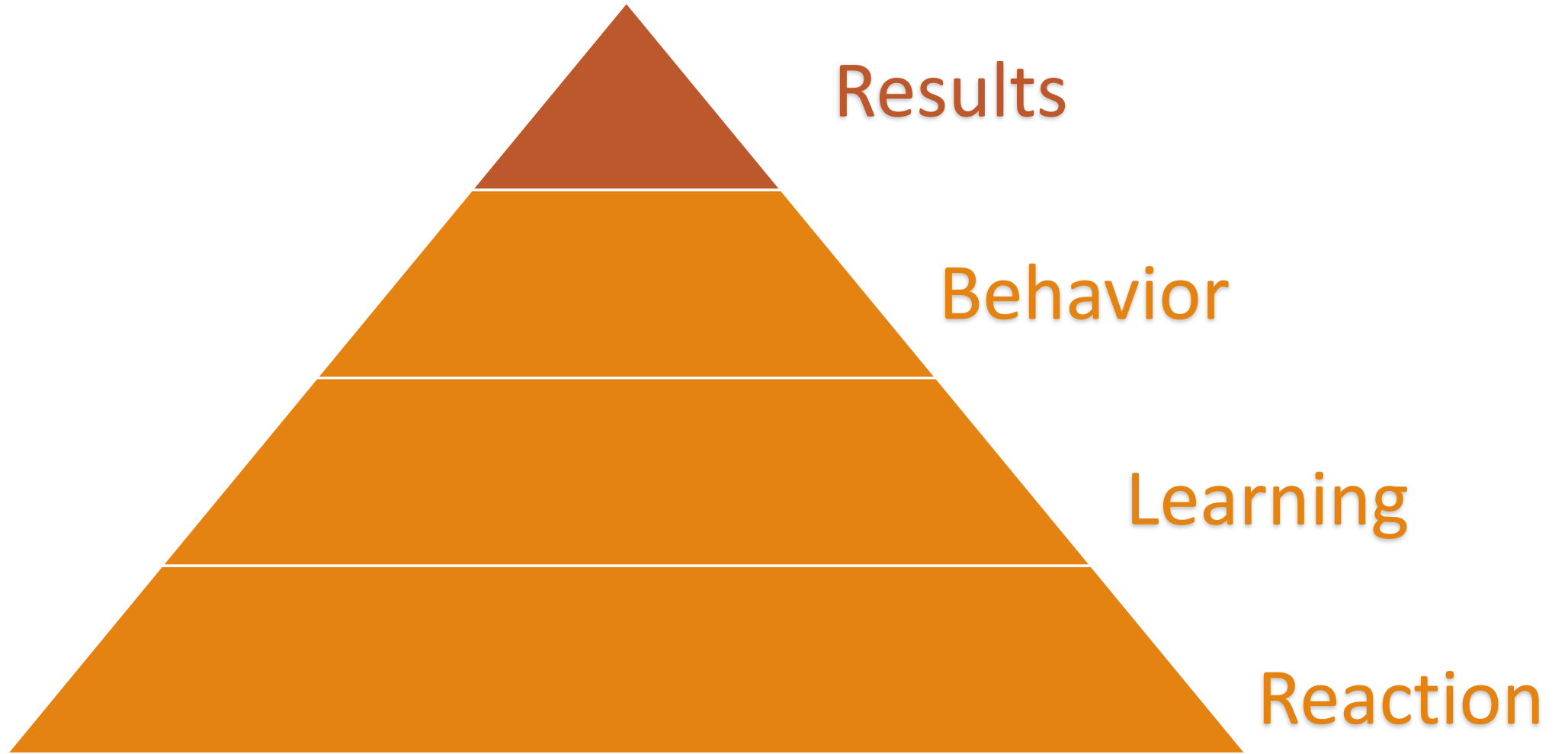
Adapted from Broad (2005),
Broad & Newstrom (1992)

Stakeholder Matrix (Page 2)

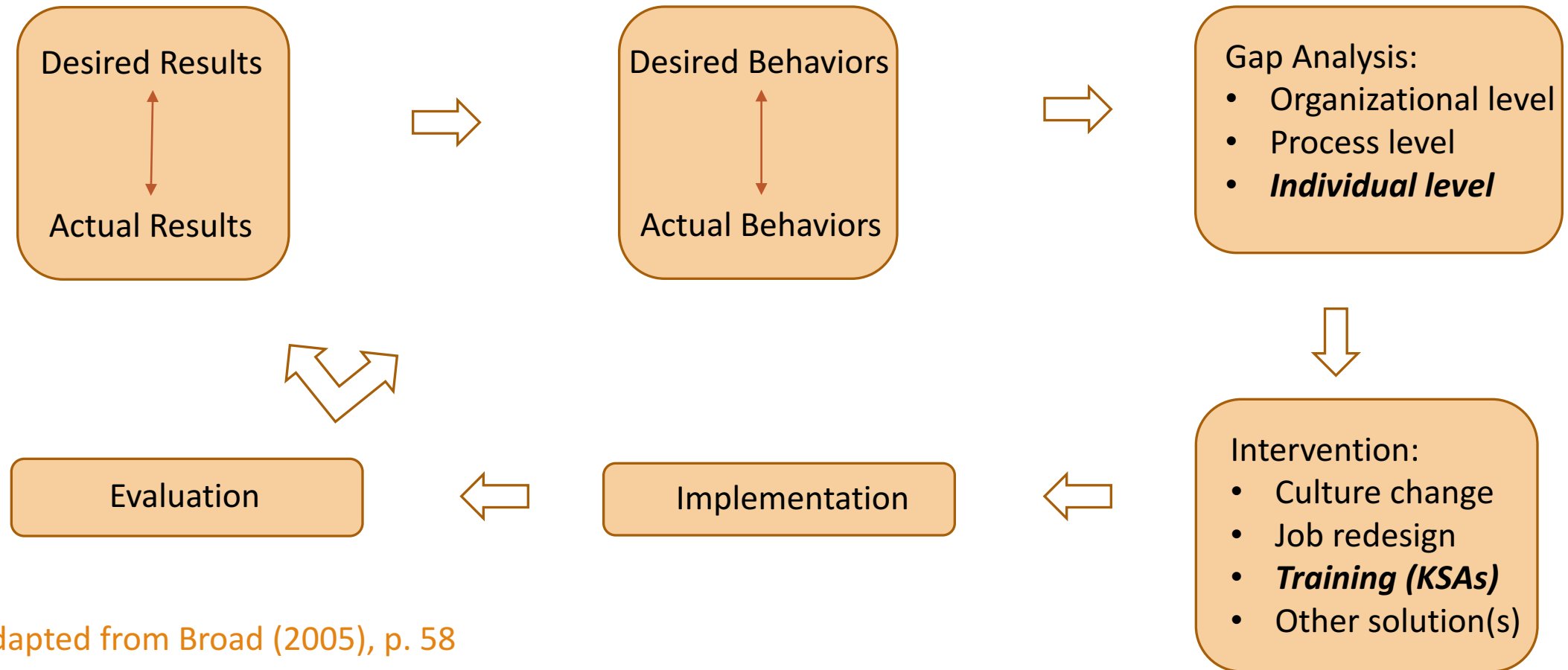
Transfer of Training Stakeholder Matrix (Supervisor)		
Actions Before Training	Actions During Training	Actions After Training
<p>Help staff focus on mastering new knowledge and skills</p> <p>Encourage active participation while in training</p> <p>Work with staff to increase job involvement and organizational 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?



Was Training Really the Answer?



Adapted from Broad (2005), p. 58

Where we're going



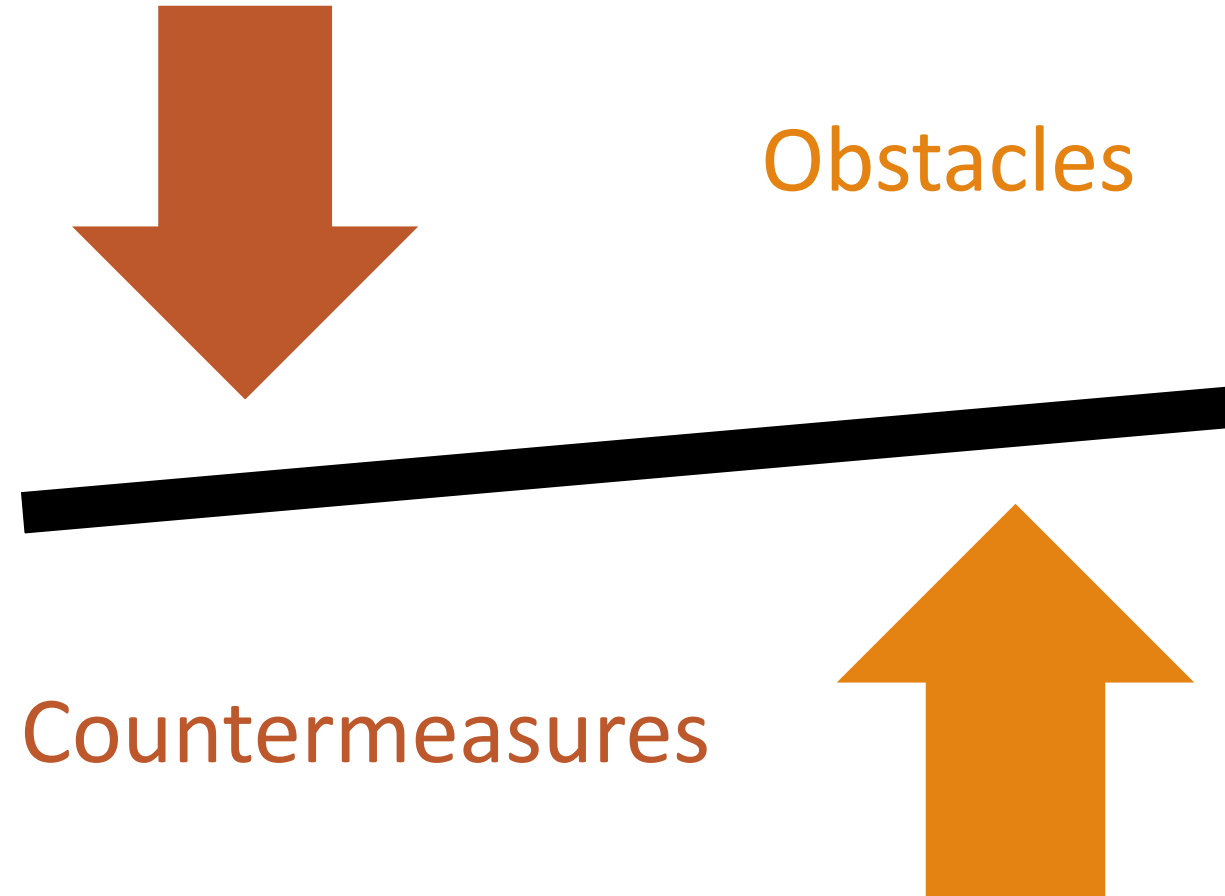
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What's Stopping You?



What's In It For ...

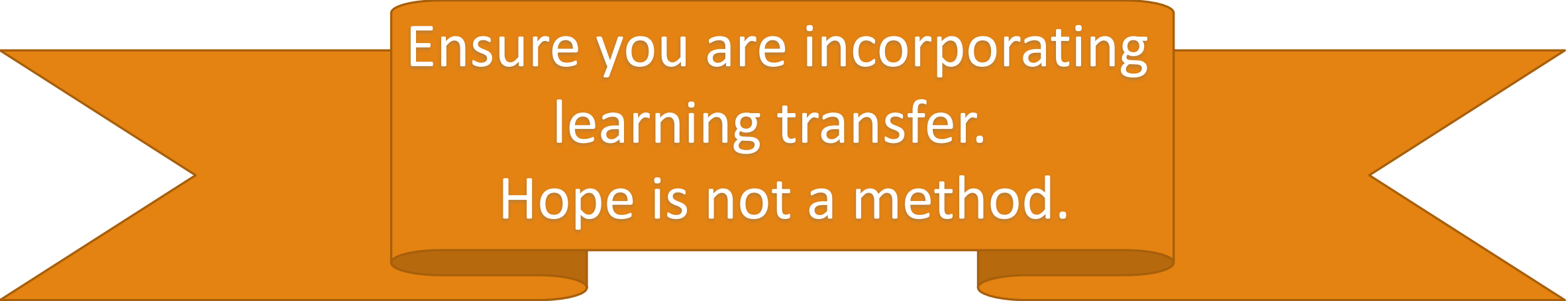




Building an Effective Learning Culture

January – June 2017

Thank You!



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

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

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