



Activities to Promote the Transfer of Training

Things Trainees, Co-Workers and Supervisors Can Do to Help Transfer Training Back to the Job			
	BEFORE	DURING	AFTER
Trainees	<ul style="list-style-type: none"> • Work with supervisors to plan coverage of cases/units while in training. • Identify cases to keep in mind. • Begin to formulate objectives for action plan. • Foster mind-set of getting involved in the learning and transfer process. 	<ul style="list-style-type: none"> • Identify barriers and facilitative forces for application. • Ask, "How can I apply this to my caseload?" • Identify key individuals who can have an impact on barriers and facilitators. • Make a commitment with co-trainees to support each other. 	<ul style="list-style-type: none"> • Hold a timely meeting with supervisor to discuss importance and application. • Share information with coworkers. • Follow through with action plan. • Place visual reminders where easily seen.
Trainers	<ul style="list-style-type: none"> • Conduct a multi-measure needs assessment. • Provide information (e.g., objectives and outline of training) to administrators, supervisors, and trainees. • Make transfer a priority in all phases of the training cycle. 	<ul style="list-style-type: none"> • Set the stage for focusing on transfer. • Learn retention strategies (identical elements, general principles, stimulus variability, conditions of practice). • Focus on adult learning principles and trainee learning styles. • Implement action plan. 	<ul style="list-style-type: none"> • Offer reminders of commitment to action plan. • Use "booster shot" training sessions. • Evaluate transfer.



<p>Co-Workers</p>	<ul style="list-style-type: none"> • Involve teams in the needs assessment process. • Have teams identify the impact of training on specific cases. • Encourage active involvement in the learning and transfer process as a group norm. • Identify how training relates to team goals. 	<ul style="list-style-type: none"> • Sit together to reinforce learning and application behavior of other team members. • Review team members' action plans. • Make plans to reinforce teammates' action plans. • Develop a team action plan. 	<ul style="list-style-type: none"> • Review training content and application in team meetings. • Remind team members of action plans. • Provide team recognition for transfer. • Integrate training team plans and decisions.
<p>Supervisors</p>	<ul style="list-style-type: none"> • Be involved in the planning and development of training. • Stress the importance of self-development from the start of employment. Encourage development of self-monitoring skills. • Convey training and application as a priority. Help workers see the need for training (connection to improved performance, self-development, agency mission and goals) as well as both learning and doing. • Decide when there is a need for training, and only send learners with an identified training need, so that they're the 	<ul style="list-style-type: none"> • Ensure that there are no distractions and cover for the trainee if necessary. • Convey that training is a priority. • Discuss training and application with workers between sessions, if multiple day training. • Attend training. 	<ul style="list-style-type: none"> • Reduce barriers to application of new skills. • Provide worker opportunity to try out new skills and reinforce usage. • Observe the use of new skills and provide performance feedback or coaching. • Provide support during the time when results are reduced because of new skills. • Meet with supervisee within a week to review key points in training and action plan. In this supervisory conference, use questions to help the worker integrate learning, plan for application, promote greater depth in processing, attach new learning to previous learning and future application, use labels and general rules as well as identify exceptions, and see underlying



	<p>right learners at the right training at the right time.</p> <ul style="list-style-type: none">• Conduct a pre-training conference with the trainee and discuss workshop expectations.• Assess prior learning experiences and identify what helped or hindered learning and application. Clarify goals, roles, and interpersonal expectations. Consider developing a learning contract or action plan.• Help workers identify cases and situations relevant to an upcoming training.		<p>principles of child welfare work. Ask the following:</p> <ul style="list-style-type: none">○ What were the three most important learning points?○ How is this learning similar to what you already know?○ How is it different?○ What cases and situations does it apply to? Why?○ What ideas do you have for application?○ When should this not be used?○ How can you adapt the ideas to fit a new situation? <ul style="list-style-type: none">• Have worker present learning at a team meeting.• Encourage other team members to think of possible applications.• Provide continuous then intermittent reinforcement.• Help worker plan for using retrieval cues.• Encourage the worker to do memory work and reflect on interaction with clients.• Continue to monitor the learning and application process.
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Source: Curry, D., McCarragher, M., & Dellmann-Jenkins, M. (2005). *Training, transfer, and turnover: Exploring the relationship among transfer of learning factors and staff retention in child welfare*. *Children and Youth Services Review, 27*(8), 931-948.