

TRANSFER OF LEARNING STRATEGIES*

Before Training:

- Convey training as a priority! Workers need to know that their increased knowledge and skill are valued.
- Create personal development plans that build on the worker's training needs assessment (ITNA). Be clear about what knowledge and skills are being addressed by the training opportunity; that is, link the training to personal need and to the work before the worker begins the training program.
- Discuss workshop expectations with workers to determine what they hope to learn at the training and, if that is unrealistic, provide a description of what can be expected. This implies that supervisors should be familiar with the content of training or educational programs in which workers participate.
- Develop with the worker an action plan for how the new knowledge and skills will be implemented.

During Training:

- Do not compete for workers' time. Allow them to focus on the training. Offer clear approval for time away to attend trainings.
- Cover the positions of staff attending training with floater professionals. Don't call workers out of training to handle ongoing caseload activities.
- Tell staff members not to carry their pagers or cell phones while in training. Provide one training opportunity at a time so staff do not have multiple conflicting training demands.

After Training:

- Create regular methods, such as a sharing library, for employees to share what they learned in training with supervisors and colleagues. Another good way to keep training and learning a priority is to start each day by asking, “What new things have we learned recently?”
- Discuss training and potential applications with the worker between sessions.
- Meet with the worker within a week to review key points in training and their action plan.
- Provide workers with the opportunity to try out their new skills.
- Provide reinforcement for using new knowledge and skills and help supervisees draw connections between the new and familiar.
- Reduce barriers to the application of new skills by countering negative arguments and making arrangements so that skills are practiced.
- Be a good role model by attending trainings and modeling the sharing of new information.

*Taken from Brittain, C.R. & Potter, C.C. (2009). *Developing Worker Competence*. In Eds. Potter, C.C. & Brittain, C.R.(Eds). *Child Welfare Supervision: A Practical Guide for Supervisors, Managers and Administrators*. New York: Oxford.