

## **Training Transfer - Making staff training work for your staff and service users**

### **A guide for supervisors**

Supervision sessions provide the ideal time to check staff progress in integrating new knowledge, understanding and skills into their work, to give constructive feedback, and to find out what more you can do as their supervisor to support the transfer of learning.

*Organisational studies have shown that what managers do before and after training is as important as what the trainer does during the training session (Simkovits)*

#### **Before Training**

Ensure that the member has staff has thought about why they are attending the training, what they hope to get from it, and what you as their supervisor/manager expect them to gain from it.

#### **During training**

Make sure the participant is able to focus on the training – encourage and allow them time away from work with minimal distractions.

#### **After training**

It is important to review the extent to which staff developed their understanding, changed their behaviour, and applied their learning, immediately after the training and at intervals after, to ensure that learning is integrated into practice and that changes are sustained.

People need the opportunity to use their learning quickly after a training session (ideally within a fortnight).

### **Use these questions to explore transfer of learning with your supervisee:**

#### **Supervision review:**

- How will you use the information and ideas learnt on the training?
- What new knowledge/skills has the training brought to your work?
- How has it impacted on existing knowledge and skills?
- What has become clearer?
- What have you been reminded of?
- What might you do differently?
- In simple terms, how would you explain what you learnt to someone who didn't attend today? (friends, family, co-worker?)

### **Encouraging staff to try it out**

- What are your next steps? Goals? Timescales?
- When will you do it?
- What resources support do you need? (people, equipment/materials , time)

### **Putting it into practice**

- How will you and others know you are doing it? How will you measure your progress? What benefits might you see?
- What will complicate things when you're trying it out? What barriers might you face? How will you avoid or negate these?

### **Reviewing the new practice**

- Did staff put learning into practice in the workplace? How was it? As it is practice, they may need support to keep practising! Give praise, encouragement and constructive feedback.
- How do you think the learning has improved your effectiveness/outcomes?
- Have other staff noticed changes in the way you are working? What is the impact on work with service users?
- Give one example of how your practice will/has changed as a result of the training
- How can you keep this going?; When shall we review this next?

### **Other ideas:**

- Encourage staff to find a 'training partner' to talk about learning needs and gains before, during and after the training.
- Encourage groups of newly trained staff to meet regularly to share insights, information and successes and offer each other help and support in applying new skills (peer support groups).
- Establish facilitated group supervision as a follow up to training to embed learning, or as a regular meeting to reflect on practice and increase confidence and skills in the workplace.
- It may be helpful to attend the training yourself.
- Encourage staff to read/reflect on course materials, training manuals, tools and bibliographies supplied.

Developed by The Training Exchange, using ideas from:

- Heathfield, S, Everyone wins: tips for employee training transfer. [www.humanresources.about.com](http://www.humanresources.about.com)
- Simkovits, H, Making training stick: transferring training from the classroom to the job. [www.businesswisdom.com](http://www.businesswisdom.com)
- Supervisors after learning. [www.intrahealth.org](http://www.intrahealth.org)