



Worksheet 3b.A1

Competency: Capacity Building— Amping Up Transfer of Learning

Restraining Forces Before Training

- Trainee hears negative messages about the training before attending (e.g., the training is terrible; you won't be able to use it on the job).
- Trainee thinks training is a vacation away from the job. Trainee does not come prepared to learn.
- Trainee does not have a choice in attending the training session; the training department has signed up the trainee. The supervisor is not involved in the decision, either.
- Trainee does not see the connection between training and increasing work effectiveness with clients.
- Trainee is the only one from his/her unit sent for training.
- No one from the supervisory or administrative level has ever attended the training.
- Supervisor notifies trainee about workshop one hour before the training begins.
- The training department develops the training without involvement from line or supervisory staff. The training is of special interest to the administrator.

Driving Forces Before Training

- All levels of staff (line, supervisory, administrative, etc.) provide input on training development.
- Accurate needs assessment takes place (right trainee to the right training at the right time).
- Supervisor meets with trainee before the workshop to discuss training expectations.
- Supervisor engages the trainee before the workshop to think about the level of self-competence pertaining to upcoming training.
- Trainee makes a plan with supervisor and coworkers to cover cases while in training.
- Managers/supervisors convey importance of training to job effectiveness and subsequent promotions to all newly hired staff.
- Work unit goes as a team to training and is prepared to bring back new ideas to the unit.



- Trainer meets before training with line workers, supervisors, and administrators to help make the training as relevant as possible.

Restraining Forces During Training

- Due to “emergencies,” the supervisor interrupts the training session to conference with workers.
- Trainer inflexibly adheres to the workshop agenda without adjusting to specific case examples that trainees generate.
- Several workers are disruptive during the training.
- Trainer is not able to relate personal expertise to child welfare practice.

Driving Forces During Training

- Trainer points out the relationship of training to the agency mission.
- Trainees come to the workshop with specific cases/situations in mind.
- Trainer uses techniques that facilitate retention (relating information to what the workers already know, multimedia, observation, practice, attention-getting techniques, etc.).
- Trainer stresses the importance of transfer at the beginning, middle, and end of the training.
- Trainer involves the workers and their supervisors in the action planning process.
- Trainer engages trainees to set three action plan objectives to apply new ideas on the job.
- Trainer helps trainees identify barriers and facilitative forces to their action plans.
- Trainer provides tools (handouts, visual aids, reminder cards) that trainees can take with them to the job (office, car, home).
- Trainer brings the work environment into the training (e.g., uses actual cases of workers, uses agency and state forms, and brings in a client willing to be interviewed).
- Trainer periodically stops the training and asks trainees to think about how they will use the information discussed up to that point. Trainer asks trainees to “cognitively rehearse” the application of new skills in the work environment.

Restraining Forces After Training

- Trainees try out new ideas but are not very successful with the first two clients (e.g., one client curses at the trainee and calls the agency administrator to complain).



- After the workshop, other workers convey to the trainee, “If you want to survive in this business, you had better forget about what you just learned; there is no time for it.”
- After the training, the worker is reassigned to a position where the training is not emphasized.

Driving Forces After Training

- Training personnel send a reminder notice about action plans to trainees one week after the training.
- Training personnel send a transfer summary to trainees after the workshop to assess their transfer efforts.
- Supervisor meets with worker within a week after the training to review their action plan.
- Supervisor and worker make a plan of implementation for the action plan, which includes ongoing review of the action plan by the worker and supervisor.
- Worker formally provides an overview of the training for other staff during the next unit meeting.
- Supervisor arranges for worker to shadow another worker who has previously attended the training in an effort to observe implementation of workshop ideas.
- Trainee attends a “booster shot” review session of the training workshop one month after the workshop.
- Worker attends an alumni meeting of previous workshop graduates who discuss application of the training.
- Agency provides a small bonus to workers who successfully complete the training and attend a “booster shot” review and application session.
- Training personnel publish the names and stories of trainees who apply the training to the job.
- Supervisor provides immediate and intermittent reinforcement, and supports worker transfer efforts after the workshop.

Reference

Based upon: Curry, D. H., Caplan, P., & Knuppel, J. (1994). Transfer of training and adult learning (TOTAL). *Journal of Continuing Social Work Education*, 6(1), 8–14.

