**Learning Session: Making Training Stick®: Practical Techniques for Trainers, Part One, for Child Care Aware of Kentucky**

**Audience: Childcare Staff, Center Directors, Mental Health Professionals, Facilitators, Trainers, Workplace Learning & Performance Professionals**

**Main Topic: Learning Transfer**

**Session Date/Time: Thursday, June 18, 2020 (1:00PM – 2:30PM)**

**Instructor: Tammy Means, PhD, Making Training Stick®**

**HANDOUT ONE**

**Pre-Assignment for Part One Session**

* Video: Watch a short Video on Learning Transfer (2:08) <https://www.youtube.com/watch?v=ZM6XdPqE6xY>
* Take the Session Kickoff Survey <https://forms.gle/gwm4E55qQYhHZDyy6>
* Read *Make Your Learning Stick* by Dr. B Carnes(page 2 of this handout)
* Read *Self-Reflection and Making Training Stick* by Dr. T. Means(page 3 of this handout)
* **A picture containing drawing

  Description automatically generated**Choose a new, existing, or planned training outline (classroom, e-learning, or webinar format) have ready (electronic or printed) for Part One session.
* Any Questions? Email Instructor (tmeans@maketrainingstick.com)

**To Be Successful:**

* Complete the Pre-Assignment.
* Do Not Disturb: Let everyone (family, colleagues) know you need two hours of uninterrupted time. Provide details about the date, time, and place of your learning session. Turn off electronic notifications.
* Log into the session 15 minutes before time to reduce any technology issues.
* Have Handout (this one), Slide Deck, and Training Outline handy (printer or electronic) to refer to and take notes during class.

**Learning Objectives:**

1. Apply the training transfer process model to your (employee) training, to increase effective transfer in all learning and development initiatives.
2. Apply specific Techniques to Integrate Education (TIEs) to your (or your staff’s) training, to increase effective transfer in all learning and development initiatives.
3. Learn, understand, and apply at least 5 specific techniques to increase training transfer in your organization with (employee) training.

# *Make YOUR Learning Stick*

# Dr. B. Carnes

There are lots of strategies that organizations can use to increase the transfer of learning to the job. But like so many other things, transferring learning is best accomplished when you “become a product of the product”, when you “practice what you preach”, so that you **use strategies and techniques to increase the transfer of your own learning to your own work.**

**When was the last time you took a class, elearning course, or webinar?** Took a certification course? What did you learn from it? How are you applying what you learned? Or, did your learning fall by the wayside and get lost in the daily stream of deliverables, preparations, goals, and daily to-dos?

I may be “preaching to the choir”, but here are some of the benefits of continuing your learning and professional development:

\* Credibility in the eyes of peers, your manager, and participants \* Continuous improvement of your skills and techniques \* Update information you need to know to do your job \* Increase efficiency and effectiveness of what you do \* Preparation for additional job responsibilities or even a new career \* Empathy for learners (it’s different on the “other side of the fence!”)

Here are a few suggestions for you – or any individual learner – to increase the stickyness of what you learn, so that you and your organization will experience the benefits from it:

1. Before the next webinar, elearning, or face to face class you take, communicate with your manager about the specific benefits and learnings, and these might be applied to your work. (As a result, you may decide that this learning event isn’t the best use of your time and you might opt out.)
2. Solicit input and feedback from others who have taken the class to compare your expectations with their results. Modify your expectations or your decision to participate in the learning as appropriate.
3. During the learning, discipline yourself – and your coworkers if necessary – to focus on the learning. Put away the PDA/phone, turn off the email message and IM notification, put away the laptop unless you’re using it for the learning event, let the desk phone go into voicemail, and avoid the temptation to navigate away from the learning event (“just for a minute”), or to daydream. Research has shown over and over that it is not possible for the mind to “multitask”. Whether or not you realize or admit this, you will miss information in the training. If you find the training is not valuable, leave and focus your full attention on a better use of your time.
4. Immediately after the end of the learning event, spend a few moments reflecting on key learning points and how you will apply them. (I often do this sitting in my car, in a parking lot.) Take notes to help you remember. Also reflect on what might keep you from doing what you said you will do, and how you can overcome these obstacles.
5. Make tickler reminders to yourself for 1 week, 3 weeks, and 6 weeks after training: “Am I \_\_\_\_\_\_\_\_\_(doing what I said I would do, to apply this learning)?”

Apply the techniques to Make Your Learning Stick!

Until next time… *Barbara*

# *Self-Reflection and Making Training Stick*

# *Dr. TL Means*

The Make Training Stick® Team hopes that your 2020 has gotten off to a great start!  Self-reflection is the foundation of learning and development.  It is important to take time to intentionally reflect on past experiences, possibly your year 2019. Reviewing and evaluating the actions taken, teaches what worked, what did not work, and how to adjust along the way.

Self-reflection requires deliberate practice involving noticing, paying attention, and giving active consideration to [mindset](https://maketrainingstick.wordpress.com/making-training-stick-with-a-growth-mindset), values, behaviors, and results. Self-reflection enables individuals to understand what is important and focus on what may be done differently. Reflection gives the brain a chance to pause amidst chaos and allows it to sort through observations and experiences allowing you to create meaning—an important element in professional growth.  Self-reflection exercises can be used before, during, and after learning experiences.

**Trainees can use self-reflection before training sessions** by incorporating self-reflection at the start of the program.  Trainees can ask themselves:

1. What learning do I want to take away?
2. How will the learning help me be more successful?
3. What specific questions are on my mind about this topic?

**Trainers can use self-reflection during training sessions:**

1. As a feedback mechanism allowing time in class for self-reflection. This allows participants to evaluate themselves.
2. By providing a safe environment for self-reflection. Enhance safety by ensuring participants know no external evaluation will be employed, the work’s purpose is self reflective growth, and they can select the focus for development.
3. Provide structure for self-reflection by using some form of a map or conversational guide template to guide participants’ interaction.
4. Through the use of appropriate tools for self-reflection that encourage thinking. Approaches include judgment-free expressions, pausing, paraphrasing, inquiring in open-ended manners, and providing data that is interference free.
5. Pose mediational questions: What went on in your mind when\_\_\_\_\_?   How did/do you know that?  What assumptions do you hold on this topic?

**Trainees can use self-reflection after training sessions** by cultivating questions that prompt reflexive thought at the end of the program.  Examples are:

1. What am I aware of now about myself, about others, and about the organization that I was not aware of at the beginning of the program?
2. How will I apply the increased awareness on the particular topic?
3. What do I need to do to guide class participants, colleagues or team toward growth.

Reflection, along with [self-awareness](https://maketrainingstick.wordpress.com/self-awareness-and-making-training-stick) and self-regulation, encourages trainees to reframe problems, question their own assumptions, and look at situations from multiple perspectives as they analyze their own lived experiences.  The objective is to create awareness that leads to more meaningful actions, decisions and outcomes encouraging trainees to recognize gaps in their own knowledge and attend to their own learning needs.

Until next time… *Tammy*

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**WRITE A STICKY OBJECTIVES FOR YOUR TRAINING**

Application to the Job

Include:

* **Performance**
* **Conditions**
* **Criteria**

1. Sticky Objective 1:
2. Sticky Objective 2:
3. Sticky Objective 3:

**MAKING THE CASE FOR LEARNER TRANSFER**

1. Who are the participants? What are the participants learning?
2. What’s at stake?
3. What happens if participants do not apply the learning?
4. What should you do?
5. What organizational value can be gained?

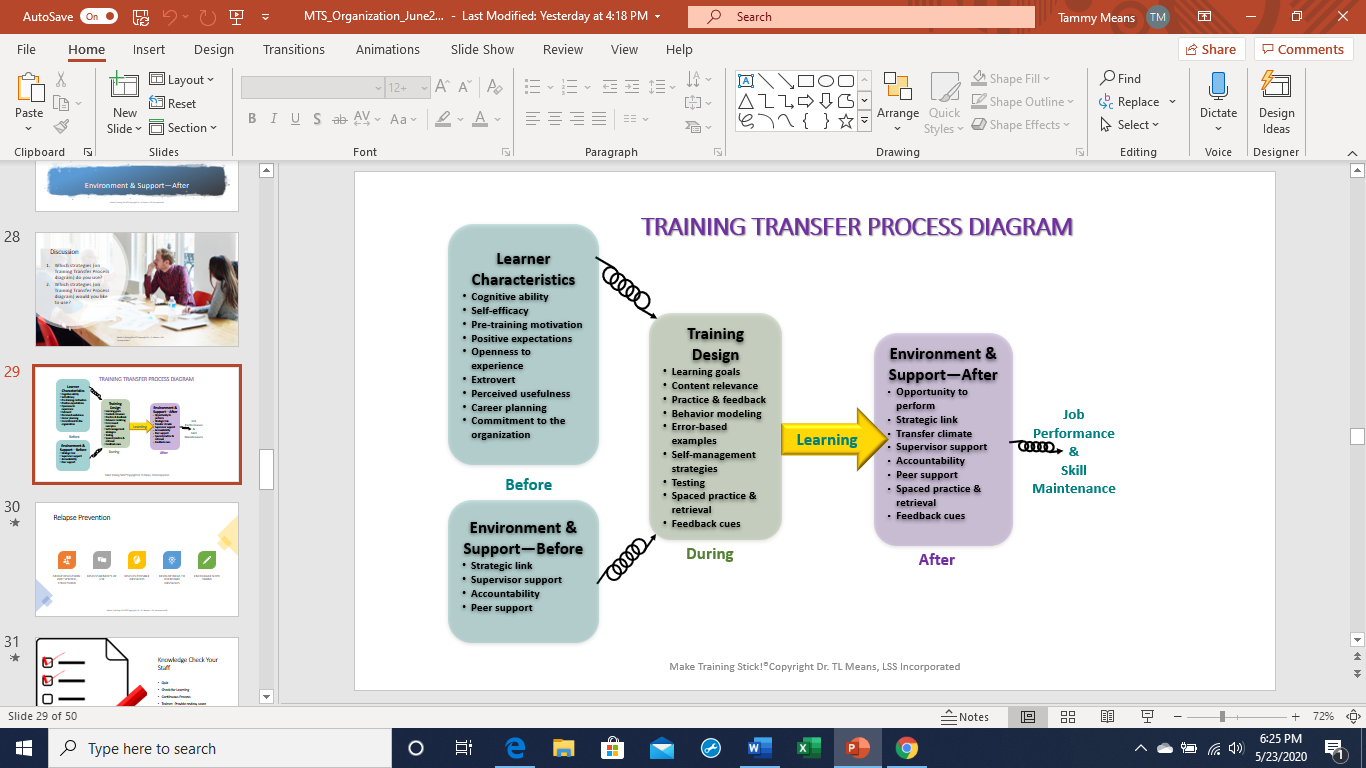
**USE IT OR LOSE IT CHECKLIST**

I recognize that I need to use the skills and information I have just learned in training or I will lose it/them. Therefore I am listing below specifically what I will do AS SOON AS I RETURN TO MY JOB:

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**5 Techniques: List five techniques. Explain how each technique can be applied for learning transfer.**

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| **My Five TIEs** | | |
| **TECHNIQUE** | **BRIEF DESCRIPTION** | **APPLICATION** |
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Dr. TL Means, PhD

Chief Learning Officer

Make Training Stick®

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