

SAMPLE CHAPTER

MAKING TRAINING STICK:

**A TRAINING TRANSFER FIELD GUIDE
MORE TECHNIQUES TO FOLLOW-UP, FOLLOW-THROUGH,
AND REINFORCE TRAINING**

**SECOND EDITION
BARBARA CARNES, PH.D.**

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RESOURCES ON TRAINING TRANSFER

Here are some other resources for increasing training transfer, in addition to this book:

Making Training Stick – the original book on training transfer

Making Learning Stick – new transfer techniques, strategies, and current research

Sticky Notes – a free mini-newsletter focusing exclusively on training transfer. Subscribe at:
www.MakeTrainingStick.com Previous issues are also available in Barbara's Blog on this site.

Blank forms and other downloadables from this book are available at:
www.MTSFieldGuide.info

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INTRODUCTION

The issue of training transfer becomes more important every day. It is no longer sufficient to deliver training that receives rave reviews from participants. We must do everything we can to ensure that the training we provide gets used on the job. As trainers, we can't physically be with each participant after they leave our training (however that may be delivered). But we can draw on the strategies that Barbara Carnes and the late Dora Johnson provide in this volume to increase the chance that what people needed to learn was learned and that what was learned was applied.

Thousands of trainers are now benefiting from "Making Training Stick" and "Making Learning Stick." "Making Training Stick: A Training Transfer Field Guide" does not replace "Making Training Stick" but rather builds on it. "Making Training Stick: A Training Transfer Field Guide" is designed to add to your tool kit-to provide you with an even broader array of practical techniques and strategies to help ensure that your participants not only learn, but apply in their own real world situations.

Our commitment as trainers must move from simply covering content to ensuring that people learn, and from making sure that people learn to making sure that what they learn is applied. Our focus must be on results and "Making Training Stick: A Training Transfer Field Guide" can help you achieve that.



Robert W Pike, CSP

President, Creative Training Techniques Int'l, Inc.

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DEDICATION

To the memory of Dora Johnson, co-author and dear friend. I miss her.

To the many special professional and personal friends, for their support and encouragement: Betsy Burnett, Beverly Berner, Linda Bardol, Wendy and Jim Kirkpatrick, and others too numerous to mention individually. I appreciate the support and encouragement each of you has given to me. Thanks also to my many clients who over the years have provided opportunities to use various techniques to make their training stick and have supplied new ideas of their own to be shared with others. Special acknowledgement goes to my mother Shirlie Weagley and to my son, Matthew Carnes.

SPECIAL THANKS TO

Bob Pike and the Creative Training Techniques Staff, for valuable input and assistance on the first edition.

Cara Koen, production assistant, illustrator, web master, bookkeeper, equipment technician, friend

Charles Albach at the Washington University School of Medicine, who allows me to share and try out new ideas for training transfer and e-learning.

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UPPER BOSS LETTER

When: Before

Who: The Supervisor's Manager, or other senior leader

Attention from a "big boss" sends a signal that the training is important and has visibility at high levels. A senior manager is a good person to deliver or repeat the linkage of the training with the organization's strategic goals. Asking a manager 1-2 or more levels up to deliver this message may also remind this person to be sure to use the desired skills.

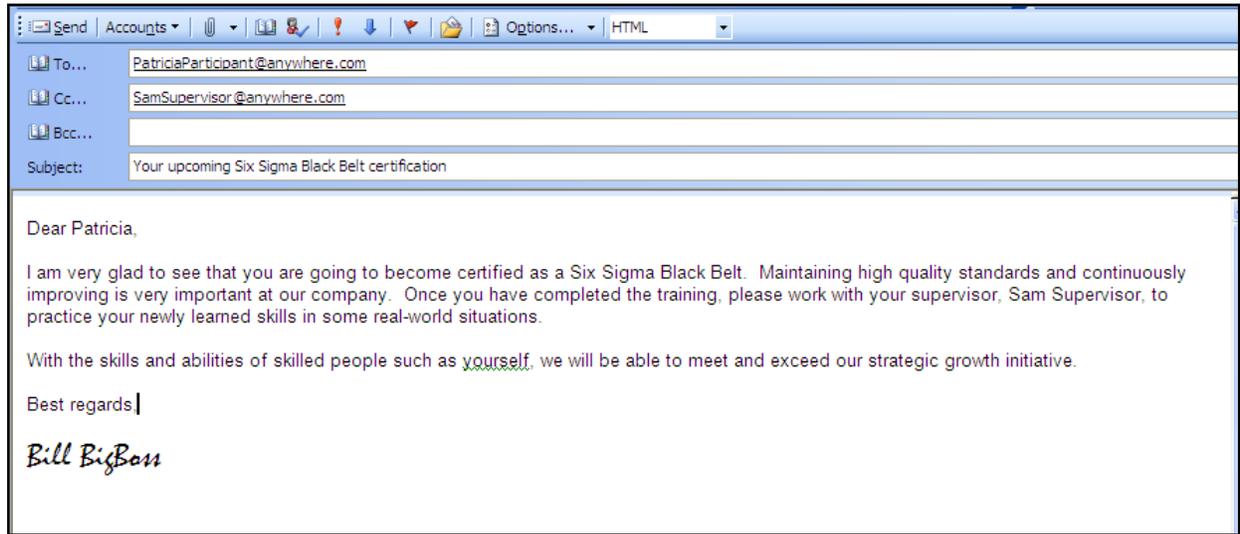
1. Draft an email note that will come from the upper boss. The note should include goals of the class, why the class and skills are important, and a general comment about the role that continuous learning/development plays in keeping the organization competitive or effective. Note: stay away from using instructional objectives here – too formal.
2. Using appropriate means to introduce it (phone call, meeting, introduction from another manager, etc.) send the draft email to the upper boss encouraging them to add and edit as they see fit. Get their agreement that the note will be sent at a specific time (usually 2-3 days) before each training. Unless the note can be sent through the Learning Management System and still show that it comes from this manager, clarify who to coordinate with when the time(s) comes to send the note.
3. If using this approach for multiple training courses, change the wording of the note – don't use the same verbiage for all courses. Doing this would dilute the impact.

Variations

Send a similar note after training, either in addition to or instead of a before-training note.

If the voicemail system allows, record a message from the upper boss and send it to newly registered trainees. Or, send the audio file in an email.

For e-learning courses, include the note in the initial screens of the course along with the photo of the manager. Or, include a short video clip of the upper boss delivering the message.



Six Sigma is a way of life at our company. As you begin this important step in the “quality journey”, I want you to know how important you are. Without skilled individuals like you, we would not be able to outperform our competition and stay competitive in the marketplaces of today.

So please review these materials carefully and think about how you can use them in your job. When you have an opportunity, talk to your supervisor about what you’re learning and how you see using it in your job.

Bill BigBoss, President

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