

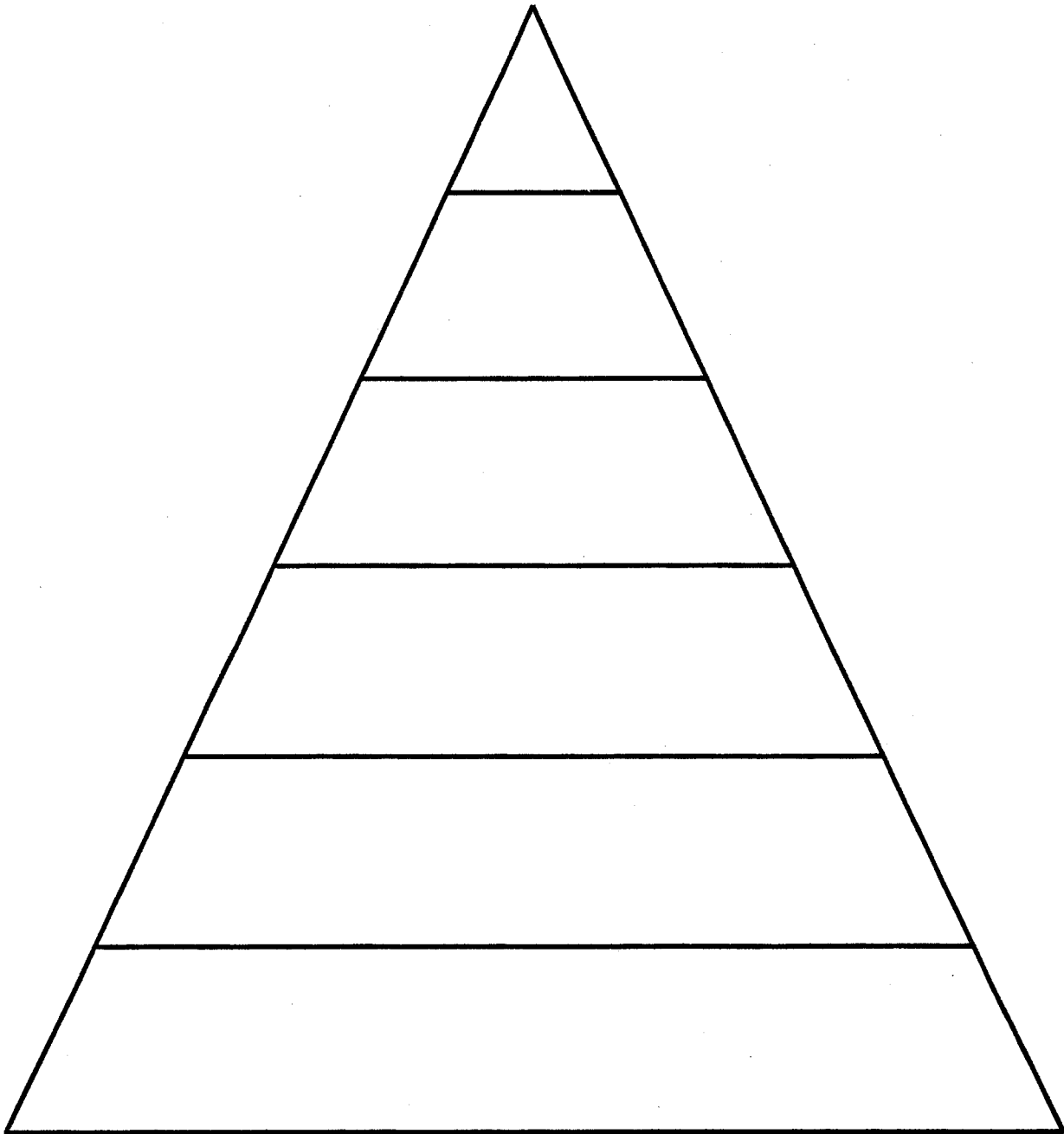


**Making Training Stick:
Tips from
Creative Training
Techniques, Int'l., Inc.
(The Bob Pike Group)**

Training Transfer

	Before	During	After
Participants' Supervisor			
Presenter			
Participant			

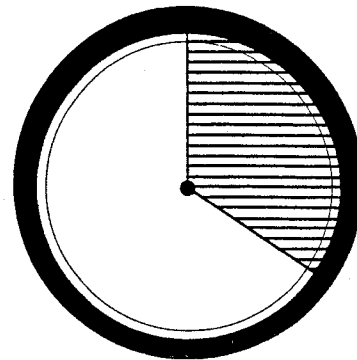
Arch's Hierarchy for Instructional Redesign



Step One: Mind Map

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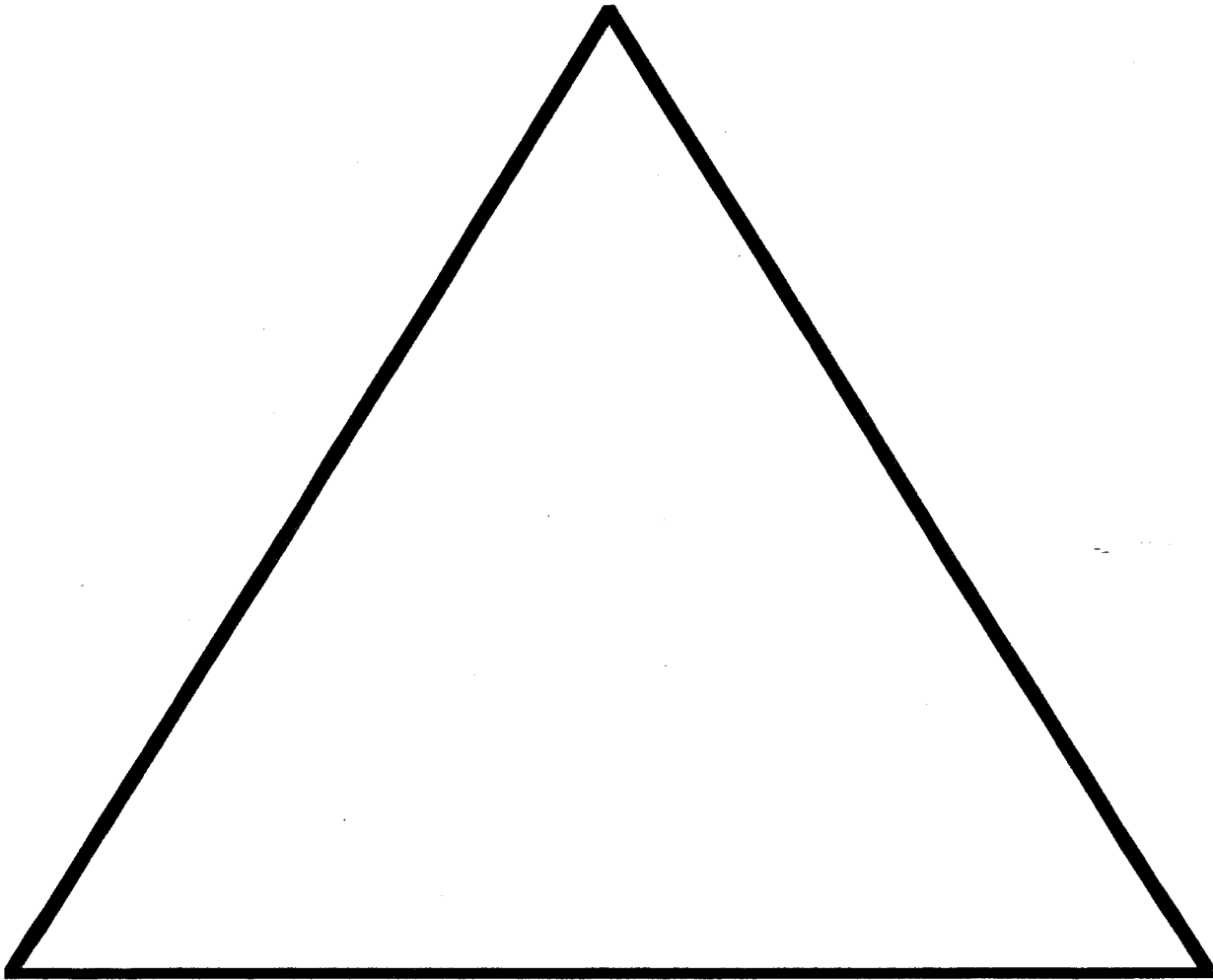
Step Two: Prioritize



Step Three: Outline

Outline	Chunk

Step Four: Chunk



Step Five: Insert Activities

Step Six: Design Your Workbook

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Resources

MAKING TRAINING STICK A Training Transfer Field Guide

In our book, *Making Training Stick: A Collection of Techniques to Follow up, Reinforce, and Transfer Training*, we introduced 19 TIEs, or Techniques to Integrate Education. This book *Making Training Stick: A Training Transfer Field Guide*, includes many but not all of the same sections, although the techniques and examples are all brand new. The descriptions of the original TIEs are included here as an overview. We have also included lots of samples for you to reproduce and use.

ACKNOWLEDGING “Letting Others Know How Great They Are”

We don’t handle compliments very well. When someone pays a compliment, most people say thank you, and some people don’t even do that. Many times they don’t take the thank you inside. We manage all sorts of ways to divert the acknowledgment—“Oh, it was nothing. That’s my job. John (Mary) really did all the work, etc., etc., etc.” We may feel embarrassed, especially if the thank you is made in a group, or we may feel we don’t deserve the compliment, or, don’t want to seem self-centered.

However, motivational experts talk and write about the need for humans to have positive reinforcement. This positive reinforcement, i.e., “catching someone doing something right,” is the best way to change people’s behavior. It is much more effective than punishments or negative consequences. The keys to successful acknowledgments, are training the participants to accept them, and training the supervisor or coach to watch for and give them.

ACTION PLANNING Where Ya Goin’? and How Ya Gonna Get There?

In the book, *Alice In Wonderland*, Alice was walking down the path and came to a fork in the road. The Cheshire Cat was sitting in the fork of a tree at the juncture. Alice asked, “Which road should I take?” “Where are you going?” asked the Cat and Alice said, “Well, I really don’t know.” To which the Cheshire Cat replied, “Then it really doesn’t make any difference which road you take.” Sound familiar?

Often training participants are really excited about how they will use the content of the program. During a brainstorming session toward the end of the program, they come up with all sorts of ways to use the information, techniques, and skills. However, one month later, the participant when asked, says, “Oh, the day I got back to my desk there was a crisis, and I haven’t been able to do much with what I learned.” Action planning as a TIE requires that before the end of the session each participant has a plan about how he/she will use the training. The plan includes the goals, spe-

cific outcomes desired, and activities to achieve the outcomes. Included in the Action Plan are dates for completion, people responsible, budget, and evaluation criteria.

AFFIRMATIONS “Talking To Yourself”

The human potential movement uses them, the Bible talks about them, weight loss professionals encourage their use. People have realized amazing results with them for thousands of years. They have been able to make changes in deeply ingrained attitudes and changes in behavior. What are they? They are affirmations. Repeated several times daily, an affirmation “convinces” the subconscious mind that the affirmation statement sentence is true. Once the subconscious begins to believe the statement, it works to make it a reality.

“But how does this relate to training?” you ask. If it works for weight loss and for positive mental attitude, why not time management? Why not stress management, listening skills, assertiveness, computer training, and for those individuals who have mental blocks that inhibit their performance? Studies show that affirmation sentences can be used effectively in work-related training to make it stick.

ALUMNI DAY “Should Old Acquaintances Be Forgotten?”

High school and college reunions are usually high-energy, high-anticipation events. Why not training reunions? You needn't wait ten or twenty years before having a training reunion. Plan an Alumni Day to follow your next training program. An alumni day may be held for a specific group of attendees or for all graduates of a particular program. It may be a part of a current training program or it may be a separate event. In any case, the former participants rekindle old bonds and in the process reinforce their learning.

BOARD GAMES “Games Trainees Play”

Who says learning can't be fun? A little healthy competition will increase interest and participation in the experiential portions of your training program, and it can also provide a way to make the training stick afterwards. Of course board games can be entertaining learning events in a training program itself, but they can also be used as follow-up devices, to reinforce previous training. Even people who haven't attended training may get involved. Strategically placed in the work areas, people can play your board game on breaks or during “lulls” in their workday. Developing your own board game doesn't need to be difficult or time consuming. Existing games can often be adapted with the addition of your own questions or playing pieces. Even developing a game from scratch is relatively easy and fun, too!

COACHING “Let’s Win One for the Gipper”

Remember a person who has been very influential in your life? Someone who was instrumental in guiding you during some developmental period? Did that person sit you down for two weeks and tell you all he/she knew? We doubt it. This person probably gave you encouragement, direction, suggestions, sometimes a little “chewing-out,” opened doors of opportunity for you, acknowledged your accomplishments, and performed these activities periodically throughout the time you worked with him/her. This person was your coach. Coaching as a TIE links the coaching process with specific training outcomes. The trainee is supported by his/her coach, who sometimes is the supervisor, in making changes in the way he/she works. Remember your coach? What did that person do that was so effective? See, you already know about coaching.

A COLORING BOOK “Creating Pictures Instead of Words”

Are you looking for a technique that is a bit offbeat, and doesn’t use words? Might it not be fun to create a picture of what you would normally put into words...a picture which might mean something only to you...a picture which would not be judged by its artistic impression, but rather by its ability to convey a message to the artist?

But how can coloring books be used as a TIE? You have seen cartoons or models posted on a bulletin board above the desk. What is the function of these bulletin board articles, if not to remind the desk owner of some thought, idea, or principle he/she wishes to remember. This is also how the coloring book is used.

CONTRACTS “Putting Your Name on the Dotted Line”

When you have to sign a contract, don’t you hesitate before putting your name on the dotted line? Most people do. In fact, a lot of people will read every line in the contract to be certain that they understand and accept their commitment.

The TIE contract works the same way. The parties read who is responsible for what and negotiate some parts, so that all parties are satisfied with it before they sign. The TIE contract includes the time frame, the terms or what is to be accomplished, and procedures for any changes. It explicitly outlines who will be doing what, by when, and then requires that all parties put their names “on the dotted line.”

CRITICAL INCIDENTS “What Your Trainer Never Told You Might Happen”

Remember the time you started to implement a new process or technique and everything went just right? Everyone was excited, cooperative, and the new process just fell into place. NO? This never happened? Come on now—Never? Well, it probably did, but you didn’t remember it. We tend to recall the bad times, those times when everything went wrong.

This is the reason the Critical Incident TIE is effective. The trainees enjoy telling you their horror stories, the situations when things didn’t work. It is also appropriate to document those times when everything went right.

The participant describes the incident, and the incidents are used as discussion vehicles to generate discussion and analysis. Participants discuss, and sometimes role play, their real life situations and they talk about how they might have applied their learning from the program to the particular incident. This is also an excellent way to gather specific examples for the next time you teach the program.

EXERCISES “Practice Makes Perfect”

Remember the last time you couldn’t understand what someone was trying to communicate? You kept asking questions and the other person kept going over the material. Then finally, a light came on, “Oh! If I just do this, that will happen,” and the other person said, “Yes, that’s exactly right. Congratulations.” TIE exercises accomplish exactly the same process following a training program. There are times when the activity during a program is fully understood. When the trainee arrives back at the work site, however, all that understanding often leaves. The employee gets involved in day-to-day activities and forgets to apply the understandings from the training program. Short activities similar to those in the training program allow the trainee to reconnect with the training program experiences.

INTENTION “Really Meaning What You Say”

If I were to offer you a million dollar cashier’s check, would you want it? Yes? What if to get this check you must give me \$10,000—do you still want the million dollar check? Yes? What if you have only 24 hours to get me the money? The money must be in cash and all in \$10 bills. You still say yes?

If you said yes to each question, you were setting an intention. You intended to have the million dollar cashier’s check and you were willing to do WHATEVER it took to accomplish that task. You did not believe that any of the tasks were impossible, and you did accept that you were capable of accomplishing each part.

Setting an outcome intention for a training program is exactly the same. In the training, the trainee states very specifically how he/she is going to apply the training skills, NO MATTER WHAT OBSTACLES occur.

JOB AIDS AND REMINDERS “Positive Aids In The Workplace”

The average employee spends forty hours or more each week in the same location, with the same bulletin board, bookshelf, personal computer and work space. It makes sense, then, to provide items for the work area which will reinforce a previously taught idea or technique.

Job aids and reminders do not require catchy slogans or phrases. They provide specific how-to information, often listed in 1-2-3 order, such as how to boot up a personal computer, or how to conduct a performance evaluation interview. This in-a-nutshell information is especially helpful if the trainee will need to use the information or skill only occasionally.

How often have you received telephone calls from former trainees who couldn't remember how to do what they were taught in class? Job aids and reminders will make training stick while greatly decreasing the number of these calls.

LETTER TO SELF “I’m Gonna Sit Right Down and Write Myself A Letter”

Many trainees leave the training program with the best intentions to begin using what they have learned. The trainees even talk about how to apply their new found knowledge and skill. Then they discover the alligators waiting for them back on the job, and suddenly clearing out the swamp takes priority over applying their training.

Then one day the former trainee sorts through his incoming mail and sees an envelope, addressed to himself, in his own handwriting. He reads the enclosed letter which he wrote to himself and is reminded how he intended to make his training stick, back on the job. The letter to the self eliminates the resistance trainees sometimes have to reminders from someone else. This reminder comes from them, to them.

NEWSLETTER “Send Out The Good News”

Most people enjoy hearing about people they haven't seen for awhile. They also enjoy a good joke or story, and they especially appreciate hearing how to handle challenges they are facing. The post-session newsletter provides you with an opportunity to continue to give input to former trainees and also to suggest application ideas.

A well-planned, well-written newsletter transforms the training experience from a one-time event to an ongoing learning experience. The trick is to target your “micromarket” of previous participants by including only items which relate specifically to what you want them to retain and apply.

Sounds like too much work? It doesn't have to be. Good, readable newsletters to make training stick can be written in very little time...once you get the hang of it.

PROPAGANDA “What You See Is What You Remember”

Look around your desk and office area. Do you see any buttons, candy jars, “warm fuzzies,” pens or other specialty advertising items? Chances are you do. Sales and advertising people know that when people see these items, they tend to remember the message printed on them. Not only is the message remembered at the conscious level, but often at the subconscious level as well. When used properly, similar items can be used to make your training programs stick.

These items must carry a slogan or tag line which expresses what you want the trainees to remember about your program, so don't use up the supply of pens left over from the last sales meeting.

Why use these gimmicks? Because most people like them, and what they like, they tend to use. When they use these items, their training will be reinforced, and when their training is reinforced, they are more likely to apply the training on the job...which is the whole point, isn't it?

QUESTIONNAIRE “?????”

TIE questionnaires are short and to the point, and the reason for sending them out is to connect the training with what goes on back on the job. These questionnaires need not ask researchable questions or be tested for reliability and validity. Remember, the purpose is for the participant to take them, not to get data from them.

SUPPORT GROUPS “A Little Help From My Friends”

Have you noticed that it is often the other participants who offer the most help and support for each other, not the trainer? Are you ready to give up the burden of being the only subject matter expert, and to allow others to continue the training process that you have started? If you answered yes to either question, you are ready to consider support groups.

Support groups meet regularly to provide assistance, advice, and support to each other, to help make training stick. The instructor may attend all, some or none of the meetings. By sharing their successes and helping each other overcome obstacles, the participants are much more likely to actu-

ally put their learning into practice. Support groups also foster an informal network, from which participants may draw other resources as they need them.

TELECONFERENCING “Reach Out and Touch Someone”

Are your trainees spread out over the country, or the world, making it impossible to schedule follow-up sessions? Have you had difficulty getting participation in follow-up sessions? Do participants agree to keep in touch with each other after the training, and then fail to do so? If so, try teleconferencing. This is the age of telecommunications, and technology now makes it possible, very easy in fact, to schedule follow-up training via video or audio conference calls.

Does this high tech method intimidate you? Does it seem like a lot of effort? Professional teleconferencing services are now available to help you. Several claim to specialize in training follow-up.

THE ZIEGARNIK EFFECT “Leave Them Wanting More”

Have you ever had so much to fit into a small time frame—whether it was training or a meeting—that you felt frustrated when you couldn't finish? Then later your mind kept returning to this “unfinished business?”

Not an Eastern mysticism, or New Age meditation, the Ziegarnik Effect, named after a Russian psychologist, is based on research which shows that when people are interrupted and thus not allowed to reach closure on a particular task or subject, they remember it longer, and their thoughts will tend to return to it. Sound interesting? It is. And its results have been proven. Before you go off and start interrupting people, however, follow our suggestions for using the Ziegarnik Effect to plant the seeds for making training stick.

FOLLOW-UP IDEAS TO MAKE TRAINING STICK

- Have participants develop an action plan.
- Anticipate barriers and solutions to on-the-job application and determine solutions.
- Have supervisors review actions plans for support.
- Schedule BYO-lunch meetings for participants to share implementation lessons learned.
- Create a slogan to reinforce essential learning.
- Make a small graphic reminder on 3x5 cards for participants to post at their work site.
- Conduct mini-sessions over several weeks to allow for classroom application and then follow-up problem solving.
- Ask participants to keep a 3-minute journal on how they are using the training and review journals at a subsequent meeting.
- Arrange for teachers from the same department for the same training to allow for support and transfer within the department.
- Provide supervisors with a checklist of observable behaviors to look for after training.
- Ask supervisors to do an observation on what participants have applied about one month after training.