



25 Ways to Make Training Stick

Before the Training:

1. Work with course design advisory group composed of key influential managers, target audience members, and past course participants to establish or check content relevance.
2. Assess work environment to determine fit of proposed content to actual job setting and to identify potential barriers to transfer.
3. Meet with participants' managers to discuss ways to support and reinforce new knowledge and skills gained in the training.
4. Get the right people in the course—target and select participants based on established criteria and ask participants to identify learning objectives and desired results.
5. Align training program and organization's strategic plan.
6. Set and communicate clear course objectives and expected results.
7. Brief learners' managers and executives on course content, objectives, and their role in supporting skill transfer.
8. Have executives send e-mail messages to course enrollees and managers to confirm and support their participation.
9. Have managers communicate expectations before the training.
10. Pilot the training program. Track results of pilot and revise as needed.

During the Training:

1. Concentrate on a few related ideas, and make sure they are thoroughly experienced. Focusing on a limited number of concepts in depth leaves a more lasting impact than hurrying over too much information that fades rapidly.
2. Establish a buddy system during learning sessions and on-the-job support after training.
3. Tie content directly to job situation and use a variety of interactive techniques to involve participants: demonstrations, hands-on practice, role-play, games, simulations, case studies, and sample problems using current or future problems.
4. Have participants practice and give each other feedback and coaching.
5. Stress application over theory.
6. Teach learners "triggers" for using new skills or knowledge--when, what, how and why to use what they have learned.
7. Present the same subject matter in a variety of ways and review material frequently. Strive for over-learning for long-term retention.
8. Ask participants to write action plan with specifics on what and when they will do it and use the buddy system for accountability.
9. Provide opportunity to practice using skills in increasingly difficult situations.
10. Include senior managers in part of one session to pose problems and discuss possible solutions. This will also emphasize importance of the training.



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After the Training:

1. Provide managers with suggestions on what and how to observe participants on the job for evidence of learning, using new skills, and opportunities to use new behaviors immediately on the job.
2. Offer participants a sequenced application plan to use when they return to the job: First week, first month, and then monthly to reinforce and build skills.
3. Send follow up-evaluations two months after the training to ask how they are applying the new information.
4. Remind managers to reward and praise participants who are practicing new behaviors.
5. Have managers and participants work with the new training to integrate into performance plans. "What gets measured gets done".

The suggestions are from Jill McGillen and Carolyn Balling. Used with permission.