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other person should "start to do," "continue to do," "do less," or "stop doing" to improve learning transfer.⁵³

Managers can provide different levels of support for training activities, as illustrated in Figure 5.5.⁵⁴ The greater the level of support, the more likely that transfer of training will occur. Managers should be actively involved in the design and delivery of training programs. The basic level of support that a manager can provide is acceptance (allowing trainees to attend training). The greatest level of support is to participate in training as an instructor (teaching in the program). Managers who serve as instructors are more likely to provide many of the lower-level support functions, such as reinforcing use of newly learned capabilities, discussing progress with trainees, and providing opportunities to practice. To maximize transfer of training, trainers need to achieve the highest level of support possible. Managers can also facilitate transfer through reinforcement (use of action plans). An **action plan** is a written document that includes the steps that the trainee and manager will take to ensure that training transfers to the job (see the sample action plan shown in Figure 5.6). The action plan includes (1) a goal identifying what training content will be used and how it will be used (project, problem); (2) strategies for reaching the goal (including what the trainee will do differently, resources needed, and type of support from managers and peers); (3) strategies for receiving feedback; and (4) expected results. The action plan also provides a progress check schedule, with specific dates and times when the manager and trainee agree to meet to discuss the progress being made in using learned capabilities on the job. The action planning process should start by identifying a goal and the strategies for reaching that goal. Once those are determined, strategies for obtaining feedback and identifying what the accomplishment of the goal will look like are completed. To complete their action plans, trainees may need additional technical support, such as access to experts who can answer questions or reference materials. Trainers or project managers can help trainees get the resources that they need to complete their action plans through either face-to-face or electronic meetings.

FIGURE 5.5
Levels of
Management
Support for
Training



Level		Description
Teaching in program	<div style="text-align: center;"> HIGH SUPPORT   LOW SUPPORT </div>	Participate as trainer
Practice skills		Allow trainees opportunity to practice
Reinforcement		Discuss progress with trainees; Ask how to support trainees' use of new capabilities
Participation		Attend session
Encouragement		Accommodate attendance at training through rearranging work schedule; endorse employees' attending training
Acceptance		Permit employees to attend training; acknowledge importance of training

FIGURE 5.6
A Sample
Action Plan

Training Topic _____ Goal <i>Include training content (knowledge, skill, behavior, competency, etc.) and application (project, problem, etc.)</i> _____ _____ _____ Strategies for Reaching Goal <i>Modifying behavior (What will I do differently?)</i> _____ _____ _____ Resources needed (Equipment, financial) _____ _____ _____ Support from peers and manager (Be as specific as possible.) _____ _____ _____ Strategies for Receiving Feedback About My Progress (Include meetings with peers and managers, self-monitoring of progress, customer reactions, etc.) _____ _____ _____ Expected Results (When I reach the goal, what will be different? Who will notice the difference? What will they notice?) What will be different? _____ _____ Who will notice? _____ _____ What will they notice? _____ _____ Progress Date Checks _____

Table 5.11 presents a checklist that can be used to determine the level of manager support before, during, and after training. The more statements that managers agree with, the greater their level of support for the training program. There are several ways to gain managers' support for training.⁵⁵ First, managers need to be briefed on the purpose of the



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