



SU409

**Goodbye Learning Events. Hello High
Performance Learning Journeys**

Note: This will be an interactive session with activities and videos. Projected slides will be simple and readable. Consider this deck to be more of a handout or outline of the program. See you in Washington D.C

1. Learning Transfer Basics
2. Knowledge Transfer
3. Perception Change Transfer
4. Other Topic Transfer

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<https://practicaltrainingtransfer.com/>




1. Learning Transfer Basics

1. Results = Training x Transfer	2. Process, not event	3. Action plans connect learning to application												
<table><tr><th>Training</th><th>Transfer</th><th>Result</th></tr><tr><td>X</td><td>=</td><td></td></tr><tr><td>X</td><td>=</td><td></td></tr><tr><td>X</td><td>=</td><td></td></tr></table>	Training	Transfer	Result	X	=		X	=		X	=		<div><div>Learning Transfer</div><div>Training Event</div><div>Learning Transfer</div></div>	<div><div>Learning</div><div>On job use</div><div>Expected results</div><div>Business Needs</div></div>
Training	Transfer	Result												
X	=													
X	=													
X	=													

1. Learning Transfer Basics

4. Involve manager (Before and after training)	5. Follow up with reminders (To beat the forgetting curve)	6. Use performance support																
<table><tr><th></th><th>Before</th><th>During</th><th>After</th></tr><tr><th>Manager</th><td></td><td></td><td></td></tr><tr><th>Trainer</th><td></td><td></td><td></td></tr><tr><th>Participant</th><td></td><td></td><td></td></tr></table>		Before	During	After	Manager				Trainer				Participant				<p>The graph illustrates the forgetting curve, showing a steep decline in retention over time. The y-axis represents percentage (0-100) and the x-axis represents time (2-30). The curve starts at 100% at time 2 and drops sharply to approximately 20% by time 30.</p>	<div><div><div>1. When learning for the 1st time</div><div>2. When wanting to learn more</div></div><div><div>3. When trying to apply and/or remember</div><div>4. When something goes wrong</div><div>5. When something changes</div></div><div><div>Formal Instruction (Train)</div><div>Performance Support (Transfer)</div></div></div>
	Before	During	After															
Manager																		
Trainer																		
Participant																		

2. Knowledge Transfer

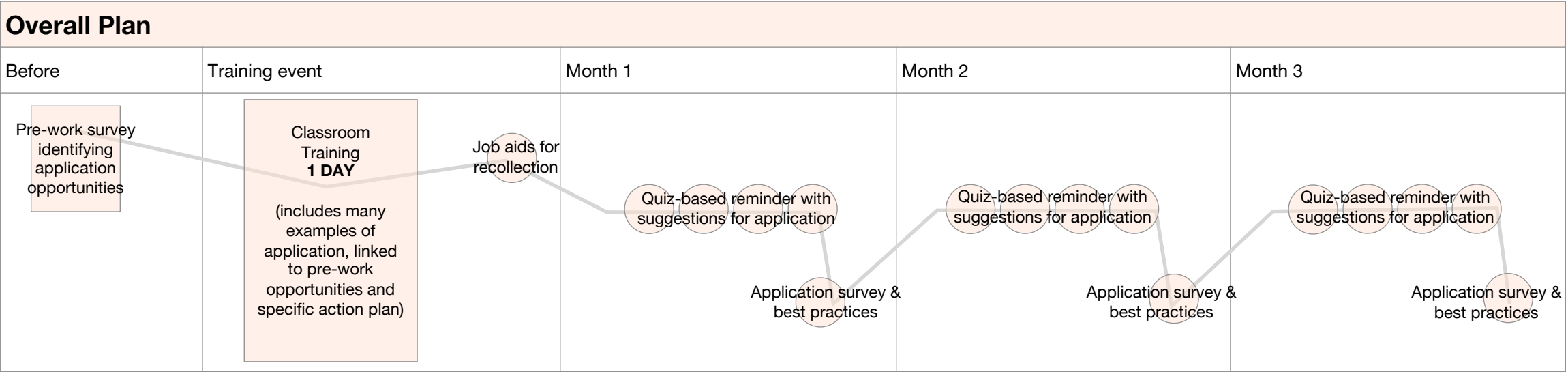
Scene 1	Scene 2	Scene 3
		
Problem	Problem	Problem

2. Knowledge Transfer

Transfer Issues	Ideas to Improve Transfer
Not sure how information learned on the course is applied to actual work	Identify opportunities to use information in pre-work Show examples of application throughout training / Make specific action plans during training
Forget how to use knowledge in moments of high pressure or when time is constrained	Give job aids for easy recollection at point of need Send reminders and follow up to maintain awareness
Adaptation of broad skills to specific skills to suit various situations is not considered	Share success stories of other participants with details of how adapted and used on the job

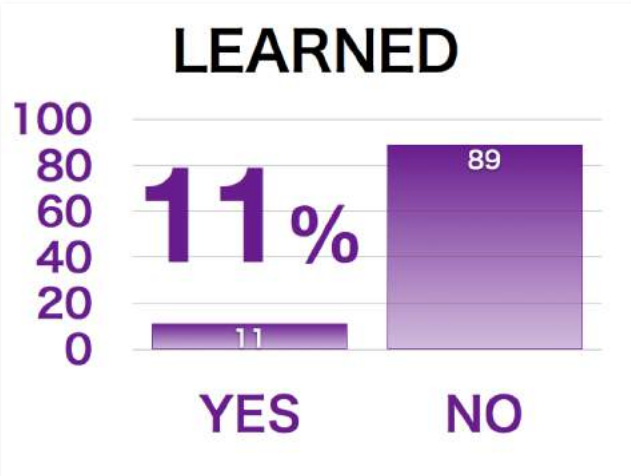
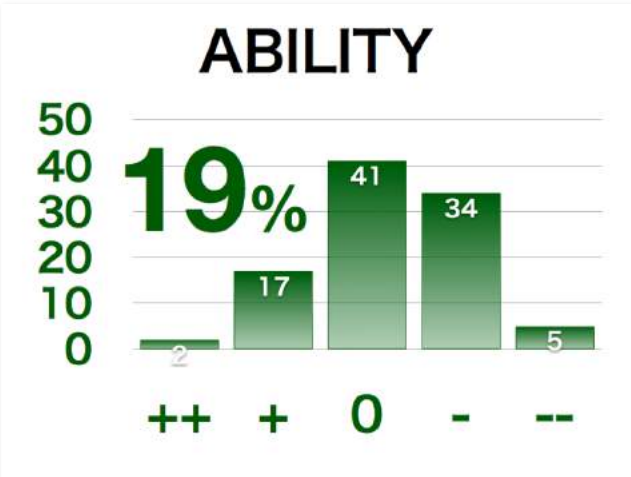
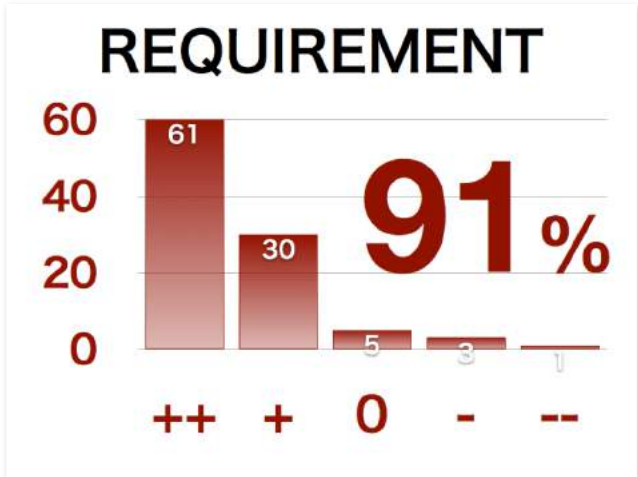
Example Program: Working Across Cultures

Expected results	Program Content
Through this program participants will... 1. Communicate more effectively across cultures 2. Work more effectively across cultures	1. Filters: Context, Individual/Group, Power Difference, etc. 2. Cases: Time, Work Output, Work Stance, etc.



3. Perception Change Transfer

Innovation Survey Results (n=3761)



Innovation Training Content



NEEDS
Macro and micro needs analysis techniques

NM法

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マ	ワ	ー	ー	ー	デ
ド	タ	タ	タ	タ	イ

IDEAS
Idea generation techniques



ACTION
Proactive hints to spark and maintain action

3. Perception Change Transfer

Transfer Issues	Ideas to Improve Transfer
Has a mental block on applying new skills and knowledge	Overcome all rational fears and support extensively
Questions whether skills will work in his/her specific context	Use real work issues throughout program to reinforce need to change Share ample examples of application in similar contexts
Not confident enough to involve others due to perception that ideas will be rejected	Provide support tools to eliminate risk of failure and increase ability to communicate the need for new skills and knowledge
De-prioritises applying new skills when other work appears more important	Create concrete action plans, schedule and accountability to action Involve manager, peers and coaches to ensure follow through
Perceives that adopting new skills in place of trusted practices leads to failure	Share success stories from others who have successfully applied new skills Create conditions for success; clear the path; create goals

Example Program: Innovation Basics

Expected results	Program Content
Through this program participants will... 1. Identify unspoken customer needs 2. Think of original ideas to add value 3. Take action quickly on ideas	1. NEEDS: Macro and micro needs analysis techniques 2. IDEAS: Idea generation techniques 3. ACTION: Proactive hints to get spark and maintain action

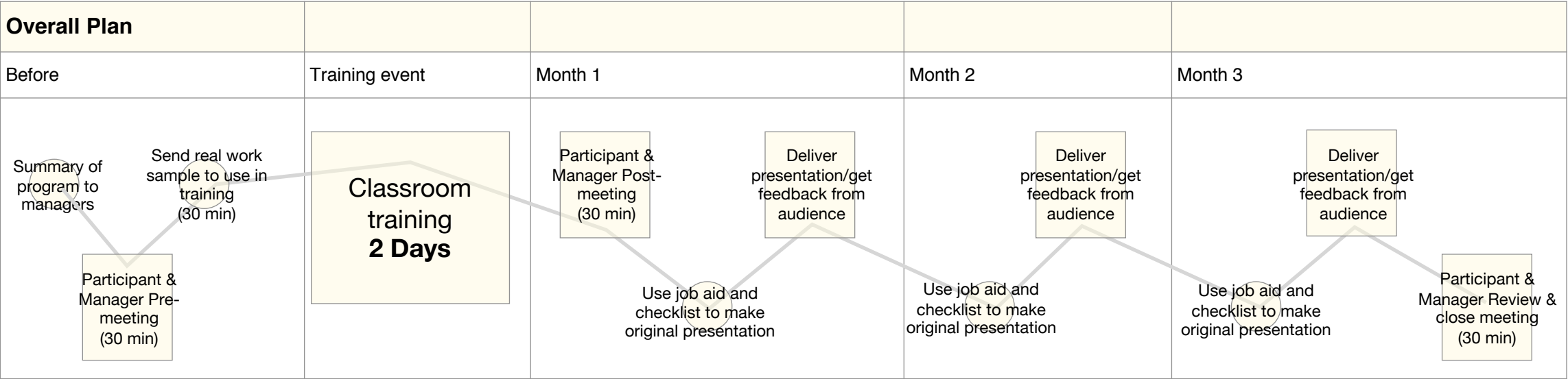
Overall Plan	Action	Ideas	Needs	
Before	Month 1	Month 2	Month 3	Month 4
<div>Participant & Manager Pre-meeting (30 min)</div> <div>Participants send topic to use in course</div>	<div>Classroom training Day 1 1 Day</div> <div>(Includes work with real topics)</div> <div>Use skills on job</div> <div>Support tools</div> <div>Email reminder</div> <div>Support coaching</div>	<div>Classroom training Day 2 1 Day</div> <div>(Includes review and real topics)</div> <div>Use skills on job</div> <div>Support tools</div> <div>Email reminder</div> <div>Support coaching</div>	<div>Classroom training Day 3 1 Day</div> <div>(Includes review and real topics)</div> <div>Use skills on job</div> <div>Support tools</div> <div>Video input for pres.</div> <div>reminder to submit slides</div> <div>Submit slides</div> <div>Support coaching & Pres. feedback</div>	<div>Present Results to Manager 2 Days</div> <div>(Includes presentation skills help)</div>

4. Other Topic Transfer: Situational

Transfer Issues	Ideas to Improve Transfer
No opportunity to practice skills in the workplace before real application	Pre/Post manager meeting; creates specific chances to try skills and get feedback
Manager doesn't have a clear understanding of the program content and how to support the learner	Summary of program content for manager including how to support through advice and feedback
Fallback on old processes when focusing on work content	Job aids and checklist to use when applying skills in real time
Relevant feedback isn't provided; scheduling of feedback isn't considered	Checklist and feedback guide for manager and listeners; diary plan included

Example Program: Presentation Skills

Expected results	Program Content
Through this program participants will... 1. Give short, powerful presentations at work 2. Get better results from their presentations (internal resources, contracts from clients, etc.)	1. THINK: Clear, logical organization 2. MAKE: Simple visuals with impact 3. SPEAK: Persuasive delivery

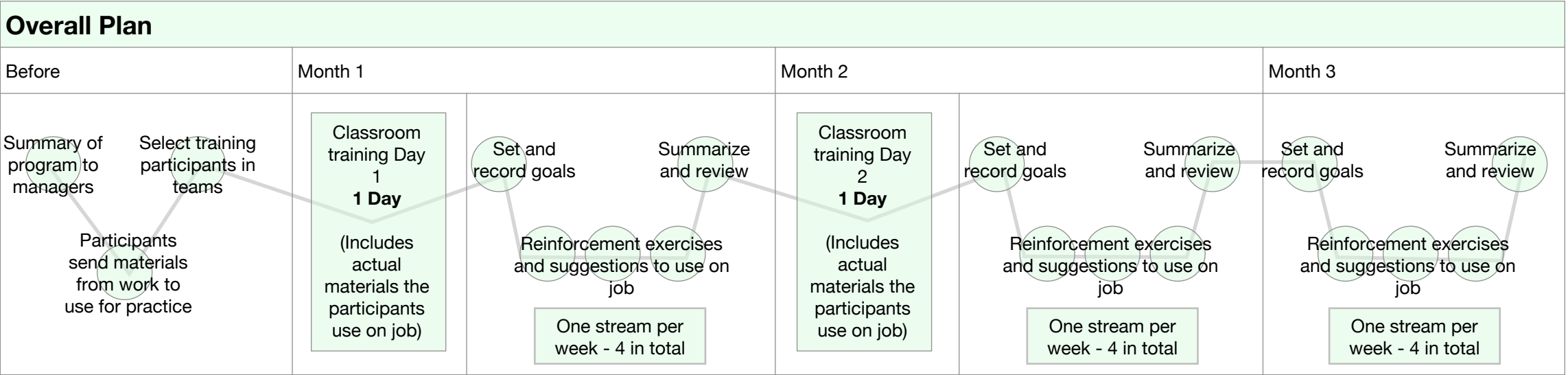


4. Other Topic Transfer: Habituation

Transfer Issues	Ideas to Improve Transfer
Reverts to type when habits are difficult to maintain	Make action plan of situations to use skills Send regular reminders to maintain mind-share in participants
Need extended practice and reinforcement to internalize skills	Follow up with reinforcement practice exercises Follow up with suggestions about how to use on job
Need feedback to refine style to specific situation and work content	Share content to colleagues and manager Train in teams / Give simple feedback tools

Example Program: Logical Communication

Expected results	Program Content
Through this program participants will... 1. Talk in clear, concise, structured language 2. Explain complex materials clearly and succinctly 3. Involve listener in two-way communication naturally	1. Base logic: Clear, simple organization 2. Applied logic: Tips for complex data, documents and charts 3. Two-way: Involving listeners actively



4. Other Topic Transfer: Preparation

Transfer Issues	Ideas to Improve Transfer
No opportunity to use skills on job in near future	Ideas to apply partially in current situation Ideas to apply outside of work
Skills lost before being used (no way to maintain over time without practice)	Spaced reinforcement practice to maintain skills

Example Program: English Communication Skills (for non-natives)

Expected results	Program Content
Through this program participants will... 1. Communicate with non-Japanese effectively 2. Work in English more effectively	1. Communication Skills: Interact actively and ask questions 2. Logic: Speak with clear organization and structure 3. Meeting Skills: Open, give opinions, stay involved and close 4. Negotiation Skills: Understand needs and suggest solutions

Overall Plan				
Before	Training event	Month 1	Month 2	Month 3
<div>Pre-work survey identifying reason for training and application opportunities</div>	<div>Classroom training 1 Day (includes many examples of application, linked to pre-work ideas and specific action plan)</div>	<div>Ideas to apply outside of work</div> <div>Practice to maintain language</div> <div>Reinforcement practice to maintain skills</div> <div>Monthly report</div>	<div>Ideas to apply outside of work</div> <div>Practice to maintain language</div> <div>Reinforcement practice to maintain skills</div> <div>Monthly report</div>	<div>Ideas to apply outside of work</div> <div>Practice to maintain language</div> <div>Reinforcement practice to maintain skills</div> <div>Monthly report</div>

4. Other Topic Transfer: Preparation

Program: Human Skills for Managers

		Quick Action			Future Growth		Results
	Before	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Sessions		KICK OFF	COMMUNICATION	GAP MANAGEMENT	MOTIVATION	EDUCATION	PRESENTATION
Individual follow up	Assessment	Coaching	Coaching	Coaching	Coaching	Assessment	
Application		Apply on job					

Results: From final presentation

1. サマリ				
項目	比較	今回	前回	
市場提供速度↑	240% Up!	2.5 ヶ月	6.0 ヶ月	
最低原価↓	150% 改善	¥20,000	¥30,000	
新技術/設計採用	前回 +a	◎	○	

Development speed 240% up
Reduce cost by 150%
Introduce new technology

jiec 結果				
分類	成果項目	実施前	実施後	
コミュニケーション	プロジェクト内コミュニケーション回数を昨年度比較	24回	48回	
ナレッジ	ナレッジ導入率を使用者数で昨年度比較	46%	95%	
育成	育成取り組み人数を昨年度比較	45%	73%	
折衝	2018年度最初の想定売上人月と12月現在での想定人月	350人月	450人月	

実践による成果

Team check-ins increased 200%
Use best practices 46%→95%
Billable hours increased 30%

1. 結果
2名のリーダーの育成に成功。
PDCAを意識して3か月先を見据えたマネジメントを行い、チームに目的、目標を与えて自律したチーム運営ができる人材を育成した。
新規プロジェクトも怖くない!!

Enabled 2 new PMEs (project management experts) able to manage tier 1 engagements

Appendix: Learning Transfer Problems and Solutions

Categories	Transfer Issues	Transfer Solutions
Situational	No opportunity to practice skills in the workplace before real application	Pre/Post manager meeting; creates specific chances to try skills and get feedback
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Knowledge	Not sure how information learned on the course is applied to actual work	Identify opportunities to use information in pre-work Show examples of application throughout training / Make specific action plans during training
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	Adaptation of broad skills to specific skills to suit various situations is not considered	Share success stories of other participants with details of how adapted and used on the job
Habitation	Reverts to type when habits are difficult to maintain	Make action plan of situations to use skills Send regular reminders to maintain mind-share in participants
	Need extended practice and reinforcement to internalize skills	Follow up with reinforcement practice exercises Follow up with suggestions about how to use on job
	Need feedback to refine style to specific situation and work content	Share content to colleagues and manager Train in teams / Give simple feedback tools
Perceptions	Has a mental block on applying new skills and knowledge	Overcome all rational fears and support extensively
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Appendix: Learning Transfer Problems and Solutions

Categories	Transfer solutions	Modify Training	Support Manager	Perform. Support	Action Planning	Coaching Support	Reinforce Structure	Schedule Support
Situational	Pre/Post manager planning and application meetings; create specific opportunities to try skills and get feedback		●					●
	Summary of program content for manager including how to support through advice and feedback		●					
	Job aids and checklist to use when applying skills in real time			●				
	Checklist and feedback guide for manager and listeners; diary plan included			●				●
Knowledge	Identify opportunities to use information in pre-work survey Show examples of application throughout training Make specific action plans during training	●			●			
	Give job aids for easy recollection at point of need Send reminders and follow up to maintain awareness			●			●	
	Share success stories of other participants with details of how adapted and used on the job						●	
Habituation	Make action plan of situations to use skills Send regular reminders to maintain mind-share in participants				●		●	
	Follow up with reinforcement practice exercises Follow up with suggestions about how to use on job						●	●
	Share content with colleagues and manager Train in teams / Give simple feedback tools	●	●	●				
Perceptions	Overcome all rational fears and support extensively			●		●		
	Use real work issues throughout program to reinforce need to change Share ample examples of application in similar contexts	●						
	Provide support tools to eliminate risk of failure and increase ability to communicate the need for new skills and knowledge			●				
	Create concrete action plans, schedule and accountability to action Involve manager, peers and coaches to ensure follow through		●		●	●		●
	Share success stories from others who have successfully applied new skills Create conditions for success; clear the path; create goals						●	
Preparation	Ideas to apply partially in current situation Ideas to apply outside of work	●			●		●	
	Spaced reinforcement practice to maintain skills						●	●

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