

List of support tools for transfer of learnings

(draft version: content ready, layout to follow)

The purpose of this document is

- to share tools or elements to support graduates to transfer their learnings into practice. Don't feel overwhelmed with the length of the list, just select one or two elements together with the graduate/s.
- to agree among the stakeholders - NRO (line or L&D manager), training manager and graduate - which support element/s to apply (and who is in charge of what to make it happen).
- For the embedment of transfer support read this blog see the graphic at the bottom (example of the Mgt FOU training).

Support tools to be introduced at the end of the training/learning journey

How to use the list: Trainer, graduate and/or L&D manager agree on 2 or 3 measures of the list below the graduates will use to transfer learning from training to practice, as follows:

Elements 1 - 7 Lead: Graduate with Training Manager

Elements 8 - 13 Lead: NRO, i.e. graduate with their Line Manager (and supported by L&D on demand)

Measure/element & description <i>To encourage, reinforce and/or to reward</i>	1. Who is in the lead 2. Support of global training manager 3. Requirements, hurdles	Remarks
1. Learning Buddy: The Learning partner of a training becomes the Learning Buddy after graduation for regular meetings in regard of the transfer. If there was no partner during the training, encourage graduates to buddy-up for post-training learning transfer. Option: Trios instead of pairs. ENCOURAGEMENT & REINFORCEMENT	1. The two learning partners (trainees) 2. Training manager to encourage to stick together post graduation 3. Learning Partner is willing to continue	Sense of empowerment of the learners makes it much more likely that learnings are implemented - the learning buddy/peers is a treasure
2. Homegroup or sub-group of trainees/graduates of the same entity. ENCOURAGEMENT & REINFORCEMENT	1. Someone of the homegroup taking the lead for regular meetings. 2. Programme manager could support, e.g. organising a first meeting.	Peers empower & make people happy (insight of the people power campaign evaluation): Sense of community among co-learners is key for learning
3. Mentoring: Either continued some months after graduation as part of the programme, or provided after graduation or as part of the CoP of the graduate. More here . ENCOURAGEMENT	1. Graduate with training manager 2. by Global mentoring 3. Mentor willing to extend commitment	Easiest way: Extend the existing mentoring prgm of a training. Or look for a buddy (self-recruit) or self-organize a or another mentor (guideline)
4. Invite for a group call for the graduates of the same cohort after e.g. some months to exchange experiences and challenges; (ideally it takes place regularly, e.g. every 2nd month, e.g. three or four times) ENCOURAGEMENT & REINFORCEMENT	1. Trainer or training manager (lead in content) 2. Training manager (organizer) 3. People are busy - how to attract them? How to give them the right to take time for reflection?	
5. Provide spaces for peer learning: If there is a Community of Practice, a CoP formed by training graduates, it can offer spaces and meetings to anchor and to exchange about challenges. ENCOURAGEMENT & REINFORCEMENT	1. If such a CoP exists (e.g. GPM or FLP) the CoP manager with training manager could invite for VCs 2. Graduates or NRO L&D manager can suggest or lobby for such an exchange	Note: use the format " flash " or " speed mentoring " for peer learning.

6. Handover: Training manager facilitates a session with a group of graduates to identify the most important insights for change in their NGO and summarise them for the SMT ENCOURAGEMENT & REINFORCEMENT	1. Training manager with the NRO graduates cohort 2. NRO SMT or unit manager	If necessary or agreed, an additional handover meeting can be facilitated too.
7. Job-Shadowing (and mirroring): A graduate shadows virtually a more experienced peer or their mentor to <i>learn by observing and assisting</i>. This practical learning is called “<u>virtual Learning Place</u>” format (VLP). For the onsite format “<u>Learning Place</u>” more investment is needed. REINFORCEMENT	1. Graduate with Training manager to explore whether this option is feasible 2. Global mentoring on demand	Shadowing done with the mentor or with a graduate of an earlier training. VLP is executed by letting the mentee observe the mentor in zoom meetings and subsequent reflection of the observations. OS-LP is for longer learning journeys such as FLP DD (kind of a short internship in another office).
8. Embedding the learner and the learnings in the work system - i.e. the design of a LJ or training or course need to take into consideration the environment of the learner REINFORCEMENT	1. Training manager 2. Consult NRO L&D managers	Learner: own personality as well as team, LM, SMT Learnings: Are they needed, welcomed or might there be reluctance
9. Line Manager of graduate or sponsors of the sending NRO (i.e. stakeholders co-responsibility and accountability (line manager, SMT, peers, graduate) however, LM carries special position ENCOURAGEMENT & REWARD (possibly)	1. Line manager or sponsor needs to be aware to give space for deployment 2. Training manager needs to brief LM and may send a nudge 3. LM attitude and NRO culture	Is an easy going if LM has undergone a Mgt or FLP programme as well, but can be a hurdle if LM is not a learning advocate
10. Sparring partner from work environment in their NRO or in their respective CoP. Another option is that the sparring partner is a graduate from a previous cohort. ENCOURAGEMENT & REINFORCEMENT	1. Graduate to look actively for a sparring partner in NRO (other or former graduate) 2. Encouragement by global training mg	Programme Manager Task: Provide a list of former graduates or make a recommendation.
11. Coaching: If the transfer is primarily about changing behaviour and personality, coaching is indicated, which is usually associated with costs. REINFORCEMENT	1. Graduate with LM or training mgr to check how to cover costs or whether internal solution possible 2. Could be part of the training follow-up 3. If external professional: Costs	This is certainly a strong, but not cheap method - therefore clarify early on
12. Peer group from the same office as small CoP of graduates or people with similar function ENCOURAGEMENT & REINFORCEMENT	1. One peer needs to take initiative and lead in organising (can rotate) 2. Programme manager can encourage	Also as mean of emotional support of each other
13. Graduate/s presents their learnings to the team or a wider group after graduation ENCOURAGEMENT, REINFORCEMENT & REWARDING	1. Graduates 2. LM organizing the event 3. Colleagues and NRO culture	this is also about preparing the team for possible innovations
14. Trainee is presenting to LM and/or team a short list of their learning transfer needs, i.e. need of test and experiment and do exercises, so they know and agree to support	1. Graduates 2. LM and/or teamt	Graduates need opportunities to test their learnings, e.g. sparring (see 7) and real tests with the “allowance to fail”
15. Recognition or an acknowledgment (after the return of a training): A token, a letter, a special team meeting etc. ENCOURAGEMENT & REWARDING	TBD - who would be in charge? National L&D; global training?	Acknowledgement of achievements is motivating - and can also be used as a certificate for the CV, e.g.
16. Refreshers and “Advanced Modules”, drip feed campaign: learning content delivery with nudges, feedback-questions or other bite-sized content via scheduled email or Slack messages)	1. Programme manager and/or CoP and trainers for the content 2. Graduates to take time for it 3. LM to allow it	TBD in each case - who is doing what to provide it and how and when.

REINFORCEMENT		
17. An App with the title “60s” (which stands for “60 Seconds for Success through learning transfer Support”) is a companion for learners/graduates. It provides reminders, nudges and reflection time. It allows an automated, low-invasive learning transfer support AND evaluation of RoL based on outcomes set by the trainer/content owner. REINFORCEMENT	1. a) Graduate - self-guided 1.b) Trainer guided growth/learning objectives.	Ditto as above

Amendments to and embedment of the tool “Support elements post-graduation”

- In an ideal world, in order to assess whether learnings are being applied, there should be agreed indicators in place to measure against a baseline that has been assessed. However, this is not yet always the case - and we need to start somewhere and improve by supporting learning transfer in alignment with the saying “*It is better to prevent a fever than to measure fever*”, i.e.: Support the transfer first and then try to assess the hoped improvements.
- A systematic analysis using baseline, midline, endline and post-graduation data gathered must be employed in order to make the RoL valid. However, not yet in place everywhere - and not clear who is in charge (to do what).
- How far do we need a system of qualification for those in charge to support graduates and measure progress?
- Some elements are based on the insights of the “[People Power Campaigns Evaluation 2020](#)”, of which three key insights are relevant for RoL and thus re-design “transfer elements”, to say:
 - happiness or sense of empowerment of learners = “efficacy” beliefs
 - sense of community among co-learners and/or support circles
 - community-building benefits within learning cohorts [relevant for campaign trainings]
- What has been learnt in a training is mostly only tested at the end of the course, and it is a snapshot at this point in time. And it is rarely asked about readiness and confidence in what has been learnt. But these are the decisive criteria for what is actually transferred into practice (level 3; fore more [see blog](#)).
- If there are co-trainers in a training, for example former graduates or also from the same cohort with a special task, they can serve as peer supporters or peer mentors.

RETURN ON LEARNING: Building training effectiveness

Whilst the individual learner is the main actor for the actual transfer of personal learnings into their day-to-day job (on Level 3), they need **encouragement and support** to be able to implement new behaviours effectively:

Individual learner level:
“I know it”
“I can do it right now”
“I believe this is worthwhile”
“I think I can do it on the job”
“I intend to do it on the job”

Source of the model:
[NEW WORLD KIRKPATRICK® MODEL](#)

Global L&D paper on what the “support system elements” mean in GP:
[Support Elements for transfer of learnings \(Kirkpatrick Level 3\)](#)

