

# The Missing Link in Learning

Emma Weber, CEO and Founder of  
Lever – Transfer of Learning, presents  
the solution to the learning transfer challenge -  
Turning Learning into Action™



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# Abstract

One of the biggest challenges that businesses have always faced in the development and delivery of training relates to what happens after the training course is complete; is the business actually going to see a real change in employee behaviour?

The answer, more often than not, is no. Achieving truly lasting change requires the most robust of training reinforcement approaches, an approach that creates measured 'Learning Transfer'.

There have been many debates around the concepts of making training 'stick' and the organisational benefits of embedded learning and the like. These of course have merit, but are predominantly about people being able to remember or recite what they were taught. This should not be confused with learning transfer which is about really changing, in a very practical way, how individuals operate in the workplace, after a training program.

Study after study shows that, in most cases, learning approaches are only around 10 to 20% effective. This means that the return on financial and time investments in training is rarely, if ever, fully maximised. More often than not, employers are unsure how to hold people accountable to change after training and thus they are unable to ensure effective learning transfer; in essence people follow a strategy of hope!

Meeting the learning transfer challenge isn't helped by the fact that one of the key metrics of evaluating an L&D team is 'training days delivered'. This means that if participants leave a training event, in theory, knowing what to do and being able to demonstrate the desired new skills or behaviour in the classroom, this metric is satisfied regardless of whether that learning is ever actually implemented back in the work place. This really is quite a meaningless measure.

Whenever L&D professionals have a 'light bulb moment' and recognise this flaw in the evaluation of training they are realising that they don't just need to provide training; that's only half their job. What they also need to do is make a real difference back in the workplace by *actively* helping their organisation to understand that training is actually the means to the robust achievement of real business benefit.

Lever – Transfer of Learning has worked on these issues with companies like BMW, Harley Davidson, Oracle, Electrolux and Cisco to name but a few. In doing so they have developed a proven methodology to truly allow L&D professionals to clearly show their contribution to the bottom line of their organisation. They are making training bear real and measurable fruit back in the workplace ... and it's all about facilitating the leap to effective learning transfer.



This white paper shares some of the approaches to really transforming the effectiveness of the L&D function that have been developed by Lever. They have demonstrated to their clients that the transfer of learning is the missing link in truly effective training.

Led by founder and director Emma Weber, Lever has spent over ten years demonstrating their expertise in the field with their proven learning transfer methodology Turning Learning into Action™ (TLA).

Analysing data from over 3000 participants who have participated in Turning Learning into Action™ programs across a number of blue chip organisations we can report:



## OUR STATISTICS

- Participants on average showed an 80% increase in the rating of their goals on a scale of 1-10 pre and post coaching.
- Participants fed back that they achieved 58% more in their goals with the TLA process than they would have achieved without follow up – an average of 2.6 / 5 without follow up and 4.1 / 5 with.
- On a scale of 1-5 participants scored the TLA process 4.2 for effectiveness in supporting them in following through on their action plan.
- On a scale of 1-10 participants scored an average of 8.9 out of 10 for the likelihood that they would recommend the TLA process to a colleague.

As a specialist learning company with vast experience, Lever – Transfer of Learning understands that the skills and knowledge from training and development cannot be transferred to the workplace effectively without successfully changing behaviour. Without it most training dollars are wasted - and that's an ROI which would not attract even the most reckless of investors!



Lever designs solutions to complement and supplement L&D activities so that employees fully develop the required behavioural changes. Knowledge and skills learned become knowledge and skills applied, ensuring the effective transfer of learning.

This white paper examines Lever's solution to successful learning transfer – the methodology of Turning Learning into Action™ (TLA). First, it looks at the Learning Transfer Challenge faced by businesses worldwide. The main emphasis of the paper is then to examine the Learning Transfer Solution and the 'how to' of the TLA methodology and finally, it reviews how businesses can roll out TLA by looking at Making Learning Transfer happen.

# The Learning Transfer challenge



## THE EVOLUTION OF TRAINING

As much as some things change, L&D professionals are quite often traditionalists and almost all the current instructional design models used in business today are variations of the original ADDIE model (Analysis; Design; Development; Implementation; Evaluation). It's useful to look at this process in terms of what happens *before*, *during* and *after* the learning event.

The first three stages of the instructional design process (IDP) – Analysis through to Development - are all concerned with how training is created with focus on what happens *before* the training. Implementation is concerned with everything that happens *during* the training - and L&D functions have become very adept at honing the transfer of information and skills to participants in a controlled learning environment.

Evaluation deals with what happens *after* the training and this is where things start to really fall apart, since so much training is still 'measured' by the post-class satisfaction survey - the dreaded 'Happy Sheet'. This method of evaluation tries to relate to how successful the knowledge transfer has been, but in reality is more a measure of how good the training was as a piece of entertainment – with questions such as 'How much did you enjoy the course?!' It's not a measure of how more efficient and

effective the employees are, or how much business metrics have improved – which are the kind of measures needed to truly reflect successful training investment.

The real priority of the 'after' phase of the training is to ensure that the new knowledge is being applied in the workplace through behavioural change - and that can never be done the minute the training has been completed. Without transferring learning through an ongoing process to support employees to operate differently in the workplace, yet another piece of learning will become just a new statistic in the legacy of failed organisational training. And, another colossal waste of time and money.

Clearly there *has* to be something missing in the 'instructional design process' (IDP) - and the answer is a 'proven solution' for the transfer of learning. Behavioural change is the key to massively improving business results. So, if there is no robust learning transfer after training, it doesn't matter a jot how well the rest of the process, analysis through to evaluation have been implemented.

Behavioural change is the key to massively improving business results.



## LEARNING'S MISSING LINK - WHY IT'S BEEN MISSING FOR SO LONG

The individual elements of the IDP have been perfected over the years but since training still fails, this means there must be a missing link; but why is this link missed?

**No Ownership** Too often the different parts of the IDP are divided up across resources and there is no common finish line for each stage and that means no ownership.

**Wrong Objectives** When planning a program, the wrong objectives are often set. Even the objective is set just to gauge what people *intend* to do and what they demonstrate they can do *in the classroom*. Rarely do people set objectives to actually deliver results after the training. With these loose objectives there's limited chance that learning transfer can occur since it's not even one of the objectives – you can't you hit a target without a target to aim at?

**Obsession with Content** L&D functions have become obsessed with finding new and innovative ways of getting content delivered, especially through technology. But all that has done is make people think that if they improve the content and deliver it in a slightly more innovative way – whether it is a blended approach or solely online - there will be a miraculous change in behaviours as a result.

**Obsession with Evaluation** – Training evaluation represents the Holy Grail of learning and development but it does not

create change, it only measures the extent of it – forget the Happy Sheet!

### Focus on Learning Not on Change

Effective learning transfer needs change strategies. If the training's primary goal isn't to create behavioural change then nothing much will ever happen.

## LEARNING'S MISSING LINK - THE SOLUTIONS SO FAR...

Most people in the L&D industry are fully aware of training's dismal record in affecting behavioural change, with a growing recognition that the missing link is the transfer of learning. We already know training is failing but people *are* trying to find solutions, and businesses believe they are addressing the transfer of learning issues when they adopt one or more of the following:

- “Managers conduct training follow up”
- “Facilitate training follow up discussion groups”
- “Run half day training refresher/follow up sessions”
- “Have executive coaching”
- “Use action learning / business projects”
- “Use blended learning solutions”
- “Create a social media community”
- “Participants present their learning back to their workgroup”
- “Ensure everyone is properly prepared for the learning”

These and other tactics currently used in an attempt to improve training effectiveness,



is testament to the fact that people recognize the problem. But the question is, do they work?

Well, not really. In my book I discuss further for each approach why the success is limited at best. While the initiative may be designed for change, unless individual reflection, ownership and accountability

(and NOT through ticking the box) are included over a period of weeks these initiatives fail. The initiative may be implemented successfully but is success the change that is delivered or still merely attendance and/or participation? To create sustained change we propose a much more robust and a truly holistic approach.

# The Learning Transfer Solution



## TURNING LEARNING into ACTION™

So what is the solution to the Learning Transfer problem - and who does it belong to? The *who* will follow, but for now let's consider what the elements are of an effective Learning Transfer solution. Our specific approach is called 'Turning Learning into Action'.

Turning Learning into Action™ (TLA) is a proven learning transfer methodology that truly solves the problem. It's driven by a series of specific and accountable one-on-one conversations that occur at various intervals *after* the training event, supplemented by a measurement methodology.

Training will increasingly become less about the learning and more about change. The TLA change methodology contains a coaching approach at its core but is tailored to address change *post learning* specifically. It allows people to identify what needs changing and helps them hold *themselves* accountable to follow through on those changes and get business results. Turning Learning into Action™ empowers the individual to take control of the learning process and increase its value and their productivity for individual and collective success.





# TURNING LEARNING into ACTION™

TLA follows a three stage process of Preparation, Action and Evaluation.

- 1 PREPARATION**  
Setting expectations and developing an ACTION plan at the end of training.
- 2 ACTION**  
A 5-step process designed to hold individuals accountable to follow through on the ACTION plan.
- 3 EVALUATION**  
Changed behaviours are observed, evaluated and collated by individuals and/or their managers.

## PREPARATION AND SETTING EXPECTATIONS

The first stage of the learning transfer process is to generate understanding among participants of the importance of TLA for their organisation and what business results the organisation is looking to achieve post the learning. Before they create their own TLA Action Plan in the classroom, it's important to share the background and set expectations; people need to understand what's going to happen and especially why.

They must appreciate that what they are

about to embark on is significantly different from what they have probably experienced in the past, so that they take the creation of the TLA Action Plan seriously. It's important to truly shift expectations so they see the action plan as the beginning of the next phase in learning transfer and behaviour change - and not the end of the training!

An important part of the TLA process is using a Learning Agreement – for a downloadable copy go to [www.transferoflearning.com/resources](http://www.transferoflearning.com/resources). It clarifies what the individual is signing up to and

therefore further demonstrates that there is something different about training from now on. It highlights what they can expect throughout the process and what is expected of them.

## PREPARATION - CREATING THE TLA ACTION PLAN

People can be pretty cynical about action plans because of their past history of never being followed up upon, but they are an essential part of effective learning transfer. Along with the Learning Agreement, the TLA Action Plan is the source document which will start the change process for each individual participant.

Everyone must have enough time to really engage with the process, this means that the creation of the TLA Plan needs to happen toward the end of the training program but not at the very end. It's not like when they fill in the Happy Sheet before they rush out of the door!

There needs to be a clear appreciation that the TLA Plan signifies the beginning of the next stage of the training process – the learning transfer that will happen in the workplace. The plan includes their targets and what success will look like. It's a calibration of where they consider themselves to be in relation to the target, why the change is important and their next steps.

True commitment at this stage is not fundamental; the need is to ensure everyone leaves the program with a detailed TLA Action Plan, a copy of their signed Learning Agreement and a confirmed time for their first conversation. Commitment levels only

really shift when they experience first-hand how valuable the process is and how it does actually help *them* to achieve *their* goals.

## THE ACTION CONVERSATION MODEL

The next stage of the TLA process is where the conversations begin and then continue over a period of several weeks. The TLA 'Action Conversation Model' is the theory and framework behind what occurs in those conversations. This model expresses the interplay between structure and flexibility that creates enhanced coaching and differentiates TLA.

**ACTION** is an acronym for the various stages that the conversation must pass through in order to successfully facilitate transfer of learning and behaviour change back in the workplace:

**Accountability** - setting up the process context and the coach/coachee relationship.

**Calibration** – establishing a 'score' for where the person is now and the future target.

**Target** - where is the individual trying to get too and what's the target for the session  
**Information** - gathering information about what is happening in the workplace.

**Option** - what options does the individual have in this situation and what could they do.

**Next Steps** - how the person is going to commit to action and move toward the target.



It's important that the individuals take their own notes so there is ownership of the process. The TLA Specialist also takes notes, but they must make sure the individual makes a list, in their own words, of the three or four points that they have committed to action, this supports ownership for the change. Depending on the level of confidentiality and system used to manage it, these notes may then be emailed to the participant for their approval and then copied on to their manager.

## THE “MUST HAVE” SKILLS FOR SUCCESSFUL TLA DELIVERY

The ACTION model can be executed well or executed badly. The participant needs to engage in these conversations with a person trained to use the ACTION model, this person could be internal or external. In many ways this person is taking the role of a 'coach' of the participant. Depending on the experience of the organisation with coaching they may use the title TLA coach or TLA specialist.

To ensure that the process is executed well and delivers the required change outcomes, there are three critical skills for the TLA coach/specialist to master:

- Asking Power Questions
- Being Listening
- Using Intuition Effectively

Questions are at the heart of great TLA coaching, but there is a huge difference between what can be accomplished from a closed question versus an open question; the latter are of course critical. The whole

Questions are at the heart of great TLA coaching.

point of coaching is to allow the individual to arrive at their own solution by eliciting the individual's thoughts, feelings and opinions which will best facilitate that process.

Enhanced TLA coaching focuses on power questions; a form of open question that ensures the coach does not arrive with an agenda or pollutes the discussion with assumption. These questions help prevent wasting time exploring issues that are not relevant and the best ones are those where the TLA coach has no idea how the individual will answer because it explores the participant's way of thinking, not their own.

'Being Listening' is about *being* in the conversation with the individual, being completely still and doing nothing apart from being present and listening. The TLA coach 'holds the space' for the person to open up and really communicate, keeping the mostly one-sided conversation going with more power questions.

Everyone has intuition although not everyone knows how to use it effectively. In a coaching sense, intuition is the thought or idea that springs to mind from what seems like nowhere when an individual says something during the conversation. Trusting this is a key skill in coaching and working out what is intuition and what is a personal reaction can be very tricky.



At times the TLA coach's intuition will alert them to something they need to address for maximum benefit to the individual; this is a key skill that every TLA coach needs to master. It's about the coach sharing something that they have observed with the individual that could be really useful and helpful, but doing so in such a way that it is safe and respectful.

## HELPING OTHERS TO "GET IN THE GAP"

One of the biggest reasons that traditional coaching produces such hit and miss results is because the coach doesn't take the time to identify the main issue the individual is seeking to resolve at the start of the conversation. They don't 'get in the gap' so the conversation meanders without the necessary focus on outcome and action.

The TLA methodology prescribes that the conversation always starts by getting the participant into the gap. Without this initial identification and ownership of the issue, no real progress can be made.

The most common problem in coaching conversations is when the individual can identify a gap but spends all their time and energy telling the coach why they can't fix it. This person will enthusiastically recount all the reasons why they have not been able to action any of their targets between the training program and the first conversation or between TLA conversations.

Alternatively, problems can occur when the individual can identify a gap but is undecided about their desire to change it. The coach needs to help an indecisive individual to identify a gap and agree to take

action on that or shelve it and move onto something they will take action on.

The last common problem that arises is when the individual has either done everything they think they can on their action plan, but can't see where they can improve. The solution to this challenge is the Management Consultant Technique (an audio example is available on [www.transferoflearning.com/resources](http://www.transferoflearning.com/resources)). The idea behind this process is for the coach to help the participant take a 'helicopter view' so that they are looking at the situation from a different perspective. This altered perspective can help the individual to bypass their rational mind and see things in a new light. In truth people will have rarely done ALL they can to improve.

## MANAGING THE TLA CONVERSATIONS

At its heart, the TLA process is about the TLA Specialist supporting the participant in their working environment to reflect on the learning they received in the training program, helping them to apply that learning so it becomes habit until they have completed their TLA Action Plan.

Taking place after the training event over the course of two or three months, everything about the way TLA is structured and delivered is aimed at getting real world behaviour change *in between* the conversations. The accountability of having repeated check-ins on progress aims to stretch the participant, encourage progress and ensure change.

In order to achieve this it is essential in the first conversation for the coach to get



the participant to identify what goal on the action plan the session can add the most value to. Left to their own devices most participants will want to work on the easiest action point or one that they have secretly already achieved! The coach needs to be mindful of this and encourage the participant to focus on the hardest action or the one that will yield the most value.

At the start of the second and subsequent conversations the coach of course needs to check in with the person regarding the agreed actions to implement the training or previous conversation. When the TLA Specialist asks the individual what they have done since the course or previous conversation, they are likely to respond in one of four ways.

They will:

- Be excited and enthusiastic because they have followed through on their action and will want to share, often in detail, what they have done.
- Be upfront and tell the coach they haven't done it.
- Be really vague and proceed to provide a list of excuses about why they haven't done the action but how it's not their fault.
- Lie - although this is rare and can be spotted due to the lack of detail.

Whatever feedback the TLA Specialist receives it's important not to take what the person says at face value. The coach needs to allow for personality, hyperbole and politics, and dig underneath those potential distractions to uncover what's actually

... the coach needs to... leave the participant feeling clear and excited about their forward momentum.

happened since the last conversation. To do this the coach needs to ask questions to check the validity of what they are being told in a way that doesn't question the person's integrity, honesty or judgment.

When the TLA coach can get the individual to be really honest about what they are going through it will make a massive difference to their results. Their job is to support the individual in a process of reflection, so as to help them to hold themselves to account for the follow through.

At the end of the final conversation the coach needs to congratulate the individual on what's been achieved through the TLA process and leave the participant feeling clear and excited about their forward momentum.

## HOW TO MEASURE AND REPORT SUCCESS

Attempting to fudge, hide or ignore results by cherry picking what to evaluate is pointless and brings zero benefit. So what type of evaluation really matters? In an effort to answer this question the 'ROI Institute' ([www.roiinstitute.net](http://www.roiinstitute.net)) surveyed the CEOs of several Fortune 500 companies and asked them what they considered important in regards to L&D.

Perhaps it's not surprising, but the top three things that CEOs identified as



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currently being measured were considered by ROI the least important three things to measure! And it gets worse; the bottom three things that the CEOs identified as not currently being measured also happened to be the top three things that they want measured in the future. Just 8% of respondents said that their business currently measures training impact and yet 96% said it was their number one priority.

CEOs are now waking up to realise that they don't care how many people were trained last year or if those people enjoyed the course. What they care about is the result and what participants did differently and how much that impacted the bottom line. They need access to useful and pertinent information about the effectiveness of training programs so they can make better use of the training budget and get the results they seek. They now recognise that the key to transformation and genuine training success is the measured application of a behavioural change process – transfer of learning.

## THE IMPACT DASHBOARD

For evaluation to be truly effective the need is to start with the end in mind and decide what the course objectives are at the very start, before the program has even been designed. Then once the training is complete work can commence evaluating the outcomes in relation to those objectives by focussing on application of the training. To achieve this, TLA uses an Impact Dashboard to document program evaluation. With the Impact Dashboard, stakeholders are able to assess reaction and learning evaluations as well as application and first stage impact evaluation, with the option of going all the way to ROI.

An example of an Impact Dashboard is shown here. The evaluation necessary for successful learning transfer must focus on application of learning in the workplace. It gives decision makers and interested parties an accurate one-page indication of outcomes and allows them to evaluate change or application and business impact. It can also be used as a tool for identifying where case studies and success stories can be captured.





# Making Learning Transfer happen



## HOW TO SUCCESSFULLY ROLL-OUT TLA

The size of the TLA roll-out will depend on how many people are scheduled to attend a particular training program. Managing the TLA process for 50 people is a very different logistical consideration to managing a roll-out of 250 or 2000 people.

The volume of TLA required and the relative importance of the training will clearly impact who is best placed to roll it out. There are two internal options: the manager of the participant or an internal specialist and two external options: the trainer/facilitator or an external specialist.

Whether you select internal or external will depend not only on the size of the rollout, but on the maturity of the organisation and development of your managers.

If managers are to be the TLA specialists, they need to have not only the skill but the time to have the conversations. The tendency can be for managers to just tack learning transfer onto the agenda of another conversation – this won't create the required outcomes. It can also be difficult to show enough vulnerability to change in the conversation with the manager - given the managers direct influence on the participant's career and salary.

Both options internal and external have pro's and con's – for further detail please

see Chapter 12 'How to roll out TLA successfully' in *Turning Learning into Action: A proven methodology for effective transfer of learning* available at [www.amazon.com](http://www.amazon.com).

When the purpose of the training is to change or improve habitual on-going behaviour then learning transfer is particularly valuable. It is a vital component of any soft skills training programs, such as leadership or communication skills or sales training. Fundamentally, it is best suited to anything that seeks to alter the way people operate in their working lives. It's likely to be more successful when linked to learning about 'how' people do things as opposed to 'what' they do, like using a new computer system.

If a training program is really visible or critically important to the business, then that is a good way to dip a toe in the learning transfer water. When it's absolutely essential to guarantee the results from the program and the business has no previous experience in successful learning transfer implementation, then the best solution is to recruit the assistance of an external learning transfer specialist.

## THE POWER OF THE PHONE

The telephone is the secret weapon for productive and cost effective learning transfer rollout, irrespective of the numbers of people involved. Lever's experience has



proven time and again that telephone-based coaching is much more effective in the process of change than face-to-face meetings. This also has the added benefits that it is infinitely more time efficient than face-to-face coaching for both the coach and the person being coached. There is less time to wander off topic plus no commute and no travel expenses!

Change comes about through a process of self-reflection and personal contemplation. It is initiated from within and is facilitated by encouraging the individual to listen to their internal dialogue; effectively having a conversation with themselves. This process is made far easier on the phone because the questions and conversation goes straight into the individual's ear, accessing the internal dialogue directly.

Using the telephone for TLA follow up means the individual can't see the coach and that way they feel less self-conscious, therefore more likely to be open, honest and vulnerable. It can feel as though the person is actually having a conversation with themselves and the coach is simply shepherding the conversation and supporting them toward behavioural change. But there are telephone guidelines to help achieve what this approach offers and both parties must treat the meeting with the same importance as a face-to-face meeting.

## THE BENEFITS OF TLA BY STAKEHOLDER

There are many different stakeholders in the training design and delivery process and they all have different objectives and their

perception of the ideal outcome is often quite different; the effective transfer of learning offers each stakeholder specific benefits.

**CEO** Instead of spending \$100,000 on two training courses that don't work, the business could spend half of that amount on one training course with a learning transfer strategy that does. No CEO is going to argue against that type of thinking! The business gets the essential performance improvement it seeks without spending more money, possibly even less, as the participants actually use their new knowledge to improve productivity and performance.

**L&D Professionals** The more these people can be seen as effective contributors to business success rather than just being a support function, the more valued they are going to be. They need to fully embrace and publicly commit to the need for an effective learning transfer process. They must always ensure that a learning transfer process is included as intrinsic to any training solution where behaviour change is required. Do this and their credibility will improve exponentially.

**Program Sponsor** The benefits of learning transfer for the Program Sponsor are very straight-forward; it massively increases the likelihood that they will get the behaviour change they want. For the participants of the training, transfer of learning almost guarantees that they will have to endure less



training in the future, not more. They will be supported to make the changes over a reasonable period of time and don't have to be fearful about not being able to master the new skill or manage the change immediately.

**Participant** When the next round of TLA based training comes along, participants will see much more value in being asked to attend because they know it will be of value. Too often without post training support participants see something that is taking them away from being productive for the period of the training rather than it being an investment in their time due to the future value it will create. In the past training may not have added value - without transfer of learning participants know, before they even arrive, they will never use the learning in the workplace! With the TLA process AND the efficient way it is delivered by phone most people see that less time to wander off topics, no commute and no travel expenses are not just the benefits of TLA, but the powers behind the methodology that enable the participant to have a reflective conversation with themselves that drives outcomes.

**Manager of the Participant** For the line manager, learning transfer offers viable solutions that allow them to stay connected to the change process and know what's going on for each of the participants. As part of the TLA process, the participant's TLA Action Plan, including the three objectives that person has committed to at each conversation, can be automatically sent

Learning transfer is a huge opportunity for trainers.

to that person's manager. The manager stays involved without necessarily the time and skill requirement of personally being the TLA specialist who works with the participant to implement the change.

#### **Trainer or Facilitator of the Training**

Learning transfer is a huge opportunity for trainers. Whether trainers like it or not, there is going to be a time in the very near future where they will be expected to take responsibility for the transfer of learning process and they will not be able to abdicate responsibility once their part is over. But that is not a threat, it's an opportunity; one to either extend their product offering or to team up with a TLA Specialist for better results so that everyone wins.

**TLA Specialist** The TLA process is a proven methodology where the specialist doesn't have to re-invent the wheel every time. They don't have to worry about every conversation and what might happen; they simply learn the methodology, follow the process and bask in the reflective glory of accomplishment and achievement. The key driver for the TLA Specialist is the achievement of tangible business benefit, whereas traditionally the key driver of a trainer is the achievement of a learning outcome. Put those two individuals together and training as we know it will be revolutionised.



# Summary

If an organisation is looking for behavioural, real world change back in the workplace, which involves an improvement of soft skills like leadership, sales or communication etc. then they need to develop training with a transfer of learning component - otherwise they will not get the gains they are seeking from the training.

Increasingly purchasers of learning / training are realising that if they commission a soft skills training program that does not include a transfer of learning component then they are wasting an opportunity to create real change. Too often people pay a lot of money for some brilliant training and then watch once again how nothing actually changes in the workplace ... until that is, someone suggests trying some other training without learning transfer to see if *that* will work. And on they go...

When buying any training there must be some very serious discussions, involving all of the decision-making stakeholders, about what the learning transfer strategy is going to be, ensuring a decision is reached about who will be the owner for driving the change and delivering measurable improvements in business results.

Good instructional design and a proven transfer of learning methodology are crucial in liberating the benefit that training has promised for so long but continually failed to deliver. Only when the two components start to work together will businesses finally experience the benefits they were seeking that prompted the training in the first place. Only then will training failure finally be eradicated.

There will never be a situation where 100% of the people transfer 100% of the learning, but TLA *will* radically transform training results *without* having to make wholesale changes to training plans. Organisations don't need to start from scratch or source a new type of training or find new training suppliers; they just need to shift their perspective to include a transfer of learning methodology. Do that and the ROI would be of interest to even the most cautious of investors.



# Find out more

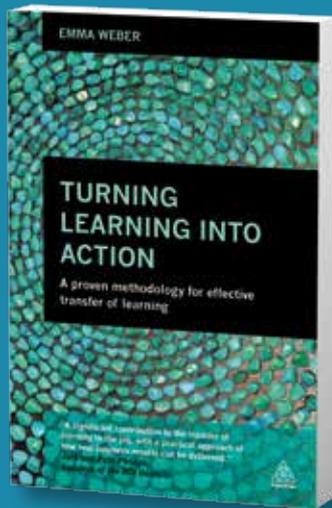
Whatever the content of your training program, we can tailor a suitable results-oriented follow up program to make sure knowledge and skills learned become knowledge and skills applied, delivering effective transfer of training. We work in all areas of soft skills training across all organisational levels, including leadership, sales, negotiation, team building and front line manager development.

Contact us to discuss how your organisation can create tangible business outcomes from learning.

+61 (0) 2 8221 8833

[emma@leverlearning.com](mailto:emma@leverlearning.com)

[www.transferoflearning.com](http://www.transferoflearning.com)



You can also find Emma Weber's book *Turning Learning into Action: a proven methodology for effective transfer of learning* online from Amazon UK, Amazon USA or Footprint (Australia). The book includes an example of an easy to create Learning Dashboard, action planning and learning agreement templates.