

A young Black woman with short, curly hair and glasses is smiling broadly while looking at a computer monitor. She is wearing a sleeveless top with vertical stripes in red, yellow, blue, and green. The background is a blurred office or classroom environment with other people and computer monitors. The text 'SUPPORTING THE TRANSFER OF LEARNING' is overlaid in white, sans-serif font on the bottom left of the image.

SUPPORTING  
THE TRANSFER  
OF LEARNING

## INTRODUCTION

*Supporting the Transfer of Learning* involves designing and promoting activities and materials that help participants apply what they have learned on the job or at home. These follow-up interventions occur after the learning experience. Activities may include reminder emails, feedback and coaching by a manager or mentor, job aids, discussion forums, web-based tools, additional opportunities for practice, and recognition for changes in behavior.

*Supporting the Transfer of Learning* increases the probability that participants will use the knowledge and skills they acquire after they finish the learning experiences.

When designing transfer activities and materials, it is important to consider all the factors that support performance: necessary information, tools, and resources; clear expectations; specific and timely feedback; and recognition and rewards.

Competent support for the transfer of learning increases the likelihood that you:

- Address considerations for transfer during the needs assessment phase.
- Design and develop materials to support the transfer of learning.
- Prepare coaches and mentors to support the transfer of learning.
- Position content and activities during the program to support the transfer of learning.
- Conduct transfer of learning activities.

When *Supporting the Transfer of Learning* in emerging markets, culture, infrastructure, and personal circumstances affect the design and effectiveness of the support. When you address these challenges directly, participants tend to remember and correctly use the content in their

daily lives. As you prepare to support the transfer of knowledge, ask yourself the following questions:

- How will you incorporate local societal, religious, political, or legal realities and gender norms into the support you provide?
- How can you help participants expand their business or personal connections to enhance the overall impact of the program?
- What follow-up training and post-program activities are suitable for participants?
- How can you provide timely support and assistance in a way that is economically feasible for both the participants and the sponsoring organization?
- How can you leverage technology to assist with support?
- What kind of support can you provide that takes into account the logistical, technical, and infrastructure realities of the area where the participants live or work?

Although we discuss support after delivery in this model, do not wait until after training is delivered to think about the transfer of learning. Ask questions about the feasibility and needs related to transfer during the analysis phase. Design tools and support approaches during the Design phases. Familiarize participants with the tools and alert them to any post-program support events during the Facilitation of the program. We have kept transfer as a separate category to highlight its importance and to remind you to address these issues.

Additional information on *Supporting the Transfer of Learning* when conducting training in fragile and conflict-affected situations and gender-inclusive training, please refer to the FCS and gender supplements at the end of this guide.

# SUPPORTING THE TRANSFER OF LEARNING

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COMPETENCIES AND SUPPORTING COMPETENCIES | This section contains information about the importance of mastering the competencies, tasks for each supporting competency, key outputs, and assessment criteria.

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# 1. Design the transfer of learning





## Importance

The impact of mastering these competencies is that you:

- Design transfer activities that are appropriate for the organization, work unit, participants, and desired performance outcomes.
- Organize locally-appropriate program follow-up.
- Avoid political or social sensitivities in post-training follow-up.
- Identify follow-up training and post-program activities suitable for participants.

## Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

<b>1a</b>	<p><b>Plan support for the transfer of learning and sustained performance</b> See <i>Assessing Performance Needs 4c</i> and the following:</p> <ul style="list-style-type: none"> <li>▶ Develop a cost-effective post-program support</li> <li>▶ Determine participants' access to post-program technical support and preferred method for support  <ul style="list-style-type: none"> <li>▸ Provide post-program support via distance education</li> </ul> </li> <li>▶ Arrange for safe venues and travel routes for program follow-ups  </li> </ul>
<b>1b</b>	<p><b>Design support for the transfer of learning and sustained performance</b> See <i>Designing Learning Experiences 3d</i></p>
<b>1c</b>	<p><b>Develop materials to support the transfer of learning and sustained performance</b> See <i>Designing Learning Experiences 4f</i> and the following:</p> <ul style="list-style-type: none"> <li>▶ Avoid political or social sensitivities in the program follow-ups </li> </ul>

## Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
<b>Plan for supporting the transfer of learning</b>	Plan includes realistic solutions for the transfer of learning, based on desired performance outcomes
	Plan identifies resources and time required to implement support for the transfer of learning
	Plan includes communication and follow-up activities
	Plan identifies technology to support the transfer of learning
	Plan includes estimated time and work effort required for participants and coaches
<b>Design for supporting the transfer of learning</b>	Design includes realistic activities and tools to support the transfer of learning, based on the desired performance outcomes
	Design uses available technology appropriately
<b>Materials to support the transfer of learning</b>	Materials support the transfer of learning
	Materials clearly identify roles and responsibilities of participant and others (for example, mentors, supervisors, peers)
	Materials can be used in the workplace without assistance

## 2. Implement support for the transfer of learning





### Importance

The impact of mastering these competencies is that you:

- Increase the likelihood that participants will transfer learning to the workplace.

### Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

<b>2a</b>	<p><b>Prepare support for the transfer of learning and sustained performance</b> See <i>Designing Learning Experiences 5c</i> and the following</p> <ul style="list-style-type: none"> <li>▶ Support participants' psycho-emotional needs after the program and provide confidence building to encourage them to continue using what they learned in class </li> <li>▶ Determine available services for coaching, mentoring, peer-to-peer, and business-to-business networking           <ul style="list-style-type: none"> <li>▶ Identify qualifications for serving as a mentor or coach</li> <li>▶ Prepare coaches and/or mentors to support the transfer of learning </li> <li>▶ Create class reunions to encourage participants to stay in contact with each other</li> <li>▶ Encourage networking and make efforts to increase peer-to-peer or business-to-business networks  </li> </ul> </li> <li>▶ Establish outreach communication channels</li> </ul>
<b>2b</b>	<p><b>Facilitate support for the transfer of learning and sustained performance</b> See <i>Facilitating Learning 4c</i></p>

### Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
Briefing for coaches and mentors	Coaches and mentors can explain their roles in supporting the transfer of learning
	Coaches and mentors can explain the participant's role in supporting the transfer of learning
	Coaches and mentors demonstrate that they are prepared to support the transfer of learning
Positioning transfer activities	Learning content, examples, and activities are linked to job and organization requirements
	Importance of transfer activities is positioned while facilitating
	Job aids and other relevant resources are incorporated into learning