

SEGMENT TWO
Transfer of Learning Matrix

	Before	During	After
Supervisor/ Manager			
Trainer			
Trainee			

Choose the top three boxes that makes the MOST difference in ensuring the trainee transfers learning to his/her job.

Maximizing Transfer of Learning

- BEFORE Training
 - What can you do as a supervisor before the training so that your staff make the most of their in-classroom time?
- DURING Training
 - What can you do during the training to ensure staff stay focused on their learning?
- AFTER Training
 - What can you do after training to help staff transfer their new skills, attitudes and knowledge to their job?

Transfer of Learning Action Plans

- Supervisor and worker do action planning together. **HANDOUT #2B**
- Begin before the training.
- Answer – What’s in it for me? (WIIFM)
- Follow through with support during training.
- Set an appointment shortly after the worker returns to review.

Step One

- Schedule visit.
- Review case information.
- Identify issues related to safety, permanency and well-being.
- Prepare an agenda – prepare questions.
- Inform the child and caregiver about the agenda.
- Prepare yourself.

Exercise

- Each table please develop one issue that is a barrier to your staff doing one or more of these tasks.
- Make your issue as specific as possible.
- Write the barrier on an easel paper as it might be stated by a worker in your unit.
- Within 5 minutes post your paper on the wall.

Exercise

- Which of these barriers would your staff identify as most common?
- Which of these barriers do you think would be hardest to overcome?
- Why are these barriers so daunting? What could you or the agency do to address them?

**Supervisory Tips
Supporting Best Practices**

- Consult **Handout #2C** for a list of activities a supervisor and worker can do at each step of the cycle to ensure that caseworker/child visits are high-quality and meet agency requirements on frequency.
- Please add ideas you just heard from your colleagues to this handout.
