



SKILLS TO PERFORMANCE II TRANSCRIPTS

Pre-training preparation is the first step in supporting employee development. It, however, is just the first step. In your role as supervisor, you need to support your employees through all three stages of the employee development process.

In this video, I'll share how you can support your employees while they are participating in training. And then, I'll share strategies for on-the-job performance support.

I'll start with an overview of collaborative learning and introduce the important role of supervisors. Then, I'll share strategies you can use to facilitate employee's use of new skills on-the-job. Finally, I'll share strategies to provide on-the-job performance support.

Learning is a collaborative process between the trainer, the learner and the supervisor. Supervisors play an essential, and often overlooked, role in this collaboration. The trainer designs the learning opportunity, and provides information, tools and experience to facilitate learning. Participants engage actively in their learning. Engaged learners prepare prior to training sessions, actively participate during sessions and practice in-between sessions.

Supervisors ensure employees participate in training opportunities, support them through the training and facilitate the use of their new knowledge and skills on-the-job. Once the employee starts the training, the supervisor's role focuses on transfer-of-learning. Transfer-of-learning is the process of transferring new knowledge and skills from the training environment to the job.

Facilitating transfer of learning includes facilitating on-the-job practice and on-the-job performance. It also includes making requisite changes to the work unit to support performance of the new skills.

Supervisors have opportunities to facilitate Transfer-of-Learning throughout the Learning Cycle. The Learning Cycle was described in detail in the Engaged Learning video. We look at it again to identify opportunities for supervisors to facilitate transfer-of-learning.

The information shared at the training may challenge your employee. It may be unfamiliar or ask them to re-think their current knowledge. It may directly challenge their current beliefs and knowledge.

Your employee has to determine if and how the new information fits with their job. Then, they must find relationships between the new information and their current knowledge and skills. This is your first opportunity to facilitate transfer-of-learning.

You can assist your employee through talking about the skill, collaborating to find connections with their job, experimenting with the new knowledge and tools on-the-job, and reflecting on what they learned from the experiments.



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The third stage is Practice, Practice, Practice. Remember, the only way to develop skills is to practice. And during practice, there will be mistakes, re-starts and confusion. That's a natural part of learning. Your opportunities are to create safe spaces to practice in, to encourage trial and error, to allow mistakes and to celebrate learning.

During and after practice, the learner needs to stop and consider what worked, what didn't work, what they learned and where they want to grow next. Your opportunities are to give your employee time to reflect on their learning experience, to reflect with them, and to support them to reflect with the trainer or fellow learners.

When the learner gets to Integrate and Standardize, they have started to develop the new skill. Now, they need to figure out how and when to use that skill on-the-job. You can collaborate with your employee to identify and experiment with opportunities to use their skills. And you can experiment with adjustments to the work unit to support their performance.

After the employee starts performing the new skills on-the-job, your focus turns to supporting that performance, building a cohort of employees who have the skill, and growing the work unit. Here are some strategies you can employ.

Engage the employee in work where they can utilize the new knowledge and skills. Make requisite changes to the employee's job duties or relationships. Recognize the employee for performing the new skill on-the-job. Arrange for follow-up training, and access to networks and best practices.

If the skill is important for other employees, expand capacity within your work group. Support other employees to develop the knowledge and skills. Engage employees to support colleagues who are developing the same skills. Support collaboration between employees to discuss use of new knowledge and skills.

At this point, it's also important to focus on growing the work unit. Implement work unit changes to facilitate performance of new skills. Make sure all employees understand changes made in the work unit. Integrate skills into the unit's work processes, for example, in planning, operations and program evaluation. And establish a continuous improvement process to develop work processes and practices that support performance.

Congratulations! You have completed the Training to Performance video series. Be sure to download the associated tool, which will assist you to carry out your important function in supporting employee development.