



TALENT MANAGEMENT INITIATIVE

**SUPPORT, DEVELOPMENT, PERFORMANCE
TRANSFER-OF-LEARNING TOOL**

Supervisor _____ Employee _____ Development Goal _____

This is the second of two tools to support employee development. This tool provides strategies to support employees while they are in training.



And it shares strategies to support employee performance of the new skill on-the-job. As performance is highly influenced by work unit design and processes, strategies are shared to ensure the work unit supports performance.

SUPPORT DURING TRAINING

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	Support Employees
	1. Ensure the employee has time, space and resources to prepare for the training.
	2. Ensure the employee has time, space and resources to practice skills on-the-job.
	3. Help the employee set realistic goals for job performance while in training.
	4. Check in with employee during training.
	5. Track the employee’s learning and check against the desired level of learning .
	6. Check in with, and support, people who are backfilling for the employee.
	7. Recognize successful completion of training.
	Work Unit Adjustments to Support Performance
	1. Learn about the new tools and skills.
	2. Brainstorm with the employee how the tools and skills could be used to benefit the work unit. Share with other employees.
	3. As the employee practices a skill on-the-job, meet to brainstorm what changes in the work unit might facilitate and reinforce use of the skill. Share with other employees.
	4. Experiment with work unit changes to learn which ideas work. Include other employees.

ON-THE-JOB PERFORMANCE SUPPORT

	Support Use of Skills on Job
	1. Engage the employee in work where they can utilize the new knowledge and skills.
	2. Make requisite changes to the employee’s job duties or relationships, etc.
	3. Recognize the employee for performing the new skill on-the-job.
	4. Arrange for follow-up training, and access to networks and best practices.
	Build Cohort of Employees
	1. Support other employees to develop the knowledge and skills.
	2. Engage employees to support colleagues who are developing the same skills.
	3. Support collaboration between employees to discuss use of new knowledge and skills.
	Work Unit Adjustments to Support Performance
	1. Implement work unit changes to facilitate performance of new skills.
	2. Make sure all employees understand changes made to facilitate performance of the new skill.
	3. Integrate skills throughout the work unit, e.g., in planning, operations, evaluation, etc.
	4. Establish continuous improvement of work processes and practices to support performance.



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DESIRED LEVEL OF LEARNING

Level of Learning	Definition
Awareness	<ul style="list-style-type: none">♦ Can repeat, but may not understand, a concept
Knowledge	<ul style="list-style-type: none">♦ Understand concept, but can't put the knowledge into action
Skill Development	<ul style="list-style-type: none">♦ Developing the skill. Can perform in limited situations with help, e.g., tool or mentor.♦ Takes much thought. Mistakes are common.♦ Inconsistent and unskilled performance in challenging or unfamiliar situations.
Performance	<ul style="list-style-type: none">♦ Performs competently and consistently in varying and complex situations.♦ Troubleshoots; creates novel responses.♦ Integrates performance into daily work.