

How stakeholders can work together to support the transferring, translating and transforming of learning		
BEFORE	DURING	AFTER
L: The Learner		
Discuss mutual expectations with M, T and P.	Request specific feedback from T and other Ls.	Share learning with others <i>Making Learning Sticky</i>
Do advance activities for T	Practise co-learning with a buddy e.g. <i>Goal Keepers</i>	Involve colleagues as <i>Learning Buddies</i> .
Schedule follow-up with M	Create a <i>Transfer Plan</i> that includes others	Review <i>Transfer Plan</i> with others
...
M: The Manager		
Involve L, P and C in needs analysis	Send message of support via T or in person.	Review the training event with T and L
Involve L and T in programme planning	Provide proper cover for L's absence through P.	Provide opportunities to use new learning.
Arrange meetings with past participants (probably P)	Take part in <i>Transfer Planning</i> .	Arrange refresher sessions
...
T: The Trainer/Facilitator		
This! Assess opportunities for stakeholder partnership.	Include stakeholder views in optimist-pessimist <i>Turntable</i>	Evaluate and share examples of effective near/far transfer.
Involve M and L in programme planning.	Involve L in <i>Future Walking</i>	Provide follow-up.
Design buddy system into programme and follow-up.	Ensure <i>Transfer Plan</i> plays to L's strengths/preferences	Provide refresher sessions.
...
P: Peers/Colleagues		
Take part in needs analysis	Provide proper cover for L's absence.	Take part in <i>Making Learning Sticky</i> strategies
Discuss with L how you can both benefit. Give support.	...	Offer positive feedback: avoid negative peer pressure
Give advice if you have received similar training.	...	Enquire about L's learning.
...
C: Customers		
Offer a C perspective on training needs for L or the organisation.	Provide a customer view as part of the training.	Take part in evaluation and offer feedback on improvements
Consider win-win strategies for supporting the training.	Provide real customers for role plays.	Take part in <i>Making Learning Sticky</i>
Seek opportunities for partnership working.	...	Seek further opportunities for partnership working.
...

For your own purposes, start with a blank chart and use a partnership process to fill in the blanks. More transfer strategies listed in *How Transfer Happens*, *Making Learning Sticky* and Broad and Newstrom's *Transfer of Training*. Also see <http://reviewing.co.uk/transfer>

Trainer Training in Experiential Learning: Partnership for Training Transfer 2

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