

Ensuring training “sticks” across departments and roles



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What is the purpose of training?



Today: Beyond the Classroom



Why training events alone are not enough



How knowledge becomes skill—and skill becomes ability



The partnership among L&D, employees, managers, and the organization



How do you ensure that learning continues to and in the workplace?

What Happens Monday Morning?



THINK OF A
RECENT COURSE
OR PROGRAM YOU
DELIVERED,
ATTENDED, OR
SENT A STAFF
MEMBER TO.



WHAT HAPPENED
WHEN
PARTICIPANTS
RETURNED TO
WORK?



WHAT HELPED
THEM APPLY THE
LEARNING?



WHAT GOT IN THE
WAY?



CHOOSE ONE
INSIGHT TO SHARE
WITH THE ROOM.

The Challenge

Training events alone rarely create lasting behavior change.

Our goal is not attendance—it is improved performance.

The workplace is where learning becomes capability.

Knowledge → Skills → Ability



Knowledge: Built in the classroom.

Skills: Developed through guided practice.

Ability: Created through coaching, feedback, experience, and application.

The classroom starts the journey.
The workplace completes it.

Learning Beyond the Classroom



Framework informed by adult learning, experiential learning, coaching, organizational development, and principles of self-determined learning (heutagogy).



L&D designs learning experiences that continue after the course ends.

Beyond the Classroom Manager Chats

Week 1 Manager Chat

Before Week 2 of SATC, pull one completed Job Analysis file and answer these questions.

JOB ANALYSIS

Classification:

Report Start Date	Report Complete Date	Number of Incumbents

Were job audits completed for this job analysis?
Yes ☐ No ☐
If No, why?

Were standard minimum averages for tasks and KSAOs used for this job analysis?
Yes ☐ No ☐
If No, why?

Number of Task Statements retained? ☐ Not retained? ☐

Number of KSAO Statements retained? ☐ Not retained? ☐

Based on the completed Selection Option Matrix, what is the preferred modality for this classification?

Chat with your manager

Now that you have taken some time to review a completed job analysis, discuss with your manager your department's specific process/procedures for completing a Job Analysis.

Week 1 Manager Chat

Leadership Competencies

Emotional Intelligence

Unconscious Bias

DEIA

Leadership Styles

BOOK TIME WITH YOUR MANAGER FOR END OF WEEK

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Reflect on your growth this week

YOU did great work this week! You can now identify your **natural leadership style** and **strengths**, define how **emotions** and **self-awareness** affect how you lead, recognize your **biases**, take steps towards a more **inclusive environment**, and observe how your leadership shows up day to day.

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Discuss with your manager

- **Share** about your preferred leadership style
- **Reveal** A-ha moments from this week's topics
- **Communicate** what resonated with you
- **Propose** ideas/actions to demonstrate what you've learned

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Seek out additional information

- **Collect** more information on leadership topics that interest you
- **Ask** your manager for suggestions to grow as a supervisor

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Thank you for your participation

Discussing training topics and approaches with your manager demonstrates your commitment to personal growth and becoming an effective leader within the State of California.

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SDP Newsletter 3

Section 3 Highlights – My Processes

Participants focused on **building foundational knowledge** to support **effective** and **efficient** work practices by completing eLearning modules, activities, and attending a virtual **Learning Review Session**. Topics included:

Hiring Practices

Practices of LEAN

Demystifying Metrics

Project Management

Risk Management

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New Behaviors you may observe

- **Exploration** and **application** of practices to improve efficiencies
- **Leveraging strengths** of project team members
- **Communicating** metrics or data for decision making
- **Providing** team members opportunities to grow

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Your Role during this training

- **Be available** to discuss this section's learning topics
- **Recognize** and suggest growth opportunities
- **Offer** space to try new behaviors or approaches

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How to Support your staff

- **Encourage** sharing of reflections or challenges from Section 3
- **Share** lessons that you learned along your leadership journey

Thank you for your participation

Discussing training topics and sharing your experience with your new supervisor demonstrates your commitment to their personal growth and developing them as an effective leader within the state of California.

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BEYOND THE CLASSROOM

CPS HR CONSULTING

Strategies for Collecting Data, Analyzing Data, and Reporting the Results

Data analysis is the process of describing and interpreting quantitative and qualitative information. The statistics used to analyze data can be either descriptive or inferential. Descriptive statistics describe the shape, range, and dispersion of the frequency distribution of a variable. Inferential statistics are used to test hypotheses, describe the relationship between variables, identify differences between groups, and to predict one variable from another. The type of rating scale used to define a variable will determine the proper statistic to use to analyze that variable. There are four types of variable

Learning Objectives

- **Identify Variable Rating Scales**
Learn the different characteristics associated with each of the four rating scale types and be able to identify the rating type each of your variables.
- **Sampling**
Learn the different sampling methods for collecting data and be able to determine the sample size needed for inferring the results back to the general population.
- **Graphically Displaying Data Analysis Results**
Choose the correct method for displaying data analysis results based on the rating scales associated with each variable.

Conversation Activities

Duration: 30 minutes maximum

Format: 1-on-1 conversation

In this activity, you will engage in a conversation with your supervisor, manager or coworkers to explore the types of data and variables typically encountered in your job or profession.

Below are three questions to discuss with your supervisor, manager, or coworkers:

1. **What are the most common variables that are encountered on the job and what are the rating scales associated with each of the variables?**
2. **What are the best ways to graphically present (i.e., pie charts, bar charts, line graphs, etc.) specific data results associated with your research?**
3. **Is there an alternate way to define your variables that would enhance the statistical data analysis?**

Data Analysis Rating Scales

Nominal Scale

The nominal scale is a categorical scale, whereby the items are differentiated by a descriptive component that does not lend itself to ordering of the categories.

Ordinal Scale

The ordinal scale allows for rank ordering the categories within the scale, but the size of the categories and data points within the scale are not uniform distances apart.

Interval Scale

On an interval scale, the data points are equal distances apart but with no "true" zero point (often the scale goes below zero). A true zero point is a complete lack of something. You cannot calculate ratios on the interval scale.

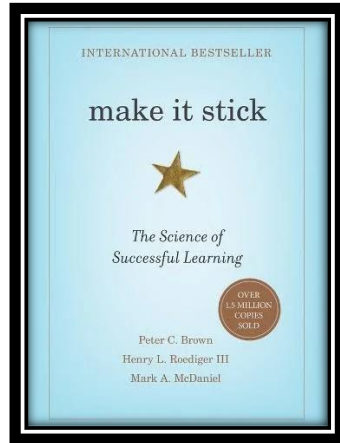
Ratio Scale

Ratio scales have equal distances between the data points and a "true" zero point. Ratio comparisons between the data points can be made.

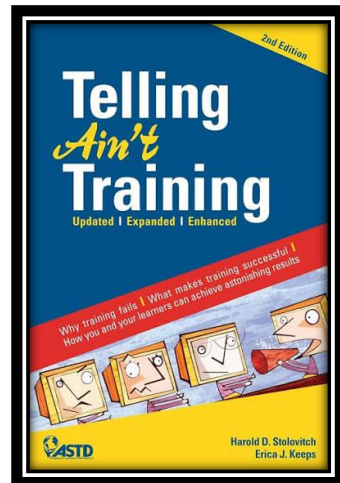
Quotes from Learners

- “My manager is new to their role as well and is also learning from my experiences.”
- “My manager also reflected on his approach(s) to leadership, and he stated his appreciation for the thought and seriousness that I have brought to the SDP.”
- “This was very helpful discussing with my manager. She always seems to bring another perspective and help to break down any confusion with the content I may have.”

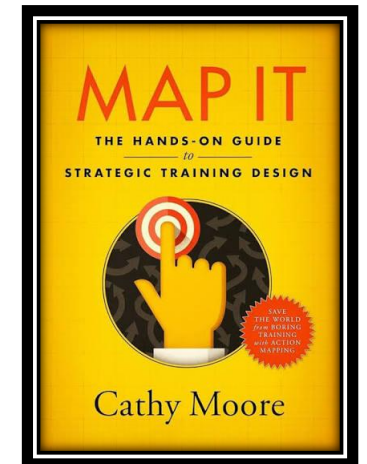
Three Reading Resources to Support Sticky Training



- **Make It Stick** by Peter C. Brown, Henry L. Roediger III, Mark A. McDaniel



- **Map it** by Cathy Moore
- **Telling Ain't Training (2nd Edition)** by Harold D. Stolovitch & Erica J. Keeps



The Learner and Their Role

- Type of Learner
 - Vacationer
 - Hostage
 - Life-Long Learner
- Type of Training
 - Mandated
 - Skill building
 - Informational
 - Performance corrective
- The Work Unit
 - Administrative
 - Field Work
 - Technical
 - Physical
 - Shift Work

A Few Practices that Support “Sticky” Trainings: Pre-Training

- **Pre-Training**

- Encourage participant to meet with their manager to confirm with each other the why of training:
 - What kind of training is it?
 - Mandated
 - Skill building
 - Informational
 - Performance corrective
 - What is the desired outcome
 - Meet mandate/audit requirement
 - Strengthen/develop new skill
 - Learn information
 - Improve performance

A Few Practices that Support “Sticky” Trainings: During Training

- **During Training:**
 - Confirm the focus and goal of the training at the start
 - Provide opportunity for the participants to share their why
 - Provide activities that allow them to practice concepts or skills taught
 - Use accessible work examples

A Few Practices that Support “Sticky” Trainings: Post Training

- **Post-Training**

- Manager chats – encourage participants to share with manager the learning highlights
- Survey/Review practicality of skills/knowledge after training to confirm efficacy
- Reflection and application of concepts
 - Example: Portfolio Project

A large, dense collage of colorful sticky notes and small drawings, many with handwritten text and sketches, representing a collection of personal notes and ideas. The notes are in various colors including yellow, orange, pink, blue, and green. Some contain simple line drawings, while others have handwritten text in different styles and sizes. The overall composition is a vibrant, chaotic assembly of personal thoughts and memories.

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