

Making Training Stick After the Workshop

A Practical Playbook for Workplace Application,
Manager Reinforcement, Accountability,
and 30-Day Learning Transfer



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ABOUT THIS BOOK

About This Playbook

This ebook is designed for corporate trainers, facilitators, L&D professionals, learning consultants, and managers who need learning to show up in everyday work. It treats transfer as a system to be designed, supported, observed, and improved.

A successful workshop is not the same as successful workplace application. Participants need a clear behaviour to practise, a real opportunity, practical support, feedback, and a way to review progress.

Adapt the tools to the organisation, role, risk level, and objective. For regulated, safety-critical, or technical work, use approved procedures and subject-matter review. Generic learning tools do not replace official standards.

How to Use the Book

- Read the chapters in sequence. Each chapter builds on a prior decision and prepares the next step.
- Use worksheets while designing a real programme, not only as abstract exercises.
- Invite managers and sponsors wherever their decisions affect opportunity, authority, or reinforcement.
- Choose a small number of behaviours and measure them credibly.
- Adapt the 30-day plan to the frequency of real work opportunities.

The Promise and the Boundary

This playbook helps trainers design stronger conditions for transfer. It cannot guarantee business results or control every factor that influences performance. Its value is making behaviour, support, evidence, and decisions explicit.

The Transfer System at a Glance

Define the behaviour, map it to work, diagnose barriers, prepare managers, design realistic practice, secure a first action, reinforce over 30 days, observe application, review evidence, and improve the next cycle.

Before the workshop	During the workshop	After the workshop
Define behaviours	Practise realistic scenarios	Complete first application
Diagnose barriers	Build job aids	Use manager reinforcement
Brief managers	Create if-then plans	Send timely nudges
Plan evidence	Schedule first action	Observe and review

The sequence matters. A reminder cannot fix a missing opportunity. A manager conversation cannot replace a skill that was never practised. A dashboard cannot make weak indicators meaningful.

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Sample edition: contents of the full eBook.

Contents at a Glance

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01

PART

Understanding the Transfer Problem

IN THIS PART

Chapter 1	The Workshop Was a Success. So Why Did Nothing Change?
Chapter 2	The Learning Transfer Gap
Chapter 3	The Forgetting Curve Meets the Working Day
Chapter 4	The Five Conditions for Training Transfer
Chapter 5	Who Owns Learning Transfer?

CHAPTER 1

The Workshop Was a Success. So Why Did Nothing Change?

CHAPTER PURPOSE

Separate satisfaction from application.

The core idea

A programme can receive excellent ratings and still produce little change at work. Satisfaction tells us the experience was acceptable; it does not prove that a skill was learned, remembered, used, or sustained. Transfer requires a relevant skill, an opportunity to use it, practice, feedback, and an environment that does not punish the new behaviour.

What the trainer needs to notice

Do not treat this step as an isolated activity. Check the connection between the target behaviour, the work situation, and the support available. Ask what evidence would show that the action occurred. If the answer depends entirely on a participant saying the workshop was useful, the design needs a stronger indicator.

Make the idea practical by asking for examples from participants' actual work, identifying what is under their control, and naming conditions that require manager or sponsor decisions. The goal is not complexity. It is to prevent a simple activity from being mistaken for a complete transfer solution.

CHAPTER 1 · SECTION 2

Workplace example

A communication workshop receives excellent ratings. Three weeks later, meetings are still dominated by interruptions. The evaluation captured the experience, not the behaviour. The trainer and sponsor need to ask what should change, where it can be practised, and who will notice and support it.

Facilitator approach

Ask learners to name one observable behaviour that should change. Then ask what evidence would show that it changed. Convert vague aims such as understand or appreciate into visible actions such as ask two diagnostic questions before recommending a solution.

During the debrief, ask participants to identify the behaviour, the cue that should prompt it, the barrier that could prevent it, and the support needed to make it realistic. Invite more than one interpretation before selecting an intervention. If the issue is systemic, capture it for the manager or sponsor rather than forcing the learner to solve it alone.

Common design mistake

A common mistake is adding content or reminders without diagnosing the cause. Determine whether the gap concerns knowledge, skill, confidence, opportunity, resources, expectations, or reinforcement. Match the response to the cause and state what evidence will show whether it helped.

CHAPTER 1 · SECTION 3

Practical lab

Purpose Turn the chapter principle into a design decision that can be used in a live programme.

Task Ask learners to name one observable behaviour that should change. Then ask what evidence would show that it changed. Convert vague aims such as understand or appreciate into visible actions such as ask two diagnostic questions before recommending a solution.

Output A completed planning note identifying the target behaviour, real work context, first action, owner, timing, and evidence.

Facilitator instructions

- Give participants two minutes to work individually before discussing in pairs.
- Ask each pair to identify the most important assumption in its plan.
- Invite a pair to explain how the plan would work during a busy or difficult workday.
- Identify one barrier that requires manager or sponsor action, not a learner-only solution.
- Close by asking what evidence would justify continuing, changing, or stopping the intervention.

Debrief questions

- What is the smallest meaningful behaviour that must change?
- Where will it occur in real work?
- What could prevent the first attempt?
- What support or authority is needed?
- What evidence will be reviewed, and when?

CHAPTER 1 · SECTION 4

Working worksheet

What was the workshop designed to change? What evidence would count as application? Which conditions are outside the learner's control?

Target behaviour: What should the participant do differently?

Work situation or cue: Where and when will it be used?

First action: What is the next realistic opportunity?

Barrier and evidence: What may prevent action, and what supports that view?

Support owner: Who can help, and what will they do?

Evidence of application: What will be observed, recorded, or reviewed?

Next step and date: What happens next, and when will it be checked?

Bridge to the next chapter

The next chapter examines the gap between learning in a protected room and performing amid everyday work pressure.

Before moving on, record the decision this chapter helped you make. The next chapter depends on that decision. Keep it visible and carry it into the next planning step.

The decision this chapter helped me make:

Next action and date:

TOOL 01

Training Transfer Blueprint

Use this tool as part of the transfer system. Adapt terminology to the organisation and target behaviour.

Business issue and intended outcome:

Target behaviour and standard:

Work situation and first opportunity:

Practice design and job aid:

Participant commitment and date:

Manager action:

Nudge schedule and follow-up:

Evidence source and owner:

Day-30 review and decision:

Notes and decisions:

TOOL 02

Transfer Readiness Checklist

Use this tool as part of the transfer system. Adapt terminology to the organisation and target behaviour.

Business issue defined in work terms:

Behaviours observable:

Realistic practice opportunity available:

Managers understand their role:

Tools and authority available:

Follow-up owners named:

Evidence sources proportionate:

Privacy expectations clear:

Review date agreed:

Notes and decisions:

TOOL 03

Participant Action Planner

Use this tool as part of the transfer system. Adapt terminology to the organisation and target behaviour.

Behaviour to practise:

Situation and first opportunity:

Date and time:

Steps or prompts to use:

Expected obstacle:

If-then response:

Support person:

Evidence to capture:

Review date:

Notes and decisions:

IMPLEMENTATION PLAN

30-Day Transfer Implementation Plan

Use this as a default operating rhythm. Adapt it to work opportunity, risk, role, and manager availability. Do not force a behaviour into a date when no genuine opportunity exists.

Timing	Required action	Owner
Before training	Confirm target behaviour, starting evidence, first opportunity, manager role, job aid, and review plan.	Trainer and sponsor
Workshop day	Rehearse scenarios, select a first action, create an if-then plan, and schedule practice.	Facilitator and participant
Within 24 hours	Send action summary and confirm task and date.	Trainer or coordinator
Days 2 to 7	Complete first application and capture reflection or work sample.	Participant and manager
Days 8 to 14	Review evidence, practise again, adjust one aspect.	Participant and manager or peer
Days 15 to 21	Apply under realistic challenge and collect proportionate evidence.	Participant and manager
Days 22 to 30	Review progress and barriers; agree whether to continue, adapt, or extend.	Participant, manager, L&D

FACILITATOR GUIDE

Running a Transfer Planning Session

Recommended duration 90 minutes

Audience trainers, L&D professionals, managers, and programme owners

Purpose Leave with a usable transfer plan for a real programme.

Time	Stage	Facilitator moves
0-10 min	Frame the problem	Separate participant reaction from changed behaviour.
10-25 min	Define the target	Translate an objective into an observable action and work situation.
25-40 min	Diagnose barriers	Separate capability issues from opportunity and environment.
40-55 min	Design practice	Choose first action, job aid, manager support, and nudge.
55-70 min	Plan 30 days	Schedule practice, reflection, follow-up, observation, and review.
70-82 min	Test the plan	Use a busy-workday scenario to expose gaps and burden.
82-90 min	Commit and close	Name owners, dates, evidence, and next review.

Facilitator debrief

- Which part of the plan is most likely to be neglected, and why?
- Which action depends on a manager or sponsor?
- What is the minimum evidence needed for a useful decision?
- What can be simplified without removing a necessary support condition?
- What will be tested next, and who will review it?

QUALITY CHECK

Final Quality Check Before Launch

Launch checklist

- ☐ The target behaviour is observable and relevant to work.
- ☐ The first practice opportunity is real and scheduled.
- ☐ Participants have practised the behaviour.
- ☐ Managers know what support is expected.
- ☐ Job aids are accessible and consistent with approved processes.
- ☐ Nudges are timely and not excessive.
- ☐ Follow-ups focus on application and problem solving.
- ☐ Observation criteria are behavioural and clear.
- ☐ Evidence collection is proportionate, fair, and privacy-aware.
- ☐ The day-30 review has a named owner and a next-step decision.



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