5. Support implementation

Importance

The impact of mastering these competencies is that you:

- Support internal or external marketing of the learning experience.
- Confirm that materials are in place for the learning experience.
- Help facilitators and administrators prepare for the learning experience.
- Help facilitators and coaches prepare to support transfer of learning to the workplace.
- Establish a realistic and manageable plan for keeping the learning experience up to date.

Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

5a	**Manage publication and distribution of materials**
▶	Monitor completion of translation, publication, distribution or uploading, and storage of all materials
▶	Confirm that final materials meet quality requirements

5b	**Prepare for implementation**
▶	Implement or update learning management system with program information and materials
▶	Write a clear, concise course or program description for communications purposes
	‣ Use appropriate channels and language to raise awareness about the program ⚥
▶	Create database to track scheduling requirements
	‣ Secure resources to provide and track administrative requests and technical support, as required
▶	Identify program locations and times that are safe, convenient, and easy to access for all participants and facilitators ⚥ ◎
▶	Select learning environment (on-site or virtual) that accommodates participants with disabilities
▶	Determine emergency updates to convey to facilitators and participants on a regular basis ◎
▶	Secure resources to provide production assistance for classroom-based or live online learning experiences
	‣ Identify sufficient, qualified and appropriate facilitators
	‣ Decide on the appropriate gender of the facilitator and provide gender awareness training if needed ⚥
	‣ Schedule any guest speakers (for example, project sponsor or role models)
▶	Provide food and drinks to participants, if appropriate and acceptable to client
▶	Arrange for class technology (for example, computers, projectors, easels, chart paper, markers)
	‣ Confirm that any equipment and other resources required are available and functioning
	‣ Keep necessary equipment to mitigate the effects of natural environmental challenges (for example, floods, heat, cold) and identify alternative training delivery sources, in case of disruption
	‣ Prepare materials to orient participants to any required technology
	‣ Print materials for class sessions, as needed

DESIGNING LEARNING EXPERIENCES

1. Conduct design analysis
2. Establish learning objectives and evaluation
3. Create detailed design
4. Develop materials
5. Support implementation

▶ Select participants for sessions

▶ Schedule facilitators for class sessions

▶ Schedule participants in class sessions

▶ Advise participants, their supervisors, and coaches of prerequisites and requirements for pre-work and learning

▶ Provide access to facilitators and participants for online material or sites

5c Prepare support for transfer of learning and sustained performance

▶ Secure people resources to provide support for transfer of learning

‣ Plan for coaching and/or mentoring ⚥

‣ Plan to include women role models ⚥

‣ Include social networks and peer learning ⚥

▶ Secure technology required to support transfer of learning (for example, online performance tracking tools, social media platforms)

▶ Prepare people resources to support activities for transfer of learning

▶ Follow up on transfer activities

5d Plan for maintenance

▶ Determine requirements for maintenance of the design and learning materials

▶ Determine guidelines for deciding whether to make revisions (for example, number of calls for technical support, significant changes to desired performance outcomes)

▶ Develop plan and budget for maintenance

Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
Train the trainer/ facilitator session	Facilitators can explain how the design supports learning objectives, desired performance outcomes, and business measures
	Facilitators can demonstrate that they are prepared to deliver learning experience
	Facilitators refer to safety and gender-inclusive guidelines, as required
Administrative and technical support	Administrative and technical support includes plans for tracking questions, comments, and issues and implementing changes, based on feedback
	Administrative and technical support staff can explain their role in supporting the achievement of desired performance outcomes
	Administrative and technical support can answer anticipated questions about the content or technology
	Facilitators and participants have access to any needed online materials or sites
Briefing for coaches and mentors	Coaches and mentors can explain their role in supporting transfer of learning
	Coaches and mentors can explain the participant's role in supporting transfer of learning
	Coaches and mentors state that they are prepared to support transfer of learning
Maintenance plan	Maintenance plan includes roles and responsibilities, process for assessing and handling major revisions and minor modifications, frequency of maintenance cycles, turnaround for changes and corrections, and budget requirements
	Maintenance plan validated with appropriate stakeholders and sponsor

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