1. Design the transfer of learning

Importance

The impact of mastering these competencies is that you:

- Design transfer activities that are appropriate for the organization, work unit, participants, and desired performance outcomes.
- Organize locally-appropriate program follow-up.
- Avoid political or social sensitivities in post-training follow-up.
- Identify follow-up training and post-program activities suitable for participants.

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:

1a **Plan support for the transfer of learning and sustained performance**
See *Assessing Performance Needs 4c* and the following:

▶ Develop a cost-effective post-program support

▶ Determine participants' access to post-program technical support and preferred method for support ⊚

　▸ Provide post-program support via distance education

▶ Arrange for safe venues and travel routes for program follow-ups ⚥ ⊚

1b **Design support for the transfer of learning and sustained performance**
See *Designing Learning Experiences 3d*

1c **Develop materials to support the transfer of learning and sustained performance**
See *Designing Learning Experiences 4f* and the following:

▶ Avoid political or social sensitivities in the program follow-ups ⊚

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
Plan for supporting the transfer of learning	Plan includes realistic solutions for the transfer of learning, based on desired performance outcomes
	Plan identifies resources and time required to implement support for the transfer of learning
	Plan includes communication and follow-up activities
	Plan identifies technology to support the transfer of learning
	Plan includes estimated time and work effort required for participants and coaches
Design for supporting the transfer of learning	Design includes realistic activities and tools to support the transfer of learning, based on the desired performance outcomes
	Design uses available technology appropriately
Materials to support the transfer of learning	Materials support the transfer of learning
	Materials clearly identify roles and responsibilities of participant and others (for example, mentors, supervisors, peers)
	Materials can be used in the workplace without assistance