



Magazine

Training Directors'  
Forum enet

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a discussion-driven newsletter for  
training executives

## 1. MORE TIPS: HOW TO GET MANAGERS INVOLVED

A reader who "understands the importance of post-training skill and knowledge reinforcement" in order for "true behavioral change to occur" is looking for ideas to get managers more involved in enforcing what was learned in training once workers return to the day-to-day grind.

What are some best practices, tips and how to's, asks the reader, for ensuring that managers both recognize the importance of acting as a coach and mentor post-training and ensuring that they do so effectively?

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We ran responses to this query in previous issues (August 24 and September 7, 2006). Here are more:

Whenever organizational structure and logistics permit, Constance Billé ([constance.bille@lraworldwide.com](mailto:constance.bille@lraworldwide.com)) attempts to address this issue by involving supervisors as trainers in order to "model behavior." Having them deliver instruction, says Billé, is also an excellent way to get managers engaged.

Billé is director of organizational development and training at LRA Worldwide Inc. in Horsham, Penn.

### *BEFORE -- NOT AFTER*

The best way to get managers involved is before, not after training, says Rey Carr ([rcarr@islandnet.com](mailto:rcarr@islandnet.com)). "In our organization, any employee who wants to take any training usually does one of two things: He has a discussion with his manager about what areas the manager believes are key areas for more training, and/or he presents the manager with details about particular training he wants to take."

"A manager doesn't 'approve' training," says Carr, "but instead questions the employee as to what his or her goals for taking the training are, and then brainstorms with the employee regarding how such training may benefit current workload. Then, the manager asks the employee how he or she (the manager) can be of assistance in order for the employee to gain the most from the training (this often includes the more traditional post-training debriefing, discussion or meeting)."

Carr is CEO of Peer Resources in Victoria, British Columbia, Canada.

### *HORSE BEFORE THE CART*

Like Carr, Ray Buck ([ray.buck@dpi.qld.gov.au](mailto:ray.buck@dpi.qld.gov.au)) believes it is important to engage managers before the training event.

"Training should be linked to the achievement planning process (performance management), wherein managers and employees identify capability gaps that need to be addressed during this process."

The achievement planning process identifies what capabilities need addressing, when they will be addressed and how they will be addressed, says Buck. "It is at this time that managers and employee can enter into a learning contract."

"This contract will guide the learning intervention and can be used to ensure the transfer of learning into the workplace. The contract is a commitment by the employee and manager to support the acquisition of capability and transfer into the working environment."

Buck is principal consultant (e-learning), corporate capability, at the Department of Primary Industries and Fisheries in Queensland, Australia.

**HAVE OTHER IDEAS ... for getting managers involved?** If so, send your tips to [sboehle@vnulearning.com](mailto:sboehle@vnulearning.com) and we'll try to include your response in an upcoming issue! of this newsletter's sister publications.