

CoThink[®]

WE SOLVE PROBLEMS AND
TEACH YOU HOW TO SOLVE THEM



Maximizing Return on Investment of training

Ilse Goedhart & Ron Vonk

Who are we?



Ilse Goedhart

E-learning developer/support at CoThink
Learning & Development innovator



Ron Vonk

Co-Founder, Managing Partner,
Facilitator & Trainer at CoThink

Who are we?

**WE SOLVE PROBLEMS AND
TEACH YOU HOW TO SOLVE THEM**



FACILITATION

Solving and preventing problems. A CoThink Facilitator helps you to get to a clear picture. We guide with a transparent process and build trust. Through this way of working you get answers to complex issues, you solve problems faster and you save valuable time.



TRAINING

A CoThink training is an experience. Passionate trainers offer methodologies and skills that will be immediately applied. Customised to your needs. At our offices, your location, worldwide and online. You can and want to apply the new skills directly in your daily work. Want to learn real skills for life?



ADVICE

You want to accomplish your ambitions, company goals and deliver reliable quality. Often things have to change first. We know how to do that. Together we will look at your operational processes and everything that comes with it. From the (worldwide) implementation of new working methods to improving team communication.

Questions we like to answer...

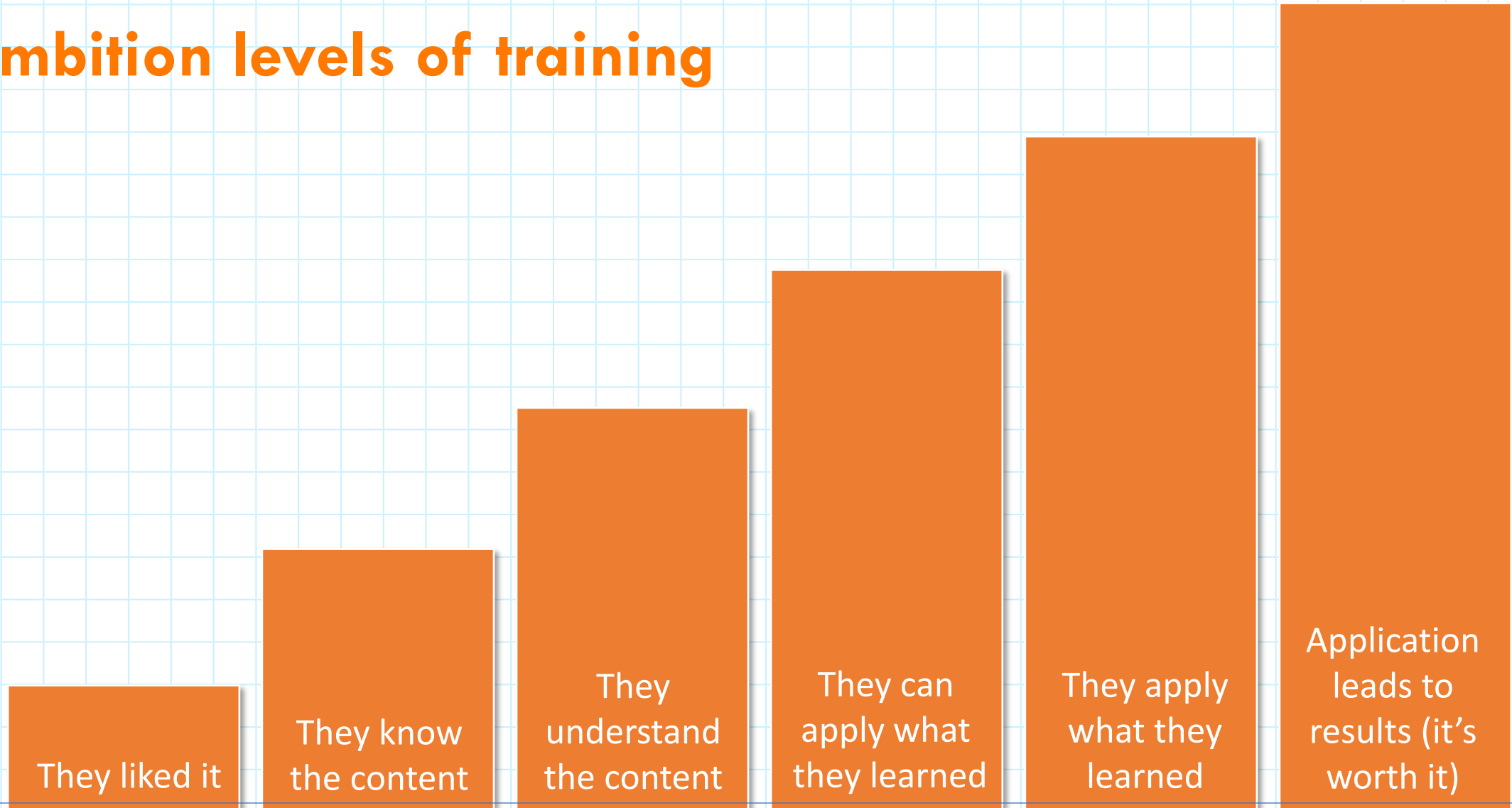
- How to ensure employees apply what they learn in a training?
- Which practical ideas do support the maximization of ROI?
- What is the role of the manager in effective transfer?
- How does CoThink support managers with a “Transfer Toolbox”?

and also...

- How has Covid-19 (sometimes) improved the transfer of training?

- ☒ **Introduction**
- ☐ **The ROI challenge of training**
- ☐ **A bit of theory**
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- ☐ **Impact of Covid-19**
- ☐ **Summary and conclusions**

Ambition levels of training



Evaluation of training

Measuring ROI

Happy sheet

They liked it

Knowledge
test questions

They know
the content

Test for
understanding
questions

They
understand
the content

Evaluation
of practical
assignments

They can
apply what
they learned

Observation

They apply
what they
learned

Application
leads to
results (it's
worth it)

Return on investment

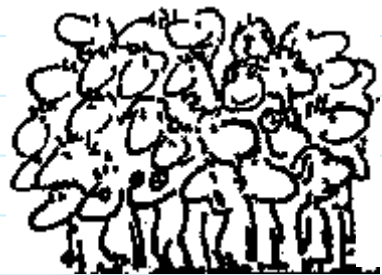
Examples of results

- Increase of availability of assets/systems
- Decrease of maintenance costs due to recurring problems
- Increase of customer satisfaction
- Better cooperation
-

PS: Results can always be measured (if necessary with a survey before and after a training...)

Application
leads to
results (it's
worth it)

The inconvenient truth...



They liked it



They know
the content



They
understand
the content



They can
apply what
they learned



They apply
what they
learned

?

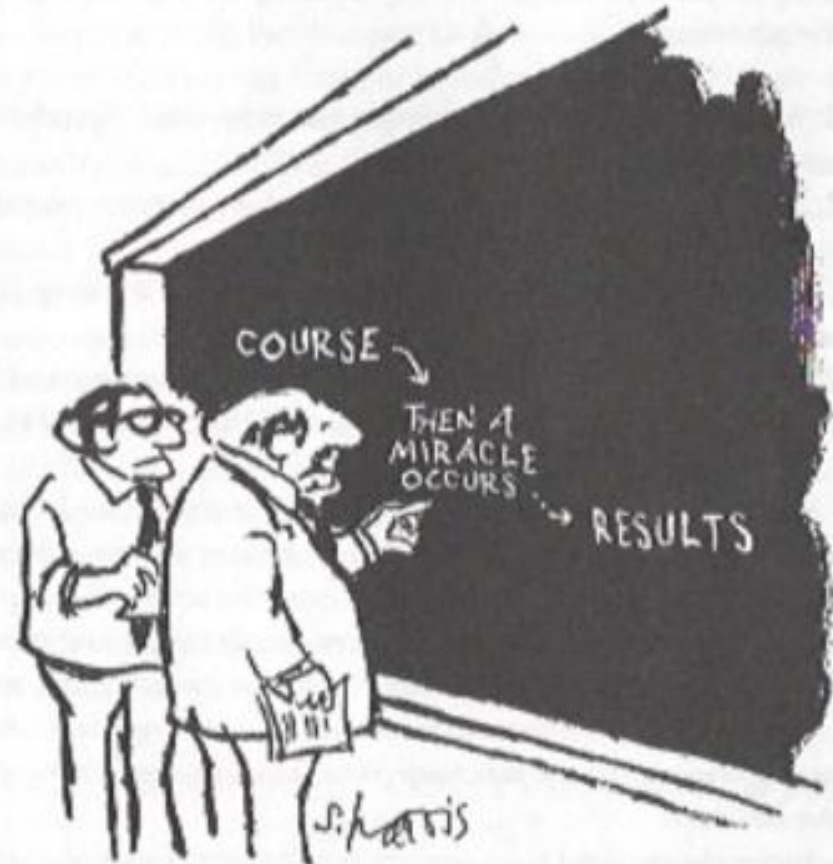
?

Application
leads to
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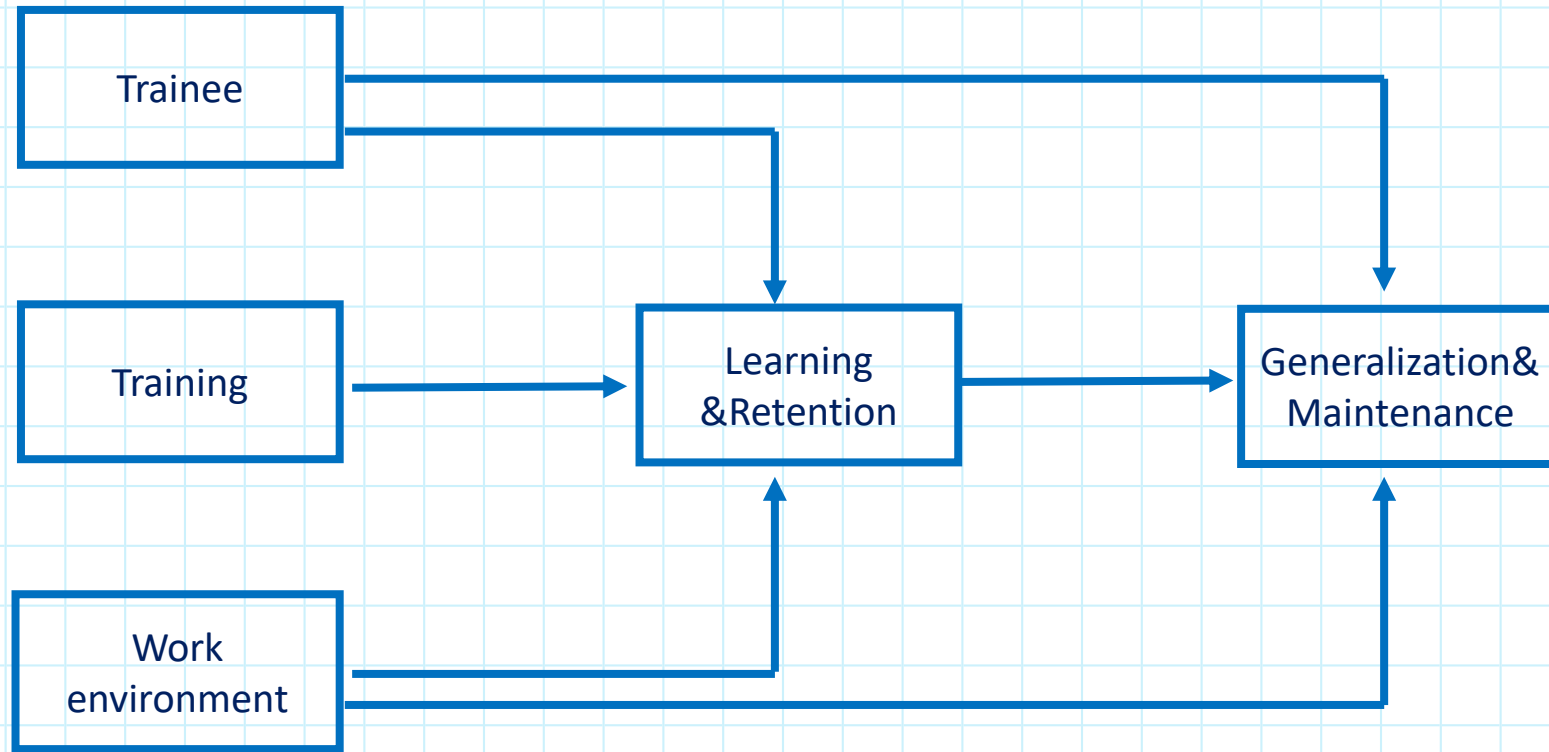
What is transfer van training?

- Knowledge, skills and attitudes
- Learned in training
- Apply in job



"I think you should be more explicit here in step two."

Where it all started: Baldwin & Ford (1988)



Very helpful: Broad & Newstrom (1992)

MOST POWERFUL ROLE/TIME COMBINATIONS FOR USING TRANSFER STRATEGIES

TIME PERIODS

ROLE PLAYERS

	Before	During	After
Manager	1	8	3
Trainer	2	4	9
Trainee	7	5	6

Conclusion :

3 Elements

- Trainee
- Training
- Work environment

3 Players

- Trainee
- Trainer
- Supervisor

3 Periods of Time

- Before training
- During training
- After training



Emphasis on Supervisor!

- Work environment: determines for 80 % the impact of training (Brinkerhoff)
- Supervisor: key work environment variabele
- Besides trainer and training simplest to influence by CoThink

Supervisor Support

Behaviours & Attitudes

1. Pre-training Information
2. Involvement & Accountability
3. Training Participation
4. Work Coverage
5. Request Sharing
6. Role modeling & Facilitation
7. Coaching & Feedback
8. Openness
9. Favourable attitude

Bron: 9 types of supervisor support (Govaerts, Kyndt & Dochy)



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Creation toolbox

- Use matrix
- Brainstorm with your colleagues
- Per “cel” answer the following question: “What transfer enhancing measure can we think of”?
- Most useful and practical tips: Toolbox voor Supervisors



Players	Moment of transfer stimulating actions		
	Before training	During training	After training
Supervisor			
Trainer			
Trainee			
Colleagues			

NB: Brainstorm resulted in lots of ideas for support by the others players

The result

- Visual attractive “folder” for supervisors
- Tips how to maximize transfer of training:
 - What, Why, How
 - Before (*PreThink*), during (*CoThink*) & after training (*ReThink*)
- Reference to the CoThink website for use of extra supportive documents (examples, templates, etc.)
- Quotes of trainers on flipside



Example – Tip before training

Leerdoelen

PRETHINK

#3

BESPREEK SAMEN LEERDOELEN & VERWACHTINGEN

Waarom?

Duidelijke leerdoelen en verwachtingen maken dat jouw medewerker doelgericht aan de training deelneemt. Het is gelijk helder waarom de medewerker de training gaat volgen en wat na de training verwacht wordt in de dagelijkse praktijk.

Hoe?

Bespreek samen de leerdoelen en verwachtingen van de training. Geef aan welk gedrag van de medewerker na de training wordt verwacht. Leg dit vast in een persoonlijk ontwikkelplan of in de jaarlijkse groeidoelstellingen.

Gebruik voor inspiratie:
www.cothink.nl/transfertoolbox

CoThink®

'HOE CONCRETER HOE BETER'

— DIRK VOLLENHOVEN

Example – Tip during training

Kennisdelen **CO THINK**

#3 NIEUWE KENNIS EN VAARDIGHEDEN DELEN MET COLLEGA'S

Waarom?

Een medewerker die het geleerde moet uitleggen aan anderen **leert daar zelf van**. Bovendien kan het collega's **nieuwsgierig** maken en **motiveren** met concrete vraagstukken te komen of hulp te bieden bij praktijkopdrachten.

Hoe?

Laat de medewerker bijvoorbeeld tijdens een teammeeting een **"mini-teach"** uitvoeren voor collega's of een uitgevoerde analyse presenteren. We geven een powerpoint ter inspiratie.

Check onze website op:
www.cothink.nl/transfertoolbox

CoThink®

WAT WAREN JE BELANGRIJKSTE LEERPUNTEN?

OP WELK PROBLEEM GA JE DE METHODE MORGEN TOEPASSEN?

HOE ZIE JE DE TOEPASBAARHEID VAN EVENT MAPPING BIJ ONS IN DE ORGANISATIE?

Example – Tip after training

Methoden borgen

RETHINK

#2

ZORG VOOR BORGING GEBRUIK METHODEN IN HET DAGELIJKS WERK

Waarom?

De training van CoThink gaat pas echt renderen als de getrainde vaardigheden en methodieken dagelijks worden gebruikt. Dit vraagt om duidelijke triggers en afspraken wie welke rol speelt bij analyse en het oplossen van problemen.

Hoe?

Bepaal met betrokkenen een standaard procedure voor bijvoorbeeld het analyseren en oplossen van problemen, waarin het gebruik van de methoden van CoThink zijn ingebed.

Tips:
www.cothink.nl/transfertoolbox

CoThink®

'ALLES WAT AANDACHT KRIJGT GROEIT'

RON VONK

Daily use

By CoThink:

- Timely prior to training employee handed out to supervisor

By Supervisor:

- Put down on own desk and used as a source of inspiration
- Passed on to colleague who will benefit (even more) from it



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Introduction

- Study in the context of Master “Leren & Innoveren”
- Main Research Question:
“To what extent does the provision of support by the supervisor, made possible by the transfer toolbox for supervisors, result in the participant applying the trained skills more in the workplace?”



Design

- Questionnaire Govaerts (n = 30)
- Interviews participants (n= 5)
- Interviews supervisors (n = 6)

1. Informatie voor de training

1. Mijn leidinggevende informeerde mij waarom ik werd geselecteerd voor de training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2. Mijn leidinggevende lichtte mij voor de training in over het belang ervan voor mijn werk (vb. efficiëntie, kwaliteit)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3. Mijn leidinggevende liet vooraf blijken waarom hij/zij voor deze training te hebben gekozen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4. Mijn leidinggevende stelde mij ervan op de hoogte waar en wanneer de training zou plaatsvinden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5. Mijn leidinggevende lichtte mij voor de training in over de inhoud en het verloop van de training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6. Mijn leidinggevende maakte vooraf afspraken met mij over mijn deelname aan de training (vb. inplannen afwezigheid)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

2. Betrokkenheid en verantwoording

7. Mijn leidinggevende had kennis van of interesse voor de redenen waarom ik heb deelgenomen aan de training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8. Mijn leidinggevende liet blijken dat hij erin geloofde dat ik het geleerde goed ging toepassen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9. Mijn leidinggevende was op de hoogte van de leerdoelen van de training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10. Mijn leidinggevende verwachtte van mij dat ik de training gebruik in mijn dagelijks werk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11. Mijn leidinggevende was op de hoogte van de belangrijkste inhoud van de training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Main conclusions

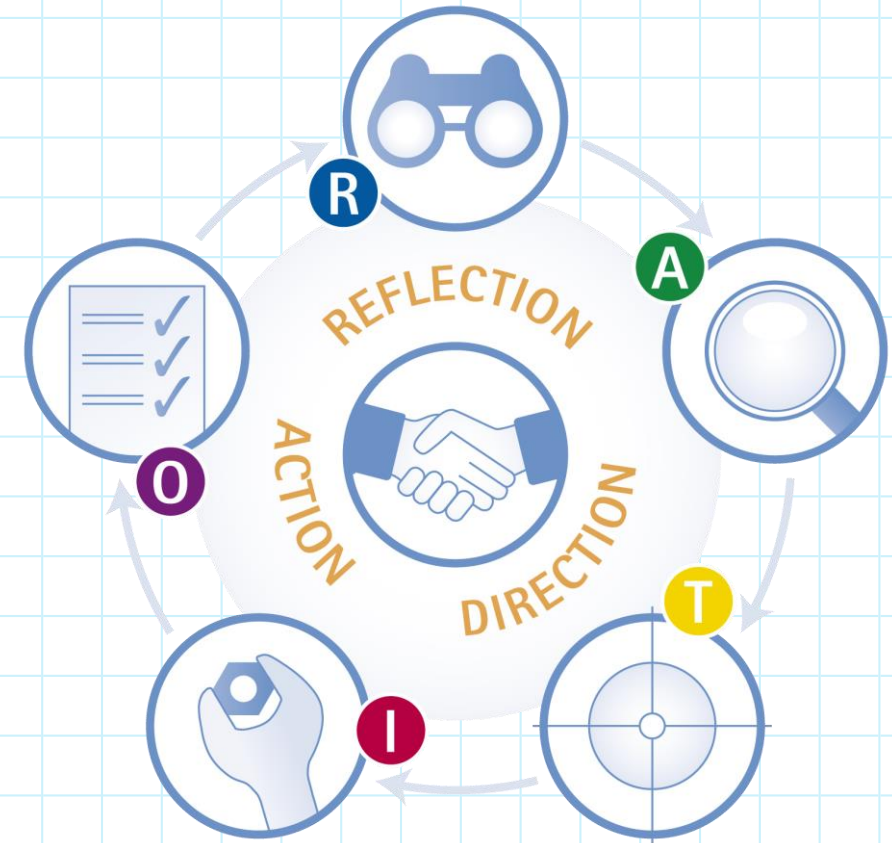
- Supervisors with experience in applying the methods of CoThink and/or with supervisory experience offer the supervisor support as mentioned in the toolbox
- Main types of support:
 - Coaching & Feedback
 - Openness
 - Request Sharing
 - Involvement & Accountability



Main conclusions

Other types of support:

- Take part in training with colleague: Buddy-systeem
- Methods CoThink are implemented as standard way of working
- Weekly sessions to discuss incidents
- A supervisor who has followed the training and is active with the methods



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Benefits of virtual classroom on transfer of training

- It is easier to split training in separate short sessions
 - More opportunities to practice in between training sessions and get feedback
 - More time for reflection
 - More time for repetition
- Practicing in groups is sometimes more consistent with normal work situation (for those who collaborate with remote groups anyway...)



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- To maximize ROI of training, “transfer” of training seems to be one of the hardest parts
- Besides the trainer and the trainee, managers play a vital role in transfer
- To support managers, interventions can be determined to support transfer, before, during and after the training (eg as collected in the “transfer toolbox”)
- Supporting trainees with these interventions has proven to increase the transfer of training... and will therefore help maximizing ROI of training



What questions do you have?



Did you like it?

- Leave your email-address in the chat box if you would like to receive the presentation!
- Follow us on [LinkedIn](#)
- More information about our training programs: www.cothink.nl or www.cothink.com
- Connect with [Ilse](#) and [Ron](#) on LinkedIn





Thanks for joining us!