

Training Impact Plan (TIP) Name _____ Date _____

The Training Impact Plan process brings employees and their supervisors together before a training event to plan how the learner will leverage the learning opportunity. The benefits of this process include:

- Increase in learner motivation to apply learning to the jobs.
- Manager engagement in the professional development of their direct reports.
- Facilitates constructive development discussions between manager and learner.
- Clarifies for the learner the competencies and action steps necessary for growth in their job roles

The process consists of:

1. A pre-training assessment to ensure the training targets the learner’s unique needs
2. A planning session to specify how the learner will apply training on the job
3. A post-training conversation to assess progress

Following the three steps will assist learner and manager to identify:

- Change opportunities that exists
- What outcomes they envision
- Feasible dates by which new skills will be noticeable in performance

1. Pre-training Assessment

The learner and supervisor work separately to fill out the pre-training assessment of the competencies most critical to learner’s jobs and their level of effectiveness at them.

Pre-training Assessment	
<p>Self-assessment <i>Importance</i> Check the competencies that are most important to your job: a). b). c). <i>Current Effectiveness</i> Rate your level of effectiveness from 1-4 with 1 as the highest level of effectiveness a). b). c).</p>	<p>Manager Assessment <i>Importance</i> Check the competencies that are most important to your direct report’s job: a). b). c). <i>Current Effectiveness</i> Rate his or her level of effectiveness from 1–4 with 1 as the highest level of effectiveness a). b). c).</p>
<p>1= expert knowledge 2= adequate knowledge 3=little knowledge 4= no knowledge (skill, behavior...)</p>	

2. Pre-training Conversation and Training Impact Plan

Learners and managers meet to compare the two pre-training assessments and use the following questions to identify the key competencies on which the learner will focus learning transfer and application efforts.

- Which competencies do we agree are extremely important to the job? Where do we disagree? What is the rationale for our responses?
- Which areas do we agree on in terms of strengths? Is this consistent with feedback received?
- Which areas do we agree on in terms of “change opportunities”? Is this consistent with feedback received?

Before the end of the meeting the learner and manager fill in the training impact plan (TIP) together and agree upon a feasible dates by which the new skill will manifest in performance.

Training Impact Plan (TIP)
<p>Of the leadership (or other category) behaviors, list 3 highly important behaviors that seem to be your/this employee’s biggest “Strengths” and 3 that seem to be your/this employee’s biggest “Change Opportunities”.</p> <p>Strengths</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Change Opportunities (include dates by which new skills will be evident)</p> <ol style="list-style-type: none"> 1. 2. 3.

The pre-training conversation ends after the learner and manager:

- Discuss how the behavior or skill should change in the future as a result of the training.
- Document what will the learner specifically do that demonstrates the new skill or behavior. For example:

Change Opportunity:	Demonstration of Improvement against Change Opportunity
Works hard on his/her deliverables, but doesn’t make time to meet with his/her direct reports.	Clears calendar to make time for weekly “one-on one” meetings to discuss direct reports performance and opportunities for improvement.

3. Post-training conversation

Learners and managers meet on or a little after the date agreed upon for the new skill to manifest in performance. Each takes a turn to describe specific activities, projects, or assignments where the learner demonstrated strengths or change opportunity; specific behaviors should be ground in work-based examples. For example:

Identified Strength	On-the-job Demonstration
Actively listens and incorporates input from others.	Collaborated with key peer reviewers to improve the outdated information in the database.