

SURVEY

Applying Learning in Real Life after Training



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INTRODUCTION

The integration of learning into real-life contexts is a critical aspect of skill development, particularly when it comes to the cultivation of soft skills. Bridging the gap between the training room and the practical application of newly acquired knowledge has been a longstanding challenge for organizations and individuals alike. To gain insights into the effectiveness of applying learning after training, a comprehensive survey was conducted, examining the experiences of senior professionals from different backgrounds. The survey results presented here provide valuable insights and practical recommendations for bridging the gap and maximizing the transfer of skills from the controlled learning environment to the dynamic challenges of everyday work life.

“WHAT HAPPENS TO THE BLACK BOX OF APPLYING SOFT SKILLS AFTER TRAINING?”

Research main question

QUESTIONS & DEMOGRAPHICS



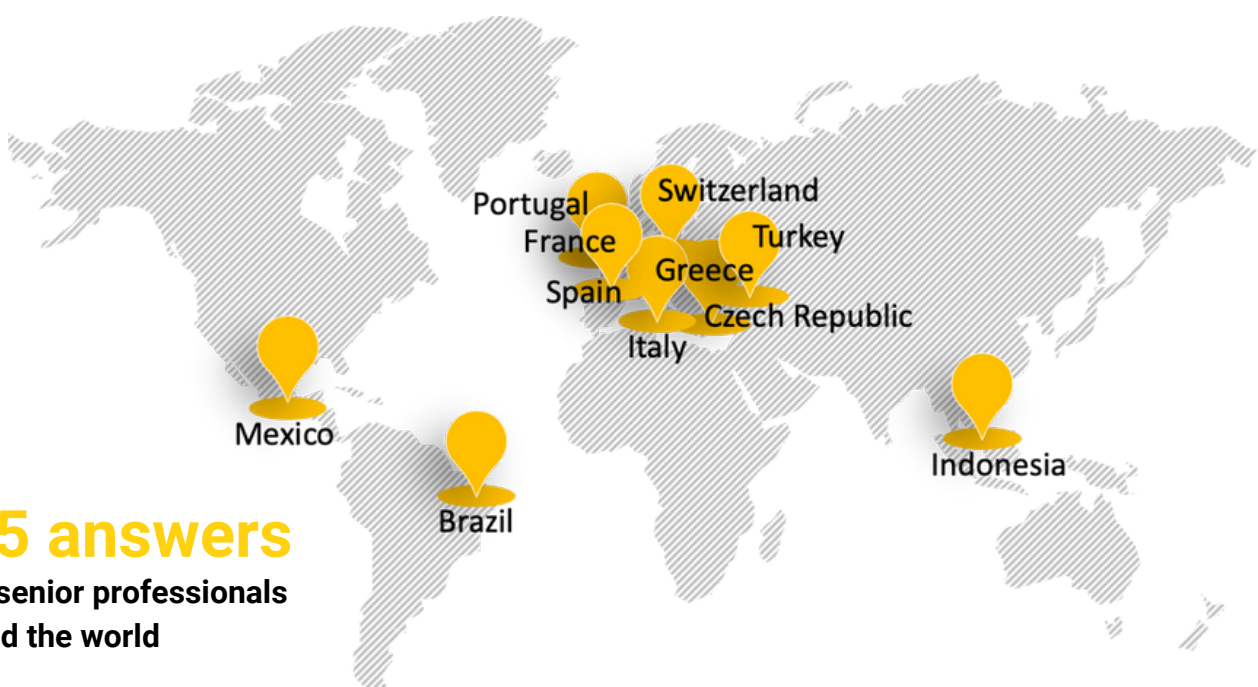
The survey was conducted among **415 senior professionals** from 11 countries, (Mexico, Brazil, Portugal, France, Spain, Italy, Greece, Switzerland, Turkey, Czech Republic, and Indonesia). The participants were selected based on their extensive experience and expertise in various industries.

Having Soft Skills training as a reference and having a list of potential factors to choose from (i.e participants factors, company factors and providers factors) the **survey questions** were the following:

1. When you **MANAGE** to put learning content into your reality, what helps you the most? (Speed Up Factors)
2. When you **FAIL** to put learning content into practice, what is more challenging for you? (Slow Down Factors)

For each of the questions above, participants were asked to choose their **top three factors** and rank them in order of importance. Additionally, participants were requested to indicate at **which stage** these factors were mostly defined or impacted: before, during, or after the training.

The gathered data are analyzed to determine the most influential factors (positive and negative) in applying learning content in real-life situations. The findings aim to help individuals and organizations seeking to maximize the transfer of soft skills from the training room to the complexities of everyday work life.



415 answers
from senior professionals
around the world

RESEARCH TOPICS



1. Speed up and Slow down Factors in Transferring Learnings into the Workplace

One of the main focuses of the survey was to identify the factors that accelerate or hinder the transfer of learnings from training programs into the workplace. Participants were asked to reflect on their experiences and provide insights into the most crucial factors that contribute to the successful application of learned skills and knowledge. Additionally, they were asked to identify the factors that act as barriers, slowing down or impeding the practical implementation of what they have learned. By analyzing the responses, the survey aimed to uncover the key speed up factors that facilitate the seamless integration of learning content into the workplace, as well as the slow down factors that pose challenges and hinder the transfer of knowledge.

2. Stakeholders' Influence on the Application of Learning in Real Life

The survey also explored the roles and influence of three key stakeholders: **participants, companies, and providers**, in the application of learning in real-life contexts. The analysis was based on how each stakeholder group can positively or negatively affect the successful transfer of learning into their work environments. Understanding the perspectives of participants, companies, and providers allowed for a comprehensive analysis of the various dynamics and interactions that impact the application of learning. This analysis provided valuable information on how these stakeholders can collaborate effectively to enhance the application of learned content in the workplace.





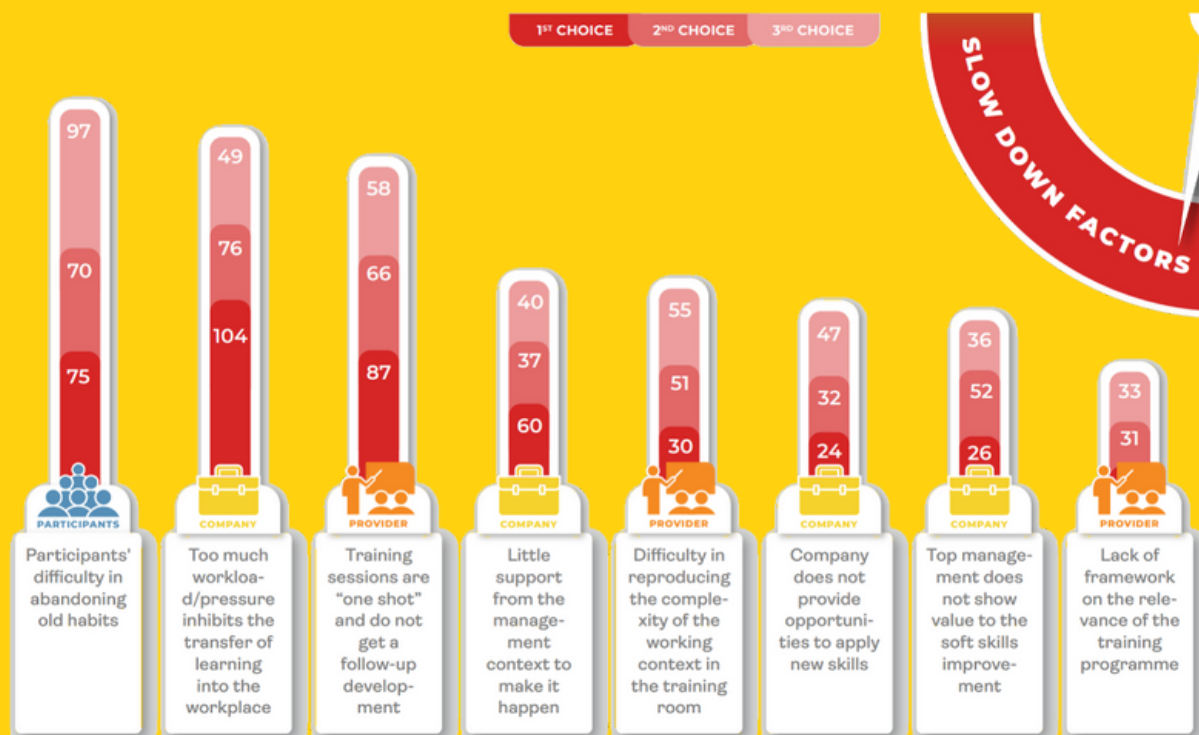
Impact of Factors at Different Stages (Before, During, After Training)

Another crucial aspect of the survey was to determine at which stage the identified factors (speed up and slow down factors, as well as the influence of stakeholders) had the most significant impact. Participants were asked to indicate whether the factors were mostly defined or influenced before, during, or after the training process. This stage-specific analysis aimed to provide insights into the critical points in the learning journey where specific factors play a vital role. Understanding the temporal dynamics of these factors allowed for a deeper understanding of when and how interventions or support should be provided to maximize the transfer of learning into real-life applications.

ANALYSIS

TOPIC 1: SPEED UP AND SLOW DOWN FACTORS IN TRANSFERRING LEARNINGS INTO THE WORKPLACE

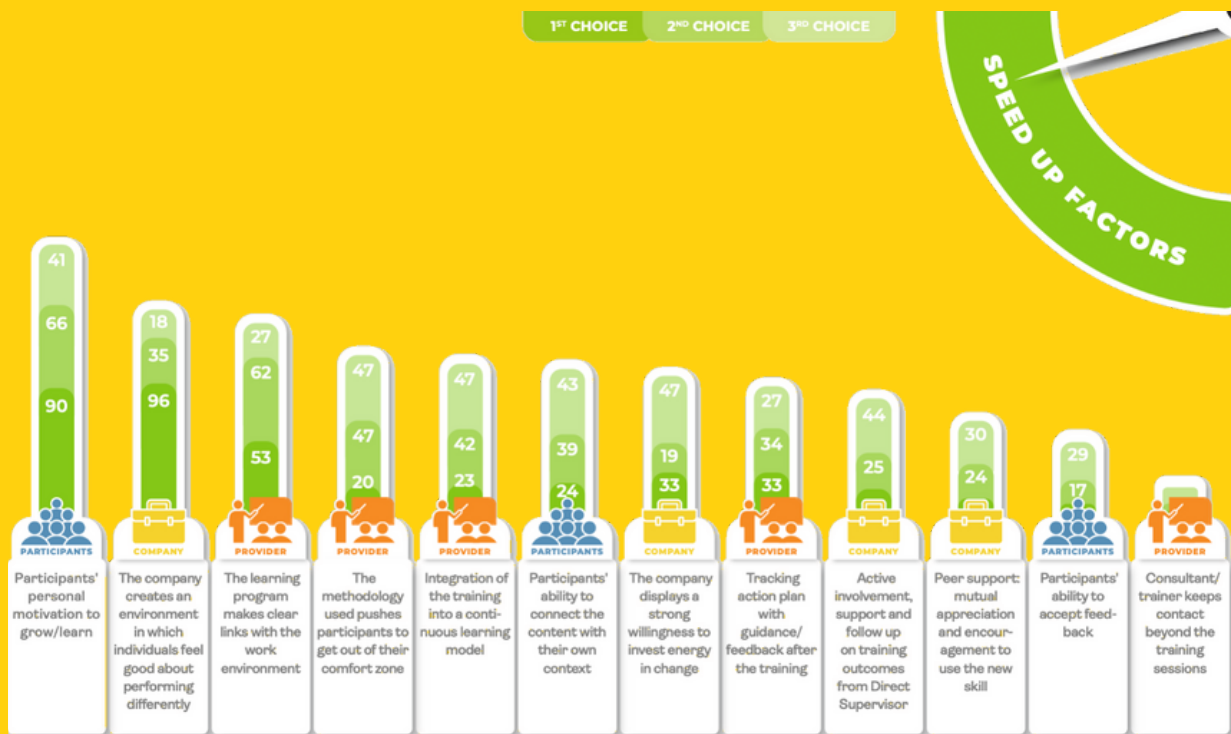
To gain deeper insights into the speed-up and slow-down factors in transferring learning in real life, a comprehensive analysis of these factors was conducted based on the answers received. This analysis, presented in the following graphs, examines the most significant factors that play a crucial role in the practical application of learned knowledge and skills.



Graph 1: Slow-down factors

Although not appearing as a frequent stakeholder in the slow-down factors list, **Participants** show up in the first place in the global ranking with a specific aspect: **Difficulty in abandoning old habits**.

Analyzing the specific slow-down factors (SDF) more, a noticeable pattern emerges with a constant shifting between the **Company** and the **Provider**. Specifically, concerning the Company, we predominantly find aspects related to the working context and leadership culture. These factors include excessive workload and pressure, limited support from management, lack of opportunities to apply learned skills, and insufficient appreciation of soft skills by management. On the other hand, concerning the Provider, we observe a more diverse nature in the identified SDF that are deemed critical. These factors encompass program organization, such as one-shot sessions without follow-up, low adherence to the reality of the working context, and challenges in effectively communicating the relevance of the training through a lack of a clear framework.



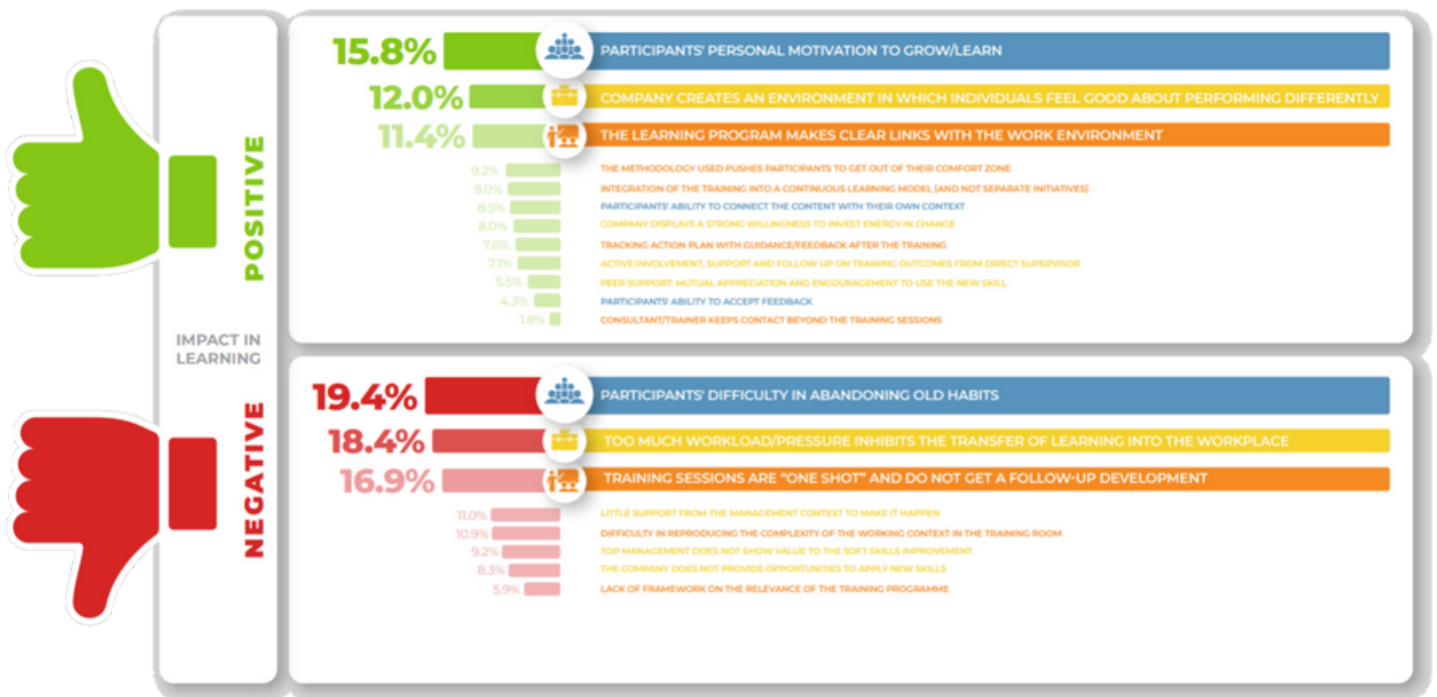
Graph 2: Speed-up factors

Participants appear 3 times in the speed-up factors list, showing up in the first place in the global ranking with a specific aspect: **Personal motivation to grow and learn**.

Analyzing the specific speed-up factors (SUF) more, we notice that the **Provider** as a stakeholder, contributes a lot in the speed-up factors list. The learning program, the methodology and the continuous learning and action plan constitute important speed-up factors for bridging the learning-doing gap. Concerning the **Company**, aspects related to the environment in which participants feel comfortable to perform differently and the willingness of the organisation to invest in training programs are deemed as critical speed-up factors as well.

ANALYSIS

TOP 3 RANKED CHOICES



Graph 3: Top 3 ranked choices

As depicted in graph 3, the survey results reveal the top three factors with a positive impact on learning.

These include participants' personal motivation to grow and learn, which accounts for 15.8% of the responses. Additionally, companies that create an environment where individuals feel empowered to perform differently contribute significantly, representing 12% of the respondents' choices. Furthermore, a learning program that establishes clear links with the work environment was identified as another influential factor, with 11.4% of the participants recognizing its importance. Conversely, the survey also highlights the top three factors with a negative impact on learning. Participants' difficulty in abandoning old habits emerged as the most significant obstacle, comprising 19.4% of the responses. Moreover, excessive workload and pressure inhibiting the transfer of learning into the workplace accounted for 18.4% of the choices. Lastly, the limitation of training sessions to one-shot experiences without follow-up development represented 16.9% of the respondents' concerns.

These findings underscore the importance of addressing motivational factors, creating a supportive work environment, and establishing meaningful connections between learning programs and the workplace for successful knowledge transfer.

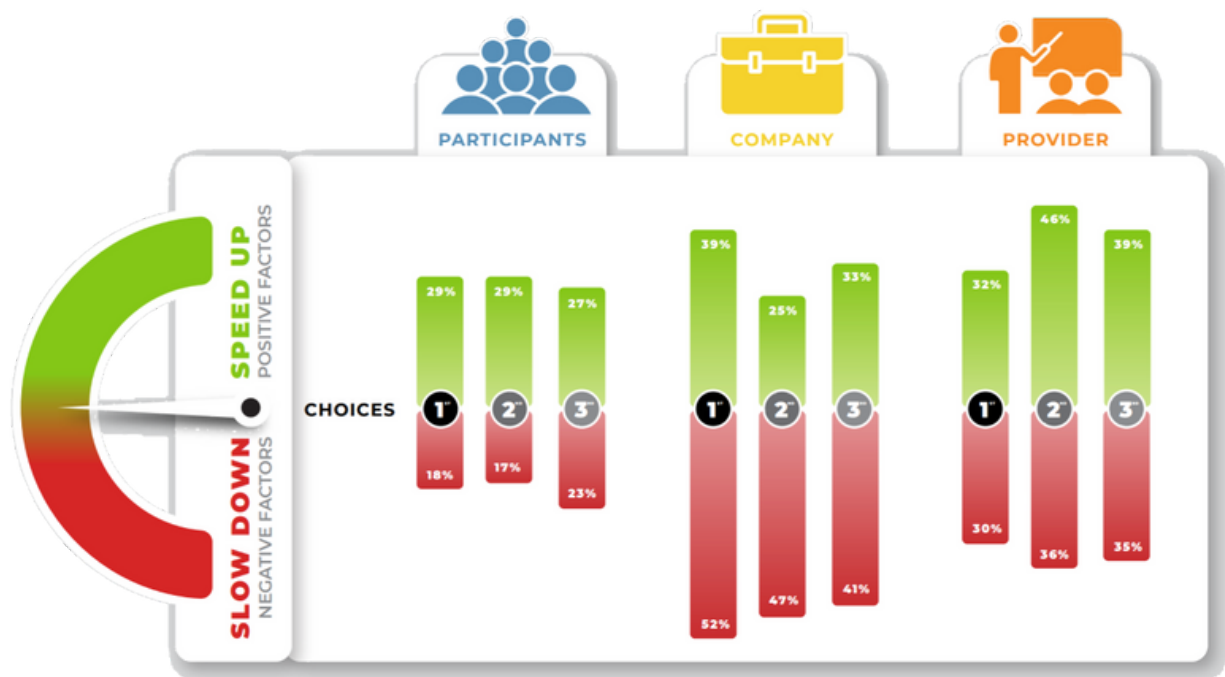
ANALYSIS

TOPIC 2: STAKEHOLDERS' INFLUENCE ON THE APPLICATION OF LEARNING IN REAL LIFE

To further enhance the speed-up factors in the application of learning, it is crucial to place emphasis on the role of the **Provider**, who, on a global scale, offers greater insights into the positive impact on learning transfer and application. The survey results indicate the following breakdown for the top three choices:

- The 1st choice, accounting for 36% overall, is a shared responsibility between participants (29%) and the company (39%).
- The 2nd choice, representing 42% overall, is also a collaborative effort with participants contributing 29% and the company contributing 25%.
- The 3rd choice, comprising 49% overall, demonstrates a similar distribution, with participants contributing 27% and the company contributing 23%.

These findings highlight the importance of the provider's role in facilitating and supporting effective learning transfer and application. By working closely with both participants and companies, the provider can play a significant role in optimizing the impact of learning programs and ensuring successful knowledge integration in real-world contexts.



Graph 4: Stakeholders' influence on the application of learning in real life

ANALYSIS

TOPIC 2: STAKEHOLDERS' INFLUENCE ON THE APPLICATION OF LEARNING IN REAL LIFE

When examining the top three choices, it becomes evident that the entity primarily responsible for introducing slow-down factors in training applications is the **Company**. The data reveals that the Company scores higher compared to the ratings of Participants and the Provider. The breakdown of the choices is as follows:

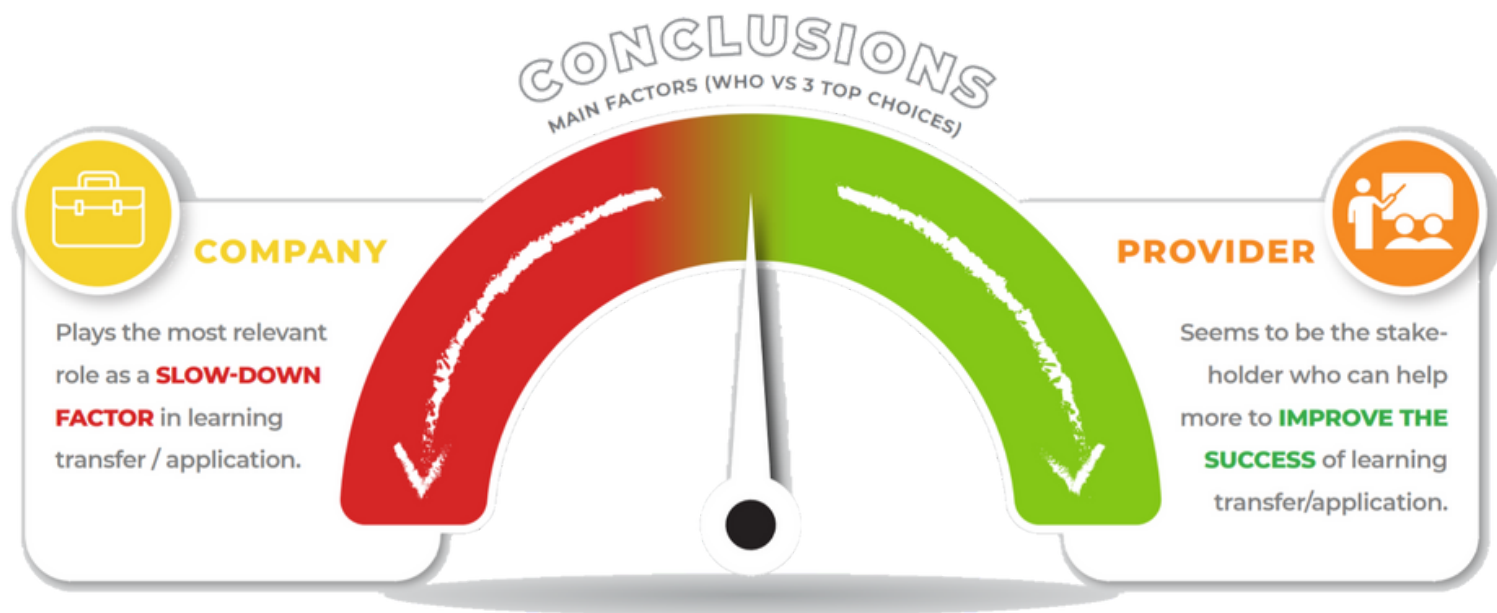
- The 1st choice, which accounts for 52%, shows a significant impact from the COMPANY (52%), with lower contributions from Participants (18%) and the Provider (30%).
- The 2nd choice, representing 47%, also highlights the influence of the COMPANY (47%), with Participants contributing 17% and the Provider contributing 36%.
- The 3rd choice, comprising 41%, further emphasizes the role of the Company (41%), followed by Participants (23%) and the Provider (35%).

These findings suggest that the Company plays a critical role in introducing factors that hinder the effective application of training. It is important for companies to address these slow-down factors to create an environment conducive to successful knowledge transfer and practical implementation of learned skills. Collaboration between Participants, the Provider, and the COMPANY is vital in overcoming these obstacles and fostering a supportive learning culture within the organization.

In conclusion, when considering both speed-up factors (SUF) and slow-down factors (SDF) in training application, the **Participant** entity appears to be less responsible compared to the Company and Provider. Analyzing the top three choices, it is evident that the PARTICIPANT scores consistently lower, particularly in relation to SDF, where they do not seem to play a significant inhibiting role. The breakdown of the choices indicates the following:

- The Participant entity scores lower compared to the Company and Provider in terms of both SUF and SDF.
- Specifically, when examining SDF, the Participant entity's role in introducing hindrances is relatively minimal.

These findings suggest that while the Participant has a lesser impact on both positive and negative factors in training application, their role in inhibiting the process, particularly in relation to SDF, is not as pronounced as that of the Company and Provider. It is important to acknowledge the unique contributions and responsibilities of each entity in addressing and mitigating the identified factors to ensure successful learning transfer and application. Collaboration and support from all stakeholders, including the Participant, the Company, and the Provider, are crucial in creating an optimal learning environment and maximizing the effectiveness of training programs.



Graph 4: Conclusions on the stakeholders' influence on the application of learning in real life

ANALYSIS

TOPIC 3: THE IMPACT OF FACTORS AT DIFFERENT STAGES (BEFORE, DURING, AFTER TRAINING)



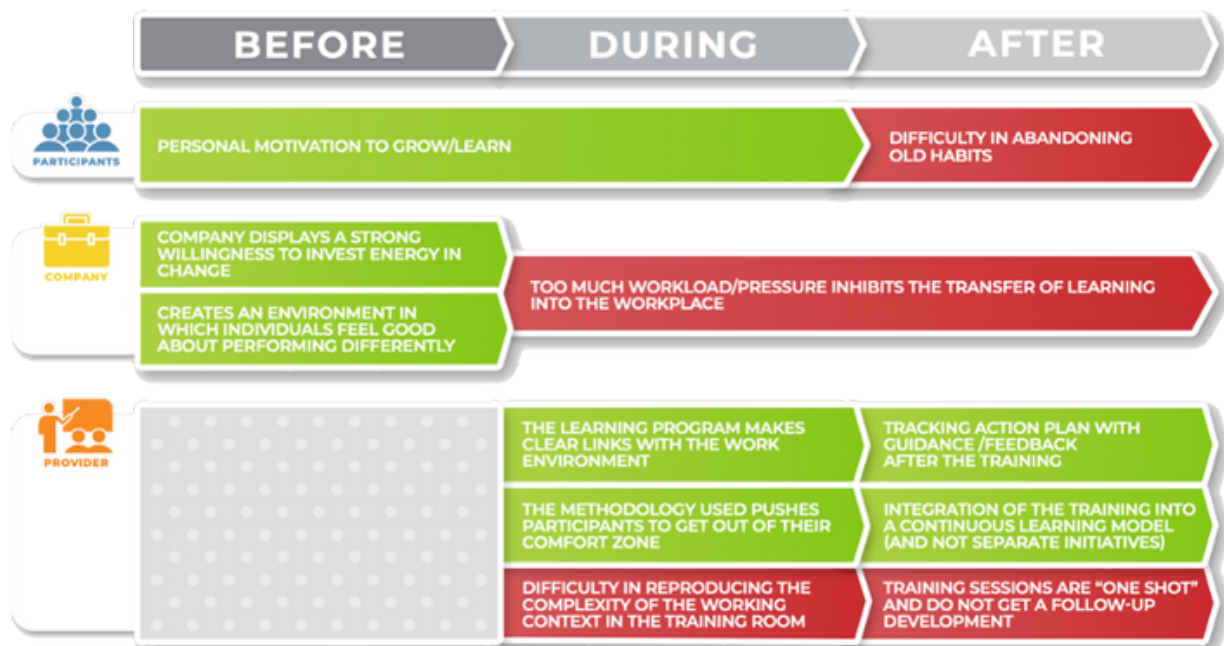
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Upon initial examination, it can be inferred that the impact of speed-up factors (SUF) is perceived throughout the entire timeline, encompassing the stages before, during, and after the training. Conversely, slow-down factors (SDF) predominantly affect the learning application during and after the training.

Both Participants and Company factors appear to be primarily defined across the three different stages: before, during, and after the training takes place. These factors play a significant role in shaping the effectiveness of the training experience at various points throughout the process.

On the other hand, the impact of the Provider is more prominently perceived during and after the training occurs. The provider's influence is particularly noticeable in these stages, suggesting their crucial role in facilitating and supporting the application of learning in real-world contexts.

These observations highlight the complex dynamics and temporal aspects that underlie the SUF and SDF. Understanding the interplay between the different entities and stages is vital for designing comprehensive training programs that effectively address both positive and negative factors, ultimately enhancing the transfer and application of learned knowledge and skills.



Graph 5: The impact of factors at different stages

CONCLUSIONS

The main results of the survey highlight the following key findings:

1. **Provider's Crucial Role:** The provider is identified as playing a crucial role in facilitating effective learning transfer and application. Close collaboration with participants and companies is emphasized to optimize the impact of learning programs and ensure successful integration of knowledge in real-life contexts.
2. **Company's responsibility:** The company must be responsible for addressing motivational factors, creating a supportive work environment, and establishing meaningful connections between learning programs and the workplace for successful knowledge transfer.
3. **Participant Impact:** While participants have a smaller impact on training factors overall, their role in hindering the process, particularly with slow-down factors, is not as significant as that of the company and provider. This suggests that participants may have a more limited influence on impeding the learning transfer process.
4. **Collaboration and Support:** Collaboration and support from all stakeholders, including participants, companies, and the provider, are emphasized as essential components for creating an optimal learning environment. This collaborative approach helps maximize the effectiveness of training programs and promotes successful learning transfer and application.
5. **Interplay between Entities and Stages:** Understanding the interplay between different entities (participants, companies, and providers) and stages (before, during, and after training) is vital. This understanding enables the design of comprehensive programs that address both positive and negative factors, enhancing the transfer and application of knowledge and skills in real-life scenarios.

Applying learning in real life after training is a critical step in ensuring the effectiveness and practicality of acquired knowledge and skills. Overall, these survey results emphasize the importance of the successful application of learning in real life that not only enhances individual performance but also contributes to organizational growth and success.

