FROM TRAINING TO TRANSFER

The Brain Science Behind Learning That Shows Up on the Job

Jill Windelspecht

Founder & CEO, Certified Neuroplastician, ICF Coach
The Leaders' Coach



2026 OHIO HR CONFERENCE
PRESCRIBE. EMPOWER. REFILL

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PEOPLE, SCIENCE, PURPOSE

2026 npn Neuroplastician® Professional P. npn Neuroplastician®

ICF Credentials and Standards ICF ACC ASSOCIATE CERTIFIED COACH

The Training Prescription



We prescribe information and expect behavior change

Attendance and completion ***document*** the event.

Transfer shows up in ***what people do*** afterward.

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Over 20 years Global Experience:

- Leadership Development
- *Organization Development & Design*
- Change Management
- *Strategy Development & Succession Planning*
- Executive Coaching & Assessments

@myleadercoach.com

jill@myleadercoach.com

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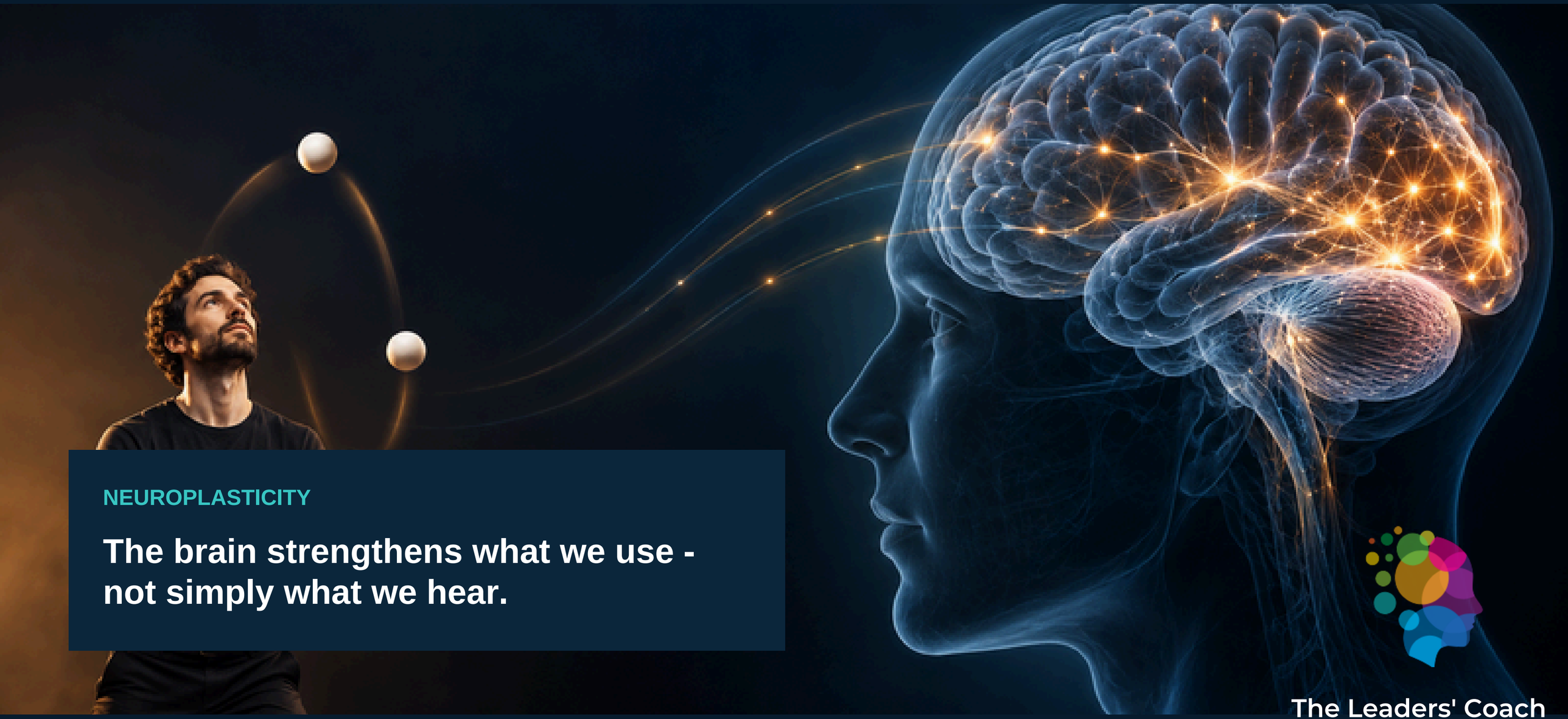
Learning changes the brain



NEUROPLASTICITY

The brain strengthens what we use - not simply what we hear.

Draganski et al., Nature, 2004

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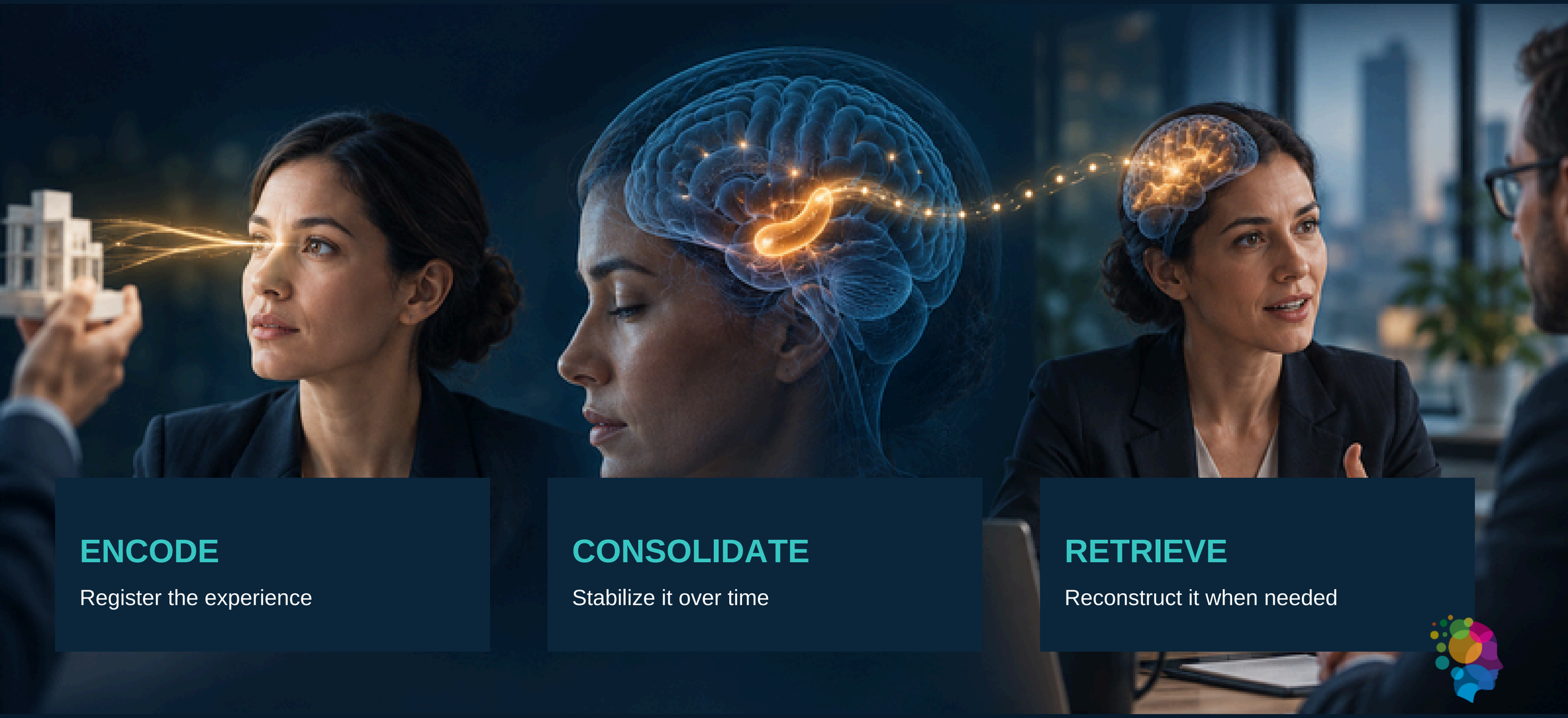
How a memory becomes usable



ENCODE

Register the experience

CONSOLIDATE

Stabilize it over time

RETRIEVE

Reconstruct it when needed

Dudai, Karni & Born, Neuron, 2015

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The brain learns what it practices



PASSIVE EXPOSURE
Recognition and familiarity

ACTIVE PRACTICE
Retrieval and application

If performance must change, learners need to rehearse the performance

Roediger & Karpicke, Psychological Science, 2006

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Conditions for lasting learning: AGES Model™

A **ATTENTION**
A reason to encode

G **GENERATION**
Work with the idea

E **EMOTION**
A signal of significance

S **SPACING**
Reactivation over time



Neuroplasticity creates capacity

AGES shapes the learning experience

AGES framework: NeuroLeadership Institute. Spacing evidence: Cepeda et al., 2006

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Your Transfer Challenge



Think

Choose one program you know you want to improve transfer

Write

What is the behavior you need & the biggest barrier?

Pair & Share

Why does this matter to you? What makes learning transfer difficult in your organization?

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Evidence of transfer

ATTENDED › COMPLETED › UNDERSTOOD › **APPLIED**

What are people doing differently because of the training?

Transfer evidence appears in decisions, conversations, habits, and performance.

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Learning changes what the brain can access



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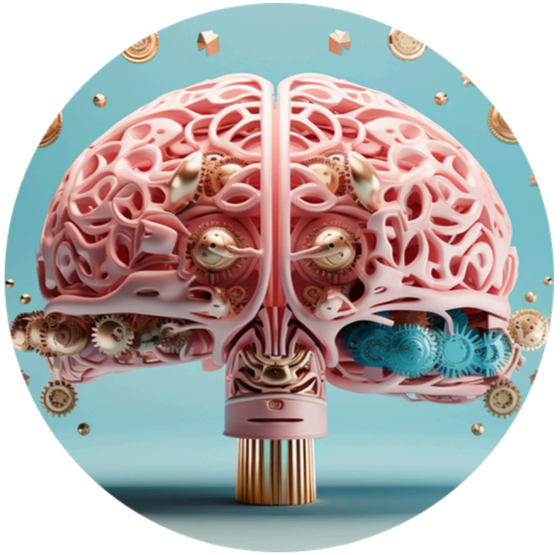
Why Learning Doesn’t Stick

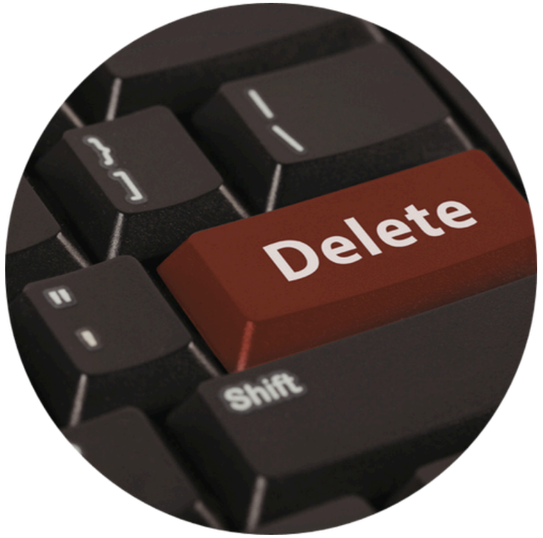
COGNITIVE OVERLOAD



STRESS



PASSIVE LEARNING



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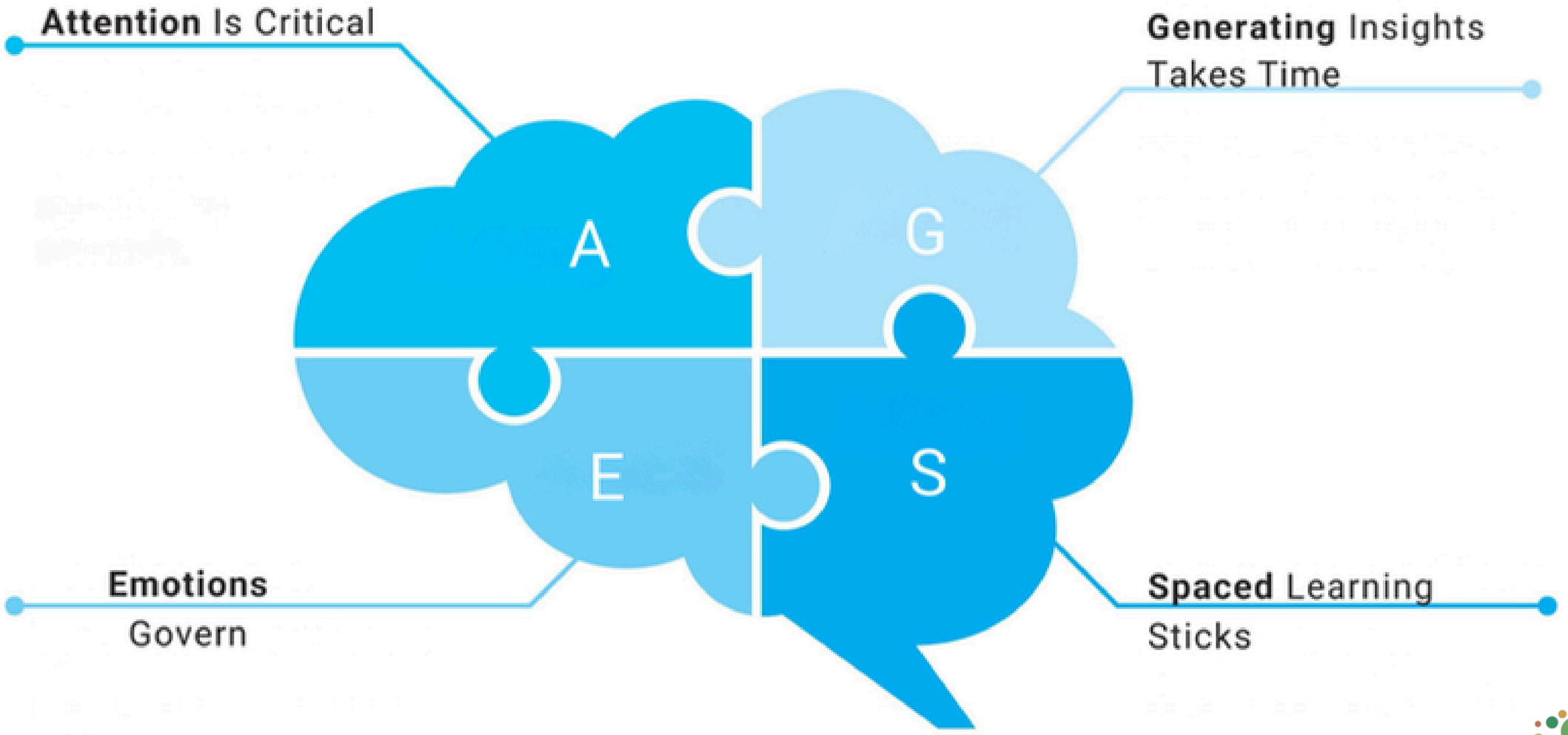
How To Make Learning STICK: AGES Model™



Source: NeuroLeadership Institute

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Attention: a reason to learn



Relevance beats volume



Why should I care?



Overload shuts down learning

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What are 2 things you have learned so far in this conference that you want to apply?
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GENERATION

Learning Sticks When People Generate, Not Consume



Passive ≠ learning



Talking, writing, applying wires the brain



Less content → more impact

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Emotion: the brain marks what matters

Learning needs a pulse, not panic.



FLATLINE
Forgettable

PULSE
Meaningful

PANIC
Overwhelming

Practice the feeling, not just the steps.

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Spacing: The Prescription Needs Refills



EVENT — **24 HOURS** — **7 DAYS** — **30 DAYS**

Learn — **Retrieve** — **Apply** — **Reinforce**

Exposure creates familiarity. Spaced retrieval supports access.

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Training Transfer Lab

Choose one program. Write a better prescription.

Walk through AGES

Answer: Instead of _____, we would _____ because it activates _____

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Design for Brains. Learning Will Stick

Biology always wins

AGES is your advantage

HR’s role just got more strategic

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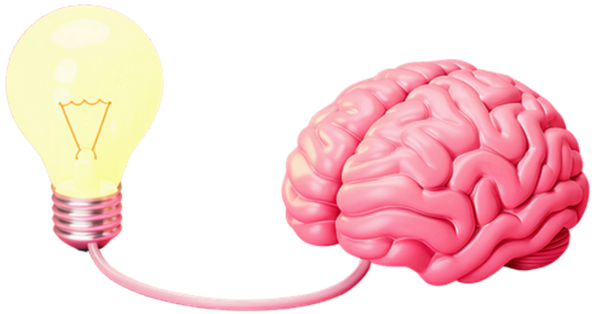

Give Feedback and Get Free Learning Transfer Rx Audit Checklist!

PRESCRIBE

the behavior that matters

EMPOWER

the learner to generate and practice

REFILL

the learning through retrieval and application

What will you change in the next seven days?

Scan this QR code

Or go to

https://talk.ac/jillwindelspecht

and enter this code when prompted

AGES

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Jill Windelspecht

jill@myleadercoach.com

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