Making Training Work: Lessons Learned

“Evaluation is for making it work. When it works, notice and nurture. When it does not, notice and change”

Robert O. Brinkerhoff, 17 June 2014
The Simple Question I asked

• What would happen to you – what consequence – if you *never* used *anything* from your training in your day to day job?

• Their Answer: __________________________
The Simple Question I asked

• What would happen to you – what consequence – if you never used *anything* from your training in your day to day job?

• Their Answer: **NOTHING**
Training: Benefit vs. Business Driver

Staff Benefit

Expectation:
- Participate
- Appreciate

Business Driver

Expectation:
- Participate
- Learn
- APPLY
# Training Impact Estimation Worksheet

<table>
<thead>
<tr>
<th>Did Not Try It At All</th>
<th>Tried It To Some Extent, But Gave Up</th>
<th>Tried It And Got Positive Results</th>
</tr>
</thead>
<tbody>
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<td>% = T</td>
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Predictable Training Impact
Distribution

$> 20\%$
Did Not Try It At All

$< 60\%$
Tried It To Some Extent, But Gave Up

$< 20\%$
Tried It And Got Positive Results

Unrealized Value

Costs

ROI
# Training Failure Mode Analysis

Select the top six reasons that kept the training from working:

- Senior leaders did not see how the training could help the business and failed to support it
- Trainees were not motivated to participate
- Managers of trainees did not understand how the training would benefit them or their goals
- Trainees did not see exactly how they could use the training in their work
- Managers did not encourage trainees to participate
- The training facilitators did a bad job
- The materials were not relevant to trainees
- The trainees were not capable of learning the content
- The training materials were poorly organized
- The sessions were scheduled at inconvenient times
- Managers did not hold trainees accountable for applying the learning
- The incentives for continuing to follow existing procedures were still attractive
- There were not sufficient “risk free” opportunities to try out new skills
- The measurement and feedback systems were not sufficient to track new behaviors
- Trainees did not get good coaching in how best to use the new behaviors they learned in training
- Managers were pressured to keep operations numbers up and told trainees to just do things the way they used to
### Training Failure Mode Analysis

<table>
<thead>
<tr>
<th>“Before” Preparation and Readiness</th>
<th>“During” Conduct Learning Intervention</th>
<th>“After” Aid Performance Improvement</th>
</tr>
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Reality #2

Training alone is never the principal cause of success or failure
Making Training Work

The Mythical View of Training

Training Event (TE)

Results

How To Make Training Work

Before  TE  After

Results
Managing the Learning-to-Performance Process for Business Impact

- Create Focus, Alignment, and Intentionality
- Provide High Quality Learning Interventions
- Support Performance Improvement

• Greatest opportunities for leverage and improvement
• Implementing this approach requires new actions from managers
• Sustaining this approach is a whole-organization accountability; not just L&D’s task
Conditions for Impactful Training

• The business case for the training is clearly defined and communicated

• All stakeholders from senior leaders through trainees share and commit to a common understanding of the business value of the training

• Trainees are motivated to participate in, learn from, and apply the training

• Trainees and their managers expect to be held accountable for being sure the training is effectively applied

• The learning activities and materials are relevant to the real job context of the trainees

• The learning design employs solid principles of adult learning (active learning, etc.)

• The training includes opportunities for practice with feedback

• Learning activities and materials are as easily accessible and convenient as possible

• Learners have optimal control over when, how, and what they learn

• The learning design makes optimal use of performance support tools

• Trainees and their managers agree on the application behaviors that yield the greatest leverage

• Trainees are encouraged and supported in efforts to apply the training in their work

• Incentive systems are supportive of applying training

• Coaching and additional learning are readily accessible

• Effective performance support tools are readily accessible

• Measurement and feedback methods are used to determine the success of trainee actions to apply learning and the extent to which they receive support in doing so
Enhanced Organizational Capability to Leverage Business Results from Learning Investments

The Entire Learning-to-Performance Process

Creating Clear and Valid Intentionality
Producing Effective Learning Outcomes
Supporting Sustained Performance Improvement

Feedback on Results: What’s Working and What’s Not

Training Function
Managers
Senior Leaders
Systems (e.g., HR) Owners

Actions to Change Conditions and Improve Processes

Evaluation Inquiry
Observations from Panelists Presentations

• First question – Is it a learning problem?
• Learner is King and greater sensitivity and preparation is necessary for “non-professional” trainer components of blended learning strategies
• Training (and Behavior Change) is a Process NOT an event
• Evaluation is the same for Blended Learning and success comes from Business Impact Alignment
Questions for the Panelists
The P Process

1. Inquire
2. Design Strategy
3. Create & Test
4. Mobilize & Monitor
5. Evaluate & Evolve
## Multi-Mode Mapping Log

<table>
<thead>
<tr>
<th>Activity/Concept</th>
<th>eLearning (Self-study)</th>
<th>Blended</th>
<th>Face-to-Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>WBS Application Exercise:</td>
<td>Step-by-Step in the course using Latrine Example</td>
<td>Whiteboard placement of work packages</td>
<td>Small Group table exercise with Post-It notes</td>
</tr>
<tr>
<td>Using Venn Diagrams to map stakeholder relationships</td>
<td>“Engage” interaction with ID, Analysis &amp; Power</td>
<td>Review Concept then homework assignment for application</td>
<td>Small Group table exercise with flipchart and Markers</td>
</tr>
<tr>
<td>Apply GROW model in Coaching session</td>
<td>Exposition of GROW Model with “engage” interaction</td>
<td>Review GROW Graphic and Role-Play with questions</td>
<td>Role-Play in Groups and write a comprehensive Coaching Plan</td>
</tr>
<tr>
<td>Assessment - Project Management Exam</td>
<td>Review Questions throughout course</td>
<td>PMD Pro Sample Exam Online</td>
<td>Review Questions then PMD Pro1 Sample Exam online</td>
</tr>
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</table>
eLearning Course

The date of the first coaching event is approaching. To prepare for the first session, Elodie is reviewing a skills inventory to identify areas where she might need to train or practice.

Within the context of the coaching session, there are four skill areas that are of particular importance. These include:

- Listening
- Questioning
- Reflecting
- Providing Feedback

Blended Course

Almost any job situation can be used as a learning experience. Even small, day-to-day contacts between project team members.

The Coaching for Results Program provides learning materials for the staff of development and relief organizations to improve four skills that make their coaching relationships the most effective:

1. Identifying coaching opportunities
2. Selecting the coaching style
3. Developing coaching skills
4. Creating the coaching plan

Face-to-Face Course

Introducing Your Team Members

Maria
Current Role: Novice Project Manager
Years of service: 3 years
Project Management Experience: 0 years; recently completed an introductory project management course taught by Allison

Allison
Current Role: Health Program Director
Years of service: 12 years
Project Management Experience: 8 years