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**

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Training: Benefit vs. Business Driver

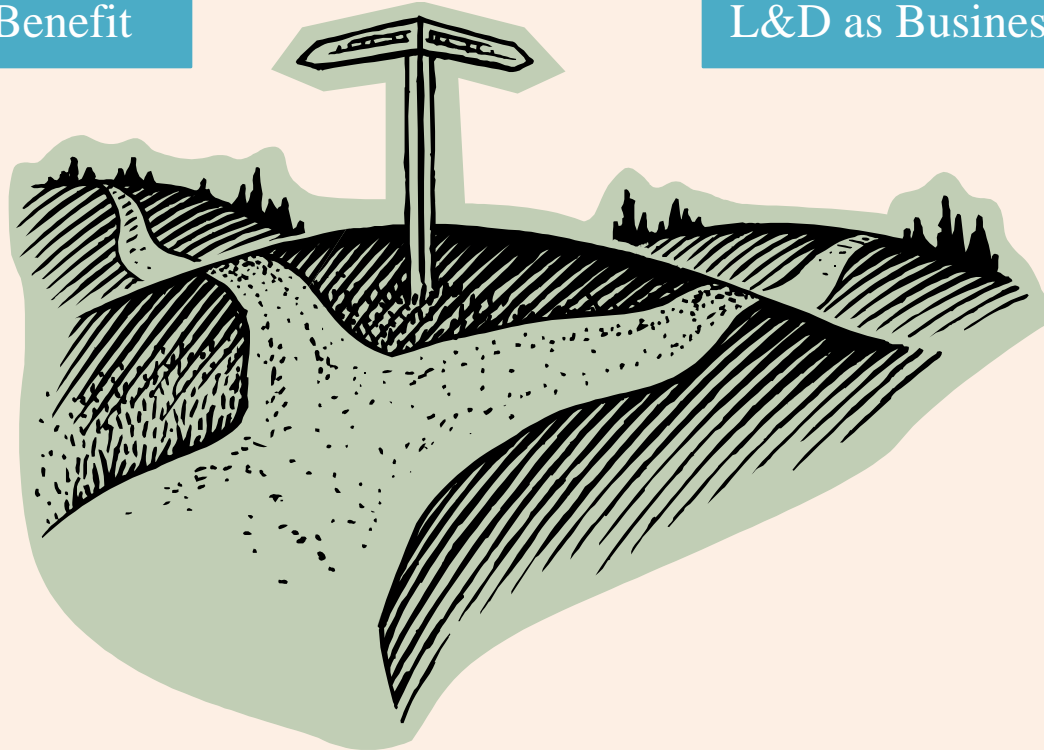| Staff Benefit	Business Driver

Expectation:

- Participate
- Appreciate

Expectation:

- Participate
- Learn
- **APPLY**

L&D as Staff Benefit

L&D as Business Driver

You are Here

Training Impact Estimation Worksheet
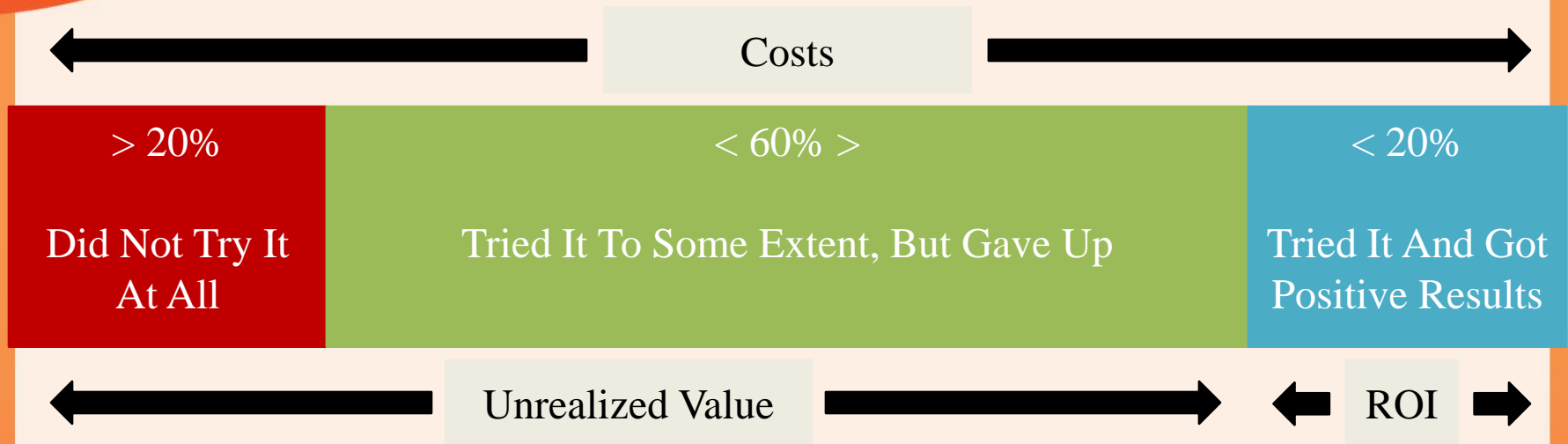
Did Not Try It At All	Tried It To Some Extent, But Gave Up	Tried It And Got Positive Results
% = T	% = T	% = T

Predictable Training Impact Distribution

Costs ⟵ ⟶

> 20%	< 60% >	< 20%
Did Not Try It At All	Tried It To Some Extent, But Gave Up	Tried It And Got Positive Results

⟵ Unrealized Value ⟶ ⟵ 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

"Before" Preparation and Readiness	"During" Conduct Learning Intervention	"After" Aid Performance Improvement
☐ Senior leaders did not see how the training could help the business and failed to support it	☐ The training facilitators did a bad job	☐ Managers did not hold trainees accountable for applying the learning
☐ Trainees were not motivated to participate	☐ The materials were not relevant to trainees	☐ The incentives for continuing to follow existing procedures were still attractive
☐ Managers of trainees did not understand how the training would benefit them or their goals	☐ The trainees were not capable of learning the content	☐ There were not sufficient "risk free" opportunities to try out new skills
☐ Trainees did not see exactly how they could use the training in their work	☐ The training materials were poorly organized	☐ The measurement and feedback systems were not sufficient to track new behaviors
☐ Managers did not encourage trainees to participate	☐ The sessions were scheduled at inconvenient times	☐ 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

Reality #2
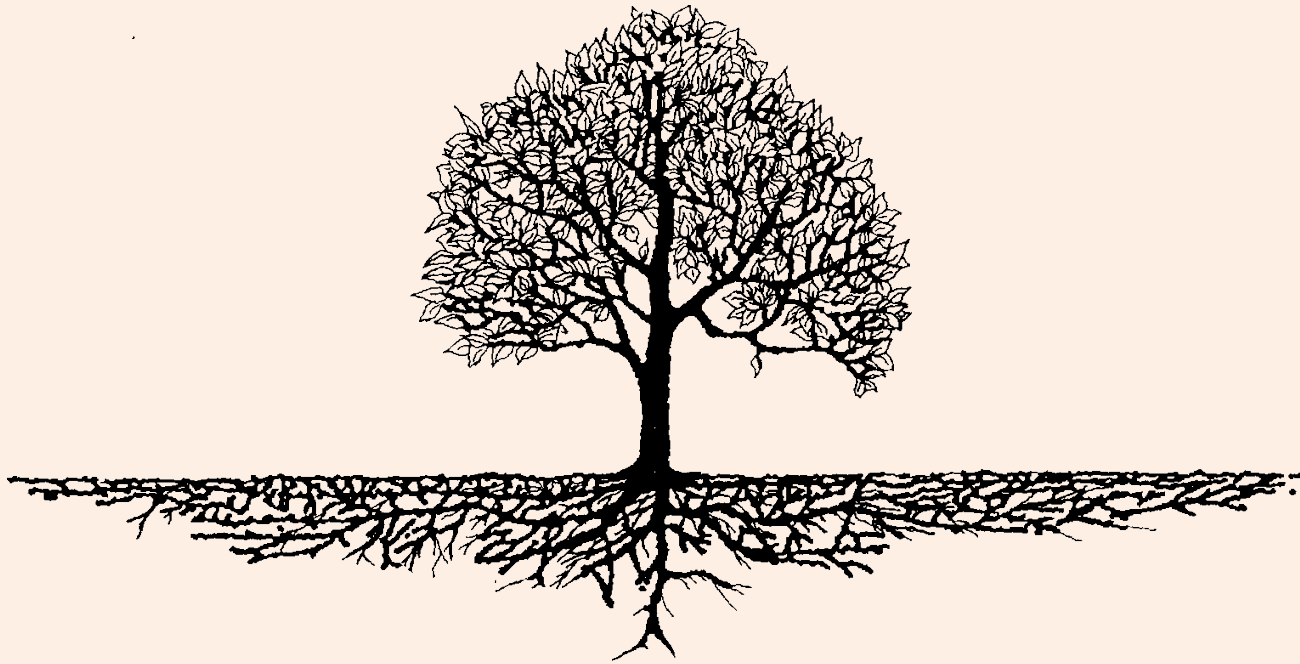
Training alone is never the principal cause of success or failure

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	**=**	Results

- 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

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Evaluation Strategy

Evaluation Inquiry

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The Entire Learning-to-Performance Process

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

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

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

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Actions to Change Conditions and Improve Processes

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Enhanced Organizational Capability to Leverage Business Results from Learning Investments

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
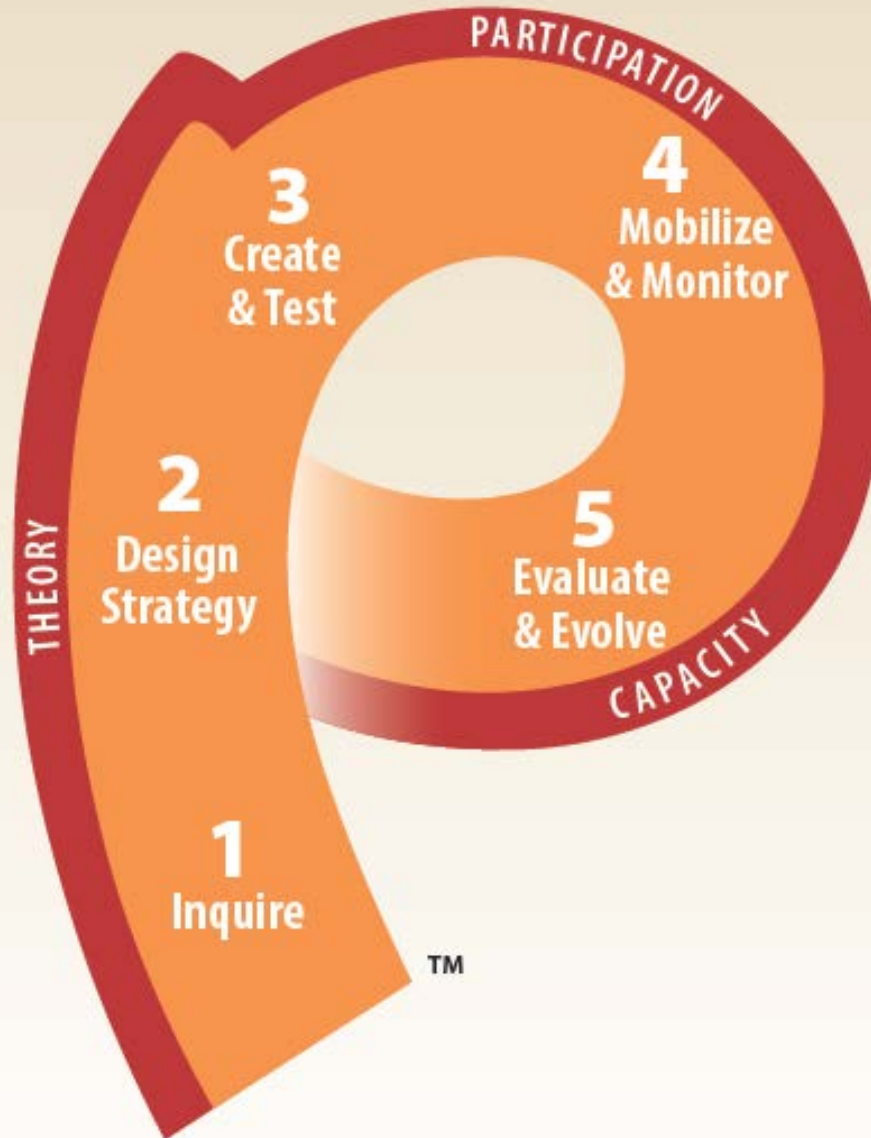
The P Process

Multi-Mode Mapping Log

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