

Eliminate **Fake** Training: Why Didn't We Get the Result We Intended?

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Have You ...

- *Conducted or sent your staff to a learning session and discovered afterwards **nothing** changed?*
- *Noticed that training participants did **nothing** different following training?*
- *Determined that **nothing** changed in your organization?*

Think About It ...

What happened?

*Why did **NOTHING** change?*

*Why was there **NO** improvement?*

How about when...

Your company hired a motivational &/or very high priced celebrity speaker to fire up your team



AND

NO *improvement happened?*

How about when...

Delegation of online training by a VP to the training department without any input from intermediate and or front line managers

AND



NO *improvement happened?*

How about when...

Sales representative trained at two day off site program with no post program follow up by sales management



AND



NO *improvement happened?*

How about when...

The head of your training department focused on adding courses, training more people and achieving great smile sheet evaluation scores



AND



NO *improvement happened?*

How about when...

*A sales opportunity tracking system was implemented – client management spent a lot of money & **abdicated** their role in post training follow up*



AND



NO *improvement happened?*

SO...

What do these situations all have in common?



They are



FAKE TRAINING!

FAKE TRAINING

is training, education, and development that does NOT drive the essential, critical work of an organization in a way that achieves positive organizational results.

OR

NO improvement *in the organization*

And REAL Training

is

**training that enhances
performance**

and drives

REAL organizational results

Fake Training is **prevalent and costly ...**

- *At **least 50%** of the training currently being done is **Fake** **
- *Per **ATD's 2018 State of Industry Survey**, average direct expenditure per employee = **\$1,067***

So – *the Difference is -*

*Training that does **not directly influence** an
organization's desired results is
Fake Training
and leads an organization directly to **nowhere.***

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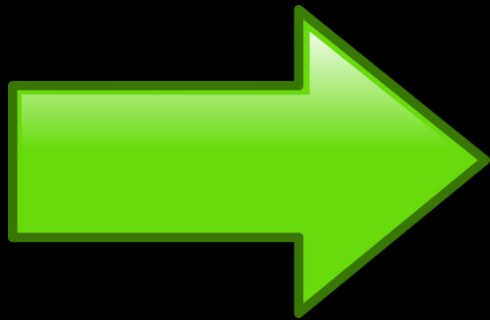
Fake Training

and leads an organization directly to nowhere.

Real Training *is training that directly influences an organization's desired results & is cost effective*

**Since it is prevalent and
costly ...**

***What are the ways out
of Fake Training?***



The 6 Paths to **Real Training** The **Organizational** **Talent Development Framework**

1. **Assess for organizational results**



2. **Determine causes** of performance issues;
determine if a training solution is appropriate; &
then **select** competencies **that drive organizational**
results



3. **Select and design learning interventions that**
develop sustainable competencies



The 6 Paths to **Real Training** The **Organizational** **Talent Development Framework**

4. *Review & select* learning inventory/curriculum
and participants



5. *Mix and blend learning* delivery systems ***and***
conduct ***the learning event***



6. *Assess the* impact ***of learning and performance***



Why Do the 6 Paths Work?

- **Focuses learning & change on the strategic needs of the organization** *training programs are aligned with these needs*
- **Provides clarity of direction, structure & measurement** *for training programs*

Why Do the 6 Paths Work?

- **Support *learning professionals partnering with management***
 - **To encourage them to prepare their team members to be trained and**
 - **To play a very key role after training**

Why Do the 6 Paths Work?

- **Easy to follow** for training professionals
- **Requires organizations to:**
 - **Review their curriculum &**
 - **Eliminate materials that do not lead to improved performance**

Let's First Take a Look at ...

Path One

Assess for

Organizational Results



Path One



Assess for Organizational Results

- *Is all about determining **how much Fake Training & Real Training** is in your organization – and **where** it is located.*
- **Must be able to answer:**
 - What does your organization need **to do** to insure all of your learning programs are **aligned** with your strategy and goals
- *Know these answers **before** you begin even planning a training intervention*

Path One



Assess for Organizational Results

*Is about **aligning** learning and performance interventions **with** organizational strategic results such as:*

- increased sales,*
- reduced cycle time,*
- lower employee turnover,*
- increased customer service, etc.*

The result: INCREASED PERFORMANCE!

Assessment Provides a Base Point To Eliminate Fake Training

- *Assessing for organizational results helps an organization determine what it must do to make training experiences effective.*
- *It provides a way for the organization to move towards real training while eliminating fake training.*

FAKE TRAINING: How Much & Where?

Two Instruments *to determine*

- 1. how much fake training your organization is doing &**
- 2. where in your learning process it is occurring**

Fake Training: **How Much & Where?**

These two Instruments are:

How Much **Fake** Training Does Your
Organization Have

for executives & line managers

*Does Your Organization Do **Fake** Training*

for training professionals

Fake Training: **How Much & Where?**

How to receive these instruments:

Please give us a business card at the end of the program.

Indicate on the back of card whether you would like one or both of the instruments

Next ... *Path Two*

Determine causes of
performance issues;

Determine if a **training solution**
is **appropriate**; &

Select competencies **that drive**
organizational results



By the end of this path ...

Must be able to answer:

1. *Is there a performance issue and what are the causes?*
2. *Is a training solution appropriate and why?*
3. *If it is, what must employees know, and do to achieve desired organizational results?*

What competencies must be mastered by whom
to **SOLVE** the performance issue?

Path Two

1. Identify if there is a Performance Gap. If So, What are the Causes?

a. Determine where your company stands

- Compare & analyze your organization's goals against current team performance levels***
- Know what impacts performance including how ALL team members impact excellence***

Path Two

1. Identify if there is a Performance Gap.

If So, What are the Causes?

b. Identify company and individual performance gaps

c. Define the problem and what are the causes



The Case of The Unprofitable Stores

The Situation

- *A retail/wholesale chain of stores*
- *Eight regional managers reporting to store operations vice president*
- *Each regional manager has five to nine stores reporting to them*

The Case of The Unprofitable Stores

The Situation

Last year, 36% of the stores were profitable and the number of profitable stores was declining.



The Case of The Unprofitable Stores

Why So Many Unprofitable Stores?

- *sales **softness***
- ***poor** customer service*
- ***high** payroll and other expenses*
- ***low** store associate productivity*
- ***high** store people turnover*



The Case of The Unprofitable Stores

What's is the Problem?

Why is there a performance gap?



Path Two

1. Identify if there is a Performance Gap. If So, What are the Causes?

- d. Work closely with stakeholders to understand business needs & why the performance gap exists
 - Understand *the business need and determine whether it is worth closing the performance gap*



The Case of The Unprofitable Stores

Identifying What Is Driving Unprofitability

- **Lack of commitment** *and* **poor store attitude**
- **Blaming others** *culture rather than take responsibility*
- **Lack** of trust
- **No effective** delegation – *store manager tries to do it all and in doing so is not paying full attention to results*

The Case of The Unprofitable Stores

Identifying What Is Driving Unprofitability

- **Lack of preparation**
- *Store manager and rest of store team members* **out for self**
- **Poor or no communications** between *team members*
- **Reactive** *vs. proactive*

Path Two

1. Identify Performance Gaps' Causes
2. Is a **training solution appropriate?**

Short discussion

1. Now that the **causes of the performance gap** have been identified, how can **FAKE** training occur

OR

2. If it is **NOT** a competency issue, then how can the performance gap be closed?

Path Two

2. Is a **training solution appropriate** and **why**

a. **Work closely** with stakeholders to understand business needs & why the performance gap exist

- *Determine whether a planned training is a right solution*
- *Identify if it requires a new skill or if it is a compliance issue (**is training the right approach?**)*

Path Two

2. Is a training solution appropriate and why

b. Link the performance improvement initiative to the organization's KPIs

c. Gain active support and active buy-ins from your stakeholders

e.g., management & trainee's manager, etc.

3. What must employees know, do to achieve desired organizational results?

Next ...

Path Three

Select & Design Learning
Interventions that Develop
Sustainable Competencies



Path Three

Select & Design Learning Interventions

After you determined a training solution is appropriate and obtained your stakeholder expectations, **ACTIVE** support & **ACTIVE** buy-ins: **THEN –**

Prepare a robust Performance IMPROVEMENT Plan focusing on

- *expected results*
- *metrics to insure you will reach your expected results*
- *post training behaviors (what want them to do)*
- *management monitoring & support*



Path Three

Select & Design Learning Interventions

Regarding your ... **Performance IMPROVEMENT Plan:**



Focus on the 4E Model -

Which utilizes aspects of the Kirkpatrick New World *and the* Phillips Model

Using the 4E Model enables the user to consider the measures:

- **Return on Expectations (ROE) or**
- **Return on Investment (ROI)**

The 4 E's for Change

Basic Concepts



4E Model – Excite Stage

To be effective, the Excite Stage should have:

- 1. Identified the performance gap that would be closed by this intervention*
- 2. Confirmed this gap is the result of a lack of competency among those involved*
- 3. Communicated that this is causing the performance gap to senior/executive management and other appropriate stakeholders –*
- 4. Obtained their commitment including active involvement*

4E Model – Excite Stage

To be effective, the Excite Stage must:

- 5. Include the performance improvement plan that **MUST** identifies steps that management at all levels must do to insure application of the learned behaviors,.*
- 6. Conduct **pre intervention meetings** with expected participants and their immediate supervisors (with senior management \ representation present)*

4E Model – Experience Stage

This stage is the **actual course** delivery BUT **influences only 25% of the learning impact** regardless of delivery

To be effective, the Experience Stage should :

- *Include **formative** and **summative** evaluation using Level 1 and Level 2 hybrid techniques*
- *Perform Level **1**, evaluation to determine if participants were engaged, believed the material was relevant*
- *Perform Level **2** evaluation to determine if learning occurred*

4E Model – Execute Stage

*Is when an organization **applies** the learning accomplished during the Experience Stage*

- *Critical stage - influences **50%** of the learning impact*
- *The **Execute Stage** includes **activities** done by **both** **participants** and their **managers** that are developed & used **after** the actual course delivery is complete*
 - post training behaviors - **training participants**
 - management monitoring & support - **management**

4E Model - Evaluate

- *Is the stage that determine the impact of the learning intervention*
- *The question – were the expected results met - is a critical part of this stage.*
 - If they were met, then why?
 - If they were not, then why not?
- *A return on expectations (ROE) and/or investment (ROI) should be determined.*

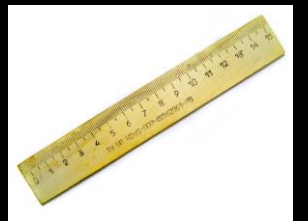
Path Three

Once you have developed and obtained stakeholder buy in for and determined:

- ***expected results***
- ***metrics to insure you will reach your expected results***
- ***post training behaviors (what want them to do)***
- ***management monitoring & support***

Then and ONLY then determine:

- ***learning objectives and***
- ***how you will measure participant learning & reaction***



Path Three

Select & Design

Learning Interventions

Short discussion with ANOTHER partner

List what training professionals can do to support management after the learning session is completed?

Next ...

Path Four

**Build Curriculum &
Select Participants**



Path Four

Build Curriculum & Select Participants

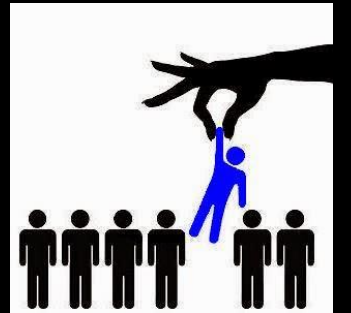
As you now build your curriculum -

- *Insure that if you select an intervention from your **existing** learning inventory/ curriculum are ALIGNED with your **Performance Improvement Plan***
- *Same story if you build a customized program using either internal or external resources that it is also ALIGNED with your **Performance Improvement Plan***

Path Four

Build Curriculum & Select Participants

- *Select the **appropriate** participants to attend the **appropriate** learning event*
- *How and why do the **wrong** participants attend the **wrong** event*



Next ...

Path Five

Learning Delivery Systems & Conduct the Learning Event



Path Five

Best Learning Delivery Systems

1. *Review your business needs and training goals.*
2. *Review all the benefits and limitations of **classroom**, **online** and **other delivery** modes.*



Which delivery methods
best support the required
performance improvement?

Path Five

Conduct the Learning Event

- *Develop and conduct the learning event.*
- *Throughout the event, do formative evaluation and make mid course corrections if possible.*
 - *Examples of formative evaluation methods?*

Lastly ...

Path Six

Assess the Impact of Learning on Performance



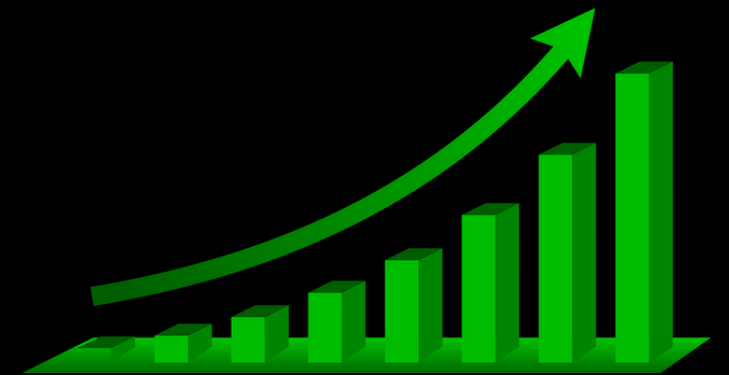
Did the learning and change **impact** competencies and **expected results**?

Path Six

Assess the Impact of Learning on Performance

For each critical training program, focus on

- *the* **impact** *on* **business & other key metrics**
- **implementation**
- **behavior change**
- *participant* **reaction**



Path Six

Assess the Impact of Learning on Performance

*Methods to determine the **impact of learning on performance** begin with:*

- 1. Evaluate **business results** and then*
- 2. Determine how well training graduates have **applied & used the competencies** they learned*



Path Six

Assess the Impact of Learning on Performance

*An example of POST training **monitoring** and **support measurement** and **observations***

- *Regional Manager Leadership Development program **post training behaviors***

Get on the Paths to **Real** Training!

These **6 paths** provide ways to aid

- *business leaders*
- *senior executives, middle managers*
- *first level managers*
- *training professionals*

to be able to **escape** from **Fake Training!**

Get on the Paths to **Real** Training!

*Our process will support learning professionals **PARTNERING** with managers & supervisors to*

- *encourage them to **prepare** their team members who are going to be trained &*
- *play **a very key role after** training*

Get on the Paths to **Real** Training!

1. **Assess for organizational results**
2. ***Determine causes* of performance issues; *determine if* a training solution is appropriate; & then *select* competencies *that drive organizational results***
3. ***Select and design learning interventions that develop* sustainable competencies**

Get on the Paths to **Real** Training!

- 4. *Review & select* learning inventory/curriculum *and* participants**
- 5. *Mix and blend learning* delivery systems *and* conduct *the learning event***
- 6. *Assess the* impact *of learning and performance***

Get on the Paths to **Real** Training!

- **The 6 Paths** help us **reduce** the amount of **Fake Training**
- **The Paths** will lead us to training **success** and **real sustainable** training
- Your organization will **improve!**



Remember ...

Please give us your business card to receive

*Instruments to determine how much **fake training** is in your organization and where it is*

More information – please email

- *Chuck Udell at chuckudell@msn.com*