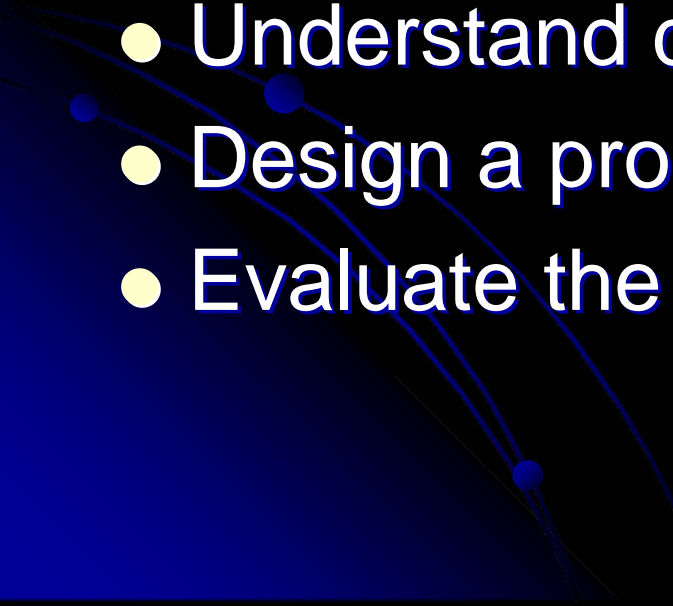


Increasing The Return On Your Training Investment

Or
How to make your training stick!



Objectives

- By the end of this session you will be able to:
 - Determine if training is the right solution;
 - Understand different learning styles;
 - Design a program for maximum learning;
 - Evaluate the effectiveness of the program.
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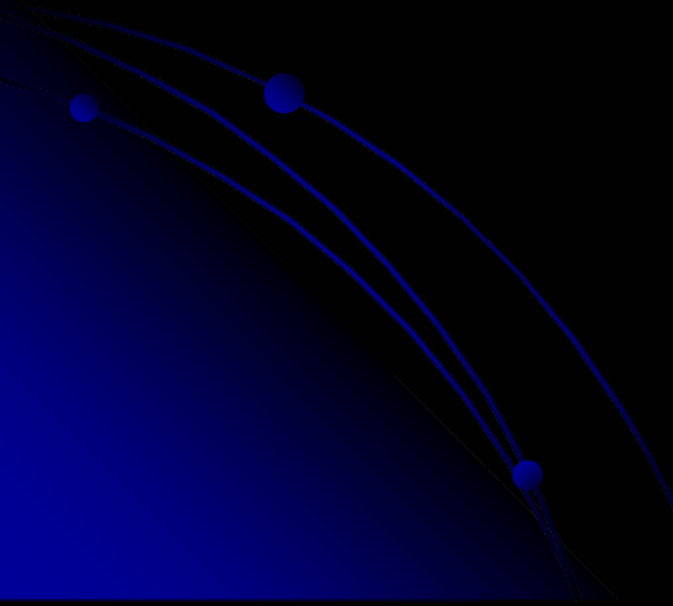
What is training?

Planned and systematic sequence of instruction, under competent supervision, designed to develop or improve predetermined skills, knowledge or abilities with respect to designated occupational objectives and which, in addition to occupational training, may include to the extent necessary adult basic education, prevocational training, refresher and reorientation training for professionals.

Canadian Dictionary of Safety Terms


The next word is

Tranquilizer



Learning

Is a change in behaviour or performance that occurs as a result of training, practice or experience.



What do we know for sure?

- Last year Canadian businesses invested millions of dollars in training.
- If I only use lecturing, in three hours you will be able to recall less than 25% of what I have said.
- In three days you will be able to recall only 10-15%.

Saks & Belcourt Study

- 60% of trainees implement new skills/knowledge right after a program.
- This drops to 30% after six months.
- Less than $\frac{1}{2}$ of the money invested in training results in actual change in the workplace.




Defining the problem

- Before training is identified as the solution we need to understand the problem.

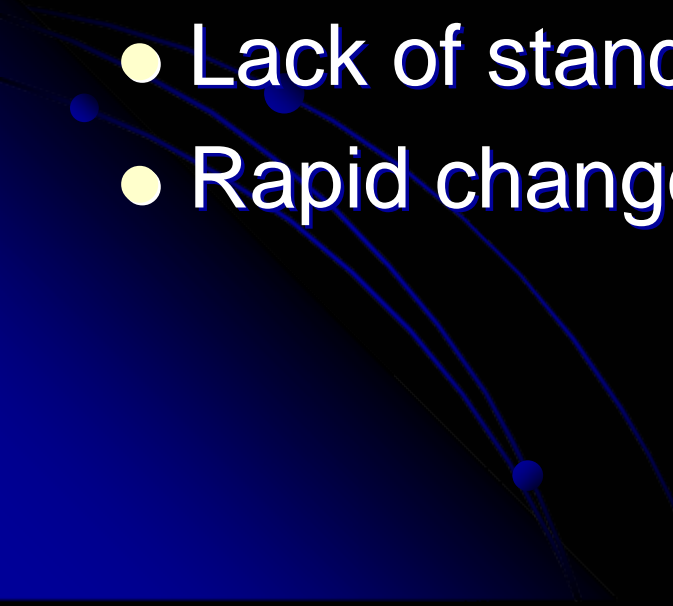
Barriers to Effective Performance

Human

- Lack of knowledge
 - Lack of skill
 - Lack of motivation
 - Organizational Political Climate
- 

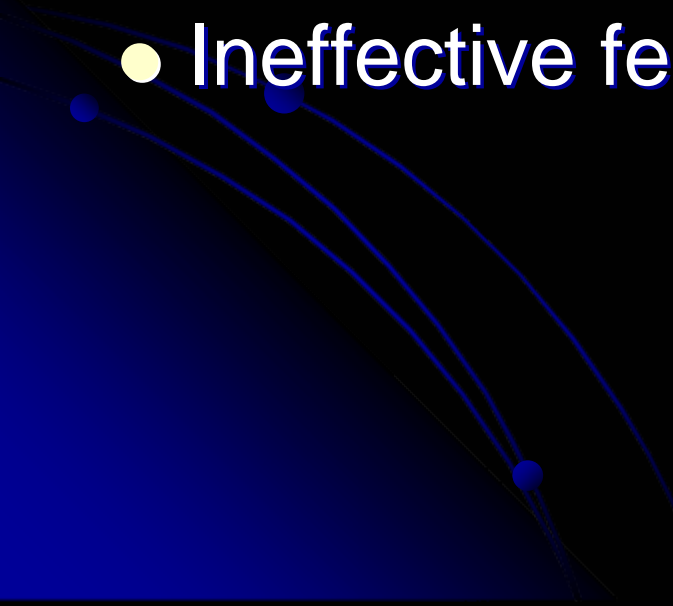
Barriers to Effective Performance

Technical

- Poor job design
 - Lack of tools
 - Lack of standard procedures
 - Rapid change
- 

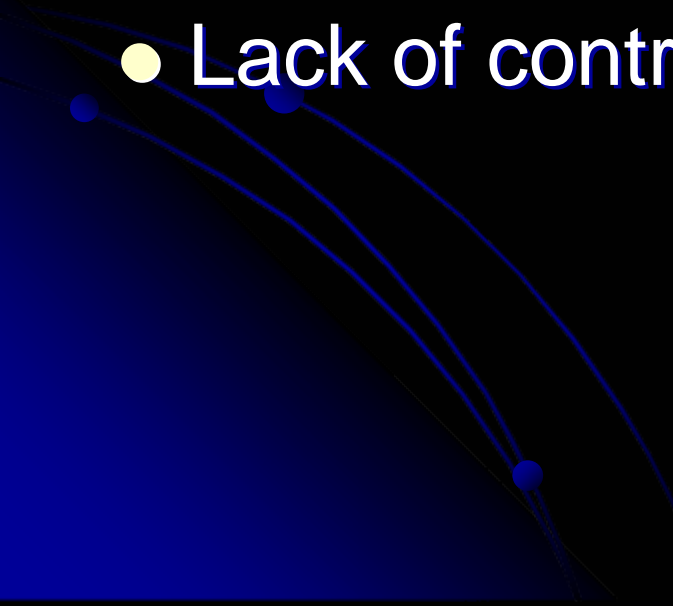
Barriers to Effective Performance

Information

- Poorly defined goals
 - Lack of performance measures
 - Ineffective feedback
- 

Barriers to Effective Performance

Structural

- Overlapping roles
 - Lack of processes
 - Lack of control systems
- 

What are you trying to achieve?

Training is for the purpose of:

- Improving skills
- Reducing performance gaps
- Conveying knowledge
- Improving abilities
- Preparing staff for process changes
- Improving attitudes - to a limited extent

Barriers To Effective Training

- Does the supervisor support it?
 - Will the skills be used? When?
 - Is the success of the training reflected in a performance review of the participant and supervisor?
- Tools
 - Are they available?
- Culture
 - Is there will to change?

How do adults learn?

- David Kolb published Learning Styles Model & Experiential Learning Cycle in 1984.
- Four basic learning styles:
 - Divergers
 - Assimilators
 - Converger
 - Accommodators

Divergers

- Able to look at things from different perspectives
 - good at brain storming
- Likes to view concrete situations
- Learns through observation
- Gathers information
- Interested in people
 - prefers group work
- Imaginative & emotional



Assimilators

- Concise logic
- Ideas & concepts more important than people
- Requires good clear explanation
- Can take a wide range of information and organize it
- Attracted to logical approaches
- Likes reading, lectures, analytical models and time to think



Converges



- Likes to solve problems and look for other ways to apply it.
- Technical tasks
- Less interested in people & interpersonal aspects
- Likes experiments, simulations and/or work with practical applications

Accommodators

- Hands-on learner
- Relies on intuition rather than logic
- Attracted to new challenges
- Shoots from the hip and trusts their instincts
- Relies on other's research
- Likes team work, goals and field work

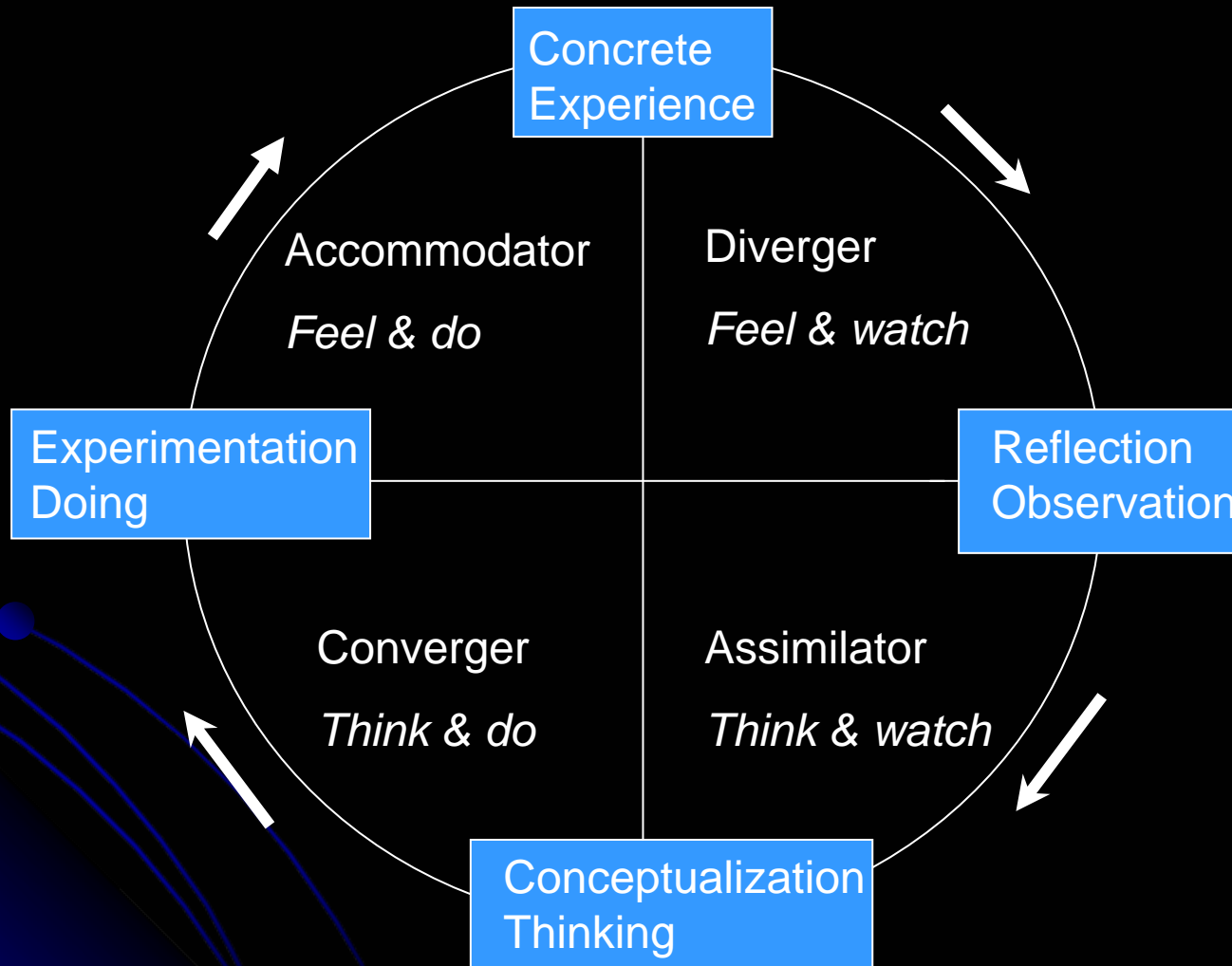


Other Considerations

Adults:

- Are self-directed – the learner is in control
- Have a foundation of life experience
- Are goal-oriented
- Are relevancy-oriented
- Need to be shown respect

Learning Cycle



How do we know this works?

Information recall over 72 hours:

- <15% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we hear, see and say
- >90% of what we hear, see, say and do

Choosing Effective Training Methods


Method	Knowledge	Skill	Attitude
Lecture	Yes	No	No
Video	Yes	No	Yes
Discussion	No	No	Yes
Behaviour Modelling	No	Yes	No
Role Play	No	Yes	Yes
Case Study	Yes	Limited	Yes
Games	No	Limited	No
Simulation	Yes	Yes	No

Lets get them excited!!!

- What's in it for me?
 - Empathize
 - How this will help them personally?
 - What do they want out of the program?
Ask them!
 - Let them vent!
 - Create controversy!



Lets get them excited!!!

- Give them a high impact experience.
 - Get them involved.
 - Provide a real example.
- 

Lets get them excited!!!

Make them
shake their
head.

Use effective
visuals.




Lets get them excited!!!

- Humour keeps interest high!

Assess the situation before beginning first aid.



Lets get them excited!!!

- Meaningful stories have high impact.
 - From the Facilitator.
 - Participants bring their own stories.
- 

Assessment & Reinforcement

- Feedback sheets

- Effective for immediate impression of the program.

- Significant learning or “aha” moments.

- Not effective in assessing whether goals were achieved.

Assessment & Reinforcement

Proof of understanding

- Games
- Written test
- Demonstration of skill
- Solution to a problem
- Increase in efficiency
- Legal requirements



Conclusion

To increase your return on investment we must:

- Clearly define the problem or performance gap.
- Make sure training is the appropriate solution.

Conclusion

- Structure the training to address all learning styles.
- Test to ensure learning has occurred.
- Afford staff the opportunity to use their new skills in the workplace.
- Have fun!

A teacher affects eternity; they can never tell where their influence stops. *Henry Brooks Adams*

