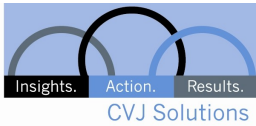


Top 10 Reasons Training Initiatives Fail to Achieve Goals

Before you launch into an employee training program, be sure to consider the workplace issues that can sabotage your training efforts before you even begin. Realize that much of the time, money, and resources you invest in training will be wasted if certain factors outside the training room are neglected. For 20 years I've been involved with training programs for every level of employee, and have compiled this "Top Ten" list of mistakes that reduce the profitability of training investments.

1. The trainee's supervisor doesn't prepare them for training, participate in training or reinforce what was trained. They often abdicate this accountability to the person doing the training.
2. Managers expect employees to emerge "new and improved" from the training session. Leaders must realize that "learning" does not automatically lead to "doing." Training is a first step to changing behaviors.
3. Direct supervisors don't coach trainees to incorporate the new skills/behaviors. Retention of learning drops dramatically within 48 hours of training. Coaching needs to occur immediately after training and continue every day.
4. Leaders view training as the only solution necessary. Providing a training program is often easier than solving thorny and often complex issues, including role clarity, performance expectations, job descriptions, compensation, processes, poor or inconsistent performance, etc.
5. The key things that need improvement are not adequately measured before or after the training: skills, knowledge, behaviors, service levels, sales, and/or culture.
6. Training is provided without corresponding changes in performance expectations or performance review (i.e., HR) systems. This diminishes accountability and compromises long term results.
7. Unclear or non-specific expectations delivered in team meetings, staff forums and/or training sessions. It's important to state clearly, consistently and frequently, "We expect you to do things differently after training."
8. Using external seminars for training that are not supportive or reflective of organizational priorities, goals, expectations, messages and behaviors.
9. Buying "off the shelf" training programs that don't incorporate your unique environment, language, expectations, culture and priorities. You can't expect dramatic results from a generic program.



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10. Using fellow employees or inexperienced trainers. You want your trainer to be enthusiastic, credible, experienced and comfortable in even the most challenging group environments. They should be knowledgeable about what makes training and learning both work and fail. Co-workers and inexperienced trainers can be handicapped by a lack of credibility that causes participants to feel they can "opt out" of change or limits their ability to influence change outside of the classroom.

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