"I think you should be more explicit here in step two"

# Building Giants

## A System to Transform Your Workforce Through Effective Training



Katy Caselli, Founder and President of Building Giants, LLC
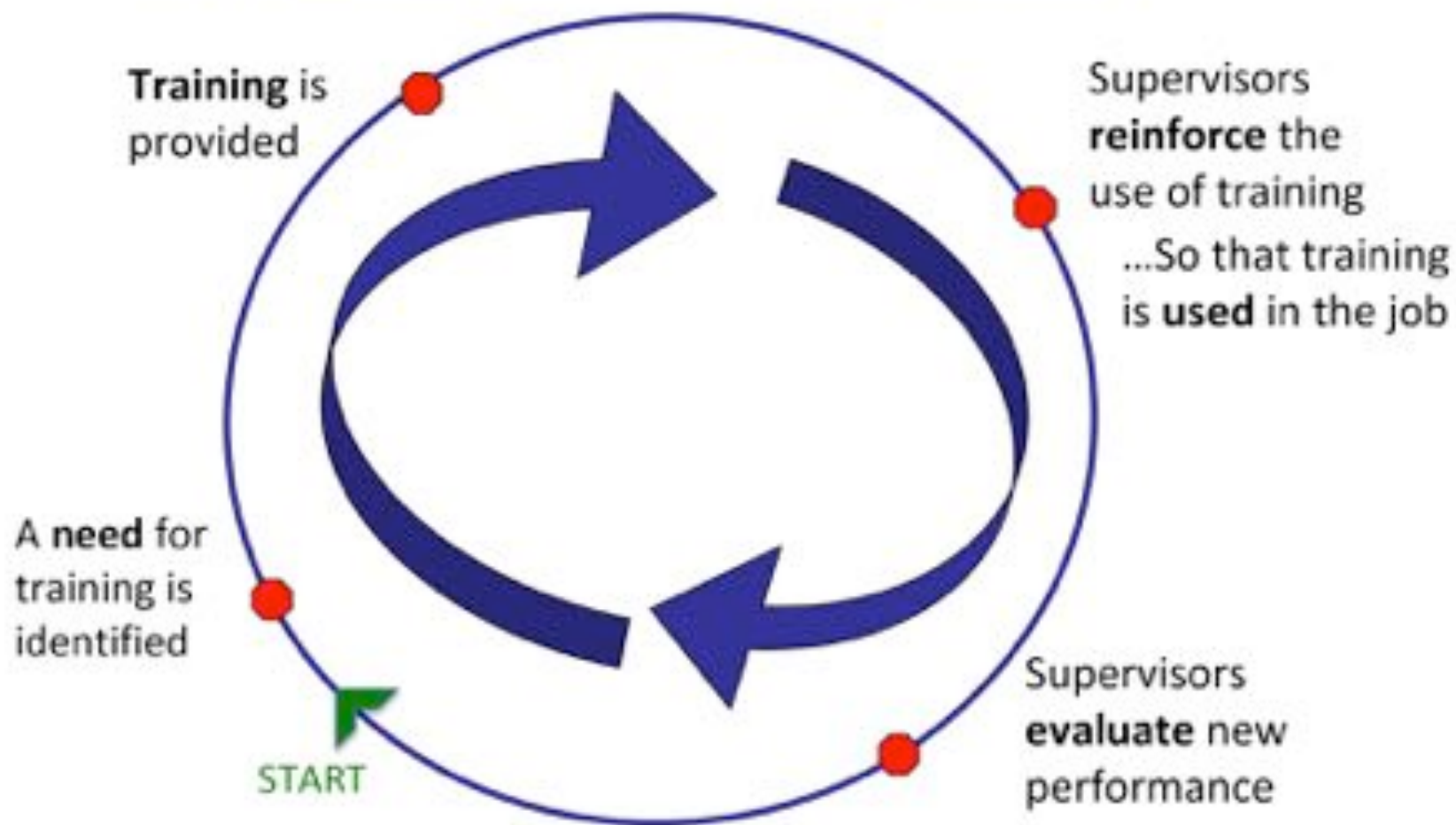Author And Organizational Psychologist

# Here is What You Will Do

❖ Analyze past training efforts that brought little or no result to the business

❖ Partner effectively to determine true training needs

❖ Avoid "Death by PowerPoint" or similar non-effective methods of training

❖ Plan for students to continue learning even though they have returned to the job

❖ Plan to measure, evaluate and report training efforts: For the student and for the business
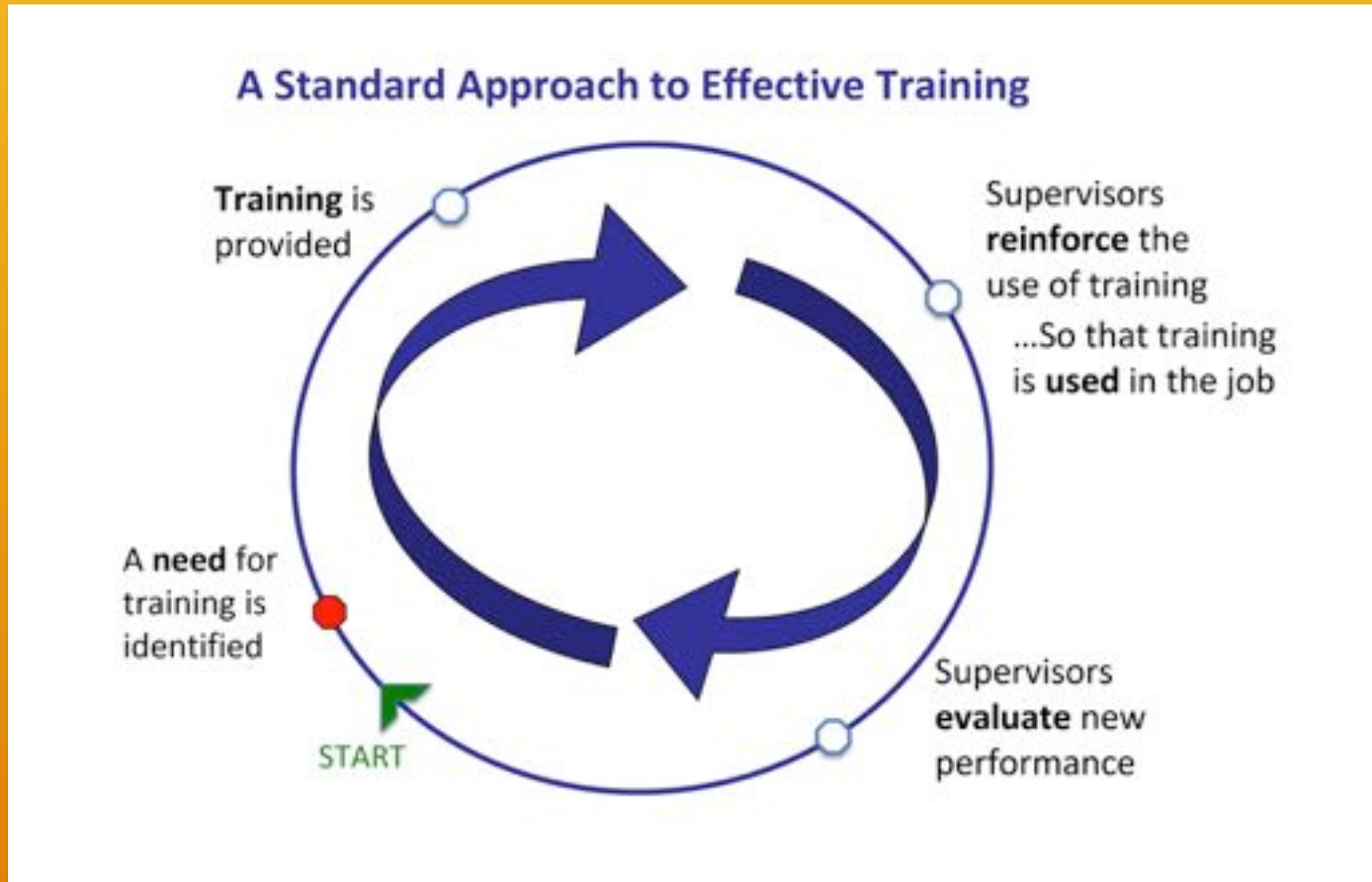
# **Getting the Most From Today**

## Solving Real Problems

# A Standard Approach to Effective Training



**Training** is provided

Supervisors **reinforce** the use of training ...So that training is **used** in the job

A **need** for training is identified

START

Supervisors **evaluate** new performance

# Step 1-Needs Assessment



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# Is Training Effective?

| Level | Effectiveness |
|-------|---------------|
| Level 1 | How did students react to the class? |
| Level 2 | Did the students learn the content? |
| Level 3 | Did students use the training in the job? |
| Level 4 | Did the training have an effect on the business? Was there a Return on Investment? |

Donald Kirkpatrick, 1954
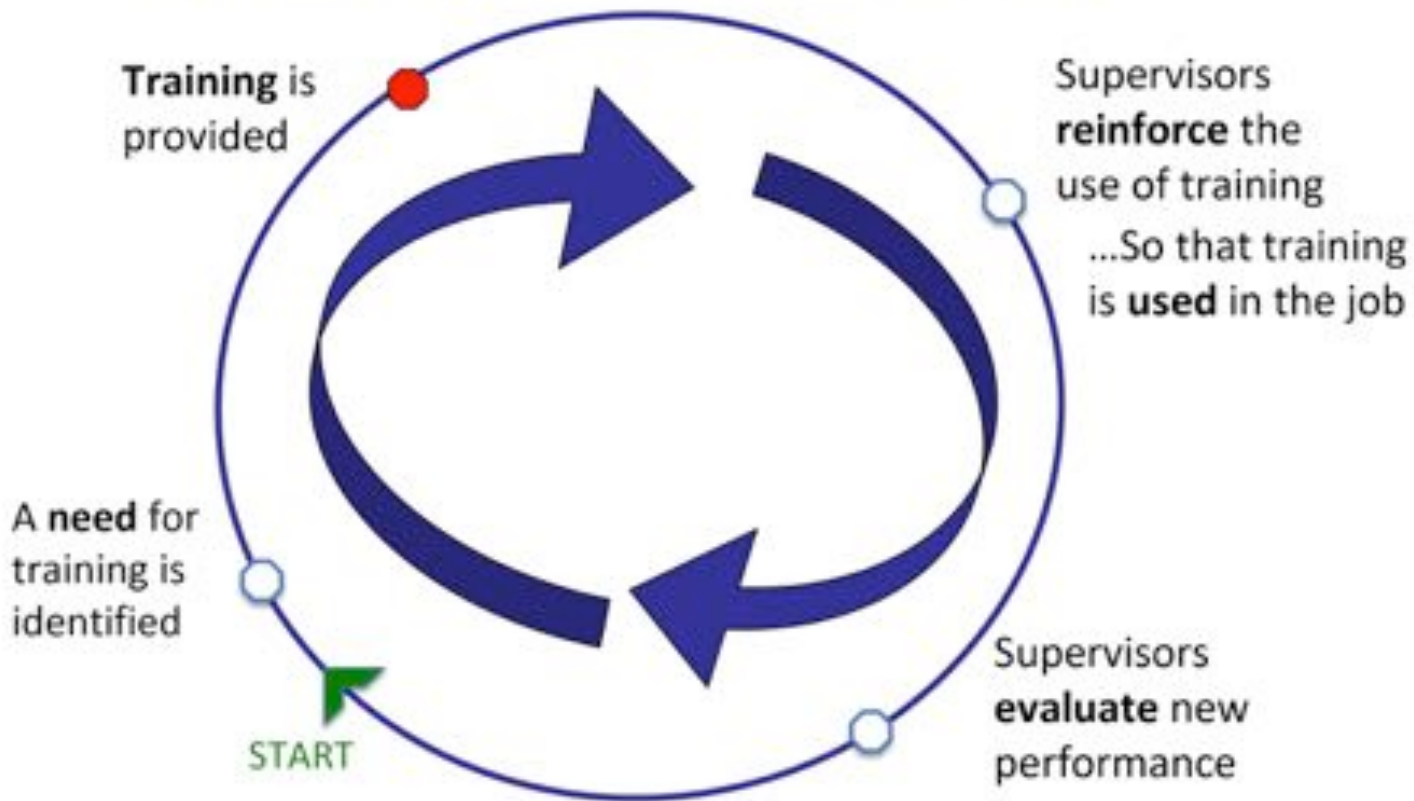
# Pick a Real Training Problem

Lack of Skills/Knowledge
Example of a non-training problem

# Step 2-The Training

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# DEATH BY POWERPOINT



Don't Do it and don't accept it

# Adult Learning Principles

Students know what they are to master.

They know why they should listen to you.

This new knowledge will  build on what they already know.

Students are given time to practice and apply what they are learning.

Students like to play, practice and have fun in class. Games are memorable, simulating, active and engaging.
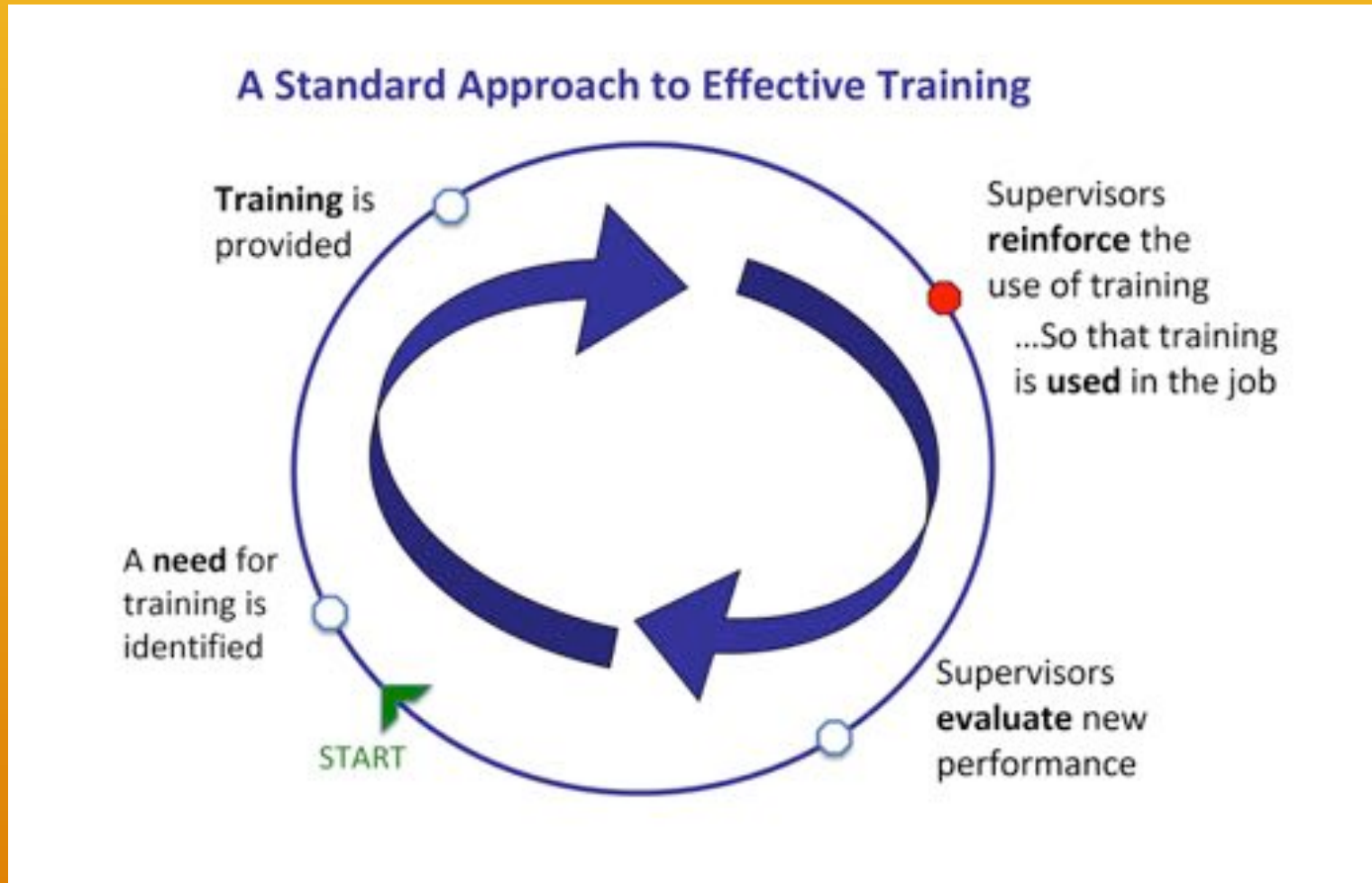
# TOYS

# Let's Discuss

Why creative training techniques matter and some of the best you have seen

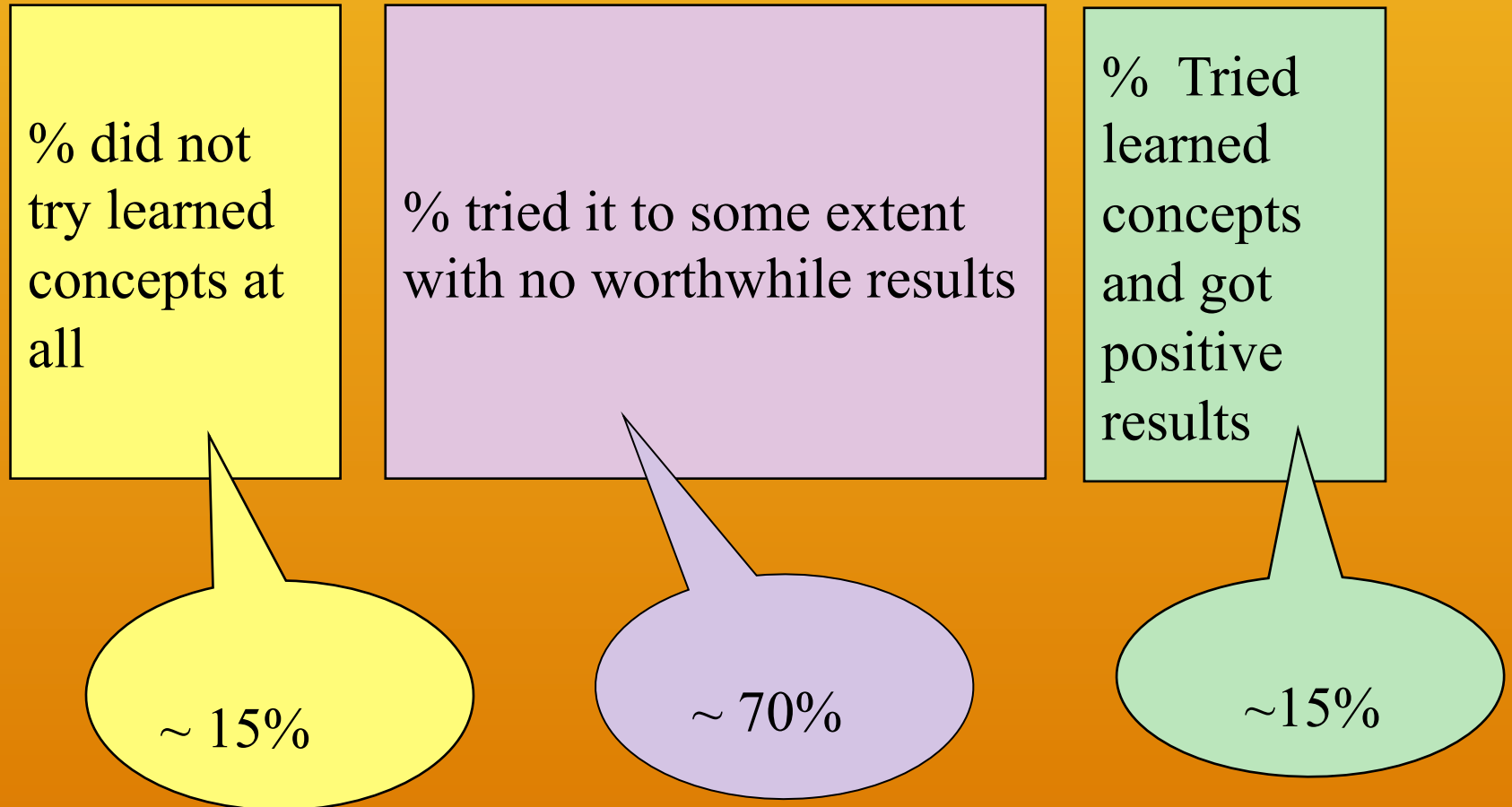# What Are Some Ways to Make Sure Training is Engaging?

# Step 3- Transfer of Training



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# Take a Guess

100 Participants, One Day Soft-Skills Class

% did not try learned concepts at all

% tried it to some extent with no worthwhile results

% Tried learned concepts and got positive results

~ 15%

~ 70%

~15%

Training has not succeeded until behavior has changed…

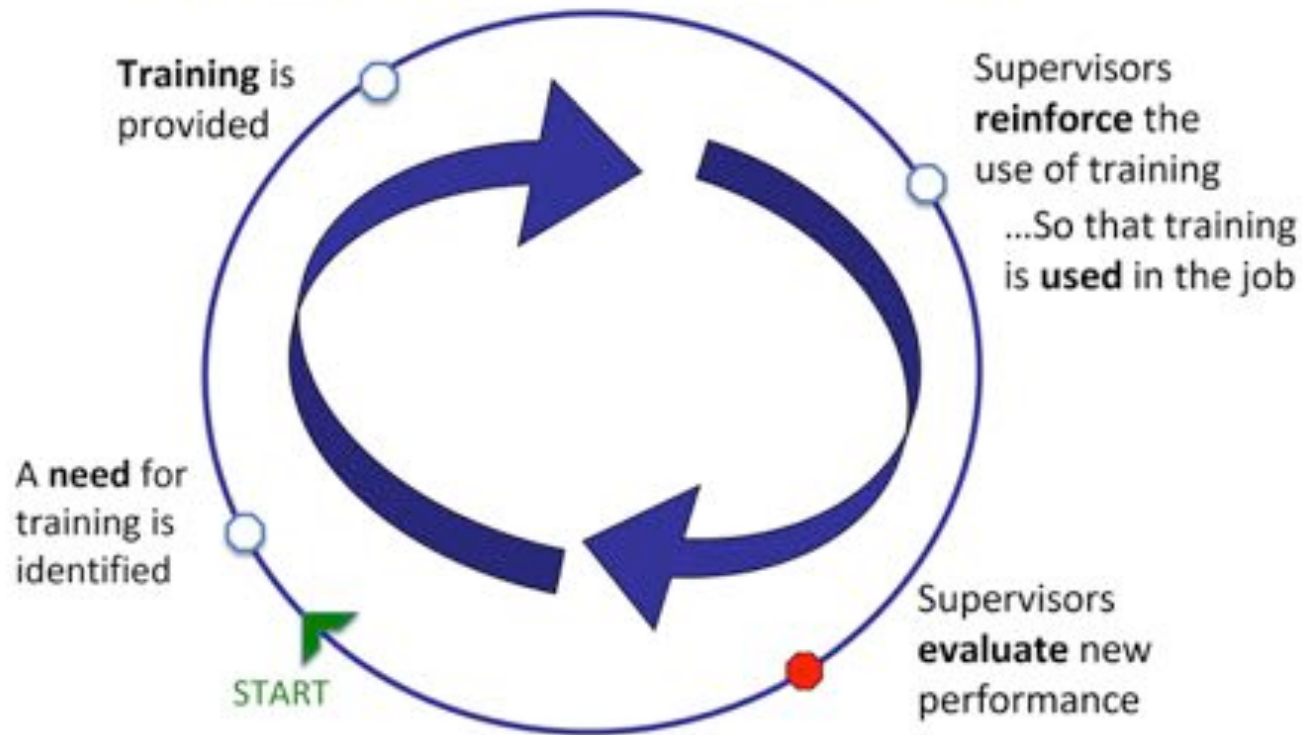# Partnership During Transition

# Ideas

| | |
|---|---|
| Sending an employee to Leadership Training? | A list of who they will coach, a new communication plan, a situational analysis of their team's development needs, and conflict resolution plan between two teams is due in a week |
| Going to visit an equipment designer? | Come back with troubleshooting guides, potential future upgrades, optimization tips and a draft implementation plan |
| Sending an employee to Train the Trainer class? | They will train three employees on technical topics within three weeks. The training plan and student feedback are then due to the leader |
| Sending a student to become certified as an internal auditor? | They will design an internal audit plan for the organization, complete with deeply diving questions, criteria for success and a prioritized audit schedule. |

# What Can Students do After Training?

# Step 4: The Fun Part-Evaluate and Report

## A Standard Approach to Effective Training



**Training** is provided

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...So that training is **used** in the job

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START

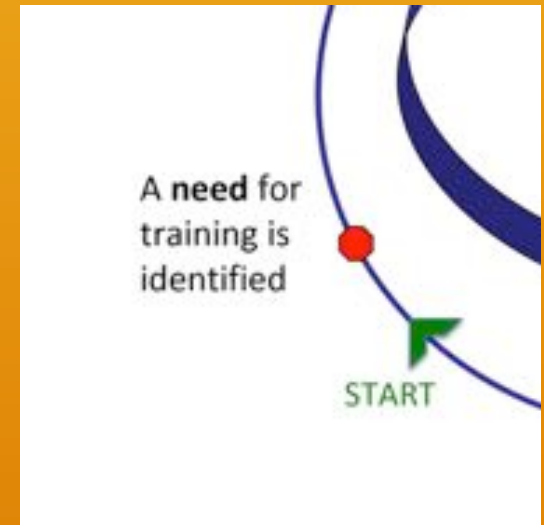Supervisors **evaluate** new performance

# Have the Original Reasons for Conducting Training Gone Away?

Report it!

A form of valuable recognition, and engagement

Return on Investment- Measured and Communicated-

A **need** for training is identified

START

# ROI Story-Technical Training

$$\frac{\$30{,}000 - \$6{,}000.00}{\$6{,}000.00} \times 100\% = 400\ \%\ \text{ROI}$$

# What Do you Expect to Report?

# Steps to Snowball Learning

Demonstrate and model a commitment to learning

Ask for top leaders support/show results

Proactive over reactive

Carefully assess people's capability, knowledge and skill

**Encourage, expect and enhance learning at the individual, group and organizational levels.**

# Rinse and Repeat!

# References:

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Argument for the importance of Leader/Team Member high-quality exchanges/ communication for training transfer-

Scaduto, A., Lindsay, D., & Chiaburu, D. S. (2008).

Argument for organizational commitment, pre-training motivation, training reputation, subordinate/supervisor support, task constraints, and transfer enhancing activities

Heilmann, S. G., Bartczak, S. E., Hobbs, S. E., & Leach, S. E. (2013).

Argument for selectively training for expertise: Largest predictor of success is cognitive ability, then conscientiousness and voluntary behaviors.

Blume, Ford, Baldwin, & Huang, 2010, p. 1067

Argument for as little as 10% of training transfers

Baldwin, T. T., & Ford, J. K. (1988). Transfer of Training: A Review and Directions for Future Research. Personnel Psychology, 41(1), 63-105.