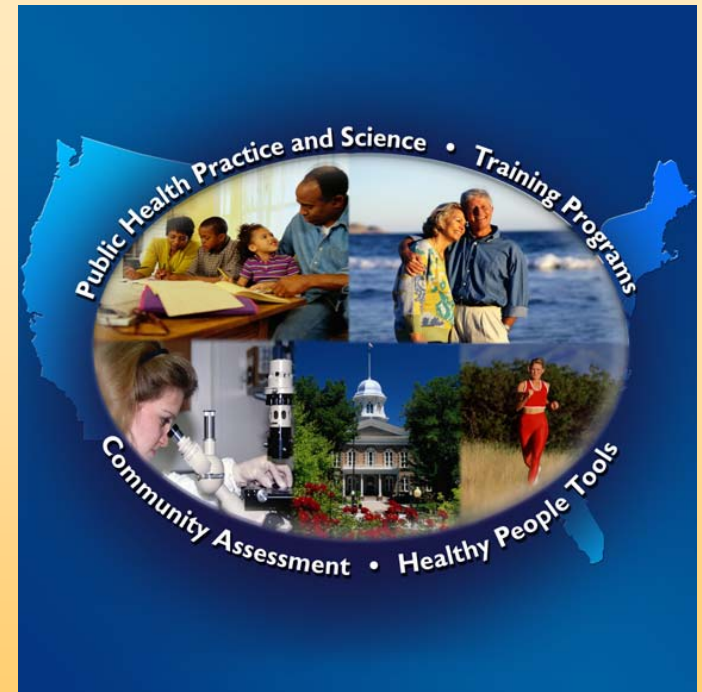


# Is it training or performance?



Stacy Baker, MSEd  
September 24, 2004

12th Annual Public  
Health Distance Learning  
Summit



Most of the time and money  
invested in training is wasted.



Only about 20% of  
knowledge and skill  
gained by employees  
in training is actually  
applied on the job.

# What the Job Demands



# How We Train Them





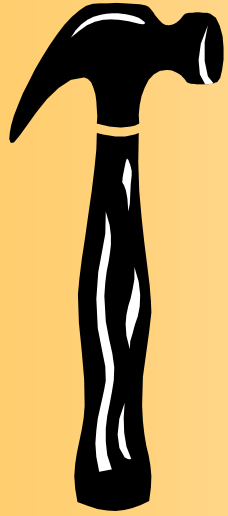
Skills are  
different from  
performance...





...so training  
does not  
necessarily  
improve results.





If the only tool you have is  
a hammer, all your  
problems look like nails.

—Mark Twain

*"I've got a training problem..."*

Scenario 1: Health alert messages often contain errors.

### **The Communications Director says...**

- Need training on how to write health alert messages for clinicians & emergency responders.
- People don't format the messages in accordance with the CDC performance standards.
- Corrections need to be resent almost 1/3 of the time because of mistakes and missing information, costing time and affecting reputation of department.

**Can you help?**

*"I've got a training problem..."*

Scenario 1: Health alert messages often contain errors.

**Potential causes:**

- They lack the technical skill to write messages correctly.
- They lack clear standards and job aids (e.g., quality checklists, electronic templates).





*“I’ve got a training problem...”*

Scenario 2: Staff focused on public care, not public health.

**The Community Health Services director says...**

- Training program on EPHS and National Public Health Performance Standards hasn’t worked.
- Nurses and other staff still not ‘getting it’ that they are to assure health, not deliver care themselves.
- Spending huge amounts of time with health dept. blood pressure screening and immunization clinics.
- Done nothing in the last year to increase screenings by health providers in the jurisdiction.
- Need more training. Can you help?

*“I’ve got a training problem...”*

Scenario 2: Staff focused on public care, not public health.

**Potential causes:**

- They don’t understand the effectiveness of population-based strategies.
- They are measured only on how many clients they screen or immunize and get no credit for working with other providers.





# What's your hunch?

- This is a training issue.
- The problem is incentives to do things a different way.
- This is a performance issue, but maybe not one that calls for training. You need to know more.

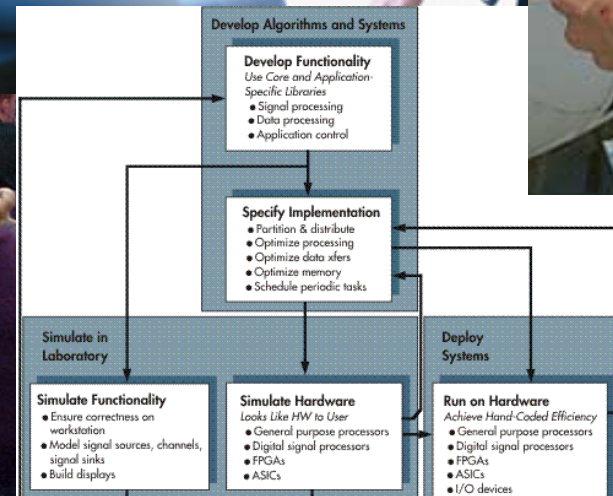


# Flags that Training May Not Be the Issue

- Training didn't work
- Need training to motivate people
- Exasperation - they're just not "getting it"



# Potential Interventions to Improve Performance



Today's training professionals are  
expanding their roles to include  
“performance improvement.”  
It's not just semantics.

Companies that transform their training departments  
to focus on learning and “performance support”  
outperform their peers.

# Get away from responding like a training "Order Taker"



- **How many people?**
- **How soon?**
- **How would you like it done?**
- **Do you want fries with that?**

# Begin responding more like a “Performance Consultant”



- *“I can help you solve your problem.”*
  - Supportive and helpful
  - Doesn’t promise training
- Listen for and reflect the performance problem.
- **Ask questions to dig deeper.**





# Digging Deeper: Causes of Performance Problems

## Exercise:

**Could you perform better in your own job?**

- Yes
- No

Select one reason on Handout 1 that, if addressed, would give you the biggest performance boost.



# Factors Affecting Workplace Performance

Gilbert's Behavior Engineering Model (Adapted)

|                    |                                  |                  |                                     |
|--------------------|----------------------------------|------------------|-------------------------------------|
|                    | <b>Information</b>               | <b>Resources</b> | <b>Incentives/<br/>Consequences</b> |
| <b>Environment</b> |                                  |                  |                                     |
|                    | <b>Knowledge &amp;<br/>Skill</b> | <b>Capacity</b>  | <b>Motivation</b>                   |
| <b>Individual</b>  |                                  |                  |                                     |

Source:

Stolovitch, Harold D. and Keeps, Erica J. 2004 *Training Ain't Performance*. Alexandria, VA: ASTD Press, pp. 38-40.



# Factors Affecting Workplace Performance

Workers say environmental factors are biggest reasons they do not perform better.

|                           | Information          | Resources | Incentives/<br>Consequences |
|---------------------------|----------------------|-----------|-----------------------------|
| <b>Environment</b><br>75% | 35%                  | 26%       | 14%                         |
|                           | Knowledge &<br>Skill | Capacity  | Motivation                  |
| <b>Individual</b><br>25%  | 11%                  | 8%        | 6%                          |

Gilbert's Behavior Engineering Model (Adapted)

Source: Stolovitch, Harold D. and Keeps, Erica J. 2004 *Training Ain't Performance*. Alexandria, VA: ASTD Press, p. 40.



# Factors Affecting Workplace Performance

Managers agree the environment drives performance more than individual factors.

|                    | <b>Self Selection</b> | <b>Manager Selection</b> |
|--------------------|-----------------------|--------------------------|
| <b>Environment</b> | <b>75%</b>            | <b>58%</b>               |
| <b>Individual</b>  | <b>25%</b>            | <b>42%</b>               |

Gilbert's Behavior Engineering Model (Adapted)

Source: Stolovitch, Harold D. and Keeps, Erica J. 2004 *Training Ain't Performance*. Alexandria, VA: ASTD Press, p. 40.

To identify  
training needs,  
why start with  
the individual?

Why not the  
system?

Desired vs. actual  
performance



Causes of the gap,  
examining six factors



Sift potential  
solutions



Where training is the  
best solution =

**Training Needs**



# Digging Deeper: Questions to Ask

## Exercise:

- *Refer to the scenario on Handout 2  
(Request for training on alert messages)*
- *Choose four questions that you might ask  
to probe more about what is needed*

# Evolving from “Training Consultant” to “Performance Consultant”

## Potential New Roles:

- Consultant
- Analyst
- Project Implementer/  
Manager
- Facilitator
- Evaluator

## Your Capacity:

- I can do this!
- I can do some of this, but I'd need help to become proficient.
- This is over my head. I'd need a lot of development.

# Evolving from “Training Consultant” to “Performance Consultant”

What could you do  
to begin to shift  
from “training  
consultant” to a  
“performance  
consultant” role?





# Resources for Performance Improvement

- **American Society for Training & Development (ASTD, [www.astd.org](http://www.astd.org))**
- **American Society for Quality (ASQ, [www.asq.org](http://www.asq.org))**
- **International Society for Performance Improvement (ISPI, [www.ispi.org](http://www.ispi.org))**
- **Public Health Foundation (PHF, [www.phf.org](http://www.phf.org))**



# Resources for Performance Improvement

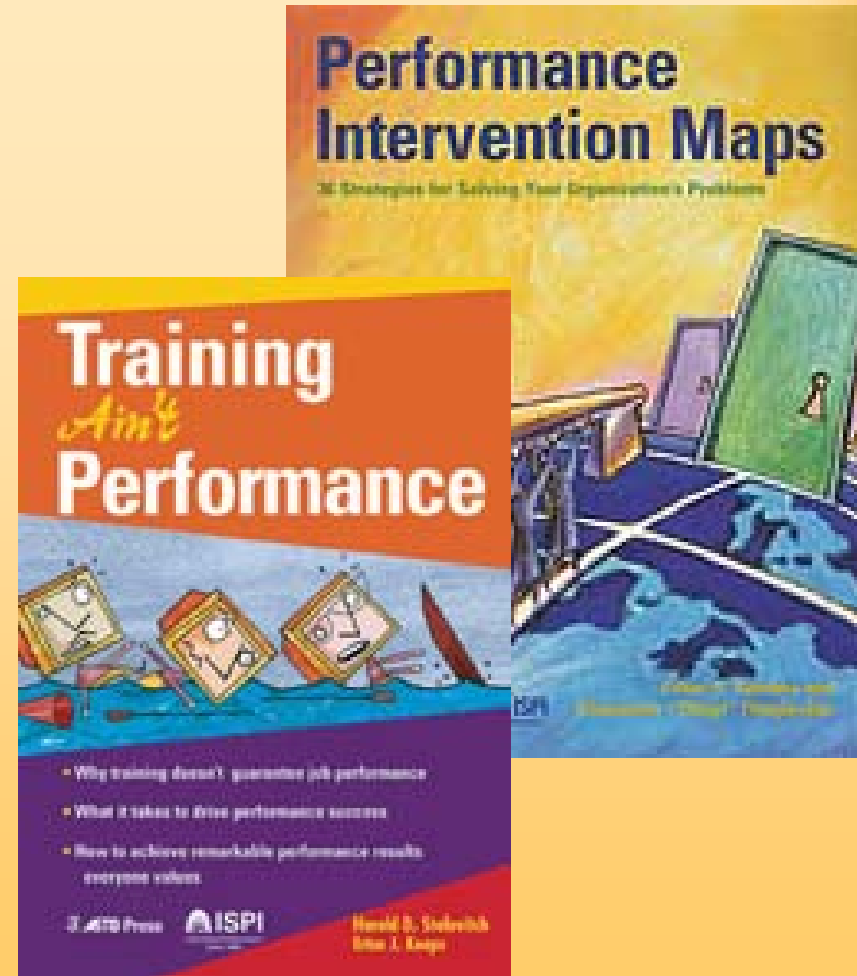
**Books from ASTD**

**800-628-2783**

**<http://store.astd.org>**

**Training Ain't  
Performance**

**Performance  
Intervention Maps: 36  
Strategies for Solving  
Your Organization's  
Problems**



# Summary

- Skills are not the same as performance.
- Training is not the default intervention.
- Environmental factors drive workplace performance more than individual factors.
- Dig deeper to find causes of problems.
- Trainers can make a big impact by broadening efforts to address learning and performance.