

Training Appraisal

We have identified a range of factors that contribute towards training success. Clearly, many factors are at work here including corporate culture, leadership style and resources. This document examines the specific training and coaching factors. We have not placed the factors in any order.

You can use the appraisal to assess how well you are doing. We find that the simplest way to use the document is to score your organisation against each of the factors. It should not take long to identify strengths and areas for development and change.

	A clearly defined Individual Development Plan drives the process.
	Attitudinal issues such as, confidence, goal-setting, assertiveness and customer focus receive substantial training time.
	Desired behaviours are well defined for short term goal-setting and feedback, and goal achievement is evaluated by results and by observation.
	During training, more than 50% of training time is devoted to application and practice of key concepts.
	Each course is custom-designed to meet specific behaviour objectives or to solve a specific problem.
	Following training, team leaders are provided guides for observing and reinforcing key behaviours.
	Follow-up reinforcement training and self-coaching guides are part of the design of every course.
	Our best people and team leaders participate in conducting training.
	Our product training stresses applying product benefits to meet customer needs, including customer analysis, resistance and positioning products competitively.
	Our trainers are effective, motivating group facilitators.
	Our training connects participants to their real world with analysis and rehearsal of real situations and use of instruments that transfer learning to the job.
	Our training emphasises getting information rather than giving information.
	Our training is designed differently for each position in the organisation.
	Our training is used to establish cues and standards for appropriate behaviour to make everyone's behaviour the same in some important way.

	Our training stresses effective use of time.
	Our training is focused on all relevant performance factors, not just knowledge and skills.
	Our training programme recognises that new skills take time to become part of a person's repertoire.
	Training is integrated with appraisals, incentives and other support to reinforce specific behaviours.
	Senior manager's behaviour reinforces the belief that we can all learn new things.
	Team leaders receive training in coaching and goal-setting for specific behaviours taught in training.
	We actively encourage people to adopt 'learning' behaviours such as asking questions, experimentally, reviewing successes and mistakes.
	We base our training on research of the successful behaviours of our best people.
	We believe that there is always a new trick to teach an old dog.
	We brief/debrief our people before/after they participate in training events to help them learn more/implement more.
	We coach our people to maintain and improve their performance
	We consciously provide people with work-based opportunities to learn and develop.
	We encourage people to review tasks and activities to see what learning can be extracted.
	We encourage people to take charge of their own learning.
	We exploit opportunities that achieve the double value of accomplishing essential work and, at the same time, generate learning.
	We give help and encouragement for others to learn when things go wrong.
	We have a demanding orientation for new hires that establishes high performance expectations.