

Expert Insights



Training and Developing Employees to Succeed

Profiles  International ^{SEA}

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Introduction

Skills training is measured by how well the participants apply the newly learned skills when they return to their jobs. Although training technologies have effectively improved the quantity and quality of skills learned in training, disappointingly few skills are actually implemented on the job.

What can managers and trainers do to ensure that the employees apply the skills they learn in training?

To ensure that trainees apply new skills on the job, managers and trainers must enforce these learned skills before, during, and after training. In doing so, managers ensure that the proper skills are in place

In this report we will address how to develop your staff training and development program. Training and development should be continual, so we will focus on :

1. Preparing a training and development program
2. Conducting the training and development program
3. Maintaining a training and development culture

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1. Preparing a Training and Development Program



As you prepare the program, conduct due diligence research.

To successfully change on-the-job behavior, managers and trainers must address three essential issues prior to training:

Identify training needs.

Before training begins, managers should identify the skills that are most pertinent both to the employees' specific challenges and to their success. Skills that don't substantially impact their jobs can be addressed at a later time.

Ensure that management is prepared to support use of the new skills on the job.

Management will lend its support only if it sees that the proposed training will produce valuable benefits. Effective training can increase revenue, improve market penetration and increase the commitment of the professional. In each case, management must recognize value before supporting training. Managers must also decide if they are willing to provide the required time, money and support that will make the training endeavor successful.

Trainers and managers must understand trainees' key job match characteristics.

People are more motivated to learn when they know that the skills they are learning can be applied immediately. Trainees will be more interested in learning skills that are applicable to daily tasks than they will in focusing on broad topics such as effective listening, because the former solves a specific problem that they constantly face.

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2. Conducting the Training and Development Program



When conducting training or development, be sure to make it tangible.

The trainer controls and influences the learning experience during training. If the objective is to increase skill transfer, the training must be tailored to meet that objective. When training programs are designed well, participants will continue to use the new skills once they return to their jobs.

Develop Skill Mastery. Developing skill mastery in sales training is essential for success. Unless participants can successfully demonstrate the new skills during training, they will not attempt to use them on the job.

Demonstrate effective use of the skills needed. Trainers should provide a guide for employees to follow. Participants must see the correct way to handle a situation before they can develop the skills to do so themselves. Participants who witness an adequate demonstration of what they should be doing will make fewer initial errors when using the skill themselves.

Provide immediate feedback on effective and ineffective use of the skills. Providing positive reinforcement and suggestions for improvement while participants practice new skills will increase the probability that they will use effective behavior and that ineffective behavior will gradually diminish.

Strive for skill retention through repetition. The more participants practice correct behaviors, the more likely they will be to apply the skills appropriately on the job. It is not difficult to use the new skills correctly in the comfort of the training room. On the job, however, anxiety or stress may inhibit use of the skills.

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Conducting the Training and Development Program (Cont.)



Build confidence

Participants who develop confidence in applying the new skills will be more likely to use those skills on the job. Too often, participants leave training programs feeling that the new skills are more difficult and complicated than what they had envisioned at the beginning of the program.

Coach for successful experiences. Build participant confidence through a series of successes. Before the start of each skill practice, the trainer should summarize the objectives of the program so that trainees are adequately prepared to learn. Coaching ensures success for everyone.

Provide an opportunity to practice the skills in difficult situations. The trainer should structure the learning experience so that practice situations become increasingly difficult. As participants discover that they can successfully deal with more difficult situations, particularly those they had previously been unable to handle effectively, their confidence will increase.

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Conducting the Training and Development Program (Cont.)



Apply skills immediately. To facilitate immediate application, the trainer should gain each participant's commitment to use the skills.

The probability of skill application can be increased by having participants practice handling specific on-the-job situations in training before applying the skills in real life. This rehearsal often provides the extra measure of confidence needed to confront particularly difficult problems.

The trainer and participants should follow up on skill implementation. In subsequent training sessions, time should be set aside to review experiences of using the new skills on the job. This provides a non-threatening environment in which participants can share their successes and discuss how to overcome the problems encountered when applying the skills.

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3. Maintaining a Training and Development Culture



Consistently use skills learned in training to ensure their incorporation into the work culture.

The success of employee training depends not only upon the effectiveness of the training itself, but also on the reinforcement provided on the job. This reinforcement can come from several sources, and, in each case, the trainer can increase the probability of its occurrence.

Self-assessment As participants begin to use their new skills on the job, the most readily available source of feedback and reinforcement is the participant himself. He must be able to assess his own effectiveness and make the necessary adjustments for the future. When a participant determines that he has used the skill well, that behavior is reinforced. When a participant determines that he has used a skill ineffectively, he can then correct their behavior for the future.

The trainer can help participants accurately assess their own skill levels by teaching them to discern between their effective and ineffective use of the skills. Participants may not be able to recognize the difference between effective and ineffective behaviors in specific situations. They must be provided with an effective model so that they will have a standard with which to compare their own skills.

Trainers should encourage participants to assess their own sales skills continually. To maintain proficiency, trainees must consistently analyze how they are doing in comparison with the established standard.

Peer reinforcement Training should not be limited only to employees who are new or who require more training. Employees who have learned new skills return to work with others who may lack them. The reinforcement that the newly trained employees receive from their peers will revolve primarily around those skills that all the employees have in common. Consequently, the new skills may receive no reinforcement and may gradually be extinguished.

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Maintaining a Training and Development Culture (Cont.)



Management reinforcement.

If skills are to be used regularly, participants must receive reinforcement from their managers. The trainers must make sure that managers assume three essential roles in reinforcing the skills learned in training:

Managers coach. Skills application will occur more often when sales managers coach their employees to use the new skills. Managers can only be effective coaches if they are thoroughly familiar with the new skills, and can discriminate between effective and ineffective behaviors. The trainer is responsible for teaching managers the specific skills the participants will be using.

Managers reinforce. Managers may understand the concept of reinforcement but may lack the skills to effectively reinforce. For reinforcement to be effective, it must be directed toward a particular behavior. Managers must be trained to identify problematic behaviors and to utilize appropriate methods to reinforce the use of the skills on the job.

Managers guide. Because managers are the most visible models for their employees, personnel tend to imitate the behaviors of managers. Consequently, to increase the probability that personnel will use their new skills on the job, managers must use skills compatible with those the employee learned in training. Managers need to be aware of their impact on their employees. Trainers should provide managers with training room experiences that enable them to develop the skills necessary to fulfill their roles as positive models.



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speak with an assessment expert who
will show you how put these powerful
tools to work in your organization.

Summary

Training provides skills, information, and the potential for successful application of skills and information on the job. The implementation of those learned skills in on-the-job situations reveals the success of the training. Reinforcement of the use of skills on the job determines whether or not the acquired skills will be used in the future.

Trainers have the opportunity and the responsibility to use methods that will increase skill application on the job. Through these methods, facilitators can increase skill application, assuring on-the-job use of the potential developed in the training room.

The key to the transfer of training is the reinforcement and coaching provided by the manager on the job. To change behaviors, one (who is one? The leader? The manager? The employee?) needs a good training program, a desire to learn, transfer of skills to the job by the participant, and on-the-job reinforcement and reward by the coaches.

Introducing Profiles International

How We Do It – Assessment and solution descriptions



ProfileXT® (PXT)

The **ProfileXT (PXT)** assessment measures how well an individual fits specific jobs in your organization. The “job matching” feature of the PXT is unique, and enables you to evaluate an individual relative to the qualities required to perform successfully in a specific job. It is used primarily for employee selection, on-boarding, managing, and strategic workforce planning.

This assessment reveals deep, objective insight into an individual's thinking and reasoning style, relevant behavioral traits, occupational interests, and match to specific jobs in your organization. It helps your managers interview and select people who have the highest probability of being successful in a role, and provides practical recommendations for coaching them to maximum performance. It also gives your organization consistent language and metrics to support strategic workforce and succession planning, talent management and reorganization efforts.

Introducing Profiles International

How We Do It – Assessment and solution descriptions

Profiles Performance Indicator™ (PPI)

The Profiles Performance Indicator is a DISC-type assessment that reveals aspects of an individual's personality that could impact her fit with her manager, coworkers and team, as well as her job performance. It is used primarily for motivating and coaching employees, and resolving post-hire conflicts and performance issues.

The PPI specifically measures an individual's motivational intensity and behaviors related to productivity, quality of work, initiative, teamwork, problem solving, and adapting to change, as well as responses to conflict, stress and frustration. The output from this assessment serves as an “operator's manual” for an employee, which helps managers better motivate, coach and communicate with the employee. It also helps to predict and minimize conflict among co-workers, and it provides crucial information for improving team selection and performance.

A powerful feature of the PPI is the **Team Analysis Report**, designed to help managers form new teams, reduce team conflict, improve team communication, improve their ability to anticipate problems and enhance their team leadership skills.

It helps evaluate overall team balance, strengths and weaknesses, as well as team members' personality characteristics along 12 key factors: control, composure, social influence, analytical, patience, results orientation, precision, expressiveness, ambition, teamwork, positive expectancy and quality of work. It also provides team leaders with practical recommendations and action steps to take in order to succeed in their jobs.



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Additional Reports from Profiles Research Institute



America's Most Productive Companies

In economics, “productivity” is a measure of output per unit of input. For purposes of this study, we defined labor productivity in terms of revenue produced per full-time employee. Calculating this required us to analyze financial data from over 1,600 publicly traded companies that we then organized into over 175 sub-industry groups.

We then identified the companies that ranked highest in each category and took a closer look at the practices that enable them to out-produce their peers. By understanding these practices, we hope to educate ourselves and our clients about the practices that can help them run more efficiently and become more competitive in the marketplace.



5 Critical Management Derailers: Symptoms and Remedies

Why do front-line managers fail, and what can be done to avoid failure? We polled our experts to identify our top five most common management derailers. They are:

1. Poor interpersonal and communication skills
2. Inadequate leadership skills
3. Resistance to change
4. Inability to deliver expected results
5. Inability to see beyond their functional silos

This report elaborates on these five issues and offers some common sense advice for helping your managers avoid them.

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Four Essential Tactics for Optimizing Organizational Talent

Now more than ever you have the opportunity to optimize your organizational talent. While cost cutting may be inevitable, it's important to avoid some of the common traps that will put you at a disadvantage when the economy turns around. The bottom line is that you need to know your human capital inventory well enough to make the best decision. Our researchers have identified four essential tactics to optimize your organizational talent. These are:

1. Remove your chronic underperformers
2. Remove your bad apples
3. Uncover your hidden gems
4. Never stop your hunt for high-quality outside hires

This paper elaborates on these four essential tactics.



5 Lessons for Upgrading Talent with Outside Superstars

The supply of talented individuals, many of whom were cultivated and trained by some of the world's most innovative and productive companies, has never been so plentiful or affordable. Throughout the last 20 years we have learned from our clients' experiences, and we have summarized five key lessons to help optimize the upgrading process:

1. Identify your current and future internal stars first.
2. Align your hiring decisions with your need for current and future talent.
3. Temper your expectations; high performance isn't always portable.
4. Don't let eagerness short circuit your selection process.
5. Underpromise and overdeliver

The report drills deeper into each lesson to guide you through the talent upgrade process and help you avoid common mistakes.

imagine great people™

Profiles International - Who We Are

Profiles International helps organizations worldwide create high-performing workforces.

Through our comprehensive employment assessments and innovative talent management solutions, our clients gain a competitive advantage by selecting the right people and managing them to their full potential.

Where We Are

Profiles serves 122 countries around the globe and has material in 32 languages.

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