

Track Training Services (UK) Ltd
“Developing People - Developing Business” TM

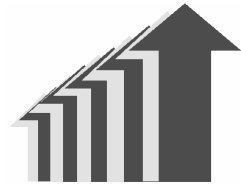
OVERCOMING TRAINING APATHY!

A recent report in the ILM magazine ‘The Edge’ had the following statistics:

1. Percentage of staff who treat a training day like a day off work – **48%**
2. Percentage able to get through training without having to interact or say a word – **21%**
3. Percentage who think training is frequently irrelevant to the job or fails to teach the necessary skills – **36%**
4. Percentage who find current training techniques uninspiring or uninteresting – **29%**

Worrying to say the least. So what do/can you do about this sorry state of affairs?

1. **Set the right culture** – that Learning and Development is a requirement, it’s for everyone, it’s the way we operate, it’s a business differentiator.
Involve Line Managers and ensure that Learning Objectives are set prior to attendance, make sure that these are reviewed with the delegate immediately on their return to work.
Ensure that this process is embedded in your review systems and take action when it is not followed through.
Get delegates to coach other team members on their return to work.
Ensure the CEO/MD gets involved – he/she will only need to do so once!
2. **Choose the right Training Consultant!**
Discuss the contents and the delivery style – you want it to be interactive and thought provoking.
How will **YOU** cost justify the expenditure!
Consider the use of some form of assessment at the end of the day – it’s not a jolly after all !
3. **See above!!!!**
Set Learning Objectives, assess the learning, ensure transfer back to the workplace, involve the Manager, review the course regularly.
Ensure you get the right delegates on the appropriate course.
4. **Review the Trainer and the material.**
Produce your own case studies for use.
Ask the right questions on the Evaluation forms.
Review the blend of materials – pre course reading, individual work, syndicate work, feedback sessions, group exercises, tutor input, avoid ‘death by Powerpoint’.



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