



*Rice University HR Training*  
*Excellence Through Learning*

*presents*

*The Advantage Way for Managers*  
*Helping You Turn Learning into Results*

**Manager's Guide**



## Introduction and Purpose

This guide is designed to help managers like you increase the performance and business impact of training provided to your direct reports. It provides you with guidelines, instructions, and tips to help you implement four simple actions that have been proven to dramatically increase the value and impact of training investments.

In the next few weeks, your direct reports will attend a training session intended to help them improve their performance and, in turn, help your work unit and the organization better achieve your goals.

Before your employees attend this training, you are receiving some training in a process called The Advantage Way<sup>SM</sup>. The Advantage Way<sup>SM</sup> is a set of concepts, methods, and tools that help organizations dramatically increase the value and impact of training – any training, from technical to supervisory skills to leadership development, and so forth. In this process, managers meet with participants before and after training session(s) to establish a link between learning and business objectives, and to ensure the skills and knowledge from training are applied to achieve targeted results. The graphic summarizes each major step in the process.

You have been asked to participate in an Advantage Way for Managers training session because you play a critical role in making sure that the training your employees attend will result in improved performance and business results. In fact, research has shown that up to 80% of training impact—good or bad—for employees is actually determined by the actions (or *in*actions) of their managers!

During the training session, you will learn Four Key Manager Actions that you can take — two before your employees go to training and two afterwards — to make sure that your employees, your work unit, and your organization get the greatest possible results from this training investment.

The Advantage Way for Managers session *you* will attend is scheduled to occur a week or so prior to the training program in which your employees will participate. This schedule will give you time to do the first two steps of the Four Key Manager Actions. This, in turn, will dramatically increase the odds that your employees actually use their new learning to achieve important results for you and your organization.

As a manager, your role is critical in making sure that your employee(s) use what they learn during training to improve performance and business results. Our role is to support you and provide the tools to make that happen.



## Getting Ready for Your Advantage Way for Manager's Training Session

You will receive an "Impact Map" for the training program in which your employees will participate. This Impact Map explains the linkage between the learning outcomes employees will master, how this learning can be used on the job, and how learning will be applied to the business goals of your organization.

It is vital that you understand how this employee training is meant to drive improved performance and business results, so that you can support it. We know that if you – or your employees – have questions about the value of this training, then it will not earn your support and therefore its value will be doomed.

This Impact Map and the business linkage and value it portrays will be discussed in the first portion of your Advantage Way for Managers training. So, please review the Impact Map when you receive it, and make note of any questions or concerns you may have, so you can be sure to have them addressed during the session.

### REMINDER!

Please print a copy of this booklet and have it with you when you participate in the Advantage Way for Managers session!

## Three Trainees Exercise and Debrief

You are going to "meet" three different trainees on their way to a typical training program in a typical organization. Your job is to try to find out **WHY** these people are going to this training, and especially **HOW** they would use their learning on the job.

After you have "met" and uncovered information from each of the three trainees, you will debrief the exercise to discuss what you learned.

1. From which trainee will you get the greatest business impact? Why?
2. In your experience, which of the 3 trainee types is most common? Which type is least common?

Most Common: # \_\_\_\_\_

Least Common: # \_\_\_\_\_

3. Who "made" Trainee #3? How?



## Three Trainees: Summary Notes

### Trainee #1

- ◆ Trainee #1 was told to attend the training, and knew only where it was and when it started.
- ◆ #1 had no clue about content, skills to be learned, or especially how new skills might be used to improve job behavior linked to any important goals.

### Trainee #2

- ◆ Trainee #2 was a training “junkie.”
- ◆ #2 was excited about going to the training and eager to learn, but had no focused application plan, no idea what parts of his/her job were highest leverage, and no idea where and how training could be best used to drive important performance and business improvement.
- ◆ #2 might use the training, even use it a lot, but there is no assurance that the training would be used when and where it would pay off most.

### Trainee #3

- ◆ Trainee #3 was a “high-impact learner.”
  - ◆ This trainee had engaged in a dialog with his/her manager beforehand to agree on a tightly focused “line of sight.”
  - ◆ #3 defined exactly what skills from the training were most vital and precisely when and where these new skills could be used on the job for optimal performance improvement.
  - ◆ #3 knew exactly what key job results and business goals these applications of learning could drive.
- 
- Rice University loses money on Trainees #1 and #2. But Trainee #3 ensures positive return on investment!
  - Managers play a crucial role in producing trainee #3!
  - Our goal is that in future training, all trainees will be like #3!



## Why Does Training Fail? Exercise

A lot of training does not work. On average, more than 80% of corporate training fails to achieve lasting results.

This exercise asks you to explore the root causes of training failures. Specifically, you are to classify the root failures of training into three categories. These categories are defined in the table below:

### Training Failure Mode Analysis Estimate

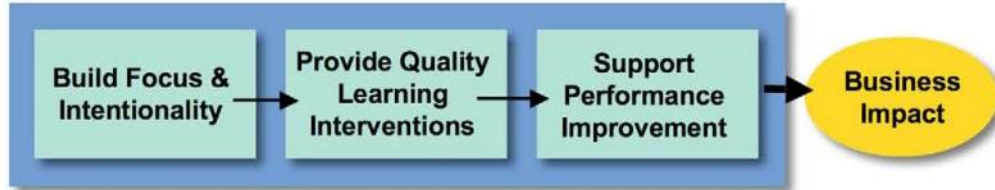
In cases where training did NOT contribute to business impact, to what extent (percentage estimate) does each of the following failure reasons explain the *real* reasons for the lack of impact?

<b>Failure Reason</b>	<b>PREPARATION &amp; READINESS FAILURES</b> For example... <ul style="list-style-type: none"> <li>• Wrong people attended</li> <li>• No clear reason for attending</li> <li>• Lack of preparation and focus</li> <li>• Didn't need it; already used it</li> <li>• Etc.</li> </ul>	<b>LEARNING INTERVENTION FAILURES</b> For example... <ul style="list-style-type: none"> <li>• Could not learn it</li> <li>• Wanted to learn it, but instruction failed</li> <li>• Bad training design or materials</li> <li>• Facilitator did bad job</li> <li>• Etc.</li> </ul>	<b>APPLICATION ENVIRONMENT FAILURES</b> For example... <ul style="list-style-type: none"> <li>• Didn't get any manager support</li> <li>• Had no opportunity to try it out</li> <li>• Lack of peer support</li> <li>• No incentive to use it</li> <li>• Lack of feedback and coaching</li> <li>• Etc.</li> </ul>
<b>Percentage Estimate</b>			



# The Advantage Way<sup>SM</sup> Learning Process

The Learning-to-Performance Process



Learners must understand:

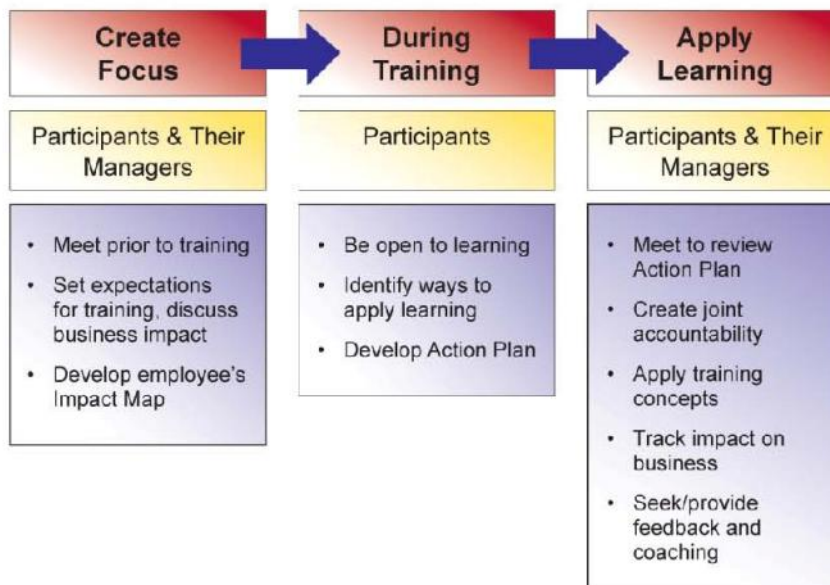
- Why the training is important
- How it can help them do their jobs better
- How their improved performance can help the organization succeed
- **Exactly** how they could use their training on the job to improve their performance
- **The importance of their commitment to use the training back on the job**
- That their manager values the training, expects them to use it, and will support them when they try out the new skills/knowledge.

Training programs have to be delivered at the right time, to the right people, and with high-quality learning activities.

New learning is fragile. If it is not put to use very soon after training, or if it is not nurtured and supported, people quickly return to their old pre-training ways of performing.

**If any of the three parts of the process are not carried out effectively, the chances of the training succeeding are drastically diminished. A high-quality learning intervention can be quickly and permanently undermined by a failure to build focus and intentionality, or a failure to support performance—or worse yet, by both.**

## The High Impact Learning Process





## The Impact Map

An Impact Map is a tool that you will use throughout this process. It is a clear and simple roadmap that shows the “line of sight” between

- important *Organization Goals* that have been set,
- targeted *Results (What Results I Will Get column)* that trainees need to produce,
- *Behaviors (How I Will Apply These New Skills Back on the Job column)* trainees must engage in and are supported by this training, and
- *Key Skills & Knowledge (“What I Will Learn” column)* that trainees will acquire in this training.

This helps you target exactly the learning outcomes that are most important and helps your direct reports focus on one or more useful ways to put that new learning to work and how it will help produce improved results.

An Impact Map has a simple structure, shown below

<b>What I will learn</b> (The few, most important skills or concepts I'll learn during the training)	<b>How I will apply these new skills back on the job</b> (The few most important ways in which this trainee can use the learning to produce key results most needed to achieve business goals)	<b>What results I will get</b> (How will applying my new skills improve the results of my work area?)	<b>The organization's* goals that my results will support</b> (*Organization could mean my work group, department, school/division, or Rice University)
The few, most important skills <i>most critical</i> for your direct report(s) to learn in order to improve performance and drive results	The few most important ways in which this learner can use the learning to produce key results most needed to achieve business goals.	The few most important immediate job results that can help produce the organization's goals (see next column), and can be achieved by applying the learning.	The goals (department ~ division ~ school ~ university – you identify the most relevant ones) to which this trainee can best contribute by applying the learning.

**Impact Map (for this Managers' Session) is on the next page.**

**The Impact Map for your staff member's upcoming training program is available [here](#).**



## High-Impact Learning Outcomes and Applications – The High-Impact Manager’s Workshop

<p>What I will learn (The few, most important skills or concepts I'll learn during the training)</p>	<p>How I will apply these new skills back on the job (The few most important ways in which I can use the learning to produce key results most needed to achieve business goals)</p>	<p>What results I will get (How will applying my new skills improve the results of my work area?)</p>	<p>The organization’s* goals that my results will support (*Organization could mean my work group, department, school/division, or Rice University)</p>
<p>At the completion of this session, I will have the tools to know:  Simple but vital things managers can do to support employee learning and drive improved performance</p>	<p>Assess the likely business payoff of potential training for your employees  Help your employees set clear, reasonable action plans to apply their learning in performance that makes a difference  Follow up with your employees after training to help ensure that their performance is aligned with your needs and expectations</p>	<p>Increased ROI for learning and training expenditures  Reduced “scrap and waste” on training efforts that don’t make a difference  Employees who are better able to guide their own learning and performance, and link it to important business needs</p>	<p>More capable and resilient workforce  Improved employee morale and retention  Increased shareholder value</p>
<p>How learning is translated into improved individual and business performance</p>	<p>Link your employees’ training to your unit and overall business goals</p>	<p>Improved employee performance that you need to achieve business goals</p>	<p>Increased business unit productivity and achievement of results</p>
<p>How to use Impact Map tools to increase and clarify business linkage</p>	<p>Help your employees prepare for training so they have clear goals that meet your, and their, expectations</p>	<p>Increased alignment of employee performance with business needs and goals</p>	<p>Improved overall organization performance and results</p>



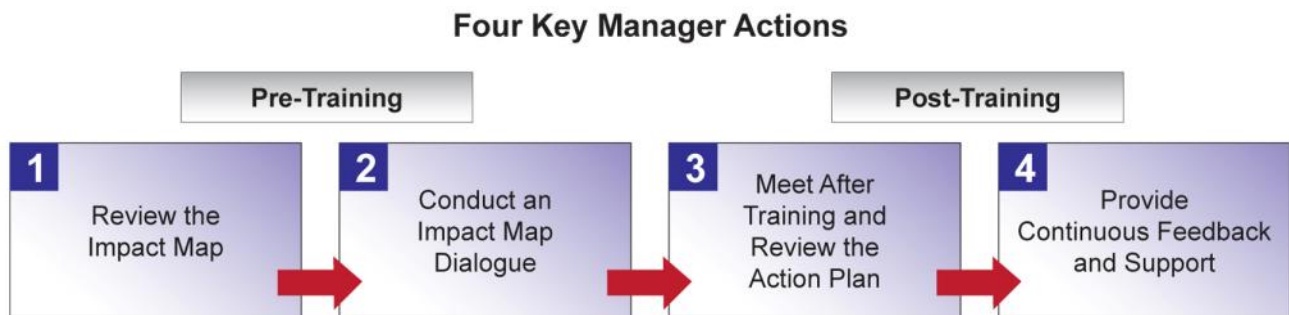


## Four Key Manager Actions

Managers and employees must work together to be sure that the training is implemented on the job, and that the right coaching and encouragement are in place so the new learning can lead to sustained performance improvement.

Research has shown that up to 80% of training impact for employees is determined by the actions of their managers.

There are four steps that managers can take – two before their employees go to training and two afterwards – to make sure the entire training process drives business results. The graphic below illustrates the Four Key Manager Actions. The remainder of this Manager's Guide provides you with a detailed explanation of each action.



### Key Manager Action #1: Review the Impact Map

1. Consider the *Organization's Goals* and *What Results I Will Get* for your own work unit. On the map, jot down the 2-3 most important goals your work unit will need to achieve and to which you would like to see this training contribute.
2. Consider each of the employees that report to you that are going to attend the upcoming training. In the *What Results I Will Get* column on the Impact Map, jot down the top two or three of these that are most important for the success of your work units and employees.
3. Lastly, look over the *Behaviors* listed in the *How I Will Apply These New Skills Back on the Job* column. Think about the employees that are going to participate in this training. Check or circle the top two or three most important behaviors that you think these employees most need to improve if they are going to excel at the results of which you made note. (Or, to be more specific, write in more detailed application behaviors.
4. Make any other notes you wish that will customize the Impact Map so that it best reflects a linkage to the most important goals of your work unit.
5. Prepare to meet with your employee, using the highlighted map you have just worked on.



## Key Manager Action #2: Conduct an Impact Map Dialog with Your Employee(s)

One of the most important contributions you can make to your employees' success – and the success of your unit – is to have a brief but effective Impact Map dialog with your employees before they participate in a training program.

This dialog meeting will not take more than 20 minutes and it will provide each employee participating in the training with an individualized Impact Map. This individual Impact Map will show, for each employee:

- ◆ What specific **learning outcomes** in the training are most important for them to master
  - ◆ Exactly how you have agreed that they should **use the training** on the job, and
  - ◆ The **results and outcomes** you both agree will be most valuable – to them, your work unit, and to the overall organization
1. Explain the purpose of the Impact Map dialog
    - Overview the purpose:
    - To avoid viewing training as a one-time “event”
    - To create focus for employees when they participate in training
    - To use the new skills to enhance performance
    - Express enthusiasm and support for the training
    - Maintain an open dialog for exchanging ideas
  2. Share the information on the Impact Map
    - Explain the layout of the Impact Map
    - Start with the Organization's Goals (right side of the map)
    - Review the What Results I will Get column
    - Then describe how you will jointly use the map to create a single “line of sight” for your employee's participation in this training.
  3. Engage your employee in the process and gain buy-in by asking for input on the following:
    - What are the one or two *Organization's Goals* you personally impact the most and that this training might help?
    - What are the one or two Items in the *What Results I Will Get* column you personally think might be linked to the *Organization's Goals*, are most challenging for you to produce, and will be supported by this training?



- What are the one or two *Behaviors* (listed in the *How I Will Apply These New Skills Back on the Job* column) you personally think:
    - are linked to your selected *Results* (from the *What Results I Will Get* column),
    - are areas you would like to be better at, and
    - are supported by this training?
  - What few entries from the *What I Will Learn* column can most impact the selected *Behaviors* (listed in the *How I Will Apply These New Skills Back on the Job* column)?
4. Reach agreement on the few items you have jointly selected on the Impact Map so that your employee has a clear line of sight for attending this training.
    - Openly listen and discuss differences of opinion.
    - Share your ideas, perspectives and priorities.
    - Reach agreement on the priorities for accomplishing the results.
    - When finished, ask your employee, “Suppose someone stands at the door of the training room asking you why you are attending this training. How would you answer that question?” They may use the highlighted impact map to respond.
  5. Ask the employee to “own” the Impact Map
    - Make the necessary changes to Impact Map and send a copy to you and the program facilitator.
    - Take the Impact Map to the training.
  6. Thank the employee and set a date to meet after the training
    - Express your confidence and enthusiasm that the training will lead to greater results
    - Set a time and date (within 10 business days of the conclusion of the training) to review the employee’s Action Plan following training
    - Express your support
    - Close the meeting



## Key Manager Action #3: Review the Action Plan after Training

### What is the Action Plan?

The Impact Map that you and your employee agreed on before your employee participated in the training was your mutual projection of how you both thought the training could best be applied on the job, and the goals to which it could contribute. Your employee will review the Impact Map and turn it into a concrete plan for exactly how the training will be applied now that the training is over.

Below is the format for the Action Plan that your employees will complete during the training and bring to you for a review discussion.

<b>Employee Action Plan</b>				
Action plan for _____			Date _____	
What I will learn	How I will apply these new skills back on the job		What results I will get	The organization's* goals that my results will support (*Organization could mean my work group, department, school/division, or Rice University)
	Actions I will take...	When and where I'll try these...		
Support & assistance I would like (job assignment, permissions, feedback, coaching, mentoring, etc.) that will enable my success...				
Agreed to:				
_____			_____	
Manager			Employee	

Notice that the Action Plan is in the same general format as the Impact Map, except that it is more specific, calling for details of when and where the training will first be applied. This is vital, since research shows that training that is not used in the first few days after training is more than 80% likely to *never* be applied!

Notice too that this action plan also specifies the type of support that your direct reports would like from you or others in the organization. The concept here is that you will hold your employees accountable for applying their learning in the ways the Action Plan notes, and that you will also hold *yourself* accountable for providing support as promised



## Preparing for the Action Plan Dialog

You and your employee should meet soon after the training to share your ideas and reach agreement on the best strategies for the Action Plan. In that same conversation, you should also reach agreement on how to measure and monitor progress so that you can continually calibrate and determine if mid-course correction is needed to achieve expected results.

Note that there are four overall steps for the Action Plan dialog:

- A. Identify and Minimize Obstacles**
- B. Review the Action Plan your employee provides you**
- C. Review the Obstacles Summary you received**
- D. Conduct the Action Plan dialog**

### **A. Identify and Minimize Obstacles**

No one ever masters new ways of performing without confronting obstacles. Some may be subjective and subtle. Others may be objective and overt. Many obstacles stem from misalignment between new behaviors and existing systems or processes that reward old behavior. The key to success is overcoming these inevitable obstacles and not letting them totally derail us.

Many of these obstacles are beyond the control of your employees and would require your assistance – or perhaps sometimes the assistance of *your* manager – to reduce them. Some of the obstacles may be beyond even your or your manager's control. In any case, your employees need and will appreciate your help in minimizing, removing, or simply coping with the obstacles they'll face in applying their new learning.

The designers of The Advantage Way<sup>SM</sup> system compiled a list of the obstacles that research has shown most typically derail application of new learning, and created a survey based on this research. During the training your employees attend, they will complete this survey to identify which obstacles they think *they* are most likely to confront.

You will receive a summary report of the obstacles your employees and their fellow trainees identified as most probable threats. Reviewing this report, and the tips and guidelines included in it, will help you have a successful Action Plan dialog. [Appendix A contains a copy of the Obstacles Survey and a list of suggested actions managers can take to help employees overcome these obstacles. This information will also be provided to you when you receive your actual performance obstacles report.]

*Note: The report you will receive is summarized from the obstacles foreseen by all trainees, not just your employees. Therefore, some obstacles may not apply directly to your employees. Use the report to stimulate a healthy discussion with your employees, to surface and resolve the obstacles they anticipate as the greatest impediments to their success.*



## **B. Review the Action Plan your employee provides you**

You should receive a copy of the Action Plan your employees created at the end of the training sessions they attended. You should look this over and be sure you understand each of the entries.

Critically review the Action Plan and ask yourself:

- Is it on track and aligned with your expectations?
- Is it linked to the right organization goals?
- Is it specific enough?
- Is it too aggressive or too modest?

Think over your reactions and prepare the discussion strategy and comments you think are important.

## **C. Review the Obstacles Summary you received**

- Consider how the obstacles your and other employees identified should shape your Action Plan discussion
- Determine the actions you think you should take (using the guidelines provided in the Obstacles report) to be of the most help to your employees

## **D. Conduct the Action Plan dialog**

Meet with your employee(s) within 10 business days after training to agree on how to implement the learning. Below is a proven process for making this discussion productive and efficient.

1. Explain the purpose of the Action Plan review meeting
  - Purpose: ensure that the new skill/knowledge gets used on the job and leads to enhanced performance
  - Maintain an open dialog for exchanging ideas
2. Ask the employee to review the Action Plan
  - Before *you* comment on the Action Plan, ask the employee to share its most important aspects
  - Listen carefully to pick up cues indicating the employee's level of confidence and competence. Such observations may help you be smart about identifying the best kind of coaching you can provide when the Action Plan is being carried out.
  - Reinforce the employee's ideas and suggestions as appropriate
  - Ask questions to clarify your understanding of what, how, and why



3. Share your ideas to help refine the Action Plan:
  - If the plan is good: confirm it.
  - If the plan is too modest: Suggest ways to make it more challenging over time.
  - If the plan is too challenging: Suggest a scaled back alternative or help break the plan into smaller steps.
  - If the plan is not specific enough: Coach the employee to identify a specific situation, a specific type of problem, a specific co-worker interaction where the new skill can be applied.
4. Clarify the support needed to overcome obstacles
  - Ask questions to understand anticipated obstacles
  - Ask questions to understand how you can help
  - Take notes on the actions you are to provide
5. Reach agreement on the actions and summarize the plan
  - Ask the employee to summarize the actions he/she will take
  - Summarize the actions you will take to support them
  - Check for agreement
  - Identify how you both will monitor/measure progress
  - Ask the employee to provide you with a written copy of the action plan
6. Thank the employee and set a follow-up meeting
  - Thank the employee for a productive discussion
  - Encourage the employee to apply the new skills, and express your confidence in him/her
  - Express your willingness to provide support
  - Set a follow-up meeting



## Key Manager Action #4: Provide Ongoing Performance Feedback and Support

While your employees' personal drive and commitment are vital, you also play a major role in keeping the performance improvement ball rolling. Your employees' training is just the first step in their continuing journey to constantly improve performance results.

Your expectations have a significant impact on how your employees apply what they learn in training. Your honest and accurate feedback, positive modeling, and ongoing coaching have a direct impact on the success of training implementation.

Your expectations will have a significant impact on how earnestly any of your direct reports will apply what they learn in training sessions. Holding them accountable to do what they promise is key to on-the-job application. Your honest and accurate feedback, your positive modeling, and your ongoing coaching will make or break the success of the training . . . and whether there is a return on the training investment.

Here are 11 suggestions for taking ongoing action that will drive world-class results from learning and development:

1. **Operate on the basis that new learning is fragile.** Don't wait too long to follow up on your employees after your Action Plan dialog/meeting. Encourage experimentation. Make it safe for employees to try out new actions and approaches. When someone is trying to master a new method, let him or her know you don't expect perfection, just good honest effort. Applaud employee efforts to try new things even, and especially, when they don't work. No one needs support more than when they think they have failed. Help employees set small-step goals, and make a plan to coach them through their practice and learning.
2. **Constantly seek out the systemic obstacles that frustrate attempts to learn, grow, and change.** Understand these obstacles and take concrete action to change them. Ask your employees what is working well for them and what is not. Ask them especially for feedback on how well you are doing in helping them. Remember that people will be reluctant to suggest changes for you, so make it safe by making it clear that you want and rely on their feedback. Show them you are willing to change by adopting their ideas and giving them credit. Ask for feedback, and listen closely and actively to everything your employees tell you. You can't operate without feedback either, and you must listen to understand.





- 3. Find out what your employees are learning and try to model the new behaviors that they aspire to master.** The pace of change is faster every year and chances are the way you learned to do the jobs your employees now hold has changed. Try to understand how your old ideas may hold people back. Understand that your wisdom and experience are true assets to your employees. Keep your own knowledge and skill level high so that you continually earn credibility. If you feel you are falling behind emerging technologies and work methods, check with the Learning Department to identify appropriate training and development opportunities.
- 4. Work jointly to set performance goals in ways that ensure your employees truly buy in and commit to the goals.** Remember that all of them need different sorts of guidance and direction. One size does not fit all. Adopt your supervision style to each individual's needs and style.
- 5. Make revisits of the training a standard part of regular meetings.** With individuals, this can be in casual or formal coaching sessions. With a team, it can be part of your team meeting agenda. Spend 3-5 minutes every time you have team or individual conversations with your staff, asking:

  - "How have you been using the XYZ training?"
  - "What success are you finding?"
  - "What barriers or obstacles are you facing?"
  - "What support do you need from me to be even more successful?"

You might ask these questions spontaneously as opportunities arise, or you might inform one or more of your staff before the meeting that you will be calling on them.
- 6. Remember that feedback is the "Breakfast of Champions."** Provide honest and direct feedback regularly to all your employees. They need to know the truth about where they stand and what you think of their efforts and results. You do no one a favor by "sugar-coating" corrective feedback or withholding judgments that you feel might lead to dismay and reaction. On the other hand, understand that corrective feedback is hard to take, so expect and prepare for tender emotions and uncertainty. Reassure people that you care about them and that you want them to succeed.
- 7. Be sure that appropriate measurement tools and methods are in place.** Measurement and performance data should be readily available to employees so that they can find out for themselves what is working well and what is not. If you are the only one who can tell if they are doing well, something is wrong. The best performance management systems enable self-management.



- 8. Get to know your employees as individuals. Develop good relationships with them.** Show by your actions that you care about them and want to know how to help them succeed. Let them see that their success is your first priority. The number one reason why people leave a job is because of a bad relationship with a boss. If you want to keep your good people, you need a good relationship with them and you have to work at it.
- 9. Coach, coach, coach.** Your most valuable role is as a supportive champion for your employees' success. Each of them will have varying needs for attention and assistance, so identify who needs what—then provide it. Encourage them to ask for your support, and give it regularly. Keeping your employees' learning and growth alive and flourishing is your number one priority.
- 10. Use Impact Maps broadly as a performance management tool.** Use the Impact Maps consistently to help your employees understand the linkage between capabilities, job tasks, performance results, and organization goals and strategy. Be sure your employees have an Impact Map dialog with you, and that they have a complete Impact Map for all training in which they participate. Remember that Impact Maps can be used elsewhere, too – for performance management, orientation to a new job, coaching, and individual development planning. If you have questions about how to leverage your use of Impact Maps, contact your Learning Department.
- 11. Schedule subsequent training according to when it is most likely to be used and needed.** Too often, we schedule ourselves or others for training according to when the “event” is most convenient on our calendar. But training value comes from using the learning in important job applications, not just from the learning itself. So, consider when the application of learning outcomes will be most helpful and most likely to be supported, and schedule accordingly.



## Appendix A: **Helping Employees Overcome Obstacles to Learning Application**

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As noted, employees attending training will complete a survey asking them to forecast the obstacles they think they will confront that would impede their successful application of learning on the job. Managers will receive a summary report of these obstacles along with suggestions for helping employees overcome or cope with each obstacle.

The summary of results will sort the obstacles into seven categories in an effort to simplify your navigation through them.

The first part of this appendix is a reproduction of the survey form (see next page), so you can see what your trainees and all the other trainees will be asked. The second part of the appendix contains detailed guidelines and tips for helping employees overcome or cope with each obstacle.



## Survey of Potential Obstacles to On-The-Job Application of Learning

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Circle each item that you think might keep you from using your new learning effectively.

1. I have too many critical priorities right now to have time to apply what I just learned.
2. I don't see ever having the right opportunity to apply what I learned in this course.
3. I am prohibited from doing what was taught in this course.
4. If I tried the things this course taught us, my co-workers would pressure me to stop.
5. The things we learned in this course are not part of my job accountabilities.
6. Our work culture does not support or expect doing what we learned.
7. I would need a lot of coaching to help me succeed at this.
8. I don't see or speak with my supervisor often enough to get any feedback or support.
9. I do not think I learned enough in this course to be able to use it effectively or with confidence.
10. I have personal limitations (e.g., physical) that would prevent me from doing what was taught.
11. If I DID use what we learned in this course, no one would notice or care.
12. If I did NOT use what we learned in this course, no one would notice or care.
13. My personal belief system would not allow me to do what was taught in this course.
14. I know and already use better ways to do the things this course taught us.
15. If I DID use what we learned, there would be no way to tell if it was making a difference.
16. Using what we learned in this course would require information and data resources that we do not have.
17. Using what we learned in this course would require tools or equipment resources that we do not have.
18. There are no incentives to do things the way we learned. If I really did what this course taught, it would not benefit me personally.
19. I don't think doing the things we learned would really work or that they are necessarily the right things to do.
20. Other (describe):



## Performance Obstacles and Suggested Manager Actions

Below you will find each performance obstacle category defined, followed by suggested actions you as a manager can take to help minimize or remove the obstacle.

Performance Obstacle Category	Manager Actions
Not enough time, conflicting job priorities, lack of opportunity to apply the learning?	<ul style="list-style-type: none"> <li>▪ Have a prioritizing discussion</li> <li>▪ Find out what parts of the job are taking more time than they should</li> <li>▪ Re-arrange priorities or shift responsibilities temporarily</li> <li>▪ Creatively seek an opportunity to practice the skills taught</li> <li>▪ Help the employee discover more opportunities or better manage his/her time</li> <li>▪ Help the employee set clear goals and expectations</li> <li>▪ Establish a clear goal and a time for checking back in to report progress</li> </ul>
Job responsibilities and accountabilities are not aligned with what the training taught?	<ul style="list-style-type: none"> <li>▪ Find out if the perception is real or not; if the employee misunderstands job accountabilities, take the time to straighten this out now</li> <li>▪ If the training taught something that is not part of the employee's job, find out why this was not surfaced in the Impact Mapping dialog</li> <li>▪ If no Impact Map dialog was held, find out if the employee went to the correct training, or check with the Learning Department to find out if there's a disconnect between what you and your employee expected and what the training actually addressed</li> </ul>
The culture and peer pressure in our organization are not aligned with what the training was about?	<ul style="list-style-type: none"> <li>▪ Explore the perceptions of the culture and peer pressures that the employee is feeling</li> <li>▪ Consider a re-assignment to another work group or team</li> <li>▪ Resolve to address the issue with the employee's co-workers</li> <li>▪ Discuss and seek to identify the specific sources of disincentive, and work to clarify what you need and expect</li> <li>▪ Resolve to take action to change the workplace culture</li> <li>▪ Find out what you and other managers may be saying or doing that is creating a non-supportive culture</li> <li>▪ Raise issues that need to be addressed with senior leadership where serious disconnects exist</li> </ul>



<b>Performance Obstacle Category</b>	<b>Manager Actions</b>
Personal disagreement or lack of belief in the training goals by the employee?	<ul style="list-style-type: none"><li>▪ Discuss and seek to identify the specific issues and reasons with which this employee disagrees</li><li>▪ Discuss the reasons why this training is the right direction for the work unit, the company, and this person</li><li>▪ Seek to identify motivators that will influence this employee in the right direction</li><li>▪ Consider whether the fit for the job is correct, or if further training might be needed</li><li>▪ Make your expectations and wishes clear</li><li>▪ Arrange for more specific incentives or other motivators</li></ul>
The employee lacks the confidence or ability to perform in the ways that the training taught?	<ul style="list-style-type: none"><li>▪ Discuss and identify the specific issues and concerns that make this employee lack confidence</li><li>▪ Determine if there is really a skill or knowledge deficit, or if there is a lack of motivation, direction, or other underlying causes for a lack of confidence</li><li>▪ Arrange further training if there is a true skill or knowledge deficit</li><li>▪ Promise and provide more coaching and support</li><li>▪ Arrange a temporary process for staying in touch more closely with this employee</li><li>▪ Serve as a mentor or arrange for this employee to work with another more experienced person</li></ul>
Lack of measures and incentives to apply and support the things the training taught?	<ul style="list-style-type: none"><li>▪ Determine if there is a real lack of measurement feedback available, or if the employee misperceives or misunderstands the current measures and incentives</li><li>▪ Find out through discussion what this employee perceives as the disincentives or reasons for not performing</li><li>▪ Adjust and modify incentives and rewards as possible</li><li>▪ Set a clear goal and tie a reward or incentive to it</li><li>▪ Agree to provide feedback on some specific behaviors and actions that the employee agrees to try</li><li>▪ Consider making a case to senior management to change incentives that are out of alignment or to create more effective measurement and feedback systems</li></ul>
Lack of tools, information or other resources to do the things the training taught?	<ul style="list-style-type: none"><li>▪ Identify the specific information, tools, or resources that seem to be missing</li><li>▪ Arrange for additional resources as possible</li><li>▪ Help the employee find an alternative way to compensate for the lack of tools or resources</li><li>▪ Make a case to senior management for providing more and improved resources</li></ul>



## **Appendix B**

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This appendix contains some additional resources for you, as well as blank Impact Map worksheets. Use these to make copies as needed for ongoing management of training, performance reviews, and so forth. You also can get an electronic version of the blank Impact Map (in Word or pdf) from the Training and Development website, [http://cohesion.rice.edu/campusservices/humanresources/training.cfm?doc\\_id=13057](http://cohesion.rice.edu/campusservices/humanresources/training.cfm?doc_id=13057).



## IMPACT MAP CHECKLIST

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### IF THIS IS A ROLE LEVEL IMPACT MAP:

- All major roles that will participate in the training are represented on the map

### FOR ALL IMPACT MAPS:

The organization's goals that my results will support

- There is at least one Organization Goal defined
- Each Organization Goal is clearly defined
- Each Organization Goal is important and current
- Higher level (University, School, Division or Other) Goals are included if needed for clarity

What results I will get

- There is at least one Result for each role participant
- Results are phrased as "outcomes" (not capabilities or activities)
- Each Result is defined as a single and specific outcome (e.g. "A completed development plan for each employee")
- Each Result is clearly defined
- Each Result contributes to at least one Organization Goal
- The contribution of each Result to an Organization Goal is clear and logical
- Each Result represents a logically expected outcome of the How I will apply these new skills back on the job to which it is linked

How I will apply these new skills back on the job

- There is at least one Behavior (How I will apply these new skills back on the job) for each role participant
- Behaviors (How I will apply these new skills back on the job) are phrased as clear actions or behaviors (not capabilities)
- Each Behavior (How I will apply these new skills back on the job) is defined as a single and specific action (e.g. "Conduct a development planning meeting with each employee")
- Each Behavior (How I will apply these new skills back on the job) is clearly and behaviorally defined (e.g., when, where, who)





- Each Behavior (How I will apply these new skills back on the job) contributes to at least one Result
- The contribution of each Behavior (How I will apply these new skills back on the job) to a Result is clear and logical
- Each Behavior (How I will apply these new skills back on the job) represents a logically expected application of the Key Skills and Knowledge to which it is linked

What I will learn

- There is at least one Skill (What I will learn) for each role participant
- Skills (What I will learn) are phrased as clear capabilities or learning outcomes (not actions/results)
- Each Skill (What I will learn) is defined as a single and specific learning outcome (e.g. "Ability to conduct a complete and effective development planning discussion" or "Knowledge of the six key elements of a planning meeting")
- Each Skill (What I will learn) is clearly and specifically defined
- Each Skill (What I will learn) contributes to at least one Behavior (How I will apply these new skills back on the job)
- The contribution of each Skill (What I will learn) to a Behavior (How I will apply these new skills back on the job) is clear and logical
- Each Skill (What I will learn) represents a logically expected outcome of the training



## Manager Action List

**Directions:** Identify the three actions you will take in the next two weeks to support one or more of your direct reports to help them convert their new learning into valuable business results.

Action	With Whom?	When?
<b>Action 1:</b>		
<b>Action 2:</b>		
<b>Action 3:</b>		



### Impact Map -

<p>What I will learn (The few, most important skills or concepts I'll learn during the training)</p>	<p>How I will apply these new skills back on the job</p>	<p>What results I will get (How will applying my new skills improve the results of my work area?)</p>	<p>The organization's* goals that my results will support (*Organization could mean my work group, department, school/division, or Rice University)</p>
<p>At the completion of this session, I will have the tools to</p>			