

**TABLE 10.2. WHAT WE NEED TO STOP DOING AND START DOING**

| When Talking About the Training and Performance Process . . .  |  |
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| Stop   | Start  |
| <p>1. <i>Stop</i> talking about a training event.</p> <p>Training is not an event.<br/>There is no door; learning does not have a door. It is not confined to what is behind a door.<br/>There is no desktop; learning is not confined to what is behind or on a desktop.<br/>Learning does not require a desk or a door.</p>  | <p>1. <i>Start</i> talking about performance readiness.</p> <p>Talk about the training engagement and how it should influence execution.<br/>Talk about the <i>performance readiness</i> objectives and <i>Active Management Reinforcement</i> (AMR) strategy.<br/>Talk about <i>execution</i> requirements and objectives and how they should influence business outcomes.<br/>Talk about transfer to the work setting and how AMR influences transfer.<br/>Talk about how learning can build the confidence required to execute in the work setting.<br/>Talk about the need to address performers' eliminating old ineffective habits.</p>  |
| <p>2. <i>Stop</i> talking about training, the training department, and the training process.</p> <p>This conditions people to imply that training alone will achieve the performance goals.<br/>Don't talk about the four levels of measurement. This is "training talk" and it confuses clients.<br/>Don't talk with clients about learning objectives. This is training talk.<br/>Don't talk with clients about the detailed learning content unless they express an interest.</p> | <p>2. <i>Start</i> talking about the "training and performance process."</p> <p>Talk about the levels of competency.<br/>Talk about the components of <i>performance readiness</i> and the necessity for linkage between <i>readiness, execution, and outcome</i>.<br/>Talk about the execution and outcome measures. Talk about the management reinforcement and support required. Talk about roles and responsibilities in terms of the <i>training and performance process</i>.<br/>Talk about execution objectives and how the proper learning and performance solution will influence execution.<br/>Talk about how the <i>training and performance design</i> will influence the desired execution and business outcome.</p> |

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| Stop   | Start  |
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| <p>3. <i>Stop</i> being an order taker.</p> <p>Clients may know the solution they want, but they may not comprehend the performance implications and alignment required to achieve the results.</p> <p>Clients will listen when you talk about performance and execution.</p> <p>There is almost always more than one way to achieve a desired result.</p> <p>Clients like to feel assured that you know what you are talking about.</p> | <p>3. <i>Start</i> being consultative with clients.</p> <p>Educate clients during informal conversations as well as during formal briefings. Create and use every opportunity to educate clients about performance and the <i>training and performance process</i>.</p> <p>Be candid and truthful with clients regarding what will and will not work to get results.</p> <p>Provide clients with alternative ways to achieve performance results.</p> <p>Be demanding, while demonstrating your professional expertise about performance and how to get results.</p> |
| <p>4. <i>Stop</i> being critical of management.</p> <p>It's a tough job. They cannot know it all.</p> <p>Managers will make improper decisions and mistakes. They are human.</p>   | <p>4. <i>Start</i> being supportive of management.</p> <p>Educate them and help them. Be there for them.</p> <p>Transfer what you know about performance to them and expect a little failure along the way.</p> <p>Coach and coach some more.</p>  |