

# 5 reasons why Traditional Training doesn't work (and what to do about it)

liberate learning  
a better way

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## 5 Truth Bombs about Traditional Training

- Learning needs assessments are flawed
- It doesn't translate to the workplace
- It's too slow
- Impact isn't measured
- Mindsets are stuck in the past

# #1: Learning needs assessments are flawed

There is arguably **no more important step** in the learning process, but this is usually conducted (if at all) with a learning course or program already in mind.

Courses are delivered based on the **symptoms of a problem** rather than its root cause (like a team being sent on a time management course when understaffing is the real problem).

The result? Training is churned out that has little relevance or interest to the employee, and doesn't help them with the core issues affecting their performance.

## Fix #1: Performance Consulting

Performance consulting gets to the **root cause of problems**. If training is the answer (it isn't always), a solution can be designed and delivered that will make a **positive difference** to the individual and organisation.

## #2: It doesn't translate to the workplace

Off-the-shelf courses are designed with little to **no understanding** of the business, day-to-day work practices, or even the required field of expertise.

This results in training that is **too theoretical and too generalised** to have any real impact on a person's day-to-day job.

### Fix #2: Experiential Learning

Instead, design training that **replicates or simulates real-world contexts**.

Practising in a **similar environment** makes it highly likely that employees will apply their learning when they return to the workplace.

## #3: It's too slow

The **biggest barrier to learning is time**, yet most traditional courses require busy people to take a good chunk of time out of the job.

To add to the time crunch, **formal training solutions can't keep up with the pace** of modern working life. When a real-life problem or challenge arises, we can't wait for next month's course - we need support now!

The outcome? Employees feel frustrated by a lack of support and capability, and organisations fail to keep up with the pace of change.

### **Fix #3: Learning in the Flow**

By moving learning **from the classroom to the digital** realm, solutions can be accessed in real-time.

But Learning in the Flow extends to all learning that can be **accessed in the moment**, at the point of need. This is great for people, and great for organisations

## #4: Impact isn't measured

Most organisations measure the impact of learning by **tracking completion rates** and learner reactions.

So-called 'happy sheets' (feedback forms handed out or emailed to participants after training) are based on **participants' perceptions of the training and trainer's likeability**.

How do we know if training is effective if we aren't measuring what matters?

### **Fix #4: Define success upfront**

Learning **measurement is a 'front-end' requirement** - meaning measures of success need to be built in to the start of a learning activity.

It's also important to focus evaluation on **transformational (not transactional) insights**.

## #5: Mindsets are stuck in the past

There is overwhelming evidence that businesses that embrace **modern, agile learning practices** experience higher success across all key metrics.

We know better, but we aren't doing better - why?






It's all down to human nature. We are creatures of habit, and it's tough to un-learn hundreds of years of conditioning. We've always had '**the course**' as the **default learning solution**, and it's tough to change this.

### **Fix #5: Start with Leadership**

Leaders are best placed to influence what people do every single day, and how people are recognised and rewarded.

When leaders understand the **WHY** and the **HOW** of intentionally building a learning culture, it can develop.

## 5 Fixes for Better Results

-  Performance Consulting
-  Experiential Learning
-  Learning in the Flow
-  Define success upfront
-  Start with Leadership



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