



Leader's Playbook: Drive Business Results with Learning

from Advantage Performance Group



We help organizations
develop **great people**.

Creating Focus and Intentionality

The Great

- Expects that training should deliver a business impact
- Collaborates with Training Partner to understand learning objectives and identifies the desired new/refined actions that drive valued business outcomes.
- Discusses with associates why the learning and resulting skills are important to the business
- Engages the associate to identify elements of the learning they find interesting and actions they are eager to push to higher levels
- Works with associate to juggle their work load to ensure they have time to devote to the learning intervention
- Schedules a follow up conversation date and time for 1-2 weeks after the learning intervention



The Not So Great

- Believes learning/training is a "nice to have" but does not expect business impact
- Sends an email to associate with general information about the learning experience but does not set specific expectations about using the skills and the connection to the business priorities.
- Expects associates to cover current work load and participate in learning intervention simultaneously
- Asks associate to miss part of the learning experience for a meeting/conference call.
- Uses group communication to provide learning information but does not follow up individually

Follow-Up Coaching and Support

The Great

- Guides a 2-way dialog with the associate after the learning to hear what the participant found interesting, the action they are eager to take, and how the manager can support them
- Seeks opportunities to observe associate using new skills and provides feedback
- During one-on-one or group meetings asks the following questions about the learning intervention:
 - * How have you been using this training?
 - * What success are you finding?
 - * What obstacles are you facing?
 - * What support do you need from me to be even more successful?
- Invites associates to conduct a teach back of key learnings
- Ensures all team meetings include a learning update on the agenda
- Provides on-going coaching and follow up support



The Not So Great

- Does not ask about the learning experience after an associate participates
- Encourages associate to use old processes or skills for speed efficiency's sake.
- Assumes high performing associates will take initiative to put their learning into action without support
- Forgets the associate invested time in a learning experience