“Finally, a book that clearly explains what a performance improvement consultant does! I have struggled with this for years. Stolovitch and Keeps have clearly nailed it. This is even better than Telling Ain’t Training; now you get the full picture of what it takes to improve employee performance. Read it and get to work!”

PETTI VAN REKOM, ED.D., CPT
Regional Training and Development Manager
The Coffee Bean and Tea Leaf

“Keeps and Stolovitch have ‘connected the dots’ for us. Everything in this book is practical and engaging and, most importantly, will help you be successful! You can’t miss! They have captured the essence of training vs. performance differentiation. Through a series of practical, engaging step-by-step cases, you learn the fundamentals of performance diagnosis and associated solutions.”

CHARLINE WELLS, CPT
Program Manager, Corporate Education, Development, and Training
Sandia National Laboratories

“Stolovitch and Keeps use a refreshing writing style to blend research and experience in ways that make practical application leap off the pages. I highly recommend Training Ain’t Performance for trainers, HR professionals, frontline managers, and executives. It is a must-read for anyone who wants to cut through the fog of learning and performance to make a real difference in his or her organization.”

MARC J. ROSENBERG, PH.D., CPT
Consultant, Marc Rosenberg and Associates
Author, E-Learning: Strategies for Delivering Knowledge in the Digital Age

• Why training doesn’t guarantee job performance
• What it takes to drive performance success
• How to achieve remarkable performance results everyone values

1640 King Street | Box 1443
Alexandria, VA 22313-2403 USA
Tel: 703.684.6200 | Fax: 703.684.6199
www.astd.org

ASTD Press
1001 Indiana Ave., N.W., Suite 700
Washington, DC 20004-1702 USA


$38.95 (U.S.A.)
Training Ain’t Performance

Harold D. Stolovitch
Erica J. Keeps
Preface .................................................................................................................vii

Chapter 1: Show Me the Money!.....................................................................................1
  Show Me the Money! Case Study......................................................................1
  What This Book Is About ...............................................................................3

Chapter 2: What’s in a Word?............................................................................................5
  Let’s Talk About Training, Learning, and Performance ..................................5
  A Basic Performance Vocabulary: The Terms of the Trade.........................6
  The Key to Performance Improvement: A New Mantra..........................10
  Where Does Technology Fit in All This? ..................................................12
  What’s in This Book and Why? .................................................................13
  Remember This..........................................................................................15

Chapter 3: The Performance System.................................................................................19
  “I Need a Training Program . . .” ...............................................................19
  The Performance World..........................................................................27
  Remember This..........................................................................................34

Chapter 4: What’s My Greatest Performance Block?.......................................................37
  I Would Perform Better If . . . ..................................................................37
  Gilbert’s Behavior Engineering Model......................................................38
  Debriefing the Gilbert Model Exercise ....................................................40
  Three Key Conclusions for Performance Consulting.............................41
  Work, Workplace, Worker......................................................................44
  Remember This..........................................................................................44

Chapter 5: Engineering Effective Performance..........................................................47
  Why Engineering?......................................................................................47
  An Operational-Procedural Model for Engineering
  Effective Performance.............................................................................48
This page intentionally left blank.
What delight and astonishment we felt when we discovered how well our previous volume, *Telling Ain’t Training*, had been received! It was a joy pulling together our many years of practice and research in the field of learning and presenting it in a fun, interactive manner, while still preserving the integrity of what makes excellent “training” work. However, we were also left with a nagging sense that we had not recounted the entire tale. Sure, telling ain’t training. More important, however, training ain’t performance—and performance, after all, is why organizations spend enormous sums of money (more than $60 billion annually in the United States) and devote such energy and resources to training their personnel.

In simple terms, workplace organizations—companies, hospitals, the military, government, social agencies, and even volunteer groups—require that people be able to do something of value. If the organizations are not getting the desired results, they either have to find people who can meet the need or else do something with the people they have to get them to perform. In the latter case, the usual default intervention is training. In *Telling Ain’t Training*, we focused on how to obtain the best and the most from your training efforts.

But what if training is not the answer or is not enough? Then what? This is the perfect question to launch this book. What you will discover in the ensuing pages is that the path to successful performance for your organization and its people does not always lead to training. In fact, the path may head off in several other directions.

Our professional lives have been devoted to helping people perform in ways that both they and their organizations value. We want to engage you in this wonderful cause. Take the journey with us through this book. We promise you an active and interactive ride. Enjoy . . . and learn!

Before we begin, there are two important points. As you embark upon the *Training Ain’t Performance* adventure, you will come across three signposts or icons.

This icon signals an important fact. Stop for a moment to investigate and reflect.
This icon identifies key points for using the information we’ve supplied. These are worth noting.

This icon accompanies a review of the major take-away knowledge in each chapter. Spend a moment here to collect your thoughts before moving on.

The second point that is important to anyone concerned about performance is that a book such as this one requires the support and encouragement of many individuals to bring it to life. Our profound thanks go out to Mark Morrow, acquisitions editor of the American Society for Training & Development, who enthusiastically encouraged us to produce this volume. Mark makes writing a great pleasure through his constant assistance and facilitation.

From manuscript to published work requires the skillful editing and guidance of a devoted and sensitive editor. Our heartfelt appreciation and thanks to Nancy Berg for making what we had to say cleaner, crisper, and more communicably sound.

In our work, nothing goes out the door until professionals whom we respect read, review, and give sage feedback and advice on the manuscripts we produce. This is an arduous task of professional courtesy. Thank you Daniel Blair, Linda Kemp, and Miki Lane for taking time from your busy schedules to provide such rich and useful content suggestions.

Thank you also Jennifer Papineau, our graphic and technical support advisor, for all the counsel you have provided from start to finish. We admire your ideas and results.

As always, we are stymied by what to say by way of thanks to Samantha Greenhill, who works with us every day to transform our rough words and edges into far more presentable forms. Ever patient and present, Sam is truly a collaborator in the creation of this book. Thanks from the bottom of our hearts.

We dedicate this book to Ellen Vorzimer—Aunt Ellen—who is a model of peak performance in action.

Finally, as we have always done in our partnership as authors, we thank one another for the support, encouragement, and understanding each has given the other throughout the writing of this volume. As a professional couple constantly working together, bringing this book to fruition has been a true labor of love.

Harold D. Stolovitch
Erica J. Keeps
Los Angeles
May 2004
Chapter 1

Show Me the Money!

Chapter Highlights:

◆ Opening teaser
◆ Discussion of what this book is about

Show Me the Money! Case Study

Melvyn is a 28-year-old college graduate who works as a loan officer at your bank. Let’s observe Melvyn in action. It’s 8:00 a.m., the official start of the workday, and there he is, already 30 minutes into his duties, reviewing files, an activity schedule, and a list of clients and payments. Melvyn is neatly groomed, dressed in shirt and tie, and appears to be both professionally engaged and on top of things. His desk is as neat as his personal appearance.

It’s now 8:15 a.m. and whom do we see entering the adjoining office? Marna. Her hair is windblown as she breezes in wearing a work shirt and jeans. Her office is filled with odds and ends, and her desk is covered with publications and file folders. Marna is 27 and a lender too. Like Melvyn, she is responsible for identifying loan clients in the commercial sector and making productive, profitable loans. That’s what your bank is all about! Melvyn and Marna have been through extensive lending training, and each has been in his or her position for nine months. They have taken follow-up courses. Both were tops in their training programs and fared well on the certification exams. The two of them were identified early on as high achievers.
As you observe them now, you note the following characteristics:

<table>
<thead>
<tr>
<th>Melvyn</th>
<th>Marna</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Neat, polite, energetic, prudent</td>
<td>- Casual dresser, crisp, always on the move, risk-taker</td>
</tr>
<tr>
<td>- Excellent oral and written communication skills</td>
<td>- Terse and telegraphic in oral and written communications; a bullet-point person</td>
</tr>
<tr>
<td>- Always punctual at the office</td>
<td>- Frequently late arriving at the office</td>
</tr>
<tr>
<td>- Always reports in on time</td>
<td>- Sometimes reports late</td>
</tr>
<tr>
<td>- Always available and accessible at the bank</td>
<td>- Not often available; frequently out of the bank</td>
</tr>
<tr>
<td>- Not one default in his loan portfolio</td>
<td>- Several loan defaults or “in-jeopardy” cases</td>
</tr>
<tr>
<td>- Serious, focused, motivated</td>
<td>- Smiley, curious, task-focused</td>
</tr>
<tr>
<td>- Eager to please</td>
<td>- Not a “political” player; forceful</td>
</tr>
</tbody>
</table>

So, it’s decision time for you as their manager. Which one do you think is the better performer? Check your choice below.

- [ ] Melvyn
- [ ] Marna
- [ ] I don’t know

Melvyn looks very good. His behaviors appear to be positive. No loan defaults is certainly a plus. He performed beautifully in his training. Seems to be a good choice.

Marna’s behaviors are not looking good. Writes and speaks in a pretty abbreviated manner, although she is nice to be with and always seems interested in new ideas. She’s often late to work and leaves early. A bit messy, too. Hmmm?

“I don’t know” sounds like a cop-out. Nevertheless, this may be your wisest choice. At the moment, do you have all the facts about their performance with respect to the bank’s goals? Please give us your full attention as we investigate more deeply.

**Facts:**
- Both performed well in the training. Both “know the job.”
- Melvyn has no loan defaults. He also has very few loans out because he has been extra careful in risking the bank’s funds. He waits for loan applications to come in, investigates them very carefully, and only proposes loans where there is sound, experienced management; sufficient collateral; an established market; and a strong track record of loan repayment.
- Marna has pushed through a few loans that have defaulted. However, her portfolio of loans is almost four times greater than Melvyn’s. She is out in the marketplace daily, scouting import-export meetings, high-tech fairs, and biotech conferences, among other events. She visits new-age farms, factories, and freight yards, often at the crack of dawn when
many of her prospects have time for an early morning coffee and chat. Her contribution to bank revenues is three times that of Melvyn’s contribution, despite the defaults.

- Melvyn’s office is neat and orderly, and his files are up-to-date.
- Marna’s office is jammed with brochures, reports, conference programs, and market research data files. Some of her administrative work is behind schedule.
- Melvyn is available to the bank.
- Marna is available to customers.

Shall we try again? Which one do you think is the better performer? Check your choice below.

☐ Melvyn
☐ Marna
☐ I don’t know

By now, you have probably made up your mind. Given the new facts, you more than likely chose Marna. Rightly so.

Both went through extensive training and fared similarly on the exams. However, each then selected a different path to follow. The goal of the bank is to increase its revenues and profits, and it is looking for “new-economy loans” involving fresh entrepreneurial talent with bold, new ideas. These loans potentially provide higher yields than solid, traditional company loans. With this in mind, who is “performing better”?

**What This Book Is About**

We assume that you’re getting the message. Melvyn and Marna are equally bright and motivated and are beneficiaries of the same training. Yet they have ended up performing differently. Training ain’t performance.

In the workplace, despite the explicit emphasis on “bottom-line results,” there is still an enormous confusion between behaviors—activities—and valued accomplishments, between knowing and achieving, and between training and performance. This book is aimed at untangling some of the myths, fallacies, and confusions that organizations often propagate and that are counterproductive to true, valued performance. So here is what *Training Ain’t Performance* provides for you:

- A well-documented and substantial portrait of what performance is and is not in the world of work. Through examples, exercises, anecdotes, and questions, we offer you a clear explanation of what desired workplace performance is and how you can obtain it. We have spent most of our careers
researching and practicing human performance improvement. In this book, we share with you our findings and experiences as well as those of others. However, we do this in a nonacademic way. The goal is for you to be able to define performance and design the appropriate means for you and your organization or clients to achieve it.

- **A simple, friendly, easy-to-read style of writing.** You have already experienced this with Melvyn and Marna. We have made every effort to communicate and interact with you as if we were engaged in a conversation. However, please don’t let the style fool you. Everything we present in *Training Ain’t Performance* is backed by either excellent research and theory references or documented, professional practice. We place all of our references and additional resources at the end of the book in the For Further Reading section.

- **A highly interactive style.** We believe that the best way to derive applicable skills and knowledge from a book is to become actively engaged with the authors. That’s why you will be continually questioned, challenged, and encouraged to participate. Please play along. You’ll come out the winner as a result of your meaningful engagement.

- **A focus on application to the job.** While we have spent a great deal of our time studying human performance at work, we have invested an even greater amount of time applying what we’ve learned to real-world projects. A combined 70 years in the business of improving performance have taught us the wisdom of keeping our feet solidly on the ground when dealing with the world of work and its many challenges.

- **Most of all, a lifetime of learning to share with you.** *Training Ain’t Performance* isn’t about telling you what’s right and wrong. It’s about holding a conversation with you, even though we are not face to face. We are passionate about successful workplace learning and performance. It has taken us a long time to get to where we are today in both the understanding and practice of improving human performance. If, in our conversation together, we can help cut down your learning time, then we will have achieved one of our main goals.

With this initial start, are you ready to launch yourself further into this volume? Then, let’s move on to the next chapter.