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FROM TRAINING ROOM TO WORKPLACE: SYSTEMIC BARRIERS TO SUSTAINING TRAINING OUTCOMES IN DEVELOPMENT ORGANIZATIONS

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ABSTRACT

This article adopts a reflective practitioner-based qualitative analysis, synthesizing two decades of field observations and post-training supervision experiences rather than collecting new empirical data. Despite significant investment in the quality of the curriculum, the participatory approach, and the quality of the facilitation, the effectiveness of the training is seldom sustained once the trainees get back to the workplace. Instead of pointing a finger at the trainer's pedagogy or the trainees' motivation, the article proposes that the erosion in the effectiveness of training takes place largely because of the post-training organizational context. From these observations, four additional barriers have emerged as having relevance to the issue: the neglect of the post-training phase, resistance to learning-based practices by the supervisory and performance systems, the lack of mechanisms that facilitate post-training support, and misalignment between the content of the training activity and the livelihood realities of its constituents. By recontextualizing the question of training effectiveness within an organizational and managerial concern rather than solely personal, it seeks to add its input within the current debates. The discussion emphasizes the symbolic nature of effective training practices once organizational environments are ill-equipped to support those efforts after delivery. The implications of this discussion for organizations attempting to implement systemically supported learning practices are also covered.



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