A Brief Introduction to

Ensuring Learning Transfer

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The objective of this webinar is to introduce you to the 6Ds that are essential to ensure learning transfer so that you:

- Design and deliver programs to maximize performance improvement
- Increase the business impact of training in your organization
- Are seen as a strategic business partner rather than an order-taker
- Are recognized for the value you deliver

Learning Transfer

Learning transfer is the process of putting learning to work in a way that <u>improves performance</u>.

When the business invests in training, they expect performance to improve.
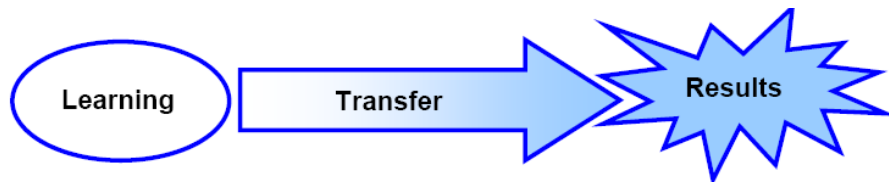
The formula for getting results from training is:

<u>Learning</u> X <u>Transfer</u> = Results

That means that if the training is a "10" but the transfer is zero, then the benefit to the business is ____.

Why the focus on transfer?

- Because producing business value from training requires both great learning and great <u>learning transfer</u>.
- If managers do not see improvement, they conclude the training failed and won't support more.

In a recent survey by the Corporate Executive Board, <u>56</u>% of managers felt that employee performance *would not change or would improve* if L&D were <u>eliminated completely</u>.

The "moment of truth" is when an employee is back on the job deciding how to do a task. Learning transfer means choosing to do it a new (and often harder and less familiar) way.

> Which path the employee chooses depends on many factors in their environment as well as on the training itself.

The 6Ds® have helped learning organizations around the world drive learning transfer through course design, delivery, and evaluation.

The Six Disciplines
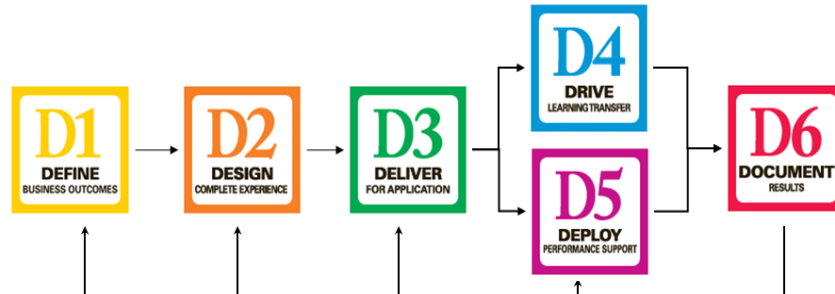
These six disciplines (the 6Ds®) work together to unlock learning transfer to ensure both great learning *and* great results.

D1: Define Business Outcomes

The "key concepts" of D1 that resonate with me are:

> Training is a business function; Its exists to support business outcomes
> Our product is improved performance (Not courses and programs!)
> Our value is how much performance improves (Not whether people liked the program!)
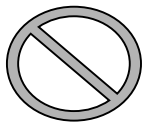
When describing training programs, it is important to communicate the _____ not just the features.

While learning objectives are essential for instructional design, they are not a good way to communicate business value.

Start with the End in Mind

The four key questions of the Outcomes Planning Wheel are:

1. What business need will be met?

2. What will participants do better and differently?

3. What or who could confirm these changes?

4. What are the specific criteria of success?

Recognizing that training is rarely, if ever, the complete solution, be sure to ask the business sponsor:
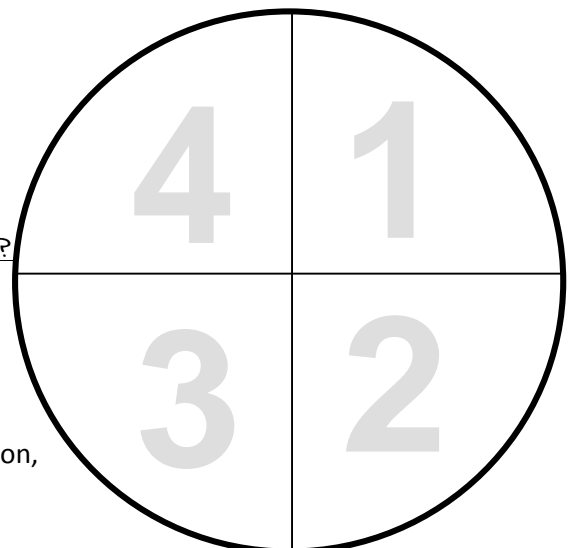
<u>What else needs to be in place to ensure these behaviors on the job?</u>

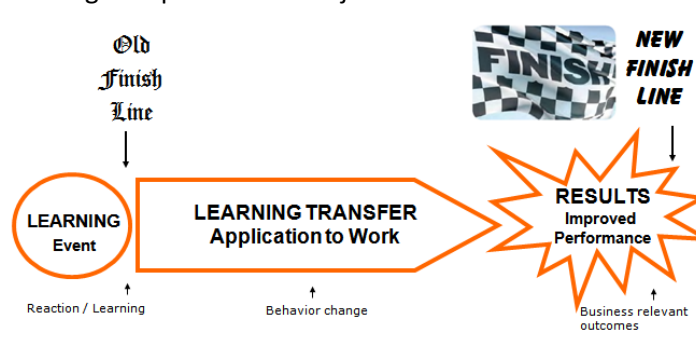An action I can take to strengthen D1 is:

_____

D2: Design the Complete Experience

The "key concepts" of D2 that resonate with me are:

<u>Learning is a process (not an event); What happens before and after training is as important as the training itself; We must learn to influence factors we don't control</u>

The new finish line for learning is improved on-the-job results:

As shown, the critical link between the learning event and improved performance is: <u>learning transfer.</u>

The complete learning experience includes all four phases of learning, which are:

1. Preparation (pre-work, experience, etc.); 2. Learning (Instruction / coursework)
3. Learning transfer (Application to work); 4. Achieve (a sense of accomplishment)

Key Takeaway:

> The learner's *complete* experience starts even before the prework and continues long after the instruction, back on the job. To maximize impact, learning organizations must plan and positively influence the total experience, not just what happens in the classroom (actual or virtual).

Job Aid:

The 6Ds Application Scorecard *(next page) is a diagnostic tool to help ensure that all the key elements of a complete training design have been addressed.

An action I can take to strengthen D2 is:

* A PDF of the Scorecard is available online at: http://www.the6ds.com/resources-1

6Ds — Application Scorecard

Use this tool to evaluate the readiness of a program to deliver results. For each of the items below, check the box that best describes the program using the following key:

1 = Not at all   **2** = To a small extent   **3** = Somewhat   **4** = To a large extent   **5** = To a very great extent

#		Rating	Phase
1.	The business needs are well understood. Anticipated on-the-job results of the training are clearly defined and measurable.	1 2 3 4 5	Define
2.	The program design covers the entire process from invitation to on-the-job application and measurement of results.	1 2 3 4 5	Design
3.	The relevance of each section to the business is explicitly stated; application is stressed throughout, as is the expectation for action.	1 2 3 4 5	Deliver
4.	A robust process and sufficient time are provided for participants to set strong goals, plan for action and prepare communications to others.	1 2 3 4 5	Deliver
5.	After the program, participants are reminded periodically of their objectives and their opportunity to apply what they learned.	1 2 3 4 5	Drive
6.	Participants' managers are actively engaged during the post-program period. They review and agree on objectives and expect and monitor progress.	1 2 3 4 5	Drive
7.	Participants continue to learn from each other after the program. Materials and advice are available to help them accomplish their goals.	1 2 3 4 5	Deploy
8.	Participants can easily engage coaches for feedback, advice, and support. The group is tracked and supported during the application (post-program) phase.	1 2 3 4 5	Deploy
9.	On-the-job results are measured based on desired outcomes identified prior to the program.	1 2 3 4 5	Document
10.	An active continuous improvement process is used to strengthen the preparation, program and learning transfer.	1 2 3 4 5	Document

Total Score: _____

Scoring Instructions: Add the numeric value (1 to 5) of all boxes selected. The maximum possible score is 50. Use the table below to assess the readiness of the program to deliver valuable follow-through results.

Points	Assessment
> 45	Excellent likelihood of measurable results and return on investment from program. Action: Continue disciplined approach to learning; strengthen lowest scoring items.
33 - 44	Moderate likelihood for positive results, but return may be less than optimal. Action: Strengthen weakest items to raise score to > 44.
< 32	Valuable results and adequate return on investment is less likely. Action: Revise program in a systemic way.

D3: Deliver for Application

The "key concepts" of D3 that resonate with me are:

Instructional methods impact transfer success. Delivery influences both "Can I?" and "Will I?" Active learning, practice and feedback are essential; Most programs try to convey too much information

How the training is delivered (D3) impacts the learner's response to both the "Can I?" and the "Will I?" questions.

> Can I?—Did the training actually teach me *how*?

> Will I?—Am I motivate to make the effort because I understand relevance and WIIFM?

CAUTION: **"Content covered is *not* content <u>Learned</u>."**

(Clark, *Evidence Based Training Methods*)

Value Chain for Training:
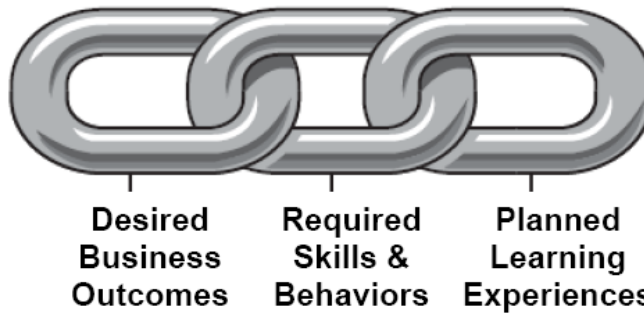
Desired Business Outcomes	Skills and Behaviors Required	Planned Learning Experiences

An action I can take to strengthen D3:

_____

D4: Drive Learning Transfer

The "key concepts" of D4 that resonate with me are:

<u>Great learning is essential, but not sufficient (you need both great learning and effective transfer). You must not leave transfer to chance. No transfer = no results; to a business manager that means "the training failed."</u>

In most programs today, learning transfer is the missing link.

Learning that is not transferred and applied on the job is *learning scrap*.

It is the equivalent of manufacturing scrap, and it is costly in terms of: <u>time, materials and opportunity cost.</u>

 "To change behavior and get the results you want, you need <u>structure, support and accountability.</u>" (Ken Blanchard, *Know Can Do*)

Key elements of a learning transfer support system include:

Content

Reminders

Reflection

Transfer

Collaboration

Coaching

Accountability
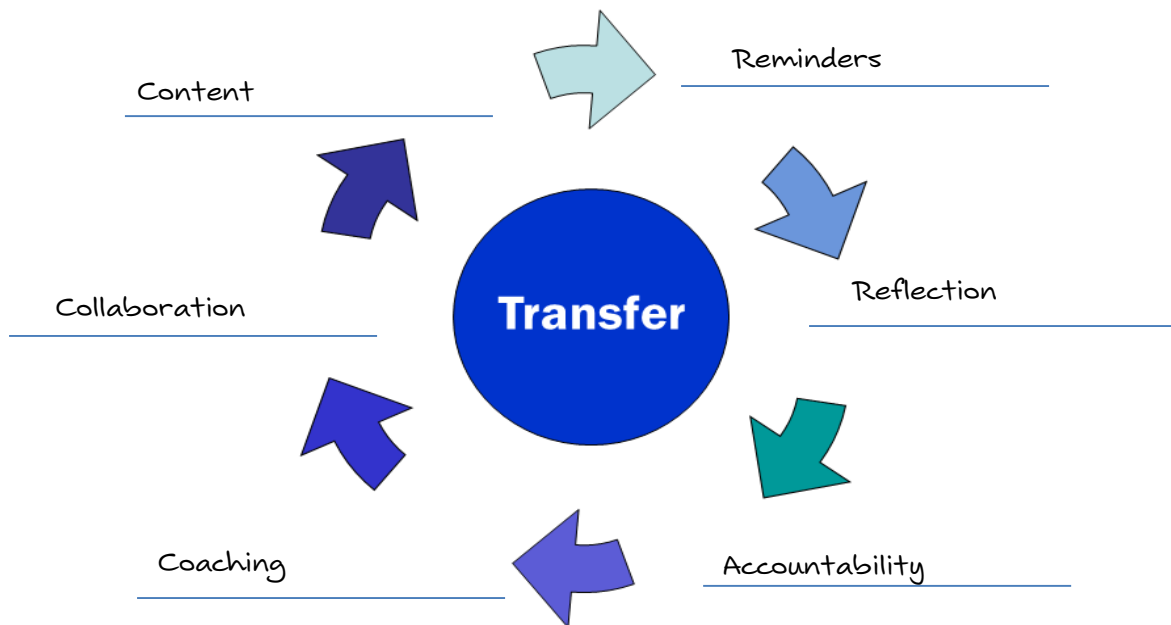
You can increase the ROI from *the same training program* by investing in learning transfer support.

An action I can take to strengthen D4 is:

D5: Deploy Performance Support

The "key concepts" of D5 that resonate with me are:

Performance support is especially important when applying new skills. Support helps learners answer the "Can I?" question to increase learning transfer and business value. Performance support should be part of every program design.

The goal of performance support is:
Ensure everyone does the right thing every time.

Four key attributes of effective performance support are:

1. Available (when and where needed)   3. Practical

2. Concise (provides just enough information)   4. Clear and easy to understand

A study at American Express concluded that: "an immediate leader has the potential to either

make or break any training effort."

Therefore, savvy training organizations make sure that managers have the knowledge and tools they need to reinforce training on the job.

You can increase managerial support for training by providing short, practical, specific guidelines and instructions for post training follow-up.

An action I can take to strengthen D5 is:

D6: Document Results

The "key concepts" of D6 that resonate with me are:

Training is an investment that must create value. Therefore, evaluation is essential to *prove* training's value and *improve* future offerings. Measures must be: relevant, credible and compelling.

The two critical reasons to document the results of training are to *prove* its value and to im*prove* future programs.

Many measures that are important to operate the training department are not the results the business is looking for. What business leaders really want to know is: *are people performing better?*

The three guiding principles for an effective evaluation are:

1. *Relevant; that is, directly measure the purpose for which the training was created.*

2. *Credible; that is, believable to the stakeholders.*

3. *Compelling; big and interesting enough to persuade stakeholders to take action.*

An action I can take to strengthen D6 is:

_____

Summing Up

- Learning and development are essential for a company and its employees to stay competitive.
- Training delivers great value, but it *can* and *should* add even higher value than it does today.
- Management expects training to improve on-the-job performance.
- Organizations that practice the 6Ds® achieve higher levels of learning transfer, greater business impact, and a higher return on their investment.

Put Learning to Work

Now it is up to you. To get value from the time you invested in this webinar, you need to take action to apply the ideas we discussed.

Recommended Reading

Clark, R. (2010) *Evidence-Based Training Methods.* Alexandria, VA: ASTD Press

Jefferson, A., Pollock, R. and Wick, C. (2009) *Getting Your Money's Worth From Training and Development.* San Francisco: Pfeiffer.

Smith, R. (2011) *Strategic Learning Alignment.* Alexandria, VA: ASTD Press

Wick, C., Pollock, R. & Jefferson, A. (2010) *The Six Disciplines of Breakthrough Learning.* San Francisco: Pfeiffer.

Want to Learn More?

1. Attend an ASTD *Learning Transfer Certificate Program*. Jul 18-19 in Alexandria, VA, Sept 11-12 in Chicago or Nov 4-5 in Atlanta. www.astd.org/Education/Certificate-Programs/Learning-Transfer-Certificate)
2. Or schedule an in-house workshop for your whole team (contact Amanda Miller at amiller@astd.org or 703.683.9215).