

On Beyond ADDIE:

An Introduction to the 6Ds® and Learning Transfer

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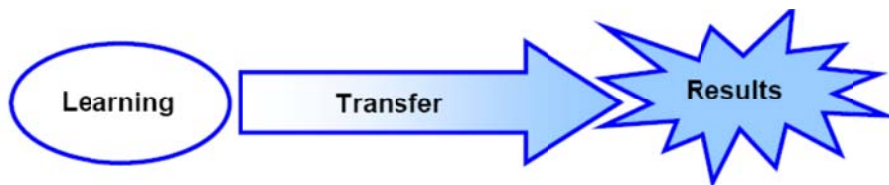
The objective of this webinar is to introduce you to the 6Ds that are essential to ensure learning transfer so that you:

- 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 _____.

When the business invests in training, they expect performance to improve.



The formula for getting results from training is:

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \text{Results}$$

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 _____.
- If managers do not see improvement, they conclude the training failed and won't support more.

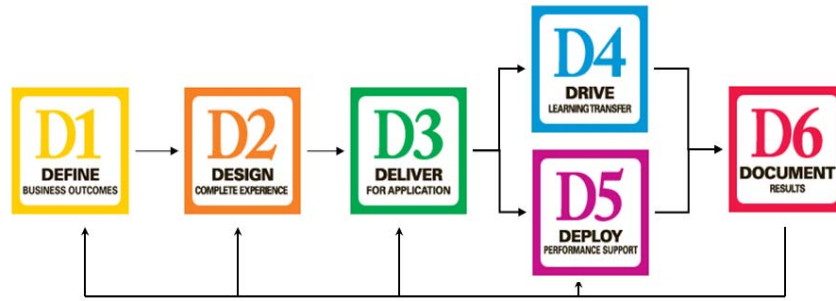
In a recent survey by the Corporate Executive Board, _____% of managers felt that employee performance *would not change or would improve* if L&D were eliminated completely.

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



The six disciplines (the 6Ds®) go “On Beyond ADDIE” to ensure both great learning *and* great learning transfer.



D1: Define Business Outcomes

The “big ideas” of D1 that resonate with me are:



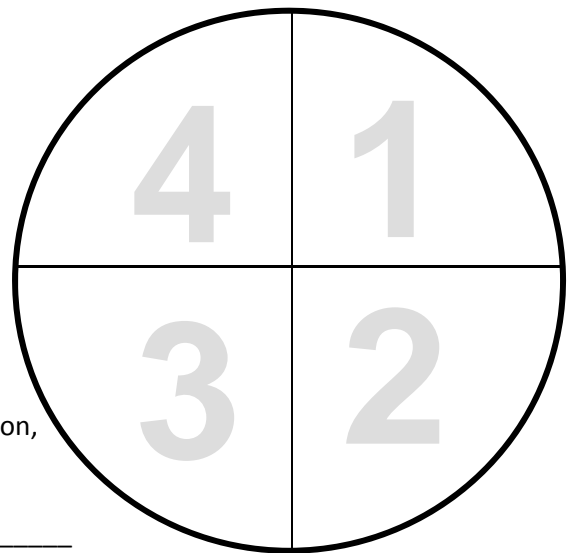
When describing training programs, it is important to communicate the _____ not just the features.

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. _____
2. _____
3. _____
4. _____



Recognizing that training is rarely, if ever, the complete solution, be sure to ask the business sponsor:

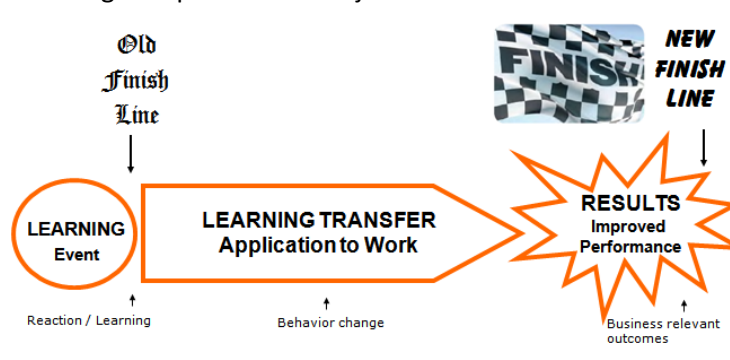
An action I can take to strengthen D1 is:



D2: Design the Complete Experience

The “big ideas” of D2 that resonate with me are:

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:

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

1. _____
2. _____
3. _____
4. _____

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>

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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

1.	The business needs are well understood. Anticipated on-the-job results of the training are clearly defined and measurable.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Define
2.	The program design covers the <u>entire</u> process from invitation to on-the-job application and measurement of results.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Design
3.	The relevance of each section to the business is explicitly stated; application is stressed throughout, as is the expectation for action.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 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.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Drive
5.	After the program, participants are reminded periodically of their objectives and their opportunity to apply what they learned.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Deploy
6.	Participants' managers are actively engaged during the post-program period. They review and agree on objectives and expect and monitor progress.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Document
7.	Participants continue to learn from each other after the program. Materials and advice are available to help them accomplish their goals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Document
8.	Participants can easily engage coaches for feedback, advice, and support. The group is tracked and supported during the application (post-program) phase.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Document
9.	On-the-job results are measured based on desired outcomes identified prior to the program.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	Document
10.	An active continuous improvement process is used to strengthen the preparation, program and learning transfer.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 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 “big ideas” of D3 that resonate with me are:

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

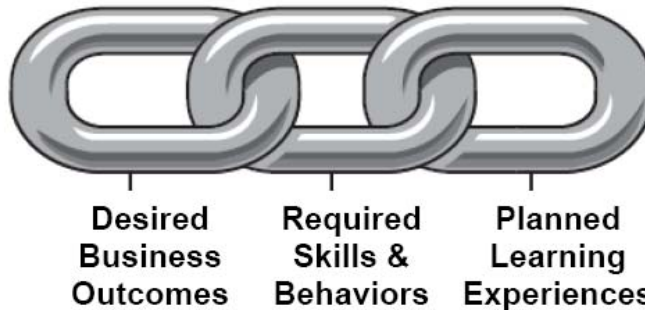
Can I?—Did the training actually teach me *how*?

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

CAUTION: “Content covered is *not* content _____.”

(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 “big ideas” of D4 that resonate with me are:

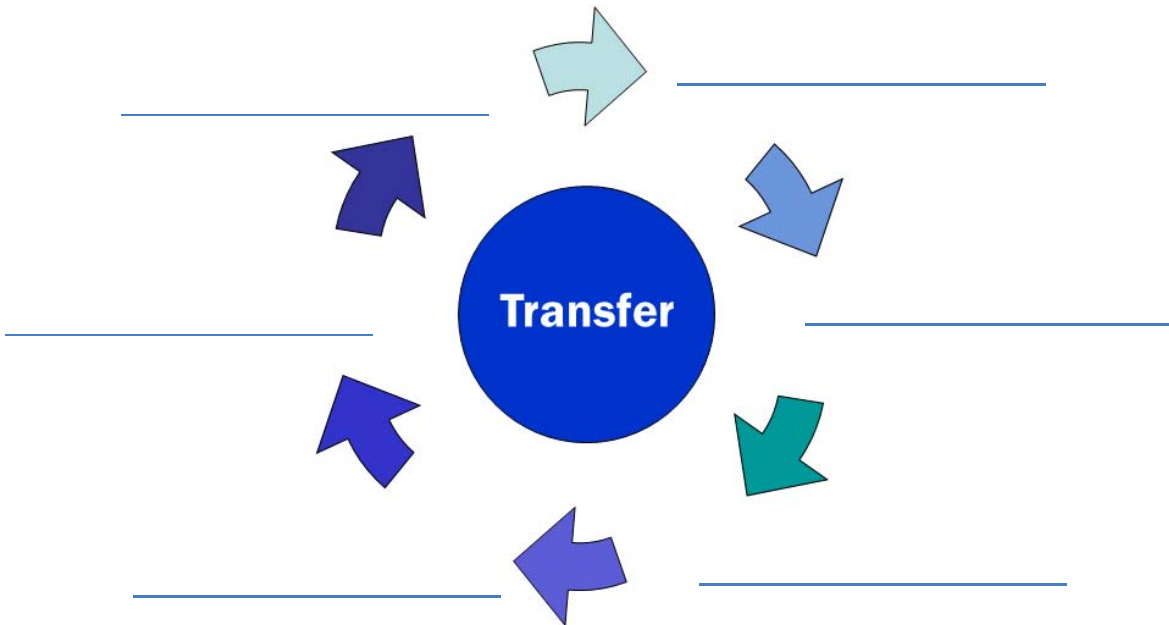
In most programs today, learning transfer is the missing link.

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: _____

“To change behavior and get the results you want, you need _____,
_____, and _____.” (Ken Blanchard, *Know Can Do*)

Key elements of a learning transfer support system include:



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 “big ideas” of D5 that resonate with me are:

The goal of performance support is:

Four key attributes of effective performance support are:

1. _____
2. _____
3. _____
4. _____

A study at American Express concluded that: “an immediate leader has the potential to either _____ or _____ 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 “big ideas” of D6 that resonate with me are:

The two critical reasons to document the results of training are to _____ its value and to _____ 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:

The three guiding principles for an effective evaluation are:

1. _____
2. _____
3. _____

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?

Attend the ASTD *Learning Transfer Conference*. October 2-3 in Denver. For additional information, go to:

www.astd.org/Events/Learning-Transfer-Conference.aspx

Register by 8/23 and save \$100.

