Ensuring Learning Transfer

An Introduction to The 6Ds®

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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 _________________.

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The formula for getting results from training is:

________________________ X _________________________ = 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

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:

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 “key concepts” of D2 that resonate with me are:

1. ______________________________________  3. ______________________________________
2. ______________________________________  4. ______________________________________

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. ______________________________________  3. ______________________________________
2. ______________________________________  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
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.

2. The program design covers the entire process from invitation to on-the-job application and measurement of results.

3. The relevance of each section to the business is explicitly stated; application is stressed throughout, as is the expectation for action.

4. A robust process and sufficient time are provided for participants to set strong goals, plan for action and prepare communications to others.

5. After the program, participants are reminded periodically of their objectives and their opportunity to apply what they learned.

6. Participants’ managers are actively engaged during the post-program period. They review and agree on objectives and expect and monitor progress.

7. Participants continue to learn from each other after the program. Materials and advice are available to help them accomplish their goals.

8. Participants can easily engage coaches for feedback, advice, and support. The group is tracked and supported during the application (post-program) phase.

9. On-the-job results are measured based on desired outcomes identified prior to the program.

10. An active continuous improvement process is used to strengthen the preparation, program and learning transfer.

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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 45</td>
<td>Excellent likelihood of measurable results and return on investment from program. Action: Continue disciplined approach to learning; strengthen lowest scoring items.</td>
</tr>
<tr>
<td>33 - 44</td>
<td>Moderate likelihood for positive results, but return may be less than optimal. Action: Strengthen weakest items to raise score to &gt; 44.</td>
</tr>
<tr>
<td>&lt; 32</td>
<td>Valuable results and adequate return on investment is less likely. Action: Revise program in a systemic way.</td>
</tr>
</tbody>
</table>
D3: Deliver for Application

The “key concepts” 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:

An action I can take to strengthen D3:
D4: Drive Learning Transfer

The “key concepts” 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 “key concepts” of D5 that resonate with me are:

________________________________________________________________________
________________________________________________________________________

The goal of performance support is:
________________________________________________________________________

Four key attributes of effective performance support are:

1. __________________________________________ 3. __________________________
2. __________________________________________ 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 “key concepts” 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


Want to Learn More?


2. Or schedule an in-house workshop for your whole team (contact Amanda Miller at amiller@astd.org or 703.683.9215).