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# What's New in Training Effectiveness?

## Your Facilitators

**Andy Jefferson**  
CEO, The 6Ds Company

Prior experience includes:

- President Fort Hill Company
- CEO Vital Home Services
- COO Ameristar Technologies

**Roy Pollock**  
CLO, The 6Ds Company

Prior experience includes:

- President, IDEXX Informatics
- Vice President, Pfizer
- Assistant Dean for Curriculum, Cornell

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## Today's Objective

- Help you make training even more effective.

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## What Do You Think?

- Learning requires active engagement and processing.

Take one minute to write down your answer to this question:

- How does a business leader define training effectiveness?**

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### What Do You Think?

You designed and delivered a training class at the request of the business manager.

- Reactions were outstanding (4.82/5.0)
- Post-training test scores showed significant improvement over pre-training scores ( $p < 0.01$ )

**Was the training a success from the business manager's point of view?**

- A. Yes
- B. No
- C. Can't tell

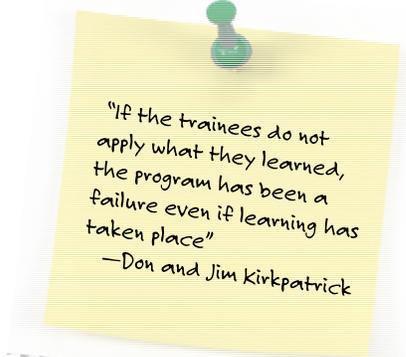
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### What's New?

- A shift in focus.

# PERFORMANCE

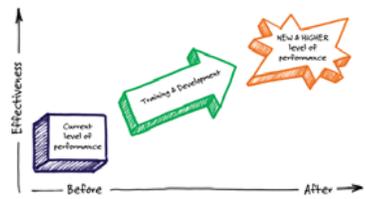
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"If the trainees do not apply what they learned, the program has been a failure even if learning has taken place"  
— Don and Jim Kirkpatrick

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### The Business We Are In



Effectiveness

Current level of performance

Training & Development

New & Higher level of performance

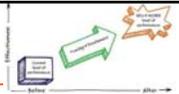
Before After

Training's *product* is improved performance.  
Our *value* is how much we helped improve performance and met business objectives.

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## Implications

- ❑ Great training is still necessary
  - But it is no longer sufficient
- ❑ More emphasis on defining business outcomes
- ❑ Treat learning as a process, instead of an event
- ❑ Place greater emphasis on learning transfer
- ❑ Evaluate *business* outcomes
  - Not just training activity and levels 1 & 2



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## Still Same Paradigm



- ❑ SAM
- ❑ Agile
- ❑ E-learning
- ❑ Blended learning
- ❑ Mobile learning
- ❑ MOOCs
- ❑ Flipped Classrooms

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## What is Needed?



- An **end-to-end** approach
- That starts with **business needs**
- Includes **learning transfer**
- And measures **changes in performance** as its results

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## How Training Creates Value



LEARNING X TRANSFER = RESULTS

10 x 0 = 0

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### Learning Scrap

- Training that employees attend but never use is



**\$CRAP**

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### Your Turn

### Training's Effectiveness Today

After a typical corporate training program, what percent of participants use what they have learned well enough and long enough that they improve their performance?

- A. 5%
- B. 15%
- C. 25%
- D. 40%
- E. 66%
- F. 85%
- G. 95%

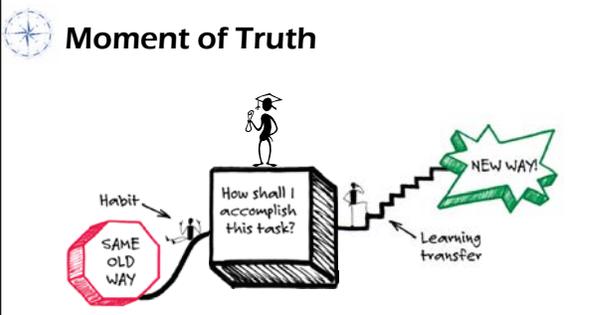
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**16%**

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### Moment of Truth



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## Two Fundamental Questions

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Fundamental Question	Underlying Questions
<p>Can I?</p>	<ul style="list-style-type: none"> <li>• Did the program actually teach me how?</li> <li>• Do I have the opportunity?</li> <li>• Am I confident enough to try?</li> <li>• Can I get help if I need it?</li> </ul>
<p>Will I?</p>	<ul style="list-style-type: none"> <li>• Am I motivated enough to make the effort?</li> <li>• Am I convinced it will help me?</li> <li>• Will anybody notice if I do?</li> <li>• What does my boss think?</li> <li>• What do my peers think?</li> </ul>

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**Your Turn**

### Which is More Important?

- A. Can I?
- B. Will I?
- C. They are equally important

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## The Two Questions

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### First Take-Home Message

Test every training design by asking:

Have we optimized the training  
AND the transfer climate to  
ensure:

“Yes, I Can!”

“Yes, I Will!”

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### Research Question

Why do some organizations get much better results from training than others?



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### What Influences Transfer? (How Learners Answer “Will I?” and “Can I?”)

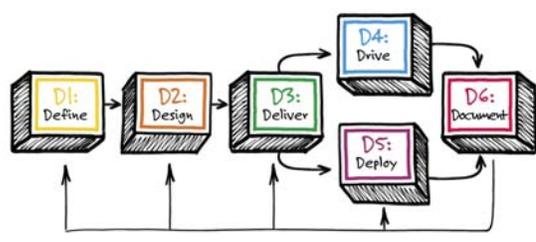
# Everything!

Training effectiveness is not just about the training.

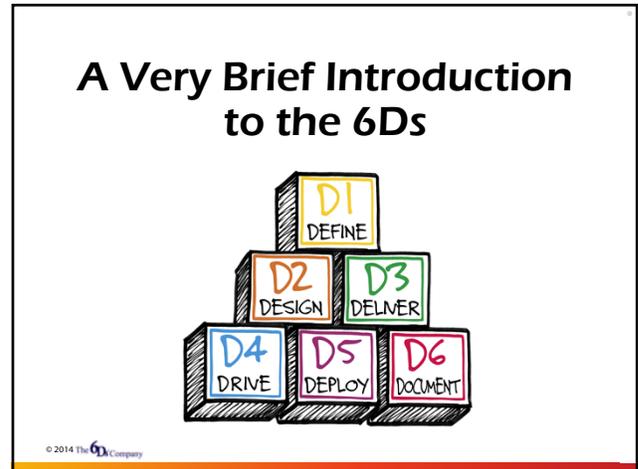
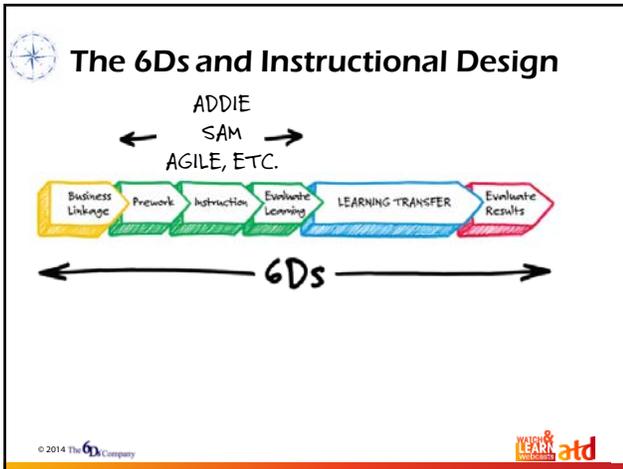
- The pre-training environment
- The content AND how it is delivered
- The post-training transfer climate

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### Improving Performance: The 6Ds®



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### D1: Define the Business Outcomes

Key concepts:

- Start with the **end in mind**; discuss criteria for success *before* designing the program
- Training is not a cure-all
- Use learning objectives only *within* L&D; talk business outcomes to business people (Participants and managers)

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### Case Example

How We Turned a 'Feel Good' Training Program into a Successful Business Transformation

Sujaya Bannerjee, Tahseen Wahdat, and Anand Justin Cherian, Essar Group

- ❑ Request for communication skills training
- ❑ Applied D1
- ❑ Stimulated reassessment of whole sales process
- ❑ Designed an integrated approach
- ❑ Transformed business from under- to over-performing
- ❑ Recognized by CEO

From: *Field Guide to the 6Ds* (Wiley, 2014)

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## What You Can Do Now

1. Never offer training unless the issue is a lack of skill or knowledge.
2. Review your course descriptions.
  - Do they describe the business benefits, or just the features?
3. Interview a business sponsor
  - How do they define success?
  - Are you in alignment?



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## D2: Design the Complete Experience



Key Concepts:

- Learning is a process—not an event
- Include what happens *before* and *after* class
- Move the “finish line” from the end of instruction to on-the-job application

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## Case Example



### How We Bring Employees Up to Speed in Records Time Using the Learning Path Methodology

Steve Rosenbaum, Learning Paths International

- Defined “proficiency” for new employees
- Reorganized learning path to include all learning activities
- Shortened time to proficiency from 9 months to 2
- Increased retention from 50% to 95%

From: *Field Guide to the 6Ds* (Wiley, 2014)

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## What You Can Do Now

Use the Application Scorecard\* to ensure that your design addresses the complete experience

Programs that focus only on instruction are incomplete and likely to fail.

\* [www.the6ds.com/resources-1](http://www.the6ds.com/resources-1)



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### D3: Deliver for Application

Key concepts:

- Instructional method affects transfer success
- Requires active learning with practice and feedback




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### Key Concept

- "Content covered is NOT content learned." -- Ruth Clark
- Just because you "went over it" in class, does not mean it was learned!




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### Brain Research Shows:

- Too much information too quickly
- Or too many channels simultaneously
- Causes *cognitive overload*
- Which **decreases** the amount learned




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### Case Example



*How We Designed a Complete Experience to Deliver Business Results*

Diane Hinton, Mary Singos, and Lauren Grigsby, Plastipak

- ❑ Turnover in plants due in part to suboptimal communication on shop floor
- ❑ Designed spaced learning process
- ❑ Customized content and scenarios
- ❑ Provided job aids on on-going support
- ❑ Improved productivity, engagement, and retention

From: *Field Guide to the 6Ds* (Wiley, 2014)



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### What You Can Do Today

- Compare the amount of time
  - Participants are actively engaged
  - Participants are sitting passively
- If your programs are less than 50% active practice (most are) – fix it!
- Make sure you engage participants’ hearts as well as minds

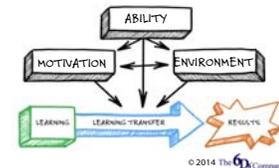


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### D4: Drive Learning Transfer

Key concepts:

- If transfer fails, then the training failed
- Hope is not a strategy
  - Transfer support must be part of the plan
- Managers make or break the success of any training initiative



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### Case Example



#### How Achieved Lean Improvements with Learning Transfer

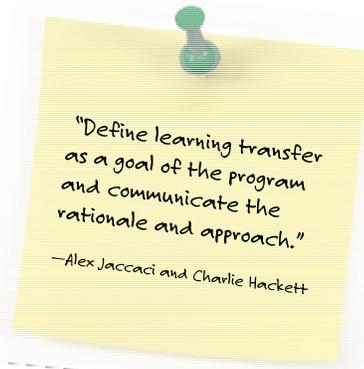
Alex Jaccaci and Charlie Hackett, Hypertherm

- Designed program as a 13 week experience
- Applied lean principles on project teams
- Achievement was recognized upon project completion
- High rates of application, project completion and intent to continue to apply



From: Field Guide to the 6Ds (Wiley, 2014)

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## What You Can Do Now

**Evaluate the transfer support for a critical program.**

- Is transfer actively managed, or is it left to chance?
- Are you providing enough structure, support and accountability?
- If not:
  - Include learning transfer support in program designs
  - Explore the use of automated transfer support systems

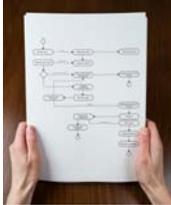


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## D5: Deploy Performance Support

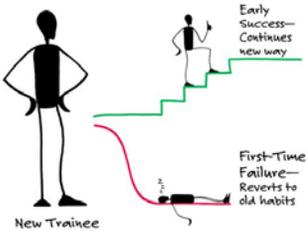
**Key Concepts**

- Make support an integral part of the design
- Introduce job aids *during* instruction
- Performance support helps answer the “Can I?” question and sustain effort




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## Performance Support (D5) and “Will I?”




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## Case Examples

D5:  
Deploy

*How We Deployed Performance Support for a Technical Capability Building Initiative*  
Hemalakhmi Raju and Sumita Menon

- ❑ Business challenge: improve quality and reduce rework.
- ❑ Combined training with on-the-job aids
- ❑ Used pictures to make specifications clear
- ❑ Increased first time quality from 70 to 95%
- ❑ Reduced rework by 75% in 5 months

From: *Field Guide to the 6Ds* (Wiley, 2014)



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## What You Can Do Now

1. Review a critical program
  - Does it include performance support?
  - If not, add it.
2. Provide managers with guides for how to get the most from a training program.
  - Short
  - Simple
  - Explicit
  - Effective




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## D6: Document Results

Key Concepts:

- Documenting results is critical to
  - Prove** training's value
  - Improve** future programs
- Measures must be:
  - Relevant
  - Credible
  - Compelling




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## Case Example



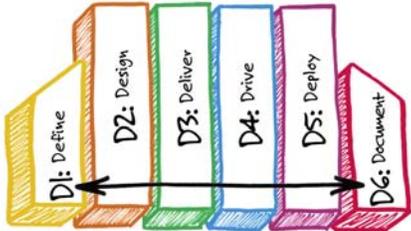
*How We Used Measurement to Drive 'SOAR—Service Over and Above the Rest'*  
 Joyce Donohoe, Paul Beech, Karen Bell-Wright,  
 Jim Kirkpatrick, and Wendy Kirkpatrick

- Defined objective as better customer service.
- Included on-the-job coaching and training.
- Monitored phone conversations and used mystery shoppers
- Increased satisfaction and reduced complaints
- Identified non-training issue



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## Measure What You Promised




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## What You Can Do Now

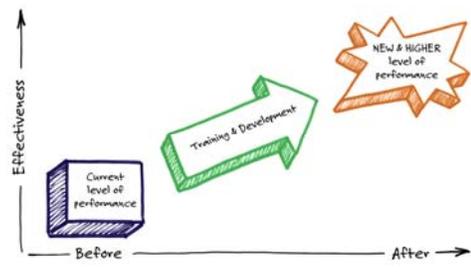
- Discuss a critical program with the business sponsor
  - What are their criteria for success?
  - Are you delivering the evidence they need?
- Make evaluation a required part of program design





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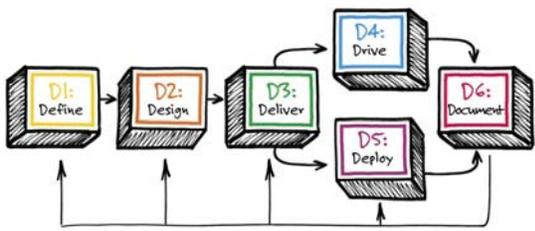
## Summing Up






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## The 6Ds®






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## Want to Learn More?

- ATD Learning Transfer Certificate  
[www.astd.org/Education/Programs/Learning-Transfer-Certificate](http://www.astd.org/Education/Programs/Learning-Transfer-Certificate)

- Infoline: *Ensuring Learning Transfer*  
[www.astd.org/Publications/ Infoline/2012/ Ensuring-Learning-Transfer](http://www.astd.org/Publications/Infoline/2012/Ensuring-Learning-Transfer)

- *Field Guide to the 6Ds*  
[www.wiley.com](http://www.wiley.com)  
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