

How to Turn Learning and Development into Business Results

Roy Pollock
Chief Learning Officer
Fort Hill Company

Objective

Share new opportunities to use technology to increase the value of learning and development by:

- accelerating learning transfer and application
- documenting positive behavioral change
- communicating the business impact

Agenda

- Clarify the *raison d'être* of learning and development
- Introduce the Six Disciplines (6Ds™)
- Demonstrate new tools and supporting technology
- Prepare a 'scouting report'

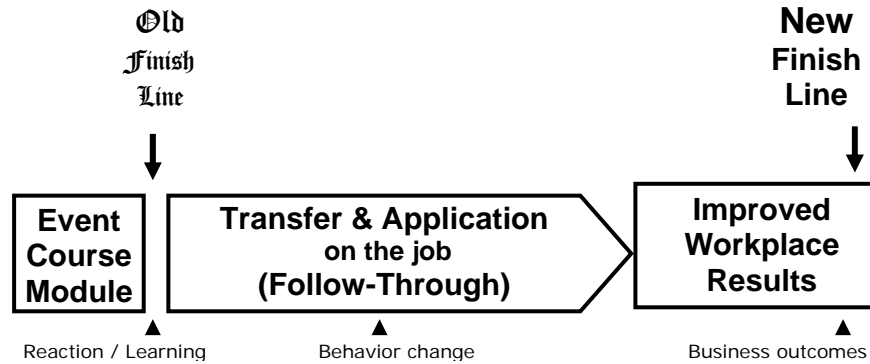
Question 1: Objective

Why does your company invest in Learning and Development?

Key Concepts:

- _____
- _____
- _____

Companies invest in training and development in the expectation of improved performance. A great program is still necessary, but it is no longer sufficient.



“Consistently and overwhelmingly, the evidence shows that experts are always made, not born.” (*Harvard Business Review*, July-August, 2007).

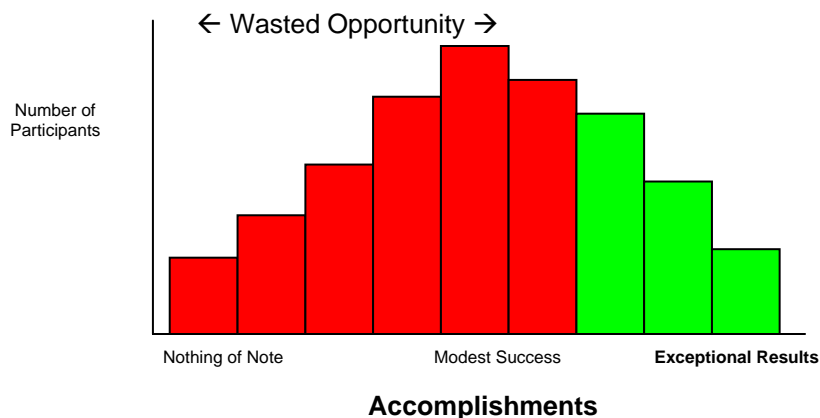
To become a top performer in any field requires deliberate practice and coaching. Therefore, to ensure that training and development produces the desired results, we need to facilitate practice and coaching.

Question 2: Current Situation

What % of participants transfer and apply their learning well enough that they demonstrably improve workplace performance? _____%

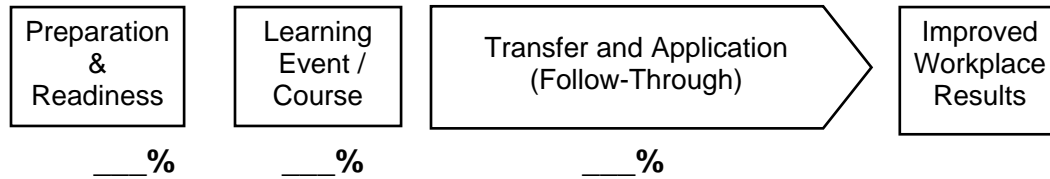
Key Concept:

Learning that is not used on the job represents scrap: wasted opportunity and resources.



Question 3: Weakest Link

When participants fail to effectively convert their learning into results, where does the process break down? Assign a percent to each of the three phases:



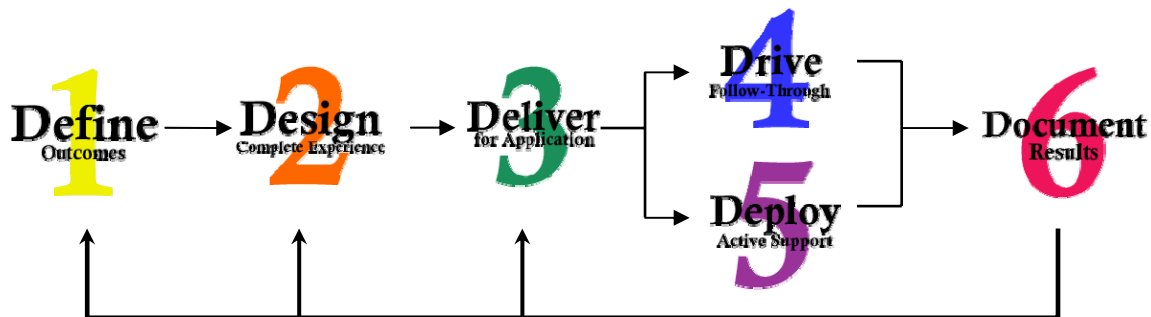
Key Concepts:

- _____
- _____

For most training and development programs, the post-course application period is the weakest link.

The Solution: Six Disciplines of Breakthrough Learning

The most effective programs maximize results by practicing *Six Disciplines*:



D1: Define Business Outcomes

The most effective programs define objectives in terms of the benefit to the business or organization - what people will do afterward and how it will improve performance - rather than just what participants will know or learn.

D2: Design the Complete Experience

The second discipline is to plan and manage education as a process, rather than an event. It acknowledges that what happens *before* and

after the formal instruction period profoundly influences the overall result. Organizations that practice D2 devote time and resources to maximizing both pre-work and post-course follow-through.

D3: Deliver for Application

To improve performance, program participants must be able to transfer their learning to their work for the organization. The third discipline is to design and deliver instruction in ways that help participants bridge the learning-doing gap, putting their new knowledge and skills to work.

D4: Drive Follow-through

Highly-effective learning and development programs actively manage the post-course period. They put in place processes and tools that ensure participants will begin to use their knowledge promptly, while it is still fresh, and sustain their practice long enough to master new skills.

D5: Deploy Active Support

Learning shouldn't stop at the classroom door or computer screen. Impact is maximized when participants are provided on-going support when they return to work. Support can take many forms – peer coaching, access to facilitators, on-line information systems, etc. The key is that it be an integral part of the complete learning experience.

D6: Document Results

Highly-effective programs document the results that participants achieve and evaluate them based on the needs the program was designed to address. Evaluation is always undertaken with the dual goal of *proving* the impact in a credible and compelling manner and *improving* subsequent offerings.

Key Concepts:

- _____
- _____
- _____
- _____

- Maximizing the business impact of learning requires a disciplined approach.
- The 6Ds are a valuable mnemonic for the critical elements of the learning value chain.
- A chain is only as strong as its weakest link. For most training and development programs, D4, D5, and D6 are the weak links.
- Thus, the greatest opportunities for improving the value of learning and development are *outside* training's traditional purview.
- We can apply technology - web-based follow-through management systems - to address the learning transfer problem.

Example: Technology-enabled Process



Example: Friday5[®] Leader's Dashboard

Provides learning leaders and business managers with the data they need to actively manage the learning transfer process.

FRIDAY5 Leader View - New Leadership Program Final Update

Help

REPORTS

- My Groups
- Dashboard
- Goals
- Text Responses
- Feedback
- Print Updates

TABLES/GRAPHS

- Progress/Results
- Activity
- Updates Filed

VIEW

- Online Materials
- Related Links
- Book Summaries
- User Summary

CUSTOMIZE

- Manage GuideMe®
- Add New GuideMe®

SETUP

- Review Setup
- Edit My Profile
- Change Passcode
- Help Desk
- Logout

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Group Statistics

Current Update: # **5** of **5**.

For: Oct 26, 2007 to Nov 9, 2007.

Request sent: **4** days ago.

Next Update: **None** View [Calendar](#).

Data for Team: **All**

Group Includes: 14 members.

Group Members

Who are up-to-date	<div style="width: 71%;"></div>	71%
Not Up-to-date	<div style="width: 29%;"></div>	29%
w/ Completed Goals	<div style="width: 43%;"></div>	43%

[List Members](#) [List Leaders](#) [List Coaches](#) [List Managers](#)

Responses

	Current	All
Accomplishments	12	12
Action plan	0	93
Actions taken	14	110
Change with greatest impact	8	8
Improved effectiveness	8	8
Insights	0	45
Most valuable from program	6	6
Progress	15	111
Results of completing goal	3	5

Follow-Through

Avg updates/member: **4.14**

Current Update	<div style="width: 71%;"></div>	71%
Previous Update	<div style="width: 71%;"></div>	71%
Any Updates	<div style="width: 100%;"></div>	100%
All Updates	<div style="width: 36%;"></div>	36%

Feedback

List All Sort By: Member Provider

Manager	<div style="width: 33%;"></div>	33%
Coach	<div style="width: 83%;"></div>	83%
Leader	<div style="width: 21%;"></div>	21%

Goals

Show Goals:

By Category	By User
Active	Active
Completed	Completed
By Progress	
● Communication (3)	● Delegation (3)
● Coaching (3)	● Managing Change (1)
● Strategy (1.0)	● Results Focus (5)
● Teamwork (4)	● Other (0)

[Dashboard](#) | [Top](#) | [Help](#)

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Reflections on Improving Business Impact

1. What systems or processes are you currently using in Phase III to ensure follow-through, transfer and application?
 - _____
 - _____
2. What aspects of the *Friday5s*[®] approach would add the most value in your Learning and Development initiatives?
 - _____
 - _____
3. What other questions do you have about follow-through management?
 - _____
 - _____

Exercise: Prepare Your Scouting Report

1. What are the key points you want to communicate to your team when you return to work?
 - _____
 - _____
2. What are the key action(s) you are going to take?
 - _____
 - _____

Opportunity Report

Complete the *6D Challenge*[™] on the next page and hand it to Karen Tinley. We'll prepare a free customized report of your organization's 6D profile with specific suggestions for improving the business impact of your programs.

For additional information, contact:

Karen Tinley
tinley@forthillcompany.com
440-582-0882

Roy Pollock
pollock@forthillcompany.com
302-651-9223

Take the 6D™ Challenge!

While you are waiting for the briefing to begin, complete the 6D Challenge below. If you would like a free analysis of your organization's results, including suggestions for making your programs even more effective, turn in your scorecard when you leave.

For each of the items below, check the box that best describes your company 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	2	3	4	5	
1. Learning and Development meets with business leaders and clearly defines the business needs, expected results, and measures of success before launching a new learning and development initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Define
2. The program design and review process includes the participant's <u>entire</u> learning experience - from selection, through preparation, learning event, on-the-job application and accountability for results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Design
3. Our programs are designed to emphasize their relevance to the business needs. We stress the importance of transfer and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deliver
4. Our programs include a robust process and sufficient time for participants to set strong goals, plan for action, and prepare communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. We hold participants accountable for using what they learned. We remind them periodically after the program of their responsibility for application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drive
6. Our managers actively support learners before and after training events. They review and agree on objectives; they expect and monitor progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Learning does not end on the last day of the program. We build communities of practice and help participants continue to learn from each other after the formal instruction period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deploy
8. Participants can easily get help applying what they have learned. Coaches, advisors or facilitators are available outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. We expect learning to produce results on-the-job. Outcomes are routinely evaluated and compared to what the initiative was designed to produce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Document
10. We expect continuous improvement in Learning and Development and use outcome assessments to strengthen preparation, learning, transfer, follow-through, and business impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Name: _____ Company: _____

Phone: _____ Email: _____