

Pfeiffer

Essential resources for training and HR professionals

2<sup>nd</sup>  
Edition

# The **SIX** **DISCIPLINES** of Breakthrough Learning



How to Turn Training and Development  
into Business Results

Calhoun Wick, Roy Pollock, and Andrew Jefferson

## What's New in 6Ds™ 2.0?

### Meet the Authors



Roy Pollock, Cal Wick,  
Andrew Jefferson

# In the Beginning ...



- Our goal:  
Improve Learning Transfer and Business Impact
- Poll:  
How did the senior management of a multibillion dollar company answer this question last week?

**After a typical training program, what % of participants apply what they learned well enough to improve their performance?**

# Origin of 6Ds

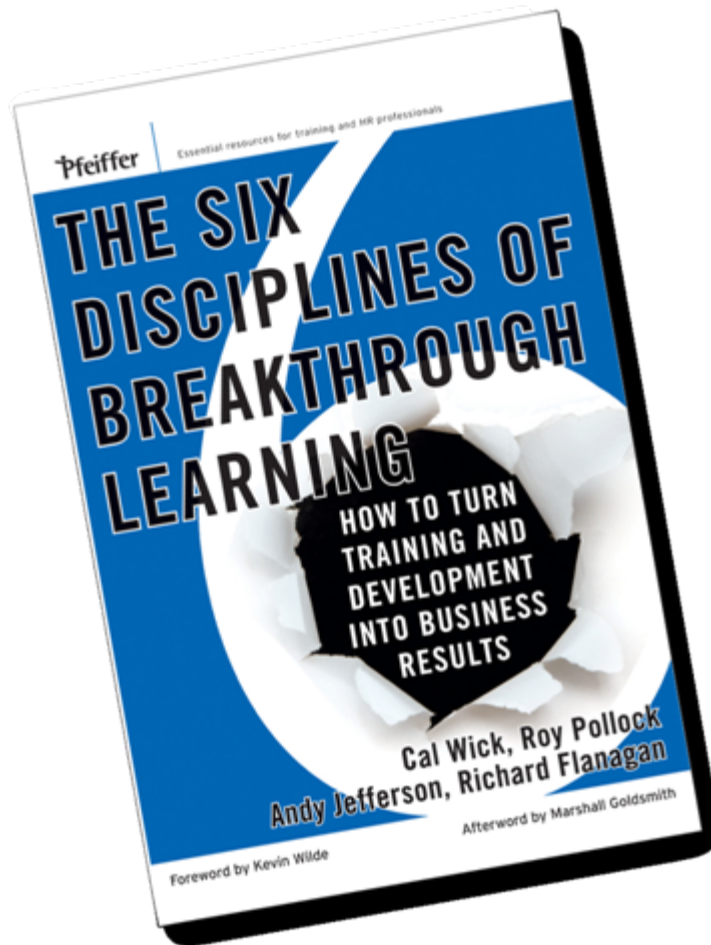


- In 2000, we introduced the first-ever learning transfer support tool



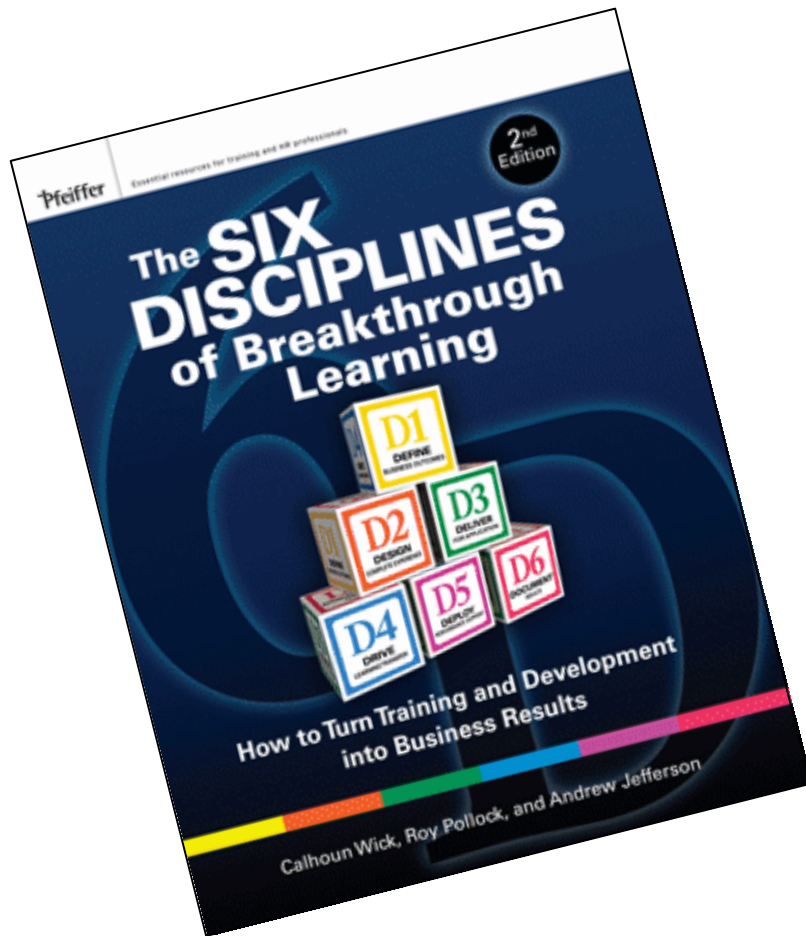
- Added great value to some programs
- Why not all?

# *Six Disciplines 1.0*



- 2006
- One of Pfeiffer's best-sellers
- Adopted by many great companies
- Global impact

# *Six Disciplines 2.0*

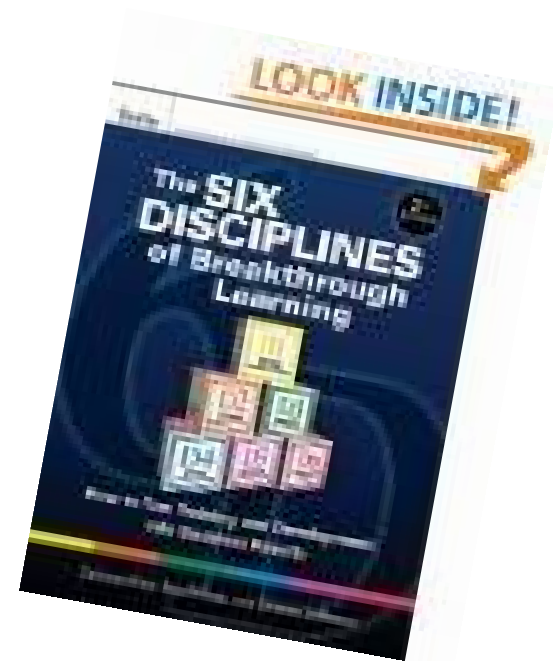


- August 23, 2010
- Completely revised, updated, and expanded
- 10 years' worth of learning from great companies
- Updated 6Ds Workshop

# Some Statistics



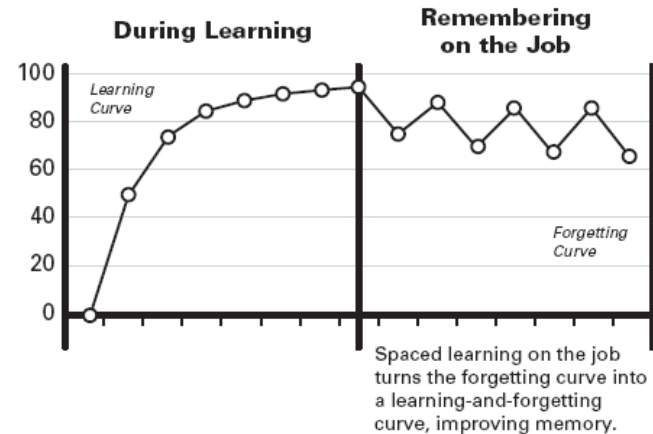
- 23 new cases, including:
  - General Electric
  - Kaiser-Permanente
  - Chubb Insurance
  - Deloitte
  - ADP
  - Plastipak
  - UPS
  - BST



# More Improvements



- All new illustrations
  - Almost twice as many
- Over 200 references
  - More than 70 new
- New Foreword
  - Al Switzler, author of *Influencer and Crucial Conversations*
- New Afterword
  - Jim Kouzes and Barry Posner, authors of *The Leadership Challenge*



# Plan for Webinar



- For each “D”
  - What’s the “Big Idea?”
  - What’s changed?
  - What hasn’t?
  - A tool
  - An example
  - An idea you can use
  - Your questions





# Define Business Outcomes

## What's the “Big Idea?”

- Training is a *business* function
- Business outcomes garner more support
  - Articulate benefits, not just features
- Learning objectives are still necessary
  - But not sufficient



# Learning vs. Business Outcomes

	Traditional Learning Objectives	Business Outcomes Objectives
Time Frame	End of course	On the job
Focus	Knowledge or capability	Performance: actions and results



# What's New in 2.0?

- Improved the Outcomes Planning Wheel
- Added discussion of issues that training cannot solve
  - How to avoid quixotic assignments.
- Added examples
- New case studies



# What Hasn't Changed?

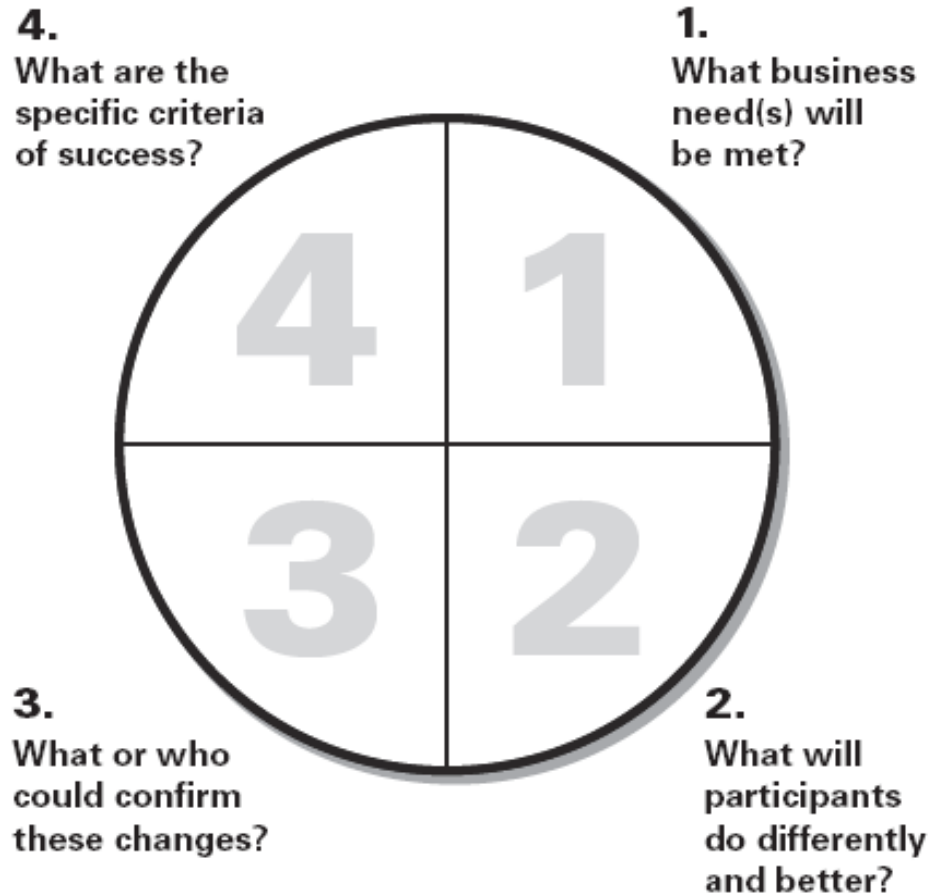
- The need to get D1 right
- Importance of ongoing dialog with business
- Need to focus training's resources
  - More important than ever





# A Tool

FIGURE D1.6. OUTCOMES PLANNING WHEEL



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# An Example

## Case in Point D1.7 Linking Learning and Strategy

- Plastipak
  - \$2 Billion global manufacturer
- Academy leaders asked about *business challenges*
  - Played back the “voice of our leaders.”
- Moved the learning dialog from ‘training needs’ to ‘business needs.’
- Established governance by executives



# What You Can Do Now

- Review your course descriptions.
- Do they describe only the business benefits?
  - or just the features (length, locale, topics covered)?



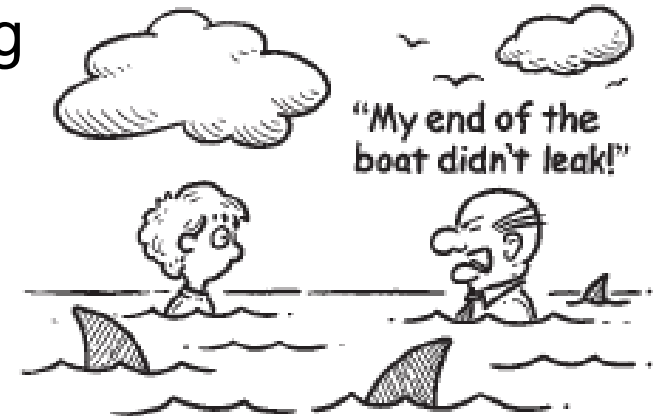
👉 Enter your questions about D1



# Design *Complete* Experience

## What's the "Big Idea?"

- Whether training produces results depends on the total experience
- What happens before and after is as important as the course itself
- A plan that doesn't include learning transfer is incomplete





# Poll

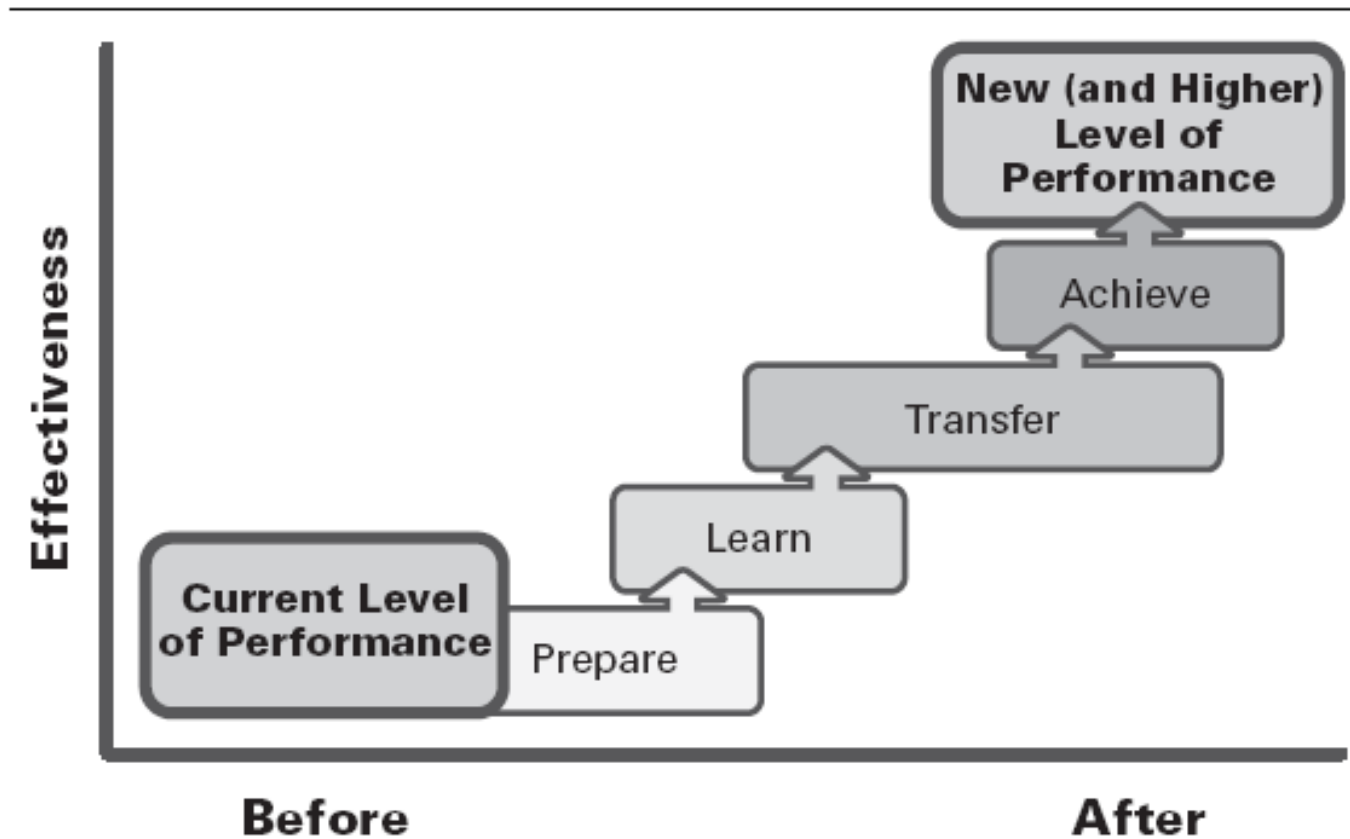
When is a training program finished?

- On the last day of class
- When participants turn in their evaluations
- When they get their certificates
- When they have used their learning to improve performance



# What's New in 2.0?

FIGURE D2.2. THE FOUR PHASES OF LEARNING NECESSARY TO IMPROVE PERFORMANCE





# What's New in 2.0?

## Why phase IV?

- Participants need a sense of achievement:
  - A finish line for a given learning cycle
  - A specific time to assess progress
  - A clear definition of success.
- Phase IV can take many forms
  - Teleconference
  - Reconvene
  - Self assessment





# What Hasn't Changed?

- The New Finish Line
- Learning is a process
  - not just an event
- The learning organization doesn't control all the steps
  - But it can and should influence them



# A Tool

- We included a check list for the complete experience – like the pre-flight check a pilot uses

## CHECKLIST FOR D2

<b>PHASE I—Prepare</b>		
<input checked="" type="checkbox"/>	<b>Element</b>	<b>Criterion</b>
<input type="checkbox"/>	Selection	The selection or enrollment process makes sure the “right people are on the bus”—meaning those with appropriate job experience and responsibilities to benefit from the program.
<input type="checkbox"/>	Invitation	The invitation is clear and compelling. It explains the rationale for the program, summarizes its content, and sets expectations for its subsequent use. Ideally, the invitation comes from an influential and committed sponsor.
<input type="checkbox"/>	Preparation (participants)	There is meaningful preparatory work—reading, exercises, simulations, performance feedback, etc.—that will help maximize the time spent in the learning program itself.
<input type="checkbox"/>	Preparation (participants with managers)	A pre-program meeting with the participant’s manager is strongly encouraged (ideally, required). Guidelines and worksheets for that meeting are provided.
<input type="checkbox"/>	Preparation (managers)	Managers are provided an overview of the program, its objectives, and the business needs being addressed, as well as step-by-step guidelines for fulfilling their role in maximizing results.



# An Example

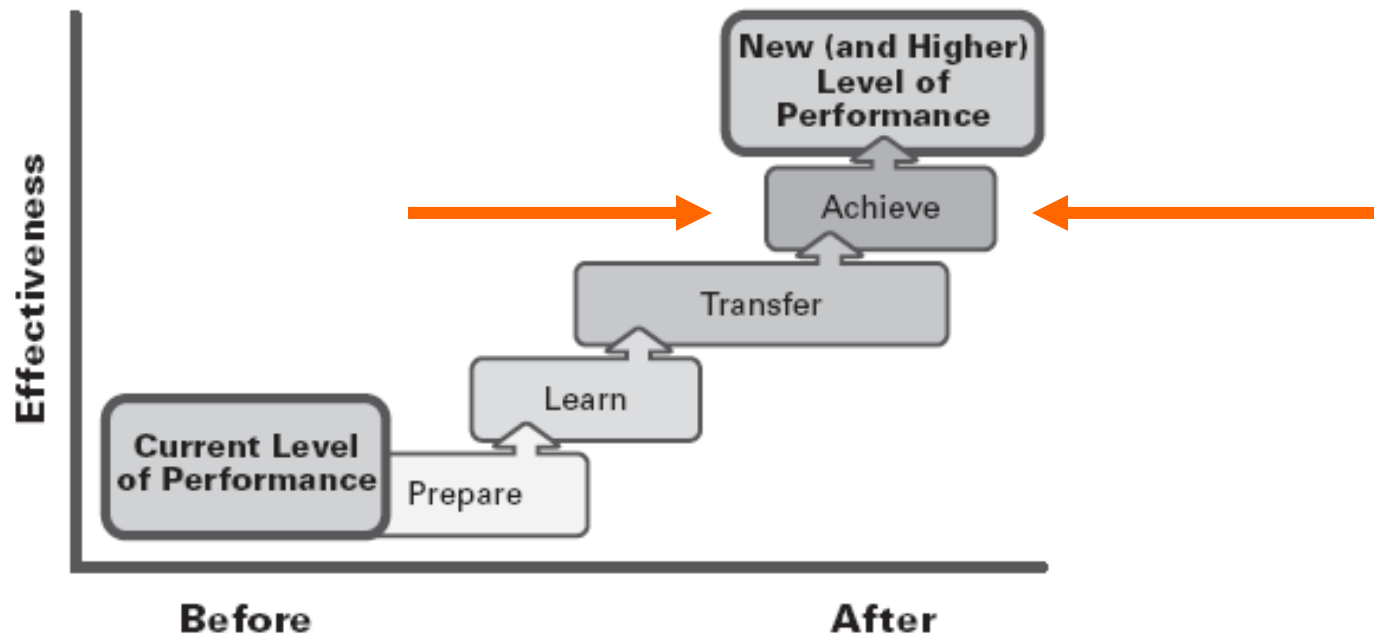
## Case in Point D2.2 Resetting the Finish Line

- Chubb Group of Insurance Companies
  - A leading provider of casualty insurance products and services
- 4 Phase Leadership Development Seminar
  - Pre-course teleconference
  - Preparatory work
  - Week-long intensive learning
  - Learning transfer support with *ResultsEngine*
  - 3-month post course webcast



# What You Can Do Now

- Focus on Phase IV: Achieve



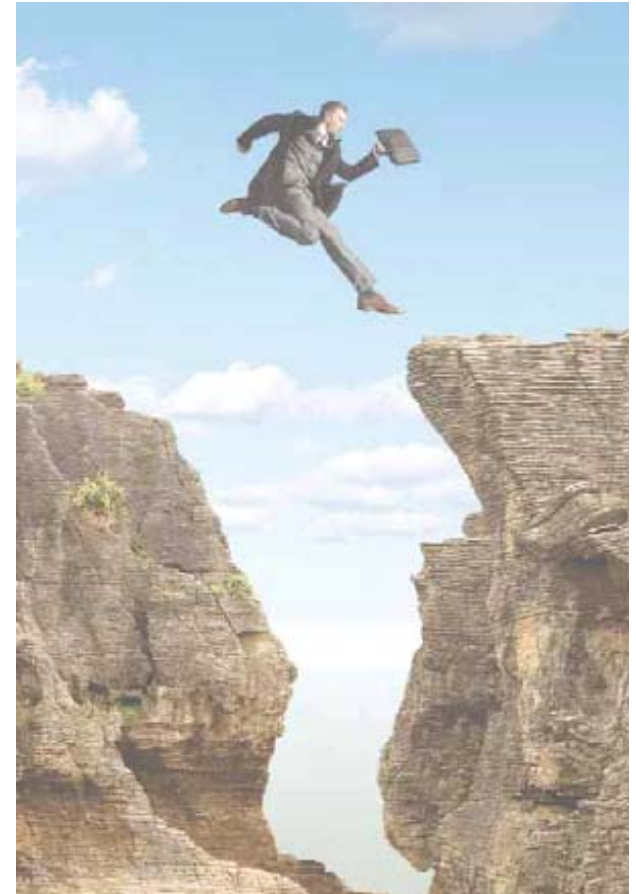
👉 Enter your questions about D2



# Deliver for Application

What's the “Big Idea?”

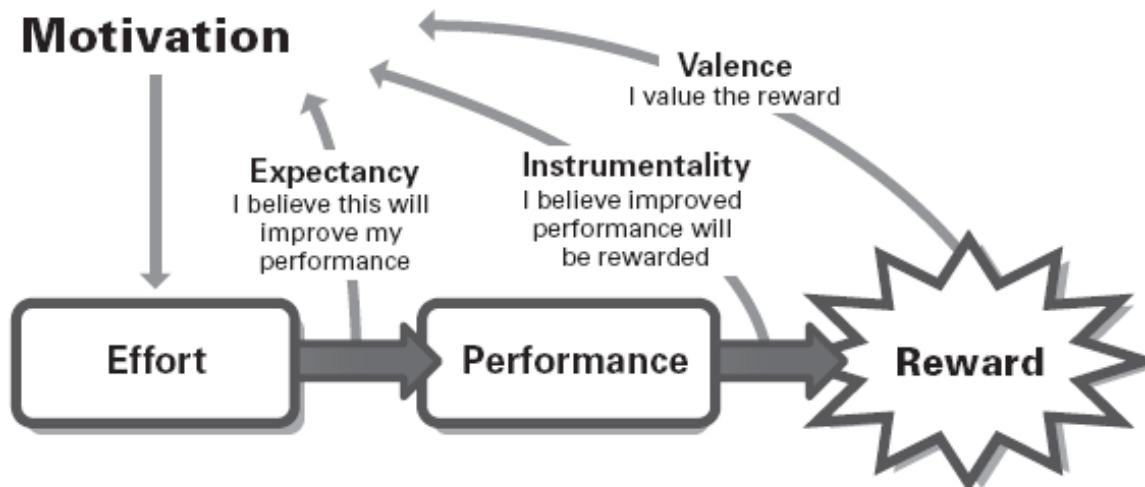
- Help learners cross the learning-doing gap
- Instructional method and media influences ease of transfer
- Active learning with practice and feedback is essential





# What's New in 2.0?

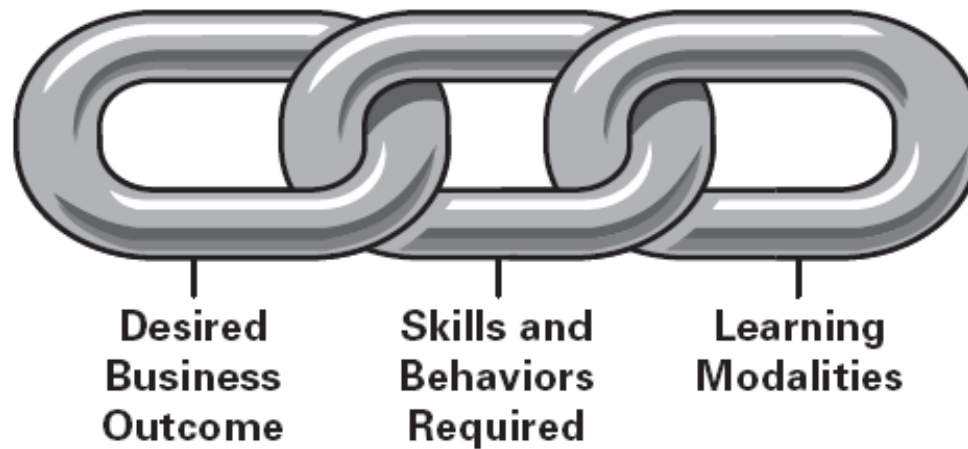
- Adopted Porter's "Value Chain" to learning
- Simplified process
- Included advice on introducing exercises
- More discussion about motivating learners





# What Hasn't Changed?

- The principles of adult learning
- The importance of relevance and utility
- The need to link learning topics and exercises to business outcomes








# A Tool


- Periodic reflection is essential
- Provide learners with time and guidance


## Connections and Applications Worksheet


 A key concept from this session is:  
\_\_\_\_\_

 How it reinforces things I already knew:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 It causes me to reconsider:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 Related program concepts include:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 How I can use it in my work:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 What the benefits will be:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# An Example

## Case in Point D3.4 Reflection in Leadership Education

- Agile Technologies
  - The world's premier measurement company
- Managing@Agilent program
  - Reflection after each exercise
    - I hadn't realized before that . . .
    - I hadn't considered before that . .
    - I hadn't thought before that . . .
    - I hadn't noticed before that . . .



# What You Can Do Now

- Try to draw the value chain for a key program
- Are the links strong? Can they be improved?



👉 Enter your questions about D3



# Drive Learning Transfer

## What's the "Big Idea?"

- Learning transfer is the process of putting learning to work in a way that improves performance
- Transfer cannot be left to chance
- The "transfer climate" can make or break any learning initiative



**"I think you should be more explicit here in step two."**

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www.cartoonbank.com



## Poll: What did Ken Blanchard say?\*

“To change behavior and get the results you want, you need ....:

- a really great motivational speaker.”
- top-notch PowerPoint slides.”
- a five-star meeting venue.”
- structure, support, and accountability.”

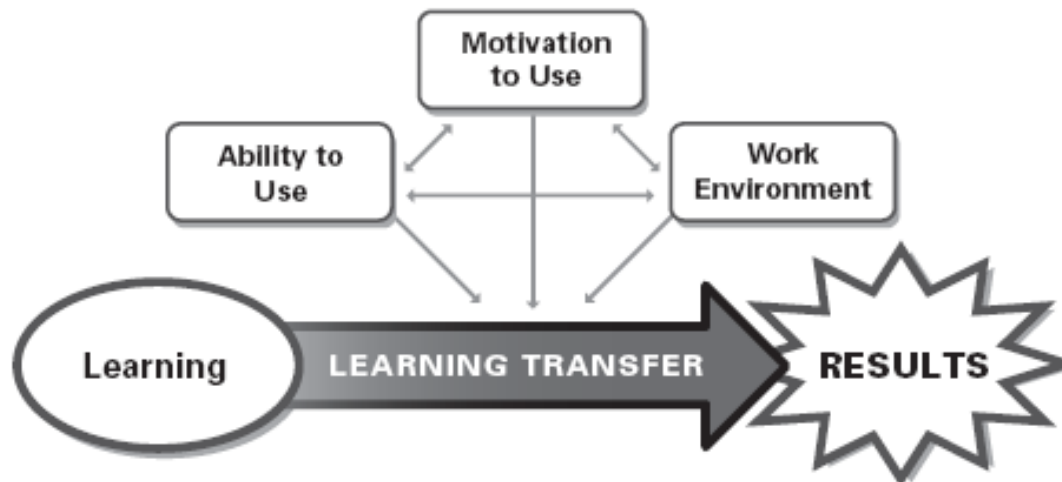
\*In *Know, Can, Do!*



# What's New in 2.0?

- Renamed D4 “Drive Learning Transfer”
- Expanded discussion of the transfer climate
- New research on importance of practice

FIGURE D4.7. THREE MAIN CLUSTERS OF FACTORS THAT AFFECT LEARNING TRANSFER





# What Hasn't Changed?

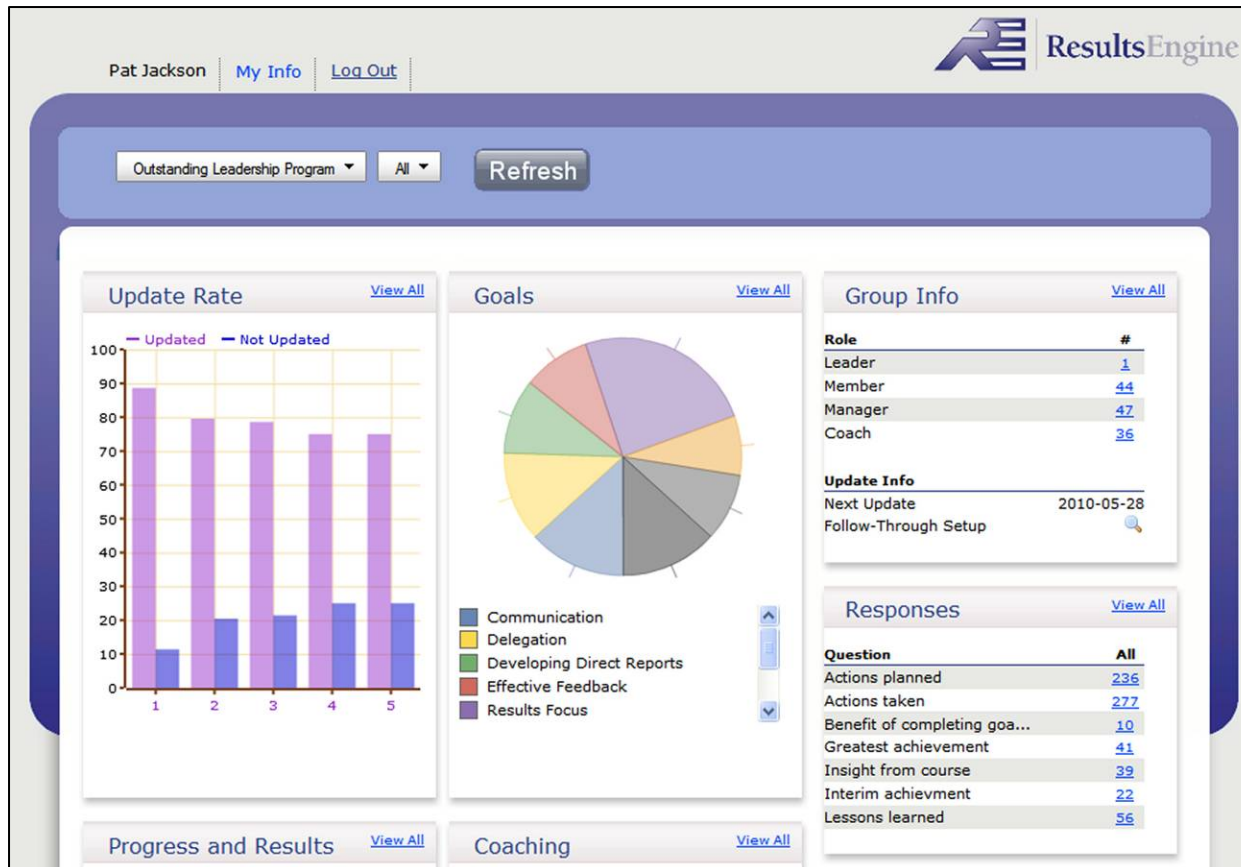


- Great learning is still essential
  - But not sufficient
- Transfer is still the missing link
  - Greatest source of “learning scrap”
  - Largest opportunity to increase value



# A Tool

- *ResultsEngine*® has been completely redeveloped





# An Example

## Case in Point D4.1 Making Safety Training Stick

- BST
  - World leader in safety training
- Online learning transfer support
  - Integral part of BST's practice
  - Helps engage managers and supervisors
  - Has yielded hundreds of success stories



# What You Can Do Now

- Evaluate the transfer climate of a critical program
- Is transfer actively managed, or is it left to chance?

Exhibit D4.3 Self-Assessment of Transfer Climate		
Factor	Description	Rating
Perceived Utility	Participants returning to work believe that they will be able to utilize their new skills and knowledge and that they will perform more effectively when they do.	
Opportunity	Individuals have opportunities to apply their new skills and knowledge on the job. They are provided with	

👉 Enter your questions about D4



# Deploy Performance Support

## What's the “Big Idea?”

- Performance support is vital when learning new skills
- Support increases learning transfer and business value
- Can take many forms
  - Job aids
  - Coaches
  - Systems





# What's New in 2.0?

- Renamed D5 “Deploy Performance Support”  
Expanded discussion
  - Kinds of performance support
  - Most important situations
- New research on importance of managerial involvement



# What Hasn't Changed?

- The importance of post-training support
- The potential of technology
- The need to engage managers





# A Tool

Provide specific instructions, worksheets and processes for participants and managers





# An Example

## Case in Point D5.3 Ongoing Support at ADP

- ADP
  - One of world's largest providers of business outsourcing
  - Treats training as “more than just an event.”
- Learning and Development provides supervisors
  - complete scripts for quarterly “huddles”
    - to extend the principles and practice of world-class service

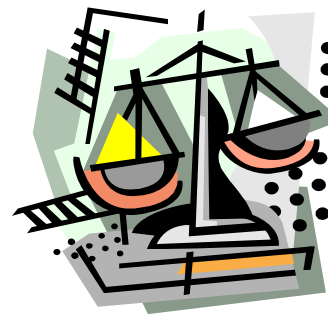


# What You Can Do Now

- Review a critical program
- Brainstorm (or ask recent graduates) what performance support would accelerate transfer



**People**



**Systems / Job Aids**

 Enter your questions about D5



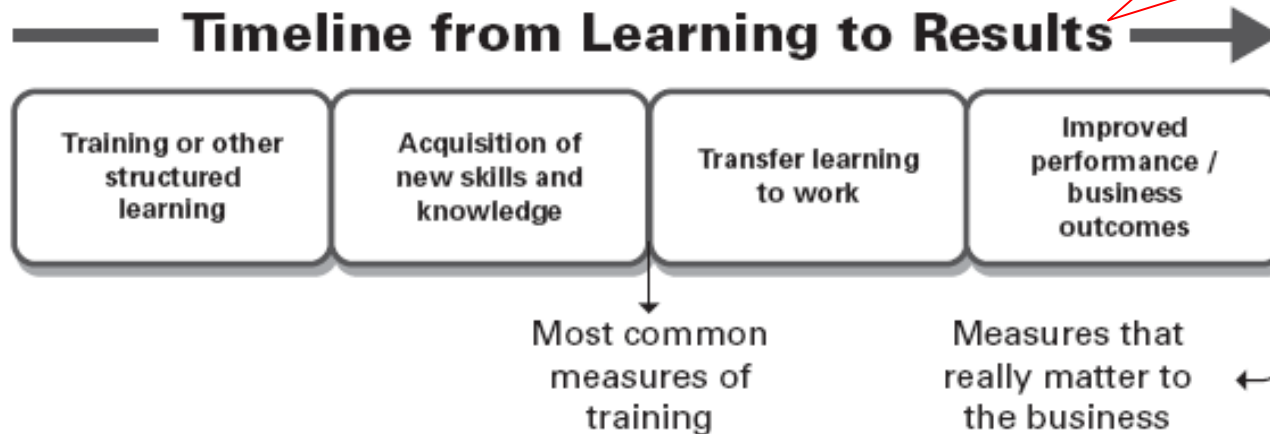
# Document Results

## What's the "Big Idea?"

- Training must add value
- Measurement is essential
  - To *prove* value
  - To *improve* future offerings

Reported results must be:

- Relevant
- Credible
- Compelling *to the customer*





# What's New in 2.0?

- Chapter completely revised
- Added:
  - Guiding principles
  - Process
  - Examples
- Expanded discussion of branding





# What Hasn't Changed?

- Link between D1 and D6
- Need to tailor evaluation to program
  - No single method or measure fits all
- Importance of measuring and marketing the results





# A Tool

We included a check list of the critical attributes of an effective evaluation.

CHECKLIST FOR D6

<input checked="" type="checkbox"/>	Aspect	Criterion
<input type="checkbox"/>	Agreement	The way in which the program will be evaluated has been discussed and agreed upon with the program's sponsor(s) in advance.
<input type="checkbox"/>	Key Indicators	A small number of the key indicators that the program is expected to impact have been identified and agreed to by both the sponsor and the training and development organization.
<input type="checkbox"/>	Leading Indicators	The earliest indicators that the program is working have been identified. A plan is in place to use these as in-process checks to drive improvement during the roll-out.
<input type="checkbox"/>	Improvement Opportunities	The data that will be collected explicitly seek out information that will help identify opportunities to improve subsequent programs.
<input type="checkbox"/>	Data Sources	The sources of the data that will be used in the evaluation have been identified; their availability has been confirmed.
<input type="checkbox"/>	Data	A plan is in place to gather needed data that are not already



# An Example

## Case in Point D6.7 Using Training to Drive Business Results

- CallSource
  - Leading provider of call tracking and telesales training
- Rigorously tracks performance post-training
  - Of ever trainee to show performance and guide additional improvement
  - Of the business impact



# What You Can Do Now

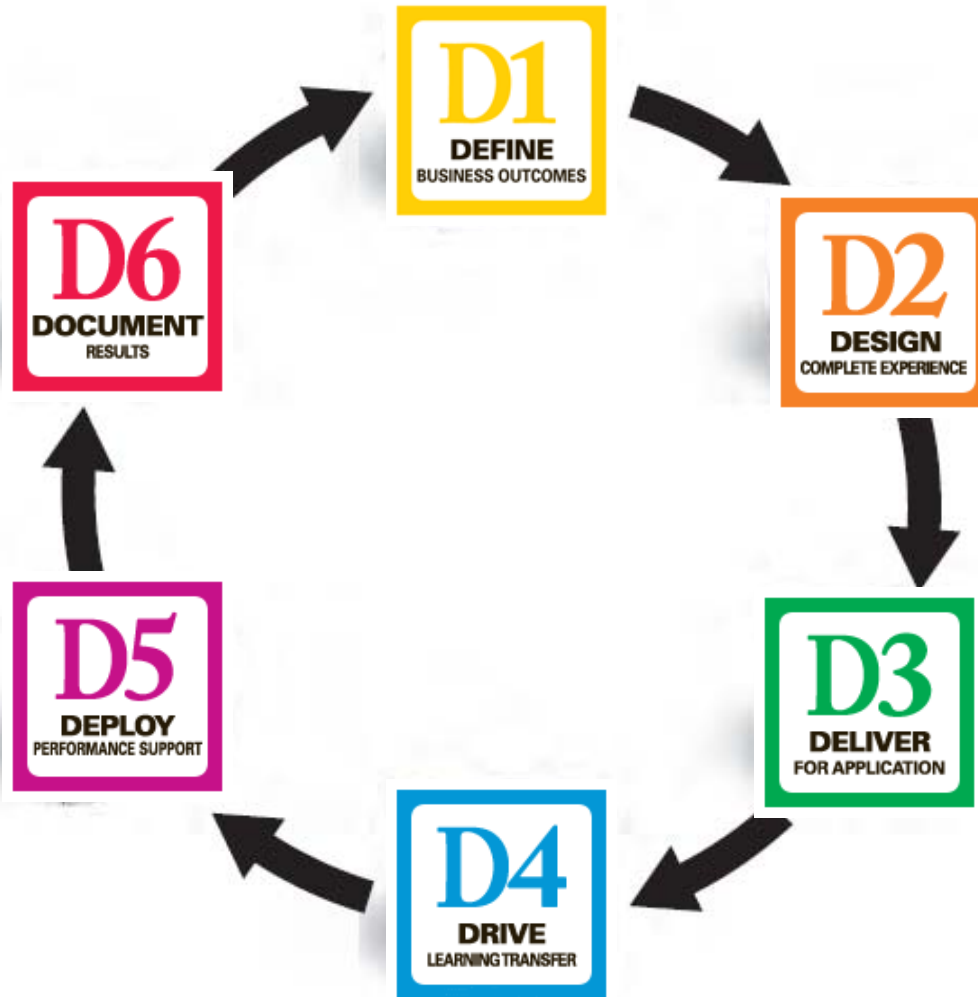
- Discuss a critical program with the business sponsor
- What is their criterion for success?
- Are you providing it?



👉 Enter your questions about D6

# Reprise

6Ds



# Putting It All Together



## Case in Point C.2 Revolutionizing Results at Securian

- Applied the 6Ds to the New Advisor Program
- Results:
  - Reduced time to client readiness from 18 months to 90 days.
  - Increased performance of new advisors by 100 percent.
  - Increased first-year retention rates by more than 50 percent.
  - Cut program costs for member firms by 68 percent.
- Required commitment to *all* phases of learning
  - Otherwise, “just send them the bagels, It will be a lot cheaper and about as effective.”

# To learn more ...



- Read the book
  - [www.pfeiffer.com](http://www.pfeiffer.com) 20% Discount Code: 6D2E
- Attend a 6Ds Workshop or schedule one for your whole team
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# Thank You for Coming Today

