
The Future

Sir Isaac Newton, one of the greatest scientists of all time, said: “If I have seen further than others, it is by standing on the shoulders of giants,” acknowledging the contributions of previous thinkers to his own success. In the same way, the ideas that we have presented here also build on the shoulders of giants: other learning and development researchers, professional colleagues, learning leaders, program participants, our clients, and our employees.

We invite you to apply and build on the concepts and disciplines we have presented to create breakthroughs of your own, add your wisdom to the accumulating knowledge, and share your insights with others.

We look forward to hearing about them.

Exhibit C.1

A Brief Guide to Getting Started with the 6Ds



Define Business Outcomes

1. Select either a new program or a critically important one.
2. Interview business leaders regarding their needs and expectations for post-program results using the Outcomes Planning Wheel; agree on the definition of success.
3. Triangulate the results by reading business plans, conducting additional interviews, and gathering additional data to complete the needs-assessment.
4. Create a value chain that shows the links between the business needs, the required knowledge and skills, and the proposed learning experiences.
5. Confirm your analysis with business leaders and discuss what else needs to be put in place to maximize the probability of success.



Design the Complete Experience

1. Complete the 6D Scorecard (see Exhibit I.1 on page 16) for a new or existing program to identify opportunities for improvement.
2. Review the proposed instructional design and make sure it is in alignment with the required skills and on-the-job actions and that it addresses all four phases of learning.
3. Facilitate learner-manager discussions before and after the course.
4. “Staple yourself to the learner” as a final check. Walk through all the planned activities from the learner’s point of view to ensure that they are comprehensive and mutually reinforcing.



Deliver for Application

1. Begin each topic and exercise with the business rationale to answer the WIIFM (“What’s in it for me?”) question for participants.
2. Make sure the instructional method aligns with the knowledge and skills needed on the job.
3. Have learners practice new skills and behaviors in simulations that mimic the business environment.
4. Give participants time after each major topic to reflect on what they have learned and to think about how they can use it in their work.



Drive Learning Transfer

1. Set clear timelines for reporting out progress and results.
2. Remind participants periodically of the need to apply what they learned.
3. Identify success cases and recognize superior achievement.
4. Pilot-test the value of adding an online learning transfer management system.



Deploy Performance Support

1. Engage managers. Inform them of their roles, and provide a straightforward process, clear guidelines, and the information they need to support learning transfer.
2. Promote collaboration through learning buddies, teams, shared accountability, online collaboration, and so on.
3. Provide job aids, online content, and other forms of performance support.
4. Reallocate some resources from pure instruction to providing post-instructional performance support.



Document Results

1. Pick a strategically important new or existing program.
2. Define or confirm the sponsor’s definition of “success” and what he or she would consider relevant, credible, and compelling evidence.
3. Reduce to the critical few and collect the data as efficiently as possible.
4. Analyze the results conservatively.
5. Identify success cases and use them to illustrate the program’s value in reports and to future participants.
6. Report the outcomes in a clear, concise, and compelling manner. Provide a high-quality, one-page executive summary.
7. Market the results.