

# PRAISE FOR *TURNING LEARNING INTO ACTION*

“In *Turning Learning into Action* Emma takes a practical and common sense approach to addressing one of the most pressing needs in training and development today: ensuring learning transfer. She effectively describes what needs to happen in the post-instructional period to ensure business results. This thoughtful and readable book is highly recommended.”

**Andrew Jefferson and Roy Pollock, co-authors of *The Six Disciplines of Breakthrough Learning***

“With *Turning Learning into Action*, Emma tackles the thorny issue of change after learning. Learning and development managers know that evaluation and measurement of learning is an important part of training design. Now they are realizing that learning transfer is essential too. This book makes a significant contribution to the transfer of learning to the job, with a practical approach of how real business results can be delivered.”

**Jack and Patti Phillips, founders of the ROI Institute and authors of over 30 books on measurement and evaluation**

“The Turning Learning into Action methodology has made a concrete difference to our training results over the last eight years. A must to read and implement!”

**James Harper, previously Training Manager, BMW Group Australia, now Training Manager, BMW Group Japan**

“Emma’s dedication to learning outcomes has made a real contribution to the success of our entrepreneurs since 2009. Great work Emma in getting into print what you truly believe in.”

**Tracey Webster, CEO, Branson Centre of Entrepreneurship, Johannesburg, South Africa**

“LIW has used the Turning Learning into Action methodology with global clients for the last four years. It has become a crucial part of our approach to delivering measurable business impact for our clients – I highly recommend it!”

**Pia Lee, CEO, LIW**

# TURNING LEARNING INTO ACTION

A proven methodology for  
effective transfer of learning

**EMMA WEBER**



**KoganPage**

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# About the author



**Emma Weber** is the founder of Lever Learning and developer of the Turning Learning into Action® methodology.

Born in England, now carrying an Australian passport, in 2002 Emma left a successful corporate career in London to start her own business in Australia, following her passion for coaching and learning.

Emma's firm belief, and the platform on which she has built her successful global business, is that the key aim of learning in the workplace is to create tangible business benefits. She established Lever

Learning to help organizations and their employees convert learning to effective action back on the job.

Under her guidance Lever Learning now delivers Turning Learning into Action® programmes throughout 16 countries and in 11 languages.

A recognized authority on the transfer of learning, Emma has been a guest speaker on learning effectiveness at conferences in Australia, New Zealand and the USA.

Fostering entrepreneurship is Emma's other keen interest and for the last three years she has co-facilitated training at the Branson Centre of Entrepreneurship in Johannesburg, South Africa. She is also an active supporter of Club Kidpreneur, a foundation that helps children unlock their passion and potential for business.

In her spare time Emma salsas, sings and enjoys the beautiful Sydney coastline. In 2013 she cycled 800km (500 miles) across regional Thailand, raising funds for Hands Across the Water, Australia's fastest growing charity.

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And finally, to you the reader, thanks for not only picking up this book but for being inspired to read it. Thank you for allowing me the flexibility to start my sentences with 'and', sharing my passion with you along the way!

My hope is that you will take this book and turn your learning into action and join with me in allowing Learning Transfer to make a real difference in our workplaces.

Enjoy *Turning Learning into Action* and let me know how you go.

*Emma*  
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# Introduction

**W**hen it comes to corporate learning there is a very old, very large elephant in the room. In training there is often a Grand Canyon-sized gulf between what we know and what we do with what we know. And if we look at the research regarding transfer of learning the depth of this crisis is shocking: 80–90 per cent of all training programmes and initiatives are never implemented into the daily activity of the business.

In 1988 *Personnel Psychology* published ‘Transfer of training: a review and directions for future research’, which is considered one of the earliest and most detailed examinations of the learning transfer problem. Authors Baldwin and Ford noted that: ‘American industries annually spend more than \$100 billion on training and development, not more than 10 per cent of the expenditure actually results in transfer to the job.’ These findings were then reconfirmed by Ford and Weissbein in 1997 in ‘Transfer of training: an updated review and analysis’, published in *Performance Improvement Quarterly*. In Broad and Newstrom’s book *Transfer of Training: Action-packed strategies to ensure high payoff from training investments*, the authors wrote: ‘Most of the investment in organizational training... is wasted because of the knowledge and a skill gained (well over 80 per cent by some estimates) is not fully applied by these employees on the job.’ So not only do we know that there is a transfer of learning problem – we have actually known about it for a long time.

In the late 1980s Harold D Stolovitch wrote a book called *Telling Ain’t Training*. It was published by the American Society of Training and is still considered a classic today. Stolovitch told us that what happens before and after the training is every bit as important as the training itself. That was over 30 years ago. Then in 1992 Broad and Newstrom wrote about the nine barriers to learning transfer.

Dusty training folders still litter company offices. They might have been re-labelled and now no longer contain pearls of wisdom about communication

skills but instead the profit and loss statements for 2005 or job applications for the new apprenticeship scheme. The more substantial training folders often double as a doorstop or bookend! Or they are simply stuffed into a cupboard in a back office or under an unused desk so that the owner doesn't have to be reminded of their failure to implement a single idea from the course.

In fact this became a mantra for training for many years. I have lost count of the times I've heard the Learning and Development (L&D) Manager or the CEO come into a training programme before it begins and enthusiastically tell the participants that if they take just one thing away from the course they will have improved. I'm sorry but no one has the time to give up two days of their life to learn just one thing out of many! Besides, what the participants actually hear is, 'I need to *remember* one thing. That way when I meet the L&D Manager or CEO in the cafeteria or corridor I can give the appropriate spiel about the "one thing" I learnt and everyone will be happy!'

Anyone can remember one thing. And even if they can't there's always Google! We live in a time of unprecedented access to information. Without leaving the house we can read articles in *Harvard Business Review* or digest research papers from some of the smartest minds on the planet. Lack of information is not to blame for dismal training results. The problem, as we all know, is the gap between what we know and what we do with what we know.

When L&D managers and CEOs buy training they are not buying it so that the participants can have a nice day out of the office and source a new doorstop. They are buying the training because they have a problem that needs to be solved and they are seeking real-world behavioural change back in the workplace. Learning is a pathway to a different outcome – whether that is improved sales, better leadership or better performance. If that different outcome never materializes then the training has failed.

Training doesn't work in its current format because there is nowhere near enough support *after* the training to help participants make the changes to their behaviour in the working environment.

The purpose of this book is to address that situation. It is relevant to anyone who is involved in designing, sourcing, delivering, facilitating, participating or buying learning programmes – especially if those learning solutions involve the transfer of knowledge to an individual for the express purpose of altering behaviour in the workplace.

Part One explores the challenges we face and what has caused this problem in the first place. We will unpack the cornerstone of training design – the ADDIE model – to appreciate its strengths whilst also exposing its key limitations



and how those limitations have unintentionally created this universal failure in corporate learning. We will identify the missing link in learning and ask why that link has remained missing for so long. And we will explore what people are currently doing to try to solve the problem – and why those solutions are largely ineffective.

Part Two presents a detailed explanation of our tried and tested solution – Turning Learning into Action® (TLA). TLA has already been successfully used by some of the world's most recognized companies, including high-end automotive, technology and innovation, electronics, financial services, insurance and fast-moving consumer goods (FMCG) companies. Whatever the type of business or industry, and whatever the type of training – if we *want the training to matter* we need to impose a structured process to ensure that the learning is transferred back to the workplace. TLA is that structured process.

TLA ensures that training *does* work and it always works when transfer of learning is a major priority in the acquisition of that training. I will therefore encourage you throughout this book to consider that perhaps *less* training is the answer, not more. Why waste time investing in training without transfer of learning methodologies, when experience and research already proves that it simply doesn't work? Why risk alienating our people on yet another training programme when there is no structured process to ensure that the skills and knowledge they learn are effectively translated into the behavioural change we originally sought? Wouldn't it be better to reduce the amount of training and increase the transfer so that the training we *do* invest in makes a measureable difference to performance and results?

We'll never get 100 per cent of the people transferring 100 per cent of the learning, but this book introduces a methodology that will transform training results *without* having to radically change training plans. We don't need to start from scratch or source a new type of training or find new training suppliers. We just need to shift our perspective a little to include a transfer of learning methodology so that we get the most bang for our buck.

Finally, Part Three explores TLA from the various stakeholder perspectives. No one stakeholder group is solely responsible for transfer of learning. Everyone from the CEO, the L&D professionals, trainers and participants have conspired, albeit often unknowingly, to create the dismal results of the past and must also collectively conspire to create the successful results of the future. Part Three explains the role of each stakeholder to ensure success. If everyone does a little then huge gains are possible and we can finally reap the rewards that training has promised but failed to deliver for too long.



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Part One  
**THE LEARNING  
TRANSFER  
CHALLENGE**

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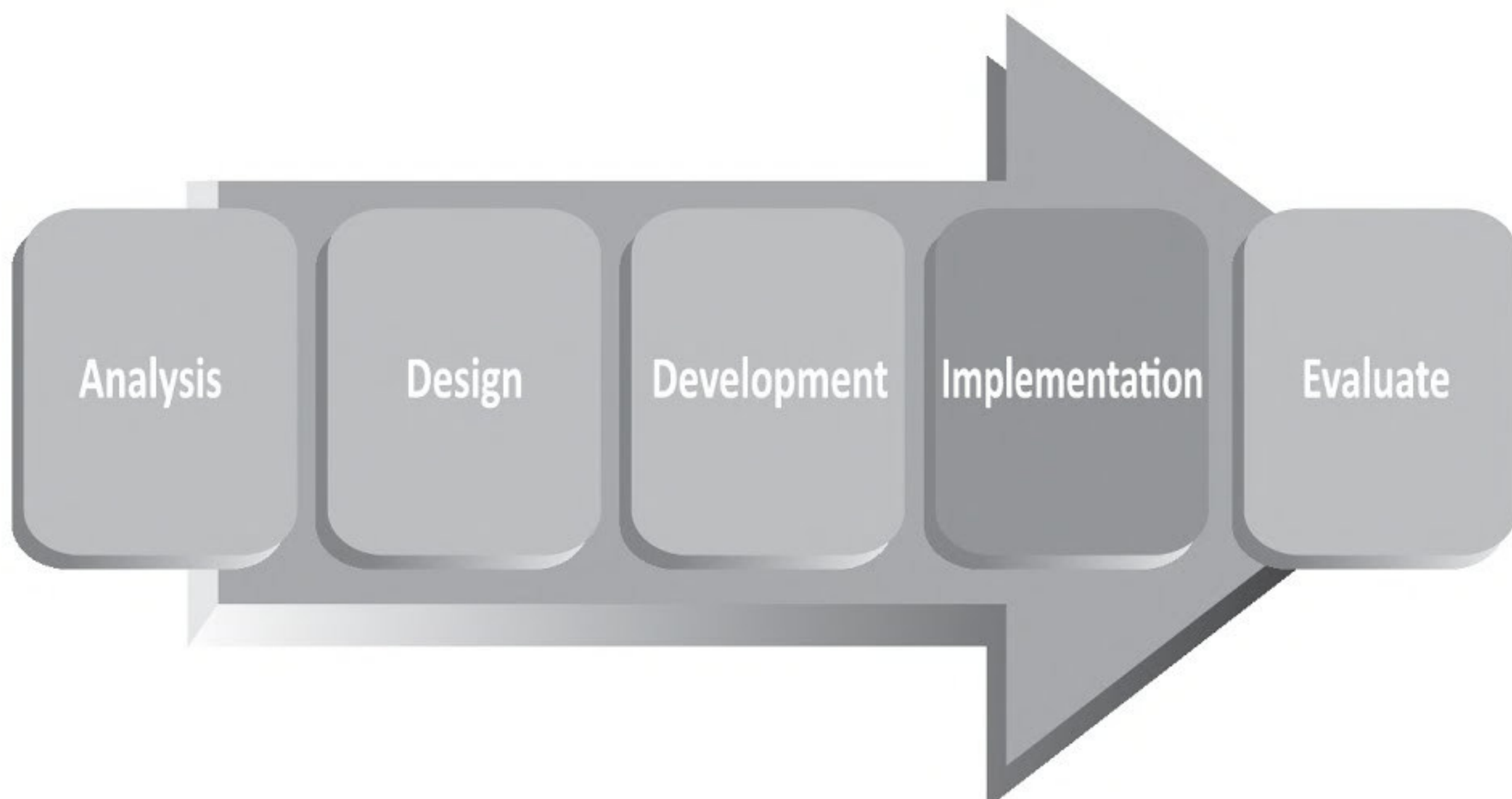


# 01

## The evolution of training

**F**aced with a business need, problem or opportunity that can be solved by training most businesses go through a process described by the ADDIE model (Figure 1.1). The source of the ADDIE model is fairly obscure although it is thought that it was developed for the United States armed forces in the mid-1970s. Today there are an estimated 100 variations and it is referred to in a variety of different ways such as Instructional Systems Design (ISD), Instructional Systems Design & Development (ISDD), Systems Approach to Training (SAT) or Instructional Design (ID). But almost all the current instructional design models used in business today are variations of the original ADDIE model and I believe that this fact lies at the very heart of the learning transfer shortfall. Let me explain why...

**FIGURE 1.1** The instructional design process as indicated by ADDIE



According to Wikipedia (2013) the definition of each element is as follows:

- *Analysis* – ‘The analysis phase clarifies the instructional problems and objectives, and identifies the learning environment and learner’s existing knowledge and skills.’
- *Design* – ‘The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project’s goals. Specific means each element of the instructional design plan needs to be executed with attention to details.’
- *Development* – ‘In the development phase, instructional designers and developers create and assemble content assets blueprinted in the design phase. In this phase, the designers create storyboards and graphics. If e-learning is involved, programmers develop or integrate technologies. Testers debug materials and procedures. The project is reviewed and revised according to feedback.’
- *Implementation* – ‘The implementation phase develops procedures for training facilitators and learners. Training facilitators cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation for learners includes training them on new tools (software or hardware) and student registration. Implementation includes evaluation of the design.  
‘This is also the phase where the project manager ensures that books, hands-on equipment, tools, CD-ROMs, and software are in place, and that the learning application or website functions.’
- *Evaluation* – ‘The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process.’

On the face of it the ADDIE model is a logical, dynamic and flexible framework for instructional designers and training developers to build effective training and performance solutions. Whilst it is incredibly useful and has advanced training effectiveness considerably since its inception, I believe that the model has created an unintended consequence that has led to the inefficiencies in corporate training.

As it is traditionally presented there is rarely, if ever, any specific reference to behavioural change or the idea of transfer of learning. That’s the problem.



Consider for a moment that ADDIE refers to a training timeline – before, during and after the training. We will now look at each of these processes in turn.

## Before the training

If we look at the ADDIE model from the perspective of timing it is easy to appreciate that the first three stages – analysis, design and development – are all concerned with how that training is created. It is therefore focused on what happens *before* the training.

During the analysis phase the instructional problem is clarified to ensure that training is actually the best solution. If it is, then the training designer will establish the specific learning problem that needs to be resolved, and sets business goals and performance objectives for the learning solution. Analysis needs to take into account the audience's need, existing knowledge, timelines and the learning environment. It must also address any learning constraints. Most companies and L&D professionals are already familiar with tools such as training needs analysis (TNA) and are therefore already proficient in training analysis and get it right 80 per cent of the time.

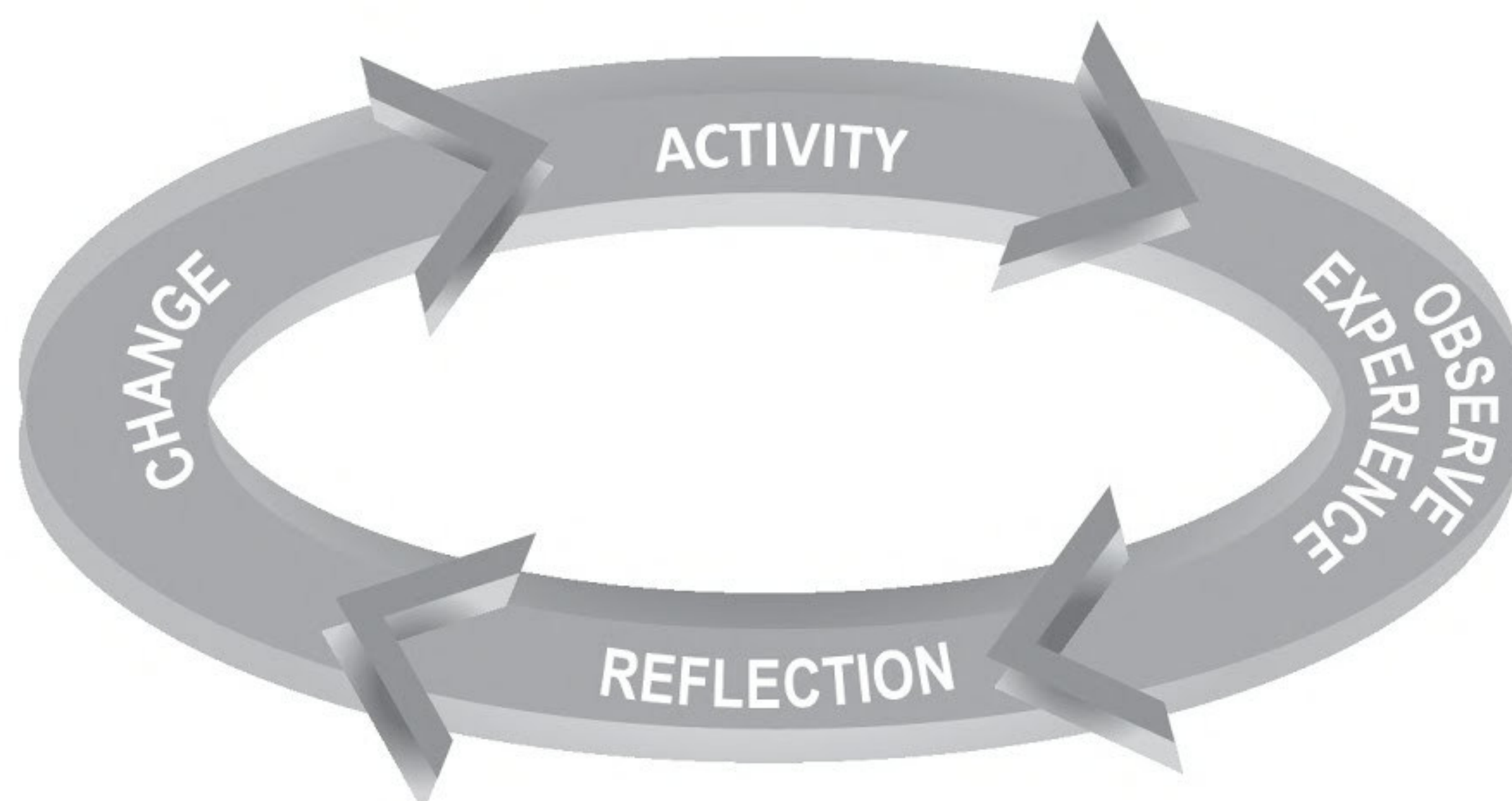
The design phase is focused on the learning objectives, lesson planning, delivery selection, exercises, subject matter, content and means of assessment. Design involves creating a clear vision for accomplishing the roles and objectives of the training.

The development phase is taking the agreed design elements and fleshing them out with the actual content and learning material. The programme is essentially put together and tested ready for implementation.

In our drive to improve and perfect design and development we have come a long way in our understanding of how people learn best. American educational theorist David A Kolb published his adult learning model in 1984 (Figure 1.2). Kolb's learning theory sets out four distinct stages in the learning cycle and builds on the work of Kurt Lewin, Carl Jung, Carl Rogers, John Dewey and Jean Piaget.

This model is universally acknowledged as one of the most important in explaining how adults learn effectively. It is therefore the blueprint for instructional design and has ensured that learning is designed with role play exercises and skills practice sessions to improve effectiveness.



**FIGURE 1.2** Kolb adult learning principles

As a result of Kolb's influence training also began to incorporate adequate time for reflection so that participants had time to think about what they were learning and relate it back to their own experiences and into the workplace. Trainers have become very skilled at incorporating reflection into the learning process and are keen to help participants to apply the learning to their own working situation – at least theoretically.

Reflection is recognized as a vital component to adult learning as it encourages the learner to assimilate the information and make it personal and relevant to their own life and work situation. It is this reflection stage that helps to facilitate change. If an individual is taught leadership skills but the information remains abstract and one dimensional, and the individual doesn't have an opportunity to practise those skills or role-play them so they can get an experience of the difference between the new approach and their old approach, then the information remains just that – information. If, on the other hand, they are encouraged to apply that information to a real situation in their working lives, or imagine how they would apply the information to a real situation, then they are better able to see how it can actually help them personally. And if they can do *that* then change is at least possible.

Before ADDIE, and the insights into adult learning provided by Kolb, corporate training used to be 'chalk and talk'. A trainer or teacher would stand up at the front of the room with a blackboard, flip chart or whiteboard and talk at his or her students, who would scribble down the occasional note. Improved understanding into the way that adults learn together with



a powerful instructional design framework took training from ‘chalk and talk’ to a whole new level of effectiveness. The industry pushed away from lecturing towards facilitation, it ensured that experiential learning and time for reflection was included so that the participants could gain more realistic understanding of the material and have time to consider how the information affected them personally. Today reflection is a recognized part of training design and development and this insight alone has massively improved training.

Generally speaking, instructional designers, companies and training organizations are already really good at design and development. They know how to effectively teach adults and how to incorporate the various elements to improve results. Consequently I’ve seen some outstanding training programmes with rich, original content, interesting and interactive exercises and innovative delivery – and it is clear that most organizations are already getting design and development right 85 per cent of the time.

## During the training

Implementation is concerned with everything that happens *during* the training.

If we were to look at ADDIE in its purest form or best intention, implementation was probably intended to cover more than just the delivery of the material. Certainly I’ve read articles and books over the years that clearly articulate that the fourth stage of the ADDIE model is more than implementing a two-day training programme or other learning event – it is about implementing the whole learning experience. This would certainly imply a process to ensure that learning is transferred into the workplace. But the reality is that over the years implementation has come to focus largely on the delivery of the information in the training event.

The Wikipedia definition for implementation clearly shows that implementation is considered to be almost entirely about the delivery of the training material to participants, making sure that the person delivering the material is properly trained and making sure that the material that has been developed is distributed to the students. By this definition, which is the standard industry definition, most companies are also very good at implementation.

We’ve known for a long time that different people learn in different ways and that the development of technology now allows trainers the ability to combine a variety of learning media in any one programme so as to cater to each style.

size then it is the merchandiser's fault: having the product available is a basic requirement of the process. Likewise when we are talking about training there are basic requirements that ensure we get the right people to the right programme in the right place at the right time.

It is also very important to get instructional design right because it will affect the outcome of the training. If we wanted to bake a beautiful birthday cake we wouldn't start with rotten eggs, out-of-date flour and a bashed-up baking tin. The same is true of instructional design, so getting the basic principles right is essential. Learning can be enhanced at each stage of the ADDIE process but the biggest win will be after the training programme. Tweaking what we do within ADDIE might help learning transfer, but make no mistake that unless the period *after* the training is tackled the benefits will be minimal.

Whilst this book is not about instructional design, below is a quick assessment summary of each of the ADDIE elements.

## **Analysis**

Conduct a training needs analysis, often known as a TNA. Interview key stakeholders such as senior executives, leaders, participants, managers of participants and any other affected parts of the business to minimize assumption and ensure that existing knowledge is taken into account.

Questions that drive this process include:

- What are the businesses needs driving this training project?
- What are the goals and objectives for this training project?
- How will we define success for both the learner and the project?
- How will we measure that success?
- Who is the intended training audience?
- What do the members of the learning audience already know?
- What do they need to learn?
- What resources are already available?

This stage concludes with the development of the learning objectives that should be aligned with the business outcomes. To maximize learning transfer at this stage:

- Ensure everyone is clear about the required business outcomes and what specifically the business would like done differently as a result of the training.

- Ensure that the only people who attend are people within the organization who will benefit from the training and who are in a position to action what they have learnt.

## **Design**

The instructional designer creates a blueprint or design for the training programme in much the same way as architects will draw up plans for a house as a blueprint for construction. The design should include:

- Plans for pre-work.
- How the programme will be communicated to the audience.
- How to get the learner engaged.
- The run sheet for the programme with detailed activities and frames to be covered.
- How the programme will be evaluated.
- The look and feel of the programme materials and graphics.

To maximize learning transfer at this stage:

- Confirm how the manager will be involved in the process.
- Include the key stakeholders in the design of the programme.
- Consider what is the process for embedding the learning so that it is easy to recall and remember, ie mnemonics.
- Gain buy-in for the process that inspires and engages the participants so they are prepared and keen to learn.
- Create a balance between practical, experiential learning activities and lecture-style learning – this aids future behaviour change at the earliest stage possible. Make sure there is a higher proportion of practical exercises to theory so that people can actually trial the processes while they are at the event. That way, they will have an experience of it rather than just technical understanding of it.

## **Development**

During development the materials for the programme are created. This will include workbooks, learning aids, graphics and materials for exercises and activities within the programme.



To maximize learning transfer at this stage: ensure that the workbooks, materials and activities are attractive to different learning styles – visual, auditory and kinaesthetic.

## **Implementation**

The more thorough the analysis, design and development stages the easier the implementation phase will be. To maximize learning transfer at this stage:

- Engage the learners.
- Create relevance to the participant role.
- Capture clear actions and commitments during the process.

In an ideal world the implementation phase will also include a learning transfer strategy to take effect after the learning intervention.

## **Evaluation**

In terms of ADDIE the typical evaluation process is often limited to the participant's evaluation of the programme that they have attended, this is a basic requirement but does nothing for learning transfer.

To maximize learning transfer at this stage evaluation needs to be scheduled for two to three months after the programme so that the impact of the training can be accurately measured in terms of what benefits have been realized as a result of the training.

For more on instructional design best practice and how this can influence learning transfer I strongly recommend *The Six Disciplines of Breakthrough Learning: How to turn training and development into business results* (2010) by Calhoun Wick, Roy Pollock and Andy Jefferson.

## **70/20/10 is not the answer either**

Before exploring the real problem with learning – why it is historically so ineffective and how to fix it – it is important to acknowledge one of the latest models in the learning and development community – the 70/20/10 model.

Based on research by Michael M Lombardo and Robert W Eichinger for the Center for Creative Leadership, the 70/20/10 model is a framework around how



people learn, which is now guiding L&D investment and focus. Essentially what the 70/20/10 model states is that:

- 70 per cent of learning and development occurs through on-the-job experience, projects, tasks and problem solving in real time.
- 20 per cent of learning and development occurs through feedback, conversations and social interaction.
- 10 per cent of learning and development occurs through formal training programmes.

This model is gathering momentum in L&D circles and it is really easy to see why. If training facilitators, designers, managers, L&D professionals, HR executives, CEOs and leaders already know that all the research proves that 80–90 per cent of all training programmes and initiatives are never implemented into the daily activity of the business, then the 70/20/10 model allows everyone to breathe a collective sigh of relief. If only 10 per cent of all learning occurs in formal training anyway, then perhaps the fact that the participant never uses what they learn is not such a disaster after all!

The wholesale adoption of the 70/20/10 framework is effectively giving companies a huge reason to slash their training budget by saying that they only want 10 per cent of learning to happen through formal training. In effect, the industry is simply finding another reason to ignore the transfer of learning shortfall. Instead of solving that problem, the 70/20/10 approach simply lets businesses and L&D professionals off the hook by saying – ‘Hey, in formal training people only learn 10 per cent of what they need to do their job anyway so these awful training statistics don’t matter!’

The problem, of course, is that this argument completely misses the point – people are still not doing what they should be doing and they are not changing their behaviour through on-the-job experience, projects, tasks and problem solving (the 70 per cent) any more than they are changing their behaviour and incorporating learning from feedback (the 20 per cent) or formal training (the 10 per cent).

How the learning is acquired is irrelevant – what is relevant is whether the person receiving the learning is then applying that learning to change their behaviour and improve performance. Regardless of whether we agree with the 70/20/10 model or not there is still a shortfall in the application of learning, so there is still a missing link.

## The missing link

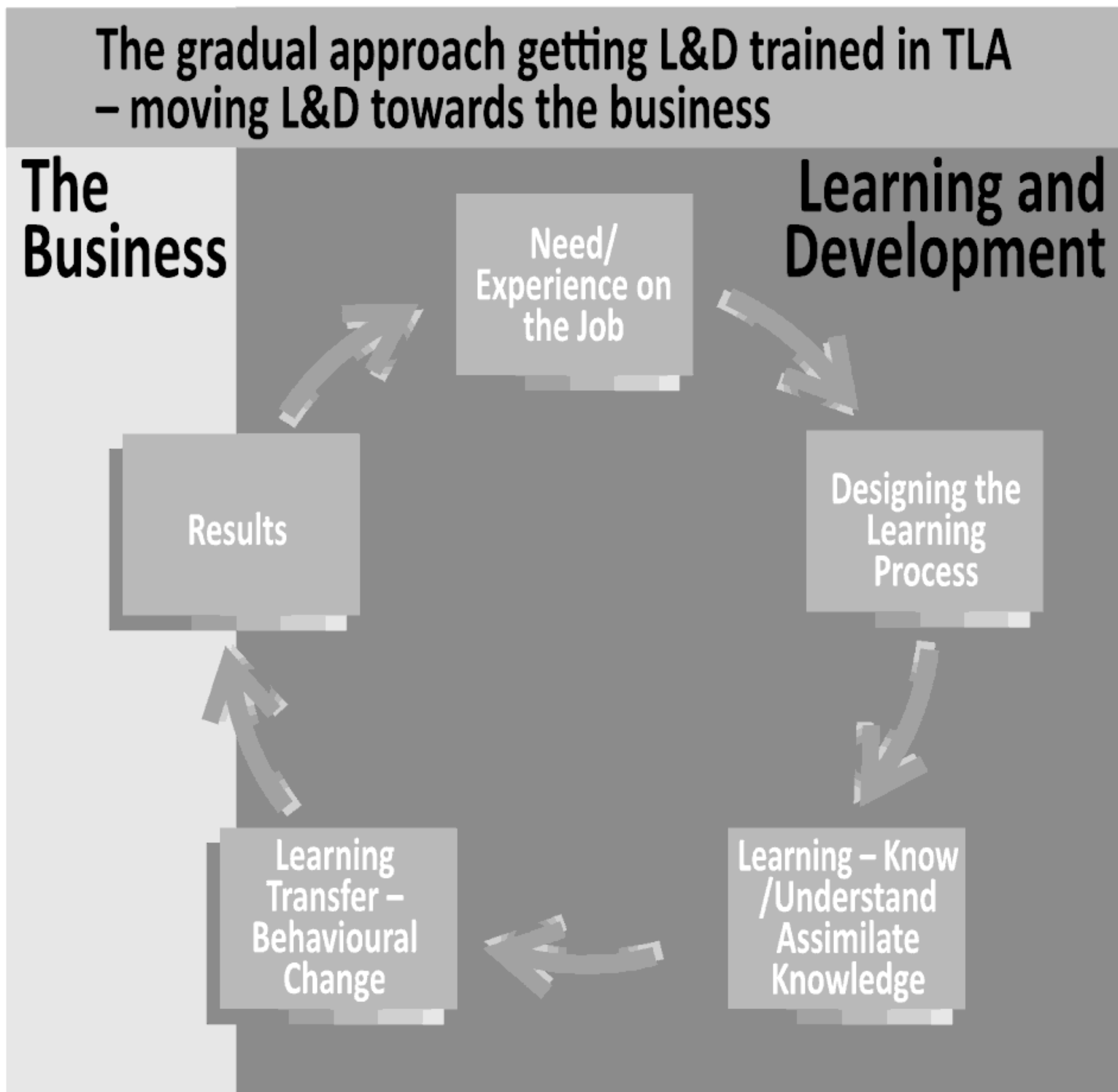
ADDIE has been the hallmark of good training for decades. We have sought to understand how adults learn and have universally incorporated those elements into design and development – and yet training still fails. We have elevated content creation and delivery to an art form and implemented outstanding training and yet training still fails. We have collected ‘happy sheets’ or invested in complex return on investment (ROI) calculations in our effort to evaluate training and yet training still fails. The only difference now is that we can quantify the failure. If ADDIE is effectively mastered and training effectiveness has still remained largely unchanged for decades then clearly something is missing. If we have almost perfected each element of the instructional design process and the vast majority of training is still a colossal waste of time and money then clearly there *has* to be something missing.

If we have embraced the 70/20/10 model and slashed our formal training budget but the 70 per cent of learning that takes place through on-the-job experience, projects, tasks and problem solving is still not converting into business solutions and improved performance then there *still* has to be something missing.

There is. What is missing is a proven transfer of learning process.

The adherence of ADDIE in one form or another has meant that everyone is trying to design a process that delivers learning rather than a process that delivers change. And for the record, as a tool to deliver learning ADDIE is extremely good, but as a tool to deliver change it is not. There are two distinct parts to effective training. The first is the transfer of learning to the participant. The second is the transfer of learning from the participant into the workplace, as evidenced by behaviour change. ADDIE facilitates the first part brilliantly but it skips the second part almost entirely.

The 70/20/10 model may redistribute where learning occurs in a business but it does nothing to address whether that learning is being applied in the business. There is and always will be new ideas and frameworks being developed, because people are constantly drawn to the illusion of the easy solution, some magical switch that once flicked will miraculously close the gap between knowledge and application. There is no magic switch. We need to embrace the fact that helping people change is a very different process from helping them learn, and uploading the learning is a very separate process from downloading the learning.

**FIGURE 1.4** The revised formal learning loop

ownership of learning transfer and results, so that from the bottom up L&D can demonstrate to the business just what learning can *really* achieve. The rest of the business may then start to get very inspired by learning.

In the end it doesn't actually matter how brilliantly we analyse our learning need. It doesn't matter if the design of the solution was flawless and the development divine. And it doesn't matter how brilliantly the learning was implemented. It doesn't even matter if the learning was classroom-based or on the job. If the implementation phase does not include an ongoing process to help participants or employees to make behavioural change back in the workplace, then chances are our brilliant initiative will become another statistic in the legacy of failed organizational training. And that is a tragedy.

The tragedy is that 'implementation' in the context of ADDIE has simply been the implementation or delivery of the skills and knowledge *to* the individual



and not necessarily the delivery of those skills and new knowledge *to* the business. When people exit the implementation phase they probably do know what to do – and through practice and role play in the learning solution they have an experiential appreciation that they can do it. They may even feel competent and confident, but without support to transition those skills and new knowledge back into the workplace the result is almost always the same. The learning disappears into the ‘learning black hole’. Back in the day-to-day environment, with deadlines to meet, e-mails to answer and meetings to attend, good intentions give way to daily work pressures and the learning is forgotten or put off. People tell themselves, ‘I’ll try it the new way next week when I’ve got a bit more time’ or ‘I’ll use the new system when everyone else uses it but not before’ or ‘There’s nothing wrong with the old way anyway’. Or, my personal favourite, ‘Yes, I think that was really interesting or useful but it doesn’t apply to me/us – I/we are different.’

All that happens is that the people who attended the learning have their negative opinion of training galvanized. And that’s such a waste – for the individual, the trainer and the organization.

And just in case you’re thinking that this doesn’t apply to you because you have adopted the 70/20/10 model so formal training isn’t that important anyway, consider this: the first activity often touted as a ‘70 per cent activity’ is ‘opportunities to apply new learning and skills in real situations’. But, as we already know, we can give people opportunities to apply their new skills and learning till the cows come home and most people won’t embrace those opportunities unless someone ‘holds their feet to the fire’ and makes them accountable for applying new learning and skills in a real situation.

Another ‘70 per cent activity’ is often stated as ‘opportunities to reflect and learn from projects’. Again, giving someone the opportunity to do something on a project basis doesn’t mean they will adopt it as part of their day-to-day business behaviour. Projects finish. They have an end point and once the project is done often the learning stays with the project. That is why training fails. So whether the training occurs on the job, or through feedback or in formal training, what transforms that information into action that alters behaviour and improves performance is accountability. The simple reality is that the 70 per cent of learning isn’t happening either. And, until it is, business can’t just slash the 10 per cent and think that the problems they sought training to solve in the first place are going to miraculously disappear.

ADDIE transformed the learning experience beyond recognition and greatly improved the transfer of learning to the participant. It encouraged learning that is a world away from the ‘chalk and talk’ days of old, yet whilst it facilitated huge strides in the right direction it is not enough. So don’t waste precious time and resources perfecting the ADDIE process. Good instructional design, where the basics are done well together with a potent transfer of learning strategy, will always outperform perfect instructional design with no transfer of learning strategy.

For training to be truly effective it must adhere to ADDIE, be owned by the L&D department *and* incorporate a proven transfer of learning strategy. Effective learning transfer is the missing link and it is just as relevant to on the job ‘70 per cent learning’ initiatives as it is to the formal ‘10 per cent learning’ initiatives. If business is seeking a solution to a business problem or seeking sustained employee performance improvement then a proven learning transfer process is the only viable solution.

## Summary of key points

- Almost all the current instructional design models used in business today are variations of the original ADDIE model.
  - Analysis
  - Design
  - Development
  - Implementation
  - Evaluation
- Analyse, design and development are all concerned with how that training is created. It is focused on what happens *before* the training. Improved understanding into the way adults learn together with a powerful instructional design framework has taken training from ‘chalk and talk’ to a whole new level of effectiveness.
- Implementation is concerned with everything that happens *during* the training. We are already very proficient at implementation and have become very adept at honing the transfer of information from the trainer to the individual.