

# LEARNING WITH IMPACT LEAN LEARNING

W 213

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SCANDINAVIAN TRAINING DESIGN



## TODAYS LEARNING POINTS

### How to implement HIL

**WHY** discuss learning impact? Does learning produce impact per definition?

**What** does a toolbox for lean learning look like? How do we implement Lean Learning? See how the toolbox matches LEAN thinking.

**How** do you plan a pilot project?  
See how a major industrial customer automated the learning process.





# WHY

Spend time on "Learning with a **bottom line** impact"?



## HOW MANY MAKE AN IMPACT?

Out of 100.000 participants in a training course – how many do you think went home and...

Did not try to use any of what was taught at all

Tried to use it, but had some difficulties and dropped it

Used it and created concrete valuable results

% = 

% = 

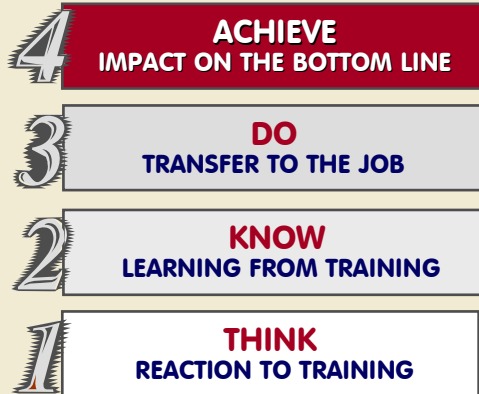
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After: Prof. Robert O. Brinkerhoff



# KIRKPATRICK

"The four levels"



**"HIGH IMPACT LEARNING"** is how the organization gets an impact on level 4 – it's about getting more out of the money

**"SUCCESS CASE METHOD EVALUATION"** is how you evaluate the impact of your training on level 3 or 4.

High Impact Learning" and "Success Case Evaluation" is concepts introduced by Prof. Robert O. Brinkerhoff



# THREE PERSPECTIVES OF LEARNING



**"HIGH IMPACT LEARNING"**  
**Strategic learning**  
 The needs of the organization  
 Focus on cause and effect

**"COMPETENCE DEVELOPMENT"**  
 Lift of qualifications in general  
 Uspecific general needs  
 Focus on networking

**"SELF-DIRECTING"**  
 Personal development  
 Personal needs  
 Focus on your own identity



WHY spend time on "Learning with a **bottom line** impact"?

## Answer #1

# WE NEED VALUE FOR MONEY

### THE LEARNING POINTS

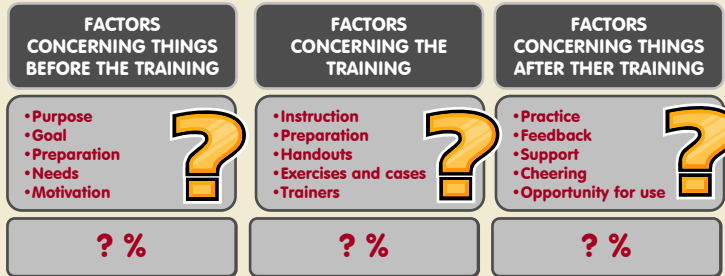
- We spend a lot of **resources** on training
- But we really don't know much about the **impact**
- Impact does not come automatically. To get an impact you have **to demand** it
- If we want to create impact, we have to **master** the technique



# HOW

do you create "Learning with a **bottom line** impact"?

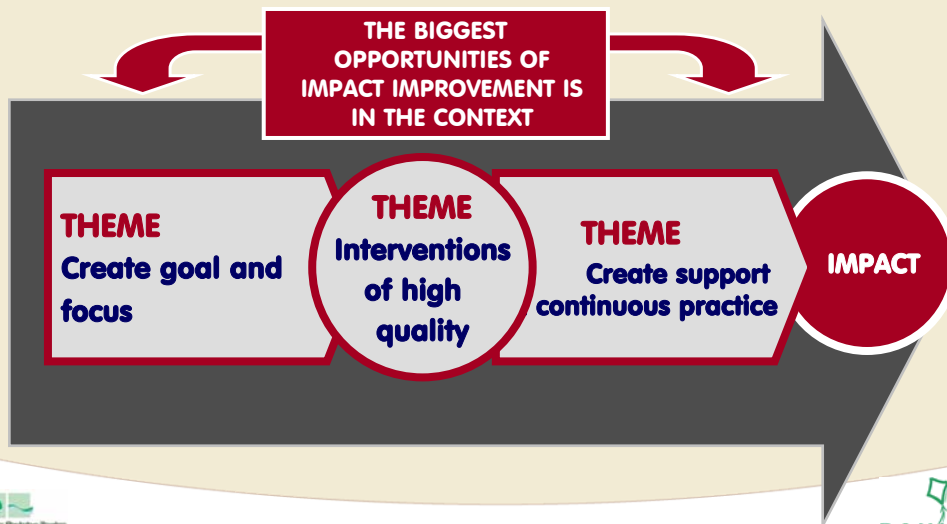
# WHY IS THERE NO IMPACT?



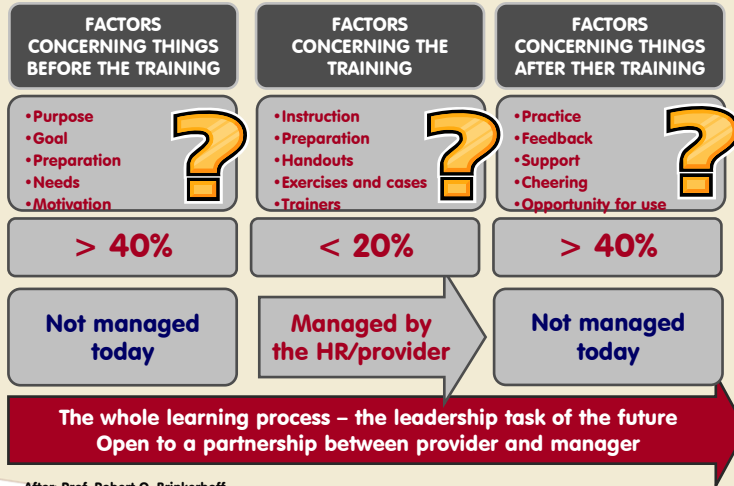
After: Prof. Robert O. Brinkerhoff



# FROM LEARNING TO PERFORMANCE



## THE LEARNING PROCESS IS A LEADERSHIP TASK

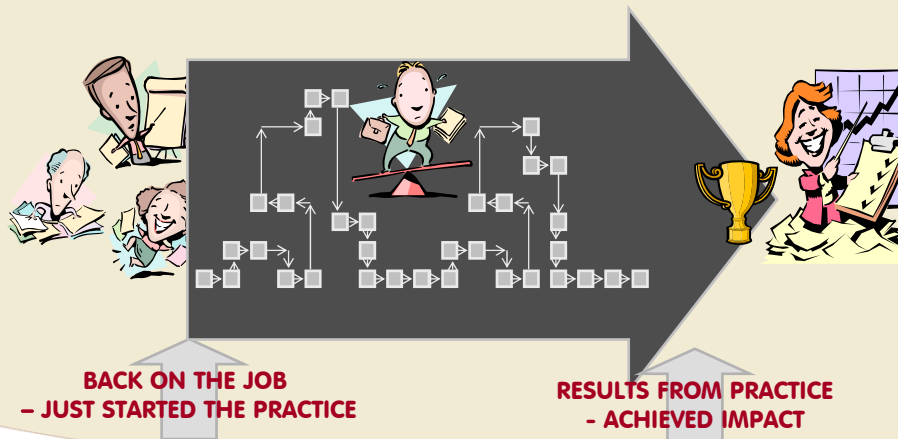


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## TRAINING IS NOT AN ISOLATED EVENT

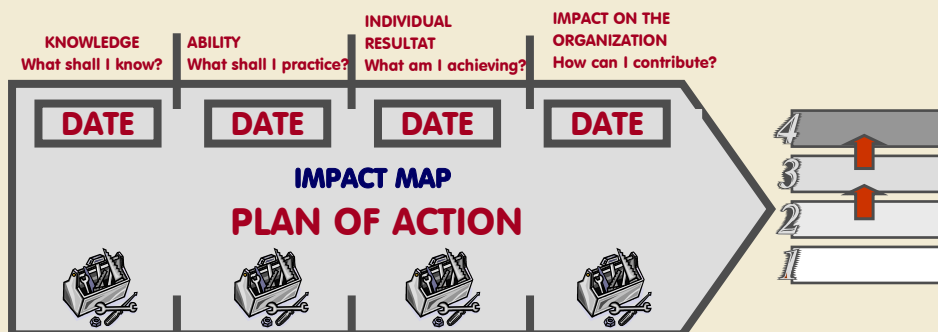
There is always an organizational context



**THEME: CREATE GOAL AND FOCUS**  
**The Impact Map – the tool for level 4**



**THEME: CREATE SUPPORT FOR CONTINUOUS PRACTICE AND IMPROVEMENTS**  
**The Impact Map – the tool for level 4**



HOW do you create "Learning with a **bottom line** impact"?

**Answer #2**

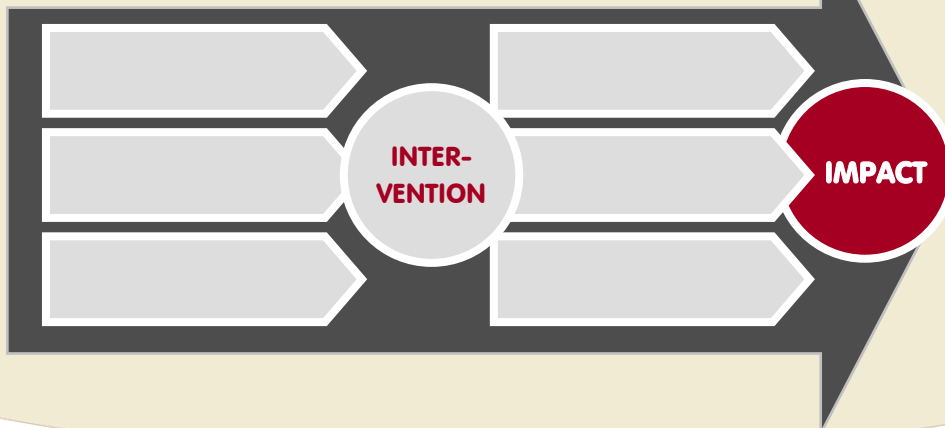
**IF TRAINING SHOULD HAVE AN IMPACT YOU MUST INCLUDE THE CONTEXT**

**THE LEARNING POINTS**

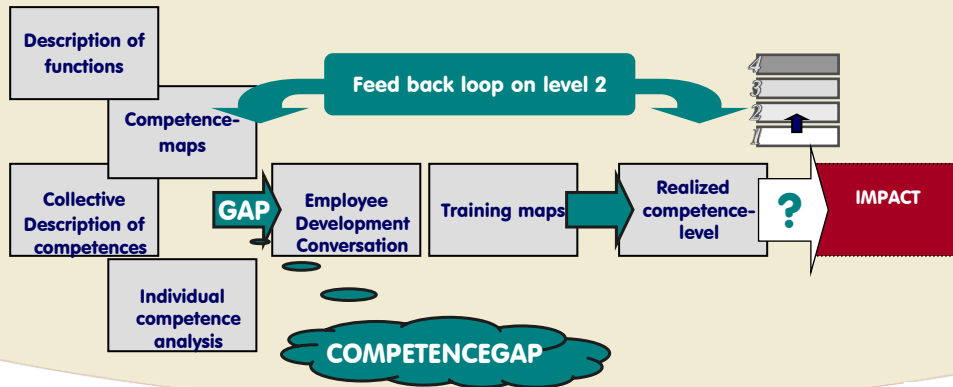
- A lot of factors influence the transfer of knowledge to results – mostly **the involvement of the managers**
- The impact will increase dramatically if you focus on cause and effect **before** the training
- The impact will increase dramatically if you substitute learning event with **learning process**



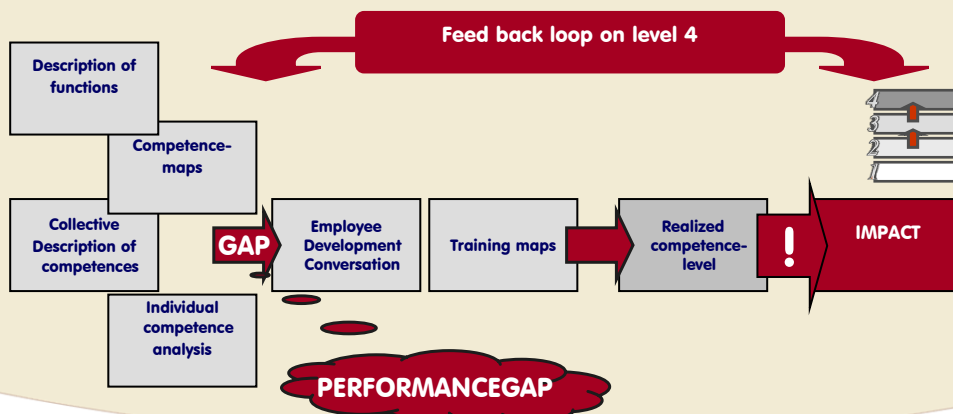
**WHAT ARE THE MAIN FACTORS?**



## FROM ANNOYING BUREAUCRACY ....



## ....TO ENGAGED TASK PERFORMANCE



## COMPETENCES ON STOCK

CLASSIC PROVIDING SYSTEM COLLECTIVELY "PUSH" - "JUST-IN-CASE" MANAGED



LEAN PROVIDING SYSTEM INDIVIDUALISED "PULL" - "JUST-IN-TIME" MANAGED



How do you create "Learning with a bottom line impact"?

**Answer #3**

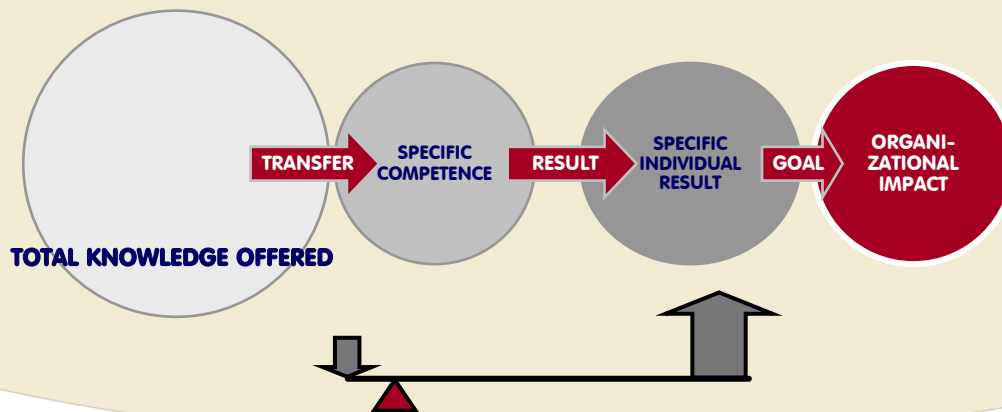
**IF TRAINING SHOULD HAVE AN IMPACT IT MUST BE INDIVIDUALISED**

### THE LEARNING POINTS

- 🌐 Competence development for level 2 may seem as an annoying **bureaucratic** burden
- 🌐 Impact learning for level 4 is a tool for **performance improvement**
- 🌐 Competences should not be **on stock - PULL**



## SUGGESTIONS ON HOW TO CREATE LEARNING LEVERAGE



## LEVERAGE - EXAMPLES

-  **FOCUS ON SOMETHING** – BETTER TO USE SOMETHING THAN LEARN EVERYTHING AND USE NOTHING
-  **SEGMENT TRAINING EVENTS** – BETTER WITH SMALL FOCUSED MODULES THAN LARGE BROAD PROGRAMMES
-  **GO FOR LEARNINGS THAT CAN BE USED TO SOLVE MOST PRESSING PROBLEMS**
-  **GO FOR TALENT** – DON'T TEACH PIGS TO FLY

## RESEARCH SHOWS THE WAY BEST PRACTICE



From: Prof. Robert O. Brinkerhoff



## LEAN LEARNING

What does LEAN mean in this context?



- Avoid **WASTE**
- Focus on business processes that creates **VALUE - IMPACT** - not on activity
- **PULL** driven training - just in time
- **INDIVIDUALISED** training - from courses to individuals
- **Continuous IMPROVEMENTS** - focus on the quality of the learning process
- **NEW PRINCIPLES OF MANAGING THE LEARNING PROCESSES**
- **MEASURE** that you get what you want
- **THE RESPONSIBILITY** for delivering / performing / continuously improvement must be squeezed out into the organization

**THAT ALSO GOES FOR THE EVALUATION OF THE LEARNING PROCESS**



How do you create "Learning with a **bottom line** impact"?

**Answer #4**

**THE CHALLENGE IS TO REALLY WANT IT**

**THE LEARNING POINTS**

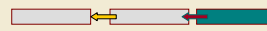
The tool box is simple – you only need **a few precise tools**



The change from a learning event to a **managed business-process** is not so simple



To **individualize** and manage the learning process according to demand is a challenge



To have **management proactively** support this is the key



To create the shift of paradigm – **from passive competence development to active impact** is the biggest challenge

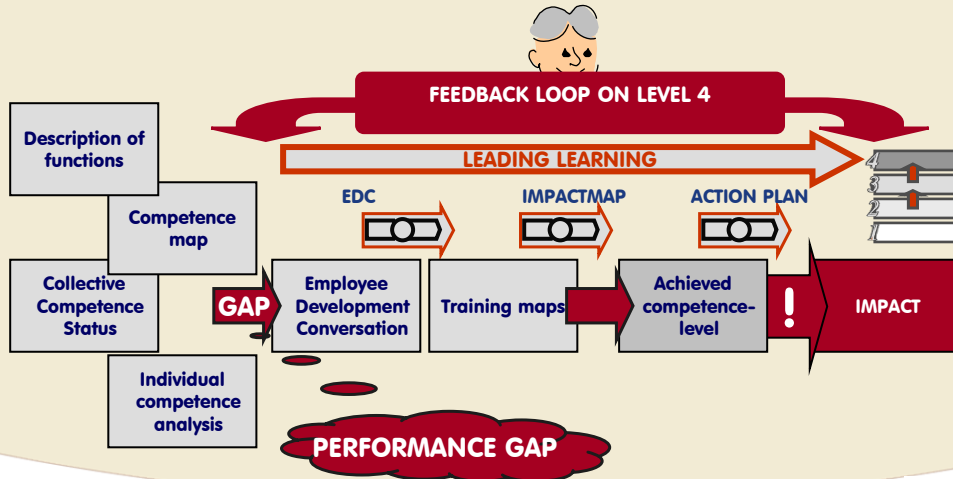


**WHAT**

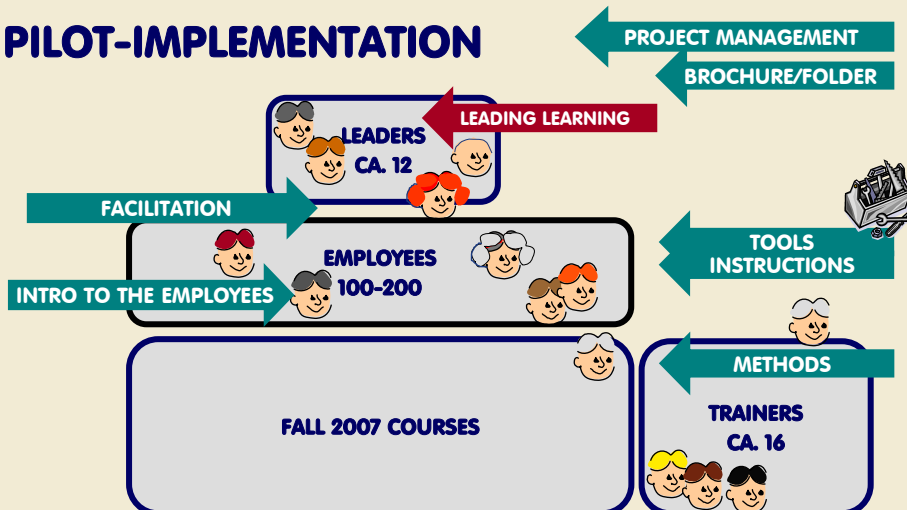
should we do to get "Learning with a **bottom line** impact?"



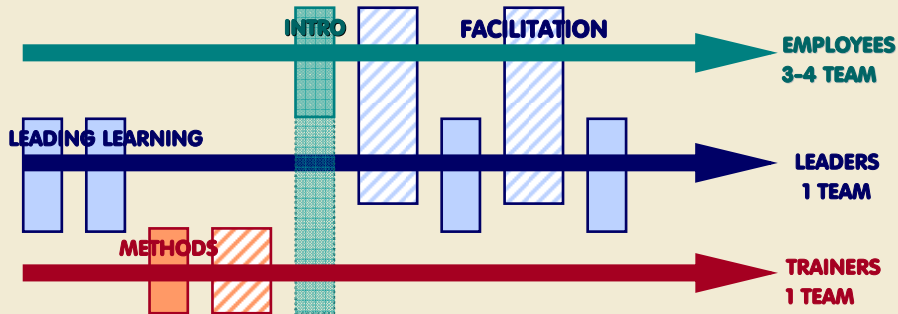
## AN EXAMPLE FROM A MUNICIPALITY



## PILOT-IMPLEMENTATION

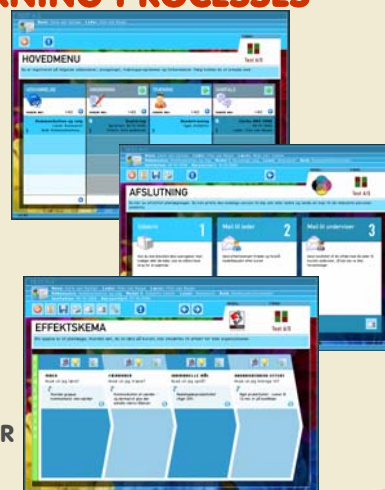


## MANAGEMENT OF LEARNING



## THE IMPACT BOOSTER® AN INFRASTRUCTURE FOR LEARNING PROCESSES

- GUARANTEES **PLANNING OF IMPACT**
- GUARANTEES **FOLLOW UP** IN THE IMPLEMENTATION FASE
- ORGANISES **THE DIALOGUE** BETWEEN THE EMPLOYEE AND THE MANAGER
- IS FACILITATED FOR BUILDING **SPECIALY DESIGNED TOOLS** LIKE TESTS, SURVEYS, ASSESMAIRES, QUESTIONAIRES
- STATISTICS FOR **ANALYSIS OF THE LEARNING PROCESS**
- FACILITATES TO SEVERAL LANGUAGES
- FACILITETES TO **DIFFERENT KINDS OF LEARNING PROCESSES**
- CAN BE **INTEGRATED WITH AN ERP SYSTEM** OR A COMPETENCE REGISTRATION SYSTEM



TEST A/S  
 Name: Carlo van Carlsen Manager: Finn van Hauven

COMPANS: Test A/S

### MAIN MENU

You are registered on the following educations applications, training programs and preparations. Choose the one you want to work with.

EDUCATION	APPLICATION	TRAINING	CONVERSATION
NOW SHOWS: 1-4(0) <b>Kommunikation og salg</b> Level: Advanced Class: Kommunikation... 1	NOW SHOWS: 1-4(3) <b>Retarik</b> Created: 20-04-2008 Status: Not Approved 1 Team Created: 30-03-2008 Status: Pending 2 Begfering Created: 08-01-2008 Status: Not Approved 3	NOW SHOWS: 1-4(0) <b>Åndetræning</b> Type: Collective 1	NOW SHOWS: 1-4(0) <b>Carlos MUS 2008</b> 08-01-2008 Manager: Finn van Hauven 1

02.03



TEST A/S  
 Name: Carlo van Carlsen Manager: Finn van Hauven Trainer: Finn van Hauven  
 Education: Kommunikation og salg Module 2: Kollektiv Komm. Level: Advanced Class: Kommunikationsholdet  
 Issuance: 08-01-2008 Course Start: 27-01-2008

MODULE: Test A/S COMPANS: Test A/S

### INTRODUCTION TO PLANNING

Your task is to plan how you will use the knowledge obtained from this course to create impact in the organisation.

#### The Task

Opgaven er at redegøre for effekten af modul 2. Da kurset handler om fælles kommunikation beder vi dig lægge specialt vægt på at samordne dine overvejelser med dine kolleger

#### The Toolboxes

Everywhere in the program you have toolboxes that may contain help on whatever you are about to do.

#### Information

Everywhere you have general information and manuals explaining the whole system.

- 1 Opsøg dine kolleger og aftal fælles mål
- 2 Udfyld effektskemaet
- 3 Konferer med holdets fælles mentor
- 4 Råtal mede efter kurset
- 5 Send effektskemaet til underviseren

02.03



TEST A/S  
 Name: Carlo von Carlsen Manager: Finn von Hauen Trainer: Finn von Hauen  
 Education: Kommunikation og salg Module 2: Kollektiu komm. Level: Advanced Class: Kommunikationsholdet  
 Invitation: 09-01-2006 Course start: 27-01-2006

MODULE: COMPANY: Test A/S

## IMPACT MAP

Your task is to plan how your learning can be implemented to make an impact on the organisation.

KNOWLEDGE What will I learn?	SKILL What will I train?	INDIVIDUAL GOALS What will I achieve?	ORGANISATIONAL IMPACT To what will I contribute?
Hvordan grupper kommunikerer sine værdier Hvad der er der får folk til handle ud fra værdier	Kommunikation af værdier - og dermed at give den enkelte større råderum	Medarbejderproduktivet stiger 20% tilfredshed 45%	Øget produktivet - svarer til 12 mio. kr på bundlinjen

TEST A/S  
 Name: Carlo von Carlsen Manager: Finn von Hauen Trainer: Finn von Hauen  
 Education: Kommunikation og salg Module 2: Kollektiu komm. Level: Advanced Class: Kommunikationsholdet  
 Invitation: 09-01-2006 Course start: 27-01-2006

MODULE: COMPANY: Test A/S

## COMPLETION

You have now completed the planning You can choose to print the final version for your self or others or send a copy to the relevant persons below.

<b>Print 1</b>  If you are going to discuss your reflections with your colleagues or your leader, you may need a copy.	<b>Mail to manager 2</b>  Send the application to your leader  Choose a date 05. FEBRUARY 2006	<b>Mail to instructor 3</b>  Send yours and your leaders mutual agreement to the instructor. In this way he will know your expectations.
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**TEST A/S**  
 Name: Carlo von Carlsen Manager: Finn von Houen Trainer: Finn von Houen  
 Education: Kommunikation og salg Module 2: Kollektivt Komm. Level: Advanced Class: Kommunikationsholdet  
 Invitation: 09-01-2006 Course start: 27-01-2006

MODULE: COMPANY: Test A/S

### IMPACT MAP

Here you find tools that will support you to achieve your goals.

IMPLEMENTATION	DATE: 05. FEBRUARY 2006	DATE: 10. FEBRUARY 2006	DATE: 15. FEBRUARY 2006	DATE: 20. FEBRUARY 2006
<b>KNOWLEDGE</b> What will I learn?	<b>SKILL</b> What will I train?	<b>INDIVIDUAL GOALS</b> What will I achieve?	<b>ORGANISATIONAL IMPACT</b> To what will I contribute?	
Hvordan grupper kommunikerer sine værdier	Kommunikation af værdier - og dermed at give den enkelte større råderum	Medarbejderproduktiviteten stiger 20%	Øget produktivitet - svarer til 12 mio. kr på bundlinjen	
Hvad der er der får folk til handle ud fra værdier		tilfredshed 45%		

02.03



**TEST A/S**  
 Name: Carlo von Carlsen Manager: Finn von Houen Trainer: Finn von Houen  
 Training: Ansoolux

### THE TOOLBOXES

HERE YOU WILL FIND TOOLS THAT MAY HELP YOU IN YOUR LEARNING AND TRAINING PROCESS.

TOOL	TYPE	TIME	VISIBLE
EGENVURDERING AV FERDIGHETER I VARMEBALANSE	ASSESSMENT	1-15 MINUTES	<input type="checkbox"/>
VARMEBALANSEKURS FOR OPERATØRER I ORGANISATORISKE MÅL	GUIDANCE		<input type="checkbox"/>
IND. MÅL: KOMPETANSEMÅL FOR PRAKTISKE FERDIGHETER	GUIDANCE		<input type="checkbox"/>
TRÆNINGSPÅN FOR ANODESKIFT	TRAINING PLAN	15-30 MINUTES	<input type="checkbox"/>
FERDIGHETER I VARMEBALANSE	TRAINING PLAN	15-30 MINUTES	<input type="checkbox"/>
SPØRGESKEMA OM TRÆNINGSPÅN	TEST	1-15 MINUTES	<input type="checkbox"/>

02.03

= COMPLETED   
  = MANDATORY   
  = QUESTIONNAIRE   
  = ASSESSMENT   
  = GUIDANCE   
  = SMART   
  = REFLECTIONS   
  = TRAINING PLAN



How do you create "Learning with a bottom line impact"?

### **Answer #5**

## **YOU MUST HAVE AN INFRASTRUCTURE**

**ACCOUNTING, PRODUCTION AND ALL OTHER BUSINESS PROCESSES ARE STRUCTURED – WHY NOT THE LEARNING PROCESS?!**

### **THE LEARNING POINTS**

- THE LEARNING PROCESS MUST BE **RITUALISED**
- THE **QUALITY** OF THE LEARNING PROCESS MUST BE DEVELOPED AND MANAGED
- IN THE LONG RUN THE LEARNING PROCESS MUST BE **AUTOMATED**

# JOB AID

## LEARNING WITH AN IMPACT – W213

### Why spend time on “Learning with a bottom line impact”?

#### 1. We need value for money

- We spend a lot of resources on training
- But we really don't know much about the impact
- Impact does not come automatically. To get an impact you have to demand it
- If we want to create impact, we have to master the technique

### How do you create “Learning with a bottom line impact”?

#### 2. If training should have an impact, you must include the context

- The organizations ability to use learning is a central theme for obtaining learning with a bottom line impact
- The impact will increase dramatically if you focus on cause and effect before the training
- The impact will increase dramatically if you substitute learning event with learning process

#### 3. If training should have an impact it must be individualised

- Competence development for level 2 may seem as an annoying bureaucratic burden
- Impact learning for level 4 is a tool for performance improvement
- Competences should not be on stock - PULL

#### 4. The Challenge is to really want it

- The tool box is simple – you only need a few precise tools
- The change from a learning event to a managed business-process is not so simple
- To individualize and manage the learning process according to demand is a challenge
- To have management proactively support this is the key
- To create the shift of paradigm – from passive competence development to active impact is the biggest challenge

**What should we do to get “Learning with a bottom line impact”?**

**5. You must have an infrastructure**

- The Learning process must be ritualized
- The Quality of the Learning Process must be developed and managed
- In the longer run the Learning Process has to be automated