



## ASTD 2004 INTERNATIONAL CONFERENCE & EXPOSITION



WASHINGTON, DC, USA

PRECONFERENCE WORKSHOPS  
MAY 20-22, 2004

CONFERENCE  
MAY 23-27, 2004

EXPO  
MAY 24-26, 2004

Session: SU210

Level: 201

# Results-Based Skill Development: Making Blended Learning Work at American Honda Motor Co.

- Gain insight into the components of this unique approach
- Identify ways to speed and streamline blended learning development
- Discuss lessons learned, barriers and future strategies

# The Presenters

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# The Honda Challenge

- Continuous improvement culture
  - Innovate training processes → business results
- Internal customer focus
  - Align developmental needs and strategic goals
  - Reduce time away from the job for training
- 25 year global history of KT use
- Long tradition of ILT with KT
  - Robust 3-day design (learn, practice, apply)
  - Instructors internal to AHM

# Meeting the Challenge

- Refine 'Formal Learning' activities
  - Leverage multiple learning tools and techniques
  - Deliver learning when critically needed
  - Create required training to maintain critical skills
- Emphasize 'Action Learning' activities
  - Participation in quality initiatives
  - Challenging assignments/career development
- Anticipate LMS implementation

# Honda Goals for Blending

- Faster, deeper initial competence
- Increased content retention and application
- Improved, point-of-need coaching
- Reduced classroom time
- Clear ROI through direct business results
- Utilize evolving technology for learning

# Design Objectives

- Maintain/improve ILT results
- Meet stringent time/cost parameters
- Self-paced learning components
- Self- and instructor-assessed learning
- Modular, robust content
- Continuous, interactive instructor support
- Learning community attributes

# Technical Objectives

- Minimize bandwidth use and plug-in's
- Provide visibility into learner progress
- Provide communication environment
- Automate important communications
- Data interface-capable for future LMS

# Partnering for Results

**KEPNER®  
TREGOE**

- Proven rational processes
- Strong adult learning design
- Ready to try web-based learning

**MindRise**

- Robust learning model
- Technical capabilities
- Hosting

**HONDA**

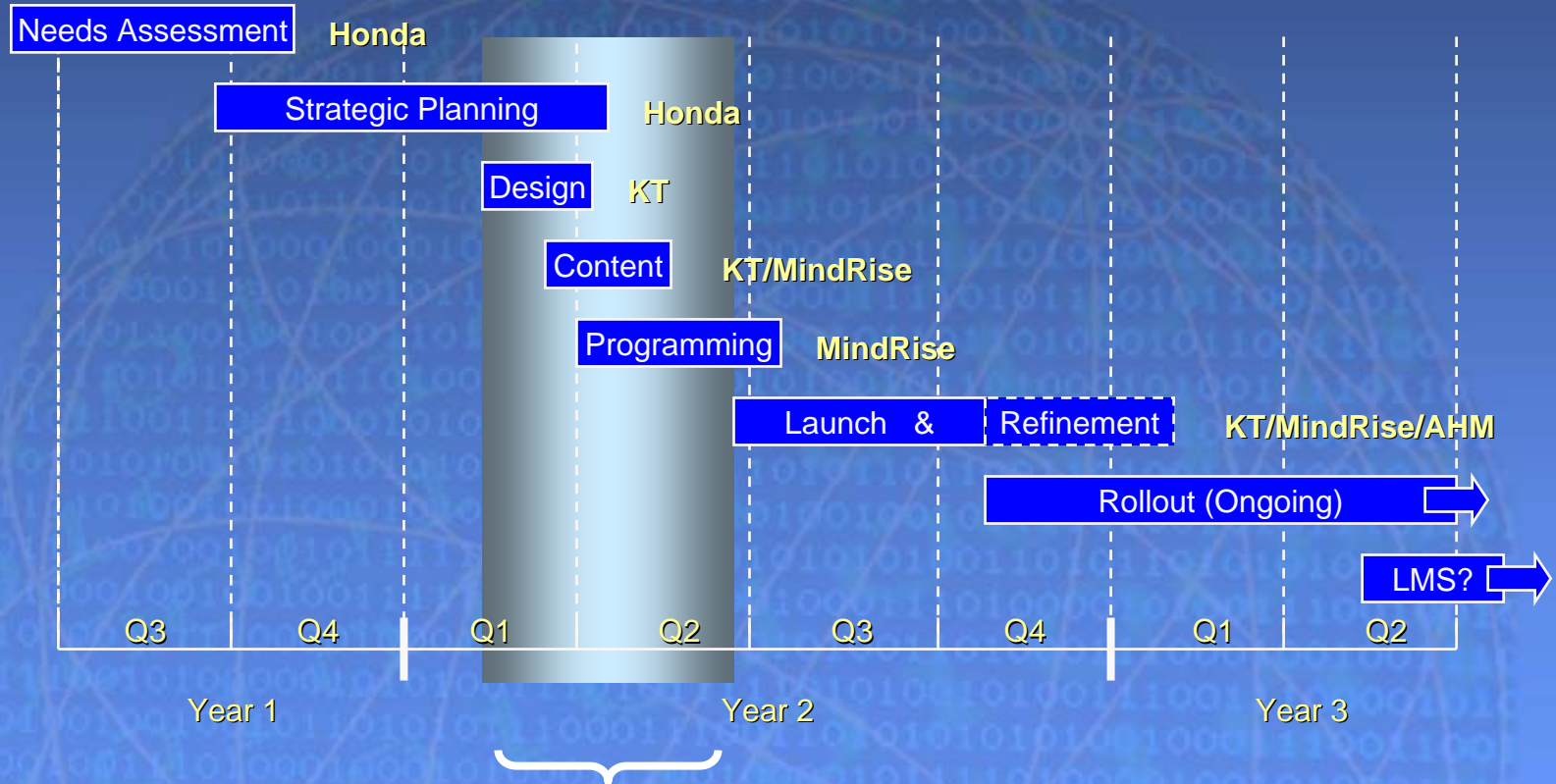
- History of PSDM use/results
- Need to align PSDM to AHIM's learning model
- Willingness to engage learning partners

# Development Objectives and Constraints

- Communication-rich, multi-faceted learning experience, plus:
- Provide suite of blended admin. tools & instructor support systems
- Viable in low-spec multi-company environments
- Granular tracking, personalization
- Automation wherever possible
- Flexibility, for continuous improvement
- Open systems, for LMS tie-ins
- *Ready for beta in five weeks*

# The Project Schedule

Blended PSDM Project Time Line



From 'GO' to launch = <6 months

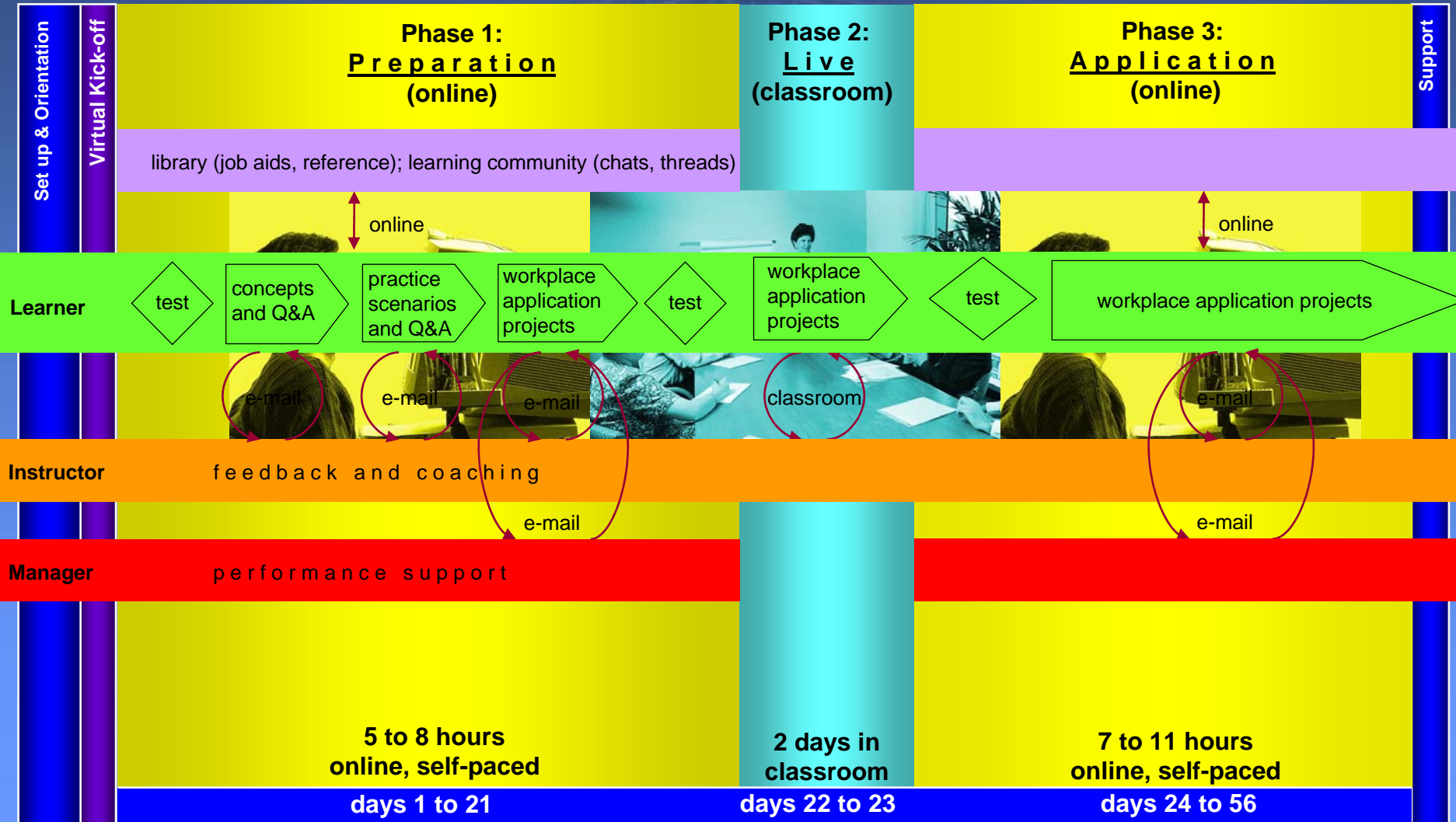
# Streamlining the Project

- Set and communicate guidelines
- Template for rapid development
- Tools to facilitate rapid development
- Rigorous project management
- Protection of key resources
- Rapid approvals
- Manage 'scope creep'
- Work 'virtually'
- Initial version, then incremental improvement

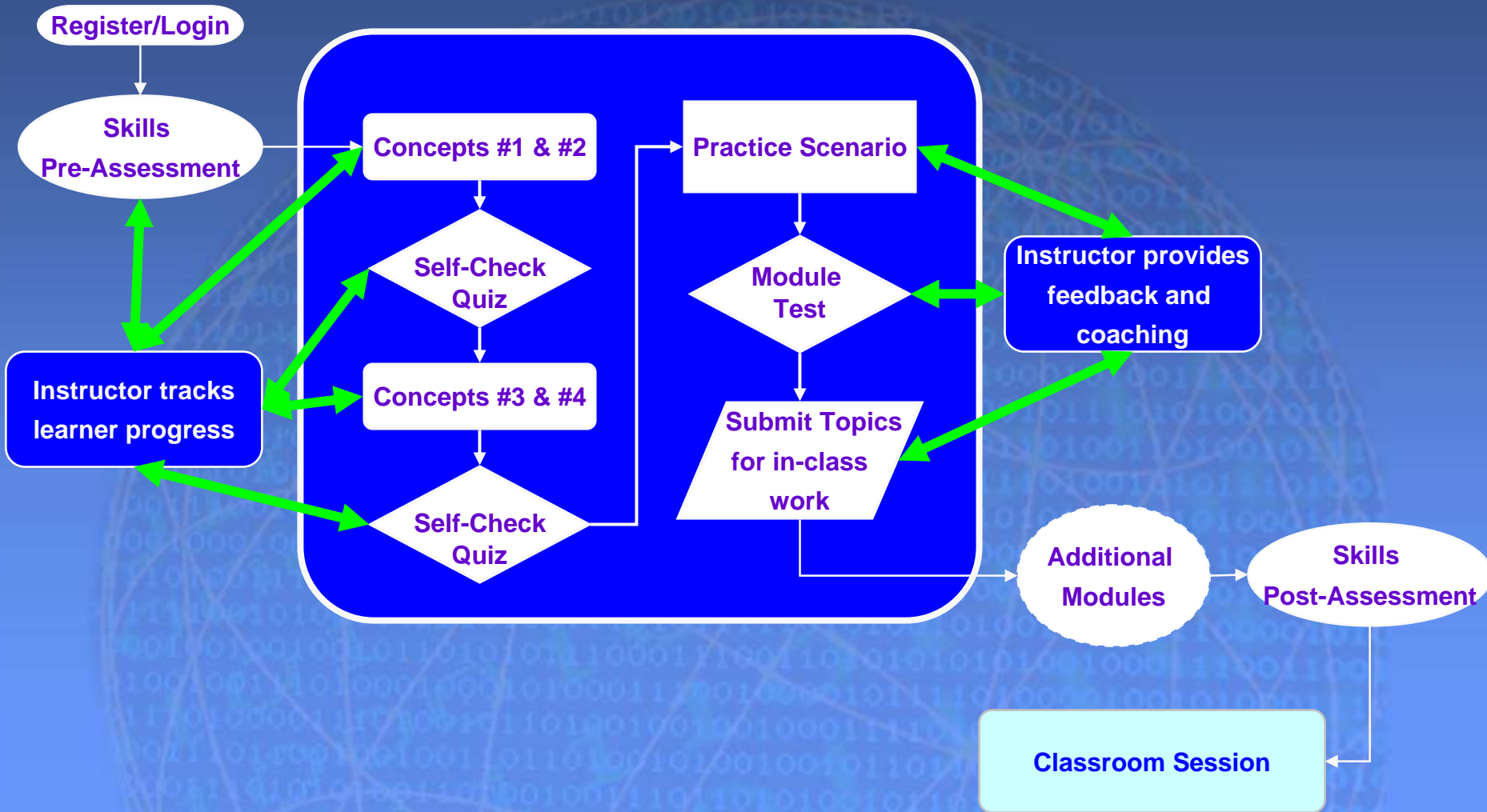
# Modular Flexibility

Module	Potential Audience Groups				
	Functional	Topical	Trainers	Special	Refresher
Intro	X	X	X	X	
Basics #1	X		X		
Advanced #1			X		X
Basics #2	X	X	X	X	
Advanced #2		X	X		X
Basics #3	X		X		
Advanced #3	X		X		X

# Learning Design



# Inside a Module



[Online modules](#)[Downloadable modules](#)[Your modules notes](#)[Viewing options](#)[About Adobe Acrobat PDFs](#)[Downloading Adobe Acrobat Reader](#)

## Modules

This is the principal option for viewing the modules. Because you are connected to the Internet (online), you have the option of listening to audio, and your record will update in real time. You must view each slide in a module to complete it. Another option is to [view all the notes](#) you have created for slides in a given module, all at the same time. Still another option is the [downloadable](#) one—no audio, no updating of your online record, but it is a great way to review module material when you are not connected to the Internet (offline).

5 of the 5 modules listed below are required; all remaining modules are optional.

Below is a complete list of the modules that will be available to you. An active link indicates a currently available module. Inactive links will become active—the display will change—as you progress through the other modules.

Required?	Title	Complete?
Yes	<a href="#">1. Introduction</a>	Complete!
Yes	<a href="#">2. Situation Appraisal</a>	Complete!
Yes	<a href="#">3. Problem Analysis Basics</a>	Complete!
Yes	<a href="#">4. Decision Analysis Basics</a>	Complete!
Yes	<a href="#">5. Potential Problem Analysis Basics</a>	Complete!



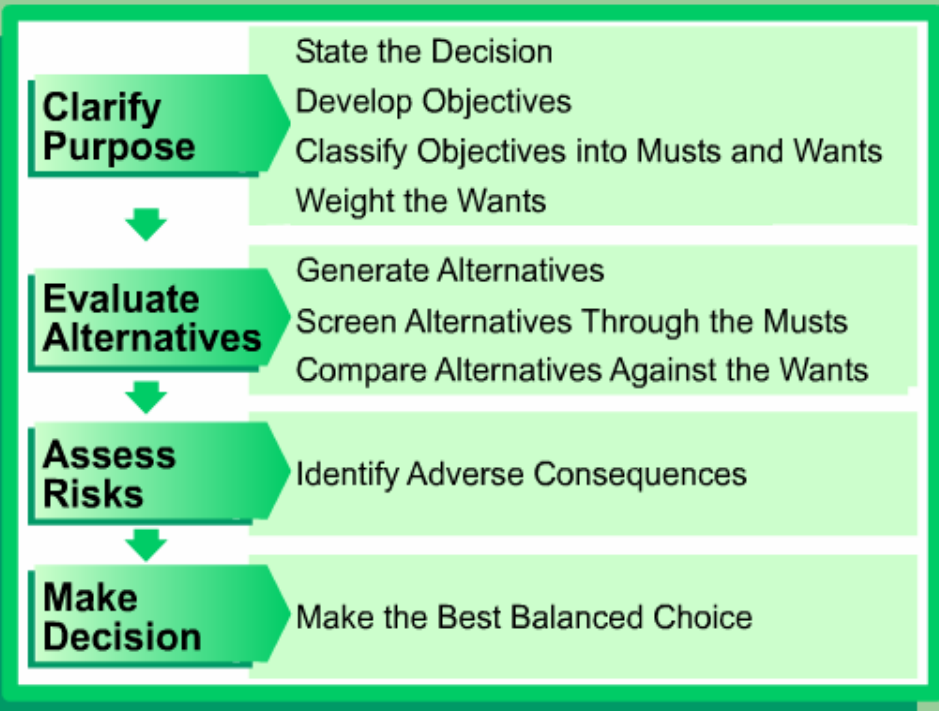
[symbol guide](#)

- [The Decision Analysis Process \(4.1\)](#)
- [Clarify Purpose \(4.2\)](#)
- [State the Decision \(4.3\)](#)
- [Develop Objectives \(4.4\)](#)
- [Self Check: Statement and Objectives \(4.5\)](#)
- [Classify Objectives into Musts and Wants \(4.6\)](#)
- [Weigh the Wants \(4.7\)](#)
- [Self Check: Classify and Weigh Objectives \(4.8\)](#)
- [Vignette: Clarify Purpose: State Decision, Develop Objectives, Classify and Weigh Objectives](#)



Click on the title below to launch the module OR click on any of the steps below to go to that topic

# Decision Analysis



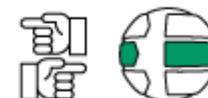
[Example](#) Click here to see an example of the Decision Analysis process



- [State the Decision \(3.3\)](#)
- [Develop Objectives \(3.4\)](#)
- [Self Check: Statement and Objectives \(3.5\)](#)
- [Classify Objectives into Musts and Wants \(3.6\)](#)
- [Weigh the Wants \(3.7\)](#)
- [Self Check: Classify and Weigh Objectives \(3.8\)](#)
- [Vignette: Clarify Purpose: State Decision, Develop Objectives, Classify and Weigh Objectives \(3.9\)](#)
- [Evaluate Alternatives \(3.10\)](#)
- [Generate Alternatives \(3.11\)](#)

## State the Decision

Develop Objectives  
 Classify Objectives into Musts and Wants  
 Weigh the Wants



### Clarify Purpose

A short statement describing the intended result of a decision

Purpose: *To keep decision makers on track*

Method: Ask:

- What do we need to decide?
- What are we trying to do?

### Example

Write a short statement that includes:

- Choice word (decide, pick, select...)
- Result
- 1 or 2 key modifiers

Language broad

Decision Analysis Basics (3.3)

[edit media properties](#)

[view or edit notepad](#)



[go to module homepage](#)

### Media narration

The first step in Decision Analysis is to develop a description is called a **Decision Statement** being made.

Example - Microsoft Internet Explorer

[close this window](#)

### Example

Some examples of decision statements:

- Pick an internal person to be the Specialty Foods Operations Manager.
- Decide what our new corporate legal structure should be.
- Determine a method for disposing of hazardous waste that meets federal standards.
- Choose a short-term method for fixing the gauge on machine press #1.
- Select a retirement program to recommend to the retirement committee.





- ▶ Making Thinking Visible (1.5)
- ▶ **Vignette: Introduction (1.6)**
- ▶ Overview of Decision Analysis (1.7)
- ▶ Overview of Potential Problem (Opportunity) Analysis (1.8)
- ▶ Overview of Problem Analysis (1.9)
- ▶ Overview of Situation Appraisal (1.10)
- ▶ Questioning Is a Key Skill (1.11)
- ▶ The Problem Solving & Decision Making Model (1.12)
- ▶ Module Completion (1.13)

[symbol guide](#)

On AHM network—audio disabled

[view or edit notepad](#)

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[go to module homepage](#)

## Introduction

If you have not read the background for all vignettes, or you would like to review it, [click here](#).

What follows is a **new** vignette.

**Step 1:** Launch this vignette in Flash, or [read the text-only version](#).

**Step 2:** After you have completed step 1, answer the following questions in the spaces provided.

**Step 3:** When you have answered all the questions, click the **Submit answers** button below to send your responses to your instructor(s).

**What are three or four priority actions you would like to take if you were the project manager?**

If needed:

- [Review vignette as Flash](#)
- [Review vignette as text](#)


**What are four or five questions you would like answered?**


If needed:

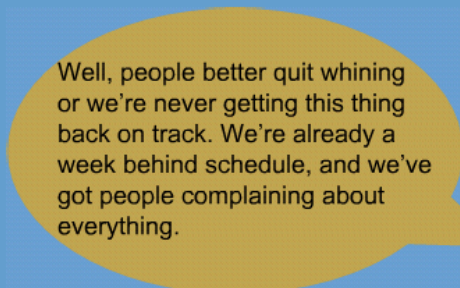
- [Review vignette as Flash](#)

scenario1 - Microsoft Internet Explorer


EARL Project Meeting—Monday, June 3, 8:40 a.m.


  
**Marketing Team Leader**


  
**Manufacturing Team Leader**





Well, people better quit whining or we're never getting this thing back on track. We're already a week behind schedule, and we've got people complaining about everything.


  
**Project Manager**


  
**Engineering Team Leader**

  
Previous words

  
Next words

  
Play vignette

  
Stop vignette

  
Restart vignette

Normal speed  
Slower speed  
Slowest speed

[Self Check: Generate and Evaluate Alternatives \(4.14\)](#)[Assess Risks \(4.15\)](#)[Identify Adverse Consequences \(4.16\)](#)[Make Decision \(4.17\)](#)[Make the Best Balanced Choice \(4.18\)](#)[Self Check: Assess Risks and Make Decision \(4.19\)](#)[Vignette: Evaluate Alternatives, Assess Risks, and Make Decision \(4.20\)](#)[Decision Analysis Basics Quiz \(4.21\)](#)[Decision Analysis Basics Application Topics \(4.22\)](#)

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[edit media properties](#)

[view or edit notepad](#)[Go to module homepage](#)

### Question 1

**Incorrect**

If you have too many alternatives to reasonably assess, which of the following will help narrow the field?

- a) Start with the first four or five and evaluate those; if you don't find a "winner," move on to the next four or five
- b) Pick the four or five you think will match the objectives best and evaluate those
- ❖ c) Refine or add to your Musts
- ✅❖ d) Change your Decision Statement to better define the choice

**Explanation of answer:** Adding a Must objective, or making a Must more restrictive, will screen out "marginal" alternatives. Changing the result or modifier in the Decision Statement can also accomplish this.

**Slide references:**

- [Generate Alternatives](#)
- [Screen Alternatives Through the Musts](#)

### Question 2

**Correct!**

It is possible to have an alternative that scores zero against an objective.

- ✅ a) True
- b) False

**Explanation of answer:** If an alternative does not meet the objective at all, give it a zero score. Always record factual data and score performance honestly.

**Slide references:**

- [Compare Alternatives Against the Wants](#)

[Assess Risks \(4.15\)](#)[Identify Adverse Consequences \(4.16\)](#)[Make Decision \(4.17\)](#)[Make the Best Balanced Choice \(4.18\)](#)[Self Check: Assess Risks and Make Decision \(4.19\)](#)[Vignette: Evaluate Alternatives, Assess Risks, and Make Decision \(4.20\)](#)[Decision Analysis Basics Quiz \(4.21\)](#)[Decision Analysis Basics Application Topics \(4.22\)](#)[Module Completion \(4.23\)](#)[symbol guide](#)No media on slide  
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## Decision Analysis Application Topics

### Instructions

- To add a new Decision Statement matrix table, use the [Add a Decision Statement](#) function below.
- To edit an existing Decision Statement, make the change in the provided space and click the **Save** button.
- To add a new Objective to a Statement matrix, click the **Add Objective** button in the appropriate matrix.
- Once you have added Objectives, you may edit them by clicking the **Edit** button on the appropriate line.

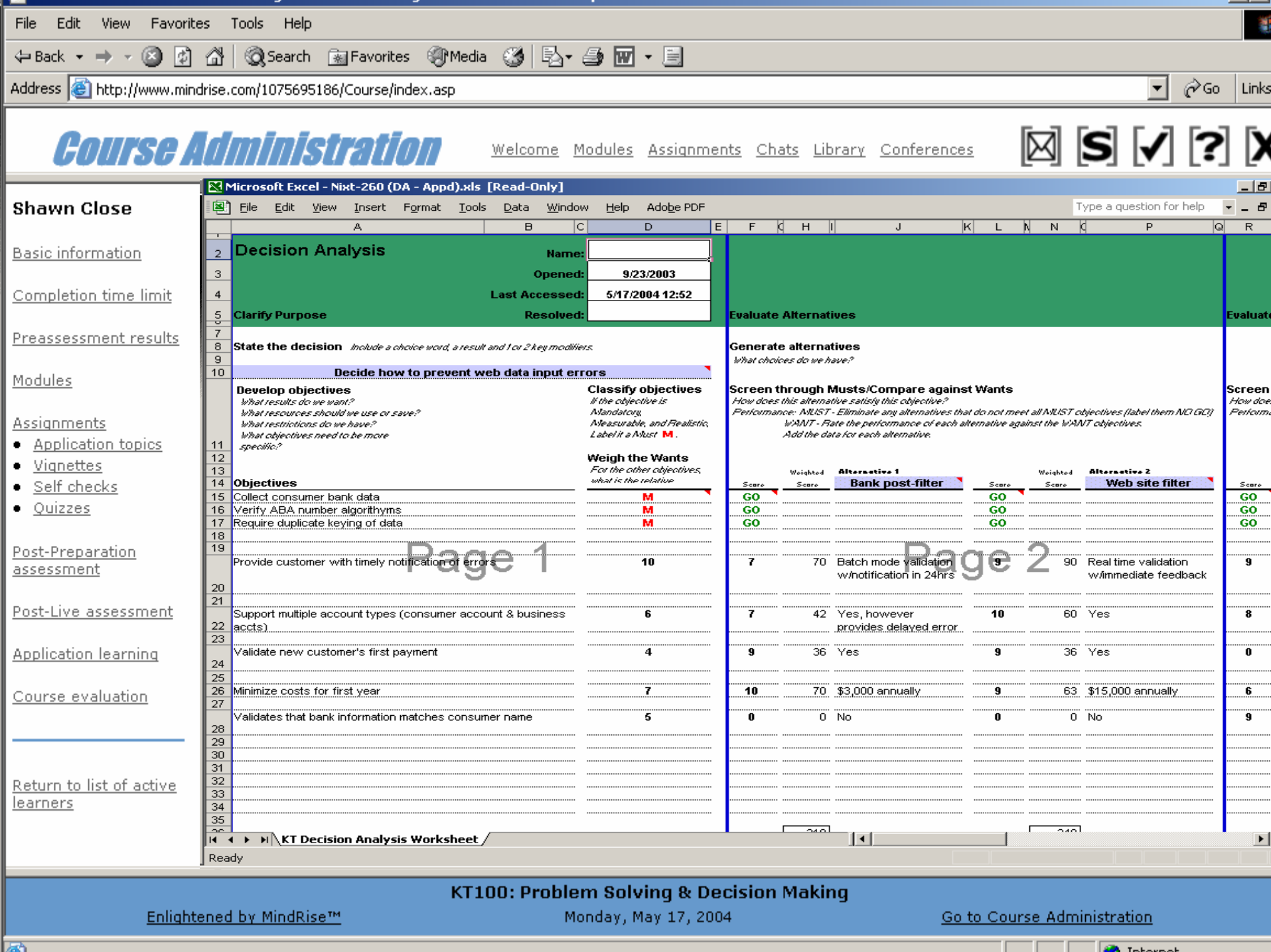
Decision Statement:  **Save**

Critical Objectives	Action
Leverage existing client relationships	<b>Edit</b>
Minimize time to additional revenue	<b>Edit</b>
Minimize additional staff	<b>Edit</b>

To add an objective to the **Choose new market strategy** Decision Statement, click the **Add Objective** button.

**Add Objective**

[Review the instructions](#)



# Course Administration

[Welcome](#) [Modules](#) [Assignments](#) [Chats](#) [Library](#) [Conferences](#)



- Shawn Close
- [Basic information](#)
- [Completion time limit](#)
- [Preassessment results](#)
- [Modules](#)
- [Assignments](#)
  - Application topics
  - Vignettes
  - Self checks
  - Quizzes
- [Post-Preparation assessment](#)
- [Post-Live assessment](#)
- [Application learning](#)
- [Course evaluation](#)
- [Return to list of active learners](#)

Microsoft Excel - Nixt-260 (DA - Appd).xls [Read-Only]																						
File Edit View Insert Format Tools Data Window Help Adobe PDF																						
Type a question for help																						
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R				
2	<b>Decision Analysis</b>			Names:																		
3				Opened:	9/23/2003																	
4				Last Accessed:	5/17/2004 12:52																	
5	<b>Clarify Purpose</b>			Resolved:																		
6																						
7																						
8	<b>State the decision</b>			<i>Include a choice word, a result and 1 or 2 key modifiers.</i>																		
9																						
10	<b>Decide how to prevent web data input errors</b>																					
11	<b>Develop objectives</b>			<b>Classify objectives</b>			<b>Evaluate Alternatives</b>													<b>Evaluate</b>		
12	<i>What results do we want?</i>			<i>If the objective is</i>			<i>What choices do we have?</i>													<i>How does</i>		
13	<i>What resources should we use or save?</i>			<i>Mandatory,</i>			<i>Screen through Musts/Compare against Wants</i>													<i>How does</i>		
14	<i>What restrictions do we have?</i>			<i>Measurable, and Realistic,</i>			<i>How does this alternative satisfy this objective?</i>													<i>Performance</i>		
15	<i>What objectives need to be more specific?</i>			<i>Label it a Must M.</i>			<i>Performance: MUST - Eliminate any alternatives that do not meet all MUST objectives (label them NO GO)</i>													<i>Performance</i>		
16							<i>WANT - Rate the performance of each alternative against the WANT objectives.</i>															
17							<i>Add the data for each alternative.</i>															
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Page 1

Page 2

# Technology and Methodology

- Each piece of course content held in a SQL database
- Each page dynamically served by Active Server Pages, allows personalization
- Primarily HTML, JavaScript code, reuse code objects wherever possible
- Minimal, non-essential Flash animation used
- RealPlayer and Windows Media Player for optional audio

# Implementation strategy

- Form small core cross-companies project team
- Drive all phases from a Web-based database
- Use established Web technologies
- Apply established adult learning principles
- Rapid application development
- Prototype, test, improve, test

# Overcoming Barriers

- Staying on implementation schedule
- Managing culture change
  - New learner role
  - New instructor role
  - New role for managers
- Managing administration

# Honda Goals for Blending

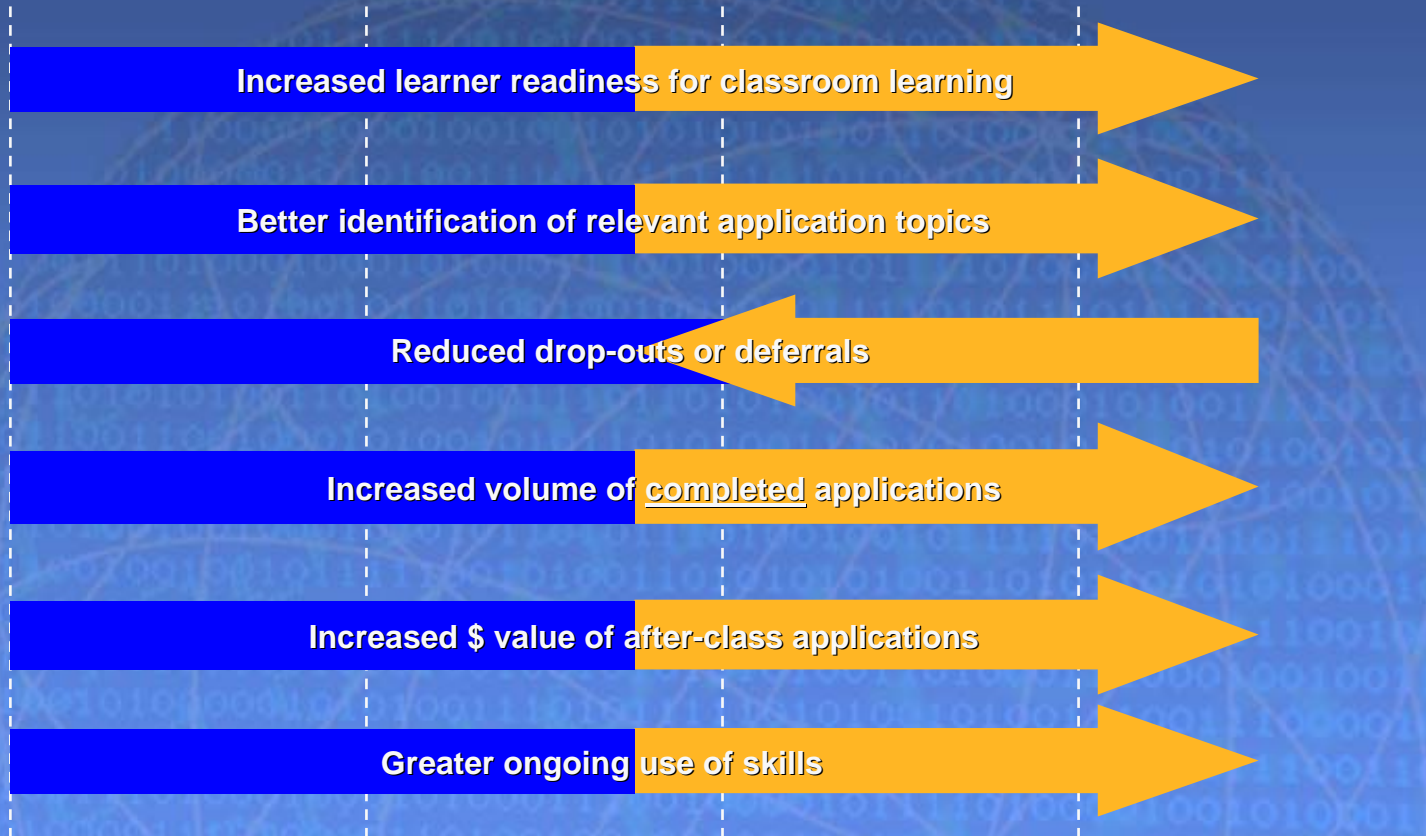
- Faster, deeper initial competence
- Increased content retention and application
- Improved coaching/support
- Reduced classroom time
- Clear ROI through direct business results
- Utilize evolving technology for learning

# Typical Session Results

- # of Learners = 15 – 20
- Online time:

Preparation	5-8 hours
Application	3-6 hours
- Completion rate = 80%+
- # of completed applications = 3 per learner  
(average of 40+ per session)

# Indicators of Success



# Success Factors

- Shared vision, goals, and strategy
- Sound rapid development strategy
- Strong internal champion(s)
- Strong internal implementers
- Regular assessment and improvement
- Demonstration of results

# Learner Feedback

**“The pre-classroom learning format took a little time for me to learn how to follow it, but it was a useful orientation. I'm very glad to have taken the course...I am highly recommending (it)!!”**

**“My understanding of the KT process was enhanced to the degree that within day's after class I incorporated the tools within my department.”**

**“...this was perhaps the best training through Honda that (we've) had. Our discussions have centered around how (we) can use the KT process in our daily work lives...Thanks to you and your group for providing the training that is truly helpful to us.”**

# What's Next?

- Mix degree of Blending based on audience
- Utilize learning community capabilities
- Experiment with new configurations
- Look for and leverage opportunities for continuous improvement
- Continue results documentation

# Q & A

Thank you for your time and attention!

**Ms. Lou Juneman**

Associate Learning & OD  
American Honda Motor Co., Inc.

**Mr. Leon Ronzana**

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