

to work when you are back to work. The next twelve weeks are actually the most important part of the process." Coming from the CFO of a \$25 billion global corporation, it's a clear and unambiguous message that learning needs to be converted into action.

"The new finish line and all the components around it continue to receive very strong positive support from senior executives and front-line managers alike," Terrence said. "It is a delightful situation for us to be in."

It will require patience and perseverance to re-educate the organization to think in terms of business outcomes for training (Keeton, 2014). The payoff is worth the effort (Gregory & Akram, 2014). Training providers—whether internal or external—who have shifted from a focus on learning to a focus on performance enjoy much greater buy-in from management as well as from program participants (see Case in Point I.2). When employees can clearly see the relevance of the training, they are more willing to engage and more likely to answer "Yes, I will" when they return to work.

In the chapter on D1, we underscore the concept that training is a business function that must deliver business value. We provide a process and tools to guide a dialogue between business leaders and learning professionals to achieve alignment. We underscore the importance of "starting with why" and agreeing on the criteria for success *in advance*, and we provide a checklist and suggestions for practical application.



Design the Complete Experience

The Second Discipline practiced by the most effective learning and development organizations is that they **design the complete experience**, rather than just an "event." The emphasis is on *complete*, which means actively planning and managing what happens before and after instruction with the same care historically afforded the instruction itself. The evidence is clear: the pre- and post-training environments profoundly impact the outcome (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012).

Generating business value from learning is a *process*, not a one-off event. As Linda Hudson, chief executive of BAE, remarked in an interview with the *Wall Street Journal*, "You don't go to class and next week, everything changes" (Lublin, 2014). To be effective, learning needs to be conceived and managed as a process, bringing to bear the tools of business process reengineering and continuous improvement. In today's results-oriented