

Discovery to Impact

A participant brief for asking better questions about learning, behavior transfer, and business contribution.

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Start with the work

My approach begins with the performance question: what should people be able to do differently, and what would help them do it? Discovery continues through design, delivery, transfer, and impact. The evidence plan changes as we learn more about the work.

Five connected parts

Discovery. Understand the task, the people, the working conditions, and the business question. Agree on the decision and the evidence it requires.

Design. Write observable performance objectives. Connect practice, assessment, and workplace evidence to the same behavior.

Delivery. Examine reaction and demonstrated learning. Check early application and whether reinforcement, coaching, and support are available.

Transfer. Look for sustained workplace application. Use follow-up timing appropriate to the task, opportunity to practice, and business cycle.

Impact. Examine the contribution to the agreed business outcome. Consider baseline trends, comparisons where feasible, and other plausible explanations.

An evidence standard

Training completion, satisfaction, and confidence can inform decisions. They do not establish sustained application or a causal business effect. Compare sources, state uncertainty, and separate what was observed from what is assumed.

This is my practitioner framework, informed by Kirkpatrick, Brinkerhoff, and transfer-of-training research. It is not a validated assessment instrument or a report of employer results. The companion keynote identifies its composite scenario and research references.

Follow one program

Use this worksheet to prepare a conversation. Record only information you are permitted to share.

1. Define the work.

What behavior should change? Who needs support, and under what working conditions?

2. Trace the evidence.

For each link below, mark M (measured), A (assumed), or U (unknown). Identify the source and its limits.

Link	M / A / U	Evidence source and limit
Performance need		
Learning		
Workplace application		
Sustained practice		
Business result		

3. Test another explanation.

What else changed? Could timing, tools, staffing, incentives, or another initiative explain the result?

4. Choose the next decision.

What will you continue, revise, investigate, or stop? Who owns the action, and when will you check it?

A useful conclusion states what changed, what supports that interpretation, what remains uncertain, and what to examine next.