Table 1. Delivering and Measuring Success

Traditional Approach	*Show the Value Approach*
1. Start doing things with no end goal.	1. Start with the end in mind.
2. Have no system or process to achieve success.	2. Follow six steps to achieve success.
3. Rarely achieve the end goal.	3. Design for and achieve desired goals.
4. Focus on activities instead of results.	4. Deliver results on activities including impact and ROI.

Table 2. Success Profile of Leadership

Success Level	Leadership Qualities	Leadership Challenge	Leader Label	Leadership Evaluation
1	Admirable	Make it exciting	Charismatic	Reaction
2	Intelligence	Make it matter	Teacher	Learning
3	Bias for action	Make it stick	Influencer	Application
4	Results focus	Make it credible	Impactful	Impact
5	Value add	Make it worthwhile	Valuable	ROI

Figure 1. The Show the Value Process Model

Table 3. Examples of Hard Data

Output	Time
Citizens vaccinated	Length of stay
Graduation rate	Cycle time
Placement rate	Equipment downtime
Units produced	Overtime
Income increased	On-time shipments
Production	Project time
Money collected	Processing time
Licenses issued	Supervisory time
New accounts generated	Time to proficiency
Forms processed	Time to graduate
Loans approved	Repair time
Inventory turnover	Time to replace
Criminals prosecuted	Response time
Inspections made	Late times
Patients X-rayed	Lost time days
Projects completed	Wait time
Jobs secured	
Patients discharged	*Quality*
Criminals captured	Readmissions
Shipments	Failure rates
	Dropout rates
Costs	Scrap
Budget variances	Waste
Unit costs	Rejects
Costs by account	Error rates
Variable costs	Rework required
Fixed costs	Shortages
Overhead costs	Product defects
Operating costs	Deviations from standard
Accident costs	Product failures
Program costs	Inventory adjustments
Incarceration costs	Infections
Shelter costs	Incidents
Treatment costs	Compliance discrepancies
Participant costs	Agency fines
Cost per day	Accidents
	Crime rate

Table 4. Examples of Soft Data

Leadership	*Client Service*
Teamwork	Client complaints
Collaboration	Client satisfaction
Networking	Client dissatisfaction
Communication	Client impressions
Alliances	Client loyalty
Decisiveness	Client retention
Caring	Client value
Compassion	Clients lost
Work Climate/Satisfaction	*Employee Development/Advancement*
Grievances	Promotions
Discrimination charges	Capability
Employee complaints	Intellectual capital
Job satisfaction	Programs completed
Organization commitment	Transfers
Employee engagement	Performance appraisal ratings
Employee loyalty	Readiness
Intent to leave	Development assignments
Stress	
Initiative/Innovation	*Image/Reputation*
Creativity	Brand awareness
New ideas	Reputation
Suggestions	Impressions
Trademarks	Social responsibility
Copyrights and patents	Environmental friendliness
Process improvements	Social consciousness
Partnerships	Diversity/inclusiveness
	External awards

Table 5. Typical Solutions

- Provide information/knowledge
- Build skills/competencies
- Install technology/systems
- Implement procedures
- Organize meetings/events

- Initiate policy changes
- Implement process changes
- Initiate job changes
- Provide rewards/recognition
- Offer tools/enablers

Table 6. Diagnostic Tools

Tool	Use when
Affinity diagram process (aka, affinity chart, K-J Method, thematic analysis)	Confronted with many facts or ideas, issues seem too large and complex to grasp, group consensus is necessary
Analytics	Creating models to develop insights about the interaction between different data sources
Cause-and-effect diagrams (aka, fishbone diagram, Ishikawa diagram)	Identifying possible causes for a problem and when you want to move a team's thinking out of a rut
Engagement surveys	Assessing employees' levels of engagement or disengagement, how engagement compares across functions, predicting talent risks, and identifying opportunities for leadership growth
Exit interviews/surveys	Assessing the reasons people leave an organization
Focus groups	Exploring needs, thoughts, and perceptions of people when it is important for them to hear from other people
Force-field analysis	Analyzing the root cause of a problem by comparing the positive and negative forces, along with their relative strength, of a situation
Mind-mapping	Taking notes and summarizing discussions, brainstorming ideas, breaking down complex problems, and analyzing and processing information
Nominal group technique	Brainstorming using structure that gives every participant an opportunity to contribute, present their ideas, and prioritize their ideas and those of others using a point system
Probing interviews	Seeking information about assumptions and perceptions and when probing for details and lengthy explanations are important
Simulations	Conducting experiments on a real system or if a real setting is impossible or impractical
Social network analysis (aka organizational network analysis)	Investigating social structures within an organization to understand workflow, collaboration, knowledge sharing, dependencies on people, talent flight risks, work overload
Statistical process control	Monitoring process inputs, discovering issues in internal systems, and finding solutions for production issues
Statistical quality control	Monitoring process outputs, discovering issues in internal systems, and finding solutions for production issues

Table 7. Common Preferences

This solution should be:

- Relevant to my work
- Relevant to the community
- Important to my success
- Important to the program
- Valuable to me
- Valuable to society
- Action oriented
- Necessary given the problem
- Useful

- Practical
- Easy to use
- Convenient for me
- New to me
- A good use of my time
- Implemented without disruption of work
- Seamless with work
- Something that I will recommend to others
- Something I will use

Table 8. Aligning the How with the Why

Payoff needs	• Recidivism is an expensive problem. The cost of housing repeat offenders is $102,306,520. Of that amount, $17,179,441 is dedicated to repeat drug-related offenses.
Business needs	• Reduce recidivism rate of drug-related offenders.
Performance needs	• Because there is no treatment program, offenders continue to engage in drug-related crimes after incarceration.
Learning needs	• Offenders do not take seriously the need to change.
	• Offenders do not fully comprehend the continued consequence of their ongoing bevavior.
	• Offenders do not know of a support system that will assist them in modifying their behavior.
Preference needs	• Participants must see the Drug Court Program as important to their survival and as something they will support.

Table 9. Poverty Stoplight: Indicators of Poverty

Income & Employment
Income above the poverty line
Stable income
Credit
Family savings
Diversified source of income
Documentation identify card
Total Category

Health & Environment
Access to drinking water
Nearby health post
Nutritious food
Personal hygiene and sexual health
Healthy teeth and eyesight
Vaccinations
Garbage disposal
Unpolluted environment
Insurance
Total Category

Housing & Infrastructure
Safe home
Sanitary latrine and sewer
Electricity
Refrigerator and other household appliances
Separate bedrooms
Elevated and ventilated cook stove
Comfort of the home
Regular means of transport
All-weather access roads
Fixed line or cellular telephone
Security
Sufficient and appropriate clothing
Total Category

Education & Culture
Know how to read, write, and understand Spanish
Children schooled up to 12th grade
Knowledge and skills to generate income
Capacity to plan and budget
Communication and social capital
School supplies and books
Access to information (radio & TV)
Access to entertainment and recreation
Values cultural traditions and historical heritage
Respects diversity
Awareness of human rights
Total Category

Organization & Participation
Is part of a self-help group
Impact on the public sector
Capacity to solve problems and conflicts
Is a registered voter and votes in elections
Total Category

Inferiority & Motivation
Awareness of their needs: map of life
Self-confidence (self-esteem)
Moral conscience
Emotional-affective capacity
Self-expression, beauty, and art
Violence against women
Entrepreneurship
Autonomy and decision-making capacity
Total Category

Source: *Who Owns Poverty?* by Martin Burt. Used with permission.

Table 10. A Sample of Poverty Stoplight Program Objectives at Each Level

After participating in the Poverty Stoplight program, participants should:

Objective	Level of Evaluation
1. Perceive the program to be relevant to their needs (4.5 out of 5).	1 (Reaction)
2. Intend to be successful with the Poverty Stoplight Program.	1 (Reaction)
3. Be able to create a plan and budget.	2 (Learning)
4. Be able to describe the three elements of a comfortable home.	2 (Learning)
5. All members of the family under 18 years of age go to school.	3 (Application)
6. At least one family member has access to formal productive credit.	3 (Application)
7. Receive vaccinations for the most serious diseases and those that are considered compulsory.	3 (Application)
8. Have a valid identity card for adult family members.	3 (Application)
9. Decrease eyesight problems by 20 percent in one year.	4 (Impact)
10. Reduce the acts of violence in their neighborhood to zero in six months.	4 (Impact)
11. Have an income above the poverty line.	4 (Impact)
12. Achieve a 20 percent ROI for the government three years after program implementation.	5 (ROI)

Table 11. Objectives Definitions and Examples

Level	Definition	Example
Reaction	Expectations of how people involved in the project should react to and perceive the project so that you know the extent to which they buy in.	• This is relevant to my situation. • This is important to my success. • I am committed to make this work. • I would recommend this to others.
Learning	Expectations of what people must know or be able to do in order to do what you want them to do.	• Identify the four conditions for a microfinance loan. • Identify the six features of a new ethics policy. • List the five benefits of healthy living. • Demonstrate all five collaboration skills with a success rating of four out of five. • Explain the five benefits of diversity in a workgroup in five minutes.
Application	Expectations of what people should do to make the project successful.	• Within one month, participants in the youth employment program will be involved in five job interviews. • At least 50 percent of participants involved in the fitness program will join a walking or hiking group in 20 days. • Diabetic patients will implement three of the four critical behaviors in 30 days. • Participants involved in remote learning will routinely use five collaboration skills with team members each day. • Sexual harassment activity will cease within one month after the zero-tolerance policy is implemented.
Impact	Expectations of achievement in addressing the *why* of the project or the impact the project has on the key measures.	• The health status index should improve by 5 percent during the next calendar year. • Complaints of abusive force by police should reduce by 20 percent in six months. • The team should realize a 20 percent reduction in overtime in the third quarter of this year. • Unplanned absenteeism should decline by 15 percent in six months. • Process time for work visas should be reduced by 30 percent in two months.

Table 11. Objectives Definitions and Examples (*continued*)

| Level	Definition	Example
ROI	Expectations of the amount returned over and beyond the investment in the project.	• Set it at the same level as capital investments in the organization. Obtain this percentage by asking the finance and accounting team for the threshold target for capital expenditures. The target is usually around 12 to 16 percent. • Set it slightly above the capital expenditure target, perhaps at 20 or 25 percent. • Consider setting it at the break-even point, 0 percent. This will indicate that you've got your money back. The break-even point is helpful because of concerns from funders. They wonder if the project benefits cover the project's cost. Remember, there are also intangible outcomes that are valuable impacts. • Let the executive, sponsor, or client set the objective. What would be their minimal acceptable performance?
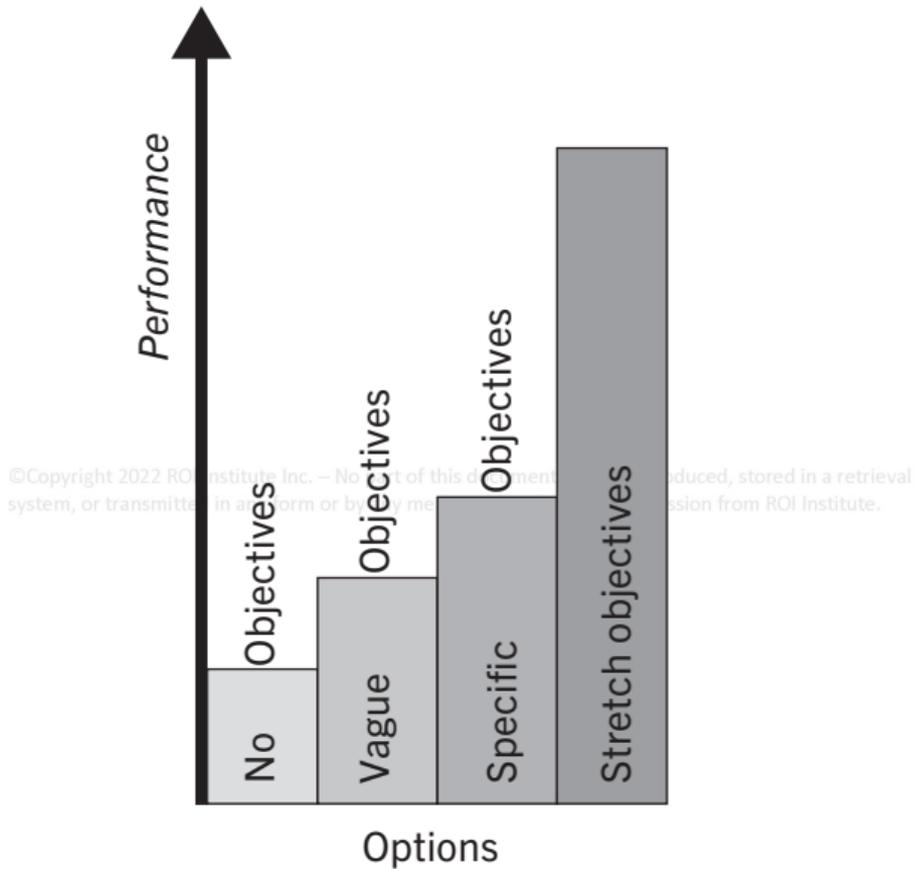
Figure 2. The Power of Objectives

Table 12. Rules for Objectives

1.	Must be measurable and represent minimum acceptable performance.
2.	Fewer objectives are better than many objectives.
3.	Involve subject matter experts and key stakeholders.
4.	Keep objectives relevant to the situation, program, and key stakeholders.
5.	Create stretch objectives, but make sure they are achievable.
6.	Allow for the flexibility to change as conditions change.
7.	Failure is okay; process improvement is the key.
8.	Objectives are tools for progress, not weapons for performance review.
9.	Most objectives should be time-bound.
10.	Provide the focus for design, development, implementation, and evaluation.

These rules are from a combination of publications:

- Jack J. Phillips and Patricia Pulliam Phillips, *Beyond Learning Objectives: Develop Measurable Objectives That Link to the Bottom Line* (Alexandria, VA: ASTD Press, 2008).
- Patricia Pulliam Phillips and Jack J. Phillips, *10 Steps to Successful Business Alignment* (Alexandria, VA: ASTD Press, 2012).
- John Doerr, *Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs* (New York: Penguin, 2018).

Table 13. Developing SMART Objectives

Broad Objective	Measures	Attributes	Baseline	Target	SMART Objective
				In three months:	Three months after the program:
Reduce time in meetings	Duration of meetings	Hours per meeting per person	2.6 hours per meeting per person	Reduce one hour per meeting per person	Time spent in meetings is reduced by one hour per meeting per person.
	Number of meetings chaired	Frequency per month	6.5 meetings per month	Reduce by two per month	Number of meetings chaired by participants is reduced by two per month.
	Number of people attending meetings	Count per meeting per month	7.2 people per meeting per month	Reduce by two per meeting per month	Number of people attending meetings is reduced by two per meeting per month.

Table 14. Who Needs Objectives and Why

Role	Need for Objectives	Objectives Most Important
Performance consultant	Ensure alignment of project to business needs.	Levels 1, 2, 3, 4, 5
Designer	Create solution in a way to maximize results.	Levels 1, 2, 3, 4
Developer	Design the content of the solution to ensure proper flow and sequencing aligns with intended outcomes.	Levels 1, 2, 3, 4
Program owner	Create expectations for results. Ultimate accountability.	Levels 1, 2, 3, 4, 5
Facilitator	Explain, encourage, and validate expectations with those involved in the project. Position project for success with participants.	Levels 1, 2, 3, 4
Participant	Engage in and implement the project.	Levels 1, 2, 3, 4
Sponsor or donor	Support the program and future implementations based on results.	Levels 1, 2, 3, 4, 5
Significant other	Create expectations with team members engaged in the project as well as support implementation.	Levels 1, 2, 3, 4
Evaluator	Measure and evaluate the success of the project.	Levels 1, 2, 3, 4, 5

Table 15. Techniques to Increase Response Rates

1. Provide advance communication about the questionnaire.
2. Clearly communicate the reason for the evaluation.
3. Show what's in it for them to complete it.
4. Indicate who will see the results of the questionnaire.
5. Keep the questionnaire simple and as brief as possible.
6. Keep questionnaire responses anonymous—or at least confidential.
7. Make it easy to respond.
8. Use one or two follow-up reminders.
9. Have the introduction letter signed by a top executive.
10. Have a third party collect and analyze data.
11. Communicate the time limit for submitting responses.
12. Design questionnaire with a professional format to attract attention.
13. Send a summary of results to the target audience.
14. Use the local manager to distribute the questionnaires, show support, and encourage response.
15. If appropriate, let the target audience know that they are part of a carefully selected sample.
16. Enclose a giveaway item with the questionnaire.
17. Provide an incentive (or chance of incentive) for quick response.
18. Distribute the questionnaire to a captive audience.
19. Review the questionnaire at the end of the formal session.
20. Carefully select the survey sample.
21. Allow completion of the survey during work hours.
22. Add emotional appeal.
23. Let participants know what actions will be taken with the data.
24. Provide options to respond.
25. Use a local coordinator to help distribute and collect questionnaires.

Table 16. Methods for Collecting Project Data at Each Level

| Method | Level | | | |
	1 Reaction	2 Learning	3 Application	4 Impact
Surveys	✓		✓	
Questionnaires	✓	✓	✓	✓
Observation		✓	✓	
Interviews	✓	✓	✓	
Focus groups	✓		✓	
Tests		✓		
Action planning/ performance contracting			✓	✓
Performance monitoring				✓

Table 17. Considerations for Selecting Data Collection Methods

| *Considerations*	
Accuracy	Use the technique that will lend itself to the most accurate data, while balancing the other factors below. Some methods lead to greater accuracy than others. Observation, if implemented correctly, is the most accurate way to capture behavior and actions at Level 3 Application but can be expensive. Questionnaires, on the other hand, may not be so accurate but are inexpensive. Data in databases are assumed to be accurate and are the least expensive to collect since they already exist.
Culture	Consider the culture of the organization when selecting data collection methods. Some organizations prefer surveys and questionnaires, while others try to avoid them. Some organizations support the use of one-on-one interviews for part of the process. Others do not because they do not trust the data. In other organizations, focus groups will not work due to lack of openness, transparency, and inclusivity.
Cost	Keep costs to a minimum. Whatever you spend on data collection goes into the denominator of the ROI formula. Some methods are expensive, such as one-on-one observation or one-on-one interviews. Surveys and questionnaires are often inexpensive, which is why many organizations use them.
Disruption	Limit disruption resulting from data collection. Taking people off the job, for example, to participate in interviews and focus groups is disruptive. With observation, there is no disruption, especially if you can leverage technology. Surveys and questionnaires offer very minimal disruption, although, sending reminder after reminder to complete the survey can be annoying.
Time	Keep time required for sources to provide the data to a minimum. This will help ensure efficiency of the data collection process and will limit the distraction to your sources. Some methods, such as observation, do not require time from project participants.
Utility	Consider the usefulness of the data in making decisions. If you want to tell the story of the lived experiences of employees, you will need to interview them. If you want to predict an outcome using data, you will likely need to collect it using a questionnaire, from a database, or a combination of the two. Ask yourself, *Given the purpose of the evaluation and how I plan to use the data, will this technique provide the information I need?*
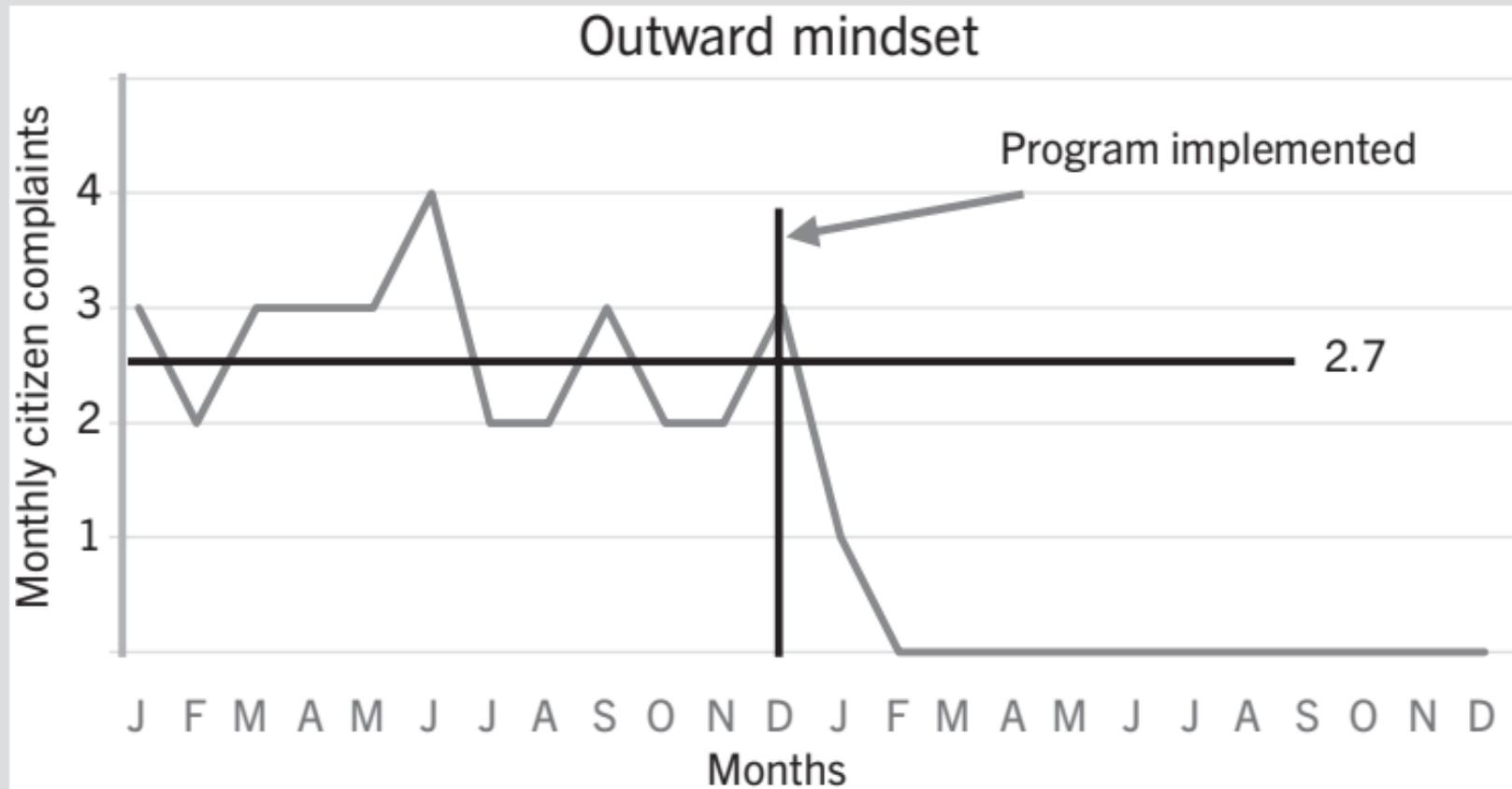
Figure 3. Isolating the Effects of the Outward Mindset Program

Table 18. Techniques to Isolate the Effects of Projects and Programs

Research and Analytical Methods	*Estimations*
• Experimental versus control group	• Participant's estimate of impact
• Trend line analysis of impact data	• Significant other's/supervisor's estimate of impact
• Use of mathematical modeling	
• Calculating the impact of other factors	• Management's estimate of impact
	• Use of experts/previous studies
	• Use of customer/client input

Table 19. Methods of Converting Data to Monetary Values

- Converting output to contribution—standard value (profit/savings)
- Converting the cost of quality—standard value
- Converting employee's time (using compensation)
- Using historical costs/savings
- Using internal and external experts
- Using data from external databases/studies
- Linking with other measures
- Using participants' estimates
- Using supervisors' and managers' estimates
- Using staff estimates

Table 20. Common Intangibles

- Agility
- Ambiguity
- Alliances
- Awards
- Brand
- Burnout
- Capability
- Capacity
- Carbon emissions
- Clarity
- Collaboration
- Communication
- Compassion
- Complexity
- Compliance
- Conflict
- Corporate social responsibility
- Creativity
- Culture
- Customer service
- Decisiveness
- Emotional intelligence
- Employee attitudes
- Engagement
- Food security
- Grit
- Happiness
- Human life
- Image
- Intellectual capital
- Job satisfaction
- Leadership effectiveness
- Loyalty
- Mindfulness
- Mindset
- Net promoter score
- Networking
- Organizational commitment
- Partnering
- Patient satisfaction
- Poverty
- Reputation
- Risk
- Social capital
- Stress
- Sustainability
- Team effectiveness
- Timeliness
- Trust
- Uncertainty
- Volatility
- Work/life balance

Table 21. Project Cost Categories

Cost Item
Initial analysis and assessment
Development of solutions
Acquisition of solutions
Implementation and application
Salaries/benefits for project team time
Salaries/benefits for coordination time
Salaries/benefits for participant time (if appropriate)
Project materials
Hardware/software
Travel/lodging/meals
Use of facilities
Capital expenditures
Maintenance and monitoring
Administrative support and overhead
Evaluation and reporting

Table 22. Total Fully Loaded Costs of Master's Program for 100 Participants

	Year 1	Year 2	Year 3	Total
Initial analysis (prorated)	$1,667	$1,667	$1,666	$5,000
Development (prorated)	3,333	3,333	3,334	10,000
Tuition—regular	300,000	342,000	273,000	915,000
Tuition—premium	50,000	57,000	45,500	152,500
Salaries/benefits (participants)	899,697	888,900	708,426	2,497,023
Salaries/benefits (program administrator)	53,650	55,796	58,028	167,474
Program coordination	15,000	15,000	15,000	45,000
Facilities	43,200	43,200	34,560	120,960
Management time	3,000	3,000	3,000	9,000
Evaluation	3,333	3,333	3,334	10,000
Total	$1,372,880	$1,413,229	$1,145,848	$3,931,957

Table 23. The Benefit-Cost Ratio and Return on Investment Calculations

Defining the Benefit-Cost Ratio

$$\text{Benefit cost ratio (BCR)} = \frac{\text{Project benefits}}{\text{Project costs}}$$

Example
Project benefits = $71,760
Project costs = $32,984

$$\text{BCR} = \frac{\$71,760}{\$32,984} = 2.18$$

Defining the Return on Investment

$$\text{ROI (\%)} = \frac{\text{Project benefits} - \text{Project costs}}{\text{Project costs}} \times 100$$

Example
Project benefits − Project costs = $71,760 − $32,984
Project costs = $32,984

$$\text{ROI (\%)} = \frac{\$71,760 - \$32,984}{\$32,984} \times 100 = 118\%$$

Table 24. Rules of the Road

Rule	Its Meaning
1. Tell the complete story of success.	When conducting a higher level of evaluation, collect data at lower levels.
2. Use the most credible sources.	When collecting and analyzing data, use only the most credible sources.
3. Choose the most conservative alternative.	When analyzing data, select the most conservative alternative for calculations.
4. Give credit where credit is due.	Use at least one method to isolate the effects of the solution.
5. Make no assumptions for nonrespondents.	If no improvement data are available for a population or from a specific source, assume that no improvement has occurred.
6. Adjust estimates for error.	Adjust estimates of improvement for the potential error in the estimates.
7. Omit the extremes.	Extreme data items and unsupported claims should not be used in ROI calculations.
8. Account for all project costs.	Fully load costs of the solution when analyzing ROI.

Table 25. Common Target Audiences

Primary Target Audience	Reason for Communication
Client	• To secure approval for the project
Managers	• To gain support for the project
Participants	• To secure agreement with the issues
Top executives	• To enhance the credibility of the project leader
	• To improve the results and quality of future feedback
Immediate managers	• To reinforce the processes used in the project
	• To prepare participants for the project
Project team	• To drive action for improvement
	• To create the desire for a participant to be involved
Key stakeholders	• To show the complete results of the project
Support staff	• To explain the techniques used to measure results
All employees	• To demonstrate accountability for expenditures
Prospective participants	• To market future projects

Table 26. Methods of Communication

- **Meetings**
  - Executives
  - Management
  - Stakeholders
  - Staff
- **Detailed Reports**
  - Impact study
  - Case study (internal)
  - Case study (external)
  - Major articles
- **Brief Reports**
  - Executive summary
  - Slide overview
  - One-page summary
  - Brochure
- **Electronic Reporting**
  - Website
  - Email
  - Blog / social media
  - Video
- **Mass Publications**
  - Announcements
  - Bulletins
  - Newsletters
  - Brief articles
  - Press releases

Table 27. Presentation Sequence

1. Describe the project and explain why it is being evaluated.
2. Present the evaluation process.
3. Present the reaction and learning data.
4. Present the application data.
5. List the barriers and enablers to success.
6. Present the business impact (with isolation and conversion to money).
7. Show the costs.
8. Present the ROI.
9. Show the intangibles.
10. Review the credibility of the data.
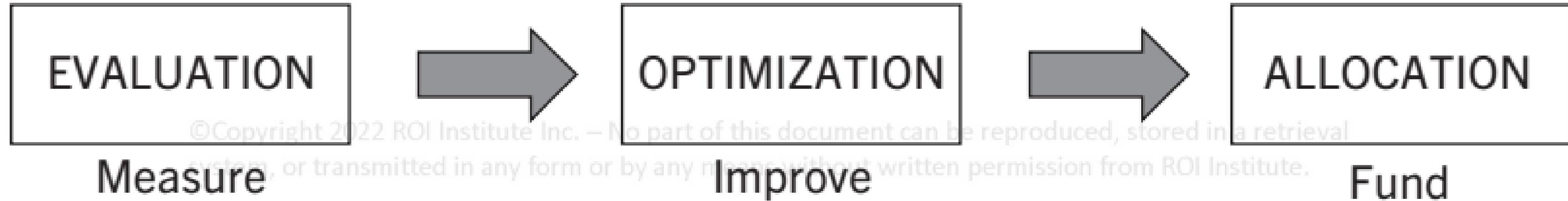11. Summarize the conclusions.
12. Present the recommendations.

EVALUATION	→	OPTIMIZATION	→	ALLOCATION
Measure		Improve		Fund

Figure 4. Process Improvement Is the Key

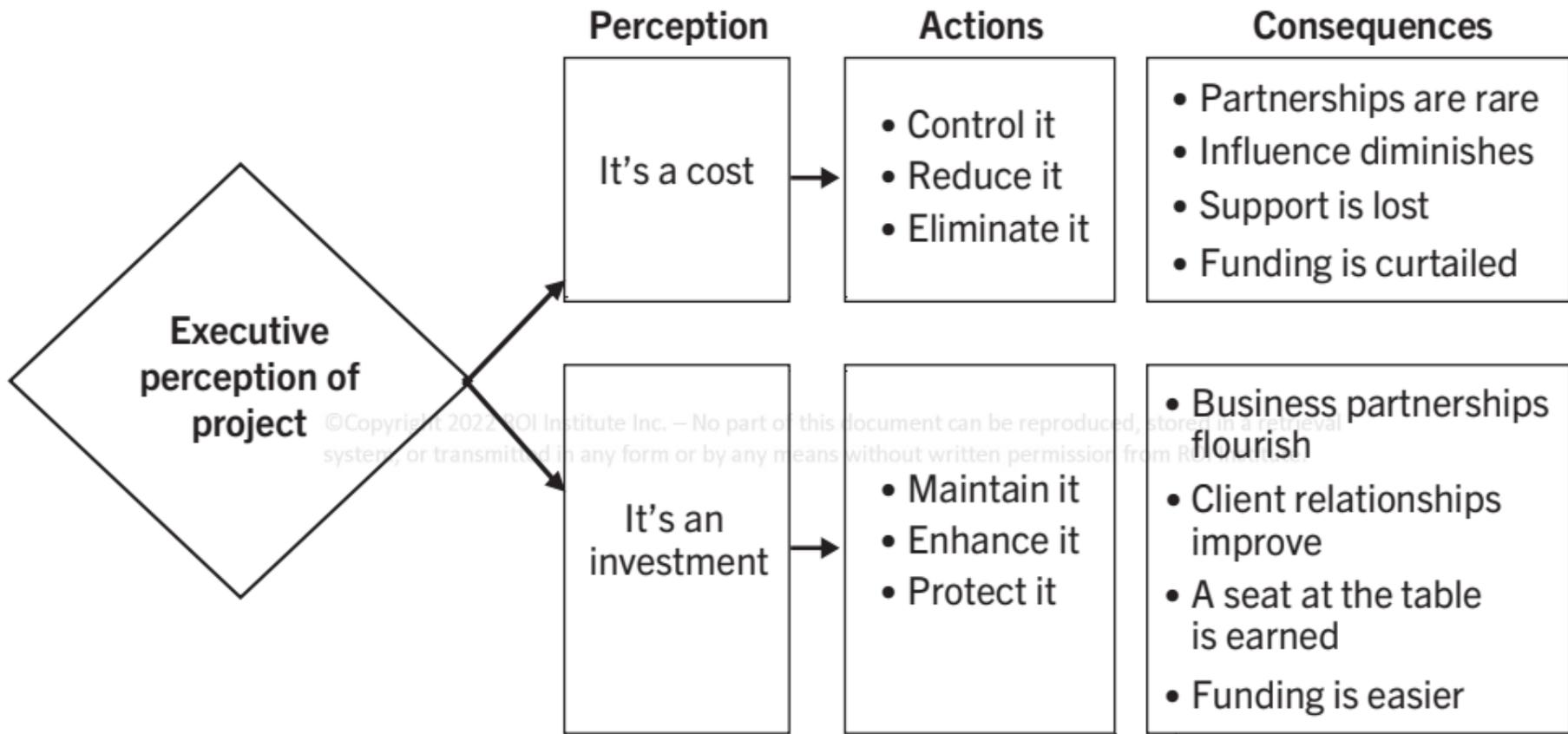| Perception	Actions	Consequences
It's a cost	• Control it • Reduce it • Eliminate it	• Partnerships are rare • Influence diminishes • Support is lost • Funding is curtailed
It's an investment	• Maintain it • Enhance it • Protect it	• Business partnerships flourish • Client relationships improve • A seat at the table is earned • Funding is easier

Executive perception of project

Figure 5. Cost versus Investment Perception: The Reality