

Evaluation Basics

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Resources

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Serious Performance Challenges

True or False?

1. Most learning and development is wasted (not used).
2. The learning outcome desired by executives in client organizations is rarely measured.
3. Most learning providers do not have data showing that they make a difference in the organization.
4. Most executives see learning as a cost and not an investment.
5. Most executives view hard skills more valuable than soft skills.

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It's much worse for virtual.

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The Value Chain

	LEVEL	ISSUE	MEASURES	TARGETS**
Executives prefer	0	Inputs	Volume, Hours, Convenience, Cost	100%
	1	Reaction	*Relevance, Engaging, *Important, Useful, *New Content, *Intent to Use, *Recommend to Others	100%
	2	Learning	Concepts, Trends, Facts, Contacts, Skills, Competencies	90%
Executives prefer	3	Application	Use of content, Frequency of Use, Success with Use, Barriers, Enablers	30%
	4	Impact	Productivity, Time, Quality, Costs, Image, Reputation, Engagement, Compliance	10%
	5	ROI	Benefit Cost Ratio or Return on Investment, Expressed as a Percent	5%

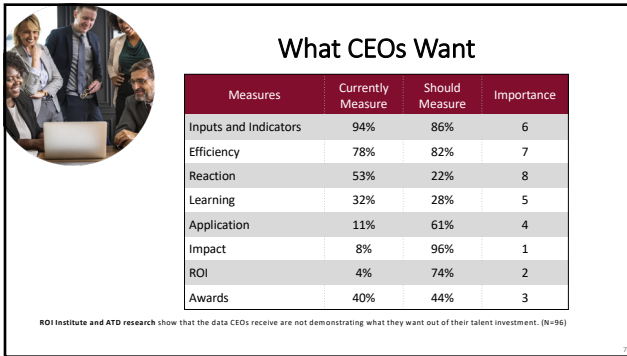
Annotations:

- Level 0:** This is easy. Always measured.
- Level 1:** This is easy. Almost always measured.
- Level 2:** Not difficult. Usually measured.
- Level 3:** Possible. Often measured.
- Level 4:** Not so difficult to connect. Sometimes measured.
- Level 5:** Possible for more programs. Rarely measured.

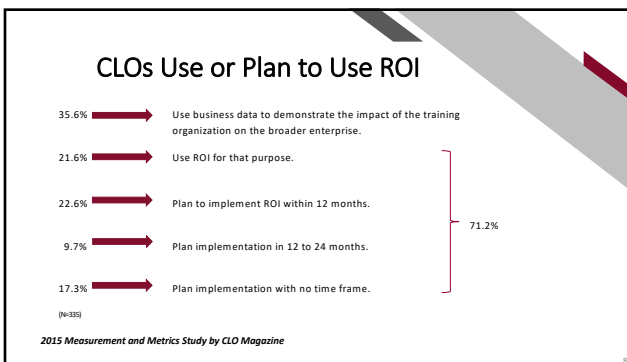
Other Notes:

- *Can predict
- Must take a step to isolate the effects.
- **Best Practice: Percent of programs evaluated at this level each year.

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Changing Paradigms for Learning

Traditional	Emerging
Job Training	Talent Development
Scale and Scope	Speed and Adaptability
✓ Input Focus	Outcome Focus
✓ Cost	Investment
Necessity	Value Driver
Standardization	Customization
Fixed Setting and Time	Agile and Flexible
✓ Science of Learning	Learning Analytics
Command and Control	Empowerment
✓ Needs Assessment	Alignment
✓ Reaction and Learning	Impact and ROI

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Evaluation Framework

Levels of Evaluation	Measurement Focus	Typical Measures
0. Inputs	The input into the project in terms of scope, volume, efficiencies, costs	Participants, Hours, Costs, Timing
1. Reaction & Planned Action	Measures participant satisfaction and captures planned actions, if appropriate	Relevance, Importance, Usefulness, Appropriateness, Intent to use, Motivation to act, Net Promoter Score
2. Learning	Measures changes in knowledge, skills, and attitudes	Skills, Knowledge, Capacity, Competencies, Confidence, Mindset, Contacts
3. Application & Implementation	Measures changes in behavior or actions	Extent of use, Task completion, Frequency of use, Actions completed, Behavior change, Success with use, Barriers to use, Enablers to use, Utility, Scrap
4. Impact	Measures changes in impact variables	Productivity, Revenue, Quality, Time, Efficiency, Customer Satisfaction, Patient Satisfaction, Employee Engagement, Talent Mobility, Innovation
5. Return on Investment	Compares project benefits to the costs	Benefit-Cost Ratio (BCR), ROI%, Payback Period

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What is Design Thinking?

Basic Principles*

A problem-solving approach to handle problems on a systems level

A mind-set for curiosity and inquiry

A framework to balance needs and feasibility

A way to take on design challenges by applying empathy

A culture that fosters exploration and experimentation

A fixed process and a tool kit

A storytelling process to inspire Senior Executives

A new competitive logic of business strategy

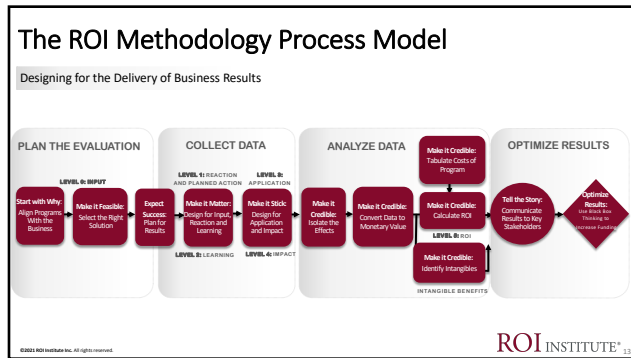
A means to solve complex or wicked problems

A means to reduce risks

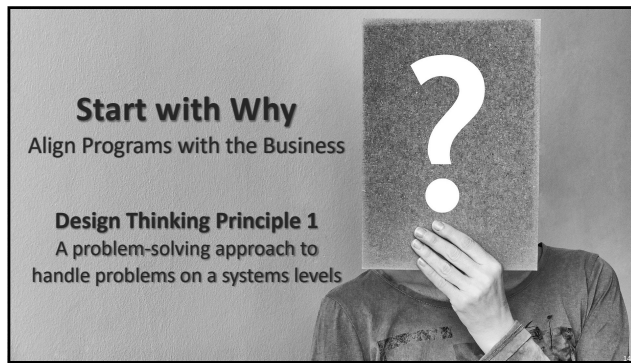
*Mootee, Idris. (2013). *Design Thinking for Strategic Innovation*. Hoboken, NJ: Wiley.

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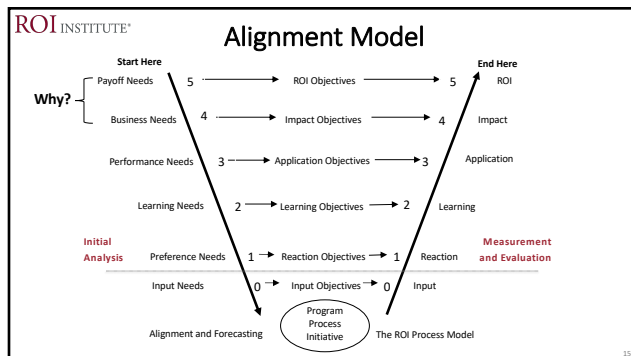
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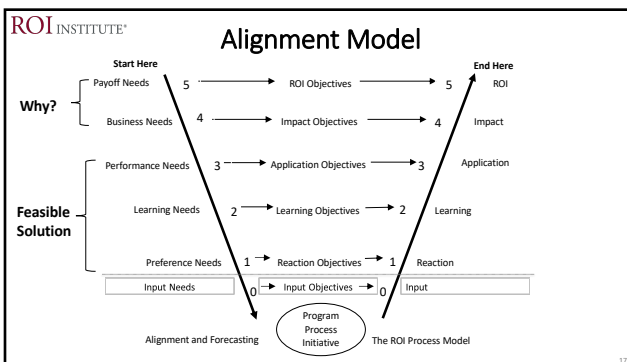
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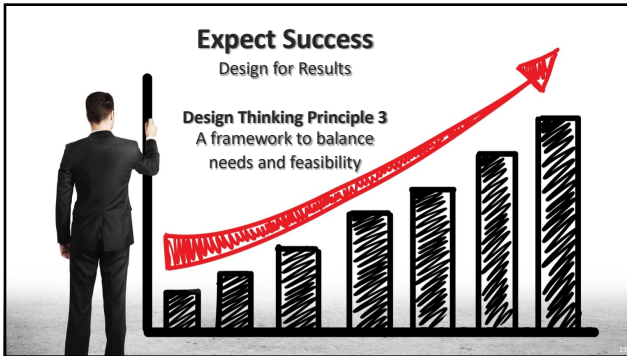
Have a Discussion and Use Diagnostic Tools

Feasible solutions evolve through the understanding of context, empathizing with the target audience, and identifying performance gaps. The next step is to identify learning needs and how best to deliver relevant information. Forecasting outcomes based on inputs is sometimes helpful.

- Statistical process control
- Brainstorming
- Problem analysis
- Cause-and-effect diagram
- Force-field analysis
- Mind mapping
- Affinity diagrams
- Simulations

- Diagnostic instruments
- Focus groups
- Probing interviews
- Job satisfaction surveys
- Engagement surveys
- Exit interviews
- Exit surveys
- Nominal group technique

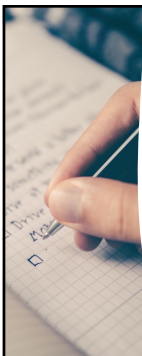
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Developing Objectives for Each Level	
Levels	Focus
Level 1, Reaction	Defines specific measures of expected reaction to the program as it is revealed and communicated to the stakeholders
Level 2, Learning	Defines specific measures of improvement in knowledge, information, contacts, and skills as the participants and other stakeholders learn how to make the program successful
Level 3, Application	Defines specific measures of actions taken that define success with application and implementation of program
Level 4, Impact	Defines the specific impact measures that will change or improve as a consequence of the program's implementation
Level 5, ROI	Defines the minimum return on investment from the program, comparing program costs with monetary benefits from the program

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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 them 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 OK; process improvement is the key.
8. Objectives are tools for progress, not weapons for performance review.
9. Most objectives should be time-bound.
10. Objectives provide the focus for design, development, implementation, and evaluation.

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Evaluation Levels with Objectives

After implementing the program, participants should:

1. Increase MRI patients served by 20%.
2. Decrease the average time patients stay in the ICU.
3. Perceive the new medical procedure as necessary.
4. Implement the 6 steps in the ERACS pathway with every colorectal surgery.
5. Achieve a 20% ROI one year after implementation of flexible work system.
6. Be able to describe the 10 elements of the safety program.
7. Conduct a proper investigation using the seven-step process in 95% of complaint situations.
8. Decrease physician overtime in the ER department.
9. Score an average of 75 or better on new strategy quiz.
10. Patients know how to access care and how to participate in and improve care.

- 1 Reaction
- 2 Learning
- 3 Application
- 4 Impact
- 5 ROI

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Make it Matter

Design for Input, Reaction, and Learning

Design Thinking Principle 4

A way to take on design challenges by applying empathy

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Make it Stick

Design for Application and Impact

Design Thinking Principle 5

A culture that fosters exploration and experimentation



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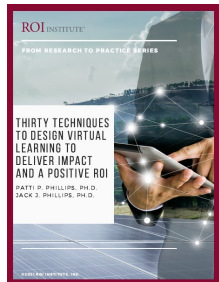
Learning Transfer Strategy

Which are the two most important boxes in which to work?

	Timeframe		
	Before	During	After
	1	2	3
	4	5	6
Role-Players*	7	8	9

*Replace role players with whomever is most influential for your program.

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Thirty Techniques to Design Virtual Learning to Deliver Impact and a Positive ROI

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Data Collection Methods

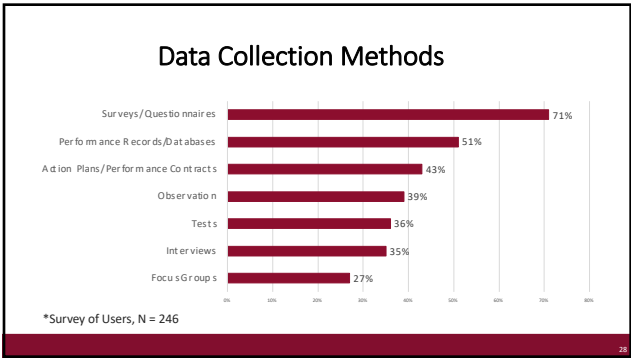
Method	Level			
	1	2	3	4
• Surveys	✓	✓	✓	
• Questionnaires	✓	✓	✓	✓
• Observation	✓	✓	✓	
• Interviews	✓	✓	✓	
• Focus Groups	✓	✓	✓	
• Tests/Quizzes		✓		
• Demonstrations		✓		
• Simulations		✓		
• Action planning/improvement plans			✓	✓
• Performance contracting			✓	✓
• Performance monitoring				✓

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Survey vs. Questionnaire Example

Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The course is relevant to my work.	☐	☐	☐	☐	☐
2. The course is important to my job success.	☐	☐	☐	☐	☐

10. Please estimate the following monthly time savings. Use the most recent month compared to the month attending the how to conduct effective meetings program. Provide only improvements directly related to this program and only when the time saved is used productively.

☐ Number of meetings avoided each month with improved planning _____

☐ Average time saved per meeting per month (in hours) _____

☐ Average number of participants reduced per meeting per month _____

11. What confidence level do you place on the above estimations? _____ %
(0 percent = No confidence & 100 percent = certainty)

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Action Plan

Name: Caroline Dubois Coach: Patricia Mills Follow-Up Date: 2 September

Objective: Improve retention for staff Evaluation Period: January to July

Improvement Measure: Voluntary turnover Current Performance: 28% Actual Target Performance: 25% Actual

Action Steps	Analysis
1. Meet with team to discuss reasons for turnover - using problem-solving skills. 31 Jan	A. What is the unit of measure? <u>One voluntary turnover</u>
2. Review exit interview data with HR - look for trends and patterns. 15 Feb	B. What is the value (cost) of one unit? <u>Salary at 2.3</u>
3. Counsel with "at risk" employees to correct problems and explore opportunities for improvement. 1 Mar	C. How did you arrive at this value? <u>Standard value</u>
4. Develop individual development plan for high potential employees. 5 Mar	D. How much did the measure change during the evaluation period? <u>25% (annual %)</u>
5. Provide recognition to employees with long tenure. Routinely	E. What other factors could have contributed to this improvement? <u>Growth opportunities, changes in job market</u>
6. Schedule appreciation dinner for entire team. 31 May	F. What percent of this change was actually caused by this program? <u>25%</u>
7. Encourage team leaders to delegate more responsibilities. 31 May	G. What level of confidence do you place on the above information? <u>(100% = Certainty and 0% = No Confidence) 90%</u>
8. Follow up with each discussion and discuss improvement or lack of improvement and plan other actions. Routinely	
9. Monitor improvement and provide recognition when appropriate. 11 May	

Intangible Benefits: Less stress on team, greater job satisfaction

Comments: Great Coach - She kept me on track with this issue.

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Factors to Consider

When selecting methods, consider:

- Time required for participants
- Time required for supervisors
- Costs of methods
- Amount of disruption
- Accuracy
- Utility
- Culture/Philosophy

When selecting sources of data, consider:

- Participants
- Supervisors
- Direct reports
- Peer groups
- Internal staff
- External sources
- Organizational records

When determining timing, consider:

- Availability of data
- Ideal time for behavior change/application
- Ideal time for business impact
- Convenience of data collection
- Constraints on data collection

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Make it Credible

Measure Results and Calculate ROI

- Isolating the effects of the program
- Converting Impact data to money
- Identifying intangible benefits
- Tabulating cost of the program
- Calculating ROI

Design Thinking Principle
A fixed process and a tool kit

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What percent of your programs are evaluated at the impact level per year?

- A. None
- B. About 5%
- C. About 10%
- D. About 15%
- E. More than 20%



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Measurement Targets			
Level		Recommended % of Programs	**Benchmarking %
0	Input	100%	100%
1	Reaction	100%	80%
2	Learning	80-90%	70%
3	Application	30%	49%
4	Impact	10%	37%
5	ROI	5%	18%

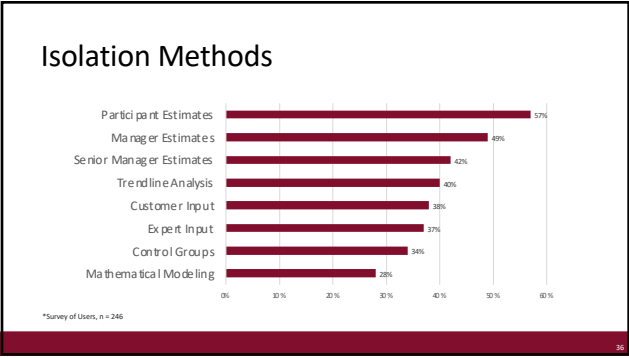
*Percentage of programs evaluated at each level each year

**Benchmarking 2020

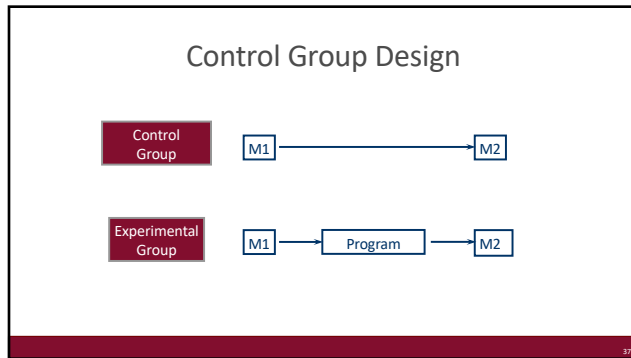
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Characteristics of Programs Suitable for Impact & ROI	
	Cost of the program
	Linkage of program to operational goals and issues
	Importance of program to strategic objectives
	Top administrator interest in the evaluation
	Visibility of the program
	Size of target audience
	Investment of time required

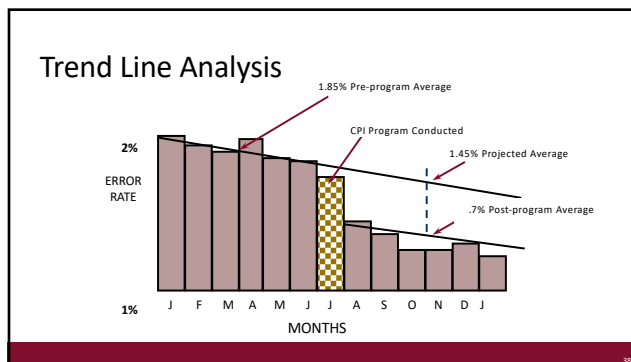
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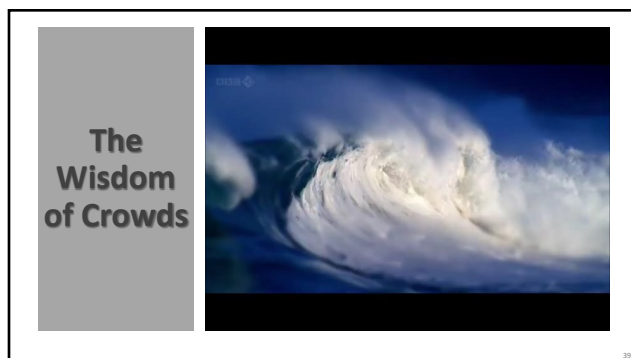
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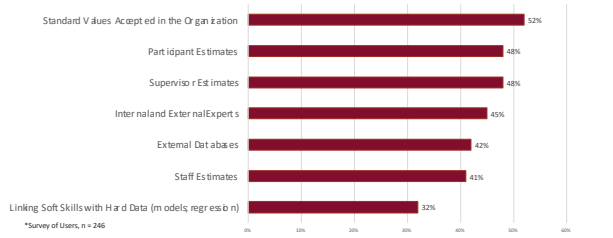


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Data Conversion Methods



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Intangibles

- Adaptability
- Awards
- Brand awareness
- Career minded
- Caring
- Collaboration
- Communication
- Conflicts
- Corporate social responsibility
- Decisiveness
- Engagement
- Image
- Innovation
- Job satisfaction
- Leadership
- Networking
- Organizational climate
- Organizational commitment
- Reputation
- Stress
- Talent
- Teamwork

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Fully-Loaded Costs

"When in doubt, put it in."
The process should withstand even the closest scrutiny in terms of its credibility.

DIRECT

- ☐ Program materials
- ☐ Instructor / facilitator
- ☐ Facilities
- ☐ Travel, lodging, meals

INDIRECT

- ☐ Needs assessment (prorated)
- ☐ Program development (prorated)
- ☐ Participant time (salaries & benefits)
- ☐ Administrative/overhead
- ☐ Evaluation

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What is ROI?

BCR =

Program Benefits

Program Costs

ROI =

Benefits - Costs

Program Costs

x 100

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ROI Calculation Example

Program: Inclusive Leadership

Program Benefits = \$762,393

Program Costs = \$387,708

Data taken from an inclusive leadership case study.
Contact Hope@roiinstitute.net for a copy.

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What is ROI?

BCR =

\$762,393

\$387,708

=

ROI =

\$762,393 - \$387,708

\$387,708

x 100 =

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Executives and chief financial officers need ROI data for major programs.

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Optimize Results

Use Black Box Thinking to Increase Funding

Design Thinking Principle 8

A new competitive logic of business strategy

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The Payoff

- Justify/defend budgets.
- Align projects to business needs.
- Show contributions of selected projects.
- Earn respect of senior management/administrators.
- Build staff morale.
- Improve support for projects.
- Enhance design and implementation processes.
- Identify inefficient projects that need to be redesigned or eliminated.
- Identify successful projects that can be implemented in other areas.
- Earn a "seat at the table".

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Be Proactive

Remember, when it comes to delivering results:

- Hope is not a strategy.
- Luck is not a factor.
- Doing nothing is not an option.

**Change is inevitable.
Progress is optional.**

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SCAN ME

Click the link below or scan the QR code to access resources from today's session.

<https://roiinstitute.net/evaluation-basics/>



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ROI CERTIFICATION®

SCHEDULED EVENTS

September 13-24, 2021 — Live Virtual

November 8-12, 2021 — Milwaukee, WI

November 29-December 3, 2021 — Savannah, GA

January 10-14, 2022 — Focused on Healthcare

February 28-March 4, 2022 — Orlando, FL

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