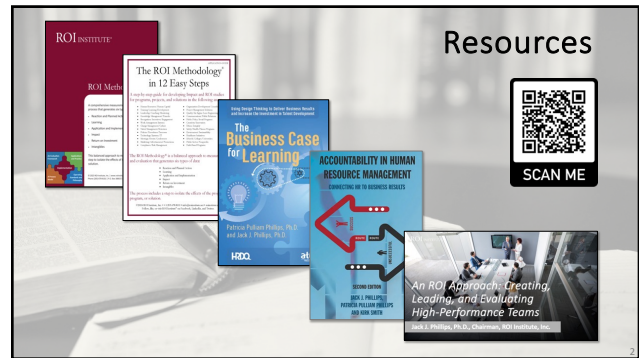
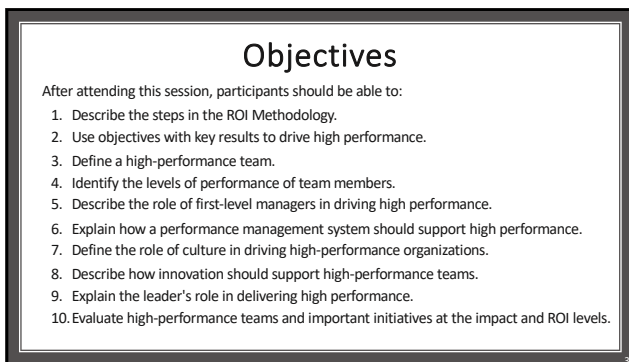




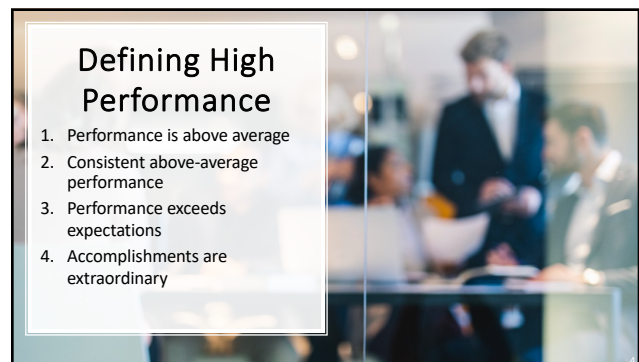
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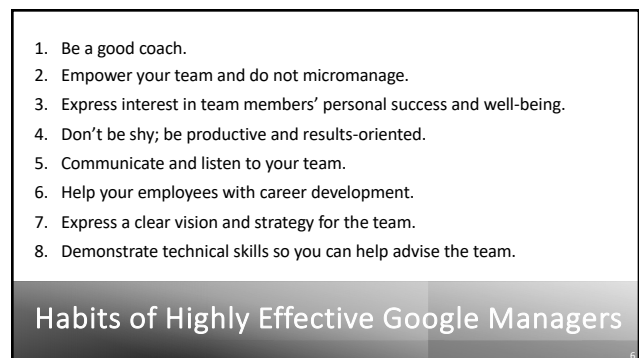
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5



6

Identifying High-Performance Skills & Competencies

- Literature search on high-performance skills and competencies
- Interview high performance managers
- Interview top executives
- Interview middle-level managers
- Conduct focus groups with a target audience



7

What's Your Critical Talent?

Should you identify a group as "critical?"

8

Some Examples?

- | | |
|--|---|
| • Pharmaceutical – R&D Team | • Telcom – IT Team |
| • Oil and Gas – Geologists, Petroleum, Engineers, First Level Managers | • Fast Food – Store Managers |
| • Consumer bank – Branch Managers and Loan Officers | • Trucking Company – Truck Drivers |
| • Hotel – Front Desk Managers | • Airline – Pilots |
| • Large Retail – Procurement and Inventory Managers | • Aviation Agency – Air Traffic Controllers |
| • Fashion Stores – Store Managers | • Patent Office – Patent attorneys |
| | • Development Bank – Economists |
| | • Ministry of Labor – First Level Managers |
| | • Investment Company – Wealth Managers |

9

Why Do We Need High-Performance Teams?

1. Increase productivity
2. Increase the quality of services provided
3. Improve efficiency (time)
4. Reduce costs
5. Improve brand
6. Improve image
7. Build respect
8. Enhance teamwork
9. Innovation
10. Sustainability



10

High Performance Team Strategy

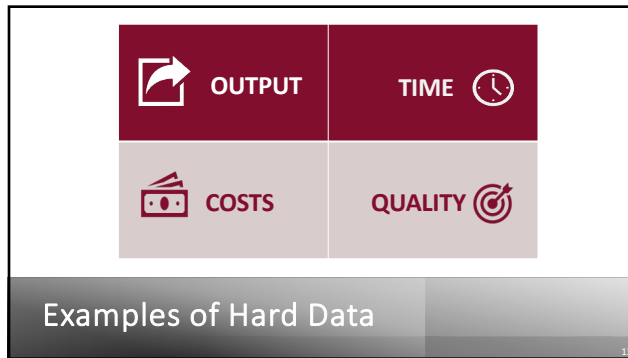
- Use a dynamic evaluation system that includes designing for, and delivering results.
- Have a robust data classification system.
- Recognize the importance of the first-level manager.
- Update the performance management system with KPIs.
- Ensure that culture supports performance.
- Use innovation to provide new ways for high-performance.
- Identify skills/competencies needed to deliver high-performance.

11

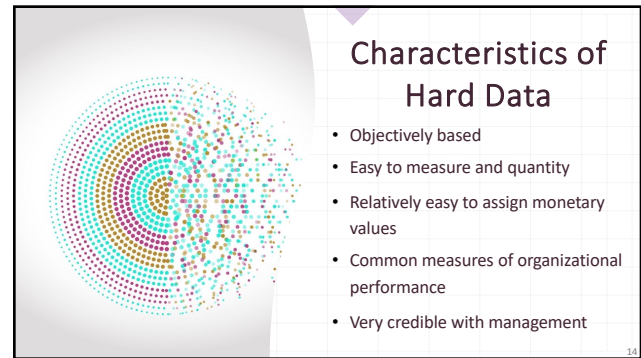
What's Your Strategy for Developing High-Performance Teams?

- We have never considered it.
- We have discussed it – with no action.
- We have trained leaders to improve performance.
- Our system supports high performance.
- We have an effective high-performance strategy.

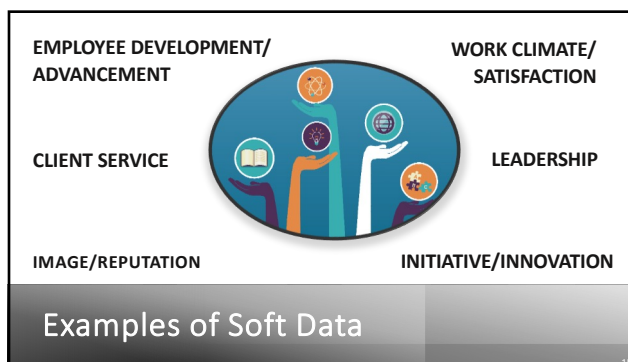
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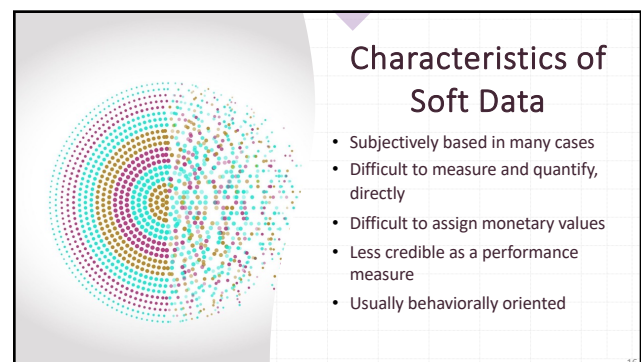
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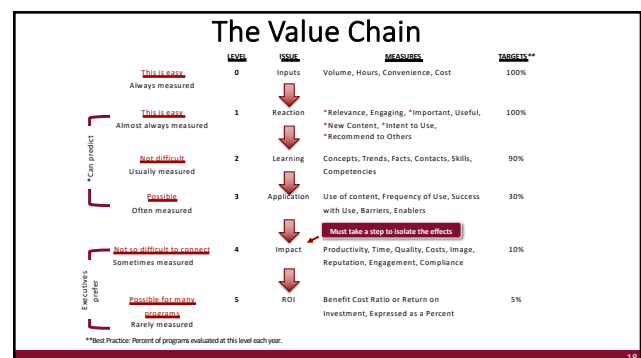
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18



Serious Performance Challenges

True or False?

1. Most learning and development is not applied.
2. The learning outcome desired by executives 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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Serious Performance Challenges

True or False?

1. Most learning and development is wasted (not applied).
2. The learning outcome desired by executives 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.

It's much worse for virtual.

20

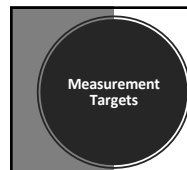


What Executives Want

Measures	Currently Measure	Should Measure	Importance
Inputs and Indicators	94%	86%	6
Efficiency	78%	82%	7
Reaction	53%	22%	8
Learning	32%	28%	5
Application	11%	61%	4
Impact	8%	96%	1
ROI	4%	74%	2
Awards	40%	44%	3

ROI Institute and ATD research show that the data CEOs receive are not demonstrating what they want out of their talent investment. (N=96)

21



*Benchmarking Percentages

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%

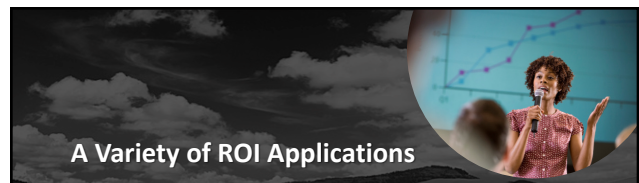
*Percentage of programs evaluated at each level each year
**Benchmarking 2020

22

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 executive interest in the evaluation
- Visibility of the program
- Size of target audience
- Investment of time required

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A Variety of ROI Applications

The Possibilities are Endless...

What do you see in common with the examples?
What is driving this level of accountability for these programs?



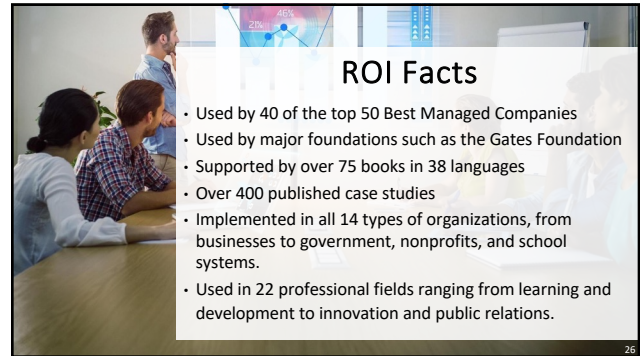
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ROI Facts

- Implemented in over 70 countries
- Most used evaluation system in the world
- Endorsed by the United Nations with a UN General Assembly resolution in 2008
- Endorsed by 30 federal governments
- Used by over 300 healthcare systems
- Used by over 150 colleges and universities
- Used by three-fourths of Fortune 500 organizations

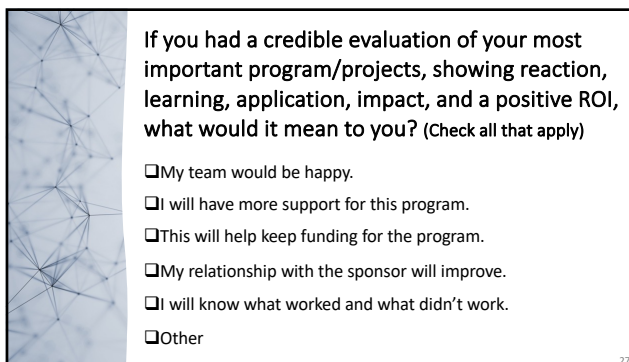
25



ROI Facts

- Used by 40 of the top 50 Best Managed Companies
- Used by major foundations such as the Gates Foundation
- Supported by over 75 books in 38 languages
- Over 400 published case studies
- Implemented in all 14 types of organizations, from businesses to government, nonprofits, and school systems.
- Used in 22 professional fields ranging from learning and development to innovation and public relations.

26



If you had a credible evaluation of your most important program/projects, showing reaction, learning, application, impact, and a positive ROI, what would it mean to you? (Check all that apply)

☐ My team would be happy.

☐ I will have more support for this program.

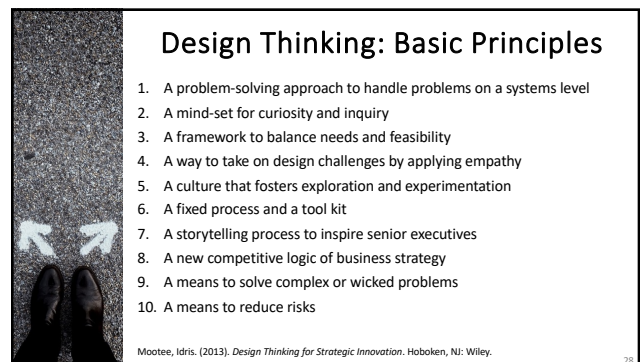
☐ This will help keep funding for the program.

☐ My relationship with the sponsor will improve.

☐ I will know what worked and what didn't work.

☐ Other

27

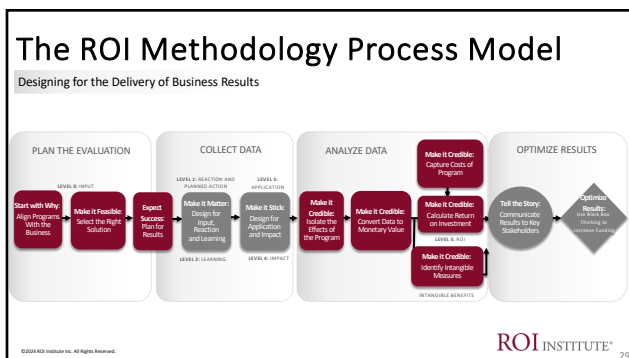


Design Thinking: Basic Principles

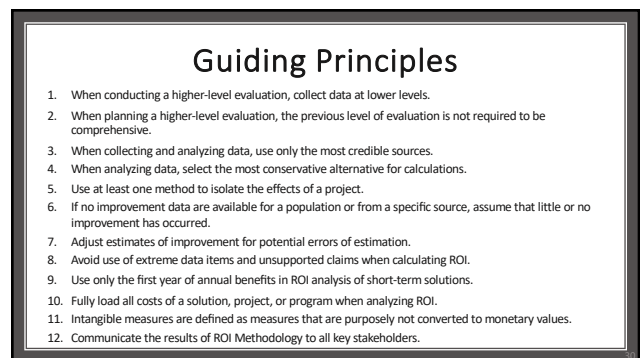
1. A problem-solving approach to handle problems on a systems level
2. A mind-set for curiosity and inquiry
3. A framework to balance needs and feasibility
4. A way to take on design challenges by applying empathy
5. A culture that fosters exploration and experimentation
6. A fixed process and a tool kit
7. A storytelling process to inspire senior executives
8. A new competitive logic of business strategy
9. A means to solve complex or wicked problems
10. A means to reduce risks

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

28



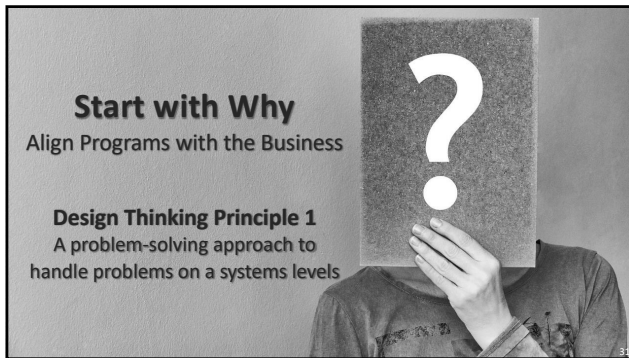
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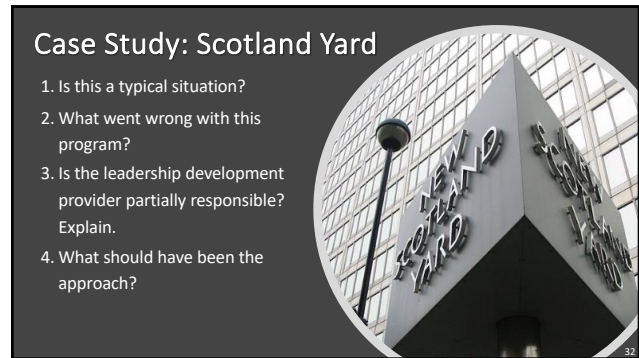
Guiding Principles

1. When conducting a higher-level evaluation, collect data at lower levels.
2. When planning a higher-level evaluation, the previous level of evaluation is not required to be comprehensive.
3. When collecting and analyzing data, use only the most credible sources.
4. When analyzing data, select the most conservative alternative for calculations.
5. Use at least one method to isolate the effects of a project.
6. If no improvement data are available for a population or from a specific source, assume that little or no improvement has occurred.
7. Adjust estimates of improvement for potential errors of estimation.
8. Avoid use of extreme data items and unsupported claims when calculating ROI.
9. Use only the first year of annual benefits in ROI analysis of short-term solutions.
10. Fully load all costs of a solution, project, or program when analyzing ROI.
11. Intangible measures are defined as measures that are purposely not converted to monetary values.
12. Communicate the results of ROI Methodology to all key stakeholders.

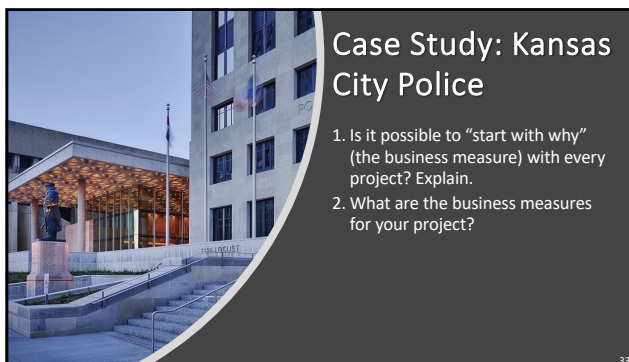
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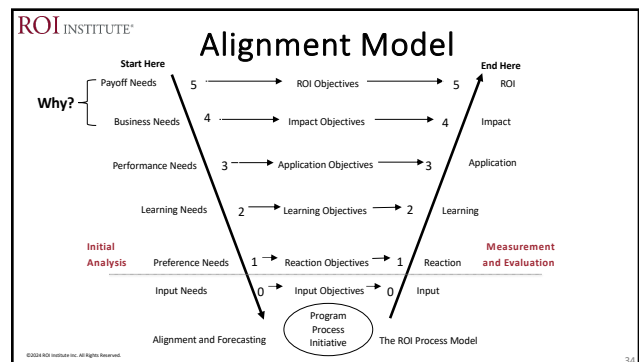
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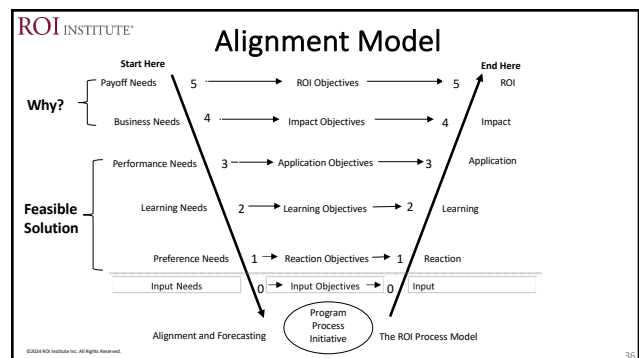
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34



35



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Finding the Right Solution

1. Examine the data and records.
2. Initiate the discussion.
3. Reference a case study.
4. Use benchmarking from similar solutions.
5. Use evaluation as the hook.
6. Involve others in the discussion.
7. Discuss disasters in other places.
8. Conduct an analysis.

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Expect Success

Design for Results

Design Thinking Principle 3
A framework to balance
needs and feasibility

38

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.

40

Exercise: Matching Evaluation Levels with Objectives

Instructions: Indicate the level of evaluation at which the objective is aimed.

- Level 1: Reaction**
Level 2: Learning
Level 3: Application
Level 4: Business Impact
Level 5: Return on Investment

41

Defining the ROI Calculation

$$BCR = \frac{\text{Program benefits}}{\text{Program costs}}$$

$$ROI = \frac{\text{Program benefits} - \text{Program costs}}{\text{Program costs}} \times 100$$



42

ROI Calculation Exercise

Costs per program (25 participants): **\$80,000**
Benefits per program (1st year): **\$240,000**

$$\text{BCR} = \frac{\quad}{\quad}$$

$$\text{ROI} = \frac{\quad}{\quad} \times 100$$

43

ROI Calculation Exercise

Costs per program (25 participants): **\$80,000**
Benefits per program (1st year): **\$240,000**

$$\text{BCR} = \frac{\$240,000}{\$80,000}$$

$$\text{ROI} = \frac{\$240,000 - \$80,000}{\$80,000} \times 100$$

44

ROI Calculation Exercise

Costs per program (25 participants): **\$80,000**
Benefits per program (1st year): **\$240,000**

$$\text{BCR} = \frac{\$240,000}{\$80,000} = 3$$

$$\text{ROI} = \frac{\$240,000 - \$80,000}{\$80,000} \times 100 = 200\%$$

45

ROI Objective Options

1. Set the value at the same level as other investments: 15%
2. Set slightly above other estimates: 25%
3. Set at breakeven: 0%
4. Set at client expectations.

Private sector organizations usually go with option #2; public sector organizations prefer #3.

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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

47

Make it Stick

Design for Application and Impact

Design Thinking Principle 5

A culture that fosters exploration and experimentation

48

For each situation, please indicate the most appropriate type of instrument/methods used to collect data need in the program's evaluation.

Select From These Types:

- | | |
|------------------|-----------------|
| A. Survey | E. Focus Groups |
| B. Test | F. Observation |
| C. Questionnaire | G. Performance |
| D. Interview | Records |

Exercise: Applications of Data Collection Instruments

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Data Collection Issues

- Objectives
- Type of data
- Instruments/Methods
- Sources of data
- Timing of collection
- Responsibilities
- Response rate
- Sampling

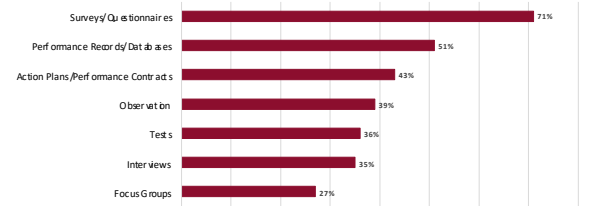
50

Collect Data During and After the Program

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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Data Collection Methods



*Survey of Users, N = 246

52

Making the Program Work

	Role-Players	Timeframe		
		Before	During	After
	Manager or Significant Other			
	Participant			
	Facilitator/Organizer			

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Make it Credible

Measure Results and Calculate ROI

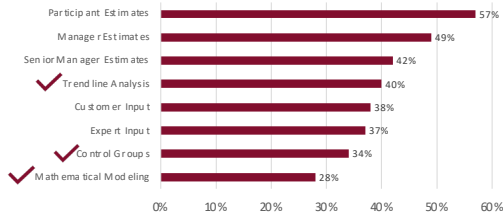
- Isolating the effects of the program
- Converting impact data to money
- Identifying intangible benefits
- Tabulating cost of the program
- Calculating ROI

Design Thinking Principle

A fixed process and a tool kit

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Isolation Methods

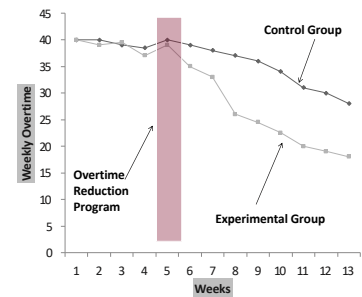


*Survey of Users, N = 246

55

Use of Control Groups Example:

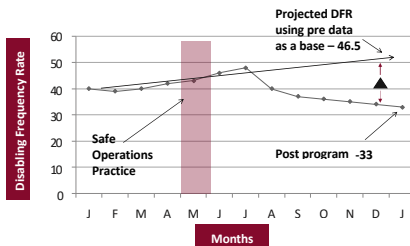
Nurse Overtime Reduction at the Provincial Health Authority



56

Case Application : Muskoka Hospital

Use of Trend Line Analysis



57

Use of Estimates Exercise:

$\Delta = 420$ Approved Loans Microfinance Loans for Women

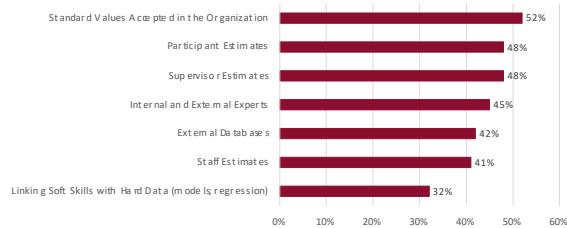
Contributing Factors	Average Impact on Results	Average Confidence Level
UN Program	39%	81%
Changing Attitudes of MF Institutions	11%	77%
Competing Program (NGO)	33%	60%
Pressure from Government	12%	72%
Other	5%	85%
	100%	

Questions for Discussion

- Calculate the amount of loans approved caused by the UN Initiative.
- Discuss the credibility of this approach.
- What could be done to improve this process?

58

Data Conversion Methods



*Survey of Users, N = 246

59

Exercise: Applications of Converting Data to Money

Instructions: For each of the following situations, please indicate the method used to convert data to money.

- | | |
|---|--------------------------------|
| A. Profit/savings from output (standard value) | E. Expert input |
| B. Cost of quality (standard value) | F. External database |
| C. Employee time as compensation (standard value) | G. Linking with other measures |
| D. Historical costs/savings from records | H. Participant estimation |
| | I. Management estimation |
| | J. Estimation from staff |

60

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

61

Project Cost Categories	Cost Item	Prorated	Expensed
Tabulating Program Costs Recommended Items	Initial analysis and assessment	✓	
	Development of solutions	✓	
	Acquisition of solutions	✓	
	Implementation and application		
	Salaries/benefits for program team time		✓
	Salaries/benefits for coordination time		✓
	Salaries/benefits for participant time (if appropriate)		✓
	Program materials		✓
	Hardware/software	✓	
	Travel/lodging/meals		✓
	Use of facilities		✓
	Capital expenditures	✓	
	Maintenance and monitoring		✓
	Administrative support and overhead	✓	
	Evaluation and reporting		✓

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ROI Calculation Example

Program: Emerging Leadership
 Program Benefits = AED2,016,290
 Program Costs = AED589,386

Data taken from an emerging leadership program case study.

63

What is ROI?

$$\text{BCR} = \frac{\text{Program Benefits}}{\text{Program Costs}} =$$

$$\text{ROI} = \frac{\text{Benefits} - \text{Costs}}{\text{Program Costs}} \times 100 =$$

64

What is ROI?

$$\text{BCR} = \frac{\text{AED2,016,290}}{\text{AED589,386}} = 3.42$$

$$\text{ROI} = \frac{\text{AED2,016,290} - \text{AED589,386}}{\text{AED589,386}} \times 100 = 242\%$$

65

Tell the Story

Communicate Results to Key Stakeholders

Design Thinking Principle 7

A storytelling process to inspire senior executives

66

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

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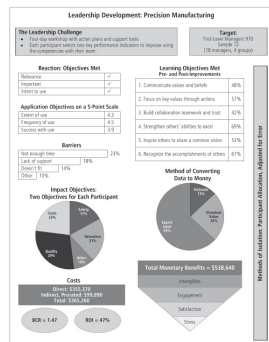
So What? Leverage the Results: Ministry of Education, Oman

1. Summarize how Haifa leverages the resources of her ROI work.
2. How will you leverage the results of your evaluation?



68

ROI Study: One-Page Summary Example



69

Optimize Results

Use Black Box Thinking to Increase Funding

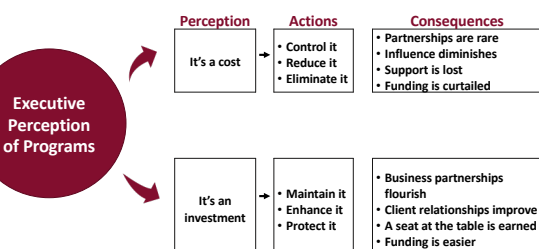
Design Thinking Principle 8

A new competitive logic of business strategy



70

Costs Versus Investment Perception: The Reality



71

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."

72



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.**

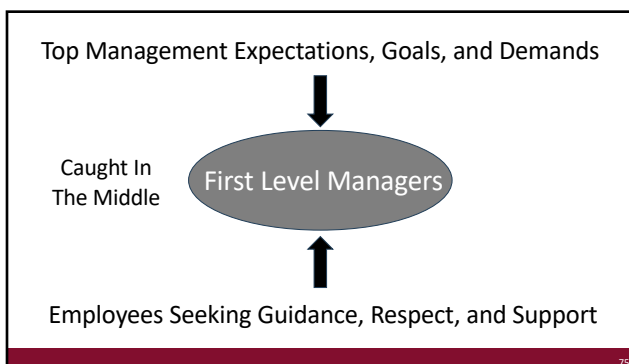
73



**First-level managers
are the most
important group of
employees in
an organization.**

—Peter Drucker

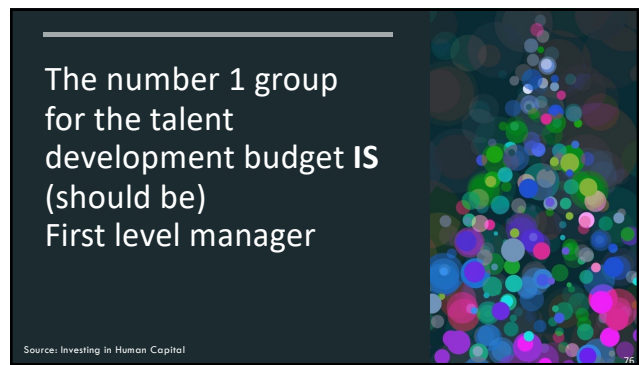
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**The number 1 group
for the talent
development budget IS
(should be)
First level manager**

Source: Investing in Human Capital



76

First Level Manager Investment Strategies

Strategy 1	Let Others Do It: Use outsourcing, contract employees, and temporary workers
Strategy 2	Invest the Minimum: Expect turnover
Strategy 3	Invest with the Rest: Use benchmarking
Strategy 4	Invest until it Hurts: Spending more than necessary
Strategy 5	Invest as long as there is a Payoff: Use impact and ROI analytics

77



Performance Management

- Performance Review
- Performance Appraisal
- Performance System

78

Top Executive Comment:

“Employees hate our performance review process”...

“Managers resist using the process”...

“Executives don’t support the process”...

Managing Director, UN Agency

79

Performance Measurement Evolution

Level	Measurement Focus	Typical Measures
0: Inputs	Inputs into the work, including indicators representing resources scope, efficiency, and costs.	Access to tools, technology, materials, number of people involved, hours of involvement, budget.
1: Reaction	Reaction to the work, including perceived value of the work.	Relevance, importance, usefulness, fairness, appropriateness, useful motivational, necessity.
2: Learning	Learning to do the job including the confidence to be successful.	Skills, knowledge, capacity, competencies, confidence, contacts.
3: Application and Implementation	The actions taken, use of tools, knowledge, skills materials, and system in the work environment.	Extent of use, task completions, frequency of use, actions completed, success with use, barriers to use, enablers to use.
4: Impact	The consequences of actions, use of the tools, materials, and system expressed as business impact measures of output, quality, cost, and time.	Productivity, customers served, revenue, accidents, incidents, quality, errors, cycle times, costs, project completions, efficiency customer satisfaction, employee engagement.

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Performance Management Shift

Issue	Traditional	New Approach
Executive View	A Necessary Process	A Business Driver
Purpose	Documentation, Managing Poor Performance	Performance Enhancement
Review Frequency	Once or Twice per Year	Frequently
Rewards/Pay	Closely Guarded, Rare	Routine, Transparent, Pay for Performance
Design Focus	Top Down	Bottom Up
Goals	Rigid and Specific	Smart and Flexible
Documentation	Bureaucratic and Extensive	Simplified and Flexible
Business Alignment	Vague, Top-Level Measures	Specific Business Measures at the Individual Levels
Evaluation Focus	Measure the Process	Specific Business Measures at the Individual Levels
Preparation	Training for Managers	Training for Managers, Employees, Teams

81

Three Levels of Culture

Source: Adapted from John P. Kotter and James L. Heskett

82

Culture: Definition

Culture is an umbrella term which encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.¹

The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.²

¹ Tylor, Edward. (1871). Primitive Culture. Vol 1. New York: J.P. Putnam's Son
² Definitions from Oxford Languages

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Culture

- Reaction
- Knowledge
- Behavior/Skills Change
- Impact

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Exercise:

Does your culture in your organization address performance of teams?

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The Importance of Culture

1. Organizations live or die based on culture.
2. Culture is the difference between long-term sustainable success and failure.
3. Culture is the difference between the least and most admired organizations.
4. Culture facilitates attracting and retaining talent.
5. Culture adds value to an organization.

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Key Issues

- Define it.
- Communicate it.
- Expect it.
- Support it.

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Innovation and Creativity Issues

- #1 Source: Employees
- Expect it
- Enable it.
- Support it.

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Innovation Programs Come in All Sizes...

- | | |
|---------------------------|---------------------------|
| • Spark and Ignite | • Innovation Teams |
| • Make it Better | • Innovation Task Forces |
| • Brainstorming | • Innovation Accelerators |
| • Suggestion Systems | • Innovation Pathways |
| • Critical Thinking | • Innovation Leadership |
| • Design Thinking | • Innovation Labs |
| • Breakthrough Innovation | • Innovation Champions |
| • Feedback Systems | • Workout Projects |

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Leadership

- Potentials
- First level
- Middle level
- Top level

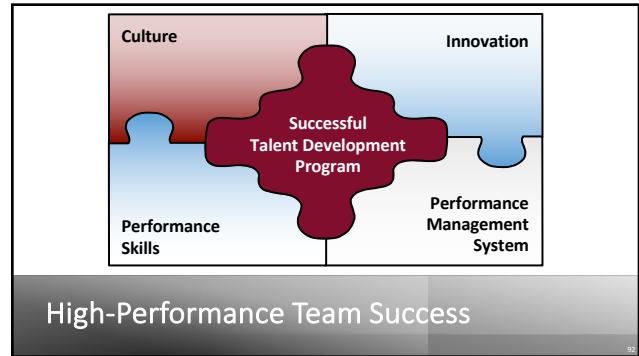
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Leadership Development Issues

- Number 1 issue with executives
- Leadership at the first level is crucial
- Record amount of investment
- Much of it not connected to the business
- Increase accountability is needed (value chain)



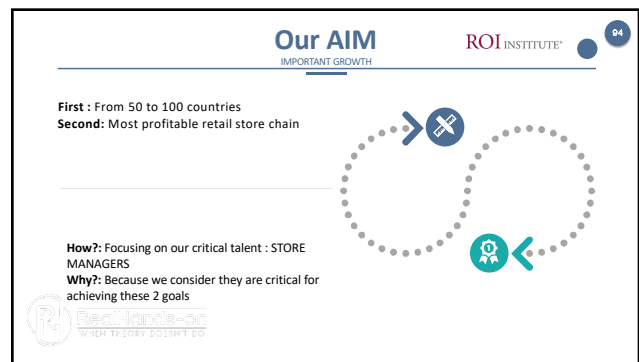
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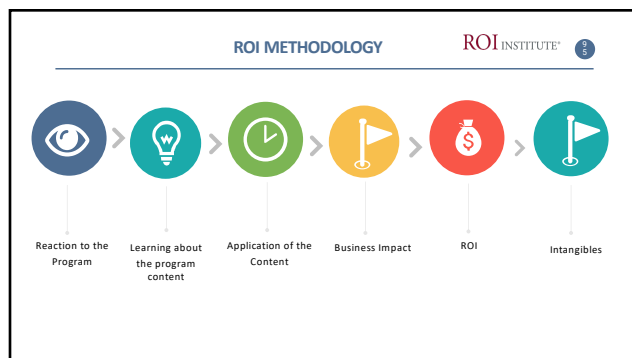
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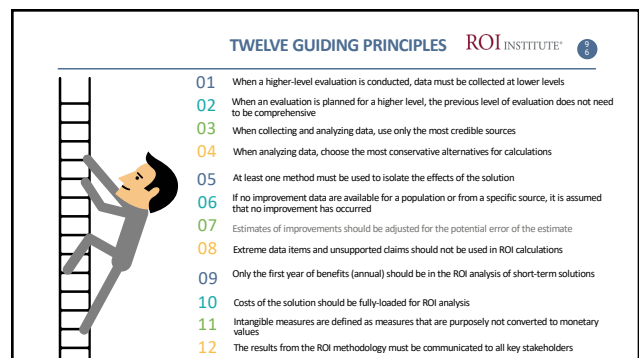
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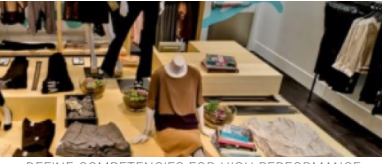


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THE ANALYSIS ROI INSTITUTE®

METHODOLOGY

- Literature
- Interviews with senior execs
- Turned to Culture and Stores
- 12 Store Managers in a focus groups to confirm them and if they possess them



DEFINE COMPETENCIES FOR HIGH-PERFORMANCE TEAMS AND ENSURE THEY ARE NEEDED IN THE STORES

ENSURE THIS PROGRAM DIRECTLY ALIGNS WITH VERY SPECIFIC BUSINESS METRICS

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Selected Competencies: ROI INSTITUTE®

1. Identifying opportunities for improvements
2. Addressing challenges and roadblocks
3. Building trust and confidence
4. Setting clear goals and expectations
5. Managing conflicts and differences
6. Recognizing and rewarding team members
7. Improving average performers
8. Fostering open and clear communications
9. Providing feedback and support
10. Action planning, reflecting, and adjusting

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Program Design : Leadership for Performance ROI INSTITUTE®

Technology Based	Classroom 2 days	On the Job
- Awareness - Decision to improve	Expectations and commitment	Connect with manager and coach
- Program Design - Process Flow	360 degree feedback 10 skills of high performance teams	- Implement actions - Make adjustments
- Customization - Learning styles - Cultural adjustment	- Skill videos - Realistic practice	- Use portal - Review videos - Use tools
360 degree feedback - Use - Rules	- Engagement and reflection - Skill-impact linkage	- Impact capture - Analysis - Documentation
- Alignment - Business impact measures - Making the connection	- Planning - Business Impact - Behaviors / action	- Reporting - Sharing
Awareness and Alignment	Learning, Engagement and Practice	Application, Impact and Reporting

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THE EVALUATION APPROACH ROI INSTITUTE®



FOR 4,000 MANAGERS

93 ATTENDED (4 REGIONS: USA / EUROPE / SOUTH AMERICA / ASIA)

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LEVEL 1 : REACTION RESULTS ROI INSTITUTE®

89 responses out of 93 attendees : 96% response rate

The program was important to my success	4.2
My coach was helpful	3.7
Content is relevant	4.1
The technology was effective	3.9
I will use the content with my team	4.7
The classroom session was valuable	4.4
I would recommend this program to others	4.3
The program was easy to follow	3.9
The action plan was valuable	4.3

Principle No. 1 : When a higher-level evaluation is conducted, data must be collected at lower levels

- **Measure** : 4 out of 5 on a 5-point scale (Exceed/Over/Meet Expectations)
- **Method / Instrument** : Questionnaire
- **Data Sources** : Participants
- **Timing** : 1 month after the workshop
- **Responsibility** : LD team

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LEVEL 2 : LEARNING RESULTS ROI INSTITUTE®

Demonstrate successful use of the 10 skill sets (competencies) ALL

- **Measure** : 3 out of 4 on a 4-point scale
- **Method / Instrument** : Observation of skills practices (repeated practices ensured everybody was satisfactory by facilitator observation)
- **Data Sources** : Facilitator
- **Timing** : At the end of the program
- **Responsibility** : Facilitator

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LEVEL 2 : LEARNING RESULTS

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I know more about my effectiveness as a leader	4.7
I know how to build a high-performance team	4.5
10 skill self-assessment on learning change	4.1

- **Measure:** 4 out of 5 on a 5-point scale
- **Method / Instrument:** Questionnaire
- **The extent to which the program changed their knowledge and use of skills**
- **Data Sources:** Facilitator
- **Timing:** At the end of the program – One month after
- **89 out of 93 responded**
- **Responsibility:** Facilitator

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LEVEL 3 :
APPLICATION / IMPLEMENTATION

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Individuals completing action plans	86%
Use the coach (expectation almost all would use)	72%
Use the learning portal (expectation almost all would use)	54%
Average for 360 degree feedback (8 skills) : (5 point scale)	
Pre assessment on skill sets	3.82
Post assessments on skill sets	4.61
For 10 skills -self assessment on : (5 point scale)	
Extent of use (barely met the objective of 4)	4.2
Frequency of use (lower than objective of 4)	3.8
Success with use (lower than objective of 4)	3.9

- **Measure :** Checklist - 4 out of 5 on a 5-point scale
- **Method / Instrument :** Questionnaire and Action Plan
- **Data Sources :** Participants
- **Timing :** 2 months after the workshop
- **Responsibility :** LD team

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LEVEL 3 :
APPLICATION / IMPLEMENTATION

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Barriers	Enablers
Not enough time to do it properly (anticipated result)	Great content 72%
Technology problems 11%	Regional Manager 85%
Lack of support from regional manager 7%	Support 58%
Program was too complicated 6%	Convenient to participate/use 45%
Doesn't fit the culture 5%	Effective design 32%
Too difficult to use the skills 3%	Videos were helpful 19%
Other 7%	Coaching with effective (lower than expected) 18%
	Learning portal (little higher than expected) 14%
	Other (360 degree not so important)

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Action Plan Exercise

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Objective :

Increase sales with existing clients by 20% Evaluation Period: Jan – March

Improvement Measure :

Monthly Sales Current Performance: US \$ 56,000/Month

Target Performance: US \$67,000

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Action Plan			
Objective : Increase sales with existing clients by 20%		Evaluation Period : Jan – March	
Improvement Measure : Monthly Sales Current Performance : US \$ 56,000/mo		Target Performance : US \$ 67,000	
Meet with key clients to discuss issues, concerns, opportunities	Jan 31	A. What is the unit of measure?	Monthly sales, existing clients
Review customer feedback data – look for trends and patterns	Feb 1	B. What is the value (cost) of one unit?	25% profit margin
Counsel with "at risk" clients to correct problems and explore opportunities for improvement	Feb 2	C. How did you arrive at this value?	Standard value
Develop business plan for high-potential clients	Feb 5	D. How much did the measure change during the evaluation period (monthly value)?	13,000
Provide recognition to clients with long tenure	Routinely	E. What other factors could have contributed to this improvement?	Changes in market, new promotion
Schedule appreciation actions for key clients	Feb 15	F. What percent of this change was actually caused by this program?	30%
Encourage central marketing to delegate more responsibilities	Feb 20	G. What level of confidence do you place on the above information? (100% = Certainty and 0% No confidence)	60%
Follow up with each discussion and discuss improvement and plan other action	Routinely		
Monitor improvement, provide support when appropriate	Mar 15		
Intangible benefits : Client satisfaction, loyalty Comments : Excellent, hard-hitting program			

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LEVEL 4 : IMPACT RESULTS

Principle 6: If no improvement data are available for a population or from a specific source, it is assumed that no improvement has occurred

Business Measures Selected	Number	Percent Selecting
Increased sales with existing customers (up-sell, cross-sell, more visits and excellent service)	32	38%
Acquiring new customers	23	27%
Staff turnover (although not bad in comparison with competitors)	20	24%
Store profit margin (by controlling expenses, limiting waste, manage discounts)	17	20%
Inventory shrinkage	15	18%
Product returns	13	15%
Store expenses	13	15%
Customer Complaints	10	12%
Staff sick leave (company pays for sick days unless excessive)	9	11%
Other	24	28%
Each manager was required to select at least 2 measures using the competencies in the program. A total of 176 usable measures were selected. A few managers selected three measures. One participant selected four measures N=85		

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CONVERTING DATA TO MONEY

Data Item	Value
Sales with existing customers	25% margin
New account (if the customer stays active with the company for an average of five years, the company will make \$745 in profit during that time)	\$745
Staff turnover (retail industry)	50% of annual salary
Store profit margin	All is value add
Inventory shrinkage	All is value add
Product returns	5% of average sale
Store expenses	All is value add
Customer Complaints (time to deal with the complaint, cost of making the customer happy and the ill will caused by the complaint.)	\$550 per complaint
Staff sick leave	\$150 per day

These monetary values were provided to the participants

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BUSINESS IMPACT DATA (METHOD OF ISOLATION: PARTICIPANTS' ESTIMATES – CREDIBLE PEOPLE: EXAMPLE)

Participant	Annualized Improvement (\$ Values)	Measures	Other Factors	Contribution Estimate from Program	Confidence Estimate	Adjusted \$ Value
1	39,000	Sales – Existing	3	30%	60%	\$7,020
2	17,880	New Accounts	2	50%	85%	7,599
3	90,000	Turnover	2	40%	70%	25,200
4	50,200	Sales Existing	3	35%	70%	12,299
5	12,000	Product Returns	1	40%	60%	2,880
6	26,870	New Accounts	2	30%	80%	6,449
7	1,800	Sick Leave	0	100%	90%	1,620
8	28,000	Store Expense	0	100%	80%	22,400
9	18,300	Inventory	1	50%	80%	7,320
10	6,600	Customer Complaints	1	40%	70%	1,848
11	68,000	Turnover	2	30%	70%	14,280
12	55,600	Store Profit	4	25%	85%	11,815
13	46,250	Sales Existing	2	40%	80%	14,800
14	43,550	Store Expenses	1	60%	80%	20,904
Total this group						\$ 156,439

No. 5 At least 1 method must be used to isolate the effects of the solution. No. 7 Estimates of improvements should be adjusted for the potential error of the estimate.

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Benefits Calculation

85 participants x 2 measures = 170 measures

Number of Measures

The 170 measures produced \$ 1,341,970 dollars

TOTAL BENEFITS OF THE PROGRAM

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PROGRAM COST SUMMARY
(TOTAL COST OF PARTICIPANT X 96 ATTENDED THE PGM)

Needs Assessment (Prorated over all sessions)	360	Facilities & Refreshments 8 days at 250	2,000
15,000 / 4,000 = 3.75 x 96		Participants Salaries Plus Benefits (3 days of time)	256,763
Program Development and Production Costs (Prorated over all sessions)	11,472	2,267,452 x 96	
478,000 / 4,000 = 119.50 x 96		Coaches Salaries Plus Benefits 538 x 96	51,648
Content Development for Learning (Prorated over all sessions)	1,440	Overhead (LD Team)	3,200
60,000 / 4,000 = 15 x 96		ROI Evaluation (planning, data instrument design, data collection, analysis report writing, and briefings + travel)	65,000
Learning Portal (Prorated over all sessions)	1,080	40,000 + 25,000	
45,000 / 4,000 = 11.25 x 96		TOTAL	\$576,865
E-Learning Programs (Prorated over all sessions)	1,440		
(60,000 / 4,000) 5 x 96			
Devices used by Participants (mobiles)	670		
Program Materials 120 x 96	11,520		
Travel & Lodging – Participants 982 x 96	94,272		
Facilitation & Coordination 19,000 x 4	76,000		

Principle No. 10 : Costs of the solution should be fully loaded for ROI analysis

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ROI CALCULATION (BENEFITS / TOTAL COST)

$$BCR = \frac{\$ 1,341,970}{\$ 576,865} = 2.33$$

BCR

For every dollar invested in this program, the dollar is returned plus another \$1.33 in monetary benefits.

$$ROI = \frac{\$ 1,341,970 - \$ 576,865}{\$ 576,865} \times 100 = 133\%$$

ROI

IMPRESSIVE ROI - Target 20%

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INTANGIBLES

Principle 11 : Intangible measures are defined as measures that are purposely not converted to monetary values



01 JOB ENGAGEMENT

02 CAREER SATISFACTION

03 NET PROMOTER SCORE

04 IMAGE

05 REPUTATION

06 BRAND

The participants were asked to indicate the extent to which these intangibles were influenced by this program. In order to be included on this list, at least 10% of participants had to identify the influence as at least 3 out of 5 on a five-point scale.

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CREDIBILITY OF THE DATA

- Business impact represented by actual stores
- Participants selected measures important to them. Had a desire to improve the measures and took ownership.
- Only the first year was considered in the calculation to be conservative
- All the costs were included
- Participants estimates to isolate the effects not best approach, but it is credible. Estimation collected w/o threaten, bias and adjusted to error
- Balanced profile of financial and nonfinancial quantitative and presented.

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IMPROVEMENTS

- The role of the coach was diminished.
- The role of the participant's manager was strengthened to make sure that proper measures are selected and any needed support is provided.
- Improvements were made to the technology to make it easier and more reliable.
- Some efforts were taken to strengthen the link between the 360-degree feedback and the rest of the program. There was concern that the 360-degree feedback was not tightly integrated into the program.

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LESSONS LEARNED

- POWER OF CONNECTING THIS PROGRAM DIRECTLY TO BUSINESS WAS EXCELLENT. STORE MANAGERS SAW THIS AS A WAY TO IMPROVE STORE PERFORMANCE WHICH WAS SOMETHING THEY WANTED AND NEEDED TO DO
- CONCEPT OF DEVELOPING A HIGH-PERFORMANCE WORK TEAM WAS INTRIGUING TO STORE MANAGERS AND WAS A GOOD THING TO USE
- PROGRAM DESIGN (MIX OF LEARNING APPROACHES, DELIVERY MECHANISMS) MADE IT A WORKABLE PROJECT ACROSS CULTURES AND COUNTRIES

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Scan the QR code to access the resources from today's session.

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Next Steps

- Schedule a meeting with an ROI team leader.
- Register for ROI Boot Camp or ROI Certification.
- Leverage ROI Institute's expertise through our consulting or coaching services.
- Share information I learned with a colleague.
- Review the materials from today's session.

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- Sample Statements & Reports
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Questions?

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