



EVALU+ADD

LEARNING SERIES

DEMONSTRATING LEARNING'S VALUE: A MULTI-DISCIPLINARY APPROACH MARCH 25, 2019

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LEARNING OBJECTIVES

Through this workshop, Learning and Development practitioners will be able to proficiently identify and use a suitable assortment of techniques to evaluate learning's value and its connection with agency's strategy and talent initiatives.

In this workshop, participants will:

- Assess the health of their agency's talent management practices.
- Explore the role of organizational change and diagnosis as it relates to learning.
- Explore the crucial role of needs analysis.
- Consider the business of learning in the context of evaluation.
- Develop a branding strategy for learning to promote its role as a strategic business partner.
- Identify stakeholders and assess relationships.
- Discover evaluation concepts.
- Apply concepts to real-world talent development initiatives in their home agency.
- Engage in a number of activities at the individual, small group, and workshop-wide level.

TALENT VALUE PROPOSITION

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NISA
National Nuclear Security Administration

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"TALENT ... IS ONE OF THE MOST IMPORTANT STRATEGIC OBJECTIVES OF COMPANIES TODAY."

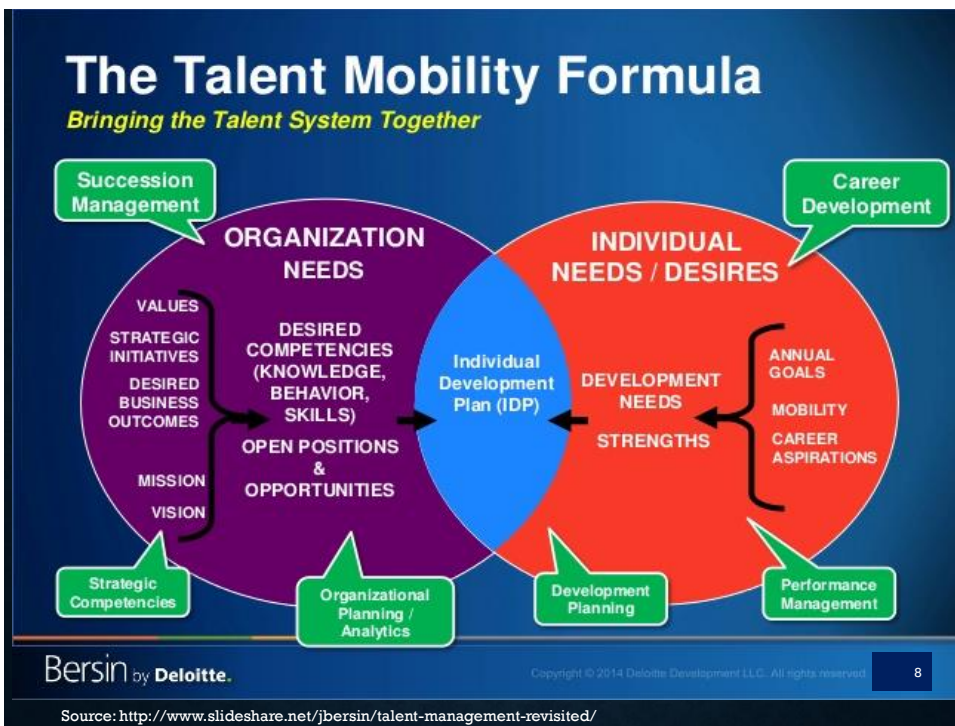
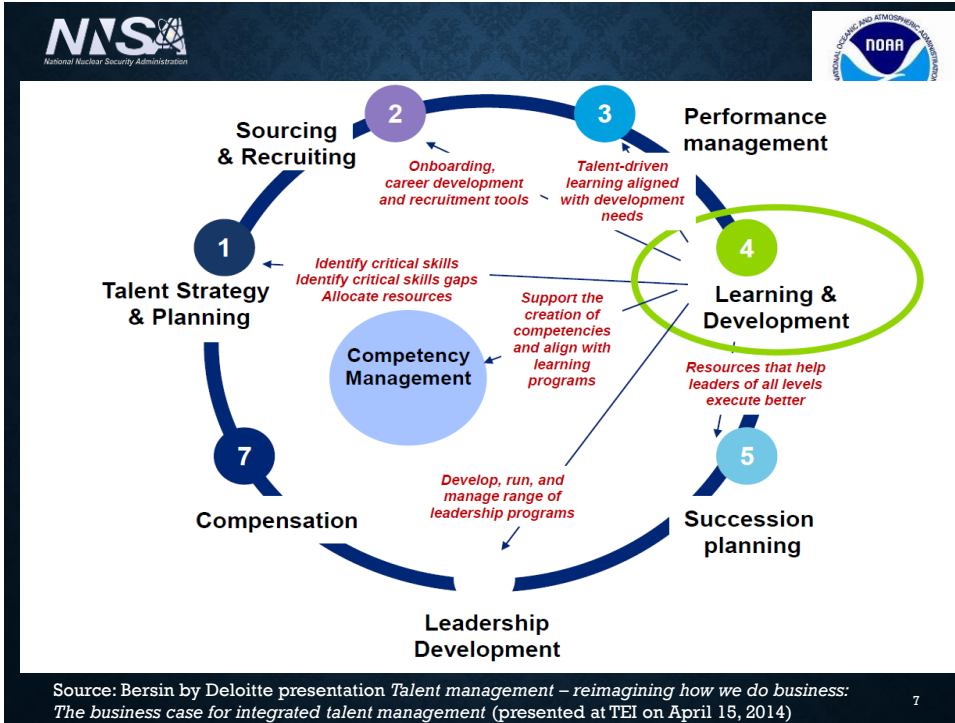
Elkeles, Phillips, & Phillips (2017, p. 175)

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ACTIVITY: TALENT MANAGEMENT HEALTH INDEX HANDOUT

Top area of successful learning integration

Top priority for learning integration

Top area of concern for learning integration

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Kotter's 8 step change model

Create a climate for change

↓

Engaging & enabling the organisation

↓

Implementing & Sustaining for change

Create urgency

➔

Form a powerful coalition

➔

Create a vision for change

Communicate the vision

➔

Empower action

➔

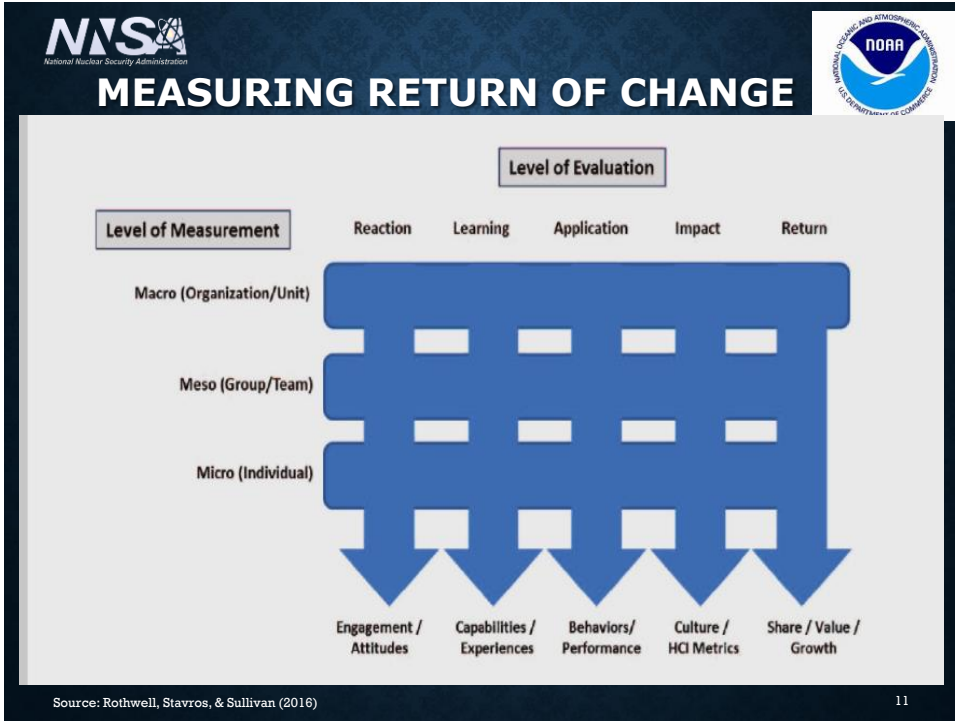
Create quick wins

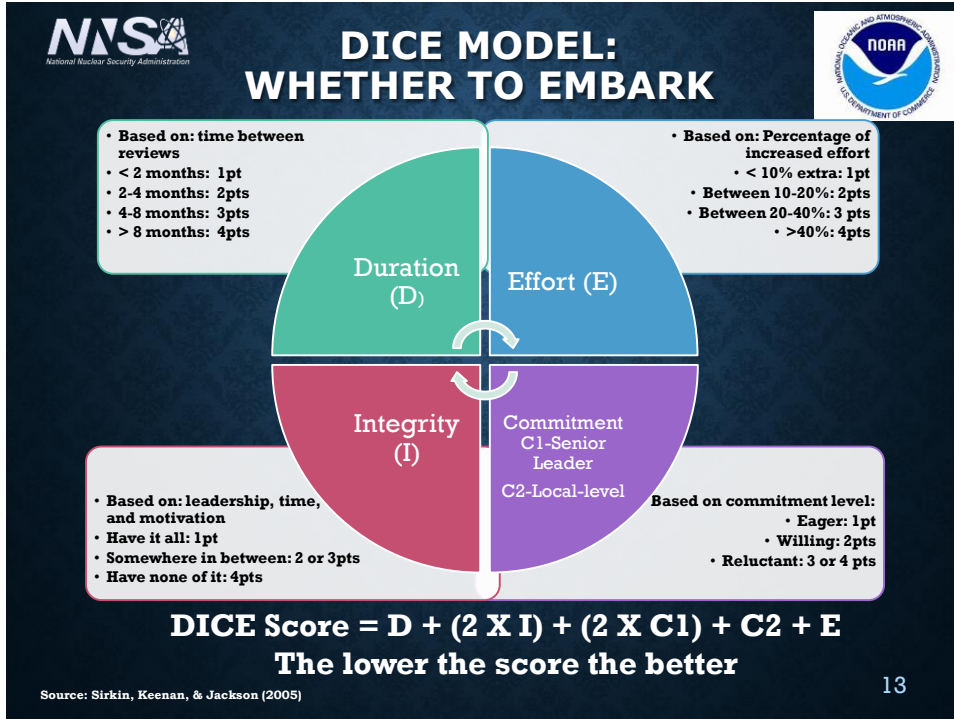
Build on change

➔

Make it part of the culture

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SCENARIO: NEW LEARNING MANAGEMENT SYSTEM

LET'S COMPUTE THE DICE SCORE

DICE SCORE FORMULA

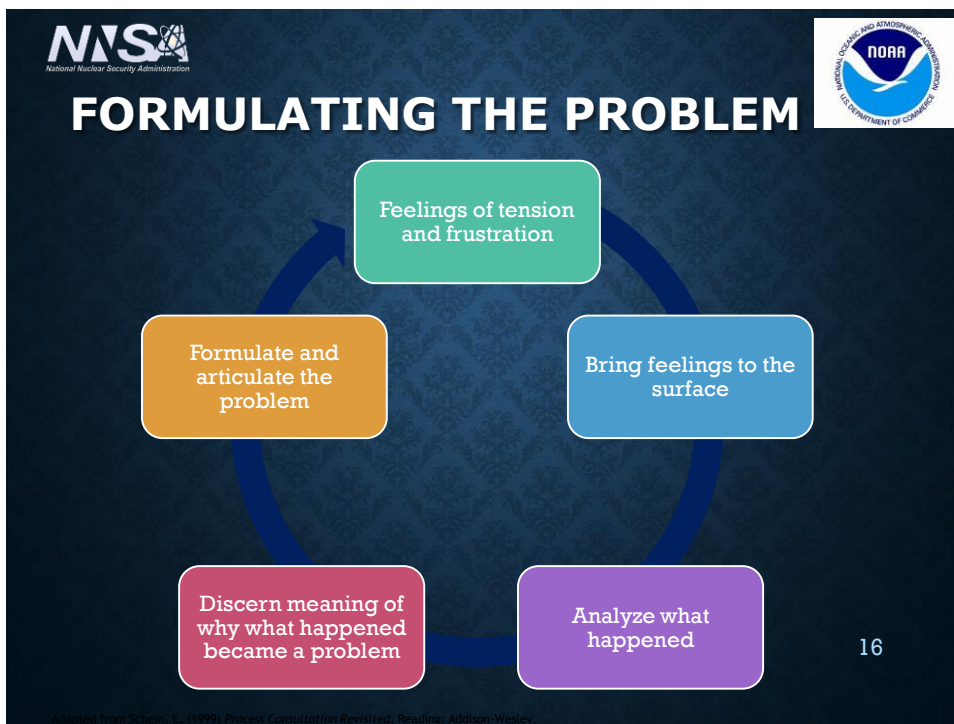
$$D + (2 \times I) + (2 \times C1) + C2 + E$$

It's nothing
short of
amazing
how often
this gets
overlooked

**BEFORE
CHANGING ...**

**YOU MUST
FIRST KNOW
THE PROBLEM!**

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**LITMUS TEST:
ARTICULATING THE PROBLEM
STATEMENT**

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- **Epicenter of what should change and why**
- Pose the problem as a crisp, plain language statement, not a question
 - Problem statements can almost always be no more than two sentences
 - Hint: If longer than two sentences, that's an probable indicator the problem is not focused
- Initially, you and the client will be asking questions
- Ask the right questions
- Discerning the problem requires exploring **both**:
 - Technical/business problems
 - Process (including people/relationship) problems

Don't know the problem?

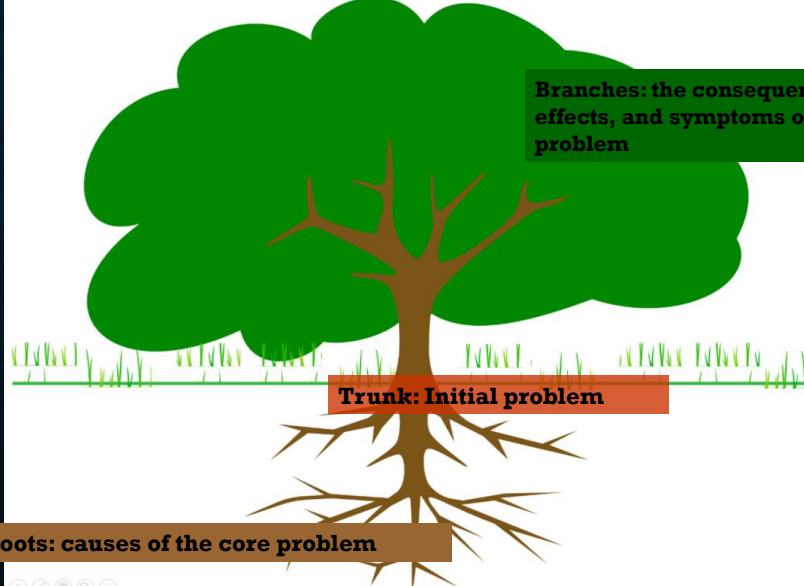


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Litmus Test: Articulating the Problem
Problem Tree Analysis

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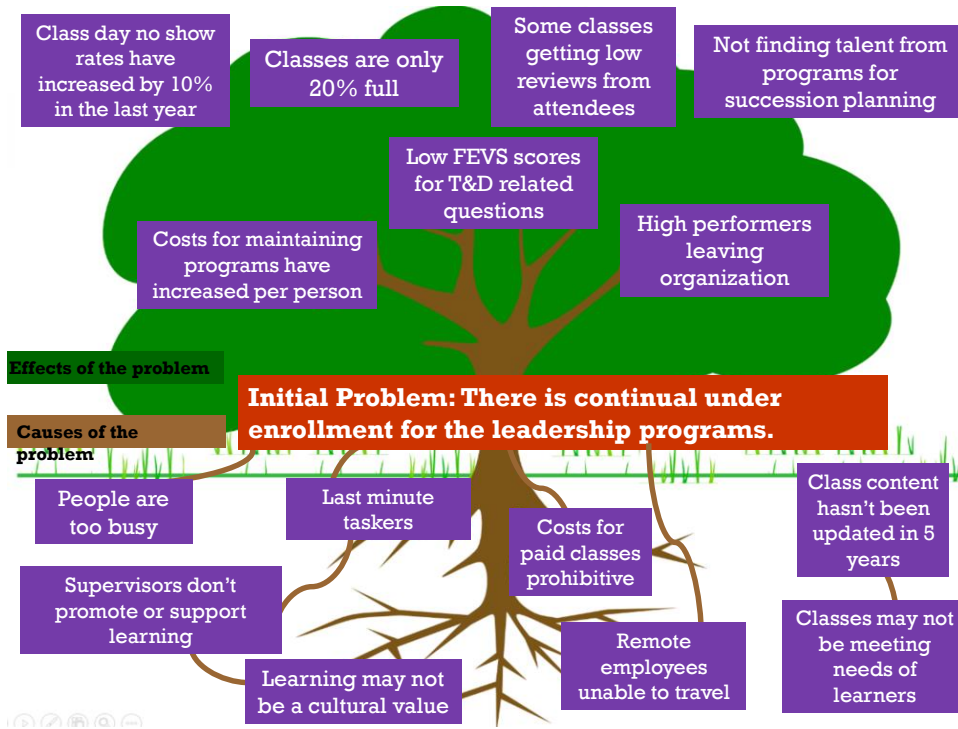


Branches: the consequences, effects, and symptoms of the problem


Trunk: Initial problem

Roots: causes of the core problem

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LEARNING'S VALUE PROPOSITION



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value

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**CONSIDER:
WHY DOES LEARNING ADD VALUE TO AN
ORGANIZATION?**

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WHY

HOW

WHEN



**Can (or should) L&D
professionals
consider learning's
value proposition?**

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WHAT ARE (UP TO) FIVE THINGS THAT YOUR AGENCY DOES TODAY TO ALIGN LEARNING WITH MISSION SUCCESS (PERFORMANCE)?

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WHAT ARE FIVE THINGS THAT YOUR AGENCY DOES TODAY TO ALIGN LEARNING WITH MISSION SUCCESS (PERFORMANCE)?

FOR MY AGENCY:

- 1. EVERYTHING IS ALIGNED WITH AGENCY MISSION NEEDS**
- 2. OUR MISSION IS ACCESSIBLE AND WELL-UNDERSTOOD**
- 3. LEARNING IS ACTIVELY PROMOTED AS PERFORMANCE ENABLER**
- 4. WE CONSULT WITH WORKFORCE TO DETERMINE THE BEST LEARNING SOLUTION**
- 5. WE CONTINUALLY EVALUATE AND REFINE**

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DISCOVERING LEARNING'S VALUE: WHAT'S THE BIG DEAL?

Not heuristic	Systems thinking
Broad network	Behaviors & emotions
Multi-faceted	Not confined to L&D domain

Volatile

Uncertain

Complex

Ambiguous

Today's Environment

Learning's value is interwoven and complex

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Mission

Vision

Resources

Brand

Partners

Customers

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ACTIVITY: LEARNING'S MISSION AND VISION

GROUP A: Knows Mission/Vision

- 1) Write the mission/vision of learning on the paper
- 2) Self organize into 2 teams
Team A1 – mission
Team A2 – vision
- 3) Go to your respective chart
- 4) Discuss your statements
- 5) Write commonalities and critical verbiage on the flipchart

GROUP B: Does Not Know Mission/Vision

- 1) Write down key words for a mission/vision of learning
- 2) Self organize into 2 teams
Team B1 – mission
Team B2 – vision
- 3) Go to your respective chart
- 4) Discuss your key words
- 5) Write commonalities and critical verbiage on the flipchart



YOUR LEARNING DEPARTMENT'S BRAND

- **Your Brand = Your Legacy**
 - Be authentic
 - Your actions mirror what you believe and feel; there should be no contradiction in what you do and what you say
 - Bring out the best in people
 - Help others be the best
 - Be receptive to feedback
 - Show your receptivity to feedback given you

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Source: Adapted from "Your First Leadership Job," by Tracy M. Byham & Richard S. Wellins

EXPECTATIONS
-
REALITY



ACTIVITY: YOUR BRAND STATEMENT

- My background in learning
- My purpose and values
- My beliefs about learning
- What you should expect from me
- What I should expect from you
- How I will create value for you
- How I will create value for our agency

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Source: Adapted from Blanchard, K. (2010). *Leading at a Higher Level*. Copyright by BMC, Upper Saddle River, NJ



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CONSULTANT: ROLES W/CUSTOMERS

Block's Consultant Roles

Expert Role	Pair of Hands	Collaboration
<ul style="list-style-type: none"> The manager has elected to play an inactive role. Decisions on how to proceed are made by the consultant on the basis of his or her expert judgment. The consultant gathers the information needed for problem analysis and decides what methods of data collection and analysis to use. Technical control rests with the consultant. 	<ul style="list-style-type: none"> The consultant takes a passive role. The manager makes the decisions on how to proceed. The manager selects the methods for discovery and analysis. Control rests with manager. Collaboration is not really necessary. Two-way communication is limited. The manager specifies change procedures for the consultant to implement. The manager specifies change procedures for the consultant to implement. The consultant's goal is to make the system more effective by the application of specialized knowledge. 	<ul style="list-style-type: none"> The consultant and the manager work to become interdependent. Decision making is bilateral. Data collection and analysis are joint efforts. Control issues become matters for discussion and negotiation. Collaboration is considered essential. Communication is two-way. Implementation responsibilities are determined by discussion and agreement. The goal is to solve problems so they stay solved.

← Expert Doctor/Patient Process Consultant (Helper) →

Schein's Consultant Roles

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ADDING VALUE WITH CUSTOMERS

If you cannot answer ALL of the following questions:

- Who is doing what?
- What do you need?
- What are you offering the client?
- What do you think the client might want?
- What resistance might you encounter, and why?
- What are the conditions in which you might not proceed with the learning intervention?


Do not enter

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National Incident System

TALENT MANAGEMENT STAKEHOLDERS



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Stakeholder Map

	Decider?	Resourcer?	Persuader?	Friend/Enemy?	Worker?
	Does Person Have Absolute Power to Say YES or NO?	Does the Person Have Power to Provide Resources?	Does Person Have Power to Persuade Significant Others?	Does Person Have Ability to Provide or Undermine Emotional Support?	Is Person Able to Work to Help Implement the Change?
Champion					
Supporter					
Neutral					
Resistor					
Blocker					

Instructions:

Remember: Stakeholder mapping is just one small part of a full stakeholder-management approach.

1. Consider all the people who may influence the success of your change initiative.
2. Put their names in the appropriate cell above (people can be in more than one column). Add yourself too.
3. Continue with stakeholder management, including seeking input, working together, looking for win-wins.

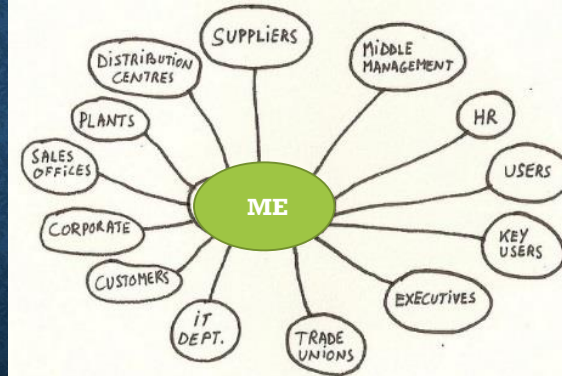
Source: Thallheimer (2012) 35

APPLICATION

MAPPING YOUR STAKEHOLDERS

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- On a blank sheet of paper, draw a small circle in the middle – that circle represents YOU
- Draw a map of your network
- Draw lines that connect you with members in your network



Solid lines = your relationship is solid and works well

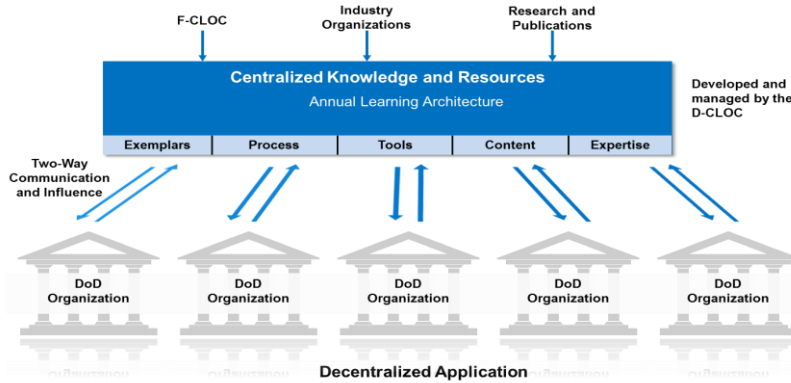
Dotted line = your relationship could use some work

Zig-zap line = you need to build that relationship as it is new, unfamiliar, or in need of repair

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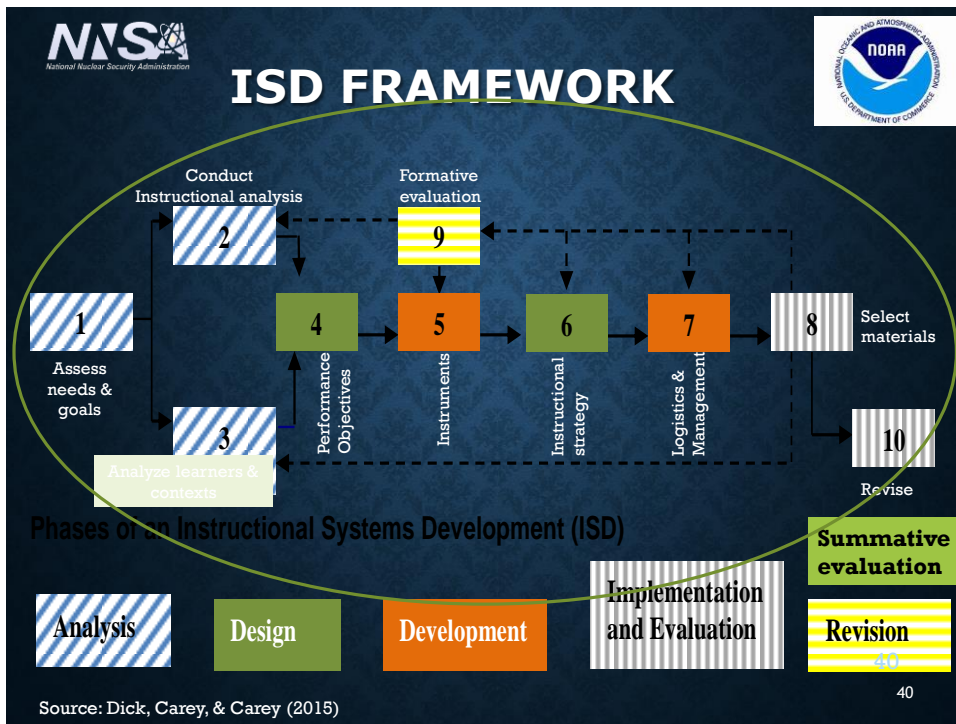


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LEARNING'S GOVERNANCE STRUCTURE: A VALUATION ENABLER (OR DETRACTOR)

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Source: Dick, Carey, & Carey (2015)

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A D D I E

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THE REALITY:

A D D I E

**TO PROMOTE LEARNING'S
VALUE, ALL LETTERS NEED TO
GET TO GREEN**

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ANALYSIS:
**STAGE-SETTER
FOR LEARNING'S
VALUE**

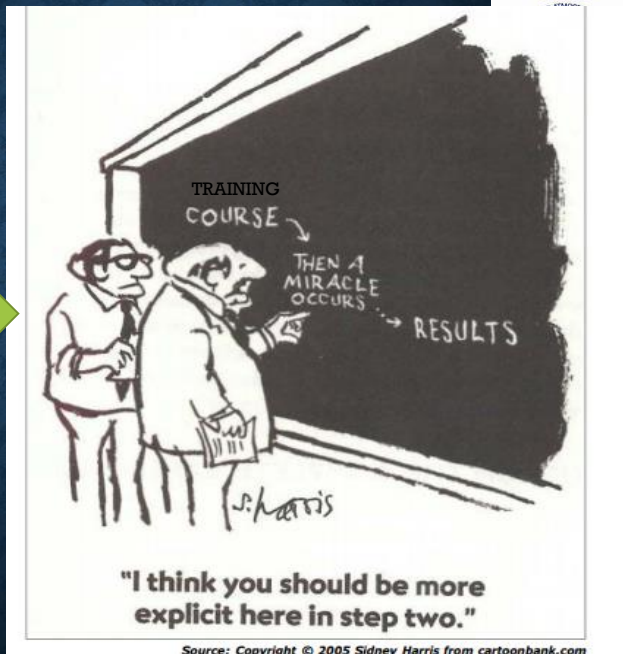


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**It can't be
this** →

**but too
often this
seems to
be the case**



Source: Copyright © 2005 Sidney Harris from cartoonbank.com

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Simon (Sinek) says, "Start with Why"




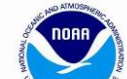
L&D is too often viewed as:

- one-off events – "How long will it take to get the whole team through this course?"
- an entitlement – "This team hasn't had any training yet this year; let's do a communications course for them..."
- a blunt instrument – "They're just not doing Y. We need training!"
- an afterthought – "We've been working on this initiative for months. Now we're ready to talk about the training..."

Image source: <http://www.thedigitalclusters.com/tag/simon-sinek/>

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Source: CIBC Presentation at 2019 Learning Analytics Conference. Used with permission.

ANALYSIS PHASE

- Analysis phase answers the **WHY, WHAT,** and **WHO**
- Often overlooked – we tend to go straight to designing the learning solution
- What is the real need? Why?
- What is to be learned?
- Who is to be learned and what do they know?

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CONTENT-DRIVEN IS NOT THE ANSWER

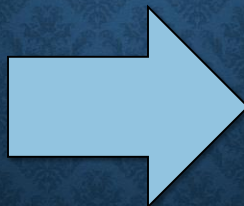


"We've done the analysis. Here's the



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RATHER, IT'S ABOUT PERFORMANCE



Analysis sets the stage for your design and instructional strategy

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NEEDS ANALYSIS TYPES

NA Type	General Description
Knowledge and skills assessment	Focuses on needs that can be addressed with training
Job and task analysis	Focuses on information about the scope, responsibilities, and tasks of particular job functions.
Competency analysis	Focuses on the knowledge, skills, attitudes, values, and motivations that people must have to be successful on the job.
Strategic needs assessment	Focuses on learning and performance gaps within the context of the organization's business strategy.
Complex needs assessment	Focuses on many potential non-training or systemic issues.

Source: Sleezer, Russ-Eft, and Gupta (2014)

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ACTIVITY

- Pick any learning program or activity that your agency has implemented within the last 1-2 years– or one you are thinking about designing now
- For that activity, answer each of the questions related to the jigsaw puzzle pieces on prior slide
- What was covered well? What have you thought about?
- What could have been done better? Where do you need to focus?

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EVALUATION

DETERMINING THE VALUE-ADDED EFFECT OF LEARNING

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EVALUATION IS REQUIRED

- 5 U.S.C. § 4103
- 5 C.F.R. § 410.202 and 410.301
- OMB M-17-22
- P.L. 114-140 (Evidence-Based Policymaking Commission Act of 2016)
 - Report found at: <https://cep.gov/cep-final-report.html>
 - Of note: Recommendation 5.2 (multi-year learning agendas)



Q: WHY EVALUATE?

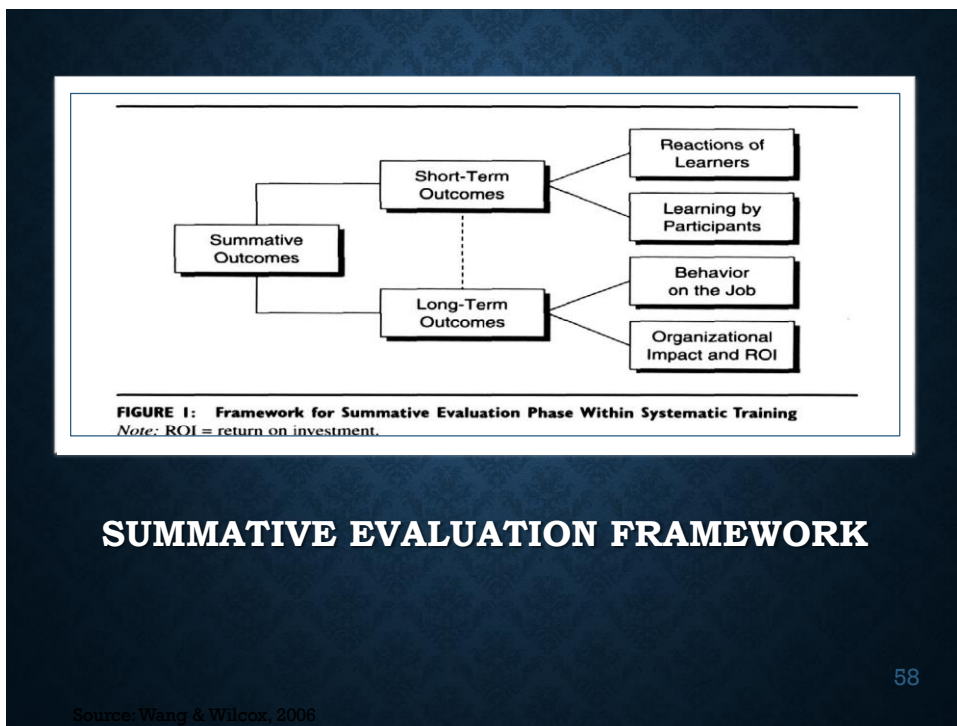
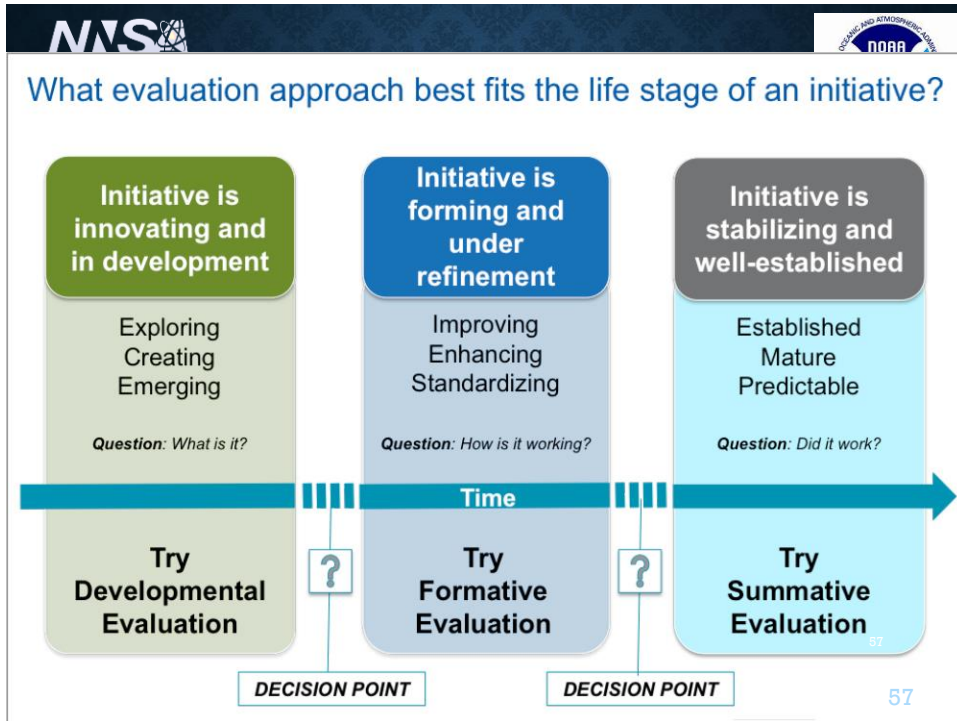
Q: Why is evaluation hard?



Key Failures/Challenges	Approx. Number of Times Mentioned in Interviews
Not doing/don't know how to do training evaluation	16
Data are hard to gather/interpret/explain	13
Need to calculate ROI/ROE - but is difficult/ambiguous	10
Lack of resources to evaluate (people, \$)	5
Can't get data (e.g., technology challenges, vendor-provided training)	5
Lack of initial planning (so training didn't end up being effective)	4
Contracts (SOWs, vehicles, etc.) are hard to write/get on	4
Training participants drop out at last minute/aren't motivated	4
Lack of access to training	4
Training is perceived as a waste of money/time	4
Perceptions of Individual Development Plans (IDP) as meaningless	3
Lack of demonstrated ROI	2

EVALUATION CHALLENGES

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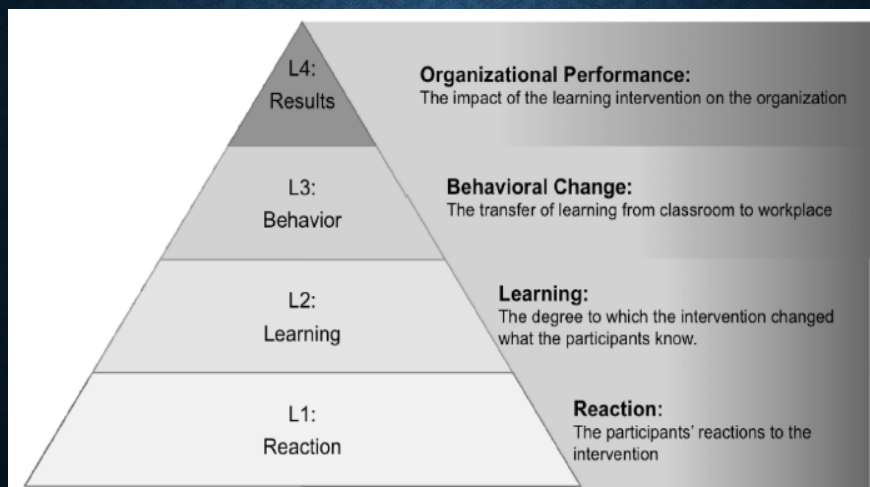


LEARNING'S VALUATION FRAMEWORKS & TECHNIQUES

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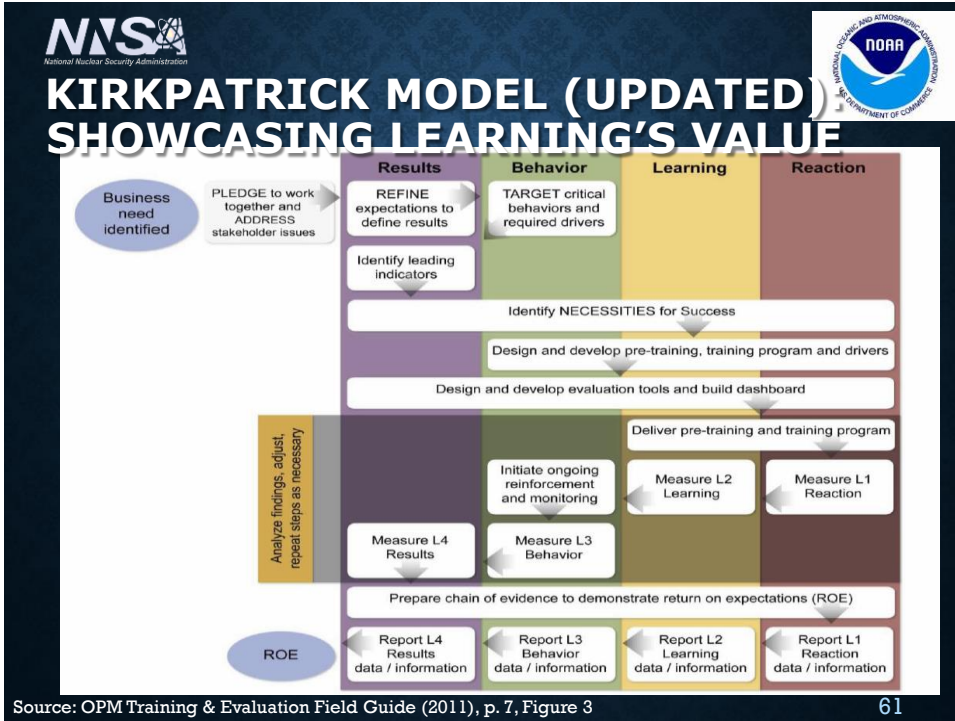


KIRKPATRICK'S MODEL



Adapted from "Evaluation in instructional design - Kirkpatrick's 4 level model." (2009, March 2). ETEC 510. Retrieved from http://etec.ctlt.ubc.ca/510/wiki/index.php?title=Evaluation_in_Instructional_Design_-_Kirkpatrick%27s_4_Level_Model&oldid=16742.



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FEDERAL LEARNING & DEVELOPMENT MATURITY MODEL

1 - Nascent	2 - Developing	3 - Progressing	4 - Advanced	5 - Leading
Non-existent, conceptual, or in early implementation; in a state of uncontrolled change; operating in an ad hoc and/or reactive way.	Established, functional, at least partly controlled; focused on producing consistent results.	In place and well controlled; standardized and produces consistent results; improves over time.	Measured and controlled; readily adaptable to change; addresses problems pro-actively; produces above average results.	Generates a positive feedback loop driving continuous improvement; produces results which can be transformative and ground-breaking.
"we are new to this or just starting to stand up programs in this area"	"we have programs in place and we consistently use them"	"our programs are robust, and we are working to improve them"	"our programs are 'best in class' and outcomes regularly exceed expectations"	"we have innovative and cutting-edge programs"



The maturity model is available at: <https://www.opm.gov/policy-data-oversight/human-capital-management/reference-materials/tools/human-capital-reviews.pdf>

BRINKERHOFF SUCCESS CASE METHOD



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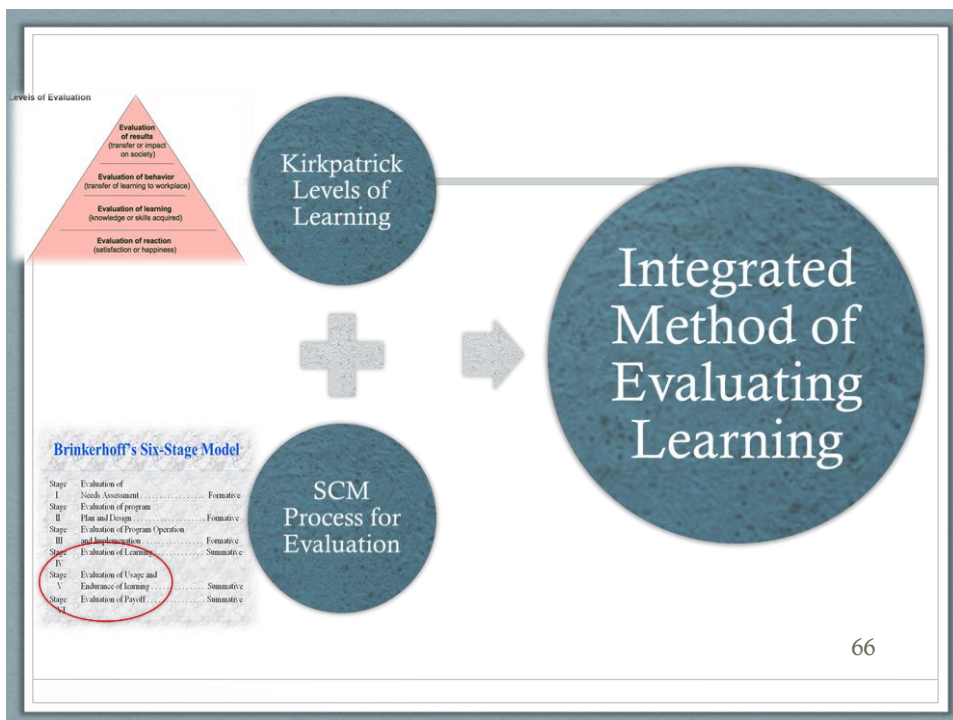
Brinkerhoff's Six-Stage Model

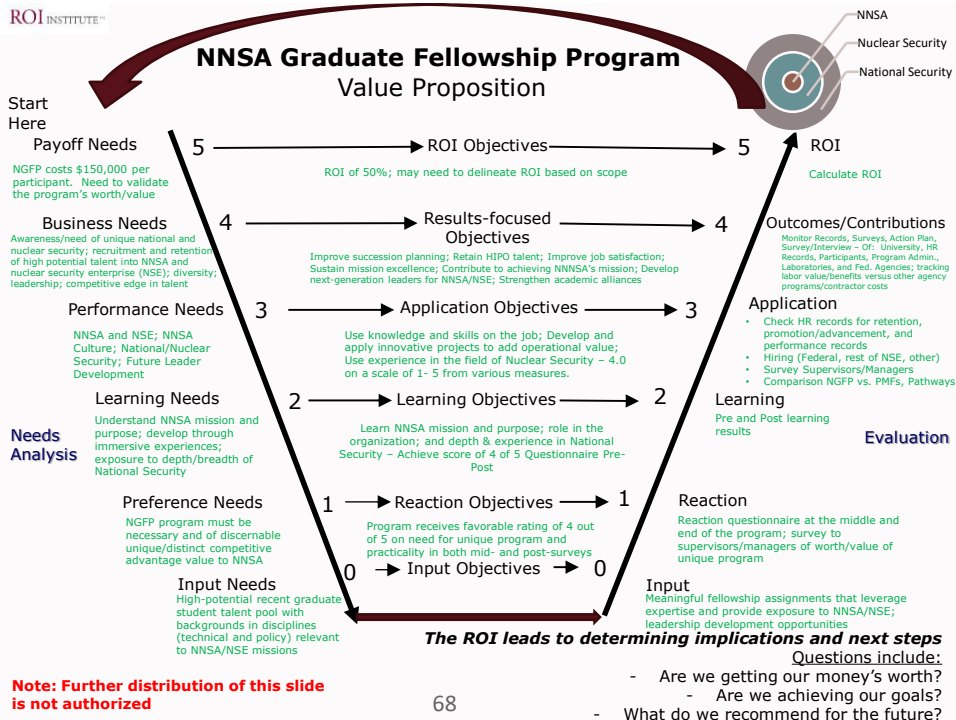
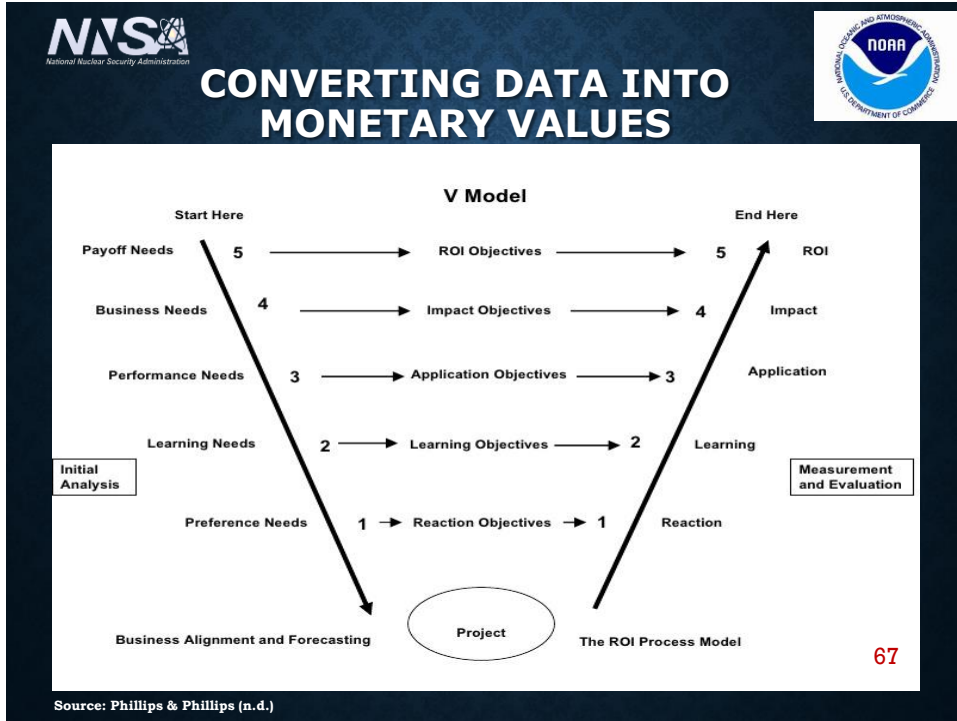
Stage I	Evaluation of Needs Assessment	Formative
Stage II	Evaluation of program Plan and Design	Formative
Stage III	Evaluation of Program Operation and Implemenation	Formative
Stage IV	Evaluation of Learning	Summative
Stage V	Evaluation of Usage and Endurance of learning	Summative
Stage VI	Evaluation of Payoff	Summative

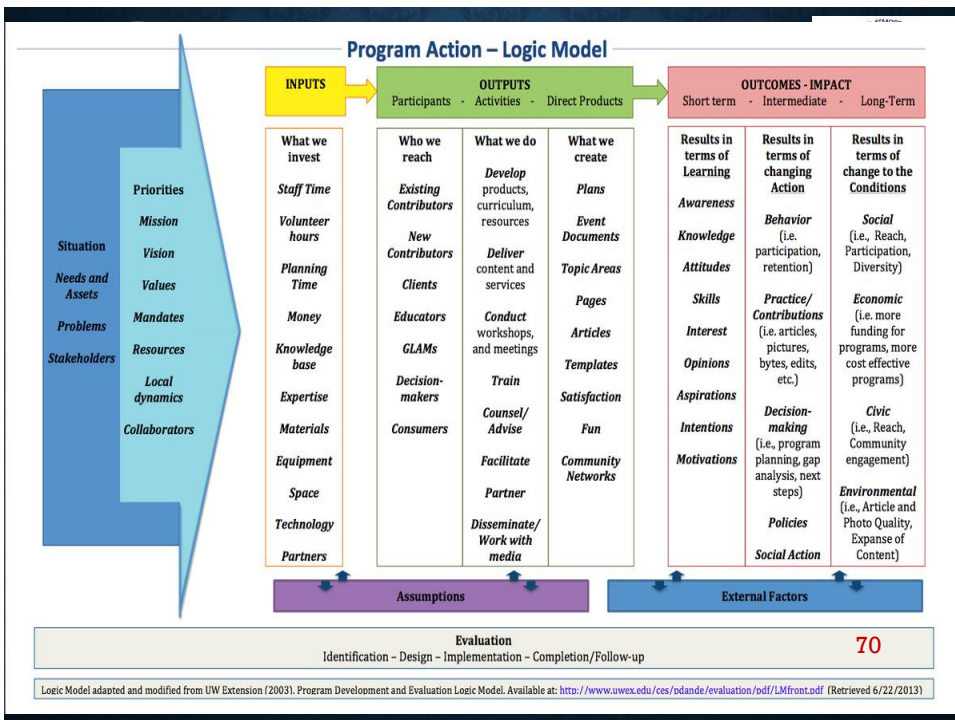
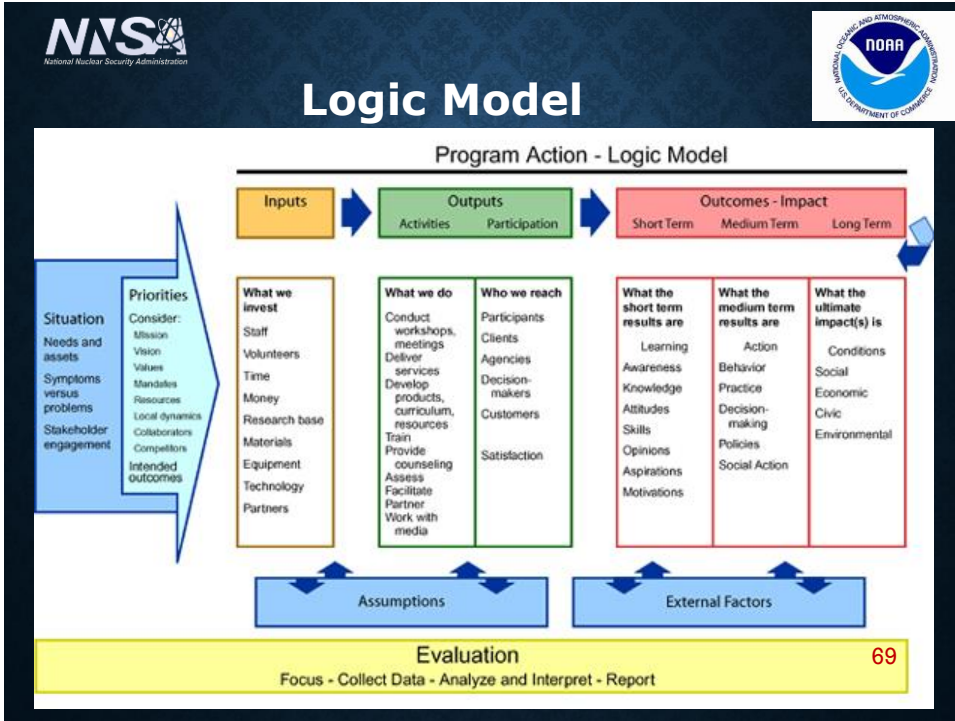
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The Brinkerhoff Success Case Method: Process

- Qualitative model, based on analysis of extreme groups: successful and unsuccessful adopters.
- Focuses on three questions:
 - How well is the organization using learning to drive needed performance improvement?
 - What is our organization doing that facilitates performance improvement from learning? What needs to be maintained and strengthened?
 - What is our organization doing, or not doing, that impedes performance improvement from learning? What needs to change?









Logic Model: Example #1

Logic Model **Team Intervention**

Strategic Goal: Improve and sustain agency productivity
 Program Goal: Improve or sustain the productivity of business unit teams

Input (Resources)	Activity (What you do)	Output (Levels 1 & 2)	Behaviors (Level 3)	Outcomes (Level 4)
Quantifiable resources going in to your activities—the things you budget for	What training activities accomplish your program goal?	Immediate results from your activity—number of people trained, number of learning hours	Results related to behavioral changes due to the training	Program goal and other long-term results
<ul style="list-style-type: none"> Organizational Developer Time Conferencing technology Meeting space Facilitator resources—flip charts with sticky backs and markers Travel budget 	<ul style="list-style-type: none"> Interviews Focus group sessions Desk reviews Meetings with key stakeholders Team Intervention sessions Each team will develop its own measures of success 	<ul style="list-style-type: none"> Team intervention report Interventions strategies developed Number of post-intervention strategies implemented 	<ul style="list-style-type: none"> Additional team development strategies developed Improved team productivity Potential process changes as applicable 	<ul style="list-style-type: none"> Improved team productivity (i.e. ability to process more security packets, enhanced sense of wellbeing in work-place)

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Logic Model: Example #2

Logic Model **Training Needs Analysis Initiative**

Strategic Goal: Improve and sustain agency productivity
 Program Goal: Improve workforce knowledge and skills; determine skill trends across business units



Input (Resources)	Activity (What you do)	Output (Levels 1 & 2)	Behaviors (Level 3)	Outcomes (Level 4)
Quantifiable resources going in to your activities—the things you budget for	What training activities accomplish your program goal?	Immediate results from your activity—number of people trained, number of learning hours	Results related to behavioral changes due to the training	Program goal and other long-term results
<ul style="list-style-type: none"> Time Conferencing technology Meeting space Facilitator resources—flip charts with sticky backs and markers Employee inventory 	<ul style="list-style-type: none"> Interviews Focus group sessions Desk reviews of HR and previous/current training data Recommendation reports 	<ul style="list-style-type: none"> Identified skill trends in the agency Number of learning solutions executed or developed to improve employee knowledge and skills Number of employees trained Evaluation of learning solutions Evaluation of employees learning based on learning solutions 	<ul style="list-style-type: none"> Track production of employees on identified teams Track employee behavior 	<ul style="list-style-type: none">

Source: U.S. Office of Personnel Management's Training and Development W

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Program Elements	Criteria for Program Success	Benefits of Program Logic Models
Planning and Design	Program goals and objectives and important side effects are well defined ahead of time.	Finds "gaps" in the theory or logic of a program and works to resolve them
	Program goals and objectives are both plausible and possible.	Builds a shared understanding of what the program is all about and how the parts work together
Program Implementation and Management	Relevant, credible, and useful performance data can be obtained.	Focuses attention of management on the most important connections between action and results
Evaluation and Communication	The intended users of the evaluation results have agreed on how they will use the information.	Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation 73

Source: Kellogg (2004)





YOUR LEARNING

- Peer-to-peer learning is invaluable

[ROUNDTABLE DISCUSSION]

- What were your top 1-3 takeaways from today?





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DR. DAVE'S TOP 10

Learning is often its own worst enemy in terms of failing to align with the business	There must be a conscious and deliberate link to talent management	Learning must be fully integrated into the agency	Learning needs a mission, vision, brand and strong affiliation with clients
Speak in the stakeholders' language, not yours	Learning can be <i>the</i> , <i>a</i> , or <i>not</i> a solution	Needs analysis is essential	Evaluation starts with needs analysis and never stops
	Several frameworks and models exist to evaluate– the important thing is, DO IT	Logic models have tremendous potential for showcasing value	

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Thank You

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