Demonstrating Learning’s Value: A Multi-Disciplinary Approach

Dr. Dave Rude
CLO for NNSA
Dave.rude@nnsa.doe.gov
202-586-0349

Cynthia Way, ABD
CLO for NOAA
cynthia.way@noaa.gov
301-628-1816

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

Talent Development Ecosystem

Change Management
Consulting
Organizational Development
Strategic Alignment
Tactical – IBD, Curriculum, LMS
The Business of Learning
Culture

DRIVES

Healthy Organizations
Performance
Value Proposition
“TALENT ... IS ONE OF THE MOST IMPORTANT STRATEGIC OBJECTIVES OF COMPANIES TODAY.”

Elkeles, Phillips, & Phillips (2017, p. 175)
A SYSTEMS & INTEGRATED APPROACH

Source: Bersin by Deloitte presentation Talent management – reimagining how we do business: The business case for integrated talent management (presented at TEl on April 15, 2014)

LEARNING:
A TALENT MANAGEMENT ENABLER

Source: http://www.slideshare.net/jbersin/talent-management-revisited/

The Talent Mobility Formula
Bringing the Talent System Together

Source: http://www.slideshare.net/jbersin/talent-management-revisited/
ACTIVITY: TALENT MANAGEMENT
HEALTH INDEX HANDOUT

Top area of successful learning integration

Top priority for learning integration

Top area of concern for learning integration

Kotter's 8 step change model

Create a climate for change

Create urgency

Form a powerful coalition

Create a vision for change

Engaging & enabling the organisation

Communicate the vision

Empower action

Create quick wins

Implementing & Sustaining for change

Build on change

Make it part of the culture
MEASURING RETURN OF CHANGE

SOAR MODEL

- **S** • Strengths inquiry
  - External analysis
- **O** • Imagine opportunities
  - Mission, vision
  - Innovations
- **A** • Reach for aspirations
  - Strategic initiatives
  - Technical plans and integration
- **R** • Achieve results
  - Implement continuous improvement

How can SOAR be used at your organization to focus and release energy, creativity, and engagement?

Source: Rothwell, Stavros, & Sullivan (2016)
**DICE MODEL: WHETHER TO EMBARK**

- Based on time between reviews:
  - < 2 months: 1pt
  - 2-4 months: 2pts
  - 4-8 months: 3pts
  - > 8 months: 4pts

- Based on: Percentage of increased effort:
  - < 10% extra: 1pt
  - Between 10-20%: 2pts
  - Between 20-40%: 3 pts
  - > 40%: 4pts

- Based on: Leadership, time, and motivation:
  - Have it all: 1pt
  - Somewhere in between: 2 or 3pts
  - Have none of it: 4pts

**DICE Score = D + (2 X I) + (2 X C1) + C2 + E**

The lower the score the better

Source: Sirkin, Keenan, & Jackson (2005)

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**SCENARIO: NEW LEARNING MANAGEMENT SYSTEM**

**LET'S COMPUTE THE DICE SCORE**

**DICE SCORE FORMULA**

\[ D + (2 X I) + (2 X C1) + C2 + E \]
BEFORE CHANGING … YOU MUST FIRST KNOW THE PROBLEM!

It’s nothing short of amazing how often this gets overlooked.

FORMULATING THE PROBLEM

Feelings of tension and frustration

Formulate and articulate the problem

Bring feelings to the surface

Discern meaning of why what happened became a problem

Analyze what happened

LITMUS TEST: ARTICULATING THE PROBLEM STATEMENT

- 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

Litmus Test: Articulating the Problem

Problem Tree Analysis

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

Trunk: Initial problem

Roots: causes of the core problem
Initial Problem: There is continual under enrollment for the leadership programs.

Causes of the problem:
- People are too busy
- Supervisors don't promote or support learning
- Last minute taskers
- Costs for paid classes prohibitive
- Remote employees unable to travel
- Class content hasn't been updated in 5 years
- Classes may not be meeting needs of learners

Effects of the problem:
- Class day no show rates have increased by 10% in the last year
- Classes are only 20% full
- Some classes getting low reviews from attendees
- Low FEVS scores for T&D related questions
- High performers leaving organization
- Learning may not be a cultural value
- Remote employees unable to travel

Learning's Value Proposition:
- Class content hasn't been updated in 5 years
- Classes may not be meeting needs of learners
CONSIDER:
WHY DOES LEARNING ADD VALUE TO AN ORGANIZATION?

WHY

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

HOW

WHEN
WHAT ARE (UP TO) 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
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

Learning’s value is interwoven and complex

Today’s Environment
- Volatile
- Uncertain
- Complex
- Ambiguos

Mission
- Resources
- Vision
- Partners
- Brand
- Customers

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- Volatile
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- Ambiguos

Learning’s value is interwoven and complex
**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

Source: Adapted from “Your First Leadership Job,” by Tracy M. Sylva & Ronald S. Wellins
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

Source: Adapted from Blanchard, K. (2010). Leading at a Higher Level. Copyright by BMC, Upper Saddle River, NJ
CONSULTANT: ROLES W/CUSTOMERS

Expert Role
- 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.

Pair of Hands
- 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.
- Two-way communication is limited.
- The consultant’s goal is to make the system more effective by the application of specialized knowledge.

Collaboration
- 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.

Schein’s Consultant Roles

Expert
Doctor/Patient
Process Consultant (Helper)

Expert Role
- The manager has elected to play an inactive role.

Pair of Hands
- The consultant takes a passive role.

Collaboration
- The consultant and the manager work to become interdependent.

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?
### Application: Mapping Your Stakeholders

#### Stakeholder Map

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Champion</td>
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</tr>
<tr>
<td>Supporter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resistor</td>
<td></td>
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<td></td>
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<tr>
<td>Blocker</td>
<td></td>
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</tbody>
</table>

**Instructions:**
1. Stakeholder mapping is just one small part of a full stakeholder management approach.
2. Consider all the people who may influence the success of your change initiative.
3. Put their names in the appropriate cell above (people can be in more than one column). Add yourself too.
4. Continue with stakeholder management, including seeking input, working together, looking for win-wins.

Source: Thallheimer (2012)
• 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
LEARNING’S GOVERNANCE STRUCTURE: A VALUATION ENABLER (OR DETRACTOR)

ISD FRAMEWORK

Phases of an Instructional Systems Development (ISD)

1. Assess needs & goals
2. Conduct instructional analysis
3. Analyze learners & contexts
4. Performance Objectives
5. Instruments
6. Instructional strategy
7. Logistics & Management
8. Select materials
9. Formative evaluation
10. Revise

THE REALITY:

TO PROMOTE LEARNING’S VALUE, ALL LETTERS NEED TO GET TO GREEN
ANALYSIS:

STAGE-SETTER FOR LEARNINGS VALUE

It can’t be this

but too often this seems to be the case

"I think you should be more explicit here in step two."

Source: Copyright © 2005 Sidney Harris from cartoonbank.com
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?**

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…”
CONTENT-DRIVEN IS NOT THE ANSWER

“We’ve done the analysis. Here’s the

DANGER
WRONG WAY
TURN BACK

RATHER, IT’S ABOUT PERFORMANCE

Analysis sets the stage for your design and instructional strategy
## Needs Analysis Types

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

Source: Sleezer, Russ-Eh, and Gupta (2014)
The Pieces of the Puzzle

Organizational Need
Why does this matter to us?

Audience
Who are the learners?

Stakeholders
Who else cares? Why?

Performance
What are people doing when they apply what they’ve learned?

Measures of Success
What constitutes success?

Realities
What constraints or factors exist?

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?
DETERMINING THE VALUE-ADDED EFFECT OF LEARNING

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?

EVALUATION CHALLENGES

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

Initiative is innovating and in development
- Exploring
- Creating
- Emerging

Question: What is it?

Initiative is forming and under refinement
- Improving
- Enhancing
- Standardizing

Question: How is it working?

Initiative is stabilizing and well-established
- Established
- Mature
- Predictable

Question: Did it work?

Time

Try Developmental Evaluation

Try Formative Evaluation

Try Summative Evaluation

DECISION POINT

DECISION POINT

SUMMATIVE EVALUATION FRAMEWORK


Reactions of Learners

Learning by Participants

Behavior on the Job

Organizational Impact and ROI

SUMMATIVE EVALUATION FRAMEWORK

FIGURE 1: Framework for Summative Evaluation Phase Within Systematic Training

Note: ROI = return on investment
LEARNING’S VALUATION FRAMEWORKS & TECHNIQUES

KIRKPATRICK’S MODEL

L4: Results
Organizational Performance:
The impact of the learning intervention on the organization

L3: Behavior
Behavioral Change:
The transfer of learning from classroom to workplace

L2: Learning
Learning:
The degree to which the intervention changed what the participants know.

L1: Reaction
Reaction:
The participants’ reactions to the intervention

KIRKPATRICK MODEL (UPDATED): SHOWCASING LEARNING’S VALUE

Source: OPM Training & Evaluation Field Guide (2011), p. 7, Figure 3

FEDERAL LEARNING & DEVELOPMENT MATURITY MODEL

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

### Brinkerhoff’s Six-Stage Model

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Needs Assessment</td>
<td>Formative</td>
</tr>
<tr>
<td>II</td>
<td>Evaluation of program</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Plan and Design</td>
<td>Formative</td>
</tr>
<tr>
<td>IV</td>
<td>Evaluation of Program Operation and Implementation</td>
<td>Formative</td>
</tr>
<tr>
<td>V</td>
<td>Evaluation of Learning</td>
<td>Summative</td>
</tr>
<tr>
<td>VI</td>
<td>Evaluation of Usage and Endurance of learning</td>
<td>Summative</td>
</tr>
</tbody>
</table>
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? (Brinkerhoff, 2005)
CONVERTING DATA INTO MONETARY VALUES

V Model

Start Here

Payoff Needs

ROI Objectives

ROI

End Here

Business Needs

Impact Objectives

Impact

Performance Needs

Application Objectives

Application

Learning Needs

Learning Objectives

Learning

Preference Needs

Reaction Objectives

Reaction

Initial Analysis

Business Alignment and Forecasting

Project

The ROI Process Model

Source: Phillips & Phillips (n.d.)

NNSA Graduate Fellowship Program

Value Proposition

Start Here

Payoff Needs

NGFP costs $150,000 per participant. Need to validate the program's worth/value.

Business Needs

Awareness/need of unique national and nuclear security; recruitment and retention of high potential talent into NNSA and nuclear security enterprise (NISE); diversity; leadership; competitive edge in talent.

Performance Needs

NNSA and NSE; NNSA Culture; National/Nuclear Security; Future Leader Development

Learning Needs

Understand NNSA mission and purpose; develop through immersive experiences; exposure to depth/breadth of National Security

Preference Needs

NGFP program must be necessary and of discernable unique/distinct competitive advantage value to NNSA

Input Needs

High-potential recent graduates with backgrounds in disciplines (technical and policy) relevant to NNSA/NSE missions

Note: Further distribution of this slide is not authorized

End Here

ROI Objectives

ROI of 50%; may need to delineate ROI based on scope

Results-focused Objectives

[Improvement in various areas, not specified in the text]

Application Objectives

Use knowledge and skills on the job; Develop and apply innovative projects to add operational value; Use experience in the field of Nuclear Security – 4.0 on a scale of 1-5 from various measures.

Learning Objectives

Learn NNSA mission and purpose; role in the organization; and depth & experience in National Security – Achieve score of 4 of 5 Questionnaire Pre-Post

Reaction Objectives

Program receives favorable rating of 4 out of 5 on need for unique program and practicality in both mid- and post-surveys.

Outcomes/Contributions


Application

- Check HR records for retention, promotion/advancement, and performance records
- Hiring (Federal, rest of NSE, other)
- Survey Supervisors/Managers
- Comparison NGFP vs. PMFs, Pathways

Evaluation

ROI Institute™

- National Security
- Nuclear Security
- NGFP and NNSA NISE; NNSA Culture; National/Nuclear Security; Future Leader Development

End Here

Input

 Meaningful fellowship assignments that leverage expertise and provide exposure to NNSA/NSE; Leadership development opportunities

Reaction

Reaction questionnaire at the middle and end of the program; survey to supervisors/managers of worth/value of unique program

The ROI leads to determining implications and next steps

Questions include:
- Are we getting our money’s worth?
- Are we achieving our goals?
- What do we recommend for the future?
Improve and sustain agency productivity

**Logic Model: Example #1**

**Team Intervention**

**Logic Model**

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

<table>
<thead>
<tr>
<th>Input (Resources)</th>
<th>Activity (What you do)</th>
<th>Output (Levels 1 &amp; 2)</th>
<th>Behaviors (Level 3)</th>
<th>Outcomes (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantifiable resources going into your activities—the things you budget for</td>
<td>What training activities accomplish your program goal?</td>
<td>Immediate results from your activity—number of people trained, number of learning hours</td>
<td>Results related to behavioral changes due to the training</td>
<td>Program goal and other long-term results</td>
</tr>
<tr>
<td>• Organizational Developer</td>
<td>• Interviews</td>
<td>• Team intervention report</td>
<td>• Additional team development strategies developed</td>
<td>• Improved team productivity (i.e. ability to process more security packets, enhanced sense of wellbeing in workplace)</td>
</tr>
<tr>
<td>• Time</td>
<td>• Focus group sessions</td>
<td>• Interventions strategies developed</td>
<td>• Improved team productivity</td>
<td></td>
</tr>
<tr>
<td>• Conferencing technology</td>
<td>• Desk reviews</td>
<td>• Number of post-intervention strategies implemented</td>
<td>• Potential process changes as applicable</td>
<td></td>
</tr>
<tr>
<td>• Meeting space</td>
<td>• Meetings with key stakeholders</td>
<td></td>
<td></td>
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<tr>
<td>• Facilitated resources—flip charts with sticky backs and markers</td>
<td>• Team Intervention session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Travel budget</td>
<td>• Each team will develop its own measures of success</td>
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</tbody>
</table>

**Logic Model: Example #2**

**Training Needs Analysis Initiative**

**Logic Model**

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

<table>
<thead>
<tr>
<th>Input (Resources)</th>
<th>Activity (What you do)</th>
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<td>Results related to behavioral changes due to the training</td>
<td>Program goal and other long-term results</td>
</tr>
<tr>
<td>• Time</td>
<td>• Interviews</td>
<td>• Team intervention report</td>
<td>• Track production of employees on identified teams</td>
<td></td>
</tr>
<tr>
<td>• Conferencing technology</td>
<td>• Focus group sessions</td>
<td>• Number of learning solutions executed or developed to improve employee knowledge and skills</td>
<td>• Track employee behavior</td>
<td></td>
</tr>
<tr>
<td>• Meeting space</td>
<td>• Desk reviews of HR and previous/current training data</td>
<td>• Number of employees trained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Facilitated resources—flip charts with sticky backs and markers</td>
<td>• Recommendation reports</td>
<td>• Evaluation of learning solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Employee inventory</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

71

72
<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Criteria for Program Success</th>
<th>Benefits of Program Logic Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Design</td>
<td>Program goals and objectives and important side effects are well defined ahead of time.</td>
<td>Finds “gaps” in the theory or logic of a program and works to resolve them</td>
</tr>
<tr>
<td></td>
<td>Program goals and objectives are both plausible and possible.</td>
<td>Builds a shared understanding of what the program is all about and how the parts work together</td>
</tr>
<tr>
<td>Program Implementation and</td>
<td>Relevant, credible, and useful performance data can be obtained.</td>
<td>Focuses attention of management on the most important connections between action and results</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation and Communication</td>
<td>The intended users of the evaluation results have agreed on how they will use the information.</td>
<td>Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation</td>
</tr>
</tbody>
</table>

Source: Kellogg (2004)

YOUR LEARNING

• Peer-to-peer learning is invaluable

[ROUNDTABLE DISCUSSION]

• What were your top 1-3 takeaways from today?
### DR. DAVE’S TOP 10

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

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**Thank You**