



A New Day for the Civil Service

OPM Workshop
Evaluating Leadership Development Programs:
Easing into *Levels 3 & 4*

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Management, Work-Life and Leadership and Executive
Development

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Workshop Purpose and Objectives

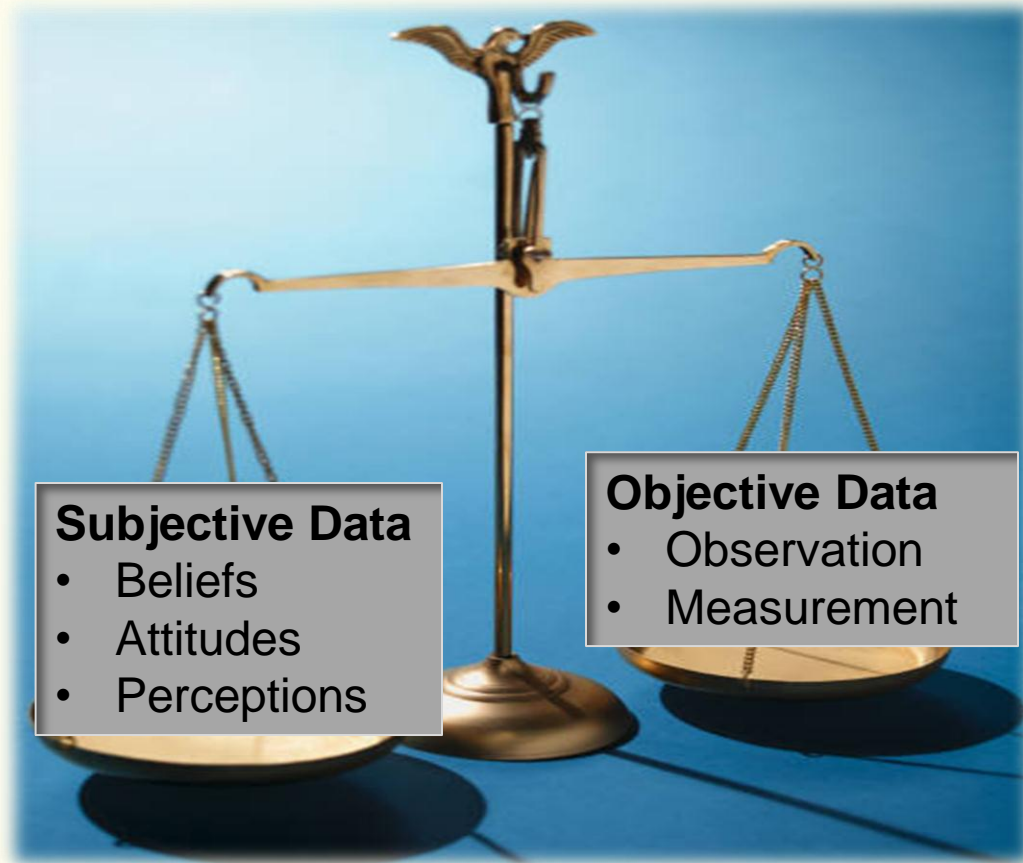
- Purpose—To empower participants to competently execute results-focused evaluations for their agency leadership development program.
- Objectives—Participants will:
 - Articulate the importance of training evaluation
 - Effectively address barriers to conducting level 3 & 4
 - Create a logic model that focuses on training effectiveness



Introduction to Evaluation

Definitions

- **Evaluation**—The making of a judgment about the value of something



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Definitions cont.

- **Inputs**—Resources
- **Activity**—What you do/Target audience
- **Output**—What you produce (immediate result of the activity)
 - # of participants who completed the course
 - # courses offered
 - # of training hours
 - % participant satisfaction with the training

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Definitions Cont.

- **Outcome**—The difference/impact made by what you produced (result of the output)
 - Everyone loved the training, so what?
 - The class was full, so what?
 - The instructor was outstanding, so what?
 - Everyone learned something, so what?
- **Measurable**—Specific, observable, and quantifiable characteristics
 - Timeliness
 - Quality
 - Quantity
 - Cost-effectiveness

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Evaluation in Government

- **Executive Branch**
 - Office of Management and Budget
 - Operating Agencies
 - OPM
 - MSPB
- **Legislative Branch**
 - Congress
 - GAO
 - CBO
- **Civil Society**
 - Advocacy and Funding for Government Oversight
 - Private Sector Researchers and Evaluators

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Evaluation Guidance and Tools

- Government Performance Results Act (GPRA)
- Government Performance Results Modernization Act (GPRA-MA)
- Program Assessment Rating Tool (PART)
- Performance Improvement Council
- www.Performance.gov

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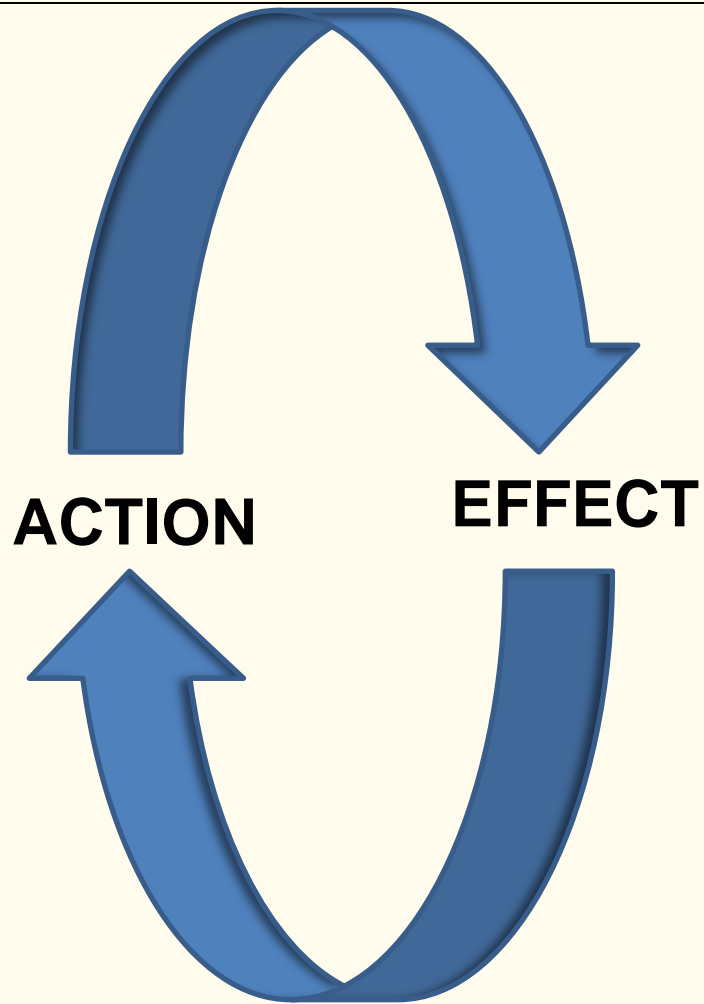
5 CFR 410.201(d)(4)

Hheads of agencies are required to
...assess periodically, but not less often than
annually, the overall agency **talent management
program** to identify training needs within the
agency...

Human Capital Framework (HCF)



Feedback Loop



FEEDBACK (Evaluation Data)

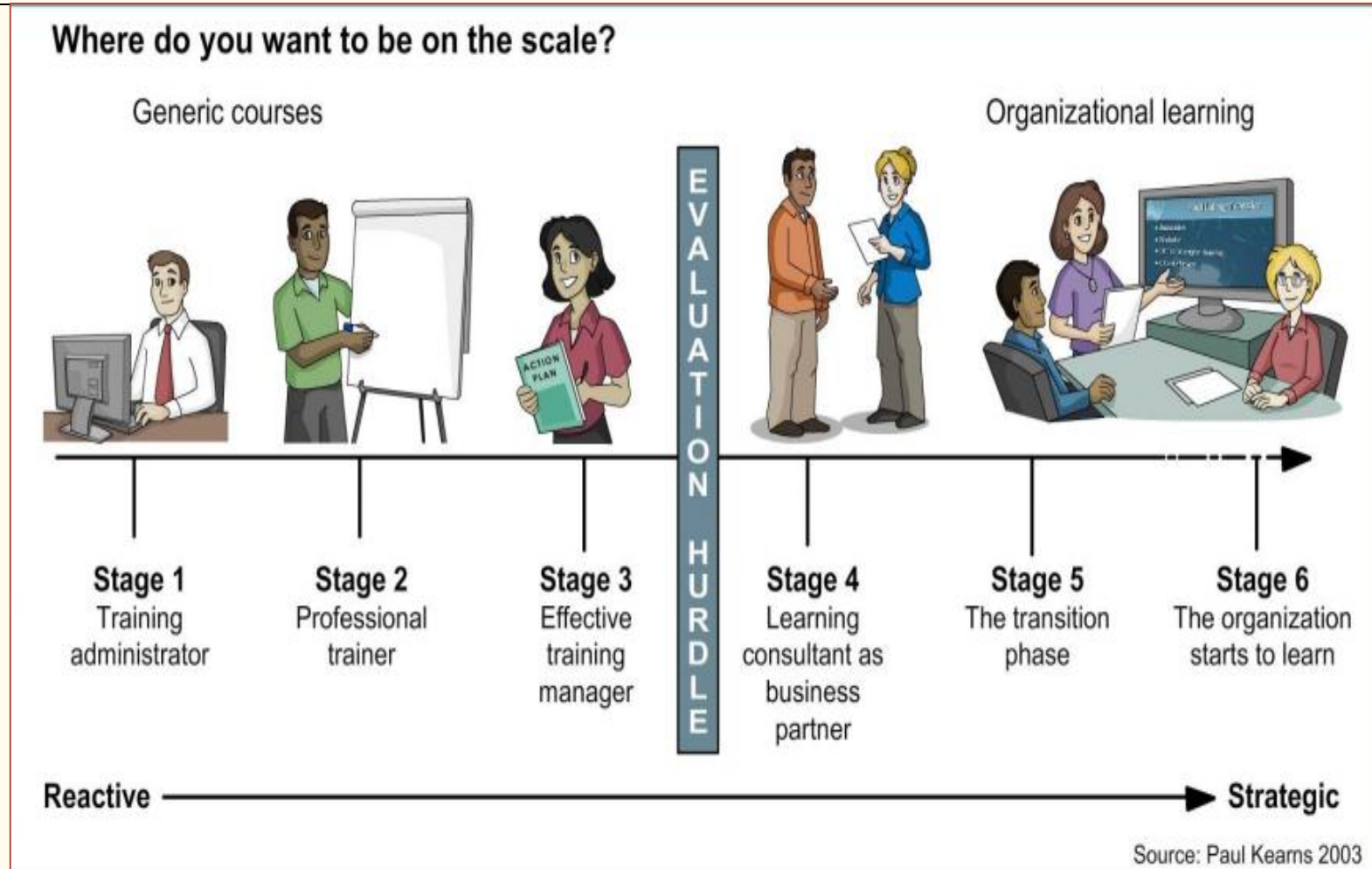
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GAO: Federal Training Investments (2012)

- **Evaluate the benefits achieved through training and development programs, including improvements in individual and agency performance:**
 - Has a formal process for evaluating employee satisfaction with training. **(Levels 1 &2)**
 - Has a formal process for evaluating improvement in employee performance after training. **(Level 3)**
 - Has a formal process for evaluating the impact of training on the agency's performance goals and mission. **(Level 4)**

Reactive vs. Strategic: Where are **You**?



ATD Best Awards Video

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Program Evaluation vs. Training Evaluation

410.202 Responsibilities for Evaluating Training

- Agencies must evaluate their **training programs** annually to determine how well such plans and programs contribute to mission accomplishment and meet organizational performance goals.

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Program Evaluation

Program evaluations are individual **systematic studies** conducted periodically...to **assess how well a program is working**. They are often conducted by experts external to the program, ..., as well as by **program managers**. A program evaluation typically examines achievement of program objectives in the context of other aspects of program performance... to **learn the benefits of a program or how to improve it**.
(GAO)

SES Candidate Development Program

Program Goal: Create a pool of effective and diverse leaders for sustained organizational success



**Recruitment
Process**



**Selection
Process**




**Training
& Development
Process
(5 CFR 412)**



**Certification
Process**

**Program Outcomes: 1) QRB Certified candidates
2) Increased leadership diversity**

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Program Evaluation Questions

- A Program evaluation would assess (thru questions, interviews, etc.) the effectiveness of each process in the program in helping to accomplish the long term goal.
 - Was a need for the program identified?
 - Was program funding adequate?
 - Did recruitment efforts attract a diverse pool of applicants?
 - Did senior leaders fulfill their roles in the selection process?
 - Was the training evaluated?
 - To what extent did external factors impact the program?
 - Were the program goals met?

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Training Evaluation

- Training evaluation is “an **objective summary** of **quantitative and qualitative data** gathered **about the effectiveness** of training. The primary purpose of evaluation is to **make good decisions** about use of organizational resources. Training evaluation data helps the organization to **determine whether training and subsequent reinforcement is accomplishing its goals and contributing to the agency mission.**” (Training Evaluation Field Guide, 2011)

SES Candidate Development Program

Create effective and diverse leaders for sustained organizational success



Recruitment
Process



Selection
Process



Training &
Development
Process



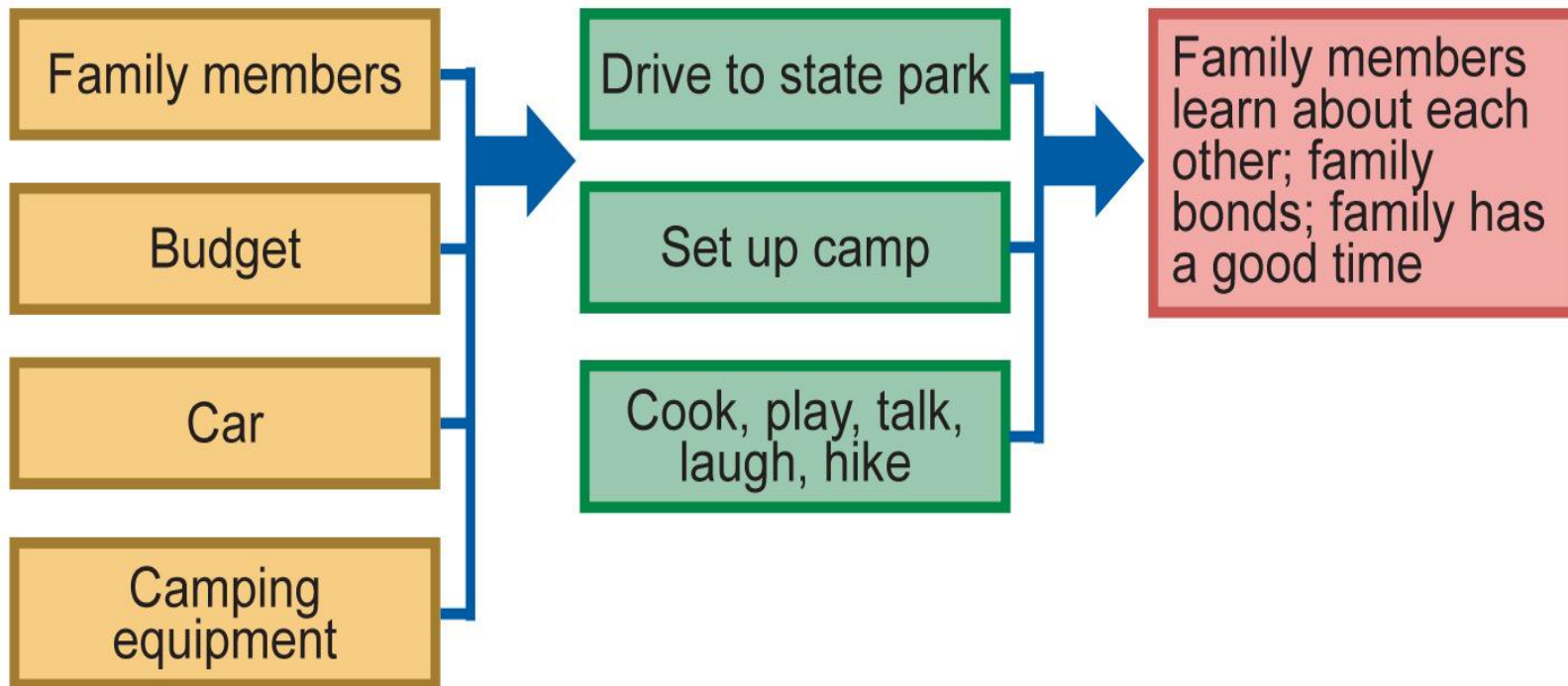
Certification
Process

Outcomes: 1) QRB Certified candidates 2) Increased leadership diversity

What is a Logic Model?

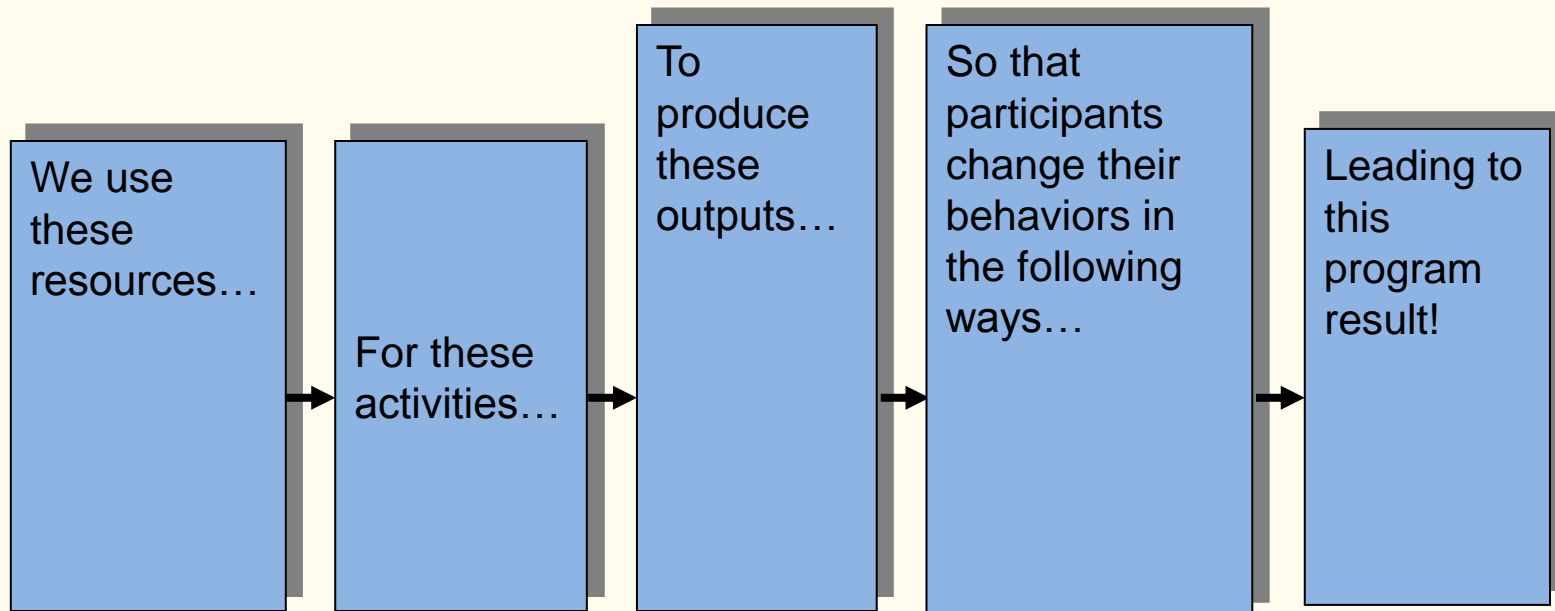


A logic model for a family vacation -



What is a Logic Model?

A picture of your program. Graphic and text that illustrates the **causal relationship** between your program's activities and its **intended** results.

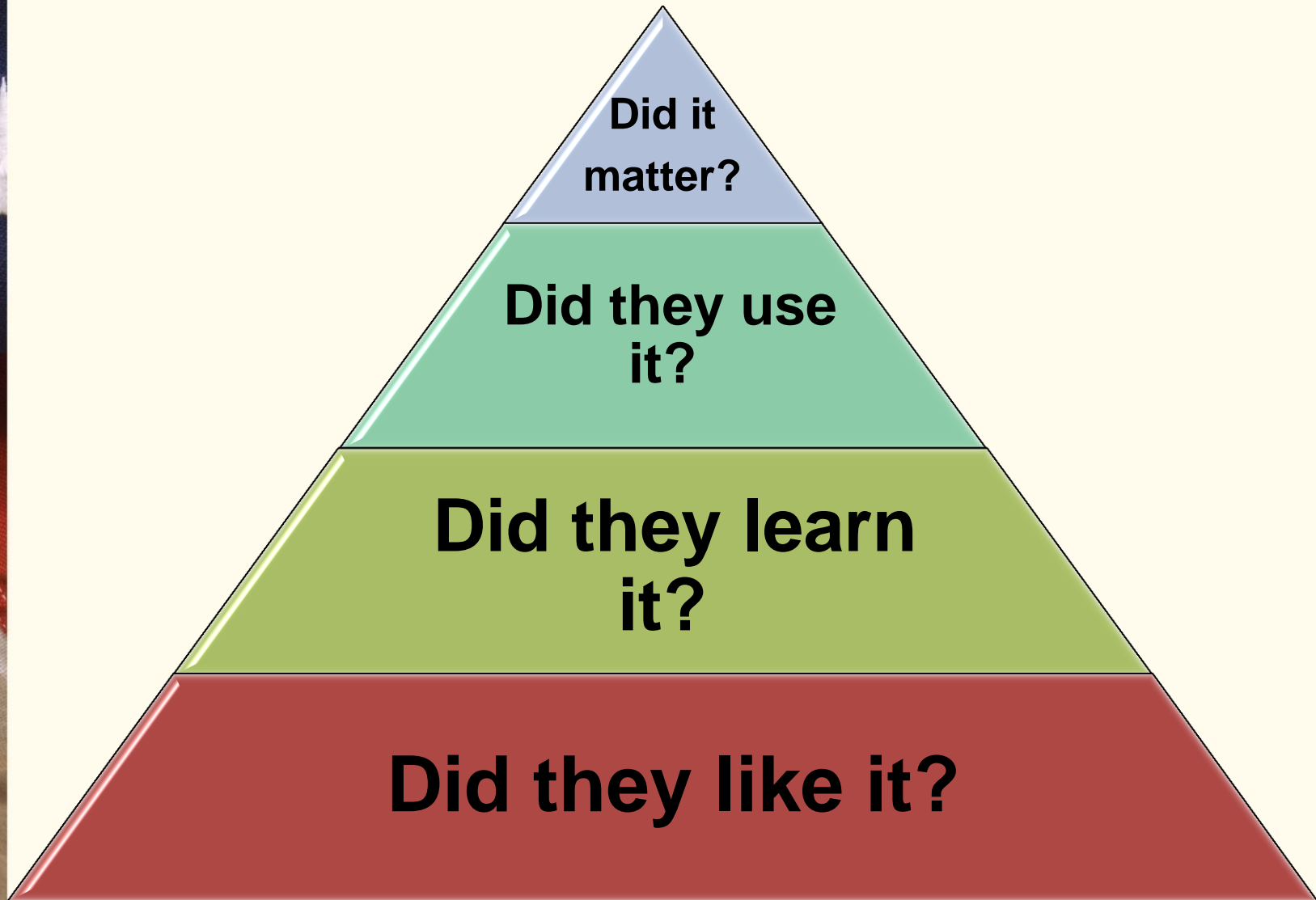


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5 USC 4101—Definition of Training

“training” means the process of providing for and making available to an employee, and placing or enrolling the employee in, a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields **which will** *improve individual and organizational performance and assist in achieving the agency’s mission and performance goals;*

Levels of Evaluation



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Level 1— Did they like it?

Training → **Reactions** → Learning → Behavior → Results

- Know how the trainees **felt** about the training event.
- Point out **content areas** that trainees felt were missing from the training event.
- Tell how **engaged** the trainees felt by the training event.
- Formative evaluation

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Importance of Level 1

- Positive attitudes toward the training can be quite beneficial to ensuring positive level 2 and level 3 outcomes
- Evaluation of specific aspects of the training provides important information about what can be improved (instructor, topics, presentation style, schedule, audio visuals, etc.)

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Level 2 — Did they learn it?

Training → Reactions → **Learning** → Behavior → Results

- Demonstrates participant **learning** (Pre and Post test)
- Formative evaluation

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Importance of Level 2

- Helps promote the development program.
- Positive level two evaluation can help in interpreting the results of level three evaluation (e.g., if level three results do not occur, it may be due to work place factors and not because of any flaw in the training).
- Can provide formative evaluation information that can be used to improve the training (e.g., you may find certain learning objectives that are not being met).



True or False?


If participants are happy or satisfied at the end of a training course, it **usually** means they will use the skills that they've learned.

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False

Research indicates there is **no significant relationship** between:

- perceptions of enjoyment of a training and performance
- perceptions of the instructor's effectiveness and performance
- perceptions of the amount learned and performance

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Levels 3 and 4

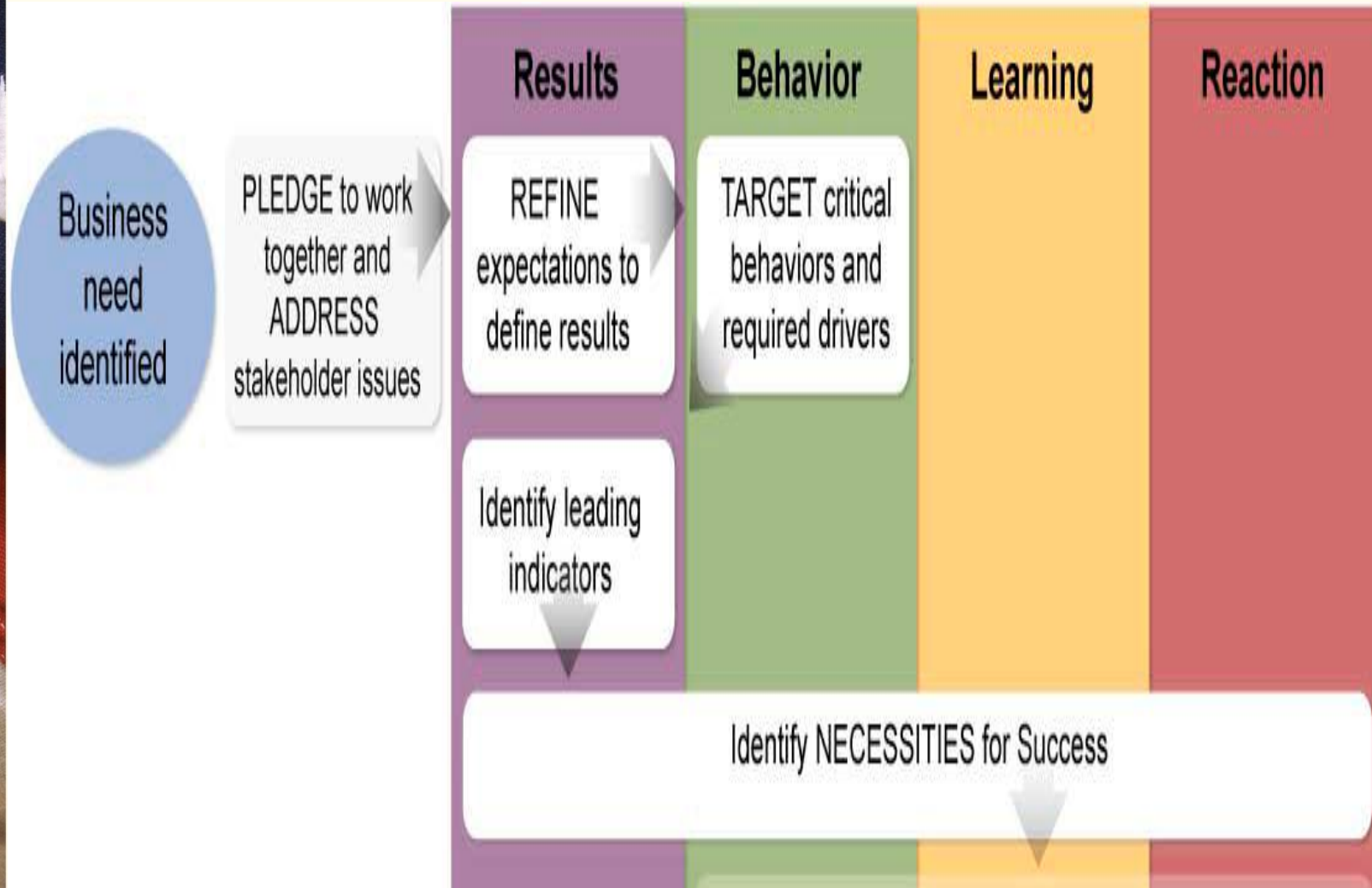
- Level 3—Did they use it
- Level 4—Did it matter

To Be Continued...

A close-up, vertical view of the American flag, showing the blue field with white stars and the red and white stripes. The flag is positioned on the left side of the slide.

Training Effectiveness

Level 4 Overview: Kirkpatrick Business Partnership Model



National Museums Agency (NMA) Leadership Development Program



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NMA Strategic Goals

- Build and maintain a strong agency leadership pipeline and talent pool for leadership continuity and viability
- Develop future leaders who are ready to step into higher positions
- Enhance and grow and strong pan-institutional leadership team

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Situation

- a front-page expose of **funds misuse** by one museum director, **reduced donations** and **lack of a consistent succession plan** across the organization. Finally, there was an apparent **lack of pan-institutional cooperation among the museums**. Competition between museums had reached a level that surpassed friendly competition.


Does anyone want to share the situation that was/is the catalyst for your LDP?

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Level 4 — Did it matter?

Training → Reactions → Learning → Behavior →
Results

- Level four outcomes tend to fall far down outcome lines, which means that many intervening factors must take place in order for the level four outcomes to take place.
- **Connect the training program to a larger organizational strategic program that is designed to produce level four changes.**

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NMA: Level 4 Business Need

Business Need

- Maximize and demonstrate impact from donations.
- Create leadership pipeline for sustained institutional success.
- Build a pan-institutional culture where decisions are made with the betterment of the entire NMA in mind.

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Level 4: Pitfalls to Avoid

Pitfalls to Avoid

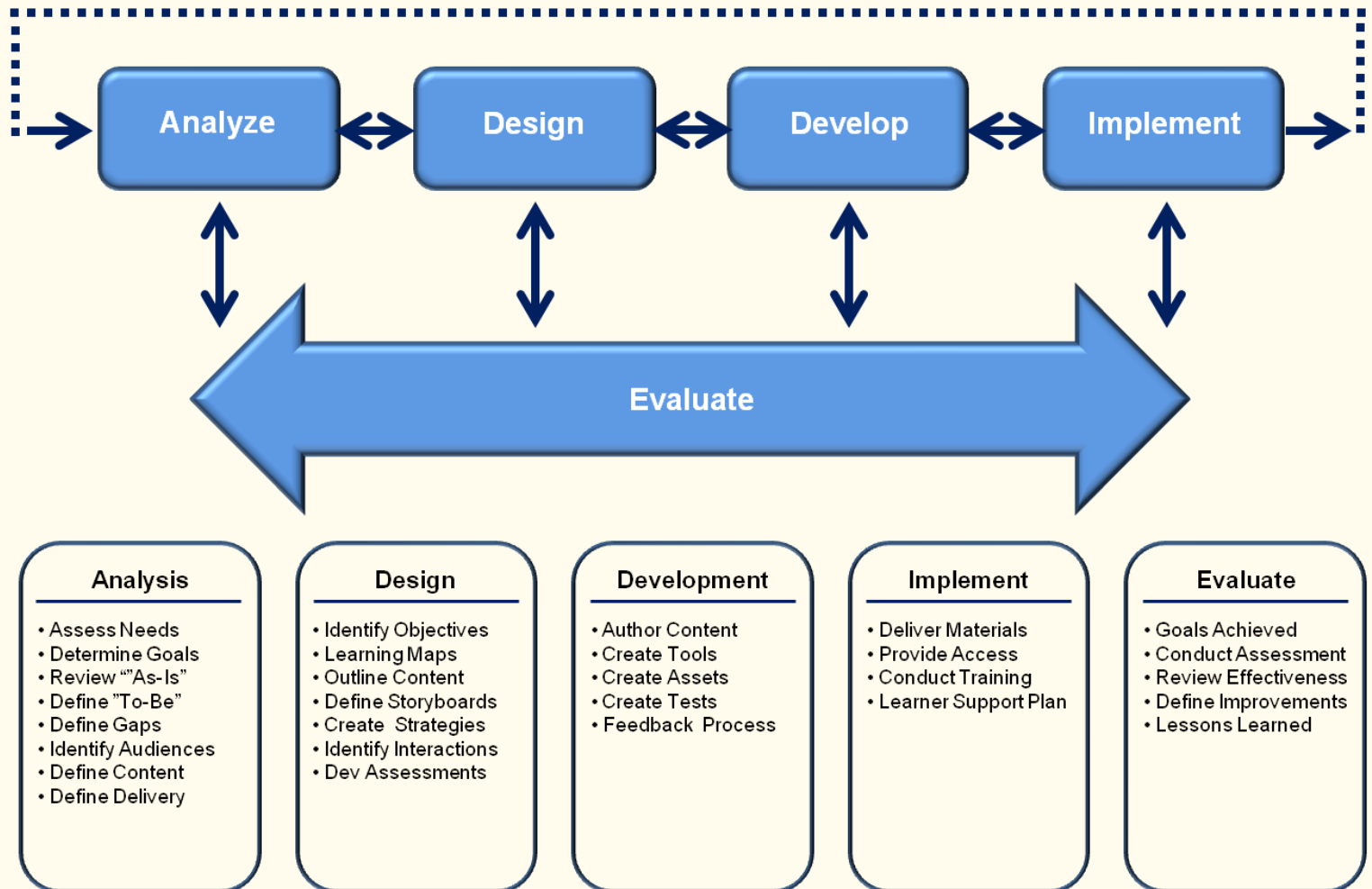
- Creating a training program without first identifying stakeholders that will judge its success
- Trying to please everyone instead of identifying the few, most critical group of stakeholders that need to be satisfied
- Assuming that business/organizational leaders have expectations and targeted results in mind when they make a training request

Level 4: How to Avoid the Pitfalls

- Get Involved
- Obtain leadership support



Get Involved: ADDIE Model



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What is ADDIE?

- A systematic approach (model) for developing effective instruction.
- One of the most popular models in instructional design.
- Outcome of each step feeds into the subsequent step.
- Evaluation is ongoing throughout each layer of design.

Get Involved: Effective Learning Interventions for Developing ECQs



April 2013

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Effective Learning Interventions for Developing ECQs

a New Day for Federal Service

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OPM Leadership Development Matrix

- Adapted from the Draft OPM document ***Effective Learning Interventions for Developing ECQs***
- A Quick reference guide that highlights the most effective and targeted approach for developing each competency within the ECQs

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Example: Leading Change

ECQ Competency	Recommended Leadership Development Activities
ECQ 1: Leading Change: <i>Creativity and Innovation</i>	<ul style="list-style-type: none">Engage in <i>action learning</i> projects with leaders from different functional areas within the organization. Projects should focus on development of new ideas, policies, and other activities that require creative and innovative thinking. <i>Action learning</i> projects should include <i>feedback mechanisms</i>, and <i>mentoring</i>.Engage in a <i>developmental assignment</i> that entails such activities as brainstorming and refining new policies, leading a policy launch effort, assessing implications of new technologies on organizational processes, or turning around a failing policy or process. Such assignments should be paired with <i>feedback mechanisms</i> and <i>mentoring</i>.
ECQ 1: Leading Change: <i>Strategic Thinking</i>	<ul style="list-style-type: none">Engage in <i>developmental assignments</i> that involve setting new directions, working on strategic formulation projects, and leading change.Participate in a variety of strategically oriented <i>experiential</i> exercises, including (a) <i>active learning</i> projects that have a strategic focus; (b) group dialogue of <i>strategic case discussions</i>, and (c) <i>strategic business games</i> and <i>simulations</i>.Attend <i>courses</i> and <i>workshops</i> that provide models of strategic thinking, and pair these models with <i>experiential</i> exercises.Utilize a <i>mentor</i> who can guide the leader's cognitive development of more strategic frames of reference.
ECQ 1: Leading Change: <i>Vision</i>	<ul style="list-style-type: none">Engage in <i>developmental assignments</i> that entail long term planning and development of new directions for the organization.Participate in team-based <i>workshops</i> comprised of <i>action learning</i> projects that create cross-functional exposure and include exercises aimed at future trends of the organization.Engage in <i>scenario planning</i> with team members to create a shared vision towards the future.

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Obtain Leadership Support: Get Stakeholders Involved in the Training

Leadership Development Program

Competency Survey

NAME:

How *important* are each of these competencies to the successful accomplishment of your employee's responsibilities/organizational goals?

1 – Negligible	2 – Occasionally	3 – Important	4 – Key to Success
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- _____ Board Relations
- _____ Building coalitions/Communications
- _____ Institutional Governance
- _____ Institutional Strategy Development and Implementation
- _____ Integrity/Ethics
- _____ Internal Communication
- _____ Leading People/Influencing & Negotiating
- _____ Media Relations
- _____ Pan-Institutional perspective
- _____ Political Savvy/Knowledge
- _____ Public Outreach
- _____ Resourcefulness/Creativity/Innovation
- _____ Strategic Thinking
- _____ Vision & Strategy/Leading Change

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Stakeholder Engagement

Benefits for the Training Department	Benefits for the Stakeholder
Streamlined policy and program development processes	Greater opportunities to contribute directly to development of training
Increased efficiency in and effectiveness of training delivery	More open and transparent lines of communication – increasing the accountability of Government and driving innovation
Improved risk management practices – allowing risks to be identified and considered earlier, thereby reducing future costs	Improved access to decision-making processes, resulting in the delivery of more efficient and responsive training
Enhanced organizational confidence in the training department	More effective training department

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Activity: Stakeholder Map

- Draw and label the Stakeholders who are invested in the accomplishment of your Level 4 results.
- Draw lines with arrows connecting stakeholders.
- Write a label on the line to describe relationships.

How can you inform these stakeholders of the strategic role your leadership development program plays in accomplishment of that goal?

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Activities: Training Effectiveness

- Level 4 Planning: Identify the program results and measures
- Level 3 Planning: Identify critical behaviors and leading indicators

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NMA Results and Measures


Level 4 Result

To sustain the ability of the NMA to share knowledge with the world.

Level 4 measurement (observable, measurable)

The sustainment of the NMA would be measured in two ways:

1. Donation levels
2. Cross-organizational agreement on funding usage

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Level 4 Activity: Identify the Program Outcomes and Measures

Input (Resources)	Activity (What you do)	Output (Level 1 & 2)	Behaviors (Level 3)	Outcomes (Level 4)

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Sample Succession Planning Results

- To increase the organization's ability to fill key jobs with internal candidates
- To sustain diversity in promotions
- To increase positive performance evaluations
- To maintain leadership effectiveness
- To increase high potential retention & attrition

How will you collect data to verify that you've accomplished these results?

Data Collection Methods (pg. 31 & 32)

Methods	Evaluation Levels			
	1 Reaction	2 Learning	3 Behavior	4 Results
Survey, questionnaire, individual or group interview	•	•	•	•
Action planning		•	•	•
Work review, skill observation, behavior observation, action learning		•	•	
Case study, knowledge test, knowledge check, presentation, teach back		•		
Request for validation			•	•
Key business and HR metrics				•

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NMA Data Collection Methods

4	<ul style="list-style-type: none">a. Monitor percentage of major initiatives with cross-organizational team in placeb. Monitor donation levelsc. Monitor percentage of leadership positions with a mentee identified	<ul style="list-style-type: none">a. Tracking spreadsheetb. Accounting recordsc. Tracking spreadsheet
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Sample Level 4 Method

L4 Request for Validation

Dear Colleague,


Your sales team completed a course entitled “Trusted Advisor Sales Excellence” about nine months ago. We, as Human Resource professionals, are interested in determining the relative value of that training.

Please take five minutes to answer the following questions:

1. Have you seen any change in key sales results over the past nine months? If so, please provide specific detail.
2. Are you able to attribute any of that change to the sales training and subsequent follow up that your people went through? If so, do you have any evidence to support your conclusion? Please provide.
3. Would you be willing to talk with me further about these past months?

Thank you very much for your time and input.


Best Regards,

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Level 3 Overview— Did they use it?

Program → Reactions → Learning → **Behavior** → Results

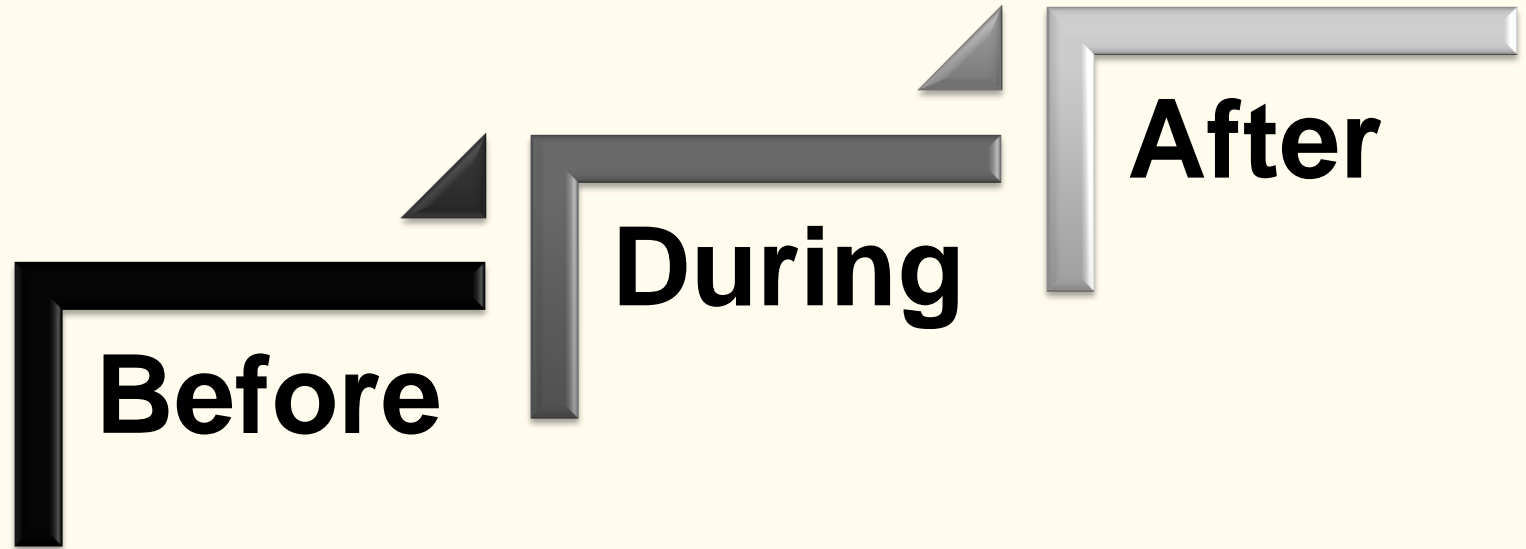
- Measures actual behavior on the job, rather than only measuring or demonstrating positive reaction, learning or intent to apply the learning.
- Level three outcomes are required for level four outcomes
- Sometimes, evidence of level 1 outcomes, level 2 outcomes, and level 3 outcomes will be sufficient evidence of the merit and usefulness of a training program.



The Fun Theory

<https://www.youtube.com/watch?v=2lXh2n0aPyw>

Training Transfer



GROUP 1

30 employees
completed the course
4.5 of 5.0 satisfaction
95% said they will use
what they learned back
on the job



GROUP 2

12 supervisors report a 15% decrease
in the amount of time they spend
making “unnecessary” edits to reports
written by those who attended the
course;. supervisors attribute half of
this improvement to training.

Saved 22 “man-hours” (valued at
\$10,437). participants report a 40%
decrease in the number of final drafts
returned to them, by supervisors for
additional edits.

70% of supervisors report more
positive feedback from end users.

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Required Drivers

Support	Reinforce	Follow-up modules Work review checklist On-the-job training (OJT) Self-directed learning	Refreshers Job Aids Reminders Executive modeling
	Encourage	Coaching	Mentoring
	Reward	Recognition Bonuses	Pay for performance
Accountability	Monitor	Action learning Interviews Observation Self monitoring Survey	Action planning Dashboard Work review KPIs (key performance indicators)

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Level 3:

Determine Critical Behaviors

The degree with which critical behaviors are performed on the job determines the degree to which desired results are obtained.

Purpose


- Define clearly exactly what needs to be done in measurable, observable, quantifiable terms
- Identify the few, critical behaviors that will have the greatest impact on the desired goal and agency mission

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Level 3: Identify Leading Indicators

Purpose

- Provide early validation that the correct critical behaviors were selected
- Inform and reassure stakeholders, training professionals and initiative participants that long term targeted results are on track for success

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Level 3 Activity

Identifying Critical Behaviors & Leading Indicators

Input (Resources)	Activity (What you do)	Output (Level 1 & 2)	Behaviors (Level 3)	Outcomes (Level 4)



Activity: Identifying Critical Behaviors & Leading Indicators

LEADING CHANGE: This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

Creativity and Innovation - Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none">• Applies the competency in exceptionally difficult situations• Serves as a key resource and advises others	<ul style="list-style-type: none">• Devises new methods, procedures, and approaches having agency-wide impact• Develops new performance management system aligned with agency vision to measure staff performance• Develops, introduces, defends, and gains support for a new approach impacting the budget process agency-wide
Level 4 - Advanced	<ul style="list-style-type: none">• Applies the competency in considerably difficult situations• Generally requires little or no guidance	<ul style="list-style-type: none">• Creates new methods for planning, designing, and carrying out program objectives• Organizes and leads cross-divisional work group in developing creative solutions to address problems• Creates new units to streamline functions based on work flow analysis
Level 3 - Intermediate	<ul style="list-style-type: none">• Applies the competency in difficult situations• Requires occasional guidance	<ul style="list-style-type: none">• Creates a system to redistribute work across units during unexpected situations• Solicits feedback from team members in the creation of new agency initiatives and services• Displays creativity by deviating from traditional methods in developing new procedures• Reevaluates current procedures and suggests improvements to ensure an effective, streamlined process
Level 2 - Basic	<ul style="list-style-type: none">• Applies the competency in somewhat difficult situations• Requires frequent guidance	<ul style="list-style-type: none">• Creates a new quality control system to monitor unit processes• Uses cutting-edge ideas to develop business unit services• Works with coworkers to coordinate a project using a creative process

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NMA: Critical Behaviors and Leading Indicators

Determine immediate outcomes of critical behaviors if performed reliably on the job (i.e., leading indicators)

The critical behaviors were aligned with leading indicators that would show that they are on track to maintaining donations to sustain the ability of the NMA to increase and diffuse knowledge for the world.

Critical Behavior	Leading Indicator
1. Participate in cross-organizational teams for major initiatives and decisions	All major NMA initiatives have a cross-organizational team in place
2. Speak professionally to build public trust and awareness of the NMA	Increase in donation levels
3. Mentor at least one individual for every leadership position	Appropriate candidate identified in succession plan for every leadership position

Data Collection Methods (pg. 31 & 32)

Methods	Evaluation Levels			
	1 Reaction	2 Learning	3 Behavior	4 Results
Survey, questionnaire, individual or group interview	•	•	•	•
Action planning		•	•	•
Work review, skill observation, behavior observation, action learning		•	•	
Case study, knowledge test, knowledge check, presentation, teach back		•		
Request for validation			•	•
Key business and HR metrics				•

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Quick Tip: Writing Good Evaluation Questions

- Belief
- Behavior
- Evaluation

Action Planning Activity

- Now that you've created measurable Level 3 and Level 4 outcomes and measurements how will you proceed to effectively evaluate your program at these levels?
 - Stakeholder support
 - Get involved in the process
 - Create relevant questions
 - Ensure drivers are in place
- Individual action planning



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