INTERNATIONAL HR CONGRESS
OFFICIAL ASTD EVENT IN POLAND

ASTD
WORKPLACE LEARNING & PERFORMANCE
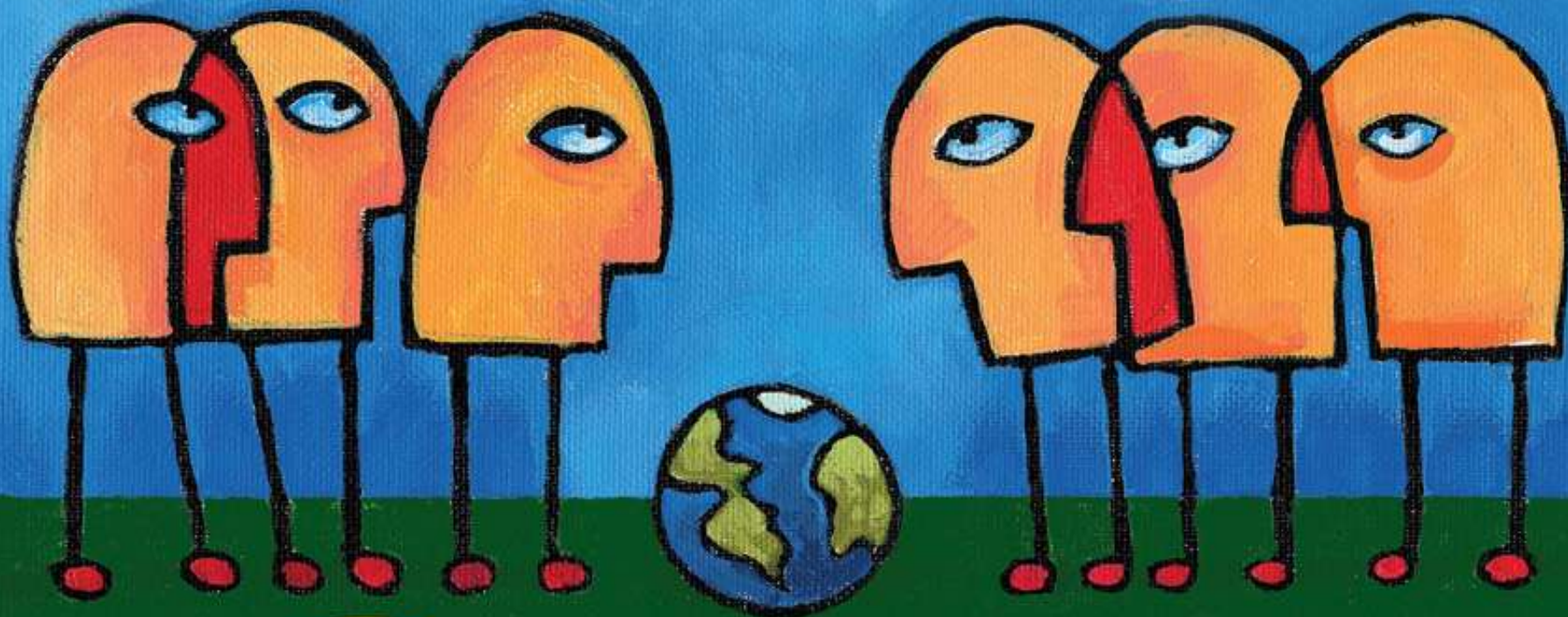
international
HRcongress
&expo

24-27 November 2008
**Hilton Warsaw Hotel
and Convention Centre**

What do Learning and Development Functions do?

Why is it important?

Why?

- To improve the contribution and impact of training on:
    - Performance
    - Staff engagement
    - Customer engagement
    - Reputation
    - Capability levels
- To enable well informed decisions to be taken in terms of what and how we should seek to improve contribution and impact – **identify and replicate success**
- To lead and manage investment in Learning and Development efficiently and effectively
- To ensure alignment and integration of learning activity against intended strategy
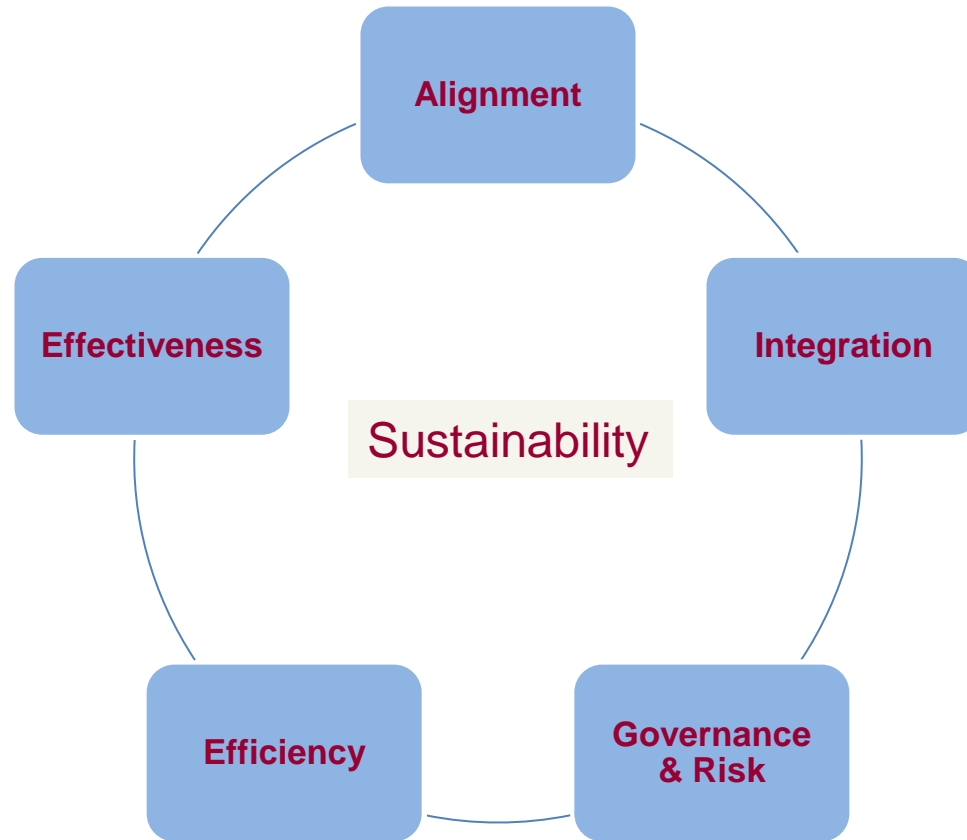- To enable impact of learning on performance to be sustained

NOT

- To justify budget
- To demonstrate how happy people were with the training
- To ensure the meals and refreshments were good
- To show a fantastic average of return on investment excluding all costs
- To claim credit
- To promote the trainer
- To justify existence!

Measurement Framework

The Effectiveness Focus

Level 1 – Reactions

Level 2 – Learning

Level 3 – Behaviour

Level 4 - Outcomes

- **Kirkpatrick – 4 levels (1957) – still the foundation**

- **First published in 1957 and few corporate T&D/evaluation practitioners know anything else**

- **Hamblin (UK) added Level 5 – value to organization**

- **Phillips (US) added Level 5 – ROI – (recent developments – systems e.g. Metrics that matter)**

- **Most do Level 1 'Smile Sheet', fewer attempt Level 3, very few Level 4**

- **There is no statistically significant relationship between Levels**

- **Swanson & Holton (1999) - 3 domains**

- **Brinkerhoff – Success Case**

Source: Dr. Marguerite Foxon

Brinkerhoff – Success Case Evaluation
(1999)

The worst cases

The best cases

Not concerned with average

It was OK – but I don't use it

The best class I've ever attended

Source: Dr. Marguerite Foxon
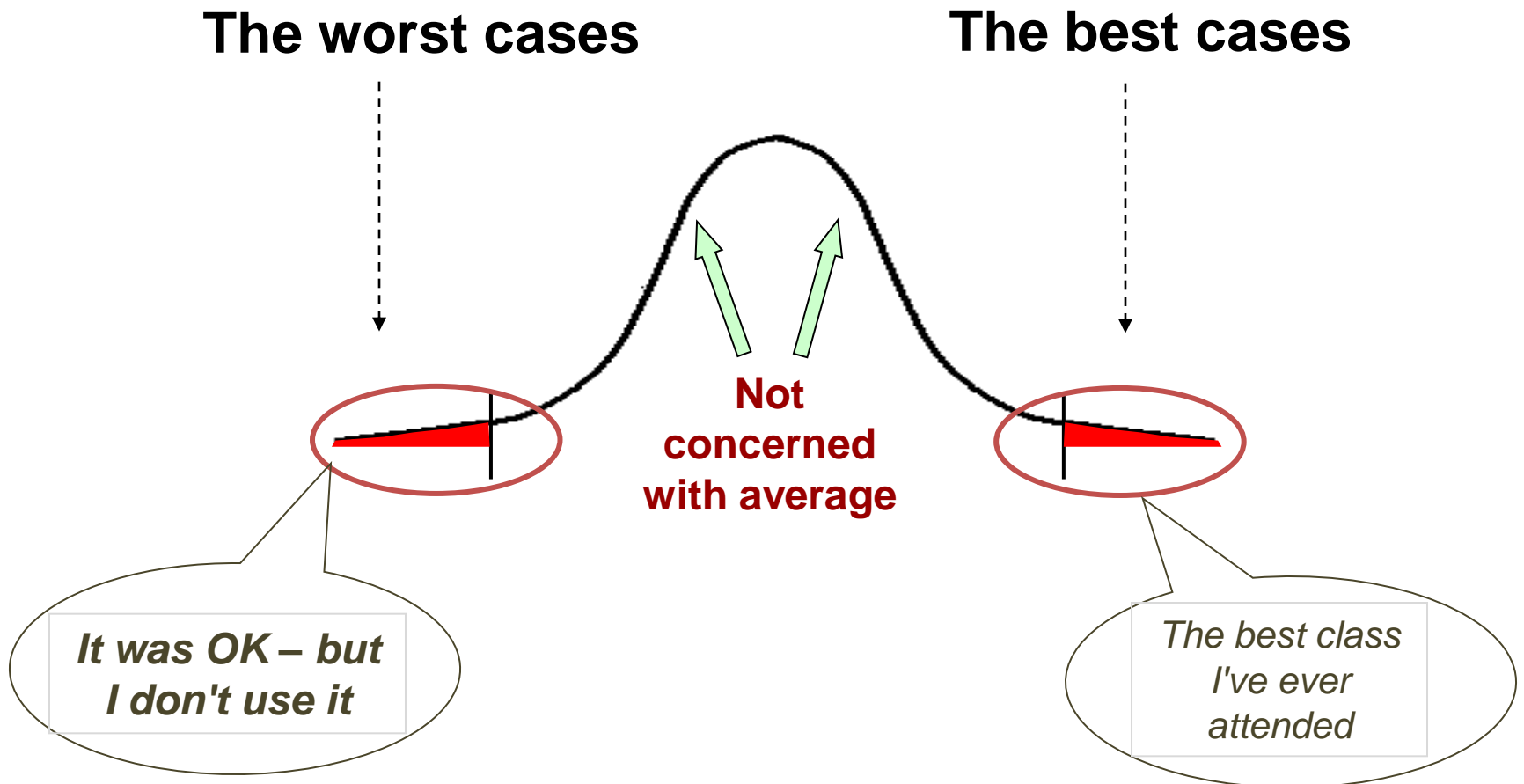
Function?

- Dismissed by some
- Required by business
- Corporate governance responsibility
- Organisation performance contribution

Results-Based Assessment

Swanson & Holton 1999

Expected PERCEPTIONS	—	Participants
		Stakeholders

Expected LEARNING	—	Knowledge
		Expertise

Expected PERFORMANCE RESULTS	—	System
		Financial

The focus is on assessing results in 3 domains rather than aspects of the program

Source: Dr. Marguerite Foxon
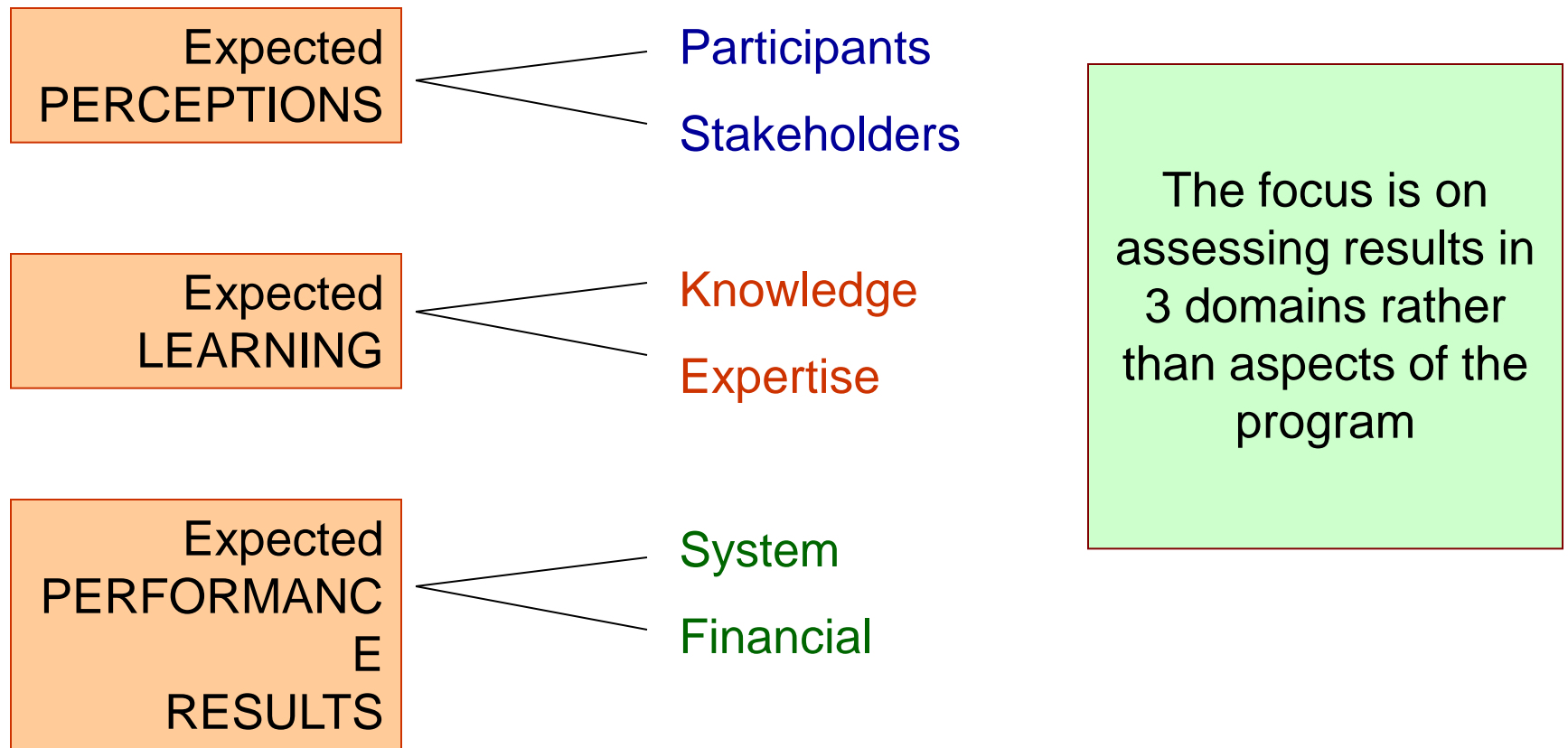
Shift Perception and Contribution

From	To
Backward looking	**Predictive, diagnostic**
Self-justification	**Use for continuous improvement**
One off reports	**Ongoing utilisation, decision taking and action energy**
Reactive	**Proactive**
HR with HR Lacking credibility	**Business relevance with joint responsibility**
Training focus	**Impact focus**
Nice to have	**Must have**

Developed from work by Laurie Bassi

What For Whom

The Learning Function

- Alignment & Integration
- Governance
- Efficiency
- Effectiveness
- Sustainability

The Impact of Training

- Effectiveness
- Sustainability
- Operational responsibility
- Strategic alignment

Diagnosis Framework

Alignment

Integration

Effectiveness

Sustainability

Efficiency

Governance & Risk

Definitions

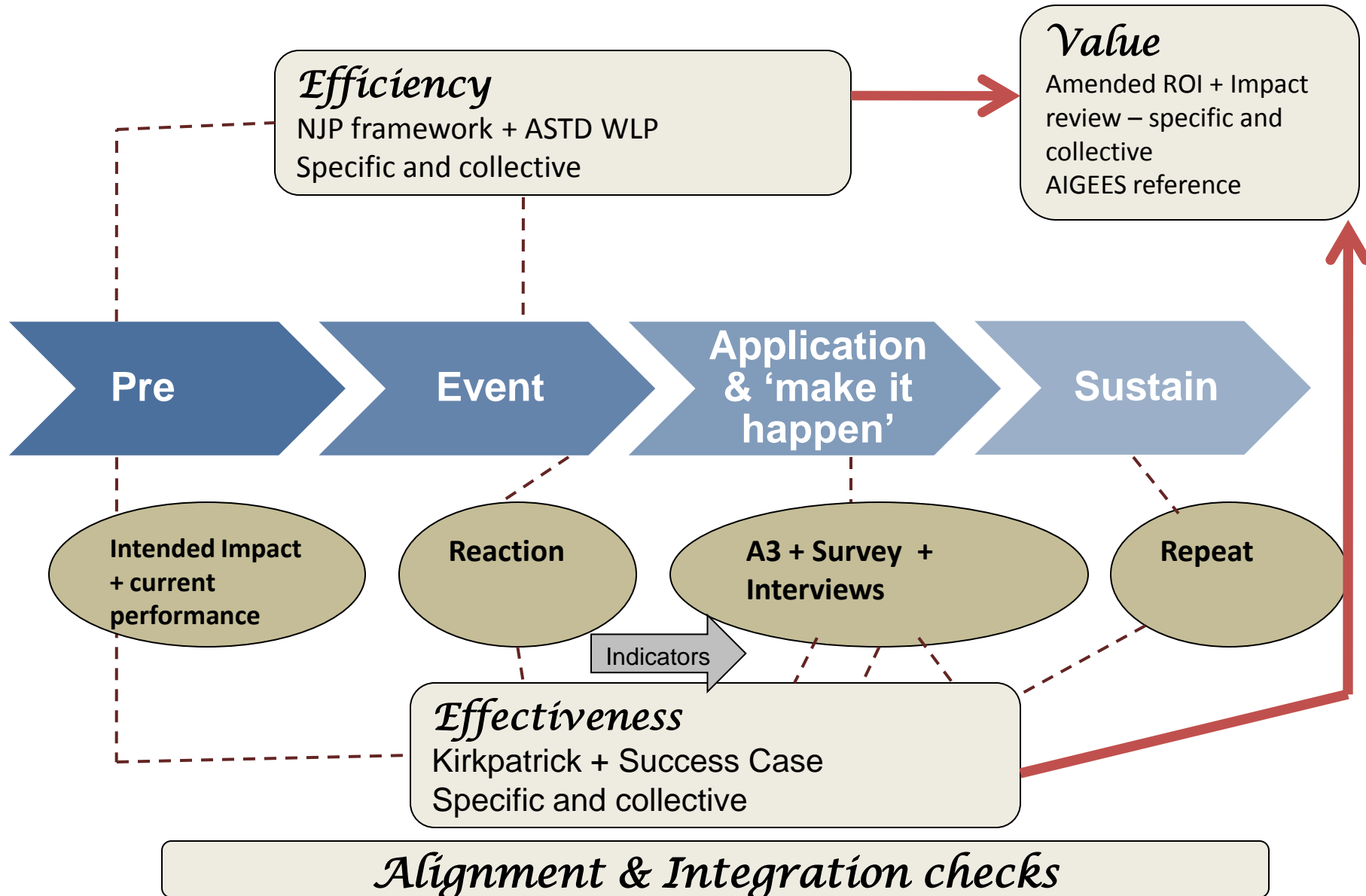|	
Alignment	How is training activity (both central and divisional) aligned with organisation **purpose,** goals and/or business drivers?
Integration	How do we currently **work with** managers and staff in the organisation to support their training and development needs?
Governance	How is training and development **managed?** – this relates to policy, responsibilities, resourcing, measurement and accountability
Efficiency	How do we ensure that we are making **best use of resources**, both centrally and divisionally? How can we do **more for less**?
Effectiveness	How do we measure and report on the effectiveness of training and development initiatives? What **Impact** is the learning activity having in relation to its **intent**?
Sustainability	How well do we ensure that we are developing both our own and organisation capability for staff development for the future?

Organisational & Programme Purpose

Performance	Engagement
Increase – output, input, action	Trust. Loyalty, Honesty, Care
Reduce - output, input, action	Employee commitment
Enhance	Employee opinion
Generate – e.g. innovation, creativity	Community confidence
Create	Customer opinion
Establish, Deepen, Change	Impress
Comply – e.g. Health &Safety	
Demonstrate expertise	
Reputation	**Capability**
Corporate Social Responsibility	Confidence, Innovation; Creativity
Community responsibility and support	Retention
Mutual trust	Succession management and retention
Recruitment – attraction	Talent – all levels
PR – Marketing	Leadership and management application
Non profit support, Sponsorship support	consistency
Spend value	Future skill needs
	Research & Development, Knowledge access
	Access to expertise

What process?

- **Measure**
- **Analyse**
- **Conclude**
- **Report**
- **Act**

Measurement of L&D – *Governance* framework

Efficiency
NJP framework + ASTD WLP
Specific and collective

Value
Amended ROI + Impact review – specific and collective
AIGEES reference

Pre

Event

Application & 'make it happen'

Sustain

Intended Impact + current performance

Reaction

A3 + Survey + Interviews

Repeat

Indicators

Effectiveness
Kirkpatrick + Success Case
Specific and collective

Alignment & Integration checks

Function or Programme - Against what?

Event focus		People link	Organisation focus	
Programme Objectives	**Key performance capabilities, knowledge, skills and behaviours required**	**Critical actions required**	**Key results** **'From – To ' targets**	**Organisation purpose and goals**

Intended Impact Grid

Where is the data?

Efficiency

Effectiveness

Sustainability

Efficiency

Measures of efficiency

Levers of efficiency

Effectiveness

Learning Journey - Take A Big Picture View

No obvious application of learning
Low motivation to transfer
Perceived lack of manager support
Lack of resources
Insufficient level of skill

Organisation Environment

Inhibiting Factors

Learning Environment

Intention to Transfer

Workplace

Learning considered relevant
Obvious application to job
Motivation to transfer
Perceived manager support
Potential users identified

Supportive Factors

Source
Dr. Marguerite Foxon

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Learning Journey – Factors for Consideration

- **Key People**
- **Processes**
- **Environment**
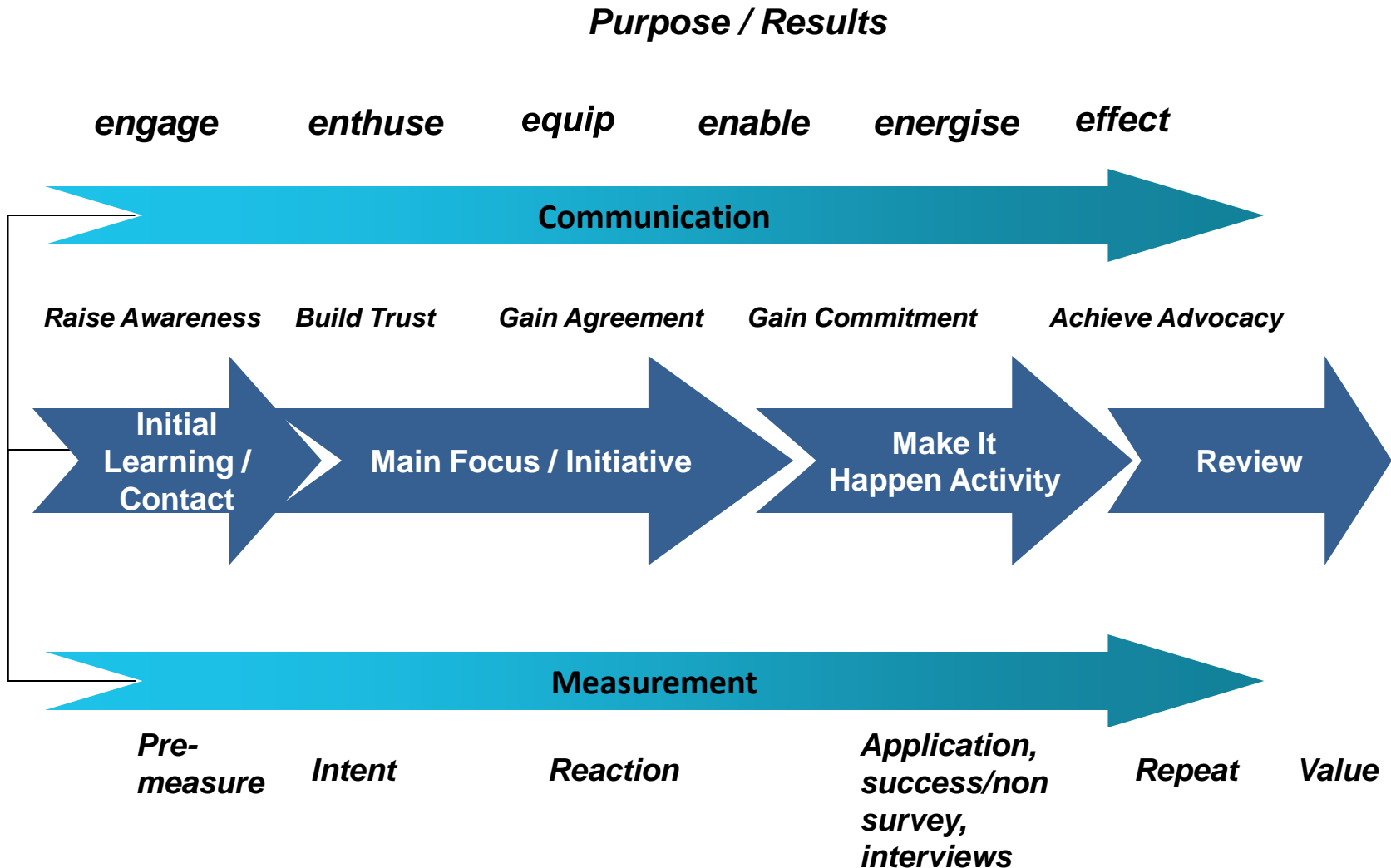- **Learning complexity**
- **Systems**

Questions You Have To Answer

1. What worthwhile actions and results has the intervention(s) contributed to?

2. What is the business impact?

3. How widespread is the impact - where is it not working well and why?

4. Why are some aspects of the intervention working better than others?

5. What environmental/systemic factors are helping/hindering?

6. How could more value be derived from the intervention?

1. How aligned and integrated is the function with the organisation ?

2. How well is the function managing risk and any compliance requirements?

3. How efficient is the function – how well is it managed?

4. How well does it respond to effectiveness analysis?

5. How sustained are the results?

Approach

Six Elements of Effective Implementation

Purpose / Results

engage   **enthuse**   **equip**   **enable**   **energise**   **effect**

Communication

Raise Awareness   *Build Trust*   *Gain Agreement*   *Gain Commitment*   *Achieve Advocacy*

Initial Learning / Contact   **Main Focus / Initiative**   **Make It Happen Activity**   **Review**

Measurement

Pre-measure   *Intent*   *Reaction*   *Application, success/non survey, interviews*   *Repeat*   *Value*

Data Collection - Programmes

Performance Data

- Relate to intent
- Collaborate

Programme Data

- Reaction – focused and relevant to intent!
- Control groups?

Surveys

- Question quality

Interviews

- Allows for more reliable data across sample
- Phone interviewing most effective

Focus Groups

- someone as recorder & a skilled
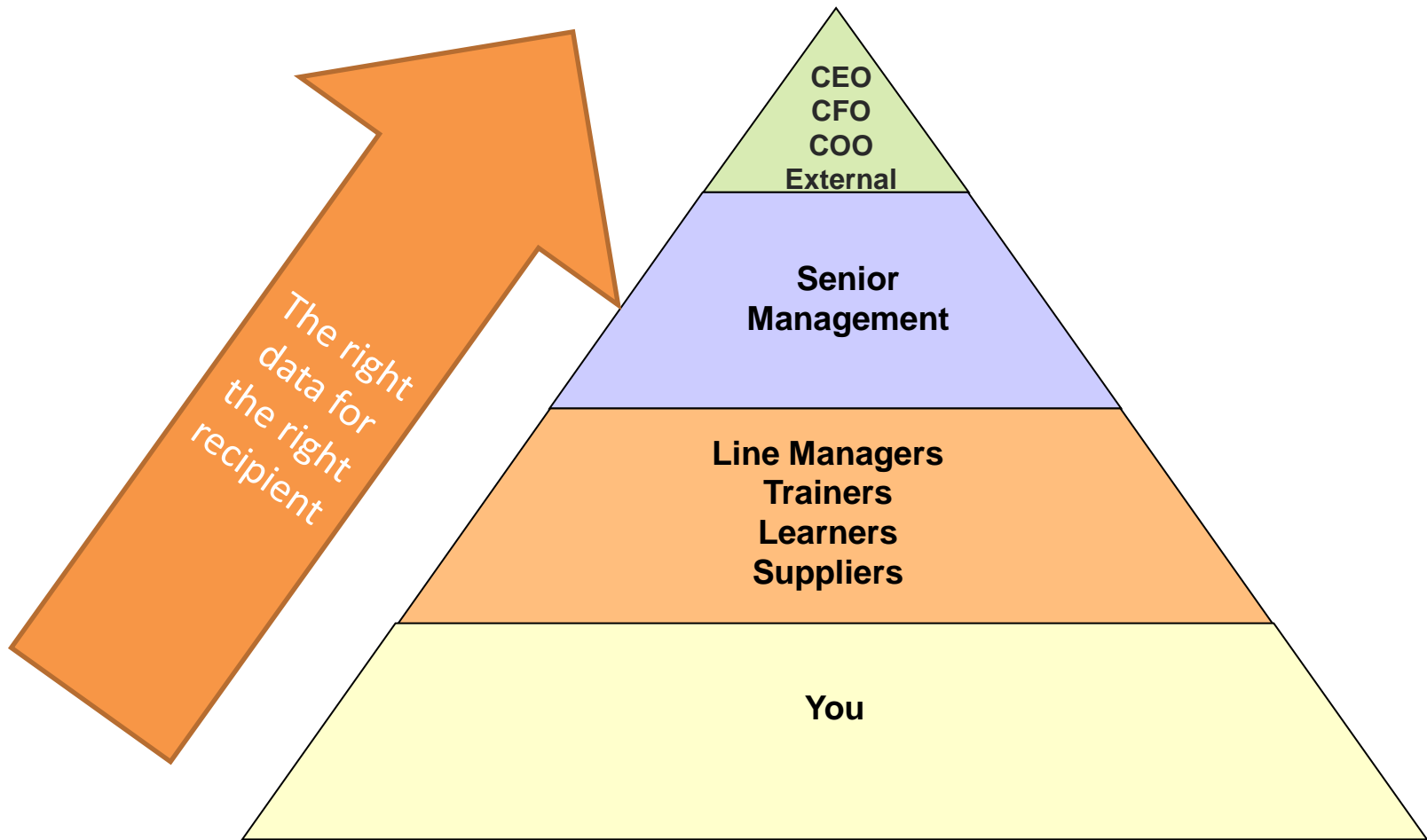- 6 to 12 in the group

Analyse Data

- Don't just report data – interpret and draw conclusions

- Make honest connections

- Identify systemic issues of consequence

- Develop recommendations from these
  - **Main Areas of Concern**
    - Program revisions
    - Delivery issues
    - Manager support
    - Structural/job process changes
    - Participant selection/preparation/follow-up
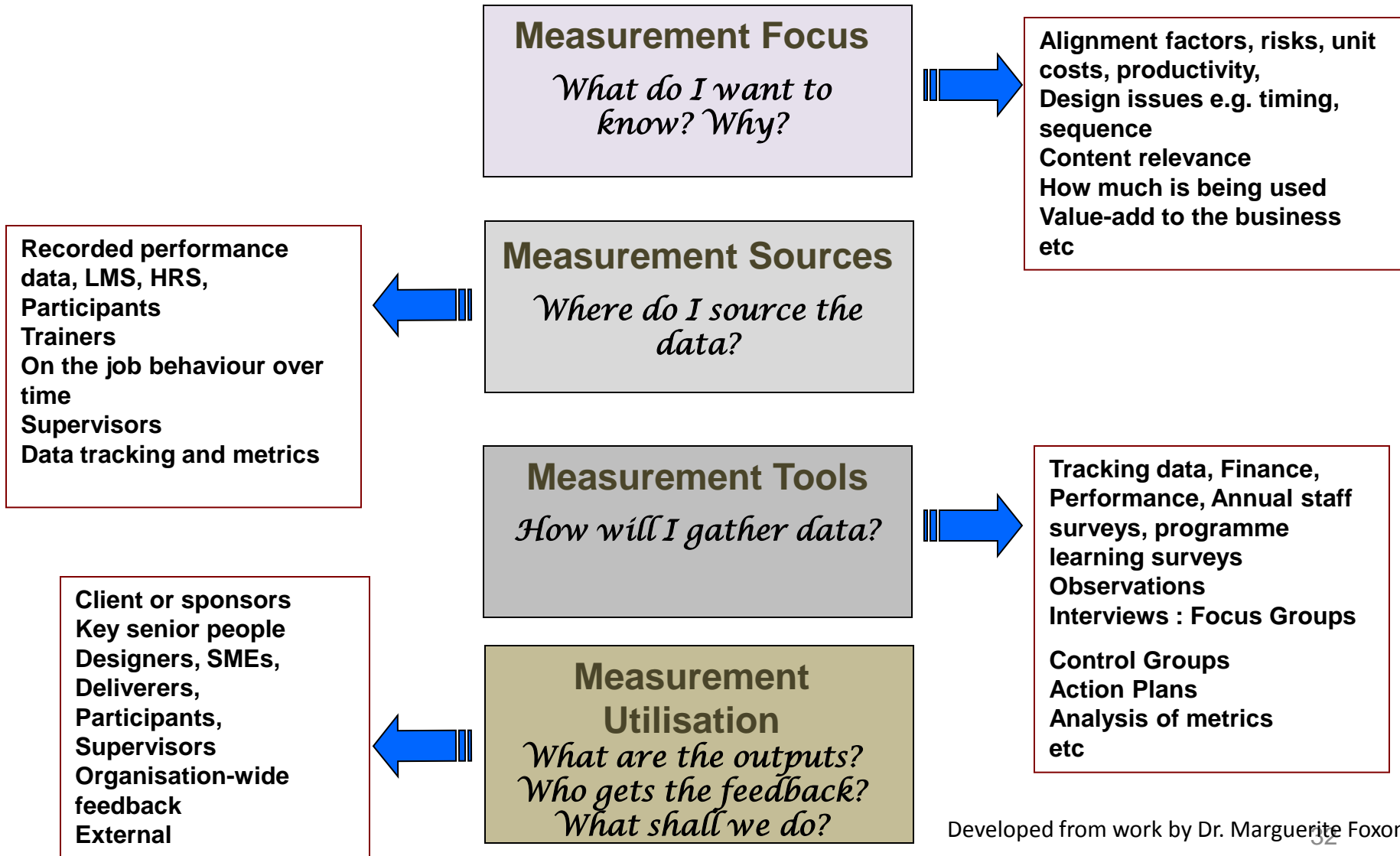   - Operational policy

Source: Dr. Marguerite Foxon

Bringing it together

Levels of Reporting – L&D

Measurement Strategy At Micro Level

Measurement Focus

What do I want to know? Why?

→ Alignment factors, risks, unit costs, productivity,
Design issues e.g. timing, sequence
Content relevance
How much is being used
Value-add to the business
etc

Recorded performance data, LMS, HRS,
Participants
Trainers
On the job behaviour over time
Supervisors
Data tracking and metrics
←

Measurement Sources

Where do I source the data?

Measurement Tools

How will I gather data?

→ Tracking data, Finance, Performance, Annual staff surveys, programme learning surveys
Observations
Interviews : Focus Groups

Control Groups
Action Plans
Analysis of metrics
etc

Client or sponsors
Key senior people
Designers, SMEs,
Deliverers,
Participants,
Supervisors
Organisation-wide feedback
External
←

Measurement Utilisation
What are the outputs?
Who gets the feedback?
What shall we do?

Developed from work by Dr. Marguerite Foxon

Executives Call to Action

- To publicly support the intention
- To commit to act on seeking to improve the contribution and impact of training on organisation performance
- To agree intended impact grids ahead of programme design
- To communicate and agree measures that support intent
- To ensure access to performance tracking data
- To promote the importance of survey collection
- To act on data provided and support continuous improvement
- To enable supporting actions in the workplace e.g. coaching, knowledge sharing, developmental project allocation
- To use training as a strong enabling lever

Result

- Improved Performance

- Improved Engagement – staff and customers

- Enhanced Reputation

- Increased Capability

- Improved value from the investment in training and development

- **Measurement & evaluation that matters, is credible , shifts perception AND maximises contribution**

Questions and Answers

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