INTERNATIONAL HR CONGRESS
OFFICIAL ASTD EVENT IN POLAND

24-27 November 2008
Hilton Warsaw Hotel
and Convention Centre
Identify the value of the learning function and the impact of training on organization performance

Neville Pritchard
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

Alignment

Effectiveness

Integration

Efficiency

Governance & Risk

Sustainability
• 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
The worst cases

\[\text{It was OK – but I don't use it}\]

The best cases

\[\text{Not concerned with average}\]

\[\text{The best class I've ever attended}\]

Source: Dr. Marguerite Foxon
Function?

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

- Expected PERCEPTIONS
  - Participants
  - Stakeholders

- Expected LEARNING
  - Knowledge
  - Expertise

- Expected PERFORMANCE RESULTS
  - System
  - Financial

Source: Swanson & Holton 1999

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

Source: Dr. Marguerite Foxon
Shift Perception and Contribution

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

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

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Diagnosis Framework

- Alignment
- Integration
- Efficiency
- Governance & Risk
- Effectiveness
- Sustainability
### Definitions

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

<table>
<thead>
<tr>
<th>Performance</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase – output, input, action</td>
<td>Trust, Loyalty, Honesty, Care</td>
</tr>
<tr>
<td>Reduce - output, input, action</td>
<td>Employee commitment</td>
</tr>
<tr>
<td>Enhance</td>
<td>Employee opinion</td>
</tr>
<tr>
<td>Generate – e.g. innovation, creativity</td>
<td>Community confidence</td>
</tr>
<tr>
<td>Create</td>
<td>Customer opinion</td>
</tr>
<tr>
<td>Establish, Deepen, Change</td>
<td>Impress</td>
</tr>
<tr>
<td>Comply – e.g. Health &amp;Safety</td>
<td></td>
</tr>
<tr>
<td>Demonstrate expertise</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reputation</th>
<th>Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Social Responsibility</td>
<td>Confidence, Innovation; Creativity</td>
</tr>
<tr>
<td>Community responsibility and support</td>
<td>Retention</td>
</tr>
<tr>
<td>Mutual trust</td>
<td>Succession management and retention</td>
</tr>
<tr>
<td>Recruitment – attraction</td>
<td>Talent – all levels</td>
</tr>
<tr>
<td>PR – Marketing</td>
<td>Leadership and management application</td>
</tr>
<tr>
<td>Non profit support, Sponsorship support</td>
<td>consistency</td>
</tr>
<tr>
<td>Spend value</td>
<td>Future skill needs</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Development, Knowledge access</td>
</tr>
<tr>
<td></td>
<td>Access to expertise</td>
</tr>
</tbody>
</table>
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**
- Intended Impact + current performance

**Event**
- Reaction

**Application & ‘make it happen’**
- A3 + Survey + Interviews

**Sustain**
- Repeat

**Effectiveness**
- Kirkpatrick + Success Case
  - Specific and collective

**Alignment & Integration checks**

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## Function or Programme - Against what?

<table>
<thead>
<tr>
<th>Event focus</th>
<th>People link</th>
<th>Organisation focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Objectives</td>
<td>Key performance capabilities, knowledge, skills and behaviours required</td>
<td>Critical actions required</td>
</tr>
</tbody>
</table>

**Intended Impact Grid**

Based on Robert Brinkerhoff Impact Maps
Where is the data?

Efficiency
Effectiveness
Sustainability
Efficiency

Measures of efficiency

Levers of efficiency
Effectiveness
Learning Journey - Take A Big Picture View

Learning Environment

Inhibiting Factors

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

Intention to Transfer

Supportive Factors

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

Organisation Environment

Source
Dr. Marguerite Foxon
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

- Make It Happen Activity

Main Focus / Initiative

Measurement

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

Review

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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

The right data for the right recipient
Measurement Strategy At Micro Level

Measurement Focus
What do I want to know? Why?

Measurement Sources
Where do I source the data?

Measurement Tools
How will I gather data?

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

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

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

Tracking data, Finance, Performance, Annual staff surveys, programme learning surveys Observations Interviews : Focus Groups Control Groups Action Plans Analysis of metrics etc

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

Unleashing the potential of learning professionals
Contact

• Neville Pritchard

• neville@inlconsultancy.com

• Telephone: +44 (0)7886 559 669
  +44 (0)207 553 9753
  +44 (0)1280 824 825

• neville@thelearningsanctuary.co.uk