

Demystifying Learning Measurement

15-Jun-17



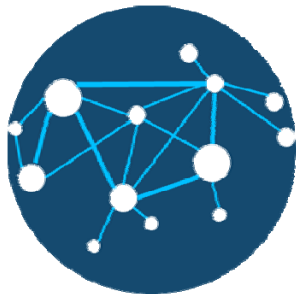
parskey
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measures for change

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Objectives & Agenda

▪ Objectives

- Learn a new, more intuitive approach to measurement
- Practice the approach so you can use it on the job
- Identify a specific situation where you can use this tomorrow



▪ Agenda

- Challenges with learning measurement
- Measurement in real life
- Client case study and practice
- Wrap up



My Journey

Organizations



Disciplines



Challenges with Learning Measurement

We Still Struggle



What You Told Us



*2/3: Interest or Excitement
But 24% are Anxious!*



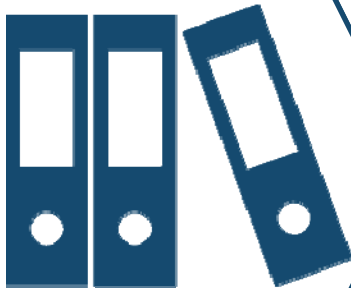
*Bell curve, most have read
a blog or some articles*



Split: Somewhat and very

We Have Over-Complicated It

Lots of methods



Overly focused on L&D



Hung up on proving value



Lost sight of the objective



My Approach and Beliefs

- For the moment, **forget what you've learned**
- What you don't need to know:
 - Evaluation vocabulary
 - Statistical methods
 - Survey design
 - Excel
 - Data visualization
- What you need to learn or do (and not necessarily from me)
 - Think analytically
 - Be willing to use these methods early and often
 - Know how your business works: demands, pressures, levers for growth and cost
 - Use the vocabulary of your clients not L&D speak

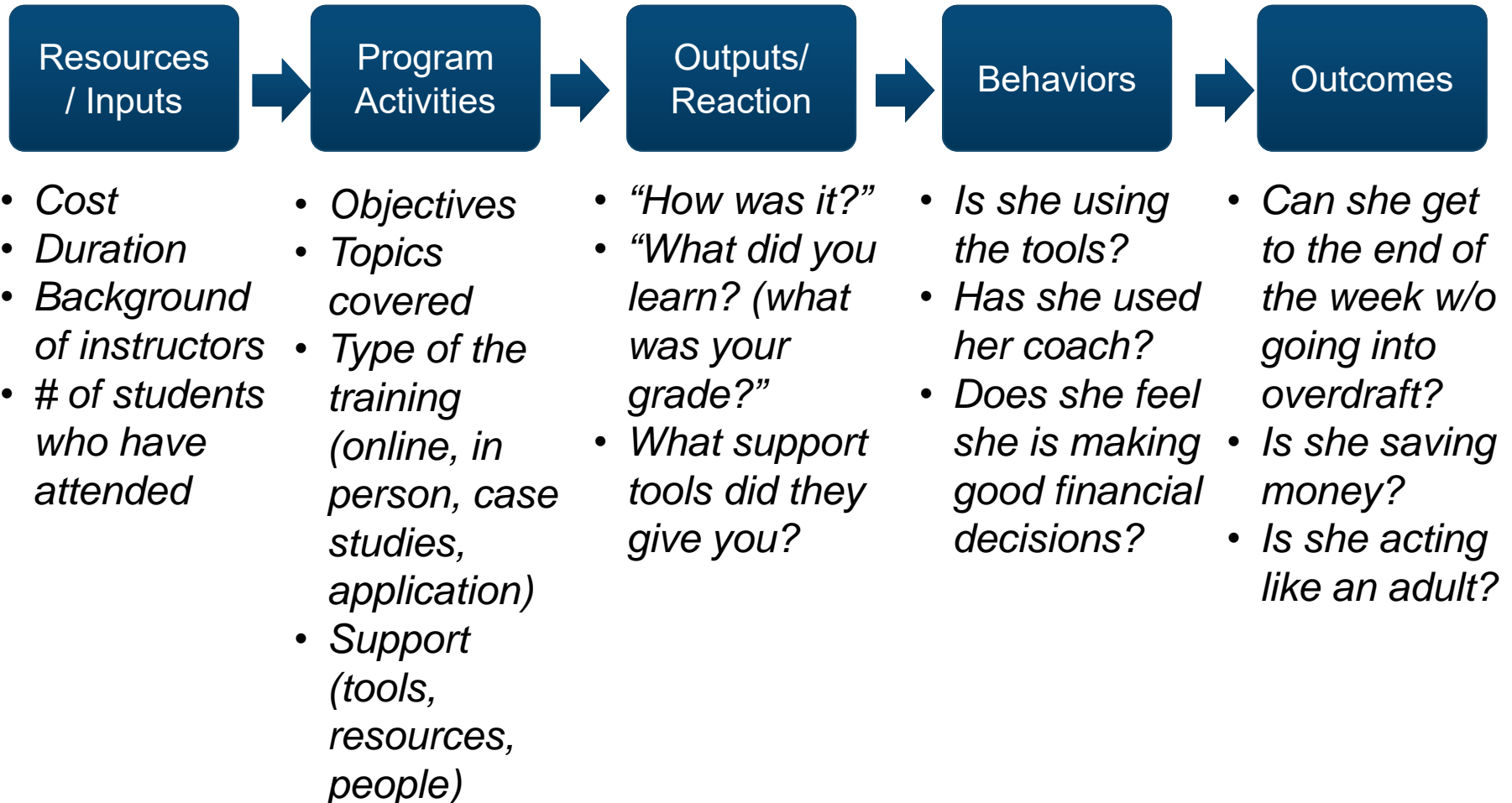
Measurement in “Real” Life

A (Potential) Real Life Example

- An imaginary friend's daughter is heading off to college
- My friend wants to teach her daughter about financial management
- She has found a reputable firm that teaches financial management courses to college-bound students
- Measurement
 - Before she goes
 - During the program
 - Right after the program
 - When she gets to college



What Did Her Mom Measure and When?



Categories of Success Measures

- **Efficiency measures:** Measures the extent to which time or effort is well used for the intended task or purpose (e.g. output relative to the input)



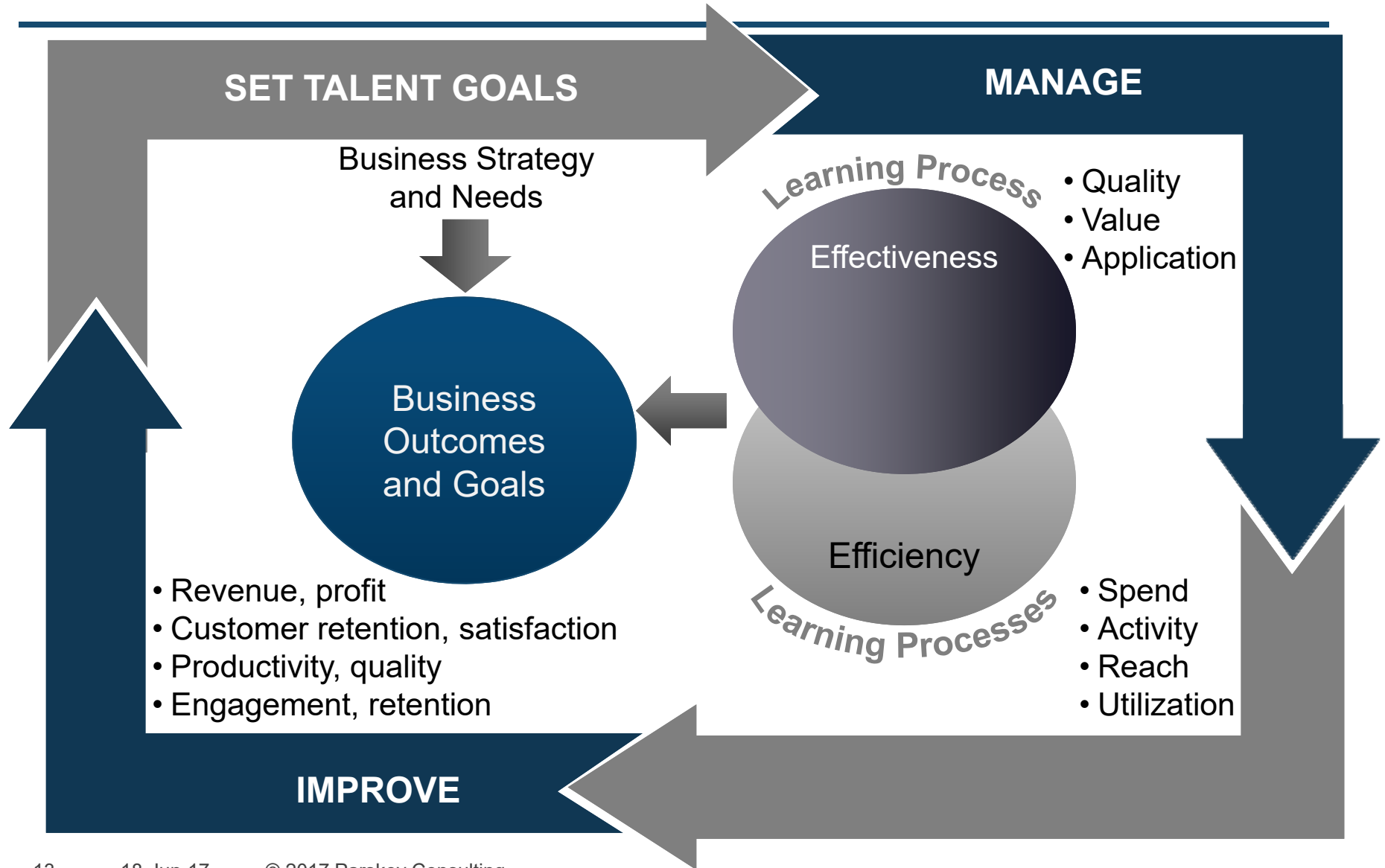
- **Effectiveness measures:** Measures how well a task/process/function is performed



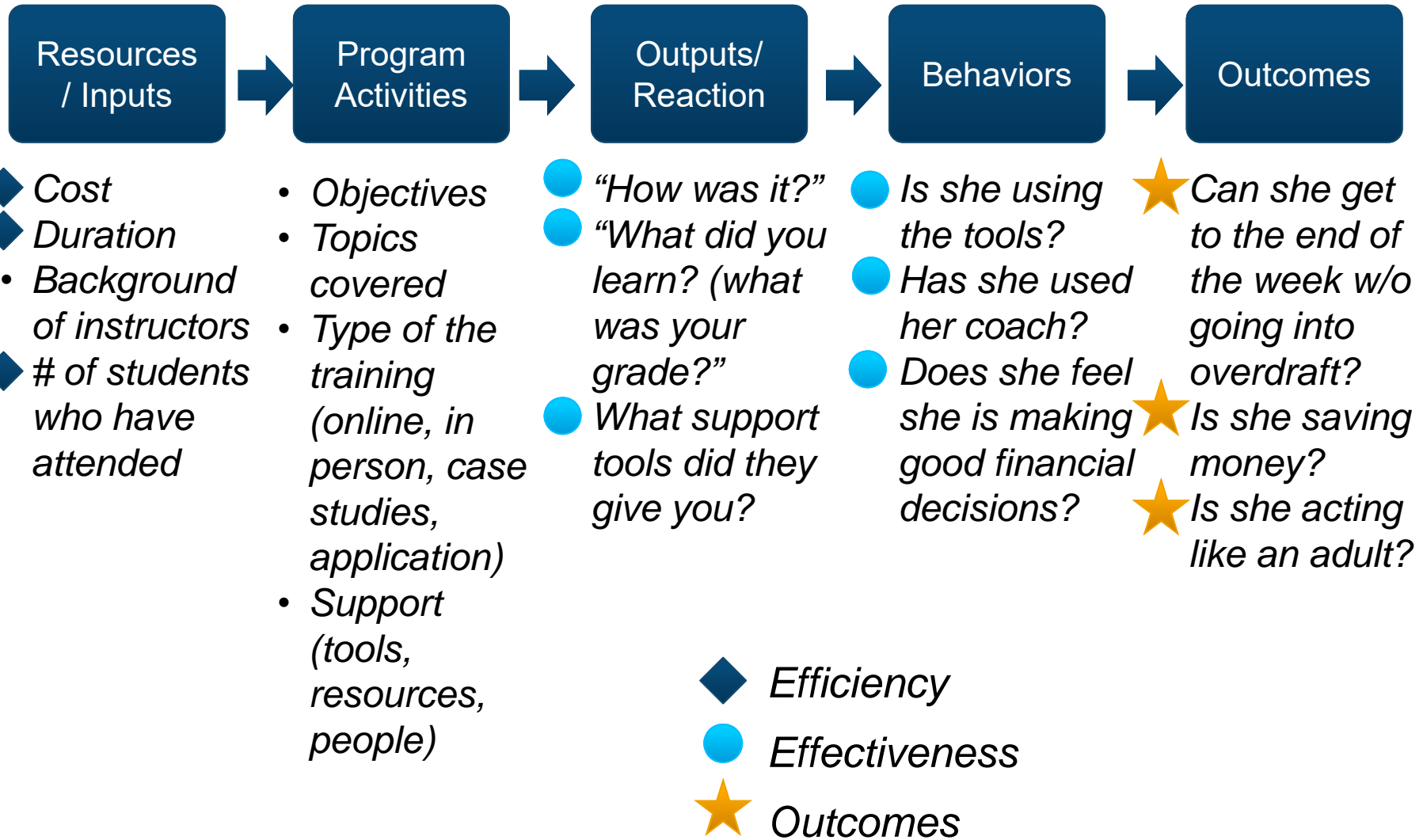
- **Outcome measures:** Measures the relationship and/or value of a program or activity to strategic business goals



How These Measures Fit Together



Types of Measures in Our Example



Exercise



- Take a sticky note
- On each note, write a possible measure for training. Include:
 - Activity measures (# attendees, # courses)
 - Quality measures
 - Outcome measure
- Bring the note to the front of the room and put it in the category of efficiency, effectiveness or outcome

Exercise: Efficiency Measures

These measures answer the questions: how much, when, how long?

Type	Examples
Activity	# of courses, # of classes, # of learners, # of instructors, # of “seats”, # of job aids downloaded
Reach	% of target audience trained
Utilization	% of classes filled, % of library access
Cost	Cost of development, design or delivery

Exercise: Effectiveness Measures

These measures answer the questions: how well?

Process	Examples
Satisfaction	Instructor, courseware, instructional methods
Learning	Self-reported gain, pre-post test differential, retrospective pre test differential
Application	Ability to apply, % applied,
Behavior	New behaviors adopted, % performance improvement
Value	For time spent
Manager support	Expectations in advance, learning plan after

Exercise: Outcome Measures

These measures answer the questions: what difference are we making?

Type	Examples
Financial	Revenue, cost of goods sold, operating expenses, profit, margins, growth
Customer	Satisfaction, loyalty, share of wallet, market share, complaints, referrals, reference accounts
Operational	Productivity, product quality, new product development, patents, safety
Employee	Engagement, turnover (voluntary, involuntary), leadership quality index

Reflection Moment



- What new measures surfaced that you hadn't considered?
- What might you consider for your own programs?



Client Case Study

Client Situation



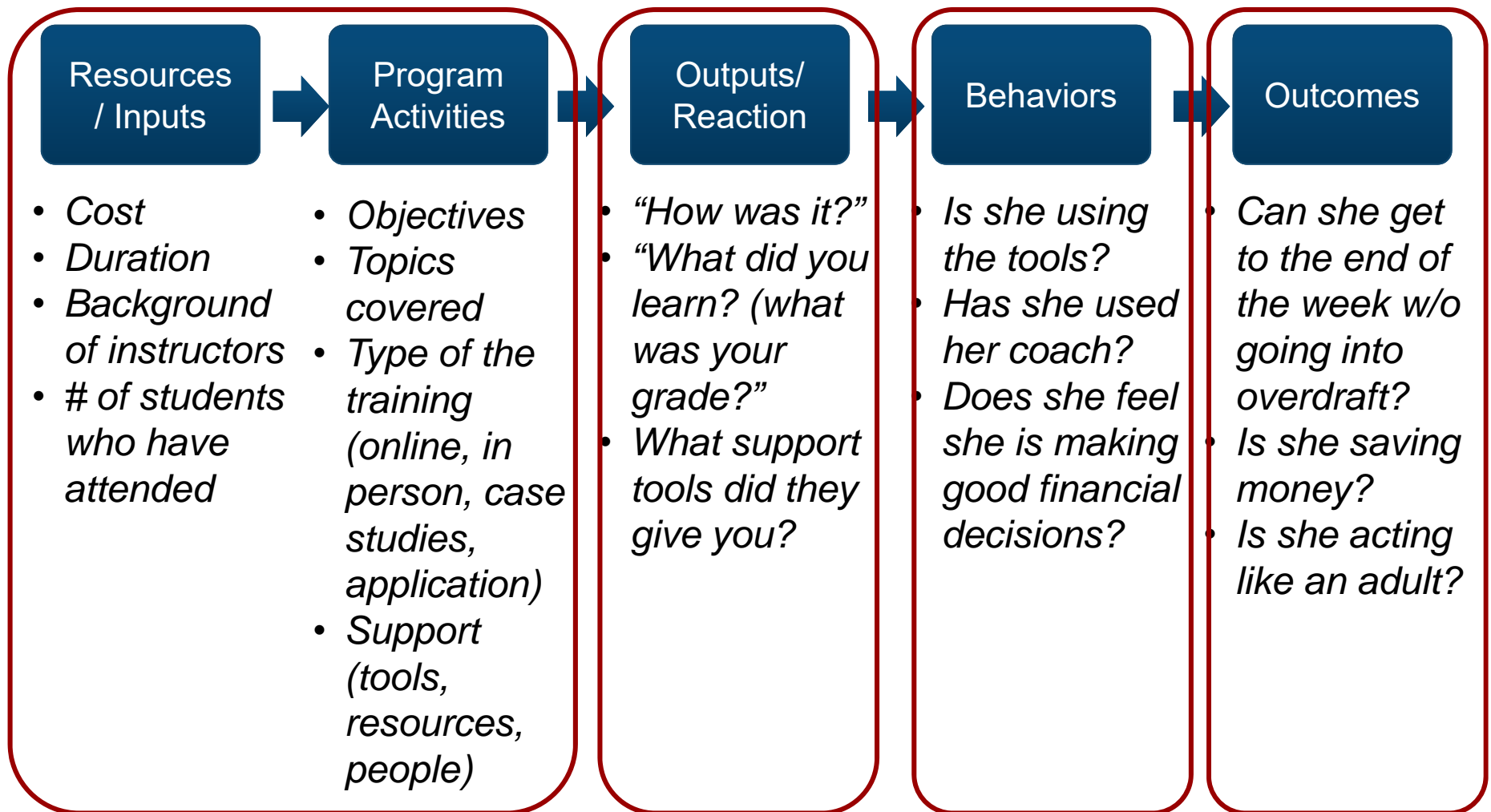
- **Business**
 - Growing rapidly
 - Accelerated hiring across the globe
 - Need new supervisors to manage growing teams
- **Issues**
 - Supervisors being thrown into the deep end
 - Supervisors not successful in their role
- **Consequences**
 - Declining engagement and productivity
 - High performing individual contributors unhappy with immediate managers and leaving at an alarming rate

The Client Need



- Two levels of supervisory training
 - Introduction to Supervision
 - Advance Supervision Topics
- Is the Intro course is addressing the problems that triggered the need?

Remember This?



Where Do We Start?



*Use umu to
input your
responses*

- Let's explore the program. What's important to know about the resources & inputs?
 -
 -
 -
- What are some important outputs?
 -
 -
 -

“Intro to Supervision” Measures

Resources & Input

- Training ‘footprint’
- Frequency of training
- How long to get everyone trained?
- Overall cost



Training Program



Outputs

- WBT: Supervisor Essentials (pre-req)
 - 4 WBTs: Intro to:
 - Managing Teams
 - Managing Performance
 - Managing Culture
 - Managing Transitions
 - 2 day ILT: Intro to Supervision
- # of attendees
 - % of WBTs attended and completed
 - # of WBTs taken before vs after ILT
 - How long before promoted do they take the program?

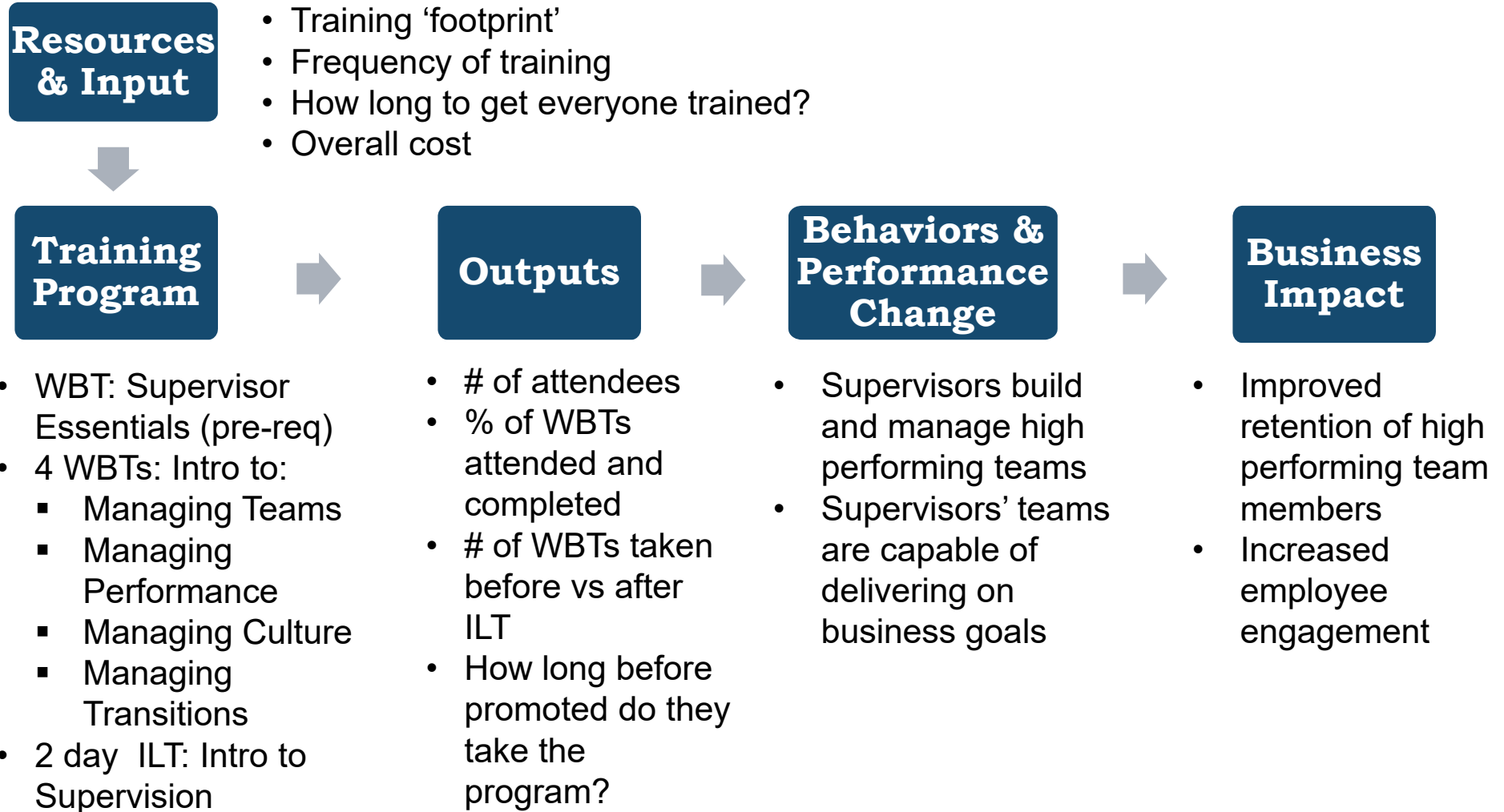
Now It Gets Interesting



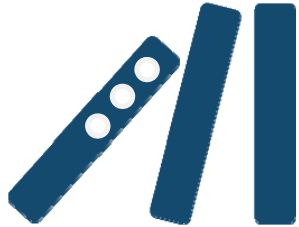
*Use umu to
input your
responses*

- What do we evaluate about the people who attended the training?
 -
 -
 -
- And finally, what do we expect to happen?
 -
 -
 -

“Intro to Supervision” Measures



Complications



- How do we know if training is causing this outcome?
- What might affect this outcome?
 -
 -
 -
- Can we 'isolate' the outcome? How?
 -
 -
 -

Final Step: What are Your Hypotheses?



- What do you expect to see?
 - Differences by geography
 - Differences based on tenure
- Why are these important to flesh out?
- How might you benefit from this conversation?

After You Create the Measurement Map



- Work with a measurement person to:
 - Determine where you have existing data
 - Create a survey or interview instrument
 - Gather the data
 - Do the analytics
- Review your instruments with key stakeholders
 - Do they answer the questions they care about?
 - Can you get access to business data to show if this program is making a difference?

Client Hypotheses and Findings

Hypothesis	Summary Findings
1. The program will result in improvement in the 10 skills/competencies	True (self-report data)
2. Perceived training value will not be affected by when the WBT modules were taken (before or after the ILT training)	True
3. The program will drive improved engagement scores	Too soon to tell
4. Supervisor 101 will improve retention of high performers	True
5. The level of impact will not vary by geography	Mixed
6. Higher levels of management support will result in greater impact on performance	True

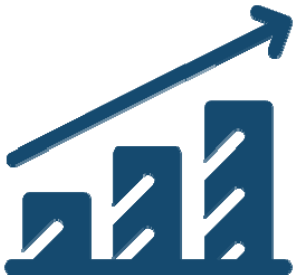
Actual Results



- **Engagement data** was **not sufficiently synched up** with the Intro to Supervision survey to reach a definitive conclusion
- Retention rates of high performers: Intro to Supervision resulted in a **greater than 50% improvement** in the quit rate for high performers
- Learners with **higher levels of support** rated each question category substantially higher than those with lower levels of support (by 25-30 percentage points)

Wrap Up

So What? What's the Value?



- Creates alignment with stakeholders
- Clarifies the end game
- Uncovers: “We can’t get there from here”
- Surfaces holes in the chain
- You can do this with any program

Your Perceptions



- Can you do this?
- Why or why not?
- What one thing can you start doing immediately?

Where Can You Learn More?



- How to run learning like a business: www.centerfortalentreporting.org
- Measurement maps (aka Logic modeling): <http://fyi.uwex.edu/programdevelopment/logic-models/>
- Follow industry leaders on Twitter such as Bersin, ATD, Training Magazine, CEB now Gartner

THANK YOU!

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